

**ESTIMATES COMMITTEE
1961-62**

**HUNDRED AND SIXTY-NINTH REPORT
(SECOND LOK SABHA)**

MINISTRY OF EDUCATION

**Action taken by Government on the recommendations
contained in the Ninth Report (Second Lok Sabha) of
the Estimates Committee on the late Ministry of
Education and Scientific Research**

SECONDARY EDUCATION



**LOK SABHA SECRETARIAT
NEW DELHI**

March, 1962/Phalguna, 1883 (Saka)

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ESTIMATES COMMITTEE

(1961-62)

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Shri K. Ranganadham—*Under Secretary.*

*N.B. Shri Chandra Shankar resigned from Lok Sabha w.e.f. the 16th March, 1962.

INTRODUCTION

I, the Chairman of the Estimates Committee, having been authorised by the Committee, present this Hundred and Sixty-ninth Report on action taken by Government on the recommendations contained in the Ninth Report (Second Lok Sabha) of the Estimates Committee on the late Ministry of Education and Scientific Research—Secondary Education.

2. The Ninth Report of the Estimates Committee was presented to Lok Sabha on the 15th April, 1958. Government furnished their replies indicating action taken or proposed on the recommendations contained in the Report between 26th May, 1959 and 28th July, 1959. These replies were considered by the Study Group 'F' of the Estimates Committee on the 15th September, 1959. Government were requested to furnish further information on certain points arising out of their replies to some of the recommendations on the 30th September, 1959. Further information in respect of some of the points received from Government was considered by the Study Group 'E' of the Estimates Committee on the 5th December, 1959. The draft Report on action taken on all the recommendations contained in the Ninth Report was also considered by the Study Group simultaneously.

3. The Report has been divided into the following four Chapters:

1. Report.
- II. Recommendations that have been fully accepted by Government.
- III. Replies of Government that have been accepted by the Committee.
- IV. Replies of Government that have not been finally accepted by the Committee.

4. An analysis of the action taken by Government on the recommendations contained in the Ninth Report (Second Lok Sabha) of the Estimates Committee is given in Appendix IV. It would be observed therefrom that out of 52 recommendations made in the Report, 33 complete recommendations and a few parts of one more recommendation *i.e.* 64.4 per cent. have been fully accepted by Government, while 6 recommendations *i.e.* 11.5 per cent. have been

(iv)

partly accepted. Of the rest, replies of Government in respect of 8 recommendations *i.e.* 15.4 per cent. have been accepted by the Committee, while those in respect of 4 complete recommendations and a few parts of one more recommendation *i.e.* 8.7 per cent. have not been accepted by the Committee.

H. C. DASAPPA,
Chairman,
Estimates Committee.

NEW DELHI;
March 19, 1962/Phalguna 28, 1883 (Saka).

CHAPTER I

REPORT

The Estimates Committee asked for further information in respect of replies to some of the recommendations contained in the Ninth Report (Second Lok Sabha) on the 9th September, 1959. Even though two years have elapsed, the Committee regret that the information has not been supplied to them.*

*N.B. Further information sought for in respect of two of the recommendations and two parts of one recommendation furnished by the Ministry after factual verification of this Report has been given against the relevant replies.

CHAPTER II

RECOMMENDATIONS THAT HAVE BEEN ACCEPTED BY GOVERNMENT

Serial No. as in Appendix IX to the 9th Report	Reference to Summary of Recommendations/conclusions	Government's Reply
1	2	3
2	<p>24(a) The existing procedure for sanctioning grants should be so modified that the voluntary institutions, duly recognised for grant-in-aid by the Directorate, receive the grants in time.</p>	4
24(a)	<p>The question of delegating some powers to the Director to appoint teachers for a period of 2 to 3 months from an approved panel may be given earnest consideration as this would go a long way in removing the present difficulties.</p>	<p>This is being done. (<i>Ministry of Education O.M. No. F. 14-30/58, S.E. 1 dated 26-5-1959</i>).</p> <p>The Director of Education has already been given the suggested powers. He can not only appoint teachers from the select panel on a regular basis but also recruit teachers from the open market for a period of 3 months in case no candidate is available on the waiting list.</p> <p>(<i>Ministry of Education O.M. No. F. 14-30/58-S.E. 1 dated 26-5-1959</i>).</p>

24(e)

The question of the work-load of inspecting staff should be examined in detail by a suitably constituted departmental committee and a proper revised quota laid down to ensure regular and intensive inspection of all schools.

Further information called for by the Committee

The latest position in regard to the question of fixing the work-load of inspection staff may be intimated.

(L.S.S. O.M. No. 35-EC. II/59 dated the 30th September, 1959.)

(Ministry of Education O.M. No. F. 14-30/58 S.E. I dated the 26th May, 1959).

The inspection side of the Directorate of Education has since been reorganised and additional posts of Inspectors and Deputy Inspectors have been sanctioned. The schools have been divided into three zones and each zone has been placed under the charge of a Zonal Officer. On an average an Inspector will have 48 schools under his charge.

(Ministry of Education O.M. No. F. 14-66/59 S.E. I dated the 24th March, 1960).

24(h)

In the future programme of construction of school buildings in the Capital, priority should be given to providing pucca inexpensive type of buildings to schools which are at present housed in tents.

Further information called for by the Committee

Information about the number of Secondary Schools in Delhi provided with pucca buildings

The recommendation has already been accepted in principle.
(Ministry of Education O.M. No. F. 4-30/58 SE. I dated the 26th May, 1959).

There are 145 Government Secondary and Middle Schools in Delhi which are at present functioning

so far and the number of such schools which are still run in tents may be furnished. The average cost of construction of a school building against the number of pupils it can take in may also be stated.

(L.S.S. O.M. No. 35-EC. II/59, dated the 30th September, 1959).

in the types of accommodation as indicated below :—

1. Schools running in Government buildings	54
2. Schools running in Government buildings and tents	21
3. Schools running in rented buildings	18
4. Schools running in rented buildings and tents	16
5. Schools running purely in tents	36

4

TOTAL . . . 145

To replace tented accommodation which is not only inconvenient but also uneconomical, an emergency construction programme of pucca and semi-pucca buildings for Government schools is being launched. The position of buildings is as under :—

Number of buildings proposed in 1957-58—43		30 completed.
6 to be completed by January, 1960.		

•

{ 4 to be completed by July, 1960.

{ 3 to be completed in 1960-61.

Number of buildings proposed in 1959-60—15

{ 3 to be completed by January, 1960.

{ 9 to be completed by July, 1960.

{ 3 to be started in 1960-61.

5

Number of buildings proposed—14

To be started in 1960-61.

Number of buildings in Emergency Plan 1959-60-61—24

To be started in 1959-60-61.

Sites have been made available for all these. It is expected to eliminate the use of some 900 tents by the buildings proposed in 1959-60-61.

According to the Ex. Engineer, Delhi State Division No. III, the average cost of construction of a school building *vis-a-vis* number of sections, number

of pupils it can accommodate, plinth area etc. is given below :—

Specimen of building	Total estimated cost	No. of Sections	No. of pupils	Plinth area
Permanent structure	Rs. (lakhs) 5	19	760	30,000
Semi-permanent structure	3	19	760	30,000
Temporary structure.	2.25	19	760	30,000

6

(Ministry of Education O.M. No. F. 14-66/59-S.E. 1 dated the 24th March, 1960).

3-4 25 & 26 The Committee note that there is wide disparity in the administration of secondary education in the Union Territories and that wherever there is a Director of Education, he functions under

The question of reorganising the administrative set up of Manipur and Tripura is under the consideration of the Ministry of Home Affairs. In these Union Territories the Director of Education

the control of the Secretary (Education) of the Administration. The Committee would suggest that the administrative set up in the entire field of education in the Union Territories should be reviewed in the light of the recommendations pertaining to Board of Secondary Education made by the Secondary Education Commission, with a view to importing reasonable uniformity and expediting educational reconstruction on the accepted lines. The Committee are of the opinion that the progress of education in the Union Territories should be such as can be held out as an example to the States.

The Committee suggest that the Ministry's proposal to combine the functions of the Director of Education and the Education Secretary of the Administration in one person should be tried in Delhi, and if found conducive to efficient working, the principle should be extended to other territories also. Further, the Committee would recommend that the Home Ministry should delegate all powers in the field of education in the Union Territories to the Ministry of Education in so far as the responsibility for the guidance and general supervision of the educational administration is concerned.

5 The Committee suggest that the feasibility of entrusting the work of the reconstituted Central Board of Secondary Education, Ajmer to the

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also functions as Secretary (Education). As regards the Union Territory of Delhi, necessary orders relating to the reorganisation of the administrative set up have already been issued. According to these orders which became effective from 1-12-1958, the Director of Education will be in charge of the Directorate of Education and will function directly under the Chief Commissioner.

(Ministry of Education O.M. No. F. 14-30/58, S.E. 1 dated 26-5-1959.)

The responsibility of conducting an all India examination which in all essentials would be equivalent to the Senior Cambridge Examination at the end

All India Council for Secondary Education should be examined. The Committee would further suggest that efforts should be made to hold an examination of an all-India character through the agency of this Board which should be equivalent to the existing Senior Cambridge Examinations.

(Further information called for by the Committee)

It may be stated whether any final decision has been reached on the question of instituting an All India Examination equivalent to Senior Cambridge Examination. If so, the name of the agency to which this work has been entrusted may be intimated.

(L.S.S. O.M. No. 35-EC. II/59 dated the 30th September, 1959).

