

**REPORT**  
**OF THE**  
**SECOND NATIONAL SEMINAR**  
**ON**  
**COMPULSORY PRIMARY**  
**EDUCATION**

held at  
**PACHMARHI**  
*(30th May, 1962—5th June, 1962)*



**Government of India**  
**Ministry of Education**  
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## SECOND NATIONAL SEMINAR ON COMPULSORY PRIMARY EDUCATION IN INDIA

The Second National Seminar on Compulsory Primary Education in India was held at Pachmarhi from 30th May, 1962 to 5th June, 1962. Delegates from all States (except Jammu & Kashmir) and Union Territories (except A & N Islands) participated in the Seminar\*.

### INAUGURAL FUNCTION

The inaugural function of the Seminar was held at 10-30 a.m. on 30th May, 1962. At the opening session Shri J. P. Naik, Adviser (Primary Education), welcomed the delegates and requested Dr. S. D. Sharma, the Education Minister of Madhya Pradesh, to inaugurate the Seminar.

Dr. S. D. Sharma, the Education Minister of the Madhya Pradesh State, then delivered the inaugural address. He said :—

“I am really very happy to welcome delegates from all parts of India to Pachmarhi which we in Madhya Pradesh call a ‘hill station’. I know very well that people coming from Tripura, Assam and even Uttar Pradesh may have been disappointed to find that this ‘hill station’ has no high peaks and that it is a mere plateau. But let me point out that Pachmarhi has its own compensations. It is the highest point in the Satpuras and, at this height, it is the biggest plateau in India. We also claim that this is the one hill station where one can stay for a full month and, on each of its 30 or 31 days, visit a point which would be different from any other visited earlier. The delegates have only seven days at Pachmarhi and, in view of the hard work the seminar involves, I do not know how many points you would be able to see. But I do trust that you will stay a little longer and come back again. I am also conscious of the shortcomings in the arrangements made for the seminar. As you will readily realise, it was not very easy for us to make the necessary arrangements at a place like Pachmarhi. But we can assure you that all of us are very keen that we should make your stay as comfortable as possible. If we are unable to do so, it is due, not to any lack of keenness on our part, but to the shortcomings of the place itself.

I am really very happy, as I told you, that people from all parts of India have gathered here. I am also happy that the people gathered here are actually working in the field of education. Some of you have come from the Secretariat and some from the Directorates of Education; some are district officers; and some hold other important posts in the practical field. It is my conviction that the work that we do in education is basic and that it is in no way inferior to work done in other developmental fields. I even feel that it is greater. It has been our tradition, the Indian tradition, that those who have worked in the field of education have always been respected and given the highest place. As all of you are working in that field in every part of India, and as we have the privilege of your ‘darshan’ at this Seminar, we feel that we are lucky in having the Seminar at Pachmarhi and in having all of you to come here.

As far as inaugurating the Seminar is concerned, I know that there is not much that I can say because I see before me persons some of whom may have spent more years in the educational field than what I have been

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\*For names of delegates, see Annexure I.

able to do. But I will just repeat what is usually said. In the field of education itself, elementary education is the very foundation on which everything is built. I find that your agenda places an emphasis on the teacher and I am really happy that the emoluments of primary school teachers are going to be discussed. I was also very happy that the Union Education Minister announced that the Government of India is doing something to improve the lot of primary school teachers. I firmly believe that the very foundation of our Third Five-Year Plan, in which compulsory primary education is stressed, is the primary teacher. Unless we are able to give him his proper place, the expected results will not be achieved in spite of all the funds we may provide, or the vast numbers of students we may enrol. In Madhya Pradesh, I am happy to tell you that we have been able to provide a starting salary of Rs. 100 to our primary school teacher. On the one hand this provision of Rs. 100 makes me happy; but on the other hand, it also makes the problem of providing the requisite number of teachers more difficult and, therefore, I would like the Seminar to consider this problem in earnest. The primary school teacher's salary is to be improved. This has been talked about for the last ten years. If I am not mistaken, the Central Advisory Board of Education, at least from the time I started attending the meetings of the Board, has been discussing it and attempts were being made to see that teachers would be able to get a minimum salary of Rs. 50. I want it to be conveyed to the Education Ministry that the State Governments have often felt that, if they go ahead in any scheme, they are losers. Whenever a scheme comes from the Government of India, it offers 50 per cent assistance for some reform to be introduced in future. This step creates problems because a State which has been progressive and gone ahead loses central assistance while the slow and unenterprising State reaps the benefit of central grants. For instance, when a scheme to improve teachers' salaries comes from the Government of India, the Ministry of Education will say that Madhya Pradesh is not entitled to any assistance because they have already provided a minimum salary of Rs. 100. If such a situation were to arise, the person who holds the education portfolio finds himself in an awkward position before his Finance Minister who tells him that he has been impatient and that, if only he had waited for one or two years, we would have got assistance from the Government of India. It is very difficult to convince him that waiting for two years may mean and does mean a great deal in the life of a primary school teacher who was getting a paltry sum of Rs. 30 in Madhya Pradesh. For him, this difference is very important, very vital. But this point is not always fully appreciated. So, I want to convey the suggestion that, at this time, special emphasis and importance must be given to the teacher. The Government of India should see that he gets at least a living wage and according to me, the living wage for a teacher should not be less than Rs. 100 at present. I am using the term 'for a teacher' deliberately. Because he has been a teacher, he has a desire that his son and daughter should also be educated and that means so many difficulties. He is also performing one of the noblest tasks and it is but fair to fix his wage at a reasonable and higher figure.

I will also like to point out, at this juncture, that whatever extra money is given by the Planning Commission for primary education, it should come over and above what has been allocated to various State Governments. The ceilings for State Plans are so low that no worthwhile reform is possible within the existing ceilings and if the State Governments do not get an extra allocation, the thing cannot be done. I must also warn you that mere

emphasis on primary education, without increasing the overall ceiling, will necessarily lead to the neglect of other important sectors of education, particularly secondary education. This will create a vicious circle because, if we neglect secondary education, the quality of our primary education will be affected. I am very happy that the Planning Commission is thinking about this problem. I had also discussed it four or five days back with a Member of the Planning Commission and he told me that the Commission was willing to think about it. He went a step further and said that the Planning Commission would like the whole question of primary education to be discussed, not only as regards but also as regards improvement in quality which, I think, is a very important thing.

While I welcome all this goodwill, I want to be assured that all these promises may not result in greater difficulties. So far as the Third Five-Year Plan in Madhya Pradesh is concerned, I find that we have to face immense difficulties. We have passed legislation on compulsory primary education; but we are finding it difficult to bring it into operation because we are short of funds. Last year, we provided for an additional enrolment of 1.8 lakhs but we got 3.5 lakhs—almost double the number has come to schools. The net result was that we had to employ 5,825 teachers as against 4,000 teachers we had planned to employ. As we employed more teachers in the first year, our capacity to employ teachers in the second year is reduced because the expenditure on additional teachers employed in the first year has to be continued for a period of five years. The net result is that, in the second or the third year, we get into a position where we cannot provide teachers. If this happens, the result would be far from satisfactory—overcrowded classes and an increase in wastage. We may say we have no funds; but when the parents who are sending children to school find that the child does not learn properly, they would feel that they have gained nothing and lost something. In the type of families from which pupils come, a child of 6 or 7 is an economic asset. He is also an earner in some sense, a helper in production. If such dangers are to be avoided, we will have to see that the planners are fully acquainted with the situation. It is persons like you who work in the field that have a better grasp of the situation and I feel that the decisions taken by a Seminar like this must be given due weight by bodies like the Planning Commission or the Education Ministry.

I hope we will get some guidance about another problem which is facing us and which is bound to face all Governments, in the field of primary education in the Third Plan. The country as a whole has decided in favour of democratic decentralisation. I am personally very happy about this decision because I was a member of the team which put this point of view very forcefully before the country, the Balwant Rai Mehta Committee. But this very decision has raised certain problems for us and in solving them, I hope that some guidance will be forthcoming from this body and I hope the Education Ministry will also look into it. How are we to develop primary education in the Third Five-Year Plan with the new democratic bodies coming up—the Panchayat, the Janpanchayat and the Zila Parishads, whatever the names different States may have given? I have talked in the beginning about the teacher and of his significance to the programme. Now the main question to be faced is whether these teachers should be transferred to the local bodies. The teachers have got to work in a particular manner, they have got to be trained and paid reasonable salaries regularly, etc. The local bodies may or may not agree to our decisions in these matters. If they do not, what is going to be done about it? What are we going to do

about the security of the primary teachers? I want this whole question to be looked into. In Madhya Pradesh, we have taken a decision which may be described as the middle course. We have decided that the primary schools should be the concern of, and should be run by the local bodies which are coming into being; at the same time, however, we have decided that the primary school teacher should be a Government servant. He should have his pension and he should have the protection of Article 311 of the Constitution. From the teacher's point of view, this gives him adequate security. So we have taken that decision. Now several problems will arise in implementing this decision and we are working on them. What should be the relationship between the local panchayat and the teacher? If he is not liked, what will be the procedure of transferring him? How much control will the panchayat have over him? On the one hand, we have decided that the panchayats will be in control of the school: that is a good decision. On the other hand, if the teacher is not an employee of that particular body, or we use the common terminology, if that particular body does not have a claim on him or her, will that person be amenable to its discipline? If there is a conflict, what should be the machinery to see, on the one hand, that the teacher is not wrongly penalised and, on the other, to deal with him adequately if he is not working properly. I would like that question to be examined in detail. What should be done, for instance, about his character roll? Who should be entitled to write his character roll and who should have the right to grant leave and other things? What are the other controls we can work out by which the local bodies may feel that the teacher is some one on whom they have some control without creating undue apprehensions in the mind of the teachers? The schools will work properly if the local bodies have supervision over them and if they feel that their job is, not only to provide school buildings and equipment, but also to improve the quality of work in the school. In the same way, the teacher must have a feeling that he has security and freedom to work. How to reconcile all these needs is a complicated question. I am happy that this problem has been included in your agenda and I hope you will give us some clear guidance on that point. There are arguments on both sides. Those who say that the teacher should be a Government employee have the argument that the local bodies may be carried away, and are carried away at times, by considerations other than purely academic. On the other hand, people say that that popular touch and contact will disappear if the teacher is made a public servant. I think that this is a burning topic in so far as Madhya Pradesh is concerned and I look forward to your guidance on that point.

With regard to the question of quality—it is not in your agenda—I should like you to think about the methods, if it is permissible and possible to do so, by which the quality of education may be improved. That is generally talked about. Quality is a very big term and that carries us into all the details. So I am not talking about it generally. One thing that comes to my mind as I stand here with the pictures of Gandhiji, Rabindranath Tagore and Vinobaji before me is this: can we work out some scheme under which the feeling of being an Indian may be imbibed by our students from the primary stage itself? I will really go a step further and say, a feeling of being human. That has been our ideal. How can we do it? By what methods? I want you to think about it because you know our financial limitations. I want something which may not be costly in terms of money but which may result in this one very important thing for our country, viz.,

that the children may learn and grow up in a way where differences cannot be created on the ground of language or religion or caste. The idea came to me because these pictures were before me and I felt that I should put this point before you.

While thinking about this problem, another question came to my mind and that was about books for children. You discussed, in your first Seminar, textbooks, paper and all other allied problems. These questions are important. Books must be attractive, books must be such that the child likes to keep them. Whatever habits are formed at the primary stage, they last a life-time. While abroad, one thing struck me : the desire to possess books which I found at Cambridge among the British friends and with the Americans when I was at Harvard. There were Indian friends of mine who were better off and who could easily purchase more books; but I felt that they did not have the desire to possess books of their own. When I started thinking about this, I felt convinced that this difference really arises from what happens at the primary stage. Children's books are not attractively produced in India while Britain produces them very attractively. So the British child starts loving books from that stage. I think that, not only the desire of owning books, but even the idea of reading them is something where our attitudes leave much to be desired. I am glad to know that the Government of India is thinking about the primary school textbooks. I understand that some arrangements are being made for paper so that the books may be produced on better paper. I was thinking whether something more could be done. The Government of India may think about producing illustrations for books in the primary schools. I may be correct or incorrect; but I feel that, at the age of six or seven, the books that go into the child's hands must be profusely illustrated, in multicolour, if possible. It is a very costly process. But the cost can be reduced considerably if the Government of India produces such illustrations in large numbers and supplies them to the State Governments who may insert them in their books with added captions in regional languages. I suggest that this particular point may be examined.

I also suggest that we may think about other reading material. The primary school child often does not get the textbook itself. But he gets tired of the textbook after some time. When he does not want to read the textbook, my feeling is that, even in the primary school, there must be some books to which he may turn with pleasure and advantage. That will give him a wider perspective and will enable him to go ahead. The production of such reading material will have to be undertaken and the Government of India may have to subsidize the activity. This is one of the suggestions that came to my mind and you will kindly examine it for what it is worth.

While talking about national integration, we always turn to uniforms and school meals. The Prime Minister is never tired of them and he continually talks about school uniforms and mid-day meals. Some States have done very well in developing these programmes. But I was thinking whether something more could not be done by the Government of India and the State Governments. I was thinking whether we could evolve and decide the colour and type of cloth that we may use for our uniforms. I am not thinking of dead uniformity. But I feel that some decisions could be taken at all-India level and that the Government of India could be of help to States. As they produced utility cloth in post-war Britain, we may



have utility cloth for uniforms in primary schools on a subsidized basis. That cloth should be of a particular type (not luxury type) and each child may have a pair of shorts and a shirt or whatever may be decided upon. Or if this is not possible, I will request the Education Ministry to examine whether the Finance Minister could not be persuaded to exempt such cloth from exercise. This is possible if we restrict it to two or three qualities only. Even this will make a great difference to the middle class, the lower middle class and the poorer classes. I really feel that some subsidy could be given for school uniforms and I have no doubt that they will be of great help in national integration, in creating the feeling of oneness in people, and in reducing the distinction between the rich and the poor. This idea came to me from a friend who returned from China two or three years ago. He said that China was producing cloth of just one colour (blue) and that everybody was putting on that cloth and that it was being sold at a cheaper price. That idea came to me that we could have one cloth for our school uniforms at least and subsidize it. Such subsidies may popularise the programme.

You are going to discuss many other important problems : pre-service and in-service training of teachers, improving their service conditions, school buildings and administration. They are very important problems and I am sure that we will get guidance from you with regard to them.

We have to achieve the objective of compulsory primary education or I will say, universal education for our country. I am very happy that Shri Naik has put forward his perspective plan for 15 years. Of course, he has been talking about that for some time now, of planning for 15 years in primary education. We will have to do it, there is no doubt. But I would like to warn you that unless planning is done with imagination, the results will not be very happy. In the Third Plan, the details were worked out by a person who was universally recognised as the greatest authority on planning in primary education in the whole of Asia, and about whom there was a feeling that he tried to rush too fast. But even his calculations have proved wrong and I am very happy that they have proved wrong. So we should now remember that our imagination has to move faster and we should bring out a plan for the next 15 years which will result in the real good of the country. Really speaking, the children are the raw material for our country. It is for them that the Plans are made and I often say that our Plans are nothing else but 'work by parents for the good of the children'. The Plans only mean that we sacrifice today so that tomorrow may be better to those who are the future citizens of the country. We are denying pleasure to ourselves so that our children may be happier. If they have to be happy, they will have to have all the material goods and other things. But over and above them, they have also to get a right psychological attitude, a proper approach to life and society and that is created by education. I, therefore, feel that education is the basis of all happiness. We are working for the happiness of the future generation and its basis is education. So may God give us the strength to Plan correctly, appropriately and imaginatively so that our children may get the requisite education and through it, the requisite happiness in this world. At times, one starts shuddering about the future prospects in a world which is so full of tensions and malignant weapons. But I am sure that we will move ahead and I wish and pray that our endeavours, the endeavours of all of us, right from the Planning Commission and Education Ministry to the humble primary school teacher working in the remotest village may prove successful."

## PROCEEDINGS AND RECOMMENDATIONS

After the inaugural function was over, the Seminar proceeded to elect the office-bearers. Shri S. P. Varma, Director of Public Instruction, Madhya Pradesh, was elected as the Director of the Seminar, Dr. S. N. Mehrotra, Deputy Director of Education U.P., was elected as Joint Director and Shri J. A. Vakil, Deputy Director of Education, Maharashtra, was elected as Secretary-General. The Seminar also decided that there should be three groups\* for the discussion of the topics and elected Dr. K. B. Majumdar, Chief Inspector, Primary and Basic Education, West Bengal, Smt. L. Banerjee, Deputy Directress of Girls' Education, Bihar, and Shri J. Dan Joseph, District Education Officer, Madras, as Chairman and Dr. B. C. Dutt (C.I.E.), Shri J. A. Ryan (Madras) and Shri M. S. Bhatnagar (Rajasthan) as Secretaries of these Groups. The Seminar also decided that all these office-bearers along with Shri J. P. Naik, Adviser (Primary Education), Ministry of Education, should form the Steering Committee and the Drafting Committee for the Seminar.

Of the six items before the Seminar, it was decided that items 1, 2, 3, 4 and 6 should be considered in general sessions and that the sub-items under item 5 should be distributed according to groups. Half the time of the Seminar was devoted to general sessions and the remainder was devoted to discussion in groups. The groups finalised their reports and submitted them to the general session on the morning of 4th June, 1962. The recommendations made by the groups, as amended at the general session, have been incorporated in the final recommendations of the Seminar.

The Seminar had the advantage of being addressed by Shri B. R. Mandloi, the Chief Minister of Madhya Pradesh. It was also fortunate in having the guidance of Dr. (Smt.) T. S. Soundaram Ramachandran, Deputy Minister of Education, Government of India who participated in the discussions on 2nd and 3rd June and also addressed the delegates.

The findings and recommendations of the Seminar on the various items of the agenda are given below :—

### **Item No. 1 : Review of the Schemes Included in the Third Five Year Plan for the Development of Elementary Education.**

The note prepared by the Ministry and circulated along with the papers of the Seminar was read and was brought up-to-date by member delegates from the States/Administrations. (See Annexure II of the Report.)

### **Item No. 2 : Review of the Progress of Elementary Education in the Third Plan (Estimated Achievements for 1961-62 and Proposals for 1962-63.)**

The position as reported by the Ministry of Education is given in Annexure III.

It was revealed that every State had exceeded the targets of enrolment for 1960-61 and also for 1961-62. It was generally agreed that the situation might well repeat itself in 1962-63.

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\*For details regarding the membership of the groups, see Annexure I.

The continuation of the enrolment drives was then discussed. During 1961-62, every State (except Kerala, Maharashtra and West Bengal) organised at least one enrolment drive and U.P. organised two drives—one in October and the other in January (along with the Basic Education Week). The results have been very good; and even in States where enrolment drives were not organised, the actual enrolment has exceeded the targets owing to popular enthusiasm.

It was pointed out by some delegates that enrolment drives were creating an awkward situation by bringing children into schools when the State had no resources to provide the additional teachers needed. After a full discussion of the problem, it was decided that the enrolment drives should be continued during 1962-63 and for some time more. They were essential in all States for (1) girls, (2) backward areas, and (3) for unsaturated schools. Besides, an enrolment drive is not meant for increasing enrolment only. It is primarily a tool for awakening the public conscience for education and for securing community support for school improvement. It was, therefore, suggested that future enrolment drives should emphasize not only additional enrolment (as in the three cases mentioned above) but also the improvement of schools and securing community support for such items as school buildings, equipment, supply of textbooks or uniforms and mid-day meals.

It was also agreed that the shortage of teachers was felt everywhere. Overcrowded classes are a common feature now. As the traditional method of average teacher-pupil ratio does not throw enough light on the problem, the teacher-pupil ratio should be worked out separately for each school as shown in Annexure IV. This will show the over-crowding in individual schools and also enable the authorities to have a quick appraisal of the need for additional teachers.

While a study on the above lines is needed for the State as a whole, the Seminar felt that a quick sample study of about 25—30 districts should be conducted by the Ministry of Education to show the situation clearly to the authorities concerned.

### *Item No. 3 : Problems and Solutions*

The following difficulties were pointed out by member delegates from all the States :—

#### *(1) Shortage of Finance :*

Practically every State experienced this shortage and was not able to provide adequately for all the teachers needed to cope with the increased enrolment in the years under review. This shortage was due to financial pressures of various types that arose during the year. For instance, certain schemes (like improvement in salaries of teachers) had to be taken up although they were not included in the Plan and were not visualised earlier. Secondly, the provision made in the Plans for secondary and university education has, in some cases, been adequate. Consequently more funds are needed for the existing schemes in these sectors and also for the new schemes that are being taken up. These pressures are likely to continue and even increase in 1962-63 and later years. Under these circumstances, the Seminar was of opinion that it is necessary to revise, not only the schemes of primary education, but also to take an overall picture of the entire Third Plan in

education. This will also inevitably lead to the raising of the ceiling for the educational plan.

In so far as elementary education is concerned, the Seminar felt that the need to provide additional funds was fully justified by the achievements of the first year of the Third Plan which has conclusively proved that the public hunger for education is far greater than what was anticipated while formulating the Third Plan. The targets of enrolment for 1961-62 have been exceeded in all areas and the trend that has been set up indicates that there will be a similar increase in the enrolment in schools in future years also. The Central Working Group on Education had anticipated an increase in enrolment by 36 lakhs in 1962-63. The fact that an increase of 35 lakhs has already been accomplished in 1961-62 gives us a confident hope that the targets for 1962-63 would also be no less, if not more. In the opinion of the Seminar, the minimum enrolment for which provision will have to be made in the Third Plan would be as follows :—

Year	Additional enrolment
1961-62	35 lakhs
1962-63	36 lakhs
1963-64	38 lakhs
1964-65	40 lakhs
1965-66	40 lakhs
Total	189 lakhs

This enrolment of 189 lakhs of additional children in schools will raise the total enrolment in classes I—V to 80 per cent of the total population in the age-group 6—11.

