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COMMITTEE 'E'
ON
DRAFT FOURTH-FIVE YEAR PLAN
(Education and Manpower Planning)

SYNOPSIS OF PROCEEDINGS



LOK SABHA SECRETARIAT

NEW DELHI

January, 1967

Price 75 P.

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N. C. CHATTERJEE,
Chairman, Plan Committee 'E'

D. O. No. 10-PC/66.
P. 514, RAJA BASANT ROY ROAD,
CALCUTTA-29.

Dated the 31st January, 1967.

Dear Mr. Speaker,

I have pleasure in presenting to you herewith the Synopsis of Proceedings of the Committee 'E', constituted by you, to consider Education and Manpower Planning relating to the Draft Outline of the Fourth Five Year Plan.

As the Session will commence on the 13th March, 1967, you may like to order the publication and circulation of this Synopsis before it is presented to both the Houses under Rule 280 of the Rules of Procedure and Conduct of Business in the Lok Sabha. This will enable the Planning Commission to make suitable use of various suggestions and views expressed by Members of the Committee in the finalisation of the Fourth Five Year Plan.

With regards,

Yours sincerely,
Sd/- N. C. CHATTERJEE.

To

Sardar Hukam Singh,
Speaker, Lok Sabha.

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(EDUCATION AND MANPOWER PLANNING)

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54. Shri Tarkeshwar Pande
55. Dr. Shrimati Phulrenu Guba
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|-----------------------------------|-----------------------------|
| 57. Shri V. C. Kesava Rao | 61. Shri S. Supakar |
| 58. Shrimati Shakuntala Paranjpye | 62. Shri N. R. M. Swamy |
| 59. Shrimati Shyam Kumari Khan | 63. Shrimati Usha Barthakur |
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LOK SABHA SECRETARIAT

Shri R. P. Kaushik, *Deputy Secretary.*

Shri M. S. Sundaresan, *Under Secretary.*

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I

First Sitting

(25th November, 1966—9.00 hrs. to 10.55 hrs.)

At the outset the Chairman pointed out that while going through the material furnished to the Committee by the Planning Commission on Education and Manpower Planning, he had come across certain statements which required consideration by the Committee. First, it was claimed that both from the point of view of outlay and physical targets the progress in the third plan had been satisfactory. There might be difference of opinion regarding that statement. Secondly, the overall plan outlay of Rs. 560 crores in the Third Plan for Education was likely to be fully spent and the physical targets practically at all the stages of education were likely to be exceeded. However, that rapid expansion had outstripped the resources of trained teachers, buildings and equipment. It had not been possible to provide sufficient scholarships. The maladjustment between the education system and the socio-economic needs of the country's developing economy had further increased. A result of that had been the increase in the number of educated unemployed side by side with the shortages of trained personnel. Another aspect which had caused concern was the heavy wastage at practically all stages of education which was continuing at a very high level.

Achievements of Third Plan.

All those problems had to be tackled. The Fourth Plan had attempted to face three major issues which were:

Objectives in the Fourth Plan.

- (i) removal of deficiencies in the educational system and linking it more effectively with the increasing demand of social and economic development;
- (ii) improvement in the quality of instruction at all stages; and
- (iii) extension of facilities for education in response to the social urges and economic needs of the country.

At the elementary stage, the main stress would have to be laid on free and universal primary education, elimina-

tion of wastage and work orientation. At the secondary stage, provision would have to be made for vocational education of a terminal character and special attention would have to be given to the teaching of sciences. At the post-matriculation stage, emphasis would have to be laid on vocational, technical and professional education, extension of facilities for teaching of sciences and post-graduate teaching and research work. Other programmes which would have to receive attention were adult education, production of text-books, loan scholarships and development of Indian languages. The Committee might like to discuss elementary education, secondary education, university education, teachers' education and other things.

The Chairman then made a brief reference to the relevant Chapter which the Committee might discuss in a general manner. The discussion then commenced.

Maladjustment between education and its needs.

Shri S. N. Chaturvedi: The main problem of maladjustment was one which needed attention. The educational system existing then was divorced from the needs of the society. While on the one hand, there were more of educated unemployed people, on the other hand, suitable persons were not found even for those jobs which did not require very high-class specialised training. For example, in the educational institutions, there was dearth of good teachers inspite of the fact that a number of graduates were knocking about from door to door. For science teaching, it was almost impossible to find teachers in the intermediate schools. There were no trained teachers even for Arts courses. All that indicated that money spent on Education had neither relieved unemployment to any appreciable degree nor improved the quality of personnel required for increasing productivity. That aspect had to be looked into. The Education Commission had also recommended that Education must be linked up with the economic and social needs.

The standard of education should not deteriorate further as a result of the expansion programme. There was bound to be some deterioration of standards in expansion, particularly, at the higher stages of education but it was incomprehensible to see of that situation in ordinary education.

Deterioration in standard of English.

In olden days there used to be conventional schools, where the medium of instruction was in the regional languages. The boys passing out of the 8th class did not know

much of English, but their standard in other subjects like History, Geography and Mathematics was as high as that of 10th class in English schools. With that much proficiency, they could take up any job which did not require knowledge of English. Had they imparted some agricultural education at that stage, it would have served them well in their profession. In the U.P., those conventional schools had been abolished and brought on par with other schools where English was taught from the 6th standard. There had been another disadvantage. To know English there should be 8 years of schooling. With 4 or 5 years of English education nothing could be learnt. Along with that their standard in other subjects had also come down. As a result of that the standard of boys passing out of the higher secondary examinations was hardly as good as the old matriculate boys.

It was desirable that from sixth to tenth standards, education should have some link with the rural needs. Otherwise the boys passing out of the matriculation examination would be completely divorced from agriculture. They would consider it below their dignity to participate effectively in agriculture.

As regards quality, that had to be reconciled with the needs of the unemployed on the one hand and productivity on the other. With the improvement in quality, productivity could certainly be increased. But that would assure employment only to those who could fit in where they were needed. So far as other aspect of unemployment was concerned, the industry should be reoriented and more attention should be given to cottage and small-scale industry.

There should be some selective process at some stage or other to make education more purposeful and useful. Others should not be denied of opportunities for higher education. They could take to correspondence courses and make a mark if they had talents. But for their sake, the quality of education should not be allowed to deteriorate at other levels.

Dr. Rao had mentioned the previous day that all plans were based on improvement of human resources, mostly illiterate people, who knew nothing about increased production and scientific methods. Certain knowledge was

Link of education with rural needs.

Quality vs productivity.

Selective process in higher education.

Good knowledge of three RS.

given to them at the elementary stage instead of imparting good knowledge of three RS. as was done in olden days.

Mr. Chairman: Regarding elementary education the target laid was 180 lakhs additional children between 6-10-11 years; 80 lakhs additional children between 11-14. The idea was to increase the percentage of school-going children to 92 between 6 and 11; and to 47 between 11 and 14. It was a terrific problem.

Teachers remuneration at the elementary stage.

Shri S. N. Chaturvedi: No doubt it was a terrific problem. Why was there such a large number of educated unemployed? At the higher level, there might be shortage of teachers resulting in deterioration of quality but that should not arise at least in elementary schools, where it might be due to payment of low salaries. It appeared that more attention was being given to superstructure while neglecting the foundation. If education was to improve at the elementary stage, good teachers should be recruited by proper selection and assuring them a minimum remuneration of Rs. 100 a month.

Status of teachers.

In the olden days nobody complained about the standard of teachers and there was no dearth of them. That was because he had a certain status in society. That had been gradually eroded and he had been brought to the level of a peon, probably, even worse. In fact, they had become pawns in the political game of the local authorities.

Untrained graduates and matriculates.

He was himself connected with Agra Corporation. He was often told by local self-government authorities that all teachers were required to be trained. If graduates were trained, they would not stick to the profession and go away after some time. That was the reason why they were giving preference to untrained non-graduates and matriculates. Even in urban areas where graduates and sometimes post-graduates were available, preference was given to non-graduates and matriculates. He strongly felt that education must be taken away from the hands of local authorities.

Handicap in girls education.

As regards girls' education, difficulties arose because of the unfavourable conditions of service of the lady teachers. It should be possible to find one or two lady teachers in a village who could be trained up. But when they were

brought under the discipline of the department, they became liable to be transferred from one place to another and that was why the problem of residential accommodation arose.

So far as girls' education was concerned, an incident might be cited to illustrate the point. When a Deputy Inspector of Schools visited a village, the girls there insisted upon his visiting their school also. It was not his job as it came within the purview of the concerned Deputy Inspector of schools. The girls wanted him to ask the lady teacher to read a particular book. It was found that she could not read a book which she was expected to teach.

