

**Proceedings  
of the  
Twenty-ninth Meeting  
of the  
Central Advisory Board of  
Education**

*held at*  
**JAIPUR**  
*in January, 1962*

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**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA**

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# PROCEEDINGS OF THE 29TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION

## INTRODUCTION

The 29th meeting of the Central Advisory Board of Education was held in the Conference Room of the Rajasthan Government Secretariat, Jaipur, on January 1 and 2, 1962 under the chairmanship of Dr. K. L. Shrimali, Union Education Minister. The following members attended the meeting:

### **Ex-officio Members**

1. Dr. K. L. Shrimali, Union Education Minister
2. Shri P. N. Kirpal, Education Secretary, Ministry of Education
3. Lt. General H. H. Maharajdhiraj Sir Yadvindra Singh Mohinder Bahadur, Maharaja of Patiala, Chairman, All India Council of Sports
4. Smt. Raksha Saran, Chairman, National Council for Women's Education
5. Lt. Col. V. Srinivasan, Director-General of Health Services

### **Nominated by the Government of India**

1. Smt. Hansa Mehta
2. Smt. Ranu Mookerjee
3. Dr. Vikram A. Sarabhai
4. Prof. T. M. Advani
5. Dr. A. C. Joshi
6. Dr. V. S. Jha
7. Dr. Mohan Sinha Mehta

### **Elected by the Parliament of India**

#### **RAJYA SABHA**

1. Dr. Nihar Ranjan Ray
2. Dr. W. S. Barlingay

#### **LOK SABHA**

1. Shri Harish Chandra Mathur
2. Shri K. V. Ramakrishna Reddy

### **Nominated by the Indian Council for Technical Education**

1. Shri T. N. Tolani

**Representatives of States**

- |                                   |  |
|-----------------------------------|--|
| 1. Shri S. B. P. Patabhi Rama Rao | Education Minister, Andhra Pradesh                 |
| 2. Shri R. R. Das                 | Deputy Education Minister, Assam                   |
| 3. Shri S. M. Ahmed               | Additional Director of Public Instruction, Bihar   |
| 4. Shri Hitendra Desai            | Education Minister, Gujarat                        |
| 5. Shri K. G. Saiyidain           | Educational Adviser, Government of Jammu & Kashmir |
| 6. Shri P. A. Thannu Pillai       | Chief Minister, Kerala                             |
| 7. Dr. S. D. Sharma               | Education Minister, Madhya Pradesh                 |
| 8. Shri K. Srinivasan             | Education Secretary, Madras                        |
| 9. Dr. A. G. Pawar                | Director of Education, Maharashtra                 |
| 10. Shri Anna Rao Ganamukhi       | Education Minister, Mysore                         |
| 11. Shri P. M. Pradhan            | Education Minister, Orissa                         |
| 12. Shri A. N. Vidyalkar          | Education Minister, Punjab                         |
| 13. Shri M. L. Sukhadia           | Chief Minister, Rajasthan                          |
| 14. Acharya Jugal Kishore         | Education Minister, Uttar Pradesh                  |
| 15. Dr. D. M. Sen                 | Education Secretary, West Bengal                   |

**Secretary, Central Advisory Board of Education**

Shri R. R. Singh, Joint Educational Adviser, Ministry of Education.

Sir John Sargent was present by special invitation.

The following members were unable to attend:

1. Dr. D. S. Kothari
2. Prof. G. C. Chatterjee
3. Prof. M. S. Thacker
4. Shri S. R. Das
5. Shrimati Rukmini Devi Arundale
6. Shrimati Zarina Currimbhoy
7. ~~Prof. A. K. Ghosh~~ Admiral B.A. Samson
8. Dr. S. Bhagavantam
9. Shri A. A. A. Fyzee
10. Shrimati Indira Gandhi
11. Shrimati Renu Chakravartty, M. P.
12. Dr. A. L. Mudaliar
13. Shri D. G. Pavate
14. Dr. T. Sen

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The following also attended:

**Andhra Pradesh**

1. Shri J. P. L. Gwynn, Education Secretary
2. Shri V. C. Vaman Rao, Director of Public Instruction (Designate)

**Assam**

1. Shri Syed M. Rahman, Education Secretary
2. Shri S. C. Rajkhowa, Director of Public Instruction

**Gujarat**

1. Shri M. Habibuddin, Education Secretary
2. Shri D. L. Sharma, Director of Education

**Madhya Pradesh**

Shri V. R. Wichey, Deputy Education Minister

**Madras**

Shri N. D. Sundaravadivelu, Director of Public Instruction

**Maharashtra**

Shri M. A. Bambawale, Deputy Education Secretary

**Mysore**

1. Shrimati Grace Tucker, Deputy Education Minister
2. Shri A. C. Deve Gowda, Director of Public Instruction

**Orissa**

Shri B. C. Das, Director of Public Instruction

**Punjab**

Miss Sarla Khanna, Director of Public Instruction

**Rajasthan**

1. Shri Vishnu Dutta Sharma, Education Secretary
2. Shri Shankar Sahai Saxena, Director, College Education

**Uttar Pradesh**

1. Shri R. S. Yadav, Deputy Education Minister
2. Shri G. P. Pandey, Education Secretary
3. Shri C. N. Chak, Director of Education
4. Shri L. N. Saklani, Deputy Secretary, Education

**Representatives of Union Territories**

**A & N Islands**

Shri J. J. Nanavati



**Himachal Pradesh**

Shri K. L. Sethi, Director of Education

**L. M. & A. Islands**

Shri P. Gopinathan, Assistant Education Officer

**Manipur**

Shri N. B. Sinha, Deputy Director of Education

**N.E.F.A.**

Shri Sham Lal Soni, Director of Education

**Planning Commission**

1. Shri K. L. Joshi, Chief (Education)
2. Shri D. P. Nayar, Director (Education)

**Ministry of Education, Government of India**

1. Shri R. P. Naik, I.C.S., Joint Secretary
2. Shri R. K. Kapur, Joint Educational Adviser
3. Shri J. P. Naik, Adviser (Primary Education)
4. Dr. P. D. Shukla, Deputy Educational Adviser
5. Mrs. Muriel Wasi, Deputy Educational Adviser
6. Shri N. D. J. Rao, Deputy Secretary
7. Shri K. R. Ramachandran, Deputy Secretary
8. Shri A. R. Deshpande, Adviser (Social Education)
9. Shri J. K. Shukla, Director, National Institute of Basic Education
10. Shri Sohan Singh, Director, National Fundamental Education Centre
11. Smt. Perin H. Mehta, Director, Central Bureau of Educational & Vocational Guidance
12. Prof. T. K. N. Menon, Director, DEPSE
13. Shri G. K. Athalya, Director, National Institute of Audio-Visual Education
14. Shri A. H. Hemrajani, Assistant Educational Adviser
15. Shri M. P. Jain, Assistant Educational Adviser
16. Dr. S. Nagappa, Assistant Educational Adviser

## PROCEEDINGS

The agenda for the Board's meeting was as under :

1. To record appreciation of the services rendered by those who have ceased to be members since the last meeting and to welcome new members.
2. To report that the proceedings of the 28th meeting of the Central Advisory Board of Education held at New Delhi in January, 1961, were confirmed by circulation to members and the copies were sent to the State Governments and Union Territories.
3. (i) Statement issued by the Chief Ministers' Conference (held at Delhi on 10th, 11th and 12th August, 1961) regarding education, medium of instruction and script.  
(ii) Memorandum on medium of instruction in colleges.  
(Government of Madras)  
(iii) Steps to be taken to implement the decisions of the Chief Ministers' Conference.  
(Shri H.C. Mathur)  
Member, C.A.B.E.  
*Appendix 'A'*
4. Reorganisation of higher secondary and pre-university education.  
(Governments of Madras and Gujarat)  
*Appendix "B"*
5. Production of textbooks  
(a) At the secondary stage.  
(Ministry of Education)  
(b) Low cost textbooks for colleges and universities:  
(Ministry of Education)  
*Appendix "C"*
6. Expansion of primary education  
(a) To consider the need for special efforts to push up primary education in backward States like Rajasthan, Madhya Pradesh and U.P. A definite phased programme to be drawn and requisite Central assistance to be made available.  
(Shri H.C. Mathur,  
Member, C.A.B.E.)  
(b) Review of the target for enrolment in primary schools for the Third Plan and provision of more funds to meet the increasing demand for appointment of more teachers resulting from enrolment drive and mass desire for education.  
(Governments of Gujarat and Orissa)  
(c) To review the provisions and programmes of girls' education for taking additional steps to expand specially those facilities which aim at increasing the supply of women teachers in rural areas.  
(Ministry of Education and Government of Bihar)  
*Appendix "D"*

## 7. Teacher training.

(a) For elementary schools  
(Governments of Bihar and Orissa).

(b) For secondary schools  
(Ministry of Education and Government of  
West Bengal)

*Appendix "E"*

## 8. To consider steady decline in the number of students joining courses in Indian languages and Arts subjects in college classes.

(Government of Kerala)

*Appendix "F"*

## 9. Programme of social education

(a) To consider adult literacy programme in the Third Plan and its implementation.

(Ministry of Education)

(b) To consider the development of a network of rural libraries.

(Government of Rajasthan)

(c) To consider the scheme of *Gram Shikshan Mohim* (Village Education Campaign).

(Government of Maharashtra)

*Appendix "G"*

## 10. To consider the necessity to introduce an inspectorate in Hindi.

(Government of Kerala)

*Appendix "H"*

## 11. To receive the report on the progress of implementation of important Plan schemes during 1961-62.

(Ministry of Education)

*Appendix "I"*

## 12. To receive the report on progress made under important educational schemes of the States and Union Territories during the year 1960-61.

*Appendix "J"*

## 13. To receive the report on important activities of the Ministry of Education during the year 1960-61.

(Ministry of Education)

*Appendix "K"*

## 14. To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.

(Ministry of Education)

*Appendix "L"*

## 15. To fix the venue and dates for the next meeting of the Board.

(Ministry of Education)

Welcoming the members of Central Advisory Board of Education to its 29th session, Shri Mohan Lal Sukhadia, Chief Minister, Rajasthan, said :

“It gives me great pleasure to welcome you all to this historic pink city of Jaipur. We are extremely happy that the Central Advisory Board of Education is holding its 29th Session in Rajasthan. Founded in 1727 by Maharaja Jai Singh II of illustrious memory, Jaipur takes its name after him. The city stands as a classical model in town planning in the country. It claims a rich heritage of art and learning. The aesthetic sense of its artists is reflected in their creative works and colourful attire of the people. I hope during your stay here you will find time to visit some of these beauty spots, see artistic works and historical monuments. Besides Jaipur, other places of Rajasthan are also important and enchanting. To those of you who have come from distant parts of the country and can devote a little more time, I will commend a visit to the famous fort of Chittorgarh, Udaipur—the city of lakes, the holy shrines of Ajmer and Pushkar, as also Jodhpur and Bikaner the cities of palatial buildings and art treasures. The games sanctuary at Siriska on Jaipur-Alwar road will also be worthwhile.

“The classical land of Rajasthan had once been a fountain head of learning and culture. Even when many of the independent Kingdoms of Rajasthan had fallen one by one before the onslaughts of invaders, the great tradition of learning was carried on by Rajasthanis and the production of Sanskrit works of various subjects was fairly prolific. Nor was the region backward in the production of literature in Rajasthani dialects. The importance of literature in Dingal is now being recognised by scholars of languages, literature and history. It was Dingal which kept enshrined in itself the immortal stories of the valour and sacrifice of Rajputs both men and women for the benefit of posterity. Our literature has been enriched also by the poetical out-pourings of many great saints like Dadu and Raidas. The devotional songs of Meera are on the lips of the people throughout the country. Even during the ascendancy of the Marathas when the Rajasthan States were hard-pressed the rulers continued to encourage literature and poets like Bihari, Padmakar, Mati Ram, Surya Mall and others. Paintings and Music got equal patronage. But during the last two centuries or so education was confined to small sections of society. The comparative poverty of the people, and lack of facilities were responsible for keeping the State most backward in the field of education.

“The first problem on achievement of independence was therefore to push forward education programmes. Simultaneously the education of the adult could not be neglected in view of the demands which the success of a democratic set-up makes upon the people. The growth of secondary schools had also to keep pace with the rapid expansion of primary education and the need of a developing society for better educated personnel for its various projects. Higher education was also very much in demand due to paucity of teachers for secondary schools and technical experts. Degree and professional colleges and schools had therefore to be started in large numbers. The provision of adequate libraries and research fellowships had also to be attended to, though our efforts in this direction leave much to be desired.

“There are certain serious physical handicaps in the way of our educational advancement. The villages are situated far apart in the desert and hilly areas which make it difficult to open primary school in each single village. The deep-rooted conservatism of the people in respect of girls’ education is responsible for the slow pace in their educational progress. Facilities for training of teachers have been rapidly pushed forward during the Second Plan with a view to provide training to almost all the teachers of primary schools by the end of the Third Plan.

“In spite of these handicaps, Rajasthan has taken long strides for coming in line with the rest of the country. The enrolment in primary schools of children of 6 to 11 age-group has risen to 49 per cent from 14.8 per cent in 1951.

“The number of students in the educational institutions has progressively increased in all the age-groups as a result of different measures taken by the Government. The enrolment of students in classes I to V has increased from 2.93 lakhs in 1950-51 to 11.5 lakhs in 1960-61. Similarly enrolment during this period has also gone up from 52 thousands to 1.91 lakhs in classes VI to VIII and from 15 thousands to 86 thousands in class IX and X. Successful Enrolment Drives have been organised annually during the recent years which have contributed significantly to the increase in number of school-going children. The transfer of primary education to Panchayat Samitis from October 2, 1959 also had a salutary effect on enrolment.

“The scale of pay and allowance of teachers compare favourably with those obtaining in other States. The minimum pay of untrained primary teachers is Rs. 85/-p.m. and of trained teachers Rs. 95/-p.m, including dearness allowance and their posts are pensionable. Since 1957 Rajasthan has nationalised textbooks up to class VIII in order to develop healthy and democratic outlook among the children and to provide cheap and good books for them. The State Government had set up the Nationalisation Board of Text Books in the year 1955.

“One of the most important events in the development of primary education in Rajasthan was the introduction of democratic decentralisation on the 2nd October, 1959. Rajasthan was the first State in India to accept the recommendations of the Balwantrai Mehta Committee. Panchayat Samitis have been established in all the Blocks and the entire control of primary schools has been handed over to them. Care has, however, been taken to see that the service conditions of primary teachers are not adversely affected and academic standards do not deteriorate. The Education Department retains the authority of giving technical guidance and supervision. The Sub-Deputy Inspector of primary schools has now become ex-officio member of the Block team and one such officer has been placed at the disposal of each Panchayat Samiti. The Samitis get as grants-in-aid the total amount spent by them on teachers’ salaries and allowances, but for all other items of expenditure, they are expected to raise matching contributions. The rural people have now begun to take direct and keen interest in education and have begun generously to contribute towards school buildings and equipment.

“Primary schools in Rajasthan are either fullfledged Basic schools or primary school oriented to the Basic pattern. The curriculum followed in all schools is an integrated one. In some districts a scheme to provide mid-day meals in primary schools has been introduced and it is hoped that the experiment will extend to the remaining districts.

“The number of middle schools now stands at 1,534. The coverage in the age-group 11-14 works out at 14.5 per cent.

“Rajasthan was the first State to implement the recommendations of the Secondary Education Commission. High schools have been converted to higher secondary schools and middle schools have been upgraded as higher secondary and not as high schools. As a result of this, secondary education in Rajasthan has made considerable head-way. The number of high and higher secondary schools in the State today stands at 640 and the percentage of school going children in the age-group 14-17 is 8.0. We have set up a Bureau of Educational and Vocational Guidance at Bikaner. Extension Services Centres have been established at Bikaner and Udaipur where conveyance facilities have been provided to training colleges to reach the primary schools. We are, however, experiencing great difficulty in recruiting teachers of subjects like science, agriculture and crafts. It has been our aim to make secondary education achieve the two-fold object of being both terminal and preparatory for higher education. It was, however, felt that proper standards were not being attained in the new secondary schools and examination results were so poor that wastage and frustration was evident. We, therefore, appointed an expert committee under the chairmanship of Shri G. C. Chatterji to examine the working of the system of higher secondary education in Rajasthan and to recommend measures for better co-ordination of higher secondary courses with those of middle schools on the one hand and degree colleges on the other. The Committee have made a thorough study of the various problems and submitted its report. One of the most significant recommendations of this Committee is that the three years' course at the secondary stage should be increased to 4 years. It has also recommended integration of the courses of high and higher secondary schools.

“We have at present only one university. We are soon going to have another university at Jodhpur which will be a teaching one. Our colleges for general education have increased from 24 to 56, colleges for professional education from 7 to 22 and colleges for special education from 7 to 18 up-to-date. According to the recommendation of the University Commission three years' degree course has been adopted by the University and introduced in colleges. A separate Directorate of College Education has been created. The pay scales of college teachers have been revised. The grade of lecturers is now 285-800 and that of professors in post-graduate colleges and principals of degree colleges is Rs. 500-900. Principals of post-graduate colleges are in the grade of Rs. 700-1200. A merit pay of Rs. 100/- to Rs. 150/- per month, over and above the prescribed scales has been announced for all teachers who make original research contributions in their branch of knowledge.

“Even with rapid increase in the number of colleges the rush for admissions to them is very great in larger cities. Students who are not likely to benefit by higher education seek admission in such large numbers that we are forced to provide qualitative checks particularly in science

courses. Lest poverty comes in the way of talented young men and children, the State has launched a liberal scheme of scholarships. Every student who secures first division in any public examination from high school examination onwards and whose parents' income is below Rs. 3,000 per annum is awarded a merit scholarship which covers the major portion of the cost of his further education. In addition to other type of scholarships available elsewhere we have also announced scholarships to students who may come to Rajasthan from other States on a reciprocal basis. This is with a view to help in the process of national integration.

"A Directorate of Technical Education was set up in 1957 to look after technical education below the collegiate level. We have at present two engineering colleges, six polytechnics and six industrial training centres. In addition to these a Regional Engineering College will start functioning at Jaipur in 1963-64.

"We have by our traditions, ideal conditions for developing a big centre of Sanskrit studies. For over 400 years, Rajasthan was the refuge of Sanskrit scholarship through the munificence and patronage of its rulers. On the recommendation of a special committee, a separate Directorate for Sanskrit Education was created in 1958, and several other steps are being taken to encourage the study of Sanskrit at all levels. Sanskrit scholars are being specially honoured by liberal cash grants. An Advisory Board for Sanskrit Education has also been constituted. Similarly, with a view to patronize the growth of art and literature, three Academies viz. Lalit Kala Akademy, Sangeet Natak Akademy and Sahitya Akademy have been set up. An Oriental Research Institute with branches all over the State has been established. In Rajasthan, several histories in Persian and Rajasthani are available in various forms. The incidents, events and activities of the period beginning from the reign of Akbar to the present day have been narrated fully and freely in the masses of manuscript, news letters and State papers. We have made a complete survey of all these documents and a Department of State Archives has been set up.

"Rajasthan has got an Advisory Board of Physical Education, a Sports Council, and a Physical Training College. We have also set up a Sainik School at Chittorgarh.

"Although we are spending 25 per cent of our total revenues on education we are still one of backward States in the country so far as education is concerned. We stand very low in respect of enrolment of students in all the age-groups. Our future needs for educated, particularly technical, personnel are greater than those of other States in view of the development that is expected to take place on the completion of the Chambal and Rajasthan Canal projects. Investment on education is, therefore, a greater investment than on any other schemes of production. Education alone will give us the technical men who will be responsible for the agricultural, industrial and commercial progress of the State.

"I thought you would like to be acquainted with our educational conditions and having been incharge of the portfolio since 1954, I thought I might be able to give you a broad review. I have, therefore, taken this opportunity to present to you our efforts and our problems. You will excuse me for taking a little more of your time. It was a temptation which I naturally could not resist.

“I welcome you again most cordially and wish that your deliberations will be most fruitful and your stay here most enjoyable”.

Inaugurating the session, Sardar Gurmukh Nihal Singh, Governor of Rajasthan, said:

“It is a sincere pleasure and a privilege to welcome in our midst today so many eminent educationists from different parts of the country. I greatly appreciate your kind invitation to inaugurate this 29th session of the Board which has done commendable work in co-ordinating the educational programmes in the country. The holding of this session in Rajasthan at this juncture has a special significance for us. Your discussions of the important educational problems facing the country today will greatly benefit us and will facilitate our approach to the organisational, administrative and educational problems confronting this State. You have before you a comprehensive Agenda and I would like to place before you my thoughts on some of the items.

“I would like to place on record my deep sense of personal loss at the sudden demise of Professor N.K. Sidhanta. His passing away is a great loss to the academic world.

“India is pulsating with new hopes and aspirations. Intellectual, political, economic and industrial movements which in other countries made their way in successive decades, are in India in simultaneous ferment. We have to accomplish in a few decades the work of centuries and the essential means of evolving the new social and economic pattern is a system of broad based and diversified education. It is obvious that all national development must ultimately depend on the intellectual and mental growth of the people. It is only through a broad based education that our young men and women can overcome the narrow barriers of caste, creed, region and community. Without forgetting our own great cultural heritage the rising generation must imbibe all that is best in western education and thought, and thus equip themselves fully for the service of the country. Ultimately all academic training has a social aim and it has to be an effective means for contributing to the all round progress of the nation. Our country requires disciplined and well equipped men and women with lofty ideals, high executive and professional ability, and a sound sense of judgment for assuming leadership and creating a new set of fundamental values for a well organised community life. The developing sentiments and emotions of the young have to be trained and guided so that they may think and act correctly. Thus what we want is a broad based system of education which will eliminate all class distinctions—education that realises the dignity of labour and hard work, that fosters patriotism and helps the process of co-operation, sacrifice and the spirit of selfless service for the common cause. This will help to eliminate all narrowmindedness and open out new vistas of thought and action before mankind.

“The question of re-orientating the system of education at various levels to suit the growing needs of the community has been engaging your attention and of other educationists in India. Various constructive suggestions have been put forward for removing the defects that have been discovered in the organisation, methods, courses, and objectives of education.



“Primary education is the foundation of the educational structure, for the students’ character is moulded at this formative stage that leaves a deep impress on them. From this point of view, pre-school education and nursery schools are of still greater importance but, at this stage, our resources will not permit such education to be made general or universal. We have to be content at present with making primary education free and compulsory and raise its standard. As you know, due to inadequate financial resources, the Government of India has been forced to alter the target of compulsory education for all children of 6 to 14 years to those of 6 to 11 years by the end of the Third Five Year Plan. In this connection, I wish to draw attention to two important points—(1) the need for laying greater emphasis on girls, education which is lagging far behind than that of boys; and (2) the necessity of having better teachers whose status and emoluments will have to be raised

“Although Basic education has been accepted as the pattern of national education, it has to be admitted that it is more or less confined to the rural areas. It has been seen that Secondary Education Boards and higher secondary educational authorities have not so far recognised the Basic system in practice. Thus in actual practice there exists two parallel systems, one for the children in rural and the other for those of urban areas. This requires being looked into and steps taken without unnecessary delay to bring about basic similarity in the courses in urban and rural areas. Further, physical education and education in hygiene should be regarded as an essential part of the curriculum at the elementary education stage.

“As you are aware, higher secondary education is one of the biggest educational programmes before the country today, for it is not only a vital link in a chain of education and determines the standard and type of education imparted at the collegiate level but it has also to be regarded as the final stage of institutional education for the vast bulk of our students. It is at the secondary stage that the students develop their personality and acquire habits of study and work. Further these institutions supply teachers for our primary schools. It has often been pointed out that the secondary schools form perhaps the weakest link in our educational system and that it is necessary to have different types of secondary schools to prevent wastage of human material. I think the vital problem of secondary education is to evolve a system which would not only be a preparatory period of training for higher general and professional education but would also be adequate for equipping students for the different vocations at that level. As recommended by the Secondary Education Commission we have to switch over early to the new pattern of the multipurpose schools with vocational and technical subjects. We have, however, to see that such schools are properly organised and provided with the requisite staff and equipment and that the vocational courses taught in such institutions are of a standard as will enable those who pass out to earn their livelihood.

“It is necessary that the higher secondary schools should be organically linked with the life of the people, especially for such aspects of education as the training for citizenship and schemes of economic development. Thus the curriculum will become more responsive to our growing needs. For example in a predominantly agricultural country

like ours greater emphasis has to be made at the secondary stage, specially in the schools in the rural areas, on the practical study of new scientific, agricultural and horticultural processes and techniques, and small handicraft industries that can flourish according to local conditions. In Rajasthan we have started a number of multipurpose schools but are facing difficulties due to the shortage of equipment, staff and proper accommodation. Converting the high schools into higher secondary schools is a very difficult process and involves great preparatory work and expense, which is generally not forthcoming. In reorganising and raising the standard of education in this State our constant guides have been the reports of the University Commission and of the Secondary Education Commission as well as the views the Planning Commission on educational development.

“As you know, it has often been argued that the education imparted at the higher secondary stage is narrow and lopsided and isolated from the general current of life and thus fails to train the whole personality of the student. Often the classes are too large and do not allow personal contact between the pupils and the teachers. It is further felt that the spirit of progressive experimentation and original work are discouraged which leads to cramming. Without condemning wholesale the existing system we have to strive to improve the existing quality and to adopt the system of multipurpose schools of the type recommended by the Secondary Education Commission. Unnecessary criticism of the present system tends to undermine the morale of the teachers and creates a sense of frustration in the minds of the students. None-the-less, reform is urgent and the first essential is the training of teaching staff for the new type of schools.

“The language problem has assumed an acute form in some of the States. We in Rajasthan have accepted the recommendations of the Committee appointed to report on the place to be given to the languages of minority communities in the educational system. I feel that the medium of instruction at the secondary stage should be Hindi at least in Northern India and that arrangements for teaching languages of minorities should be made in the secondary schools.

“I think that the three compulsory languages formula should be implemented in the States.

“While agreeing generally with the interim recommendations of the Sampurnanand Committee and the observation that study of the South Indian languages should be encouraged in schools in North India, I would like to draw attention to one or two practical considerations. It is obvious that the study of Hindi and English should be compulsory in schools throughout India but with regard to the selection of the third compulsory language it is necessary to bear in mind the local conditions and certain other considerations. It will be more advisable to select as the third language either the regional language or the mother-tongue of the students. For instance in certain parts of Rajasthan it may be advisable to have the third compulsory language in secondary schools, Panjabi, Urdu, Sindhi or Gujarati, which are the languages of minority communities settled in the different parts of the State. Secondly, there is a view, which has strong arguments in its favour, that the

third compulsory language should be Sanskrit, particularly in those States where the mother-tongue or the regional language of the people is Hindi. These and other considerations like the one urged by the Committee will have to be borne in mind in giving effect to the three language formula.

“I am of the opinion that it is educationally unsound to introduce the teaching of English at an early stage (i.e. from the 3rd class). It may be alright where the mother-tongue and the regional language of the pupil is Hindi, but in all other cases, I believe, the right course will be to start with the mother tongue, begin the teaching of Hindi or the regional language, if it is different from the mother-tongue of the students, from the 3rd class. The teaching of Hindi in any case should be started not later than the 4th class and so far as the teaching of English is concerned it should be started from the 6th class—i.e., at about the age of twelve, unless the mother-tongue or the language used largely at home is English. I believe that it is not so much to promote national integration but to improve the standard of English that the recommendation to teach English from the 3rd class has been made. From my experience as a teacher I can say that a good knowledge of a foreign language can be acquired better and with greater facility if the student begins its study after he has acquired a fair knowledge of his own and the regional language and has attained a certain amount of maturity. The chief reason why the knowledge of English today is so defective, not only among our matriculates but also among our graduates, is that it is not taught properly in our schools and because the knowledge of the teachers themselves is defective and poor and their method of imparting instruction is not up to date. What is therefore, necessary is not to introduce the teaching of English at an early stage but to improve its teaching by employing better qualified teachers and by adopting up to date methods. I doubt if such teachers could be available at the primary stage, particularly when it has to be expanded rapidly and made universal.

“I welcome the other recommendations made by the Sampurnanand Committee in its Interim Report except that I would like to add the following to the last portion of the pledge suggested by the National Integration Council—viz:—

“I hereby pledge never to resort to physical violence in the case of any dispute whether in my neighbourhood or in any other part of India”.

“With regard to a common script for regional languages and a common language for the country and other measures and steps which are necessary for promoting national integration I would like to draw attention to my Note on National Integration circulated separately.

“It is often said that the teachers hold the key to the future as the progress and welfare of society is ultimately linked with the training that the youth receives in educational institutions from them. The teachers provide the mould in which the students’ character is cast which leaves a deep impress on them throughout the life. The teachers have thus to play an increasingly vital role in gradually reorienting education in our country during this transitional period. I hope your Conference will examine and decide this question of the proper training of teachers to pilot the new schemes of education on the right lines. We must attract

the right type of persons to the profession, for the teachers must have qualities of leadership, organisation and sympathetic interest in the progress of individual students with a view to studying their latent aptitudes for vocations for which they are best suited. They have to make an appraisal of the cultural, social and economic trends in the country and interpret their salient features to the rising generation. I hope your Conference will consider matters connected with fostering the right kind of relationship between the teachers and the taught so that we may bring about mutual goodwill and respect between the students and teachers who ought to occupy an honoured place in society. It is also for you to make concrete proposals how best we can improve their status and salaries so as to attract the right type of persons to this profession. In this connection I would like to read a short extract from my Agra University Convocation Address:—

“Having been a teacher myself I have great faith in our students. We have to give them full opportunities for development and tackle their problems with sympathy and affection, channelising their youthful energies into constructive channels and extra-curricular activities. Restiveness of the youth if not properly controlled and directed can lead to frustration. It is no use blaming the political parties for students’ indiscipline, or making appeals to them to refrain from exploiting students for their own party-ends, which appeals they are not likely to heed. What is necessary is for the teachers to assume full responsibility and to become the real leaders of their students.”

“It applies to teachers in all educational institutions.

“It is felt that the new pattern of higher secondary education cannot succeed so long as the deadweight of the written test at the end of the course is the sole criterion for judging the students’ ability. I think the day to day work of the student should have a large share in determining his final position and evaluation. To achieve this object we must have teachers who can, through scrupulous honesty and integrated judgment, co-operate with the authorities in making correct evaluation of sessional work. It has been suggested that the character of the test or examination should be changed in such a way that it is not merely of the academic attainments of the pupil but also of his real educational growth and development. I hope your Conference will also probe into the problems connected with the ever increasing influx of students in schools from different social groups and backgrounds and with different attitudes and abilities. We have also to develop new techniques at this level for instruction so that in addition to acquiring knowledge, the mind is trained and the whole personality is developed. The question of moral instruction in the schools for inculcating discipline, and the setting up Research Bureaus for Textbooks and Vocational Educational Guidance also deserve examination by our educationists. It goes without saying that education must keep pace with the new social and economic forces in the country and be elastic enough to mould itself with the changing needs. The State Governments are facing difficulties in implementing the recommendations of the Secondary Education Commission particularly with regard to the staff, equipment, libraries, laboratories, etc. The establishment of an Advisory Council for Secondary Education to advise Government on necessary measures for effecting desired improvement is a welcome move. In Rajasthan the formation of the Rajasthan

Board of Secondary Education has been a great step in reorganising and developing secondary education in the State. It is necessary to regulate promotions from class to class from the first year and to ensure that only those who are fully qualified should be promoted. The question of nationalisation of books should also facilitate availability to the students of printed books at a reasonable price.

“The question of education through the medium of a regional language has already been discussed threadbare. I personally feel that knowledge can at the primary stage be more effectively imparted through the mother-tongue than through the medium of a foreign language. It is however necessary that the change in the medium of education should be brought about gradually—ins tages. In post-graduate and research work the knowledge of English and other foreign languages is essential. Although we have to recognise the great value of English in the nation and international fields, it is not necessary that English should be the medium of instruction at the primary or secondary stages of education. Even at the college stage, particularly in courses in the Humanities, English should yield place gradually to Hindi, at least in the Hindi speaking areas. I, however, believe that every person who has completed the secondary stage of education should have a sound knowledge of English, and better arrangements for its teaching should be made in the schools. I hope your Conference will ponder over this important aspect and make recommendations.

“In university education attempts have been made in recent years to adjust it to our new and growing needs so that they may become centres of a new national awakening and foster in the youth independence of judgement and integrity of mind. As I said before, India is passing through a period of transition in social, cultural and economic spheres for which we want well-equipped and properly educated young men and young women to take the country forward. Our universities must be academically sound so as to impart instruction efficiently. For this purpose it is necessary to regulate admissions to universities and to restrict them to those who are well-prepared to benefit from higher education. More than half of our students who go to the university do so because of sheer force of circumstances. If they could be usefully employed after the higher secondary stage it would help them, the universities and the nation. Except on the professional and technical side higher education is not so important at this stage as the improvement of standards. Before we think of expansion we should see that the existing institutions of higher education are financially stabilised and facilities such as staff, libraries, hostels, laboratories are provided on an adequate scale. College education is essential for the growth of a nation as the society always requires the guidance of persons with superior knowledge and training. In fact the real progress of a country is judged by the standards of its education in the universities. But we have also to lay emphasis on the contents of education and our universities must become real seats of learning in a creative and real sense and be the repositories of our cultural heritage. They must promote research and creative work in all branches of learning.

“Thus universities must maintain high academic standards and also ensure that students in all faculties should be acquainted with Indian heritage and humanistic studies. I feel that there must be a definite

place for the study of the basic principles of different religions in our educational institutions so that the students may be able to imbibe the fundamentals of ethics and morality and also develop a sense of religious tolerance, unity and brotherhood. Collective activities of a constructive character should also be made an integral part of the curriculum in order to inculcate discipline. As I have hinted above, it is necessary to stop overcrowding in colleges in order to improve and maintain standards of university education. Thus regulation of admission carefully on merit and insistence on certain minimum standards for the entrants is essential. It has to be admitted that the wastage of time and money is colossal in our educational system at the various stages as the percentage of failures in examinations is stupendous. We have to see the real talent and aptitude of the student and help him to choose his further course of studies. Thus we should admit only those students who can really benefit from higher education and different courses. I would like to emphasise that selection of students for higher education for the humanities, sciences, technical and professional courses should be purely on merit and that weeding out of the unsuitable should be done after the test in the first year. It is really no kindness to the student or his parents to allow the unsuitable to increase crowding in higher institutions of education. They should take up work for which they are fitted at that stage. I am afraid, a wrong idea prevails that every one has a right to admission in an institution for higher learning. There is no such right recognised anywhere in the world, not even in the most advanced democratic countries. The only recognised right is to free Basic education and provision for adequate facilities for other types of education and for opportunities to make the best use of the faculties with which an individual is endowed. The liberal schemes of scholarships to deserving students is a welcome step in this connection.

“Education should have a diversified programme of studies to train people in such courses as would provide the necessary personnel for the many-sided development that is taking place as part of our national reconstruction. This requires close relationship between the numbers produced in different categories and the possibility of their early absorption in services useful to the community. This will lessen unemployment and will also do away with the dearth of trained personnel for various jobs.

“As you know during the last ten years there has been rapid increase in facilities for technical education in India at all levels to meet our needs for various development projects. The crux of the problem of standards in technical education is a three fold one—that of having well-qualified teachers, proper and adequate equipment and buildings—for which, on the recommendations of the All India Council for Technical Education, large grants have been provided by the University Grants Commission and State Governments. Engineering education to be effective in terms of a national plan must be dynamic and it should be elastic enough to adapt itself to the fast changing conditions in technology. We have to increase further facilities for post-graduate studies and research in engineering to give greater thought to the vocational and industrial training in the polytechnics at the level of skilled workers who constitute the base of technical man power.

“The problem now facing us is the improvement of the quality of technical education and proper allocation of facilities among different levels. Secondly, another change that is necessary in this fast changing age of technology is scientific content of engineering and technical courses. A much higher standard is required for carrying out the task which technology must fulfil in the modern age. I hope you will consider this question of improving the standard of engineering and technical education and also help the students to acquire a certain amount of knowledge in social studies as the engineer today is also an administrator and he has to deal with large number of workers under him.

“As regards medical education in India I would like to say that not only we want large number of well-qualified doctors but there is great need for making the country self-sufficient in the matter of high standard post-graduate medical education, research, laboratories and specialised courses so that a large number of students could be trained without their going abroad for higher training. Further the medical teaching has to be given on a more practical basis. I believe, it is well worth-while to consider the splitting up of the graduate course in two stages, lower and higher, each self-sufficient in itself, to meet the large demand of medical services, particularly in rural areas.

“Your organisation has a vital responsibility for studying the academic problems and for suggesting measures for the improvement and reorganisation of education at various levels. I am confident that during this session you will make an effective contribution in devising ways and means to tackle the various educational and allied problems facing the country today. It has been an exhilarating experience to meet many old friends and colleagues. I hope you will enjoy your stay in Jaipur and will carry with you recollections of a very fruitful session.”

The Chairman, Central Advisory Board of Education then delivered the following address :

“It gives me great pleasure to welcome you to this twenty-ninth session of the Central Advisory Board of Education. This is the first meeting of the Board in Rajasthan and in this historic city of Jaipur. The unprecedented progress which Rajasthan has made in the field of education during the Second Five Year Plan was a great attraction to us in fixing the venue at Jaipur. I am sure I am voicing the feelings of all the members of the Board in expressing our admiration for the progress that this State has made and also in extending our thanks for the hospitality provided by the State Government in the traditional style of Rajasthan.

“In our last meeting, I gave you a brief resume of the development of education in India in the post-independence period and also outlined the major schemes included in the Third Five Year Plan which was then being formulated. Since then, the Third Plan has been finalised and the total allocation given to education has been fixed at Rs. 4,080 million of which Rs. 3,360 million is in the State sector and Rs. 720 million in the Central and Centrally-sponsored sector. In a situation like ours, where the infinity of our needs seems to be equalled only by the paucity of resources available, it is no surprise

if even this allocation has disappointed most of us and each one of us has been called upon to curtail or even abandon some of the urgent and almost inescapable programmes.

“It is, however, a matter of immense satisfaction to us that the implementation of the Third Plan has made a promising start and we can look forward to successes more significant than even those achieved in the First or Second Plans. The most important scheme included in the Third Plan is the expansion of elementary education, particularly in the age-group of 6—11. From the reports which have been received so far, it appears that, in almost every State, the actual enrolment in 1961-62 has exceeded the targets fixed for the year. Very outstanding results have been obtained in Punjab, Mysore, Madras and Rajasthan. Things have begun to happen in a big way in the State of Uttar Pradesh also, this year the State Government has opened about 6,700 new primary schools and enrolled 400,000 additional children. Equally encouraging reports have come from other areas and I am now hopeful that we shall exceed the targets that were originally fixed and which the inveterate sceptics had initially thought to be ambitious. The Government of India welcomes this happy development and would like to assure the State Governments that if they exceed the targets, we would try to make adjustments in the Plan and make funds available for additional enrolment till we have reached our goal for free compulsory education.

“The proposal to introduce legislation on compulsory primary education is also making good progress. The Delhi Primary Education Act was passed in 1960, Punjab was the first State to modify its law in the light of the Delhi Bill and it passed a new Compulsory Education Act in the same year. During the current year, four more States have passed similar laws: Andhra Pradesh, Gujarat, Madhya Pradesh and Mysore. The Government of Rajasthan has agreed to introduce the Bill in the next session of the Assembly. The Governments of Orissa and Maharashtra have agreed to incorporate the salient features of the Delhi Act. The other States are considering the matter and I hope they will soon take the necessary decision.

“You will also be glad to know that we are collaborating with UNESCO in the development of primary education in Asia. With this end in view, it has been decided to establish an Asian Regional Centre for the training of Educational Planners, Administrators and Supervisors and recently an agreement has been reached between UNESCO and the Government of India for the location of this Centre in Delhi.

“It is a matter of some satisfaction that the steps taken in another important matter have made encouraging progress. I refer to the improvement of the remuneration of primary teachers. A further revision of their salaries has recently been done in the States of Madras, Madhya Pradesh, Mysore and Rajasthan. Assam has been able to reduce considerably the difference between the dearness allowance paid to primary teachers and to other government servants. In Orissa, the scales of pay of primary teachers in Government service have been substantially revised and the question of revising the scales



of pay of teachers in non-government schools is under consideration. In U.P., an *ad hoc* increase in the dearness allowance has been given to all primary teachers and the minimum pay of trained primary teachers has also been raised. In West Bengal also an *ad hoc* increase in the salaries and dearness allowance of teachers has been given. Similarly, the programme of making a better old-age provision for primary teachers is being pushed forward. Gujarat has introduced a scheme of pensions for its primary teachers ; the State of Andhra Pradesh has adopted a Triple Benefit Scheme somewhat on the lines of that which was already in vogue in Madras. In Rajasthan, the primary teachers under the Panchayat Samitis enjoy the same old-age provision as other government servants do. I have recently requested all my colleagues in the States to introduce the Triple Benefit Scheme for primary teachers and I have no doubt that, with their co-operation in the matter, this scheme will soon be adopted in all parts of the country.

“While these intensive measures are needed to improve the lot of the primary teachers, some steps have also been taken to improve the remuneration of secondary teachers and schemes which benefit both primary and secondary teachers have also been initiated. In this context, I should like to draw your attention to the scheme of merit scholarships for the children of primary and secondary school teachers which has now been finalised and initiated by the Government of India. Under the scheme, 500 scholarships will be awarded every year, on the results of the School Leaving Examination, to children of primary and secondary teachers. The scholarship have been divided among the the States on an equitable basis and, while the selections will be made at the centre, the day-to-day administration of the scheme will be carried on by the States themselves. You are also aware that the Government of India has founded a Trust for Teachers’ Welfare and has made an initial contribution of Rs. 5 lakhs towards it. This is, no doubt, a small and a token beginning in a very great task. But with the cooperation of the States and all others interested in the problem, I have no doubt that the scheme will make rapid progress.

“In the Third Five Year Plan, it is proposed to initiate the programme of child welfare which should in due course develop as an essential part of our educational system. The existing child welfare services, as you all know, are far from adequate and a realisation has been growing that this significant sector of human development needs more attention. You will be happy to learn that a provision of Rs. 3 crores has been made in the Third Plan for this programme. A part of this provision will be devoted to the maintenance of a nucleus administrative staff in the State branches of the Indian Council of Child Welfare. Provision has also been made to encourage a programme of research and training in child growth in the National Institute of Education. The major portion of this fund will however, be utilised to develop a programme of integrated child welfare projects in different parts of the country. A beginning will be made by setting up a few pilot projects—at least one in each State and major Union Territories and it is expected that they will provide the needed experience for generalising the programme in the subsequent plans. The main idea is not so much to start new services, as to coordinate and strengthen the existing ones, by providing suitable staff and larger resources.

“The programmes of secondary and higher education included in the Third Plan have also made an impressive start. The National Council of Educational Research and Training has already been established. The Central educational institutions at New Delhi have been placed under the administration of the Council and steps are now being taken to acquire an adequate site and to construct buildings thereon so that they all might be amalgamated and expanded further to constitute the National Institute of Education. You will agree with me that the establishment of this Council has been an important landmark and that we may look forward to it to develop an effective national programme for the qualitative improvement of education through research training and extension.

“Another scheme of some significance relates to the establishment of a Central Board of Secondary Education. As you are already aware, the Second Pay Commission recommended that, in the interest of Central Government employees as well as of other mobile section of the population in the country, the growth of schools with common syllabi and media of instruction and examination should be encouraged. The Ministry of Education, in consultation with other Ministries in the Government of India, have formulated a scheme for implementing this recommendation. It envisages instructional facilities for about 3,000 such children to begin with (about 50 per cent of whom will also be provided residential facilities) in selected schools in different parts of the country. I have no doubt that we shall have the active cooperation of all the State Governments in giving effect to this scheme. The full implementation of this recommendation, however, is obviously not possible unless a central examining body is also set up to conduct examination with a common medium and syllabus. In some big cities, there are schools preparing for the Cambridge School Certificate Examination conducted hitherto by the Cambridge University Syndicate and they would also like to come into the national system and affiliate themselves to an all-India examining body. To meet all these requirements, the Ministry of Education has sponsored the establishment of a Central Board of Secondary Education. Since Delhi has the largest concentration of Central Government employees, it has also been proposed to discontinue the Delhi Board and to affiliate the schools in Delhi to the Central Board of Secondary Education.

“I may at this stage refer to the programme of reorganising secondary education, which is also included in the Agenda. Prior to the submission of the Secondary Education Commission's Report, the University Education Commission had recommended that the duration of the first degree course should be three years. The Secondary Education Commission also took into account the fact that the Constitution had made provision for compulsory education for a period of eight years which partly covered the period of secondary education. In some of the States the existing pattern of education was 11 plus 4 while in most of the States it was 10 plus 4. The Commission would have preferred to have a uniform pattern for the whole country consisting of 8 plus 4 plus 3 but the States which had a pattern of 10 plus 4 were unwilling to add one year to the whole educational system because of lack of financial resources. The Commission therefore arrived at a compromise formula and suggested that the primary and secondary stage may be 11 or 12 years followed by a three

years degree course. The Commission did not envisage that the States which were already having a total period of 15 years would reduce it by one year. In actual practice, however, there has been a tendency to level down instead of levelling up. In all the States except three we have now a fourteen-year system of education. The progress of reorganisation has not on the whole been quite as rapid as would have been desirable and the transitional phase is getting unduly prolonged. But this again is mainly because of paucity of funds. The Government of Madras has suggested that the duration of the school system should be extended to 12 years instead of 11 years as at present. Undoubtedly, no one here will dispute the fact that a 12 year school is a better preparation, both for joining the universities and for entering a vocation. But as far as I am aware the position with regard to the resources has not undergone any change. Our resources are already considerably strained owing to the increasing enrolment at different stages. Moreover, if any additional resources are available our first priority should be an increase in the emoluments of teachers. In the circumstances, it seems to me that we should concentrate on mobilising all our resources for the completion of the reform already launched and raise the standards of secondary education in the manner suggested by the Secondary Education Commission. When that is done, and when we have more resources at our command, I would certainly welcome an additional year of schooling. The argument has also been advanced that the scheme on the lines suggested by the Government of Madras would be cheaper than the pattern of education proposed by the Secondary Education Commission. Without going into the merits of the scheme I should like to caution the Board to be wary of schemes which only aim at reducing the cost of education. If secondary education is to be a terminal stage and give a broad training in citizenship including preparation for vocation, we shall have to keep the students longer in the schools and spend more on the salaries of teachers, equipment and teaching aids. Without making provision for these amenities we should be only increasing our inefficiency and further lowering the standards.

“In higher education, the need of a model University Act which would lay down the proper organisational structure for the universities in India has been keenly felt for some time. We have already set up a Committee to study the various issues involved and to prepare a draft of a suitable Act. Another committee has been set up by the University Grants Commission to examine the question of standards and make suitable recommendations to the universities.

“The scheme under which foreign educational standard works and books of reference are to be printed and made available to Indian students at low prices has made a good beginning as a result of negotiations conducted with some foreign countries. The Governments of the U.S.A, the U.K. and the U.S.S.R. have been good enough to render valuable assistance in this field.

“The Rural Institutes which were started in 1956 have entered on a new phase of development by the organisation of post-Diploma

courses in Cooperation and Community Development, and by the establishment of research departments. These new measures have increased both the responsibility and the utility of these Institutes as centres of learning, research and extension in the rural areas. Three more Rural Institutes are also being started to meet the requirements of the regions where there were none. The Diploma in Rural Services granted by these Institutes has now been recognised by most of the State Governments, the Inter-University Board and many universities and is providing trained personnel for the programme of rural reconstruction.

“I am glad to inform you that much progress has been made regarding enrichment, development, and propagation of Hindi since we met last. As we all know, the duty of promoting the spread of Hindi and of developing it as a medium of expression for all the elements of the composite culture of India has been cast upon the Union Government by our Constitution and the Ministry has taken various steps in this regard during the last decade or so. The matter has, however, assumed a fresh significance and urgency as evinced by the statements issued by the Conference of Chief Ministers and the National Integration Conference. The Chief Ministers recommended that urgent steps should be taken to promote Hindi so as to develop it rapidly as an all-India language for inter-State communication—a recommendation which was reiterated by the National Integration Conference. The decision of the Central Government that all technical and scientific terminology should be based on international usage and should be common to all the Indian languages was also supported by both these bodies. It is with this purpose in view that we have established a Standing Commission for Scientific and Technical Terminology consisting of eminent scientists and linguists and having Dr. D.S. Kothari as its Chairman to review the work done so far in the Ministry, to coordinate the activities of various organisations engaged in a similar task and to evolve terminology in the future on a uniform basis for all Indian languages in scientific and technical subjects. I need hardly emphasise the great significance of this work; for, if done well, it will provide the modern Indian languages with a common core of scientific and technical vocabulary and will bring them nearer to one another, thus helping in the great task of national integration. The Commission has already started its work. For terminology in subjects other than legal, scientific and technical, a Review and Coordination Committee has been set up which also has started its work. With a view to helping these bodies in their work and to providing ready reference material to those who wish to undertake serious scientific and technical writing in our languages, a Consolidated Glossary of Words evolved till now is being printed and I am glad to say that the first volume has just come out.

“We are all aware that there is a dearth of suitable textbooks, reference books and standard works at the University level in Hindi and various regional languages. A scheme for the preparation and translation of such books in Hindi, to begin with, was therefore launched by the Ministry some time back and work has already started in Bihar, Madhya Pradesh, Panjab, Rajasthan and U.P. Subsequently, the scheme has been

extended to other regional languages also and the Governments of Madras and Gujarat as well as the Universities of Delhi, Calcutta and Visva-Bharati have expressed a desire to participate in it.

“The translation of manuals, forms and other procedural literature into Hindi is also important and a translation unit has accordingly been set up in the Central Hindi Directorate.

“You will agree that it is necessary to provide for suitable training facilities for teachers of Hindi if they have to do their work scientifically and well. The Hindi Teachers’ Training College at Agra has already been taken over by the Government of India and is being run with the help of an autonomous body constituted by the Government. We have also been operating a scheme under which we give cent per cent assistance to State Governments for the establishment of Hindi Teachers’ Training Colleges. I am happy to inform you that recently two such colleges have been established, one each at Gulbarga and Trichur in the States of Mysore and Kerala respectively. It is hoped that such colleges would be established in Assam, West Bengal and Gujarat also in the near future as the State Governments have already come forward with their proposals in this respect.

“Closely allied with this question is that of the appointment of these teachers. We have so far contributed 60 per cent of the expenditure on the appointment of Hindi teachers in high and higher secondary schools in non-Hindi speaking areas, but we now propose to give grant on the cent per cent basis from 1962-63.

“We all know of the great contribution made to the spread of Hindi by the voluntary organisations which have been working in the field for a large number of years. At times, however, they have tended to work in isolation and hence we have decided to establish two Regional Offices, one each at Madras and Calcutta, to begin with, so that the activities of the voluntary organisations may be properly coordinated and supervised.

“Sanskrit, as we are all aware, holds a unique position in our cultural life and is a potent force for emotional integration. On the recommendation of the Sanskrit Commission, we have constituted a Central Sanskrit Board to advise Government on the development and propagation of Sanskrit and I am glad to say that it has done very useful work during its short period of existence. It has launched a number of schemes including those for the development of Gurukulas so as to maintain their traditional residential character, reprint of outstanding works which have been out-of-print for long, grant of scholarships for research scholars and financial assistance for the improvement of Sanskrit journals and publication of outstanding Sanskrit works. Only recently the first volume of the *Sabdakalpadruma* (शब्दकल्पद्रुम)—a rare and monumental Sanskrit Dictionary—has been brought out under our auspices; it is hoped that many more books will be published shortly. It has also been decided to establish a

Central Sanskrit Institute at Tirupati in Andhra Pradesh with a view to training Sanskrit teaching and for conducting research in specialised branches of Sanskrit learning.

“For some time past, we have been taking increasing interest in promoting education, training and rehabilitation of the physically handicapped. As you probably know, we have established a number of institutions for the blind at Dehra Dun and are strengthening them in such a manner that eventually they may be developed into a National Institute for the Blind.

“We have been awarding scholarships to the handicapped students for general and technical education and professional training for over six years. This year, however, we have instituted an integrated scheme and have liberalised the rules. Against an actual expenditure of Rs. 6.72 lakhs for scholarships during the Second Plan, Rs. 27 lakhs have been provided during the Third Plan period.

“Voluntary organisations are playing a pioneering role in this field in our country and we have, therefore, been trying to develop the services for the physically handicapped as far as possible through voluntary agencies. During the Second Plan period we gave grants amounting to Rs. 9.59 lakhs to over 40 institutions and organisations in this field. These grants were given for developmental schemes on a matching basis, 60 per cent being paid by Government of India and the remaining 40 per cent being met by the organisations. I am happy to tell you that we have decided to liberalise the pattern of assistance during the Third Plan. We will now contribute 75 per cent of the estimated cost for developmental schemes and for this purpose have provided Rs. 26 lakhs during the Third Plan period.

“One of the most important schemes undertaken by us during the later period of the Second Plan was the establishment of pilot employment exchanges for the physically handicapped. At present, there are three Special Employment Exchanges for the various categories of the physically handicapped located at Madras, Bombay and Delhi. The results of the scheme have encouraged us greatly and we propose to establish one special employment exchange in each of the remaining States during the Third Plan.

“In order to facilitate the entry of physically handicapped persons into public services, all the Central Ministries have been requested to consider their applications with sympathy. Physically handicapped persons examined by medical boards attached to Special Employment Exchanges are exempted from further examination by the employing departments.

“In order to minimise the effects of physical limitations, we have also been attempting to give certain concessions to the physically handicapped. A blind person is able to travel on Indian railways by paying only  $\frac{1}{4}$ th of the normal fare. He and his sighted escort can travel by paying a single fare. The postal department carries braille literature free of postage. Crippled persons suffering from a substantial

loss of functioning of the legs have also been given some railway concessions. Several shipping companies have agreed to give concessions to the blind. At the suggestion of the Ministry of Education, the Inter-University Board has requested all the universities to consider permitting deserving physically handicapped students to appear as private candidates for non-technical examinations and to allow them certain special facilities.

“You are probably aware we had recently convened the First National Seminar in Training and Employment of Physically Handicapped at Bangalore. We had also organised the First National Exhibition on the Utility and Freedom of the Physically Handicapped on this occasion. The Seminar has brought a number of new ideas to the fore and I hope it would be possible to lay the foundation of a system of service for the physically handicapped during the Third Plan on their basis. The National Exhibition demonstrated what fine work can be done by the physically handicapped persons who ask for opportunity and not for charity.

“I shall now refer to what might be considered the most significant item on our agenda, national emotional integration. National integration is a psychological and educational process involving development of a feeling of unity, solidarity and cohesion in the minds of people, a sense of common citizenship and a feeling of loyalty to the nation. This is necessarily a slow process. But for that very reason, we have to take it up early and give it continuous and nation-wide emphasis. In this context, you have before you the far-reaching recommendations made by the Conference of Chief Ministers of States and Central Ministers, the National Integration Conference and the interim report of the Committee appointed under the chairmanship of Dr. Sampuranand: These touch all aspects of life but their educational content is very large and significant. I do not propose to discuss them in detail because this session will mostly concentrate on their examination as well as finding suitable ways and means of implementing them early from the next academic session.

“A familiar but radical reform advocated and emphasised in some of these recommendations is to make education a concurrent subject and to constitute an All India Educational Service. In actual practice, a working partnership has already been established between the States and the Centre in the preparation and implementation of the plans of educational reconstruction, and that a bond of comradeship has been steadily growing up in the different educational services in the country. A time has now arrived when constitutional recognition should be given to this important concept and its practical basis strengthened by the constitution of an All India Educational Service.

“There is yet another recommendation of these bodies to which I would invite your special attention *viz.* the need to improve our textbooks. In recent years, there has been growing criticism of the existing textbooks for all types of sins of commission and omission, such as poor get-up and illustrations, high pricing, wrong presentation of facts, inaccuracy of data, disregard of the level of mental development of the pupils for whom these books are intended and neglect of an emphasis on the development of

national and moral values. The need to improve textbooks was also emphasised by the Conference of Chief Ministers and the National Integration Conference which suggested the preparation of textbook on a national level. You may be interested to know the steps that the Government of India has already taken in this direction. The National Council of Educational Research and Training has formulated a scheme for the production of books in selected subjects. The preparation of these books will be taken up by the experts drawn from different parts of the country and the material so produced will be subjected to a process of review and editing. It is not our intention that the State should have the sole monopoly of producing textbooks. The Government will be one of the agencies for the production of text books and it will be open to the educational authorities to select the best books available in the market. The aim is to improve the content and production of textbooks and not to inhibit an original or personal approach by teachers or to restrict the competitive process through which better textbooks can be obtained. The competitive process has its value in this sphere which should not be underestimated. What is needed is that all agencies concerned with the production of textbooks should have access to improved techniques and source materials. The success of this programme evidently depends upon the fullest cooperation between the Government of India, the State Governments and all other agencies who have ultimately to produce or use improved books in the educational institutions in their jurisdiction.

“Before closing, may I request you to start making preparation for drawing the blueprint of the Fourth Five Year Plan. The very basis of the Third Five Year Plan is a perspective plan for 1961—76 which proposes to increase national income by about 6 per cent per year so that by 1975 the total national income of the country would rise to about Rs. 34,000 crores and the per capita income to about Rs 500. It has to be remembered, however, that such an economic advance is not possible unless it goes hand in hand with the right type of education. It is our responsibility to spell out the details of what this right education is to prepare a perspective plan for its development, and to set about in earnest to providing the necessary personnel, equipment and funds for its implementation. We are having elections next month and the new Cabinets will be formed immediately thereafter. I would, therefore, like to take this opportunity to convey my deep sense of gratitude to all the members of the Board for having given me support in carrying the heavy burden. During the last five years the Central Advisory Board of Education has begun to play an increasingly important role in formulating national policies and guiding their implementation. The country has made all round progress in education and this would not have been possible without your help and cooperation. In conveying my thanks to you, I am not performing a mere formal duty but expressing a genuine feeling of gratitude. It is also my sincere wish that the new year may bring rich rewards and personal happiness to you all.”

The Board then took up the consideration of the Agenda.

**Item No. 1: To record appreciation of the services rendered by those who have ceased to be members since the last meeting and to welcome new members.**

The Board passed the following resolutions on the death of two of its members :—



## RESOLUTION I

“The Board mourns the death of Dr. K. S. Krishnan, an eminent scientist and a member of the Board for many years.

Dr. Krishnan attained international fame for his researches in physics and was honoured for his scientific work both in the country and abroad. He was also deeply interested in the promotion of science education in schools and universities and his advice in this important field was extremely valuable to the Board.

In his death the country has lost an eminent scientist and an educationist and patriot of a high order.”

## RESOLUTION II

“The Board places on record its sense of profound grief at the sad demise of Prof. N. K. Sidhanta who was an esteemed member of the Board for many years.

Prof. Sidhanta served the country and the cause of education with distinction and unwavering devotion. He made his mark early in life as a profound scholar, a brilliant teacher and a wise administrator at the University of Lucknow. He gave his best to academic life and public service in successive positions of responsibility that he held. He was Member-Secretary of the University Education Commission, a Member of the Union Public Service Commission and the Central Pay Commission, the Vice-Chancellor of the University of Calcutta, a Member of the University Grants Commission and at the time of his death he was the Vice-Chancellor of the University of Delhi.

His death is an irreparable loss to the cause of advancement of learning and education in the country.”

The Board recorded appreciation of the services of the following who ceased to be members of the Board :—

1. Dr. (Smt.) Seeta Permanand, M. P. (Elected by Rajya Sabha)
2. Dr. K. C. Naik (Representative of Indian Council of Agricultural Education)

The Board extended its welcome to the following new members :—

1. Dr. Vikram A. Sarabhai (Nominated)
2. Dr. S. Bhagavantam (Nominated)
3. Dr. W. S. Barlingay, M. P. (Elected by Rajya Sabha).
4. Dr. D. S. Kothari, Chairman, University Grants Commission, and Chairman, Standing Commission for Scientific and Technical Terminology. (Formerly a nominated member and now ex-officio member)

5. H. H. Maharaja of Patiala, (Ex-officio member)  
Chairman, All India Council of Sports
6. Prof. G. C. Chatterjee, Chairman, (Ex-officio member)  
National Book Trust.
7. Smt. Raksha Saran, Chairman, (Ex-officio member)  
National Council for Women's  
Education
8. Lt. Col. V. Srinivasan, Director- (Ex-officio member)  
General, Health Services,  
Government of India.

*Item No. 3* (i) **Statement issued by the Chief Ministers' Conference (held at Delhi on 10th, 11th and 12th August, 1961) regarding education, medium of instruction and script**

- (ii) **Memorandum on medium of instruction in colleges**
- (iii) **Steps to be taken to implement the decision of the Chief Ministers' Conference**

The Board having considered the Statement issued by the Chief Ministers' Conference held at New Delhi on August, 10, 11 and 12, 1961, agreed generally with the views on the question of language, textbooks, medium of instruction and script set out therein and draw special attention to the recommendation that both Hindi and English should be taught at an early stage.

#### MEDIUM OF INSTRUCTION IN SCHOOL

The Board re-affirmed its previous recommendations (which were as under) on the medium of instruction at the school stage :—

“The medium of instruction in the junior Basic stage must be the mother-tongue of the child and that where the mother-tongue was different from the regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The regional or State language where it is different from the mother-tongue should be introduced not earlier than class III or later than the end of the junior Basic stage. In order to facilitate the switch-over to the regional language as medium of instruction at the secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the junior Basic stage.

If, however, the number of pupils speaking a language other than the regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the language of the pupils. Such arrangement would, in particular, be necessary in metropolitan cities or places where large population speaking different languages live or areas with a floating population of different languages.

Suitable provision should be made by the provincial (Statè) authorities for the recognition of such schools imparting education through a medium other than the regional or State language”.

#### MEDIUM OF UNIVERSITY EDUCATION

In regard to the question of the medium for university education the Board emphasised the importance of having a common linguistic link for inter communication between different States and universities, as the regional languages progressively become the media of higher education. It was agreed that the “link” language and the language which was the medium of instruction need not be the same. The Board recommended that if any university in any faculty changed over to the regional language as the medium of instruction, it should continue to provide facilities for instruction in the “link” language i.e. English and or Hindi, either in different sections in a large college or in different faculties in order to facilitate the movement of students and teachers from one part of the country to the other and to provide the students with different media of instruction at the higher secondary stage. It also supported the view that the change-over to the regional language in all subjects, particularly in scientific and technological subjects should not be done without adequate preparation.

#### TEXTBOOK

The Board is in agreement with the recommendation that the production of textbooks should normally be taken up by the State Governments and that a central agency for the improvement of textbooks be set up at national level whose main functions would be to conduct research in the improvement of textbooks, to prepare and circulate model textbooks to be used by State Governments in the preparation of their own textbooks and generally to act as a clearing house agency in respect of the preparation, production and distribution of textbooks.

#### THREE-LANGUAGE FORMULA

With reference to the three-language formula the Board reiterated the recommendation made by it in 1957 and recommends further :

that the State Governments should take early action to bring the arrangements obtaining in the States in conformity with the recommendation and,

that the Ministry of Education should periodically review the progress made in this regard and report the result for the information of the Board.

#### SCRIPT

In regard to the question of a common script for all Indian languages the Board recommended that it should be further studied by the Ministry of Education and the results thereof might be placed before the Board in due course,

## ALL INDIA EDUCATION SERVICE

In regard to the proposal for forming an All India Education Service the Board recommended that the Ministry of Education should formulate a scheme in consultation with the State Governments and place it for consideration of the Board in due course.

**Item No. 4. Reorganisation of higher secondary and pre-university education**

The Board considered the memoranda on the "Reorganisation of Higher Secondary and Pre-University Education" prepared by the Governments of Madras and Gujarat. The Board was of the view that while it would be desirable to have ultimately a total period of 15 years of education, including 12 years of schooling, before the first degree is taken, and the States that can command the resources for lengthening the period of education should be encouraged to do so, it is necessary that the reorganisation on the lines envisaged in the report of the Secondary Education Commission should be speeded up. The Board further stressed that the total period of education should not in any case be less than 14 years, with 11 years of schooling or pre-university education of terminal character.

**Item No. 5. Production Textbooks**

- (a) **At the secondary stage,**
- (b) **Low cost textbooks for colleges and universities.**

The Board took note of the work that the Ministry of Education has initiated for producing textbooks for the schools and low cost textbooks for colleges and universities.

**Item No. 6. Expansion of primary education**

- (a) **To consider the need for special efforts to push up primary education in backward States like Rajasthan, Madhya Pradesh and U. P. A definite phased programme to be drawn and requisite Central assistance to be made available.**

The Board noted with regret that it has not been possible to realise the objective of providing free and compulsory education for all children up to the age of 14 years within the period stipulated in Article 45 of the Constitution. The Board strongly recommended that the Government of India, in consultation with the State Governments, should now fix a definite time-limit for the realisation of this objective and should draw up a phased programme for the purpose with particular emphasis on girls' education for the country as a whole and for each State and Union Territory.

The Board realised that such a programme would demand a much greater effort on the part of all States and that it would also need large expenditure and recommended that special financial assistance should

be given to the States to enable them to implement this programme according to the plan, subject to the condition that each State puts in the prescribed effort required of it.

The Board was of the opinion that effective use of this special assistance can be best secured by the adoption of a Centrally sponsored programme for the development of the education of girls and women, the development of the education of the Scheduled Castes, Scheduled Tribes and the expansion and improvement of the training of primary teachers. The financial assistance under such a programme should be made available to the States on a 100 per cent basis and outside their Plan ceiling.

*Item No. 6 (b)* **Review of the target for enrolment in primary schools for the Third Plan and provision of more funds to meet the increasing demand for appointment of more teachers resulting from enrolment drive and mass desire for education.**

The Board noted with satisfaction that in most State the actual enrolment in 1961-62 had already exceeded the targets fixed for the year. This trend was also likely to continue in the remaining years of the Third Five Year Plan. The awakening and enthusiasm for education in the country is so great that the estimated targets for enrolment in the Third Plan are likely to be substantially exceeded. The Board recommended that the entire position should be reviewed and the targets of enrolment be revised for each State and also for the country as a whole, and further that additional financial allocation required for the revised targets, should be provided for without delay by increasing the Plan ceilings.

*Item No. 6 (c)* **To review the provisions and programmes of girls' education for taking additional steps to expand specially those facilities which aim at increasing the supply of women teachers in rural areas**

The Board, noting that in several areas the expansion of primary education was being handicapped for want of women teachers, and that the problem of enrolment of girls would become even more pressing in the Fourth Five Year Plan, recommended that suitable steps for increasing the output of women teachers should immediately be taken in the Third Plan, including the provision of increased facilities for girls' education at the secondary stage, especially in those areas where the education of women is comparatively under-developed.

*Item No. 7 (a)* **Teacher training for elementary schools**

Recognising that the qualitative improvement of education depends mainly on the quality of teachers, the Board strongly recommended that a high-powered Committee or Commission be appointed by the Ministry of Education immediately to examine the problems of teacher education in all its aspects, i.e., quality, training and conditions of work, with reference to all stages of education.

The Board noted that the discontinuance of the Centrally sponsored scheme for expansion of training facilities for primary teachers, which was undertaken in the Second Plan, had severely affected the output to training teachers in some areas and it was feared that the target-of training 75% of the teachers by the end of the Third Plan might not be reached. The Board recommended that steps should be taken wherever necessary to see that the programme initiated in the Second Plan is completed according to schedule and the necessary financial allocations for the purpose should be made in the State and Central sectors.

*Item No. 7 (b)* **Teacher training for secondary schools**

The Board recommended that the question of the supply of science teachers for the higher secondary schools should be examined as a matter of urgency in consultation with the University Grants Commission with a view to undertaking necessary measures so that the requirements of the secondary schools might be met.

*Item No. 8.* **To consider steady decline in the number of students joining courses in Indian languages and Arts subjects in college classes**

The Board noted with concern the sharp decline in the number of students of high ability in the courses in the Arts subjects generally and in cultural subjects in particular, and recommended the following measures :—

- (i) To institute a suitable scheme of awarding scholarships, jointly financed by Central and State Governments, to encourage good students to offer subjects that do not provide lucrative prospects of employment (for example Philosophy, Sanskrit, Oriental Studies etc.),
- (ii) To explore the possibility of devising measures for securing parity in employment and other prospects as between the students of these subjects and of Science and technological subjects, and
- (iii) To examine the feasibility of instituting visiting professorships for short terms of three to six months' duration, under which distinguished authorities on such subjects in India and foreign countries may be invited to lecture at universities and colleges in order to create interest among the students for the study of such subjects.

*Item No.9(a):* **Programme of social education to consider adult literacy programme in the Third Plan and its implementation**

The Board appreciated the assurance given by the Planning Commission that additional resources required for promoting adult literacy would be considered in the Annual Plan Budgets

of the Education Departments of the State Governments and was of the opinion that additional resources were also necessary for developing the movement of adult literacy in rural areas.

The Board recommended that in order to assure success of the literacy programme:—

- (i) The entire literacy movement should be promoted under the guidance and supervision of the Education Departments of the States, and through the agency of the panchayats and other local units of administration, and for this purpose, the funds from the Community Development budget and the Education budget should be pooled together, under the administrative control of the Education Departments.
- (ii) In order that the literacy movement is built on technically and administratively sound basis, it is necessary to have effective supporting services at the Block, the District and the State levels.
- (iii) Not less than 50 per cent of the funds provided for social education in the Community Development budget should be earmarked for literacy programmes

*Item 9 (b):—***Programme of social education to consider the development of a network of rural libraries.**

The Board recommended that an immediate effort is necessary to establish a network of rural library service. Such service should be a part of the General Library Development plan of the State governments. The rural libraries may be located in schools, but the reading rooms may, wherever convenient, be located elsewhere in the village.

*Item 9 (c):* **Programme of social education to consider the scheme of Gram Shikshan Mohim (Village Education Campaign)**

The Board took note of the *Gram Shikshan Mohim* (Village Education Campaign) of Government of Maharashtra and expressed appreciation of the enthusiasm generated in the villages for making the whole village population literate. The Board was of the opinion that the experiment should be watched with interest and it suggested that the Government of Maharashtra should make available evaluative studies of this campaign and of the quality of results obtained and sustained over a period of time.

*Item 10.* **To consider the necessity to introduce an inspectorate in Hindi**

The Board agreeing with the view that in non-Hindi speaking areas, it would be necessary to set up a special inspectorate by the State governments for conducting inspection of Hindi teaching in schools, at least for some years to come, commended the proposal of the Government of Kerala to the Government of India with the suggestion that the full cost involved in the setting up of the special inspectorate should be borne by the Government of India outside the State plans.

*Item 11.* **To receive the report on the progress of implementation of important Plan schemes during 1961-62.**

The Board took note of the reports. It strongly supported the appeal of the Chairman of the Board that the States should in future ensure timely supply of their reports to the Government of India so that the progress of the various schemes could be known and placed before the Board.

*Item. 12.* **To receive the report on progress made under important educational schemes of the States and Union Territories during the year 1960-61**

The Board noted the report.

*Item. 13.* **To receive the report on important activities of the Ministry of Education during the year 1960-61.**

The Board noted the report.

*Item 14.* **To receive the reports from the Government of India and States Governments about the action taken on the recommendations of the Board made at its last meeting**

The Board approving the steps taken to amend the Delhi University Act in order to provide for the introduction of the scheme of Correspondence Courses by that University, endorsed the proposal that if any other university also wished to introduce the scheme of Correspondence Courses as an experimental measure it may be encouraged to do so. It, however, emphasized that in order to ensure effective implementation of the scheme to bring out its full value, it was necessary that adequate preparatory measures are taken before it is introduced.

*Item 15.* **To fix the venue and dates for the next meeting of the Board**

The Board accepted with thanks the invitation of the Government of Kerala to hold the next session in that State,



*Supplementary Item.* **To consider the preliminary report of the Emotional Integration Committee**

The Board held a preliminary discussion on the report of the Emotional Integration Committee and decided to discuss the issues in greater detail in its next session. It resolved that in the meantime all the States should examine the recommendations made in the report and send their comments to the Central Government, taking action on such of the recommendations as can be implemented immediately.

## ANNEXURE I

**List of Outgoing Members**

- |                               |   |
|-------------------------------|---|
| 1. Late Dr. K.S. Krishnan     | Nominated                                   |
| 2. Late Prof. N.K. Sidhanta   | Nominated                                   |
| 3. Dr. (Smt.) Seeta Permanand | Rajya Sabha                                 |
| 4. Dr. K.C. Naik              | Indian Council of<br>Agricultural Education |

**List of New Members**

- |                             |             |
|-----------------------------|-------------|
| 1. Dr. Vikram A. Sarabhai   | Nominated   |
| 2. Dr. S. Bhagavantam       | Nominated   |
| 3. Dr W.S.Barlingay         | Rajya Sabha |
| 4. Dr. D.S.Kothari          | Ex-officio  |
| 5. H.H. Maharaja of Patiala | Ex-officio  |
| 6. Prof. G.C. Chatterjee    | Ex-officio  |
| 7. Smt. Raksha Saran        | Ex-officio  |
| 8. Lt. Col. V. Srinivasan   | Ex-officio  |

## APPENDIX 'A'

M E M O R A N D U M  
O N

- Item No. 3.* (i) **Statement issued by the Chief Ministers' Conference (held at Delhi on 10th, 11th and 12th August, 1961) regarding education, medium of instruction and script.**
- (ii) **Medium of instruction in colleges.**  
( *Government of Madras* )
- (iii) **Steps to be taken to implement the decisions of the chief Ministers' Conference.**  
( *Shri H. C. Mathur* )  
( *Member, C. A. B. E.* )

*Item No. 31.* **Statement issued by the Chief Ministers' Conference (held at Delhi on 10th, 11th and 12th August, 1961) regarding education, medium of instruction and script.**

The meeting of the Chief Ministers of the States, convened to consider, the question of national integration, began on August, 10, 1961. The Prime Minister presided and Cabinet Ministers and some other Ministers of the Central Government and from the States also participated in the meeting.

All the Chief Ministers were present from the 11th August onwards, except Dr. B. C. Roy, Chief Minister of West Bengal, who joined the meeting on the 11th and 12th August on his return from abroad; the Chief Minister of Rajasthan was also not present as he had unfortunately met with an accident on August 10th while coming in a car from Jaipur to Delhi to attend the meeting.

**10th August**

1. In his opening address, the Prime Minister referred to the various aspects of national integration—cultural, educational, linguistic and administrative. He dealt with the problems of communalism and linguism and indicated the proper all India approach to these questions.

2. The Union Home Minister referred to the discussions held at the last conference of Chief Ministers held on the 31st May and 1st June, 1961, and to the steps taken by the Central Government to deal with the question of communalism. He explained the provisions of the two Bills to amend Sections 153 A of the Indian Penal Code, which had been already introduced in Parliament and the proposal to amend the Representation of the People Act.

3. The meeting agreed that it should be made a penal offence for any individual or group to advocate secession of any part of the country from the Indian Union. This matter would be considered further later.

4. The Prime Minister referred to the recommendation of the States Reorganisation Commission that more All-India Services be constituted. The principle of having All-India Services in the Engineering, Medical

and Forestry departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.

5. The meeting was of opinion that the rule of rotation of officers in the existing All-India Services between the Centre and the States should be more rigorously followed.

6. The meeting also accepted the desirability of having in every High Court some judges drawn from outside the State.

### 11th and 12th August

1. The meeting of the Chief Ministers and Central Ministers continued its deliberations on August 11th and 12th, with the Prime Minister in the chair. It met both in the morning and afternoon of August 11th and in the morning of August 12th.

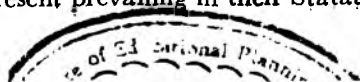
2. The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's memorandum of 4th September, 1956 which had been prepared after considering the recommendations of the States Reorganisation Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This memorandum was in the nature of an All-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

3. While the general principles of this memorandum were reaffirmed, certain variations were agreed to, as stated below:

(a) **Primary Education:** The right of linguistic minorities to have instruction in their mother-tongue at the primary stage of education was reaffirmed. This has indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganisation Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptations can be made. The main objective is that no facilities previously available should be reduced and, wherever possible, further facilities should be given.

(b) **Secondary Education:** Here also, the general provisions of the 1956 memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by State Education Departments with a view to adaptation to the present prevailing in their States.



The mother-tongue formula could not be fully applied for use as the medium of instruction in the secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for higher education in universities. The languages used should be modern Indian languages mentioned in the Eight Schedule of the Constitution as well as English. An exception might be made, however, in the case of Hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

4. The importance of providing suitable textbooks in schools, both at the primary and the secondary stage, was emphasised. Normally these text books should be produced by the State Governments and not be left to private enterprise. The textbooks should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also they should provide an introduction to modern conditions in India and elsewhere. The preparation of such textbooks should be entrusted to persons of high quality. The Central Government should prepare model textbooks both for the primary and secondary stage.

5. The growth of the regional languages of India and their progressive use in education makes it essential to develop *rapidly an all-India language for inter-state communication*. \*Although English will continue as such a medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise there is danger of no adequate connecting links, in so far as language is concerned, between the different States.

6. It is important, both from the point of view of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore is important.

7. It must be remembered that languages, if they are to be known well, must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

8. The meeting was of opinion that a common script for all Indian languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devanagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

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\*Footnote : These decisions are given in full in the Third Report of the Commission for Linguistic Minorities-1960.

9. A three language formula had been evolved by the Government of India, in consultation with the State Governments, for adoption at the secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:

- (a) the regional language and mother, tongue when the latter is different from the regional language;
- (b) Hindi or, in Hindi speaking areas, another Indian language, and
- (c) English or any other modern European language.

10. The question of affiliation of schools and colleges using minority languages to universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to universities or boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they may be affiliated to universities or boards outside the State.

11. While the State may have one or more languages for its official purposes, it must be recognised that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages. An official language is meant largely for official purposes. For communication with the public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required other languages in use in the area should be employed, even apart from official language.

12. Where at least sixty per cent of the population of a district speaks or uses a language other than the official language of the State, this language of the minority group should be recognised as an official language in that district. In addition to the State official language, recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the Eighth Schedule of the Constitution. Exceptions may be made in regard to the Hill Districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the Eight Schedule may be used.

13. Whenever in a district or a smaller area like municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

14. The internal work of the administration, that is noting on files, correspondence between different Government offices, should be normally and conveniently carried on the official language of the State or the Union official language. But for dealings of the administration with the public, petitions and representations in other languages should also be received from the public, and arrangements should be made ro

replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc. in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the district authorities may be authorised to get it translated in the local language of the district or municipal area as the case may be.

15. Correspondence between the State headquarters and the district falls in the sphere of internal administration. Ordinarily, therefore, it would be appropriate to use the official language of the State for correspondence between the State and district headquarters and vice versa. The use of the Union official language should also be permitted for this purpose in place of the official language of the State. This Union official language will thus be either English or Hindi.

16. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the official language of the State, option should be given of using English or Hindi as the medium of examination. A test of proficiency in the State official language should be held after selection and before the end of probation.

17. For purposes of recruitment to Services in a State, where eligibility requires the possession of a university degree or a diploma, degrees or diplomas granted by all universities or institutions recognised by the University Grants Commission should be recognised.

18. The question of the medium for university education was discussed at length. The tendency of regional languages to become the media for university education, though desirable in many ways, may well lead to the isolation of such universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one university to another, and the cause of education will suffer for lack of common link between universities in different linguistic areas. The importance of such a common linguistic link between universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English might be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of

teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

19. As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

20. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India official language. This has been further confirmed in the Presidential Order issued in regard to the Union official language.

21. It was agreed that the implementation of the policy herein laid down for the safeguarding of the interests of linguistic minorities and the promotion of national integration were matters of very great importance. The functions of the Commissioner for Linguistic Minorities are described in Article 350 B of the Constitution. Though he cannot obviously be entrusted with executive functions for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

22. The Zonal Councils should pay particular attention to the implementation of this policy in their zonal areas. A committee consisting of the Vice-Chairman of the Zonal Councils should be set up under the chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This Committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

23. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realising this objective depended on continual vigilance and the co-operation of all the States and the Union Government.

24. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

25. In view of the vital importance of national integration, it was agreed that this should be dealt with on a national plane. For this purpose, a larger conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.



**Supplementary paper under item No. 3 (i) of the Agenda:—  
Resolution passed by the Central Sanskrit Board at its 8th  
meeting held at New Delhi on the 7th December, 1961**

**RESOLUTION**

“Resolved that the Central Sanskrit Board views with concern the simplified Three Language Formula recommended for adoption at the secondary school stage by the Chief Ministers’ Conference, as this formula does not provide scope for the teaching of Sanskrit as a composite course with regional language or the mother tongue in the secondary/higher secondary schools.

“The Central Sanskrit Board in its first meeting held at New Delhi on the 2nd September, 1959 had recommended that a composite course (viz. mother tongue or a regional language with Sanskrit or another classical language) as in the Three Language Formula recommended by the Central Advisory Board of Education should be adopted for all the secondary schools in the country. They also recommended that students should be required to pass compulsorily in the classical language part of the paper so that no student is left out without the study of any of the classical languages. If the simplified formula as reported to have been recommended by the Chief Ministers’ Conference is adopted, there will be no scope left for classical studies in the Schools which is essential for a proper understanding of the modern Indian languages.”

*Item No. 3 (ii). Medium of instruction in colleges*

*(Government of Madras)*

**SECTION I**

**Suggested Formulation of All-India Policy**

(1) How is India’s “National integration” to be maintained and developed? How is it to be safeguarded against the antagonistic growth of “linguism” and “communalism”? These questions have been sought to be answered, in the first instance by the Committee on National Integration and subsequently at two different meetings of Chief Ministers and Central Ministers. They are to be discussed again this month in a larger conference.

(2) At the latter of the two meetings of Chief Ministers and Central Ministers, the main topic for discussion was the question of language in its various aspects. The language to be used as the medium of instruction in colleges was one of these aspects. On this aspect of the language question, the conclusions reached by the Chief Ministers have been recorded in these terms:

“The tendency of regional languages to become the media for university education, though desirable in many ways, may well lead to the isolation of such universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students

will not be able to migrate easily from one university to another, and the cause of education will suffer for lack of a common link between universities in different linguistic areas. The importance of such a common linguistic link between universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges."

(3) The Government of Madras formulated their own policy in respect of the medium of instruction in colleges of this State two years ago. This policy is set out (together with a statement of the first steps to be taken in implementation of that policy) in a Government Order issued on 14th April 1959. Last year, I presented a White Paper to the Legislature setting out a detailed explanation of the policy in all its implications. In the Madras Policy, already in the process of implementations in line with the suggested approach to All-India policy reproduced in para 2 above. It is and yet again it is not. This is so because there is an apparent contradiction between two different passages in the statement and there is, in consequence, an element of ambiguity in policy-formulation. My principal purpose in preparing this note is to bring this ambiguity to the notice of the Prime Minister and to show how, if ambiguity is removed, the All-India policy which has emerged from the meeting of the Chief Ministers and Central Ministers would be identical with the policy already put into effect in Madras.

(4) Until recently, English has been the sole medium of instruction for all courses of study in all colleges of Madras State. The policy of Madras Government envisages a progressive change to be effected in successive phases of which the first is devoted to preparation and transition. This phase commenced in the year 1959-60 and will be completed during the year 1965-66. During the first three years of this period of six years, the medium of instruction is to be changed from English to Tamil in one selected "Pilot College" in the State and the change is limited to only one of the first degree courses of study; namely the recently reorganised three-year B.A. degree course. During these three years, the practical problems involved in the change-over (e.g. Text-books, technical terms, instructional machinery and procedure) are to be solved and the technical know-how acquired for giving effect to the change in the next three year or in all the other colleges of the State where the B.A. degree course is provided wholly or partly at the cost of Government funds. The transition will be complete only at the end of

the Third Five-Year Plan period, when the first batch of pupils will get their B.A. degrees after completing their entire education in schools and colleges with Tamil as the medium of instruction.

(5) During the second phase (beginning in the year 1966-67) there will be two different media of instruction in the colleges of the State.

Tamil will be the medium of instruction for the reorganised B.A. degree course in all the colleges of the State (where that course is offered wholly or partly at the cost of Government funds.)

English will continue to be the medium of instruction in all colleges in respect of the B.Sc. or other first degree courses (e.g. Engineering, Medical, Agricultural, Veterinary degree courses; and all post-Graduate degree courses. The entire field of Science and Technology will, thus, be left completely unchanged with English as the continuing medium of instruction in all colleges even after 1965.66.

(6) How long thereafter is this second phase to last? The Madras Government have set no date for the end of the second phase. They have specified two conditions which should be fulfilled before a date can be set for any further change in the medium of instructions. These two conditions are reproduced below:—

- (i) The change-over (from English to Tamil) should be demonstrated to have been successful in respect of the B.A. degree courses; and
- (ii) An agreed decision on the nature of the charges (if any) to be made in respect of any other university degree course should be taken on a co-ordinated basis for all the universities in India.

(7) It has been explained in our white paper that the foregoing “represents a pledge given by the (Madras) Government for the continuance as the *status quo* as far as the medium of instruction in all courses except the B.A. degree courses is concerned. This pledge involves a long-term perspective of bilingual transition in the matter of higher education. Such bilingual transition was first advocated by the Government of Madras, on the basis of all-party agreement, as the solution of the language policy of India in the memoranda submitted by them on this question. It was pointed out to the Government of India that it would be necessary to use both English and Hindi as two official languages of the Indian Union for a prolonged period and it was recommended that the Government of India and Parliament should accept this perspective of prolonged bilingualism and announce their readiness to make statutory provision therefor through the exercise of legislative power vested in Parliament. Similarly, in the field of higher education it will be necessary to continue English and Tamil as the media of instruction, the latter for the B.A. degree courses alone and the former for the rest and to take steps for the gradual replacement of the former by the latter in courses other than the B.A. degree courses as part of an agreed pattern of higher education throughout the country”.

(8) The Madras policy, as explained in paras 3 to 7 above may now be compared with the suggested formulation of All-India policy reproduced in para 2 above. The two can be said to be identical—regard being had to the following passages occurring in the latter.

“Thus scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium”.

There is, however, a doubt whether the two policies are identical because an earlier passage refers to the need for permanent maintenance of a “Common linguistic link” between all the universities of India and it is asserted that “such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose” For what purpose? At first sight, it would seem that ‘ultimately’ Hindi has to be the medium of instruction in all the universities of India. But later it is said that “every effort should be made to develop Hindi and the other languages for this purpose”; and the context shows that the purpose is to serve as a “medium of education”, particularly for the “Scientific and technical subjects”.

(9) Here is an element of unsatisfactory ambiguity, precisely of that sort which arouses apprehension, fans the flames of “linguism” and sets up road-blocks which obstruct national integration. The Government of Madras hold and have expressed strong views on this subject, as may be seen from the extract reproduced below from Memorandum submitted to the Parliamentary Committee on Official Language:—

“In the opinion of the Government of Madras, the Commission’s treatment of the question of medium of instruction in colleges is very unsatisfactory. To the people living in non-Hindi regions, the report is bound to give the impression that the Commission is divided within itself and is unable to make up its mind; that the majority of the Commission is anxious to secure that Hindi should replace English in all the universities of India at the earliest possible date, but is unable to explain and justify that objective in intelligible terms; that the majority is seeking a way by which it can get round the present constitutional provisions which leave university education within the exclusive legislative competence of State Legislatures; that the majority is in favour of autonomy for universities only if and in so far as it will help to prevent the replacement of English by the regional language, but it will unhesitatingly discard that principle if and when this can be done so as to bring about the change-over from English to Hindi”.

After thus criticising the Commission’s treatment of this problem, the Madras Government stated unambiguously “if and when English ceases to be the medium of instruction in respect of any of the university courses of study in this State, it should be replaced by Tamil and not by Hindi”.

(10) Does the foregoing view involve a denial by the Madras Government of the proposition that “*the cause of education would suffer for lack of a common link between universities in different linguistic areas?*” No.

Quite undeniably some common language of inter communication must be maintained between all the universities of India, just as there must be a common language of inter-communication between all the Governments in India. According to the policy of "prolonged bilingualism" (as proposed by the Government of Madras and accepted by the Government of India), English will have to continue to serve this purpose as the language of inter-communication between the different language groups of India for a very long time to come. Knowledge of Hindi must, no doubt, be propagated among the non-Hindi language groups; but under the accepted policy of "prolonged bilingualism" a date cannot now be set when Hindi will have become the sole medium of inter-communication and English will have ceased to function as such.

(11) Accepting the position that English will have to be the "common language of inter-communication" between all the universities of India for a long time to come, does it necessarily follow that English must be the medium of instruction in all the universities of India for an equally long time. The Government of Madras do not agree that it does. They insist on the distinction between the use of language as a medium of instruction and the use of language as a subject of study. The latter is indispensable if the language is to be preserved for purposes of inter-communication; the former is a powerful aid but is not necessarily indispensable. The Madras Government hold that the availability of English as the common language of inter-communication between all the language groups of India can continue to be effectively maintained for a long time to come *if the study of English as a language is strengthened and improved in all the States of India*. That is part of the scheme of Reorganisation of Courses of Study as now implemented in Madras.

(12) The Government of Madras have put into effect various schemes designed to improve the teaching of the English language as a subject, and thus they expect to raise a new generation of secondary school pupils who will have much better command of the English language than at present notwithstanding that the medium of instruction in secondary schools will continue to be the regional language, viz., *Tamil*.

(13) If this is their approach, it may be asked why did the Madras Government limit the scope of the change-over from English to Tamil as the medium of instruction in colleges. Why did they not undertake the change in respect of such courses at the B.Sc., Engineering, Medical etc. degree courses. The reasons are set out below :

*First* : While the Government are convinced that the change-over is necessary and desirable, they recognise the practical difficulties which have to be overcome. It is only by facing and overcoming these difficulties that the necessary experience can be gained. The change-over has to be necessarily effected in a series of successive phases, each phase to be planned and executed efficiently,

*Secondly* : It is not merely a question of the creation of the facilities necessary for provision of instruction in a new language; there is the need for not losing command of the English language in the process. It is necessary to allow time for demonstrating that the standard of English knowledge has begun to rise in secondary schools and also that the pupils who took their degree courses with Tamil as the medium of instruction are no less proficient in the English language than the pupils who had English as their medium of instruction.

*Thirdly*—Given the need for postponing the change in certain degree courses, it is obvious that they should be the scientific and technological degree courses. The need for assuring that no loss of educational efficiency will occur is greatest in respect of such courses. So also is the need for maintaining all-India co-ordination in the process of change.

14. On this line of approach, a correct all-India policy to be adopted by all States in India may be formulated as below:—

(i) The change-over from English to the regional language as the medium of instruction in colleges should be limited, for the present, to the re-organised three-year course of studies leading to the B.A. degree only.

(ii) In respect of all other courses of studies in colleges, including in particular, all courses of studies leading to any scientific or technological degree or any post-graduate degree, English should be retained as the medium of instruction in all the colleges of all the universities in India.

(iii) The use of English for the foregoing purposes should be continued for as long a period as may be necessary. As and when the time arrives when a decision can be taken on an all-India basis that the use of English as a medium of instruction has ceased to be necessary, the final phase of the change-over may be undertaken. At the end of that phase English should be replaced in each university in India by the regional language of the local area in which such university is situated, as the medium of instruction in all the colleges of such university.

(iv) Clear distinction should be made between the use of English as a medium of instruction and the study of English as a language. Provision for the latter should be improved both in schools and colleges and maintained permanently as part of the educational system of the country.

## SECTION II

### **Constitutional Changes in the Schemes now under Implementation for the Reorganisation of Courses of Studies in Colleges**

*(Government of Madras)*

(15) I now proceed to the second of the two purposes which I had in mind in preparing this note. As the Prime Minister is, no doubt, aware that the Ministry of Education of the Government of India, has been engaged during the last few years in bringing about a reorganisation of the courses of studies both in schools and colleges with a view mainly to raise the standard of education and incidentally to establish an uniform pattern of education in all the States of India. The Government of Madras have accepted these objectives and endeavoured to do their best to give effect to the recommended changes in Madras State. But right from the beginning, they have felt that the recommended changes were defective in important respects. One of the most serious defects was the failure to take account adequately of the difficulties caused by the maintenance of two different media of instruction in schools and colleges. If all-India policy in respect of the medium of instruction in college is to be settled on the basis now proposed, it is absolutely essential that the reorganisation schemes at present sponsored by the Ministry of Education should be reviewed

and revised so as to fit in with the condition that the medium of instruction in colleges will continue to be different from the medium of instruction in schools for along time to come.

(16) Before the reorganisation, the position was that the B.A./B.Sc. degrees were awarded after 14 years of education in some States and 15 years in others. This difference arose out of the fact that general school education lasted 10 years in some States (mostly in North India) and 11 years in others (mostly in South India). There were also differences in the way in which the total duration of school education was divided between secondary education and earlier stages. There was broad all-India uniformity in the courses of studies in colleges preceding the award of B.A./B.Sc. degrees. These courses lasted four years, of which two years represented the actual study for university degree courses; and the other two years represented what was called the 'Intermediate' course. **The existence of a two-year course located in colleges, which provided a buffer between the end of school education and the commencement of university degree courses of study was an important feature of the old pattern of education.**

(17) The crux of the reorganisation scheme as recommended by the Secondary Education Commission was as follows:—

(i) that the Intermediate course of two years should be abolished;

(ii) that one of the two years (of the abolished Intermediate course) should be added to the university degree course, so as to yield a reorganised three-year degree course;

(iii) that another of the two years (of the abolished Intermediate course) should be added to the existing school course, so as to result in a total school education of 11 years in some States and 12 years in others; and

(iv) that school education should be divided into:

(a) four years of secondary education; and

(b) elementary education lasting seven years in some States and eight years in others.

(18) There was prolonged disagreement among educationists over these proposals. Eventually, the Government of India accepted these recommendations subject, however, to one modification.

The Scheme as finally accepted by the Government of India was as follows:—

(i) the Intermediate course of two years is to be abolished.

(ii) the total duration of education preceding the university degree is to be 14 years in all States (as against 14 years in some States and 15 years in other States formerly)

(iii) this total of 14 years is to be made up of :

(a) Three-year degree courses (as against only two years formerly) located in colleges; and

(b) 11 year school courses as against 10 years in some States and 11 years in some others formerly.

(iv) the 11 years in school is to be divided into three years of secondary education and eight years of elementary education.

(19) This decision of the Government of India gave little satisfaction to the contending educationists. Those who supported the Secondary Education Commission's scheme did so because they looked at it from the point of view of improving secondary education. They attached great weight to a four-year course of secondary education and were disappointed that what they regarded as the central feature of the scheme had disappeared. Those who opposed the Secondary Education Commission's scheme did so because they were concerned mainly with university education. From that point of view, while they welcomed a three-year degree course replacing a two-year degree course, they attached importance to the continued retention of the two-year buffer course; and they were disappointed that this course was to disappear.

(20) Faced with this state of opinion among educationists, the Government of Madras remained still in doubt whether any, and, if so, what changes should be made in school education. The University of Madras, however, went ahead and gave effect to the scheme in the colleges. The two-year Intermediate course has been abolished. One of the two years thus saved in colleges has been added to every university degree course. All university degree courses (including such courses as engineering, medical, etc; degree courses) have been reorganised on the lengthened basis and they have come into effect. One other year available out of the abolished two-year Intermediate course is still retained in colleges in the form of an *ad hoc* buffer course under the name of "Pre-University Course". This is, however, explicitly declared to be a stop-gap arrangement. The reorganisation scheme is expected to be completed in colleges by the abolition of this course, as soon as reorganisation of schools is completed and this extra year can be added to the schools.

(21) The Government of Madras were thus obliged to reorganise school educational curricula to fit in with this scheme. They found themselves in a difficult position as explained below:—

There was already a 11-year school course in the State. According to the Secondary Education Commission, one year should be added to it and the 12 year-course divided into four years of secondary education and eight years of elementary education. If this could be done, it would be easy to shift the pre-university course to the schools. But the Secondary Education Commission had not counted the total cost involved in 12-year system of general school education. When the proposal was costed, it was easy to see that the necessary funds could not be allocated even in the Fourth Five Year Plan. Besides, it seemed to be unreasonable and illogical that Madras should maintain a more costly system of 12-year schooling to attain the same standard which North Indian States were expected by the same Secondary Education Commission to attain in 11.

If, in order to escape this difficulty Government of Madras maintained only 11-year schooling, they would be acting in conformity with the Government of India's scheme; but in that case how were they to add on to the school course the equivalent of the pre-university course? Eventually, the Government of Madras decided to solve this problem by undertaking changes in the curricula from the very first year in school onwards, so that by the cumulative effect of practicable upgrading, the existing 11-year school course could be compressed into 10 years; thereby creating that extra year in school to which the pre-university course could be shifted from the colleges.



This was an uphill task; but it has been undertaken and carried out. By the end of the current year (1961-62), the compression of the old 11-year course into the new 10-year course would be complete.

(22) Thus, the concluding stage at which the reorganisation in colleges and the reorganisation in schools should be tied together, will be reached next year (1962-63). According to the accepted scheme, a new 11th year has to be instituted in schools and the pre-university course (the stop gap buffer course of one year) should be dropped from colleges. At this stage, we find ourselves up against the stark impracticability of taking this final step. It is now clearly demonstrated that our commitments in respect of even the reorganised 10-year school education are expanding so much and so rapidly by reason of the tremendous popular demand for education that the financial implications of a 11th year at school can be seen to be prohibitive. On purely financial grounds, the reorganisation scheme cannot be completed except in a limited number of schools if the attempt were to be made, it is inevitable that there should be two different types of schools for a long time to come and this is unsatisfactory on many grounds. Again, the financial difficulty has been mentioned because it is the more obvious one. But the difficulty regarding teachers is even more real and even more serious. The problem of providing teachers in sufficient numbers and with the attainments needed for the existing level of secondary school education is formidable enough. Provision of extra numbers needed with the attainments necessary for a higher level of secondary school education will not be practicable, *as a general school system*, for a long time to come.

At the same time, the compression of the two-year Intermediate course into an one-year pre-university course has already created financial problems for the managements of aided private colleges, which will be further aggravated if the pre-university course is also abolished in these colleges.

If, as appears inevitable, it is concluded that the reorganisation of school course should be limited to 10 years, and a buffer course must continue to exist in colleges, the question arises why such a buffer course should be limited to one-year and why it should not be restored to two years as before. It is at this point that the problem of the medium of instruction has a decisive bearing on the problem of reorganisation.

(23) Under the old system the two-year Intermediate course served an extremely valuable purpose in effecting this transition smoothly. Pupils come into colleges from different schools in different parts of the State with markedly varying attainments in their knowledge of the English language; and with no experience of being taught in English as the medium of instruction. The two-year Intermediate course helped to acclimatise them to the new medium of instruction, levelled up their knowledge of English, weeded out those who (after a reasonable amount of assistance) failed to make the grade, and thereby enabled all those who were admitted to the old two-year degree course to get the full benefit of that course.

24. At present, this benefit has been sensibly diminished by the reduction of the buffer from two years to one. If, now, the one-year pre-university courses is also abolished, the buffer will be entirely removed. All the pupils (and their number is increasing from year to year) who come from schools and join the university degree

course will suffer a very severe handicap. It is obvious that a large proportion of college time will have to be wasted in helping the pupils to overcome this handicap; inability to follow lectures and consequent restlessness and indiscipline are bound to increase further; failures will be more numerous. The benefit sought to be secured by the addition of an extra year to all the degree courses will be wiped out by these added new handicaps for pupil who are admitted to these reorganised degree courses. It must be expected that, notwithstanding all the efforts made in the last few years the average standard attained by graduates in future will not be much higher than in the past, even if it does not become actually lower.

These results will be bad enough in the ordinary B.A. or B.Sc. degree courses. But they will be especially disastrous in respect of the engineering, medical, agricultural, veterinary and other scientific and technological degree courses.

(25) Now that the Government of India are obliged to formulate an all-India policy regarding the medium of instruction in colleges, it seems to me essential that they should take note of this fundamental weakness in the reorganisation scheme at present sponsored by the Government of India. The reorganisation scheme should make full allowance for the fact that two different media of instruction in schools and colleges must continue to be maintained for a long time, in respect, at any rate, of all scientific and technological degree courses, and all post-graduate degree courses. There is no escape from this problem by way of retreat; that is to say, by way of restoring English as the medium of instruction in secondary schools. Apart from other aspects of the matter this is plainly impracticable in view of the rapid expansion of secondary education that has already occurred and the large numbers of schools in rural areas for which teachers capable of teaching in the English language cannot be found.

The conclusion is, to my mind, clear that the courses of studies in college should include not only the degree courses as now reorganised with an added year but should include also a buffer course of full two years duration. The reorganisation scheme at present sponsored by the Ministry of Education should be reviewed and revised on this basis.

(26) The resulting scheme would be as follows:

(i) The total duration of education preceding the B.A./B.Sc. degree would be 15 years (as against 14 under the present reorganisation scheme).

(ii) The total of 15 years would be divided into 5 years in colleges (instead of 3 under the present reorganisation scheme) and 10 years in the schools (instead of 11 under the present reorganisation scheme).

(iii) The total of five years in colleges should be divided into a B.A./B.Sc. degree course of three years following a buffer course of two years. Such a buffer course may be referred to as the "Junior College" diploma course, following a recommendation made by the Radhakrishnan Commission. (The "Junior College" diploma course should be accepted as the equivalent of the higher secondary school course which Secondary Education Commission wanted, but which it is now proved to be impossible to provide in all schools as part of a general system of school education).

(27) It is obvious that 15 years of education will help to attain a higher standard for the B. A./B. Sc. degree holder than the 14 years provided under the present reorganisation scheme. Not only will an extra year help to increase the content of education, it will help to raise the age of admission to degree courses by one year and thereby secure greater maturity among pupils. If five years of education out of these fifteen years are provided in colleges (instead of four formerly or three under the present reorganisation scheme) and if the first two years provided an effective buffer for the transition from one medium of instruction to another, there can be no room for doubt that the resulting standard of university education is bound to be very substantially higher than it has been hitherto and than it is likely to be under the present re-organisation scheme.