The Seminar noticed that in the discussions of the Central Working Group on Education with the State Governments, the target of enrolment for 1962-63 was placed at 36 lakhs. The Seminar was of the view that this is the minimum enrolment to be expected and that it may even go up to 40 lakhs. In spite of this pressure of expansion, the Seminar was constrained to note that the allocation for elementary education during 1962-63 was far too inadequate. The actual budget provisions made in some States for elementary education are even lower than those that were agreed to in the discussions with the Central Working Group of Education. In one or two States, the allocations for 1962-63 are even lower than the actual expenditure for 1961-62. This situation has arisen, partly because a portion of the allocation for 1962-63 has already been used in 1961-62 and partly because the overall ceiling for the educational plan has been cut down. Whatever the reason, the Seminar found that the actual financial allocations for 1962-63 were far too inadequate even to meet the anticipated enrolment of 36 lakhs and anticipated a heavy shortfall of teachers during 1962-63. The Seminar strongly recommended that unless additional resources were provided to overcome this shortfall of teachers during 1962-63 itself, all the tempo gained during 1961-62 would be lost and the movement as a whole would receive a great setback.

## (2) Delay in the Appointment of Additional Teachers :

Another point came up during the discussions, namely, the delay in the appointment of additional teachers in schools. It was found that in many States there was a great time-lag between the date of the opening of schools and the date of appointment of additional teachers. It is a basic principle

of administration that the additional teachers required should be in position at the beginning of the school academic year or within one or two months thereafter. In practice, however, it is found that in some States, the school year begins in June while the teachers are appointed in October or even as late as in December or January. The Seminar was of opinion that such delays should be avoided. For this purpose, each State should undertake a study of the problem in view of its own local conditions and devise suitable measures.

On the basis of the general discussion, the Seminar found that, when the school academic year began between October and January of each year, the difficulties of appointing additional teachers in time were minimised. As the financial year begins on 1st April and as the results of examinations are mostly declared by May or June, it is always possible to issue the necessary sanctions and to recruit the necessary number of teachers by September at the earliest and December at the latest. If the school year begins between October and January, therefore, it is easily possible to provide additional teachers required in good time. If, for any reason, it is not possible to change the school year in this way, it would be necessary to have careful pre-planning in order to see that the additional teachers are appointed in time. The Seminar felt that both these alternative methods should be examined by State Governments and suitable measures should be adopted to eliminate the delays that occur at present.

### (3) *School Buildings :*

The Seminar found that the position varied State to State. In some States, the community provided the necessary buildings, both for new schools as well as for additional teachers. It also provided residential accommodation for teachers. The general practice in such areas was that the State did not sanction either a new school or an additional teacher unless the necessary accommodation was provided by the community, both for the school and the residence of the teacher. In other areas, however, the State has either to construct a building or to provide finances required for renting it. The Seminar was, however, glad to note that the community support for school buildings was, on the whole, increasing.

Where the community provided the building, the accommodation was not always very satisfactory. If good educational buildings were needed, the Seminar felt that the State would have to take a more active role than at present.

The Seminar found that the financial provision for construction of additional school buildings in all the State Plans was very meagre. It was, therefore, possible to construct only a few hundred new classrooms whereas the additional classes were opened in thousands. The provision of school accommodation, therefore, has generally deteriorated during the year under review.

The Seminar also felt that the attempt to reduce the costs of buildings has not met with any great success. The cost of constructing one good classroom varies anywhere between Rs. 3,000 to Rs. 4,000. This problem, therefore, needs greater attention.

The Seminar felt that some major programme for the improvement of school buildings has to be taken up at an early date and recommended that

a long range programme, spread over 15 to 20 years, should be drawn up for the purpose. The Ministry of Education should work out a plan in the light of the discussions at the Seminar and circulate it to State Governments for information and necessary action.

#### (4) *Equipment :*

The supply of equipment to schools has improved during the year. In all States, grants for equipment are sanctioned on the basis of additional teachers provided and these vary from Rs. 100 to Rs. 400 per teacher. In most States, standard lists of equipment required for primary schools have been prepared. It is, however not possible to supply all this equipment as the funds available are generally inadequate.

Attempts to raise popular contributions for schools equipment are being made. The success attained varies from area to area; but on the whole, some progress appears to have been made in this sector also as in the case of school buildings.

The discussion revealed that there was usually a great delay in the supply of additional equipment. This varied from a minimum of three months to about a year and a half in one case. The main reason for the delay was that an authority at the district level had to indent for the equipment and supply it. The general view of the Seminar was that if the authority in this respect could be decentralised and delegated to the block level (or wherever possible, to the village level) the supply of equipment would be expedited, and its quality would be improved. It was recommended that this point should be kept in view in framing the rules and regulations for the administration of the scheme of democratic decentralisation, which was now being adopted.

#### (5) *Location of Schools :*

The new schools that are being opened are broadly on the basis of the educational survey, although several changes have to be made in the detailed proposals.

The Seminar felt that the educational survey would have to be revised and brought up-to-date. The first survey was carried out as on 31st March, 1957. It was, therefore, suggested that the revision should be as on 31st March, 1962. For this purpose, the Seminar recommended that the Ministry of Education should draw up a detailed set of instructions and circulate them to State Governments. The Seminar felt that it should be possible to revise and bring the survey up to date before the end of the current financial year.

The Seminar recommended that a meeting of selected officers from States should be held by the Ministry of Education for preparing and finalising the instructions to be sent to State Governments for revising the educational survey.

#### (6) *Provisional Statistics :*

For purposes of planning in elementary education, the latest statistics regarding the following matters are absolutely essential :—

- (a) No. of schools (primary and middle).

- (b) Total enrolment as on 31st March, 1960, 31st March, 1961, and 31st March, 1962, boys and girls separately.
- (c) Total number of primary or middle school teachers as on the above dates—trained, untrained, men and women.
- (d) Total No. of buildings constructed during 1961-62 (i) class rooms, (ii) teachers quarters.
- (e) No. of trained institutions for primary and middle schools.
- (f) Total enrolment in training institutions.

*N.B.*—The data to be collected separately for Basic and non-Basic Schools.

The Seminar felt that this data should be collected by each State and be made readily available before the end of September, 1962, so that it could be used during Plan discussions.

The Seminar felt that it was easy to collect this data directly from the schools. The work should be done by the Officers in charge of districts through the Inspecting Officers of Schools and the Directorate should consolidate the data received from the districts. The Ministry of Education should address an appropriate letter on this subject to the States as early as possible so that the data can be collected and kept ready before September, 1962.

#### (7) *Detailed Study of Selected Areas :*

The Seminar felt that a detailed study of primary schools in selected areas should be undertaken to give a clear picture of the manner in which the system is functioning at present. For this purpose about 50 blocks may be selected in different parts of the country on a random sample basis and a study should be made for every primary and middle school included in the selected block. A detailed questionnaire showing all aspects of the elementary school and its working should be prepared and used for the purpose of this study.

It is desirable that the study should be undertaken by an independent organisation like the National Council of Educational Research and Training. The Seminar recommended that the Council might set up an advisory committee for planning and supervising this study. It should consist of experts and representatives of State Governments. A separate temporary unit should be created for the study in each State and also at the Centre for tabulation of the data and preparation of the report.

#### **Tentative Proposals for 1963-64**

##### *Item No. 4 :*

In the light of the developments which have taken place in 1961-62 and those that are anticipated in 1962-63, the tentative proposals for 1963-64 were discussed. In this context the Seminar made the following recommendations :—

- (1) The entire Third Five-Year Plan in Education will have to be revised in view of the large enrolments which have already taken place and are anticipated. It is in the context of this revision (which will necessarily involve a raising of the ceiling of the

**Education Plan) that the proposals for 1963-64 will have to be finalised.**

- (2) At present, the largest part of the financial allocation for elementary education is devoted to expansion and programme of qualitative improvement have a lower priority. This imbalance will have to be corrected in the remaining years of the Plan; and, therefore, it was suggested that proposals on the following lines may be prepared and included in the budget estimates for 1963-64 : (a) improvement of teacher training; (b) larger expansion of the education of girls, and in particular, preparation of women teachers; (c) strengthening of the State Education Departments; (d) organisation of preliminary studies and investigations which would help in the preparation of the perspective plan; (e) development of research units; (f) expansion or introduction of the programme of mid-day meals (including milk distribution); (g) school uniforms; and (h) free supply of textbooks to poor and needy children.

**Item No. 5(i) : Special Programme for the Education of Girls**

The Seminar noted that the total enrolment during 1961-62 is of the order of 35 lakhs of which about 22 lakhs are boys and 13 lakhs are girls. It is a matter of satisfaction that the number of girls enrolled during 1961-62 appears to be much larger than in the past. However, if the targets fixed for the Third Five-Year Plan are to be achieved, the enrolment of girls will have to be increased far more rapidly in the remaining four years of the Plan. The Seminar, therefore, recommended that the emphasis which was placed on the enrolment of girls and the popularisation of co-educational schools during 1961-62 should be still further intensified during 1962-63.

The Seminar was of the view that even better results could have been obtained if the funds available to State Governments for the Special Programme would have been larger. In all areas the further enrolment of girls was handicapped mainly on financial grounds. The Seminar, therefore, recommended that much larger funds should be earmarked for the special programmes of girls education during 1962-63 than those that have been provided at present. Since the ceilings of the education plans are already low, there is hardly any possibility of providing additional funds within the State sector. The Seminar recommends that the Government of India should make special financial assistance available for this programme under a Centrally Sponsored scheme as in the Second Five-Year Plan.

The Seminar was of the view that emphasis will have to be placed on the following measures to increase the enrolment of girls and the output of women teachers : (a) educative propaganda, (b) provision of free clothing (as in Madras) and provision of free textbooks (as in U.P.), (c) grant of scholarships at the middle and secondary stages, (d) construction of hostels attached to middle and secondary schools, especially in rural areas, (e) employment of school mothers in large numbers, (f) organisation of additional condensed courses, (g) construction of quarters for women teachers in rural areas, and (h) special allowance to women teachers for working in difficult areas.



The scheme of condensed courses is of special importance for securing women teachers for rural areas and it has to be developed largely in States where the shortage of women teachers is very greatly felt. The Central Social Welfare Board has made plans to allocate about three condensed courses per district. The Seminar recommends that the State Departments of Education should take special interest in the scheme and see that the requisite number of condensed courses is organised in all parts of the country.

**Item No. 5(ii) : Legislation for Compulsory Education**

The Seminar found that, except in most of Rajasthan and a few Union Territories, there is some legislation in every State and Union Territory which provides for the enforcement of compulsory attendance. In several cases, there is need to modernise this legislation and to bring it up to date. Recently, compulsory education laws have been passed for the Union Territory of Delhi and in the States of Andhra Pradesh, Gujarat, Madhya Pradesh and Punjab. Assam has presented a bill to the State Legislature which is now awaiting approval. Bihar is revising its Act and the matter is being considered, wherever necessary, in other States.

The seminar was of opinion that the penal measures of the compulsory education laws should not be over-emphasized and that special measures should be adopted to attract children to schools. These would include school meals, school health services, free supply of books and writing materials supply of uniforms, educating public opinion etc.

The Seminar recommended that a brochure containing relevant provisions of the legislation on compulsory education explaining the role, responsibility and duty of teachers, parents inspecting officers, community development organisation and school committees should be prepared in the regional languages for the information of all concerned. The brochures should also include a brief account of the State Plans for the development of education in general and primary education in particular. The State Government and Union Territory Administrations should consider the preparation and publication of such brochures at an early date. The Seminar noted with satisfaction that two States have already published such brochures.

The Seminar recommended that the compulsory education laws, with special reference to the duties of the teachers, should be systematically brought to the notice of prospective teachers by including them in the syllabus of training institutions.

The Seminar recommended that committees in charge of education at all levels—village, block, district, division or State—should have at least one or two women members. This would assist in the proper development of the programme.

**Item No. 5(iii) : School Meals and Milk UNICEF Distribution Schemes**

The Seminar reviewed the programme of school meals as it is now developing in all the States and Union Territories. Broadly speaking, it may be said that school meals are now being provided for about 4 million children

or ten per cent of the total enrolment in the age group 6—11 in India as a whole.

The Seminar found that the programme of school meals was unevenly developed. In Kerala, school meals are provided on a 100% basis to 1.5 million children; in Madras, they are provided for about one-third of the children; and in other States, the proportion of children provided with school meals is still less. The Seminar is of opinion that the programme of school meals should be developed in every State so that each area has its own experience and traditions. It, therefore, recommended that a fairly large programme of school meals should be organised, as early as possible, in all those States and Union Territories where it is not organised at present.

In view of the paucity of resources available, the Seminar felt that it would not be possible to organise, in the Third Plan, large scale programmes as recommended by the Renuka Ray Committee. However, the Seminar felt that every State should try to provide school meals to at least five per cent of its children and the target for the country as a whole should be to cover 15—20 per cent of the children enrolled in classes I—V. Such a programme would make it possible to develop school meals on a large scale in the Fourth Plan when the necessary resources are expected to become available.

The Seminar was informed of the offer made by UNICEF to make a gift of 30 million pounds of milk powder a year to India. This would cover 2 million children or five per cent of the total enrolment by the end of the Third Five-Year Plan. The Seminar recommended that this offer should be accepted and that an effort should be made to utilise the milk powder gifted by UNICEF as fully as possible.

The Seminar was of the view that it was necessary to build up a good organisation within the Education Department for receiving and distributing milk powder donated by UNICEF and that the officials and teachers concerned would have to be suitably trained. The Seminar recommended that adequate provision of funds and personnel should be made for this purpose in the State Plans and that the scheme should be started as soon as possible and preferably from 1962-63.

**Item No. 5(iv) : Community Participation and Support for Programmes of Compulsory Primary Education**

The Seminar noted that intensive efforts were made, during 1961-62, for securing community participation in and support for programmes of primary education. Good results were obtained in almost all areas. In this context, the Seminar desires to make a special reference to the developments in Mysore where a good programme of community participation was organised and excellent results were obtained. The details will be found in Annexure V.

The Seminar recommended that the efforts to secure community support for and participation in programmes of primary education should be further intensified during 1962-63. The following are some of the areas in which community participation may be solicited :—

- (a) Construction and maintenance of school buildings, including staff quarters.
- (b) Land for school gardens and playgrounds.

- (c) Provision of school uniforms and school meals.
- (d) Provision of textbooks, supplementary reading books and writing materials.
- (e) Provision of school equipment, and
- (f) Provision of amenities such as drinking water, lighting, sanitary arrangements etc.

The Seminar desired to emphasise the fact that the main task in the Third Five-Year Plan is to enrol more girls into schools and that for this purpose, it is absolutely essential to educate public opinion and to secure community support. This aspect should be emphasized in the programmes that are being drawn up.

The Seminar has recommended, in another context, the organisation of school committees with definite executive functions and financial responsibilities. Such committees would be very useful in rural areas and the Seminar feels that they can take up themselves the responsibilities of a parent-teacher establishment of Parent-Teacher Associations would be more useful.

The Seminar found that the ways and means adopted to secure community participation vary from State to State. It was felt that it would be extremely helpful to have a comparative study of the problem and the Seminar, therefore, recommended that the Ministry of Education should conduct a study on the current practices in this respect in the different States and Union Territories and circulate the findings for the information of all concerned.

The Ministry of Education, in collaboration with the Ministry of Community Development and Co-operation, has launched a programme of building up closer relations between the school and the community. The Seminar welcomed the programme and recommended that it should be intensified during 1962-63 and an attempt should be made to make the schools community centres.

#### **Item No. 5(v): Emoluments of Primary Teachers**

The Seminar noted the study by the Ministry of Education showing the salaries and allowances paid to primary teachers in all States and Union Territories as on 1st January, 1962. The Seminar recommended that such studies should be made on the 1st of January for each year.

The Seminar suggested that, in addition to salaries and allowances, there are a large number of problems connected with the service conditions of primary teachers. These include old age provision privileges of leave, amenities provided, such as free education for children, etc. It would be desirable to make a comprehensive study of the emoluments given to primary teachers as well as of all the general service conditions and amenities provided for them. The Seminar recommended that such a study should be undertaken by the Ministry of Education at an early date and that the findings should be made available to all concerned.

The Seminar noted that the scales of pay of primary teachers have been revised recently in several States. In spite of all the recent increase, however, the seminar felt that the problem will have to be re-examined with a

view to attracting a better type of recruit to the teaching profession. It is necessary to see that teachers are provided with a living wage which is comparable to that which is given to persons with similar qualifications and abilities but working in other sectors of life. The Seminar recommended that the improvement of emoluments and service conditions of teachers should be one of the specific terms of reference to the Standing Committee of Primary Education which has recently been appointed by the Government of India.

The Seminar noted that there is a good deal of discrimination between the primary teachers working in Government institutions and those who are employed by Local Bodies or private managements. The Seminar, therefore, recommended that there should be no discrimination in the emoluments and service conditions of teachers employed under Government or Local Bodies. In case of teachers employed under private management, however, the Seminar felt that the emoluments should be identical to those under Government and the old age provision may be on the lines similar to the triple-benefit scheme in Madras.

#### **Item No. 5(vi) : Training of Primary Teachers**

The Seminar noted that there is a realisation in all States and Union Territories, that it is necessary to provide adequate facilities for the training of teachers and to improve the quality of training with a view to raising standards in primary education. The programme of the training of primary teachers is, therefore, being fairly emphasised in the Third Five-Year Plan of all States and Union Territories.

The Seminar noted the Scheme prepared by the Government of Maharashtra under which all the untrained teachers are proposed to be eliminated and only trained teachers are proposed to be recruited from June, 1964. The Seminar recommended that this scheme might be brought to the notice of all State Governments and Union Territory Administrations for information and suitable action.

The Seminar noted that the recruitment of additional teachers during the Third Five-Year Plan will be far in excess of the out-put of trained teachers in several areas. This is rather a serious problem and the Seminar recommends that Schemes for short-term orientation training of newly recruited untrained teachers should be prepared and included in the Third Five-Year Plan.

The Seminar felt that in-service training of primary teachers, headmasters of primary schools, teacher educators and supervising or inspecting officers of primary schools was of very great importance, if quality of education was to be raised. The Seminar also felt that arrangements for such training should be institutionalised and built into the Education Departments of States and Union Territories as a permanent organisation. In this connection, the Seminar noted that some pioneer work in this direction has already been done in U.P. where courses of in-service training are regularly run for supervising officers and teacher educators and where 10 centres for the orientation of headmasters.

West Bengal also has been having a scheme for in-service training for inspecting officers and Headmasters of Basic Schools. The Seminar also examined a scheme for the establishment of Vanguard institutions prepared by the Ministry of Education.

The Seminar also welcomed the scheme for the establishment of extension service departments in selected training institutions for primary teachers, which has now been finalised by the Ministry of Education.

After examining all these proposals and the relevant aspects of the problems, the Seminar recommended that the Ministry of Education should be requested to introduce, during the Third Plan itself, a Centrally Sponsored scheme for the establishment of an institutional organisation for providing in-service training to supervising officers of primary schools, teacher educators at the primary level, headmasters of primary schools and primary school-teachers. This scheme should be on the broad outline of the scheme of in-service training which is now prepared by the Ministry of Education.

The Seminar laid particular emphasis on the in-service training of headmasters of primary schools; and recommended that the Ministry of Education should prepare a suitable scheme for the purpose.

**Item No. 5(vii) : Democratic Decentralisation and Administration of Primary Education**

The Seminar noted that the principle of democratic decentralisation has been accepted in most States, and that legislation to give effect to it has also been passed in most areas and a few States are already implementing the scheme. The experiment is to be welcomed; but it is new and several difficulties are being experienced in its day-to-day working. The Seminar discussed the problem and recommended : (a) the Ministry of Education and Ministry of Community Development and Co-operation should make a study of the problem and suggest for the guidance of the State Governments, a broad outline of the manner in which the administration of primary education should be organised under the system of Panchayati Raj; and (b) a special seminar consisting of representatives from each State of the Departments of Education and Development should be organised to consider this problem in all its aspects, and to make suitable recommendations to State Governments.

The Seminar found that so far as primary education is concerned, the existing administrative and organisational machinery of Education Departments in most States was far from adequate to discharge its heavy responsibilities. These responsibilities are continuously growing in volume and increasing in complexity. The very concept of Education is now being enlarged and Departments of Education are increasingly being called upon to deal, not only with the process of instruction, but also with such ancillary problems as those of providing school meals, school health service, free supply of textbooks, organisation of community participation in and support for education, etc. These responsibilities are also going to increase several fold in the coming years. The Seminar felt that the strengthening of the departmental organisation and increasing its efficiency was the best preparation that could be made for the proposed programmes of educational expansion and quantitative improvement. From this point of view, it recommended that

the Ministry of Education should organise, at a very early date, a comparative study of the organisation of Education Departments in the different States and Union Territories and evolve a concrete plan of the manner in which they could be strengthened and made more efficient. Funds for implementing the recommendations that might arise from the study, and necessary steps should be taken to organise adequately staffed and efficient Departments of Education in every State and Union Territory before the end of the Third Five-Year Plan. Since this is a very urgent problem, expeditious action has to be taken so that the organisational and administrative machinery in the States is adequately strengthened without delay.