6 35

The Committee regret to note the lack of progress in the Union Territories in the matter of establishment of multi-purpose schools and hope that the matter will be given the attention, it deserves in future.

of the Secondary stage was assigned to the reconstituted Board of Secondary Education, Ajmer. The Ajmer Board is, however likely to be wound up shortly due to certain legal difficulties. The All India Council for Secondary Education has since been converted into a Directorate of this Ministry. The question, however, is receiving further examination in this Ministry.

(Ministry of Education O.M. No. F. 14-30/58-S.E. 1 dated 26th May, 1959).

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It has already been decided to convert the Board of Secondary Education, Ajmer into an All India Board. Further action in this regard is being taken.

(Ministry of Education O.M. No. F. 9-63/59-S.E.3 dated the 4th April, 1961.)

The recommendation has been noted.

(Ministry of Education O.M. No. F. 14-30/58 S.E. 1 dated the 26th May, 1959).

(Further information called for by the Committee)

Concrete steps since taken to accelerate the pace of progress in setting up multi-purpose schools in the Union Territories and the results achieved may be intimated.

(L. S. S. O. M. No. 35-EC.II/59, dated the 30th September, 1959).

In Delhi, five Government and Government aided Higher Secondary Schools have already been converted into Multipurpose Higher Secondary Schools, and six more schools are proposed to be converted into Multipurpose Higher Secondary Schools during the year 1960-61. In Tripura, five multipurpose schools have started functioning under the Territorial Council. There are three Government aided Multipurpose schools. So far as other Union Territories are concerned the recommendations of the Estimates Committee have been forwarded to them for making adequate provision in their Educational Development Schemes in the Second Five-Year Plan and also in the Third Five-Year Plan.

(Ministry of Education O.M. No. F. 14-66/59 S.E. 1 dated the 24th March, 1960).

7 36 The Committee feel that the number of schools to be converted into multipurpose schools during the Second Plan is too inadequate to meet the educational needs of the country. They, therefore, suggest that the position should be reviewed by the Ministry in consultation with the State Governments to accelerate the pace of conversion. The Committee suggest that all well established institutions which are in a position to be converted into multipurpose schools, should be encouraged and induced to take this step.

The main limiting factor in increasing the number of schools to be converted to multipurpose schools during the Second Plan is the inadequacy of resources available to the Ministry of Education and the State Education Departments. So long as adequate appropriations are not available, it will not be possible to go beyond the targets set in the Second Five Year Plan.

The recommendation regarding assistance to well established institutions for their conversion into multipurpose schools is acceptable. It

is the declared policy of the Ministry of Education to assist promising voluntary organisations to take advantage of Central assistance for converting ordinary into multi-purpose schools with the resources available for the purpose.

(*Min. of Education O.M. No. F. 14-30/58-S.E.I. dated 26-5-1959*).

8 37 The Committee suggest that the Ministry should undertake a field survey to evaluate the working of the multipurpose schools so that the existing drawbacks can be studied and remedial action taken.

The suggestion is accepted in principle. The All India Council for Secondary Education has arranged Regional Seminars of Headmasters of multi-purpose schools to study the working of these schools.

(*Min. of Education O.M.No. F. 14-30/58, S.E.I. dated 26-5-1959*).

9 38 The Committee consider it unfortunate that the progress in the establishment of multipurpose schools in different States has been very uneven. The Committee would suggest that the Ministry should help the States to prepare a phased programme for the establishment of multipurpose schools. In this connection the Committee reiterate the recommendation of the All India Council for Secondary Education made in their fifth

The provision of multipurpose schools in the Second Five Year plan is, generally speaking, in accordance with a phased programme. The suggestion that each State should have two or three model multipurpose schools has already been communicated to the States by the All India Council for Secondary Education. It may also be mentioned that the targets set for achievement under the Second Five Year Plan have almost been achieved at the end of the

meeting that the State Governments may be invited to set up at least two or three model multipurpose schools in each State where several of the practical courses contemplated in the scheme of multi-purpose schools could be provided. Such schools would not only serve the needs of differing aptitudes of pupils but also as models for other institutions offering such courses.

(Further information called for by the Committee)

It may be stated whether any model multipurpose schools have been set up so far by the State Governments and if so their number in each State may be indicated.

(L.S.S. O.M. No. 35-EC. II/59, dated the 30th September, 1959).

third year of the Second Plan.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated the 26th May, 1959).

A scheme for converting selected Multipurpose schools into Model Schools has been taken in hand with the assistance of T.C.M. which provided material and equipment on the one hand and technical experts on the other. Apart from some assistance mainly in the form of books for courses in Science, Home Science and Fine Arts, the scheme contemplates the strengthening of (1) Agriculture (2) Technology (3) Commerce (4) Science and (5) Home Science. The number of courses proposed to be strengthened in each subject is 26 i.e. 130 (26 × 5) courses in all as per State-wise break up shown below :—

Andhra Pradesh	.	.	.	10
Assam	.	.	.	2
Bihar	.	.	.	9
Delhi	.	.	.	6
Gujerat	.	.	.	9

Jammu & Kashmir	7
Kerala	7
Maharashtra	12
Mysore	8
Madras	8
Madhya Pradesh	9
Orissa	4
Punjab	11
Rajasthan	9
Uttar Pradesh	9
West Bengal	11

130

12

(Ministry of Education O.M. No. F. 9-63/59, S.E.
3 dated the 4th April, 1961).

10 39 The Committee suggest that the question of keeping track of students passing out of the multipurpose schools should be tackled satisfactorily with a view to finding out how far the objectives for which these schools were set up had been achieved.

(Further information called for by the Committee.)

The lines on which the question of keeping track of students passing out of multipurpose schools is proposed to be solved may kindly

It is not possible for the Central Government to take up such a survey directly. A satisfactory solution of the problem is, however, being explored.

(Ministry of Education O.M. No. F. 14-30/58-S.E.
1, dated the 26th May, 1959).

The Ministry is in correspondence with the State Governments. A reply will be sent in due course.

be indicated.

(L.S.S. O.M. No. 35-EC. II/59, dated the 30th September, 1959).

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The Committee are further of the view that suitable schemes might be prepared for the training of teachers for multipurpose technical schools, on the lines of the Teachers' Training Scheme worked out by the Department of Scientific and Technical Education for training of teachers for engineering and technical institutions.

Further information called for by the Committee

The contributions made by the Central Government for expanding the training facilities for teachers required for multipurpose schools may be specified. Also the steps taken by the State Governments in this direction may be stated.

(L.S.S. O.M. No. 35-EC-II/59, dated 30th September, 1959) .

(Ministry of Education O.M. No. F. 14-66/59-S.E.1, dated the 6th May 1960).

We have written to the State Governments enquiring about any difficulties that they may be experiencing in the matter of securing the services of competent teachers for the Technical and other Departments of their multipurpose schools. We have actually made several suggestions to State Governments to meet this need e.g. expanding Technical Colleges, to include the additional courses deputing trained teachers to special courses in Technical Institutions etc.

(Ministry of Education O.M. No. F. 44-66/59-S.E. 1, dated 26th May, 1959).

During the First Plan period the Governments of Andhra, Assam, Bihar, Bombay, Punjab, West Bengal, Orissa, Madhya Pradesh, Madras and Hyderabad were assisted towards the establishment of 10 centres for training of craft instructors and towards the strengthening of 13 training colleges for the training of teachers of new practical subjects. The total cost involved for each centre was 60,000/- non-recurring & Rs. 20,000/- Recurring. For the extension of each training college, an amount of Rs. 60,000

non-recurring & Rs. 16,000 Recurring was provided. During the Second Plan period Central assistance @ 60 % of the expenditure involved is being given to the State Governments for their schemes for the training of teachers for multipurpose schools. A scheme for the establishment of 4 Regional Training Colleges for this purpose is under consideration.

(*Ministry of Education O.M. No. F. 14-66/59-SE.I, dated 6th May, 1960*).

The Committee are of the opinion that it would be advisable to separate the administrative and Secretariat functions in the various Ministries, as far as possible. Of late, with the growth in the concept of a Welfare State, the Secretariat has tended to acquire more and more power to itself with the result that the line of demarcation between the Secretariat and administrative functions has got blurred and power has tended to be accumulated in the hands which are not fully competent to deal with it. It is necessary now to take stock of the situation and revert to the original conception of a Secretariat Organization that is one which should confine itself only to laying down policies and performing supervisory, co-ordination and

The Ministry does possess an Advisory Cadre, different from the Secretariat Service. The principle of decentralisation is being applied in regard to certain activities.

(*Ministry of Education O.M. No. F. 14-30/58-SE..I, dated 26-5-1959*).

research functions. The actual administration needs to be decentralised to a greater extent.

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The Committee recommended that the All India Council for Secondary Education should take active steps to have some sort of independent evaluation of the progress made in the implementation of various schemes and projects in the schools and colleges whose representatives participated in the seminars or the workshops. The Committee would further recommend that a few seminars and workshops should be exclusively organised for teachers of different subjects on regional basis under the supervision of a team of experts on those subjects, in order to improve the teaching methods in secondary schools.

Further information called for by the Committee.

The steps taken for implementation of the recommendation may be specified.

(L.S.S. O.M. No. 30-EC-II/59 dated 30th September, 1959).

The recommendation is accepted.

(Ministry of Education O.M. No. F. 14-30/58-SE I, dated 26th May, 1959).