(28) If the total duration of school education is limited to 10 years uniformly in all States, the expenditure involved in the provision of school facilities would be more manageable than it is likely to be on the 11 year basis. It is true that the standard attained at the end of 10 years of school education cannot be higher than it is today. The "higher secondary standard which was aimed at by the Secondary Education Commission cannot be made available for all pupils who reach secondary schools. It is, surely, far better to recognise this fact of life and make sure of adequate provision of teachers and equipment necessary for helping to preserve existing standards than to set a theoretically higher standard and fall grievously short in providing the facilities necessary for its attainments. At the same time, it is not as if the "higher secondary" standard will be lost altogether. So far "academic" education is concerned, the "Junior College Diploma" course will be at least as efficient as the higher secondary school course. It will be open to pupils who seek a higher standard of education than that provided in all secondary schools but who are unable or unwilling to seek an university degree, to study for two more years and secure a Junior College diploma.

(29) For all these reasons, revision of the present scheme of re-organisation of courses of studies in colleges on the basis set out in para 26 above will be necessary and useful for two purposes :—

*First* for overcoming the difficulties presented by the continued maintenance of two different media of instruction in schools and colleges.

*Second* for ensuring genuine educational efficiency at all levels; and, more particularly, the efficiency of scientific and technological education at the university degree level.

**Note :—Prepared by the Ministry of Education on Memorandum on "Medium of Instruction in Colleges" forwarded by the Government of Madras vide item 3(ii) of Agenda.**

The Central Advisory Board of Education at its meeting held on 16th and 17th January, 1961, considered the following recommendation of the Higher Education Committee on the medium of instruction at Indian universities :

"With the objective of changing the medium of instruction from English to regional languages in Indian universities without adversely affecting the standards of higher education, the Committee reiterates the need for necessary preparations by each

university and State Government before introducing the change. These preparations should include producing textbooks and other literature of a high standard and of sufficient variety in the regional languages concerned as also the preparation of university and college teachers to be able to teach through the regional languages."

2. The Board passed the following resolution :—

"The Board approved the recommendation of the Standing Committee.

With regard to the question of reviewing the present policy relating to the media of instruction, it was decided that the matter be referred to another session of the Board. It was also suggested by the Chairman that if necessary, the Board may be called to discuss this question."

3. The policy accepted by the Government of India in regard to the medium of instruction at the university stage is based on the recommendations of the University Education Commission that was appointed in 1948 under the chairmanship of Dr. S. Radhakrishnan and more recently of a Committee appointed by the University Grants Commission under the Chairmanship of Pt. H. N. Kunzru. An extract from the report of the University Education Commission is attached (Annexure A). A copy of the recommendations made by the Kunzru Committee is also attached. (Annexure B). These recommendations were generally endorsed by the Conference of Chief Ministers of States and Central Ministers held on August 10, 11 and 12, 1961, that considered, *inter alia*, the question of medium of instruction at the university stage. Paragraph 18 of the statement issued by the Conference reads :—

"18. The question of the medium for university education was discussed at length. The tendency of regional languages to become the media for university education, though desirable in many ways, may well lead to the isolation of universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one university to another and the cause of education will suffer for lack of a common link between universities in different-linguistic areas. The importance of such a common linguistic link between universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught in Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi

and English should be improved and maintained at a high level in schools and colleges.”

This question was also discussed at length in the National Integration Conference held at New Delhi from 28th September to 1st October.

The views expressed at the Conference are summarised below:—

“15. As regards the medium for university education, while a plea was made for the use of Hindi as the medium on an all-India basis the general view was that the regional languages are bound to replace English as the medium of instruction as soon as the necessary preparations for the change-over could be made acceptable to the academic world. But it was agreed that in such an arrangement, there would be the necessity of a link in the shape of a language understood all over India. It was felt that this link must ultimately be Hindi, but since Hindi, like any other regional language will take some time for its full development, English will continue to be such a link. This implied that Hindi must continue to be taught as a second language as in the secondary stage of education where necessary; and it also implied that English, apart from continuing as a transitional link, will remain as a language of international importance for the enrichment of our languages in regard to science and technology.

“16. The Chief Ministers had expressed the view that phasing of this change-over from English to Hindi or a regional language according to subject would be necessary but if as recommended by themselves and the University Grants Commission, all technical and scientific common words, including well known international terms, are included in the technical terminology based on international usage and are common to most of the Indian languages, then such phasing may not be necessary”

At the conference of Vice-Chancellors held on 28th and 29th October 1961, the question of the medium of instruction was not specifically raised for discussion. A passing reference was, however, made to this problem. It was generally felt that English could be the only appropriate medium of instruction at the present stage, taking into consideration the present circumstances. It was noted that in some universities the regional language was being used as medium of instruction in part or whole and this experience would be watched with interest. It was also mentioned at the conference that knowledge of English was a great integrating factor in India both for the unity of India and for access to World literature in many subjects of Science, technology etc, where new discoveries are being made every year. A majority of the vice-chancellors felt that a language of international usage was essential and that India could ill afford to change this medium of instruction.

The note on “medium of instruction in college” prepared by the Minister of Education, Madras, is generally in line with the recommendation of the Kunzru Committee. There is, however, an important omission in regard to the use of Hindi at the University stage which was emphasised by the Conference of Chief Ministers. The specific suggestions for the formulation of an all-India policy are also in certain respects at variance with the policy adopted so far by the Government of India. At the end of his note on the medium of instruction, the Education Minister, Madras, has

proposed the main features of an all India policy regarding the medium of instruction in colleges. These features, along with the comments of the Ministry of Education, are stated below:

- (i) The change-over from English to the regional language as the medium of instruction in college should be limited, for the present, to the reorganised three-year course of studies leading to the B.A. degree only.

*Comments:* Some universities have already gone beyond the limitation proposed by Shri Subramaniam and are now contemplating the use of Hindi and other regional languages as media of instruction in courses other than the B.A. degree only. It would not be correct to reverse the process already completed nor would it be appropriate to slow down the plans of the universities for the switch-over from English to the medium of Hindi or a regional language. Subject to the care and preparation needed for the switch-over to a regional language, has been emphasised by the Kunzru Committee, the Ministry of Education are of the opinion that the universities should have the freedom to take appropriate steps in this direction.

- (ii) In respect of all other courses of studies in college, including in particular, all courses of studies leading to any scientific or technological degree or any post-graduate degree, English should be retained as the medium of instruction in all the colleges of all the universities in India.

*Comments :* Comments made above apply to this recommendation as well. While it may be necessary to retain English as the medium of instruction for scientific and technological studies and for post-graduate courses for *some time*, it is not envisaged that English will continue to be the medium of instruction for *all time*.

- (iii) The use of English for the foregoing purposes should be continued for as long a period as may be necessary. As and when the time arrives when a decision can be taken on all-India basis, that the use of English as a medium of instruction has ceased to be necessary, the final phase of the change-over may be undertaken. At the end of that phase, English should be replaced in each university in India by the regional language of the local area in which such university is situated, as the medium of instruction in all the colleges of such university.

*Comments:* The Ministry of Education are in agreement with the proposal. It is not, however, more necessary to lay down the phasing of change-over from English to Hindi or the regional language uniform for all the universities. As stated above, each university should be free to extend the use of the regional language or Hindi; or various studies in accordance with the progress achieved by it in the implementation of the necessary preparatory steps.

- (iv) Clear distinction should be made between the use of English as a medium of instruction and the study of English as a language. Provision for the latter should be improved both in school and college and maintained permanently as part of the educational system of the country.

*Comments:* This recommendation is acceptable and is in accordance with the policy of the Government. Attention is, however, invited to the following extract from Shri Subramaniam's note:

“Knowledge of Hindi must, no doubt, be propagated among the non-Hindi language groups, but under the accepted policy of prolonged bilingualism, a date cannot now be set when Hindi will have become the sole medium of inter-communication and English will have ceased to function as such.”

Since Hindi will ultimately replace English as the linguistic link, it will be necessary to strengthen the study of Hindi also at the school and college stages all over the country.

The matter is placed for consideration before the Central Advisory Board of Education.

### **Appendix A (Contd)**

#### ANNEXURE A

#### **Summary of Recommendations made by University Education Commission on Medium of Instruction**

“We recommend

1. That the Federal language be developed through the assimilation of words from various sources and the retention of words which have already entered into Indian languages from different sources, thereby avoiding the dangers of exclusiveness;
2. That international technical and scientific terminology be adopted the borrowed words be properly assimilated, their pronunciation be adapted to the phonetic system of the Indian languages and their spelling fixed in accordance with the sound symbols of Indian scripts;
3. That for the medium of instruction for higher education English be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties;
4. That (i) pupils at the higher secondary and university stages be made conversant with three languages,— the regional language, the Federal language and English (the last one in order to acquire the ability to read books in English);  
and (ii) higher education be imparted through the instrumentality of the regional language with the option to use the Federal language as the medium of instruction either for some subjects or for all subjects;
5. That for the Federal language one script, Devanagari, be employed and some of its defects be removed;
6. That immediate steps be taken for developing the Federal and regional languages :

- (i) A Board consisting of scientists and linguists be appointed to prepare a scientific vocabulary of words which will be common to all Indian languages and also to arrange for the preparation of books in different sciences to be rendered into all Indian languages ;
  - (ii) Provincial Governments be required to take steps to introduce the teaching of the Federal language in all classes of higher secondary schools, more in degree colleges, and in universities.
7. That English be studied in high schools and in the universities in order that we may keep in touch with the living stream of ever-growing knowledge."

### **Appendix A (Contd)**

#### ANNEXURE B

#### **Summary of Recommendations of Kunzru Committee**

1. That the change from English to an Indian language as the medium of instruction at the university stage should not be hastened.
2. That the change to an Indian language should be preceded by an adequate preparation both in the cultivation of the Indian language concerned as a medium of expression for learned purposes and by preparation of a sufficient body of learned literature in that language in all subjects of study.
3. That even when a change in the medium of instruction is made, English should continue to be studied by all university students.
4. That a proper foundation in English should be laid at the secondary school stage so that the students going up to the university can have an adequate knowledge of English.
5. That it would be necessary to have the methods of teaching English at the schools carefully examined so that teachers might be suitably trained and the benefit of the latest techniques in the study of foreign languages made available to our teachers and students.
6. That it would be necessary to have textbooks prepared on scientific principles and that the Government of India or the Council of Secondary Education should take up this question for consideration.
7. That it is necessary to define the aims of English teaching at the school stage and to have some arrangement by which those who propose to go up for university education can have additional emphasis laid on proficiency in English.



8. That in relation to the three-year degree course which is now proposed to be introduced in our universities, the teaching of English be given special attention in the pre-university class.
9. That the teaching of English literature should be related to the study of Indian literature, so that apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in the Indian languages.
10. That it is desirable to have the question of courses of study in English and methods of teaching English at the university stage examined by an expert body and the recommendations of that body adopted by all the universities.
11. That where English is not the medium of instruction at any university course, it is necessary to adopt special methods to secure an adequate knowledge of English as a second language.
12. That far greater attention should be given to linguistics in our universities and in our teacher training colleges.
13. That it is possible to learn languages more effectively and much faster than was considered possible in the past with the assistance of special techniques and the use of gramophones and tape records and other mechanical devices.
14. That it is in our educational interest that English should be retained as a properly studied second language in our universities even when an Indian language is used as the ordinary medium of teaching.

**Appendix A (Contd.)**

**Item No 3 (iii) Steps to be Taken to Implement the Decisions of the Chief Ministers' Conference**

STATEMENT PREPARED BY THE MINISTRY OF EDUCATION

*Recommendations of the Chief  
Ministers' Conference*

1

.....

*Recommendations of the National  
Integration Conference*

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The Conference regards the process of education and its reorientation, where necessary, as of primary importance.

*Comments of the Ministry of  
Education*

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The Ministry has drawn the attention of the State Governments to this recommendation, who are already taking steps to implement it.

2. **Para 3 (a) Primary Education:** The right of linguistic minorities to have instruction in their mother-tongue at the primary stage of education was reaffirmed.

The linguistic minorities are entitled to have instruction in their mother-tongue at the primary stage of education. This has been reaffirmed on many occasions, and the Conference is of the view that effective steps should be taken to implement this principle not only in the letter but also in the spirit.

3. The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganisation Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptations can be made. The main objective is that no facilities previously available should be reduced and wherever possible, further facilities should be given.

4. **Para 3 (b) Secondary Education:** The general provisions of the 1956 memorandum were reaffirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother-tongue formula could not be fully applied for

The Conference agreed with the Chief Ministers that the mother-tongue formula could not be fully applied for use as the medium of instruction in the secondary stage of education. It is expected that instruction will be generally given in the regional language or where certain circumstances prevail, in any other language mentioned in the Eighth Schedule of the Constitution, or in English. Special arrangements may, however, be made in the case of certain hill districts and certain Adivasi areas.

In some States provision already exists for providing instruction to the children of the minority groups in their mother-tongue. It is hoped that all the States will fall in line with the policy laid down now.

use as the medium of instruction in the secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for higher education in universities. The language used should be modern Indian language mentioned in Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

3. **Para 4 :** The importance of providing suitable textbooks in schools, both at the primary and the secondary stages, was emphasised. Normally these textbooks should be produced by the State Governments and not to be left to private enterprise. The textbooks should be so designed as to inculcate in the minds of the pupils an integrated outlook and a sense of the unity of India

The view was generally accepted that textbooks should be written on a national rather than State or regional level, and when they are written in any regional language, arrangements could easily be made for their translation or adaptation into the other languages. The recommendations made by the University Grants Commission in this regard, namely that a national advisory board consisting of eminent scholars and university tea-

The Central Bureau of Textbook Research which is a constituent unit of the National Institute of Education has undertaken preparation of model textbooks. Some of the States have undertaken nationalisation of textbooks.

as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of textbooks should be entrusted to persons of high quality. The Central Government should prepare model textbooks both for the primary and secondary stages.

6. **Para 5:** The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all India language for inter-State communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise, there is danger of no adequate connecting links, in so far as language is concerned, between the different States.

chers from different States, making recommendations for revision and improvement, wherever necessary, was also accepted. It was suggested, however that such a board might include some eminent writers. The work of producing such textbooks should be entrusted to some central agency.

The Conference recognised that Hindi must develop ultimately as the link for inter-State communication. As, however, it would take some time for the language to evolve sufficiently to express all modern concepts, English will continue to serve the purpose till Hindi is adequately developed.

The Ministry has already set up the Central Hindi Directorate which is engaged in the work relating to the development, enrichment and propagation of Hindi.

7. **Para 6 :** It is important, both from the point of view of international communication and the growth of modern knowledge, more especially of science, industry and technology, in India, that there should be wide-spread knowledge of an international language. While this language may be any one of the important European languages, in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore, is important.

8. **Para 7 :** Both Hindi and English should be taught at an early stage.

9. **Para 8:** The meeting was of the opinion that a common script for all Indian languages was not only desirable, but would be a powerful link between the different languages of India and therefore, of great help in bringing about integration. Such a

The Conference accepted the proposition that the study of English is important from the point of view of international communication and the growth of modern knowledge generally and more especially in science, industry and technology. This would be necessary at all stages of higher education, particularly so at the level of post-graduate study and advanced research.

It was agreed that the study of Hindi and English should be commenced at an early stage.

English has been included as one of the major languages for study in the 3-language formula and a Central Institute of English has been established at Hyderabad to impart the knowledge of new methods of teaching English to teachers in the secondary schools and colleges. The State of U. P. has also set up a similar institution and some others may also do so.

The position varies from State to State. The study of these languages starts from primary stage in some States and from middle stage in other States.

The Ministry has already appointed a committee of linguists to suggest steps for improvement and propagation of the Devanagiri script. The script has recently been standardised and further reorientated with the help of this committee from the point of view of providing symbols for the

common script in India in existing circumstances can only be Devanagiri. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

10. **Para 9;** It was agreed that the three-language formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows:—

- (a) the regional language and mother-tongue when the latter is different from the regional language;
- (b) Hindi or, in Hindi speaking areas, another Indian language, and
- (c) English or any other modern European language

The three language formula, as set out in paragraph 9 of the Chief Ministers' recommendations was generally accepted. It was urged that early steps should be taken in the Hindi speaking areas to teach another modern Indian language, preferably of the South Indian group, in order to implement the three-language formula. It was felt in this connection that the distances between the different Indian languages would diminish as stock of modern new words for new concepts grew, as it was bound to, with the advancement of learning.

sounds that obtain in other regional languages of the country. The suggestions given by the committee of linguists are being examined and a final decision will be taken after the matter has been discussed in the next meeting. The Ministry is also publishing bilingual readers.

The simplified formula makes it obligatory on some students to study four languages and not three ; this is where the mother-tongue and the regional language for a pupil happen to be different. However the State Governments are examining the new formula and taking action on it.

11. **Para 10:** The question of affiliations of schools and colleges using minority languages to universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to universities or boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to universities or boards outside the State.

It was agreed that where schools and colleges using minority languages could not be affiliated to universities or boards within the State, they might be affiliated to universities or boards outside the State. Existing affiliations may continue.

At present, every university has its territorial jurisdiction clearly defined by statute. Within that area no other university can operate. In consequence, the question of affiliating schools and colleges using minority languages not in use at a given university, to that university, may be possible only when the relevant university Acts are amended by the legislatures concerned. This has been brought to the notice of the State Governments to take it up with the universities concerned, if necessary in consultation with the Inter-University Board and the university Grants Commission.

This also applies to the Boards of Secondary Education which have restricted jurisdiction and an amendment in this respect is possible only through legislative or administrative action at the State level, as the case may be.

12. **Para 18.** The question of the medium for university education was discussed at length. The tendency of regional languages to become the media for university education, though de-

As regards the medium for university education, while a plea was made for the use of Hindi as the medium on an all-India basis, the general view was that the regional languages are bound to replace English as the medium of



sirable in many ways, may well lead to the isolation of such universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one university to another and the cause of education will suffer for lack of a common link between universities in different linguistic areas. The importance of such a common linguistic link between universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this

instructions as soon as the necessary preparations for the change-over could be made acceptable to the academic world. But it was agreed that in such an arrangement, there would be the necessity of a link in the shape of a language understood all over India. It was felt that this link must ultimately be Hindi, but since Hindi, like any other regional language, will take some time for its full development, English will continue to be such a link. This implied that Hindi must continue to be taught as a second language as in the secondary stage of education where necessary, and it also implied that English, apart from continuing as a transitional link, will remain as a language of international importance for the enrichment of our languages in regard to science and technology.

purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.

13; **Para 19** As already decided by the Central Government, all technical and scientific terminology should be based on international usage and should be common to all the Indian languages.

The Chief Ministers had expressed the view that phasing of this change-over from English to Hindi or a regional language according to subjects would be necessary but if, as recommended by themselves and the University Grants Commission, all technical and scientific common words, including well-known international terms, are included in the technical terminology based on international usage and are common to most of the

The Commission for Scientific and Technical Terminology has already been established under the chairmanship of Dr. D. S. Kothari for finalising scientific and technical terms on the lines laid down in this paragraph.

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Indian languages, then such phasing may not be necessary.

14. The Prime Minister referred to the recommendations of the State Reorganisation Commission that more all-India services be constituted. The principle of having all-India services in the Engineering, Medical and Forestry departments was accepted, subject to schemes being drawn up and circulated to State Governments for consideration.

Views were expressed strongly that in the interest of greater uniformity and cohesion of policy, education should be made a concurrent subject, or at least for administrative purposes an All India Educational Service should be constituted.

Action is being taken to constitute a Central Educational Service which will retain the important features of an All India Educational Service as far as possible.

## APPENDIX E

### MEMORANDUM

ON

#### **Item No. 4. Reorganisation of higher secondary and pre-university education.**

*(Governments of Madras and Gujarat)*

#### REORGANISATION OF COURSES OF STUDIES IN SCHOOLS AND COLLEGES

*(Government of Madras)*

#### **The Curricular Pattern of School Education.**

1. There is an approved plan of reorganisation of courses of studies in all the schools and colleges of this State. This reorganisation commenced in the school year 1958-59. Changes are taking place from year to year. They are due to be completed at the end of school year 1962-63; 1963-64 will be the first year in which the curricular pattern as reorganised is planned to be in full force and effect. I now propose a modification of this approved plan.

2. This modification will not affect the changes already made and those which are planned to be made during 1961-62. The latter comprises the introduction in all secondary schools of the new Vith standard replacing the old I Form as well as (ii) the new Xth standard in replacement of the old VIth Form.

3. The two changes planned to be made during 1962-63 are :(i) the introduction in all secondary schools of the new VIIth standard replacing the old IInd Form and (ii) the introduction in certain selected secondary schools (not all) of the new XIth standard, thus setting up in these schools a Tamil medium equivalent of the pre-university course in colleges.

The modification proposed by me relates purely to the latter of these two changes.

I propose that the XIth standard should not be introduced in any school in the State during 1962-63 or any subsequent year of the Third Five Year Plan period.

4. The primary reason for this proposal is that the resources available for secondary education during the Third Five Year Plan period should be devoted exclusively to assess the success of the reorganisation effected up to the new Xth standard. The primary aim of reorganisation up to that stage is to secure that the education provided hitherto in 11 years is provided in 10 years.

In view of the large and continuous increase in the numbers seeking admission to secondary education, it will be necessary to take steps to

make sure that the tendency to falling standards caused by growing numbers has, in fact, been arrested and revised. Efforts should be concentrated during the remaining years of the Third Plan period in order to raise the actual average level of attainment.

5. At the end of next school year, 1961-62, the S. S. L. C. Examination should be held for pupils who complete the new Xth standard on the same basis as hitherto for pupils who complete the old VIth Form and certificates issued. Those who fulfil the requirements prescribed by the university for admission to college education should be given what may be called a "General Secondary Education Certificate"; and others who merely complete the course without attaining the prescribed minimum level may be given the usual Secondary School Leaving Certificate. (This is only a verbal change in place of the infelicitous distinction at present made between S. S. L. C. (Eligible) and S. S. L. C. (Completed). Though only a verbal change, it will mark the beginning of planned process of raising standards.

6. At the end of the school year 1962-63, a new "Elementary Education Test" (as distinguished from a State wide public examination) should be instituted. This test should be held for all pupils who complete the new VIIth standard and it should be common to all secondary schools of every educational district in the State. On the basis of results of this test, two kinds of certificates should be awarded. An "Elementary Education Certificate", should be given to all those pupils who are verified by the test to have attained a minimum standard fixed in the district for admission to all secondary schools in that district. All pupils who have completed the VIIth standard without attaining this standard should be given an "Elementary School Leaving Certificate."

7. Strict insistence on the possession of an Elementary Education Certificate as a condition of admission to the VIIIth standard of secondary schools is necessary. This must be followed up by planned provision of better staff and better equipment for all these secondary schools which lack them at present. It is only when this process is completed during the Third Five Year Plan period, that the possibility of a substantial upgrading of standards of college education will become possible.

8. Provision should be made for recognition of the "Secondary School-Leaving Certificate" as well as the "Elementary School Leaving Certificate" as standards of minimum educational qualification for the two lowest categories of posts or services in the Public Services. This will be necessary to ensure that pressure is not brought to bear on educational authorities to reduce their requirements for the grant of the Secondary Education Certificate and the Elementary Education Certificate.

9. Steps should also be taken during the Third Five Year Plan period to open craft-training schools and vocational training schools in greater numbers to absorb a proportion of the holders of Elementary School Leaving Certificates and Secondary School-Leaving Certificates. This again will help to secure strict insistence on specified students for the award of the Elementary Education Certificate and Secondary Education Certificate,

10. Carrying this principle lower down, it is necessary that there should also be a "Primary Education Test". This test should be taken by pupils who have completed the new Vth standard and it should be a common test for all elementary schools within one local area (i. e. a Panchayat Development Block, or Municipal town, as the case may be). A Primary Education Certificate should be awarded only to those pupils who, having completed the first five years of schooling, give proof of having attained the prescribed minimum standard. Possession of a Primary Education Certificate should be insisted on strictly, as condition precedent to admission to the new VIth standard.

## II. The Curricular Pattern of College Education.

11. Reorganisation of the courses of studies in colleges has been completed. The changes effected by reorganisation are :

- (i) (a) the abolition of the old Intermediate course of two years ;
- (b) the institution, for limited period, on a transitory basis of a pre-university course roughly but not exactly corresponding to the first year of the old Intermediate course.
- (ii) (a) the addition of an extra year, saved by (i) above, to the old two-year degree courses and their reorganisation as "Three-Year Degree Courses", picking up for the "Pre-University Course;" and
- (b) the addition of an extra year, saved by (i) above, to the Medical, Engineering and other Professional Degree Courses.

12. The foregoing reorganisation gave rise to many problems some of which have been solved, and others are not fully solved.

- (i) An acute problem arose in respect of colleges which provided only the 'Intermediate' courses and had no provision for offering degree courses. This problem has been solved at considerable expense by upgrading them.
- (ii) This solution of the problem gave rise to another problem, with the general inflation of authorised strength, leading to large gaps between authorised strength and actual admissions. The financial and management problems incidental to this solution are probably not yet fully solved.
- (iii) In this situation, the abolition of the pre-university course in colleges which has the postulation as a necessary feature of the reorganisation will create financial and management problems of an even more acute character than the abolition of the Intermediate course.

(iv) Apart from these considerations, there is the problem of change in the medium of instruction. The old Intermediate course provided an adequate cushion of two years during which the effects of inequality of opportunity for pupils from different parts of the State were ironed out.

Before the degree course commenced, all pupils had become acclimatised to a new medium as well as to the new methods of instruction. The abolition of the old Intermediate course has reduced this cushion from two years to one. As a result, the increase of efficiency gained by reorganisation of the degree courses of study is to a significant extent offset. If, in this situation, even the one-year cushion of the pre-university course is abolished, it is certain that the entire gains secured at considerable expense by the reorganisation already effected will be also practically wiped out.

13. For all these reasons, the course proposed in Section I is no less necessary in the interests of college education than in the interests of school education. The remaining years of the Third Five Year Plan period can be devoted to stabilisation and improvement on the basis of existing organisation and avoidance of the grave new problems incidental to the rapid or early abolition of the pre-university courses in colleges, which would be the necessary corollary to introduction of the new XIth standard in schools.

14. This will also provide a breathing space for deliberation and re-thinking about the future of the pre-university course as well as of its school-equivalent, the projected but suspended new XIth standard.

Such re-thinking is essential. It will be recalled that when the reorganisation of college courses was undertaken by the University, the Government asked for postponement by one year in order to plan the college level reorganisation and the school-level reorganisation jointly. That postponement was refused and the University went ahead. When subsequently, the school-level reorganisation was planned, the connection became clear and was accepted that it was quite impossible to provide a 12-year school course which was the assumption on which the college-level reorganisation is based. It was agreed that a 11-year school course should be planned with adequate time for upgrading standards so as to secure the level attainable by adding one more year to the then existing 11-year course.

Experience has now clearly shown that it will take a very long time to secure this result.

The proposal in Section I implies that even for the more limited objective of compressing the old 11-year course into 10 years, the entire Third Five Year Plan period will be needed.

15. In the light of this experience, is it wise to plan for a 11 year school course even during the Fourth Plan or the Fifth? Would it not be wiser to accept the reorganised ten year course as the final pattern of school education, add an extra year to college education and replan the college courses so as to gain the maximum possible advantage out of this extra year?

In my opinion, the answer is in the affirmative. The question, however, is of far reaching importance for the future development of higher education. It is necessary that there should be adequate discussion and agreement, not only between the State Government and the University in Madras State, but also between all the State Governments

and the universities of the South Zone (if not also of India as a whole).

16. Assuming that there is agreement on an affirmative answer, how best could this addition of an extra year to the college education be utilised ?

There can, in my opinion, be no doubt that it should be added to the pre-university course ; and we should again have a two-year course separating the end of secondary education from the beginning of the first degree course of university education. This two-year course, however, will differ from the old Intermediate course in one important respect ; the first degree course to which it would lead will be a new three-year-degree course, not an old two-year degree course. That will be a vital difference. In order to mark this difference, I propose that this new course may be called the "Junior College Diploma Course."

17. I propose, in other words, that admission to university degree courses should be granted only to holders of "Junior College Diplomas" awarded by the university. The relevant two-year course should be instituted only in those educational institutions which are recognised by the university as being properly staffed, properly equipped and fully prepared for preparing pupils for taking the university examination.

Such institutions may be referred to as "Junior Colleges."

18. It will be necessary to secure that the institutions recognised by the university as Junior Colleges should be evenly distributed among all the districts of the State.

The total number of seats in all Junior Colleges of the State should be evenly distributed among districts in approximately proportional relation to the total strength of the new Xth standard in secondary schools of the districts concerned.

In order to secure this result, colleges in which post-graduate education is provided should not be recognised as Junior Colleges. The authorised strength in Madras city colleges should be reduced. In the mofussil districts where degree colleges do not exist or do not provide sufficient facilities suitably selected high schools should (after adequate preparation to the satisfaction of the university) be recognised as Junior Colleges. The concept of "higher secondary schools" should be finally replaced by the concept of "Junior colleges".

19. Here again a clear distinction should be drawn between the completion of the two-year "Junior College Diploma" course and the attainment of the standard prescribed for admission to degree courses. This difference should be marked by limiting the award of "Junior College Diploma" to those pupils who attain the standard and the award of a "Junior College Leaving Certificate" for others. This is necessary in order clearly to emphasise that the two-year course is a significant educational effort in itself even if it did not lead to the attainment of the standard necessary for admission to a degree course.



It should be recognised that the holder of a Junior College Leaving Certificate has had a better education than the holder of a Secondary Education Certificate. It is in fact the equivalent of a Higher Secondary Education Certificate which was intended to be made available to all secondary schools and now found to be impracticable.

20. When this change is made and a three-year-degree course is again reorganised, it will be possible to achieve two important results. First, the curricular content can be increased so as to absorb a substantial part of the curricular content of the M. A. M. Sc. degree courses. Secondly, the average attainment reached by individual pupils can be substantially improved. How will these two results be secured? This will be secured because the intake of pupils will be at a higher average age. They will be better acclimatised to the sharp change between school and college of both the medium and the method of instruction. Finally, they will have already covered the whole or at least a substantial part of the curricular content of the first year of the degree courses. There can be no room for doubt that the average degree holder after such reorganisation will be a much better educated person than the average degree-holder at present.

21. If the Junior College Diploma course is instituted, it will be necessary to provide that admission to Medical, Engineering (and other) professional degree courses to holders of Junior College Diploma.

When this is done, the present courses will have to be reorganised. A choice will then be open between two possible principles of reorganisation. We may either seek increased output from these institutions (as recently enlarged and equipped), in which case the duration of the course should be reduced by one year. Or we may seek to increase the curricular content, in which case the present duration of the course will have to be maintained. Either way decisive advantages can be secured.

### **III. Concluding Remarks.**

22. Similar possibilities either of increased output or of improved curricular content are opened up in respect of polytechnics, teacher-training schools and other vocational training institutions.

23. The reorganisation of courses of studies in schools which is now in progress should be completed in school year 1962-63 with one important modification of the approved plan. The introduction of the new XIth standard should be suspended for the duration of the Third Five Year Plan period. The resources available for secondary education during the Third Five Year Plan period should be utilised for stabilising the reorganisation of school curricula effected up to the new Xth standard and assessing its success.

24. An extra year will become available through successful completion of the reorganisation of school curricula. It should now be regarded as an open question whether this extra year should be added on to school curricula as a new XIth standard; or it should be added on to the

college curricula (as the basis for a further reorganisation). It is the purpose of this paper to point out the superior advantages of the latter course.

25. If this course were accepted the reorganisation of courses of studies in schools and colleges would be as below:

**I. Schools : (A)** The old pattern of five years primary school courses, followed by three years of higher elementary/middle school courses, leading to three years of academic/diversified secondary school courses would be replaced by:

(B) the pattern of seven years of elementary school course, leading to three years of academic/multipurpose secondary school courses.

**II. Colleges (A)** The old pattern of two years Intermediate course by two years of B.A. B.Sc. courses would be replaced by

(B) the new pattern of two years of Junior College Diploma course, followed by three years of B.A./B.Sc. courses.

C. SUBRAMANIAM

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## THE REVIEW OF THE INTRODUCTION OF MULTIPURPOSE AND HIGHER SECONDARY COURSE

*(Government of Gujarat)*

Consequent upon the recommendations of the Secondary Education Commission appointed by the Government of India, the schemes for the introduction of multipurpose and higher secondary courses were introduced. It is almost ten years now since these schemes were taken in hand. Some progress was made in these directions in the First Five-Year Plan and the same continued during the Second Five-Year Plan. Schemes concerning multipurpose and higher secondary courses do not figure so prominently in the Third Five Year Plan. In some of the States higher secondary courses have been introduced but they have not been able to cover all the secondary schools. In most of the states only small proportion of the total number of secondary schools has been raised to higher secondary schools. In some of the States higher secondary courses have not yet been introduced. So far as introduction of multipurpose courses is concerned, they have been only partially introduced, so far as that very small number of secondary schools has courses. In this way both the schemes namely, of higher secondary and multipurpose courses are not even half the way through road. This has created some confusion and uncertainty in the minds of people as well as the pupils. As a result of only a partial implementation of these schemes, university course has also been thrown somewhat out of gear. A number of universities have introduced three year degree course, which was to be dovetailed with higher secondary course, but the first year of the university course has been continued in some of the universities under the names such as pre-university or the pre-degree course. Thus in the name, universities are continuing the four-year course. One of the objects of introducing a three-year degree course was to reduce the number of public examinations. The present arrangement of pre-university course for one year followed by a three-year degree course has not really reduced the number of public examinations. In fact with the

introduction of the pre-professional course in a number of universities, the number of public examinations has increased. It is, therefore, felt that there is a need for a uniform and fully considerate policy to be adopted, as regard higher secondary multipurpose, pre-university and pre-professional courses. The Central Advisory Board of Education may, therefore, appoint a high power Committee to look into this matter and to introduce a pattern which may be as useful as possible.

## RECONSTRUCTION OF SECONDARY EDUCATION IN INDIA

*Note prepared by the Ministry of Education*

The present system of secondary education can be traced to the early 19th century when the British rulers of the country set up secondary schools to train men for the lower ranks of administrative posts. The courses of studies in these schools were mainly academic and there was no provision for the teaching of science or for technical and vocational courses. The requirements of the matriculation examination dominated the syllabi. Beginning with the Hunter Commission of 1882, various committees and commissions were appointed to recommend measures for the reform of the educational system. Their main recommendations were :

- (a) There should be more diversified curricula in schools.
- (b) The dividing line between the university and secondary courses should be the Intermediate examination and not the matriculation examination.
- (c) The training and service conditions of teachers should be improved so that better type of persons may enter the teaching profession.

In spite of these and other recommendations, no serious attempt was made to bring about any radical change in the secondary schools, which continued to be academic, examination-ridden and divorced from the main current of national life.

2. With the advent of independence, the question of educational reform again came to the forefront. It was felt that the system should be reorganised so as to meet the demands of a democratic country which while anxious to retain the best in its past heritage was equally keen on increasing its industrial and agricultural efficiency by large scale application of science and technology. It was also felt that a large proportion of pupils who entered secondary schools were not fit for university education, nor was it possible to find white collar jobs for them. The Secondary Education Commission was accordingly set up in 1952 to prepare the blue print of the new edifice of secondary education in the country. The commission went carefully into all aspects of the problem and made comprehensive recommendations on the organisational pattern of secondary education, curriculum, methods of teaching, examination reform, improvement of teaching personnel etc. These were designed to evolve a pattern of secondary education which would meet the needs of not only the minority of bright pupils who would go to the universities but also equip the vast majority of those school pupils whose education would end at the secondary stage with necessary knowledge and skill to enter a trade or a vocation.

3. Although the present note deals mainly with the findings of the Secondary Education Commission in respect of the organisational ( or structural) pattern of secondary education, it must be emphasised that implementation of this aspect would not by itself lead to the achievement of objectives which the Commission had in view unless they were also accompanied by other improvements recommended. Only an integrated approach of educational reform would yield worthwhile results.

Before examining the Commission's findings on this aspect it may be appropriate to point out that the University Education Commission had earlier recommended :

- (a) that the standard of admission to the university courses should correspond to that of the present intermediate examination i. e. after the completion of 12 years of study at a school and an Intermediate college ;
- (b) that a large number of Intermediate colleges (with classes IX to XII or VI to XII) established ; and
- (c) that in order to divert students to different vocations after 10 or 12 years of schooling, a large number of occupational institutes be opened.

4. The recommendations of the Secondary Education Commission in respect of the organisational pattern were as under :

- (i) Secondary education should commence after four or five years of primary or junior Basic education and should include (a) the middle or senior Basic or junior secondary stage of three years, and (b) the higher secondary stage of four years.
- (ii) As a consequence, the first degree course in the University should be of three years duration.
- (iii) Multipurpose schools should be established wherever possible to provide varied courses to suit the diverse aims, interests, aptitudes and abilities of students.
- (iv) Those who successfully complete such courses should be given opportunities to take up higher specialized courses in polytechnics or technological institutions.
- (v) Technical schools should be started in large numbers either separately or as part of multipurpose schools.

It may be stated that whereas the University Education Commission was in favour of a period of 12 years, education prior to the 3-years first degree course, the Secondary Education Commission accepted a 11-year or a 12-year period of schooling. In making this recommendation the Secondary Education Commission took note of the fact that in the northern States generally a student passed his matriculation examination after 10 years schooling while in the southern States (including former Bombay State) he spent 11 years to reach the same standard.

5. In 1953, the C.A.B.E. set up an Implementation Committee consisting of some of its members and some distinguished educationists to report to the Board as to what recommendations of Secondary Education Commission could be implemented by the Centre and what recommendations could be implemented by the States, indicating at the same time the order of priority of implementation. The report of the Implementation Committee was accepted by the C.A.B.E. in 1954. The Board also urged early implementation of the reforms in the order of priority suggested by the Implementation Committee. The Committee was of the opinion that the eventual pattern of education would be as follows ;---

- (a) Eight years of integrated elementary (Basic) education.
- (b) Three or four years of secondary education with diversification of courses.
- (c) Three years of university education after the higher secondary school leading to the first degree :

On the basis of the report of the Implementation Committee (which was accepted by the C.A.B.E.), the Ministry of Education, Government of India in its letter No.F. 12-4/54-D. 1 dated 7th August, 1954 advised the State Governments to accept the new pattern of secondary education and further laid down a schedule of grants which the Centre was willing to give to the States for implementation of the reforms. The various schemes eligible to earn grants-in-aid were : establishment of multi-purpose schools, improvement in the teaching of core subjects such as general science, social studies and crafts, improvement of school libraries, training of teachers etc.

Thus for the first time in the history of secondary education, the Government of India not only initiated a series of inter-related reforms but also offered substantial financial assistance to States willing to introduce them. Grants totalling Rs. 2.94 crores, Rs. 2.65 crores and Rs. 3.63 crores were released in 1956-57, 1957-58 and 1958-59 respectively to all States towards the reconstruction of secondary education in accordance with the pattern laid down in the letter of 7th August, 1954. (Similar information in respect of subsequent years is not readily available). Further, in 1957-58 a scheme of grants to States for improvement of salary scales of secondary school teachers was also introduced.

6. The C.A.B.E. again considered the organisational pattern of secondary education in the year 1955 and came to the following conclusions ;

- (a) the degree course should be of three years and 17+ should be the minimum age for entry into universities.
- (b) the end of secondary education at 17+ should mark a terminal stage in education and prepare students for life. It should also be of a standard which would enable them to participate with profit in a three-year degree course.
- (c) the last class in the secondary stage should be called the 11th class and may be reached after schooling of not less than 10 years, the actual duration of the school system in the various States to be determined by the State Government concerned,

In 1956, the C.A.B.E. urged the speedy conversion of all secondary schools to the new pattern. Again in 1959, the C.A.B.E. recommended that high priority should be given to the conversion programme. In fact, the Board felt that from 1960-61 all new secondary schools should be of the higher secondary pattern. This recommendation was not, however, accepted by the Conference of State Education Ministers held subsequently in the same year. The Conference was of the view that the only practical target was to convert 50 per cent of the existing secondary schools to the higher secondary pattern by the end of the Third Plan.

7. The up-to-date position regarding the number of higher secondary schools in the country may be seen in the statement at Annexure 'A'. This includes 778 twelve-year higher secondary schools (called Intermediate colleges in U.P.) figure relating to the Intermediate colleges of U. P. is included (and the State Government calls them higher secondary schools) it will be found that out of the total number of 17,165 secondary schools, 3,628 i. e. 21 per cent have been converted to the higher secondary pattern. By the end of the Third Plan this percentage will rise to 31 as against the original targets of 50 per cent.

8. It may also be stated that States of U. P., Maharashtra (some parts) and Gujarat have not accepted the higher secondary pattern so far. In Maharashtra, Vidarbha and Marathwada areas which were formerly part of old Madhya Pradesh and Hyderabad States have higher secondary schools. All other States have accepted the new pattern and are implementing it

9. The State of Madras which had formerly a 11-year high school course leading to the Secondary School Leaving Certificate Examination decided to introduce a revised syllabus leading to the higher secondary examination at the end of the same 11 year period. The revised syllabus was introduced in the secondary schools of the State in the school year 1958-59. Changes have since been taking place from year to year. These would have been completed in the school year 1962-63 when the new XI standard is added to the selected schools in the State. In 1963-64 the reorganised pattern would have been in full force and effect.

However, the Madras Government is now thinking of introducing the following changes:

- (a) The proposed XI standard should not be introduced in 1962-63.
- (b) Students who complete the X standard according to the reorganised pattern should appear for the S.S.L.C. examination.
- (c) A test should be held at the end of the seven-year elementary school course. Only those who qualify in the test should be admitted to secondary schools commencing from standard VIII.
- (d) For those who do not qualify in the elementary education test, the state should open a large number of craft and vocational training schools.

- (e) A Junior College Diploma Course of two years should be instituted which should take the place of the Xth standard or the one-year pre-university course. This should be located only in those educational institutions which are recognised by the university as being properly staffed and equipped for preparing students to take the university examination.

Thus if the above proposals are implemented, the new pattern in Madras would be:—

Elementary School	7 years
Secondary Schools	3 years
Junior College	2 years
First Degree Course	3 years
	Total 15 years

The main reasons for the proposed changes given by the Madras Government are:

- (a) “The resources available for secondary education during the Third Five Year Plan period should be devoted exclusively to assess the success of the re-organisation effected up to the new Xth standard” and to raise the level of attainment in schools which may have tendency to fall because of increasing number of students seeking admission in secondary schools.
- (b) The introduction of standard XI would lead to the abolition of pre-university classes which would give rise to numerous financial and administrative problems in colleges.
- (c) A period of preparation is necessary to provide a smooth transition to the students from the school to the university. This is particularly necessary in view of the fact that the medium of instruction at the school will be Tamil while in the university the medium will be English for many years to come. This period should be two years which a student should spend at the Junior College.
- (d) The objective of introducing the higher secondary system to achieve at the end of 11 years, the same educational standard as was previously achieved at the end of 12 years is being realised at a very slow pace. In that case it will “be wiser to accept the reorganised ten year course as the final pattern of school education, add an extra year to college education and replan the college course.”
- (e) If the above reorganisation is enforced the average degree-holder will be a better educated person than the average degree holder at present

The result of the proposed changes would mean that a student will have to spend 12 years at the school and Junior College, instead of 11 years under the higher secondary pattern, before joining the university.

The Junior College course will more or less correspond to the former Intermediate course.

10. In this connection attention is invited to the recommendation of the Coordination Committee set up by the Education Panel of the Planning Commission. The Committee met on 19th and 22nd August, 1960 and decided that :

- (a) The duration of school course should be 12 years and not 11 years;
- (b) the present was the most opportune time to give effect to (a) above; and
- (c) a student should enter the university at the age 18+.

11. The Vice-Chancellors' Conference which met on 28th and 29th October, 1961 discussed the same subject and suggested that for securing university degree, the period of school education should not be less than 12 years and the degree course thereafter should be for a period of 3 years.

12. As pointed in paragraphs 4,5 and 6 above, the Secondary Education Commission and the C.A.B.E. have accepted the two alternatives—a 11-year or a 12-year course—leading to the higher secondary examination. In their letter of 7th August 1954, the Ministry of Education, Government of India have clearly advised the State Governments to adopt a 3 or 4 year higher secondary course following an 8-year course of integrated elementary education. Thus the States have been left the option to determine the total duration of the school course. The point at issue is now whether or not a 12-year duration of schooling should be introduced *all over the country* as a part of the national policy on secondary education. Even if this is accepted, it may not be necessary to lay down the stage into which the 12 years' schooling should be divided. This may perhaps be decided by each State according to the conditions obtaining in it.

13. There is at present a general consensus of opinion that the duration of elementary education should not be less than eight years and should be extended up to the age of 14+. This would also fit in with the directive of the Constitution which lays down that free and compulsory education shall be imparted to all children up to the age of 14. In more advanced countries, the age of compulsion is already higher and there are trends to raise it still further. In this country it would not be practicable to do so for a long time to come, but it is felt that the school-leaving age must not be lowered in any case.

14. Regarding the next stage of higher secondary education, the University Education Commission recommended that this duration should be four years, thus bringing the total period of schooling to 12 years. On purely educational considerations, this should be the ideal period for schooling before joining the first degree course. The Secondary Education Commission, however, felt that the required standard could also be achieved in 11 years provided the schools were well-equipped and well-staffed. As indicated earlier, the C.A.B.E. was also of the



view that the higher secondary course could be of three or four years' duration. Since the pattern was introduced only a few years ago it would be too early to judge the success or otherwise of the three-year higher secondary course. Nor has any systematic evaluation been carried out so far of this new pattern. However, the experience in Delhi territory where the system has been in force for about 15 years shows that where the schools are well-equipped and well-staffed, the three-year course has on the whole been a success. It may, therefore, be safe to assume that given suitably qualified staff and good laboratories and libraries, there is no reason why the 11-year secondary schools should not provide an adequate preparation for entering a university or a vocation.

15. Even if these conclusions are accepted, there would still be a case for the four-year higher secondary course, provided the country had the necessary financial and manpower resources to extend secondary education by one more year. At its meeting held in 1959, C.A.B.E suggested the following scale of expenditure for the upgrading of high into a higher secondary school:

- (a) For a unit of forty students in a class and for a school to be raised from high school to higher secondary school, the non-recurring expenditure taking accommodation, equipment and laboratory into consideration, may be Rs. 50,000.
- (b) A recurring expenditure of Rs. 10,000 may be provided towards the improvement of salaries of teachers with better qualifications.

On the basis of this formula, the cost of converting all existing high school into higher secondary schools would work out to Rs. 68.45 crores for non-recurring expenditure and Rs. 13.69 crores recurring expenditure every year. That this scale of expenditure is beyond the present resources of the country is evident from the fact that even the modest target of conversion of 50% of high into higher secondary schools is not likely to be achieved by the end of the Third Plan. It was estimated at one stage that the introduction of the 12th class to the school would require an additional provision of Rs. 75 crores during the Third Plan. This amount is not available and it would not be realistic to embark on this venture when the resources at our command are so slender. Another point which weighs strongly in deciding this question is the scarcity of post-graduate trained teachers particularly in science and mathematics which is already an acute problem in the higher secondary schools. The addition of the 12th class would only aggravate this difficulty.

16. A further point that calls for mention is the fact that reform in secondary education will not be complete unless secondary schools provide for the teaching of practical subjects. The number of multipurpose schools at the end of the Second Plan was 2,115 and the Third Plan makes provision for the addition of only 331 multipurpose schools. Thus even at the end of the Third Plan, secondary schools would continue to be largely academic and the indiscriminate rush for admission to colleges would continue. A large number of those seeking admission to college would in any case be turned away and this would pose a serious

social problem. The only remedy is to provide practical courses in secondary schools or to open separate vocational schools at different levels. This would again require a heavy additional expenditure running into crores of rupees.

17. Thus the whole question is one of determining priorities. Should we go in for a 12-year secondary school right now or wait for more favourable times and in the meanwhile proceed with the reforms already undertaken, namely, conversion of high into higher secondary schools introduction of practical courses in schools, establishment of vocational institutions, reforms in curriculum and examinations, and improvement in pay scales of teachers and teacher training programmes. In taking a decision on this question, State Governments would no doubt take into consideration the fact that the demand for secondary schools is likely to grow rapidly with the introduction of compulsion at the primary (6-11) stage. Further, most of the States are already committed to providing free education up to the eighth class and even beyond. The financial burden involved in these two measures is likely to retard even their present programmes of educational reform.

18. Thus there are three alternatives for consideration :

- I. To complete first the reorganisation of the educational system which has been accepted and is already in hand; or
- II. To accept the pattern being suggested by the Government of Madras; or
- III. To add one more year to the higher secondary system and make the *school course* of 12 years duration.

There are several factors in favour of and against each of the above possibilities, some of which have already been raised in previous paragraphs.

On practical considerations alone, it would seem desirable to first complete the reorganisation already taken in hand. The higher secondary system has been accepted and introduced only recently and frequent reconsiderations of major schemes only create chaos and uncertainty in the minds of the teachers and the public. The only point against this stand is the fact that only 21 per cent of secondary schools have so far been raised to the higher secondary pattern and a 12-year schooling is obviously superior educationally to a 11-year one, and this may perhaps be the most opportune moment to reconsider the whole issue and add, if so decided, the 12th year also. This, of course, presumes that the required funds for this addition of one year would be available.

As regards the pattern suggested by Madras, it may be noted that this State (as also Kerala) has accepted and introduced the higher secondary pattern, but has not yet added the final (eleventh) class to the schools. On this point the pattern differs even from the other two neighbouring States of Andhra Pradesh and Mysore. Madras can, therefore, implement its proposals more easily than others if it decides to do so.

Several reasons to support the change in Madras have already been given earlier. There may be certain factors against this proposal also. They are :

(i) This proposal is based on a 7-year elementary education. This would mean that the elementary education in Madras would normally take a child up to the age of 13. Article 45 of the Indian Constitution, however, requires that compulsory education should be provided up to the age of 14. If the Madras children are asked to complete their compulsory schooling, as required by the Constitution, in the first year of the secondary stage, they will receive a badly truncated secondary education of one year which would apparently be a waste. If, however, as a solution to this difficulty, the integrated course in the proposed secondary stage is confined only to the last two classes (IX and X), it would be too short a period for any worthwhile diversified education which is now recognised to be so essential at the secondary stage to suit the aptitudes and capacities of the children at that age.

(ii) In Madras State, the existing reorganisation has taken the shape of converting the former 11-year school pattern to the reorganised 10+1 pattern. What was taught for 11 years so far is now being compressed into 10 years, (actually the previous 8 years, course has been reduced to 7 years) before the 11-year course is added. This is a somewhat anomalous position, since it was never intended that the 11-year higher secondary pattern was to be divided into a 10+1 organisation, the first 10 years being almost terminal. On the contrary, the emphasis has all along been on an integrated course of 3 or 4 years at the higher secondary stage.

(iii) It is a point for consideration that having upgraded the curriculum over the past 3 years up to standard X, the State should pause for some years to see the result of this reorganisation before adding standard XI. It can as well be argued that standard XI, which is an integral part of the contemplated reorganisation, should also be added and then only the effects of the reorganization observed.

(iv) It is not clear as to what will be the content of education in the two years of the proposed Junior Colleges apart from their providing a buffer stage for a change-over from the regional language to English as the medium of instruction.

(v) If S.S.L.C. (10 classes) becomes the end of the school stage, it may be feared that the avenues of employment to the holders of the Junior College diploma will by and large be only those which are available to secondary school leavers. This may bring with it problems of its own.

(vi) The recommended pattern will increase the number of public examinations which were recommended to be reduced by the Secondary Education Commission after a careful study of the matter. Apart from reducing the period of any sustained instruction and study, this will bring back all the evils associated with the existing system of examination which is not very conducive to the improvement of educational standards or the physical and mental health of our children.

(vii) It is not known as to what will be the cost of introducing in Madras the reorganised pattern recommended by them. A provision of

Rs. 1.21 crores. was made in the Madras Third Five Year Plan for the development of higher secondary education, including the training of teachers for the programme. It has yet to be calculated whether with the same amount the State will be able to provide the Junior Diploma Colleges for all the students seeking the 2-year course.

The third alternative has already been recommended by the Coordination Committee of the last Panel on education set up by the Planning Commission. It is an acceptable recommendation; but it can be implemented only if additional funds required for the purpose, as also the number of suitable teachers with post-graduate degrees are made available. Neither is possible in the Third Plan and it is too early to predict about possibilities in the Fourth Plan. Even if funds become available, it would need careful consideration whether these should not be spent on schemes of even greater priority such as those required to stabilise and strengthen the reorganization already launched. The following examples would illustrate this point.

**(i) Lack of adequate number of M. As. and M. Scs.**

The States are trying to overcome this difficulty to some extent by in-service training of their good B. A. and B. Sc. trained teachers. Except for English, the difficulty of getting M.As is not great. The difficulty of drawing M.Sc.s to the teaching profession is most acute and this is largely because of the unattractive scales of pay in schools. That M. As and M.Sc.s. cannot be attracted to schools simply because they are schools and not colleges is not wholly true (a point sometimes argued in favour of Junior Colleges); the crucial point is the salary scales prevalent in most of the schools. The same salary scales should be paid whether the teacher serves in a college or in school and a mere structural change may not save finance on this point, nor necessarily attract teachers of higher qualifications.

**(ii) Shortage of teachers in practical subjects**

The shortage of teachers in the practical subjects of the higher secondary multipurpose schools, particularly Technology, Agriculture, Fine Arts and Home Science is too well known. Here again, the main difficulty is the absence of sufficiently attractive grades in the schools. If therefore, the schools could offer competitive remuneration to teachers in these subjects, the difficulty would be largely overcome. This would also improve the standard of instruction.

**(iii) Lengthening the transitional stage**

It is undesirable to prolong the full implementation of any structural change once accepted in the educational system of a country. Unfortunately, the change-over to the higher secondary pattern is taking too much time only because of the non-availability of funds and teachers. The latter difficulty is also indirectly related to the inadequacy of funds both to increase the output of M.Sc.s. and to raise salary scales adequately.

**(iv) Difficulties of colleges**

The largest number of students in colleges and universities, from

which the major part of fee income comes, are in the first year ( or the P. U. C. ) Shifting of the first year or the P.U.C. from the university and adding it to the school, causes a drop in income for the universities. This difficulty of colleges and universities is very real and should be appreciated. If more funds were available, this could be very well met by increasing assistance to them out of public money.

19. Still another aspect of the question, which needs consideration on the present issue is whether a rigid uniformity need be insisted all over the country in the educational pattern. It is undoubtedly desirable. But it did not exist before the present reorganisation was taken up and it does not exist even now after the general acceptance of the higher secondary and 3-year degree pattern. So far, the emphasis has been on uniformity. Perhaps, now the States should be given freedom to experiment with somewhat different patterns. The advantage in this will be for the country to possess at any moment a variety of experience; and the latter may facilitate the emergence of a sound system of national education in due course of time.

Appendix B—(Contd.)

ANNEXURE A

STATEMENT (As in September, 1961)

S. No.	Name of the State	1960-61		1965-66	
		High/Higher Secondary Schools	Higher Secondary Schools	High/Higher Secondary Schools	Higher Secondary Schools
1.	Andhra Pradesh	1,192	140	1,632	540
2.	Assam	631	45	728	105
3.	Bihar	1,500	122	1,850	180
4.	Gujarat	834	..	1,302	..
5.	Jammu and Kashmir	262	24	312	149
6.	Kerala	891	..	956	349
7.	Madhya Pradesh	801	701	1,031	1,031
8.	Madras	1,468	...	1,650	200
9.	Maharashtra	2,468	95	3,621	166
10.	Mysore	750	69	960	269
11.	Orissa	400	7	520	20
12.	Punjab	1,341	272	1,691	545
13.	Rajasthan	542	308	742	568
14.	Uttar Pradesh†	1,732	778	2,104	936
15.	West Bengal	1,825*	743	2,300	1,393

1	2	3	4	5
16. A & N Islands	3	3	3	3
17. Delhi	299	299	349	349
18. Himachal Pradesh	86	14	97	42
19. Manipur	59	..	59	15
20. N.H. & T. Area	7	.	20	.
21. Tripura	33	8	38	13
22. L. M & A	1	..	2	...
23. N. E. F. A.	5	..	5	3
24. Pondicherry	33	..	39	7
Total	17,165	3,628	22,011	6,883

† U. P. State has four years' secondary course instead of three years' secondary course envisaged in the secondary pattern. At both high schools and Intermediate stages the entire curricula is divided into 7 groups and the institutions are recognised in each group separately. Since the State Government has not yet decided to adopt the three years higher secondary pattern, no institution has been converted to such a pattern. At present, institutions teaching more than two such diversified courses are accepted as multipurpose schools.

Confirmation of figures in respect of the State of Bihar, Orissa and Tripura not received so far.

## APPENDIX C

### MEMORANDUM

#### ON

**Item 5 (a) :—Production of textbooks (a) At the secondary stage.  
To consider plans for improving textbooks at school stage.**

Next to the teacher, textbooks play a vital role in school education. Coupled with oral exposition by the teacher and other teaching aids, which may be available, textbooks are one of the most important means of developing the educational process containing fundamentals and the essential context of subjects which the pupils have to master according to the well-founded scientific principles of learning.

2. The quality of textbooks in use in our schools has attracted considerable criticism on the score of factual accuracy, presentation, suitability for the mental level of the children for whom the books are meant, emphasis on national and moral values, paper, printing, illustration, get-up and pricing.

3. Since textbooks exercise a powerful influence on the child's growth, it is evident that the production of good textbooks at low prices is an enterprise of great national significance. The importance and the urgency of this effort were underlined at the recent Chief Ministers' Conference and again at the National Integration Conference. The statement issued by the Chief Ministers' Conference referred to this problem in the following words:

“The importance of providing suitable textbooks in schools, both at the primary and the secondary stages, was emphasised. Normally, these textbooks should be produced by the State Governments and not be left to private enterprise. The textbooks should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of unity of India as well as of the basic cultural background of India. Also they should provide an introduction to modern conditions in India and elsewhere. The preparation of such textbooks should be entrusted to persons of high quality. The Central Government should prepare model textbooks both for the primary and secondary stages.”

The National Integration Conference stated:

“The view was generally accepted that textbooks should be written on a national rather than State or regional level, and when they are written in any regional language, arrangements could easily be made for their translation or adaptation into the other languages.



The recommendations made by the University Grants Commission, in this regard, namely, that a national Advisory Board consisting of eminent scholars and university teachers from different States be set up to advise on the writing of the inter-provincial textbooks or for reviewing textbooks prescribed in different States, making recommendations for revision and improvement, wherever necessary, was also accepted. It was suggested, however, that such a Board, might include some eminent writers. The work of producing such textbooks should be entrusted to some central agency."

4. In almost all the States, textbooks for the primary schools are prepared and published departmentally. In a few States such departmental publication has been extended to the middle classes also. For secondary classes textbooks are generally selected by a process of competition amongst the publishers.

5. A textbook is the result of combining the contributions of the author, educator, subject expert, illustrator and the printer. The resources of these various factors are not always available for the preparation of textbooks in all subjects. In certain subject-areas the market for textbooks is so limited that the initial investment needed for the preparation of a good textbook is not forthcoming. Apart from the problem of preparing suitable textbooks, there is also the need for a greater exchange of information and experience as between the States. There are a few good textbooks in use in some of the States but information about them is not available to other States.

6. It is, therefore, proposed that a Central committee for textbooks and other educational literature should be constituted with which will be associated eminent scholars, teachers and authors. It will enlist the collaboration of the agencies concerned with textbooks in the State Departments. To ensure that its work on textbooks is coordinated with curriculum development and research, the Committee will function as a committee of the National Council of Educational Research and Training recently established by the Government of India as an autonomous organisation. One of the tasks of the committee will be to have some textbooks prepared for consideration of the State Governments. The State Education Departments will be free to accept these textbooks for use in their schools or utilise them as source material for preparing their own textbooks or make suitable adaptations of them.

7. The programme in this regard for the Third Five Year Plan envisages preparation of the following textbooks:

- (i) Textbooks on General Science for elementary classes;
- (ii) Textbooks on scientific subjects like Physics, Chemistry, etc;
- (iii) Science teachers' handbooks;
- (iv) Textbooks on Social Studies for elementary and secondary classes;

- (v) Textbooks on Mathematics for elementary and secondary classes;
- (vi) Textbooks on history for secondary classes;
- (vii) Textbooks on Geography for secondary classes;
- (viii) Hindi textbooks for non-Hindi areas;
- (ix) Textbooks for Sanskrit;
- (x) Textbooks for the special courses in multipurpose schools-technology, agriculture, commerce, crafts and home science.

8. The textbooks will be prepared by commissioning suitable authors and writers and will be supervised by a panel of subject experts and educators. In the first instance, a small edition will be brought out to be tried in schools in different parts of the country and the final version of the book will be prepared in the light of the experimental try-out.

9. From the above description of the scheme it will be noted that it represents a major effort in the field of textbooks and its success would largely depend on the measure of active collaboration that it receives from the State Governments and non-official agencies interested in the improvement of textbooks.

10. The proposal is submitted for the consideration and approval of the Board.

#### **Appendix C (Contd.)**

**Item No 5 (b): Low cost textbooks for colleges and universities.**

*(Ministry of Education)*

One of the major problems in the development of higher education in India is the non-availability of reasonably priced quality books in various fields both for purposes of reference and for use as textbooks in universities, colleges and schools. The problem arises mainly from the fact that we have to rely almost entirely on foreign books for imparting instruction. As foreign books are expensive, they cannot be easily bought by students and teachers.

2. The Ministry of Education has considered the adoption of suitable measures to develop an adequate programme to encourage the inexpensive publication in India of foreign books of reference and other standard works. For this purpose an Inter-Ministerial Committee was set up under the auspices of the Ministry of Education, comprising representatives of the Ministries of S.R. & C.A., Health, Food &

Agriculture, Commerce and Industry, Finance, Information & Broadcasting and the University Grants Commission. With the assistance of this Committee, select lists of titles in the following subjects have been finalised:—

1. Basic Sciences
2. Humanities
3. Medicine
4. Agriculture and Veterinary Science
5. Engineering and Technology

3. The University Grants Commission has considered the question of affording a necessary guarantee for the minimum off-take to ensure production and has given that guarantee for some of the above lists.

4. The Ministry of Education has conducted negotiations with a view to bringing out cheaper editions of American standard works and books of reference. The possibilities of such a programme have been increased by the likelihood of the Rupee Funds under the surplus Commodities Agreement (P.L. 480) being utilised for reprint/translation of American books required for actual classroom use in India. In consultation with the concerned Ministries and the Ministry of External Affairs, broad guiding principles have been finalised within which the programme of the cheap publication of American books with the help of P.L. 480 funds may be undertaken by the American Embassy or a representative designated by the American Embassy for this purpose. These guiding principles are as follows :

(a) The Ministry of Education will indicate the title suitable for publication, and only after clearance by the Ministry will the work be started.

(b) Contracts could be entered into with publishers of standing who have secured the necessary copyright with regard to publication of the mutually agreed list. This requires the prior approval of the Ministry of Education in each case.

(c) Under Indian regulations, royalty payment requires the prior approval of the Government. The Ministry of Education will obtain the decision of the competent authority and, for this purpose, an application regarding each proposed title may be referred to it. The Ministry must be kept informed of each separate case relating to royalty payments.

(d) The sale price of the books published under the scheme should ordinarily come to about one-third of the original published price. This price will be fixed in accordance with the cost of production, likely subsidy and the economic price to be charged.

(e) Distribution could, in general, be through normal trade channels. In addition, the University Grants Commission might take

part in the scheme by, *inter-alia* bringing copies of some titles and arranging distribution through University cooperative stores where they exist.

(f) It might be useful to publicise details of the project so that all suitable Indian publishers can cooperate. The Ministry of Education will be glad to undertake the necessary publicity work. When doing so, it will inform interested parties that the American Embassy is the operational body of the programme.

(g) The Ministry of Education should be kept regularly informed of all contracts and other major steps taken by the American authorities in the implementation of the scheme.

5. The above broad guiding principles have been accepted by the American Embassy, New Delhi, who have already started work on the publication of some titles.

6. The following textbooks *inter-alia* have been accepted for publication under the scheme.

1. <i>College Chemistry</i> by Linus Pauling (Published.)	Original price New price	Rs. 30.00 Rs. 12.50
2. <i>Statistic Methods Applied to Experiments in Agriculture and Biology</i> by Snedecor, G. W.	Original price New Price	Rs. 37.50 Rs. 15.00
3. <i>A Descriptive Petrography of Igneous Rocks</i> , by Johannsen.		
Vol. I	Original price New price	Rs. 30.00 Rs. 10.00
Vol. II	Original price New price	Rs. 40.00 Rs. 10.00

7. For the information of publishers a 'release' giving information on the scheme was prepared and circulated.

8. Additional titles have been suggested by the American authorities and Indian publishers. To evaluate these books, panels of Indian experts in various subject-fields to 'vet' books have been set up. The following have been sent out for evaluation:—

- (i) "History of the Far East" by Crofts and Buchanan
- (ii) "Sanskrit Grammer" by William Whitney
- (iii) "Sources of Indian Tradition" by T. De Bary
- (iv) "The Twice Born" by Prof. Carstairs

9. (iv) has been rejected—(i), (ii) and (iii) are still in process of evaluation.

10. It has now been found necessary to review the entire scheme of the cheap publication of textbooks at the collegiate level. The Ministry of Education is anxious to see that the scheme is fairly administered so as to cause no hardship to Indian authors and publishers. An Indo-American Board has, therefore, been set up on which are represented nominees of the Ministries concerned of the Government of India and of the American Embassy. The Board consists of 14 members (seven representing the Government of India and seven the Government of the U.S.A.). The Chairman of the Board is the Secretary, Ministry of Education and the Secretary of the Board is Mr. Sol Schindler, Books officer, U.S.I.S. The Board will go into the several problems connected with the working of the scheme, with a view, among other things, to safeguarding the interests of Indian authors and publishers. The Board has met once on 4.11.1961 and proposes to meet about once a quarter.

### **The U.K. Scheme**

The Government of the U.K. has also initiated a scheme for the production of low-priced books of reference and standard works for use in India and has given a measure of priority to university textbooks. The first group of 23 books on scientific, engineering and other technological subjects have been produced and sold out.

The price range of these books varies between 9sh.<sup>11</sup> and 15sh. a volume. These prices average one-third of the normal value and in some cases, even less. These lists will be followed by a further group of university textbooks. Titles on sale are being offered at the official exchange rate of 80 np. to the shilling.

The British Council has begun to hold exhibitions of these low-priced books in the principal cities of India. Seven of the titles of the Pitmen's series, Wrangham's "Heat Engines" and both English Universities Press titles are either sold out or are nearly so, and substantial orders for more copies have been received. The question of reprints is being urgently considered in London.

The titles were selected in consultation with the University Grants Commission in New Delhi, the criteria being that the books are widely used by Indian universities and colleges and are too expensive for the average student to buy.

The U.K. Government has appointed an Advisory Committee on the selection of low-priced books with Mr. Norrington, Vice-Chancellor, Oxford University as Chairman.

### **The U. S. S. R. Scheme**

There has also been an offer from the Soviet Government under the Soviet Agreement for Technical Assistance for the development of the Institute of Technology in Bombay, to make English translations of Russian books of reference in Science and Technology available to the

Government of India, without cost, for publication and distribution in India. This work is being handled by the Ministry of Scientific Research & Cultural Affairs which has drawn up a list of 30 titles for printing and translation.

A provision of Rs. 2 lakhs has been tentatively proposed during the Third Five-Years Plan to promote publication in Science, Technology and the Humanities by Indian authors at university level. Details are being worked out.

### **Textbooks' Conference**

The Ministry of Education proposes to convene a conference in the next few months to discuss measures that can be adopted for the improvement of textbooks at all levels of education. In this connection, the Ministry is preparing a questionnaire highlighting problems affecting authors, publishers, printers and illustrators to collect information for the proposed conference. Action to inform state Governments, Ministries of the Union Government, and publishers has been initiated. A Working Paper produced for discussion with the Planning Commission has since been discussed and further action is in progress.

## APPENDIX D

### MEMORANDUM

ON

### Expansion of Primary Education

*Item 6(a)* **To consider the need for special efforts to push up primary education in backward States like Rajasthan, Madhya Pradesh and U.P. A definite phased programme to be drawn and requisite Central assistance to be made available.** (*Shri H. C. Mathur, Member C.A.B.E.*)★

#### NOTE OF THE EDUCATION MINISTRY

Primary education has not progressed at the same pace in all the States. This is due to various factors, historical, social, economic and political. Taking the statistics for 1961 for instance, it is found that the States show very unequal progress. In the age-group of 6-11, the most advanced State is Kerala where the enrolment in classes I-V was about 109 per cent of the total number of children in the age-group of 6-11. This was least in Rajasthan where the enrolment in classes I to V was only 42 per cent of the total population in the age-group of 6-11. In order of advance, the States could be arranged as follows:★★ 1. Kerala (109), 2. Madras (79), 3. Maharashtra (73), 4. Gujarat (72), 5. Mysore (67), 6. West Bengal (66), 7. Punjab (62), 8. Assam (62), 9. Andhra Pradesh (60), 10. Bihar (54), 11. Orissa (48), 12. Madhya Pradesh (47), 13. U.P. (45), 14. Jammu and Kashmir (45) and 15. Rajasthan (42). Similarly, in the age-group of 11-14 the States show equally large variations. The most progressive State is Kerala (50) and the most backward is Orissa (8). In order of advance, the States can be arranged as follows: 1. Kerala (50), 2. Madras (30), 3. Maharashtra (29), 4. Punjab (28), 5. Jammu and Kashmir (28), 6. Assam (27), 7. Gujarat (27), 8. Mysore (24), 9. West Bengal (21), 10. Bihar (19), 11. U.P. (19), 12. Madhya Pradesh (16), 13. Andhra Pradesh (16), 14. Rajasthan (15), and 15. Orissa (8). It is obvious that it is not in the national interest to permit such wide variations in primary education. The maintenance of an equitable development in the field of essential social services in all parts of the countries a fundamental requisite of a welfare state and an indispensable element for national emotional integration. It is, therefore, a special responsibility of the Government of India to see that the development of primary education takes place more equitably in future.

2. How is this equitable development to be brought about is the next question? It is not possible to hold up further advance of the progressive States until the backward States catch up with them; nor is it practicable to provide for the same rate of progress in all areas. The only thing that can be done is to provide for a minimum level of development which

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★ Shri Mathur did not forward any note on the item.

★★ The figures within the brackets show the percent<sup>ages</sup> of enrolment in classes I-V or VI-VIII to the total population in the age group of 6-11 or 11-14.

shall be reached in every part of the country and then leave it to each State to advance ahead, if possible, with the help of its local resources. For implementing a policy of this type, special financial assistance from the Centre to the comparatively backward States is held to be justifiable.

3. The first Finance Commission did recommend a special grant-in-aid for the development of primary education in those States where it was particularly undeveloped. This policy was reversed by the second Finance Commission which discontinued the grant-in-aid. The view of the second Finance Commission was that it is not necessary to give grants for special purposes like the development of primary education. Its opinion on this subject is very important and is quoted below for ready reference:

65. "Another consideration, which weighed with the previous Commission, is the function of grants-in-aid in reducing inequalities in the standards of basic social services in the States. We recognise that maintenance of certain important services at a minimum national level may justify giving special grants-in-aid. Since total resources are limited, this can be achieved only by stages. We have taken the view that it is the function of the Planning Commission and the National Development Council to ensure the equalisation, as far as practicable, of the standard of essential social services in the various States of the Union. To the extent that plan expenditure incurred on raising the level of social services has become committed expenditure, we have taken it into account. For our scheme of devolution, we have accepted the plan as ensuring an equitable development in the field of social services. There is, therefore, now no room for any grants in this field, such as the grant for expansion of primary education recommended by the last Commission.

66. The principles of grants-in-aid, which we recommended, are as follows:

- (i) The eligibility of a State to grants-in-aid and the amount of such aid should depend upon its fiscal need in a comprehensive sense. In a Union, in which the Centre and the States co-operate for planned development, grants-in-aid should subserve this end. Priorities and provisions in the plan itself should determine the fiscal needs for development for the period of the plan.
- (ii) The gap between the ordinary revenue of a State and its normal inescapable expenditure should, as far as possible, be met by sharing of taxes. Grants-in-aid should be largely a residuary form of assistance given in the form of general and unconditional grants.
- (iii) Grants for broad purposes may also be given. While they last, they should be grants-in-aid of revenues, but the States would be under an obligation to spend the whole amount in furtherance of the broad purposes indicated. Where these purposes are provided for in a comprehensive plan, there will be no scope for such grants."

It will be seen that the second Finance Commission has recommended that "it is the function of the Planning Commission and the National



Development Council to ensure the equalisation, as far as practicable, of the standard of essential services in the various States of the Union." It has also suggested that both the eligibility for and amount of Central aid should be based, not on the consideration of individual or separate items, but on "Fiscal need in a comprehensive sense." In the Third Plan, these principles have been acted upon. In considering the amount of Central assistance to be given, account has been taken not only of the backwardness in primary education but backwardness on other fields as well and also of the needs of major developmental projects. In other words, the basis of Central aid has been "Fiscal need in a comprehensive sense" as suggested in paragraph 66 (i) of the report of the second Finance Commission.

4. It is understood that the question of reinstating the special grant for the development of primary education (which was made by the first Finance Commission and discontinued by the second Finance Commission) has also been raised before the third Finance Commission by some State Governments. The report of this Commission, however, has not yet been submitted.

#### **Appendix D (Contd.)**

##### MEMORANDUM

ON

**Item No 6 (b) Review of the target for enrolment in primary schools for the Third Plan and provision of more funds to meet the increasing demand for appointment of more teachers resulting from enrolment drive and mass desire for education.**

*(Governments of Gujarat and Orissa)*

#### **REVIEW OF TARGET FOR ENROLMENT IN PRIMARY SCHOOLS FOR THE THIRD FIVE YEAR PLAN**

*(Government of Gujarat)*

As a part of Third Five-Year Plan a target of enrolment of 80 percent of children in the age group 6 to 11 in our primary schools has been fixed. In order to achieve the national targets, attempts have to be made in some of the States to achieve 100 percent enrolment in this age group. For doing so special efforts have been undertaken in almost all the States under the guidance of the Ministry of Education. Meetings, conferences, etc, at all levels including the village taluka, district and the state levels have been organised. The result has been that there is a great rush for enrolment into primary schools. This rush has increased all the more because in most of the States education at the primary level is free. The result has been that the pressure for admission into primary schools is much greater than what had been anticipated. The target of 80 percent enrolment was to be achieved by the end of the Third Five-Year Plan. At the same time it is not possible to refuse the demand

for admission to children. It is, therefore, the experience of this State and must be the same with most of the States that it is not possible to cope up with the rush for admission in primary schools. It is, therefore, suggested that the Central Advisory Board of Education may review the position and consider whether the target of 100 percent enrolment for the age group 6-11 cannot be achieved before the end of the Third Five Year Plan. Here it may be mentioned that as a result of increased enrolment in the lower age-group i.e. 6-11, the number of pupils in higher agegroup namely 11-14 will also go up. Considering the demand for admission to primary schools and the great hunger of the people for education, it is necessary that the target be revised and additional financial resources be found to meet the requirements.

### PROVISION OF MORE TEACHERS AND FUNDS TO MEET THE INCREASING DEMAND FOR APPOINTMENT OF MORE TEACHERS IN PRIMARY SCHOOLS DUE TO ENROLMENT DRIVES

*(Government of Orissa)*

Enrolment Drives have proved very successful in bringing to primary schools large numbers of non-attending children. For a backward State like Orissa with a low percentage of enrolment, organisation of such drives is found to be one of the most effective measures of achieving the Third Plan target of 70 percent enrolment. If the Drive is intensively carried on and the strength of children enrolled is maintained, it may be possible to arrive at the target much earlier than 1965-66, so that the achievement at the end of the Third Plan would be higher than 70 percent enrolment target

2. -To retain the children enrolled by special efforts during the Drive, it is necessary to provide teachers in adequate numbers. Almost every parent is associated with the organisation of the Enrolment Drive and naturally there is a public demand that teachers should be appointed in proportion to the number of children enrolled during the Drive. Failure to appoint teachers in required numbers would result not only in a heavy drop in enrolment figures but also in damping public enthusiasm for the expansion of primary education.

3. There is a provision for the appointment of twelve thousand primary school teachers in the Third Plan. This provision was based upon the estimated enrolment of sixteen lakhs by the end of 1965-66. But, in view of the increase in enrolment on account of Enrolment Drives, the enrolment target would undergo a substantial increase. The roll-strength in the primary schools was 8.93 lakhs before the commencement of the Enrolment Drive in 1960-61. As a result of the Drive, 4.75 lakhs more students were enrolled and the enrolment figure stood at 13.63 lakhs. There were about 30,000 teachers prior to the Drive so that the average teachers-pupil ratio was about 1:30. With 3,500 teachers appointed during 1960-61, the total number of teachers rose to 33,500, and the teacher-pupil ratio after the Drive was 1:41. Considering the large

number of single-teacher primary schools in the backward areas of the State with a roll strength of 15-20 in each, the over-all average of 1:41 would imply that in a large number of schools the ratio was too high, in some cases being as high as 1:70. This resulted in a big drop of enrolment. The enrolment figure 13.68 lakhs on 1-6-1960 dropped down to 12.22 lakhs on 31.12.60 within a period of 7 months. The inadequacy of the number of teachers appointed was greatly felt and there was demand for the appointment of more teachers from all quarters.

4. The Third Plan allocations for appointment of primary school teachers are based on estimates of normally anticipated enrolment and therefore would fall short of actual requirements necessary for the consolidation of the results of annual Enrolment Drive. Therefore 3,000 more teachers may be provided during the Third Five Year Plan period in addition to the existing provision for 12,000 teachers. The financial and physical target would be as given below:

Physical Target.	1961-62	1962-63	1963-64	1964-65	1965-66	Total
No. of teachers.	500	750	750	500	500	3,000
Financial Target.	1.56	9.38	16.43	21.90	26.58	75.85

(Figures in lakhs of rupees)

#### Appendix D—(Contd.)

##### MEMORANDUM

ON

**Item No. 6 (c) To review the provisions and programmes of girls' education for taking additional steps to expand specifically those facilities which aim at increasing the supply of women teachers in rural areas.**

#### NEED FOR WOMEN TEACHERS

(Ministry of Education and Government of Bihar)

The Third Five Year Plan aims at a total additional enrolment of 204 lakhs of children in primary, middle and secondary schools. Of these about 103 lakhs will be girls—85.55 lakhs at the primary stage, 12.82 at the middle stage and 4.68 at the secondary stage. This practically implies the doubling of the existing enrolment of girls.

It is obvious that massive efforts will be needed throughout the country to realise these targets and more specially so in those States where the education of girls is lagging seriously behind.

One effective method to meet this challenge will be to increase the number of women teachers. Women are needed as teachers in boys' schools also. But even if it is meant to provide women teachers for the additional enrolment of girls only, we will need nearly 2,65,000 women teachers. Such a target cannot be reached unless specific and large-scale measures are taken to increase the number of women teachers.

### I. Existing Provisions in the Third Plan

(a) The National Council for Women's Education had made a number of specific proposals for increasing the number of women teachers, which the C.A.B.E. and the Education Ministry had also endorsed. In spite of this, the provisions made for these schemes in the State Plans are very inadequate. In a total provision of Rs. 408 crores, the provision for these schemes is only Rs 520,98,000 as indicated below \*:

#### *States and Union Territories*

1. Quarters for Women Teachers	351,00,000
2. Condensed Courses for Adults	18,43,000*
3. Stipends to Women Teachers	8,62,000
4. Village Allowance for Women Teachers	113,88,000
5. Continuation Classes	29,05,000
Total	<u>520,98,000</u>

(b) The State Governments have also been requested to increase training facilities for women by opening new institutions for the training of women teachers, increasing the intake of existing institutions, attaching training sections to secondary schools, pre-selection of trainees at the secondary stage, provision of part-time training, grant of financial assistance to girls from rural areas to become teachers, etc. But none of the States has taken up any of these schemes on a sufficiently large scale to meet the need.

(c) A recommendation has also been made by the National Council that, in the general programme for employing/training teachers, the targets for women teachers should be clearly laid down as in the case of enrolment of girls so that the problem may not be relegated to the background. This has yet to be taken up by the State Governments.

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\*In addition to these, the Central Social Welfare Board has made a provision of Rs. 1.5 crores for Condensed Courses for adult women which is an important scheme for the preparation of women teachers for rural areas.

## II. Supplementary Proposals for the Third Plan

It will thus be only too obvious that, with programmes and provisions as actually made in the Third Plan, the targets in the enrolment of girls would not be achieved. It is, therefore, necessary immediately to review the programmes and provisions for girls' education now included in the Plan and to undertake supplementary schemes or to increase the financial allocations in order to achieve the targets set down.

The following suggestions may be considered in this connection :

**Firstly**, the targets for the number of women teachers to be recruited should be laid down for each stage. The first National Seminar on Primary Education which was held in October, 1960 has recommended that at least 40 per cent of the teachers at the primary stage should be women by the end of the Third Plan. This may not be feasible\* in the light of the present position. (We have only about 20 per cent women teachers today and the position is worse in all the educationally less advanced States). It would be more feasible to fix targets for women teachers based on the proposed additional enrolment of girls as follows :

	Targets for additional enrolment of girls  (in lakhs)	Pupil- Teacher Ratio	Additional number of women teachers to be recruited by Third Plan
Primary	85.55	40 : 1	2,13,825
Middle	12.82	40 : 1	32,050
Secondary	4.68	25 : 1	18,720

Thus out of the total of 5.47 lakhs of additional teachers, 2.65 lakhs would have to be women teachers, and out of a total of 19.16 lakhs of teachers who would be in position at the end of the Third Plan, we may expect 5.3 lakhs or 28 per cent to be women. States may, therefore, be advised to have fixed targets before them in so far as the requirement of women teachers is concerned. A State-wise list is given in Annexure I on this basis.

**Secondly**, in order to achieve these targets, additional measures according to local needs will have to be taken up by individual States.

\*The following table shows the growth in the number of women teachers in India since 1950-51 :—

	PRIMARY		MIDDLE		SECONDARY	
	Total	Women	Total	Women	Total	Women
1950-51	5.3	0.86	0.85	0.14	1.2	0.17
1955-56	6.9	1.28	1.5	0.25	1.9	0.31
1960-61	9.6	1.74	2.3	0.46	2.3	0.45

For this purpose, it would be necessary to take up special programmes on an adequate scale for increasing the number of women teachers. These programmes may include :

- (i) Provision of quarters/hostels for women teachers ;
- (ii) Payment of village allowances/advance increments for women teachers who work in rural areas;
- (iii) Provision of scholarships/stipends for girls from rural areas for training ;
- (iv) Pre-selection of girls at secondary stage for employment as teachers ;
- (v) Opening of training sections in girls' secondary schools ;
- (vi) Expansion of facilities for adult women for taking up condensed courses ; and
- (vii) Part-time employment of women teachers.

**Thirdly**, it is also necessary to anticipate the requirements of the Fourth Plan and adopt suitable measures which will result in a substantial increase in women teachers for the Fourth Plan. Such measures may include :

**(1) Free tuition for girls, if possible at all stages**

It may be stated that in Rajasthan, education is free to girls up to the post-graduate stage.

In some other States, education up to the end of the secondary stage has already been made free for girls. The Bihar Government in their note for this CABE meeting have a similar proposal for exempting girls from payment of tuition fees up to the higher secondary stage.

**((2) Continuation classes for girls**

Continuation classes for girls who have completed primary education and who for one reason or another are unable to attend regular schools.

The classes may be attached to high schools or middle schools to be conducted at suitable times for two or three hours on a part-time basis.

**(3) Hostels for girls at the middle and secondary stages**

These will enable girls from rural areas to receive secondary education. In addition, supplementary facilities like free tuition, scholarships etc., will have to be provided

## Appendix D—(Contd.)

## ANNEXURE I

PRIMARY (6-11 Yrs)

Name of State	Additional Enrolment of Children during 1961-66 (in lakhs)			Additional Teachers to be appointed during 1961-66*	
	Boys	Girls	Total	Women Teachers	Total Teachers
Andhra Pradesh	7.90	8.10	16.00	20,250	40,000
Assam	2.20	2.20	4.40	5,500	11,000
Bihar	6.00	10.00	16.00	25,000	40,000
Gujarat	3.32	3.31	6.62	8,275	16,575
Jammu & Kashmir	.70	.35	1.05	875	2,625
Kerala	1.70	1.47	3.17	3,675	7,925
Madhya Pradesh	4.00	6.00	10.00	15,000	25,000
Madras	4.24	9.76	14.00	24,400	35,000
Maharashtra	7.83	7.17	15.00	17,925	37,500
Mysore	2.44	7.56	10.00	18,900	25,000
Orissa	3.00	3.00	6.00	7,500	15,000
Punjab	2.74	3.26	6.00	8,150	15,000
Rajasthan	4.39	5.10	9.49	12,750	23,725
Uttar Pradesh	13.00	13.07	26.07	32,675	65,175
West Bengal	2.83	3.67	6.50	9,175	16,250
Delhi	.53	.64	1.17	1,600	2,925
Himachal Pradesh	.08	.26	.34	650	850
Pondicherry	.05	.07	.12	175	300
Other Union Territories	.45	.56	1.01	1,400	2,525
<b>Total</b>	<b>67.40</b>	<b>85.55</b>	<b>152.95</b>	<b>2,13,875</b>	<b>3,82,375</b>

\* Teacher-Pupil Ratio 1 : 40

## Appendix D---(Contd.)

## ANNEXURE II

MIDDLE (11-14 Yrs.)

Name of State	Additional Enrolment of Children during 1961-66 (in lakhs)			Additional Teachers to be appointed during 1961-66*	
	Boys	Girls	Total	Women Teachers	Total Teachers
Andhra Pradesh	1.94	.64	2.58	1,600	6,450
Assam	.71	.49	1.20	1,225	3,000
Bihar	2.50	1.25	3.75	3,125	9,375
Gujarat	.89	1.32	2.21	3,300	5,525
Jammu & Kashmir	.21	.07	.28	175	700
Kerala	.43	.82	.75	800	1,875
Madhya Pradesh	1.43	.26	1.69	650	4,225
Madras	2.13	.87	3.00	2,175	7,500
Maharashtra	2.87	1.35	4.22	3,375	10,550
Mysore	1.00	1.00	2.00	2,500	5,000
Orissa	.62	.23	.85	575	2,125
Punjab	.79	1.01	1.80	2,525	4,500
Rajasthan	1.44	.50	1.94	1,250	4,850
Uttar Pradesh	2.50	.50	3.00	1,250	7,500
West Bengal	1.70	2.60	4.30	6,500	10,750
Delhi	.36	.27	.63	675	1,575
Himachal Pradesh	.08	.02	.10	50	250
Pondicherry	.01	.01	.02	25	50
Other Union Territories	.17	.11	.28	275	700
<b>Total</b>	<b>21.78</b>	<b>12.82</b>	<b>34.60</b>	<b>32,050</b>	<b>86,500</b>

\* Pupil-Teacher Ratio 1 : 40



## Appendix D (Contd.)

## ANNEXURE III

## SECONDARY (14-17 Yrs.)

Name of State	Additional Enrolment of Children during 1961-66 (in lakhs)			Additional Teachers to be appointed during 1961-66*	
	Boys	Girls	Total	Women Teachers	Total Teachers
Andhra Pradesh	0.32	0.18	0.50	720	2,000
Assam	0.44	0.17	0.61	680	2,440
Bihar	1.44	0.40	1.90	1,600	7,600
Gujarat	0.39	0.39	0.78	1,560	3,120
Jammu & Kashmir	0.06	0.01	0.07	40	280
Kerala	0.41	0.29	0.70	1,160	2,800
Madhya Pradesh	0.28	0.04	0.32	160	1,280
Madras	0.73	0.58	1.31	2,320	5,240
Maharashtra	1.36	0.46	1.82	1,840	7,280
Mysore	0.28	0.30	0.58	1,200	2,320
Orissa	0.31	0.09	0.40	360	1,600
Punjab	0.57	0.23	0.80	920	3,200
Rajasthan	0.54	0.13	0.67	520	2,680
Uttar Pradesh	2.00	0.28	2.28	1,120	9,120
West Bengal	2.00	0.92	2.92	3,680	11,680
Delhi	0.50	0.15	0.65	600	2,600
Himachal Pradesh	0.01	0.01	.02	40	80
Pondicherry	0.02	0.01	.03	40	120
Other Union Territories	0.08	.40	.12	160	480
<b>Total :</b>	<b>11.80</b>	<b>4.68</b>	<b>16.48</b>	<b>18,720</b>	<b>65,920</b>

\*Teacher-Pupil Ratio 1: 52

**Appendix D—(Contd.)****FREE EDUCATION TO GIRLS UP TO THE HIGHER  
SECONDARY STAGE**

*(Government of Bihar)*

Girls reading in schools meant for boys are exempted from payment of tuition fee upto the middle standard. It is proposed to extend this facility to them in girls, middle schools too in the Third Five Year Plan.

2. Girl students have to face another serious difficulty. They are required to pay conveyance charges along with school fee which taken together come to a substantial amount. The average middle class guardian is usually unable to bear such a heavy burden due to the present high cost of living. The result is that most of the girl students are compelled to out short their studies after middle standard due to their inability to pay high rate of charges by way of fee and conveyance charges.

3. The percentage of girls in secondary stage as compared with that of boys is rather too low. During 1958-59 only 2.09 per cent of the estimated number of girls of the age-group (11-17) were actually found reading in class VI to XI. If only the enrolment in classes IX to XI is taken into consideration, the percentage would come down still lower, say to nearly one per cent. If the education of girls reading from class VIII onward upto higher secondary stage is facilitated with free tuition fee, this will increase the percentage of girl students in schools and it will fulfil a desirable and long felt demand.

4. It is, therefore, proposed that the State Governments be requested to consider the question of introducing free education for girls up to higher secondary stage.

APPENDIX E  
M E M O R A N D U M

ON

**Item No. 7 : Teacher Training :**

**(a) for elementary schools**

*(Governments of Bihar & Orissa)*

**(b) for secondary schools**

*(Ministry of Education and Government of West Bengal)*

**REORGANISATION OF TEACHERS, TRAINING PROGRAMME**

*(Government of Bihar)*

It has already been decided that all the elementary training schools opened should be of the Basic pattern. The programme of teacher training is obviously closely linked to the qualitative improvement in the primary schools which are now being oriented towards Basic education system and have adopted an integrated syllabus. It is being felt that though there has been an acceptance of the pattern of Basic education in the teachers, training schools, the practical application of the new concept in these schools is not very easy. There is need of a corresponding reorientation of the teachers' training colleges, as well as for some kind of special training for teacher-educators.

2. In the sphere of secondary and elementary education, detailed enquiries and investigations have been carried out by high powered bodies but a similar study of the teachers' training programme has not so far been undertaken.

3. It is, therefore, suggested that a survey and study of the existing patterns of teachers' training, the syllabus in force and their steady change over to Basic pattern may be conducted by a committee of educationists and those connected with teachers education. There is evidently a need of reorganisation of the teachers, training institutions to enable them to meet the new demands of compulsory education and of working out of the Basic pattern of elementary education.

**EXPANSION OF TRAINING FACILITIES AT THE ELEMENTARY  
LEVEL DURING THE THIRD PLAN PERIOD**

*(Government of Orissa)*

Training of adequate number of teachers of elementary schools is essential for maintaining and improving the quality of elementary education. Accordingly, the Ministry of Education decided during the Second Plan period that steps should be taken to increase the percentage

of trained teachers to 75% by the end of the Third Plan. And in order to achieve this target, it was considered necessary to initiate action even during the Second Plan. The needs of each State were carefully assessed and an integrated programme of seven years was prepared. During the last two years of the Second Plan period, a scheme for increasing the number of seats in the training institutions was put into operation. Government of India gave 100 per cent assistance for the scheme during the year 1959-60. But during the year 1960-61, the scheme could not be executed by the States as the Central grant was not available. As a result of this the target of having 75 per cent of teachers trained by the end of the Third Plan period cannot be achieved.

The importance of training teachers of primary schools cannot be over-emphasised. Government of India should take special measures to reach the target set up by them, since it would not be possible for many States to achieve the objective even if they work out fully the State schemes. It is suggested that the Ministry of Education may make a fresh assessment of the position and initiate a fully assisted Centrally sponsored scheme for the purpose.

#### **Appendix E (Contd.)**

#### **Training of teachers with particular reference to the expanding requirements of science teachers for secondary schools**

*(Ministry of Education)*

One of the factors responsible for the slow progress of conversion of secondary schools to the higher secondary pattern has been the shortage of trained post-graduate teachers to teach in the higher secondary classes. This shortage has been felt actually all over the country particularly in the case of science teachers. The matter came up before the C.A.B.E. at its session held in January 1959 and the Board recommended that trained graduate teachers already working in schools should be encouraged to take the post-graduate examination privately. They should also be deputed to attend courses at the universities for a period of one year. Thereafter such teachers should take either the regular M.A. or M.Sc. examination of the universities or a special diploma examination be conducted by the university which would entitle them to teach higher secondary classes. Again, in 1960 the Board gave special consideration to the problem of recruiting sufficient number of post-graduate science teachers, and recommended that the facilities for the teaching of B.Sc. (Hons) and M. Sc. course should be expanded. The Board also suggested that the existing science graduate teachers should be given an opportunity to join condensed courses for a period of one year or specially organised vacation courses or evening courses of suitable duration to enable those teachers to qualify for teaching higher secondary classes.

2. The resolution of the Board was communicated to all the universities and they were requested to extend full cooperation. The replies received revealed that some universities were unable to accept

the suggestions of the C.A.B.E. In some universities, *bona fide* teachers were able to take the M.Sc. (Maths) examination privately. Others are still considering the proposal. Only Madras and Gauhati Universities and the Government of West Bengal have instituted courses in the manner suggested by C.A.B.E. Thus it will appear that the facilities envisaged by the C.A.B.E. are available only in a few centres in the country and not much headway has been made in enabling existing graduate science teachers to qualify for teaching in the higher secondary classes.

3. In this connection it may be mentioned that in view of the urgency of the matter, a paper on the subject was placed before the recent Vice-Chancellors' Conference. As the paper gives a lucid analysis of the problem and indicates the measures which may have to be taken to meet the demand, it is reproduced below :

“The last two Plans have laid great emphasis on the promotion and strengthening of science teaching at all levels of education. This is necessary if we are to raise the standard of the scientific and technological progress of the country to the level of what has been achieved in other countries. Although the improvement of science teaching has to take place at all levels of education, it has special significance at the secondary stage where the foundation is laid for further scientific pursuits. Several steps have been taken to raise the standard of science education. One of these has been to see that every secondary school teaches general science which will introduce every child to the basic scientific concepts. A second important measure has been to provide science of an advanced standard to as many secondary school pupils as have the capacity and aptitude to pursue further science studies.

#### **Science Teacher Requirement in the Third Plan**

“Perhaps the biggest difficulty experienced in our efforts to improve science education has been the paucity of trained and qualified teachers. The higher standard of science education requires teachers with higher educational and professional competence and it has not been easy to attract sufficient numbers of such men to the teaching profession.

“It is expected that by the end of the Third Five Year Plan there will be about 25,700 secondary schools and out of these nearly, 9,100 will provide science of the elective standard. About 4,000 schools already provide the teaching of this subject and thus 5,000 more will need qualified and trained science teachers to handle the subject. On an average two additional M.Sc. trained teachers are needed for teaching elective science in a secondary school with one section in each of standard IX to XI. The total teacher requirement would thus come to 10,000 and the break-up for elective science between Chemistry, Physics and Biology in the ratio of 40 : 35 : 25 gives the following figures :-

Chemistry	.....	4,000
Physics	.....	3,500
Biology		2,500

“This calculation does not take into account the existing shortage of M.Sc. teachers which is as high as 80% in some States nor the replacements that will be required in the normal course.

### **Availability of M.Sc. Teachers**

“We shall have to find this large number of teachers with at least B.Sc. (Hons) and preferably M.Sc. qualification. In the year 1955-56, 2,456 students passed the M.Sc. examination and taking into account that in the Third Plan period the universities propose to raise the proportion of science students from 39% to 40%, the annual output of the M.Sc. graduates will not be more than 3,500. All these post-graduates will not be available for teaching jobs because many of them would pursue other professions such as industry, research and teaching in universities. Considering all the factors, not more than 30% of the total output will be available for teaching science in secondary schools and this will give us only about 1,000 teachers for our elective science programme. Even if we phase our requirement of teachers as 1,000, 1,500, 2,000, 2,500, 3,000 respectively over the five years of Third Plan we shall still find the supply much short of the requirements.

### **Long and Short Term Measures**

“The problem of science teacher supply has to be tackled on two fronts—the long and the short terms—and universities can help greatly on both the fronts. The Conference might consider the following possibilities :

#### **A. Long Term Measures**

“An adequate increase should be made in the science seats provided in the colleges and universities in the post-graduate classes. It would be desirable to establish a very close liaison between the universities and the State Education Directorates. The universities can set up a small unit which studies regularly the requirements of the teachers for the secondary schools of their respective States and devise ways and means to meet that demand.

“A fair percentage of seats, say about 20 per cent may be reserved in the M.Sc. classes of the universities for B.Sc. teachers of the secondary schools to enable them to qualify themselves for the M.Sc. degree. (The selection and deputation of such teachers may be made by the State Education Departments.)

#### **B. Short Term Measures**

“The more important and urgent are the short term measures, though these coupled with the long term measures may even not suffice to meet the total demand of these teachers and for which the question of revising the scales of pay of the higher secondary

schools and thus attracting a large number of M.Sc. to the teaching profession will have to be considered. The following short term measures are suggested for consideration.,

A certificate or diploma course of one academic session may be organised by the universities to give training to graduate teachers of competence to qualify themselves for handling the higher secondary classes. Such courses are already being conducted by the Madras University and Andhra Pradesh is contemplating a similar course. A similar scheme under the name "Further Education of Science Teachers" has been in operation for the last three years in Assam.

"4. Short term content courses may be organised by the universities during vacations for graduate teachers which may spread over two or three vacations. Under this scheme staggered course can be provided during vacations which can be followed up during intervals by correspondence courses on theoretical papers.

### **Increase of B. Sc. Teachers**

"The above measures will help to give more teachers for the higher secondary classes, but as in this programme we will be drawing upon the existing B.Sc. teachers in the high schools, the problem of replacing the existing B.Sc. teachers has also to be kept in view. The following measures are suggested for consideration :

1. A two-year diploma course be started for Intermediate science students on the lines of Punjab University course.

2. The number of science seats in the degree classes in all the colleges and universities may be increased as much as possible by requesting University Grants Commission to make more allotments for the purpose."

4. The Vice Chancellors gave careful consideration to the various aspects of the problem and their recommendations are summarised as follows :

- (a) Short courses should be organised for teachers to improve their qualifications so that they may be eligible for teaching higher secondary classes;
- (b) The seats for B. Sc. (Hons.) and M.Sc. courses should be increased without lowering standards;
- (c) Additional courses be instituted in training colleges and Education Departments of universities for the training of teachers, specifically for undergraduate and classes.

5. It may be pointed out that the object of this paper is :

- (a) to stress the urgency of devising measures for meeting the demand for science teachers at the higher secondary level ;

- (b) to indicate the measures necessary for meeting of this demand; and
- (c) to emphasize the fact that this is a field in which the State Departments of Education and the universities in the area will have to work in the closest cooperation. It is suggested that in each State, joint committee of the representatives of universities and the State Education Departments be set up to assess the requirements for post-graduate teachers and then to take measures which may be deemed necessary to meet the demand.

#### **Appendix E (Contd.)**

**To consider the question of revising the syllabus and courses of studies in the post-graduate teacher training colleges in view of the gradual up-grading of the secondary schools into 11-class multipurpose schools and 11-class higher secondary schools with diversified streams of studies**

*(Government of West Bengal)*

The former 10-class high schools are being gradually up graded into higher secondary or multipurpose schools with 11 classes. The present B. T. colleges were set up for training of teachers for 10-class secondary schools which provided for single track education with lower courses for the school final stage. Moreover, better teachers with higher academic qualifications, as are now required for the up-graded secondary schools, are not available in large number and training has to be given not only in "methods" but in subjects for teaching, i. e., "contents training" has to be provided to the existing teachers. Revision of the syllabus and courses of studies provided in the post-graduate training colleges is therefore urgently required for efficient and better teaching in the up-graded schools.



APPENDIX F

MEMORANDUM

ON

*Item No. 8.* **To consider steady decline in the number of students joining courses in Indian languages and Arts subjects in college classes.**

*(Government of Kerala)*

It is found that the number of students who come forward, to join courses in Indian languages and Arts subjects—history, politics, philosophy and economics—in the colleges in Kerala State is steadily declining. There are only two or three students studying these subjects in most colleges, even though there is provision for admitting 40-60. This is a very alarming development, and unless it is checked, it will have very serious repercussion on the cultural attainments of the coming generations. The unpopularity of Sanskrit and philosophy is the most distressing aspect of this development.

## APPENDIX G

### MEMORANDUM

ON

*Item No. 9 (a)* **To consider adult literacy programme in the Third Five Year Plan and the points which arise for consideration in implementing it.**

*(Ministry of Education)*

The points which will arise for consideration on the basis of the adult literacy programme in the Third Five Year Plan and the main recommendations of the annual Conference on Community Development held at Hyderabad in July, 1961, are as follows:-vide Annexures I and II)

**(1) The Administrative Machinery and Supporting Services at State Level:** - In order to ensure that the literacy programme runs in a co-ordinated manner throughout the State, appropriate machinery will be necessary at the State level. Its tasks would be:-

- (a) To prepare a syllabus on the basis of the one recommended by the Ministry of Education with such modifications as are necessary to suit local conditions for first and second stages of literacy and to enforce it in all literacy classes conducted in the State.
- (b) To prescribe a method of literacy and to prepare Primers, Readers and supplementary material on the basis of that method for first and second stage literacy classes in the State and to make them available to all literacy classes.
- (c) To prepare guide-books for literacy teachers.
- (d) To prepare material for the literacy campaigns, like appeals, handbooks for camp organisers, etc.
- (e) To evolve a system of use of projected audio-visual aids and to maintain a State library of films, film strips, etc.
- (f) To prepare non-projected aids like posters, flannel-graph materials, charts etc., for use in literacy classes.
- (g) To publish a journal for neo-literates.
- (h) To maintain an effective library system as a part of the follow-up programme.
- (i) To prepare, publish and supply follow-up literature for neo-literates.
- (j) To prescribe registers, forms of returns, etc., for literacy workers.

