

EDUCATION
AND
THE PLAN



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I INTRODUCTION

The success of democracy in a country ultimately depends upon co-operation, disciplined citizenship and the capacity of the ordinary citizen to participate intelligently in public affairs. Education therefore should be aimed at training individuals to place duty above rights and developing in them powers of critical judgment and logical thinking. It should also stimulate their creative faculties and increase their capacity for enjoyment and critical appreciation of the arts, literature and cognate activities.

Education is of equal importance for the execution of a plan. It helps in the attainment of general objectives and determines the quality of the personnel as well as the social climate of a community.

In 1950-51, the facilities for education in India were far short of national requirements. Education was being provided for only 40 per cent of the children between the ages of 6 and 11, 10 per cent between the ages of 6 and 17 and 0.9 per cent in the age group 17-23. The various stages of the educational system in India were by no means clearly and rationally demarcated in 1950-51. Thus the duration, courses and standards for primary and secondary education varied in the States. The relationship between basic and primary education and between post basic and secondary education were not understood. At the same time, grave disparities in educational facilities existed between the States. Facilities were also unevenly distributed between the urban and rural areas. The problem of stagnation, i.e., a pupil spending a number of years in the same class, was very serious.

Furthermore, the educational system was top-heavy. Although expenditure at the secondary stage was propor-

tionate to that at the primary stage, the provision at the university stage was larger than the base of the structure could profitably support. Hence, an attempt has been made in the First Five Year Plan to balance the distribution of expenditure at the various stages of education.

In the Plan a provision of Rs. 161 crore (Rs. 41.5 crore at the Centre and Rs. 119.5 crore in the States) is made for the development of education. This expenditure excludes the sums to be spent on training, education and research covered under other heads such as agriculture, health, industries, labour, etc. As compared with 1950-51, the total direct expenditure on educational development schemes during the Plan period represents an increase of about 60 per cent. The sums included directly under education are nearly 46 per cent of the proposed expenditure on Social Services and nearly 7 per cent of the total expenditure in the Plan.

The inadequacy of the provision for the development of education in the Plan is obvious. But, as the country lacks adequate resources, more money cannot be spent on this sector at present. The educational programme has therefore been drawn up according to a careful system or priorities. The Plan envisages a large degree of responsibility on the part of the people themselves to provide for education, and looks to generous contributions in terms of money, land, labour and buildings.

Objectives

The ultimate object of the Plan is to improve methods and techniques and bring educational aims into harmony with national aspirations. Accordingly, steps have been taken to improve the quality of education imparted in schools and other institutions. It is felt that, without such an approach, mere educational expansion would result in the large-scale multiplication of inefficient institutions. Without minimising the importance of educational expansion, the Plan has therefore sought to initiate, in

a certain number of selected institutions or a newly established group, well thought out projects to improve quality at different levels. The aim is to lay the proper foundations and to create the right atmosphere for the planning of subsequent educational expansion along the right lines.

II PRIMARY AND BASIC EDUCATION

Improvement of Primary Schools

As the quality of education imparted in primary schools in India left much to be desired, it was considered essential that it should be improved, as far as possible, within the present framework. Hence, one of the Central schemes envisages the improvement of selected existing schools in respect of teachers, equipment and supervision with a view to their ultimate conversion into basic schools.

It was also found that, generally speaking, village schools were not serving as the nucleus of cultural and social life in the villages, as they should have been. Therefore, under another scheme of the Central Government, one primary school in a selected area is being developed into a school-cum-community centre in each rural district of a State. The activities organised in these schools are : (1) sports and recreation programmes for children and adolescents; (2) lectures, talks and demonstrations ; (3) craft classes for women ; (4) literacy and post-literacy classes ; (5) library and reading-room facilities ; and (6) celebration of local and national festivals.

The States, too, have their own plans for the expansion of primary education. Precise data is not available. It is, however, estimated that the number of additional primary schools (including junior basic schools) opened during the years 1951-54 is about 20,000 and the number of additional pupils, within the age range of 6-11 enrolled in these schools during the same period, was about 23 lakhs.

Expansion of Basic Education

In order to achieve a better quality of primary education, basic education was accepted as the pattern for the education of children in the age group 6-14 in

1946-47. The acceptance of basic education required changes in the methods of training for teachers. There was, however, a scarcity of teachers trained in this method. Again; in the large majority of basic schools, no attention was being paid either to the importance of productive work or to the psychological and economic aspects of basic education. Moreover, the teaching materials, textbooks, supplementary reading books, charts and maps specially suited to the needs of basic schools were not available. It was therefore felt that, if basic education was to be a success, all problems relating to it must be intelligently and carefully studied and proper guidance afforded to teachers and supervisory officers.

Accordingly, the Intensive Educational Development Scheme of the Central Government was formed which seeks to work out the whole idea of basic education from the primary to the post-graduate (training) level and to develop suitable techniques of work on an experimental basis. It provides for the establishment of a group of experimental and closely integrated basic institutions in the States. At the apex of this group is the Post-Graduate Basic Training College with a Demonstration School attached to it for the staff of basic training colleges and administrative personnel, and at the base are the senior basic schools. Other institutions in this chain are : (i) the Basic Training College for primary (Junior basic) school-teachers, (ii) two junior basic schools for practice and demonstration, (iii) five model community centres, (iv) an integrated library service, and (v) a Janata College.

As all the institutions are to be located in a compact area, they will provide, in each State, a centre of progressive education and research through which improved methods and techniques of work as well as material for instruction can be transmitted to other basic and social educational institutions. Another significant feature of this scheme is that in a way it bridges the gulf between basic education and the education of adults. The object is not only to bring children into contact with their local

environment, but also to afford them opportunities of rendering social service to the community. It is for this reason that the scheme provides for five community centres, an integrated library service and a Janata College as integral parts of the project.

