

# ANNUAL REPORT

ON

## THE PROGRESS OF EDUCATION IN THE PUNJAB

FOR THE YEAR 1962-63



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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 and 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 students can be admitted in Degree Classes of Universities.

8. **Engineering Schools**—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 questions are taken. If, however, 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 Tables, V-A and 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.**

## REVIEW

### PROCEEDINGS OF THE PUNJAB GOVERNMENT

Read : The Report of the Director of Public Instruction,  
Punjab, for the year ending the 31st March, 1963.

#### GENERAL

2. The declaration of National Emergency created fresh impact and new values which entailed the revision and re-adjustment of the Annual Plan of 1962-63. The National Emergency high-lighted the need for more effective programmes in respect of health and physical efficiency. A number of concessions were allowed by the Government and the Universities to encourage students to serve the country by joining its Defence Forces. Five Whole-time Pre-Selection Training Centres and twenty-one Part-time Guidance Bureaus were established to improve the chances of selection of Punjab residents before the Services Selection Boards.

3. In the year under review which was the second year of the Third Five-Year Plan, the Punjab State continued to maintain the tempo of expansion and reconstruction in the sphere of Education started in the first two Plans in spite of the declaration of National Emergency. In keeping with the directive principle of the Constitution and one of the objectives of the Third Five-Year Plan, Free and Compulsory Primary Education was introduced in the State with effect from the 1st April, 1961, under a phased programme so as to cover all children of the age group 6—11 within the Third Five-Year Plan. By the close of the year under review the age groups 6-7 and 7-8 were covered. It is hoped that by the end of the Third Five-Year Plan more than 85 per cent children will have been covered under this Scheme by following a policy of persuasion and advice and without invoking the penal provisions of the Punjab Primary Education Act, 1960. This will be a creditable achievement. The Free and Compulsory Primary Education, however, brought a number of problems in its wake, the most important being that of providing trained teachers. To cope with the work of training additional teachers and to ensure better standards in 'Teacher Training', the Government discontinued the policy of giving training units to the privately managed Training Institutions and took over the entire teacher

training work under its control and sanctioned 238½ Training Units during the year under review. In view of the expanding facilities for instruction in General Education an allocation of Rs. 1,481.86 lacs was made in the Budget as against Rs. 1,277.31 in the preceding year. This is nearly 17 per cent of the total Budget of the State.

4. Increase in enrolment in the Middle, High and Higher Secondary Classes led to the creation of one post of Headmistress, 507 posts of Masters/Mistresses and 1,545 posts of Teachers. In order to provide additional educational facilities at the Secondary level 63 Middle Schools and 183 High Schools were upgraded to the Higher Secondary Standard.

5. Government continued the concession of free education upto the 8th Class in all Government Schools, besides the provision of free education allowed upto the Matric Standard in Government Schools in certain flood-affected areas of the State. The concession of free education allowed to girls in the year 1961-62 upto the 9th Class was extended during the year under review to the 10th Class and the boys in these Classes were required to pay half the fees provided and income of their parents did not exceed Rs. 100 P.M.

6. As a result of increased demand for higher education and for ensuring proper development of the Punjabi Language in the State, the Punjabi University was established at Patiala during the year under review, thus raising the number of Universities in the State to three (in addition to the Agriculture University at Ludhiana). It is a unitary type of University with its jurisdiction limited to a radius of 10 miles.

7. Another important step taken during the year under review was increase in the number of working hours in schools. This was brought about by effecting an increase in the daily working hours and reducing the number of holidays thus assuring 245 working days in the year. For improving the standards of instruction, a pass in English, Mathematics and one language was made compulsory in the Middle Standard Examination.

8. With the re-organisation of the Directorate in 1961-62, the inspecting machinery in the field also needed thorough overhauling to enable it to discharge its obligation effectively under the new expanded programmes of education and to adopt modern concepts of supervision and inspection. It was

in this context that Government decided to appoint Shri J. D. Sharma, I.A.S., the then Deputy Secretary, Education Department, to make a thorough study of this problem and to submit his report for their consideration. He submitted his report during the year under review. It was proposed in this report that the "district" should be made the strong working unit of school educational administration and that there should be a unified control over boys and girls schools, particularly at the Primary level, instead of the then existing system of separate control through separate men and women Inspecting Officers. It was further proposed that the Divisional Offices should only exercise supervisory control and these need not be assigned any primary functions. By and large the recommendations made in the report were accepted by Government and all preliminary measures were taken in hand to implement the scheme in 1963-64.