Every year the Directorate of Extension programme for S.E. organised workshops, in which selected participants of previous seminars, held by the Directorate are invited to exchange information regarding the action taken by them as a result of attending those seminars. Several schools had started projects and experiments as a result of their participation in seminars, certain other schools had also undertaken projects which were financed by the Directorate during the

year 1959-60, the Directorate organised special workshops for the headmasters of those schools which had undertaken such projects.

During the year 1960-61, a follow-up study of the seminars conducted during 1959-60 was taken up. Recommendations of all the "subject teachers' seminars" were consolidated and put before the All India Council for Secondary Education at its third meeting for consideration. The other reports are also being similarly consolidated.

A sub-Committee of the All India Council for Secondary Education has also been constituted to guide the Directorate of Extension Programme, for Secondary Education in carrying out an objective assessment of seminars. There is also a proposal to set up a Seminar Unit in the Directorate which will take care of planning and of the follow-up work of seminars.

(Ministry of Education O.M. No. F. 9-63/59-SE 3 dated 4-4-61.)

The Committee would like the Ministry to satisfy itself that the proposals made by the Secondary Education Commission that 'general science' courses should be formulated for the middle stage and in the high school stage there should be a specialised re-orientation of the science courses and that physics, chemis-

try and biology should be taught as independent subjects, are accepted and implemented throughout the country.

Further information called for by the Committee.

The extent to which the suggestions of the Secondary Education Commission in regard to the teaching of science have been implemented may be indicated.

(L.S.S. O.M. No. 35.EC.II/59, dated 30th September, 1959).

(Ministry of Education O.M. No. F. 14-30/58-S.E.1., dt. 26th May, 1959).

General Science has been introduced in a large majority of the higher secondary schools in the country except in Assam and Delhi. By the end of the Second Plan Elective Science would have been provided in about 2500 schools. By the end of the Third Plan, it is expected that General Science will have been provided in all the States and Central territories except Assam (50 per cent) and Delhi. As regards Elective Science, it is expected that nearly 47 per cent of the schools existing at the end of the Third Plan will offer it.

In accordance with these targets, the Directorate has planned its Third Five Year Plan in this subject. The points which will require special attention are :

- (a) training of teachers (Pre-service and in-service);
- (b) preparation of instructional material; and
- (c) promotion of science talent among secondary pupils.

These are adequately provided for in the future plan of the Directorate.

(Ministry of Education O.M. No. F. 9-63/59-S.E.3, dated 4th April, 1961).

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The Committee consider this (Science teachers' Project) a very good scheme and hope that it will yield beneficial results. They suggest that each of the forty trainees may be suggested to submit a brief report of their experiences, with special reference to the field of the teaching of science. Some of these reports may then be suitably edited and published. The publication should then be circulated to all the secondary schools through the State Governments. These forty science teachers, on their return after training should also be deputed to several other schools for short duration, so that they may be useful in toning up science teaching in a large number of schools.

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All the Science Teachers have, by this time, returned to the country. Reports from 33 have been received and are being examined by the Directorate of Extension Services for Secondary Education.

The State Governments concerned have been requested to make available the services of the science teachers to Extension Services Departments of Training Colleges, as resource personnel to organise special courses for science teachers and to the Directorate of Extension Services for Secondary Education to participate in the Subject Teachers' Seminars and other activities organised by them. A proposal for calling all these teachers to a seminar is also under consideration. In order to be able to assess the resources and the experience gained by these teachers and to organise an effective follow up programme, a 'Questionnaire' has been sent to these teachers to which replies have been received from most of them.

(Ministry of Education O.M. No. F. 14-30/58-S.E. I, dated 26-5-1959).

21

While the Committee appreciate the idea of seminars (and workshops), they feel that these should be preceded by suitable preparation and followed by a subsequent 'follow up' action. Particularly in

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The recommendation that seminars and workshops should be preceded by suitable preparation and followed by a subsequent follow-up action is noted. The follow up action in

respect of the seminar on Teaching of Science held in June, 1956, the Committee would like the All India Council for Secondary Education to collect information about the action taken on each recommendation by each State Government.

22

The Committee hope that this Science Committee will function vigorously and bring about the much needed improvements in the teaching of Science in schools by the end of the Second Plan. It would be useful for the Ministry to obtain periodical reports from State Governments on the action taken on the various recommendations of the Science Committee.

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We accept the recommendation.

(*Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 28-7-1959*).

23

The Committee would like the head of the institution to take personal interest in the proper development of the science club of his institution so that these clubs fulfil the objective of fostering genuine abiding interest in science in a large number of students who would be the future scientists of the country.

Accepted.

(*Ministry of Education O.M. No. F. 14-30/58-S.E. I, dated 26th May, 1959*).

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Although the science club is under the direct guidance of the sponsor, it is expected that the head of the institution is always the inspiring and guiding force behind every such progressive effort. Usually, the head of the institution, even if he does not happen to be a science teacher, takes a keen interest in the activities of the Science Club of the School.

(*Ministry of Education O.M. No. F. 9-63/59-S.E. 3, dated the 4th April, 1961*).

Further information called for by the Committee.

Steps, if any, taken on the lines indicated, may be communicated.

(*L.S.S.O.M. No. 35-EC. II/59 dated 30th September, 1959*).

24 The Committee hope that the Central Science Club will serve as a model for developing interest in science in secondary schools all over the country.

(Further information called for by the Committee.)

A brief note about the activities of the Central Science Club may please be furnished.

(L.S.S. O.M. No. 35-E.C. II/59 dated 30th September, 1959).

We share the Committee's hope.

(Ministry of Education O.M. No. F. 14-30/58 S.E. I., dated 26th May, 1959).

At present there are only 35 such Central Clubs.

If every one of the training colleges could start a club of this kind, they would undoubtedly influence a very large part of the secondary schools in the country. The college must, however, have the necessary facilities and the personnel required for the purpose.

After the work of the 35 Central Science Clubs is evaluated, an attempt will be made to extend the activity. During the year 1960-61, 5 more Central science clubs are expected to be set up. Grants-in-aid have been sanctioned for the purpose.

The Central Science clubs are expected to supervise and guide the activities of the Science Clubs in Secondary Schools in their respective areas.

(Ministry of Education O.M. No. F. 9-63/59-S.E. 3, dated 4th April, 1961).

The All India Science Teachers' Association and the Science Committee set up by the All India Council for Secondary Education are already working in close liaison with each other.
(*Ministry of Education O.M. No. F-14-30/58-S.E.I., dated 26-5-1959*).

The Committee hope that the All India Science Teachers' Association and the Science Committee will work in close liaison with each other and strive to take some concrete steps to improve the existing standard of science teaching in schools.

(*Ministry of Education O.M. No. F-14-30/58-S.E.I., dated 26-5-1959*).

This is already being done. Printed copies of the report on the research project are made available to all training colleges and University Departments of Education.

The Committee appreciate the efforts of the Ministry in the direction of encouraging research in the field of secondary education. They recommend that the results of research should not remain confined within the four walls of the institution where research is done. Wide publicity should be given to the results and they should be applied on a wider scale so that in due course all the schools may benefit.

(*Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959*).

In pursuance of the recommendations of the Bhopal Seminar and of the Conference of Boards of Secondary Education the A.I.C.S.E. has already set up an Examination Unit. Ten officers who were sent abroad for training have returned. Along with five other Evaluation Officers they are likely to be posted in five regional centres in the country to implement the recommendations of the Bhopal seminar. These recommendations have already been brought to the notice of the State Governments.

The Committee are of the opinion that the Ministry should take concrete steps for improving the existing system of examinations as recommended by the seminar on examinations held at Bhopal in February, 1956. The Ministry should particularly ensure that these measures are introduced expeditiously in the Union Territories which are directly under their charge.

(Further information called for by the Committee.)

It may be stated whether the five Education Officers have since been posted.

(L.S.S. O.M. No. 35-EC-II/59 dated 30th September, 1959)

In so far as the Union Territories are concerned the suggestion of the Estimates Committee will be borne in mind.

(Ministry of Education O.M. No. F. 14-30/58 S.E.I., dated 26th May, 1959).

Subsequent to the Bhopal seminar held in 1956, a detailed 10-year programme of examination reform was drawn up under the guidance of Dr. B. S. Bloom. This was approved and accepted by the Conference of Secretaries of Boards of Secondary Education and this programme has been in implementation since January, 1958.

An Examination Unit was set up in the Directorate consisting of 13 posts of Evaluation officers, during the past two years, the Unit has completed the first phase of examination reform consisting of :

- (a) introduction of a large section of teachers to the concept and techniques of evaluation ;
- (b) development of a large pool of test items ;
- (c) screening and trying-out of these tests ;
- (d) bringing them to final shape, when they are to be supplied to the Boards ;

- (e) working with training colleges in order to bring them into the programme ;
- (f) training officers who are to man the future State Evaluation Units ;
- (g) bring out necessary literature on evaluation.

The programme of reform is progressing according to schedule and it is expected that during the Third Five Year Plan a major part of the work would be completed.

(Ministry of Education O.M. No. F. 9-63/59/S.E. 3, dated 4th April, 1961).

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The Committee would suggest that steps may be taken for early implementation of these recommendations (regarding vocational Guidance.).

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The recommendations of the Ootacamund Seminar in so far as they relate to the State Governments have been communicated to them for consideration and implementation. In so far as they bear on the work on the Central Bureau, steps have been taken to initiate action and satisfactory progress has been achieved in several directions.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26-5-1959).

