



GOVERNMENT OF BIHAR

# MEMORANDUM

*to the*

EDUCATION COMMISSION

GOVERNMENT OF INDIA

1965

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GOVERNMENT OF BIHAR

MEMORANDUM TO THE EDUCATION COMMISSION

P A R T - I.

P R O B L E M S O F E D U C A T I O N

I n t r o d u c t i o n

This is the 18th year of our Independence. The last year of our 3rd Five Year Plan has just ushered in. During this period, expansion and development of educational facility has been quantitatively impressive, inspite of the fact that we were constrained to revise our targets owing largely to real difficulties like financial stringency and the situation emerging from the Chinese aggression. The pace of expansion and development is expected however, to progress in the normal logical sequence as a result of the impact of what has been done already. With favourable conditions restored, even the earlier targets may be revived and fulfilled in successive years. The principal need, however, in the field of education, will be to consolidate the gains already made and to strengthen the development made on a sound footing.

2. Since the publication of the report of the Radhakrishnan Commission on University Education and that of the Mudaliar Commission on Secondary Education, which have helped the reshaping of our educational pattern and policy, many developments have taken place in the economic, social and other fields and it is now appropriate to reassess these. Such a re-assessment need not, however, lead us to endless experimentations. The purpose of the re-assessment

would be to review the present position in the light of experience and development in various other fields, not only in this State but in the country as a whole as well as with an awareness of our resources, so that we are to approach the problem in its entirety realistically. No doubt, this would, if it is felt, lead to suitable adjustments in the existing policy and pattern of education.

3. After Independence some of the old problems have disappeared and new ones have been thrown up by historical and political forces. Some of these are of national importance and have to be considered in their proper perspective. Such for example is the language problem, which in its practical aspect would influence the teaching of languages, the medium of instruction and the medium of examination at all stages, from the elementary to the university, throughout the country.

4. In any programme of planned development and more so in the educational, the unity of the country and its integrity have to be <sup>the</sup> sine qua non and the objective has to be to strengthen this unity and integrity. In assessing the educational problems of the country, in considering the pattern, the curriculum, the standards, the problems of teachers, the question of discipline, national considerations have to be given due weight. There may be certain special problems created by circumstances of a local nature of which suitable solutions would have necessarily to be found, but these could not make us lose ~~sight~~ sight of the basic needs and problems of the country as a whole.

5. It is in the light of what has been said above that the State Government would draw the attention of the

~~State Government~~

Education Commission to some of the more important of those problems. This memorandum would not deal with all the problems related to education in their various aspects. These may, however, come up for discussion with the Commission at the appropriate time.

DURATION, PATTERN AND OBJECTIVES OF EDUCATION.

6. Bihar has already accepted a pattern of school education which extends over a period of 12 years, of 3 years for the first University Degree and another 2 years for the Post-Graduate Degree. The 12 year period includes classes I to VII for elementary education, classes VIII to XI for Secondary education and the extra 12th year for the Higher Secondary. For those who pass the Secondary School Examination at the end of class XI and desire to join the universities, there is provision for a one-year Pro-University course before they are admitted to the 3-year degree course or to the technical or professional courses. There is need for evolving an integrated pattern from the elementary to the university stage with clear objective and well defined characteristics for each stage. Our immediate objective for the elementary stage is compulsory and free education. The elementary stage has to aim at providing a general education up to the middle standard and to prepare the young children for higher studies by creating in them an inquisitiveness and awareness which will awaken them to the pursuit of higher study. It should be aimed that every child, on completing his elementary education, should proceed to the secondary stage. Nonetheless, there is strong reason for imparting the elementary stage a self-contained education.

7. The secondary stage has been universally recognised to be a very important link in the chain of education. If properly organised this stage should mark the terminal point for vast bulk of students. Only the more gifted ones should go for higher education. It would be necessary, therefore, to plan programme of this stage carefully to meet the requirements of the community and the employers for almost all types of vocations, except the higher professions for which more specialised knowledge and skill is necessary, which the universities would provide. This stage has to mark out the interests and propensities of individual students in the different fields and to equip those who are suitable for receiving higher education.

8. The Universities should be able to provide higher education of the very best type so that a student on leaving the university is found to be really equipped with specialised knowledge and skill in the particular field of his choice or has obtained a general education of a higher standard to enable him to take his proper place in society and in general vocations.

9. It would thus appear that considerable care and thinking is necessary in planning education at the junction stages, namely in classes VIII and IX of schools the period between the close of the elementary education and the beginning of the diversified courses at the secondary stage. It may be proper to provide a general education in class VIII with a view to preparing the students for choosing the right sort of electives in class IX which class will be the period for judging the suitability of a student for offering a particular elective group of subjects in classes X, XI and XII.

10. Similarly, the final stage of the Higher Secondary School and the present Pro-University class form an important link between the secondary and higher education. The Pro-University course was meant to be interim. The real object was to convert all High Schools to Higher Secondary ones as early as it was possible to do so. The position, however, is that this interim arrangement is likely to be a prolonged one. This being so, we have to plan our courses on the basis of the Pro-University and the Higher Secondary existing side by side. What follows is that the objectives which guided the introduction of the Higher Secondary course and the 3-year degree course are still far from being achieved. Neither the Higher Secondary ~~course~~ nor the 3-Year Degree Course has yet proved its worth. The main difficulties of the Higher Secondary course are the non-availability of qualified teachers and the inadequacy of equipments, specially those for teaching Science subjects.

11. The 3-Year Degree Course, as it is at present, has not yet made its full contribution to the raising of the standard of education of this stage. Degree Part I has really remained a remnant of the final year of the old Intermediate and it has not integrated itself fully with the other two years of the Degree Part II course. Thus, the purpose of removing the load of the Intermediate course from the University has not been fulfilled and the load has continued to be as before. If the standard of attainment of the Degree Course is not fully maintained, its adverse effect becomes reflected in the standard of attainment at the Honours and Post-Graduate level.

12. It is necessary, therefore, to raise the standard of teaching at the Higher Secondary stage by providing

better equipment and more qualified teachers and by increasing the pace of the upgrading of Secondary to Higher Secondary schools. To attract qualified teachers, improved conditions of service have to be provided, specially in the background of the improvements made in this direction at the University stage, of which Pre-University classes at present also form a part. Besides, in the light of what has been said earlier, there would be need to have a uniform course for the Higher Secondary class (Class XII of the Higher Secondary Schools) and the Pre-University class and conditions to be created academically to attract students to the Higher Secondary course. This would progressively help to replace the Pre-University by the Higher Secondary.

13. The Universities should develop purely as seats of higher learning. Very specialised knowledge in the different branches of study should be available at the Honours and Post-Graduate stages. For the pass degree a general education of a high standard should be provided. To meet the above requirement, there will be need for sufficient funds and high class equipments and well-paid and adequately qualified teachers.

14. The curriculum for the different stages has to be guided by the objectives set forth for each stage in the general pattern of education.

#### CURRICULUM FOR THE ELEMENTARY STAGE.

15. The curriculum for the elementary stage mainly follows the basic pattern of education. For every child, this stage should provide the imparting of knowledge and skill, not only of the three Rs' but also in a practi-

practical comprehension of the environment as well in a suitable practical craft. This stage should really be foundational for further school education. There is, however, a feeling that our young boys and girls are being burdened with too many subjects at the elementary stage. In drawing up any curriculum for this stage, therefore, a proper balance will have to be maintained, a balance between providing a wide variety of knowledge and a clear firm grasp of elementary basic knowledge in essential subjects as well as skill in some suitable craft.

CURRICULUM FOR CLASSES VIII AND IX.

16. The curriculum for class VIII should be planned on the basis of a suitable general education for those going up for the Secondary/Higher Secondary course. In effect, this year should be an extension of elementary education seeking to fuse with secondary education. The curriculum for class IX should be in the nature of a preparatory curriculum for the Secondary/Higher Secondary stage. In this class, the pupil has to be helped to choose his a particular stream for his Secondary/ Higher Secondary stage.

CURRICULUM FOR THE SECONDARY AND HIGHER SECONDARY STAGE.

17. The curriculum for the Secondary/Higher Secondary/ Pre-University stage has many-sided demands on it. It has to provide a sound general education for those for whom this stage will be terminal and who are not planning for any specialised vocations. The curriculum at this stage has also to be job-oriented so as to be related to the vocational streams of a multipurpose school. Apart from these, the curriculum should provide Higher Secondary

Education of a sufficiently high standard to serve use-  
~~fully as a preparation for the higher courses in the~~  
University.

18. The Secondary Education Committee appointed to advise the State Government on the different aspects of Secondary Education has recommended that the syllabus for classes X, XI and XII should be an integrated one. One of its units should relate to the two years of classes X and XI of the High/Higher Secondary Schools and the other to the final year of class XII of the Higher Secondary School or the Pre-University class, which for the present, is attached to the Universities. The first unit of the syllabus should aim at providing a sound general education. It should also provide for studies in the vocational streams. The second unit should deal with more intensive study of the electives in which pupils would acquire higher knowledge and skill, besides a strong foundation for higher education at the University stage for those who aim to go up for it.

19. It has been proposed that there should be a common examining body for the Pre-University and Higher Secondary courses and there should be an external examination at the completion of the first unit of the syllabus at the end of class XI of Secondary Schools for those who want to join the Pre-University class. The above recommendations may form a basis on which to plan the curriculum for the Secondary/Higher Secondary/Pre-University stage.

20. A Committee under the chairmanship of the Director of Public Instruction and consisting of the representatives of the Universities and Boards in the State is at present working on the unification of the Higher



Secondary/ Pre-University syllabi and the provision of a suitable examining body.

CURRICULUM FOR THE UNIVERSITY STAGE.

21. The curriculum for the 3-Year Degree Course should be an integrated one and provide for a general education of a sufficiently high standard for the pass students and in addition a specialised knowledge in a selected branch for students offering the Honours course so as to aim at achieving equivalence in standard with the Honours Degrees of some of the Universities of the West. At present, the gap is wide enough.

22. The Master's Degree provides specialised knowledge in a particular field. The standard of the Master's course would very much depend on the standard attained at the Honours stage. There is a considerable body of opinion which holds that in order that the Honours Degree/ should be able to reach much higher standard than what it does at present, the Honours curriculum may extend to three years after Degree Part I and the Master's degree should be awarded on the basis of further specialisation and research in the Honours subject and this could be awarded one year after the Honours course. Thus, if this view prevailed, after the Higher Secondary course the Master's course would take 5 years as hitherto, Honours course 4 years, and the pass Degree course 3 years and the curricula could be shaped accordingly.

23. Normally, an Honours Degree should be sufficient to meet the demands of the highest professions of a non-technical nature including the standard of knowledge and attainment for the All-India competitive services.

The Master's Degree should be as specialist's degree essential only for those who opt for the profession of teaching or for higher research and training. This is one of the ways in which the standard of the courses at the University stage could be raised.

#### STANDARD OF EDUCATION.

24. Though we have made considerable progress in the development and expansion of education at all the stages, we have not been able to achieve the requisite standards from the point of attainment of the pupils at the different stages. Our alumni often do not compare well with corresponding products of the advanced countries. There is a feeling that standards have fallen during the last two or three decades. There may be understandable reasons for this. Education in the earlier years was meant for the few and for selected classes. Apart from those possessed of high merit, who were not fettered by poverty or other deterrents or who managed to get over them, the pupils came from families with background of education. The over-all percentage of those receiving education was negligible in relation to the population. Today, we have to meet the demand for education amongst the masses, rightly created by social, political and economic forces. The <sup>number</sup> number involved is perhaps unparalleled for any other developing country of the world. It is difficult, very often, to manage the expansion with a high level of standard during the early stages of development. Emphasis, therefore, is now clearly needed on consolidation of the position and on the raising of standards.

STANDARD OF SCHOOL EDUCATION:

Elementary Stage.

25. For Planning education for any stage it is necessary to be clear about the objectives of that stage. The objectives for the different stages of education-Elementary, Secondary and University have been referred to broadly earlier while dealing with the pattern of education. At the elementary stage the need is for providing a general and, more or less, self-contained education and for preparing the minds of the young pupils for higher studies by creating in them an awareness and interest in their surroundings, and to awaken in them the pursuit of higher knowledge. The need is for suitable curriculum, properly trained teachers, teaching equipments including good text-books and suitable buildings. Since we have to arrange for education on a gigantic scale in the elementary schools and they extend to remote places there is need for an efficient machinery for supervision and co-ordination. This is necessary not only to keep in check the standard of teaching imparted from falling, but also to give practical guidance to the teachers, giving their programme of teaching a meaning and direction.

26. Since raising the standard of Elementary education is a problem of vast magnitude, it may perhaps be wise to plan it as model educational projects in selected areas in each district or sub-division where elementary schools can be developed on model lines. Such a step is likely to serve as a model to the other areas in the district/sub-division and at the same time impress it clearly on the minds of the teachers and the inspecting staff as to what is expected of elementary schools.

The <sup>in</sup> emphasis may be on gradually extending the area of these model educational projects.

27. The revival of the old Middle school examination as the external examination at the end of the elementary school may further help to tone up the standard of the elementary schools and the State Government has been giving thought to this.

Secondary Stage.

28. So far as the Secondary stage is concerned, the main problem relates here too, to the provision of properly qualified and trained teachers, specially science teachers, provision of equipments and laboratories and good text-books. The problem of teachers can be met by provision of adequate number of training institutions and special courses in Science and other subjects for Higher Secondary school teachers. The question of giving the teachers engaged in secondary education including higher secondary education reasonable scales of salary has been examined by the Bihar Secondary Education Committee. The matter is receiving consideration of the State Government. It has assumed an added importance both because the Pre-University classes have to be replaced gradually by higher secondary teaching at the school stage and also because teachers in the college and Universities have now had improved scales approved for them by the University Grant Commission. Provision of good equipments requires substantial funds and one of the main handicaps in the progressive upgrading of High Schools to Higher Secondary schools ( and also of Primary Schools to Middle Schools) is the inadequacy of funds. Even where funds are

available, it has been difficult to provide a good laboratory due to large number of sub-standard products flooding the market. There is need, therefore, for the establishing of some institution for standardising equipments. Only those equipments which bear the standardised marks should be permitted to be provided. As regards text-books this State has set up a Text-Book Corporation for producing and supplying text-books at reasonable prices. One of the difficulties experienced both with regard to elementary and secondary/Higher Secondary institutions is the absence of regular follow-up of inspections. This affects, in its turn, the quality of inspection. A tightening of the latter is possible through the existing machinery but the former calls for the creation at the two stages of school education suitable agencies for the purposes.

#### EDUCATIONAL GUIDANCE AT SECONDARY STAGE.

29. Since the Secondary stage provides for different streams, it is necessary that there should be an efficient machinery for Educational and Vocational Guidance. This State has an Educational and Vocational Guidance Bureau. But it has not been possible to extend its working so as to cover all the Secondary Schools of this State. Its main difficulties are these of personnel and funds and also the fact that parents and pupils are not guidance-minded and they prefer to follow a course of study according to their own individual ambitions of pupils, which may be unrelated to their actual abilities and real propensities. Here again, it may be helpful if the guidance programme is organised in the form of model projects in selected urban areas and the results thus gained utilised to publicise the programme among parents to enable them

them to realise the value of guidance. They will then be more inclined to follow the guidance offered. The model areas could be gradually extended according to the availability of resources and in the light of experience gained.

#### Assessment of Work of Pupils

30. Apart from the external examination at the end of the Secondary or the Higher Secondary course, there should be regular internal checks not necessarily in the nature of formal examinations, but by way of regular class work, home work or periodical tests. This should invariably be a part of the High School/Higher Secondary School curriculum. In this State, we had experimented with the system of internal assessment in schools for almost a decade, but this had to be withdrawn as it led to undesirable malpractices. Even if there is no formal system of internal assessment or of giving weightage to it in the final external examination, there should be an affective system of regular work. This is an aspect, which needs due consideration. It can be an important factor in the matter of maintaining proper standard in schools.

#### STANDARD AT THE UNIVERSITY STAGE:

31. The causes that are responsible for fall of standard at the University stage have been briefly referred to earlier. To achieve the objective of this stage, it is necessary that the University should be relieved of the Pre-University classes. The Universities can then concentrate on Honours and Post-Graduate Degree, apart from the general pass degree. The introduction of the new scales of pay laid down by the University Grants Commission and the upgrading of scales of pay in the aided recognised

colleges and a suitable machinery for recruitment of teachers, as we have in this State, may now help to attract better type of students to the job of a University teacher. In determining promotions to higher grades of the University teachers, due emphasis should be laid on the attainments and the ability for teaching and research. In the field of teaching and research a more important consideration than seniority alone should be the teachers' attainment of knowledge, his desire to augment it and his ability to communicate it. In order to provide incentive to a good scholar and teacher to stay and work in the University, there should be provision to allow similar ranks to teachers, who answer to a prescribed high standard of qualification, research experience and ability as a teacher. A rigid limitation in the number of higher posts e.g. Professors and Readers to which teachers could aspire only in order of seniority, kills incentive for scholarship and research. The number of higher posts in a University should be determined by the quality of its teachers. The financial implications of it may be great but no price should be too high for raising the standards at the University. Solutions have to be found.

32. Attention has been already drawn to the need of <sup>a</sup> re-thinking on the present structure of the Pass, Honours and Post-Graduate courses in order to raise the standards at the University stage. By a proper raising of standard at the Higher Secondary stage and by providing more job opportunities at the end of that stage, the rush for University education could be controlled. The growth of institutions of higher education with indifferent standard of equipments and poor library facilities do more harm than good to the maintenance of a proper standard

at the University. This should be effectively checked by prescribing higher standards for affiliation. In this State, some check has been provided. The affiliation of every new college has to be approved by the Bihar University Commission and not merely the vote of the Senate of a University.

33. Considerable emphasis should be laid in the University on Seminar and tutorial work under the guidance of experienced teachers. It is also necessary to ~~include~~ inculcate and develop reading habits amongst the students by insisting on their reading a certain number of selected books during each term and of submitting book reports to their teachers. All these may be given suitable recognition in the final assessment of the pupils.

#### Age Restrictions

34. One of the important factors, which determines the ability of a pupil to profit by a course is his appropriate mental development to take up the course. It is often seen that by entering any stage of education at an age which is not mature enough for it, the pupil not only does not profit by the course fully, but the chances of his future development are also adversely affected perhaps irremediably. It is, therefore, necessary that the minimum age should be prescribed for all stages of education. With a pattern of 12 year education for the schools, it may be appropriate to have broadly the following minimum age for the different classes :-



<u>Class</u>	-	<u>Age</u>
I	-	6 +
II	-	7 +
III	-	8 +
IV	-	9 +
V	-	10 +
VI	-	11 +
VII	-	12 +
VIII	-	13 +
IX	-	14 +
X	-	15 +
XI	-	16 +
XII	-	17 +

35. The minimum age for entrance to the first year Degree Course in the University would thus be 18 +. For most of the technical and professional courses, the minimum age limit has been already laid down in this State. There is no such restriction for the general courses. For the first few years till the people get properly adjusted to ~~the~~ <sup>the</sup> restriction of minimum age limit, it may be made relaxable by a year or so. It would be good if a pattern is laid down on an All-India basis.

#### EXAMINATION AND EVALUATION.

36. In spite of the general opinion about the inadequacy of the external examinations at the end of a course, as conditions prevail in the country, they have necessarily to continue. Reference has been made earlier of the system of internal assessment for the pupils of secondary/ higher secondary stage. This system did not prove to be free from difficulties and in fact, it led to a number of mal-practices which were worse than what

the system sought to cure. Ultimately this had to be withdrawn. It cannot be denied, however, that there should be a proper system of assessment and evaluation in the schools as well as in the Universities and ~~in~~<sup>proper</sup> emphasis should be laid on the class and tutorial work in schools and colleges. At the school stage, the proper organisation of regular class work and tests should be an important criteria for assessing the working of a school as well as for judging the work of the individual teacher. Regular class work of this nature not only helps to ensure regularity on the part of the pupils, but also provides opportunities to the teacher to assess the results of his own teaching. At the University stage, the seminars, tutorials, and library work can be made to count more effectively in assessing the pupils' work in the different terms. At the Honours and Post-Graduate stages, the written papers should be supplemented by viva-voce tests on the subject matter of the course to test if the student has been able to assimilate what he has studied and has been actually able to profit by the courses. It is for consideration how these can be achieved.

#### THE PROBLEM OF WASTAGE.

##### Elementary Stage

37. One of the problems with which we are faced at the elementary stage of education or for the matter of that, at the secondary stage also, is the problem of wastage. It would appear that as much as 68 to 70 per cent of the pupils in Class I of Primary schools drops out by the time class V is reached. An appreciable percentage drops out further without completing the elementary stage at class VII. This really nullifies the programme of elementary education in so far as the net result is concerned.

38. One of the principal causes of this is the economic condition of the people. In the rural areas, the child is an essential part of the economy of the family in as much as he looks after the cattle, collects fire-wood and participates in other odd jobs while the parents go out for work. By putting the child in the school, the parents lose an important source of income. Another point is that these children have neither the facilities nor the necessary environment or background for interest in reading at home and in many cases they continue at school in the face of discouragement from home.

39. Another factor is the lack of proper interest on the part of the teacher and the school. It is expected that, in his own way, the teacher commands the respect and confidence of the people among whom he works. He should be able to educate the guardian about the advantages of sending the child to school in the child's interest even at some sacrifice to the family and also learn not to take his job and his income for granted and consider his role to be just that of teaching those pupils who may happen to attend the school.

40. It is a difficult problem and has to be overcome with patience and determination. Besides removing the present overcrowding of school, <sup>the</sup> first thing necessary in this connection is to bring about conditions in which the parents or the guardians are attracted to send their children to school. There is provision for free education in this State for boys up to class V and for girls up to Class VII. It may have to be examined if the facilities of free education could be extended up to class VII for boys ~~and~~ also. Apart from the question of free education, the pro-

provision of free books as well as free mid-day meals to children at the elementary stage would be a further incentive to the parents to send their pupils to school. The guardians and parents also need to be educated in the benefits of education and other development programmes. A vigorous campaign for adult literacy might help to arouse in them an awareness of the need for education. Besides, in order to promote responsiveness in them, holidays and vacations in schools may be made to synchronise with the busy periods for agricultural operations, so that their children may be available to render odd jobs at home, when they themselves are busy in their fields.

41. It is to be considered how to provide the proper motivation to the teachers for a proper followup by them of the work of their pupils. The ~~pupils and teachers~~ teachers should be familiar with the whereabouts of their pupils and when they find some of them dropping out, they should be able to get into touch with their parents and try to bring them back to school. In assessing the work of a teacher, this side of his work should receive due consideration and therefore, the inspecting staff's vigilance is vital to the eradicating of this evil.

#### SECONDARY STAGE.

42. The problem of wastage at the Secondary stage arises mainly due to failure, as a result of continued deficiency in one or more subjects. This itself arises from his inability to profit from a Secondary school course, wrong choice of subjects and lack of proper interest on the part of teachers. The economic factor however is also responsible for the dropping out of pupils

before completing the Secondary stage. Results of various studies have shown that the highest failure at the Secondary stage owes itself to English. It is for consideration if failure in English should still make students eligible for a pass certificate ( without English) and that only after passing in it should they be regarded as qualified for entrance to a University. This may eliminate an important cause of failure and consequent wastage at the secondary stage.

### THE TEACHING OF LANGUAGES.

#### The place of Hindi

43. One of the questions that has assumed considerable importance in recent years is the teaching of languages at the different stages of education. India is a multilingual country. For more than 200 years during the British rule, English continued to be the official language. The Indian languages had the status of native vernaculars and enjoyed little prestige in official or social life. With the coming of Independence and indeed long before it, it began to be realised that the Indian languages had to take their rightful place in the life of the people. Educationally also, it was apparent that the mother-tongue could be the best medium for imparting education. It had a vital role in the balanced development of a person. In the teaching of languages, therefore, the mother-tongue has to have the most honoured place. But as has been said above, India is a multilingual country and English being a foreign language, it is difficult for it to become at any time the language for inter-communication for the vast masses of the people. So need was felt for some common indigenous language in the country, which should be the most widely

understood in the country and should be able to serve as the language for inter-communication among the people. In a democracy, the language of the people has to be the language of administration and hence there was need for an Indian language to have the status of the national language for the country. It was, thus, that Hindi which is the most widely spoken and understood language in the country was given the status of the national language in the constitution of India.

### Three Languages.

44. It would thus appear that by force of circumstance, historical or otherwise, as well as according to the requirements of Independent India, there arises the need for three languages, to be studied by every educated Indian. In this, the mother-tongue has the place of honour. Next, because of its long association as the official language and a link language hitherto and also because it happens to be the means of international communication, English cannot be done away with for a long time to come. For administrative purposes, however, its importance may be very much reduced. Lastly, the common Indian language, that is Hindi, which has been given the status of the national language has to be learnt by all sections of the people in the interest of national integrity. On the other hand, for those whose mother-tongue is Hindi, it is necessary to learn one of the other Indian languages recognised in the constitution of India. It is in this background that the idea of the Three-Language Formula, which is now an accepted formula for teaching, has come to be stated. It is, however, necessary to lay down the stages at which the 3 languages should be taught and the following may be regarded as the working basis :-

Classes I to III	-	Mother-tongue.
Classes IV & V	-	Mother-tongue and Hindi (for Hindi speaking pupils, another Indian language).
Class VI onwards	-	Mother-tongue, Hindi (another Indian language for Hindi speaking pupils) and English.

#### The Stage for introducing English.

45. The question whether the teaching of English should also be introduced from class IV stage is one, the answer of which would depend upon many factors, such as local traditions, the availability of teachers etc. The teaching of the three languages should of course, continue right up to end of the Higher Secondary stage. It has been stated earlier that one of the subjects responsible for heavy failures at the Secondary stage of education and of consequent wastage is the inadequate knowledge of English among the pupils. There is a great dearth of good teachers of English and when it comes to mass education, the standard of proficiency of the pupils in English cannot be high, specially as this language is seldom heard by a majority of pupils outside their class-rooms. For those who do not want to pursue a higher course of studies at the University, it loses its purposefulness and meaning, but a working knowledge of the language would still be in the interest of even those who do not want to go up for Higher education. It has to be considered how without the rider of a pass in examination, the subject is still to be learnt and an interest to subsist therein.

Practical aspects of the Language Problems  
for Bihar.

46. The implementation of the three-language formula consisting of the Mother-tongue, Hindi and English may raise difficulty in States, like Bihar which though mainly a Hindi speaking state has continued to be multilingual. At one time Bihar, Orissa and Bengal formed one province and even after separation of Bengal and Orissa, large sections of Bengalee and Oriya speaking people have continued to remain in Bihar. Urdu has continued to be an important language in the State. Bihar has an important belt of tribal population with a large variety of languages, the more important of which are Santhali, Oraon, Mundari, Ho and Kharia. In north Bihar in the districts of Darbhanga, Muzaffarpur, Purnea, Saharsa and portions of Bhagalpur, Maithili is a widely spoken language. With progressive industrialisation of the State, there is an influx of people from all over the country as technical and administrative personnel and as skilled workers. Thus, we have also a sprinkling of population speaking Tamil, Telegu and Malayalam apart from Punjabi which is the language of the large section of refugee population that has come from the West Punjab after the Partition and settled in Bihar.

47. With such a variety of languages, specially in the industrial areas, the urban areas and borders with markedly multilingual population, it is not easy to provide formal teaching for all the languages of the areas in the schools. Where the number of a particular linguistic group is large separate schools for elementary education may be started by the State Government or by private efforts of the linguistic population concerned, still, with smaller groups of pupils speaking different languages in a school,



difficulties may arise. At the Secondary/Higher Secondary stage the number of students of linguistic minorities being small though varied, the problem of providing teachers for all subjects in their languages may <sup>be a</sup> ~~per~~ difficulty. For the Hindi speaking pupils also, provision has to be made for <sup>the</sup> teaching of an <sup>o</sup>-other Indian language and it may not be possible to provide for much choice in the matter.

48. Apart from the facilities and assistance available to the linguistic minorities to start and run their schools, there could be provision for language schools, specially in the urban and industrial areas. These language schools could provide for teaching in a number of languages specially for classes VIII to XII and hold classes in ~~the~~ mornings or evenings according to local convenience so as not to clash with the normal school hours. The Secondary/Higher Secondary schools which have no provision for <sup>the</sup> teaching of these languages could permit their students to attend the language schools. By proper co-ordination one language school could cater to the needs of an appreciable number of Secondary/Higher Secondary Schools in an <sup>a</sup> Area. Some freedom may also be allowed to pupils to prepare themselves privately in a language where, due to small numbers, it is not possible to provide formal teaching in that language in the schools. There are problems which will have to be faced by a State like Bihar and other States in the country which have similar multilingual population. ~~ix~~

#### Languages at the University.

49. The teaching of languages at the University stage should logically follow from the policy accepted for the Secondary stage. The mother-tongue and the National language and English should continue to be taught compulsorily to the degree stage. The Hindi speaking student should of

course offer another Indian language under the National language paper.

50. The advantage of the course suggested above, if accepted for the whole country, would be four-fold :

1. The mother-tongue would have the highest place of importance in the field of education at all stages.
2. The National language would be studied by all Indians in the ordinary course as a part of their normal education.
3. All educated Indians will have a working knowledge of English and those going in for Higher education in the University will have adequate knowledge of that language.
4. Every educated Indian will, thus, have a fair knowledge of two Indian languages and at least a working knowledge of English.

#### MEDIUM OF INSTRUCTION:

51. The question of medium of instruction is not less difficult than the teaching of languages and its solution lies only in a realistic approach. It is true, instruction is best imparted through the mother-tongue but it may be difficult to provide for it for all stages in a multilingual area. If the broad principles of a three language formula as stated earlier is accepted on an All-India basis, Hindi should be a compulsory subsidiary subject from class IV onwards. Even if there are immediate difficulties in some States mainly for want of teachers, this could be progressively overcome. Similarly, Hindi speaking pupils in predominantly non-Hindi areas will have the advantage of learning the regional language of the area from the same stage. This should help to reduce the difficulty of medium of instruction at the Secondary stage.

52. The medium of instruction at the secondary stage of education should be Hindi in the Hindi speaking states and the Principal language of the State or Hindi in the non-Hindi speaking states. There may be a small number of people who have to be transferred from one State to the other. Whereas they would be reading Hindi from class IV stage in all the States, they may have some difficulty about the other Indian language due to constant migration. It would be necessary, therefore, to have some Hindi/English medium schools in the non-Hindi regions particularly for the benefit of such students. Even where the medium of instruction is not the mother tongue of the pupil, there may be provision of text-books in the mother tongue and similar facilities may be allowed about medium of examination as discussed later.

53. The medium of instruction at the University stage up to pass degree standard should be Hindi, and in non-Hindi areas, the principal language of the area. For Honours and Post-Graduate classes, the medium may be English or Hindi or the Principal Indian language of the area. It may not be proper, however, to lay stress on teaching through the medium of the Indian languages at the Honours and Post-Graduate stages. This should be left to the University concerned to decide in consideration of local conditions, availability of books and teachers and the nature of and scope<sup>7</sup> a subject. Medium may not pose much difficulty in humanities and social sciences, In natural science subjects, it may be difficult to give up English as the medium of instruction at least for the present.

MEDIUM OF EXAMINATION.

54. The medium of examination at the Elementary and Secondary stages should be the mother-tongue, even though the medium of instruction may be Hindi or the principal regional language of the area in the non-Hindi areas. In fact, the pupils should have the option to use Hindi or the mother-tongue as the medium of examination. In exceptional cases permission for using English as the medium of examination may also be allowed. In implementing this, however, there may be difficulties in certain areas which are largely multilingual and it may be administratively difficult for the examining body to provide all the different languages as the medium<sup>a</sup> of examinations. For non-Hindi pupils in each area, the principal language of the area only may be allowed as the medium in place of Hindi and provision should be made to permit those pupils of the area whose mother-tongue has not been allowed as the medium of examination, to write in English.

55. The suggestion outlined for the Secondary stage may apply mutatis-mutandis to the University up to Pass degree stage. For the Honours and Post-Graduate stage, the medium allowed may be English in the Science and technical subjects, and Hindi or the principal language of the area in other subjects. Not too many options should be allowed, however, at the Higher stages of specialisation, if difficulties in the assessment of pupils are to be avoided.

TEXT BOOKS

56. The provision of good text-books at reasonable price should be the aim of every State. The Government of India have been in favour of progressive nationalisation of text-books. The experience of the different

States <sup>have</sup> ~~have~~ not been uniform in the matter. An argument in favour of this is that the State alone is in a position to bring out the best books. It can utilise talents and experience in the field of education for the purpose. In the matter of price also, the State can afford to sell books at a margin at which no private publisher can function. So, nationalisation conduces to good and low priced books. Against this, it is argued that competition is the key to quality and under nationalisation this suffers. Another important argument against nationalisation is that text-books in the hands of a political party in power may become instruments for indoctrination. In a strong and democracy, enlightened/such as ours is, these objections have little force. It is, however, worth considering if publication of nationalised books should be managed directly by Government or should be entrusted to an autonomous corporation.

BIHAR STATE TEXT-BOOK CORPORATION.

57. The present position in this State is that text-books upto the school stage are partially nationalised. Hitherto, the preparation and publication of nationalised text-books have been conducted by the Text-Book Committee under the Control of Government. Certain difficulties have been experienced, however. The Text-Book Committee has no press of its own and the two Government presses in the State find their hands too full to be able to cope with the demand on their resources for publication of text-books. Necessarily, therefore, the printing of the books has to be entrusted to private presses. The stocking and distribution of the text-books are also done by the Co-operative Marketing Union, which though a Government agency

is not under the control of the Text-Book Committee. All these cause difficulties. Apart from this, <sup>it</sup> has been felt that for a proper production, stocking, distribution and sale of text-books, it is necessary to have an organisation which can function independently unhampered by the normal departmental rules and procedures. So like other concerns of a commercial nature sponsored and run by Government under autonomous bodies, it has been decided in this State to have an <sup>an</sup> autonomous Text-Book Corporation in the nature of a limited company, the majority of shares of which would be held by Government. The Corporation is in the process of being registered and will start functioning soon. Its aim will be to produce, stock and distribute good books at reasonable prices. It will have progressively a large press of its own with godowns and agencies for its working. It is expected that the Corporation would be helpful in making a substantial progress towards the supply of good text-books.

#### Piracy of Text -books.

56. The printing and circulation of spurious and pirated editions of text-books by unscrupulous and anti-social businessmen is a big problem with which the States have been faced. This business is organised on an inter-State basis and relates not only to the nationalised text-books but to the text-books of private publishers also, some of them of international repute like the Orient Longman, the Oxford University Press etc. It has been experienced that the existing copyright law is inadequate against the rascals. This State has already moved the Union Government for necessary amendments. A vigorous drive, however, during the last two years with the assistance of the police,

even within the limitations of the existing law has yielded results and large quantities of spurious editions of books have been seized with the result that the sale of genuine editions of text-books has gone up. There is need for an All-India policy to root out the menace of spurious and pirated editions of text-books.

#### ADMINISTRATION.

59. The administration of education is at present organised on the principle of education being a joint enterprise run on partnership between the Government and the people. The responsibility and power is shared in varying degrees for the different stages of education according to the practice and procedure in the different States. There is one thing, however, in common for all the stages namely, that the Government is mainly responsible for financing education by running educational institutions and by making substantial grants to the institutions established and run by non-Government sources.

#### UNIVERSITIES.

60. According to accepted principles, the highest degree of autonomy is enjoyed by the universities. They are created under Acts of the Legislature. The Chancellor is the head of a University. The main body of it is the Senate which consists of teachers of the University and representatives of various interests. It lays down all principles and policies relating to the University and is responsible for its working. The Vice-Chancellor under the Chancellor is the executive head and is aided and assisted by various University bodies in the discharge of his functions. The Syndicate of the University presided over by

the Vice-Chancellor is the chief executive body of the University. It consists of both teachers and non-teachers.

61. There has been a feeling which is supported by the Bihar University Commission that the Vice-Chancellor should have more effective powers in the matter of appointment of officers and teachers of the universities and that the system of election amongst teachers should be discouraged. In fact from some universities, the suggestion has come that the system of election be completely eliminated and in its place a system of nomination by seniority and rotation be followed. This has been considered necessary in academic interests as well as for the maintenance of proper atmosphere in the university. Elimination of election amongst teachers, it is believed, may have a wholesome effect on the improvement of discipline in the University campus. Other matters of detail with regard to University administration would be discussed with the Commission at the appropriate time.

#### Secondary Stage.

62. Secondary/Higher Secondary schools function under different managements. There are Government managed schools, State-subsidised schools and schools managed by the Corporate bodies, religious minorities and trusts and voluntary organisations. There has been a growing participation by the State in running these schools by providing substantial grants of a recurring and non-recurring nature which together with the fee-income <sup>are</sup> generally sufficient for the financing of the schools and little assistance is required from outside in managing them. The needs in point of lands and buildings for new schools continue to be the responsibility of organisers but for these also,



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Government assistance is provided specially in the backward areas.

63. With the expansion of Secondary education and increase in the number of schools, a tendency has become noticeable in some proprietors and interested managers of privately managed schools to defy departmental rules and circulars which they have felt to be curbs on their powers. On the departmental rules being declared by law courts as lacking in legal sanctity, the State Government enacted the Bihar High Schools (control and Regulation of Administration) Act 1960. This legislation did help to improve the administration to some extent but the Managing Committees remained the sore spot of school administration. Local rivalries, political groupings have led to constant unrest and consequently large number of cases in law courts.

64. The Secondary Education Committee of which mention has been made, has advised the setting up of subordinate school boards in each school district consisting of not more than 25 to 30 non-Government high and higher Secondary schools. The board should give representation to the people of the area interested in education as also to such people who have donated money for the development of secondary education in the area. There should be departmental representatives on each board. It has been suggested that the creation of school boards should help to foster community participation in planning and accelerating the spread and growth of secondary education.

65. It has been further recommended by the Secondary Education Committee that for the purpose of effecting efficiency in the administration and supervision of non-Government high and higher secondary schools, the unit of educational administration should be a school district.

The administrative units of the education department may be accordingly reorganised. The educational officers who <sup>head the</sup> lead different tiers may be designated as District Education Officers, Divisional Education Officers and Regional Deputy Directors to form a chain under the Director of public Instruction. These recommendations of the Secondary Education Committee are under consideration of the State Government.

66. On the basis of the recommendations of the said Committee, <sup>the</sup> State Government are also considering the re-organisation of the Board of Secondary Education so as to merge the different bodies, statutory or other<sup>wise</sup>, at present dealing with the different aspects of Secondary education under one omnibus Board of Secondary Education with different wings as indicated below :

- (i) Organisation - dealing with recognition, financial administration, educational supervision and control of non-Government schools.
- (ii) Examination - Public Examination at the end of Secondary/ Higher Secondary stages.
- (iii) Syllabus and curriculum.
- (iv) Research and guidance - Examination Research, Text-book Research, Counselling and guidance.
- (v) School Service Commission- for appointment of Headmasters and teachers in non-Government schools.

Elementary Stage

67. Formerly, the bulk of the rural schools at the elementary stage was run and managed by the District Boards. The urban schools were managed by the municipal authorities. The management of urban schools is still not altered. In regard to the rural areas, as vast expansion was planned since the First Plan, it became necessary to reorganise

administration commensurate with this. Accordingly, the L.S.G. Act was amended in 1954. Under this, a District Education Fund was created in every district to be operated by the District Superintendent of Education. Further, under this measure the responsibility for payment of salary to elementary school teachers in rural areas passed into the hands of the District Superintendent of Education. This act also sought to effectively grapple with such erstwhile malpractices as unplanned location, planning, upgrading or closure of schools, appointment of unqualified or under-qualified teachers, arbitrary transfer of teachers, unauthorised diversion of funds etc. Each district has now a Planning Committee with the District Magistrate as the Chairman and the District Superintendent of Education as the secretary to deal with the above matters. As educational facility is now vastly expanded in urban areas also, enactment of similar provisions with regard to the Municipal and Notified areas is being considered by the Government. The enactment in 1960 of the <sup>Panchayat</sup> ~~Zila Parishad and Panchayat samiti~~ Act and the creation of Zila Parishads <sup>and</sup> Panchayat Samities now gives very wide powers as well as responsibility for administration of Elementary education to the Zila Parishads and the Panchayat Samities. This is a bold democratic experiment. The elementary schools in the districts of Ranchi and Bhagalpur have already passed into the hands of the Zila Parishads and Panchayat samities. There is, however, a feeling that the Elementary schools should continue to be managed, administered, inspected and supervised by officers of the Education Department and the pace of democratic experiment should be slow and measured. It is to be considered to what extent this is possible within the framework of the Act and at what point a line of demarcation should be

drawn beyond which the <sup>central</sup> content of schools should remain in the hands of a departmental agency.

### INSPECTION.

68. The inspection of schools has to be carried out both for academic and administrative purposes. At present, the inspections are often mainly administrative to keep a check on large scale financial outlays on education in the shape of recurring and non-recurring grants, allotments for payment of salaries, building programmes etc. It is difficult, no doubt, for every inspecting officer to be proficient in all the subjects and diversified branches of learning. It has, therefore, been recommended by the Secondary Education Committee that the Inspecting officers should have a panel of subject-experts to assist them in academic inspection of schools. This proposal is receiving attention of Government. While this may be worthwhile at the level of secondary education, it will be recognised that the inspection of elementary schools will continue to be performed by the sub-inspector of schools (or the deputy inspector). It is, therefore, to be considered how to provide the necessary motivation to him to devote himself to both the academic and administrative aspects of inspection with depth and interest.

69. Inspections by themselves serve the purpose of rousing alertness in institutions and the frequency of these, therefore, is of considerable importance. In secondary schools, inspections in their present limited scope come off usually once a year. Perhaps, these may not be enough. In elementary schools, the inspections come about pretty frequently, sometimes even three to

four times a year. They have still, however, to become effective and this effectiveness should become reflected in the normal life, the tone and the discipline of the institution.

70. There is yet another aspect of inspection. Unless an inspection note has generated responsiveness at a higher level than the one which has produced it, its significance begins to be lost till it cools down completely. What appears necessary, therefore, is that the higher level comment on and appreciation of an inspection note should become a <sup>part</sup> part of the programme as a whole. An eye on follow-up of suggestions in an inspection note would also appear necessary to impart an inspection the sanctity and importance it deserves as well as to bring about effectiveness <sup>through</sup> ~~through~~ inspection.

#### GENERAL ADMINISTRATIVE MACHINERY.

71. The existing administrative machinery consists of :

(a) Inspectorate including sub-Inspectors and Deputy Inspectors of Schools, Deputy Superintendents of Education, Deputy Superintendent of Basic Education, Sub-Divisional Education Officers in (Class II of the Bihar Educational Service), District Education Officers ( in Class I of the Bihar Educational Service), and the Regional Deputy Directors of Education ( in class I of the Bihar Educational Service).

(b) Directorate- Consisting of the Director of Public Instruction as the overall controlling Head, assisted by two Additional Director of Public Instruction,

Deputy Directors in Class I of the Bihar Educational Service for different branches, such as, General, Administration, Secondary, Basic and Primary, Girls' Education, Planning, N.C.C. and Assistant Directors in Class II of the Bihar Educational Service in the same order; and

(c) Secretariat - with the Education Minister as the ultimate controlling Head, a State Minister for Education, and assisted by an Education Secretary, 3 Deputy Secretaries and one Under Secretary.

72. This State has already agreed to the creation of an All-India Educational Service. It would be possible to post officers of this service when created to key posts in the field and to senior posts <sup>at</sup> State headquarters.

#### Student Indiscipline

73. One of the most difficult problem that is being faced at present in the whole country is the question of growing indiscipline among the students both at the school and the university stage. This in the recent past has taken all forms from boyish pranks and practical jokes, ticketless travelling in public transports, mob fighting to more serious forms of ~~cr~~ crimes.

74. The causes of indiscipline arise from various factors, the basic ones being a defiance of authority, contempt for law and social traditions and a feudal notion of might is right. It has been felt that the indiscipline prevailing in various sectors of society and walks of life has permeated the students also. The problem is a difficult one. The State Government have already taken various steps. The problem has been discussed in a representative meeting of State Legislators. The Bihar University

University Commission has also been consulted. <sup>7</sup>from these discussions, it has emerged that steps on the following lines may help to improve the position :-

(1) Closer contact between the teachers and pupils should be developed and formation of school parliaments with students' association with it should be encouraged. The students should be given some responsibilities in disciplinary matters.

(2) There should be more hostel facilities for students at school and particularly at the college stage.

(3) A sound proctorial system should be organised in the Universities at least in the colleges in the urban areas.

(4) More library facilities as well as recreational facilities be provided within the university and college campus.

(5) There should be no interference in disciplinary matters from any outside quarters and public opinion should develop on the lines of non-interference in internal matters of the universities including student unrest in the campus.

These suggestions are being considered by the State Government.

#### Religious and Moral Instruction.

75. In a secular State like India, there is not much scope for direct religious instruction in the different faiths separately, but it is necessary to lay stress on moral instruction which may include the essentials of

common teachings of all religions, A Committee of the State Government considered this question in the light of the recommendations of the Sampurnanand Committee on emotional integration. It was felt that the lives and teachings of important religious leaders of all faiths could be suitably included in text books and in various ways steps may be taken to improve the moral tone of the pupils in educational institutions. These are being given due consideration.

#### TRAINING OF TEACHERS.

##### Elementary Stage

76. At the elementary stage, 70% or more of the teachers are already trained. The backlog of the remaining 30% of the untrained teachers remains still to be cleared. In keeping with practice in the past under which every year some untrained teachers were deputed to training on basis of grant of stipends to them, instruction ~~xxx~~ issued last year also for the same to be done. The teachers, however, felt that this hit at their service condition and they went in protest to the High Court, which agreed to their contention. While it is being thought what would meet the situation thus created, it has now been laid down that whenever it is necessary to appoint an untrained teacher, it should be on condition that

- (1) the teacher will be allowed only the minimum of the prescribed scale until he is trained,
- (2) the teacher will not be confirmed and
- (3) it will be obligatory for him to undergo a training and if he fails to do so, he will forfeit his job.



77. The teacher training programme at the elementary stage envisages the payment of a stipend to every trainee. There is no guarantee, on the other hand, that on successful completion of the course, he must be employed. This raises the question whether or not the payment of stipends is justified. Also, whether or not, it would be relevant, to consider that a fee should be levied for the training. These are points to which thought may have to be given.

Secondary Stage :

78. Here, there is no system of universal stipendary seats. Yet, there is no dearth of trainees. Trained men are, therefore, left waiting for opportunity for employment, a situation that has to be tackled firmly and quickly. The attention of the State Government is already drawn to this peculiar phenomenon.

79. The percentage of trained teachers at the Secondary stage is lower than 40. This poses an important question whether training has its utility and if it does have, how do secondary schools manage with so few trained people. The result of any one year's<sup>9</sup> secondary school examination may serve as an eye-opener in this matter. In February 1964, 1,05,336 candidates took this examination. Out of them only  $\frac{39,511}{36,077}$  or  $\frac{37.51\%}{34.25\%}$  passed. In the Arts group, the result was staggeringly low-  $\frac{25,499}{22,482}$  out of 76,405 or  $\frac{33.37\%}{29.42\%}$ . It is really to be considered how to impress the vast body of managers of secondary schools to realise that teaching is not the job of all and sundry, that it is a highly technical profession, and that for the building up<sup>1</sup> an intelligent citizenry, trained teachers should be preferred to the untrained- not only

this, the latter should be replaced as quickly as possible.

University stage.

80. The present practice is to allow fresh graduates to engage Post-graduate classes. It is being pointed out by many an educationist, that the mere possession of facts and knowledge by a teacher may not be enough to make him a good teacher. Teaching is a specialised art. Robbins Report too has pointed out that one must strike a balance <sup>between</sup> a good Researcher and a good teacher. This, therefore, suggests that there should be provision for refresher courses for teachers of Universities. Some Universities in the West and elsewhere have provision of relieving a teacher after every five years of service for one complete session to go out and acquaint himself with advancements made in his subject as well as to attend seminars during this period. This is a point which may be considered during discussion.

SERVICE CONDITION OF TEACHERS

81. Besides, improving wage structures at all levels from time to time, other steps too have been taken to make condition of service of teachers congenial. Not that what has been done in regard to scales of salaries is regarded as the last word in the matter, but improvements have, by and large, taken into account the elementary needs of this class of employees commensurate, of course, with the degree and extent of their responsibilities and compatible with the ability of the current resources to support and ensure the continuance of the improvements made.

University Stage.

82. At the University stage, with proportionate assistance for the first five years of the introduction of the new scales assured by the U.G.C., these have been sanctioned with effect from July last. It is still early to pronounce judgement on reactions to these. Some, no doubt, have been extremely favourable: some others have expressed that the new structure falls short of expectations. These, however, will be duly assessed in course of time. There is absolute unanimity on one point, which is encouraging, namely that the role university teachers can play in shaping the future leadership has been universally recognised in the step of improving their scales of salary.

83. While teachers of University departments and constituent colleges have been recruited on recommendation of the Public Service Commission, teachers in aided and un-aided colleges were subjected to arbitrariness in their appointments, promotions, etc. To bring back health to the life of colleges, it was found necessary to cure them quickly of this malady. So, the State Government have established the State University Service Commission, by means of a legislation, which is now the only body in the State competent to recommend to individual Governing Bodies which persons will be suitable for appointment as teachers by them. This step taken, is proving successful.

Secondary Stage.

84. Since 1949, there have been two revisions in scales of salary of teachers of secondary schools. The last revision is dated April, 1957. After examining re-

recommendations of the Bihar Secondary Education Committee in this behalf, the State Government have already formulated a proposal after taking teachers' representatives into confidence, for another revision. Subject to the availability of funds, this may be implemented sooner than later. Every teacher is already entitled to the facility of free tuition of his children, an added financial advantage to him.

85. To protect these teachers from vagaries of local managers, a set of rules has been framed and enforced. This provides for appeal by an aggrieved teacher to the Board of Secondary Education. Their leave rules, rules for short professional training etc. have been improved making them, more or less, identical with those for Government Secondary school teachers. Their age of superannuation has been raised to 62 years, Government secondary school teachers continuing to be retired on becoming 58 years old, a condition that has been hailed by teachers as extremely beneficial. On top, the State Government have enforced with effect from 1st April, 1962, the famous triple benefit scheme under which every teacher who has put in a certain number of years of service becomes eligible for pension or gratuity (depending on the years of service put) besides a contributory provident fund (Government school teachers do not have this advantage) and compulsory insurance.

#### Elementary Stage.

86. Teachers at this stage have been appointed since 1956 solely against teacher units sanctioned by Government from year to year under their Expansion and Improvement

Programme. Appointments are made by District Planning Committees (now by Standing Committee where Panchayati Raj has been enforced). In cases of dispute relating to service condition, the District Magistrate has been named (under a legislative provision) as the final authority. This affords teachers reasonable protection. They enjoy all the benefits - free tuition to their children, superannuation at 62 years and triple benefit scheme-like secondary school teachers.

86. The State Government have been impressed with a proposal that teachers at the elementary stage, whether in non-Government elementary schools or Government elementary schools (they are only 560 in the State), should have identical wage structure. While those in Government schools are subject to pay revision recently approved by Government, this has brought to the fore the question of finding the resources for a similar revision for the non-Government elementary teachers. The State Government have therefore approached the Fourth Finance Commission for adequate assistance. This received, it will be easy to put through the desired improvement.

GENERAL.

87. It is in the light of the above that it has to be thought of whether what has been done is adequate for the present or other measures are to be taken and if it is the latter, how to do so.

BASIC EDUCATION.

88. It has already been stated under "Curriculum at Elementary Stage" that elementary education follows the Basic pattern. Since 1959, attempt is being made to

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gradually introduce in the different classes of elementary schools the main features of Basic education, viz. activity centering round a suitable craft and a lively interest in the social and physical environment. Only one syllabus, known as the integrated syllabus, is now prescribed both for Basic schools and other elementary schools. It is being assessed by a Committee, the State Elementary Education Committee, under the Chairmanship of the D.P.I., Bihar as to the extent the fusion between Basic and non-Basic schools has taken place on the line intended by this syllabus.

89. There is a feeling, however, that achievement of the syllabus is on the negative side, that even Basic schools have to a large extent given up some of the features of Basic education and that the old traditional system threatens <sup>to</sup> swamp the new system. Some of the obvious reasons leading to this feeling are that only a few of <sup>the</sup> training schools have craft specialists in them, that they do not have adequate equipments or raw materials for intensive training in crafts and that trainees joining these institutions are of the most average attainment without either a background of <sup>or</sup> interest in craft activity or an understanding of the features which promote the realisation of Basic education. Thus, teachers produced proceed to their jobs without being adequately equipped for or a living faith in the programme. The aforesaid Committee is examining these points also.

90. The initial idea about the capability of Basic education to make itself self-sufficient has, in the light of experience in Bihar and elsewhere also, proved unrealizable. Basic schools being directly maintained by

by Government or maintained wholly with grants for the purpose incur higher percentage ( per school ) of expenditure than non-Basic elementary schools. On the other hand, they hardly meet even a <sup>fragment</sup> ~~fraction~~ of the cost of their maintenance. This leads to it that a revision of the original conception, which should be modified suitably to include only that children in these schools should be trained to acquire some productive skill, appears called for. This also leads to it that the approach to this question should transcend the provision of practice in a <sup>traditional</sup> craft, to accept <sup>as a substitute</sup> any meaningful manipulative skill of limbs, such as for acquiring elementary proficiency in trades like turning, fitting, <sup>e</sup>welding, smithy, lathe etc.

91. It is in the light of this that it may be discussed how schools at the elementary stage can be made to display interest in an organised activity leading not only to productivity or limited self-sufficiency but also to an intelligent use and handling of modern household gadgets produced by Science.

#### PRE -PRIMARY EDUCATION.

92. Bihar has still to catch up with some other States in the matter of Pre-primary schools. While this State would have about 100 schools, the town of Kanpur in Uttar Pradesh alone has 200 pre-primary schools.

93. Establishment of these schools started in this State in 1926. They are managed by Voluntary organisations, who in many cases charge high rates of fees to the children admitted, notwithstanding the fact that they look up

for and receive also, Government grant from year to year on ad-hoc basis. They do not have any uniform pattern or courses of programme and each institution (in some cases, it is a group of institutions) follows its own programme.

94. There are two important causes why pre-primary schools have assumed importance nowadays. The first is that not only ~~male~~ <sup>male</sup> parents, but mothers also have taken to various occupations outside the home and they, therefore, cannot devote time to the upbringing of their children during their working hours. This necessitates children to be placed in safe care. The second which is deeper and more psychological is the realization of the latent powers of development in a child, which call for special care to be applied to bring them into fullness and richness. To these may be added a third <sup>u</sup> case. These schools provide for English from very early stages and this proves attractive to parents. This is strengthened by the craze for English medium elementary schools in urban areas everywhere, regardless of what their worth may be. These ~~causes~~ causes are sufficient to indicate that the growth of these schools may become <sup>accelerated</sup> ~~accelerated~~ in the near future.

