

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

**Second Annual Report  
(1960-61) ८**

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**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA**

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**SECOND REPORT**  
**OF**  
**THE NATIONAL COUNCIL FOR WOMEN'S EDUCATION—ITS**  
**RECOMMENDATIONS AND THEIR IMPLEMENTATION**  
**(NOVEMBER 1960—DECEMBER, 1961)**

**Introduction**

The First Annual Report of the National Council for Women's Education covered the period from September 1959 to October 1960 and described the programmes proposed by the National Council for promoting the education of girls and women as well as the decisions and actions taken or likely to be taken on them. This Report, which is the second in the series, deals with the same subjects and covers the period from November 1960 to December 1961.

During this period, the National Council met only once, in May 1961. The first Chairman of the Council, Smt. Durgabai Deshmukh, resigned in June 1961 and the vacancy was filled by the appointment of Smt. Raksha Saran. The Council has also been reconstituted under Government Resolution No. 15-39/61 B. 3 dated 9th December, 1961 (*vide* Annexure I).

**II. Follow-up of the Recommendations of the Council made in the First and Second Meetings held in 1959-60**

Since the preparatory work for the third Plan was in progress in 1959-60, the recommendations of the Council during this period related mainly to the targets, programmes, financial provisions and policy for implementation and the year 1960-61 was utilised for active follow-up of these recommendations.

**(A) THE PROPOSALS OF THE COUNCIL FOR THE THIRD PLAN ARE GIVEN BELOW:—**

**(1) TARGETS FOR ENROLMENT**

*Primary Stage (6—11 age-group).*—In spite of the desire to provide free and compulsory education for all children in this age-group during 1961—66, it was realised that, owing to the extreme backwardness of girls' education in several areas (1960-61 only 40·4 per cent. of girls had been enrolled against 80·5 per cent of boys)

it would not be possible to bring all girls of this age-group to school. The targets proposed, therefore, were to enrol 50 per cent of girls in the six less advanced States of Rajasthan, Uttar Pradesh, Madhya Pradesh, Orissa, Bihar and Jammu and Kashmir and 90 per cent in the remaining States.

**Middle Stage (11—14 age-group).**—In 1960-61, only 10·8 per cent of girls of this age-group had been enrolled as against 34·3 per cent of boys. It was, therefore, felt that a feasible target would be to aim at the enrolment of 12·5 per cent of girls in the six less advanced States and at an enrolment of 25 per cent of the girls in the remaining States (except Kerala and Delhi which have enrolled a higher percentage).

**Secondary Stage (14—17 age-group).**—In 1960-61, only 4·2 per cent of girls were enrolled in schools at this stage as against 18·4 per cent of boys. It was, therefore, considered that a reasonable target would be to enrol 5 per cent of girls in the six less advanced States and 10 per cent in the remaining States (excepting Kerala and Delhi which have already enrolled a higher percentage).

**University Stage.**—No specific targets were recommended except to suggest that the enrolment should be increased as largely as feasible.

**Literacy.**—Since the literacy percentage for women was 13 in 1961 as against 34 for men, it was recommended that facilities for adult education should be enlarged as far as possible

## (2) PROGRAMMES

While examining the progress of girls' education during the Second Plan period the Council found that the annual increase in enrolment of girls was only about 500,000 at the primary stage, 100,000 at the middle stage and about 33,000 at the secondary stage. Since the target proposed meant more than trebling the rate of increase at the primary stage (Annexure XI) and doubling that at the middle and secondary stages, it was realised that these targets would not be achieved by the normal programme of development. It was therefore, recommended that a 'special programme' should be taken up to overcome the peculiar difficulties from which they suffer in addition to the general programme of development which will aim at increasing the enrolment of both boys and girls. The special programme is thus available exclusively for girls and its objective is to provide inducements to encourage girls to go to school and to increase the number of women teachers (which also

helps to increase their enrolment). The programme includes attendance scholarships, stipends, free uniforms, provision of hostels or subsidised transport, construction of quarters or payment of village allowance for women teachers, appointment of school mothers and other similar schemes. It is also obvious that the need for such a special programme would disappear as soon as the existing wide gap in the education of girls and boys is reduced to a reasonable extent.

*The general programme* includes all the normal development programmes for girls and boys alike e.g. starting or upgrading of schools, appointment of teachers, provision of equipment, starting of additional courses of study. The Council also emphasised that, in the normal programmes, the needs of girls should be taken care of adequately by specifying the physical targets separately for boys and girls.

### (3) FINANCIAL PROVISIONS

While no specific figures were proposed for the general programme, the Council proposed an outlay of Rs. 100 crores for the special programme to achieve the targets set out. This provision worked out to be about 10 per cent of the total outlay for education which was originally proposed at Rs. 980 crores.

### (4) POLICY FOR IMPLEMENTATION

The glaring disparity in the education of boys and girls is continuing because the State Governments, who are primarily concerned with education, are not able to provide adequate funds for these special measures, mainly on account of the meagre resources available and their total commitments in all fields of development. Realising this practical difficulty the Union Government sponsored a token special scheme for "Expansion of Girls' Education and Training of Women Teachers" with an outlay of Rs. 2.10 crores in the middle of the second plan. When this assistance was made available to the States on a non-matching basis outside their plan ceilings, they could fully implement the scheme which helped to accelerate the pace of expansion to some extent. In view of this practical experience, the Council recommended that the Central Government should continue this scheme on a larger scale in the third Plan, especially because it has an obligation to promote, with special care, the educational interests of the weaker sections of the people. It was also obvious that such a step was needed only as a transitional measure, till the existing wide gap in the education of boys and girls has been made up.

**(5) MACHINERY FOR WATCHING OVER THE PROGRESS OF IMPLEMENTATION**

The need for constituting State Councils for Women's Education associating official and non-official opinion with the work, was stressed by the Council for providing guidance, leadership and advice at the State level. It was also strongly suggested that each State should have a high level woman officer in charge of girls' education.

**(B) PROPOSALS AS INCLUDED IN THE THIRD PLAN****(1) TARGET OF ENROLMENT**

The State Governments have implemented the recommendations of the Council and fixed separate targets for girls at various stages. It may be pointed out, however, that the original targets have had to be reduced while taking an overall view of the Plan. The finalised targets for third Plan are:—

**At the Primary Stage.**—195·19 lakhs of girls (or 61·6 per cent) are to be enrolled as against 301·16 lakhs (or 90·4 per cent) of boys. The percentages of enrolment in some of the less advanced States are: Jammu and Kashmir (34·2), Madhya Pradesh (43·8), Orissa (44·3), Rajasthan (48·4), and Uttar Pradesh (41·9).

**At the Middle Stage.**—27·48 lakhs of girls (or 16·5 per cent) are to be enrolled as against 70 lakhs of boys (or 39·9 per cent). The percentages of enrolment in some of the less advanced States are: Madhya Pradesh (6·7), Orissa (5·2), Rajasthan (9·8) and Uttar Pradesh (5·9).

**At the Secondary Stage.**—9·85 lakhs (or 6·9 per cent) of girls are to be enrolled as against 35·71 lakhs (or 23·7 per cent) of boys. The percentages of enrolment in some of the less advanced States are: Jammu and Kashmir (3·7), Madhya Pradesh (1·5), Orissa (2·4), Rajasthan (3·1) and Uttar Pradesh (3·5).

Annexures II, III and IV give State-wise position of the enrolment targets at primary, middle and secondary stages.

**(2) PROGRAMMES**

The third Plan has recognised the difficulties of bringing girls to school in sufficient numbers and has observed that 'there will be special concentration on the education of girls'. It has also stated that to achieve the targets fixed, a massive effort will be needed

throughout the country and more especially in those States where the education of girls has seriously lagged behind. It has further accepted the need to provide special schemes to support the general programme and requested the State Governments to implement such special schemes as are suited to their local needs on the lines of the recommendations made by the National Committee on Women's Education and the National Council.

### (3) FINANCIAL PROVISIONS

The special programme included in the Plan has an outlay of about Rs. 11 crores only (Annexure V) in a total outlay of Rs. 408 crores. But in the general programmes included in the Plan, a considerable amount is intended for the expansion of girls education and it is estimated that 'of the resources available for the development of education, about Rs. 175 crores (including the provision made for special schemes) will be devoted to the education of girls.' The basis of this estimate is as:

	Provision for girls
	Rs.
Of the Rs. 408 crores provided for Education, 209 crores are for elementary education and on the basis of cost per capita, the provision for girls is . . . . .	114 crores
The provision at the Secondary stage on the same basis is . . . . .	20.80 „
Provision at the University stage on the same basis is . . . . .	15.00 „
Provision available in other programmes (assuming that 25 per cent would be for girls) . . . . .	5.00 „
Outlay for Special Programme . . . . .	11.00 „
National Institute for higher training of women in organisation, administration and management . . . . .	0.20 „
Estimated benefit for girls from the general provision at the Centre (20% estimated) . . . . .	7.00 „
Pre-primary Education . . . . .	2.00 „
TOTAL . . . . .	175.00 crores

### (4) POLICY FOR IMPLEMENTATION

Although the recommendation of the National Council was to regard the special programme as a centrally sponsored scheme, and although this recommendation had been supported by other bodies like the All-India Councils for Elementary Education and Secondary Education, State Education Ministers Conference and the Central Advisory Board of Education (Annexure VI), it was decided, in keeping

with the general approach of allocating responsibilities between the Centre and the States, that the special programme should be located in the State sector. The Centrally-sponsored scheme for expansion of girls' education and training of women teachers that was started in the Second Plan was thus discontinued in the Third Plan.

#### (5) MACHINERY FOR WATCHING THE PROGRESS OF IMPLEMENTATION

*State Councils for Women's Education.*—There has been exemplary cooperation in this respect from the State Governments. When the first Annual Report was presented last year, State Councils had been constituted in all States/Administrations excepting Jammu and Kashmir, Andhra Pradesh, Madras, Tripura and Kerala. The position to-day is that State Councils have also been constituted in Andhra Pradesh and Madras. Jammu and Kashmir has also decided to do so and Tripura is reconsidering the matter. Kerala is the only State so far which has decided not to set up the Council (Annexure VII).

*Non-official Chairman of State Councils.*—Eleven State Councils have non-official women as Chairmen while the remaining six have the State Education Ministers as their Chairmen.

*Women Officers in charge of Girls' Education in the States.*—As regards appointment of women officers to be put in charge of girls' education, Kerala and Madras are the two States which have taken a decision to the contrary. Mysore and Andhra Pradesh have not yet made the actual appointment. Madras has, however, a woman Deputy Secretary in charge of Education in the State (Annexure VIII).