Mr. Chairman: The Planners had stated that in order to narrow the gap further, programmes for accelerating girls' education at the school stage were being intensified. That included provision of teachers' quarters, special allowance for women teachers serving in rural areas, and building up a cadre of teachers from among adult women, through the provision of condensed courses to upgrade their qualifications etc.

Dr. V. K. R. V. Rao (Member, Planning Commission): Condensed courses were not separate courses. The number of girls coming out after 8th class was considerable and many of them got married immediately after that, but many of them stayed in rural areas. In order to get more women teachers, it was proposed to bring those girls upto the required standard by imparting a condensed course which might facilitate their absorption as teachers. That did not imply any difference between girls' and boys' education.

Condensed Course for lady teachers.

Shrimati Shyam Kumari Khan: There was only one condensed course in U.P. even upto matriculation stage.

Dr. (Smt.) Phulrenu Guha: In West Bengal, most of the condensed course was upto the school final stage.

Shri S. N. Chaturvedi: If the local girls were trained in that course and were made to work in the same area without bringing them under the discipline of the department, it would be possible to get more teachers of good quality. If they were brought under the educational service of the State or the local authority, then all other difficulties would arise with the result that they would find it difficult to adjust themselves to the new social environment.

Service of lady teachers not to be brought under local authorities.

Mr. Chairman: The six States which were relatively backward in the matter of elementary education were Jammu and Kashmir, U.P., Bihar, Orissa, Madhya Pradesh and Rajasthan.

Dr. V. K. R. V. Rao: The State Government did not want to give priority to Education, as could be seen from the Fourth Plan proposals.

Mr. Chairman: The Planners wanted to cover 100 lakh additional children for mid-day meals.

Dr. (Smt.) Phulrenu Guha: Mid-day meals upto which class?

Shri V. K. R. V. Rao: Only primary school children.

Mr. Chairman: The allocation for mid-day meals was to be about 14 crores.

Mid-day
meals in
Schools.

Dr. V. K. R. V. Rao: The programme was financed in three, or four ways. Madras was the most eminent State as far as mid-day meals were concerned; practically, the bulk of the children were covered by that scheme. The composition of mid-day meal was rice, sambhar and vegetables. In this, 4 or 5 paise—a major contribution—came from local communities; 3 paise from CARE which was an international organisation. The balance was shared between the Central and the State Governments. That programme was very successful in Madras State. It was being taken up in other States. In many other States the programme was financed exclusively by the international organisation, CARE and there was no local or State contribution. The meals were prepared by one of the teachers from the school.

Mr. Chairman: The target for enrolment of additional children in the age group of 6—11, was 18 million. That came to about 22 per cent or so. It was a huge task. What about teaching of sciences in the U.P.?

Science
teachers.

Shri S. N. Chaturvedi: First of all, properly qualified science teachers for Physics and, to some extent, for Chemistry were not available. A person with M.Sc in Physics

stof

all, properly

could very easily get a job in anyone of the laboratories. In rural areas it was still worse. In the U.P., condensed course had been provided for the science teachers so that fresh B.Sc.s after undergoing that course could take intermediate classes.

On the question of scientific and technical education, it was desirable to improve their quality rather than going in for more number of universities. By raising a particular institution to the level of a University, the standards might not automatically improve. Quality of scientific education.

Dr. (Smt.) Phulrenu Guha: In Cooch Bihar there were good laboratories but there was a great dearth of science teachers, particularly, in Physics and Chemistry. Dearth of teachers.

There was a general shortage of lady teachers in villages and no arrangement had been made to train them up. If they received their training in big towns, they did not like to go back to villages. There should be institutions in rural areas where girls from a group of about 30 villages might come and study. Training institutions for girls in rural areas.

As regards vocational training in polytechnics, students passing out of Industrial Institutes at the age of 16 or 17, remained unemployed for one or two years, resulting in wastage of trained manpower. Technical unemployed persons.

Dr. V. K. R. V. Rao: There was no unemployment at all among the ITI trained people.

Smt. Jyotsna Chanda: In Assam some ITI trained boys after passing the examination did not get any employment.

Shri Tarlok Singh (Member, Planning Commission): There were about 36,000 persons who had completed their course in the Industrial Training Institutes and registered themselves with the Employment Exchanges for jobs.

Smt. Jyotsna Chanda: As regards scholarships in Assam, they did not reach the beneficiaries in time. As a result of delay, the scholars could not utilise the amount for timely purchase of books, equipment etc. The purpose for which scholarships were given was thus defeated. Scholarships.

Mr. Chairman: It was the duty of the Education Department and Education Ministry to see that the amount of scholarship reached the students in time.

Shri Bakar Ali Mirza: A lump sum amount should be left with the heads of educational institutions for giving scholarships. The actual award of scholarships should be accounted for later on.

Shri N. R. M. Swamy: In Madras, applications for scholarships were invited just round about June or July. It took a lot of time to get them processed in the Education Department which was done some time in December-January. By March or April they passed orders. In doing so, they took their own time. By that time, the students would have already left the college. In the meantime, they were forced to borrow money from money lenders at high rates of interest. When they got the scholarship later in the year, they had to repay the loans together with interest. The Planning Commission should therefore give some thought to that problem with a view to removing that difficulty.

Mr. Chairman: It was a matter of planning affecting the educational set-up. The particular State Education Department should look into that matter. Otherwise, the scholarships would be absolutely ineffective.

He understood that the Centre had decided to sanction those scholarships in advance and the money was to be remitted to the States in time.

Higher
education
in agricul-
ture.

Smt. Jyotsna Chanda: About agricultural education, the economic condition of the boys passing out of the Multi-purpose High Schools was such that they had no money to prosecute further studies in agriculture. Further there was only one agricultural college in Assam with the result that they had to go for general education, which was a loss to them.

Technical
persons
on non-
technical
jobs.

Shri S. N. Chaturvedi: Quite a number of technically trained persons had been employed on non-technical jobs.

Among the Science Graduates, Post-graduates, and engineering and technical diploma holders, the percentage of non-technical job holders and unemployed was 16.77 and 39.6 and 16.3, 2.8 and 3.7 respectively. Among the medical graduates, the percentage of unemployed was 6.6. The complaint was that, generally, the administrative jobs carried almost double the salaries besides providing higher status. A number of technical and engineering graduates were attracted to such jobs and all money spent on their specialised training became a waste.

Shri Gajraj Singh Rao: The Plan had not proved effective all those years. The basic idea that India was a country of villages had never been taken into consideration. They had been copying other industrialised countries, without taking into account the conditions obtaining in the country. With self-help, people had built 1200 primary schools, 59 high schools and hundreds of miles of road. All those things could not be done even with several Plans.

Ineffective
Plans.

There was erosion of land and scarcity of water. Even in Delhi, half the number of villages in Najafgarh area were flooded. Formerly, 98 Bandhs and embankments were built and the whole waste land area was irrigated without incurring any expenditure from the government account. The rural uplift work which was planned through voluntary labour could be done in a better manner than through the community development organisation.

In rural uplift, the work began in Gurgaon district during the British days under Mr. F. L. Brain, who did it very enthusiastically. Unfortunately it was not appreciated at that time. As compared to that, the work performed by Block Development Officers was not satisfactory. The Plan should be biased in favour of the villages. Unless there was prosperity in the villages, the towns or cities, could not prosper.

Rural
Uplift.

In Faridabad, the best lands where tamarind, mendhi was grown, had been taken away by factories. They purchased land at 4 annas per sq. yard and sold most of it at Rs. 40 or Rs. 50 per sq. yard. They smuggled components of manufacturing plants from foreign countries and assembled there for setting up those factories.

Misuse of
Agricultural
lands
for setting up
industries.

Procurement of good seed.

For the purpose of procurement of good seed—the Mexican seed or any other good variety—they were asked to go from one office to the other without any result.

Training for tractor repairs.

If a tractor was to be repaired—be it major or minor—it had to be taken to a distance of 50 or 100 miles requiring expenditure of hundreds of rupees. It should be the policy of Government to train the non-agriculturists who might attend to all such minor repairs.

Migration of people to towns.

Education should be imparted in such a manner that the person should like to work in villages. The educated persons were all migrating to big towns, as a result of which there was increase in population and unemployment there.

Education must have a technical bias. Persons with technical qualifications should be induced to remain in villages for taking up developmental work. The Planning Commission should provide adequate funds for setting up technical and professional schools and the States should carry out the schemes. Sufficient amounts should also be provided for rural development and production of more food.