95. The State Government have been providing a certain amount annually to assist this class of institutions. The amount may have to be increased in keeping with the demand. More than this, they may have to play a more ~~intimate~~ ~~role~~ ~~as~~ ~~the~~ ~~instrument~~ ~~to~~ ~~give~~ ~~direction~~ ~~to~~ ~~the~~ ~~programme~~ ~~of~~ ~~these~~ ~~institutions~~. They may also have to set up an institution for the training of pre-primary teachers. Already, these aspects of the matter have engaged attention of the State Government. It is to be considered



whether or not they, if executed, will meet the need of this stage of education.

### GIRLS' EDUCATION.

96. It is not that progress of girls' education has been moribund. A retrospect of the last one decade would show that institutions for girls have more than doubled, enrolment has shot up severalfold and women teachers have become available in increasing number. If there is short-fall in targets of enrolment, factors responsible for this are many. Some of these, such as primitive customs are too well known to need a repetition. Others are inadequacy of resources and non-availability of qualified women teachers comparable to number of girls enrolled. Even when women teachers are available, there is little by way of encouragement to them to take up jobs in rural areas.

97. It has been suggested that if women teachers were available everywhere, enrolment of girls would get a great fillip. To some extent, this may be achieved if it became a standing practice to post husband and wife at the same place, if both are in service. This would definitely reduce wastage of qualified women teachers. It is found that though recruitment of women teachers is substantially increased over a period, yet the net increase is less than the net recruitment because of increase in wastage caused by larger numbers leaving to get married and have families.

98. Various measures to promote education of girls have been thought of. One of them is to encourage co-

co-education, atleast at the elementary and University stages and provide necessary facilities in co-educational institutions. This should not be interpreted to mean that restrictions are imposed on co-education at the secondary stage. Far from this being so, schools which, on their own, admit both girls and boys are assisted financially to enable them to provide the facilities, which girl students would require.

99. Other measures may be (1) to reduce working hours of schools, which will enable girls to participate in school as well as home activity (2) to orient the syllabus of teaching suitably to meet the special physical, emotional and psychological needs of girls (3) to provide subsistence allowance to parents in the remote areas ~~by~~ for the loss to the domestic economy caused by the formal enrolment of their daughters and (4) to provide other incentives to girls at all stages of education. It may be considered to what extent any or all of them would be feasible to achieve.

~~100.~~ ADULT EDUCATION.

100. The State is faced with the baffling problem of how to make literacy, which was only 18% in 1961, universal within the shortest possible time. It is an uphill task.

101. The course which promises to fulfil it to launch a mass literacy movement again (one was launched in Summer 1938). It would be a joint venture between the Government machinery and voluntary organisations, seeking to involve all literate as well as educated men and women in this venture. As a first step, it is proposed

to start intensive literacy programme in selected Development Blocks and extend it to other Blocks on the basis of experience gained.

102. The Gram Panchayats, the Panchayat Samities and Zila Parishads may be saddled with the responsibility of implementing the programme. This can also be included in the curriculum of secondary and University education. It is to be considered if for the eradication of illiteracy, a system of <sup>conscription</sup> ~~conscription~~ for a period of one year of alumni of secondary schools and Universities should be adopted, if necessary even by legislation.

#### EDUCATIONAL FINANCE.

103. The principal source of educational expenditure is the Government source. The only other source <sup>of</sup> ~~is~~ significance is the income made by institutions from tuition fees from their students.

104. To supplement the Government source, an Education Cess is being levied. This is 6½% of land-rent in rural areas and of holding-tax in municipal areas. The collection of this cess is done, in rural areas, by the land rent collecting staff and in urban areas by the municipal authorities. The amount of the Education Cess goes into the Consolidated Fund of the State.

105. Revenue expenditure on education has grown apace from year to year. In 1936-37, only 0.69 crores out of the total revenue expenditure of Rs.4.76 crores was expenditure on education. The budget of 1965-66, has approved of an expenditure on education of Rs.19.57 crores (total revenue expenditure being Rs.113.64 crores). The growth is obvious. It is, ~~it~~ however, felt that there ~~has been~~

has been no appreciable increase in the percentage of revenue expenditure on education to the total revenue expenditure. In 1936-37, whatever the amount spent, the percentage was 14.49. In 1965-66, according to the budget approved, it is only 17.22. It has, in fact, slumped down from the percentage achieved in 1961-62, which was the highest ever, of 18.59. Again, it is felt that whereas some other states are recording percentages near 30 or so, our State has remained still far behind and has not reached even the level of 20% which was recommended as the minimum by the Khor Committee fifteen years back.

106. When considering Educational Finance, it may be relevant to give a thought to ~~the~~ <sup>the</sup> outlays approved for Plan development and the actuals realized. During the current Plan, outlay approved was Rs.33.98 crores. The actuals (estimate at present) will not exceed Rs.23.30 crores (or 69%). This contrasts poorly with achievements (estimates ~~at~~ again) of some other sectors of expenditure such as Agriculture in which realizable actuals are about 99.8 per cent as well as Irrigation and Flood control and Power in which ~~the~~ <sup>it</sup> will exceed the original outlays by 7 and 35% respectively. Perhaps, in a subject like educational development the present emphasis <sup>have</sup> may ~~be~~ <sup>be</sup>, modified so as to regard that expenditure on ~~expenditure~~ <sup>education</sup> is no less an important form of investment. Human efficiency and accomplishments are of no smaller value than performances of other resources.

107. Revenue expenditure of the State comprise both the resources of the State and Central assistance. In regard to Central assistance, it is both for purposes of meeting committed expenditure and expenditure on Plan development. In so far as this assistance for Plan

development is concerned, it depends on pattern evolved in the beginning of every five year Plan period. The assistance, thus, is available only for the period of five years, and the State has thereafter to treat the programme as a committed one. The drawback of this is evident in as much as certain programmes where it involves payment to personnel like teachers of elementary schools the cost keeps mounting on State expenditure from Plan to Plan. A State such as Bihar can hardly progress fast in regard to such programmes and its backwardness becomes deep and continued. An example of this is in the matter of making enrolment universal in the age-group 6-11. It is to be thought of if present pattern of assistance by the Centre may have to be altered.

108. Suggestions have been made that there is scope for augmentation of resources. The step to establish a Text-Book Corporation can yield profits in this direction. Another step may be to make a serious attempt to engage students in unspecialized odd jobs, thus relieving expenditure thereon. Yet another suggestion is to raise tuition fees in keeping with increased involvements on teachers' salaries. It is to be examined if these suggestions hold out practical prospects.

109. The scope of financing certain educational programmes out of interest bearing loans from the L.I.C. or the Government of India holds out realisable prospect for planned development. There are certain schemes like construction of rent-bearing teachers' quarters or hostels, for which the incurring of loans would find justification. In fact, even on schemes for construction of elementary school buildings and lady teachers' quarters, the State

Gov rnm nt hav obtained a loan, though neither of these schemes is capital in the sense that neither will give any return and the State Gov rnm nt will, therefore, have the burden to repay both the principal and the interest.

110. The Local Self-Government (Amendment and Validating) Act, 1954 sought to ~~bring~~<sup>bring</sup> the erstwhile District Board managed elementary schools under the operation of the newly created District Education Fund. It was provided that the District Boards would make contribution to this Fund, for this purpose, calculated annually on the basis of three years' average expenditure incurred on these schools. Between 1954 and 1962-8 years- the 17 District Boards together went into an arrear of over 2 crores of rupees. It was, then, felt that in order to obtain their statutory contribution, the portion of the <sup>local</sup> cess allocated to them, which may be about Rs.40 lakhs a year and which will be equal to the contribution to be made by them, should be deducted from the local cess at the source and allocated to the District Education Funds. Whether this would not lead to any technical difficulty is under examination. But this would show that the idea that the source of Local bodies is capable of adding to educational expenditure, is little related to fact.

111. Thus, it would appear reasonable to look back to the recommendations of the Kher Committee. The State (and the local bodies) and the centre should share educational expenditure, committed and otherwise, in what proportion it should be a subject for discussion. The discussion may keep in view the rise in per capita cost, the Government price indexes and the respective increase<sup>in</sup> State and Central resources as a whole, when examining this question.

.....

GOVERNMENT OF BIHAR

Memorandum to the Education Commission .

Government of India

PART II

PROGRESS OF EDUCATION IN BIHAR

( 1947 - 1966 )

.....

AREA AND POPULATION:

In 1911-12, an area of 98,170 square miles was ~~so~~ carved out of the province of Bengal, comprising ~~of~~ the divisions of Patna, Tirhut, Bhagalpur, Chotanagpur (including two States), and Orissa and seventeen feudatory States. This was constituted into a separate province and called the province of Bihar and Orissa. The population of this Province was 2,85,06,977.

2. On 1st April, 1936 Orissa along with the feudatory States was separated from the composite Province. The area of 69,348 square miles left over was christened as the Province of Bihar. Its population on this date was 3,23,71,434.

3. Two other changes have occurred since then. In 1948-49, the two feudatory States of Seraikella and Kharsawan ( both now parts of the district of Singhbhum ) were merged with Bihar. And, in 1955-56, parts of its districts of Purnea and Manbhum were transferred to West

Bengal. The State now has an area of 67,196 square miles and a population of 434.56 lakhs ( 233.02 lakhs males and 231.54 lakhs females) according to the census of 1961. According to estimates, the population in the State in the next three quinquennia is expected to be as follows:-

TABLE I.  
( In lakhs ).

<u>Population in</u>	<u>Male.</u>	<u>Female.</u>	<u>Total.</u>
1966	261.14	260.25	521.39
1971	294.24	294.14	588.38
1976	330.90	332.30	663.20

(Estimates made by Central Statistical Organisation).

PHYSICAL CONDITIONS:

4. The State of Bihar falls into three principal natural divisions. North Bihar, South Bihar, and the Plateau region of Chotanagpur and Santhal Parganas. North Bihar is separated from the rest of the State by the river, Ganga. It consists of the four districts of the Tirhut Division as well as the districts of Purnea and Saharsa and parts of the districts of Monghyr and Bhagalpur of the Bhagalpur division. It is the most thickly populated part of the State- it has the highest density of population which is 1364, in the district of Muzaffarpur- and it is liable to ravages of floods and droughts, It is traversed by the most unpredictable Kosi River, aptly called Bihar's "River of Sorrow", now undergoing the process of taming under a River Valley Programme of the State, as well as by the turbulent Gandak river responsible in the past for widespread misery. This also again



is undergoing a process of tough control. The only industrial complex in this area of considerable size is the Barauni Oil Refineries.

5. South Bihar broadly consists of the plains south of the Ganga. It comprises the three districts of the Patna division and parts of the districts of Monghyr and Bhagalpur of the Bhagalpur division. It is the most fertile area of the State and large parts of it are amenable to perennial agricultural operation. The western region of this area has a network of canals and distributaries, the oldest of them being over 100 years old.

6. The plateau region of Chotanagpur and Santhal Parganas consists of almost half of the State and it comprises ~~of~~ the five districts of the Chotanagpur division and the district of Santhal Parganas of the Bhagalpur division. The plateau of this region rises to about 2,000 ft. above the sea-level at its highest. Its soil is, no doubt, poor and certain areas of it difficult from point of view of accessibility; yet, it is the richest in the country in the yield of minerals and timber. Here, copper, kyanite, bauxite, mica, manganese and china-clay are found in large quantities and substantial quantities of the country's output in coal, iron Ore and asbestos are found in this tract of Bihar. The mineral output is being rapidly exploited by the use of modern machines and the State is developing fast industrially. More important of the industrial projects of this area are the Tata Steel and allied works at Jamshedpur, the Sindri Fertilizers, the D.V.C. and the Patratu Power Plants, the emerging steel complex at Bokaro, the heavy engineering complex

at Ranchi, and the Coal Washeries in the coal belt of Jharia-Dhanbad.

THE PEOPLE.

7. According to religion, the Hindus are the largest in number in the State. The Muslims and Christians come next in order of number. There are also a few Sikhs, Jains and Buddhists. The aboriginal tribes are still nature-worshippers. A considerable number of them have become converts to the Christian faith. They are numerically more enlightened than their non-Christian brethren. Large population of the State consists of backward classes. According to the census of 1961, the population of scheduled castes was 65.37 lakhs ( or 14.7 per cent of the total population) and that of the Scheduled tribes 42.05 lakhs ( or 9.03 per cent). Other Back-ward classes who were not separately enumerated in 1961, were 15.60 per cent( or 62.76 lakhs ) of the population of the State in 1961.

8. According to the census of 1961, the distribution of the State's population according to livelihood is as shown below :-

T A B L E - II.

Livelihood Categories.	Male.	Female.	Total.
1. As Cultivator	69,26,057	34,35,914	1,05,61,971
2. As Agricultural Labourer.	25,74,239	18,44,256	44,18,475
3. In Mining, Quarrying, Livestock, Forestry, Fishing, Hunting and Plantations, Orchards and Allied Activities,	5,41,511	1,10,672	6,52,183
4. Household Industry.	6,02,953	4,54,942	10,57,900
5. In Manufacturing Other than Household Industry.	3,85,396	40,500	4,25,896
6. In Construction.	99,333	9,009	1,08,342
7. In Trade & Commerce.	4,48,487	74,462	5,22,949

Contd.			
Livelihood Categories.	Male.	Female.	Total.
8. In Transport, Storage & Communications.	2,27,763	2,780	2,30,543
9. In other Services.	11,49,665	3,06,641	14,56,306
<b>TOTAL:</b>	<b>1,29,55,400</b>	<b>62,79,156</b>	<b>1,92,34,565</b>

### LANGUAGES.

9. The principal languages spoken in the State are Hindi, Urdu, Bengali, Oriya and Maithili, besides several <sup>a</sup>dialects like Magadhi, Bhojpuri, Kurmali etc. . In the tribal areas, the chief spoken languages are Ho, Santhali, Mundari and Oraon. Except for the dialects, all these languages are recognised as media of instruction at the elementary stage of education. Though Hindi is the medium of instruction at the secondary stage, it is permissible to a linguistic minority to use its own particular language as the medium of its schools.

### LITERACY:

10. The percentage of literacy in 1951 was 12.2 (men 20.6 and women 3.7). By 1961, it had increased to 18.4 (29.7 for men and 6.9 for women). Owing to a number of factors, Bihar has remained backward in education, particularly in the sphere of girls' education. The evil practices of child-marriage and 'purdah' have not as yet disappeared completely. A welcome slackening of the prejudice against girls' education has also become noticeable. It is only in the last few years that intensive efforts to develop education in Bihar have been made.

EDUCATIONAL EXPENDITURE.

11. In 1947-48, 7.38 percentage of the State's revenue expenditure was expenditure on general education. Its growth since then may be brought out by the following table :

T A B L E - III.

Year.	Total Revenue expenditure of the State (In crores).	Total Revenue Expenditure on Education (In crores).	Percentage of Col. (3) to Col. (2).	Total population of the State (In crores)	Per capita expenditure on Education.
1.	2.	3.	4.	5.	6.
1947-48	16.80	1.24	7.38	3.64	0.34
1950-51	26.05	3.19	12.24	4.02	0.79
1955-56	54.45	7.74	14.21	4.22	1.83
1960-61	72.40	13.26	18.31	4.65	2.85
1965-65 (Budget Estimate).	113.64	19.57	17.22	5.21	3.76

EDUCATION PRIOR TO 1947.

12. Bihar has an age-old tradition of learning. Students, not only from all over India but from other countries also flocked to Pataliputra, Nalanda, Vaishali and Mithila which were famous seats of learning during the ancient period. Although this glory gradually faded under impact of time and historical forces, classical learning continued to be imparted in the Sanskrit tols or Pathashalas and the Arabic Madarsas. These as well as other elementary indigenous schools and Maktabas were the only educational institutions existing at the beginning of the 19th century.

13. The earliest schools for English education were started at Ranchi, Purnea, Bhagalpur, Arrah and Chapra . This followed the famous Resolution of the Government of India in 1835, according to which it was decided to spread western science and literature through the medium of English. After the Wood's Despatch of 1854, more schools, both government and aided, began to be established and education went on making a steady, though slow, progress till 1921. It was during this period, that the German, Anglican and Belgian (Catholic) Missionaries established their primary and secondary schools in and around Ranchi, Chaibassa and Hazaribagh. The earliest of these schools, the Gossner School was established at Ranchi in the wake of the Lutheran Mission (German) activities beginning in Chaibassa and Ranchi towards the middle of the last century. This school was raised in 1884 to the middle vernacular and in 1895 to the matriculation standard. At Patna, the Patna College was first opened as a Government School in 1860 under a Committee of Public Instruction . In 1862, it was made a Collegiate school and in 1863, it was raised to the status of a college, a law department being added to it in 1864. To this day, the Patna College has functioned as the nerve-centre of higher education and cultural activity in the State. The Temple Medical School was established at Patna in 1874. In July 1925, the P.W. Medical College, Patna, came into existence and the Temple Medical School was shifted to Darbhanga where, in 1946-47, it was raised to the status of a medical college. Through the munificence of the Raja Bahadur of Banaili and Shri Tej Narain Singh of Bhagalpur, the T.N. Jubilee (now T.N. Banaili) College was opened at Bhagalpur in 1887. At Monghyr, a college (now

R.D. and D.J. College) teaching upto Intermediate standard came to exist in 1898. The Bihar School of Engineering was established about 1896, and raised to the status of an engineering college in July 1924. The Dublin University Mission opened the St. Columba's Collegiate school <sup>and College</sup> at Hazaribagh in 1895 and 1899. This college continued to be the only institution teaching upto degree standard in Arts and Science for almost half a century in the plateau region of Chotanagpur, until the establishment of another College, the Ranchi College, in this area in 1946. In the Tirhut division, at its headquarters, the first degree college, the G.B.B. (now L.S.) College was opened in 1899. The Patna Training College providing L.T. Training to undergraduates was established in 1908. In July 1915, it was strengthened to take up 25 graduates for B.T. course, besides 15 undergraduates for L.T. course. The period 1912-21 is remembered for several important measures. Some of these were the preparation of the Education Code (1912), the constitution of a school examination board to regulate the examinations of training schools (1913) establishment of a provincial text-book committee and foundation of the provincial research society (1915), and establishment of the Patna University (1917).

14. In 1921, education was made a transferred subject under a Minister appointed from amongst the ~~elected~~ members of the Bihar Legislative Council. The first programme of compulsory primary education was introduced in Ranchi municipal areas in 1920-21. The School Leaving Certificate Examination for high schools which for the first time provided for examination in a certain number of compulsory subjects and one or more optional as well as

assessment of a candidate's progress at school was instituted in 1921 (this was abolished later in 1934-45). In 1922-23, the Board of Secondary Education was constituted and, in the same year, the Madarsa Examination Board was also set up for controlling the teaching of Urdu, Persian and Arabic. During 1926, the under-graduate L.T. Examination was abolished and a one-year course for a diploma in Education and a two-year course for the B.Ed. degree both for graduates, were introduced. In 1935-36, the latter course was replaced by a one year course after the diploma in Education for the degree of Master of Education. The State had its first science college at Patna in July 1927 and the first veterinary college in 1930.

15. With the introduction of provincial autonomy in 1937, progress became more rapid than before. A mass literacy campaign was launched in the State in the Summer of 1938 and the scheme of basic education was adopted for experimentation in the compact area of Brindaban (Champaran) with great enthusiasm, the same year. The mother tongue was adopted as the medium of instruction at the primary and secondary stages. A women's college was opened in 1940 at Patna with Government assistance by the Sisters of the Apostolic Carmel, and Indian congregation, and in August 1946 was started the Government Degree College for Women. The first Arts and Crafts school was opened at Patna in 1939.

16. By 1946-47, there had been a good deal of educational expansion at all levels. Patna University had 23 colleges for general education with 12,767 scholars and 7 for professional education with 1,682 scholars. The Board of Secondary Education controlled 409 secondary schools

having an enrolment of 1,40,504 scholars. The number of primary schools stood at 20,200 with 9,06,396 scholars.

17. Mention has to be made of the generous contribution during this period by many a private individual of large sums of money for purposes of the opening of schools and colleges, the establishment of educational endowments and trusts, the creation of university Chairs in different subjects, the institution of scholarships and stipends for higher studies and of prizes and medals for excelling in various university examinations. The names of Maharajadhiraja of Darbhanga, the Maharaja Bahadur of Hathua, the Raja Bahadur of Banaili, Raja Deoki nandan Prasad Singh (Monghyr), Shri Langat Singh (Muzaffarpur) Shri Tej Narain Singh (Bhagalpur), Shri Ganesh Dutta Singh (Patna) and the Maharani of Bettiah, deserve special mention in this regard.

#### PRIMARY EDUCATION.

18. Prior to independence, only 21 per cent of children in the age-group 6-11 were attending school. As a result of the expansion undertaken during the first Plan, the number of institutions increased to 27,995 by 1955-56 (including 2,647 schools for girls) and the percentage of school going children (6-11) increased to 35. Supreme efforts to increase enrolment were made in the second plan and intensive enrolment drives were organised. Consequently, there has been a large increase in the enrolment of children, including that of girls. In 1960-61, the enrolment at the primary stage was 32 lakhs (including 8 lakhs of girls) or 54 per cent of the children in the



age-group 6-11. The enrolment at the middle stage was 5.5 lakhs (including 0.60 lakhs girls) or 19.4 per cent of the population in the age-group 11-14. The number of primary schools also increased to 37,323 including 4,229 for girls and that of middle schools to 4,408 including 247 for girls. On the 31st March, 1964, there were already 41,482 (4578 for girls) primary schools and 5,782 middle schools (of which 454 were those for girls).

19. There were 69 schools for the training of men teachers and 8 for women teachers in 1947-48. By the end of the second plan, the number of training schools increased to 112 (including 26 for women) with a total annual intake of 10,600. Out of these, as many as 101 are managed by the State Government. The annual output of trained teachers has risen to an average of 7,000 from the second year of the third Plan. This output will, by and large, be adequate for meeting the teacher requirements of the State during the Third Plan. The teacher-pupil ratio at the elementary stage was 1:28 in 1947-48. The position has deteriorated gradually and the ratio is now 1:45.

20. The State Government has felt greatly concerned about the low scales of pay of primary teachers and it has been its endeavour to improve them. The scales of pay have been revised thrice during the post-independence period. Following are the scales in force at present:

Trained Graduates	.....	Rs. 100-175
Trained Intermediate	....	Rs. 75-115
Trained Matriculates	....	Rs. 50-90
Trained non-Matric.	....	Rs. 45-75
Untrained Matriculate	....	Rs. 45-75
Untrained non-Matriculate	....	Rs. 40-50

21. Every teacher in an Elementary School is paid a dearness allowance of Rs.30/- per month which is besides his pay. Another revision in the scales is under the active consideration of Government. Besides, every teacher is entitled to the benefit of a contributory Provident Fund, compulsory Insurance, as well as Pension on retirement.

22. Wastage in primary schools at the end of Class V is on an average as high as 68 to 70 per 100 children admitted to Class I. Upgrading of lower primary schools into five-class upper primary schools, and appointment of better qualified teachers are measures taken by the Government to reduce the extent of this evil. With schools being established within easy reach of every child, more single-teacher schools being strengthened into plural-teacher ones and more and more lady teachers being appointed, it is expected the position will gradually improve.

23. In order to improve the efficiency and supervision of schools, it has been accepted on principle that there should be one sub-inspector of schools for every 60 primary schools. As early as 1914, a Committee set up by Government had recommended that there should be 66 schools to a sub-inspector. Each Anchal-cum-Development block has now been provided with at least one sub-inspector of schools. In some of the blocks with larger number of schools two sub-inspectors have been provided. The number of deputy inspectors of schools has also been raised. On an average, one deputy inspector is to have 40 middle schools to look after. There are, besides, deputy superintendents of education who on an average have 25 Basic schools to administer.

24. The tempo of expansion would have continued and expanded during the Third Plan but for the Emergency. Against the approval of 48,000 teacher-units @ 9,600 every year of this Plan, it has been possible to sanction only 30,778. This has adversely affected enrolment. It would be possible to enrol only about 12 lakhs of additional children at the primary stage during this period, against a target of 16 lakhs. This will increase the total enrolment at this stage to 43.63 lakhs or 64.9 per cent of the total population in the age-group 6-11. At the middle school or senior basic stage, the total enrolment will increase only to 7.78 lakhs or 22.2 per cent of the total population in the age-group 11-14, against a target of 26 per cent. The total plan expenditure on elementary education will be round Rs. 13.56 crores. The additional enrolments anticipated during the Fourth Plan are 16 lakhs in the age-group 6-11 and 6 lakhs in the age-group 11-14. If these targets are fulfilled, respective percentages will be increased by 13.4 and 12.3.

#### BASIC EDUCATION.

25. Bihar has always ~~looked~~ looked upon basic education as a special message of Mahatma Gandhi. The first popular Ministry set up under the Government of India Act, 1935, launched the experiment in April 1939 by starting 35 basic schools opened in and around the village of Brindaban in the Champaran district. The Governor's rule that followed the resignation of the popular Ministry soon afterwards, prevented an expansion of the programme; but it kept going with 27 schools. When the popular Ministry resumed power in April 1946, the experiment was

taken up with renewed vigour and by March 1949, the number of basic schools had increased to 100 and that of basic training schools from 1 to 13.

26. The year 1949-50 marks an important stage in the history of basic education in Bihar. It was during this year that a comprehensive scheme of expansion was worked out and launched. As many as 433 new basic schools, (including 12 new post-basic schools) and 6 new basic training schools were added under the scheme in that year. In 1950-51, a basic training college (later renamed Sarvodaya Mahavidyalaya) was started at Turki for training graduates in the methodology of basic education. Till 1952-53, all basic institutions in the State were government-managed; in 1953-54, local bodies and private organisations also stepped into the field and started basic schools with a grant-in-aid from the Government. In all Development Projects and later National Extension Blocks, this became the accepted pattern of elementary schools to be set up.

27. The following table indicates the progress of basic education since independence.

T A B L E -IV

	<u>1946-47.</u>		<u>1963-64</u>	
	<u>Institu- tions.</u>	<u>Enrol- ment.</u>	<u>Institu- tions.</u>	<u>Enrol- ment.</u>
Post-Basic schools.	1	119	42	N.A.*
Basic Schools.	36	3,755	3,651	3,91,721
Basic Training Colleges.	..	..	5	727
Basic Training Institutions.	3	181	103	18,404
TOTAL:	40	4,055	<del>3,800</del> 3,801	<del>4,11,852</del> 4,10,852

\*These schools have now become multipurpose schools and are classified with these schools.

28. One of the recommendations of the Bihar Basic, Middle and Primary Education Enquiry Committee, under the chairmanship of Shri K.G.Saiyidain, Bihar was the development of a unified system of elementary education. Accordingly, an integrated syllabus for classes I to VII for all elementary (Primary, middle, basic) as well as high schools in the State was prepared and introduced in class I to III in 1959, in class IV in 1960 and in class V in 1961. In 1963, its introduction was completed up to class VII. This is the first major step towards the ultimate conversion of all non-basic schools into fully basic institutions. Recently, the State Government has set up another Committee to examine the working of elementary education in the State and to suggest reform. The Committee has not yet concluded its work. To bring about qualitative improvement in elementary education, the State Government has established the State Institute of Education at Patna.

#### SECONDARY EDUCATION.

29. Secondary education has been taking big strides since independence. In 1946-47, the total enrolment in classes IX to XI was only 59,218. By 1965-66, it is expected to increase to 5.19 lakhs. The total number of Secondary teachers is also expected to increase from 5,383 in 1946-47 to 24,398 in 1965-66 but during the same period, the percentage of trained teachers would have gone down from 46 to 39.6. As against only one teachers' training college with an enrolment of 90 during 1946-47, the State has now 7 such colleges (including one for women) with an enrolment of 955 (including 218 women). It establishes, therefore, that the low ratio of trained teachers is not because of non-availability of trained men. The obvious reason

is that most of the secondary schools are privately managed and the cost of maintenance of trained teachers being high, they find it convenient to employ un-trained men. The Fourth Plan proposes the provision of substantial encouragement to these schools to enable them to appoint more trained teachers than hitherto.

30. New scales of pay as recommended by the Bihar Pay Revision Committee were introduced in Government high and middle schools in 1948-49. Benefits of another pay revision are also being extended since October 1964. In order to enable the privately managed schools to pay suitable dearness allowance to teachers and to qualify for earning the government grant on this account, their managements were allowed to increase the rates of tuition fees by 10 per cent in 1947-48( and again by 25 per cent in 1949-50). The scales of teachers' salaries have undergone several revisions and at present the scales in operation are :-

- (1) Principal of Higher Secondary and Multipurpose Schools. Rs. 200-10-300-EB-10-450.
- (2) Headmaster of High School. Rs. 175-275(up to 200 pupils). & Rs. 200-300(above 200 pupils).
- (3) Trained holders of honours or Master's Degree. Rs. 150 -250  
Rs. 125-200
- (4) Trained Graduate, or Graduate holding diploma in physical education. Rs. 100-5-125-EB-4-145-3-175.
- (5) Untrained graduate, trained intermediate, Acharya & Fazil. Rs. 70-3-85-EB-4-105-2-115.
- (6) Untrained intermediate, trained matriculate, Alim & Shastri. Rs. 50-2-70-EB-2-90.

- (7) Clerk (Matriculate or above). Rs. 45-2-55-EB-2-75.
- (8) Peon. Rs. 22½-½-27½.

31. Every teacher of a non-Government secondary school is further in ~~also~~ receipt of a Government dearness allowance of Rs. 30/- per month. A fresh revision in the scales of salary of these teachers is under Government's consideration, which is besides the benefit of contributory provident fund, compulsory insurance and old-age pension, which they already enjoy.

32. The higher secondary courses were introduced in 8 high schools during 1957-58. By 1959-60, as many as 148 schools had been converted into higher secondary schools of which 80 (51 government and 29 non-government) are of the multipurpose type. This number has already risen to 364 at the end of 1963-64, and enrolment in them is 2,21,857. About 300 students appeared for the first higher secondary examination in 1960 and about 20,000 have been appearing at the examination of 1965. The Fourth Plan will try to achieve the upgradation of at least a third of the secondary schools to the higher secondary pattern and the introduction in the upgraded schools of vocational streams so as to make them terminal in character.

33. It is not yet possible to pronounce on the effects of this reorganisation. The percentage of failure at the higher secondary examination has been considerable and most of those who passed the examination appeared as anxious to join the university as the products of ordinary secondary schools. Some difficulty has also been experienced by the students of higher secondary schools in securing admissions to certain colleges at Patna. It is

expected, however, that there would, in future be no discrimination between the pre-university students and higher secondary students in the matter of admission to higher courses. The training of teachers of scientific and vocational subjects and supply of standard equipments pose another difficult problem. To overcome this, steps are already underway under an advance action programme to add science and craft wings to four of the Training Colleges of the State. An Institute of Home Science is also being proposed for establishment during the Fourth Plan. It is also felt that the higher secondary syllabus is heavier than the pre-university syllabus, that the number of compulsory subjects in the final examination is much too large and the examination load disproportionately heavy. These problems, including the revision of the syllabus, are now engaging attention of Government. A Committee with departmental and University representatives is already examining these questions and very soon a uniform standard would be set for the higher secondary and the pre-university courses of study. During the Fourth Plan, quite attractive scales are being proposed for teachers in certain subjects with a view to ensuring reasonably satisfactory standard of teaching in higher secondary schools. These measures are bound to lead to qualitative improvement in secondary education.

34. During 1955-56, the Government set up a Bureau of Educational and Vocational Guidance at Patna. A number of schools have since been provided with teachers who have been trained as school counsellors at the Bureau. The benefit of this programme has not been fully realised yet. To enable the Bureau to expand its activity, its strengthening is being suggested during the next Plan period.



35. During 1952-53, the State Government established a public school with Hindi as medium of teaching at Notarhat. The sole criterion for admission to the school is merit. That this is strictly followed, a system of selection test for children of age-group 9-12 has been evolved. Liberal scholarships have been provided so that no child upon selection should find it difficult to pursue study in this school. During 1962-63, the State Government decided to set up a Sainik School at Tilaiya in consultation with the Ministry of Defence. Both these schools teach up to the higher secondary standard.

36. The Secondary School Examination and Higher Secondary School Examination are public examinations, qualifying for admission to the pre-university and first year degree classes respectively of the university. In high schools for Anglo-Indians, the final "School Certificate Examination" is conducted by the University of Cambridge Local Examinations Syndicate through the Council for the Indian School Certificate Examination, New Delhi. With a view to bringing about reform in the system of examination, the State Government has set up an Examination Research Bureau at the State headquarters. Another step for qualitative improvement is the establishment in the State of the Institute of English. This institution provides specialised training to teachers of English of secondary schools as well as teachers' training schools.

37. There are four extension service centres attached to the four training colleges for men at Patna, Ranchi, Bhagalpur and Turki and two such centres attached to two training schools at Ghiri and Bikram in the State. These centres have been arranging conferences, discussions,

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symposia, demonstrations and lectures. The Directorate of Extension Programmes for secondary Education provides guide-lines to them from time to time.

38. During 1949-50, the Government decided to take up the production and supply of text-books under the control of the Department itself. The Bihar Text-book committee, constituted in December 1949 had published, till the end of 1958-59, 908 text-books in different subjects for classes I to XI. The Bihar Basic Education Board has also published books for use in basic and post-basic schools. Books published by private publishers, if found suitable, are also approved as text-books. The State Government has set up a Text-book Research Bureau at Patna for bringing about improvement in the quality of the text-books to be used in schools. With a view to arrest unseemly trends in the production and supply of text-books, Government has decided to set up a Text-Book Corporation with functions hitherto performed by the State's Text-Book Committee as well as vested with wide powers to control the production and sale of spurious books.

#### UNIVERSITY EDUCATION.

39. It has already been stated earlier that a University was established at Patna in 1917. This was the first University in the State. On the basis of the recommendations of the Radhakrishnan Commission, the State Government took several decisions towards reorganising higher education. The chief of these were (a) establishment of a purely teaching university at Patna; (b) establishment of four regional teaching-cum-affiliating universities; (c) provision of facilities for the teaching of science

in at least one college in each district; (d) subsidising the establishment of one women's college in every division; (e) transfer of the general control of higher education to autonomous universities, and (f) introduction of the three-year degree course (involving the abolition of the Intermediate examination). By 1960-61 almost all these decisions had been implemented.

40. Two universities came into being on 2nd January 1952, viz., the Patna University which was reorganised as a purely teaching university within the limits of the Patna Municipal Corporation and the Bihar University as an affiliating-cum-teaching university for the rest of the State. The government colleges at Patna, Ranchi and Muzaffarpur were transferred to the control of the Patna and Bihar Universities respectively. During the same year, the conduct of the Matriculation examination was transferred from the university at Patna to the Bihar Secondary School Examination Board which was established as a statutory body. In 1960-61, effect was given to the proposal to have a regional university for each division. Accordingly, the Patna University was given jurisdiction over the Patna division; the Bihar University was restricted to the Tirhut Division; and new universities were established at Bhagalpur ( for the Bhagalpur division) and at Ranchi ( for the Chotanagpur Division ). A Sanskrit University known as the Shri. Kameshwar Singh Sanskrit University has been founded at Darbhanga (January 1961) with a view to revitalizing the entire system of Sanskrit education in the State. With the establishment of the Magadh University at Gaya in 1962 with jurisdiction over the whole of the Patna division except the area of the Patna Municipal Corporation delimited for the Patna University, the latter has been restored to its purely teaching character.

41. The following table brings out at a glance the number of teaching departments and constituent colleges in the Patna University and the four regional Universities as well as the faculties in which teaching is organised in them :

University.	No. of teaching Deptts.	No. of constituent colleges.	Faculties in which teaching is organised.
1.	2.	3.	4.
Patna	41	<del>3</del> <sup>10</sup>	Arts, Science, Commerce, Engineering, Law, Medicine, and Education.
Bihar.	13	3	Arts, Science, Commerce, Engineering, Law, Medicine, Education and Agriculture.
Ranchi.	14	4	Arts, Science, Commerce, Engineering, Law, Medicine, Education Agriculture and Mineral Technology.
Bhagalpur.	11	3	Arts, Science, Commerce, Engineering, Law, Education, Agriculture, Fine Arts and Crafts.
Magadh,	-	2	Arts, Science, Commerce, Law and Veterinary Science.

42. Side by side with the opening of higher secondary schools, arrangements have been made for starting pre-university classes in the various colleges. The first batch of students joined the three-year degree course in 1960.

43. The pay-scales of teachers in non-Government intermediate and degree colleges were very low in 1945-47. Consequently they had to be revised twice. The present scales in force prescribed, however, fell short of those enjoyed by teachers in other States. The posi-

position is now considerably improved. Pay scales of teachers in constituent colleges and University departments as well as affiliated colleges have been brought in line with the scales approved by the University Grants Commission. The new scales which, have been enforced with effect from the 1st July, 1964 are as follows:

(i) Scales prescribed for teachers of University departments and constituent colleges :

- (a) University Professors- Rs. 1,000-50-1,500.
- (b) Readers - Rs. 700-40-1100.
- (c) Lecturers - Rs. 400-30-640-EB-40-800.

(ii) Scales prescribed for teachers of affiliated Colleges :

- (a) Principals - Rs. 500-35-850-30-1,000.
- (b) Lecturers - Rs. 200-20-220-25-320-EB-25-670-EB-20-730.

44. Since independence, the number of institutions of higher education increased from 33 with 14,600 scholars in 1946-47 to 130 with 79,059 scholars in 1958-59. It rose to 163 institutions with 1,02,600 scholars in 1961-62.

45. The State Government has also established a number of Institutes and Centres of Higher learning. The A.N.Sinha Institute of Social Studies carries out intensive research work in social sciences, besides economic, political and other problems referred to it by the State Government. The K.P.Jayaswal Research Institute is compiling and preparing an authentic history of Bihar, besides undertaking the decipherment of Tibetan manuscripts. The Bihar Research Society is devoted

to historical publication. The Bihar Rashtrabhasha Parishad has by now published 80 volumes of Hindi books.

The Arabic & Persian Institute is devoted to advance studies and research in Arabic and Persian. All these are situated at Patna. Besides, the Mithila Institute at Darbhanga conducts post-graduate teaching and research in sanskrit learning. The Rural Institute at Birauli provides for higher education to students interested in rural problems. The Nava Nalanda Mahavihara at Nalanda conducts post-graduate teaching and research in Pali and Buddhology. And last to be mentioned is the Institute in Prakrit and Jainology at Vaishali.

46. Two other important developments in the field of University education are (i) the establishment of the State University Commission to co-ordinate the work of the Universities and to allocate grants to the Universities and the colleges and (ii) the setting up of the University Service Commission ~~and~~ to regulate the selection and appointment of teachers in the affiliated colleges of the State. Both these Commission are statutory bodies.

47. The total direct expenditure on <sup>university and other</sup> institutions for higher learning increased from Rs. 39 lakhs during 1946-47 to Rs. 232 lakhs during 1958-59, and Rs. 374 lakhs in 1961-62.

48. In the field of University education, the programmes of the Fourth Plan envisage the conversion of one college for boys and one for girls into constituent colleges in every district, liberal assistance to successful colleges, construction of hostels for approximately

approximately 10,000 students and quarters for about 350 teachers as well as establishment of a Central Research Laboratory and the providing of facility for introduction of proctorial system.

SOCIAL EDUCATION:

49. A large-scale literacy campaign was launched by the Education Department in April 1938. Mass literacy committees were constituted at State, district and sub-divisional levels with sub-inspectors of schools in charge of literacy work in their areas. The initial tempo of the movement could not be maintained in later years. Even so, there were 1,931 literacy centres attended by 91,167 adults in 1946-47.

50. During the post-independence period, the adult education programmes have gained both in depth and extent. In 1960-61, there were 7,702 centres with 3,03,263 adults in attendance and the Government contributed Rs.12 lakhs towards the total expenditure. The programme of social education is no longer confined to literacy but includes also (i) cleanliness and sanitation, (ii) health and medical aid, (iii) culture and recreation, (iv) reform in social customs and behaviour, (v) economic betterment, and (vi) publication and publicity.

51. The following table will bring out the progress achieved in the field of Social Education :

T A B L E - V

Category of schools.	1950-51				1965-66			
	No. of schools.		Enrolment.		No. of schools.		Enrolment.	
	Total.	Women.	Total.	Women.	Total.	Women.	Total.	Women.
Adults.	2,897	13	1,11,796	704	9,000	1250	300000	45000
Regular Schools.	3	-	95	14	150	20	2500	400

52. An important development in this field had been the separating of the Directorate of Social and Youth Welfare from the Directorate of Public Instruction, with additional accretions of activity from other departments doing social welfare work.

53. Great stress is being laid upon the development of libraries. One Central State library, 16 district libraries (one in each district), 11 sub-divisional libraries, 17 children's libraries at State and district headquarters, 18 mobile libraries and 500 circulating libraries have been organised under the supervision and control of the Superintendent of Libraries so far. Short training courses in librarianship are organised at the district and divisional levels. A monthly journal called 'Pustakalaya' is published by Rajya Pustakalaya Sangh. In 1960-61 the State incurred an expenditure of Rs. 1,08,863 on the development of libraries and reading rooms.

54. The Adult Education Board with a non-official as President and an officer in class I of the Bihar Educational Service as Secretary advises the State Government on matters concerning social education. The departmental staff for social education includes one regional social and youth welfare officer for each division; one district social and youth welfare officer in each district and a lady social education organiser in each Anchal-cum-Development block. The Sub-Inspectors of Schools also now look after this work in the blocks. There is also a special officer for propaganda and publications. Three Janita colleges and three social workers' training institutes train workers for social education work.



55. The programmes of the Fourth Plan will seek to achieve 100% literacy in the district of Patna in which 28.7% people are already literate according to the census of 1961 as well as similar 100% literacy in 16 selected blocks or built-up industrial areas of the State.

#### GIRLS' EDUCATION.

56. There has been great progress in the field of girls' education. In 1946-47, there were 1,964 primary schools, 118 secondary schools and 3 colleges for girls; by 1965-66, their number would be round 5,000 primary schools, 650 middle schools, 120 high schools and 18 colleges. Enrolment has also been increasing rapidly. By the end of the Third Plan, the number of girls enrolled is expected to be 11.10 lakhs ( or 33.8 per cent of the age-group 6-11) at the primary stage, 1.19 lakhs ( or 6.9 per cent of the age-group 11-14) at the middle stage, and 0.51 lakhs ( or 3.5 per cent of the age-group 14-17 ) at the high school stage. In the colleges their enrolment would also increase from 391 in 1946-47 to 8,500 in 1965-66. By the end of the Fourth Plan, progress would begin to appear quite spectacular, when it is expected there would be approximately 21.33 lakhs of girls ( approximately 57% of 6-11 age -group ) in primary schools, 2.75 lakhs of girls ( about 14% of 11-14 age-group ) in middle schools and correspondingly high increases in secondary schools and colleges.

57. The State pays handsome subsidies to institutions for girls. Girls attending boys' ~~or~~ <sup>or</sup> girls' schools are exempted from tuition fees at the middle stage and are charged lower rates of fees in girls' and boys' high schools.

58. A number of steps has been taken recently to meet the shortage of women teachers. These include establishment of additional training schools for women with assistance from the Centre, enlargement of the intake capacity of the existing institutions, award of a stipend of Rs.25 P.M. to each trainee, institution of special stipends for girls who are willing to serve as teachers after training, and organisation of condensed courses.

59. During the Fourth Plan, steps proposed to step up girls' education include the making of girls' education free upto higher secondary stage, the construction of hostels, the establishment of subsidised schools in backward areas, the establishing of a college of Home Science, provision of residential facilities to women teachers and establishment of atleast one constituent college for women in every district.

60. There is a woman <sup>a</sup> Deputy Director in charge of girls' education at the Directorate, besides an Inspectress of schools, at the State-level. In each of the 17 districts, there is a district inspectress. For the supervision of girls' middle and primary schools and social education centres, there are 41 posts of sub-divisional deputy inspectresses of schools. The Fourth Plan would seek to strengthen the inspection of girls' schools by the creation of two more posts of Inspectresses of schools.

#### TEACHING OF SCIENCE.

61. The teaching of science at the university level has received considerable attention during the post-independence period. While there were only 8 colleges affording facilities for the teaching of science during 1946-47, there

were 47 at the end of 1961-62. The number of students in the science courses increased nearly ninefold from 2,141 in 1946-47 to 19,279 during 1961-62. This is expected to rise to some 22,000 by 1965-66.

62. Provision for the teaching of Science at the post-graduate level exists only in the Universities of Patna, Bihar, and Ranchi. During the Fourth Plan, attempt will be made to provide for the teaching of Science in the Universities of Magadh and Bhagalpur as well as the C.M.College, Darbhanga, in which post-graduate teaching in certain subjects of humanities already exists. The Bhagalpur University has already taken steps, by way of advance action, to provide for post-graduate teaching in science subjects.

63. Arrangements for the teaching of science at the secondary stage existed only in a few government schools at district headquarters. The position has greatly improved since. All the 364 higher secondary schools and approximately 600 secondary schools provide for teaching in the science stream. Under a Government of India programme of strengthening science teaching at this stage, suitable grants are being given to schools that were affiliated by the end of the Second Plan. General Science is now compulsory in all the schools.

#### SCHOLARSHIPS.

64. In 1946-47 the total expenditure on scholarships, stipends and financial concessions was only Rs.4.57 lakhs (inclusive of Rs.3.4 lakhs spent from State funds). In 1960-61 the total expenditure came to Rs.140.92 lakhs

(inclusive of Rs. 117 lakhs spent from State funds). The figures are inclusive of the expenditure incurred on scholarships, stipends and other financial concessions given to Scheduled castes, Scheduled Tribes and other backward classes.

65. At the Primary stage, only 20% of the students were granted free-ships in 1946-47; Primary education is now free in the entire State. The Percentages of students awarded free-ships in middle schools, high schools and colleges for general education have increased from 10, 10 and  $7\frac{1}{2}$  in 1946-47, to 15, 15 and  $12\frac{1}{2}$  respectively. In 1946-47, there were 1,163 merit scholarships in schools of the value ranging from Rs. 3 p.m. to Rs. 5 p.m. each. At present there are 2,257 such scholarships and their value varies from Rs. 3 p.m. to Rs. 15 p.m. At the university stage, there were in 1946-47, 92 junior scholarships (of the value ranging between Rs. 7 and Rs. 20 p.m.) awarded on the basis of the Matriculation examination and 34 senior scholarships (of the value ranging between Rs. 7 and Rs. 25 p.m.) awarded on the basis of the Intermediate examination in arts and science. At present, there are 156 junior college merit scholarships of the value ranging from Rs. 40 to Rs. 45 p.m. available for one year in pre-university classes on the result of the secondary school examination and 130 merit scholarships of Rs. 50 p.m. each available for 3 years (in the three-year degree/ course) on the result of the higher secondary school examination and the ~~xxx~~ pre-university examination in arts, science and commerce.

66. The number of merit-cum-poverty stipends in schools for general education in 1946-47 was only 714

69. There are also some scholarships and stipends (including loan scholarships) available for students at the university stage. These are awarded by the universities according to the terms of the trusts and endowments created for that purpose. The Bihar State University Commission has also instituted 18 Research Fellowships to be awarded to teachers of at least five years' experience.

70. During the last decade, the number of students receiving other financial concessions such as book grants, exemptions from payment of tuition or examination fees, money grants for payment of fees etc., has increased considerably. In 1960-61, 47,746 students were in receipt of such concessions in schools and colleges, the total amount involved being nearly Rs.11 lakhs.

EDUCATION OF THE SCHEDULED CASTES,  
SCHEDULED TRIBES AND OTHER BACK-  
WARD CLASSES.

71. Scheduled Caste students reading in schools are exempted from payment of tuition fees. Subject to the application of the prescribed means test, the exemption holds good at the university stage also. They are exempted from payment of admission fees in colleges, hostel rent in hostels managed by the Government, and examination fees in university or secondary school board examinations. Book grants and petty grants for purchase of reading and writing materials are also given to deserving students.

72. Till recently, Scheduled tribe students at the secondary stage (including those studying in middle, senior basic and post-basic schools) were required to

and their value ranged from Rs.3 p.m. to Rs. 10 p.m. each. At present their number is 5,700 and their value ranges from Rs. 10 p.m. to Rs.15 p.m. each. During the pre-independence days, there was practically no provision for awarding merit-cum-poverty stipends at the university & stage. Now, there are 2,426 such stipends with rates varying from Rs.40 to Rs.50 p.m. each. Besides, there are now many national scholarships available to meritorious but poor university and college students.

67. During the Fourth Plan, liberal provisions have been proposed for the award of additional merit-cum-poverty as well as merit scholarships. Their number and total <sup>proposed</sup> Plan provision therefor/ <sup>are</sup> at different stages ~~is~~ as follows:

Stage.	For boys.	For Girls.	Total Plan provision (In lakhs)
Elementary	900 (including 400 merit).	300	18.36
Secondary	1,200	1,000	38.88
University	<u>General</u>		
Pre-University.	780		
Degree	300 (including purely 50 merit cases).		
Post -Graduate	200		51.12
Oriental Education.	70		1.00

68. A scheme for granting educational stipends to children of political sufferers has been in force since 1959-60. Under this scheme, 108 stipends varying from Rs.20 to Rs.40 p.m. and 716 stipends varying from Rs.10 to Rs.30 p.m. were available during 1960-61 at the college and school levels respectively.

pay about half of the prescribed rate of tuition fees. From the financial year 1960-61, however, they have been given full exemption. At the post-matriculation stage, all Scheduled tribe students are eligible for stipends. They are also paid tuition fees and other compulsory charges levied by the colleges. No admission fee is charged to college students and they are exempted from the payment of examination fees at the university and secondary school certificate examinations.

73. Students belonging to Backward communities among Hindus receive assistance in such forms as stipends, book grants, and payment of fees for university examination or college tuition. Backward Muslim communities receive assistance towards the opening of Maktabas, libraries and hostels, award of stipends and book grants to students reading in schools and colleges and payment of examination and tuition fees. There is a special scheme for the education of Tharus in the district of Champaran under which primary and middle schools are opened and maintained in the Tharu areas. The State Government has also sanctioned the upgrading of two of the existing Tharu middle schools ~~into~~ high schools.

74. Thirty hostels have been constructed by Government all over the State for the benefit of students belonging to Scheduled castes, Scheduled tribes and other backward communities. Some of these are directly managed by the Government while others are placed under the management of Santhal-Paharia and Adinjati Seva Mandals. No rent is charged in these hostels and boarders get free service in addition to free medical attendance. In deserving cases, other facilities are also provided e.g.,

hostel allowance or free food and vegetable allowance. Although the hostels are primarily meant for students belonging to backward classes, students belonging to other communities are also allowed, even encouraged, to join them.

75. The number of schools (the majority of which are primary schools) specially meant for the Backward classes has increased considerably. In 1946-47, there were 1,066 such institutions. In 1962-63, their number had increased to 2001. The total enrolment of students belonging to Backward classes in all kinds of institutions in 1946-47 was 1,56,460 (university stage 338; high school stage 5,051; middle school stage 9,043; primary stage 1,40,537; in professional and special institutions 1,491). By 1962-63 the figures had increased to 28,59,478 or <sup>58.2%</sup>~~38.2%~~ of the total State's enrolment (university 25,849 high 2,72,541; middle 5,32,905; primary 19,20,282; nursery 530 and in professional and special institutions 1,07,371). These figures show that there is now sufficient awakening in these classes to the advantages of education.

PHYSICAL EDUCATION, GAMES AND  
SPORTS, YOUTH WELFARE.

76. A Board of Health and Physical Education was set up in 1957 to advise the Government on matters relating to Physical Education. The supervisory staff of physical education consists of 17 deputy superintendents of physical education, one for each district, and one lady superintendent in charge of physical education in girls' high schools. Physical education now forms an



integral part of the school programme and, on an average, three hours a week are devoted to physical training. It has been decided that every high school should have one graduate instructor specially trained in physical education, 358 schools have been covered under this scheme by the end of 1964-65. Facilities for the training of teachers in physical education are provided at the Government College of Health and Physical Education, Patna, which was established in 1951, and at the aided schools of health and physical education at Muzaffarpur and Dhanbad.

77. The general direction of games and sports has been entrusted to the D.P.I., Bihar as well as the Director of Social and Youth Welfare. Coaches have been appointed to spot young talent and train young athletes and players in football, hockey, and cricket and athletics. In addition, two permanent coaching bases are located at two of the educational institutions at Patna. With the establishment of the National Fitness Corps, great fillip is bound to be received in the field of physical education. This programme is likely to be implemented during the Fourth Plan.

78. Sports festivals are held at State, divisional, district, and sub-divisional levels and a sum of Rs.50,000 is sanctioned annually for the purpose. A sports stadium-cum-guest house is under construction at Patna. The State was host to the All-India Olympics in 1964-65.

79. There are 22 youth hostels in the State. Youth movement is also being organised on an intensive scale in 23 post-intensive development blocks through the formation of youth clubs.

80. There is a lady medical officer under Government for inspection of health of girls. Schools run by the Tata Iron and Steel Company, a few non-Government high schools and Anglo-Indian secondary schools provide for regular medical inspection of their students. Hostels attached to all government high and multipurpose schools employ part-time medical officers on their staff. The Materhat Vidyalaya and the Sainik School have medical officers attached to them.

#### N.C.C. AND A.C.C.

81. The strength of the N.C.C. and A.C.C. has been increasing very rapidly in recent years. At present, there are 2410 A.C.C. officers and 1,44,600 cadets at the school stage. In the N.C.C., there are 271 officers and 12,195 cadets at the school stage and 490 officers and 82,793 cadets at the university stage. Besides, about 71,800 college students are receiving training in 359 N.C.C. Rifle companies at present.

82. During the Fourth Plan, 18,000 additional enrolment to the Senior Division of the N.C.C. will take place. The long-felt want of armcuries at important places will also be sought to be fulfilled.

#### PRE-PRIMARY EDUCATION.

83. In the pre-independence period, pre-primary education was provided only in some of the Anglo-Indian secondary schools and residential schools run by the Christian missionary organisations. Even after independence, pre-primary education has, in the main, continued

to be the concern of the voluntary organisations.

84. In 1963-64, there were 34 pre-primary schools (30 for boys and 4 for girls) with an enrolment of 2217. Since 1946-47, the Government has conducted pre-basic schools attached to the Pindrajora, Bikram and Chiri Training schools and the Teachers' Training College, Turki. No facilities for the training of pre-primary teachers exists. The Fourth Plan will attempt to meet this want. A provision of Rs.2.50 lakhs was approved for assistance to voluntary organisations running such institutions in the Third Plan, but expenditure is likely to exceed this by about Rs.0.50 lakhs.

