

REPORT
ON
EXPANSION OF EDUCATIONAL FACILITIES
IN DELHI



MINISTRY OF EDUCATION
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REPORT

The influx of displaced persons particularly from West Pakistan, consequent upon the partition of the country, left a significant—almost phenomenal—impact on the Capital of India. The population of Delhi almost doubled overnight, rising from 7 lakhs in 1946-47 to 14½ lakhs in 1948-49, and has continued to grow since then. According to a rough estimate, the present population is about 22½ lakhs. This abnormal rise in population has brought in its wake many problems, the most important from the educational point of view being the admission of the growing student population to schools and colleges. Efforts of the Local Administration and the authorities of Delhi University, coupled with philanthropic enterprise, have, to some extent, mitigated the hardship caused to the large number of aspirants for education, but the problem has now assumed formidable proportions. This problem has been agitating public mind and causing serious concern to the Government for some time past. The relatively large number of students who fail to secure admissions to schools and colleges in Delhi naturally attracted the attention of the Parliament as well, and it was felt that a stage had reached where the problem should be looked at from a long term point of view taking into consideration the requirements of the metropolis during the next two decades. A Working Group comprising the representatives of the Local Administration, civic bodies, Delhi University and the Government of India was accordingly formed in August, 1959 under the Chairmanship of Shri P. N. Kirpal, Joint Secretary, Ministry of Education, to study the problem and submit its report to the Government.

The Working Group examined the different aspects of the problem, some of which were enormous. While the population has increased rapidly, educational facilities did not expand proportionately with the result that a large number of students cannot get admission to schools and colleges and have either to migrate to neighbouring States

like Uttar Pradesh and the Punjab or to resort to "teaching shops" which have sprung up in every nook and corner of the city, preparing students for examinations of universities which still allow such facilities to private candidates.

It will be observed from the figures contained in Appendix I that the student population of Delhi has trebled since partition. By the end of July, 1959, there were 243 High schools/Higher Secondary schools and 21 Arts and Science colleges excluding six professional and special types of colleges (College of Nursing, Lady Hardinge Medical College, Indian School of International Studies, Delhi School of Social Work, Maulana Azad Medical College and the Delhi Polytechnic). In order to satisfy the pressing demands of the students and also to avoid criticism, the University authorities reluctantly agreed to raise the limit of number of admissions to the various colleges. The steps taken in this behalf have, however, resulted in upsetting the relationship of numbers to the apparatus of education comprising classroom accommodation, library facilities, library space, teacher-pupil ratio and have also affected the quality of education, besides affording opportunities for acts of indiscipline among the students. There is, in addition, the difficulty of transport as a majority of the present colleges are located outside the campus and most of the new colleges will also have to be located in similar situations. The accommodation is scarce and creates no small problem. At one time there was a proposal to have a second campus in the south of Delhi but the idea had to be given up because it raised difficult problems of administration and discipline and also because it would not solve the problem of students being required to travel long distances every day involving loss of valuable time.

It may be mentioned that till recently a large number of students from Delhi were appearing in examinations conducted by the Panjab University both privately as well as through the Camp College. With the gradual closure of the Camp College through a phased programme

and the decision of the Panjab University to withdraw facilities till lately available to private students, it will become necessary to provide corresponding educational facilities under the University of Delhi. An idea of the number of additional students for whom facilities have to be provided from 1960-61 academic session can be formed from the fact that in 1958 alone the number of girl students from Delhi appearing in the various examinations of the Panjab University was 11,174.

The above is, however, one side of the picture. The other side is that land in Delhi is scarce. The demands on the Ministry of Works, Housing and Supply for land from all quarters—educational, cultural, industrial etc. is very heavy. With the Government's decision to give priority to slum clearance, that Ministry is faced with the problem of finding land for the rehabilitation of the ex-slum dwellers. Then there are complications with regard to the ownership of land or plots selected for schools and colleges.