The Scheme was implemented in 1952-53. Up to March 1955, the total amount sanctioned for it was Rs. 1,10,43,500.

The Plan also provides for the extension of basic education to the urban areas. At the same time, the establishment of a National Centre for Research in Basic Education has been taken in hand.

To enlist the co-operation of the State Governments in the expansion of the basic system, the Central Government has started giving assistance for (i) the establishment of new basic training colleges, (ii) the conversion of existing training institutes into basic institutions, (iii) the opening of basic schools, (iv) the conversion of existing schools into basic schools, (v) the training of craft-teachers, (vi) the introduction of crafts in schools, and (vii) the preparation of teaching material in basic schools. The assistance given is 30 per cent of the total additional expenditure incurred by the States in the execution of the scheme. The Centre gives preference to programmes for the conversion of existing schools into basic institutions. To this end, it contributes 75 per cent of the additional expenditure, whereas only about 25 per cent assistance is offered for the opening of new basic schools. As progress in the field of the expansion of basic education has not been uniform throughout the country, the Government of India has appointed an Assessment Committee to visit areas where basic education has struck roots. The committee's report will help in planning the expansion of basic education in the country.

It is estimated that by 1953-54, the number of additional junior basic schools opened was 1,900 with an enrolment of 1.6 lakhs, i.e. the facilities available in 1949-50 were doubled during 1951-54.

III SECONDARY EDUCATION

Secondary Education, which has been criticised for its stereotyped character, literary bias and poor standards, has till now remained the weakest link in the Indian educational chain. Its objectives have been narrowly conceived, and for the majority of students it has been a dead end, for it has fitted them neither for higher education nor for a career. The stress on examinations and the methods of teaching generally practised have further darkened the outlook of the students at the secondary stage.

Secondary Education Commission

In October 1952, the Government of India appointed a Commission to enquire into and report on the existing system of secondary education in all its aspects and suggest measures for its reorganisation and improvement. The Commission submitted its report in August 1953. In general, the future pattern of education as recommended by the Commission and as envisaged in the resolution of the Central Advisory Board of Education passed at its 22nd Meeting will be as follows :

(a) 8 years of integrated elementary (basic) education. This stage will generally cover the period from 6 to 14, but the last year of this stage may well be used as an exploratory year to find out the aptitude and interest of the pupil.

(b) 3 years of secondary education proper, where there will be a marked diversification of courses. This will generally cover the period from 14 to 17 + ; and

(c) 3 years of university education after the higher secondary school, leading to the first degree.

At the Conference of Vice-Chancellors of Universities and Chairmen of Boards of Secondary Education, held in January 1955, it was recommended that the changeover to the new pattern should be completed by 1961.

To improve secondary education, the Commission also made several other important recommendations concerning the curricula, medium of instruction, textbooks, methods of teaching, the examination system, physical education, teachers' training, administration finance, etc. One of the most important recommendations relates to the opening of multi-purpose schools catering for the varying aptitudes, interests and abilities of pupils.

Implementation of the Recommendations

A provision has been made in the Plan to implement some of these recommendations. One of the schemes envisages (1) the establishment of 500 multi-purpose schools with approximately 1,000 new units of diversified courses; (2) assistance to 300 additional schools for improving facilities for the teaching of science; (3) the improvement of 2,000 school libraries (500 multi-purpose schools and 1,500 ordinary schools); (4) the introduction of crafts in 2,000 middle schools; (5) the training of teachers; and (6) the organisation of seminars and the training of career masters.

Central assistance to the States for the execution of these schemes is available at 66 per cent of the approved non-recurring and 25 per cent of the approved recurring expenditure. Under this scheme, grants have been sanctioned in favour of the States of Bhopal, Bihar, Coorg, Hyderabad, Madras, PEPSU, Punjab, Rajasthan, Saurashtra, Tripura, Vindhya Pradesh and West Bengal.

To deal more effectively with the major problems of secondary education and to advise the Central and State Governments in regard to the implementation of the various schemes, the Central Government has also recently appointed an all India Council for Secondary Education.

Research in Secondary Education

Under another scheme for the promotion of research in secondary education, teachers' training institutions and Education Departments of universities are invited to undertake research on problems connected with secondary education. The object is to improve the methods of teaching at the secondary stage and to develop an attitude of research in teachers belonging to training colleges. Under this scheme, 29 projects have so far been approved for implementation in 20 institutions. The Central Government plans to consolidate the findings of these research projects at a later stage and make them available for use to the States and universities.

Headmasters' Seminars

Steps have also been taken to improve the quality of teaching by organising Seminars for Headmasters. In May 1953, the Union Ministry of Education organised the first Seminar in the series to which selected headmasters from all the States were invited. The Seminar was held at Tara Devi, Simla, for a period of about six weeks and was attended by headmasters from most of the States. The report of the Seminar has since been published under the title "Headmasters on Secondary Education."

Encouraged by the success of this Seminar, the Government of India decided, in co-operation with the Ford Foundation, to hold ten seminars of headmasters of secondary schools, inspecting officers, training college teachers, etc., during 1954-55. Four seminars were held at Darjeeling, Mussoorie, Coonoor and Srinagar in May-June 1954, and four more were held during September and October in Bombay, Travancore-Cochin, Hyderabad and Rajasthan. The participants, 40 in each seminar, came from the neighbouring States and together covered all the States.

The object of these seminars was to secure the active co-operation of practising teachers in the implementation.

of the recommendations of the Secondary Education Commission and in introducing the recommendations of the Secondary Education International Team.

