

**THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION**

**First Annual Report
(1959-60)**



**MINISTRY OF EDUCATION
GOVERNMENT OF INDIA
1960**

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FIRST REPORT
OF
THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION—ITS
RECOMMENDATIONS AND THEIR IMPLEMENTATION—
SEPTEMBER 1959—OCTOBER 1960

**National Committee on Women's Education, May 1958—Report to
Government in January 1959**

The serious lag in the education of girls and women, which had persisted over the years, and which had not shown improvement to any appreciable extent even after ten years of freedom led the Government of India to consider the need for taking some special steps to meet a situation, which was not conducive to national interests and aspirations. In May 1958, therefore, the National Committee on Women's Education was appointed, under the chairmanship of Shrimati Durgabai Deshmukh to go into the whole question of the leeway to be made up in the education of girls, to examine the possibility of providing suitable vocational training for women and to suggest suitable measures to be taken. The Committee went into the problems thoroughly and submitted a comprehensive report to Government in January, 1959.

Policy Recommended to Government

Its main conclusion was that the education of girls and women had been sadly neglected in the past and consequently there was a wide disparity in the education of men and women and boys and girls at all levels and stages of education. If it continued to be treated as a part of the general problem of education, the gap that exists between the education of girls and boys is unlikely to be bridged for many years to come. Special measures would have to be taken by initiating a programme meant exclusively for girls and women and providing specific funds for this purpose as well as creating a special machinery which would efficiently and speedily implement this programme and see that rapid progress is made.

Central Advisory Board of Education considers the report

This report was introduced by the Education Minister, Dr. K. L. Shrimali to the members of the Central Advisory Board in February, 1959. The salient features of the report were explained to the Board

Shrimati Durgabai Deshmukh and the Education Minister expressed the hope that as many recommendations of the National Committee on Women's Education as feasible would be taken up for implementation during the Third Five Year Plan period.

Government of India Generally Accepts the Policy Recommended

The policy recommended by the Committee was examined carefully in the Ministry of Education and has been accepted by the Government in principle. It has accordingly been decided to accord a very high priority to girls' education in the Third Five Year Plan and that the Government would take up a special programme for promoting girls education during 1961-66.

Government Accepts Suggestion for Special Machinery

Any scheme of development will produce the desired results only if it is administered with imagination, efficiency and a sense of involvement. It becomes workable only if it is planned realistically and its policies laid down clearly. Its working details have to be carefully drawn up in view of the varying degrees of disparity obtaining in different States and areas within the States.

The Government of India have, therefore, accepted the National Committee's recommendation that—

- (a) there should be *at the Centre* a National Council for Women's Education for guidance, leadership and advice and a Unit in the Ministry of Education to deal with Girls' and Women's Education;
- (b) there should be State Councils for girls' and women's education for guidance, leadership and advice *at the State level* and women Deputy/Joint Directors to be in charge of girls' and women's education in the States.

The Ministry of Education, therefore, decided in July, 1959 to set up the National Council for Women's Education, to advise the Government on all matters relating to the education of girls and women. Accordingly the National Council was set up in September 1959 with Shrimati Durgabai Deshmukh as Chairman. A unit was also established in the Ministry of Education subsequently to deal with the issues arising out of the programmes formulated for promoting girls' and women's education and to expedite action in the light of Government decisions.

Functions of the National Council

The functions of the National Council are:

- (a) To advise Government on issues relating to the education of girls at school level and of adult women.
- (b) To suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women in the fields stated at (a).
- (c) To suggest measures for utilising to the best voluntary effort in the field of education of girls and women as in (a).
- (d) To suggest suitable measures for educating public opinion, in favour of the education of girls and women.
- (e) To assess the progress achieved from time to time and suggest measures for evaluation of work done|being done and for watching the progress of implementation.
- (f) To recommend collection of specific data on problems relating to the education of girls and women and to recommend sample surveys and research projects and/or Seminars as may be deemed necessary from time to time.

The nominations to the Council were received from the two Houses of Parliament, concerned Central Ministries and State Governments by the end of *September*, 1959. The composition of the Council is as follows:

Chairman

Shrimati Durgabai Deshmukh.

A non-official woman to be appointed by the Ministry of Education.

Members of the Council

Two representatives of Parliament	1. Smt. Chandravati Lakhanpa M. P. 2. Smt. Jayaben Shah, M.P.
One representative of Central Advisory Board of Education	Smt. Hansa Mehta, Ahmedabad
Two representatives of Ministry of Education	1. Smt. Mona Hensman, Madras 2. Smt. Indumati Chiman Lal, Ahmedabad
One representative of Planning Commission	Shri M. R. Kothandaraman
One representative of Ministry of Community Development and Cooperation	Mrs. P. P. Naidu

One representative of Ministry of Health	Dr. (Mrs.) S. Bhatia
One representative of Ministry of Labour	Shri B. R. Seth.
One representative from Each State Government (official or non-official) and one from the Centrally administered areas	Smt. Subramanyeswari, (Andhra Pradesh) Smt. Puspa Lata Das, M.P. Tezpur. (Assam) Smt. Zahra Ahmed, M.L.A. Patna. (Bihar) Shri M. D. Rajpal, Ahmedabad (Gujarat) Dr. A. G. Pawar, Poona. (Maharashtra) Begum Barkat Jalal-ud-din, Srinagar. (J & K.) Mrs. O. C. Srinivasan, (Kerala) Smt. P. Timothy, Bhopal (Madhya Pradesh) Shri Srinivasan, I.A.S., Madras (Madras) Shrimati M. R. Lakshamma, M.L.C. Bangalore (Mysore) Smt. I. L. Sinha, Cuttack (Orissa) Miss S. Sen, Chandigarh. (Punjab) Smt. Prabha Mishra, M.L.A. Ajmer. (Rajasthan) Smt. K. Gupta, Calcutta. (West Bengal) Kumari K. D. Khanna, Allahabad (Uttar Pradesh) Shri K. L. Sethi, Simla

Miss S. Rajan.

Secretary,

An officer of the Ministry
of Education.

First Meeting of the Council Convened

In view of the fact that certain broad policies, programmes and targets had to be indicated and policy decided for formulating suitable proposals for the Third Plan, for promoting women's education, the first meeting of the Council was convened rather urgently. The Council was inaugurated by the Union Minister for Education Dr. K. L. Shrimali on the 16th of October, 1959. Definite recommendations were made to the Government regarding the policy to be adopted for the education of girls and women in the Third Plan as below:—

Targets for the Third Plan

The Council suggested the following as feasible targets for enrolment of girls for the Third Plan:—

- (i) The education of girls should be as fully developed as that of boys in the age group 6-11

- (ii) The number of girls enrolled in the age group 11-14 should be *at least half* that of boys in the same age group.
- (iii) The number of girls enrolled in the age group 14-17 in the secondary stage should be *at least one third that of boys* in the same age group.
- (iv) Education of girls at the University stage should be expanded as largely as possible.
- (v) Special educational facilities in the form of condensed courses to prepare adult women for passing the Middle or Matriculation Examination should be so organised as to ensure two such courses in every block of hundred villages.

2. Funds

A sum of not less than Rs. 100 crores should be allocated for the special programme in the Third Plan and a sum of Rs. 10 crores earmarked during the remaining period of the 2nd Plan for expansion of girls' education at all stages. A detailed programme should be drawn up by the Council for submission to the Government in this connection.

3. Flexibility of the Programme

The Programme of Central Assistance in respect of the Special Scheme for the education of girls and women should be flexible and each State should have full scope, subject to the overall policy and funds placed at its disposal for the purpose, to select any of the approved programmes for its area.

4. Matching System of Grants

The system of matching grant should be done away with in so far as the development of education of girls and women is concerned and the entire financial responsibility should be that of the Government of India.

5. Adequate and Special Machinery

At the Centre steps had already been taken to create special machinery by setting up the National Council for Women's Education. In the States also necessary steps should be taken to create similar machinery.

6. Voluntary Organisations

These play a very important role in Women's Education, but are experiencing numerous difficulties in getting financial assistance.

A high power committee should be appointed by the Government to examine the whole problem and to simplify the existing procedures for payments of grants-in-aid.

The Council Appoints a Sub-Committee

A sub-committee was appointed to make detailed recommendations to the Government on target, policy and programme, for the education of girls and women at various stages, on the basis of the programme considered at the first meeting of the Council held on 16th and 17th of October, 1959. The composition being:

Chairman

Shrimati Durgabai Deshmukh

Members

1. Shri P. N. Mathur, Banasthali
2. Shri J. P. Naik, Min. of Education
3. Shri P. D. Shukla, Min. of Education
4. Shri D. P. Nayar, Planning Commission
5. Smt. Mona Hensman, Madras
6. Miss S. Sen, Punjab
7. Miss K. Khanna, U.P.

Secretary

8. Miss S. Rajan, Ministry of Education

Implementation of the Recommendations

Immediately after the first meeting, the Chairman wrote to the Education Minister regarding resolutions passed by the Council and indicated where immediate action by the Ministry was required.

The Chairman of the Council also wrote to the Chief Ministers| Education Ministers regarding the immediate steps which have to be taken to create necessary minimum machinery in the States so that the recommendations made by the Council could be taken up in a forceful way. The Chairman has also since then, been able to tour many of the States and to discuss these matters as well as the special programme with the Ministers and others concerned. The response to these approaches has been very good and encouraging.

Establishment of State Councils

In view of the importance of associating non-official agencies and opinion with this work, the Ministry of Education had requested the State Governments/Administrations to establish State Councils for Women's Education on the lines of the National Council. The following States|Governments|Administrations have already constituted their Councils:

Name of State Administration	Chairman
1. Bihar	Education Minister
2. Mysore	Smt. Laxmi Devi Ramanna, M.L.A.
3. Orissa	Education Minister
4. Rajasthan	Education Minister
5. Uttar Pradesh	Begum Ali Zahir
6. Himachal Pradesh	Shri K. L. Sethi, Director of Education
7. Manipur	Smt. Vimla Raina
8. Maharashtra	Minister of Education
9. Madhya Pradesh	Smt. Vimla Sharma
10. West Bengal	Education Minister
11. Assam	Name awaited
12. Jammu & Kashmir	To be appointed
13. Punjab	To be appointed
14. Delhi	To be appointed
15. Pondicherry	To be appointed

This matter is under consideration with the Governments/Administrations of Gujarat, Andhra Pradesh, Madras and Tripura. Kerala, however, do not consider such a Council necessary.

State Councils were able to hold their meetings in Mysore, West Bengal, Rajasthan, Manipur, Himachal Pradesh to consider the special difficulties in the way of girls' education just before the 2nd meeting of the National Council. The reports relating to the work of State Councils are expected to be included in the subsequent reports of the National Council.

Women Deputy/Joint Directors in the States

In view of the importance of the programme, the Ministry of Education endorsing the recommendation of the National Committee and the National Council recommended to the State Governments that

there should be in each State Department of Education, a Deputy Director or Joint Director of Women's Education who should be specially charged with the formulation and execution of the special programmes for the education of girls and women in the States.

The following States/Administrations have already appointed or decided to appoint suitable officers to deal with the education of girls and women:

States/Administrations	Name of Women Deputy/Assistant Director
(1) Assam	Mrs. B. Lais
(2) Andhra Pradesh	Name awaited
(3) Bihar	Miss D. H. Acharjee
(4) Mysore	Shri K. B. Tergaonkar
(5) Orissa	Mrs. I. L. Sinha
(6) Rajasthan	Name awaited
(7) Uttar Pradesh	Kumari K. D. Khanna
(8) Madhya Pradesh	Shrimati P. Timothy
(9) West Bengal	Smt. Karuna Gupta
(10) Jammu & Kashmir	Begum Jalal-ud-din
(11) Punjab	Miss S. Sen
(12) Delhi	Mrs. K. Reddy

This question is under consideration with the Governments of Maharashtra and Gujarat. The State Governments of Madras and Kerala do not consider such an appointment necessary. Himachal Pradesh Administration has put a lady Education Officer in charge. No decision has been taken by the Administrations of Manipur and Tripura.

Government Takes a Decision on Specific Funds for Women's Education

The Government have not been able to accede to the recommendations to provide an additional 10 crores for the education of girls and women only, during the remaining period of the 2nd Plan.

However, a sub-scheme for providing hostel facilities for girls' institutions at the middle and secondary stages has been taken up in the last year of the 2nd Plan. A sum of Rs. 25 lakhs is likely to be spent on this scheme during 1960-61.

As for the Third Five Year Plan the Government are making specific allocation for taking up Special Schemes for expansion of Girls' Education.

National Council Submits Special Programme

The sub-committee of the Council submitted to the Ministry in November 1959, the Council's special programme for 100 crores for consideration for the Third Plan. Brief reference as to the targets and financial implications is made below.

Name of the Scheme	Primary		Middle		Secondary	
	Target	Cost Rs. in crore	Target	Cost	Target	Cost
1. Quarters for women teachers	50,000	12.50	10,000	2.50	..	..
2. Village allowance to women teachers for working in rural areas	1,00,000 (teachers)	6.00	5,000 (teachers)	0.50	..	..
3. School mothers in co-educational schools]	17,000	2.00	4,000	0.20	..	..
4. Condensed educational courses for adult women for securing more women teachers	2,600 (courses)	6.50	480 (courses)	1.20	480	1.20
5. Part time classes for increasing teachers . . . . .	..	..	..	..	5,000	2.0
6. Stipends for teacher trainees	10,000 (trainees)	1.00	..	..	..	..
7. Attendance prizes, scholarships and allowances	10,00,000 (girls)	4.00	5,00,000 (girls)	1.50	..	..
8. Amenities like Sanitary blocks	1,00,000 (schools)	2.0	25,000 (schools)	1.00	2,000 (schools)	0.45
9. Grant of clothing etc.	10,00,000 (girls)	3.0	5,00,000 (girls)	1.50	..	..
10. Educating public opinion (shown in primary for all stages) . . . . .	..	1.0	..	..	..	..
11. Free tuition to certain categories of girls . . . . .	..	..	5,00,000 (girls)	3.00	30,000	3.0
12. Hostels for girls . . . . .	..	..	200 (hostels)	5.00	150 (hostels)	3.75
13. Free or subsidised transport . . . . .	..	..	..	..	ad hoc	0.40

Name of Scheme	Primary		Middle		Secondary	
	Target	Cost Rs in crores	Target	Cost	Target	Cost
14. Scholarships and stipends	2,70,000 (girls)	4.20
15. Suitable courses for girls	300 (courses)	1.65
TOTAL		36 crores		16.255 crores	..	16.65 crores
Other Schemes						Cost
(Rs. in crores)						
1. Educational facilities for adult women for providing women personnel in all fields for plan programmes. Target (72000 courses)						18
2. Pre-primary classes attached to primary schools, starting and maintaining training institutions and collection of data.						4.1
3. Higher Education—						4.00
(i) Scholarships for collegiate stage.			2.5 crores			
(ii) National Institute for Women's Education			1.5 crores			
4. Social Education Programmes for Women (ad-hoc)						3.00

Besides the above, the National Council suggested that the University Grants Commission may be requested to provide a sum of Rs. 5 crores for construction of girls hostels in colleges.

Working Group on Education Considers the Programme

The schemes suggested by the National Council were considered by the Central Working Group on Education for incorporation in the Third Five Year Plan in their meeting held in November, 1959. The Group accepted the recommendations of the Council and a provision of Rs. 94.85 crores was included in the draft plan.

National Council Suggests Basis of Allocation of Available Funds

As funds are likely to be limited the Council felt that a suitable formula for financial assistance by the Centre to the State Governments which takes into consideration the more urgent needs of the less advanced States, without at the same time ignoring the needs of the more advanced States for improvement and further development, has to be evolved. They have accordingly suggested that for the

primary stage 75% of the provision may be allocated to State Governments on the basis of the number of girls not enrolled calculated per capita and the remaining 25% on the basis of the number of girls enrolled. *For the middle and secondary stages* the difference between more progressive and less advanced States not being very distinct, the formula may be to allocate the provision on the basis of the number of girls not enrolled only.

This is under consideration of the Government.

National Council Recommends Policy Regarding Preparation of Special Schemes for Third Plan

Though the funds that will actually be made available for this programme is not known, the Council felt that State Governments/Administrations might be asked to go ahead with the preparation of their special schemes according to local conditions and needs. It is, however, important that a minimum level of enrolment is fixed for each State. Those areas which show less than a certain percentage should be treated as areas for intensive development and receive priority in planning and allocation of funds. It will be necessary to determine the special difficulties of such backward areas and the type of schemes which would be suitable to raise the enrolment of girls in these areas. *The States should, therefore, have full freedom to select suitable schemes from the programme or suggest new ones to suit any peculiar difficulty.*

The *special programme*, the Council suggested, should be directed to overcome the special difficulties that stand in the way of the education of girls and to remove the various disabilities from which they suffer. It would thus be meant only for girls and would be over and above the *general programme* of development which will be for both boys and girls. The need for such a special programme would disappear when the existing wide gap is narrowed down to an appreciable extent.

The Government of India considered these suggestions carefully and addressed all the State Governments/Administrations in March 1960 for the preparation on the above lines of a special programme for the education of girls and women to be taken up during 1961-66.

Ministry of Education Suggests Feasible Targets in the Light of Suggestions of the National Council and overall Targets Suggested by Planning Commission

The Ministry reviewed the position taking into account the likely achievement in respect of the enrolment of girls by the end of the Second Plan period. By 1960-61 at the *primary stage* 107 lakhs of

girls or 42.7% as against 224 lakhs of boys or 84.9% are expected to be in school. By the end of the Third Five Year Plan the number of non-attending girls is expected to be 193 lakhs. Under the circumstances the target of universal enrolment of girls at this stage is neither feasible nor possible. The Ministry, therefore, felt that a feasible target for the enrolment of girls at this stage would be 50% of girls in the States of Jammu and Kashmir, U.P., Rajasthan, Bihar, Orissa and Madhya Pradesh and 90% in the remaining States/Administrations. Even then the additional number of girls to be brought into school will be about 109 lakhs which will mean more than trebling the present rate of enrolment of girls.

At the middle stage, the enrolment position in 1960-61 is expected to be 16 lakhs of girls or 8.3% as against 54 lakhs of boys or 34.3%. In accordance with the suggestion of the Council, the feasible targets suggested for this stage are to enrol a minimum of 12.5% of girls in the States of Jammu and Kashmir, Rajasthan, Bihar, Uttar Pradesh, Orissa and Madhya Pradesh and a minimum of 25% in the remaining States/Administrations as against the overall national target of 30% fixed by the Planning Commission. Even then the additional number of girls to be brought into school would be about 20 lakhs which will mean more than doubling the present rate of enrolment of girls.

At the secondary stage, the enrolment in 1960-61 is expected to be 5.5 lakhs of girls or 4.2% as against 23.9 lakhs of boys or 18%. The Ministry has suggested that a feasible target for this stage would be therefore to aim at 5% of girls in the States of Jammu and Kashmir, Rajasthan, Uttar Pradesh, Bihar, Orissa and Madhya Pradesh and 10% in the remaining States/Administrations as against the 15% overall national target fixed by the Planning Commission.

As for the University and adult stages no specific targets have been suggested by the Council. The recommendation is only to increase the enrolment of girls as largely as feasible at the University stage and for adult women to organise one or two condensed courses in as many blocks as possible.

On the basis of these suggestions which have been endorsed by the National Council, the States/Administrations have been asked to finalise their plans for the Third Five Year Plan.

The Second Meeting of the National Council

As stated earlier, in the total education Plan of Rs. 980 crores suggested by the Planning Commission, the provision suggested for girls education was Rs. 94.85 crores. But as the total allocation was

cut down to Rs. 370 crores it was felt that on the basis of proportionate reduction the education of girls would get about Rs. 36 crores in consideration of the high priority accorded to this programme by the Government. The Chairman of the Council therefore convened a meeting of the Council on 5th and 6th of August, 1960 to consider the size and content of the programme in the light of the allocations which had been cut drastically.

The Council considered the break-up of provisions suggested for girls' ducation by the different bodies as given below:

Stages	(Rs. in crores)		
	As recommended by National Council	As recommended by Working Group	As agreed to by Planning Commission
Primary	38	38	5
Middle	16.25	16.25	6
Secondary	16.65	16.00	5
Adult	18.00	18.00	..
University	4.00	2.50	1
Pre-primary	4.10	4.10	..
Social	3.00	Built in	..
TOTAL	100.00	94.85	17

The Council took note of the adverse effects of such a low allocation for this important programme. Unless vigorous measures are taken to bridge the gap between the education of boys and girls, the disparities will not be reduced to an appreciable extent within a reasonable period. If sufficient priority is not given to these special programmes and if adequate funds are not provided for the purpose, the pace at which this gap is being bridged which is already slow will be slowed down further. The women personnel required for the implementation of various plan schemes will also not be available and ultimately the plan itself will suffer to that extent. The Council therefore strongly recommended that the allocations in respect of this sector should be appreciably increased. In any case the reduction effected should not be greater than proportionate.

This suggestion has subsequently been endorsed by the Education Panel of the Planning Commission in their meeting held on 9th August 1960.

Provisions Likely to be Available according to Present Indications and Proposed Schemes for the Third Five Year Plan

Unless the Planning Commission increases the allocations on the basis of the strong representations made to them, the programme of girls' education will be taken up at an estimated outlay of Rs. 17 crores.

The Ministry of Education has, therefore, proposed the following schemes to be taken up during the Third Five Year Plan period.

1. Special programme for expansion of girls' education and training of women teachers at the elementary stage—outlay Rs. 11 crores.
2. Special programme for expansion of girls' education at the secondary stage—outlay Rs. 5 crores.
3. Establishment of National Institute for the higher education and training of women—outlay Rs. 1 crore.
4. Scheme to provide financial assistance for putting up buildings for setting up industrial training Centres—outlay Rs. 58·80 lakhs.

The sub-schemes at the elementary and secondary stages which are intended to step up the enrolment of girls are in accordance with the schemes recommended by the National Council which have already indicated earlier.

The Third scheme viz. the establishment of National Institutes for Women's Education needs special mention. Few women in our country, now have a chance of developing their latent powers for leadership in several spheres of life, mainly owing to social disparities and lack of proper educational opportunities. There is, in consequence, a great shortage of trained women, particularly for the higher executive jobs. The development of our social life in general and the implementation of our national plans in particular, suffer a great deal on this account and it would not be possible to remedy this situation materially unless immediate steps are taken to select talented and promising young women and provide them with necessary educational facilities.

The National Council had been studying this problem for some time past. The subject was discussed in the first meeting of the Council to some extent and in some greater detail in its Second meeting. The Council felt that (i) these institutes should function at the post-secondary or the University stage. (ii) In view of the limited finances available and paucity of suitable personnel it would be desirable to concentrate on a few selected important

fields rather than to spread the programme over a wide area. (iii) The primary object of these institutes should be to train promising women for high level executive jobs in selected fields where women personnel is badly required. (iv) They should also serve as centres of fundamental research and thinking with regard to the place of women in various spheres of life. The proposal for the Third Plan is to set up only one or two such institutes in the first instance. A Committee under the chairmanship of Mrs. Indira Gandhi has been set up by the Council for working out details of this Scheme.

The fourth scheme is intended to assist voluntary organisations for putting up buildings for setting up industrial training centres for women in those fields where women personnel are needed and where there is employment potential. This scheme if approved finally, will be implemented in collaboration with the Ministry of Labour. In this connection the question of providing training in vocational trades for girls and women was discussed in detail at the 2nd meeting of the Council and later followed up with a series of meetings by the chairman of the Council and the representatives of the D.G.T.E, Ministry of Education and Planning Commission. It was agreed that a beginning should be made in the 3rd Plan by starting two training centres per State for girls and women with the requisite educational qualifications, each centre providing courses in 9 trades and each trade taking up 16 girls or women.

Other provisions for Women's Education

Besides this 17 crores, on a recommendation made by the National Council, the University Grants Commission has, subject to availability of funds, decided to earmark a sum of Rs. 2 crores for construction of hostels for girls in colleges. The Central Social Welfare Board has also set apart a sum of Rs. 3 crores for condensed educational courses for adult women.

National Council's Recommendation for Providing Funds for Technical and Vocational Training for Girls

The National Committee on Women's Education while going into the whole question of the backwardness of Women's Education had observed that women were not generally joining any of the institutes for technical education, though they are co-educational and there is no bar to their admission. They had therefore recommended to the Government that courses suited to girls should be introduced in polytechnics. A recommendation to that effect was also made by the National Council. This was followed up by a

series of discussions by the chairman of the National Council with the representatives of the Ministries of Scientific Research and Cultural Affairs, Education and Planning Commission.

It was agreed that a scheme for the establishment of Junior Technical Schools/Polytechnics for girls and Women in each State be included in the Third Five Year Plan. The details of this scheme have also been finalised and circulated to State Government/Administrations.

The estimated expenditure is about Rs. 5 crores.

The Council Considers the National Service Scheme in its Applications to Girls

At the second meeting, the National Council considered the various aspects of the scheme of National Service by boys and girls after completion of Pre-University/Higher Secondary stage and prior to entry into University. The Council had the benefit of the guidance of Dr. C. D. Deshmukh who initiated the discussion by pointing out the main features of the scheme. The Council resolved that adequate precaution will be necessary to safeguard the interests of girls participating in the programme. The Council has therefore recommended to the Government that the National Council and State Councils be associated with the planning and implementation of the Scheme in a suitable manner. This is under consideration of the Government.

The Council Suggests taking up of Specific Problems Relating to Women's Education for Intensive Study

The Council at its 2nd meeting endorsed the view put forward by the Chairman that it should be one of its important functions to make an intensive study of all the complicated problems relating to the education of women. Three such problems suggested in this connection are (i) pre-primary education (ii) integration of welfare and educational work in rural areas (iii) employment of women. There has also been a suggestion that the training of gram-sevikas and women primary teachers should be integrated as largely as possible and the women primary teachers of the future may also assist in the implementation of welfare programmes for women and children. A committee under the chairmanship of Dr. (Mrs.) Chitra Naik of Mouni Vidyapeeth, Gargoti is at present engaged in the study of this suggestion. As regards pre-primary education, the Central Social Welfare Board at their meeting held on the 25th of October has on a recommendation made by the

on the need and importance of women's education. The Council has, therefore, appealed to all the members of the National Council and State Councils and to voluntary organisations and social workers to organise intensive and sustained campaigns for the purpose. The Union Minister of Education, Dr. K. L. Shrimali also stressed this point while addressing the members of the Council at the time of the Second Meeting.

Conclusion

The Council has recorded its satisfaction at the progress that has been made at the Centre and in the States in regard to the implementation of its recommendations and expressed confidence that with the cooperation of all including State Councils and Central and State Governments, it would be possible for the Council to discharge its responsibilities in this field, satisfactorily.

Third Report of the National Council for Women's Education Its Recommendations and their Implementation (January 1962—March 1963)

I. Introduction

1. This Report of the National Council for Women's Education is the third in the series incorporating the achievements made in the implementation of the various programmes proposed by the Council for promoting the education of girls and women and pertains to the period January 1962 to March 1963. The first two Reports, already published, covered the period 1959 to 1961.

2. Between January 1962 and March 1963 the National Council met once on January 9 and 10, 1962. The First Conference of Chairmen and Secretaries of the State Councils for Women's Education and Members of the National Council was held on June 6 and 7, 1962, to review the policy, programmes and provisions made for girls' education during the current Plan period and also to consider details of a minimum programme of activities to be undertaken by all State Councils. The Conference, for the first time, provided a forum for exchange of ideas and experiences to tackle the problems which the State Councils have been facing in various areas. The important resolutions passed by the Council are given later at appropriate places.

II. Follow-up of the Main Recommendations of the National Council Made in the First Four Meetings Held So Far

(a) Targets for Enrolment

3. In order to accelerate the pace of expansion on a planned basis the National Council had recommended to the Government that separate targets should be fixed for the enrolment of girls at the various stages. The Government accepted this suggestion and targets, as given in table No. 1 on page 2 of the Report, were fixed for all stages of school education. For the university stage, the target fixed was 2.32 lakhs of girls as against 9.09 lakhs of boys. Separate State-wise enrolment targets for girls and boys had also been fixed at all stages. This was considered to be satisfactory. It was also hoped that all efforts including additional measures would be taken to achieve the targets fixed.

4. During the year under review, the Council brought to the notice of the State Councils again that even to achieve these targets the rate of annual increase of enrolment of girls would have to be at least trebled at the primary stage and doubled at the middle, secondary and university stages.

5. The Council further proposed that it was not enough to fix the Plan period enrolment targets for girls at all stages, but that it would

be necessary to fix year-wise enrolment targets in the light of overall targets already finalised, as the position needed reviewing on the basis of actual enrolment figures every year.

6. This suggestion, though made to the State Governments by the Union Ministry of Education, on the recommendation of the National Council, has yet to be implemented by the State Education Departments. Why such a suggestion for fixing year-wise targets was made and why it is very desirable, may even necessary, to revise targets every year will be clear if the performance in the States of enrolment in the first year of the Third Plan is studied. The figures for 1962-63 are still being collected by the Ministry of Education.

(b) *Performance in the Matter of Enrolment in the First Year of the Plan*

7. A study of enrolment figures at all the school stages of education during the first two years of the current Plan has brought to the light two important facts which should be of great interest to all educationists, planners and particularly to the members of the Council. They are: (1) due to enrolment drives and other propaganda measures taken by the State Governments and general awakening in masses about the necessity of schooling, the overall targets fixed for the year-wise enrolment have exceeded at all stages; and (2) the increase in enrolment of boys, at all stages is phenomenal but there are shortfalls in the enrolment of girls. The tables given below show the All-India figures regarding targets fixed for enrolment by 1965-66, as well as for 1961-62.

Table No. 1

*Targets for Enrolment at All Stages of School Education by 1965-66
(Targets for 1961-62 in brackets)*

Classes	Enrolment (in lakhs)			Percentage of the population in the age-group concerned		
	No. of boys	No. of girls	Total	Boys	Girls	Total
I-V	301.16 (60.23)	195.19 (39.04)	496.35 (99.27)	90.4	61.6	76.4
VI-VIII ..	70.00 (14.00)	27.48 (5.50)	97.48 (19.50)	39.9	16.5	28.6
IX-XI	35.71 (7.14)	9.85 (1.97)	45.56 (9.11)	23.7	6.9	15.6

Table No. 2

Progress of Enrolment at All Stages of School Education by 31st March 1962 (Provisional)

Classes	Enrolment in number			Percentage of the population in the age-group concerned		
	Boys	Girls	Total	Boys	Girls	Total
I-V	2,57,48,556	1,26,83,341	3,84,31,897	86.6	45.4	66.5
VI-VIII ..	56,80,711	18,78,681	75,59,392	39.1	13.5	26.6
IX-XI	24,69,165	5,81,773	30,50,938	11.4	4.5	11.7

8. It will be seen that while the targets laid down for enrolment of boys for the entire Plan have already been fulfilled (as in the case of VI to VIII classes) or are going to be fulfilled by 1963-64, i.e. within the first two years of the Third Plan, the pace of enrolment for girls is considerably slow. There is a real danger that unless the tempo for enrolling girls is quickened, the disparity between the education of boys and girls would be wider by the end of the Third Plan; for not only the targets laid down for boys would be fulfilled but exceeded considerably and perhaps at the cost of girls' education.

9. That the pace is considerably fast for enrolment of boys than for girls is borne out if a comparison of the figures of enrolment and percentages at all levels of school education for 1960-61 and 1961-62 is done.

Table No. 3

Incidence in Enrolment from 1960-61 to 1961-62 (Provisional)

Classes	Additional numbers brought to school in 1961-62			Increase in percentage of the population in the age-group concerned		
	Boys	Girls	Total	Boys	Girls	Total
	I-V	22,69,582	13,65,858	36,35,440	5.5	4.3	4.9
VI-VIII	6,30,232	2,76,191	9,06,423	3.4	1.6	2.5
IX-XI	1,56,881	51,037	2,07,918	0.7	0.2	0.5

10. If the disparity in education of girls and boys is to be removed by the end of the fourth Plan, it is not enough to keep the rate of increase as much as that of boys but it has to be increased by 75 to 100 per cent than that of boys. The situation is deplorable because the rate of enrolment is not even equal to that of boys. The State-wise figures for enrolment (provisional) for 1961-62 for all stages of school education and State-wise percentages to the population in the age-groups concerned are given at Annexures I and II.

11. The Council, therefore, proposed that the State Governments should evaluate carefully the progress made in implementing the programme for girls' education and take further measures as might be needed for realising the targets set for the Third Plan.

12. In this connection, some State Governments, viz. Maharashtra, Madras, Delhi, etc., have even agreed that the targets fixed for girls would be revised and an attempt would be made to universalise primary education for both boys and girls by the end of the current Plan period. The Chairman further took up the question of achieving the targets fixed for girls at the primary stage with the Education Ministers of other State Governments and made a specific request that necessary measures should be adopted to ensure that no short-falls occurred in respect of the enrolment of girls in the remaining years of the Plan period.

(c) Incentive Programme for Increasing the Enrolment of Girls

13. Recognising all the difficulties in bringing girls to schools in sufficient numbers, the Government, for the Third Plan, has finalised

a programme of expansion on the lines recommended by the National Council for Women's Education, the implementation of which calls for a massive effort throughout the country and more especially in those States where the position of girls' education is extremely backward. The Plan has, therefore, provided special schemes to serve as incentives for expanding enrolment of girls and increasing the number of women teachers in addition to the normal programme. Accordingly, there are two programmes in the field of education :

- (i) the General Programme for both boys and girls, and
- (ii) the Special Programme exclusively for girls.

14. The Special Incentive Programme as included in the finalised Plan consists of special measures intended to attract a large number of girls (attendance scholarships, stipends, subsidised transport for girls, clothing, etc.) and also measures included to attract a large number of women teachers from rural areas (village allowance or quarters for women teachers, condensed educational courses for adult women, provision of scholarships and stipends for teacher training, etc.).

(d) Financial Provision for Special Incentive Programme

15. A sum of Rs. 12 crores has been provided for implementing the Special Incentive Programme. The Council when it met in January, 1962, however, reviewed the programmes and provisions made for girls' education and was of the opinion that the measures as included and also as adopted were not adequate to achieve the targets fixed for girls. It was, therefore, the recommendation of the Council that the outlay for the Special Inducement Programme should be substantially increased and for this it was particularly necessary to take up a supplementary scheme for increasing the number of women teachers, as sufficient numbers of women are not forthcoming particularly in the rural areas on account of various disabilities besides social and economic such as lack of accommodation, safety measures, etc. The Council had noted that only a sum of about Rs. 5 crores had now been included in the Third Plan for the purpose of increasing the number of women teachers and this sum is totally inadequate to ensure supply of the required additional number of women teachers which is about 2.65 lakhs to be in position by the end of the Plan period.

16. The estimated figure of 2.65 lakhs of women teachers is for taking care of the additional enrolment in the Third Plan. If the disparity between the education of boys and girls is to be removed by the end of the Fourth Plan, an even larger number of women teachers would be needed and if this need is to be met in a realistic manner, training programmes, condensed courses and other measures will have to be started in the Third Plan itself.

17. Complete figures about recruitment of women teachers have not been received but that the country is nowhere near in recruiting

the number of women teachers needed by it would be clear even from the incomplete figures as given in the table below :—

Table No. 4

State-wise Requirement and Recruitment of Women Teachers (Targets and Achievement)

State	Additional No. of women teachers required during 1961-66	Target for No. of women teachers to be appointed during 1961-62 and for every year of the Plan	Achievement in 1961-62 regarding appointment of women teachers		
			Primary	Middle	Secondary
Andhra Pradesh	22,570	4,514	443	N.A.	N.A.
Assam	7,405	1,481	N.A.	Nil	167
Bihar	29,725	5,945	1,847	N.A.	1
Gujarat	13,135	2,627	1,461	6	250
Jammu & Kashmir	1,090	218	N.A.	N.A.	N.A.
Kerala	5,935	1,127	1,649	1,497	959
Madhya Pradesh	15,810	3,162	108	101	22
Madras	28,895	5,779	N.A.	N.A.	N.A.
Maharashtra	23,140	4,628	N.A.	N.A.	N.A.
Mysore	22,600	4,520	633	284	N.A.
Orissa	8,435	1,687	N.A.	39	71
Punjab	11,595	2,319	1,390	N.A.	N.A.
Rajasthan	14,520	2,904	70	111	70
Uttar Pradesh	35,045	7,009	2,026	225	66
West Bengal	19,355	3,871	501	460	228
Delhi	2,875	575	783	339	N.A.
Himachal Pradesh	740	148	10	1	5
Pondicherry	240	48	15	12	6
Other Union Territories	1,835	367	234	8	9
TOTAL	2,64,645	52,929	11,170	3,083	1,860

N.A.—Not Available.

18. It may be noted that the number of girls passing various examinations in 1959-60 were as follows :—

Table No. 5

No. of Passes at Matriculation, Intermediate and B.A. examinations—1959-60

Name of Examination	No. of girls passing
Matriculation or equivalent	1,02,141
Intermediate	22,460
B.A. and B.Sc.	18,291

19. If the number of girls who would proceed to higher studies or who would not take up any work at all is deducted, the number left would not be sufficient as a base for getting approximately 53,000 teachers every year. It is true that in a few States a non-matric is still eligible for admission in training schools but, by and large, matriculation is increasingly being considered the minimum qualification for appointment even in primary schools.

20. The output of the training schools and training colleges every year comes to about 12,000 for girls' schools. Moreover, unless minimum amenities and adequate measures for security are assured, women are very understandably not prepared to take up work in rural areas.

21. Measures for increasing enrolment in middle and high schools, pre-selection of girls at secondary stage, provision of scholarships, quarters, and condensed courses were recommended by the Council and an additional provision of Rs. 10 crores was asked for increasing supply of women teachers.

22. The Education Ministry strongly supported the recommendation of the Council and forwarded it to the Planning Commission who sought State-wise details. Soon afterwards, the national emergency was declared and as cuts in various sectors of the Third Plan were imposed, the possibility of getting any additional funds receded farther. In any case, even if funds become available, not much headway can be expected if the Planning Commission again decides that the scheme should be within the State sector subject to Plan ceilings in every State.

23. The Union Ministry of Education has, however, written to all the State Governments that while finalizing their proposals for the annual plans the State Governments should take into account the needed number (as given in Table No. 4) of women teachers specifically and emphasise all programmes for extra women teachers.

(e) Separate Physical Targets for Girls' Education Under the General Programme, Wherever Feasible

24. The Planning Commission has already estimated that a sum of Rs. 175 crores would be spent for girls' education, during 1961-66. This includes about Rs. 163 crores to be spent for girls under the General Programme of educational development. Though it has been estimated that such a big sum would be spent on girls' education, on a study made by the Chairman and the National Council it has become clear that no State has been able to specifically show such an allocation for girls in their General Programme and meet expenditure accordingly. Some States have pointed out that it is difficult for them to make such a definite allocation under the General Programme, particularly at the elementary stage as the policy of the Government is co-education at this stage.

25. The National Council, however, considered this problem in great detail at its meetings held in January and June, 1962 and came to the conclusion that it was not difficult to indicate most of the physical targets separately. In the case of opening of schools or classes, those for girls can easily be indicated. In the training of teachers or their appointment, the number of women teachers to be trained and appointed can also be determined in advance. If it is a question of upgrading the schools, the number of girls' schools that should be upgraded can easily be decided without any difficulty. It was, therefore, recommended to the Government that "the provisions that are estimated as available for girls' education as part of the total normal programme should be indicated State-wise specifying

the physical and financial targets in respect of each scheme, wherever feasible, so that each State would be in a position to give details of the total amount it would spend on girls' education". The Council has further calculated (Annexure III) the State-wise allocation that would be available for girls' education under the General Programme on the basis of non-attending children.

26. This question was further discussed during the First Conference of the Chairmen and Secretaries of the State Councils and the Members of the National Council held on June 6 and 7, 1962. The representatives of the Planning Commission were of the view that such calculations were of no use and such division was also not practicable. Nevertheless, the consensus of opinion of the members and the Chairmen of the National Council and State Councils was that an organised attempt has to be made to show what amount was exactly available for girls' education, as otherwise it would be difficult to keep track of the progress of implementation. It was also pointed out that it would not have been possible to estimate that a sum of Rs. 175 crores would be spent on girls' education unless there was a basis for such a calculation.

(f) Machinery for Watching Progress of Implementation—State Councils for Women's Education

27. When the last Report was submitted to the Government, State Councils had been set up in all the States except Kerala and Tripura. The Chairman took up this issue persistently with the Chief Minister of Kerala and the Chief Commissioner and other officers of Tripura. With the setting up of State Councils in Kerala and Tripura, there are now State Councils in all the States and Union Territories of Delhi, Himachal Pradesh, Manipur, Tripura and Pondicherry making a total of 20.

III. Important Recommendations of the Fourth Meeting of the National Council and Their Follow-up

(a) Continuation Classes for Girls

28. Realising the importance of continuation classes which provide for part-time instruction to girls who, for one reason or the other, have not been able to receive regular schooling and which are economical because the school building, equipment, etc., can be used, the Council recommended, at its fourth meeting, to the Government that in view of the importance of providing such classes, the Union Education Ministry should initiate immediately a centrally-sponsored scheme for this purpose so that it can be implemented in all the States, at least from the second year of the Third Plan period. Only the State Governments of Uttar Pradesh, Manipur and Delhi have included in their finalised Plans, schemes for starting continuation classes as part of their programmes for girls' education. Since the other States had not initiated such a programme, it was suggested that the remaining State Governments should also initiate similar programmes for continuation classes. The proposals are still under consideration of the Government.

(b) Location and Allocation of Special Programme for the Education of Girls and Women

29. The Council noted regretfully that in spite of the recommendation made by it on several occasions and strongly supported by other advisory bodies on education including the State Education Ministers' Conference, the Central Advisory Board of Education and the Union Ministry of Education, it has not been possible for the Government of India to include the Special Programme in the Centrally Sponsored Sector. Further, it has also not been possible to increase the allocation from the 11 or 12 crores that have already been included in the State Plans. The Council further noted that recently it has been decided that this Programme would be a Centrally Assisted Scheme with 100 per cent assistance from the Centre. According to the Council's opinion this does not alter the position in any significant way because the assistance would be available only within the Plan ceilings fixed for individual State Governments who are not finding it possible to adjust the Special Schemes for Girls' Education within the ceilings so fixed. The Council, therefore, made a further recommendation to the Union Education Ministry that it should take up this matter with the Planning Commission once again and locate this programme in the Centrally Sponsored Sector. The Council was encouraged to make this further recommendation by an announcement made by the Union Education Minister, Dr. K. L. Shrimali, that the question of location of this Programme would again be taken up with the Planning Commission and for the discussion some eminent women educationists and social workers would also be associated.

(c) A Sub-Committee Constituted by National Council to Discuss the Policy Regarding Women's Education with the Planning Commission

30. The Council at its fourth meeting constituted a sub-committee consisting of Smt. Raksha Saran, Chairman of the National Council, Smt. Durgabai Deshmukh, former Chairman of the National Council, Smt. Hansa Mehta, Member of the National Council, Rajkumari Amrit Kaur, M.P. and Smt. Renu Chakravarty, M.P. (Member of the National Council) to discuss the question of location of this Programme in the Centrally Sponsored Sector with the Planning Commission.