### PRIMARY EDUCATION

9. Free and Compulsory Primary Education Scheme was extended to the age-group 7-8 with effect from the 1st April, 1962. The National Emergency, however, necessitated the adoption of the following two important measures to meet the situation created by the reduction in Plan outlay:—

- (i) The maximum utilization of the existing staff;
- (ii) amalgamation of Boys and Girls Primary Schools functioning at the same station.

An all out effort was made to make the fullest use of the existing resources. It was decided to remove the imbalance in the staffing position in Primary Schools and Primary Departments of Middle and High/Higher Secondary Schools, which meant a slight rise in the lowest slab of teacher-pupil ratio. As an interim measure it was decided to provide one teacher for the first 60 pupils and an additional teacher for the next block of 50 pupils or a fraction thereof. This was uniformly applied to the entire State and whatever imbalance or uneven distribution in staff existed was removed. It ensured full utilisation of the existing posts and removed irrational allocation. It was also decided to amalgamate Primary Schools for Boys and Girls at the same station. This resulted in the merger of 738 schools in rural areas. This step was taken in respect of rural areas only since the enrolment in Boys and Girls Schools at those places did not justify their separate existence. The amalgamation thus ensured better educational facilities and



proper distribution of staff, equipment and available accommodation. This measure also resulted in the saving of 112 posts which became handy for distribution to other under-staffed schools.

10. Compulsory Primary Education was making quite a headway even though the increase in enrolment was not so marked as in the year 1961-62. In spite of the target of 1.4<sup>57</sup> new Primary Schools laid down in the Survey Report having been exceeded by 60 before the end of the Second Plan, 42 new Primary Schools were opened during the year under review, in addition to an equal number opened during the year 1961-62. All these new schools were opened in flood affected, backward and hilly areas. Besides, 385 Branch Primary Schools were set up. At the end of the year under review there were 13,439 Primary Schools out of which 13,117 were Government and 321 Private. 10,481 Primary Schools were for Boys and 2,958 for Girls. The Control and administration of Primary Schools continued to be exercised by the Inspecting Agency. The total number of students as it stood on the 31st March, 1963 was 11,69,685 in Boys Primary Schools and 2,95,896 in Girls Primary Schools as against 10,82,049 in Boys Schools and 2,94,334 in Girls Schools in the previous year. The average area covered by Primary Schools in the State comes to about 3.5 sq. miles. The number of teachers in Primary Schools as on the 31st March, 1963, was 24,098 men and 8,826 women as against 22,155 men and 8,085 women during the preceding year. There was thus an increase of 1,943 men teachers and 741 women teachers. During the year under review, the direct expenditure on Primary Schools went up to Rs. 3,50,57,165 for Boys and Rs. 91,95,025 for Girls from Rs. 3,19,69,374 and Rs. 83,21,614, respectively, during the preceding year.

11. The unprecedented increase in enrolment in the Primary Schools during the previous year and the year under review, necessitated the temporary employment of a large number of untrained teachers. The over-all position of teacher-pupil ratio for Primary Schools during the year under review came to 45:1.

12. Rs. 1,30,000 and Rs. 78,000 were provided for the construction of Primary School buildings at Chandigarh and in flood-affected and hilly areas, respectively. The work regarding construction of these buildings in flood-affected and hilly areas and repairs to the existing buildings in rural areas was passed on to the P.W.D., Panchayati Raj Circle.

## BASIC EDUCATION

13. The programmes of Basic Education started in the first year of the Third Plan were continued during the year under review. The salient features of the progress of Basic Education are:—

- (i) Re-orientation of 1,600 Primary Schools to Basic Pattern.
- (ii) Establishment of three Senior Basic Schools by converting the Middle Sections of the existing Schools to the basic pattern.
- (iii) Setting up of 238½ Units of J.B.T. Course in Government High and Higher Secondary Schools by withdrawing the teacher training facilities from the privately managed training institutions.