### III. Third Meeting of the Council—May 1961:

A(1) The third meeting of the Council was convened in May 1961 and the following major recommendations were made:—

- (a) *“On continuing the special programme for the education of girls as a Centrally Sponsored Scheme in the Third Plan.*—The Council regrets to note that in spite of the considered recommendations and advice tendered by the National Council for Women's Education, All India Councils for Elementary and Secondary Education, the Educational Panel of the Planning Commission, the State Education Ministers Conference, the Central Advisory Board of Education, it has not been possible for the Government to locate this programme in the Centrally-sponsored sector. The Council also notes that in the draft plan of the Ministry of Education for the Central and Centrally-sponsored Schemes, an outlay of Rs. 17·58



crores had been included for this programme in their total plan of 83 crores excluding the provision for the University Grants Commission. It is surprising to note that this programme has been discontinued totally though the programme limit for the Centrally-sponsored sector is about 72 crores, including provision for the University Grants Commission, for the Ministry of Education in the Third Plan. Since this scheme which was sponsored by the Government in the Second Plan has been very successfully implemented by the State Governments and welcomed by all, it should not be discontinued but urgent steps should be taken to revive the scheme by finding necessary funds in the supplementary budget.

- (b) *“On the need for fixing the physical targets for boys and girls separately from now onward in respect of each scheme in the General Development Programme.—*The Council is of the view that while the Special Programme of Girls’ Education may be discontinued when the glaring disparity that exists today between the education of girls and boys, women and men is reduced significantly, yet there would be a continuing need for adequate provisions to be made in the general development programmes for the needs of girls and women. In fact it is very necessary from now onwards to fix the physical targets for boys and girls separately in respect of each scheme. The Council is happy to note that an attempt has been made to fix the targets accordingly in the recommendations of the Working Groups. But the finalised plans do not indicate this in all cases where that is feasible. The Council, therefore, recommends to the Education Ministry to take immediate steps in this matter.
- (c) *“On provision of funds for the special programme for the education of girls in the Third Plan—*The Council is deeply distressed to note that the special programme for the education of girls and women has not received due consideration so far. The Ministry of Education had proposed an outlay of Rs. 94·85 crores for this programme when the total plan outlay for education was 980 crores. When this outlay was reduced to 370 crores, it was natural to expect that in view of the high priority accorded to the programme, the cut effected in the special programme would at least be proportionate. On the basis of proportionate reduction this programme should have got about 36 crores. But the indication given by the Planning Com-

mission was that it would be about 17 crores. Now when the total programme outlay has gone up from about 370 crores to about 408 crores, the finalised State Plans show that this programme has got only about 11 crores and not even the agreed 17 crores. The Council, therefore, strongly feels that the matter should now be taken up with the Chairman of the National Development Council. For this a suitable note explaining the whole position regarding this programme may also be sent by the Chairman of the National Council for Women's Education. Since the National Development Council is expected to finalise the Plan on May, 1961, this should be done in the second or third week of this month."

(2) *The Chairman takes up the Case with the National Development Council.*—As resolved by the Council, the Chairman sent a note (Annexure IX) to the Prime Minister on May 19, 1961, in his capacity as the Chairman of the National Development Council, wherein it was strongly represented that the special programme for the education of girls and women should be sponsored by the Centre as in the Second Plan and the cut, if any, should only be proportionate. The Prime Minister, who considered the note very sympathetically, replied to the Chairman, on the 16th of June 1961. In his reply he has stated "It is our intention to deal with education on the physical plan basis and we hope resources will be available for this. I can assure you that I attach great importance to girls' education. *I hope that it will be possible to provide for this in a bigger way than has been indicated at present.*"

### (3) OBSERVATIONS CONTAINED IN THE THIRD PLAN ON THE EDUCATION OF GIRLS AND WOMEN

Although no significant changes could be made in the decisions already taken in respect of the special programmes, the third Plan has taken note of the problem and makes the following observations:—

"By far the most important objective in the field of education during the Third Plan must be to expand facilities for the education of girls at various stages."

"The National Council for Women's Education carefully considered the special measures needed for promoting the education of girls at the primary, middle and secondary stages and made a series of recommendations ..... To some extent proposals on these lines have been em-

bodied in the Plans of States. It is suggested that the various provisions which have been made in the Plans should be reviewed afresh at an early date and from the second year of the Plan additional steps should be taken to expand specially those facilities which aim at enlarging the supply of women teachers and attracting them to service in the rural areas."

The Plan has further proposed "to evaluate carefully from year to year the progress made in implementing the programme for girls' education and to take such further measures as may be needed for realising the targets set for the Third Plan.....In drawing up annual plans also, care should be taken to see that the programme for girls' education is not held back for lack of financial resources and organizational limitations which impede progress at present are eliminated as early as possible."

#### (4) UNION EDUCATION MINISTER'S ASSURANCE IN PARLIAMENT

In the Parliament, there was a discussion on this subject on a motion by Smt. Renu Chakravathy. The Union Education Minister assured the House that 'women's education will not be allowed to suffer for lack of funds.'

### B. ACTION TAKEN ON THE RECOMMENDATIONS OF THE THIRD MEETING OF THE COUNCIL:

#### (1) LOCATION OF THE SPECIAL PROGRAMME IN THE CENTRALLY-SPONSORED SECTOR

The Ministry was unable to implement this recommendation as it had been decided that the provisions of the special programme were to be made in the State Sector. However,, the Ministry will keep close watch on the progress of the schemes in the State sector.

The Ministry has further requested the State Governments to give special emphasis to the education of girls in the general programme for 1962-63. The States have also been advised to indicate separately the physical target in respect of girls as well as financial provisions made to reach them.

#### (2) MINIMUM PROGRAMME FOR THE STATE COUNCILS:

The minimum programme of activities (Annexure X) for the State Councils to make them effective in watching the progress of implementation of schemes for girls under the general and special programmes of development have been forwarded to them for neces-

sary action. The State Education Departments have also been requested to extend all facilities to the State Councils for carrying out this programme.

(3) MEASURES FOR INCREASING THE NUMBER OF WOMEN TEACHERS:

The National Council had recommended that special measures such as opening of new training institutions for women, attaching training sections to girls' secondary schools, reservation of seats in coeducational training institutions, financial assistance to girls from rural areas to take up training, pre-selection of trainees at the secondary stage, development of condensed courses for adult women, should be taken up for increasing the number of women teachers. All States Administrations were requested to send a note on the measures taken by them in the third Plan to increase the number of women teachers. The Ministry has also requested the State Governments to indicate separately the additional number of women teachers to be appointed in each year of the Plan period.

(4) UTILISATION OF SERVICES OF ADULT WOMEN:

The following State Governments have been requested to train/employ as primary teachers the candidates from rural areas who have passed out of the condensed courses of the Central Social Welfare Board as per lists received:

Name of State	Number of Candidates
Andhra Pradesh . . . . .	129
Assam . . . . .	22
Gujarat . . . . .	109
Jammu & Kashmir . . . . .	57
Madhya Pradesh . . . . .	10
Madras . . . . .	47
Mysore . . . . .	32
Maharashtra . . . . .	120
Punjab . . . . .	168
Rajasthan . . . . .	12
Uttar Pradesh . . . . .	13
West Bengal . . . . .	81
	800

(5) CONTINUATION CLASSES AND PART-TIME INSTRUCTION FOR GIRLS:

The Council had stated that the question of organising Continuation Classes and Part-time Instruction for girls who, for one

reason or another, are not able to receive regular schooling had not received any significant attention. It was, therefore, recommended that it should be considered for inclusion in the Plan by making suitable adjustments. It was further recommended that in the pilot project under consideration of the Ministry of Labour, the facilities provided for girls should be specified.

The Ministry of Education has accordingly requested the State Governments to organise such classes. Only the Governments of Uttar Pradesh (300 classes at a cost of Rs. 28·39 lakhs), Manipur (60 classes at a cost of Rs. 41,250) and Delhi (provision not indicated) have provided for such classes.

The Scheme of the Ministry of Labour is still under consideration.

**(6) HOSTEL SCHEME FOR GIRLS AT THE MIDDLE AND SECONDARY STAGES:**

The Council had recommended that the sub-scheme for the construction of hostels which was included in the Second Plan and which had worked out well (Annexure XII) should be continued in the third Plan in the Centrally-sponsored sector. In view of the Government decision to include the special programme for girls in the State Sector, the Ministry of Education has not been able to take up the scheme.

**(7) ASSISTANCE TO VOLUNTARY ORGANISATIONS FOR GIRLS' EDUCATION:**

A scheme to give assistance to voluntary organisations for development of girls education in general and for continuation classes in particular is now under the consideration of the Ministry of Education.

**(8) EDUCATING PUBLIC OPINION IN FAVOUR OF GIRLS' EDUCATION:**

The Council had suggested that a regular programme may be drawn up for this purpose and implemented by the Central and State Governments.

As this is one of the items included in the Special Programme in so far as the States are concerned, they have to include it in their plans. The Ministry of Education has requested the State Governments to provide funds for organisation of special Enrolment Drives for girls, Women's Education Weeks, assistance to State Councils for intensive propaganda, etc. (Only Orissa has provided Rs. 2½ lakhs for this purpose).

The Ministry has proposed the production of one Documentary Film on Girls' Education in the next year.

A Poster is also under preparation.

**(9) SEMINARS ON GIRLS' EDUCATION:**

In order to review the progress made and to suggest additional measures to be taken and to provide educative propaganda in favour of girls' education, it was recommended by the Chairman that seminars should be organised in each State, associating people concerned with planning, organisation and implementation of programmes for girls and women. The Government have approved this proposal and accordingly 22 seminars are to be organised during the financial year 1961-62. Such seminars have already been organised in Manipur, Madhya Pradesh and Mysore.

*Specific projects/special studies undertaken by the Council.*

**(10) PART-TIME TRAINING AND EMPLOYMENT OF WOMEN:**

As it is becoming increasingly necessary for women to take up employment in order to contribute to the family income, the National Council considered, at its last meeting, how best they can do so without neglecting their domestic responsibilities. The Council had, therefore, recommended that a group of experts should be asked to prepare a working paper in regard to the training and employment of women on a part-time basis, wherever feasible, and for throwing open more opportunities in the form of part-time work which could be done in and outside the home. This paper is to be placed before the Central Employment Committee for acceptance by the Government as a policy. The Chairman accordingly invited a group of experts from concerned Ministries to discuss this problem in some detail. A Sub-Committee with the help of Shri R. Prasad, Director, Manpower Directorate, is collecting the necessary data for preparing the paper.

**(11) EXPERT BODY FOR MAKING A STUDY OF SUITABLE CURRICULA FOR GIRLS:**

While agreeing that there may be identical curricula for boys and girls at the primary stage, the National Council felt that it is necessary to have different curricula for girls at the middle and secondary stages. Accordingly, the Council has set up a Curriculum Committee under the chairmanship of Smt. Hansa Mehta. Other members of the Committee are Shri P. N. Mathur, Banasthali Vidyapeeth, Kumari S. Panandikar, Retired Director of Education, Dr. (Kumari) Saberwal, Lucknow, Prof. T. Shankara Menon, Kumari S. Sen and Smt. Tarabai.