#### EDUCATION OF HANDICAPPED CHILDREN.

85. Before independence, there were two schools for blind children and two for deaf-mutes. There are now nine schools for the blind and deaf-mutes with 370 students and 44 teachers (1960-61). Of these, 196 students were in receipt of stipends.

86. Prior to 1959-60, government policy was against direct enterprise in this field. It has now been decided, however, to nationalize some of the privately managed schools. The Patna Blind School was taken up for nationalisation in 1959-60. The Deaf and Dumb school, Patna, is also likely to be taken over soon.

#### AUDIO-VISUAL EDUCATION.

87. A Board of Audio-Visual Education was set up in 1954 and reconstituted in 1957. The departmental staff for this consists of one Audio-Visual officer,

one production officer and one film librarian. There is a State Film library and, at present, 500 high and higher secondary schools have the necessary facilities for screening educational films. Grants-in-aid are given to schools for purchase of audio-visual equipment.

#### DEVELOPMENT OF HINDI.

88. Hindi was declared to be the State language in 1946. The Bihar Official Language Act, passed in 1950, directed that Hindi was to replace English completely by 29th November, 1957. To facilitate this, the translation of codes, manuals etc. was taken in hand, non-Hindi government servants were trained in noting and drafting in Hindi, and arrangements were made for training in Hindi typewriting and for supply of Hindi typewriters to all offices. Owing to several practical difficulties, however, the Act was enforced only in November 1950. Hindi has now been adopted as the medium for a very large part of government business.

89. To co-ordinate various programmes in regard to the development of Hindi, a new department has been set up. It has brought out several publications to popularise technical terms in Hindi. A committee of Hindi scholars has also been set up to examine the appropriateness of Hindi words and expressions published by the Government of India and the State Government and where necessary, to suggest revisions.

90. The Rashtrabhasha Parishad established by the Government in 1949-50, of which mention has been made earlier, is engaged in the publication of important

works of research in Hindi language and literature, collection of Hindi folklore, award of prizes for important works in Hindi, translation of important works in other languages into Hindi and arrangement of lectures by eminent men of letters in Hindi.

#### PROPOGATION OF SANSKRIT.

91. In 1946-47, there were 377 Sanskrit tols (including one Sanskrit college managed by the Government) with 10,746 pupils and 733 primary Sanskrit schools with 25,844½ pupils. On the recommendations of the Sanskrit Reorganisation Committee, the teaching of Sanskrit has been reorganised. There is now one government Sanskrit high school in each district, and one government Sanskrit college in each division. Government have also decided to establish Sanskrit middle schools at each of the sub-divisional headquarters of the State. Teaching upto Uttar Madhyama (higher secondary stage) is imparted in Sanskrit high schools while courses above Uttar Madhyama are taught in Sanskrit colleges.

92. The establishment of the Mithila Institute at Darbhanga for post-graduate studies and research in Sanskrit in 1950-51, of which also mention has already been made, was an important step for the promotion of Sanskrit. The establishment of the Sanskrit university at Darbhanga in 1960-61, to which reference has been made earlier is yet another momentous step in the same direction.

93. Despite these steps, the progress is not very satisfactory. The number of primary Sanskrit schools went down to 484 in 1961-62 although the number of pupils

had increased to 37,079. The number of tols has remained more or less constant at 377 but their enrolment dwindled to ~~15,2~~ 13,302 in 1961-62. The number of Sanskrit colleges increased from 1 to 24 but increase in enrolment was only 1009 between 1947-48 and 1962-63. Only four of these colleges are Government managed.

EDUCATED UNEMPLOYMENT.

94. The problem of educated unemployment has been growing in magnitude for sometime now. At the end of 1961, there were 29,403 names still awaiting placements on the live registers of whom 21,998 were matriculates, 4,120 intermediate passed and 3,285 graduates. At the end of December 1964, the number of educated unemployed as on the live registers had increased to 44,170. Of these, 30,028 were matriculates, 6,831 undergraduates, 6,725 graduates and 586 persons holding post-graduate qualifications. This has to be viewed from the point that every unemployed person does not care to get himself registered. It has also to be noted that the single largest group among the educated unemployed persons consists of matriculates, most of whom seek only clerical appointments.

95. The proposals under General Education for the Fourth Plan do, provide employment potentialities in its various stages or sectors, which are as follows:-

		<u>Teaching.</u>	<u>Non-teaching.</u>	<u>Total.</u>
1.	Elementary	56,137	287	56,424
2.	Secondary	6,469	185	6,654
3.	University	151	130	281

	<u>Teaching.</u>	<u>Non-teaching.</u>	<u>Total.</u>
4. N.C.C./Physical	104	286	390
5. Social	22	154	176
6. Oriental	193	42	235
7. Scientific	100	111	211
8. Headquarters Establishment.	1	64	65
9. Replacements.	6,400	500	6,900
10. Construction.	3,700 (skilled)	45,000 (unskilled)	48,700
<hr/>			
TOTAL:	73,277	48,750	1,20,036

96. Perhaps, this will rouse confidence in the unemployed to look forward to their absorption in larger numbers not only in education, but also other sectors of development which too must be providing for large opportunities during the next Plan.

ADMINISTRATION.

97. With the all-round expansion in education outlined above, the staff of the Bihar Education Department had to be considerably strengthened. In 1946-47, the Department had only 340 officers (6 for direction and 334 for inspection); their number in 1960-61 stood at 1,172 (13 for direction and 1,164 for inspection). It must be noted, however, that despite the great expansion which the administrative set up has undergone in recent years, the percentage of expenditure on direction and inspection in relation to the total educational expenditure of the State has actually decreased. No expansion was put through during the Third Plan, though it is now necessary for better evaluation of programmes of development that the headquarters administration is

~~strengthened.~~ It is also necessary that teacher training programme is given more intimate supervision and the statistics unit of the department is properly manned to cope with the complexities of educational statistics. These items will no doubt receive due attention during the next Plan period.

98. Seminars, camps, conferences and short refresher courses are organised from time to time with a view to improving the efficiency of the administrative staff. At times, when an appointment is made by direct recruitment, the recruit is put through his paces by being required in the first instance to work as an understudy to selected officers for specified lengths of time. The training colleges are also used for training the fresh recruits.

EDUCATIONAL BUILDINGS.

99. A building research unit was set up in the Directorate during the first Plan with a few overseers and an assistant engineer, loaned by the public Works Department. This unit, was placed on a permanent footing during the second plan. During the period 1954-62, construction of 13,082 class rooms was taken up in the 17 districts. Of these, during the same period, only 2,691 were completed. As the progress has not been satisfactory and considerable amount of construction work has been proposed during the Fourth Plan at every stage or sector of education, the total cost of this being Rs.27.77 crores- this is to make up for fewer construction programmes of the previous years- it has been considered



~~necessary to set up a regular construction unit~~ under an Executive Engineer in the department. This proposal is likely to materialise soon.

STATUTORY PROVISIONS.

100. Under the Bihar Local Self-Government (Amending and Validating) Act, 1954, certain powers relating to elementary education have been withdrawn from local boards and a District Education Fund has been created in each district to be operated by the District Superintendent of Education. Under the Bihar Panchayat Samitis and Zila Parishads Act, 1961, these powers have now been vested in the Zila Parishads and Panchayat Samitis. The identity of the District Education Fund has, however, been allowed to remain undisturbed. The Act has been enforced in two districts, Ranchi and Bhagalpur in which the District Superintendent of Education, Deputy Inspectors and Sub-Inspector of Schools have become directly subordinate to the Zila Parishads and the Panchayat Samitis.

101. Under the Bihar Primary Education (Amendment Act IV) of 1959, local bodies have been authorised to levy a cess of 6½ per cent of the house-tax for utilisation on expenditure and expansion of free primary education in their areas.

102. For the effective control of secondary schools and their managing committees, the State Government enacted the Bihar High Schools (Control and Regulation of Administration) Act, 1960.

A SUMMING UP:

103. The progress <sup>of</sup> the State's education had to suffer at times during the Third Plan, first because of the State's own financial position being very tight and also owing to the Chinese Aggression. These were responsible for short-falls at almost every stage of education. This will account for the loss of the tempo generated during the Second Plan and continued to the beginning of the Third Plan. The Fourth Plan would, however, not allow the losses of the Third Plan to cloud its vision. On the other hand, it would seek to pick up at the point reached during the 3rd Plan and to accelerate its pace for development leading to the targets of the period.

104. In the elementary stage of education, the Fourth Plan will try to lead enrolment to 59.65 lakhs in the age-group 6-11 and 13.78 lakhs in the age-group 11-14. These targets fulfilled, the percentage in the two age-groups would be 78.3 and 34.5 respectively in the year 1971. There will also be great emphasis on employment of lady teachers and enrolment of girls in these age-groups.

105. In the age-group 14-17, the target of enrolment of 1.90 lakhs of children would be fulfilled completely during the Third Plan. On the other hand, several major programmes of development at this stage would register very poor result. These programmes include the conversion of ~~xxxx~~ secondary schools into higher secondary schools with provision of vocational streams in a large number of them, enabling secondary education to be truly terminal in character. This programme is not being achieved at all inspite of the fact that approximately 300 schools would have been promoted as higher secondary schools during

this period. Then, another important objective of this stage of education was the developing of facilities for science education in all secondary schools of the State. This item too has remained, more or less, unfulfilled. That is to say, two programmes for the qualitative improvement of secondary education have not been fulfilled during the Third Plan. It will, therefore, fall to the lot of the Fourth Plan that these programmes are grappled with firmly and strongly so that atleast 33 per cent of the State's secondary schools, whose number would ~~be~~<sup>by</sup> then be approximately 2100, should become fully equipped and adequately staffed higher secondary schools, making provision for suitable vocational streams<sup>a</sup> therein. The programme of strengthening science teaching in secondary schools has been taken up with the assistance outside of the Plan ceiling received from the Central Government towards the end of the Third Plan. The Fourth Plan would seek to continue the step taken. Further, while attention would be kept on the question of raising enrolment suitably to keep up with the all-India level, a great deal of work on further qualitative improvement will be items for the Fourth Plan. These will include construction of hostels, developing facilities for the training of science teachers and teachers of home science, making girls' education free upto higher secondary stage, and assisting in the Central Government's programmes of the establishment of Central Schools in the State.

106. At the university stage, there would be approximately 35,000 students enrolled in the various branches of studies at the end of the Third Plan. The Fourth Plan would devote itself to the raising of enrolment particularly in the science branch by providing facilities

for science teaching in the Universities and colleges. It will also address itself to the problem of discipline at this stage. It will provide for construction of hostels in very large numbers in university and college campus as well as teachers' quarters to enable students and teachers to reside in larger number on university and college premises. Practorial system will also be introduced during the Fourth Plan. In the Institutes of Higher Learning, while research has continued to be done, little publication has been possible owing to paucity of funds. This deficiency will be met during the Fourth Plan. As has been stated elsewhere, a Central research laboratory will also be established to enable university and research workers to conduct useful programmes therein.

107. In the sphere of physical education and N.C.C. the State will go ahead with the National Fitness Corps and will also promote further enrolment in the senior division of the N.C.C. commensurate with increasing University enrolment.

108. There will be two important programmes under Social Education, namely intensive literacy programme in a selected district and in selected blocks or built-up townships as well as provision of better library service in the State than hitherto.

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GOVERNMENT OF BIHAR

MEMORANDUM

TO THE

EDUCATION COMMISSION

PART - III

EDUCATIONAL STATISTICS

EDUCATIONAL STATISTICS.

Item.	1950-51		1955-56		1960-61		1963-64	
	Total.	For Girls.	Total.	For Girls.	Total.	For Girls.	Total.	For Girls.
1.	2.	3.	4.	5.	6.	7.	8.	9.
1. No. of Institutions.								
Universities	1	-	2	-	4	-	6	-*
Board of Education.	-	-	-	-	1	-	1	-*
Research Institutions.	-	-	3	-	4	-	4	-*
Colleges for General Education.	-	-	-	-	-	-	-	-
Degree Standard	25	3 0	54	5	107	13 0	117	13*
Intermediate Standard	6	2 0	-	-	-	-	-	-
Colleges for professional and Technical Education.	-	-	-	-	-	-	-	-*
Agriculture and Forestry.	1	-	2	-	3	-	3	-*
Commerce.	1	-	2	-	2	-	2	-*
Engineering and Technology.	3	-	5	-	7	-	7	-*
Law	2	-	3	-	4	-	4	-*
Medicine.	4	-	7	-	9	-	9	-*

	1.	2.	3.	4.	5.	6.	7.	8.	9.
Teachers' Training-									
Basic	0			3		3		5	*
Non-Basic	0	2		2	1	1	1	2	1*
Veterinary Science.		1				2		2	*
Others.		3		3				1	*
Colleges for Special Education.				1		7		27	*
Schools for General Education.									
Higher Secondary schools					201	18	364	29	
High Schools		643	35	940	43	1,340	68	1,500	90
Middle Schools									
Basic.		224	4	573	7	796	9	862	11
Non-Basic		1,948	113	2,619	157	3,612	238	4,920	443
Primary Schools									
Basic		300	2	1,401	4	2,820	333	2,789	354
Non-Basic		23,399	2,123	26,594	2,643	34,503	3,896	38,693	4,254
Pre-Primary schools.				4		18	2	34	4

1.	2.	3.	4.	5.	6.	7.	8.	9.
<b>Schools for vocational- &amp; Technical Education -</b>								
Agriculture & Forestry.	1	1	18	1	19	-	20	1
Arts and Crafts.	15	9	13	9	20	-	35	20
Commerce.	16	-	16	-	24	-	15	-
Engineering.	1	-	4	-	12	-	25	-
Medicine.	-	-	-	-	-	-	-	-
<b>Teachers' Training-</b>								
Basic.	84	10	61	3	100	15	103	23
Non-Basic.	0	0	21	10	11	11	19	7
Technology and Industrial	28	4	29	4	0	-	-	-
Others	8	-	2	-	13	-	7	-
<b>Schools for Special Education -</b>								
For the Handicapped.	7	1	0	-	-	-	2	-
Social (Adult) Education	2,900	43	4,890	265	7,717	945	3,936	407
Others	416	-	0	-	-	-	-	-
<b>TOTAL:</b>	<b>30,038</b>	<b>2,320</b>	<b>37,272</b>	<b>3,152</b>	<b>57,360</b>	<b>5,549</b>	<b>53,512</b>	<b>5,657</b>



1.	2.	3.	4.	5.	6.	7.	8.	9.
<b>II. NUMBER OF STUDENTS.</b>								
<b>A. By Type of Institution.</b>								
Universities.	637	42	2,458	171	4,370	-	6,034	652*
Research Institutions.	-	-	74	1	138	1	152	2*
Arts & Science Colleges.	21,897	808	40,036	2,310	72,900	3,775	84,971	5,466*
Professional & Technical Colleges.	3,681	96	7,434	213	11,700	86	13,360	633*
Special Education Colleges.	150	20	54	-	578	-	1,749	53*
Higher Secondary Schools.	-	-	-	-	1,21,015	9,219	2,21,857	10,866
High Schools.	2,27,082	13,501	2,69,929	18,829	4,02,606	20,089	4,35,099	33,479
Middle Schools -								
Basic	33,719	3,355	80,400	8,557	1,54,134	1,909	1,77,463	27,205
Non-Basic.	2,87,832	26,441	3,26,314	37,107	6,57,889	51,557	9,63,620	1,97,859
Primary Schools -								
Basic	31,068	3,240	82,699	10,412	2,01,718	15,708	2,14,253	45,117
Non-Basic.	12,13,247	1,81,517	14,42,759	2,60,443	25,10,303	2,24,755	27,91,551	6,86,875
Pre-Primary Schools.	-	-	191	73	1,001	103	2,217	722
Schools for Vocational & Technical Education.	8,648	1,095	14,758	1,252	32,422	3,474	33,686	4,365.

1.	2.	3.	4.	5.	6.	7.	8.	9.
Schools for Special Education.	1,27,008	986	1,81,408	13,901	3,31,408	35,029	1,86,408	25,650
B. By stages/subjects.	-	-	-	-	-	-	-	-
General Education (University Standard).								
Research.	11	1	23	1	138	1	133	16*
M.A. and M.Sc.	1,084	53	2,057	152	4,143	432	5,339	609*
B.A. & B.Sc. (Pass & Hons).	5,025	223	8,898	627	9,513	842	28,760	2,531*
Intermediate (Arts & Science).	12,442	541	27,557	1,690	30,911	2,154	53,481	3,933*
Professional Education (University Standard).	-	-	-	-	-	-	-	-
Agriculture & Forestry.	102	-	336	-	708	1	926	-
Commerce.	4,241	1	6,155	1	5,868	3	6,082	2*
Engineering & Technology.	507	-	1,076	3	4,003	1	5,664	9*
Law	952	1	1,076	2	1,499	4	2,331	3*
Medicine.	1,162	79	1,467	139	2,258	341	2,908	472*
Teachers' Training-								
Basic	0		334	14	420	32	727	55*
Non-Basic	130	16	193	70	131	94	261	108*

1.	2.	3.	4.	5.	6.	7.	8.	9.
Veterinary Science.	188	-	NA	NA	504	-	537	-
Other subjects.	150	20	769	2	208	-	146	-
Special Education (University Standard)	95	32	72	5	578	-	1,749	53
General Education (School Standard).	-	-	-	-	-	-	-	-
High & Higher Secondary.	1,05,255	3,583	1,43,795	6,154	5,23,621	29,308	6,56,956	53,345
Middle -	2,23,107	11,538	2,73,944	13,128	8,12,023	53,466	11,41,083	2,55,064
Primary	14,64,586	2,13,133	17,81,027	3,10,943	27,12,021	2,40,463	37,81,908	8,97,680
Pre-Primary.	-	-	520	196	1,001	103	2,217	722
Vocational Education (School Standard)	-	-	-	-	-	-	-	-
Agriculture & Forestry.	9	9	1,676	14	1,691	10	1,974	102
Arts & Crafts.	326	204	274	173	-	-	3,122	881
Commerce.	1,189	11	2,397	22	2,587	46	1,346	14
Engineering	295	-	951	-	9,859	1,043	6,283	-
Medicine.	49	-	29	-	-	-	-	-
Teachers' Training.	-	-	-	-	-	-	-	-
Basic - (	4,467	573	6,312	301	16,093	2,405	18,404	2,939
Non-Basic. (	-	-	766	394	295	472	845	418
Veterinary Science.	-	-	-	-	109	-	153	-

1.	2.	3.	4.	5.	6.	7.	8.	9.
Technology & Industrial.	2,156	273	2,282	348	6,996	1,048	1,291	11
Other subjects.	641	25	160	-	3,04,750	35,701	258	-
Special Education (School Standard)								
For the Handicapped.	296	87	-	-	370	38	374	45
Social (Adult) Education.	1,11,391	713	1,81,408	13,901	3,03,042	37,651	1,06,034	25,803
Other Subjects	14,633	131	-	-	-	-	-	-
<b>TOTAL:</b>	<b>19,54,969</b>	<b>2,31,101</b>	<b>24,48,554</b>	<b>3,53,277</b>	<b>92,59,099</b>	<b>7,74,177</b>	<b>1,02,70,634</b>	<b>20,98,270</b>

III. EXPENDITURE ON EDUCATIONAL INSTITUTIONS.

<b>A. By sources</b>								
Government Fund.								
Central	20,80,993	58,444	37,85,322	79,311	61,53,704	1,17,625	66,74,789	1,24,059
State	2,48,82,246	17,78,104	5,10,84,894	32,08,123	15,36,24,810	1,10,73,687	17,61,59,530	1,53,26,43
District Board Funds.	1,71,54,639	8,71,239	2,37,95,573	11,99,432	34,03,574	2,82,729	42,35,500	3,04,972
Municipal Board Fund.	25,47,259	4,85,329	34,73,144	6,40,237	14,05,101	4,23,917	13,91,606	4,75,608
Fees.	1,67,47,024	5,90,955	2,33,53,904	8,13,162	37,45,658	19,07,041	5,35,50,116	23,74,438*

1.	2.	3.	4.	5.	6.	7.	8.	9.
Other sources.	71,04,659	6,76,962	1,61,20,519	8,58,590	1,75,46,700	16,40,451	2,79,34,651	27,46,675*
B. By type of Institutions.								
Direct Expenditure on:								
Universities.	21,65,018	--	37,12,119	--	45,42,899	--	83,59,532	--
Boards.	--	--	--	--	27,08,900	--	38,59,567	--
Research Institutions.	--	--	2,25,273	--	2,64,968	--	2,44,580	--
Arts & Science Colleges.	44,79,287	3,09,673	76,37,195	4,30,726	1,50,63,093	10,65,754	1,29,73,112	15,06,571*
Colleges for Professional and Technical Education.	23,06,380	--	46,55,708	39,041	80,75,701	40,031	1,16,07,699	52,897*
Colleges for special Education.	--	--	24,026	--	5,39,640	--	5,22,870	--*
High & Higher Secondary schools.	1,23,31,401	9,62,540	1,80,68,560	14,22,259	3,17,11,511	25,45,156	4,02,15,097	88,46,962*
Middle Schools:								
Basic.	9,24,819	24,209	37,30,576	58,859	62,75,846	81,282	75,23,034	1,00,493*
Non-Basic.	90,15,160	7,72,933	1,18,73,822	11,23,982	2,00,92,816	19,42,773	2,50,92,440	25,60,908*
Primary Schools:								
Basic.	1,70,95,123	12,88,427	14,77,345	4,834	33,29,097	2,32,959	37,16,314	3,57,953 *
Non-Basic			2,07,33,912	16,17,737	4,10,59,732	37,02,021	4,97,49,921	45,56,210*

1.	2.	3.	4.	5.	6.	7.	8.	9.
Pre-Primary schools	-	-	26,283	-	83,896	5,203	1,39,889	6,818*
Vocational & Technical Schools.	4617,676	1,65,655	39,23,708	2,46,521	1,07,41,360	10,01,402	1,07,70,478	11,51,847*
Special Education Schools.	-	-	24,56,232	64,485	38,19,747	2,14,577	38,10,895	1,73,057*
TOTAL (DIRECT)	5,29,84,956	35,23,490	7,85,44,816	50,17,174	14,61,09,206	1,08,30,958	18,55,90,048	1,42,15,726*
Indirect Expenditure.	-	-	-	-	-	-	-	-
Direction and Inspection.	17,69,553	73,520	27,59,936	93,353	81,85,588	4,65,135	81,23,156	4,43,722**
Buildings,	31,60,843	2,80,981	2,34,28,227	10,33,923	4,02,89,166	23,23,235	4,09,01,777	26,67,204**
Scholarships.	22,12,230	95,345	67,31,520	2,78,909	1,41,32,413	9,90,968	1,84,43,757	14,07,122**
Hostels	3,54,637	1,47,797	13,95,665	1,54,307	23,61,819	1,59,610	27,66,463	2,84,145 **
Other Miscellaneous Items.	45,34,621	3,34,950	87,53,202	2,01,190	1,28,02,355	6,70,604	1,43,63,791	9,20,495**
TOTAL (INDIRECT):	1,75,31,894	9,37,593	4,30,68,600	17,61,687	7,77,71,541	46,14,552	8,46,05,944	51,33,745 **
GRAND TOTAL:	7,05,16,850	44,61,083	12,16,13,416	67,78,861	22,58,80,547	1,54,45,510	27,01,95,992	1,99,52,472**

IV. NUMBER OF TEACHERS.

Universities & Colleges.	1,332	67	2,251	122	4,027	231	5,288	339*
High & Higher Secondary Schools.	8,108	511	12,906	760	17,648	1,041	21,756	1,305

1.	2.	3.	4.	5.	6.	7.	8.	9.
Middle Schools-	12,607	894	19,090	1,314	24,913	2,059	32,525	3,076
Primary schools-	40,512	2,570	49,901	3,498	59,663	5,124	67,500	6,330
Pre-Primary - schools-	-	-	8	2	50	30	92	10
Vocational & Technical schools-	543	31	769	79	1,693	177	2,200	218
Special Schools-	1,136	8	1,690	37	2,356	44	2,937	37

V. EXAMINATION RESULTS.

Students passing-

M. A. & M. Sc.	355	13	898	68	2,272	169	3,136	244*
B. A. & B. Sc. (Pass & Hons).	1,793	74	2,283	218	8,126	1,673	9,561	888*
Professional (Degree)	922	16	5,117	156	3,328	172	3,005	140*
Matriculation & Equivalent exami- nations.	14,405	742	33,172	1,945	46,296	3,308	56,798	4,076*

VI. NUMBER OF INSTITUTIONS IN RURAL AREAS.

Universities & Colleges.	8	-	19	-	35	-	52	-
High & Higher Secondary schools.	432	4	725	4	1,263	16	1,465	19*

1.	2.	3.	4.	5.	6.	7.	8.	9.
Middle Schools.	2,093	56	2,935	74	4,013	120	5,388	228*
Vocational and Special Schools.	2,961	25	4,539	245	6,883	781	5,867	585*
TOTAL:	27,888	1,008	34,872	2,639	47,603	4,740	52,209	4,957*

VII. NUMBER OF PUPILS FROM RURAL AREAS.

Universities & Colleges.	17,735	237	32,985	735	53,484	1,802	71,940	1,631*
High & Higher Secondary Schools.	1,54,245	1,263	1,83,471	2,563	3,77,419	11,125	4,54,964	11,350*
Middle Schools.	2,96,003	20,443	3,69,260	27,930	7,30,992	98,923	8,44,858	1,29,855*
Primary & Pre-primary schools.	11,75,564	1,45,407	14,10,103	2,28,538	25,41,723	5,76,954	26,37,909	5,64,111*
Vocational & Special schools.	1,11,791	1,322	1,76,098	11,040	2,95,180	33,493	2,62,731	25,711*
TOTAL:	17,55,352	1,69,372	21,77,932	2,70,911	39,98,793	7,22,307	42,72,402	7,82,633*

VIII NUMBER OF STUDENTS IN SELECTED CLASSES.

I-V	13,43,394	2,02,607	18,21,260	3,24,856	31,85,768	7,39,447	35,25,989	8,23,722*
VI-VIII	2,96,352	19,872	2,91,099	19,218	5,34,775	56,037	5,93,396	69,119*
IX-XI.	1,25,673	4,324	1,47,032	6,336	3,21,141	20,419	3,78,134	23,781*



1.	2.	3.	4.	5.	6.	7.	8.	9.
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IX. SOME SELECTED AVERAGE AND PERCENTAGE.

	(1950-51)	(1955-56)	(1960-61)	
Cost per capita on Education	0.79	1.83	2.85	3.23
Cost per pupil.	-	-	-	-
High/Higher Secondary Schools.	40.7	65.9	60.6	61.2*
Middle Schools.	30.9	38.4.	32.5	28.6*
Primary Schools.	13.7	14.6	16.4	17.3*
NUMBER OF PUPILS per teacher in				
High/Higher Secondary Schools.	28	21	30	30*
Middle Schools	26	21	33	35*
Primary Schools.	31	31	45	44*
Percentage of trained teachers in				
High/Higher Secondary Schools.	40.0	35.1	39.6	38.6*
Middle Schools	45.0	37.4	56.5	64.9*
Primary schools	57.7	60.3	70.5	73.0*

Note - \* Figures of 1962-63.  
 \*\* figures of 1961-62.

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# EDUCATION IN DELHI

## MEMORANDUM

Submitted by

DELHI ADMINISTRATION



सत्यमेव जयते

EDUCATION COMMISSION  
GOVERNMENT OF INDIA  
NEW DELHI

1965

MEMORANDUM

TO

EDUCATION COMMISSION

EDUCATION IN DELHI

(Submitted by the Delhi Administration)

EDUCATION COMMISSION

GOVERNMENT OF INDIA

NEW DELHI

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MEMORANDUM  
ON  
EDUCATION IN DELHI

Part - I Educational Problems.

In the past two decades there has been a rapid increase in population, a large industrial expansion, a rapid urbanization and a marked rise in the level of aspirations in all spheres of life. There has been an increasing realisation of the value of education. As a result the individual and the society have shown an eagerness to invest in education and so Departments of Education in the Country have to be called upon to meet the challenge. This trend gets more accentuated because of the unique position of Delhi as the Capital of the Country. In addition, Delhi has the problem of a complex occupational pattern of society, requiring a variety of schooling facilities, the emphasis being on quality education suited to the needs of the present-day competitive society.

1. Problems of structural Organisation.

(1) Twelve Years Higher Secondary Course:- In Delhi, the Higher Secondary Pattern of Education is an accomplished fact. All the Schools are in that pattern. It is contemplated to switch over all the Higher Secondary Schools to the All India Higher Secondary Syllabus unless the Education Commission's recommendations give a new directive. The need of a 12 years schooling with four stages of 5, 3, 2 and 2 years appears to be growing stronger. This scheme would keep the student in the school for one additional year and equip him mentally and physically for the University studies and also provide scope for diversification to technological, commercial and other courses. This would ensure a steady bulk supply of well trained and well equipped school leavers to the service of the nation. There may be an external examination at the end of each of the last three stages i.e. 8th, 10th and 12th years of schooling.

(ii) School Stages:- The present tendency of combining the Middle stage with the Primary stage into one schooling unit, generally called Elementary Education, does not seem to find favour with the Children, the parents and the teaching community. It is felt that the students of the Middle stage, aged 11-14 years, would be in a better and more congenial educational atmosphere in the Higher Secondary Schools, with their older companions of 14-17 years and under the supervision of more experienced and qualified teachers, rather than with the children of Primary schools aged 6-11 years. Moreover, if the Middle stage is combined with the Primary stage, the three year Higher Secondary school will become a small uneconomic unit. Since Primary education is the responsibility of the local Civic Bodies like Panchyats, Zila Parishads, Municipalities and Corporations etc., the Primary schools with classes I-V may be administered and controlled by them, and the Secondary Schools with classes VI-XI/XII may everywhere be the responsibility of the Government/State Department of Education. It is clear now that the earlier division of classes 1-8th and IX to XI has not stood the test of time.

(iii) Pattern of Primary/Basic Education:- The Constitutional directive regarding the Basic pattern of Primary education is quite clear but in actual practice there is a great variation from State to State with regard to this pattern of education. The Government of India, have, no doubt, tried to clarify the issues involved in Basic education from time to time, there still linger some confusion and doubts in the minds of teachers as well educational administrators at various levels in many States. It is suggested that a clear-cut uniform pattern of Primary Education, with scope for minor modifications depending on local conditions, may be evolved for the guidance of the States who should implement the same without reservation.

(iv) Status of the Subject of Education:- The most vital educational issue, today, is whether education should be a State Subject or a Concurrent Subject. In the larger interests of the Nation and in view of the rapid developments in other countries, education in India

should be guided, controlled and financed more and more by the Union Government by placing it on the Concurrent list. Such a step would bring about uniformity of standards, easy migration of students from one State to another leading to national solidarity, cultural interaction and the development of true patriotism. The need of establishing National Standards of examination and attainment is obvious.

(v) Science at the Primary & Middle Stage:- The rapid progress made in the fields of science and technology by the advanced countries, has created a healthy spirit of competition among all the nations of the world. India being one of the largest democracies of the world, has high aspirations in this regard. This has resulted in an ever increasing demand for science teaching at all levels. It is imperative that the curricula for Primary and Middle stages should be enriched in Science content and corresponding facilities of qualified Science teachers and well equipped laboratories should be provided for Primary and Middle Schools. The problem of training Science Teachers and adequate finances for the purpose is quite acute and requires immediate attention.

(vi) Public/Convent Schools:- The existence of Public Schools and their growing popularity with the people, especially the well-to-do families, has created a serious problem of admission, particularly in big cities like Delhi. A large number of parents desire and press for admission of their wards in six or seven schools run more or less on Public or Convent School lines and not in the rest of the 360 Government and Aided schools in Delhi. Unless some decision at high level is taken regarding two types of education in different environments, this problem will grow more and more acute with the growing economic prosperity in India.

## 2. Problems of Buildings & Sites.

(i) Sites for School Buildings:- There is a great need of good functional school buildings in adequate numbers in almost all

the States of the country. The problems is more acute in the thickly populated areas like Delhi, where sites, for the construction of such buildings, are not easily available. Unless and until the thickly populated areas are decongested, there is little likelihood of meeting the situation fully. The other alternative would be to disperse the schools in open areas outside the cities and efficient school transport services be organised for carrying the children to and fro. But this will require a big fleet of buses, adequate workshop facilities entailing very substantial amounts of money. The resultant traffic hazards will also have to be met.

(ii) School Buildings:- In order to carry out necessary educational activities for the all round development of the personality of the students, it is essential that every school should have an adequate, independent building provided with all the basic amenities. Lack of this facility has brought in the twin evils of tented schools and double shift system. In tented schools the teacher and the taught are left at the mercy of the changing weather to their great physical and mental discomfort. Moreover, it is not possible to organise co-curricular activities in such schools. In the double shift system, school timings have to be cut short to the detriment of studies and co-curricular activities. This calls for a crash programme of construction of school buildings, which requires very liberal finances.

(iii) School Laboratories:- For strengthening of Science teaching, well equipped laboratories for the various sciences are required. The problem of availability of standardised equipment and instruments has to be faced all over the country. Some steps in this direction have been taken by the C.S.I.R., but much need to be done for the production and supply of such equipment in the required quantity.

(iv) School Playgrounds:- Playgrounds are not less important than the school buildings of science laboratories, since mainly the play-fields are responsible for character building. Open sites for playgrounds are not easily available in Delhi. Sufficient land should be acquired by



the authorities and placed at the disposal of the Education Department for developing the required number of playgrounds, stadia and gymnasiums.

(v) Teachers Quarters:- Acute shortage of residential accommodation in the capital and exorbitant rents, force the teachers to reside far away from their schools. A lot of time, money and energy of the teachers goes waste in travelling long distances to attend to their duties. Teachers' residential colonies should be built in different localities in the interest of efficient instruction. The Government should take in hand the construction of residential quarters for teachers and rent them out at 10% of their salaries in the shape of 'Teachers' Bastis.'

### 3. Problems of Qualified & Trained Teachers.

(i) Science Teachers:- The implementation of all the schemes for education ultimately falls on the shoulders of the teachers. If fully qualified, trained and dedicated teachers are available, most of the problems in the field of education would be solved. There is a great dearth of trained Science teachers in Delhi, which stands in the way of proper development of science talent. Steps should be taken to produce science graduates in larger number at the universities, provide ample training facilities to them and organise condensed inservice courses for preparing senior science teachers in large numbers within the shortest practicable period. Trained teachers in other subjects are also not easily available in certain other States, therefore training facilities should be extended in such States, and sufficient funds should be provided for the purpose.

(ii) Pay Scales & other Amenities for Teachers:- In order to encourage better talent to the teaching profession, it is absolutely essential to make the pay-scales of teachers sufficiently attractive. In this respect the example put forth by the small border State of Assam is really praiseworthy and worth adopting by all the States in the country. Teachers should not be given merely a living pay because they deserve a cultural wage and appropriate social status. Other amenities like teacher quarters, medical assistance, gratuity-cum-pension, free education to

their children, educational tours within the country and abroad, proper recognition and liberal awards for outstanding work and meritorious services, should be provided as early as possible.

(iii) Moral Education:- To meet the challenge of growing indiscipline among the students, the entire education system should be geared to the character building activities leading to high moral standards. Here, the example of teachers would go a long way in instilling proper behaviour and good habits in the students. Moral Education should directly or indirectly, form an integral part of the school curriculum.

#### 4. Problems of Curriculum, Text Books, Examination and Research in Education.

(i) School Curriculum:- The major problems in the field of curriculum construction is the lag between the curriculum and the rapidly changing world of today. As soon as any curriculum is revised, the contents of the subjects assume new dimensions, demanding a fresh approach and another revision. A body of curriculum specialists in different subjects should be set up at the highest level with the whole time assignment of curriculum review and re-construction, keeping in view the latest developments in the subjects and the needs of the Society a few decades ahead.

(ii) School Text Books:- Text Books published by the private publishers have failed to render any convincing service to Education in this country. Some of the States have already taken up the production of nationalised text-books. In Delhi also about 15 text-books have already been nationalised and more and more classes and subjects are being covered under this scheme in a phased programme. Every Education Department should have a full fledged separate Text-Book Wing with adequate facilities for writing, printing and publishing the text-books without which the difficulties and delays in the process of

text-book production would not be over-come.

(iii) Examinations:- The existing examination system of our country has been criticised practically by all, but nothing significant has been done to reform this system in accordance with the modern concepts of education. The element of subjectivity in assessing the educational achievement of the students should be eliminated by introducing objective type of tests. Sufficient emphasis should be laid and weightage given to internal assessment based on an objective appraisal of the year's work of the student. Paper-setters at various examinations should be oriented towards the new approach as soon as possible, for which liberal assistance of an expert body should be placed at the disposal of all Departments of Education.

(iv) Research in Education:- The greatest handicap in the field of education in the country has been perhaps the lack of adequate research. Whatever little research has been carried out, its findings have not been properly implemented. Requisite number of Councils or Bureaus for carrying out research in the day-to-day problems of education, should be set up and their findings be implemented in the schools all over the country. Teachers should be given ample facilities and opportunities to under-take action-research in their respective spheres. There should be a Central Co-ordinating Agency to guide, supervise and publish the results of research made in all the States, in each and every field of education.

Part - II      Review of Educational Development  
in Delhi.

In the Union Territory of Delhi, Education is the direct responsibility of the Government of India. Being the Capital of the country, it has a rapidly growing population engaged in all sorts of occupations and speaking different languages. Thus its educational progress and problems assume a unique significance.

1. General Information.

The District of Delhi was first constituted in 1819. Sometime after 1857 the District was transferred to the Punjab. On 12th December, 1911, on the occasion of the Imperial Darbar, by a Proclamation, the seat of the capital was transferred from Calcutta to Delhi. Delhi was made an independent province on 1st October, 1912, under the direct control of the Central Government. In 1915, Shahdara town and 65 villages of the Meerut District were added to the Province. When the Constitution was adopted on January 26, 1950, Delhi ceased to be a Centrally Administered Area and was converted into a Part C State. In 1956 when the States were reorganised and the category of Part C States was abolished, Delhi again became one of the Centrally Administered areas now renamed as 'Union Territories.'

In 1911, the population of Delhi was 4 lakhs and by 1964-65 it has become 32.5 lakhs approximately. The growth of population since the census of 1911 is set out below:-

T A B L E ( I )

Year	Urban	Rural	Total	Percentage Increase
1911	2,32,837	1,81,014	4,13,851	100.0
1921	3,04,420	1,84,032	4,88,452	18.0
1931	4,47,442	1,88,804	6,36,246	30.3
1941	6,95,686	2,22,253	9,17,939	45.0
1951	14,37,134	3,06,938	17,44,072	90.0
1961	23,59,408	2,99,204	26,58,612	52.4

The trend of population growth after the last census of 1961 is indicated below:-

T A B L E ( II )

Year	Male	Female	Total	Percentage Increase
1965-66	19.050	15.024	34.074	28.2%
1970-71	24.406	19.351	43.757	28.4%
1975-76	30.818	24.449	55.267	26.3%
1980-81	37.359	24.877	62.236	21.6%

There has been a spectacular increase in the population after the Independence. A large part of the increase has been contributed by the influx of displaced persons from West Pakistan and the rest is due to its development as a political, industrial, commercial and educational centre of great importance. Almost every important language of the country is spoken here and the population has become truly cosmopolitan. The whole of Territory having an area of about 573 Sq. miles is practically urban. Most of the rural area comprising 258 villages has developed a semi-urban character because of its proximity to the Capital. As a result of the unprecedented growth of the population, Delhi has been expanding in a most haphazard way. In order to cope with this problem and also to meet the existing and future needs of the city, a Master Plan has been drawn up to promote a rational growth of Delhi and to secure even distribution of population and better use of land.

Delhi is rapidly industrialising and large number of industrial establishments in textiles, engineering, chemicals, iron and steel, sports, hosiery, leather work, rubber and food products have sprung up. Traditional crafts and cottage industries like ivory carving, gold and silver embroidery and brass, copper and pottery work are also flourishing. Delhi has become one of the important rail, road and air centre connected with all parts of India.

## 2. Educational Administration - Historical Background.

The administration of Delhi is controlled by a Chief Commissioner under the Ministry of Home Affairs. Civic affairs are however, looked after by three local Bodies - Municipal Corporation of Delhi, New Delhi Municipal Committee and Delhi Cantt. Board.

Before Delhi became the Capital of India in 1912, a few pioneers struggled with varying measures of success, to revive in the people, the ancient love for learning and to impress upon them the advantage of utilising a system of education which was largely based upon that of the Western Countries. However, on all sides there had

been a growing demand from the people themselves for greater facilities for education.

Prior to the creation of the Delhi Province in 1912 the educational policy in Delhi was that of the Punjab and Director of Public Instruction of the Punjab looked after the education of Delhi through the Inspector of Schools of the Delhi Circle. Shortly after the creation of the Delhi Province the Headquarters of the Inspector of Schools were shifted from Delhi to Ambala, which became the headquarters of a new Circle. But until 1921, the technical direction of Education in the Delhi Province rested with the Director of Public Instruction, Punjab, and the Inspector of Schools, Ambala Division, continued to exercise on behalf of the Delhi Administration, those functions which he had previously exercised as Inspector of Schools of Delhi Circle. Delhi had only one Officer, the District Inspector of Schools. This was not a very effective arrangement. The Government of India, realising the defects of the system, created a post of 'Superintendent of Education for Delhi & Ajmer' in the cadre of the Indian Education Service. Unfortunately the new system did not continue long, and in 1923 the post of Superintendent of Education was abolished on grounds of economy and his duties were taken over by the Educational Commissioner with the Government of India. The Educational Commissioner continued to hold collateral charge till 1931, when a whole-time Superintendent of Education was appointed for Delhi, Ajmer-Merwara and Central India. At the close of 1948, the designation of Superintendent of Education was changed into that of 'Director of Education' and he was relieved of his responsibility for Central Indian Agency and Ajmer-Merwara.

As long as the direction of education of the Delhi Province rested with the Director of Public Instruction, Punjab, the education system of Delhi continued to be that of the Punjab. But as the direction and control of Education devolved upon the Delhi Administration and the Government of India, the influence of the Punjab educational system gradually diminished and Delhi education started showing different trends. In 1922 the long connection of the Delhi Colleges with the

Punjab University came to an end with the creation of Delhi University. A further step was taken in 1926 when the Board of Secondary Education was created to take over the duties which had formerly been carried out by the Education Department and the Punjab University, and a High School Examination was instituted which replaced the Punjab Matriculation Examination.

Before Independence, Delhi had 7 Colleges, 43 High & Higher Secondary Schools, 56 Middle and 231 Primary Schools with an enrolment of 3324 at the collegiate level, 23250 at the Secondary stage and 44407 in the primary departments. The total expenditure on education was about Rs. 71,00,000.

Today the schools in Delhi have about 900 primary, 400 Middle and 370 Higher Secondary Departments with an enrolment of approximately 4,00,000; 1,50,000 and 1,00,000 respectively. The expenditure on these institutions will be to the tune of rupees 8,00,00,000.

### 3. Pre-Primary Education.

The importance and need of pre-primary education has been realised by the people of Delhi. Consequently a large number of Nursery, Kindergarten and Montessori schools for the children of 3-5 years have been opened by some private agencies. Delhi Municipal Corporation has also started 25 pre-primary schools. In order to encourage the nursery education, a scheme has been included in the Vth Five Year Plan, under which such schools will be given grant-in-aid @ 95% on recurring expenditure and 65% on the non-recurring expenditure. A Nursery Teachers' Training Institute has been accorded recognition to train suitable teachers for pre-primary schools.

### 4. Primary/Basic Education.

In the pre-Independence era Primary education was mainly the responsibility of the local bodies i.e. District Board, Delhi Municipal Committee, New Delhi Municipal Committee, the Cantonment Board and a number of Notified Area Committees. The standard of education varied and

there was acute shortage of properly trained teachers, adequate buildings and necessary equipment.

The scheme of Basic education was introduced in the rural areas of Delhi in 1948 by opening 150 Junior Basic Schools and gradually converting the District Board rural schools into Basic pattern. Traditional education continued in the urban Primary schools with a phased programme of orientation towards Basic pattern. A number of Basic schools were also opened in the urban area.

Since the establishment of Municipal Corporation of Delhi in 1958, there has been a great expansion in the Primary/Basic education. There were about 400 Primary schools in the whole of Delhi before 1947-48 with an enrolment of 58,150. At present there are about 1000 Primary Departments with an enrolment of approximately 4,00,000.

The Directorate of Education has revised the Primary Syllabus twice since Independence. In 1960-61 a common interrelated syllabus was introduced in all the Primary/Basic schools in Delhi. This syllabus contains all the fundamental elements of Basic education alongwith proper emphasis on General Science, Social Studies, Crafts & Arts, in addition to other subjects of the curriculum. There is a uniform duration of 5 years for the Primary courses for both boys and girls in rural & urban areas.

The scale of pay of Primary school teachers before 1947-48 was Rs. 30-40, now their scale of pay is practically the best in India i.e. Rs. 118-225 plus usual allowances.

In spite of all out efforts of the concerned authorities to provide adequate buildings for the Primary schools, it is difficult to meet the demand fully because of the tremendous population growth.

Compulsory Primary education was introduced in 1960 as an experimental project, in some areas of Delhi and Delhi Primary Education Act - 1960 was passed by Parliament for this Territory. A separate branch for this purpose has been established by the Municipal Corporation of Delhi. The percentage of students on roll in the Primary/Basic schools vis-a-vis the school going population of age-



group 6-11 is practically cent-percent now.

In the Fourth Five Year Plan, it is envisaged to incur an additional expenditure of Rs. 380 lakhs on the improvement and enrichment of Primary education in Delhi. This will include mid-day meal for 1,16,000 Primary school children, provision of additional schooling facilities for the age group 6-11, supply of General Science equipment in Primary schools, introduction of music and dancing for small children and conversion of more Primary schools to the Basic pattern.

In order to meet the demand of trained teachers for Primary schools, two Government Basic Teachers' Training Institutes with an intake of 250 trainees every year are functioning. It is proposed to expand the existing Teachers' Training facilities during the Fourth Plan by increasing the intake of these two Institutions and opening more such Institutions to cope with the increasing demand of teachers in Delhi. Basic Training Course is now of two years' duration and the minimum qualification for entrance is Higher Secondary or its equivalent. Refresher Courses in Basic education for orienting the Primary school teachers are held at regular intervals and it is proposed to cover all the Primary school teachers under this scheme. In addition, arrangements of inservice training courses, for Primary/Basic School teachers also exist. It is further proposed to open a State Institute of Education in Delhi for extension programme and to bring about a qualitative improvement among teacher educators and educational administrators primarily concerned with Primary/Basic Education.

#### 5. Secondary Education.

Responsibility for Higher Secondary education mainly rests with the Delhi Administration. The Delhi Municipal Corporation and New Delhi Municipal Committee run only 12 and 8 Higher Secondary Schools respectively. All the Middle schools in Delhi are recognised, controlled and supervised by Delhi Municipal Corporation excepting those, located in the New Delhi Municipal Committee and Cantt. Board areas, which are administered by the Directorate of Education.

The Directorate of Education continues to be responsible for framing the syllabi and preparing & prescribing text books from classes I to VIII. The Central Board of Secondary Education recognises the Higher Secondary departments from classes IX-XI and prescribes the syllabi and text books for them. The direction, planning and supervision, however, is done by the Directorate of Education under the provisions of the Delhi Education Code.

There were only 6 High and 7 Middle schools in 1913 in Delhi. During 1946-47 their number rose to 43 High and 66 Middle with an enrolment of 22,732 and 18,097 respectively. At present there are 370 Higher Secondary and 400 Middle schools with an enrolment of 2,67,581 and 1,70,791. The number of teachers has also risen from 1590 in 1946-47 to about 15,000 at present in Middle and Higher Secondary Schools.

The challenge of growing numbers has been fully met by the Department by its decision 'to provide education to all children who seek it' - firstly by providing more seats in the existing schools and secondly by opening more and more schools wherever justified. Alongwith the quantitative expansion, the Delhi Administration has been fully aware of the need to maintain standards and effect qualitative expansion. Besides giving the teachers good salaries and providing them other amenities, they are being deputed to Seminars, Workshops, Refresher Courses, Educational Tours etc. for orientation to new trends in educational thoughts and practices. Almost all the teachers working in Secondary Schools are trained. The pupil-teacher ratio is also being improved progressively, which at present is 1:25. The school television project for the teaching of Science and English, the gradual nationalisation of text-books, establishment of Audio-Visual units, provision of Guidance and Counselling services, undertaking of Research Projects, improvement of school libraries and Science laboratories, provision of adequate school buildings, establishment of science Centre-cum-Central Workshop and other such steps have gone a long way to improve Secondary education in Delhi.

An additional provision of about Rs. 6 crores has been made in the 4th Five Year Plan for further expansion and improvement of Secondary education which will cover the schemes pertaining to the opening of new Higher Secondary sections and schools, Educational and Vocational Guidance, Summer Classes, Schools for gifted children, Teachers' Tours, General Science laboratories in Middle classes, additional courses in Fine Arts, improvement of school Libraries, Audio-Visual Aids and Educational Television.

#### 6. Girls Education.

It was in 1916 that the administration of girls' schools was first entrusted to an independent Women Officer designated as Assistant Superintendent of Female Education, now redesignated as Asstt. Directress of Education. The total enrolment of girls in the territory of Delhi at that time was 1,700 and the number of schools was only 14, comprising four Middle and ten Primary schools. Since then, there has been a tremendous progress in the sphere of female education.

The social awareness among the people necessitated the Government to encourage girls' education in right earnest and remarkable progress has been made in the field of girls' education since Independence. There were only 15 Middle and 14 High/Higher Secondary schools for girls in Delhi during 1946-47, with an enrolment of 4600 and 5247 respectively. The number of these schools was increased to 197 (95 Higher Secondary & 102 Middle Schools) in 1960-61 with the corresponding enrolment of 60324 and 32486 respectively. During 1963-64 there were 155 Middle and 129 Higher Secondary Schools for girls with an enrolment of 53345 and 83972 respectively.

In 1960, the Chief Commissioner, Delhi appointed a State Council for Women's Education to advise the Administration on various problems relating to girls education and to suggest policies and programme for the expansion and improvement of education of girls and women in the Union Territory of Delhi,

In order to encourage and improve girls education the Administration has taken the following steps:-

1. Lower rates of fee for girl students.
2. Stipends for rural school girls.
3. Free Transport facilities for rural girls.
4. Emphasis on subjects of art, music and Domestic Science.
5. Stipends for Women teacher trainees from rural areas.
6. Attendance Scholarships for girls.
7. Additional Teacher Training facilities for Women.
8. Separate Women Education Officers and administrators for girl schools.

Prior to 1960 no separate provision for girls' education was made. In 1960-61 Scholarships of about Rs. 40,000/- were awarded to girls in Primary Schools, in order to raise the attendance. Five teacher trainees were awarded stipends @ Rs. 100/- per annum, in order to give them incentive to take up teaching profession and serve in rural area schools.

A provision of Rs. 3,15,000 had been made under the scheme 'Girls Education and Training of Women Teachers' during the year 1961-62 for the provision of free accommodation for lady teachers, appointment of school-mothers, special courses stipends for teachers; refresher courses, stipends for students of rural area, willing to take up teaching profession and attendance Scholarships.

A sum of Rs.1,50,000 had been approved for schemes under "Social Programme for Expansion of Girls Education" during the year 1961-62 for the provision of additional courses in Home Science and Fine Arts, provision of buses, Special allowances for women teachers and quarters for them. The last two schemes were, however, not taken up. During 1963-64 the schemes implemented under the guidance of the Women's Council were, hiring of buses, provision of additional courses in Home Science and Fine Arts and Stipends to teacher trainees.

It is proposed to provide further enhanced facilities for Girls' education through additional courses in Fine Arts, free Transport and Stipends to rural girls, for which an additional expenditure of Rs.16,00,000 has been envisaged.

#### 7. Social Education

The Social Education wing of the Directorate of Education was started in 1950 with the object of spreading literacy among the adult population of rural areas in Delhi. Its scope has been widened by including cultural, recreational, vocational and health services programmes. These programmes are implemented through Social Education Carvans, Library services, Rural Broadcasts, Youth Clubs, Mahila Samities, Rural Radio Forums, Model Community Centres etc.

The Social Education Scheme organised by the Directorate of Education is a five-pronged programme which is conducted for the benefit of the village people through the organisation of Social Education Centres at the village level. The programme consists of :-

i). Literary Activities.

Literacy classes, reading rooms, libraries, study circles and such other activities which

provide further knowledge to the people through reading and writing of the written word, are organised.

ii) Health Education Programme.

Through the organisation of games, sports and athletic activities and by conducting Village Tournaments, Athletic meets and such other programmes alongwith lectures on Hygiene, Sanitation and Nutrition etc., this programme is conducted.

iii) Youth Organisation for Public Participation in Development Activities.

Under this programme, the centres organise Youth Clubs, Mahilla Mandals and Bal Dals for training up the Youth for various activities of Social development and conducting various programmes of community recreation and village development.

iv) Training in House-hold Craft, Home Nursing and Child Care.

This programme is conducted by women centres specially for the benefit of Adult women who are trained to become better house-wives after the training.

v) Programme for Cultural and Social Development.

Under this programme celebration of National Festivals and National days, Organisation of Exhibitions, Recreational programmes, Radio listening groups and Television Clubs wherever possible, are utilised for general enrichment and promotion of better social relationship among the people.

These programmes have been going on in Delhi since 1949, with the result that literacy percentage in Delhi is the highest in the country.

In 1964, however, it was considered necessary that in view of the general development of Delhi and the growing urbanisation and industrialisation, unless every body in the village is able to attain the basic ability of reading and writing, they would be faced with numerous difficulties and their progress would be hampered. The Directorate of Education, therefore, decided to bring about complete literacy within the Third Five Year Plan. A survey revealed

that there were nearly 70,000 adults who were to be made literate. It was therefore, planned to take up intensive work, village by village, for making the whole population literate. It was then decided to make 30,000 adults literate during 1964-65 and the remaining 40,000 in the year 1965-66.

For further expansion of Social Education programme a tentative provision of Rs.25,50,000 has been made in the next Five Year Plan. This will cover the establishment of Evening schools, financial assistance to rural voluntary organisations and ranchayats, establishment of rural public libraries and reading rooms, grant-in-aid to cultural institutions, establishment of Sahitya Academy, promotion of literary activities and provision for additional Social Education Vans.