- (k) To evolve a common system and standard of examination in literacy and to prescribe certificates to be issued, and
- (l) To maintain a supply line to reach the village level and to build up administrative links.

There will be many more functions which will have to be performed at the State level by the Departments of Education. If the work is to be properly done, it will be necessary to have a separate Joint/Deputy Director in-charge of Social Education. This was a scheme approved in the First and Second Five Year Plans but it is unfortunate that it has not been implemented if the programme for literacy is to be given a fair chance of success.

**(2) The Administrative Machinery and Supporting Services at the District Level:-** Even if a modest programme of literacy is put into operation in each block, it will mean a sizable volumes of work for one district. The number of blocks in a district, (when the whole country is covered), will be 15-20, depending on its size. There will then be the following programmes in a district in a year:

- (i) Literacy courses of 4-5 months will be about 25 per block which means a district will have 375 to 500 literacy courses.
- (ii) Literacy examinations based on a common standard will have to be conducted three times a year for a total of about 1,000 persons in a block. This will mean that in one year, there will be about 15,000 to 20,000 persons for whom literacy examinations will have to be arranged in a district.

Some supporting services like training courses for literacy teachers will have to be directed and co-ordinated for the whole district with a view to securing a common policy for the State. Similarly, some follow-up activities will have to be directed from the district level. All this means that the volume of work will be big enough to justify a separate officer at the district level. A District Social Education Officer for each district should, therefore, always be provided, but it is unfortunate that only a few State Governments have appointed such officers. Recently a State Government has abolished the posts altogether, after having recruited the full complement of staff and getting the officers trained at the National Fundamental Education Centre.

The problem of removal of illiteracy is of immense magnitude in India, and as more resources become available it will have to be tackled systematically if the country is to have a sound educational basis for future progress. Proper planning would require that the nucleus of the administrative machinery for the unavoidable expansion of literacy and social education programme is established well before time, so that the officers get trained and gain experience to shoulder the task when the time comes. If already serious effort to liquidate illiteracy

is contemplated, it cannot be done without strengthening the administrative machinery. It is, therefore, necessary that all State Governments should have a separate District Social Education Officer for each district.

It can be argued here that the District Inspector of Schools will be able to look after social education and literacy programme, in addition to his work of primary, basic and secondary education. But the fact is that the volume of work in connection with primary and Basic education will increase to such an extent that it will keep the District Inspector fully engaged all the time. It is an unsound administrative principle to load an officer with too much work and it inevitably results in deterioration of standards.

(3) **The administrative machinery at the Block level co-ordinating the work of Social Education Organiser and Assistant Inspector of Schools (Block Education Officer) :-** The functions of the Social Education Organiser and the Block Education Officer are outlined in recommendation No. 10. in Annexure II to this Appendix. The manner in which coordination can be achieved in the States is for consideration at the Conference.

Action has also to be taken for placing the Social Education Organiser in the Education Department.

### **Appendix G (Contd.)**

#### **ANNEXURE I**

#### **Adult Literacy Programme in the Third Plan Ministriem of Education and Community Development & Cooperatives for the Annual Conference on Community Development held at Hyderabad in July 1961.**

##### **The problem of adult literacy**

This problem has formed part of the programme for social education. In the past, efforts relating to adult literacy were of an isolated nature, although much pioneering work was undertaken. The social education programme was conceived, in the words of the First Plan as "a comprehensive programme of community uplift through community action". It comprises of literacy, education for a better life, training in citizenship, development of community organisations and guidance in improving economic efficiency. The emphasis on these diversified aspects is derived from the fact that under democratic conditions the success of planned development depends to a large extent on the spread of social education and a progressive outlook and the growth of a sense of shared citizenship. The educational aims of agriculture, community development, health and other welfare programmes are in their very nature difficult to realise. Over the past decade, in several directions there has been a measure of progress, as in the development of community centres, reading rooms in villages, organised activities on the part of youth and women and the revitalisation of village

Panchayats and the cooperative movement. Concern has, however, been felt in regard to the progress of adult literacy. Between 1951 and 1961 literacy increased only from about 17 to about 24 per cent, the increase among men being from 25 to 34 per cent and among women from 8 to 31 per cent. The illiterate population of the country is estimated at 330 million, of these the population in the age-group 14-40 years is reckoned at about 200 million. This is the population towards which the drive for literacy has to be specially focussed.

The introduction of the Panchayati Raj at the district, block and village levels and the important role assigned to democratic bodies and the cooperative movement render it imperative that in as short a period as possible a substantial proportion of the adult population should become capable of reading and writing. This is essential as much in their own interest as in that of the community as a whole.

## **2. Provision in the Third Plan**

If a comprehensive programme for developing adult literacy could have been worked out at an earlier stage of the drawing up of the Third Plan, it might have been possible for the Central and State Governments to provide somewhat larger resources than are immediately available. The Plan as now formulated includes a total provision of about Rs. 25 crores for social education - about Rs. 92 lakhs at the Centre, Rs. 540 lakhs in the States and an (estimated) allotment of Rs. 19 crores exists for social education under the Community Development Programme. Programmes of the Ministry of Education provide for the further development of the National Fundamental Education Centre established in 1956, provision of literature for neo-literates, assistance for voluntary organisations in the field of social education and expansion of library facilities. The educational plans of States provide for libraries and continuation classes, and to a limited extent, for adult schools and other schemes for promoting adult literacy. Out of provision in the community development programme, some funds are provided for women's programmes, and at present there is no specific amount earmarked for the programme of adult literacy. The exact allocation for various purposes is determined by State Governments and Panchayat Samitis.

## **3. Pooling and allocation of resources**

In order that an appreciable impact should be made on the problem of adult literacy, it is necessary that whatever limited resources are available under different heads, and such additional resources as may become available later, should be effectively pooled. To this end the following suggestions are offered.

- (i) At the block level a common approach should be adopted towards social education by the community development organisations, the Education Departments and voluntary organisations, and programme relating to adult education and literacy should be drawn up jointly.
- (ii) State Governments may suggest to Panchayat Samitis and Block Development Committees that a substantial proportion of the funds provided for social education should be earmarked for adult literacy.

- (iii) Panchayat Samitis and Panchayats should be encouraged to mobilise local enthusiasm, personnel and resources for adult literacy work.

#### 4. Administrative responsibility and pooling of man<sup>y</sup>power

4. (1) An important requisite for an adult literacy programme is to define the precise contribution to it of the Social Education Officer in the community development programme and of the Block Education Officer/Sub-Inspector of Schools.

4. (2) Briefly, in the Community Development Programme, social education has a wide connotation and the Social Education Officer is required to look after several different activities. The question for consideration is how far he should become responsible for organising adult literacy work. Can he be asked to do much more than assist in motivating Panchayats and Panchayat Samitis and other non-official organisations in taking up adult literacy work ?

4. (3) The Block Education Officer has a heavy load of work, specially on account of the expansion of primary education. To what extent can an additional burden be placed on him ?

4. (4) In several States, Social Education Organisers already belong to the Education Department. It would be in the interest of adult literacy work if both Block Education Officers and Social Education Organisers belonged to the same parent Department. It would be primarily for the Education Department to provide the necessary guidance to both sets of officers for this programme.

4. (5) The production of literature, determination of the content of adult literacy and general guidance in the organisation of adult literacy classes, fall within the specific field of responsibility of the State Education Department. The contribution of the community development movement is to relate adult literacy work to the economic and social life of the area, to enlist local effort and participation and to help organise adult literacy classes, specially through village Panchayats, cooperatives and other organisations.

4. (6) In fact social education and in particular, adult literacy, have to be developed as extension activities undertaken by educational institutions in collaboration with Panchayats, cooperatives and voluntary organisations. Of the educational institutions in each block, by far the most important is the village school, and the key role in the adult literacy programme is that of the village teacher. The Block Education Officer and the Social Education Officer have to work together. It will be their task to ensure that teachers in primary schools and other educational institutions in the block are able to participate effectively and in a creative sense in adult literacy work with the support equally of Government, the Panchayat Samitis and the village Panchayats.

4. (7) If the Education Department and the community development organisation at the State level see the task of expanding the adult literacy programme as a common one, which neither agency by itself can hope to accomplish alone in any significant degree, cooperation between the two agencies at the district and block levels can be fully assured. Given such collaboration, the essential function of the Social Education Organizer, as the term implies, will be to help organise adult literacy groups through village Panchayats and other voluntary organisations. The main functions of the Block Education Officer will be to help the various educational institutions situated in the block and, in particular the individual teachers, to work with voluntary adult education groups and provide the necessary facilities and personnel for teaching.

4. (8) In this way every primary, middle and higher secondary school, working closely with the neighbouring community institutions, becomes a centre of adult education work. Every teacher in these institutions undertakes to give a part of his time (on the basis of a reasonable honorarium) to adult literacy work. The community provides the groups of adults willing to learn, ensures that they complete the course leading up to the first "stage" of literacy, which involves normally about 50 man-hours of study, and makes a certain minimum contribution to the running of the adult literacy class.

4. (9) With the heavy duties which the Block Education Officer has to undertake, it is not possible for him to supervise and inspect all adult literacy centres although, along with his other work, he should be able to see a few of these centres and continue to provide general guidance on the content of the teaching, methods of instruction and general organisation. It will be necessary, therefore, to bring the headmasters of primary, middle and secondary schools fully into the programme of adult literacy undertaken by these institutions. They should be able to provide a measure of supervision and to enthuse their teachers in favour of the adult literacy programme. While adult literacy is the direct objective of the arrangements suggested in the paper, an equally significant aspect is that as a result of this programme, every primary, middle and secondary school will come into immediate contact with the local community, enrich the life and outlook of the community and secure a larger measure of support for its own activities.

## **5. Role of Panchayati Raj Institutions**

From what is stated above, Panchayati Raj institutions have a vital and increasing part to play in the adult literacy programme.

5. (1) The Panchayat Samiti, as the main coordinating body, has to ensure that proper plans are prepared and there is the necessary pooling of resources in men and money.

5. (2) The village Panchayat, with the support of the Gram Sabha, has to create interest and enthusiasm among the village people both men and women and determine upon a systematic programme, stretching over a period which may vary from five to ten years, in the

course of which the majority of adults in the village, both men and women, specially those below 40 will become literate. The movement for adult literacy has to be necessarily voluntary in character but, progressively, each community should be encouraged of its own accord, to adopt specific goals towards which it harnesses its energies and resources.

5. (3) At the district level, the Zila Parishad and its committee on education and social education can provide a measure of direction and guidance for the programme in the district as a whole, review progress from year to year and offer general suggestions for the consideration of Panchayat Samitis and Panchayats.

## 6. Programme

6. (1) As stated earlier, the suggestions outlined above are intended to lead up to the first stage of literacy, which calls for about 50 men-hours of study. From experience gained in the past, it is obvious that in adult literacy work, targets tend to be self-defeating and even lead to abuse. The strength of the adult literacy programme lies in the motivation or personal desire of those who come forward to become literate, recognition on the part of the community of illiteracy as a serious retarding factor in its development and the readiness on its part to make a continuing efforts to liquidate illiteracy. If these conditions are not created, adult literacy work will lack vitality and sooner rather than later, the attempt will fail. The main emphasis, therefore, has to be on creating (a) the necessary basic conditions for developing adult literacy as a popular movement at the community level and (b) organised efforts on the part of Government and the educational institutions to serve the need of the community in an effective manner.

6. (2) It is, therefore, visualised that wherever a group of minimum size, say 20 men or 10 women, are eager and prepared to make the necessary effort to gain the first stage of literacy, the local school should come forward to organise an adult literacy class, assigning the task to one of its teachers. The teacher should be given a reasonable honorarium, say Rs. 10 to 15 per mensem. The amount required for payment of honoraria to teachers should come in the first instance from the Block budget. To the extent these resources have to be supplemented, the additional funds should be found by the Education Department. In the case of private school, there should be corresponding grants. From the resources available at the Block level for adult literacy (and these will have to be supplemented as the programme develops) the adult literacy centre should be provided with a lamp and the necessary equipment, registers etc. The village community should also make a minimum contribution. This may take the form of providing oil for the lamp and maintaining it in good condition. The books required for adults be given at a low concessional price, the subsidy being met from the funds of the Education Department. Roughly the contribution by the village community towards a course lasting for 4 to 5 months may be reckoned at about Rs. 40 to 50 and of the Government at about Rs. 100 or so.



6. (3) The work of the teacher from the neighbouring school needs to be supported and supplemented by educated young men and women in the village who are ready to run similar literacy class. Wherever such classes can be taken by voluntary workers, the facilities and equipment mentioned above should also be made available. In some cases voluntary workers may not take any honorarium. It should be stressed that the greater part of the adult literacy programme should go forward with the help of schools and school teachers, the main purpose of voluntary organisations and voluntary workers being to facilitate its further expansion. The programme should not be held up if voluntary workers are not forthcoming in sufficient number, nor should voluntary workers be regarded as substitute for school teachers.

6. (4) In cities and towns, conditions exist for even more rapid programme in removing illiteracy than in the villages. In particular, it will be easier to secure a sufficient number of women, both school teachers and voluntary workers, for removing illiteracy among women. Facilities similar to those mentioned above should be provided in cities and towns. In these, as in the larger villages, there will also be scope for "adult school," which can provide instruction to adults at more advanced levels than the first stage. In this programme middle and secondary schools and colleges can play an important part.

### **7. Supporting services at district and State levels**

If programme on the lines set out above are undertaken, there will be need to strengthen the organisation at the State and district levels, so that the necessary guidance becomes available to field workers, suitable literature and other material are produced, libraries and reading rooms are effectively served and deficiencies in the working of the programme are removed as they come to light. It will be necessary for the State Governments to consider how the arrangements at the State and district levels could be best strengthened. The importance of libraries and reading rooms for maintaining and spreading literacy cannot be over emphasised and in making allocations this aspect should be kept in view.

### **8. Additional resources for adult literacy**

It is clear that if adult literacy work is to develop in a big way a movement at the community level, supported fully by facilities and guidance from Government agencies, and Panchayati Raj institutions, larger resources will need to be provided. These will supplement the resources already available under education and community development programmes. If the efforts are made on the right lines and both Panchayat Raj institutions as well as educational institutions are fully involved in it, as it proceeds, through annual plans, it should be possible to provide such further financial and organisational support to it, as may be considered necessary. There is no reason why, given the right approach and a combined attack on illiteracy on the part of all concerned, financial considerations as such should limit the total effort. In fact, a movement of this nature, deriving support from local communities and enlisting the services of teachers and voluntary workers on a large scale, has the possibility of becoming a major factor in accelerating the pace of economic development.

**Appendix G (Contd.)****ANNEXURE II****Recommendations of the Annual Conference on Community Development held at Hyderabad in July, 1961 on Adult Literacy Programme in the Third Five Year Plan**

1. The joint note of the Ministry of Education and Ministry of Community Development and Cooperation was considered. The following special points deserve mention in the opinion of the Conference.

2. At the Block level a common approach should be adopted towards social education by the Community development Organisation, the Education Department, and voluntary organisations, and programmes relating to adult education and literacy should be drawn up jointly.

3. Every primary, middle or higher secondary school, working closely with the neighbouring community, should become the centre of adult education work. The headmasters of these institutions should be brought fully into the programme of adult literacy undertaken by the institutions. They should provide supervision over and enthuse their teachers in favour of this programme.

4. The Panchayat must accept the obligation to provide the group of adults willing to learn and to ensure that they complete the course leading up to the first stage of literacy, wherever a group of a minimum size, say 20 men or 10 women, is prepared to make the necessary effort to gain the first stage of literacy. The village Panchayat or village community should be prepared to make a certain minimum contribution in the form of kerosene oil etc. This expenditure may amount to Rs. 40 to Rs. 50 per group over a period of four to five months.

5. Where the Panchayat or Community accepts these obligations, the local school should come forward to organise an adult literacy class assigning the task to one of its teachers.

6. This teacher should be given an honorarium of Rs. 10 to Rs. 15 per month by the Panchayat Samiti from the Block Budget in the first instance. Where the programme develops on a larger scale, it will be necessary to supplement the Panchayat Samiti's resources by provision in the annual Plan of the Education Deptt. The payment of honorarium will involve the Panchayat Samiti into an expenditure of Rs. 100 for every minimum group of 20 men or 10 women over a period of four to five months.

7. The role of voluntary workers and especially educated rural youth in the promotion of their programmes needs to be fully emphasised. The Panchayat Samities and Panchayats must accept the responsibility for their organisation and for their training.

8. (a) The State Government may suggest to the Panchayat

Samitis that a substantial proportion of funds provided for social education should be earmarked for the adult literacy programme. But in view of the competing demands on the social education budget, it was not possible for the Committee to accept a suggestion that 50 per cent of it should be earmarked for adult literacy. The Conference, however, suggests that the Ministry's earlier recommendations for earmarking of funds for specific programme should not be rigidly applied and that the Panchayat Samitis should be left free to work out and decide their own priorities. A substantial part of the funds allotted to women's programme should also be utilised for literacy among adult women.

(b) The Conference record with appreciation the assurance given by the Planning Commission that once the movement for adult literacy develops in rural areas out of the willing support of the rural communities, additional resources required for promoting the movement will be considered in the Annual Plan budgets of the Education Departments of the State Government.

9. The Committee endorsed the suggestion that the Block Education Officer and Social Education Organiser should work together in promoting adult literacy. It will be their task that teachers in primary schools and other institutions in the Block are able to participate effectively in other literacy work with the support equally of Government, the Panchayat Samitis and village Panchayats.

10. The essential functions of the Social Education Organiser will be to help to organise adult literacy groups through Village Panchayat and other voluntary organisations. The main functions of the Block Education Officer will be to help the various educational institutions situated in the Block, and in particular, the individual teachers, to work with voluntary education groups and to provide necessary facilities and personnel for teaching.

11. Where the Social Education Organiser does not belong to any Department, he should be placed under the Education Department.

12. The State Government will have to accept the responsibility for production of literature for neo-literates. It will also have to provide reading rooms and libraries as supporting services for the adult literacy programme. The literature for neo-literates should be such as to promote their economic efficiency.

### **Appendix G (Contd.)**

#### **MEMORANDUM**

**ON**

**Item No. 9 (b) : To consider the development of a net-work of rural libraries**

## DEVELOPMENT OF NET-WORK OF RURAL LIBRARIES

(*Director of College Education, Rajasthan*)

The need of education for building up democracy in this country has been realised by our leaders and this is why efforts are being made in the Five Year Plan to provide primary education to increasing number of children in the age group 6-11 in rural area. In the Third Plan it is envisaged that facility for education to age-group 6-11 will be provided only for nearly 80 per cent of the children and it may be in the Fourth Five Year Plan that all children in the age-group 6-11 will have the facility of primary education. It will take another decade of more to provide education up to middle stage to all boys between the age group of 11-14. Unless a boy finishes his education up to 8th class, there is very possibility that he will relapse into illiteracy more or less with the passage of time. Therefore, in order to consolidate and make literacy permanent, it will be desirable that rural libraries and reading rooms must be provided, so that this colossal expenditure and enormous effort, which the nation is putting forth for spreading primary education, may not be lost. Even when we are successful in providing facilities of education up to 8th standard to all children between the age-group 11-14, the importance of rural libraries and reading rooms will not be reduced. In fact the libraries and reading rooms in the rural areas will become much more important as an institution, which will be in a way an extension service of the village school so that if a rural library and reading room is attached to the primary school or the middle school, as the case may be, all these boys who finish their education after primary standard or middle standard will be in touch with the school of village through the library and the reading room. The library and the reading room should be run and supervised by the school itself with the help of its teachers.

### NOTE OF THE MINISTRY OF EDUCATION

The need for establishing a net-work of libraries in the rural areas is obvious. Apart from serving as a measure for prevention of relapse into illiteracy, libraries serve other purposes of social education also.

2. It seems that in the proposal of the Director of College Education, Rajasthan, it is envisaged that both the reading rooms and the libraries should be located in the school premises. It is doubtful whether this should be encouraged. It can be said from experience that villagers have a habit of dropping into the reading room at any odd time. They also continue to loiter and talk loudly. The location of a reading room in a library or a middle school, therefore, becomes a nuisance for the school. It would, therefore, be desirable to establish reading rooms for villagers in separate building or premises situated in the village. Such reading rooms may be established by the village Panchayats or the co-operative schools, but the point is that the reading room for villagers should not be located in school.

3. The best place to locate the village library, however, would be the school because the largest number of borrowers of books is provided by the students of middle schools, past or present.

4. It is also felt that instead of the word "net-work" it would be better to use the word "system". Rural libraries should form part of a

well integrated public libraries system for the whole State. There should be district libraries, which should spread library services down to villages. All rural libraries in a development Block should be linked to a central library at the Block headquarters. This will increase the efficiency of the library service.

5. However, till the time a system of public libraries becomes possible, it would be best to set up libraries in schools providing books for children as well as for adults.

### Appendix G (Contd.)

#### MEMORANDUM

ON

*Item 9 (c) : To consider the Scheme of Gram Shikshan Mohim (Village Education Campaign)*

#### NOTE ON

#### GRAM SHIKSHAN MOHIM (VILLAGE EDUCATION CAMPAIGN)

(Government Of Maharashtra)

A new experiment in social education has now been launched throughout the State called the *Gram Shikshan Mohim* (Village Education Campaign). The campaign aims at making the whole village literate within the shortest possible period. Under the guidance of the education department, leading persons including Sarpanch, Patil, Talati, president of farmers' union and *Mahila Mandal* and the head of the school, form a village education committee. Sarpanch works as the president and the teacher as the secretary. Then the lists of literates and illiterates over the ages of 14 years are made. Zonewise suitable places for social education workers to conduct social education classes are fixed. The village Panchayat and benevolent persons from the village take the responsibility of supplying lanterns, kerosene, reading and writing material to the illiterates. Supervisory Committee of influential elderly persons is appointed to supervise the daily working of the various classes. Arrangements are made to ring a bell or blow a syren for giving a call to all to assemble at the various classes. The members of the supervisory committee go around and persuade all the adults to attend classes regularly. When one visits such a village he is simply charmed. There is chorus singing in all the lanes and awakening among all the illiterates who are busy hearing the daily news and tales from Ramayan, Mahabharat and learning to read by topical method with the help of charts. Sometimes walls serve as black-boards and wooden seats and charcoal as slates and pencils. All self-help and no burden on Government. Thus the villagers have to take a lead to make their village 100 per cent literate. This scheme is of the village, by the village and for the village. If proper guidance is given and villagers are inspired, then the scheme works wonders. It brings about unity among the villagers, it inspires the villagers to work co-operatively, it removes various evils from the

villagers and aims at bringing about all-sided development of the villagers. The villagers of Ambeghar, a place in Jawali Taluka of Satar district, came so close together during the 100 per cent literacy campaign that they collectively transplanted their paddy fields by "Japanese method," removed the weeds, applied manure doses, sprayed insecticides and helped each other in many other ways.

The villagers from Phule Nagar, a part of Wai town, came so close to each other through the Gram Shikshan Mohim that they decided to increase their farm produce by helping each other and working in cooperation. They also decided to celebrate all the marriages collectively so as to minimise the expenses. Accordingly, in last May the villagers celebrated 11 marriages collectively. The expenses of the rich were minimised and a helping hand was given to the poor ones.

A good many villagers have constructed approach roads, water channels and small irrigation dams and have added to their income as a result of the campaign.

The campaign creates awakening among people and creates thirst for education with the result that the villagers send their sons and daughters regularly to school. They render help to construct new school buildings, donate for introducing agriculture in the school, spend for school uniform, open village libraries and regularly read the newspapers, magazines and try to improve their produce. The villagers come forward to open secondary schools with cooperative efforts.

#### COMMENTS OF THE MINISTRY OF EDUCATION ON THE GRAM SHIKSHAN MOHIM

The special feature of the Gram Shikshan Mohim or the Village Education Campaign sponsored by the Government of Maharashtra is that the entire responsibility of the campaign has been cast on the village. The organisational details are similar to those tried in the former Literacy Campaigns, specially in the summer camps on Social Education organised by the old Madhya Pradesh State of which the eight Marathi districts are now in Maharashtra.

2. Such an approach is rendered necessary because of lack of adequate funds for a technically sound and well administered literacy programme within the Five Year Plans.

3. Generally, the public, whether in rural or in urban areas, has so far been indifferent in this matter and has not shown any zeal or concern for eradicating mass illiteracy. The adult illiterate has also not been motivated enough to come to the literacy class and to stay there for such length of times as to enable him to become functionally literate. In these circumstances one merit of such literacy campaigns is that they serve as a spearhead of propaganda and create an urge for literacy in the illiterate population. This cannot be said to be a meagre gain.

4. The aim of social education is to help the people to help themselves. Thus it may not be wrong to place the burden of creating an urge for literacy and of securing attendance of the adult illiterates on the Gram Shikshan Samiti or the Village Education Committee. It is, however, doubtful if such Committees can also shoulder the technical responsibilities which have to be discharged for assuring solid and lasting results.

5. A pamphlet in Marathi issued by Government of Maharashtra on the Gram Shikshan Mohim contemplates that a representative Committee consisting of 10 to 15 persons (including Government officials and office-holders of village organizations) should be constituted. The function of this Committee will be to (i) list all the illiterate adults between the age of 14 to 50; (ii) find out places for holding literacy classes; and (iii) secure proper guidance for conducting them and ensure regular attendance. The Committee is also expected to find all the equipment including kerosene oil and lamps, books, slates etc. for the literacy classes. A curriculum has been indicated in broad out-lines. It is expected that the course will be completed in three or five months and then a test is to be administered by the Committee with the help of the teacher. A village library and other community organizations are contemplated as measures for follow-up and it is enjoined that after the whole village has been made literate, each villager will take up a pledge that he will keep his literacy alive.

6. Indeed an experiment like this deserves all encouragement and one wishes that it should prove successful. But before it is taken up by other States, a careful evaluation has to be made to find out the quality of the results achieved. There are some points on which further information has to be obtained before the scheme can be accepted for implementation in other parts of the country. Some of these points are listed below:

(i) In how many villages has it been possible to form really effective committees for carrying out this campaign ?

(ii) Has it been possible to secure literacy teachers from amongst the educated people of the village? Have the school teachers come forward for conducting the literacy classes? Have such school teachers demanded any remuneration or have they come forward to work voluntarily ?

(iii) How long did the initial enthusiasm for attending the literacy classes last ? Did the attendance fluctuate ?

(iv) Does experience show that untrained teachers can cover the curriculum satisfactorily? (No training is contemplated for the literacy teachers under the scheme.)

(v) The Gram Samiti or Committee is expected to provide all the material requirements somehow. What sort of literacy material was made available by the Committee and whether it was conducive to a good learning process ?

(vi) The syllabus has been indicated in very general terms. What type of adult Primers and Readers have been recommended? Do any Guides etc. exist for the literacy teachers? There is possibility of each teacher teaching in a different way unless guidance is given through well-planned textbooks, guide books and teachers' manuals.

(vii) No standard for attainment in literacy has been provided. This would leave the question who isto be treated as having been made literate open and the standards of attainment may differ from village to village. Instructions have also not been given how marks are to be allotted for the tests in the three Rs.

(viii) It is said that the Inspectors of Schools and the Social Education Organisers will visit the villages off and on and give guidance. It is necessary to know how far they have been able in practice to give effective technical guidance.

7. It will perhaps be necessary to obtain fuller information on all the above points so that such campaigns find acceptance with other State Governments.



## APPENDIX H

### MEMORANDUM

#### ON

**Item No. 10 : To consider the necessity to introduce an inspectorate in Hindi**

*(Government of Kerala)*

At present there are no special Inspectors to supervise teaching of Hindi. The District Educational Officers and Assistant Educational Officers now doing inspection work in primary and secondary schools, are not having any special qualification for inspection of Hindi teaching. Very often inspection of Hindi teaching is neglected since most of the inspecting officers may not possess knowledge of Hindi. It is proposed that one senior Inspector for Hindi in the scale of Rs. 250—400 may be appointed under each Regional Deputy Director for inspection of Hindi teaching in secondary schools and three junior Inspectors for Hindi in the scale of Rs. 150-250 may be appointed—one for each Revenue District under the Regional Deputy Director—for conducting inspection of Hindi teaching in primary schools (Upper primary). Thus there may be three senior Inspectors for inspection of Hindi teaching in secondary schools and nine junior Inspectors for inspection of Hindi teaching in upper primary schools.

## APPENDIX I

### MEMORANDUM

ON

**Item No. 11: To receive the reports on the progress of implementation of important Plan schemes during 1961-62**

*(Ministry of Education)*

### PART I

#### CENTRAL AND CENTRALLY SPONSORED SCHEMES

The most significant development during the year was the establishment of the National Council of Educational Research and Training. The Council is an autonomous body (recognised under the Societies Registration Act (Act XXI of 1860), with the Union Ministry of Education as Ex-Officio President.)

The main objects and functions of the Council shall be :

(a) to undertake, aid, promote and coordinate research in all branches of education ;

(b) to organise pre-service and in-service training mainly at an advanced level ;

(c) in collaboration with the State Governments and other authorities or agencies concerned ;

(i) to organise extension services for such institutions in the country as are engaged in educational research, training of teachers or provision of extension services to schools;

(ii) to undertake or organise studies, investigations and surveys relating to educational matters or the appraisalment of educational programmes ; and

(iii) generally to disseminate improved techniques and practices in educational institutions in the country;

(d) to establish and conduct a National Institute of Education at the Headquarters of the Government of India for the development of research, advanced training (both pre-service and in-service) of educational administrators, teacher educators and other high level personnel required for education, and the provision of extension services ;

(e) to establish and conduct Regional institutes in different parts of the country for the development of research, training and extension in general, and for the development of multi-purpose secondary education in particular;

(f) to act as a clearing-house for ideas and information on educational research, training and extension ;

(g) to advise the Government of India, the State Governments, and other educational organisations and institutions on matters relating to education ; and

(h) to undertake the publication of such books, periodicals and other literature as may be necessary for the furtherance of its objects.

The Council has started functioning with effect from 31st August, 1961 and five offices/institutions of the Ministry transferred to it.

A brief account of the progress under different schemes is given below:

#### ELEMENTARY AND BASIC EDUCATION

##### **Setting up of a Printing Press for the Production of Children's Books**

The West German Government have agreed to give, as a gift, a printing press worth one million D.M. to India. The Government of India have accepted the offer and requested the Government of West Germany to send a delegation of two experts to India to examine the possibilities of establishing the press and to advise them regarding the details of the project. It is expected that the location of the press and other details will be finalised by the end of the year.

##### **Unesco Regional Centre for Training of Educational Planners and Administrators**

It has been decided to set up at New Delhi a Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia (sponsored by Unesco). The main functions of the Centre shall be:

(a) to provide short in-service training courses for the officers of the various ministries or departments of Education of the participating Asian Member States and Associate Members of Unesco ;

(b) to undertake and promote research in the technique of educational planning, administration and supervision and to place the results at the disposal of such Member States and Associate Members ; and

(c) to assist such States, upon request, in organising educational planning services and in holding national training courses.

The establishment of the Centre is in hand.

##### **Extension Services in Training Institutions for Primary Teachers**

A scheme for establishing 60 Extension Centres in Training Institutions for primary school teachers has been prepared and will be implemented with effect from 1962-63.

### **Assistance to Voluntary Education Organisations**

Grants have so far been sanctioned to seven institutions. Applications for grants during 1961-62 have been received and are being examined.

### **Production of Literature for Children Sahitya Rachnalayas**

There is provision for organising six Rachnalayas as for the purposes of training authors in the technique of preparing literature for children during the current year. Administrative approval has been issued to three States so far.

#### SECONDARY EDUCATION

### **Establishment of four Regional Training Colleges for the Training of the Teachers of Multipurpose Schools**

Sites have been selected for location of three of these colleges at Bhubaneswar, Bhopal, and Mysore. Action for the selection of suitable site for the fourth college is in progress. Committees are being established for drawing syllabus, etc., for the courses and working out details regarding affiliation, selection of trainees, etc. Detailed estimates of the accommodation required for the colleges have been drawn up and action regarding the construction of the buildings is expected to get underway very shortly.

### **Maintenance and Development of Extension Service Centres**

During the Third Plan the existing 54 Centres would continue to receive grants on 100 per cent basis. In addition, it is proposed to establish 25 new Extension Service Centres. Owing to limitation of funds, it is not possible to cover the other training colleges by the establishment of full-fledged Extension Service Centres and these will, therefore, be provided with 72 Extension Units. Action regarding the selection of a few training colleges for the establishment of Extension Service Centres is in progress.

### **Examination Reform**

It is proposed to establish Evaluation Units in the States and also to expand Central Evaluation unit and provide it with a Psychometric Wing. Considerable test materials have been prepared in selected subjects and further work in this direction is in progress. Reorientation programmes for teachers and lecturers of training colleges and others have been undertaken.

### **Science Education**

A programme has been drawn up for the development of Science education. It includes proposals for preparation of textbooks, guide books, etc. An important aspect of the programme is to locate Science talent amongst the student and to foster it by granting scholarships, etc.

### **Science Clubs and Experimental Projects**

A number of institutions have been selected for grant of financial assistance for the establishment of Science Clubs and for undertaking experimental projects.

## **Textbooks**

In view of the general complaints about the quality and get-up of textbooks produced in the country it has been decided to undertake during the Third Plan, a programme for the production of model textbooks for adaption/adaptation by the State Governments. Guide-books for teachers and supplementary readers will also be produced in selected subjects. On a specific request from the Government of Punjab, action is already in progress for the preparation of textbooks in science. Steps will shortly be taken for the production of textbooks in social studies also.

## **Educational and Vocational Guidance in Secondary Schools**

Proposals are also under consideration for the grant of financial assistance to the State Governments for the establishment of Educational and Vocational Guidance Bureaux which do not have them already and for strengthening the already existing Bureaux. The Central Bureau of Educational and Vocational Guidance will also be strengthened. In a limited number of institutions full guidance services are proposed to be introduced and in some others Career Masters would be provided for supplying occupational information to the students.

## **Assistance to Voluntary Educational Organisations**

Till the end of November, 1961, grants totalling Rs. 1.41 lakhs were paid to seven institutions.

## **Central Institute of English, Hyderabad**

The sixth regular course commenced on 10th July, 1961. Fifty-five trainees are attending the course. The first issue of the Bulletin of the Institute was brought out in September, 1961. It has been decided to start a nine-month training course with effect from July, 1962.

## **National Awards for Teachers**

Under the Fourth National Awards for Teachers, 84 primary and secondary school teachers received awards from the Vice-President.

## **Promotion of Inter-State Understanding**

On the recommendations of the State Education Ministers' Conference held in November, 1960, an expert Committee, under the chairmanship of Dr. Sampurnanand, has been set up with the following terms of reference :

- (a) To study the role of education in strengthening and promoting the process of emotional integration in national life and to examine the operation of tendencies which come in the way of their development ;
- (b) In the light of such study, to advise on the positive educational programmes for youth in general and the students in schools and colleges in particular, to strengthen in them the processes of emotional integration.

The Committee is expected to submit an interim report shortly. Further steps to implement the activities falling under the scheme will be taken after the above Committee has submitted its report to the Government of India.

### **Promotion of Gandhian Philosophy**

It is proposed to implement the following programmes during the Third Plan :

- (i) Lectures by Kumari Menuben Gandhi in the States and Union Territories not covered in the Second Plan. Kumari Gandhi has finished her tour of Himachal Pradesh in September-October, 1961.
- (ii) Lectures in various universities by eminent authorities on Gandhiji's life and thought.
- (iii) Supply of a set of books on Gandhiji to universities and selected colleges. In this connection the Ministry has invited books and publications from publishers and authors for selecting suitable books.
- (iv) Assistance for the setting up of a Gandhian Institute of Studies.

### **Educational Assistance to Children of Central Government Employees**

The Second Pay Commission *inter-alia* made the following recommendations to help the education of children of Central Government employees distributed all over the country:

In the interest of Central Government employees as well as of other floating population in the country, the growth of schools with common syllabus and media of instruction and moderate fees should be encouraged.

The railway scheme of setting up hostels, with concessional lodging and boarding charges at a graduated rate, should be extended for the benefit of other employees drawing pay not exceeding Rs. 300 p.m.

A draft scheme has been worked out in the light of discussions in an inter-Ministerial meeting held in the Ministry of Education on the 21st September, 1961, and is under finalization.

#### UNIVERSITY AND HIGHER EDUCATION

### **Correspondence Courses and Evening Colleges**

The scheme to assist universities to impart instructions through correspondence courses and evening colleges was approved in principle by the Central Advisory Board at its meeting held in January, 1961. On the recommendations of the Board, a nine-member Expert Committee under the chairmanship of Dr. D. S. Kothari was appointed to work out the details of the scheme. On the recommendations of the Committee

it has been decided to amend the Delhi University Act to enable the University to start correspondence courses and a Bill to this effect is being introduced in the current session of the Lok Sabha. As regards the evening colleges, a sub-Committee has been set up to make a fact finding survey of evening colleges in Delhi.

The question of starting evening colleges was considered by the Expert Committee at its meeting held in September, 1961. More details will be considered in the subsequent meetings.

### **Grants-in-aid to the University Grants Commission**

A sum of Rs. 4.99 crores has so far been sanctioned to the Commission.

### **Assistance to Voluntary Educational Organisations for the Construction of Hostels in Big Cities**

On the recommendations of the Central Advisory Board of Education and in consultation with the Planning Commission it has been decided to convert this scheme into a grant-in-aid giving scheme. The Ministry of Finance has approved it in principle and further details are being worked out in consultation with the Ministry of Finance.

### **Loans for the Construction of Hostels for Affiliated Colleges**

The Scheme has been approved and its details are being circulated to the State Governments.

### **Assistance to All-India Institutions of Higher Education**

It has been decided to give a non-recurring grant of Rs. 25,000 and a recurring (maintenance) grant of Rs. 25,000 to the Kanya Gurukul, Dehra Dun on the recommendations of the Visiting Committee appointed in 1960-61.

It is expected that by the end of the year grants to the extent of Rs. 5 lakhs will be disbursed to eligible institutions.

### **Educational Conference**

A conference of the vice-chancellors of the Indian universities was held in October to discuss university problems. It is proposed to send a delegation of educationists to the U. A. R.

### **Cheap Re-publication of Foreign Textbooks**

To make textbooks cheaply available to Indian students, a programme for the re-publication of textbooks on reasonable prices has been undertaken by the Government of India. Under the scheme, selected lists of titles in basic sciences, humanities, medicine, agriculture and veterinary science and engineering and technology have been finalised on the recommendations of the Inter-Ministries Committee, appointed for the purpose.

Negotiations are in progress for bringing out cheaper editions of American textbooks in India. The financial requirements are likely to be met from the funds of P. L. 480 programme. So far, three titles have been taken up for publication and one of them namely 'College Chemistry' by Lunus Pauling has already been published.

To evaluate additional titles suggested by the U. S. I. S. and Indian publishers, it has been decided to draw up a panel of experts in the various subjects.

Under the scheme of Government of the United Kingdom to produce low-priced books for use in India, the first batch of twenty-three textbooks on scientific, engineering and other technological subjects, including a book on economics, has been produced.

### **Rural Higher Education**

Two new rural institutes, one each at Wardha and Hanamanumatti (Mysore), have been started. One more institute is likely to be started before the close of the year.

The Post-diploma course in cooperation has been started in the Rural Institute at Coimbatore. Similar courses in the various subjects are proposed to be started in the Rural Institutes at Amravati, Madurai and Udaipur.

Two research projects namely 'Socio-economic Survey of Students of Rural Institutes' and 'Socio-economic Survey of the Service Area of Rural Institutes Tests' were approved by the Research Committee, appointed by the Ministry, at its meeting held on July 25, 1961.

A seminar on 'Research and Extension' was organised at Udaipur Rural Institute in September, 1961. Three more seminars—one each on the Teaching of Economics, Teaching of Agriculture and Problems of the Teachers of Civil and Rural Engineering Course are proposed to be organised at Rajpura, Sanosara and Coimbatore respectively during November, 1961—January 1962.

### **National Institute for the Higher Training of Women**

On the recommendations of the Indira Gandhi Committee, it has been decided in principle to set up an institution for the higher training of women in organisation, administration and management in Delhi. The broad outlines of the courses of study to be started in the institute have been prepared and a memorandum for setting up the institute as an autonomous organisation has been approved.

## **PHYSICAL EDUCATION AND RECREATION**

### **Labour and Social Service Camps**

During the period April-September, 1961 a sum of Rs. 9.98 lakhs has been sanctioned to various agencies for holding of Labour and Social Service Camps. The details are:



<u>Agencies</u>	<u>No. of Camps</u>
State Governments ..	3
N. C. C. Directorate ..	35
Universities ..	3
Bharat Scouts and Guides ..	1
Bharat Sevak Samaj ..	650
Y. M. C. A. ..	4
Total ..	696

### **Campus Works Projects**

During the period April-September, 1961 grants totalling Rs. 9.25 lakhs were sanctioned to the universities and State Governments for the various campus works projects. During this period, 25 recreation halls-cum-auditoria, 6 open air theatres, 6 gymnasia, 4 swimming pools, 3 pavillions, one cinder-track and one stadium were completed.

### **Promotion of Sports and Games**

#### *(a) National Institute of Sports and National Coaching Scheme*

The Institute started functioning in March, 1961. On the recommendation of the All-India Council of Sports, the Rajkumari Coaching Scheme has been integrated with the Institute with effect from the 1st October, 1961 and now forms the coaching wing of Institute.

The Institute has *ad hoc* training courses in eight different games mostly under the supervision of foreign experts.

#### *(b) Grants to Sports Federations and State Sports Councils*

A sum of Rs. 1,44,063 was sanctioned for the National Sports Federations/State Sports Councils for holding national championship, tournaments, coaching camps and for inviting foreign teams in India and deputation of Indian teams abroad, etc.

#### *(c) Construction of Stadia, Guest Houses and 'B' Type Rifle Ranges*

Financial assistance amounting to Rs. 36,300 has been sanctioned to the State Governments of Assam, Rajasthan, and West Bengal for the construction of 'B' type shooting ranges and stadia.

### **Promotion of Scouting and Guiding**

The Bharat Scouts and Guides has been sanctioned grant totalling Rs. 46,135 for holding training camps, for purchase of tents and equipment, etc.

The Government of India have agreed to contribute a sum of Rs. 2 lakhs towards the establishment of the World Training Centre (Guides

at Poona. It has also been decided to pay an annual maintenance grant of Rs. 6,000 to the Centre.

Against the grant of Rs. 4 lakhs approved for the construction of a national headquarter's building of the Bharat Scouts and Guides in New Delhi, second instalment of Rs. one lakh is expected to be released during the current year.

### **Youth Welfare Programmes**

#### *(a) Youth Leadership and Dramatic Training Camps*

The Ministry is proposing to organise two dramatic camps to impart specialised training—both theoretical and practical—in drama to university teachers and State Government nominees. The various universities have also been requested to conduct such camps.

#### *(b) Inter-University Youth Festival and Inter-Collegiate Festivals*

The 7th Inter-University Festival was held in New Delhi from October 25 to 31, 1961. Thirtysix universities with a total number of 786 students participated in the Festival.

Grants totalling Rs. 6,662 were sanctioned to Baroda and Delhi Universities for holding the Inter-Collegiate Youth Festivals. Proposals of seven other universities have also been administratively approved.

#### *(c) Educational Tours of Students*

Grants totalling Rs. 50,950 have been sanctioned to 27 institutions in Union Territories for the organisation of educational tours. About 1,000 students and teachers are expected to benefit from the scheme.

#### *(d) Youth Hostels*

The scope of the scheme of Youth Hostels has been enlarged to include assistance to voluntary organisations also. Under the scheme the Governments of West Bengal and Orissa have been given grants amounting to Rs. 60,000 for the construction of two and one youth hostels respectively. Proposals from the Governments of Bihar, Rajasthan, Mysore, Gujarat are under consideration. The Youth Hostels Association of India has also been given a maintenance grant of Rs. 15,000.

#### *(e) Youth Welfare Centres and Clubs*

Applications for grant under the scheme of Youth Welfare Centres Clubs have been invited. The purpose of the scheme is to help registered clubs/centres to expand their cultural and recreational activities.

### **Bal Bhavan and National Children's Museum**

A permanent building for Bal Bhavan providing for an open-air theater, a covered theatre, reading rooms, arts and crafts rooms, a swimming pool, a museum, workshops and other recreational facilities, is under construction.

A Director for the National Children's Museum has been appointed. The construction of the building for museum is expected to be taken in hand during the year.

### **National Discipline Scheme**

The scheme has covered (up to September, 1961) 1,594 and has trained over eight lakh teachers.

The first batch of 589 instructor-trainees under the National Discipline Scheme passed out on May 21, 1961, after completing the six months' training course from the Central Training Institute, Alwar. The second batch of 600 trainees is receiving training from June 15, 1961.

### **Promotion of Physical Education**

(a) *Lakshmbai College of Physical Education, Gwalior* : The Central Public Works Department has worked out the building requirements of the College involving a total expenditure of Rs. 75 lakhs.

Admission to the 1961-64 course was made in August, 1961 with 61 students as against 30 students admitted last year.

The University Grants Commission has decided to treat the graduates of this College at par with those having a post-graduate diploma in physical education for purposes of employment in colleges and universities.

(b) *Grants-in-aid to Private Physical Training Institutions* : Under the scheme, grants are given for the construction of gymnasia, playgrounds, hostels and administrative blocks and purchase of library books and equipment.

Due to the limitations of funds, the scope of the scheme has been limited to private physical training institutions only. The State Governments have been advised to accept responsibility for the development of Government institutions themselves.

The Visiting Committee, appointed by the Government of India to visit and recommend grants for the development of private physical education training institutions, have approved the grants proposals of 16 such institutions, involving an expenditure of Rs. 30 lakhs.

Proposals for construction of gymnasia from 9 institutions have been approved. Grants to institutions approved during 1960-61 are also being paid.

(c) *Promotion of Research in Special Branches of Physical Education including Yoga and Recreation*

Promotion of Research and Physical Education : The Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation has drawn up a list of 15 subjects which may be taken up for research by individuals and/or organisations with the Government assistance. The details of the scheme are being worked out in consultation with the Ministry of Finance.

(ii) Award of Scholarships. Award of four scholarships for specialisation in selected indigenous physical activities has been announced for 1961-62.

(iii) Promotion of Yoga : The scheme aims at the promotion of research in Yoga and popularisation of Yogic system of physical culture among the public.

The Committee of Medical Experts, recently appointed by the Government of India, to evaluate the therapeutical claims of Yoga and to make recommendations for the scientific development of Yogic institutions, has since submitted its report to the Government of India. It has been decided to refer the report to the Central Advisory Board of Physical Education and Recreation for its consideration.

(iv) Miscellaneous Measures Including Preparation of Popular Literature : The scheme for the preparation of popular literature on physical education and recreation as approved by the Central Advisory Board of Physical Education and Recreation, is being taken up for implementation.

(d) *National Physical Efficiency Drive* ; An All-India Seminar was organised in July, 1961 at Lovedale to consider ways and means of popularising the National Physical Efficiency Drive and to formulate a revised pattern which may be acceptable to all States. On the basis of the recommendations made by the Seminar, a revised scheme has been drawn up and its details communicated to State Governments and other agencies.

The object of the scheme is to popularise (a) Model Syllabus of Physical Education for Boys and Girls and (b) Syllabii of Health Education for educational institutions and teachers' training institutions. The hand-book for boys' syllabus of physical education has been prepared and in the press.

## HINDI

### Development and Propagation of Hindi

*Translation of Standard Works in Hindi and Regional Languages*: One of the essential pre-requisites to the change-over to Hindi as the medium of instruction, is an adequate supply of appropriate books of high academic standard with the uniform terminology. With this end in view, a scheme has been started under which works from foreign languages will be translated into Hindi and other regional languages. Three hundred books are proposed to be translated under the scheme in the first instance.

As the first phase towards the implementation of the scheme, Coordinating Committees, comprising of the representatives of State Governments, universities and academic bodies are being set up in the various States. Such Committees have already been set up in Madhya Pradesh, Rajasthan, Bihar and the Punjab. These Committees have allotted books to various translating agencies. Formation of such Committees in other States is progressing

*Production of Cheap Editions of Popular Books in Hindi* : The scheme includes translation of better known scientific works of popular interest, world classics and books on general knowledge, publication of revised and edited popular works in cheap edition and production of original works on subjects of general interest, at a sufficiently low price in cheap edition and production of original for the use of general readers and for the supply of books to institutions and libraries. The terminology evolved by the Government of India is to be used in these publications. Four publishers have agreed to work on the approved rates and have already been entrusted in the work of translation and publication of about a dozen books.

*Opening of Hindi Teachers' Training Colleges* : To meet the paucity of well-trained Hindi teachers, the Government of India have decided to pay grant on a 100 per cent basis for the establishment of Hindi teachers' training colleges in non-Hindi speaking States, where necessary. Two such colleges have already been started in Mysore and Kerala States.

*Establishment of Standing Commission for Scientific and Technical Terminology*: In pursuance of the President's Order, a Standing Commission for Scientific and Technical Terminology has been set up to review and coordinate the scientific and technical terminology so far evolved by the Ministry of Education and to evolve further terminology in scientific and technical subjects. The Commission has started functioning.

### **Development and Propagation of Sanskrit**

*Grants to Voluntary Sanskrit Organisations* : Grants totalling Rs. 58,000 have been sanctioned so far to the various institutions/individuals for the promotion of Sanskrit. Besides, the Central Sanskrit Board has recommended a grant to the tune of Rs. 2 lakhs to various Sanskrit organisations and institutions. The grants are expected to be released shortly.

Applications for grants for the current year have been invited.

*Development of Gurukulas* : With the help of the Central Sanskrit Board, four Gurukulas have been selected for assistance under the scheme and have been advised to apply for grant, in accordance with the rules of the scheme. The applications received from them will be examined by the Central Sanskrit Board at the next meeting.

*Production of Sanskrit Literature* : Under the programme, a Prize scheme for production of graded readers in Sanskrit for students of VI-VIII classes has been formulated. The Ministry has also drawn up a programme for reprinting of out-of-print Sanskrit works. A few books have already been selected.

*Award of Scholarships for Research in Sanskrit* : Under the scheme, continued from the Second Plan, scholarships are awarded to the products of traditional system of Sanskrit education for research in Sanskrit. Seventeen scholarships, approved last year, have been awarded this year.

As regards the selection for the current year, the Selection Committee has already recommended 23 names and the scholarships to them will be awarded after approval by the Central Sanskrit Board.

*Setting up of Kendriya Sanskrit Vidyapeeth* : With a view to impart instruction in higher Sanskrit learning, to conduct research in Sanskrit and to provide facilities for the training of Sanskrit teachers, an institute known as Kendriya Sanskrit Vidyapeeth is being set up in Tirupati.

#### SCHOLARSHIPS

### **Commonwealth Education Cooperation Plan**

(a) *Commonwealth Scholarships and Fellowships Schemes* : Out of the total of 100 scholarships and fellowships offered for 1961-62 to the nationals of other Commonwealth countries for study in India, nominations for 34 awards were received and approved by the Government of India. Subsequently, however, 9 nominations were withdrawn and 3 others requested to be considered for 1962-63. Of the remaining 22 selected candidates, 15 have already arrived in India and are prosecuting their studies, 6 are expected to reach here shortly and the admission for the remaining one is still to be arranged.

Applications for 50 scholarships for 1962-63 have been invited. In order to secure admissions for the selected candidates in good time, selections for these awards will also be made during the current financial year.

(b) *Teacher Training Bursaries to the Commonwealth Countries* : Applications for 50 bursaries for 1961-62 and 75 bursaries for 1962-63 have been invited from the nationals of other Commonwealth countries with a view to enable them to pursue a higher course of teacher-training in India. Selections for both the years will be made during the current financial year.

### **National Scholarships for Outstanding Students for Post-Matriculation Studies**

The scheme provides for the annual award of 2,400 scholarships—1,800 on the basis of the result of the matriculation/equivalent examinations, 400 on the basis of the results of intermediate examination and 200 on the basis of the results of the degree examinations.—to Indian students for study in India. Applications have already been invited and the selection will be finalised by the end of December, 1961.

The scheme is to be implemented by the State Governments themselves after the selections have been made and necessary funds will be placed at their disposal.

### **Merit Scholarships for the Children of Primary and Secondary School Teachers for Post-Matriculation Studies**

Under the scheme, 500 scholarships are proposed to be awarded annually to the children of primary and secondary school teachers for post-matriculation studies in India. The names of 473 selected candidates for 1961-62 awards have been announced. Recommendations for the remaining awards are awaited from the Governments of Rajasthan and Jammu and Kashmir.

### **Scholarships for Higher Studies in Hindi for Persons from non-Hindi Speaking Areas**

Names of 40 candidates for 1961-62 scholarships have been announced.

#### SOCIAL EDUCATION

### **Assistance to Voluntary Educational Organisations**

Grants amounting to Rs. 17,000 have so far been sanctioned. Fresh applications for the current year have been received and are being examined.

### **Workers' Social Education Institute, Indore**

The Institute at Indore continued to function. The proposal to set up another Institute is under consideration.

### **Institute of Library Science**

The Institute is conducting the third Diploma Course in Library Science with effect from July, 1961.

### **National Book Trust**

The Trust has published about 17 books during the current year.

### **Audio-Visual Education**

#### (i) *Training Courses*

The fourth short-term training course was conducted during May-July, 1961. Thirty-three trainees sponsored by the State Governments and Union Territories and the various Central Ministries attended the course. Besides, a number of short local training courses, lasting from a couple of days to a week were also conducted on *ad hoc* basis.

A Unesco seminar is likely to be held during December, 1961—January, 1962. A training course is also proposed to be organised for the Community Development Officers.

#### (ii) *Production of Audio-Visual Aids*

Wall pictures of some of the great men of India and charts on "Wheat Production in India" and "Rice Production in India" were produced. A micrograph on "Film Appreciation" has been prepared. A study kit "Discovery of India" has been built up for possible use in Unesco's associated schools, project on National Appreciation of Eastern and Western countries. Charts on "Tea Production India", "Iron and Steel Production in India" and "Coal Production in India" and two study kits on instructional material and audio-visual aids are likely to be completed by the end of the year.

Four projects dealing with "Know Your Country", viz "Study of General Science in Secondary Schools", "Handmade Filmstrips", "Brochures on the use of Educational films in Classrooms" and "Simple Technique of Filmstrips" have been taken in hand.

A Day Light Projection Screen was made out of packing wood, a mirror and tracing paper at a very low cost.

A simple radio circuit has been designed to enable any 16 mm projector amplifier to be used at a radio receiver for reception of medium wave transmission.

A simple screen was made out of card-board and tracing paper for projecting the images of a micro-slide so that the projected image could be seen by the teachers as well as the students simultaneously.

### **Education of the Handicapped**

#### *Scholarships for the Physically Handicapped*

The selection of candidates for the award of scholarships has been finalised. Eighty-seven blind, 83 deaf and 169 orthopaedically handicapped children have been awarded scholarships.

#### *Expansion of the Workshop of Central Braille Press, Dehra Dun*

A UNTAO expert has visited the workshop. His recommendations regarding the expansion of the workshop, production of new appliances and on problems of braille printing are under consideration.

#### *The Model School for the Blind, Dehra Dun*

In July, 1961, V11th class was opened in the school as a step towards raising it to the secondary level with a teachers' training department attached to it.

#### *Women's Section of the Training Centre for the Adult Blind, Dehra Dun*

A new craft namely, toy making has been introduced.

### EVALUATION, RESEARCH AND PUBLICATIONS

#### **Research in Problems of Pre-Primary, Primary, Basic and Secondary Education**

The scheme has been continued from the First Five Year Plan but upto the end of Second Plan its scope was limited to secondary education only. During the Third Plan the scope has been enlarged to cover research in fields of pre-primary, primary and Basic education also.

It has been decided in principle to transfer the scheme to the National Institute of Education.



### **Year books of Education**

Under the scheme three books have been planned as follows:-

- (i) Review of Education in India, 1947-61.
- (ii) Primary Education in India.
- (iii) Educational Research in India

The first yearbook is already under print and is likely to be out very shortly. Editorial Board for the Second Yearbook has been set-up and the work on the setting up the Editorial Board for the Third Yearbook is in hand.

### **Research in Indian Universities**

Under the scheme, it is proposed to assist the publication of the educational research done in the Indian universities. The scheme is phased over two stages. The first stage is to compile and publish a list of M. Ed. dissertations and Ph. D. theses approved by the universities. The manuscript for this publication has been finalised and the volume is likely to be published by December, 1961. Under the second stage, it is proposed to publish the synopses of all approved M.Ed. dissertations and Ph.D. theses on education. The work has been taken in hand.

### **Grant-in-Aid for the Publication of Outstanding Theses in the Field of Education**

Under the scheme, it is proposed to sanction a grant of Rs. 2,000 or 50 per cent of the actual cost, whichever is less, to individuals for the publication of their theses if they are adjudged outstanding. So far, one thesis has been selected under the scheme.

### **National Archives of India**

#### *Construction of Annexe to the Building of National Archives of India*

Owing to some technical difficulties, it has not been possible to take up the construction work in hand.

#### *Publication of Educational Records*

The work on the second volume of the publication "Growth of Universities in India" has been almost completed and that on the third volume has been taken in hand.

#### *Purchase of Carton Boxes*

Orders for the purchase of 1,620 Boxes have been placed and the supplies are likely to be received during the current year.

#### *Acquisition of Micro-Film Copies*

Orders for about 100 rolls of micro-film copies worth Rs. 10,000 have been placed abroad. Purchase of private archives worth more than Rs. 25,000 has also been approved.

## PART II

## STATE SCHEMES

## ANDHRA PRADESH

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

Against the target of 1.20 lakhs of children to be enrolled, about 1.80 lakhs of children have been enrolled. To achieve this target, 3,300 additional teachers have been employed. A grant of Rs.4 lakhs has been paid to the Samithis in Talangana region for the construction of 800 classrooms for primary schools.

**Expansion of Education Facilities for Children in the Age-group 11-14**

Against the target of 0.44 lakhs of additional enrolment to be made during the year, 0.12 lakhs of children have already been enrolled. To achieve this enrolment, 254 middle schools have been established and 643 additional teachers employed in them. It is expected that the target of additional enrolment would be fully achieved.

**Teachers, Training Programme**

Five non-Basic training schools for women have been converted into Basic pattern. Thirty-six senior classes have been opened in the training schools having only junior classes. The construction of buildings and other programmes are also likely to be completed during the current year.

**Education of Girls with Particular Reference to Social Schemes**

No special schemes for education of girls have been included in the Plan on the assumption that these would be included in the Central sector. However, instructions have been issued to the concerned authorities for giving preference to women in the appointment of teachers in primary schools.

**Orientation Programme**

With a view to orientating non-Basic schools to the Basic pattern, it is proposed to supply craft equipment to 212 schools to conduct orientation training classes for 2,000 teachers for a period of 4 weeks in all the educational districts of the State. The scheme will be implemented from the third quarter of the year.

**Legislation on Compulsory Primary Education and Enforcement of Compulsion**

Legislation on compulsory primary education has been enforced in the State through a special Act. A special officer attached to the

Education Department has also been appointed to guide the Block and Parishad authorities in the implementation of the Act. Extension Officers (Education) have been appointed to assist these agencies in their work.

Two hundred and ninety Blocks were sanctioned grants at the rate of Rs. 980 per Block for the provision of mid-day meals to the school children and 445 Blocks and 67 municipalities were given a grant of Rs. 97 per municipality for the supply of free books and stationery.

#### SECONDARY EDUCATION

##### **Expansion of Educational Facilities in the Age-group 11-14**

The target of additional enrolment of 0.10 lakhs in this age-group has already been exceeded. One hundred and seventeen middle schools have been upgraded into high schools as against a target of 88 schools

##### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

As against the 70 high schools proposed to be upgraded during the year, 40 have already been up graded. The remaining schools are likely to be upgraded by the end of the year.

##### **Teaching of Science**

Science laboratories in all upgraded schools are proposed to be equipped during the year.

##### **Teachers' Training Programme**

Twenty additional seats have been provided in the existing training colleges to meet the additional requirements of the new schools/classes. Some more seats are expected to be provided during the later half of the year.

##### **Expansion of Educational Facilities**

An Arts and Science college has been set up at Chitoor. During the third and fourth quarters of the year, accomodation and other facilities in some of the existing colleges are expected to be improved.

##### **Teaching of Science**

So far 730 additional students have been enroled in the science courses at the under-graduate level.

##### **Improvement of Education including Introduction of Three-Year Degree Course**

All the colleges in the State were converted to the three-year degree pattern by the end of the Second Plan. Improvement of the facilities is expected to be completed during the course of the year.

## OTHER EDUCATIONAL SCHEMES

**Social Education**

The programme comprises mostly of improvement of service and production of social education literature. As regards the first part of the scheme, certificate and diploma courses in library science are being conducted by the universities. As for the production of literature, the scheme is to be implemented in the later half of the year.

**Audio-Visual Education**

Grants to some secondary schools for the purchase of essential audio-visual equipment were paid during April to September, 1961.

**Education of the Handicapped**

A scheme to train up teachers for the physically handicapped children is in the process of being framed.

**Physical Education and Youth Welfare Activities**

Expansion of N.C.C. and A.C.C., organisation of youth camps and festivals, refresher courses for the training of teachers in physical education, and completion of the Fateh Maidan Stadium and temporary buildings for the College of Physical Education, Hyderabad are included in the programme. Some progress has been made in respect of the last two schemes. The rest of the schemes are to be implemented before the close of the year.

**Development of Hindi and Sanskrit**

No progress has been made so far under this head.

## G U J A R A T

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

Primary education was made compulsory for the age group 7-11 in those districts (except Dangs) which were situated in the former Bombay State, forming part of the Gujarat State. With a view to introducing compulsion in the age-group 7-8, enrolment for new entrants was started in July, 1961. Steps have also been taken to appoint 2,244 additional teachers for expansion of compulsory education and 930 additional teachers for the normal expansion by the District School Boards.

The work of construction of additional buildings to meet the expansion as well as construction of teachers' quarters has also been taken up by the Boards with the help of local contribution. It is

expected that by the end of the year the target of 6,50,000 additional pupils will be achieved.

### **Teachers' Training Programmes**

According to the programme, 2 new additional classes in each of the 9 training colleges, started in 1960-61 under the Government of India scheme, have already been opened from June, 1961. Fifty teachers have been deputed for training in each class.

One Urdu class for training Urdu teachers and one class for training Sindhi teachers have also been opened at Ahmedabad and Junagadh respectively from the commencement of the current academic year.

It is proposed to give stipend at the rate of Rs. 20 p.m. and a sum of Rs. 100 per year for the purchase of books to women trainees who intend to work as teachers in primary schools. Applications have been invited and the stipends will be sanctioned shortly.

### **Orientation Programmes**

In the current year, seminars of teachers and A. D. E. I.'s are being organised by the Department during short vacations and simple craft is being introduced in those schools which are not likely to be converted into Basic schools in the year 1961-62. Efforts have also been made by E.I.s and A.D.E. I.s to select suitable crafts at an early date.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

Gujarat Compulsory Primary Education Act, 1961 has since been enacted so as to make primary education compulsory in the State.

A Bill for the introduction of compulsory primary education, in the areas under Rajkot Division and Kutch, has already been passed by the State Legislature.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-group 14-17.**

As a result of the expansion of primary education, the number of pupils seeking admission in secondary schools has rapidly increased. In the Year 1961-62, 107 new secondary schools have been started in the State to meet the growing demand. Further demand for starting five more girls high schools have been received by the Department. It is expected that about 9,000 additional pupils will avail themselves of the above expansion facilities.

### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

The proposals received so far are under consideration of the Government. It is expected that by the end of 1961-62 in all 109 diversified courses will have been introduced in various multipurpose schools.

### **Improvement of Secondary Education**

Most of the recommendations made by the Integration Committee for Secondary Education viz, revision of pay scales of teachers in non-Government secondary schools, additional grant-in-aid to non-Government secondary schools, tuition fees, have been accepted by the Government. In the current year an additional expenditure of Rs. 20 lakhs is likely to be incurred for the implementation of most of these recommendations. A Board of Secondary Education has been appointed by the State Government to advise Government on improvement of secondary education in the State.

### **Teaching of Science**

Financial assistance for laboratory equipments will be given to three Government secondary schools and about 30 to 40 non-Government secondary schools. A science teachers' seminar is proposed to be held in the current year. Also six science clubs will receive grants-in-aid of Rs. 1,200 per club. Exhibitions on science projects are also being organised in the current year.

### **Teachers' Training Programme**

It is proposed to organise shortly refresher courses and seminars for secondary schools teachers.

### **Education of Girls with Particular Reference to Special Schemes**

Requests for grant-in-aid for construction of girls' hostels have been already received and are under consideration of Government.

#### UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities**

A provision of Rs.95,000 is made in the current year's budgets for distribution of additional grants to existing Government college. Fifty per cent of the above grant has already been paid. Moreover, an additional amount of Rs.4,00,000 has been provided for the purpose of grant-in-aid to non-Government colleges. Requests received from such colleges are under consideration of Government.

Four Government colleges have introduced tutorial system. Proposals for upgrading some posts of lecturers and demonstrators under the scheme of "Upgrading Posts of Teaching Personnel and Librarians" is under consideration. Loan assistance for construction of girls hostels for non-Government colleges and grants and loans to universities are under consideration.

### **Teaching of Science**

Proposals from non-Government colleges to increase their intake of students in science sections either by increasing the number of seats or by opening new divisions have been received and are under consideration of Government. Non-recurring grant for building and equipments at the rate of Rs.400 per student or 50 per cent of their non-recurring additional expenditure, whichever is less, will be given to non-Government colleges for expansion of Science teaching.

### **Improvement of Education Including Introduction of Three-Year Degree Course**

The question of introduction of three-year degree course is under active consideration of State Government.

#### OTHER EDUCATIONAL PROGRAMMES

### **Audio-Visual Education**

The amount of Rs. 20,000 provided in the current year is likely to be utilised before the close of the year by purchasing necessary equipment and by payment of allowances to teachers in secondary schools.

### **Education of the Physically Handicapped**

It is hoped that the provision of Rs. 1.48 lakhs made for the current year will be spent by the end of the year.

### **Physical Education and Youth Welfare**

A provision of Rs. 1,70,000 is made for the current year under the scheme. State Sports Council has already been set up by Government. Also adequate provision has been made for Scouting facilities, seminars on physical education, etc.

### **Development of Hindi and Sanskrit**

The proposals sent to Government are under consideration.

## K E R A L A

#### ELEMENTARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 6-11**

Seventy-four new Government lower primary schools have been opened and 1,310 posts of teachers have been sanctioned for them. The entire provision of rupees two lakhs made for the supply of furniture to Government lower primary schools has been distributed to the District

Educational officers who have been asked to take urgent steps to purchase the necessary furniture. The State P. W. D. has taken up the construction of buildings for lower primary schools.

### **Expansion of Educational Facilities for Children in the Age-group 11-14**

Thirtyeight new upper primary schools and additional divisions in the existing schools have been opened. One hundred and forty-one posts of teachers for upper primary schools have already been brought under the scheme. The P. W. D. have taken up the construction of buildings for upper primary schools. The entire budget provision of Rs. 2 lakhs made for the purchase of furniture for Government upper primary schools has been placed at the disposal of the District Educational officers.

### **Teachers' Training Programme**

Steps have been taken to purchase furniture, equipment and books for the use of Basic Training schools brought under this scheme. The construction of additional buildings, hostels and staff quarters has already been taken up by the State P. W. D.

### **Education of Girls with Particular Reference to Special Scheme**

Under this programme there is a scheme to construct 100 new quarters for women teachers of primary schools. Works are being taken up by the P. W. D.

### **Orientation Programme**

Five hundred and ten teachers were trained in the first course that commenced in August, 1961 at 17 centres. One hundred and nineteen such courses will be organised this year to achieve the target.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

No definite programme has been chalked out for the scheme for this year.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-group 14-17 and Improvement of Secondary Education**

Nineteen new departmental high schools have been sanctioned this year and 12 schools have been bifurcated: Teachers have also been appointed in these schools. Funds, totalling Rs. 1 lakh have been placed at the disposal of the land acquisition officers to acquire land for the extension of sites for departmental secondary schools. Land acquisition is not yet over. An expenditure of Rs. 23,765 has been incurred till the end of September, 1961, to enrich the libraries of fifty departmental and 100 private high schools, selected for the purpose. Funds amounting to



Rs. 3 lakhs have been placed at the disposal of the District Educational Officers for the supply of furniture to departmental secondary schools.

### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

Orders have been placed for the supply of equipments, library books and furniture to 10 new Government schools.

It is proposed to start 10 new courses in 10 departmental schools as a part of the programme of conversion of high schools into multipurpose schools. Funds amounting to Rs. 4 lakhs earmarked for this purpose have been placed at the disposal of the District Educational officer.

### **Teaching of Science**

Thirty departmental schools have been brought under the scheme and tenders have been invited for the supply of equipments to these schools.

### **Teachers' Training Programme**

During the year, it is proposed to strengthen the two training colleges at Calicut and Trichur. A suitable site has been selected for the construction of hostel attached to Government Training College, Tellicherry. The land is likely to be acquired by the end of year. It is proposed to revise the pay scales of private training college staff and a sum of Rs. 50,000 has been provided for this purpose. This amount is to be paid as grant at the end of the year.

## **UNIVERSITY AND HIGHER EDUCATION**

It has been decided to institute poverty-cum-merit scholarships to enable deserving students to prosecute further studies.

### **Improvement of Education Including Introduction of Three-Year Degree Course**

B. A. degree course with English and Sanskrit as optionals has been started in Government college at Kasargod. For accommodating classes, additional buildings have been constructed in the Government Brennen College, Tellicherry. Of the three hostels provided in three colleges, the Government Brennen College hostel has been completed and the hostel attached to Maharaja's College, Tellicherry is almost complete. It is expected that the hostel attached to Government College, Chittur will be completed by the end of the year.

Applied Physics block is under construction in the Government Victoria College, Palghat.

The construction of buildings for the Government College, Kasargod and Government College, Madappally, started in the Second Five Year

Plan is in progress. The building for the college at Kasargod will be completed by the end of the year.

#### OTHER EDUCATIONAL SCHEMES

##### **Social Education**

Proposals for the appointment of 3 District Social Education Officers are under consideration of Government.

##### **Audio-Visual Education**

Proposals for organising a new audio-visual unit is under the consideration of the Government.

##### **Education of the Handicapped**

Equipment and furniture will be supplied to 4 existing schools at Kasargod, Ottappalam, Kunnamkulam and Trivandrum. Buildings will also be provided to the schools at Kottayam and Kasargod. Steps to acquire land for the establishment of a Model Institute for the Handicapped are being taken.

##### **Physical Education and Youth Welfare**

The construction of buildings for the two Government physical education colleges started in the Second Five Year Plan at Trivandrum and Kozhikode is expected to be completed at a cost of Rs. 1.78 lakhs by the end of the year.

Yogic system of exercises has been introduced in the two colleges from this year.

A playground for the Physical Education College, Trivandrum is under construction and will be completed within a short period.

##### **Development of Hindi and Sanskrit**

A Hindi Unit consisting of a Special Officer in Hindi and other staff continued its work of the propagation of Hindi in the State. The Government have sanctioned 107 posts of Hindi teachers.

## M A D H Y A P R A D E S H

### ELEMENTARY EDUCATION

#### **Expansion of Educational Facilities for Children in the Age-group 6-11**

Under the Scheme 'Free and Compulsory Education for the children of the age-group 6-11, 4,000 posts of teachers, 80 posts of Assistant District Inspectors/Inspectresses of Schools and 50 posts of school mothers have been sanctioned. Out of the 4,000 teachers, 2,000 are for new primary schools likely to be opened and 2,000 are for the existing schools to

meet additional enrolment. An amount of Rs. 1 lakh has been distributed to each district (except Data for which Rs. 0.36 lakh has been allotted) for construction of primary school buildings on contributory basis.

### **Teachers' Training Programmes**

Fifty Basic training colleges, opened during the last year of the Second Five Year Plan for the training of teachers for primary schools, are being continued in the Third Five Year Plan.

### **Conversion of Schools to Basic Pattern**

One hundred primary and 50 middle schools have been converted into junior and senior Basic schools respectively.

### **Expansion of Educational Facilities for Children in the Age-group 11-14.**

Sanction for the 140 middle schools has been communicated to the Regional and Divisional Officers.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

M.P. Primary Education Bill has been passed.

A seminar of the principals of various training institutions for primary school teachers was held in June, 1961 to discuss enforcement of compulsion. The question of training of two lecturers from every training institution is under consideration.

## SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

Sanction for the conversion of 139 high schools including 26 girls schools into higher secondary schools has been communicated to the Divisional and Regional Officers.

### **Conversion of Higher Secondary into Multipurpose Schools**

Sanction for the conversion of 5 girls higher secondary schools at Bhopal, Indore, Gwalior, Jabalpur and Raipur into multipurpose higher secondary schools has been communicated to the Divisional and Regional Officers.

### **Improvement of Secondary Education**

Sanction for upgrading of 50 Government Middle schools to higher secondary schools has been communicated to the Divisional and Regional officers.

### **Teaching of Science**

Science equipment has been sanctioned to 10 higher secondary schools and 10 post-graduate Basic training colleges.

### **Education of Girls with Particular Reference to Special Schemes**

Construction of 9 girls' hostels will be taken up during 1961-62.

### **Teachers' Training Programme**

A new post-graduate Basic training college has been opened at Sagar.

#### OTHER EDUCATIONAL PROGRAMMES

### **Audio-Visual Education**

A film library has been established at Bhopal. An amount of Rs. 52,400 has been sanctioned by the Government for purchase of films for the library.

### **Physical Education and Youth Welfare**

The status of the T.T. State College of Physical Education, Shivpuri has been raised by introducing the diploma course in the institution. Creation of the additional posts has been sanctioned. An amount of Rs. 28,000 has been sanctioned for the purchase of equipment, books, maps, charts and other library accessories and furniture.

## M A D R A S

#### ELEMENTARY EDUCATION

### **Expansion of Educational Facilities for Children of the Age-group 6-11**

During 1961-62, compulsion has been introduced for the age-group 7-8 in the first group of localities (compulsion for the age-group 6-7 having been introduced in 1960-61 in the area) and for the age-group 6-7 in the second group of localities. Group of each locality covers roughly about one third of the total area of the State. The number of pupils to be enrolled additionally during 1961-62 is 2 lakhs and the number of teachers to be appointed is 4,420.

For the period ending 30-9-61, 1,17,500 pupils were enrolled and 2,350 teachers appointed. Another 82,500 pupils are expected to be enrolled shortly and 2,070 teachers are proposed to be appointed during the year.

### **Expansion of Educational Facilities for Children in the Age-group 11-14**

Against the target of additional enrolment of 50,000 pupils of this age-group and the appointment of 1,250 teachers, 27,900 pupils have been enrolled and 620 teachers appointed.

### **Teachers' Training Programme**

Sixty-six additional sections for the training of teachers opened during the Second Plan are being continued during 1961-62.

### **Education of Girls with Particular Reference to Special Scheme**

It is proposed to construct 200 quarters for women teachers in rural areas during 1961-62, at a cost of Rs. 3 lakhs. Government have entrusted the construction of these quarters to the newly formed Panchayat Union Councils. The quarters are expected to be taken up for construction during the second half of the year.

### **Orientation Programme**

The programme of giving orientation training to about 42,000 teachers was begun in the Second Plan period itself and about 27,000 teachers were given training during the Second Plan. It is proposed to give training to the remaining 15,000 teachers during 1961-62.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion.**

The Compulsory Elementary Education Act, enacted in this State as long ago as 1920, is in force in certain selected urban and rural areas throughout the State. There is, therefore, no need for enacting any special legislation for enforcing compulsory primary education.

#### SECONDARY EDUCATION

### **Expansion of Educational Facilities for children in the Age-group 11-14**

The programme for the year is to enrol additional 25,000 pupils of this age-group and to appoint 625 B.T. teachers. The enrolment target is likely to be achieved in full.

### **Conversion of High Schools into Higher Secondary Multipurpose Schools**

The schools in which 30 bifurcated courses are to be introduced with a view to converting them into multipurpose schools have been selected. The managements of the schools will be permitted to incur part of the expenditure on buildings and equipment this year itself in order that they may be prepared to start the courses from the beginning of the next school year itself.

### **Improvement of Secondary Education and Teaching of Science**

The programme for 1961-62 consists of the selection of 8 schools for improvement of science, 54 schools for the improvement of teaching in core subjects, 108 schools for the improvement of libraries and 36 schools for introduction of crafts. The schools in which these improvements are to be carried out have been selected.

### **Teachers' Training Programme**

It is proposed to train about 200 teachers required for Standard XI during 1961-62. The training course for these teachers is being conducted by the University of Madras.

### **Education of Girls With Particular Reference to Special Scheme**

Under this scheme it is proposed to construct 8 hostels for girls at a cost of Rs. 3.60 lakhs in selected schools.

#### OTHER EDUCATIONAL SCHEMES

### **Adult Education**

The programme under adult education is the opening of 300 adult literacy schools and one adult training school. Government have imposed a ban on the opening of new adult literacy schools and consequently no new schools have been opened so far. The adult training schools for training teachers for the adult literacy schools have been opened.

### **Public Library Service**

Against the provision of 60 Branch Libraries 27 have been opened so far. The remaining libraries will be opened in the second half of the year.

### **Education of the Handicapped**

This scheme will be taken up for implementation only during 1962-63 as no provision has been made for it during 1961-62.

## M A H A R A S H T R A

Since the draft Third Five Year Plan was not finalised at the time of formulation of budget estimates for 1961-62, only those schemes which were of continuing nature and the expenditure on account of which was considered developmental, were provided in the Budget Estimates for 1961-62 of the State of Maharashtra, as part of the Third Plan. Provisions for new schemes have been made by way of Supplementary Demands during the August Session and as such there was no adequate progress till September, 1961.

#### ELEMENTARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 7-11**

During April-September, 1961, 3,560 additional posts of teachers were created under the scheme of normal expansion of primary education for standards I-VII. Also 31 posts A.D.E.I.s were sanctioned for the Marathwada Region.

### **Teachers' Training Programme**

Twentyfive Basic training colleges were opened. Two additional divisions, with 50 students each, were sanctioned in 12 new Government

Basic training colleges opened during 1960-61. However, such divisions could be opened in 10 colleges only. In the remaining 2 colleges only these will be opened after the necessary accommodation for class rooms and hostel becomes available. Construction of buildings for Government primary schools in Marathwada and Vidarabha is in progress.

### **Legislation for Compulsory Primary Education**

Compulsory primary education is already in force in some areas of the State by a legislation. The question of a separate legislation for the entire State is under consideration.

## **SECONDARY EDUCATION**

### **Expansion and Improvement of Secondary Education**

Sanction has been accorded for the creation of 333 posts of teachers and opening of 273 middle schools and 60 high school classes in Government secondary schools in Marathwada.

A Sanik school has been opened at Satara.

Two technical high school centres were established at Khamgaon and Parbhani. The necessary furniture and equipment for them is likely to be purchased by the end of the year. The existing technical high school centres at Wardha, Yeotmal and Gondia have been further developed.

## **UNIVERSITY AND HIGHER EDUCATION**

### **Expansion of Educational Facilities**

In order to lessen the burden of Poona University and also to provide adequate facilities for research at local level, it has been decided to establish Shri Chhatrapati Shivaji University in Southern Maharashtra. A committee has been appointed by Government to report on the establishment of the University and its work is in progress.

### **Teaching of Science**

In order that the Institute of Science which provides facilities for research and applied sciences should function on proper lines, it has been decided to form in it a separate cadre for the posts of Director and professors.

### **Introduction of Three-Year Degree Course**

As a result of the introduction of three-year degree course in Amravati and Kolapur it is proposed to upgrade 50 posts of assistant lecturers and 48 posts of demonstrators, and to create additional Class I posts of Professors as Heads of Departments in different subjects.

## OTHER EDUCATIONAL PROGRAMMES

**Education of the Handicapped**

One teacher for the deaf and mute children has been deputed for training at the Training College for the Teachers of the Deaf, Lucknow. It is proposed to depute four teachers of the blind for training at some suitable institution, during the current year. It is also proposed to open two new schools, one for crippled children at Aurangabad and the other for deaf and dumb children in Ratnagiri District.

**Physical Education and Youth Welfare**

During the current year, it is proposed to raise, under N.C.C. programme, 20 Rifle Companies, 4 Senior Division Troops, 76 Junior Division Troops and 83 A.C.C. Troops. Orders regarding the raising of 83 A.C.C. Troops have already been issued.

**World Guiding Centre**

A grant of Rs. 1 lakh has been sanctioned as State Government's contribution towards the construction of the building for the establishment of Asian branch of the World Guiding Centre in Poona. Land has also been given free for this purpose.

## M Y S O R E

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in Age-group 6-11**

Sanction has been issued for the appointment of 4,537 teachers of whom 1,703 are to be appointed in the newly started schools and the balance in the existing schools. The Government has taken over 1,855 private schools. One thousand, one hundred and fifty-three additional teachers have been appointed in the senior primary schools.

**Teachers' Training Programme**

Work in respect of the buildings and hostels for 4 teachers' training institutions started in Second Plan is in progress.

One pre-primary training school to be attached to an existing teachers training institute has been sanctioned.

**Orientation Programme**

Sanction has been received for the conversion of 500 schools to the Basic pattern. Forty craft sheds have been sanctioned and taken up for construction. It is proposed to organise orientation training programme of a week's duration in 200 centres to train 10,000 teachers. Twenty teachers will be deputed for training to Devi Hosur Agricultural School.



### **Education of Girls with Particular Reference to Special Schemes**

An amount of Rs. one lakh provided for the construction of sanitary blocks for girls is likely to be utilised by the end of the year. Thirty-nine thousand and five hundred attendance scholarships are being awarded to girls.

#### SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

Three Government high schools have been sanctioned and 75 additional teachers have been sanctioned for existing Government schools.

### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

Sanction has been received in respect of three schemes, namely, Providing Craft Equipment; Appointment of Craft Instructors; and Appointment of Instructors for Music, Dance and Fine Arts.

### **Improvement of Secondary Education**

Buildings in respect of projects continuing from the Second Plan regarding higher secondary and multipurpose schools, laboratories, etc., are in progress.

### **Teachers' Training Programme**

Sanction has been received for the training of 30 teachers in drawing and painting and 22 teachers in agriculture. Besides, the scheme of stipends to graduates for B. Ed. training has also been sanctioned. One hundred and forty teachers are being deputed to Mysore and Karnatak Universities for post-graduate courses. It is also proposed to organise seminars for secondary school teachers. Also 28 teachers are being deputed for training in physical education.

#### UNIVERSITY EDUCATION

### **Expansion of Educational Facilities and Teaching of Science**

Intermediate College, Bangalore has been upgraded and the III year B.Sc. classes have been started from 1961-62.

Maharani's College for Women, Bangalore has been split up into Maharani's College for Women, Bangalore and Central Institute of Home Science.

The strength of students studying science subjects in degree colleges has been increased from 4,086 in 1960-61 to 4,449 in 1961-62.

Four degree colleges have been opened under Karnatak University and a post-graduate Science Department has been added to the University.

### **Improvement of Education Including Introduction of Three-Year Degree Course**

Action is being taken to complete the construction of buildings taken up during the Second Plan. New buildings for laboratories are being built for Maharani College for Women, Mysore and Government College, Mangalore. Five colleges (Mysore University) started three-year degree course during the year.

Twelve post-graduate departments of Mysore University are being provided with necessary facilities for their development. The scheme relating to the development of the Department of Sociology has also been approved by the University Grants Commission.

The post-graduate Departments in Physics, Chemistry, Mathematics, Botany, Zoology, and Geology are also being provided with necessary facilities for the development of higher scientific education and research. Work on the construction of Junior post-graduate blocks has started. The University Grants Commission has also approved the scheme for the development of the Departments of Statistics and Geography.

It is proposed to take up the scheme regarding the introduction of tutorial system and improvement of tutor-pupil ratio and addition of facilities for the improvement of teaching science subjects in the university colleges.

#### **OTHER EDUCATIONAL SCHEMES**

##### **Social Education including Library Service**

It is proposed to organise short-term courses in library science and to supply books, equipment and furniture to the libraries and to sanction grants to private libraries before the close of the year.

##### **Audio-Visual Education**

The scheme regarding the purchase of films, film-strips and projectors has been sanctioned.

##### **Physical Education**

The schemes of assistance to Bharat Scouts and Guides and development of N.C.C. and A.C.C. and College of Physical Education have been sanctioned.

##### **Development of Hindi**

The scheme of free classes for adults has been sanctioned.

##### **Education of the Handicapped**

Under the scheme, 10 teachers have been deputed for training. Also, sanction has been received for upgrading the School for Blind at Hooghly and the school workshop at the School for Deaf and Dumb, Mysore.

## O R I S S A

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

It has been decided to open 1,000 new single teacher primary schools and to appoint 2,000 additional teachers in the existing primary schools against the proposed target of 1,500 schools and an equal number of teachers.

**Expansion of Educational Facilities for Children in the Age-group 11-14**

Ninety-two M. E. Middle schools for boys were admitted to grant-in-aid. Provision has been made for award of 200 scholarships on the result of upper primary examination and 400 maintenance stipends to the students residing in hostels.

Twenty-five M. E. schools for girls have been started under Government management.

**Teachers' Training Programme**

Ten condensed training units with a total intake capacity of 400 trainees have been started in high schools. The total intake capacity of the training institutions at the elementary level has been enhanced by 500.

The intake capacity of the training schools at the secondary level has been increased by 80 to 300 with the opening of two new secondary training schools.

**Education of Girls with Particular Reference to Special Schemes**

Preliminary arrangements have been made to work out the various schemes according to the programme.

**Orientation Programme**

As a part of the programme of orientation of primary schools into Basic pattern, a seminar at the State level was held in October, 1961. Similar seminars at the district and block levels will follow the recommendations of the State level seminar.

**Legislation for Compulsory Primary Education and Enforcement of Compulsion**

A draft Bill on 'Compulsory Primary Education,' on the model prepared by the Ministry of Education is under examination by the Government.

## SECONDARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 14-17**

Nineteen high schools have been admitted to grant-in aid. Next higher classes have been opened in four Government high schools started

during 1960-61. Two private aided schools have been taken over by the Government and similar action regarding more schools is under consideration. Additional sections have been opened in 29 high schools for boys.

### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

Three high schools have been completely converted into higher secondary schools. Next higher classes have been started in another five high schools. Steps have been taken for providing additional buildings for high schools to be converted into multipurpose schools.

### **Improvement of Secondary Education**

The construction work in respect of the improvement of the existing school buildings and the construction of new buildings and staff quarters for 15 Government high schools is in progress. Steps have been taken to provide hostels in 5 high schools and to award 5,000 maintenance stipends at the high school stage during the current year.

Steps have been taken to provide science equipment, library books, etc. to existing schools and craft equipment and craft sheds for the 40 schools selected for providing craft teaching.

### **Teaching of Science**

General science has been introduced as a compulsory subject of study in all the high schools. It is proposed to provide 15 science laboratories and 32 workshops in recognised high schools.

### **Teacher Training Programme**

Provisions have been made for the construction of buildings for the teachers' training college to be started at Sambalpur from 1962-63.

### **Education of Girls with Particular Reference to Special Scheme**

Steps have been taken to provide two hostels in girls high schools, subsidised transport in urban areas for girl students, sanitary blocks in 20 co-educational high schools and 300 maintenance stipends to poor girls,

## **UNIVERSITY AND HIGHER EDUCATION**

### **Expansion of Educational Facilities**

Four new colleges have been opened providing 448 additional seats. The number of seats in the existing colleges has also been increased by about 1,100.

To enable the poor but meritorious students to continue their studies in colleges it is proposed to award 200 scholarships of various categories junior, senior and post-graduate.

As a measure of expansion of women's education, 200 special scholarships of different categories and 25 maintenance stipends are also proposed to be awarded.

### **Teaching of Science**

The number of seats in the pre-university science classes has been increased by 464 during the year. Of the 4 private colleges started during the year, two have provided science teaching with an intake capacity of 144.

### **Improvement of Education including Introduction of Three-Year Degree Course**

During the year, three colleges have been upgraded in the faculty of science and provided with necessary furniture and equipment and additional building. Fourth year B.Sc. classes were opened in another four colleges.

#### OTHER EDUCATIONAL SCHEMES

### **Social Education**

Action has already been taken regarding the appointment of 10 organisers of adult education and payment of remuneration to voluntary teachers.

Manuscripts of books on social education have been finalised and printed copies are likely to be available by the end of December. These books are meant for distribution among the adult literacy centres and village libraries.

It is proposed to start soon two mobile library units in the block areas of Mayurbhanj and Puri Districts. The work on the construction of building for the State library to be located at Bhubaneshwar is likely to be started soon.

### **Audio-Visual Education**

The activities proposed to be carried out during the current year include staging of play on social education in community development adult literacy centres, payment of subsidies to village dramatic clubs for organising these plays and production of films on social education. Arrangements have been made to implement this programme.

### **Education of the Handicapped**

The State Council of Child Welfare has been paid a grant of Rs. 20,000 in connection with the education of the handicapped.

### **Physical Education and Youth Welfare**

The State Welfare Board has been paid a grant of Rs. 50,000 in connection with the expenditure to be incurred on youth festivals, youth travels, hikes etc.

New N. C. C. units have been started in the educational institutions according to the programme.

One candidate has been deputed for undergoing training in the Laxmibai College of Physical Education, Gwalior.

## **Development of Hindi and Sanskrit**

Twenty-four high schools and six Basic training schools have already been selected for the appointment of Hindi teachers.

Preliminary arrangements have been made regarding selection of a site for the Hindi training institution at Bhubaneswar.

Scholarships are being awarded to the students reading in Sanskrit institutions on merit-cum-poverty basis.

## **P U N J A B**

### **ELEMENTARY EDUCATION**

#### **Expansion of Educational Facilities for the Children in the Age-group 6-11**

Two thousand additional teachers have been appointed and furniture and equipment grant at the rate of Rs. 125 per teacher has been sanctioned.

Enforcement staff at the Directorate and Inspectorate have been appointed.

42 new primary schools have been started. Besides, 233 branch primary schools have also been started in various districts of the State.

As a result of these measures, the additional enrolment has been to the tune of 4,11,270 against the anticipated figure of one lakh only. To meet the immediate requirements it is hoped that before the end of the current financial year about 2,500 more teachers will be appointed against the total requirement of 5,000 teachers.

It is also proposed to award three prizes of Rs. 200 each per district—first for total best enrolment in the age-group 6-7; second for best enrolment of girls; and third for best attendance.

#### **Expansion of Educational Facilities for Children in the Age-group 11-14**

Against the target of 70 schools, two schools have since been upgraded. In order to meet the public demand for more educational facilities, however, it has been decided that 197 schools in all should be upgraded from primary to middle standard during the current financial year. This will be done in the remaining part of the current year.

Craft has been introduced in 34 Government middle schools including 16 girls schools according to the programme.

Additional staff has since been appointed in certain schools for boys and girls to cope with the increase in enrolment.

Three senior Basic model schools were to be established and three craft sheds were to be constructed. The middle department of two high

schools and one middle school have been converted to the Basic pattern and sanction for the construction of craft sheds has been issued. They are likely to be completed before the end of the year.

### **Teacher Training Programme**

Seven junior Basic training units have since been started and posts have been created for filling up additional vacancies for the new units. Besides, grants amounting to Rs. 1.45 lakhs have been given to the existing training institutions for the purchase of furniture and equipment.

In order to meet the additional demand of teachers required for the scheme 'Free and Compulsory Primary Education' 14 more junior Basic training units will be started during the remaining part of the year and construction work on two hostels and one training school will also be taken up. Besides, 29 more junior Basic training units will be started in the privately managed institutions.

### **Education of Girls with Particular Reference to Special Schemes**

Two schemes, namely 'Residential Quarters for Women Teachers' and 'Provision of Lavatories and Drinking Water facilities in Girls Schools' have been provided under the programme.

Both these schemes are to be executed by the Panchayats. Land for the construction of residential quarters and labour and transport for building material are to be provided by the Panchayats free of cost. The Panchayats will be given grant at Rs. 2,500 per quarter and Rs. 500 per lavatory and Rs. 250 per water pump. The grant will be paid during the remaining part of the year.

### **Orientation Programme**

One hundred and twenty A. D. I. S. and 1,200 non-Basic teachers attended the refresher courses and got training in Basic education at training institutions. Some more refresher courses for training in Basic education will also be organised in the remaining part of the year.

Under this programme, it is proposed to release before the end of the year a grant of Rs. 1.60 lakhs for basic equipment grant at the rate of Rs. 100 per school to non-Basic type schools for orientation towards Basic pattern.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

The Punjab Primary Education Act has since been passed by the Legislature. It has been enforced with effect from 1-4-1961 in the whole State except in the district of Lahaul and Spiti. Compulsion has been introduced for the age-group 6-7 during 1961-62. Enforcement staff has also been appointed at the Directorate and Inspectorate levels to enforce the compulsion.

## SECONDARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 14-17**

Thirty-three posts of masters, teachers etc., to relieve congestion in boys high and higher secondary schools have been sanctioned at a cost of Rs. 0. 60 lakh.

Fourteen posts of mistresses, teachers, etc., to relieve congestion in girls high and higher secondary schools have been sanctioned.

The amount of Rs. 6 lakhs provided for grant-in aid to non-Government high and higher secondary schools will be released in the remaining part of the current financial year.

100 merit scholarships to poor brilliant students in high and higher secondary schools will be awarded in the remaining of the year.

**Conversion of High Schools into Higher Secondary Multipurpose Schools**

Thirty-four Government high schools have since been upgraded to the higher secondary pattern. Sanction to the construction of science blocks in 29 schools has also been issued.

It has now been proposed that instead of implementing the remaining programme relating to upgrading of schools, science grants of Rs. 25 000 each may be given to 50 Government middle schools, 34 Government high schools and 40 privately managed high schools during the remaining part of the year.

Construction work on 11 more science blocks will be undertaken during the remaining part of the year. In all construction work on 40 schools instead of 33 will be started.

**Improvement of Secondary Education**

A sum of Rs. 2 lakhs has been given to schools for the purchase of equipment and furniture to cope with the increased number of students.

Twenty clerks have been sanctioned for Government high and higher secondary schools where no such posts existed.

In order to help the poor brilliant students to prosecute higher studies, 100 scholarships of Rs. 25 each will be awarded in high and higher secondary schools during the remaining part of the year. Lists are being finalized.

Due to the introduction of free and compulsory education policy of the Government, some of the private schools are not in a position to run their institutions efficiently owing to loss in enrolment. As such it has been decided that 200 privately managed schools which fulfil certain conditions laid down by the Government will be taken over in the remaining part of the year.



### **Teaching of Science**

Science as a subject has been introduced in 12 Government high schools (including 9 girls' schools.)

### **Upgrading of Middle/High to Higher Secondary Schools**

Elective Science has been introduced in 34 Government high schools converted into higher secondary type. Besides, 124 schools (84 Government and 40 private) will be given science grants of Rs 25000 each for the introduction of the elective science during the remaining part of the year.

### **Teachers Training Programme**

There is a shortage of science masters/mistresses. In order to meet the shortage, a scheme "Post Graduate Course for Science Masters/Mistresses for Higher Secondary Schools" has been included in the Plan. Under this scheme, a grant of Rs. 2 lakhs will be given to the Punjab University for training of masters/mistresses in M.Sc. for higher secondary schools. The scheme has not yet been finalized.

A sum of Rs. 40,000 has been provided for in-service training for masters/mistresses to keep them in touch with the latest teaching technique. The in service training is being organized by the Extension Service Department attached to four training colleges in the State.

Construction of 10 hostels for girls in high/higher secondary schools will be started during the remaining part of the year.

#### UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities**

As against the provision of one new college to be set up during the year, two Government colleges have been started.

In order to meet an acute shortage of qualified home science mistresses in the higher secondary schools, a Home Science College affiliated to the Punjab University has been set up.

To meet the additional enrolment resulting from these measures, 48 posts of lecturers and other personnel have been sanctioned.

### **Teaching of Science**

Almost all the colleges will have science up to degree classes.

### **Improvement of Education Including Introduction of Three-Year Degree Course**

The only Government Intermediate college has been upgraded to three-year degree pattern.

#### OTHER EDUCATIONAL PROGRAMMES

### **Audio-Visual Education**

A grant of Rs. 0.40 lakh will be paid to the Children's Film

Committee to enable it to carry on its useful activities for the benefit of children in the remaining part of the year.

### **Education of the Handicapped**

A special training class of trained teachers to handle the handicapped children has been started at the Government Post-Graduate Basic Training College, Chandigarh. Fifteen teachers are under training.

### **Physical Education and Youth Welfare**

Sanction has been issued to raise

- (i) 42 Coys of NCCR consisting of 8,400 cadets ;
- (ii) One medical Coy of 2 officers and 120 cadets at Patiala ;
- (iii) One Air Squadron (Double) of 2 officers and 50 cadets for the first year and 2 officers and 160 cadets for the third year ;
- (iv) 5 Junior Division Naval Troops of 5 officers and 225 cadets ;
- (v) 15 Junior Division Air Wing Troops consisting of 15 officers and 675 cadets ; and
- (vi) 15 Junior Division NCC Girls Wing consisting of 15 officers and 675 cadets.

One hundred and eight new A.C.C. sections consisting of 60 cadets each have been started. Besides, one Social Training camp of A.C.C. was held in July, 1961.

Work on the construction of the new building has been undertaken.

In order to ensure that the standard of sports does not deteriorate and that proper talent is picked up at the right age and given suitable training, a special residential school and a college with emphasis on sports and games have been set up where students will be imparted training besides the academic education.

### **Development of Hindi and Sanskrit**

A grant of Rs. 40,000 will be given to Hindi and Sanskrit Pathshalas during the remaining part of the year.

## **R A J A S T H A N**

### **ELEMENTARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-group 6-11**

Against the target of 2,082 primary schools, 1,900 have already been started. Greater emphasis is being laid on increasing enrolment in the existing schools to bring the teacher-pupil ratio to the all-India level.

### **Expansion of Educational Facilities for Children in the Age-group 11-14**

Two hundred and eighty-seven primary schools have been upgraded into middle schools, thus far exceeding the proposed target of 125 schools.

### **Teachers' Training Programme**

The intake in the existing institutions has been increased from 100 to 120. A new Craft Training School for preparing craft teachers has also been opened.

### **Education of Girls with Particular Reference to Special Schemes**

It is proposed to employ 600 school mothers and to construct 200 quarters for women teachers, besides the free supply of books, etc.

### **Orientation Programmes**

Orientation courses for the benefit of the supervisory staff and primary school teachers were scheduled to be held in November, 1961.

### **Legislation for Compulsory Primary Schools**

The draft Bill on 'Compulsory Primary Education' is under the consideration of the Government.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

As against the target of 50 middle schools, 101 schools have already been upgraded to the higher secondary schools.

### **Conversion of High Schools into Higher Secondary Schools**

Eight Government and two aided high schools have already been converted into higher secondary schools.

### **Improvement of Secondary Education**

Under this scheme, 6 science courses, 5 commerce courses and 10 courses in humanities have been started in the existing higher secondary schools. Equipment worth Rs. 5 lakhs is also proposed to be supplied to the existing high and higher secondary schools.

### **Teaching of Science**

Facilities for the teaching of science have been provided in 6 higher secondary and 7 high schools.

### **Teachers' Training Programme**

A new teachers training college for the training of graduate teachers for secondary schools has been opened in the private sector. Two Government training colleges are being strengthened in the matter of equipment and appliances.

### **Education of Girls with Particular Reference to Special Schemes**

It has been decided to award 40 stipends of Rs. 25 p.m. and 200 scholarships of Rs. 5 p.m. to the girls in the age-group 14-17. A sum of Rs. 15 per year is also proposed to be given to 250 girls for the purchase of books.

#### UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities**

• Against the provision of 2 colleges, 3 colleges with faculties of art and commerce have already been started. Hostel facilities have been provided in 10 Government colleges at various places.

### **Teaching of Science**

Four colleges have been provided with facilities for teaching of science up to Degree standard. Hobby workshops have been started in another 4 colleges. Two more such workshops were expected to be started by the end of December, 1961.

### **Improvement of Education Including Introduction of Three Year Degree Course**

Three-year Degree course has been started in all the Government and non-Government colleges.

#### OTHER EDUCATIONAL PROGRAMMES

### **Social Education, A.V. Education, Education of the Handicapped and Physical Education**

The existing institutions in social education, audio-visual education, education of the handicapped and physical education are being consolidated and strengthened with additional accomodation and equipment. Two night classes for the benefit of adult women have also been started. A women's wing has been opened in the existing College of Physical Education at Jodhpur for the training of women teachers.

### **Development of Sanskrit**

Five Praveshika Pathsalas have been converted into Upadhayaya Colleges. The pay scales of the teachers and the Principals of the colleges have been improved and the administrative set-up strengthened,

## WEST BENGAL

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

During the year 2,564 primary schools are expected to be established. Accommodation, furniture, equipment, etc., will be provided by local contribution as well as by Government contribution.

A proposal for introduction of free and compulsory primary education is under active consideration of the Government. The scheme covers a total area of 7,306.29 sq. miles with 9,470 villages in different districts with a total child population of 8,87,057. In order to expand educational facilities for children in the Calcutta area, a scheme for the establishment of primary schools and complete Basic schools (covering Class I to VIII) has been taken up in collaboration with Calcutta Improvement Trust. An amount of Rs. 5,61,000 has been sanctioned for the construction of buildings for these schools.

**Legislation for Primary Education and Enforcement of Compulsion**

The existing Bengal (Rural) Primary Education Act 1919 and Bengal (Rural) Primary Education Act 1930 are considered sufficient for the purpose and as such no new legislation is proposed to be introduced.

**Expansion of Basic Education**

Schemes for converting 177 primary schools into junior Basic schools, setting up 100 units of junior Basic schools, both in rural and urban areas, and establishment of 30 pre-Basic schools are under consideration.

**Teachers' Training Programme**

Arrangements to provide 60 additional seats in the Government Junior Basic Training College, Kalimpong have been finalised. A building has also been acquired for the school.

Construction work in respect of 3 new junior Basic training college established in the Second Plan is expected to be completed during the year.