(12) INTEGRATION OF THE WORK AND TRAINING OF GRAM SEVIKAS AND PRIMARY SCHOOL TEACHERS:

The Council, at its last meeting, noted the basic approach made in the report of the Committee which it had appointed for this study and had suggested that the views of the Ministry of Community Development and Cooperation, the Central Social Welfare Board and the State Governments should be invited. As recommended, the report has been sent to all these authorities and their views have been invited. So far, replies have been received only from the Ministry of Community Development and Cooperation, the State of Madhya Pradesh and the Union Territories of Manipur, Tripura and L.M. & A. Islands. These replies indicate general agreement with the conclusions of the Committee (Annexure XIII).

(13) NATIONAL INSTITUTE FOR THE HIGHER TRAINING OF WOMEN IN ORGANISATION, ADMINISTRATION AND MANAGEMENT:

The Indira Gandhi Committee which had been appointed by the Council submitted its report on 16th February 1961 recommending the establishment of two institutes with a view to training women for high level executive jobs in selected fields where they are badly required. The Government have accepted the proposal in principle and the following preparatory steps to set up one such Institute have already been taken:

- (i) The Memorandum of Association to set up the Institute as an autonomous organisation with a Board of Governors to manage it as recommended by the Indira Gandhi Committee has been finalised.
- (ii) A group of experts, Dr. P. S. Lokanathan (Chairman), Shri Charat Ram, Shri V. K. N. Menon, Smt. Kamaladevi Chattopadhyaya, Smt. Durgabai Deshmukh and Shri Raja Roy Singh, was requested informally to indicate the outline of courses of studies to be offered in the Institute. The report submitted by the Committee has been tentatively approved by Government.

A provision of Rs. 20 lakhs has been included in the third Plan for this purpose.

(14) THE ESTABLISHMENT OF POLYTECHNICS FOR GIRLS:

The Council, at its third meeting, appreciated the action of the Ministry of Scientific Research and Cultural Affairs in finalising details of the scheme of polytechnics for girls and including necessary provision for setting up 26 institutions during 1961—66, and welcomed the idea that the scheme will also be implemented

in association with suitable voluntary agencies. It also suggested that the courses of training to be offered should be suited to immediate needs and have an employment potential for the trainees. The table below gives the State-wise break-up of such institutions that will be set up during 1961—66:—

Name of the State	No. of Polytechnics included in the State Plan	Provision made in the State Plan (Rs. lakhs)
1. Andhra Pradesh	4	24.71
2. Assam	1	20.00
3. Bihar	2	15.00
4. Gujarat	2	24.00
5. Kerala	3	16.50
6. Madhya Pradesh	1	20.00
7. Madras	3	30.00
8. Maharashtra	3	30.00
9. Mysore	1	10.00
10. Punjab	1	15.00
11. Uttar Pradesh	1	20.00
12. West Bengal	3	30.00
13. Delhi	1	14.78
	26	269.99

It has been left to the State Governments to decide whether a particular institution included in the State Plan should be established exclusively as a Government Institution or through the agency of private/voluntary organisations. The Central Government will, however, assist the State Governments by providing 75% of the non-recurring and 50% of the recurring expenditure during the Plan period.

The question of assisting private-voluntary organisations in the establishment of polytechnics for girls over and above the provision made by the State Governments in their own Plans is under consideration.

Out of the total of 26 institutions, four polytechnics have so far been established at Kakinada, Hyderabad, Bangalore and Trivan-



drum. The fields of training selected by the above institutions are as follows:—

Polytechnic at Bangalore . . . .	Secretarial Practice, Library Science, Costume Design and Dress making & Civil Engineering (Draftsmanship course).
Polytechnic at Hyderabad . . . .	Electronics, Civil Engineering, Draftsmanship and Secretarial Practices.
Polytechnic at Kakinada . . . .	Do.
Polytechnic at Trivandrum . . . .	Stenography and Secretarial Practice, Civil Engineering, Draftsmanship, Costume Design and Dress Making.

The courses are, however, subject to approval by the Southern Regional Committee and the All India Council for Technical Education.

#### (15) SETTING UP OF INDUSTRIAL TRAINING CENTRES FOR WOMEN:

The Council, in its last meeting, had recommended to the Ministry of Labour that immediate action may be taken to earmark one or two industrial training centres/institutes in every State for women out of the total number planned to be set up. They further recommended that suitable trades having employment potential for women should be taught. In view of the fact that Voluntary Organisations for Women are generally not in a position to provide the necessary buildings, the Government was also requested to reconsider its decision and make assistance available for this purpose so that a sufficient number of centres may be established.

The Directorate-General of Employment and Training in the Ministry of Labour who are concerned with this proposal have addressed the State Governments as follows:—

“As you are aware, we have been generally admitting women trainees in non-Engineering sections like Tailoring, etc. The National Council for Women’s Education held on 10th May recommended that the trades to be taught to them should be suited to them and should be such that there is scope for their employment locally. It is generally felt that the demand at present being for engineering trades, there is considerable employment potential for women in such trades like Electrician, Instrument Mechanic, Radio Mechanic, Draftsmen Mechanical, Painter and Decorator, etc. The State Governments are, therefore, requested to consider the admission of women trainees in the Industrial Training Institutes and Industrial Training Centres in such trades as will increase their employment opportunities.

It was originally hoped that it should be possible to make some special provision for the establishment of Training Centres for Women. *But as the present financial ceiling does not enable us to*

have separate institutes, it is suggested that where necessary, separate sections could be established for women. Also, with a view to ensure proper supervision and guidance, it would be more advantageous to provide for the training of women in separate sections of big centres instead of starting separate institutes.

Where, however, voluntary organisations are able to provide buildings, etc., the question of starting separate Industrial Training Centres would be considered."

#### (16) DIPLOMA COURSES IN HOME SCIENCE FOR AUGMENTING THE SUPPLY OF HOME SCIENCE TEACHERS

In order to increase the supply of teachers of Home Science of whom there is a shortage, it has been proposed by the Chairman that in each State, Diploma Courses in Home Science should also be started. The general or basic educational qualifications may be Matriculation and the Diploma Course itself of two years' duration. It would also be necessary to have, in addition, a teacher training course of about one year's duration. By this means, it would be possible to have teachers in the subjects for secondary schools by giving them a shorter course than necessary for obtaining a Degree in the subject.

#### (17) DISTRIBUTION OF WOMEN WORKING FORCE IN INDUSTRY IN 1961

The question of training and employment of women has been receiving the attention of the Council. With the help of Planning Commission, a preliminary study of the distribution of women working force in industry in 1961 has been made as below:—

	(Figures in thousands)	
1. Agriculture, livestock, forestry, fishing and hunting . . . . .	34,369	82.3
2. Mining . . . . .	135	0.3
3. Manufacturing (including unorganised village industries) . . . . .	4,173	10.0
4. Construction . . . . .	173	0.4
5. Electricity, gas, water and sanitary services . . . . .	87	0.2
6. Trade and Commerce . . . . .	526	1.3
7. Transport, Storage and Communication . . . . .	66	0.2
8. Services—		
(a) Public Services . . . . .	121	0.3
(b) Educational Services . . . . .	191	0.5
(c) Medical and Health Services . . . . .	164	0.4
(d) Personal Services . . . . .	1,254	3.0
(e) Other Services . . . . .	53	0.1
Total—Services . . . . .	1,783	4.3
9. Activities not adequately described . . . . .	468	1.0
Total—All Industrial Sectors . . . . .	41,780	100.0

#### IV. Smt. Durgabai Deshmukh

I take this opportunity to place on record the appreciation of the Council of the yeomen service rendered to the cause of the education of girls by Smt. Durgabai Deshmukh, the first Chairman of the Council. Her sincerity and missionary zeal for improving the lot of women are too well-known to need any elaboration. As a Member of the Planning Commission, she gave a great impetus to the cause of education of women and the welfare of women and children. It was at her suggestion, made at the meeting of the Education Panel in Poona that the National Committee on Women's Education was appointed under her Chairmanship. The report of this Committee is the most important document now available on the subject of Women's education. During the two years of its existence, the National Council was fortunate in having her guidance as the Chairman. Although she resigned her Chairmanship, the members of the Council and the country will never be able to forget the great service which Smt. Durgabai Deshmukh has rendered to the cause of women's education. I am happy to state that her advice, guidance and inspiration will still be available to us in all our activities. On behalf of the Council and myself, I thank her for all that she has done and will still do for this important cause.

**RAKSHA SARAN.**

NEW DELHI;  
*The 9th January, 1962.*

## ANNEXURE I

To be published in Part I, Section I, Gazette of India

No. F. 15-39/61-B. 3

### GOVERNMENT OF INDIA MINISTRY OF EDUCATION

New Delhi, the 9th December, 1961

#### RESOLUTION

**SUBJECT:** *National Council for Women's Education*

In pursuance of the Government of India Resolutions No. F. 41-10/59-P. 3 dated the 6th July, 1959, and F. 15-39/61-P. 3 dated the 30th September, 1961, the Ministry of Education have reconstituted the National Council for Women's Education as follows:—

1. Chairman . . . . . Smt. Raksha Saran, 6, Bhagwan Das Road, New Delhi.

*Representatives of Parliament*

2. Rajya Sabha . . . . . Smt. Chandravati Lakhnupal, M.P.,  
117, North Avenue, New Delhi.

3. Lok Sabha . . . . . Smt. Jayaben Vajubhai Shah, M.P.,  
11-A, North Avenue, New Delhi.

4. Do. . . . . Smt. Renu Chakravartty, M.P.,  
215, North Avenue, New Delhi.

*Representative of C.A.B.E.*

5. Smt. Hansa Mehta, Siddhashram, 2, Shahibag, Ahmedabad-4.

*Representatives of Central Government*

6. Ministry of Education . . . . . Shri Raja Roy Singh, Joint Educational Adviser.

7. Do. . . . . Shri J. P. Naik, Hony. Adviser (PE).

8. Planning Commission . . . . . Dr. D. K. Malhotra, Joint Secretary.

9. Ministry of Community Development and Co-operation. Smt. S. Soundaram, Dy. Director (Women's Programme).

10. Ministry of Health . . . . . Miss T. K. Adranvala, Nursing Adviser,  
Directorate General of Health services,  
New Delhi.

11. Ministry of Labour . . . . . Dr. B. R. Seth, Deputy Secretary.

*Representatives of State Governments.*

12. Andhra Pradesh . . . . . Smt. C. Ammannna Raja, B.A.L.T., M.L.A.,  
Chairman, State Council for Women's  
Education, I P, MLA's Quarters, Himayat-  
nagar, Hyderabad.