### 8. Science Education.

In order to meet the demands of the technological age, Science education is receiving special emphasis in Delhi. More and more facilities for the teaching of Science are being provided in the Higher Secondary schools and the number of schools teaching Science is also rapidly increasing. The teaching of "General Science" is being enriched in Primary and Middle Schools as well. Because of non-availability of trained Science graduates and post graduates, the training qualifications have been relaxed. There is a proposal to organise condensed courses for trained Science graduate teachers to meet the shortage of post-graduate Science teachers.

To stimulate interest in Science activities of Secondary school students, a Science Centre-cum-Central Workshop has been started. The Centre coordinates and synthesises three important aspects of Science education i.e. development of scientific talent in schools, inculcation of professional consciousness among Science teachers and improvement of Science laboratories. Three expert Counsellors for Physics, Chemistry and Biology are working to help the teachers and students of the schools in these fields. In addition, a separate Science unit has been set up in the Directorate of Education for the improvement of Science teaching in schools. Various other activities like Students' Scientific Research, Essay Competitions, Science Debates, Science Clubs, Science Fairs, Science Teaching through Television etc. also help in the improvement of Science education.

Provision to the tune of Rs.80,00,000 has been made for further improvement for Science education during the next Five Year Plan.

#### 9. Physical Education.

Physical Education is compulsory for every student of Primary and Secondary schools in Delhi. Qualified Physical Education teachers are provided in every Secondary School to supervise all the activities concerning Physical Education, Sports & Games etc. Mass P.T. and Drill are a regular feature of every school time-table.



With a view to improve the standard of Physical Education, coaching Camps are organised for Physical Education teachers, school athletes and players. Teams for National School Games are also coached in such camps.

Inter School Tournaments in various games are organised first at Zonal level and then at the Inter-Zonal level, every year. The standard of Sports & Games is fast improving and more and more students are getting interested in them.

National Discipline Scheme, A.C.C. & N.C.C. units are also actively functioning in a very large number of schools. Scouting, Girls Guiding, Junior Red Cross and Rhythmic exercises also form an important part of the Co-curricular Activities of the schools. In addition, Cultural Activities like Dramas, Debates, Exhibitions, Folk Dances, Mono-acting are attracting a considerable number of participants.

Special training programmes for preparedness in National Emergency are organised at a number of centres, which include Weapon Training, Rifle Training, First Aid, Home Nursing, Fire Fighting and Emergency Relief.

To accelerate the progress of Physical Education, an additional expenditure of Rs.75,00,000 is expected to be incurred during the 4th Five Year Plan on the schemes for additional equipment, establishment of Youth Centres, playgrounds, camps, Refresher courses, integrated programme of Physical education, National Physical Efficiency Drive, grant-in-aid for development of Sports & Games, Multipurpose Physical Education-cum-Sports and Cultural Centres. It is also proposed to open a Sainik School in Delhi.

#### 10. Education of Handicapped Children

With the Exception of one school for the blind, with about 30 children, and a school for the deaf and dumb, with an enrolment of about 40, there was no provision in Delhi for the Education of the Handicapped prior to 1947. Significant progress has, however, been made in the last 18 years. There are now many more institutions for the blind which impart education through the Braille system and also teach a number of handicrafts, such as handloom-weaving, canework, knitting and candle work. Some of these institutions also provide workshop facilities to their ex-students. No fees are charged in these schools.

The Lady Noyce School for the Deaf and Dumb has been provincialised and raised to the Middle standard. Hearing aids have been introduced, the number of teachers and crafts increased, and hostel facilities provided. The enrolment has also gone up. Education in the school is free. A training department has also been added to the institution.

Some Occupational Therapy Schools for the orthopaedically handicapped have been started under private management. They are well equipped and adequately staffed. One of them has a training department also. Facilities for the care and training of the mentally deficient are still very meagre. The Directorate of Social Welfare has, however, started some homes for the mentally deficient children.

#### 11. Audio-Visual Education

Educators are becoming more and more aware of the potentialities of graphic communication and have learnt to use and exploit it. Consequently a small Audio-Visual Unit was set up in 1962 in the Directorate of Education. The Unit has completed the survey of Audio-Visual aids available in the schools and has taken up the preparation

of Film catalogues, models, charts, maps and illustrations as planned class projects. Every year 5 schools are given Rs.2,000 each for the purchase of Audio-Visual Aids. Wherever facilities are available, teachers make use of radio and television also.

A Consultative Panel for school Broadcasts is attached to the Delhi Station of All India Radio to advise on programme planning. The aim of the school Broadcasting service is to supplement the work of the teachers by creating learning situations and to widen the outlook of the students by bringing the outside world into the class room.

Secondary schools are facing the problem of providing quality education especially in Science for want of trained and qualified teachers and well-equipped Science laboratories. To meet the situation in Delhi, the All India Radio, in collaboration with the Delhi Directorate of Education launched its school television project in October, 1961. For the purposes of Television teaching Chemistry and Physics are the two principal subjects. Besides, English is also taught through television to lower classes mainly to provide inservice training to teachers in adopting structural approach to the teaching of English. Delhi because of its position as the capital of India feels the need of establishing a full fledged A.V. Department devoted to instructional improvement.

In the 4th Five Year Plan outlay for Education in Delhi includes a provision of Rs.37,00,000 for enhancement of Audio-Visual Education. This will cover the establishment of Libraries, Regional Audio-Visual Centres, provision of Audio Visual Aids to schools, Inservice training Courses for teachers, and expansion of School Television.

## 12. Development of Hindi & Sanskrit.

At the school stage Hindi is a compulsory subject of study in Delhi. From classes I to VIII those children

whose Mother tongue is Hindi, offer it as a compulsory subject of study, right from class I to class VIII, whereas children whose mother tongue is other than Hindi start this study from class III and their courses are at a lower level than those whose mother tongue is Hindi.

At the Higher Secondary stage, those students who do not offer Hindi as a subject of study are required to pass an elementary Hindi Examination before they get promoted to class XI.

In order to propagate Hindi at the mass level, a scheme of financial assistance to voluntary educational organisations was included in the Third Five Year Plan for which an outlay of Rs.66,000/- was made.

Sanskrit has been included as a subject of study at the middle stage beginning from class VI. Most of the students whose mother tongue is Hindi offer this subject, students whose mother tongue is not Hindi usually offer their mother tongue in lieu of Sanskrit. At the Higher Secondary stage Sanskrit is one of the subjects of study under the Humanities group. In the year 1963-64, 12,367 students offered Sanskrit as a subject of study against a total of 86,700 students in Higher Secondary Department. Considered against the number of students studying different languages, this figure ranks next to the figures for English and Hindi.

To give impetus to the study of the Sanskrit, ancient cultural Sanskrit Pathshalas of traditional nature were brought under the ambit of financial assistance from the Delhi Administration during the Third Plan. A total outlay of Rs.1,54,000/- was made for the purpose.

Necessary steps are being taken to switch over from English to Hindi in the official work of the Directorate of Education. The Government and Government aided schools have agreed to take up the use of Hindi in official work.

Books containing Hindi equivalents for day-today official work will be distributed free to all the Schools, Branches and Zonal Offices of the Directorate. The existing typists and Stenographers are being trained in Hindi typing and short-hand. Arrangements also exist for teaching of Hindi, to non-Hindi knowing employees and regular examinations are conducted for them.

A sum of Rs.70,00,000 has been earmarked for the promotion of Sanskrit education in the 4th Five Year Plan, which will cover expenditure on grant-in-aid to Sanskrit Institutions, Scholarships to the students of Sanskrit Pathshalas and improvement of Sanskrit teaching in Schools.

### 13. Scholarships.

A large number of Scholarship Schemes are being implemented on behalf of the Delhi Administration and the Government of India, Ministry of Education.

These Scholarships amounting to about Rs.22,00,000 are awarded every year progressively in the shape of Stipends to Scheduled Castes, Backward Classes students at Pre-Matric stage; 100% grant-in-aid to Colleges in lieu of exemptions granted to Scheduled Castes/Backward Classes students; Government of India Scholarships to Scheduled Castes/Backward Classes students for Post Matric studies; Destitute Scholarships; Save the Children Fund (Melbourne); Cash grants to the children of Political Sufferers; Charitable Scholarships; Scholarships at the Indian School of Mines & Applied Geology; Dhanbad, Course of Technology, Banaras; Scholarships to the students of Jamia Millia; Merit Scholarships in Residential Schools; Industrial Scholarships; National Scholarships; Merit Scholarships to the children of Primary and Secondary school teachers; National Loan Scholarships; Open

Scholarships and Government of India Scholarships to Sanskrit students in schools.

These Scholarships will cover a much larger number of students during the 4th Five Year Plan.

#### 14. Progress of School Buildings.

There was an acute shortage of school buildings during the pre-Independence period in Delhi. The progress of school building programme during the Third Five Year Plan could not proceed as it was envisaged because of lack of availability of sites and certain other factors. However, from 1959-60 to 1964-65, 81 school buildings for Higher Secondary schools have been constructed and major extensions have been made to 11 existing school buildings. It is expected that by the end of the Third Five Year Plan, 45 more school buildings will be completed.

In spite of a crash programme being implemented in the last two years of the current plan, it is estimated that there will be still a back-log of 75 school buildings and additional 100 school buildings will be required during the period of 4th Five Year Plan. During the next Plan, it is proposed to construct, 175 Higher Secondary school buildings, 10 for Degree Colleges, one for Teachers Training College, one for the Bureau of Vocational Guidance, 25 for Youth Centres, 5 for Science Centres, one Stadium, 50 Teachers Quarters, one Film Library and Auditorium for Audio-visual education, 5 for Rural Public Library-cum-Community Centres and 4 for Teachers' Clubs. It is also proposed to acquire 100 sites for the purpose. The total estimated expenditure on Capital Works programme during the 4th Plan will be of the tune of Rs.15,00,00,000.

15. Teachers Welfare.

A Special Officer of the rank of Assistant Director of Education has been appointed to look after the welfare of the teachers and keep in touch with the Teachers Associations in Delhi. Under the auspices of the National Foundation for Teachers Welfare, Teachers' Day is celebrated every year and collections are made, which are purely voluntary in nature. So far, a sum of Rs.2,50,000 has been collected for rendering financial assistance to the needy teachers under the rules.

In order to help teachers, Co-operative Societies, Benevolent Funds, Teachers Clubs and Teachers Tours have been organised. The Scheme for Teachers Welfare will be accelerated during the next Plan.

16. Curricula and Text -Books.

The syllabus for classes I to VIII was revised in 1955. The Primary Schools had classes I to IV and later on class V was added to the Primary Department and the pattern of education was changed to the Basic in the rural areas of Delhi. The Urban Primary schools were also gradually oriented towards Basic pattern but could not be fully converted into Basic schools. In the session 1960-61, a new integrated syllabus was introduced for both the rural and the urban Basic/Primary schools. This syllabus for classes I-VIII included all the important features of Basic Education and laid proper emphasis on Social studies, General Science and Home Science. This syllabus still continues.

The syllabus of English was recast to introduce Structural Approach to the teaching of English for classes VI-VIII. The suggestion for treating History, Geography

and Civics as separate disciplines for Middle classes is also under the active consideration of the Department in consultation with the National Council of Educational Research and Training. A large number of teachers have been oriented for the teaching of English through Structural Approach by organising refresher courses with the help of the Extension Services Departments and the British Council. During 1964-65 metric system has been introduced in the syllabus and Text Books for Mathematics. A significant change in the schools in the recent times is the shift towards Science and Cultural subjects like Music, Dancing and Art.

Before 1962-63 the text-books were prepared by private publishers and submitted for approval to the Department. These books were reviewed by experts, bearing in mind the desired standards of content, treatment, language, exercises, paper, printing, binding etc. Those approved, were prescribed in the schools of Delhi. This practice had several defects and the profit motive of publishers often resulted in poor text-books. The provision of good text-books being a matter of national importance, their nationalisation was taken up during 1962-63 in Delhi. So far 15 text-books have been prepared by the Department and prescribed for the schools of Delhi from classes I-VIII. In close collaboration with the National Council of Educational Research and Training some text-books are being prepared during the current year and more and more subjects and classes will be covered under the scheme of nationalised text-books during the next Plan.

The curriculum and text-books for class IX-XI are approved, prescribed and controlled by the Central Board of Secondary Education (erstwhile Board of Higher



Secondary Education in Delhi). The Board reviews the syllabus every year and makes necessary changes, to keep it in line with the modern trends and developments in the various subjects fields. Recently the Board considered the question of incorporating 'instructional objectives' for certain subjects and will soon draw up such objectives for other subjects also, in order to improve the teaching-learning techniques at the Secondary level.

The Board has introduced an all India Higher Secondary Examination w .e.f. the academic session 1963-64. It is proposed to convert all the Higher Secondary Schools to the all India Higher Secondary Examination Scheme in a phased programme during the 4th Plan, which will provide scope for the implementation of the three language formula.

#### 17. Examinations.

The Directorate of Education, Delhi has given an ample thought to examination reform. A number of seminars, workshops and research studies have been undertaken in this regard. The first step in this direction was taken in the year 1960, when promotion rules were changed radically. 20% weightage was given to internal assessment which has since been raised to 40% with the introduction of the Delhi Education Code. Another step for uniformity of standards, was taken under the scheme of common Zonal Examinations instead of individual school examinations. Emphasis is also being gradually made on objective type of questions and tests.

A common Departmental Middle School Examination has been introduced from 1963-64 at class VIII level.

This examination has not only brought in uniformity of standards but also has improved the quality of teaching and achievement of the students at the Middle stage. The Department is also carrying out a Sample Survey to study the problems of wastage, stagnation and poor results at the Higher Secondary stage.

The Higher Secondary Examinations in various courses of studies at the XI class level are being conducted by the Central Board of Secondary Education, in addition to the Rattan, Bhushan and Prabhakar examinations.

On behalf of the Ministry of Home Affairs, Government of India, the Directorate of Education, Delhi conducts the Hindi Praveen, Pragya, Type-writing and Short-hand examinations for the benefit of non-Hindi knowing Government employees including typists and stenographers.

#### 18. Educational Supervision and Administration.

At the Headquarters, the Director of Education who is also the Secretary (Education) is assisted by 4 class I Officers namely, Joint Director of Education and three Deputy Directors of Education and eleven Class II Officers, i.e. Personal Assistant to the Director of Education, Accounts Officer, Administrative Officer (N.C.C.), Officer on Special Duty (Training) and seven Assistant Directors of Education looking after Administration, Capital Works, Social Education, Planning, Text-books and Welfare.

For the purpose of supervision and inspection, the Union Territory of Delhi has been divided into four Educational Zones. Each zone is under the charge of an Education Officer who is assisted by a Deputy Education Officer separately for Boys & Girls Schools. There is one Science Consultant at the Headquarters, to look after

the teaching of Science subjects in the Higher Secondary Schools in Delhi. Physical Education is supervised by two Deputy Education Officers. An Audio-Visual Officer has also been appointed to assist in the progressive use of Audio-Visual Aids in schools.

School supervision or inspection is meant to bring about an all round improvement of the schools. It is interpreted in terms of efforts made to stimulate, coordinate and guide the continued professional growth of teachers in a school, both individually and collectively, so that the teachers may be better able to stimulate and guide the continued growth of every pupil. On the one hand it involves the evaluation of the achievement made so far in relation to selected educational goals and on the other hand, it provides encouragement, guidance and all kinds of assistance to help the teacher to do his work better. After the inspection the school launches a programme of 'follow up and improvement'.

The Zonal Education Officers are assisted by experienced subject Specialists selected from amongst senior Principals of Higher Secondary Schools.

In view of the anticipated enormous expansion of students and schools during the 4th Plan, it is proposed to strengthen the supervisory and administrative staff of the Directorate of Education. The territory will be divided into Districts and more Zones will be created therein. The powers will be decentralised and passed on to the Officers-Incharge of the Districts, who will be of the rank of not less than that of a Deputy Director of Education, and more staff will be provided for these District Headquarters. This will require an additional expenditure to the tune of Rs.33,00,000.

19. Finance.

The expenditure on education in the Union Territory of Delhi as elsewhere is met from Government Funds, Funds of the Local Bodies (Delhi Municipal Corporation, New Delhi Municipal Committee and Cantonment Board), fees realised from students, and funds of Private Bodies (Managements of the Government Aided Schools). The outlay on education is mainly financed from Government funds. If the magnitude of expenditure can be taken as an index of the measure of growth of education, the following figures of expenditure relating to the Union Territory of Delhi would indicate the achievement made in this sphere during the last ten years :-

<u>YEAR</u>		<u>REVENUE EXPENDITURE ON EDUCATION.</u>
		Rs.
1954-55	.....	1,56,30,562
1955-56	.....	1,67,55,934
1956-57	.....	1,95,76,839
1957-58	.....	2,18,34,509
1958-59	.....	2,18,61,895
1959-60	.....	2,47,05,147
1960-61	.....	3,05,09,365
1961-62	.....	3,85,27,802
1962-63	.....	4,70,57,015
1963-64	.....	5,25,00,000 (Provisional)

The percentage of the expenditure on education is over 20% of the total expenditure of the Union Territory of Delhi, which is likely to rise further in the Fourth Five Year Plan.

No special cess for education has been levied on the people for catering to the growing educational

needs, notwithstanding the increasing pressure on the public exchequer. With the introduction of free education upto the Middle standard with effect from 1.4.1961 the burden on the public exchequer has increased and it may increase still further if the benefit of free education is extended upto the Higher Secondary Standard.

GRANT-IN-AID.

A number of educational Institutions are run by private bodies, Trusts and Managements. They are paid grant-in-aid in the shape of maintenance grant and non-recurring grant. Maintenance grant covers expenditure on the pay and allowances and contributory provident fund in respect of the staff employed in the aided institutions; contingencies such as stationery, telephones, electricity, water, renewal and repairs of furniture etc.; and rent of building and boarding house charges. The quantum of Grant-in-aid on these items of expenditure is 95% only. In the case of the school buildings owned by the managements grant-in-aid is paid for depreciation @ Rs.12/- per instructional room per month, subject to a maximum of Rs.300/- p.m. Non-recurring grant covers expenditure on the purchase of articles of furniture, Science equipment and library books etc. The quantum of Grant-in-aid on this account is 66 $\frac{2}{3}$ % of the approved expenditure. The grant-in-aid on account of pay and allowances and contributory provident fund is being paid quarterly since 1.4.1950 on the basis of the statements of actual expenditure incurred by the aided schools in the quarter concerned. To enable the school managements to pay their employees salaries regularly, the quarterly grants are being paid in advance without insisting on the conditions of pre-disbursement with effect from 1.4.59. Non-recurring grant-in-aid referred to above, is, however,

paid once a year on production of the accounts of the purchases made by the managements on the basis of the sanctioned amounts. Non-recurring grant-in-aid is also paid on the construction of school-buildings @ 66% of the cost of construction as approved by the C.P.W.D. subject to a maximum of Rs.1,00,000 per school building.

The Delhi Administration pays grant-in-aid to the Local Bodies - Municipal Corporation, New Delhi Municipal Committee and Cantt. Board - @ 50% of their net expenditure of their own schools, and 75% of their net expenditure on the aided schools to the New Delhi Municipal Committee and 66% of net expenditure to the Cantt. Board.

The proposed introduction of triple benefit scheme, raising of the quantum of Grant-in-aid to 100%, payment of grant-in-aid on account of contingencies on quarterly basis and extension of free education upto the Higher Secondary standard will prove a strong motive force for the private enterprise to accelerate their efforts in the field of education at all stages.

The total population of Delhi in 1951 was 17.44 lakhs. During the First Plan period 140 schools of all categories were added and 1,11,400 additional seats were provided. The outlay was 337.40 lakhs and the expenditure 267.39 lakhs. The Second Plan started with a population of 21,52,960. During the Second Plan period 404 schools of all categories were added and 1,69,900 additional seats were provided. The outlay was Rs.380 lakhs and expenditure Rs.392.36 lakhs.

The First Plan had mostly concentrated on expansion at the Primary stage. The Second Plan was required to provide for expansion at the Secondary stage.

The total financial implications of General Education in the Fourth Plan are estimated to be as under :-

	<u>Third Plan</u> Rs. in lakhs	<u>Fourth Plan</u> Rs. in lakhs
Revenue Expenditure	753	1392
Capital Expenditure	301	1660
Total (in lakhs):	1054	3052

Part III - EDUCATIONAL STATISTICS OF THE UNION TERRITORY OF DELHI

I - Number of Institutions

Item	1959-60	1960-61	1961-62	1962-1963	1963-64	Proposed upto the end of current Plan (64-65 & 65-66)	Projection upto the end of the 4th Plan (1968-71)	
1	2	3	4	5	6	7	8	
<b>Schools for General Education.</b>								
Higher Sec. Schools.	247	269	300	325	344	367	395	500
Middle Schools.								
Basic	71	79	88	105	334	376	425	750
Non-Basic	82	129	147	199				
Primary Schools.								
Basic	228	272	266	288	904	890	900	825
Non-Basic.	417	472	542	591				
Pre-Primary Schools.	13	13	30	33	33	35	39	75
Schools for Vocational and Technical Education.	7	7	12	13	15	-	-	-
<b>Teachers' Training</b>								
Basic	1	1	1	1	1	2	2	4
Non-Basic.								

Contd .....

I - Number of Institutions (Contd. )

1	2	3	4	5	6	7	1987	8	
Others.	2	2	2	2	2	-	-	-	
Schools for Special Education.	4	5	4	4	4	-	-	-	
For the Handicapped.	5	5	14	19	21	-	-	-	
Social (Adult) Education.	172	192	192	221	225	225	225	235	
Others.	1	-	1	1	1	1	1	1	
<hr/>									
	1250	1446	1599	1802	1883	1896	1987	2390	

Contd.....



II - Number of Students

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed upto the end of the current Plan. (64-65 & 65-66)	Projection up to the end of the 4th Plan (1966-71)	
1	2	3	4	5	6	7	8	
<b>A. By Type of Institution.</b>								
High & Higher Sec. Schools.	1,66,005	1,97,891	2,19,727	2,37,636	2,56,186	2,67,581	2,80,000	3,84,500
Middle Schools.								
Basic ) Non-Basic. )	56,118	64,619	84,254	1,14,580	1,20,260	1,70,791	2,00,000	3,78,200
Primary Schools								
Basic ) Non-Basic)	1,90,680	1,88,530	2,07,808	2,23,895	2,49,027	2,34,564	2,42,000	2,44,900
Pre-Primary Schools.	732	1,095	1,724	2,275	2,351	2,705	3,000	5,800
Schools for Vocational & Technical Education.	2,868	3,241	3,331	4,947	-	-	-	-
Schools for Special Education.	8,530	9,979	10,690	13,967	-	-	-	-

Contd.....

II - Number of Students (Contd. )

1	2	3	4	5	6	7	8	
B. By Stages/Subjects								
General Education (School Standard)								
High & Higher Sec.	38,715	51,940	66,168	77,462	88,493	91,346	98,000	1,53,200
Middle.	95,882	1,12,166	1,28,852	1,42,090	1,55,081	1,75,081	1,90,000	2,50,000
Primary.	2,76,088	2,85,434	3,14,323	3,52,923	3,79,262	4,03,919	4,31,400	6,02,200
Pre-Primary.	2,850	2,595	4,170	5,911	4,988	5,295	5,600	8,000
Vocational Education ( School Standard)								
Teachers' Training								
Basic	190	197	198	216	199	440	450	800
Non-Basic.								
Social Education(School Standard) For Handicapped.	445	504	873	1,260	-	-	-	-
Social (Adult) Education.	7,416	8,744	8,575	11,227	-	-	-	-

Contd.....

III - EXPENDITURE ON EDUCATIONAL INSTITUTIONS

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed upto the end of the current Plan (64-65 & 65-66)		Projection up to the end of the 4th Plan (1966-71)
1	2	3	4	5	6	7	8	9
<b>A. By Sources.</b>								
Government Funds.								
Central.	161969	1372426	973716	490725	519444	554170	596450	755000
State.	15090285	18780229	24887776	31829563	33680300	35942970	38585100	48968500
Cannt. Board Funds.	-	-	-	-	-	-	-	-
Corporation Funds.	14577898	17526348	21173596	27031211	28287100	28926800	30274900	35987200
Fees.	9568669	9054541	10619906	14194249	15024200	16028700	17251600	21837500
Other Sources.	2161850	2588410	2658701	2289358	2423100	2585200	2782400	3522000
<b>B. By Type of Institutions ( Direct Expenditure on)</b>								
High & Higher Sec. Schools.	24555394	30242219	36879428	44417921	47813450	51656800	54683500	68522500
Middle Schools								
Basic	1526613	1322185	2092384	29586414	11522400	12457800	14392000	23561200
Non-Basic	2717252	3208779	2644375					
Primary Schools								
Basic	1620971	1906846	2338333	14644842	16261500	15618300	16074900	14445300
Non-Basic	8463512	8752391	9349052					

Contd .....

III - Expenditure on Educational Institutions (Contd.)

1	2	3	4	5	6	7	8	
Pre-Primary Schools.	57577	65735	147800	181057	181057	192000	21400	411500
Vocational Technical Schools	1572475	1506587	1701341	2190635	-	-	-	-
Special Education Schools	986877	957532	1816084	1931731	-	-	-	-
<b>Total (Direct)</b>	<b>41500671</b>	<b>48362734</b>	<b>56969343</b>	<b>72952600</b>	<b>75778407</b>	<b>79924900</b>	<b>85363400</b>	<b>106940500</b>
<b>C. Indirect Expenditure.</b>								
Direction & Inspection.	851821	650242	1185602	1467594	1749600	2031600	2313600	12977800
Buildings.	12505268	17203722	15251699	17332792	19413900	21495000	23576100	33981536
Scholarships	2348319	3024971	3892125	3089697	3489700	3915200	4370500	6595700
Hostels.	391210	491197	582965	556961	606960	613100	619600	3622500
Other Miscellaneous.	598239	666537	1515540	1535383	1555200	1575100	1594900	1694100
<b>Total (Indirect)</b>	<b>16694857</b>	<b>22036669</b>	<b>22427331</b>	<b>23982427</b>	<b>26814360</b>	<b>29630000</b>	<b>32474700</b>	<b>58871636</b>

NB Figures shown in columns 6,7 & 8 have been worked out, on averages, since the exact figures have not yet been compiled by the Statistical Unit.

IV - Number of Teachers.

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed up to the end of the current Plan (1964-65 & 1965-66)	Projection upto the end of the 4th Plan. (1966-71).	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
High and Higher Secondary Schools.	6696	7830	8977	9972	9841	10483	11250	13800
Middle Schools.	1798	2171	3064	4138				
Primary Schools.	5167	5444	6256	6355	11560	13264	14520	19000
Pre-Primary Schools	30	37	68	97				
Vocational and Technical Schools.	295	316	376	480	-	-	-	-
Special Schools	281	286	364	395	-	-	-	-

V - Number of Institutions in Rural Areas.

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed upto the end of the current Plan. (1964-65 & 1965-66)		Projection upto the end of the 4th Plan. (1966-71)
1.	2.	3.	4.	5.	6.	7.		8.
High and Higher Secondary Schools.	42	41	46	41	40	40	40	40
Middle Schools.	76	84	88	94	100	104	108	130
Primary Schools.	234	253	255	226	220	216	212	190
Vocational and Special Schools.	175	123	129	139	-	-	-	-

VI - Number of Pupils from Rural Areas.

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed upto the end of the current Plan. (1964-65 & 1965-66)	Projection upto the end of the 4th Plan. (1966-71)
1.	2.	3.	4.	5.	6.	7.	8.
High and Higher Secondary Schools.	18251	17027	18205	8203	12640	12640	12640
Middle Schools.	21232	22516	23378	29517	31400	32656	40820
Primary Schools.	22051	31800	35823	27865	27060	26568	23370
Vocational and Special Schools.	7735	2694	2258	3636	-	-	-
Total:-	69309	74837	79664	69221	71100	71864	72628

VII - Number of Students in Selected Classes.

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed upto the end of the current Plan. (1964-65 & 1965-66)	Projection upto the end of the 4th Plan. (1966-71)
1.	2.	3.	4.	5.	6.	7.	8.

Number of Students  
in Classes.

I - V.	276088	285434	314323	352923	379262	403919	431400	602200
VI - VIII.	95882	112166	128852	142090	155081	175081	190000	250000
IX - XI.	38715	51940	66168	77462	88493	91346	98000	153000



VIII - Some Selected Averages and Percentages.

Item	1959-60	1960-61	1961-62	1962-63	1963-64	Proposed upto the end of the current Plan. (1964-65 & 1965-66)	Projection upto the end of the 4th Plan. (1966-71)	
1.	2.	3.	4.	5.	6.	7.	8.	
Cost Per Capita on Education (in Rupees).								
Cost per Pupil-(in Rupees)								
High/Higher Secondary Schools.	179.00	186.00	187.00	199.00	187.00	193.00	203.00	178.00
Middle Schools.	79.00	82.00	83.00	86.00	96.00	73.00	72.00	62.00
Primary Schools.	61.00	61.00	63.00	68.00	65.00	67.00	66.00	58.00
Number of Pupils per Teacher in:-								
High/Higher Secondary Schools.	27	25	25	23	26	26	25	25
Middle Schools	31	30	27	27	27	27	27	26
Primary Schools.	33	34	35	34	35	35	35	35
Percentage of Trained Teachers in:-								
High/Higher Secondary Schools.	93%	94%	93%	93%	93%	94%	94%	95%
Middle Schools.	98%	99%	99%	99%	99%	99%	100%	100%
Primary Schools.	99%	99%	99%	99%	99%	99%	100%	100%

# EDUCATION COMMISSION

## MEMORANDUM

Submitted by

JAMMU & KASHMIR GOVERNMENT



सत्यमेव जयते

UNIVERSITY GRANTS COMMISSION BUILDING,  
BAHADUR SHAH ZAFAR MARG,  
NEW DELHI

1965

M E M O R A N D U M

SUBMITTED BY

JAMMU AND KASHMIR GOVERNMENT

TO

THE EDUCATION COMMISSION

GOVERNMENT OF INDIA

MEMORANDUM SUBMITTED BY THE GOVERNMENT OF JAMMU &  
KASHMIR TO THE EDUCATION COMMISSION

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P A R T I

- (a) EDUCATIONAL PROBLEMS OF  
ALL-INDIA IMPORTANCE
  
- (b) EDUCATIONAL PROBLEMS OF  
LOCAL IMPORTANCE

## I. FREE AND COMPULSORY EDUCATION

The central problem on the solution of which we have to concentrate our energies is the setting up of a national high-way of free and compulsory schooling for all boys and girls between the ages of 6 and 14. Most problems of education develop naturally out of this basic commitment laid down in our Constitution. In the first phase of universal enforcement of education we in the State have been able to make education free at all stages and also to achieve a coverage of some 75% of the age group of 6-11 for boys and some 25% of girls in the same age-group. Naturally, we are devoting a substantial portion of our resources in the 4th Five-Year Plan to redressing this imbalance by bringing girls' education nearer to the achievement in the boys' sector. It appears that one of the strategies that could be usefully employed in the immediate future to hasten the introduction of universal schooling would be to make some form of duplicate school organization possible in areas where both the number of students and the paucity of resources make it desirable to do so. Many countries that take education very seriously have in periods of such stresses covered all children by accommodating literally two schools in the same building with such adjustments in the school time-table as are necessary. The school hours could in that case be reduced to the minimum of three hours for each shift and the timing of the shifts could also be adjusted to suit the convenience of the children who are generally called upon by their parents to attend to multifarious domestic and other chores. In order to make the scheme successful during the period of transition the teachers who work in double shift will have to be granted some allowance for the additional work involved.

## II. EDUCATED UNEMPLOYMENT:

The gradual enforcement of compulsion at the elementary level is bound to create enormous pressure at the Secondary level of the school system, because the normal tendency of a Middle passed student is to drift to the High and Higher Secondary classes. It is certain that by opening Secondary Schools mainly under pressure of numbers, without reference to our actual needs, we shall aggravate the problem of unemployment. In view of this it will be necessary to make adequate arrangements for sifting and diverting the students after the Middle stage to different channels depending upon their aptitudes and tastes and to enforce such arrangements rather strictly. It would, therefore, be necessary to make the Middle School or whatever it is called in different States. So long as it caters to the age-group 11-14, as the final academic stage for the vast majority for whom further academic schooling is not necessary. Few will deny that for the vast majority of our rural and urban poor population the idea of keeping children in schools upto and beyond the High School stage is a luxury which we can ill afford for a long time to come. We shall have to provide an adequate number of industrial, technical and agricultural training institutions where most of the Middle passed can be diverted before they actually go back to life. It is obvious that in a developing economy with limited resources at its disposal and the over-riding need for the training of competent personnel in technical, agricultural and industrial fields, the unplanned expansion of secondary education would inevitably result in the deterioration in quality and lowering of standards, apart from wastage of resources.

For reasons stated above, we feel that educational planning for secondary and higher stages has great scope

for improvement. At present these facilities are expanded more or less haphazardly with the result that the finished products of some of the institutions find it difficult to obtain proper employment, while on the other hand in some fields there are numerous jobs for which suitable candidates are not available. Besides, the number of high and higher secondary school boys who remain unemployed long after completion of their education is very large indeed and the army of the unemployed appears to go on swelling from year to year. The remedy lies in not only integrating educational planning with other sectors of planning but also to coordinate the expansion of technical and vocational education at some level, for which purpose a suitable coordinating machinery both at the Centre and in the States will have to be devised. It has to be borne in mind that provision of facilities for vocational and technical education is at present the responsibility of a number of departments.

### III. EVALUATION:

With regard to evaluation we feel that the number of external examinations should be progressively decreased and that of the internal examinations increased. This would place greater trust in our teachers and make the students more disciplined and responsible to the inner administration of the school. The essay type of examinations should be gradually replaced by assessment and objective tests at the secondary and higher stages. No doubt for this sort of change the students will have to be trained in the art of extensive reading and quick



comprehension and the teachers will have to be trained in maintaining the cumulative record of the students. We also feel that three or four assignments per term per subject completed with the help of the libraries and under the guidance of able teachers will achieve laudable results. This will no doubt mean more staff and better qualified teachers which will involve sufficiently heavy expenditure, but this is inevitable if the standards are to be raised.

#### IV. MEDIUM OF INSTRUCTION:

The medium of instruction at the University stage and in the Technical Colleges is another ticklish problem to which the State would like to draw the attention of the Education Commission. English will have to be retained as the medium of instruction for some time more in view of the fact that a large number of scientific and technical terms involved in the teaching of the basic sciences cannot be easily translated into the Federal Language at present. In the meanwhile efforts will have to be made to equip the Federal Language sufficiently so that it may be able to shoulder the burden of imparting instructions in technical and .....

scientific subjects.

Before attempting to replace English, a proper understanding of the psychological background of the linguistic problem is necessary. No doubt during the British regime preference was given to English. Political domination was accompanied by cultural domination and the regional languages which are the repositories and vehicles of our culture, naturally remained suppressed. After the attainment of independence there arose in the minds of the people a natural urge to develop the languages which had remained suppressed for long. It is natural that people should love their own language more than the language of other people. They feel a sort of emotional satisfaction when they use their own language. Much of the linguistic controversy that now and then arises in the country is due to the psychological fear of losing what may be termed as linguistic sense of honour and pride. But it needs also to be stressed that regionalism is one of the greatest obstacles in the development of a common language as also in the promotion of emotional integration in the country. Once people develop strong regional loyalties, linguistic barriers are created with the result that the growth of the Federal language is hindered and national unity is jeopardised. If regional languages become the media of instruction at the University level and in Technical Colleges, it is obvious that our Universities and Colleges of Technology will lose their all-India character and start serving their local interests only. This will cut off the Universities and Colleges from one another, and the students will have to confine themselves to their own States for higher education and employment. In view of this it is suggested that there should be no

haste in replacing English by regional languages. Until the Federal language viz. Hindi has fully developed and is ready to serve as the medium of instruction at the University level and in the Colleges of Technology, English should be retained.

V. REFRESHER COURSES FOR COLLEGE TEACHERS

Sad though it be, it is nevertheless a fact that raw and inexperienced M.A's and M.Sc's are recruited as Lecturers and are called upon to impart instruction to college students. While there is provision for holding orientation Courses for and giving Pre-service Training to school teachers, there is no such provision for college teachers. However learned a fresh college teacher may be, he cannot be expected to know anything about class management and discipline, the psychology of the adolescent, the methodology of teaching the particular subject which he is called upon to teach. More often than not a fresh Lecturer takes a long time to learn all this technique by trial-and-error method, with the result that the academic interests of the institutions suffer. In view of this it is high time that a suitable machinery were devised for holding periodical refresher courses for the college teachers, so as to orientate them into the technique of teaching.

Besides the above problems which are of all-India character, there are a few problems of local importance too.

1. SETTING UP OF SMALL LIBRARIES IN VILLAGES TO KEEP UP THE READING HABIT OF THE LITERATE:

Education has been made free at all levels, right from the First primary to the M.A. stage. But we have not made it compulsory as yet, because the demand of the public for opening more and more primary schools has not been fully met with. When a sufficiently large number of schools

is opened, primary education can be made compulsory by law. It has been observed that even those who pass the 5th primary lapse into illiteracy after some time, because they give up their reading habits. This is more so in the case of girls. We shall have to set up small libraries in the villages so that the literate people are able to educate themselves further and do not relapse into illiteracy.

2. STAFF QUARTERS FOR WOMEN  
TEACHERS IN RURAL AREAS:

Another difficulty that the State is facing at present is the dearth of qualified teachers, especially that of women teachers in rural areas. The obvious solution is to construct staff quarters or hostels for lady teachers and girl students but for this the Centre will have to give liberal grants.

3. EDUCATION OF THE MOBILE POPULATION  
AND SETTING UP OF BOARDING HOUSES:

Education of the children of the mobile population is a peculiar problem which confronts the State. There are about two to three lakhs of nomads mainly Gujjars and Bakarwals - who inhabit the sub-mountainous regions of the State. In summer they move with their herds to the upper reaches of the Kashmir Valley. With the advent of autumn they pack up and come down to the plains or places situated at the foot of the hills. We have opened so far about one hundred mobile schools in the State. The teachers accompany the mobile population to their winter and summer headquarters. The demand of the mobile population is that their primary Schools be upgraded to Middle Schools which the State cannot do because of administrative reasons. A single or at the most double-teacher School can function satisfactorily as a Mobile School, but it is next to impossible

to have a Multiple Teacher School as a Mobile School. In that case the teachers will have to shift furniture, equipment, library, science material etc. from one place to another twice a year, which is impracticable. In order to solve the knotty problem it is proposed to set up boarding houses at the winter headquarters of the mobile population for their children studying in classes 6th to 10th. Here lodging would be free and the students will remain still the commencement of the summer vacation when they can join their parents. In this way they would be in a position to continue their studies without any break or dislocation. As the setting up of boarding houses is a huge project it is necessary that the Centre should make ample grants for this purpose.

ANNEXURE -I

SPECIAL PROBLEMS OF  
AGRICULTURAL EDUCATION

The medium of instructions in the Agricultural Colleges is English and it will remain the same for many years to come. It is, therefore, desirable that the teaching of English should be given due importance in the Higher Secondary and Pre-University examinations a pass in which is laid down as the minimum qualification for admission to the B.Sc. Agriculture course at this College. In view of the large number of technical terms involved in the teaching of basic sciences related to Agriculture it will not be possible to switch over to the regional language as the media of instruction in Agricultural Colleges throughout the country for a long time to come.

As for as local problems are concerned we find that year after year the standard of the students seeking admission to the Agriculture Colleges is getting lower and lower. There are many reasons for this deterioration. The chief reason is that Engineering and Medical Faculties draw the best talent from amongst the students who pass the Higher Secondary or Pre-University examinations with Science. Only those students who are unable to get admission in the above colleges seek admission in the Agricultural colleges. Another reason is that there is a general feeling that Agriculture graduates are suitable for employment in the Agricultural Deptt. only. This fallacy has to be removed. Education in Agricultural colleges throughout the country is broad-based and comprehensive. Graduates in Agriculture have done well in many professions other than Agriculture. In the Army particularly in the Regiment and Farm units they have made excellent officers. They have also done well as Forest Officers. They also make excellent officers in the Revenue, Co-operative Community Development and Rural Extn. Service and Dehat Sudhar Deptts. etc. During the 4 years' course as many as 18 different subjects which have a bearing on Agri. (Agronomy) are taught as part of the Agriculture curriculum. It is, therefore, proposed that the Govt. should give due weightage to Agr. graduates for recruitment to the above services.

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ANNEXURE II

SPECIAL PROBLEMS OF  
MEDICAL EDUCATION

....

Major proposals in respect of education in Ayurvedic and Unani systems of medicine are:-

- i. A Central Council of Indian Medicine should be set up on the pattern of Indian Medical Council and a "Central Council of Indian Medicines Act" enacted on the lines of the Indian Medical Council Act, to regulate the standards of training in these systems on all-India basis and bring up all the institutions of Indian medicines in India to the same standard and proficiency. At present varying standards of education are followed by different colleges of Indian medicine all over the country.
- ii. The medium of instruction in the colleges of Indian Medicine, all over India, should be the same viz. Hindi for Ayurvedic Colleges and Urdu for Unani Colleges.
- iii. Proper and suitable schedules of qualifications and experience should be laid down on all-India basis for the teaching personnel of the colleges of Indian medicine and the standards on all-India basis should likewise be prescribed for the minimum requirements in the colleges and for bed strength of hospitals attached to them.

It is only then that uniformity of academic standard of Ayurvedic and Unani colleges can be ensured.

....

Technical Education has become very costly. Highly paid staff is required. Though higher starting salaries are offered, there is such an acute shortage of staff that many colleges are working at much below the required staff strength.

Equipment is very costly and procurement by individual colleges is very difficult. Much of the equipment is to be imported and procedures for obtaining import licences, foreign exchange, no objection certificates, etc., are so long and laborious that it takes years to fit up a laboratory.

For all these reasons it is very costly to establish and maintain a College of Engineering and Technology. Under the present scheme of the Regional Engineering Colleges, the State Governments will have to meet all the recurring expenses of the Colleges after 1966-67. This may mean an annual expenditure of about Rs. 30 lakhs. Even then these Colleges will not be at par with the Indian Institutes of Technology which are financed wholly by the Central Govt. and receive more ample funds than the Regional Engineering Colleges. This is bound to reflect upon the quality of teaching in the Regional Engineering Colleges and the students passing out from there will be at a disadvantage when competing with the graduates from the Indian Institutes of Technology. A better qualified staff is also attracted to the Institutes rather than to the Regional Engineering Colleges. Further it is desirable that the students from our State should have good chances of employment in other States also.

Keeping all the above considerations in view it is suggested that the Central Government should undertake to defray all the expenditure of the Regional Engineering College.

It may be mentioned here that Engineering Institutes run entirely by the Centre are mostly equipped by one or the other of the more developed countries and the authorities of the Institutes are spared great worry and trouble in obtaining equipment from many different sources, after a great deal of trouble and delay in obtaining import licences and foreign exchange. Better equipped laboratories, or at least properly equipped ones, will make it easier for the students of the Engineering College to compete with others in the employment market. As the foreign Governments supply equipment to the Institutes of Technology free of cost, this would also mean considerable saving of funds.



UNIVERSITY STAGE

1. The new pattern of education with three-year Higher Secondary Course, followed by the three-year Degree Course, as adopted by most of the States in India was introduced with a view to extending the period of education at the school or college level by means of an integrated course of the duration of three years in each case. In actual practice we have not achieved this objective in so far as we have to conduct one examination at the end of the first year of the Three-Year Degree Course to enable the students to seek admission in the professional colleges. This has led to fragmentation of the course and has affected the educational career of the students, adversely. Our students have to pass three examinations successively before they get an opportunity to prepare for the final degree course. The students who opt for the Higher Secondary Course have to appear in the Higher Secondary Core Examination at the end of the tenth year. Then they have again to prepare for the Higher Secondary Elective Course Examination at the end of the eleventh year, with yet one more year of University examination in which they have to appear at the end of the twelfth year to make them eligible for admission to the professional colleges. This yearly University examination leads to huge waste of time and leaves hardly four to five months for covering the course each year. Any educational system which involves so much of waste in time and human energy is bound to affect the national interests adversely. It is, therefore, proposed that the pre-professional courses may be arranged in the professional colleges so as to guarantee the implementation of the integrated Three-Year Degree Course at the college level in its real sense. This will mean that the selection of candidates for admission to professional colleges will be made from the students who have passed the PUC or Higher Secondary Elective Examination after completing eleven years of education.

2. There is so much of disparity in the internal distribution of courses and examinations under the same pattern of education in the different Universities and Higher Secondary Examination Boards of the country that migration of students from one State to another has become well-nigh impossible. For instance, there are only two external examinations conducted in Delhi State, one at the end of eleventh year for Higher Secondary students and the other at the fourteenth year for the Degree students, while in the Panjab there are two examinations for the Higher Secondary students and three examinations for the degree students against two examinations for the Higher Secondary students and two for the degree students in the University of Jammu & Kashmir. It is, therefore, proposed that in all the States where the new pattern of education has been introduced, there should be uniformity in the number of examinations, combination of courses and the syllabi of studies.

P A R T . . . II

- a) A FACTUAL ACCOUNT OF THE EDUCATIONAL DEVELOPMENT IN THE STATE SINCE THE ATTAINMENT OF INDEPENDENCE UPTO 1964-65.
- b) A BRIEF ACCOUNT OF THE TENTATIVE TARGETS TO BE ACHIEVED IN THE FOURTH PLAN.

INTRODUCTION

The State of Jammu and Kashmir, situated in the extreme north of India, covers an area of 86023 sq.miles. According to the latest Census of 1961, the population of the State was 35,61,000. At the rate of 2% increase per year it might be 39,31,631 at the end of the 3rd Plan and 43,40,836 at the end of the 4th Plan. The climatic conditions vary from the dry cold of Ladakh in the north to the scorching heat of the plains in the south. The State like other States of India is an agricultural one. Nearly 80% of the inhabitants live in villages. Most of the area is covered by thick forests. The main occupations of the inhabitants are agriculture, animal husbandry, horticulture, forestry and cottage industries, etc. The forests and tourist industries are among the major sources of the State's income.

PRIMARY EDUCATION

The progress of education as a whole (including elementary education) in Kashmir has been very rapid since 1947.

The following figures elucidate the position in respect of Education (Elementary) in the State:-

I. PRIMARY:

Year	No. of Institutions			Enrolment in classes		
	Male	Female	Total	I to V		
(1)	(2)	(3)	(4)	Male	Female	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1948-49	975	215	1190	53720	11589	65309
1949-50	975	207	1182	53790	7745	61535
1950-51	940	175	1115	56725	6776	63501
1951-52	873	177	1050	56808	8264	65072
1952-53	856	176	1032	52462	6861	59323
1953-54	1064	175	1239	59372	4679	64051
1954-55	1281	209	1490	65454	8200	73654
1955-56	1294	247	1541	69146	10836	79982
1956-57	1504	299	1803	75818	13700	89518
1957-58	1904	348	2252	100512	16258	116770
1958-59	2129	413	2542	106781	18740	125521
1959-60	2229	514	2743	109395	30669	140064
1960-61	2314	545	2859	165000	45000	210000

(1)	(2)	(3)	(4)	(5)	(6)	(7)
1961-62	2702	690	3392	183000	52000	235000
1962-63	2856	730	3586	192000	58000	250000
1963-64	3043	823	3866	206000	62000	268000
1964-65	3443	1073	4516	220000	66000	286000

II. MIDDLE:

1948-49	103	49	152	20252	6634	26886
1949-50	103	38	141	22535	6448	28981
1950-51	102	44	146	25447	7407	32854
1951-52	122	36	158	28665	8072	36737
1952-53	129	35	164	32639	7280	29919
1953-54	154	15	169	24760	4146	28906
1954-55	201	31	232	30691	5951	36642
1955-56	197	34	213	37952	5248	43200
1956-57	225	35	260	37500	5884	43384
1957-58	200	46	246	33374	7453	40827
1958-59	254	46	300	36660	7773	44433
1959-60	373	68	441	37412	11340	48752
1960-61	461	72	533	48000	13000	61000
1961-62	646	143	789	52000	16500	68500
1962-63	685	187	872	56000	18000	74000
1963-64	685	187	872	61000	20000	81000
1964-65	905	277	1182	66000	23000	89000

From the figures given above, it is evident that both the number of institutions and the enrolment of students have been steadily increasing. Side by side with the opening of new schools, the Department has given considerable attention to the improvement of schools with regard to equipment, housing facilities and trained teachers.

The expansion of Elementary Education has been considerably accelerated in the Third Plan. Yet special efforts have to be made to achieve the proposed target of bringing 60 percent of children in the age group 6-11 to schools by the end of the 3rd Five Year Plan. A mid-term appraisal of 3rd Plan progress has revealed that during 1964-65 we expect an enrolment of 3.05 lakhs (2.30 boys plus 0.75 girls) in Primary classes as we opened 650 new schools in 1964-65, thus leaving the margin of 0.38 lakhs to be enrolled in schools in the remaining one year of the current Plan Period i. e. 1965-66.

Towards the end of the 3rd Five Year Plan, the total enrolment is expected to be 3.43 lakhs in which the enrolment

of boys will be 2.56 lakhs and that of the girls 0.87 lakhs out of the total estimated population of 5.72 lakhs in the age group 6-11. Steps have been taken to mobilise the inspectional agency and enlist public co-operation for the introduction of enrolment drives in both urban and rural areas.

As against 2,000 elementary schools proposed to be opened during the 3rd Plan Period the Department has so far opened 1,920 schools leaving 80 schools yet to be opened out of the total target proposed. Out of these 1,920 schools 326 existing primary schools have been upgraded to the level of Central and Middle Schools. In 1960-61 (end of the 2nd Five Year Plan) we had 2,859 primary schools (including Maktabas, Pathshallas and Aided Schools) with the total enrolment (in classes I-V in the age group 6-11) of 2,10,000. In 1964-65 we had 4,267 primary schools (including Maktabas, Pathshallas and Aided Schools) with the total enrolment of 3,05,000 in the age group 6-11 in classes I-V, which indicates a net increase of 95,000 over the figures of 1960-61.

Assuming that we reach the target of bringing 3.43 lakhs which is 60% of children in the age group 6-11, additional 40% are expected to be admitted in this age group during the 4th and 5th Plan Periods. By the end of 1966 the enrolment of children in the age group of 11-14 will be 30% and enrolment of the remaining 70% will be achieved by the end of 7th Five Year Plan.

#### BASIC EDUCATION

The first phase in the development of basic education began in 1939 with the opening of a training school at Srinagar and two basic schools, one at Srinagar and the other at Jammu. The <sup>State</sup> Government also decided to convert 30 Primary Schools into the basic pattern every year. This policy continued till 1945 when there were two Basic Training Schools and 152 basic schools

functioning all over the State. Reorientation on basic lines was also given to Primary Education by introducing craft activities in other schools. At present more than 2,400 Activity Basic Schools are functioning in different parts of the State. In order to supervise the progress of Basic Education in the State effectively, two Basic Supervisors have been appointed. Model basic schools have also been set up in each tehsil of the State. They are located at Central places in order to give an opportunity to teachers working in the non-basic schools to study their working.

The object of introducing the basic system in our schools is to activate education and to relate it to socio-economic needs of the society.

SECONDARY EDUCATION

Before 1947 High Schools were opened mostly in the urban areas. Even some important towns and tehsil headquarters were without High Schools. After 1947, a net work of High Schools was spread in the rural areas.

The following figures elucidate the position in respect of Secondary Education in the State:-

HIGH/HIGHER SECONDARY

Year	No. of Institutions.			Enrolment		
	Male	Female	Total	Male	Female	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1948-49	44	8	52	14063	1163	15226
1949-50	46	8	54	16550	1382	17932
1950-51	38	7	45	18521	2488	21009
1951-52	52	6	58	23413	3173	26586
1952-53	52	7	59	19749	3419	23168
1953-54	63	9	72	25698	5243	30941
1954-55	69	18	87	27344	7291	34635
1955-56	76	21	97	34714	10284	44998
1956-57	86	23	109	39354	10784	44998
1957-58	102	24	126	43829	10752	54581
1958-59	114	25	139	45355	11927	57282
1959-60	142	29	171	49844	12841	62685

Note: a) The above figures include the entire roll of various High Schools from 6-10/1-10 classes.

b) The figures given below represent enrolment for classes 9-11th only.

1953-54	63	9	72	5731	1407	7138
1955-56	76	21	97	8420	1822	10242
1960-61	204	46	250	17000	5000	22000
1961-62	271	58	329	21000	6500	27500
1962-63	303	62	365	22000	6800	28800
1963-64	303	62	365	22800	7000	29800
1964-65	341	73	414	23500	7500	31000

From the figures given above, it is evident that both the number of institutions and the enrolment of students have been steadily increasing. The total enrolment in classes IX-XI has increased from 7,138 in 1953-54 to 31,000 in 1964-65. The number of institutions has also gone up considerably.

In the 3rd Plan, our targets were to convert 50 High Schools into Higher Secondary Schools. There were 24 Higher Secondary Schools in the year 1960-61 (last year of the 2nd Plan) and at present we have 42 Govt. and 4 private Higher Secondary Schools. A faster rate of conversion is not possible because of several handicaps, such as lack of trained personnel and lack of funds to provide accommodation for classes, forms, workshops and laboratories. Every Higher Secondary School offers at least three groups of elective subjects of which two are the Humanities and Sciences; the third group is the Agriculture, the Commerce or the Technical group. There are only 4 Girls Higher Secondary Schools with Home Science as the Third Elective group. The total enrolment in classes IX-XI at present is about 30,000 in the current year against 22,000 in 1960-61.

The children at the age of 14 plus join ordinary High or Multilateral Higher Secondary Schools. Specialised courses of studies have been introduced in Higher Secondary Schools. The objective underlying the diversification of courses and provision of different types of courses in different Higher Secondary Schools functioning in the State

is to enable young people after completing their studies, either to join institutions for Higher learning according to their taste and aptitude or take up different vocations of life.