The Seminar went into several administrative problems, such as (1) organisation of enrolment drives, (2) selection and recruitment of teachers, (3) the preparation, publication and distribution of textbooks, (4) free supply of textbooks to poor and needy children, (5) construction and maintenance of buildings, (6) purchase and supply of school equipment, (7) delegation of authority to Panchayati Raj institutions in the administration of primary education. It found that the practices vary from State to State. While the Seminar agrees that a rigid uniformity in all such administrative matters is neither possible nor desirable, it feels that a comparative study of the different administrative practices in the States and Union Territories will be extremely useful to administrators of education. Such studies would enable each State to examine its own administrative practices in the proper context and to improve them, wherever necessary. The Seminar, therefore, recommended that the Ministry of Education should set up a suitable machinery for the organisation of comparative studies into important administrative practices and to make their findings available to all concerned. The experience in U.S.A. shows that the entire science of educational administration was built up and the administrative set up in every State was improved, through such comparative studies of administrative practices in different States and there is no doubt that similar beneficial results will accrue from such studies in India also.

\*The problem of financing education is extremely important. The Seminar had no sufficient time to go into the details of the problem. It, however, felt that two important types of studies were necessary in this sector. The first type would include studies of unit costs of education, such as cost of educating a pupil in a primary or a middle school, cost of training a teacher for primary schools or middle schools, cost of supply of equipment, cost to parents for sending a child to primary school or middle school, etc. The second type of studies would include problems relating to grant-in-aid. Very little work is done in either of these sectors, although their importance is obvious. The Seminar recommended that the Ministry of Education should organise investigations into these important problems and make their findings available to all concerned.

#### **Item No. 5(viii) : Qualitative Improvement of Primary Education**

The Seminar felt that the qualitative improvement of primary education was as essential as its expansion. In the Third Plan, the expansion of primary education has naturally been emphasised and qualitative improvement has been given a subordinate place. Even at this early stage, however, there is a strong feeling in the country that the qualitative improvement of primary education also should be equally emphasised. The Seminar agrees

with this view. The several recommendations made by the Seminar in different sections, such as those relating to the improvement in emoluments and service conditions of primary teachers, provision of in-service training, provision of school meals and free supply of books, etc. will surely result in an improvement of the quality of primary education. In addition to these, the Seminar would also recommend the provision of larger funds for buildings and equipment, and an intensification of the programme of orientation of primary schools to the basic pattern.

**Item No. 5(ix) : Uniforms for School Children**

The Seminar noted the progress made in the Madras State in the scheme of providing school children with uniforms on the basis of a voluntary contribution from the people. The Seminar also considered the offer made by the Mill Owners' Association that they would supply cloth for school uniforms with 13 per cent discount. After examining the problem from all points of view, the Seminar recommended that a scheme for the supply of uniforms should be undertaken in every State and Union Territory on a selective basis, that is, making a beginning in a few selected areas. In implementing the programme, the provision of clothing to girls should be emphasized.

The Seminar also felt that it should be possible to utilise the offer made by the Mill Owners' Association and to organise the supply of uniforms to school children through school cooperative stores (wherever they exist or can be established) or in other selected schools where conditions are favourable. The Seminar recommended that the Ministry of Education should address the State Governments in the light of the discussions held at the Seminar and give them an outline of the manner in which scheme for the supply of school uniforms can be implemented on a selective basis during the Third Five-Year Plan itself.

**Item No. 5(x) : School Committees**

The Seminar felt that there was a great need to create local agencies at the village panchayat level for assisting the improvement of primary schools. For this purpose, the Seminar recommended the proposals for the establishment of school committees at village panchayat level with definite executive functions and financial responsibilities.

**Item No. 5(xi) : District and State level Seminars**

The Seminar found that in all States (except in Maharashtra), State and District level seminars were organised during 1961-62 as recommended by the first National Seminar on Compulsory Primary Education. The results obtained were extremely satisfactory. The Seminar recommended that the holding of the State and District level seminars should be repeated during 1962-63.

**Item No. 6 : Preparation of a Perspective Plan for the Development of Elementary Education in each State and Union Territory and in India as a whole 1961-75**

The Seminar discussed the recommendation made by the Central Advisory Board of Education to the effect that a target dated should be fixed for implementing the Directive of Article 45 of the Constitution and that a

detailed and phased programme to achieve this objective by the target date should be prepared in each State and Union Territory and for India as a whole. After a general discussion of the problem from every point of view, the Seminar came to the conclusion that the preparation of a perspective plan for the development of elementary education during the period 1961—75 was essential and that it would serve a very useful purpose in revising the Third Plan and in preparing the fourth Plan. The Seminar, therefore, recommended that the Ministry of Education should prepare a paper giving a broad outline of the manner in which such perspective plans were to be prepared and circulate it to State Governments. The Ministry should also circulate the basic common data on which the perspective plan was to be based. The Education Departments should take up the preparation of such perspective plans in the light of the instructions issued by the Ministry of Education. An attempt should be made to prepare tentative perspective plans for States and Union Territories by February, 1963. On the basis of these Plans, the Ministry of Education should finalise a plan for India as a whole. This plan should form an important item of discussion for the third National Seminar on Compulsory Primary Education which may be held some time in May, 1963.

**Item No. 7 : General**

The Seminar conveyed its thanks and gratitude to the Ministry of Education for having convened this Seminar and the State Government of Madhya Pradesh for having made the necessary facilities available at Pachmarhi. The Seminar wishes to place on record its keen appreciation of the excellent arrangements made for the comfort and convenience of delegates during their stay at Pachmarhi.

The Seminar authorised the Ministry of Education to edit, if necessary, the report of the Seminar (with Annexures) before publication.



## VALEDICTORY FUNCTION

Shri Raja Roy Singh, Joint Educational Adviser, Ministry of Education, delivered the valedictory address of the Seminar. He said :

"I am very happy to have spent a day in your midst and to have listened to the deliberations in which your final recommendations were adopted. I welcome you to the Seminar on behalf of the Ministry of Education and myself, and also congratulate you on the good work that you have done and the excellent report that you have been able to produce. I am quite sure that the suggestions made by you will be of great help to the Ministry of Education and to the State Governments in developing the programme of compulsory primary education still further.

I was very happy to learn from you that the targets of enrolment during 1961-62 have been exceeded in almost all cases. I also share your view that a similar, if not greater, expansion will take place during 1962-63 also. I feel that we should keep up the momentum which this movement has gathered. So long as children remain out of schools, and villages have no educational facilities, the public will demand the opening of more schools and the provision of larger facilities for primary education. Instead of taking a very long time to complete the programme of expansion, therefore it is much better to finish it quickly and to put it behind us so that we can think of other important things. The present indications are, that about 80 to 85% children of the age-group 6—11 would have been enrolled in primary schools by the end of the Third Plan. If that happens, the pressures of expansion would diminish materially and it would be possible to concentrate on qualitative improvement of education in the fourth Plan.

I find that you have devoted considerable time to problems dealing with qualitative improvement of education. You have recommended a study of the departmental organisations in the different States and adequate strengthening of the State Education Departments at an early date. You have suggested a detailed examination of the problem of the administration of primary education under panchayati raj. You have emphasised the need to provide for in-service training of teachers and for improving the quality of pre-service training. You have also suggested how the scheme of school meals can be expanded and school uniforms introduced—on a fairly large scale. I am happy that these qualitative aspects of the problem are engaging your attention. I am quite sure that a good deal of spadework on these problems could be done during this year. In the light of these studies, it would be possible to make a beginning in at least some programmes of qualitative improvement during the last two or three years of the Third Plan itself and to evolve and implement a major programme of qualitative reform in the fourth Plan.

These seminars have now become an annual feature. The first seminar that was held in Delhi last year did very useful work. Its excellent record has been maintained by what you have been able to do at Pachmarhi. I am sure that the next and the subsequent seminars would keep up the tradition and thereby assist materially in the promotion of this programme of great significance."

The Seminar then ended with a vote of thanks to the Director. Shri S. P. Varma, the office-bearers and the guests who had addressed the Seminar.

## ANNEXURE I

### A. LIST OF PARTICIPANTS

<i>Ministry of Education</i> .. .. .	1. Shri R. R. Singh, Joint Educational Adviser. 2. Shri J. P. Naik, Adviser (Primary Education). 3. Shri G. N. Bose, Education Officer.
<i>Ministry of Community Development, Panchayati Raj and Co-operation.</i>	Shri M. C. Nanavatty, Director, Social Education.
[ <i>National Council for Educational Research and Training.</i>	1. Shri Beulah Dutt, Reader in Educational Administration. 2. Shri S. L. Gajwani, Research Assistant. 3. Dr. M. Lawler, Consultant, Curriculum Development, Columbia University, A.I.D.
<i>States</i>	
1. Andhra Pradesh .. .. .	1. Shri V. Ramachandran, Director of Public Instruction, Hyderabad—Dn. 2. Shri G. Manohar Rao, District Educational Officer, Secunderabad. 3. Smt. A. Vanajakshi, Asstt. Director of Public Instruction.
2. Assam .. .. .	1. Shri P. Srutikar, Special Officer, Basic Education. 2. Shri U. Rahman, Deputy Inspector of Schools, Sibasagar.
3. Bihar .. .. .	1. Shri S. M. Ahmed, Additional Director of Public Instruction. 2. Shri C. P. Sinha, Regional Dy. Director of Education, Ranchi. 3. Smt. Lila Banerjee, Dy. Directress of Girls Education.
4. Gujarat .. .. .	1. Dr. Y. R. Desai, Dy. Director of Education. 2. Shri N. C. Mody, D.E.I. (Dist. Broach) Broach. 3. Km. Urmila J. Dave, Research Officer, Directorate of Education.
5. Kerala .. .. .	1. Shri A. J. John, Dy. Director of Public Instruction. 2. Shri P. R. V. Nair, Planning and Vigilance Officer.

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|-----------------------------|---|
| 6. Madhya Pradesh .. .. .   | 1. Smt. P. Timothy, Dy. Director of Public Instruction.<br>2. Shri B. K. Joshi, Divisional Supdt. of Education, Indore, M.P.<br>3. Shri G. K. Shingwekar, Divisional Supdt. of Education, Raipur (M.P.).          |
| 7. Madras .. .. .           | 1. Shri J. Dan Joseph, District Education Officer, Saidapet, Madras-15.<br>2. Shri J. A. Ryan, P.A. to D. P. I. Madras-6.   |
| 8. Maharashtra .. .. .      | Shri J. A. Vakil, Dy. Director of Education.  |
| 9. Mysore .. .. .           | 1. Shri M. H. Naik, Educational Inspector, Dharwar.<br>2. Shri C. Krishnasami, Special Officer for Compulsory Primary Education, Bangalore.   |
| 10. Orissa .. .. .          | 1. Smt. I. L. Sinha, Additional Director of Public Instruction.<br>2. Shri S. C. Panda, Assistt. Director of Public Instruction.<br>3. Shri D. Rout, District Inspector of Schools, Puri.                         |
| 11. Punjab .. .. .          | 1. Shri L. D. Gupta, Asstt. Director of Public Instruction.<br>2. Shri M. R. Jain, Addl. Distt. Inspector of Schools.   |
| 12. Rajasthan .. .. .       | 1. Shri S. P. Bairathi, Dy. Director, Elementary Education, Bikaner.<br>2. Shri M. S. Bhatnagar, Distt. Inspector of Schools, Bhilwara.<br>3. Km. Rajnish Kumari, Dy. Inspectress of Schools, Bikaner.            |
| 13. Uttar Pradesh .. .. .   | 1. Dr. S. N. Mehrotra, Dy. Director of Education, Allahabad.  |
| 14. West Bengal .. .. .     | 1. Dr. K. B. Majumdar, Chief Inspector (Primary & Basic) Education, West Bengal.<br>2. Shri K. R. Banerjee, District Inspector of Schools, Burdwan.<br>3. Smt. E. Dey, Distt. Inspectress of Schools, Jalpaiguri. |
| <i>Union Territories</i>    |   |
| 1. Delhi .. .. .            | Shri L. C. Kaul, Special Officer for Compulsory Education.  |
| 2. Himachal Pradesh .. .. . | 1. Smt. S. Budhraj, Education Officer (Women).<br>2. Shri B. K. Sharma, Education Officer (Planning).   |

3. L.M. & A. Islands .. .. .	Shri V. P. Unnithan, Education Officer.
4. Manipur .. .. .	Shri S. I. Singh, Dy. Inspector of Schools.
5. Pondicherry .. .. .	Dr. A. David, Dy. Director of Public Instruction.
6. Tripura .. .. .	1. Shri S. C. Kundu, Inspector of Schools, Udaipur.
	2. Smt. A. Roy, Inspectress of Schools, Agartala.

## B. WORKING GROUPS OF THE SEMINAR

### Group One

1. Smt. L. Bannerjee .. .. .	Bihar—Chairman
2. Shri J. A. Ryan .. .. .	Madras—Secretary
3. Kum. U. J. Dave .. .. .	Gujarat Member
4. Smt. S. Budhraj .. .. .	Himachal Pradesh—Member
5. Kumari Ela Dey .. .. .	West Bengal—Member
6. Smt. A. Ray .. .. .	Tripura—Member
7. Shri P. R. V. Nair .. .. .	Kerala—Member
8. Shri A. J. John .. .. .	Kerala—Member
9. Shri L. C. Kaul .. .. .	Delhi—Member
10. Shri V. Ramachandran .. .. .	Andhra Pradesh—Member
11. Smt. Rajnish Kumari .. .. .	Rajasthan—Member
12. Shri G. N. Bose .. .. .	Ministry of Education—Member

### Subjects of discussion—

- (1) Expansion of the Programme of Girls, Education.
- (2) School Meals Programme with special reference to UNICEF Programme.
- (3) School Uniform Programme.

### Group Two

1. Shri J. Dass Joseph .. .. .	Madras—Chairman
2. Shri M. S. Bhatnagar .. .. .	Rajasthan—Secretary
3. Shri S. M. Ahmed .. .. .	Bihar—Member
4. Shri D. Rout .. .. .	Orissa—Member
5. Shri C. P. Sinha .. .. .	Bihar—Member
6. Shri G. K. Shingwekar .. .. .	M.P.—Member
7. Shri S. L. Gajwani .. .. .	N.C.E.R.T., New Delhi—Member
8. Shri K. R. Banerjee .. .. .	West Bengal—Member
9. Shri C. Krishnasami .. .. .	Mysore—Member
10. Dr. A. David .. .. .	Pondicherry—Member
11. Shri P. Srutikar .. .. .	Assam—Member
12. Shri S. I. Singh .. .. .	Manipur—Member
13. Shri M. R. Jain .. .. .	Punjab—Member
14. Dr. M. Lawler .. .. .	T.C.M. New Delhi—Member

### Subjects of discussion—

- (1) Teachers, Training.
- (2) Emolumnet of Teachers.
- (3) Qualitative Improvement of Education.

*Group Three*

1. Dr. K. B. Mazumdar	..	..	..	West Bengal—Chairman
2. Dr. Beulah Dutt	..	..	..	N.C.E.R.T., Delhi—Secretary
3. Dr. Y. R. Desai	..	..	..	Gujarat—Member
4. Shri S. N. Ahmed	..	..	..	Bihar—Member
5. Shri C. P. Sinha	..	..	..	Bihar—Member
6. Shri V. P. Unnithan	..	..	..	L.M. & A. Islands—Member
7. Shri S. P. Bairathi	..	..	..	Rajasthan—Member
8. Shri G. Manohar Rao	..	..	..	Andhra Pradesh—Member
9. Shri N. C. Mody	..	..	..	Gujarat—Member
10. Shri S. C. Panda	..	..	..	Orissa—Member
11. Shri B. K. Sharma	..	..	..	Himachal Pradesh—Member
12. Shri S. C. Kundu	..	..	..	Tripura—Member
13. Shri B. K. Joshi	..	..	..	M.P.—Member
14. Shri U. Rahman	..	..	..	Assam—Member
15. Shri C. Krishnasami	..	..	..	Mysore—Member
16. Shri L. D. Gupta	..	..	..	Punjab—Member
17. Smt. A. Roy	..	..	..	Tripura—Member
18. Smt. A. Vanajakshi	..	..	..	Andhra Pradesh—Member

*Subjects of Discussion—*

- (1) Legislation for Compulsory Education.
- (2) Community participation and support for programmes of elementary education.
- (3) Democratic Decentralisation and the Administration of Primary Schools.

**ANNEXURE II**

**PROGRAMME FOR THE DEVELOPMENT OF ELEMENTARY  
EDUCATION (AGE-GROUP 6-14) IN THE THIRD  
FIVE YEAR PLAN (1961-66)**

**I—ANDHRA PRADESH****1. Pre-primary Education**

To expand facilities for pre-primary education in the State, provision has been made to appoint 200 teachers at the rate of 40 each year. Provision has been made to pay grant-in-aid at the rate of Rs. 500 recurring per teacher. A provision of Rs. 40,000 non-recurring per year has also been made for equipment. The total outlay for the Plan period is Rs. 5.90 lakhs.

**2. Primary Education—Age-Group 6-11 years**

By the end of 1960-61, the number of primary schools is expected to rise to 33,528 with an enrolment of 28,20,000 children in classes I to V which works out to 60.3 p.c. of the age group 6-11 years (boys 74.0 and girls 46.2).

During the Third Five-Year Plan, it is proposed to open 2500 new primary schools to cover all the habitations with a population of 200 and above and to enrol 16 lakhs additional children in classes I to V. Of this number, 5 lakhs are proposed to be enrolled in the existing schools (without appointing additional teachers). For providing instruction for the remaining 11 lakhs, 28,000 additional teachers are proposed to be appointed. A provision of Rs. 531.59 lakhs has been made to meet their emoluments and contingencies. With the appointment of these additional teachers, it is expected that the percentage of children in classes I to V at the end of the Third Plan to the population of the age-group 6-11 years will rise to 84.5 per cent (boys 96.1 and girls 72.7).

A provision of Rs. 2,800 lakhs has been made for the purchase of equipment and furniture at the rate of Rs. 100 per additional teacher to be appointed. A provision of Rs. 86.50 lakhs has also been made for paying building grants to primary schools @Rs. 500 per classroom. As it is necessary to strengthen the offices of Deputy Inspectors of Schools for the purpose of implementing this scheme, a provision of Rs. 20.16 lakhs has been made. As an inducement to the children from poor families to attend school, a provision of Rs. 72.50 lakhs has been made for supplying mid-day meals, books and stationery but it is recognised that this amount is very inadequate in comparison to the requirements.

### 3. *Orientation of Ordinary Elementary Schools Towards Basic Pattern*

A sum of Rs. 19.04 lakhs has been provided in the Plan to give orientation training of 15 days' duration to 68,000 ordinary elementary school teachers so that the salient features of Basic education may be introduced in non-Basic elementary schools. It is also proposed to provide equipment to 29,000 non-Basic elementary schools to facilitate their conversion into Basic pattern. For this purpose, a sum of Rs. 21.75 lakhs has been provided. A provision of Rs. 8.40 lakhs has been made for bringing about improvements in existing schools such as replacement of furniture and equipment and renovation of buildings.

It is proposed to develop 29 schools in urban areas as Model Basic Schools, one in each Educational District, for which Rs. 4.57 lakhs has been provided. A sum of Rs. 7.16 lakhs is provided for the consolidation and strengthening of existing Basic schools. A provision of Rs. 25.05 lakhs has been included for the improvement of existing Basic training schools and conversion of 50 non-Basic Training schools into Basic in conformity with the general policy that all training schools are to be of the Basic pattern.

### 4. *Educational Facilities for Children of the Age-Group 11-14 years*

By the end of 1960-61, the number of middle schools is expected to be 1044 having an enrolment of 3,55,000 pupils in classes VI to VIII, which works out to 15.6 per cent of the age-group 11-14 years (boys 23.9, girls 7.2). During the third Plan, it is proposed to open 575 middle schools and to enrol 2.58 lakhs additional children in this age-group. Of this additional enrolment, 9000 children would be enrolled in the existing schools without appointing additional teachers. The enrolment in classes VI to VIII at the end of the Third Plan is expected to rise to 6.13 lakhs which would be 21.9 per cent of the then population of the age-group 11-14 years (boys 33.1, girls 10.4). Towards this end, a provision of Rs. 175.69 lakhs has been made to appoint 6700 additional teachers. Provision of Rs. 24.41 lakhs for school buildings and Rs. 15.34 lakhs for furniture and equipment has also been made in the Plan.

### 5. *Triple-Benefit Scheme for Elementary School Teachers*

It is proposed to introduce a pension-cum-insurance-cum-provident fund scheme for the benefit of elementary school teachers for which a provision of Rs. 13.50 lakhs has been made in the Plan. There is no programme for improving the emoluments of elementary teachers further during this Plan.

## 6. *Teacher Training*

The percentage of trained teachers at the elementary stage is expected to be 82.14 by the end of 1960-61. At the end of the Third Plan the target is to raise it to 86.40.

## 7. *General*

In view of the establishment of panchayati raj in the State and entrusting implementation of Primary Education Scheme to the Block Agencies, it is expected that adequate cooperation would be forthcoming for the administration of primary education.

## II—ASSAM

### 1. *Pre-primary Education*

Pre-primary Education in the State is still in its infancy. Under the Third Plan, a sum of Rs. 3 lakhs has been provided for development of pre-primary education. The scheme envisages the establishment of 100 pre-primary classes attached to existing primary schools and assisted by the State on a grant-in-aid basis.

At present, there are no facilities for training pre-primary teachers within the State and intending teachers are given a stipend for undergoing training in the Montessori Centre at Adyar, Madras. In the Third Plan, it is proposed to start a training unit for pre-primary teachers as an extension to a Basic Training Centre. The duration of training will be one year and 15 stipends will be awarded annually for training intending teachers.

### 2. *Free and Compulsory Primary Education*

It is proposed to increase facilities for primary education by appointing 11,000 new teachers and establishing 4,000 new schools. The enrolment in classes I to V in March, 1961 was 10,68,000 or 61.7 per cent of the population in the age-group 6-11 (boys 73.7; girls 48.0). It is expected to go up to 15,68,000 by the end of 1965-66, which would be 77.4 per cent of the age-group (boys 86.6; girls 66.9).

