

EDUCATION DEPARTMENT PUNJAB

Annual Report
ON THE
PROGRESS OF EDUCATION
IN
Punjab



1960-61

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ANNUAL REPORT
ON THE
Progress of Education
IN PUNJAB
For the year 1960-61



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EXPLANATIONS

1. *Academic Year*—For the sake of uniformity, the academic year in these tables is taken to coincide with the financial year, i.e., from April 1st of one year to March 31st of the next.

2. *Current Year*—For the sake of clarity, it may be mentioned that the current year, wherever it occurs in these tables, means the year for which the statistics are being furnished, and *not* the year in which the form is being filled.

3. *Recognised Institutions*—Are those in which the course of study followed is that which is prescribed or recognised by the Department of Public Instruction or by a University or by a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

4. *Unrecognised Institutions*—Are those which do not come under the above definition of Recognised Institution.

5. *General, Professional and Special Education*—The types of institutions to be included under these categories, as stated in Tables I & II, are enumerated under similar headings in Table III.

6. *Nursery Schools/Classes*—Include all Pre-primary, Infant, Kindergarten and other such schools/classes.

7. *Higher Secondary Schools*—Are those schools after passing which the student can be admitted in Degree Classes of Universities.

8. *Engineering School*—Include Survey schools.

9. *Schools for Oriental Studies*—Include Tols, Madrassas, Arabic, Sanskrit and Vedic Schools, Sanskrit Pathshalas and other such schools.

10. *Institutions for Physical Education*—Are those which train teachers for physical education.

11. *District Boards*—Include District School Boards.

12. *Municipal Boards*—Include Cantonment Boards and Town Area Committees.

13. *Local Boards*—Include District, Municipal, Cantonment Boards and Town Area Committees.

14. *Enrolment*—For definiteness, Scholars on rolls in the institutions or hostels on 31st March of the academic year in question are taken. If, however, 31st March falls within a vacation at the end of the session, then the scholars on rolls on the date before 31st of March and nearest to it should be given.

15. *Expenditure*—(a) In calculating the expenditure from Government, District Board or Municipal Board Funds entered in Tables V-A & V-B and other expenditure tables, all payments or contributions from fees, endowments, etc., and other sources, which are credited to such funds, are deducted.

(b) *Endowments, etc.*—Include subscriptions, contributions and income from endowments.

(c) *Buildings*—Any expenditure on furniture or apparatus, if incurred as an indirect expenditure, may be included under Buildings.

16. *Certificated Teachers*—Are those who have obtained any form of Teachers' Certificate other than the one granted on the basis of Public Examination of a Teachers' Training Institution.

17. *Examination Results*—Refer to those students who were educated during the current year, i.e., the year for which the statistics are being given in this form.

18. *Free Studentships*—In stating the number of free studentships required in these tables, the No. of half and other fractional free-studentships, if any, should be converted into full free-studentships and then stated.

19. *Government*—Includes both Central and State Governments, unless otherwise provided for.

20. THE STATISTICS GIVEN IN THESE TABLES INCLUDE STATISTICS OF CENTRALLY ADMINISTERED EDUCATIONAL OR RESEARCH INSTITUTIONS.

PROCEEDINGS OF THE PUNJAB GOVERNMENT

READ:—The Report of the Director of Public Instruction, Punjab, for the year ending the 31st March, 1961.

2. The State continued to maintain steady progress in all spheres of education during the year 1960-61, i.e., the year under review. Programmes for the reorganisation and reconstruction of education at various levels were undertaken along with those of educational expansion.

3. In pursuance of the free education policy of the State Government the benefit of free education which was given upto the 7th Class in Government Schools, during the previous year, was extended to the 8th Class in those schools during the year under review. The non-Government institutions were given *ad hoc* grants to the extent of Rs. 6 lakhs by way of compensation for the loss sustained by them due to the introduction of free education in Government Schools. This free education policy resulted in increase in enrolment in schools from 54.7 per cent in the age-group 6—11, 27.7 per cent in the age-group 11—14 and 11.4 per cent in the age-group 14—17 during the year 1959-60 to 53.9 per cent, 33.3 per cent and 14.2 per cent, respectively during the year under review.

