



GOVERNMENT OF INDIA  
MINISTRY OF RAILWAYS  
( RAILWAY BOARD )

**THE COMMITTEE  
ON  
EDUCATIONAL FACILITIES  
ON  
INDIAN RAILWAYS**

**REPORT**

**Part II**

**Nov., 1986**

**NEW DELHI**

— 54  
371.904

DND-C

## F O R E W O R D

Part I of the Report containing suggestions for building up leadership qualities and spirit of self-reliance in the children of railway staff, was presented to the Honourable Minister of State for Railways, Shri Madhavrao Scindia, on 30th July, 1986.

Part II of the Report covers all the terms of reference.

It was the Minister of State for Railways, Shri Madhavrao Scindia, who had, as it were, an intuitive understanding of the far-reaching implications that the Draft National Policy on Education, which was then actively on the anvil, would have on the functioning of the Railway educational institutions and had the present study commissioned. He showed consistent interest in the provisional approach papers prepared by the Committee and presided over the General Managers Conference when this subject was discussed in September 1986. The Committee is deeply beholden to him for taking such sustained interest in his characteristically dynamic manner.

The Committee is also thankful to the Ministers of Transport (Shri Bansi Lal and Smt. Mohsina Kidwai) who gave every encouragement in the undertaking of the study.

The Committee is grateful to the Chairman, Railway Board (Shri Prakash Narain) for taking an active interest in the approach outlined for the General Managers' Conference and for all his help and guidance.

Shri P.S.Chaudhuri, who was Member Staff, at the time of the constitution of the Committee and Shri M.L.Khanna, who succeeded him, have shown

(ii)

sustained interest in the work being undertaken and have extended all the requisite help and guidance. Their total dedication to the cause of Railways and railwaymen's welfare holds a shining example worthy of emulation.

Shri P.T.Thiruvengadam, Executive Director (Establishment) rendered invaluable help at all stages by sparing the time to exchange ideas on various aspects relating to educational facilities on Railways and giving constructive and pragmatic suggestions. Shri T.K.Balasubramaniam, Jt. Director Estt. (W), extended all the requisite assistance and made available readily pertinent information which was already on the files of the Railway Board. He also made excellent arrangements for the tours of the Committee.

The Committee is beholden to Shri A.N.Wanchoo, Secretary, Railway Board, for providing infra-structural support including office accommodation, efficient secretarial assistance etc., and last but not the least in getting ready presentable copies of the Report through the courtesy of RITES.

Shri K.Shankar, Senior Personal Assistant (since promoted as Section Officer) - the only whole time railway official attached with the Committee took keen interest in the subject and rendered useful assistance. Shri S.Kameshwar, Assistant has rendered ungrudging help this month in finalising the draft in time to meet the date line for submission of the Report.

The Committee would like to place on record its sense of deep gratitude for the ever-ready help

(iii)

and cooperation which were extended at all levels of the Railway Board and Railways in studying the subject.

Shri Y.N.Chaturvedi, Jt. Secretary (Schools), Prof. Ashok Chandra, Adviser (Tech.) and Shri S.K.Handa, Dy. Secretary (Tech.), in the Ministry of Human Resource Development spared time even when they were hard pressed with other important items of work, to share information about the implications of the National Policy on Education and the concrete measures which were being devised to give effect to it. The Committee are also grateful to Shri R.C.Sharma, Acting Commissioner, Kendriya Vidyalaya Sangathan and his colleagues who spared the time to discuss informally the problems relating to developing and sustaining high standards in Central Schools.

Prof. P.L.Malhotra, Director, NCERT not only made available voluminous and valuable information on the subject but also shared latest thinking in the matter of developing core curricula and exemplar textual material for various stages of school education.

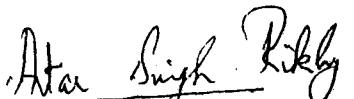
Father Kunnankal, Chairman, Central Board of Secondary Education (CBSE) was very understanding of the problems which the schools affiliated to the State Boards of Education were likely to encounter in adopting the curricula of the C.B.S.E. and spelt out at some length, measures which had been initiated to resolve the difficulties.

One consideration, above everything else, which has guided the thinking of the Committee is, that the suggestions and recommendations made by it should be action and result oriented and in consonance with the National Policy on Education (August 1986). The usefulness of the exercise undertaken by the Committee should rightly be judged in terms of the practical measures which come to be taken in pursuance of the suggestions and recommendations to upgrade the quality of facilities available in the railway educational institutions and the feeling of confidence and pride that it can engender in the railwaymen and their children in the adequacy of these institutions.

For ready reference, the Summary of Recommendations and Suggestions made in Parts I and II of the Report are being incorporated in Part III, which is being presented separately.

New Delhi

6TH NOVEMBER, 1986.

  
(Avtar Singh Rikhy)  
Chairman, Committee on  
Educational Facilities  
on Indian Railways

# C O N T E N T S

	PAGE
I           INTRODUCTORY	1 - 8
II           AUSTERITY AND PRIMARY SCHOOLS	9 - 17
III          MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS	18 - 20
IV          TRAINING COURSES ON COMPUTER	21
V           INTERMEDIATE COLLEGES	22
VI          RAILWAY DEGREE COLLEGE, SECUNDERABAD	23 - 25
VII         TEACHING STAFF IN RAILWAY SCHOOLS	26 - 30
VIII        REVISION OF SCALES OF PAY AND ALLOWANCES ETC. OF RAILWAY TEACHERS	31 - 32
IX          RAILWAY WOMEN'S WELFARE ORGANISATION AND THEIR ROLE	33 - 36
X           PARENT TEACHERS ASSOCIATION	37
XI          COUNSELLING SERVICE FOR STUDENTS	38
XII         TROPHY FOR BEST RAILWAY SCHOOL IN EACH ZONE/PRODUCTION UNIT	39
XIII        DECLAMATION AND DEBATING CONTESTS FOR RAILWAY SCHOOL CHILDREN	40
XIV         ENCOURAGING SPORTS AND    ATHLETICS AMONG RAILWAY SCHOOL CHILDREN	41 - 42
XV          AFFILIATION TO/EXAMINATION CONDUCTED BY CENTRAL BOARD OF SECONDARY EDUCATION	43 - 45
XVI         UPKEEP AND PROPER MAINTENANCE OF RAILWAY EDUCATIONAL INSTITUTIONS	46 - 47
XVII        CENTRAL SCHOOLS	48 - 57
XVIII       NAVODAYA VIDYALAYAS	58 - 59
XIX         ESTABLISHMENT OF TECHNICAL TRAINING INSTITUTIONS	60 - 63
XX          LIBRARY -CUM- READING ROOM FACILITIES IN RAILWAY COLONIES	64 - 65

		PAGE
XXI	CONTINUOUS EDUCATION	66
XXII	GRANT-IN-AID	67
XXIII	SUBSIDISED HOSTELS	68 - 72
XXIV	SUPPLY OF FREE UNIFORMS	73 - 75



**I**

**INTRODUCTORY**

## INTRODUCTORY

1. On the Indian Railways, 688 educational institutions for providing facilities to children of Railway Staff exists.

1.1 The overall Budgetary expenditure on educational facilities on Railways in the last three years and the estimated expenditure for 1986-87 is as follows :

<u>Year</u>	<u>Rs. in Crores</u>
1983-84	11.59 Crores
1984-85	12.72 Crores
1985-86 (Revised Estimates)	14.98 Crores
1986-87 (Estimated)	15.20 Crores

1.2 Salient facts relating to the historical development of the educational institutions on the Railways are given in Annexure - I.