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The Committee suggest that the proposal regarding the training of Counsellors may be finalised expeditiously.

The proposal has since been finalised.

(Ministry of Education O.M. No. F. 14-30/58 S.E.I., dated 26-5-1959.)

35 The Committee also suggest that the Ministry should take steps to evaluate the working of the various bureaux so far established with a view to seeing whether they are properly functioning and whether any concrete benefit is accruing to the students in the field of proper guidance for educational and vocational purposes.

37 The Committee would suggest that the Governing Body of the Institute should be given wider powers and the control of the Ministry over its working should be kept to the absolute minimum.

38 The Committee note with regret that the Central Institute of Education has been functioning more or less as a training college for teachers. No appreciable progress has been made in the field of research and higher studies in the training of teachers. It is unfortunate that the original idea behind the establishment of the Institute has not been worked in practice and any efforts in that direction have not met with success. The Committee, therefore, recommend that if the Institute is to function properly, it must devote itself primarily to research work and be a feeder in advance stu-

The recommendation is accepted.
(*Ministry of Education O.M. No. F.14-30/58-S.E. I, dated 26-5-1959*).

In all academic matters, the Institute is entirely free. In administrative matters the suggestions of the Committee will be kept in mind.

(*Ministry of Education O.M. No. F. 14-30/58-S.E. I, dated 26-5-1959*).

The question of strengthening the research functions of the institute is already under consideration. So far as the staff of the Institute is concerned, appointments to all important posts are generally made by the Union Public Service Commission. Normally, an institution affiliated to a university cannot offer better salary grades than those approved by the University.

In this connection it may also be mentioned that the Central Research Advisory Committee in its second meeting held on the 28th and the 29th November, 1958 recommended that the Central

dies of techniques, training and educational standards for the training institutions all over the country. It should be staffed with people of very high calibre and should encourage research on teaching which is at present in a neglected state.

(Further information called for by the Committee)

The lines on which the research functions of the Institute have been strengthened may please be indicated.

(L.S.S. O.M. No. 35-EC-II/59, dated 30th September, 1959).

Bureau of Educational & Vocational Guidance and the Central Bureau of Text-book Research should be amalgamated with the Central Institute of Education. This recommendation is under examination.

(Ministry of Education O.M. No. F. 14-30/58-S.E. I., dated 26th May, 1959).

It has already been indicated in our previous reply that it is intended to recruit persons of high calibre who will be engaged primarily in research. In this way, by recruiting highly competent staff for research, we hope the research function of the Institute will be strengthened. A scheme has been formulated for developing the Central Institute of Education into a National Professional Centre which should function as a National Institute of Education, which will be implemented if funds are made available.

(Ministry of Education O.M. No. F. 14-66/59-S.E. I., dated 6th May, 1960).

40 133 The Committee feel that the teachers should be trained in the Institute in the background of Indian standards and Indian traditions. For this purpose, importation of charts, literature and other material from foreign countries should be properly screened so that only really useful material is put in libraries and it is also necessary that as far as possible, such charts and pictorials should be made in India.

So far as the first part of the recommendation is concerned, this is being done increasingly. As for the latter suggestion, while we should undoubtedly utilize Indian charts etc. there is no reason to bar out teaching aids from abroad.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26-5-1959).

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The Committee are generally in agreement with the views of the Commission and would also like to stress that the following two principles indicated by the Commission should be borne in mind in the working of the public schools :—

1. The Public school should not be a special or exclusive institution. It must have its roots in the soil of the country and must generally conform to the normal pattern of national education.

2. Public Schools should place due stress not only on the spirit of sportsmanship but also on all other important aspects of citizenship, dignity of labour and a social sense. They should also take care to see that their general educational life is in conformity with Indian cultural traditions, and outlook.

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The Committee consider that merely issuing a Press Note and writing to the Directors of Education in the States will not serve the purpose as all the people in the country, especially those who are poor, should know about the scheme (regarding Merit Scholarships). The Committee therefore recommend that adequate

Public schools are actually working in this direction in recent years quite consciously. Government have also taken steps to make their policy and point of view clear to them through the I.P.S. Conference and in other ways.

The inspection of public schools is carried on every year by the Ministry of Education. The inspection team generally consists of three distinguished educationists nominated by the Ministry of Education and this machinery has been devised in consultation with the I.P.S.C.

(*Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26-5-1959.*)

It has now been decided that the applications will be invited by advertisement.

(*Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 28-7-1959.*)

publicity should be given to the scheme by giving advertisements in English and regional language newspapers.

- 43 143 The Committee further recommend that the centre of interview should be located, if possible, in each State where there are students to be interviewed or in such a way as the children may not have to go long distance.
- 46 148 The Committee would suggest that steps should be taken by the Ministry on these lines to improve discipline and to develop the character of the youth of the country. .]
- 49 153 The Committee also agree with the opinion of the Secondary Education Commission that where it is possible separate schools for girls should be established as they are likely to offer better opportunities than the mixed schools, to develop their physical, social and mental aptitudes and all States should open such schools in adequate numbers. But it should be open to girls whose parents
- There will now be 14 Examination Centres, one in each State. The candidates appearing from the Union Territories will have to elect a Centre nearest to them in an adjoining State.
(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 28-7-1959).
- The Ministry has finalised a scheme under which distinguished scholars and persons specially knowledgeable about Gandhiji's teachings will visit universities and other educational institutions and give inspiring talks to students. One such series was arranged last year at Delhi, and one at Bombay during September and October 1958. The speaker was Miss Maniben Gandhi.
- (Ministry of Education O.M. No. F. 14/30/58-S.E.I., dated 26-5-1959.)
- As the Committee's views are identical with those of the Secondary Education Commission, we accept them.
- (Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26-5-1959.)

have no objection in this matter to avail themselves of co-educational facilities in boys' schools.

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The Committee, therefore, recommend that the Ministry should have perspective plan for the training of secondary school teachers and should be able to say as to what period it would take them to have trained teachers in all the Secondary schools in the country. Similarly, the Ministry should plan in advance for gradually improving service conditions of teachers as suggested by the Secondary Education Commission especially the triple benefit scheme with a view to attracting right type of persons to the teaching profession. Facilities such as housing, free medical attendance and free education for their children, should be given to teachers of secondary schools on the same lines as recommended by the Committee for primary teachers in their Report on Elementary Education.

The idea of perspective planning is acceptable to the Ministry, but it is very difficult to indicate any dead line by which all teachers in secondary schools will be trained. It is not just a question of making adequate arrangements for training. The appropriations for secondary education have also to be considerably increased since in most of the States the grades of the trained teachers are significantly higher than those of the untrained teachers. However, the Ministry is fully seized of the urgency of the problem and is doing everything possible to see that every secondary teacher is fully qualified and trained for his responsibility.

The recommendations concerning the Triple Benefit Scheme and provision for other benefits to teachers have been brought to the notice of the State Governments as it is primarily for them to implement these recommendations. It should be mentioned, however, that the Ministry of Education is already assisting the State Governments towards raising the scales of pay of secondary teachers.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26-5-1959).

The Committee note that corporal punishment in upper middle high schools in Delhi area has been officially recognised as per Rule 78, Article 191 of the Punjab Education Code. The Committee are not in favour of inflicting corporal punishment on children. They recommend that the Ministry should collect information in this regard from all the States and have the present policy revised in the light of the modern psychological and educational thought. The Training Colleges should through seminars, discuss the question of improving discipline without resorting to corporal punishment. This may even be taken up as a subject of research by the Central Institute of Education and other Training Colleges.

(Further information called for by the Committee)

It may be stated whether corporal punishment in Delhi has been stopped and the application of Rule 78, Art. 191 of the Punjab Education Code suspended. It may also be stated whether the Punjab Government have been addressed for the deletion of this Article from their Education Code. The position in this regard in the other States may also be intimated.

(L.S.S. O.M. No. 35-EC-II/59, dated 30th September, 1959.)

The recommendation may be accepted.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959).

Article 191 of the Punjab Education Code, as applicable to Delhi, does not permit the inflicting of corporal punishment as a general rule. This Article permits only the heads of the schools to inflict corporal punishment in upper middle and high departments of recognised schools of boys in serious cases subject to certain restrictions. Instructions have been issued to the schools from time to time to observe the provisions of this Article scrupulously and also to advise all the teachers not to inflict corporal punishment under any circumstances.

In order to remove any ambiguity in the matter of interpreting the rules, clear cut provisions are

being made in this behalf in the new Education Code for Delhi, which is under preparation.

(*Ministry of Education O.M. No. F. 14-66/59-E.C.I., dated 24th March, 1960.*)

A note* showing the position regarding the infliction of corporal punishment in schools in various States/Union Territories (excepting U.P., West Bengal and Himachal Pradesh from whom information is awaited) is attached. Regarding the question of stopping the application of Punjab Educational Code in this matter in Delhi Schools and moving the Punjab Government to delete the relevant article from their Code, the matter is under correspondence with the respective Governments.

(*Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960.*)

*N. B. The note showing the position regarding infliction of corporal punishment is at Appendix I.