14. During the year under review, the number of Basic Schools increased from 1,496 to 2,200, out of which 2,129 were Junior Basic Schools. The total number of students in Junior Basic Schools and Senior Basic Schools increased from 1,88,711 and 25,167, respectively in 1961-62 to 2,78,994 and 26,844, respectively in the year under review. The total number of teachers in Basic Schools increased from 4,854 in 1961-62 to 7,497. The total direct expenditure on Basic Schools increased by Rs. 34,34,653 (from Rs. 65,52,444 to Rs. 99,87,097).

15. In order to give fillip to the Programme of Orientating Primary Schools to the basic pattern Orientation Courses were organised for Assistant District Inspectors/Inspectresses of Schools and teachers during the summer vacation. In all 120 Inspecting Officers and 1,200 teachers participated in this programme at different Training Colleges/Schools. The Ministry of Community Development, Government of India continued their Scheme for the Orientation of Primary Schools to the Community Development Programme. A Seminar for the Heads of Training Institutions was held in which 19 persons participated. The Seminar was followed by one month's Course for Teacher's Education in which 20 persons participated.

## SECONDARY EDUCATION

16. The tempo of progress in the sphere of Secondary Education continued unabated during the year under review.

196 Middle/High Schools were upgraded to the Higher Secondary Standard during the year under review. A sum of Rs. 4,50,000 was given as grant to Middle/High Schools for the purchase of Science material and equipment. The teaching of Science was also strengthened. Due to National Emergency it was not possible to give adequate maintenance grant to Non-Government Institutions, but even then a sum of Rs. 5,01,430 was given to them to tide over their financial difficulties. There is now on average one High School for Boys for every 39.6 sq. miles against 41.4 sq. miles in the previous year and for Girls for every 127.2 sq. miles against 124.5 sq. miles in the preceding year. Special care was taken to promote education in rural areas.

17. In order to enable poor and brilliant students to prosecute their studies, the scheme "Merit Scholarship to Poor and Brilliant Students" was implemented during the year under review. Under this scheme 100 Scholarships (69 for Boys and 31 for Girls) were given to poor and brilliant students on the basis of the result of the Middle Standard Examination. The total direct expenditure on Secondary Education and other schemes pertaining to Secondary Education was Rs. 5,97,96,335 in the case of Boys Schools and Rs. 18,798,455 in the case of Girls Schools as against Rs. 5,13,56,740 and Rs. 1,61,09,404 during 1961-62, respectively.

18. In order to acquaint our teachers with some of the techniques and methods followed in the Public Schools, the Department organised a Four Weeks' Training Course for Masters/Mistresses and one Week's Training Course for Headmasters at the Public School, Nabha. A Week's Orientation was provided to the Headmistresses at the Dalhousie Convent. 232 Masters/Mistresses/Headmasters/Headmistresses took benefit of this training.

19. Despite spending a good deal of amount on affecting repairs to and making additions and alterations in the existing school buildings, the over-all position with regard to buildings remained unsatisfactory. 20 Higher Secondary Schools were given a grant of Rs. 53,328 each for building Science Blocks. Additional class rooms were also sanctioned for different Schools. Local efforts were mobilised wherever possible for providing additional accommodation. The Local Community and Panchayats responded commendably indeed by providing additional class rooms as well as land.

## UNIVERSITY EDUCATION

20. Along with Primary and Secondary Education, the Punjab State continued to make headway in the field of Higher Education. The State adopted Three Year Degree Course and all the Colleges were converted accordingly. Provision was made for the teaching of Science in almost all the Colleges in the State for meeting the increased demand. The number of Colleges for General Education in the State increased from 97 to 101; 24 being purely Women Colleges and 80 Co-educational. Out of 153 Colleges in the Punjab, 133 are affiliated to Punjab University, 3 to Kurukshetra University, 3 to Agriculture University and 9 to Punjabi University, leaving 5 non-affiliated, 52 are State Colleges and 101 private or denominational. The total enrolment in all the classes of various colleges and Teaching Departments of Punjab, Kurukshetra and Punjabi Universities was 64,284 as against 61,421 during the previous year. Of these 8,117 were girls and 59,932 boys. The total direct expenditure on Colleges, both General and Professional, was Rs. 2,78,21,344 as against Rs. 2,63,77,043 during the last year, thus registering an increase of Rs. 14,44,301. Out of this a sum of Rs. 1,69,58,199 was spent on General Education and the remaining on Professional Education.