- |  |  |
|--|--|
| 13. Assam . . . . .                        | Smt. Puspā Lata Das, M.P., Tezpur, District Darrang.   |
| 14. Bihar . . . . .                        | Smt. Zahra Ahmed, M.L.A., C/o Shri Kalimuddin Ahmad, Director of Public Instruction, Bihar, Patna.             |
| 15. Gujarat . . . . .                      | Shri D.L. Sharma, I/C Director of Education, Gujarat, Ahmedabad.   |
| 16. Jammu & Kashmir . . . . .              | Begum Mersaj Quareshi, Officer on Special Duty, Education Department, Jammu.                                   |
| 17. Kerala . . . . .                       | Mrs. John Mathai, Aranattukara (Post) Trichur.   |
| 18. Madhya Pradesh . . . . .               | Smt. Vimala Sharma, Chairman, State Council for Women's Education, 5, Civil Lines, Bhopal.                     |
| 19. Madras . . . . .                       | Shri S. Guhan, Deputy Secretary to Government, Education and Public Health Department, Madras.                 |
| 20. Maharashtra . . . . .                  | Dr. A. G. Pawar, Director of Education, Maharashtra, Poona.  |
| 21. Orissa . . . . .                       | Smt. I. L. Sinha, M.A. (Lond.), Deputy Director of Public Instruction (Women's Education) Orissa, Cuttack.     |
| 22. Punjab . . . . .                       | Mrs. G. Parnpal Singh, Deputy Director of Public Instruction (Women) Punjab, Chandigarh.                       |
| 23. Rajasthan . . . . .                    | Smt. Prabha Mishra, M.A., L.I.B., M.L.A., Alwar Gate, Ajmer.   |
| 24. Uttar Pradesh . . . . .                | Kumari C. Phillips, Regional Inspectress of Girls Schools, Lucknow.  |
| 25. Mysore . . . . .                       | Smt. Grace Tucker, M.A.B.T., Deputy Minister of Education, Government of Mysore, 14, Spencer Road, Bangalore-1 |
| 26. West Bengal . . . . .                  | Miss K. Gupta, Asstt. Director of Public Instruction, West Bengal, Calcutta.                                   |
| 27. Centrally Administered Areas . . . . . | One representative of the Union Territories & Centrally Administered Areas.                                    |

Kumari S. Rajan, Assistant Educational Adviser, Ministry of Education, will act as the Secretary of this Council.

2. 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.

R. R. SINGH,  
Joint Educational Adviser.

No. F. 15-39/61-B. 3

*Dated the 9th December 1961.*

1. Copy forwarded to all Sections in the Ministry.
2. Copy with ten spare copies to Shri B. R. Bowry, Information Officer, Press Information Bureau, New Delhi for information and necessary action.
3. Copy to all members of the Council.

(Miss) S. RAJAN,  
Assistant Educational Adviser.

## ANNEXURE II

## Schooling facilities for children in the age group 6—11 (1960-61 and 1965-66)

Sl. No.	Name of the State	Enrolment in classes I—V						Percentage of the population in the age-group 6—11 (estimated)					
		Total (Lakhs)	1960-61		1965-66		Total	1960-61		1965-66			
			Boys	Girls	Total	Boys	Girls		Boys	Girls	Total	Boys	Girls
1	Andhra Pradesh	28.20	17.50	10.70	44.20	25.40	18.80	60.3	74.0	46.2	84.5	96.1	72.7
2	Assam	10.68	6.79	3.89	15.08	8.99	6.09	61.7	73.7	48.0	74.4	86.6	66.9
3	Bihar	32.00	24.00	8.00	48.00	30.00	18.00	53.5	80.0	26.9	72.6	90.4	54.7
4	Gujarat	20.00	12.30	7.70	26.63	15.62	11.01	72.0	85.9	57.3	84.2	95.6	71.9
5	Jammu & Kashmir	1.97	1.54	0.43	3.02	2.24	0.78	45.0	66.1	21.0	62.3	87.2	34.2
6	Kerala	23.44	12.58	10.86	26.61	14.28	12.33	108.8	118.0	99.7	108.7	117.8	99.7
7	Madhya Pradesh	20.00	16.00	4.00	30.00	20.00	10.00	47.0	73.5	19.3	64.0	83.3	43.8
8	Madras	33.50	21.26	12.24	47.50	25.50	22.00	78.9	99.7	58.0	100.0	106.8	93.1
9	Maharashtra	39.00	24.47	14.53	54.00	32.30	21.70	73.3	89.0	56.6	90.5	104.8	75.3
10	Mysore	21.44	13.64	7.80	31.44	16.08	15.36	67.4	84.0	50.1	88.2	88.4	88.1
11	Orissa	10.00	7.50	2.50	16.00	10.50	5.50	47.8	71.6	23.9	64.6	85.0	44.3
12	Punjab	16.86	12.26	4.60	22.86	15.00	7.86	61.8	84.0	36.3	74.6	91.4	55.2
13	Rajasthan	11.51	9.51	2.00	21.00	13.90	7.10	42.0	66.2	15.3	68.2	86.2	48.4
14	Uttar Pradesh	40.43	32.00	8.43	66.50	45.00	21.50	45.4	68.6	19.9	61.7	79.5	41.9
15	West Bengal	28.52	18.67	9.85	35.02	21.50	13.52	65.6	80.8	48.4	73.4	84.5	60.7
16	Delhi	2.91	1.68	1.23	4.08	2.21	1.87	86.6	89.3	83.1	09.5	104.2	94.4
17	Himachal Pradesh	0.80	0.63	0.17	1.14	0.71	0.43	48.8	73.3	21.8	69.5	83.5	54.4
18	Pondicherry	0.35	0.20	0.15	0.47	0.25	0.22	72.9	83.3	62.5	87.0	92.6	81.5
19	Other Union Territories	1.79	1.23	0.56	2.80	1.68	1.12	62.6	84.2	40.0	78.2	91.8	64.0
	TOTAL	343.40	233.76	109.64	496.35	301.16	195.19	61.1	80.5	40.4	76.4	90.4	61.6

## ANNEXURE III

## Schooling facilities for children in the age group 11—14 (1960-61 and 1965-66)

Sl. No.	Name of the State	Enrolment in classes VI—VIII						Percentage of the population in the age group 11—14 (estimated)					
		Total (Lakhs)	1960-61		1965-66		Total	1960-61		1965-66			
			Boys	Girls	Total	Boys		Girls	Boys	Girls	Total	Boys	Girls
1	Andhra Pradesh . . . . .	3.55	2.74	0.81	6.13	4.68	1.45	15.6	23.9	7.2	21.9	33.1	10.4
2	Assam . . . . .	2.05	1.49	0.56	3.25	2.20	1.05	27.4	37.4	16.0	35.3	44.8	24.5
3	Bihar . . . . .	5.50	4.90	0.60	9.25	7.40	1.85	19.4	34.3	4.2	26.7	42.6	10.7
4	Gujarat . . . . .	3.56	2.67	0.89	5.77	3.56	2.21	26.8	39.0	13.8	34.9	41.8	27.6
5	Jammu & Kashmir . . . . .	6.60	0.51	0.09	0.88	0.72	0.16	27.8	44.0	9.0	33.5	51.4	13.0
6	Kerala . . . . .	5.44	3.18	2.26	6.19	3.61	2.58	50.3	59.4	41.3	45.3	53.4	37.3
7	Madhya Pradesh . . . . .	3.27	2.73	0.54	4.96	4.16	0.80	16.3	26.6	5.5	20.3	33.3	6.7
8	Madras . . . . .	6.36	4.44	1.92	9.36	6.57	2.79	30.1	41.8	18.3	35.9	50.1	21.5
9	Maharashtra . . . . .	7.25	5.35	1.90	11.47	8.22	3.25	28.5	40.7	15.5	36.2	50.2	21.2
10	Mysore . . . . .	3.64	2.66	0.98	5.64	3.66	1.98	23.8	34.1	13.1	29.5	37.5	21.2
11	Orissa . . . . .	0.85	0.74	0.11	1.70	1.36	0.34	7.9	13.8	2.0	13.1	21.0	5.2
12	Punjab . . . . .	3.75	2.75	1.00	5.55	3.54	2.01	28.3	38.8	16.3	33.8	40.3	26.4
13	Rajasthan . . . . .	1.91	1.66	0.25	3.85	3.10	0.75	14.8	24.5	4.1	23.9	36.7	9.8
14	Uttar Pradesh . . . . .	8.60	7.50	1.10	11.60	10.00	1.60	18.6	30.9	5.0	20.5	33.7	5.9
15	West Bengal . . . . .	4.72	3.60	1.12	9.02	5.30	3.72	21.1	30.3	10.7	33.3	36.7	29.4
16	Delhi . . . . .	1.02	0.70	0.32	1.65	1.06	0.59	60.4	73.7	43.2	67.3	84.1	49.6
17	Himachal Pradesh . . . . .	0.20	0.17	0.03	0.30	0.25	0.05	28.6	45.9	9.1	36.6	59.5	12.5
18	Pondicherry . . . . .	0.08	0.06	0.02	0.10	0.07	0.03	33.3	50.0	16.7	35.7	51.0	21.4
19	Other Union Territories . . . . .	0.53	0.37	0.16	0.81	0.54	0.27	38.1	52.9	23.2	43.5	58.1	29.0
	TOTAL . . . . .	62.88	48.22	14.66	97.48	70.00	27.48	22.8	34.3	10.8	28.6	39.9	16.5