The remaining two seminars concerned specialised groups, namely, the principals of teacher training colleges and the "Workshoppers", *i.e.*, selected participants from the Workshop Seminars in Secondary Education conducted by the United States Educational Foundation during 1953 at Patna, Jabalpur, etc. The first of these seminars was held at Hyderabad for a week from November 29 to December 5, 1954, and considered the question of extension courses in secondary training colleges. The "Workshoppers" Seminar was held at New Delhi from 3rd to 14th January, 1955

Besides the schemes initiated by the Government of India, schemes for secondary education in the States include programmes for the upgrading of schools, the opening of middle, high and higher secondary schools, the provision of buildings, equipment, staff and playgrounds and the introduction of physical education, military training, gardening, music, etc. Some States have special plans for the extension of secondary education for girls. The progress made with these schemes has been quite encouraging.

IV UNIVERSITY EDUCATION

The Government of India appointed the Indian University Commission in 1948 to make an exhaustive survey of university education in India. Besides defining the objectives of university education, the Commission suggested the lines on which it should develop. The Government generally accepted these recommendations and decided to implement them progressively. The main obstacle to the reorganisation of university education has been lack of funds.

Plan for University Education

On the eve of the Plan, India had 30 universities and 816 colleges with a total enrolment of 4,03,519 students. There was no region in the country which was without a university of its own.

The Plan therefore did not visualise any further expansion of university education. It envisaged only a three-fold task in this field, namely, that

1. the existing system should be reformed to make it yield the best possible results ;
2. a new system or systems should be built up to suit national requirements ; and
3. a proper relationship should be established between the various systems existing in the country.

In the Plan, a total amount of Rs. 14.03 crore has been earmarked for university education. Out of this the Central Government's Plan includes a provision of Rs. 3.38 crore. The schemes of various States, on the other hand, relate to the expansion of existing colleges, grants to the universities and affiliated colleges, the opening of post-graduate courses, the development of Oriental Studies at the under-graduate and post-graduate levels and the provision of facilities for research scholarships.

University Grants Commission

The University Education Commission and the Planning Commission have recommended in their reports the setting up of a University Grants Commission. It was accordingly set up on November 16, 1953, and a Bill to place it on a statutory basis is now before Parliament. Among its important functions are: (i) to advise the Central Government on problems connected with the co-ordination of facilities and the maintenance of standards in the universities, (ii) to enquire into the financial needs of the universities and to advise the Central Government on the allocation of funds for grants-in-aid to them (iii) to advise on the establishment of a new university or the expansion of existing ones, and (iv) to advise the universities on measures necessary for the reform and improvement of university education.

Implementation of University Education Report

At a meeting of Vice-Chancellors of Universities and Chairmen Boards of Secondary Education on January 8, 1955, and the Central Advisory Board session which concluded on January 14, 1955, it was decided that there should be a three-year degree course throughout the country.

To implement other recommendations of the University Education Commission, the Government of India has asked the State Governments to reconstitute the university bodies so as to give weightage to teachers on Senates and Syndicates. The States have been requested to change the mode of appointing Vice-Chancellors, wherever necessary, and adopt the method being followed in Delhi University.

Research Scholarships in Humanities

The scheme of Research Scholarships in the Humanities has been implemented and 27 scholarships were awarded during 1954-55.

Schemes of State Governments

The various State schemes included in the Plan have also made a steady progress during the Plan period.

Rural Higher Education

The necessity of providing higher education for the people of the rural areas has been keenly felt. To fulfil this need, the University Education Commission recommended a new pattern of education through rural universities. The plan envisaged the establishment of at least one such university during the five-year period. It also laid emphasis on the development of higher education in the rural areas. Although no rural university has yet been established in the country, the problem has received some attention, with the results noted below.

First, on the suggestion of a Danish expert who toured India during 1953, the Government of India sent a team of 18 educationists to Denmark on a three-month study tour from June to September 1954. The team consisted of Principals and prominent teachers in rural basic and social education institutions and representatives of the States of West Bengal, Bihar, Bombay and Saurashtra. It studied the Danish social and educational systems with a view to incorporating some of the items in India's national programme. The team also devoted time to the study of secondary and adult education in the rural areas. Its Report was placed before the Committee on Rural Higher Education, which was set up in 1954 by the Ministry of Education in collaboration with the Ford Foundation.

The Committee on Rural Education has itself undertaken a careful study and appraisal of fresh ideas, institutions and experiments in the field of rural education. The object of the survey was to determine a basis for recommending specific research projects in rural higher education.

The Report of the Committee, which was submitted in January 1955, envisages the establishment of rural institutes rather than universities. It has visualised that some of these institutes will ultimately grow into rural universities, but says their development must be an organic growth related to the needs of the rural community. As a preliminary to the establishment of rural institutes, the Committee has

recommended that a network of *Lok Vidyapeeth* should spread all over the country. These new institutes should be on the lines of the Danish folk high schools, with adjustments to suit local conditions. As a first step, the Committee has recommended the immediate establishment of a National Council and of State Councils of Higher Education for the rural areas.

The underlying idea of the courses in rural institutes is to offer a wide field of educational opportunities to students for their self-development. Attention is paid to the environment and to the economic, social and cultural needs of rural society in the region. The institutes will not merely impart instruction, but will establish a close relationship with the community. The social programme will be so organised as to fulfil specific needs of the community like agriculture, social education, sanitation, home economics, etc.

The courses in the rural institutes suggested by the Committee are three-year Diploma course, corresponding to the three-year degree course of colleges in urban areas and one to two-year certificate course. The intellectual side of the course will be sufficient to enable students to take up post-graduate studies, if they so desire. Diploma or degree given by the rural institutes will have the same value as the degree conferred by other colleges for the purpose of recruitment to government service.

Salaries of University Teachers

Recently, steps have been taken by the Government to improve the salaries of teachers, especially in the universities. The University Grants Commission decided that the scales of pay of university professors and lecturers should be laid down as follows:

Professors	Rs. 800-1,250
Lecturers	Rs. 250-500

For this purpose, the Commission has given grants to various universities and the total amount sanctioned up to March 31, 1955, was Rs. 5,55,057.

This decision came into effect on July 1, 1954.