21. On the partition of the Punjab, the State was left without any seat of learning as the only University functioning at Lahore in joint Punjab fell to the share of Pakistan. It is heartening to record that since partition the State established four Universities for looking after Higher Education. It was in the year under review that the Punjabi University was founded in pursuance of the Government policy to promote the development and growth of Punjabi Language and literature. This University also provides instruction in Humanities and various Science subjects. It covers 9 Constituent Colleges within the radius of 10 miles of its headquarters. It is temporarily housed in the Baradari Palace at Patiala. The permanent campus of the University will be three miles from Patiala on Patiala-Rajpura Road for which an area of 316 acres is proposed to be acquired.

22. The Punjab University developed further. Post-Graduate Courses in Chemical Engineering and Pharmacy was introduced in this University.

23. The campus of Kurukshetra University is gradually taking shape. During the year under review, the Boys' Hostel,

Lecturers and Readers' quarters, buildings for the Hospital and the Higher Secondary School and the Administrative Block and quarters for Class IV staff were completed. A new Faculty of India Studies comprising the Departments of Sanskrit, Pali, Prakrit and Ancient Indian History, Philosophy and Religion was established during the year under review.

24. A sum of Rs. 4,13,719 was distributed to non-Government Colleges as grant-in-aid during the year under review. The grants of Rs. 8,58,720, Rs. 29,00,000 and Rs. 4,00,000 were given to Punjab University, Kurukshetra University and Punjabi University, respectively.

### TEACHERS TRAINING PROGRAMME

25. The Pre-Service Training Programme for the teachers of different categories continued during the year under review. There were, however, two significant changes. Firstly, the Language Teachers Class (O.T.) for Hindi and Punjabi Teachers was abolished because it was felt that Matric J.B.T. with additional qualifications of Prabhakar (Hons. in Hindi) or Giani (Hons. in Punjabi) could be more useful for teaching these languages. O.T. Class was, therefore, restricted to Shastri Teachers only. Secondly, the affiliation of the J.B.T. Class from the privately managed institutions was withdrawn and restricted to Government institutions only. 238½ J.B.T. Units were sanctioned during the year under review in 195 Government Institutions including 18 full-fledged Institutions, 6 Government Training Colleges and 171 High and Higher Secondary Schools. 244 Units of J.B.T. had been started in the year 1961-62 in 48 Government and 104 Private Institutions. Thus in all 482½ Units were functioning in the two years of this class during 1962-63. A Committee was set up to review the working of J.B.T. Institutions and to revise the Syllabus of this Course. It was also decided to hold the J.B.T. Examination every year with effect from 1964 and to introduce a new paper on the "History of National Movement" with a view to infuse spirit of patriotism in the young teachers. The enrolment in full-fledged institutions went up by 130 (i.e., from 4,799 last year to 4,929). The number of full-fledged Basic Training Colleges for Graduates in the State was 13 (11 Co-educational and 2 for Women) out of which 4 were run by Government. The number of Post-Graduate Training Colleges (non-Basic) was 9 (7 Co-educational and 2 for Women) against 10 in the previous year.

26. The New College of Education at Kurukshetra entered the 3rd-Year of its existence. The total direct expenditure on this College during the year under review was Rs. 1,71,487 as against Rs. 1,26,736 during the last year.

27. The Extension Service Departments attached to the Training Colleges at Chandigarh, Jullundur, Patiala and Ferozepore continued functioning actively. Two new such Departments were added at Dharmsala and Kurukshetra. For In-Service Training of the Primary Teachers a new Extension Service Centre was allotted to the Government Normal School, Karnal, in addition to the one at the Government Basic Training School, Jagraon, sanctioned during 1961-62.