### 3. *Teacher Training*

There were 25 institutions for the training of elementary school teachers during the Second Plan. Seven new training institutions will start functioning from 1961-62 and six more from 1962-63. The annual intake of trainees in the training institutions as a result of the expanded programme will increase from 1,500 to 4,250.

To improve the teaching of science in elementary schools, each of these training centres is being provided with a science instructor and a laboratory for general science.

In order to improve the standard of instruction in crafts in the training centres, it is also proposed to appoint at least one craft specialist in each teacher training centre.

It was found that many of the candidates seeking admission in the training institutions possess very poor knowledge even of the contents of

school subjects. As a result of this, there is much wastage in the training institutions. In order to reduce it, a scheme has been undertaken for giving intensive coaching, to students intending to join the training institutions, in subjects like mother-tongue, arithmetic and social studies for a period of six months. This coaching will be imparted in secondary schools and the trainees will be awarded a small stipend during the period of training.

The orientation training programme which was undertaken towards the end of the Second Plan period will be continued for two years more and it is expected that, by the end of the second year of the Third Plan, all the elementary school teachers would receive orientation towards Basic education.

A whole-time officer to supervise work of the training institutions and to offer guidance and advice to the principals and the instructional staff is being appointed.

#### *4. Law for Compulsory Primary Education*

A Bill to amend the present Basic Education Act is being presented to the State Assembly. The amendment, besides including provisions for introducing compulsory education in the light of the Delhi Primary Education Act, 1960, seeks to decentralise administration and organisation of elementary education by transferring most of the powers now exercised by the Regional School Boards to the village panchayats.

In the new set up, elementary education will be placed under the charge of a senior official in the Education Directorate and for this purpose a post of Joint Director of Education has been created.

For better supervision and inspection of primary schools, the Plan envisages appointment of 150 Sub-Inspectors of Schools in addition to the existing 155 Sub-Inspectors and 85 Assistant Sub-Inspectors. It is expected that by the end of this Plan there will be one inspecting officer for every 60 primary schools. The headquarters of the Sub-Inspectors are being transferred to panchayat headquarters and a scheme has been undertaken to provide them with office-cum-residential quarters. During the next five years, 63 such quarters will be built.

#### *5. Emoluments of Primary Teachers*

In 1956, the Pay Commission appointed by the State Government recommended substantial improvements of the scales of pay of the primary school teachers, keeping in view the recommendations of the Ministry of Education that the minimum basic pay should not be below Rs. 40 p.m. While the basic pay of the non-Government school teachers has been equalised with the Government school teachers, a substantial difference in the rates of dearness allowance still remains. Provision of Rs. 3,65,00,000 has been made in the Third Plan to equalise the rates of dearness allowance between Government and non-Government primary school teachers. The equalisation will be given effect from 1st April, 1961. As a result of these measures the minimum emoluments of an untrained primary school teacher will be Rs. 67.50 nP. p.m. and of a trained teacher Rs. 75 p.m.



### 6. *Buildings and Equipment for Primary Schools*

A provision of Rs. 20 lakhs has been made to provide minimum teaching aids and equipment to elementary schools at the average rate of Rs. 200 per school.

A scheme has also been undertaken to subsidize the schools for providing low desks.

A modest provision of Rs. 30 lakhs has been made for giving grants-in-aid for construction of school buildings. This is conditional on the community making a matching contribution either in cash, kind or labour.

### 7. *Community Participation*

Apart from the proposed amendment of the Basic Education Act seeking to make the panchayats responsible for the management and administration of primary education, the subordinate inspecting staff has been entrusted with the responsibility of creating public enthusiasm and ensuring community support for primary schools.

### 8. *Production of Literature*

A Scheme for the production and publication of literature for professional guidance of the elementary school teachers has also been included in the Plan. This scheme envisages the departmental publication of a teacher's journal and publication of small handbooks on different subjects dealing with the pedagogical science.

### 9. *Outlay on Elementary Education*

The outlay on Elementary Education in the Third Plan is Rs. 9.71 crores out of the total educational plan of Rs. 13.59 crores.

## III—BIHAR

### 1. *Pre-primary Education*

At the end of the Second Plan, there were five Government and 16 aided pre-primary schools in the State. It is now proposed to give financial assistance to the existing institutions and to those that may be established by voluntary organisations during the Third Plan period. It is also proposed to give grants to selected voluntary organisations that are willing to train teachers for pre-primary schools. The total outlay for this scheme for the Third Plan is Rs. 2.5 lakhs.

### 2. *Primary Education (Age-Group 6-11)*

The number of primary schools at the end of the Second Plan period stood at about 38,000 (including about 4000 girls' primary schools). During the Third Plan 7,000 more primary schools are proposed to be established bringing the total number of such schools to 45,000.

At the end of 1960-61, about 32 lakhs of children were in primary schools which is 55.3 per cent of the children in the age-group 6-11 years (boys 80 per cent and girls 28 per cent). During the Third Plan, 16 lakhs of additional children (6 lakhs of boys and 10 lakhs of girls) are proposed

to be enrolled, bringing the total number of children to 48 lakhs which will be about 72.6 per cent of the total population of age-group 6-11 (90.4 per cent boys and 54.7 per cent girls). Nearly 40,000 teachers are appointed under the scheme.

### 3. *Education of Children in the Age-Group 11-14*

During the Third Plan, 1,600 additional middle schools are proposed to be opened to bring their total to 5,400 in 1966. In 1960-61, the enrolment in classes V-VIII had increased to nearly 5.50 lakhs or 19.4 per cent of the age-group 11-14 (34.3 per cent boys and 4.2 per cent girls). During the Third Plan, it is proposed to increase this enrolment to 9.25 lakhs in 1966. This will mean an enrolment of 26.7 per cent of the children in the age-group 11-14 (42.6 per cent boys and 10.7 per cent girls). About 8,000 teachers will be required for this purpose.

### 4. *Teacher Training*

At present there are 101 Government Training schools in the State and the duration of training is two years. No new training school is intended to be started during the Third Plan but all the existing training schools are being expanded to provide 200 seats in each. These training schools will thus have an annual intake capacity of nearly 10,000 and the annual output of trained teachers will be about 8,500 to 9,000.

### 5. *Administration of Elementary Education*

According to the present set-up, the District Superintendent of Education appointed under the L.S.G. (Amendment and Validating) Act, 1954, is responsible for the administration of elementary education in the District. He is assisted in his work by the Deputy Superintendent of Education at the rate of one Deputy Superintendent for 1,500 teachers and necessary clerical staff at the rate of one clerk for 100 teachers. The District Education Officers and the Regional Deputy Director of Education supervise the general administration of elementary education by the District Superintendent of Education.

In order to ensure effective and efficient supervision of schools, each Anchal-*cum*-Development Block has been provided with a Sub-Inspector of Schools. In some areas, where the number of schools is more than 50, there are two Sub-Inspectors of Schools posted in a block. Deputy Inspectors of Schools have been provided at the rate of one for every 40 middle schools. Similarly, provision exists for one Deputy Superintendent of Basic Education for 25 Basic schools and one Deputy Inspectress of Schools for each Muffasil sub-division.

It is proposed to decentralise the administration and reorganise the inspection and supervision of schools from this angle. For this purpose, it is proposed to appoint gazetted Deputy Superintendents of Education in the scale of Rs. 200-450 in each sub-division in place of the existing non-gazetted Deputy Superintendents of Education in the scale of Rs. 150-350 who are at present attached to the offices of the District Superintendents of Education. It is proposed to abolish the existing posts of Deputy Inspectors of Schools and Deputy Superintendents of Basic Education and their work is proposed to be assigned to Sub-Inspectors of Schools. For this

purpose, the Block Sub-Inspector is proposed to be redesignated as Block Education Officer and 575 posts of Block Education Officers are proposed to be created in the scale of Rs. 150-350. The rest of the Sub-Inspectors of Schools will continue in their existing scale of pay of Rs. 100-190 and will be redesignated as the Assistant Block Education Officers. The number of Primary, Middle and Basic schools under a Block Education Officer or an Assistant Block Education Officer will be approximately 50.

For the administration and supervision of girls' schools, it is proposed to create a post of Deputy Inspectress of Schools in Sadar Sub-divisions also so that there may be one Deputy Inspectress of Schools in each sub-division of each district.

#### 6. Improvement of Enrolment and Service Conditions of Teachers

A monthly basic pay of Rs. 40 has been accepted as the national minimum to be given to teachers. Accordingly, it has been decided to raise the pay scales of teachers of non-Government primary and middle schools with effect from 1st April, 1961 as indicated below :

Qualification	Existing scale of Pay	Proposed Pay scale
1. Untrained Matic Madhyama Maulvi	Rs 40-2-50-EB-1-60	45-2-55-EB-2-75
2. Trained non-matric	Rs. 40—2—50—EB—1—60— EB—2—75.	Rs. 45—2—75—55—EB—2—75
3. Untrained non- matric/Upper pri- mary trained.	Rs. 31—1—(bi)—40	Rs. 40—1—50—EB—1—61

The existing teachers are already enjoying the benefit of provident fund. Introduction of a Triple Benefit Scheme (Pension, gratuity and insurance) on the Madras pattern is being seriously examined by the State Government.

#### 7. Programmes for Provision of Buildings, Playgrounds and Equipment

Out of the 38,000 primary schools, nearly 22,500 have at least one classroom. For the remaining 15,500 existing primary schools and the 7,000 primary schools proposed to be opened, the minimum requirement will be 22,500 rooms, although the practice is to construct two rooms for each primary school. As regards the middle schools, the minimum requirement for the proposed 1,600 middle schools to be opened will be 4,800 classroom units at the rate of at least three rooms per every upgraded middle school.

The construction of 4,486 units at an estimated cost of Rs. 1,13,70,534 has been taken up so far; and out of these, 1,150 units have been completed, the cost of construction being about Rs. 15,86,233 from Government grants and Rs. 7,93,117 from public contribution, i.e., Rs. 23,79,350 in all. The State Government have laid down that the popular contribution for buildings should be not less than a third of the cost involved except in backward areas, where it should be about one-sixth only.

During the Second Plan, the amount of Government grant for each building unit (i.e. one classroom) was about Rs. 1,300. But due to paucity of funds, this is reduced to Rs. 1,000 only per classroom.

The number of schools having playgrounds of their own is negligible. Serious and planned efforts will be made to get donation of land from the local public for the purpose.

Elementary schools are not yet fully equipped with teaching aids, furniture and other school equipment. It is proposed to provide equipment at the rate of Rs. 250 during the Third Plan. Funds have also been provided for equipping schools under the scheme of orientation of existing schools towards the Basic pattern.

#### 8. *Associating Local Bodies with the Administration of Primary Education for Raising Community Support for Primary Schools*

In Bihar, local bodies are already associated with the administration of primary education. The "Zila Parishad and Prakhand Samittee" Bill is being considered by the State Legislature. When it becomes an Act, the administration of primary education will shift to the gram panchayat.

#### 9. *Incentives to Children of Primary Schools*

To help the poor and needy children to prosecute their studies, it is proposed to supply reading and writing materials to 1,50,000 such children during the Plan period at the rate of Rs. 10 per child.

#### 10. *Special schemes for Girls' Education*

Special schemes for girls' education to be implemented during the plan will include the following :—

- (i) providing adequate buildings and equipment to existing Government middle schools;
- (ii) construction of rent-free quarters;
- (iii) arrangement for sanitary facilities for girls in mixed middle schools;
- (iv) extension of free tuition for girls' reading at the middle stage;
- (v) awards for good attendance and other prizes and incentives;
- (vi) condensed courses for adult women; and
- (vii) stipends, book grants etc. for girls.

#### 11. *Financial Allocation*

Out of the total outlay of Rs. 3,403 lakhs on education, a sum of Rs. 1,943 lakhs has been provided for the implementation of the schemes of elementary education during the Third Plan period.

### IV—GUJERAT

The development of programme of pre-primary and primary education in the State of Gujerat during the Third Plan is estimated to cost Rs. 849.11 lakhs.

#### 1. *Pre-primary Education*

It is proposed to give grants-in-aid to eight Balwadies every year at the rate of Rs. 1,000 each. Thus, in all 40 Balwadies will be aided during the Third Plan. The total cost of this will be Rs. 1.20 lakhs.

## 2. Primary Education

1. Compulsory Primary Education in the age-group 7-11 has been progressively introduced since 1947-48 in the districts of Baroda Division (excluding Dangs and Amreli Districts). By the end of the Second Plan, compulsory and free primary education (for the age-group 7-11) has been extended to all villages with a population of more than 200.

During the Third Plan, it is proposed to extend compulsion for the age group 7-11 to the remaining parts of the State. In the last year of the Plan, compulsion will be extended to the children in the age-group 6-7 throughout the State. It is also contemplated to enforce compulsion more rigorously.

In 1960-61, the enrolment in classes I—V was 20.16 lakhs. In this year the enrolment in the age-group 6-11 was 57.2 per cent (boys 70.1, girls 43.5). The enrolment in classes I—V is expected to rise to 29.66 Lakhs by 1965-66. Then the enrolment in the age-group 6-11 is expected to be 76.6 per cent (boys 83.2, girls 70.0).

In 1960-61, the enrolment in classes VI—VIII was 3.86 lakhs and 38.7 per cent in the age-group 11-14 (boys 50.9, girls 25.5). By 1965-66, the enrolment will increase to 5.77 lakhs. Then the enrolment in the age-group 11-14 is expected to be 44.4 per cent (boys 52.8, girls 36.0).

## 3. Teacher Training

There are no schemes for starting new primary teacher training institutions during the Third Plan. Two more classes will, however, be opened in each of the nine Basic training institutions started under the Government of India scheme during 1960-61.

Other programmes relating to teacher training include (1) provision of facilities for Basic training, (2) grant of stipends to women teachers, (3) organising short-term courses or camp-cum-seminars, and (4) sending primary teachers to All-India Conferences on Basic Education. The total cost involved in these schemes is estimated to be Rs. 79.59 lakhs. The total number of primary teachers will increase from 58,800 in 1961 to 77,870 in 1966, and the percentage of trained teachers will also rise from 56 to 65 per cent in the same period.

It is proposed to appoint 235 A.D.E.Is. (Inspecting Officers) at an estimated cost of Rs. 23.77 lakhs.

## 5. Old-Age Provision for Primary Teachers

In order to meet the long standing demand of primary school teachers of several areas in the State to give them pension in lieu of provident fund, a scheme has been included in the Third Plan at an estimated cost of Rs. 19.31 lakhs.

## 6. Construction of School Buildings

For construction of primary school buildings (including teachers' quarters), a scheme with a provision of Rs. 51 lakhs has been included in the Plan. It is hoped that 1,890 school rooms and 800 urinals and latrines and 399 teachers' quarters will be constructed under this scheme.

## 7. Production of Literature

For the production of literature for children and adults, a scheme with a provision of Rs. 3 lakhs has been included in the Plan. Under this scheme, copies of suitable books prepared by the Central Committee for children and also books published by private publishers will be purchased for distribution. Five workshops for children's literature will be held. It is also proposed to pay grants to Children's libraries and to publish books on Basic education and distribute them to primary schools.

### V—JAMMU AND KASHMIR

The development of elementary education envisaged during the Third Five Year Plan covers the following important targets :—

- (1) The enrolment in classes I to V is proposed to be increased from 1.97 lakhs or 45 per cent of the age-group 6-11 (boys 66.1, girls 21.0) to 3.02 lakhs in 1965-66 or 62.3 per cent of the age-group 6-11 (boys 87.2 and girls 34.2).
- (2) The enrolment in classes VI to VIII is proposed to be increased from 60,000 or 27.8 per cent of the age-group 11-14 (boys 44.0 and girls 9.0) to 88,000 or 33.3 per cent of the age-group 11-14 (boys 51.4 and girls 13.0) in 1965-66.
- (3) The new primary schools to be opened will be 2000.
- (4) The number of existing primary schools to be converted to the Basic pattern is 215.
- (5) The number of junior Basic schools to be raised to senior basic schools is 800.
- (6) The total number of teachers required will be about 2,500.

### VI—KERALA

#### 1. Pre-primary Education

This programme comprises three schemes :—

- (a) Establishing a new nursery training school with attached model nursery school;
- (b) Grant-in-aid to 120 nursery schools in the private sector; and
- (c) Establishing model nursery schools at each revenue headquarters.

The total outlay in the scheme is Rs. 7 lakhs.

#### 2. Introduction of Compulsory Primary Education for the Age-Group 6-11

Kerala is the most advanced State in India in elementary education. In 1960-61, the State had 6,804 primary schools and the enrolment in classes I—V was 24.02 lakhs or 108.8 per cent of the children in the age-group 6-11 (boys 118.0 and girls 99.7). Considering the average increase in population every year and also taking into account the need for bringing

all the children of this age-group under instruction, it has been estimated that provision will have to be made, during the Third Plan, for an enrolment of an additional 2.8 lakhs of children. This implies that 7,000 teachers will have to be newly appointed. This target of enrolment is proposed to be achieved by opening new schools and also by opening additional classes in existing schools.

The policy of the State is to encourage maximum contribution by the community in the field of primary education.

According to an educational survey conducted under the auspices of the Government of India in 1957, there was need for a little over 1800 primary schools in the State. It represents an ideal State of affairs which the State cannot afford at present. So, it has been planned to open only 645 schools in the first instance. In selecting schools, the Educational Survey Report regarding school-less centres will be a guiding factor.

### 3. *Opening of Upper Primary Schools*

In 1961, the total number of upper primary schools in the State was 1,929 with 29,302 teachers. The total enrolment in classes VI—VIII was 5.44 lakhs or 50.3 per cent of the age-group 11-14 (boys 59.4 and girls 41.3). It is proposed to open 270 upper primary schools during the Third Plan. This number will include upgraded lower primary schools also.

By 1966, the enrolment in classes VI—VIII will increase to 6.19 lakhs or 45.3 per cent of the age-group 11-14 (boys 53.4 and girls 37.3). This really implies that progress at this stage is being held up for want of funds. The plan allocation for this sector is Rs. 71 lakhs.

### 4. *Medical Inspection*

Medical inspection for primary school children was started during the Second Five-Year Plan. Inspection is organised through 200 units covering about nine lakhs children. Authorised Medical Practitioners inspected the children once in a year and the results were entered in the prescribed Health Record. Cases requiring treatment were attended to in the hospitals or dispensaries in the neighbourhood of each unit. The expenditure on inspection comprises cost of equipment and remuneration to Medical Officers (at 25 nP. per child inspected).

During the Third Plan, 100 more units will be established to cover more children.

The allocation for the scheme is Rs. 5 lakhs.

### 5. *Administration*

Provision has been made for creating posts of three District Educational Officers and twenty-five Assistant Educational Officers. The Plan allocation is Rs. 30 lakhs.

### 6. *School Buildings*

One of the important programmes included in the Third Plan is the provision of sites and buildings to elementary schools. The Plan includes

an allocation of Rs. 15 lakhs for provision of sites, Rs. 110 lakhs for buildings of lower primary schools and Rs. 50 lakhs for the buildings of upper primary schools.

#### 7. *Additional Facilities for Basic Training Schools*

There are 78 training schools in the State. Out of them, 31 are departmental. All the training schools are working on Basic lines and, therefore, require certain minimum accommodation, land, hostels, quarters for teachers and other facilities. The provision in the Third Plan is Rs. 32.5 lakhs and is meant for the improvement of departmental training schools only.

The Post-graduate Basic Training College at Trichur was started during 1956-57 with a seating capacity of 50 students. A sum of Rs. 5 lakhs has been included in the Third Plan for the continuance of facilities in the college.

#### 8. *Basic Education*

It is proposed to give financial aid to three private Post-Basic schools at Peroor, Thavanur and Thirunavaya. The Management of the above schools have agreed to make a matching contribution of 50 per cent of the total cost of the scheme for which a plan allocation of Rs. 50,000 has been made.

The Plan also includes a scheme intended to supply craft equipment to Departmental and private upper primary schools as well as upper primary sections of secondary schools. The maximum amount that will be spent on each school will be Rs. 2,000. In the case of private schools, only 50 per cent of this amount, *viz.*, Rs. 1,000 will be given as grant-in-aid provided the remaining 50 per cent is spent by the managements. The provision also includes construction of 80 craft sheds in Departmental schools where craft equipment have already been supplied. The total plan allocation is Rs. 15 lakhs.

Short orientation courses of 10 days' duration will be organised at suitable centres and all teachers will be orientated to the Basic pattern. Along with primary school teachers, a few Inspecting Officers (Assistant Education Officers) will also undergo training.

#### 9. *Supply of Equipment*

It is proposed to supply necessary furniture to departmental lower primary school which are very poorly equipped at present. The Plan allocation is Rs. 10 lakhs.

Similarly, equipment will be supplied to upper primary schools (Plan allocation—Rs. 10 lakhs) and science equipment will be supplied to lower primary as well as to upper primary schools.

#### 10. *Quarters for Teachers*

The main objective of the scheme is to construct 500 quarters for women teachers in areas which are hilly or inaccessible or where it is difficult to find accommodation for women teachers. The Plan allocation is Rs. 19 lakhs.



## VII—MADHYA PRADESH

### 1. *Pre-primary Education*

In 1961, there were 169 pre-primary schools. During the Third Plan, 35 Government pre-primary schools will be started so as to have at least one Government pre-primary school in each district. In addition, 35 non-Government pre-primary schools will also be opened through people's participation. The total number of Government and non-Government pre-primary schools is thus expected to be 239 by the end of the Third Plan. These will provide facilities to about 9,000 children by 1966.