V TECHNICAL EDUCATION

In technical education India has to make up a good deal of leeway. The quantitative deficiency apart, there is some lack of quality in this sphere. Sufficient emphasis has not been laid in the past on the training of craftsmen. Facilities offered in the training of industrial workers, technical teachers and instructors have also been far from adequate. Another difficulty is that there has been no proper apportionment of responsibility between the various agencies ; nor has there been co-operation between industry and commerce on the one hand and technical institutions on the other.

The Five Year Plan therefore aims at the maximum provision of facilities for technical education, at least up to the university first degree level, throughout the country. It also seeks to develop facilities for training in certain branches of engineering and technology for which no facilities exist in India. A special feature is the programme to develop post-graduate education and research in selected branches as a first step towards the upgrading of long-established and important institutions in a region. In all this work, the All India Council for Technical Education is playing the most important role.

Schemes for Technical Education

The Government of India's plan provides Rs. 16.94 crore for the development of technical education. The schemes included in the Central plan relate to (1) the Indian Institute of Technology, Kharagpur, (2) the development of the Indian Institute of Science, Bangalore, (3) the development and expansion of 15 engineering institutions, (4) the Practical Training Stipends Scheme, (5) the Research Training Scholarships Scheme, (6) the develop-

ment of scientific and technical education and research, and (7) the provision of post-graduate courses, advanced work and research.

The Indian Institute of Technology, Kharagpur

Conceived on the model of the renowned Massachusetts Institute of Technology, the Indian Institute of Technology, Kharagpur, has made rapid progress. In 1954-55, 300 students have been admitted to the under-graduate courses, bringing the total strength at the Institute to 1,028. The number of students attending post-graduate courses is 40. Besides these, there are 30 research scholars at the Institute.

The work done at the Institute in Combustion Engineering and Fuel Technology, Production Technology, Naval Architecture, Mechanical Handling, Industrial Engineering and High Pressure Technical Gas Reactions deserves special mention. It has been decided to introduce post-graduate courses in 16 different subjects from July 1955.

The Indian Institute of Science, Bangalore

The provision in the Plan in regard to the Indian Institute of Science, Bangalore, relates to a four-year development scheme of the Institute. This scheme included the establishment of a Power Engineering Department, a High Voltage Engineering Laboratory and a Department of Economics and Sociology, besides development of the Aeronautical Engineering Department and Internal Combustion Engineering Department. The scheme was initiated in 1946-47. It has made good progress and is expected to be completed within a year. The Department of Internal Combustion and Engineering, Metallurgy and Physics has been completely reorganised. An experimental model wind tunnel has been constructed and most of the essential equipment installed in Aeronautical Engineering Department.

The scheme of Development and Expansion of 15 Engineering and Technological Institutes undertaken in 1947 has been almost completed. Apart from the increase in outturn, an appreciable qualitative improvement in the standards of courses has also been recorded. The intake of students in these aided institutes has increased by 47 per cent.

The scheme of Development of Higher Scientific and Technical Education and Research was framed in accordance with the objectives and principles laid down by a seven-man committee of the All India Council for Technical Education and approved by the Planning Commission. Under this scheme, assistance is given to technical institutions for the development of facilities for (a) post-graduate courses, advanced training and research, (b) degree and diploma courses in engineering and technological subjects, (c) part-time and sandwich courses in co-operation with industry, and (d) specialised courses such as Industrial Administration and Business Management. etc.

This scheme has also made headway. The Council appointed various committees to work out details of the scheme and, on the basis of recommendations made by these committees, grants have been sanctioned. The progress made is given below :

(a) The Council has set up an All India Board of Technical Studies in Management for the organisation, development and co-ordination of the Management Education at the national level. On the recommendations of this Board, the Government has approved various schemes for the organisation of facilities in (1) Business Management in certain selected institutions, (2) Industrial Engineering, and (3) Industrial Administration. The ultimate objective of this scheme is to institute part-time and full-time courses in the different Management subjects.

In pursuance of the above programmes, grant have been made to the All India Institute of Social Welfare and

Business Management, Calcutta, the School of Economics and Sociology, Bombay University, the Department of Economics, Madras University, and the Delhi School of Economics to institute courses in Business Management. Similarly, grants have been sanctioned to the Victoria Jubilee Technical Education Institute, Bombay, and the Indian Institute of Science, Bangalore, for courses in Industrial Engineering and Industrial Administration.

The All India Institute of Social Welfare and Business Management, Calcutta, has already started its course in Business Management, while the Indian Institute of Technology has instituted a course in Industrial Engineering and Management. The other institutions are making arrangements to start their courses. The Board of Management Studies is also preparing a plan for training in foremanship and supervision in co-operation with industry.

(b) On the recommendation of the Council, the Government has decided to establish four Regional Schools of Printing. Allahabad, Bombay, Calcutta and Madras have been selected as centres for these regional schools. A proposal for the establishment of a fifth school at Delhi is under consideration. These schools will be established as a joint enterprise of the Central Government on the one hand and the State Governments and the printing industry on the other.

(c) The Council has also made a recommendation, which the Central Government has accepted, to set up a school of Town and Regional Planning in Delhi as a joint enterprise of the Central Government and the Institute of Town Planners.

(d) In the sphere of architecture, the Government has approved in principle the proposal for a School of Architecture at Madras under the aegis of Madras University. Assistance has also been made available to the J.J. School of Art, Bombay, to provide facilities to 25 students of other States.

(e) Facilities for training in ore-dressing have also been recommended. It has been suggested by the Council that these facilities should be provided in ten technological institutions offering courses in Mining, Metallurgy, Chemical Engineering and Chemical Technology. These recommendations have been accepted by the Government for non-university institutions and by the University Grants Commission for university institutions.

(f) Under the scheme, grants have also been given to the universities and affiliated institutions for the advancement and development of post-graduate and research work in the basic sciences.