CHAPTER III

REPLIES OF GOVERNMENT THAT HAVE BEEN ACCEPTED BY THE COMMITTEE

Serial No. Reference (as in Appendix IX to the 9th Report)	Summary of Recommendation/conclusion	Reply of the Government
1	3	4
1	<p>The Ministry should see that the pace of progress in the field of reconstruction of secondary education is uniformly ensured in all the States, specially in those areas which were lagging behind.</p> <p><i>Further information called for by the Committee</i></p> <p>It may be stated whether any concrete scheme for giving special help to financially backward States has been drawn up. If so, what are the provisions made thereunder for the reconstruction of Secondary Education ?</p> <p>(L.S.S. O.M. No. 35-EC-II/59 dated 30th September, 1959).</p>	<p>This is the Ministry's endeavour but the tempo depends on the resources of the States. Government are examining the possibility of giving special help to financially backward States.</p> <p>(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959.)</p> <p>The Ministry put forward a proposal of additional Central Assistance beyond the standard rate of 50% to State Governments on a scale based on the comparative backwardness of the State as revealed from its annual output of Matriculates per lakh of population, but the Planning Commission have not agreed to the proposal.</p> <p>(Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960).</p>

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The Committee recommend that the opening of traditional types of new high schools should be discouraged. At the proposed rate of conversion of the ordinary high schools into higher secondary schools, it would take approximately fifty years to complete the conversion—a situation which cannot be viewed with equanimity. The Committee would therefore, suggest that the position should be reviewed by the Education Ministry, in consultation with the State Governments and a revised programme of conversion chalked out to ensure that the new generation gets secondary education suitable to the needs of the country.

15 51

The Committee recommend that the All-India Council for Secondary Education should be reconstituted as an autonomous corporate body on the lines of the All India Council of Agricultural Research comprising of :

(a) A Government Body under the Chairmanship of the Central Minister of Education, consisting of representatives of the States at Ministerial level, members of Parliament and eminent educationists. This body will be responsible to deal with all matters in the improvement and

The Ministry and the Education Departments can only go as fast—and no faster—as the resources will allow. While the Ministry is most anxious to increase the pace, it can only work within the Plan target.

(Ministry of Education O. M. No. 14-30/58-S.E.I., dated 26-5-1959).

The Council has since been organised as an advisory body. Its executive functions are to be performed by a Directorate which will be an attached office of the Ministry.

(Ministry of Education O. M. No. F. 14-30/58 S.E. I, dated the 26th May, 1959).

reconstruction of secondary education including disbursement of grants to various States and institutions in the country.

(b) An Advisory Board to assist the Governing Body in the discharge of executive functions with more or less the existing composition of the All India Council for Secondary Education.

The Advisory Board will initiate all schemes in the field of Secondary Education, which will be finally approved and sanctioned by the Governing Body including allocations of funds for the same.

(Further information called for by the Committee.)

A note giving the composition, powers and functions of the Advisory Body may be furnished together with the reasons as to why the AICSE was abolished and on what grounds the present arrangements are considered to be an improvement on the older pattern.

(L.S.S. O.M. No. 35-EC-II/59, dated 30th September, 1959).

A copy of the proceedings of the* Reviewing Committee is enclosed. It furnishes the requisite information.**A copy of the Resolution setting up the revised AICSE is also enclosed.

(Ministry of Education O.M. No. F. 9-63/59-S. E. 3, dated 4th April, 1961).

*N.B. A copy of proceedings of the Reviewing Committee is at Appendix II. of the Resolution setting up the revised AICSE is at Appendix III.

- 17 61 The Committee would, however, like to put in a word of caution regarding these seminars and workshops. If they are not to be merely sources of diversion for the participants, at State expense, but are to serve a really useful purpose, they must invariably be preceded by adequate spade work and followed by concrete useful steps. This would naturally mean that their frequency would be comparatively less. The expenditure on their account should also be kept to the minimums—Perusal of this statement at Appendix IV to the Ninth Report shows that the expenses incurred on various seminars fluctuate widely and that there is scope for reduction in expenditure on this account.
- 18 71 The Committee while appreciating the efforts of the Ministry in this direction would suggest that the feasibility of covering the remaining training colleges in the country by extension services during the Second Plan should be examined. They also suggest that the effectiveness of the results achieved so far should carefully be assessed. Thereafter the question of enlarging the radius of operation of extension services should be examined.
- The expenditure on seminars and workshops is always kept as low as possible and efforts are always made to do as much advance planning as possible.
- Differences in expenditure are frequently due to the differing number of participants and the differences in local costs.
- (*Ministry of Education O.M. No. F. 14-30/58-S.E. I, dated 26-5-1959*).
- 34
- It is not possible to accept the recommendation because our Second Five Year Plan resources are already committed. The possibility of introducing extension service departments in all the remaining training colleges, etc., can only be explored in the Third Plan.
- For assessing the work of the Extension Services of the first flight, five Assessment Committees on a regional basis have been appointed. The over-all

question of enlarging the radius of operation of Extension Services will be examined after the Assessment Committees have submitted their reports.

(*Min. of Education O.M. No. F. 14-30/58-S.E.I., dated 26-5-1959*).

The Committee's recommendation has been noted.

(*Ministry of Education O.M. No. F.14-30/58-S.E.I., dated 26th May, 1959*).

We had originally two proposals in this regard :

One, to entrust the manufacture to the National Instruments Factory, Calcutta ; the other to set up an independent factory with the help of the Ford Foundation. The former did not materialise as the Factory's load is too heavy to shoulder this additional burden. The latter also fell through because the Ford Foundation withdrew their offer. As far as an assessment of requirements of scientific instruments is concerned the Ministry wrote to the States and received some information. However, as the proposal for setting up a separate factory for this purpose or for entrusting the matter to the National Instruments Factory, Calcutta has since fallen through, the matter has not been pursued further.

(*Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960*).

The Committee recommend that the Standardisation of scientific instruments required for the schools and colleges and an assessment of their annual requirements may be completed early, so that adequate provision for the manufacture of these instruments may be made without loss of time and without any unnecessary duplication of effort.

(*Further information called for by the Committee*).

The progress made in the work of standardisation of scientific instruments as also in the assessment of the annual requirements of such instruments may be indicated.

(*L.S.S. O.M. No. F. 35/ES-II/59 dt. 30th September, 1959*).

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The Committee consider that a second way would be to ask one of the International agencies to give some expert science teachers on loan and to utilise their services in an allotted area for improving science teaching in the schools there. After completing the task in one area, the team of experts may be moved to another area and thus the whole country may be covered. The expert teachers may first be deputed to the Central training college in the allotted area to give necessary practical training in science teaching to the teachers of science. Thereafter the team may move to the schools and observe personally the work of science teachers in that area and impart on-the-spot instructions wherever considered necessary. This would not only train more science teachers but would also qualitatively improve the science teaching.

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While a few foreign teachers on loan may be of help in solving a specific problem, we do not think that any such arrangement is really the answer to problem of trained personnel. This problem can be met only by having an increased provision for the training of science graduates in Universities for the training of science teachers in training colleges. Government are also not generally in favour of securing the services of too many experts from abroad.

(*Min. of Education O.M. No. F. 14-30/58-S.E. I, dated 26-5-1959*).

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To relieve the financial burdens on schools and with a view to developing their science teaching, the Committee would suggest that the scientific instruments imported from abroad for the use of schools and colleges including multipurpose schools may be exempted from the payment of customs duty so long as their manufacture in the country on an adequate

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It has been decided that if Secondary Schools satisfy the conditions laid down in Section 15B(2) of the Income Tax Act, donations or contributions to such institutions will be exempt from Income Tax in the hands of the Donors/Contributors subject to the limits specified in Section 15B(1) and (3) of the Act.

scale is not possible. The Committee would further recommend that contributions for development of secondary schools, specially for opening science wings in the existing schools be exempted from income tax. As a matter of fact, the Committee would like to see this principle extended to all contributions for development of education.

(Further information called for by the Committee).

It may be stated whether any decision has been reached on the question of exempting scientific instruments imported from abroad from customs duty.

(L.S.S. O.M. No. 35-EC.-II/59, dated 30th September, 1959).

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The Committee would suggest that the representatives of the training colleges which are not receiving grants, may also be permitted to participate in such seminars, if they so desire.

As regards the exemption from Customs Duty, the matter is still under consideration.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959).

The matter is still under consideration in consultation with the Ministry of Finance.

(Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960).

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For reasons of economy the practice of holding annual seminars has since been discontinued. In case it is revived in future, the suggestion will be duly considered at the appropriate time.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959).

32 106 The Committee suggest that the filmstrips prepared for the guidance purposes in collaboration with the TCM may be shown in all the secondary schools in rotation.

(Further information called for by the Committee).

It is not possible to make any arrangement for showing them to all the secondary schools. Many of them have no equipment for the purpose at present.

(Ministry of Education O.M. No. F. 10-30/58-S.E.I., dated 26th May, 1959).

It may be stated whether the question of obtaining the assistance of the Education and Information and Publicity Depts. of the States in the matter has been examined.

(Lok Sabha Sectt. O.M. No. 35-EC-II/59, dated 30th September, 1959).

The assistance of the Education, Information and Publicity Depts. in the States would not be of much use until the State Vocational Guidance Agencies have made arrangements for training a sufficient number of teacher-counsellors to give the requisite talks on careers which should accompany the showing of these film strips.

Moreover showing of these filmstrips in schools which do not have trained guidance workers would not be of much value to the students, as the material in the filmstrips is not self-explanatory.

(Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960).

The Committee feel that the average expenditure per student in the Central Institute of Education is on the high side. The Committee would, therefore, suggest that the feasibility of admitting more students may be examined.

(Further information called for by the Committee).

The steps, if any, taken to reduce the average expenditure per student in the C.I.E. which was found considerably higher than in other training institutions elsewhere and the results thereof may kindly be intimated.