31. A paper was prepared by the Chairman giving all salient facts and figures of enrolment for 1961-62 for consideration by the Member of the Planning Commission in the light of the progress made during the first year of the current Plan. A meeting was subsequently arranged on 10-10-62 with the then Member of Planning Commission in charge of Education, Shri Shriman Narain. It was pleaded before him that from the progress maintained in the field of girls' education so far during the current Plan period it can easily be seen that the target fixed for girls' education will not be realised if the present policy is not revised. On the one hand, the special incentives programme has not been related to General Programme in size and, therefore, even if it is implemented fully, it will not ensure the development on intended lines unless the outlay for Special Incentive

Programme is substantially increased. It is also difficult for the State Governments to take up for implementation these Special Schemes on the required scale within the ceilings fixed for them on account of pressure of demand from various other sectors and their limited resources and as a result the State Governments are not able to force the pace of expansion as targeted. The Committee, therefore, strongly pleaded before the Member that in order to direct the expansion on the required scale and terms, there has to be some correlation between the size of the Incentive Programme and the size of General Programme in respect of girls' enrolment and the Committee forcefully put forth this view that this can be achieved only if the Special Programme, as a transitional measure, is sponsored by the Central Government, as on the basis of the programme in the Second Plan.

32. It was pointed out on behalf of the Planning Commission that this Special Programme for Girls' Education has been located in the State Sector in pursuance of the general principle adopted to put all schemes to be executed by the States in the State Sector as far as possible. The Planning Commission considered the programme of girls' education as very important and have been trying to increase the outlay fixed for this Programme while considering the State Annual Plans. It was pointed out that already the original allocation for Special Programme which stood at 11 crores, has been increased to 13 crores by 1962-63 and it was the hope of the Planning Commission that they would be able to increase the outlay further in the remaining years of the current Plan period.

33. It was also pointed out to the Committee that the Planning Commission would take every possible step to safeguard the interest of this Programme. A letter by Member (Education) was sent to Chief Ministers of all State Governments (Annexure IV) that the provisions for this programme should be treated as earmarked and the money provided should be spent only for the approved schemes of girls' education and no diversion should be made from the provision made for special schemes. This was further reiterated in the letter (Annexure V) of Shri Tarlok Singh, the then Additional Secretary of the Planning Commission, to Planning Secretaries of all the States.

(d) *Minimum Programme for State Councils*

34. The National Council had suggested that the State Councils should adopt a specific programme of action every year in order to see that the maximum number of girls possible is brought to school particularly from the rural areas. It has, however, not been possible for most of the State Councils to take up the minimum programme for implementation in their States due to various difficulties. It has, therefore, been decided that the difficulties to take up such a programme would be discussed again in the forthcoming meeting of the National Council for Women's Education that is proposed to be held some time in April, 1963.

IV. Important Recommendations of the First Conference of the Chairmen and Secretaries of the State Councils for Women's Education

(a) Shortfall in Enrolment of Girls in Secondary Schools

35. The Conference considered in great detail the reasons for the shortfall in the enrolment of girls in the primary and secondary stages in the first year of the Third Plan. The members were particularly worried about the shortfall at the secondary stage and were of the opinion that unless some specific measures were taken to improve the enrolment at the secondary stage, it would not be possible to meet the requirements of women teachers for the primary schools. It was, therefore, resolved :

"The Conference notes the shortfall in the enrolment of girls in secondary schools in the first year of the Third Plan. One of the reasons for such shortfall, in the opinion of the Conference, is the lack of amenities like hostels.

"In the opinion of the Conference, the provision of hostels in secondary schools for girls, particularly for those located in rural areas, is essential to increase the enrolment of girls at the secondary stage and to reach the targets laid down. The Conference, therefore, urges the State Governments to complete the construction of hostels sanctioned during 1960-61 within this financial year and provide for more in the next year's budget. It also urges the voluntary organisations to take advantage of the Central Scheme of 'Assistance to Voluntary Organizations' and undertake construction of hostels wherever necessary, for the schools that they may be running, so that more girls from rural areas are able to join schools."

36. The Ministry of Education in pursuance of this Resolution has already urged the State Governments to complete the construction of hostels already sanctioned. Under the Scheme of Assistance to Voluntary Organisations in the field of women's education all the State Governments were also requested to recommend applications for the construction of hostels also. 38 out of the 72 applications received under this scheme were for hostel construction programmes. So far, for the year 1962-63 Rs. 55,000 have been released to 4 institutions for construction of hostels.

(b) Requirements of Women Teachers

37. The Conference carefully reviewed the position and recommended that as suggested by the National Council a supplementary scheme with an outlay of not less than Rs. 10 crores should be immediately taken up by the Central Government. The Conference was of the view that the following programmes should be given high priority under the scheme :

- (a) Provision of quarters/hostels for women teachers in rural areas;
- (b) Expansion of facilities for adult women for taking up condensed courses in rural areas, creation of special classes in schools;

- (c) Provision of scholarships/stipends for girls from rural areas for taking up teacher training;
- (d) Arrangement for the education of older children of women working in the villages; and
- (e) Starting of training institutions in the rural areas.

38. The Conference further recommended that schemes like pre-selection of girls at secondary stage for employment as teachers, payment of village allowance/advance increments for women teachers who work in rural areas and other measures suited to local needs may also be included by the State Governments under this scheme.

39. The Conference also recommended that the targets for the number of women teachers should be laid down specifically for each stage based on the proposed additional enrolment of girls.

40. The Union Ministry of Education has accordingly already suggested to the State Governments the number of women teachers that would be required to appoint additionally every year at the primary, middle and secondary stages.

(c) Difficulties of State Councils in Taking up the Minimum Programme

41. The Conference laid particular emphasis on taking up a specific minimum programme in order to see that girls' education improves both in quantity and quality and that the maximum number of girls is enrolled in schools. The Conference, however, realised that the main difficulty of the State Councils so far to undertake this task has been the non-availability of necessary facilities and, therefore, requested the Chairman to take up the matter with the State Governments so that the representatives and members of the State Councils will be given necessary office accommodation, needed staff and also provision of funds to meet T.A. and D.A. and other incidental expenditure. The Union Ministry of Education has also made suggestions to the State Governments. As stated earlier, further discussion will also take place at the meeting of the Council proposed for April, 1963.

(d) Additional Financial Strain for State Governments

42. During the course of discussion in the Conference the representatives of the State Governments made it very clear that it would be very difficult for them to secure additional funds for women's programmes. Already important measures like the question of raising the salaries of teachers have been taken up by State Governments like U.P., West Bengal and Bihar and they are finding it extremely difficult to include all the schemes within the Plan ceilings fixed. State Governments like Maharashtra and Gujarat, because of their schemes like provision of free education for children of parents whose income is less than Rs. 1,200 per year, are also facing similar difficulties. State Governments like Rajasthan are finding it difficult to meet the increasing public demands for opening more and more middle schools and during the first year of the Plan itself they were obliged to open nearly half the number of

schools planned for the five-year period. The consequent result of all this is that the Education Plan of the State Governments has become unbalanced and unless the ceiling fixed by the Government for the Education Plan is raised substantially it will not be possible for individual State Governments to solve these problems and find additional funds for the Programme of Women's Education.

43. It was, therefore, suggested by the Conference that the Chairman of the National Council should make a strong case incorporating the specific difficulties of all the State Governments and approach the Planning Commission to increase the ceiling fixed for Education so that it would be possible for them to accommodate some of the important scheme for women's programmes in the current Plan.

(e) *Loans from Life Insurance Corporation*

44. While discussing supplementary ways and means of finding finances for women's programmes, the representatives of the Maharashtra and Gujarat State Governments took up the question of taking loans from the Life Insurance Corporation for construction purposes. The difficulty, however, lies in the fact that the L.I.C. is giving loans for buildings; but they give it only to residential buildings. The Conference, therefore, made a specific recommendation that the Chairman of the National Council, Union Education Ministry and the Planning Commission should take up this question with the L.I.C. who could be persuaded to give loans for construction of school buildings also out of their funds.

45. The Union Education Ministry has accordingly taken up this question with the Planning Commission. Unfortunately, however, on account of the emergency the Planning Commission has decided that this proposal should be kept in abeyance for the time being.

(f) *Problem of Co-ordination*

46. It was the considered opinion of the Conference that some of the activities useful for the promotion of the education, training and employment of women could be taken up more effectively if there existed an effective co-ordination amongst the various organisations/ departments of the Government which directly or indirectly are concerned with one activity or other. It was the suggestion of the Conference that the National Council for Women's Education should co-ordinate the programme undertaken by the Government Departments viz. the Union Education Ministry, Ministry of Community Development and Co-operation, Ministry of Home Affairs, Central Social Welfare Board and other organisations or departments. It is heartening to note that some States like West Bengal have already taken necessary steps in the matter by reorganising their Councils and having representatives from all departments concerned.

V. Condensed Courses

47. One of the measures that the National Council, the Union Education Ministry and the State Governments have been pursuing vigorously for augmenting the supply of women teachers for rural

areas is the organisation of the Condensed Educational Courses for adult women. This scheme is at present being implemented mainly by the Central Social Welfare Board though one or two State Governments have also taken up this scheme independently (State Governments of Andhra Pradesh and Orissa). On a suggestion made by the National Council, the Union Ministry of Education has also been following up the question of giving training or employment as primary teachers to those candidates from rural areas who have successfully completed the Condensed Courses.

48. During the first two years of the Third Plan (up to 28-2-62), the Central Social Welfare Board have sanctioned 271 courses and have been giving instruction to 4,124 adult women during 1960, 1961 and 1962. Out of this 2,653 have already been declared successful. The information regarding number of courses sanctioned year-wise up to 28th Feb. 1963 by the Central Social Welfare Board and the year-wise percentage of passes may be seen at Annexures VI and VII.

VI. Assistance of Voluntary Organisations in the Field of Women's Education

49. On a recommendation made by the Chairman of the National Council, the Union Education Ministry has finalised a scheme for giving assistance to voluntary organisations to take up (a) projects of an experimental or educationally significant nature; (b) laboratories and libraries in girls' middle and secondary schools and in training institutions for women teachers; (c) continuation classes at the middle and secondary stages; and (d) hostels attached to middle, secondary or training institutions from the year 1962-63 onwards.

50. The financial assistance available under this scheme is given on a sharing basis, the grant-in-aid from the Central Government being 60 per cent of the non-recurring subject to a maximum of Rs. 45,000 for buildings and 75 per cent of the recurring expenditure. Each State Government was requested to recommend five applications under this scheme for consideration by the Government. 72 applications have so far been received and 6 grants for Rs. 60,500 have been released.

VII. Part-time Training and Employment of Women—Progress of Special Study

51. An expert group under the Chairmanship of Shri R. Prasad, Joint Secretary, Ministry of Home Affairs and Director of Manpower Directorate, is currently making studies in this connection. The Group has been specifically asked to approach this problem keeping in mind the fact that the education/training of women will have to be directed in fulfilling the role and status of women in society taking into account the present situation as well as the anticipated position in our fast changing society of tomorrow. Since for majority of women marriage is the main career, the pattern of work should be such that there should not be any dislocation of the domestic

responsibilities of women who have also due to the present socio-economic conditions to take up gainful employment. It would, therefore, be necessary for the Government to adopt a policy of part-time education, training and employment for women. The Group is, therefore, studying the implications of sorting out suitable jobs that can be taken up on a part-time basis and after the completion of this study a concrete proposal will be placed before the Central Employment Committee of the Government for a policy decision in this respect. In this connection, the Study Group has already planned an attitude survey to identify the occupational interests of women. Besides, the experiences of other countries in this field are also being studied and it is expected that concrete suggestions will be offered as to how part-time training and employment can be organised in the country. The Study Group has also issued a questionnaire eliciting suggestions and information from interested people.

VIII. Curriculum Committee

52. The National Council in its meetings has already recommended that there is an urgent need to modify suitably the present curriculum for girls particularly at the middle and secondary stages. A Curriculum Committee under the chairmanship of Smt. Hansa Mehta has made a detailed study and discussed the question in four meetings. Their report is to be placed before the Council which is meeting in April, 1963.

IX. National Institute for Higher Training of Women in Organization, Administration and Management

53. Though the Government have decided that this Institute would be set up during the current Plan period, it has been decided that in view of the present emergency this proposal may be kept in abeyance. Accordingly, no provisions have been suggested for the year 1963-64.

54. The Accommodation Advisory Committee of the Government which considered this proposal, has also advised the Government that if the decision is to locate this Institute in Delhi, then the implementation of this scheme may be deferred. Otherwise, it would be necessary to locate this Institute in some suitable place other than Delhi.

X. Establishment of Polytechnic for Girls

55. In all, 23 Polytechnics for girls are to be established during the Third Plan period in the various States at an outlay of Rs. 244.71 lakhs under a scheme prepared by the Ministry of Scientific Research and Cultural Affairs. Of these, eight have already been started—two in Andhra Pradesh, two in Kerala and one each in Madras, Panjab, Mysore and Delhi. Location for five more Women's Polytechnics in the States of Uttar Pradesh, Assam, Kerala and Andhra Pradesh have been decided and these Polytechnics will be started shortly. With regard to the other States which are yet to open such Polytechnics, the Chairman of the Council has requested the State Governments to expedite the matter.

XI. Diploma Course for Home Science Teachers

56. The National Council considered the scheme for starting Diploma Courses in home science finalised by the Chairman at its fourth meeting held in January, 1962. The First Conference of Chairmen and Secretaries of State Councils also considered this scheme in June 1962. The scheme has accordingly been recommended to the Government with the specific request that such courses may be started in all the States for augmenting the supply of Home Science teachers of whom there is a shortage. The Council has further recommended that the Union Ministry of Education may take necessary steps for according recognition to this course. Another recommendation made in the same connection is that such of the voluntary organizations as are willing to start these courses should also be eligible for financial assistance from Central and State Governments.

57. A letter incorporating the above suggestion has already been issued to the State Governments who have been requested to consider this proposal in consultation with the State Councils. The Delhi Administration was subsequently given recognition to the Diploma Course in Home Science that has been started in the Home Science Institute recently started in Delhi.

XII. Publicity for Girls' Education

58. Realising the importance of educating public opinion on the need and significance of girls' education, the Union Ministry of Education on a recommendation made by the National Council has taken steps to produce a film under the caption 'She Who Rocks The Cradle'. The script has been prepared and approved and a contract given to produce this film through the Films Division to a producer in Bombay. The film is expected to be ready by December, 1963.

59. The Ministry of Education has also taken steps to print about five lakhs of copies of the poster in ten different languages for publicising the need for promoting women's education programme. These posters are being distributed in various educational institutions and other public places for display. The Government's Field Publicity Organization has also finalised a scheme to give adequate publicity for the Government's decision to universalise primary education during the current Plan period. In this connection too, due publicity for increasing the enrolment of girls will be given. The details are given in Annexure VIII.

XIII. Meeting of Experts on the Access of Girls and Women to Education in Rural Areas in Asia

60. A meeting of experts on the access of girls and women to education in rural areas in Asia was organised in Bangkok (Thailand) by Unesco from February 26 to March 8, 1962. Sixteen Member States of Asia and 25 experts attended the meeting. The U.N.O., I.L.O., F.A.O., and Unesco had also sent their representatives to participate in this meeting. The Chairman of the National

Council for Women's Education, Smt. Raksha Saran, represented India at this Conference.

61. The purpose of this Conference was to assess the present situation concerning the opportunities for education offered to girls and women in rural areas in Asia, to describe the main problems concerning their access to primary, secondary, technical, vocational, higher and adult education and to discuss measures already taken or envisaged in various countries in the region to solve these problems. The experts were also to suggest priorities in the preparation and implementation of national and regional programmes bearing on the education of girls and women in rural areas in Asia during the next few years.

62. A paper on the problems facing India was prepared by the Chairman and placed before the Conference. Smt. Saran was elected as the Deputy Chairman of this Conference and it has been reported by the Director-General of Unesco that India made significant contribution to make the Conference a success. The important recommendations of this Conference are given in Annexure IX. It might, however, be stated here that it was the considered opinion of the Conference that out-of-school education (adult education) is of primary importance for the development of women's education in rural areas. The Conference has, therefore, called upon the Member States to pay greater attention to the programmes of adult education while finalising the programmes for universalising education at the primary stage. The Conference has particularly reminded the Member States that the programmes of adult education are closely connected with the programmes for the social and economic development of the regions concerned.

XIV. All India Educational Conference

63. The Thirty-Seventh All India Educational Conference was held in Lucknow from December 27 to 31, 1962. The Chairman of the National Council Smt. Raksha Saran was elected unanimously as the President of the Sectional Conference on Women's Education. The theme of the Sectional Conference was that "the pattern of education should not be the same for boys and girls as their needs and responsibilities in life differ". The following three resolutions were adopted by the Conference on this subject :

Resolution No. 1.—Considering that the education of girls and women is an integral part of national development, we hope that steps that are being taken to improve and expand their education will not recede to the background in the name of lack of finances. It must be remembered that there is still a big gap to be filled between the education of boys and girls. Further, mother is the pivot of family life in India. Our way of life depends on her. It is essential, therefore, that at least the programmes for girls and women that have already been included in the current plan are not disturbed.

This Conference, therefore, urges the Government of India and the State Governments not to impose any cut in educational provisions that is, the sum of Rs. 12 crores or so that has been specially

allotted for the education of girls and women for 1961—66, in spite of financial stringency due to the present emergency.

Resolution No. 2.—In view of the fact that girls' education needs to be geared to the present emergency this Conference recommends to the Government (a) that teaching of Home Science, Home Nursing and First Aid should be made compulsory for girls; (b) that such programmes as National Discipline Scheme, National Cadet Corps, Girls Guiding, Physical Education, etc., should cover all schools and colleges for girls also; and (c) that the Government should see that the principle of part-time training and employment of women teachers already accepted by the Central Government is implemented by all State Governments also.

Resolution No. 3.—Recent Chinese aggression has made us realise that we shall have to work hard in order to defend our hard-won freedom and territorial integrity.

The experience of such national crises in other countries has proved that certain essential services will have to be taken up by women also. Hence it is essential to train and equip the women of this country for these jobs. Keeping in view all these facts this Conference strongly recommends that—

- (a) greater emphasis should be laid on teaching of Science and Mathematics at all stages of education;
- (b) the Government should make adequate provision for financial assistance to be given to the girls' schools and colleges for teaching Science;
- (c) the provision should be made for part-time jobs for those women teachers who intend continuing their studies in Science at higher stages of education;
- (d) better grades should be sanctioned for women Science teachers as there is a great shortage of qualified women Science teachers; and
- (e) the rules regarding training should be relaxed in the case of women Science teachers.

XV. Activities of National Council and State Councils during the Period of Emergency

64. In order to mobilise voluntary effort to strengthen the country's economic and defence potential the Chairman of the Council addressed a circular letter to all State Councils suggesting various activities which women teachers and inspecting officials could take up as their contribution towards defence work (please see Annexure X). The States of Jammu and Kashmir, Kerala, Madhya Pradesh, Madras, Rajasthan, Maharashtra, West Bengal, Gujarat and the Union Territory of Manipur have already informed that the matter is being examined. Replies in this regard from the other States and Union Territories are awaited.

65. Meanwhile, to organise the activities on a long term basis and to augment the country's resources, the Chairman addressed

another letter to all the Chairmen of the State Councils that every family should be induced to save a little by practising austerity *viz.*, by avoiding ostentation, not buying non-essential things, reducing expenditure on parties, receptions, feasts and the like and invest these savings regularly in a suitable type of small savings scheme. As it was felt that teachers would be better suited to do this work it was suggested that they could also function as agents of the National Savings Organization to do this work outside school hours. The Chairman, therefore, urged in her letter that the State Governments should be moved for according necessary permission to the teachers to take up this work. Madras, Rajasthan and Kerala have already issued instructions permitting teachers to work as agents of the National Savings Organisation. The other States are considering the proposal. A similar proposal was also made to the President of the Parent-Teachers' Association to approach suitable parents to work as agents of the National Savings Organization. This proposal is being considered by the Association.

66. At the instance of the Chairman of the Council, the Women War Aid Committee, Indian High Commission, Iraq, has sent a gift of twenty boxes of dried fruits for the use of our Jawans in the Front. Similarly, the Pan-Pacific and South East Asian Women's Association, New Zealand, has donated six boxes of wool and old clothes for the use of our Jawans and the refugees in NEFA.

67. The Manipur State Council for Women's Education organised a 'Mangal Mela' and collected a sum of about Rs. 50,000 from the residents of the Administration and have already invested this amount in the National Defence Certificates and Small Savings Scheme.

ANNEXURE I

Percentage of Students to the Population in the Age Groups 6-11, 12-14 and 15-17.

States/Administrations	6-11			12-14			15-17		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
States									
Andhra Pradesh	84.1	58.2	71.2	29.8	9.01	19.40	15.5	3.4	9.5
Assam	95.6	55.7	75.6	40.8	17.30	29.1	29.2	8.9	19.1
Bihar	85.1	27.0	56.0	34.8	4.1	19.5	26.2	1.6	13.9
Gujarat	89.9	43.0	66.5	40.9	17.4	29.2	22.6	7.6	15.1
Jammu & Kashmir	63.4	21.1	42.2	38.4	13.8	26.1	17.3	6.6	12.0
Kerala	123.2	104.0	113.6	80.6	60.0	70.3	23.9	14.7	19.3
Madhya Pradesh	73.2	21.3	47.3	28.2	6.1	17.2	12.2	2.3	7.3
Madras	99.1	67.0	83.0	53.9	23.0	38.5	11.4	5.1	8.3
Maharashtra	96.8	60.5	78.7	46.1	17.6	31.9	24.2	7.8	16.0
Mysore	97.1	63.3	80.2	37.2	14.4	25.7	19.9	6.0	13.0
Orissa	87.5	41.8	64.7	19.5	2.7	11.1	9.2	0.8	5.0
Punjab	81.6	41.9	61.8	51.2	15.6	33.4	23.0	4.4	13.7
Rajasthan	69.5	23.2	46.4	29.2	5.8	17.5	12.6	1.7	7.2
Uttar Pradesh	76.2	22.4	49.3	35.0	7.3	21.2	15.0	1.9	8.5
West Bengal	91.6	51.7	71.7	35.4	13.1	24.3	16.3	4.8	10.5
Administrations									
A. & N. Islands	132.0	74.6	103.3	28.2	12.2	20.1	9.6	9.9	9.8
Dadra & Nagar Haveli	56.2	17.5	36.9	12.9	3.8	8.4	6.6	2.3	4.5
Delhi	111.6	102.0	106.9	89.9	55.7	72.8	55.6	10.5	33.0
Goa	99.2	59.7	79.5	10.7	7.0	8.9	3.3	2.5	2.9
Himachal Pradesh	99.0	34.4	66.7	45.5	9.0	27.3	15.9	3.1	9.5
L.M. & A. Islands	111.5	74.6	93.2	38.7	3.2	21.0	5.1	0.2	2.7
Manipur	140.9	80.3	110.5	75.8	23.0	49.4	55.8	11.1	33.5
Nagaland	116.3	60.3	88.3	69.8	34.2	52.2	6.3	0.8	3.5
N.E.F.A.	20.0	1.8	10.9	24.3	4.0	14.2	8.6	0.7	4.7
Pondicherry	96.5	66.2	81.4	45.1	14.9	30.0	18.9	6.4	12.7
Tripura	76.4	42.8	59.6	36.0	13.9	25.0	14.8	5.1	10.0

ANNEXURE II
Additional Enrolment 1961-62.

States/Administrations	Primary			Middle			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
States									
Andhra Pradesh	1,71,760	2,09,774	5,81,534	32,525	12,778	46,803	3,633	4,783	8,416
Assam	63,729	45,021	1,08,750	535	577	1,112	—15	1,765	1,750
Bihar	1,55,590	63,676	2,19,266	30,213	3,785	33,998	31,935	520	32,455
Gujarat	—18,989	27,719	9,730	6,073	7,314	13,387	14,214	6,618	20,832
Jammu & Kashmir	5,192	5,012	10,204	3,000	4,500	7,500	3,460	1,501	4,961
Kerala			N O T A V A I L A B L E						
Madhya Pradesh	66,761	—6,122	60,639	29,949	11,245	41,194	1,907	—3,503	—1,596
Madras	93,686	1,19,407	2,13,093	1,01,776	41,063	1,42,839	—54,219	—14,622	—68,841
Maharashtra	1,60,642	1,08,663	2,69,305	64,800	27,849	92,649	38,168	13,264	51,432
Mysore	1,84,317	1,99,044	3,83,361	29,144	11,520	40,664	14,652	5,840	20,492
Orissa	45,779	25,457	71,236	13,764	2,615	16,379	5,190	517	5,707
Punjab	2,08,412	73,727	2,82,139	12,755	14,038	26,793	8,098	—3,665	4,433
Rajasthan	98,991	98,108	1,97,099	26,100	9,486	35,586	9,215	2,611	11,826
Uttar Pradesh	6,56,317	1,63,199	8,19,516	1,62,833	42,170	2,05,003	18,811	2,619	21,430
West Bengal	1,59,171	74,898	2,34,069	31,054	12,871	43,925	11,232	5,309	16,541
Administrations									
A. & N. Islands	882	521	1,403	205	121	326	25	45	70
Dadra & Nagar Haveli			N O T A V A I L A B L E						
Delhi	34,226	27,181	61,410	15,933	—1,033	14,900	11,485	2,032	13,517
Himachal Pradesh	8,021	10,717	18,738	1,169	190	1,359	1,247	333	1,580
L. M. & A. Islands	310	237	547	—78	—10	—88	16	—	16
Manipur	39,507	26,865	66,372	7,285	2,961	10,246	7,472	1,719	9,191
Pondicherry	3,220	3,638	6,858	157	104	261	163	109	272
Tripura	6,335	4,694	11,027	1,702	888	2,590	693	456	1,149
TOTAL	22,69,582	13,65,858	36,35,440	6,30,232	2,76,191	9,06,423	1,56,881	51,037	2,07,918

ANNEXURE III

General Programme for Girls' Education

Elementary
(Figures in lakhs)

Name of State/ Union Territory	Provision included in the Third Five Year Plans of the States/ Union Ter- ritories	Total Number to be en- rolled during 1961—66			Proportionate Provi- sion in the Third Plan	
		Boys	Girls	Total	Boys Girls	
					1961—66	
States						
1. Andhra Pradesh	1,193.66	9.84	8.74	18.58	632.16	561.50
2. Assam	945.00	2.91	2.69	5.60	491.06	453.94
3. Bihar	1,943.00	8.50	11.25	19.75	836.23	1,106.77
4. Gujarat	849.11	4.21	4.63	8.84	404.38	444.73
5. Jammu & Kashmir	194.58	0.91	0.42	1.33	133.13	61.45
6. Kerala	723.18	2.13	1.79	3.92	392.95	330.23
7. Madhya Pradesh ..	1,749.73	5.43	6.26	11.69	812.75	936.98
8. Madras	1,800.00	6.37	10.63	17.00	674.47	1,125.53
9. Maharashtra	1,340.48	10.70	8.52	19.22	746.26	594.22
10. Mysore	1,062.21	3.44	8.56	12.00	304.50	757.71
11. Orissa	1,079.17	3.62	3.23	6.85	570.31	508.86
12. Punjab	870.96	3.53	4.27	7.80	394.17	476.79
13. Rajasthan	1,046.75	5.83	5.60	11.43	533.91	512.84
14. Uttar Pradesh ..	3,219.72	15.50	13.57	29.07	1,716.74	1,502.98
15. West Bengal	18,304.09	4.53	6.27	10.80	546.99	757.10
Union Territories						
16. Delhi	616.48	0.89	0.91	1.80	304.82	311.66
17. Himachal Pradesh	109.44	0.16	0.28	0.44	39.80	69.64
18. Pondicherry	50.64	0.06	0.08	0.14	21.70	28.94
19. Tripura	149.60	} 0.62	} 0.67	} 1.29	} 178.11	} 192.47
20. Manipur	58.77					
21. A. & N. Islands ..	37.41					
22. L.M. & A. Islands ..	10.66					
23. N.E.F.A.	47.93					
24. Nagaland	66.21					
TOTAL ..	20,468.78	89.18	98.37	187.55	9,734.44	10,734.34

General Programme for Girls' Education

Secondary
(Figures in lakhs)

Name of State/ Union Territory	Provision included in the Third Five Year Plans of the States/ Union Ter- ritories	Total Number to be en- rolled during 1961-66			Proportionate Provision in the Third Plan	
		Boys	Girls	Total	Boys	Girls
States						
1. Andhra Pradesh ..	557.96	0.32	0.18	0.50	357.09	200.87
2. Assam	218.50	0.44	0.17	0.61	157.61	60.89
3. Bihar	714.00	1.50	0.40	1.90	563.68	150.32
4. Gujarat	336.86	0.39	0.39	0.78	168.43	168.43
5. Jammu & Kashmir	93.72	0.06	0.01	0.07	80.33	13.39
6. Kerala	480.94	0.41	0.29	0.70	281.69	199.25
7. Madhya Pradesh ..	537.52	0.28	0.04	0.32	470.33	67.19
8. Madras	609.01	0.73	0.58	1.31	339.37	269.64
9. Maharashtra ..	538.79	1.36	0.46	1.82	402.61	136.18
10. Mysore	307.64	0.28	0.30	0.58	148.52	159.12
11. Orissa	214.41	0.31	0.09	0.40	166.17	48.24
12. Punjab	512.42	0.57	0.23	0.80	365.10	147.32
13. Rajasthan	375.00	0.54	0.13	0.67	302.24	72.76
14. Uttar Pradesh	700.06	2.00	0.28	2.28	614.09	85.97
15. West Bengal ..	638.97	2.00	0.92	2.92	437.65	201.32
Union Territories						
16. Delhi	480.65	0.50	0.15	0.65	369.73	110.92
17. Himachal Pradesh	62.51	0.01	0.01	0.02	31.26	31.25
18. Pondicherry ..	46.50	0.02	0.01	0.03	31.00	15.50
19. Tripura	42.40	0.08	0.04	0.12	103.07	51.53
20. Manipur	39.06					
21. A. & N. Islands ..	14.00					
22. L.M. & A. Islands	6.80					
23. N.E.F.A.	31.68					
24. Nagaland	20.66					
TOTAL	7,580.06	11.80	4.68	16.48	5,389.97	2,190.09

ANNEXURE IV

D.O. No. F. 15/10/61-Edn

PLANNING COMMISSION NEW DELHI

June 5, 1962

Special Schemes relating to Girls' Education

My dear

As you know, the main problem in providing educational facilities for all children in the age-group 6-11 arises from the difficulty of bringing girls to school in sufficient numbers. At the end of the Second Plan, while the proportion of boys at school in this age-group was about 80%, in the case of girls, it was only about 40%. On the estimates given in the Report on the Third Plan, the proportions for boys and girls at school in 1965-66 may be about 90% and 62% respectively. This is a very large gap and it is important that all possible steps should be taken to reduce it.

2. In the Report of the National Committee on Women's Education and in the discussions of the National Council for Women's Education, considerable stress has been placed on special schemes relating to girls' education. The primary object of these schemes is to help create suitable conditions for encouraging parents to send their daughters to school, increase the number of women from rural areas who will take up the vocation of teaching and induce women from urban areas to go out to work as teachers in rural schools. Thus, these schemes have an essential role in promoting girls' education and, if pursued in a sustained and systematic manner, they are certain to yield good results. Although the financial provision for them in the plans of States has been initially placed at about Rs. 11 crores out of a total estimated outlay of Rs. 114 crores, it has been visualised that progress in girls' education should not be allowed to be held back for want of funds.

3. In proposing patterns of Central assistance for specific schemes under Education, the Planning Commission provided that special schemes relating to girls' education should be assisted through a grant amounting to 100% of the expenditure incurred. This was done, so that the special scheme should receive adequate attention.

4. It has been recently brought to the notice of the Planning Commission that since girls' education falls within the plans of States, outlay on which is naturally subject to certain agreed ceilings, in some States, after the Annual Plan is formulated, diversion of resources take place from special schemes relating to girls' education to other items of expenditure under the head Education, or even to other sectors in the State Plan. The suggestion has, therefore, been made that special schemes relating to girls' education should be dealt with as a Centrally Sponsored Programme. For a

variety of reasons and, in particular, because these special schemes are so intimately related to the rest of the primary education programme and are an integral part of the State Plan, the Planning Commission would prefer a different approach. We would suggest that the State Governments might themselves issue instructions to their Planning, Finance and Education Departments that funds allotted for special schemes relating to girls' education and the Central assistance provided for them should be regarded in effect as "earmarked". In this way the programme for girls' education could be assured of the fullest support. I trust you will be good enough to consider these suggestions and issue appropriate directions. At the same time, every effort may be made to make adequate financial provisions for the special schemes and to see that they are effectively utilised.

5. A similar problem of diversion of funds has arisen in respect of programmes for the control of communicable diseases under the Health Plan. On this subject, I am writing to you separately.

Yours sincerely,
A. N. KHOSLA

Shri
Chief Minister

ANNEXURE V

No. PC(P)4(2)/62

Government of India

PLANNING COMMISSION

New Delhi, August 4, 1962.

FROM

Shri Tarlok Singh,
Additional Secretary,
Planning Commission

To

State Planning Secretaries,
All State Governments

SUBJECT: *Patterns and Procedures for Central Assistance to States*

SIR,

Patterns for Central assistance in relation to the Annual Plan for 1962-63 were communicated with Planning Commission's letter No. PC(P)/4(2)/61 dated October 20, 1961. Since the issue of this letter, a number of suggestions on the subject of patterns of assistance have been received from State Governments and Central Ministries. In the light of these suggestions, some revisions and additions have been made in Schedule A which sets out patterns of assistance for State Plan schemes and in Schedule B containing patterns of assistance for Centrally Sponsored Schemes. The revised schedules are enclosed. Central assistance under the Plan for 1962-63 has been worked out on the basis of the revised schedules. These schedules are intended to operate for a period of five years from 1962-63 to 1966-67, that is, up to the first year of the Fourth Plan.

2. Following the Report of the Third Finance Commission, it was agreed that a further effort should be made to simplify procedures relating to Central assistance. Keeping this consideration and the suggestions of State Governments and Central Ministries in view, the following changes are being introduced :—

X X X X X

- (3) State Governments have been separately requested to earmark the assistance provided for (i) special schemes for girls' education under 'Education' and (ii) control of communicable diseases under 'Health' for utilisation on

these programmes only. In view of the inadequate progress being made in girls' education and the need to undertake the programme for control of communicable diseases as a national programme, it is considered essential that there should be no diversion of funds from these two programmes.

3. In the past, reporting of expenditure from quarter to quarter has been generally unsatisfactory. It is of the utmost importance for the proper functioning of Central assistance procedures that quarterly expenditures should be reported regularly within one month of the end of the quarter. Forms for reporting expenditures on State Plan and Centrally Sponsored Schemes are enclosed.

Yours faithfully,
TARLOK SINGH

Copy to : Ministry of Finance, Department of Expenditure.

GENERAL EDUCATION

Schedule A—State Plan Schemes

<i>Scheme</i>	<i>Pattern of Assistan</i>
Special schemes relating to girls' education	Grant — 100%

ANNEXURE VI

Condensed Course of Education for Adult Women Year-wise Average Percentage of Passes

Year	Middle			Matric		
	Appeared	Passed	Percentage	Appeared	Passed	Percentage
1960	114	93	82	4	2	50
1961	1,947	1,280	66	73	24	33
1962	1,839	1,189	64	147	74	50
TOTAL	3,900	2,553	65	224	100	45

ANNEXURE VII

Number of Condensed Courses Sanctioned Year-wise with State-wise Allocation and Amounts Sanctioned During the Third Five-Year Plan (up to 28th February, 1963.)

Sl. No.	State	Allocation during III Plan (No. of courses)	1961-62 (1-4-61 to 31-3-62)		1962-63 (1-4-62 to 28-2-63)		Total	
			No. of courses sanctioned	Amount sanctioned (in Rs.)	No. of courses sanctioned	Amount sanctioned (in Rs.)	No. of courses	Amount (in Rs.)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Andhra Pradesh	35	13	3,64,768	9	2,54,132	22	6,18,900
2	Assam	15	10	2,68,888	2	60,000	12	3,28,888
3	Bihar	40	7	2,09,400	6	1,79,860	13	3,89,260
4	Gujarat	45	8	2,17,220	21	6,09,270	29	8,26,490
5	Jammu & Kashmir	10	—	74,260	1	33,860	4	1,08,120
6	Madhya Pradesh	30	3	63,060	16	3,97,488	19	4,60,548
7	Madras	50	8	2,36,700	10	3,04,300	18	5,41,000
8	Maharashtra	50	14	3,63,530	10	2,66,720	24	6,30,250
9	Mysore	45	7	2,00,142	27	7,73,400	34	9,73,542
10	Nagaland	5	—	—	—	—	—	—
11	Orissa	20	2	58,380	10	3,01,524	12	3,59,904
12	Punjab	20	10	3,01,345	7	2,07,920	17	5,08,264
13	Rajasthan	25	6	1,72,240	4	1,18,200	10	2,90,440
14	Uttar Pradesh	45	5	1,33,192	21	6,20,180	26	7,53,372
15	West Bengal	40	12	3,85,310	4	1,18,200	16	5,03,510
16	Delhi	5	3	78,500	3	53,790	6	1,32,290
17	Himachal Pradesh	5	—	—	2	49,600	2	49,600
18	Manipur	5	1	30,000	3	86,650	4	1,16,650
19	Pondicherry	5	2	56,240	—	—	2	56,240
20	Tripura	5	1	30,750	—	—	1	30,750
TOTAL ..		500	115	32,43,925	156	44,35,094	271	76,79,019

ANNEXURE VIII

Name of the State/Union Territory	Language	No. of poster sent in other languages		
		Hindi	Urdu	English
States				
Andhra Pradesh	Telugu/39975	2,000	300	175
Assam	Assamese/5975	1,000	200	175
Bihar	Hindi	46,000	1,000	175
Gujarat	Gujarati/12675	1,000	200	175
Jammu & Kashmir	—	2,000	10,000	175
Kerala	Malyalam/6475	1,000	300	175
Madras	Tamil/21975	1,000	200	175
Madhya Pradesh	—	46,000	200	175
Maharashtra	Marathi/29475	1,000	300	175
Mysore	Kannada/24875	1,000	125	175
Orissa	Oriya/24975	1,000	125	175
Punjab	Gurumukhi/6975	26,000	6,475	175
Rajasthan	—	46,000	1,730	175
Uttar Pradesh	—	66,000	5,000	175
West Bengal	Bengali/23475	1,000	300	175
Union Territories				
Andaman & Nicobar Islands	Tamil/2000 Bengali/500	1,000	1,000	150
Dadra & Nagar Haveli	Gujarati/100	50	100	20
Delhi	—	10,000	2,000	150
Goa, Daman & Diu	Gujarati/200 Marathi/500 Kannada/100	200	100	110
Himachal Pradesh	—	6,550	100	150
Laccadive, Minicoy & A. Islands	Malyalam/500	100	50	50
N.E.F.A.	Assamese/100	100	20	150
Manipur	Assamese/900	850	50	100
Pondicherry	Tamil/1000	100	50	150
Tripura	Bengali/1000	1,000	50	150
Govt. of India	25 each of all languages in the column 25 × 10 = 150	50	25	195
		2,62,000	30,000	4,000
	Gurumukhi	7,000		
	Gujarati	13,000		
	Marathi	30,000		
	Kannada	25,000		
	Malyalam	7,000		
	Tamil	25,000		
	Assamese	7,000		
	Oriya	25,000		
	Bengali	40,000		
	Telugu	25,000		
		Grand Total : 5,00,000		
		2,04,000		

ANNEXURE IX

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING OF EXPERTS ON THE ACCESS OF GIRLS AND WOMEN TO EDUCATION IN RURAL AREAS IN ASIA

Bangkok, Thailand, 26 February—8 March 1962

III. MEASURES TO BE TAKEN TO IMPROVE EDUCATIONAL OPPORTUNITIES FOR GIRLS AND WOMEN IN RURAL AREAS

34. In order to cope, as far as possible, with the difficulties still facing many girls and women in rural areas in Asia with regard to school and out-of-school education, the experts put forward the following suggestions, hoping that they could be taken into consideration in connection with national education programmes.

A. Measures to be Taken in the Teaching Field

35. (1) General extension of active teaching methods based on a study of child psychology and of the learning process. These methods which improve the quality of teaching and make it more interesting whilst relating it to the environment and the needs of girls in rural areas, will enable them to follow the teaching with more profit and enthusiasm.

(2) Training of teachers in the application of these methods.

(3) Encouragement of contacts between parents and teachers, *inter alia* through associations of pupils' parents. Such contacts would make it possible to gain the sympathy and active support of the parents and lead them to realize their educational responsibilities towards their daughters as well as towards their sons, and would help them to take these responsibilities upon themselves.

(4) Efforts to secure, if possible, the participation of parents in certain school activities.

(5) Development of psychological and educational research in order to improve teaching methods, to extend knowledge of child psychology and experiment with simple and practical teaching techniques.

(6) The provision of regular and reliable information for teachers, especially in rural areas, concerning the results of such research and experiments in the field of education by means of articles, conferences, radio talks and various publications.

(7) Better use of the work and resources of existing research institutes such as the Child Psychology Institute in Bangkok.

(8) Establishment of pilot teaching institutions of different levels in rural areas.

36. The use of audio-visual aids should be encouraged, and teachers should be trained to use rather simple apparatus and make use of local resources. Posters, displays of photographs, puppets, etc., made in the school by the teacher and pupils with local, inexpensive materials are often more useful than expensive standardized teaching equipment.

37. Better use should be made of school broadcasts which can contribute very effectively to the development of education in rural and remote areas. To be really useful, such broadcasts should be prepared by well-trained specialists with a thorough knowledge of local conditions. The questions dealt with should be related to the curriculum and to the pupils' interests. Broadcasts would also be useful to teachers by helping them to supplement their knowledge of different subjects. Such broadcasts could give the pupils a broader cultural horizon, teach them to appreciate music and the theatre and help to overcome any feeling of isolation.

38. It must be stressed that however useful teaching aids may be, they can never replace the teacher but can only supplement and illustrate his teaching.

Curricula

39. The experts consider that, at the primary level, the curriculum should be the same, both in rural and in urban schools, for girls and boys, but that teachers should be free to adapt their teaching to the local environment so as to take account of their pupils' interests. It would even be desirable to link up school activities with adult education work in the community.

40. Whether born or living in a rural or an urban area, all children, boys and girls, who attend a primary school should there be given the minimum of instruction that will be essential both for continuing their studies beyond the primary stage and for enabling them to profit by supplementary training in preparation for fulfilling their obligations in the community.

41. In secondary education, the curriculum should offer pupils a diversified range of subjects amongst which they can choose freely so that girls are not limited to so-called feminine subjects. The curriculum should include courses in domestic science, hygiene, elements of psychology and child welfare, for boys as well as for girls. Such teaching represents a preparation both for family life and for participation in community development. A programme of school guidance should be drawn up and developed so that pupils may receive guidance from qualified educators.

42. Programmes of vocational and technical education should be developed, since such education could play a considerable part in rural areas. This teaching, which should be of the secondary or higher level, should be adapted to local conditions, so that pupils leaving school can find employment on the spot. It should include *inter alia*, such courses for girls and women of rural areas as would enable them to earn their living either in salaried employment, or by setting up small businesses or by working at crafts at home. To enhance the prestige of vocational training, steps should be taken to

give technical and manual skills more importance in the eyes of the public. Vocational schools must also be of high standard and must give their pupils a solid training. To increase the number of such institutions at the expense of their quality would be a mistake as this would merely strengthen existing prejudices against technical education.