(g) Lastly, provision has been made for the payment of interest-free loans to engineering and technological institutions for the construction of students' hostels.

Practical Training Stipends Scheme

The Practical Training Stipends Scheme was initiated in 1949-50 in pursuance of the recommendations of the Scientific Manpower Committee. The object was to assist selected students qualifying from engineering and technological institutions to undergo organised post-institutional practical training in engineering and industrial establishments. These stipends were instituted in selected government establishments and in those industrial establishments which contributed towards the cost of the stipends. In 1953-54, 153 senior and 27 junior stipends were awarded; 350 training places for graduates and 125 for diploma holders were secured in 1954-55. A special committee has recently been appointed to review the scheme.

Research Training Scholarships Scheme

The Research Training Scholarship Scheme was put into operation in 1949-50. Its object is to promote research in the universities and educational institutions with a view to ensuring steady flow of trained research workers from the universities to the national laboratories and other

centres of research. At present, there are 314 senior scholarships and 235 junior scholarships allocated to 22 universities and 28 other educational institutions.

State Schemes

The schemes of technical and vocational education of the States also aim at the encouragement of technical and vocational education at all levels.

Up to the end of 1953-54, more than half of the expenditure earmarked for technical and professional education had been spent. Consequently, a number of technical high schools, colleges of engineering, craft institutes and polytechnics have either been developed or opened in the States during the Plan period.

VI SOCIAL EDUCATION

In 1950-51, India was very backward in respect of literacy. Only 166 out of every 1,000 people were literate. The percentage of literacy for the entire population, excluding the age group 0-10, was 20. Adult education was thus essential for the survival of democracy in India.

The concept of adult education, which was confined to the mere promotion of literacy was, however, found to be too narrow. It had to be widened to include the education of adults in health, citizenship and the proper use of leisure. Methods had, consequently, to be devised which, while sustaining the interest of neo-literates, would make education significant in the pursuit of their daily tasks. To denote this new concept, the term Social Education was coined. It implies a comprehensive programme of community uplift through community action. The Plan visualises that all forms of group activity, such as village *panchayats*, co-operative societies and trade unions, offer opportunities for social education. It has therefore recommended a comprehensive and integrated programme of social education in the Community Project areas and in the pilot projects scheme of basic education.

Central Schemes of Social Education

Under the Intensive Educational Development in Selected Areas' Scheme of the Central Government, it has been sought to set up five community centres, an integrated library service and a Janata College in each selected area. The community centres serve as focal points for the promotion of social education and cultural activities in the area. Their work is linked up with the various schemes of intensive economic and general development in the area.

The library service unit is located in one of the institutions under this scheme, preferably in the Janata College. It sustains and develops the reading interests of the people in that area. The Janata College is intended to be a centre for the training of village leaders who will carry out the task of rural reconstruction on the basis of local initiative and self-help. It will have regular short-term courses for youth and adults in social and, if possible, in profitable crafts. It will also arrange longer courses for those who intend to receive advanced training of a vocational nature.

The scheme entitled the 'Educational Programme to Relieve Educated Unemployment provides for the establishment, in large cities, of social education centres for which the municipal authorities, private educational institutions, voluntary and other established organisations are prepared to accept definite responsibility. The Central Government has agreed to assist these centres to the extent of 50 per cent of the workers' salaries and a contingent expenditure of Rs. 100 per annum. Under this scheme, the Central Government had undertaken to assist in the establishment of 3,000 centres during 1953-54 and 5,000 in 1954-55. The scheme was introduced in October 1953.

Besides the usual training provided for social education workers, another scheme of the Central Government envisages the training of these workers in special fields, such as librarianship, museum guidance and mural art. The programme for the training of (a) writers to produce literature for neo-literates, and (b) of teachers and students for social education work is also included in the Plan,

Adults who have become literate often relapse into illiteracy because of the shortage of suitable literature. To prevent this and to develop in the minds of neo-literates a scientific and critical spirit, the Central Government has initiated another scheme for the encouragement and production of suitable literature for adults and the provision of libraries with such literature.

Under the scheme entitled "Production of Suitable Literature for Children and Adults", the Central Government intends to encourage the production of a greater volume and better quality of literature for adults and children. One of the items included in this scheme is the reproduction in regional languages of the adult education pamphlets in Hindi published by the Idara Talim-o-Tarraqui, Jamia Milia, Delhi, under a scheme sponsored by the Central Government in 1950.

Nearly 175 pamphlets have so far been brought out by the Jamia Millia. These pamphlets cater for adults who have not studied beyond the 8th standard. They deal with broad principles of the development of life and man in a popular and interesting style.

To encourage the production of suitable literature for adults and to provide libraries with such literature, prizes have been offered for books of outstanding merit. Under this scheme, the Government assists agencies already working in the field, shares expenditure with the State Governments on the production of books and initiates its own production programmes. A research project in vocabulary and reading material has also been organised with a view to improving the quality of literature for adults.

A popular encyclopaedia for neo-literates and adults who have been educated up to the middle school standard is under preparation. This encyclopaedia, provisionally named *Gyan Ganga*, is designed to provide interesting and useful material for adults on a variety of subjects. The first volume has been completed.

Under the scheme, the Central Government, with the co-operation of the Ford Foundation, organised three literary workshops for Northern, Southern and Western India during 1953-54. A fourth one, for Eastern India, was held in 1954-55. At these literary workshops, candidates received training in producing reading material especially suitable for neo-literates. Some of the manuscripts written by trainees at the workshops have already been printed.

The Government has also encouraged the production of popular folk-literature in the country by offering prizes to authors and subsidies to publishers and by bulk purchase of copies for distribution in the Community Projects areas. This scheme is being executed in collaboration with the Community Projects Administration. Five prizes of Rs. 1,000 and 39 prizes of Rs. 500 each have so far been awarded.