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

28. N.C.C. continued to make progress during the year under review although the number of N.C.C. Units remained at 30 as in the preceding year. Additional facilities were provided to train 21,140 Cadets in N.C.C., making a total of 73,105 Cadets. Under the Expansion Scheme of N.C.C. Rifles, 96 additional N.C.C. Rifle Coys. consisting of 19,200 cadets were raised during the last quarter of the year under review. 12 Junior Divisions N.C.C. Troops (Infantry) consisting of 12 Officers and 540 Cadets were raised in the Sainik Schools. In order to inspire among the students Community greater interest in the defence of the country and to raise their morale, a scheme for the Extension of Elementary Military Training to Non-N.C.C. Students and the voluntary staff was introduced. The total expenditure on N.C.C. during the year under review was Rs. 30,05,825 as against Rs. 28,23,676 during the last year. Under the A.C.C. Scheme 36 more Sections were raised carrying the total to 1,415 A.C.C. Teachers and 84,960 Cadets.

#### SOCIAL EDUCATION

29. Social Education is one of those programmes which are meant for the reconstruction of the Society by eradicating illiteracy from the masses. The Package Programme of Adult Literacy, started in Ludhiana District in August, 1962, continued till February, 1963. A similar project was undertaken in 25 villages of Ferozepur District with effect from the 1st March, 1963. The Government Janta College at Dujana started by the State Government in

1956 for the training of village leaders continued to function. Another such College at Sheikhpura in Kapurthala District was also started towards the close of the preceding year.

### EDUCATION OF GIRLS AND WOMEN

30. The introduction of Compulsory Primary Education and greater awareness amongst the masses for girls education, led to unprecedented increase in enrolment beyond the capacity of the existing schools to cope with. It was, therefore, decided to declare all Primary Schools as co-educational. At the same time Boys Schools of all categories were thrown open to girls wherever parents were willing to avail of this facility of co-education. It was also decided that Primary Schools which were to be upgraded to the Middle Standard, should all be co-educational. The State Government also appointed a Committee to advise on the feasibility of introducing co-education even in High and Higher Secondary Schools. The Report was submitted by the Committee during the year under review.

31. Home Science was introduced in the Humanities Group for girls at the Higher Secondary Stage and also in a number of co-educational institutions. Besides, a college of Home Science was set up at Chandigarh to meet the demand for Home Science Mistresses.

32. The number of Women Teachers in Schools for General Education in all the grades was 20,464 during the year under review as against 18,162 during the previous year.

### SCHOOL MEALS

33. The Mid-Day Meal Scheme was introduced in February, 1961, under a phased programme in the form of milk to students under the Punjab CARE Feeding Programme. During the year under review milk was distributed to 5.34 lacs children in 4,255 Primary Schools situated in 81 Development Blocks. The total expenditure in this connection incurred by the State Government was Rs. 2.92 lacs.

### SCHOLARSHIPS, STIPENDS AND FREESHIPS

34. In order to provide equal educational opportunities to the 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, mostly stopped the payment of scholarships, etc., with effect from the 1st October, 1957, on which date their Schools were provincialised by the State Government.

35. **Expenditure.**—The total progressive expenditure on “General Education” during the year under review was Rs. 26,01,65,144 as compared to Rs. 21,53,13,981 in the previous year as per details given below:—

Items of Expenditure	1962-63	1961-62
	Rs	Rs
University and School Education	17,46,57,315	15,40,80,407
Direction and Inspection	73,75,883	56,85,540
Miscellaneous (including buildings, Scholarships, hostel charges etc.) ..	7,81,31,946	5,55,48,034
Total	26,01,65,144	21,53,13,981

36. **Administration.**—The direction of the Department remained under the charge of Miss Serla Khanna, I.A.S., for the first four months of the year under review when she was succeeded by Shri J. D. Sharma, I.A.S. They were assisted by 2 Joint Directors, 4 Deputy Directors, 12 Assistant Directors and 5 other officers at the headquarters.

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.

(Sd.) C. D. KAPUR,

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