(L.S.S. O.M. No. 35-ECII/59, dated 30th September, 1959).

Government do not consider it desirable to increase the number to appreciable extent.

(Ministry of Education O.M. No. F. 14-30/58-S. E. I., dated 26th May, 1959).

The average expenditure for students in the Central Institute of Education appears to be considerably higher than in other training institutions because the Central Institute of Education is not only a training institution but also has research functions and provides M.Ed. and Ph.D. courses also. The average expenditure therefore, cannot be calculated by dividing the total annual expenditure by the number of students. For a proper calculation of annual expenditure only those items will have to be taken into account that have a direct bearing on the training course.

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In view of the fact that the research activity of the Institute is being enhanced, it is likely that the annual total expenditure will increase in future years.

(Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960).

The principle underlying the first proposal is kept in view in giving the training so far as it is feasible. The alternative proposal is a counsel of perfection.

The Committee suggest that the training of teachers should be so devised that it is in keeping with the circumstances and conditions prevailing in the various schools from

which the teachers come. Alternatively, it should be arranged that the schools where teachers trained in modern methods of study are posted, provide the facilities so that their training is suitably utilised.

(Further information called for by the Committee).

It may be stated whether at the time of selecting teachers from various schools for training in the Institute, efforts are made to confine selection to such schools where reasonable facilities exist to apply the techniques taught at the Institute.

(L.S.S. O.M. No. 35-ECII/59, dated 30th September, 1959).

152 The Committee are sorry to note that the Centre has no special scheme for promotion of girls' education at the secondary stage. The Committee recommend that the Ministry should have a census of girls' middle schools and formulate and present a scheme to the States for the upgrading of such schools to high schools with Centre's assistance on an agreed basis. The Committee are sure that this will give a fillip to women's education.

(Further information called for by the Committee).

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959).

Trainees are not selected at the Institute on the basis of the schools where they have been teaching. They are selected on the basis of merit which is tested in a series of tests and interviews. A number of fresh graduates from Universities are also selected on the basis of these tests. Also the Ministry does not agree with the feasibility of the idea underlying the suggestion.

(Ministry of Education O.M. No. F. 14-66/59-S.E.I., dated 6th May, 1960).

It is not the function of the Central Government to formulate schemes for the State Governments but *vice-versa*.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I., dated 26th May, 1959).

Concrete steps, if any, taken to encourage the upgrading of girls' middle schools to high schools may be indicated.

(L.S.S. O.M. No. 35-EC-11/59, dated 30th September, 1959).

51

The Committee, therefore, feel that the Educational Codes should be completely revised instead of being amended piece-meal from time to time. The Committee have already recommended in an earlier chapter in this Report the desirability of having a common educational code for all the Union Territories. The Committee further recommend that the Ministry should persuade the States to revise the Educational Codes in the light of changed circumstances, and if necessary, it may prepare model code and circulate the same to State Governments for their guidance in revising their own Codes.

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It is not possible for the Ministry to take any concrete steps for this purpose. The States formulate their plans according to their felt needs.

(Ministry of Education O.M. No. F. 14-66/59-S.E.I, dated 6th May, 1960).

Each State Government normally has its own educational code and as such, it is the responsibility of the State Governments to revise it.

Most of the Codes already resemble one another rather closely and as such, there is no need for an All India Code.

In so far as the Union Territories are concerned, the idea of a common Code is not easy to work because in most cases they follow the Codes operative in the contiguous areas. For the examinations of these Universities or Boards the schools in the Union Territories prepare their students. We might have a common Code for the Union Territories if they prepare candidates for the new All India Board.

However, the feasibility of having a common Code will be examined when the Delhi Code, which is now under revision, is ready.

(Ministry of Education O.M. No. F.14-30/58-S.E.I, dated 26-5-1959).

CHAPTER IV

REPLIES OF GOVERNMENT THAT HAVE NOT BEEN FINALLY ACCEPTED BY THE COMMITTEE

Serial No. Reference (as in Appendix ix to the 9th Report) #	Summary of Recommendation/ Conclusion	Government's reply	Comments of the Committee
1	2	3	4
2	24(b) For sanctioning staff for Government and private aided schools a simpler formula should be evolved whereby for additional intake the sanction for staff follows automatically and that the Government aid to such institutions is based on the approved strength of staff and the approved items of amenities.	A yardstick already exists for fixing posts in the Government and Government Aided Schools. In the case of aided schools, the Director of Education is himself competent to fix the number of posts on the basis of the enrolment figures in accordance with the prescribed yardstick, while in the case of Government schools, sanction of the Government for the creation of posts is necessary. The question of authorising the Director of	The decision may be expedited.
			5

Education to fix the number of posts in Government schools also is, however, under consideration in consultation with the Finance Department of the Delhi Administration.

(Ministry of Education O.M. No. F. 14-30/58-S.E.I, dated 26th May, 1959).

(Further information called for by the Committee)

The decision taken on the question of authorising the Director of Education, Delhi, to fix the number of posts in Government Schools on the basis of the enrolment figures may please be intimated.

(Ministry of Education O.M. No. F. 14-66/59-S.E.I, dated 24th March, 1960).

(L.S.S. O.M. No. 35-ECII/59, dated 30th September, 1959).

24(c) While assessing the amount for grant-in-aid to voluntary institutions, the Education Directorate should consider the feasibility of exempting funds raised by them through private donations for providing-

The Aided Schools will be permitted to charge fees on a *quid pro quo* basis in respect of the extra curricular subjects taught by them. In view of this it has been decided not to permit them to charge

The Ministry has been asked to indicate the extent to which funds raised by voluntary institutions through private donations for providing educational facilities in cultural and scientific subjects not

ing additional facilities in cultural and scientific subjects not included in the ordinary curriculum.

forced donations from parents etc. There has, however, been no ban on the raising of voluntary donations in a proper manner.

(*Ministry of Education O.M. No. F. 14-30/58-S.E.I, dated 26th May, 1959.*)

24(d) The feasibility of starting short term courses for untrained teachers should be examined.

The recommendation is accepted in principle.

(*Ministry of Education O. M. No. F. 14-30/58-S.E.I, dated the 26th May, 1960.*)

24(f) There should be a certain quota of teachers fixed as leave reserve including lady teachers proceeding on maternity leave.

The number of posts for each school has been fixed and the question of leave reserve will be taken up early in 1959-60.

(*Ministry of Education O.M. No. F. 14-30/58-S.E.I, dated the 26th May, 1959.*)

(*Further information called for by the Committee.*)

included in the ordinary curriculum are exempted while assessing the amount for grant-in-aid.

The Ministry has been asked to state whether any short term training courses have been started for untrained teachers in pursuance of the recommendation and if so, where.

The decision in the matter may be expedited.*

t may be stated whether the question of leave reserve has been taken up and if so, what decision has been arrived at thereon.

(L.S.S. O.M. No. 35-EC.II/59, dated the 30th September, 1959).

(Ministry of Education O.M. No. F. 14-66/59-S.E.I, dated the 24th March, 1960).

24(i) The provision for furniture and equipment should be determined according to the number of students in a school every year and financial allocation for additional requirements should be made in the school budget accordingly.

A suitable yardstick for supply of furniture and other items of school equipment is being drawn up by the Delhi Administration in consultation with their Finance Department.

The Committee hope that final decision has been taken on this question which has been pending for long.**

(Ministry of Education O.M. No. F-14-30/58-S.E.I, dated the 26th May, 1959).

(Further information called for by the Committee.)

N. B. Government have supplied the following two information after factual verification of the draft Report vide their d. o. No. 14-66/59-SE. 4, dated 14.3.62.

*The Government have since sanctioned leave reserve posts in aided schools on the basis of 5 per cent of the approved sanctioned strength of teachers in a school.

**The various items of furniture and equipment required by the schools have since been standardised. The heads of schools are required to submit every year a forecast of their requirements on the basis of existing and anticipated enrolment for the next year for making necessary budget provision.

The details of formula evolved for the supply of furniture and other items of school equipment may be furnished.

(L.S.S. O.M. No. 35-EC.II/59, dated the 30th September, 1959).

The recommendations of the Committee appointed for the purpose are expected shortly.

(Ministry of Education O.M. No. F.14-66/59-S.E.I., dated the 24th March, 1960).

II

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The Committee appreciate the steps taken by the Ministry to overcome the shortage of trained teachers for multi-purpose schools but they apprehend that these steps would not be sufficient to meet the shortage. They, therefore, suggest that a scientific assessment of the requirements of trained teachers for the higher secondary and multi-purpose schools should be made without delay. Thereafter, the Ministry should explore all avenues for increasing the supply of suitable teachers by adding to the

The recommendation is generally acceptable. In consultation with the Planning Commission the Ministry has recently decided to set up a Man Power Committee for surveying teaching requirements.

(Ministry of Education O.M. No. F.14-30/58-S.E.I., dated the 26th May, 1959).

The Ministry has been asked to state the progress made by the Man Power Committee in the matter of surveying teaching requirements.

number of existing training institutions, by introducing shift system wherever feasible, by adding an extra wing in the existing institutions, by expanding considerably the seminar-cum-training courses in practical subjects and lastly, if need be, by importing a few experienced technicians from outside and putting them in charge of special courses that are going to be introduced.

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The Committee recommend that public schools may be persuaded to throw open certain percentage of seats for admission to students whose parents fail to register their names in time and who are otherwise meritorious, such students being admitted through competitive examinations held each year in every public school. Adequate publicity should also be given to such competitive examinations.

