



सत्यमेव जयते

PLANNING COMMISSION
(EDUCATION DIVISION)

Factual Survey of Junior Technical Schools

NEW DELHI

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INTRODUCTION

It is always useful to have periodical reviews of educational programmes so as to make them more purposeful and effective, both as instruments of economic development and as aids for the self-fulfilment and enrichment of the human personality of the students. The factual survey of Junior Technical Schools, which has been conducted by the Planning Commission as a part of its preparation for the formulation of the Fourth Five Year Plan, is an attempt in this direction.

2. The importance of diversification and terminalisation of studies at the secondary schools cannot be over-emphasised. It is at the end of this stage that a large number of young students finish their formal education and enter the employment market. This is also the level at which the different economic sectors require an increasing number of persons for junior and middle level jobs. How best we anticipate the opportunities for gainful employment in a developing society and coordinate these with the development of appropriate attitudes in the students at the secondary schools together with appropriate training is the crucial test that we should apply in finding the educational soundness of our planning of secondary education and not merely its functioning as a point of entry to higher education.

3. The present survey reveals, *inter alia*, that out of 100 students for whom investment is made in terms of buildings and equipment, about 36 students come out successful at the end of the 3-Year course and of them, only 18 students join industrial employment. If the junior technical schools are to be terminal schools, then 82 per cent of the facilities are not effectively utilised. Considering the cost of education in these schools and also the paucity of resources available for educational development in the Five Year Plans, the present situation seems to call for a serious examination.

4. One may also mention in this connection some of the other problems ; such as, the relationship between junior technical schools and industrial training institutes as well as technical high schools ; gradation of skills and appropriate curricula development for the various types of institutions operating in this area and the need to weave all these programmes together into a pattern of vocational education at the secondary stage.

(ii)

5. I have no doubt in my mind that unless adequate and timely measures are taken to project a clear picture of the perspective of secondary education and link up its different development projects appropriately, secondary education will continue to remain the weak link in our system of education. I hope that it would be possible to make a bold beginning in this direction during the Fourth Five Year Plan period.

6. I may take this opportunity to express my sense of gratitude to all the Principals of the junior technical schools for having furnished the necessary data for this survey. That the survey has been completed within a period of less than three months is mainly on account of the readiness with which they have cooperated with us in this endeavour.

Dated, 2nd January, 1965
New Delhi.

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CONTENTS

	Page No.
I Purpose of the Survey	1
II Method and Scope of the Survey	1
III Summary of Findings	2
IV Distribution of Junior Technical Schools	3
V Admissions	4
VI Utilisation of facilities	5
VII Wastage	6
VIII Post-educational career of out-turn	8
IX Some suggestions	9
X Conclusions	11
 <i>Annexures</i>	
I A note on Junior Technical School Scheme	13
II Junior technical schools included in the survey	15
III Proforma used for the survey	17
IV Analysis of responses received for the survey, by States.	19
V Distribution of junior technical schools, by States and by unit-size	20
VI A gist of suggestions made by junior technical schools	21
 <i>Statements</i>	
I Admissions to junior technical schools, 1960-61 to 1963-64, by institutions	23
II Utilisation of facilities, by institutions	29
III Wastage of facilities—drop-outs and failures, by institutions	33
IV Post-educational activity status of outturn from junior technical schools, by institutions	36