Recruitment and Training of Teachers

43. In order to raise the level of the education of girls and women in rural areas, to ensure the regular school attendance of all girls throughout the normal school period and to eradicate illiteracy among women, it is essential to recruit and train large number of qualified women teachers.

44. *Recruitment*: Prospecting should be carried out among pupils of primary and secondary schools, especially in rural areas, in order to find girls capable of becoming teachers; their capacities should be examined, and they should be encouraged to enter a teacher-training institution.

45. In countries where there is a serious shortage of women teachers and where emergency measures are necessary, women who have been trained as teachers but have not practised their profession should also be called upon, as also should those who have sufficient general education or the intellectual capacities that would enable them to acquire it rapidly. Such women might also be asked to work on a part-time basis. Special accelerated training courses should be arranged for these various categories of candidates.

46. Methods of selecting candidates for the teaching profession should be carefully worked out and applied by a competent special staff. Such methods should make it possible to assess the intellectual capacity and moral qualities of the candidates, their aptitude for teaching, their interest in children and their previous school training. In Asian countries where the number of candidates makes it possible selection should be strict so as to prevent the entry into the profession of persons who, as they have not the necessary aptitudes, would not get good results from their teaching or would abandon the profession fairly quickly.

47. Women who are to teach in rural areas should preferably be selected from such areas. Their knowledge of rural life and its problems and traditions would enable them to adapt themselves easily to their later work and would save them from feeling out of their element and obviate the conflicts sometimes experienced by women teachers coming from urban centres.

Professional Training

48. A large number of teacher-training institutions should be set up in rural areas so that future women teachers can be given their professional training without being transplanted to a town for the whole period of their studies.

49. Professional training should be of sufficient length and should include a thorough study of child psychology, a broad knowledge of the subjects to be taught and practice of modern teaching

techniques and active methods. Women teachers who are to work in rural areas should be given appropriate training for such an environment, but specialisation should not be carried to a point which would prevent them from one day being appointed to an urban school.

In-service Training of Teachers

50. Having regard to their isolation, in-service training is even more necessary for men and women teachers in rural areas than for their colleagues in towns. They should be given the opportunity to take holiday courses and correspondence and radio courses, and to attend regional educational conferences and to profit by the services of various mobile units (mobile cinemas and libraries, domestic science demonstration equipment, etc.).

51. Permanent refresher course centres should be established in rural areas. Groups of teachers in rotation could go to them for courses of varying length.

Improvement of the Working Conditions of Rural Teachers

52. In view of the difficulties encountered in their work by rural teachers, their working conditions should be improved as much as possible; they should be provided with good housing—women teachers, especially. As far as possible, teachers working in particularly remote or difficult areas should be granted allowances.

B. Administrative Measures to be Taken

53. In view of the size of the rural population in Asian countries and the need to improve the efficiency of educational institutions in those regions, all appropriate administrative measures should be taken in order to increase regularly and rapidly the number of school buildings in rural districts, improve school equipment, facilitate access, organize the transport of pupils whose homes are at a great distance from the school and provide boarding schools or hostels for secondary and teacher-training schools.

54. Administrative procedures should be simplified as much as possible, so that teachers in rural areas, and women teachers in particular, can keep in touch with school authorities, inform them of their needs and obtain rapid decisions on questions they submit to such authorities. Women should be appointed to posts of responsibility in school administration, and also to bodies responsible for school curricula, buildings and finance. This would ensure that the interests of women teachers and women students are not neglected.

55. The number of women in school inspection services, whose main function should be to assist and advise teachers and not to supervise them, should also be increased. Inspectors should make frequent tours of inspection in rural areas, so that the teachers in such areas would not feel isolated or forgotten.

56. Teachers in rural areas, both women and men, should enjoy fair promotion, and their work should be considered as being on an equal footing with that of urban teachers.

C. Financial Measures to be Taken

57. Most of the Asian countries do not have separate budgets for urban and rural districts. However, some States provide funds in

their budgets for the development of the education of girls and women.

58. The experts consider it highly desirable that a similar policy should be adopted by all the countries as funds specifically set aside for the development of women's education would not run the risk of being used for other purposes, as might be the case if they were included in the general education budget.

59. Funds should be set aside for granting a larger number of scholarships for pupils from rural areas and especially for girls, as parents are apt to make special efforts to enable boys to continue their studies, but are less concerned to give similar opportunities to their daughters.

60. Compensation allowances for women teachers working under particularly hard conditions in remote rural areas should likewise be provided.

61. Substantial funds should be provided for the improvement of school buildings and equipment in rural areas, the building of primary, secondary, vocational and teacher-training schools, and also boarding establishments and hostels, especially for girls, and the improvement of housing conditions for teachers.

62. A general improvement of living conditions in the rural areas is essential in several Asian countries if an excessive emigration of the rural population to urban centres and a tendency on the part of teachers to seek posts in towns whenever possible is to be avoided. In order to obtain the funds necessary for this development of rural communities, urgent requests should be submitted to the various ministries concerned (Agriculture, Public Health, Social Affairs, Youth and Sports, Community Development, etc.).

63. These same sources should also be requested to finance adult education programmes, which should be considerably expanded and which are of primary concern to women in rural areas, amongst whom the illiteracy rate is highest, and who are deprived of contacts with the outside world and of opportunities to improve their standard of living. Funds should be provided for the publication, for their benefit, of reading material in local languages, so that literacy campaigns would not be followed by a lapse into illiteracy. In view of the services performed by voluntary non-governmental organizations in the field of adult education, they should receive the support of the authorities, and also financial and technical assistance.

64. Exclusive reliance on governmental budgetary resources would be unfortunate. On the contrary, the rural population itself should be invited to make contributions in kind (gift of a piece of land, supply of building materials, labour) or in money to the development in their village both of school and out-of-school education. Other funds could be collected by means of an appeal to the sense of fellowship of the urban population, which is generally in a better position economically, and by means of lotteries, charity events, etc.

D. Measures to be Taken in Regard to Planning

65. In several Asian countries, educational development is now determined by planning. It is therefore essential that the problem of the access of girls and women to education should be considered when short-term or long-term plans are being drawn up. The Commissions responsible for planning school and out-of-school education should therefore include a certain number of women teachers.

66. If a plan is to be drawn up on a realistic basis, there would have to be thorough investigations into the living conditions of school attendance, wastage, etc. Such surveys would require a competent specialized staff, and only limited use should be made of the collaboration of rural teachers the majority of whom are already overworked.

67. Also, when plans for school buildings are being drawn up, women should be consulted in order to make sure that the sanitary equipment and the fitting up of premises needed for physical training and for domestic science teaching etc., will provide the best possible conditions for the attendance of girls in rural schools.

68. In estimating staff requirements in regard to teachers and inspectors, account should be taken of the need, in most of the countries, for resorting the balance between the level of boys and that of girls in the matter of education and, for this purpose, for the intensive recruitment and accelerated training of women teachers.

69. In drawing up curricula, there should be provision for adaptation to local conditions. In technical education, account should be taken of economic conditions and employment opportunities evaluated by means of thorough surveys, especially in rural areas, where there is not so great a variety of available occupations.

70. In planning, account should also be taken of the need for co-operation between governmental organs and non-governmental bodies concerned with either school or out-of-school education, *inter alia*, women's voluntary organizations.

E. Measures to be Taken in Regard to Public Information

71. The public needs to be informed about the situation of the population in rural districts, the difficulties they encounter and the prime importance of rural areas for the development and prosperity of the country. This task should be entrusted to competent persons who would make a tactful use of the major mass communication media.

72. The men and women of rural areas must also be given an opportunity to make themselves heard, to display their achievements and to take their rightful place in the life of the country.

73. Furthermore, in some cases it may be necessary to inform the public in rural areas about the advantages of education for girls and women. Personal contacts, the examples set by influential local leaders, and meetings of community organizations play an

important part in this connection. Such action should be supplemented by the popularization of knowledge and the dissemination of culture through the publication and distribution of pamphlets written in a simple and vivid style, in the local languages. It is also desirable to make use of traditional means of artistic expression such as folk plays and tales, dancing, singing, village festivals, etc. Those who use mass communication media should be given special training, so that government officials of all ranks may be kept abreast of the progress achieved in community development. Provision must also be made for the training of local leaders.

F. The Action of Non-Governmental Organizations

74. Non-governmental organizations have a very important part to play in connection with public opinion for they can reach groups with common interests and aims which are sometimes very influential, for instance, trade unions, youth movements, women's organizations and teachers' associations. Such organizations can often provide an effective liaison between governmental bodies and the general public.

75. In several Asian countries, non-governmental organizations are very active in the educational field, and their collaboration in community development programmes has proved to be very valuable. Their role in this field should be recognised, and collaboration should be established in all Asian countries between governmental bodies and voluntary organizations, which should have the support of the authorities. Through close co-ordination, the best possible use could be made of all available energies and resources, and overlapping could be avoided. This marshalling of efforts would certainly be helpful in solving the problem of developing the education of girls and women in the rural areas of Asia.

THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION

Fourth Annual Report
(March 1963—February 1964)



MINISTRY OF EDUCATION
GOVERNMENT OF INDIA
1964



Publication No. 711

FOURTH REPORT OF THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION—ITS RECOMMENDATIONS AND THEIR IMPLEMENTATION

(March 1963 to February 1964)

I. Introduction

1. This Report of the National Council for Women's Education is the fourth in the series incorporating the achievements made in the implementation of the various programmes proposed by the National Council for promoting the education of girls and women and pertains to the period March 1963 to February 1964.

2. The period covered by this Report could be considered as a very important one. During this period, the Central Advisory Board of Education met and considered various matters among which women's education figured. In November 1963, the Education Ministers' Conference was held wherein, for the first time, girls' education figured prominently. Later in the year, the All-India Women's Conference considered the important topic of bridging the gap in the education of girls and boys at the primary and secondary stages and made a number of recommendations.

3. Earlier in August 1963, the Chairman of the National Council for Women's Education participated in the conference on educational planning in developing countries convened by the International Council of Social Democratic Women at Stockholm where "equal educational opportunities—bridging the gap between the two sexes"—was considered.

4. During the period under review, the National Council for Women's Education, on the recommendations made at the fifth meeting, set up two committees—(i) under the chairmanship of Shri M. Bhaktavatsalam, Chief Minister, Madras to look into the causes for lack of public support for girls' education particularly in rural areas and for enlisting public cooperation, and (ii) a Fourth Plan Working Group on Women's Education.

5. The Council continued to be a very important catalytic agent in focussing the attention of the public and the Government on the important problems of girls' and women's education and in advising the Government and the State Councils in the formulation of plans and priorities and on ways and means of promoting girls' education.

II. Progress of Enrolment

6. As a result of the various steps taken by the Government and the liaison done by the chairman and the members of the National Council for Women's Education, it is expected that at the end of the Third Plan the percentage of girls at school in the age-groups at primary, middle and secondary stages would be 63·3, 18·2 and 7·8 respectively. At its fifth meeting held in April 1963, the National Council recommended to the State Governments that separate enrolment targets for girls at all stages should be fixed. This recommendation was conveyed to the various State

Governments. The performance in enrolment during the first two years of the Plan and the estimated enrolment for 1963-64 are stated in the following tables :

Classes	Enrolment (in lakhs)			Percentage of the population in the age-group		
	No. of boys	No. of girls	Total	Boys	Girls	Total

TABLE NO. 1

Progress of enrolment at all stages of school education for 1961-62

I—V	..	..	..	259.0	130.8	389.8	86.9	46.6	67.4
VI—VIII	..	..	..	56.1	18.4	74.5	37.8	13.1	25.8
IX—XI	..	..	..	27.1	6.4	33.5	20.6	5.0	12.4

TABLE NO. 2

Progress of enrolment at all stages of school education for 1962-63

I—V	..	..	..	276.8	144.1	420.9	90.3	49.8	70.6
VI—VIII	..	..	..	61.7	21.6	83.3	39.9	14.6	27.5
IX—XI	..	..	..	31.1	7.5	38.6	22.5	5.7	14.6

TABLE NO. 3

Estimated enrolment at all stages of school education for 1963-64

I—V	..	..	..	291.7	160.4	452.1	92.5	53.8	73.7
VI—VIII	..	..	..	67.7	24.5	92.2	42.1	15.0	29.2
IX—XI	..	..	..	34.7	8.6	43.3	23.9	6.4	15.7

7. Detailed statistics regarding additional targets and achievements of enrolment for the age-group 6—11, 11—14 and 14—17 and the estimated enrolment in these age-groups for the period 1960-61 and 1965-66 are given in the Appendices attached to this report.

8. Impressive though these figures are, the Council is conscious of the leeway to be made up. The progress, for one thing, has been noticeable in urban areas and the progressive parts of the country. The Council is desirous that this progress should be made in rural areas where in the

case of pre-primary and primary schools, the number of girls attending schools is as low as half of those in urban areas. In middle schools, the girls from urban areas are more than 3 times than those in rural areas. In the case of secondary schools, the girls from urban areas are 15 times more than those in rural areas.

9. As recorded in the last report, the pace of progress is considerably fast for the enrolment of boys than for girls. By the end of the Third Plan, all the boys in the age-group will have been enrolled and the problem soon after and throughout the Fourth and the Fifth Five Year Plans would be to enrol the maximum number of girls.

10. The provision of facilities for girls' education is beset with a number of peculiar problems which have to be faced. While these are not special to India, concerted effort will have to be made to see that progress is made. There has been a certain amount of conservatism and dislike towards education of girls, preference being usually given to the boys. This narrow outlook, however, is fast disappearing and even in remote villages it would not be surprising to meet parents who are less orthodox and would willingly send their daughters to school provided reasonable facilities are available.

11. The economic difficulties are formidable. There is also the problem of providing adequate clothing to girls who wish to attend schools—a problem which is of lesser importance and consideration in the case of boys.

12. The most difficult problem, however, has been the serious lack of teachers. It was estimated by the National Council that even to take care of the additional enrolment in the Third Plan the requirements in respects of the teachers would be to the order of 2.6 lakhs. The progress in this field has been slow. According to the statistics available, there were only 0.33 million women teachers out of a total of 1.51 million teachers. The additional number of women teachers needed per year on the basis of additional number of girls which have to be enrolled would be approximately 43,000 for the primary schools alone. Various measures need, therefore, to be taken with a view to achieving this end like increasing facilities for training, opening of training schools and colleges, pre-selection of girls at the secondary stage, provision of scholarships, quarters and starting of condensed courses.

13. One of the obstacles in the way of progress has been unsuitable curricula. In most cases, the curricula in schools for the girls have been identical with those of boy schools. Parents of girls are not very happy with this arrangement as they feel that the subjects taught may not be of much use to them in later life and consequently the girls themselves do not take sufficient interest in their study. The Curriculum Committee appointed by the National Council submitted its report which was unanimously approved at the 5th meeting held in April 1963. The report has since been finalized and copies sent to the State Governments for consideration and initiating suitable action. The National Council feels that the utmost publicity should be given to the recommendations made by this important Committee so that necessary action with suitable modifications could be taken up by the State Governments and educational authorities.

III. Recommendations of the Fifth Meeting of the National Council for Women's Education

14. The National Council made two important recommendations at its fifth meeting held in April 1963.

15. The Council endorsed the suggestion made by the Union Education Minister in his inaugural speech regarding the appointment of a small Committee to look into the causes for lack of public support particularly in rural areas for women's education and for enlisting public cooperation. It authorised the chairman to nominate a small committee for the purpose. Accordingly, a committee was set up with Shri M. Bhaktavatsalam, Chief Minister, Madras, as Chairman. The committee has made sufficient headway and its report is expected within the next few months.

16. The Council felt that careful preparation for the Fourth Plan was of considerable importance, a Working Group should be set up to consider the schemes for education of women. Accordingly, a Fourth Plan Working Group under the chairmanship of Smt. Raksha Saran, Chairman, National Council for Women's Education was set up. The Committee held 3 meetings, discussed the present position regarding girls' education and made estimates regarding the Fourth Plan targets. It prepared a report copies of which were sent to the Ministry of Education for consideration by the Working Group on General Education. The Report recommended a provision of Rs. 130 crores for special programmes for girls' education during the Fourth Plan, the sector-wise break-up being elementary education, Rs. 79 crores; secondary education, Rs. 26 crores and university education Rs. 25 crores. It also took note of the fact that during the Fourth Plan about 50 per cent. of the additional enrolment would be that of girls—larger numbers at the elementary stage and on this basis it estimated that about 50 per cent. of any allotment for education could be for girls education. The group was conscious of the fact that in co-educational institutions a large number of girls are attending and will continue to do so. However, it thought that among the general education, certain schemes could be identified which could be taken up specially in educationally backward areas. The Group was convinced that the general expansion programmes would be most effective only if simultaneous steps are taken to implement special programmes.

IV. Resolutions of the National Council (Fifth meeting)

17. The fifth meeting of the National Council (April 1963) passed a number of resolutions. The most important of these are referred to in the succeeding paragraphs.

Emergency and Women's Education

18. The national emergency made it clear that a democratic society can be strengthened only when its citizens are enlightened and understand the full implications of their responsibilities and rights. It was, therefore, imperative that in a state of emergency, the programme of education should be strengthened and promoted even more than in ordinary times. The National Council, therefore, resolved that there should be no cut in women's education programmes on account of the national emergency

because such a cut is likely to be detrimental to the defence effort. On the contrary, as far as possible, a larger allocation for women's education programme may be provided.

19. The Ministry of Education brought this recommendation to the notice of the State Governments and it was found that because of the emergency, the State Governments had imposed a cut to the extent of nearly Rs. 153 lakhs in schemes specially relating to girls' education. The Council was glad to note, that the Ministry of Education had written to the State Governments to make special efforts to restore these cuts.

20. The National Council recommended that the programme of girls' education should be put on an emergency basis and larger provisions, if necessary by adjustment from other sectors, should be made for such programmes as opening of new schools particularly in rural areas, attendance scholarships, construction of hostels, stipends etc.

21. The Council further recommended that in order to meet the situation in the so-called backward States, the enrolment of smaller number of girls in rural areas should not be treated as a sufficient cause for not opening new schools or extending other facilities on the ground of being uneconomical. The Council also recommended that the criteria of numbers should not be applied to backward areas and provision of facilities in itself was an incentive to bring more girls in subsequent years to schools.

Annual Revision of Targets

22. The Council viewed with concern that no State has been able to specifically show separate financial targets for girls' education under the general programme and felt that such allocations should be done immediately. It further recommended that the targets of enrolment for girls should be revised every year in relation to the performance in respect of enrolment of both boys and girls to ensure that the gap was being bridged.

Allocation to the Special Programme for the Education of Girls and Women in the Third Five Year Plan

23. The Council recommended that the Planning Commission should revise the decision and place the scheme of special programmes for girls' education in the central sector as centrally sponsored not subject to the ceilings of the State plans. The National Council has been exercised about the implementation of the special programmes for girls during the Third Plan period. The State Governments have given the necessary assurances that funds provided for these programmes would not be diverted to other programmes. For many States, it has not been possible to allot any funds for these programmes for want of resources. The Fourth Plan Working Group of the National Council for Women's Education considered the possibility of treating the special programmes for girls' education as a centrally sponsored scheme with cent per cent. assistance during the Fourth Plan. The Working Group felt that the most important condition of earmarking funds for women's education should be imposed and the Union Government must see that the States carry out this condition which should not be relaxed in any case.

Special Schemes for increasing the supply of Women Teachers

24. The Council noted with regret that during 1961-62 the achievement in respect of appointment of women teachers fell far short of the targets laid down. It, therefore, recommended that the programme of increasing the supply of women teachers should be placed on a special footing and that measures like increasing facilities of training, opening of new training schools and colleges, pre-selection scholarships for women teachers, village allowance etc. should be included in a special scheme and a provision of Rs. 10 crores should be set aside for implementing the programme in the Third Plan. It also recommended that the provision for this scheme should not be kept in the State sector subject to the ceilings of the State Plans but should be kept in the Central sector.

25. The Ministry of Education has now decided to provide accelerated Central assistance to States for the programme of expansion and improvement of primary education for the employment of additional teachers, preference being given to women teachers. This is at least something although much more substantial provision would be necessary.

Assistance to Voluntary Educational Organizations

26. While noting the progress made in giving assistance to voluntary organizations working in the field of women's education, the Council urged the Ministry of Education to reconsider whether the use of cement and steel may not be permitted to the institutions in their building programmes provided they are used for essential needs and the institutions certify that they will be bought at controlled rates. The Council also recommended that both the National Council and the State Councils should be brought more and more into the picture in the implementation of this scheme.

Construction of Hostels

27. The Council recommended that very high priority may be accorded for the construction of hostels in general and special attempts should be made to complete the remaining hostels sanctioned in the Second Plan.

Earmarking of loan Scholarships

28. The Council recommended that at least 25 per cent. of the scholarships administered by the Ministry of Education should be set aside for girls from rural and backward areas and the remaining scholarships be given on merit to both boys and girls. It notes with regret that it has not been possible for the Ministry of Education to accept this recommendation.

Women's Polytechnics

29. The Council noted the progress made in the establishment of women's polytechnics and felt that vocational training and technical training of women was of special significance in the context of national emergency. It felt that such technical training is essential not only at the polytechnic level but also at a lower level as women workers having various degrees of competence and technical skills, are needed at primary,

secondary and tertiary levels. It, therefore, recommended that the targeted polytechnics should be started as early as possible and felt that for increasing facilities for polytechnics at a faster rate, it will be necessary to help those voluntary organisations that are prepared to start such programmes. It further recommended that a scheme of starting separate junior technical schools for women to cater for the various technical programmes recommended by the Curriculum Committee should be included in the Plan by adjustment of allocations.

V. Mid-Plan Appraisal

30. The year under report was also a very crucial one in the sense that the Ministry of Education made a Mid-Plan Appraisal of the schemes of general education for the period 1961—64 along with the estimates for the remaining period of the Third Five Year Plan. This appraisal took note of the achievements so far made and what is likely to be achieved in the last two years of the Plan based on the trends disclosed during the first 3 years. The appraisal was important because it was based not only on an analysis of the data furnished by the State Governments but also on the deliberations of the Education Secretaries' Conference held in Delhi earlier for Mid-Plan Appraisal.

31. The Plan declared that education of the girls was "by far the most important objective in the field of education during the Third Plan" and envisaged that in the elementary sector girls would form 56 per cent of the additional enrolment to be secured during the Plan period. In the revised targets of enrolment of the age-group 6—11 for the Third Plan period, the aim is to enrol 93·86 lakh girls (additional) in the total target of 163·84 lakhs children. It is estimated that during the period 1961—64, 46·40 lakhs girls in the age-group 6—11 could be enrolled and the estimated figure for the period 1964—66 would be 38·31 lakhs making a total of 84·71 lakhs.

32. The Mid-Plan Appraisal points out that this progress does not conform to the original intentions in the Plan. The ratio of boys to girls achieved is 58·82 whereas the Plan envisaged 44·56. By the end of the third year of the Plan the ratio is likely to improve to 54·56. The estimated achievement by the end of the Third Plan shows a shortfall of 10 per cent over the revised targets. The Mid-Plan Appraisal points out that in the States of Bihar, Madras, Mysore, Punjab and Uttar Pradesh the achievement estimated by the end of the Plan will fall short of the revised targets by more than 10 per cent.

33. The main problem really relates to "backward" States. It has been found that the achievement during the first three years has been below the all-India average in Assam, Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh. Special efforts are, therefore, required in these States to promote girls' education.

34. In the age-group 11—14, the revised target for 1961—66 is to enrol 14·79 lakhs girls. The estimated achievement, however, would be of the order of 13·77 lakhs.

35. It is of crucial importance to note that the Mid-Plan Appraisal points out that the progress of special schemes for girls' education in the elementary sector has been far from satisfactory. The following table indicates the Plan provision and actual expenditure :—

State	Outlay on special schemes for girls education (Elementary)		
	Plan provision	Expenditure 1961-63 (Rs. in lakhs)	Budget estimates 1963-64
1	2	3	4
West Bengal	57.59	19.82	3.60
Andhra Pradesh ... ..	..	..	..
Assam	15.00	3.16	1.24
Bihar	34.64	27.93	5.42
Gujarat	5.00	0.25	1.29
Jammu & Kashmir	3.00	1.42	0.24
Kerala	12.50	5.32	2.27
Madhya Pradesh	14.17	9.63	1.31
Madras	25.00	8.73	12.38
Maharashtra ... ..	..	..	..
Mysore	34.00	10.74	6.20
Orissa	151.00	38.68	29.24
Punjab	12.50	2.37	..
Rajasthan	17.50	6.30	3.94
Uttar Pradesh	349.77	19.82	40.30
TOTAL	731.67	233.95	107.43

SOURCE.—Mid-Plan Appraisal, Ministry of Education, 1963

36. It will be seen that two States have made no provision in their Plans for special schemes. In four States, the budget provision in the current year is substantially lower than the annual average of the previous two years. The States of Assam, Bihar and Madhya Pradesh where provision for special schemes is smaller than the outlay on elementary sector would call for, are also the States which show the lowest achievement of girls' enrolment.

37. In the field of secondary education, the revised target envisages enrolment of 5.24 lakhs additional girls in the total target of 22.22 lakhs children. It is, however, estimated that the additional enrolment of girls in the age-group 14—17 during the Third Plan period would be 5.68 lakhs. In this sector, no provision has been made for special schemes for girls' education in 6 States (Andhra Pradesh, Gujarat, Jammu and Kashmir, Kerala, Madhya Pradesh and Maharashtra). In 4 States, the budget provision in the current year is substantially lower than the annual average of the previous two years. The Mid-Plan Appraisal says that the progress of special schemes on the whole is not commensurate with the level at which enrolment of girls is developing. It concludes that the progress of the special programmes in the States' sector has been less than satisfactory and that the programmes of girls' education need to be accelerated.

VI. Condensed Courses

38. The scheme is at present being implemented by the Central Social Welfare Board. During the first 3 years of the Third Plan (up to 31st January, 1964) the Central Social Welfare Board have sanctioned 422

courses and have been giving instruction to 5859 adult women during the years 1960, 1961, 1962 and 1963. Out of these 3748 have already been declared successful. The information regarding the number of courses sanctioned year-wise up to 31st December, 1963 by the Central Social Welfare Board and the year-wise percentage of passes is given in the Appendices G & H.

VII. Assistance to Voluntary Organisations working in the Field of Women's Education

39. The Union Education Ministry continued to operate during the year the scheme of giving assistance to voluntary organizations working in the field of women's education for the purposes of :—

- (a) projects of an experimental or educationally significant nature;
- (b) laboratories and libraries in girls, middle and secondary schools and in training institutions for women teachers;
- (c) hostels attached to middle, secondary or training institutions for women primary teachers.

40. During the year 1963-64 (up to 31st January, 1964), a total sum of Rs. 1,28,000 has been released as grants to 17 institutions working in the field of women's education.

41. The National Council feels that the provision of Rs. 2 lakhs during 1963-64 and a sum of Rs. 3 lakhs during 1964-65 is very inadequate compared to the number of institutions who are in need of assistance. It, therefore, strongly recommends that at least a sum of Rs. 4 lakhs should be provided for this scheme in 1964-65 and Rs. 5 lakhs in 1965-66.

VIII. Part Time Training & Employment of Women

42. The expert group under the chairmanship of Shri R. Prasad, Joint Secretary, Ministry of Home Affairs and Director of Manpower Directorate continued the studies in this connection. In the meeting held on 21st March, 1963 to which representatives of schools of social work were invited, the questionnaire was discussed and finalised. Before starting the actual survey, it was decided that the questionnaire should be pre-tested to find out difficulties, if any, which are met in administering the questionnaire and whether it needed any modification. The Delhi School of Social Work, the Tata Institute of Social Sciences, Bombay, the Madras School of Social Work and the Institute of Social Science, Varanasi have pre-tested the questionnaire and made certain suggestions for modification in the questionnaire on the basis of which the questionnaire was finalized. It was decided that, in the first instance, a pilot study of attitudes of women towards employment be conducted by two institutions. Accordingly, the Delhi School of Social Work and the Tata Institute of Social Sciences, Bombay have been entrusted with this work. The pilot study is expected to be completed shortly.

43. The National Council at its meeting held in April, 1963 desired that this Committee should also make a further study of the wastage of the professionally trained amongst the educated women. This resolution has also been conveyed to the Committee.

IX. Curriculum Committee

44. The National Council at its fifth meeting held in April, 1963 considered the report of the Curriculum Committee under the Chairmanship of Smt. Hansa Mehta and recorded its appreciation of the work done by this Committee. It suggested that the Report be circulated to the State Governments, State Councils and Ministries concerned and other organizations so that implementation of the major recommendations made by the Committee is taken in hand by them immediately. The Ministry of Education has circulated among the State Governments copies of the Report of the Committee.

X. Establishment of Polytechnics for Girls

45. In all 24 polytechnics for girls are to be established during the Third Plan period in the various States under a scheme prepared by the erstwhile Ministry of S.R. & C.A. Of these 13 have already been established—3 in Andhra Pradesh, 3 in Kerala, 1 each in Madras, Punjab, Mysore, Uttar Pradesh, Delhi, Madhya Pradesh and Assam. The other Polytechnics will be established during the remaining period of Third Plan. The Chairman of the Council took opportunity to visit some of these polytechnics to acquaint herself with the activities and also to give necessary advice.

XI. Publicity for Girls' Education

46. The film under the caption "who seek the light" is nearing Completion and will be ready shortly for country-wide exhibition. 5 lakhs posters printed in English and 12 Indian languages regarding Women's Education programmes have been distributed among the State Governments. A provision of Rs. 45,000 has been made for the year 1964-65 for suitable publicity.

XII. Conference on Educational Planning in Developing Countries

47. During the year, the Chairman of the National Council participated in the Conference on educational planning in developing countries convened by the International Council of Social Democratic Women at Saltsjobaden, Stockholm from August 25 to 31, 1963. The Chairman read a paper on "Equal educational opportunities—bridging the gap between the sexes". The paper and the ensuing discussions were followed with keen interest. After this Conference, the Chairman toured some of the European countries with a view to acquainting herself with the work done by the various non-official organizations in the field of women's education.

XIII. Education Ministers' Conference

48. The State Education Ministers' Conference was held in November, 1963 at New Delhi. The Chairman of the National Council took this opportunity to raise the issue of girls' education and made a statement on the position of girls and women's education and the problems that needed immediate attention. It was for the first time during the Education Ministers' Conference that Girls' Education prominently figured. The Education Ministers' Conference resolved as follows:—

"Noting with satisfaction the rate of increase of enrolment at the primary stage and the desire of our people belonging to all areas

and sections of the population to send their children to the school, the Conference resolves that special efforts should be made and appropriate programmes, such as the following, may be launched or strengthened in order to bring all girls of the relevant age group to school:—

- (a) construction of quarters for women teachers;
- (b) improvement in the training facilities for women teachers;
- (c) recruitment of women teachers on a larger scale and as an interim measure, appointment of school mothers;
- (d) provision of hostels for girls in rural areas;
- (e) provision of free education to girls to the end of the secondary stage with a view to increasing the supply of teachers;
- (f) utilisation of the services of adult women on a part-time or whole-time basis; and
- (g) provision of suitable incentives to students wherever necessary.

The Conference further recommended that the special programmes for girls' education should be taken up as centrally sponsored schemes on the basis of 100 per cent. grant, outside the State plan ceilings."

XIV. All India Women's Conference

49. The All India Women's Conference convened in January 1964 a Seminar on the problems relating to girls' education at the primary and secondary stages. The Chairman of the National Council, Shrimati Raksha Saran, presided over the meeting held on 4th forenoon. She also read a paper on "Financial allocations for girls and women's education during the Fourth Five-Year Plan." The following recommendations were made by the Seminar on the subject of girls' education:—

(a) The Seminar recognises the need to build up public opinion particularly in rural areas where parents are not enthusiastic about Girls' education due to social and economic reasons. The Seminar recommends that the following steps to be taken:—

- (i) house to house propaganda,
- (ii) education through mass media, such as films, radio programmes, talks etc.,
- (iii) the provision of mid-day meals, clothing, books and materials to children as an incentive to attend schools.

(b) In order to step up enrolment of girls in schools, the Seminar recommends that Panchayats be requested to take adequate measures to promote girls' enrolment.

(c) In view of the paucity of trained teachers and the need to give encouragement for women to take up the teaching profession, the Seminar recommends that the salary scale of teachers be improved and that teachers be provided with amenities such as residential quarters and transport, particularly in the rural areas.

(d) In order to meet the shortage of teachers, the Seminar recommends that the All India Women's Conference and other voluntary agencies establish more training institutions, especially in the rural areas, for which financial assistance may be sought from the State and/the Central Government.

(e) This Seminar recommends that special short-term teacher-training courses be instituted for those women who have taken the condensed courses under the Central Social Welfare Board's Project and their services be utilized in rural schools.

(f) The Seminar recognises the need to improve the quality of teachers for which it is recommended that the following steps be taken:—

- (i) increase in number of In-Service training programmes for trained and untrained teachers in employment;
- (ii) the institutions conducting such programmes and the trainees be given special allowances; and
- (iii) due recognition be given to the status of teaching profession by providing teachers with all the facilities admissible to officials in other services.

(g) The Seminar recommends that part-time or full-time voluntary workers be encouraged to work as teachers, by providing them with transport and other incidental expenses.

(h) The Seminar recommends that 10 per cent. of the Loan Scholarships sanctioned by the Ministry of Education, be reserved for women students in higher education and teacher-training programmes.

(i) The Seminar recommends to the State and Central Governments that allocations earmarked for Girls' education should be utilised solely for this purpose and not be diverted for other purposes.

(j) In view of the appalling conditions presently existing in some schools, the Seminar strongly recommends that Educational Authorities take immediate steps to instal and improve sanitary facilities and hygienic conditions in schools.

(k) The Seminar recommends to the State and Central Government to include pre-primary education for children as part of their educational development programmes.

(l) The Seminar recommends that five Junior Technical Schools be started in the next few years.

(m) The Seminar notes the slow progress made by some State Governments in starting Women's Polytechnics, the financial allocation for which had been made in the Second Plan, and therefore urges upon the same Governments to take immediate steps for implementing the schemes.

(n) The Seminar recommends that voluntary agencies encourage schools to take up Adult Education as a co-curricular activity.

(o) The Seminar recommends that a special Hostel Allowance be given to the children of teachers of rural areas (like children of people working in Union Government).

Conclusion

50. The members of the National Council and the members of the State Councils have made an all-out effort to do their best during this year and in this way the National Council and the State Councils have been able to focus the attention of the Governments and the public to the importance of girls' and women's education.

APPENDICES

APPENDICES A TO C—*Additional Targets and Achievements of Enrolment.*

APPENDICES D TO F—*Enrolment in 1960-61 and 1965-66.*

APPENDIX G—*Condensed Courses Sanctioned up to 31st December, 1963.*

APPENDIX H—*Condensed Courses—Year-wise percentage of Passes.*

APPENDIX I—*Report of the Fourth Plan Working Group of the National Council for Women's Education (See Item V).*

Additional Targets and Achievements of Enrolment

State/ Administrations	Target 1961-66		1961-62 Achievement		1962-63 Anticipated Achievement		1963-64 Target		1961-64 Estimated Achievement	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh ..	16.00	8.10	3.82	2.10	1.70	0.85	3.30	1.65	8.82	4.60
Assam	4.40	2.20	0.95	0.49	0.42	0.14	0.98	0.20	2.35	0.83
Bihar	16.16	10.63	1.78	0.65	2.23	1.02	3.50	1.85	7.51	3.52
Gujarat	6.50	2.50	2.56	1.05	2.40	0.99	1.12	0.46	6.08	2.50
Jammu & Kashmir	1.05	0.35	0.25	0.07	0.25	0.08	0.18	0.07	0.68	0.22
Kerala	3.17	1.37	0.90	0.43	0.98	0.47	1.64	0.82	3.52	1.72
Madhya Pradesh ..	10.00	6.00	2.88	0.65	1.75	0.65	0.19	0.07	4.82	1.37
Madras	14.00	9.76	3.80	1.50	5.00	1.60	3.00	1.20	11.80	4.30
Maharashtra .. .	12.49	7.00	2.69	1.08	2.23	1.20	2.64	1.22	7.56	3.50
Mysore	10.00	7.56	3.83	1.99	2.00	1.00	2.00	1.00	7.83	0.99
Nagaland	0.26	0.080	0.025	0.006	0.020	0.005	0.021	0.005	0.066	0.016
Orissa	7.07	4.01	0.61	0.55	1.75	0.70	1.60	0.75	3.96	2.00
Punjab	12.49	7.22	4.11	1.81	2.00	1.09	2.01	1.09	8.12	3.99
Rajasthan	9.86	3.95	1.40	0.27	1.46	0.33	2.33	1.12	5.00	1.72
Uttar Pradesh .. .	20.07	13.07	7.06	3.01	4.01	1.81	3.98	1.62	15.05	6.44
West Bengal .. .	11.50	8.66	2.34	0.75	2.24	1.07	1.92	2.92	6.50	4.74
TOTAL (States) ..	161.02	92.460	39.005	16.406	30.440	13.005	30.411	16.405	99.856	45.456
Administration										
A. & N. Islands ..	0.06	0.020	0.026	0.008	0.004	0.002	0.004	0.002	0.0340	0.120
Delhi	1.13	0.590	0.460	0.200	0.380	0.140	0.420	0.160	1.260	0.500
Himachal Pradesh ..	0.53	0.330	0.110	0.020	0.140	0.090	0.070	0.060	0.320	0.170
L. M. & A. Islands ..	0.05	0.022	0.037	0.015	0.002	0.001	0.003	0.001	0.042	0.017
Manipur	0.30	0.150	0.069	0.054	0.007	0.002	0.006	0.003	0.082	0.059
N.E.F.A.	0.10	0.006	0.020	0.005	0.014	0.002	0.016	0.002	0.050	0.009
Pondicherry	0.15	0.085	0.070	0.032	0.023	0.008	0.200	0.012	0.293	0.052
Tripura	0.50	0.200	0.123	0.047	0.095	0.039	0.094	0.038	0.212	0.124
TOTAL (Administrations)	2.82	1.400	0.915	0.284	0.670	0.285	0.309	0.275	2.394	0.944
GRAND TOTAL	163.84	93.86	39.92	16.79	31.11	13.29	31.22	16.32	102.25	46.40

DIX A

of the Age-group 6-11 (Classes I to V)

(Figures in Lakhs)

Percentage of Col. 10 to 11	Percentage of Col. 11 to 13	1964-65 Targets		1965-66 Targets		1961-66 Estimated Achievements		Percentage of Col. 18 to 2	Percentage of Col. 19 to Col. 3
		Total	Girls	Total	Girls	Total	Girls		
12	13	14	15	16	17	18	19	20	21
55.1	56.8	8.30	1.65	8.30	1.65	15.42	7.90	96.4	97.5
53.4	37.7	1.00	0.60	1.30	0.84	4.65	2.27	105.7	103.2
46.5	33.1	4.00	2.40	4.50	3.10	16.01	9.02	99.1	84.9
93.5	100.0	1.12	0.46	1.12	0.46	8.32	3.42	128.0	136.8
59.7	62.9	0.18	0.07	0.18	0.06	1.04	0.35	98.9	100.0
111.0	125.5	1.08	0.42	1.16	0.47	5.76	2.61	181.7	190.5
48.2	22.8	2.59	2.31	2.59	2.32	10.0	6.00	100.0	100.0
84.3	44.1	2.00	1.20	2.00	0.80	16.80	6.30	120.0	64.5
60.5	50.0	2.81	1.32	2.12	2.18	12.49	7.00	100.0	100.0
78.3	52.8	2.00	1.00	2.00	1.00	11.83	5.99	118.3	79.2
25.4	20.0	0.021	0.005	0.021	0.005	0.108	0.026	41.5	32.5
56.0	49.9	1.60	0.90	1.51	1.11	7.07	4.01	100.0	100.0
65.0	55.3	1.54	0.80	1.54	0.80	11.20	5.59	89.7	77.4
52.6	43.5	2.34	1.13	2.33	1.10	9.86	3.95	100.0	100.0
57.7	49.3	4.03	1.66	4.96	1.98	24.04	10.08	92.2	77.1
56.5	54.8	3.00	2.46	2.00	1.46	11.50	8.66	100.0	100.0
59.8	47.4	33.611	18.385	32.631	19.335	166.098	83.176	99.4	86.4
56.7	60.0	0.004	0.002	0.004	0.002	0.042	0.016	70.0	80.0
111.5	84.7	0.400	0.150	0.400	0.150	2.040	0.800	182.3	135.6
60.4	51.5	0.110	0.090	0.100	0.070	0.530	0.330	100.0	100.0
80.8	77.2	0.005	0.002	0.005	0.002	0.052	0.021	100.0	95.5
27.3	39.3	0.006	0.003	0.006	0.033	0.094	0.065	31.3	43.3
50.0	150.0	0.020	0.003	0.030	0.004	0.100	0.016	100.0	266.7
195.3	61.2	0.019	0.017	0.018	0.016	0.330	0.085	20.0	100.0
62.4	62.0	0.094	0.038	0.094	0.038	0.500	0.200	100.0	100.0
86.6	70.5	0.659	0.305	0.659	0.285	3.712	1.534	134.3	118.6
68.8	55.0	34.27	18.69	33.29	19.62	169.81	84.71	97.1	111.1

Additional Targets and Achievements of Enrolment

State/ Union Territories	Target 1961-66		1961-62 Achievement		1962-63 Anticipated Achievement		1963-64 Target		1961-64 Estimated Achievement	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh ..	2.58	0.64	0.46	0.13	0.46	0.11	0.53	0.13	1.44	0.37
Assam ..	1.20	0.49	0.17	0.06	0.20	0.08	0.25	0.10	0.62	0.24
Bihar ..	3.84	1.30	0.53	0.07	0.55	0.10	0.79	0.27	1.87	0.44
Gujarat ..	5.90	2.27	0.39	0.15	0.44	0.17	0.44	0.17	1.27	0.49
J. & K. ..	0.28	0.07	0.05	0.01	0.07	0.02	0.06	0.02	0.18	0.05
Kerala ..	4.18	1.80	0.63	0.28	0.67	0.27	1.20	0.58	2.50	1.13
Madhya Pradesh ..	1.70	0.28	0.75	0.15	0.30	0.05	0.15	0.07	1.20	0.27
Madras ..	2.15	0.87	0.70	0.25	1.50	0.43	0.35	0.10	2.65	0.80
Maharashtra ..	4.17	1.96	0.92	0.27	0.97	0.33	1.12	0.36	3.01	0.96
Mysore ..	2.00	1.00	0.41	0.12	0.50	0.25	0.50	0.25	1.41	0.62
Nagaland ..	0.130	0.040	0.011	0.004	0.008	0.003	0.005	0.001	0.024	0.008
Orissa ..	1.55	0.31	0.17	0.02	0.30	0.05	0.40	0.08	0.87	0.15
Punjab ..	1.80	1.01	0.32	0.18	0.34	0.19	0.34	0.19	1.00	0.56
Rajasthan ..	1.59	0.44	-0.33	0.06	0.30	0.07	0.40	0.13	1.03	0.26
Uttar Pradesh ..	3.00	0.50	0.94	0.14	0.60	0.14	1.08	0.10	2.62	0.38
West Bengal ..	6.00	1.38	0.43	0.13	1.39	0.78	1.00	0.25	2.82	1.16
TOTAL (States) ..	42.070	14.360	7.209	2.024	8.598	3.063	8.615	2.801	24.414	7.888
Administration										
A. & N. Islands ..	0.020	0.010	0.005	0.002	0.002	0.000	0.002	0.002	0.009	0.004
Delhi ..	0.600	0.290	0.150	0.060	0.170	0.070	0.190	0.080	0.510	0.210
Himachal Pradesh ..	0.100	0.017	0.015	0.002	0.007	0.001	0.010	0.005	0.032	0.008
L. M. & A. Islands ..	0.007	0.002	0.003	0.003	0.001	0.002	0.001	0.000	0.005	0.005
Manipur ..	0.110	0.050	0.032	0.008	0.020	0.010	0.020	0.010	0.072	0.028
N.E.F.A. ..	0.003	0.001	0.001	0.001	0.001	0.000	0.001	0.000	0.003	0.001
Pondicherry ..	0.030	0.010	0.004	0.002	0.012	0.006	0.005	0.002	0.021	0.010
Tripura ..	0.125	0.050	0.029	0.010	0.020	0.008	0.025	0.010	0.074	0.028
TOTAL (Administrations)	1.00	0.43	0.239	0.086	0.232	0.0970	0.255	0.109	0.726	0.292
GRAND TOTAL	43.07	14.79	7.44	2.11	8.83	3.16	8.87	2.91	25.14	8.18