Basic Vs. other forms of schools.

Shrimati Jyotsna Chanda: The object or the need to have basic schools side by side with other forms of schools was not a healthy thing for the community itself.

Position of teachers.

There was dearth of science teachers in Assam. In the district of Cachar, many of the trained lady teachers for the elementary schools were paid low salaries. That should be looked into.

Education according to areas.

Shrimati Shyam Kumari Khan: India was mostly a rural country and as such education should be according to the area. The child must fit into it. That was necessary because education was foreign to the soil. Those who were very highly educated, did not feel keen to develop the rural areas which should be avoided. If one kind of schools were to be imposed all over the country, that might not succeed as different areas had different problems.

Education up to the secondary stage should be compulsory. The set up of the family and their surroundings should be taken into account while imparting education to the students. The child must ultimately be useful in the agricultural field if he belonged to an agricultural area.

The university education must be job oriented. It should not be of a type which would aggravate unemployment problem. It was necessary, therefore, to create employment agencies side by side with the increase in the number of technical and secondary schools. The Government and the private people should be compelled to employ from those agencies as was the case in the Western countries.

University
education
job orient-
ed.

There were women workers in the rural and urban areas. There was difficulty of their being secure in the rural areas. Hence proper housing accommodation should be provided for them. Otherwise they had to remain at the mercy of some prominent men of the village.

Accommo-
dation for
women in
rural
areas.

There should be conscription of all educated people such as wives of officers and of subordinates, in the rural areas who were doing nothing. If some agency could be set up to extract from them at least one to two hours of work a day it would provide useful contribution to the national effort.

Conscrip-
tion of
educated
girls.

Some conditions should be laid down according to which science graduates among girls should put in a specific period of service so that their talents were not wasted and were utilised properly.

Dr. (Smt.) Phulrenu Guha: The need for giving part-time jobs for women should be emphasised.

Part time
jobs for
women.

Usually, women, on an average, were married at the age of 20 or 21. At the age of 30 or 32 they would like to have some job, but they could not take it up on account of age bar in the government service. If some suitable grades were created for them, the government could recruit good number of them as teachers and workers in suitable fields where they would be properly fitted. This matter needed attention.

Age-bar
for women
in the
Govt.
Service.

Education in rural and urban areas.

As regards the primary and basic education, there was some feeling in the country, particularly in villages, that the city people were having the primary education which was different from the basic education given in villages. Whatever education was decided to be given, the standards and syllabi should be the same.

Unemployed Engineers.

In West Bengal, the engineering students used to receive offers of employment one or two years before they appeared at their degree examinations. During the previous 2 years, they had not been getting employment even after passing from Sitapur, Jadhavpur or even Kharagpur. They had to wait for many months to get employment. At the time of increasing the number of engineering colleges, the employment potential should be kept in view.

Shri Tarlok Singh: The Damodar Valley Corporation and a certain number of big projects were throwing out some of the engineers. That was perhaps coming in the way of new people getting suitable employment.

Present type of education.

Shrimati Shakuntala Paranjpye: The subjects were being increased in the primary schools. The standard of education had not been maintained. In the primary and elementary school the fundamental education in three R's was very necessary. The time spent on extra-curricular activity was out of proportion to the academic studies. The time spent on extra-curricular activity should be suitably controlled.

Working hours at elementary stage.

There should be, three-hours course for the elementary school so that one teacher could deal with two shifts. His pay should be doubled. In doing so, it would be possible to get services of good teachers for twice the number of children by having two shifts.

Manual work for Students.

In the schools and colleges from the very start, students should be encouraged to do such work like sweeping the school, cleaning the benches, etc. That would inculcate the dignity of labour right from the start among the children and the problem of student indiscipline, might be lessened to some extent. The question of providing part-time work to educated ladies should be pursued.

Shri Basanta Kumar Das: In West Bengal, side by side with the traditional type of primary schools, the basic schools also existed.

It was said that all the primary schools would be converted to basic type of schools. But, the difficulty was that the standard set forth for the basic schools was very hard to achieve. It was not known to what extent the execution of the plan was responsible for that. The cost of building for a basic school was formerly about Rs. 16,000. The school board or the Government was not able to provide such a large amount to start with. The equipments were also not there. It was difficult to start a basic school in any village. Of course, they were not spending that much on building and equipment. Since the basic type of schools had been accepted as a national policy, some care should be taken to see that primary schools were converted into basic schools as early as possible and the expenditure was cut down substantially.

Standard
of basic
schools.

He was not discussing the aims of basic education. He was only suggesting the introduction of some crafts for children in those schools so that the use of hands and the use of brain could be properly synchronised. Even for that purpose, the methods should be changed.

Regarding teachers in West Bengal, they were given a higher salary to basic trained teachers. They would prefer to serve the basic training schools because they would get Rs. 10 as extra allowance. But, after their training they were posted to other ordinary primary schools with the result that their training was not properly utilised. Hence the suggestion was that the type of basic schools should be changed and the training of the teachers should be properly utilised.

Regarding the quality of teaching, the standard of teaching had gone down. Many students in higher secondary classes did not know how to spell certain Bengali words properly. When the teachers were questioned about the low standards and large percentage of failures they attributed the reasons to the low standard of education given in primary schools. The same thing could be said about

Quality of
teaching.

high schools. If the very foundation was weak, it might not be possible to carry out such a big curricula. Before undertaking any expansion, that basic defect should be set right.

Mid-day meals. In some of the basic schools, mid-day meal had been introduced, but that was not going on well. A sum of 16 paise per head had been granted and in some schools with which he was connected they were trying to collect rice from the locality and students also would bring some rice from home. In spite of those arrangements, much headway could not be made.

Secondary schools. It had been rightly said that Secondary Schools were the proper place where boys and girls could be moulded into proper shape. There also they were not doing what they should normally do. In all districts of West Bengal, there was inspection staff—District Inspectors of Schools, who were district officers, in charge of inspection of high and higher secondary schools. In spite of them, they had very little time at their disposal to go into the question of making improvements in the standard of teaching and hold discussions on the educational problems of wider nature. They went to the schools, looked into the accounts and settled many internal disputes between the school committees, headmasters and the teachers. The teachers were not getting any guidance from them, although it was expected of them to provide such guidance in order to improve the standard of education. At least some criticism would be helpful in improving the standard of education.

Agricultural education. Education was diversified after Class VIII. The Education Commission was in favour of 10 years course and after Xth class there might be diversification. Whether the diversification was after the VIII class or Xth Class, so far as his district was concerned those who were doing agriculture upto VIIIth class were neither useful to agriculture nor were able to prosecute their studies further as they could not get admission to Agriculture College which had only 100 seats for the first year class. That had resulted in frustration amongst them. In the whole State there was only one college. There were agricultural schools.

Dr. V. K. R. V. Rao: There was an agricultural University at Kalyani.

Shri Basanta Kumar Das: In Viswabharati also there was an agricultural college. In the Calcutta University there was a full-fledged agriculture department for post-graduate studies.

Dr. V. K. R. V. Rao: He would take up that question.

Shri Basanta Kumar Das: In his district there was an integrated course for agriculture, which had been abolished. After passing the higher secondary course, the students had to go only to graduate course—B-Sc (Agri) Degree. There was only one college in addition to that in Viswabharati. It was not that everyone should get admission for degree course, but at least some should get it.

In his place, there was another craft school. The State Government had prescribed VIIIth Class as the minimum standard for admission into the craft schools under the Industries Department. There, they were not getting students, even after VIth class. The students would not come to that craft school as they had become so much sophisticated that they did not want any craft training. Craft Schools.

Those who had come to the craft school and passed out from there were earning 75 to 90 rupees a month. He thought that if there was vocational training at the higher secondary school stage, as the terminal point, then it would be successful.

When they had started co-education in their schools, they could not afford to have separate schools for the girls in every village. They were having higher secondary schools for girls in villages but generally what happened was that after Class VIII, sufficient number of girls were not found for a separate higher secondary school. There were also some difficulties in getting teachers and providing hostel and residential accommodation for them. No doubt the State Government was giving attention for their accommodation but, there was difficulty about hostel accommodation for girls. That was the reason why they were having co-education from IX to XI. Co-education in schools.

Dr. V. K. R. V. Rao: I think special grants ranging from 75 to 80 per cent had been given. Quite a substantial grant had been given for construction of girls' hostels.

**Common
Room for
girls.**

Shrimati Jyotsna Chanda: There was no common room provided for girls in the schools in the village where co-education existed. That should be provided.