The Government of India are also planning to set up a National Fundamental Education Centre for the training of higher staff in the field of social education.

Schemes of the State Governments

The schemes of the State Governments included in the Plan cover libraries, physical education and youth activities, audio-visual education, literacy and adult education centres, social education among women, etc.

A significant event during this period has been the integration of the Departments of Panchayats and Social Education into the Directorate of Social Welfare in Madhya Pradesh.

As recommended by the Planning Commission, an integrated programme of social education is being worked out in the Community Project areas as well as in the pilot projects for basic education. At present there are nearly 3,000 Chief Social Education Organisers and Social Organisers assisted by nearly 6,000 Village Level Workers and a large number of teachers in the Community Project areas.

VII TRAINING OF TEACHERS

The teacher is the pivot of any system of education. In fact, all educational progress depends primarily on the quality of the teacher. In India, the percentage of untrained teachers in schools has been extremely high. On the eve of the Plan (in 1949-50), for instance, it was 41.7 in the primary schools and 46.8 in the secondary schools. The dearth of women teachers has also been very marked.

The Plan has therefore given a very high priority to the expansion of teacher training facilities. Under the scheme 'Intensive Educational Development' the Central Government has made provision for the establishment of a post-graduate training college and a basic training school in each selected area. Other schemes include programmes of the training of career masters, craft teachers, basic and secondary teachers, the opening of new training colleges, the conversion of existing training schools to basic ones and the upgrading of training schools to training colleges. In addition to these schemes, the States have their own programmes for the training of teachers of different categories. All these schemes have recorded good progress.

The Plan also seeks to improve the financial lot of teachers. To this end, it has directed the Central and State Governments to take all possible steps within their resources to put the remuneration of teachers on par with the other services calling for equivalent qualifications.

VIII PROMOTION OF HINDI

For the spread of Hindi, two schemes have been included in the Plan for 1954-55 and 1955-56. These proposals are (1) the promotion of Hindi, particularly in non-Hindi speaking areas, under which the schemes of the State Governments are examined and grants given for their implementation on a percentage basis, and (2) the propagation and development of Hindi which includes various programmes to be formulated according to the needs of the time.

As regards the first scheme, it was decided to contribute 66 per cent towards the approved recurring and non-recurring expenditure during 1954-55 in respect of schemes accepted by the Ministry of Education, and 55 per cent of the approved expenditure during 1955-56. It was also decided that the Central Government's share in respect of States having no legislature of their own would be 100 per cent of the total approved expenditure. During 1953-54, no grants for the implementation of the approved schemes could be given as some of the schemes were received very late. Out of the budget provision of Rs. 4.45 lakh provided for 1954-55, grants to the extent of Rs. 2,79,001 were given to the State Governments.

It was decided by the Hindi Shiksha Samiti at its sixth meeting held on February 18, 1955, that the Central Government should give a general directive to the States as to the basis on which they should formulate schemes for 1955-56. Accordingly, the following recommendations were made to the non-Hindi speaking State Governments :

- (i) encouragement may be given for the opening of more Hindi classes by private agencies ;

- (ii) the use of audio-visual equipment for the propagation of Hindi may also be considered ;
- (iii) financial help may be extended to Hindi libraries of schools ; the opening of Hindi libraries elsewhere may be encouraged ;
- (iv) scholarships may be instituted for higher education in Hindi to students of non-Hindi speaking areas ;
- (v) Pracharak (Training) Camps may be opened for the propagation of Hindi in non-Hindi speaking areas ;
- (vi) the publication of bi-lingual magazines in various non-Hindi speaking States may be encouraged ;
- (vii) the opening of at least one Government Hindi Teachers' Training School in each non-Hindi speaking State ; and
- (viii) the employment of Hindi Pracharaks on a full-time basis.

The second scheme includes the following programmes :

- (i) the publication of standard manuals or guide books like "Science for the Citizen" and "Mathematics for the Million" on the basis of the terminology evolved ;
- (ii) the preparation of elementary textbooks on scientific lines for non-Hindi speaking areas ;
- (iii) grants to Hindi organisations ; and
- (iv) the preparation of an Hindi Encyclopaedia.

The progress with regard to these schemes has been as follows :

(i) A Committee has been set up to consider the question of the preparation of a popular series of books as envisaged in the scheme. The first meeting of this

Committee was held on August 18, 1954. The work is expected to start this year.

(ii) It was decided at the sixth meeting of the Hindi Shiksha Samiti that a minimum standard of Hindi literacy should be fixed for the purpose of propagating Hindi in non-Hindi speaking areas. Consequently, a sub-committee of the Hindi Shiksha Samiti, with Sri M. Satyanarayana, Sri Sriram Sharma and Sri Ram Dhari Sinha 'Dinkar' as members has been appointed to prepare a list of 500 basic Hindi words.

(iii) The Central Government's sanctioned financial assistance to organisations engaged in the work of the propagation of Hindi in the country for the implementation of their schemes. This assistance is given through the States concerned.

(iv) The preparation of a comprehensive Encyclopaedia has been entrusted to the Nagari Pracharini Sabha, Banaras. An Expert Committee has been set up to formulate a scheme for the preparation of the Encyclopaedia in ten volumes.

IX EMERGENCY SCHEME TO RELIEVE EDUCATED UNEMPLOYMENT

In 1953, the Central Government adopted an emergency scheme to relieve unemployment among educated persons by making a provision for the employment of 88,000 persons—80,000 as teachers in rural primary schools and 8,000 as workers in urban social education centres—during the Plan period.

This scheme provides for the expansion of existing rural schools as well as the establishment of new ones by the appointment of more primary school-teachers. The teachers appointed will take full part in all local development activities and assist in the running of village co-operatives and panchayats.