Some schools are already doing this and we shall also bring the recommendation to the notice of the Indian Public Schools Conference.

(*Ministry of Education O.M.
No. F.14-30/58-S.E.-I, dated
26th May, 1959.*)

45

The Ministry has been asked to state whether the Indian Public Schools Conference has accepted the recommendation.

The Ministry has been asked to indicate the steps taken to implement the recommendation.*

The Ministry is already trying to implement the recommendations made by the Committee on Gandhian teachings.

(*Ministry of Education O.M. No. F.14-30/58-SE-I, dated 26th May, 1959.*)

The Committee recommend that the Ministry should take expeditious steps to introduce Gandhian teachings in the curricula of schools and colleges including public schools to fill up this lacuna.

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The Ministry has been asked to state whether any loans have been given to the Secondary institutions in rural areas for construction of hostels.**

Interest-free loans are sanctioned to high, higher secondary and multi-purpose Schools. In sanctioning such loans no discrimination is made as between rural and urban institutions. The loans are sanctioned on the strength of the recommendations of the State Governments through whom the applications are received. We may write to the State Governments that while recommending such applications, other things being equal,

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The Committee suggest that the Ministry should help the secondary schools particularly in rural areas by granting loans for the construction of hostels on easy terms as proper educative environment does not at present exist in many rural homes.

they should give preference to rural institutions.

(Ministry of Education O.M.
No. F.14-30/58-S.E.-I, dated
26th May, 1959).

NEW DELHI;

March 19, 1962/Phalguna 28, 1883 (S)

H. C. DASAPPA,
Chairman,
Estimates Committee.

*N. B.—Government have supplied the following information after factual verification of the draft Report vide their d. o. No. F-14-66/59-SE.4 dated 14.3.62.

* “As a result of the implementation of the recommendations made by the Committee on Gandhian Teachings a number of steps to emphasize the teachings of Gandhiji on children of schools and colleges have been taken. These include lectures by Kumari Manu Behn in secondary schools which are already in hand and lectures by eminent persons on Gandhian philosophy and teaching in Indian universities which have been fixed for next year and for which budget provision has already been made.”

**N. B.—Government have supplied the following information after factual verification of the draft Report vide their d. o. No. F-14-66/59-SE.4 dated 14-3-62.

The selection of the institutions is made by the State governments concerned who have first to recommend the institution to the Government of India. From the secondary institutions already covered under the scheme, the following may be quoted which are located in rural or semi-urban areas :—

- (a) Grama Vidyodayaya Sangha, T. Narasipur, Mysore.
- (b) Nadar Saraswathi High School, Thani, District Madurai, Madras.
- (c) Haunshhavi V. V. Sangha, Haunshhavi, District Dharwar, Mysore
- (d) Shiwaji Shikshan Prasare Mandal, Gaudgaon, Talbarsi, Maharashtra.
- (e) Mahatma Gandhi Multi-purpose Higher Secondary Vidyalaya, Gulabpurva, Rajasthan.

APPENDIX I

(Vide reply to recommendation 52 included in Chapter I)

REPLIES RECEIVED FROM STATES/UNION TERRITORIES REGARDING CORPORAL PUNISHMENT

1. Andhra Pradesh :—

(i) Andhra Area

• Corporal punishment shall not be inflicted in schools except in cases of moral delinquency such as deliberate urging, obscenity of word or act or flagrant in-subordination. Limited to six cuts on the hands and to be administered only by or under the supervision of the Headmaster.

(ii) Telengana Area

• Corporal punishment shall not be resorted to except in Boys' Schools and except in cases of moral delinquency such as deliberate lying, cheating etc. and in cases of repetition of minor offences which minor punishments have failed to check. Limited to six cuts on the palm of the hand and to be administered only by the Headmaster.

2. Assam

• Corporal punishment has not been prohibited for any age group. The only punishment allowed, however, is 'cane on the palm of the hand' and the Headmaster is the authority competent to inflict this punishment.

3. Bihar

• Corporal punishment has not been prohibited. It is, however, to be imposed only by the Headmasters of the Schools in exceptional cases like cases of in-subordination, lying, cheating etc. and continued repetition of minor offences which minor punishments have failed to check.

4. Bombay

• Corporal punishment has been abolished.

5. Jammu & Kashmir State

• Corporal punishment has been abolished.

6. Kerala

• Corporal punishment shall be administered rarely. This form of punishment should be resorted to only in the case of boys (this restriction applies to Travancore Area only) and in cases like moral delinquencies and repetition of minor offences. Limited to 6 cuts on the palm of the hand and administered by the Headmaster.

7. Madhya Pradesh

• Corporal punishment in any forms is not inflicted in any of the Schools.

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8. Madras Corporal punishment shall not be inflicted in schools except in case of moral delinquency such as deliberate lying, obscenity of word or act or flagrant in-subordination. Limited to six cuts on the hand to be administered by or under the supervision of the Headmaster. Corporal punishment shall never be inflicted in any recognised school on boys of the sixth form.

9. Mysore No corporal punishment is prescribed in schools.

10. Orissa Corporal punishment is allowed only in case of grave offences like in-subordination, lying, cheating etc. and continued repetition of minor offences which are not serious to merit expulsion. Corporal punishment should never be inflicted on boys of class XI.

11. Punjab In recognised schools other than Public Schools, corporal punishment on account of misconduct is administered to the boys only, in the upper middle and high departments and by the Headmasters only. Limited to 10 cuts on the palm of the hand. Such punishment is, in no case to be inflicted on the pupils in the primary and lower middle departments of such schools—age group 6-12, and in Government Inter Colleges or in privately managed Inter Colleges, the matric classes of which are recognised. In public schools, however, corporal punishment can be inflicted by trained masters upto six strokes on the palm of the hand or the buttocks and upto 12 strokes by the Headmaster or the Principal of the school.

12. Rajasthan Prohibited.

UNION TERRITORIES

1. A. & N. Islands No legal prohibition in corporal punishment. However resort to corporal punishment is practically nil in the schools of the Islands.

2. Delhi The Punjab Education Code is applicable to Delhi. However, corporal punishment is administered only by the Headmaster in upper middle and high departments of recognised schools for misconduct and is given in the form of strokes not exceeding ten with cane on the palm of hand. The corporal punishment is in no case, allowed in Primary and Lower Middle Departments or Schools.

3. L.M. & A. Islands Corporal punishment is not in vogue.

4. Manipur Corporal punishment is allowed in schools for mis-behaviour and breach of school discipline.

5. Tripura Prohibited both in the Primary & Secondary Schools for the age group 6-16.

APPENDIX II

(*Vide* reply to recommendation 15 included in Chapter III)

Report of the Reviewing Committee of the All India Council for Secondary Education—meeting held in New Delhi on the 12th October, 1958.

In September, 1958, the Education Minister set up a Committee to review the activities of the All India Council for Secondary Education. The following matters were specifically referred to the Committee :—

1. To review the programme of activities of the All India Council for Secondary Education.
2. To examine the organisational set-up of the Council.
3. To formulate recommendations on the future set-up of the Council.

The Reviewing Committee met on the 12th October, 1958 and the following members were present :—

1. Shri Prem Kirpal,
Educational Adviser to the Government of India—(Chairman).
2. Prof. I. M. Verma,
Director of Public Instruction, Punjab.
3. Kumāri S. Panandikar,
Director of Public Instruction, Bombay.
4. Shri L. O. Joshi,
Secretary, Deptt. of Education, Madhya Pradesh.
5. Shri Prem Narain,
Deputy Financial Adviser, Ministry of Education.
6. Shri R. S. James,
Education Officer, Ministry of Education—(Secretary).

By Special invitation :—

7. Dr. F. C. Ward,
Ford Foundation, New Delhi.
8. Shri R. P. Naik,
Joint Educational Adviser, Ministry of Education.

Dr. D. M. Sen, who could not be present sent a letter outlining his suggestions. His letter is enclosed (Annexure I). Shri R. A. Gopalaswami was unable to be present as he had just relinquished charge of his duties as Education Secretary of Madras State. The Committee invited Shri Natarajan, Joint Secretary of the All India Council for Secondary Education, to be present during the review of the Council's programme and activities. Shri Natarajan participated in the consideration of this item.

The working paper which had been circulated to the members is annexed (Annexure II).

The Committee had two sessions, one in the morning and other in the afternoon.

At the outset the Chairman explained the Committee's terms of reference and gave a background of the circumstances under which the All India Council for Secondary Education was originally set up. He referred to the Mudaliar Commissions' Report which had specified certain goals and tasks in the field of Secondary Education, some of which the Council was intended to fulfil. In this connection referred to the generous assistance offered by the Ford Foundation and the excellent cooperation received from the Foundation's staff of consultants and experts.

The Committee reviewed the programme and activities of the All India Councils for Secondary Education on the basis of the brochure "A Venture of Faith" (Annexure III) which had recently been published by the All India Council for Secondary Education. This brochure reviews the activities of the Council from 1955 to 1958. It was generally agreed that the activities so far undertaken by the Council had served a useful purpose and their impact was being gradually felt in the improvement of Secondary Education. The Committee also felt that the Council had not yet concentrated on some of the important functions assigned to it e.g., a review and evaluation of the progress of Secondary Education throughout the country. It was stressed that this item of work should be dealt with expeditiously and the Government should conduct a review and evaluation as early as possible.