1.2.1 A few of these schools particularly those which continue to use English as a medium of instruction are over 70 years old. Austerity Type schools have come to be established since 1959.

1.2.2 These institutions may be broadly categorised as under :-

1. Austerity Type Schools Classes I to V	-	439
2. Traditional Primary Schools Classes I to V	-	129
3. Middle Schools Classes VI to VIII	-	28
4. High/Secondary Schools	-	50
5. Hr.Secondary Schools/ Inter Collegues (33 + 8)	-	41
6. Degree Collegues	-	1
		-----
	Total	688
		-----

- 1.3 The total strength of students in railway schools in 1984-85 was 1,95,000 out of which 1,81,000 were children of Railway staff,
- 1.4 The strength of the teachers working in Railway Schools was 5277.
- 1.5 As would be seen from the historic perspective reproduced in the Annexure, the Railways tried to transfer the responsibility for running these educational institutions to the Provisional Authorities in 1929 as a sequel to the comprehensive factual report prepared by Mr. John and the estimates therefor by Mr. Smith but the Provisional Governments indicated that they were not prepared to take over the responsibility for a variety of reasons mainly financial and administrative. The Railway Board then took a decision that the schools which had been primarily established for the benefit of the children of Railway employees and were maintained and controlled by the Railway authorities should thereafter be treated as Railway Schools and that no new railway schools should be opened except where new railway colonies of some magnitude were established at some distance from large towns.
- 1.5.1 In 1945, the Railway Board again requested the Educational Department to arrange for the transfer of Railway schools to the Provisional Governments on the ground that provision of educational facilities had been recognised by the Board of Education as a national responsibility. The Department of Education informed the Railway Board in November 1946 that the time was not ripe for giving practical shape to the transfer of railway schools. The Railway Board's efforts from 1948 to 1950 to transfer the

responsibility for these schools to the State authorities did not meet with success.

- 1.5.2 In 1951, soon after the adoption of the Constitution of India which inter-alia contains the Directive Principle that education should be made available free of cost to all children till the age of 14, it was decided that wherever educational institutions for providing education to children of railway employees in Railway colonies were not available, Railways might provide the facility for elementary education.
- 1.5.3 The matter was reviewed in 1958 on representation from the National Federation of Indian Railwaymen (NFIR) and it was decided to establish austerity type primary schools.
- 1.5.4 By 1959, 510 single teacher austerity type primary schools came to be established and most of them in the course of time have come to develop into two teacher and multi-teacher schools.
- 1.5.5 The Union Government took a significant decision in 1962, on the recommendations of the Second Central Pay Commission to establish Central Schools for the children of Central Government employees, whose education was often disrupted on account of frequent transfers of Central Government employees from one linguistic region to another. By 1984-85, there were as many as 499 Central Schools functioning in various parts of the country. The Railways have taken advantage of this concept of the Central School which have a common programme of education, and by continuously pursuing the matter with the Ministry of Human Resource Development/Kendriya Vidyalaya Sangath

have been able to get established 18 Central Schools, including 4 in the Project Sector, in Railway colonies (Annexure -II ).

1.6 The present general policy of the Railway Board is to attract more Central Schools to the Railway colonies and they have already sent proposals this year for setting up of 11 more Central Schools, including two in the Project Sector (Annexure -III ).

1.7 The One Man Expert Committee to review the educational facilities on the Railways which was constituted in May 1986 has the following terms of reference :-

- 1.7.1
- a) To review the existing educational facilities provided to the Railway Employees.
  - b) To consider expansion/contraction of railway schools vis-a-vis facilities provided by State Governments.
  - c) To consider grant of financial assistance to non-railway schools serving the cause of railway employees.
  - d) To consider provision of subsidised hostels.
  - e) To consider affiliation of railway schools with the Central Board of Secondary Education.
  - f) To consider matters relating to establishment of Central schools on Railways.
  - g) To consider feasibility of adoption of ideals and objectives of model schools being set up by the Government of India on the Railways.
  - h) To consider introduction of vocational training and courses on Computer Sciences, Electronics, I.T.I., etc., in Railway Schools.
  - i) To consider conversion of Austerity Type Primary Schools to fulfilled Primary Schools.

- j) To consider all other matters incidental to or connected with the provision of educational facilities on the Railways.

NATIONAL POLICY ON EDUCATION

- 1.8 It would be recalled that before the constitution of the Expert Committee, the policy paper entitled "Challenge of Education" : Policy Perspective had already been presented to Parliament in August 1985 followed by nation-wide debate about the efficacy of the educational system, the inadequacies of the curricula followed, the high percentage of drop outs particularly girls before completing even the primary schools standard and in general reiteration of the need for re-orientation of the educational system to make it more pertinent to the needs of the developing economy.
- 1.9 Draft Policy on Education was brought forward by Government in May, 1986 and this was widely discussed both inside and outside the Parliament. In the light of discussions held particularly those in Parliament and the National Development Council, the National Educational Policy was reviewed finalised and issued in May 1986.
- 1.9.1 In response to the demand made by Members of Parliament during discussion of the draft National Policy on Education, the Government brought forward a Programme of Action and laid it on the Table of the Houses of Parliament in August, 1986. This was discussed extensively in the two Houses of the Parliament.

1.9.2 It envisages setting up of the Navodaya Vidyalayas in each district of the country as well as of 100 additional technical institutions to provide additional facilities for imparting instructions in engineering and other technical disciplines. It also contains a commitment by the Union Government to make up the deficiency in the functioning of Schools particularly at Primary and Middle schools level and provide assistance to bring up the requisite essential facilities like books, publications, proper seating facilities for students, amenities for the teaching staff etc., which have been euphemistically called "OPERATION BLACK BOARD". The Minister for Human Resource Development (Shri Narasimha Rao) in reply to the debates in the two Houses of Parliament stated that substantial additional funds would have to be made available to give effect to the programme of action. While he was reassuring about the earnestness of the Government, all he could say about the availability of funds was that the Government would undertake a review to locate the additional resources required for the programme. Informal enquiries show that while the Wings of the Ministry of Human Resource Development are trying to evolve as best as they can modalities to implement the Programme of Action, there is as yet no clear indication available to the Ministry about the amount of additional resources and the time frame therefor.

1.10 One fact however that emerges very clearly is the high priority accorded by the Prime Minister to the need for restructuring and reorientation of education to make it more pertinent to the state of

our economic development. There is also a clear indication that the Union Government are prepared to make a substantial contribution in resources for giving effect to the directive principle of making free education available to children upto the age of 14 years.

1.11 REVIEW IN THE CONTEXT OF NATIONAL POLICY ON EDUCATION

The Committee have undertaken a review of the educational facilities obtaining in existing Railway Schools in the railway colonies keeping in view the aforementioned background.