Dr. V. K. R. V. Rao: Sometimes even in colleges, there was no common room for girls. A common room for girls was absolutely necessary.

He had himself seen some of the colleges many years ago. He had seen a very good number of staff members making use of the common room. Lady teachers and professors too made use of that room. But, after some years, there was a visible deterioration of making use of that common room by them. It was desirable to have a common room from every point of view.

II

Second Sitting

(3rd December, 1966 : 15.00—16.00 hrs.)

Shri P. R. Chakraverti in the Chair.

Shri B. K. Das (Contd.): As far as possible there should be some terminal status in secondary education so that the boys who came out of the secondary schools might find employment opportunities and might be useful citizens, if they could not go in for university education. The Education Commission had given directions in many respects but not about agriculture-oriented curricula.

The curricula applicable to the secondary schools was quite heavy. The teachers were attributing the fall in standard due to this heavy curricula. When that matter was discussed with the State Governments, it was stated that the experts in the subjects had produced that curriculum after great deal of thought. The Government had considered that aspect and found it to be necessary and workable. He did not think that the school curriculum was a practical proposition. There had been expansion, in many ways, in different branches of education, but the standards had remained very poor. Some attention should be given to those aspects.

Standard of Education with reference to curricula in secondary schools.

According to the scheme for award of Scholarships to Scheduled Castes and Scheduled Tribes, every student was helped with a regular scholarship at the post-matric or post-secondary education stage. At the primary and secondary stages a very few of them were being helped. Although the primary education was free, poor and deserving students were very much handicapped on account of difficulties in getting books and other equipment. Merit scholarships had been found to be inadequate.

Scholarships.

Some scheme should be devised in every school to enable poor students to earn while they learn so that apart from stressing the importance of dignity of labour, they could meet the expenses towards payment of fees and purchase of books. So far, that aspect was not given proper attention.

'Earn while you learn' Facilities.

Student
and
teachers
unrest.

The student unrest prevailing then, was not so much in the South as it was in the northern and eastern States. Reasons for that malady were not known. Sometime back, there was also teachers' unrest in the eastern and northern States. Perhaps that might not be so much in rural areas as it was in urban areas. Consequent to that the schools in West Bengal had to be closed and the reasons for the students' unrest and indiscipline should be probed into.

Social
service
for
students.

Students could be fully engaged in many ways. In olden days all the initiative for the social service came either from the teachers or from local benevolent organisations like the Ramakrishna Mission. The students were always associated with them. That association was conducive to their moral as well as mental build up. A tendency had been subsequently developed to depend on the government initiative in every matter. That tendency should be done away with. Encouragement should be given to students doing manual labour either in their own field or in other constructive activities, by way of giving of prizes. There was also a campus scheme in which the students participated in developmental work. The Central Government gave assistance to that scheme. There was a scope for giving encouragement to that scheme in every school. He did not know whether advantage of that scheme was being derived by schools in sufficiently large number.

Pro-
gramme
for un-
employed
and
under-
employed.

Rural Works Programme was intended to help the unemployed and under-employed in rural areas. In the Third Plan provision of Rs. 150 crores was made. In the Fourth Plan only Rs. 4 crores had been made. The nature of training actually imparted in the rural training institutions was not known. Although there were Industrial Training Institutions in almost every district, some of them were not suitable for rural areas. Both types of training should be imparted in rural area so that whoever wanted to go to urban area should be free to do so. More attention should be paid to set up Industrial Training Institutes in rural areas so as to enable villagers to earn their livelihood. The trainees were not able to secure employment after completion of training. If there were labour cooperatives, that problem could be solved.

There were some village co-operatives, but they were facing very hard competition from contractors who had adequate manpower, experience and funds. It was almost impossible for the village co-operatives to compete with private contractors. Steps should be taken to give suitable encouragement to the labour cooperatives.

Labour
Co-operatives Vs.
Private
Contractors.

It was noticed that some of the labour co-operatives in West Bengal were interested in taking up contracts of big schemes only, involving rupees one lakh or more. From the point of view of full utilisation of labour, they should take up minor irrigation and some other development works in villages.

Shri P. R. Chakraverti: The Member, Planning Commission might be requested to pin point some of the important issues raised by the members of the Committee regarding Education and Manpower Planning.

Dr. V. K. R. V. Rao (Member, Planning Commission): Practically, the general principles of education underlined by the Education Commission were to be found in the Draft Outline of the Plan. More details would be given in the final document. The Planning Commission had maintained very close contact with the Education Commission when some of the important aspects of education were discussed. The difficulty was not so much in laying down broad principles how the system of education should be changed, but in implementing them. The main difficult problem was that of getting adequate resources.

Problem
of Re-
sources.

During the Fourth Plan, the Planning Commission was trying to reach 95 per cent enrolment of age group 6 and 11 in the entire country. In fact, the figures would show something like 105—110 per cent but that was due to the enrolment of children below the age of 6.

Enrolment
in pre-pri-
mary edu-
cation.

Special importance was being attached in the Plan to girls' education. That was a centrally sponsored scheme. Funds would be made available for their education. For the age group 6 and 11, it was a problem to ensure their regular attendance at the school as most of the parents took their assistance for household work. In Uttar Pradesh and Bihar, their number in the elementary classes was proportionately smaller than in other States. It was not

Girls'
education.

certain whether at the end of the Fourth Plan, all the girls of that age group would be attending the schools. The problem of their non-attendance had to be suitably tackled by the State Government. At the district level, statistics should be compiled in regard to those matters villagewise, blockwise and districtwise. In villages, they should be persuaded through the Panchayats to attend the schools. Unless that was done, the increased attendance contemplated in the Plan could not be ensured.

Accommodation for Lady Teachers. As regards women teachers, grants were being given for construction of quarters so as to encourage them to enter the teaching profession.

Elementary education-Drop outs. Elementary education, did not represent primary classes alone but covered from classes I to VIII or upto IX in different states. Primary education comprised of classes I to V. The major problem in the elementary education was the tremendous number of dropouts, especially, at the primary stage. Hardly 40 to 45 per cent reached V class. Unless a person got training in the three 'Rs' at least for a period of four years, the problem of literacy would not be solved. The Hartog Committee had pointed out that as the biggest problem in the country as early as 1926 or 1927.

Girls education. Various reasons were attributed to that problem for being remained unresolved till that date. First, the girls carried food to their parents in the fields and worked with them. Moreover, the schools were not attractive enough to make parents to send their daughters. That was the reason why mid-day meals scheme had been introduced in the Plan and a large provision had been made.

Secondly, some suggestions were made to give free uniforms, especially, for girls who could not attend the schools for want of adequate clothing. In Madras, that was done, especially, to benefit the harijan community or to the weaker sections of the society.

Thirdly, some provision should be made for the supply of free text-books, slates and pencils to the children of those parents who could not afford to meet such expenses on account of their low income, even below the *per capita*

income of the country. That was being done only in some places. However, adequate provision could not be made for all those items in the budget. The financial resources to meet such expenditure should come partly from Government and partly from the local resources. For that purpose, the members of Parliament should bring their influence on the local Governments and mould the public opinion in the right direction as otherwise the programmes did not seem to command any priority with the State Education Department. In Madras, the Chief Minister himself was the Minister of Education and therefore, there was no problem there.

The second set of measures relate to improvement of school buildings which were even more difficult than those enumerated before. Sufficient interest was not shown there. A number of elementary and primary schools were housed in temporary structures put up in temple compounds. In one room, or a hall, three classes were simultaneously being conducted by the same teacher. Various suggestions had been made to the State Government for bringing about improvement of such schools and many of them had been accepted. School buildings.

Very often, the working hours of the primary schools were not suitable to the agricultural community. Generally, children helped their parents in the sowing and harvesting seasons. For a hired labour, an agriculturist had to pay Rs. 2/- to Rs. 3/- a day. So it was inevitable that he would continue to take the assistance of the children until a minimum income of Rs. 100 or 200 a month was guaranteed to him for which there was no imminent hope. In the circumstances, there should be flexibility in the school terms and vacations which should not conflict with the sowing and the harvesting season. The Directors of Public Instruction should not lay rigid standard in that regard. The Planning Commission had made a number of suggestions to them for improving the situation. School hours.

In spite of all these measures, there would be some drop-outs after IV or V class. The Planning Commission had suggested a continuation class for such children. That class should be able to undertake more intensive and condensed course. For about 4 months in a year, instead of all the year round, such classes might be held in the Continuation classes.

evening or according to convenient of the local people provided they evinced sufficient interest.