## ANNEXURE IV

## Schooling facilities for children in the age group 14--17 (1960-61 and 1965-66)

Sl. No.	Name of the State	Enrolment in classes IX-XI						Percentage of the population in the age-group 14--17 (estimated)					
		1960-61			1965-66			1960-61			1965-66		
		Total (Lakhs)	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	Andhra Pradesh . . . . .	1.86	1.62	0.24	2.36	1.94	0.42	8.8	15.1	2.3	9.6	15.7	3.5
2	Assam . . . . .	1.10	0.87	0.23	1.71	1.31	0.40	17.5	26.0	7.8	22.9	32.9	11.5
3	Bihar . . . . .	3.10	2.90	0.20	5.00	4.40	0.60	12.4	23.0	1.5	17.3	30.3	4.2
4	Gujarat . . . . .	1.48	1.14	0.34	2.26	1.53	0.73	12.2	18.2	5.8	15.9	20.8	10.6
5	Jammu & Kashmir . . . . .	0.20	0.17	0.03	0.27	0.23	0.04	9.9	15.9	3.2	11.8	18.9	3.7
6	Kerala . . . . .	2.25	1.39	0.86	2.95	1.80	1.15	21.6	27.0	16.3	24.2	30.0	18.7
7	Madhya Pradesh . . . . .	0.78	0.67	0.11	1.10	0.95	0.15	4.3	7.3	1.3	5.3	9.0	1.5
8	Madras . . . . .	2.66	1.98	0.68	3.97	2.71	1.26	13.4	19.9	6.9	17.3	23.4	11.0
9	Maharashtra . . . . .	3.15	2.42	0.73	4.97	3.78	1.19	13.6	20.1	6.5	18.2	26.8	9.0
10	Mysore . . . . .	1.47	1.16	0.31	2.05	1.44	0.61	10.4	16.6	4.5	12.3	16.9	7.5
11	Orissa . . . . .	0.40	0.36	0.04	0.80	0.67	0.13	4.2	7.5	0.8	7.4	12.4	2.4
12	Punjab . . . . .	1.45	1.25	0.20	2.25	1.82	0.43	12.0	19.3	3.6	16.1	24.4	6.6
13	Rajasthan . . . . .	0.86	0.79	0.07	1.53	1.33	0.20	7.4	13.0	1.3	11.2	18.6	3.1
14	Uttar Pradesh . . . . .	5.12	4.60	0.52	7.40	6.60	0.80	12.2	20.9	2.6	15.3	26.1	3.5
15	West Bengal . . . . .	2.38	2.00	0.38	5.20	4.00	1.30	11.2	17.6	3.8	21.9	31.1	11.5
16	Delhi . . . . .	0.54	0.40	0.14	1.19	0.90	0.29	32.5	43.0	19.2	60.1	88.2	30.2
17	Himachal Pradesh . . . . .	0.06	0.05	0.01	0.08	0.06	0.02	10.2	16.1	3.6	9.8	14.3	5.0
18	Pondicherry . . . . .	0.03	0.02	0.01	0.06	0.04	0.02	13.6	18.2	9.1	23.1	30.8	15.4
19	Other Union Territories . . . . .	0.19	0.12	0.07	0.13	0.20	0.11	12.8	16.0	9.6	16.4	21.1	11.7
	TOTAL . . . . .	29.08	23.91	5.17	45.56	35.71	9.85	11.5	18.4	4.2	15.6	23.7	6.9

## ANNEXURE V

**Provision for the special programme for the education of Girls and Women in the Third Plan.**

(Figures in lakhs)

<i>Name of the State</i>	1961-66	1961-62
1. Andhra Pradesh . . . . .	..	..
2. Assam . . . . .	30.00	4.55
3. Bihar . . . . .	194.88	31.77
4. Gujarat . . . . .	16.79	3.026
5. Jammu & Kashmir . . . . .	11.80	1.00
6. Kerala . . . . .	12.50	2.50
7. Madhya Pradesh . . . . .	44.50	15.51
8. Madras . . . . .	43.00	6.60
9. Maharashtra . . . . .	..	..
10. Mysore . . . . .	34.00	2.50
11. Orissa . . . . .	78.86	9.70
12. Punjab . . . . .	27.70	4.15
13. Rajasthan . . . . .	29.50	4.70
14. Uttar Pradesh . . . . .	371.77	79.970
15. West Bengal . . . . .	184.90	30.46
16. Andaman & Nicobar Islands . . . . .	1.13	0.14
17. Delhi . . . . .	9.50	1.13
18. Himachal Pradesh . . . . .	9.65	2.11
19. L. M. & A. Islands . . . . .	2.60	..
20. Manipur . . . . .	2.21	0.44
21. N.E.F.A. . . . .	..	..
22. Tripura . . . . .	0.60	0.05
23. Pondicherry . . . . .	5.41	0.50
	<u>1111.30</u>	<u>200.239</u>

## ANNEXURE VI

**Recommendations made regarding the Special Programme for Girls**

(I) *Resolution passed by All India Council for Secondary Education on 24th May, 1960*

"In view of the fact that the education of girls and women is lagging far behind and there is an acute shortage of women personnel required for various developmental programmes particularly in the fields of education, health and social welfare, this Council recommends that every attempt should be made to retain the provision for the special programme included in the draft third plan as suggested by the National Council for Women's Education. If, however, any cut is necessitated in the total programme, not greater than a proportionate reduction should be made in respect of this sector and the amount thus earmarked should not be diverted for any other purpose."

(II) *Resolution adopted at the Fourth Meeting of the All India Council of Elementary Education held at New Delhi on 27th and 28th February, 1961*

“The Council reiterates its earlier view that the proposed expansion of elementary education will not be possible unless the enrolment of girls is specially accelerated. It, therefore, recommends that the special programmes for the development of the education of girls should be adequately emphasised. Measures should be adopted to increase the output of women teachers and to offer necessary inducements (including free clothing) to increase the enrolment of girls. The Council notes that the existing provision for special programmes for the education of girls is about Rs. 6.83 crores which, in its view, is totally inadequate. The Council, therefore, recommends that this provision should be increased to Rs. 11 crores which is the minimum required. The Council also agrees with and strongly supports the recommendation made by the C.A.B.E. in its session held in January 1961 to the effect that the funds for the special programme for the education of girls should be provided in the centrally sponsored sector.”

(III) *Recommendation made by the Panel of Education, Planning Commission—extract from proceedings*

“It was recommended that the special programme for girls should be provided for in the Central Plan as a centrally sponsored scheme in consultation with the State Governments. In regard to the special assistance to backward States, the Committee thought that the problem should be considered by the Planning Commission and by the Finance Commission while taking into account the resources position of the States and the Centre.”

(IV) *Resolution passed at the Education Minister's Conference held in November, 1960*

“The Conference is of the opinion that the success of the programme of expanding primary education will largely depend upon the additional enrolment of girls and especially upon the progress that would be made in this direction in the comparatively less advanced States. The Conference, therefore, recommends that adequate funds for the Special Programme for expansion of the education of girls at all stages should be made available to the States and the programme may be included in the Centrally sponsored sector with arrangement for grants-in-aid to State Governments on a hundred per cent basis, outside the ceilings that may be fixed for the State Plans”.

(V) *Resolution passed at the Central Advisory Board of Education meeting held in January, 1961*

“Considering the crucial importance of Girls’ Education in the successful implementation of the programme of universal and free Primary Education, the Board strongly recommends that the Special Programme for Women’s Education should be promoted as a Centrally sponsored scheme and accordingly funds should be allocated for the purpose. This is necessary for effective implementation which in the view of the Board cannot be ensured only through the earmarking of the funds in the State Plans. It is further recommended that grants for the construction of hostels for girls in the Elementary and Secondary schools should be provided in the Centrally sponsored sector on a larger scale and the pattern of assistance should be the same as was prescribed for this scheme in Second Plan.”

## ANNEXURE VII

## Position of State Councils for Women’s Education

Name of State	Name of the Chairman	Name of the Secretary	No. of members excluding Chairman		
			Off. off.	Non-off.	Total
1	2	3	4	5	6
Andhra Pradesh .	Smt. S. Ammanna Raja, MLA, I-B, M.L.A.’s Quarters, Himayatnagar, Hyderabad	Smt. S. Sitaramamma, Dist. Educational Officer, Vijayawada	7	8	15
Assam . . .	Mrs. Rajabala Das, Principal, Handique Girls College, Gauhati	Mrs. P. Lais, Assistant Director of Public Instruction for Women’s Edn., Assam, Edn. Dept., Shillong	2	7	9
Gujarat . . .	Shri Hitendra Kanaiyalal Desai, Education Minister, Govt. of Gujarat, Ahmedabad	Dr. Y. R. Desai, Dy. Director of Edn. In-charge of Women’s Education, Gujarat, Ahmedabad	4	5	9
Bihar . . .	Shri Kumari Ganganand Sinha, Edn. Minister, Government of Bihar, Patna	Mrs. L. Banerji, Dy. Directress Girls’ Education, Bihar, Edn. Dept., Patna	8	15	23
Madhya Pradesh .	Smt. Vimla Sharma, Chairman, State Social Welfare Board, Madhya Pradesh, Bhopal	Smt. P. Timothy, Dy. Director of Public Instruction in-charge of Women’s Edn., Madhya Pradesh, Bhopal	6	15	21

1	2	3	4	5	6
Maharashtra	Shri D. S. Desai, Education Minister, Govt. of Maharashtra, Bombay	Dr. A. G. Pawar, Director of Education, Maharashtra, Poona	4	5	9
Mysore	Smt. Lakshmidēvi Ramanna, M.L.A., Fourth Cross, 1st Road, Chamrajapet, Bangalore-18	Dr. V. K. Javali, Dy. Director of Public Instruction, Mysore, Bangalore	1	10	11
Orissa	Education Minister	Smt. I.L. Sinha, Dy. Director-in-Charge, Women's Edn., Govt. of Orissa, Cuttack	13	8	21
Punjab	Dr. Prem Vati Thapar, D II 239 Vinaya Marg, New Delhi, 21	Mrs. G. Parmpal Singh, Dy. Director of Public Instruction, Punjab, Chandigarh	12	5	17
Rajasthan	Smt. Prabha Mishra, M.L.A., Alwar Gate, Ajmer	Smt. K. Patwardhan, Dy. Director (Women), Rajasthan, Bikaner	8	14	22
Uttar Pradesh	Begum Ali Zaheer, 9 Clyde Road, Lucknow	Miss C. Phillips, Regional Inspectress of Girls Schools, Lucknow	7	8	15
West Bengal	Shri Rai Harendra Nath Chaudhuri, Education Minister, Govt. of West Bengal, Calcutta	Smt. Karunakana Gupta, Asst. Director of Public Instruction (Planning), West Bengal, Calcutta	13	7	20
Delhi	Kumari Shanta Vashisht, M.P., 20 Alipur Road, Delhi	Mrs. K. Reddy, Asst. Directress of Edn., 6 Ansari Rd., Daryaganj, Delhi	8	10	18
Himachal Pradesh	Rani Sahiba Bhadri, Chairman, State Council for Women's Education, Himachal Pradesh, Simla	Mrs. S. R. Sethi, Education Officer (Women), Himachal Pradesh Territorial Council, Simla	4	2	6
Manipur	Smt. Vimala Raina, Chairman, Manipur State Council for Women's Edn., Edn. Dept., Imphal	Shri N. P. Sinha, Dy. Director of Edn. Manipur, Imphal	7	6	13
Pondicherry	Mrs. Lila Indresen, Chairman, Pondicherry State Council for Women's Edn., Education Department, Pondicherry	Miss K. V. Vijayalakshmi, Special Officer for Women's Education, Office of the D.P.I., Pondicherry.	7	9	16
Madras	Shri C. Subramanian, Minister for Education, Madras	Miss Sathyabhama, Dy. Secretary to the Government, Edn. Dept. Madras	3	3	6
Jammu & Kashmir	has decided to set up				
Kerala	under consideration again				
Tripura	Do.				