- 1.11.1 Substantial information on some of the points under reference by the Committee had been collected earlier by the Railway Board. This information on record as well as the statistics gathered from the Annual Reports was gone into and an outline of Approach was prepared to elicit the views of the General Manager's on some of the pertinent subjects under reference. This Approach outline was circulated with a D.O. letter from the Executive Director, Establishment, Railway Board to the General Manager's of Zonal Railways in July, 1986 to elicit their views.
- 1.11.2 A tour was undertaken by the Committee to the Southern, South Central Railways and the Integral Coach Factory in the third week of August. Opportunity was also taken to meet and exchange ideas not only with the General Managers of Railways, heads and staff of numerous railway educational institutions but also with representatives of recognised unions wherever they desired to place their view point before the Committee. The Committee also held discussions with the Secretaries of the Department of Education of the Governments of Tamil Nadu, Karnataka and Andhra Pradesh.



II

AUSTERITY AND PRIMARY SCHOOLS

AUSTERITY AND PRIMARY SCHOOLS

2. As would be seen from the facts given in paragraph 1 the educational institutions run on the Railways range from primary to higher secondary stage; there being only one degree college and 8 intermediate colleges.

2.1 It is understood that the North Eastern Railway have handed over management of 50 schools to local/state authorities of U.P. and Bihar. It has suggested that other Railways viz., Eastern, South Eastern, Central, Northern and Diesel Locomotive Works, Varanasi which run schools in these States could adopt the same line of approach.

2.1.1 Other Railways could similarly approach the respective State authorities to take over the Railway schools.

2.1.2 It is understood from the North Eastern Railway authorities that the erstwhile railway schools were taken over by the State Governments of U.P. and Bihar in the early sixties when they were expanding their own school network to comply with the provisions of Directive Principle of the Constitution. A question has been raised as to whether the State authorities including those of U.P. and Bihar and others would be prepared to consider at this juncture requests for taking over of the existing railway schools.

2.2 The informal consultations held by the Committee with the Secretaries of the State Department of Education of Tamil Nadu, Karnataka and Andhra Pradesh indicated that they had an open mind and were not averse to entertain any request for giving even 100% grant for the running of schools in Railway colonies provided -

(i) the medium of instruction in the schools was the approved regional language of the state,

viz., Tamil, Kannada and Telugu in Tamil Nadu, Karnataka and Andhra Pradesh respectively.

(ii) the management of these schools was undertaken by an autonomous body which could be constituted by the General Manager.

2.3 A model for such an autonomous body is available in the autonomous organisation nominated by the General Manager, Integral Coach Factory with FA&CAO as the Chairman and the Law Officer, ICF as the Secretary which exercises the overall management of all the schools located in the I.C.F. Colony including control of I.C.F. Higher Secondary School, Perambur which has as many as 3,500 students on its rolls and where the medium of instruction is predominantly Tamil.

2.4 An apprehension has been expressed by some Railways that if the Railway schools were handed over to the State authorities it might create problem of getting admission for children of railway employees in these schools.

2.4.1 This apprehension is founded on a general belief that whatever is under the direct control and charge of the Railways best serves the interests of Railway employees. While this may generally be true it has to be appreciated that under the arrangement suggested there would be a Managing Committee nominated by the General Manager with a Head of Department as the Chairman and other senior officials as Members to look after the management of the school. The Railways would, therefore, have an effective say in all vital matters affecting the interest of the children of railway employees. It is, however, true that these

railway schools would no longer be the exclusive preserve of children of railway employees but would be open to children of outsiders also but that does not mean that the children of railway employees would not be able to gain admission. The experience of the Integral Coach Factory shows that out of 3,500 students on the rolls of the I.C.F. Higher Secondary School, Perambur, approximately 85% are children of railway employees.

- 2.5 The fact is that most of the students come from the neighbourhood area and as these schools are located in Railway colonies, it is only natural that majority of the students should continue to be children of Railway employees.
- 2.6 Besides, it is well known that the students gain in knowledge and excellence by competing with their peers, and therefore, entry of some talented children from outside should not be construed as a negative development.
- 2.7 Some Railways have expressed an apprehension that the handing over of the schools might result in dilution of standards of teaching and discipline in these schools. It would not be out of place to recall in this context what a review prepared in 1977 for the consideration of the Railway Board stated about the position obtaining in Austerity Type Schools :-

"The Austerity-Type Schools are in an extremely unsatisfactory condition. They are neither able to meet the requirements nor are the accommodation, equipment etc. of appropriate standard. It is necessary to consider the conversion of these schools into full-fledged Primary Schools with proper standard equipment".

- 2.7.1 The impression gained by the Committee during recent tours was not any different from the views recorded above in Railway Board's Review in 1977.
- 2.7.2 While it is to be appreciated that Railways established these Austerity Type Schools in 1959 as enlightened and concerned employers in the interest of providing elementary facilities for education of children of Railway employees when the State and other authorities were unwilling or unable to establish them, it has to be remembered that the position has undergone a sea change since then. As a result of popular demand and the growing realisation by the authorities of the need to give effect to the Directive Principle of the Constitution to make available educational facilities universally upto the age of 14 years, the number of primary schools in the country has increased from 2,10,000 in 1950-51 to 5,20,000 in 1984-85. There has also been a continuous effort to upgrade the facilities and to make the curricula wider in scope.
- 2.7.3 On the other hand, the Austerity Type Schools on the Railways have by and large not been able to upgrade the facilities in recent years for the policy followed has been, mostly one of status quo. This is, however, not to deny that a number of Railway schools have built up an impressive tradition of academic excellence and have a creditable standing among the educational institutions of the State.
- 2.7.4 Nevertheless, it can no longer, be claimed that the quality of education imparted in the austerity type schools is intrinsically superior to the one obtaining in non-railway schools in the area.
- 2.8 The National Policy on Education and the Programme of Action prepared by the Ministry of Human Resources Development in pursuance thereof, frankly recognise the

need for effecting substantial improvement in the quality of education and concede that "there is over-crowding in schools and the condition of buildings, furniture, facilities and equipment is unsatisfactory in almost all parts of the country", and act as demotivating factors for children and their parents.

2.8.1 The measures proposed for improvement in the quality of elementary education include "reform of the content and process of education, improvement in the school buildings and other facilities, provision of additional teachers and other comprehensive programme for teacher-education. A nation-wide programme of school improvement with required multi-level and multi-dimensional planning, will be launched to alter the present situation of institutional stagnation and social apathy".

2.9 The Programme of Action emphasises that education would be made child-centred and the curricula and the system would be so reformed as to make education a joyful and satisfying learning activity rather than a system of rote and cheerless instruction.

2.9.1 The Action Plan also spells out details of "the Operation Black Board" which envisages -

- (i) two reasonably large rooms that are useable in all weather;
- (ii) necessary toys and games material;
- (iii) black boards;
- (iv) maps;
- (v) charts; and
- (vi) other learning materials.