GIRLS' EDUCATION

The progress of Girls' Education has been faster in recent years, though there continues to be considerable disparity between the enrolment of boys and girls. Women's education because of various reasons has failed to keep pace with the advancement of men's education in this State as also in other States of the Indian Union in the past. The following table will indicate the tremendous headway made in the promotion of women's education in the State:-

<u>Year.</u>	<u>No. of Institutions.</u>	<u>Enrolment.</u>
<u>Primary:</u>		
1950-51	175	6776
1955-56	247	10136
1960-61	545	45000
1963-64	823	62000
1964-65	1073	66000
<u>MIDDLE</u>		
1950-51	44	7407
1955-56	34	5248
1960-61	72	13000
1963-64	187	20000
1964-65	277	23000
<u>HIGH/HIGHER SECONDARY</u>		
1950-51	7	2488
1955-56	21	10284
1958-59	25	11927
1959-60	29	12841
Note: a) The above figures include the entire roll of High Schools from 6-10/1-10 classes.		
b) The figures given below represent enrolment for classes 9-11th only.		
1953-54	9	1407
1955-56	21	1822
1960-61	46	5000
1961-62	58	6500
1962-63	62	6800
1963-64	62	7200
1964-65	73	7500



By the end of 1965-66 the total enrolment in age group 6-11 is expected to be 80,000. In order to fulfil the commitment of 60% enrolment by the end of 1965-66 14,000 girls are to be enrolled during the remaining one year of the 3rd Plan Period on the ratio of 2:1 of additional pupils to be brought into schools among boys and girls. 250 new girls primary Schools were opened in 1964-65 and have brought a considerable number of additional girl students to schools.

With a view to giving an impetus to women's education in the State, the State Council of Women's education came into existence with prominent educationists and public-spirited ladies as members. The Council has considered some very important problems connected with the progress of women's education in the State. Because of the enormous headway to be made up in girls education, the Department proposes to organise Special Enrolment Drives for girls and to enlarge facilities of girl's education by opening more schools and appointing additional and qualified staff in the remaining one year of the current Plan and in the 4th Plan also. Liberal grants are earmarked for implementing Special Schemes for the advancement of women's education in the State.

The following problems are before the Department in connection with promotion of women's education in the State:-

1. Wastage and stagnation;
2. Social prejudices;
3. Recruitment of women teachers in rural areas;
4. Incentives for popularising girls education;
5. Need for co-education at the primary stage;
6. Organization of enrolment drives;
7. Award of attendance scholarships and free books for poor children;
8. Need for staff quarters;
9. Adequacy of supervision;
10. Appointment of school mothers;
11. Public co-operation; and
12. Organization of condensed courses.

SUPERVISION/ADMINISTRATION

The State is divided into 30 Tehsils. Each Tehsil has one Education Officer incharge of Primary and Middle Schools. On an average, there are about 100 Primary, Middle, Central Schools under each Tehsil Officer. All the Headmasters of High Schools and Tehsil Education Officers are equal in status and they are placed under the administrative control of the District Inspector of Schools. There are nine District Inspector five in Jammu and four in Kashmir. The District Inspectors, together with the Principals of Higher Secondary Schools in each province are responsible to the Deputy Director of the Province. There are two Deputy Directors, one for Jammu and the other for Kashmir. In the Women's Education Department there are two Deputy Directresses, one for Jammu and the other for Kashmir. At present we have 12 Inspectresses for 8 Districts. The area allotted to each of them is co-extensive with a district and therefore it is not possible for them to organize and to cater to the needs of women education effectively. It is therefore, proposed to put one lady Education Officer Incharge of each Tehsil during the 4th Plan Period. The intermediate agency of the District Inspecting Lady Officers will have to be retained.

TEACHERS TRAINING:

With the rapid expansion of Elementary and Secondary Education in the State, the problem of Teacher Training has assumed great importance. During the 2nd Plan Period, the No. of Primary Schools rose from 1803 to 2859, that of the scholars in them from 89518 to 2,10,000; the Middle schools increased from 260 to 533 and that of the scholars in them rose from 43384 to 61,000.

During the same Plan Period, the No. of the Lower High and High Schools rose from 126 to 250 and that of the scholars from 13500 to 22000. 24 High Schools were converted into Higher Secondary Schools.

The total No. of trs. working in pry. Schools of boys and girls ending March, 62 and 4874 out of which 2634 i. e. 54 percent of the total were trained.

The total No. of trs. working in Central and Middle Schools of boys and girls stood at 3467 on 31st March, 62. Of these 1855 i. e. 54.24 per cent of the total were trained.

During the 1st year of the 3rd Five Year Plan i. e. 1961-62, 533 Primary schools were opened and 6th class was added to 253 primary schools; 7th class to 158 sixth class schools; 8th class to 118 seven class schools. In addition to this 61 middle schools were upgraded as Lower High Schools, 45 Lower High Schools as full-fledged High Schools and 8 High Schools were converted into Higher Secondary Schools. As many as 1400 untrained trs. have been appointed in all the (boys and girls) primary, Central and Middle Schools ending March, 1962, which means that the total liability of untrained inservice teachers in the beginning of 1961-62 was 3623.

Every District has a Teacher Training School for men and besides that there are two training schools for women, one at Jammu and the other at Srinagar. The total no. of training schools is 12. The output of trained teachers from all these training schools during the 2nd Plan Period was as under:-

<u>Year</u>	<u>Teachers trained</u>
1956-57	345
1957-58	543
1958-59	473
1959-60	516
1960-61	605
1961-62	608
1962-63	623

At the beginning of 3rd Five Year Plan, the intake capacity of the Teachers' Training Schools was about 600. In 1961-62, these schools admitted 743 candidates. At this rate, our turn-out at the end of 3rd Plan Period would be roughly, 3,500.

It is estimated that 1400 teachers are to be recruited by the end of the Plan. Added to the untrained teachers that we have already got, we shall have 6,000 untrained teachers roughly by the end of 3rd Plan Period. To meet this situation we have to:-

- i) increase the capacity of the training schools;
- ii) stop taking untrained teachers;
- iii) to re-orient and improve the quality of our training.

#### SECONDARY TEACHERS TRAINING

The number of Secondary Schools during the Second Plan Period has more than doubled and is likely to be trebled by the end of the Third Plan Period. The resources of the Secondary Teacher Training, however, have not kept pace with the expanding programme of Secondary Education.

The intake capacity of the two training colleges is 137 seats for in-service graduate teachers and 113 seats for private candidates. On the basis of these figures the present programme of producing 250 trained graduates from the two training colleges and a department of training attached to a private college would suffice for our present needs, if a large number of those trained candidates did not desert us every year. It has been observed that some of the inservice teachers deputed for training also desert on completion of their training, if they are posted at inconvenient and far-off places. In order to attract qualified teachers, the proposal to give a higher start to them is under the active consideration of the Department.

It is high time that we increased the capacity of the training colleges by providing facilities for training to a large number of inservice graduates. On an average, we require 6 trained graduates for a one-section higher secondary school, 4 trained graduates for a one-section high school, 2 trained graduates for a lower high school and a middle school. On the basis of this criteria, our staffing requirements of trained graduates at present for Secondary Schools alone are not less than 2,000 whereas we had only 1182 trained graduates by the end of March, 1961. The gap between the trained and untrained graduate teachers is likely to widen in case we do not plan our training programme ahead. The least that we have to do is to increase our training targets to 450 during 1965-66.

<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
250	300	350	400	450

These targets can be achieved if the number of Government deputees is increased.

Physical Education, Recreation and Youth Welfare:

There was no organization for the guidance and supervision of Youth Welfare, Physical Education and Recreation in the Department of Education before 1951. The Government created a wing of Physical Education and Recreation in the Directorate of Education in 1951 under the charge of a qualified officer who was entrusted with the task of introducing various schemes, to organise activities on various levels and to look after the guidance and supervision of Physical Education, Recreation and Youth Welfare in educational institutions in the State. The following schemes which have since been introduced are now regular features of our Physical Education Scheme implemented through the agency of qualified personnel

under the direction of Assistant Director of Education (Physical Education).

### I. Short Term Courses

Short Term Courses in Physical Education and Recreation have been organised from time to time since 1952 to train general line teachers to fill up the vacuum and take up the organization of Physical Education, Recreation and Youth Welfare in institutions in addition to their normal duties in the absence of whole-time qualified personnel.

### II. Sports & Games

Inter School Competitions in Athletics, Games and Aquatics were started in 1951 on a small scale and were confined to selected High Schools in view of limited resources. But when the Government provided sufficient grants and personnel from 1954 onwards, the Inter-School Competitions expanded covering a larger number of institutions. The competitions are organized on Zonal, Inter-Zonal and Inter-Provincial levels.

The J & K School teams have been regularly participating in the Inter-State Tournaments and Athletics held in various States for the last seven years.

Necessary attention is being paid to the promotion and development of sports and games in the girls' institutions. For this purpose a separate qualified women agency for guidance and supervision or Youth Welfare, Physical Education and Recreation has been provided. Sports and Games competitions and Youth Rallies are organized, generally at the Provincial Headquarters in which girl students of Higher Secondary, High and Middle Schools participate.

### III. Youth Camps and Hikes

In consideration of the advantages and values which accrue out of the community living of students as an

educational process, the Department introduced the organization of Youth Camp since 1951. The first Youth Camp was organized at Pahalgam for the benefit of students of schools and colleges. Since then it has become a regular feature to hold camps for 2-3 months at Gulmarg. Representative students of schools and colleges (boys and girls) from all over the State attend the camp in batches for one week's duration. The Government provides transport facilities, journey expenses and free food to the Campers, besides, facilities for sight-seeing in the Valley. Each camp consists of students from various regions which provide ample opportunities for regional integration, good-will, friendship, amity and better understanding among the participants. Besides students are encouraged to undertake mountain hikes and climbing expeditions.

The Department has Youth Hostels at Gulmarg, Srinagar, Jammu and Kud which are frequently used by the students from within and outside the State for excursions and camps.

#### IV. Youth Rallies and Ceremonial Parades.

Youth Rallies are organized at the District Headquarters with a view to providing an opportunity to the student youth of the District to get together and display physical activities and cultural programmes.

The participation of student youth in the ceremonial functions held on the Martyr's Day, Independence Day, Children's Day and Republic Day are a regular feature of the Youth Activity organised by the Department.

#### V. Seminars on Physical Education.

In order to re-orientate the inservice Physical Educationists, Seminars on State level are also organised for their benefit. The last seminar was held in

Srinagar in 1962 under the guidance and supervision of Miss R. Josephine Kid, an American expert in Physical Education and Recreation.

VI. National Scheme.

Centrally sponsored Schemes of National Discipline, National Physical Efficiency Drive, N.C.C. and A.C.C. are being fully implemented in the State.



TARGETS TO BE ACHIEVED IN THE FOURTH  
FIVE YEAR PLAN ( 1966-71 ) IN ELEMENTARY  
EDUCATION

The all-India Working Group on prospective planning on Elementary Education came to the conclusion that the following would be reasonable targets for expansion of Elementary Education:-

1. Each State should draw up its own plan of expansion of Elementary Education and try to fulfil the directive of Article 45 of the Constitution as early as possible.
2. The States of Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh should provide universal education in the age-group 6-11 by the end of the 5th Plan and that in the age-grpup 11-14 by the end of the 7th Plan.

During the 4th and 5th Plan Periods, additional 40% are expected to be admitted in schools in the age-group of 6-11. Upto the end of 1966 the enrolment of children in the age-group of 11-14 will be 30% ; and the remaining 70% will be achieved upto the end of 7th Five Year Plan (1981-86). The details of enrolment according to the age-group will be as under:-

<u>Year</u>	<u>Age-Group</u> <u>6-11</u>	<u>Year</u>	<u>Age-Group</u> <u>11-14</u>
1966-71	80%	1966-71	50%
1971-76	100%	1971-76	70%
		1976-81	85%
		1981-86	100%

The population of our State was 35,61,000 in 1961. Calculating the increase in population at the rate of approximately 2 percent per annum, our population in 1971 would be about 42.73 lakhs. The estimated population in age-group 6-11 at the rate of 14% would be 5.99 (3.11 boys and 2.87 girls). As we propose to bring 80 percent of the age-group to schools, we shall have to admit 4.78 lakhs (2.53 boys and 2.55 girls) of children in our schools.

Assuming that we reach the target of bringing 3,43 lakhs of 60% of children in the age-group 6-11, we will have to bring 1.35 lakhs of additional children to schools during the 4th Plan to reach the 80% target.

For this project we need 3000 single teacher schools and 1500 additional teachers, to strengthen the existing single teacher schools, where a good deal of leakage in attendance and wastage occur for want of an additional teacher. The programme can be phased in the following manner:-

<u>Year</u>	<u>Single tr. schools.</u>	<u>Additional teachers.</u>
1966-67	800	100
1967-68	700	200
1968-69	600	300
1969-70	500	400
1970-71	400	500
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Total:	3000	1500
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Expansion at the Middle School Stage.

The enrolment at the Middle Stage would increase substantially during the 4th Plan because of the two factors:

1. the increased enrolment that has been achieved at the primary stage in the 3rd Plan will produce an impact on the enrolment at the Middle School stage in the 4th Plan; and
2. the increasing tendency on the part of the pupils to continue longer at schools. This increase in the enrolment at the Middle School stage would be accelerated still further in the 5th Plan and even to a greater extent in the sixth and seventh Plans.

A major difficulty in the expansion of education at the Middle School stage is the poverty of large sections of population which compels them to use the labour of their group-up children for domestic and other purposes. To overcome this, we recommend that a system of part-time or continuation education would have to be introduced for

those group-up children who cannot attend school on a whole-time basis on account of economic difficulties.

The enrolment in classes VI-VIII in the age-group 11-14 in the State, would rise during the next four Plans as shown below:-

<u>Year</u>	<u>Age-group, 11-14</u>
1966-71	50%
1971-76	70%
1976-81	85%
1981-86	100%

At the end of 1971 the total population is estimated to be 42.73 lakhs. Out of this the population in the age-group of 11-14 is estimated to be 2.56 lakhs ( 1.35 boys and 1.21 girls ), on the basis of 6 percent per annum as worked out by the Central Ministry of Education. At the end of the 4th Plan we shall achieve 50% enrolment, out of the above mentioned population figure in the age-group of 11-14. According to 50% the enrolment which we have to achieve is estimated as 1.28 lakhs ( 68000 boys and 60000 girls ) At present the enrolment in classes VI-VIII is 81,000. Consequently the increase in this age-group is estimated to be 30% by the end of the 3rd Five-Year Plan. According to our Plans we have to achieve the target of 50% by enrolling 47000 more children in this age-group.

For this project we need 900 Middle, Central and Senior Basic Schools and 750 additional teachers to strengthen the existing schools. The programme can be phased in the following manner:-

<u>Year</u>	<u>Sixth Class</u>	<u>Seventh Class</u>	<u>Eighth Class</u>	<u>Addl trs.</u>
1966-67	50	50	50	150
1967-68	50	50	50	150
1968-69	80	70	50	150
1969-70	80	70	50	150
1970-71	80	70	50	150

Need for Staff

During the 3rd Five-Year Plan the number of school-going children increased tremendously in a large majority of schools which in some cases continued to work with existing staff with unsatisfactory results and therefore provision for additional staff has to be made in the Primary and Middle Schools.

Buildings

Expansion in Elementary Education will also necessitate provision for construction of a considerable number of buildings for housing the elementary schools. It may not be possible to put up a building in each village but with public co-operation and Govt. subsidy it may be possible to put up a number of school buildings for housing primary schools. In most places rent-free houses will be procured in addition to those constructed through the efforts of the local people. Grants for buildings and also for their maintenance will have to be provided according to the expansion programme visualised.

Equipment

We shall have to provide minimum class-room furniture such as coir-matting, black-boards, chairs, etc. apart from the contingent grant as from it we meet sweeper's and waterman's allowance charges. Special grant will, therefore, have to be provided for equipment.

Education of Girls,

The main problem to be tackled in the 4th Plan in the age-group 6-11 is the enrolment of girls from rural areas. The position of girls in the age-group 6-11 (classes I-V) and 11-14 (Classes VI-VIII) at the end of the 3rd Plan will be:-

<u>Year</u>	<u>Enrolment in classes I-V (6-11)</u>	<u>Enrolment in classes VI-VIII (11-14)</u>
1965-66	87,000	23,000

Targets for additional enrolment of girls during the 4th Five-Year Plan in the age-group 6-11 (classes I-V) may be fixed at 15,000 annually and 4,000 in the age-group 11-14 (classes VI-VIII).

The National Committee on the Education of Girls which examined this problem in detail, has made a number of recommendations to accelerate the expansion of girls' education at the Primary and Middle School stages and the preparation of women teachers. They include the following:-

1. Educating public opinion in favour of girls' Education.
2. Popularising co-education at the primary stage with a view to adopting it ultimately as the common policy in all areas and, to the extent possible, even at the Middle School stage;
3. Award of attendance scholarships, preferably in kind, to needy girls;
4. Appointment of School Mothers wherever necessary;
5. Free supply of books and writing materials.
6. Free supply of school uniforms and clothing in the case of poor and deserving girls;
7. Appointment of women teachers in Primary Schools;
8. Organisation of condensed courses for adult women, particularly those coming from rural areas;
9. Establishment of Middle Schools for girls in rural areas;
10. Establishment of hostels for girls attached to Middle and secondary schools;
11. Award of stipends and scholarships to girls, particularly from rural areas, to study in Middle & Secondary Schools;
12. Establishment of more training institutions for women teachers;
13. Award of liberal stipends in training institutions for elementary teachers;
14. Construction of quarters in rural areas; and
15. Grant of village allowances for women teachers working in rural areas.

The main difficulty experienced at present is that of the inadequacy of funds allotted for special programmes whose objective is to accelerate the education of girls and preparation of women teachers. Adequate funds will have to be made available in the 4th Plan, for the special programmes of girls' education.

#### School Meals.

At present school meals programme is being implemented mainly with the assistance of food commodities imported from U.S.A. through various voluntary organisations.

By the end of the 3rd Plan, elementary education will have spread to the lower middle section of the community. In the 4th and the subsequent Plans, we shall have to bring in children belonging to the poorest and the weakest sections. The programme of providing school meals should be further emphasised in the 4th Plan.

#### Programme of qualitative improvement

In the first three Plans, the emphasis has been on expansion of educational facilities at the elementary stage. While this emphasis will have to continue in the 4th Plan, it is also necessary to look after the qualitative aspect of school education. In the next Plans, expansion and qualitative improvement will have to be attempted side by side.

This shift in emphasis on quality will have different implications at the Primary and Middle School stages. In so far as the Primary stage is concerned, the programme will have to be pursued in two main directions:-

1. General Programme i.e. programmes calculated to improve standards in all elementary schools; and
2. Selective programmes meant for the improvement of standards in selected groups of schools.

In regard to programmes falling in the first category attempt will be made in the 4th Plan to improve the standard of education generally in all Primary Schools through six distinct programmes, viz:-

1. Maintaining a reasonable pupil teacher ratio;
2. Improvement in the remuneration, old age provision and service conditions of teachers with a view to attracting a better type of individual to the teaching profession;
3. Improvement in the professional qualification of elementary teachers-both pre-service and inservice;
4. Development of research and production of educational literature with a view to improving methods of teaching and evaluation in elementary schools;
5. Improving the supervision of Primary Schools;
6. Provision of adequate buildings and equipment to Primary Schools.

In the second category, instead of spreading the available resources very thinly over all the Primary Schools, we might select a small group of schools, say 10 percent every year, and raise them upto the prescribed minimum standard.

#### Basic Education

The problem of basic education is also very significant. From the very beginning of the 2nd Five-Year Plan we have introduced the Basic pattern of education in our State. All the new elementary schools are opened on the Basic pattern. The old type Primary Schools are also to be converted to the basic pattern in pursuance of the decision taken by the Central Govt. We have not been able to achieve the target in full under this scheme. In order to fall in line with the all-India policy, it is imperative to emphasise the scheme in the 4th Plan so that by the end of the Plan

all non-basic schools are converted into the basic type.

Our policy will, therefore, be:-

- a) to open all the new schools on the basic pattern; and
- b) to convert the existing schools on the activity basis pattern.

At present the unit of administration in our educational set up is the Tehsil. Each of the 30 Tehsils has one inspecting officer known as Tehsil Education Officer. On an average basis there are about 100 elementary schools under each Tehsil Education Officer, besides 20 Senior Basic or Middle Schools. By the end of the 4th Plan Period the number of elementary schools will have to be doubled and it will not be possible for the education officers to inspect all the schools even once a year. It is, therefore, necessary to make the development block as the unit of administration. Our requirements will then be 68 block education officers in the whole of the State.

One of the reasons for our lagging behind in the spread of Women's Education is the inadequacy of the supervision agency. At present we have 8 Inspectress for 8 Districts. The area allotted to each one being very wide, it is not possible for them to organise and cater to the needs effectively. It is, therefore, proposed in the 4th Five-Year Plan to put one lady education officer incharge of each Tehsil. The intermediate agency of the District Inspecting lady officers will have to be retained.

#### Training of Elementary Teachers

It is evident that the demand for elementary teachers would be much larger in the 4th Five-Year Plan than at present. Between 1966 and 1971 the total enrolment of schools will increase by about 37,000 children per year- 27,000 at the Primary stage and 10,000 at the middle school stage. The additional annual requirement of teachers,



would, therefore, be about 1200 per annum. Besides, about 200 teachers would be needed annually to replace those who would retire, resign or die.

In this context, the facilities provided for training of elementary teachers appear to be inadequate. At present we have 12 training institutions - 10 for men and 2 for women and our annual output is about 780 annually. If we continue to recruit untrained teachers and at the same time we do not accelerate the pace of our training programme, our liability of untrained teachers will progressively increase; therefore, the training facilities available in the State should be of such magnitude that the annual output of untrained teachers (subject to the wastage of not more 10 percent) should be equal to the annual demand for additional teachers in the State and this can be done by providing 600 additional seats in the training institutions. If it is not possible to do so, an attempt should be made to train all untrained teachers who have put in two or three years of service.

Inservice training programmes have not been developed so far on any scale worth the name. A fairly large beginning will be made in this field in the 4th Plan and at least one Extension Service Department may be established if possible in each District:

Development of Research and production of Educational Literature.

The problems of elementary education will have to be tackled through a large and well-planned programme of research and experimentation, organized through the National Council of Educational Research and Training and the State Institute of Education.

Improvement of Middle Schools

In middle schools, the following measures may be adopted to improve standards and to bring them as close as possible to the Middle Departments of Secondary Schools:-

1. The Headmaster should be a trained graduate.
2. No untrained Matriculate should be permitted to teach the Middle School classes.
3. Adequate provision for inservice training of all Middle School teachers should be made.
4. The pupil-teacher ratio in the Middle School classes should be restricted to about 25:1.
5. The method of teaching through subject teachers, may be extended to Middle School classes wherever possible.
6. The Middle Schools may be provided with adequate buildings and equipment on the priority basis.

Special assistance will have to be provided to poor but talented boys who would not be in a position on financial grounds, to go in for Middle School education and to girls in rural areas who, at present, generally drop out after the Primary Education.

TARGETS TO BE ACHIEVED DURING 4TH FIVE YEAR  
PLAN (1966-71) IN SECONDARY SCHOOLS

At the end of the 2nd Five-Year Plan there were 250 High Schools and at present there are 414 High Schools (including Lower High Schools) and the figure is likely to go a little higher by the end of the current Plan. It is hoped that the total enrolment of classes IX-XI will be 31,000 by the end of the 3rd Five-Year Plan.

The trend towards increase of enrolment is bound to continue and the pace of increase may in fact be accelerated as a result of special efforts made in the first three Plans to increase facilities of education at the elementary level. The inclusion of different courses at the Secondary level will also attract more scholars for Secondary Schools.

In the 4th Plan it will be necessary:-

1. to improve the standards of these institutions by providing buildings, equipment, staff etc.;
2. to introduce diverse streams in the largest number of Secondary Schools;
3. to bring the syllabus of Matriculation in line with that of the Core of Higher Secondary system. This would facilitate the eventual conversion of 290 (189 High Schools and 101 Lower High Schools) to the Higher Secondary pattern more conveniently during the 4th Plan Period in a phased programme;
4. to open new Secondary Schools on the three-year pattern, so that about 50% of the additional students, coming out of Middle Schools can get admission. More attention will have to be given, in the next plan period to measures for the maintenance and improvement of standards of education at all levels and the administrative and financial implications will have to be examined accordingly.
5. In view of anticipated increase in enrolment to increase the number of teachers so as to bring about a proper student-teacher ratio.
6. To expand the existing two training colleges so as to increase their capacity.

7. To provide inservice training facilities for a large number of Secondary Schools teachers through an increase in extension service centres.
8. To add vocational streams to enable the students to get employed in:-
  - i) Technical jobs.
  - ii) Agricultural work
  - iii) Commerce and Industry
  - iv) Fine Arts, and
  - v) Home Science,and recruit trained personnel in vocational subjects for teaching of the subjects.
9. To increase facilities for teaching of Science in all Secondary Schools.
10. To start, if possible, an institution of Science Education as centre of all investigations and research connected with the improvement and expansion of science education and for organising special courses for Science teachers.
11. To develop Educational and Vocational Guidance, so that Central Guidance Bureau may be set-up during the 4th Plan for each Province of the State, besides, employing Career Masters for guidance work at the institutional level.
12. To improve the examination system by setting up Evaluation units in all the training institutions.
13. To establish proper school Libraries and to improve library service to run short courses in Library training for teachers who may work as Teacher-cum-Librarians.
14. To add to the number and value of scholarships.
15. To develop some selected schools in different parts of the State as model schools for talented children.
16. To undertake an extensive programme of construction of buildings in view of the expected rise in enrolment and to provide
  - a) Hostel buildings;
  - b) Science Laboratories;
  - c) Staff quarters for Women teachers.
17. To expand the inspection staff to such an extent that the schools are properly inspected at least twice a year and the inspectors are able to spend sometime in each school in guiding the teachers.

18. To provide play-grounds to each school, if possible so that personality development is not one sided. This is an aspect that does not seem to have been touched in any of the Plans satisfactorily and it will be necessary to divert large funds towards the procurement of play-grounds in the vicinity of the schools.
19. To work out a phased programme for the acquisition of proper sites for the removal of schools from congested areas to open areas. This will be a special feature of the 4th Plan.
20. To provide adequate funds to schools so that children can visit different parts of the State and different States of India to open out new horizons to them.

COLLEGE EDUCATION

Before 1947 there were only three colleges in the State but none for women students exclusively or for boys outside the cities of Jammu and Srinagar. At present the number of colleges run by Govt. has risen to 14( 11 for boys and 3 for girls ) and there are 3 aided colleges.

In addition to these there are two Teachers' Training Colleges and one privately managed Training College.

Though the number of colleges for Arts, Science and Commerce has increased, the enrolment at the college stage has not shown a proportionate increase, the reasons being:-

- i) A number of institutions have been started in recent years for Post-Matriculation courses & studies;
- ii) various professional colleges and institutions have come into existence, some of which are as under:-

Medical College.	One.
Engineering College.	One,
Agricultural Colleges.	Two.
Ayur-Vedic College.	One.
Tibya College,	One.
Polytechnics.	Two.
Industrial Training Institutes;	Seven.

- iii) High Schools have been converted into Higher Secondary Schools. The enrolment in professional institutions at present is round about 2,500. This means that the number of students in all colleges is in the neighbourhood of 11,000 now against 8049 in the year 1961-62.

Enrolment of Science Students

The increase in the number of Science students during the 3rd Plan has also been quite satisfactory. In the year 1961-62 there were 4578 science students in colleges against the estimated enrolment of 4720 at present.

There is bound to be a greater demand in the 4th Plan Period, and this would require more facilities for the educational institutions in the form of well-equipped science laboratories and teaching staff etc.

During the 3rd Plan the scheme of conversion of existing colleges into three-year Degree pattern was taken in hand and by this time all the colleges have been converted to Three Year Degree pattern. This involved the strengthening of the staff, office establishment and equipping of the laboratories of these colleges, besides the improving of the building conditions.

College Budgets.

Out of the total education budget of 3,04,02,000 rupees the expenditure on college education is as under:-

	1961-62 Accounts	1962-63 Revised estimates	1963-64 Actual	1964-65 estimates.
Govt. Colleges.	16,62,883	19,48,500	21,75,300	22,84,100
Grant to Non-Govt. Colleges.	1,33,150	4,70,000	9,00,000	8,34,000
<u>Development Schemes</u>				
Opening of Colleges	4,16,483	4,79,700	4,80,000	6,26,200
Conversion of Existing colleges into 3 year Degree pattern.	2,23,625	4,65,900	4,90,000	8,88,000
Medical Examination of college students.	8,666	38,600	42,000	45,000
Scholarships to poor meritorious students in colleges.	-	75,000	60,000	50,000
Direct grants to non-Govt. Colleges.	-	80,000	2,00,000	-
Expenditure of existing training colleges.	22,363	93,800	1,04,100	1,21,000

Programme in the 4th Plan.

Analysis of current trends:

An analysis of the current trends in college education reveals the following features:-

- a) The enrolment in colleges which was 2481 at the beginning of the 1st Plan, 5184 at the beginning of the 2nd Plan and 8049 at the beginning of the 3rd Plan has risen to 11,000 during the first four years of the 3rd Plan including the enrolment of students in professional colleges and post matric training institutions.
- b) Need for improvement of standards has been felt in as much as there are about 50% failures at the various -university examinations at the under-graduate stage.

It is estimated that 25% of IX class enrolment in secondary schools reach the colleges. Assuming that the enrolment figure of 9th class of Secondary Schools reaches 30,000 by the end of 4th Plan period the total enrolment figure of new entrants to the colleges will reach approximately 7,500 and the total enrolment of the college will be approximately 15,000 by the end of the 4th Plan, excluding the professional Institutions.

Programme of the 4th Plan.

- a) In the cities of Jammu and Srinagar need of opening some colleges may arise in the 4th Plan period.
- b) To improve the quality of college education
  - i) 1,000 students should be optimum limit for enrolment in a college.
  - ii) Frequent transfers of staff should be avoided.
  - iii) Examination reform be introduced.
  - iv) The number of working days be increased by re-adjusting terms, vacations, examination schedule and reducing the number of holidays.
- c) In order to improve the facilities for students the following measures are recommended to be taken:-
  - 1) Recreation Halls with Canteens for staff and students to be provided.
  - 2) Educational tours of students and staff may be arranged.
  - 3) Teachers reading-cum-library rooms with a reasonable number of staff-rooms be provided.
  - 4) Facilities for hobby centres be provided.
  - 5) Facilities for Gymnasiums and swimming pools be provided as far as possible.
  - 6) Merit scholarships and merit-cum-means scholarships be increased.
  - 7) Strengthening the scheme of expansion of science education by:-
    - i) improving the existing institutions and laboratories, and
    - ii) by establishing new science departments in colleges.



### Staff quarters including Teacher's Hostels

In the 4th Plan, programme of construction of staff quarters is to be undertaken. It is also proposed to assist the University in the construction of Teachers' Hostels.

### Finances

All development schemes mentioned above will need money. The State grants have been increased in the recent past and will perhaps be increased further but there are other demands upon State revenues and there is a limit to State assistance.

There are two other avenues of financial assistance that should be explored. One is the development grants from the Central Government which should be increased because of the special requirements of the State. Special and concerted efforts should be made in this direction. The other source is the University Grants Commission. The University Grants Commission has schemes for

- i) Construction and expansion of students' Hostels,
- ii) Extension of Laboratories and purchase of Scientific equipment,
- iii) Extension of Library buildings and purchase of books,
- iv) Establishment of non-resident students' Canteen,
- v) Establishment of hobby workshops,
- vi) Construction of staff quarters,
- vii) Revision of salary scales of teachers,
- viii) Students Aid Fund,
- ix) Establishment of Text-Book Libraries, and
- x) Installation of water coolers.

The State has not been able to take advantage of these schemes because it has not been able to provide matching grants.

### AGRICULTURAL EDUCATION

With the opening of two Agricultural (Degree) Colleges, one at R.S. Pura (Jammu) and the other at Soporo (Kashmir) in 1960, Agricultural Education was started in the Jammu &

Kashmir State. The two colleges started functioning on 1st November, 1960. A batch of 30 students was admitted at each of the two colleges. Adequate staff and buildings were provided in a phased manner as the number of classes increased year after year. Even though the college started during the 2nd Plan, money for its expansion was provided in the 3rd Plan. By the end of 1963 all the 4 degree classes were functioning at the two colleges. The first batch of under-graduates admitted in 1960 at R.S. Pura college and Sopore College appeared for the B.Sc. Degree exam of the Jammu & Kashmir University in Sept' 1964. Adequate facilities by way of staff, buildings and equipment have been provided but much more has yet to be provided to bring the two colleges to the level of the Agri. Colleges in the other States. The intake capacity of the two colleges has been restricted to 40 per year. The yearwise admissions indicate that in 1960 the number of students admitted was 30 (minimum qualifications Matric). In 1961 the number of students admitted was 43 with the same minimum qualifications for admission. In 1962, 48 students were admitted. In 1963 the number of students admitted was 55 and the minimum qualifications were raised to Higher Secondary, Pre-University with Science or F.Sc. In 1964 only 25 students were admitted in view of poor response.

Our first batch of B.Sc. Agri. students came out this year. Out of 30 admitted in 1960, 18 appeared in the final B.Sc. Agr: Exam. out of which 14 have passed. Two were in compartment and the result of the remaining 2 is to be declared later on. The present position is as under:-

<u>No. of student on roll.</u>	<u>No. of staff members</u>
1st year .. 25	1.Principal-Cum-Adviser .. 1
11th. year .. 45	2.Assistant Professors .. 7
3rd Year .. 51	3.Lecturers Gd.I and Gd.II .. 10
4th year .. 34	4.Demonstrators .. 4
	5.Demonstrator-cum-Farm Manager 2

Buildings

Besides the Principal's office and college office room, the following accommodation has been provided:-

Lecture Halls.	..	4
Laboratories.	..	5
Library Hall.	..	1

Dairy buildings  
Comprising

- Assistant Professor's room, Dairy Lab. Cattle Shed, Calving pens, Feed storage rooms, calf pen, isolation pen etc.

A hostel building to accommodate 143 students is available.

Besides a Principal's Bungalow 10 staff quarters have been provided.

Equipment/Apparatus: adequate equipment and apparatus is available for teaching under-graduate classes in Agri. and Allied Sciences.

MEDICAL EDUCATION.

There are two Ayur-Vedic and Unani Colleges under the administrative control of Directorate of Health Services besides a Medical College at Srinagar. In the Medical College the admission is restricted to about 100 students in the 1st Year Course.

With regard to the Ayur-Vedic/Unani Colleges it may be stated that Govt. decided under Govt. order No. 170-PS of 1960 dated 16-8-1960 to establish Ayur-Vedic and Unani College, Jammu. In March, 1961 the college was bifurcated into two-one Ayurvedic College started functioning from 6-11-1961 and Unani College from December, 1961 with the opening of pre-Professional and 1st Year of First professional classes. The colleges provide five-year Degree course and in addition one year Pre-Professional course. The training in these colleges is imparted in Ayurvedic and Unani system respectively integrated with modern medicine. The total strength of the students in the two colleges at present is 187 and 98 in Ayurvedic College and Unani College respectively. The sanctioned strength of the teaching staff of Ayurvedic College is 22 and that of Unani College 22 while 18 posts of Ayurvedic College and 14 posts of Unani College have been filled up so far and the rest are expected to be

filled up in the near future. Three annual examinations of Ayurvedic College and two of Unani College have been held so far. The third annual examination of Unani College will be held in the near future. Ayurvedic College is housed in the Rajput Hostel building, Jammu and the Unani College in Transport building, Srinagar for the present temporarily till their own buildings are constructed elsewhere.

REGIONAL ENGINEERING COLLEGE, SRINAGAR

There are 6 branches of Engineering courses offered by this college:-

<u>Department.</u>	<u>Yearly admission of students</u>
Civil	.. 40
Electrical	.. 60
Mechanical	.. 60
Mining	.. 30
Metalurgy	.. 30
Chemical Engineering	.. 30
Total:	.. 250

The college was started in 1960 and the total strength of students in this college at it stands today is 952.

PUBLIC LIBRARIES

At present we have got one Library in each District Headquarter, two Central Libraries at Jammu and Srinagar, One Research Library, and one Women's Library at Nawakadal, Srinagar. The lumpsum provision for the Development of and the District Libraries is Rs. 28,000/- for the Research Libraries Rs. 49,600/-

The staff in the District Library is One Librarian, and one bearer-cum-Chowkidar. The staff in the Central Library and is one Librarian, two Assistant Librarians, / two Library Bearers and one Cleaner. The staff in the Research Library is one Librarian, one Assistant Librarian and two Library Bearers.

At present we have got no library facilities at Tehsil headquarters and towns like Sopore, Shopian, Bhandarwah, Reasi, Samba, which easily match with district headquarters.

During the next Plan period it will be very much desirable to open Reading Rooms in the first year and then establish libraries. For this in the beginning we will buy two trucks and arrange small libraries on these vehicles. This will put us in a position to assess the reading capacity of the people of different localities for establishing future libraries.

#### UNIVERSITY EDUCATION

##### J & K University.

Targets achieved in terms of new Post-Graduate Department and construction of buildings during the 3rd Five-Year Plan period (1961-66).

1. (From 1961-62 to 1964-65)
  - A. Buildings (Construction)
    - a) Buildings in Srinagar
      1. Botany and Zoology Block.
      2. Physics and Mathematics Block.
      3. Hostel for Boys.
      4. Administrative Block.
    - b) Buildings at Jammu.
      1. Hostel for Boys.
      2. Chemistry Block.
      3. Composite Block.
      4. Sub-Registry.
  - B. Post-Graduate Departments.
    - a) Departments in Srinagar.
      1. Botany.
      2. Zoology.
      3. Physics.
      4. Persian.

5. Political Science.

b) Departments in Jammu.

1. History.
2. Commerce.
3. Sanskrit.
4. Chemistry.

Targets proposed to be achieved in Terms of new Post-Graduate Departments and construction of Buildings during the year 1965-66.

A. Buildings (Construction)

a) Buildings in Srinagar.

1. Hostel for Teachers.
2. Staff Quarters.
3. University Library.
4. Chemistry Block.

b) Buildings at Jammu

1. Staff Quarters.
2. Physics Block.
3. Administrative Block.

B. POST-GRADUATE DEPARTMENTS

a) Departments in Srinagar.

1. History.
2. Education.

b) Departments in Jammu.

1. English
2. Hindi.

Targets proposed to be achieved in terms of new Post-Graduate Departments and construction of Buildings during the 4th Five-Year Plan period (1966-67 to 1970-71).

A. BUILDINGS (CONSTRUCTION)

a) Buildings in Srinagar.

1. University Library (Spill-over),

2. Chemistry Block (Spill-over) .
3. Staff quarters (Spill-over).
4. Assembly Hall for 1000 students.
5. Community Centre including Gymnasium.
6. Social Sciences Block.
7. Staff Quarters .
8. Hostel for 100 girls.
9. Hostel for 100 students.
10. Education Block .
11. pro-Vice-Chancellor's lodge.

b) Buildings in Jammu .

1. Administrative Block (Spill-over).
2. University Library .
3. Staff Quarters. (Spill-over).
4. Community Centre including Gymnasium.
5. Botany and Zoology Block .
6. Arts Block .
7. Hostel for 100 Girls .
8. Six staff quarters for Teachers.
9. Pro-Vice-Chancellor's lodge.
10. Auditorium for 1000 students.

B. POST GRADUATE DEPARTMENTS.

a) Srinagar.

1. Chemistry. .
2. philosophy.
3. Economics.
4. Diploma in Library Science.
5. Geography .
6. Arabic.

b) Jammu.

1. physics .
2. Mathematics.
3. Political Science.
4. Geography .
5. Zoology .
6. Botany .
7. Education.

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PART      III

E D U C A T I O N A L      S T A T I S T I C S



EDUCATIONAL STATISTICS OF JAMMU AND KASHMIR

1. NUMBER OF INSTITUTIONS

Item	1959-60		1960-61		1961-62		1962-63		1963-64		1964-65	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1. Universities	1	-	1	-	1	-	1	-	1	-	1	-
2. Colleges for General Education.												
(a) Degree Standard	8	2	8	2	16	3	16	3	16	3	16	3
(b) Intermediate Standard	4	-	4	-	-	-	-	-	-	-	-	-
3. Colleges for Professional and Technical Education:-												
(a) Agriculture & Forestry	-	-	-	-	2	-	2	-	2	-	2	-
(b) Commerce	1	-	1	-	1	-	1	-	1	-	1	-
(c) Engineering & Technology	-	-	1	-	1	-	1	-	1	-	1	-
(d) Law	-	-	-	-	-	-	-	-	-	-	-	-
(e) Medicine/Medical College	-	-	1	-	1	-	1	-	1	-	1	-
4. Teachers Training:-												
Basic	-	-	-	-	-	-	-	-	-	-	-	-
Non-Basic	2	-	2	-	2	-	2	-	2	-	2	-
Veterinary Science	-	-	-	-	-	-	-	-	-	-	-	-
Others	-	-	-	-	-	-	-	-	-	-	-	-
5. Colleges for Special Education.	10	6	10	6	10	6	11	6	11	6	11	6



Table I (continued)

<u>Item</u>	<u>1959-60</u> Total Girls	<u>1960-61</u> Total Girls	<u>1961-62</u> Total Girls	<u>1962-63</u> Total Girls	<u>1963-64</u> Total Girls	<u>1964-65</u> Total Girls
8. Schools for Special Education:-						
For the handicapped	2 -	2 -	2 -	2 -	2 -	2 -
Social (Adult) Education	- -	- -	- -	- -	- -	- -
Others	- -	- -	- -	- -	- -	- -

Note:- (i) The above figures include Government as well as Private Institutions.  
(ii) The figures for 1963-64 and 1964-65 are tentative and are subject to change.

TABLE NO. II NUMBER OF STUDENTS

Item	1959-60		1960-61		1961-62		1962-63		1963-64		1964-65	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
<u>By type of Institution:-</u>												
Universities	181	58	174	58	262	94	N.A.	N.A.	397	111	N.A.	N.A.
Research Institutions	-	-	-	-	-	-	-	-	-	-	-	-
Arts and Science Colleges	7,665	1,490	8,005	1,687	7,978	1,960	8,087	2,197	7,405	2,245	8,329	2,400
Professional and Technical Colleges.	383	102	691	100	1,309	199	1,610	200	N.A.	N.A.	N.A.	N.A.
Special Education Colleges	602	1,240	648	1,280	839	609	1,016	714	N.A.	N.A.	N.A.	N.A.
Higher Secondary Schools	9,034	778	10,873	1,020	14,198	1,329	18,091	2,251	} The figures have not been consolidated yet.			
High Schools	66,122	16,444	80,364	19,659	86,099	24,136	95,077	25,507				
Middle Schools	56,473	12,883	65,245	13,187	94,324	18,592	1,00,072	22,512				
Primary Schools	1,41,339	32,746	1,47,944	36,738	1,58,049	39,816	1,63,011	41,726				
Preprimary School	-	-	-	-	-	-	-	-				
Schools for Vocational and Technical Education.	572	187	613	194	817	160	1,560	225				
Schools for special Education	15	-	15	-	31	-	32	-				

Table II (continued)

item	1959-60		1960-61		1961-62		1962-63		1963-64		1964-65	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
<u>By Stages/Subjects General</u>												
<u>Education (University Standard)</u>												
Research	-	-	-	-	-	-	-	-	-	-	-	-
M. A. and M. Sc.	181	58	174	58	262	94	N.A.	N.A.	397	111	N.A.	N.A.
B. A. and B. Sc.	1,825	381	1,703	422	1,726	477	2,570	837	3,622	1,313	N.A.	N.A.
Intermediate: Arts and Science/P.U.C./	5,815	1,098	6,287	1,261	6,182	1,462	4,439	1,340	3,738	1,118	N.A.	N.A.
<u>Professional Education</u> <u>(University Standard)</u>												
Agriculture & Forestry	-	-	-	-	137	-	278	-	-	-	-	-
Commerce	147	-	157	-	141	-	112	-	110	112	115	-
Engineering & Technology	-	-	128	-	362	-	505	-	582	5	N.A.	N.A.
Law	-	-	-	-	-	-	-	-	-	-	-	-
Medicine	-	-	182	-	414	101	483	N.A.	N.A.	N.A.	N.A.	N.A.
<u>Teachers Training:</u>												
Basic	236	102	224	100	246	98	232	91	252	112	N.A.	N.A.
Non-Basic	-	-	-	-	-	-	-	-	-	-	-	-
V. Science	-	-	-	-	-	-	-	-	-	-	-	-
Other Subjects	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	602	1,240	648	1,280	839	609	1,016	714	N.A.	N.A.	N.A.	N.A.

TABLE II ( continued)

Item	1959-60		1960-61		1961-62		1962-63		1963-64		1964-65	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
General Education (School Standard):-												
High/Higher Secondary Classes (IX-XI)	18,807	3,395	22,445	5,583	27,645	6,486	28,842	6,802				
Middle (VI-VIII)	55,158	9,557	59,427	11,643	68,636	16,466	73,337	17,503				
Primary (I-V)	1,83,817	39,961	2,09,236	44,928	2,34,506	52,041	2,50,298	58,265				
Pre-Primary	16,380	10,770	19,051	9,783	21,957	8,974	24,361	9,681				
Vocational Education (School Standard):-												
Agriculture & Forestry	-	-	-	-	-	-	-	-	-	-	-	-
Arts and Crafts	-	-	-	-	-	-	-	-	-	-	-	-
Commerce	-	-	-	-	-	-	-	-	-	-	-	-
Engineering/Polytechnic	-	-	-	-	464	-	623	-	( not consolidated)			
Industry	-	-	-	-	-	-	-	-	-	-	-	-
Medicine	-	-	-	-	-	-	-	-	-	-	-	-
Teachers Training:-												
Basic	572	187	613	194	613	214	623	225	-	-	-	-
Non-Basic	-	-	-	-	-	-	-	-	-	-	-	-
Schools for Handicapped	15	-	15	-	31	-	32	-	-	-	-	-

Note: The figures for 1963-64 and 64-65 where-ever given are tentative and are subject to change.

2. The Figures for 1963-64 and 64-65 have not been consolidated as yet.

TABLE NO. III (A) - EXPENDITURE ON EDUCATIONAL INSTITUTIONS - ( BY SOURCES)

Item	1959-60		1960-61		1961-62		1962-63	
	Total	On institution for Girls.	Total	On institution for Girls	Total	On inst. for Girls.	Total	On instt for Girl.
A) By Source -								
Central	64,978	4,383	1,04,814	2,798	8,03,961	7,663	8,69,437	8,281
State	15,296,481	2,599,591	18,098,011	3,331,556	26,727,123	4,385,611	2,940,969	5,69,126
District Board Funds	-	-	-	-	-	-	-	-
Municipal Board Funds	-	-	-	-	-	-	-	-
Fees	1,91,715	24,082	2,78,157	34,233	1,420,886	75,874	9,20,414	93,734
Other Sources	3,89,992	1,73,373	3,58,132	96,175	7,47,681	1,92,046	8,17,473	2,07,628
Endowments	81,204	10,826	1,01,673	34,252	34,264	25,307	48,473	37,927

TABLE NO. III (B) EXPENDITURE ON EDUCATIONAL INSTITUTIONS (BY TYPES OF INSTITUTIONS)

Item.	1959-60		1960-61		1961-62		1962-63	
	Total	On Institution on Girls	Total	On Instt. for Girls	Total	On Instt. for Girls	Total	On Instt. for Girls.
<u>By Type of Institutions</u>								
<u>Direct Expenditure:-</u>								
Universities	N.A.	N.A.	8,63,341	-	11,31,682	-	N.A.	N.A.
Boards	-	-	-	-	-	-	-	-
R. Institutions	-	-	-	-	-	-	-	-
Arts & Science Colleges	14,74,652	2,24,942	17,06,042	2,28,274	24,26,297	3,44,866	29,30,681	4,45,150
Colleges for Professional and Technical Education	2,79,169	-	2,79,303	-	17,94,444	-	16,57,616	-
Colleges for Special Education.	2,43,746	1,61,497	2,56,247	1,57,376	2,10,274	1,01,639	1,89,875	1,02,702
High and Higher Secondary Schools.	52,24,454	9,97,222	63,51,960	13,15,314	82,22,648	17,27,562	9,43,912	21,96,951
Middle Schools	23,29,211	5,03,307	31,84,239	5,15,040	38,27,933	6,58,796	42,00,656	8,95,295
Primary Schools	36,65,485	5,08,494	38,00,286	6,16,120	42,08,248	8,81,567	45,02,243	9,75,380
Vocational and Technical Schools	5,89,391	96,930	6,88,621	1,30,232	11,78,218	1,53,222	23,19,215	1,56,564
Special Education Schools	5,544	-	4,710	-	21,906	-	25,922	-
<u>Indirect Expenditure.</u>								
Direction & Inspection.	7,42,350	83,800	8,62,618	1,12,757	11,09,469	2,64,162	12,20,000	2,57,000
Building	10,86,250	1,46,250	7,00,600	3,00,600	43,54,340	3,47,000	40,42,140	7,15,200
Scholarships	2,78,594	55,858	3,63,899	48,677	4,40,117	71,408	5,55,716	98,283
Hostels	25,938	2,355	60,475	7,990	77,861	22,902	85,430	24,100
Other Miscellaneous Items.	79,586	31,600	6,81,187	66,034	7,68,729	1,13,378	8,96,920	1,71,220



TABLE NO. IV NUMBER OF TEACHERS.

	<u>Total</u>	<u>Women</u>	<u>Total</u>	<u>Women</u>	<u>Total</u>	<u>Women</u>	<u>Total</u>	<u>Women</u>
1. Universities & Colleges	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2. High & Higher Secondary School	2,760	616	3,514	754	4,296	897	4,613	916
3. Middle Schools	1,983	393	2,522	283	3,197	548	3,467	681
4. Primary Schools	4,251	691	4,404	750	4,606	831	4,874	926
5. Pre-Primary Schools	-	-	-	-	-	-	-	-
6. Vocational & Technical Schools	57	17	86	21	142	20	206	20
7. Special Schools	4	-	4	-	8	-	8	-

TABLE NO. V EXAMINATION RESULTS.

Students Passing:-

M.A. and M.Sc.	70	7	N.A.	N.A.	102	12	163	51
B.A. and B.Sc.	455	178	N.A.	N.A.	758	193	737	202
Professional(Degree)	174	57	N.A.	N.A.	243	67	311	92
Matriculation & Equivalent Examination.	3,650	607	N.A.	N.A.	4,884	1,204	4,725	1,085
Higher Secondary	N.A.	25	N.A.	N.A.	N.A.	N.A.	471	24

TABLE NO. VI NUMBER OF INSTITUTIONS IN RURAL AREAS

	<u>Total</u>	<u>For Girls</u>	<u>Total</u>	<u>Girls</u>	<u>Total</u>	<u>Girls</u>	<u>Total</u>	<u>Girls.</u>
Universities & Colleges	2	-	2	-	2	-	2	-
High/Higher Secondary Schools	110	14	133	15	192	23	211	25
Middle Schools	387	48	438	49	639	65	699	95
Primary & Pre-Primary Schools	2,147	413	2,204	418	2,595	462	2,731	509
Vocational & Special Schools	-	-	-	-	-	-	-	-

TABLE NO. VII NUMBER OF PUPILS FROM RURAL AREAS

Universities & Colleges	292	-	294	-	300	-	322	-
High & Higher Secondary Schools	31,506	3,747	37,149	5,259	46,101	6,382	54,401	9,627
Middle Schools	48,068	4,531	43,561	6,210	56,839	9,946	74,464	13,545
Primary & Pre-Primary Schools	1,00,155	17,988	1,04,957	20,082	1,30,081	47,899	1,34,781	49,771
Vocational and Special Schools	-	-	-	-	-	-	-	-

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GOVERNMENT OF MADHYA PRADESH  
EDUCATION DEPARTMENT



# MEMORANDUM

ON

EDUCATION IN MADHYA PRADESH

Submitted

TO

EDUCATION COMMISSION

*Visiting the State*

FROM 21st MARCH TO 28th MARCH 1965

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BHOPAL  
GOVERNMENT CENTRAL PRESS  
1965

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## P R E F A C E

This Memorandum which has been prepared for presentation to the Education Commission in order to assist the Commission's work during its tour of Madhya Pradesh, attempts to state briefly the main policies and problems in the sphere of education in this State. The State of Madhya Pradesh came into being on 1st November, 1956 by the merging of the former Vindhya Pradesh, Madhya Bharat, Bhopal and the Mahakoshal Region of the former Madhya Pradesh. We, therefore, inherited a diverse pattern of educational practices prevalent in the different constituent units. Therefore, the first problem that faced us was that of evolving an integrated system out of these diverse practices.

It is hoped that this brief statement of the major issues that merge in the development of education and its objectives would help the Commission to understand some of the special features in the educational scene in the State. The Memorandum is accompanied with another brief report on the Development of Education in the State from the time it was formed in November, 1956 to the present day. A few appendices containing statistical information are also given in the accompanying volume.

(V.S.Krishnan)  
Secretary to Government,  
Madhya Pradesh,  
Education Department.

Bhopal.

Dated: March 11, 1965

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Education is undoubtedly an integral part of a total national effort at planned development. In order that education may contribute towards this total national effort, it has to be infused with a forward-looking dynamic purpose. Education has to be viewed in its wholeness, not in fragments. It is a single, complete edifice of vast design whose several parts and proportions blend and balance to serve as an instrument of a great national renaissance. Parts of this edifice are the result of historical accident; there are parts that served a limited and temporary end, but have managed to outline their utility; some portions are dead wood and need to be discarded. The Education Commission have, fortunately, taken up this task of reshaping the existing "scheme of things entire", and forging a national system of education.

The tasks for education, which at all times are great, have been rendered in our present predicament more stupendous and complex. While we are heirs to a long and ancient religious-spiritual heritage, we have chosen the path of a secular democracy. While ours has been a caste-ridden hierarchical social structure, our aspiration is to build an egalitarian socialistic society. Whereas we are rich in economic potential, poverty and squalor stalk the land. The problem thus is to effect a synthesis between the modern scientific temper and time honoured spiritual values; between the ideals of individual freedom and social justice. We have to translate the economic potential into an economically productive system which would ensure a minimum-civilized standard of living for all.

In the performance of this task, Education is surely only one factor. Political institutions, industries, commerce, social sciences, organised religion and other cultural agencies all will have to join in a combined effort to realise the grand purpose..

Education is, however, the soul and driving force of this great adventure. To endow the educational system with the necessary vision, zeal and creative power should be our concerted effort.

EDUCATIONAL ADMINISTRATION.

Educational administration in this State is vested in the State <sup>Department</sup> ~~Department~~ of Education, Universities, Board of Secondary Education, Local Bodies, and several registered private agencies. At the Government level, the Department has three main sectors: the non-collegiate, the collegiate and technical. Agriculture Education and Medical Education are the charge of Agriculture and Public Health Departments respectively.