Under this scheme, the Central Government affords assistance to the States for the first three years and the total provision made for the scheme is Rs. 12.24 crore. By March 1955, employment of 62,588 teachers and 1,099 social education workers had been sanctioned to various States under this scheme, The total expenditure incurred till then was about Rs. 4.5 crore.

X YOUTH WELFARE PROGRAMME

Under the Plan, a provision for Rs. 1 crore has been made for Labour and Social Service Camps. It was intended that under this scheme students as well as teachers should participate in manual work of a constructive type as would improve the conditions in the villages and enhance facilities for physical education and sports in educational institutions. These activities bring school and college students into closer contact with people living in the villages and instil in them a sense of dignity of labour. They also offer opportunities for living a disciplined and corporate life and developing certain personality traits which help in the formation of character.

The Scheme of Labour and Social Service for students was launched by the Ministry in 1954-55 and it soon became popular. In the course of nine months over 400 Youth Camps were held all over the country in which about 40,000 students participated in such activities as the building of roads, desilting of tanks, sanitary drive, social and health education, etc. Most of these camps were organised by the State Governments, universities, Bharat Scouts & Guides, Bharat Sewak Samaj and Auxiliary Cadet Corps.

The educational institutions, were also benefited by this scheme. In the course of the year, grants were paid for the construction of 27 swimming pools and 28 open air theatres to 42 educational institutions and universities.

It has been increasingly felt that no youth welfare programme can be successful without efficient leadership on the part of teachers and professors. Thus, to enable them to assume the necessary leadership of the student community the Ministry of Education organised

Youth Leadership Training Camps in which university teachers and professors took active part. Besides, the State Governments and recognised voluntary organisations also conducted Organisers' Training Camps in which training was given to teachers and social workers in the efficient administration and organisation of camps.

For youth camps and work projects a committee has been set up to advise the Government on programmes and the allocation of funds.

. In July 1954, the Ministry organised an Inter-University Youth Festival in Delhi in which 26 universities participated and students got an opportunity of giving expression to their talents in the fields of arts, crafts, music, dancing and dramatics. A Dramatic Camp was also held in 1954 to train the young artists in the art of stage-craft and presentation.

The Government has given grant to university, college and school students for the organisation of youth tours to places of historical, geographical and national interest. Efforts are also being made to increase the number of youth hostels so that, while, travelling, students may not experience hardship by way of accommodation.

To co-ordinate and stimulate the work of youth welfare it has been suggested to the Vice-Chancellors and State Governments that youth welfare committees should be set up by the universities and State Governments for the promotion of various types of social welfare activities.

XI OTHER SCHEMES

The Central Bureau of Textbook Research

The textbooks used in the educational institutions display a serious lack of planning on the part of authors and publishers. Their contents often show little regard to the educational requirements of the class of readers for whom they are meant, the suitability of topics included, the precision and accuracy of facts, the formulation of suitable exercises and several other important matters, such as quality and size of types, the significance and artistic value of the illustrations used and the general get-up or format of the book. The Planning Commission therefore approved the Central Government's Scheme to set up a Bureau of Textbook Research. This Bureau was set up towards the end of 1953-54 in Delhi to survey current textbooks, formulate sound criteria and principles for the writing of textbooks, prepare a comprehensive scheme of Score Cards, Rating Scales and Check Lists for the appraisal of textbooks and to prepare model textbooks.

The Bureau is, in the first instance, dealing with school textbooks, the four school subjects selected for investigation being Science, Hindi, History and Geography. During its short existence the Bureau has already collected valuable information on the production and selection of textbooks from the States and has held consultations with some well-known Indian and foreign publishers. It has also rendered expert advice to interested agencies in the field of textbooks.

Audio-visual Aids and Educational Literature

The Plan has included schemes for the training of audio-visual educational experts, the production of audio-visual

aids, reading material and literature for children, social education, basic education and secondary education and the preparation of folk literature and other general books.

The Central scheme for the training of audio-visual educational experts provides for a thorough training of a selected group of persons actually associated with the organisation and planning of audio-visual aids in the States. Under the scheme, trainees get an opportunity of studying the various aspects of this comparatively new educational technique and the many problems of training in audio-visual aids. During 1954, a three-month seminar was held at Delhi which was attended by 30 trainees from 16 States.

The Central Government is taking in hand the production of model charts and posters. Efforts are also being made to popularise the use of film strips in schools.

In order to indicate the desirable standard for children's books, the Central Government has undertaken to produce some books of this type. Indian Shipping, a story-book for children, and *Bone ki Kheti* are under preparation. To increase the volume of children's literature in Hindi, a large number of well-written and attractively produced children's books on a variety of themes are being written at the Maktaba Jamia.

A significant development is the proposal to establish a National Book Trust with the object of assisting in the cultural integration of India and encouraging the interchange of literature in Hindi and other Indian languages. *The Central Bureau of Educational and Vocational Guidance*

The Planning Commission has laid emphasis on the need to provide educational and vocational guidance to students. Accordingly, a Central Bureau of Educational and Vocational Guidance has been set up in Delhi. Besides providing educational and vocational guidance, the functions of the Bureau include the compilation and publication of information relating to the occupational facilities open to students and assistance to educational institutions in the organisa-

tion of career information centres. In addition, the Central Bureau will also serve as a clearing house for the State Bureaux and co-ordinate their work and research programmes.

It is also proposed to set up Bureaux of educational and vocational guidance in some of the States, Grants-in-aid have already been sanctioned in favour of the Saurashtra and Punjab Governments.

Cultural Projects

After Independence, the Government of India decided to establish a National Cultural Trust for the promotion of Indian art and culture. In pursuance of this decision the Sangeet Natak Akadami (Dance, Drama and Music) was set up in January 1953 and Sahitya Akadami (Letters) in March 1954. The Lalita Kala Akadami (Painting, Sculpture, Architecture and applied arts) was constituted in August 1954, and with its establishment the programme for the establishment of a National Cultural Trust was completed.