4. The year under review was the last year of the Second Five-Year Plan. The total performance during the Second Plan accounts for an expenditure of Rs. 908.97 lakhs against the Plan ceiling of Rs. 1228.28 lakhs. The expenditure during the year under review was Rs. 292.19 lakhs against the Plan provision of Rs. 334.20 lakhs, subsequently revised to Rs. 307.42 lakhs. It is thus gratifying to note that the Education Department was able to spend 95 per cent of the revised provision during the year under review.

PRIMARY EDUCATION

5. The outstanding feature during the year under review was the enactment of the Punjab Primary Education Act, 1960, enforceable from the 1st April, 1961. According to this Act compulsion in primary education will be applied to the children of age-group 5—11 during the Third Five-Year Plan under a phased programme. Introduction of compulsory primary education presupposes that a provision of primary school has been made within a walking distance from the

residence of the child to be covered under this scheme. According to the survey of educational facilities conducted in 1957, it was found that 1,457 more Primary Schools were needed to saturate the entire State to provide a Primary School within a radius of one mile generally and within two miles in sparsely populated areas. Upto the close of the year under review, this target was exceeded by 60. It is estimated that the introduction of free and compulsory primary education will result in an overall coverage of 80 per cent enrolment in the age-group 6—11 by the end of the Third Five-Year Plan. Another outstanding feature was to encourage an increasing tendency towards having co-educational Schools at the Primary Standard.

6. The inspection of all types of Primary Schools continued to be conducted by the Assistant District Inspectors/Inspectresses of Schools. The Inspectorate was reorganised and each Assistant District Inspector/Inspectress of Schools was put incharge of 55/40 Primary Schools. The number of these officials thus rose from 254 to 274.

7. The total number of Primary Schools, including Basic Primary Schools, for boys was 10,363 and that for girls 2,895. There was a decrease of 131 Primary Schools for boys due to upgrading and an increase of 690 Primary Schools for girls as compared to the figures for the preceding year.

8. The total number of students as it stood on the 31st March, 1961, was 791,231 in boys Schools and 200,460 in girls Schools as against 776,448 in boys Schools and 183,862 in girls Schools during the preceding year, thus showing steady progress in enrolment. The average area covered by a Primary School in the State thus comes to 3.6 sq. miles.

9. The number of teachers in Primary Schools as it stood on the 31st March, 1961, was 19,266 men and 7,063 women as against 19,425 men and 6,528 women during the preceding year. There was thus a decrease of 159 men teachers and an increase of 535 women teachers, which reflected the policy of the State Government to provide more women teachers in Primary Schools. The teacher-pupil ratio in primary Schools during the year under review was 1:38.

10. The direct expenditure on Primary Schools went up to Rs. 2,87,13,345 and Rs. 70,56,822 for boys and girls respectively from Rs. 2,75,50,435 and Rs. 63,64,591 respectively

during the preceding year. A special feature of the educational programme during the year under review was the provision of in-service-training for 230 untrained teachers. The problem of providing suitable school buildings, however, continued to be baffling. Some of the Primary School buildings remained in a dilapidated condition. On the whole, the condition of the Primary School buildings continued to be far from satisfactory because adequate finances could not be found. A sum of Rs. 10 lakhs was, of course, provided for the repair of Primary School buildings in rural areas.

BASIC EDUCATION

11. The momentous step in the development of Basic Education was the decision of the Government of India to re-orientate all Primary Schools to the basic pattern at the earliest possible. In order to give a fillip to the programme during the year under review, 3,720 teachers of the traditional type Primary Schools were given Orientation Training during Summer Vacation. Further, a scheme for the orientation of 8,000 Primary Schools to the Basic pattern was included in the Third Five-Year Plan.