There is already a Government Pre-primary Teacher Training Institute which will be continued and another training institute which is run by a non-official agency will be aided. An amount of Rs. 12 lakhs is provided for this scheme.

### 2. *Free and Compulsory Education for the Children of the Age-Group 6-11*

In 1961, the enrolment in classes I-V is estimated to be 20 lakhs or 48 per cent of the age-group 6-11 (boys 73.5, girls 19.3). It is proposed to appoint about 30,000 teachers during the Third Plan whereby additional educational facilities for about 10 lakhs of children will become available. To encourage the enrolment of girls, 250 school mothers will be appointed. Necessary provision for inspecting officers on the basis of one Assistant Inspector for 50 schools has also been made. Under this scheme, cheap type construction of classrooms for about 15,000 primary school units will be taken up at a cost of Rs. 1,000 for each of the school units as Government contribution which will be supplemented by people's participation. A total provision of Rs. 1,137.21 lakhs is made for this scheme. As a result of its implementation, the enrolment in classes I-V will rise, in 1966, to 30 lakhs or 64 per cent of the age-group (boys 83.5 and girls 43.8).

### 3. *Training of Teachers*

Provision for the continuance of 50 institutions started outside the Second Plan has been made in the Third Plan. The existing 104 institutions will train 56,075 teachers during the Third Plan period. This will leave a residue of 3,349 untrained teachers at the end of the Third Plan. A provision of Rs. 230.29 lakhs is made for this scheme.

### 4. *Conversion of Primary and Middle Schools into Junior and Senior Basic Schools*

By the end of the Second Plan, there will be 2,227 junior and 362 senior Basic schools. During the Third Plan, it is proposed to convert 384 primary and 192 middle schools to the Basic pattern by providing them with additional equipment and teachers. There will thus 2,611 junior Basic and 554 senior Basic schools by the end of the Third Plan. A provision of Rs. 8.36 lakhs is made for this purpose.

### 5. *Opening of New Middle Schools*

The target in the Third Plan is to open 1,200 middle schools in the Third Plan. There will thus be one middle school for every 12 primary schools. This provide additional facilities for about 1.70 lakhs of children

of the age-group 11-14 years. In 1961, the total enrolment in classes VI-VIII was 3.27 lakhs or 16.3 per cent of the age-group 11-14 (boys 26.6 and girls 5.5). In 1966, this will rise to 4.96 lakhs or 20.3 per cent of the age-group (boys 33.3 and girls 6.7). A provision of Rs. 201.79 lakhs is made for this scheme.

#### 6. *Building and Equipment Grants to Non-Government Schools*

A large number of primary and middle schools run by local bodies need additional buildings and equipment urgently on account of increasing enrolment. To meet this pressing demand, a provision of Rs. 45.64 lakhs is made for payment of building and equipment grant to such schools.

#### 7. *Building and Equipment Facilities for Government Primary and Middle Schools (including training institutions for elementary teachers)*

New buildings or additions and alterations to existing ones will be required for the training institutions, primary and middle schools and also for those already started during the Second Plan. They also need additional equipment. A sum of Rs. 70 lakhs is provided for this scheme during the Third Plan, both for buildings and supply of equipment.

#### 8. *Opening of one Post-Graduate Basic Training College*

It is proposed to start one Post-Graduate Basic Training College during the Third Plan with 75 seats. It will raise the number of such training institutions to 12 with an output of 6,837 trained graduate teachers during the Third Plan period. There will still remain about 2,214 untrained graduate teachers at the end of the Third Plan. A provision of Rs. 7 lakhs is made for this scheme.

#### 9. *Production of Suitable Literature for Children and Preparation of Nationalised Textbooks*

The scheme envisages the following programmes :—

- (i) Institution of annual awards for Juvenile literature;
- (ii) Organisation of exhibitions of Juvenile literature including textbooks and holding of a seminar for writers;
- (iii) Arranging competitions of children in story-writing and other types of creative-writing;
- (iv) Grants to Juvenile libraries and reading rooms; and
- (vii) Production of quarterly journal on education.

#### 10. *Staff Quarters for Teachers, especially for Women Teachers*

It is proposed to construct 300 quarters in the State during the Third Plan at an estimated cost of Rs. 7.50 lakhs.

Out of a total outlay of Rs. 2,315 lakhs for the general education under the Third Plan, a provision of Rs. 1749.98 lakhs, i.e. 75 per cent of the total outlay has been made for elementary education.

## VIII—MADRAS

1. *Enrolment of Pupils of the Age-Group 6-11*

Under this programme, it is proposed to enrol additionally 17 lakhs of pupils in Standards I to V by the end of 1965-66. In 1961, the total enrolment in classes I-V was 33.5 lakhs or 78.9 per cent of the age-group 6-11 (99.7 boys and 58.0 girls). In 1966, this will increase to 47.5 lakhs or 100 per cent of the age-group (boys 106.8 and girls 93.1). About 31,000 additional teachers will be appointed for this purpose. The cost of the scheme for the Plan period has been estimated to be Rs. 1,138 lakhs.

The programme of compulsory primary education is being implemented even from the year 1960-61. For this purpose, the State has been divided into three groups of localities, each covering roughly about one-third of the total population of the State. In 1960-61, in the first group of localities covering about one-third of the population, compulsion is being introduced for the age-group 6-7. In the succeeding years, this will be extended to the age-group 7-8 and then 8-9 and so on. During 1961-62, compulsion will be introduced for the age-group of 6-7 in the second group of localities and in the succeeding years it will be extended to age-groups 7-8 and 8-9 and so on. In the last group of localities compulsion will be introduced in 1962-63 for the age-group 6-8 and will be extended to the higher age-groups in the succeeding years, so as to complete the scheme of compulsion by the end of the Third Plan.

2. *Supply of Mid-day Meals*

The provision of free mid-day meals is essential to enrol additional children and to ensure their regular attendance. Hence a scheme for the supply of free mid-day meals for pupils in elementary schools has been in operation during the Second Plan. It has spread to almost all schools in the State, the number yet to organise this incentive being about 400 only. The number of pupils that receive this benefit is about 13 lakhs. During the Third Plan, it is proposed to increase the number fed so as to cover all the poor pupils to be enrolled additionally. Over seven lakhs of children are proposed to be fed additionally at a total cost of Rs. 211.36 lakhs.

3. *Enrolment of Pupils of Age-Group 11-14*

It is proposed to enrol three lakhs of additional pupils in classes VI-VIII at a total cost of Rs. 250 lakhs. In 1961, the total enrolment in these classes was 6.36 lakhs or 30.1 per cent of the age-group (boys 41.8 and girls 18.3). In 1966, this will increase to 9.36 lakhs or 35.9 per cent of the age-group (boys 50.1 and girls 21.5).

4. *Improvement of Primary Schools in the Transferred Areas*

There are about 409 Government and 106 private elementary schools in the Kanyakumari District. Standards I to V in these schools worked in two shifts. It was necessary to abolish the shift system so that the courses of study in primary education in the areas could be integrated with that in the rest of the State. This scheme of improvement has been included in the Third Plan, the provision for it being Rs. 49 lakhs.

### 5. *Reorientation Training to Elementary School Teachers*

It is proposed to give re-orientation training to about 42,000 non-Basic teachers working in all elementary schools to enable them to implement the revised syllabus in which the main elements of Basic education, other than correlated teaching, have been incorporated. The scheme was included in the Second Plan during 1959-60. During 1959-60 and 1960-61, about 27,000 teachers have been given re-orienting training. The remaining teachers will be given re-orientation training during the Third Plan.

### 6. *Provision of Libraries in Elementary Schools*

Though small, yet a significant scheme under primary education is the provision within the Third Plan of the nucleus of a library for all the 27,000 elementary schools including Basic schools in the State. This is to be implemented on a matching grant basis. The Plan provision for this scheme is Rs. 3.20 lakhs.

### 7. *Construction of Quarters for Women Teachers*

It is proposed to construct 1,000 quarters for women teachers in rural areas during the Third Plan period at a cost of Rs. 25 lakhs.

### 8. *Strengthening of the Administrative Staff*

It has become necessary to strengthen the administrative staff at all levels. The total provision made for this purpose in the Third Plan is Rs. 41.33 lakhs.

### 9. *Conversion of Elementary Schools into Basic Schools*

It is proposed to convert 2,000 ordinary elementary schools into Basic schools during the Plan at the rate of 400 schools every year and to re-train for this purpose 4,000 teachers. The estimated total cost of the scheme is Rs. 34.15 lakhs.

### 10. *Construction of Buildings for Government Basic Training Schools*

Many Government basic training schools are at present located in rented or temporary buildings and the accommodation provided for a number of these schools is either unsuitable or inadequate. It is also desirable to shift some of the non-Basic training schools which are now situated in urban areas to rural areas after conversion into basic training schools. A sum of Rs. 15 lakhs has been provided in the Third Plan for the construction of buildings for Government Basic training schools.

### 11. *Training of Additional Teachers*

In order to train the teachers required for implementing this programme during the Third Plan, 66 additional training sections have been opened in advance during the Second Plan. These sections will be continued during the Third Plan for which a sum of Rs. 30 lakhs has been provided.

### 12. *Panchayati Raj*

One important organisational change which is taking place is transfer of the control of elementary education to the panchayati unions.

### 13. Scales of Pay

The scales of pay of teachers have recently been improved with effect from 1st June, 1960. The teachers of this State enjoy the Triple Benefit Scheme of provident fund-cum-insurance-cum-pension.

### 14. Popular Participation

As many as 156 School Improvement Conferences have been organized in this State for enlisting the support of the local community for the improvement of the condition of elementary schools. The number of schools benefited by the Conferences is 24,200. The estimated cost of these schemes works out to Rs. 680 lakhs of which over Rs. 500 lakhs have been realized either in cash or in kind.

The support of the local community has also been enlisted for the provision of free uniforms to poor children. So, for uniforms costing Rs. 27,50,000 have been distributed to about 5,00,000 poor school children.

## IX—MAHARASHTRA

### 1. Pre-primary Education

There are at present 500 pre-primary schools and 12 pre-primary training colleges in the State and they are paid grants from the normal budget. During the Second Plan, there has been an addition of about 255 pre-primary schools and four pre-primary training colleges. This pace of normal expansion is also expected to be continued during the Third Plan, and expenditure on the same will be met from the normal budget. •

As a result of the steps taken in this direction since 1947, free and compulsory primary education for the age-group 7-11 has been introduced already in all the villages in the districts of West Maharashtra except a few stray villages with less than 200 people. The next step to be taken now is to cover the regions of Vidarbha and Marathwada. During the Third Plan, it is, therefore, proposed to introduce free and compulsory primary education for the age-group 7-11 within the first four years of the Plan in Marathwada and Vidarbha. For implementation of this scheme, allocation of Rs. 700 lakhs has been earmarked.

It is estimated that roughly 12 lakhs of additional pupils will be enrolled in classes I-V. In 1961, the total enrolment of pupils in these classes was 39 lakhs or 74.2 per cent of the age-group (boys 92.6 and girls 55.4). In 1966, this will increase to 52 lakhs or 86.63 per cent (boys 98.25 and girls 74.21) of the age-group.

This State has adopted a large pupil-teacher ratio of 50 : 1 and at this rate, 24,200 additional teachers will be required during this period. In addition, 300 Inspecting Officers are also proposed to be appointed. The scheme involves an additional expenditure of Rs. 1123 lakhs.

It is proposed to give benefits of pension, provident fund and insurance on the pattern of the scheme adopted in the Madras State. A provision of Rs. 50 lakhs has been made for the purpose in the Third Five-Year Plan.

## 2. Administration

One difficulty in the introduction of free and compulsory education is the variety in administrative patterns in the different parts of this State. In West Maharashtra and Vidarbha, primary education is administered by Local Bodies, i.e., School Boards, Janpad Sabhas or Municipal Committees while in Marathwada, all primary schools are managed directly by Government. A uniform pattern of administration for the whole State is pre-requisite for the introduction of free and compulsory primary education. Government had set up an Integration Committee to consider this question and its recommendations are under the consideration of Government. With the organisation of Community Development Blocks in a fairly big area of the State and the possibility of the State being covered by them in the near future, the creation of public opinion for implementation such an essential education reform has now become easier. The funds of the Blocks will also be available for implementing the scheme. Increasing response from the public, initiative taken by the Central Government for assistance in the scheme and the determination of the State to give priority to this scheme in the Third Plan will, it is hoped, go a long way in fulfilling this much needed educational need.

## 3. School Buildings

A provision of Rs. 83.29 lakhs has been proposed during the Third Plan for the construction of primary school buildings.

## 4. Training of Teachers

There are about 87,000 teachers under local bodies in the State out of whom 50 per cent are untrained. At present, there are 129 Basic training colleges in the State with an output capacity of 8,500 teachers per year. For the enforcement of compulsory primary education during the Third Plan, a large number of teachers will have to be appointed. With the existing training facilities, it will be possible to train about 60,000 teachers within seven years or so.

A scheme costing Rs. 217.72 lakhs has been included for the training programme for primary teachers in the Third Plan. It consists of :

- (a) providing additional training facilities;
- (b) constructing staff quarters and hostel buildings in 25 Basic training colleges;
- (c) providing hostel buildings for two men's and three women's training colleges;
- (d) giving stipends to 3,510 women teachers to be spent for training;
- (e) giving loan scholarships to 3,250 teachers under training in West Maharashtra;
- (f) training of 1,480 teachers recruited from B.Cs. with less than the minimum qualifications required and also putting 5,624 primary teachers from Marathwada through refresher courses for orienting primary schools towards the basic pattern; and
- (g) putting 200 graduates in primary training colleges through a short-term orientation training in Basic education.

The Plan provides that (a) training facilities to the extent of 1,200 additional seats per year will be provided by opening two second year classes in each of the 12 Basic training colleges opened in 1960-61 under Government of India scheme, (b) short-term training courses will be provided for improving academic standard of B.C. teachers recruited with less than the required qualifications; (c) orientation training courses will be provided for primary teachers in Marathwada and for graduate teachers in Basic training colleges all over the State, (d) with a view to encouraging more women to go in for training, stipends will be offered to 3,510 women trainees and they will also be given necessary financial help for meeting expenses on books and fees, (e) loan scholarships will be awarded to primary teachers in West Maharashtra deputed to training at their own cost, (f) college buildings, hostel buildings and staff quarters will be constructed for all the 25 Basic training colleges started under the Government of India scheme during the Second Plan.

## X—MYSORE

### 1. Pre-primary Education

During the Third Plan, a provision of Rs. 8 lakhs has been made for giving aid to nursery schools to be started during the Plan period and for the development of the existing nursery schools.

Nursery education has been transferred to Taluka Boards and this decentralisation is expected to give a further fillip to the starting of nursery schools, especially in rural areas.

A provision of Rs. 2 lakhs has been made in the Plan budget for attaching two pre-primary teacher training sections to existing teacher training institutions.

### 2. Primary Education

It is proposed to raise the enrolment of children in classes I-V from 21.44 lakhs in 1961 to 31.44 lakhs in 1966. This will raise the ratio of enrolment to the total population in the age-group 6-11 from 67.4 (boys 84.0 and girls 50.1) in 1961 to 88.2 (boys 88.4 and girls 88.1) in 1966. For this purpose, provision has been made for the appointment of 16,800 additional teachers in addition to the absorption of 2,000 teachers from voluntary schools.

Almost all villages with a population of 300 or above have been provided with schools by the end of the Second Plan. Hence, it is proposed to open about 2,000 schools and to provide schools even for villages with less than 300 population.

3. The enrolment of children in classes VI to VIII is expected to go up from 3.64 lakhs in 1961 to 5.64 lakhs in 1966. This will imply that the percentage of the enrolment to the population in the age-group of 11-14 will increase from 23.8 (boys 34.1 and girls 13.1) in 1961 to 29.5 (boys 37.5 and girls 21.2) in 1966. Provision has been made for the appointment of 4,000 additional teachers.

No middle schools as such will be opened. The existing junior primary schools having classes I to V or I to IV will be upgraded by adding the

higher classes. Additional sections in classes VI to VIII in the existing senior primary schools will also be opened.

### 3. *Teacher Training*

The percentage of trained teachers at the elementary stage is expected to reach 61 by the end of Second Plan. The number of untrained teachers at the end of 1960-61 is estimated to be 28,000. With the appointment of new teachers and replacements, this number is expected to go upto 57,200 by 1965-66. There are at present 65 teacher training institutions and two teacher training sections attached to multi-purpose high schools with an annual intake capacity of 6,120. Provision has been made for the starting of four Basic training institutions each with an intake capacity of 100 trainees during the third Plan period. With the addition of these institutions to the existing number, it is estimated that the percentage of trained teachers may go up to 75 by the end of Third Plan.

### 4. *Administration and Inspection*

The existing pattern of Inspectorate is proposed to be reorganised during the Third Plan so as to make inspection, supervision and guidance more effective and efficient by reducing the workload on the Range Inspectors. It is proposed to appoint one or more Deputy Inspectors in each Range to assist the Inspector in supervision and inspection and a total of 178 additional posts are proposed to be created. The Inspector or Deputy Inspector, after reorganisation, will not have more than 75 schools or 150 teachers for supervision. This will be the upper limit; but generally they will have much less work.

The work load on the District Educational Officers, who are now over-worked, is also to be reduced so that they may be able to do full justice to their work. With this end in view, educational districts which are too big will be divided into sub-divisions, the number of sub-divisions depending upon the size of the district. A sub-division will be under an Assistant Educational Officer of Class II cadre. The District Educational Officer will be in overall charge of the district. The Assistant Educational Officer will be in charge of senior primary schools in his sub-division and will have also control over the Range Inspectors in it. Twenty-five Assistant Educational Officers are proposed to be appointed. It is proposed to introduce the triple benefit scheme for teachers in local or private service.

### 5. *Buildings and Equipment*

Provision has been made in the Third Plan for the construction of 3,865 classrooms. In accordance with the Mysore Taluk Board Act which is being given effect to, construction and maintenance of Government primary school buildings have been made an obligatory function of the Taluka Boards. It is hoped that with this transfer of responsibility and decentralisation, the position will improve to a great extent.

Provision at the rate of Rs. 250 per teacher in the case of junior primary schools and Rs. 400 per teacher in the case of senior primary schools towards equipment has been included in the Plan. The total amount provided for the purpose is Rs. 63,50,000.



### 6. *Mid-day Meals and School Health Services*

Provision of Rs. 30 lakhs is made for mid-day meals. With a matching contribution of Rs. 30 lakhs from the local people, it is estimated that about one lakh of children will get the benefit annually. This scheme has also been transferred to Taluka Boards.

School improvement conferences are going to be organised during the Third Plan in order to contributions for this scheme and to improve the schools.

A provision of Rs. 3 lakhs is made in the Plan for the development of health services. This amount and the sum of Rs. 4 lakhs provided under Secondary Education will be pooled together and health clinics will be started as an experimental measure in about 20 centres under part-time doctor with staff and equipment. All children in that locality will be covered by this clinic. There will be a regular and periodical medical check-up of the children and the emphasis will be on follow-up.

### 7. *Panchayati Raj*

The transfer of the control of primary education to the Taluka Boards is under the consideration of the Government. The following items connected with primary education have already been transferred :

- (1) Pre-primary Education
- (2) Mid-day meal scheme
- (3) Construction of quarters for women teachers
- (4) Sanitary arrangements in co-educational senior primary schools.

Every primary school will have a 'School Betterment Committee' consisting of seven non-officials with the Head Master as Secretary. The Chairman of the Committee will also be a non-official. This Committee will be an advisory body whose main function will be to look to the welfare of the school. It is hoped that this Committee will be able to raise community support for the School.

Primary School Panchayat Courts to be constituted for the trial of offences under the Compulsory Primary Education Act will consist of the Chairman, Vice-Chairman and a lady member of the village or town panchayat.

## XI—ORISSA

### 1. *Pre-primary Education*

The Plan has provision for giving grants-in-aid to encourage private effort. The State Council of Child Welfare has recently opened a nursery school at Cuttack and a few other private agencies are expected to avail themselves of the Government grants.

### 2. *Number of Primary Schools and Enrolment in the Age-Group 6-11 years*

At the end of the Second Plan, there were 21,856 primary schools in the State, and 3,000 more new primary schools are required to achieve universality of provision. During 1961-62, 1,000 new primary schools

were opened, and 1,000 more are being opened during the year 1962-63. The remaining 1,000 schools are proposed to be opened during 1963-64.

The original target of enrolment in classes I-V at the end of Third Plan was 16 lakhs, *i.e.*, 70% of the total population in the age-group 6-11 years and it was based on the Second Plan target of 10 lakhs. But the actual achievement at the end of the Second Plan was far in excess of target, on account of special measures adopted to improve enrolment in primary schools, *i.e.*, 13 lakhs or 64 per cent of the population in the 6-11 age-group. The revised target for the Third Plan, therefore, stands now at 82 per cent.

### 3. *Number of Middle Schools and Enrolment in the Age-Group 11-14 years*

There were 1,218 middle schools at the end of the Second Plan including 88 schools for girls. The Third Plan targets for new middle schools are 600 for boys and 200 for girls.

The enrolment in classes VI and VII in all types of schools was 85,755 at the end of the Second Plan. The target visualised for the Third Plan is 1,80,000.

### 4. *Teacher Training facilities*

(i) *Elementary Training* :—At the end of the Second Plan, there were 80 elementary training schools with a total intake capacity of 2900. The number of teachers in primary schools at that time was 37,325 of whom 13,962 or 37.4 per cent were trained. During the Third Plan, it is proposed to increase the intake capacity of the schools to a total of 400. To remove the present backlog of untrained teachers, it is proposed to start, during the Third Plan, 110 condensed course centres for elementary training with provision for 40 trainees at each centre. The percentage of trained teachers is expected to rise to 65 at the end of the Third Plan.