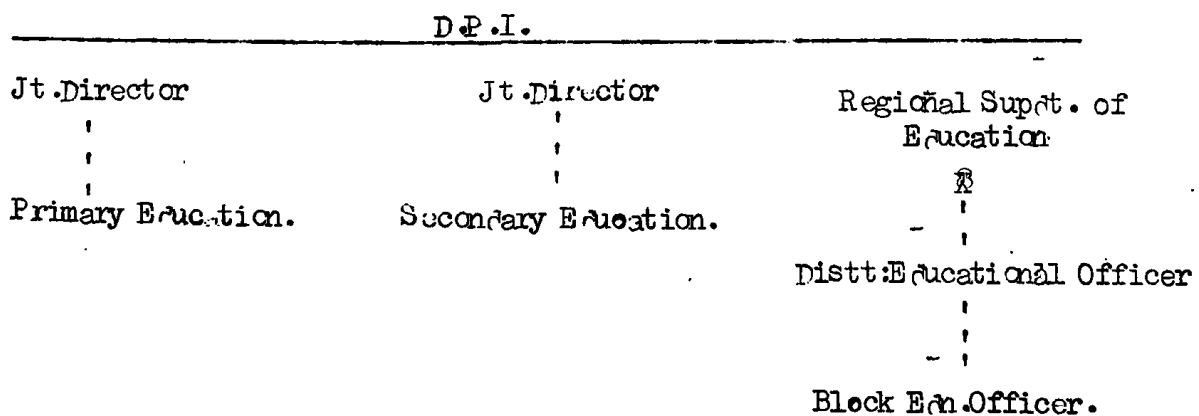
At the State Headquarters the Education Minister and his Secretariat, administer the Government Colleges of general and technical education. There are three Heads of Departments under the Secretariat, viz., the Director of Public Instruction who controls non-collegiate education and teacher-training, the Director of Collegiate Education who controls the Collegiate, non-technical education, and the Director <sup>of</sup> Technical Education who controls the technical education whether at the Collegiate level or at the level of the Board of Technical Education. For purposes of administration the non-collegiate department is sub-divided into Educational Divisions, with the Divisional Superintendent of Education as its head. There are nine divisions in the State. The Division is further sub-divided into district units which coincide with the revenue districts, with the District Educational Officer at the head assisted by Assistant District Inspectors of Schools.

The Universities and Board of Secondary Education exercise academic control over institutions in their jurisdiction. The Principals of Training Colleges are the Controlling Officers for practising secondary and primary schools attached to their colleges. For secondary schools of the Division, the Divisional Superintendent of Education is the controlling officer, and for primary senior basic or middle schools separate from Higher Secondary Schools, the District Educational Officer is the controlling officer. The Medical and Agriculture Departments administer the colleges in these two



professional subjects. While the medical colleges are affiliated to the universities within whose jurisdiction they are situated, all agriculture colleges in the State are affiliated to the Jawaharlal Nehru Agriculture University at Jabalpur.

A proposal is under consideration for making a "Development Block" as the educational unit of administration. At the base would be the Block Educational Officer in place of the present Assistant District Inspector of Schools. Above him would be the District Education Officer who could be a Class I officer. The Divisional Superintendent of Education could then be abolished and replaced by the Principals of Post Graduate Teacher Training Colleges situated at the headquarters of existing educational divisions, who would function as the Regional Superintendent of Education in addition to being the Principal of the P.G.B.T. Colleges. At the top of the administration would be the Director of Public Instruction assisted by two Joint Directors, Seven Deputy Directors, Nine Assistant Directors, a Science Consultant, Accounts and Finance Officers, a Chief Librarian and a Special Deputy Director for ~~Women's~~ <sup>Women's</sup> Education. The administrative structure that is envisaged - though it is still only in the stage of a proposal - is as follows:-



The Government of Madhya Pradesh has agreed, in principle, to the proposal to constitute an All India Educational Service.

§ The Indian Educational Service will have two wings - General Education and Technical Education.

PRE-PRIMARY EDUCATION.

It is generally agreed that the deciding features of human personality are built up by the time the child grows to be 3 or 4 years old. Preprimary education, therefore, should be an important part in any system of education. But development in this field of educational activity is beset with formidable obstacles, geographical, cultural and financial. About ~~32~~<sup>31</sup> percent of the total area of the State is covered by forests where habitations are separated by long distances and the population of each of them is, generally below a hundred. Nearly ~~28~~ percent of the State's population consists of classes of people described as backward classes and scheduled tribes. The State's financial resources are not such as would permit its diversion to pre-primary education at the cost of more pressing needs of primary and other sectors of education.

The result is that the efforts in the field of preprimary education have remained confined mainly to urban areas and mainly to non-government effort. At the time of constitution of the State in 1956 there were only 47 institutions for preprimary education. By 1963-64 the number increased to 263, an increase of nearly 500 per cent. But much remains to be done still and the task is beyond the reach of the State within any foreseeable future. The spread of preprimary education can take place only after the society has attained a certain level of economic sufficiency. Our main problem is to raise the ~~xxx~~ material and economic resources of the State to a level where the scheme of preprimary education for a substantial majority of children of the age-group 3-6 years may be made possible, through non-governmental and governmental effort.

Another problem that confronts the spread of preprimary education is the non-availability of suitably trained teachers. While **g** effort is being made by this State to train them in the two institutions at Indore and Jabalpur, provision for research to develop a method

incorporating the best of existing Montessori and Kindergarten methods to suit our conditions is necessary. One solution <sup>that</sup> ~~is~~ is engaging the attention of Government to attach an infant class to some selected primary schools and provide a pre-<sup>primary</sup> ~~primary~~ trained teacher who could look after the children below six years of age who are admitted into the infant class.

PRIMARY EDUCATION.Quantitative expansion:-

The first charge of any organised community, after insuring for defence and security, is the provision of a minimum general education for all ~~its~~ <sup>its</sup> children. All children from the ages of 6 to 11 years should be given opportunity to receive primary education. To this task our Constitution has drawn attention by laying it ~~down~~ <sup>down</sup> as a directive of State Policy to "endeavour to provide within a period of ten years, for free and compulsory education for all children until they complete the age of fourteen years". The task remains unfulfilled although the stipulated period has expired. The legacy of past neglect, the economic backwardness of the area, and the pattern of population structure have all combined to contribute to this unhappy situation. But within the limits of the resources ~~and~~ <sup>and</sup> personnel, the progress that has been made so far is not insignificant.

V/1

Between 1956, the ~~year~~ <sup>year</sup> in which this State was formed and 1964 March i.e. roughly within 8 years the number of primary schools has increased by 72 percent. As against 20983 primary schools in 1956, the number has increased to 36059 by the end of the year 1963-64. The school population in primary schools ~~during~~ <sup>during</sup> the same period rose by about the same percentage reaching the figure of 26.20 lakhs in 1963-64 as against 13,98,120 in 1956. At the end of 1963-64 the State had 50 percent of its children of age group 6-11 years in schools. The number of ~~schools~~ <sup>students</sup> will have to be almost doubled to reach the target ~~half way, the target being free and compulsory education for every child of 11-14 age group~~ <sup>of providing.</sup> ~~by the end of fifth Five year plan.~~

In the sphere of quantitative expansion our main hurdle has been financial. Starting with an allocation of 19.17 percent of the State revenue for education in 1957-58, we have steadily increased the level of expenditure, so that in 1963-64, 26.41 percent of the revenue was devoted to ~~education~~ <sup>education</sup>. The largest share of this allocation has necessarily gone into the sphere of primary education. Nearly

44.5 percent of total educational budget was spent over primary education in 1957-58 which slightly increased in 1963-64 to above 45 percent. Our total educational budget itself being more than a quarter of the whole budget of the State, the allocation made for primary education amounting to 45 percent is a generous share of the budget.

Next to finances, our problem has been the peculiar habitation pattern of our population. Out of 70,000 villages in the State, 26000 villages have a population slab of less than 200. The opening of schools in these villages becomes an uneconomic proposition. Hence the future establishment of new schools has to be so planned and the sites so chosen, as to avoid long distance walking on the part of young scholars..

1/2 The communication facilities in rural areas largely covered by forests and hills militate against a uniform planning of the location of schools on the basis of a minimum population of not less than 300. Under these conditions, unless more funds are available, it would be difficult for the State to fulfil its Third Plan target in respect of quantitative expansion to cover 30 lakhs children of 6-11 age group.

Disparity of enrolment among boys and girls.

There is a striking disparity between the numbers of boys and girls in schools. Whereas we have been able to provide for the schooling of 81 percent of boys of 6-11 age group by 1964 end, we could bring only 31 percent girls of that age group under schooling. Apart from the prevalent reluctance among backward people to send their girls to schools, the problem of providing adequate number of female teachers, particularly in the rural area, adds to the difficulty. A more intensive programme of adult education and provision of safe and better working conditions for female teachers may however help to draw girls in increasingly larger number to schools.

Whenever a rapid expansion of education takes place, a dilution of its quality is bound to follow. This has been noticed in all parts of our country. Qualitative improvements depend mainly on two factors, namely, well qualified teachers imbued with the right spirit and properly equipped schools. There are other factors also which impinge on standards of education like the curriculum, the examination system, good text books and ample supplementary reading material, sound administration etc. But they take a secondary place in comparison to the first two factors. This State has tried within its means to tackle all these factors.

#### Teachers Training

In the context of our needs, the task of producing the needed number of trained teachers had to ~~take~~ <sup>take</sup> precedence over the need for improved teacher training. Training institutions for primary schools had to be increased. As against 44 in 1956, there are now 18 such institutions. In order to increase their output the duration of training had to be reduced to one year, with the result that the State could produce more than 10,000 trained teachers annually. Some reasons for non-utilization of all the trained teachers available, is attributable to the unwillingness of a good many of them to serve in areas far and off from their homes <sup>and</sup> from cities. Lack of housing facilities, medical aid and communication difficulties are accountable for such unwillingness, more particularly in case of women teachers. ~~Nevertheless,~~ <sup>and her</sup> the State has succeeded in bringing down the teacher pupil ratio in primary schools to 1:35 in 1964-65 from 1:40 in 1956.

As for the improvement in the quality of training, the rapid pace of quantitative expansion has left little time and resources to be devoted to it. The need for refresher courses and in-service training programmes is much greater in case of primary school teachers than in case of secondary teachers who possess higher academic qualifications. Raising the minimum qualification level for admission to the training institutions could be ~~another~~ <sup>another</sup> method of

improving standards of primary school teachers. The State had done this by prescribing the Higher Secondary Certificate as the minimum qualification for new entrants. The question of infusing the right attitudes and outlook however is a slow and psychological process which has affinities to the larger question of national character and civic maturity.

To some extent, deterioration of standard in primary education might be traced to the deterioration in educational leadership at the inspectorate and administrative levels. The increase of work-load, and the increase of new and varied demands on the time, energy and efforts of the inspecting personnel appear to be responsible to some extent for the lowering of quality.

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The State Government is making efforts to rationalise the work load of inspectors and improve the administrative apparatus. Primary education in three units of the State was in the hands of Government while in the fourth i.e. Mahakoshal, it was managed by Local Bodies. According to the present scheme of the Government each inspector would look after 50 schools and the salaries of teachers in Mahakoshal area would be paid by Education Department. ~~Some~~ Two years ago Government decided to take over the services of the teachers of the primary schools run by local bodies in the Mahakoshal region. The management of the schools, however, was left with the local bodies.

Government has recently established a State Institute of Education at Sehore with a view to reorienting the inspectorate and administration of primary schools.

The Institute is financed by the Union Government. In order to attract a better class of persons to the teacher's profession, the State Government has revised the pay-scales

of primary school teachers of this State which compare favourably with the scales of their counter parts in other States of the country.

Text Books and literature for Primary Schools.

Paucity of the right type of text-books and supplementary reading material is also said to be a cause of low attainments of our school population. Nationalization of text books has been suggested as an answer to the problem. Our Government started work in this direction some years ago, and language books, books in Social Studies and General Science have been nationalised up to the senior basic level i.e. VIII class of the Secondary Schools. Some schemes for stimulating writers and teachers to bring out books, will have to be taken up by Government in order to meet this vital need for primary education. The attempts being made in this direction, are too meagre and too inadequate for want of funds.

7/5

Proper administration of resources and personnel is the sine qua non for their maximum utilization. The Local Bodies which were entrusted with the responsibility of primary education in the Mahakoshal area of this State have, for various reasons not proved equal to their role. Against the background of that experience, the State Government had to take the decision, as stated earlier, to take over the teachers of the local bodies' schools and pay them directly. In other areas, primary education was directly under Government.



Curriculum.

Curriculum is a means for translating the aims of education in actualities. The aims of primary education are related to mastery of the tools and fundamental processes of knowledge and to laying the foundations of a social-individuality in the children. At this stage, it is not so much the curricular content that matters for the realization of those aims as their awareness on the part of teachers. Traditionally, mother tongue, arithmetic, some acquaintance with the social surrounding and with nature have formed the content of primary school curriculum. The emphasis mostly has been on one part of the aims namely, mastery of the tools and little on the other. In order to bring about a balanced growth of the child, more effort needs to be devoted to the development of his social attitudes. For this, a variety of activities must form a part of the prescribed curriculum of primary schools, which at present, are left to the care of teachers and resources.

V/6

Examinations:

Much has been said and written about examination reforms. All that is applicable to secondary schools is applicable to primary schools also with even more force. Unfortunately, little has been done in that direction in the field of primary education. The system of annual examination at the end of each session wherein the fate of the child is decided ought to be changed. A simplified system of maintaining cumulative records could replace the system of these annual examinations for at least four years of primary education. In fact, children at this stage should generally not be detained in any class. There is no justification for the kind of annual examinations at the primary level. The Central or State Governments can make it

compulsory for the maintenance of such cumulative records in primary schools which would provide the criteria of work both of the students and teachers. A monthly perusal of the record by parents will also ensure co-operation between the schools and homes. Emphasis may be given to oral tests rather than written examinations. Our Fourth Plan targets in Primary Education.

For its Fourth Plan target in Pre-primary Education the State Government proposes to provide facilities to children in industrial areas of the State. The target is to establish 500 new pre-primary institutions in these areas and to open 500 infant classes attached to Primary Schools in rural areas.

7           The State Government plans to bring in 95 percent of boys and 60 percent of girls in the age-group 6-11 to schools in its Fourth Plan which means the addition of 13 lakhs of children to the number of 30 lakhs expected to be in schools by the end of Third Plan.

In order to cater to the additional enrolment of 13 lakhs, the Government will have to recruit 29,000 new teachers. The number of primary schools will go upto 46,000 at the end of the Fourth Plan of which 10,000 schools will be opened during the Fourth Plan period. At the end of the Fourth Plan, every village of the State with a population of not less than 200 is likely to have a fully developed primary school.

The reorganised State of new M.P. inherited in 1956 November about two durations of schooling at Primary and Secondary stages. In three of the integrating units viz Bhopal, Vindhya Pradesh and Madhya Bharat it was 10 years; and in the Mahakoshal it was 11 years. They were correspondingly followed by a 4 year and 3 year first degree course in Arts, Science and Commerce. The Mahakoshal unit had revised its pattern of secondary education in 1955 in accordance with the recommendations of the Secondary Education Commission (1953) but the total duration of schooling there remained unaltered i.e. 11 years. They had adopted the Higher Secondary syllabus too from the same year. Provision was made for High school of 10 year duration for the time being. Certain other interim and consequential provisions were also made to facilitate an easy transition. One of these was a Pre-University or pre-professional one year class for the candidates passing out of a high school; and seeking admission in a University or in a professional or technical college.

The idea behind this measure was to make secondary school the terminal stage for a majority of school goers, and to provide them a substantial prerequisite for entry into a vocation. For a smaller number it was to serve as preparatory to entry into the University. This duration subsequently came to be adopted as the State pattern for all schools. Another idea behind this measure was that the quality of pupils produced by this arrangement would be better; both for the University as also for vocations. It was hoped that as a result of a foreknowledge of their aptitudes, there would be less of educational wastage and diversification of courses in the school curriculum would result in better equipped school leavers.

Judging only from the results of the Higher Secondary School examinations it might appear that the reform has achieved some success. But this may not be a fact, because a very large majority of these successful Higher Secondary Certificate holders who joined the first year classes, especially in Science in the universities, failed. The Jabalpur University itself accounts for about 70% failures in one single year of 1964. The fault might lie as much in an eleven year school programme, as with the teaching in the university.

16

There is one more aspect of the problem. Most of the secondary schools include what are known as the three classes of Middle School viz., Class VI, VII and VIII. Should the Middle School classes be a preparation for the higher secondary, or should they be culmination of the primary school? The problem is of establishing their articulation either with the primary or with the higher secondary school. The constitutional directive, defining the period of compulsory education as from age 6 to 14 would lead to the assumption that the education of the child from the primary classes up to the end of the Middle School should form one integrated discipline. This would, however, leave a truncated three year course at the secondary level, which might not be an adequate terminal course, or a preparatory course for higher education. Perhaps an extension of the period of schooling to 12 years may have to be considered. But in that case, we shall come up against the financial hurdle.

#### Curriculum.

The problem of the secondary curriculum is intimately bound up with the determination of the duration of secondary education. It will also have to lay the foundations for a degree of specialisation necessary for intermediate leadership in agriculture, commerce, industry

technology, science, civil and military life of an industrial India.

If we treat the six years i.e. from class VI to class XI as a composite course, there would be no elective in the earlier say 3 years, and there would be predominantly electives in the latter 3 years. It would thus be possible to prevent avoidable repetition of the same content in later years, except by way of its application viz-a-viz specialised field of choice. Thus perhaps in classes VI, VII and VIII the three languages, General Science, Social Studies and three crafts, say, carpentry, smithy, and masonry for boys and spinning, weaving, cooking, housewifery for girls would be taught, whereas in class IX, X and XI would be taught subjects in one of the diversified groups (1) Humanities (2) Science (3) Commerce (4) Agriculture (5) Technical (6) Home Science and (7) Fine Arts etc.

It is not the purpose of this Memorandum to go into any great detail in this subject. But these and other questions have to be examined when drawing up a balanced curriculum.

|1/3

The Multipurpose School. Ever since the Secondary Education Commission's recommendations came to be accepted as the basis of secondary education in the State, the multipurpose higher secondary school idea too has been implemented. While all the secondary schools have been raised to the higher secondary, 45 such schools were converted into multipurpose. No multipurpose school had less than three channels of diversification. The more common channels were Humanities, Science, Mathematics and Biology groups, Commerce and Agriculture. It appears that provisions were made for Home Science, Technical and Fine Arts groups too.

There have, however, been certain difficulties<sup>18</sup> in the operation of the programmes. Almost all pupils and their parents have shown a preference for the Science stream. It seems to be impossible to permit all such aspirants to offer science for reasons of insufficient physical facilities essential for science teaching. Certain devices had to be thought of for restricting admission into Science channel. The device would usually be their marks, indicating performance in the previous classes mainly VIII in general, and in subjects of Scientific nature in particular. Certain other tools too were used but by and large, those with higher marks got a preference in getting the science stream. The rejected children were drafted into other streams in accordance with the availability of seats in agriculture, commerce, humanities etc. The humanities group was usually the least preferred and presumably it had to be taken by those who had given the worst of educational performance in earlier classes.

It appears the preference for science is due to a desire to seek admissions later into an Engineering and a Medical College. This leads to heavy pressure in these professional colleges. It might be desirable to increase the science content of education from primary to secondary schools, so that every student who passes the Higher Secondary examination possesses the minimum science education necessary for professional courses.

It has not been possible to provide the technical channel in any of the multipurpose schools. The reasons are primarily (1) unwillingness of qualified personnel to work in schools and prospects of higher wages elsewhere and (2) expensiveness of equipment necessary for the channel. The answer seems to lie in the direction of making all higher secondary schools predominantly 'Science oriented'

or ' occupation oriented' and of smaller, manageable size.

SCIENCE EDUCATION The demand for more and better Science Education is the most symbolic expression of the needs of a developing country. This demand cannot be ignored or even restricted. The new discoveries of science are being added so fast that the existing theories and knowledge appear to be getting obsolete. The science curriculum not only at the higher level but even at the secondary stage has to keep abreast of it and hence its change every five years is essential. The knowledge of the science teacher also needs be supplemented and brought up-to-date. The problem is, thus, two fold (i) to have well qualified and better trained teachers and (ii) adequate facilities for teaching modern science.

It is felt that there is a great shortage of science teachers and a dearth of good science teachers all over the country and for all stages of education, primary, secondary, Collegiate or even technical, because of better avenues available in the country for good students of science in the engineering and medical profession. This is seriously affecting total science education in all its stages. Measures have, therefore, to be devised not only to meet the shortage of science teachers but that of the good science teachers for every stage.

The schools are inevitably faced with the responsibility of focussing attention on science teaching. The general attitude towards science has also to be more broadened. There should be a plan for a reform of science teaching in Indian schools. Improvement in method and objectives of science education has to be given priority. The teaching of science should not be divorced from the application of science to practical purposes. Sizeable

allotments have to be made in the next five year plans in respect of :-

- (a) Teacher preparation
- (b) Equipment and teaching aids
- (c) Laboratories
- (d) Science text-books- reference books and supplementary reading books in regional language, and
- (e) More time in the school for science education.

(a) In regards to teacher preparation (i) more post-graduate classes for science subjects, (ii) better institutions for the training of science teachers along with workshop training and (iii) more of summer schools for science teachers for the different branches, viz, Physics, Chemistry, Biology and Mathematics would be needed because at the current rate of discovery their present knowledge and training will be adequate for about five years only. Facilities could also be provided for morning and evening colleges for the working men and summer classes in post-graduate studies in the Universities, the post-graduate colleges and in the engineering colleges.

(b) Improvisation of apparatus may help in learning the basic principles involved, but it is no solution to the vast problem of providing equipment and teaching aids to the thousands of institutions in the country. Industries will have to be encouraged and new industries started to produce precise, strong, but at the same time cheap and standard equipments. If necessary, collaboration with foreign experts may be sought. Standardisation of the science equipments has got to be undertaken as quickly as possible to avoid wastage. Schools and colleges should be equipped as early as possible, of course in a phased programme spread over a number of years including all types of institutions, both Government and Non-Government.



(c) Construction of laboratories for the schools and colleges though an expensive affair cannot be postponed indefinitely. Laboratory-cum-classroom arrangement will save space and will also help in effective science teaching. Plans for the construction of science laboratories economically needs to be standardised.

(d) For many years the inadequacy of science instruction from the point of view of methodology and content has been a subject of criticism by many scientists and science professors in colleges and universities. Dissatisfaction stemmed primarily from the fact that the text books presented a fragmentation of ideas and did not reflect science as it is known to the scientists. Laboratory experiences of the students have been minimised. What is being done is largely bookish. Non-production or poor production of reference and supplementary reading books in science in the regional languages keeps the students knowledge restricted to the text-books or to a few tit-bits appearing in some of the magazines. A mass subsidised production of science books in regional language would encourage the reading habits among students.

(e) Curriculum planning has to be done on an all Indian basis in order to bring uniformity for all grades of schools and colleges, taking care that more time is given for the study of science in order to insure greatest ultimate understanding of the subject.

The problem of science Education is a national problem and has, therefore, to be implemented at the national level and be operated by the Central Government over and above the plan ceiling of the State Budget.

TEACHERS TRAINING: The success of all programmes of development and improvement of education hinge on the earnestness and efficiency of its working personnel. Well

trained teachers in adequate numbers are, therefore, a pre-requisite. The ~~accept~~ then comes to be on the institutions and programmes of their training. In this State till the Basic pattern of 8 years of basic education came to be accepted as the national pattern, secondary education has had two distinct stages in it, the middle and the high. There used to be two distinct types of training for the teachers of each. The distinctness lay in the initial qualification for entry and duration and content of training- For the middle schools they used to be under-graduates and two years period with school-subject-content and pedagogy; for the high schools they used to be graduates and one year period with pedagogy. At the apex of teacher training were the Master of Education and higher research degrees.

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In the last few years the two years undergraduate training was abolished in Government institutions. It was merged in the training that is given at the Basic Training Institutions for a period of one year together to candidates with varying initial qualifications, the under-graduates, the matriculate, the VIII class pass women, aboriginal or scheduled tribe, fresh entrants and experienced teachers. Simultaneously the post graduate training was turned basic. For untrained teaching personnel that were employed in larger numbers with the increase in the number of secondary schools, special vacation courses and training seminars were organised. In order to augment and keep up-to-date the knowledge of the subject content, subject content seminars in certain subjects like Science and English are organised in the vacation in the State and in other States on an all India level. The State Institute for the teaching of English is another Institution for training teachers of English for middle and secondary schools. The N.C.E.R.T.'s Regional College of Education at

Bhopal is to train teachers for Multipurpose Schools in **23**  
the practical streams.

TRAINING INSTITUTIONS: The State had 6 teachers training Colleges in 1956 whose number rose to 9 in 1960-61 and to 11 in 1964-65. Their intake capacity at the B.Ed. level was 418 in 1956 and 1425 in 1960-61 and 1980 in 1964-65. All of these Colleges were changed into Post Graduate Basic Training Colleges in 1960-61.

B.Ed. The duration of the B.Ed. training is 1 year after B.A./B.Sc./B.Com. The candidates admitted are of two types. Those who are actually in service and those from the open market. The admission from amongst those in service are determined by departmental regulations and orders passed from time to time. In the case of Departmental candidates there was little scope for selection and all those who had been appointed, according to seniority become eligible for admission. The need for trained teachers has always been there and since seats in the Colleges had to be increased in accordance with that need, training could not be withheld by any method of selection or elimination. Those admitted were given stipends or were given full salaries. In the case of candidates from the open market, however, a minimum of II class at the Graduate level was insisted upon.

The problem posed by teacher training at the secondary stage are as follows:-

(i) With the large number of admissions necessitated by the increase of demands in Secondary Schools, and with the paucity of practising schools for pupil teachers, the training colleges have not been able to furnish adequate practical training to a large number of teachers. One way of tackling the problem would be to put a number of such schools under the Principals of Training Colleges for practice teaching.

(ii) With the conversion of all Training Colleges into Post Graduate Basic Training Colleges, there has been an ~~accent~~ on 'Basic Craft' correlated teaching:- items that are mainly relevant to Primary Schools or Senior Basic Schools. While a few of the products of these Colleges do get into the supervisory jobs for Primary & Senior Basic Schools, most get into Higher Secondary Schools as teachers and lecturers. Thus on the one hand this training is wasted on them, on the other the attention that could be given for specially training them for such schools suffered.

The problem then is, should all the training colleges be of the Basic type only or should there be a few that may concentrate on the training of one type of supervisory personnel of the Basic Schools, leaving the majority to attend to the production of teachers for secondary schools with their training programme suitably modified and oriented.

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(iii) There is then the third problem of financial commitments that are involved in sending already employed teachers for training. When they are under training they receive their salaries. In the vacancies so caused in the schools from where they are sent for training, new teachers have to be appointed and paid. There is thus double expenditure on one post. This entails additions to the expenses not only on schools directly administered by the Government but also on grants in aid to non-Govt. schools. The question then is, should we stop recruitment of untrained teachers in schools and avoid sending them for training Government expenses? Should we admit fresh candidates from the open market and charge fee from them for training? This might reduce the financial burden.

Dip.T. While B.Ed. training was meant for teachers who would man the higher secondary schools, Diploma in teaching was in vogue in some of the Teachers Training Colleges of the State for teachers who would man the middle departments of these higher secondary schools as well as of other independent middle schools. The diploma was awarded by the University after a two year period of training at those Colleges. The minimum academic qualification for admission to the diploma course was Matriculation. Most of the candidates admitted to it were Middle School teachers actually in service, a few were however recruited from the open market. This course consisted of a study in depth of the content of middle school subjects as well as pedagogy. In addition it gave training in Physical Education, Manual Work, Craft, Pedagogical Drawing, Drawing etc. alongside. As soon<sup>as</sup> in the year 1960-61 the Basic Training Institutions were opened on a large scale in the state, Matriculation became a qualification for admission to them, the Dip.T. Courses were abolished. Since classes I to VIII were treated as unit, products of the B.T.Is. were considered good enough to be teachers of Middle Classes.

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Actually, the position is that the products of B.T.Is, in a majority cases, are unsuited for the VI to VIII classes for which Dip.T. training was a much better preparation. One way out of the problem therefore would be to have a few Dip.T. classes at the Colleges that impart B.Ed. Training, leaving other B.T.Is. to train teachers for primary schools?

M.Ed. At the M.Ed. level, in the last few years there has been a tremendous rush for admission to that course. Earlier, when there were only 120 seats for M.Ed. in the Teachers Training Colleges and possibility of getting the degree without joining the M.Ed. class were few. The quality of

training for a research degree of this nature should be maintained both by a more scientific selection of candidates on the one hand and by greater concentration at the work in the Colleges on the other.

But, ever since the Universities established an M.Ed. external course without requiring the candidates to join a college or be stationed at a centre of the University, all kinds of teachers with a B.Ed. degree, staying at obscure corners away from academic environments and facilities, sought to secure such a research degree. This has resulted in a sad deterioration of the quality of M.Ed. and their research dissertations, which surprisingly have been approved by the Universities.

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The problem then is to stop such cheap production of M.Eds. and such research work. One way out of it is to discontinue M.Ed. 'External' in the Universities, and to find methods of recruiting a better type of candidates for M.Ed. classes.

In Service-Training: In addition to a reordering of Dip.T, B.Ed. and M.Ed., Training is necessary programme of in service Education of trained teachers who may be sent periodically. The Seminar section at the Prantiya Shikshan Mahavidyalaya, Jabalpur, was founded with this end in view. Among others it was entrusted with evolving dynamic methods and practices of teaching, tests and tools of evaluation and guidance, academic inspection of Multipurpose Schools, and production of professional literature in addition to refresher's courses of 45 teachers each month for 8 months in the year. With the reorganisation of States the area that gets its service remained confined to the districts of Mahakoshal.

The problem is that its services be made available to all the teachers in the State in a more appropriately

organised system. One way of doing it is to draft teachers from all other parts of the State to the Seminar Section at P.S.M. Jabalpur or to similar sections at other Post Graduate Basic Training Colleges at the Divisional Head Quarters of the State.

#### THE PROBLEM OF CURRICULUM

The problems that are posed by the teachers' training curriculum are to arrive at a balanced programme involving (i) theory and practice of pedagogy (ii) adequacy of subject content (iii) orientation to manifold dynamic school activities and (iv) proper attitude to profession. It is a balance of these that conduce to an efficient professional training and improved instruction. At the undergraduate level it is the State Department of Education and the Board of Secondary Education that are seized of the problem. At the post graduate and research level it is the State Department and the various Universities that are attempting to streamline it. The All India Conference of training colleges principals also keeps the subject under its constant scrutiny. The problem is how to harmonise all these varied strains of thought within the teacher training problem. At one stage the All India Conference thought teaching of History of Education irrelevant. At another there is a wild rush of Master of Education degree among all sections of the profession- Question sometimes arises, is it necessary to enforce some selection or screening in admissions to the various degree in teacher training. What should be the role of the Basic ideology and Practice vis-a-vis training of higher secondary school teachers? What could be the proportion of fresher and experienced teachers in a teachers' training Institution?

Could our pattern of teacher training be on the lines of the American design of four years post-secondary school course for first degree? Would this ensure a better quality of teachers in respect of subject content as well as pedagogy? Would it be desirable to ensure a still closer cooperation between the general colleges and teacher training colleges as proposed by the J.B. Conant Report on Education of the American Teacher 1963 and Lord Robbins Report on Higher Education 1963? It may also be necessary to establish a coordinated system of in-service education and educational research in the field of teacher training. Should it be that better and higher prep prospects in teaching are available in the teaching branch only or they be reserved in administrative branch? What may the quantum/proportion of general pedagogy and subject teaching-specialization in a teacher training programme? The Education Commission would be also to provide guide lines. While it may not be possible to furnish any cut and dry monolithic or omnibus programme of teacher education, something of a model programme for various grades and types of teaching and educational administration would be welcomed.

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TEXT BOOKS. Second only to examinations, the domination of text-books has been the target of educator's attack through the decades. While there is a certain justification for the campaign against the 'book-ridden-ness' of our education, elimination of text books altogether, seems neither possible nor desirable. With the ever increasing frontiers of knowledge and the rise of new intellectual disciplines in the modern world, no individual howsoever great would venture a claim to omniscience, nor would the tangled web of a complex life of today be an intelligible text book for a child or adolescent. Books, libraries



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and Text books, therefore, would continue to loom large in the educational complex. Text books have to serve as a micro-cosm of the unending frontiers of knowledge and libraries as the perennial depositories of that knowledge. The need for text books would then ~~ix~~ be unassailable, but the fulfilment of that need bristles with a number of problems.

The problems may roughly be posed by the (i) commercial vested interests (ii) quality and content of production and finally, (iii) their wholesome exploitation in the teaching process. In earlier periods, the production of text books was efficiently executed by individual teachers, authors and publishers. They were all coordinating their efforts to meet the genuine requirements of child's and adolescent's education. They can be said to have succeeded admirably in their pioneering adventure at text books. But with the extension of education and increase of schools and school-going children it partook of the elements of a large scale industry. Like every industry in the private sector which begins with awareness of its social and educational responsibility, and subsequently degenerates into a craze for unlimited private profits and monopoly of markets, the text books industry it has ~~eb~~ often been complained became a predominantly commercial enterprise and adventurism. It eroded its educational purposes and behaved like a share-broker and tried to dominate everything in education. It became a veritable pressure-group trying to influence management of schools, appointments of teachers, manipulations of syllabuses and examinations, finally ending up with political manoeuvring in the press, legislatures and other agencies concerned with education. The quality of books and the educational well-being of children became entirely subordinated.

for education could be indifferent to such complaints and a policy and programme for nationalisation became urgent. The State of Madhya Pradesh has made some attempt in the sphere, and it has nationalised as many as 37 books at the primary and middle and higher secondary stages:

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Subject	No. of books	Classes to which nationalised.
(1) Hindi (Baal Bharati)	9	I & VIII including Primer
(2) Mathematics Hindi	3	III & V
(3) General Science (Hindi)	3	VI & VIII
(4) Marathi	5	I & IV including Primer.
(5) Mathematics (Marathi)	3	III & V
(6) Social Studies	8	III to X Under preparation by the Directorate of M.P., Board of Secondary Education.
(7) Social Studies (Guide Book)	1	I & II
(8) Sanskrit Text (Ratna Rashi)	1	IX, X & XI, prepared by the Board.
(9) English	1	IX prepared by the Board in collaboration with the State Institute for English Teaching.
(10) Hindi	3	IX- prepared by the Board of Secondary Education on the basis of Text Books produced by the N.C.E.R.T. to serve as Text Books for Prose, Poetry and Drama.

The publication of nationalised books for classes I and VIII has been entrusted to the Superintendent Govt. Stationary, Bhopal. In regard to books for Classes IX, X and XI, that is, the higher secondary stage, the Board of Secondary Education has decided upon a policy for only preparing the manuscripts of the book/books and handing them over to the publishers registered with the Board. All publishers are authorized to publish them in strict

accordance with the instructions laid down by the Board.

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The problem that nationalisation of books has posed is more or less the same that nationalisation in any other consumer goods poses. In a mixed economic order where Gresham's Law of 'Bad Money driving good money out of circulation', operates, the private vendors of text books on occasion adopt all manner of subterfuges and devices of sabotage, to drive out the State as the producer of text books. There is the ~~controlling~~ of the raw materials as also of the finished goods- a climate of artificial scarcity, bottlenecks of distribution, sabotage among the workers, propaganda in the news-papers and finally agitation in the schools and the legislature.

The State is striving to meet all these onslaughts by trying to work in the two other sectors of text books production. It may be mentioned here that their commercial-sector-vested-interest gets active for at least one reason: the vastness of the market. This vastness of the market could be reduced, if the schools were left to choose their own books as suit their curriculum out of a general list of recommended books as has been the policy in this State. But the question would be: can the schools possibly select the suitable text books? And what is the insurance that they would not select the worst, for considerations other than strictly educational? If however, there has to be a private sector in the field of text book production, can prescription of text books by the Board be avoided as far as possible? It has, however, to be born in mind that prescription of text books would be <sup>un</sup>avoidable as long as the centralised system of external examinations continues.

The second aspect of this problem is the quality and content of the production of text books. In U.K. and the U.S.A. private enterprise in this field as in several

others have achieved an eminence and a standard that are indeed excellent. Their specialisation in the field is remarkable. It is not too much to expect that private publishers in our country could also be able to/ or would like to attain that standard, so that there may be a competition in excellence of quality rather than in profits.

The third and perhaps the most vital aspect of text-books is their dynamic and creative use by the teacher in the class-room. The most observable temptation for the teacher is to treat 'text book' as the summum-bonum of his educational efforts. If the text-book is read or taught, that is all that needs to be done. Now no text book can be an end ~~in~~ unto itself. It can only be a sample, a symbol and a starting point. Unless the text book serves as a catalyst for pupils' effort as well as for teacher's effort, the accusation against the bookishness of our education would remain. Proper production and proper distribution of text books would be incomplete without perhaps- more proper consumption by the teacher and pupils. This is an aspect of the teacher-training programmes and the administrative and financial programme of library, equipment and secondary schools.

EXAMINATION: The examination is a necessary evil and every educational system has to assess and evaluate the students after they have passed through a certain period of formal education. The most common type of examination that is prevalent in almost all countries is the traditional essay type of examination. This examination system is rather low and it leaves large areas of student development and personality unevaluated. The examination reform is of recent origin so far as our country is concerned although a lot of research has been done in this aspect of educational problems in other countries.

BOARD EXAMINATIONS:

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At the time of reorganisation of the States in 1956, there were three different Boards of Secondary Education that conducted the final examinations of Secondary Schools. The Mahakoshal Board of Secondary Education, Jabalpur, was in charge of the Mahakoshal area of old Madhya Pradesh. The Madhya Bharat Board at Gwalior was in charge of Madhya Bharat area; and secondary schools situated in Vindhya Pradesh and Bhopal were under the Ajmer Board. The Vindhya Pradesh and Bhopal regions were after reorganisation of States transferred to the jurisdiction of Madhya Bharat Board at Gwalior. These examinations were all of the centralised essay type. But other examinations for classes preceding the final class were conducted by the heads of institutions and they followed mostly the same pattern ~~xxx~~ as the essay type of the Board.

In order that the load on the examinees may not be very heavy, when he appears in the final secondary schools certificate examination, an examination at the X class stage has been initiated very recently.

INTERNAL ASSESSMENT.

It is undoubtedly true that no educational system can do away with some kind of evaluation and as stated above, examination becomes a necessary part of it. As a first step to improve this aspect of the examination system, the system of internal assessment was introduced nearly six year ago. The idea was that the external examination conducted by the Board would be supplemented by the marks given by Principals and Lecturers of Higher Secondary Schools to their students after ~~judging them~~ over a period of three years. The proportion was 80% for the external examination and 20% for the internal assessment. The total marks obtained by the students would be his assessment and

a Class would be awarded on it. The thinking behind this reform was that the Principals and Teachers who are in constant contact with the students in their schools for a period of 3 years are in a better position to judge the intrinsic merit of the students, and marks given by them would mitigate, to a certain extent, the vagaries of examination and the total assessment arrived at by adding the internal and external marks, would represent a fair and true picture of the students' achievements.

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From the experience gained over the last five or six years, the expectation with which the ~~the~~ internal assessment system was introduced in this Board has not come true. The Principals entered into an unhealthy competition to show better results achieved by their students, started giving marks on extravagantly liberal scale so that the achievement picture of the student got completely vitiated. Besides this, they were subjected to both external and internal pressures which precluded them from making any objective assessment which was introduced with great hopes as a reform in the educational system was completely mis-used. The Educational Convention, held under the auspices of the Board in February, 1964 to discuss the question of internal assessment, came to the conclusion by consensus of opinion that even though the internal assessment as ~~the~~ an examination reform is proper and good, yet the condition that obtained in our society and in schools was not yet ripe to entrust the Principals and Lecturers of Higher Secondary Schools with this responsibility. Consequently the Educational Convention decided that the Internal Assessment introduced by the Board must be temporarily abolished.

#### MIDDLE SCHOOL EXAMINATIONS.

Among other examinations at the Secondary level as long as they were under the Head of individual institu-

-tions, there was bound to be absence of uniformity in evaluation. This resulted in an amount of diversity particularly at the VIII class stage: the entrance for the higher secondary stage. With a view to reduce it, the VIII class examinations were entrusted to the Divisional Superintendents of Education at divisional headquarters. The experiment is being tried. The problem is to introduce in these evaluations approximation as well as reliability.

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REFORM AT UNIVERSITY LEVEL.

What seems to sabotage improvement is the rigidity with which Universities still cling to the centralised external essay type of examination. Since the Universities have not fallen in line with whatever new trends in the techniques of examination and evaluation were adopted at the secondary level during the last few years, the reverse has happened. The schools have tended to fall in line with the University system presumably because it was the path of least resistance. It has resulted in the lowering of the quality of all work not directly connected with the external examination question papers. The problem thus is to implement the decisions on the subject so that each school adopts examination as an integral and continuous part of child's instruction at the school. A really stimulating leadership should be afforded by the Boards of Education in this sphere. The examination reform is as such urgent at the University stage, failing which, reform at the secondary stage remains infructuous. Actually the mere essay type and centralised system of examinations are providing to be a source of disservice at the primary stage as well.

ADMINISTRATION: Administration of secondary education is subdivided among the following agencies. It is a subdivision of functions as well as of powers. The agencies are the State Government, and its Department of Education; the Statutory

bodies like the Municipalities, Janpad Sabhas, the Panchayats, and other private registered society of religious and secular nature, the Board of Secondary Education, the Tribal Welfare Department, the Public School Societies, etc. Each of these enjoys the powers of appointment of personnel in the institutions under them. Each also has to function as the financier for the institution. Over all secondary schools, the Board enjoys certain control in academic matters, Text books, curriculum, examination etc. and other physical facilities, The Board exercises the control through the power of extending or suspending recognition. Board's recognition is an essential condition for getting financial help from the Government in accordance with their system of grants in aid. The Board and the Directorate of Public Instruction through the Divisional Superintendents of Education exercise supervisory powers of academic and financial control.

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The problems of educational administration in this branch are similar to other administrative problems. In the main they are the problems connection<sup>ed</sup> with an equitable enforcement of the conditions of service of the personnel employed: their modes of appointment, prospects of continuance and promotion, other financial, educational and medical privileges, and processes of dealing with delinquencies, if any. There is certainly a strict application of regulating principles of services, but it can have a human dimension tone at the hands of an administrator who is so motivated in his working. Not all personnel is equally well oriented towards work, nor all personnel is of equal efficiency and integrity. These are matters of personnel equation and adjustment. Just as there can be shirkers among the rank and file, there can be uninspiring task-masters at the helm. An able administrator's administration would be distinguished by a stimulating leadership



to all his personnel both through personal example and through a judicious dispensation of rewards and punishments. But and large this leadership is lacking.

Among the various regions that jointly constitute the State of Madhya Pradesh, there were mainly two kinds of areas- one that was still recently part of feudatory states, and the other that was part of British India. Therefore, there were wide differences in the conditions of recruitment, rules of promotion, scales of salaries, and principles of rewards or punishment. Since education has a very huge personnel, the problem of their unification and integration was also massive. This has been accomplished. Scales of pay have been unified and combined gradation lists of all Gazetted personnel have been finalised. Those for non-Gazetted personnel are in the process of finalisation. All the various stages of the process as stipulated in the State Reorganization Act of 1956 and in various resolutions of the Home Ministry, Government of India, and State Government have been completed. Revision of Pay scales in accordance with the Tarachand Pay Committee Report, was effected from 1st July, 1960. The same scales have been extended to employees of all recognised and aided non-Government secondary schools. Other problems that often crop up in administration pertain to appointments, postings and transfers of personnel.

While personnel has increased several times academic ~~xx~~ inspection of school work has acquired a secondary place in the scheme of supervisory officers work. Office routine paper work forms and returns, appointments and transfers, public relations with the local community and headquarters engagements take a very heavy toll of their time. Book keeping and accountancy have increased considerably in the wake of an expanding system of schools. There is perhaps scope for decentralisation where a moderately efficient administrative officer can be found

There is a special problem that has sprung up in the secondary schools. That problem has been created by the creation of Lecturers' posts in the schools. Thus in a given secondary school there are about four grades of teaching personnel in addition to ministerial staff, the lower division teachers, the Upper Division teachers, the lecturer and the Principal. The designation 'Lecturer' tends to create a feeling in the incumbents that their function is not 'teaching.' Besides the salary scales of the Principal ~~may-not-be-enth~~ and the Lecturer are so approximately similar that the Principal may be not be enthused to undertake the really onerous responsibilities of managing a whole school with a sizeable staff of different individuals. Added to it, is the inadequacy of living facilities in rural areas where secondary schools have come up. The teachers who have lived in urban areas find it extremely hard to adjust and this is a situation which breeds tensions and administrative problems.

This problem is more ~~xxxx~~ acute in the case of girls' schools and women teachers. A large scale programme of raising residential quarters alongside with the school buildings is an urgent need. But that is a problem that is tied up with other priorities of works and housing and availability of finances.

FINANCE The demand for secondary education increased considerably in the post-reorganization period. The secondary schools in the constituent units of Vindhya Pradesh and Bhopal were managed by the Government and most of these schools in Madhya Bharat were Government schools. Private enterprise in secondary education was largest in Mahakoshal area but it shared to a very small measure the responsibility in Madhya Bharat. Even these two areas started demanding opening of Government Schools, so that

the financial burden of the State in this sector increased considerably.

In order to check this trend and enlight public cooperation in this sector of education the Government agreed to open secondary schools at the places where the local community could collect Rs.10,000. That did not deter the people and offers came from all quarters of the State. This led to the starting of secondary schools in towns and villages where the enrolment was very uneconomic and schools were in close proximity whereas the places that really needed schools had to wait for their turn till the Government could plan to open a school where Rs.10,000 were collected had to be abandoned by the Government.

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The result of this growth of schools has been that out of 1128 higher secondary schools in the State, 722 are managed by the Government, which accounts for 64 per cent of schools. Since over three-fifths of the schools are managed by the State, the expenditure on this sector has been mounting. The following table shows this increase:-

	Rs. in lakhs		
	1957-58	1960-61	1963-64
1. Budget provision	306	322	737
2. Actual Expenditure	277	346	N.A
3. Actual expenditure as percentage of total expenditure on education.	26.8	24.1	-

The actual expenditure has increased by 25 per cent in 1960-61 and the budgetted expenditure by 140 per cent in 1963-64 as against the actual and budgetted in 1957-58. This records a considerable increase in the Third Plan period. The average annual increase in expenditure

has been nearly Rs.71 lakhs. The average expenditure on higher secondary schools in 1960-61 works out to Rs. 45 lakhs per school. The average annual expenditure per pupil in higher secondary schools was Rs.279 in 1960-61 as against Rs.91.7 which were all India figures.

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Thus, it will be seen that the expenditure on higher secondary education has increased one and a half times of what it was when the new State was formed and the average annual increase has been large. The average annual expenditure per pupil is almost three times, the all-India average. This is because the higher secondary schools opened in small villages or towns are uneconomic on account of low enrolment and they increase the cost per pupil enormously.

The problem that the State faces in this sector is that the reduction of expenditure so that more funds are available for its constitutional obligation. The private enterprise needs to be encouraged largely in this area by attractive grant-in-aid rules so that the burden of the government is lessened and funds are released for other schools.

HIGHER EDUCATION

The integrating units had different patterns in education, different systems of education and administration characterised by paucity of institutions of higher education. At the time of integration there was only one University in this area and after integration the new Madhya Pradesh inherited all the diversities along with problems it created. The general educational expansion at the primary and secondary level had its impact on the formulation of policies for education at higher levels. This state of affairs raised the problem of devising a programme of educational development not only to meet the immediate needs and situations but also to foresee future needs and demands. This resulted in formulating two policies (i) opening of institutions so as to cover large areas of the State (ii) providing as far as possible better facilities for higher learning. This necessitated a sudden spurt of expansion after integration in the institutions of higher learning-

Since 1956, the Government instituted a policy of opening new Degree Colleges in each district both for boys and girls, and started giving special encouragement to private institutions to open new colleges. Since integration there has been a tremendous increase in the number of colleges and the State today has 7 universities and nearly 145 colleges excluding professional colleges. This period has also seen an expansion in the introduction of post-graduate classes in both Science and Arts subjects and the colleges and universities have emphasized research in their various departments. This expansion in collegiate education had to be effected keeping in view the requirements and specialities of each integrating unit, and it

has been on well-laid out policies of the Government. The educational administrative pattern in each integrating unit and the personnel which manned this administration has also to be integrated into a coherent unit of the State. This also raised many problems of integration but the State has been able to achieve, to a very great extent, the total integration of the educational patterns as well as the educational personnel.

#### QUALITY Vs QUANTITY

Since the State as a whole did not have many institutions of higher learning, it had to open a large number of institutions of higher learning since 1957. The State also adopted an open door policy of admission to different colleges(excluding professional colleges) in the State- Thus the student population in colleges increased over 200 percent creating many problems in different aspects of higher education. Any unprecedented expansion of this type must necessarily bring about a deterioration in the quality of education imparted to the students because of a large number of unmanageable classes precluding any possibility of individual attention to the students as also recruitment of a large teaching personnel not having the required academic standards or academic attitude for the teaching profession.

This deterioration of quality of education in the colleges has been a major problem in educational expansion and the Government is alive to it. The urgent task at the present moment is to provide(i) proper college and hostel buildings and the play-grounds(ii) equipment in the case of science teaching(iii) provision of adequate libraries (iv) to provide better qualified staff and(v)to re-orientate curriculum and the examination such that the students will get worthwhile experiences during their stay in these institutions.

Expansion seen in the first three plans is bound to repeat itself even in the Fourth Plan period and the State has to see that in the next Plan period, the institutions which have already been established are strengthened and properly equipped, and the new institutions which are opened are opened in such a way that the quality of education does not deteriorate further.

#### PATTERN OF HIGHER EDUCATION

ii/3 Pattern of higher education in non-professional colleges is generally determined by the universities to which they are affiliated. All over the State, a Three-Year Degree Course has been introduced after the student has passed the Higher Secondary Examination conducted by the Board of Secondary Education. Since all the high schools have been converted into higher secondary schools there are no pre-university classes attached either to colleges or to the universities and the students are straightway admitted to the first year of the Three-Year Degree Course. The universities conduct examinations at the end of the first year, second year and the third year, after which a degree is awarded. The percentage of students passing<sup>\*</sup> and there is<sup>/\*</sup> first year examination has been going down considerably a lot of wastage at the first year stage. This is receiving attention both of the State Government and the Universities and the pattern of examination may have to be modified. The curriculum and the syllabus for the Three-Year Degree Course is formulated and prescribed by the universities and the State has no control over them.

#### FINANCES

The State Government spends about 9 percent of the total education budget of Rs. 30 crores on higher education. With these limited resources and the enormous demands of elementary and secondary education, it would not be possible to find adequate funds for the universities and the colleges in the State, and their development consequently may be hampered.

The University Grants Commission does provide funds for the improvement of universities and certain colleges in the State. But looking to the demands for expansion and betterment of quality, these grants also prove inadequate.

#### BUILDING EQUIPMENT & APPARATUS

Because of the shortage of funds and heavy admission, the building and the equipment of College always fall short of its requirements. The accommodation is inadequate and quite a number of institutions have to be held in double shifts. The problem becomes still more acute in the case of science courses where laboratories and equipment are inadequate and cannot cope with the growing demands of the admission made to these courses.

VII/4

There has been a tremendous expansion in science courses at the secondary level and this has reflected automatically in the courses offered by the students in the colleges. A large proportion of students coming to colleges takes science courses and the number of teachers required is much more than/for subjects in Humanities. This expansion of science teaching has been traditional since long. There is not much change in the science course offered by the universities in their curriculum or by the colleges for the last more than 30 years.

There is an urgent need to formulate these courses on the new patterns so that the students, at a young age, are introduced to the research technique and can be more useful not only in professional colleges and industries but also for teaching pure sciences in the universities and colleges. The teachers so required should get some specialised training in the form of summer courses or special seminars or workshop, so that they will be able to better equip themselves for doing the work in colleges.



STAFF

With the increasing enrolment in the colleges recruitment of staff, particularly for science subjects has proved almost an insoluble problem. The State Government has laid down that a Second Class M.A. or M.Sc. would be recruited as a lecturer in these institutions. The recruitment is done through the agency of Public Service Commission. But since this takes time, emergency appointments are made by the Department for a period of six months. Even for emergency appointments, there is difficulty of getting properly qualified and required number. Mere M.A. or M.Sc. degree does not necessarily mean that the persons are competent enough to teach the subject. But such persons have to be appointed because there is no other way of manning educational institutions. This also adds to the deterioration of standards and growth of indiscipline.

II/5

The Government has revised the pay scales of teachers so that the pay scales compare favourably with those in other states- It is not possible to raise scales any further than what is being given at the present moment unless the Central Government subsidizes the expenditure on this account as they have done in the case of technical education. The persons recruited on the teaching staff are encouraged to do research and improve their academic qualifications.

The Government has accepted in principle the establishment of Indian Education Service. It should, however, be pointed out that the mere creation of I.E.S. is not going to provide an improvement either in educational administration or in teaching. Conditions have to be created in the colleges and in the administrative posts so that better qualified persons with right attitude and aptitude are attracted towards the service.

It may be pointed out there that recruitment to I.L.S. should not be confined only to the administrative personnel because the more scholarly type of persons serving in institutions are not attracted towards the educational administration, and there is no reason why they should be considered inferior to the administrative personnel.

#### ADMINISTRATIVE PROBLEMS

The collegiate education is headed by the Director of Collegiate Education. All non-technical colleges are administratively under him. But he is not concerned with the total higher education in the State in different fields. The administrative responsibilities in the field of higher education are diffuse. The universities are autonomous in character and the Government has very little control over them. Agricultural education is under the Department of Agriculture while the Department of Public Health is responsible for medical education. The department of Social Welfare looks after the social and adult education while the Tribal Welfare Department looks after the education in the tribal areas. Besides, there are many educational institutions under private management. Thus in the State, there is a diversity of jurisdiction.

VII/6

#### POST GRADUATE EDUCATION

The following table gives the total number of students admitted in Government and non-Government and under-graduate and post-graduate classes:-

	<u>Government</u>	<u>Non-Government</u>
Under-graduate	37,188	24,000 (approximately)
Post-graduate	4,930	1,000 (do)
Total:-		
Total:	<u>42,048</u>	<u>25,000</u>

Thus it will be seen that there are 61,000 students in under-graduate classes while 6,000 students in post-graduate classes. These 6,000 students are in two year-courses. Thus

in the first year of M.A. or M.Sc. there would be approximately 3,000 students. If it is supposed that these 61,000 students in under-graduate classes are distributed in the three years of the Three-Year Degree Courses, in the final year there would be about 15,000 students appearing for B.A.B.Com or B.Sc. examinations. The results of universities have never been more than 50 percent for these examinations for the past so many years. In fact, for B.Sc. the result has been much less. Consequently, not more than six to seven thousand graduates would come out the universities and colleges after getting the degree. For these 6,000 graduates, the number of seats in post-graduate classes comes to about 3,000 i.e. about 50 percent of the students have opportunities to join post-graduate classes run by the colleges and the universities. This proportion is pretty high. The number of seats in the post-graduate classes ~~from other States take admissions in our universities~~ being quite large, it is seen that a large number of graduate from other States take admissions in our universities and colleges in post graduate classes.