DIX B.

of the Age-group 11-14 (Class VI to VIII)

(Figures in lakhs)

Percentage of Col. 10 to 2	Percentage of Col. 11 to 3	1964-65 Target		1965-66 Target		Anticipated Achievement		Percentage of Col. 18 to Col. 2	Percentage of Col. 19 to 3
		Total	Girls	Total	Girls	Total	Girls		
12	13	14	15	16	17	18	19	20	21
55.8	57.8	0.54	0.14	0.61	0.15	2.59	0.66	100.4	103.1
51.7	49.0	0.30	0.10	0.30	0.14	1.22	0.48	101.7	98.0
48.7	33.8	0.79	0.25	0.90	0.32	3.56	1.01	92.7	77.7
21.5	21.6	0.44	0.17	0.44	0.17	2.15	0.83	46.4	36.6
64.3	71.4	0.06	0.01	0.05	0.01	0.29	0.07	103.6	100.0
59.8	62.8	1.00	0.40	0.65	0.27	4.15	1.80	99.3	100.0
70.6	96.4	0.25	0.005	0.25	0.05	1.70	0.28	100.0	100.0
118.6	92.0	0.30	0.10	0.30	0.10	3.15	1.00	146.5	114.9
72.2	49.0	1.29	0.42	0.81	0.63	5.11	2.06	198.6	105.1
70.5	62.0	0.50	0.25	0.50	0.25	2.41	1.12	120.5	112.0
18.5	20.0	0.005	0.001	0.005	0.001	0.034	0.010	26.2	25.0
56.1	48.4	0.50	0.10	0.60	0.12	1.97	0.37	127.1	119.4
55.6	55.4	0.37	0.21	0.41	0.23	1.78	1.00	98.9	99.0
64.8	59.1	0.45	0.12	0.45	0.13	1.93	0.51	121.4	115.9
87.3	76.0	0.60	0.14	0.60	0.14	3.82	0.66	127.3	132.0
47.0	40.6	1.50	0.10	1.68	0.12	6.00	1.38	100.0	100.0
55.7	52.8	8.895	2.511	8.555	2.841	41.864	13.240	93.0	88.2
45.0	40.0	0.002	0.001	0.002	0.002	0.013	0.007	65.0	70.0
85.00	72.4	0.000	0.085	0.210	0.090	0.920	0.385	153.3	132.7
32.0	47.1	0.034	0.005	0.033	0.005	0.099	0.018	99.0	105.9
71.4	250.0	0.001	0.000	0.001	0.000	0.007	0.006	100.0	300.0
65.5	56.0	0.020	0.010	0.020	0.010	0.112	0.048	101.8	96.0
100.0	100.0	0.003	0.000	0.004	0.000	0.010	0.001	33.3	100.0
70.0	100.0	0.004	0.002	0.004	0.002	0.029	0.014	96.6	140.0
59.2	56.0	0.025	0.011	0.025	0.011	0.096	0.050	40.0	100.0
69.4	69.3	0.285	0.119	0.295	0.119	1.306	0.530	131.2	126.1
60.3	58.3	9.18	2.63	8.85	2.96	43.77	13.77	105.7	100.8

Additional Targets and Achievements of Enrolment

State/ Administrations	Target 1961-66		1961-62 Achievement		1962-63 Anticipated Achievement		1963-64 Target		1961-64 Estimated Achievement	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
I	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh ..	0.50	0.10	0.08	0.05	0.10	0.22	0.10	0.02	0.28	0.09
Assam	0.60	0.16	0.19	0.06	0.10	0.03	0.12	0.04	0.41	0.13
Bihar	2.74	0.39	0.49	0.04	0.53	0.06	0.55	0.08	1.57	0.18
Gujarat	3.53	0.73	0.26	0.08	0.16	0.04	0.16	0.04	0.58	0.16
Jammu & Kashmir..	0.06	0.01	0.06	0.02	0.02	0.01	0.02	0.01	0.10	0.04
Kerala	0.80	0.38	0.37	0.17	0.30	0.13	0.42	0.20	1.09	0.50
Madhya Pradesh ..	0.32	0.05	0.04	0.05	0.08	0.01	0.16	0.02	0.28	0.04
Madras	0.75	0.25	0.25	0.10	0.25	0.10	0.60	0.20	1.10	0.40
Maharashtra ..	2.66	0.98	0.54	0.14	0.65	0.14	0.74	0.18	1.93	0.46
Mysore	0.58	0.30	0.21	0.06	0.13	0.06	0.13	0.06	0.47	0.18
Nagaland	0.070	0.020	0.004	0.001	0.002	0.001	0.002	0.000	0.008	0.002
Orissa	0.75	0.12	0.08	0.01	0.15	0.02	0.20	0.03	0.43	0.06
Punjab	0.80	0.23	0.12	0.03	0.14	0.04	0.14	0.04	0.40	0.11
Rajasthan	0.64	0.12	0.19	0.02	0.14	0.02	0.14	0.03	0.47	0.07
Uttar Pradesh ..	2.28	0.28	0.76	0.05	0.45	0.05	0.23	0.03	1.44	0.13
West Bengal ..	4.60	0.92	0.16	0.05	1.75	0.29	0.90	0.10	2.81	0.44
TOTAL (States) ..	21.680	5.040	3.804	0.891	4.952	1.021	4.612	1.08	13.368	2.992
Administrations:										
A. & N. Islands ..	0.030	0.012	0.002	0.001	0.001	0.000	0.001	0.000	0.004	0.001
Delhi	0.380	0.150	0.120	0.050	0.120	0.050	0.120	0.050	0.360	0.150
Himachal Pradesh ..	0.075	0.020	0.015	0.004	0.012	0.001	0.015	0.003	0.042	0.008
L. M. & A. Islands..	0.003	0.000	0.001	0.000	0.001	0.000	0.001	0.000	0.003	0.000
Manipur	N.A.	N.A.	0.012	0.003	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
N.E.F.A.	0.003	0.001	0.001	0.001	0.001	0.000	0.001	0.000	0.003	0.001
Pondicherry	0.012	0.005	0.003	0.001	0.006	0.002	0.002	0.001	0.011	0.004
Tripura	0.036	0.009	0.011	0.004	0.006	0.001	0.006	0.001	0.028	0.006
TOTAL (Administrations)	0.54	0.20	0.156	0.059	0.148	0.059	0.148	0.05	0.452	0.168
GRAND TOTAL	22.22	5.24	3.96	0.95	5.10	1.08	4.76	1.13	13.82	3.16

DIX C

of the Age-group 14-17 (Classes IX to XI)

(Figures in lakhs)

Percentage of Col. 10 to Col. 2	Percentage of Col. 11 to Col. 3	1964-65 Targets		1965-66 Targets		1961-66 Estimated Achievement		Percentage of Col. 18 to 2	Percentage of Col. 19 to 3
		Total	Girls	Total	Girls	Total	Girls		
12	13	14	15	16	17	18	19	20	21
56.0	90.0	0.10	0.02	0.10	0.02	0.48	0.13	96.0	130.0
68.8	81.3	0.14	0.03	0.16	0.04	0.71	0.20	118.8	125.0
57.8	46.1	0.56	0.09	0.58	0.10	2.71	0.37	98.9	94.9
16.4	21.9	0.16	0.04	0.16	0.04	0.90	0.24	25.5	32.9
166.7	400.0	0.02	0.01	0.02	0.01	0.14	0.06	233.3	600.0
136.2	131.6	0.46	0.23	0.46	0.23	2.01	0.96	251.2	252.6
87.5	70.0	0.02	0.005	0.02	0.005	0.32	0.05	100.0	100.0
146.7	160.0	...	...	...	...	1.10	0.40	146.7	160.0
72.6	46.9	0.88	0.21	0.85	0.31	3.66	0.98	137.6	100.0
81.0	60.0	0.13	0.06	0.13	0.06	0.73	0.30	125.9	100.0
11.4	10.0	0.002	0.000	0.002	0.000	0.012	0.002	17.1	10.0
57.3	50.0	0.25	0.04	0.30	0.05	0.98	0.15	130.7	125.0
50.0	47.8	0.18	0.06	0.20	0.07	0.78	0.24	97.6	104.3
73.4	58.3	0.15	0.03	0.15	0.02	0.77	0.12	120.3	100.0
63.2	46.4	0.46	0.06	0.46	0.06	2.36	0.25	103.5	89.3
61.1	47.8	1.00	0.20	0.79	0.28	4.60	0.92	100.0	100.0
58.7	56.6	4.512	1.08	4.382	1.30	22.262	5.372	97.6	101.0
13.3	8.3	0.001	0.000	0.001	0.001	0.006	0.002	20.0	16.7
94.7	100.0	0.150	0.060	0.150	0.060	0.660	0.270	173.7	180.0
56.0	40.0	0.016	0.006	0.017	0.006	0.075	0.020	100.0	100.0
100.0	0.000	0.000	0.000	0.000	0.000	0.003	0.000	100.0	000.0
N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
100.0	100.0	0.002	0.000	0.003	0.000	0.008	0.001	266.6	100.0
91.6	80.0	0.002	0.001	0.002	0.001	0.015	0.006	50.0	83.3
63.9	66.7	0.006	0.001	0.066	0.001	0.035	0.008	22.2	88.9
83.4	85.7	0.178	0.07	0.178	0.07	0.808	0.308	149.1	157.3
66.9	66.2	4.69	1.15	4.56	1.37	23.07	5.68	114.8	119.7

APPENDIX D

Enrolment of the Age-group 6-11 in 1960-61 and 1965-66

(Figures in lakhs)

States	Enrolment in the year								Percentage of the population in the age-group in school			
	1960-61				1965-66				1960-61		1965-66	
	Estimated		Actual		Estimated		Revised Estimated		Total	Girls	Total	Girls
	Total	Girls	Total	Girls	Total	Girls	Total	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	28.20	10.70	29.76	11.35	44.20	18.80	45.18	19.25	60.3	46.2	85.6	74.0
Assam	10.68	3.89	11.26	4.15	15.08	6.09	15.91	6.42	61.7	48.0	81.8	69.1
Bihar	32.00	8.00	31.84	7.39	48.00	18.00	47.85	16.41	53.5	26.9	71.1	50.0
Gujarat	20.00	7.70	20.30	7.24	26.63	11.01	28.62	10.66	72.0	57.3	91.5	70.3
Jammu & Kashmir	1.97	0.43	2.10	0.45	3.02	0.78	3.14	0.80	45.0	21.0	54.9	29.7
Kerala	28.44	10.86	23.91	11.10	26.61	12.33	29.67	13.71	108.8	99.7	123.6	113.6
Madhya Pradesh	20.00	4.00	19.96	4.42	30.00	10.00	29.96	10.42	47.0	19.3	62.5	45.2
Madras	33.50	12.24	33.33	12.80	47.50	22.00	50.13	19.10	78.9	58.0	104.7	81.2
Maharashtra	39.00	14.53	39.49	14.52	54.00	21.70	51.98	21.52	73.3	56.6	86.7	74.2
Mysore	21.44	7.80	21.68	8.07	31.44	15.36	33.51	14.06	67.4	50.1	93.8	78.6
Orissa	10.00	2.50	14.11	4.40	16.00	5.50	21.18	8.41	47.8	23.9	82.6	67.0
Punjab	16.86	4.60	14.40	4.63	22.86	7.86	25.60	10.22	61.8	36.3	83.2	70.6
Rajasthan	11.51	2.00	11.15	2.15	21.00	7.10	21.01	6.10	42.0	15.3	68.1	41.5
Uttar Pradesh	40.43	8.43	40.93	8.68	66.50	21.50	64.97	18.76	45.4	19.9	59.5	36.1
West Bengal	28.52	9.85	29.02	10.21	35.02	13.52	40.52	18.87	65.6	48.4	82.7	78.9
Delhi	2.91	1.23	2.86	1.21	4.08	1.87	4.92	2.01	86.6	83.1	136.0	124.0
Himachal Pradesh	0.80	0.17	0.84	0.17	1.14	0.43	1.37	0.50	48.8	21.8	77.8	55.9
Pondicherry	0.35	0.15	0.31	0.12	0.47	0.22	0.64	0.21	72.9	62.5	125.5	84.0
Other Union Territories	1.79	0.56	2.63	0.91	2.80	1.12	3.52	1.25	62.6	40.0	84.0	61.3
TOTAL	343.40	109.64	349.87	113.97	496.35	195.19	519.68	198.68	61.1	40.4	80.2	63.3

APPENDIX E

Enrolment of the Age-group 11-14 in 1960-61 and 1965-66

(Figures in lakhs)

State	Enrolment in the year								Percentage of the population in the age-group in schools			
	1960-61				1965-66				1960-61		1965-66	
	Estimated		Actual		Estimated		Final		Total	Girls	Total	Girls
	Total	Girls	Total	Girls	Total	Girls	Total	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	3.55	0.81	4.08	0.92	6.13	1.45	6.67	1.58	15.6	7.2	23.7	11.4
Assam	2.05	0.56	2.20	0.61	3.25	1.05	3.42	1.09	27.4	16.0	37.5	25.1
Bihar	5.50	0.60	5.35	0.56	9.25	1.85	8.91	1.57	19.4	4.2	25.5	9.1
Gujarat	3.56	0.89	3.87	1.08	5.77	2.21	6.02	1.91	26.8	13.8	36.8	24.2
Jammu & Kashmir	0.60	0.09	0.59	0.12	0.88	0.16	0.88	0.19	27.8	9.4	29.1	13.5
Kerala	5.44	2.26	6.95	2.97	6.19	2.58	11.10	4.77	50.3	41.3	82.8	70.4
Madhya Pradesh	3.27	0.54	3.17	0.49	4.96	0.80	4.87	0.77	16.3	5.5	19.7	6.5
Madras	6.36	1.92	6.91	2.10	9.36	2.79	10.06	3.10	30.1	18.3	38.6	24.0
Maharashtra	7.25	1.90	7.48	1.96	11.47	3.25	12.59	4.02	28.5	15.5	40.1	26.7
Mysore	3.64	0.98	3.63	1.01	5.64	1.98	6.04	2.13	23.8	13.1	32.1	22.9
Orissa	0.85	0.11	1.15	0.12	1.70	0.34	3.12	0.49	7.9	2.0	23.5	7.6
Punjab	3.75	1.00	4.39	0.89	5.55	2.01	6.17	1.89	28.3	16.3	37.9	24.6
Rajasthan	1.91	0.25	2.07	0.28	3.85	0.75	4.00	0.79	14.8	4.1	24.9	10.5
Uttar Pradesh	8.60	1.10	8.24	1.22	11.60	1.60	12.06	1.88	18.6	5.0	21.1	7.0
West Bengal	4.72	1.12	5.18	1.34	9.02	3.72	11.18	2.72	21.1	10.7	40.5	20.4
Delhi	1.02	0.32	1.12	0.46	1.65	0.59	2.04	0.85	60.4	43.2	99.0	87.6
Himachal Pradesh	0.20	0.03	0.20	0.30	0.30	0.05	0.30	0.05	28.6	9.1	32.2	10.9
Pondicherry	0.08	0.02	0.07	0.02	0.10	0.03	0.10	0.03	33.3	16.7	35.7	21.4
Other Union Territories	0.53	0.16	0.45	0.12	0.81	0.27	0.75	0.24	38.1	23.2	36.1	23.1
TOTAL	62.88	14.66	67.10	16.30	97.48	27.48	110.28	30.07	22.8	10.8	32.3	18.2

APPENDIX F

Enrolment of the Age-group 14-17 in 1960-61 and 1965-66

(Figures in lakhs)

States	Enrolment in the year								Percentage of the population in the age-group in schools			
	1960-61				1965-66				1960-61		1965-66	
	Estimated		Actual		Estimated		Final		Total	Girls	Total	Girls
	Total	Girls	Total	Girls	Total	Girls	Total	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	1.86	0.24	1.96	0.31	2.36	0.42	2.44	0.44	8.8	2.3	10.0	3.6
Assam	1.10	0.23	0.51	0.10	1.71	0.40	1.22	0.30	17.5	7.8	16.2	8.2
Bihar	3.10	0.20	3.28	0.21	5.00	0.50	5.99	0.58	12.4	1.5	20.5	4.0
Gujarat	1.48	0.34	1.71	0.39	2.26	0.73	2.61	0.63	12.2	5.8	18.5	9.2
Jammu & Kashmir	0.20	0.03	0.22	0.06	0.27	0.04	0.36	0.12	9.9	3.2	14.2	10.0
Kerala	2.25	0.86	1.79	0.71	2.95	1.15	3.80	1.67	21.6	16.3	31.7	27.2
Madhya Pradesh	0.78	0.11	1.40	0.25	1.10	0.15	1.72	0.30	4.3	1.3	8.2	3.0
Madras	2.66	0.68	2.68	0.67	3.97	1.26	3.78	1.07	13.4	6.9	16.4	9.3
Maharashtra	3.15	0.73	3.39	0.77	4.97	1.19	7.05	1.75	13.6	6.5	26.1	13.4
Mysore	1.47	0.31	1.69	0.37	2.05	0.61	2.42	0.67	10.4	4.5	14.8	8.3
Orissa	0.40	0.04	0.45	0.04	0.80	0.13	1.43	0.19	4.2	0.8	12.9	3.5
Punjab	1.45	0.20	1.70	0.30	2.25	0.43	2.48	0.54	12.0	3.6	17.8	8.1
Rajasthan	0.86	0.07	0.07	0.07	1.53	0.20	1.54	0.19	7.4	1.3	11.4	8.0
Uttar Pradesh	5.12	0.52	5.01	0.56	7.40	0.80	7.37	0.81	12.2	2.6	15.1	3.5
West Bengal	2.38	0.38	2.18	0.45	5.30	1.30	6.78	1.37	11.2	3.8	27.5	11.5
Delhi	0.54	0.14	0.52	0.16	1.19	0.29	1.18	0.43	32.5	19.2	64.1	48.9
Himachal Pradesh	0.66	0.01	0.05	0.01	0.08	0.02	0.13	0.03	10.2	3.6	16.0	7.7
Pondicherry	0.03	0.01	0.03	0.01	0.06	0.02	0.05	0.02	13.6	9.1	17.9	14.3
Other Union Territories	0.19	0.07	0.21	0.04	0.31	0.11	0.27	0.05	12.8	9.6	15.4	5.6
TOTAL	29.08	5.17	29.55	5.48	45.56	9.85	52.62	11.16	11.5	4.2	17.9	7.8

Source.—Appendices (A—F) Mid-Plan appraisal of Schemes of Ministry of Education 1963.

APPENDIX G

Statement showing the number of Condensed Courses sanctioned and Amounts sanctioned financial year-wise during the Third Five Year Plan up to 31st December, 1963

State	1961-62		1962-63		1963-64 up to 31-12-63	
	No. of courses sanctioned	Amount sanctioned	No. of courses sanctioned	Amount sanctioned	No. of courses sanctioned	Amount sanctioned
	1	2	3	4	5	6
		Rs.		Rs.		Rs.
Andhra Pradesh ..	13	3,68,361	10	2,84,072	11	3,06,412
Assam	9	2,40,128	2	60,000	..	..
Bihar	7	2,09,400	9	2,73,880	1	23,200
Gujarat	8	2,17,220	22	6,09,270	11	3,12,250
Jammu & Kashmir ..	3	74,260	1	33,860	1	51,060
Madhya Pradesh ..	3	63,060	16	3,88,108	24	6,49,052
Madras	8	2,36,700	10	2,93,000	11	3,31,880
Maharashtra	14	3,93,530	12	3,22,570	19	5,50,540
Mysore	6	1,65,660	27	7,80,440	7	2,02,792
Nagaland .. ..	..	..	..	..	1	15,700
Orissa	2	58,380	10	2,97,924	11	3,34,600
Punjab	10	3,01,345	7	2,07,920	7	2,07,700
Rajasthan	6	1,62,440	4	1,18,200	10	2,79,220
Uttar Pradesh	5	1,33,192	21	6,16,760	20	5,40,594
West Bengal	11	3,25,610	6	1,77,320	8	2,33,590
Delhi	3	74,900	3	53,790	..	..
Himachal Pradesh ..	..	..	1	19,600	..	..
Manipur	1	30,000	3	86,650	..	..
Pondicherry	2	56,240	1	23,100	..	..
Tripura	1	30,750	1	27,900	1	30,900
TOTAL ..	112	31,41,176	166	46,74,364	144	40,69,490

NOTE.—The original total allocation for the Third Plan period was 500 courses. Recently in the case of a few States some additional courses have been agreed to, making a total of 600 courses in all.

APPENDIX H

Condensed Course of Education for Adult Women Year-wise average percentage of passes

Year	Middle School Examination or its Equivalent			Matriculation Examination or its Equivalent		
	Appeared	Passed	Percentage	Appeared	Passed	Percentage
1960	110	91	83%	4	2	50%
1961	1995	1291	65%	81	24	30%
1962	1884	1261	67%	133	66	50%
1963	1162	800	69%	490	213	43%
TOTAL	5151	3443	67%	708	305	43%

Source.—Central Social Welfare Board.

APPENDIX I

Report of the Fourth Plan Working Group of the National Council for Women's Education

The main role of the National Council for Women's Education is to offer guidance, leadership and advice and suggest policies, programmes, targets and priorities on all matters relating to the education of girls and women and to see that the educational schemes are implemented and adequate provisions made. The financial provision made for the National Council *viz.* Rs. 10,000 per year for 1962-63 and 1963-64 has been most inadequate. This amount includes the expenditure on two big meetings of the National Council, expenditure on sub-committees and travel of chairman and members. It goes to the credit of the members of the Council and the members of the State Councils that they made an all out effort to do their best and even spent money from out of their own pocket or from other sources to attend meetings, to tour and inspect institutions and fulfil their various commitments. In this way the National Council and the State Councils have been able to focus the attention of the Departments and the parents to the importance of girls' education. In an humble way, the Councils have acted as catalytic agents. Partly due to this effort, it was that for the first time during the Education Ministers' Conference girls' education figured prominently.

2. The National Council for Women's Education at its fifth meeting held in April, 1963 resolved that a Working Group be set up on women's education to draw up plans and programmes for implementation in the Fourth Plan. The Group was accordingly set up with Smt. Raksha Saran as chairman and fourteen members. A list of the members is at Annexure (i).

3. The Working Group held three meetings (on October 18, November 13, and December 13, 1963) to consider the various programmes regarding the formulation of educational development programmes in respect of girls and women during the Fourth Plan. It was noted that there has been an expansion of educational facilities for girls during the last two Plans and that during the Third Plan also, enrolment would increase at all stages. Progress of expansion of enrolment at the primary, middle, secondary and university stages is given in Annexure (ii).

4. From Annexure (ii) it will be observed that during the first two Plans the additional enrolment at all stages of education was 2.17 crores and out of these girls were 76 lakhs. On the other hand in the Third Plan it is anticipated that the additional enrolment may be 2.39 crores and the number of girls would be 1.06 crores. The expansion has been more at the elementary stage of education.

5. We have observed that the gap in the provision of facilities between boys and girls has been narrowing. Table I indicates the proportion of boys and girls attending class I-V, VI-VIII, IX-XI and the university stage.

TABLE I

Proportion boys and girls at various stages

Year	Classes I-V		Classes VI-VIII		Classes IX-XI		University stage	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1950-51	71.9	28.1	83.0	17.0	83.6	16.4	88.9	11.1
1955-56	69.6	30.4	79.7	20.3	84.0	16.0	86.8	13.2
1960-61	67.4	32.6	75.7	24.3	81.5	18.5	83.1	16.9
1961-62	66.5	33.5	75.3	24.7	81.2	18.8	82.0	18.0
1962-63	65.8	34.2	74.1	25.9	80.9	19.1	81.1	18.9
1965-66	61.8	38.2	72.5	27.5	78.7	21.3	79.0	21.0

6. The progress has, no doubt, been phenomenal so far as all children are concerned but there need not be any cause for complacency. There have been shortfalls in the case of girls. The estimated achievement by the end of the Third Plan in the age-group 6—11 shows a shortfall of 10% of the revised targets. As against a target of 93.86 lakhs, the anticipated achievement will be 84.71 lakhs. In the age-group 11—14, the target for additional enrolment of girls by the end of the Third Plan is 14.79 lakhs while the estimated achievement will be 13.77 lakhs; a shortfall of 7%.

7. Women form about one half of the total population of the nation. In our country the percentage of women to the total population according to the 1961 census is about 49 (240 million out of 490 million). In 1951 the percentage of literates among the females was about 8 which increased to 13 by 1961. These figures are as against the literacy percentage of 25 and 35 for males during this period. This is only to indicate that if our country has to march ahead, it can do so only when 49 per cent of its population is fully educated. This is a task of big magnitude which has to be taken up in right earnest.

Long-term Projections

8. The wealth of a nation depends ultimately upon the productive skills and the levels of education of its men and women and its rate of social and economic growth will be dependant in significant degree upon its rate of human capital formation. In most advanced countries elementary education for about 8 years is both universal and compulsory, while over 50% of the 14—17 age-cohort is in secondary schools and over 10% of the 18—20 cohort is enrolled in some form of higher education. We have, however, observed that in India, by 1965-66 provision for educational facilities at elementary, secondary and higher stages of education would be available only for about 64%, 18% and 2.8% respectively. In relation to the position as obtaining in most advanced countries these achievements would seem to be very much insignificant. While the proportions which have been mentioned above are overall averages for both boys and girls the position is highly unsatisfactory so far as the enrolment of girls is concerned. We have noted with concern that, in spite of the phenomenal expansion which has taken place in our country in regard to expansion of school facilities especially at the elementary stage, only about 48% of the girls would be enrolled in classes I—VIII *i.e.* elementary stage, as shown in Table II.

TABLE II

Expansion of elementary education—progress

Year	Enrolment in classes I-VIII (lakhs)			Percentage of population in age-group 6-14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1950-51	163.6	59.1	222.7	45.9	17.5	32.1
1955-56	209.5	85.1	294.6	54.6	23.5	40.0
1960-61	286.7	130.3	417.0	66.4	32.0	49.7
1965-66	400.2	228.8	629.0	78.4	47.8	63.6

9. The low percentage of girls attending schools is depressing the overall figures of the provision of facilities. At the secondary and the university stage the proportion of girls attending institutions would be as low as 8 and 1 respectively in 1965-66.

10. We do realise that the imbalance, in the provision of educational facilities which has been the result of the neglect of centuries, cannot be redressed overnight and therefore, it may not be possible to set out higher targets which may be beyond our capacity.

Targets for the Fourth Plan

11. Keeping in view the long term objectives of providing education to the population in various age-groups as mentioned above and the feasibility of programmes we have proposed the following targets of expansion which are for consideration. We have assumed certain overall targets also and within these enrolment of girls has been suggested in Table III.

TABLE III
Protections of enrolment for the Fourth Plan

(Figures in lakhs)

	1965-66			1970-71		
	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7
I—V	321.0	199.0	520.0	375.0	285.0	660.0
VI—VIII	79.0	30.0	109.0	125.0	57.0	182.0
IX—XI	41.2	11.2	52.4	65.0	23.0	88.0
University Stage ..	10.3	2.7	13.0	14.0	5.0	19.0
TOTAL ..	451.5	241.9	694.4	579.0	370.0	949.0
Percentage to total population in the age-group						
I—V	96.2	63.3	80.2	100.0	80.0	90.0
VI—VIII	44.9	18.2	32.0	62.1	30.3	47.0
IX—XI	27.3	7.8	17.8	36.0	13.5	25.0
University Stage ..	3.6	1.0	2.3	4.3	1.6	3.0

12. As far as expansion of facilities at various stages is concerned the additional enrolment in the Fourth Plan would be about 2.6 crores, out of which 1.3 crores would be girls.

13. At this stage the above figures are very tentative and their implications for each State/ Union Territory will have to be worked out fully. Earlier we thought it may be desirable to lay down separate targets of expansion for urban and rural areas. Due to various difficulties it was found that this may not be realistic but we assume that the State Governments and the Union Territories would, while planning their educational expansion, lay more stress in providing facilities in those areas where these do not exist. As far as adults literacy is concerned, in 1961, the number of literate females in the country was 2.70 crores as against 1.39 in 1951. We suggest that during the Fourth Plan the minimum target should be to make additional 1.5 crore females literate. This target, we realise is modest keeping in view the low percentage of literacy among women but we realise that a higher target than this may not be feasible in view of certain administrative and financial difficulties.

14. Scholarships equalise opportunities and promote excellence. We believe that adequate provision of scholarships is one of the important schemes which could attract larger numbers of girls to schools and colleges. We are not aware of the present position regarding number of scholarship holders among girls and the value of scholarships as the latest figures are not available from all the States. We, however, suggest that besides the provision of free education for all poor girls at various stages—a welcome step which has already been taken by a number of State Governments—there should be larger provision of scholarships (both the number and the amount should be increased) to promote excellence and talents. The tentative targets proposed by us are scholarships for additional one lakh girls at the middle stage, 50,000 girls at the secondary stage and at least 20% at the university stage with more emphasis on science and mathematics courses.

15. In regard to technical education we understand that the Working Group on Technical Education is considering the various suggestions. We recommend that during the Fourth Plan 50 women's polytechnics in the country and at least five junior technical schools for girls in each State/Union Territory may be established.

16. The Group also recommends that training institutions should be started for nursery school teachers and/or provision should be made for the inclusion of teaching in nursery education in the teacher training course.

17. *Programmes.*—The Working Group considered the various general and special programmes for girls' education to be implemented in the Fourth Plan. It is realised that in co-educational institutions large number of girls are attending and will continue to do so. However, we thought that, among the general education, we may identify certain schemes which need to be taken up especially in educationally backward areas. In regard to special programmes, which are in the form of incentives, we strongly emphasise their need at this stage. *We are convinced that the general expansion programmes would be most effective only if simultaneously steps are taken to implement special programmes.* In fact, we hold the view that they are pre-requisite to any programme of expansion. Hence, the Working Group has considered both the general and the special programmes and made the following recommendations. For the sake of convenience we are dividing these schemes into three groups *viz.*, (A) those which benefit teachers, (B) those which benefit students, and (C) which benefit both teachers and students. A list of these schemes is given below :

General Programmes:

1. Opening of girls' schools and classes in rural areas at all stages and particularly at the primary stage and in co-educational schools ;
2. Appointment of women teachers ;
3. Training of women teachers.

Special Programmes:

A. For Teachers—

1. Provision of teachers' quarters ;
2. Special allowances to women teachers working in rural, backward, hilly and isolated areas ;
3. Hostel facilities for older children of teachers who work in rural, backward, hilly and isolated areas ;
4. Condensed courses for teachers ;
5. Creches attached to schools ;
6. Liberal stipends to student teachers including inservice trainees.

B. For Students—

1. Award of attendance scholarships, prizes ;
2. Establishment of hostels for girls in rural areas ;
3. Free education for all girls up to the secondary areas ;
4. Appointment of school mothers ;
5. Continuation and part-time education.

C. For both teachers and students—

1. Provision of free or subsidised transport to teachers and students ;
2. Education of public opinion in favour of girls' education ;
3. Provision of sanitary blocks.

18. *Financial Implication of Programmes.*—In the Third Plan it has been mentioned that roughly about Rs. 175 crores would be the provision required for the general programme for girls including the special programmes out of the Plan outlay of Rs. 408 crores. These estimates, we understand, were made on the basis of *per capita* expenditure on additional children to be enrolled in institutions during the Third Plan. During the Fourth Plan about 50% of the additional enrolment, as estimated by us, will be that of girls—larger numbers at the elementary stage—and on this basis it could roughly be estimated that about 50% of any allotment for education would be for girl's education. This method could have been used for finding out the allocations for girl's education during the Fourth Plan if we were aware of the total allocations for education.

19. For estimating the financial implications for the Fourth Plan we have tried to work out the cost per pupil and the cost of other items like buildings, equipment, training, ancillary services, research, production of literature, and other quality programmes like improvement in the salary scales of teachers and also special programmes on the basis of certain unit costs. On the basis of various assumptions of targets and unit costs, which are explained in the Annexure, (III to V), an attempt has been made to work out the likely financial implications and the figures tentatively are given in Table IV.

TABLE IV
Provision for Fourth Plan

(Rs. in crores)

Sl. No.	Sub-head	Provision for Girls	
		Total (including 4)	Special Programmes
1	2	3	4
1. Elementary Education	321	79
2. Secondary Education	155	26
3. University Education	88	25
4. Social Education	27	..
5. Scholarships	31*	..
6. Other Programmes	50	..
	TOTAL	672	130

	Provision (Rs. in crores)	Targets (lakhs)
*Elementary Education	10	1.00
Secondary Education	7	0.50
University Education	14	at least 20%

20. Under "Other programmes," the main categories of schemes would be the education of the handicapped, teaching of languages, physical education, A.C.C., N.C.C., audio-visual education, labour and social service camps, cultural activities, archaeology, museums, national academies, gazetteers, educational research, etc. It would be difficult to suggest any precise allocations for these schemes but tentatively it could be suggested that a provision of about Rs. 50 crores may be thought out for the time being.

21. Out of estimated cost of Rs. 672 crores a provision of Rs. 130 crores would be required for special programmes. There are a large number of programmes which benefit both boys and girls and we realise that it becomes difficult to identify the benefits accruing to girls in terms of financial provisions. Therefore, the outlays for girls' education is likely to be much higher.

22. *Earmarking of assistance for special programmes for Girls.*—Special programmes for girls' education, which we have listed area must if the targets set out by us are to be fully realised. We have been exercised about their implementation during the Third Plan period. The State Governments have given the necessary assurances that the funds provided for these programmes would not be diverted to other programmes. We have found that for many States it has not been possible to allot any funds for these programmes for want of resources. We considered the possibilities of treating provision for special programmes for girls' education as a centrally sponsored ideal scheme with cent per cent assistance during the Fourth Plan. After considering various aspects the Working Group strongly felt that the most important condition of earmarking funds for women's education should be imposed and the Union Government must see that the States carry out this condition, which should not be relaxed in any case.

23. *Improvement Programmes.*—We are convinced that all education in a modern community is really indivisible although it is split up into elementary, secondary and university for purposes of convenient organisation. The problem facing a developing country as ours is that of multiplying several times over in a short period of time, the trained and skilled work force needed to achieve economic progress. The social scientists are of the view that larger the provisions of facilities at various stages of education greater are the possibilities of tapping talent and developing leadership at different levels. This no doubt visualises considerable expansion but has to be accompanied by improvements as we cannot possibly sacrifice quality for quantity. In our proposals we have tried to balance the demands of quality and quantity.

24. *Advance Action.*—Advance action should mainly relate to the training of women teachers. The Centre has earmarked Rs. 10 crores for the purpose to be utilised during the remaining two years of the Third Plan. This is a welcome step. Now care must be taken to see that a large number of women teachers are properly trained as a preparatory step for the Fourth Plan.

ANNEXURE I

List of Members of the Working Group on Girls' Education for the Fourth Five-Year Plan

1. Smt. Raksha Saran, 6, Bhagwandas Road, New Delhi .. *Chairman*
2. Smt. Hansa Mehta, Everest House, 14, Carmaichael Road, Bombay -26. *Member*
3. Dr. D. K. Malhotra, Joint Secretary, Planning Commission, New Delhi "
4. Smt. Chandrakala Sahai, Laxmi Bai Colony, Gwalior "
5. Mrs. Achamma J. Mathai, Chairman, Central Social Welfare Board, Parliament Street, New Delhi "
6. Smt. Prabha Mishra, Dy. Minister for Health, Govt. of Rajasthan, Jaipur "
7. Smt. Renu Chakravarty, M. P., 215, North Avenue, New Delhi 14/6, Gariahat Road, Calcutta-19 "
8. Smt. Seeta Yudvir, M.P., Daily Milap, 5-5-475, Mukranjahi Road, Hyderabad. "
- Milap Ghar, B-Block, Connaught Place, New Delhi. "
9. Smt. Pampal Singh, Dy. Directress of Public Instruction, Punjab, Chandigarh "
10. Mrs. Zahra Ahmed, C/o, Shri Kalimuddin Ahmed, Director of Public Instruction, Bihar, Patna "
11. Begum Meraj Quareshi, Dy. Directress of Women Education, J. & K., Jammu "
12. Shri S. R. Kanti, Minister for Education, Mysore, Bangalore "
13. Shri A. S. Lall, Director, Employment Exchanges, Saraswat House, Cannought Place, New Delhi "
14. Shri Raja Roy Singh, Joint Secretary, Ministry of Education, New Delhi "
- Shri J. P. Naik, Adviser (Primary Education), Ministry of Education, New Delhi *Alternate (representative)*
15. Dr. S. Nagappa, Assistant Educational Adviser, Ministry of Education, New Delhi *Member-Secretary.*

ANNEXURE II
A. *Expansion of Primary Education*

Year	Enrolment in classes I-V (Lakhs)			Percentage of population in age-group 6-11		
	Boys	Girls (Lakhs)	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1950-51	137.7	53.8	191.5	59.8	24.6	42.6
1955-56	175.3	776.4	251.7	70.3	32.4	52.9
1960-61	235.9	114.0	349.9	81.4	41.9	62.3
1961-62	259.0	130.8	389.8	86.9	46.6	67.4
1962-63	276.8	144.1	420.9	90.3	49.8	70.6
1963-64	291.7	160.4	452.0	92.5	53.8	73.7
1965-66	321.0	198.7	519.7	96.2	63.3	80.2

B. *Expansion of Middle School Education*

Year	Enrolment in classes VI-VIII (Lakhs)			Percentage of population in age-group 11-14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1950-51	25.9	5.3	31.2	20.7	4.5	12.7
1955-56	34.2	8.7	42.9	25.5	6.9	16.5
1960-61	50.8	16.3	67.1	35.9	12.1	24.3
1961-62	56.1	18.4	74.5	37.8	13.1	25.8
1962-63	61.7	21.6	83.3	39.9	14.6	27.5
1963-64	67.7	24.5	92.2	42.1	15.0	29.2
1965-66	79.2	30.1	109.3	44.9	18.2	32.0

C. *Expansion of Secondary Education*

Year	Enrolment in classes IX-XI (Lakhs)			Percentage of population in age-group 14-17		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1950-51	10.2	2.0	12.2	8.7	1.8	5.3
1955-56	15.8	3.0	18.8	12.8	2.6	7.8
1960-61	24.1	5.5	29.6	18.5	4.4	11.7
1961-62	27.1	6.4	33.5	20.6	5.0	12.4
1962-63	31.1	7.5	38.6	22.5	5.7	14.6
1963-64	34.7	8.6	43.3	23.9	6.4	15.7
1965-66	41.2	11.2	52.4	27.3	7.8	17.9

D. Expansion of University Education

Year	Enrolment in university stage (Arts, Science & Commerce) Lakhs			Percentage of population in Age-group 17-23		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1950-51	3.22	0.40	3.62	1.5	0.2	0.8
1955-56	5.50	0.84	6.34	2.4	0.4	1.4
1960-61	7.29	1.48	8.77	2.9	0.6	1.8
1961-62	7.89	1.73	9.62	3.0	0.7	1.9
1962-63	8.60	2.00	10.60	3.2	0.8	2.0
1965-66	10.27	2.72	13.00	3.6	1.0	2.3

ANNEXURE III

Provisions required for the Programmes of Girls Education in the Fourth Plan

S. No.	Programme	Targets for the Fourth Plan	Norms of cost	Plan cost (Rs. in crores)
1	2	3	4	5
Elementary Stage				
I. Expansion and Improvement of educational facilities.				
	(i) Expansion educational facilities.	113 lakhs.	Rs. 35 per pupil	118.65
	(ii) Building and equipment	Do.	Rs. 20 per pupil	22.60
	(iii) Teacher training	1.75 lakhs Women teachers	Rs. 1,400 per seat non-recurring. Rs. 600 per seat recurring.	24.50 31.50
	(iv) Improvement of salaries	3.20 lakhs Women teachers	At the rate of Rs. 650 per teacher for plan period.	21.00
	(v) Improvement of middle school	27 lakhs students	Rs. 90 per student	24.30
TOTAL				242.55
II. Special programme for girls' education				
	(i) Teachers' quarters	50,000 quarters	Rs. 2,500 per quarter.	12.50
	(ii) Allowance for women teachers working in rural areas.	1.05 lakh teachers.	Rs. 15 per month per teacher.	6.00
	(iii) Special stipend for women teachers while under training.	1.75 lakh teachers.	Rs. 150 per annum.	7.88
	(iv) School mothers	21,000 mothers.	@ about Rs. 35 per month.	2.20
	(v) Sanitary blocks	1.25 lakh schools	Rs. 240 per block	3.00
	(vi) Ancillary services, such as mid-day meals, free clothing etc.	113 lakh girls	Rs. 12 per girl per year.	40.68
	(vii) Creches attached to schools	<i>Ad-hoc</i>	<i>Ad-hoc</i>	0.20
	(viii) Hostels for girls	2,000 hostels	Rs. 25,000 per hostel.	5.00
	(ix) Other programmes . . . . .	. . . . .	<i>Ad-hoc</i>	1.50
TOTAL				79.96

ANNEXURE IV

Provisions required for the Programmes of Girls Education in the Fourth Plan

S. No.	Programmes	Targets for the Fourth Plan	Norms of Cost	Plan cost (Rs. in crores)
1	2	3	4	5
Secondary Stage				
1.	Additional enrolment	12 lakh girls	Rs. 215 per girl 77.40—	} 85.14
2.	Indirect expenditure	12 lakhs	50% of direct expdr. 38.70	
			116.10 *	
3.	Training of teachers	24,000	Recurring @ Rs. 800 per trainee. Non-recurring Rs. 3,000 per trainee.	5.76 7.20
4.	Removal of deficiencies in the existing training colleges.	50 colleges	Additional cost of Rs. 200 per trainee for existing 10,000 training seats and non-recurring expenditure @ Rs. 50,000 per college.	1.13
5.	In-Service training of teachers	..	<i>Ad-hoc</i>	08.0
6.	Improvement of salary scales of existing teachers.	(a) 8,000 post-graduate teachers (b) Graduate teachers (c) Other amenities for teachers	Rs. 50 per month. <i>Ad-hoc</i> <i>Ad-hoc</i>	2.40 1.00 2.00
7.	Provision of additional diversified courses.	150 Fine Arts and 250 Home Science courses		3.00
8.	Improvement of diversified courses	500 courses	Rs. 20,000 per course.	1.00
9.	Conversion of high schools to higher secondary schools.	1,800	Rs. 50,000 as non-recurring & Rs. 10,000 as recurring	14.40

*Government's contribution @ 70% of direct and 80% of indirect expenditure.