A proposal to start condensed course of Basic training for 30 Bhutanese teachers at the Government Junior Basic Training College, Kalimpong during January-February, 1962 is under consideration.

Construction of teaching, administrative and residential blocks of 8 colleges out of 9 set up during the Second Plan, under the Government of India scheme has since been completed. Seven colleges have already started functioning and the remaining two are expected to start functioning by the end of the year. Seven junior Basic training colleges have been taken up for expansion. Construction work in respect of two colleges is almost complete. It is also proposed to reorganise 12 existing pri-

mary training schools and revive 4 abolished units. Construction of one has already been undertaken.

### **Orientation Programme**

A phased scheme covering 3 years of orientation training for 30,000 primary school teachers and inspecting officers at the State and District levels was prepared during the Second Plan. Work on the implementation of the scheme is expected to start during the present year.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

During the year 50 new high schools will be recognised. They would provide for 6,000 additional seats up to December, 1961.

### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

It is proposed to raise about 50 schools with humanities and about 375 schools with diversified courses during the year. This would result in provision of 275 new courses and 11,000 additional seats.

Pre-university course has been introduced in all the colleges of the State numbering 130. The course has also been introduced in 4 multipurpose schools. The total number of seats in the pre-university classes is 37,000.

### **Teaching of Science**

Teaching of general science has been compulsory in all high and higher secondary schools. Towards this end it is proposed to sanction Rs. 10,000 each to about 200 X class high schools.

With a view to introducing elective science under the multipurpose scheme, 150 schools are proposed to be given a total grant of Rs. 40 lakhs for the improvement of teaching in science.

It is proposed to introduce science courses in 30 more schools during the year.

### **Teachers' Training Programme**

An English teachers' training institute is also proposed to set up during the year.

## **UNIVERSITY AND HIGHER EDUCATION**

### **Expansion of Educational Facilities**

The Bills for Rabindra Bharati University and North Bengal University have been passed. The Rabindra Bharati University which aims to provide for intensive study and research of the creative

contributions of Tagore, folk music, folk songs and other indigenous culture of India, is likely to be established towards the end of the year.

The North Bengal University is being opened to cope with the growing number of under-graduate as well as post-graduate students and to prevent over-crowding in Calcutta University. It will be a teaching and affiliating University with jurisdiction extending to the districts of Darjeeling, Jalpaiguri, Cooch Behar, Malda and West Dinajpur.

### **General Colleges**

Nine colleges for general education and one commerce college have been established; of the former, 5 as sponsored colleges under Government management and 4 under private initiative.

A college for women has also been sanctioned by the Education department. Construction of buildings for the college has been undertaken. Two more colleges are expected to be sanctioned by the end of the year.

### **Teaching of Science**

Grants totalling Rs. 2.71 lakhs have been sanctioned to 3 colleges for the purchase of furniture, equipment, etc, for science laboratories particularly in connection with the introduction of Botany and Zoology. A further amount of Rs. 12.68 lakhs is expected to be sanctioned to 20 colleges to enable them to improve facilities for the teaching of science in connection with the affiliation in new science subjects.

### **Three Year Degree Course Scheme**

Assistance amounting to Rs.11.49 lakhs has been sanctioned to 96 colleges which started the three-year degree course scheme in the Second Plan, to enable them to complete the project.

Fourteen new colleges are expected to be undertaken during the year under the scheme and an expenditure of Rs. 9.93 lakhs is likely to be incurred on them during the later half of the year.

A further expenditure of Rs. 18.50 lakhs is expected to be incurred as State share towards the recurring expenditure under the three-year degree course scheme on account of 96 colleges taken up during the Second Plan.

### **Improvement of Library Facilities**

Under this scheme, 24 units of libraries are expected to be established during 1961-62.

### **Improvement of Housing Facilities for Students**

A sum of Rs. 8.96 lakhs has been sanctioned for the completion of 42 units of hostels for students started in the second Plan under the U. G. C. scheme.

One hostel has been sanctioned under the State scheme in a women's college and 10 more units of hostels for 100 students each are expected to be sanctioned during the latter half of the year.

### **Revision of Pay Scales of Collegiate Teachers**

Matching grants amounting to Rs. 3,45,719 on account of 53 colleges for implementation of the above scheme are expected to be released shortly. A further grant of Rs. 58, 252 is being released in favour of 16 colleges towards the arrears of pay. An amount of Rs. 8.66 lakhs is likely to be released as matching grant in favour of the remaining colleges as soon as the U. G. C. releases its share.

### **Construction of Staff Quarters**

An amount of Rs. 85,000 is expected to be paid during the year as non-recurring grant to 14 colleges for the construction of staff quarters started during the Second Plan.

#### OTHER EDUCATIONAL SCHEMES

### **Social Education**

Grants-in-aid were paid to 207 folk recreational institutions. In addition to the above, the scheme for the establishment of 25 adult schools in certain areas has been taken up.

Besides, grants were given to 779 public libraries, library centres and 20 voluntary organisations for conducting library service. In addition to the above, scheme for the establishment of 26 special divisional/town libraries and 10 zonal libraries has been taken up.

Twenty-one books for neo-literates were produced at a literary workshop. Three Rabindra halls and 5 auditoria have been constructed. Two training courses were organised by the two Kirtan Training Centres.

Thirty-nine voluntary organisations were assisted for conducting various social education activities including refresher courses in social education and welfare, adult education centres, community-cum-library centres, and maintenance of Homes for students.

### **Physical Education**

A scheme for the expansion and the improvement of the post-graduate Training College for Physical Education at Banipur is under consideration.

A grant of Rs. 21,800 has been given to various clubs and organisations for the development of physical education. Students tours have been sanctioned to educational institutions involving a total expenditure of Rs. 750.



A stadium at Bankura has been completed and three other stadia, one each at Malda, Cooch Behar and Darjeeling, are under construction. A youth hostel at Bolpur is under construction.

A refresher course for the benefit of physical education teachers has been arranged and two more courses are proposed to be arranged in January-February, 1962.

### **Education of the Handicapped**

A teachers training department has been opened at the Deaf and Dumb School, Calcutta for the training of teachers of the deaf and dumb. A scheme for the development of the school is also under consideration.

Proposal for the establishment of a new blind school at Murshidabad is under consideration.

### **Development of Hindi and Sanskrit**

Arrangements for the introduction of Hindi as a compulsory subject of study in classes VI and VII instead of classes V and VI only, as heretofore, with effect from 1962 academic session are being made.

Establishment of new centres for the training of Hindi teachers is under consideration. A scheme for setting up a full-fledged Hindi teachers training college at Banipur has already been submitted to the Government of India.

It has been decided to continue to award scholarships of Rs. 50 to 150 to students taking up Hindi in the post-matric courses, up to Ph. D. level.

Sanskrit has been made a compulsory elective subject for the students of humanities groups in the classes of VIII to X in the high schools and in classes VIII to XI in the higher secondary schools. Sanskrit may also be taken as the fourth subject by students of other streams.

## **A. & N. I S L A N D S**

### **ELEMENTARY EDUCATION**

#### **Expansion of Educational Facilities for Children in the Age-group 6-11**

As against the provision of 7 primary schools and the appointment of 28 teachers in the existing schools, 8 primary schools have been opened and 19 teachers have been appointed. The remaining nine teachers are likely to be appointed before the end of 1961-62.

#### **Expansion of Educational Facilities for Children in the Age-group 11-14**

A middle school has been established and four primary schools have been upgraded to middle schools.

### **Teachers' Training Programme**

The training school is being equipped with additional staff, furniture, craft material, library books and teaching appliances, etc.

### **Education of Girls with Particular Reference to Special Schemes**

One hundred and sixty prizes will be awarded to the girl students of primary schools for regular attendance, after the first examination sometime in December, 1961.

### **Orientation Programme**

Three primary schools have been converted into Basic schools and another 3 will be converted by the end of 1961-62, to fulfil the proposed target.

#### SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

Additional staff and equipment will be provided to the Girls Higher Secondary School, Port Blair and higher secondary schools Big, Lapati. The Higher Secondary Multipurpose School, Port Blair will be equipped with additional library books, science apparatus, teaching appliances, etc. Class XI has been added to Senior Basic School for Girls at Port Blair.

### **Education of Girls with Particular Reference to Special Schemes**

The construction of the building of the Senior Basic School for Girls, Port Blair (since upgraded to higher secondary school) has been completed.

About 20 stipends will be granted to 29 Nicobari girls who will be staying in the hostel.

### **Improvement of Secondary Education**

Necessary extensions to the existing building of the higher secondary school, Big Lapati, has already been carried out.

#### UNIVERSITY AND HIGHER EDUCATION

Forty scholarships will be granted during the year for post-matriculation studies outside the Islands.

#### OTHER EDUCATIONAL SCHEMES

### **Social Education**

Eleven additional social education centres have been opened in the different parts of the Islands and provided with furniture and equipment;

## **Physical Education and Youth Welfare**

Two batches of 60 students are proposed to be sent on tour to places of historical, educational and cultural interests on the mainland in January, 1962.

## **Development of Hindi and Sanskrit**

The building for the Hindi Library at Rangat is likely to be completed by the end of the year and books, journals, furniture, etc. will also be purchased for the library. Ten Hindi teaching centres will be established. Grants totalling Rs.5,000 will be given to private organisations for propagation and development of Hindi and prizes will be awarded to children of non-Hindi speaking areas who show efficiency in Hindi language.

## D E L H I

### ELEMENTARY EDUCATION

## **Expansion of Facilities for the Children in the Age-group 6-11**

As against the provision of opening of 60 new J.B. schools, 88 new J. B. schools have been opened and nearly 500 additional sections opened in the existing M.C. primary/J.B. schools. These facilities have involved the appointment of 1,090 teachers as against the provision of 500 teachers only and provided for over 35,000 children in the age-group 6-11 years.

Not a single child was refused admission in M. C. schools. In colonies and the rural areas, the compulsory education staff adopted persuasive measures to bring to schools non-attending children of the compulsory age-group 6-7 years.

Enrolment Drive week was organised from 7th to 14th August, 1961 throughout the Corporation area as a result of which there has been an over-all increase of 47,000 children in the primary/J.B. and middle/S.B. schools which provided 1,500 additional seats for children in the age-group 6-11.

## **Expansion of Educational Facilities for the Children in the Age-group 11-14**

Thirty-eight J. B. primary schools in the Corporation area have been upgraded to S. B./middle schools. Besides, additional sections have been opened in the existing S. B./middle schools. On the whole additional school facilities have been provided for 12,000 children in classes 6th to 8th.

One Government middle school was started at Mehramnagar, near Delhi Cantonment and about 110 children were enrolled in classes VI to VIII.

### **Teachers' Training and Orientation Programme**

The third Orientation Course was conducted by the Education Department of Delhi Municipal Corporation from July 1 to 14 with a view to orientating 250 non-Basic trained teachers towards Basic pattern.

A two-day conference of 100 teachers and head teachers of the schools was held in August, 1961 with a view to acquainting them with the plan, procedure and progress of work in two special projects—(a) Improving Handwriting and (b) Improving Reading Habits.

The Delhi Administration proposes to conduct 4 refresher courses, each of one month's duration to provide for the training of about 300 teachers. It is also proposed to start 'an Extension Wing' in the Government Teacher's Training Institute, Daryaganj.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

The Delhi Primary Act of 1960 was introduced in Delhi with effect from May, 1961.

In order to acquaint the members of the Inspectorate of the Education Department of Delhi Municipal Corporation with salient features of the Delhi Primary Education Act, 1960 and to equip them with knowledge with regard to the procedure for enforcement of Compulsory Primary Education, a week's seminar was conducted at Rouse Avenue. On the basis of the seminar, a guide-book giving procedures for enforcing of compulsory primary education, intended for Officers, Inspectors and teachers, is being prepared.

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

The Delhi Administration opened 22 new Government higher secondary schools, 11 each for boys and girls. About 800 children were admitted in these schools. Seven of these schools were provided with facilities for teaching science. Besides, many additional sections were opened in both Government and aided existing higher secondary schools to provide for 12,000 additional seats.

### **Strengthening of Existing Multipurpose Schools**

An expenditure of Rs. 58,000 was sanctioned for the purchase of equipment, etc. Proposals for the remaining amount of Rs. 1, 42,000 are also under consideration.

Technical Group has been introduced in the Government Multipurpose Higher Secondary School, Shahdara.

### **Improvement of Secondary Education**

During 1961-62, it is proposed to cover 15 higher secondary schools under the scheme.

The proposal to provide additional courses in science and fine arts in 12 girls' higher secondary schools is under consideration.

### **Teaching of Science**

Additional science equipment is being provided in 20 higher secondary schools.

### **Special Schemes for the Education of Girls and Women**

Two buses were hired to provide free conveyance to the students of Government Girls' Higher Secondary School, Pahladpur. About 133 girls are benefiting from this.

#### OTHER EDUCATIONAL PROGRAMMES

### **Social Education**

It is proposed to organise 3 refresher courses, each of 3 months duration, to train about 30 social educational workers, 10 from the Directorate of Education and 20 from voluntary organisations in order to orientate their outlook with the latest trends and concept of social education.

### **Audio-visual Education**

Audio-visual aids have been provided to 5 Government Higher Secondary Schools.

#### PHYSICAL EDUCATION AND YOUTH WELFARE

### **Grants to Vyayamshalas, Sports Associations, etc.**

Rules and regulations of the scheme for payment of grants to Vyayamshalas, Sports Associations, etc., are in the process of being framed.

### **Expansion of A. C. C. and N. C. C.**

Many new troops of A. C. C. and N. C. C. have been started in the schools and colleges in Delhi.

### **Improvement of Play-grounds**

The C. P. W. D. authorities have been approached for working out detailed estimates regarding the improvement 19 play-grounds attached to various Government Higher Secondary Schools.

### **Development of Hindi and Sanskrit**

The scheme of grants to Sanskrit Pathshalas in Delhi has been finalised and submitted to the Government of India for approval.

## HIMACHAL PRADESH

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

Under the scheme, 250 single-teacher Basic schools have been opened. Forty-two additional junior teachers were provided in the existing schools. Textbooks costing Rs. 40,000 have been supplied to deserving students of classes I to V free of cost. As a result of the enrolment drives launched in all districts of the territory, about 24,000 additional children have been brought to the schools.

Subsidy for the construction of 200 primary school buildings at the rate of Rs. 2,600 per school is being given through the Gram Panchayat concerned.

A scheme for the introduction of mid-day meals in multipurpose blocks for tribal areas has been started.

The Inspectorate has been strengthened by the appointment of 10 more A. D. I. of schools.

**Expansion of Educational Facilities for Children in the Age-group 11-14**

Thirteen primary schools have been upgraded to middle standard and additional accommodation is being provided in 4 middle schools. As a result of this, 2,177 additional children have been brought to the schools.

**Teachers' Training Programme**

Of the two Basic training schools sanctioned in 1960-61, one was started in 1960-1961 itself and the other has been started during the current year. One hundred and forty teachers (100 men and 40 women) are receiving training in these schools.

**Education of Girls with Particular Reference to Special Schemes**

Under the scheme, 80 attendance scholarships of Rs. 5 each to girl students of classes VI to VIII are being given; 14 residential quarters for the lady teachers for primary and middle schools are under construction; domestic science equipment costing Rs. 6,000 is being purchased for middle schools for girls, and separate sanitary block for girls are being constructed in 30 middle schools.

**Orientation Programme**

Nearly 250 teachers have been benefited from the orientation courses conducted in all the districts of Himachal Pradesh.

## **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

The Compulsory Primary Education Act passed by the former Himachal Pradesh Legislative Assembly has not so far been enforced because the programme of compulsory primary education is being achieved by persuasion.

### SECONDARY EDUCATION

#### **Expansion of Educational Facilities for Children in the Age-group 14-17**

Under the scheme, six middle schools have been upgraded to higher secondary schools with humanities and science groups; one privately managed school has been taken over and converted into higher secondary school; additional accommodation is being provided in eight higher secondary schools; playgrounds of four high and higher secondary schools are being improved; one hostel building is being built; and 50 merit scholarship to the students of the IX class have been given. The enrolment in class IX to XI has increased by 1,365 students.

#### **Conversion of High Schools into Higher Secondary/Multipurpose Schools**

In addition to one privately managed school taken over by Government and converted into higher secondary school, two more high schools have also been converted to the secondary pattern with humanities and science groups.

#### **Improvement of Secondary Education**

Library books have been supplied to 10 high/higher secondary schools. Additional teaching staff has been provided to 14 higher secondary schools converted during the Second Plan. School parliaments, hobby clubs, science clubs, students counselling and school magazine clubs, have been formed in high and higher secondary schools. Vocational guidance service is being introduced in 15 higher secondary schools. Refresher courses for teachers are being conducted.

#### **Teaching of Science**

Science group has been introduced in 16 higher secondary schools of which 15 are being equipped with science equipment costing Rs. 30,000.

#### **Teachers' Training Programme**

The intake capacity of the Basic training college at Solan has been increased from 60 to 100. In addition, 38 teachers have been deputed for training outside Himachal Pradesh.

### **Education of Girls with Particular Reference to Special Schemes**

Twenty-two merit scholarships to the students of IX class and 20 attendance scholarships to the students of IX to XI classes are being given. One hostel building for girls is under construction. Also six residential quarters for lady teachers and separate sanitary blocks for girls in 15 higher secondary schools are being provided.

#### UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities**

B.Sc. classes have been started in all the Government colleges. In order to encourage university education, 20 scholarships, including 8 for girls, for degree courses are being awarded.

### **Improvement of Education Including Introduction of Three-Year Degree Course**

Under the scheme, science laboratories and libraries are being developed in 5 Government colleges. Additional staff required in these institutions has also been appointed. Adequate grant-in-aid will be given to a private college at Nahan for switching over to the three-year degree course.

#### OTHER EDUCATIONAL PROGRAMMES

### **Social Education**

Two District Social Education Organisers are being appointed. Through a literacy campaign, launched in Kinnaur district, about 10,000 adults will be made literate.

Mobile library services have been started from the current year. In addition, steps have been taken to establish a district library at Kinnaur.

### **Audio-Visual Education**

Equipment worth Rs. 4,000 has been supplied to the Audio-visual Unit of the Directorate.

### **Physical Education and Youth Welfare**

Two N. C. C. Junior Division Troops and 120 A. C. C. cadets have been raised in fulfilment of the target fixed for 1961-62. One coaching camp in sports has been conducted. Steps are being taken to appoint two lady A.P.T.S. It is proposed to give grant-in-aid for the construction of a Youth Hostel.

### **Development of Hindi and Sanskrit**

It is proposed to open a Sanskrit Pathshala during the course of the year.



## LACCADIVE, MINICOY AND AMINDIVI ISLANDS

### ELEMENTARY EDUCATION

#### **Expansion of Educational Facilities for Children in the Age-group 6-11**

Three girls, primary schools have been opened in three islands and one feeder school at Kadmat Islands. A single teacher school has also been opened at Bitra.

#### **Expansion of Educational Facilities for Children in the Age-group 11-14**

The four lower primary schools have been upgraded with standard VI since May, 1961. Steps have been taken to appoint graduate assistants to these schools and to purchase other requirements.

#### **Education of Girls with Particular Reference to Special Schemes**

The sum of Rs. 0.09 lakh provided for purchase and supply of clothes to girl students is likely to be spent during current half year

#### **Orientation Programme**

The non-Basic teachers will be given re-orientation training in the Basic education methods at Kavarathy Island during the month of January, 1962. Steps have been taken to supply craft equipment to the schools.

### SECONDARY EDUCATION

#### **Expansion of Educational Facilities for Children in the Age-group 14-17**

As a part of the development of the existing high school at Ameni, the additional blocks for the hostel and the high school have already been occupied. Standard IX was added in May, 1961.

#### **Teaching of Science**

Steps have been taken to purchase the science equipment.

### UNIVERSITY AND HIGHER EDUCATION

An expenditure of Rs. 0.04 lakh has been incurred during the half year ending September 30, 1961 on scholarships for post-matriculation studies.

## OTHER EDUCATIONAL PROGRAMMES

**Social Education**

It is proposed to take a group of 25 islanders on a study tour in the project areas of Kerala State.

**Physical Education and Youth Welfare**

It is proposed to organise a labour social service camp in March, 1962 in Andorth Island to develop playgrounds, etc.

An educational tour for the students of Upper Primary schools and teachers is proposed to be conducted in February and March, 1962.

## M A N I P U R

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

Six hundred and forty teachers have been appointed instead of 200 originally proposed.

**Expansion of Educational Facilities for Children in the Age-group 11-14**

Forty-five teachers are being appointed for providing additional facilities in the existing schools. Two new middle schools have been opened.

**Teachers' Training Programme**

Action has been taken for the construction of permanent buildings including hostels and staff quarters for the existing 4 junior Basic training institutions. The C. T. class attached to D.M. college for the training of M. E. school teachers has been discontinued and in its place one senior Basic training college has been started to train 40 under-graduate teachers every year.

**Education of Girls with Particular Reference to Special Schemes**

The Manipur Territorial Council is taking action to implement special programmes for the education of girls by way of attendance scholarships, both to primary and M. E. school students. Continuation classes will also be started and sanitary blocks constructed.

**Orientation Programme**

Craft goods, craft equipments and craft materials are being provided to the primary schools as a part of the programme.

## SECONDARY EDUCATION

**Conversion of High into Higher Secondary Schools**

Three high schools have been converted into higher secondary schools.

**Improvement of Secondary Education**

Suitable action has been taken to sanction grant-in-aid to high schools for the purchase of library books and furniture and for the construction of playgrounds and buildings.

**Teaching of Science**

Action to introduce elective science in higher secondary schools by way of construction of laboratory buildings and supply of science equipments has been taken.

**Teacher's Training Programme**

Fourteen teachers and inspecting officers have been deputed for B. T. training at D. M. College, Imphal.

**Education of Girls with Particular Reference to Special Schemes**

One hundred attendance scholarships and 25 merit scholarships are being given to encourage girls' education. Forty-five girl students desirous of taking teaching profession will also be given stipends at the rate of Rs. 10 each. A sanitary block will also be constructed for girls.

## UNIVERSITY AND HIGHER EDUCATION

**Expansion of Educational Facilities**

New subjects will be introduced in the Government D. M. College, Imphal and grants will be given to private colleges and clubs to encourage games and sports.

Students and trainees for the schools and training institutions are taken out for excursions as a part of the programme of physical education.

So far a grant of Rs. 3,051 has been given to youth clubs and welfare organisations.

**Development of Hindi and Sanskrit**

Eighty-four Hindi schools and one Hindi Mahavidyalaya have been given grant-in-aid of Rs. 30 each and Rs. 60 respectively. Three Hindi organisations have also been assisted with an amount of Rs. 12,200. Action is being taken for giving grant-in-aid to Sanskrit schools,

## NORTH EAST FRONTIER AGENCY

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

As against the target of 12 schools, 13 lower primary schools have been started. A sum of Rs. 32,116 has been sanctioned for the purchase of equipment for these schools. A matriculate teacher has also been provided in each one of these schools.

Due to the financial limitations only one inter-village school (residential type), providing free educational facilities for all boarders, could so far be started against the target of two schools. Action to organise the second school is also in hand.

Eleven lower primary schools have been converted into Basic schools.

Necessary action has already been taken to produce textbooks in tribal languages for the school children. The building programme for the schools has also been taken in hand.

**Expansion of Educational Facilities for Children in the Age-group 11-14**

Two lower primary schools have been converted into Basic schools.

**Teaching of Science**

The number of seats for science students in the pre-university class has been increased from 120 to 175. Anthropology has been introduced as a subject of study in all the classes.

**Improvement of Education including Introduction of Three-year Degree Course.**

Honours classes have been started in Education, Commerce, Hindi and Statistics. Pre-university classes have been introduced in the Government D. M. College and the Imphal College. Action has been taken for the purchase of a bus for college girls. Four private colleges have been given grant-in-aid totalling Rs. 10,000 for construction of buildings, purchase of library books, etc.

## OTHER EDUCATIONAL PROGRAMMES

**Social Education**

Action has been taken to appoint adequate staff and to procure books and exhibits for the Central library and the children's library-cum-museum.

Two book competitions—one for the adult neo-literates and the other for the children—have been held. Prizes are to be awarded on the result of the competitions.

### **Audio-Visual Education**

Exhibition of film shows is carried out regularly. Viewmasters are distributed to school children and radios and gramophones are distributed to the schools. The audio-visual section is taking active part in the orientation of schools towards Basic pattern.

### **Education of the Handicapped**

Grants have been given to the Manipur Social Welfare Board for the implementation of the programmes for the education of the handicapped.

### **Physical Education**

A grant of Rs. 5,000 has been given and another grant of Rs. 4,500 will be given immediately to 25 sports associations.

### **Teacher's Training Programme**

Forty-eight teachers have been deputed for training.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

Due to special conditions prevailing in N.E.F.A. compulsory primary education cannot be easily introduced. The legislation to that effect does not, therefore, appear necessary.

## SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 11-14**

As per programme, action is being taken to send 4 bright tribal boys to public schools.

### **Improvement of Secondary Education**

With a view to improving teaching standards, all high schools have been provided with teaching equipment.

The libraries of the existing schools have been supplied with a fresh stock of books.

### **Teaching of Science**

Qualified science teachers have been appointed to teach science in high schools. Science equipment has also been supplied.

## UNIVERSITY AND HIGHER EDUCATION

**Expansion of Educational Facilities**

Twenty-seven students passing matriculation examination this year have been awarded stipends to pursue further studies in different districts of Assam and other places in India.

**Teaching of Science**

Most students have joined the Intermediate Science Course.

## OTHER EDUCATIONAL SCHEMES

**National Physical Efficiency Drive**

The scheme sponsored by the Government of India is proposed to be introduced in N. E. F. A. also.

Two N. C. C. Units, one each at the high schools at Pasighat and Tezu, have been raised.

## PONDICHERRY

## ELEMENTARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 6-11**

Against the target of 50 single-teacher schools and additional classes, 30 single teacher schools and additional classes have already been opened. Appointment of teachers in respect of the remaining 20 schools is expected to be made shortly. Thirty of these classes are expected to be provided with pucca buildings before the end of the year. As a result of an intensive drive conducted during August 1961, an additional enrolment of 3,500 students has been secured. To meet the requirements of this enrolment, 40 more additional classes are proposed to be opened with necessary staff etc.

As a part of the mid-day meal scheme, twenty-five new canteens have been opened this year in the Government schools. Proposal to extend these to other schools to cover all the Government primary schools in the State is under consideration. Children of recognised private schools are also likely to be covered by a similar separate scheme shortly. Pucca buildings are under construction for 30 schools started in 1960-61 and they are expected to be completed by the end of the year.

**Expansion of Educational Facilities for Children in the Age-group 11-14**

Ten new classes have been opened in the nine primary schools upgraded into middle schools. Arrangements are being made for the construction of additional pucca buildings for these schools.

### **Teachers' Training Programme**

The annual intake of the Teachers' Training Centre at Pondicherry has been increased from 40 to 80 this year to meet the increased demand for the teaching personnel. An additional Basic training school has been opened at Karikal with a strength of 40 pupil-teachers.

### **Education of Girls with Particular Reference to Special Schemes**

Rules regarding the sanction of attendance scholarships, 380 in number, are being framed and the scheme will be implemented shortly. A special allowance of Rs. 5 per head to women teachers working in rural areas is also proposed to be granted and Government of India sanction for the same has been applied for. As against the ten quarters proposed to be constructed for the benefit of women teachers living in rural areas, sites for six have been selected and are being placed at the disposal of the Public Works Department for construction.

### **Orientation Programmes**

As in the previous year, it is proposed to conduct orientation courses at the Teachers' Training Centre, Pondicherry to train 350 teachers.

### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

It has been proposed that the target of full primary education should be achieved by means designed to attract children voluntarily to schools rather than by statutory compulsion.

## **SECONDARY EDUCATION**

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

Secondary education has registered considerable progress and expansion. In addition to the existing secondary schools, two more high schools are proposed to be opened during 1961-62.

Seven high schools have started one higher class each, during the current year. It is also proposed to upgrade two high schools in Karikal region. Pucca buildings to house four of these new schools are being constructed.

### **Conversion into Higher Secondary/Multipurpose Schools**

Higher secondary schools have not yet been started in the State. However, diversified courses in Agriculture and Secretarial subjects have been started in two high schools.

### **Teaching of Science**

General science forms part of the curriculum of all secondary schools.

## Teachers' Training Programme

As there is no training college in the State, graduate teachers are being deputed to neighbouring States for training with the benefit of scholarships.

### UNIVERSITY AND HIGHER EDUCATION

#### Expansion of Educational Facilities

With a view to expand facilities for higher education, one Government Arts College, affiliated to Madras University, was opened in July, 1961, with a pre-university course attached to it. The degree courses have not yet been started but 148 students were admitted to the pre-university class. Arrangements are being made to put up a pucca building for the college at a cost of Rs. 9 lakhs at Lawspet near Pondicherry. Accommodation for the State controlled Modern College, Kariikal, is being expanded at a cost of Rs. 1½ lakhs. Library and laboratory of the Modern College have also been strengthened.

### OTHER EDUCATIONAL PROGRAMMES

#### Audio-Visual Education

There is an Audio-Visual Education Unit attached to the Teachers' Training Centre, Pondicherry, equipped with a projector and some films and filmstrips. The stock of films and filmstrips is being augmented year by year.

#### Education of the Handicapped

The site has been selected for the construction of a combined school for the blind, deaf and dumb at Pondicherry and estimates are being framed for the same. Due to non-availability of the staff with special qualification to teach in this school, the Madras Government is being addressed to depute qualified teachers.

#### Physical Education and Youth Welfare

Plans are on hand to conduct an inter-school competition in National Physical Efficiency Drive in December this year. The celebration in connection with the National Sports Week will be conducted during the third week of January, 1962.

#### Development of Hindi and Sanskrit

A Hindi class for the staff of the Medical College has been started.

## TRIPURA

### ELEMENTARY EDUCATION

#### Expansion of Educational Facilities for Children in the Age-group 6-11

Five hundred and two units of junior Basic schools, with an assistant teacher in each were started. Five Assistant Inspectors and eight



Sub-Inspectors of Schools were also appointed for the supervision of these schools. Three more Inspectors of Schools are also likely to be appointed by the end of the year.

During the period September to March, 1962 grants are proposed to be given to school managing committees for the renovation of buildings and construction of staff quarters.

### **Expansion of Educational Facilities for Children in the Age-group 11-14**

Sixteen senior Basic schools have been started. Ten high units i. e., classes VII and VIII and 8 additional units in existing class VI middle schools are proposed to be started.

Grants at the rate of Rs.3,000 per unit to 18 additional units for construction of classrooms and at the rate of Rs.4,500 to 16 senior Basic schools for the construction of classrooms and craftsheds are also proposed to be given during the period.

## SECONDARY EDUCATION

### **Expansion of Educational Facilities for Children in the Age-group 14-17**

Two schools have been selected for upgrading into the higher secondary schools and arrangements for the purchase of equipment and acquisition of land and construction of buildings are in progress.

### **Conversion of High Schools into Higher Secondary Schools**

Three schools have been selected for conversion into higher secondary schools. Arrangements regarding provision of additional buildings and land and equipment, where necessary, are also likely to be finalised by the end of the year.

### **Improvement of Secondary Education**

It is proposed to start 15 additional sections with 65 additional teachers in the existing schools. Besides, two existing private schools will be paid grants for expansion and improvement.

### **Teachers' Training Programme**

Teachers have been selected and sent for training.

## UNIVERSITY AND HIGHER EDUCATION

### **Expansion of Educational Facilities and Teaching of Science**

Administrative approval for the construction of science block, water works and gas plants at a cost of Rs. 10 lakhs has already been obtained. Actual construction will be taken up by the State P. W. D, as soon as

necessary expenditure sanction is received from the Government of India, Ministry of Works, Housing and Supply.

### **Improvement of Education Including Introduction of Three-Year Degree Course**

The third year class of the three-year degree course has been started in M.B.B. College, Artala.

#### **OTHER EDUCATIONAL SCHEMES**

### **Social Education**

Two librarians have already been appointed for the development of the library service. The purchase of books, furniture, etc. and the recruitment of the remaining staff are also expected to be finalised by the end of the year.

Material for the publication of social education literature has been collected and is under examination by the selection committee.

Fifty adult literacy centres were started with a part time teacher in each. Another 50 centres are proposed to be started by the end of 1961-2.

### **Audio-Visual Education**

Necessary sanction for the purchase of accessories, films, etc. and creation of posts has been issued.

### **Education of the Handicapped**

Applications for grants to the handicapped for educational and vocational training have been invited.

### **Physical Education and Youth Welfare**

One sports meet, one coaching camp in swimming and one coaching camp in football have been organised. More camps will be organised in the winter months.

A site for the building of a Youth Hostel having been selected; the construction is likely to be completed during the course of the year.

### **Development of Hindi**

The construction of building, purchase of equipment, etc. for the existing Hindi teachers training college have been sanctioned. Against the 15 Hindi teaching centres sanctioned, two have already been opened and action to start the rest has been taken.

APPENDIX J  
M E M O R A N D U M

ON

*Item No 12* : To receive the report on progress made under important educational schemes of the States and Union Territories during the year 1960-61.

A N D H R A P R A D E S H

**Administration**

The Department of Libraries was separated from the Education Department though the Director of Public Instruction continued to be Director of Public Libraries.

**Inspection**

The offices of the Deputy Inspectors of Schools in the entire State were reorganised on the basis of block as jurisdiction of a Deputy Inspector of Schools and 82 (73 for Andhra Area plus nine for Telangana area) additional posts of Deputy Inspectors of Schools with necessary staff were sanctioned.

**Primary Education**

During the year under report, 1832 new elementary schools were opened (967 in the Andhra and 865 in the Telangana Area).

The salient features under the scheme "Relieving Educated Unemployment" during the year 1960-61 were as stated below:

- (i) One thousand eight hundred and thirty two (967 in the Andhra Area and 865 in the Telangana Area) teachers and forty (20 in the Andhra Area and 20 in the Telangana Area) Deputy Inspectors were appointed.
- (ii) Orientation training was given for a period of two months to the untrained teachers.
- (iii) Payment of Equipment Grant to the teachers.
- (iv) Construction of 200 residential quarters for women teachers in rural areas (100 in the Andhra Area and 100 in the Telangana Area).

The expenditure on this scheme was borne fully by the Government of India

### **Mid-day Meal Scheme**

Government sanctioned a sum of Rs. 3.58 lakhs for the supply of free mid-day meals to school children during 1960-61 in 254 Samithi Blocks as a persuasive method to attract more number of children to schools.

### **Training Schools**

The Government sanctioned the award of stipends at the enhanced rates of Rs. 35/- p. m. for Secondary Grade Training and Rs. 30/- p. m. for Higher Elementary Grade Training for all the pupil-teachers in the Andhra Region up to the limit of the sanctioned strength fixed for the training schools. These enhanced rates were sanctioned in respect of the Telangana Region in the previous years.

In order to attract more women to take up the teaching profession, a scheme of award of stipends at the rate of Rs. 20/- p. m. for 10 months in a year for girls studying in the top two classes of ordinary high schools and the higher secondary and multipurpose schools was sanctioned during the year. The target fixed was 100 girls for each of the 30 educational districts in the State.

Under the Centrally sponsored scheme for the expansion of girls' education and training of women teachers, all the items of development started during the years 1958-59 and 1959-60 were continued during the year under report. Sanction was accorded for the construction of 40 residential quarters for women teachers of primary schools in eight Panchayat Samithi Blocks in Hyderabad district at the rate of five in each block. Sanction was also accorded for the acquisition of land for the Government Special School for Adult Women at Gooty.

### **Secondary Schools**

During the year 1960-61, Government permitted the opening of 2 more night high schools in the Hyderabad City viz. the Jagdish Night High School, Mahbubgunj and L.M G. Night School, Begam Bazar for the benefit of the workers. There were 3 night schools for workers in the City as against one during the year 1959-60.

### **Grant-in-aid to Secondary Schools**

New integrated uniform rules relating to levy and utilisation of special fees e.g. games fee, library fee, literary association fee etc., common to secondary schools of both Andhra and Telangana, were brought into force during the year under report.

The question of unifying the separate systems of grant-in-aid to private secondary schools in the two regions of the State was also taken up during the year. A committee was asked to go into the matter and as a result of its deliberations, a new system was devised under which the schools remit their fee-income to Government and Government pay the salaries of the staff and in addition pay the managements a grant not

exceeding 15% of the staff salaries towards maintenance and contingent expenditure. The proposals drafted in this regard are under consideration of Government.

### **Departmental Audit**

The system of departmental audit of the accounts of aided secondary and special schools, for the purpose of assessing teaching grants due to them was extended to schools of the Telangana area during the year under report. Four more posts of auditors were sanctioned for the purpose.

### **Integration of Syllabuses of Secondary, Higher Secondary and Multipurpose Schools of Andhra and Telangana Areas**

At present there are different curricula and syllabuses in force for secondary schools in the Andhra and Telangana areas. The curricula and syllabuses of higher secondary and multipurpose schools in both the areas are again different from the curricula and syllabuses of ordinary secondary schools. In order to bring about uniformity in this regard, common integrated curricula and syllabuses for secondary and higher secondary (multipurpose) schools were got prepared and steps are being taken to introduce them throughout the State according to the following programme :

1962-63	in classes	VI and IX
1963-64	in classes	VII and X
1964-65	in classes	VIII and XI
1965-66	in class	XII

One important feature of these revised syllabuses is that the syllabuses in any subject for classes IX to XI are common for both ordinary and secondary schools and higher secondary (including multipurpose) schools. This will, among others, facilitate migration of pupils of these classes from one type of schools to the other.

### **Collegiate Education**

The Government Training College at Kurnool was affiliated in the M. Ed. degree course during the year under report.

The most notable feature under collegiate education was the Government's decision approving the adoption of the University Grants Commission scales of pay for the collegiate staff in all the affiliated art and science and training colleges in the State under all managements with effect from 1st March, 1961.

### **Scholarships**

During the year under report, only one new scheme i.e. the scheme for the award of the educational concession to the children and grand children of persons who took part in the struggle during 1947-48 for the integration of the erst-while Hyderabad State with the Indian Union was sanctioned and an amount of about Rs. 35,000/- was spent towards the award of the educational concessions under the said scheme.

The scheme of educational concessions to the children and grand children of political sufferers which was sanctioned during the year 1959-60 was continued during the year under report and an amount of about Rs. 1,75,000/- was spent on this item.

### **Nationalisation of Textbooks**

During the year under report, Government printed and distributed the following textbooks in addition to the books already nationalised during the previous years:-

1. Mathematics Text for class V.
2. Social studies Text for Class V.
3. General Science Text for Class V.
4. Telugu Readers for Class IV.
5. Telugu Readers for Class II.

### **Textbook Committee**

With a view to ensure that proper books are placed in the hands of school-going children, an *ad hoc* Committee for selection of textbooks in different subjects for classes IX to XI of high schools in the Andhra area, was constituted. The Vice-Chancellor of Sri Venkateswara University acted as the chairman of the *ad hoc* Committee. The books were obtained from various publishers and after careful scrutiny, books suitable for various classes in the different subjects were selected by the Committee. The publishers agreed to pay suitable royalty based on estimated sales of the book concerned. About fifty books were selected by the *ad hoc* Committee for the year 1960-61, and they were approved by Government.

### **Registration of Books and Periodicals**

The number of the books and periodicals registered under the Press and Registration of Books Act was 838 and 1,650 respectively. Of the total books registered the number designed for educational purposes was 90. The tone and contents of the books registered were of unobjectionable nature and the books were intended to educate the public in different branches of learning.

### **Educational and Vocational Guidance**

The Annual Conference of the All India Educational and Vocational Guidance Association for the year 1960 was held from 26th to 28th October, 1960 at Hyderabad and an expenditure of Rs. 1,000/- was incurred thereon.

Government sanctioned the running of Career Masters Training Courses of three weeks' duration for two batches of 20 teachers each by the Director, State Bureau of Educational and Vocational Guidance, Hyderabad. The first batch of training was held from 5.12 1960 to

25.12.1960 and the second batch from 6.2.1961 to 26.2.1961, at the State Bureau. For the first batch only 11 teachers from different schools were trained and for the second batch 20 teachers were selected to undergo the course.

### **Extension Services Department**

Extension Services Departments were functioning in four colleges in Andhra Pradesh at Government Training Colleges, Rajahmundry, Kurnool, Warangal and at College of Education, Osmania University, Hyderabad. The State Government sanctioned a sum of Rs. 6,000/- to each of the Extension Services Departments for meeting the expenditure of T.A. and D. A. of the teachers participating in the activities of these Departments and the other expenses were borne by the Directorate of Extension Programmes for Secondary Education, Government of India, New Delhi.

### **Providing Training Facilities For Hindi Teachers**

Pandits' Training Courses in Hindi were conducted at Government Training Colleges, Rajahmundry and Hyderabad. Fiftyfour candidates were trained in the two Colleges put together.

In addition to the above two institutions three private institutions viz., Hindi Pracharak Vidyalaya, Chanchalguda, Hyderabad Hindi Sikshak Training Centre and Hindi Premi Mandali Mahavidyalaya, Tenali for Training Hindi Teachers were admitted to aid. Ninety-nine students were trained in these institutions.

As the syllabus, examination and rules and regulations for all these types of training courses varied, an integrated syllabus has been prescribed to be enforced with effect from the year 1961-62.

## A S S A M

### **Elementary Education**

*Expansion* : 1,300 new primary schools were started and 1760 teachers were appointed in these schools. The enrolment in these schools increased by 70,000.

*Training of teachers* : 1,400 teachers of elementary schools were deputed for training during the year.

A scheme for orienting the primary schools to the Basic pattern was initiated during the year and 7,300 teachers were put through 164 orientation seminars. 1,500 primary schools were given a grant of Rs. 200/- each for purchase of educational aids in connection with the implementation of the orientation programme. The supervisory staff also received their training.

### **Teaching of Science in Elementary Schools**

A wing was established in the Post-Graduate Training College, Jorhat to take up a pilot project for improvement of teaching in

Science in elementary schools. A Science Consultant was appointed and a start was made with 20 elementary schools. A scheme was also taken up for completion of series of Textbooks on science for elementary schools.

### Secondary Education

(a) *Expansion*: Grants-in-aid worth Rs. 5.98 lakhs were sanctioned to 117 high schools and 66 middle English schools for meeting their recurring expenditure on payment of salaries of teachers.

(b) *Upgrading of High Schools into Higher Secondary School*: Eight higher secondary and seven multipurpose schools which were taken up for the development during previous year were given grant of Rs. 4.00 lakhs and 3.14 lakhs respectively for purchase of scientific and other equipments and furniture.

### Inspection

The Inspectorate for the supervision of secondary schools was strengthened by the creation of nine posts of Assistant Inspectors of Schools. Of these posts four are ear-marked for women officers.

### Improvement of Pay Scales

The pay of the secondary school teachers was equalised with that of Government school teachers with effect from April, 1959. During 1960-61 an up-ward revision was effected for Government and non-Government secondary school teachers possessing higher qualifications such as Honours and distinction in the degree examination or Master's degree.

### Textbooks

As the number of higher secondary schools in the State is very small and production of textbooks in certain subjects is not yet commercially attractive, the Department declared prizes each of the value Rs. 2,500/— for the best book on certain subject. As a result of this scheme, the following books for higher secondary schools were selected and published by the Department.

1. One book in Logic.
2. Three books on Agriculture.

Besides the above, the department also published a book on 'Cutting and Tailoring' for instruction in that craft in high and higher secondary schools.

Two books, one on prose and the other on poetical selection in Assamese for higher secondary school were also compiled by a committee of experts appointed by the Government.

### Training of Teachers

60 teachers were deputed for B. T. training. The scheme for deputation of experienced graduate teachers for further education in a given science subject continued and 30 teachers were trained under this scheme for appointment as Science teachers in higher secondary schools.



30 experienced teachers were also deputed for one year to the post-graduate course of the Gauhati University in humanities.

### Publication Board

The Publication Board which was established in 1958 for the development of local languages received a grant of Rs. 1 lakh from the State Government during the year. The Board gave financial assistance to authors for publication of manuscripts selected by the Board and also undertook translation and publication of books on general literature, science and books for children.

### B I H A R

Out of a total outlay of Rs. 588.62 lakhs approved for educational development schemes (excluding cultural programmes), a sum of Rs. 585.27 lakhs was provided for the State schemes and the balance of Rs. 3.35 lakhs was ear-marked for meeting the States' matching share under the Centrally sponsored schemes. The expenditure from the State Plan on State schemes and the Centrally sponsored schemes was, however, Rs. 590.15 lakhs and Rs. 3.38 lakhs respectively. A sum of Rs. 39.86 lakhs was also spent as Central share on the Central and Centrally sponsored schemes. The details of outlay and expenditure under different heads are given in the tables below:

TABLE I

### EXPENDITURE FROM STATE PLAN

<i>S.No.</i>	<i>Sub-Head of Expenditure</i>	<i>Outlay</i>	<i>Expenditure</i>	<i>Excess (+) Shortfall (-)</i>
1.	Elementary Education			
	(i) State schemes	356.38	345.35	(-) 11.03
	(ii) Centrally sponsored schemes (State Share)	2.75	2.75	
2.	Secondary Education	108.63	110.75	(+) 2.12
3.	University Education and Research Schemes			
	(i) State schemes	64.31	90.07	(+) 25.76
	(ii) Centrally sponsored scheme (State share)	0.60	0.63	(+) 0.03
4.	Social Education	4.76	3.94	(-) 0.82
5.	Physical Education and Youth Welfare Activities	22.91	13.90	(-) 9.01
6.	Promotion of Sanskrit	7.96	3.33	(-) 4.63
7.	Education of Handicapped	1.52	1.62	(+) 0.10
8.	Audio-Visual Education	0.88	0.83	(-) 0.05
9.	Other Schemes	17.92	20.36	(+) 2.44
	<b>Total (a) State schemes</b>	<b>585.27</b>	<b>590.15</b>	<b>(+) 4.88</b>
	<b>(b) Centrally sponsored schemes (State share)</b>	<b>3.35</b>	<b>3.38</b>	<b>(+) 0.03</b>
	<b>Grand total State Plan</b>	<b>588.62</b>	<b>593.53</b>	<b>(+) 4.91</b>

TABLE II

## CENTRAL AND CENTRALLY SPONSORED SCHEMES

S. No.	Name of Scheme	Outlay			Expenditure		
		State share	Central share	Total	State share	Central share	Total
1	Expansion of Girls education-Construction of Quarters	2.75	8.26	11.01	2.75	8.26	11.01
2	Rural Institute, Birauli	0.60	1.52	2.12	0.63	1.67	2.30
3	Opening of New Training Schools	—	—	—	—	27.67	27.67
4	Pilot Project for Science Teaching in Elementary Schools	—	0.07	0.07	—	0.04	0.04
5	Construction of Hostels in Girls High Schools	—	1.68	1.68	—	1.68	1.68
6	Loan for Construction of Hostels in Colleges and Secondary Schools	—	1.98	1.98	—	1.98	1.98
<b>TOTAL</b>		<b>3.35</b>	<b>—</b>	<b>—</b>	<b>3.38</b>	<b>41.30</b>	<b>44.68</b>

It will be noticed that a sum of Rs. 4.91 lakhs has been spent in excess of the approved ceiling in the State plan. The excess expenditure has been met by adjustments from other heads of development.

2. The greatest single factor which caused shortfall in expenditure under the elementary education was non-implementation of the scheme of mid-day meals to primary and middle school children. The excess of expenditure under university education was due to establishment of two more universities in the State and introduction of the scheme of 3-year degree course in colleges. A shortfall of about Rs. 9 lakhs under the physical education and youth welfare activities resulted due to slow progress of construction work of stadium, buildings of Government College of Physical Education and N.C.C. The same reasons attribute to the shortfall of expenditure in the Schemes of sanskrit education and other schemes.

3. The selected physical targets visualised and achieved in different fields of general education during the year are given below :—

TABLE III

## SELECTED PHYSICAL TARGETS

<i>Item</i>	<i>Unit</i>	<i>Position in 1959-60</i>	<i>Targets for 1960-61</i>	<i>Achievement in 1960-61</i>	<i>Position in 1960-61</i>	<i>Remarks</i>
<b>A-Institutions</b>						
(a) Primary schools (including Jr. Basic)	No.	34,108	3,892	3,205	37,313	
(b) Middle schools (including Sr. Basic)	No.	4,140	300	268	4,408	
(c) Secondary schools (High/Higher Secondary/Multipurpose)	No.	1,428	72	87	1,515	
Multipurpose	No.	79	—	1	80	
Higher Secondary	No.	70	—	30	100	
<b>B-Enrolment</b>						
(a) Age-group 6-11 (Classes I-V)	Total	29,36,972	2,63,128	2,47,523	31,84,495	
	Boys	22,57,001	1,42,999	1,90,557	24,47,558	
	Girls	6,79,971	1,20,029	56,966	7,36,937	
(b) Age-group 11-14 (classes VI-VIII)	Total	4,82,319	67,681	58,755	5,41,074	
	Boys	4,34,134	55,866	51,594	4,85,728	
	Girls	48,185	11,815	7,161	55,346	
(c) Age-group 14-17 (classes IX-XI)	Total	2,76,616	33,384	49,850	3,26,466	
	Boys	2,60,411	29,589	45,311	3,05,722	
	Girls	16,205	3,795	4,539	20,744	

**C—Percentage of enrolment to the corresponding population of children**

<i>Age-group</i>	<i>1959-60 (%)</i>			<i>1960-61 (%)</i>		
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
(a) 6-11 (classes I-V)	76.8	23.4	50.2	80.0	26.9	53.5
(b) 11-14 (classes VI-VIII)	31.8	3.5	17.8	34.3	4.2	19.4
(c) 14-17 (classes IX-XI)	21.2	1.3	11.3	23.0	1.5	12.4

4. The table given below (No. IV) gives an account of scholarships and stipends created for students reading in various streams of general education till the end of the Second Five Year Plan. The figures do not include scholarships and stipends awarded by the universities and welfare and other departments of Government.

TABLE No. IV

## SCHOLARSHIPS AND STIPENDS

**A-Merit scholarships**

<i>Sl. No.</i>	<i>On the results of</i>	<i>No.</i>	<i>Rate</i>	<i>Period of award</i>	<i>Remarks</i>
1.	U.P. scholarship exam.	400	10/-	2 years	
2.	Middle scholarship exam.	300	15/-	4 years	
3.	High School exam.				
	<i>(a) General</i>				
(i)	First grade	10	45/-	1 year	
(ii)	Second grade	26	42/-	1 year	
(iii)	Third grade	60	40/-	1 year	
	<i>B Special for girls</i>				
(i)	First grade	30	45/-	50% of these scholarships are reserved for Bihari girls having Hindi or Urdu as mother tongue.	
(ii)	Second grade	20	42/-		
(iii)	Third grade	10	40/-		
4.	Higher secondary and pre-university Exam.	73	50/-	3 years in degree course and one year in pre-professional course.	
5.	Sanskrit Examinations				
	<i>(a) New syllabuses</i>				
(i)	Prathama Exam.	8	10/-	2 years	
(ii)	Purva Madhyama Exam.	8	10/-	2 years	
(iii)	Uttar Madhyama Exam.	6	15/-	3 years	
(iv)	Shastri Exam.	4	20/-	2 years	
	<i>(b) Old syllabuses</i>				
(i)	Prathama Exam.	4	10/-	1 year	
(ii)	Madhyama Exam.				
	Part-I	4	10/-	1 year	
(iii)	Part-II	4	10/-	1 year	
(iv)	Part-III	4	15/-	1 year	
(v)	Shastri Exam. Part-I	4	15/-	1 year	
(vi)	„ „ Part-II	4	20/-	1 year	
(vii)	Acharya Exam. Part-I	4	20/-	1 year	
6.	Arabic & Persian Exams.				
(i)	Faquadania Exam.	5	12/-	2 years	
(ii)	Maulvi Exam.	4	15/-	2 years	
(iii)	Alim Exam.	4	20/-	2 years	

**B-Merit-cum-poverty stipends**

<i>Sl. No.</i>	<i>Category</i>	<i>No.</i>	<i>Rate (Rs.)</i>	<i>Period of award</i>	<i>Remarks</i>
1.	Class VI-VII	1200	10/-	2 years	
2.	Class VIII-IX				
	(a) Boys	300	15/-	Do	
	(b) Girls	400	15/-	Do	
3.	Class X-XI				
	(a) Boys	400	15/-	Do	
	(b) Girls	450	15/-	Do	
4.	Pre-University	1000	40/-	1 year	
5.	Three-Year Degree Course	250	40/-	3 years	
6.	M.A.	36	30/-	2 years	
7.	M.Sc.	20	35/-	2 years	
8.	M,Com.	4	30/-	2 years	
9.	M.B.B.S.	50	40/-	5 years	
10.	B.Sc. (Engg.)	50	40/-	4 years	
11.	B.Sc. (Agri.)	20	30/-	3 years	
12.	B.Sc. (Vet.)	8	30/-	4 years	
13.	M.Sc. (Eng., Agri, Vet.)	8	35/-	2 years	
14.	Training & Law	40	30/-	2 years	
15.	Ayurvedic & Tibbi	20	35/-	1 year	
16.	Dip-in-Art (Fine)	10	25/-	5 years	
17.	Handicapped (Blind, Deaf and Dumb)	300	25/-	1 year	

Proposals for revision of rates of stipends mentioned against serial number 6 to 14 are under consideration. Lump sum amounts were sanctioned for giving free-studentships to school students and admission fee, examination fee and book-grants to college students. Four study leave scholarships for officers and teachers of the department for higher training in foreign countries were also sanctioned.

## ELEMENTARY AND BASIC EDUCATION

5. As against an approved outlay of 210.09 lakhs for opening and expansion of primary and middle schools including establishment of teacher units under the scheme of "Relief to educated Unemployed", an expenditure of Rs. 221.95 lakhs has been incurred during the year 1960-61,

With this amount it was possible to continue 15,515 teacher units established till the end of 1959-60 and to create 4,850 additional teacher units during the year under report.

6. It was expected that by the end of the Second Five Year Plan about 38,000 primary schools and 3,800 middle schools would be set up. The latest statistics, however, show that 37,313 primary schools and 4,408 middle schools existed on 31.3.1961. It will be seen that the number of primary and middle schools, taken together, closely approximates the target envisaged although there has been some shortfall in the number of primary schools and slight increase in the number of middle schools.

The chief reason might be, upgrading of primary schools to middle schools having classes I-VII together.

7. These are the following categories of primary and middle schools in the State:

- (i) Primary schools with classes I-III
- (ii) Primary schools with classes I-V
- (iii) Middle schools with classes I-VII
- (iv) Middle schools with classes IV-VII
- (v) Middle schools with classes VI-VII
- (vi) Senior Basic schools with classes I-VIII.

Normally class VIII forms part of high/higher secondary schools in this State. Most of the secondary schools established prior to 1949 have classes IV to VII or VI to VII attached to them. It is, therefore, not possible to categorise the number of teachers engaged for classes I-V and VI-VIII separately. The total number of teachers engaged in classes I-VII of primary and middle schools and in classes I-VIII of Senior Basic schools on 31.3.1961 was 83,890. The number of teachers working in primary schools on 31.3.61 however, was 59,096.

8. Keeping in view the achievement of enrolment in classes I-V in 1959-60, the overall Second Plan target of 30 lakhs children was raised to 32 lakhs. The actual achievement was, however, 31,84,495 comprising 24,47,558 boys and 7,36,937 girls. There was an excess of 47,558 in enrolment of boys but a shortfall of about 53,000 in enrolment of girls. It seems that the revised targets for enrolment of boys and girls were not well conceived. Special enrolment drive for bringing children of age-group 6-11 to schools was conducted in January, 1961. The Act of compulsory primary education was enforced in 40 additional Development Blocks with effect from June, 1960, bringing the total number of Blocks under this programme to 57.

As against the expected enrolment of 5,50,000 children in the age group 11-14, the actual achievement during the year was 5,41,074. The shortfall of about 9,000 children was equally divided amongst the boys and girls.

9. Out of the 100 percent grant received from Government of India, 17 new teachers' training schools were opened during 1960-61. Besides these 21 training schools opened during 1959-60 and the 63 old training schools were improved and expanded. Now, there are in all, 101 teachers' training schools directly managed by the State Government. All these training institutions run a full course of two years' duration. The total number of seats added in them during 1960-61 was 7,325 bringing the total capacity to 17,800. Besides these, 11 teachers' training schools having capacity of 440 trainees are run by voluntary organisations and managing committees. Although the exact out-turn of trained teachers during 1960-61 is not available, it is expected that it has exceeded 5000. Out of a total of 83,890 teachers engaged in primary and middle schools in the State, 56,922 teachers i.e. 67.8% were trained. The syllabus of training schools has recently been revised. This has made incumbent on the State Government to reorganise these institutions on Basic lines.

19. A sum of Rs. 55.08 lakhs was spent on meeting the additional cost on improvement of salary scales of primary and middle school teachers during the year. No additional improvement in the scales of pay or allowances was, however, sanctioned. It has been decided that all the newly opened primary schools should be of Basic type. Steps have been taken to introduce teaching of craft in traditional middle schools. About 10,000 teachers have been given orientation training till the end of 1960-61. Integrated syllabus has been introduced up to class V. Grants for construction of 895 additional rent free quarters to female teachers of primary and middle schools were also given. This will bring the total number of quarters to 2137.

#### SECONDARY EDUCATION

11. As against an approved outlay of Rs. 108.63 lakhs for schemes of secondary education for the year 1960-61, an expenditure of Rs. 110.75 lakhs has been incurred. The targets of establishment of secondary schools and enrolments therein have exceeded the targets fixed for the year. Compared to the percentage of boys, the percentage of girls of age-group 14-17 in schools is very poor. Out of 19,902 teachers serving in various types of secondary schools, 8,323 teachers were trained and 1,102 were women teachers. Out of 1,515 fully and partially recognised secondary schools, there were 80 multipurpose schools including one residential school and 100 higher secondary schools. 63 of the recognised schools were exclusively meant for girls. The multipurpose schools provided at least three optional streams and the higher secondary schools provided either two or only one stream. The number of multipurpose and higher secondary schools converted during 1960-61, was 1 and 30, respectively. The number of newly recognised high schools in the year was 87. 72 high schools were given grants for improvement of libraries, 215 high schools were given grants for expansion of buildings, 700 high schools were given grants for introducing teaching of general science, 51 higher secondary schools were given grants for extension of laboratory accommodation and 31 higher secondary schools were given grants for purchase of equipments and laboratory furnishings. Although the extent of shortage of science teachers has not yet been assessed, the greatest handicap in introducing teaching of elective or even general

science is non-availability of science graduates. In most of the high schools, situated in rural areas, where there is no provision of teaching of elective science, the instruction in general science is imparted by I.Sc. teachers. In a number of high and higher secondary schools, elective science is also taught by simple graduate science teachers although the minimum qualification of a science teacher prescribed for teaching science in higher secondary schools is an Honours graduate. A scheme for popularising science teaching in secondary schools has been prepared and is likely to be introduced soon.

12. The secondary school teachers whose total monthly emoluments were less than Rs. 100/-, were given an additional dearness allowance of Rs. 8/- and the remaining were given an additional dearness allowance of Rs. 3/- only. The teachers of schools recognised after 1956-57 who were not getting Government dearness allowance were also allowed dearness allowance of Rs. 20/- or Rs. 15/- according to their emoluments.

#### UNIVERSITY AND HIGHER EDUCATION

13. 17 new colleges for general education were granted affiliation by the various universities bringing the total number of such colleges to 109 in the State on 31.3.1961. Of these, 11 colleges were exclusively for girls. The exact position of increase in enrolment of students in these colleges during 1960-61 is not yet available. However, it is expected that the total enrolment has gone up from 76,472 to about 85,000. About 20,000 of these students are expected to have been studying science. The number of girls reading in 1959-60 in general colleges was 4,780.

14. Patna and Bihar Universities were reorganised into four Regional Universities during 1960-61. There were 65 post-graduate departments in all the universities. The distribution was: Patna University—35, Bihar University—13, Ranchi University—11 and Bhagalpur University—6. Three-year degree course was introduced simultaneously in all the universities and 62 colleges which had an enrolment of above 400 and all the women's colleges were given non-recurring grants by the University Grants Commission and the State Government; in equal proportions, for expansion of accommodation and/or purchase of equipments, for introducing this scheme. The remaining colleges which had less than 400 enrolment were expected to introduce this reform of their own. The newly established universities were given grants for acquisition of campus and construction of buildings. They were also given grants for construction of hostels, non-resident students' centres, students' health centres. etc. 1000 merit-cum-poverty stipends for students of pre-university classes and 250 merit-cum-poverty stipends for students of 3-year degree course and professional courses of the value of Rs. 40/- each for students obtaining 70% or above marks at high school and pre-university or higher secondary school examinations, respectively, were given. The rates of merit scholarships for students passing high school examination were increased from Rs. 20—40/- to Rs. 40—45. 73 merit scholarships of Rs. 50/- each were also sanctioned for students obtaining 75% or above marks at the pre-university and the higher secondary school examinations.



## EDUCATION OF GIRLS

15. During 1960-61, the number of girls in classes I-V was increased from 6,79,971 to 7,36,937. The net increase was 56,966 only. The percentage of girls of the age-group 6-11 at schools on 31. 3. 1961 works out at 24.8 as against the revised target of 26.9. The number of girls of the age-group 11-14 in classes VI—VIII was increased from 48,185 to 55,346, the respective percentages being 3.5 and 4.2. In the age group 14-17, corresponding to classes IX-XI, the number of girls was increased from 16,205 to 20,744, the corresponding percentages being 1.3 and 1.5. The causes of shortfall in enrolment of girls in the age-groups 6-11 and 11-14 have not yet been analysed. Grants for construction of 895 additional rent free quarters to women teachers of primary and middle schools were sanctioned. The total number of quarters constructed or under construction till the end of the Second Five Year Plan comes to 2,137. Three non-Government girls high schools were given grants for construction of hostels. Two non-Government girls high schools and five affiliated women's colleges were also given loans for construction of hostels. A State Council for Women's Education was also constituted to advise the State Government on matters relating to education of girls.

## SOCIAL EDUCATION

16. Till the end of the Second Five Year Plan there were 2,375 rural adult centres and 337 urban adult centres under Education Department. Besides these, there were about 5000 rural adult centres opened under the programme of community development. 35 community centres were opened by the Education Department bringing the total number of such community centres to 140. Grants were given to 25 sub-divisional libraries and about 4000 rural libraries. 50 graduate librarians and 120 under-graduate librarians were given three and one month's training in library science, respectively, during 1960-61.

## OTHER PROGRAMMES

17. 27 educational films were added to the State Film Library during 1960-61 bringing the total number of films to 238. 200 high schools were given subsidy for purchasing radio listening sets. 12 special institutions for education of blind, deaf and dumb children and 24 orphanages and widow homes were also given grants. 300 children of the special schools were given stipends of Rs. 25/- each per month. 143 trainees were trained in physical education at the Government College of Health and Physical Education, Patna. 28 sports festivals-cum-coaching camps were organised at various centres in the State during the year. Two platoons of O. T. U., two Coys of senior division boys, 10 troops of junior division boys, three troops of junior division girls, 5 troops of junior divisions air wing and four troops of junior naval divisions of N.C.C. were added during 1960-61. Besides these, 75 units of N. C. C. Rifles were also set up during 1960-61.

## G U J A R A T

The year 1960-61 being the last year of the Second Five Year Plan, all possible efforts were made to utilise the full amounts provided during

the Second Five Year Plan and also to achieve the physical targets fully wherever possible. Accordingly, over and above the amount of Rs. 308.66 lakhs provided in the Budget estimates, about Rs. 55 lakhs were sanctioned additionally with a view to cover up the shortfall in Saurashtra and Kutch. Thus, as against an amount of Rs. 363.66 lakhs provided in the Plan Budget for 1960-61, the State Government has incurred an expenditure amounting to 372.91 lakhs.

During the first part of year, area now included in Gujarat State formed the part of re-organised Bombay State. Before formation of Bombay State Saurashtra and Kutch were independent States and both these State had prepared their Second Plans. Accordingly in Bombay State, there were schemes of old Bombay State, Saurashtra and Kutch. On 1-5-1960, the new Gujarat State was formed and excepting the expenditure, incurred during the month of April 1960, the expenditure for the remaining period of 11 months of the year under report was borne by Gujarat State.

The following important schemes were implemented during the year under report :

#### ELEMENTARY EDUCATION

In the field of primary education, compulsion was introduced during the Second Five Year Plan period in all the districts of pre-1956 Bombay State now forming a part of Gujarat State covering the age-range 7-11. In Kutch and Saurashtra, adequate facilities were provided for the expansion of primary education and preparing ground for introducing compulsion during the Third Five Year Plan period. The total number of primary schools in the State rose from 15,322 at the beginning of the Second Plan to about 17,942 at its end. In 1955-56 the number of pupils in primary schools was 16,38,895 which rose to nearly 22,13,800 in 1960-61. About 1,739 ordinary primary schools were converted into Basic schools during Second Plan period. During the Second Plan period 16 new Basic primary teacher training colleges were started under the Government of India scheme in addition to four colleges and four divisions under the State scheme in addition to four colleges and four divisions under the state scheme. The rates of maintenance of grants to non-Government primary training colleges were enhanced from 50% for men's institutions and 60% for women's institutions respectively to 66 2/3% for both types in Gujarat districts of the pre-1956 Bombay State.

The important schemes under this head are (i) Introduction of compulsory primary education (ii) Expansion of primary education and (iii) opening of 150 new schools, expansion of primary schools and appointment of school mothers. The scheme at (i) was implemented in the districts of Old Bombay State. Compulsion has been introduced in the age-group 7-11 during the year under report and 605 teachers have been appointed on which an expenditure amounting to Rs. 26.72 lakhs has been incurred.

Under the scheme of expansion of primary education, 975 classes were opened during the year under report in the districts of Saurashtra and an amount of Rs. 20.85 lakhs has been spent.

Because of rush of admission to primary schools, the District School Boards in Saurashtra were not in a position to fulfil the ad-

ditional requirements in regard to furniture, equipment and teaching aids etc. An amount of Rs. 3,00,000/- was paid to District School Boards for renovation of existing primary schools.

An amount of Rs. 21.47 lakhs was paid to District School Boards in the State for revision of pay-scales of primary school teachers during the year under report.

In Kutch, 30 primary schools with a staff of 50 teachers and 20 school mothers were opened during the year under report for which expenditure to the tune of Rs. 2.38 lakhs was incurred.

There was acute shortage of primary school buildings in Saurashtra. With a view to providing schooling facilities to school going children, an amount of Rs. 10,00,000 was spent during 1960-61 for construction of primary school buildings. Some of the Schemes included in the Second Five Year Plan of Saurashtra and Kutch State were not fully implemented for one reason or the other and accordingly there was shortfall in the physical as well as financial targets in the schemes of both these regions. With a view to covering up as much as possible the amount of shortfall, an amount of Rs. 50,00,000/- was sanctioned for Saurashtra region and an amount of Rs. 41,80,000/- was sanctioned for Kutch region for construction of primary schools.

Another important scheme under this head is conversion of ordinary schools into Basic schools. All the regions in the State had their schemes included in their respective Second Plan for conversion of ordinary schools into Basic schools. Under the schemes, 56 full-grade and 459 single-teacher schools converted previously into Basic schools in the districts of old Bombay State were processed further at a total cost of Rs. 0.19 lakhs. About 325 classes were converted into Basic pattern in Saurashtra districts during the year at a total cost of Rs. 4.78 lakhs. In Kutch area 22 schools were converted during the year and the expenditure on that account amounted to Rs.3.90 lakhs.

Another important scheme in the field of primary education was training of primary school teachers. Owing to the rapid expansion of primary education, the requirements of trained teachers had increased considerably. Accordingly, 6 additional divisions opened in-training colleges for primary teachers in the district of old Bombay were continued and also grants were paid to non-Government training colleges during the year under report at an estimated cost of Rs. 2.03 lakhs. Taking into consideration the need of opening a new training college for women teachers, a Training College for Women was opened at Idar in Sabarkantha district during the year under report.

To provide universal free and compulsory primary education by the end of the Third Plan period, Government of India had offered to pay to the State Government cent per cent Central assistance for the expansion of teacher-training facilities to implement the programme of providing free and compulsory primary education. Under this programme seven training colleges were opened during 1959-60 and nine more were opened during the year 1960-61.

In Saurashtra, two training colleges opened previously were continued during the year under report and about 840 primary teachers and 550 fresh Primary School Certificate Examination passed candidates were trained at an estimated cost of Rs. 8.81 lakhs.

With a view to reducing the burden on the teachers under training in primary teacher training colleges who are deputed on a stipend of Rs-35/- p.m., a scheme for paying Rs. 35/- p.m. per teacher as Loan Scholarship was introduced subsequently in the Second Five Year Plan of the State. This scheme was meant only for the areas of the old Bombay State.

Other important schemes under this head were (i) Development of Ashram Schools for Scheduled Tribes (ii) Maintenance of Ashram Schools for Scheduled Tribes (iii) Opening of Additional Ashram Schools for Scheduled Tribes (iv) Grant of Non-pensionable Pay to Primary Teachers etc.

Under the Scheme of Development of Ashram Schools for Scheduled Tribes grants to 15 Ashram schools started during First Five Year Plan period were paid at 80% of the expenditure, irrespective of expenditure on recurring or non-recurring items.

Under the Scheme of Maintenance of Ashram Schools for Scheduled Tribes, grants were paid to existing Ashram Schools at the rate of the 90% at an estimated cost of Rs. 3.84 lakhs.

Under the Scheme of opening of Ashram Schools for Scheduled tribes, six Ashram Schools in Dangs District of the State were opened during the year under report.

Experience has shown that there is generally no popular appreciation of the problems of tribal areas and of the difficulties experienced while teaching pupils in the Scheduled areas. This results in inefficient teaching more so because the teachers themselves remain discontented due to not being *en rapport* with their environment. With a view to eliminating these difficulties, a short term training course of two months' duration was held for acquainting the teachers with special problems of Scheduled tribes' areas and making them more efficient in their work.

Due attention was paid to pre-primary teachers' training also. This scheme was implemented in the districts of Saurashtra, under which stipends amounting to Rs. 35/-p. m. per teacher were paid to selected candidates under training.

Under the Scheme of opening of Lokshalas in Saurashtra region, 9 Lokshalas opened previously were continued during the year under report at an estimated cost of Rs. 50,000/-. These Lokshalas were also provided with equipment worth 'Rs. 76,000/- during the year under report.

## SECONDARY EDUCATION

In the field of secondary education, apart from expansions, efforts were made to diversify and enrich secondary schools in the State. The policy of Government was to encourage voluntary enterprise in the sphere of secondary education by giving such financial assistance to private bodies as the State resources made possible. According to the recommendation of the Integration Committee which was appointed with a view to surveying the existing pattern of educational administration at the secondary stage, as also to examining different educational courses and administrative practices including problems of pay of teachers, scales of pay of secondary school teachers were revised with effect from 1st November, 1959.

The main scheme under this head was the scheme of payment of increased grants to non-Government secondary schools in the districts of old Bombay. The grant-in-aid rates had been raised from 30% and 33 $\frac{1}{3}$ % to 45% and 50% of the total admissible expenditure. The grants to these schools were formerly paid from the provisions made in normal budget. This provision under the normal budget was found to be not sufficient to meet the requirements of all the schools eligible for grant. The additional expenditure was therefore, debited to Plan Budget. An amount of Rs.38.28 lakhs, was spent during 1960-61 for payment of these grants.

Two short term training courses each of four months' duration were organised during the year under report in order to train prospective teachers of diversified subjects.

At the Graduate Teachers Training College, Porbander, the number of students to be admitted was increased from 50 to 100.

The scheme of expansion of multipurpose schools was also paid due attention during the Second Five Year Plan period. About 7 diversified courses were introduced in multipurpose schools in the old Bombay area. Over and above continuing the courses started in previous years, four diversified courses were introduced in multipurpose schools in Saurashtra districts and one diversified course was introduced in secondary schools of Kutch district.

The activities under the scheme of expansion of secondary education in Saurashtra districts were continued during the year under report.

Taking into consideration the heavy rush of students for admission in Government secondary schools, 250 additional divisions opened in Government secondary schools in previous years were continued during 1960-61 at an estimated cost of Rs. 3.78 lakhs.

In Kutch, class X was opened during the year under report in the multipurpose school at Dumki Godhra and Bhujpur for which an expenditure of Rs. 0.19 lakhs was incurred.

With a view to improving the standard of teaching aid and also to acquaint the secondary school teachers with the modern techniques of teaching, refresher courses-cum-seminars were organised during the year 1960-61 at an estimated cost of Rs. 0.12 lakhs.

With the increase in number of pupils in secondary schools the need for additional buildings for secondary schools has been badly felt. For construction of new school buildings and extensions to the existing school buildings, State Government had sponsored the scheme of advancing loans to the managements of private secondary schools. Loans amounting to 4.02 lakhs were paid to non-Government secondary schools during 1960-61. In order to promote spread of secondary education among the rural population the need for hostel accommodation for pupils studying in rural areas was keenly felt. An amount of Rs. 0.33 lakhs was advanced as loan for hostel buildings during the year under report.

With a view to meeting the demand for girls education, a Government managed girls high school was opened at Anjar in Kutch district with standards V-IX in 1959-60. Standards X and XI were opened in 1960-61 at an estimated cost of Rs. 0.31 lakhs.

The policy of Government has been to encourage voluntary agencies who came forward for shouldering the responsibility of managing secondary schools. Accordingly in Saurashtra and Kutch districts where most of the secondary schools are Government managed, it was decided to pay grants to voluntary agencies at liberalised rates. As a result of this an amount of Rs. 1.59 lakhs was paid to voluntary agencies as grant-in-aid during the year under report.

Under the scheme of additional free studentships for pupils in secondary schools, the rate of free studentships was raised from 3% of the students attending the schools to 3.5%. The provision for meeting the expenditure on account of this free studentships in secondary schools was made in normal budget but the amount provided was found to be not sufficient and therefore, the additional expenditure over and above the amount provided in normal budget was met from the Plan provision. During the year under report an amount of Rs. 3.18 lakhs was spent from the Plan budget for this purpose.

With the increased facilities available for education, the State is also taking into consideration the increased number of students availing themselves of these educational facilities, the need for opening a vocational guidance bureau was keenly felt. Accordingly, the State of Bombay had opened a sub-bureau at Ahmedabad. The activities of this sub-bureau were continued during 1960-61, at an estimated cost of Rs. 0.11 lakhs.

#### HIGHER EDUCATION

The development programmes of the universities were approved by the University Grants Commission for which the U. G. C. sanctioned grants to the universities. The State Government provided matching grants to the universities for such of their schemes as were approved by the University Grants Commission.

There were three universities in the State. An amount of Rs. 7.04 lakhs was spent from Plan budget for paying the grants to universities during the year under report.

Grants were also paid to non-Government colleges in the State for building, equipment and maintenance.

An amount of Rs. 4.03 lakhs was paid as grants-in-aid to the non-Government colleges in the State during the year.

Over and above the payment of grants to non-Government colleges, a scheme for paying loans to non-Government colleges for construction of buildings was implemented in 1960-61. Loans were also sanctioned to non-Government colleges during the year under report for construction of building etc.

In Saurashtra, three Arts and Science colleges were opened under Second Five Year Plan from 1956-57. These colleges were continued during the year under report and the staff sanctioned previously was continued.

Due to increasing pressure on admission in the colleges, additional divisions were opened in Government colleges, wherever, necessary. An expenditure of Rs. 1.10 lakhs was incurred for the purpose.

In Kutch, a scheme for general development of the R. R. Lalan College at Bhuj had been introduced. The activities under this scheme were continued during the year under report.

With a view to reducing the burden of administrative work of the principals of Government colleges, three posts of Registrars were sanctioned in three Government colleges in the State. This was continued during the year under report.

#### MISCELLANEOUS

The programme of expansion of NCC and ACC has been stepped up. The activities started under this scheme till 1959-60 were continued in 1960-61.

The scheme of National Discipline was implemented in the State at the instance of Government of India. P. T. Instructors appointed under the scheme were continued during the year under report. This scheme aimed at inculcating leadership and discipline among the younger generation.

An amount of Rs. 3.50 lakhs was paid as grants-in-aid to five district libraries in Saurashtra region to enable those libraries to purchase furniture, equipment and books. In Kutch, grants amounting to Rs. 8,000/- were paid to 7 Taluka libraries

Apart from Taluka libraries, the district library has been established at Bhuj in Kutch District which feeds the other libraries in a surrounding areas.

In the field of social education, in Saurashtra, 200 Literary Centres were paid grants amounting to Rs. 37,000 during the year under report. In Kutch, over and above continuing 48 Social Education Centres, 12 centres were opened in 1960-61 for which an amount of Rs. 14, 000/- was spent.

Due attention was also paid to the education through audio-visual system. Under the scheme of audio-visual education in the districts of old Bombay, audio-visual equipments were provided to seven new Basic training colleges during the year under report at an estimated cost of Rs. 32, 000/—. In Saurashtra, radio sets were given to Government secondary schools at an estimated cost of Rs. 9,000. Additional equipment amounting to about Rs. 53,000/- was provided to three mobile cinema vans in Saurashtra during the current year.

In Saurashtra Second Five Year Plan, a scheme for production of visual and non-visual aids was included. Under this scheme, it was proposed to start a workshop for production of film strips in one of the Government training colleges. However, the scheme could not be implemented during the first three years of the Second Plan. An amount of Rs. 43,000/- was sanctioned in 1959-60 but it was not possible to start a workshop as originally proposed and accordingly it was decided to provide audio-visual equipment from the provision under this scheme. The same activity was continued during 1960-61 also and equipment worth Rs. 26 500/- was provided.

Grants amounting to Rs. 81,000 were paid to Gandhi Smriti, Bhavnagar for maintenance of children's library and museum.

Tours and excursions play very important part in education. The activities started under the scheme of tours and excursions were continued in Saurashtra districts.

With a view to providing for opportunities and exchange of views and also to make them aware of the latest technique of teaching, the scheme of seminars for each district was implemented in the districts of Saurashtra. In 1960-61, seminars were organised at an estimated cost of Rs. 22,000.

The activities of the Folk Lore Committee started at Ahmedabad were continued during the year under report.

A scheme of strengthening of administrative staff in the office of the D. E. and offices subordinate to it was implemented during Second Plan period. In 1960-61, staff appointed previously was continued.

An Art Exhibition was organised in Ahmedabad at an estimated cost of Rs. 17,000/-



In the districts of Saurashtra and old Bombay, the scheme of propagation of Hindi was introduced. In old Bombay, short term training courses in Hindi of four months duration were conducted and honorarium at the rate of Rs. 25/- p. m. was paid to teachers. Over and above this, grants-in-aid were paid to selected secondary schools and colleges for purchase of book. An amount of Rs. 14,000/- was spent during 1960-61 for this activity. In Saurashtra, 50 Hindi classes were continued during 1960-61 and teachers were paid honorarium at the rate of Rs. 20/- p. m. Also grants amounting to Rs. 500/- were paid to 5 district libraries in Saurashtra for purchase of Hindi books. An expenditure of Rs. 17,500/- was incurred on this activity.

In Kutch, Hindi books worth Rs. 5,000/- were distributed amongst Government primary and secondary schools in that district during the year under report.

The scheme for paying building, equipment and maintenance grants to research and cultural institutions was also continued during the year under report. Under this scheme, the percentage of grant was enhanced from 25 to 50 of admissible expenditure. An amount of Rs. 1,02,000 was paid as grant-in-aid during 1960-61.

#### K E R A L A

Under the Second Five Year Plan, the following new courses were started during 1960-61 under Collegiate Education :

- |   |   |
|---|---|
| (a) Government Brennen<br>College, Tellicherry. | Post-Graduate course in<br>History.         |
| (b) Government Victoria<br>College, Palghat     | Applied Physics (Post-<br>Graduate Course). |

Details of N.C.C. and A.C.C. raisings are furnished below :

Air Wing.	.. 1 squadron.
Sr. Wing (G.D.)	.. 3 troops.
Jr. Dn. Army.	.. 6 troops.
Jr. Dn. Navy.	.. 1 troop.
Jr. Wing (G.D.)	... 2 troops.
A.C.C. Sections	... 54

The following courses were also introduced during the year under report :-

1. Post-Graduate courses in Applied Physics in the Government Victoria College, Palghat.
2. Increase of seats for degree and pre-university course in Government College, Madappally.

3. Increase of seats for pre-university course in the Intermediate College, Trivandrum.

The following statement gives a bird's eye-view of the performance effected during the year, under Technical Education :-

<i>Sl. No.</i>	<i>Name of Scheme</i>	<i>Plan Original</i>	<i>Target Revised</i>	<i>Achievement 1960-61.</i>
1	2	3	4	5
1.	Expansion of training capacity of Engineering College, Trivandrum.	5.00	22.03	20,49,822
2.	Expansion of Govt. Polytechnic, Kalamassery.	4.00	12.36	8,35,552
3.	Expansion of Government Polytechnic, Kozhikode	1.40	..	1,42,437
4.	Development of Engineering College, Trivandrum.	4.00	25.64	19,27,469
5.	Development of M.T.I. Trichur.	3.92	3.63	3,34,622
6.	Development of Govt. Polytechnic, Kalamassery.	Not fixed	3.22	8,125
7.	Development of Govt. Polytechnic, Kozhikode.	4.47	6.16	1,56,654
8.	Development of Government Textile Technology, Trivandrum.			
9.	New Polytechnic, Cannanore.	22.65	17.69	{ 8,63,494 6,77,417
10.	Central Polytechnic, Trivandrum.			15,41,211
11.	Development of Centrally sponsored Government Polytechnic, Kottayam.		1.87	60,60,33
12.	Starting of Junior Technical Schools.	112.00	29.94	27,67,697
13.	Starting of 5 Polytechnics at different places under private sector and provision of grant-in-aid	15.00	10.83	8,40,412

14. Starting of 2 Engineering Colleges at Quilon and Palghat and provisions of grant-in-aid.	14.00	63.50	6,00,000
15. Post-Graduate Course in Engineering.	3.00	3.02	1,57,994
16. Reorganisation of the 2 Industrial Schools at Kozhikode and Gannanore and the Occupational Institute at Trichur,	...	3.22	..
17. Establishment of Engineering College, Trichur.	30.00	42.89	51,29,186
18. Construction of Hostel for Engineering College, Kulathur.	..	...	3,72,089
19. Construction of Hostel for Engineering College, Kozhikode.	...	..	1,27,466
			1,71,01,069

#### SECONDARY AND PRIMARY EDUCATION

##### Revision of Salary of Primary School Teachers

Taking the low scale of pay of primary school teachers in the State into consideration, Government was pleased to revise their pay and the teachers were sanctioned the scale of Rs. 35-80 from 1. 4. 1955 which was again revised to Rs. 40-120 with effect from 1.4.1957. The rates of increment were again raised at a par with those of the revised scale of Rs. 40-120 sanctioned in the general revision of pay on 1.4.1958. The additional expenditure on account of this revision was met out of the provision under this scheme. The total provision for 1960-61 under the scheme was Rs. 40.00 lakhs. Expenditure incurred during the year comes Rs. 12,53,7703.49. The State Government is eligible for the 50 per cent of the additional expenditure as Central grant during the year 1960-61 also.

##### Revision of Salary of Secondary School Teachers

This is also a continuation scheme. The additional expenditure incurred due to the revision of pay of secondary school teachers was debited to this scheme. An amount of Rs. 12.00 lakhs was provided under for the scheme the year 1960-61 against which an amount of Rs. 17,96,186.16 was expended.

##### Provision for Mid-day Meal

Mid-day feeding of lower primary school children, started under the Second Five Year Plan in the Alleppey and Kozhikode Districts continued during 1960-61 also. This year Government waived the condition of 20%

public contribution and as a result of this, tangible progress was made in the implementation of the scheme. Plan provision for 1960-61 was Rs. 19.40 lakhs. The total expenditure up to March, 1961 comes to Rs. 18,05,753.32.

### **Appointment of Hindi Teachers**

The expenditure in respect of Hindi teachers appointed against the posts created during the Second Plan period and the additional expenditure on account of the conversion of part-time posts into full-time was debited to this scheme. Plan provision under this scheme for 1960-61 was Rs. 5.30 lakhs. Expenditure for 1960-61 comes to Rs. 14,61,660.68.

### **Refresher Courses and Seminars for Teachers and Technical Persons :-**

Provision for 1960-61 was Rs. 50,000.1. The main intention of the scheme was to organise seminars and conferences of teachers. Two teachers from the State were deputed to undergo training in teaching English. The training centre was at Hyderabad. Refresher courses in English for primary school teachers were conducted at 17 centres. So also refresher courses for science teachers were also conducted.

### **Post-Graduate Basic Training College, Trichur**

Outlay for 1960-61 was Rs. 1.068 lakhs. (Capital Rs. 0.616 lakhs). The Post-Graduate Basic Training College, Ramavarampurm, Trichur started under the Plan was functioning during 1960-61. The construction of the administrative block for the college was arranged. The trainees in the college were given stipends. Expenditure up to the end of March, 1961 comes to Rs. 97,145.80.

### **State Central Library**

Plan outlay for 1960-61 Rs. 57,000. The State Central Library, Trivandrum organised under Second Five Year Plan was on the way of progress. Books and furniture were purchased.

### **Nursery Schools**

Outlay for 1960-61—Rs. 1.065 lakhs (Works Rs. 0.245 lakhs). The —Model Nursery School started in Trivandrum was functioning satisfactorily during 1950-61. Plan estimates for providing the school with additional accommodation were prepared by the State P.W.D. Private nursery schools which satisfied the conditions for grant-in-aid were given grants at the rate of Rs. 2,000/- as fresh award and Rs. 1,000/- as annual recurring grant. Fortysix new nursery schools were given grant during 1960-61. Expenditure for 1960-61 was Rs. 79,318.26.

### **Provision of Facilities in Primary and Basic School Buildings and Sites**

This scheme was to meet the recurring expenditure in respect of the lower primary schools opened during the Second Five Year Plan

period and to meet the non-recurring expenditure relating to the 103 junior Basic schools brought under the Plan. During 1960-61, three Departmental lower primary schools and 65 private lower primary schools were opened. Furniture and equipments required for these schools were also purchased. Expenditure under this scheme comes to Rs. 25,11,445.64.

#### **Muetipurpose Schools etc.**

Outlay for 1960-61—Rs. 10,481 lakhs (Works Rs. 1.52 lakhs). Some high schools were taken up for conversion into higher secondary schools with practical courses in Commerce, Agriculture, Home Science, and Fine Arts under this scheme. This was done in accordance with the programme of conversion proposed by the Government of India. The scheme was implemented during 1957-58 and continued till the end of March, 1961. There was another programme to improve facilities for teaching science on the basis of the recommendation of the Secondary Education Commission. The last phase of the programme to equip the schools brought under this scheme with necessary equipments was implemented successfully. Expenditure under this scheme for 1960-61 comes to Rs. 4,86,662.03.

#### **Opening of Secondary Schools**

Three Departmental and 13 private high schools were newly opened during 1960-61. The whole expenditure in respect of the new departmental schools opened during the year and the teaching grants given to the private high schools opened during 1960-61 was being debited to this scheme. The total expenditure for 1960-61 comes to Rs. 25,95,636.00.

#### **Opening of Upper Primary Schools**

In order to cope with the increased enrolment of children in primary schools, a total number of 51 upper primary schools were opened during 1960-61. The expenditure in respect of these schools was being debited to this scheme. Expenditure for 1960-61 was Rs. 21,32,547.10.

#### **Middle School Buildings**

Outlay for 1960-61—Rs. 6.00 lakhs. Additional accommodation was provided by way of constructing new buildings and renovating existing buildings. The whole provision under this scheme was placed with the P.W.D. As per the report received from the Executive Engineer, expenditure under the scheme for 1960-61 was Rs. 5,26,712.66.

#### **High School Buildings**

Outlay for 1960-61—Rs. 6.00 lakhs. The entire provision was placed with the P.W.D. Works under this scheme were taken up by the P.W.D. and many of them were completed. The incomplete works have been carried over as spill-over items for 1961-62. Expenditure for 1960-61 was Rs. 4,39,158.16.

#### **Teaching of Craft in Schools**

Outlay for 1960-61—Rs. 8.064 lakhs. The expenditure in respect of craft teachers appointed under this scheme was met out of the funds

provided under this scheme. Necessary craft equipments and raw materials were purchased by the District Educational Officers for the use of the schools brought under this scheme.

### **Higher Secondary Schools with Technical Courses**

Seventeen higher secondary schools were brought under this scheme. But XIth standard was not started in these Schools. Equipments and necessary articles for starting XIth Standard were supplied to these schools. Additional buildings wherever required, were also constructed. Technical courses were introduced in these schools. Arrear claims in respect of purchases made during 1959-60 were settled during this year. Expenditure under the scheme for 1960-61 was Rs. 1,68,016.75.

### **Quarters for Teachers**

Outlay for 1960-61—Rs. 2.00 lakhs. The provision under this scheme was meant for spill-over works as well as new works. The State Education Department had communicated to the P. W. D. details regarding the sites where new works had to be taken up during 1960-61. Certain works were arranged by the P.W.D.

### **Special Schools**

The School for the Blind, Trivandrum was functioning satisfactorily. Land acquisition for the School for the Blind, Kottayam had been completed. Necessary steps for the construction of a building for the 'School for the Blind', Kasargode had been taken. The expenditure under this scheme for 1960-61 was Rs. 33,205.72.

### **Libraries and Reading Rooms**

Outlay for 1960-61 Rs.—1.50 lakhs. Seven library units were functioning during the year. Chasis for the use of these mobile Library Units were purchased and sent to the workshop for body-building. Funds for construction of sheds have been placed with the Executive Engineer concerned. The expenditure in 1960-61 was Rs. 22,706.80.

### **Basic Training Schools**

Outlay for 1960-61—Rs. 6.501 lakhs. (Works Rs. 0.622 lakhs). 31 departmental Basic training schools had been brought under this scheme and they were in full swing during the period under report. The expenditure towards the salary of staff, contingencies and stipends to trainees was debited to this scheme. Additional buildings were constructed in certain Basic training schools. Expenditure under this scheme for 1960-61 was Rs. 6,37,442.47.

### **Relief of Educated Unemployment and Expansion of Primary Education**

Outlay for 1960-61—Rs. 6.506 lakhs. This was a centrally sponsored scheme. The expenditure incurred in respect of the teachers appointed against the posts sanctioned under this scheme was debited to this sch-

eme. 150 posts for primary school teachers were sanctioned during 1960-61. Expenditure under this scheme for 1960-61—Rs. 5,40,732.87.

### **Planning and Statistical Unit**

Outlay for 1960-61—Rs. 1.20 lakhs. The Planning and Statistical Unit organised under the scheme was continued during 1960-61. The Unit is attached to the office of the Director of Public Instruction. The salary of the staff appointed under this scheme was met out of the provision for 1960-61. Expenditure for 1960-61—Rs. 18,523,30.

### **Sports and Games in Rural Areas**

Outlay for 1960-61—Rs. 1.25 lakhs. This scheme included grant to schools for acquisition of play-ground and purchases of sports equipments. There was also a programme to assist youth clubs engaged in sports and games. Expenditure for 1960-61—Rs. 49,452. 3.

## **M A D H Y A P R A D E S H**

The year 1960-61 was the last year of the Second Plan and the schemes already implemented during past years of the Plan were continued during 1960-61. All-out efforts were made to complete the targets fixed for the Second Plan in various schemes.

### **ELEMENTARY EDUCATION**

Under elementary education, additional teachers were provided so as to bring teacher-pupil ratio to 1:45 in all the schools and to provide sufficient teachers to meet the increasing enrolment. The demand for upgrading primary schools to middle schools was great and hence 364 primary schools were upgraded to middle schools. To increase the training facilities of primary school teachers, 27 Basic training institutions were also started.

### **SECONDARY EDUCATION**

Under secondary education, there was again a great demand for conversion of high schools into higher secondary schools and for starting additional higher secondary schools. Public contributions at the rate of Rs. 10,000/- each for boys higher secondary school and Rs 5000/- for girls higher secondary school were taken to provide such facilities at places where public contribution to the above extent was forthcoming. There was a policy of Government to convert all Government high schools into higher secondary schools by the end of Second Plan but with the limited funds, we could achieve this target excepting 140 Government high schools which remained un-converted at the end of the Second Plan. One post-Graduate Basic training college was started at Gwalior to increase the annual intake of trained teachers.

Under other educational schemes, a Central Library was started at Indore.

For the year 1960-61, the budgetted Plan provision was to the tune of Rs. 310.78 lakhs, under the State scheme, out of which the expenditure booked records the figure of Rs. 290.98 lakhs. Under Centrally sponsored schemes, the expenditure booked has been to the extent of Rs. 62.78 lakhs including .75 lakh under loan scheme for construction of hostel.

The targets for 1960-61 under new items of the Plan budget were as follows :

	(in lakhs)
1 Upgrading of 130 primary schools to middle schools	.. .. Rs. 3.00
2 Conversion of 10 high schools into higher secondary schools and additional teachers to existing higher secondary schools.	.. .. Rs. 2.86
3 Conversion of 10 girls middle schools into higher secondary schools.	.. .. Rs. 0.62
4 Opening of 5 new higher secondary schools	.. .. Rs. 0.30
5 Opening of P.G.B.T. College at Gwalior.	.. .. Rs. 0.10
6 Building and equipment for non-Government secondary schools.	.. .. Rs. 1.00
7 Grants to Non-Government secondary schools for conversion into higher secondary schools.	.. .. Rs. 1.28
8 Central Library (Indore)	.. .. Rs. 0.70
9 Construction of new buildings.	.. .. Rs. 10.08
	Rs. 19.94

The achievements for 1960-61 were as follow

#### State Plans

- 1 Opening of P.G.B.T. College at Gwalior.
- 2 Upgrading of 90 middle schools to the status of high schools.
- 3 Opening of 5 new high schools in backward areas.
- 4 Conversion of 10 high schools into higher secondary schools.
- 5 Conversion of 45 high schools into higher secondary schools.



- 6 Creation of 750 posts of additional teachers for additional sections opened.
- 7 Creation of 172 posts of additional teachers for higher secondary schools.
- 8 Creation of 188 posts of additional teachers for new sections opened in cities having a population more than one lakh.
- 9 Creation of 1,850 teachers, and 37 Inspectors under relief to educated unemployed scheme.
- 10 Upgrading of 364 primary schools into middle schools.
- 11 2 primary schools taken over from T.W. Deptt. in Education Department.
- 12 Opening of a Central Library at Indore.

### **Centrally Sponsored Schemes**

- 1 Starting of 27 Basic training institutions under the scheme of universal, free and compulsory education.
- 2 Science consultants service (continued).
- 3 Construction of 178 lady teacher quarters under expansion of women's education.
- 4 Educational tours.
- 5 Development of sports and games in educational institutions, including acquisition of play-fields.
- 6 Government of India loan scheme for construction of hostels.

Thus there has been an allround remarkable progress in education at all sectors during 1960-61

### **COLLEGIATE EDUCATION**

With a view to providing facilities of higher education to the people residing the tribal areas, three degree colleges were started at Jagadapur (Bastar Distt.), Jhabua (Jhabua Distt.) and Ambikapur (Surguja Distt.) under the scheme of improvement of Collegiate Education (3-years degree course). One intermediate college at Sindhi was upgraded to degree standard.

With a view to toning up and augmenting the teaching facilities the Gayawanti Hekasar College, Betul, a private college, was taken over by the Government during 1960-61.

The construction of Science block building of Hamidia College, Bhopal was completed and declared open by Shri Jawahar lal Nehru during 1961-62.

## M A D R A S

*NOTE : The data given in respect of the number of institutions and scholars are tentative and relate to the academic year 1961-61.*

## PRIMARY EDUCATION

**Elementary Education**

The number of elementary schools, including Basic schools, in the State during 1960-61, was 26,783 and the total number of pupils under instruction in them was 22,32,693 boys and 13,51,392 girls. During the year, integrated syllabus has been introduced in new standard V. Consequently English is being taught compulsorily in standard V. Secondary grade or senior Basic grade-teachers have been appointed to teach English in Standard V.

**Opening of Additional Classes under Second Five Year Plan**

Under this scheme 2052 classes were opened during the year. The number of pupils enrolled in them was 1,45,075.

**Unemployment Relief Scheme**

The scheme for the relief to the educated unemployed and expansion of primary education which was revived by the Government of India in 1958-59, was continued during the year 1960-61. Under this scheme 1,883 teachers and 30 inspecting officers were appointed and 148 quarters were constructed during the year ending 31.3.1961.

**Compulsory Elementary Education**

With a view to bring in under instruction all children of school-age between the age of 6 to 11, the Madras Government have approved of a phased programme of compulsion commencing from 1960-61. For this purpose the habitations in this State have been divided into three groups, each group of habitations covering approximately 1/3rd of the population. During 1960-61, compulsory primary education has been introduced for the age-group 6 to 7 in one of the three groups of habitations mentioned above. This will be extended in that area to the age-groups 7 to 8, 8 to 9 and so on in the succeeding years. The entire age-group 6 to 11 in this group of habitations will be brought under compulsion by the end of 1964-65.

The second group of habitations will be taken up for introduction of compulsion for the age-group 6 to 7 in 1961-62. The entire age-group 6 to 11 in this group of habitations will be brought under compulsion in the year 1965-66. Like-wise the third group of habitations will be taken up for introduction of compulsion in 1962-63. But during that year, two age-groups 6 and 7 to 8 will be compulsorily enrolled in order that the phased programme of bringing all children of the age-group 6-11 to school may end even by the close of the Third Five Year Plan period in 1965-66. By the end of the Third Five Year Plan period compulsion will be enforced for all children of the age-group 6 to 11, throughout Madras State.

In accordance with the above plan, the Government have approved the proposal of introducing compulsion in one of the three groups mentioned above for the children of age-group 6 to 7 during 1960-61 and the number of villages selected therefor are about 3,404.

### **Expansion of Women's Education**

Under this scheme 108 quarters for women teachers have been constructed. The expenditure incurred during the year 1960-61 was Rs. 4.86 lakhs.

### **Mid-day Meals**

The mid-day meals scheme was in operation in 24,347 centres. The number of children fed in those centres was 8,87,589. The expenditure to Government on the scheme was Rs. 82.78 lakhs. Besides, the scheme was functioning in 873 harijan welfare schools, 484 schools in Kanyakumari district and 277 Corporation schools in Madras City, the total number of pupils fed in these schools being 1,16,938.

The scheme was also functioning on a purely voluntary basis in 568 secondary schools, the number of pupils fed being 17,301. Besides, midday meals were provided in 94 aided elementary schools in Madras City for 4,134 children on a purely voluntary basis.

On the whole, out of 26,783 primary schools, the scheme was in operation in 26,314 schools, the total number of children fed being 10,09,161.

### **School Improvement Conference**

The movement continued to make satisfactory progress and as many as 47 Schools Improvement Conferences were held in various parts of the State during the official year 1960-61 bringing the total number to 138 up to 31.3.61. The total cost of the schemes under taken in all these 138 conferences was 646 lakhs. The schemes worth about 443 lakhs were carried out up to 31.3.61.

The School Improvement Conference which was held at Vellore on 12th August, 60, was a unique event in the history of the School Improvement Movement of the State, since Dr. Rajendra Prasad, President of India, was graciously pleased to inaugurate this Conference and bless the efforts of those who had organised it. He expressed his pleasure in participating in the conference and said that he was not surprised that the School Improvement Movement which was started in a humble way, had gained so much importance within such a short time. He hoped that the other States in India would emulate the example of Madras State in this regard.

### **Free Cloth Scheme**

Encouraged by the success which attended the school meals and School Improvement Schemes, the Department organised another scheme for the provision of free uniforms to poor children reading in elementary schools. This Scheme has also met with generous response from the public. As many as 3,45,774 pupils were provided with free uniforms up to 31.3.61, the cost of the uniforms being Rs. 19 lakhs.

## **Basic Education**

During the year, Government approved the conversion of 400 elementary schools into Basic schools. Actually 405 schools have been converted into Basic pattern. The purchase of equipment to be supplied to Basic schools was made in coordination with the Department of Industries and Commerce, Madras. The District Educational Officers were authorised to place the orders and to arrange for the settlement of the claims. There were, in the State, 3648 Basic schools at the end of the year. The number of scholars reading in them was 3,73,877 boys and 2,33,832 girls. With effect from the year 1960-61, English is taught compulsorily in Vth Grade of all Basic schools. The course of study for Grade V in Basic schools will also include the additional subjects recommended by the Tamil Nad Basic Education Society for study in Grade V on an adhoc basis.

## **Re-training of Teachers in Basic Education**

During 1960-61 it was proposed to retrain 2,000 elementary and secondary grade teachers in Basic education. The course was organised in 25 basic training schools, both aided and Government. The duration of the course was five months. The course was conducted in two batches and the number actually retrained was 1,894.

A proposal to retrain 80 graduate trained teachers in two batches of 40 each, was approved by Government. The courses were at the Government Post-Graduate Basic Training College, Orthanad. Altogether 64 graduate teachers were reorientated in both the courses.

A scheme of retraining in Basic education for 25 officers of the Department was approved by the Government and actually 23 officers attended the course and are now Basic retrained.

The scheme of orientation of primary schools towards Basic pattern was spread over the years 1959-60 to 1961-62. The proposal was to give training to 42,000 teachers. Under this scheme, during the year, 15,000 were to be given training. Unlike in the case of previous years the seminars under this scheme were permitted to be organised in one spell of 6 days in the month of May, 1961.

## **Committees and Conferences**

Hitherto the regional Basic education conference was held at two centres, one in Madurai Division and the other in Coimbatore Division. As the number of delegates attending these conferences has been increasing every year to such an extent as to make it unwieldy it was felt that the purpose of usefully conducting group discussions could not be achieved in full measure. Government have therefore permitted that from the year 1960-61 onwards, these conferences may be organised at two centres in each division. The educational districts have been grouped as indicated below for the purpose of organising these conferences.