(ii) *Secondary Training* :—At the end of the Second Plan, there were five secondary training schools with a total intake capacity of 120. The number of undergraduate teachers in secondary schools (middle schools and high schools) was 8,804 of whom 2,804 or 31.8 per cent were untrained. During the Third Plan, it is proposed to start eight secondary training schools with a total intake capacity of 320, and the percentage of trained teachers is expected to rise to 50.

There is a provision of Rs. 10 lakhs for orientation of primary teachers to the basic pattern.

### 5. *Improvement of Administration of Primary Education and the Supervision and Inspection of Primary Schools*

With the transfer of control and management of primary schools to Panchayat Samitis and Zila Parishads with effect from 1st September, 1961, the administrative set-up for primary education has undergone a very radical change. Most of the administrative functions now vest in the local bodies, and the Department retains only the technical functions such as supervision and inspection, framing of the syllabus, prescription of the textbooks, teachers' training, etc.

At the end of the Second Plan, there were 436 Sub-Inspectors and the Plan also has a provision for the appointment of additional sub-Inspectors of schools at the rate of one officer for 50 schools. In the new administrative set up, the beat of the Sub-Inspector has been made coterminous with the Community Development Block.

#### 6. *Improvement of Salary Scales of Primary School Teachers*

The scales of pay of primary school teachers have been substantially improved with effect from March 1, 1961 in case of Government primary school teachers, and with effect from April 1, 1961 in case of all other types of aided primary schools. The extra annual liability on the State on this account has been estimated to be of the order of 1.8 crores.

#### 7. *Provision of Buildings, Playgrounds and Equipment*

Lands and buildings for primary schools are almost entirely the responsibility of the community round the school. A new school is started only when the community provides the land and puts up the required buildings. There is a provision of Rs. 40 lakhs in the Third Plan for giving grants at the rate of Rs. 1,000 for each additional room provided to existing primary school buildings. The estimated cost of the room being Rs. 2,000, the Government grant is 50 per cent of the total cost.

For providing equipment to primary schools, there is provision in the Third Plan for giving a grant of Rs. 150 to each teacher appointed either in a new school or an existing school. A standard list of equipment has been drawn up by the Department.

#### 8. *Mid-day Meals*

At the end of the Second Plan period the mid-day meal scheme was in operation in 14 selected Blocks. During the Third Plan, the scheme is proposed to be progressively extended to more and more areas so that, at the end of the Third Plan, about 75 per cent of the children reading in primary schools would be covered. There is a provision of Rs. 40 lakhs in the Third Plan for this purpose.

During the Second Plan, the cost of the scheme was borne equally by the State and the Community. But during the Third Plan, the State will bear only 25 per cent of the total cost of the scheme.

## XII—PUNJAB

### 1. *Pre-primary Education*

Provision has been made for the starting of 16 nursery and kindergarten schools at a cost of Rs. 2.78 lakhs.

### 2. *Primary Education*

It has been decided to open 200 single-teacher primary schools at the rate of 40 schools per year in the hilly, backward and flood-affected areas in the State where no educational facilities for primary education are available within the prescribed distance of one mile.

The enrolment targets for the Plan in the age-group of 6-11 are as follows :—

	1960-61	1965-66
Total Enrolment	16,86,000	22,86,000
Boys	12,26,000	15,00,000
Girls	4,60,000	7,86,000

Enrolment expressed as percentage of the age-group 6—11.

Total	61.8	74.6
Boys	84.0	91.4
Girls	36.3	55.2

Although it is stated above that the target of enrolment in 1965-66 in the age-group 6-11 will be 74.6 per cent, it is likely to be much higher, about 80 per cent.

### 3. Middle Schools

There is no provision for the opening of new middle schools during the Third Plan but 350 Government primary schools are to be upgraded to middle standard.

The enrolment targets of children in classes VI to VIII are as follows :—

	1960-61	1965-66
Total Enrolment	3,75,170	5,55,000
Boys	2,75,160	3,54,000
Girls	1,00,000	2,01,000

Enrolment expressed as percentage of the age-group 11—14.

Total	28.3	33.8
Boys	38.8	40.3
Girls	16.3	26.4

### 4. Teacher Training

About 170 junior Basic training units, each consisting of 50 seats, have been allotted to 106 institutions and they will train 8,469 teachers during 1961-63. Plan provision exists for the training of 12,000 additional teachers; but this is far short of the requirements.

### 5. Administration of Education

The Punjab State has been divided in three Divisions for the purpose of educational administration. In each Division there are two posts of Class I officers designated as Divisional Inspector and Divisional Inspectress of Schools. At district level, they are assisted by the District Inspectors and inspectresses who are further assisted by Assistant District Inspectors/Inspectresses of Schools who are entrusted with the inspection work of primary schools. According to the new norm, each Assistant District Inspector of Schools has 45 schools under his control and each Assistant District Inspectress of Schools has been allotted 30 schools. The jurisdiction of the Assistant District Inspector of Schools is being made coterminous with the C. D. Blocks so that they can get the assistance of Block authorities.

### 6. Buildings and Equipment

There is a provision of Rs. 4 lakhs for the construction of school buildings in hilly, flood-affected and backward areas.

Where a primary school is started Rs. 125 for furniture and Rs. 40 for contingencies are sanctioned.

### 7. Mid-day Meal

Mid-day meal is supplied only in the Scheduled Area of Lahaul and Spiti under the scheme "Development of Education in the Scheduled Area".

A scheme of milk distribution (to cover 5,00,000 children) has been undertaken with the help of CARE.

### 8. Associating the Local Community with Primary Schools

Prior to 1st October, 1957, primary education was the responsibility of local bodies. Thereafter, these schools were provincialised and primary education is now mainly the concern of the State Government.

In view of the ever-increasing demand for education and especially with the introduction of compulsory primary education, it has become essential to associate the community with the primary schools and to get its active cooperation. The setting up of school committees in villages to advise and supervise the running of primary school has been considered essential and it is, therefore, proposed to have a School Advisory Committee for each school. The village panchayat would be taken into confidence in the formation of such a committee which will consist of some local dignitaries, preferably those who are interested in educational matters. The head teacher of the local school will be an ex-officio member and secretary of this committee. The functions of the committee will be :—

1. to advise the department in all matters concerning the local school;
2. to provide, as far as possible, additional buildings, equipment, furniture and library books, uniforms and other amenities to students;
3. to get the school buildings repaired annually;
4. to collect the necessary funds from the local community to supplement grants received by the school from various sources;
5. to supervise the upkeep of the school building and its equipment;
6. to draw up and execute programmes for the development of the school;
7. to ensure that the school is run in accordance with the standard prescribed by the Government in regard to building, equipment, etc.;
8. to consider all complaints about the school except those relating to the instructional conditions;
9. to act as attendance authority and perform all the duties which are at present being performed by the Assistant District Inspector/Inspectress of Schools under the Compulsory Primary Education Act.

### 9. *Training of Women Teachers*

To attract girl students to the training courses, it is proposed to award stipends to such students during the training period. Facilities like residential quarters are also being provided to women teachers in rural areas.

## XIII—RAJASTHAN

### 1. *Pre-primary Education*

A sum of Rs. 75,000 has been provided for the consolidation of the existing pre-primary institutions in the State. It is also contemplated to start a training institution for the training of teachers for pre-primary schools.

### 2. *Primary Education*

In 1960-61, the State had 15,291 primary schools, including junior Basic schools, and 1,405 primary sections attached to middle schools, with a total enrolment of 11.51 lakhs. It is proposed to open 4,165 new primary schools during the Plan period and to appoint 22,000 additional teachers. At the end of the Third Plan, the total enrolment in classes I-V will be 21 lakhs. In other words, the percentage of enrolment in classes I-V to the total population in the age-group 6-11 will rise from 42 (boys 66.2, girls 15.3) in 1961 to 68.2 (boys 86.2, girls 48.4) in 1966.

### 3. *Middle Stage*

By the end of Second Plan, the number of middle schools was 1,405 with an estimated enrolment of 1.91 lakhs or 14.8 per cent of the population in the age-group 6-11 (boys 24.5, girls 4.1). During the Third Plan, it is proposed to upgrade 500 primary schools into middle schools. The total estimated enrolment in classes VI-VIII by the end of the Third Plan will be 3.85 lakhs or 23.9 per cent of the age-group 11-14 (boys 36.7, girls 9.8).

### 4. *Teacher Training*

At present there are 56 training schools for primary teachers. By the end of the Second Plan, the State had 19,057 trained teachers for primary schools. Since no additional facilities are required for the training of teachers of primary schools, no additional institutions are proposed to be opened during the Third Plan. The existing institutions are proposed to be consolidated, both quantitatively and qualitatively. The present intake of 100 in each school is proposed to be increased to 125 and funds have been provided for non-recurring expenditure for improving the equipment in these schools. It is also proposed to construct school buildings for 17 training schools, hostels for 19 schools and staff quarters for 35 schools.

By the end of the Third Plan, the estimated number of trained teachers available for primary schools will be 45,000.

### 5. *Inspection and Supervision*

By the end of the Second Plan, the Department had 271 posts of Inspecting Officers for primary schools. For the expansion of primary education, 50 additional posts of Sub-Deputy Inspectors have been provided.

### 6. Provision of Playgrounds, Buildings and Equipment

Since primary schools are now being run in rural areas by the local bodies and in urban areas they will shortly be transferred to the municipal boards, provision of buildings, playgrounds and equipment will be the responsibility of these local bodies. However, the Government will pay a token aid to these bodies for this purpose @ Rs. 500 per classroom. Funds have been provided in the Plan to pay grants at this rate for the construction of 5,000 classrooms for primary schools.

A sum of Rs. 25,000 has been provided for acquiring playgrounds for elementary schools, and aid for equipment @ Rs. 125 per teacher will be made available for the additional teachers to be appointed in primary schools.

A sum of Rs. 14.72 lakhs has been provided for the strengthening and consolidation of middle schools.

### 7. Mid-day Meals and School Health Services

A scheme of mid-day meals is proposed to be developed and only a token provision has been made in the Plan.

A school health services programme is contemplated under the health services programme scheme of the Medical and Health Department.

### 8. General

A sum of Rs. 1,046.75 lakhs has been provided for elementary education including Rs. 86.83 lakhs for capital expenditure. This amount includes a provision of Rs. 757.95 lakhs made under the scheme of introduction of compulsory primary education.

A programme of converting 500 primary schools into junior Basic and 100 middle schools into senior Basic will also be undertaken during the Third Plan. A sum of Rs. 4 lakhs has been provided under the orientation programme.

Publicity for enrolment drives has been allotted Rs. 2.50 lakhs.

Under special schemes for girls' education, provision has been made for the construction of 1,000 staff quarters for women teachers and for the creation of 3,000 posts of school mothers. A sum of Rs. 17.50 lakhs has been provided for these two schemes of girls' education.

## XIV—UTTAR PRADESH

The Third Five-Year Plan envisaged a rapid expansion of elementary education in this State. Out of a total proposed Plan outlay of Rs. 4,691.57 lakhs for education, Rs. 3,201.72 lakhs (that is, about 68 per cent) is ear-marked for elementary education. In all, there are 45 schemes for the promotion and consolidation of education at this stage. The stage-wise distribution of the proposed outlay is as given below :

Pre-primary	.. .. .	5.01 lakhs
Primary	.. .. .	2725.19 lakhs
Junior High Schools	.. .. .	461.52 lakhs
<b>Total for Elementary Education</b>	<b>.. .. .</b>	<b>Rs. 3201.72 lakhs</b>

A brief resume of the Plan, stage-wise, is given here :—

### 1. Pre-primary Education

It is proposed to open six nursery classes attached to Government girls' normal schools. Additional Accommodation, equipment and a bus will be provided to these classes. In addition, 15 more non-Government nursery schools will be given grants-in-aid including recurring grants for bus, buildings and equipment.

It is also proposed to provide training in nursery education to graduate women. The output of trained teachers in nursery education will be considerably increased.

### 2. Primary Education

The position in respect of primary education at the close of the Second Plan was roughly as follows :—

(1) Number of Primary Schools								
Boys	..	..	..	..	..	..	34,622	
Girls	..	..	..	..	..	..	5,067	
TOTAL							..	39,689
<hr/>								
(2) Number of Teachers								
Men	..	..	..	..	..	..	83,072	
Women	..	..	..	..	..	..	12,134	
TOTAL							..	95,206
<hr/>								
(3) Estimated Enrolment								
Boys	..	..	..	..	..	..	32.00 lakhs	
Girls	..	..	..	..	..	..	8.43 lakhs	
TOTAL							..	40.43 lakhs
<hr/>								
(4) Percentage of children in 6-11 age-group								
Boys	..	..	..	..	..	..	68.6	
Girls	..	..	..	..	..	..	19.9	
Combined	..	..	..	..	..	..	45.4	

The targets for the Third Plan are as follows :—

- (1) Opening of 16,500 mixed two-teacher schools and 5,000 single teacher girls' schools in rural areas;
- (2) Opening of 2,370 (1,465 for girls and 905 for boys) five teacher schools in the urban areas. There will thus be provision of universal and free education both for boys and girls of school-going age in the urban areas;
- (3) Appointment of 13,000 additional untrained teachers in the existing and new schools in the rural areas.

To provide special encouragement to girls' education, the following special provisions have been made :—

- (1) 5,000 quarters for women teachers in the rural areas.
- (2) Village allowance to trained women teachers at the rate of Rs. 15 per month and to untrained women teachers @ Rs. 10 per month in the rural and backward areas.



- (3) Appointment of 1,500 school mothers in mixed junior Basic schools in rural areas.
- (4) Construction of 5,000 sanitary blocks for girls reading in the mixed junior Basic schools in rural areas.

By 1966, the total enrolment in classes I-V will rise to 66.50 lakhs or 61.7 per cent of the population in the age-group 6-11 (boys 79.5; girls 41.9).

### 3. Junior High Schools

At the close of the Second Plan, the position in respect of the junior high school stage, that is, education of children in the age-group 11-14, was as given below :—

#### (1) Number of Junior High Schools

Boys	..	..	..	..	..	3,253	(This figure does not include J.H. classes attached to higher secondary schools).
Girls	..	..	..	..	..	650	
<b>TOTAL</b>						<b>4,173</b>	

#### (2) Number of Teachers

Men	..	..	..	..	..	18,030	Do.
Women	..	..	..	..	..	4,044	
<b>TOTAL</b>						<b>22,074</b>	

#### (3) Estimated enrolment

Boys	..	..	..	..	..	7.50 lakhs
Girls	..	..	..	..	..	1.10 lakhs
<b>Total</b>						<b>8.60 lakhs</b>

#### (4) Percentage of children in the age-group 11-14.

Boys	..	..	..	..	..	30.9
Girls	..	..	..	..	..	5.0
<b>Total</b>						<b>18.6</b>

The target for the Third Plan for this stage is to increase the total enrolment in classes VI-VIII to 11.60 lakhs or 20.5 per cent of the total population in the age-group 11-14 (boys 33.7; girls 5.9). To achieve this target, it is proposed to open 60 Government girls' junior high schools and 42 Government boys' junior high schools. Besides these, 165 junior high schools for girls will be opened on grant-in-aid basis in the rural areas. With a view to consolidate education at this stage, it is also proposed to give grant-in-aid to 858 existing unaided junior high schools.

To give encouragement to girls' education at this stage the following special measures have also been included in the Plan :

- (1) Opening of 300 continuation classes in big and selected girls' junior Basic schools in rural areas. Girls will be prepared privately for the junior high school examination in a condensed course.
- (2) Provision for books, stationery and prizes to poor girls in junior high schools in the rural areas.

- (3) Provision for the construction of 1,000 quarters for women teachers in the rural areas.
- (4) Village allowance to women teachers.
- (5) Construction of 65 hostels for Government girls' junior high schools in rural areas and smaller towns.
- (6) Raising the existing rate of stipends in Government girls' normal schools and junior training colleges for women.

Provision in the Third Plan has also been made for the introduction of General Science at this stage and for grants for school libraries, equipment and buildings to private schools.

#### 4. *Teacher Training*

In March 1961, there were in all about 97,000 teachers working in junior Basic schools. Out of them, only 9,700 teachers were untrained and not exempted from training. Thus the percentage of untrained teachers came to about 10.

At the close of the Third Plan, the total strength of teachers would be about 1.60 lakhs. There are at present 117 normal schools imparting training at the primary stage. Their annual output is about 5,300 teachers. Another 26 normal schools will be opened during the Third Plan. They will train about 1,450 teachers during the Plan. Thus the combined output of these training institutions would be about 28,000 teachers. This would be offset to the extent of about 14,500 by the retirement of existing trained teachers. Thus at the close of the Plan about 60,000 teachers, that is, about 37 per cent of the total, would be untrained.

To improve the quality of the teachers, 10 Refresher Course Centres for primary school teachers are proposed to be opened during the Third Plan and about 25,000 teachers will be refreshed in Basic education.

At present there are 48 training institutions imparting training to undergraduate teachers for junior high school classes and the percentage of untrained teachers not exempted from training is about 9.5. During the Third Plan another four Government training institutions and ten aided private institutions are proposed to be opened. Their combined out-put for the Plan period will be about 8,500. But the percentage of untrained teachers would go up to about 35 as a large number of junior high schools would be opened and about 5,000 existing teachers would retire during the period.

#### 5. *Administration and Inspection*

Primary education is administered by Zila Parishads in the rural areas and Nagarpalikas in the urban areas. These are statutory bodies constituted under Acts of Legislature. Government renders adequate assistance to the Zila Parishads, almost to the tune of 85.5 per cent in 1960-61, for the maintenance of schools under them. Nagarpalikas are assisted for the introduction of compulsory primary education in them.

At present a new Kshetra Samitis and Zila Parishads Bill is under the consideration of the State Legislature. In this bill it is proposed to decentralise the powers and functions of the Zila Parishads and to constitute Kshetra Samitis (Block Committees) so that Gaon Sabhas may take greater

interest in the administration or primary education and local initiative makes increasingly greater contribution in the educational development programme.

For the inspection and supervision of Zila Parishad schools there is a Deputy Inspector of Schools in each district and a number of Sub-Deputy Inspectors/Assistant Inspectresses of Schools, their number varying according to the size of the district. Some districts with a large number of girls' schools have a Deputy Inspectress of Schools also. To cope with the proposed expansion of Primary Education in the Third Plan, it is proposed to provide an additional Deputy Inspector of Schools in the 51 districts of the State, to appoint 410 additional Sub-Deputy Inspectors and 25 additional Assistant Inspectresses of Schools.

In the Nagarpalikas supervision and inspection is done by the Superintendent of Education who is an employee of the local body.

#### *6. Programme for the Improvement of Emoluments and Service Conditions of Primary School Teachers*

During the Third Plan it is proposed to increase the salary of all the teachers of junior and senior Basic schools, except that of the head teachers of the senior Basic schools, by Rs. 4 per month.

In order to encourage urban girls to take up jobs in rural junior and senior Basic schools, it is proposed to give village allowance to all the women teachers, existing and new, serving outside their village homes. A village allowance of Rs. 20 per month to trained and 15 per month to untrained women teachers will be given for the purpose.

#### *7. Provision of Buildings, Playgrounds and Equipment*

In the Third Plan provision @ Rs. 1,000 per building has been made for mixed junior Basic schools in rural areas. But in the case of girls' schools there is an additional provision of Rs. 2,500 for each of the teachers' quarters so that in the case of girls' schools, there is a total provision of Rs. 3,500 for a school building-cum-residence.

For the urban areas a provision of Rs. 10,000 per building has been made for girls' schools only. But in the case of boys' schools no such provision has been made. There is a provision of rent only @ Rs. 15 per month per teacher.

Free land for buildings and playgrounds has to be provided by the village people in rural areas and by the Nagarpalikas in the urban areas.

In the rural areas the block authorities are being entrusted with the construction of buildings with the help of Gaon Sabhas and village people.

For senior Basic schools in rural areas the provision of 1,000 quarters at Rs. 2,500 per quarter has been made. In this case too the block authorities will take up the construction with the help of Gaon Sabhas.

As already said under junior high schools, 60 Government girls' junior high schools will be opened in the State during the Third Plan. Buildings for these schools at the rate of Rs. 90,000 will be constructed. Then another 165 girls' junior high schools will be opened on grant-in-aid basis. Three-fourths of the non-recurring cost on buildings and equipment for these

schools will be met by the Department. Thus each institution will be given about Rs. 15,000 for the construction of school buildings. During the Plan, furniture, equipment and building grants will be given to a large number of existing junior high schools both for boys and girls.

### XV—WEST BENGAL

The following schemes on elementary education have been included for implementation during the Third Plan :

<i>General Schemes</i>	<i>Total Total provision (in lakhs)</i>
	<i>Rs.</i>
(1) Improvement and Expansion of Teacher Training (including Basic) facilities.	54.45
(2) Improvement and Expansion of Basic Education (classes I-V).	230.12
<p>It is proposed to convert the existing primary schools into junior Basic and also to set up new junior Basic schools and pre-Basic (nursery) schools. In addition to 886 junior Basic schools provided in the Second Plan, it is proposed to set up 400 more junior Basic schools in rural and urban areas during the Third Plan.</p>	
(3) Improvement and Expansion of Basic Education (classes VI-VIII).	68.50
<p>By the end of the Second Five-Year Plan it was estimated that 21.1 per cent of the children of the age-group 11—14 years would be enrolled in schools. The Third Five-Year Plan contemplates covering about 33.3 per cent of the student population of this age-group. It is proposed to set up about 100 schools of the senior Basic type having all the classes I to VIII.</p>	
(4) Improvement of the Condition of Service of Teachers of Primary Schools (including Basic Schools).	350.00

It is proposed to increase the present scale of pay of teachers of primary schools and junior Basic schools in order to attract better qualified teachers. An interim increase of Rs. 8 (Rs. 3 as additional pay and Rs. 5 as additional Dearness Allowance) has been already sanctioned with effect from 1st April, 1961 to each primary school teacher.