1	2	3	4	5
10.	Improvement of Science Laboratories	.. 600 schools	Rs. 10,000 per school.	0.60
11.	Strengthening of workshop for craft teaching.	.. 500 schools	Rs. 10,000 per school.	0.50
12.	Strengthening of school libraries	.. 1,000 schools	Rs. 5,000 per school.	0.50
13.	Merit Scholarships	.. 1% of additional enrolment	Rs. 100 per annum.	0.36
14.	Special development of selected schools.	(a) Hostels for 60 schools.	Rs. 3 lakhs per hostel.	1.80
		(b) 100 schools for improvement.	Rs. 25,000 per school.	0.25
		(c) Other improvements.	@ 10 nP. per day per student for 1 lakh girls.	1.00
TOTAL				128.84
<i>Special Programmes</i>				
(i)	Conducted educational courses.	2,820 courses		8.40
(ii)	Part-time or summer classes for inservice training of teachers.	5,000 classes		2.00
(iii)	Amenities like sanitary blocks etc.	2,000 schools.		0.45
(iv)	Hostels for girls	Additional 300 hostels.	Rs. 3 lakhs per hostel.	9.00
(v)	Subsidised transport	..	<i>Ad-hoc</i>	0.40
(vi)	Teachers' quarters	10,000	Rs. 2,500 per quarter.	2.50
(vii)	Continuation education	..	<i>Ad-hoc</i>	3.00
TOTAL				25.75
GRAND TOTAL				154.59

ANNEXURE V

Provision required for the programmes of girls' education in the Fourth Plan

S. No.	Programmes	Targets for the Fourth Plan	Norms of cost	Plan cost (Rs. in crores)
1	2	3	4	5
University Stages				
1.	Expansion of educational facilities.	2.30 lakh girls	Rs. 350 per year per girl.	24.15
2.	Cost of providing science facilities.	46,000 students	Rs. 75 as additional cost of science.	1.04
3.	Improvement of existing facilities.	(a) 2.60 lakh girls. (b) Improvement of science facilities for 52,000 students.	Rs. 50 per annum per pupil. At the rate of Rs. 75 per year.	3.90 1.17
4.	Non-recurring expenditure	2.30 lakh girls	Rs. 1,000 per student.	23.00
5.	Hostels for girls* . . .	58,000 girls or 25% of additional enrolment.	Rs. 3,500 per seat.	20.30
6.	Staff quarters*	2,000 quarters.	Rs. 2,500 per quarter.	5.00
7.	Other miscellaneous programmes		<i>Ad-hoc</i>	9.09
			TOTAL	87.56

*These would constitute the special programmes. Provision for scholarships at the University stage have been shown under "Scholarships".

THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION

FIFTH ANNUAL REPORT

(March 1964—February 1965)



सत्यमेव जयते

MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

1965

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FIFTH REPORT OF THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION—ITS RECOMMENDATIONS AND THEIR IMPLEMENTATION

(March 1964 to February 1965)

I. Introduction

1. The National Council for Women's Education which was set up in 1959 by the Ministry of Education discharges the following functions :

- (a) To advise Government on issues relating to the education of girls a school level and of adult women.
- (b) To suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women in the fields stated at (a).
- (c) To suggest measures for utilising to the best voluntary effort in the field of education of girls and women as in (a).
- (d) To suggest suitable measures for educating public opinion, in favour of the education of girls and women.
- (e) To assess the progress achieved from time to time and suggest measures for evaluation of work done/being done and for watching the progress of implementation.
- (f) To recommend collection of specific data on problems relating to the education of girls and women and to recommend sample surveys and research projects and/or seminars as may be deemed necessary from time to time.

2. The Council was reconstituted in January, 1964, and consists of following members :

1. Smt. Raksha Saran, *Chairman*
6, Bhagwandas Road,
New Delhi
2. Smt. Seeta Yudhvir, M.P.
'Milap Ghar', B. Block,
Connaught Place, New Delhi
Daily Milap,
5-5-475, Mukarramjahi Road, Hyderabad
3. Smt. Renuka Devi Barkataki, M.P.
20, South Avenue, New Delhi
Panchabati,
G.N. Bardowi Road, P.O. Gauhati
4. Smt. Renu Chakravartty, M.P.,
21, Gurdwara Rakabganj Road, New Delhi
14/6, Gariahat Road, Calcutta-19
5. Km. S. Panandikar,
Principal,
College of Education,
Karnatak University,
Dharwar

6. Smt. C. Ammanna Raja, M.P.
I-B, M.L.A.'s Quarters,
Himayatnagar,
Hyderabad
7. Smt. Kamal Kumari Barua,
Deputy Minister for Education,
Government of Assam,
Shillong
8. Smt. Zahra Ahmed, M.L.A.
C/o, Shri Kalimuddin Ahmad,
Director of Public Instruction,
Patna
9. Smt. Hem Lata Hengisthe,
Bhadra,
Ahmedabad
10. Begum Mehraj Qureshi,
Deputy Directress for Women's Education,
Jammu
11. Shri Rama Varma (Appan) Thampuram,
Retd. D.P.I., Palace No. 42, Trippunithura,
Ernakulam Dist.
12. Smt. Vimla Sharma,
Chairman,
State Council for Women's Education,
5, Civil Lines, Bhopal
13. Smt. Visalakshi Narayanaswamy,
6, Chittaranjan Road,
Madras-18.
14. Shri E. R. Dhongde,
Director of Education,
Government of Maharashtra, Poona
15. Smt. B. Indiramma,
Chairman,
Mysore State Council for Women's Education,
XI Main Road,
Malleswaram, Bangalore
16. Km. I. Chubala,
Deputy Inspectress of Schools,
Mokokchung P.O. (Nagaland)
17. Smt. Saraswati Pradhan,
Deputy Minister for Education,
Bhubaneswar
18. Smt. G. Param Pal Singh,
Deputy Directress,
Secretary, Education,
Chandigarh
19. Smt. Prabha Mishra,
Deputy Minister of Health,
Government of Rajasthan, Jaipur

20. Km. C. Phillips,
Deputy Director of Education (Women),
Office of the Director of Education,
Allahabad
21. Smt. K. Gupta,
Assistant Director of Public Instruction,
(R & Women's Education),
Calcutta
22. Smt. Raj Kumari Mukhara Devi, M.L.A.
Imphal
23. Shri L. O. Joshi,
Joint Secretary,
Ministry of Education,
New Delhi
24. Dr. Smt. Savita Ambedkar,
26, Alipore Road,
Delhi-6
25. Dr. D. K. Malhotra,
Joint Secretary,
Planning Commission,
Yojana Bhavan,
New Delhi
26. Smt. V. Kercood,
Director (Women's Programme),
Ministry of Community Development & Co-operation,
New Delhi
27. Shri R. M. Doiphode,
Deputy Secretary,
Ministry of Labour and Employment,
New Delhi
28. Dr. (Mrs.) M. B. Kagal,
Adviser in Maternity and Child Welfare,
Directorate General of Health Services,
New Delhi

Shri J. N. Sharma, Education Officer, Ministry of Education will act as the Secretary of the Council.

3. This Report of the National Council is the fifth in the series incorporating the achievements made in the implementation of the various programmes proposed for promoting the education of girls and women and pertains to the period March, 1964 to February, 1965.

4. The period covered by this report could be considered an important one. During this period, two committees—(i) under the chairmanship of Shri M. Bhaktavatsalam, Chief Minister of Madras to look into the causes for lack of public support for girls' education, particularly in rural areas and for enlisting public co-operation, and (ii) part-time training and employment of women, set up by the National Council for Women's Education—submitted their reports.

5. In the last meeting of the C.A.B.E. held at Bangalore, various matters relating to women's education were also considered. The Education Ministers' Conference which was held in April, 1964, also recommended that stress should be laid on the expansion of the education of girls. Later

in the year, the All India Educational Conference at its 39th Session held in Indore made a number of recommendations on women's education.

6. In connection with the education of girls and women, the Chairman of the Council visited Bombay, Lucknow, Trivandrum, Banasthali, Bangalore, Dehra Dun, Assam, Andhra Pradesh and Bhopal. The Council continued to be a very important catalytic agent in focussing the attention of the public and the Government on the important problems of girls' and women's education and in advising the Government and the State Councils in the formulation of plans and priorities and on ways and means of promoting girls' education.

II. Progress of Enrolment

7. As a result of the various steps taken by the Government and the liaison done by the Chairman and the members of the National Council for Women's Education and the State Councils for Women's Education, it is expected that at the end of the Third Plan the percentage of girls at school in the age groups at primary, middle and secondary stages would be 63.3, 18.2 and 7.8, respectively. At its sixth meeting held in February, 1964, the National Council recommended that State Councils should have up-to-date district-wise figures for enrolment of girls, the targets and the progress made. The programme for the remaining 2 years of the Plan should be drawn up in the light of the previous performances. The performance during the first 3 years of the Plan and the estimated enrolment for 1964-65 are stated in the following tables :

Class	Enrolment (in lakhs)			
	No. of boys	No. of girls	Total	
TABLE NO. 1				
<i>Progress of Enrolment at All Stages of School Education for 1961-62</i>				
I—V	259.9	130.8	390.8
VI—VIII	56.6	18.8	75.4
IX—XI	26.9	6.4	33.3
TABLE NO. 2				
<i>Progress of Enrolment at All Stages of School Education for 1962-63</i>				
I—V	276.6	142.1	418.8
VI—VIII	61.9	21.4	83.3
IX—XI	30.0	7.5	37.5
TABLE NO. 3				
<i>Progress of Enrolment at All Stages of School Education for 1963-64</i>				
I—V	292.4	152.9	445.3
VI—VIII	67.1	23.7	90.8
IX—XI	34.1	9.1	43.2
TABLE NO. 4				
<i>Estimated Enrolment at all Stages of School Education for 1964-65</i>				
I—V	310.1	167.2	477.3
VI—VIII	73.0	26.0	99.0
IX—XI	37.7	10.1	47.8

8. Detailed statistics regarding additional targets and achievements of enrolment for age-group 6-11, 11-14 and 14-17 and the estimated enrolment in these age-groups for the period 1960-61 and 1965-66 are given in the Annexures attached to this report. (Annexures I-III).

9. The disparity between enrolments of boys and girls though narrowing is still very striking. While in terms of enrolment, the progress has been remarkable, there have been short-falls with reference to the targets set. The estimated achievement by the end of Third Plan in the age-group 6-11 shows a short-fall of 8.2% on the revised targets. As against a target of 93.86 lakhs (revised target of 82.77 lakhs), the anticipated achievement will be 68.69 lakhs. In the age-group 11-14 the targets for additional enrolment for girls by the end of the Third Plan is 14.79 lakhs (revised target of 13.639 lakhs), while the estimated achievement will be 12.39 lakhs, a short-fall of 9.9% on the revised targets. The percentage of women to the total population according to the 1961 census is about 49 (240 million out of 490 million). In 1951, the percentage of literates among the females was 8 which increased to 13 by 1961, as against the literacy percentage of 25 to 35 for males. These figures indicate the magnitude of the task that lies ahead.

III. Proposals for the Fourth Plan as Included in the Preliminary Report of the Fourth Plan Working Group on General Education of the Ministry of Education

10. The overall objective should be to provide the same educational facilities to boys and girls and to ensure that access to education at all stages is equally balanced. To achieve this, it is necessary to aim at enrolling 100% in the age-group 6-11 by 1976 and 100% enrolment in the age-group 11-14 by 1981. With the enrolment in the lower stages at this level, the percentage of enrolled girls in the age-group 14-17 would be 38 by 1981. The Fourth Five-Year Plan should aim at making a significant advance towards achieving this objective. If this is to be done, an extra effort would be needed at each stage of education to increase the enrolment of girls beyond the level which would have been achieved by normal movement of pupils from one stage to another. In the light of these considerations, following projection of enrolment for the Fourth Plan have been suggested :

PROJECTION OF ENROLMENT FOR THE FOURTH PLAN

Figures in lakhs

1	1965-66			1970-71		
	Boys 2	Girls 3	Total 4	Boys 5	Girls 6	Total 7
I-V	321.0	198.7	519.7	435.0	285.0	720.0
VI-VIII	80.2	30.1	110.3	133.0	57.0	190.0
IX-XI	41.0	11.0	52.0	61.0	21.0	82.0
University Stage	10.3	2.7	13.0	14.0	5.0	19.0
Total	452.5	242.5	695.0	643.0	368.0	1011.0

Percentage to total population in the age-group

I-V	97.1	63.3	80.2	100.0	82.0	94.0
VI-VIII	46.1	18.2	32.3	60.2	32.0	47.5
IX-XI	27.3	7.8	17.8	36.0	13.5	25.0
University Stage	6.4	1.8	4.0	8.0	2.9	5.0

The preceding figures imply that the additional enrolment in the Fourth Plan will be 3.2 crores, of which 1.3 crores should be girls.

Primary and Middle Stage Education

11. The percentage of girls enrolled in the age-group 6—11 is likely to be 63.3 by the end of Third Plan which is to be raised to 82% by the end of Fourth Plan. In the age-group 11—14, the enrolment percentage of 18.2 should be raised to 32.

12. The effort for enrolling more girls will, therefore, be most intensive at these stages and particularly in rural areas and in the six less advanced States of Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh.

Secondary Stage

13. It is proposed that the enrolment should be nearly doubled. This is also necessary for ensuring that there is an adequate supply of women teachers for the elementary schools as well as for expansion of girls education at the university stage.

University Stage

14. At the University stage, the additional enrolment of 2.3 lakhs is envisaged.

15. Provision for increased enrolment of girls is part of the general provision in the Central and State sectors. During the Fourth Plan period, about 40% of the additional enrolment will be that of girls and the provision in the general plan of the sector would include the outlay required for girls education on this basis. Furthermore, certain schemes in the general education programme will need to be strongly emphasised as they would have direct bearing on girls' education. They are :

- (i) opening of new schools in educationally backward areas;
- (ii) opening of girls schools and classes in rural areas at all stages;
- (iii) appointment and training of women teachers.

16. In addition to the general plan, special programmes have to be undertaken to stimulate the extra effort needed to increase the enrolment of girls. The following are the special programmes.

For teachers :

- (i) provision of teachers' quarters;
- (ii) special allowances to women teachers working in rural, backward, hilly and isolated areas;
- (iii) condensed courses for teachers;
- (iv) liberal stipends to student-teachers including in-service trainees, etc.
- (v) creches attached to schools;
- (vi) hostel facilities for older children of teachers who work in rural, backward, hilly and isolated areas.

For Students :

- (i) Award of attendance scholarships, prizes;
- (ii) establishment of hostels for girls in rural areas;

- (iii) free education for all girls up to secondary stage;
- (iv) appointment of school mothers; and
- (v) continuation and part-time education.

For both teachers and students :

- (i) Provision of free and subsidised transport to teachers and students;
- (ii) education of public opinion in favour of girls education; and
- (iii) provision of sanitary blocks.

Scholarships :

17. Special emphasis has to be given to provision of scholarships. Besides provision of free education to all girls at various stages, there should be larger provision of scholarships to promote excellence and talent. The targets proposed in this regard are one lakh girls at the middle stage, 50,000 girls at the secondary stage and 20% of the enrolment of girls at the university stage, with more emphasis on science and mathematics courses.

18. Special programmes for girls' education are essential if the targets are to be fully realised. In the Third Plan, the provision for special programmes which was made in the State sector has suffered considerable short-falls. It is strongly recommended that funds for special programmes should be earmarked and it should be the responsibility of the Union Government to see that the funds so provided are used *exclusively* for the prescribed purpose.

19. It is necessary that greater attention is given in the Fourth Plan to promote literacy among adult women. In 1961, the number of literate females in the country was 2.70 crores as against 1.39 crores in 1951. It is suggested that during the Fourth Plan, the minimum targets should be to make an additional 1.5 crore females literate.

Financial estimates

20. The outlay for general programme in the respective sectors would include provision for girls education. The cost of special programmes has to be provided for separately.

21. It is estimated that the cost of special programmes will be to the order of Rs. 130 crores, divided up sector-wise as follows :

Elementary Education	.. ..	Rs. 79 crores
Secondary Education	.. ..	Rs. 26 ..
University Education	.. ..	Rs. 25 ..
		<hr/>
TOTAL.		Rs. 130 crores

21. The Council is, however, of the view that to make up the gap, more girls than boys must be enrolled during the Fourth Five-Year Plan.

IV. Advance Action for the Fourth Plan

22. The National Council for Women's Education had set up a Working Group to draw plans and programmes for women's education for implementation in the Fourth Plan. The Group recommended that advance

action for the Fourth Plan should mainly relate to the training of women teachers and that care should be taken to see that a large number of women teachers are properly trained as a preparatory step for the Fourth Plan. The estimate is that we would need 1.75 lakh women teachers during the Fourth Plan period at the elementary stage and 24,000 additional women teachers at the secondary stage.

23. It is accordingly proposed to introduce a scheme in the Centrally sponsored sector during the remaining period of the Third Plan. The allocation for this programme is Rs. 90 lakhs—Rs. 10 lakhs for 1964-65 and Rs. 80 lakhs for 1965-66. This amount will be distributed to the States on the basis of non-attending girls in the age-group 6—11 at the end of the Third Plan. During 1964-65, only one scheme, viz., 'continuation classes' will be implemented in a few States. During 1965-66, the following schemes will be included in the programme in addition to the maintenance and development of the continuation classes initiated in 1964-65 :

- (i) Condensed courses;
- (ii) Construction of quarters for women teachers;
- (iii) Construction of hostels for girls; and
- (iv) Award of scholarships/stipends for girls studying in the rural middle schools.

V. Bhaktavatsalam Committee Report

24. The question of short-falls in the achievement of enrolment targets in the case of girls, particularly in the less advanced States and the reasons which have led to the lack of public co-operation in the field of girls education have been engaging the attention of the National Council for Women's Education for some time. At its meeting held in April, 1963, the Council endorsed the suggestion made by the then Union Education Minister in his inaugural address that a small committee be appointed to look into the causes for lack of public support, particularly in the rural areas, for girls' education and to enlist public co-operation. Accordingly, the Chairman of the National Council for Women's Education appointed a Committee with Shri M. Bhaktavatsalam, Chief Minister of Madras as the Chairman. The Committee was to suggest ways and means of achieving substantial progress in the field of girls' education and to enlist public co-operation. The Committee visited some of the educationally backward States like Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. In order to have comparative picture of some of the other States, the Committee also visited Assam, Madras and Mysore and submitted the report to the Chairman in June, 1964. The report was thereafter accepted by the members of the Council. Some of the important recommendations made by the Committee are as follows :

(a) *Public Cooperation.*—Direct co-operation of the public should be encouraged in the following fields :

- (i) Establishing private schools;
- (ii) Putting up school buildings;
- (iii) Contributing voluntary labour for construction of school building;
- (iv) Popularising co-education at the primary stage;
- (v) Creating public opinion in favour of the teaching profession and to give greater respect to the teacher in the community, undertaking

necessary propaganda to make the profession of teaching for women popular;

- (vi) Encouraging married women to take up at least part-time teaching work and to work as school mothers; and
- (vii) To break down traditional prejudices against girls' education, supplying mid-day meals, uniforms to the poor and text-books, etc.

(b) *State Councils for Women's Education*.—These are the most suitable agencies for mobilising community effort. They should function as a part of the net-work of which the district councils and Mahila Mandals and similar bodies would be strong and active links.

(c) *State Governments*.—The State should educate public opinion in favour of girls' education through school improvement conferences, seminars, audio-visual aids, etc. The State should provide necessary schooling facilities in all areas and habitations and appoint women teachers in primary schools and great number of women teachers in mixed schools. Attempts should be made to bring back to the teaching profession married women. Determined efforts should be made to increase literary classes for women in rural areas.

The Committee has made also some specific recommendations in respect of the less advanced States of Bihar, Jammu & Kashmir, Uttar Pradesh, Orissa, Rajasthan and Madhya Pradesh.

(d) *Central Government*.—Central assistance on 100% basis should be given to the States—

(a) at the *elementary stage for*—

- (i) preparation and employment of women teachers;
- (ii) grant of free books, writing material and clothing to girls; and
- (iii) twin quarters for women teachers;

(b) at the *secondary stage for*—

- (i) provision of separate schools for girls;
- (ii) hostels;
- (iii) grant of free books, stationery, mid-day meals, clothing, etc.; and
- (iv) preparation and appointment of women teachers in increasing numbers.

Either 100% Central assistance or long-term Central loans should be provided for construction of suitable school buildings.

VI. Resolutions of the National Council for Women's Education (Sixth Meeting)

25. The sixth meeting of the National Council for Women's Education (February, 1964), passed a number of resolutions. The most important of these are referred to in the succeeding paragraphs.

Seminars

26. The Council notes with appreciation that the Ministry of Education has decided to revive the scheme of seminars. It recommends that the seminars allotted for 1963-64 and the amount sanctioned for these which may not be utilised during the year need not lapse but should be added to the number of seminars sanctioned for 1964-65.

Nursery School Teachers

27. The Council has noted that at present the State Governments and the Central Government have not recognised training institutions for nursery school teachers which has resulted in great difficulty for such trained personnel in obtaining employment in their own and other States. The Council is aware of the fact that the primary responsibility of State Governments would be for the age-group 6 upwards. However, if, at least the State Governments recognise such training institutions, it will help the teachers: (a) to be properly trained; and (b) at least minimum standards of such training would be maintained in nursery schools run by the voluntary organisations.

Allocation for special programmes

28. Though in the Third Plan some allocations were made for special programmes for women's education, it is found that many States are facing difficulties to allot funds for these programmes for want of resources. Hence, the National Council for Women's Education strongly recommends to the Government of India that funds should be provided to the States outside the plan ceiling with cent per cent Central assistance for earmarked special programmes to develop women's education and bridge the gap between the education of boys and girls.

29. The National Council urges the Planning Commission to expedite the allocation of Rs. 10 crores for the special schemes necessary as advance action for the remaining two years of the Third Plan.

Report of the Fourth Plan Working Group of the National Council for Women's Education

30. The Council endorses the report of the Fourth Plan Working Group and the targets set out therein in regard to girls' education along with the financial implications and recommends that this may be taken as the minimum programme for adoption in the Fourth Plan.

Minimum Programme for State Councils

31. The Council notes the revised minimum programme for State Councils as included in the agenda and strongly recommends that the State Councils should use their good offices with the State Education Departments for proper implementation of the recommendations made by the National Council.

Continuation Education

32. The Council notes with grave concern the slow rate of progress in regard to the enrolment of children especially girls in primary and middle schools. Even by the end of Third Plan, it is expected that, for the country as a whole, the percentage of girls in the age-group 6—11 and 11—14 attending schools would be 63 and 18 per cent, respectively.

The Council is of the view that at this rate it may take long time to achieve the goal set in the Constitution to provide free and compulsory education for all children up to age of 14 years or 8 years of education.

The Council strongly feels that, at this stage of development, it would be necessary to expand educational facilities at a much faster pace and strongly recommends that there should be a massive programme of continuation education at all stages of education through part-time courses,

for those children, who, due to various social and economic reasons, are not in a position to attend full-time courses in the schools. These courses should be the same as for the regular students though the duration may be longer.

VII. Special Programme Schemes for Girls' Education during the Third Plan

33. The scheme of special programmes to promote girls' education was initiated by the Ministry in the Second Five Year Plan and was included in the Centrally-sponsored sector.

34. In the Third Plan, it was proposed to continue the above programme as a Centrally-sponsored scheme, but the Government adopted a policy of cutting down the Centrally-sponsored sector to the minimum in the Third Plan, and stated that as these schemes were being implemented by the State Governments, it would be difficult to transfer the provision from the States to the Centre. However, in order to meet the special requirement of girls' education it was emphasised upon the State Governments that the funds provided for the special programmes for girls' education should be regarded as 'earmarked' and should not be diverted to other items of expenditure. This scheme in the State sector is eligible for 100% Central assistance on the basis of the outlay included for it in the State annual plans.

35. The funds provided by the State Governments in their third plans for the special programme schemes are above Rs. 12 crores. During 1961-62 this programme was not a pattern scheme and thus no Central assistance was sanctioned. During 1962-63 and 1963-64, a Central assistance of Rs. 297.86 lakhs and Rs. 127.73 lakhs, respectively, has been allocated to the State Governments. The Central assistance for 1964-65 is being finalised. The Plan provision and the year-wise expenditure/outlays on the special programme schemes are given in Annexure IV.

36. The expenditure on these schemes will exceed the Plan outlay by Rs. 149.112 lakhs in Jammu & Kashmir, Madhya Pradesh, Madras, Mysore, Orissa and Tripura. In the remaining States, there will be shortfalls to the extent of Rs. 308.071 lakhs. However, the overall shortfall will be of the order of Rs. 158.959 lakhs against the Plan outlay of Rs. 1,239,351 lakhs. Shortfalls have occurred mainly in the construction of quarters for women teachers and hostels for girls or wherever construction is involved. Final picture of the actual expenditure will, however, be available only after the year 1965-66 is over.

VIII. Condensed Courses

37. The scheme is at present being implemented by the Central Social Welfare Board. During the first 4 years of the Third Plan (up to 31st December, 1964), the Central Social Welfare Board have sanctioned 530 courses and have been giving instruction to 9,211 adult women during the years 1960, 1961, 1962, 1963 and 1964. Out of these 5,607 have already been declared successful. The information regarding the number of courses sanctioned during 1963-64 and 1964-65 (up to 31st December, 1964) by the Central Social Welfare Board and the year-wise percentage of passes is given in Annexures V and VI.

IX. Seminar on Women's Education

38. During the year 1963-64, it was decided to provide for one Seminar in each of the less advanced States of Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. Central assistance was sanctioned for the organisation of one Seminar each in Jammu & Kashmir, Madhya Pradesh, Rajasthan and Uttar Pradesh. Bihar and Orissa did not find it possible to organise such Seminars. During the year 1964-65, it is proposed to organise as usual 22 Seminars in the country—2 Seminars each in Uttar Pradesh, Madhya Pradesh and Rajasthan and one Seminar in each of the remaining 12 States (except Nagaland) and one Seminar in each of the four Union Territories of Delhi, Himachal Pradesh, Manipur and Tripura. A Central grant of Rs. 12,000 has so far been sanctioned to Andhra Pradesh, Orissa, Rajasthan, Punjab, Uttar Pradesh, Assam, Maharashtra and Madhya Pradesh for holding the Seminars.

X. Women's Polytechnics

39. The revised Third Five-Year Plan of the State Governments had a provision for the establishment of 24 polytechnics for women. Out of these, 15 polytechnics have so far started functioning in the country.

40. The Central Government's assistance towards the establishment of technical institutions for girls by private organisations/institutions is on the same lines as for Government institutions, *vis-a-vis* 70% of the non-recurring and 50% of the recurring expenditure on scheme. The recurring liability of the Centre ceases after a period of 5 years from the date of starting the institution.

XI. Publicity programme for Women's Education

(i) *Film on girls' education "Who Seek the Light"*

41. Realising the importance of educating public opinion on the need and significance of girls' education, a film on girls' education entitled 'Who Seek the Light' has been produced by the Films Division which was sponsored by the Ministry of Education. The shooting has been done in rural areas of Uttar Pradesh and Delhi. The Central idea underlined in the film is to present to the people the necessity of educating girls. The film is available in all the regional languages. It has been released in the 'Integrated Publicity Programme' of the Films Division.

42. The State Councils for Women's Education have been requested to give the film, a wide publicity and to make arrangements for its exhibition especially in rural and backward areas of their respective States where the girls' education is lagging behind.

(ii) *Documentary film on "Women's Education"*

43. There is a proposal, under consideration of having a film which should deal with the women's education at secondary and higher levels. The film would give brief glimpses of important educational institutions for girls at secondary and higher levels in different parts of the country. This would give an idea of the trend of education of girls and women in India. The line of approach, synopsis and other background material for the film is under preparation. It is intended to include 5 or 6 good institutions for women in India to be covered under this film. Due importance will

be given to the good work being done by some voluntary educational organisations in the field of women's education. The film will also depict the experiments being done in the State of Maharashtra and Assam on adult education programme for women (Gram Shikshan Mohim). Similarly quite a good coverage would be given to the continuation classes for women conducted in Uttar Pradesh.

(iii) *Film on Banasthali Vidyapith*

44. The Banasthali Vidyapith is a special residential institution of pioneering and experimental nature for an all-round education of girls coming from all over India including some foreign girls and offers educational facilities from class one to Post-Graduate level. Since the institution represents a unique pattern of girls' education and has a long standing of successful work, it has been considered desirable to produce a documentary film exclusively on the Banasthali Vidyapith. Details regarding this film will be worked out shortly.

XII. Assistance to Voluntary Educational Organisations Working in the Field of Women's Education

45. The scheme of assistance to voluntary educational organisations working in the field of women's education was started during 1962-63 and continued in operation during 1963-64 and 1964-65. Under the scheme, financial assistance is given for developing the following types of activities :—

- (1) Projects of experimental or educationally significant nature;
- (2) Laboratories and libraries in girls middle/secondary schools and training institutions; and
- (3) Hostels attached to middle, secondary or training institutions.

46. 21 institutions have been sanctioned grants up to 8-1-65 and the amount so far released is Rs. 2,19,349 towards construction of hostels, laboratories and libraries. Since some applications were pending from the previous years, it was decided not to invite applications for 1964-65. However, a few applications have been received and those needing special attention are being considered.

XIII. Part-time Training and Employment of Women

47. The Committee under the Chairmanship of Shri R. Prasad, Joint Secretary, Ministry of Home Affairs and Director of Manpower Directorate, continued the studies in this connection. The Committee had entrusted a pilot survey on "Attitude of Women towards Part-time Employment" to the Delhi School of Social Work, Delhi, and the Tata Institute of Social Sciences, Bombay. The Institutes completed the survey and submitted their reports to the Committee. The reports were considered by the Committee at its meeting held in August and September, 1964. The Committee decided that the survey reports should be published with a suitable introduction.

State Education Ministers' Conference

48. The State Education Ministers' Conference which was held in April, 1964, recommended that stress should be laid on the expansion

of the education of girls and preparation of women teachers for which advance action should be taken in the next two years.

Central Advisory Board of Education

49. The Board at its 31st Session held at Bangalore in October, 1964, considered the position of enrolment of girls in the 6—11 age group. The Board recommended that special measures (such as those mentioned below) to encourage girls' education should be included in the Centrally-sponsored sector of the Fourth Plan, with 100% Central assistance.

- (i) Construction of teachers' quarters;
- (ii) Rural allowance for teachers;
- (iii) Provision of school mothers;
- (iv) Construction of sanitary blocks in schools;
- (v) Hostels;
- (vi) Creches;
- (vii) School meals; and
- (viii) School uniform.

50. The Board also accepted the recommendations of the Bhaktavatsalam Committee (appointed by the National Council for Women's Education to look into the causes for lack of public support, particularly in rural areas, for women's education and for enlisting public co-operation) regarding mobilisation of public co-operation to promote the education of girls and emphasised the need for their implementation. The Board further recommended that advance action proposals already under examination should be finalised early and necessary financial assistance to be given to the States for programmes which would promote the preparation of women teachers.

ANNEXURES

ADDITIONAL TARGETS AND ACHIEVEMENTS OF ENROLMENT—

State/ Administration	Targets(Revised)		Actual Achievement					
	1961-66		1961-62		1962-63		1963-64	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Andhra Pradesh	7.25	3.65	4.26	2.26	1.17	0.59	0.77	0.27
Assam ..	4.40	2.20	0.95	0.45	0.80	0.34	0.87	0.37
Bihar ..	16.16	10.63	2.23	0.70	1.28	0.22	2.50	0.69
Gujarat ..	6.50	2.30	2.52	1.06	1.29	0.43	1.57	0.43
Jammu & Kashmir	1.28	0.35	0.35	0.07	0.15	0.06	0.18	0.04
Kerala ..	3.17	1.37	0.28	0.23	0.97	0.43	0.41	0.25@
Madhya Pradesh	10.00	6.00	2.88	0.65	1.08	0.60	1.35	0.71@
Madras ..	14.00	9.76	3.84	1.50	4.16	1.60	3.00	1.20
Maharashtra	12.10	6.60	2.65	1.08	1.40	0.52	3.11	1.35
Mysore ..	10.00	7.56	3.83	1.99	2.24	1.26	1.14	0.77
Orissa ..	7.00	3.64	0.56	0.19	1.39	0.67	0.59	0.13
Punjab ..	12.97	6.61	4.93	2.29	2.04	1.03	2.00	1.09
Rajasthan ..	7.50	1.85	1.40	0.27	1.46	0.33	1.60	0.50
Uttar Pradesh	23.39	10.03	7.97	2.90	4.01	1.81	5.33	2.07
West Bengal ..	11.50	8.66	2.32	0.85	2.76	1.14	1.78	0.72
Nagaland ..	0.112	0.029	0.033	0.006	0.048	0.021	0.020	0.005
TOTAL (States)	147.332	81.239	40.003	16.496	27.248	11.051	26.220	10.595
A&N Islands	0.06	0.020	0.026	0.008	0.004	0.002	0.004	0.002
Delhi ..	1.13	0.590	0.460	0.200	0.390	0.140	0.027	0.010
Himachal Pradesh	0.53	0.33	0.11	0.02	0.15	0.09	0.11	0.07
L.M.&A Islands	0.018	0.009	0.003	0.002	0.003	0.001	0.003	0.002
Manipur ..	0.300	0.150	0.069	0.054	0.067	0.027	0.060	0.030@
N.E.F.A. ..	0.10	0.006	0.020	0.005	0.014	0.002	0.016	0.002
Pondicherry ..	0.120	0.084	0.070	0.032	0.018	0.006	0.010	0.004
Tripura ..	0.50	0.35	0.123	0.047	0.124	0.054	0.079	0.041
TOTAL (Admn).	2.758	1.539	0.881	0.368	0.770	0.322	0.309	0.161
GRAND TOTAL.	150.09	82.778	40.884	16.864	28.018	11.373	26.529	10.756

* Figures for 1963-64 are provisional.

** Figures for Girls are provisional.

Source: State Annual Plans for 1965-66.

URE I

AGE-GROUP 6-11 (CLASSES I TO V)

(Figures in lakhs)

Total 1961-64		Anticipated 1964-65		Targets 1965-66		Estimated achievements 1961-66	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
6.20	3.12	0.50	0.25	1.10	0.43	7.80	3.80
2.62	1.16	..	..	1.20	0.40	3.82	1.56
6.01	1.61	2.80	0.85	3.00	1.25	11.81	3.71
5.38	1.92	1.51	0.43	1.12	0.46	8.01	2.81
0.68	0.17	0.30	0.09	0.35	0.08	1.33	0.34
1.66	0.91	1.85	0.79	1.16	0.47	4.67	2.17
5.31	1.96	1.00	0.50	1.03	0.50	7.34	2.96**
11.00	4.30	5.00	2.00	5.00	2.00	21.00	8.30
7.16	2.95	3.33	1.46	4.06	1.56	14.55	5.97
7.21	4.02	2.00	1.00	2.00	1.00	11.21	6.02
2.54	0.99	1.30	0.75	1.30	0.75	5.14	2.49
8.97	4.41	2.00	1.10	2.00	1.10	12.97	6.61
4.46	1.10	1.50	0.45	1.54	0.30	7.50	1.85
17.31	6.78	6.10	2.47	4.16	1.71	27.57	10.96
6.86	2.71	2.50	2.00	3.50	2.90	12.86	7.61
0.101	0.032	0.023	0.006	0.027	0.007	0.151	0.045
93.471	38.142	31.713	14.146	32.547	14.917	157.731	67.205
0.034	0.012	0.004	0.002	0.004	0.002	0.042	0.016
0.877	0.350	0.040	0.024	0.020	0.009	0.937	0.383
0.37	0.18	0.09	0.05	0.15	0.10	0.61	0.33
0.009	0.005	..	..	0.009	0.004	0.018	0.009
0.196	0.111	0.060	0.030	0.060	0.030	0.316	0.171
0.050	0.009	0.020	0.003	0.030	0.004	0.100	0.016
0.098	0.042	0.019	0.017	0.023	0.018	0.140	0.077
0.326	0.142	0.094	0.074	0.394	0.074	0.514	0.290
1.960	0.851	0.327	0.200	0.390	0.241	2.677	1.292
95.431	38.993	32.040	14.346	32.937	15.158	16.408	68.691

ANNEX-

ADDITIONAL TARGETS AND ACHIEVEMENTS OF ENROLMENT

State/ Administration	Targets (Revised)		Actual Achievement					
	1961-66		1961-62		1962-63		1963-64	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Andhra Pradesh	2.58	0.68	0.55	0.15	0.48	0.14	0.35	0.13
Assam ..	1.20	0.49	0.16	0.06	0.23	0.10	0.21	0.07
Bihar ..	3.80	1.30	0.27	0.05	0.31	0.08	0.45	0.15
Gujarat ..	2.20	0.85	0.38	0.13	0.46	0.19	0.48	0.19
Jammu & Kashmir	0.35	0.10	0.07	0.02	0.07	0.02	0.07	0.02
Kerala ..	4.18	1.80	1.48	0.58	0.05	0.03	0.42	0.12@
Madhya Pradesh	1.70	0.28	0.49	0.15	0.52	0.08	0.55	0.10@
Madras ..	2.15	1.00	0.71	0.24	1.49	0.45	0.30	0.10
Maharashtra	4.17	1.96	0.92	0.27	1.06	0.47	0.92	0.30
Mysore ..	2.90	1.00	0.41	0.12	0.46	0.15	0.81	0.27
Orissa ..	2.03	0.49	0.19	0.03	0.33	0.06	0.40	0.08
Punjab ..	1.90	0.95	0.43	0.17	0.34	0.19	0.34	0.19
Rajasthan ..	1.93	0.52	0.33	0.06	0.24	0.05	0.46	0.15
Uttar Pradesh	4.21	0.87	1.13	0.18	1.01	0.22	1.03	0.23
West Bengal ..	2.92	0.90	0.56	0.22	0.58	0.21	0.49	0.18
Nagaland ..	0.041	0.012	0.011	0.005	0.010	0.003	0.004	0.002
TOTAL (States).	38.261	13.202	8.091	2.435	7.640	2.443	7.284	2.282
A. & N. Islands	0.020	0.010	0.005	0.002	0.002	..	0.002	0.002
Delhi ..	0.600	0.290	0.164	0.060	0.133	0.070	0.124	0.055
Himachal Pradesh	0.100	0.017	0.015	0.002	0.037	0.007	0.010	0.001
L. M. & A. Islands	0.007	0.002	0.001	..	0.001	..	0.001	..
Manipur ..	0.110	0.055	0.032	0.008	0.017	0.008	0.022	0.011@
N. E. F. A. ..	0.003	0.001	0.001	0.001	0.001	..	0.001	..
Pondicherry	0.030	0.012	0.004	0.002	0.005	0.002	0.009	0.003
Tripura ..	0.125	0.050	0.029	0.010	0.019	0.008	0.019	0.009
TOTAL ADMN	0.995	0.437	0.251	0.085	0.215	0.095	0.188	0.081
GRAND TOTAL.	39.256	13.639	8.342	2.520	7.855	2.538	7.472	2.363

* Figures for 1963-64 are provisional.

** Figures for Girls are provisional.

Source: State Annual Plans for 1965-66.

URE II

—AGE-GROUP 11-14 (CLASSES VI TO VIII)

(Figures in lakhs)

Total		Anticipated		Targets		Estimated Achievement	
1961-64		1964-65		1965-66		1961-66	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
1.38	0.42	0.53	0.13	0.54	0.13	2.45	0.68
0.60	0.23	..	..	0.30	0.12	0.90	0.35
1.03	0.28	0.60	0.15	0.80	0.20	2.43	0.63
1.32	0.51	0.48	0.19	0.44	0.17	2.24	0.87
0.21	0.06	0.07	0.02	0.07	0.02	0.35	0.10
1.95	0.73	0.28	0.22	0.65	0.27	2.88	1.22
1.56	0.33	0.55	0.10	0.55	0.10	2.66	0.53
2.50	0.79	0.90	0.10	2.00	0.10	5.40	0.99**
2.90	1.04	1.02	0.34	1.11	0.38	5.03	1.76
1.68	0.54	0.50	0.13	0.50	0.12	2.68	0.79
0.92	0.17	0.50	0.10	0.63	0.21	2.05	0.48
1.11	0.55	0.38	0.17	0.41	0.23	1.90	0.95
1.03	0.26	0.45	0.13	0.45	0.13	1.93	0.52
3.17	0.63	1.11	0.25	1.28	0.30	5.56	1.18
1.63	0.61	0.64	0.16	0.65	0.16	2.92	0.93
0.025	0.010	0.005	0.002	0.011	0.003	0.041	0.015
23.015	7.160	8.015	2.192	10.391	2.643	41.421	11.995
0.009	0.004	0.002	0.001	0.002	0.002	0.013	0.007
0.421	0.185	0.080	0.030	0.080	0.030	0.580	0.245
0.062	0.010	0.030	0.003	0.045	0.005	0.137	0.023
0.003	..	0.001	0.001	0.004	0.001	0.008	0.002
0.071	0.027	0.027	0.015	0.022	0.011	0.120	0.053
0.003	0.001	0.003	..	0.004	..	0.010	0.001
0.018	0.007	0.004	0.002	0.007	0.002	0.029	0.011
0.067	0.027	0.034	0.014	0.034	0.014	0.135	0.055
0.654	0.261	0.181	0.071	0.198	0.065	1.033	0.397
23.669	7.421	8.196	2.263	10.589	2.708	42.454	12.392

ADDITIONAL TARGETS AND ACHIEVEMENTS OF ENROLMENT

State/ Administration	Targets (Revised)		Actual Achievement					
	1961-66		1961-62		1962-63		1963-64	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Andhra Pradesh	0.77	0.18*	0.22	0.05*	0.26	0.06	0.26	0.08
Assam ..	0.60	0.16	0.19	0.06	0.18	0.05	0.19	0.07
Bihar ..	2.74	0.39	0.34	0.01	0.30	0.03	0.22	0.06
Gujarat ..	0.80	0.20	0.26	0.08	0.21	0.06	0.21	0.06
Jammu & Kashmir	0.06	0.01	0.020	0.001	0.01	0.001	0.01	0.002
Kerala ..	0.80	0.38	0.12	0.08	0.62	0.26	0.64	0.28**
Madhya Pradesh	0.32	0.05	0.19	0.03	0.21	0.03	0.25	0.04**
Madras ..	0.75	0.30	0.25	0.10	0.30	0.10	0.60	0.20
Maharashtra	2.76	0.97	0.53	0.13	0.53	0.14	0.64	0.16
Mysore ..	0.58	0.30	0.21	0.06	0.26	0.08	1.35	0.35
Orissa ..	0.91	0.16	0.07	0.01	0.09	0.01	0.20	0.03
Punjab	1.00	0.27	0.35	0.06	0.14	0.04	0.14	0.04
Rajasthan ..	0.77	0.12	0.19	0.02	0.11	0.02	0.17	0.03
Uttar Pradesh	2.17	0.32	0.46	0.08	0.54	0.10	0.56	0.12
West Bengal ..	2.00	0.40	0.19	0.07	0.23	0.07	0.20	0.07
Nagaland ..	0.018	0.003	0.004	0.001	0.002	..	0.003	0.001
TOTAL (States)	17.048	4.213	3.594	0.842	3.992	1.051	5.643	1.593
A. & N. Islands	0.030	0.012	0.002	0.001	0.001	..	0.001	..
Delhi ..	0.380	0.150	0.134	0.050	0.120	0.050	0.094	0.040
Himachal Pradesh	0.075	0.020	0.015	0.004	0.011	0.002	0.017	0.002
L. M. & A. Islands	0.003	..	0.001	..	0.001	..	..	..
Manipur ..	..	..	0.021	0.005	0.025	0.006	0.010	0.002**
N. E. F. A. ..	0.003	0.001	0.001	0.001	0.001	..	0.001	..
Pondicherry ..	0.020	0.007	0.003	0.001	0.006	0.002	0.009	0.002**
Tripura ..	0.036	0.009	0.012	0.005	0.009	0.003	0.004	0.001
TOTAL (Administration)	0.547	0.199	0.189	0.067	0.174	0.063	0.136	0.047
GRAND TOTAL ..	17.595	4.412	3.783	0.909	4.166	1.114	5.779	1.640

* Figures for Girls are provisional.