Opening of new colleges should not necessarily lead to the lowering of educational standards. Every care has to be taken to ensure that the money as well as effort poured in to maintain standards of higher education is not neutralised by the invading tide of numbers and indiscriminate admission to the institutions of higher learning. Some steps have to be taken to regulate the quality and selection of students admitted to these institutions. It is unfortunately true that a large number of young men who join universities for higher education are intellectually ill fitted for it. This results in a large number of failures at the university examinations. The Central Advisory Board of Education, at its meeting held at Madras on 15th and 16th February 1959, reiterated the principle that "access to higher education has to be regulated by the adjudged capacity of students to benefit from higher education with due regard to the needs of backward communities."

Another important recommendation which the Secondary Education Commission made to relieve pressure on

universities` was the diversification of courses at the Secondary stage and the conversion of High schools into Higher Secondary schools. The existence of a variety of courses at the Higher Secondary level, with many of these courses having a vocational bias will make Secondary education a terminal point qualifying young persons to enter life. Although the conversion of High schools into Higher Secondary schools in Delhi has made great strides, the progress in the conversion of these schools into Multipurpose schools is hopelessly low. There was not a single Multipurpose school in Delhi at the end of 1958-59. The latest position is that there are 25 High schools and 218 Higher Secondary schools, of which only three are Multipurpose schools (two for boys and one for girls). Something, therefore, has to be done to accelerate the rate of conversion of Higher Secondary schools into Multipurpose schools and with that to expand facilities for scientific and technical education on a requisite scale at the end of the Secondary education stage.

At the Primary stage of education, the Government are already committed to achieve universal, free and compulsory education for the age-group 6-11 by 1965-66, i.e., by the end of the Third Plan period. This will naturally increase the demand for admission to Secondary schools and in turn to colleges and universities. This reality, coupled with the rapidly expanding population of Delhi, makes it imperative to plan for the opening of more schools and colleges and university centres. While the present policy of consolidation must go on, it will be necessary also to work for a planned expansion of education.

The Sub-Committees set up by the Working Group assessed the educational requirements of Delhi during the next 20 years keeping in view the likely increase in population. So far as the rural areas of Delhi were concerned, the problem was considered to be negligible as there was little likelihood of any substantial increase in the rural population. At the most only a few more girls' schools

might be needed in the rural areas. The problem was confined to urban areas, particularly the new colonies. It was observed that the planners of colonies did not give the requisite attention to educational needs and in most of the colonies sites for schools and colleges were not properly provided. A statement showing the requirements of additional schooling facilities in the urban areas at the Primary, Middle and Higher Secondary levels during the next four quinquennia was prepared (Appendix II). It was estimated that by the beginning of the fourth quinquennium, i.e., 1976-81, the population of Delhi might be about 35.7 lakhs and on an average of 200 students per school, 1712 additional single-section Primary schools would be needed to cater for the increase in the population of the age-group of 6-11 years. These schools would have to be manned by 8,560 teachers. Similarly 652 Middle schools with 5,868 teachers would be required for Middle school education, each school catering for 250 students. At the Higher Secondary level, 532 additional schools would be needed with 4,740 teachers, each school catering for 200 students with double sections.

As regards the projection of schools during the four quinquennia locality-wise, it was thought that further examination would only be possible after the projected survey of the localities, which was being undertaken by the Delhi Municipal Corporation, was completed. It was also hoped that by that time the Master Plan for Delhi would also be available and could be made use of profitably in projecting the requirements locality-wise. A Committee comprising the representatives of the Local Administration, the Municipal Corporation and Town Planning Organisation was formed to prepare a detailed estimate of the requirements (including sites for school buildings) locality-wise during each quinquennium.

In the field of higher education, it was estimated, considering the increasing number of students completing Higher Secondary education each year, that the present university population of about 20,000 might increase to

about 80,000 by the end of the second decade. Allowing for various kinds of canalisation of the school population into polytechnics, Multipurpose schools, and also assuming that there might be increased opportunities of gainful employment for school-leavers, it would still be necessary to provide for about 60,000 colleges students. This means that accommodation for twice as many more college students as there are today will have to be found in the next few years. If it is considered desirable that the average size of a college should be about 1,250 students, this would require something like 32 additional colleges; and if the rate of expansion is reasonably staggered, this would mean adding roughly three colleges every two years to the present number of colleges. In terms of space this may mean, on conservative estimates, 10 acres of land per college and a total of 320 acres would have to be provided in the course of the next 20 years for college campuses alone. In addition, it would be necessary to provide for playgrounds etc., on a suitable basis which may have to be generally available to a number of colleges.

