

## CONCLUSION.

The urge for change in our educational system, which was the result of the growing national consciousness in the decades preceding Independence, has been taking concrete shape and is becoming more insistent after the attainment of freedom. In the years of struggle for political emancipation, great changes had taken place in our outlook, hopes and aspirations. But not having the freedom to act, which comes only with political power, the educational system remained much the same, so that when Independence was achieved, there was found to be a big gap between what we, as Indians and as a free people, required and what education offered. In the past five years we have been thinking of bridging this gap. This period of the aftermath of a devastating war and struggle for political freedom has been one of flux in the educational field, as in the economic and other spheres of human endeavour. History shows how revolutions, whether violent or peaceful, have been followed by educational unrest ; and our educational activity has followed this fact of History.

2. Our task has been to evolve a comprehensive educational plan which would rectify existing defects and meet new needs. Ideas have come crowding in, but very often we have had to ask ourselves the question : "Would this be possible ?" Realising that many a good scheme had floundered on the bed-rock of finance , the question assumed special significance. It was like a cloud in a clear sky. And then we asked ourselves the further question : "Should we, as educationists, and as laymen, suggest a plan, which we consider intrinsically good and desirable, or shall we let the spectre of finance deflect our determination ?" We felt however, that a scheme which is considered good must be carried out, and if this is done, and people realise that benefits have accrued as a result of the implementation of the scheme, financial difficulties will not bar our progress. We are convinced that education is a human investment ; it is Social Capital which will bring in big dividends, provided we

labour and wait. It has to be remembered that "of all the constructive tasks in which the nation is engaged, modern education provides the greatest social gain for the effort and expenditure involved". We have made recommendations about which we are clear in our minds, and which we consider will promote educational progress on sound and satisfactory lines.

3. The scheme which we have recommended in this report would cover a large part of the National 5-Year Plan, and we trust that with adequate financial aid from the Centre, it will be possible to carry out the Scheme. The Planning Commission have recognized that it is essential for the successful implementation of the plan that the educational programme should train the individual to place obligations above rights and should help the growth of creative faculties and of critical appreciation. This is just what our Committee would like to emphasize in formulating its proposals contained in this Report. The scheme must be implemented as a whole, in gradual stages if necessary, as and when finances become available, but in everything we do, we must have a perspective of the total educational advancement of the State.

4. This is the first time in the history of Mysore that a comprehensive and co-ordinated plan touching every grade and phase of education from the Pre-Primary to the University and Post-Graduate, has been attempted. We have given the fullest consideration to the needs of all grades of education and our endeavour has been to remove existing defects, to suggest special measures to meet the changing conditions and varying needs, to ensure co-ordination at every stage, and to give strength and purpose to educational effort. We have had valuable reports to assist and guide us, such as the Sadler Report, the Sargent Scheme, the Radhakrishnan Report, the Report of Dr. C. R. Reddy, the Report of the Madras University Committee, our own Board of Education Reports and others. We have taken note of the utterances of distinguished educationists and leaders of education. On behalf of our Committee, Sri J. B. Mallaradhya, Director of Public Instruction in Mysore, has apprised the Secondary Education Commission of the Government of India that toured

the State recently, of the details of our deliberations and conclusions reached, not merely in regard to Secondary Education but all aspects of education that were specially referred to us for examination. Some of the members of our committee also met the Commission and gave evidence before them. The needs of a National Education System have been constantly kept in view. But, as a local committee dealing with the State's problems of education, we have had our own limitations ; but our main purpose has been to evolve a pattern of education adapted to the needs and conditions of the people of Mysore and which would, at the same time, meet the requirements of an average citizen of a free democracy.

5. A major change which is abundantly in evidence in recent years in the educational advance of highly developed countries of the West is the shifting of emphasis from merely intellectual training to the development of the whole personality of the pupil with special stress on physical and emotional training. A fuller recognition of the importance of Manual Labour and Social Service as essential ingredients of a sound system of education is a notable departure from the traditional ideas which have dominated our educational theory and practice. Here again the Planning Commission of the Government of India refer to the need for making it obligatory on the part of students to devote themselves to disciplined national service. Throughout our deliberations, we have recognized that if manual work and social service are given their due and proper place in our reformed scheme of education, it would create an emotional awareness among students for tasks of national reconstruction. Adequate provision has accordingly been made in appropriate stages of education to give concrete shape to these ideas.

6. We have had the willing co-operation of a large body of teachers, persons interested in education and several educational organizations at all stages of our work. Co-opted members of the several Sub-Committees and of the Syllabus Committees have rendered very valuable and useful service. To all of these our thanks are due.

7. The presence of Dr. S. Radhakrishnan amidst us during the concluding stages of our deliberations was a source of inspiration to us. The entire ground covered

by the committee came under his purview in the few days he was with us. We thus had the benefit of his wide experience and valuable guidance. To him we are grateful.

8. The Chairmen and members of our Sub-Committees have, in their many long and patient sittings, brought to bear, upon the many educational problems which they examined, their educational insight and experience. They did all the spade work and placed clear-cut issues before us. This facilitated our deliberations and helped us to take decisions quickly. We desire to place on record our deep sense of obligation to them.

9. We desire specially to express our warm appreciation of and thankfulness for the invaluable services rendered by Sri J. B. Mallaradhya, Director of Public Instruction, and Member-Secretary of our Committee. His thorough grasp and intimate knowledge of varied educational problems, his sincere desire to assist us unreservedly at all times, his capacity for planning and organization and above all his patriotic fervour have been of great value to us in our deliberations. His unflagging zeal and whole-hearted co-operation have enabled us to conclude our work within the short period of four and a half months from the date of commencement of our regular work.

10. Our cordial thanks are due to Sri N. S. Venkataram, Assistant Secretary, for his able assistance at all stages of the Committee's work.

11. We also appreciate the loyal and devoted efforts made by the office staff under the leadership of Sri N. Nanjunda Swamy, Educational Probationer.

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\* Subject to the appended Notes,