** Figures for 1963-64 are provisional.

Source: State Annual plans for 1965-66.

U R E III

—AGE-GROUP 14-17 (CLASSES IX TO XI)

(Figures in lakhs)

Total		Anticipated		Targets		Estimated Achievements	
1961-64		1964-65		1965-66		1961-66	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
0.74	0.19	0.10	0.03	0.10	0.02	0.94	0.24
0.56*	0.18	..	..	*0.16	0.04	0.72	0.22
0.86	0.10	0.45	0.08	0.60	0.12	1.91	0.30
0.68	0.20	0.21	0.06	0.16	0.04	1.05	0.30
0.04	0.004	0.02	0.004	..	0.002	0.06	0.01
1.38	0.62	0.29	0.16	0.46	0.23	2.13	1.01
0.65	0.10	0.30	0.05	0.30	0.05	1.25	0.20
1.15	0.40	0.40	..	0.60	..	2.15	0.40*
1.70	0.43	0.73	0.18	0.82	0.21	3.25	0.82
1.82	0.49	0.13	0.06	0.13	0.06	2.08	0.61
0.36	0.05	0.25	0.04	0.30	0.07	0.91	0.16
0.63	0.14	0.17	0.06	0.20	0.07	1.00	0.27
0.47	0.07	0.15	0.03	0.15	0.02	0.77	0.12
1.56	0.30	0.56	0.12	0.58	0.13	2.70	0.55
0.62	0.21	0.70	0.10	0.68	0.09	2.00	0.40
0.009	0.002	0.004	..	0.005	0.001	0.018	0.003
13.229	3.486	4.464	0.974	5.245	1.153	22.938	5.613
0.004	0.001	0.001	..	0.001	0.001	0.006	0.002
0.348	0.140	0.070	0.030	0.090	0.040	0.508	0.210
0.043	0.008	0.012	0.002	0.015	0.000	0.070	0.013
0.002	..	..	..	0.001	..	0.003	..
0.056	0.013	0.010	0.002	..	..	0.066	0.015
0.003	0.001	0.002	..	0.003	..	0.008	0.001
0.018	0.005	0.002	..	0.002	0.001	0.022	0.006
0.025	0.009	0.013	0.004	0.014	0.005	0.052	0.018
0.499	0.177	0.110	0.038	0.126	0.050	0.735	0.265
13.728	3.663	4.574	1.012	5.371	1.203	23.673	5.878

ANNEXURE IV

SPECIAL PROGRAMME SCHEMES RELATING TO GIRLS' EDUCATION—STATE-WISE PLAN PROVISION AND YEAR-WISE EXPENDITURE/OUTLAY

(Rs. in lakhs)

Sl. No.	Name of State	Plan Provision		Actual Expenditure			Anticipated Outlay		Total 1961-66	Short fall(—) Excess(+)
		1961-66	1961-62	1962-63	1963-64	1964-65	1965-66			
1	Andhra Pradesh									
2	Assam	30.00	3.78	7.06	3.51	4.35	8.42	27.12	—	2.88
3	Bihar	200.60	28.70	16.34	12.72	18.83	22.53	99.12	—	101.48
4	Kerala	12.50	0.96	0.66	2.69		1.00	5.31	—	7.19
5	Gujarat	16.79	0.10	0.28	3.89	3.23	2.56	10.06	—	6.73
6	Jammu and Kashmir	4.25	0.49	0.61	0.54	2.48	1.42	5.54	+	1.29
7	Maharashtra									
8	Madhya Pradesh	36.50	9.80	5.36	9.58	12.47	12.47	49.68	+	13.18
9	Madras	143.00	23.77	52.40	54.02	54.61	57.95	242.75	+	99.75
10	Mysore	36.00	5.74	6.40	6.55	17.90	20.31	56.90	+	20.90
11	Orissa	82.01	11.51	15.14	22.42	23.87	19.81	92.75	+	10.74
12	Punjab	27.70	1.77	4.41	1.79	1.57	1.00	10.54	—	17.16
13	Rajasthan	29.50	3.35	3.79	4.79	4.14	10.17	26.24	—	3.26
14	Uttar Pradesh	371.77	48.303	53.305	40.373	78.354	76.239	296.574	—	75.196
15	West Bengal	207.14	16.87	30.66	34.80	24.45	22.26	129.04	—	78.10
16	Himachal Pradesh	14.06	1.27	2.22	0.46	2.35	4.53	10.83	—	3.23
17	Manipur	2.21	0.21	0.26	0.43	0.44	0.49	1.83	—	0.38
18	Tripura	0.60	0.101	0.824	0.977	0.950	1.00	3.852	+	3.252
19	Pondicherry	6.11	0.39	0.54	0.64	0.87	1.11	3.55	—	2.56
20	Delhi	12.34	0.322	0.458	0.759	1.990	2.525	6.054	—	6.286
21	Andaman & Nicobar Islands	1.131	0.021	0.050	0.042	0.191	0.197	0.501	—	0.630
22	L. M. & A. Islands	4.14	0.20	0.031	..	0.32	0.60	1.151	—	2.989
	TOTAL	1238.351	157.657	200.798	200.981	253.365	266.591	1079.392	(—) 158.959	

Total shortfall = Rs. 308.071 Lakhs
 Total Excess = Rs. 149.112 Lakhs
 Overall shortfall = Rs. 158.959 Lakhs

ANNEXURE V

CONDENSED COURSES OF EDUCATION FOR ADULT WOMEN

Number of Courses and Amounts Sanctioned During 1963-64 and 1964-65 (up to 31-12-64)

State	1963-64		1964-65 (up to 31-12-64)	
	No. of Courses	Amount	No. of Courses	Amount
1	2	3	4	5
Andhra Pradesh	11	3,06,412	12	3,08,216
Assam	8	2,14,320	..	..
Bihar	8	2,10,860	..	..
Gujarat	10	2,81,750	5	1,32,150
Jammu and Kashmir	2	51,060	1	20,220
Madhya Pradesh	17	4,39,352	14	3,38,860
Madras	11	3,26,880	6	1,51,375
Maharashtra	19	5,48,040	4	1,07,880
Mysore	5	1,47,692	7	1,76,940
Orissa	11	3,34,600	6	1,58,675
Punjab	7	2,07,700	6	1,72,040
Rajasthan	9	2,37,760	11	2,78,600
Uttar Pradesh	22	5,90,120	15	3,67,510
West Bengal	6	1,73,590	4	1,17,900
Delhi	1	10,400	1	12,150
Goa, Daman & Diu	1	13,820	2	60,000
Himachal Pradesh .. ..	..	..	3	82,500
Manipur .. ..	..	..	1	29,820
Nagaland	1	15,700	1	15,900
Pondicherry .. ..	..	..	2	53,500
Tripura	1	30,000	1	30,000
TOTAL ..	150	41,40,056	102	26,14,236

ANNEXURE VI

CONDENSED COURSES OF EDUCATION FOR ADULT WOMEN

Year-wise Average Percentage of Passes

Year	Middle School Examination or its equivalent			Matriculation Examination or its equivalent		
	Appeared	Passed	Percentage	Appeared	Passed	Percentage
1	2	3	4	5	6	7
1960	110	91	83%	4	2	50%
1961	1995	1291	65%	81	24	30%
1962	1884	1261	67%	133	66	50%
1963	1557	1106	71%	588	263	44%
1964	1908	1177	62%	951	326	34%
TOTAL	7454	4926	66%	1757	681	38%

NOTE.—The figures do not include results of 24 Courses which are still awaited.

THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION

SIXTH ANNUAL REPORT
(March 1965—February 1966)



सत्यमेव जयते

MINISTRY OF EDUCATION
GOVERNMENT OF INDIA
1966

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THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION

SIXTH ANNUAL REPORT

SIXTH REPORT OF THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION—ITS RECOMMENDATIONS AND THEIR IMPLEMENTATION

(March, 1965 to February, 1966)

Introduction

The National Council for Women's Education which was set up in 1959 by the Ministry of Education discharges the following functions:

- (a) To advise Government on issues relating to the education of girls at school level and of adult women,
- (b) To suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women in the fields stated at (a),
- (c) To suggest measures for utilising, to the best, voluntary effort in the field of education of girls and women as in (a),
- (d) To suggest suitable measures for educating public opinion in favour of education of girls and women,
- (e) To assess the progress achieved from time to time and suggest measures for evaluation of work done/being done and to watch the progress of implementation, and
- (f) To recommend collection of specific data on problems relating to the education of girls and women and to recommend sample surveys and research projects and/or seminars as may be deemed necessary from time to time.

The Council was reconstituted in January, 1964 and consists of the following members:

1. Smt. Raksha Saran, 6, Bhagwandas Road, New Delhi --*Chairman*
2. Smt. Seeta Yudhvir, M.P., 'Milap Ghar', B-Block, Connaught Circus, New Delhi, or Daily Milap, 5-5-475, Mukarramjahi Road, Hyderabad
3. Smt. Renuka Devi Barkataki, M.P., 20, South Avenue, New Delhi, or Panchbati, G. N. Bardowi Road, P.O. Gauhati
4. Smt. Renu Chakravartty, M.P., 21, Gurdwara Rakabganj Road, New Delhi, or 14/6, Gariahat Road, Calcutta
5. Km. S. Panandikar, Principal, College of Education, Karnatak University, Dharwar (Mysore)
6. Smt. C. Ammanna Raja, M.P., 1-B M.L.A.'s Quarters, Himayatnagar, Hyderabad, or 33, North Avenue, New Delhi
7. Smt. Kamal Kumari Barua, Deputy Minister for Education, Government of Assam, Shillong.
8. Smt. Zahra Ahmed, M.L.A., C/o Shri Kalimuddin Ahmad, Director of Public Instruction, Patna (Bihar)
9. Smt. Hem Lata Hengisthe, Bhadra, Ahmedabad (Gujarat)
10. Begum Mehraj Qureshi, Deputy Director for Women's Education, Jammu (J. K.)
11. Shri Rama Varma (Appan), Thampuram, Retd., D.P.I., Palace No. 42, Trippunithura, Ernakulam Distt. (Kerala)

12. Smt. Vimla Sharma, Chairman, State Council for Women's Education, 5, Civil Lines, Bhopal (M.P.)
13. Smt. Sarojini Varadappa, 5, Warren Road, Alwarpet, Madras-4
14. Dr. C. D. Deshpande, Director of Education, Government of Maharashtra, Poona
15. Smt. B. Indiramma, Chairman, Mysore State Council for Women's Education, XI Main Road, Malleswaram, Bangalore
16. Km. I. Chubala, Deputy Inspectress of Schools, Mokookchung P.O., Nagaland
17. Smt. Saraswati Pradhan, Deputy Minister for Education, Bhubaneswar (Orissa)
18. Smt. G. Param Pal Singh, Deputy Director, Secondary Education, Chandigarh (Punjab)
19. Smt. Prabha Mishra, Deputy Minister of Health, Government of Rajasthan, Jaipur
20. Km. C. Phillips, Deputy Director of Education, Allahabad (U.P.)
21. Smt. K. Gupta, Asst. Director of Public Instruction (R. & Women's Education), Calcutta (W.B.)
22. Smt. Raj Kumari Mukhara Devi, M.L.A., Imphal (Manipur)
23. Shri L. O. Joshi, Joint Secretary, Ministry of Education, New Delhi
24. Dr. Smt. Savita Ambedkar, 26, Alipore Road, Delhi-6.
25. Dr. D. K. Malhotra, Joint Secretary, Planning Commission, Yojana Bhavan, New Delhi
26. Smt. Kusum Prasad, Director (Women's Programme), Ministry of Community Development and Co-operation, New Delhi
27. Shri R. M. Doiphode, Deputy Secretary, Ministry of Labour and Employment, New Delhi
28. Dr. (Miss) Eliza Sebastian, Adviser in Maternity and Child Welfare, Directorate General of Health Services, Patiala House, New Delhi
29. Shri R. S. James, Education Officer, Ministry of Education—*Secretary*

This report of the National Council is the sixth in the series, incorporating the achievements in the implementation of the various programmes proposed for promoting the education of girls and women and pertains to the period March, 1965 to February, 1966.

The Education Ministers' Conference which was held in June, 1965, stressed that funds provided for a particular scheme should not be diverted for other purposes. At the meeting of Secretaries and Directors of Education held on October 30, 1965 at Chandigarh, after 32nd Session of the Central Advisory Board of Education, it was stressed on behalf of the Ministry of Education that the Fourth Plan programmes corresponding to and implied in, each of the Advance Action Schemes should be adequately provided for in the Fourth Plan.

In connection with the education of girls and women, the Chairman of the Council visited Rajasthan, U.P., Mysore, Madras, West Bengal, Madhya Pradesh, Maharashtra and Punjab. The Council continued to be a very important catalytic agent in focussing the attention of the public and the Government on the important problems of girls' and women's education and in advising the Government and the State Councils in the formulation of plans and priorities and on ways and means of promoting girls' education.

Progress of Enrolment

As a result of the various steps taken by the Government and the liaison work done by the Chairman and the members of the National Council for Women's Education and the State Councils for Women's Education, it is expected that at the end of the Third Plan the percentage of girls at school in the age-groups at primary, middle and secondary stages would be 56.2, 16.7 and 7.8 respectively. The performance during the first 4 years of the Plan and the estimated enrolment for 1965-66 are stated in the following table:

Enrolment (in lakhs)

Class	No. of boys	No. of girls	Total
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TABLE NO. 1

Progress of enrolment at all stages of school education for 1961-62

I-V	259.9	130.8	390.7
VI-VIII	56.6	18.8	75.4
IX-XI	26.9	6.4	33.3

TABLE NO. 2

Progress of enrolment at all stages of school education for 1962-63

I-V	276.6	142.1	418.7
VI-VIII	61.9	21.4	83.3
IX-XI	30.0	7.5	37.5

TABLE NO. 3

Progress of enrolment at all stages of school education for 1963-64

I-V	292.4	152.9	445.3
VI-VIII	67.1	23.7	90.8
IX-XI	34.1	9.1	43.2

TABLE NO. 4

Progress of enrolment at all stages of school education for 1964-65

I-V	310.1	167.2	477.3
VI-VIII	73.0	26.0	99.0
IX-XI	37.7	10.1	47.8

TABLE NO. 5

Estimated enrolment at all stages of school education for 1965-66

I-V	333.0	182.0	515.0
VI-VIII	82.0	28.0	110.0
IX-XI	41.2	11.2	52.4

Detailed statistics regarding additional targets and achievements of enrolment for age-group 6-11, 11-14 and 14-17 for the period 1961-66 are given in the Annexures I-III attached to this report.

The disparity between enrolment of boys and girls, though narrowing, is still very striking. While in terms of enrolment the progress has been remarkable, there have been shortfalls with reference to the targets set. The estimated achievement by the end of Third Plan in the age-group 6-11

shows a shortfall of 11.1% on the revised targets: as against a target of 93.86 lakhs (revised target of 85.533 lakhs), the anticipated achievement will be 7.05 lakhs. In the age-group 11-14, the targets for additional enrolment for girls by the end of the Third Plan is 14.79 lakhs (revised target of 13.142 lakhs) while the estimated achievement will be 12.106 lakhs, a shortfall of 7.9% on the revised targets. At the secondary stage, however, it is heartening to note that the targets will be exceeded. *According to the 1961 census, there were 240 million women out of the total population of 490 millions, which is 49%. In 1951, the percentage of literates among the females was 8 which increased to 13 by 1961, as against the literacy percentage of 25 to 35 for males. These figures indicate the magnitude of the task that lies ahead.

Proposals for the Fourth Plan as included in the Preliminary Report of the Fourth Plan Working Group on General Education of the Ministry of Education

The overall objective should be to provide the same educational facilities to boys and girls and to ensure that access to education at all stages is equally balanced. To achieve this, it is necessary to aim at enrolling 100% of girls in the age-group 6-11 by 1976 and 100% enrolment in the age-group 11-14 by 1981. With the enrolment in the lower stages at this level, the percentage of enrolled girls in the age-group 14-17 would be 38 by 1981. The Fourth Five Year Plan should aim at making a significant advance towards achieving this objective. If this is to be done, extra effort would be needed at each stage of education to increase the enrolment of girls beyond the level which would have been achieved by normal movement of pupils from one stage to another.

In spite of the large scale expansion that has taken place in the Third Plan, a significant headway is still to be made in the field of girls' education. The gap between the education of boys and girls is still to be bridged. It is realised that the imbalance in the provision of educational facilities which has been the result of the neglect of centuries cannot be redressed overnight and therefore it may not be possible to set out higher targets which may be beyond our capacity. Keeping in view the long term objectives of providing education for girls, it is proposed that 82.4% at primary, 29.1% at middle and 13.0% at secondary as shown below should be in schools at the end of the Fourth Plan.

PROJECTION OF ENROLMENT FOR THE FOURTH PLAN †

(Figures in lakhs)

	1965-66			1970-71		
	Boys	Girls	Total	Boys	Girls	Total
I-V	333.00	182.00	515.00	402.00	303.00	705.00
VI-VIII	82.00	28.00	110.00	132.00	58.00	190.00
IX-XI	41.20	11.20	52.40	64.00	26.00	90.00
<i>Percentage to total population in the age-group</i>						
I-V	99.6	56.2	78.5	103.8	82.4	93.5
VI-VIII	47.1	16.7	32.2	64.1	29.1	47.4
IX-XI	27.3	7.8	17.8	30.7	13.0	22.0

* As against the target of 4.32 lakhs the achievement will be 5.93 lakhs.

† Planning Commission figures.

The preceding figures imply that the additional enrolment in the Fourth Plan will be 307.6 lakhs of which 165.8 lakhs would be girls.

Primary and Middle Stage Education

The percentage of girls enrolled in the age-group 6--11 is likely to be 56.2 by the end of Third Plan which is to be raised to 82.4 by the end of Fourth Plan, and in the age-group 11--14, the enrolment percentage of 16.7 would be raised to 29.1. The effort for enrolling more girls will, therefore, be most intensive at these stages and particularly in rural areas and in the six less advanced States of Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh.

Secondary Stage

It is proposed that the enrolment should be nearly doubled. This is also necessary for ensuring that there is an adequate supply of women teachers for the elementary schools as well as for expansion of girls' education at the university stage.

Special Programmes during the Fourth Plan Period

In the Fourth Five Year Plan, provision for increased enrolment of girls is part of the general provision in the Central and State sectors. During this period, about 53.8 per cent of the additional enrolment will be that of girls and the provision in the general plan of the sector would include the outlay required for girls' education on this basis. Furthermore, certain schemes in the general education programme which would have direct bearing on girls' education will need to be strongly emphasised. They are:

- (i) Opening of new schools in educationally backward areas;
- (ii) Opening of girls' schools, and classes for girls where schools already exist, in rural areas at all stages; and
- (iii) Appointment and training of women teachers.

In addition to the general plan, special programmes have to be undertaken to stimulate the extra effort needed to increase the enrolment of girls.

The National Council for Women's Education had set up a working group on women's education for drawing up schemes for women's education for the Fourth Plan. The working group considered the various programmes relating to the formulation of educational development schemes in respect of girls and women during the Fourth Plan. The working group felt that while the outlay for general programme in the respective sectors would include provisions for girls' education also, the cost of special programmes has to be provided for separately. They had estimated that a provision of Rs. 130 crores would be required for special programmes. The break-up of the provision suggested for the Fourth Plan divided up sector-wise was:

	Rs. (in crores)
Elementary education	79
Secondary education	26
University education	25
	<hr style="width: 100%; border: 0.5px solid black;"/>
	130
	<hr style="width: 100%; border: 0.5px solid black;"/>

The working group considered the possibilities of treating the provision for special programmes for girls' education as a centrally sponsored ideal scheme with cent per cent assistance during the Fourth Plan. After considering the various aspects, the group recommended that the funds for special programme should be earmarked and it should be the responsibility of the Central Government to see that the funds so provided are used exclusively for the prescribed purpose by the States.

The working group on Education in the Ministry of Education considered the proposals of the working group of the Council and included them in their preliminary report for consideration of the Planning Commission. In view of the importance of these programmes, it was strongly felt that these should be Centrally Sponsored. The Council also at its Seventh meeting held in February, 1965 had stressed that the special programmes as stipulated in the working group's report should be adequately provided for and safeguards should be devised against diversion of these funds to other sectors. The Council further recommended that provision for this programme should be included in the Central Sector. On the recommendations of the Council made at its Seventh meeting, a sub-committee was appointed to review the recommendations of the working group in the light of the cuts imposed by the Planning Commission. The sub-committee recommended the following provisions for special schemes:

	Rs. (in crores)
Elementary	75.46
Secondary	25.03

On account of the reduction in the overall Education Plan, the above provision was further reduced. It is estimated that the cost of special programmes will now be Rs. 32.20 crores, divided up sector-wise as follow:

	Rs. (in crores)
<i>Elementary</i>	
Quarters for women teachers (50,000)	11.10
Sanitary blocks (1.25 lakh schools)	2.40
Hostels (2,000 hostels)	4.50
Allowance for women teachers (1.05 lakh teachers)	5.00
School mothers (21,000 school mothers)	2.20
	25.20
<i>Secondary</i>	
Hostels for girls	1.30
Quarters for women teachers	5.30
Sanitary blocks	0.40
	7.00
Total Elementary & Secondary	32.20

Special Programme Schemes included in the Fourth Plan

As in the Third Plan, the provision for these programmes would also be a part of the State Plans. During the Third Plan, these programmes formed a part of the State Plans carrying cent per cent Central assistance.

The pattern and procedures for Central assistance for the Fourth Plan have not yet been finalized. The provision for these schemes for the Fourth Plan and for 1966-67 as included in the draft Annual Plans of States for 1966-67 is given at Annexure IV.

Advance Action for the Fourth Plan

The same working group was also given the task of drawing up plans and programmes for women's education for implementation in the Fourth Plan. The Group recommended that advance action for the Fourth Plan should mainly relate to the training of women teachers and that care should be taken to see that a large number of women teachers are properly trained as a preparatory step for the Fourth Plan. The estimate is that 1.75 lakh women teachers would be needed during the Fourth Plan period at the elementary stage and 24,000 additional women teachers at the secondary stage. It was accordingly proposed to introduce a scheme in the Centrally sponsored sector during 1964-65 and 1965-66. The allocation proposed for this programme was Rs. 90 lakhs—Rs. 10 lakhs for 1964-65 and Rs. 80 lakhs for 1965-66. During 1964-65, the allocation of Rs. 10 lakhs was to be spent on the scheme of continuation classes in Andhra Pradesh, Assam, Maharashtra, Mysore, Rajasthan and Uttar Pradesh, and during 1965-66 the allocation of Rs. 80 lakhs was to be spent on (i) condensed courses; (ii) construction of quarters for women teachers; (iii) construction of hostels for girls; and (iv) award of scholarships/stipends for girls studying in rural middle schools, in addition to the maintenance and development of the continuation classes initiated in 1964-65.

On account of the paucity of funds, however, only a sum of Rs. 26 lakhs (Rs. 25 lakhs for States and Rs. 1.10 lakhs for Union Territories) has been allocated for the year 1965-66 under this programme for acceleration of girls' education. The State-wise distribution of the above allocation is given at Annexure V. These amounts are to be utilized according to the local needs and priorities on the schemes indicated below:

- (a) Construction of quarters for women teachers at middle/secondary school level;
- (b) Construction of hostels for girls at secondary school level;
- (c) Financial assistance to voluntary institutions working in rural and adivasi areas;
- (d) Any other scheme suited to local conditions provided the objective is the preparation of women teachers.

RESOLUTIONS OF THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION

(Seventh Meeting)

The Seventh Meeting of the National Council for Women's Education (February, 1965) passed a number of resolutions. The most important of these are:

Formulation of Schemes to Promote Women's Education in the Fourth Plan

The Council noted the steps being taken for formulation of schemes to promote women's education in the Fourth Plan period and stressed that—

- (i) the special programmes as stipulated in the Working Group's report should be adequately provided for and safeguards should be devised against diversion of these funds to other sectors. The provisions should be made in the Central Ministry of Education.

- (ii) requisite expenditure from the general provisions for education should be ensured for promoting girls' education at all stages and in all sectors (including technical schools and polytechnics).
- (iii) elementary education for girls should be free in pockets where it is still on a fee-paying basis. Steps should be taken, in areas where
 - adequate schooling facilities have not yet been developed, to provide primary education on a universal basis, latest by the end of the Fourth Plan. Educationally backward States should be enabled to achieve this target by special assistance from the Centre. Diversions of funds from elementary education (as in the past) should be avoided to ensure achievement of physical targets.

Principles to be Followed for Planning Accelerated Progress of Women's Education in Fourth Plan

The Council places on record the need to set up both financial and physical targets for education on an annual basis separately for both boys and girls at State, District and Block level for the Fourth Plan. These annual targets should be fixed with the object of achieving the overall targets of education set out for the States for the entire five-year period. The Council urges on the State Governments and State Councils to set targets for each district and block, realistically assessing both the potentiality of the area (the backward, hilly areas should receive special attention as well as the available resources such as availability of teachers, the social traditions prevailing, extent of local co-operation, etc. The annual targets should be reviewed in good time so that adjustments may be made both in case of shortfalls or over-fulfilment, in the next year's targets.

Separate allocations and physical targets should be shown for girls' education in the primary, middle and higher school stage.

The National Council recommends that all State Councils should take upon themselves the important task of working out a concrete five-year plan of women's education for their respective States on this basis, for the consideration and acceptance of the Government. As a non-official body advising and guiding them on women's education and as a body that has the officials of the Education Directorate also as members of this Committee, these plans should be of immense help in giving the final shape to the draft Fourth Plan on Education to be placed before Parliament.

Part-time Training and Employment of Women

The Council places on record its appreciation of the work done by the Sub-committee on Part-time Training and Employment of Women for planning and coordinating the surveys conducted by the Delhi School of Social Work, Delhi, and the Tata Institute of Social Sciences, Bombay.

While the two surveys do present a fair indication of the attitude of women towards part-time employment, the Council recommends that more attitude surveys should be conducted in smaller towns and greater emphasis be laid in these surveys on the following aspects:

- (a) Differences in the attitude of women towards part-time employment *vis-a-vis* their educational attainment and vocational training;
- (b) Attitude of women towards part-time employment as teachers.

Advance Action for Women's Education

The Council regrets that the recommendation of the Working Group for the formulation of Fourth Plan in the field of Women's Education in providing Rs. 90 lakhs for advance action programmes out of which Rs. 10 lakhs is to be spent during the year 1964-65 and Rs. 80 lakhs in the year 1965-66 has not been so far implemented. The Council therefore urges upon the Government to take speedy action in these programmes.

Polytechnics for Women

The Council is glad that 15 Polytechnics for Women out of the 24 planned for the Third Five Year Plan, have been set up so far. The Council further urges upon the States of Andhra Pradesh, Assam, Bihar, Gujarat, Madras and West Bengal to start the remaining 9 Polytechnics during 1965-66.

The Council also recommends that the Voluntary Organisations should be encouraged in the establishment of Polytechnics for girls and allowed if necessary, even one subject. The Union Ministry of Education should give them grant-in-aid for each one subject separately during the Fourth Plan period.

Education Commission

The National Council welcomes the constitution of a High Power Education Commission set up by the Ministry of Education for making short and long-term recommendations on all stages and all aspects of education. The Council urges upon the Commission to give the due importance to the education of girls and women while making its recommendations.

The Council further recommends that a Memorandum on Women's Education should be submitted on its behalf to the Commission.

School Health Programme

Recognising the urgent need for improving the health of the student population, the National Council for Women's Education urges upon the State Governments to make adequate financial provisions to take up school health programme with the following:

- (a) Safe drinking water supply, sanitary facilities, adequate lighting and ventilation in every school. Where necessary, grant available under the Community Development Programme for sinking wells etc. may be utilised for this purpose.
- (b) School meals programmes be implemented and integrated with the applied nutrition programme as far as possible in the blocks where the latter has been introduced.
- (c) At least one thorough physical examination of every child on admission to school followed by correction of defects so detected, and immunization in all primary schools.
- (d) Orientation training of medical officers in "School health" and education of teachers to enable them to detect departure from normal health among children. Teachers may be provided with a suitable illustrated hand-book to help them in this work.

Fifth National Seminar on Compulsory Primary Education

The Fifth National Seminar on Compulsory Primary Education was held at Nainital from 8th to 14th May, 1965. In the Third Plan, against the original target of enrolment of 153 lakhs children, the actual achievement was expected to be about 160 lakhs. In spite of this impressive achievement there were disquieting features which had to be taken notice of rather seriously. In the first instance, even in the advanced States there were backward pockets and it was necessary to pay greater attention to such areas. Secondly, there was likely to be a shortfall of over 15 lakhs in the enrolment of girls which was a matter of deep concern. In the Fourth Plan realistic targets for the enrolment of girls should be worked out and effective measures taken to achieve them.

A summary of the findings and recommendations of the Seminar has been sent to all State Governments for implementations of the recommendations. These recommendations have also been sent to the Chairmen of the State Councils for Women's Education with the request that especially the recommendations on items 1 and 2 (given at Annexure VI) which relate to the education of girls and women be taken up with the State Governments for proper implementation.

Observation made by the Unesco Consultant Group on Women's Education, met in June/July, 1965 at Paris

A pannel of consultants on the problem of the promotion of women's rights and opportunities met under the auspices of Unesco at Paris from 23rd June to 2nd July, 1965. On a request from the Director General of Unesco, Smt. Raksha Saran, Chairman, National Council for Women's Education was deputed to attend the meeting of the Panel as an expert from India. The purpose of the meeting was to prepare a draft on the future programme of Unesco in 1967-68 for the promotion of women's rights and opportunities. The Consultants were also asked to suggest themes for activities for an over-all long-term programme of ten years for Unesco, Member States and non-governmental organisations having consultative relations with Unesco. The Panel has made some very important observations on Women's Education. Some of the recommendations which directly relate to the education of girls and women will be of interest to the National Council for Women's Education. The important recommendations are as follows:

1. The rapid development of compulsory and, as soon as possible, free education to common levels for both boys and girls and the continuance of girls at school under such conditions that they can share equally with boys the benefits of this education, be ensured.

2. Co-education should be encouraged as a principle and developed wherever girls would not be held back by it.

3. Special allocations of money and facilities are needed for the education and training of women during the decade so that they can make up on their late start. This presupposes not only an increase in the total percentage of the national budget devoted to education but the earmarking of a proportion specially devoted to the education of women and girls. Training must be provided near the homes of the women and on a part-time basis if necessary or at residential centres.

4. Considerable increase in the provision of scholarships for women for higher education and training is required in fields where their services are particularly needed and an access on favourable terms also to educational facilities outside their countries where these are appropriate. Women should be able to follow studies that meet their own interests and abilities regardless of their immediate application to public need, on similar terms to men. Scholarship granting authorities in Member States need their attention specially drawn to this.

5. Women must be encouraged to take up the teaching profession through the provision of training of a nature and quality particularly related to environment and attitudes to social change; through specialisation in the teaching of subjects to the highest level, especially mathematics and science; through specialisation in the teaching of young children but accompanied by a proper recognition of this specialisation in conditions of service, salary, status seniority; through a study of effective ways of using part-time service of married women teachers as a benefit to society and not as a concession to them.

6. Education and training have to be devised and provided whereby women prepare for work hitherto mainly reserved to men especially in such fields as science, engineering, industry, banking, commerce, insurance and in management generally.

7. Emphasis has to be placed on social education among boys and girls in day schools and boarding schools to prepare them for mutual acceptance in the relationship of equality in home, work, public life and leisure.

8. Professional, technical and vocational education especially for girls needs to be related to known and future occupational outlets and thus to avoid the danger of educating into unemployment. This requires special studies of job opportunities and the association of employers as well as administrators in the planning of such education and a member of Governing bodies of institutions. Qualified members of professions and occupations should be on the curriculum advisory groups.

9. In the general field of planning educational developments for women and girls, research projects or special studies will be essential preliminaries to find the motivations and the needs determining the direction of programmes. This is particularly necessary in adult education and will have to take into account both, the type of education needed and its content.

SPECIAL PROGRAMME SCHEMES FOR GIRLS' EDUCATION

The scheme of special programmes to promote girls' education was initiated by the Ministry in the Second Five Year Plan. The National Committee on Women's Education which was appointed by the Ministry of Education in 1958 recommended that the Government of India should assume special responsibility for developing the education of girls and bridging the gap between the education of boys and girls and to that end, it should provide funds in the Centrally Sponsored Sector for the special programme for girls' education. Accordingly a scheme for the development of girls' education was introduced in the Centrally Sponsored Sector in 1957-58 and a total expenditure of about Rs. 2.13 crores was incurred on the scheme in the Second Five Year Plan.

In the Third Plan, it was proposed to continue the above programme as a Centrally Sponsored Scheme, but the Planning Commission adopted a policy of cutting down the Centrally Sponsored Sector to the minimum in the Third Plan, and stated that as these schemes were being implemented by the State Governments, it would be difficult to transfer the provision from the States to the Centre. However, in order to meet the special requirements of girls' education it was emphasised upon the State Governments that the funds provided for the special programmes for girls' education should be regarded as 'earmarked' and should not be diverted to other items of expenditure. This Scheme in the State Sector is eligible for 100% Central Assistance on the basis of the outlay included for it in the State Annual Plans.

The funds provided by the State Governments in their Third Plans for the special programme schemes are about Rs. 12 crores. During 1961-62 this programme was not a pattern scheme and thus no Central assistance was sanctioned. During 1962-63, 1963-64 and 1964-65, a Central assistance of Rs. 297.86 lakhs, Rs. 127.73 lakhs and Rs. 254.20 lakhs respectively has been allocated to the State Governments. The Central assistance for 1965-66 is being finalised. A statement showing the Plan provision and the year-wise expenditure outlay on the special programme schemes is enclosed at Annexure VII.

It will be seen that the expenditure on these schemes will exceed the Plan outlay by Rs. 167.796 lakhs in Jammu & Kashmir, Madhya Pradesh, Madras, Mysore, Nagaland, Orissa and Tripura. In the remaining States, there will be shortfalls to the extent of Rs. 217.241 lakhs. However, the overall shortfall will be of the order of Rs. 49.445 lakhs against the Plan outlay of Rs. 1238.350 lakhs. Shortfalls have occurred mainly in the construction of quarters for women teachers and hostels for girls or wherever construction is involved. Final picture of the actual expenditure will, however, be available only at the end of the year 1965-66.

Separate education for boys and girls in Schools and Colleges

The following point was raised by the Government of Kerala for discussion at the meeting of the Standing Committee of the Central Advisory Board of Education on School Education held in New Delhi on 6th and 7th August, 1965.

"There is still a very great need in this country, if girls are to be educated in the real sense of the word. Perpetual self consciousness, sex consciousness and sense of inhibition on the part of girls in mixed institutions, is not conducive to a frank and free expression of their talents. There is not enough scope for the exercise of either leadership or initiative nor can they be given that all round training so necessary for women in their future lives. Wherever the strength of girls is more than 500 in a school or college, separate institutions for girls seems to be warranted. There are still parents who do not send their daughters to college because of their inability to find a place for them in a Women's College not too distant from their homes."

The Committee agreed with the views of the Government of Kerala and noted that, as in most States separate institutions for girls were being opened at the secondary and collegiate levels whenever the number of girls justified the opening of such institutions, it is not necessary to put it before the Central Advisory Board of Education at its next session.

Condensed Courses

The scheme, from its inception in 1958, is being implemented by the Central Social Welfare Board through voluntary organisations. During the Third Five Year Plan (up to 31st December, 1965), the Central Social Welfare Board has sanctioned 634 courses, and more than 14,000 adult women were admitted into these courses. Since the inception of the scheme in 1958, more than 12,000 candidates have already completed the courses and 7272 of them have been declared successful. The information regarding the number of courses sanctioned during 1964-65 and 1965-66 (up to 31st December, 1965), by the Central Social Welfare Board, and the year-wise percentage of passes is given in Annexures VIII & IX.

Seminar on Women's Education

During the year 1964-65, it is proposed to organise 22 Seminars in the country—2 Seminars each in Uttar Pradesh, Madhya Pradesh and Rajasthan and one Seminar in each of the remaining 12 States (except Nagaland) and one Seminar in each of the four Union Territories of Delhi, Himachal Pradesh, Manipur and Tripura. During this year 11 Seminars were held by various States and Union Territories. A Central grant of Rs. 12,000 was sanctioned to Andhra Pradesh, Orissa, Rajasthan, Punjab, Uttar Pradesh, Assam, Maharashtra and Madhya Pradesh for holding the Seminars. During 1965-66, however only four seminars are proposed to be held in Orissa, Nagaland, Tripura and Himachal Pradesh.

Women's Polytechnics

The revised Third Five Year Plan of the State Governments had a provision for the establishment of 24 polytechnics for women. Out of these 17 polytechnics have so far started functioning in the country.

The Central Government assistance towards the establishment of technical institutions for girls by private organisations/institutions is on the same lines as for Government institutions, viz., 75% of the non-recurring and 50% of the recurring expenditure of scheme. The recurring liability of the Centre ceases after a period of 5 years from the date of starting the institutions.

Publicity Programme for Women's Education

(i) *Documentary Film on "Women's Education"*.—There is a genuine need for producing a suitable documentary film dealing with the Women's Education. The film would give brief glimpses of important educational institutions for girls at secondary and higher levels in the various parts of the country. This would give an idea of the trend of the education of girls and women in India. The line of approach, synopsis and other background material for the film have been prepared. The film has been included in the production programme of Government of India for 1966-67.

(ii) *Film on Banasthali Vidyapith*.—The Banasthali Vidyapith is a special residential institution of experimental nature for an all-round education of girls coming from all over India, including girls from abroad. It offers educational facilities from Class one to Post-graduate level. Since the institution represents a unique pattern of girls' education and has a record of some years of successful work, it has been considered desirable to produce on documentary film exclusively on the Banasthali Vidyapith. The line of approach, synopsis etc. have been sent to the Films Division.

Assistance to Voluntary Educational Organisations working in the field of Women's Education

The Scheme of Assistance to Voluntary Educational Organisations working in the field of Women's Education was started during 1962-63 and continued in operation during 1963-64, 1964-65 and 1965-66. The scheme will also continue during the Fourth Plan. Under the Scheme, financial assistance is given for developing the following types of activities:

- (1) Projects of experimental or educationally significant nature;
- (2) Laboratories and libraries in girls' middle/secondary schools and training institutions; and
- (3) Hostels attached to middle, secondary or training institutions.

41 institutions have been sanctioned grants so far during the Third Plan and the amount released is Rs. 5,59,139 for the construction of hostels, laboratories and libraries. A budget provision of Rs. 5 lakhs has been made for this scheme for 1966-67.

Part-time Training and Employment of Women

The report of the Sub-committee on Part-time Training and Employment of women regarding the surveys conducted by the Delhi School of Social Work, Delhi and the Tata Institute of Social Sciences, Bombay, was placed before the Council at its Seventh Meeting held in February, 1965. It was felt that while the two surveys presented a fair indication of the attitude of women towards part-time employment, the Council recommended that more attitude surveys should be conducted in smaller towns and greater emphasis be laid in these surveys on the following aspects:

- (a) Difference in the attitude of women towards part-time employment *vis-a-vis* their educational attainment and vocational training.
- (b) Differences in the attitude of women towards part-time employment as teachers.

The matter is under consideration of the Ministry of Education and the Directorate of Employment and Training.

ANNEXURES

ADDITIONAL TARGETS AND ACHIEVEMENTS OF ENROLMENT—

State Administration	Position 1960-61		Target Third Plan		Actual Achievement 1961-65	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
1. Andhra Pradesh	29.76	11.35	7.25	3.65	6.70	3.38
2. Assam	11.26	4.15	4.40	2.20	3.27	1.50
3. Bihar	31.84	7.39	16.16	10.61	8.81	2.46
4. Gujarat	20.53	7.31	6.50	2.30	6.89	2.35
5. Jammu & Kashmir	2.10	0.45	1.05	0.35	0.98	0.26
6. Kerala	24.32	11.28	3.17	1.37	3.51	1.68
7. Madhya Pradesh	19.96	4.42	10.00	6.00	8.10	3.25
8. Madras	33.33	12.80	19.69	9.76	15.09	6.30
9. Maharashtra	39.49	14.52	12.10	6.60	9.91	4.35
10. Mysore	21.68	8.07	11.83	5.99	9.22	5.02
11. Nagaland	0.39	0.15	0.19	0.05	0.16	0.04
12. Orissa	14.11	4.40	5.14	2.50	3.63	1.71
13. Punjab	14.40	4.63	12.97	6.61	10.97	5.51
14. Rajasthan	11.14	2.15	9.86	3.95	4.21	1.05
15. Uttar Pradesh	40.93	8.68	26.07	13.07	40.37	17.67
16. West Bengal	29.02	10.21	11.50	8.66	8.58	3.29
TOTAL (States)	344.26	111.96	157.98	83.67	140.40	59.82
17. A. & N. Islands	0.051	0.020	0.040	0.018	0.032	0.012
18. Delhi	2.854	1.208	1.300	0.571	1.222	0.538
19. Himachal Pradesh	0.841	0.168	0.53	0.33	0.51	0.24
20. L.M. & A. Islands	0.034	0.013	0.018	0.009	0.013	0.007
21. Manipur	0.566	0.157	0.30	0.15	0.236	0.140
22. N.E.F.A.	..	..	..	..	..	..
23. Pondicherry	0.311	0.122	0.150	0.085	0.128	0.055
24. Tripura	0.867	0.295	0.50	0.20	0.372	0.164
25. Goa Daman & Diu	..	..	1.00	0.40	0.917	0.364
TOTAL (Admn.)	5.524	1.983	3.838	1.863	3.430	1.520
GRAND TOTAL	349.784	113.943	161.818	85.533	143.830	61.340

* Figures for Girls are provisional.

Source : State Annual Plan 1966-67.