12. During the year under review the number of Basic Schools, however, decreased from 850 to 824 due to the upgrading of some of these schools to the next higher standard. Consequently the total number of students decreased in the junior Basic Schools from 74,417 in 1959-60 to 71,051 and in the senior Basic Schools from 20,315 to 19,977. But on the whole, the total direct expenditure on Basic Schools increased by Rs. 3,07,374, i.e., from Rs. 36,50,901 in 1959-60 to Rs. 39,58,275.

13. The Two-year Course of J. B. T. was introduced in 1957 when it was also decided to allow admissions to most of the Basic Training Schools in alternate years. 1960 was, thus, the off year for most of the Schools, but keeping in view the anticipated demand for more teachers for free and compulsory Primary Education, which was to be launched with effect from the 1st April, 1961, the policy was liberalised. Admissions were, therefore, allowed in 62½ Units of 40 each.

SECONDARY EDUCATION

14. The tempo of progress in the field of secondary education was maintained during the year under review. 14 High Schools were switched over to the Higher Secondary Pattern. In order to enrich the curriculum to suit individual

aptitudes and interests, diversified courses were provided. The elective subjects introduced in the upgraded Higher Secondary Schools were Science 12 and Humanities 14. 40 Government Middle Schools—25 for boys and 15 for girls—were upgraded to the High Standard. The amount of Rs. 21,67,033 was given as grant-in-aid to High/Higher Secondary Schools for the purchase of science material and equipment. The amount of Rs. 6 lakhs was paid as grant-in-aid to the Schools run by voluntary Educational Organisations.

15. The total direct expenditure on recognised Secondary Schools for boys registered an increase of Rs. 59,62,711, i.e., from Rs. 4,25,11,426 in 1959-60 to Rs. 4,84,74,137. In the case of girls recognised Secondary Schools, it went up to Rs. 1,38,59,696, registering an increase of Rs. 26,70,044.

16. There is now on average one High School for boys for every 41.6 square miles and for girls for every 140 square miles, as against 43.8 and 163.3, respectively, in the preceding year.

17. The Inspectorate was further reorganised and strengthened to meet the growing requirements of Secondary Schools

UNIVERSITY EDUCATION

18. During the year under review, there has been an all-round progress and expansion in higher education. The number of Colleges for general education increased from 89 to 93, out of which 20 are exclusively women colleges and the rest are co-educational.

19. The State Government decided to convert all colleges from 4 Year Degree Course to 3 Year Pattern. The sum of Rs. 27.53 lakhs was paid to Government and Non-Government Colleges for meeting the cost of this conversion. Besides, maintenance grants amounting to Rs. 6.30 lakhs were disbursed among Non-Government Colleges. Rs. 50,000 were given to Institutions imparting instruction in Hindi/Punjabi and Sanskrit. Rs. 2.50 lakhs and Rs. 2.00 lakhs were paid as grants to the Punjab and Kurukshetra Universities respectively. The sum of Rs. 6.90 lakhs was spent on the construction of buildings for Government Women Colleges. Both men and women Government Colleges (Professional and non-professional) were provided with additional staff to relieve congestion.

20. The total direct expenditure on Colleges—both general and professional—was Rs. 2,44,76,702 during the year under review as against Rs. 2,03,37,297 in 1959-60, thus registering an increase of Rs. 41,39,405. Rs. 1,49,96,165 were spent on general education, and the remaining on professional education.

21. The Punjab University has now firmly established itself at Chandigarh. With the exception of a few, all its teaching Departments have been shifted to the Capital. Some new Departments like Anthropology, Sociology, German and Philosophy have been started.

22. Kurukshetra University has also emerged as a broad-based institution with the starting of many new Departments. The control of the State College of Education, Kurukshetra was transferred to the Kurukshetra University, although the State Government continued to bear the recurring and non-recurring expenditure on this institution.