VII/7

#### PLANNING OF HIGHER EDUCATION

Planning of higher education is also beset with many difficulties because of diversity of specialisations in different courses of studies and variety of agencies as indicated above through which they are implemented. It is difficult to bring about a uniform and homogenous scheme in all educational institutions of higher learning in consonance with the advancement of scientific and technical knowledge ~~knowing~~ because of various agencies which are entrusted with this work. Similarly there is a rush for admission for certain professions which offer a social prestige to the students. The students are not sure of the career that they would follow after they have obtained the degree, and thus lack of employment opportunities after collegiate education creates frustration in the minds of students

producing social and economic problems.

The major problem in expansion of higher education is a general apathy of students and teachers leading to a sort of mental indiscipline which sometimes leads to students unrest and breaks itself into demonstrations strikes and such other anti-social activities on the part of students. The sporadic demonstrations by students have not been very frequent though they have occurred in some places. The causes for this kind of behaviour are resident in our colleges and universities. There are no proper hostels no proper recreational facilities no education atmosphere is as much as there are no well-stocked and well maintained libraries, laboratories and equipment are inadequate and many a times of a poor quality. The class-rooms are crowded and in many cases the students do not have even enough space to sit. The furniture is also insufficient and the student-teacher ratio is such that no individual attention can be paid. All these, combined with the fact that the home and the social background from which a majority of the students come, is not conducive to any special efforts on the part of the students to take maximum advantage even of the inadequate facilities provided by the colleges, this makes the situation in our colleges very pathetic if not tragic. All these need attention and this attention can only be given by provision of adequate funds.

VII/8

INTRODUCTORY

With the growing industrialization in life and inroads of technology, the dividing line between general education and technical vocational education upto the secondary level tends to disappear. The state of Madhya Pradesh being richly endowed with gifts of nature has all the potential of high industrial growth. That industrial growth is a matter not only of natural resources, but equally so of enterprize, capital power resources and the technical know-how is a patent fact. The states mineral wealth in iron, coal, limestone, clay managanese, dolomite, diamond, its rich forests, its agricultural lands all demand a wide network of technical institutions of different levels, to make that possibility a reality. For want of the necessary factors of Capital, enterprize and technical knowhow, the State remains industrially so advanced compared to some other states of India.

II/1

It is true that the technical and vocational education programmes must be in tune and harmony with the State's present and future industrial growth, if wastage and unemployment have to be avoided. Having got a poor start in this sector of Education as in others, the State has to put in extra efforts to reach any where near the national standards in the provision of technical and vocational education.

QUANTITATIVE EXPANSION

At the time of the reorganisation of the State, all that this state inherited by way of a frame-work of technical institutions was 3 engineering colleges, 9 polytechnics and almost no technical secondary schools. The colleges and Polytechnics had an annual intake capacity of 115 and 822 respectively.

By the end of 2nd Five Year Plan period the State had 6 Engineering Colleges, 30 Polytechnics and 13 technical secondary schools with intake capacities of 940 1220 and 780 respectively. The period saw not only an expansion of facilities for technical vocational education but also consolidation of those facilities. By the end of 1964-65 there were 8 Engineering Colleges, 24 Polytechnics and 14 technical secondary schools with intake capacities of 1956, 3022 and 960 respectively.

The fourth Plan of the State envisages to obtain the following targets-

- (A) Consolidation of previous schemes.
- (B) Raising admission capacity of
  - Degree Institutions. 1650 to 2600
  - Diploma Institutions-3300 to 5800
  - Secondary Technical Institutions. 900 to 2580
- (C) Institution of new courses to meet the industrial needs of the State, in the existing Institutions
- (D) Establishment of institutions of specialized training.
- (E) Raising the quality of instruction through teacher trainee programmes, seminars and replacement of outdated equipment.

2

By the end of 1966 our state's projected achievements in Technical Vocational Education will compare with the national achievements as follows:-

Intake per million population

Year	Degree Course		Diploma Course	
	M.P.	India	M.P.	India
1955-56	7	16	18	27
1960-61	33	32	42	58
1965-66	38	40	55	78

PROBLEMS

The problems of technical and vocational education of this State are:-

- (1) Inadequacy of finances to build up the required number of institutions, with the right type of staff and equipment at various levels-
- (2) Non-availability of qualified teachers in special branches at the collegiate level and at the secondary technical level in general on salaries that Government institutions can afford.
- (3) Problem of training at least 6% of our Secondary Education population for work as artisans to man the growing and future medium-sized industries of the State. Even on a moderate estimate, we need to produce 10 lacks such artisans and skilled workmen for various industries including agriculture.

#### FINANCES

II/3

The problem of finances is in the final analysis conditioned by our national economy. There is not much room for sudden increase in State's financial capacity within a foreseeable future. The state can only hope for increased assistance from the Central Government in view of its special position historically and industrially. Our second plan outlay for technical vocational education was of the order of Rs.280-15 lacs and of the order of Rs.500 lacs for the 3rd plan. For the 4th plan it proposes to spend Rs.1419lacs out of the envisaged total Educational outlay of Rs.8000 lacs.

The opening and maintenance of the existing type of vocational or secondary technical schools is proving economically incommensurate with its usefulness. A suggestion has been offered to economize and make more useful our pattern of technical education for artisan and skilled workers grades in the following lines.

## 2. TRAINING OF ARTISANS AND SKILLED WORKERS

For entry into degree and diploma institutions while there is a fair demand on the part of students technical institutions of lower level go abegging for students. There appears to be a kind of psychological resistance both from parents and students against entry in such institutions like the junior technical vocational or handicraft schools. Their existing position and the consequent belief that such institutions are meant to produce low-grade artisans like carpenters fitters, welders etc, that the products of these institutions have little chances of further growth and prosperity as the doors of collegiate education are for all time closed to them, serves as a disincentive.

1/4 Since the opening of new technical secondary schools for the required number of students is a costly financial proposition—each institution costing at least Rs. 12 lacs and in view of the psychological inhibition towards them, there is need to think of means and ways where by larger number of adolescents could be sent to the technical stream and turned out as productive workers. One possible solution is to have a technical wing in some existing higher secondary schools. The common secondary schools would then be secondary cum-technical schools. This scheme would obviate the financial involvement of having separate secondary technical schools and remove the general aversion of students against technical education in a purely technical secondary school. This kind of synthesis between general education and technical education in the same campus will have a salutary effect on the outlook and personality of students of all streams and make for their balanced growth. Our secondary schools would then be able to produce productive workers in the required number on an economical basis.



Production of the required number of teachers of trades and vocations with attractive service conditions is a condition pre-requisite for such a scheme. And for this our Post-graduate Teachers Training Colleges will have also to be suitably staffed, providing for equipment and special subject offerings. The details of cost-accounting having been worked out show that such a secondary-cum-technical school will cost not more than Rs.7 lacs. In the earlier stages of the scheme, such schools could be opened at selected places only.

### 3. PROBLEM OF DIVERSIFICATION IN TECHNOLOGY

VIII/5 With the growth of new industries, technical vocational education faces the problem of diversification of training in branches ~~of~~ other than in the major discipline of engineering i.e. civil electrical and mechanical. This diversification has to be not only at the degree or post-graduate level but also at the diploma level. Scheme of diversification ought to be formulated in consultation with Industry which can give job opportunities to the products.

Part time courses for the lower scholars of technical personnel is a way out of the problem which is being organised in this State. If equality of opportunity has to be a working proposition and not merely a slogan growth-opportunities for the deserving among those who get a poor start in life must be amply provided. A variety of correspondence courses will go a long way in providing such opportunities.

### 4. INCREASING THE PACE OF DEVELOPMENT

Industrial development which the Western nations have achieved has generally been a process of slow trial and error growth, conscious or even unconscious outcome of interplay of economic, political and ideological forces, sporadic and unplanned. We have chosen to follow different pattern that of designed and planned development.

If industrial development elsewhere, has been an aftermath of sporadically undertaken research and designing activity the same has to be a well-organised systematic activity in our country. An atmosphere of freedom provision of necessary incentives and facilities are the pre-requisites for the effulgence of such activities of researches in laboratories and of designing in the field and in special institutions.

11/6

One mode of providing incentives to workers engaged in research and designing is to revise the traditional rules of promotion based on seniority and experience, and replace the, by promotion by merit 5% posts of professors and readers be supernumerary to absorb meritorious scholarship who as regular vacancies occur, can be absorbed against regular posts. The scheme to promote research and designing can be worked out atleast in Government educational institutions.

There is yet another problem in this field namely the competition from private industries for attracting the best talents. The possible remedy for this is to provide nearly equivalent service conditions in educational institutions for such bright and talented youths, which inspite of the help from A.I.C.T.B. have not yet come up to the level comparable with that in private industries.

These suggestions, if tried out in practice will certainly help improve the quality and usefulness of technical vocational education, the ultimate test of which is improvement of economic life.

Art in any of its forms is the collective expression of the experiences, traditions and modes of living of the people from time immemorial. What is more remarkable is the fact that the Indian art through the ages absorbed everything that has been essentially good in other civilisation, impact of which was felt on it, without surrendering its original position and concepts to any of the degrading influences of the impacting civilisation.

In order also to lend a helping hand in the emotional integration among people it is necessary that the Art Education should be extended to as many more students as possible in the coming years. The Third Five Year Plan has a total provision of Rs. 10 lakhs for the development of Fine Arts Colleges.

Due to paucity of funds it has not been possible to make improvements in this specific sphere so far. In view of this in the Fourth plan an adequate provision is to be made to put art education on a firm footing through further expansion as also through consolidation of the work done hithertofore. The fourth Five Year Plan of Art Education is designed to emphasize the following points:-

1. Development and Consolidation of Fine Arts Colleges at Gwalior and Indore and Dhar
2. Establishment of new Fine Arts Colleges
3. Seminars, camps and exhibitions to be organized and
4. Provision of Scholarships and awards to the students and artists.

According to 1961 Census, out of a total population of 2,22,72,408 of the State 66,78,410 are Scheduled Tribes. Thus, 20.62 percent of the people of the State belong to Scheduled Tribes. The existing Schedule Area extends over 25,652 square miles, which is about 16% of the total area of the State and has 9,533 villages in it. The total tribal population of the Scheduled Areas is respectively about 35 lakhs and 22.00 lakhs. The existing Scheduled Area, however, does not take into account large pockets of concentrated tribal population, which if added to the former, form what is now termed as the proposed Scheduled Area. The proposed Scheduled Area extends over about 64,000 square miles (about 37% of the total area of the State) with a total population of about 89.20 lakhs, out of which about 51.40 lakhs are Scheduled Tribes. The task, therefore, is to organise an educational programme for about 27% of the population over <sup>an area</sup> of about 37% of the State in 24,363 villages. No national system of education can fail to take note of the culture, traditions and genius of all sections of the nation, foster their many sided growth and development and prepare them to meet the challenge of the future with confidence.

The nature of intellectual training and equipment under this system of education would mostly be governed by considerations of the demands likely to be made by the fast-moving changes in technology in various spheres of life as also of our vision of the future social order. There can be no question of any exclusion of the tribal children from the general pattern of the educational system as one of the main aims of education in our country is to promote integration in all fields. The only departure that can be

made in their favour is to design schemes in such a fashion that education becomes more meaningful in their daily life, gives them opportunities of self-expression and development, making it, on the whole, a more satisfying experience. The much bigger problem in their case, however, is the provision of equal opportunities for their education. 57

#### DEVELOPMENT OF EDUCATION:

In 1960-61, there were one lakh tribal students in the Primary schools, 15000 in the middle schools and 3,000 in the higher secondary schools. At present, there are more than 4 lakhs primary, 27,000 middle and 8,000 higher secondary school students. 900 tribal students are studying in post matric classes. While the number of students in the primary classes has increased substantially, there has not been corresponding increase in the middle and higher secondary classes. Thus, while the State average for middle and higher secondary stages for 1961-62, was 1,753 and 1,020 students per lac of population, the average for tribal students is 40<sup>2</sup> and 120 students respectively at present.

It is also seen that the growth of education is not uniform in different tribal areas. Statement in Appendix I gives the number of tribal students in certain tribal districts in primary, middle and higher secondary stages. Some of the more important conclusions drawn <sup>from</sup> the figures in the statement are as follows:-

1. The spread of education in the Phil Area of Thabua, Dhar, Patlam and Khargone is very low at all stages of education. Further, the number of students in middle and higher secondary classes, related to the number of primary students, is comparatively much lower indicating a high degree of wastage.

2. The number of students in middle classes related to the number of students in primary classes is comparatively small. Similarly, the number of students in higher secondary classes related to the number of students in middle classes is also comparatively small. This shows that large numbers of students are dropping off after passing the primary and middle standards.

3. The growth of education is not uniform in different tribal areas.

The following table shows the disparity between the growth of education at the middle and higher secondary standards in certain tribal districts:-

(3)

S.No.	Districts.	No. of tribal students per lac of tribal population- 1964-65.		Distt. figures per lac of population 1962-64.	
		Middle.	Higher Secondary.	Middle.	Higher Secondary.
1.	2.	3.	4.	5.	6.
1.	Betul.	176	77	1,854	911
2.	Chhindwara.	422	156	1,598	1,052
3.	Bastar.	257	71	615	280
4.	Durg.	1,291	349	1,760	891
5.	Surguja.	441	131	405	392
6.	Bilaspur.	874	383	1,718	795
7.	Raigarh.	---	310	964	647
8.	Jhabua.	87	30	807	587
9.	Khargone.	118	87	1,767	656
10.	Dhar.	121	47	1,396	711
11.	Balaghat.	1,011	543	1,560	893
12.	Mandla.	724	204	1,708	825
13.	Raicham.	171	64	2,558	1,014

As a first step towards providing equal opportunities for education to tribal children, it is necessary to establish an adequate number of educational institutions, whose adequacy should be determined with reference to the special characteristics of the tribal areas. The population in tribal areas is sparse and scattered and natural barriers like rivers, hills and forests, make it difficult to group a number of habitations for organising educational activities. Some of the villages are mere hamlets. A much larger number of primary schools are, therefore, required to cover children of school going age. The Scheduled Areas and Scheduled Tribes Commission recommended that where 30 children of school-going age are available in one locality, the school should not ~~be~~ ~~be~~ be located at a distance of more than one mile and that no child should be required to walk for more than two miles to go to a school.

There are at present 6,835 primary schools in tribal areas of a population of about 60 lakhs giving an average of 1.1 primary schools per thousand population, which is equal to the State average. In view of ~~the~~ the special characteristics of the tribal areas, it is necessary to have a much bigger number of primary schools to obtain the same coverage of school-going children as in non-tribal areas.

MIDDLE SCHOOLS:

There are 574 middle schools in tribal areas with a population of 60 lacs giving an average of 9.6 schools per lac of population. In the rest of the State there are about 3,100 middle schools for a population of 264 lacs giving an average of 12 schools per lac of population. In order to bring educational facilities

at the middle school stage at par with those available in non-tribal areas, it is necessary to open 150 additional middle schools in tribal areas. 60

HIGHER SECONDARY SCHOOLS:

There are 102 higher secondary schools in 126 Tribal Development Blocks with a population of 60 lacs. There are no higher secondary schools in 40 Blocks. It is necessary to have, on an average, two higher secondary schools per block, i.e. 252 higher secondary schools. Thus about 150 higher secondary schools more are required to bring the Tribal Areas at par with the other areas in respect of higher secondary education.

The number of institutions is no doubt important, but, the courses of instructions available in the schools are equally important. There are 41 higher secondary schools in tribal areas which do not have facilities of science courses. It is necessary that provision of science teaching be made in all higher secondary schools in tribal areas to enable the tribal students to take advantage of reservation of seats in medical, engineering and other technical institutions. In order to make education real and meaningful to the tribals in their daily life it is necessary that courses in agriculture, forestry and crafts should form an integral part of instructions in primary, middle and higher secondary schools. It is also considered necessary that all middle and Higher Secondary Schools should have attached farms so that students can be introduced to new ideas and techniques which would not only interest them in their education but would also help them and their families in improving their agriculture.

It is felt that it would not be possible in



the near future to have as large number of middle and higher secondary schools as is required. It is, therefore, <sup>61</sup> necessary that all middle and higher secondary schools should have attached hostels where tribal students coming out of interior areas could find boarding and lodging facilities to prosecute their education. At present the Tribal Welfare Department is running 521 hostels for 14,000 hostellers. It is estimated that provision of additional hostel facilities for 10,000 students more is urgently required.

It has not been possible to provide satisfactory school buildings in tribal areas. Generally, buildings are not available on rent in tribal villages. However, if funds are made available, the villagers generally help in the construction of buildings. For some time more, it will not be possible to construct pucca buildings in interior areas. Most of the buildings will, therefore, be of a local pattern and would be constructed with local material. All the same, it is necessary to provide buildings for all schools in tribal areas.

6. INCENTIVES:

To send its grown-up boy or girl to school is an economic proposition for a tribal family. It entails dislocation in the traditional pattern of division of labour. During the agricultural season tribal boys work in the fields with their parents. In other seasons they help the family in the collection of minor forest produce and fire-wood, ~~gazing~~ grazing the cattle, watching the crops and doing other work. Many parents just cannot afford to send their children to schools. In such a situation, it becomes difficult

to bring children to the schools. If the parents could be helped to some extent in the upbringing of children, thereby partially relieving them of financial burden, they might be more eager to send their children to schools. In the earlier years of the Tribal Welfare Programme, a mid-day meal scheme was in operation and was, indeed very helpful. However, due to the increasing number of children and financial stringency, the scheme had to be dropped. Proposals are now under consideration to provide milk and some mid-day refreshment to children of primary schools in Co-operation with CAPF.

17. All tribal children are provided with textbooks, slates and slate-pencils free of cost. It is, however, felt that this is not enough. It is necessary to have small libraries in primary schools to broaden the out-look of children as also to enrich their general knowledge. This is particularly necessary in tribal areas as the tribal children are unable to purchase any kind of books because of their poverty.

In the middle and higher secondary stages all tribal students are paid scholarships. During 1964-65, it is estimated that 35,000 students would be paid scholarships at a cost of Rs. 35 lakhs approximately.

#### MEDIUM OF INSTRUCTION.

Under Article 350-A of the Constitution, it has to be the endeavour of every State and every Local Authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions as he considers - necessary or proper for

securing the provision of such facilities.

Facilities for imparting education to tribal children in their mother tongue are still not available. It is, however, considered absolutely necessary that in the initial stages their education should be in their own tribal language. This will not only help them in picking up their subjects quickly but also save them from much frustration, which in many cases leads to discontinuance of studies in the early classes.

At present it is proposed to bring out primers of the first two classes in six main tribal languages of the State. It is proposed that teaching in the first two classes be done in their mother-tongue and the regional language, Hindi, be introduced in the third standard. The children would already be introduced to Devnagari script as the books in tribal languages would be in that script. Thus, it is felt, there would be no difficulty in switching over to Hindi in the third standard.

8.

#### RECRUITMENT AND TRAINING OF TEACHERS:

The king-pin of any educational system is the teacher. In the tribal areas it is doubly necessary to have right type of teachers. The teacher must have a thorough knowledge of tribal life and culture. He must speak the tribal language, only then can he be in a position to act as a friend, philosopher and guide to the tribals.

Normal training of teachers in tribal areas is being arranged through the Teachers' Training Institutes. Besides this three Orientation Centres have been established where teachers are oriented in tribal life and culture. It is, however, necessary that

the number of such Orientation Centres be increased if Orientation of all teachers working in tribal areas is to be completed within a short period, as is necessary.

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The teachers have to work in very difficult circumstances in tribal areas. No houses are available on hire. In many cases they have to leave their families at home and have to incur expenditure of double establishment besides undergoing the hardships of living away from their families. It is, therefore, necessary that housing facilities should be made available to all teachers working in tribal areas.

#### GIRLS EDUCATION:

Girls Education has made little progress in tribal areas. Lady teachers are not available to work in these areas. It is necessary that a big programme of training lady teachers for tribal areas be taken up immediately. The scales of pay of lady teachers have to be made attractive enough to induce them to go to tribal areas. Besides these, it is necessary that adequate housing facilities should be available for these teachers.

In the initial stages, it appears necessary that residential institutions be started for girls. At present 16 Girls' Ashrams are running in the State. It is obvious that a much bigger programme of organisation of Girls' Ashrams will have to be undertaken ~~xxxx~~ even to make a small beginning in the sphere of girls' Education.

#### TECHNICAL EDUCATION.

As many of the tribal areas have good growth potential, a variety of development projects are being increasingly located there. Mines, power projects and a variety of industrial establishments

are being set up in these areas throwing up large employment opportunities. The tribals can take advantage of these opportunities only after equipping themselves with the required knowledge and skills. It is of the utmost importance, therefore, that a variety of technical institutions, capable of meeting the requirements of technical man-power of their area, be set up as early as possible. In order to provide immediate facilities for technical education to a good number of tribal youth, the minimum educational qualifications for admission to these institutions will have to be lowered suitably. Arrangements may have to be made for imparting academic education to the trainees side by side technical instructions. If necessary, the duration of courses may be suitably extended in such cases.

The sources of educational finance in Madhya Pradesh are the Central Government, State Government, Municipal Committees, District Boards and other local bodies, fees and 'other sources' which include endowments, donations and subscriptions. The items of expenditure are schools and colleges for general, professional and technical, and special education, universities and Board of Secondary Education among the direct objects; and direction, inspection, scholarships and other financial concessions, buildings, equipment and furniture, hostel charges and miscellaneous among indirect objects.

Increase of total expenditure.

The total expenditure on education in the State from the year of its reorganization to 1962-63 and its percentage increase every year are shown in the following table :-

Table A- Total expenditure and its Annual increase.

Year	Total expenditure in lakhs of Rs.	Percentage increase each year.
1956-57	1100.69	-
1957-58	1328.17	20.6
1958-59	1557.66	17.2
1959-60	1706.45	15.9
1960-61	2021.28	14.5
1961-62	2487.99	18.1
1962-63	2753.58	10.7

The total expenditure on education increased from Rs. 11 crores to Rs. 27.5 crores or by 150 per cent during seven years of the formation of the new State. The average annual increase in this period has been - Rs.2.75 crores. The increase has been the highest in ~~xxxx~~ ~~px~~ the beginning of the Second and Third Five Year Plans when new schemes of education were launched. The

percentages have been decreasing in the subsequent years of the Plans. This shows that the committed expenditure on education has been mounting and the Plan expenditure has been steadily diminishing. It will be necessary to seek resources for the committed expenditure so that the pace of development is not slackened. The Central Government may consider sharing this expenditure with the State as it does in case of the developmental expenditure.

Expenditure according to sources.

The contribution of various sources towards the educational expenditure of the State is given in the following table

TABLE OF EXPENDITURE ACCORDING TO SOURCES.

Source.	1956-57	1960-61	1962-63.
Central Government.	22,24,312 (2.0 %)	59,21,733 (2.9 %)	} 23,11,99,555 (84.0 %)
State Government.	8,89,24,474 (30.9 %)	15,90,15,802 (78.7 %)	
Municipal Boards.	26,00,816 (2.4 %)	33,35,820 (1.7 %)	44,09,376 (1.6 %)
Local Bodies.	41,35,164 (4.0 %)	48,42,593 (2.4 %)	59,40,033 (2.2 %)
Fees	49,07,304 (6.6 %)	16,87,46,49 (8.3 %)	21,33,64,59 (7.7 %)
Other sources.	52,06,720 (4.7 %)	12,07,74,75 (6.0 %)	1,24,72,155 (4.5 %)
Total	11,00,68,790 (100 %)	20,21,28,072 (100 %)	27,53,57,578 (100 %)

It will be observed that the main brunt of the educational expenditure is borne by the Government. The Central Government shares about 3 per cent and the State Government 80 per cent of expenditure. The Centre has increased its contribution slightly during the period, but the State Government has decreased it by one or two per cent. The decrease has been met by private funds of which fees have contributed a greater share. The local

bodies - district as well as municipal boards - have 68

continuously decreased their proportional contribution.

The total expenditure has increased by one and a half times during the ~~xxxx~~ period.

This analysis shows that the main source of educational expenditure in the State is the Government which contributes four-fifths of the total expenditure. The Government subvention to education in 1957-58 was 20.5 per cent of the State budget, in 1960-61, 21.7 per cent, and in 1962-63, 24.0 per cent. The Minister for Education presented a budget of Rs. 31 crores for - education nearly 26 per cent of the total State budget for the year 1964-65. There are limitations to the State increasing this subvention to education. The State has to look to other social services and sectors of expenditure which are as vital for development of a welfare State.

It is, therefore, necessary that in the system of multiple sources of educational finances the contributions from the remaining sources should be proportionately significant. The local bodies - district and - municipal bodies- must shoulder their responsibilities to a greater extent, and the other sources should - register handsome contributions from endowments and public munificence. The endowments religious and otherwise should be enabled to share larger proportion and public contributions should be enlisted by providing opportunities for greater private enterprise in education.

The fees that at one time were one of the main props of educational finance have dwindled down to a proportion less than ~~xxx~~ ten per cent. They need to be worked up for better proportional contribution. But fee structure in the State is not uniform and a variety



of fee remissions have been allowed. Education at the elementary stage from Classes I to VIII is free. At the higher secondary stage there is a great disparity in fees charged from students. In Mahakoshal region of the State the fee rate is Rs.60/- per annum, in Madhya Bharat and Vindhya Pradesh regions it is Rs.36 per annum and in Bhopal region it is Rs.24/- per annum in rural schools and Rs.30/- in urban schools. No fees are charged from girls in Bhopal and Vindhya Pradesh regions. A decision has recently been taken to make education of girls free from tuition fees upto the end of the higher secondary stage throughout the State. 69

It is necessary to unify the fee structures in the constituent units of the State and work up this source to contribute its substantial share towards educational expenditure. A definite step in this direction has been taken by the announcement of Education Minister in the State Assembly that decisions would soon be taken in regard to unification of fees on the recommendations of a Committee appointed for the purpose.

#### Allocation of funds.

The proportions of direct and indirect expenditure on education in 1956-57 was 79.2 per cent and 20.8 per cent, in 1960-61, was 80.8 per cent and 19.2 per cent and in 1962-63, 82.8 per cent and 17.2 per cent. The indirect expenditure has been decreasing which means more money has been spent on operational costs of education. But in these years the expenditure on direction and inspection has been decreasing from 3.6 per cent through 2.2 per cent to 1.9 per cent of the total educational budget. Sir John Sargeant in his Report on Post-War Educational Development fixed five per cent of the total expenditure as maximum cost of direction and inspection. From that standard the expenditure on this item has been too little.

While the emphasis on the expansion of education has been great and the administrative machinery has not been geared up to shoulder the increasing burden of expanding education. This has told adversely on the administration of education in the State. The routine duties in the office have prevented the inspectorate and directorate from discharging field inspection to increase expenditure on this item and reorganise these branches for more field work. Under advance action the State has provided for two joint Directors of Public Instruction - one each for primary and secondary education and ~~xx~~ a statistical unit with its branches at divisional and district headquarters to collect data which would provide clues for planned expansion and better organization of education in the State.

The itemwise analysis of expenditure on direct and indirect objects of education is given in the following table:-

TABLE C - DISTRIBUTION OF EXPENDITURE ACCORDING TO OBJECTS

Item.	1956-57 Expenditure in Rs.	1962-63 Expenditure in Rs.
<u>DIRECT.</u>		
Universities.	16,42,309 (1.9 %)	42,85,872 (1.9 %)
Board of Secondary Education.	5,19,183 (0.6 %)	28,11,352 (1.1 %)
Arts and Science Colleges.	75,59,069 (8.9 %)	1,66,78,440 (7.2 %)
Colleges for Professional & Technical Edn.	43,65,001 (5.1 %)	2,37,44,062 (11.3 %)
Colleges for Special Education.	4,56,053 (0.5 %)	13,01,455 (0.4 %)
Higher Secondary Schools.	1,37,27,307 (15.7 %)	4,94,46,740 (21.6 %)
Middle Schools.	1,52,62,781 (17.5 %)	37,72,648 (16.4 %).
Primary Schools.	3,80,69,056 (43.7 %)	8,43,99,913 (37.0 %)

Item	1956-57 Expenditure in Rs.	1962-63 Expenditure in Rs.
Pre-primary Schools.	3,21,529 (0.4 %)	7,34,255 (0.3 %)
Vocational and Tech. Schools.	36,36,975 (4.2 %)	57,66,412 (2.4 %)
Schools for Special Education.	13,21,699 (1.5 %)	10,74,400 (0.4 %)
<b>Total Direct.</b>	<b>8,70,81,462</b> <b>(100 %)</b>	<b>22,79,69,346</b> <b>(100 %)</b>
<b>INDIRECT.</b>		
Direction and Inspection.	40,17,437 (17.5 %)	53,03,783 (11.3 %)
Buildings, Furniture and Equipment.	1,00,83,078 (43.8 %)	2,27,67,815 (48.2 %)
Scholarships.	51,38,220 (23.4 %)	1,50,88,754 (31.1 %)
Hostels.	5,05,617 (2.2 %)	18,42,910 (4.2 %)
Miscellaneous.	32,42,976 (14.1 %)	23,84,967 (5.2 %)
<b>Total Indirect.</b>	<b>2,29,87,328</b> <b>( 100 % )</b>	<b>4,73,88,824</b> <b>( 100 % )</b>
<b>Grand Total.</b>	<b>11,00,38,790</b>	<b>27,53,57,578</b>

The above analysis shows that the highest proportion of direct expenditure in 1956-57 was incurred on primary education followed by middle schools, higher secondary schools, arts and Science colleges and technical and professional colleges. Six years after in 1962-63 the percentage allocation on all direct objects decreased except that on professional and - technical colleges, higher secondary schools and Board of Secondary Education. The first two objects received greater emphasis in the beginning of the Third Plan.

The Board expanded its area of activities and launched several new projects beyond its traditional function of conducting examinations.

The facilities for professional and technical training in the integrating units at the time of re-organisation were inadequate. Hopes were raised on the formation of a new State and the demand for opening engineering colleges, polytechnics, medical and agricultural colleges were persistently made by the units. Professional and technical education needed a fillip in a State with immense possibilities of natural resources and industrial development. Hence a number of institutions were started in various places and their equipment and personnel cost heavily to the State coffers, which is reflected in the increased percentage. But the percentage digits in respect of vocational and technical schools have been reversed to their disadvantage in a period of seven years. May be lower institutions got less money from the total allocations to this branch of education. Since they provide terminal school courses and cater for the vocations in the rural areas they and institutions of higher training need more sympathetic consideration in future allocation in view of State's requirement of trained personnel.

The order of priority in expenditure in 1962-63 was primary education, higher secondary schools, middle schools, professional and technical colleges and arts and science colleges. Some of the reasons for the precedence of higher secondary schools over middle schools was the policy of opening higher secondary schools wherever the local community could raise <sup>Rs.</sup> 10,000 and taking over of the management of private schools by the Government in this sector can account for its march over the middle school expenditure. This policy

no longer favoured. Hence it is hoped that the middle schools will get priority in allocation of funds.

It will be seen from the percentage of educable population at the primary and secondary stage that considerable expenditure will have to be incurred in order to achieve enrolment targets fixed for the Fifth Five Year Plan in respect of backward States. The position of girls' education too is not very encouraging. In 1963-64 only 31 per cent of the girls in that age group were in primary schools, 8 per cent in middle schools and 3 per cent in higher secondary schools. Special efforts are necessary to bring in more girls under education for which the State will have to spend considerable funds.

The highest proportion of indirect expenditure was spent on buildings, equipment and furniture in both the years and the next came scholarships. The great expansion in education demanded huge capital expenditure, which received due emphasis in allocation of funds. Despite this emphasis, most of the schools started in the Second and Third Plans could not be provided with adequate buildings and equipment. It is not possible to spend more than half of the indirect outlay on capital expenditure, yet provision for proper buildings and essential equipment is very necessary. Scholarships help in democratization of education, no doubt. But in the erstwhile Indian States several types of stipends, financial concessions and fee remissions were given which came to us as a legacy and most of them had to be continued looking to the poverty of the people.

The proportional expenditure on hostels has increased because more residential facilities were

provided to institutions. In the absence of such 74

facilities where students from the neighbouring villages and towns can stay, the public starts demanding the opening of higher secondary or vocational schools in small places where they would be uneconomic. Since generally district headquarters have facilities for higher education, hostels for colleges too are an urgent need. More expenditure will have to be provided to meet the requirements of residential facilities.

#### GRANT-IN-AID.

At the time of re-organization of states private enterprise in education was active in Mahakoshal region and slightly so in Madhya Bharat. There was little private enterprise in the remaining two constituent units. Grant-in-aid to private institutions in Mahakoshal area was allocated according to the deficit formula which gave 75 and 85 per cent of net deficit to boys schools and 80 to 90 per cent to girls schools according as they were located in the urban or rural area. The net deficit was the difference between admissible expenditure and 90 per cent of total income of the school.

In Madhya Bharat the multiple system of grants prevalent in Uttar Pradesh was followed. In this system maintenance grant consisted of (i) a fixed grant for each approved unit of classes (ii) an attendance grant and (iii) a staff grant. The annual fixed grant for the unit comprising III to V classes was Rs. 300, for Unit of VI to VIII classes Rs.500, for unit of IX and X classes Rs.1,000 and for unit of XI and XII classes Rs.2,000. For these units the attendance grant was allowed at the rate of Rs.4, Rs. 6, Rs. 8 and Rs. 10 respectively for each student.

The staff grants were sanctioned at the rate of Rs.120/- and Rs.60/- for each trained graduate and undergraduate at Rs. 60 and Rs.50 for each untrained graduate and under-graduate respectively.

These rules of grant-in-aid were followed in the integrating units till they were unified in 1960. The unified Grant-in-aid Rules of Madhya Pradesh came in force from 1st April, 1960. These rules provided grant-in-aid to primary and secondary schools and collegiate and technical institutions at the rate of the 75 per cent of the gross admissible expenditure or the full net deficit whichever is less. The contingent expenditure is admitted for grants at the rate of Rs.150 for each middle school section and Rs.250 for each high school section per annum. The admissible income is the total amount derived from fees, subscriptions and endowments and grants from local bodies but excludes any grant paid from State funds. The approved expenditure includes (i) establishment pay, allowances and provident fund contribution of admissible staff, (ii) contingencies and (iii) emoluments paid to teachers under training and their substitutes appointed in the school.

Building grants are given at 50 percent and  $\frac{33-1}{3}$  per cent of total expenditure in rural and urban areas respectively. Girls schools or special institutions and buildings for teaching science or technical subjects receive 50 per cent grant. This grant is given for erecting, purchasing, enlarging, remodelling buildings, premises, hostels, teachers quarters and for provision of play-grounds, gymnasia, workshops and laboratories.

Equipment grant is made to a maximum of 50 per cent of actual expenditure on the purchase of -

equipment and furniture which includes appliances, <sup>76</sup>  
books, maps, charts, audio-visual aids and such other  
articles as may be deemed necessary for the school  
by the Education Department. This grant is raised to  
75 per cent in respect of science laboratory, fittings,  
equipment for biology, agriculture and technical  
subjects, workshops, gas plants and their installations.

Grants up to Rs. 3,500 are sanctioned by the  
District Educational Officer, up to Rs. 10,000 by the  
Divisional Superintendents of Education, up to  
Rs. 20,000 by Director of Public Instruction and up to  
Rs. 40,000 by Education Secretary. For grants above  
this amount the approval of the Government in the  
Finance Department is required.

Applications for grant-in-aid has to be  
made to the Inspecting Authority who may deal with the  
application if within his competence or forward it to  
the appropriate sanctioning authority with his reco-  
mmendations. But the application of a new institution  
for the first grant has to be submitted to the  
Government for approval. The institutions can appeal  
to the Head of Department against the orders of an  
inspecting authority within 30 days of passing of such  
orders. The grants are payable every six month and  
reassessed after every three years on the basis of  
expenditure of the institution in the preceding three  
years. The reassessment was due in 1963-64 but the  
emergency  
~~emergency~~ in ~~the~~ the country has postponed it for  
another year. It has now been completed and the  
reassessed grant will soon be paid.

These rules of grant-in-aid were enforced  
from 1960 and were considered quite liberal. But the  
growth of uneconomic institutions brought much  
disparity in respect of per capita grant - ~~xxxx~~



institutions which could meet a larger part of their expenditure from fee-receipts and other income received lesser amount as grant while the institutions with very little income and large expenditure received larger amounts as grants. The disparity per capita of grant worked out between Rs. 34 and Rs. 1516. Another factor that created difficulty for efficient institutions was the spiral of rising prices, their expenditure being large they had to face greater hardship. The Government was aware of these limitations of the present grant-in-aid rules. In order to review the whole situation in respect of grant-in-aid, unification of fees and criteria for promotion of personnel, the Minister for Education announced the appointment of a Committee with Shri B.A.Mandloi, Education Minister in old Madhya Pradesh and former Chief Minister of this State as Chairman to examine the whole problem and make recommendations.

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E D U C A T I O N   C O M M I S S I O N

M E M O R A N D U M

Submitted by

G O V E R N M E N T   O F   P U N J A B

UNIVERSITY GRANTS COMMISSION BUILDING,

BAHADUR SHAH ZAFAR MARG,

NEW DELHI

1965

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# C O N T E N T S

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## I. DESCRIPTIVE

### General

With an area of 47,304 square miles and 203 lakhs of population, the States of Punjab in its present form is the result of three major events in history. The first was the partition of Punjab in 1947, when the Punjab was divided into two parts and an area of about 62,047 square miles went over to Pakistan and the remaining 37,427 square miles was constituted as the East Punjab. In addition, there were then eight princely States in this area - Patiala, Nabha, Jind, Faridkot, Malerkotla, Nalagarh, Kalsia, and Kapurthala. These were merged in 1948 into a union called 'Pepsu'. In 1956, East Punjab and Pepsu were merged and the present State emerged as a result of this union.

2. During the last 17 years, Punjab has made great progress in all spheres. But in Education the progress has been phenomenal. The following table will give a comparative picture at a glance in so far as educational facilities are concerned:-

Educational Institutions	No. in 1947	No. in 1965	Additional institutions started during 17 years.
Primary Schools	3,246	12,935	9,689
Middle Schools	981	1,653	672
High Schools	255	1,071	816
Higher Secondary Schools	-	506	506
Colleges	27	124	97

The increase in the number of scholars at different stages has been as under:-

Stage	No. of scholars in 1947	No. of scholars in 1964	Increase
Primary	2,23,675	20,72,591	18,48,916
Middle	1,59,375	5,20,246	3,60,871
High and Higher Secondary	1,37,795	2,00,745	62,950
Colleges	10,615	51,607	40,994

3. In 1947, most of the Primary Schools were upto the 4th class and middle schools had the next four classes. There were some Lower Middle Schools comprising 5th and 6th classes. After 1948, 4-year schools were progressively replaced by 5-year institutions because it was felt that 4-year schooling at the Primary Stage was not enough and involved a greater danger of relapse into illiteracy. This led to the steady liquidation of Lower Middle Schools. Now middle schools have three classes, 6th to 8th, but wherever a primary department is attached the number of classes is eight.

4. The Mudaliar Commission had recommended the adoption of the higher secondary system to enrich the curriculum and diversify courses. In 1958, this State also adopted the new pattern and some high schools were raised to the higher secondary pattern. At present the number of higher secondary schools is 506 and the number of high schools is 1071. The basic aim of this reconstruction was to start multi-purpose schools so that the students could opt for careers suiting their aptitude, but the number of such schools is very small. The following statement will indicate the number of elective groups in the various higher secondary schools:-

1.	No. of higher secondary schools with 5 groups	....	1
2.	-do- -do- with 4 groups	....	28
3.	-do- -do- with 3 groups	....	58
4.	-do- -do- with 2 groups	....	399
5.	-do- -do- with 1 group	....	20

The State, however, decided in 1959 that even though it may not be possible to have many multi-lateral schools, each school should at least be bi-lateral i.e. it must have two groups - Humanities and Science - because in this age of Science and technology, provision of facilities for the teaching of Science subjects was essential. Since then no Government school has been upgraded to the higher secondary pattern without the Science group.

5. As a logical corollary of the adoption of the 11-year pattern, the University introduced the 3-year Degree Course. This system was adopted in 1961. But as the Matriculation and Higher Secondary streams continued to co-exist, all the colleges

introduced the Pre-University classes to enable the matriculates to join the Degree Courses. The feeling is that the 11-years' preparation is not quite adequate for a University Degree Course and there is a feeling that the preparation should be increased by one year. But so far the period required for the first degree has remained 14 years and out of this, 11 years in higher secondary schools and 10 years in high schools.

6. The Punjab Primary Education Act for 6-11 age-group was passed in 1960, and in accordance with it Primary Education is by now compulsory for the entire age-group 6-11. Primary Education has, in recent years, made considerable headway and it should be possible to bring about 89% of children of this age group to schools by the end of the 3rd Plan. The enrolment of girls has, however, not been pari-passu with the enrolment of boys. In 1971 the percentage is expected to go up to about 90, and in 1976 the entire population in this age-group will be covered.

7. So far as the age-group 11-14 is concerned, 38.6% of children will be in schools by the end of the 3rd Plan, and in 1971 this percentage is expected to go up to 50%, and by 1976 it should be 75%.

8. In the age-group 14-17, 19.1% will be in schools by the end of the 3rd Plan, 25% up to the end of the 4th Plan, and 30% by the end of the 5th Plan.

9. The following chart will give an idea of the number of candidates who took the public examinations in the year 1964:-

<u>Examination</u>	<u>No. appeared</u>	<u>No. passed</u>	<u>Percentage</u>
Middle	2,16,032	1,56,844	72.6
Matriculation	80,317	47,054	58.8
Higher Secondary	27,624	12,913	53.3

10. The following table shows the number of institutions run by the Government and by voluntary organisations:-

	<u>Schools/Colleges</u>	<u>Run by Government</u>	<u>Run by voluntary organisations</u>
i) Primary		12,579	356
ii) Middle Schools		1,514	129
iii) High Schools		657	414
iv) Higher Secondary Schools		259	247

v) Art and Science Colleges	31	71
vi) Training Colleges	7	15

These figures show that Primary Education is mostly in the hands of Government and so far as Secondary Education is concerned, a sizeable chunk is in the public sector.

11. In 1957 this State took a decision to provincialise all the primary, middle and high schools run by the Local Bodies. This step was taken because it was felt that the management of these institutions by the Local Bodies was not up to the mark. In all, 10,262 schools were thus taken over and about 25,700 teachers were put on the State pay-roll. With the introduction of Panchayati Raj, education even at the primary stage, has not been passed on to the Zila Parishads and Panchayat Samitis.

12. In 1961 another decision was taken to nationalise such privately-managed schools as were not satisfactorily running for financial or other difficulties and had asked for being taken over. Under this scheme some 94 schools have so far been taken over by Government. The end result of this is that the Education Budget which was Rs.135.80 lakhs in 1948 is now 1,872.21 lakhs.

13. Budget Even though the Education Budget has gone up considerably the State has been able to spend only about 15% of its revenue on Education in spite of the fact that the recommendation of the Khar Committee, reaffirmed later by the Central Advisory Board of Education has been that each State should endeavour to spend at least 20% on Education.

14. Free Education A remarkable feature of education in this State is that no tuition fee is charged in Government schools, upto the 8th class. In the high and higher secondary classes in Government schools, no fee is charged from girls the income of whose parents is less than Rs.3,000 per year, and those falling in the higher income group are charged half the tuition fee. Similarly boys whose parents' income is less than Rs.1000/- (Rs.1800/- for Scheduled Castes and Backward Classes) enjoy free education, those whose parents fall in the income-group of Rs.1001/- to Rs.3000/-,



have to pay half the tuition fee, and for others the tuition fee is full.

15. Scholarships In addition to tuition fee concession, Harijan students are given scholarships and these are tenable in all Government and private institutions. In the case of Harijan students studying in private schools, the tuition fee is re-imbursed.

There are scholarships for poor-brilliant students and these are given solely on the basis of merit.

16. Nationalisation of Text Books This State nationalised textbooks for the primary and middle schools in the year 1953. The experiment has been fairly successful.

17. Lahaul and Spiti The children of Scheduled Tribes in Lahaul and Spiti are provided additional facilities and incentives. Each child is given a stipend. Besides, children at the primary stage are provided mid-day meals and books. There are two residential schools for such children, one at Manali and the other at Taboo. The resident-students in these schools are provided with free books, meals, bedding and clothes. These incentives have proved very effective in popularising education in these remote areas.

18. Mentally Retarded Children The Department has been conducting a training class at Chandigarh for teachers to enable them to handle mentally-retarded children. A small experimental school has also been established for such children.

19. Audio-Visual Library An Audio-Visual Library has been set up and its main function is to loan documentaries, educational films, shots and film strips to various institutions which have 16 mm. projectors. Schools are encouraged to make their own audio-visual aids.

20. Technical Slant A feeling is growing that education should receive a technical slant and to achieve this two experiments are being tried. A system of introducing practical arts, more or less, on the Russian model, has been tried in three schools. The second experiment is being tried under the guidance of Air Vice-Marshal Harjinder Singh. He has formulated a scheme of

providing a technical bias to General Education. Broadly speaking, the scheme introduces children from the 6th class onwards to practical arts like carpentry, sheet-welding, general fittings, electronics, etc. It is proposed to introduce carpentry, sheet-welding and general fittings in the middle classes, and electronics in high/higher secondary classes.

To make start, a batch of 100 teachers has recently been trained under this scheme at the Pioneer Technical Training Institute, Mahilpur (Hoshiarpur). These teachers will impart technical education in schools. Each school where the scheme is introduced, will be equipped with tool-kits and will have a workshop shed.

21. Youth Vocational Centres With the collaboration of the Government of India and the financial assistance of UNICEF, a scheme for the establishment of Youth Vocational Centres has also been launched. The scheme aims at providing elementary vocational training to children who mostly for economic reasons or lack of aptitude, do not continue their studies after the age of 11 plus. Under this scheme children in the age-group 11-14 will be provided general education side by side with technical education. A Regional Training Centre for imparting intensive training in crafts to teacher trainees has been set up at Government Higher Secondary School, Ludhiana. Youth Vocational Centres will be set up in five Districts.

22. Language Formula The Three-Language Formula is being implemented in this State. The State is bi-lingual and has been divided into two Regions-Hindi Region and Punjabi Region. In the Punjabi Region, each child has to reach Punjabi from the first primary class while in the Hindi Region the first language is Hindi. Each child has also to read the second language, that is, Hindi or Punjabi as the case may be. In the erstwhile PEPUSU area, the second language is started in the third primary class and in the erstwhile English is started all over the State from the sixth class Punjab area, it is introduced in the 4th primary class. In the erstwhile Punjab, arrangements for the teaching of the second language in place of the first, can be made from the first primary

class provided the number of students is 10 in a class or 40 in the whole school.

b Regarding English, the consensus of feeling is that it should be started from an earlier class. Government appointed a Committee to look into the question and it recommended that English should be started from the 4th or from the 3rd primary class. The issue is being placed before the Punjab Advisory Board of Education. Thus each child in the State has compulsorily to study Hindi, Punjabi and English.

#### TEACHERS' TRAINING

Teachers' Training is imparted in this State at two levels. There are post-graduate training colleges which prepare candidates for the B.T. or B.Ed. examination. In all, the students have to put in 5 years after their matriculation in order to be able to teach in a high or higher secondary school. The number of such colleges is 23. In 1963, 4109 students took the B.T./B.Ed. examination and 2877 qualified.

2. The experience of this State shows that the number of Science and Mathematics Graduates who go in for teacher-training at this stage is comparatively small and there is, therefore, continued shortage of teachers for Science and Mathematics, whereas in Social Studies the output is many times more than the yearly requirement.

3. This State was allocated some quota at the Regional College, Ajmer, for Science, Ajmer, for Science, Agriculture, Craft, etc., but it is very meagre and it would be better if a Regional College is set up in this very State for this region. At present an acute shortage of qualified teachers is felt in Technical, Commerce, Agriculture, and Science streams.

4. At the lower level, Matriculates are given two years training for the Junior Basic Training Course. It was in 1957 that this training course was raised from one year's to two years' duration. The first year is mainly devoted to the adding of the

knowledge-content of the candidates in various subjects like English, Mathematics, Languages, Social Studies, etc., and the 2nd year is devoted exclusively to methodology. In 1962 the State nationalised teachers' training at this level and took the entire programme in its own hands, but in 1964 private enterprise was again associated with this Project. There are arrangements for an annual output of some 10,000 JBT teachers in the State. There are at present 494 Units ( a Unit normally consists of 40 seats) in 312 institutions out of which 24 are fullfledged independent training institutions, 13 are training colleges and the rest of the units are attached to High/Higher Secondary Schools. So far as quantitative expansion is concerned, the State has been able to make adequate arrangements for its requirements. But the urgent need is qualitative improvement and this is lacking for want of proper accommodation and enlightened trainers. The solution lies partly in setting up more and more of independent training institutions. It is true facilities are wisely spread out, but these need to be properly consolidated. The minimum qualification for admission to the JBT course is Matriculation, but unfortunately the number of bright candidates seeking admission to the course is very small; in other words, it has not been possible to attract the right type of talent to this profession.

ADULT EDUCATION

The percentage of literacy in the Punjab according to the 1961 census was 24.6. It is true that the introduction of Free and Compulsory Primary Education serves as a check on the further growth of illiteracy, but positive measures have to be adopted to eradicate illiteracy from amongst adults, specially in the age group 14-50.

At present there are two schemes which are in operation here. One of the schemes is restricted to the rural areas of the erstwhile Pepsu State and the other to the urban areas of the erstwhile Punjab State. Under the former a Social Education Mobile Squad functions in a group of villagers covering 20-30 villages at a time. There are 198 such rural centres.

The urban scheme covers 100 centres in towns.

There is a Social Education Teacher/Worker in each centre and there are 4 Circle Social Education Officers to supervise the work of Social Education Workers. These centres observe separate working hours for men and women as under:-

Women Centres	...	12.00 to 5.00 P.M.
Men Centres	...	5.00 to 10.00 P.M.

Various activities are organised in these centres, e.g. literacy, vocational training, games, recreation, cultural programme, social service, discussions and discourses. In centres for women some useful handicrafts are also taught which serve as an incentive for adults to attend.

The department has tried some other schemes also as pilot projects. A package programme to remove illiteracy was tried in Ludhiana District and similar experiments were made in Ferozepore and Sangrur districts.

The experience of the department is that women centres are by and large functioning in a reasonably satisfactory manner, but the problem in men centres is the difficulty of motivating adults to attend such centres. The teaching of craft is a sufficient incentive for women participants, but so far as men are

concerned the aim of the department is to bring about functional literacy. Irregularity of attendance is, however, a very big handicap.

The department does realise that eradication of illiteracy is a sine qua non of economic and social reconstruction, but the progress is hampered for want of workers who can identify themselves with this cause. The total output of literate adults per year is about 6,000 at a cost of about Rs.5,00,000/-.

A Pilot Project in Nilokheri Block (Distt. Karnal) based on the integrated Adult Literacy Method developed by (Mrs.) Hellen Butt - an American lady - is shortly to be launched by the State Government in collaboration with U.S.A.I.D. as advance action for the Adult Literacy Programme in the Fourth Plan. Dr. (Mrs.) Hellen Butt has been developing a technique for teaching adults which the Education Department now wants to try by getting Social Education workers/teachers trained under her direct supervision. After the workers have been trained under this scheme, the programme will be carried out in 40 centres in collaboration with her for a period of six months. The results of this experiment will be watched with great interest.

#### HIGHER SECONDARY EDUCATION

It is realised that Secondary Education is a vital stage in the educational process. As stated earlier, the recommendations of the Secondary Education Commissioner as modified by the Central Advisory Board of Education, were accepted and the system of Higher Secondary Education was adopted in this State in 1958. It was expected that the new pattern would bring in enrichment of curriculum and diversification of courses, and would thus be a distinct improvement on the traditional high school pattern. But unfortunately, because of lack of financial resources and non-availability of personnel with the requisite qualifications, the new system has not yielded the dividends that its sponsors had visualised. In the beginning it was thought that all the high schools would soon be converted to the new pattern, but because of the hurdles mentioned above the process has had to be slowed

down and at present there are 506 higher secondary schools as against 1,071 high schools. This continued existence of two parallel systems has led to a very anomalous position. Most of the Higher Secondary Schools moreover, have only two streams i.e. Humanities and Science. Therefore it has not been possible to implement the original idea of having Multipurpose Schools with diverse courses to suit different aptitudes.

2. Small wonder, there is a tendency to open high schools rather than higher secondary schools. At places there is even a demand to switch back to the old pattern. The enthusiasm for the new pattern has cooled down and at places the attitude of parents is even indifferent if not hostile. There appears to be very little chance to accelerate the pace of conversion in the near future. The attempt to sell the new idea has proved a failure.

3. It will neither be possible nor, indeed, desirable to convert all the existing high schools to the higher secondary pattern in the foreseeable future, and experience has shown that even the upgrading of middle schools to higher secondary standard presents many difficulties. The conclusion is thus inescapable that the two streams will have to continue to co-exist for several decades to come. It therefore becomes imperative to evolve some sort of uniformity and continuity in the syllabus and curriculum of the two systems so that this not only does away with the existing confusion but also minimises the hardship suffered by children of parents who have to keep moving from place to place.

4. It is felt that as a long range policy, a 12-year schooling would be the ideal thing to aim at because it will give adequate preparation to students for University education, and even otherwise the 12th year would be a terminal stage for all types of professional colleges. But in view of the heavy financial implications and non-availability of qualified teaching personnel with post-graduate qualifications, it will not be possible to adopt this pattern straight-away. The 11-year higher secondary

school would therefore, have to stay for some time to come. It is necessary however, that the distinction between high and higher secondary schools should immediately go. All schools should be designated as Higher Secondary Schools. The schools having 10 classes may be called Junior Higher Secondary Schools and those which have 11 classes may be called Higher Secondary Schools. The syllabus and curriculum in the Junior Higher Secondary and that in the first two years (or Part I) of the Higher Secondary Schools should be concurrent. The allocation of Higher Secondary Schools will also have to be on a rational basis. An effort should be made to see that there is one higher secondary school to cater to the requirements of students of some three or four adjacent junior higher secondary schools. In other words, a higher secondary school should be available as a nucleus to students within a radius of  $4/5$  miles which would also reduce to a large extent the necessity of constructing hostels.

It follows that the part II examination of the higher secondary course should be identical with the Pre-University.