(5) Improvement of teaching in primary schools for their orientation towards the Basic pattern (including improvements in accommodation, equipment, teaching of science, etc.).	30.00
<p>It is proposed to take up a programme of improving the teaching facilities in primary schools by providing accommodation, equipment, teaching in science, etc. 750 such schools are expected to be improved in the Third Plan.</p>	
(6) Orientation of primary schools, including Seminars, Conferences, Educational Tours for teachers, etc.	50.00
(7) Essential Accommodation for Teachers of Primary (including Basic) Schools.	20.10
(8) Production of Literature and other Materials for Teachers and Children.	5.00
(9) Research in Basic Education and New Experiments.	2.50
(10) Improvement of Library Service in Basic Schools.	7.00
(11) Extension Services in Basic Training Schools including Circulating Libraries and Demonstration sets.	5.50
(12) Strengthening of Administrative Staff and Inspectorate for Primary (including Basic) Schools.	10.20
(13) Provision of Accommodation for Improved Inspectorate.	9.80
(14) Educational Survey	0.50
(15) Planning, Statistical and Reporting Units—	
(i) Strengthening of Planning and Supervisory staff.	16.11
(ii) Additional Accommodation for Planning and Supervisory staff.	10.00

*Special Schemes for Girls*

(1) Provision for Pre-Primary (Basic) Education.	5.00
(2) Measures for Promoting Attendance of Girls at Primary and Middle Stages (Classes I-VIII).	25.00

With a view to encouraging additional enrolment of girls in primary and middle

stages, provision has been made for attendance scholarships and prizes, free supply of books, stationery and clothing free-tuition and where necessary free transport in addition to merit scholarships. In the rural areas some sort of allowance will be given to the teacher to promote enrolment of girl students.

(3) Provision of Special Education Schemes (for Adult Women).	20.00
(4) Provision of Essential Amenities to Women Teachers in Rural Areas (Free Accommodation) etc.	19.92
(5) Training Facilities for School Mothers and Appointment of School Mothers.	10.50
(6) Free and Compulsory Primary Education (Universal).	750.00

An important step towards fulfilment of the directive principle in the constitution for providing free and compulsory primary education for all children up to the age of 14 years, it is proposed that at least 80 p. c. of the children of the age-group 6-11 years should be enrolled in schools during the Third Plan. Provision has been made to achieve this objective.

The targets for the Third Plan may be stated as follows :—

- (1) The enrolment in classes I-V will rise from 28.52 lakhs or 65.6 per cent of the age-group 6-11 (boys 80.8, girls 48.4) to 35.02 lakhs or 73.4 per cent of the age-group (boys 84.5, girls 60.7).
- (2) The enrolment in classes VI-VIII will rise from 4.72 lakhs or 21.1 per cent of the age-group 11-14 (boys 30.3, girls 10.7) to 9.02 lakhs or 33.3 per cent of the age-group (boys 36.7, girls 29.4).
- (3) Eight new Basic training schools (with an intake of 960 teachers) and seven new craft teachers' training schools (with an intake of 420 teachers) will be set up.
- (4) In primary schools, the number of trained teachers will increase from 32,000 (out of 85,000) to 34,000 (out of 1,09,000). In the middle school stage, the number of trained teachers will rise from 1,850 (out of 11,000) to 6,850 (out of 38,000).

#### XVI—NAGALAND

Nagaland has a population of about 3.66 lakhs scattered throughout this rugged hilly tracts with an area of 6,362 sq. miles and a total of 833 villages. From the remote past, diverse tribes speaking as many as seventeen

major dialects have been living in this area in practical isolation from one another. Hence two problems are of great importance in primary education : (1) recruitment of local teachers capable of teaching through the mother-tongue of the children belonging to the different tribes; and (2) the preparation of textbooks in the major dialects.

2. There are no Government pre-primary schools in Nagaland.

3. The primary and middle schools proposed to be opened during the Third Plan are 237 and 35 respectively. The class-wise enrolments in 1961 and the anticipated enrolment in 1966 are given below :—

Class	Enrolment (1961)	1966 Anticipated
Class A+B	23,246	29,000
Class I	7,217	9,000
Class II	5,042	6,300
Class III	3,021	3,750
Class IV	2,283	2,850
Class V	1,797	2,250
Class VI	1,127	1,400
Class VII	793	1,000
Class VIII	567	600
Class IX	449	550
Class X	243	300
<b>TOTAL</b>	<b>45,785</b>	<b>57,000</b>

4. While the Administration has in view the opening of a training centre for teachers for schools located in each major dialect area, the Third Plan envisages opening of a training centre in each of the three districts. The first Basic training school in Nagaland has already been opened at Chiechama for the training of primary school teachers in Basic education. Another training school is proposed to be opened at Mokokchung in 1962-63. The anticipated output of the training centres is 20 per annum for 1961-62 and 1962-63 and 40 per annum for the rest of the Plan period. In-service refresher training courses for the teachers are also proposed to be held in the different districts every year. Orientation of the existing elementary and middle schools to the Basic pattern may be effectively taken up only on the satisfactory performance of the training centres and availability of trained teaching personnel.

5. There are at present seven Sub-Inspectors of Schools and seven Assistant Sub-Inspectors of Schools in charge of the three districts for supervision and inspection of primary schools. At present (1960-61) there are 1,277 teachers in elementary schools and the target proposed for 1966 is 1,786.

6. The initial responsibility of construction and maintenance of buildings for elementary schools devolves on the villagers directly benefited by the schools. The Administration sanctions, through a phased programme, C.G.I. Sheets for roofing. Necessary teaching equipment is also sanctioned by the Administration for all the schools and the responsibility of maintaining playgrounds has been placed on the students and the villagers.

7. The village elders and leaders are associated in the management of the schools in Nagaland.

8. An allocation of Rs. 61.16 lakhs has been made in the Third Plan for the development of elementary education.

## XVII—DELHI

The total outlay on elementary education as included in the Third Plan is given below :—

	Rs.
Delhi Municipal Corporation .. .. .	436·60 lakhs
Directorate of Education .. .. .	160·48 lakhs
New Delhi Municipal Committee .. .. .	25·50 lakhs
TOTAL .. .	622·58 lakhs

### 2. Free and Compulsory Primary Education

The Municipal Corporation of Delhi proposes to open 240 junior Basic schools and provide educational facilities for about 1,04,000 additional children in classes I—V. The Delhi Administration will provide additional facilities for 13,000 children in classes I—V to meet the needs of the New Delhi Municipal Committee and the Delhi Cantonment Board by opening 50 new primary schools.

In 1960-61, the total number of students in the primary schools is estimated at 2,90,000 and, therefore, by the end of Third Five-Year Plan, the total number of students will rise to 4,08,000. It is estimated that about 3,000 additional teachers will be required for this programme.

### 3. Opening of Nursery Schools

During the Plan, 12 nursery schools are proposed to be opened (ten by the Delhi Municipal Corporation and two by the N.D.M.C.). Each school is expected to enrol about 50 children and the scheme is estimated to cost Rs. 2.25 lakhs.

### 4. Expansion of Educational Facilities for Children in the Age-Group 11—14

The Municipal Corporation of Delhi envisages to up-grade 140 junior Basic schools to senior Basic/middle standard, thereby providing additional schooling facilities for 50,000 children in classes VI—VIII. Besides, it is proposed to open 60 middle schools for the children in the New Delhi Municipal Committee and Delhi Cantonment Board areas. These would provide additional facilities for 12,000 children. Consequently, the enrolment in classes VI—VIII will rise from 1,02,600 in 1961 to 1,64,600 in 1966.

### 5. Capital Works Programme

The Municipal Corporation of Delhi proposes to construct 2,700 additional classrooms (these include rooms of all types, that is, permanent buildings, semi-permanent buildings, pre-fabricated structures and temporary structures) at an estimated cost of Rs. 150 lakhs. Besides, a sum of Rs. 25 lakhs will be spent by the New Delhi Municipal Committee for constructing buildings for the primary schools.

It is also proposed to construct buildings for the 60 middle schools to be opened in the non-Corporation areas at an estimated cost of Rs. 90 lakhs.



### 6. Improvement of Education

A programme for the conversion of primary schools to the Basic pattern has been prepared both by the Municipal Corporation and by the Delhi Administration. The Corporation also proposes to provide additional books for the improvement of school libraries and to organise refresher courses, seminars, workshops and educational tours for teachers for the general improvement of elementary education. A sum of Rs. 8.50 lakhs has been included in the Corporation Plan and of Rs. 0.88 lakhs in the educational Plan of the Delhi Administration for the implementation of this scheme.

### 7. Expansion and Extension of Government Teacher Training Institute, Daryaganj

It is proposed to introduce additional courses in the Teacher Training Institute, Daryaganj. An extension wing is also proposed to be attached to the Institute to organise refresher courses, seminars, workshops and other in-service training programmes (including refresher courses in physical education) for the primary school teachers. A sum of Rs. 3 lakhs has been included for the expansion and extension of this institution and a sum of Rs. 5 lakhs has been provided for constructing a building for it.

### 8. Strengthening of Staff in the Education Department of the Municipal Corporation of Delhi

A sum of Rs. 5 lakhs has been included in the Corporation Plan to strengthen the staff of the Education Department of the Delhi Municipal Corporation.

## XVIII—HIMACHAL PRADESH

Elementary Education in Himachal Pradesh is administered by the Territorial Council. The facilities provided at the end of the Second Plan covered two pre-primary schools, 1,927 primary/junior Basic schools and 192 middle/senior Basic schools.

### 1. Pre-Primary Education

Four new pre-primary schools have been opened in 1961-62. This brings the total number of pre-primary schools in the Pradesh to six. Two more pre-primary schools are proposed for 1962-63 and the facilities for pre-primary education are likely to be further extended during the subsequent years of the Plan.

### 2. Primary Education

It is proposed to open 500 new junior Basic schools and to recruit 1,200 junior Basic trained teachers. The programme is estimated to cost Rs. 58.5 lakhs.

The position regarding enrolment in classes I-V in 1961 and 1966 is given below :—

	Boys	Girls	Total
Estimated enrolment (1960-61)	63,000	17,000	80,000
Proportion to Age-group 6-11	73%	22%	49%
Estimated enrolment (1965-66)	75,000	40,800	1,15,800
Proportion to Age-group 6-11	84%	54%	70%

### 3. Middle School Education

It is proposed to upgrade 65 primary/junior Basic schools to the middle standard. The programme will need 130 trained graduates, 65 shastries, 65 Hindi teachers, 65 P.T.Is. and 65 art and craft teachers and is estimated to cost Rs. 15.50 lakhs.

The position regarding enrolment in classes VI—VIII is given below :—

		Boys	Girls	Total
Estimated Enrolment (1960-61)	.. ..	16,380	2,756	19,136
Proportion to Age-group 11-14	.. ..	46%	9%	29%
Estimated Enrolment (1965-66)	.. ..	24,936	4,200	29,136
Proportion to Age-group 11-14	.. ..	60%	13%	37%

### 4. Teacher Training

At the end of the Second Plan, there were three Basic training schools in this Territory. One more Basic training school has been opened in 1961-62. The output of these four institutions is about 350 teachers every year. The percentage of trained teachers in this Territory was 78 in 1961 and will be 85 in 1966.

The following steps have been taken to improve the education of teachers :—

- (1) Syllabus of the Basic training course has been revised;
- (2) Time devoted to school practice has been increased two-fold;
- (3) Audio-Visual Education course has been introduced in the training schools; and
- (4) Programme for Orientation towards community development has been started.

### 5. Administration and Inspection

At the end of the Second Plan, the Department had six District Inspectors of Schools, one Education Officer (Women) and 25 Assistant District Inspectors of Schools. Under the Third Plan, it is proposed to make the jurisdiction of Assistant District Inspectors of Schools co-terminus with that of the Development Blocks. Another 15 posts of Assistant District Inspectors of Schools have, therefore, been provided.

It is proposed to spend an amount of Rs. 50,000 on the welfare of teachers. The programme will include the establishment of recreation clubs for teachers and the holding of refresher courses and the organisation of educational tours for the benefit of teachers. Under this programme, it is also proposed to give assistance to the teachers for the education of their children.

### 6. Provision of Buildings, Play-Grounds and Equipment

It is proposed to construct 600 primary school buildings with the help of the community by giving a subsidy of Rs. 1,600 per school to the panchayats. Extension to 20 middle school buildings will be carried out. It is also proposed to construct 70 quarters for women teachers and to provide sanitary facilities in elementary schools. The total building programme is estimated to cost Rs. 22.30 lakhs.

It is proposed to provide 15 play-grounds at a cost of Rs. 1.50 lakhs. It is also proposed to spend approximately Rs. 6.00 lakhs for providing equipment to 500 primary schools and approximately Rs. 2.00 lakhs for 65 middle schools.

### 7. Other Programmes

(a) *Mid-day meals and School Health Service* : A scheme for the supply of mid-day meals in primary schools located in multipurpose blocks in the Scheduled and Tribal Areas of Himachal Pradesh has been included in the Plan. The programme will cover about 2,000 pupils and will cost Rs. 2 lakhs.

(b) *Publicity and Propaganda* : A sum of Rs. 20,000 is to be spent on publicity and propaganda.

(c) *Supply of Free Textbooks* : A sum of Rs. 2,00,000 will be spent for the purchase of textbooks for primary classes for free circulation among deserving children.

(d) *Orientation of Junior Teachers* : This scheme is intended to offer facilities for inservice training to the teachers through refresher courses and will cost Rs. 30,000.

(e) *Attendance Scholarships for Girls* : In order to attract more girls to schools, it is proposed to award 400 attendance scholarships (80 every year) of Rs. 5 each to girls studying in middle classes. This will cost Rs. 24,000. A similar programme for encouraging the attendance of girls in primary classes exists under the non-plan budget also where approximately 1,000 attendance scholarships are awarded to girls every year.

(f) *Community Support* : The help of the community is sought for (1) the construction of primary school buildings, (2) the encouragement of enrolment in schools, and (3) better school community relationship.

### 8. Financial Allocation

Out of a total approved ceiling of Rs. 223.00 lakhs for the Third Plan, the provision for elementary education (pre-primary/primary, middle schools and training schools) is Rs. 109.44 lakhs.

## XIX—MANIPUR

### 1. Pre-Primary Education

Under the present school system of Manipur, there are two regular classes, namely, 'A' and 'B' which consist of a large number of children who are of pre-primary school age. Although the need is admitted, it has not been possible to include any scheme under this sector in the Third Plan for want of funds.

### 2. Primary Education

The number of primary schools to be opened is 250. The estimated enrolment of children in classes I-V in 1961 is 70,000 and it is proposed to raise it to 94,000 in 1966. The proportion of children that will be going

to school in 1966 to the total population of children of age-group 6-11 will be approximately 80,100.

### 3. Middle Stage

It is proposed to establish 10 middle English/senior Basic schools to bring 2,000 additional children to schools and also to enrol 9,000 additional children in the existing middle schools by making necessary improvements in them.

### 4. Teacher Training

Four Basic training institutions were started during the Second Plan. In these institutions, 320 teachers (80X4) are given junior Basic training and 40 teachers are given senior Basic training annually. So, 1,600 primary school teachers and 200 middle school teachers will receive training during the Third Five-Year Plan. In terms of percentages 45.7 per cent of the primary school teachers and 15.7 per cent of the middle school teachers will be given training in Basic education by the end of the Plan.

### 5. Inspection

At present the strength of inspecting staff is not adequate for the growing number of children in schools. In order to enable the inspecting staff to guide the work of primary schools effectively, the number of inspectors will be increased.

### 6. School Buildings

An outlay of Rs. 2 lakhs has been included for programmes of construction of buildings under the Third Five-Year Plan.

7. All the primary schools (except private ones) are under the Manipur Territorial Council. Out of Rs. 59.52 lakhs allotted for primary education during the Third Plan, only Rs. 7.50 lakhs will be given as grants to the Territorial Council.

## XX—TRIPURA

### 1. Balwadis

In the Second Plan, about 150 Balwadis were started with moderate means. It is proposed to start 70 Balwadis in the Third Plan. An attempt will also be made to enrich the educational content of the programme.

### 2. Primary Education

In the sphere of primary education, that is, education of the age-group 6-11, the target is to provide facilities for additional 50,000 children during the Third Plan. The following table will show the targets :—

Year	Enrolment in classes I-V			Percentage to age-group 6-11		
	Boys	Girls	Total	Boys	Girls	Total
1960-61 .. ..	59,000	26,600	85,600	84.4	43.3	65
1965-66 .. ..	73,000	68,000	1,41,000	96	90	93

Implementation of this programme will require the appointment of 1,100 teachers and is estimated to cost Rs. 92.4 lakhs.

### 3. Basic Education

A programme of conversion of 600 existing non-Basic primary classes into basic has been included in the Plan.

An orientation training has been given to all the untrained primary teachers during the Second Plan period. The training programme of primary teachers which is conducted by the Administration will be accelerated so as to meet the requirement of trained teachers for Basic schools.

### 4. Middle Stage

The programme of expansion of educational facilities for children of the age-group 11-14 is as follows :—

Year	Enrolment in Classes VI-VIII			Percentage to age-group 11-14		
	Boys	Girls	Total	Boys	Girls	Total
1960-61 .. ..	10,500	4,000	14,500	30	13	22
1965-66 .. ..	18,000	9,000	27,000	45.5	25.5	36

It is proposed to provide additional facilities for 12,500 children (out of which 5,000 would be for girls) at this stage. For this purpose, some lower schools will be upgraded and 64 senior Basic schools will be started.

### 5. Teacher Training

During the Third Plan a sum of Rs. 23.19 lakhs has been provided for teacher training. While the major portion of this outlay will be spent towards the qualitative and quantitative improvement of the existing teacher training institutions, there is also a proposal for starting B. T. classes in the existing post-graduate Basic training college, Agartala at a cost of Rs. 4.00 lakhs. This will go to solve the problem of the training of secondary school teachers of this Territory who were so long sent outside the Territory for B. T. training.

In 1960-61, only 990 teachers out of 3,886 (or 25.48) were trained. At the end of the Third Plan, the total number of teachers in all the stages of school education will rise to 5,657 and the number of trained teachers will be 3,180 or 56.21 per cent.

### 6. Inspection

It has been proposed to strengthen the existing machinery for Inspection with three more Inspectors of Schools and necessary staff for them. Five Assistant Inspectors of Schools and eight Sub-Inspectors of Schools with other necessary staff have already been appointed.

### 7. Associating Local Bodies with the Administration of Primary Education

Local people are invited to take part in the management and betterment of the institutions. Every school has a managing committee of its own constituted by members of the public. The Headmaster/Teacher-in-Charge also is a member of the Committee. Besides, there are parent-teacher

associations in many schools. The teachers and parents/guardians assemble and discuss about various problems to the education of the children.

### 8. *The Total Outlay*

The total cost of the educational development programme included in the Third Plan for children of the age-group 6—14 is Rs. 195.19 lakhs.

## XXI—ANDAMAN AND NICOBAR ISLANDS

(The material has not been received. It will be circulated later.)

## XXII—LACCADIVE, MINICOY AND AMINDIVE ISLANDS

### 1. *Primary Education*

There is at least one mixed school with primary classes in every inhabited island now. With a view to attract girls to schools, additional primary schools, exclusively meant for girls, are being opened whenever there is genuine demand from the people. Two girls' primary schools have been opened during 1961-62 and funds have been provided for this in the Plan. It is hoped to start one more girls' school at Minicoy during 1961-62. A mixed single teacher school has been opened at Bitra, the smallest of the inhabited Islands, where no educational facilities existed before. It is expected that, during 1961, there will be about 4,400 students in all in standards I to V in the schools. This will be about 90 per cent of the children of the age-group of 6-11. The target for the year 1966 is 4,900, i.e., 95 per cent of the children of school-going age of group of 6—11.

### 2. *Middle School Education*

In five of the ten inhabited Islands, facilities for middle school education had been provided by the end of the Second Five-Year Plan. Four mixed primary schools located in four other islands have been upgraded to upper primary schools in 1961-62. By 1963-64, four Lower Primary Girls' schools will be ready for upgrading as Upper primary schools, and funds have been provided in the Plan for this purpose. Enrolment of children in classes VI to VIII in all the schools during 1961 is anticipated to be 450 i.e., about 70 per cent of the children of the age-group 11 to 14. The target for 1966 is 600 students, i.e., 90 per cent of this age-group.

### 3. *Training of Teachers*

The schools are at present manned by teachers, most of whom are recruited from the Kerala State. A few untrained teachers are also there and they are all islanders. Matric trained teachers alone are proposed to be appointed in future. The percentage of trained teachers during 1961-62 would be about 86 and in 1966 this will rise to 95 per cent.

Teachers will also be given reorientation training in Basic education. A few selected teachers will also be sent on educational tours to the mainland to assist the students.

### 4. *Educational Administration*

At present, the administration on the educational side is carried on by the Administrator with the assistance of an Assistant Education Officer. The Assistant Education Officer's post has been upgraded to that of an

Education Officer recently. Even then, it is proposed to retain the post of the Assistant Education Officer also with a view to have effective supervision of educational institutions.

### 5. Buildings

Most of the schools are now housed in temporary sheds. One good building has been completed in Kavarathy, where the primary school is housed now. The construction work is proceeding briskly in the other islands. The schools will also be fully furnished.

### 6. Mid-day Meals

Free supply of mid-day meals to all school children will be continued during the Third Plan also.