23. The Punjab Land Revenue (Additional Surcharge) Act. 1960, was enacted for the purpose of levying additional surcharge land revenue in order to create financial resources for the Kurukshetra University, and the proposed Punjabi University. This additional surcharge was levied by enhancing the existing rates of land revenue by fifty per cent for the agricultural year 1961-62. Likewise, for the same purpose, the annual tax on buildings and lands under the Punjab Urban Immovable Property Tax Act.1940, was levied at the rate of fifteen per centum of the annual value of such buildings and lands during the financial year 1961-62.

TEACHERS TRAINING PROGRAMME

24. During the year under review, not only the old teachers training institutions of different categories continued to function, but some new ones were also added. Extension Service Departments allotted to three Government Training Colleges and one private Training College also made valuable contributions to the Teachers Training Programme. The enrolment in full-fledged Basic Training Institutions went up by 1,172, i.e., from 1,771 in 1959-60 to 2,943. The total direct expenditure on the maintenance of Basic Teachers Training Schools (excluding that on Training Classes attached to Secondary Schools and Training Colleges) increased from Rs. 6,70,453 in 1959-60 to Rs. 7,26,712. The number of full-fledged Basic Training Colleges for Graduates remained 10 (9 Co-educational and one for women), out of which four

were of Government. The number of Post-Graduate Training Colleges (Non-Basic) was 13 (10 Co-educational and 3 exclusively for women). The total expenditure on the 13 Post-Graduate Non-Basic Training Colleges amounted to Rs. 8,55,437.

25. The outstanding feature as a new venture in the field of Teachers Training during the year under review was the establishment of the State College of Education at Kurukshetra—an institution with a four-year concurrent Course for General Education and Pedagogy. The total expenditure incurred during the year under review on this Institution was Rs. 1,59,004. The development of this new experiment will be watched with interest not only by the Punjab Government but also by the Government of India with whose financial assistance it has been launched.

N. C. C./A. C. C.

26. The N.C.C. continued to make steady progress during the year under review. The number of N. C. C. Units was raised from 25 in 1959-60 to 28. 92 Coys of N. C. C. Rifles were also raised during the year since these were more economical. The total expenditure incurred on N.C.C./A.C.C. Rifles Scheme during the year under review was Rs. 25,08,995 as against Rs. 21,01,856 of the preceding year.

27. The authorised strength of 1,200 A.C.C. Sections was raised from 60,000 to 72,000 cadets. The total expenditure incurred on the scheme during the year under review amounted to Rs. 2,19,000.

SOCIAL EDUCATION

28. A new post of State Social Education Organiser was created at the Headquarters to enable the Education Department to co-ordinate activities in the field of Social Education more effectively and exercise better supervision so as to achieve maximum results in the matter of eradicating illiteracy from amongst the masses. During the year under review the sum of Rs. 3,62,590 was spent under the Special Education Scheme. Some private organisations are also engaged in this programme and they are given grant-in-aid if their work is found up to the mark.

EDUCATION OF GIRLS AND WOMEN

29. Since independence great stress has been laid on the expansion of programme for the education of girls and women

The National Council for Women Education has been constituted by the Government of India and a similar Body at the State level has been constituted by the Punjab Government. During the last 3 years of the Second Plan (1958-59 to 1960-61) all the Primary Schools which have been opened, are co-educational where boys and girls are allowed admission and these have been put under the charge of Women Inspecting Officers of the Education Department. With a view to having more Women Teachers in the Primary Schools, it was decided by the Government to have normally new J. B. T. Units in girls schools rather than in boys schools. The Primary Education Act, 1960, which is to govern the Scheme of Compulsory Primary Education, applies uniformly to all children of the age-group 6—11 of both the sexes. The enrolment position at the end of the academic year 1960-61 in the age-group 6—11 is 53.9 per cent out of which the separate percentage of boys and girls is 68.8 and 37 respectively. The percentage of girls of this age-group in the Primary Schools is expected to go up to about 55 per cent during the Third Five-Year Plan with the introduction of free and compulsory primary education. The enrolment position in the age-group 11—14 and 14—17 at the end of 1960-61 was 33.3 per cent and 14.2 per cent respectively out of which the percentage in respect of girls was 14.2 per cent and 5.2 per cent respectively.