But rising economic levels do not always produce a great increase of college students. University education cannot be related to the population figures. It is impossible to go on increasing colleges and universities as population increases. It may, therefore, be necessary to think in terms of a fixed number of university students for a number of years. We may have to stabilise the university population in Delhi at about 50,000 in the next 20 years.

The Working Group also considered a suggestion by a Member of Parliament regarding provision of college and university education to all those who seek it, but came to the conclusion that such a proposition would be impossible considering the large number of students passing out of Secondary schools, the present financial resources available for education and in the interest of maintaining standards of higher education. The only practical solution will be to have a more diversified system

of education in schools rather than provide seats in colleges for all the students including third-divisioners who have no aptitude for higher education. There was also a suggestion to the effect that a new university should be established in Delhi if the efficiency of the present University was to be maintained. But this is mainly an administrative and organizational question, and does not materially affect the problem of increased facilities for college education.

The Working Group did not go into the question of financial resources for the estimated requirements, as the same will mostly depend upon the allocations for education in the Third Five-Year Plan for the territory of Delhi as well as the normal increase in budget grants. Philanthropic enterprise in the field of education particularly in the metropolis, may be expected to rise to the occasion, as already stated, and will be an important contributory factor in any scheme for the development of education in this country. The details of the scheme for expansion of educational facilities in Delhi in the light of this report will have to be examined by the appropriate authorities within the scope of financial resources available to them from time to time.

The projections indicated in this report are based on existing trends which do not, naturally, take into account many uncertain factors in the situation; the operation of these factors may possibly alter the calculations appreciably. This warning is particularly relevant to the figures worked out at the stage of higher education. Restriction of admissions to the university or an unforeseen expansion of facilities for employment of High school leavers may make substantial reductions in the numbers shown here; on the other hand a general increase in the numbers seeking admissions to universities may result from an unforeseen accentuation of the present trends. In any case, the provision of facilities for university education will have to

be determined on the basis of a large number of factors other than increases in population.

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23-6-60

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APPENDIX I

Delhi—Area 578 sq. miles

Number of Educational Institutions and the Number of Pupils on Rolls

(Figures in brackets denote the number of pupils)

Year	Population Approximately	No. of Universities	No. of Colleges	Number of Schools			Total
				Secondary	Middle	Primary	
1946-47	7,50,000				358(77,702)		358(77,702)
1947-48		1	7(4,232)		106(26,475)	248(52,910)	362(83,617)
1948-49	14,60,000	1	14(5,505)		141(33,614)	377(74,777)	533(1,13,896)
1953-54		1(1,194)	20(12,903)	109(93,355)	103(36,340)	534(99,114)	767(2,42,906)
1954-55		1(1,234)	20(13,973)	135(1,08,899)	668(1,45,575)		824(2,69,681)
1955-56		1(1,484)	23(15,714)	145(1,26,099)	668(1,52,828)		837(2,96,125)
1956-57		1(1,677)	26(15,846)	177(1,45,885)	684(1,62,923)		888(3,26,331)
1957-58		1(1,726)	27(16,715)	188(1,49,265)	580(1,71,998)		796(3,39,704)

APPENDIX II
PRIMARY EDUCATION

1961-62

1. Estimated population in urban area of Delhi during 1960-61	21 lakhs
2. Estimated population in urban area of Delhi during 1965-66	25 lakhs
3. Increase in population in urban area by the end of 1965-66	4 lakhs
4. Percentage of children in the age-group 6-11, to the total population	12.5 per cent
5. Increase in population in the age-group 6-11 by 1965-66	50,000
6. Estimated number of children unprovided for in the age-group 6-11 @ 17%	44,500
7. Total additional seats required by the end of 1965-66	94,500
8. No. of additional Primary schools required at the rate of 200 students per school	472 single-section schools
9. No. of teachers required at the rate of 5 teachers per school	2360 teachers