For the continuation classes it was not necessary to have separate teachers. The same set of teachers who worked during the day in the elementary school, could undertake those classes. Many of them were undertaking private tuitions after school hours to supplement their meagre salaries. They could as well take up those continuation classes on payment of additional remuneration unless they were found incompetent.

Science
at the
elementary
classes.

The teaching of Science in elementary stage was necessary on account of high percentage of drop-outs as otherwise, the nation would not become science-minded. At the same time, it was difficult to introduce science as a subject of class room study as it would amount to overloading the curriculum. In the circumstances, there should be peripatetic teams of science teachers and schemes of audio-visual techniques and that should form a part of the extra-curricular activity. However that aspect needed adequate finances and a suitable organisation.

Basic
education.

Basic education should be work-oriented where students had to learn by practical experience so that it became interesting. The question as to how to give it a practical shape was a problem. That would take sometime to resolve it fully. The Planning Commission had a lot of discussion on that aspect. Basic education, in practice had retained all the characteristics of ordinary schools. The progress of basic education could not, therefore, be judged by the statistics. Basic schools required more highly trained intelligent teachers, equipment and funds than in ordinary schools. The prescribed minimum eligibility qualifications for teachers was a point to be kept in view. But, he did not agree with the general criticism made by many persons in the country that Basic Education was not good and was not suitable. There was a programme of setting up one Basic School in each block and giving it special grant in order to find out the real cost and its impact. There were some very good Basic Schools in the country, but their number did not in any case extend beyond 100. In order to have better concept of that education, the Planning Commission proposed to take up some 5000 basic schools. Provision of Rs. 6 crores had been made

during the Fourth Plan period for their improvement and development all over the country.

As regards other schools, there was a programme of work orientation. That scheme provided the workshop facilities and the supply of tool-kits whenever possible, as the children of middle school level would not go beyond that stage. At the primary stage, it was not considered desirable to give them such work. Although spinning was considered important, it did not give them work orientation. Work orientation had to fit in with the modern age, modern science and technology. If they used the various kinds of mechanical instruments for one or two hours a week they would be able to develop at least some kind of co-ordination of their various limbs. The Planning Commission had made a provision of Rs. 10 crores for that scheme. He did not know how much amount would be made available in the State Plans and how that programme would work.

Other
Schools.

It was found that quite a large percentage of students were not going to the secondary schools and colleges. The Draft Outline had emphasised 'terminalisation' of education for children completing VIII class in Agriculture, Commercial Practice, Arts and Crafts and so on. At that time, they were experiencing on pre-vocational schools for boys in the age group 11 to 14, although he was not in favour of that.

Termi-
nalisation
of edu-
cation.

A proposal to set up junior agricultural schools for the age group 14 and after had been put forward. There was some controversy over it. Many people had supported that but quite a number of them did not like it. The idea was not to give any intensive specialised agricultural education in Chemistry, Botany Engineering etc. for which it might be necessary to have not only farms of 25 acres but well qualified master's degree in science. Each school would then cost Rs. 70 lakhs or so. The schools thus envisaged would be general schools but with a strong agricultural bias as compared with the general education. In that way they could have some idea of the fundamentals of modern agricultural science, its development in some of the progressive States in India like Punjab, Madras, Andhra Pradesh, Mysore etc. as also in other countries

Junior
Agricul-
tural
Schools.

like Japan, America and Canada. The children would become progressive farmers and would not like to go to urban areas. Thus, they would become the nucleus to provide the leadership in the modernising programme of agriculture.

Terminal
educa-
tion
after the
X class.

As for education after X class, the Planning Commission and the Education Commission held similar views. There should be a terminal point at the X class, when the boys of 16 and 18 should be given some career-based course for one to three years. For that there should be commercial schools, agricultural polytechnics, industrial training institutes and other kinds of career-based courses in addition to higher secondary courses. If those alternative courses were provided in the same school, as was being done in the multi-purpose schools, it would not work. On the whole that did not have the desired effect in implementing the terminalisation scheme except that in some cases when a Headmaster of an exceptional ability was chosen who could make it work. But that was not the general picture. In the new programme, emphasis would continue to be given not only on diversification and terminalisation, but also make them more effective by providing separate institutions rather than by putting them all together in the same compound and calling them multi-purpose insitutions.

English
medium.

He was opposed to the courses being provided both in English and Indian languages. The Indian languages had no chance to develop during the preceding 200 years when most of the development in the field of science had taken place elsewhere in the free countries, many times more than during the previous 5,000 years.

III

Third Sitting

[7th December, 1966: 10.10 to 12.50 hrs.
Shri P. R. Chakravarty in the Chair.]

Shri Neki Ram: In foreign countries, agriculture formed a part of the general education. It was, therefore, desirable that animal husbandry and horticulture should form a part of the general education. The school children should be taught how to make ploughs, yokes, cots and other agricultural implements which might help them to adopt their ancestral profession. A brick manufacturer was better placed in life than a graduate. The educated persons had to face the problem of unemployment because they were far removed from their ancestral professions.

Practical training in Professions.

Shrimati Jyotsna Chanda: The lady teachers were better suited than male teachers in the primary schools. In the rural areas, girls were not in a position to receive suitable training to become teachers due to economic conditions. It would be desirable to include in the Plan free training for them so that the problem of finding lady teachers for the primary schools could be solved.

Free training for lady teachers.

Sometimes, the subjects taught in the primary and middle school classes were too heavy for little boys and girls. That aspect should be looked into.

Curriculum for school children.

Primary education was free in government schools in Assam, but, it was not so in the missionary schools in Shillong. The fees charged in such schools were as high as Rs. 40/- to Rs. 50/- p.m. That discrimination should not be there. The government were not doing anything in that regard although they could do something to remove that glaring discrimination. That matter should be taken up, so that poor people could afford to send their children to public schools for better education.

Primary Education in Government and Public Schools.

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Primary
Education
in Gov-
ernment
and
Public
Schools.

Dr. V. K. R. V. Rao (Member, Planning Commission):
 The primary education imparted in public schools was definitely better in quality but it was much more expensive than that being imparted in government or municipal schools. If education was to be provided free in such schools, either they would have to dispense with their highly paid staff or the government would have to give them higher grants in order to enable them to maintain their standards. In the latter case, there might be a complaint of discrimination from other grants-in-aid schools. On the other hand, if they were to receive the same grant as that of primary schools, they would have to come to the same level, which meant that primary education all over the country would become equally bad.

In order therefore to afford opportunities to poor students to go to such schools, the Ministry of Education had already introduced the Entrance Scholarships Scheme under which very bright children, even at the age of five, were selected for grant of scholarships for studying in the public schools. It should therefore be suggested that half the number of seats in such schools should be filled by such scholars.

As regards the timely payment of scholarships, instructions had been issued to make the payment sufficiently in advance in order to avoid complaints.

It was a fact that only rich persons drawing more than Rs. 700 or 800 p.m. could send their children to the public schools. After passing their examinations creditably, the students of public schools, generally, secured high jobs in IAS, IPS or IFS. It was there that the socialist pattern became a mockery. It was, however, a matter involving finance and what they should insist upon the Government was in the matter of granting a larger number of merit scholarships in public schools. In Madras, Maharashtra, Mysore and elsewhere, children of parents drawing below Rs. 150 p.m. got free education. But the type of education given in the public schools could not be compared with other schools.

Compul-
sory
Educa-
tion.

In France, no child could be sent to a school beyond half a mile distance. In England, a man could be sent to jail if he refused to send his children to schools. Children

wandering in the streets could be rounded up and sent to hostel schools. If such things were tried in India, there would be riots.

The parent-teacher association could appropriately deal with some of the subjects, like the overloading of curriculum, essential subjects to be taught, etc. provided they evinced sufficient interest. Every school could have such association which would meet at least once a month. But, the more he thought about it, the more frustrated he felt.

Parent-
teacher
Associa-
tions.

In the United States, a primary school had a magnificent building and they had got all the equipment and the play-grounds. In India, there was over population and lack of resources. No amount of planning could bring good results unless people were determined to co-operate with government authorities.

Shrimati Jyotsna Chanda: Teachers in history particularly, should be given opportunities to visit historical places. Economically, the condition of school teachers was so bad that they had to struggle for existence. Due to exhaustion they had no energy left to teach the students with the result that they slept in class rooms.

Dr. V. K. R. V. Rao: Many of the ills in India were as a result of extreme poverty. People had to struggle hard for their existence. Those who talked of ideals did not have to starve, as they got good food and houses and the children were well looked after. Apart from improving the school equipment and providing free supply of text-books, in some places, mid-day meals had been introduced. These would have some good effect. The women's organisations could also help in that direction. The Members of Parliament could launch a national movement for child welfare.