- 2.9.2 The specific items to be provided in these schools under Operation Black Board are detailed in Annexure IV -
- 2.9.3 The Plan states that it is proposed to undertake a survey of the facilities in each school and set up empowered committees at the District level to consider and approve the Block/Municipal area projects for effecting improvement. The funds for Operation Black Board would be provided by the Government of India to the State Government on advance/reimbursement basis. The Action Plan goes on further to spell out the procedure for procurement and supply of the equipment and organisation of reorientation programmes for the teachers to encourage them to use the material in day-to-day teaching.
- 2.9.4 The purpose of the Operation Black Board in short is "to ensure provision of minimum essential facilities in primary schools - material activities as well as teaching activities ..... within a predetermined time frame".
- 2.9.5 It would be seen from the above that the Government are in earnest about consolidating and effecting improvements in the quality of education particularly at the Primary School level and that the Union Government are prepared not only to advance funds but also to involve themselves in the modalities for carrying out the survey and supply of the needed equipment to the schools and the reorientation of the teachers to facilitate creativity and joy in learning by the young children.
- 2.9.6 It would, therefore, be unrealistic to overlook these positive aspects of the new National Education Policy and insist that the Railway schools should continue to be run under the exclusive jurisdiction of the Railways

without even making an effort to persuade the State authorities to take them over or at least given substantial grants. It needs hardly be stated that benevolent intentions and concern for the welfare of the railway employees and their children are not enough. What is required is that the educational institutions whether under the Railways or under any other authority should conform to the standards laid down in the National Education Policy. It is evident that the State authorities who are responsible for running thousands of such schools either directly or through private organisations, which are extended substantial grant, are in a far better position to ensure provision of quality education than the Railways.

2.9.7

It is pertinent to recall that the contents as well as the structure of education at the school level would undergo a marked change with the implementation of the National Education Policy and it is, therefore, but appropriate that the Railway schools should become part and parcel of the main stream in the interest of the students themselves.

2.9.8

It would be, therefore only prudent to pursue with the State authorities the question of extending cent per cent grant for meeting at least the emoluments of teachers as is already being done in the case of some Tamil medium Railway schools in Tamil Nadu.

2.9.9

This would leave the Railways with the irreducible problem of looking after management of schools in English medium and in languages other than the regional language approved by the State authority for aid. Since the number of such educational institutions would be small it should be easily possible to undertake a time bound detailed



survey of each of these institutions having regard to the parametres mentioned in the Action Plan and as may be elaborated in the surveys to be carried out in schools by the local/State authorities.

2.10

In case, however, it is decided as a policy by the Railway Board that the time is not ripe for transferring the management of these railway schools to the state authorities or obtain a grant therefor from the state authorities, then the Railways should not grudge to undertake the onerous responsibility of organising on their own a detailed survey of each of the railway schools with a view to identifying the deficiencies of accommodation and equipment specified in the Operation Black Board (Annexure - IV ). The curricula would have to be reorganised and modalities of teaching updated by holding orientation and training programmes for teachers working in the schools so as to make learning a creative and joyful activity as envisaged and spelt out in detail in the documents on National Education Policy.

2.11

It is also possible that even if a decision, in principle, is taken by the Railway Board to either hand over the management of railway schools to State authorities or to entrust them to autonomous Managing Committees/Board comprising senior railway officials nominated by the General Managers and get substantial grants from state authorities, it may take considerable time to

complete the formalities. Meantime, it would obviously not be prudent for Railway Board to follow a policy of drift or status quo and not initiate measures on their own to bring about the desired and the much needed improvement in these schools within the prescribed time frame so as to bring them upto the level envisaged in the National Policy on Education. This would call for a forward looking approach and not grudging investment of substantial funds, in consultation with the state and union authorities, to see that the facilities and the quality of education imparted in the schools come upto the requisite standard within the prescribed time period. Time is the essence of the matter as a dynamic dimension has been imparted to school education by the adoption of the National Education Policy and the Railways as a concerned and enlightened employer should see that the interests of children studying in railway schools in no way suffer on any account.

III

MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS

3. MIDDLE, HIGH AND HIGHER SECONDARY SCHOOLS

3.1 Earlier, general issues as well as the problems relating to Railway austerity and primary schools have been specifically dealt with. Besides, these schools, there are 28 middle schools, 50 high schools and 33 higher secondary schools. The Programme of Action envisages inter-alia following measures to effect improvement in the quality of education being imparted in these schools:

- i) Construction of additional class rooms and laboratory facilities in the schools to the extent they are deficient.
- ii) Every school must have laboratories and other facilities as prescribed by the Board of Secondary/Higher Secondary Education to which it is affiliated. The norms in this behalf have also been developed by NCERT and KVS. Special care is to be taken to see that the equipment in the laboratories is kept in working order and is replaced over the years as necessary.
- iii) Teacher competence is to be improved by attracting better qualified people to the profession and by improving the pre-service and in-service training programmes through strengthened secondary teacher training institutions.
- iv) Core-curriculum, which is being developed, would be put into effect to consolidate the position. This has to be followed by overall improvement in curriculum, textual material,

teaching practices and examination evaluation methods.

- v) A large number of higher secondary schools have only one or two streams out of humanities, science and commerce and most of them do not have vocational stream. Schools would be helped to have all the three streams and in addition vocational stream would be introduced in selected schools.

3.2 The Central Government may also assist in implementation of some of these measures, particularly, those relating to construction of additional class rooms and introduction of vocational stream.

3.3 Close liaison should be maintained by Railways with the Ministry of Human Resource Development (School Wing), NCERT and the State educational authorities to keep abreast of the concrete measures which are taken in implementation of the policy outlined above. It would have to be ensured that contemporaneous action is taken in respect of the railway schools so that they do not in any way lag behind.

3.4 In the Chapter dealing with the functioning of the central schools, a number of ideas have been put forward for improving the general environment, approach, surroundings and even the lay-out of the schools. It is felt that it should be possible to bring about a general improvement in the environment and surroundings of the Railway schools by paying sustained

attention to these important aspects. While at the same time ensuring that the financial implications are kept within reasonable limits. It had also been suggested in that Chapter that facilities for science subjects and humanities may be rationalised (may be in the ratio of 3:1) to meet the persistent demand of very large number of students to be allowed to go into the science stream instead of humanities.

3.5 Attractive library facilities with adequate arrangements for lighting and seating and a good stock of books pertinent to the subjects of study and of general interest need to be provided on priority basis in each such school. Audio-visual aids as well as cassettes and video tapes of educational interest should also be made available for use by students and teachers.

3.6 Some other aspects of importance, like introduction of SUPW in classes I - VIII, development of linkages with vocational education in the curricula for classes IX and X and introduction of computer training facilities, provision of games and sports and extra curricular activities including camps to build up leadership qualities, have been dealt with at some length elsewhere in the Report.

3.7 As mentioned earlier, a detailed survey of each of these railway schools would have to be undertaken with reference to the aforementioned points and other pertinent parameters which may be evolved in that behalf in order to identify the deficiencies and shortcomings in the existing railway schools and to take concerted measures to rectify them as per a time bound programme.

IV

TRAINING COURSES ON COMPUTERS

4. TRAINING COURSES ON COMPUTERS

4.1 The Central Government have taken in recent months a significant initiative in the matter of disseminating knowledge and information about computers and in making a number of them available for use in the Schools.