The Plan has made provision for buildings for these Akadamies as well as for the National Theatre, Delhi.

Grants to Voluntary Organisations Doing Important Educational Work

To attain the national targets in the Plan, it is essential to mobilise and canalise properly all efforts, governmental or private. For this purpose, the Plan has provided for assistance to voluntary organisations doing important educational or cultural work of an enduring nature in basic education, social education, nursery education, juvenile delinquency and vocational and educational guidance. The assistance is given on a basis of sharing, generally on the recommendations of the State Governments. The Central Government bears 66 per cent of the non-recurring and 50 per cent of the recurring expenditure. The remaining expenditure is borne either by the State Governments or by the organisations concerned.

Under the scheme, grants have been sanctioned for a number of voluntary institutions in the States of West Bengal, Assam, Bihar, Madras, Rajasthan, Bombay, Madhya Pradesh, Orissa, Punjab, Uttar Pradesh, Mysore, Saurashtra and Delhi.

Scholarship Schemes

The Plan has incorporated only a few scholarship schemes, namely the Government of India Merit Scholarships in Public Schools, Practical Training Stipends, Research Training Scholarships and Research Scholarships in the Humanities.

The statement of expenditure under the Plan for these schemes is as follows :

1. The Government of India Merit Scholarships in Public Schools	Rs. 4.46 lakh
2. Practical Training Stipends	Rs. 31.03 ..
3. Research Training Scholarships	Rs. 35.01 ..
4. Research Scholarships in the Humanities	Rs. 4.64 ..

Other Schemes

Some of the other schemes included in the Plan relate to a Pilot Centre for the Education of Juvenile Delinquents, a Model School for Blind Children, a Women's Section in the Training Centre for the Adult Blind, Post School Scholarships for the Blind, Post School Scholarships for the Deaf, Scholarships for the Orthopaedically Handicapped Children, Bal Bhavan, a fire-proof spirit building for the Indian Museum, Calcutta, and an annexe of the National Library, Calcutta.

XII CONCLUSION

Four years of the Plan period have been years of "endeavour and expansion" in the field of education. The total expenditure during the first four years was Rs. 107.8 crore, i.e. 69 per cent of the revised provision. It is therefore evident that the educational plan will gather momentum during the last year.

As the object of the Plan is to lay the right foundation and create the right atmosphere for subsequent planning, it may be said that the Plan has been a success. The general organisational pattern of education with regard to the basic, secondary and university stages has now been finalised. A uniform and integrated system of education will thus be evolved in the country during the course of the second Five Year Plan.

The most heartening achievement has been in the field of technical education, where the various schemes are already nearing completion. Besides, facilities for training in certain special fields such as Printing, Technology, Business Management, Town and Regional Planning and Architecture are being increased and various other courses and syllabuses of technical education have been prescribed.

The scheme regarding the development of Hindi among non-Hindi-speaking people, the preparation of suitable literature for adults and children and youth welfare have all shown good progress. Under the emergency scheme to relieve unemployment among the educated about 64000 teachers and social education workers have been sanctioned for the various States. The Bureaux of Textbook Research and Educational and Vocational Guidance have been set up, and they are functioning successfully.

- Preliminary steps have also been taken to promote higher education in the rural areas, although the results will only be noticeable during the Second Five Year Plan.

In the fields of basic, secondary and social education, some administrative difficulties have been experienced. The States, for instance, prepared their own five year plans without reference to the Plan of the Government of India and thus could not contribute the necessary matching funds. Again, much time was lost by the State Governments in the finalisation of approved projects and in making the necessary provisions in the budgets. To meet this difficulty, the States have now been given greater latitude in diverting funds from one approved scheme to another, provided the allocations do not exceed those provided in the Plan.

The table below shows the progress* made in terms of physical targets :

Age Group	1950-51		1953-54		1955-56 (Estimates)		1955-56 (Plan)	
	Pupils (in lakhs)	Percentage of pupils to population of the age group	Pupils (in lakhs)	Percentage of pupils to population of the age group	Pupils (in lakhs)	Percentage of pupils to population of the age group	Pupils (in lakhs)	Percentage of pupils to population of the age group
6-11	186	40	218	46	242	50	292	60
11-17	50	11	67	14	79	16	74	15

* Exact data from the States are not available.
The figures represent only rough estimates.

APPENDIX A

The pattern of expenditure under various heads in the Plan is as under :

CENTRE	<i>Total for 1951-56</i>	
HEADS	<i>Original</i>	<i>Revised</i>
	(In crores of rupees)	
1. Pre-University Education	20.00	19.46
2. University Education	1.20	3.43
3. Technical and Vocational Education	12.82	16.94
4. Labour and Social Service by Student.	1.00	1.00
5. Other Schemes	...	0.68
Total	35.02	41.51
STATES		
1. Administration	1.0	1.0
2. Primary Education	72.4	73.0
3. Basic Education	1.3	1.9
4. Secondary Education	8.3	8.7
5. University Education	10.2	10.6
6. Technical and Vocational Education	10.2	10.9
7. Social Education	6.1	6.4
8. Other Schemes	6.8	7.0
Total	116.3	119.5

APPENDIX B

Progress of Expenditure

(In crores of rupees)

	1950-51 Actuals	1951-52 Actuals	1952-52 Actuals	1953-54 Revised	1954-55 Budget	1951-55 Total	Provision for 1951-56	Percentage of col. 7 to col.8
1	2	3	4	5	6	7	8	9
States	18.3	17.3	19.2	23.3	26.1	85.9	119.5	71.9
Centre	1.2	2.0	2.9	3.8	13.2	21.9	38.9*	60.2
Total	19.5	19.3	22.1	27.1	40.8	107.8	158.4	69.0

* This excludes the provision for the schemes (1) "Implementation of the Recommendations of the Secondary Education Commission", (2) Social Education and (3) a few others which are under consideration.