Mid-day
meals.

Shri Shree Narayan Das: The Constitution provided for equality of opportunity to the people. In practice, they were granted only political justice but in the spheres of economic and social justice, very little progress had been made. Poverty and economic disparity were the root cause of all the problems. Due to that disparity, "haves"

Free and
Compul-
sory
Educa-
tion.

availed themselves of all the opportunities and the "have-nots" were deprived of the same. The educational opportunities were availed of by the richer sections of the society due to which they became more prosperous. The poor people had not been able to derive any benefit whatsoever.

The Constitution provided for free and compulsory education to children from six to eleven years of age. But, the Government had failed badly in that direction. Consequently, the chosen few derived the benefits of higher education in sciences. Primary education was still in the hands of private agencies. Instead, that should be in the hands of the Government which should make it free and compulsory. The Government should ensure that in the Fourth Plan. The implementation should be such that it would inspire private agencies. No doubt, it was for the politicians to change the public opinion. But, in view of the Directive Principles of State Policy embodied in the constitution, the Planning Commission should also ensure that equal opportunity in education was provided to all the citizens.

Scholarships to the Poor.

Dr. V. K. R. V. Rao: There was no dearth of schools as such for imparting primary education. They were there, though they might not be situated in first class buildings. In fact, the poor parents had found it more convenient and economic to retain their children at home for doing some work which would provide extra income to the family. Hence if scholarships were to be given to the poor boy, it should have some relation to the amount which the child would have earned had he remained at home. That would have better response from the poor parents to send their children to schools.

Insufficient Outlay for Primary Education in States.

In the Uttar Pradesh, the amount earmarked for education in the Fourth Plan was exactly the same as the amount spent in the Third Plan. Somehow, in the States, Education had not been recognised as very important, more so at the primary level. When it was a question of universities, people shouted and got things done. Exception was, however, there in Madras where on one occasion, the people had collected about Rs. 46 lakhs for the purpose

of setting up school buildings and a progressive total of about Rs. 12 crores over the preceding 6 or 7 years. They were thinking of formulating a Plan in consultation with the Education Ministry. When ready, copies of the plan would be sent to all the Chief Ministers.

In 1949-50, all the convent schools were prepared to switch over to Hindi. That was taken up seriously. But, the whole thing had collapsed within a few years. In Bangalore, it was found that a number of English medium schools had come into being. The fees charged there were Rs. 30 to 35 per month per child. It was difficult for a middle class person to afford. In spite of that the old system was continued. If a systematic study could be undertaken, it would be found that during the preceding 15 years, at least, 70 per cent of the persons earning more than Rs. 1,000 were those from English medium public schools. The Members of Parliament should, therefore, study the conditions in primary schools in their own areas, and send reports to the concerned Ministers, hold meetings and set the things right. In the olden days, the agitation was for independence. The time had come when it should be directed towards the achievement of political democracy, social justice and economic justice.

With a great deal of difficulty, a provision of about Rs. 800 crores had been made in the State educational plans. After discussion with the States it was found that the provision for Power had gone up by Rs. 150 crores, while for education it was cut down by Rs. 150 crores. If education or social reforms were considered necessary in the country, the right type of public opinion should be created. There should be an Educational Committee of different political and social organisation at the district level. People who were concerned with the primary education should approach that Committee to set right the difficulties experienced by them. It was only by creating such awareness in the people that primary education could be expected to develop in the country.

Mrs. Shyam Kumari Khan: Every year, there should be an evaluation of progress made by each State in the matter of education. The mid-term appraisal made by the Planning Commission came a bit too late.

Shri Shree Narayan Das: The Government should at least make a beginning in that direction. There was a general feeling that no effective steps had been taken to achieve that objective.

Pre-Pri-
mary
Educa-
tion.

Dr. V. K. R. V. Rao: For the scheme of model pre-primary schools, a modest provision of Rs. 2.5 crores had been made in the plan, as against the requirement of about Rs. 300 or 400 crores for a national programme. If the Committee desired more, the matter would have to be considered by the Planning Commission.

Library
move-
ment.

Shri Shree Narayan Das: The Central and the State Governments spent less amounts for setting up libraries. There should be, at least, one good library in a group four to five villages. That would help the people to remember whatever was learnt during their primary education. Enough funds should be made available for starting a library movement in the country in an organised manner. If necessary, a cess might be levied by the State Governments to make that movement a success. The Central Government should also give a proportionate grant. The Planning Commission should consider the desirability or otherwise of raising such a fund. Suitable legislation in that regard should be enacted.

Adult
Education.

Dr. V. K. R. V. Rao: The Fourth Plan had tried to make a very big advance and there was a provision of Rs. 64 crores for adult education. That was divided into three parts—20 crores for literacy on a campaign basis, Rs. 20 crores for libraries and Rs. 20 crores for book production in the regional languages. But, after discussions with the State Governments, the amount had been cut down to Rs. 12 crores. He had prepared a comprehensive note for the Planning Commission in that regard.

At a library conference held in Mysore, a programme for district, taluk and mobile libraries for the villages had been outlined. That was not considered enough for the purpose. If the Members of Parliament could bring pressure on the State Governments to accept some concrete programmes, something could be achieved. The States of Madras and Maharashtra had done something in that field. but, much more was left to be done.

Medium
of In-
struction.

Shri Shree Narayan Das: The power of creative thinking and originality could be developed in students only if the medium of instruction was in mother tongue.

of the child. The text-books could then be produced in Hindi and regional languages.

The number of merit-cum-poverty scholarships should be increased and a larger amount allocated for that purpose. **Scholarships.**

Some steps were being taken to ameliorate the conditions of service of teachers but they were far from adequate. The Central Government should offer more incentives to the State Governments to raise the salaries and to improve the conditions of service of school teachers. Sufficient funds should be provided in the Fourth Plan for achieving that purpose. **Teachers' Conditions of Service.**

Dr. (Smt.) Phulrenu Guha: If possible, there should be a larger allotment for adult education, pre-school children's education, primary education and for production of cheap text-books. Most of the parents could not afford to buy costly text-books due to their economic condition. **Larger Allocation for Education.**

When there was an additional provision for a woman teacher, only one lady teacher was appointed besides the male teacher. That was not desirable as it was practically impossible for a woman to live alone. In such cases, both teachers should be females. **Appointment of Lady Teachers.**

Not only in West Bengal, but all over the country, the school buildings and the residential quarters of teachers were far apart. The residential accommodation, especially, for women teachers should be built near the schools.

Recruitment of lady teachers should be from the local areas. There should be a training school for them where condensed course should be given. At present the training was confined in towns and cities. Thereafter they did not want to leave the comforts of city life and return to the villages. So, proper conditions should be created for them to return to the villages.

The Central Social Welfare Board should be allotted sufficient funds for running the Balwadis. It should be a part of the family welfare programme. **Balwadis Schools.**

Too much money was being spent on the school buildings which should be cheaper. **School Buildings.**

The working of school hours and vacation should be left to the discretion of the local authorities. **School Hours.**

Women's Hostels. There was hardly any provision for women's hostels in career institutions and polytechnics. That should be looked into.

Quality of Education. **Smt. Shyam Kumari Khan:** The time had come when more stress should be laid on the quality of education as it was distressing to note that the needs of expansion had ignored that aspect completely.

Recruitment of Teachers. **Shri S. N. Chaturvedi:** It had not been possible to harness the right type of talents available in the country for appointment as teachers in the primary and lower secondary schools partly because of low emoluments and conditions of their services. The trained teachers were given preference over the first class students. In the former category there were only third class students for whom all other doors were closed and who had taken the requisite training. As a result of that the better quality of candidates was not utilised.

Agricultural Land for Schools and Colleges. **Shri Tulsidas Jadhav:** Education was fast expanding and expenditure was increasing. Every primary and secondary school, and college should be given 10 to 20 acres of land for productive purposes. That would divert the energies of students to constructive activities instead of their spending spare time in playing. In Maharashtra, many such schools and colleges had been started where students were working in the fields for which wages were paid to them by the college authorities.

Production of Cheap Library Books. Cheap books of about 60 pages on irrigation, land development etc. should be produced and distributed to the public libraries throughout the country.

Assessment of Answer Papers by outside Teachers. The assessment of answer papers of annual examinations should not be made by teachers who were responsible for teaching those subjects but by the headmasters or teachers of other schools. In olden days, the examination used to be conducted by the Deputy Inspectors of Schools. That was a desirable thing as the teacher responsible for teaching a particular subject could be taken to task for poor results.