4.2 Some of the larger Railway Schools like Southern Railway Hr. Secondary School, Madras (English Medium) have a legitimate claim for being provided with computer facilities on priority basis because of their long standing and excellence in academics. There is need for intercession in respect of such large Railway schools by the Ministry of Railways. The matter should be pursued vigorously with the Ministry of Human Resource Development so that computers are made available to the Railway Schools by dates to be got specified in that behalf. In the meantime it should be ensured that the teachers who are to give instructions in this vital subject are identified and got trained in advance on the type of computer that is being made available.

4.3 It should be the concerted effort of Railways to see that the Railway schools, particularly those with long standing and excellence in academics, are the first to incorporate courses on computers as a part of their curricula and that the students come to excel in this futuristic discipline too.



V

INTERMEDIATE COLLEGES

5. Intermediate Colleges

5.1 There are 8 intermediate colleges on Railways.

5.1.1 They are a relic of the earlier system of 10 plus 2 plus 2. The National Policy on Education has reiterated that 10 plus 2 plus 3 system should be observed all over the country. Evidently, therefore, the intermediate colleges with facilities for 2 years bridge course between the school education level and the university degree would have to be merged into the main stream in accordance with the policy which may be decided in that behalf by the state authorities/affiliating university. It is well known that the teachers working in the intermediate colleges are very conscious of their status as they consider themselves to be part of the college stream rather than the school stream and therefore it is all the more necessary that the developments at the level of the states are carefully watched and timely and tactful measures are taken to see that the intermediate colleges are merged into the main stream.

5.2 No question should be entertained of upgrading the intermediate colleges to the degree level for first it would not be in the overall interest of Railways to take over the additional burden and secondly it is a moot point whether the scarce resources could not be better utilised for developing the vocational stream.

VI

RAILWAY DEGREE COLLEGE, SECUNDERABAD

6. RAILWAY DEGREE COLLEGE, SECUNDERABAD  
(SOUTH CENTRAL RAILWAY)

6.1 This is the only Degree College on the Railways and has been in existence since 1977. It has on its rolls 731 students with a faculty comprising 30 members of the teaching staff. The college has facilities for Science subjects comprising Physics, Chemistry, Zoology, Botany and Mathematics, Commerce, Economics, Political Science, English, Telugu and Hindi Literature.

6.2 The College has an impressive track record; the results obtained in the examinations conducted in 1985 are summarised below :

---

Faculty	No. Appeared			No. Passed			Division			Percentage		
	I	II	III	I	III	III	I	II	III	I	II	III
	(Final Year only)											
B.A.	50	35	58	43	33	55	12	39	4	86	94	95
B.Com.	126	115	111	104	83	96	43	38	15	13	72	86
B.Sc. (MPC)	30	27	24	26	27	20	16	4	-	87	100	83
B.Sc. (BZC)	30	36	38	30	30	36	33	3	-100	83	94	

---

- 6.3 The students have done particularly well in Science Subjects; but the performance in B.Com. both in the matter of pass percentage as well as the division obtained leaves much to be desired. Concerted efforts should be made to bring about the desired improvement in standards and performance.
- 6.4 During the visit to the College, it was noticed that while the facilities in the class rooms were adequate, the approach to the College was bare; may be because of water shortage in that area. Redoubled efforts may be made to grow plants and shrubbery to enhance the beauty of the College Complex and protect it from the general noise outside.
- 6.5 The Library is well stocked with books and publications. The seating arrangements and the decor need to be improved to make the place more congenial, comfortable and inviting. It may also be worthwhile to keep the Library open for longer hours so that the students may make use of it during off-college hours.
- 6.6 Though the Science Laboratories appeared to be reasonably well equipped, there is need to see that the equipment and apparatus required are upto date and in thoroughly reliable working condition. Constraint of funds should not be allowed to come in the way of maintaining a high standard in this vital area.
- 6.7 It is understood that with the cooperation of the Railway Staff Benefit Fund Committee some coaching facilities are being arranged for students who desire to appear for examinations/viva voce held by the Railway Recruitment Board. It may be advisable to widen the scope for such coaching by covering inter-alia examinations held for recruitment to State and Central Services.

6.8 Similarly, Science students who are desirous of joining professional colleges may be helped to prepare for the Entrance Examination to these institutions. These activities if taken in right earnest, in consultation with the students and knowledgeable faculty members should prove to be of immense benefit in improving the chances of students getting the desired placement in professional colleges or in the world of work.

6.9 It is recommended that the counselling service for which a cell already exists in the College may be strengthened by making standing arrangements with the State and Union authorities as well as chambers of commerce and industry and leading houses of trade and industry to communicate contemporaneously information about the openings available in various sectors so that the students could get timely notice for sending in the applications and preparing for the examinations/ viva voce.

6.10 The Railway Degree College at Secunderabad is the only one existing on the Railways. The Committee have no doubt that the Administration would spare no pains to see that the reputation built by it over the years is sustained and enhanced and that the requisite funds for this purpose would be forthcoming.

VII

TEACHING STAFF IN RAILWAY SCHOOLS

7. TEACHING STAFF IN RAILWAY SCHOOLS

- 7.1 Before 1976, teachers for the schools run by the Railways were being recruited by the respective Railway Public Service Commission. Having regard, however, to the time taken in making the recruitment as well as the growing problem of "substitute" teachers who were locally appointed as stop gap the Railway administrations were authorised to recruit teachers on their own with the proviso that they should follow the same procedure as was being observed by the Railway Service Commission. It was also enjoined that the substitute teachers should be asked to apply for the selection.
- 7.2 Adverse observations were made by the Central Vigilance Commission in 1977 about the substitute teachers being continued for years in the Railway schools and therefore, the Railway Board emphasised in their instructions of July, 1978 that adequate panel and adequate waiting list of teachers should be maintained by the railway administrations and that all substitute teachers should be drawn from the waiting list. In June, 1980, while reiterating the earlier instructions of July, 1978, it was also emphasised that the substitute arrangements should not be extended beyond six months in any case.
- 7.3 The teachers in the Railway schools get pay and allowances which compare favourably with those obtaining in the Central Schools. Moreover, it is the accepted policy of the Railways to get as many Central Schools established as possible in Railway Colonies to meet the requirement of education of children of Railway staff.
- 7.4 Having regard to these facts, it would but be appreciated if the qualifications prescribed and modalities of recruitment to railway schools were similar to those



being followed by the Kendriya Vidyalaya Sangathan for the Central Schools. In fact, it should be possible to improve upon the modalities of recruitment in the light of experience gained by Kendriya Vidyalaya Sangathan and it may be worthwhile to have aptitude tests including a proficiency test in the language of instruction to make sure that the persons best suited to the requirements of teaching the subjects were empanelled.

- 7.5 It may be worthwhile for the Railway Board to hold informal discussions in this behalf with the Kendriya Vidyalaya Sangathan and issue general directions and guidelines on the subject.
- 7.6 It is also necessary that the work of the teachers is assessed objectively and critically with reference to the quality of instructions imparted by them and the results achieved by the students taught by them. The Annual Confidential Report form for the teachers may be devised on the lines similar to those obtaining in the Central Schools; improvements being made therein, of course, in the light of experience gained. Such proforma may be devised by the Railway Board in consultation with the Kendriya Vidyalaya Sangathan and issued to the Railway Administrations by way of general guidance. The Railway Administration while giving effect to the proforma may marginally adopt/modify it to suit the local requirements.
- 7.7 It is of the utmost importance that the teachers who are entrusted with the duties and responsibilities of imparting instructions in a subject remain upto date in their knowledge as well as in the modalities of imparting instructions.