**A. MADURAI (SOUTHERN REGION)**

1. Kanyakumari
2. Tirunelveli Central
3. Tirunelveli North
4. Tirunelveli South
5. Ramanathapuram
6. Virudhunagar
7. Madurai

**B. MADURAI (NORTHERN REGION)**

1. Tanjore East
2. Tanjore West
3. Madras North
4. Madras South
5. Chingleput
6. Dindigul

**C. COIMBATORE (EASTERN REGION)**

1. Tiruvannamalai
2. Villupuram
3. Tiruchirapalli
4. Pudukottai
5. Cuddalore
6. Vellore

**D. COIMBATORE (WESTERN REGION)**

1. Coimbatore
2. Erode
3. Salem
4. Dharmapuri
5. The Nilgiris

**Bi-monthly Conference**

One-day Conferences once in two months (Bi-monthly Conference) for teachers working in Basic schools in the compact areas were also organised. The nomenclature of these conferences has since been changed as *One Day Conference Once in Two Months*.

## Basic Education Week

In accordance with the instructions issued by the Government of India, the Basic Education Week was organised and celebrated throughout the State in a befitting manner from 21.1.1961 to 26.1.1961

## Literature for Basic Schools

Out of the 50 reading books proposed to be brought out for the use of children of grades II to V in Basic schools, the work of printing 30 reading books including a guide book for the teachers has been completed so far and these have been distributed to the Basic schools. The printing of the remaining books is in progress.

## Syllabus in Basic Education

The draft syllabus has been prepared by the Basic Education Syllabus Revision Committee constituted by Government and public criticisms and opinion are being elicited. The same will be finalised by the Committee for approval by Government. Another Committee has also been constituted to frame a suitable syllabus for the four years' Post-Basic Course. Sri S. Rajan a former Divisional Inspector and a member of the Committee has been authorised to visit the Post-Basic Course and to draft a syllabus for consideration by the Committee.

### SECONDARY EDUCATION

The number of public secondary schools in the State at the end of the year was 1,136 for boys and 225 for girls. The strength in these secondary schools was 5,23,763 boys and 2,14,705 girls. 146 secondary schools inclusive of the schools upgraded, (middle schools to high schools) were newly permitted to be opened during the year 1960-61.

## Scheme for the Improvement of Secondary Education

Fifty bifurcated courses were introduced in 28 secondary schools during 1959-60, and these were implemented during 1960-61. The following courses were introduced:—

Secretarial	19
Engineering	18
Agriculture	5
Textile Technology	3
Home Science	4
Music	1
	<hr/>
	50
	<hr/>

Government also sanctioned the introduction of 50 bifurcated courses in 28 secondary schools, one course in six schools and two courses each in 22 schools, as shown below to be actually implemented during 1961-62.

Engineering	22
Secretarial	17
Agriculture	6
Textile Technology	3
Home Science	2

Facilities were also made for the improvement of teaching science in eight schools, Core subjects in 54 schools, libraries in 108 schools and craft in 35 schools.

### Post-Basic Schools

There were at the end of the year, three post-Basic schools for boys and one for girls. The post-Basic schools at Thiruparaithuari, (Tiruchirapalli District) was newly opened during the year. All these schools are under private managements. The number of scholars reading in them was 132 boys, and 101 girls. The Committee constituted by the Director to assess the attainments of the final year students of the post-Basic schools submitted its report during the period under report. The number of candidates presented for assessment was 50 and the number passed was 22 in lower and 17 in higher.

## UNIVERSITY AND COLLEGIATE EDUCATION

### Universities

The number of universities was 2. The number of students in the certificate and diploma courses run by the Madras University was 332 men and 65 women. The Alagappa College of Technology, Guindy, was also run by the University of Madras. It had a strength of 291 boys. The strength of the Annamali University was 3,190 men and 232 women.

### Collegiate Education

Excluding the Arts and Science Departments of the Annamalai University, there were at the end of the year, 41 colleges for General Education for men and 15 for women. The strength in the various university classes was 33,435 men and 8625 women. During the year, the management of the Municipal College, Salem was taken over by the Government. The B.Sc. Chemistry major was opened in the College. The M.Sc. course in Home Management was started in the Queen Mary's College, Madras.

The Government Arts College, Coimbatore has been selected as the Pilot College for introducing Tamil as the medium of instruction in

the three-year B. A. degree course. Accordingly, B. A (Tamil medium) course was started in July, 1960, with (i) History, (ii) Economics (iii) Politics (iv) Geography and (v) Psychology as major subjects under Part III of the course. Students whose parents' annual income is Rs. 3000/- and below and who joined the Tamil medium were sanctioned full fee concessions. Stipends to the value of Rs. 30/- p. m. tenable for a period of nine months in a year were also sanctioned to poor students who were selected by the Principal on merits and whose parents' annual income is Rs. 3000/- and below.

### **Training of Teachers**

Besides, the B. Ed. section of the Annamalai University, the number of training colleges including the Post-Graduate Basic Training College at Orathanad, Tanjavur District, was 12 for men, and 4 for women. The number of students in all these institutions was 1034 men and 381 women.

### **Training Schools**

There were in the State, at the end of the year, 75 Basic training schools for men and 49 for women, the number of pupil-teachers under instruction in them being 9276 men and 6619 women. Apart from these, there were 10 non-Basic training schools for men including 3 training sections attached to high schools for boys providing the one-year course for those who had taken "Teaching under diversified courses" and 12 for women. The number of pupil-teachers under instruction in them was 2050 men and 1808 women. In order to meet the requirements of additional teachers to implement the scheme of compulsory primary education in the age-group 6-11, 40 additional sections were opened during the year. Of those, 21 sections were opened in 11 new training schools and the remaining 19 in the existing training schools.

Hitherto the selection of candidates for admission to Government Basic training school was done by a committee constituted for the purpose. The Government have since ordered that no selection committee need be constituted for selecting candidates and that this may be done by the respective District Educational Officers and Inspectresses of girls' schools. For admission to training schools under private managements the admissions made by the managements should be got approved by the District Educational Officers or the Inspectresses of girls' schools as the case may be.

There were four institutions for the training of teachers for pre-primary and pre-Basic schools with a strength of 305 women. There was one institution for the training of Anglo-Indian women, at the end of the year, with a strength of 57 women. The Teachers' College of Music, Royapettah continued to function during the year with a strength of 65 women. The three institutions for physical education continued to function during the year with a strength of 403 men and 134 women.

## **PROFESSIONAL AND TECHNICAL EDUCATION**

### **Medicine**

The number of medical colleges in the State at the end of the



year was 7 including the Venkataramana Ayurvedic Dispensary, Mylapore, Madras. The course of studies leading to a degree of Bachelor of Medicine and Surgery is of 5½ years' duration including the one year of the Pre-Medical course. The strength of these institutions was 3491 men and 916 women.

### **Veterinary**

The Madras Veterinary College is the only institution of the kind in this State. It is affiliated to the University of Madras and teachers for the Degrees of Bachelor and Master of Veterinary Science. Bachelor's course extends over a period of four years and the Master's course for two years, after the Bachelor's degree. The strength of the college is 625 men and 6 women.

### **Agriculture**

There is one Agriculture College in the State in Coimbatore imparting instruction in the following courses.

- (i) Bachelor of Science (Agriculture) 3 years.
- (ii) Post-Graduate M.Sc. and Ph.D. by Research.
- (iii) Post-Graduate M.Sc. by examination.

The strength of the college was 515 men and 14 women.

### **Engineering**

The number of colleges of Engineering excluding the department directly under the Annamalai University at the end of the year was eight. The number of scholars in them was 4,499 boys and 3 girls.

### **Forest**

The Forest College, Coimbatore is run by the Central Government. The Ranger's and the Forester's courses were conducted during the year. The former is a two-year course and the latter is a one, year course. The strength of the college was 94 men.

### **Law**

The Madras Law College affiliated to the Madras University is the only institution in the State providing for the Law Course. The strength of the college was 1217 men and 33 women.

### **Commerce**

The number of commercial schools in the State, at the end of the year was 392 and the number of scholars in them was 23,301 boys and 5838 girls.

### **Polytechnics**

The number of Polytechnics at the end of the year was 20. The number of scholars in them was 6348 boys.

### **Industrial**

There were at the end of the year 58 industrial schools with a strength of 4462 boys and 350 girls.

### **Arts and Crafts**

There were 17 schools for Arts and Crafts at the end of the year with a strength of 7 boys and 899 girls.

### **Other Fine Arts**

The number of schools for other Fine Arts was 3. The number of scholars in them was 442 boys and 35 girls.

## SOCIAL EDUCATION

### **Adult Education**

The number of Social (Adult) Education Centres in the State at the end of the year was 1133 and the number under instruction was 26,709 men and 5109 women.

### **Training of Adult School Teachers**

There was only one training school at Tirumangalam at the end of the year.

### **Social (Adult) Education Mobile Units**

The two mobile units one at Madras and the other at Madurai, continued to function during the year with the following staff for each unit.

1. Propaganda Deputy Inspector.	1
2. Film Operator.	1
3. Driver.	1
4. Cleaner.	1

Propaganda lectures and educational film shows were given for the benefit of the illiterate audience. An abstract showing the number of lectures delivered, film shows given, etc., during the year is given below :—

1. Total number of lectures delivered	317
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2. No. of trips made by mobile units.	189
3. Total number of film shows.	305
4. Approximate number of persons that attended the lectures, etc.	15,0570

### **Youth Camps and Labour Service by College Students**

They are organised for the benefit of college students particularly during vacations. Grants are paid by the Registrar, Madras University, Madras as per the revised procedure.

### **Schools for Social Education**

There were 2 schools for social work at the end of the year with a strength of 122 boys and 15 girls. The 2 Rural Colleges continued to function during the year with a strength of 608 men and 29 women.

#### OTHER TYPES OF EDUCATION

### **Music**

The number of music colleges in the State besides the faculty of Music in the Annamalai University was 2, with a total enrolment of 20 men and 155 women. The Tamil Isai Palli, Devakottai, continued to function during the year with a strength of 6 boys and 77 girls.

### **Oriental Studies**

The number of Oriental Colleges for men, besides the Oriental Faculty of the Annamalai University was 15 and the enrolment in them was 1193 men and 135 women. The total number of oriental schools including the three Hindi schools was 16 with a total strength of 991 boys and 283 girls.

### **Education of the Handicapped**

There were in the State at the end of year 14 schools for the handicapped, and the enrolment in them was 1795 men and 518 women. The School for the Blind, Vellore, was opened during the year.

### **Pre-Primary**

There were at the end of the year 27 schools for pre-primary education. The strength of these schools was 1400 boys and 1189 girls.

### **Education of the Anglo-Indians**

There were in all 45 schools specially intended for Anglo-Indians—high schools 34, middle schools 7 and primary schools 4. The strength in those schools was 9627 boys and 8813 girls. The strength of the Anglo-Indian Training School was 57. The Anglo-Indian schools including the training schools have fallen in line with other schools and are working for 200 days in a year. The Government approved the proposal of

the Director to grant boarding grant to failed students also. During the year, the Government approved the revised syllabus for Anglo-Indian schools' higher secondary course. The revised syllabuses have been introduced in Standards I to VII from 1959, in Standard VIII in 1960 and in Standard IX in 1961. The New Standard X will come into existence in 1962 and the first Anglo-Indian High School Examination under the new syllabuses will be held at the end of the X standard in November 1962.

The syllabuses of Anglo-Indian schools for diversified courses and the revised syllabuses for Anglo-Indian training schools have also been approved by Government. These have been brought into effect with effect from 1-1-1961.

#### MISCELLANEOUS

#### Audio-Visual Education

During the year 50 films were added to the State Film Library. Nearly 8313 film shows were given in educational institutions with the films and filmstrips hired at nominal rates from the State Film Library.

The following 35 m.m. filmstrips have been produced by the State Film Library for use in educational institutions.

- |                           |    |           |
|---------------------------|----|-----------|
| 1. Circles.               | .. | Part I.   |
| 2. Circles.               | .. | Part II.  |
| 3. Circles.               | .. | Part III. |
| 4. Trains in motion       | .. | Part II.  |
| 5. Trains in motion       | .. | Part III. |
| 6. Sanga Kala Vallalgal   |    |           |
| 7. Leaf and its functions |    |           |

For the benefit of graduate teachers in secondary schools, short training courses of four days' duration in the use of audio-visual equipments were conducted by the Special Officer for Audio Visual Education in four centres viz. (i) Erode, (ii) Ramanathapuram, (iii) Nagahattinam and (iv) Rajahalayam. 115 teachers were trained in the courses.

#### Technical Teachers' Training Courses

Under the revised procedure for the award of technical teachers' certificate, Technical Teachers' Diploma and Certificate courses were conducted during the summer vacation at the following four centres.

- (i) Teachers' College, Saidapet.
- (ii) Pasumalai High School, Pasumalai.
- (iii) Government Basic Training School for Men, Tirunelveli.
- (iv) St. Michael's High School, Coimbatore.

Technical Teachers' Certificate courses in commercial subjects were also conducted during the summer vacation at the Government Arts College, Madras.

### **Exhibition**

The Education Department participated in the All India Khadi Swadeshi and Industrial Exhibition held at Teynampet during December, 1959 to January 1960, and a sum of Rs. 10,000/- was sanctioned by the Government for expenditure in this connection.

### **Revision of Syllabuses**

The revised syllabus for the Integrated Elementary Courses has been introduced during the year in Standard V in all non-Basic elementary schools, in Class 5 of the primary departments of secondary schools, the nomenclature of which has been changed as Standard V. The revised syllabuses for secondary and higher Secondary courses have been introduced in Standard IX replacing the old Form V.

The revised syllabus in (i) Textile Technology and (ii) Engineering under diversified courses, approved by the Government for introduction during the year was published in the Fort St. George Gazette.

### **English Teaching**

As already reported, from 1960-61 English is being taught from Standard V and for teaching English in elementary schools, secondary grade teachers have been appointed in all schools. To equip the teachers well for the purpose of English teaching, the Government have organised with the assistance of the British Council an English Teaching campaign in which the teachers are trained in the most up-to-date methods of English teaching.

### **Nationalisation of Textbooks**

English Textbook for Standard V, the first book published under the scheme of Nationalisation of Text-books, is in use in all the schools in the State. The distribution of books is made through selected book-sellers, one for each revenue district.

### **National Awards for Teachers**

Under this scheme, the awards were given to the following teachers of this State at a special function held at New Delhi on 22nd December, 1960

1. Shri M. Arunachalam,  
Headmaster, P. K. Nadar High School,  
Tirumangalam, Madurai.
2. Shri M. Shenbaganathan,  
Headmaster, Municipal Primary School,  
Anandagiri, Kodaikanal.

3. Shri R. Kandaiami,  
Headmaster, Varanganeri North Municipal School,  
Triruchirapalli.
4. Shri R. M. Gangapathi,  
Teacher, P. S. M. Senior Basic School,  
Udangudi, Kulasekaranpatnam, Tirunelveli District.

### **State Awards**

A scheme of State Awards for elementary teachers was instituted by the Government of Madras for the first time from 1959-60, as a recognition of the meritorious service rendered by them for the cause of education. There are 48 awards for the whole State at the rate of two for each educational district. Each award consists of a cash prize of Rs. 200/- and a certificate of merit.

The first scheme of State award was given effect to during 1960-61. Forty-seven teachers were selected for the award. The certificates and the prizes of Rs. 200/- (in the shape of prize bonds) were distributed at a special function held at Rajaji Hall on 24th March 1961. The Governor of Madras distributed the prizes and certificates and the Minister for Education and Finance presided over the function.

### **Students' Rally**

In order to promote inter-State understanding among the students of the various states in India, the Second All India Rally of Secondary School students sponsored by the Government of India was held at New Delhi from 25th to 30th January, 1961. The names of the six students deputed by the Madras Government to participate in the Students' Rally at Delhi are as follows:-

1. M. Devanathan.
2. S. A. Puglenthii.
3. V. Dorairaj.
4. M. S. Segu Naina.
5. M. Murugayyan.
6. S. Kumaraswamy.

Sri T. Ayyanperumal Pillai, then Headmaster, Government High School, Kodambakkam, accompanied the students to Delhi.

### **Pension Scheme**

During the year, Government extended the scheme of pension to L. T. Assistants, who retired from service on or after 1st April, 1955. But payment of pension to them should be made only from 1st April, 1958.

### Revision of Scales of Pay

The scales of pay of all categories of teachers have been revised during the year, merging a portion of the dearness allowance in the revised time scales.

The pay scales prevailing in the State prior to the revision before 1-6-1960 and from 1-6-1960 are furnished below:-

	Prior to 1-6-60		From 1-6-60	
	Government 1	Local Bodies 2	Private 3	Under all manage- ments. 4
Secondary Grade	45-3-60-2-90	40-1½-55-75	33-1-45	90-1-110-3-140 plus D.A. Rs. 10
	plus D.A. Rs. 22-24			
Higher Elementary Grade	30-1-50	30-1-50	25-½-30	65-1-70-2-90 plus D.A. Rs. 10
	plus D.A. Rs. 19-22			
Lower Elementary Grade	23-1-35	23-1-33	18/-	65-1-70 plus D.A. Rs. 10
	plus D.A. Rs. 19			
Cellegiate Trained (in Secondary Schools.)	85-5-125-10-175	75-5-140 plus Rs. 5/- Craft Allowance	May adopt either the Govt. scale Bodies scale	140-5-180-10-250 plus D.A. Rs. 10-20

### Triple Benefit Scheme

Under the triple benefit scheme introduced by the Madras State, every teacher is entitled to a pension from State funds on retirement. This is in addition to the usual Government contribution to his provident fund account which he was already eligible for. It was also compulsory on the part of the teacher to take out an insurance policy for a minimum amount depending on his salary.

### Educational Concessions

During the period under report, the Government of India have instituted a scheme for the award of full fee concessions in all stages of education to children, adopted children and grand-children by pre-deceased sons of political sufferers provided the annual income of such political sufferers does not exceed Rs. 3600. The Government of India have agreed to meet the expenditure to the extent of 50% of the expenditure involved in this regard.

## Orphanages

The Chapter XI of the Madras Grant-in-aid Code was extended to Kanyakumari District during the year. The concession granted for assessment of boarding grant in respect of the inmates of the Indian boarding homes and orphanages was extended also to the inmates of the orphanages attached to industrial schools recognised by the Director of Industries and Commerce, Madras. With effect from 1st February, 1960, expenditure on clothing, medicine, medical aid, textbooks, note books, bathing oil, soap, salaries of wardens and accountants was admitted for the purpose of calculating net boarding grant provided that such grant does not exceed the maximum flat rate grant. Twenty-one new orphanages were admitted to receive aid during the year.

## National Cadet Corps

The National Cadet Corps Day was celebrated throughout the State on the 6th November, 1960. The National Cadet Corps Rifles introduced during the year was functioning in 39 colleges for men, 5 colleges for women and in 20 Polytechnics. The strength of these Rifles was 15,389 cadets-

## Panchayat Unions and Administration of Elementary Education

The Panchayat Union Councils, formed under the Madras Act No. XXXV of 1958, have been taking over the administration of Elementary Education according to phased programme throughout the State.

## M A H A R A S H T R A

The year 1960-61 was the first year of the newly formed Maharashtra State. This State comprises 26 districts which can be roughly divided into three regions viz. Western Maharashtra, Vidarbha and Marathwada. The pattern of education in the Vidarbha and Marathwada Regions considerably differed from that in the Western Maharashtra. They had also their own plans of education. As a general policy during the Second Five Year Plan period, status quo was maintained as far as the pattern was concerned though some changes were made as a result of the recommendations of the two Integration Committees for Primary and Secondary Education appointed by the State Government.

Major decisions in respect of uniformity were taken on the following points:-

- (i) There is a common scale of pay of primary teachers all over the State.
- (ii) There is also a common scale for secondary teachers as well as common grant-in-aid formula according to which all urban secondary schools in the whole State get grants at 45% of admissible expenditure, the percentage for rural areas being 50.
- (iii) The Janapad Sabhas in Vidarbha which are local bodies with a Taluka as jurisdiction and which control education as one of



their activities now get grant on the same basis on which District School Boards in Western Maharashtra get it.

#### ELEMENTARY EDUCATION

The principal objectives of the Second Five Year Plan under Primary Education were further expansion of primary education, expansion of Basic education, training of teachers and construction of school buildings for primary schools. Accordingly the objective of bringing the age-group 7-11 under compulsion has already been achieved in 13 districts of the State comprising Western Maharashtra by extending compulsion to the age-group 10-11 during 1960-61. All the villages and towns in the districts of West Maharashtra except a very few villages having a population of less than 200 and which are separated by geographical and natural barriers have now schooling facilities. 4978 additional posts of teachers were created for bringing additional pupils into schools in the area of compulsion, out of which 720 teachers were appointed in 1960-61. During 1960-61, 1662 additional new schools were opened in the State of Maharashtra, thus raising the number of primary schools from 28347 existing at the beginning of the Second Five Year Plan to 34596 at the end of the Second Five Year Plan. At present, the percentage of enrolment of the school going population to which compulsion applies, ranges between 85 to 98 and the percentage of average attendance ranges between 65 to 80 except in the hilly and the backward districts where the percentage is below 60. In the two other regions of the State viz., Vidarbha and Marathwada, 1,095 and 1,039 teachers respectively were appointed during 1960-61.

Along with the expansion of primary education, the programme of training of primary teachers was also taken up vigorously and 12 government training colleges were opened under the Government of India sponsored scheme during 1960-61. The annual output of these colleges will be 1,200 per year.

During the year 1960-61 the scales of pay of teachers in non-Government Basic training colleges were revised and brought at par with the revised scales of pay sanctioned for teachers in non-government secondary schools with effect from 1.11.1959.

From the academic year 1960-61, English was introduced in Standards V-VII of primary schools in the 13 districts of Western Maharashtra as an optional subject and with a view to providing requisite number of English teachers to primary schools, short-term training courses in English of six weeks' duration were organised in May and June, 1960 in which 4738 teachers were trained.

Owing to limitation of funds, conversion of all primary schools into Basic schools is likely to take time. It has, therefore, been decided to orientate the primary schools towards Basic education and introducing simple crafts. Under this scheme of orientation raw material is to be made available locally free of cost and equipment is to be provided by the State. During the year 1960-61, simple crafts were introduced in about 2300 primary schools.

Under the Government of India scheme 'to relieve educated unemployment and expansion of primary education', the grant of Rs. 5.52 lakhs was sanctioned for the construction of 160 residential quarters for primary school teachers. Also under the scheme of "Expansion of Girls' Education, and Training of Women Teachers, an amount of Rs. 4.89 lakhs for construction of 71 women teachers' quarters (consisting of two quarters, each) was sanctioned.

#### SECONDARY EDUCATION

The tempo of developmental activities in the field of secondary education was maintained during the last year of the Plan and four high school sections and 12 middle school sections were opened in government secondary schools in Vidarbha during the year 1960-61 and an equal number of posts of the teachers was created therefor. Besides, 61 additional sections (55 lower secondary and 6 higher secondary), which were opened during the first four years of the Second Plan in various Government secondary schools, were continued together with the equal number of posts of teachers. Three high schools and two government middle schools which were started in 1956-57 were continued as government institutions and higher classes were added to the two government Indian English middle schools. In Marathwada, 200 posts of teachers in the scale of Rs. 50-70 were newly created during the year 1960-61 for the additional classes opened in government secondary schools.

Under the scheme of "Establishment of Multipurpose Schools in Western Maharashtra" 17 schools to which advance non-recurring grants were paid in 1959-60 for 18 diversified courses started teaching of the courses in the year 1960-61. Advance non-recurring grants were paid during the year to another 12 non-government secondary schools for starting 14 diversified courses from the year 1961-62. In Vidarbha, four government secondary schools to which advance non-recurring grants were paid during 1959-60 for 11 diversified courses started teaching of these courses in the year 1960-61. Advance non-recurring grants were paid during the year to another three government secondary schools for starting these diversified courses from the year 1961-1962. In Marathwada five government and non-government secondary schools to which advance non-recurring grants were paid in 1959-60 for five diversified courses started teaching of the courses in the year 1960-61. Advance non-recurring grants were paid during the year to another four government secondary schools for starting four diversified courses during the year 1961-62.

#### HIGHER EDUCATION

Matching grants amounting to Rs. 3.43 lakhs were paid to the universities on the schemes approved by the University Grants Commission.

#### MISCELLANEOUS ITEMS

The scheme of N.C.C. Rifles was introduced in the State from 1960-61 to give military training to a large number of students on a more economical basis for the development of character, comradeship, etc. To begin with, 40 N.C.C. Rifle Companies consisting of 1 N.C.C. Officer and 200 cadets each have been raised from 1-10-1960.

Government introduced the scheme of liberalised grants for the construction of buildings of non-Government primary training colleges, secondary schools and arts and science colleges during the year 1959-60 for two years according to which grants were to be paid at the rate of 50% of the approved expenditure with certain limit. The following grants were paid under the different types of institution; during the year 1960-61.

Primary Training Colleges	Rs. 6.36 lakhs.
Secondary Schools	Rs. 24.82 lakhs.
Arts and Science Colleges	Rs. 23.83 lakhs.

### M Y S O R E

There has been a steady progress during 1960-61 in all the development schemes pertaining to this Department. With a view to encourage private agencies in opening nursery schools extra grants under the plan scheme in addition to normal grants were paid towards maintenance. Five nursery schools at Coorg which were started during the previous year were continued.

#### PRIMARY EDUCATION

To provide more facilities for primary education and to cover as many villages with a population of 300, 1100 single-teacher primary schools were opened during the year, under the scheme of relief to educated unemployed. With the opening of these schools, it is estimated that 220 villages with a population of 300 and above would still be without primary schools. It is expected that the enrolment of children in the age-group would go above 70 per cent by the end of 1960-61. 500 additional teachers were sanctioned for upgrading the existing junior primary schools and for strengthening the existing senior primary schools. Compulsory Primary Education Bill was introduced in both houses of Legislature and was passed by both the houses. The Act received the assent of the Governor. The scheme is to be implemented during the year 1961-62. For giving relief to Inspector of Schools whose workload was heavy, 22 additional Inspectors were appointed under the scheme to relieve educated unemployment. In addition, Assistant Educational Officers of Class II Cadre to assist the District Educational Officers were appointed in Bangalore and Chitradurga Divisions. In other Divisions, such officers were already functioning.

For providing additional accommodation to primary schools, hundred classrooms were sanctioned and the total expenditure involved was Rs. 4.3 lakhs which also includes amount spent on completion of rooms which were not completed during the previous year.

Due to paucity of Basic trained teachers, no new schools were converted to Basic pattern during the year. The schools which were converted to Basic pattern during the previous years were continued.

The new revised Basic pattern curriculum for primary schools was introduced in classes III and IV during the year in all the schools in the

State with this uniformity has been achieved in primary education in Classes I to IV.

Besides the continuance of Basic training institutes started in previous years, 9 full-fledged Basic Teachers' Training Institutions, under centrally sponsored schemes were opened during the year 1960-61. Of these, seven were government and two exclusively for women under private management. In addition, two teachers' training sections attached to Multipurpose high schools were also started under the same scheme during this period. With a view to provide training facilities to Urdu women teachers, a training section for the Urdu women teachers was started at Dharwar. As in previous years, seminars and refresher courses were conducted for primary and secondary school teachers. The total expenditure on teacher training programme was Rs. 16,66,786. The pilot project on the teaching of science in senior primary schools started as an experimental measure in Coorg during the previous year was continued.

Incentive schemes like mid-day meals and attendance scholarships for girls were continued during the end of the year. The number of girls in Classes I to VIII who got the benefit out of the scheme of attendance scholarships was 54,800 and the amount spent on this account was Rs. 4.92 lakhs. For the scheme of mid-day meals, a sum of Rs. 3.00 lakhs was provided out of which a sum of Rs. 2,84,060 was spent and about 24,000 pupils got the benefit.

#### SECONDARY EDUCATION

New higher secondary curriculum was introduced in all high schools in the VIII Standard (New). A sum of Rs. 30,13,256 was spent for strengthening the schools which were converted to multipurpose and higher secondary schools during the previous years. This sum includes also the amount sanctioned towards Home Science equipment for girls' high schools. With the increase in enrolment in high schools, additional teachers became a necessity. Hundred additional teachers were appointed in Government high schools. With a view to increase the percentage of trained teachers, 290 untrained teachers from Government, local bodies and aided schools were deputed to undergo training in teachers' colleges. Number of stipends given to private candidates joining the teachers' colleges was increased to 89.

To assist the District Educational Officers in the inspection of physical education activities in schools, 16 Physical Educational Inspectors were appointed in Districts where these Officers were not functioning. In addition, 36 posts of Physical Education Instructors were sanctioned to high schools during the year 1960-61.

#### OTHER SCHEMES

The scheme of audio visual education was continued with a provision of Rs. 1,00,000. A sum of Rs. 82,073 has been spent for the purchase of films and filmstrips.

Under the scheme of development of Hindi, a sum of Rs. 3,03,830

was spent during 1960-61. Besides the continuance of the teachers sanctioned during the previous years, fifty additional Hindi teachers were sanctioned to senior primary schools. To give a further impetus for the development of Hindi, the post of a Special Officer for Hindi was created during the year 1960-61.

One Youth Hostel at a cost of Rs. 12,980 was started at Jog. A sum of Rs. 84,671 has been spent for the improvement and acquisition of play-grounds.

As a preliminary step for the introduction of free and compulsory education during Third Five Year Plan for the age-group 6-11 years, an enumeration of children of the age-group 5-7 was conducted in February 1961.

During 1960-61, the State Council for the Education of Girls and Women was set up. This Council advises the government on all matters relating to the education of girls and adult women, and for suggesting policies, programmes, targets and priorities for the extension and improvement of their education, for measures for maximum utilisation of voluntary efforts to assess and evaluate the work done and to recommend the collection of specific data on particular problems in the field and undertake service and research projects.

Three girls' hostels at Jamkhandi, Gulbarga and Hassan were sanctioned under the centrally sponsored schemes for expansion of girls' education at a total cost of Rs. 3,75,500.

### **Educational Research Bureau**

The Bureau finalised the curricula for Standards V, VI and VII (Primary). The syllabus has been also translated into Urdu, Marathi, Telugu, Tamil and Hindi. The Departmental Kannada Readers for Standards V and VI were brought out. The syllabus of the higher secondary Xth Standard was finalised. Language Readers in Tamil, Telugu, Marathi, Urdu and Hindi for Standards I and II were got edited. For the improvement of Kannada Readers I and II a questionnaire was issued to Inspecting Officers, teachers and others so that the replies received may be the basis for a seminar on textbooks to be conducted. The Bureau has started the issuing of periodical bulletins. Two workshops on Action Research for improvement of school practice was organised with the aid of Extension Services Department. The Bureau conducted a Seminar on Moral and Religious Instruction. Cumulative record for use in high and secondary schools was finalised.

During the year 1960-61, the control of arts and science colleges in the State excluding ex-Mysore area was transferred to the Director of Collegiate Education while the control of teachers' colleges at degree level was transferred to the Department of Public Instruction.

### **Educational and Vocational Guidance**

The Bureau organised three training courses of three weeks' duration

each and has trained 81 career masters. For the benefit of high school students, the Bureau has prepared seven educational monographs giving information in different fields. In addition, seven educational maps showing the location of educational institutions of certain categories like teachers' training, engineering, etc., have been prepared. The Bureau is also publishing a news letter which is being supplied to all the career masters. Information relating to training facilities (for which high school students are eligible) that come to the notice of the bureau is supplied to all the career masters.

The work on standardisation of a verbal group test of "Intelligence" in Kannada and fixing up of city norms is almost completed by the Bureau. Further work for evolving norms for other parts of the State is being taken by the Bureau.

### **N.C.C.**

This movement has developed rapidly during the year 1960-61. In this year, the strength was 78 senior officers with 4127 senior cadets and 110 junior officers with 369 senior cadets and 20 junior officers with 900 junior cadets in the Girls Division. Besides, there were 10 N.C.C. Rifles officers with 2000 cadets.

### **A.C.C.**

This movement has also made progress during this period by further addition to its strength of officers and cadets. During 1960-61 it is estimated that a total amount of about Rs. 7.5 lakhs has been spent on it. The strength of A.C.C. during this period was 714 officers with 42,840 cadets.

## **O R I S S A**

### **ELEMENTARY EDUCATION**

#### **Opening of New Primary Schools and Appointment of Additional Teachers in the Existing Primary Schools**

The original provision for 1960-61 was for appointment of 500 primary school teachers under the State Sector and 200 teachers under the scheme of "Relief to Educated un-employment" with 100% assistance from the Government of India was utilised in opening of 1500 new single teacher primary schools and appointment of 1000 additional teachers in existing primary schools. To accelerate enrolment in primary schools, an Enrolment Drive was launched throughout the State in May 1960 with unexpectedly encouraging results. To cope with the sudden influx of students the Government of India were approached for and they pleased to allot 1000 more teachers under the above scheme. All these were teachers were appointed as additional teachers in schools where the roll strength increased as a result of the Drive. Thus during the year under report 3,500 teachers were appointed in all.

#### **Enrolment in Primary Schools**

The combined effect of the enrolment drive, appointment of teachers under the scheme of 'Relief of educated un-employment' and the ex-

pansion scheme under the State Sector, and other special schemes has resulted in an unprecedented increase in the roll strength by 2.73 lakhs during the year. The total enrolment at the primary stage was 10.87 lakhs on 31.3.1960. It rose to 13.60 lakhs on 31.12.62 registering an increase from 49% to 62% of the children of the age group 6-11 years.

### **Special Schemes for the Expansion of Girls' Education**

Under the centrally sponsored scheme of "Expansion of girls education and training of women teachers" which was accepted by the State Government for execution with effect from the year 1957-58 the following sub-schemes were implemented during the year under report:

- (1) Organisation of condensed course of training for adult women. Ten training units were conducted at the district headquarters girls, high schools for enabling adult women to take the M.E. Examination so that they could be appointed as teachers in primary schools.
- (2) Organisation of refresher course of training for untrained lady teachers. A batch of 30 women teachers were given refresher training as in previous years.
- (3) Appointment of school mothers : 400 school mothers were appointed during the year in primary schools having a good number of girl students on rolls bringing the total number of such mothers appointed during the Second Plan to 1200.
- (4) Organisations of short term training for the school mothers : At each district headquarters an orientation training was given by experienced teachers to the candidates selected for appointment as school mothers for a period of 15 days.
- (5) Construction of quarters for the women teachers in rural areas in order to provide housing facilities for women teachers in rural areas. 20 quarters were allotted among the different districts of the State under the central schemes for 'Expansion of Girls' Education' and training of women teachers. Under "Relief to educated unemployment" scheme 100 more such quarters were allotted.
- (6) Award of attendance scholarships : 24,000 attendance scholarships were awarded in the form of garments to the girl students reading in primary schools.

### **Pilot Project in Selected Blocks**

As a pilot project for the introduction of compulsory primary education, scheme of providing primary schools within easy reach of every school-going child, of appointing teachers in these schools in sufficient numbers in proportion to the students enrolled, and of providing incentives such as mid-day meal and attendance scholarships etc., was introduced in four Blocks of the State in 1959-60 and it continued to function during the year. As a result, there was a considerable improvement in the roll strength in primary schools in these four Blocks. The scheme in primary schools

which yielded encouraging results in the four selected Blocks was extended to ten more Blocks during 1960-61 with greater success than before. During the year under report 47,554 children reading in primary schools were benefited under this scheme.

### **M.E. Schools for Boys and Girls**

Consequent on the increase in the enrolment of children in primary schools, it was considered necessary to expand the facilities for education at the middle stage also. During the year 1960-61, 72 M.E. schools for boys were admitted for grant-in-aid and 15 new schools were opened under Government management in the backward areas of the State where local efforts for opening of such schools were not in evidence. In the ex-State areas, four M.E. schools for boys were given grant-in-aid relaxation of existing rules. In order to bring uniformity in the pattern of education at the middle stage, 52 middle schools for boys were converted into M.E. schools by making provision of teaching English in these schools. Although the original target for Second Plan period was for opening about 225 M. E. Schools for boys, about 400 new M.E. schools were opened during the Plan period.

During the year 1960-61, 15 new girls' M.E. schools were opened in different districts of the State, bringing the total of such schools opened during the Second Plan to 45. The original plan target was the opening of 30 such schools.

The craft teaching introduced in 130 M.E. schools during previous years of the plan was continued during the year under report. Provision was also made for improvement of the existing M.E. schools in respect of their buildings, furniture and other necessary teaching materials.

### **Inspecting Staff**

In order to maintain standards of efficiency of inspection and supervision of primary and middle schools, provision was made for the appointment of inspecting staff in proportion to the number of new institutions opened. During the year 1960-61 three Deputy Inspectors of Schools and 30 Sub-Inspectors of Schools were appointed.

## **SECONDARY EDUCATION**

### **High Schools for Boys and Girls**

Generally, in the advanced areas of the state, new high schools are opened under private enterprise and government aid is made available to these institutions after they satisfy certain conditions prescribed under rules for grant-in-aid. But in the backward areas of the State where local efforts for opening new high schools are not forthcoming, schools are opened under government management, in order to remove the disparities among the different areas of the State. During the year 1960-61, thirty-three high schools for boys were admitted to grant-in-aid and next



higher classes were opened in four high schools started under government management.

Consistent with the policy of adopting special measures for the expansion of women's education at all stages, the original target of five new high schools for the entire Second Plan period was enhanced to 21. In 1960-61, 5 new schools for girls were opened.

Apart from opening of new high schools, the existing schools were given additional grants for the appointment of additional teachers for opening additional sections of classes. In 1960-61, additional teachers were appointed in 19 high schools for opening of new sections. In order to improve the standard of teaching in the high schools, provision was made for the replacement of one of the trained I.A. teachers by a trained graduate in the standard staff of each high school and for the appointment of an additional trained graduate teacher in each school where the roll strength in each of the top three classes exceeded 40.

Provision was made for craft teaching in ten high schools during the year 1960-61, bringing the total number of schools so provided during the Plan period to 135. Owing to want of qualified crafts teachers the original Second Plan target of providing craft teaching in 225 high schools could not be achieved. The School of Arts and Crafts opened in the year 1957-58 would be able to provide craft teachers to high schools only from 1961-62 onwards and this is expected to meet the shortage. Provision was also made for the improvement of the existing high schools in respect of their buildings, equipments, etc. During 1960-61, grants were paid to 39 high schools for the construction of additional buildings and improvement of the existing buildings and for the purchase of furniture, science equipment and library books.

### **Higher Secondary Schools**

During the year 1960-61, three high schools were taken up for conversion into higher secondary schools. Next higher classes of two high schools, were converted to the standard of the corresponding higher secondary classes during the year.

## **TRAINING PROGRAMME**

### **Elementary**

The last batch of 11 elementary training schools out of the 50 new schools targetted for the Second Plan, were opened in 1960-61. The total annual intake capacity of these schools was 330. Although the number of elementary training schools was increased from 29 at the beginning of the Second Plan to 79 at the end of the Plan and the annual intake capacity of these institutions was increased by about 1600 during this period, the percentage of untrained teachers did not undergo any correspondingly appreciable reduction. The reduction was only from 58% in 1955-56 to 53% in 1960-61. This was because a large number of new teachers, necessarily

untrained were appointed during the Second Plan. The output of the existing elementary training schools is considered sufficient to meet the State's normal requirement in future years for replacement due to death or retirement of existing teachers. To remove the present backlog of untrained teachers, it was decided to increase the annual intake capacity of 65 existing schools by 20 each with 100% assistance from the Government of India, under this scheme. Additional accommodation was provided in 25 elementary training schools in 1959-60, so as to make the admission possible. Accordingly 500 more new trainees were admitted during 1960-61. There was a proposal for provision of additional accommodation in the remaining 40 schools during 1960-61 so that Admission of 800 more trainees could be made with effect from the year 1961-62. As the amount of assistance from the Government of India was not released, it was not possible to work out the scheme according to programme. Another proposal for removing the present backlog of untrained teachers was to run ten condensed courses training of one year's duration for training 400 teachers. This scheme also could not be taken up in 1960-61 due to want of accommodation for the trainees in the existing high schools where these courses were proposed to be conducted.

### Secondary

One new secondary training school was opened during the year 1960-61 bringing the total number of such schools opened during the Plan period to three as against the original target of one. With the opening of three more schools during the Second Plan period, the number of such schools has been raised to five and the annual intake capacity of these schools has been raised from 110 to 220.

The intake capacity of the B. T. college was raised from 64 to 80 during the year 1960-61. Although there was no programme for expansion of the training of graduate teachers steps were taken to increase the intake capacity of the existing two training colleges from 128 to 200. M. Ed. classes with an intake capacity of 10, continued to function during the year under report.

### UNIVERSITY EDUCATION

Originally there was no proposal for the opening of new colleges. With a view to supply sufficient number of science students for admission into the various technical institutions, it was subsequently decided to open four I.Sc. colleges in the State. But in course of the Second Plan period, 15 new colleges have come into existence bringing the total number of colleges in the State to 29. Most of the new colleges have been opened under private management and three of these are meant for women only. The total number of colleges for women in the State has been raised to four from one. Out of the above new colleges, six colleges including one for women, were opened in 1960-61. Besides the opening of new colleges, the number of seats of different colleges was increased in each year of the Plan period and the table appended will show the increase in the number of seats effected during the last three years of the Plan period.

<i>Year</i>	<i>Pre-University Arts.</i>	<i>Pre-University Science</i>	<i>B.A.</i>	<i>B.Sc.</i>
1958-59	1824	1600	928	304
1959-60	2416	1920	1056	336
1960-61	3078	2544	1168	625

Consequent upon the decision of the Utkal University to introduce pre-university and three-year degree course in the affiliated colleges, provision was made for purchase of furniture and equipment and for extension of the existing college buildings of both government and non-government Colleges. The S. C. S. College, Puri was upgraded in Science during the year 1960-61. Pre-University classes were started in all the colleges with effect from the year 1960-61.

In each year of the Plan period, provision was made for improvement of the colleges in respect of their buildings, equipment, etc., and additional staff were appointed in the colleges due to increase of seats and opening of new classes.

There was a proposal for payment of a grant of Rs. 38.50 lakhs to the Utkal University during the Second Plan period to meet the matching share of expenditure to be incurred on account of the execution of the development schemes for which assistance will be available from the University Grants Commission. A sum of Rs. 39.27 lakhs was paid to the University during the Plan period and out of the above amount a sum of Rs. 7.81 lakhs was paid in 1960-61. The University Engineering College at Burla, started in 1956-57, is continuing to function. The University has opened post-graduate classes in the following subjects during the Second Plan period.

- |                 |                      |
|-----------------|----------------------|
| 1. Philosophy   | 5. History           |
| 2. Sanskrit     | 6. Political Science |
| 3. Anthropology | 7. Zoology           |
| 4. Statistics   | 8. Psychology        |

Out of the above subjects Post-graduate classes in Zoology was opened in 1960-61. The construction work of the buildings of the University at its new campus at Bhubaneswar is in progress.

### **Scholarships**

In order to give opportunities to poor but meritorious students to prosecute their studies in schools and colleges, new scholarships were awarded in each year of the Plan period. The table appended will show the number of scholarships which were awarded annually during the quinquennial period. According to the programme, scholarships were awarded in 1960-61.

<i>Nature of scholarship</i>	<i>No.</i>	<i>Monthly Value</i>	<i>Period of to availability</i>
1. U. P. Scholarships	600	Rs. 10/-	2 years
2. M. E. Scholarships	400	Rs. 15/-	4 years
3. Junior colleges scholarships	250	Rs. 25/-	2 years
4. Senior college scholarships	40	Rs. 30/-	2 years
5. Post-Graduate scholarships	10	Rs. 40/-	2 years

Scholarships were also awarded for undertaking research in various subjects during the year 1960-61

#### OTHER EDUCATIONAL SCHEMES

##### **Social Education**

District Social Education Organisers were appointed in all the 13 districts of the State to organise and develop social education in the rural areas and to devise methods for improvement in this field. Grants were paid to the village libraries through the D.S.E.O. Grants were paid to training institutions for introduction of audio-visual education in them. A State audio-visual board was constituted to suggest methods to be adopted for development of audio-visual education in them. A Committee for preparation of suitable literature for children was constituted and the same is continuing. Preliminary arrangements were made for starting a State Library in the State.

##### **Education of the Handicapped**

The management of the school for deaf and dumb students, was taken over by Government in the first year of the second Plan period and the same has subsequently been transferred to the control of the State Council of Child Welfare. Grants have been paid to the Council for starting a blind school in the State and for the management of the deaf and dumb school.

##### **Promotion of Hindi and Sanskrit**

A training institution was started at Cuttack with effect from the year 1957-58 to train up teachers in Hindi for appointment in schools. Provision was made for teaching Hindi in degree colleges and grants were paid to the *Rashtrabhasa Prachar Sabha* to meet the expenditure in connection with construction of buildings for the Sabha and the maintenance of the training centres run by the Sabha in the various parts of the State. According to programme, 230 Hindi teachers were appointed in high schools during the Second Plan out of which 50 were appointed in 1960-61.

In connection with the revision of syllabus in *Prathama* and *Madhyama Sanskrit Tols*, grants were paid to the aided *tols* for appointment of qualified teachers and for construction of additional buildings. A post of Assistant Superintendent of Sanskrit studies along with other ministerial staff were created for effecting better supervision of the *tols*. Provision was made for improvement of the *tols* in respect of their buildings, furniture and libraries during the Plan period.

### **Physical Education, Youth Welfare and N. C. C.**

Originally there was a proposal for deputation of candidates for undergoing P. T. I.'s training and accordingly the first batch of 20 candidates were deputed in 1956-57. Consequent upon the opening of a college of physical education in the State, there was no necessity of deputing candidates to other States. The State Youth Welfare Board was constituted in the year 1958-59 and grants were paid to the Board each year for execution of its development programmes. A total number of 100 troops were allotted during the Second Plan to different schools under the scheme of A. C. C. out of which 20 were allotted in 1960-61. A technical unit was started in the Engineering School at Cuttack and the same is continuing. N. C. C. Units were started in most of the high schools and colleges. The Armoured Corps was started in 1960-61. The strength of the N.C.C. Rifles was raised with effect from the year 1960-61.

### **Miscellaneous**

(a) In order to cope with the additional volume of work in connection with the execution of various development schemes of the Second Plan period, additional staff was appointed in the Education Directorate and Secretariat.

(b) Grants were paid to the authorities of the Stewart school at Cuttack for the opening of a branch of the School at Bhubaneswar.

(c) Besides the programme embodied in the State Plan, the State availed itself of the opportunities offered by the Ministries of Education and Scientific Research and Cultural Affairs by sponsoring the following schemes.

1. Development of physical education --payment of grants to the Vyayamsalas and Akharas.
2. Central scheme of educational tours of teachers.
3. Organisation of Sahitya Rachanalaya and training of authors in the technique of preparing literature for children.
4. Financial assistance to voluntary Sanskrit associations.
5. Production of literature and other materials—Research Project Fruit and vegetable preservation.

6. Experimental projects in secondary schools.
7. Grant-in-aid for establishment of science clubs.
8. Development of games and sports in the educational institutions  
Acquisition of playing fields and purchase of sports equipment.
9. Campus work project.
10. Opening of Extension Service Departments.
11. Construction of theatres at the State Capitals.
12. Open Air Theatres in rural areas.
13. Improvement of science teaching at the elementary level.

### Technical Education and Other Schemes

(i) Grants were paid to various associations for promotion of physical education and sports and for promotion of other cultural activities.

(ii) Grants were paid to the Museum committee for the construction of buildings. Provision was made for appointment of additional staff in connection with the reorganisation of the State Museum and Archives.

(iii) The work regarding the revision of the District Gazetteers and editing and publication of the *Sarala Mahabharat* was in progress. Necessary grants were paid to the Orissa Sahitya Academy according to programme.

## P U N J A B

The year 1960-61 was the last year of the Second Five Year Plan. Total performance of the Second Plan accounts for an expenditure of Rs. 804.97 lakhs against a Plan ceiling of Rs. 1228.28 lakhs. The provision as well as expenditure in respect of two schemes (i) Promotion of Punjabi particularly in non-Punjabi speaking areas of the State and (ii) Revision of District Gazetteers has been transferred to the development head "Technical Education" under the control of the Director, Technical Education, Punjab.

The expenditure during the year, 1960-61 against a provision of Rs. 334.20 lakhs subsequently revised to on the basis of actuals for 3 quarters and anticipated expenditure for the 4th quarter, Rs. 307.42 lakhs accounts for Rs. 292.19 lakhs resulting in percentage of 95 of the revised provision. The major portion of the expenditure was incurred during the 1st quarter.

### ELEMENTARY EDUCATION

The physical targets proposed under schemes of opening of non-Basic type schools in areas other than selected areas for the children of age-group 11-14 and opening of Basic training schools for primary school teachers in selected areas were achieved in full. This year too a sum of Rs. 4.95 lakhs was spent for providing residential accommodation to women teachers. The scheme "Reorganisation of Inspectorate" yielded

much better fruits this year and the performance of the department went to 95% as compared with 66% of the last year. Rs. 34.00 lakhs were spent for improving salary scales of primary school teachers.

### **Teachers' Training Programme**

The Basic Training College, Kurukshetra was excluded from the scheme "Starting of two Government Basic Training Colleges in the State" and in lieu thereof "College of Education, Kurukshetra" was set up under a new scheme included under the group "Secondary Education."

#### SECONDARY EDUCATION

During the year under review 15 and 25 more schools for girls and boys respectively were upgraded under the scheme "Upgrading of Government Girls Middle Schools to High Standard" and "Progressive upgrading of Government Middle Schools to High Standard. 100 new unaided secondary schools were brought on the grant-in-aid list. A sum of Rs.38.53 lakhs was spent on converting 73 new Government and privately managed schools to multipurpose and higher secondary schools as also on schools already converted.

This year too additional staff, equipment and furniture were provided in the existing Government schools. A sum of Rs. 6.00 lakhs was paid in the shape of grant-in-aid to schools run by the voluntary educational organisations. A new scheme "College of Education, Kurukshetra" was included in the Plan under this group. A sum of Rs. 1.59 lakhs was spent on this College.

#### UNIVERSITY EDUCATION

This year too a sum of Rs. 27.53 lakhs was paid to Government and non-Government colleges for converting them from four-year to three-year degree pattern. Besides, Rs. 6.30 lakhs and Rs. 0.50 lakh were paid as grant to non-Government colleges and institutions imparting instructions in Hindi, Punjabi and Sanskrit, respectively. Both men and women, professional and non-professional Government colleges were provided additional staff, equipment and furniture. Rs. 2.50 lakhs and Rs. 2.00 lakhs were paid respectively to the Punjab University and Kurukshetra University as grants-in-aid. A sum of Rs. 6.99 lakhs was spent on the construction of buildings for Government women colleges.

### **A. C. C. & N. C. C.**

Besides maintaining the previous strength of 69,000 A. C. C. cadets and 1200 teachers, three more N. C. C. troops were raised during the year under review.

### **Social Education**

A new post of the State Social Education Organiser was created in lieu of the post of Block Development Officer, Ambala during the year and a lady Social Education Organiser has been holding this post.

## MISCELLANEOUS

Out of 154 scholarships, 129 were actually awarded under the scheme 'Merit Scholarships to Poor Brilliant Students'.

### **Main Features of the Organisation Developed for Executing the Programme**

The educational development programme includes schemes of Education and Social Welfare Departments. As far as Education Department is concerned, the work is entrusted to two branches. One branch is concerned with getting the yearly plan approved by the Government of India and thereafter to have the provisions under different schemes included in the schedule of New Expenditure and also to have the administrative approvals issued. The second branch is to collect the expenditure on plan schemes from the field, to supply the consolidated expenditure statements to higher authorities and to recover the Central assistance from the Government of India. Both these branches are under the control of the Deputy Director (Planning).

The work relating to the implementation of the schemes is entrusted to other branches under different headquarter officers. All construction work is carried out through the P.W.D. The appointments to posts are made through the agencies of S.S.S. Board and Public Service Commission. The recommendations for upgrading the schools, providing additional equipment and furniture and additional staff etc. are invited from the field officers.

### **Progress of Training Programme**

College of Education, Kurukshetra has started functioning. This College imparts instruction of both types i.e professional and academic.

### **Main Difficulties Encountered**

By providing additional staff at divisional and district headquarters under the scheme 'Reorganisation of Inspectorate', situation relating to the collection of the expenditure statements has improved to a great extent. But the difficulty is still experienced in collecting the data from other departments, Block Development Officers and the Chief Engineer as this office has no control over them. The main difficulty experienced in the preparation of salary bills in respect of the scheme "Revision of salary scales of teachers" was highlighted to the officers and officials concerned on the spot.

### **Progress Made in Utilising Assets or Resources Created Under the Plan**

Against a Plan provision of Rs. 334.20 lakhs revised to Rs.307.42 lakhs, an expenditure to the tune of Rs. 292.19 lakhs has been incurred during the year 1960-61. The shortfall is mainly due to the reasons that (i) lady teachers do not go to schools at places in remote areas and (ii) suitable qualified teachers of certain types for posts are not available.



### Methods Adopted For Securing Greater Efficiency And Effectiveness In Implementation

To ensure proper implementation, the schemes have been entrusted to various officers at the headquarters, who are members of the Standing Committee/Implementation Committee. The Committee meets every month and reviews the pace of implementation of Plan schemes and sorts out problems and issues relating to the execution of the Plan schemes. The importance of the execution of the Plan schemes is impressed upon through meetings held at headquarters from time to time as also through seminars held at State, Divisional and District Headquarters.

### Steps To Elicit Fuller Public Participation And Use of Local Resources

In spite of the fact that this is not obligatory, yet the residents of various areas, where the schools are needed, offer or are expected to offer land/building for new schools.

### Lessons For Future

For the proper, implementation of the schemes and achievements of the targets aimed at provision of adequate staff at all levels, i.e., at Directorate, Divisional and District Inspectorate and fullest co-operation from other departments/officers/ are the main necessities.

## R A J A S T H A N

### PRIMARY AND SECONDARY EDUCATION

The State of Rajasthan comprises of twenty-six revenue districts divided into five revenue divisions, viz, Ajmer, Bikaner, Jodhpur, Kotah and Udaipur. The area of the State, according to General Surveyor of India, is 13,21,50 square miles with a population of 201,46,043 (10,55,81,19 males and 95,87,924 females) according to 1961 Census.

The following table educational institutions shows the general progress of education in the State during the year under report.

### Number of Educational Institutions in Rajasthan

S.No.	Type of Institution	Years		Increase (+) or Decrease (—)
		1959-60	1960-61	
1.	Univertsity	1	1	—
2.	Board of Secondary Education	2	2	—
3.	Colleges for General Education	56	57	+1
4.	Colleges for Professional Education	20	20	—

1	2	3	4	5
5.	Colleges for Special Education	19	19	—
6.	Higher Secondary Schools	215	308	+93
7.	High Schools	243	234	—9
8.	Senior Basic Schools	62	50	—12
9.	Middle Schools	1194	1355	+161
10.	Junior Basic Schools	1801	2095	+294
11.	Primary Schools	11284	13196	+1912
12.	Pre-Primary Schools	15	15	—
13.	Schools for Professional Education	51	69	+18
14.	Schools for Special Education	3339	3339	—
Total		18302	20760	+2458

### Administrative Set-up

Shri J.S. Mehta, I.A.S., continued to be the Director of Primary and Secondary Education, Rajasthan, with his headquarters at Bikaner. In the Head Office there are 17 other officers to aid and assist the Director in the discharge of his duties. Besides, eight officers are on field duty.

### Important Events

#### *Enrolment Drive*

During the year 1960-61, a Special Enrolment Drive for Girls in 10 towns was organised in addition to usual enrolment drives for all in the age-group 6-11. Due to these special drives, enrolment at primary stage by the end of Second Plan is estimated at 11.5 lakhs (9.5 lakh boys and 2 lakh girls only).

#### *Rajasthan Educational Service Rules*

During the year under report, Rajasthan Educational Service Rules, 1960 came into force.

#### *Education Code*

Education Code is under revision.

#### *Publications*

During 1960-61, a book on Basic Educational Statistics 1955-56 to 1960-61 has been published by the Statistical Section of this Directorate.

*Financial Progress*

Expenditure and Revenue (both budget proposals and actuals) during the year under report is given below:-

Items	Budget	Actuals	Remarks
	Rs.	Rs.	
1. Receipts	2,63,60,000	2,35,45,616	Includes University Education.
2. Expenditure	8,54,31,700	8,46,41,411	Excludes University Education.

**Physical Progress**

Both target and achievement under each of the schemes concerning Second Five Year Plan are given below for the year 1960-61:

S.No.	Name of the Scheme	Target	Achievement
1.	New Single Teacher Primary Schools	1075	1075
2.	Employment of Additional Teachers	1500	1500
3.	Introduction of Craft in non-Basic Schools	—	—
4.	Conversion of Primary Schools into Basic	800	300
5.	Establishment of Basic Teacher Training Schools.	16	16
6.	Expansion of Girls Education and Training of Women Teachers.		
	(a) Condensed courses	—	—
	(b) Residential Quarters.	152	118
7.	Relief to Educated Un-employed.		
	1. New Single Teacher Primary Schools.	1400	1400
	2. Additional Teachers.	—	—
	3. Residential Quarters.	134	134
	4. Appointment of S.D.I.S.	28	28
8.	Administrative and Supervisory staff and Inspecting staff.	22	22
9.	Raising of Primary Schools to Middle Standard.	120	215
10.	Senior Basic Schools.	11	11

11. Raising of Girls Middle Schools to High Schools.	2	8
12. Creation of Posts of Headmasters/Headmistresses	3	3
13. Conversion of High Schools to Higher Secondary Schools.	15	154
14. Upgrading of Middle Schools to Higher Secondary Schools	50	54
15. Assistance to private High Schools for conversion into Multipurpose Higher Secondary Schools and Higher Secondary Schools.	3	3
16. Upgrading of Middle Schools to Higher Secondary Schools (Ajmer)	4	4
17. Conversion of High to Multipurpose Higher Secondary School.	—	—
18. Conversion of High Schools to Higher Secondary Schools.	8	8
19. Improvement of Teaching Facilities:		
Science Courses.	5	5
Commerce Courses.	4	4
Additional Subjects.	10	10
20. Establishment of Divisional Library	1	1
21. School for Handicrafts.	1	—

### Education Budget for Rajasthan

Summary	Budget Estimates 1960-61	Revised Estimates 1959-60	Budget Estimates 1959-60	Accounts 1958-59
<b>A-University</b>	Rs.	Rs.	Rs.	Rs.
Grant to Universities	1151000	801000	991000	2883250
Government Arts Colleges	8291000	7062000	7799413	5341757
Grants to Non-Govt. Arts Colleges	550000	800000	560000	418397
Govt. Professional Colleges	1945000	1783000	1871600	1539839
Grants to Non-Govt. Professional Colleges	470000	60000	60000	70622
<b>Total-A</b>	<b>12407000</b>	<b>105060002</b>	<b>11282018</b>	<b>10253862</b>

**B-Secondary**

Govt. Secondary Schools	32999000	30445000	29011000	25780657
Direct Grants etc. to Non-Govt. Secondary Schools	4588000	4509000	4184000	3718607
Grants to Local Bodies for Secondary Education	13000	11000	10000	—
<b>Total-B</b>	<b>37600000</b>	<b>34965000</b>	<b>33205000</b>	<b>29499264</b>

**C-Primary**

Govt. Primary Schools	7511000	11320000	20881860	18564846
Direct Grants to Non-Govt. Primary Schools	725000	700000	700000	758706
Grants to Local Bodies for Primary Education	21496000	11017000	120000	170614
<b>Total-C</b>	<b>29732000</b>	<b>23037000</b>	<b>21701860</b>	<b>19494166</b>

**D-Special**

Govt. Special Schools	6697000	4138000	3865580	2335724
Direct Grants to Non-Govt. Special Education	520000	495000	450000	536819
Grants to Local Bodies	—	—	—	—
<b>Total-D</b>	<b>7217000</b>	<b>4633000</b>	<b>4315580</b>	<b>2872543</b>

**E-General**

Direction	988000	910000	901007	823889
Inspection	1357000	1784000	2331000	1971127
Scholarships	928000	888000	318000	425236
Miscellaneous	7986000	8325000	9557535	7550209
Works	284000	200000	915000	915111
<b>Total-E</b>	<b>11543000</b>	<b>12177000</b>	<b>14022542</b>	<b>11685572</b>
New Expenditure	232000	—	—	—
<b>Total</b>	<b>98731000</b>	<b>85248000</b>	<b>84527000</b>	<b>73805407</b>

## HIGHER EDUCATION

Three-year degree course was introduced in 20 colleges in July, 1958. With the introduction of three-year degree course in all the Government colleges traditional second year Intermediate classes were discontinued from all these colleges. However, for the benefit of the failures of IIInd Year Science (both in theory and practice) regular classes were continued in 10 colleges. Evening coaching classes were started in ten colleges for the failure of Arts, Commerce and Science (theory only).

The following Intermediate colleges have been upgraded into degree colleges in the year 1960:

1. Government Intermediate College, Sardarshahar.
2. Government Intermediate College, Dausa,
3. Government Girls Intermediate College, Ganganagar.

In all these colleges, first year and second year of three-year degree course classes have been started this year i.e. in July, 1960.

With the aim of providing a degree college in every district of the State a new degree college was started at Karauli.

Three private Intermediate colleges were upgraded to degree Colleges during the year 1960.

Besides upgrading, additional optional subjects have been added in 12 degree colleges.

In view of the growing demand for admission, the number of students to be admitted to M. Sc. classes during 1960 was raised in three Government colleges.

A seminar on social science was organised at Udaipur to enable the college teachers to keep abreast of the latest development in the subject.

The expenditure on university budget for the year 1960-61 is Rs. 82,53,230. In addition to this, the following grants have been provided for the colleges.

1. Grants to Non-Government Colleges.	Rs. 9,77,772
2. New Buildings.	Rs. 18,37,200
3. Additions & Alterations in Existing Buildings.	Rs. 7,40,000
4. College Hostels.	Rs. 8,64,035
5. Library.	Rs. 8,41,300
6. Equipment and Appliances.	Rs. 7,74,120

7. Furniture.	Rs. 1,06,000
8. Laboratory Grant.	Rs. 5,91,500

The State of Rajasthan has taken a pioneering step in providing all first class students whose parents do not pay income tax with scholarships in various classes according to the standard of the class and Rs. 5,20,000/- have been sanctioned for this purpose.

29,712 students received college education during the period under review in the 33 Government colleges and 25 aided institutions in Science, Commerce, Arts and Law.

### U T T A R P R A D E S H

The Plan outlay proposed for the year 1960-61 for the General Education Schemes was Rs. 291.12 lakhs including Rs. 1.20 lakhs for the scheme "Introduction of Physically Handicapped Children" and it did not permit any provision for the achievement of any additional targets. Out of the above amount, a sum of Rs. 389.46 lakhs, was provided in the Plan Budget for the year 1960-61 under the following Heads;—

37 Education	= Rs. 355.21 lakhs.
81 Civil Work	= Rs. 33.05 lakhs.
57 Misc.	= Rs. 1.20 lakhs.
	-----
	Rs. 389.46 lakhs
	-----

The group-wise budget provision and the actual expenditure during the year was as follows;—

Group.	Budget Revenue	Estimates Capital	1960-61 Total	Actual Revenue	Expenditure Capital	1960-61 Total
1. Elem. Edn.	222.57	22.56	245.13	215.34	10.20	225.54
2. Sec. Edn.	63.67	9.87	73.54	63.17	2.84	66.01
3. University						
Edn.	41.17	.59	41.76	44.39	..	44.39
4. Other Edn.	29.00	.03	29.03	22.93	.01	22.94
<b>Total</b>	<b>356.41</b>	<b>33.05</b>	<b>389.46</b>	<b>345.83</b>	<b>13.05</b>	<b>358.88</b>

The provision of Rs. 33.05 lakhs was meant for the completion of the "Capital Works" undertaken during the first four years of the Second Plan or for undertaking absolutely essential projects. The entire provision "Revenue Expenditure" of Rs. 356.41 lakhs was for continuing the schemes already taken without any expansion.

An assessment in brief of the progress at various stages of education is given in the following paragraphs:—

#### ELEMENTARY EDUCATION

During the expansion of education in the primary stage in the Second Five Year Plan, the enrolment of boys has risen from 22.6 lakhs in 1955-56 to about 32.00 lakhs in 1960-61 and the enrolment of girls from 5.5 lakhs in 1955-56 to about 8.43 lakhs in 1960-61. The percentage of the school going children of the age-group 6-11 at the end of the Second Plan will be about 67 for boys and 19 for girls against the percentage of 52 for boys and 14 for girls at the end of the First Five Year Plan. Thus the total percentage of boys and girls will be 43 against the percentage of 33 at the end of the First Plan.

In the middle stage, the enrolment of boys has risen from 5.7 lakhs in 1955-56 to 7.5 lakhs in 1960-61 and the enrolment of girls from .7 lakhs in 1955-56 to about 1.1 lakhs in 1960-61. The percentage of the school going children of the age group 11-14 at the end of the Second Plan is about 30 for boys and 5 for girls against the percentage of 24 for boys and 3 for girls at the end of the First Plan. Thus the total percentage of boys and girls will be 18 against the percentage of 14 at the end of First Plan.

#### Pre-Primary Education

Pre-primary classes were opened in the three Government normal schools for girls in the year 1956-57 and are progressing well. Five more schools were brought on the grant-in-aid list and four schools were given non-recurring grants for the purchase of furniture and equipment during the year 1960-61. During the Plan period 25 privately managed nursery schools were brought on the grant-in-aid list and 53 institutions were given building and equipment grants.

#### Primary Education

Under the Government of India's Scheme "Scheme to Relieve Educated Unemployment" 1970 junior Basic schools were opened during the year 1960-61. Thus 6075 new junior Basic schools (2750 under the State Plan Scheme and 3325 under the Government of India's scheme) were opened during the Second Plan period.

Like previous years all the existing 29,765 junior Basic schools in the State were given a recurring grant at the rate of Rs. 100/-per annum for the purchase of craft material, charts, books etc. New schools when started, are also given this recurring grant for craft material, books etc. This has greatly helped in the raising of the standard of Basic education in these Basic schools.

Building grants at the rate Rs. 10,00 ) per building were given for the construction of 80 primary school buildings in the urban areas and at the rate of Rs. 1000/-per building for the improvement of 2338 junior Basic schools in rural areas during the years 1956-57 and 1957-58.



For the successful implementation of the various schemes connected with the expansion of Basic primary education in the State, a detailed survey of the State had been undertaken.

As a significant step towards the fulfilment of the directive principles of the Constitution, a scheme of free education from classes I to V was launched in this State from the year 1957-58.

For the training of teachers of junior Basic schools, 11 Basic training schools (including one for girls) were started in the year 1958-59 and under the Government of India's scheme "Training of Teachers" 48 Government normal schools (including 6 for girls) are running since 1959-60.

The inspecting machinery had also been strengthened by the appointment of 110 additional Sub-Deputy Inspectors of Schools in the years 1956-57 and 1958-59 under the Centrally sponsored scheme to relieve educated unemployment 30 Sub-Deputy Inspectors of Schools and 7 Assistant Inspectress of girls schools were appointed in the year 1959-60 and 68 S.D.Is. of Schools and 8 A.I.G.S. were appointed in the year 1960-61.

### **Middle Education**

During the whole Plan period, 28 Government senior Basic schools for girls, 1 Government senior Basic school for boys and 102 senior Basic schools on grant-in-aid basis were opened. Thus 131 senior Basic schools (65 for boys and 66 for girls) could be opened during the Second Plan period.

Agriculture was introduced in 40 schools, in the year 1956-57 crafts in 330 schools in the years 1956-57 and 1957-58 General Science was introduced in the 313 senior Basic schools in the years 1956-57, 1957-58 and 1958-59 and music in 20 Government senior Basic schools for girls (4 in the year 1960-61). For opening a small library, a non-recurring grant @Rs. 500/- per institution was given to 890 institutions up to the year 1959-60 and 15 schools received this grant during the year 1960-61. Thus in all 1040 schools received this library grant during the Plan period.

For the training of teachers of senior Basic schools, three junior training colleges (including one for girls) were started and grant-in-aid of about Rs. 1.00 lakhs was given to certain selected private Basic training schools and Basic training colleges (H.T.C&J.T.C.). Out of this sum of Rs. 1. lakhs a sum of Rs. 20,000 was given during the year 1960-61.

As in the previous years in-service training was also given to trained and untrained teachers, head masters and inspecting officers.

For introducing the mandatory scale of pay of teacher of the District Boards, necessary grants were given to all the District Boards in this State.

### **SECONDARY EDUCATION**

At the higher secondary school stage, the enrolment of boys has risen

from 3.4 lakhs in 1955-56 to about 4.6 lakhs in 1960-61 and the enrolment of girls from .31 lakhs to about .52 lakhs in 1960-61. The percentage of schoolgoing children of the age group 14-18 at the end of the Second Plan is about 16 for boys and 2 for girls against the percentage of 13 for boys and 1.3 for girls at the end of the First Plan. Thus the total percentage of school going children (boys and girls) will be 9 against the percentage of 7 at the end of the First Plan.

During the Second Plan period, five Government higher secondary schools for girls were started.

Building grants at the rate of Rs. 10,000 per institution were given to 103 higher secondary schools (including 16 in 1960-61) and grants for play grounds were given to 25 schools during the year 1956-57 and 1957-58. In the year 1960,61, 52 institutions were given library grants at the rate of Rs. 2,500-per institution. Thus 472 institutions received this grant during the Plan period.

For the conveyance of girl students, buses were supplied to 40 Government institutions during the last 4 years. forty eight 48 more higher secondary schools were brought on the grant-in-aid list. Under the Scheme "Conversion of H. S. Schools into Multilateral Schools" 60 courses were introduced in certain Government higher secondary schools in subjects such as Science, Home Science, Commerce, Agriculture and in particular included 10 courses in General Engineering during the last 4 years. Twenty five psychologists (including five in the year 1960-61) were appointed in 25 Government higher secondary schools. The achievement during the Plan period under this scheme was as follows.

1. Courses	=	60
2. Schools upgraded to Intermediate standard	=	5
3. Schools strengthened with appliances, equipment etc.	=	30
4. Psychologists appointed	=	25

Seven schools, situated in the backward areas were provincialised during the Plan period.

Six Government high schools for girls and two Government high schools for boys were upgraded to Intermediate standard and also one Government Junior high school for boys at Shahabad (Rampur) was upgraded to high school standard.

For the improvement of teaching of science in secondary schools, 32 institutions were taken in the year 1957-58.

Fifty, fifty-four and fifty-one institutions situated in the backward areas were given liberalization grants during the years 1958-59, 1959-60 and 1960-61 respectively.

#### UNIVERSITY EDUCATION

Varanaseya Sanskrit Vishwa Vidyalyaya, Varanasi, Allahabad, Lucknow, Agra and Gorakhpur Universitis were given substantial grants-in-aid. Additional grants-in-aid were given to various degree colleges affiliated to the Agra University for extension of libraries, laboratories, hostels and tuitional facilities. All the three Government degree colleges located at Nainital, Gyanpur (Varanasi) and Rampur were reorganized by giving additional staff, equipment and building etc.

#### OTHER EDUCATIONAL SCHEMES

With a view to quickening the pace of the expansion of social education, four mobile training squads were started and nine circulating libraries, besides the Central Library in the State, were established. For the purchase of film projectors, necessary grants were sanctioned to 32 District Social Education Organisations. Under the scheme "Publication of Reports, Pamphlets, Booklets etc" the following booklets were published in the year 1960-61 and during the Plan period 27 pamphlets, booklets etc. were published for neo-literates

1. Jhansi Ki Rani
2. Mahabharata Part I
3. Achhook Kojianhi
4. Mangal Prabhat.
5. Chacbak.
6. Dhani Ghundshia.

For the extension of the National Cadet Corps, expansion of Bharat Scouts and Girl Guides and for the establishment of A.C.G., necessary grants were given to these units. A number of private miscellaneous institutions, such as Sangit Samitis, literary and scientific societies, were also given non-recurring grants. For the encouragement of physical education at all stages of education, not only as a part of the curriculum but also as being essential for building up the health of the youth of the country, 17 Sahayak Commandants, Sainik Shiksha Avam Samaj Sewa Prashshikshan and one superintendent of physical education were appointed. Under the control of Nirदेशक, Sainik Shiksha Avam Samaj Sewa Prashshikshan, U.P., Lucknow, all these officers are looking after the integrated programme of physical education and military education.

Educational exhibitions were held at Allahabad (1956-57), Meerut (1958), Varanasi (59-60) and Bareilly (60-61) and State Youth Rallies in which Yuyak Mangal Dals also participated were held at Lucknow each year.

To educate deaf and dumb students with a view to ensuring their proper rehabilitation into normal life, two schools were opened at Agra and Gorakhpur under Social Welfare Department in the year 1956-57

## WEST BENGAL

During 1960-61, i.e. the last year of the Second Five Year Plan period, the total revised budget on the "Development" came up to Rs. 15.80 crores. A brief note on the salient features of the educational schemes on which the above expenditure was incurred is given below:

### PRIMARY EDUCATION

Any substantial progress was not possible to make primary education universal and compulsory throughout the State of West Bengal by the end of the Second Plan period due to lack of funds. Utilising such resources as were available, the State of the West Bengal undertook a phased programme for providing new primary schools in 'school-less' villages and 'crowded' areas as well as schemes for expansion of teachers' training facilities in order to facilitate the introduction of universal and compulsory primary education throughout the State during the Third Plan period.

Up to the end 1959-60, there were 25,912 recognised primary schools in the State. Under a phased programme to cover school-less villages, 521 additional primary schools were sanctioned by the State Government during 1960-61. In addition to these, some more schools were set up by private agencies and were recognised by the district authorities. Figures relating to latter are under collection.

The progress of Basic education was restricted on account of paucity of funds. The number of junior Basic schools sanctioned during the year 1960-61 was 54, bringing the total number to 1558 up to the end of the Second Plan. The number of senior Basic schools sanctioned was 56 bringing the total number to 201 during the same period.

Special attention was given to the setting up of pre-Basic (Nursery) schools. Number of such institutions sanctioned during the year was 36, bringing the total number to 101. Most of these institutions are under the management of voluntary organisations.

### **Provision of Free Tuition at the Secondary Stage for Wards of Primary School Teacher**

Provision of free tuition at the secondary stage for wards of primary school teachers was introduced during 1959-60. A total expenditure of Rs. 3.37 lakhs was incurred on the scheme during 1960-61.

### **Appointment of Science Consultants**

In order to improve the quality of science teaching at the elementary stage, a pilot project for appointment of Science Consultants on an area basis was introduced during this year. Appointment of additional Science Consultants will depend on the success of the pilot scheme.

The above scheme has been introduced on the basis of a recommendation made by the All India Council for Elementary Education.

### **Appointment of Music Teachers**

Fifty posts of music teachers who would be located Blockwise and act as peripatetic teachers were sanctioned during 1960-61 for the purpose of popularising 'Rabindra Sangeet' and Folk Music. This scheme is, however, being given effect to from the beginning of the Third Plan.

### **Establishment of a Post-Graduate Basic Training College**

In order to provide additional teaching and administrative personnel that will be required during the Third Plan period, a new Post-Graduate Basic Training College with provision for 100 seats was started under the auspices of the Ramkrishna Mission Boys' Home, Rahara, during the year 1960-61.

## **SECONDARY EDUCATION**

### **Conversion of Existing High Schools into Higher Secondary Schools.**

During 1960-61, the number of secondary schools was about 4,300 (1950 high schools and 2350 junior high schools) as against 4,106 (1847 high schools and 2259 junior high or senior Basic school) in 1959-60. Total number of schools upgraded (i. e. converted into Class XI high schools) during 1960-61 was 158, thus raising the number to 743 with about 1500 diversified courses. About 40% of the existing high schools had been upgraded on the pattern of Class XI high schools in the State by the end of the Second Plan.

The following measures were taken in connection with the scheme.

In collaboration with the Directorate of Extension Programmes, two experimental projects were taken up in two of our schools. The project for one school (Boys) was "Living in Machine Age" and that for another school (Girls) is "Strengthening Home Science".

The four Extension Service Departments attached to four post-graduate training colleges continued different kinds of activities. During the year under report, the Departments attached to different colleges organized seminars for Headmasters and Education Officers, ran a few courses on Structural Approach to English Language, and organized seminars for different subject teachers among other activities.

The Bureau of Educational and Psychological Research attached to the David Hare Training College carried out two courses a year for training of Career Masters to be attached to secondary schools. During 1960-61, 64 teachers completed the training successfully bringing the total number of trained Career Masters to 226.

### **Increase in the Number of Junior High and Senior Basic Schools**

In order to provide education for the larger number of boys and girls who may seek admission to the middle school stage after the primary stage, it had been decided to raise the number of junior high and senior Basic schools to 2363 during the Second Plan period as against 1614 at the end of the First Plan. In accordance with this plan, the number of schools of this category in the State had been raised to 2254 during 1959-60. In the course of the year 1960-61, about 145 more schools were added.

### **Improvement of Teaching Facilities in High and Junior High Schools**

Under this scheme, 118 class X high schools have been sanctioned grants @ Rs.50,000/- 286 class X high schools have received, each. Rs. 15,000/ each upto 1960-61. Graft teaching has been introduced in 60 junior high schools during this period.

Science clubs were being organised in different schools since the beginning of the Second Five Year Plan. During 1960-61 two new institutions were taken up under the scheme bringing the total number to 14.

### **Improvement of School Libraries and Reading Rooms**

A total grant of Rs 2,42,813/ was sanctioned in favour of 94 secondary schools under the above scheme.

### **Construction of Residential Accommodation for Students**

29 units of hostels with accommodation for 580 students were sanctioned during the year, thus bringing up the total to 193 units of hostel with accommodation for 3960 students.

### **Residential Accommodation for Teachers**

To provide residential accommodation for teachers of secondary schools, particularly in rural areas, 18 units of twin teachers' quarters for housing 36 teachers were sanctioned during 1960-61. As a result, the total units of twin teachers quarters built during the Second Plan period come to 170 and the number of teachers benefited 340.

The above figures include 46 quarters built for women teachers.

### **Introduction of Contents Training Course in Science Subjects in Selected Colleges**

To make up the present shortage of science teachers with Honour's degree or Master's degree for teaching elective Science course in class XI high schools, a Contents Training Course—both theoretical and practical—of six months duration in Physics, Chemistry and Biology had been instituted in three selected colleges during 1958-59. During 1960-61, the Contents Training Course was introduced in two more colleges, thus bringing up the total number to 5. Total annual intake capacity in these five colleges is 350. On successful completion of training, these teachers should be competent to teach elective Science Course in upgraded schools. It is expected that all existing Science teachers of high schools who have not taken Honours degree may be trained in the Contents Training Course by the end of the Third Five Year Plan period. It may be pointed out here that this is one of the special schemes initiated by West Bengal during the Development Plan period.

### **Discipline and Leadership Among Students**

In order to inculcate discipline and leadership among students and to keep them physically fit, arrangement for N.C.C. and A.C.C. training has been made in schools. During the year under report, 414 new troops have been raised for A.C.C. bringing the total number of troops to 934. About 51303 (including 2333 girls) students have enlisted themselves as A.C.C. Cadets. During the same year, 20 N.C.C. troops were raised in schools bringing the total number of troops to 282. About 12,224 students have enlisted themselves as N.C.C. Cadets.

### **WOMEN'S EDUCATION**

The development and expansion of women's education was taken as a special scheme by the State Government during the second year of the Second Five Year Plan and special measures were taken under the centrally sponsored scheme as well as out of the State Plan. These measures were continued and extended during 1960-61 with the following results.

### **Construction of Staff Quarters for Women**

The construction of staff quarters for women teachers, mainly in rural areas, was one of the essential features of the scheme. Up to 1959-60, 737 single quarters were sanctioned under the State schemes for (a) essential accommodation for women teachers in rural areas and (b) relief of educated unemployment and expansion of primary education and (c) Centrally sponsored scheme for expansion of girls education and training of women teachers. 292 more single quarters were sanctioned during 1960-61 under schemes (a) and (c), thus bringing up the total to 1029 units.

In addition to the above, 46 twin quarters, i. e. 92 single units of quarters, were built for women teachers under the State scheme for

housing teachers in secondary schools (c. f. para 6 of Report on Secondary Education).

### **Provision of Hostel Accommodation for Girl Students**

Hostel accommodation for girl students has been provided at both school and collegiate levels. 35 hostels were sanctioned for schools and 16 for college students up to the end of 1960-61. Fifteen collegiate units were built with aid from the U. G. C. and matching share from the State Government.

### **Free Tuition for Girl Students Reading in Class V to VIII in Rural Areas**

As a result of this measure, which was introduced in 1958-59, attendance of girl students at this level had gone up by nearly 79.1% during 1959-60. Increase during 1960-61 was by another 35.4%.

With effect from 1959-60, this scheme was transferred to the State Plan. During 1960-61, total expenditure on this Head was Rs.26.97 lakhs benefiting 67,729 students.

### **Training and Appointment of School Mothers**

Initiated as a scheme by the State Government in 1957-58, this important measure has subsequently been accepted by the Government of India as well as the National Council for Women's Education on all-India basis. The appointment of School Mothers, particularly in the rural areas, is encouraging parents to send their daughters to schools. Total number of School Mothers' Training Centres in the State was raised from 1 in 1958-59 to 3 in 1960-61.

Out of 138 successful trainees, who completed their course up to 1959-60, the majority have been absorbed in different schools.

### **Women's Education at Collegiate Level**

By way of promoting girls education at the university stage, a programme for starting more colleges for girls was taken up during the Second Plan. In 1957-58, there were 21 women's colleges in the State. In 1959-60, the number was raised to 26. In 1961, the number of such colleges became 29. Women in larger numbers are now going in for professional and vocational education in West Bengal.

## **UNIVERSITY AND COLLEGIATE EDUCATION**

### **Increase in the Number of Colleges**

In 1947-48, there were 55 colleges with an enrolment of 36,232 students. In 1955-56, i. e. at the end of the First Five Year Plan period, the number rose to 95 and the enrolment became 87,374. In 1959-60 there were 117 colleges in the State with an enrolment of 1,18,045. In 1960-61, there was a further increase by 5 colleges including 2 sponsored colleges, thus raising the total to 122.



### **Introduction of the Three-Year Degree Course in Colleges under the U.G.C. Scheme**

This scheme had been taken up for implementation by the State Government as early as 1957-58. By the end of 1959-60, 94 colleges had been brought under the scheme with a total expenditure of Rs.69,76,763.50 nP. During 1960-61, the scheme was continued and extended to two more colleges, thus bringing the total number to 96 with an expenditure of Rs 19,18,368.50 nP. during the year. Total expenditure incurred up to 31.3.61 under the scheme was Rs. 88,95,132.

### **Establishment of Non-residential Students' Centres in Colleges under the U. G.C. Scheme**

The Day Students' Homes scheme which had been started on an experimental basis by the West Bengal State Government in 1956-57 having proved successful, the scheme has been accepted on all-India basis by the U.G.C. for construction of non-residential students' centres attached to colleges and universities. Four colleges received sanctions from the U.G.C. for construction of non-residential students' centres during 1960-61 with a matching grant from the State Government.

### **Establishment of New Universities**

Two new universities — at Burdwan and Kalyani were established during 1960-61. The Burdwan University started post-graduate teaching in Arts subjects only during the year. 29 affiliated colleges were under its jurisdiction. The Kalyani University started with two constituent colleges—the Birla College of Agriculture at Haringhata and the Teacher Training College at Kalyani.

598 acres of land were acquired for the Kalyani University by the State Government at a cost of Rs.23.31 lakhs and a building grant of Rs.31 lakhs was placed at the disposal of the University in order to enable it to take up the construction of colleges and residential buildings as well as hostels for students.

An additional area of 500 acres of land is also proposed to be acquired for the University.

### **Revised Pay Scale for College Teachers (U.G.C.)**

An amount of Rs.12,27,233.30 nP. was spent during 1960-61 under this scheme.

### **Stipends**

The total of stipends awarded during 1960-61 was as follows :—

	Normal	Development	Total
Scholarships	238	58	296
Stipends	544	1116	1660
	782	1174	1956

## Teacher Training

At the beginning of the Second Five Year Plan, there were 63 institutions of teacher training in the State at different stages with a total intake capacity of 3,084. At the end of 1960-61, the number had gone up to 101 with a total intake capacity of 8,525. Facilities for the training of teachers have thus substantially increased at both the primary and secondary levels.

During the year a Post-Graduate Basic Training College had been established at Rahara as has already been pointed out under the section for primary and Basic education. A. B.T. Department has also been established under the St. Xavier's College, Calcutta.

### SOCIAL EDUCATION

Progress under the social education schemes was well maintained during the year 1960-61.

## Library Development

Further advance in the field of library development was made. One hundred more Government-sponsored rural libraries were established. Two libraries on a fairly big scale, namely, Pratap Chunder Mazumdar Memorial Hall, and Ramkrishna Mission Adwaita Ashram Library were opened in the city of Calcutta. An additional District Library to serve the needs of the people in the southern parts of 24 Paraganas was set up at Taki. It has been possible to provide reading facilities to the people on an extensive scale through the agency of sponsored and aided public libraries. Over 30 lakhs of books constitute the total collection in these libraries which are regularly used by over ten lakhs of readers.

## Social Education in the Blocks

The total number of Development Blocks during the year under review was 174 of which 17 were newly opened. 27 Social Education Organizers were sent for training to the different S.E.O. Training Centres. Adult education including instruction in literacy was imparted to about three lakhs of adult illiterates.

Some other notable features of the scheme during the year are as follows :

### Production of Textbooks for Children

A Sahitya Rachanalaya with 20 writer-participants was organised and conducted during the year. Twenty books for children were produced.

### Training in Folk-Music

A Training Centre for imparting specialized instruction in indigenous folk music namely, *Kirtan*, *Bhajan*, *Baul*, etc., was established at Dopokuria in Murshidabad district.

### **Audio-Visual Education**

A course on audio-visual education was introduced in eight secondary teachers' training colleges, and grants were sanctioned for setting up full-fledged audio-visual units. Staff for imparting instruction in theory and practice of audio-visual education was also sanctioned for each training college.

### **Publication of Rabindra Rachanavali**

On the occasion of the birth-centenary of Poet Rabindra Nath Tagore, the Government undertook the publication of the complete works of the Poet at a popular price of Rs.75 only, and made the same available to the public on application. The entire work will be printed in thirteen volumes, and 50,000 copies of the set will be printed.

### **Establishment of Community Halls**

The Government also sanctioned the establishment of Community Halls at some important centres to provide facilities for cultural and recreational activities by way of commemorating the great Poet.

#### **PHYSICAL EDUCATION**

The main activities under the physical education branch during 1960-61 were carried out under the following Centrally sponsored schemes.

#### **Construction of Stadia in the State**

Under this scheme, construction of 2 stadia in the districts of Jalpaiguri and Bankura, sanctioned during the previous years, was completed during 1960-61. Stadia in 4 other districts were under construction.

#### **Physical Efficiency Drive**

Physical Efficiency Tests were held throughout the State and more than 5,000 people took the test during the year. Successful candidates were awarded certificates.

#### **Development of Games and Sports in the Educational Institutions**

Under this scheme, 100 educational institutions received financial assistance towards purchase of playgrounds for their students by 1960-61.

#### **Development of Games and Sports in the Educational Institutions, Purchase of Sport Equipments**

More than 50 educational institutions received financial assistance towards purchase of sports equipment during the year.

## ANDAMAN AND NICOBAR ISLANDS

Sl. No.	Name of the Scheme	Physical Target actually achieved compared to the plan for the year 1960-61	Budget Provision on for 1960-61	Expenditure incurred during 1960-61	Remarks
1	2	3	4	5	6
			Rs.	Rs.	
1.	<b>Scheme for reorganisation of primary education in Port Blair (Scheme No. 47.)</b>	The programme for the year envisaged the completion of construction work of the junior Basic school building at Aberdeen and shifting of the primary section from Middle Point to the new school and to continue four primary schools already established.	49,000	41,315	
		The construction work on the junior Basic school building was completed and certain divisions shifted to the new school building according to the availability of accommodation. The remaining primary classes at Middle Point have been attached to Teachers' Training School and named as Primary School, Middle Point.			

1	2	3	4	5	6
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**2. Scheme for extension of Basic education in rural areas. ( Scheme No. 48. )**

The programme for the year envisaged the appointment of 4 additional teachers, conversion of 17 primary schools into junior Basic schools, equipping of 20 schools with tools, craft materials, library books etc.

Additional teachers were appointed, 6 primary schools were orientated towards Basic pattern. Equipment and furniture worth Rs. 11,770.70 were purchased.

1,04,400

82,165

**3. Scheme for a separate Senior Basic School for Girls at Port Blair. (Scheme No. 49.)**

The programme for the year envisaged the maintenance of the girls school already established.

The school was maintained and class X was added with a view to upgrading the school to a full-fledged higher secondary school.

26,400

11,550

**4. Scheme for conversion of middle schools into senior Basic schools and for opening of additional senior Basic schools. ( Scheme No. 50 )**

The programme for the year envisaged conversion of the Mayabunder middle school into a senior Basic school and setting up of a senior Basic school at Chouldari subject to availability of suitable building.

16,600

2,954

1	2	3	4	5	6
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The targets could not be achieved due to non-availability of a building at Chouldari for starting the senior basic School. However, initial steps were taken to convert the high middle school, Maya-bunder into the senior Basic school by introducing gardening as a craft.

5.	<b>Scheme for conversion of Govt. High School into a Higher Secondary Multi-purpose School. (Scheme No. 51.)</b>	The programme envisaged appointment of requisite staff and opening of class IX of the higher secondary course and purchase of equipment, craft materials and library books and completion of the conversion of the high school into a higher secondary multipurpose school.	97,400	40,106	
6.	<b>Higher Education (Stipends) (Scheme No. 52).</b>	Some staff was appointed; class XI opened; equipment and craft materials etc. were also purchased, and the conversion of high school into higher secondary multi purpose school was completed.			
		36 scholarships were granted (including renewals) as per programme for the year.	35,000	27,586	
7.	<b>Vocational Education Scheme. (Scheme No. 53.)</b>	The Trade School already set up was maintained.	16,700	7,349	
8.	<b>Social Education (Scheme No. 54.)</b>	<del>The programme envisaged appointment of four social workers, purchase of books etc, and physical execution of the scheme.</del>	27,700	13,167	

Three social workers were appointed. Some library books were purchased and physical execution of the schemes continued. Two (additional) centres were started.

**9. Teachers Training Scheme (Scheme No. 55.)**

The training school already set up was maintained. Training of the 3rd batch of 23 untrained teachers was undertaken.

23,200

17,576

**10. Scheme for Education in Nicobars (Scheme No. 56.)**

The programme envisaged shifting of the school at Mus to the newly constructed Senior Basic School building at Biglapati and conversion of the same into Senior Basic School by providing additional staff and equipment and craft materials.

9,474 pay & equipment  
40,951 Building

278

The Mus School was shifted to the newly constructed Senior Basic School building at Biglapati. Some additional staff and equipment were also provided. Conversion of the school into senior Basic school could not be done due to non-availability of trained teachers. Class IX was added to the school, with the object of upgrading of the school to higher secondary level.

41,000

50,425

**11. Reorganisation of the administrative set-up of the Education Department. (Scheme No. 57)**

One Education Officer and one Educational Supervisor were appointed and re-organisation of the administrative set-up was completed.

42,000

31,882

1	2	3	4	5	6
<b>12. School Building (Scheme No. 58.)</b>	<p>The programme for the year envisaged completion of construction work of the school building of Senior Basic School for Girls and the Junior Basic School building at Aberdeen. The construction of Senior Basic School at Chouldari was to be undertaken and a new block, as an addition to the existing Higher Secondary Multipurpose School building, to be provided.</p> <p>The construction work of the Aberdeen Junior Basic School building and the new block attached to the Higher Secondary Multipurpose School was completed. The work on the construction of the Girls Senior Basic School building was in progress. The construction of the Senior Basic School building at Chouldari was undertaken.</p>	99,000	49,653		
<b>13. Development of Hindi. (Scheme No. 72-A)</b>	<p>As per programme for the year, 10 Hindi teaching centres already established were maintained and one additional Hindi teaching centre at Kakana was established. Hindi Library at Port Blair was maintained and library books worth Rs. 300/- were supplied. A Hindi library was opened at Car Nicobar.</p>	17,400	10,255		
<b>14. Youth Welfare Programme (Students Tours)</b>	<p>The programme envisaged sending of 3 batches of not more than 32 students, one each from the Higher Secondary Multipurpose School, Girls</p>	5,000	5,487		



1	2	3	4	5	6
15, Scheme No. 13—Colonisation Scheme.	Higher Secondary School and Higher School at Biglapati (Car Nicobar) to visit places of historical and cultural interest in the mainland.	55 students and four teachers from Higher Secondary Multipurpose School and Higher Secondary School, Biglapati were sent on tour during the year.	45,200	60,066	
		28 primary schools opened previously were maintained.			

## DELHI

The Educational Development Programme included in the second five year plan of Delhi was designed to aim at providing educational facilities at primary, middle and higher secondary stages, improving the quality of instruction at schools, reorganising secondary education in the light of the recommendation made by the Secondary Education Commission, expanding facilities in the field of social and physical education and constructing buildings to house a large number of schools.

During the year 1960-61, the pace of the progress of the Educational Development Programme was accelerated and greater emphasis was laid on the expansion of educational facilities at the elementary and secondary stages in order to cope with the rush of admissions. It was ensured that the child who sought admission was accommodated in one or the other school. No child was refused admission. The Municipal Corporation of Delhi shared its responsibility in expanding facilities at the primary and middle stages of education. In pursuance of the implementation of the programme, the Municipal Corporation of Delhi opened/upgraded 41 junior Basic/primary schools to Senior Basic/middle standard. Delhi Administration opened 15 new Government higher secondary schools, and upgraded to Government middle schools to higher secondary standard.

Delhi Administration brought 18 Government and 4 aided high schools to higher secondary pattern during this year. As a result of the implementation of the educational expansion programme, the following additional seats were provided for the school-going children:

Classes I to V	24,000
Classes VI to VIII	14,000
Classes IX to XI	7,000
	<hr/>
Total	45,000
	<hr/>

The educational development schemes included in the Second Plan involved an estimated outlay of Rs. 380 lakhs out of which a sum of Rs. 139 lakhs was earmarked for the Capital Works Programme. The total expenditure in the first four years of the Plan was Rs. 180.629 lakhs (Revenue Rs.121.677 lakhs plus Rs. 58.952 lakhs Capital). An amount of Rs.124.63 lakhs was provided in the Budget estimates for the year 1960-61 towards the implementation of the educational development programme in Delhi. The total expenditure during the year 1960-61 was Rs. 180.715 lakhs (Revenue 133.719 and Capital 46.996), which is almost equal to the total expenditure incurred during the entire Plan period.

The progress made in the field of the Capital Works Programme was quite significant. In spite of various hurdles and difficulties in acquiring suitable sites for raising buildings and completing other cumbersome procedural formalities regarding the formulation of estimates, building plans, obtaining administrative and financial sanctions, the construction work on 29 schools buildings was completed. Besides, 13 pre-fabricated

buildings were raised at a cost of Rs. 13 lakhs. Thus, Delhi Administration succeeded to some extent in replacing tented accommodation.

A brief report on the progress in respect of important Educational Development Schemes is given below.

#### PRE-PRIMARY EDUCATION

Nursery education is primarily the responsibility of the Municipal Corporation of Delhi which added six more nursery schools during 1960-61. This brought the total number of nursery schools in Delhi to 13, providing education to 700 children.

#### PRIMARY EDUCATION

The Municipal Corporation of Delhi improved teaching facilities in the existing junior Basic schools at a cost of Rs. 2.79 lakhs. Equipments, library books, agricultural tools, games and craft material were provided to 272 junior Basic schools. Under the scheme of "Raising of Junior Basic Schools to Senior Basic Standard", the Corporation upgraded 41 junior Basic/primary schools into senior Basic/middle standard. To supplement the programme of expansion of educational facilities at the elementary stage, a sum of Rs.10.75 lakhs was given as grant-in-aid to the local bodies i.e. Delhi Municipal Corporation, New Delhi Municipal Committee and Delhi Cantonment Board.

#### Teacher Training Institute

The Government Co-educational Teacher Training Institute continued to make satisfactory progress in augmenting the supply of trained teachers. During the year under report, 100 teachers (female and male) were trained. An Audio-visual Expert Training Unit was set up this year and attached to the Government Co-educational Teacher Training Institute, Darya Ganj. One Technical Instructor and one Technical Assistant were appointed to impart training to school teachers in the methods of audio-visual aids. Necessary equipments were also purchased.

#### SECONDARY EDUCATION

#### Introduction of Higher Secondary System on a General Scale

In 1960-61, 18 Government and four aided high schools were brought on higher secondary pattern. The change-over to the higher secondary pattern was completely accomplished by 1960-61. A sum of Rs. 7.670 lakhs was spent towards the implementation of this scheme, during 1960-61. Thus the Union Territory of Delhi is the first Unit to have succeeded in effecting a uniform system of higher secondary education.

#### Conversion of High/Higher Secondary Schools to Multipurpose Higher Secondary Schools

Four Government higher secondary schools were converted into multipurpose higher secondary schools with effect from 15th July, 1960.

The additional streams introduced as a result of conversion of the schools to multipurpose pattern are shown below:

1. Humanities, Science and Agriculture.
2. Humanities, Science and Commerce.
3. Humanities, Science, Fine Arts and Home Science.

### **Introduction of Craft in the Middle Department of High/Higher Secondary Schools**

Craft was introduced in the middle department of four Government higher secondary schools during 1960-61.

Besides, the managements of three aided higher secondary schools introduced Craft at the middle stage.

### **Opening/Raising of Schools Under the Emergency Programme**

The emergency scheme of opening and raising of schools had to be launched during the year 1958-59 as in the earlier years of the Plan. The public demand for providing adequate additional schooling facilities was so pressing that Delhi Administration had to give assurance to the people that all those children seeking admission in the recognised schools would be accommodated. In fact, an acute emergency arose for expanding educational facilities which the Plan provision could not possibly cope with. This necessitated the opening of new higher secondary schools and addition of sections in the existing schools to cater to the educational needs of the Territory. Funds had to be adjusted within the Plan ceiling which resulted in the cuts in the targets of other schemes.

The tempo of progress of the expansion programme was maintained during the year under report. 15 new Government higher secondary school were added this year and two Government middle schools were upgraded to higher secondary standard. Besides, about 100 additional sections were added at the higher secondary level in the Government and aided higher secondary schools.

### **Improvement of Existing Schools**

Teaching facilities were improved in 20 Government higher secondary schools at a cost of Rs.29,500 during 1960-61. Additional equipments and teaching aids in various Arts subjects such as History, Economics, Geography, Social Studies, Music, etc. were supplied in these schools.

### **Improvement in Teaching of Science**

Twelve Government higher secondary schools were provided with additional science equipment and apparatus at a cost of Rs. 43,200 to equip their laboratories during the year under report.

### **Improvement of School Libraries**

Ten school libraries were improved during 1960-61 at a cost of Rs. 16,600. Additional books were supplied in these 10 schools.

### **Introduction of Educational & Vocational Guidance in Schools**

The educational and vocational guidance counsellors were appointed in two Government higher secondary schools during 1960-61.

These counsellors would render necessary guidance to the students in the choice of courses according to the abilities and aptitudes of the students and would also advise the students in the choice of career after schooling.

#### **SOCIAL EDUCATION**

Educational development programme carried out during the year 1960-61 included the following programmes of social education.

1. Maintenance and Improvement of five Community Centres.
2. Integrated Library Service.
3. Mobile Janta College for Women.
4. Production of Social Education Literature.

### **Maintenance and Improvement of Five Community Centres**

The five model community centres set up in the villages continued to organise various social and cultural activities. In each of these centres, there are two workers, one man and the other woman. These centres feed the school-cum-community centres which organise the development programme in the villages. 130 centres were benefited by these model community centres during the year 1960-61.

### **Integrated Library Service**

The rural Delhi has four bigger villages, Narela, Najafgarh, Shahdara and Mehrauli. Out of these, Najafgarh and Narela have got public libraries and others have a Government library. Under this scheme, another Government library was started at Najafgarh with a mobile service attached to it. This library catered to the requirements of all the 130 social education centre libraries as well as libraries in schools in the rural areas during the year 1960-61. The central library at Najafgarh has 1,88,000 books.

### **Mobile Janta College for Women**

An experiment was taken up by starting the Janta College for Women in 1954. Since it is difficult to have a residential college for women of rural areas, this College was organised as a mobile Unit so that after finishing work at one place it shifts to another place and conducts the training programme for local ladies. This College continued to render useful services in training women volunteers in the fundamentals of community organisation and rural development. The ladies also received

training in the art of home science, maternity and child welfare and home nursing. 70 women were trained during the year under report.

### **Production of Social Education Literature**

Any programme of social education will remain incomplete unless it becomes a programme of self-education through activities, enables the neo-literates, adults to find out solution of their problems from the books. In order to encourage the production of said literature, three prizes were awarded to the authors who wrote books for the neo-literates. Besides, publications were also purchased which were found suitable for the neo-literates.

### **Capital Works Programme**

The Capital works programme showed a remarkable progress in the year 1960-61. There were 11 works in progress which could not be completed in 1959-60 and were carried over to this year. These works were completed during 1960-61. Besides, 27 new works were taken up for construction out of which 18 were completed before the close of the year. In addition to this, 13 pre-fabricated school buildings also came up this year.

The expenditure of the Capital Works Programme amounted to Rs. 46.996 lakhs during 1960-61, raising the total expenditure on the construction of school buildings to Rs. 105.946 lakhs during the entire Plan period.

#### **MISCELLANEOUS**

Seminars-cum-workshops in the teaching of History, Economics and Science were organised by the Directorate of Education to acquaint the teachers with the latest approaches to the subjects. The participating teachers were addressed by various educationists and scholars. Group discussions were arranged to enable the teachers to know the problems of higher secondary schools. About 100 teachers of the higher secondary departments participated in the seminars. These seminars were held at Government Co-education Teachers Training Institute, Daryaganj and Ram Roop Vidya Mandir Higher Secondary School.