Playgrounds for Girls. There were no separate playgrounds for girls in high schools and colleges. In USSR girls from 13 to 18 years of age did not have co-education. They were provided with separate playgrounds in high schools and colleges.

Shri N. R. M. Swamy: The education laid greater emphasis on quantity than on quality. Knowledge was diluted, and students were not concentrating on details of a subject. In the olden days, whatever was taught to students could be fully digested by them. As a result of the changed trend now the students were resorting to short-cut methods of studying through cheap guide-notes available in the market.

Stress on Quality of Education.

Even those innocuous, quiet and calm teachers in villages had learnt the method of strikes. The teachers and boys appeared almost indistinguishable. Hindi had been made the official language in spite of the fact that all the 14 regional languages had also been accepted. That anomaly had resulted in unrest among students. Even the normal work was affected by the imposition of Hindi language. The Students' unrest was confined mostly in Hindi-speaking regions of Uttar Pradesh, Bihar and other places and not in the South. In Madras, they had participated in anti-Hindi agitation and not in any other agitation.

Teacher and student unrest.

Some of the colleges were managed by the State Governments and some were privately managed. The private colleges levied heavy capitation fees. Some positive steps should be taken to discourage that tendency in private institutions.

Capitation Fees by Private Colleges.

Hindi was spoken by a large number of people and as such had to be encouraged. But the English language which had contributed a lot to the development of the country should not be ignored. In Western Europe, Germany and Soviet Russia, few other languages were also studied in addition to their own for the study of science and technology. Even in China, English was taught. Likewise, the study of English, German, Russian etc. should be encouraged in the country.

Study of English and Other Languages.

In the aided elementary schools having classes upto VIII Standard, the teachers were never given proper scales of pay. If appointed, they had to share with the proprietors a portion of their salary. That practice on the part of the aided schools should be set right.

Aided Schools.

The adult education schemes did not provide employment opportunities to those young and competent persons who qualified themselves in three R's. Hence, it was of

Adult Education.

no use educating them when they could not be provided with suitable employment.

In villages, audio-visual teaching for elders was enough. The uneducated elders learnt by listening to what was read to them. In addition, libraries should be opened in all villages and towns.

Flight
of
Techni-
cal
Personnel.

In Canada, America and England, the technically qualified Indians were earning a lot. They were not given sufficient incentives to return to India.

Shri P. R. Chakraverti: It was found that more than 12,000 technical bright young persons from Bengal and Madras were abroad. Among them, the doctors, civil and electrical engineers continued to remain there either because of high emoluments drawn there or due to lack of research facilities in India.

The practice obtaining in Germany and Japan was that the visa endorsements of their nationals were not renewed on expiry of the stated period as a result of which their nationals were compelled to return to their homeland. It was only the practice obtaining in India that the temporary visas granted for specific purposes were renewed regularly which enabled them to stay on indefinitely in foreign countries. It would be desirable to impose certain conditions for their return to India. For example, the government scholars who were going abroad were required to sign a five-year contract to serve the Government on their return, or else they would have to refund the scholarships. Some of them had returned the scholarships due to favourable terms of service secured abroad. The amounts thus refunded by them could be utilised for elementary, primary and secondary education. The alternative course would be to refuse permission to Indian nationals to go abroad as there was nothing to learn there when the best teachers from all over the world were available in the country.

Planning
Forum.

In each college, there should be a Planning Forum where politics should not be discussed. The professors should discuss with students matters affecting their day-to-day life and to acquaint them with the problems in India. Unless such discussions were held, the students' vision would be blurred and dwarfed. In such a situation the students would find outlet elsewhere in political demonstrations etc.

National service should be made compulsory for all students after the school final, one year before the certificate was issued, in order to discipline themselves both in mind and body and make them competent citizens.

National
Service
for Stu-
dents.

In colleges, there should be parent-teacher associations where mothers should have the first preference to become members. There should also be a Students' Council which should sit with that association, if necessary, to give expression to their difficulties.

Parent-
Teacher
Associa-
tions.

There should be a Director of Students' Welfare in each educational institution, who could discuss with the association the difficulties of students.

The registered graduates who were represented on the Courts of Universities should be associated with such associations so that the University authorities could also get an insight into the difficulties of the students.

Every college should have tutorial classes. The students should receive a summary of the lecture before every lecture. It should be followed by at least a three-hour seminar on that subject. Many of the boys were just dozing when lectures were delivered by tutors in a class of 150 to 185 boys and where there was no tutorial system. The educational system was defective because of lack of tutorials which should be corrected.

Tutorial
Classes.

The teachers were receiving meagre salaries, and they had to supplement their income by private tuitions. That matter was represented to the University Grants Commission. It had made certain recommendations, which were accepted by the Calcutta University and none else in India as it involved a large amount of expenditure.

Meagre
Salaries
of
Teachers.

There was an unhealthy competition going on among a large number of Universities to bring out first class students. Merit was crucified in the process. The first-class students would have easy access to appointments. The University Grants Commission should supervise the examination system. They should have a final say in that matter as also in the matter of determination of merit.

Un-
healthy
Competition
to
bring out
First
Divi-
sioners.

In Dacca University, there was a system of appointing external examiners for each subject in the honours course. The student had to appear for viva voce test

Viva
Voce
Test.

before he could be declared in a particular division of successful candidates. That practice was not in vogue in the bigger Universities. That should be taken up seriously.

Mid-day Meals.

The primary education should be manned by women. Mid-day meals should be made compulsory.

Teaching of Ethics in University Stage.

The teaching of ethics should be made a compulsory subject at the University stage. There was no atmosphere of academic community in the Universities, as used to be the case in residential Universities in the olden days. That important atmosphere had to be created.

Effective measures should be taken to organise the leisure time of students for creative work. It was a problem of growth and growing manhood, a revolution of rising expectations and upsurge. The creative work had to be instilled into the mind of the student so that he could fit himself with a philosophic and broadened outlook in the developmental tasks in which each citizen had to play his part.

Basic Education.

Dr. V. K. R. V. Rao: The Planning Commission had tried to make some provision in the Plan for the improvement of Basic Education by establishing one Basic School in each Block, i.e. 5,000 all over the country. He could not say what would be the shape of the scheme after discussions with the States.

It was difficult to introduce Basic Education in the V class, as the children were quite young. At the best, they could be asked to clean the school. In the middle stage, between the ages of 11 and 14, the work experience should introduce some novelties whereby students could be enabled to make proper use of tool kits and workshops.

Allotment of Land for Productive Purposes.

The suggestion made by a Member for allotting a piece of land to each of the schools and colleges was an attractive one from the point of view of increasing their income. He would strongly support that suggestion for being tried wherever possible. The Planning Commission would try to put that scheme in the final document of the educational plan.

Girls' Education.

The index of growth of girls' education was higher than that of boys. But unfortunately, in some parts, especially in the northern areas of Uttar Pradesh, Bihar and possibly Rajasthan also, enough number of girls were

not attending classes due to social and economic problems which would have to be dealt with at the local level. He would suggest that they should be taught such subjects which would enable them to function as citizens when they got married. If a girl did not take a job after medical education that was wasteful. Where they had studied literature, history etc. opportunities should be found for them to work in social life. That required tremendous organisation and had to be tackled at the local and district level. They had to make some special study of that problem, and it was no good appointing a national committee for that purpose.

In regard to technical education, they had not done too badly in number, except in quality. The polytechnics were leading more or less to an abbreviated degree education which they were not intended to do so. Moreover, Indian engineers were not deemed to be fully qualified abroad because of lack of practical training to take up responsible work. There was a committee to look into that aspect of the matter. Unfortunately, that had not been dealt with in the Education Commission's report.

Technical
Educa-
tion.

Another problem was with respect to the relationship between engineering education and industry. In India, enough industrial development had not taken place which would facilitate its integration with engineering education. The Planning Commission was considering that matter.

Engineer-
ing
Educa-
tion
and
Industry.

The system of physical education was not satisfactory. There should be more playgrounds in schools and colleges as many of them did not have any. There were no separate playgrounds for girls in spite of the fact that they constituted 35 to 40 per cent of the college strength. If it was not possible to have separate playgrounds for each school, they had to think in terms of the municipal and panchayat playgrounds. There should be some co-ordinating officer who could organise sports and physical education for them.

Physical
Educa-
tion.

The Planning Commission would try to make provision for loan-scholarships. That should not be administered by government departments or any Ministry but by an autonomous Scholarships Board which would give loan-scholarships repayable after a specified period without interest. Thus that would become a revolving fund.