- 7.8 It need hardly be emphasised that for successful teaching the teacher has not only to be clear in his concepts but also make the lesson interesting with the help of audio-visual and other aids so as to help the students to imbibe and retain it. It is, therefore, imperative, as emphasised elsewhere, that the teacher should be given access to all supportive materials including books, publications, audio-visual aids, projector etc. to facilitate the task and make teaching a creative experience.
- 7.9 In all leading schools as well as in schools run by the State authorities, the importance of refresher courses is being increasingly recognised. In fact, the NCERT had arranged in the context of the National Policy on Education a crash course of instructions in the summer of 1986 for the teachers to make them aware of the latest developments in the subject as well as in the methodology of teaching to make learning joyful and creative. It is imperative that Railways should ensure that the teachers working in railway schools undergo refresher courses on the same lines as prescribed/envisaged by the state educational authorities in respect of the schools which are affiliated to the State Secondary/Higher Secondary School Boards and NCERT/CBSE in the case of schools which are affiliated to CBSE.
- 7.10 It is well recognised that the head of the educational institution occupies a unique position as he not only administers the institution but also has to interact widely with the parents of children studying in the schools, educational authorities and his peers in other educational authorities.

- 7.11 The head of the institution has also, in particular, to see that the library facilities, co-curricular activities, sports, games and general amenities and environment for the students and staff are adequate in scope and satisfactory in standard. It is, therefore, imperative that the head of the educational institution is selected with great care by a Selection Committee which should be chaired by an officer of the rank of Head of Department and should have at least one educationist of proven standing in a grade at least one step higher, if not two, than that of head of the institution for which selection is being made.
- 7.12 The appointment may be made in the first instance on temporary or officiating basis and the incumbent may not be confirmed in that appointment till after having successfully held the position for three to four years and discharged its responsibilities fully and satisfactorily.
- 7.13 The Railway authorities who administer the schools should ensure at the level of the General Manager/Chief Personnel Officer that no genuine grievances of the teaching and other staff remain unattended to. In fact, it should be incumbent on the Railway Administration to take conclusive action in all such matters within a specified period which ordinarily should not exceed three months.
- 7.14 Elsewhere in this Report, it has already been suggested that the General Manager/Addl. General Manager/Chief Personnel Officer/Divisional Railway Manager etc. etc. should visit the educational institutions regularly. It is expected that during these visits all aspects of the function of the school including problems relating to teachers or students would be gone into and resolved.

7.15 If the arrangements outlined above are worked in true letter and spirit, not only the backlog of problems would be cleared but it would also ensure that these do not keep piling up for want of decisive action.

7.16 NUMBER OF TEACHERS IN RAILWAY SCHOOLS

The question of number of posts of teachers required in Railway schools having regard to the subjects taught, the number of students on rolls, etc. has been raised on Railways from time to time. The scales of pay and allowances allowed to the teachers in railway schools is the same as recommended by the Union Ministry of Human Resource Development (erstwhile Ministry of Education). Besides, the Railway schools are spread all over the country. It would be advisable, therefore, to adopt a pragmatic approach having regard to the guidelines which may have been laid/come to be laid in this behalf by the Union Ministry of Human Resource Development, NCERT etc. and the norms which may be prescribed by the State Board of Education/State Educational Authorities where the school is located.

VIII

REVISION OF SCALES OF PAY AND ALLOWANCES ETC  
OF RAILWAY TEACHERS

8. REVISION OF SCALES OF PAY AND ALLOWANCES ETC.  
OF RAILWAY TEACHERS

- 8.1 The Union Government had constituted a National Commission on Teachers in February 1983. One National Commission was required to deal with Teachers in the School/stream and the other with Teachers engaged in Higher Education.
- 8.2 The National Commission on Teachers for the school stage gave their Report to the Government in March 1985. The Report is aptly entitled "The Teacher and Society" and deals with important aspects relating to national goals and the role of the teacher; the status, working conditions and welfare of the teachers; training of teachers, etc. Under the head of "The status, Working Conditions and Welfare of the Teacher", the question of uniform pay scales, provision of posts of Vice-Principal and senior teachers, special subject teachers, periodic review of salary scales, study leave, etc. have been dealt with. It is understood that the report is still under the consideration of Government.
- 8.3 It is hoped that the Government would complete consideration of the Report before the end of the year and announce the eagerly awaited decisions in respect of not only the scales of pay and allowances but other important matters dealt with in the Report.
- 8.4 It is understood that on the Railways the teachers working in the Railway schools are already in receipt of the scales of pay and allowances as prescribed by the erstwhile Ministry of Education.

- 8.5 It is recommended that after the announcement of the Government's decision on the scales of pay, allowances and other matters covered in the Report of the National Commission on Teachers, the position should be comprehensively reviewed by the Railway Board in consultation with the Union Ministry of Human Resource Development in respect of the Railway Schools and decisions on all these matters of vital interest to the teachers announced and given effect to at the earliest.

IX

RAILWAY WOMEN'S WELFARE ORGANISATION  
AND THEIR ROLE



9. RAILWAY WOMEN'S WELFARE ORGANISATIONS AND THEIR ROLE IN EDUCATIONAL FIELD

- 9.1 The Railway Women's Organisations which usually have the wife of the General Manager as President/ Patron have been taking very active interest in the welfare activities directed towards the well-being of the families of the Railway staff. Apart from running several centres for providing gainful employment and vocation for families of Railway employees, they have been running a number of educational institutions in the Railway Colonies. These educational institutions are varied in scope ranging from elementary facilities for pre-school children to running of full-fledged schools which usually have English as a medium of instruction.
- 9.2 The Railway Women's Organisations raise funds for these welfare activities by holding fairs, fetes and other cultural meets. They also charge modest fees for children studying in the schools run by them. Some of these sch.ols also receive grant-in-aid from Railway Administration/State authorities.
- 9.3 A question was raised whether it would be a feasible proposition to entrust the management of all the departmentally run schools in Railway colonies to the Railway Women's Welfare Organisations and the unanimous reaction of the Railway Administrations has been that such a task was well beyond the administrative capacity of these bodies.
- 9.4 As for the schools run by the Railway Women's Organisations, while their dedicated efforts are to be

lauded, it has to be admitted that the range of subjects available in the schools run by them as well as the pay scales given to the Teachers leave much to be desired.

- 9.5 With the adoption of the National Policy on Education there would have to be a common curricula and even common textual material for various classes.
- 9.6 The authorities are also likely to lay down the minimum educational qualifications and experience for appointment of Teachers as well as the minimum scales of pay and allowances which should obtain in such schools run by non-official organisations.
- 9.7 It is also on the cards that the Government may extend substantial grants to the non-official organisations to ensure that at least the minimal standards envisaged in the National Policy on Education are conformed to.
- 9.8 Having regard to the above developments, the Railways should keep a close watch and extend guidance to the Railway Women's Welfare Organisation to upgrade the quality of teaching and range of coverage of subjects in the schools run by them so as to conform to the national standard.
- 9.9 It should also be ensured that these schools have proper facilities for co-curricular activities as well as games and sports.
- 9.10 It is imperative also that the Teachers imparting instruction in these schools have the requisite Qualifications and experience and that proper arrangements are made to impart them training in the context of the National Policy on Education. They should

also, in all fairness, be given the requisite scales of pay and allowances as may be prescribed for such non-official institutions.