The Committee's comments on the various important activities of the Council are summarized below :—

- (i) *Extension Services.*—The Committee expressed its satisfaction at the work done by the Extension Service Centres in revitalising the attitude of the teacher and the method of teaching through their in-service training programmes. The Committee thought that the report on the evaluation of this project would give a better idea of the working of this project and that this report should be made available at an early date. The Committee recommended that there should be greater cooperation between the Extension Services and the State Governments.
- (ii) *Seminars.*—The Committee noted that the Council had organised a fairly large number of seminars, both general and on particular subjects. While such seminars had served a useful purpose in making the teachers aware of the problems involved, it was felt that the time had come when more concentrated efforts should be made to have seminars on concrete, urgent and practical problems in the field of Secondary Education. There was also no systematic follow-up of the seminars already held and the Committee recommended that the conclusions arrived at these seminars be examined by a committee of experts with a view to ensuring speedy and effective implementation of important recommendations. It was also observed that the duration of the seminars was perhaps too long, extending in some cases upto 6 weeks. The Committee felt that this resulted in the teachers and the administrative staff keeping away from their work for a period longer than is justified. The Committee felt that when the seminars are confined to special and limited practical problems, it should be possible to reduce the duration of each seminar to about a week and to utilise this reduced period more effectively. The Committee also recommended the holding of district level seminars. It was agreed that greater care should be exercised in selecting the proper participants for these seminars and opportunity should be given to as many teachers as possible.
- (iii) *Examination Reforms.*—The Committee noted that the Council had already taken up preliminary steps in regard to the examination reforms. Since this was one of the more important aspects of the reorganisation of Secondary Education, the Committee recommended that decisions in regard to the steps to be taken and the manner in which reform is to be introduced should be expedited.
- (iv) *Strengthening of Science Teaching.*—Steps have already been taken by the All India Council for Secondary Education to assist various institutions in establishing Science Clubs. The Committee recommended that this scheme be expanded and co-ordinated with schemes for improvement of Science teaching at the elementary stage.

- (vi) *Experimentation in Schools.*—In regard to the Scheme of Experimentation in Schools, the Committee noted that this scheme had not yet been finalised and before the scheme is implemented, it would be necessary to determine the equivalence of the certificates awarded by these schools with the certificates granted on the passing of the High or Higher Secondary School Certificate Examination. The Committee was of the view that before the experimental schools are set up, projects which had been introduced in schools deserve to be encouraged and extended to other schools.
- (vii) *Study of Special Problems.*—The Committee felt that great emphasis should be put on the conversion of the High Schools into Higher Secondary Schools and the concept of the multi-purpose schools needed to be more clearly understood.
- (viii) *Publications.*—The Committee noted that the Council had been publishing a monthly journal "Teacher Education" but were at a loss to understand why its circulation was only 2,000. The Committee felt that if the contents of the journal are of special interest and value to the teacher, its circulation would be considerably increased.

2. After completing its survey of the programme and activities of the All India Council for Secondary Education, the Committee proceeded to examine the organisational set-up of the Council in regard to which certain recommendations were agreed upon.

It was noted that the Council was set up by a Resolution which sought to confer a measure of autonomy on the Council under the general supervision of the Ministry of Education. This Resolution, defining the present constitution of the Council, is annexed (see Appendix A of Annexure II). After a lengthy discussion, the Committee arrived at the conclusion that the present Council deriving its authority from the above-mentioned Resolution of the Government of India was neither a legally constituted autonomous body, nor was it a regular part of the Government set up and consequently it suffered from certain administrative and financial defects and difficulties. It was necessary to define the position more clearly by setting up either a completely autonomous body or an organisation functioning like a Government department. The Committee agreed that the present procedures regarding administrative appointments and financial matters were liable to be criticised and a review of the existing situation was therefore necessary and had in fact been contemplated even at the time of the setting up of the Council.

The Committee considered both the alternatives very carefully and examined the pros and cons of full autonomous organisations as well as of an attached department of Government. In this connection, the Committee examined the constitutions of autonomous bodies like the University Grants Commission and the Indian Council of Agricultural Research and of advisory bodies like the All India Council for Technical Education. The Committee noted that the Estimates Committee had recommended the reconstitution of the Council on the lines of the Indian Council for Agricultural Research.

3. After a lengthy discussion, the Committee reached the conclusion that it would not be desirable to set up a completely autonomous body at this stage as secondary education is a State-subject and the Ministry of Education has to render proper advice and conduct experimental activities through close consultation and effective coordination with the States. It was also agreed by the Committee that the present flexibility in the working of the Field Advisory Service should be retained as far as possible in the new set-up. The Committee, therefore, recommended that the All India Council for Secondary Education should be reorganised on the following lines:—

1. An Advisory Council representing all the States and other important interest in the field of Secondary Education should be set up.
2. All Advisory and executive function at present performed by the All India Council for Secondary Education should be the responsibility of an attached office which would operate as a Directorate under the Ministry of Education.
3. Sufficient powers should be delegated to the newly constituted directorate and adequate flexibility should be retained in the operation of the Field Advisory Service.
4. If necessary, a Standing Committee of the Advisory Council might be set up along with other technical committees,

5. The Ministry should examine the feasibility of setting up regional units for more effective implementation of the activities of the Council.
6. The Field Advisory Staff should be drawn from State Governments on deputation for specified periods. The deputation should be for a maximum period of 3 years, ensuring adequate representation among all States without prejudice to the efficiency of the field advisory staff.

The Committee wishes to record their appreciation of the manner in which the Chairman guided the deliberations and the services rendered by the Secretary.

APPENDIX III

(Vide reply to recommendation 15 included in Chapter III)

To be published in the Gazette of India

Part I Section 1

No. F-13-36/58-SE. 3

GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

New Delhi, the 28th March, 1959.

RESOLUTION

Subject.—Reorganisation of the All India Council for Secondary Education.

In 1955, the Government of India, *vide* Resolution No. F.18-2/55-D.1., dated August 1, 1955, had set up the All India Council for Secondary Education for a period of three years in the first instance, beginning from 3rd October, 1955. The term of the Council was extended by a period of two months till 2nd December, 1958, *vide* Resolution No. F.13-36/58-SE.3 dated 16th October, 1958.

It has been under the consideration of the Government of India for some time to reorganise the All India Council for Secondary Education in the light of the experience gained during the three years of its existence, with a view to making it more effective. It has since been decided to further extend the present term of the Council till 31st of March, 1959, whereafter the Council is reconstituted as follows:—

1. The All India Council for Secondary Education shall be an Advisory Body, consisting of the following members:—

- (a) Joint Secretary/Joint Educational Adviser in charge of Secondary Education Division.....Ex-officio Chairman.
- (b) Director, Directorate of Extension Programmes for Secondary Education.....
Ex-officio Member.
- (c) Deputy Financial Adviser, Ministry of Education.....Ex-office Member.
- (d) One member to be nominated by each of the following bodies:—
 - (i) All India Council for Technical Education.
 - (ii) University Grants Commission.
 - (iii) All India Council for Elementary Education.
 - (iv) All India Federation of Educational Associations.
 - (v) Association of Principals of the Training Colleges.
- (e) A nominee each of the 14 State Governments.
- (f) Five experts in the field of Secondary Education to be nominated by the Government of India.
- (g) The Head of the Secondary Education Division. Ex-officio (Member-Secretary)

II. The following functions will be discharged by the re-constituted All India Council for Secondary Education :—

- (a) The Council will review the progress of Secondary Education throughout the country and serve as an expert body to advise the State and Central Governments about improvement and expansion of Secondary Education in all its phases.
- (b) It will examine and appraise proposals in this behalf referred to it by the Government of India and the State Governments and make suitable recommendations.
- (c) It will initiate proposals for the improvement of Secondary Education in the light of the experience gained and within the ambit of the decisions taken by the Government of India from time to time.
- (d) The Council may examine and recommend proposals for research in problems relating to Secondary Education in all its aspects.

III. To carry out any or all of the functions enumerated above, the Council may appoint *ad hoc* Committees and/or Standing Committees.

IV. All executive functions performed at present by the All India Council for Secondary Education shall now be the responsibility of an attached office of the Ministry of Education Government of India, which will operate under the name " Directorate of Extension Programmes for Secondary Education".

No. F.13-36/58-SE.3 New Delhi, Dated 28th March, 1959.

Order.—Ordered that a copy of the Resolution be communicated to all State Governments and Ministries and Departments of the Government of India.

Ordered also that the Resolution be published in the Gazette of India for general information.

Sd/- Prem Kirpal,
Joint Secretary.

APPENDIX IV

Analysis of the Action taken by Government on the recommendations contained in the Ninth Report of the Estimates Committee (Second Lok Sabha)

1.	Total number of recommendations	52
2.	Recommendations accepted fully by Government (<i>Vide</i> recommendations in Chapter II)	
	Number	33½
	Percentage to Total	64·4%
3.	Recommendations accepted partly or with modifications (<i>Vide</i> recommendations 13, 17, 18, 28, 39 and 51 in Chapter III)	
	Number	6
	Percentage to Total	11·5%
4.	Recommendations not accepted by Government but replies in respect of which have been accepted by the Committee (<i>Vide</i> recommendations 1, 15, 25, 27, 29, 32, 36 and 48 in Chapter III)	
	Number	8
	Percentage to Total	15·4%
5.	Recommendations in respect of which replies of Government have not been finally accepted by the Committee (<i>Vide</i> recommendations in Chapter IV)	
	Number	4½
	Percentage to Total	8·7%