## ANNEXURE VIII

**Women Officers in States in charge of Girls' Education**

Name of the State	Name of Officer
1. Andhra Pradesh . . . . .	Not appointed.
2. Assam . . . . .	Smt. B. Lais.
3. Bihar . . . . .	Mrs. L. Banerjee.
4. Gujarat . . . . .	..
5. Jammu & Kashmir . . . . .	Begum-Jalal-ud-Din.
6. Kerala . . . . .	Not necessary.
7. Madhya Pradesh . . . . .	Smt. P. Timothy.
8. Madras . . . . .	Not necessary.
9. Maharashtra . . . . .	..
10. Mysore . . . . .	Not appointed.
11. Orissa . . . . .	Mt. I. L. Sinha.
12. Punjab . . . . .	Smt. Parmpal Singh.
13. Rajasthan . . . . .	Smt. Patwardhan.
14. Uttar Pradesh . . . . .	Kumari C. Phillips.
15. West Bengal . . . . .	Smt. Karuna Kana Gupta.
16. Delhi . . . . .	Smt. K. Reddy.
17. Himachal Pradesh . . . . .	Smt. S. R. Sethi.
18. Manipur . . . . .	..
19. Tripura . . . . .	..
20. Pondicherry . . . . .	Mrs. K. V. Vijayalakshmi.

## ANNEXURE IX

**Extracts from the note of Smt. Durgabai Deshmukh, Chairman, National Council for Women's Education, dated 19th May 1961 to the Prime Minister**

In 1958, when it was clear to the Government that the constitutional directive of providing free and compulsory education for **all children up to 14 years of age by 1960, would not be accomplished** by that date, the Cabinet decided, on the advice of the Planning Commission, that steps should be taken to achieve it at least in the case of children between 6 and 11 at the primary stage by 1965-66.

As a consequence, the need to expand girls' education at the primary stage has become very urgent. Today, about 86 per cent of boys of this group are in school as against about 40 per cent of girls or in absolute figures 233 lakhs of boys are in School as against 109 lakhs of girls. This decision also called for immediate measures for improving the enrolment position at the middle and secondary stages to meet the requirements of women taking to teaching and other positions during the Plan period. The enrolment of girls is 10 per cent as against 34 per cent for boys at the middle and 4 per cent as

against 18 per cent of boys at the Secondary stage. As for literacy, which also has a bearing on the compulsory primary education programmes, the figures are 13 per cent for women as against 34 per cent for men.

The glaring disparity is continuing as the *State Governments* who are primarily concerned with education, in the context of their meagre resources and total commitments in all fields of development, **are not able to provide under their normal Education Programme for any special measures, though they realise that such measures are absolutely necessary for overcoming the peculiar difficulties of girls and women resulting from socio-economic conditions.** Nevertheless, they provided about Rs. 5 crores for special inducements for girls and women in the Second Plan but could not utilise this provision for the purpose and it was diverted for other development programmes. The Union Government realising their difficulties sponsored a token special scheme for "Expansion of Girls' Education and Training of Women Teachers" at an outlay of Rs. 2.12 crores in the middle of the Second Plan and when this assistance was made available to the *State Governments* on a non-matching basis **they fully implemented** this scheme, which helped to accelerate the pace of expansion to some extent.

The National Committee on Women's Education and the National Council, therefore, recommended that the *Central Government* should continue, on a wider scale this special scheme for inducing girls to go to school and increasing the number of women teachers, which has been welcomed by all as a transitional measure, till the existing wide gap has been made up, as the State has to promote with special care the educational interests of the weaker sections of the people. They proposed to the Government a special programme with an outlay of Rs. 100 crores for the Third Plan over and above the normal programme.

Meanwhile, the *State Governments* who were given indications for taking up this programme on the lines of the Second Plan scheme made all necessary arrangements to take up the programme. All of them, except Kerala, Madras and Andhra Pradesh constituted State Councils for Women's Education with non-officials for guidance, leadership and advice at State level and also put women Deputy Directors or suitable Officers in charge of this programme.

The Education Ministry and the Central Education Working Group finalised their first Draft Plan for Education and provided Rs. 94.85 crores for this programme in their total outlay of Rs. 980 crores for Education. While pruning the Plan, the total outlay was reduced to

Rs. 370 crores and targets revised. In view of the high priority of this programme, the outlay for this should have been Rs. 36 crores on the basis of proportionate reduction. But an informal indication was given by the Planning Commission that this programme would get only about Rs. 17 crores. The Education Ministry accordingly revised this programme for Rs. 17·58 crores in the Centrally-sponsored Sector. Another informal indication given later was that this programme would not be located in the Centrally-sponsored Sector.

The National Council for Women's Education, the All-India Councils for Elementary and Secondary Education, the Education Panel of the Planning Commission, the State Education Ministers' Conference and the Central Advisory Board of Education, all met and unanimously advised the Government strongly that the special inducement programme for girls and women should be sponsored by the Centre as in the Second Plan and the cut should be only proportionate.

In spite of the considered realistic advice given by all these concerned advisory expert bodies, the position today is very discouraging.

(1) *The Education Ministry has discontinued this programme from the Centrally-sponsored Sector for the Third Plan though they are continuing some other schemes in this Sector. It is relevant to mention here that when the Education Ministry had about 21 crores excluding U.G.C. grants in the Second Plan, they could provide 2·12 crores for this, but when now they have a provision of Rs. 35 crores for the Third Plan, excluding U.G.C. grants, they have not been able to provide anything for this important programme.*

(2) Even though the State Governments included in their State Plans Rs. 18·19 crores for this programme, the outlay as recommended by the Working Groups is only Rs. 10·40 crores. Thus the final picture now is that Rs. 95 crores have come down to Rs. 10·40 crores (not even 17 crores as agreed, not to speak of the Rs. 36 crores on the basis of proportionate reduction). At the same time, the total outlay for Education has been raised from Rs. 370 crores to Rs. 408 crores.

(3) The final target under the compulsory programme for the Third Plan is to enrol about 85 lakhs of girls (6—11 age group) or 61 per cent. Most of these are from the rural areas and very few from the towns and cities. For this, every year we have to enrol about 17 lakhs of girls but our best performance with the limited special measures so far has been only about 8 lakhs for any year. The magnitude of the task to achieve even the finally reduced target



is only too obvious. The general programme provides for schools, equipment and teachers which will be available for girls and boys alike. But the girls in the rural areas will be attracted to Schools only if there are enough inducements for them and adequate number of women teachers are provided. The special programme proposed provides for these difficulties, in the form of attendance scholarships, clothes, hostels, free or subsidised transport, quarters or village allowance for women teachers, appointment of school mothers and other similar schemes. They are, therefore, as essential as the general programme.

It is our conviction that if the outlay for the special programme is increased at least to some extent (Rs. 17 crores minimum as originally agreed by all concerned out of which Rs. 6 crores provided in the Centrally-sponsored Sector), the targets set for girls for all stages will be achieved to a reasonable extent. The National Council and State Councils will then be able to be an effective link between the Government and the people and ensure greater community participation and public co-operation in the programmes.

We believe this can be done even at this stage by suitable adjustments."

## ANNEXURE X

### Minimum Programme for State Councils for Women's Education

The Third Plan has now been finalised and the targets proposed to be achieved during 1961—66 are also clearly indicated. It is, therefore, appropriate for the State Councils to prepare a suitable programme of work and proceed accordingly to ensure development on intended lines.

In practically all the States, Councils for Women's Education have been constituted. Their functions are advisory and similar to those given to the National Council. Every State Council which has the advantage of the association of non-official and official experience with its work has now to look to the achievement of the State targets fixed in the light of the overall national targets. For this the following factors have to be watched carefully:

I. *Total number of additional children* to be brought to school at the primary, middle and secondary stages during Third Plan. *the number of girls among them*—the number to be enrolled during the current year—Districtwise enrolment with urban and rural breakup should be taken into account to insist on a minimum level of enrol-

ment for the entire State. Those areas which show less than a certain percentage should be treated as areas for intensive development and receive priority in implementation of special schemes. Each member may take special charge of one or two districts for the purpose.

II. *The number of women teachers* which has a direct bearing on the enrolment of girls has to be increased to the maximum extent possible especially at the elementary stage. For this it is necessary for the State Council to suggest the minimum number of women teachers to be appointed every year in the light of the total number planned for the whole plan period. The number of adult women who attain the minimum educational qualifications through the condensed courses may all be recruited for training as teachers and drafted as primary school teachers to work in rural areas.

III. The general programme of development has now been finalised to achieve these targets. The plan outlay and the yearwise outlays for 1961-62 and 1962-63 have also been decided. At the time of discussion of State Plans in the working groups State authorities had been requested to indicate specifically the needs of girls in the light of the targets suggested. Many State plans have accordingly indicated their needs. It is now for the Councils to see that these needs are taken care of in actual implementation. For that, the number of classes/schools to be opened for girls, number of women teachers to be trained or appointed, women officials to be appointed in the inspectorate, the number of courses to be started for girls, amenities to be provided in co-educational schools, etc. should be clearly looked into in the course of implementation.

IV. The State Councils should make a special note of the total outlay for the special programme and the outlay fixed for 1961-62 and 1962-63 and see that the funds allocated for this special programme are spent only for the purposes for which they are meant.

V. The State Governments should be requested to give every facility to the State Councils for watching the progress of implementation of all Schemes as provided in the resolution setting up such Councils. There should be a unit or cell in the Department or Ministry to assist the State Council to assess the progress achieved from time to time and suggest to the Government measures for quickening the pace of development. The officer in charge of girls' education in each State with the suggestion of the State Council should also be deputed to all discussions in the State, and with the Planning Commission and Ministry of Education in the working groups for finalising every annual plan.

VI. The plan has been finalised in such a way that the targets set out will be achieved only if the expected degree of public participation is forthcoming. State resources will provide mainly for the training and salary of teachers, minimum equipment and administration. The community is expected to contribute towards additional equipment requirement, repair of school building, midday meals, clothing, books, etc. Tapping community resources is thus a big responsibility of the State Councils also as the problem at the primary stage is mainly the problem of girls only. It should be an important duty of the members of the State Councils to study in detail the successful experiments of other States in this field e.g. the school improvement scheme of Madras and adapt it to the requirement of their States.

VII. Great emphasis has been laid by experts and administrators alike, on both public opinion and role of non-governmental organisations as the need to maintain and encourage in public opinion trends favourable to girls' education has become urgent today.

More parents' associations have to be formed and adult education extended to women in particular as their percentage in literacy is only 13 at present as against 34 for men to attract more and more girls to school. This will be particularly useful to enable mothers share in the benefits of education and to realise more fully the value of a school education to their daughters.

VIII. Every school should have a local committee to take charge of its needs and such committees should include elderly and influential women of the locality. There should be regular Taluk and district conferences of parents and teachers to influence parents in promoting girls' and women's education. A regular planned programme of educating public opinion has to be taken up by the National Council and State Councils using all media for the purpose.

IX. Members of State Councils should be provided with opportunities to meet periodically in different places to discuss specific problems of women's education for comparison of a variety of experiences and develop a spirit of cooperation. The part played by non-official agencies in this field has to be stressed in each State and they should be recognised as equal partners to the Government in taking up schemes for implementation.