9.11 The performance of the schools run by the Railway Women's Welfare Organisations should be closely monitored to see that appropriate standards are maintained and that the interests of the students do not suffer. It is evident that if a school run by Railway Women's Welfare Organisation does not come upto the requisite standard there should be no hesitation in getting it replaced by a State-run school.

9.12 There are two other areas impinging on the welfare of children which have been specifically stressed in the Programme of Action brought out by the Ministry of Human Resource Development -

(i) Early Childhood Education Centres &

(ii) Pre-Primary Schools

These facilities are expected to contribute significantly to the integrated development of children.

9.13 The Railway Women's Welfare Organisation may be encouraged to take special interest in organising these facilities (Early Childhood Education Centres & Pre-Primary Schools) in the Railway Colonies in conjunction with the State/local authorities.

9.14 Another area where the Women's Welfare Organisation can play a significant role is in developing activities for imparting instructions in Socially Useful Productive Work (SUPW), particularly for the girls'steam. In fact, it will be helpful if wives of officers and staff who are well qualified would

take up the work of imparting instructions in SUPW  
in Railway Girls Schools and other schools functioning  
in Railway colonies on voluntary basis or on payment  
of token honoraria.

X

PARENT TEACHERS ASSOCIATION

10. Parents Teachers Associations

10.1 A model guideline for developing Parents Teachers Association for interaction with teachers may be evolved by each Zonal Railway/Production Unit. For devising the guideline, the Zonal Railways may see the Parents Teachers Associations at work in reputed Schools in the area as also consult the State authorities, as necessary.

10.2 In the beginning, it would need special attention particularly of the Personnel/Welfare Branch dealing with administration of Schools to see that such Associations, when established, proceed on healthy and constructive lines and stay clear of individual cases and not create an atmosphere of recrimination.

10.3 Such a body should meet at least twice in an academic year, preferably once a few weeks before the commencement of the Academic Year and the second time a few weeks before the closure of the Academic Year so as to take stock of the position and advance timely suggestions for action.

XI

COUNSELLING SERVICE FOR STUDENTS

11. Counselling Services for Students

11.1 It is important that students particularly in Classes IX, X, XI and XII are made aware of the employment opportunities available outside on successful completion of the course. Senior teachers (two or three) in larger schools and two in medium sized schools should undergo a programme of training for counselling so that they can discharge this onerous responsibility competently. For training such teachers the facilities available at the State/ Central level may be suitably availed of.



XII

TROPHY FOR BEST RAILWAY SCHOOL IN EACH  
ZONE/PRODUCTION UNIT

12. Trophy for Best Railway School in Each Zonal Railway/Production Unit
- 12.1 With a view to encourage healthy competition amongst the students studying in Railway Schools in each Zonal Railway, a handsome trophy may be announced for being awarded to the school which is adjudged as the best in the Zone.
- 12.2 Suitable parameters for evaluation of the performance having regard to the degree of excellence attained by the students in academics, sports, all-round development particularly in the field of social service, observance of discipline etc. etc. may be devised.
- 12.3 While the Trophy may be kept centrally in the General Manager's Office with the name of the School inscribed on it, a suitable additional grant of Rs.2000-2500 may be given to the School for being utilised at the discretion of the Principal/School authorities for effecting improvement in school laboratories, development of extra-curricular activities, sports and games etc.
- 12.4 The precise scheme for expending this additional grant may be decided by the Principal/Headmaster who would no doubt consult other Senior Staff Members as well as Parents' Association etc. so as to put the additional grant to best use. This should naturally be detailed at some length in the Schools' Annual Report and suitably reported to the General Manager for information.

XIII

DECLAMATION AND DEBATING CONTESTS FOR RAILWAY  
SCHOOL CHILDREN

13. DECLAMATION AND DEBATING CONTESTS FOR RAILWAY  
SCHOOL CHILDREN

- 13.1 Efforts should be made to see that children from Railway Schools participate in debates, declamation contests and other cultural activities which are organised for students of schools in the area. This would make for interaction with students from other schools and help to raise the quality of participation. In Railways which have a large number of high schools including those at higher secondary level it may be worthwhile to arrange for a debate, on a Zonal level, on a subject of national importance so as to encourage communication skill amongst the students. It should be organised once or twice a year as a part of an evening cultural programme at the Zonal headquarters of a railway, the idea being to encourage interest amongst the railwaymen about the high standards being achieved in various fields by their children studying in railway schools.

XIV

ENCOURAGING SPORTS AND ATHLETICS AMONG  
RAILWAY SCHOOL CHILDREN

ENCOURAGING SPORTS AND ATHLETICS AMONGST  
CHILDREN STUDYING IN RAILWAY SCHOOLS

- 14.1           The All India Railway Sports Meet is an event of national importance which is covered prominently by the media. In order to provide a focal point for encouraging excellence in athletics and sports and games, it may be worthwhile to introduce a few select track and other events in the All India Railway Sports Meet which could be earmarked for participation by children of Railway staff studying in Railway schools.
- 14.2           As a corollary to it the Zonal Railway/Production Units may incorporate suitable track and other events in their Annual Meet which should be thrown open exclusively to children of Railway employees studying in Railway schools.
- 14.3           For successful participation in these Meets at Zonal/National level it is obvious that the base for it would have to be built in the schools. The Railways are known for giving significant and consistent encouragement to development of sports talent and it is a matter of great pride to the Railways that Miss P.T. Usha, who belongs to the Railways, has won Gold Medals for the country at the recently held ASIAD meet in Seoul.
- 14.4           There is need for extending facilities for development of ath-letics, games and sports at the base level of schools which at present are greatly constricted for want of sports equipment as well as the requisite funds even though in many places they have grounds to play games.

14.5

In the larger national interest it is but appropriate that Railways should extend the requisite financial and other assistance to the schools to equip them for fuller participation and development of their athletics, sports and games talent. It may be worthwhile to carry out a systematic survey of the facilities and the requirements of each of the Railway Schools (Zone-wise) and then draw up a programme for extending these facilities on a time-bound programme.

14.6

In fact, it should be possible for Railways, who have nationally known coaches in various fields, to give a guiding hand which can go a long way in the development of interest in the children and start a quest for achieving excellence in this fascinating field.