URE I

AGE-GROUP 6-11 (CLASSES I TO V)

(Figures in lakhs)

Likely Achievement 1965-66		Total 1961-66		Target Fourth Plan		Proposed 1966-67	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
8	9	10	11	12	13	14	15
1-10	0-43	7-80	3-81	10-00	5-80	0-50	0-30
0-77	0-08	4-04	1-58	6-51	4-28	0-80	0-40
3-00	1-25	11-81	3-71	21-60	18-00	4-50	3-50
1-12	0-46	8-01	2-81	10-70	4-60	2-14	0-92
0-35	0-08	1-33	0-34	N.A.	N.A.	N.A.	N.A.
1-16	0-47	4-67	2-15	4-00	2-00	0-80	0-40
1-90	1-00	10-00	4-25	13-00	6-50	2-00	1-00
5-00	2-00	20-09	*8-30	8-00	N.A.	1-50	N.A.
2-95	1-50	12-86	5-85	15-52	8-47	3-10	1-70
2-00	1-00	11-22	6-02	7-79	3-75	1-57	0-75
0-03	0-01	0-19	0-04	0-20	0-07	0-03	0-01
1-51	0-78	5-14	2-49	7-00	4-50	0-75	0-40
2-00	1-10	12-97	6-61	9-19	4-69	1-76	0-86
2-00	0-40	6-21	1-45	7-47	2-97	1-50	0-40
4-15	1-81	44-52	19-48	25-65	15-15	2-22	0-78
2-50	1-00	11-08	4-29	N.A.	N.A.	1-70	0-90
31-54	13-37	171-94	73-19	146-63	80-78	24-87	12-32
0-008	0-004	0-040	0-016	0-01	0-004	0-003	0-002
0-226	0-115	1-448	0-653	1-720	0-841	0-256	0-128
0-05	0-04	0-56	0-28	0-60	0-35	0-11	0-07
0-005	0-002	0-018	0-009	N.A.	N.A.	N.A.	N.A.
0-06	0-03	0-296	0-170	0-653	0-414	0-130	0-083
..
0-022	0-010	0-150	0-065	0-120	0-089	0-027	0-019
0-140	0-104	0-512	0-268	0-360	0-275	0-072	0-056
0-034	0-031	0-951	0-395	0-220	0-200	0-050	0-046
0-545	0-336	3-975	1-856	3-683	2-173	0-640	0-404
32-085	13-706	175-915	75-046	150-313	82-953	25-510	12-724

ADDITIONAL TARGETS AND ACHIEVEMENTS OF ENROLMENT—

State/Administration	Position 1960-61		Target Third Plan		Actual Achievement	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
1. Andhra Pradesh	4.08	0.92	2.58	0.68	1.91	0.55
2. Assam	2.20	0.61	1.20	0.49	0.91	0.33
3. Bihar	5.35	0.56	3.90	1.29	1.63	0.43
4. Gujarat	3.87	1.08	2.20	0.85	1.80	0.70
5. Jammu & Kashmir	0.59	0.12	0.28	0.07	0.28	0.08
6. Kerala	6.61	2.95	4.18	1.80	2.22	0.95
7. Madhya Pradesh	3.17	0.49	1.70	0.28	2.03	0.51
8. Madras	6.91	2.10	2.15	1.00	3.87	0.89
9. Maharashtra	7.84	1.96	4.17	1.96	3.94	1.29
10. Mysore	3.64	1.01	2.41	0.87	0.83	0.30
11. Nagaland	0.066	0.021	0.044	0.013	0.041	0.016
12. Orissa	1.07	0.12	2.03	0.48	1.34	0.26
13. Punjab	4.39	0.89	1.80	1.01	1.49	0.72
14. Rajasthan	2.07	0.28	1.78	0.47	1.08	0.17
15. Uttar Pradesh	8.24	1.22	3.00	0.50	4.94	0.97
16. West Bengal	5.18	1.34	2.92	0.90	2.32	0.85
TOTAL (States)	65.276	15.671	36.344	12.663	30.631	9.016
17. A. & N. Islands	0.005	0.001	0.013	0.005	0.010	0.004
18. Delhi	1.222	0.462	0.660	0.250	0.642	0.214
19. Himachal Pradesh	0.198	0.033	0.100	0.017	0.110	0.020
20. L.M. & A. Islands	0.003	0.0002	0.008	0.002	0.005	0.001
21. Manipur	0.149	0.032	0.110	0.055	0.097	0.038
22. N.E.F.A.	..	..	..	..	..	..
23. Pondicherry	0.070	0.018	0.030	0.010	0.029	0.013
24. Tripura	0.154	0.044	0.125	0.050	0.109	0.040
25. Goa, Daman & Diu	..	..	0.200	0.090	0.146	0.054
TOTAL (Admn.)	1.801	0.5902	1.046	0.479	1.148	0.384
GRAND TOTAL	67.077	16.2612	37.390	13.142	31.779	9.400

* Figures for Girls are provisional.

Source : State Annual Plans for 1966-67.

URE II

AGE—GROUP 11—14 (CLASSES VI to VIII)

(Figures in lakhs)

Likely Achievement 1965-66		Total 1961-66		Target Fourth Plan		Proposed 1966-67	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
8	9	10	11	12	13	14	15
0.54	0.13	2.45	0.68	2.50	0.90	0.40	0.15
0.04	0.02	0.95	0.35	2.67	0.89	0.25	0.10
0.80	0.20	2.43	0.63	6.00	1.56	1.50	0.30
0.44	0.17	2.24	0.87	2.80	1.06	0.56	0.20
0.07	0.02	0.35	0.10	N.A.	N.A.	N.A.	N.A.
0.65	0.27	2.87	1.22	3.74	1.93	0.75	0.38
0.30	0.16	2.33	0.67	3.60	1.20	0.50	0.15
2.00	0.10	5.87	*0.99	12.00	N.A.	2.00	N.A.
1.19	0.41	5.13	1.70	6.51	3.59	1.18	0.52
0.50	0.13	1.33	0.43	3.51	1.47	0.70	0.30
0.005	0.001	0.046	0.017	0.040	0.017	0.008	0.002
0.69	0.22	2.03	0.48	3.50	1.20	0.50	0.20
0.41	0.23	1.90	0.95	3.02	1.02	1.02	0.34
0.35	0.05	1.43	0.22	3.15	1.05	0.30	0.05
1.28	0.30	6.22	1.27	7.72	2.00	0.57	0.21
0.70	0.20	3.02	1.05	N.A.	N.A.	0.56	0.15
9.965	2.611	40.596	11.627	60.760	17.887	10.798	3.052
0.003	0.001	0.013	0.005	0.010	0.003	0.003	0.001
0.137	0.044	0.779	0.258	0.630	0.280	0.117	0.048
0.030	0.010	0.140	0.030	0.260	0.090	0.040	0.010
0.003	0.001	0.008	0.002	N.A.	N.A.	N.A.	N.A.
0.022	0.011	0.119	0.049	0.110	0.060	0.022	0.012
..
0.007	0.002	0.036	0.015	0.082	0.023	0.011	0.006
0.033	0.013	0.142	0.053	0.214	0.125	0.042	0.025
0.037	0.013	0.183	0.067	0.120	0.050	0.024	0.010
0.272	0.095	1.420	0.479	1.426	0.631	0.259	0.112
10.237	2.706	42.016	12.106	62.186	18.518	11.057	3.164

ADDITIONAL TARGETS AND ACHIEVEMENTS OF ENROLMENT—

State Administration	Position 1960-61		Target Third Plan		Actual Achievement 1961—1965	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
1. Andhra Pradesh	1.96	0.31	0.77	0.18	0.84	0.21
2. Assam	1.26	0.27	0.60	0.16	0.76	0.24
3. Bihar	3.28	0.21	2.72	0.39	1.31	0.18
4. Gujarat	1.71	0.40	0.80	0.20	0.89	0.26
5. Jammu & Kashmir	0.22	0.06	0.07	0.01	0.06	0.008
6. Kerala	1.77	0.70	0.80	0.38	1.67	0.78
7. Madhya Pradesh	1.24	0.17	0.32	0.05	1.05	0.16
8. Madras	2.68	0.67	0.75	0.30	2.15	0.40
9. Maharashtra	3.39	0.77	2.76	0.97	2.26	0.59
10. Mysore	1.73	0.37	0.73	0.30	1.96	0.56
11. Nagaland	0.021	0.005	0.02	0.005	0.018	0.005
12. Orissa	0.45	0.04	0.90	0.16	0.53	0.08
13. Punjab	1.70	0.30	0.80	0.23	0.80	0.20
14. Rajasthan	0.86	0.08	0.77	0.12	0.44	0.07
15. Uttar Pradesh	5.10	0.56	2.28	0.28	2.12	0.42
16. West Bengal	2.18	0.46	2.00	0.40	0.96	0.29
TOTAL (States)	29.551	5.375	17.09	4.135	17.818	4.453
17. A. & N. Islands	0.002	0.001	0.003	0.001	0.002	0.001
18. Delhi	0.520	0.161	0.720	0.310	0.386	0.160
19. Himachal Pradesh	0.054	0.007	0.075	0.020	0.060	0.010
20. L.M. & A. Islands	..	..	0.004	..	0.003	..
21. Manipur	0.057	0.008	..	..	0.062	0.020
22. N.E.F.A.	..	..	..	..	..	..
23. Pondicherry	0.027	0.006	0.012	0.005	0.027	0.007
24. Tripura	0.052	0.012	0.036	0.009	0.003	0.006
25. Goa, Daman & Diu	..	..	0.098	0.047	0.078	0.028
TOTAL (Admn.)	0.712	0.195	0.948	0.392	0.621	0.232
GRAND TOTAL	30.263	5.570	18.038	4.527	18.439	4.685

* Figures for Girls are provisional.

Source : State Annual Plans for 1966-67.

U R E III

AGE-GROUP 14-17 (CLASSES IX to XI)

(Figures in lakhs)

Likely Achievement 1965-66		Total 1961-66		Target Fourth Plan		Proposed 1966-67	
Total	Girls	Total	Girls	Total	Girls	Total	Girls
8	9	10	11	12	13	14	15
0.10	0.02	0.94	0.23	2.40	0.60	0.30	0.10
0.30	0.09	1.06	0.33	1.97	0.61	0.25	0.10
0.60	0.12	1.91	0.30	4.53	1.09	0.75	0.18
0.16	0.04	1.05	0.30	1.25	0.32	0.25	0.06
..	0.002	0.06	0.01	N.A.	N.A.	N.A.	N.A.
0.46	0.23	2.13	1.01	1.40	0.64	0.28	0.13
0.20	0.06	1.25	0.22	2.50	0.50	0.30	0.06
0.60	..	2.75	*0.40	5.50	N.A.	0.80	N.A.
0.60	0.16	2.86	0.75	2.14	0.93	0.37	0.14
0.13	0.06	2.09	0.62	1.50	0.37	0.30	0.08
0.002	0.001	0.02	0.006	0.011	0.003	0.002	0.001
0.37	0.08	0.90	0.16	1.65	0.50	0.35	0.05
0.20	0.07	1.00	0.27	1.49	0.47	0.28	0.09
0.20	0.03	0.64	0.10	1.08	0.20	0.21	0.03
0.58	0.13	2.70	0.55	7.00	2.24	0.50	0.16
0.40	0.10	1.36	0.39	N.A.	N.A.	0.35	0.09
4.902	1.193	22.72	5.646	34.421	8.473	5.292	1.271
0.001	..	0.003	0.001	0.008	0.003	0.002	0.001
0.078	0.031	0.401	0.191	0.553	0.247	0.087	0.039
0.013	0.003	0.073	0.013	0.100	0.020	0.020	0.005
0.001	..	0.004	..	N.A.	N.A.	N.A.	N.A.
0.015	0.005	0.077	0.025	0.040	0.010	0.008	0.002
..
0.003	0.002	0.030	0.009	0.033	0.013	0.008	0.005
0.011	0.004	0.014	0.010	0.031	0.022	0.013	0.006
0.016	0.007	0.094	0.035	0.090	0.035	0.018	0.007
0.133	0.052	0.754	0.284	0.955	0.350	0.156	0.065
5.035	1.245	23.474	5.930	35.376	8.823	5.448	1.336

ANNEXURE IV

SPECIAL SCHEMES FOR GIRLS' EDUCATION—FOURTH PLAN

(Rs. in lakhs)

State	Fourth Plan provision	Outlay 66-67
1. Andhra Pradesh	170.00	..
2. Assam	201.89	20.23
3. Bihar	337.93	20.90
4. Gujarat	70.25	0.41
5. Jammu & Kashmir	N.A.	0.85
6. Kerala	35.00	7.00
7. Madhya Pradesh	251.00	3.00
8. Madras	232.50	43.50
9. Maharashtra	109.00	10.50
10. Mysore	160.00	2.00
11. Orissa	477.79	15.41
12. Punjab	55.30	3.29
13. Rajasthan	N.A.	1.44
14. Uttar Pradesh	991.47	27.80
15. West Bengal	395.01	48.42
16. Nagaland	N.A.	2.41
<i>Union Territories</i>		
1. A. & N. Islands	N.A.	0.500
2. Delhi	20.050	2.350
3. Goa, Daman & Diu	16.75	0.75
4. Himachal Pradesh	26.63	2.76
5. L.M. & A. Islands	2.50	0.30
6. Manipur	0.39	0.25
7. Pondicherry	9.60	1.97
8. Tripura	1.50	..
TOTAL	3564.06	211.04

ANNEXURE V
ADVANCE ACTION PROGRAMME
ACCELERATION OF GIRLS' EDUCATION 1965-66

State	Allocation	Schemes proposed to be implemented by States Union Territories.
Andhra Pradesh	1.00	12 quarters for women teachers
Assam	1.00	
Bihar	3.50	
Gujarat	1.00	
Jammu & Kashmir	1.00	
Kerala	..	
Madhya Pradesh	3.00	
Madras	..	
Maharashtra	2.00	
Mysore	1.00	2 hostels
Nagaland	..	
Orissa	1.00	
Punjab	1.00	2 hostels
Rajasthan	2.00	47 quarters for women teachers and appointments of Education Extension officers.
Uttar Pradesh	6.00	
West Bengal	1.50	
TOTAL	25.00	
Goa	0.10	
Himachal Pradesh	0.40	
Manipur	0.25	
Pondicherry	0.10	
Tripura	0.25	
TOTAL	1.10	
GRAND TOTAL	26.10	Information awaited from the remaining States Union Territories.

ANNEXURE VI

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS OF THE FIFTH NATIONAL SEMINAR ON COMPULSORY PRIMARY EDUCATION

1. *Item No. 1.*—Review of progress expected to be achieved in each State/Union Territory by the end of the Third Plan in regard to the enrolment of children in 6—11 age group, separately for boys and girls.

(i) It was noted that though the enrolment targets visualized for the Plan for the country had been exceeded there had been a shortfall in the enrolment of girls in the case of some States. A great leeway had to be made up in the enrolment of girls and the children of the Scheduled tribes.

(ii) The main causes of shortfalls in enrolment in most States were: (a) paucity of funds; (b) cuts in allocation for primary education on account of Emergency; (c) diversion of funds originally allocated to primary education; (d) inadequacy of qualified and trained women teachers; (e) paucity of qualified and trained teachers willing to work in tribal and other backward areas; (f) social customs, conservatism and apathy among parents particularly in backward areas; (g) economic backwardness; (h) lack of incentives like free mid-day meals, free text-books etc.; (i) lack of educational facilities in hills and other inaccessible areas; (j) lack of school accommodation and other ancillary facilities; (k) inadequacy of supervisory staff; and (l) inadequate interest and lack of cooperation on the part of the community and the Panchayat and other local bodies.

2. *Item No. 2.*—Steps contemplated in the Fourth Plan to bring children of age group 6—11 to schools (i) generally; (ii) in the problem areas such as inaccessible hilly tracts; scheduled areas etc.; (iii) girls.

(i) In regard to enrolment in the Fourth Plan, the following targets were recommended:—

(a) All advanced States should achieve at least 110 per cent enrolment for boys and 8 per cent enrolment for girls in the age group 6—11; and

(b) Less advanced States should achieve 100 per cent enrolment for boys and 60 per cent enrolment for girls in the age group 6—11.

(ii) At least 20 to 25 per cent of the State revenues should be allocated for education and of these not less than 50 per cent should be earmarked for elementary education. Further, adequate safeguards should be devised which would ensure that funds provided for primary education and for expansion of facilities in particular are not diverted. Among others earmarking of central assistants for Primary Education may be considered for the purpose.

(iii) Compulsory Primary Education Act should be passed by the States which had not enacted the legislation so far.

(iv) Enrolment drives should be organised by the State Education Department with the help of State Development Department, Social Welfare Board and Public Relation Department and Voluntary Organisations specially those working in the field of Women's Education and Welfare to educate the parents.

(v) To attract persons of suitable calibre to join the teaching profession, salary scales of primary teachers should be improved. The teacher-training programme should be strengthened and short training courses and correspondence courses, wherever possible, should be organised to remove the backlog of untrained teachers.

(vi) The machinery for supervision of schools should be strengthened so that the average workload on the inspecting officers, especially at the lower levels is reduced.

(vii) School buildings should be improved and additional accommodation should be provided. Furniture, equipment, draft tools etc. should be supplied. The co-operation of the local community and the Panchayats etc. should be sought.

(viii) Ancillary facilities such as free mid-day meals, free text-books etc. should be provided with the help of the local community.

(ix) School Health Service should be introduced wherever they do not exist and strengthened where they exist and play-grounds should be provided.

(x) To enrol more tribal children the following measures should be taken.—(a) Special allowances, not less than 10 per cent of basic salary and preferably higher, should be paid to teachers and inspecting officers working in tribal areas; (b) children of tribal and backward areas should be given special incentives like stipends, scholarships, cash grants in addition to free text-books, clothing and mid-day meals; (c) tribal students in secondary schools should be given stipends if they give an undertaking that they would work as teachers after completion of studies; (d) more Ashrama type schools should be set up; (e) area schools to serve rural habitations with small population should be set up on experimental basis; (f) there should be greater coordination between the Education Department and the Departments of Tribal Welfare, Community Development and Social Welfare.

(xi) The following steps should be taken to promote girls' education.—(a) School mothers should be appointed; (b) liberal award of stipends and scholarships should be given to girls for attending schools; (c) residential quarters hostels should be provided for women teachers; (d) continuation classes and condensed courses should be organised to meet the shortage of women teachers; (e) women trainees at teacher-training institutions from rural areas should be given stipends at higher rates to save them from financial worries; (f) public opinion should be created for co-education at the Primary level; (g) funds earmarked for girls' education should not be diverted.

ANNEXURE VII
SPECIAL PROGRAMME SCHEMES RELATING TO GIRLS' EDUCATION
STATE-WISE PLAN PROVISION AND YEAR-WISE EXPENDITURE/OUTLAY

(Rs. in lakhs)

Sl. No.	Name of State	Plan provision 1961-66	Actual expenditure				Anticipated 1965-66	Total 1961-66	Shortfall (-) or Excess (+)
			1961-62	1962-63	1963-64	1964-65			
1	Andhra Pradesh	..	..	..	..	..	..	..
2	Assam	30.00	3.78	7.06	3.51	3.95	4.19	22.49	-7.51
3	Bihar *	200.60	28.70	16.34	12.72	18.83	22.53	99.12	-101.48
4	Gujarat	16.79	0.10	0.28	3.89	0.94	2.56	7.77	-9.02
5	Jammu & Kashmir *	4.25	0.49	0.61	0.54	2.48	1.42	5.54	-1.29
6	Kerala *	12.50	0.96	0.66	2.69	..	1.00	5.31	-7.19
7	Madhya Pradesh *	36.50	9.80	5.36	9.58	12.47	12.47	49.68	-13.18
8	Madras	143.00	23.77	52.40	54.02	86.25	60.78	277.22	-134.22
9	Maharashtra	..	..	..	..	..	..	..	..
10	Mysore	36.00	5.74	6.40	6.55	9.98	10.38	39.05	-3.05
11	Nagaland	..	00.07	..	..	1.15	2.47	3.69	-3.69
12	Orissa	82.01	11.51	15.14	22.42	24.55	18.05	91.67	-9.66
13	Punjab	27.70	1.77	4.41	1.79	1.60	0.61	10.18	-17.52
14	Rajasthan	29.50	3.35	3.79	4.79	3.94	5.17	21.04	-8.46

15	Uttar Pradesh	371.77	48.303	53.305	40.373	109.976	74.852	326.809	-44.961
16	West Bengal	207.14	16.87	30.66	34.80	52.70	66.27	201.30	-5.84
17	Andaman & Nicobar	1.131	0.021	0.050	0.042	0.191	0.197	0.501	-0.630
18	Delhi	12.34	0.322	0.458	0.759	4.407	1.294	7.240	-5.100
19	Himachal Pradesh *	14.06	1.27	2.22	0.46	2.35	4.53	10.83	-3.23
20	L. M. & A. Islands	4.14	0.20	0.031	..	0.389	0.300	0.920	-3.22
21	Manipur *	2.21	0.21	0.26	0.43	0.44	0.49	1.83	-0.38
22	Pondicherry	6.11	0.39	0.54	0.64	0.69	1.15	3.41	-2.70
23	Tripura	0.60	0.101	0.824	0.977	0.604	0.80	3.306	+2.706
TOTAL		1238.351	157.727	200.798	200.981	337.887	291.513	1188.906	-49.445

(Rs. in lakhs)

Total shortfalls	217.241
Total excess	167.796
Overall shortfalls	49.445

Latest information not available—
figures taken from the State Plans
for 1965-66.

ANNEXURE VIII

CONDENSED COURSES OF EDUCATION FOR ADULT WOMEN
NUMBER OF COURSES AND AMOUNTS SANCTIONED DURING 1964-65
& 1965-66 (31-12-65)

State	1964-65		1965-66 (31-12-65)	
	No. of courses sanctioned	Amount sanctioned	No. of courses sanctioned	Amount sanctioned
Andhra Pradesh	20	5,43,456	1	25,200
Assam	12	3,62,950	..	..
Bihar	12	3,27,190	1	25,700
Gujarat	9	2,50,350	4	88,275
Jammu & Kashmir	1	20,220	1	11,800
Kerala	..	..	..	..
Madhya Pradesh	14	3,34,000	15	3,15,665
Madras	6	1,51,375	8	2,09,857
Maharashtra	8	1,97,680	1	29,980
Mysore	7	1,76,940	4	1,14,300
Nagaland	1	15,900	..	..
Orissa	6	1,58,675	7	1,66,960
Punjab	8	2,30,408	2	59,756
Rajasthan	11	2,78,600	7	1,56,380
Uttar Pradesh	13	3,10,410	19	4,91,690
West Bengal	4	1,17,480	3	70,160
A. & N. Islands	..	..	..	..
Delhi	1	12,150	2	40,470
Himachal Pradesh	3	82,766	2	52,620
Goa	2	60,000	1	14,100
Manipur	2	56,240	..	..
N.E.F.A.	..	..	..	..
Pondicherry	2	53,500	..	..
Tripura	1	30,000	1	28,600
TOTAL	137	35,53,422	79	19,91,513

ANNEXURE IX

CONDENSED COURSES OF EDUCATION FOR ADULT WOMEN YEAR-WISE AVERAGE PERCENTAGE OF PASSES

Year	Middle School Examination or its equivalent			Matriculation Examination or its equivalent		
	Appeared	Passed	Percentage	Appeared	Passed	Percentage
1	2	3	4	5	6	7
1960	110	91	83%	4	2	50%
1961	1998	1320	66%	110	30	27%
1962	1946	1285	66%	133	66	50%
1963	1509	1094	72%	588	249	42%
1964	2105	1436	68%	1100	354	32%
1965	1420	896	63%	1142	418	37%
TOTAL	9088	6123	67%	3077	1119	36%

NOTE.—The figures do not include results of 52 Condensed Courses which are awaited.

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THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION

SEVENTH ANNUAL REPORT
(February 1966 to March 1967)



सत्यमेव जयते

MINISTRY OF EDUCATION
GOVERNMENT OF INDIA
1967

Publication No. 782

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According to the original Resolution of the Government of India setting up the Council, it consisted of 14 nominees of the State Governments, one member of the Central Advisory Board of Education, one representative each of the Planning Commission, Ministry of Community Development and Co-operations, Ministry of Health and Ministry of Labour, two representatives of the Ministry of Education and one representative of the Central, Administered Areas besides two Members of Parliament. The new Council consists of one member from each State—the Chairman of the State Council for Women's Education if set up otherwise, a representative of the Education Department of the State Government, Chairman of the State Councils for Women's Education of the Union Territories of Delhi, Himachal Pradesh, Manipur, Pondichery and Tripura ; two members of the Lok Sabha, one member of the Rajya Sabha and four non-official members of the Ministry of Education.

Another change is that an officer of the rank of Deputy Secretary/Deputy Educational Adviser becomes the Secretary of the Council.

The new Chairman Shrimati S. Panandikar took over on 8-8-1966. Shrimati Raksha Saran the previous Chairman retired in February, 1966, on the completion of the term of the previous Council.

The names of the members of the reconstituted National Council are given in *Annexure II*.

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MAIN DECISIONS AT THE EIGHTH MEETING

The 8th meeting was held on 7th and 8th February 1966. At this meeting the following main decisions were taken :

1. Enrolment Targets in Primary Education

The Council noted with regret the shortfall of over 15 lakhs in the enrolment of girls in the age-group 6—14 during the third Five Year Plan period, even when general targets for enrolment were exceeded through the enrolment of a large number of boys. It recommended that a vigorous effort be made during the fourth Five Year Plan period to enrol more girls.

2. Teacher Training

The Council decided that it should be recommended to the State Governments that adequate financial assistance be given to Voluntary Organisations which conduct teacher-training classes and train women teachers to work in the remote rural and Adivasi areas.

3. Women Polytechnics

The Council noted that three more polytechnics for women were set up during the third Five Year Plan bringing up the total to 18. It recommended the establishment of more polytechnics for women and reiterated its earlier recommendation that Voluntary Organisations should be encouraged to establish polytechnics for women and given special grant-in-aid.

4. Science Education

The importance of science education for girls was stressed as basic scientific knowledge was a necessary equipment for life as well as an essential requirement for further study. The Council recommended that proper provision be made for the teaching of science at the primary and the secondary stages of education and that in the implementation of the general scheme of science education, girls' schools should receive proper attention regarding equipment and trained staff.

MAIN DECISIONS AT THE NINTH MEETING

The 9th meeting was held on March 7th and 8th 1967, and the following important decisions were taken :

1. Enlargement of the Scope of Work of the Council

At this meeting the members were unanimously of the opinion that the scope of the functions of the Council needed to be enlarged. The present terms of reference of the National Council restrict its activities to the education of girls at the school level and to that of adult women. Post-school and university education are excluded from the purview of the deliberations of the Council. The Council felt that this is a serious anomaly in urgent need of remedy. Education is an integral whole and cannot be fragmented without creating problems. The Council unanimously decided therefore to recommend to the Ministry of Education that the Government Resolution appointing the Council should be suitably modified to extend its functions to include all forms of post-school and higher education.

2. Problems of Enrolment at the Primary stage

It was noted that there had been an expansion in the educational facilities for girls in the first three Plan periods. The enrolment figures for the last year of the third Five Year Plan in terms of percentages of total population of boys and girls are as follows:

<i>Age-group</i>	<i>Standards</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
6—11	I—V	98.5	57.7	78.5
11—14	VI—VIII	47.1	16.7	35.6
14—17	IX—XI	27.3	9.1	19.1

The Statewise enrolment figures are given in Annexure III at the end of this Report.

The shortfall in the enrolment of girls was a matter of deep concern. The main causes of shortfalls in enrolment at the elementary stage were seen to be as follows :

- (a) Paucity of funds ;

- (b) cuts in allocations for primary education ;
- (c) diversion of funds originally allocated to primary education ;
- (d) inadequacy of qualified and trained women teacher ;
- (e) paucity of qualified and trained women teachers willing to work in remote rural and other backward areas ;
- (f) social customs, conservatism and apathy among parents particularly in the backward areas ;
- (g) economic backwardness ;
- (h) lack of incentives like free mid-day meals, free text books etc. ;
- (i) lack of educational facilities in hills and other inaccessible areas ;
- (j) lack of school accommodation and other ancillary facilities ;
- (k) inadequacy of supervisory staff ;
- (l) inadequate interest and lack of cooperation on the part of the community and the panchayat and other local bodies.

The National Council decided that State Governments and State Councils for Women's Education should take these into consideration and prepare schemes for dealing with the problem of enrolment of girls.

3. Incentives for Women Teachers and Girls

The Council at its 9th meeting reiterated the importance of expanding and developing suitable programmes of teacher training for women and stressed the need for giving suitable incentives to women teachers to work in the rural areas. The Council again urged the State Governments to make adequate provision for special programmes for women's education in their State Plans. It was felt that each State Government should, in consultation with the State Council draw up a list of priority of incentives in the light of its requirements and be guided by it in the formulation and implementation of the programmes for girls education.

In the allocation of funds for special programmes schemes for the fourth Five Year Plan there is a provision of Rs. 27 Crores (Rs. 20 Crores under Elementary Education and Rs. 7 Crores under Secondary Education) in the Rs. 1210 Crore Plan for National

Education. This has since been transferred to the State Sector and the Schemes for which it is meant are to be treated as Centrally Assisted Schemes with 75% Central Assistance earmarked for them. In view of the tight financial position facing the country at present and the reduced overall provision for general education in the State Plans the total outlay is likely to be reduced further. The Council strongly recommended that funds for special programmes for girls' education should be earmarked and resolved that State Governments should be requested to give a high priority to these programmes.

Films and Publicity

It was noted that a film on education of women "Banasthali Vidyapeeth" dealing with life at this special institution solely devoted to the education of girls was released for exhibition during the period under review.

Grants to Voluntary Organisations

It was reported that under the Scheme of Grant-in-aid to Voluntary Educational Organisations working in the field of Women's Education, a sum of Rs. 4,68,924 was sanctioned during 1966-67.

4. Scheme for Statewise Seminars on Girls Education

The Council expressed concern at the unsatisfactory progress of the scheme of seminar on girls' education. It was reported that although it was planned to hold 22 seminars each year after the introduction of the scheme in 1961, only 33 seminars were held up to the end of 1965-1966. It was therefore recommended that the State Governments should be requested to organise these seminars regularly to discuss specific problems in the field of girls' and womens' education and should give due importance to the recommendations and resolutions of the seminars.

5. Condensed Courses

The progress of the scheme of condensed courses as studied by the Review Committee appointed by the Central Social Welfare Board was discussed in general. It was recommended that the Co-operation of the Education Department in regular supervision and guidance would make the working of the

courses more efficient. It was considered that it would be desirable to examine (a) how the students of condensed courses who join the teaching profession fare as teachers, and (b) the extent to which shortages of personal in different fields, particularly teaching, were met through the condensed courses.

6. Vocational Education and Polytechnics for Women

The Council noted from a reference to the relevant table in the Education Commission's report that while in general education, girls are progressing faster than boys and the gap between the two is narrowing steadily, in vocational education girls are falling behind. Even when provision for vocational education for girls exists, as through polytechnics for women, for instance, it was noted that many girls completing the courses were unable to secure employment. It was seen that girls and women needed guidance in the choice of courses at the polytechnics and there was need for co-ordination between different agencies connected with general and vocational education. It was recommended that a survey of all the existing polytechnics for women in the country should be carried out to study the suitability of the existing courses in view of local needs and their relationship to existing employment opportunities. It was considered that the entire problem of suitable vocational education for girls needed urgent attention.

7. Standing Committee of National Council of Women Education

In view of the difficulty of convening Council meetings frequently and because of the costs involved, the Council decided to appoint a Standing Committee from amongst its members which could meet frequently at short notice and follow up the implementation of its recommendations. The Chairman was authorised to appoint the committee.

ANNEXURE I

No. F. 15-20/65-BSE. 4
Government of India, Ministry of
Education.

New Delhi, 16th July, 1966

RESOLUTION

Subject. —National Council for Women's Education

In partial modification of Government of India Resolution in No. F. 41-10/59-B.3, dated the 6th July, 1959 the Ministry of Education have reconstituted the National Council for Women's Education as follows :

CHAIRMAN

To be appointed by Government of India,
Ministry of Education.

MEMBERS

- (1) One from each State *viz.* the Chairman of State Council for Women's Education if set up, otherwise a representative of the Education Department to be nominated by State Government.
- (2) Chairmen of the State Councils for Women's Education of each Union Territory where such a Council is set up *viz.* Delhi, Himachal Pradesh, Manipur, Pondicherry and Tripura.
- (3) Two members of the Lok Sabha, and One member of the Rajya Sabha.
- (4) Four non-official nominees of the Ministry of Education.

SECRETARY

Deputy Secretary/Deputy Educational Adviser incharge Women's Education (in the Bureau of School Education, Ministry of Education).

The Government of India, Ministry of Education have appointed Miss S. Panandikar to be the Chairman of the National Council for Women's Education vice Smt. Raksha Saran whose term of office has expired.

Name of the Members of the Council will be notified in due course.

Ordered that the Resolution be communicated to all the Ministries of the Government of India, all the State Governments, Planning Commission, Cabinet Secretariat, Lok Sabha Secretariat, Rajya Sabha Secretariat, the Department of Parliamentary Affairs (with 6 spare copies).

Ordered also that the Resolution be published in the Gazette of India for general information.

Sd/-
(L. O. Joshi)
Joint Secretary

To

The Publisher
Gazette of India
New Delhi

No. F. 15-20/65-BSE. 4

Dated the 16th July, 1966

1. Copy forwarded to all Sections in the Ministry.
2. Copy with ten spare copies to Shri B. R. Bowry, for information and necessary action.
3. Copy to Miss S. Panandikar, 8, Garden House, 1st Road, Khar, Bombay.

Sd/-
(R. S. James)
Education Officer

ANNEXURE I.—Contd.

No. F. 41-10/59-B.3
Government of India, Ministry of Education.

New Delhi, the 6th July, 1959

the 15th Asadha, 1881(S)

RESOLUTION

Subject.—National Council for Women's Education

On the recommendation of the National Committee on Women's Education, the Government of India have decided to set up a National Council for Women's Education to discharge the functions specified below :

FUNCTIONS

(a) To advise Government on issues relating to the education of girls at school level and of adult women.

(b) To suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women in the fields stated at (a).

(c) To suggest measures for utilising to the best voluntary effort in the field of education of girls and women as in (a).

(d) To suggest suitable measures for educating public opinion, in favour of the education of girls and women.

(e) To assess the progress achieved from time to time, and suggest measures for evaluation of work done/being done and for watching the progress of implementation.

(f) To recommend collection of specific data on problems relating to the education of girls and women and to recommend sample surveys and research projects and/or Seminars as may be deemed necessary from time to time.

POWERS

The Council shall have the following powers :

- (a) The Council will serve as an advisory body.
- (b) The Council may entrust any of its detailed work to appropriate sub-committees reporting to it. These sub-Committees would ordinarily consist of the members of the Council, but when necessary it would be open to the Council to co-opt non-member experts also on its sub-Committees.
- (c) The National Council can take due advantage of the co-operation of all the State Councils that may be established by State Governments in due course.

COMPOSITION OF THE COUNCIL

The Composition of the Council will be as follows :

Besides the Chairman, the Council will consist of 14 nominees of State Governments, one member of Central Advisory Board of Education, two Members of Parliament, one representative each of Planning Commission, Ministry of Community Development and Cooperation, Ministry of Health and Ministry of Labour, two representatives of Ministry of Education and one representative of the Centrally Administered areas. Representatives of various Advisory or Statutory bodies of the Ministry who are likely to be concerned may be invited by the Ministry to attend specific meetings of Council whenever deemed necessary.

An Official of the Ministry will be its Secretary. He may be one of the representatives of the Ministry of Education on the Council.

NOMINATION ETC. OF THE MEMBERS OF THE COUNCIL

(1) The Chairman of the Council will be a non-official woman who shall be appointed by the Government of India in the Ministry of Education.

(2) *Nominees of State Governments* : Each State will be free to nominate an official or non-official, a woman or a man at its discretion.

(3) The member of the Central Advisory Board of Education will be nominated by its Chairman.

(4) One of the Members of Parliament will be nominated by the Speaker of the Lok Sabha and the other by the Chairman of the Rajya Sabha.

(5) Representatives of Planning Commission, Ministry of Community Development and Co-operation, Ministry of Health, Ministry of Labour and Ministry of Education will be nominated by the Planning Commission and the respective Ministries.

(6) The representative of the Centrally Administered areas will be nominated by the Ministry of Education in consultation with Ministry of Home Affairs.

TENURE OF OFFICE

The Chairman will be appointed by the Government on suitable terms and conditions.

The tenure of Office of all non-official members nominated to the Council will be 2 years reckoned from the first day of the 1st meeting of the Council. The official members of the Council will continue until they are replaced by others. Any vacancy among the members shall be filled as soon as possible by the authority who appointed or nominated the member whose place has become vacant. This may be done for periods less than 2 years according to the contingency of the situation.

HEADQUARTERS

The Headquarters of the Council shall be at New Delhi.

MEETING

The Council shall at least meet once every year. A special meeting of the Council may be called at any time at the request of not less than one third of the members of the Council. The quorum for any meeting of the Council shall be 10.

If the Chairman is unable to attend any meeting, the Council shall elect from among themselves a Chairman who will preside over the meeting and exercise the functions and powers of the Chairman for that meeting.

REPORT OF WORK OF THE COUNCIL

The Council will submit annually a report of its work to the C.A.B.E. through the Ministry of Education.

Ordered that the Resolution be communicated to all Ministries of the Government of India, all the State Government, Planning Commission, Cabinet Secretariat, Lok Sabha Secretariat, Rajya Sabha Secretariat, the Department of Parliamentary Affairs (with 6 spare copies).

Ordered also that the Resolution be published in the Gazette of India for general information.

Sd/-
(K. G. Saiyidain)
Secretary

ANNEXURE II

MEMBERS OF NATIONAL COUNCIL FOR WOMEN'S EDUCATION (UPTO 20-12-66)

1. Miss S. PANANDIKAR
8, Garden House
1st Road
Khar, Bombay-52
2. Smt. C. AMMANNA RAJA, M.P.
Chairman
State Council for Women's
Education, House No. 3-6-733
Himayat Nagar
Hyderabad-29 (A.P.)
3. Smt. PUSHPALATA DAS
Chairman
State Council for
Women's Education
Assam, Shillong
4. Shri S. M. SINHA
Education Minister
Government of Bihar
Chairman, State Council
for Women's Education
Patna, Bihar
5. Miss. GUL BAM
Deputy Director of Education
Government of Gujarat
Ahmedabad
6. BEGUM M. QURESHI
Deputy Director for
Women's Education
Secretary, State Council
for Women's Education
Srinagar, Jammu & Kashmir
7. Shri N. E. S. RAGHAVACHARI
Adviser to the Governor of
Kerala, Trivandrum
Kerala
8. Smt. SAROJINI VARADAPPAN
Member, State Council
for Women's Education
Madras
9. Smt. VIMLA SHARMA
Chairman
State Council for
Women's Education
5, Civil Lines
Bhopal (M.P.)
10. Smt. YAMUTAI KIRLOSAR
Chairman
State Board for
Women's Education
Central Building
Poona-1 (Maharashtra)
11. Kumari ACHILA PETER
Assistant Teacher
Government High School
Kohima
12. Smt. SARASWATI PRADHAN
Deputy Minister for
Education, Vice-Chairman
State Council for
Women's Education
Orissa, Bhubaneshwar
13. Smt. G. PARAMPAL SINGH
Deputy Director
Secondary Education
Member, State Council
for Women's Education
Chandigarh, Punjab
14. Smt. PRABHA MISRA
Deputy Minister of Education
Jaipur, Rajasthan
15. BEGUM ALI ZAHEER
Chairman, State Advisory
Council for Girls and
Women's Education
9, Clyde Road
Lucknow (U.P.)
16. Education Minister
Government of West Bengal
Chairman, State Council
for Women's Education
Calcutta (West Bengal)

17. Kumari SHANTA VASHIST, M.P.
Chairman, State Council
for Women's Education
97, North Avenue
New Delhi
18. Dr. Y. S. PARMAR
Education Minister
and Chairman
State Council for
Women's Education
Himachal Pradesh
Kennedy House, Simla
19. Smt. R. K. MUKHARA DEVI
M.L.A.
Chairman, State Council
for Women's Education
Imphal, Manipur
20. Mrs. LILA INDRASEN
Chairman
State Social Welfare
Pondicherry
21. Smt. SUNILA MUKHARJI
Chairman
State Council
for Women's Education
c/o Shri M. C. Mukharji
Chief Commissioner
Agarthala
Tripura
22. Smt. RENU CHAKRAVERTY
M.P.
21, Gurdwara Rakabganj Road,
New Delhi
23. Smt. T. LAKSHMI KANTHAMMA
M.P.
82, North Avenue
New Delhi
24. Smt. SHYAM KUMARI KAHN,
M.P.
4, Western Court
New Delhi
25. Smt. RATAN SHASTRI
Banasthali Vidyapith
P.O. Banasthali
Rajasthan
26. Smt. YASHODHARA DASAPPA
23, Langford Gardens
Bangalore-25
27. Dr. MOHAN SINHA MEHTA
Vidya Bhawan Society
Udaipur (Rajasthan)
28. Dr. (Mrs.) PREMLILA
V. THACKERSEY
Vice-Chancellor
S.N.D.T. Women's University
1, Nathibai Thackersey Road
Bombay-1
29. Shri VEDA PRAKASHA
Deputy Educational Adviser
Bureau of School Education
Ministry of Education
New Delhi

ANNEXURE III

SCHOOLING FACILITIES FOR THE CHILDREN IN THE AGE-GROUP 6-11 (1960-61 AND 1970-71)

Name of the State/ Union Territory	Enrolment in classes I-V (Figures in lakhs)								
	1960-61 (Position)			1965-66 (Position)			1970-71 (Target)		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10
1. Andhra Pradesh	29.76	18.41	11.35	37.00	22.00	15.00	47.00	26.20	20.80
2. Assam	11.26	7.11	4.15	15.29	9.56	5.73	21.19	12.26	8.93
3. Bihar	31.84	24.45	7.39	40.60	30.57	10.03	62.20	41.13	21.07
4. Gujarat	20.30	13.07	7.23	28.54	18.42	10.12	39.24	24.52	14.72
5. Jammu & Kashmir	2.10	1.65	0.45	3.56	2.70	0.86	4.69	3.26	1.43
6. Kerala	23.91	12.81	11.10	28.99	15.56	13.43	32.99	17.56	15.43
7. Madhya Pradesh	20.11	15.62	4.49	30.11	21.38	8.73	44.61	28.63	15.98
8. Madras	33.33	20.53	12.80	45.64	26.49	19.15	53.14	27.31	25.83
9. Maharashtra	39.49	24.97	14.52	52.34	31.97	20.37	65.67	37.85	27.82
10. Mysore	21.68	13.61	8.07	32.90	18.81	14.09	40.69	22.85	17.84
11. Orissa	14.11	9.71	4.40	19.25	12.35	6.90	26.25	14.85	11.40
12. Punjab	14.40	9.77	4.63	13.40	8.55	4.85	18.55	11.13	7.42

ANNEXURE III -Contd.

SCHOOLING FACILITIES FOR THE CHILDREN IN THE AGE-GROUP 6-11 (1960-61 AND 1970-1971) Contd.