30. At present teachers who are recruited for service mostly belong to urban areas, and they are very reluctant to go and work in rural areas. With a view to encourage women teachers to go and reside in rural areas, the Government of India have sponsored two schemes for the provision of quarters for women teachers. Under one scheme, the Government of India pay cent per cent subsidy whereas under the other, the subsidy is to the extent of 75 per cent and the remaining 25 per cent expenditure is met by the local community in cash or in kind. Under these schemes 230 quarters have been constructed till the end of the year under review. During that year the number of girls educational institutions increased from 3,023 in the preceding year to 4,604. The total number of girl students increased by 60,813, i.e., from 557,329 in 1959-60 to 618,142.

31. At the Secondary Stage, co-education is permitted only at places which are without girls schools. In urban areas, however, co-education exists even at the College Stage.

32. The number of women teachers in all grades of institutions was 16,598 at the end of the year under review as

against 14,519 in the preceding year, out of which 7,063 were working in the Primary Schools alone. The percentage of untrained teachers amongst women was 7.6 only.

33. In order to spread education among girl students, a sufficient number of scholarships at various stages has been created.

34. There is a Deputy Directress of Public Instruction, posted at the Directorate, to assist and advise the Director of Public Instruction on problems concerning girls and women education. Besides, at the Directorate, there is one State Social Education Lady Officer who assists the Deputy Directress in matters concerning girls and women education. Further, there are Lady Inspecting Officers at various levels in the field. The posts of the District Inspectresses of Schools were upgraded to the Gazetted Status to bring them at par with the posts of the District Inspectors of Schools.

SCHOLARSHIPS, STIPENDS AND FREESHIPS

35. In order to provide equal educational opportunities to the school children of socially and economically backward classes, merit scholarships were sanctioned. Likewise, the students belonging to Scheduled Castes and other Backward Classes were granted scholarships and freeships and other financial assistance. The private Educational Institutions also continued to offer these concessions. The Local Bodies, however, had mostly stopped the payment of scholarships, etc., with effect from the 1st October, 1957, on which their schools were provincialised by the State Government.

EXPENDITURE

36. The total progressive expenditure on education during the year under review was Rs. 18,83,10,900 as compared to Rs. 16,57,97,649 in the preceding year, as per details given below:—

<i>Item of expenditure</i>	<i>1959-60 Rs</i>	<i>1960-61 Rs</i>
University and school education ..	12,38,23,324	13,97,93,052
Direction and Inspection ..	40,06,862	43,78,230
Miscellaneous (including buildings, scholarships, hostel charges, etc.) ..	3,79,67,523	4,41,39,618
Total ..	16,57,97,649	18,83,10,900

ADMINISTRATION

37. The direction of the department remained under the charge of Shri I. M. Verma, P.E.S. (I) up to the 9th February, 1961, when he proceeded on leave preparatory to retirement. He was succeeded by Miss Serla Khanna, I.A.S., who continued during the remaining portion of the year under review. Shri Verma was assisted by Miss Serla Khanna, I.A.S., Director of Administration, Education Department, a Joint Director, four Deputy Directors, Five Assistant Directors, and Five other Officers.

38. ORDERED, that the above review be printed and circulated and published in the *Punjab Government Gazette*; and forwarded to the Director of Public Instruction, Punjab, for submission to the Government of India, Ministry of Education, New Delhi, together with copies of the Report.

C. D. KAPUR,

Education Commissioner and Secretary to
Government, Punjab, Education Department.