Loan-
Scholar-
ship
Scheme.

**Service
Condi-
tions of
Teachers.**

The anxiety over the emoluments and service conditions of teachers was justifiable. Although the Planning Commission might provide Rs. 20 or Rs. 40 crores, it was absolutely insignificant as West Bengal alone would need Rs. 30-40 crores. It was a matter of social responsibility and money had got to be found by the tax payer to meet that non-plan expenditure.

**Educa-
tion and
Man-
power
Planning.**

Education and manpower requirements should be correlated as was done in engineering and diploma courses. At that time, special studies of various occupations were being made. The State Governments would also be asked to set up manpower cells.

In the case of secondary schools and below, it was not a question of training manpower for employment but that of providing work-orientation and creative skills. The methods of teaching should be such that work experience and dignity of labour were promoted among students. Everybody could not be a clerk or professor or government servant. 80 per cent of the educated people would have to be farmers, craftsmen, etc. They had not found a method of giving work experience to the student population at a sufficiently impressionable age which would make them better farmers, etc.

**Study
of
English.**

Regarding the medium of instruction, it could not be possible to arrive at a national agreement. Even the Central Advisory Board Committee could not come to an agreement on that aspect. It would be impossible for a person studying only Hindi or Tamil or Bengali to acquire adequate knowledge merely on the basis of translated books. If books on economics were to be translated, the translator should be one who knew Economics and the regional language very well, but it was difficult to get such men. Secondly, if they were to depend upon translated books only it might be possible that the book would become out of date by the time the translations were out. If they started writing in regional languages, then, in 30 or 40 years' period, the Indian languages would become as good as German, French or any other European languages. Till that time they should see that the students did not read only Hindi or Tamil or Kannada books, because then the standard of knowledge would go down. Many of the good scholars wrote only in English and not in regional languages. The bulk of modern knowledge was in journals which could not be translated. So, there

was no escape from the fact that in the higher education, good knowledge of English would be essential, although they might not be able to lecture or write articles in English. The Japanese could not speak English well, but they knew it well enough to read and understand books written in English. The Osmania experiment failed because they went in for translation of well-known books.

Some thinking had to be done as to whether training in the National Service Corps should be imparted before a person enters the college, or after he leaves, its duration, mode of payment to be made during the period of service, the kind of work and so on. That aspect had been discussed in a general way for a number of years, but had not been worked out in detail. It was necessary to have the National Service Corps in order to deal with many of the problems.

National
Service
Corps.

The parent-teacher association had a very important role to play in education. Provision had been made in the Plan for developing that scheme. In education, unless the teachers, administrators and the parents came together, many things could never be got done. A number of States had been very enthusiastic about it. In Bihar, a regular Board had been set up. Rajasthan and Madras were also having it.

Parent-
Teacher
Associa-
tions.

The suggestion that the Planning Forum in each college should be made compulsory, was an attractive one, but had certain limitations. It was good to have it even in higher secondary schools also. Encouragement of such intellectual discussions on some of the controversial subjects like banning of cow slaughter, marriageable age, social problems etc. would be of great use. The Planning Commission had financed that scheme. A number of them had done good work.

Planning
Forum.

The U.S. Education Foundation had once organised a symposium on various aspects of students' welfare and brought out a document. That document was made available to all Universities and Ministers of Education. The welfare of students was being thought of only after the students' unrest. Previously they were thinking only of discipline, which was as much a part of education as teaching subjects. There should be departments of students' welfare and separate posts of directors in Universities and colleges. In the Plan document recommendations on those lines had been made.

Students'
Welfare.

Tutorial System.

He entirely agreed with the view that the type of education being imparted in India did not cultivate the mind. The student attending the class was like an empty pot into which the teacher poured knowledge and that participation by the teacher was not there. Due to that drawback in the educational system, the student's mind did not properly develop resulting in acceptance of many things which were *prima facie* wrong, inaccurate, inconsistent and wholly contradictory. The tutorial system was introduced when he was Vice-Chancellor in the Delhi University. A foreign foundation had financed that scheme in the beginning but at later stage it was financed by the University Grants Commission.

In the tutorials, a teacher discussed with two or three students an essay or topic in informal manner. In the preceptorials—An American term for tutorial—the teacher asked question to a group of 15 to 20 students who were encouraged to give answers. Then there were seminars where papers were discussed.

Quantity versus Quality in Education.

One of the important problems was the problem of ensuring quality in the educational system. If the quantity were to be ignored in favour of selective quality, the people who were left out would say that they were discriminated. That had to be kept in mind. Though something was being done to improve both quality and quantity, more efforts were necessary for the improvement of quality. For that purpose, money had to come from the public, from taxation and from public contributions. Apart from that, priority had to be accorded. Unless the Central and State Governments, Members of Parliament and State Legislatures gave more attention to education there was no hope of improving it further.

Flight of Technical Personnel.

Refusal to grant extension of visas for continued stay abroad of students did not appeal to him. When dealing with human beings, compulsion could be resorted only to a certain limit.

Correspondence course.

In the Fourth Plan, full provision had been made for correspondence courses in all Universities not only in regard to university education but also for teachers' training and technical education. The University of Delhi had started the correspondence course.

Educated unemployed.

Shri N. P. Yadav: The problem of educated unemployed in the country was large especially in Bihar. A number

of them had taken training for two years and inspite of that they were without employment. It was no use having more schools when the persons coming out of them did not find suitable jobs.

Dr. V. K. R. V. Rao: There was a large number of vacancies in Uttar Pradesh for the posts of engineers. In spite of the advertisements in the newspapers, there was no response from the engineers in Bihar. He had suggested that some kind of a high level discussion should take place between the Bihar and Uttar Pradesh Governments in that regard. In the Fourth Plan, no provision had been made for setting up more engineering colleges. The bulk of the amount which they were going to spend would be on the improvement of the engineering colleges which were already established and for the creation of new seats in subject like electronics, computation and instrumentation.

There should be a proper ratio of engineers to diploma-holders and to craftsmen. In Germany, U.S.S.R. and United States the ratio of engineers to craftsmen was 1:17. For one engineer, there should be at least two to three diploma-holders and 17 to 20 craftsmen. That was considered to be the ideal balance. At that time, they had got one engineer to 1:4 diploma holders and, 6 or 7 craftsmen. Every employer had been complaining about lack of craftsmen or technicians. There should be a thorough investigation into the unemployment problem. In the fourth Plan, the demand for craftsmen had been estimated at 7 lakhs and they were going to train only 2 lakhs of them. That was on the assumption that the remaining 5 lakhs would get training by hereditary methods.

Ratio of
Crafts-
men to
Engineers.

Some mention was made about some unemployed I.T.I. people whose names were registered in the employment register. He was himself very sorry for that because an I.T.I. man was more capable of finding employment than an engineer. Moreover the number of I.T.I. men who would be produced in the Fourth Plan, would be less than one-third of the total demand. Action had got to be taken in that matter.

(The Committee then concluded their deliberations)

APPENDIX

List of Materials circulated to the Chairman/Members of Committee 'E' (Education and Manpower Planning) on the Draft Outline of Fourth Five Plan

[Copies of the material are available for reference in the Parliament Library.]

A. Material prepared by the Lok Sabha Secretariat:

1. Strategy of human resource development.
2. The Organisation of human resource development.
3. Manpower targets and policies.

B. Material received from the Planning Commission:

4. Draft outline of the Fourth Five Year Plan (discussed at the meeting of the National Development Council held on 20th and 21st August, 1966).

5. Memorandum on the Fourth Five Year Plan (discussed at the meeting of the National Development Council held on 27th and 28th October, 1964).

6. Annual Plan 1966-67.

7. Fourth Five Year Plan—Resources, Outlays and Programmes (discussed at the meeting of the National Development Council held on 5th and 6th September, 1965).

8. Notes on Perspective of Development India; 1960-61 to 1975-76.

9. Agenda papers and Summary record of the meeting of the National Development Council held on 20th and 21st August, 1966 to consider the Draft Outline of the Fourth Five Year Plan.

10. Summary record of the meeting of the National Development Council held on 27th and 28th October, 1964 to consider the "Memorandum on the Fourth Five Year Plan".

11. 'Yojana' dated 18th September, 1966 containing First Symposium on Fourth Plan by leading economists.

12. 'Yojana' dated 2nd October, 1966 containing Critique of the Fourth Plan Outlay.

13. Inaugural address by Dr. V. K. R. V. Rao, Member (Education), Planning Commission, at the Conference of State Education Ministers held in Srinagar in June, 1965.