1	2	3	4	5	6	7	8	9	10
13. Rajasthan . . .	11.14	8.99	2.15	16.18	12.54	3.64	22.86	16.22	6.64
14. Uttar Pradesh . .	40.93	32.25	8.68	92.42	59.79	32.63	96.71	61.81	34.90
15. West Bengal . . .	29.02	18.81	10.21	40.52	26.02	14.50	55.52	33.52	22.00
16. Nagaland . . .	0.43	0.27	0.16	0.57	0.37	0.20	0.77	0.50	0.27
17. A. & N. Islands . .	0.044	0.027	0.017	0.09	0.06	0.03	0.10	0.06	0.04
18. Haryana . . .	<i>Included in Punjab</i>			7.31	5.31	2.00	10.93	7.00	3.93
19. Delhi . . .	2.86	1.66	1.20	4.22	2.39	1.83	5.94	3.27	2.67
20. Goa, Daman & Diu	N.A.	N.A.	N.A.	0.95	0.56	0.39	1.12	0.58	0.54
21. Himachal Pradesh	0.84	0.67	0.17	1.40	0.96	0.44	2.60	1.45	1.15
22. Manipur . . .	1.17	0.77	0.40	1.20	0.77	0.43	1.84	1.16	0.68
23. Dadra & Nagar Haveli . . .	<i>Not Available</i>								
24. Tripura . . .	0.87	0.57	0.30	1.38	0.82	0.56	1.74	0.90	0.84
25. L. M. & A. Islands	0.03	0.02	00.01	0.04	0.03	0.01	0.05	0.03	0.02
26. N.E.F.A. . . .	N.A.	N.A.	N.A.	0.16	0.13	0.03	0.46	0.36	0.10
27. Pondicherry . . .	0.31	0.19	0.12	0.46	0.27	0.19	0.58	0.30	0.28
<i>Total (India)</i> . . .	349.94	235.93	114.01	514.52	328.38	186.14	657.44	394.71	262.73

ANNEXURE III—Contd.

SCHOOLING FACILITIES FOR THE CHILDREN IN THE AGE-GROUP 11-14 (1960-61 AND 1970-71)

Name of the State/ Union Territory	Enrolment in classes VI-VIII (Figures in lakhs)								
	1960-61 (Position)			1965-66 (Position)			1970-71 (Target)		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10
1. Andhra Pradesh	4.08	3.16	0.92	6.64	4.98	1.66	9.14	6.58	2.56
2. Assam . . .	2.20	1.59	0.61	3.15	2.19	0.96	5.52	3.67	1.95
3. Bihar . . .	5.35	4.79	0.56	7.22	6.19	1.03	13.22	10.63	2.59
4. Gujarat . . .	3.87	2.79	1.08	6.11	4.16	1.95	8.91	5.90	3.01
5. Jammu & Kashmir	0.59	0.48	0.11	1.49	1.25	0.24	1.68	1.33	0.35
6. Kerala . . .	6.95	3.98	2.97	9.48	5.31	4.17	13.22	7.12	6.10
7. Madhya Pradesh	3.17	2.68	0.49	5.50	4.35	1.15	9.25	6.80	2.45
8. Madras . . .	6.91	4.81	2.11	10.48	7.04	3.44	22.48	13.26	9.22
9. Maharashtra .	7.48	5.52	1.96	12.61	8.95	3.66	19.02	11.86	7.16
10. Mysore . . .	3.63	2.62	1.01	4.97	3.53	1.44	8.47	5.56	2.91
11. Orissa . . .	1.07	0.95	0.12	3.10	2.50	0.60	6.60	4.80	1.80
12. Punjab . . .	4.39	3.50	0.89	3.33	2.24	1.09	5.02	3.36	1.66

ANNEXURE III—Contd.

SCHOOLING FACILITIES FOR THE CHILDREN IN THE AGE-GROUP 11-14 (1960-61 AND 1970-71) Contd.

1	2	3	4	5	6	7	8	9	10
13. Rajasthan	2.07	1.79	0.28	3.30	2.81	0.49	5.00	4.10	0.90
14. Uttar Pradesh	8.24	7.02	1.22	14.62	12.11	2.51	18.08	14.68	3.40
15. West Bengal	5.18	3.84	1.34	8.10	5.86	2.24	12.10	8.86	3.24
16. Nagaland	0.07	0.05	0.02	0.12	0.08	0.04	0.16	0.10	0.06
17. A. & N. Islands	0.005	0.004	0.001	0.018	0.012	0.006	0.03	0.02	0.01
18. Haryana	<i>Included in Punjab</i>			2.08	1.61	0.47	3.08	2.16	0.92
19. Delhi	1.12	0.66	0.46	1.81	1.12	0.69	2.44	1.47	0.97
20. Goa, Daman & Diu	N.A.	N.A.	N.A.	0.18	0.12	0.06	0.28	0.18	0.10
21. Himachal Pradesh	0.20	0.17	0.03	0.36	0.29	0.07	0.90	0.65	0.25
22. Manipur	0.23	0.18	0.05	0.25	0.18	0.07	0.52	0.32	0.20
23. Dadra & Nagar Haveli					<i>Not Available</i>				
24. Tripura	0.15	0.11	0.04	0.30	0.20	0.10	0.51	0.29	0.22
25. L. M. & A. Islands	0.0032	0.003	0.0002	0.007	0.006	0.001	0.014	0.01	0.004
26. N.E.F.A.	N.A.	N.A.	N.A.	0.02	0.014	0.006	0.05	0.04	0.01
27. Pondicherry	0.07	0.05	0.02	0.11	0.08	0.03	0.19	0.14	0.05
<i>Total</i>	67.05	50.74	16.31	105.36	77.18	28.18	165.88	113.89	51.99

ANNEXURE III—Contd.

SCHOOLING FACILITIES FOR CHILDREN IN THE AGE-GROUP 14-17 (1960-61 AND 1970-71)

Name of the State/ Union Territory	Enrolment in classes IX-XI (Figures in lakhs)								
	1960-61			1965-66			1970-71		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10
1. Andhra Pradesh	1.96	1.65	0.31	3.41	2.73	0.68	5.81	4.23	1.58
2. Assam	1.26	0.99	0.27	2.32	1.73	0.59	3.69	2.49	1.20
3. Bihar	3.28	3.07	0.21	5.09	4.59	0.50	8.03	6.60	1.43
4. Gujarat	1.71	1.32	0.39	2.76	2.06	0.70	4.01	2.99	1.02
5. Jammu & Kashmir	0.22	0.16	0.06	1.37	1.29	0.08	1.44	1.34	0.10
6. Kerala	1.79	1.08	0.71	3.90	2.19	1.71	5.30	2.95	2.35
7. Madhya Pradesh	1.39	1.14	0.25	2.66	2.19	0.47	5.16	4.09	1.07
8. Madras	2.68	2.01	0.67	5.61	4.02	1.59	11.11	7.97	3.14
9. Maharashtra	3.38	2.61	0.77	6.25	4.73	1.52	9.49	6.78	2.71
10. Mysore	1.69	1.32	0.37	2.82	1.83	0.99	4.32	2.96	1.36
11. Orissa	0.45	0.41	0.04	1.35	1.15	0.20	3.00	2.30	0.70
12. Punjab	1.70	1.40	0.30	1.41	0.97	0.44	2.25	1.53	0.72

ANNEXURE III—Contd.

SCHOOLING FACILITIES FOR CHILDREN IN THE AGE-GROUP 14-17 (1960-61 AND 1970-71) Contd.

1	2	3	4	5	6	7	8	9	10
13. Rajasthan . .	0.77	0.70	0.07	1.45	1.28	0.17	2.10	1.75	0.35
14. Uttar Pradesh .	5.10	4.54	0.56	7.87	6.76	1.11	10.40	8.48	1.92
15. West Bengal . .	2.18	1.72	0.46	4.18	3.32	0.86	6.30	4.94	1.36
16. Nagaland . . .	0.02	0.015	0.004	0.03	0.023	0.007	0.04	0.03	0.01
17. A. & N. Islands .	0.002	0.0016	0.00063	0.01	0.008	0.002	0.013	0.009	0.004
18. Haryana . . .	<i>Included in Punjab</i>			0.86	0.70	0.16	1.36	1.00	0.36
19. Delhi	0.52	0.36	0.16	0.96	0.62	0.34	1.51	0.92	0.59
20. Goa, Daman & Diu	0.05	0.03	0.02	0.09	0.06	0.03	0.16	0.10	0.06
21. Himachal Pradesh	0.054	0.047	0.007	0.124	0.107	0.017	0.34	0.28	0.06
22. Manipur	0.14	0.11	0.03	0.40	0.35	0.05	0.43	0.35	0.08
23. Dadar & Nagar Haveli	<i>Not Available</i>								
24. Tripura	0.05	0.04	0.01	0.12	0.08	0.04	0.19	0.12	0.07
25. L. M. & A. . . . .	..	..	..	0.002	0.002	0.00011	0.004	0.004	0.00014
26. N.E.F.A.	0.0026	0.00228	0.00022	0.01	0.01	0.00023	0.03	0.03	0.00072
27. Pondicherry . . .	0.028	0.021	0.007	0.06	0.04	0.02	0.09	0.06	0.03
<i>Total</i>	30.43	24.75	5.68	55.12	42.84	12.28	86.57	64.30	22.27

THE NATIONAL COUNCIL
FOR
WOMEN'S EDUCATION

EIGHTH ANNUAL REPORT
(April 1967 to March 1968)



MINISTRY OF EDUCATION & YOUTH SERVICES
GOVERNMENT OF INDIA
1969

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EIGHTH REPORT OF THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION

April 1967 to March 1968

The tenth meeting of the National Council was held on 19th and 20th February 1968. It was inaugurated by the Union Education Minister Dr. Triguna Sen, and was addressed by the Chairman, Kumari S. Panandikar. The speeches of the Union Education Minister and the Chairman of the National Council respectively are at Annexures I and II of this Report.

The National Council for Women's Education was set up in 1959 and was assigned the following functions :

- (a) To advise Government on issues relating to the education of girls at all levels.
- (b) to suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women in the fields stated at (a),
- (c) to suggest measures for utilising, to the best, voluntary effort in the field of education of girls and women as in (a),
- (d) to suggest suitable measures for educating public opinion in favour of education of girls and women,
- (e) to assess the progress achieved from time to time and suggest measures for evaluation of work done/being done and to watch the progress of implementation, and
- (f) to recommend collection of specific data on problems relating to the education of girls and women and to recommend such sample surveys and research projects and/or seminars as may be deemed necessary from time to time.

The National Council and Extension of its Functions

At its ninth meeting held in March 1967 the Council unanimously decided to recommend to the Ministry of Education that the Council's functions should be extended to include within its purview, all stages and forms of the education of girls and women, as education forms an integral whole and cannot be compartmentalised. We are happy to note that the Ministry of Education have accepted the Council's recommendation and have modified the original Government Resolution to state that it will be a function of the National Council for Women Education "to

advise Government on issues relating to the education of girls at all levels and of adult women," (vide G.R.No. 15-25/67-BSE4 dated 6th November 1967). The Council expresses its gratitude to the Minister of Education and the Ministry of Education for this welcome change.

During the period under review there has been no structural change in the National Council. Besides the Chairman (non-official) and the Member-Secretary (a Deputy Educational Adviser—Ministry of Education), the Council has continued to consist of one member from each State or Union Territory—the Chairman of the State Council for Women's Education, if set up, otherwise a representative of the Education Department of the State or Union Territory Government,—two members of the Lok Sabha, one member of the Rajya Sabha, and four non-official members nominated by the Ministry of Education. The list of members of the National Council is given in Annexure III.

The Chairman and the members of the National Council have utilised every opportunity, at various all-India conferences and seminars as well as in their meetings with Ministers of Education, officials in charge of education and the public in general to stress the urgent need for bridging the gap that exists between the education of girls and boys in the age-groups 6-11 and 11-14, covered by the Constitutional directive.

Statewise Seminars on Girl's Education

The Council noted that for various reasons only one-third of the seminars originally proposed had been organised. The Council was of the view that State-wise seminars on the programmes and policies regarding girl's education serve a useful purpose and made suggestions for the more effective organisation of the seminars. The seminar should have clear objectives and should be organised on the basis of a working paper. There was a feeling that the seminars should be held in districts and rural areas so that they may also prove to be the occasion for educating public opinion in such areas. In some States the seminars organised on these lines led to useful results, and many of the recommendations were implemented by the Education Officers working in cooperation with non-official agencies, and members of the public.

Women's Polytechnics

The Council has taken a keen interest in the problem of vocational education for women and in the women's polytechnics that were set up in different parts of the country about five years ago. The Council's observations on this problem were considered by the Ministry of Education and at their suggestion,

the Regional Committees of the All-India Council for Technical Education have agreed to appoint Expert Committees to review the position, particularly from the point of view of opportunities for employment or self-employment. It has been decided that the National Council for Women's Education will be associated with the deliberations of these Committees. Such Committees have already started working in two regions with two members of the Council being associated with them.

Special Programmes for Girls Education

The need for continuing special programmes for girls' education, such as construction of quarters for women-teachers, appointment of school mothers, construction of hostels for girls, and incentives to girls in the form of attendance and merit prizes, free supply of uniforms and textbooks, at least in the areas backward in girls' education, has been discussed by the Chairman and the members with the authorities. It is expected that the Fourth Plan will include some provision for these schemes at least in areas where girls' education is very backward. The Seventh National Seminar on Elementary Education, which the Chairman attended, made the specific recommendation that "Provision should necessarily be made in all States of special programmes for promoting girls' education which provide incentives for girls to attend schools and to qualified women to work as teachers in schools in remote rural areas." It further clearly stated that "The provision made for increased enrolment at the elementary stage of education in the Fourth Five Year Plan which is to bring in non-attending girls into schools cannot be fully utilised for the purpose, unless these special programmes are implemented."

The idea of assessing the impact of these programmes introduced in the Second and the Third Five-Year Plans on the progress of girls' education could not be implemented owing to various technical difficulties.

The Second Educational Survey—Findings on Girls' Education

The Council has taken serious note of the facts about the education of girls revealed in the Second Educational Survey, which gives figures up to 1964-65.

The following summary of the findings as given before the Council by the Special Officer in charge of the Survey throws light on the existing state of affairs.

"The enrolment of girls in classes I-V is 54.7 per cent of the estimated population in the age-group 6* to 10*. The corresponding figure for the enrolment of boys is 93.4 per cent.

The enrolment of girls in classes I-V in the age-group 6+ to 10+ for different States is as follows :

	<i>Percentage of estimated population of the age-group 6+ to 10+</i>
Andhra Pradesh	60.6
Assam	50.4
Bihar	23.09
Gujarat	61.85
Jammu & Kashmir	31.9
Kerala	111.4
Madhya Pradesh	31.46
Madras	86.00
Maharashtra	71.5
Mysore	76.25
Orissa	47.04
Punjab	55.8
Rajasthan	23.86
Uttar Pradesh	53.64
West Bengal	51.93

The enrolment of girls in classes VI to VIII constitutes only 16.33 p.c. of the population in the age-group 11+ to 13+, the corresponding figure for the boys being 43.46 and for all pupils, boys and girls being 30.15. The range of variation in case of girls is much larger than in case of boys. Here the total range is more than 53, the lowest being in Bihar (4.34p.c.) and the highest in Kerala (57.9p.c.) After Kerala the next highest percentage among the States is in Madras (29.6).

The enrolment in classes IX and X in case of girls is equal to 9.26 p.c. of the estimated population in the age-group 14+ to 15+. The enrolment of girls in classes IX and X constitutes 2.94 p.c. of the estimated population in the age-group 14 to 15 in Rajasthan and 39.62 p.c. in Kerala. The lowest figure is in Bihar being 2.06 p.c.”.

Education of Girls in the Fourth Plan.

The National Council at its tenth meeting held in February 1968 drew up the following suggestions and guidelines regarding the promotion and development of the education of girls and women during the Fourth Plan :

The National Council for Women's Education resolves that the promotion and development of the education of girls and women should get a high priority in the Fourth Plan and suggests that efforts should be concentrated on the following programmes :

I. EXPANSION OF THE EDUCATION OF GIRLS AT THE LOWER PRIMARY STAGE (CLASSES I-IV OR I-V AS THE CASE MAY BE)

The Education Commission has recommended that good and effective education of five year's duration for children in the age group 6-11, should be provided for every child by 1975-76. This has to be achieved largely during the new Fourth Plan which will cover the period from 1969-70 to 1973-74.

This programme is almost equivalent to expanding facilities for the education of girls in the age-group 6-11, as the enrolment of boys has already reached 93% of their population though that of girls is only 54.7% of the age-group as shown in the Second Educational Survey. Thus about 80% of the fresh enrolment will be that of girls, during the Fourth Plan Period.

The enrolment of additional girls at the lower primary stage thus becomes a programme of a very high priority in the new Fourth Plan and at least 90 per cent girls of the age-group 6-11 should be enrolled in classes I-V during the Plan period.

The Council makes the following proposals for its promotion :

- (a) A system of Attendance Allowances should be introduced for rural primary school teachers under which a graded remuneration is paid to teachers in the schools on the basis of girls enrolled and their average daily attendance. The progress of girls and their performance in examination should also be taken into consideration. This will give the teachers a direct interest in creating in the community an opinion strongly in favour of girl's education by establishing contact with parents, organising enrolment drives and maintaining their regular attendance and progress at sufficiently high levels. Unless such an interest is created in the teacher, this complex and difficult task will largely remain unperformed.
- (b) It is necessary to associate the local community with the primary schools. From this point of view, there should be an advisory school committee for every primary school, whether managed by Government or local authorities or private bodies. The headmaster/headmistress of the school should be the ex-officio secretary of the committee and its membership should include

local persons of influence in the community. There should be at least two women-members on each such committee. Improving the enrolment of girls in the schools should be one of the important responsibilities of such committees. The State Councils of Women's Education working through their District Committees and individual members should actively assist the school committees and help and encourage the teachers in their effort. The committees should be responsible for school improvement programmes.

- (c) The programme will have to be developed in an elastic manner to suit local conditions. The District Educational Officers should be required to ensure the preparation of development plans for each individual school, which will include programmes for additional enrolment of girls and attention to their progress from year to year. Special incentives in the form of attendance and merit prizes and scholarships, supply of free textbooks and school uniforms, provision of midday meals will have to be adopted.
- (d) Conscious and systematic attempts should be made to vitalise teaching and other activities in primary schools by providing proper guidance through school inspectors and school complexes and by holding orientation and refresher courses, discussions and conferences of primary teachers.

II. PREPARING GIRLS FROM RURAL AREAS TO WORK AS PRIMARY TEACHERS BY PROVIDING EDUCATION AND PROFESSIONAL TRAINING THROUGH A SYSTEM OF SCHOLARSHIPS.

The enrolment of girls in rural schools will increase very substantially during the next five to ten years. The number of women primary teachers working in rural areas will, therefore, have to be substantially increased during the same period, partly to stimulate such enrolment and partly as a consequence thereof. While efforts to persuade and encourage urban girls to work as primary teachers in rural areas should continue, this problem cannot be satisfactorily solved unless a big effort is made to train rural girls as primary teachers. The following programmes should be developed on a priority basis, in the new Fourth Five-Year Plan :

- (a) *Establishment of More Middle and Secondary Schools in Rural Areas.*

Separate schools for girls are needed at the middle and secondary stages in rural areas. Government should, therefore, take steps to establish more middle and secondary schools in

rural areas by relaxing as a transitional measure, the minimum requirements laid down regarding the enrolment in each class or in the school as a whole. In addition, the grant-in-aid, even on a 100% basis, may be offered to voluntary organisations that may be prepared to establish and conduct such schools in rural areas. Hostel facilities should be provided where necessary.

(b) Scholarships.

A system of scholarships should be introduced for rural girls at the middle and the secondary stages to enable them to continue their education. The target to be reached should be to institute about twice as many scholarships as the annual requirements of teachers. No undertaking need be taken from the girls or their parents about their joining the teaching profession but there should be a broad understanding to this effect. If a girl shows good progress and decides to join the teaching profession and work in rural areas, the State should undertake to provide her with training and a teacher's job.

III. PREPARATION FOR DIFFERENT VOCATIONS

The vocationalisation of the secondary stage with a view to diverting students into different walks of life should be a major programme in the new Fourth Plan. In working out details of this programme, adequate provision should be made for providing suitable vocational courses for girls. More I.T.Is. should be established for girls with courses suitable to girls.

IV. INCREASING EMPLOYMENT OPPORTUNITIES FOR WOMEN

Deliberate efforts have to be made to increase the employment opportunities for women. In sectors like teaching, medicine and social service, the recruitment of women will have to be increased to higher levels. In other sectors, new openings for the employment of women will have to be found.

Special measures should also be adopted to provide more part-time employment opportunities for women. For this purpose, part-time employment should be regularised and given the same status as full-time employment with comparable scales of pay, retirement benefits like provident fund or pension and service conditions relating to leave etc. The National Council for Women's Education should sponsor necessary studies for part-time employment opportunities with adequate financial assistance from the Ministry of Education and should take steps to make part-time employment possible through contacts with employment agencies.

V. SPECIAL MACHINERY FOR THE EDUCATION OF GIRLS AND WOMEN.

In view of the special attention that the promotion of the education of girls and women requires, special machinery should be set up in each State as well as at the Centre to take measures for the development of girls education and to watch over the progress, as suggested by the National Committee on Women's Education. There should be a high level officer-in-charge of girl's education, with adequate office establishment and a specific budget allotment, at the State as well as the Central level, whose work should be properly coordinated with the work in the different sectors of education. The National and the State Councils for Women's Education should guide the work of the special officers in an advisory capacity and it should be seen that their suggestions are implemented.

VI. INCREASING FACILITIES FOR PRE-SCHOOL AND ADULT (SOCIAL) EDUCATION.

An integrated approach to education is essential if progress is to be achieved at any particular stage of education. The expansion and improvement of primary education will need the supporting programmes of pre-school education at one end and adult education at the other. While pre-school education will make the children mentally alert and prepare them for schooling, the education of the adult will make the parents realise the value of education and create in them a desire to educate their children. Such programmes will also provide full-time or part-time employment for many educated women who remain unemployed at present and enable them to utilise the education they have received.

In addition, the following resolutions were passed at the tenth meeting of the Council referred to above :

(1) The Council stressed the need for providing hostels for girls at the middle and the secondary stages of education and agreed that voluntary educational women's organisations would be in a position to run such hostels and provide a suitable atmosphere conducive to the educational and personal development of the girls in them. It decided to recommend that such organisations should be given full financial assistance, if they came forward to run hostels for girls at the middle and the secondary stages of education and fulfilled the necessary conditions that may be laid down.

(2) It was decided that greater provision should be made in the Fourth Plan for providing all the necessary educational facilities of condensed courses and continuation classes so that they can be run on sound educational lines.

(3) As interchange of students between urban, rural and tribal areas is desirable, holiday camps should be organised so that girls from these areas can participate in them. The Council recommended that four grants should be made available at least to girls from tribal and rural areas.

(4) The Council reiterated the recommendation of the National Committee on Women's Education that there should be in the Directorate of Education/Public Instruction in every State, an officer, preferably a woman, at least of the rank of Deputy Director solely in charge of girl's education.

(5) It was decided that State Governments should be entrusted with the preparation of schemes for central assistance relating to girls' education on the basis of the specific needs and demands of their respective areas. The grants once sanctioned for particular schemes should be utilised for those specific programmes and not diverted to other programmes. It should be necessary to prepare periodic reports of the progress of such schemes.

(6) On the basis of the reports of the working of the District Committees set up in the some State, it was decided to request State Governments to set up District Committees and allocate at least token grants to them so that work for the progress of girls' education could be done in the rural areas where it was urgently required.

(7) It was agreed that there was an urgent need to provide diversified courses leading to degrees and diplomas as well as continuation education for women. The Vice-Chancellor of the S.N.D.T. Women's University undertook to prepare an outline of such courses and the Council decided to recommend a special grant for them to the U.G.C.

(8) After discussing the findings of a study of girls' education in a district in Gujarat conducted by the State Institute of Education, Gujarat, the Council was of the view that the study as well as the follow-up programme outlined in the report would be of great value in promoting girls' education in other areas as well and recommended that the report should be published in English in addition to Gujarati for the benefit of other States.

ANNEXURE I INAUGURAL ADDRESS

By

DR TRIGUNA SEN, UNION MINISTER OF EDUCATION.

Miss Panandikar, Members of the National Council for Women's Education, Ladies and Gentlemen.

I am truly happy to be here today on the occasion of the Tenth Meeting of the National Council for Women's Education. This is not just a stereotyped opening; it is a statement of fact that contains a serious educational conviction.

A significant and essential part of our business in creating a national system of education in India, is in introducing the correct emphasis at points at which there has been over the years a serious imbalance and disproportion. I do not have to labour the fact that the gap between the education of boys and girls is still so large, particularly at secondary level, that it constantly offends against a principle of social justice and a principle of good sense—a principle of social justice, because in social and educational terms girls and women in India are still among the have-nots and our Constitution has underscored the need to promote with special care the educational interests of the weaker sections of the people. A principle of good sense, because to attempt to educate families of children, both boys and girls, without educating actual and potential mothers is to have lost the battle before you have begun to fight it. I do not have to repeat the abiding truth that the education of a man would only mean education of an individual whereas the education of a woman would mean education of a family.

Unfortunately, though the logic of educating girls, at least as enthusiastically as you educate their brothers, is irresistible, we continue in practice to do the illogical thing which is to neglect the girls in our families, to slur over the fact that thousands of girls and deserving girls have still not been admitted to our schools and that facilities for their education are as yet either non-existent or patently inadequate. I do not propose to place before you the details of the glaring disparities that exist at present in the education of girls and women at different levels; stages and areas in the country. I have no doubt Madame Chairman, you will mention them in your own address this morning.

I am concerned chiefly to rouse the whole community to what must be done by it here and now to deal with a situation that will become more and more problematic the longer we allow it to lie. I do not believe in annual rituals like this where representatives from different States meet and discuss problems and pass some resolutions forgetting all about it till the next meeting

comes round. Let us pass fewer number of resolutions but make it a point to see that action takes place on whatever we decide upon. Let us also not seek to excuse all our inaction on the ground that resources are inadequate.

The fact, indeed that our resources are small means always that we must resort to unorthodox ways of solving our problems. We cannot do this without the constant practical involvement of the whole community. We have only to look at the educational map of India today and see the success attained by some States like Madras, in school midday meals or school improvement programmes to realise that achievement is not the result of God given natural advantages, so much as a determined school-community attack on social and educational problems and deficiencies. Where the community feels so strongly on an educational issue that it even moves in advance of articulated reform, there is no holding back the tide of progress.

It is extremely natural and desirable in a developing economy that the community should regard itself as responsible for the quantity and quality of its education, that it should realise that its schools are truly a reflection of its dynamism or the reverse. Till this reciprocal relationship is recognised to be perennial desideratum, with schools responsible to the community, the community with a deep take in its schools, we shall travel like a vehicle that is constantly handicapped and begged down by a missing or loose wheel.

In the education of girls this responsiveness must include an awareness of certain obvious environmental facts. At secondary level the great majority of our girls or their parents or both want separate institutions for girls. Up to a point it is possible to persuade people in sophisticated urban areas that with adequate supervision a co-educational institution can serve both girls and boys adequately. In the rural areas, however, it will be some time before such an attitude is accepted. In consequence we have in such areas to provide facilities that meet deeply entrenched objections. Our experience with women's polytechnics has been similar. There was a stage at which places reserved for girls in common polytechnics remained unoccupied. As soon as a separate institution was established for them, girls flocked to it. And now the problem is to find gainful employment for the girls, who complete these courses. The golden rule is that there is no golden rule in such matters. As we move, determined to give our women the wherewithal to live their lives fully, we have to be flexible, yielding where it is wise to yield.

I do not wish to be misunderstood. I am not advocating the segregation of girls from boys at all levels or even at a particular level of education for all time to come. I am advocating a flexible system to meet the needs of the times. the creation of a climate in varying areas to suit those areas, in which girls will

be attracted to schools, polytechnics and colleges to equip themselves for the many-sided life that is now open to an educated woman in India.

The Education Commission Report aptly said ; "In the modern world, the role of women goes much beyond the home and the bringing up of children. She is now adopting a career of her own and sharing equally with man, the responsibility for the development of society in all its aspects.' This is the direction in which we shall have to move.

There are fields in which women have made significant progress and home science is one of them. They have always been gifted in the fine arts. But we have to make a great effort to promote the education of girls and women in mathematics and science. We have to make a special effort to encourage girls to study mathematics and/or science at the secondary stage and prepare women teachers of mathematics and science. The days are, I hope, gone when we can treat girls who are competent at mathematics as eccentrics or when we shall need to protect those from such knowledge, who suffer from the superstition that mathematics and science are beyond the intellectual reach of the feminine mind. My recent visit to the USSR has convinced me, if I needed convincing, that there is no intellectual activity of which a man is capable, that is not also well within the reach and grasp of an educated woman. I am told in the USSR 87% of the women with higher education are employed in the civilian economy.

The role of women outside the home has become an important feature of the social and economic life of India of today and in the years to come this will assume large proportions affecting a majority of women. We have, therefore, boldly to face our problems and they are at least two. First, we have to help them to carry on their role of home-maker and wage earner. We know already that there are a million young women below the age of 24 with the minimum qualification of matriculation who are working only as house wives. This is an unfortunate state of affairs in women's education which I want the Council to consider seriously. When we go on emphasising on measures to bridge the gap between the education of girls and boys we should also take care to see that we do not increase the number of educated unemployed women like this. Our economy at this level of development cannot absorb them. But at the same time we have to face another social problem. We are now considering the raising of the age of marriage from 16 to 18 in an attempt to reduce the birthrate significantly. This calls for urgent measures for job-oriented courses for women. The Council has therefore to find out ways and means of utilising the time of educated unmarried young women by government and non-government agencies in a larger number of jobs both honorary and paid, on

a part-time or a full time basis. We have always agreed that teaching, nursing and social service are recognised areas where women have a useful role to play. Opportunities will have to be expanded in these fields and we will have to find new avenues for their developing professional skills. One single reform which I would like to be taken up seriously is to evolve a programme by which teaching at the pre-primary and primary level in this country is entrusted to our women. That grounding given by our women will do much good to our boys and girls. But we cannot uproot the men teachers all at once to do this.

I have looked through your long agenda and have every hope that while all of them are discussed an action programme would be finalized for implementation before the next meeting. The Council should decide what is urgent and most important.

I have always been enormously impressed by our country's capacity to throw up organised voluntary effort both in crisis and in routine situations. In women's education we have a particularly heartening example of this capacity to launch and to sustain over the developing years voluntary educational effort of a high order of excellence. To the women engaged in this splendid national service I say : well done. Only through such organised service undertaken by the dedicated and the concerned in our community can the revolution in women's education be fully achieved.

I have great pleasure, Madame Chairman, in inaugurating the Tenth Meeting of the National Council for Women's Education.

ANNEXURE II

ADDRESS

By

KUMARI S. PANANDIKAR, CHAIRMAN, NATIONAL
COUNCIL FOR WOMEN'S EDUCATION

Let me begin by thanking Dr. Triguna Sen, our Minister of Education, and the Ministry of Education, for the help and support they have extended to the National Council for Women's Education, during the past year. The difficulties of a slender budget for the Council have been largely overcome by means being found to provide for the expenditure of the Council on important items, through other appropriate sources.

On behalf of the members of the National Council for Women's Education, I should also like to convey to the Minister and the Ministry our grateful thanks for having accepted the recommendation of the Council made unanimously at the last meeting of the Council and agreed to extend the advisory functions of the Council to issues relating to the education of girls at all levels and of adult women, which will include post-school and higher education.

This change was necessary as it is neither possible nor desirable to compartmentalise education into separate sectors or stages. The different stages are necessarily inter-related and inter-dependent as becomes obvious when problems of the curriculum at different levels of education and educational programmes for the higher education of girls or the professional education of girls are considered.

One significant educational activity during the last year is the completion of the Second All India Educational Survey by the National Council of Educational Research and Training. It is proposed to discuss at this meeting the findings of the Survey in so far as they relate to girl's education and women teachers. We are fortunate that Dr. M.B. Buch of the National Council of Educational Research and Training who was the Director of the Survey Unit has kindly agreed to present these findings at the meeting, and that Shri J.P. Naik has been kind enough to agree to participate in the ensuing discussion.

Here I will only refer to the findings regarding the enrolment of girls at different stages of education and to the gap between the enrolment of girls and boys. In classes I-VIII, meant for the children of the age-group 6-14 ultimately there should be no gap between the education of boys, and girls, as according to the Directive Principle of the Constitution, education is to be free, universal and compulsory up to the age of 14. In the interim period, it has been decided to make education compulsory

at the lower primary stage for children of 6-11. Yet, as the Second Educational Survey has shown, the enrolment of girls in classes I-V is only 54.70% of their estimated population in the age group 6 to 10 and girls constitute 36.20% of the enrolment in the primary sections in the country as a whole. As commented in the Survey "this figure is very low and should be a matter of great concern".

In my discussions in the States which I have visited I find that, now that more than 93% of the boys of the age-group 6 to 11 have been brought into primary schools, in classes I to V, not much concern is felt about the 43.30% of girls of 6 to 11 who receive no schooling.

In States where the percentage of girls attending primary schools ranges between 60 to 70% it is often stated that the percentage will rise automatically and no special efforts are necessary to bring more girls into schools. All that is necessary, it is considered, is to provide schooling facilities. But the Educational Survey has shown that enrolment in general has not kept pace with the provision of school facilities. It is perhaps felt that now that most of the boys of 6 to 10⁺ are in school and are receiving the minimum basic education that is necessary for a citizen, the problem of girl's education can be left to take care of itself. Experience in the past, however, has shown that beyond a certain limit, this problem will not be solved automatically. During the Third Five Year Plan, while the target of 90.4% of enrolment for boys was actually exceeded by 3.35%; in the case of girls there was a short fall of 6.90%; actual enrolment being 54.70% as against the target of 61.6%. The trend in favour of education—the hunger for education—is not vigorous particularly in the case of girls in the rural areas and hence intensive efforts and special programmes for girls' education are absolutely essential. This means a specific financial provision, an action programme and a machinery to implement it. From every State, we receive reports, however, that "shortage of funds is the main hurdle standing in the way of expansion and improvement of girls' education and that unless separate provision is made for the purpose outside the State budget, it will be difficult to improve the situation."

In view of the lack of adequate financial resources, whether at the State or the Central level, it is up to a body like the National Council for Women's Education to suggest a line of action that will secure the expansion of girls education with minimum additional expenditure. This will only partially meet the situation.

It is seen from the Second Survey that there are a number of small schools even in larger habitations and urban areas, with a disproportionate allocation of teachers. To quote from the Survey "In 318 primary sections with enrolment between 31 and 40, the number of teachers is 3 each, and 757 primary sections with enrolment between 41 and 50 have 3 teachers each." One

of the reasons given for this disproportionate allocation of teachers is that the enrolment justified by the population is not forthcoming. The deficiency of enrolment must be largely due to the girls in the habitations not being enrolled.

In a small survey of 33 villages in a district in Gujarat carried out by the Gujarat State Institute of Education, it is seen that in a village where 30 boys attend the primary school not a single girl is enrolled, and that in two other villages there are only 3 and 4 girls when 100 and 101 boys are enrolled in the schools. If these girls can be brought into schools, the enrolment of girls will increase without any further additional teachers and expenditure on their salaries being required.

What is necessary in such cases is persuasion, propaganda and social pressure on parents. Individual members of the State Councils for Womens Education can undertake the responsibility of initiating persuasion and propaganda programmes in a sustained and continuous manner, if the education authorities in a district draw up a plan for such work. The State Councils will have to work at the district, taluka and even village levels with a net-work of small voluntary working groups. These groups could be actively associated with school improvement programmes also and could seek the cooperation of the village community. The State Councils and the educational authorities in the district must draw up systematic plans for such work.

In States, where percentages of enrolment of girls in this age-group are as low as 23.09 (Bihar), 23.86 (Rajasthan), 31.46 (M.P.), 31.92 (Jammu & Kashmir) additional expenditure must be incurred by the State Government and Central assistance made available.

In certain rural areas and in slums and basties in urban areas, the main reason why girls are not sent to school is that they are required to look after younger children while the mother is busy with household or other work. If some arrangements can be made to look after these children by attaching *creches* and nurseries to primary schools, in charge of local women, the older children can be released for attending schools. Incidentally, the younger children will get used to the school environment and be ready to attend schools when the time comes. The scheme is being tried by a few voluntary agencies in Gujarat, and Maharashtra and adopted by the Government of Madras and needs to be studied from the point of costs and actual impact on enrolment of girls at the primary stage, with a view to its extension.

Coming to the middle stage, the enrolment in classes VI-VIII is equal to 16.28% of the estimated population in the age group 11-14 in the case of girls while it is 43.34 in the case of boys. The Education Commission has recommended its being raised

to 90% in 1985-86, by large and rapid increases in every Plan period and it is hoped that State Governments will find it feasible to do so. While these strides are being taken, it is necessary to make arrangements for part-time education of girls in this age group. Arrangements such as continuation classes in U.P. and part-time schools in Maharashtra will require to be made in other States, according to the needs and conditions in each State.

For expanding the education of girls, the number of women teachers needs to be increased, as even in mixed schools, whether at the primary or the middle stage, the presence of a woman teacher encourages parents to send girls to school. At present, the proportion of women teachers to the total number of teachers is about 20% at the primary stage and 27% at the middle stage. In the rural areas, where women teachers are most needed, these percentages are even lower. It is necessary to increase the availability of women teachers which would mean expanding the enrolment of girls at the secondary stage, since the completion of secondary education is a necessary qualification for a primary teacher. It is also necessary to provide facilities for training women teachers in training colleges. Promising girls from rural areas need to be given scholarships to educate and train themselves to become teachers, as there is a greater chance of their being able to work in rural areas, with interest and enthusiasm.

While all these are measures necessary for the State Governments to adopt with regard to securing women teachers, the Women's Councils for Education have a role to play in creating a social climate, specially in rural areas, that will make it congenial for women to work as teachers and attract women to work as teachers in rural areas. The community must be persuaded to accept a woman teacher and give her the security and co-operation that she requires. Here also the State Councils can work in the same manner as suggested earlier.

An important problem before the country, at the present juncture is that of the need of providing occupational training to young women and opening to them opportunities of employment so that they have an occupation that is socially and economically useful and gives them a feeling of worthwhileness. If the marriage age is to be raised from the present age of 15, as a part of the family planning programme, it is absolutely necessary to provide such training and occupation to young girls of 14 and above. The social and national reform of raising the marriage age must go hand in hand with a suitable education and employment programme. The raising of the marriage age can be conducive to health and prosperity, of the individual as well as the nation, only if young girls are helped to engage themselves in the pursuit of interests and occupations. Here is an area where welfare and education are seen to be two aspects of the complex

problem and where agencies for social welfare and for education will have to work in close collaboration. At present, a number of women's voluntary organisations have been devoting themselves to this work. The Social Welfare Board is assisting them in these programmes and has set up a number of socio-economic units. For intensive educational programmes undertaken by women's organisations, financial support and guidance must come from the Education Departments. The National Council of Women's Education being only an advisory body, with no executive powers or resources for financial grants, is reduced merely to making suggestions and recommendations. Its existence will be worthwhile if its carefully considered suggestions in such matters are accepted.

The Government of India at the suggestion of the National Committee and the Council for Women's Education, set up women's polytechnics in all the States in collaboration with the State Governments, for promoting vocational and technical training for women for industrial, commercial and public service occupations. These polytechnics attempt to give vocational training to women in order to develop their earning skill outside the home. Women's polytechnics were set up during the Third Five Year Plan and some have completed a period of five years. A few follow-up studies of their students completing the courses, that the staff of some of the polytechnics have made, have shown that some courses have been very successful from the point of view of employment while others have proved to be extremely disappointing. The Regional Committees of the All India Council for Technical Education, have agreed, at the suggestion of the Ministry of Education, to undertake a review regarding the functioning and future needs of women's polytechnics and welcome the association of the National Council for Women's Education in carrying out the review. It is true that women's Polytechnics have been working only for a short time, but, since it is a new venture with clear aims and objectives, it is necessary to watch their progress in terms of their objectives with a view to making them more effective. The selection and desinging of the courses in relation to the local needs and opportunities, the cooperation required from industry, public services, the conditions and assistance necessary for actual employment and selfemployment are questions that need to be considered on the basis of the experience gained so far.

Even at the stage of higher education there appears to be a need for specialisation and intensification of courses which are related to the present professional needs of women and opportunities open to them. Social work, education, journalism, administration and management are fields which more and more women are entering and it would be useful if their higher education programmes could be oriented to these fields.

This is another question proposed to be discussed at the meeting.

This meeting of the National Council is significant because it is being held at a time when the delayed Fourth Plan will be formulated. On account of various exigencies, the years 1966-67 and 1967-68 have been treated as Annual Plan years and the Fourth Plan will commence in the year 1969, the year 1968-69 being devoted to the formulation of the Fourth Plan and the advance action that will be necessary. At this meeting, the Council is called upon to indicate the guidelines for the promotion and development of education of girls and women.

ANNEXURE III
MEMBERS OF THE NATIONAL COUNCIL FOR
WOMEN'S EDUCATION

1. Kumari S. Panandikar, Chairman,
8 Garden Homes, 712, 1st Road,
Khar, Bombay-52.
2. Smt. C. Ammannna, Raja, M.P.
Chairman
State Council for Women's
Education, House No. 3-6-733
Himayat Nagar, Hyderabad-29.
(Andhra Pradesh)
3. Smt. Usha Bhattacharjee
Chairman, State Council for
Women's Education (Assam).
4. Chairman, State Council
for Women's Education, Patna
Bihar.
5. Kumari Gul Bam
Director, State Institute of
Education, Raikhad, Ahmedabad
(Gujarat)
6. Kumari J. Mehtab Singh.
Director of Schools
Government of Haryana
Chandigarh.
7. Shri C.H. Mohammed Koya
Minister of Education
Kerala, Trivandrum.
8. Smt. Sarojini Varadappan
Member, State Council for
Women's Education, Madras.
9. Smt. Vimla Sharma
Chairman
State Council for Women's
Education, 5, Civil Lines, Bhopal
(Madhya Pradesh)
10. Smt. Yamutai Kirloskar
Chairman, State Board for
Women's Education, Central
Building, Poona-1 (Maharashtra)
11. Smt. K.N. Kaushalivabai
Chairman, State Council for
Women's Education
Dy. Director of Public Instruc-
tions, Mysore, Bangalore.
12. Kumari Achila Peter
Assistant Teacher
Government High School
Kohima.
13. Sm. Shanti Sahu
Dy. Director of Public Instruc-
tions, Orissa Bhubaneshwar.
14. Smt. G. Parampal Singh
Dy. Director, Secondary Educa-
tion Member, State Council for
Women's Education, Chandi-
garh.
15. Smt. Prabha Misra,
Jaipur, Rajasthan.
16. Smt. Rani Tandon
Chairman, State Advisory Council
for Girls & Women's Education
9, Clyde Road, Lucknow (U.P.)
17. Shri Joyti Bhusan Bhattacharjee
Education Minister, Govt. of
West Bengal, Chairman, State
Council for Women's Education,
Calcutta (West Bengal)
18. Shri V.K. Malhotra
Executive Councillor
Chief Chairman, State Council
for Women's Education, Delhi.
19. Education Minister
Chairman, State Council for
Women's Education, Kennedy
House, Simla (Himachal Pradesh)
20. Smt. R.K. Mukhara Devi, M.L.A.
Chairman, State Council for
Women's Education Imphal,
Manipur

21. Smt. Lila Indrasen
Chairman, State Social Welfare
Advisory Board, Pondicherry.
22. Smt. Padmabati Sharma
Chairman, State Council for
Women's Education, C/o Chief
Commissioner, Agarthala,
Tripura.
23. Smt. Sharda Mukerji
Member Lok Sabha,
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30. Mrs. Muriel Wasi
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31. Mrs. P.J.R.D. Ahuja
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