1966-71

1. Estimated population of Delhi (in urban area) in 1966	25 lakhs
2. Estimated population of Delhi (in urban area) in 1971	30 lakhs
3. Increase in population of Delhi (in urban area) in 1971	5 lakhs
4. Percentage of children in the age-range 6-11, to the total population	12.5 per cent
5. Increase of population in the age range 6-11	62,000
6. No. of additional Primary schools required at the rate of 200 students per school	310 single-section schools
7. No. of additional teachers required at the rate of 5 teachers per school	15,50 teachers

1971-76

1. Estimated population of Delhi in urban area in 1971	30 lakhs
2. Estimated population of Delhi in urban area in 1976	35.7 lakh

3. Increase in population of Delhi in urban area in 1976	5.7 lakhs
4. Percentage of children in the age-range 6-11, to the total population	12.5 per cent
5. Increase in population in the age-range 6-11	71,000
6. No. of additional Primary schools required @ 200 students per school	355 single-section schools
7. No. of additional teachers required @ 5 teachers per school	1,775 teachers

1976-81

1. Estimated population of Delhi in urban area in 1976	35.7 lakhs
2. Estimated population of Delhi in urban area in 1981	45 lakhs
3. Increase in population of Delhi in urban area 1981	9.3 lakhs
4. Percentage of children in the age-range 6-11, to the total population	12.5 per cent
5. Increase of population in the age-range 6-11	1,15,000
6. No. of additional Primary schools required @ 200 students per school	575 single-section schools
7. No. of additional teachers required @ 5 teachers per school	2,875 teachers

HIGHER SECONDARY EDUCATION

1961-66

1. Population in urban area of Delhi in 1960-66	21 lakhs
2. Percentage of population in age-group 14-17 years	6.6 per cent
3. Estimated population in the age-group 14-17 years in 1960-61	1.38 lakhs
4. Estimated enrolment in classes IX-XI in 1961 @ 36 per cent	49,680 or 227,50,000
5. Estimated population in urban area of Delhi in 1966	25 lakhs
6. Estimated population in 1966 in the age-group 14-17 years @ 6.6 per cent	1,65,000
7. Estimated enrolment in classes IX-XI in 1966 @ 36 per cent	59,400
8. Additional seats required during 1961-66	9,400
9. Number of schools (double-sections)	47 schools
10. No. of teachers required for these schools @ 2½ teachers per section or 15 teachers per school of 6 sections IX-XI	705 teachers

HIGHER SECONDARY EDUCATION

1966-71

1. Estimated population in urban area of Delhi in 1971	30 lakhs
2. Estimated population in age-group 14-17 in 1971	1.98 lakhs or say 2.00 lakhs
3. Estimated population in the age-group 14-17 attending schools in the year 1971 @ 50%	1,00,000
4. Additional seats required during 1966-71 in Higher Secondary classes	25,750
5. No. of schools (double-sections) IX-XI required at 200 students per school	128 schools
6. No. of teachers required for these schools @ 2½ teachers per section or 15 teachers per school of 6 sections IX-XI	1920 teachers

1971-76

1. Estimated population in urban area of Delhi in 1976	35.7 lakhs
2. Estimated population in age-group 14-17	2.36 lakhs
3. Expected population in the age-group attending schools in the year 1976 at the rate of 65 per cent	1,53,000
4. Additional seats required during 1971-76 in Higher Secondary classes	23,340
5. No. of schools (double-sections) IX-XI required at 200 students per school	117
6. No. of teachers required for these schools @ 2½ teachers per section or 15 teachers per school of 6 sections IX-XI	1,755

1976-81

1. Estimated population in urban area of Delhi in 1981	45 lakhs
2. Estimated population in age-group 14-17 in 1981 at the rate of 6.6 per cent	2,97,000 or say 3,00,000
3. Estimated enrolment in Higher Secondary classes in 1981 at the rate of 75 per cent	2,25,000
4. Additional seats required in classes IX-XI during 1976-81	48,000
5. No. of schools (double-sections) IX-XI required at 200 students per school	240 schools
6. Number of teachers required for these schools at the rate of 2½ teachers per section or 15 teachers per school of 6 sections IX-XI	3,600 teachers