With a view to disseminating the contributions of the seminar-cum-workshop in History and Economics, a brochure was got published and circulated among all the Government and aided higher secondary schools

To sum up, the progress made in the field of education during 1960-61 was remarkable. All the desired targets in important schemes were achieved. The selected targets achieved are also shown below :

<b>Scheme</b>	<b>Targets achieved</b>	
1. Opening/raising of Schools (i) under Emergency Programme :	New Higher Secondary Schools opened	15

	(ii)	Middle schools upgraded to higher secondary standard	2
2. Introduction of higher secondary system on a general scale:	(i)	High schools converted into Government higher secondary schools aided.	18 4
			22
3. Raising of junior Basic schools to senior Basic standard:	(i)	Primary/junior Basic schools converted into senior Basic/middle schools.	41
4. Conversion of high/higher secondary schools into multipurpose higher secondary schools;	(i)	Government higher secondary schools brought on multipurpose pattern.	
5. Introduction of educational and vocational guidance in schools:	(i)	Government higher secondary schools.	2
6. Capital works programme:		School buildings constructed.	29 (Pucca) 13 (Pre-fabricated)
		Additional seats provided in primary and middle and secondary levels of education.	45,000

## H I M A C H A L P R A D E S H

### UNIVERSITY EDUCATION

Under this head, a scheme for introduction of 3-year degree course was included in the programme for 1960-61, for switching over the present 4-year degree course to the 3-year as prescribed by the Panjab University to which our educational institutions are affiliated. Under this scheme, necessary equipment and apparatus was supplied to five Government colleges and grant-in-aid given to the privately managed college at Nahan for the introduction of 3-year degree course scheme.

In order to encourage higher education, 27 scholarships were awarded for university education during 1960-61, under the Second Plan programme as under:-

(i) F.A./Pre-University	- 15
(ii) B.A./B.Sc.	- 10
(iii) M.A./M.Sc.	- 2
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Total	27
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## ELEMENTARY EDUCATION

Sixty new junior Basic schools were opened and 17 primary schools were upgraded to middle standard during the year 1960-61. In addition to this, craft material was supplied to 200 primary schools and 10 primary schools were converted to junior Basic schools. Two girls' middle schools were also opened.

A Basic training school was opened at Rajpura in Chamba District.

Five seminars were organised in teaching of Science, English, Languages, School Organisation and Problems thereof and Examination and Evaluation (Language and Social Studies) in the Govt. Basic Training College, Solan. Three training courses for re-orientation of primary school teachers were organised. In addition to this, staff and raw material was supplied to 80 primary schools under the scheme for reorientation of elementary schools towards Basic pattern.

## SECONDARY EDUCATION

Two high schools were converted into higher secondary schools and 10 middle schools were upgraded to high standard. One privately managed high school was also taken over.

## OTHER EDUCATIONAL PROGRAMMES

**Audio-Visual Education**

A seminar for teachers in audio-visual education was organised. The Audio-Visual Education Unit of the Education Directorate carried its activities in various institutions of this Pradesh by organising film shows, distribution of radio sets and audio-visual literatures etc.

**Physical Education**

Five Junior Division Troops of N.C.C.(4 boys and 1 girl), 100 A.C.C. cadets, 2 N.C.C. Rifles Units and one platoon of Senior Division Troops for girls were raised.

Grant-in-aid was given to sports associations and subsidy to schools for acquisition and development of play fields. Grant for the purchase of sports material was also given to four Government colleges.

**Social Education**

An experimental drive for adult literacy was conducted towards the end of the last financial year in the Sirmur district and about 5000 adults were made literate.

Grants-in-aid for the purchase of library books were given to 139 Panchayat and local body libraries.

**Development of Sanskrit**

From the academic session of 1960, Acharya classes were started in the existing Sanskrit institutions at Solan and Sundernagar and necessary additional staff provided for the purpose.



Under the scheme for expansion of girls education and training of women teachers, two refresher-cum-training courses were organised for lady teachers (both trained and untrained) in the Government Basic Training College.

### **Technical Education**

A Polytechnic was established in this territory during the year 1959-60, which was strengthened by providing additional technical staff and necessary equipment and apparatus during the year 1960-61. To encourage technical education, 15 scholarships (5 for degree course and 10 for diploma course) were awarded for technical education to the deserving students.

## **LACCADIVE, MINIGOY AND AMINDIVI ISLANDS**

This Union Territory is a small administrative unit, comprising of nineteen tiny islands of which only ten are inhabited, lying scattered in the Arabian Sea, off the coast of Kerala State. The total extent of this Union Territory is 10.76 sq. miles and total population is 24,108 as per 1961 census. All the inhabitants are Muslims classified as Scheduled Tribes. The progress made under important educational development schemes during 1960-61 are as shown below.

### **PRIMARY EDUCATION**

There were nine primary schools, two feeder schools and four upper primary schools by the end of 1960-61. Of these, the two feeder schools were started during 1960-61. The primary school at Androth was upgraded to an upper primary school during the year. Additional posts of teachers were created to maintain teacher-pupil ratio of 1:40.

### **Enrolment**

Enrolment of students in schools mounted up gradually during 1960-61 as a result of the vigorous efforts of the Administration. School Advisory Committees were formed in the islands. The Chairmen of these Committees are men of status. The co-operation of these Committees was helpful in attracting more children to schools. There were 3,686 students on rolls during the year as against 3,222 during 1959-60. Of these, 1,301 were girl students.

### **SECONDARY EDUCATION**

For the first time in the history of the islands, one high school was started at Amini with standard VIII (New) with thirty-seven students. A laboratory and amuseum were set up in the high school. Facilities for indoor and outdoor games were provided. Craft equipments and library books were also supplied. The high school is affiliated to the Board of Secondary Education, Kerala.

Scholarships were given to drserving students as usual.

## Hostels

The hostel for island students at Elathur continued to function properly during the year. A hostel was started at Ameni which is attached to the high school there. Free board and lodging were provided there. In addition to this, lumpsum grants of Rs. 40/- and Rs.45/- per student were also awarded to the boarders of the hostels towards purchase of books and clothing in the middle school and high school classes respectively on the mainland. The students of Elathur hostel were given limited financial assistance for going to their native islands for the vacation and back. Expenditure incurred on the running of the hostels during 1960-61 was as follows.

1.	Hostel, Elathur	Rs. 20,669.00
2.	Hostel, Ameni	Rs. 23,055.00

### BASIC EDUCATION

The Basic school at Agathy worked properly. The nine Coir Instructors attached to the schools in the island did their work without complaint. Steps have been taken to give Basic bias to education in all the schools with coir spinning as basic craft and re-orientation training was imparted to thirty-two teachers.

### UNIVERSITY EDUCATION

Students from the islands desirous of collegiate education go to mainland. There were seven such students in all. Two were studying for medical, two for engineering, one in pre-university, one in School of Arts and Crafts and one in Arabic College. They were paid stipends, lump sum grants, examination and tuition fees.

### GIRLS' EDUCATION

Four girls' schools exist—one each at Ameni, Androth, Agathy and Kalpeni islands. Four Island girls were appointed as untrained teachers there. This acted as an impetus to attract more girls to schools. Clothing at the rate of 2½ yards was supplied to each girl student under the Centrally sponsored scheme.

### OTHER EDUCATIONAL SCHEMES

#### Mid-day-Meals and Other Free Supplies

Mid-day meals were supplied free to children in island schools. A amount of Rs. 50,107.80 was spent on this account. Books, slates, pencils etc. were also supplied free to the school children.

#### Social Education

The Central library functioned properly at the headquarters of this Administration. Furniture was supplied to all the youth clubs. Reading room-cum-libraries established in nine of the inhabited islands functioned satisfactorily. Part-time librarians appointed in each island looked to

the proper functioning of the libraries and distribution of library books to the islanders. Newspapers were also supplied to the reading room-cum-libraries during the fair season. Social education centres functioned fairly well along with social service leagues and youth clubs. Three additional youth clubs were started in 1960-61. Sports materials etc. were supplied to these clubs.

### **Educational Tours**

Under this Central scheme, an educational tour of teachers and students was organised. A few teachers and students of Ameni High School were taken to places of educational and cultural importance in Kerala State with a view to make them acquainted with modern trends in education and development works going on the mainland and be benefited by these.

### **Sports Festival**

A sports festival was conducted successfully in 1960-61, and prizes were awarded to the winners. A sum of Rs. 2,658.64 was spent for the purpose.

## **M A N I P U R**

### **Introduction**

The year 1960-61 was the last year of the Second Five Year Plan period. The Planning Commission allotted Rs. 10.00 lakhs for educational schemes to be implemented by the Administration and Rs. 29.00 lakhs for the schemes to be implemented by the Territorial Council. Out of Rs. 57.00 lakhs for the entire Second Five Year Plan for Education, Rs. 39.00 lakhs was allotted for 1960-61. All the targets aimed at during the Plan were implemented according to the Plan. The progress of the education during the year was satisfactory. Education was improved both in quality and quantity. Several measures were adopted to improve the tone of the educational institutions and the standard of the students. Reorientation programmes such as fencing of school compounds, plantation of green hedge around the compound, growing of vegetables and fruit plants inside the compounds, installation of see-saws, swings, sliding-chutes, rain gauges, weather cocks and construction of relief maps, writing and drawing of important information and diagrams on walls, introduction of daily bulletin boards etc., were carried out in a large number of schools. Two more Basic training institutes were started and the intake of primary school teacher trainees was doubled. The number of post-matric and post-graduate scholarships was considerably raised. Supply of mid-day tiffin to the children of primary schools was continued. Programmes for expansion of girls' education, propagation of Hindi and expansion of social and physical education activities were carried out satisfactorily. Pay scales of the teachers of primary and middle schools were revised. In the field of games and sports, great achievement was made and in All India competitions our teams won laurels. Audio-visual educational activities were taken up intensively and extensively. Contact with teachers, parents inspecting officers and the general public

was given special importance and several meetings and programmes were arranged in this connection.

### Organisation and Control

The Director of Education, Manipur Administration and the Principal Officer (Edn) were the heads of Education Departments of the Administration and the Territorial Council respectively. The Director of Education was assisted by the Deputy Director of Education, Special Officer Planning and Statistics, Inspector of Schools, two Deputy Inspectors of Schools, Director of Youth Welfare and the Audio-Visual Officer. The Principal Officer (Edn) was assisted by two Inspectors of Schools and six Deputy Inspectors of Schools.

#### PRIMARY EDUCATION

People's enthusiasm for the spread of education was very encouraging. After the establishment of the Territorial Council, the number of primary schools was almost doubled and a good number of private schools came into existence. The number of primary schools increased from 1430 in 1959-60 to 1966 in 1960-61. But of these, 47 were Government schools, 1138 Territorial Council schools, 181 aided schools and 294 private recognised schools. Out of the Government and Territorial Council schools, 161 were junior Basic schools. There were altogether 850 schools in the valley area and 810 in the Hills. There were 167 schools for girls.

Special attention was given for the betterment of education of the Scheduled Castes and Scheduled Tribes. Special schemes for opening of S.T. schools, and Hindi primary schools, giving scholarships, grants-in-aid for community centres, hostels, teachers' quarters etc., were taken up for the welfare of Scheduled Castes and Scheduled Tribes.

Reorientation activities were taken up in a large number of schools. Two major and 18 minor seminars of primary school teachers on the reorientation of elementary schools towards the Basic pattern were organised. More than 800 teachers participated on these seminars.

The scales of pay of the primary school teachers were revised as follows :

	Existing scales of pay	Revised Scales of pay.
(1) Untrained non-matric.	Rs. 30-1-40	Rs. 40-1-60
(2) Guru/Basic Trained Non-Matric Pandit.	Rs. 35-1-45	Rs. 50-1-65
(3) Non-matric normal passed.	Rs. 35-1-45	Rs. 55-1-70-2-75
(4) Matriculate Untrained	Rs. 35-1-45	Rs. 50-1-65-
(5) Matriculate Guru/Basic Trained.	Rs. 35-1-45	Rs. 55-1-70-2-75

For improving the methods and standards of teaching, 320 primary school teachers were given training in Basic education in the four Basic training institutes. The teacher trainees were taken out for excursions. Many self-help programmes like (1) repairing the old furniture of the schools situated near the institutes, (2) construction of approach roads of the institutes, (3) social service activities in the surrounding villages, etc. were taken up by members of staff and trainees of the institutes with local help. Practising schools were also attached to these institutes for practice teaching of the teacher trainees and to serve as model junior Basic schools.

In order to bring more girls to schools, the following measures were adopted.

- (i) Appointment of 50 more school mothers.
- (ii) Award of 100 attendance scholarships.
- (iii) Appointment of women teachers in schools.
- (iv) Opening of more schools for girls.
- (v) Giving grants-in-aid to girls' L.P. schools.

Building construction grants were given to eight Scheduled Castes and 53 Scheduled Tribes schools under the schemes for the welfare of Scheduled Castes and Scheduled Tribes. The Manipur Territorial Council also gave grants-in-aid to L.P. schools at the rate of Rs. 1,200 per school for construction of school buildings on contribution basis.

Cleanliness programmes were carried out in almost all the primary schools. Social service activities were taken up regularly in schools. Personal hygiene and community hygiene were also taught to the pupils. Cutting of nails, mending of torn garments of the children, sweeping and washing of the school floors, construction of cheap type of sanitary latrines, urinals, digging of refuse pits, keeping of dust-bins etc. were taken up in the schools.

The following activities were carried out in the four Basic training institutes.

(i) Construction of a temporary hall:- 64' x 181' for holding classes, one hostel building—40' x 16' for women teacher trainees and two workshop sheds for carpentry and weaving by the members of the staff and trainees of the B.T.I., Kakching with the help of local people. Material worth Rs. 700 was purchased by the members of the staff and trainees with subscription raised by themselves. The staff members and trainees also collected donations amounting to Rs. 188 from the local people.

(ii) The staff and trainees of B.T.I., Kakching also took up gardening work in the Institute, compound, producing about 10 maunds of potatoes and 18 mds. of cabbages. They planted fruit trees all round the Institute's compound. They also constructed relief maps of India and Manipur, installed a model rain gauge and wrote important information on the walls of the Institute.

(iii) Clearing of two tanks (250' x 100' and 150' x 100') and digging of trenches 1000' x 6' x 4' by the staff and trainees of B.T.I, Kanchipur.

(iv) The trainees of Imphal Basic Training Institute were sent out to study the condition of surrounding villages and to carry out social education programmes. The trainees were also divided into groups and sent out to different schools to carry out orientation activities, such as levelling the school compounds, growing of flower and fruit plants, mud plastering of the broken walls and repairing of broken furniture etc.

(v) In Basic Training Institute, Ukhrul, the staff and trainees took up orientation programmes in the Institute compound as well as in the surrounding schools. They also repaired broken furniture of the schools of the locality.

(vi) Basic Education Week was observed in all the four training institutes. Programmes to propagate the idea of Basic education among the public such as symposia, one-act plays, processions and demonstration of craft products were carried out throughout the week.

#### SECONDARY EDUCATION

At the secondary level, the improvements made were also satisfactory. Some of the achievements made during the year are enumerated below.

1. 23 under-graduate teachers from M.E. and high schools and 23 graduate teachers from high schools were given training in the C. T. and B. T. Courses at the Government D. M. College, Imphal. Eight graduate teachers from the high schools were also deputed for training in Basic education outside Manipur.

2. Grants were given for construction of school playgrounds. Students from the high schools of Manipur participated in the 6th National School Games Meet at Trivandrum. The Manipur team won the 5th place in the whole of India.

3. Two seminars of secondary school teachers, one on the teaching of science and the other on the teaching of geography, were held during the year. The seminar on the teaching of science was attended by 114 teachers from M.E. and high schools. 126 teachers participated in the seminar on the teaching of geography.

4. More M. E. schools were given recognition during the year. Altogether 55 new M.E. and U.P. schools were given recognition by the Education Department. Three were 251 M.E. schools and 62 Upper Primary schools. Out these, 174 schools were under the Territorial Council, 45 were aided by the Territorial Council and 94 were private unaided schools. The number of schools in the valley was 133 and that in the Hills was 180. There were 20 M. E. schools for girls.

## M. E. (including U. P) Schools

Management	Location	Schools for boys	Schools for girls	Total
Territorial Council }	Valley	73	10	83
	Tribal	64+27 (U. P)	.. 64+27	174
Aided by the Territorial Council }	Valley	17	4	21
	Tribal	15+9 (U. P.)	... 15+9	45
Private Unaided }	Valley	23	6	29
	Tribal	39+26 (U.P.)	.. 39+26	94
<b>Total</b>		231+62 (U. P.)	20 251+62 (U.P.)	313

More deserving high schools were also given recognition. There were 57 recognised high schools including 14 Junior high school. Out of these, 11 were under the Territorial Council, 39 were aided by the the Territorial Council, 1 school was aided by the Imphal Municipality and 6 were private unaided schools. There were 31 fullfledged and 8 junior high schools in the valley, and 12 fulleged and 6 junior high schools in the Hills. There were 4 fullfledged and 1 junior high schools for girls.

## High Schools

Management	Location	Schools for boys	Schools for girls	Total
Territorial Council }	Valley	3	3	6
	Tribal	5	-	5 11
Aided by Territorial Council }	Valley	23+5 (Junior)	1+1 (Junior)	24+6 (Junior)
	Tribal	6+2 (Junior)		6+2 38
Aided by Municipal Board }	Valley	1	-	1
	Tribal	-	-	- 1
Private unaided }	Valley	2 (Junior)	-	2 (Junior)
	Tribal	1+4 (Junior)	-	1+4 (Jr.) 7
<b>Total</b>		39+13 (Junior)	4+1 (Junior)	43+14 (Jr.) 57

## UNIVERSITY EDUCATION

There were three colleges for general education namely (i) the Government D. M. College, (ii) the Imphal College, (iii) the Manipur College; and two colleges for professional and special education, namely (a) the Manipur Law College (b) the Manipuri Dance College, Imphal.

The number of students in the three colleges was 2214 (1965 boys and 249 girls). Out of these, 1292 (1053 boys and 239 girls) were in the Government D. M. College, 714 (700 boys and 14 girls) students in the Imphal College and 218 (212 boys and 6 girls) students in the Manipur College.

Some important achievements of D. M. College during the year are given below:-

(i) Two students of the College secured 2nd and 9th positions of the Gauhati University in the I. Sc. Examination, 1960.

(ii) Construction work of boys' common-room, administrative block, canteen building, girls' common-room and a girls' hostel were in progress.

(iii) Geography classes were opened up to B. A. and B.Sc. standards and honours classes in Botany, Physics, Statistics and Hindi were also introduced during the year.

(iv) The D. M. College won the team Championship in the All Assam Inter College sports Festival, Gauhati and the won College team championship for boys in the Manipur State Games.

(v) In the All Assam Inter-College Music Conference held at Gauhati, the D. M. College won the First prize in Group Dance, second prize in classical dance (sole) and third prize in flute and Rabindra Sangeet.

### Activities of Manipur College

(i) The College building measuring 120' X 30' with a verandah 8' wide on one side was constructed.

(ii) Library books, maps, charts etc., worth Rs. 5,000.00 were purchased.

(iii) The College opened the 3rd Year Class for the first time with History, Economics, Mathematics and Philosophy as optional subjects during the year.

The progress of the Imphal College, was also satisfactory. The College opened honours classes in History and Philosophy during the year.

For the improvement of the private colleges, the following non-recurring grants were given by the Manipur Administration:

1. Construction of Manipuri Dance College building	Rs. 2,75,000
2. Construction of Manipur College building.	Rs. 10,000
3. Library grant to Imphal College	Rs. 10,000



4. Library grant to Manipur College.	Rs. 5,000
5. Non-recurring grant to Law College.	Rs. 5,000
6. Non-recurring grant to Imphal Art College.	Rs. 1,200
Total	R. 3,06,200

#### PROFESSIONAL AND SPECIAL EDUCATION

##### The Manipur Law College

The Manipur Law College was allowed by the Gauhati University to send up candidates for appearing in the Law Examinations though formal affiliation was not given by the University during the year.

##### The Manipur Dance College

The Manipur Dance College had on enrolment 106 students (52 boys and 54 girls) in the 1st to 4th year dance classes and 61 boy and 5 girl trainees in the Guru training class in Manipur Dance. The Guru training class was opened for the first time during the year to provide facilities for higher studies in Manipuri dance.

##### The Imphal Art College

The Government aided Imphal Art School was raised to the status of a college during the year. The college secured ten more photographs of ancient monuments, sculptures and paintings. The total number of such photographs was 122. Ten historical pictures were painted by the members of the staff and these had been added to the Art Gallery maintained by the College. A survey of Folk Art and Crafts in Moirang was started during the year.

##### The Industrial Training Institute

The Industrial Training Institute had 184 trainees, (33 in smithy, 46 in carpentry, 35 in survey, 50 in draughtmanship, 15 in fitting and 5 in electricians course. Altogether 25 trainees appeared in the final tests—6 in smithy, 8 in carpentry, 4 in survey and 7 in draughtmanship—out of whom 4 came out successful in smithy, 7 in carpentry, 3 in survey and 6 in Draughtmanship.

##### Adimjati Technical Institute

The Adimjati Technical Institute had an enrolment of 110 students. 27 students successfully completed the three-year National Certificate course and 11 students completed the two-year weaving course during the year under report.

##### NCC and ACC

The Cadet Corps organisation covered the three colleges i.e. (1) the D.M. College (2) the Imphal College and the Manipur College besides the Adimjati Technical Institute, and Industrial Training Institute and 22 high schools. The total strength of the N.C.C. Rifle and the A.C.C. during the year was as follows :

	<i>Officers</i>	<i>Cadets</i>
1. N.C.C. Senior Division-Army Wing (Boys)	6	393
2. N.C.C. Senior Division-Army Wing (Girls)	Nil	45
3. N.C.C. Junior Division-Army Wing (Boys)	12	540
4. N.C.C. Junior Division-Army Wing (Girls)	2	135
5. A.C.C. Boys	9	540
6. A.C.C. Girls	1	60
7. N.C.C. Rifle	1	400
<b>Total</b>	31	2113

Altogether 467 cadets appeared and 404 passed in the various certificate examinations during the year as against 336 appeared and 260 passed in 1959-60.

11 cadets consisting of 5 boys and 6 girls from the Senior Division, Junior Division and N.C.C. Rifles participated in the Republic Day Parade in New Delhi. Three cadets of the Senior Division NCC of this Unit were selected by the Screening Board for the Officers Training Unit. All of them have already been called by the Selection Board for final selection at Allahabad. Three cadets of the Senior Division attended the Advance Leadership Training Camp at Shillong. The Administration incurred an expenditure of Rs. 1,41,153 on the payment of civil staff and recurring expenditure on units.

### **Audio-Visual Education**

The Audio-Visual Education Unit took up various activities and programmes of audio-visual education during the year. The activities were carried out with the active co-operation of the teachers and pupils of the schools. The following are some of the important items of work done in schools :

(1) Construction of relief maps in school compound, (2) writing useful information and drawing important diagrams on the walls of the schools, (3) introduction of bulletin board in the schools, (4) organisation of recitations, dances and one-act plays of the school children, (5) preparation of charts to help the teaching of History, Geography and General Knowledge, (6) organisation of film shows, (7) encouraging children to maintain personal diaries and, (8) taking photographs and tape-recordings of important events and exhibiting and demonstrating them to the children and teachers etc.

Prizes were awarded to the best three schools for singing the National Anthem correctly and for proper hoisting of the National flag. All these prizes went to schools situated in the Tribal areas.

To encourage the love of reading, pictorial books were circulated to school children and popular library books to students' clubs.

The Audio-Visual Education Unit played an important part in carrying out reorientation activities.

#### PHYSICAL EDUCATION

### **National Efficiency Tests**

National Efficiency Tests were conducted at five different centres of Manipur during the year. Altogether 1339 persons took part in these tests. Out of these, 1002 were men (Junior), 193 men (Senior), 43 men over 35 years of age and 101 were women participants. 550 persons qualified in these tests of whom 140 won one-star marks, 200, two-star marks and 210, three-star marks. The tests proved to be very popular. It was encouraging to see even persons who are above 50 years of age coming forward to participate in these tests.

### **Coaching Camps**

Coaching camps for football, basketball and athletics were organised. 40 selected players participated in the coaching for football.

### **Excursions**

Eight educational institutions organised educational excursions outside Manipur. They were given facilities to travel at concessional rates by the Government of India and the Manipur Administration gave grants for boarding expenses of the students and teacher-guides. Altogether Rs. 10,906 were spent from Government of India grants and Rs. 14,567 from the Manipur Administration grants.

### **6th National School Games**

The Manipur schools team took part in the 6th National School Games held at Trivandrum and Indore. They won 30 medals—19 silver and 11 bronze and secured the fifth position in the whole of India. Our school team won the first position among the school teams of the Eastern Zone. For the popularisation of sports and games, grants were given to 8 sports associations and Youth Clubs.

Four Social Service and Labour Camps for students and youths were held during the year—two in the Valley and two in the tribal areas. More than 400 students and local volunteers participated in these Camps.

### **Junior Red Cross**

A contingent of high school students participated in the All India Junior Red Cross Study Centre held at Jodhpur. The Manipur Team won the second position in the whole of India. They won a shield and five cups as prizes.

## **Recreational Activities**

Equipments for recreational activities such as swings and see-saws made of bamboo were fitted in schools by the teachers with local help.

## **Central Library**

Construction of the Central Library building was completed during the year. The Library which was previously run in a rented building is now housed in its own building. A sum of Rs. 23,870 was spent for the Library. The Library became very popular and 46,157 readers visited the Library during the year. Books from this Library were also sent for circulation in some interior areas.

## **Children's Library-cum-Museum**

Construction of the Children's Library-cum-Museum building was started during the year. The Library-cum-Museum was being run in the Churachand High School building. This also proved to be very popular with the children and 5150 child-readers visited the Library during the year. There were 105 children who were made registered borrowers of books from the Library.

## **Production of Literature**

Two book-competitions were held—one for children and the other for adult neo-literates. Ten authors were given prizes—five for children's literature and five for literature for adult neo-literates. Copies of the two first prize winning books were purchased by the Administration for distribution to schools and Social Education Centres. Over and above these, financial assistance was given to a number of writers of reference and other useful books and compilers of ancient literature to enable them to publish their works. Altogether a sum of Rs. 6490 was spent for this.

## **Propagation of Hindi**

The three private Hindi organisations were given non-recurring grant of Rs. 12,200. Nineteen more private Hindi schools were given recurring grants-in-aid. The total number of Hindi schools which were given aid was 81. Three post-matric scholarships for Hindi were awarded by the Administration. Another two scholarships were given by the centre.

## **Scheduled Caste & Scheduled Tribes Welfare Schemes**

Under the Tribal Welfare Scheme, 40 Hindi primary schools with two teachers each were opened in the tribal areas. 440 special pre-matric scholarships were given to tribal students. 16 teachers' quarters, 9 community centres, 35 Hindi L.P. school buildings and 9 hostels were constructed. Grants for the improvement of school building were given to 9 schools. Subsidies for printing of 60 books in Tribal dialects and purchase of a duplicator and a typewriter were given to writers and voluntary agencies. Grants for the improvement of furniture were given to 40 schools.

Altogether a sum of Rs. 4,57,912 was spent for educational schemes under the Tribal Welfare Schemes during the year.

Under the Scheduled Caste Welfare Schemes, grants were given for the construction of one L.P. school building, two M.E. school buildings, 1 hostel for a high school and four teachers' quarters. 107 special pre-matric scholarships were given to Scheduled Caste students. 4 Social Service camps were organised in four Scheduled Caste villages. The total amount spent for education under the Scheduled Castes Welfare Schemes during the year was Rs. 1,02,783.

### Mid-day Meals

The scheme for the supply of mid-day meals to school children was transferred to the Territorial Council. A sum of Rs. 50,000/- was provided for this. The scheme was continued.

### Scholarships

Scholarships were awarded to a large number of deserving students at all stages of education. The following statement shows the position in 1960-61 :—

#### 1. Pre-matric scholarships.

	Total
(a) L.P. competitive @ Rs. 5/- p.m.	36
(b) M.E. competitive @ Rs. 7/- p.m.	20

#### 2. Post-matric scholarships.

	Boys	Girls	
(a) Junior @ Rs. 30/- p.m. (i) Cont.	6	3	9
plus tuition fees (ii) Fresh	7	3	10
(b) Senior @ Rs. 25/- p.m. (i) Cont.	4	2	6
plus tuition fees (ii) Fresh	5	2	7
3. Post-Graduate scholarships (i) Cont.	19	5	24
@ Rs. 75/-or Rs. 40/- (ii) Fresh	30	9	39
plus tuition fees p.m.			
4. Engineering scholarships			
(a) B.E. @ Rs. 75/-p.m. (i) Cont.	20	-	20
(ii) Fresh	13	-	13
(b) Overseer @ Rs.			
50/- p.m. (i) Cont.	9	-	9
(ii) Fresh	9	-	9
5. Music @ Rs. 60/- p m. (i) Cont	4	-	4
(ii) Fresh	2	-	2

	Boys	Girls	Total
6. Hindi (Post-Matric) :—			
(a) State @ Rs. 40/- p.m.	2	1	3
(b) Central (i) @ Rs. 50/- p.m.	1	-	1
(ii) @ Rs. 75/- p.m.	1	-	1

### Expenditure

During the year, a total sum of Rs. 85,82,543 was spent on education—Rs. 23,01,859 by the Administration and Rs. 62,80,684 by the Territorial Council as against a total expenditure of Rs. 61,42,825 in 1959-60—Rs. 21,25,256 by the Administration and Rs. 40,17,569 by the Territorial Council. The following break-up shows the details of the expenditure :—

#### A. ADMINISTRATION

	Expenditure 1959-60	Expenditure 1960-61
(1) Non-Plan -	8,65,750	10,95,335
(2) Plan -	12,69,506	12,06,524
Total	21,35,256	23,01,859 (provisional)

#### B. TERRITORIAL COUNCIL

(1) Non-Plan -	27,02,761	38,45,781
(2) Plan -	13,14,808	24,34,903
Total	40,17,569	62,80,684 (Provisional)
	1959-60	1960-61
Total expenditure in Administration -	21,25,256	23,01,859
Territorial Council -	40,17,569	62,80,684
Grand Total	61,42,825	85,82,543 (Provisional)

### NEFA

#### ELEMENTARY EDUCATION

#### Expansion of Educational Facilities for Children in the Age-group 6-11 years

(a) In addition to 120 lower primary schools established till the end of the fourth year of the Second Five Year Plan, 12 more town primary schools were established during the year under report, thus exceeding the Second Plan target by 17 schools. These schools were fully

equipped with all the materials required for a NEFA pattern Basic school. Each of these schools was provided with two matriculate teachers in the scale of Rs. 75-125 p.m. plus special pay and other allowances admissible under NEFA rules. All these schools are being run on Basic lines.

(b) Till the end of the fourth year of the Plan, 10 out of 120 lower primary schools were organised as inter-village (residential schools).

(c) 43 lower primary schools were converted to NEFA Basic type during the year under report, thus raising the total number of our Basic schools to 98.

(d) Necessary action has already been taken to produce textbooks in tribal languages up to grade III for all our schools.

#### **Expansion of Educational Facilities for Children in the Age-group of 11-14**

Three lower primary schools have already been converted into middle schools thus raising the number of our M.E. schools from 11 to 14. All these schools are of residential type and offer free educational facilities including free boarding and lodging.

#### **Teacher Training Programme**

Our teacher training programme is confined to in-service personnel only. We deputed in all 35 teachers for training during the year under report.

#### **Education for Girls with Particular Reference to Special Scheme**

In the Plan we have no special scheme for the education of girl students. Ours are all co-educational institutions having mixed staff.

#### **Orientation Programme**

In the Plan there is no programme for orientation. But as a normal feature, re-orientation courses are being held regularly in all the divisions.

#### **Legislation for Compulsory Primary Education and Enforcement of Compulsion**

Due to special conditions prevailing in NEFA, compulsory primary education has not so far been introduced. The question of legislation does not therefore arise.

As regards expenditure, for all the above activities, under elementary education, a sum of Rs. 7.22 lakhs was spent during the year 1960-61.

## SECONDARY EDUCATION

**Expansion of Educational Facilities for Children in the Age-group 14-17**

During the last year of the Second Plan, a M. E. school was up-graded raising the number of H. E. schools to five. All these high school are residential type. The total expenditure under secondary education during the year under report was Rs. 3.12 lakhs.

**Conversion into Higher Secondary Multipurpose Schools**

No provision was made during the Second Five Year Plan for conversion of high schools into higher secondary/multipurpose schools.

**Improvement of Secondary Education**

Each high school has been supplied with a good deal of school equipments including audio-visual aids to further improve the standard of teaching.

The existing libraries have been replenished with fresh books worth Rs. 200 each.

Issuing of instructions to the high schools for the guidance of the teachers is a regular features of the Administration. A sum of Rs. 3.12 lakhs were expended under the head Secondary Education during 1960-61.

**Teaching of Science**

Qualified Science teachers have been appointed to teach science in high schools.

Science apparatus etc. have already been supplied to all the schools. Besides that it is proposed to revise our standard scale for the supply of Science equipments to each of the high schools.

**Teacher Training Programmes**

The Government of India have laid down that no graduate should be got trained at Government expense. Hence it has not been possible for us to depute our un-trained graduate teachers for training. However, all our high school teachers have been given annual orientation courses to keep their knowledge up-to-date.



## OTHER EDUCATIONAL PROGRAMMES

- (a) Social Education: No provision was made in the Plan.
- (b) Audio-visual Education -do-
- (c) Education of the Handicapped -do-
- (d) Physical Education and Youth Welfare. -do-

Under other educational programmes, a scheme for establishing a hostel at Shillong for NEFA students was taken up. The hostel provides free boarding facilities to all the students of NEFA. The expenditure incurred on the said scheme was Rs. 0.13 lakhs.

## PONDICHERRY

Appreciable progress was registered in the field of primary education. 29 new primary schools and 72 additional classes were opened with necessary staff and equipment. There was an increase in the number of the children attending primary schools in the year under review. As against 26,200 in 1959-60, 28,150 attended schools in 1960-61. Grants were disbursed to the 26 pre-primary schools (16 old and 10 new) in existence in the year under report. One higher class was added to each of the two existing Government Basic schools with adequate equipment. Four more primary schools were converted into Basic pattern. In view of further conversion contemplated during Third Plan, a few batches of graduate and non-graduate teachers were deputed to undergo the retraining course in Basic education at the Basic Training Centres in Madras State. Under the Re-orientation Programme, 150 non-Basic trained teachers were given short-time training in Basic education at the Teachers Training Centre, Pondicherry. 19 new canteens were opened which extended the benefit of the scheme of free supply of mid-day meals to 1450 more children. Two quarters for women teachers were completed and occupied and ten others were under construction during the year under report. 96 candidates as against 76 in the previous year were undergoing training at the Teachers Training Centre, Pondicherry. All the trainees were granted stipends. Library and equipment at the Training Centre were strengthened. An additional Instructor was also appointed.

The Girls High School at Mahe started to function in the new building in February 1961. Construction of additional classrooms for the Pallor High School was nearing completion. Land for playgrounds for the school was under process of acquisition. The V Form or IX standard was opened in five secondary schools. Three other middle schools were taken up for upgrading into high schools and preparatory classes (III Form) were opened therein. Construction of buildings for the high schools at Nettapakkam, Puranisangapalayam and Bahour was near completion. The building work for the high school at Villianpur was proceeding apace. The new buildings for the high schools at Yanam and Muthrapalam were occupied. Graduate teachers were appointed in the high schools in connection with the opening of higher classes and necessary equipment was also supplied to them. Diversified courses in Agricultural and Secretarial subjects were started in two high schools at Nettapakkam and Puranasingapalayam respectively.

Sixty-two more trainees were admitted in the School of Arts and Crafts during the year. Additional equipment and machinery were supplied. Diploma were awarded to 40 students, who successfully completed the three-year courses during 1959-60.

Hindi classes were conducted in all the four settlements for students and the public, besides special classes for Government employees at Pondicherry. An Adult Education Centre for labour classes was opened in Pondicherry with a library and reading room attached to it.

The rural library at Mahe continued to function satisfactorily. Additional supply of books was made to this library. Films worth Rs. 7,500 were purchased for the Audio-Visual Library at Pondicherry. A film operator and cleaner were appointed. Films in hand as well as those borrowed from the British Information Service etc. were screened in the Teacher Training Centre and important high schools in Pondicherry. The libraries of seven high schools were greatly improved by the appointment of librarians and by supply of books and furniture worth Rs. 4,000 for each library.

Medical inspection was conducted in respect of 2,200 children.

The actual expenditure on development schemes in the year under report was Rs. 16.8 lakhs as against Rs. 8.66 lakhs incurred in the previous year.

## TRIPURA

The year under review was the last year of the Second Five Year Plan. During the First Plan, the emphasis was mainly put on quantitative expansion of educational facilities at different stages while the overall programme of the Second Plan was drawn up with a special emphasis on consolidation and qualitative improvement of the work already undertaken in the First Plan. Considerable progress has been made in this respect in all branches of education in this Territory.

### UNIVERSITY EDUCATION

During 1960-61, 3-year degree courses came to be introduced in the M. B. College (Govt. College), Agartala resulting in the necessity of adoption of schemes for extension of the College buildings and provision of additional staff. The College was provided with additional furniture, books, equipments etc. and constructional works for professors' quarters were also taken up.

The only non-Government college in this Territory, the Ramkrishna Mahavidyalaya at Kailashahar, was given non-recurring financial aid to the extent of Rs. 75,000 during the year under review for development of the College.

### TECHNICAL EDUCATION

The annual intake of the only Polytechnic Institute of this Territory with Civil, Mechanical and Electrical Engineering courses, was increased from 60 to 120. The number of students on the roll during the

year under review was 183. Additional posts of teachers were created for the Institute and additional furniture, books, equipments were also provided. The Institute came to be affiliated to the West Bengal State Council for Engineering and Technical Education in 1960-61.

#### SECONDARY EDUCATION

##### High Stage

The decision of the Government of India making education free for all students up to Class VIII (age-group 14) in all schools from 1st April, 1960, was of great importance. This progressive measure came as a great boon to the people of this Territory, consisting mostly of educationally and economically backward tribals and displaced persons, and is expected to provide a great incentive to the spread of education here.

The Government of India's decision to the transfer the work of giving grants to privately managed schools to the Tripura Territorial Council from the August, 1960 is also an important event.

Besides, following activities of the year under different schemes may also be mentioned.

- (a) Started one high school.
- (b) Provided one boarding house attached to a high school.
- (c) Provided six quarters for teachers.
- (d) Seminars of secondary school teachers were organised.

##### Middle Stage

Under different schemes, 12 senior Basic schools were started during 1960-61 and 7 buildings were provided for senior Basic schools. Craft was introduced in one middle school and one craft shed was provided. Works for construction of five boarding houses were taken up during the year under report out of which some were completed and incomplete ones have been taken up during the current year.

#### PRIMARY EDUCATION

Grant-in-aid Rules (Recurring) for privately managed recognised primary junior Basic schools in this Territory approved by the Government of India, Ministry of Education, were introduced with effect from the 1st April, 1960. These Rules provide grants on a deficit basis, and 90% of the approved deficits of the schools are met by grants. So long these schools had been getting a paltry sum of Rs. 30/- a month per school on an ad-hoc basis. The Rules will offer a great relief to the privately managed primary junior Basic schools which will be now in a position to provide better qualified teachers and more adequate equipment. The work of giving grants to non-Government recognised primary and junior Basic schools in Tripura was also transferred to the Tripura Territorial Council with effect from the 1st August, 1960.

Besides, following activities, taken up during the year under review under different schemes, may also be mentioned.

- (a) Five primary schools were converted into Basic schools
- (b) One junior Basic school was started.
- (c) Five Basic primary and four formal primary schools were started.
- (d) 30 primary schools were converted into junior Basic schools.
- (e) Craft was introduced in 125 primary schools.
- (f) Works for construction of 12 quarters for teachers were undertaken out of which some were completed and the incomplete ones have been taken over during the current year.
- (g) Seminars were organised and the primary teachers found untrained during the year were given short orientation training in Basic education.
- (h) Grants were given to the existing primary and junior Basic schools for renovation of school buildings.
- (i) Work on construction of four quarters for women teachers were undertaken.
- (j) 140 primary teachers were appointed, four teacher quarters constructed and 60 primary schools and 17 middle stage schools were taken over by the Tripura Territorial Council under Centrally sponsored scheme to relieve educated unemployment and for expansion of primary education.

### **Pre-Primary Education**

During the year under report, the existing nursery school was shifted from a hired house to a newly constructed building of its own, and additional books, furniture, equipment etc. were provided. The enrolment of the school during the year rose to 100 including 58 boys and 42 girls.

### **Training of Teachers**

In addition to the two existing Basic Training Colleges at Agartala and Kakraban (Udaipur), a new Basic Training College providing undergraduate course started functioning at Panisagar (Dharmanagar) from March, 1961. All the three Basic Training Colleges were provided with additional books, furniture, equipments etc. and additional posts of teachers were created for the new Basic Training College at Panisagar.

Under another scheme of the Plan, one Craft Teachers' Training Institute is continuing and 50 teacher-trainees were undergoing training during the year under report. Additional staff, furniture, equipment, and books, were provided to the Institute.

22 untrained teachers of both Government and non-Government secondary schools were sent outside Tripura for B. T. and B.Ed. training, and 2 English teachers of secondary schools and 1 lecturer of the Basic Training College, Agartala were deputed for training at the Hyderabad Central Institute. A 30 days' short training course for 40 teachers of primary and Basic schools in Nature study and general science was organised at the Basic Training College, Agartala. Under another scheme for expansion of teacher training facilities, 12 teachers of secondary schools were given training.

## PROMOTION OF HINDI

The Hindi Training Institute was upgraded into Hindi Teachers' Training College with effect from 1st September, 1960. Additional posts of teachers were created and additional furniture, equipments and library books were provided for the College. A refresher course of 3 months' duration was held in the College towards the end of the year. A short seminar of Hindi teachers and Hindi Pracharaks was also organised. Nine Rashtrabhasha Prachar Sansthas were running 33 Hindi teaching centres with an enrolment of 1076 learners and grants for construction of five Sanstha buildings were given.

## STIPENDS AND SCHOLARSHIPS

Stipends and scholarships for post-matric studies awarded during the year 1960-61 were as follows:-

For Scheduled Caste students	....	51
For Scheduled Tribe students	....	95
For Other Backward Class students	....	9
For General (Boys and Girls)	....	94
For Displaced students	....	197
For Sons and Daughters of Political Sufferers	....	13
Total:		459

## NCC AND ACC ORGANISATION

The strength of the NCC and ACC organisation in this Territory by the end of the year under report stood as follow:

Sl. No.	Name of the Units	Strength	
		Officers	Cadets
<b>Tripura Indep Coy NCC :</b>			
1.	Tripura Indep Coy NCC	3	193
2.	1 to 13 Junior Tps. (Army Wing)	13	685
3.	1 to 2 Junior Naval Tps.	2	90
4.	1 Junior Air Tp.	1	45
5.	42 ACC Platoons.	42	2520
<b>14—Tripura Big Sec NCC :</b>			
1.	Junior Girls NCC	8	315
2.	Senior Girls NCC		38
3.	Junior Boys NCC	2	116

## 21—Tripura EME Sec NCC

The Unit was raised in 1959-60 but actual functioning started in 1960-61. The total strength of the Unit stood at 120 Cadets.

The Senior Division NCC (Tripura Indep Coy, 21 Tripura EME Section and 14 Tripura Signal Section) held a combined Annual Training Camp at Narsingarh during the year and 130 Cadets participated in the Camp.

The Annual Camps of the Junior Division NCC held during the year were attended by 600 boy and 300 girl Cadets.

The Junior Division NCC Air Wing attended the Annual Training Camp at Gauhati, Assam and participants from Tripura numbered 34 Cadets and Cadet Officer.

The ACC Annual Labour and Social Service Camp was held at Kakraban and the Campers numbering 127 Cadets took up the project of building a village road about 218 ft. long and also reconstruction of about 1200 ft. of village road, which they successfully completed. An ACC Officers' Training Course both for new and refreshers was organised in Tripura during the year. The target for the expansion of the NCC and ACC organisations in Tripura under the Second Plan were fully achieved by the end of the year 1960-61.

### PHYSICAL EDUCATION

During the year under report, there were arrangements for physical education at different levels of organisation—in schools, colleges and clubs etc.

A good number of amateur organisations held competitions in major and minor games, both outdoor and indoor, in different Zones of the Territory. Similar competitions were also organised in different Blocks. 24 clubs run by the public in different areas of the Territory were given grants by the Education Directorate for improvement of physical education and culture.

Under the Scheme of National Physical Efficiency Drive, physical efficiency tests were conducted at different centres, where candidates of different age-groups had the privilege of testing their fitness and certificates were awarded to the successful candidates.

### SOCIAL EDUCATION

The activities during the year under report in respect of social education, in addition to normal continuance of the Social Education Centres, were as follows :—

- (a) "Sakshar" the monthly Bulletin of the Education Directorate specially devoted for social education (for neo-literates and social workers), was published regularly.
- (b) The Central Film and Mobile Libraries were in active opera-

tion during the year. Additional books and audio-visual equipments were purchased for the Social Education Section of the Directorate.

- (c) 1426 adults in Block and Non-Block areas were made literate during the year under report. 11 Youth Clubs including one by tribals were organised. 6 Balwadies with a total enrolment of 180 children were started. 178 cinema shows and 13 puppet shows were held in different parts of the Territory for education and entertainment of rural people. 358 cultural functions including dramas, 53 village leaders training camps and 598 meetings and group discussions were also organised. 2 Mahila Samities were opened and 2 Radio Rural Forums were organised.
- (d) The scope of activities of the Janata College was extended during the year. The College was provided with additional furniture, books, equipments.

Besides, Social Education Centres were also provided with additional reading and writing materials. Booklets and monographs were published for the use of neo-literates. Elementary books in Tripura dialect were also prepared and published for tribals who form a considerable section of the population of this Territory. Training camps for women workers were also organised during the year.

Under the scheme of revival of folk-arts, 3 Sub-Zonal and one Zonal competitions on tribal folk dance were organised. 2 cultural Centres have been opened during the year.

Mahila Samities, rural libraries, Social Education Centres and Balwadies were given financial assistance for construction and repairs of their buildings during the year under review.

### **Library Services**

By the end of the year 1960-61, this Territory came to have 10 public libraries including one Cultural Library at Agartala and one at each of the 9 Sub-Divisional Headquarters. All the libraries were provided with additional books and equipments.

### **Schemes for the Welfare of Scheduled Tribes and Scheduled Castes**

The activities under different schemes for the welfare of Scheduled Tribes and Scheduled Castes are as follows :—

- (a) Tuition and examination fees were re-imbursed and book grants were given to 801 Scheduled Tribe and 266 Scheduled Caste students reading in non-Government secondary schools.
- (b) Renovation work of 17 primary school buildings was completed.
- (c) Rewards were awarded to 13 teachers for learning tribal languages and to 5 teachers for acquiring proficiency in tribal languages.
- (d) Construction of 10 boarding houses, 6 primary school buildings and 12 teachers' quarters were completed.
- (e) 2 Cultural Centres were opened and furnished with cultural equipments.

## APPENDIX K

### MEMORANDUM

ON

*Item No. 13: To receive the report on important activities of the Ministry of Education during the year 1960-61.*

*(Ministry of Education)*

#### PRIMARY EDUCATION

#### **Expansion of Training Facilities for Primary School Teachers**

This scheme was put into operation in 1959-60. Under this Centrally sponsored scheme, grants were paid on a 100% basis to State Governments for the expansion of teacher training facilities to enable the States to cope with the big demand for qualified teachers for providing free and compulsory primary education.

The budget provision for this scheme during the year 1960-61 was Rs. 2.75 crores out of which grants totalling Rs. 2,47,23,302 were sanctioned to different State Governments.

Realising the importance of teachers in any system of education, the Ministry of Education undertook a study of the facilities available for the primary school teachers and the standards as they obtain in this respect in the different States of the country. The study has been completed and its report is in press. As a result of this study, the main weaknesses of the system in the different States have been noted and communicated to State Governments.

As a follow-up of this study, an All-India seminar was organised by the Ministry of Education in October, 1960 in Delhi where the different aspects of the problems and the reports prepared by the Ministry for each State were discussed. Two representatives participated in this seminar from each State—one of them was the officer in charge of teacher training at the headquarter and the other was the headmaster of an institution for the training of primary school teachers. The report of this seminar forms a part of the study and is in press.

To discuss important matters and practical problems of planning, organisation and implementation of the scheme of providing universal free and compulsory primary education for the age-group of 6-11, four regional seminars were held during 1960-61 in which senior officers from Education Departments and Directorates participated.

A wide range of important topics relating to different aspects of primary education were discussed in these seminars and useful recommendation made thereon.



The regional seminars have been followed up by a national seminar held in the C.I.E. from 23rd January to 9th February 1961. It is envisaged that State Governments etc. will organise early in 1961-62, seminars at the State, district and other levels to give necessary orientation to educational administrations and inspectors at all levels in connection with the programme of free and compulsory primary education.

### **All India Council for Elementary Education**

In order to accelerate the pace of the expansion of elementary education and to fulfil the directive of Article 45 of the Constitution, the Government of India have established in 1957 an All India Council of Elementary Education. It serves as an advisory body.

During the year under report the composition of the Council was revised and its total membership enlarged from 24 to 32. The new members included in the Council mostly represent the field of Basic education. Another notable change in the membership of the Council is the inclusion of a representative from the Union Territories.

The Council has held four meetings so far—the fourth one being in February, 1961.

### **Legislation**

With a view to develop an effective system of enforcing compulsory attendance, a model legislation was prepared on the basis of a careful study of compulsory education laws in India and abroad. On this basis, the Delhi Primary Education Act 1960 was passed. This Act has been put into operation from 2-10-60 in four selected areas of Shahdara Block having a population of about 75,000. Compulsion throughout Delhi will be enforced progressively by age-groups. A suggestion has also been made to all State Governments to examine their existing laws on primary education in the light of the model provided by the Delhi Primary Education Act, 1960 and to take steps to bring about such changes as they may consider to be necessary.

### **Scheme of Improvement of Science Education in Elementary Schools**

The scheme of Improvement of Science Teaching in Elementary Schools was approved by the Government of India with effect from 1st October, 1959. It provided for the appointment of Science Consultants as a pilot project with the object of making expert guidance in the teaching of Science available to the teachers so as to enable them to make their students familiar not only with abstract scientific principles but also with many of the practical applicationers of these principles.

Under this scheme, the Government of India bore the entire expenditure up to a ceiling of Rs. 4000 non-recurring and Rs. 11,580 per year recurring per consultant unit. This assistance was available up to the end of the Second Five Year Plan.

Grants totalling Rs. 99,801 were sanctioned to different State Governments under this scheme.

### **Scheme of Relief of Educated Unemployment and Expansion of Primary Education**

A scheme with the twin objectives of relief to educated unemployed and expansion of primary education was launched in 1958-59. It visualized the recruitment of 60,000 teachers at the rate of 15,000, 20,000 and 25,000 teachers respectively, during 1958-59, 1959-60 and 1960-61. Under this scheme, the Government of India assisted the States on a 100% basis on the emoluments of teachers and inspecting officers for three years from the year of appointment. The Central Government also bore the expenditure on giving the teachers a short course of orientation training and also the expenditure on equipment for schools and on the construction of a limited number of quarters for women teachers.

The year-wise allotment of teachers etc. under this scheme was as follows:

	Teachers	Inspecting Officers	Quarters for women teachers
1958-59	15,999	297	1196
1959-60	23,801	474	2607
1960-61	23,671	348	1687

During 1958-59 this scheme was Centrally sponsored and grants totalling Rs. 30 lakhs were sanctioned to State Governments. Since 1959-60 this scheme has been transferred to the 'State Sector' but nevertheless, the Government of India has continued to bear the expenditure on the admissible items on a 100% basis.

### **Third Five Year Plan**

An important activity during this year was to give concrete shape to the Third Five Year Plan after discussion and consultations at various levels. In the field of primary education, the most significant scheme approved for inclusion in the Plan is that of providing free and compulsory primary education.

It was generally agreed that in the advanced States, the target for the Third Five Year Plan should be to enrol 90 per cent of the total number of children in the relevant age-group and in the case of the relatively less advanced States, every effort should be made to enrol at least 90 per cent of the boys and 50 per cent of the girls. In the finalized Plan, this target had to be lowered to some extent due mainly to the difficulty in obtaining financial allocations to the required extent.

### **National Competition of Children's Books**

Under this programme, a prize competition for children's books is held annually in all regional languages as well as in Hindi, Sindhi and Urdu. In addition to the award of prizes, there is also provision for purchasing not more than 2000 copies of each of the prize winning books for distribution to school libraries, educational institutions and Children's Centres etc.

During the year 1960-61, the result of the sixth Prize Competition was announced. 23 books were selected for award of a prize of Rs. 500 each and five books for a prize of Rs. 1000 each. In addition, 5 books of the Fifth Prize Competition were also selected for award of additional prizes.

The seventh Prize Competition was announced in January 1961. Under this competition 15 prizes of the value of Rs. 500 each and 15 prizes of the value of Rs. 1000 each are to be awarded. The last date for receipt of entries was 30.4.1961. The entries in Hindi, Sindi and Urdu are being handled by this Ministry and those in other regional languages by the State Governments concerned. The work of this competition is progressing according to the prescribed time schedule and it is expected that results in all the regional languages will be finalised and declared in November 1961. It has since been decided to treat this Sub-Scheme as a non-Plan item in the Third Five Year Plan.

### *Sahitya Rachnalayas*

This programme was started in 1955-56. Under this programme, financial assistance is given to State Governments for organising Sahitya Rachnalayas for training authors in the technique of preparing literature for children. The Rachnalayas are to be organised by the State Governments at an expenditure not exceeding Rs. 11,000 per Rachnalaya. Each Rachnalaya concerns itself with the production of books in one language only and is run for six weeks.

During 1960-61, administrative approval was accorded to four State Governments viz. Madhya Pradesh, Orissa, Rajasthan and West Bengal, for an expenditure of Rs. 11,000 for organising a Sahitya Rachanalaya. All these State Governments except the Government of Madhya Pradesh organized a Rachnalaya each in that year.

### *Model Books*

One book "Bharat-Ke-Jahaj" was brought out in 1960-61.

The Scheme of Production of Literature for Children is proposed to be continued in the Third Five Year Plan with a total programme limit of Rs. 15 lakhs. The following sub-schemes will be taken up under this scheme :-

*Sahitya Rachnalayas*

It is envisaged to organize six Sahitya Rachnalayas every year in different regions of the country for training of authors in the technique of preparing literature for children. Each Rachnalaya concerns itself with the production of books in one language only, and is run for six weeks.

*Production of Pictorial Books for Children in All Major Indian Languages*

Under this programme, it is proposed to produce cheap pictorial books for children in all major regional languages. The idea is to prepare the book in such a way that the pictorial part of it can be printed in bulk—50,000 to one lakh copies and the language part will then be super-imposed separately for each language, so as to make available the books to the children at cheap price.

*Production of Books for Children and Teachers on the Subject of National Emotional Integration*

Under this programme, books in Hindi and other modern Indian languages, for the use of children and teachers, on the subject of National Emotional Integration, will be brought out.

*Annotated Bibliographies of Children's Books*

As recommended by the Central Advisory Board of Education in its 25th Session held in 1958, the State Governments and organizations like Sahitya Academies and Anjuman Tariqui-i-Hind were requested to undertake the preparation of annotated bibliography of children's books in regional languages other than Hindi. Bibliographies in Assamese, Telugu, Marathi, Sindhi, Urdu and Gujarati have been prepared by the State Governments. The bibliography in Hindi has been prepared by this Ministry and will be printed shortly.

**Educational Tours of Teachers**

Educational tours of teachers have been organised during 1960-61 by the State Governments of Assam, Bihar, Kerala, Mysore, Orissa, Uttar Pradesh and the Union Territory Administration of Laccadive, Minicoy & Amindivi Islands.

**Grant of Loans for Construction of Hostels**

Formerly, the loans were sanctioned by the Government of India on the recommendations of the State Governments. Since the beginning of the year 1960-61, the procedure has been revised and the funds are placed at the disposal of the State Governments for grant of loans to the institutions direct. During 1960-61 all the State Governments were informed of the amounts allocated to them for granting loans for construction of hostels in respect of educational institutions. This included a sum of Rs. 10 lakhs provided for Basic education institutions. This amount

allocated to each State, has been sanctioned to them for reloaning to the educational institutions for construction of hostels. A statement showing State-wise allocations and sanction of Rs. 10,00,000 for construction of hostels for Basic educational institutions during the year 1960-61 is given below.

<i>Sl. No.</i>	<i>Name of State</i>	<i>Amount</i>
1.	Andhra Pradesh	—
2.	Assam	40,000
3.	Bihar	40,000
4.	Gujarat	—
5.	Jammu & Kashmir	30,000
6.	Kerala	—
7.	Madras	72,000
8.	Madhya Pradesh	1,50,000
9.	Maharashtra	75,000
10.	Mysore	1,56,500
11.	Orissa	40,000
12.	Punjab	86,500
13.	Rajasthan	2,00,000
14.	Uttar Pradesh	60,000
15.	West Bengal	50,000

#### **Loan to Children's Book Trust**

The Ministry of Education sanctioned an interest bearing loan of Rs. 7 lakhs to Children's Book Trust for setting up an adequately equipped press for the production of children's literature. The first instalment of loan of Rs. 4 lakhs was released to Children's Book Trust in June, 1959. The release of second instalment of Rs. 2 lakhs was also sanctioned to Children's Book Trust in January 1961. In addition to it, a subsidy of Rs. 13,976 71, equal to the interest on a loan of Rs. 4 lakhs for one year, was also sanctioned to Children's Book Trust on 4.1.1961. This subsidy is being sanctioned as the Trust could not obtain the payment in the year 1960-61.

#### **Mid-day Meals for Primary School Children**

The scheme of mid-day meals is in operation in the States of Andhra Pradesh, Assam, Kerala, Madras, Mysore, Orissa, Uttar Pradesh, West Bengal and the Union Territories of Andaman & Nicobar Islands, Delhi, Manipur, Tripura, Pondicherry and Laccadive, Mincoy and Amindive Islands.

### Centrally Sponsored Scheme for Expansion of Girls Education and Training of Women Teachers at the Elementary Stage

The progress of this scheme which had a budget provision of Rs. 90 lakhs for the year 1960-61 was very satisfactory as the amount was fully utilised.

A sum of Rs. 68.50 lakhs had been allotted for the year to State Governments on the basis of the number of girls not in school. On the basis of the proposals received from State Governments/ Union Territories, administrative approval was accorded for a Central share of Rs. 68,66,302. A new sub-scheme for provision of hostel facilities for girls in middle and secondary schools was initiated in 1960-61 and administrative approval for a total of Rs. 21,70,655 was issued to all State Governments on the basis of about 1½ lakhs per State. Thus the total amount approved was Rs. 90.37 lakhs.

The Central assistance for the scheme is released through Ways & Means Advances. Finally a sum of Rs. 1,11,65,947 inclusive of committed expenditure for 1959-60 was sanctioned through savings issued to the States as below:

Name of State	Amount sanctioned		Total
	Main Scheme (including committed expenditure)	Hostel Sub-scheme	
	Rs.	Rs.	Rs.
1. Andhra Pradesh	8,98,910	1,57,500	10,56,410
2. Assam	1,86,000	1,51,886	3,37,886
3. Bihar	10,83,125	1,67,772	12,50,897
4. Gujarat	3,56,000	1,53,221	5,09,221
5. Jammu & Kashmir	1,04,016	45,000	1,49,016
6. Kerala	94,000	1,50,770	2,40,770
7. Madhya Pradesh	8,41,841	1,50,000	9,91,841
8. Madras	4,20,908	1,50,164	5,71,072
9. Maharashtra	5,79,000	1,46,250	7,25,250
10. Mysore	5,50,700	1,50,000	7,00,700
11. Orissa	4,10,860	1,41,300	5,52,160
12. Punjab	4,47,000	1,54,694	6,01,694
13. Rajasthan	5,28,000	1,50,000	6,78,000
14. Uttar Pradesh	19,15,070	152,098	20,67,168
15. West Bengal	5,79,862	1,50,000	7,29,862
	89,95,292	21,70,655	1,11,65,947

### **National Council for Women's Education**

The 2nd meeting of the National Council for Women's Education was held on 5th and 6th August, 1960. The Council passed 14 resolutions action on all of which has been taken.

The first annual report of the National Council for Women's Education (Sept. 1959-October, 1960) was placed before the C. A. B. E. in the session held in January, 1961.

#### *Integration of the Work and Training of Gramsevikas and Women Primary Teachers*

The National Council for Women's Education at its second meeting held on the 5th and 6 h of August 1960, resolved to set up a Committee to examine the feasibility of the work and training of Gramsevikas and women primary teachers. The Committee held two meetings in Delhi on the 26. 11. 1960 and the 17. 3. 1961. The Committee considered that the Gramsevikas and women primary teachers should continue as separate functionaries as there was ample work for each. As both are, however, closely concerned with the work of each other, th committee felt that primary school teachers may be given an orientation in pre-school teaching and women's welfare so that they may understand better their responsibilities to the community and similarly gramsevikas may be given orientation in teaching children not only of the pre-school stage but also of older groups as they under certain circumstances may have to instruct them. As any decision in this behalf has to be mainly implemented by the State Governments, the matter is being referred to them for comments.

#### *National Institute for Women for Higher Training in Organisation, Administration and Management*

The National Council for Women's Education had considered the question of establishig a few special institutions for the higher training of women in the Third Plan and at the second meeting had empowered the Chairman to finalise the details of the Scheme with the help of a suitable committee. Accordingly, a committee was constituted under the chairmanship of Smt. Indira Gandhi to work out the details of this scheme for establishing one or two Institutes for consideration by Government. The Committee held two meetings and submitted its report to the Ministry of Education in February, 1961. The Ministry of Education have examined the schemes and have accepted the proposal in principle to set up one institute in Delhi. A provision of Rs. 20 lakhs has been included in the Third Plan of the Ministry to set up the Institute.

#### *Work relating to Third Plan Programmes for the Education of Girls and Women.*

The National Committee on Women's Education and the National Council had recommended that the wide disparities between education of boys and girls can be reduced within a reasonable time only if a special programme for girls to overcome their socio-economic difficulties is inclu-

ded in the Third Plan. The special programme would offer inducements meant only for girls, over and above the facilities provided in the general programme. In March 1960, the States were requested to include the special schemes in their Plans.

The draft plans of the States for girls' education were examined and discussed by the Working Groups on Education. As a result of these discussions, separate enrolment targets for girls for each stage, to be achieved by the end of the Third Plan, were indicated separately in the finalised Third Plan. The State Governments provided about Rs. 11 crores for the special programme in their Third Plan.

### **National Institute of Basic Education**

The National Institute of Basic Education was set up in February, 1956 and has continued to grow since then. Its functions include today research, training of field personnel, collection of statistical and other information to serve as a clearing house for information relating to Basic education and publication of literature. The following activities were undertaken by the Institute during 1960-61.

#### *Research*

The Institute organised a seminar on research methodology for the benefit of its research staff, to keep them abreast of the new developments in research techniques. Besides this, work continued on the following research projects:

- (1) Utilisation of Central grants for Basic education by the States and an investigation into the causes of non-utilisation.
- (2) Drawing up a standard unit cost for starting a Basic school.
- (3) Expenditure on the education of primary school students to be incurred by the parents.
- (4) Standardisation of a check-list for evaluation of Basic schools.
- (5) A study of the ways in which the elementary students of Delhi spend their holidays.
- (6) Intensive study of the problems of elementary education in a selected village and the preparation of village study manual.
- (7) Evaluation of the orientation programme at the school level.
- (8) Comparative study of the practice problem-solving ability of pupils of Basic and non-Basic schools.
- (9) Analysis and evaluation of language readers for classes I and II of Basic schools of the Hindi speaking States.
- (10) Evaluation of correlated lesson plans prepared by the Basic training institutions.



(11) Study of relationship between student self-Government and social experiences of Basic students.

(12) Selection of suitable crafts for urban schools of Delhi.

### *Training*

During the year under review, the Institute organised the following training courses:

(i) Workshop for the improvement of teacher-education in post-graduate Basic training colleges.

(ii) Short-term training course for craft teachers.

### *Publication*

During the year, the Institute brought out nine publications in addition to the publication of the regular quarterly journal—*Buniyadi Talim* and two volumes of Basic Education Abstracts, 1959. Work continued on the preparation of 10 other brochures.

In addition to these, the Institute continued to extend its help to the Delhi Administration and the Delhi Municipal Corporation for the setting up of Model Basic Schools in Delhi and action programme for the improvement of a selected Basic school at Chhatrapur.

### **Scheme of Assistance to Voluntary Organisations Working in the Field of Basic Education**

The Scheme of "Financial Assistance to Voluntary Educational Organisations working in the field of Pre-Primary, Primary and Basic Education (including training institutions)" has been in operation from the First Five-Year Plan and is being continued in the Third Five Year Plan.

2. The rate of financial assistance to such institutions in the First Plan was 66% of non-recurring expenditure and 50% for recurring expenditure. In the Second Plan, it was 60% for both for four years 1956-60. In 1960-61, however, the assistance for construction of buildings was limited to 40% of the approved expenditure or Rs. 30,000/- whichever was less. A budget provision of 3.5 lakhs was made for the year 1960-61, out of which an amount of Rs. 1.96 lakhs was sanctioned to the voluntary organisations.

3. During the Second Five Year Plan, a Centrally sponsored scheme of assistance to voluntary educational organisations for (a) establishment of new post-Basic schools; (b) improving existing post-Basic schools; and (c) upgrading senior Basic schools to post-Basic schools, was also in operation, the rate of assistance being 60%. In the Third Plan, this scheme has been merged in the general scheme of financial assistance to voluntary organisations referred to in paragraphs 1 and 2 above.

### Central Advisory Board of Education

The 28th session of the Central Advisory Board of Education was held at New Delhi on 16th and 17th January, 1961. The Standing Committees of the Board met on 14th and 15th January, 1961. As usual, the informal meeting of the Directors of Public Instruction and the Directors of Education was held at New Delhi on January 13, 1961. The proceedings of the meetings of the Central Advisory Board of Education and the informal meeting of Directors of Public Instruction and Directors of Education were finalised and forwarded to all concerned for necessary action.

### Secondary Education

In the field of secondary education, the programme of re-organisation of the educational system initiated on the recommendations of the Secondary Education Commission was continued. By the end of 1960-61, 3628 schools out of a total of 17,165 secondary schools, i.e. 20% were converted to the higher secondary pattern. The process is being accelerated during the Third Five Year Plan and this percentage is expected to rise to about 30%. The number of multipurpose schools is expected to be over 2000 by the end of the Second Plan.

### Educational Delegations

During the year two delegations of students from Nepal and Bhutan visited India in December 1960—January 1961 and January 1961 respectively.

### State Education Ministers' Conference

The fifth Conference of State Education Ministers was held in New Delhi on the 4th and 5th November, 1960, under the chairmanship of Dr. K.L. Shrimali, Union Minister of Education.

### Science Clubs

The former All-India Council for Secondary Education had launched a programme of organising science clubs in secondary schools. During 1960-61 grants-in-aid amounting to Rs. 1,20,800 were sanctioned to the State Governments for the establishment of 115 science clubs and 5 central science clubs. To enable these clubs to organise their programmes satisfactorily, three conferences of the sponsors were organised during 1960, at Jabalpur, Cuttack and Belgaum. Forty sponsors were invited to each conference which discussed various aspects of the movement. A scheme of assessing these clubs has also been taken up with the assistance of Extension Services Departments and training college lecturers in science. Two hundred and twenty science clubs had been assessed by the end of 1960-61.

## Educational & Vocational Guidance

In the context of diversified courses which could be taken up by pupils according to their ability and aptitudes, educational and vocational guidance occupies a very important place. The Central Bureau of Educational and Vocational Guidance has so far been the main Central agency to assist in the implementation of this programme. Some of the work has also been taken up by the Directorate of Extension Programmes for Secondary Education. In the Third Plan, it is expected that many multipurpose schools will have provision for full time counsellor and a good portion of the high and higher secondary schools would each have a career master to offer occupational information and guidance.

### Examination Reform

The programme of examination reform was launched by the Ministry of Education in 1958. It seeks to improve the examination system, not in narrow and mechanical sense, but in the context of the total educational development including curriculum, textbooks, teaching aids, techniques of presentation and testing devices. The main work included the preparation of test items for the examination boards and teachers, training the staff of the teacher training colleges in the new evaluation techniques, establishing evaluation units in the States and training officers for this purpose, revising the syllabi, etc. Some of the important activities carried out in this field during the year under review are reported below.

#### (a) *Administration of Tests and Item Analysis*

The officers of the Examination Unit of the Directorate administered about 50 tests in general Science, Mathematics, Social Studies and English in selected schools in different States. The answers were then subjected to item-analysis and selected items were finally picked for transmission to the boards.

#### (b) *State Level Evaluation Workshops*

About thirty State level and advanced workshops were organised during January and February 1960, affecting over 600 secondary school teachers.

#### (c) *Work with Training Colleges*

Work with training colleges was carried out in three phases:

- (i) Extension work covering thirty colleges, 250 lecturers and 1,500 students through workshops conducted during January-February, 1960. The work included orientation workshops with B.T. and B.Ed. students and conferences with the members of the staff.

- (ii) Ten orientation workshops in June, 1960, in which nearly 200 lecturers from 63 training colleges participated.
- (iii) Intensive work in 20 training colleges located in eleven States. This programme covered 175 lecturers and over 2,000 pupil-teachers.

(d) *Training Course on Evaluation for State Officers*

A five-week training course was organised in September-October, 1960 at the Central Institute of Education, Delhi, for twenty-seven officers from fifteen States and Union Territories with the object of training the State evaluation personnel to take up the work of examination reform in the States during the Third Plan.

(e) *Studies in Internal Assessment*

Some of the Secondary Education Boards have introduced internal assessment in their high and higher secondary school examinations. The last Conference of the Secretaries of the Secondary Education Boards had recommended that certain aspects of internal assessment should be further studied. Accordingly, the officers of the Examination Unit conducted an investigation into the subject. A report of this study has been published.

(f) *Publications*

A number of brochures on examination reform were published during the year under review and were made available to the State Education Departments, State Boards of Secondary Education and Training Colleges.

(g) *Syllabi*

In pursuance of a recommendation of the Conference of the Secretaries of Boards of Secondary Education held in September, 1959, the Examination Unit drafted a note on the incorporation of evaluation approach in the B.T. B. Ed. syllabi and circulated it to the various universities and training colleges for opinion and suggestions. On the basis of replies received, a revised note was sent to the training colleges and universities for further action. Most of the colleges have agreed in principle to incorporate this approach in their teaching practices.

(h) *Seminar on Research in Evaluation*

It was recognised that a stage had been reached in examination reform when its further development depended upon studies and investigations carried out by training colleges and progressive institutions on the various aspects of the reform. A seminar on Research and Evaluation was, therefore, organised in August-September, 1960. It was attended by nineteen lecturers, co-ordinators and headmasters of schools. As a result of the seminar, a list of subjects that required research studies was drawn up.

### **Extension Services Department**

During the year under review, the Government of India continued to meet the entire expenditure on the project as before. Funds were paid in the form of grants-in-aid through the State Departments of Education—Rs. 2.24 lakhs in 1959-60 and Rs. 4.95 lakhs during the first three quarters of 1960-61. A ten-day Workshop of the Co-ordinators of the Extension Services Centres was organised at the Central Institute of Education, Delhi, from 29th February to 9th March, 1960 and was attended by 47 persons. In addition, zonal conferences of directors and coordinators of the five zones were also held during March, 1960. Two four-week workshops on audio-visual education were held in New Delhi in May and September, 1960, for the Coordinators and Technical Assistants of the Extension Centres.

### **Experimentation in Schools**

During the last quarter of 1959-60, an amount of Rs. 15,875 was sanctioned as grant to 30 secondary schools for the completion of experimental projects which had already been approved. During 1960-61, 34 projects were selected for financial assistance costing a total sum of Rs. 31,543. During 1961-62, the scheme will be expanded further.

### **Seminars and Workshops**

The programme of subject-teachers' and headmasters' seminars which started in October, 1958, was completed during January-March, 1960. Nine subject-teachers' seminars and six headmasters' seminars were conducted during this period. In addition, three follow-up workshops of headmasters, two conferences of the heads of multipurpose schools and a seminar-cum-training course of headmasters and teachers of multipurpose schools were also organised. During the summer of 1960, for a period of six weeks, a Working Group of selected teachers of technology, agriculture and commerce met to prepare instructional material for teachers of these three subjects.

### **Promotion of Gandhian Philosophy**

This scheme is designed to stimulate a deeper appreciation and better knowledge amongst students of Gandhiji's ideals and philosophy. In pursuance of this aim, Kumari Manuben Gandhi, a near relative and disciple of Gandhiji, delivered a series of lectures on "Gandhiji's teachings and way of life", in selected secondary schools in Bihar and Rajasthan. Copies of the Unesco publication "All Men are Brothers", which is a compilation of extracts from Gandhiji's writings emphasizing the brotherhood of man, were distributed to all higher secondary schools in the country. During the Third Plan, it is proposed to continue these lectures by Kumari Manuben Gandhi in secondary schools in the remaining States and, in addition, to arrange on a voluntary basis lectures in Indian universities by eminent scholars and thinkers on Gandhiji's teachings and philosophy. It is also intended to give a grant to the Gandhian Institute of Studies, Varanasi, for its activities,

### **Promotion of Inter-State Understanding**

This scheme aims at the promotion amongst students of a wider appreciation of the cultural and emotional unity of the country. In furtherance of this aim, 92 selected students and teachers drawn from different States and Union territories were afforded opportunity to live together in Delhi for about a week on the occasion of the Republic Day Celebrations during January, 1961, watch the various functions and learn about the contribution that each State has made towards the enrichment of the Nation. Copies of the guide-book on West Bengal and Assam were distributed to secondary schools in the country. The State Education Ministers' Conference held in November, 1960, considered this matter and recommended the setting up of a high-powered committee to examine this question in detail. Accordingly, a Committee, with Dr. Sampurnanand as Chairman, was set up in 1960 to review the progress made and draw up a broad-based programme for implementation during the Third Plan. The Committee has very recently submitted its interim report.

### **Central Institute of English, Hyderabad**

The Central Institute of English, Hyderabad, was established by the Government of India, in co-operation with the Ford Foundation and the British Council, in November, 1958. The Ford Foundation has been giving financial support to it. It was registered as a Society under the Public Society's Registration Act 1860 and the general superintendence, direction and control of its affairs vest in a Governing Body, which is autonomous in character.

An important part of the Institute's programme of work relates to the training of lecturers of training colleges and secondary school teachers, besides research work into the problems of teaching English in this country.

The following research projects were completed during 1960-61 :

- (a) Pre-university class English teaching material for social sciences and physical sciences.
- (b) A treatise on the place of English in pre-university classes, the objective of the course, the teaching methods and the evaluation techniques suited to it.

### **National Awards For Teachers**

The scheme, which was initiated in 1958-59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in the primary, middle and high and higher secondary schools has made steady progress. During 1960-61, 71 teachers received the National Awards from the President of India, Dr. Rajendra Prasad, at a special function held in New Delhi on the 22nd December, 1960. The number of Awards has been increased to 85 during 1961-62.

### **Grants to Voluntary Organisations Working in the Field of Secondary Education**

The Ministry gives grants-in-aid to voluntary educational organisa-

tions, which are doing some educationally significant work, with a view to the expansion or improvement of their existing services or introduction of new ones. During 1960-61, 16 institutions were sanctioned a sum of Rs. 1,81,004. The scheme will be continued during Third Plan.

### **Loans For the Construction of Hostels in Secondary Schools and Training Colleges**

A sum of Rs.8.60 lakhs was sanctioned to State Governments in February, 1960, for being advanced to secondary schools and training colleges in their respective jurisdictions. As a measure of economy, the scheme is not being continued during the Third Plan.

### **Union Territories**

#### *General*

It was decided that in Government colleges and teacher training institutions and Government schools in the Union Territories where enrolment has been stabilized, all the temporary posts which have been in existence for a period of three years or more may be made permanent instead of 10 per cent as was done hitherto. It was also decided that Scheduled Tribe and Scheduled Caste students who are placed in compartment in a Board/University Examination may also be granted exemption from payment of examination fee for appearing at the next compartmental examination.

#### *Delhi*

In view of the acute shortage of graduate and post-graduate teachers for Physics, Chemistry and P. T., it has been decided that as a special case temporary untrained teachers under these categories may under certain specified conditions be granted extraordinary leave to enable them to undertake training at a teacher training institute.

In order to enable the Government aided private schools to improve their educational standards, the managements of such schools have been permitted to charge a special development fee for specified purposes at flat rate with the prior approval of the Directorate of Education to cover the expenses incurred for effecting improvement on which no grant-in-aid is available under the grant-in-aid rules.

As a result of the recommendations of the Aided-Schools Enquiry Committee, certain financial and administrative improvements have been brought about in the private schools in Delhi.

#### *Himachal Pradesh*

The Lieutenant Governor of Himachal Pradesh has been delegated with powers to grant educational scholarship on a scale prescribed by the Government of Punjab and in cases where do such scale is prescribed, on a scale prescribed by that Government with the prior approval of the Government of India, provided the expenditure on individual student does not exceed Rs. 5,000 per annum (non-recurring) and Rs. 1,000 per annum (recurring) in each case.

A post-graduate research scholarship in Sanskrit/Hindi at the rate of Rs. 100/- per month tenable for two years has been instituted.

Two mobile library vans were sanctioned for extension of library service to centres and villages on road-side.

#### *Tripura*

Sanction has been accorded to the Tripura Administration for the purchase of a jeep with a trailer for the implementation and efficient running of the social education programme.

#### *Manipur*

In order to remove the shortage of qualified teachers and to encourage the unqualified to get themselves trained, it has been decided to grant stipends to such teachers when deputed for training in addition to their normal pay and allowances.

#### *Andaman and Nicobar Islands*

On the recommendation of the Pay Commission, the scales of pay of the staff of the Education Department has been revised so as to conform to the scales prevailing in Delhi schools for the corresponding posts.

Government of India have reserved one seat every year in the B.Ed. class in the Central Institute of Education, Delhi for a resident of the Andaman and Nicobar Islands on consideration of the comparative backwardness of that area and the desirability of providing the residents thereof suitable facilities for higher education.

#### *Laccadive, Minicoy and Amenidive Islands*

The Administrator of the Islands has been delegated with powers to grant scholarships for students belonging to the Islands for study of Hindi in the institutions on the mainland.

The Administrator has been authorised to grant scholarships for Sanskrit studies at the rate of Rs. 15/- p.m.

On the recommendations of the Pay Commission, the scales of pay of the staff of the Education Department have been revised so as to conform to the scales prevailing in Delhi schools for the corresponding posts.

### **Education of Tibetan Children**

With the influx of Tibetan refugees, the problem of their education has attracted the attention of the Government. It is hoped that the Tibetans will settle in India as an integrated community with due safeguards for the maintenance of their tradition, culture and religion. The Government has taken up the responsibility to provide education to every Tibetan child of school-going age. The high-power Committee with Education Minister as Chairman and representatives of the Ministries of External Affairs, Finance, Education and His Holiness the Dalai Lama as



members was set up for this purpose and registered as a Society under the Literary, Scientific and Charitable Societies Registration Act. In the beginning, separate schools will be provided for primary and secondary education but the syllabii are designed in such a way as to enable the students to join Indian Polytechnics and Institutes of higher learning without organising special courses for them.

Steps have been taken to organise residential schools at Simla, Mussoorie and Darjeeling. Children and dependents of Tibetan refugee parents living in nearby areas would also be allowed admission to these schools as day scholars. The schools will be raised to the higher secondary standard in the normal course of time and will have a common medium of instruction and common syllabus. Maximum number of children for which a particular school could effectively cater, has been fixed at 500.

It has been decided to set up Local Executive Committees for all residential schools. These Committees will work under the direction of the Central Committee and will consist of (a) the principal of the school concerned, (b) the Deputy Commissioner of the district in which the school is situated, (c) two nominees of the Central Committee, and (d) one representative of His Holiness the Dalai Lama.

It has been decided that the Tibetan children should learn three languages viz. Tibetan, English, and Hindi. Tibetan will be the medium of instruction at the earlier primary stage. English, which will be introduced in Class II, will be the medium at higher stages. Hindi will be compulsory from Class IV onward.

Teachers for Tibetan schools will be graduates or under-graduates proficient enough to teach through the medium of English so that good standard of education could be maintained. They would be encouraged to learn at least a modicum of Tibetan during their training period.

#### UNIVERSITY AND RURAL HIGHER EDUCATION

##### **Aligarh Muslim University**

The Aligarh Muslim University Enquiry Committee submitted its Report to the University on 31st December, 1960. The Report was considered by the Executive Council at its meeting held on 25th and 26th March, 15th & 16th April and 8th September 1961 and University has now accepted all the recommendations of the Enquiry Committee. It has also set up an Implementation Committee to ensure that the recommendations of Enquiry Committee are implemented as early as possible. Copies of the Report have since been laid on the Table of both the Houses of Parliament and the recommendations of the Enquiry Committee are also under consideration of this Ministry.

##### **Banaras Hindu University**

At the request of the Executive Council of the Banaras Hindu University, the President permitted Mr. Justice K. T. Desai of the Gujarat High Court to conduct an enquiry into the purchase of U.P. Zamindari Abolition Compensation Bonds by the University. Mr. Justice Desai sub-

mitted his report to the Executive Council of the University towards the end of October, 1960. The report was accepted by the Executive Council.

### **Long-Term Legislation for Banaras Hindu University**

A Bill to amend the Banaras Hindu University Act, 1915 was introduced in the Lok Sabha on 5th May, 1961. However, owing to rush of other important items of business and for certain other reasons, the Bill has not so far come up for consideration.

The Ayurvedic College of the Banaras Hindu University has been converted into a College of Medical-Sciences. The first batch of students for its regular M.B.B.S. course was admitted from the year 1960-61. The question of providing funds for the development of a hospital to be attached to the said College is now under consideration of the authorities concerned.

### **University of Delhi**

The University Grants Commission had suggested that the question of opening a new university in Delhi might be considered by the Government of India. The proposal is under consideration.

### **Opening of New Colleges**

In order to cope with the increasing demand for admission to colleges in Delhi, one college for women, namely the Pramila College, was started in July, 1960. Two other colleges have been started in July, 1961.

### **Visva-Bharati**

The Vice-Chancellor, Visva-Bharati has submitted a proposal to the University Grants Commission for beautifying the University Campus. For this purpose, the University Grants Commission decided to give a recurring grant of Rs. 70,000 and a non-recurring grant of Rs. 30,000 to the University.

### **Indian School of International Studies**

In exercise of the powers conferred under section 3 of the University Grants Commission Act, 1956, and on the advice of the Commission, a notification has been issued by this Ministry on 4th September, 1961 declaring that the Indian School of International Studies shall be deemed to be a University for the purposes of the aforesaid Act.

### **Jamia Millia Islamia and Gurukula Kangri Vishwavidyalaya**

At its meeting held on 6th September, 1961, the University Grants Commission recommended that the Jamia Millia Islamia and the Gurukula Kangri Vishwavidyalaya may be deemed to be Universities in terms of section 3 of the University Grants Commission Act, 1956. The question of issuing a declaration in respect of these institutions is at present under consideration of this Ministry.

## Model Act for Universities in India

A Group comprising the Chairman, University Grants Commission, the Secretary, Ministry of Education and the Vice-Chancellor, University of Delhi met on 30th November, 1961 to consider broadly the organisational structure of universities in India and to prepare the outline of a 'Model Act' best suited to their role and function in the present context of our fast developing country. The matter will be considered further by a Committee proposed to be set up shortly under the chairmanship of Dr. D.S. Kothari, Chairman, University Grants Commission.

## Working Group to Study the Problem for the Expansion of School and Collegiate Education in the Capital for the Next Two Decades

The Working Group submitted its report to the Government in June, 1960. The main findings of the Group are as follows :

- (i) By the beginning of the fourth quin-quennium i.e. 1976-81, the population of Delhi might be about 35.7 lakhs and on an average of 200 students per school, 1712 additional single-section primary schools would be needed to cater for the increase in the population of the age-group of 6-11 years. These schools would have to be manned by 8,560 teachers. Similarly, 652 middle schools with 5,868 teachers would be required for middle school education, each school catering for 250 students. At the higher secondary level, 532 additional schools would be needed with 4,740 teachers, each school catering for 200 students with double sections.
- (ii) In the field of higher education, assuming that the average size of a college would be about 1,250 students, it will require something like 32 additional colleges. In terms of space, this may mean, on a conservative estimate, 10 acres of land per college and a total of 320 acres would have to be provided in the course of the next 20 years for college campuses alone. In addition, it would be necessary to provide for playgrounds, etc. on a suitable basis.

The report of the Working Group has been forwarded to the authorities concerned with the request that the findings of the Group may be taken into consideration while preparing schemes for the expansion of school and collegiate education in the Capital.

## Legislation

- (i) *The Delhi University (Amendment) Bill, 1961*

A Bill to further amend the Delhi University Act, 1922 has been introduced in the Lok Sabha on the 2nd December, 1961. The main object of the Bill is to facilitate the introduction of Correspondence Course under the University.

(iv) *The Visva-Bharati (Amendment) Bill, 1961*

A Bill to amend the Visva-Bharati Act, 1951 has been introduced in the Lok Sabha on the 4th December, 1961. The bill seeks to remove certain lacunae in the Act.

### **Scheme of Correspondence Courses and Evening Colleges**

In order to meet the genuine desire of deserving students who cannot attend regular full-time day colleges to acquire knowledge, the Government of India have included in the Third Five Year Plan of Educational Development, a scheme to assist universities to impart instruction through evening colleges and correspondence courses.

The scheme was considered by the Central Advisory Board of Education at its meeting held in New Delhi on 16th and 17th January, 1961. The Board approved in principle the scheme of evening colleges and correspondence courses. The Board recommended that a small Committee should be set up to work out details of the scheme.

In pursuance of the resolution adopted by the Central Advisory Board of Education, the Government of India appointed an Expert Committee to work out details of the scheme for instituting evening colleges and correspondence courses. The Expert Committee consists of the following :

- |   |            |
|---|------------|
| (1) Dr. D.S. Kothari,<br>Chairman,<br>University Grants Commission.                       | (Chairman) |
| (2) Prof. N.K. Sidhanta,<br>Vice-Chancellor,<br>University of Delhi.                      | (Member)   |
| (3) Prof. T.M. Advani,<br>Principal,<br>Jai Hind College, Bombay.                         | (Member)   |
| (4) Dr. P. Parija,<br>Vice-Chancellor,<br>Utkal University.                               | (Member)   |
| (5) Shri P.N. Kirpal,<br>Secretary,<br>Ministry of Education.                             | (Member)   |
| (6) Dr. P.D. Shukla,<br>Deputy Educational Adviser,<br>Ministry of Education.             | (Member)   |
| (7) Dr. Hans Simons,<br>Consultant on General Education,<br>University Grants Commission. | (Member)   |

- (8) Dr. Homer Kempfer, (Member)  
Deputy Chief Education Adviser.  
USA/TCM in India, American Embassy,  
New Delhi.
- 9) Smt. Muriel Wasi, (Member-Secretary)  
Deputy Educational Adviser,  
Ministry of Education.

The first meeting of the Committee was held on 7th July, 1961 in the office of the Chairman, University Grants Commission. At the meeting, it was stressed that there should be a central organisation to formulate plans for the correspondence courses and that the universities that have agreed to implement the scheme, should set up departments or local boards to implement it. The Committee recommended that the University of Delhi should start operating the scheme with effect from 1st January, 1962.

The Committee stressed that high standards could be achieved at evening colleges, if greater attention was paid to the quality of teaching.

The Expert Committee set up a Sub-Committee consisting of the Chairman of the Committee, the Vice-Chancellor of Delhi University, and Mrs. Muriel Wasi, Deputy Educational Adviser to the Government of India, to spell out details of the Delhi Correspondence Course Scheme. The Sub-Committee met on 29th July, 1961. Various issues were considered in connection with the organisation of the courses and for the preparation of instructional materials. The Vice-Chancellor suggested that to start with, the correspondence courses might begin in the following subjects :

- (1) English Language
- (2) Modern Indian Languages (Hindi, Urdu, Panjabi, Bengali, Marathi and Tamil)
- (3) Mathematics
- (4) Economics
- (5) Political Science ; and
- (6) History

The suggestion was accepted. The Chairman observed that it would be advisable to consider science subjects as early as possible and in any event not later than 1963. The Sub-Committee set up a Committee under the Chairmanship of Prof. N.K. Sidhanta to work out financial and administrative details.

The second meeting of the Expert Committee on Correspondence Courses and Evening Colleges was held on 22nd September, 1961, in the office of the Chairman, University Grants Commission. At this meeting the Committee made the following recommendations :

- (i) The Ministry of Education should take steps as early as possible to amend the Delhi University Act in order to enable the University to start correspondence courses ;
- (ii) The use of TV and radio as supplementary aids should be considered in consultation with the Ministry of Information and Broadcasting. The University of Delhi would supply further information on this point at a later date ;
- (iii) A Sub-committee consisting of Shri R.K. Chhabra of the University Grants Commission and Shri I.U. Ramchandani of the Ministry of Education has been appointed to make a 'Fact-Finding Survey' of evening colleges at Delhi. The Sub-Committee would submit a working paper to the next meeting of the All-India Committee for Correspondence Courses and Evening Colleges ; and
- (iv) The universities that have agreed to start correspondence courses and evening colleges should be encouraged to keep their proposals alive.

#### **Improvement and Development of Educational Institutions at Collegiate Level (Three-Year Degree Course Scheme)**

The entire work relating to the implementation of the scheme was transferred to the University Grants Commission with effect from 1st April, 1960. The necessary provision was made in the budget estimates for 1960-61 to implement the scheme both in Government and non-Government colleges. A sum of Rs. 75 lakhs was provided in the Revised Estimates for 1960-61.

#### **Medium of Instruction in Universities**

The question of a suitable medium of instruction for Indian universities has been engaging the attention of educationists for some time. The University Education Commission favoured the adoption of regional languages with the option to use the Federal language as the medium of instruction. This question has also been considered by the Central Advisory Board of Education, the Inter-University Board of India, and the University Grants Commission, who have recommended a cautious and planned approach to the problem.

At its meeting held on 17th and 18th June, 1959 the Commission considered the question at length and passed the following resolution :-

“The Commission noted the various suggestions that had been made and steps taken so far with reference to the problem of medium of instruction in the universities, and agreed that a Working Group be appointed by the Commission to study this question further, and to draw up a plan of action for the change of the medium of instruction from English to an Indian language, consistently with the maintenance of high standards in English and that later on, a fuller seminar on the subject be organised.”

In pursuance of this resolution, the University Grants Commission appointed a Working Group to study the question of adopting Indian languages as media of instruction in universities. The Working Group submitted its report to the University Grants Commission on 22nd November, 1960. At a meeting held on 30th and 31st December, 1960, the University Grants Commission considered the Report of the Working Group and resolved that it be circulated to universities for their views before the Commission formulated a final opinion on it. Accordingly, the Report of the Working Group on the medium of instruction has been circulated by the Commission to universities to ascertain their opinion on it. The Commission has not yet received the views of all universities on the Report.

As a preparatory step towards introducing Hindi and the regional languages as media of instruction for higher education, the Hindi Division of the Ministry of Education has prepared a project for translation and preparation of standard textbooks on sciences, technology and the humanities in Hindi. The entire expenditure is to be met by the Central Government. It has been decided to extend this scheme to translations in regional languages also.

The question of the medium of instruction for university education was discussed at length at the Conference of Chief Ministers of States and Central Ministers held recently at New Delhi. The statement issued after the meeting ran as follows :

“The tendency of regional languages to become the media for university education though desirable in many ways, may well lead to the isolation of such universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one university to another ; and the cause of education will suffer for lack of a common link between universities in different linguistic areas. The importance of such a common linguistic link between universities was emphasised. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such languages have adequately developed for the purpose of modern education, and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English should be improved and maintained at a high level in schools and colleges.”

This sums up the present policy of the Government on medium of instruction at university-level.

### Establishment of New Universities

The State Governments were informed by the Government of India that since the establishment of new universities had a direct bearing on the maintenance of proper academic standards, the Government of India were of the view that proposals connected with the establishment of new university should be referred to the Ministry of Education that would seek the advice of the University Grants Commission and communicate it to the State Governments concerned. The State Governments were further advised to pay due consideration to the suggestions made by the Commission while formulating proposals for the creation of new universities. None of the State Governments has objected to this suggestion.

During 1960-61, the following Universities have come into being or have been re-organised under Acts of State Legislatures :

#### *West Bengal*

- (1) University at Burdwan.
- (2) University at Kalyani.

#### *Bihar*

- (1) Ranchi University,  
Ranchi.
- (2) Bhagalpur University,  
Bhagalpur.
- (3) Bihar University,  
Muzaffarpur.
- (4) Patna University,  
Patna.

At the meeting of the University Grants Commission held on 6th September, 1961, the question of new universities to be established during the Third Five Year Plan period was discussed. The Commission felt that was necessary to relate broadly the proposal for the establishment of of new university to the Third Five Year Plan as a whole. The following resolution was passed by the Commission:—

“There was a real need for more Universities in the country but the actual number to be established during the Third Plan period would depend on the extent of availability of funds. Universities are expensive institutions. In deciding about a new University, its location and type, careful consideration has to be given to the many relevant factors such as the extent of the area involved, the number of students, and the existing facilities for higher education, particularly post-graduate studies and research, available in the area concerned. The Commission resolved that a small Committee be appointed to prepare a broad outline plan about the new Universities to be established during the next few years (III Plan) taking into account the requirements of the country and the resources likely to be available for the purpose.”



### University Grants Commission

During 1960-61, the following grants were sanctioned to the University Grants Commission:

Plan	Rs. 5,51,00,000
Non-Plan	Rs. 2,18,74,000

The following provision has been made for the scheme "Grants-in-aid to University Grants Commission for 1961-62" :

Non-Plan	Rs. 2,55,80,000
Plan	Rs. <u>9,84,00,000</u>
Total	Rs. 12,39,80,000

### Assistance to Voluntary Organisations for Construction of Hostels in Big Cities

A scheme for giving loan to voluntary organisations for hostels in big cities was included in the Third Five Year Plan. On the recommendations of the Central Advisory Board of Education and in consultation with the Planning Commission, it has been decided to convert this scheme into a grant giving scheme. Details are being worked out in consultation with the Ministry of Finance.

### Loans to Universities and Constituent Colleges of Delhi University for Construction of Hostels and Staff Quarters

Since the University Grants Commission is not empowered under its Act of Incorporation to advance loans to universities, the proposals for loans to universities and the constituent colleges of University of Delhi for the construction of hostels and staff quarters are sanctioned by the Central Government on the recommendations of the Commission. Loans amounting to Rs. 73,600 were sanctioned to the following institutions during 1960-61 :

1. Hindu College (Towards construction of hostels)	Rs. 50,000
2. Indraprastha College for Women (Towards construction of staff quarters)	Rs. <u>23,600</u>
Total	Rs. 73,600

### Loans for Construction of Hostels for Affiliated Colleges

The following loans were sanctioned to State Governments during 1960-61 for reloan to educational institutions for the construction of hostels:

1. Andhra Pradesh	Rs. 1,80,000
2 Assam	Rs. 1,49,000

3. Bihar	Rs. 2,98,000
4. Gujarat	Rs. 90,000
5. Jammu & Kashmir	Rs. 36,000'
6. Kerala	Rs. 1,50,000
7. Madhya Pradesh	Rs. 5,27,000
8. Madras	Rs. 4,22,000
9. Maharashtra	Rs. 3,35,000
10. Mysore	Rs. 4,67,000
11. Orissa	Rs. 2,64,000
12. Punjab	Rs. 86,500
13. Rajasthan	Rs. 6,92,000
14. Uttar Pradesh	Rs. 280,000
15. West Bengal	Rs. 3,90,000

Loans were advanced to the following affiliated colleges for the construction of hostels during 1960-61:

(i) Bhadrak College, Bhadrak (Orissa)	Rs. 50,000
(ii) Andhra Loyola College, Vijayawada (Andhra Pradesh)	Rs. 85,000'
(iii) G.H.G. Khalsa College, Gurusar Sadhar (Ludhiana)	Rs. 50,000
(iv) D.C. Barua Girls College, Jorhat	Rs. 43,000

A scheme of loans to State Governments for the construction of hostels for affiliated colleges has been included in the Third Five Year Plan. The University Grants Commission has agreed to an expenditure of Rs. 40 lakhs on this scheme. The amount will be debited to the Plan allocation of the University Grants Commission during the Third Five Year Plan subject to the condition that any funds that are not utilised for the purpose will revert to the allocation of the University Grants Commission. The Ministry of Finance has agreed to the implementation of the scheme in the Third Five Year Plan.

#### **Rehabilitation Grant to the Panjab University**

Under the Second Five Year Plan, a sum of Rs. 65 lakhs was originally set apart by the Ministry of Rehabilitation for grant to the Panjab University for its rehabilitation programmes. This project was transferred to the Ministry of Education towards the end of 1957 along with the Plan allocation. The following rehabilitation grants were sanctioned to the Panjab University:

1958-59	Rs. 25,00,000
1959-60	Rs. 25,00,000
1960-61	Rs. 10,00,000
	<hr/> Rs. 60,00,000

### **Strengthening of Institutions of Higher Learning of All-India Importance**

A scheme for giving financial assistance to All-India Institutions of Higher Learning was drafted in 1960-61. An Advisory Committee was set up with the following items of reference:

- (i) To assist in the selection of institutions for grants under the scheme and
- (ii) To advise on the schemes formulated by the institutions for assistance.

During the year under report, the Advisory Committee held three meetings. The Committee recommended the names of certain institutions for financial assistance under the scheme. The cases of these institutions were examined, and grants were given to the following institutions during 1960-61 :

1. Kanya Gurukul Mahavidyalaya	Rs. 2,50,000
2. Sri Aurobindo International Centre of Education, Pondicherry	Rs. 1,07,500
3. Kaivalyadham Shreeman Madhva Yoga Mandira Samiti, Lonavla	Rs. 7,000

The scheme was revised late in 1960-61. Under the revised scheme, the criteria for selecting institutions for financial assistance is as follows:

- (i) it must be working at post-matric level ;
- (ii) it must be run by a voluntary organisation and not by any Government or local body in the country;
- (iii) it should not be a statutory body or affiliated to any university;
- (iv) it should have a duly approved managing body;
- (v) it should be of at least ten years' standing;
- (vi) it should be working at an all-India level i.e. at least 10% of its students and teachers taken together should be drawn from States other than the Home State or it must be doing work of special importance and attempting to introduce ideas and techniques in education which have a national significance ; and

(vii) its work should have been reported satisfactory by the State Government concerned.

Assistance is given for approved new or existing projects up to certain limits and for specified period.

Applications are to be routed to the Ministry of Education through the State Governments.

The Government of India agreed in principle to the payment of a Jubilee grant of Rs. 1 lakh each to the Gurukula Kangri, Hardwar and the Jamia Millia Islamia. In 1960-61, a sum of Rs. 40,000 was released to the Gurukula Kangri out of the Jubilee grant.

### **Cheap Publication of Foreign Textbooks and Other Standard Works**

One of the major problems in the development of higher education in India is the non-availability of reasonably priced books in various fields both for purposes of reference and for use as textbooks in colleges and universities. This is particularly so in the Humanities, Economics, Sociology, Psychology and Political Science.

The Ministry of Education has considered the adoption of suitable measures to develop an adequate programme to encourage the inexpensive publication in India of foreign textbooks and other standard works. For this purpose an Inter-Ministerial Committee was set up. With the assistance of this Committee, select lists of titles in the following subjects have been finalised.

1. Basic Sciences
2. Humanities
3. Medicine
4. Agriculture and Veterinary Sciences
5. Engineering and Technology

The University Grants Commission has considered the question of affording a necessary guarantee for the minimum off-take to ensure production and has given that guarantee for the above lists.

The Ministry of Education has conducted negotiations with a view to bringing out cheaper editions of American textbooks. In consultation with the concerned Ministries and the Ministry of External Affairs, broad guiding principles have been finalised within which the programme of the cheap publication of American textbooks, with the help of P.L. 480 funds, may be undertaken by the American Embassy or a representative designated by the Embassy for this purpose. The U.S.I.S., New Delhi, has already started work on the publication of some titles.

The Ministry of Education is anxious to see that the scheme is fairly administered so as to cause no hardship to Indian authors and publishers.

The Government of the U.K. has also initiated a scheme for the production of lowpriced textbooks for use in India and has given a measure of priority to university textbooks. The first group of 25 textbooks on scientific, engineering and other technological subjects has been produced. All titles are reported to be on sale in India.

The titles have been selected in consultation with the University Grants Commission in New Delhi. The Commission has given a guarantee for the minimum sale of 2900 copies of some of these textbooks and standard works.

### **Home Science Education and Research**

The project for assistance to Home Science Education and Research under the Indo-U.S. Technical Cooperation programme continued to progress during 1960-61. Of the nine American technicians who had taken up their assignments in institutions selected as Regional Demonstration Centres under the Project, one had to leave for the U.S.A. on health grounds. A substitute was obtained and was assigned to the Southern Regional Demonstration Centre at the SIET Women's College, Madras. Of these, four technicians, (including the Chief of the Party) have completed their assignments and have returned to the U.S.A.

As regards training facilities under the project (Supplement II to O.A. 41 TCM), four Indian Home Science Administrators were selected for observation tour for three months and four Indian Home Science teachers for higher studies and training for 12 months in the U.S.A. The administrators and the teachers left for the U.S.A. in two batches in September, 1960. The Home Science Administrators returned after completing their observation tour.

Seven teacher-trainees who were sent to the U.S.A. in December, 1959 under the Training Facilities provision of Supplement 1 to O.A. 41 TCM, have returned and reported for duty at their respective institutions. Supplies envisaged under the Agreement (books worth \$ 8,700 and equipment worth \$ 32,000) continued to be received by the beneficiary institutions. The cost of commodities (C.I.F. Value), customs duty and incidental charges and local costs of technicians were reflected in the Government of India accounts and for that purpose the following provision was made :

### **Revised Estimates 1960-61**

1. Cost of commodities	Rs. 95,300
2. Incidental charges on commodities	Rs. 40,000
3. Local costs of technicians	Rs. 40,000

A Home Science Conference was held in New Delhi in April, 1960 to review and evaluate the accomplishments under the Programme, to plan for the most effective use of the remaining period of this Programme and to consider the future development of Home Science in India. The Conference also considered the findings of a survey conducted by Home Science technicians. The survey aimed at assessing the existing facilities for Home Science Education and Research in India.