### 7. Financial Allocation

In the Second Plan, a sum of Rs. 12.40 lakhs had been allotted for the improvement of education. A major portion of this outlay, namely, Rs. 8.18 lakhs was set apart for elementary education alone. During the Third Plan, the schemes of the Second Plan will be continued. The outlay for education in the Third Plan is Rs. 18.83 lakhs. Out of this amount, Rs. 11.63 has been set apart for the implementation of new schemes and development of elementary education. An amount of Rs. 50,000 has been earmarked for strengthening of the Directorate. The scheme of labour and social service camp for junior boys is being implemented effectively. This is expected to have a beneficial effect on the character of children and their make up and may help them to appreciate the value of manual labour and its advantages. The students from Island schools will also be taken on educational tours to the mainland so that they can see things for themselves and thus broaden their outlook. A sum of Rs. 10,000 has been provided for this item in the Plan. Popularisation of sports and games and teaching Hindi have also been taken up.

## XXIII—PONDICHERY

A sum of Rs. 52.62 lakhs has been provided for the development of elementary education during the Third Five-Year Plan, as detailed below :—

	Rs.
1. Pre-primary education .. .. .	50,000
2. Opening of additional classes/schools .. .. .	19,80,000
3. Provision of buildings for existing primary schools .. .. .	1,00,000
4. Free supply of books, slates etc. to poor school children .. .. .	15,000
5. Conversion of non-Basic elementary schools into the Basic pattern .. .. .	3,88,000
6. Mid-day meals to poor school children in govt. schools .. .. .	7,50,000
7. Mid-day meals to poor school children in private schools .. .. .	1,00,000
8. Teacher training schools .. .. .	5,00,000
9. Opening of middle schools .. .. .	6,55,000
10. Physical education .. .. .	1,00,000
11. Special programme for women's education .. .. .	2,52,000
12. Programmes for the improvement of administration of primary education and the supervision and inspection of primary schools .. .. .	3,72,000
<b>TOTAL ..</b>	<b>52,62,000</b>

A few explanatory notes on the above schemes are given below.

(1) Five pre-primary schools will be started in the public sector at the rate of one school per year. There is no provision for paying grants to the schools to be started in the private sector for the training of pre-primary school teachers.

(2) Three hundred additional classes/single teacher schools are proposed to be opened. The enrolment in classes I-V will increase from 32,780 (or 56 per cent of the age-group 6—11) in 1961 to 44,780 (or 85 per cent of the age-group) in 1966.

(3) Provision for the construction of additional buildings for the existing schools to cope with the additional intake and also to convert the existing single teacher schools into multi-teacher schools has also been included in the scheme.

(4) Provision is made for the free supply of textbooks, writing materials, etc. to 5,000 poor children at the rate of Rs. 3 per child per year.

(5) It is proposed to convert 50 schools or roughly 150 classes into the Basic pattern during the Third Plan.

(6) Provision is made in the Plan for the free supply of mid-day meals to all poor children studying in all government primary schools in the State. The cost of the food to be supplied will be roughly Rs. 30 per head per annum. Nearly 25,000 children will be fed during the Third Plan under this scheme.

(7) With a view to encouraging voluntary enrolment in private schools also, provision is made to help the management of private schools towards supplying mid-day meals to poor pupils. About 7,000 children are on rolls in private schools.

(8) The Centre Pedagogique (a training institution of the secondary grade) at Pondicherry with an intake of 40 trainees per year is proposed to be expanded so as to enable it to take in twice the present number, that is, 80. This institution will also undertake Basic training courses and orientation training towards Basic education.

It is also proposed to set up a Basic training school at Karaikal with an annual intake of 40 with provision of pucca buildings, staff quarters and students' hostel.

The percentage of trained teachers is expected to rise from 64 in 1961 to 90 in 1966.

(9) It is proposed to upgrade 30 elementary schools into middle schools. The enrolment of children in middle schools will rise from 7,120 (or 29 per cent of the age-group 11-14) in 1961 to 9,560 (or 47 per cent of the age-group) in 1966.

(10) It is proposed to provide adequate play-ground facilities for the existing schools and to conduct play festivals each year. A refresher course in physical education will also be run at the end of the Plan period.

(11) It is proposed to provide special sanitary arrangements for girls in 20 co-educational primary schools and 15 co-educational middle schools at the rate of Rs. 400 and Rs. 600 respectively per unit. About 35 quarters



for women teachers in primary schools and 15 quarters for women teachers in middle schools will be constructed. Due to absence of quarters, wherever necessary, a special monthly allowance of Rs. 5 will be paid to about 200 women teachers working in primary and middle schools in rural areas. Merit prizes will be awarded to 5 per cent of the girls in primary schools @ Rs. 2 per head per annum. Attendance prizes will be awarded to 5 per cent of the girl pupils in primary schools @ Rs. 2 per head per mensem and attendance scholarships @ Rs. 10 per pupil to 200 girls in middle schools every year.

(12) It is proposed to appoint five Deputy Inspectors and one District Educational Officer with separate offices of their own and complement of staff to be in charge of the inspection and supervision of primary schools. A special officer for women's education will also be appointed, and the Directorate would be suitably strengthened.

#### XXIV—NEFA

Development of elementary education in NEFA, during the Second Plan consisted of the establishment and organisation of 129 elementary schools (called lower primary schools) in all the six Divisions of the Agency. The Third Five-Year Plan aims at consolidation of the achievements of the Second Plan and expansion of educational facilities in response to the demands and requirements of the tribal people. The object is proposed to be achieved by the establishment of six nursery schools, 58 more junior Basic schools, three Inter-village schools, conversion of 22 lower primary schools into junior Basic schools, training of 72 under-matric teachers and production of the textbooks in tribal languages for classes I to III of the elementary schools. Further, it is proposed to establish eight middle schools also.

The details of the schemes are given below.

(1) For the development of pre-primary education, six nursery schools are proposed to be established during the Third Plan at a total cost of Rs. 1.66 lakhs. There is no plan at present, for training teachers for pre-primary schools.

(2) Fifty-eight new primary schools are proposed to be opened. The expected enrolment up to class V will range between 7,545 and 15,486.

(3) Eight new middle schools will be opened. The expected enrolment in classes VI to VIII will vary between 963 to 1,755.

(4) For the training of teachers, there is a training institute named Buniadi Shiksha Bhavan, which gives training to teachers for junior Basic and senior Basic stages. It is expected that with the present pace of training the teachers, there will be no untrained teachers in NEFA after 1966.

To ensure the quality of teaching, a mobile-squad of Education Officers and experienced teachers will visit the schools and guide the teachers in implementing the right methods of teaching. Over and above that, groups of teachers are required to move from one division to another to see the working of other schools and exchange views.

(5) Primary school teachers in NEFA are given free quarters.

(6) Regarding provision of buildings, playgrounds and equipment etc., the position is that the school buildings are initially donated by the villagers and are maintained for three years after which they are taken over by the Government. Each school is provided with a playground which is also donated from the tribal public. All the equipment necessary to run elementary schools under the Basic system, is provided to each school.

(7) Mid-day meals has been made a regular feature in the Basic primary schools in NEFA. The school garden contributes largely to the mid-day meal of the children and this is also supplemented by voluntary contributions from the guardians.

(8) It is always the policy of the NEFA Administration to associate the tribal people with the development programmes. In education also, the teachers' quarters, the agriculture garden and play-grounds are all provided by the voluntary labour of the tribal public. For each school, there is a committee formed with the tribal people to look after the running of the school. The primary school as such joins in the village work such as building, repairing of roads and houses, and general cleaning of the villages and participating in the tribal festivals. All efforts have been made to see that the tribal people look upon the school as their own institution like Bachelor's dormitory or temple.

(9) Rs. 47.83 lakhs have been allocated for elementary education during the Third Plan. Out of this, Rs. 16.43 lakhs have been earmarked for buildings.

### ANNEXURE III

#### DEVELOPMENT OF PRIMARY EDUCATION UNDER THE THIRD FIVE YEAR PLAN (1961-62 AND 1962-63)

One of the most significant educational programmes included in the Third Five-Year Plan is the expansion of facilities for free and compulsory primary education of children in the age-group of 6—11. The object of this brief note is to review the progress of this scheme during the first year of the Plan.

2. It will be recalled that the target for the Third Five-Year Plan was to enrol 153 lakhs of additional children in cases I—V, thereby raising the total enrolment in these classes from 343 lakhs (or 61.1 per cent of the age-group 6—11) in 1961 to 496 lakhs (or 76.4 per cent of the age-group) in 1966. The target for 1961-62 was to enrol about 23 lakhs of additional children.

3. The experience of the working of this programme during 1961-62 has been encouraging. The statistical data that have been received from the representatives of State Governments and Union Territory Administrations (at the time of working-group discussions on the development programmes for 1962-63) regarding the enrolment at the primary stage are given in Table I enclosed. These show that the expected additional enrolment in classes I to V during 1961-62 is 35.51 lakhs as against the original target of about 23 lakhs for India as a whole. Considered separately for each State the achievement is substantially higher than the original target in Andhra Pradesh, Gujarat, Madras, Maharashtra, Punjab and Rajasthan. In Kerala,

Mysore, Orissa, Uttar Pradesh, West Bengal and most of the Union Territories, the targets originally envisaged in the State Plan for 1961-62 have not been available and as such, comparison of the achievement with the original targets has not become possible.

4. As regards the year 1962-63, the targets of additional enrolment recommended by the working groups for the primary stage total 36.26 lakhs as shown in Table I. This implies that the tempo of expansion created in the first year will be kept up in the second year also.

5. Table II gives a resume of financial allocations for the programme of elementary education in the State Plans. It must be stated, at the outset, that this allocation includes provision, not only for the age-group of 6-11, but also for the age-group of 11-14 and also some provision for pre-primary education.

6. It will be seen that the original outlay proposed in 1961-62 was Rs. 22.76 crores against which the estimated expenditure is Rs. 21.90 crores. The short fall is, therefore, negligible. The outlay proposed for 1962-63 by the State Governments was Rs. 33.07 crores and the working group increased it to 34.71 crores. The total of anticipated expenditure for 1961-62 and proposed outlay for 1962-63 is 56.61 crores or 27.4 per cent of the total outlay proposed for elementary education in the Third Five-Year Plan as a whole.

TABLE NO. I  
*Enrolment Envisaged in 1961-62 and 1962-63—Age-group 6-11*

State/Administration	Enrolment 1960-61	Expected Additional enrolment 1961-62	Total Expected Enrolment in 1961-62	Expected Additional enrolment in 1962-63	Total Expected Enrolment in 1962-63
(1)	(2)	(3)	(4)	(5)	(6)
(Figures in Lakhs)					
<i>State</i>					
Andhra Pradesh	28·20	1·80	30·00	2·50	32·50
Assam .. ..	10·60	0·80	11·48	0·80	12·22
Bihar .. ..	31·85	2·85	34·70	2·95	37·65
Gujarat .. ..	20·16	2·00	22·16	2·00	24·16
Jammu & Kashmir	1·97	0·23	2·20	0·23	2·43
Kerala .. ..	23·44	0·80	24·24	1·00	25·24
Madhya Pradesh	20·00	1·40	21·40	1·25	22·65
Madras .. ..	33·50	5·00	38·50	4·00	42·50
Maharashtra ..	39·88	1·68	41·56	3·25	44·81
Mysore .. ..	21·44	1·92	23·36	1·92	25·28
Orissa .. ..	10·00	1·70	11·70	1·70	13·40
Punjab .. ..	16·86	4·00	20·86	2·00	22·86
Rajasthan .. ..	11·50	1·90	13·40	1·90	15·30
Uttar Pradesh ..	40·43	4·14	44·57	6·00	50·57
West Bengal ..	28·52	4·32	32·84	4·00	36·89
TOTAL (STATES) ..	338·43	34·54	372·97	35·50	408·47

(1)	(2)	(3)	(4)	(5)	(6)
<i>Administrations</i>					
A&N Islands ..	0.033	0.006	0.039	0.007	0.046
Delhi ..	2.79	0.38	3.17	0.44	3.61
Himachal Pradesh	0.79	0.24	1.03	0.12	1.15
L. M. & A. Islands	0.034	0.003	0.037	0.003	0.040
Manipur ..	0.64	0.06	0.70	0.06	0.76
Nagaland..	0.205	0.026	0.231	0.018	0.249
NEFA ..	0.055	0.011	0.066	0.013	0.079
Pondicherry ..	0.345	0.024	0.369	0.204	0.393
Tripura ..	0.86	0.22	1.08	0.07	1.15
<b>TOTAL (ADMINISTRATIONS) ..</b>	<b>5.75</b>	<b>0.97</b>	<b>6.72</b>	<b>0.76</b>	<b>7.48</b>
<b>GRAND TOTAL ..</b>	<b>344.18</b>	<b>35.51</b>	<b>379.69</b>	<b>36.26</b>	<b>415.95</b>

TABLE NO. II

*Outlay on Elementary Education in State Plans—1961-62 and 1962-63*

States	Outlay proposed for 1961-62	Anticipated expenditure for 1961-62	Outlay proposed by State/Territory for 1962-63	Outlay recommended by the working group	Total of anticipated expenditure in 1961-62 and the outlay recommended by working group in 1962-63	Total allocation in the Third Five Year Plan	Percentage of expected outlay in the first two years of the plan to the total
(1)	(2)	(3)	(4)	(6)	(7)	(8)	(9)
Andhra Pradesh ..	93.63	93.63	147.83	175.89	269.52	1193.60	22.6
Assam ..	140.94	123.71	159.71	175.71	299.42	945.00	31.6
Bihar ..	195.81	186.00	264.07	264.07	450.07	1943.00	23.2
Gujrat ..	90.64	96.36	133.94	129.81	226.17	849.11	26.6
Jammu & Kashmir	16.83	20.57	27.01	37.01	57.58	194.58	29.6
Kerala ..	119.15	120.76	165.02	165.02	285.78	723.18	39.5
Madhya Pradesh ..	240.76	226.85	328.08	300.08	526.93	1749.73	30.1
Madras ..	174.30	116.84	288.50	273.82	390.66	1800.00	21.7
Maharashtra ..	59.71	102.77	93.00	193.00	295.77	1340.48	22.1
Mysore ..	132.33	135.64	167.62	190.62	326.26	1062.21	30.7
Orissa ..	81.36	66.13	117.01	117.01	183.14	1079.17	17.0
Punjab ..	65.92	62.55	184.83	184.83	247.38	870.96	28.4
Rajasthan ..	113.67	106.12	166.56	158.06	264.18	1046.75	25.2
Uttar Pradesh ..	407.43	432.17	540.50	596.06	1028.19	3387.74	30.4
West Bengal ..	171.82	171.82	312.07	300.00	471.82	1304.09	36.3
<b>TOTAL STATES ..</b>	<b>2104.30</b>	<b>2061.92</b>	<b>3096.35</b>	<b>3260.95</b>		<b>19489.66</b>	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Administrations</i>							
A & N Islands ..	7-91	8-15	9-46	9-46	17-61	37-41	47-1
Delhi ..	82-40	54-00	107-54	107-54	161-54	616-48	26-2
Himachal Pradesh ..	16-71	10-03	24-91	19-65	29-68	109-44	27-1
L. M. & A Islands	1-58	1-44	2-94	3-24	4-68	10-66	43-9
Manipur ..	11-75	11-60	10-61	14-52	26-12	58-77	44-4
Nagaland ..	7-43	4-65	12-45	12-45	15-17	66-21	22-9
NEFA ..	7-81	5-93	9-24	9-24	17-10	47-93	35-7
Pondicherry ..	8-53	7-57	8-90	7-69	15-26	50-64	30-1
Tripura ..	27-93	24-48	24-39	26-69	51-17	149-60	34-2
<b>TOTAL</b> (ADMINISTRATIONS)	172-05	127-85	210-44	210-48		1147-14	
<b>GRAND TOTAL</b> .. (STATES & ADMINIS- TRATIONS)	2276-35	2189-77	3306-79	3471-43	5661-20	20636-80	27-4

## ANNEXURE IV

*Name of District*

Item	Position as on (the prescribed data)
1. Total Number of Primary Schools.	
(a) Mixed.	
(b) Girls.	
(c) Total.	
2. Total number of children in Primary Schools	
(a) Mixed Schools	{ Boys Girls
(b) Girls Schools.	
(c) Total	{ Boys Girls
3. Total Number of Primary School Teachers	
(a) In mixed School	{ Men Women
(b) In Girls School	{ Men Women
Total	{ Men Women Total.

Teacher pupil Ratio	Number of Schools					Total	Remarks
	Single teacher	Two teacher	Three teacher	Four teacher	Five teacher		
0-10 ..	..	..	..	..	..	..	S1
11-20 ..	..	..	..	..	..	..	S2
21-30 ..	..	..	..	..	..	..	S3
31-40 ..	..	..	..	..	..	..	S4
41-50 ..	..	..	..	..	..	..	S5
51-60 ..	..	..	..	..	..	..	S6
61-70 ..	..	..	..	..	..	..	S7
71-80 ..	..	..	..	..	..	..	S8
81-90 ..	..	..	..	..	..	..	S9
90-100 ..	..	..	..	..	..	..	S10
101-and above ..	..	..	..	..	..	..	S11
<b>TOTAL</b> ..	..	..	..	..	..	..	

\*For explanation of these symbols, see next page.

Let S1, S2, S3.....S11, indicate the number of Schools, with teacher pupil ratio, 0-10, 11-20 etc.

Now, S1, S2, S3 and S4 do not need any additional teachers; they actually call for additional enrolment to get fully saturated. The need for additional teachers begins to be felt in S5, but they may some-how manage without an additional teacher. But Schools with teacher-pupil ratio above 50 cannot function properly without additional teachers. Taking 40 pupils as an optimum number per teacher, the number of additional teachers needed by

S6 Schools would be  $1/4 \times S6$   
 S7 Schools would be  $1/2 \times S7$   
 S8 Schools would be  $3/4 \times S8$   
 S9 Schools would be  $1 \times S9$   
 S10 Schools would be  $5/4 \times S10$   
 S11 Schools would be  $3/2 \times S11$

TOTAL \_\_\_\_\_  
 \_\_\_\_\_

## ANNEXURE V

### COMMUNITY PARTICIPATION IN MYSORE

With a view to establishing public cooperation in improving the condition of primary schools, School Betterment Committees have been constituted, one for every primary school. Except for the headmaster of the school (who is the member-secretary of the committee), all members are non-officials. The Chairman of the Village Panchayat is the chairman of the committee. The main functions of the committee are :—

- (1) Assessing the needs of the school from time to time;
- (2) Enlisting the co-operation of the parents and public to meet the needs of the school;
- (3) Collecting funds, gifts, donations in cash, kind and labour.
- (4) Improving school attendance of children;
- (5) Awarding of attendance scholarships and selecting children for supply of free mid-day meals;
- (6) Organisation and participation in school Betterment Conferences; and
- (7) And other items that may be in the interest of the school.

In many places, the Committees have been functioning well especially in collecting equipment funds for mid-day meals, etc. The total collections made in 1961-62 roughly amount to Rs. 22.50 lakhs. If the committees continue to function well and take active interest in the betterment of the school, the problem of finding funds for buildings, equipment, mid-day meals and incentives like attendance scholarships etc., will be solved to some extent.

In addition to the formation of School Betterment Committees, Taluk School Improvement Conferences are being held. Until now, such Conferences have been held at Bagalkote, where the Union Minister for Education Dr. K. L. Shrimali presided, at Navalgund, Udipi and Sirsi and another

one will shortly be held at Bilgi. Attempts are being made to hold conferences at other places. At these meetings, collections to the tune of Rupees 1 to 2 lakhs have been made and there has been a popular drive to interest the local people in providing all non-teacher items as much as possible.

*Statement showing the Collections and Donations made in connection with the Compulsory Primary Education Scheme in Mysore (1961-62)*

Name of the Division and Districts	Cash	Buildings	Equipment	Kind	Collections for mid-day meals
	Rs.	Rs.	Rs.	Rs.	Rs.
<b>I. Bangalore Division</b>					
1. Bangalore Dist. .. ..	2,02,628	35,200	—	—	—
2. Bangalore City .. ..	—	—	—	—	—
3. Tumkur Dist. .. ..	16,767	—	250	—	—
4. Kolar Dist. .. ..	7,957	2,100	8,939	2,229	1,210
<b>II. Mysore Division</b>					
1. Mysore Dist. .. ..	30,263	5,500	12,690	—	1,945
2. Mandya Dist. .. ..	1,84,496	63,980	69,983	—	—
3. South Kanara .. ..	3,09,882	1,42,946	2,700	23	4,098
4. Coorg Dist. .. ..	6,478	54,389	30,972	18,267	—
<b>III. Chitradurga Division</b>					
1. Chitradurga Dist. .. ..	36,364	5,000	11,102	116	—
2. Chickmagalur Dist. .. ..	9,459	8,000	—	—	—
3. Shimoga District. .. ..	18,784	6,316	—	450	3,512
4. Hassan District .. ..	171	—	—	—	—
<b>IV. Gulbarga Division</b>					
1. Gulbarga Dist. .. ..	21,201	—	2,482	457	—
2. Raichur Dist. .. ..	55,567	6,000	—	—	932
3. Bellary Dist. .. ..	24,709	79,946	857	8,340	13,219
4. Bidar Dist. .. ..	4,925	2,856	1,080	—	—
<b>V. Dharwar Division</b>					
1. Dharwar .. ..	1,43,089	11,351	—	12,623	—
2. North Kanara Dist. .. ..	86,000	—	—	1,50,000	—
3. Belgaum Dist. .. ..	2,378	2,015	857	18,520	—
4. Bijapur Dist. .. ..	1,94,668	73,725	11,927	4,618	—
<b>GRAND TOTAL</b> .. ..	<b>13,55,786</b>	<b>4,99,323</b>	<b>1,53,839</b>	<b>2,15,643</b>	<b>24,916</b>