Future expansion of the higher secondary schools should wait until those already converted have been consolidated and teaching personnel with requisite qualifications is available. In other words, the next few years should rather be utilised for consolidating and strengthening the existing higher secondary schools in matters of equipment and staff and, where necessary, building.

5. The Pre-Engineering and Pre-Medical classes should be taken away from the Arts and Science Colleges and attached to the Medical and Engineering Colleges. Under this arrangement only such students will be admitted to these classes as are ultimately to go for advanced education in these colleges. At present only a small percentage of candidates in these classes can aspire to get facilities for such advanced education. In case these professional colleges experience any difficulty, they can seek the cooperation



of the Art and Science Colleges and use their staff and laboratories for the time being. The basic idea is that the training in basic science should form a part of the curriculum of professional education which is their ultimate target.

6. The problem of shortage of M.Sc.'s for Higher Secondary Schools needs to be tackled in a bold way. The scheme for condensed courses offers only a temporary solution. In order to make up this shortage, it is suggested that M.Sc. classes should be attached to certain selected colleges and students who wish to go in for a two-year M. Sc. course should have the facilities for this at such selected centres. At present M.Sc. courses are available only at the Universities.

7. The experience of this State has been that the technical stream has been more or less, a failure. 42 posts in P.E.S. Class II (250-750 grade) were created for 14 Government Schools but 28 of these had to be downgraded to 150-300. It has not been possible to recruit B. Sc.'s (Engineering) for the P.E.S. II posts or Diploma Holders for the other posts. The Education Department, in collaboration with the Technical Education Department, is now sponsoring a new experiment. The technical stream from the Multipurpose School, Jullundur, will be taken away and the Technical Education Department will in its place set up a Junior Technical School section. This Junior Technical school will function along with the Multipurpose School and will be under the overall charge of the Principal of the Training College. This new experiment will be watched with interest. So far as the remaining schools are concerned, an effort is being made to involve the Technical Education Department so that it may be possible to have officers from that Department on deputation and on a rotation basis. A similar understanding is being sought with the Agriculture Department in respect of Agriculture Graduates for the Agriculture stream in the higher secondary schools. The

Agricultural University, Ludhiana has also a scheme under consideration for introducing Pedagogy as one of the optional subjects in the B.Sc. (Agr.) course. This will obviate the necessity of providing teachers' training to such men later on.

8. This State has also relaxed the teachers' training qualifications in the case of M.A.'s and M.Sc.'s. Arrangements are being made to give them in-service training during the summer vacation and the University has agreed to allow them to take the B.Ed./B.T. examination privately.

9. This State took an important decision in 1963 by upgrading posts of Headmasters and Headmistresses of Higher Secondary Schools from the grade of Rs.250-350 to the grade of Rs.250-750. It was felt that heads of such institutions should have a better status and emoluments so that they may be able to provide effective leadership and guidance. Besides this three posts of Lecturers in the grade of Rs.250-500 (or Rs.180-450) had been given to each Higher Secondary School. Efforts are now under way to adjust suitably to the number of these posts of lecturers on the basis of Elective Groups and the number of sections so that the requirements of multisection Higher Secondary Schools and Multipurpose schools with several Elective Groups would be adequately met.

10. The higher secondary system of education has come in for so much criticism from various quarters that it is necessary that a short-range as well as long-range policy for the modification and reorientation of the existing scheme is worked out in precise terms so that the public at large and the student community and teachers in particular do not continue to feel confused about the pattern of education at the secondary level.

I - Descriptive (ii)

Some Special Features of Education in the Punjab

(a) Open-shelf system in College Libraries, and looking up encyclopedias

During the past two years we are trying to get the libraries of some of our big Government Colleges on to the open-shelf system, but this needs more staff and senior librarians. To introduce the system in 10 of our big Government Colleges, we have proposed in our IV Plan 10 Senior librarians and supporting library staff. The Library, as most educationists may concede, can be the strongest influence to counteract (and reform), the spoon-feeding pattern of our teaching; to develop independent reading habits and interests; and above all to create the thrill of discovery in the universe of knowledge, information and date. So we are telling our college and school teachers to teach their students how to look up an encyclopedia, and how to use an index. This does not take long. If each teacher, and the librarian, devotes half an hour per week in the library (or the class room) with small casual groups of students, to show them this, and give them some practice in it, a silent change will start in teaching methods. It need hardly be pointed out that in all advanced countries self-study and referential reading is coming to the forefront of educational methods. This promotes research-habits. In those countries many school textbooks are provided with indexes, and one or two questions at the end of each chapter require the reader to look up the index for some topic, read it, and then answer some questions about it. It is felt that the suggestion here made is an important one.

(b) Workshops in three colleges

To attempt minor repairs to scientific apparatus, and to interest our college boys in repairing and inventing, three of our big colleges have been asked to set up a workshop with a paid ministry who will both work and instruct. Each college has been allowed to spend Rs.12,000 out of amalgamated funds for this

project. It is hoped that the project will be under way within six months. The three colleges are Ludhiana, Chandigarh, and Rupar. A few other colleges in the same District will send their apparatus to these colleges workshops for repairs, and will bear the cost. It is hoped that this scheme will enable the students and the workshop mistry to do simple repair work with the college furniture and fittings of various kinds.

(c) We have recently started short 'priming' courses for new college Lecturers, to brief them in various aspects of colleges teaching, discipline, and the broad aims of education in general; groups of school teachers are also being given guidance and counselling courses in the University Department of Guidance and Counselling; Library Diploma courses have also been started.

(d) Extra evening classes for weak students have been started in most Government Colleges from the last session. The teachers doing this extra work will be paid an honorarium. The classes are not allowed to be too large, and must not be held for more than two months before the University examinations.

(e) The Punjab University has started some Evening Humanities College in important town to cater mainly for working people; it is now proposed by the Department to start Evening Science Classes in the Government College, Chandigarh. These Science classes are to cater for working people, and also to turn out more science teachers for schools.

(f) In our Middle School Examinations a slight innovation has been introduced this year. To lessen copying and other unfair practices, the examinees seated in a crowded room are given two sets of question-papers, in alternate rows.

(g) We have also got a High Power Committee to coordinate the work of the four Universities, presided over by the Governor. This High Power Committee will examine that there should be no duplication of post-graduate studies especially in the Humanities. An attempt will be made that each University specialists in some particular

fields of knowledge; it will also define the territorial jurisdiction of each University and aim at some uniformity in the University Acts and constitutions.

(h) In December 1961, the Directorate was re-organised to decentralise the administration.

(i) Return in the Pattern of Secondary Teachers Training

.....

In the College of Education, Kurukshetra, we have a 4 years' training course after the Matric. Matric E-divisioners are admitted in the first year of the course. The first batch completed their 4-years in 1964. Some problems have cropped up: This degree is not yet recognised as equivalent to the old-type B.T./B.Ed. degree which takes 5 years after the Matric, and leads to "B.A., B.T." For this reason the Kurukshetra B.Eds. are not considered eligible to join M.A. studies by any of the Universities in the State except Kurukshetra University itself. An this, too after the science group candidates have qualified in a special mathematics test.

Recently a comparative test was held to compare the quality of the Kurukshetra trainees with the trainees of the other one-year B.T. colleges, both in regard to teaching ability in the class room and for knowledge in the broad principles of education (this was tested with a 2-hours written test).

The test was statistically inadequate in as much as 20 students only were tested, 10 from Kurukshetra, and 5 each from the Training College, Jullundur and the Basic Training College, Chandigarh. The best students from each college were called for the test. Nevertheless, this rough trial-test indicated that the Kurukshetra students were slightly better than the others in teaching ability, but certainly not inferior.

In the written test the Kurukshetra students were much better than the others; also they secured the first four places in order of merit.

In the State College of Education at Patiala, we are proposing to start a 4-years course (after Higher-Secondary) in which education will be one of the compulsory elective subjects for the B.A. degree. In the 4th year the students will concentrate on pedagogy, and at the end of this 4th year they will get a B. Ed. degree in addition to their B.A. degree.

It is little early to judge the relative merits of these experiments, but it goes without saying that some radical reform in the Teachers Training Course is called for to make it in tune with the needs of the time.

Broadly speaking, the emphasis should be shifted from pedagogy to subject-knowledge and wide reading, personality and maturity. At Kurukshetra they have cut out the History of Education from the Training syllabus, as a separate paper.

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II- Our Problems and Difficulties (and weaknesses)

(a) Educational

(1) Poor knowledge of English

At present English is started from the 6th class.

A Committee was appointed by the State Govt. to examine this problem and it has suggested that English should be started from the 4th Primary Class, and even earlier in some selected schools, such as Model Schools. This recommendation is under examination. It is also suggested that we could atleast hang up pictorial charts of the English alphabet and other such attractive pictures in the class rooms, so that children from the 2nd or 3rd Primary Class, at least become familiar with the sight of the English alphabet and word-building.

(2) Poor calibre of Teachers and Heads of Institutions.

The calibre of teachers and Heads of Institutions has gone down appreciably during the last 15 years. One reason for this is the vast expansion in education which has necessitated mass recruitment of teachers and heads of institutions; another factor is the poor quality of teachers' training.

(3) Indiscriminate admission in Colleges.

Mr. Chagla speaking at the Inauguration of the Education Commission on October 2, 1964, said, "Today everyone who passes the Secondary School Leaving Certificate wants to go to a College although he is not fit. We must provide alternative avenues to such students. It is to some extent this pressure on the Universities which brings down the standard of Higher education. It is not the duty of the State to provide every student with higher education. He may not be fit for it; nor is it the duty of the State to provide full time higher education to every student."

It is suggested that in the recruitment of Ministerial services the general intelligence and aptitude

of applicants should be given weightage in addition to the possession of a degree.

(4) At the University stage.

We are faced with the problem of having a majority of such students who are not college-worthy and who are not at all capable of reaping benefit from higher education. Keeping away these unwanted students generates a two-fold problem. Firstly, a large number of denominational colleges who manage to exist because of sheer quantity will have to be suitably compensated for either through maintenance grants on the Delhi pattern, or by enabling them to switch over to vocational/technical courses. Secondly, those colleges who continue to impart "General Education" to fewer students than before will also have to be subsidised suitably.

(5) Our curricula of studies in general are overloaded with deadwood, i.e. classical theoretical matter and unnecessarily increases the bulk of our text-books. In the sciences, especially, it is quite unnecessary to give lengthy proofs or derivations of formulae. Instead the final result should be indicated, followed by a discussion of the various factors involved in the result.

(6) Our methods of teaching are of the spoon-feeding memorising variety, with hardly any element of self-education. This is one of the most serious defects in our education. It can be counteracted by introducing more of library assignments and paper-writing on various topics. At present even our degree students do not know how to look up an encyclopaedia or hunt up information in a library. One has only to test this in any college to believe that such a deplorable state of affairs exists not only in our Arts Colleges but also in our Post-Graduate Teachers Training Colleges. College libraries contain many kinds of encyclopaedias which nobody even looks up or even knows how to look up.



(7) Our education is an examination ridden system and something should be done to minimise the preoccupation with examinations.

(8) One reason why academic studies have gone down is that too much emphasis has been laid on ex-curricular activities and spectacular events; also too much emphasis has been laid on sports and physical education. While these things are important, yet they should not be over-emphasised.

(9) The so called tutorial system in colleges leaves much to be desired. There should be more of discussion, seminar work, and even library-reading introduced into our programme of tutorial work. The tutorial group should not be ~~made~~ social gatherings. The tutor should keep a proper record of each student in his group.

(10) Our methods of class room teaching are deadening.

There should be more of educational activity-projects in our schools. This is the central idea of Basic Education, and one reason why Basic Education has become a farce, is the absence of such activity-projects in our teaching programme.

Basic Education: Basic Education in this State, like in most other States, has been reduced to a farce. Nevertheless, the latest concept of Basic education is much too valuable to be neglected; and indeed Basic Education should be the future pattern of school education. It should not be considered as a financially self-supporting system, nor should it be considered as merely spinning-and-weaving; according to the most recent thinking it should be considered as an activity-programme included in the educational process. These activities should include useful craft-work, workshop activities, and field-explorations and investigations of a simple social nature. Spinning-and-weaving is much too monotonous a process for children. In fact very little of this is really done in our so-called Basic Schools; besides

this, the equipment for spinning-and-weaving is very bulky and requires a lot of space. This is a disadvantage in most places where schools are very hard up for rooms, especially in hill stations. As an alternative, we could for instance, give preference to simple masonry as a major-craft, involving the making of kacha-bricks and simple construction work. This would be very useful for making simple constructions and repairs in the school campus by the boys themselves. In particular, spinning-and-weaving is unsuitable for hill schools where accommodation is extremely limited (See also item 18 below)

(11) There is very little of library reading or of library assignments in our schools and colleges. It is most essential that more such features should be introduced into the educational process.

(12) Private tuitions are undertaken on a large scale by our teachers specially in the two or three months preceding examinations. With their meagre incomes it is difficult to check this.

(13) Rationalisation of University Post Graduate Departments between the four universities is urgently needed. This has already been referred to in connection with the High Power Committee.

(14) Wastage: This is one of the most serious problems, especially at the primary level, where there is a lot of wastage and drop-out. Among the various remedies it is suggested that a proper guidance and counselling service, aptitude and weakness tests are necessary for avoiding this malady.

(15) There is a dearth of good science teachers and librarians: one reason for this is that the pay scales are very unattractive. The whole question of pay scales is a large one and we only mention it here.

(16) Another great problem is the overcrowding in

schools and Colleges. It is suggested that among other things the University should explore the possibility of starting correspondence courses. Also there should be more selective admission into our colleges.

(17) We badly need more hostels for our students, especially for girls.

(18) Last but not the least, our school buildings are in a very dilapidated condition. Schools themselves can improve their conditions if the students are made to do simple construction and repair work themselves as a part of craft activity or campus activity.

1.1

(b) Administrative Problems & Difficulties

In order to cope with expansion in the work-load of the Education Department generated by the large-scale provincialisation of local body schools and programmes of educational development under the Five Year Plans, re-organisation of the Punjab Education Department became necessary. The first step taken in this direction was streamlining of the administration in the Directorate in December 1961 enabling senior officers to share the powers and burden of responsibilities of the Director, under whose overall control the Directorate was divided into three Pyramids, namely, Pyramid for school education, College-education-cum-planning, and general administration. The first two Pyramids were headed by Joint Directors in the super-time scale of Rs. 1800-2000 who were made solely responsible in respect of their own Pyramids, under the overall administrative control and guidance of the Director and with the assistance of Deputy Directors and Assistant Directors. Suitable powers - financial, educational and administrative, previously exercised by the Director, were delegated to these top officers.

1.2

The second phase involved the re-organisation of the existing set-up in the field of school administration. The

more important ideas implemented in this connection are mentioned below:-

i) The District has been made the strong working unit of educational administration and, among other things, school administration from primary to higher secondary stage has been concentrated at this level by amalgamating the previously separate offices of Distt. Inspectors and Distt. Inspectresses of Schools and it is now headed by a single officer, namely - the District Education Officer, who may be either a man or a woman. This officer is assisted by a number of gazetted Deputy Education Officers, one of whom is essentially required to be a woman, unless the District Education Officer herself is a woman. Girls Middle, High & Higher Secondary Schools are required to be inspected only by a Woman officer.

ii) At the primary school level there is now no distinction between boys and girls schools for the purpose of inspection and a common norm and single jurisdiction for officers at the block level, called the Block Education Officers, has been ensured. Normally the jurisdiction of this Officer is co-terminus with the Development Block, consistent with the number of primary schools existing therein.

iii) At the Divisional level also one unified office under the charge of a Circle Education Officer, instead of the previously existing separate institutions of Divisional Inspector and Inspectress of Schools has been set up. The functions of this Officer are mainly coordinating and supervisory, but will expand in due course when appellate powers will also be delegated to him.

iv) The previously existing Divisional Cadres of Vernacula Teachers have been split up into District Cadres and suitable administrative as well as financial powers have been delegated to the District Officers.

v) The District Officers have been authorised, with some safeguards, to correspond direct with the Directorate in certain matters to ensure speedy disposal of Govt. business.

### S U G G E S T I O N S

- 1) The Inter-departmental procedures with the P.W.D. and the Finance Department need to be minimised. The Department should have its own organisation to look after construction of buildings and their repairs (like the Universities) or alternatively, a Building Corporation needs to be set up to collaborate with the Education Department.
- ii) The number of committees and meetings needs to be reduced to the minimum.
- iii) Streamlining the machinery for holding examinations upto Higher Secondary stage. For this an autonomous body called the Board for Secondary Education is proposed to be set up in the State which will relieve the Punjab University of this assignment. This Board may also control the printing and distribution of text books for schools.
- iv) The next step towards streamlining the school administration in the State, to cope effectively with the vastly expanding apparatus, may be to evolve a pattern somewhat as follows:-
  - a) The District Education Officers will continue to be assisted by a number of Deputies, one or two out of whom will be required to look after administration, while the rest of the lot would be entrusted with the inspection work and to provide educational and instructional leadership to the High & Higher Secondary Schools. The Deputy Education Officers will need to be helped by subject experts in doing inspection and giving model lessons to schools so as to enable the teachers to brush up their knowledge and to follow better pattern of teaching.
  - b) The number of Block Education Officers will need to

be increased and each Block Education Officer will need to be made responsible for controlling education and carrying out inspections upto the Middle Stage in his area. In order to give him the necessary status and to attract suitable and experienced personnel, the pay grade of Block Education Officer will need to be increased so that it is on par with that of a non-gazetted Headmaster of a High School. With the association of Block Samities and Zila Parishads for controlling educational institutions in due course, the Block Education Officer will be required to play a very important and effective role. The Block Education Officer may also be permitted occasionally to associate with him the Headmaster or Headmistress of a nearby High School for the purpose of carrying out periodical inspection of Middle Schools under his charge.

c) Further powers of disciplinary control will need to be passed on to the District Education Officer and in respect of Junior teachers of Block Education Officers apart from delegating certain financial powers to these individuals, Powers of hearing appeals will have to be delegated to the Circle Education Officers in respect of personnel of lower categories.

d) On the College side Joint Director Colleges should be the overall-incharge of non-gazetted staff and will need to be declared as appointing authority for non-gazetted superior staff, while the Principal of each College will have to be made appointing authority in respect of the remaining non-gazetted staff. The Director of Public Instruction will need to be declared as appellate authority with second<sup>appeal</sup> lying to Govt. in regard to superior non-gazetted establishment.

e) Similarly further control over gazetted staff working on the College as well as School side will need to be passed on to the Director of Public Instruction so that he

should have powers to inflict at least minor punishments on Class II Officers.

f) At present there is a very strong control of the Finance Department over all routine matters involving financial implications. All routine powers of Finance Department should be delegated to the Education Secretary who should be assisted and advised by a Financial Advisory. The Finance Department should have a full hand in allotting the annual budget but once this has been done, the Education Department should be free to spend within the overall framework and policy laid down by Government on Five Year Plans. The Director of Public Instruction should have powers to create additional post of College Lecturers, with proper safeguards.

g) Some financial powers have been delegated to all the Heads of Department, but in the case of Education Department delegations in favour of the Director need to be broad based not only in financial matters but also in administrative and educational fields within the overall policy framework to be laid down by Government, from time to time.

v) In the contemplated All India Education Service, All Class I posts, other than teaching posts of Professors etc. should be surrendered to the proposed service and atleast 20% posts in the new service should be held by women. At the outset the present incumbents of P.E.S. Class I Posts, other than those holding posts of Professors should be integrated into the new service after necessary screening by a special Board presided over by a Member of the Union Public Service Commission. The future ratio between promotions and direct recruitment should be 50:50 as otherwise most of the serving PES Class II Officers will retire without further promotion. Some posts in the junior scale of IES should also be created for ensuring on the job

experience to fresh recruits.

Teachers Training Administration.

7) Qualitative improvement can be brought about by detaching JBT units from High/Higher Secondary Schools and establishing, at suitable places, full fledged institutions. The setting up of separate institutions for training of teachers is in fact a big project and cannot possibly be handled efficiently and effectively by one or two part time officers in the Directorate as at present. In fact, this programme includes the construction of buildings, the provision of better qualified staff, equipment of proper workshops and laboratories.

For the achievement of the above objective, it is necessary that there should be a separate wing in the Directorate headed by an officer of the rank of Joint Director, under the over all control of Director of Public Instruction, who should be responsible for the implementation of teachers training programme with the help of some officers at the Directorate level. This wing can also take charge of Teachers' Training Colleges so as to administer and implement all programmes of Teachers Training in a coordinated way. "Teachers" Education" could thus be dealt with as an independent subject under a separate pyramid, separately from the wings dealing with school and College Education. In the Punjab State, in any case, this reorientation has become an administrative necessity.

III) Suggestions and Ideas (cont.)

I) To meet the colossal expense of education, chiefly because of free primary education, it may be worthwhile to charge a nominal fee especially at the post primary stage from the children of parents who are fairly well off. The income thus accruing will help in improving the quality of our schools. People are willing to pay for



education of good quality. Alternatively, we may have a building fund like other boys Funds.

2) Use should be made of the radio and television in schools so that good lessons delivered by good teachers can be used for several classes simultaneously. This is particularly needed due to the dearth of good teachers; teacher guidance programmes can also be given through these media.

3) Part-time jobs for College students should be organised, so that they can earn some money.

In this connection, it would be an excellent thing if small printing presses are provided in some of the big schools and colleges and students are given part time jobs such as composing, proof reading and job-printing. These little printing presses can also bring out the school/college magazine or wall newspaper. Even examination question papers can be printed with a little precaution.

Another idea in this connection is book-binding so that students can make and seal their own note books and copy books. Or a simple machine to rule lines on blank paper can be set up in schools/colleges. Such projects would not only effect economy but also train students in various crafts.

4) Special autonomous schools and colleges should be set up which are free to use their own curricula and methods of teaching, and award their own certificates and degrees. A Trimester-system of examinations and internal assessment may be tried out in these special institutions. This will also lead to a very fundamental reform in our examination system.

5) A special college should be started for brilliant students. In this college they should be provided with free tuition, board and lodging.

6) In the reform of teachers training we should try out an apprenticeship system of training in which new hands may be attached to schools as apprentices, who will help out in all aspects of school work.

7) A high class printing press should be established capable of doing good colour printing and photographs to produce good and attractive books for schools.

8) In order to make the teaching profession more attractive, the following things may be considered:

- a) Residential flats for teachers.
- b) Travel concessions.
- c) Teachers Canteen Stores, like they have in the Army; of Teachers may be allowed to use the Army Canteens.

9) Equal pay for equal qualifications: This valuable idea was given to use by Dr. V.K.R.V. Rao in connection with the reform in the pay scales of teachers when he was talking about dove-tailing pay scales in the Universities and in Government service. It is well worth pursuing.

IV. Items which should be on the Concurrent List.

It is suggested that the following items should be on the Concurrent List :

- a) The language policy (at the higher education level)
- b) Higher education, including the starting of new universities.
- c) The selection of school text-books. It is felt that this single step will eliminate the rotten text books being used in many States, and also the corrupt practices being followed in the school text-book-world. This does not mean that the framing of syllabuses should be done by the central Ministry, beyond a broad guiding pattern, but they should select the school text books from those submitted to them according to the school-syllabuses prescribed by the State authorities.

V - A brief guide to the following Statistical Data which forms Section V of this Memorandum.

Even a casual glance at the statistical data will show that there has been a phenomenal increase in all aspects of education since the partition of the Punjab. In fact the figures, especially in the sphere of school education, approach astronomical magnitudes and paralyse the mind. Such figures, impressive in themselves, nevertheless conceal many inherent defects and weaknesses in the total picture. In particular they conceal the fact that there has been a noticeable deterioration in the quality of education as well as in the calibre of teachers in our schools and colleges.

The statistical data contains information about the number of institutions at all levels of education, the expenditure on educational institutions of various kinds, the number of teachers in these institutions, a broad statement of examination results, the number of institutions in rural areas and the number of pupils from rural areas, and lastly the number of students in selected classes.

For comparison the data is given for the year 1950-51 as base, and subsequently for the years 1955-56, 1960-61 and 1963-64; in each of these years the figures relating to girls education is shown separately.

In the data there is information about University education which includes general education and professional and technical education against separate headings which are clearly indicated in column 1.

Annexure II contains "some facts at a glance" giving the latest position. The information in this annexure contains useful data about the following things:

Area of the State

Population

Literacy

Number of Institutions of various kind

Enrolment

Buildings

Ownership of buildings

Provincialised nationalised schools

Upgrading of schools

Staff position

Staff in offices and the Directorate

Budget figures

Plan expenditure

Percentage of total State budget spent on

education in comparison with other States.

(The figure is 14.9% for the Punjab which is fifth from the bottom out of 16 States; i.e., 11 states have a Higher percentage than the Punjab.)

Grants to schools and colleges.

Number of NCC Bns. and other units.

NCC staff.

A comparative statement of budget provisions under non-Plan and Plan schemes yearwise from 1949 to 1965.

Total Plan expenditure during the first three Plans.

Finally there is a miscellaneous section about National awards to teachers, Teachers welfare fund, fee concession, benefits to teachers for showing good results, percentage of trained and untrained teachers, number of candidates appearing in various examinations and the number who passed these examinations, total allotment of scholarships and loans, contributions made by the public districtwise.



Law	1	-	1	-	1	-	1	-
Medicine	1	-	4	-	10	-	10	-
Physical Education	-	-	-	-	1	-	1	-
Teachers Training - Basic	-	-	6	1	10	1	13	2
Non-Basic	3	2	5	2	16	4	11	3
Veterinary Science	1	-	1	-	1	-	1	-
Dairy Science	1	-	1	-	1	-	1	-
Colleges for Special Education	8	-	-	-	5	1	4	1
Schools for General Education.								
Higher Secondary School ls.	3	-)			196	53	506	248
High Schools	519	49)	1029	145	1277	285	1059	409
Middle Schools-Basic	-	-	6	1	72	23	70	27
Non-Basic	1194	113	1015	248	1356	334	1520	115
Primary Schools-Basic	17	2	395	83	748	187	1713	224
Non-Basic	5084	1166	11938	1618	12510	2708	10732	892
Pre-Primary Schools	1	1	2	2	5	5	10	6
Schools for Vocational and Technical Education	-	-	-	-	-	-	-	-
Agriculture & Forestry	1	-	1	-	-	-	-	-

Arts & Crafts and Tech. Industrial	-	-	9	1	74	48	80	58
Commerce	-	-	-	-	-	-	-	-
Engineering & Technology	1	-	2	-	44	-	52	7
Medicine	3	-	2	-	16	14	24	22
Teachers Training-Basic	-	-	16	2	26	12	25	9
Non-Basic	7	1	1	-	-	-	-	-
Technical & Industrial	38	14	41	16	-	-	-	-
Others	-	-	-	-	-	-	-	-
Schools for Special Education	-	-	-	-	-	-	-	-
For the Handicapped	1	-	-	-	7	-	9	-
Social (Adult) Education	329	36)		-	1098	909	960	783
Others	3	-)	600	90				
Reformatory	-	-	-	-	2	-	2	-
Social Workers	-	-	-	-	1	-	2	-
Other Fine Arts	-	-	-	-	1	-	1	-
TOTAL	7270	1391	15155	2219	17580	4604	16920	2817



II - Number of Students.

A By type of Institutions -

Universities	58	-	265	26	1445	288	2747	770
Research Institutions	-	-	-	-	-	-	-	-
Arts & Science Colleges	24491	3042	41617	7246	53300	10921	46756	11897
Prof. & Tech. Colleges	1673	237	4503	949	10329	2674	13721	3658
Special Edu. Colleges	391	10	-	-	914	446	676	354
Higher Secondary Schools	951)	35)	536775	73742	182050	39505	466277	160309
High Schools	283173)	24550)						
Middle Schools Basic	-	-	2437	23	19977	5057	28089	11916
Non-Basic	230913	34833	225376	67215	296325	8891	411499	148893
Primary Schools Basic	1978	607	35386	9918	71051	23073	313786	88994
Schools for Vocational & Technical Education	4469	1536	7516	1532	16019	4583	23745	6340
Schools for Special Education.	10017	1002	13566	3842	23705	17210	17830	13031

B. By Stages/Subjects.  
General Education  
(University Standard).

Research	2	-	71	4	8	-	335	57
M.A. and M.Sc.	903	37	1351	218	1864	542	1771	769
B.A. and B.Sc. (Pass & Hons).	5911	538	10002	1778	14228	3385	11816	3776
Pref. Education (University Standard).								
Agriculture and Forestry & Dairy.	369	-	522	-	1232	-	1598	-
Commerce	184	-	208	2	252	-	1158	1
Engineering & Technology	166	-	323	-	1910	1	2773	7
Law	267	7	567	1	1043	19	638	27
Medicine	538	93	996	220	2200	430	2995	532
Teachers Training Basic	-	-	344	270	993	448	2140	1333
Non - Basic	462	255	2339	847	2087	1077	1823	892
Veternary Science	51	-	-	-	340	-	291	-
Other Subjects	34	8	310	8	376	36	595	127
Special Edu. (University Standard).	301	2	150	21	208	68	676	354

General Education (School Standard).

High & Hr. Secondary	59317	2479	110538	11019	170879	29780	220346	48265
Middle	243409	15534	306506	42620	428601	88941	519423	131685
Primary	660805	157410	1225308	332922	143966	462926	2150013	766592
Pre-Primary	33	33	1863	895	1444	753	808	363

Vocational Education (School Standard)

Agriculture & Forestry	50	-	131	-	24	-	24	-
Arts & Crafts	-	-	411	28	-	-	N.A.	-
Commerce	100	-	131	-	18	-	N.A.	N.A.
Engineering	234	-	805	-	4476	-	5574	2
Medicine	410	147	345	104	850	640	1437	1255
Vetarinary	-	-	-	-	140	-	N.A.	N.A.
Teachers Training Basic	-	-	6005	1465	5357	3178	16415	8065
Non-Basic	1464	458	1115	636	251	246	N.A.	N.A.
Technology & Industrial	2807	1145	4153	1228	7680	2576	N.A.	N.A.
Other Subjects	-	-	143	-	-	-	N.A.	N.A.

Special Education (Schools Standard).

For the Handicapped.	57	-)	13587	3851	272	25	419	47
Social (Adult Edu.)	9695	1002)			22360	17184	N.A.	N.A.
Other Subjects	332	-	-	-	625	18	N.A.	N.A.

TOTAL: 1004203 180599 1715595 401773

III. Expenditure on Educational Institutions.

A. By Sources.

Govt. Fund Central	1284570	5515	7517220	467762	16018443	759415	N.A.	N.A.
State	25947760	4433720	48080181	9462107	115922715	22438075	N.A.	N.A.
District Board Fund	3935384	454295	6935054	1051289	48513	2755	N.A.	N.A.
Fees	16060377	738527	30987206	2183155	36246466	3497901	N.A.	N.A.
Other Sources	6769041	1290065	11716045	3625986	19477091	3010773	N.A.	N.A.

B. By Type of Institutions:

Director Expenditure on Universities	3364999	-	5756811	-	9825283	-	18601053	-
Boards	-	-	-	-	-	-	-	-
Research Institutions	-	-	-	-	-	-	-	-
Arts & Science Colleges	5367167	408675	9732251	823761	14996965	2000227	16965087	2423335
Colleges for Professional & Tech. Education	1497659	101329	4029235	755191	9430537	262093	11038126	260507
Colleges for Social Education	139767	-	-	-	104052	2446	93271	2539
High & Higher Secondary Schools	14630397	1633732	28568442	5051466	45209763	10046852	64083018	16914178
Middle Schools -								
Basic.	-	-	125373	3014	1010656	204272	1288075	426270
Non-Basic	8962766	1244988	11080975	2421623	16113414	3608572	21133295	5118504

Pre-Primary Schools	32867	1698	1192977	242087	2823036	664485	7639590	1343447
Vocational and Technical Schools	1826184	445248	278642	407964	6386022	1104398	8273022	1660561
Special Education Schools	181933	25654	883853	77088	878397	217847	1371438	412188
Total (Direct)	46520270	6183140	88513965	14179412	139793052	24522170	186776850	54734336
Indirect Expenditure								
Direction & Inspection	1811963	239053	2775628	338590	4378230	671158	8192830	420478
Building	3640419	357154	9394076	2477465	33834382	3016489	}	2712508
Scholarships	1601908	164358	5309673	358549	8062713	912582		
Hostels	667161	146025	1513159	443927	1436672	325197		
Other Miscellaneous items	1852641	489729	1407262	263131	805851	369698		
Total Indirect	9574092	1396312	20399798	3881662	48517848	5295124	40390278	3132986
Grand Total	56094362	7584459	108913763	18061074	188310900	29817294	227167128	57867322

IV. Number of Teachers.

Universities and Colleges	1436	109	N.A.	N.A.	3710	575	4622	771
High and Higher Secondary Schools	8639	869	) 22546	) 4085	22025	5324	29729	8556
Middle Schools	6880	1017						
Primary Schools	10944	2659	) 22740	) 4364	26329	7063	34136	9810
Pre-Primary Schools	2	2						
Vocational and Tech. Schools.	424	111	4	4	1503	320	910	162
Special Schools	152	22	-	-	639	452	261	107
Total					64570	16598		

V. Examination Results.

Students Passing.

M.A. and M.Sc.	574	39	N.A.	N.A.	1935	440	N.A.	N.A.
B.A. & B.Sc. (Pass and Hons)	3383	577	N.A.	N.A.	7552	2188	N.A.	N.A.
Professional (Degree)	582	149	N.A.	N.A.	4174	1416	N.A.	N.A.
Matriculation & Equivalent Examination and Higher Secondary	22477	2083	N.A.	N.A.	64400	16160	N.A.	N.A.

VI. Number of Institutions in Rural Areas.

Universities and Colleges	5	-	9	2	11	1	22	2
High & Higher Secondary Schools	214	1	543	15	820	67	824	80
Middle Schools	1050	29	864	123	1258	250	1419	290
Primary and Pre-Primary Schools	4609	955	11626	1429	12610	2728	11644	920
Vocational and Special School.	244	23	437	23	1019	871	N.A.	N.A.
TOTAL	6122	1008	13484	1592	15718	3917	-	-

VII Number of Pupils from Rural Areas.

Universities and Colleges	10174	247	17950	1185	26489	2444	24846	2825
High & Higher Secondary Schools	94890	1305	247256	7946	316338	27867	433671	67864
Middle Schools	188911	6351	179865	26123	260520	58418	388749	111964
Primary & Pre-Primary Schools	330133	63973	777982	173020	789298	214461	1182131	349436
Vocational and Special Schools	7017	837	3653	1287	24391	14793	N.A.	N.A.
Total	631125	77763	1231711	2098	1417086	317988		

VIII Number of students in Selected Classes.

No. of students in  
Classes:

I - V	731596	157510	N.A.	N.A.	1439666	462926	2150013	766592
VI - VIII	15534	172718	N.A.	N.A.	438601	88941	519423	131685
IX - XI	60701	2645	N.A.	N.A.	170370	29730	220346	43265

IX. Some Selected Averages and Percentages.

	1950-51	1955-56	1960-61	1963-64
Cost per Capita on Education	Rs.3.5	N.A.	Rs.9.3	N.A.
Cost per pupil-	Rs.50.6	Rs.53.2	Rs.61.0	Rs.65.4
High/Hig er Secondary Schools				
Middle Schools	Rs.38.8	49.2	Rs.54.1	Rs.51.0
Primary Schools	Rs.23.7	29.5	Rs.36.1	Rs.29.2
<u>Number of Pupils per Teacher in:</u>				
High/Higher Secondary Schools	33)	34	20	33
Middle Schools	34)	34	31	26
Primary Schools	40	39	38	44
<u>Percentage of Trained Teachers in:</u>				
High/Hig er Sec. Schools	71.0)		82.7	84.6
Middle Schools	76.1)	73.2	91.6	87.9
Primary Schools	75.6	73.1	92.1	89.3



PUNJAB EDUCATION DEPARTMENT

SOME FACTS AT A GLANCE

1. GENERAL

(i) Total Area of the State ..... 47,304 square miles.

(ii) Total Population of the State:-

(a) Males	...	1,08,91,576
(b) Females	...	94,15,236
Total	...	<u>2,03,06,812</u>

(iii) Literacy in the State:-

(a) Males	...	35,91,177
(b) Females	---	13,26,219
(c) Total	...	49,17,396
(d) Percentage		24.2
	National Percentage	23.7

II. EDUCATIONAL INSTITUTIONS ENROLMENT BUILDINGS ETC.

1. INSTITUTIONS

(a) Number of various Schools

<u>PRIMARY SCHOOLS</u>				<u>MIDDLE SCHOOLS</u>			
<u>Government</u>		<u>Non-Government</u>		<u>Government</u>		<u>Non-Government</u>	
<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
12,579		356		1,175	339	71	68
				1,514			139
<u>Total</u>		<u>12,935</u>		<u>Total</u>		<u>1,653</u>	

<u>HIGH SCHOOLS</u>				<u>HIGHER SECONDARY SCHOOLS</u>			
<u>Government</u>		<u>Non-Government</u>		<u>Government</u>		<u>Non-Government</u>	
<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
535	122	307	107	170	89	189	60
657		414		259		247	
<u>Total</u>		<u>1,071</u>		<u>Total</u>		<u>506</u>	

Grand Total      16,165

(b) J.B.T. Institutions/Units

<u>(i) Institutions</u>	<u>Government</u>	<u>Non-Government</u>	<u>Total</u>
(a) Full-fledged (1964-65)	20	-	20
(b) JBT Units attached with High/Higher Secondary Schools	192	87	279
(c) JBT U its attached with Training Colleges	4	9	13
			<u>312</u>
(ii) J.B.T. Units (1964-66) & (1963-65)	372.5	122	494.5
(iii) Total in-take for J.B.Ts	21,500		
(iv) Yearly Out-turn	10,000		

(c) Colleges

	<u>Government</u>	<u>Private</u>	<u>Total</u>
(i) Arts and Science	31	71	102
(ii) Training Colleges	7	15	22
		<u>G.Total</u>	<u>124</u>

2. Enrolment

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
(i) Classes I to V	13,44,168	7,28,423	20,72,591
(ii) Classes VI to VIII	3,93,554	1,26,692	5,20,246
(iii) Classes IX to XI	1,57,451	43,294	2,00,745
(iv) Colleges	..	..	51,609
(v) J.B.T. Classes	..	..	21,500
		<u>G. Total</u>	<u>28,66,691</u>

Enrolment under Free & Compulsory Primary Education  
Percentage of

<u>Year</u>	<u>Enrolment</u>	<u>Age-Group</u>
1961-62	19.50 lakhs	71.4
1962-63	21.54 lakhs	76.4
1963-64	23.54 lakhs	81.1
1964-65	25.54 lakhs	85.4
1965-66	27.50 lakhs	89.5 (Projected figures)

Groups in Higher Secondary Schools

	<u>Government</u>		<u>Non-Government</u>		<u>Total Number of Students</u>
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	
(i) Humanities	170	89	196	60	12,934
(ii) Science	169	80	179	26	12,109
(iii) Technical	14	-	6	-	477
(iv) Commerce	13	-	28	-	674
(v) Agriculture	18	-	19	-	831
(vi) Fine Arts	1	13	2	8	246
(vii) Home Science	-	19	-	2	303

3. Buildings of Government Institutions

(a) Accommodation

<u>Schools</u>	<u>Adequate</u>	<u>Inadequate</u>	<u>Total</u>
Primary	5,739	6,240	12,579
Middle	486	1,023	1,514
High	211	446	657
Higher Secondary	121	138	259
<u>G. Total</u>	<u>6,557</u>	<u>8,452</u>	<u>15,009</u>

(b) Ownership of Buildings

<u>Schools</u>	<u>Government</u>	<u>Panchayats'</u>	<u>Rented</u>	<u>Schools without Buildings</u>
Primary	5,649	5,177	945	808
Middle	909	363	216	26
High	489	70	74	24
Higher Second dary	230	15	11	1
<u>Total</u>	<u>7,277</u>	<u>5,625</u>	<u>1,046</u>	<u>859</u>

4. Provincialised Nationalised Schools

<u>Schools</u>	<u>Provincialised</u>	<u>Nationalised</u>		<u>Total</u>
		<u>Boys</u>	<u>Girls</u>	
Primary	9,157	1	1	9,159
Middle	783	4	1	788
High	328	72	4	404
Higher Second dary		10	1	11
<u>G.Total</u>	<u>10,268</u>	<u>87</u>	<u>7</u>	<u>10,362</u>

(5) UPGRADING OF SCHOOLS

<u>Year</u>	<u>To Middle</u>	<u>To High</u>	<u>To Hr. Secondary</u>
1961-62	197	-	35
1962-63	1	-	124
1963-64	78	1	27
1964-65	2	1	-

III SANCTIONED STRENGTH OF STAFF PERMANENT AND TEMPORARY POSTS AND NUMBER OF PERSONS CONFIRMED ETC.

(a) Teaching Staff in Schools

<u>Category</u>	<u>Sanctioned Strength</u>			<u>Number of persons confirmed</u>
	<u>Permanent</u>	<u>Temporary</u>	<u>Total</u>	
(a) <u>Principals</u>	-	259	259	-
(b) <u>Headmasters</u>				
(i) State Cadre	172	232	404	129
(ii) Prov. Cadre	277	Nil	277	231
(c) <u>Headmistresses</u>				
(i) State Cadre	78	97	175	46
(ii) Prov. Cadre	28	Nil	28	19
(d) <u>Lecturers</u>	-	777	777	Nil
(e) <u>Masters</u>				
(i) State Cadre	1,980	2,724	4,704	1,625
(ii) Prov. Cadre	1,646	Nil	1,646	1,496
(f) <u>Misses</u>				
(i) State Cadre	1,045	1,702	2,747	793
(ii) Prov. Cadre	239	Nil	239	193
(g) <u>Teachers</u>				
(i) State Cadre	15,905	22,225	38,130	12,823
(ii) Prov. Cadre	23,510	Nil	23,510	23,484
<b>Total</b>	<b>44,880</b>	<b>28,016</b>	<b>72,896</b>	<b>40,789</b>

(b) Teaching Staff in Colleges

(i) <u>Principals</u>				
(a) Men	23	8	28	17
(b) Women	8	1	9	5
(ii) <u>Professors (P.E.S.I.)</u>				
(a) Men	10	1	11	1
(b) Women	-	1	1	-
(iii) <u>Senior Lecturers</u>				
(a) Men	147	57	204	105
(b) Women	23	33	56	22
(iv) <u>Lecturers</u>				
(a) Men	525	289	814	519
(b) Women	158	107	265	137

(c) Staff in Offices(i) Field Officers:

(a) C.E.Os. (PES Class I)	3
(b) D.E.O.'s (PES I & II)	19
(c) Dy. C.E.O.'s (PES Class II)	3
(d) Dy. E.O.'s (PES. II)	43
(e) E.O.'s (Gazetted)	3
(f) B.E.O.'s	35

(Men: 245 Women 90) Total 405(ii) Field Ministerial Establishment

(a) Superintendent.	13
(b) Head Clerks (Rs. 150/300)	33
(c) Head Clerks (Rs. 116/250)	18
(d) Assistant Superintendents	16
(e) Assistants	228
(f) Clerks-in-charge	5
(g) Auditors	3
(h) Steno-Typists	25
(i) Clerks	2,035
(j) Class IV employees in Schools and Colleges.	8,269

Total 10,650(iii) Directorate: Supervisory

(a) D.P.I.	1
(b) Joint Directors	2
(c) Deputy Directors	5
(d) Guidance Counsellor	1
(e) Administrative Officer	1
(f) Assistant Directors	12
(g) Y.W.O.	1
(h) O.N.D.S.	1
(i) Accounts Officer	1
(j) Science Consultant	1
(k) Evaluation Officer	1

Total 27

(iv) Directorate: Ministerial Establishment.

(a) Registrar	1
(b) Assistant Registrar Examinations	2
(c) Budget Officer	1
(d) Superintendents (Gazetted)	28
(e) Superintendent (Implementation)	1
(f) Statistical Officer	1
(g) Deputy Superintendents	10
(h) Technical Assistants	3
(i) Assistants	139
(j) Editors (Hindi & Punjabi)	2
(k) Draftman	1
(l) Clerks	226
(m) R.A. to D.P.I.	1
(n) Senior-Scale Stenographers	2
(o) Junior-Scale Stenographers	15
(p) Steno-Typists	8
(q) Librarian	1
(r) Restorers	11
(s) Gestatner Operator	1
(t) Drivers	5
(u) Jamadar to D.P.I.	1
(v) Class IV Employees	83

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Total ... 598

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(d) Recruitment and allied mattersRules Governing Various Services

- |  |  |
|--|--|
| (a) P.L.S. Class I   | Punjab Educational Services Class I Rules, 1931.   |
| (b) P.E.S. Class II  | Punjab Educational Services Class II Rules 1934.   |
| (c) Lecturers (Colleges)   | Punjab Subordinate Services (Class III) Rules, 1937.   |
| (d) Headmasters/Headmistresses, Masters/Mistresses and Teachers. | (i) Punjab Subordinate Services (Class II School Cadre Rules, 1955.<br>(ii) Punjab Subordinate Services (Class II Provincialised Cadre Rule, 1961. |
| (e) Ministerial Estt. Headquarters.                              | Punjab Education Department (Office of the Director of Public Instruction) Rules 1941.   |
| (f) Ministerial Estt. Field Offices.                             | Punjab Education Department (Sub-Offices) Clerical Rules, 1941.  |
| (g) N.C.C. Staff   | Punjab Educational Services (Class III) N.C.C. Cadre Rules, 1961.  |

## IV. BUDGET

(a) Comparative Statement

<u>Year</u>	<u>Budget Estimates</u>	<u>Total</u>	<u>Percentage to the Budget of the State</u>
1948-49	163.56 Lakhs		9.70 %
1951-52	193.26 lakhs		11.14 %
1955-56	614.05 lakhs		14.85 %
1960-61	1,202.45 lakhs		21.00 %
1961-62	1,227.31 lakhs		20.00%
1963-64	1,503.29 lakhs		14.30 %
1964-65	1,684.00 lakhs		15.00 %
1965-66	1,872.21 lakhs		14.70 %

(b) Expenditure as Compared to other Departments (1964-65)

<u>Major Head</u>	<u>Total Provision</u> Rs.(in lakhs)	<u>Direction</u> Rs.(in lakhs)	<u>Percentage</u>
28-Education	1,688.59	17.81	1.1
21-Agriculture	473.15	3.97	0.8
33-Animal Husbandary	159.08	1.91	1.2
34-Cooperation	144.89	8.06	5.6
35-Industries	254.74	14.12	5.5

(c) Allocation under Major Sub-Heads (1964-64)

<u>Head</u>	<u>Allocation</u> Rs.	<u>Percentage</u>
(i) Pay & Allowances	1,363.09 lakhs	81.0%
(ii) T.A.	4.94 lakhs	0.3%
(iii) Contingencies	109.62 lakhs	6.5%
(iv) Grants	120.06 lakhs	7.1%
(v) Scholarships/Stipends	83.17 lakhs	4.9%
(vi) Miscellaneous (lump-sum)	2.70 lakhs	0.2%

(d) Provision for Repairs and Minor Works(1964-65)

(i) For old Government Schools, Colleges and Offices.	1.58 lakhs
(ii) For Provincialized primary Schools	10.00 lakhs
(iii) For Provincialised Middle/High/Higher Secondary Schools	10.00 lakhs

V. PLAN EXPENDITURE(a) Allocation under various Plans

	<u>Provision</u> Rs.	<u>Expenditure</u>	<u>Percentage</u>
First Plan	120.80 lakhs	119.13 lakhs	98.6 %
Second Plan	1,228.88 lakhs	825.74 lakhs	66.3 %
Third Plan	1,777.00 lakhs	1,831.00 lakhs (Projected)	

(b) Major Heads of Outlay under Third Plan

	<u>Rs.</u>
(i) Elementary Education	895.33 lakhs
(ii) Secondary Education	515.42 lakhs
(iii) University Education	273.68 lakhs
	<u>1,777.00 lakhs</u>

(c) Yearly Plan Expenditure

<u>Year</u>	<u>Provision</u>	<u>Expenditure</u>	<u>Percentage</u>
1961-62	245.26 lakhs	190.05 lakhs	77.5%
1962-63	334.60 lakhs	326.27 lakhs	97.5%
1963-64	362.23 lakhs	348.18 lakhs	95.6%
1964-65	440.00 lakhs	440.00 lakhs	100.0%

(Projected)

(d) Percentage of Expenditure on Education in Punjab and other States

<u>Name of the State</u>	<u>Total State Budget</u>	<u>Education Budget</u>	<u>%age of Education budget total budget of the State</u>
1. Andhra Pradesh	1,18,36	22,21	18.8
2. Assam	52,64	9,38	17.8
3. Bihar	87,85	15,69	18.0
4. Gujarat	80.39	13,09	16.3
5. Kerala	71.67	22,29	31.1
6. Madhya Pradesh	95.19	25,21	26.5
7. Madras	1,27,19	28,72	22.6
8. Maharashtra	1,60,47	23,99	14.9
9. Mysore	99,12	18,76	19.0
10. Orissa	67,60	7,71	11.4
11. Punjab	1,05,35	15,03	14.3
12. Rajasthan	66,14	13,94	21.1
13. Uttar Pradesh	2,06,79	27,86	13.5
14. West Bengal	1,17,06	19,41	16.6
15. Jammu & Kashmir	25,53	3,04	11.9

VI. GRANTS

(a)	Schools	... Rs. 31,61,360
(b)	Colleges & Universities	... Rs. 43,63,730

VII NCC AND ACC SCHEME

I. NCC

(a)	<u>Offices</u>	
	1. NCC Battalions-Boys	30
	2. NCC Battalions-Girls	6
	3. Armed Squadrons	2

4. Air Squadrons	7
5. Naval Units	2
6. Engineering Battalions	2
7. Signal Companies	1
8. E.M.E. Units	3
9. Medical Battalions	2
10. Battery	1
11. O.T.C.	1

Total ... 57

(b) Staff

1. NCC Officers	862
2. Head Clerks	35
3. Accountants	40
4. Clerks	352
5. Lascars	460
6. Drivers	157
7. Peons	64
8. Sweepers	60
9. Chowkidars	51
10. Boat Keepers	4
11. Air Modelling Instructors	6
12. Ship Modelling Mech	2
13. Ship Stores.	2

Total ... 2,107

(c) Cadets

(i) NCC Senior Division

(i) Boys	53,800
(ii) Girls	8,400

Total ... 62,200

(ii) NCC Junior Division

(i) Boys	22,450
(ii) Girls	2,000

Total 24,450

Grand Total ..... 86,650

(d) Budget Provisions

(i) Comparative Statement

	<u>Non-Plan</u> Rs.	<u>Plan</u> Rs.	<u>Total</u> Rs.
1949-50	11,16,700	-	11,16,700
1954-55	13,63,540	-	13,63,540
1958-59	21,11,920	5,00,000	26,11,920
1961-62	31,33,450	2,48,260	34,81,710
1962-63	31,94,850	7,35,000	39,29,850
1963-64	35,78,370	20,44,180	56,22,550
1964-65	33,53,580	27,62,000	66,15,580

(e) Plan Expenditure

First Plan	Rs. Nil
Second Plan	23,74,000
Third Plan.	87,85,000



A.C.C.(a) Sections

(i) Boys	1,377
(ii) Girls	139
Total	<u>1,516</u>

(b) Staff

Teachers: 1,516

(c) Cadets

(i) Boys	82,620
(ii) Girls	<u>8,340</u>

Grand Total .... 90,960

VIII. MISCELLANEOUS1. RECOGNITION OF MERIT OF TEACHERS(a) State/National Awards

Year	State Awards		National Awards	
	Officials	Non-Officials	Officials	Non-Officials
1958-59	-	-	2	-
1959-60	-	-	4	-
1960-61	-	-	3	1
1961-62	-	-	3	2
1962-63	4	1	4	1
1963-64	-	-	1	4
1964-65	-	-	2	2

(b) Teachers' Welfare Fund

Year	Collections made	Grants disbursed
1962-63	Rs. 1,52,638.27	-
1963-64	Rs. 75,237.55	-
1964-65	Rs. 46,534.59	-
Total	Rs. 2,74,410.41	-

(c) Fee Concession

Children of all teachers in Government Schools whose basic pay does not exceed Rs. 3,000 per annum receive free education upto Higher Secondary Standard.

2. AWARDS ON BASIS OF OUTSTANDING RESULTS

Taking the overall pass percentage of the relevant subject in the Public Examinations (Middle, Matriculation and Higher Secondary) as Base, if the results are:-

	Nature of Award given
(i) 41 to 55% above the base	One increment
(ii) 56% and more above the base	Two increments
(iii) Commendation Certificates for three consecutive years on the basis of results from 16 to 40% above the base	One increment.

**3. UNADJUSTED B.T./B.EDs.**

Subject	Number of Candidates Recommended by the SSS Board.	Quota at 25% Reserved for Un-adjusted BT/BEds.	Number of persons adjusted so far.
<u>Teachers</u>			
Social Studies	2,190	730	490
Mathematics	960	320	5
Science	809	294	•
<u>Missresses</u>			
Social Studies	1,095	365	31
Mathematics	270	90	1
Science	148	49	1
Grand Total	<u>5,546</u>	<u>1,848</u>	<u>528</u>

**4. PERCENTAGE OF TRAINED & UNTRAINED TEACHERS**

Schools	Trained	Un-trained
Primary	32.5	17.5
Middle	33.9	16.1
High & Higher Secondary	32.6	17.4

**5. EXAMINATIONS**

(i) Middle Standard Examinations

Year	Number of Candidates Appeared	Number of Candidates Passed
1959	1,13,367	95,256
1960	1,16,118	90,160
1961	1,27,274	1,05,322
1962	1,42,505	1,02,599
1963(Annual)	1,59,353	1,26,732
1963(Supplementary)	42,004	12,039
1964(Annual)	1,70,749	1,32,983
1964(Supplementary)	45,263	23,861

(ii) J.D.T. Examinations

1959	5,558	4,268
1960	2,007	1,667
1961(Annual)	3,941	2,497
1961(Supplementary)	1,313	950
1962(Annual)	2,879	2,017
1962(Supplementary)	723	407
1963(Annual)	9,601	7,211
1963(Supplementary)	4,265	3,341
1964(Annual)	12,233	10,122
1964(Supplementary)	1,900	1,527
1964(Annual)	7,873	5,335
Integ-rated course 1964(Supplementary)	2,643	1,377

Integ-rated course J.D.T. 1st Year

**6. SCHOLARSHIPS AND LOANS**

(a) Schools

- (i) Stipends to Harijans and other Backward Classes ----- 65.36 lakhs
- (ii) Scholarships/Stipends under various Schemes ----- 33.53 lakhs