X. The State Council should make an effort to coordinate with other departments and organisations, in the planning and execution of the schemes for example the setting up Industrial Training Centres, polytechnics etc. They have to satisfy themselves that the courses to be started in these institutes should be such that they are suited to local needs and as such the trainees will all be employed after training.

## ANNEXURE XI

## Primary Stage

Name of the State	Rate of annual increase of additional no. of girls enrolled during Second Plan	Rate of annual increase of additional no. of girls to be enrolled during Third Plan	Magnitude of effort required to achieve the target
	(Figures in lakhs)		(times)
Andhra Pradesh . . . . .	.32	1.62	5
Assam . . . . .	.17	0.44	2.6
Bihar . . . . .	.89	2.00	2.3
Gujarat . . . . .	.45	0.66	1.5
Jammu & Kashmir . . . . .	.03	0.07	2.3
Kerala . . . . .	.28	0.29	1
Madhya Pradesh . . . . .	.23	1.2	5.2
Madras . . . . .	.53	1.95	3.6
Maharashtra . . . . .	.72	1.43	2
Mysore . . . . .	.32	1.52	4.7
Orissa . . . . .	.15	0.6	4
Punjab . . . . .	.17	0.65	3.8
Rajasthan . . . . .	.19	1.02	5.4
Uttar Pradesh . . . . .	.52	2.61	5
West Bengal . . . . .	.31	0.73	2.3
Delhi . . . . .	.08	0.13	1.5
Other Union Territories. . . . .	.05	0.18	3.6

## ANNEXURE XII

**Progress of Construction of hostels in the Middle and Secondary Schools for Girls under the Centrally Sponsored Scheme for Expansion of Girls Education and Training of Women Teachers during 1960-61**

Name of State and Institution	Number of girls	Amount sanctioned	Remarks
<i>Andhra Pradesh</i>			
1. Visvodaya Girls Higher Secondary School, Kavali . . . . .	60	90,000	Progress slowed due to (i) scarcity of cement (ii) Non-availability of labour.
2. K.V.S.S. Parishad Middle School for girls, Dhone, Kurnool Distt. . . . .	60	67,500	Report still awaited.
	<u>120</u>	<u>1,57,500</u>	

*Assam*

3. Govt. Girls Higher Secondary School, Dibrugarh . . . . .	25	30,260	The grant not yet released by the State Government
4. Govt. Aided Sarvajanin Valika Vidyalaya, Tinsukia . . . . .	35	42,000	Construction not started due to (i) Revision of Plans (2) Inviting tenders (3) Excessive rainfall.
5. Central Girls High School, Goalpara . . . . .	32	35,334	Report awaited.
6. Raha High School, Raha . . . . .	30	44,292	Rs. 6,000 spent till 30-9-1961 Construction started late due to excessive rains.
	<hr/>	<hr/>	
	122	1,51,886	

*Bihar*

7. Girls High School, Samastipur . . . . .	28	39,750	Report awaited.
8. Kamla Girls High School, Sitamarhi . . . . .	50	56,212	Grant not yet released by the State Govt.
9. Balika Vidyapith, Lakhisarai. . . . .	50	71,810	Revised plan and budget sent for approval to State Govt.
	<hr/>	<hr/>	
	128	1,67,772	

*Gujarat*

10. Vinaya Mandir, Aliabad . . . . .	24	22,750	Material purchased but work not started due to rains.
11. Seth K. R. Kanya Vidyalaya, Mandvi . . . . .	45	67,500	The work is to start shortly.
12. Kanya Ashram, Madhi . . . . .	45	27,506	Kitchen, bath-rooms and Latrines have been half finished Rs. 9,102 spent.
13. Bhagini Samaj M. G. High School for girls, Udvada . . . . .	30	35,465	The building has been completed. They have spent Rs. 29,000 so far. Approximate expenses Rs. 26,000.
	<hr/>	<hr/>	
	144	1,53,221	

*Jammu & Kashmir*

14. Vishwa Bharati Girls High School, Rainawari, Srinagar. . . . .	30	45,000	Report awaited.
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*Kerala*

15. St. Chrysostom's High School for girls, Nellimood . . . . .	50	58,312	Work in progress and is expected to be completed by April, 1962.
16. St. Teresa's Convent High School, Ernakulam . . . . .	50	48,750	The work has come upto the lintel level of first floor. Rs. 17,008 spent so far.
17. Kozhikode Educational Society, Calicut. . . . .	33	43,708	Grant not released so far by the State Govt.
	<hr/>	<hr/>	
	133	1,50,770	

*Madhya Pradesh*

18. Rani Ramgarh Higher Secondary School, Mandla . . . . .	50	75,000	No progress.
19. Govt. Girls Higher Secondary School, Begumganj. . . . .	50	75,000	Report awaited.
	<hr/>	<hr/>	
	100	1,50,000	
	<hr/>	<hr/>	

*Madras*

20. Sri Sarada Vidyalaya Girls High School, Algapuram, Salem. . . . .	30	33,914	The hostel building has been completed. Amount spent is Rs. 39,000.
21. Sivakasi Hindu Nadar's Girls High School, Sivakasi . . . . .	30	37,500	May be completed by 31-3-1962. Rs. 29,191 spent so far.
22. Sarojini Varadappan, Girls High School, Poonamali . . . . .	30	45,000	Work not started as yet.
23. Kalaimagal Kalvi Nilyam, Erode . . . . .	30	33,750	The hostel is almost complete. Expenditure till 30-9-1961 Rs. 59,000.
	<hr/>	<hr/>	
	120	1,50,164	
	<hr/>	<hr/>	

*Maharashtra*

24. Usha Raje High School, Rajarampuri, Kohlapur . . . . .	33	50,000	Structure has come to slab level. Hostel is being constructed for 200 girls. Slow progress because of tight position of cement in wet weather.
25. Laxmidev Dhiran Kanyashala, Nagpur. . . . .	31	52,500	Plan and estimates not yet approved by the State Govt.
26. Smt. Dan Kanwar Hindi Kanya Vidyalaya, Jalna. . . . .	35	43,750	Most of the material has been collected. Fencing and marking of ground has been completed and construction will start shortly.
	<hr/>	<hr/>	
	103	1,46,250	
	<hr/>	<hr/>	

*Mysore*

27. Govt. Girls Multipurpose High School, Hassan . . . . .	20	30,000	Progress report awaited.
28. Govt. Girls High School, Gulbarga . . . . .	40	60,000	Do.
29. Govt. Girls High School, Jamkhandi . . . . .	40	60,000	Do.
	<hr/>	<hr/>	
	100	1,50,000	
	<hr/>	<hr/>	

*Orissa*

30. Govt. Girls High School, Athgarh . . . . .	30	35,325	Progress report awaited,
31. Govt. Girls High School, Bhadrak . . . . .	30	35,325	Do.
32. Govt. Girls High School, Banki. . . . .	30	35,325	Do.
33. Maharaja Girls High School, Parlakirmedi . . . . .	30	35,325	Do.
	<hr/>	<hr/>	
	120	1,41,300	
	<hr/>	<hr/>	

*Punjab*

34. Kanya Gurukul High School, Khanpur Kalan. . . . .	50	31,353	Material worth Rs. 48,883.23 purchased and Seven rooms have been completed.
35. Govt. Middle School for Girls, Kairon. . . . .	50	41,250	Report awaited.
36. Arya Kanya Vidyalaya, Kha- rar . . . . .	50	37,500	The hostel has almost been com- pleted.
37. Bhagwat Bhakti Ashram, Girls High School, Rampura (Rewari) . . . . .	50	44,591	Nine rooms and one verandah is under construction.
	<hr/>	<hr/>	
	200	1,54,694	
	<hr/>	<hr/>	

*Rajasthan*

38. Mahila Ashram Philwara. . .	100	1,50,000	Central grant utilised. Expendi- ture statement & completion certificate asked for.
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*Uttar Pradesh*

39. Arya Kanya Higher Second- ary School, Almora . . . . .	30	43,723	Material has been collected & the construction work is in progress.
40. Arya Kanya Higher Second- ary School, Tanda . . . . .	40	30,750	Work just started and foundations laid. Work being held up due to scarcity of bricks.
41. Raja Ram Mahila Inter Coll- ege, Badaun . . . . .	40	36,000	Efforts are being made to acquire land.
42. Girls Higher Secondary School Dhampur. . . . .	30	25,875	Necessary action is being taken to acquire land.
43. Arya Kanya Pathshala Inter- mediate College, Mirzapur. . .	40	15,750	Report awaited.
	<hr/>	<hr/>	
	180	1,52,098	
	<hr/>	<hr/>	

*West Bengal*

44. Ramakrishna Mission Sarada Mandir Girls High School, Sarisha . . . . .	100	1,50,000	Hostel building has been com- pleted and the students have already moved in.
Grand Total : 44 Hostels.	1800	Rs. 21,70,655	Girls.

## ANNEXURE XIII

**Conclusions of the report of the Committee on Integration of the work and training of Gram Sevikas and Women Primary School Teachers**

One of the problems considered as requiring careful study by the National Council is regarding the integration of welfare and educational work in rural areas. Accordingly a Committee was set up with the following:

Dr. Smt. Chitra Naik	(Chairman).
Dr. Phool Renu Guha.	
Dr. (Mrs.) M. Koshy.	
Smt. Lakshmi Devi Ramanna.	
Kumari Jamna Bai.	
Smt. P. P. Naidu.	
Dr. (Mrs.) R. Devdas.	
Smt. S. Soundram.	
Kumari S. Rajan	(Secretary).

The Committee held two meetings in Delhi—one on November 26, 1960, and the other on March 17, 1961. Smt. Durgabai Deshmukh participated in both meetings and the following also took part in the discussions.

Shri J. P. Naik.  
Smt. John Mathai.  
Smt. I. L. Sinha.

*Basic considerations behind this proposal for integration*

1. The integration has been proposed on account of the shortage of women workers in rural areas.
2. We need today a woman teacher in every village school for bringing girls to school.
3. We need a Balwadi in every village to free the girls for attending school. As two women workers in a village is an impossibility, the primary teacher might conduct the Balwadi also.
4. A Gramsevika, covering 2 to 4 (even 5 villages, in some cases) cannot pay adequate attention to the pre-school or adult women's programme in any single village. A resident school-teacher can give the minimum service needed, restricting her activities to one village.



5. The concept of the Gramsevikas' job is no doubt excellent. But two Gramsevikas for 100 villages can achieve very little. Instead of keeping 90 to 95 villages completely deprived of pre-school and women's education facilities, the woman teacher might be enabled to give at least skeleton services in these respects.

6. Facing the reality boldly, we shall have to make provision for enabling the teacher to work on an off-school programme and enabling the Gramsevika to help bringing girls to school.

### **Conclusions**

After taking into consideration all these factors the following decisions were reached:

(1) The cadre of the gramsevikas should be kept separate as there is ample work for them as separate functionaries. The gramsevikas would be able to do intensive welfare work in the group of villages assigned to them.