A Home Science Administrators' Conference was held in New Delhi in January 1961 to have an exchange of ideas and experiences among the Home Science Administrators who had the opportunity of visiting the U.S.A. under the Programme and observing various institutions at work. The American technicians helped in the training programme of Home Science teachers through seminars, workshops and refresher courses at the Demonstration Centres and participating institutions. With their cooperation, two regional Conferences were held in March, 1961 (one in Bombay and the other in Madras) in order to discuss the problems connected with the development of Home Science education in those regions.

### **Introduction of General Education Programme in Selected Indian Universities**

The programme, which had been drawn up in 1959-60 with a grant from the Ford Foundation, continued to make progress during 1960-61. Of the total grant of \$ 50,000 the second instalment of \$ 25,000 was received. As the grants to the universities of Andhra, Sri Venkateswara, Osmania, Bihar, Poona and Mysore were sanctioned late in March, 1960, only a small amount of the remaining grant was expected to be spent during 1960-61 and therefore the major portion of that grant was proposed for the financial year 1961-62. A provision of Rs. 40,000 was proposed in the Revised Estimates for 1960-61.

### **Colombo Plan Gift of Australian Reference Books to Indian Universities, Libraries and Institutions**

The Government of Australia made gifts of reference books on Australia to Indian universities, libraries and institutions. As the cost of these books was reflected in the Government of India accounts, a provision of Rs 61,4000 was made in the Revised Estimates for 1960-61.

### **Public Administration Centre at Lucknow University**

The project for assistance to the Public Administration Centre at the Lucknow University under the Indo-U.S. Technical Cooperation Programme continued during 1960-61. The final date for contribution was extended to 15th July, 1960 due to unforeseen delays in the procurement of equipment. As the cost of commodities is reflected in the Government of India accounts, a provision of Rs. 20,000 was made for it in the Revised Estimates for 1960-61.

### **Indo-U.S. Agreement for Financing Educational Exchange Programme**

Under the Programme for 1960-61, administered by the U.S. Educational Foundation in India, 99 students, 20 teachers and 13 university professors and research scholars were sent from India to the U.S.A. and 9 students and 27 professors came to India from the U.S.A. for similar purpose. The Government of India made a grant to the U. S. Educational Foundation in India for the taxes and duties paid by it and its American grantees in India who were exempted from such taxes. A sum of Rs. 4,66,699. 55 nP. was paid to the U. S. E. F. I., New Delhi. The programme will continue during 1961-62.

### **India Wheat Loan Educational Exchange Programme**

The budget for the fifth and final year of the India Wheat Loan Educational Exchange Programme was finalised. The allocation of funds for various aspects of the programme were as follows:-

1. Books for universities	\$ 1,68,550
2. Scientific equipment for universities	\$ 1,75,000
3. Exchange of persons between India and the U.S.A.	\$ 1,68,550
4. Administration	\$ 1,05,128

After the above allocations, an uncommitted balance of \$ 238,214 was left over. This was proposed to be spent in the following ways :

1. Books	\$ 50,000
2. Scientific equipment	\$ 75,000
3. Administration for financial year 1961	\$ 100,000

The remaining amount will be used to cover any administrative costs that might arise beyond June, 1961.

During the year, five librarians were sent to the U.S.A. to study library techniques for a period of five months and in exchange one librarian came to India. Three curriculum scientists were also sent to the U.S.A. for a period of three months. The two astronomers of Nizamiah observatory who were in the United States, were granted an extension of eight months each. The other aspects of the exchange programme were also implemented.

### **Recruitment of Teachers for Service Abroad**

During 1960-61, requests for the services of Indian teachers were received from a number of countries including Afghanistan, British West Indies, Mauritius, Nigeria, Sudan, Uganda and Iraq. The selection of the teachers was done wherever possible.

This work is done by the Ministry of Education in consultation with the Ministry of External Affairs, Ministry of Home Affairs, the Indian Missions abroad, and the concerned State Governments or the universities, as the case may be. The Government of India did not incur any expenditure on these teachers except payment of travelling allowances in some cases to candidates called for interview.

### Rural Higher Education

The following grants and stipends were paid to Rural Institutes during 1960-61.

<i>Name of the Institute</i>	<i>Grants</i>	<i>Stipends</i>
		<i>Rs.</i>
1. Rural Institute, Sriniketan	1,00,000	18,480.00
2. Gandhigram Rural Institute, Madurai	1,74,000	22,816.55
3. Jamia Rural Institute, New Delhi	4,04,000	19,955.00
4. Vidya Bhavan Rural Institute, Udaipur	4,60,000	18,368.75
5. Rural Institute, Birouli	10,000	17,010.00
6. Balwant Vidyapeeth Rural Institute, Agra	1,13,200	28,160.00
7. Rural Institute, Amravati	4,16,200	33,525.00
8. Sri Ramakrishan Mission Vidyalaya Rural Institute, Coimbatore	4,21,116	47,485.00
9. Lok Bharati Rural Institute, Sanosara	19,000	3,240.00
10. Shri Mouni Vidyapeeth Rural Institute, Gargoti	2,13,000	19,395.00
11. Kasturba Rural Institute, Rajpura	2,10,000	8,220.00
Total	25,40,516	236,655.30

In pursuance of the recommendation of the Estimates Committee, a committee consisting of the following members was constituted to review progress of the Rural Higher Education Scheme:

1. Deputy Educational Adviser incharge of the Scheme.
2. Deputy Financial Adviser, (Education).
3. Shrimati Jaya Behn Shah, M. P.



The Committee held its first meeting on 1. 3. 61.

*Meeting of Directors* : A meeting of the Directors of Rural Institutes was held on 6th January, 1961 at Udaipur to consider the distribution of time to each subject of study in the Diploma Course in Rural Services. It was decided that the Master Plan circulated by the Ministry of Education should be followed subject to the provision that the Directors could, at their discretion, make a variation of 20% of the time so allotted to each subject.

*Eighth Meeting of National Council* ; The eighth meeting of the National Council for Rural Higher Education was held at Udaipur on 6th, 7th and 8th January, 1961. The Council considered the development programme for Rural Institutes during the Third Plan period, and unanimously approved the following programmes :

- (a) Starting post-diploma courses in Community Development and Cooperation in selected institutions.
- (b) Starting Village Industries and Home Science Groups in Rural Institutes where these optional Groups have not been provided:
- (c) Starting concurrent course of General Education and Teacher Training.
- (d) Up-grading the Agriculture Science Course, as recommended by the Ministry of Agriculture.
- (e) Establishing Industrial-cum-Productive Units at Rural Institutes to provide opportunities of earning to students, while they are learning.
- (f) Strengthening research activities. (A Committee comprising Shri A. C. Joshi, Vice-Chancellor, Punjab University, Shri B.N. Jha, ex-Vice-Chancellor, Gorakhpur University, Dr. Amir Ali, Shri K. L. Bordia, and Dr. L. Ambrose was constituted to examine various research projects of Rural Institutes).
- (g) Starting Sanitary Inspectors' courses in other States.
- (h) Starting three more Rural Institutes in States that have none so far.

A meeting to consider the running of Concurrent, General and Professional courses for teachers in Rural Institutes was held in New Delhi on 26th October, 1960, to discuss the curriculum and the scheme of study.

The first meeting of the Research Committee was held New Delhi on 20th and 21st March, 1961. Shri B. N. Jha, Dr. Luthar Ambrose, Dr. K. C. Naik and Dr. Amir Ali attended the meeting. The Committee examined the Research schemes submitted by Rural Institutes and made their recommendations in respect of projects in various Institutes.

The T. C. M. assistance programme for Rural Institutes started in 1957. Under F. Y. 1960, 20 teachers from Rural Institutes were sent in June, 1959 to the U. S. A. for a year's training in Extension and Research methods. They returned to India in July, 1960. The services of a Consultant on Rural Higher Education have been obtained. Under the agreement, Dr. Luther M. Ambrose, Professor of Berea College, has been assigned to this Ministry. He has been in India since April, 1960, and has visited all the Rural Institutes and submitted a work programme for one year.

*Seminars and Workshops* : A Reorientation Course for the teachers of Sociology in Rural Institutes was organised at Amravati from 21st to 30th November, 1960 under the direction of Dr. Luther Ambrose, Consultant to the Ministry of Education on Rural Higher Education. Dr. Gangrade, Principal, Delhi School of Social Work also participated and made useful contribution to the deliberations. Ten teachers (one from each Rural Institute) were deputed to consider various problems with regard to the teaching of Sociology.

Another seminar was organised by Dr. Luther M. Ambrose for teachers of Cooperation at Bichpuri (Agra) from January 30 to February 10, 1961. The purpose of this seminar was to exchange ideas on field work in Cooperation.

A regional seminar-cum-symposium on Rural Problems and Community Development was organised from 19.3.1961 to 21.3.1961 by Sri Ram Krishna Mission Vidyalyaya Rural Institute, Coimbatore. Expert personnel in various fields of rural problems and teachers from the Gandhigram Rural Institute were invited to this seminar. Shri Sriman Narayan, Member, Planning Commission inaugurated the seminar. A grant of Rs. 1,000 was given to the Institute for expenditure on this seminar.

*Starting Production Units in Rural Institutes* : The Ministry of Education in collaboration with Ministry of Commerce and Industry had under consideration the proposal to start Production Units at various Rural Institutes where students can work in shifts and can earn while learning. It was decided in February, 1961 to start such Units in six Rural Institutes from July, 1961. These will be run by Rural Institutes on a business basis. Land will be provided by Rural Institutes. The Ministry of Education will provide funds for the construction of building for the Production Unit. The machinery and equipment will be provided by Ministry of Commerce and Industry and they will also meet the recurring expenditure on managerial and other staff.

Four Rural Institutes have already received a grant of Rs. 10,000 given by the Ministry of Education for preliminary work on building.

(i) *Diploma in Rural Services*

(a) *Recognition by State Government.* The diploma in Rural Services has been recognised as equivalent to the B. A. degree for purposes of employment by all the State Governments except Gujarat, Jammu & Kashmir and Orissa.

The Government of India, in the Ministry of Home Affairs, that had recognised the Diploma for a period of five years, have now accorded permanent recognition.

(b) *Recognition by Universities* : The Inter-University Board of India at its 36th annual meeting held at Dharwar on 1st, 2nd and 3rd February, 1961, accepted the recommendations of the Inspection Committee appointed by it to assess the academic standards of Rural Institutes and recommended to the universities to accord recognition to the Diploma.

The matter was taken up with all the universities on 1.3.1961. The Universities of Agra, Delhi, Jadavpur, Madras, Marathwada, - Patna, Rajasthan, S.N.D.T. (Bombay), S.V. Vidyapeeth and Visva Bharati have recognised the Diploma as equivalent to the B. A. degree for purposes of admission to post-graduate courses. The Jamia Millia Islamia has also accorded recognition to the Diploma for purposes of admission to the teacher training course.

(ii) *Diploma in Civil and Rural Engineering*

The Government of India, on the recommendation of the Board of Assessment for Technical and Professional Qualifications, have recognised the Diploma in Civil and Rural Engineering awarded by the National Council for Rural Higher Education for purposes of employment to subordinate posts and services under them. The State Governments of Assam, Bihar, Jammu & Kashmir, Kerala, Madras, Madhya Pradesh, Mysore, Rajasthan and Centrally Administered areas viz., Delhi Administration, Tripura and Andaman & Nicobar Islands have recognised the Diploma for purposes of employment to subordinate posts and services under them. The Government of Maharashtra have recognised the Diploma for the posts of Technical Assistant and Overseers only. The matter is being pursued with the Government of Maharashtra for the recognition of the Diploma for other equivalent posts.

The State Governments of Andhra Pradesh, Gujarat, Orissa, Punjab, Uttar Pradesh and West Bengal have not yet recognised the Diploma.

(iii) *Recognition of Certificate in Sanitary Inspectors' Course*

The National Council for Rural Higher Education recommended the introduction of a Sanitary Inspectors' Course of one year's duration (9 months' theory and 3 months' field training.) The course was started in 1960 at Vidya Bhawan Rural Institute, Udaipur.

The question of recognition of this Course was taken up with State Governments in November, 1960. So far, the Governments of Assam, Gujarat, Madhya Pradesh, Maharashtra and Mysore have accorded recognition to this Certificate.

*(iv) Faculty Committees*

In pursuance of a resolution of the National Council for Rural Higher Education, Faculty Committees for each subject of the Diploma course in Rural Services, Agricultural Science Course and Civil and Rural Engineering Course have been constituted with effect from June, 1961.

**Gold Medals**

On the recommendation of the National Council for Rural Higher Education, the Government of India have introduced a scheme of awarding a gold medal to the most meritorious students in each Course offered at the Rural Institutes. A scheme of awarding a gold medal to the best student social worker from each Rural Institute has also been accepted. The scheme will come into force from 1962.

**Examination Results**

During 1961, examinations in the following courses were held at the different Rural Institutes:-

1. Diploma Course in Rural Services.
2. Diploma in Civil & Rural Engineering.
3. Certificate Course in Agricultural Science.
4. Sanitary Inspectors' Course.

The Result in respect of each course is given below:-

Name of the course	No. of students appeared	No of students passed
1. Diploma Course in Rural Services	335	280
2. Diploma Course in Civil & Rural Engg.	288	123 (114 were placed in compartment.)
3. Certificate Course in Agricultural Science.	129	108
4. Sanitary Inspectors' Course.	32	27

**SOCIAL EDUCATION****Assistance to Voluntary Educational Organisations in the Field of Social Education**

Under this scheme, grants are being given to voluntary educational organisations for development of their activities, in fields of social education including public libraries. Grants amounting to Rs. 4,17,344 were sanctioned to 17 institutions during the year.

## **Social Education for Industrial Workers**

A literate and educated industrial worker is more useful to the industry than his illiterate and ignorant counterpart. The worker not only needs wholesome literature to stimulate his thinking and to increase his efficiency, but also needs good recreational facilities. To develop a programme of education for industrial workers, a Workers' Social Education Institute was established at Indore as a pilot project. It has started functioning from November 1, 1960 and provides facilities for classroom work, club activities, library and women's educational activities. A Board has been set up for the Institute with the representatives of the Central Ministries of Education, Labour and Employment, the Madhya Pradesh Government, workers, employers and social workers.

## **Training Workers for Library Service**

Most of the States in India have already established State Central Libraries and a good many district libraries have also been set up. To run a library service of this type, a body of trained librarians is necessary. The Institute of Library Science has, therefore been established in the Second Plan at the Delhi University. The training of librarians has already started in this Institute. A three-month refresher course with thirteen trainees from the various States and a one year diploma course with nine trainees have already been organised. During the year under review, the Institute is conducting the second one-year diploma course with effect from July 16, 1960.

The Institute was entrusted with the responsibility of conducting a Regional Seminar on Library Development in South Asia, which was held under the joint auspices of the Unesco and the Ministry of Education in the premises of the Delhi University. The Seminar lasted from October 3 to 14, 1960. Representatives from eight countries of South Asia participated.

## **Ford Foundation Aid—Mysore State Vidyapeeth Programme**

In cooperation with the Ford Foundation, U.S.A., the Mysore State Adult Education Council has started the Vidyapeeth programme in Mysore State. The Vidyapeeth primarily aim at training village youth for rural leadership. Under this project, it is proposed to establish eight Vidyapeeths in all in the States. Up to the end of this year (1960), the Council has established four Vidyapeeths and the setting up of the fifth is going apace. The remaining Vidyapeeths will be set up in the Third Plan.

## **National Fundamental Education Centre, New Delhi**

The National Fundamental Education Centre was established in 1956 with the primary object of conducting research, training high level personnel and for serving as a clearing house of ideas and information in social education. During the last five years, it has conducted training courses for five batches of District Social Education Officers and in all, 81 officers have been trained.

Almost the whole of the equipment which the Centre was to receive from the T.C.M. has been received. The total value of the equipment received so far is ₹22,415.29. A Fellowship for nine months under the TCM Aid Programme was awarded to Shri H.P. Saksena, Assistant Director of the Centre.

During the period under review, the Centre took up a number of activities through its various organs, i.e. Library, Audio-Visual Unit, Home Science Unit, etc. Particular mention may be made of the following activities :

- (i) The Centre prepared bibliographies on topics connected with social education.
- (ii) It completed the project on 'Village Meeting Places and Community Centres'. Besides, a number of projects on topics relating to reading habits and interests of village people, attitudes of illiterate adults towards literacy and village superstitions and taboos are in hand.
- (iii) (a) A 'tele-club' at the Centre has been reviewing the television programme regularly.
- (b) A film on 'Social Education for Community Action' has also been prepared.

### **Production of Literature for Neo-literates**

#### *(i) Prize scheme for books on neo-literates*

Under the Seventh Prize Competition held during the year, 40 books and manuscripts were awarded prizes of Rs. 500/- each. Out of these, the best 5 were awarded additional prizes of Rs. 500/- each.

#### *(ii) Publication of model books for neo-literates*

(a) *Hindī Vishva Bharati* : Of the 10 volumes planned for publication through M/s Hindi Viswa Bharati, Lucknow on no profit no loss basis, volume 6th in the series was brought out during 1960-61.

(b) *The History of India* : The book is planned to be brought out as a follow-up literature for neo-literates. During the period under review, the manuscript of the publication which had been selected through an open competition, was sent to the Ministry of Information & Broadcasting for publication in English, Hindi and any other Indian language.

(c) *Story of Life* : During the period under review, the manuscript of book as prepared by a commissioned author was finally approved by the Ministry for publication in Hindi and any other Indian language.

#### *(iii) Organisation of Sahitaya Rachanalayas for neo-literates*

The evaluation of the work done at the Rachnalayas held in the past was undertaken with the co-operation of their Directors and Trainees, and the scheme has now been revised on the basis of this evaluation.

### National Book Trust, India

The Trust was set up on 1st August, 1957 by the Government of India for production of good literature at low cost. During the period under review, the Trust brought out 21 books.

### Rehabilitation of Displaced Persons

The Ministry of Education was already dealing with the educational problems of the displaced persons from Pakistan. During the year under review, its responsibilities in this field were increased very considerably because a number of programmes which were hitherto implemented by the Ministry of Rehabilitation were transferred to it. A brief account of its major activities in this field is given below.

#### *Indo-Pakistan Agreement on the Issue of Educational Certificates to Displaced Persons*

This agreement was reached between the Governments of India and Pakistan with a view to facilitate the issue of original and duplicate copies of educational certificates to the nationals of the two countries (specially to those who had migrated from one country to the other) as well as for the verification of educational qualifications of all concerned. According to the agreement, the Education Ministry of each country is responsible for the clearance of all applications for these purposes. While the Government of India have disposed of almost all the applications received (the balance left over being 32 fresh applications only), the Government of Pakistan has to clear 270 old applications and 627 fresh applications as on March 31, 1961.

#### *Financial Assistance to Displaced Students from Pakistan*

The following schemes of direct aid to displaced students as well as educational arrangements at Faridabad and Rajpura were taken over by the Ministry of Education from the Ministry of Rehabilitation.

S. No.	Name of the Scheme	Budget provision for	
		1960-61	1961-62
		(Rs. in lakhs)	
1.	Financial assistance to displaced students from West Pakistan	12.00	9.034
2.	Financial assistance to displaced students from the East Pakistan.	47.41	29.65
3.	Financial assistance to displaced students belonging to indigent families from West Pakistan.	0.75	—
4.	Maintenance of Basic, Post-Basic and High Schools at Rajpura and Faridabad.	1.78	—

The institutions at Faridabad and Rajpura have been transferred to the Government of Punjab and will be the entire responsibility of the State Government from April 1, 1961.

#### *Educational Loans*

The work relating to the recovery and remission of educational loans advanced to displaced students from West Pakistan in the Union Territory of Delhi was taken over by the Ministry of Education from Ministry of Rehabilitation with effect from December 1, 1960. The object of this scheme, introduced in 1948, was to advance loans to deserving displaced persons from West Pakistan to help them in prosecuting their studies in India. The loans were advanced through the State Governments who are also responsible for their recovery. A sum of Rs 7,26,736/- was advanced to 1401 loanees through the Social Welfare and Rehabilitation Directorate, New Delhi, who have effected recovery to the extent of Rs. 3,99,393/- up to March 31, 1961.

#### *Homes and Infirmaries*

The Ministry of Education took over the work relating to Homes, Infirmaries and children's institutions for displaced persons from West Pakistan with effect from January, 1960 and for those from East Pakistan, in two instalments with effect from October 1, and December 1, 1960. These institutions provide maintenance and shelter to the following categories of destitute and displaced persons :

- (i) Unattached women and their dependents :
- (ii) Unattached children ; and
- (iii) The aged and infirm who have no means of support and their dependents.

The persons admitted to these institutions are paid cash doles at the rate of Rs. 16.00 p.m. for one person with a maximum of Rs. 70 p.m. per family consisting of 6 persons. The clothing and toilet allowance is paid at the rate of Rs. 2.00 p.m. per head subject to a maximum of Rs.10.00 p.m. per family. Free accommodation and amenities like water supply, sanitation and medical aid etc. are provided. Each Home/Infirmary normally has a Bal Mandir and provides for primary education. Education up to middle standard is compulsory for boys and girls in Homes/Infirmaries. Middle schools have also been provided in certain Homes. Promising children after completion of the primary/middle school education are sent to residential educational and training institutions. Every Home/Infirmary has a Training-cum-Work Centre. The period of training ranges from six months to two years, depending on the nature of trade. As an incentive to training, the trainees are allowed usually to retain what they earn during the course of their training. Girls are given professional training after they have acquired the necessary academic background. *Ad hoc* rehabilitation aids are also given to the displaced persons at the time of their dispersal from the Homes/Infirmaries.



There are at present 58 such Homes/Infirmaries with a total strength of 28,948 and 37 children's institutions with about 1800 children. Out of the 58 Homes/Infirmaries, 30 with a population of about 10,000 are for displaced persons from West Pakistan and are located in the States of Punjab, Gujarat, Maharashtra, U.P., Rajasthan, Madhya Pradesh, Jammu & Kashmir and Delhi. The remaining 28 with a population of 18,948 are for displaced persons from East Pakistan and are located in Assam, Bihar, West Bengal, Tripura, Gujarat and Uttar Pradesh. All the 37 children's institutions are located in West Bengal. 4374 destitute displaced persons outside the Homes/Infirmaries are also paid cash doles at the rate of Rs. 15.00 p.m. per head.

The administrative control of the Homes/Infirmaries as well as the children's institutions has been transferred to the State Governments concerned and fresh admissions to these institutions have since been discontinued. But the entire expenditure in respect of these Homes/Infirmaries is borne by the Government of India.

The cases of all inmates of Homes/Infirmaries and all recipients of doles outside Homes and Infirmaries are periodically reviewed. Such a review is usually conducted annually and the Review Committee consists of (i) a nominee of the Central Government, (ii) the Officer-in-charge of the Homes/Infirmaries and (iii) an official member nominated by the State Government.

The Social Welfare and Rehabilitation Directorate was originally started in the name of 'Women Section' in the Ministry of Rehabilitation in 1947. Its administrative control has been transferred to this Ministry from January 4, 1960. The following are the activities of the Directorate :

(A) *For displaced persons*

(a) Rehabilitation and Care of the Displaced Destitute Women and Children.

(i) *Kasturba Niketan Home, Lajpat Nagar New Delhi* : This is a residential institution for displaced unattached women and children with a sanctioned strength of 1300 inmates. There are two separate hostels for boys and girls attached to the Home. The Home has its own nursery school for children below six years of age to look after the children of working mothers and a Training-cum-Production Centre for the training and economic relief to able bodied women and train them to earn their livelihood in due course. Fresh admissions to the Home have been stopped with effect from June, 1958. At present there are 711 inmates.

(ii) *Small Cash Allowance to Displaced Persons Outside Home* : A small cash allowance of Rs. 15 p.m. per head was paid to 150 aged and infirm people.

(iii) *Financial Aid to Displaced T.B. Patients* : Under the scheme, financial assistance was given to deserving families of displaced T.B. patients at the rate of Rs. 30 p.m. per family.

- (b) **Financial Aid to School-going Children of Displaced Widows from West Pakistan and Wards of Displaced Persons Studying in Colleges and Technical Trades.**

140 school-going children of displaced widows were granted financial aid @ Rs. 10 to 15 p.m. per head to enable them to continue their studies. Deserving students of displaced families who undertook professional and technical courses of training and meritorious students studying in art and science courses in colleges were granted stipends to complete their studies.

- (c) **Financial Assistance to Students of Indigent Families of Displaced Persons from West Pakistan.**

Financial assistance was given to 207 persons @ Rs. 10 p.m. to Rs. 60 p.m. to displaced students belonging to indigent families of displaced persons from West Pakistan for their education and incidental charges connected therewith in the field of nursing, gramsewaks' teaching and allied professions anywhere in India.

- (d) **Recovery of Educational Loans**

Recovery work relating to educational loans granted to displaced college students during 1948-60 is being carried out through the Directorate. A sum of Rs. 7,26,736 was advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate which have effected recovery to the extent of Rs. 3,99,393 up to March 31, 1961.

- (e) **Training Centres including Refugee Handicraft Shop and Central Cutting Section.**

(i) *Training Centres* : It is matter of satisfaction that 20,938 persons have been trained in various crafts by the end of March, 1961, through the network of different Centres located in and around Delhi and New Delhi. There are at present 19 Training-cum-Production Centres, functioning under the control of the Directorate and the trainees, after getting training in these Centres, are mostly absorbed in such trades as wage-earners, if they so desire. The training Wing is divided into two subsections viz. (1) diploma class (2) non-diploma class. To seek admission in diploma class, which is of one year's duration, one must at least possess middle pass qualification. No such time limit is prescribed for non-diploma class and one can learn one or two trades according to one's choice and aptitude. No diploma or certificate is however, provided to the non-diploma trainees.

There is also one Instructors' Training Institute at Bara Hindu Rao in which first year passed trainees as well as candidates from outside are given advanced training in subjects like tailoring, cutting, embroidery, methods for teaching, accounts and book-keeping, to make them full-fledged teachers. The minimum qualification for admission to the course is matriculation or its equivalent.

The syllabus both for the first and second year courses has been revised with a special care to maintain the uniformity in the material used and to retain the standards of training. During 1960, 332 trainees had appeared in the final trade test and 316 trainees were declared successful in the first year diploma class. In the second year diploma class of Instructors' Training Institute, 72 candidates have appeared.

(ii) *Production Activities* : The main products of the Centres are embroidery work—both hand and machine—soap and phenol making, hosiery goods, khadi, dusters, bed sheets, table cloths, napkins and stitching garments etc., tailoring and knitting. Production work is running side by side and wage earners remain busy with their work in different works, mostly in stitching liveries of Class IV servants. Besides this, the work of badge making and other embroidery work is also undertaken by wage-earners. During the months of October and November, 1960, the preparation of one crore flags was completed and the wage realised through this work alone amounted to Rs. 30,000.

(iii) *Central Cutting Section*: A separate Section known as "Cutting Section" under the control of the Directorate where cutting of liveries of Class IV servant is undertaken, is functioning at Curzon Road, New Delhi. This is one of the main and most important functions of the Directorate to keep the wage-earners at each centre busy with the orders of stitching summer and winter liveries. The wage distributed in February and March 1961, amounted to Rs. 80,241.86 nP

(iv) *Refugee Handicrafts Shop* : Sales are effected through the respective Centres or through the Refugee Handicrafts Shop situated in Connaught Place, New Delhi. This shop has been very helpful to promote sale of the Centre's products and has provided publicity for the goods produced therein, thereby encouraging the workers to work with greater enthusiasm in the field of production. The total sales effected through the Refugee Handicrafts Shop during the year under report amounted to Rs. 2,56,016.83 nP.

(B) *For non-displaced persons*

Under this scheme which is financed and administered by Delhi Administration through the Directorate, the following work is conducted.

(i) Financial assistance is given to deserving non-displaced families of T.B. patients at Rs. 25 p.m. per head to 30 cases.

(ii) Small cash allowance outside Homes to deserving non-displaced persons at Rs. 10 p.m. per head to 40 cases.

(iii) Financial aid to non-displaced persons, school going children especially of widows, at Rs. 9 p.m. per head in 30 cases.

(iv) Financial assistance to maternity and sick cases for three months per case @ Rs. 15/ p.m. per head for 20 cases.

(v) Setting up of two centres for training and providing work to non-displaced women.

## (C) Working Girls' Hostel, Western House, Curzon Road, New Delhi

In 1949, a Working Girls' Hostel was started in one of the blocks of Western House, Curzon Road, New Delhi, to accommodate working girls whose emoluments did not exceed Rs. 200 per month. This was done in order to provide adequate and economic living conditions for the young and low paid working girls. At present they are accommodated in three blocks and their present number is 250. The Hostel is divided into two parts; one is a little on higher scale and the charges are also high as compared to the other side. There are 170 residents in A and C Blocks which are the cheaper ones, and 80 in D Block where the residents are getting better scales and can afford to pay a little more. A Superintendent along with adequate staff is posted there to run the institution. The Hostel is proving very useful for young girls and there is long waiting list of ladies who want accommodation but could not get it due to lack of space in the hostel.

*Financial Provisions:* The following financial provisions have been made for the schemes in this sector during 1960-61 and 1961-62:-

S.No.	Scheme	Budget Provision made in		Remarks
		1960-61 Rs.	61-62 Rs.	
1	2	3	4	5
1.	Homes/Infirmaries for Displaced Persons from West Pakistan.	42,89,000	34,78,000	
2.	Homes/Infirmaries etc. and Children's Institutions for Displaced Persons from East Pakistan			
	(a) States	—	48,12,500	
	(b) Territories	—	1,23,500	
				Budget provision for 60-61 included in Rehabilitation Ministry's Grants
		Total	49,36,000	
3.	Social Welfare and Rehabilitation Directorate:			
	(i) Headquarter Staff	1,70,900	1,76,700	
	(ii) Kasturba Niketan Home	3,07,800	2,45,000	

(iii) Doles to Destitute Displaced Persons	27,000	27,000
(iv) Training-cum-Production Centres for Women	6,75,800	6,93,700
Total for the Directorate:	11,81,500	11,42,400

### Education and Welfare of the Handicapped

Although no reliable statistics are available, it is believed that the blind population in this country is in the neighbourhood of 2 million. The deaf population is estimated at roughly 7 to 8 lakhs. No estimate of the orthopaedically and mentally handicapped is available.

One of the major difficulties in the planning of services for the handicapped has been the almost complete absence of statistical data. In order to at least partially remedy the situation, the Government of India attempted, during the Second Plan period, to carry out random sample surveys in select areas. Such a survey was recently completed in Greater Delhi. This survey reveals that nearly 4 per cent of the families residing in Delhi had a handicapped member. The blind constitute the largest group of handicapped persons and the orthopaedically handicapped come next.

While we still have no dependable data regarding the size of the handicapped population and their needs, the magnitude of the problem seems to be obvious from the limited studies already carried out. An attempt will be made here to describe very concisely the steps that have been or are being taken by the Government of India to develop educational and other services for the physically and mentally handicapped.

#### A. THE BLIND

*Institutions:* There are at present about 100 schools and other establishments for the blind in the country. The majority of them are run by voluntary agencies with some State aid. Most of these institutions impart elementary education coupled with vocational training in crafts like weaving, chair-caning, candle making, toy-making, etc. Music is taught in almost every school for the blind.

*National Centre for the Blind, Dehra Dun:* One of the major projects undertaken by the Government of India in the field of the education and training of the blind is the establishment of a National Centre for the Blind at Dehra Dun. The main object of this Centre is to provide an integrated service for the blind, commencing from education in childhood to the provision of Braille literature and appliances for the blind adults. The Centre is ultimately to consist of several institutions, some of which have already been established.

*Training Centre for the Adult Blind, Dehra Dun:* The primary object of this Centre is to help adult blind men and women towards economic independence. With this end in view, training is imparted in a number of occupations.

At present training in the Centre is imparted in the following trades :

1. Weaving cotton and wollen textile on handloom, including *Newar* making.
2. Cane work, including chair caning.
3. Plastic moulding.
4. Candle making.
5. Cycle repairing and assembling.
6. Coir mat making.
7. Doll making.
8. Carpet making.
9. Wool spinning.
10. Knitting.

During 1960-61, this Centre has trained 54 men trainees and 4 women trainees.

The expenditure during 1960-61 for the Training Centre, including the women's section and sheltered workshop for the blind was Rs. 3,13,659. A provision of Rs. 3,89,300 exists in the current year's budget for the entire Centre.

*Sheltered Workshop, Dehra Dun:* Attached to the Training Centre is a small sheltered workshop employing four weavers and five chair-caners. To this workshop are admitted such trainees who cannot be immediately placed in open employment. They are paid on a piece-rate basis. They are also provided free furnished residential accommodation, a free cook and free medical aid.

The trainees leaving the Training Centre may take up jobs in ordinary commercial, industrial or other establishments or set up an independent business in their own homes. During the past six years, 131 trainees have been placed in open employment by the Employment Office of the Centre at Madras. 27 others have informed the Centre about their placement in open employment.

*Central Braille Press, Dehra Dun:* The Central Braille Press with an attached workshop for the manufacture of Braille appliances produces braille books and braille appliances for use by schools for the blind and blind individuals.

The most important development in the work of the Press is the calling of an U.N.T.A.O. expert to advise the Government on the ways in which the workshop could be expanded and how new appliances could be produced. Since this expert was well versed in Braille printing also, the opportunity was utilised to seek his advice on the problems of Braille printing also. The recommendations made by him are under consideration.

The Braille Press has so far produced about 110 titles and nearly 28,000 volumes in a number of regional languages. Steps have been taken

to expand the productive capacity of this Press. For this, two stereograph machines would be procured and it is proposed to buy some more additional machines also.

The expenditure during 1960-61 on the Press and the Workshop was Rs. 95,844. A provision of Rs. 2,11,600 exists in the current year's budget for the running and expansion of these institutions.

*Workshops for the Manufacture of Braille Appliances:* In January 1954, a small workshop was added to the Press for the manufacture of Braille appliances. Until then, almost all appliances needed for the education of the blind had to be imported from abroad. Today this workshop is manufacturing the basic appliances like Braille slates and arithmetic frames needed for the education of the blind. This year, the United Nations provided the services of an expert to assist in the development of this workshop. The report of this expert has just been made available and during the next year, it is proposed to develop the workshop in the light of the suggestions made in this report.

*The Model School for Blind Children, Dehra Dun:* The Model School for Blind Children is a residential institution which imparts free education to blind children. Free board, clothing and lodging are also provided to the children.

In July 1961, class VI was opened in this school. The ultimate aim is to raise this school to secondary status with a teachers' training department attached to it. At present, there are 47 pupils in this school.

The expenditure last year was Rs.76,906 and the budget provision for the school this year is Rs.1,08,600.

*National Braille Library:* One of the most important constituent units of the National Centre for the Blind which is yet to come into being, is a National Braille Library. There is at present no Braille lending library in the country. It is, therefore, proposed to establish, during the next year, the National Braille Library, Dehra Dun. This Library will lend Braille books in Indian and foreign languages to blind readers throughout the country. Braille books are carried through the post without charge. The Library will have a small transcribing department which will undertake to put into Braille essential books for which there is a limited demand. It will obviously not be possible for the National Braille Library at Dehra Dun to serve effectively the entire Braille reading population of the country. The State Governments are, therefore, being advised to establish Braille sections in the Central Libraries in the States.

With the addition of the National Braille Library and an after-care section to assist ex-trainees of the Training Centre for the Adult Blind in their rehabilitation, the National Centre for the Blind is expected to be completed during the Third Plan period.

*(B) THE DEAF**Institutions*

There are at present about 50 schools for the deaf in the country. The majority of them are run by voluntary agencies with some State aid. Most schools for the deaf impart elementary education and training in trades like tailoring, weaving, carpentry, smithy, printing, book-binding and so on. There are two Centres for the training of teachers of the deaf.

During the Second Plan period, it has not been possible for the Government of India to undertake the establishment of any special institution for the deaf. The All India Federation of the Deaf was recently given assistance for the establishment of a school of photography. This will be the first institution of its kind in the country.

The establishment of an institution for imparting vocational training to the adult deaf is envisaged during the Third Plan. The main purpose of this institution will be to train deaf adults in trades like carpentry, tailoring, machine work, commercial painting and so on with a view to helping them towards economic independence.

*Manufacture of Hearing Aids*

A substantial number of deaf persons retain a degree of residual hearing which could be put to practical use with the help of modern amplifying equipment. The cost of imported hearing aids is, however, beyond the reach of the average deaf person. Consequently, about five years ago, at the request of the Ministry of Education, the National Physical Laboratory undertook experiments designed to develop indigenous group and individual hearing aids. The Laboratory has succeeded in developing indigenous aids which have been found to be as effective as imported ones and can be manufactured at a much smaller cost. One of the most important advantages of these aids is that they consume less electric current than imported aids. The possibility of having indigenous hearing aids commercially produced is being examined in consultation with the Ministry of Commerce and Industry.

*C. THE ORTHOPAEDICALLY HANDICAPPED AND THE MENTALLY HANDICAPPED*

There are, at present, about a dozen special institutions for the orthopaedically handicapped and about half a dozen schools for mentally deficient children. Almost all of these institutions are run by voluntary agencies. The main aim of the institutions for the orthopaedically handicapped is to assist in the physical restoration of severely orthopaedically handicapped children by means of occupational therapy and physiotherapy. The treatment is combined with simple academic education. On the other hand, the main purpose of special schools for mentally deficient children is to help the sub-normal child in receiving such education and vocational training as he can receive at his own pace.



The Government of India have, during the Second Plan period, been attempting with some success to encourage the development of regional institutions for the orthopaedically handicapped. Meanwhile, it is proposed to establish a school for mentally deficient children in Delhi during the next year.

#### D. GENERAL

##### *Scholarships for the Physically Handicapped*

The schemes of scholarships for blind, deaf and orthopaedically handicapped students were included in the Second Five Year Plan with a view to enable the handicapped students to become self-supporting citizens. These schemes were revised in 1960-61 in the light of experience gained during the last five years. The outstanding characteristic of the revised rules is the rationalization of the rates of scholarships payable to different categories of handicapped students at different stages of education. During 1960-61 fresh scholarships were awarded to 118 deaf and 117 orthopaedically handicapped scholars.

These schemes have been included in the Third Five Year Plan with a provision of Rs. 27 lakhs and it is proposed to award about 120 scholarships under each of the above mentioned three categories of the physically handicapped during the financial year 1961-62.

The expenditure during 1960-61 for the scholarships to the physically handicapped students was Rs. 2,00,258. A provision of Rs. 3.80 lakhs exists in the current year's budget.

##### *Assistance to Voluntary Organisations*

One of the most important activities of the Government of India in this field during the Second Plan period has been to assist voluntary agencies in developing their existing activities or undertaking new ones. Under the scheme of Assistance to Voluntary Educational Organisations, institutions for the handicapped are helped in developing their existing activities by offering them assistance for the construction of buildings, purchase of equipment or meeting a part of the recurring expenditure.

About two years ago, the Government of India decided to assist voluntary agencies with adequate experience wishing to establish new institutions for the handicapped on a regional basis. Assistance in such cases is given on a more liberal scale. The Government of India have given assistance for the establishment of three regional institutions each for the orthopaedically handicapped and the deaf and two institutions for the blind.

Since the commencement of the Second Plan, up-to-date assistance amounting to approximately Rs. 8 lakhs has been given to institutions for the handicapped. It will be observed from the following statement indi-

cating the assistance given year-wise that the pace of progress has been accelerated towards the end of the Second Plan period :

Year	Amount Sanctioned Rs.
1956-57	67,510
1957-58	1,14,425
1958-59	56,495
1959-60	1,34,750
1960-61 (so far)	4,26,851

It is expected that by the end of the present year, a total sum of Rs.5.5 lakhs will be sanctioned to institutions for the handicapped.

### *Surveys*

As pointed out earlier, lack of information is one of the most serious impediments to progress in this field. Consequently, during the Second Plan period, an attempt was made to conduct random sample surveys in a few select areas. These surveys are carried out in two stages. At the first stage, the enumerators record preliminary information regarding the handicapped persons contacted. At the second stage, the handicapped persons are referred to a team of specialists who are asked to express opinion in regard to the ultimate chances of rehabilitation.

Surveys have been completed in Delhi, Bombay and Kanpur. A survey is in progress in a village near Nagpur. The possibility of conducting more surveys through the National Sample Survey of India or some other appropriate organization is being examined.

### *Employment*

Although educational and training institutions for the handicapped have existed in the country for over 70 years, no concerted efforts appear to have been made to place the handicapped in suitable occupations. Education and training are of little significance unless they culminate in remunerative employment. Accordingly, during the Second Plan period, considerable stress was laid on the development of a placement service for the handicapped. Following a seminar on the employment of the blind, held at Mussoorie in September, 1956, the International Labour Organisation offered the services of an expert to assist in the development of a placement service for the physically handicapped. In consultation with this expert, a scheme for the establishment of special employment offices for the physically handicapped was drawn up.

The first special employment office for the physically handicapped was established at Bombay in March, 1959. The Employment Office of the Training Centre for the Adult Blind established at Madras in July, 1954 is to be put on the same footing as the office in Bombay during the current financial year. An additional office is expected to be established in Delhi before the present financial year is out.

Since its inception, the special Employment Office for the Physically Handicapped at Bombay has placed nearly 100 blind, deaf and orthopaedically handicapped persons in ordinary commercial and industrial establishments as well as in the public services. The Office at Madras has made about 131 placements since its establishment in July, 1954.

The special employment office will function as integral part of the National Employment Service and will be administered by the State Governments concerned. The cost of running these offices is, however borne by the Government of India who are responsible for laying down the policy and procedures to be adopted.

In order to facilitate the task of these special offices, the Government of India have already issued instructions to the central employing departments requesting them to consider the applications of handicapped persons with sympathy. Instructions have also been issued to the effect that handicapped persons who have already been examined by the medical boards attached to the special employment offices should not be subjected to a further medical examination by the employing departments.

It is proposed to have one special employment office for the physically handicapped in each State by the end of the Third Plan. Three additional offices are proposed to be established during 1961-62.

#### *National Advisory Council for the Education of the Handicapped*

In September, 1955, the Government of India appointed a National Advisory Council for the Education of the Handicapped to advise them on all problems concerning the education, training, employment and the provision of cultural and social amenities for the physically and mentally handicapped. The Council consists of representatives of concerned Government departments and experts in the education and training of the blind, the deaf, the orthopaedically and mentally handicapped. From time to time the Council has made valuable recommendations to the Government of India. One of the most important tasks undertaken by the Council is the appointment of a Sub-Committee to examine the training programme for various institutions for the handicapped and to suggest measures for their re organisation in the light of employment prospects.

#### SOCIAL WELFARE AND AUDIO-VISUAL EDUCATION

##### **Central Social Welfare Board**

The Central Social Welfare Board, which was set up in August, 1958, continued to be the main agency for the promotion of welfare of women, children and the handicapped and for the coordination of the welfare schemes of the various Central Ministries' and State Governments. A sum of Rs. 2,72,18,000 was provided for it to carry on its activities during the period under review.

### Assistance to Voluntary Educational Organisations for Child Welfare

A grant of Rs. 16,000 was sanctioned in favour of the Indian Council for Child Welfare, New Delhi, for general activities during 1959-60 and another grant of Rs. 3,482 was given to send their delegates to attend the meeting of the General Council for the International Union for Child Welfare held in Lisbon.

During the period in question, grants were also paid to the following institutions as noted against them:

Name of the grantee	Amount of grant	Purpose of grant
1. Tata Institute of Social Sciences, Bombay.	1,00,000/-	Ad hoc grant for developing post-graduate courses in social welfare.
2. All India Women's Conference, New Delhi.	3,715.89	Maintenance of the Central office of the Conference.
3. Indian Conference of Social Work, Bombay.	12,000/- 3,000/-	Maintenance grant. Passage grant for enabling the Conference to send delegates to International Conference in Rome.
4. P.S.G. School of Social Work, Coimbatore.	29,471/-	Developmental activities of the Schools.
5. Indore School of Social Work, Indore.	7,860/-	-do-

Another sum of Rs. 4,000 was given to the Indian Council for Child Welfare to enable it to conduct a survey for the administration of pilot project in Delhi.

The fourth annual meeting of the Advisory Board on Social Welfare was held on the 10th August 1960. Rules and regulations, regarding the grant of financial assistance under the scheme 'Research in Social Welfare' were finalised in this meeting.

### National Institute of Audio-Visual Education, New Delhi

The main activities of the National Institute of Audio-Visual Education consisted of in-service training, production of instructional aids, and providing audio-visual service in the form of supplying suitable

material to educational Institutions in India. The main features can, however, be enumerated under the following heads:

1. Training Courses
2. Production of Non-Projected Aids
3. Production of Projected Aids
4. Production of Rural Aids
5. Construction of Inexpensive Devices for Facilitating Projection
6. Procurement of Films and Dubbing of Foreign Language Films
7. Library Service for Supply of Films

Brief account of the activities under these headings is given below:-

### **Training Courses**

Four short-term courses have been conducted so far. The courses were attended by the candidates sponsored by the State Governments/ Union Territories and Central Ministries. The first short-term course was inaugurated by the Minister of Education on 10th February, 1960, and was completed on 23rd April, 1960. The second, third and fourth short-term courses were held between 4th July 1961 to 9th September, 1960, 24th October, 1960 to 31st December, 1960 and 9th May, 1961 to 15th July, 1961 respectively.

Two short-term courses (each of 4 weeks' duration) were organised in the month of May, 1960 and September, 1960 for coordinators of Extension Services Departments of Training Institutes.

Besides the above mentioned regular training courses, short local training courses on ad hoc basis were also arranged from time to time. Such training courses lasted for a couple of days to a week.

### **Production of Non-projected Aids**

(a) As a part of their scheme to produce model non-projected materials for use in higher secondary schools in the country, the National Institute of Audio-Visual Education produced and put on sale the following materials:

- (i) Wall picture of Hali, Mahatma Gandhi, Tagore and B.G. Tilak;
- (ii) Charts on "Wheat Production in India," "Cotton Production in India" and "Rice Production in India".

(b) With a view to providing standard audio-visual literature to audio-visual workers in the country, a monograph on the subject of film appreciation was commissioned and manuscript received from Miss Marie Seton.

(c) A study kit namely the 'Discovery of India' was built up by the Institute for possible use in Unesco's associated schools project as a part of Unesco's major project on National Appreciation of Eastern and Western Countries.

### **Production of Projected Aids**

A series of colour slides have been prepared on the subject 'Republic Day Celebrations in Delhi' and 'Folk Dances'. One filmstrip on the subject Monuments in Delhi, during the Turco-Afghan Period has been produced.

Experiments have also been conducted to make slides out of cellophane, tracing paper and paint.

A series of programmes aimed at social education have been put on the television by the All India Radio. These programmes are filmed. It involved a good deal of experimental work and study of technical problems.

One 16 m.m. film of 800 ft. on the 'Operation of Diseased Lungs' has been produced in colour. The commentary of the film has been recorded and the final film will be released shortly.

### **Production of Aural Aids**

In a meeting with All India Radio, it was decided that the following be approached for giving talks on 'books which have influenced me' for production of gramophone records:

1. The Vice-President.
2. Shri K.G. Saiyidain.
3. Dr. L. Mudaliar.
4. Dr. C. Rajagopalachari.
5. Dr. K.M. Munshi.
6. Dr. C.V. Raman.

The voices of S/Shri K.G. Saiyidain, C. P. Ramaswamy and K.M. Munshi have been recorded and these will be supplied to the Institute after they have been broadcast from All India Radio. Attempts are being made to contact the other personalities as well to record their talks.

### **Construction of Inexpensive Devices for Facilitating Projection**

A Day Light Projection 'Screen' was made out of packing wood, a mirror and tracing paper. The cost of the screen worked out to be about Rs. 10/- whereas the cost of an imported screen of this type is about Rs. 750.

A simple radio circuit has been designed which will enable any 16 m.m. projector amplifier to be used as a radio receiver for reception of medium wave transmission.

A simple screen was made out of card-board and tracing paper for projecting the image of microslide so that the projected image could be seen by the teacher or the instructor as well as the students together.

### **Procurement of Films and Dubbing of Foreign Language Films**

(a) The following sponsored films have been completed during the year.

1. Suksham Vyayam.
2. Samaj Ghar.
3. Carpenter.
4. National Discipline Scheme.
5. Universal Compulsory Primary Education.
6. Ganga.
7. A Day in a Zoo.
8. Birds of India (Indian Water Birds).
9. Calcutta.

The following films are under production with the Film Division.

1. National Physical Efficiency Drive.
2. Student-Teacher Relationship.
3. Mental Health.
4. Coastal Plains of India.
5. Let Us Sing Together.
6. Good Citizenship.
7. Child Welfare.
8. Janta College.
9. Education of Man.
10. Wise and Foolish Merchants.
11. Dr. C.V. Raman.
12. Story of a Rural Boy.
13. Rehabilitation of the Physically Handicapped.

(b) The National Institute of Audio-Visual Education had approached M/S Imperial Chemical Industries Ltd., London, to sell dubbing right of their films. They agreed to our request and the negative of the films are being acquired shortly.

Under the agreement with the National Film Board of Canada, the printing material of the film 'Ji Jean Goes Lumbering' was handed over to the Films Division for dubbing it into Hindi.

(c) The Ministry of Information and Broadcasting informed this office that the Government of the Federation of Malaya and the Government of Poland are willing to enter into an agreement for the exchange

of films with the Government of India. A few films have been selected for preview for this purpose.

### Central Film Library

During the year films and 202 filmstrips were added to the Library bringing the total number of films and filmstrips to 4651 and 1804 respectively. 9207 films and 234 filmstrips were issued to 1311 members. 111 members were enrolled bringing the total number of members to 1480. The preview committee met 22 times during the period and previewed 81 films and 16 filmstrips.

The Mobile Cinema Unit conducted 272 shows in which 1084 films were screened.

#### PROPAGATION AND DEVELOPMENT OF HINDI AND SANSKRIT

### Hindi Shiksha Samiti

The 13th meeting of the Hindi Shiksha Samiti was held on the 18th and 19th January, 1961.

#### PROGRESS OF PLAN SCHEMES CARRIED OVER FROM THE FIRST FIVE YEAR PLAN

### Payment of Grants to Hindi Organisations and Individuals

Name of the organisation	Purpose of grant	Amount (in Rs.)
1. Akhil Bhartiya Hindi Parishad, Agra.	Training of Hindi Teachers during January-March, 1960	23,850
	....Do April-June 1960	16,713
	....Do July-December 1960	40,000
2. Swadhyay Mandal, Pardi, Distt. Surat.	Translation of Vedas into Hindi	5,000
3. Bharatiya Hindi Parishad, University of Delhi.	Meeting expenditure on the holding of 17th annual session of the Parishad	3,000
4. Nagari Pracharini Sabha, Varanasi.	Preparation of Hindi Encyclopaedia	10,000 15,000 50,000
5. Sansadeeya Hindi Parishad, New Delhi.	Propagation and development of Hindi—Balance of the grant for 1959-60	1,440
6. Karnatak Prantiya Rashtrabhasha Prachar Sabha, Dharwar.	Opening/running additional Hindi classes	6,376
7. Maharashtra Rashtrabhasha Sabha, Poona.	Central Hindi Library at Poona and for Hindi Medium High School, Poona	8,000



8.	Hindi Sahitya Sammelan, Prayag.	Grant-in-aid for 1959-60	10,250
9.	Institute of Engineers (India) Calcutta.	President's prize for the best paper in Hindi on Engineer- ing subject	5,00
		First instalment of grant for publication of enlarged Hindi section of the journal of the Institute	2,000
10.	Secretary, U P. Government, Education Deptt., Lucknow.	Publication of <i>Shasan pur Do Nibanbh</i>	15,000
11.	Utkal Prantiya Rashtra- bhasha Prachar Sabha, Cuttack.	Purchase of 300 copies of 'Rajat Jayanti Granth'	4,760
*12.	All India Hindi Publishers' Association, Delhi.	Holding a seminar of coope- ration, promotion and distri- bution of books from 17-20th Nov. 1960.	690
13.	Registrar, Patna University	Preparation of Terminolo- gical indexes of works of Tulsidas except <i>Ram Charit Manas</i>	1,875

Evaluation of the work for which financial assistance is given, is done by reference to the audited accounts as also by reference to the State Governments wherever considered necessary. On-the-spot inspections are also made by the officers of the Ministry in special cases.

### Hindi Encyclopaedia

The work of preparing a ten-volume encyclopaedia in Hindi at a total cost of Rs. 7 lakhs was entrusted to the Nagari Pracharini Sabha, Varanasi in 1956. The Sabha has been paid a sum of Rs. 75,000 for this purpose this year. First volume of the encyclopaedia has been printed. Second volume was nearing completion.

### Preparation of Manuals on the Basis of Terminologies Evolved

Standard manual on Chemistry has been published. Manuals on Botany, Physics and Agriculture, Commerce, Medicine and Educational Psychology have also been written and are in the process of finalisation. In addition to these, manuals relating to Civics, Economics, Education, Engineering, Mathematics and Zoology are under preparation.

### Grants to States

Consequent on the introduction of revised procedure for payment of grants to the State Governments on Plan schemes, the Central assista-

nce under this scheme is being released to the State Governments by the Ministry of Finance, Department of Economic Affairs, in the shape of "ways and means advances". Final sanctions on the basis of amount spent by the State Governments concerned were issued during the last quarter of the year.

#### PROGRESS OF SCHEMES INCLUDED IN THE SECOND FIVE YEAR PLAN

#### **Preparation of Terminological Indexes of All Standard Hindi Works**

This scheme envisages the preparation of terminological indexes of fourteen Hindi works in the first instance. The work had been entrusted to various universities in India. Grants totalling Rs. 24,800 had been paid to the different universities for the work entrusted to them. The manuscripts of the terminological indexes of the following works had been received from the universities against them:-

<i>Works</i>	<i>University from which received</i>
1. KAMAYANI of Jaishankar Prasad	Delhi University
2. SAKET of Maithilisan Gupta	-Do-
3. KABIR GRANTHAWALI	University of Allahabad
4. BISAL DEV RASO	-Do-
5. GODAN of Premchand	University of Punjab

#### **Collection and Indexing of Special Vocabularies on Arts and Crafts**

A detailed scheme for collecting and indexing special vocabulary of arts and crafts was drawn up early in 1957. It was decided to collect the material in three subjects, viz., textile, fishery and metal works, in the first instance. The State Governments of Andhra Pradesh, Bombay, Madras, Punjab and Uttar Pradesh, in whose jurisdiction the centres of the said arts and crafts are situated, were requested in September, 1958 to depute competent persons for collecting necessary material with the help of actual field work. Requisite material had been received from the Governments of Punjab, Andhra Pradesh, Madras and Bombay.

#### **Investigation of Terminological Material in Old literature**

Dr. Satya Prakash, Dr. Gorakh Prasad, Shri R.N. Misra, Dr. Pran Nath Vidyalankar, Shri Duni Chandra and Prof. Syed Ahmed were requested to undertake the work of collection of terminological materials in Chemistry, Mathematics, Transport and Ship building, Economics (Banking and Trade), Diplomacy and Engineering and Architecture respectively. The required material was received from all except Prof. Syed Ahmed. It had now been decided to proceed with the scheme in Hindi Division itself by entrusting the work to Research Assistants.

### **Publishing Revised and Critical Editions of Standard Hindi Works now Out of Print**

This scheme originally envisaged the preparation of 13 works. Only four works have been taken up in the first instance. These have been entrusted to Allahabad University. The University of Allahabad has been sanctioned an initial grant of Rs. 5,000 for the work entrusted to it.

### **Publication of Omnibus Volumes of the Work of Eminent Hindi Writers**

This scheme originally envisaged the preparation of 16 works. Only six works have been entrusted to various scholars and universities in the first instance. The Universities of Agra, Lucknow and Saugar and Dr. Faiyaz Ali Khan have been sanctioned initial grants totalling Rs. 10,665/- for the works entrusted to them.

### **Organisation of Debating Teams of Schools and Colleges from non-Hindi Speaking Areas to Hindi Speaking Areas and vice-versa**

The details of the scheme were finalised and circulated to the State Governments concerned. So far, six debating teams—three senior teams from Lucknow, Kerala and Utkal Universities and three junior teams from Kerala, Madras and U.P.—were organised. Arrangements for organising eight debating teams—three junior and five senior—were being made during that year.

### **Organisation of Lecture Tours by Prominent Hindi Scholars and Writers from Hindi-speaking Areas to non-Hindi Speaking Areas and vice versa**

The following lecture tours have been undertaken so far :

Sarvashri Guru Nath Joshi, V. Ramamurthy Renu, Upendra Nath Ashak, N.D. Baipeyi, B. P. Misra, K. R. Nanjundan, A. Chandrasan, Dr. J.P. Sharma, G.P. Tandon, A.C.K. Rao and L.N. Misra in Bihar, Delhi, Andhra Pradesh, Kerala, Mysore, U.P., Rajasthan, West Bengal, Madras, Madhya Pradesh and Bombay respectively. Arrangements were made to organise three lecture tours of Messrs. B.C. Verma, N. Nagappa and Dr. Ram Kumar Verma to the States of Orissa, Eastern U.P. and Jammu & Kashmir respectively.

### **Holding of Seminars of Hindi Teachers of Non-Hindi Speaking Areas in Hindi Speaking Areas**

Six seminars of Hindi teachers from the various non-Hindi speaking States were held at Varanasi, Gwalior, Patna, Udaipur, Madras and Trivandrum.

### **Prizes on Hindi Books of Outstanding Merit**

This scheme had been in operation since 1952-53 but was included in the Second Five Year Plan only in 1957-58. Three contests have

already been held, so far covering books published up to 1955. The scope of the scheme has now been revised so as to cover only unpublished works on scientific and technical subjects. 20 prizes of Rs. 1,500/- each have been announced and the last date for the receipt of entries was 30-9-1960.

### **Preparation of Histories of Sciences, Encyclopaedia of Indian Mythology and Dictionary of Indian Phrases and Fables**

The preparation of works on the following subjects has been entrusted to the universities mentioned against each work.

1. History of Sciences (pure)—Allahabad University
2. do (applied)—Jabalpur University
3. History of Social Sciences—Lucknow University
4. Encyclopaedia of Indian - Muslim University, Aligarh.  
Mythology.
5. Dictionary of Indian - Banaras Hindu University  
Phrases and Fables.

### **Appointment of Hindi Teachers in the Non-Hindi Speaking States**

The scheme envisages the appointment of at least one Hindi teacher in each higher secondary school in the non-Hindi speaking States. Consequent on the introduction of the revised procedure for payment of grants to the State Governments on Centrally sponsored schemes, Central assistance under this scheme is being released to the State Governments by the Ministry of Finance, Department of Economic Affairs, in the shape of ways and means advances. Final sanctions on the basis of amount spent by the State Governments concerned were issued during the last quarter of the year. It is expected that grants totalling about Rs. 78.45 lakhs will be sanctioned to the concerned State Governments during the current financial year for appointment of Hindi teachers in their schools under this scheme.

### **THE PROGRESS OF NON-PLAN SCHEMES**

#### **Technical Terminology**

During the year, 24 expert committees on different subjects functioned under the Board of Scientific Terminology.

The lists of technical terms in Hindi on the following subjects have been finalised and are available for sale at the Casual Sales Depot of the Ministry of Education, and with the Manager of Publications, Civil Lines, Delhi.

- |                   |                 |
|-------------------|-----------------|
| 1. Agriculture I  | 5. Chemistry II |
| 2. Agriculture II | 6. Defence I    |
| 3. Botany         | 7. Defence II   |
| 4. Chemistry I    | 8. Defence V    |

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 9. Diplomacy I                      | 17. P.&T. (Designations)            |
| 10. Economics                       | 18. Physics                         |
| 11. Commerce                        | 19. Social Science                  |
| 12. Engineering                     | 20. Zoology                         |
| 13. General Administration          | 21. Tourism                         |
| 14. Mathematics                     | 22. Railways                        |
| 15. Mathematics II                  | 23. P.&T. (General Terms)           |
| 16. Overseas Communication Services | 24. Transport (Highway Engineering) |

Finalised lists on the following subjects were sent to the press:

1. Education General I
2. Botany II
3. Medicine I
4. Information & Broadcasting.

Provisional lists on the following subjects were revised and submitted for approval to the Board of Scientific Terminology at its meeting held on 21. 8.1959:

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Agriculture III          | 6. History (Pre-History) |
| 2. Botany III               | 7. Advanced Banking      |
| 3. Chemistry III            | 8. P&T (General Banking) |
| 4. Defence VI               | 9. Transport VI          |
| 5. General Banking & Trade. | 10. Zoology II           |

The following provisional lists published and circulated to various universities, Ministries and State Governments, research institutions and other important organisations for comments:—

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. Chemistry IV                    | 2. Defence III                      |
| 3. Defence IV                      | 4. Defence VI                       |
| 5. Defence VII                     | 6. Defence VIII                     |
| 7. Defence IX                      | 8. Diplomacy II                     |
| 9. Diplomacy III                   | 10. Diplomacy IV                    |
| 11. Education (Gen. Terms)         | 12. Education (Edu. Psychology)     |
| 13. Education (Edu. Psychology) II | 14. Education (Edu. Psychology) III |
| 15. Engineering II                 | 16. Engineering III                 |
| 17. Gen. Administration II         | 18. General Meteorology             |
| 19. History (Pre-History)          | 20. Information & Broadcasting      |
| 21. Law I, II and III              | 22. Mathematics III and IV          |
| 23. Medicine II } Pt I)            | 24. Medicine II (Part II)           |
| 25. Medicine III (Pt. I)           | 26. Physical Geography              |

- |  |   |
|--|---|
| 27. Physical Geography II                | 28. P.&T. (Stamps & Seals)                  |
| 29. Steno-Typing                         | 30. Labour Economics                        |
| 31. Transport Shipping-A-L               | 32. Transport Shipping M-Z                  |
| 33. Transport Shipping III               | 34. Physics II                              |
| 35. Meteorology II                       | 36. Advanced Economic Theory<br>and Thought |
| 37. Physical Geology                     | 38. Physics III                             |
| 39. Mathematics (Astronomy)              | 40. Philosophy I                            |
| 41. Advanced Accountancy and<br>Auditing | 42. Agriculture IV                          |

About 2,90,000 terms in different subjects had been evolved of which about 40, 898 have been finally approved by the Government of India.

A Dictionary Unit has been set up in the Hindi Division of the Ministry of Education for preparing a dictionary of scientific and technical terms evolved by the Board of Scientific Terminology. One General Editor, seven Editors and one Assistant Editor have been appointed in addition to other staff in junior posts. The actual work of preparation of the dictionary has been started.

### **Basic Hindi Grammar**

The English version of the Basic Grammar of Modern Hindi has been brought out. It had been circulated to various State Governments, universities and institutions etc. for comments. The Hindi version was also under preparation by Dr. Aryendra Sharma.

### **Recognition of Hindi Examinations**

The recognition committee set up to recognise Hindi Examinations conducted by various private Hindi organisations in the country has recognised various examinations of 15 such organisations.

### **Key-Board for Hindi Typewriter and Teleprinter**

The report of the Hindi Typewriter and Teleprinter Committee in regard to a key-board for the Hindi typewriter and teleprinter have been published. Key-board for typewriter has been finalised and is under manufacture by the Ministry of Commerce and Industry. Report for key-board for teleprinter was under consideration.

### **Hindi Shorthand**

The work of carrying out morphological analysis of Hindi and various regional languages was expected to be completed by 1960. Thereafter, the matter was to be placed before the Hindi Shorthand Committee for evolving a suitable system of Hindi shorthand.

### **Opening of Hindi Teachers' Training College**

This scheme envisages opening of Hindi Teachers' Training College in non-Hindi speaking States to provide an adequate number of trained

and efficient Hindi teachers in those areas. The entire expenditure will be borne by the Government of India. A grant of Rs. 15,020 was sanctioned to the Andhra Pradesh Government during 1959-60. Expenditure sanction for Rs. 1,66,800 was accorded to the Tripura Administration to open a Hindi Teachers' Training College in the Territory. Rs 36,480 were sanctioned to the Maharashtra Government for running 4 short-term Hindi teachers' training courses this year.

### **Kendriya Hindi Shikshana Mandal, Agra**

A Kendriya Hindi Shikshana Mandal has been set up at Agra as an autonomous body for providing facilities for research and training of Hindi teachers on scientific lines.

### **Free Gift of Hindi Books**

Under the scheme, sets of 47 books have been distributed to various school and college libraries in non-Hindi speaking areas during the previous years. Books from publishers were invited for the current year. Last date for receipt of such books was 3-1-1960.

### **Translation of Standard Textbooks from Foreign Languages into Hindi**

Under the scheme, about 300 books are proposed to be translated during the Third Five Year Plan. A book 'Shasan pur Do Nibandh' has been prepared by the Hindi Samiti at a cost of Rs 11,500

## **REVIVAL OF SANSKRIT**

### **Payment of Grants-in-aid to Vountary Sanskrit Organisations for Propagation and Development of Hindi**

A sum of Rs 64,865 was paid during the year under report to various institutions.

### **Scholarships to the Products of Sanskrit Pathshalas**

Seventeen scholarships were proposed to be awarded to the products of Sanskrit Pathshalas that year.

### **Preparation of Sanskrit Dictionary Based on Historical Principles**

A sum of Rs 1.5 lakhs was paid to the Sanskrit Dictionary Department, Deccan College, Poona for preparation of a Sanskrit Dictionary based on historical principles.

## **SCHOLARSHIPS**

The various schemes of scholarships both for studies abroad and in India and also for foreign nationals for study here were continued during the year 1960-61. The following new schemes have been instituted.

## **Commonwealth Education Cooperation Plan**

### *Commonwealth Scholarship and Fellowship Scheme*

At the Commonwealth Education Conference held at Oxford in July, 1959, it was decided to institute a Commonwealth Scholarships/Fellowships Plan for the mutual benefit of Commonwealth countries. In dealing with scholarships, the report of the Conference noted :

“The majority of awards under the Plan should be made to men and women of high intellectual promise who may be expected to make a significant contribution to life in their own countries on their return from studies overseas.”

India decided to avail herself of the scholarships/fellowships offered to her by various Commonwealth countries and on her part offered a total of 200 scholarships/fellowships (100 in 1961-62, and 50 each in 1962-63 and 1963-64) during the Third Five Year Plan to the nationals of other Commonwealth countries for studies in India.

Out of the total of 100 scholarships/fellowships which were offered to the nationals of the other Commonwealth countries for 1961-62, nominations for 34 awards were received and approved by the Government of India; nine nominations were, however, subsequently withdrawn by the Commonwealth countries concerned and three others requested to be considered for 1962-63. Of the remaining 22 selected candidates, 16 have so far arrived in India and are prosecuting their studies here. The remaining 6, whose admissions have also been arranged, are expected to come shortly.

A scholarship/fellowship includes a monthly maintenance allowance of Rs. 250/- for scholars and Rs. 450/- for fellows; payment of actual tuition and examination fees to the institutions concerned direct; expenses on books, apparatus, study tours, holiday and youth welfare camps, medical treatment and passage expenses both ways.

Applications for 50 scholarships for 1962-63 have been invited from the Commonwealth countries concerned by 30.11.1961 through the Indian Missions abroad.

### *Teacher Training Bursaries to Other Commonwealth Countries*

The report of the Commonwealth Education Conference recommended that emphasis should be made on the provision of facilities for advanced or supplementary courses rather than for initial training and also on training in special fields according to present day trends.

The Government of India decided to offer a total of 225 bursaries (50 in 1961-62, 75 in 1962-63 and 100 in 1963-64) to the nationals of the other Commonwealth countries for teacher training in India during the Third Plan period. Application for 50 bursaries for 1961-62 and 75 for 1962-63 have been invited from the Commonwealth countries concerned, respectively through the Indian Missions abroad.



The allowance admissible under a bursary is the same as for scholars under the Commonwealth Scholarships/Fellowships Scheme, except that only the return passage will be met by the Government of India.

The total Plan provision for the scheme is Rs. 26 lakhs.

### **National Scholarships Scheme for Outstanding Students for Post-Matric Education**

Under this scheme 2400 scholarships will be awarded during each year of the Third Five Year Plan as under :

1800	On the result of matriculation/equivalent higher secondary examination
400	On the result of Intermediate examination
200	On the result of Degree examination

Only those who obtain 1st division marks in the respective university examinations are eligible for award.

The rate of scholarship will be as under:-

- |  |                      |
|--|----------------------|
| (1) I. Sc./I. A. Pre-University Courses and 1st Year of the 3-year Degree Course, where such Course exists | .. Rs. 50 per month  |
| (2) B. Sc./B. A. and 2nd and 3rd years of the 3- year Degree Course where such Course exists               | .. Rs. 75 per month  |
| (3) M. Sc. /M. A.  | .. Rs. 100 per month |
| (4) Ph. D.   | .. Rs. 200 per month |
| (5) Professional Courses First Degree  | .. Rs. 100 per month |

These awards will, however, be subject to a Means Test according to which no scholarship will be given to a student whose parents'/guardian's income is above Rs. 500 per month.

The scheme will be administered through the State Governments at whose disposal appropriate funds will be placed. The States will also be requested to ensure that all students who get awards under the scheme are admitted to institutions of higher learning within their jurisdiction. To review the working of the scheme and to make such recommendations as may be considered necessary, a National Advisory Committee will be set up at the Centre.

The total Plan provision is Rs. 389. 64 lakhs of which Rs. 307 lakhs will be provided by the Ministry of Education and the remaining out of the total Plan allocation of the S. R. C. A and Ministry.

### **Merit Scholarships for the Children of Primary and Secondary School Teachers for Post-Matric Studies**

As a token of recognition of the important services rendered by the primary and secondary school teachers in the country and further as a measure of indirect assistance to them, it has been decided to award scholarships to meritorious children of teachers in primary and secondary schools including institutions for the education of the handicapped

A total of 2,500 scholarships ( 500 every year ) will be awarded during the Third Plan period and will be made to candidates who obtain 1st division marks in the aggregate in the school-leaving examinations. The number of scholarships to each State/Union Territory will be in proportion to the primary and secondary school teachers working there, subject to a State getting at least five scholarships if the quota of that State is less than five scholarships.

The value of scholarship, subject to a Means Test, will be as under :

- |   |                      |
|---|----------------------|
| (1) Intermediate/Pre-University<br>and 1st year of 3-year<br>Degree Course        | .. Rs. 50 per month  |
| (2) B. A./B. Sc. and 2nd and 3rd<br>years of the 3-year Degree<br>Course          | .. Rs. 75 per month  |
| (3) M. A./M. Sc./Ph. D.   | .. Rs. 100 per month |
| (4) Professional Courses including<br>advanced studies in<br>Professional Courses | .. Rs. 100 per month |

A scholarship once awarded will be tenable from the start of the university course like pre-university or Intermediate till the completion of the chosen course of study (viz , M. A./M. Sc./Ph. D./Egg/Medicine, etc.) by the scholar and will be renewed from year to year, subject to satisfactory progress in studies in accordance with the regulation laid down for the purpose.

Applications for 1961-62 awards have been received from all the States, except Jammu & Kashmir and Rajasthan. Selections are expected to be finalised in the near future.

The Plan provision for the scheme is Rs. 50 lakhs.

### **Scholarships for Higher Studies in Hindi for Persons from Non-Hindi Speaking States**

Scholarships are awarded to students of non-Hindi speaking States for university education with Hindi as one of the main subjects. The scheme has been included in the Third Five Year Plan for the award of 550 additional scholarships during the Plan period.

In 1961-62, however, only 40 additional scholarships (in addition to 110 to be made under the normal budget) will be awarded. The number will be increased progressively to make the total of 550 awards.

Applications for 40 scholarships for 1961-62 (apart from 110 under the normal budget) have been received and the selections are in progress.

The Plan provision for the scheme is Rs. 15 lakhs.

### **Second Commonwealth Education Conference—1962**

The Second Commonwealth Education Conference will be held in New Delhi (from 11th to 25th January) in 1962 to review the progress of work since the first Conference held at Oxford in July, 1959 and to plan for the future. All the administrative work connected with the Conference is done by the Commonwealth Education Liaison Committee and the Commonwealth Education Liaison Unit which have been set up in London. Dr. V. S. Jha, former Vice-Chancellor of the Banaras Hindu University is the Director of the C. E. L. Unit and ex-officio Secretary of the C. E. L. Committee. Dr N. S. Junankar, Education Counsellor, High Commission of India in the U. K., represents India at the C. E. L. Committee.

All the domestic arrangements of the Conference are being made by the Ministry of Education.

#### PHYSICAL EDUCATION AND RECREATION

### **Labour & Social Service Scheme**

The Labour and Social Service Scheme is operated in two ways: (i) through the Labour and Social Service Camps and (ii) through the Campus Work Projects.

The scheme functioned successfully in the First and Second Five Year Plans and helped to create in the minds of young people a desirable attitude towards manual labour.

#### *Labour & Social Service Camps*

The aim of the scheme is to inculcate a sense of dignity of manual labour amongst students and other youth and give them an opportunity to become familiar with village life and conditions through "Shram dan" for satisfying long-felt needs in rural areas. The campers have benefited by joining the camps and broadened their outlook. They have gained in self-confidence and have done social service to the village communities by undertaking small projects like construction of link and approach roads, levelling of play-grounds, digging of foundations of the school-buildings, construction of Panchayat Ghars, repair and desilting of ponds, disinfection of wells, digging of pits for planting of trees, soak-pits and manure pits. The girl campers mostly carried out sanitation drives and did environmental service.

The camps were held through the agencies of the State Governments, universities, N.C.C. Directorate and voluntary organizations of All-India status like Bharat Sevak Samaj, Bharat Scouts and Guides and the Y.M.C.A. Among the voluntary organizations, the Bharat Sevak Samaj played an important role in the organization of the Labour and Social Service Camps in almost all parts of the country. A total number of 1470 camps were held in the First Plan (last two years) in which about 2 lakh campers participated and a sum of Rs 74.34 lakhs was sanctioned by the Government of India for the purpose. During the Second Five Year Plan, 7,395 camps were conducted and about 7.6 lakh youths participated and for this purpose a sum of Rs 144.63 lakhs was sanctioned by the Government. The Bharat Sevak Samaj alone held about 6098 camps in which 4.49 lakh campers had participated.

A provision of Rs. 28 lakhs was made for the financial year 1960-61 for Labour and Social Service Camps. During the year under review, grants amounting to Rs 2,86,623.47 were sanctioned to the various organizations for conducting the camps. The details are as follows :

Sl. No.	Name of organization	Amount sanctioned	No of camps
1	State Governments	Rs 1,58,110.32	86
2	Universities	Rs. 21,474.56	3
3	N.C.C.	Rs 10,50,000.00	38
4	Bharat Scouts & Guides	Rs 22,809.59	10
5	Y.M.C.A.	Rs. 13,107.00	7
6	Bharat Sevak Samaj.	Rs.*14,18,847.00	1470
7	Others	Rs. 2,275.00	1
	<b>Total:-</b>	<b>Rs. 26,86,623.47</b>	<b>1670</b>

#### *Campus Work Projects:*

The object of the scheme is to provide, with the aid of "Shramdan" by the students, the much needed physical and recreational amenities in educational institutions. The share of the Central Government does not exceed 75% of actual expenditure subject to the ceiling prescribed. The share of the institution concerned must be 25% or more of the actual expenditure. The ceiling prescribed for each project is as follows :

Project	Ceiling prescribed
Recreation Hall-cum-Auditorium	Rs. 35,000/-
Swimming Pool (25 meters)	Rs. 30,000/-
Gymnasium	Rs. 25,000/-

\*Excluding the sum of Rs. 81,153/-permitted to be utilised by Bharat Sevak Samaj during 1960-61 from the unspent balance of 1959-60.

Small Stadium for Spectators (around the sports arena.)	Rs. 25,000/-
Open-air Theatre.	Rs. 15,000/-
Pavilion	Rs. 10,000/-
400 meter Oval Cinder Track for track events	Rs. 10,000/-

During the First Five Year Plan, 167 projects were approved and grants aggregating to Rs 27.89 lakhs were paid to the educational institutions. The scheme continued in the Second Five Year Plan and 576 projects were approved for which a sum of Rs 110 lakhs was paid.

A budget provision of Rs 25 lakhs was made for the scheme for the year 1960-61. A sum of Rs 25,39,937 was, however, sanctioned to pay instalments of grants for the projects approved since 1957-58 and 142 new projects were approved during the year 1960-61. The excess expenditure was met out of the savings available under the scheme of Labour and Social Service Camps.

During the year under review, 58 projects were finally completed which comprised of 34 recreation halls-cum-auditoria, 5 swimming pools, 5 gymnasia, 4 open air theatres, 2 pavilions and 8 stadia.

Both the schemes have been proving popular and are being continued during the Third Plan period with a provision of Rs. 60 lakhs for Labour and Social Service Camps and Rs. 120 lakhs for the Campus Work Projects.

### **Promotion of Physical Education & Recreation Including Yoga**

The programme of the Government of India under this scheme is based on the recommendations made by the Central Advisory Board of Physical Education & Recreation for the development of physical education and recreation during the Second Five Year Plan. Appreciable progress towards implementation of various schemes under this programme was made during 1960-61. The following account gives an indication of the important developments in this regard.

### **Establishment of National College of Physical Education, Gwalior**

The Lakshmi Bai College of Physical Education, Gwalior, which was established in 1957 by the Government of India to provide for the first time in India training facilities for a 3 years' course at the undergraduate level leading to a degree in physical education, has made steady progress during the year under review. The construction programme of the College has been stepped up. Consequently, the College has been able to utilise the entire budgeted provision of Rs. 16 lakhs for 1960-61.

The first batch of 23 graduates of physical education from the College came out during the year under review. All of them are reported to have been absorbed in suitable jobs.

Due to limitation of facilities, the College has continued to restrict admissions to men students only. (Ten girl students have, however, been admitted during the academic year 1961-62).

### **Miscellaneous Schemes for the Promotion of Physical Education & Recreation**

#### *Strengthening of Physical Education Training Institutions*

The object of this scheme is to help to improve the facilities of the physical education training institutions by payment of grants of non-recurring nature for development of playgrounds, purchase of library books/equipment, construction of gymnasias, hostels, administrative blocks etc.

Grants totalling to Rs. 2, 46,840 have been sanctioned to 13 institutions under this scheme during 1960-61.

#### *National Physical Efficiency Drive*

The object of the scheme is to popularise the cult of physical fitness throughout the country and arouse the enthusiasm of the people for higher standards of physical efficiency and achievement.

The scheme, which was first launched in February, 1960, was continued during 1960-61 with the following revised pattern:

- (a) Testing Centres should be set up in all educational institutions of the level of high/higher secondary schools and above and also in recognised gymnasias, akharas, vyayamshalas, sports clubs, recreation centres, etc. having the necessary amenities.
- (b) The practice of giving grants to the State Governments for the establishment of testing centres at the rate of Rs. 3000 per centre was discontinued.
- (c) Tests should be held periodically as and when a certain number of persons wish to undertake the tests and in the beginning efforts should be made to hold the tests at least four times a year at each testing centre.

The State Governments have been requested to take up implementation of the Drive on a wider scale as per the revised pattern.

An expenditure of over Rs.60,000 was incurred on the preparation of 20,000 medals for distribution to the 3-Star winners.

#### *Grants to Vyayamshalas & Akharas*

The object of the scheme is to encourage the institutions engaged in promotion of indigenous physical activities by paying them grants of non-

recurring nature for the purchase of library books and/or equipment. With the increase in the quantum of Government of India's grant from 50% to 75% since 1959-60, the scheme continued to receive an encouraging response during 1960-51.

During the year 1960-61 grants amounting to Rs 34,259 were paid to the various institutions under the scheme

#### *Scholarships for Research in Indigenous Physical Activities*

The scheme provides for award of 4 scholarships every year for research and specialisation in selected indigenous physical activities. The Research Sub-Committee has recommended award of 3 scholarships (for 1960-61) for (a) Yoga, (b) Wrestling and (c) Folk Dancing.

#### *Promotion of Yoga*

The scheme provides for payment of grants for the promotion of research in Yoga and also popularisation of yogic system of physical culture among the public. Financial assistance under the scheme amounting to Rs 1,03,547 has been sanctioned during the year to the K.S.M.Y.M. Samiti (Lonavla) and the Vishwāyatan Yoga Asharam, Delhi Branch.

The Government of India set up a Committee of medical experts to evaluate the therapeutical claims of Yoga and make recommendations to the Government of India for the scientific development of the institutions engaged in these activities. The Committee issued a questionnaire to 72 Yogic institutions in order to collect information regarding their *locus standi* and nature and scope of their activities. On the basis of the information received from the 42 institutions in response to the Questionnaire the Committee visited a few institutions for an on-the-spot study.

#### **Assessment of Progress During the Second Five Year Plan & Programme For the Third Five Year Plan**

Since the year 1960-61 happens to be the last year of the Second Five Year Plan, it may perhaps be desirable to make an assessment of the progress achieved during the Second Five Year Plan and also give a broad out-line of the programme for the Third Five Year Plan.

In so far as the pace of the development programme during the Second Five Year Plan period is concerned, it may be stated that as against the revised total Plan allotment of Rs. 75 lakhs for physical education and recreation, the total expenditure during the Second Five Year Plan amounted to Rs. 45 lakhs. In the implementation of these programmes, the delay has been caused not so much by outside factors as by the fact that the case of physical education had not received its due consideration earlier than during the Second Plan. Work on the programme could only start after the receipt in December, 1956 of the report of the Central Advisory Board of Physical Education and Recreation. Thus compared to the schemes of development in other fields of activities, the very start of physical education programme was very much delayed. However, as in the case of all Central schemes a good deal of scrutiny, examination of data,

working out of ancillary details, financial implications etc., all took time. The pace of the development programme is fast gaining momentum. As the programme for the Third Five Year Plan will primarily be consolidation and extension of the programme initiated during the Second Five Year Plan, a much better performance can be looked forward to during the Third Five Year Plan.

### **Programme for the Third Five Year Plan**

In formulating the schemes for the Central sector for the Third Five Year Plan period, account has been taken of the fact that unless the momentum that has slowly gathered during the course of the Second Plan is sustained and carried forward, the benefits which would accrue from current and past investments in the programme would be irrecoverably lost. The schemes for the Central Sector are designed to fulfil the following objectives:

- (i) Provision of training facilities for key personnel of which there is an acute shortage in the country ;
- (ii) Promoting operative research in those subject areas which are of particular importance in the promotion of physical education in the context of the conditions in the country;
- (iii) Strengthening the training institutions with a view to equip them better for supplying the physical education teachers in the schools; and
- (iv) Undertaking such activities as would quicken greater awareness of the need for physical efficiency.

The programme for the development of physical education and recreation during the Third Five Year Plan period is, therefore, primarily a consolidation and extension of the programme initiated during the Second Five Year Plan. The broad objectives of this programme may be put down as follows.

- (i) to improve and strengthen the physical education teacher training institutions so as to improve their training facilities to increase their out-turn. This will ultimately ensure regular and larger flow of better qualified trained personnel ;
- (ii) to provide an integrated and well-planned programme of physical education and recreation for the youth.

On the basis of the programme already initiated during the Second Five Year Plan, and keeping in view the objectives stated above, the following schemes have been included in the educational development programme of the Government of India for the Third Five Year Plan :

#### **Central Schemes**

- (i) Development of National College of Physical Education (Lakshmbai College of Physical Education, Gwalior Rs. 30 lakhs)



- (ii) Grant-in-aid to Private Physical Education Training Institutions: Rs. 25 lakhs
- (iii) Promotion of Research and Special Branches of Physical Education including Yoga and Recreation: Rs. 15 lakhs
- (iv) Seminars on Physical Education and Recreation Rs. 2 lakhs

### Centrally Sponsored Schemes

- (i) National Physical Efficiency Drive Rs. 10 lakhs
- (ii) Implementation of Syllabi of Physical Education and Health Education: Rs. 7 lakhs

### SPORTS AND GAMES

During the financial year 1960-61, financial assistance amounting to Rs. 7,66,190 was sanctioned to various National Sports Federations/Associations and State Sports Councils for their activities in the field of sports and games, such as deputation of Indian teams and sportsmaen abroad and inviting foreign teams for participation in the international meets, holding of coaching camps, National Championships, purchase of sports equipment and paid Assistant Secretary. This also included grant of Rs. 2,39,690 paid to the Indian Olympic Association for sending Indian contingent to Olympic Games held at Rome. Another sum of Rs. 3,81,575 was paid to the Raj Kumari Sports Coaching Scheme for meeting the expenditure of the Scheme.

A sum of Rs. 2,92,885 was sanctioned in favour of the various State Governments being the share of the Central Government for the construction of stadia. Central assistance is given on matching basis to the State Governments for this purpose. As recommended by the All India Council of Sports, the maximum limits of the Central grant for construction of each stadium has now been fixed at Rs. 25,000/-. A sum of Rs. 1,05,690 was sanctioned to various State Governments for construction of Rifle Shooting Ranges. Grants for the purpose are also given on matching basis.

The following amounts were placed at the disposal of the State Governments for giving grants to educational institutions for the acquisition of playing fields and purchase of equipment as well as popularisation of sports in rural areas:

Play Fields	....	Rs. 16,95,000/-
Equipment	....	Rs. 1,11,480/-
Popularisation of Sports & Games in Rural Areas	....	Rs. 2,79,000/-

During the Third Five Year Plan, the scheme has been transferred to the State sector.

### **Establishment of the National Institute of Sports**

On the recommendations made by the ad-hoc Enquiry Committee on Sports, the Government of India have set up a National Institute of Sports at Patiala with the object of producing first class coaches in various sports and games. The Institute is controlled by an autonomous Board of Governors. During the financial year 1960-61, grants amounting to Rs. 7,75,000 were sanctioned to the Institute for meeting its expenses. A sum of Rs. 5,00,000 out of this grant was intended for payment to the Punjab Government towards the cost of Motibagh Palace Estate which has been purchased from them for locating the Institute. The Institute started ad-hoc courses in some games during March-April, 1961.

### **Promotion of Scouting and Guiding**

During the year under report, financial assistance amounting to Rs. 3,81,843 was paid to the Bharat Scouts and Guides for their various activities for the promotion of the movement, such as holding of training camps for Scouts and Guides, purchase of camping equipment, deputation of Indian Scouts and Guides abroad and inviting foreign Scouts and Guides to India, organisational expenses of the National Headquarters, construction of the National Headquarters' building in New Delhi, construction of the National Training Centre at Panchmarhi, construction of swimming pool and open air stadium by the Delhi State Bharat Scouts and Guides, holding of Third National Jamboree at Bangalore etc.

### **Youth Festivals**

The idea of the scheme is to encourage the various cultural and artistic activities among the students. The Festival serves a still more important purpose; it enables students from different universities to live together and exchange ideas with one another. The Ministry had conducted five Inter-University Youth Festivals and the 6th Festival was held by the Mysore University at Mysore. The Ministry met the entire expenditure of the function. For various reasons it could not be held in the year 1960-61.

In order to extend the benefits of the festival to all sections of the students in universities, the latter are being asked to organise Inter-Collegiate Youth Festivals to select their contingent for each Inter-University Youth Festival and for this, the Ministry gives them grant up to Rs. 5,000/- to meet 50% of the expenditure. Grants amounting to Rs. 20,823/- were sanctioned to the universities of Poona, Baroda, Karnatak Punjab, Agra and Jadavpur in the year 1960-61 for the purpose.

### **Youth Leadership and Dramatic Training Camps**

These camps are conducted by the Ministry from time to time in order to give the members of the teaching staff of the universities and colleges a short-term training in organizing youth welfare activities in educational institutions systematically and effectively. The training is given through talks and discussions and experts on various subjects are invited

to give the talks. In the dramatic training camps, specialised training in both theoretical and practical aspects of dramatics is given. In the year 1960-61, the Ministry conducted four camps at Lovedale, Varanasi, Mahabaleshwar and Kodaikanal.

In order that more such camps may be organised to extend the training to a larger number of teachers, the universities have also been given financial assistance to meet 75% of the expenditure subject to a maximum of Rs. 3000/- for each camp. The grants amounting to Rs 7,954/- were sanctioned to the universities of Punjab, Gujarat and Sardar Vallabhai Vidyapeeth in the year 1960-61.

### **Student Tours**

Under this scheme, small and manageable batches of students, say 32 students and 3 teachers from one institution, are given financial assistance to meet full 3rd class railway and/or bus fare, subject to a maximum of Rs. 60/- per head, for undertaking educational tours to the places of historical importance, cultural and scenic beauty and where important national projects are being undertaken.

The Ministry give grants to the educational institutions situated in the Union Territories direct and allocate funds to the State Governments for sanctioning grants to educational institutions situated within the territorial jurisdiction of the State Governments concerned. Grants amounting to Rs. 57,517/- were sanctioned by the Ministry for the benefit of about 1072 students and teachers to 53 institutions situated in the Union Territories and funds amounting to Rs. 3,20,000/- were allocated to the State Governments for the purpose in the year 1960-61.

### **Youth Hostels**

In order to provide cheap food and accommodation to the students on tour, it is proposed to set up a network of youth hostels in the country. The State Governments are given assistance to meet the entire cost for the construction of a youth hostel subject to a maximum of Rs. 40,000/- provided it conforms to the minimum standard prescribed by the Ministry. Grants amounting to Rs. 80,000/- were sanctioned to the Governments of West Bengal, Kerala, Bihar, Orissa and Mysore during the year 1960-61.

The Youth Hostel Association of India is also given financial assistance to meet 50% of the administrative expenditure subject to a maximum of Rs. 15,000/-. A grant of Rs. 15,000/- was sanctioned to the Association in the year 1960-61.

### **Youth Welfare Boards and Committees**

In order to set up a comprehensive organisation to attend to youth welfare work throughout the country, universities have been advised to set up Youth Welfare Committees. The financial assistance to meet 50% of the expenditure on administrative set-up of these bodies as given by the Ministry. During the year 1960-61, grants amounting to Rs. 25,743 were sanctioned to the Universities of Bhagalpur, Patna, Kerala, Annamalai, Punjab, Agra and Jadavpur for the purpose.

### **Non-Student Youth Clubs and Centres**

In order to provide adequate equipment to the youth welfare organizations in the country, the financial assistance to meet 50% of the expenditure on the purchase of equipments for dramatic and cultural activities, sports and games etc., subject to a maximum of Rs. 5,000, is given to clubs. The applications are routed through the State Governments. A sum of Rs. 31,503 has been sanctioned to the States of Andhra, Assam, Bihar, Gujarat, Kerala, Maharashtra, Madhya Pradesh, Rajasthan, Orissa, Uttar Pradesh and West Bengal and the Union Territories of Andaman and Nicobar, Manipur and Tripura for disbursement to 36 youth clubs and centres within their territorial jurisdiction.

### **Bal Bhavan and Children's Museum**

By way of providing adequate facilities for the welfare of children, the Bal Bhavan has been set up. A suitable building for the purpose has made considerable progress. A grant of Rs. 4,30,000 was sanctioned to the Bal Bhavan Board in the year 1960-61. This includes Rs. 3,50,000 for the construction of the building at Kotla Road, New Delhi. The Bhavan will provide amenities like open-air theatre, swimming pool, library and hobby centre etc.

Another project for the children is the proposal for the establishment of a Children's Museum. The plan and estimates have been approved by the Ad-hoc Committee on Children Museum. The estimates prepared by C.P.W.D. and approved by the Committee amount to about Rs 18 lakhs.

### **National Discipline Scheme**

The National Discipline Scheme is being implemented by the Ministry of Education as a part of educational development programme under the Plan. It aims at instilling in the younger generation a sense of patriotism, good citizenship, self-reliance and tolerance and making them healthy, both in body and mind, through a five-fold programme of physical training, mental training and training of cultural development, administration and organisation.

An expenditure of Rs 34,35,000/- (during 1960-61) has been incurred. The scheme has covered 1594 schools/institutions and trained 8,36,651 students in various States. In addition to the States already covered under the scheme, it has also been extended to Andaman and Nicobar Islands and Kerala State.

With a view to imparting a uniform and systematic training to National Discipline Scheme instructors, a Central Training Institute has been functioning at Sariska Palace, Alwar since October, 1960 where there is provision for the training of 600 instructor-trainees at a time. The first batch of 589 instructor-trainees passed out on 31.5.61. after completing about 9 months training course. A second batch of 600 trainees (450 boys and 150 girls) are receiving training from June 15, 1961.

Under the Third Plan, an allocation of Rs. 85 lakhs has been made for the expansion of the scheme. This amount is in addition to the non-Plan provision that will be made for the scheme for the same period, based on commitments at the end of 1960-61.

**RESEARCH IN PROBLEMS CONNECTED WITH SECONDARY  
EDUCATION**

The scheme for the promotion of research in problems connected with secondary education which was initiated in the First Five Year Plan in 1953-54 was continued during the Second Five Year Plan. Under this scheme, grants are given to teacher training colleges, departments of education of universities and other recognised institutions for carrying on research on educational problems chosen by them and approved by this Ministry. The main purpose of the scheme is not to seek solutions of educational problems, but to create research-mindedness in the educational fields.

Though primarily the scheme is meant for problems connected with secondary education, research in other fields which have a direct bearing on secondary education is also considered.

A sum of Rs.205,288 was incurred on the scheme during the First Five Year Plan. The expenditure incurred during the Second Five Year Plan so far year-wise and research projects-wise is shown as under :

Second Five Year Plan		Projects continuing		
		Old	New	Total
1956-57	76,067	19	5	24
1957-58	1,20,453	20	15	35
1958-59	1,69,244	31	8	39
1959-60	1,24,327	37	2	39
1960-61	73,061	27	6	33
	5,63,152			

Up to 1960-61, 55 research projects had been sanctioned. Out of these, 20 were completed and 2 were dropped due to un-satisfactory progress.

**RELATIONS WITH UNESCO**

Dr. K. L. Shrimali, Minister for Education, led the Indian delegation to the eleventh session of the General Conference of Unesco held in Paris in November-December, 1960. The leader of the Indian delegation was elected as one of the Vice-Presidents of the General Conference. The Indian delegation took a leading part in the proceedings

of the General Conference. Among the important decisions of the Conference of interest to India, mention may be made of the enhanced provision for the Unesco regional programme of primary education for Asia, sponsorship by Unesco of the International Indian Ocean Expedition, continuation of the Unesco Research Centre on Social and Economic Development in Southern Asia and establishment in India of an Associated Institution for Study and Presentation of Cultures in South Asia under the Unesco East-West Major Project.

Dr. S. Radhakrishnan, Vice-President, was specially invited by Unesco to inaugurate the Tagore Centenary Celebrations organised on the occasion of the eleventh session of the General Conference. Dr. Radhakrishnan also addressed the General Conference at a plenary session.

Shrimati Indira Gandhi, a member of the Indian delegation, was elected by the eleventh session of the General Conference to the Executive Board of Unesco for a term of four years ending December, 1964.

### **India's Contribution to Unesco's Emergency Programme of Financial Assistance to Member States and Associate Members in Africa for Educational Development**

The General Conference of Unesco at its eleventh session, recognising the vast and urgent needs of the countries of Africa for educational development, which could not be fully met from the normal budget of Unesco, decided to launch an appeal to Member States and Associate Members to make voluntary contributions, through Unesco, for the development of education in African countries and authorised the establishment of an *Emergency Programme of Financial Aid to Africa* for a period of three years 1961-63. In response to this appeal, the Government of India have decided to offer to Unesco a sum of Rs. 10 lakhs spread over the three-year period of the emergency programme and also five fellowships, each tenable for three years, to African university personnel for training in India. This contribution is not only an expression of faith in the International effort promoted by Unesco but also of the friendly interest in the countries of Africa for their well-being.

### **Participation in Unesco Programme of Education**

As part of Unesco's regional programme for primary education in Asia, the Government of India in collaboration with Unesco have agreed to set up a regional centre for training of educational administrators, supervisors and planners in Asia. The Government, with assistance from Unesco, is playing host to a regional symposium in January-February, 1962 to draw up the plans of work of the Centre. In addition, Unesco has offered financial assistance of \$ 20,000 for books to equip the research library of the centre.

### **Natural Sciences**

The Government have decided to join the International Indian Ocean Expedition for the exploration of the Indian Ocean—one of the least-known oceans of the world. The Government are also participating in the Arid Zone, Humid Tropics and other programmes in the field of Natural Sciences. Unesco has awarded four fellowships in Marine Sciences to Indian scientists and other fellowships have been made available to enable Indian personnel to participate in the regional seminars and symposia organised or sponsored by the South Asia Science Cooperation Office of Unesco in New Delhi.

### **Social Sciences**

The Government of India and Unesco have renewed the contract for the continued operation of the Unesco Research Centre on Social and Economic Development in Southern Asia for another period of four years ending December, 1964. The Centre, which was previously located in Calcutta, has been shifted to New Delhi with effect from January, 1961. The scope and extent of work of the Centre has also been widened to include research in the larger field of social and economic development in the region instead of confining its activities only to its original work relating to research in social implications of industrialization.

### **Cultural Activities**

The Government of India continued to take an active part in the programme of Unesco's Reading Materials Project for South Asia. The programme of work proposed by Unesco for the year 1961 includes the organization of the following activities in India: Organisation of a travelling exhibition of books on everyday science and international understanding; assistance to the Southern Languages Book Trust, Book Industry Council and National Book Trust for specific activities; assistance to Southern Languages Book Trust for the organisation of a national seminar on the development of professional associations in the field of reading materials; and assistance to publishers for continuation of the publication of reading materials in Hindi for the new reading public.

A meeting of Education Secretaries of Burma, Ceylon, Iran, India and Pakistan was organised by Unesco in Murree (Pakistan) in August, 1961 to review the working of the regional Project for promotion of reading materials in their countries. Shri P.N. Kirpal, Secretary, Ministry of Education participated in the meeting.

### **Mass Communication**

The National Institute of Audio-Visual Education, with cooperation of Unesco, has organised a regional workshop in New Delhi commencing from December 15, 1961 for training personnel from countries of South and East Asia in production of low-cost visual aids.

## **Unesco Assista**

Under the United Nations Expanded Technical Assistance Programme, Unesco has approved financial assistance totalling \$ 15,87,800 to India for the two-year period 1961-62. This assistance is being made available in the form of equipment, services of experts and fellowships for training of Indian personnel. The beneficiary institutions include the Bombay Institute of Technology, University of Madras, Central Arid Zone Research Institute, Research Laboratories, etc.

Unesco has also made financial assistance amounting to about \$ 34,000 to India under its regular programme of participation in the activities of Member States during the two-year period 1961-62. The assistance includes the services of an expert in education for international understanding for the Indian National Commission for Unesco, an expert in science museum and equipment worth \$ 2,000 for the National Physical Laboratory, equipment worth \$ 10,000 for the Asian Theatre Institute and assistance worth \$ 2,000 for collection of materials for the Gallery of Western Art to be set up in the National Museum.

## **Participation in Unesco Seminars and Symposia**

The Government of India deputed representatives and experts to participate in the following conferences, seminars and symposia organised/sponsored by Unesco :

1. 24th International Conference on Public Education convened by Unesco and the International Bureau of Education in Geneva in July, 1961.
2. Regional Seminar on Educational Statistics for Asia and Oceania organised by Unesco in Tokyo in September, 1961.
3. Meeting of Directors of National Audio-Visual Services, organised by Unesco in collaboration with the Government of the Federation of Malaya in Kuala Lumpur in July-August, 1961.
4. Regional Seismological Seminar for South and East Asia organised by Unesco in Tokyo in July, 1961.
5. Regional Seminar on Training Methods in Journalism for South and East Asia organised by Unesco in collaboration with the Government of Philippines in Manila in October, 1961.
6. Regional Workshop on the Critical Problems for Research relating to National Primary Education Programmes organised by Unesco in collaboration with the Government of Thailand in Bangkok in September, 1961.
7. Regional Meeting of Experts on Development of News Agencies in Asia and the Far East organised by Unesco in collaboration with the Government of Thailand in Bangkok in December, 1961.



### **Appointment of Indians on Unesco Committees**

The Government of India approved the appointment by the Director-General, Unesco of the following Indian nationals on the Committees set up by that Organisation to advise on the development of its programmes:

1. Shri J.C. Mathur, Joint Secretary, Ministry of Information and Broadcasting on the Unesco International Committee for the Advancement of Adult Education.
2. Professor M.S. Thacker, Secretary, Ministry of S.R. & C.A., on the Unesco International Advisory Committee on Research in the Natural Sciences.
3. Shri B.S. Kesavan, Librarian, National Library, on the Unesco International Advisory Committee on Bibliography, Documentation and Terminology.
4. Dr. V.K.R.V. Rao, Director, Institute of Economic Growth, Delhi University, on the Unesco International Advisory Committee on the Major Project on Mutual Appreciation of Eastern and Western Cultural Values.
5. Shri B.B. Lal, Director, School of Archaeology, on the Unesco International Advisory Committee on the Conservation, Protection and Restoration of Monuments, Artistic and Historical Sites and Archaeological Excavations.
6. Shri A.R. Deshpande, Adviser, Social Education, Ministry of Education, on the Unesco Committee of Experts on the Administration and Organisation of the Literacy Programme.
7. Dr. M.S. Mehta, President, Indian Adult Education Association on the Unesco Committee of Experts on New Methods and Techniques of Education.

### **Indian National Commission For Co-operation With Unesco**

In accordance with the directives given by the fourth conference of the Indian National Commission for Cooperation with Unesco held in New Delhi in October, 1960, the constitution of the Commission has been revised to make it more effective and broadbased.

The new constitution provides for setting up of five sub-commissions instead of the previous three, to conform to the principal areas of Unesco's programmes, i.e. education, natural sciences, social sciences, cultural activities and humanities, and mass communication.

The Minister of Education will be the President of the Commission.

The functions of the Commission include.

- (i) promoting understanding of the objects and purposes of Unesco among the peoples of the Republic of India;
- (ii) Serving as a liaison agency between Unesco and the institutions concerned with and working for the advancement of education, science and culture; and
- (iii) advising the Government of India on matters relating to Unesco.

An important feature of the new constitution is the encouragement proposed to be given to non-governmental organisations to advance the work of Unesco in different fields.