(2) Gramsevikas and women teachers, however, supplement and complement each other's work and each may have to fill in the blank where the other is absent or not available. They should, therefore, be brought close together. This may be done by:

- (a) giving the primary teachers an orientation in pre-school teaching and women's welfare in the course of their training or through the orientation courses which are proposed for all primary school teachers under a joint-scheme of the Community Development and Education Ministries assisted by the Ford Foundation. This would give them a better understanding of their responsibility to the community and show them how to utilise their spare time for its benefit in order to make the school the social service centre of the village community, and
- (b) giving the Gramsevikas an orientation in teaching children not only of the pre-primary age-group but also the older age groups because circumstances have often proved that school-age girls get sent to the balwadis for receiving instruction from the Gramsevikas. This training may be given in the refresher courses that are held periodically for Gramsevikas.

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

**Third Annual Report  
(January, 1962—March, 1963)**



**MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA**

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# **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
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
<b>TOTAL</b> .. .. .	<b>2,64,645</b>	<b>52,929</b>	<b>11,170</b>	<b>3,083</b>	<b>1,860</b>

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.

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## 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
<b>States</b>									
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
<b>Administrations</b>									
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
<b>States</b>									
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
<b>Administrations</b>									
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
<b>TOTAL</b> .. ..	<b>22,69,582</b>	<b>13,65,858</b>	<b>36,35,440</b>	<b>6,30,232</b>	<b>2,76,191</b>	<b>9,06,423</b>	<b>1,56,881</b>	<b>51,037</b>	<b>2,07,918</b>

## 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	
<b>States</b>						
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
<b>Union Territories</b>						
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					
<b>TOTAL .. ..</b>	<b>20,468.78</b>	<b>89.18</b>	<b>98.37</b>	<b>187.55</b>	<b>9,734.44</b>	<b>10,734.34</b>



## 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
<b>States</b>						
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
<b>Union Territories</b>						
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					
<b>TOTAL</b> .. ..	<b>7,580.06</b>	<b>11.80</b>	<b>4.68</b>	<b>16.48</b>	<b>5,389.97</b>	<b>2,190.09</b>

## 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.

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## GENERAL EDUCATION

### Schedule A—State Plan Schemes

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

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## 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
<b>TOTAL</b>	<b>3,900</b>	<b>2,553</b>	<b>65</b>	<b>224</b>	<b>100</b>	<b>45</b>

### 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
<b>TOTAL ..</b>		<b>500</b>	<b>115</b>	<b>32,43,925</b>	<b>156</b>	<b>44,35,094</b>	<b>271</b>	<b>76,79,019</b>

## ANNEXURE VIII

Name of the State/Union Territory	Language	No. of poster sent in other languages		
		Hindi	Urdu	English
<b>States</b>				
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
<b>Union Territories</b>				
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.

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## ANNEXURE X

Smt. Raksha Saran,  
Chairman

Ministry of Education,  
National Council for Women's Education,  
6 Bhagwandas Road, New Delhi,  
November 20, 1962.

I need hardly have to write to you about the manner in which our nation has risen to meet the national emergency as one man. It is so heartening that our people everywhere are spontaneously responding to the stirring call of the Prime Minister to stand solidly behind the Government and contribute their mite in strengthening the defence arrangements of the country.

Women teachers, who number over 2.65 lakhs today, have to play a specific and special role in this and in almost every State they have already taken up one activity or other. But these activities, if they are taken up in a coordinated and concerted way, the results will be better and the impact wider. I thought that the State Councils for Women's Education could guide the women teachers and women inspecting officials to participate effectively in a number of programmes to supplement the governmental efforts to meet the situation created by the Chinese invasion. For this it will be necessary for them to organise the activities in association with other similar organisations in such a way that every woman teacher/inspecting official takes up one activity or other in the localities to which they belong.

I have drawn up a detailed programme of activities which indicate the spheres where women teacher can do a great deal to supplement the governmental efforts. I am sending herewith a copy thereof and hope you will take personal interest in this matter and see that the women teachers take upon themselves one suitable activity on a regular basis.

Since the armed conflict that we are engaged at present is with one of the most powerful and unscrupulous opponent, we have to understand that this conflict is going to be long drawn one unless some miracle happens. It is, therefore, necessary that the energy and enthusiasm of the people that have been regenerated ever since the Government declared a State of National Emergency are canalised through systematic and productive work which directly or indirectly will strengthen the defence potential of the country.

I hope such of the State Councils which have no District Committees will have District Committees set up quickly and all Committees would in co-operation with the State Committee for Welfare and Amenities set up under the auspices of the Central Citizens' Council and other similar bodies set up by the State Governments take up these activities in a systematic way so that regular and concerted work will be organised at all levels right down from the villages. The women teachers should thus transform themselves



as soldiers in the villages though not in the front organising subsidiary lines of defence.

With regards.

Encl. : One

Yours sincerely,  
RAKSHA SARAN

To

All Chairmen of  
State Councils for Women's Education

Ever since the Government declared a national emergency and took a firm resolve to repel the Chinese invaders from our north-eastern and north-western frontiers, the nation has risen like one man to give the required strength to the Government and its leaders. It has, however, to be understood that we have come into conflict with a very powerful and unscrupulous opponent and, therefore, the struggle between the two countries is going to be a long drawn out affair. We have, therefore, to organise ourselves in a systematic way and take up various activities to strengthen the defence potential of the country. For this, it is necessary that all of us take up, on a regular basis, one activity or other without fail.

It is possible that in the initial spurt of enthusiasm various people have taken upon themselves organising one activity or other and this naturally will not have the desired effect and impact. It is, therefore, of utmost importance that the activities are organised properly on a scientific basis. I have prepared a note in this connection listing the various activities for which women teachers could offer themselves :

(1) *Need to Educate Women About the Real Situation in the Border* : Women teachers should undertake to educate their fellow-friends about the real situation of the border so that they will not be a prey to rumours that are very often circulated in various parts of the locality. The volunteers should for this make regular arrangements for getting the latest authentic information from the governmental agencies.

(2) *Need to Avoid Ostentation* : It is the women who could always influence the families to avoid ostentation in every walk of life. It is further necessary that they avoid wasteful expenditure of any kind. The women teachers can be of great help in this respect by stressing the need to avoid ostentation among the women of their locality.

(3) *Need for Calm Atmosphere* : It is very necessary that in times of emergency the teachers should help the people to continue life as normally as possible in schools, colleges, places of business and entertainment, office, etc., and this is again the task which women teachers can accomplish in their areas.

(4) *Avoid Buying Non-Essential Things* : A firm resolve not to buy things which are non-essential but women would be tempted to buy in normal circumstances, is very necessary to make savings and savings so made be deposited either in the National Savings Deposits every month or invested in the purchase of National Defence Bonds or

National Defence Certificates. The women teachers should undertake this propaganda drive immediately.

(5) *Women to Give up One Item from Their Normal Routine Life* : It will be a very good idea to encourage austerity if every woman member decides to give up a particular non-essential item which she uses every day till the emergency lasts. This is an activity which the teachers should take up and spread the idea in all homes.

(6) *Donation of Blood* : All healthy women should volunteer to donate blood and the need to conserve blood in this way has to be brought home in their mind by workers like teachers who are listened to by villagers.

(7) *Need to Work Overtime, Wherever Feasible* : In view of the fact that about one-fourth of the working force in the country is women, it is very necessary that they set an example to all workers by working regularly and, if necessary, overtime wherever feasible. This will help increase production which in its turn will strengthen the economy of the country. This idea has to gain roots in the minds of women workers and the women teachers can do it successfully.

(8) *Collection of Donations* : Collection Drives for donations in cash and kind has to be organised on a regular footing. The members engaged in collecting should have either Identity Cards or letters of authorisation of the registered organisations on whose behalf the collections are being made. Arrangements to deposit the money with the National Defence Fund, at regular intervals, should also be made. The women teachers should offer their services to undertake this.

(9) *Collection of Gold* : Gold is not to be collected from any donor. The donor should be advised to deposit the gold with the Reserve Bank authorities or any other Government agencies who have been authorised to accept gold. This information can be given to all family members by teachers.

(10) *Other Methods to Add to the National Defence Fund* : Women can always collect money by selling old magazines, newspapers and such other articles and credit the proceeds to the National Defence Fund. Film shows, dramas and other similar performances could also be organised to swell up the Fund. The teachers should organise these activities in their schools.

(11) *Purchase of Bonds, National Defence Certificates, etc* : Public should be urged to buy National Defence Bonds, National Defence Certificates, etc., which the Government have brought out. The teachers can be of great use in this.

(12) *Knitting of Woollen Garments* : Suitable women teachers should engage themselves in knitting/stitching woollen garments and other material of the required size and colour which are prescribed for use by the Jawans in their leisure times.

(13) *First-Aid Classes* : Women volunteers may be enlisted to undergo training in First Aid Classes. The teachers can help in organising such classes and also by joining such classes.

(14) *Regular Visits to Families of Soldiers in the Front*: It would be a very useful activity if voluntary women teachers are able to pay visit to families of soldiers in the front to find out their welfare and needs and to make them feel at home every way. It will be useful to seek the help of welfare boards/associations of soldiers in this connection.

(15) *Rising Prices to be Checked*: In view of the fact that profiteers and black-marketeers exploit situations like this, it is the duty of the women teachers also to be alive to the situation and organise squads to visit shops and traders and see that the prices are not allowed to rise. There should be due publicity of the market rates among the house-wives so that under no circumstances will they be led to believe that the prices have gone up because of the emergent situation that is obtaining in the country. House-wives should also not stock essential provisions or articles as such action will encourage the enhancement of prices.

(16) *Need to Sort Out Anti-Social Elements*: Warn our workers and the public not to be taken in by anti-social elements. Whatever grievances the people may have, this is *not* the time to air them or to attempt to weaken the Government or the solidarity of the people in *any* way.

(17) *Training in Precautionary Work*: It is very necessary for women teachers also to undergo training in precautionary work for emergency.

(18) *Driving/Cycling Classes*: It is also useful to organise driving and cycling classes for women volunteers. The services of people who are prepared to teach driving or cycling may also be enlisted.

(19) *Secretarial/Clerical Work*: The organisations which take up these activities will need clerical or secretarial assistance. That can be voluntarily offered by suitable women teachers.

These are some of the activities which though not exhaustive are illustrative of the types of activities that can be taken up. There is also need to pick out only suitable activities depending on local conditions and possibilities.

For this, it is necessary to collect the name and address, occupation, etc., of all the women workers in a particular area and find out from them how many hours they can spare every week for taking up these activities. On the basis of this information collected, the people can be approached for the various items of activities for which they offer. The teachers can help in this a great deal.

By taking up all these activities they can create the sense of urgency and sense of purpose in the minds and hearts of all our people and each one of them will have a feeling of involvement in ridding our country of this greatest menace we have had to face since independence.