### **Programme of Work and Activities of the Commission**

#### *Dissemination of Information about the Aims and Activities of Unesco*

The Commission has been engaged in planning and developing a programme of systematic dissemination of information about the aims and objects and activities of Unesco to arouse the interest and sympathy of various circles in the significant work performed by the Organisation and the ideals towards which it is striving. For this purpose, the Commission has undertaken the distribution of Unesco literature such as *Unesco Chronicle*, *Unesco Features*, *Unesco Bulletin for Libraries*, *Orient-Occident*, *Arid Zone Newsletter*, etc. to the interested authorities. The Commission also disseminates information about the priced publications and other materials brought out by Unesco to the authorities and institutions likely to be interested in their use. The Commission is now planning to undertake a promotional drive for the *Unesco Courier*, one of the finest informative and educative journals in the world and an outstanding example of unbiased presentation of its contents. The Commission is taking over an agency of the *Courier* and would shortly be in a position to offer concessional rates to educational institutions.

The Commission, with assistance from Unesco, has been operating for some time a programme of translation and publication into Indian languages of selected Unesco publications in order to reach the non-English speaking sections of the public in India. The Commission has so far been arranging the publication of works translated by it through commercial publishers but is now proposing to take over the publication work itself with a view to ensuring that the published works are made available at as low a cost as possible for educational purposes. The Commission proposes to commence its publication programme with the Hindi version of the *Unesco Sourcebook of Science Teaching*. The Commission has also contracted with Unesco for the translation and publication into Hindi of the following publications: *The Teaching of Arithmetic in Tropical Primary Schools*, *The Teaching of General Science in Tropical Secondary Schools*, *Some Suggestions on Teaching about the United Nations and Specialised Agencies*, *The United Nations and World Citizenship*, *The Universal Declaration of Human Rights—A Guide for Teachers* and *What is Unesco*. These publications have

been selected with a view to helping the programmes of teaching of science at the elementary and secondary levels and education for international understanding.

#### **Publication of a Newsletter**

The Commission has obtained a limited amount of financial assistance from Unesco to start a periodical newsletter to promote the aims and objects of Unesco and to give regular information about the activities of the Commission.

#### **Regional Centres and Unesco Clubs**

The Commission is planning to set up regional centres in selected places and to encourage the establishment of Unesco Clubs at other places with a view to securing the collaboration of interested persons and institutions to spread the work of the Commission on as wide a basis as possible.

#### **Activities to Popularise Unesco**

The Commission has entered into a contract with Unesco to organise Unesco days at selected centres in the country and to assemble an exhibition on the aims and activities of Unesco with a view to educating the public about the work of the Organisation. The Commission, in collaboration with the Directorate of Advertising and Visual Publicity, is organising a national poster competition with a view to selecting the three best designs for entry in an international poster competition announced by Unesco on the theme *international understanding and cooperation*. In order to encourage the artists in the country to submit entries of a high order, the Commission has announced the award of three prizes of Rs. 500, Rs. 300 and Rs. 200.

#### **Implementation of Unesco Programmes**

The Unesco's Major Project on Mutual Appreciation of Eastern and Western Cultural Values is one of the most significant programmes launched by the Organisation towards building the spiritual unity and moral solidarity of mankind. This programme aims at all sections of the people everywhere and the major responsibility for its implementation in India devolves on the Commission.

The Commission has already undertaken the task of preparing a national programme of work for the execution of the Major Project. The approved programme of Unesco relating to the Major Project for the two-year period 1961-62 has been referred to about 250 authorities in the country including State Governments, universities, research institutions, educational and cultural organizations, etc. inviting their suggestions on the long-term national plan of work and proposals for specific activities to be undertaken by them.

An important development in the spheres of the East-West Major Project has been the establishment in New Delhi of an *Associated Institution for the Study and Presentation of South Asian Cultures*, as part of the international network of research institutions being promoted by Unesco for the study of civilisations within a broad regional context. The India International Centre, New Delhi, was selected by the Commission to function as the Associated Institution and this has been approved by Unesco. The Centre has already established a

Research Council to formulate the plan of work of the Associated Institution and to supervise its execution. The work plan would be scrutinised by an international meeting of experts before it is put into operation.

The National Commissions of the U. S. A. and India had adopted in 1958 a *bilateral project to promote mutual understanding between the peoples of the two countries*. The first phase of the project, which consisted of the preparation of a statement of the traditional values in the life of each country, has been completed by the two Commissions with the help of scholars and cultural leaders in their respective countries. These papers have been exchanged between the two Commissions and both are now engaged in drawing up plans for the further development of the project. These papers will now be discussed by scholars and experts and competent groups in the two countries with a view to laying a foundation for better understanding between the two peoples of each other's cultural values and developing suitable project in furtherance of the objectives of the bilateral project.

The India International Centre, with assistance from the Commission, successfully organised the celebration of an *Orient-Occident Week* in six selected university centres in December, 1960. The celebrations comprised presentation of the life and culture of a selected country along with that of India at each centre. Aligarh selected U. A. R; Bombay, U. S. S. R., Calcutta, Indonesia; Madras, France; Osmania, the U.S.A.; and Rajasthan, Germany. The programme of activities included talks and lectures, exhibitions, music recitals, films shows, etc.

The Ramakrishna Mission Institute of Culture, Calcutta, with the cooperation of Unesco and the Commission, organised an *East-West Cultural Conference* in November 1961, on the theme *Reactions of the people of the East and West to the basic problems of modern life*. The Prime Minister inaugurated the Conference and Vice-President presided over it. Leading schools and experts from the Eastern and the Western countries took part in its deliberations, which are expected to make a significant contribution to the objectives of the East-West Major Project.

The implementation of the Major Project in the school sector is carried out through the *Associated Schools Projects of Unesco for Education in International Understanding and Cooperation*. The Commission, which has direct responsibility for the execution of the project in India, continued to develop and promote the programme of activities in the participating institutions. *A national seminar on educational methods most likely to promote appreciation of cultures of other regions* was organised by the Commission in Udaipur in December, 1960. The representatives of all the institutions participating in the Associated Schools Projects as well as nominees of the Education Departments of different States participated in the Seminar. The Commission continued to assist the participating institutions in obtaining materials required for their projects and arranging exchanges of correspondence and materials with Associated Schools in other countries. The Commission also arranged the participation of school children in India, in the Seventh World School Children's Art Exhibition organized in Korea in September

1961, the International Competition of Children's Drawings in Warsaw in September, 1961 and World Exhibition of Photographic Works by Secondary School Pupils on the theme *Life of Peoples of the World* organised in Tokyo in November, 1961. The Commission has been able to secure fellowships for two teachers of participating institutions under the Unesco Programme to visit other countries to study the working of the Associated Schools Projects and to acquaint themselves with the life and culture of their peoples. These teachers will use the experience gained by them in further developing the experimental activities in their institutions.

The Secretary of the Commission participated in the *Regional Seminar on the Associated Schools Projects for Education in International Understanding and Cooperation in South and East Asia*, organised by the Japanese National Commission for Unesco in Tokyo in November, 1961. The recommendations made by the Seminar furnish a useful basis to the Commission to promote the development of Associated Schools Project in India.

In order to encourage *teaching about the United Nations and Specialised Agencies*, as part of the education for international understanding, the Commission made a request to the Directors of Public Instruction to draw the attention of authors of school textbooks to the need of incorporating in their texts, wherever appropriate, an account of the purposes and principles, the structure and activities of the United Nations and the Specialised Agencies. Recognising the most pressing need for developing this kind of programme is the preparation of model material for use in schools, the Commission has secured the services of an expert for this purpose under the Unesco programme. The expert is expected to start his work in early 1963 and the cooperation of the Directors of Public Instruction is being sought to make the best use of his services.

The Commission has developed a project with U. K. National Commission for the *exchange and review of history textbooks* prescribed in the schools of the two countries. The teachers of history, authors of history textbooks and historians in the two countries are reviewing these textbooks from the point of view of accuracy, objectivity and reliability of the treatment of one country in the textbooks of the other. The project is making satisfactory progress and the Commission is contemplating to take up similar projects with one or two other countries.

The Commission with assistance from Unesco, has also undertaken the preparation of a study kit of audio-visual materials on the life and culture of India for the school children in other countries. It is hoped that the kit would also be of educative value to schools in India.

A Gallery of Western Art is being set up in the National Museum under the East-West Major Project. Unesco has offered financial assistance amounting to \$ 2,000 and a fellowship for training an officer of the National Museum in connection with the establishment of this project.

The *Sacred Writings of the Sikhs* and *Kamba Ramayana* have been published during 1961 in the Unesco Collection of Representative Works (Indian Series).

### **Relations with the Unesco Secretariat**

Shri P. N. Kirpal, Secretary-General of the Commission, at the invitation of Unesco, paid a visit to the Unesco headquarters in Paris for about three weeks in May-June, 1961. The visit by the Secretary-General was helpful in establishing personal contacts with the Unesco Secretariat and holding consultations with them regarding the implementation of Unesco programmes by the Commission.

The Commission also had the honour of receiving during the year 1961 Dr. Malcolm S. Adiseshiah, Assistant Director-General, Unesco, Dr. J. Zuckerman and Mr. Gordan Mirams of the Mass Communication Department of Unesco, Mr. J.F. McDougall and Mr. D.V. Irvine of the Department of Education of Unesco, Mr. A. Bertrand, Director, Social Sciences Department of Unesco and Mr. R. Caillois and Mr. M. A. Djoehana of the Department of Cultural Activities of Unesco. The discussions with the Unesco officers were fruitful in developing the Unesco programmes in different fields in India.

### **Exchange of Persons**

The number of persons coming to India for observation and studies under the various Unesco programmes is on the increase. The Commission was called upon to assist in the programming of numerous grantees with a variety of interests ranging from education to politics, journalism to social implications of industrialisation and scientific research to culture.

### **Relations with other National Commissions**

The Commission's relations with other National Commissions are developing rapidly and augur well in the common pursuit of the ideals of Unesco. The Commission continued its programme of exchange of documentation and information with other National Commissions. The Commission also participated in the activities organised by different National Commissions which have been mentioned elsewhere and received their support in the activities initiated in India. A special mention may be made of the exhibition of Indian Graphics organised by the Polish National Commission for Unesco in Poland. This exhibition was assembled by the Lalit Kala Akademi at the request of the Indian National Commission. The exhibition has met with great success in Poland and is being circulated to important cities in Poland.

The Commission had the honour of receiving Dr. J. F. Leddy, Chairman of the Canadian National Commission for Unesco and Mr. Lewis Perinbam, Associate Secretary of the same Commission. Mr.

**Oute Khamvongsa, Secretary-General of the Laos National Commission for Unesco also paid a brief visit to New Delhi while on his way from Paris to Laos. Mr. Wladyslaw Grzedzielski, Secretary-General, Polish National Commission for Unesco, is at present visiting India at the invitation of this Commission. The personal visits by the officers of other National Commissions have proved valuable in paving the way for closer and fruitful collaboration in various areas of mutual interest.**

APPENDIX L  
MEMORANDUM  
ON

*Item. 14 :* **To receive the report from the Government of India and State Governments about the action taken on the recommendations of the Board made at its last meeting.**

PART I

ACTION TAKEN BY THE GOVERNMENT OF INDIA

*Item. 4* **Central and Centrally sponsored schemes of the Ministry of Education.**

*Pre-Primary Education*

*Recommendation*

*Action taken*

The Board emphasised the need for greater attention being given to the provision of schemes in the Third Five Year Plan for pre-primary education and designed to promote the total development of the child, and recommended that the Central and the State Governments should allocate resources in their plans to enable a comprehensive programme in this field to be developed and implemented in a coordinated manner. Every assistance and encouragement should be given to voluntary organisations in the promotion of this programme and it is also necessary that the Centre should assume a greater measure of responsibility for the training of personnel required for the programme

A provision of Rs. 3 crores has been made for pre-primary education and child welfare schemes in the Third Five Year Plan designed to promote the total development of the child.

*Special Programme for Women's Education*

*Recommendation*

Considering the crucial importance of girls' education in the successful implementation of the programme of

The recommendation was sent to the Planning Commission. In conformity with the general



universal and free primary education, the Board strongly recommended that the special programme for women's education should be promoted as Centrally sponsored scheme and accordingly funds should be allocated for the purpose. This was necessary for effective implementation which, in the view of the Board, could not be ensured only through the earmarking of the funds in the State plans. It was further recommended that grants for the construction of hostels for girls in the elementary and secondary school should be provided in the Centrally sponsored sector on a larger scale and the pattern of assistance should be the same as was prescribed for this scheme in the Second Plan.

*Primary  
Education*

*Recommendations*

The Board recommended that adequate measures should be taken to ensure that during the course of the Third Plan all training institutions for primary teachers should become Basic training institution, an integrated syllabus covering the entire field of primary education is introduced in all primary schools and that all teachers and primary schools are oriented to the Basic pattern on the lines of the recommendation of the Allahabad Seminar.

*Recommendation*

Steps should be taken by the Central and State Governments to arrange the supply of textbooks and writing material free, or at low cost to the primary school

*Action taken*

The recommendation has been circulated to the State Governments.

*Action taken*

The recommendation has been communicated to the State Governments. A survey is also being undertaken about the existing practices and

children, and for this purpose the responsibility for the preparation, printing and publication of textbooks should, if necessary, be assumed by the State.

procedures for the preparation and selection of textbooks.

Negotiations are in progress with the West German Government to get a printing press.

*Promotion of  
Inter-State  
Understanding*

*Recommendation*

The Board recommended that camps for teachers and educational officers from different States of India should also be included in the scheme.

*Action taken*

On the recommendation of the State Education Ministers' Conference held in November last, a high powered Committee, under the chairmanship of Dr. Sampurnanand, has been set up with the following terms of reference.

(i) to study the role of education and strengthening and promoting the processes of emotional integration in national life and to examine the operation of tendencies which come in the way of their development;

(ii) in the light of such study, to advise on the positive educational programmes for youth in general and the students in schools and colleges in particular, to strengthen in them the process of emotional integration.

Further action to implement the scheme will be taken after committee's report has been received by the Government.

*Extension  
Service  
Centres*

*Recommendation*

The number of Extension Centres should be increased so that each training college in the country ultimately

*Action taken*

A scheme has been prepared for the provision of 25 full-fledged new centres and Exten-

becomes an Extension Centre. If this is not immediately possible, at least 50 new Extension Centres should be opened in the Third Plan.

tion Units in 72 training colleges.

*Rural Higher Education*

*Recommendation*

The post-graduate courses should be started only in selected subjects to avoid duplication with universities.

*Action taken*

Under the scheme of Rural Higher Education, it has been decided to start post-Diploma courses in "Cooperation" and "Community Development". These subjects are not generally taught at universities.

*Assistance for Publication of University Textbooks*

*Recommendation*

The Board emphasized the need for sufficient funds being placed with the universities for building up adequate libraries, for teachers and students including textbook libraries containing sufficient number of copies of each textbook.

*Action taken*

The recommendation has been brought to the notice of University Grants Commission for such action as may be considered necessary.

*Schemes of Loans for the Construction of Hostels in Big Cities*

*Recommendation*

The Board appreciates the need for starting the proposed scheme, but recommends that the available money should be used to give grants instead of loans and that the basis of these grants should be the same as the U. G. C. scheme of grants to affiliated colleges for their hostels. The Board further hopes that the funds provided under the scheme will be increased if more requests are received from accredited voluntary organisations which propose to provide hostel service on profit basis. The board further recommends the need for encouraging, particularly in big cities, day hostels on the same basis as has been done in the city of Calcutta on a limited scale.

*Action taken*

On the recommendation of the Central Advisory Board of Education, the Ministry of Education proposed to the Planning Commission and the Ministry of Finance that the scheme for giving loans to voluntary organisations for the construction of hostels in big cities might be modified so as to provide grants and not loans, as previously contemplated. The Planning Commission has agreed to the proposed modification in the scheme. The proposal is now being processed.

*Library Cess**Recommendation*

In regard to the suggestion for a library cess, the Board was of the view that each State Government may decide the matter in the light of the local conditions.

*Action taken*

Most of the State Governments are considering it. But they are generally not in favour of imposing this levy.

*Education of the Handicapped**Recommendations*

Voluntary organisations running institutions for the handicapped should be given assistance on a more liberal scale.

*Action taken*

The question of giving more liberal assistance to institutions for the handicapped during the Third Plan period is under consideration.

*Concept and Coordination of Social Education**Recommendation*

Having considered the reports of the State Governments on social education, the Board noted that some State Governments had not put into effect the recommendations of the 26th meeting of the Central Advisory Board of Education that the entire planning and coordination of social education work should be the responsibility of the State Education Departments. In some States, the social education organisers are still continuing in the Development Departments and have not been placed under Education Department.

*Action taken*

Generally, State Governments have agreed to the suggestion of the Board regarding concept and coordination of social education.

This has resulted in a sort of diarchy and has retarded the progress of social education programme. It has also noticed that because of this dual control, the District Social Education Organisers are not able to function effectively.

The Board is of the opinion that social education organisers should be immediately brought under Education Departments of State Governments and that planning of social education programmes and control of the personnel should vest in the State Departments of Education.

*Appointment of  
District Social  
Education Or-  
ganisers*

*Recommendation*

The Board was further of the view that such State Governments as had not yet appointed District Social Education Organisers for each district should take immediate steps to recruit the personnel. It was also desirable to have the social education and library programmes of the whole State under separate officers of a fairly senior status, working directly under the Director of Education.

*Action taken*

The recommendation was forwarded to the State Governments and Union Territories for appraising Ministry of the action taken. Replies are still awaited.

*Inadequate  
Provision of  
Funds*

*Recommendation*

The Board noted with concern the inadequate provision made for social education in the Third Five Year Plan. The Board was convinced that the amount of money which would be spent on primary education as also on other development schemes would be largely infructuous, unless adequate provision is made for social education. The Board therefore recommended that the Planning Commission should reconsider the matter and provide more funds for social education in the Third Five Year Plan, in order that the urgent need for social education in the country was properly met.

*Action taken*

It has been decided that the reference to the Planning Commission in this matter was too late now and was not likely to serve any useful purpose. The substance of this had already been urged before the Planning Commission several times. Accordingly, the Government of India will try to put in as much money as possible on the specific programmes, it is keen on promoting.

*Proper Utilisa-  
tion of Funds  
for Social  
Education*

*Recommendation*

With regard to the existing limited funds, the Board strongly urged that in view of the increasing population of adult illiterates :

(i) Greater attention should be given to the spread of literacy among adults and provision of library and reading room services, as a follow-

*Action taken*

Extracts were communicated to the State Governments and Union Territories to report on the action taken by them. The replies are awaited.

up measure for maintaining literacy and

(ii) the funds provided in the Block Budget and under other Heads for social education be exclusively used for social education and not diverted for other purposes.

*Training of Social Education Organisers*

*Recommendation*

With regard to the recommendation of the 26th meeting of the Board in connection with the Social Education Organisers Training Centres, the Board felt that an early decision should be taken in the interest of the satisfactory promotion of social education in the field.

*Action taken*

The question of taking over of Social Education Organisers' Training Centres by the Ministry of Education from the Ministry of Community Development and Co-operation is engaging active attention of this Ministry.

*Report of the Library Committee*

*Recommendations*

The Board considered the report of the Library Committee and while generally endorsing the suggestions made therein, recommended the following specific measures:

(i) In order to find adequate funds for library services, the State Governments may examine the possibilities of imposing a special library cess similar to what has been successfully done in Madras and Andhra Pradesh.

(ii) Central and State Governments may enact legislation for organisation and maintenance of public libraries on the lines recommended by the Library Committee.

(iii) In the light of the 25-year library plan, proposed by the Library Committee, the State Governments may consider the preparation of a suitable long-term plan for the development of library service in the States.

*Action taken*

(i) Barring States of Andhra Pradesh and Madras, all other States are not generally in favour of this special levy.

(ii) With the exception of Andhra Pradesh and Madras, all other States are not inclined to enact library legislation.

(iii) The State Governments are generally considering it but it will take some time before decisions are taken.

(iv) Library service in all States is generally free.

(iv) Progressive measures should be taken to realise the objective to have free libraries.

*Adult Schools*

*Recommendation*

The Board felt that it was necessary to provide educational facilities for adults up to the secondary stage. It, therefore, recommended that institutions which conduct evening or night classes for adults should be supported by State Governments and all educational institutions should be encouraged to take up this type of work.

*Action taken*

Since the recommendation concerns the State Governments and Union Territories, it has been forwarded to them for taking necessary action.

*Assistance to Voluntary Organisations.*

*Recommendation*

The Board recommended that as large a provision as possible should be made both in the Central and State sectors for assistance to voluntary organisations in the field of social education. The Board further felt that procedural difficulties should be minimised and complicated financial rules should be simplified as far as possible in order to avoid delays in the sanction of such assistance to voluntary organisations.

*Action taken*

This recommendation has been kept in view by the Grants Committee of the Ministry of Education while revising the rules for scheme of Assistance to Voluntary Organisations during the Third Five Year Plan.

*Association of Voluntary Organisations*

*Recommendation*

The Board considered it necessary that representatives of voluntary organisations in the field of social education should be actively associated in the promotion of social education programmes at all levels.

*Action taken*

This is being kept in view.

*All India Council of Social Education*

*Recommendation*

The Board recommended that the Ministry of Education should set up an All India Council of Social Education.

*Action taken*

The Government of India have not been able to accept the recommendation for the constitution of such a council, as work pertaining to social education can be looked after by a Standing Committee of the Central Advisory Board of Education.

*Special Scholarships scheme for Meritorious Wards of Primary & Secondary School Teachers for Post-Matric Studies*

*Recommendation*

Having generally approved the various schemes for award of scholarships, the Board specially recommended that a separate scheme should be evolved to grant scholarships for children belonging to economically backward classes i. e. parents' income limit restricted to Rs. 1200 per year, on par with the schemes for children of scheduled Castes, Scheduled Tribes and backward classes.

*Action taken*

It has been left to the State Governments to award scholarships and other educational facilities like book grants, remission of fees to children belonging to economically backward classes. The Central Government has instituted a scheme for award of 2,400 scholarships every year to students of outstanding merit whose parents' income is up to Rs. 500/-per month who will be eligible for full scholarships. Under this scheme, all the outstanding students of economically backward classes are covered. Another scheme of scholarships instituted is for post-matriculation education of the children of working teachers of primary and secondary schools. Under this scheme also, meritorious students of limited sector of economically backward classes are covered.

Due to limited funds available in the Central sector for award of scholarships, it is not considered practicable



to have a separate scheme for economically backward classes which are being looked after by State Governments.

**Item No. 5 : Scheme of correspondence courses and evening colleges**

*Recommendation*

The Board approved in principle the scheme of evening colleges providing Arts, Science and Professional courses of the same standard as those in the day colleges and recommended that a small Committee should work out the details. For the correspondence courses, the Board suggested further detailed studies by a small committee before a firm decision could be taken.

*Action taken*

The Government of India have appointed an Expert Committee to work out details of the scheme of evening colleges and correspondence courses.

**Item No. 6 : Institution of diplomas in modern Indian languages in Indian universities.**

*Recommendation*

The Board approved in principle the institution of diplomas in modern Indian languages in the universities.

*Action taken*

The recommendation has been brought to the notice of the University Grants Commission for information and necessary action.

**Item No. 7 : Metric system in the educational syllabi***Recommendation*

The Board recommended the introduction of the metric system into the textbooks at all stages of education.

*Action taken*

The Ministry of Commerce and Industry wrote to the States and Union Territories drawing their attention to the fact that although metric weights and measures were being adopted all over the country and would become compulsory in less than a year's time, the changes were not being reflected in the educational system. It was suggested that the States might draw up suitable syllabi for various stages of primary and secondary school education, and a target date set for the adoption of these syllabi. By this date, all textbooks in arithmetic should be revised to bring them into conformity with the revised syllabi. The beginning of the academic year 1962-63 was suggested as the target date.

School syllabi have been revised in many of the States. Chapters on the metric system have been added in textbooks, but by and large illustrations and exercises continue to be in the Indian and British system. It is necessary to revise textbooks and if necessary rewrite them. The Central Textbook Research Bureau has now undertaken the preparation of a manual of instructions for textbook writers. The manual will be in English, but will be translated into regional languages.

The most important task now is the revision of the textbooks in the manner that will be indicated in the manual.

The recommendation has also been brought to the notice of the University Grants Commission.

**Item No. 8 : Medium of instruction in universities***Recommendation*

The Board approved the recommendations of the Stading Committee.

With regard to the question of reviewing the present policy relating to the media of instruction, it was decided that the matter be referred to another session of the Board. It was also suggested by the Chairman that if necessary the Board may be called to discuss this question.

*Action taken*

The recommendation of the Standing Committee, in regard to preparation by each university and State Government before introducing the change in the medium of instruction, was communicated to the State Governments for further action. With regard to the question of reviewing the present policy relating to the media of instruction, it may be stated that this question came up before the Chief Ministers' Conference held in August, 1961. The decisions taken at that Conference on the subject have been placed before the present session of C.A.B.E.

**Item No. 9 : National Physical Efficiency Drive***Recommendation*

(a) The Board recommended that the Central Government should continue to give Rs. 300 per centre to enable the State Governments to establish a large number of centres to provide adequate facilities for the National Physical Efficiency Drive;

(b) that special attention should be paid to encourage non-school going youth to undergo the National Physical Efficiency Tests in larger number. For this purpose, it was recommended that some amount should be spent on publicising the Scheme among the non-student youth; and

(c) that steps should also be taken to popularise the Scheme among women, both school-going and non-school going. Special facilities to trained women desirous of participating should also be made available through women's clubs or girls schools, etc.

*Action taken*

The recommendations of the Central Advisory Board of Education in respect of the National Physical Efficiency Drive were considered at an all-India seminar on National Efficiency Drive held in July, 1961. The seminar has recommended *inter alia* that the National Physical Efficiency Drive should form a part of the normal physical education programme of the educational institutions etc. and no grant should be paid by the Government of India to the States for the establishment of Centres as such ; these and other recommendations of the seminar will be examined on receipt of the report of the seminar which is still awaited from the Director of the seminar.

**Item No. 10 : Reform in examination system***Recommendation*

The Board emphasised the need of reform in the examination system for internal as well as external assessment of the students and noted the measures taken by the Government of India in this direction.

*Action taken*

The recommendation has been brought to the notice of the University Grants Commission. The University Grants Commission is seized of this problem and has appointed a Committee to go into the question of reform in examination system at universities. The report of the Committee has not yet been finalised.

A scheme has also been drawn up for assistance to the State Governments for establishment of Evaluation Units in the States to promote examination reform.

**Item No. 11 : Exchange of professors and lecturers amongst universities and colleges***Recommendation*

The Board considered it desirable to encourage the exchange of professors and other members of the teaching staff amongst the universities and colleges.

*Action taken*

The recommendation has been brought to the notice of the University Grants Commission.

**Item No. 12 : Inter-State contact of officers***Recommendation*

The Board recommended that the scheme may be tried for a period of three years on an experimental basis.

*Action taken*

The scheme is under consideration.

**Item No. 13 : Present condition and management of private aided schools**

*Recommendation*

With a view to eliminate the malpractices prevalent in some privately managed schools, the Board recommended that the States should take adequate steps to ensure that such schools are properly managed and that the teachers are paid their full salaries regularly. If necessary, a system of direct payment to the teachers may be considered for this purpose. It was felt that the grant-in-aid rules for assistance to private schools should be liberalized as far as possible.

*Action taken*

The recommendation has been sent to the States and Administrations who are concerned with its implementation.

**Item No. 14 : To consider the question of placing the State Governments' share of assistance on the development schemes, formulated by the University Grants Commission, at the disposal of the Commission.**

*Recommendation*

Since the State Governments were not agreeable to place the State Governments' share of assistance on the development schemes (formulated by the University Grants Commission), at the disposal of the Commission, the Board left this question open for the State Governments and the University Grants Commission to decide.

*Action taken*

The recommendation has been brought to the notice of the University Grants Commission.

**Supplementary item : Adoption of international form of numerals (Indian) for all purposes**

*Recommendation*

The Board decided that the international form of Indian numerals should be adopted for all educational purposes.

*Action taken*

The Government of India have accepted the recommendation and has brought it to the notice of all the State Governments Union Administrations and universities with the request that they may kindly take necessary steps to implement the recommendation of the Board.

## PART II

## ACTION TAKEN BY STATE GOVERNMENTS

**Item No. 4 : Central and Centrally sponsored schemes of the Ministry of Education***Pre-Primary Education**Recommendation*

The Board emphasised the need for greater attention being given to the provision of schemes in the Third Five Year Plan for pre-primary education and designed to promote the total development of the child, and recommended that the Central and the State Governments should allocate resources in their Plans to enable a comprehensive programme in this field to be developed and implemented in a coordinated manner. Every assistance and encouragement should be given to voluntary organisations in the promotion of this programme, and it is also necessary that the Centre should assume a greater measure of responsibility for the training of personnel required for the programme.

*Action taken***Andhra Pradesh**

An amount of Rs. 78,000 has been provided for the purpose for the year 1961-62. Forty pre-primary schools have been permitted to be opened in the State. The total outlay in Third Five Year Plan for the purpose is Rs. 5.90 lakhs. There are two training institutions for pre-Basic teachers, one at Pentapadu and the other at Hyderabad. The State is also giving aid to the All-India Montessori International Training Centre, Hyderabad, which runs training courses for pre-primary teachers.

**Assam**

A modest provision of Rs. 3 lakhs has been made in the State Plan for pre-primary education. There are some pre-primary schools in the urban areas. The scheme emphasises the extension of pre-primary education to rural areas by attaching a pre-primary class to elementary schools. Arrangements have been made to provide facilities for training of teachers for the pre-primary course in one of the Basic training centres. It is expected that about 100 pre-pri-

mary classes will be started during the Third Plan.

### **Gujarat**

Pre-primary education is being conducted by voluntary organisations in this State. No grant is given to those organisations which are charging fees. Grant is being paid to those voluntary organisations which are not charging any tuition fees.

### **Kerala**

The State Government have already got a comprehensive programme for development of pre-primary education. In the Third Five Year Plan, Rs. 7 lakhs have been set apart for the purpose. During 1961-62, Rs. 1,26,000 will be spent by way of grant-in-aid to 49 (old) + 38 (new) private pre-primary schools. The State has envisaged a programme for the opening of a few departmental nursery schools (i.e. model nursery schools) with a view to encouraging pre-primary education. Besides, Government are also starting nursery training schools in the State for the training of personnel required for nursery schools.

### **Madhya Pradesh**

In the M.P. State Third Plan, the targets proposed for expansion of pre-primary educational facilities aim at opening of 35 Government pre-primary institutions so as to have at least one such institution in each district of the State and awarding grant-in-aid to 35 new non-Government institutions. The Plan allocation for 1961-66 on this scheme is 12.00 lakhs. During 1961-62 five Government institutions are to be opened at Bhopal, Jabalpur, Raipur, Indore and Bilaspur while grant-in-aid will be given to five new non-Government institutions. In case

Central Government offer additional grant under Centrally sponsored scheme, these institutions will grow in large number, since there is a genuine need for them. At present there are 169 pre-primary institutions in the State. There are two training institutions for pre-primary school teachers (one Government and the other non-Government) and at present they are sufficient to meet our requirements. This would indicate that sufficient attention has been paid towards the expansion of pre-primary education in the Third Five Year Plan.

### **Madras**

Government have prepared a scheme for the care of pre-school children between the ages of 2-5. The scheme will be taken up for implementation from 1962-63.

### **Maharashtra**

The State Third Five Year Plan has practically been finalised. In view of the limited allocation for educational development in Third Five Year Plan, it has not been possible for the State Government to earmark any funds for development of pre-primary education.

### **Punjab**

Adequate provision for pre-primary instruction is an essential adjunct to any national system of education but due to the cost involved it is not possible to undertake large scale expansion. Provision has been made for the starting of sixteen nursery and kindergarten schools during the Third Plan period which will be allocated in those districts where no such schools exist at present. In this way, the demand of every district will be fulfilled for opening a nursery school. Under this scheme, there is a provision of Rs. 3.78 lakhs in the Third Plan.



Steps have been taken to start three nursery schools at Faridkot, Dharm-sala and Kairon during the current financial year and similarly steps for the opening of three more such schools during the year 1962-63 are being taken. The pattern of Central assistance is, however, not known. It was on fifty-fifty basis during the Second Five Year Plan.

### **Rajasthan**

The State has already provided Rs. 75,000/- for the development and consolidation of pre-primary education during the Third Plan. No expansion programme is envisaged. Only the existing institutions will be strengthened. Setting up of a training institute at Pilani for the training of personnel required for the pre-primary schools is also contemplated.

### **Uttar Pradesh**

The State Government are already alive to the necessity of developing pre-primary education. Under the Second Plan, 25 pre-primary schools were brought on the regular grant-in-aid list. Under the Third Plan, 15 such schools are to be brought on the said list. Besides this, there are quite a good number of nursery schools that receive non-recurring grants.

### **West Bengal**

(a) Though there was no special scheme for provision of pre-primary education during the Second Plan, the project was included under the scheme for expansion of Basic education.

101 units of pre-Basic (nursery) schools have been established by the end of the Second Plan.

(b) With a view to developing pre-Basic schools, two "school

mothers" training centres have been set up, with an annual outturn of 120. School mothers are specially trained to look after children below 3 to 11 years.

During the Third Plan a total provision of Rs. 5 lakhs has been provided for in the State Budget for provision of pre-primary (Basic) education. It is proposed to establish 27 units during the Third Plan. Central assistance is urgently needed on the two following heads in connection with the above project:

(i) Provision of full mid-day meals at the pre-Basic (nursery) institutions, and

(ii) Training of the special type of teachers required for pre-primary education.

### **Manipur**

Pre-primary education is being taken up by voluntary agencies and grants are being given through Social Welfare Board in some selected centres.

Schools which are not Basic schools have been reoriented as Basic schools.

### **Tripura**

There is no specific scheme in our Third Plan for expansion of pre-primary education under the Head 'General Education'. We have, however, a scheme under Social Education for starting of 70 Balwadies. Voluntary organisations in the field of pre-primary education are yet to flourish in Tripura. But suitable grants are, however, given to voluntary organisations running Balwadies from the allotment received from the Central Social Welfare Board.

*Special Programme for Women's Education*

*Recommendation*

Considering the crucial importance of girls' education in the successful implementation of the programme of universal and free primary education, the Board strongly recommended that the special programme for women's education should be promoted as a Centrally sponsored scheme and accordingly funds should be allocated for the purpose. This is necessary for effective implementation which in the view of the Board cannot be ensured only through the earmarking of the funds in the State Plans. It further recommended that grants for the construction of hostels for girls in the elementary and secondary schools should be provided in the Centrally sponsored sector on a larger scale and the pattern of assistance should be same as was prescribed for this scheme in the Second Plan.

*Action taken*

**Andhra Pradesh**

This has since been given up as a Centrally sponsored scheme. The State Government has been advised to include the special Programme for Girls and Women's Education in the State Plan. This programme was not included in the State Plan, also, on the expectation that it would be a Centrally sponsored scheme. In a recent discussion of the representatives of the Planning Commission with the officials of the State Government, it was formally agreed to include Rs. 3 crores for the programme for the Third Plan period. It is proposed to make necessary provision for this purpose in the Budget for year 1962-63.

**Gujarat**

No action is to be taken by the State Government.

**Kerala**

Women's education should be promoted as a cent per cent Centrally sponsored scheme and grants for the construction of hostels for girls in the elementary and secondary schools should be provided in the Centrally sponsored sector on a large scale and the pattern of assistance should be same as was prescribed for this scheme in the Second Plan.

**Madhya Pradesh**

The Board has recommended that the special programme for women's education should be promoted as a Centrally sponsored scheme and accordingly funds should be allocated for the purpose. It is further recommended that grant for the construction of hostels for girls in the secondary schools

should be provided in the Centrally sponsored sector on a large scale. Many State schemes in the Third Plan exclusively for women's education could not be adjusted within the plan ceiling. However, the following targets have been fixed for expansion of women's education :

(1) appointment of 250 school mothers for encouraging higher enrolment of girls in elementary schools (free and compulsory primary education under elementary education). Target fixed for enrolment of girls of 6-11 age-group is 50% of the total number of girls of this age-group at the end of the Third Five Year Plan. Enrolment at the end of the Second Five Year Plan was 21% only.

(2) Construction of 24 girls hostels under secondary education.

(3) Opening of multipurpose higher secondary schools for girls in each of the educational divisions (9) and to strengthen the facilities for girls education out of the respective State schemes as far as possible. Additional funds for expansion of girls education in the State would be welcome under Central and Centrally sponsored schemes as there is genuine requirement for it outside the State Plan.

### **Punjab**

The State Government is in full agreement with this suggestion. However, the following schemes have been included in the State Plan for the promotion of girls' education specially :

(i) Residential quarters for women teachers and house rent allowance to women teachers.

(ii) Provision of lavatories and drinking water facilities in girls schools.

(iii) Hostels for girls in high and higher secondary schools.

### **Rajasthan**

The State Government have already accepted the pattern of co-education at the primary stage and have provided special funds for the construction of 1000 quarters for women teachers in rural areas. The State has also provided for 3000 posts of school-mothers in order to attract larger number of girls of 6-11 age in co-educational institutions. Thus special funds to the tune of Rs. 17.50 lakhs have been provided under the special schemes for girls education. Running of pilot projects for intensive development of girls education in the State needs further consideration. It is proposed that this scheme may be taken up in one Panchayat Samiti of each division and under the direct supervision of the Deputy Director of Education of the Range.

### **Uttar Pradesh**

This does not concern the State Government, but the Government of India have agreed to meet 100% of the expenditure on these schemes during Third Plan period.

### **L. M. & A. Islands**

A sum of Rs. 9000 has been set apart in the budget of this Union Territory under the Centrally sponsored scheme for expansion of girls education and training of women teachers. This Administration has, as a sort of incentive, been supplying clothes to girl students attending schools free of cost under the above scheme for the last three years. This year, this Administration has decided to spend the entire amount of Rs. 9000 by supplying 2 pairs of uniforms to each girl student. Proposals on this have been submitted separately. This Admi-

nistration has already issued instructions in regard to the use of uniforms by school children in order to instill a sense of discipline in them.

Though no amount has been provided under the Centrally sponsored scheme for the construction of hostels for girls in elementary and secondary schools, this Administration has a proposal to attach a separate wing for girls in the present hostel building for students of the high school at Ameni. There is no necessity for such hostels to be attached to elementary schools in this Union Territory.

### **Manipur**

Every effort is being made to increase the number of women teachers and more women are being trained in the training institutes.

### **Tripura**

A special programme for expansion of girls education has been drawn up. Implementation of the schemes which are yet to be sanctioned will involve an expenditure of about Rs. 18 lakhs for the Third Plan period. The main features of the programme are:

(a) Institution of 5000 attendance scholarships to be awarded to girl students for keeping attendance above a prescribed minimum, at a cost of Rs. 3.3 lakhs.

(b) Award of attendance prizes to schools showing best enrolment and attendance at, a cost of Rs. 0.02 lakhs.

(c) Grant to girl students for the specific purpose of purchasing school dresses at a cost of Rs. 2.5 lakhs.

(d) Holding of enrolment drives, parents' conferences etc. for educating public opinion at a cost of Rs. 5.00 lakhs.

(e) Appointment of 200 school mothers in such schools where women teachers are not available, at a cost of Rs. 5.40 lakhs.

(f) Providing Boarding House stipends to girl students of rural areas intending to prosecute studies in high and higher secondary schools. This scheme which aims at securing more women teachers for primary schools in the rural area, will cost Rs. 1.87 lakhs.

*Primary  
Education*

*Recommendations*

The Board recommended that adequate measures should be taken to ensure that during the course of the Third Plan, all the training institutions for primary teachers should become Basic training institutions, an integrated syllabus covering the entire field of primary education is introduced in all primary schools and that all teachers and primary schools are oriented to the Basic pattern on the lines of the recommendations of the Allahabad Seminar.

*Action taken*

**Andhra Pradesh**

So far as this State is concerned, the target of the enrolment of the age group 6-11 years has not been lowered. In fact, the overall target has been fixed at 82.4% and of girls 70.4%. All the primary school teachers' training schools are gradually being converted to the Basic pattern. An integrated seven-year elementary school syllabus has already been introduced in all primary schools without any distinction and the scheme has now covered classes I to III during 1961-62. On the basis of the recommendations of the Allahabad Seminar, orientation training is being given to all non-Basic trained teachers in elementary schools of this State. According to the data so far received, 4,306 teachers have been given the orientation training. Funds have been specially earmarked by this State for this orientation training. An Act for introduction of compulsory elementary education has been passed by the State Legislature.

### **Assam**

All training institutions for primary teachers in the State have been converted to Basic training institutions. The new training institutions that are proposed to be started will be of Basic training institutions.

The existing *syllabus* of the primary schools are under review but integrated syllabus covering entire field of primary education has not yet been introduced.

7300 teachers of primary schools have been put through orientation training on the lines recommended by the Allahabad Seminar and it is expected that all the teachers will have been put through this course of training by the end of the Third Plan period. Schools have also been given special grants of Rs. 200 each for purchase of equipments necessary for implementation of the orientation programme.

### **Gujarat**

All training institutions for primary teachers are run on Basic pattern and integrated syllabus covering the entire field of primary education is already introduced in all primary schools.

### **Kerala**

Recommendation of the Board had already been given effect to in this State even during Second Plan period. All the training schools have been converted into the Basic type. The syllabus for the course of studies in the training schools has also been revised on this altered basis, etc. Orientation training for primary school teachers was conducted even during 1960-61 (Second Plan period). During Third Plan period also, necessary provision has been made for the same.



### **Madhya Pradesh**

There are at present 104 Government Basic training institutions for elementary school teachers. Work of conversion of training institutions into Basic pattern has already been completed during the Second Plan. The scheme to reorganise the training college at Jaora is under consideration of Government. The integrated syllabus on Basic pattern has also been introduced in the schools from Second Plan period.

### **Madras**

Out of 139 training schools in the State, 120 are of the Basic type.

The pattern of education is being reorganised in this State according to a phased programme commencing from 1958-59. Elementary education is being reorganised into an integrated course of seven years. The new Standard VII will come into existence in 1962-63.

Teachers numbering 42,000 have been given reorientation training in Basic education methods.

### **Maharashtra**

All training institutions for the primary teachers are Basic training institutions in the State. The recommendation is thus already being implemented. This State has already adopted the common academic syllabus for the Basic and non-Basic schools. The Basic and the non-Basic examinations at the end of the primary course are common. Every year seminars are held in each district for orientation training of teachers as recommended in the Allahabad Seminar. The orientation programme consists of two parts :

- (1) training in health and community living;
- (2) introduction of simple crafts.

The programme in (1) above has been introduced in all schools in West Maharashtra, Vidarbha and in a large number of schools in Marathwada. With the training of more teachers in the newly opened colleges in that region, the programme will be extended to remaining schools progressively. Last year Government sanctioned the scheme of introduction of simple crafts in non-Basic schools for the first time and accordingly simple crafts have been introduced in 2388 schools in West Maharashtra and in 733 schools in Marathwada. It is proposed to introduce this programme in the remaining non-Basic schools gradually subject to the availability of fund and raw material. In Vidarbha Region, the modified syllabus has been in force and provides for crafts. Crafts have been introduced in as many schools as possible wherever funds were available.

### **Punjab**

All the junior Basic teachers' training institutions for training of primary school teachers in the State are already functioning on Basic pattern. According to the recommendations of the Allahabad Seminar, it has been proposed to orientate all non-Basic primary schools towards Basic pattern at the end of Third Plan. The teachers who are not Basic trained, attend orientation courses which are being conducted every year in different JBT institutions in the State during summer vacation.

### **Rajasthan**

In Rajasthan, all training institutions for primary teachers are Basic training institutions and have an integrated syllabus both for Basic and for non-Basic schools. All primary schools are Basic orientated. Yet a provision of Rs. 4 lakhs has been made in the Third Plan under the orientation programme.

**Uttar Pradesh**

In U.P. all training institutions for primary teachers are already running on Basic lines. The new training institutions which are being opened are also adopting the Basic education syllabus.

There is one integrated syllabus of Basic education for primary schools of the State and all the primary schools are run on Basic lines.

Primary teachers are undergoing in service training with a view to orient them to the Basic pattern.

**West Bengal**

That all training institutions for primary teachers should become Basic training institutions has been accepted in principle and steps have been and are being taken to implement this in stages. An integrated syllabus covering the entire field of primary as well as Basic education has been introduced in all primary and Basic schools in the State of West Bengal since 1950. That all teachers in non-Basic elementary schools should be oriented to the Basic-pattern has been accepted by the State as a principle since 1959. The scheme could not be implemented so far, as no Central assistance was made available to the State up to the end of the Second Plan. It is, however, understood that this assistance will be forthcoming during the Third Plan and as such, a provision for implementing the scheme has been made in the State Budget.

**L. M. & A. Islands**

There are no training schools for teachers within the Territory. Hence there is no problem of converting them into Basic ones.

Steps are being taken to convert all schools in this Union Territory to the Basic pattern on the lines of the recommendations of the Allahabad Seminar. Teachers are being re-oriented. Two re-orientation camps for teachers, one at Minicoy and the other at Ameni, have been organised. Schools will be suitably equipped by the end of Third Five Year Plan period. A sum of Rs. 50,000 has been provided in the Third Five Year Plan.

### **Manipur**

There are four Basic training institutions where teachers are being trained for primary schools. These are on Basic lines. There was one C.T. class for training of under-graduates which has been converted into senior Basic training course from this year. There is only one integrated course for all primary schools. All teachers are being oriented to the Basic pattern on the lines of recommendations of Allahabad Seminar. Necessary provisions in this respect have been made in the Third Five Year Plan Budget.

### **Tripura**

All the training institutions for primary teachers in Tripura are Basic training institutions. All schools in the primary stage including Basic schools in Tripura follow an integrated syllabus. The untrained primary school teachers in position up to the end of the Second Five Year Plan period, have been given an orientation training for one month's duration during the Second Plan period. The non-Basic primary schools up to the end of 1960-61 have been oriented towards Basic pattern. New primary schools to be started by the Third Plan period will be of Basic type. As such no provision has been made in the Third Five Year Plan for orientation programme.

*Recommendation*

Steps should be taken by the Central and State Governments, to arrange the supply of textbooks and writing material free or at low cost to the primary school children and for this purpose, the responsibility for the preparation, printing and publication of textbooks should, if necessary, be assumed by the State.

*Action taken***Andhra Pradesh**

The State has already undertaken the publication of textbooks. The writing material and textbooks are being supplied free of cost to poor children in agency areas.

**Assam**

Free supply of textbooks and writing materials has not been possible for the State Government for lack of resources. The question of preparation and printing of textbooks departmentally with a view to publish them at a low cost is under examination.

**Gujarat**

The matter will be taken up for consideration by the State Government after the question of supply of paper free of cost by Government of India is finalised.

**Kerala**

Preparation, printing and publication of textbooks have been taken up by Government long ago. The question of supply of textbooks free of cost may not be feasible.

**Madhya Pradesh**

Some of the textbooks are nationalised publications which are printed at Government press and supplied through approved booksellers on the prices fixed by the Government which are quite reasonable.

As for supply of textbooks and writing material free to the primary school children, the facility is being extended to some extent to the children of displaced persons and those of Scheduled Castes,

Scheduled Tribes and Backward Classes by the departments concerned.

### **Madras**

Government have accepted in principle that textbooks should be produced by Government and not be left to private enterprise. A beginning has already been made in this direction by the publication of English textbooks required for elementary schools. The books are priced cheap so as to be within reach of poor pupils. Textbooks and writing materials are also supplied free to poor pupils to a limited extent. Voluntary efforts in this matter have been encouraged with good response.

### **Maharashtra**

Government has already accepted the principle of nationalising textbooks and the work of preparing them for standards I to VII is in progress. The textbooks prepared by Government will be made available on no profit and no loss basis. It is, however, not possible for the State Government to supply books and writing material to school children free of cost for want of funds.

### **Punjab**

A proposal to supply free textbooks to girl students of the primary class is under the consideration of the State Government.

In so far as, the responsibility for the preparation, printing and publication of textbooks is concerned, it is stated that textbooks for primary and middle classes are already prescribed and produced by the State Government under the scheme of Nationalisation of Textbooks.

### **Rajasthan**

Provision has been made in the Third Plan for the supply of textbooks and writing material to 20 % of the children of 6-11 age-group. Responsibility for the preparation, printing and publication of textbooks up to class VIII is already assumed by the State. Textbooks which are prepared, printed and published by the Board of Nationalised Textbooks, are cheaper in comparison to textbooks which are not printed by the State.

### **Uttar Pradesh**

The State Education Department is already shouldering the responsibility of preparation, publication and printing of textbooks for primary classes. The textbooks are being prepared by a committee of departmental experts. Basic readers and arithmetic books, published by the Department, are already in use.

As regards free supply of textbooks and writing material, there is already a provision for the same for the children of indigent parents in the primary schools of compulsory areas, at the rate of 50 nP. per child or Rs. 100/- per school.

Under the Third Plan, there is a provision Rs. 50 per head per school for free supply of textbooks, stationery etc. to girls of the new junior Basic schools and also to girl students of 4000 existing girls primary schools run by the Antarim Zila Parishads. Under another Third Plan Scheme, there is a provision at the rate of Rs.100/-p.a. per school for free distribution of textbooks, stationery, prizes etc. to girls. For want of funds, similar facilities could not be provided in boys primary schools.

The question of a national survey to prepare a concrete programme in this respect is being examined.

**West Bengal**

Supply of textbooks and writing material free or at a low cost to the primary school children has been accepted in principle by the State Government subject to the availability of funds. It is proposed to implement this as a pilot project under the major head (i) Elementary education—Scheme of free and compulsory primary education (universal) as measures specially conducive for bringing in a larger number of girls of the age-group 6-11 so as to reach the target of 80% of the schoolgoing children.

**L. M. & A. Islands**

Textbooks, slates and writing materials etc. are supplied free of cost, to all children attending schools.

**Manipur**

Grants for free supply of books are being given to really deserving cases.

**Tripura**

There is no provision at present for free supply of textbooks. The recommendation is being considered. However, liberal book grants are being given now.

**Secondary  
Education****Recommendation**

As the scheme of junior technical schools was only of an experimental nature and as the scheme is linked up with the technical stream of the multipurpose schools as well as with the establishment of industrial schools, the results of the experiment may

**Action taken****Andhra Pradesh**

No Comments.

**Kerala**

The first batch of students from the junior technical schools will come out only in June, 1963. It is too early now to make a report on the working of the scheme.

**Madhya Pradesh**

The number of junior technical schools in this State by the end of



be placed before the Board for consideration before any further expansion of the junior technical schools is contemplated.

the Second Five Year Plan was 32. In the Third Five Year Plan, it is proposed to increase this number to 50. The results of the experiments would follow.

#### **Madras**

This is a new programme in this State. There are at present 5 junior technical schools attached to polytechnics, offering a 3-years' course after the completion of general education up to IV Form. Although the accent will be on Engineering, these schools will impart instruction in Humanities as well. Twenty such schools are programmed for the Third Plan, for which a provision of Rs. 1 crore has been made in the Plan. It is too early to assess the results of the scheme.

#### **Punjab**

The State Education Department is not concerned with this recommendation, as the results of the experiments relating to the scheme of junior technical schools are to be placed before the Board by the Department which is concerned with the establishment of these schools. The State Industrial Department is concerned with it and that Department is being advised in the matter.

#### **West Bengal**

Noted.

#### **L. M. & A. Islands**

There are neither junior technical schools nor training colleges in this Union Territory.

#### **Tripura**

Junior technical schools have not been set up in this Territory. There are seven industrial institutes imparting vocational training and one Industrial Training Institute with engineering trades in Tripura run by Industries Department.

**Recommendation**

The number of Extension Centres should be increased so that each training college in the country ultimately becomes an Extension Centre. If this is not immediately possible, at least 50 new Extension Centres should be opened in the Third Plan.

**Action taken****Andhra Pradesh**

Extension Centres have been opened in 4 training colleges in the State. Proposal to open some more Extension Centres is under consideration.

**Gujarat**

State Government has no comments to offer.

**Kerala**

There are three Extension Centres functioning in this State at present, in the Government Training Colleges at Trivandrum, Trichur and Kozhikode, though there are 18 training colleges. The question whether the number of Centres should be increased can be decided only after a thorough assessment of the benefits derived from the existing Centres has been made. Though this is considered as a Centrally sponsored scheme, the State Government has to bear a good part of the expenditure.

**Madhya Pradesh**

There are at present 11 Government Post-Graduate Basic Training Colleges in the State, out of which four colleges have already been provided with facilities of Extension Service. There is urgent need for Extension Service programme in all the remaining seven P.G.B.T. Colleges. No provision is made for such expansion in the State Plan due to limited funds.

**Punjab**

The State Government have not received any intimation regarding allotment of additional extension services units in this State so far. The reaction of the Government

of India to the recommendations of Central Advisory Board of Education made in this regard, is awaited.

### **Rajasthan**

This is a Centrally sponsored scheme and will carry cent per cent aid from the Centre. At present there are four Teachers' Training Colleges at Udaipur, Bikaner, Ajmer and Sardarshahr. The fifth Training College has been recently started at Jodhpur. Training Colleges at Bikaner and Udaipur have the Extension Services Centres attached to them. Since the Training College at Jodhpur has been established only this year, it does not deserve consideration for an Extension Services Centre attached to it immediately.

### **Uttar Pradesh**

The Extension Service Departments are at present attached to seven post-graduate training colleges of the State, namely Government Central Pedagogical Institute, Allahabad; Government Constructive Training College, Lucknow; Meerut College, Meerut; B.R. College of Education, Agra; I. T. Girls College, Lucknow; Muslim University, Aligarh; and Teachers Training College, Banaras Hindu University, Varanasi. These Extension Service Departments are financed by the Ministry of Education.

The aforesaid Extension Departments are doing useful work in the sphere of secondary education, but due to paucity of funds, no scheme for opening new Extension Centres at training colleges could be included in the Third Plan.

The Centrally sponsored scheme of opening of New Extension Centres at training colleges is likely to be taken up in the Third Five Year Plan.

**West Bengal**

Noted.

**Manipur**

The Directorate of Extension Services has been addressed to give a centre in the D.M. College, Imphal, where training to graduate teachers is being given.

**Tripura**

For training of secondary school-teachers we have to depend on training colleges outside this Territory, and as such it has not been possible to start Extension Centres locally. Under Third Plan, however, we are starting a college for secondary school teachers. The question of starting Extension Centres will be considered when this training college starts functioning.

**Social  
Education****Recommendation**

In regard to the suggestion for a library cess, the Board was of the view that each State Government may decide the matter in the light of the local conditions. Voluntary organisations running institutions for the handicapped should be given assistance on a more liberal scale.

**Action taken****Andhra Pradesh**

Under social education, the control of S.E.Os (men) has been given to the Director of Public Instruction. The women S.E.Os are under the control of the Director of Women Welfare. The experiment of appointing District Social Educational Organisers was tried in 4 districts and was given up. D.E.Os are now incharge of the social education work. They are being given the necessary training at the National Fundamental Education Centre, New Delhi. Voluntary organisations running institutions for the blind, deaf, and orthopaedically handicapped are being given aid by the State Government. There are a few night schools, which cater to the secondary education needs of adults. They are being recognised by the

State Government. There is provision for giving aid to these schools also.

Under Section 20 of Andhra Pradesh Public Libraries Act, 1960, a Library Cess at the rate of 4 np. is levied by the local library authorities in the State. A Public Library Act called the Andhra Pradesh Public Library Act 1960 is already in force in this State.

### **Assam**

No library cess has been introduced. There are two voluntary organisations which are running institutions for the handicapped and these have been given grants-in-aid by the State Government.

### **Gujarat**

A communication has been received separately from the Government of India and the matter is under consideration of the State Government.

### **Kerala**

The question of library cess is under consideration of this Government. Grant is being given by this Government to a few voluntary organisations running institutions for the handicapped. Action is being taken to provide for such grants on more liberal scale.

### **Madras**

Under the Madras Public Libraries Act, 1948, every local library authority shall levy in its area a library cess in the form of a surcharge on the property tax or house tax levied in such area, at the rate of six pies for every whole rupee in the property tax or house tax so levied. A local library authority may, with the previous sanction of the Government and shall, if so directed by them, increase the rate.

### **Maharashtra**

Government has repealed the Hyderabad Public Libraries Act, 1955. There is now no enactment in force in this State under which library cess can be levied.

### **Punjab**

The case of the library cess is already under the consideration of the State Government.

There is no scheme with the State Education Department under which assistance is given to the voluntary organisations running institutions for the handicapped. These institutions are under the State Social Welfare Department, who are being addressed in the matter.

### **West Bengal**

No library cess is at present being levied by the State of West Bengal nor is it proposed to do in the near future. Subject to the availability of funds, State Government propose to develop an adequate library scheme, especially in rural areas in the Third Plan.

### **L. M. & A. Islands**

This Administration has started public libraries in all the nine major islands of this Union Territory. This Administration is purchasing and supplying books to these libraries. The inhabitants are very poor. As such there is no possibility of collecting library cess from them.

### **Manipur**

The service of the library in the Territory is free and no fees are charged. In some cases only some deposit is required to be made to cover loss of books etc. which is refundable.

### **Tripura**

This Administration does not propose to impose special library cess at present.

**Item No 5 : Scheme of correspondence courses and evening colleges**

*Recommendation*

The Board approved in principle the scheme of evening colleges providing Arts, Science and Professional courses of the same standard as those in the day colleges and recommended that a small committee should work out the details. For the correspondence courses, the Board suggested further detailed studies by a small committee before a firm decision could be taken.

*Action taken*

**Andhra Pradesh**

No comments.

**Assam**

For maintenance of the existing evening colleges and starting new ones, the State Government is giving financial assistance by way of recurring and non-recurring grants.

**Gujarat**

The question of starting evening colleges providing Arts, Science and Professional courses of the same standard as those in day colleges has been considered by the universities in this State. The views of the State Government in this matter will be communicated to Government of India in due course.

**Kerala**

The University of Kerala has decided that it is not necessary to introduce the scheme of correspondence courses and evening colleges. The matter is under closer scrutiny at Government level.

**Punjab**

The State Government's comment on this scheme have been forwarded to the Government of India, Ministry of Education.

**Rajasthan**

The scheme is to come in force from July, 1962.

**West Bengal**

Noted.

(i) The State Government favour the idea of evening colleges for workers only.

(ii) The Calcutta University is at present examining a scheme for introducing Science course in the evening colleges. Evening courses in Humanities and Commerce are already in existence in a number of West Bengal colleges.

(iii) The State Government do not favour correspondence course as they feel that the development of character and corporate life are essential factors of education.

**Tripura**

We cannot take an independent move in this Territory as we have no university here. We will have to wait for moves by the universities outside in this matter.

For starting of evening colleges providing Arts, Science and Professional courses as in the day colleges, we will have to wait for a considerable time till the problem of finding additional teaching staff becomes easier. In the condition existing today we find it difficult to provide suitable and adequate teaching staff for the two colleges of the Territory running day classes.

**Item No. 6: Institution of Diplomas in modern Indian languages in Indian universities.**

*Recommendation*

The Board approved in principle the institution of Diplomas in modern Indian languages in the universities.

*Action taken***Andhra Pradesh**

No comments

**Gujarat**

The matter pertains to univer-



sities. State Government has no remarks to offer.

### **Kerala**

This has been recommended to the University of Kerala for appropriate action.

### **Orissa**

The Utkal University has been requested to take necessary steps for the implementation of the recommendation. The matter is under examination by the Utkal University.

### **Rajasthan**

No action is to be taken by the State Government.

### **Uttar Pradesh**

In almost all the State universities, Diplomas in modern Indian languages are being awarded and they are running separate classes for this.

### **West Bengal**

Noted.

### **Tripura**

No independent action is possible locally as we have no universities and our colleges are affiliated to the Calcutta University.

## **Item No. 7: Metric system in the educational syllabi.**

### *Recommendation*

The Board recommended the introduction of the Metric system into the textbooks at all stages of education.

### *Action taken*

#### **Andhra Pradesh**

Metric system has already been introduced in the textbooks at all stages in the secondary schools. The Seven-Year Integrated Syllabus which was brought into force from the year 1959-60, has also been suitably corrected, adopting

the metric system wherever necessary.

### **Assam**

The State Government has already taken necessary steps for introduction of metric weights and measures into textbooks at all stages of education.

### **Gujarat**

Publishers have brought out supplements to the textbooks in arithmetics for primary and secondary schools. State Government has sanctioned the introduction of metric weights and measures in syllabus for Standards I-IV of primary schools with effect from 1-6-60. The question of publishing revised textbooks is under consideration.

### **Kerala**

Metric system has not yet been introduced in the class textbooks. But study of metric system is in force. Guide books have been published and distributed to schools. Metric weights and measures have also been supplied to many schools in the State by the Department. Steps are being taken for the metric system being followed in the school textbooks from 1962-63 onwards.

### **Madhya Pradesh**

Necessary steps for the introduction of the metric system into the textbooks have already been taken and the Textbook Committee has been requested to implement the recommendation as early as possible.

### **Madras**

Metric system has been introduced in the textbooks. Authors

and publishers of textbooks have been required to adopt the metric system and unless this is done, the books are not approved for use in schools.

### **Maharashtra**

The revised syllabus for standards I to IV has been prepared consequent on the introduction of metric measures and the publishers of the sanctioned textbooks have been asked to prepare a supplement to textbooks in arithmetic according to the revised syllabus.

### **Orissa**

Metric system has already been introduced in textbooks at all stages of education in this State.

### **Punjab**

The Education Department of the State Government has given due prominence to the metric system in the syllabus and textbooks.

### **Rajasthan**

Suitable action is being taken by the State Government.

### **Uttar Pradesh**

The State Education Department is responsible for preparation and publication of textbooks for primary and junior high schools (junior and senior Basic schools). The metric system has already been introduced in the textbooks of the above mentioned schools and it is being extended to higher secondary stages of education.

### **West Bengal**

Introduction of the metric system in the textbooks at all stages of education is being undertaken.

**L. M. & A. Islands**

This Administration is following the syllabus and curriculum prescribed by the Government of Kerala for the schools of this Union Territory. When the Government of Kerala introduced metric system in syllabus, this Administration will also follow the system in the schools of this Union Territory.

**Manipur**

Metric system has already been introduced in schools and textbooks are already written with this system.

**Tripura**

We have taken steps in respect of the syllabi of the primary schools for the introduction of the metric system. but as regards the syllabi for the secondary and the university stages of education, we cannot take an independent line as the syllabi of the Board of Secondary Education, West Bengal and the Calcutta University are followed by us.

**Item No. 8. Medium of instruction in universities.***Recommendation*

The Board approved the recommendations of the Standing Committee.

With regard to the question of reviewing the present policy relating to the media of instruction, it was decided that the matter be referred to another session of the Board. It was also suggested by the Chairman that if necessary, the Board may be called to discuss this question.

*Action taken***Gujarat**

There are three Universities viz., the M. S. Baroda University, the Sardar Vallabhai Vidyapeeth and the Gujarat University. The Baroda University has decided to replace English by Hindi up to graduation stage in the first instance progressively in a manner consistent with the maintenance of proper standards during the period of transition. The medium of instruction at present is English. At the preparatory class, the teachers are permitted to give explanations here and there in the

regional language and the students have option to answer their papers in the regional language.

So far as Sardar Vallabhai Vidyapeeth is concerned, Section 52 of the Act provides that the medium shall be Hindi. It has however not been brought into force so far, since the University is not ready to impart instruction in Hindi at all stages. Till such time it is brought into force, the University has decided that the medium for course of study in Faculties of Arts, Science, Commerce, Agriculture and Technology including Engineering, will be Hindi and for courses of study leading to the degree of B.Ed. will be Gujrati in the preparatory class from June, 1961 and will be extended progressively to higher classes year after year. In respect of other courses, the medium is to be Hindi or Gujarati at the option of teachers and the students for the preparatory examination in Arts, Science, Commerce and Agriculture with option to the teachers and pupils to use English and beyond the preparatory courses English with the option to teachers and students to use Hindi or Gujarati.

The Gujarat University Act provides that Gujarati or Hindi or both shall be the medium. The Gujarat University has selected Gujarati as the medium but has permitted Hindi as an alternative medium under the Faculties of Medicine, Technology, including Engineering, Law and for post-graduate studies. The students and teachers whose mother-tongue is not Gujarati have option, the former for their examination and the latter for instruction to use Hindi as medium if they so desire.

**Item No. 9: National Physical Efficiency Drive.**

<i>Recommendation</i>	<i>Action taken</i>
<p>The Board recommended :</p> <p>(a) that the Central Government should continue to give Rs. 300 per centre to enable the State Governments to establish a large number of centres to provide adequate facilities for the National Physical Efficiency Drive;</p> <p>(b) that special attention should be paid to encourage non-school going youth to undergo the National Physical Efficiency Tests in larger numbers. For this purpose, it was recommended that some amount should be spent on publicising the scheme among the non-student youth; and</p> <p>(c) that steps should also be taken to popularise the scheme among women, both school-going and non-school going. Special facilities to train women desirous of participating should also be made available through women's clubs or girls' schools, etc.</p>	<p><b>Andhra Pradesh</b></p> <p>(a) No comments.</p> <p>(b) No such project for non-school going youth has been undertaken.</p> <p>(c) No such project for non-school going youth has been undertaken in this State.</p> <p><b>Gujarat</b></p> <p>The State Government will take necessary action to implement the instructions from Government of India when received.</p> <p><b>Kerala</b></p> <p>The Ministry of Education, was told (in this Government letter No. 72183/E1/60/Edn. dated 31-1-1962) that the scheme for conduct of National Physical Efficiency Drive envisaged by them is acceptable to this Government. This Government, however, requested the Government of India to let them know whether the Government of India would meet the expenditure on account of the pay, T.A., etc of the whole-time officer (Physical Education Director) proposed to be put in-charge of the scheme in this State, and if so, whether the required funds would be allotted to this State. Further action will be pursued on receipt of reply from the Government of India.</p> <p><b>Madhya Pradesh</b></p> <p>The Government of India was moved for renewing the grant of Rs. 300/- per centre. But this grant</p>

was not approved by them. They had asked to implement the scheme on voluntary basis and efforts are being made to implement the scheme on these lines. The Government of India are requested to sanction some grant for such test centres. It will then be possible to start such tests for students and non-student youths including women.

### **Maharashtra**

The Government of Maharashtra has already sanctioned the National Physical Efficiency Drive in the State as per plan mentioned below :

(1) A State Committee to conduct the Drive, consisting of the Deputy Director of Education incharge of Physical Education, Principal, Training Institute for Physical Education Kandivali, and the State Inspector for Physical Education, M.S., Poona (Secretary), and one non-official member from each Region, was appointed.

(2) About 300 Testing Centres for the conduct of the Drive are sanctioned out of which at least 100 centres may be in rural areas. Only such institutions whose managements would be willing to undertake the work without any special grant may have to be selected as Testing Centres. These tests have been drawn up separately for men and women and, in each case, are divided into tests for juniors and tests for seniors. Juniors are those who are below 18 years of age and seniors are 18 years and above. These 300 centres include secondary schools' gymnasia, welfare centres, sports bodies etc. The Drive is to be conducted four times a year viz :-

- (1) 1st week of August 1961.
- (2) 1st week of October, 1961.
- (3) 1st week of January, 1962.
- (4) 1st week of March, 1962.

Every effort will be made to bring non-student youths under the Drive through commercial and industrial concerns and Community Development Blocks.

Recommendation that special facilities to train women desirous of participating, should also be made available through women's club or girls' schools etc., will be taken into consideration while conducting the Drive.

### **Orissa**

(a) Relates to the Ministry of Education.

(b) & (c) In order to encourage the non-school going youth to undergo the National Physical Efficiency Tests, steps have been taken to publicise the scheme through the State Youth Welfare Boards who are paid a specific grant for the purpose. As regards popularisation of the scheme among women, a tentative scheme has already been drawn up. The scheme is now under examination and it is expected to be finalised very soon.

### **Punjab**

The whole scheme has been revised by the Government of India. Action will be taken as and when the same is received by the State Government.

### **Rajasthan**

Physical Efficiency Test for non-school going youth are conducted by the Development Department in collaboration with the Social Education Wing of the Department.

### **Utter Pradesh**

The State Government have already taken up the Government of India Scheme.



### **West Bengal**

The State Government had established 40 such Centres in January, 1960 for providing adequate facilities for the National Physical Efficiency Drive, on the basis of Central assistance. But since Government of India did not continue this assistance during the subsequent years, it was not possible for the State to continue—not to speak of adding to—these Centres.

The State Government, however, accepts on principle that special attention should be paid to encourage non-school-going youth to undergo the National Physical Efficiency Tests in larger numbers and that steps should also be taken to popularise the scheme among both school-going and non-school-going women.

As long as funds are not available, however, no concrete shape can be given to this recommendation.

The matter is at present under correspondence with the Government of India. Attempts will be made to formulate some schemes on the subject according to the availability of funds.

### **L. M. & A. Islands**

No amount has been sanctioned by the Centre to establish centres to provide adequate facilities for National Physical Efficiency Drive. It was ordered by the Government of India that no amount for the purpose will be sanctioned. This Administration has decided to conduct the National Efficiency Drive at Ameni island on reopening of the communication between the mainland and the islands. The expenditure on the score will be

met from the budget grant of this Union Territory by re-appropriation of funds under non-Plan items.

(b) The National Physical Efficiency Drive will be conducted in the fair season at Ameni island.

(c) The National Physical Efficiency Drive will be conducted even for girl students. Non-school going women youth will not participate in it due to their orthodoxy. Most of the women in this Union Territory are illiterate. There are no physical education colleges in this Union Territory.

### **Manipur**

During 1959-60, National Physical Efficiency Tests were conducted at 5 centres out of the grant of Rs. 1200/- sanctioned by the Government of India, Ministry of Education, for four centres at the rate of Rs. 300/- each. 1339 persons including 101 women participated in these Tests. 210 won ONE STAR, 200 won TWO STAR and 138 won THREE STAR medals. During 1960-61 these tests were conducted at 7 centres and the number of participants in these Tests was 2151. As Government of India, Ministry of Education had ceased to sanction funds for these Tests during 1960-61 and this Territory being directly under the Central Government, funds are made available from the Area Demand for running these 7 centres. Out of 2151 persons who had participated in these Tests, 194 won ONE STAR, 256 won TWO STAR and 89 won THREE STAR medals, and the total expenditure for running these 7 centres was Rs. 2,200/. Necessary provision is being made in the Budget for this work.

(b) Non-school going young people are taking part in the Natio-

nal Physical Efficiency Tests and efforts are being made to encourage more of them to participate.

(c) Steps have been taken to popularise the scheme amongst women both school going and non-school going through schools and clubs.

### **Tripura**

(a) No action is called for locally. But the amount is absolutely necessary to give the scheme a wide publicity and to provide adequate facilities to the organisers and to the participants.

(b) We are giving publicity to the scheme.

(c) We are organising special tests for girls and women. They are participating in the tests in good number.

## **Item No. 10: Reform in examination system**

### *Recommendation*

The Board emphasised the need of reform in the examination system for internal as well as external assessment of the students and noted the measures taken by the Government of India in this direction.

### *Action taken*

#### **Andhra Pradesh**

Proposals have already been submitted by this Government for the establishment of an evaluation unit in the Office of the Director of Public Instruction and orders of Government are awaited.

#### **Assam**

The matriculation examination in the State had so far been conducted by the Gauhati University. Recently an Act for the establishment of a Secondary Education Board has been passed by the Legislative Assembly. As soon as the Board is established, the present examination system will be taken over by the Board.

**Gujarat**

The State Government has already taken up in hand the proposal for introduction of reforms in examination system by method of internal assessment.

**Kerala**

Reform in examination system, giving due consideration to internal as well as external assessment, is under consideration of the Education Department.

**Madhya Pradesh**

The unification of the middle standard examinations is under consideration of the Government.

**Maharashtra**

The question is under the consideration of Government.

**Orissa**

The University has already tried to bring about reform in the examination system at the pre-university stage by giving a certain amount of weightage to internal assessment. After the results of this experiment are known, the experiment will be tried at the higher stages. The Board of Secondary Education has appointed an evaluation officer in this connection for conducting experiments on examination reforms.

**Punjab**

The State Education Department had a Plan scheme for the setting up of a research unit which was to take up a number of activities including examination reforms. However, as this subject is now being taken up by an agency of the Central Government, this part of programme of the research unit has been dropped, for the present.

Minor reforms such as introduction of objective-type tests into various question papers have been taken up and this modern trend is finding more and more place in our system of examination.

### **Rajasthan**

Action is to be taken by the Central Government.

### **West Bengal**

The reform in the examination system for internal as well as external assessment of the students has already been introduced. The Board of Secondary Education has already issued necessary instructions to all schools to take certain percentage of marks of internal assessment in determining the promotion of students to the next higher class. An officer of the Education Department has undergone training in the Central Institute for reform in external examinations and an Evaluation Unit will be set up in the State as soon as the scheme is approved by the Ministry of Education, Government of India.

### **L.M. & A. Islands**

The method of examination adopted in the State of Kerala is copied in this Union Territory also. The only high school of this Union Territory has been affiliated to the Board of Secondary Education, Kerala State. This Administration presents students to the S.S.L.C. examination conducted by the Board of Secondary Education, Kerala. Any change in the system made by the Government of Kerala will as a matter of fact be copied in this Territory also. Hence no action is needed in this Union Territory.

### **Manipur**

The high schools and the colleges in this Territory are affi-

ated to the Gauhati University and whatever reform will be introduced by the University, will be introduced in this Territory also.

### **Tripura**

So far as primary schools are concerned, we have already taken steps to reform examination. All secondary schools of Tripura are affiliated to the Board of Secondary Education, West Bengal and are to follow the syllabus, rules and regulations of the said Board. So, establishment of Evaluation Unit for this Territory has not yet been considered.

Review of education at various stages is done by the Board of Secondary Education, West Bengal and the recommendations of the Board are implemented accordingly.

### **Item No. 11: Exchange of professors and lecturers amongst universities and colleges.**

#### *Recommendation*

The Board considered it desirable to encourage the exchange of professors and other members of the teaching staff amongst the universities and colleges.

#### *Action taken*

#### **Andhra Pradesh**

No comments.

#### **Gujarat**

Government feel that this matter may better be dealt with by the universities rather than by individual colleges. Recommendation of the Board together with the views of the State Government are being communicated to all the three universities of this State.

#### **Kerala**

At present, there is, in a sense, a measure of exchange of professors resulting from transfers and promotions among the teaching staff of colleges within the State. But exchange of professors amongst the

universities and colleges in the various States belonging to different regional languages would contribute a great deal more towards national unity, emotional integration and advancement in the field of technical education. For this, it is very necessary that the medium of instruction in colleges should not be the regional language but should be the language that is common for India or a language that is very popularly known. In this State, the University has decided that the medium of collegiate education should not be the regional language, but should be English, and steps have been taken in this State for the establishment of "University Centres" where professors belonging to different colleges can meet and discuss about the latest development in all fields of education, especially in technology.

#### **Orissa**

The Uttar University has been requested to examine the scheme and to participate in it in consultation with the University Grants Commission who are taking steps to promote the scheme.

#### **Punjab**

The matter has been referred to the Vice-Chancellors, Punjab and Kurukshetra Universities. Their comments are awaited.

#### **Uttar Pradesh**

The recommendations of the Board are being sent to all State universities and their suggestions are being obtained.

#### **West Bengal**

The proposal deserves experimentation at the university level. If this proves successful, collegiate teachers may gradually be included under the scheme.

**Manipur**

Government of India have already been moved for making provision for exchange of teaching staff between different colleges in the Union Territories.

**Tripura**

The Administration agrees with the views of the Board.

**Item No. 12: Inter-State contact of officers.**

<i>Recommendation</i>	<i>Action taken</i>
<p>The Board recommended that the scheme may be tried for a period of three years on an experimental basis.</p>	<p><b>Andhra Pradesh</b></p> <p>It is considered that there are practical difficulties in the implementation of the suggestion even on an experimental basis.</p> <p><b>Gujarat</b></p> <p>State Government will consider the proposal of Government of India, if any.</p> <p><b>Kerala</b></p> <p>Recommendation is accepted.</p> <p><b>Madhya Pradesh</b></p> <p>This is being examined.</p> <p><b>Maha rashtra</b></p> <p>This Government has no objection to depute the officers of the Education Department in other State Government for such contact provided the Governments of India agree to bear the entire cost of the scheme.</p> <p><b>Orissa</b></p> <p>The State Government have agreed in principle to the scheme prepared by the Ministry of Education in this connection.</p>



**Punjab**

The matter is under the active consideration of the State Government.

**Uttar Pradesh**

The Government of India scheme of study tours to enable officers to study significant programmes of educational development has been appreciated by the State Government but it has not been possible this year to send their educational officers out or to invite officers of other States. The State Government may, however, take up the scheme next year at the instance of the Government of India.

**West Bengal**

The State Government welcome the idea; they would co-operate if Government of India include the scheme in the Plan.

**Manipur**

Officers are visiting different States from this Territory to attend different conferences which allow necessary contacts.

**Tripura**

The Administration agrees with the views of the Board.

**Item No. 13: To consider the present condition and management of private aided schools.**

*Recommendation*

The Board noted with satisfaction that the policy of the Government was to encourage private organisations for the

*Action taken***Andhra Pradesh**

To put an end to the malpractices prevalent in privately managed schools, the system of grant-in-aid has been suggested to be

development of educational institutions. With a view to eliminate the malpractices prevalent in some privately managed schools, the Board recommended that the States should take adequate steps to ensure that such schools are properly managed and that the teachers are paid their full salaries regularly. If necessary, a system of direct payment to the teachers may be considered for this purpose. It was felt that grant-in-aid rules for assistance to private schools should be liberalised as far as possible.

revised in respect of secondary schools. Under the new proposals, the correspondents will be paid every month full salaries due to the teachers for disbursement and in addition 15% of the total salaries paid towards contingent charges. The entire fee income now being collected by the aided managements, will be remitted to Government Account. The proposals are under consideration. These steps will, it is hoped, ensure full payment of salaries to the teachers and the State can resort to direct payment immediately, if the need arises.

### **Assam**

The grant-in-aid rules for assistance to non-Government schools and colleges have been revised with a view to enable the institutions to maintain a minimum standard in respect of teaching personnel and also to ensure proper control of the Department over these institutions.

### **Gujarat**

There are not many cases of malpractices of partial payment of salaries to teachers reported in this State. Adequate provision exists in the existing grant-in-aid rules to check such malpractices. The grant-in-aid has recently been liberalised. Nothing further remains now to be done by the State Government.

### **Kerala**

Adequate steps have been taken to ensure that the private schools are properly managed, by making necessary statutory provision in the Kerala Education Act, and the Kerala Education Rules. The system of direct payment by the Government of salary to the teach-

ing and non-teaching staff of private schools is in existence in this State.

### **Madhya Pradesh**

The regulations of the Madhya Pradesh Secondary Education Board, Bhopal provide for necessary safeguards for the proper management of the privately managed high and higher secondary schools.

Besides, the grant-in-aid rules framed by Government for giving assistance to private schools also contain necessary safeguards for proper management of all kinds of private schools to which grants-in-aid are given. It may be further mentioned that these rules have been recently liberalised as envisaged under this item.

### **Madras**

The policy of the Government is to encourage private organisations in the development of educational institutions. Questions such as elimination of malpractices prevalent in some privately managed schools in regard to management of schools and treatment of teaching staff, etc. and grant-in-aid, were examined by a committee appointed by the Government. The recommendations of the committee have been received by Government.

The system of direct payment to teachers of certain elementary schools was in operation in this State but was given up after a short trial.

### **Maharashtra**

The inspecting officers generally see at the time of inspection of schools that the teachers are paid their full salaries regularly. It is

also being proposed to lay down that salary payment should be the first charge on the maintenance grants paid to schools and if they fail to pay salaries in full regularly, the Department will pay salaries directly from the grant due to the schools. The rate of maintenance grant has been raised to 45% and 50% to schools in urban and rural areas respectively from the year 1959-60. It is also seen that schools charge fees at the rates sanctioned by the Department. Besides, many managements will feel it as an affront to their standing and also to their integrity. The suggestion is not practicable. Further, this State has adopted the policy of liquidating private primary schools in rural areas since they were not well managed. Private enterprise is allowed and no school run even in rural areas is taken over unless the management desires to close it.

### **Orissa**

With a view to eliminate malpractices prevalent in the private managed schools and to ensure proper management of these schools, the State Government have taken over the management of a number of aided schools where the number of students is sufficiently large and the results of the high school certificate examination is fairly good. Revised grant-in-aid rules and rules for management of these schools have been framed and worked out. This has ensured regular payment of the salaries of the teachers and removed other prevalent malpractices. So far as the liberalisation of the grant-in-aid rules is concerned, the State Government have already relaxed the grant-in-aid rules in case of schools opened in ex-State areas and in some backward areas and in case of schools for girls. Further liberalisation of grant-in-aid rules may kill local enthusiasm as there will be more dependence on Govern-

ment funds. Moreover, it may not be possible for a State like Orissa to meet the cost.

### **Punjab**

The privately managed schools are granted permanent recognition only when they get their managing committee registered and approved by the State Education Department. In case, the managing committee of any school does not function properly, the Department is obliged to interfere and ask the school authorities to elect a new managing committee. The monthly declarations are required to be furnished by the management of the school and the teachers—the former to the effect that the salary for the month has been disbursed as shown in acquittance roll register and the latter that the salary has been received in full as shown there. The declarations are required to be seen by the inspecting staff at the time of their visit to the school. It is, however, not feasible to disburse the salaries of teachers working in the privately managed schools by Government as the grant-in-aid paid by Government is much less than the amount payable as salaries to the staff. These schools depend mostly on donations and income from tuition fee.

As regards the liberalisation of grant-in-aid rules, the matter is already under the consideration of the State Government.

### **Rajasthan**

The State Government had set up a committee to revise the grant-in-aid rules which is under the consideration of the State Government. The committee had kept the above mentioned recommendation in their view while revising the rules.

### **Uttar Pradesh**

The Intermediate Education Amendment Act, 1958 and the Regulations framed there-under incorporate necessary provisions for the elimination of malpractices in privately managed institutions. The Act and the Regulations confer powers for the deduction of the amounts of the salaries of the teachers of private schools out of the Government grant in cases where the managements fail to make legitimate payments to their staff. The State Government have constituted a high-power Departmental Committee to revise the existing grant-in-aid rules and to offer recommendations for their liberalization. Necessary steps in the matter will be taken in due course. Schools in hilly tracts and backward areas are already being given grant-in-aid on a liberalised basis, viz., the actual difference between approved expenditure and approved income of the institution.

### **West Bengal**

Necessary steps have already been taken under the grant-in-aid rules to ensure that private schools are properly managed. Constant check is kept to eliminate malpractices in private schools.

The secondary schools which conform to the grant-in-aid regulations are sanctioned cent per cent deficit grant and such grants are paid in three instalments. The first instalment of 50% is paid as soon as the Budget is approved. The second instalment of 25% grant is paid in December and the final instalment is paid after checking the grant-in-aid application and the audit report of the previous years. It is not possible to make direct payment of the grant to the teachers as the teachers of non-Government secondary schools are employed by managing committees of such

schools and grants are placed at their disposal for regular payment of salaries to teachers. This State provides 100% deficit grant to the aided schools.

### **L. M. & A. Islands**

There are no private aided schools in this Union Territory. As the islanders are educationally and financially backward, none of its kind will come up also in the near future.

### **Manipur**

The function of giving grants-in-aid to schools has been transferred to the Territorial Council. The question of further liberalising the grant-in-aid rules has been referred to Government of India and it has been proposed that rules as applicable to the aided schools in Tripura may be applied to the aided schools here. This by itself will help in giving relief to the managements and the teachers.

### **Tripura**

The control and administration of the privately managed aided schools being the responsibility of the Tripura Territorial Council, the recommendation has been brought to the notice of the Council authorities for necessary action.

*Item No. 14:* **To consider the question of placing the State Governments' share of assistance on the development schemes formulated by the University Grants Commission, at the disposal of the Commission.**

<i>Recommendation</i>	<i>Action taken</i>
Since the State Governments were not agreeable to place the State Governments' share of assistance on the development schemes formulated by the	<b>Andhra Pradesh</b> No comments.
	<b>Gujarat</b> No remarks.
	<b>Orissa</b> The recommendation is that

University Grants Commission at the disposal of the Commission, the Board left this question open for the State Governments' and the University Grants Commission to decide.

the share of the State Government in respect of the development schemes of the State universities should be placed with the University Grants Commission and the University Grants Commission will then place its share and the State Government's share at the disposal of the university. The University Grants Commission has complained that in many cases, the University Grants Commission paid its share but the State Government did not release their share. They have particularly pointed out the case of the scheme of enhancement of salaries of college teachers. It is a fact that the State Government took some time to take a decision regarding the State share of the cost of enhancement of salaries of college teachers. But the matching contribution of the State Government on account of all other Development schemes during the Second Plan period was paid in advance to the university, whereas the share of the University Grants Commission in many cases was not made available to the university in time. As a matter of fact, large amounts of arrear grant are still to be paid by the University Grants Commission to the university towards their matching share of expenditure on account of some Second Plan schemes. In view of this, it will not be convenient to place the State share at the disposal of the University Grants Commission for being reallocated to the University.

### **Punjab**

Since this question was left for the State Governments and the University Grants Commission, no comments can be offered at this stage. Necessary comments can only be offered when a reference from the University Grants Commission is received.

### **Rajasthan**

No action is to be taken by the State Government.



**Uttar Pradesh**

The provision made for the educational development schemes of the State Third Five Year Plan for the university education have been intimated to the University Grants Commission and they have been requested to approve the new items to that extent only.

**West Bengal**

It has been agreed after necessary discussion with the University Grants Commission that the State Government's share towards University Grants Commission scheme would be released directly by the State Government.

**Supplementary Item : Adoption of International form of numerals (Indian) for all purposes.**

*Recommendation*

The Board decided that the international form of Indian numerals should be adopted for all educational purposes.

*Action taken***Andhra Pradesh**

The international form of numeral is being adopted for all educational purposes in the State and the regional language numerals are not used.

**Gujarat**

Question will be considered at the time of introduction of new textbooks. Nothing is possible at this stage.

**Kerala**

This is what is being followed in this State.

**Punjab**

This is already being done.

**Rajasthan**

Action is to be taken to implement the recommendation.

**Tripura**

We agree with the views on the adoption of international form of Indian numerals.

## APPENDIX M

### ***Supplementary Item: Preliminary report of the Emotional Integration Committee.***

*(Ministry of Education)*

When the Emotional Integration Committee was set up at the end of May 1961, the Education Minister had expressed the view that the Committee might consider presenting a preliminary report to the Ministry. The first meeting of the Committee originally scheduled for June, could be held only on July 10, 1961. At this meeting, a Working Paper prepared for the Committee's consideration was discussed, and it was agreed that a general questionnaire be issued to all the vice-chancellors, principals of colleges, heads of schools, the D.P.Is. and the Directors of Education, and other education officials. Over 9,000 copies of the questionnaire were issued and in addition, copies were sent on request to members of the public who expressed an interest in the Committee's work and to members of our Missions abroad. Replies from over 1,000 people have been received and analysed.

A questionnaire on textbooks was also issued to the various State Governments. Several States have sent their replies; replies from others are expected shortly. The Committee set up a sub-committee to go into the content analysis of textbooks in the social studies and languages. Since a complete content analysis of all the textbooks would have meant a mammoth study and, therefore, impractical of completion within the limited time at the disposal of the Committee, it was decided to conduct a sample analysis. The Secretary of the Committee has so far visited eight States and met the State Education officials and several heads of schools and training colleges, and textbooks have been made available to the Committee for the sample survey which is under way.

A second Working Paper was discussed by the Committee at its meeting on August 19 and 20. It was decided to present by November a brief Preliminary Report to the Ministry of Education embodying certain suggestions for immediate implementation in the next academic year so that it may be placed before the Central Advisory Board of Education at its next meeting in January 1962. The Preliminary Report has been written after due examination of the views expressed in the answers to the general questionnaire and after considering the evidence tendered by some eminent persons who were good enough to respond to our invitation and give us the benefit of their views on the very important problems facing the country today.

The Committee would here like to reiterate what the Prime Minister said at the National Integration Conference held at the end of September, 1961: "All over the world we see strange things happening and there are not many countries which can be considered to have

real stability. . . In spite of our failings and weaknesses and difficulties, we are a stable country going ahead, which can compare very favourably with any other country. But the fact also remains that the problems before us are of a giant stature. . . I have no doubt that we have the capacity to solve them. . . Essentially, these big problems have to be approached logically, reasonably and as a matter of faith in ourselves, faith in our people, faith in our capacity to work together." The Conference had also stressed that fact—and with this the Committee is in complete agreement—that the importance of education in fostering national unity could not be minimised. Education properly oriented can prove the greatest cohesive force in the country.

When submitting our main report which we hope to do in the next few months, the various problems confronting the country and schemes for the promotion of emotional integration will be dealt with in greater detail. The present report contains suggestions for immediate implementation. In making these suggestions the Committee would like to stress the composite structure of Indian culture and the need to preserve unity in diversity by cherishing and respecting equally the various cultural strands which enrich Indian civilisation.

### Recommendations

1. (a) The Third Five Year Plan envisages the provision of universal primary education. Such an extension of educational facilities would go some distance towards removing traditional disabilities of large sections of our people. The situation as it is emerging requires a review of the existing policies of assisting the socially handicapped.

As far as the Scheduled Castes and Scheduled Tribes are concerned they possess certain constitutional safeguards. These will continue for a decade, and their position will then be reviewed by competent authorities in the light of the results achieved.

(b) There are also other sections of people who suffer from social disabilities. It is not only necessary to provide wider educational facilities for students from these sections but to devote special attention to them. Measures must be taken to attract them to schools and improve the level of their education so that they can compete on less unequal terms with the advanced members of our society. For such students, it is essential to have a better teacher-pupil ratio, and for such teachers, better training and remuneration should be provided. The extra expenditure incurred in this connection, in the opinion of the Committee, is perfectly justified.

(c) In regard to admissions to educational institutions and the award of scholarships and fellowships, national integration will be furthered if these are decided on the basis of means and merit. In considering means, not only the income, but the educational and social background of the parents need to be taken into account. Such criteria which are essentially social and economic, will be far more relevant to our secular, democratic State than any based on caste and religion. The Committee is firmly of the opinion that together with determined efforts to assist in an

effective manner the socially handicapped, we should move towards the adoption of criteria that are free from the age-old divisive characteristics of our society.

(d) Hostels should not be set aside for any one community or group. They should be open to all and mixing should be encouraged. It is repugnant to the spirit of the Constitution and national unity to encourage separatism in academic institutions. Recognition should not be given to institutions where divisive tendencies are encouraged. However, in those cases where institutions are maintained by trusts or donors, every effort should be made to persuade trustees and donors to open them to all communities. They should also be advised to get the trust deeds or gift deeds suitably changed through the appropriate court.

(e) Application forms for admissions to schools and colleges, other educational institutions and hostels, for recruitment to the various services and for scholarships should not contain any column seeking information regarding an applicant's caste or religion.

(f) Domiciliary restrictions in regard to migration of students at school and college levels should be removed and every State should freely admit to its educational institutions students from other States, particularly at the university level.

2. (a) The Committee is in agreement with the importance assigned to education by the National Integration Conference recently and it further broadly endorses the recommendation made by the Conference in this behalf.

(b) The committee agrees with the Chief Ministers' Conference that the linguistic minorities are entitled to get instruction in their mother-tongue at the primary stage of education. Effective steps should be taken to implement this principle not only in the letter but also in the spirit.

(c) At the secondary stage, the medium of instruction will generally be the regional language or where certain circumstances prevail, another language mentioned in the Eighth Schedule of the Constitution, or English.

(d) The Committee endorses three-language formula recommended by the Chief Ministers' Conference. The Committee regrets to note that the three-language formula has been misapplied in various ways by certain States. The variations result in either the three-language formula in practice operating as a two-language formula or in ignoring the need to study the two link languages, Hindi and English. The formula should be clearly understood to mean that all students beyond the primary stage must learn both Hindi and English. Primary education will be in the mother-tongue, secondary education will be in the regional language or in the mother-tongue in the case of linguistic minorities provided (i) the mother-tongue is one of the languages of the Eighth

Schedule, and (ii) students in sufficient number are available who desire education in such a language. A further variation that will have to be allowed is the use of English or Hindi as the medium of instruction in selected secondary schools provided that the other language, Hindi or English as the case may be, and the regional language are also added. At the university level, if the medium of instruction is the regional language, Hindi and English will be added as separate languages for study. It urges that not only should the formula be implemented forthwith but the opportunity be availed of in the Hindi speaking regions to teach one of the South Indian languages as a reciprocal gesture to the need for learning Hindi in South India.

(e) The Committee recognises the need for strengthening the link for inter-State communication as also for developing another link for contact with the international world and with advances in sciences and technology. To this end, the Committee recommends that the study of Hindi and English should commence in the school at an early stage.

(f) As regards the medium for university education, the Committee feels that the regional languages are bound to replace English as the medium of instruction over a period of time. The Committee is strongly of the view that such a change-over must be accompanied by the strengthening of the link of inter-State communication and for this purpose Hindi must continue to be taught as a second language as in the secondary stage of education where necessary and, further that English will continue to be studied not only as an important language but as the medium of communication with the world and a source of enrichment for all our languages.

(g) The Committee is of the opinion that where schools and colleges using minority languages cannot be affiliated to universities or boards within the State they may be affiliated to universities or boards outside the State. Existing affiliations may continue.

(h) The Committee recommends that research should be undertaken on graded and basic vocabularies in the various Indian languages, to facilitate the implementation of the three-language formula and in view also of the fact that it is likely that the regional languages will ultimately be used for university education. The common Indian language which will ultimately take the place of English as a means of inter-State communication should also have its vocabulary enriched and strengthened, and its alphabet simplified. For this purpose, the vocabulary should be drawn from all the living languages of India and "from the forms, style and expressions used in Hindustani and other languages of India", as laid down in Article 351 of the Constitution. The need, therefore, for an All India Research Centre in Indian languages is, in the opinion of the Committee, imperative.

3. The Committee does not propose in this Preliminary Report to take up the question of textbooks and the many problems that they present, as they will be dealt with more fully in the main report. It however, makes the following recommendations for immediate implementation:

**(a) Scholarships and Fellowships**

Scholarships and fellowships for specialised training abroad in textbook writing, production and illustration should be instituted on a priority basis in view of the urgent need for trained personnel in these two fields. Assistance from Unesco may be obtained where necessary in getting the trainees/fellows suitable placed.

**(b) World Seminar on Textbooks**

To ensure that the country's problems in regard to textbook publication are not studied in isolation, the Committee recommends the convening of a World Seminar on school textbooks and supplementary readers, with India as the venue, in October 1962 as part of the U.N. Day programme. Such a Seminar would help teachers and educationists, textbook writers and publishers in India to profit from the experience of other countries.

**(c) All India Seminar on Textbooks**

The Committee recommends that before the World Seminar, an All India Seminar on Textbooks, with particular reference to the teaching of social studies and languages, should also be held.

**(d) World Exhibition of Textbooks**

A World Exhibition of Textbooks could also be usefully organised during the Seminar week and the books in question would form a useful addition to the Central Textbooks Bureau, of textbooks used all over the world.

4. The Committee feels that there are certain measures of a more or less ceremonial nature which have a great influence on the moulding of character in young children. They help to create a group-consciousness sensitive to stimuli. With this end in view, the following are suggested :

**(a) The School Uniform**

The Committee considers it necessary to have a common uniform in schools. It is possible that a large number of students may find it difficult to meet the cost, particularly where climatic conditions necessitate the use of two sets. However, the necessary money for these uniforms would have to be provided by the Government even though the whole cost need not fall on the exchequer. A substantial subsidy should be enough.

**(b) Daily Assembly**

It would be advisable to begin classes everyday with a gathering of all the students in the open air or the school hall depending on the season. After roll-call there should be a ten minute talk by the head of

the institution or a senior teacher. The talk need not be extempore but a striking excerpt from the lives and speeches of well known personalities—ancient or modern—could easily form an occasional feature of this morning assembly. Much depends, of course, on the standard of the talk and on a uniform excellence being maintained. A series of talks, either collections from great writers or speeches by distinguished Indians, could be made available in gramophone records or in print. Some schools perhaps already follow a similar method. It would be useful to extend it to schools all over the country and to see that a suitable collection of talks is put into a volume and made available to all schools. Audio-visual aids should also be used to help the teachers to equip themselves for these talks.

After the talks and before the children disperse, there should be a mass singing of the National Anthem. Children should not only know how to sing the National Anthem but they should also know all the verses of the Anthem and their meaning. Competent translations of the Anthem should be made in all the regional languages for this purpose. The story of the National Flag and the Anthem should be familiar to every child.

### (c) Terminal Gathering

The head of the institution should make it a point to have a gathering of students, teachers and parents twice a year at the beginning of each term where in addition to the brief resume of important events connected with the institution in the previous term and of activities which are planned for the current term, he should impress upon all students their responsibility to the school and to the country. At this terminal gathering students should repeat standing a pledge dedicating themselves to the service of their country and their countrymen. A draft of such a pledge in English is attached. Needless to say the effectiveness of the speech and of the pledge will depend on the general atmosphere which has been built up in the school and the solemnity preserved on the occasion.

### (d) Open-air Dramas

Integration through cultural activities is already being undertaken to some extent. One such activity that should be encouraged could take the form of open-air dramas. These are inexpensive and it should not be difficult for each school to have three or four such plays in a year. At least one play should be based upon a theme derived from the classics or from the history of ancient India and another could deal with some story from recent Indian history. A third could deal with a famous hero or heroine from the past not belonging to the region in which the institution is situated. In predominant Hindu areas, there should be some plays dealing with non-Hindu lives and *vice versa*.

### Students' exchanges and tours

Conducted tours of students from one State to another should be undertaken in increasing numbers and it is equally important to have

conducted tours for teachers. These inter-State visits, if properly organised, should do much to acquaint both teachers and children with different parts of our country. In this connection the Committee would like to emphasise that the Youth Hostel Movement needs to be taken up more seriously. A network of Youth Hostels should be set up by all the States in selected places.

The Committee also recommends the practice prevalent in countries abroad where students live *a pair*, i.e. a child from one part of the country spends some time with a child in another part of the country on a reciprocal basis and this helps to foster understanding between different regions. Language would, of course, present some difficulties, but these difficulties are not insurmountable.

#### (f) School Improvement

The Committee is of the opinion that when so much needs to be done to improve the quality and standard of our school buildings and campus, it would be very useful if every school and every institution could carry out a plan, however small it might be, in this regard. Activities not necessarily in the curriculum could be taken up so that children could contribute in their own small way to the growth of the school. This would not only increase their pride in and loyalty to the school but would also help in improving the school for future students. All encouragement should be given to them to undertake campus activities in their own areas.

5. (a) The Committee does not propose at this stage to go into detailed recommendations regarding the curriculum but would recommend that the study of history and geography needs to be made compulsory in every school, having regard to the importance of these subjects as fields of study where emotional integration can be fostered. Equally important is the need to teach children about India's developmental projects not on a regional but on an all-India basis.

(b) The Committee is of the view that the keystone of any educational structure is the teacher and the training colleges have a vital role to play in preparing teachers for the task of teaching subjects in such a way that the essential unity of the country is woven into the very fabric of the child's personality. Immediate steps should therefore, be taken to have handbooks prepared for the teaching of social studies and languages, with a view to fostering national unity. The teacher should always bear in mind that education should enable a child not only to develop his abilities and individual judgment but also his sense of moral and social responsibility. It should provide for the harmonious development of his personality by providing for his intellectual, moral, social and aesthetic needs. It should prepare him for good citizenship, for loyalty and service to the country and its traditions and culture. Handbooks should be prepared for the use of every primary and secondary school teacher with these objectives in view, containing suggestions for organising activities in all schools on a planned basis, for fostering national unity. These handbooks should form an essential part of the equipment of every teacher who should apply and adapt these suggestions to suit the special conditions of the school in which he works.



6. The institution of an All India award for the best general essay in each State from high school and college students, on any other State in India, its climate, the characteristics of its people, social customs, Plan projects and so on is desirable. The essay need not be erudite but should show adequate knowledge well presented. The winner of each award may be given a free all India tour. (Perhaps the Ministry of Transport and the Railways can help in this connection by providing free travel and free accommodation).

In conclusion the Committee would like to emphasise that programmes undertaken for the promotion of emotional integration in schools and colleges would have at best a limited effect unless they have the full co-operation of the community for their implementation.

A summary of the recommendations is given below:

- (1) Admissions to schools, colleges and other educational institutions should be on the basis of means and merit and not on a communal or caste basis.
- (2) Recognition should not be given to institutions where divisive tendencies are encouraged.
- (3) Freeships and scholarships should be awarded only on the basis of means and merit.
- (4) Domiciliary restrictions in regard to migration of students between one State and other should be removed.
- (5) The three language formula should be effectively implemented.
- (6) The study of Hindi and English should commence at a very early stage in the school.
- (7) Research in Indian languages with special reference to vocabularies should be undertaken.
- (8) Scholarships and fellowships should be awarded for specialised training in textbook writing, production and illustration.
- (9) A World Seminar and World Exhibition of textbooks should be held in 1962 to be preceded by an All India Seminar on textbooks.
- (10) A common uniform should be introduced in all the schools in the country.
- (11) There should be a daily 10 minutes talk in the school assembly and daily singing of the National Anthem.
- (12) Terminal gatherings should be held twice a year at which students should take a pledge dedicating themselves to the service of their country and countrymen.
- (13) Open-air dramas should be encouraged.
- (14) Student exchanges and tours should be a regular feature of the school programme.

- (15) The Youth Hostel movement needs to be taken up seriously. Youth Hostels should be set up by all the States at select places.
- (16) The teaching of History and Geography and India's developmental projects should be made compulsory.
- (17) Suitable handbooks for teachers in the social studies and languages should be published.
- (18) An annual All India award for the best general essay on different States in India should be instituted.

The Committee recommends that these suggestions may be put into effect by the Central and State Governments from the next academic session.

Sd: Dr. Sampurnanand  
 Sd: Shrimati Indira Gandhi  
 Sd: Prof. T. M. Advani  
 Sd: Prof. Hiren Mukerjee  
 Sd: Shri M. Henry Samuel  
 Sd: Prof. M. N. Srinivas  
 Sd: Bhai Jodh Singh  
 Sd: Shri A. E. T. Barrow  
 Sd: Shri Asoka Mehta  
 Sd: Shri A. A. A. Fyzee  
 Sd: Dr. B. S. Haikerwal  
 Sd: Shri K. Kuruvila Jacob

**NEW DELHI**  
**NOVEMBER 17, 1961**

· P L E D G E

India is my country, all Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.



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