XV

AFFILIATION TO EXAMINATION CONDUCTED BY CENTRAL  
BOARD OF SECONDARY EDUCATION



15. Affiliation to/Examination  
Conducted by C.B.S.E
- 15.1 One of the terms of reference of the Committee is "to consider affiliation of railway schools with the Central Board of Secondary Education (CBSE)."
- 15.2 The Central Board of Secondary Education (CBSE) has built up over the years widespread respect amongst the secondary schools, educational authorities and students about their probity and consistency in maintaining high standards in examinations conducted by them. The central schools including the project schools and a few other schools on Railways, which mostly have English as the medium of instruction, follow the curricula prescribed by the C.B.S.E. and their students also take the examinations conducted by this body. The overwhelming majority of schools on Railways have remained affiliated to the respective Boards of Secondary/ Higher Secondary Education and they have taken this approach advisedly in the interest of their students for their experience has been that the standards obtaining for award of marks/division by the State Boards of Secondary/Higher Secondary Education are far more liberal than those followed by the C.B.S.E. Since admission to engineering and medical and other professional institutions as well as to coveted subjects like Honours in Economics, Mathematics, Physics, etc., in the universities are dependent on the number and percentage of marks obtained by the students in the secondary/higher secondary examination, they do not desire to switch over to the C.B.S.E. in view of the obvious advantages of remaining with the State Boards of Secondary/ Higher Secondary Education.

- 15.3        There is no doubt that as a policy, adoption of the curricula laid down by the C.B.S.E. as well as the examinations conducted by this body should be encouraged but the pace for it may not be forced by issuing, as if it were, a "fiat" in that behalf.
- 15.4        The Committee are given to understand that the National Council of Educational Research & Training (NCERT) have been asked by the Government to evolve curricula for various stages of education viz. primary (class I-V), post-primary classes (VI-VIII), secondary classes (IX-X), etc., in order to give concrete shape to the National Policy on Education. NCERT have also been asked to evolve an exemplar modular textual materials for the various classes. It is understood that NCERT have given top priority to this assignment. We may have within the next one or two years not only common curricula objectives but also common textual material for use in classes in the schools all over India.
- 15.5        There has also been another significant development, namely, the directives given by the High Courts to various States to conduct a common entrance test for selection of students for admission to professional courses such as medical, engineering, etc. The Supreme Court too has recently directed the Ministry of Health that All India Pre-medical Entrance Test should be conducted and a merit list prepared so that at least 15% of the candidates would be chosen on merit through this common entrance test. The Supreme Court has also directed that the Central Board of Secondary Education should be entrusted with the responsibility for conducting such tests from 1987 onwards.

- 15.6            On the initiative of the Central Board of National Association of the Boards of Education in the country, the Council of Boards of Secondary Education in India (COBSE) were to undertake an exercise to evolve a national core-curricula.
- 15.7            As mentioned earlier, NCERT have now been entrusted by the Government with the responsibility of developing the curricula & exemplar modular textual material to give effect to the National Policy on Education. It is expected that COBSE would be collaborating with the NCERT in this vital work of national importance.
- 15.8            While the Railways may extend every encouragement to the railway schools to follow the curricula laid down by the CBSE and taking the examinations conducted by that body, it is of the utmost importance that the students and the parents do not, in any way, feel hussled on this sensitive issue which affects the career of the students.

XVI

UPKEEP AND PROPER MAINTENANCE OF  
RAILWAY EDUCATIONAL INSTITUTIONS

16. Upkeep and Proper Maintenance of  
Railway Educational Institutions

16.1 During the course of visits to the railway educational institutions it was noticed that the maintenance in general was of a very poor standard, even lower than that obtaining in ordinary buildings of the Railways. This is a matter of deep concern and disappointment. The local authorities sought to explain the deficiency by pleading that even the General Manager had no power to incur expenditure on the maintenance of railway school buildings, leave alone effecting the desired improvements in them.

16.2 On making enquiries, it has been given to understand by the Railway Board that this version is not borne out by the extant schedule of powers conferred on the General Managers which, in fact, specifically provides:

"..... The General Manager may sanction expenditure in respect of existing railway schools, institutes, hospitals and dispensaries, provided the lump-sum provision in the sanctioned budget is not exceeded ..."

16.3 Apparently, there is a widespread misconception about the powers available with the Railways to not only maintain the railway schools at a satisfactory standard expected of such institutions, but also to effect the desired improvements so as to provide minimal essential facilities like toilets, drinking water, furniture and fittings, fans, equipment for sports and games, etc.

16.4 It is recommended that the position should be clarified to the General Managers in explicit terms so that they are made conscious of their responsibilities for proper upkeep of the railway educational institutions and for ensuring provision of essential amenities therein.

- 16.5 In fact, the Works Programme of the Railways in respect of railway educational facilities should be specifically gone into at the proposal stage by the Executive Director, Establishment, Railway Board (who looks after the functioning of Railway Schools) to make sure that the requisite provision has been made therein for the proper upkeep and maintenance of the Railway Schools.
- 16.6 It should be incumbent on the Divisional Personnel Officer accompanied by Divisional Engineer and Divisional Accounts Officer to visit once a quarter schools with an enrolment of 500 or more students and visit once in six months schools which have 251 to 500 students and visit once a year the remaining institutions to provide the necessary impetus and check on the proper functioning of the educational institutions.
- 16.7 It would be in the fitness of things if the Divisional Railway Manager concerned attended one function in the larger schools in a year and saw for himself the conditions obtaining and the academic results achieved.
- 16.8 The General Manager, Additional General Manager/ Chief Personnel Officer may also occasionally visit the educational institutions as this would have the desired effect of ensuring that these do not remain in a state of neglect.

XVII

CENTRAL SCHOOLS

17.

CENTRAL SCHOOLS

- 17.1 The Railways have at present 18 Central Schools, out of which four are Project Schools, the rest being in the civil sector. The details of these 18 schools together with the range of classes and the number of students, who are children of railway staff and outsiders are indicated in the statement at Annexure - II .
- 17.2 The Central Schools are managed and run by the Kendriya Vidyalaya Sangathan (KVS), which is headed by an Officer of the rank of a Commissioner under the administrative control of the Ministry of Human Resource Development. The K.V.S. which started in 1963 with 20 schools has now over 600 schools spread all over the country. By and large, the number of children of railway employees studying in these schools are in a substantial majority except at Palghat (Southern Railway) in the civil sector and Yelahanka (Bangalore) in the project sector.
- 17.3 In the Project Schools, the recurring as well as the non-recurring expenditure is borne by the Railways while in the case of civil schools which are established on the specific request of the Railways, land to the extent of about 15 acres, some temporary accommodation for starting the school and some accommodation for teachers are required to be made available.
- 17.4 The Railways have been very keen that the children of their staff should get first priority in admission to Central Schools even in the Civil Sector on the ground that these are located in the Railway colonies for which 15 acres of land are given by the Railways who also provide temporary accommodation for the school as well as extend some temporary accommodation for the teachers. In January, 1986 it was suggested by the Railway Board to the Ministry of Human Resource Development that Central Schools for Railways should be opened by creating a new



category of 'Special Sector' in which the Railways would meet the non-recurring cost and the children of their employees would get first priority in admission to such schools. This request was not agreed to by the Ministry of Human Resource Development on the ground that they were not in favour of creating a new category. Besides, this would also involve the question of distinguishing Railway employees from other Central Government employees which might be invidious and undesirable. If the Railways were keen to secure the facility of over-riding priority for admission of children of Railway employees, they would have to go in for project schools and meet the entire recurring and non-recurring expenses.

- 17.5 The position was reviewed about the middle of this year and the Railway Board decided to request the Kendriya Vidyalaya Sangathan to locate another 11 Central Schools including two in the Project Sector. For details see Annexure - III. It is understood that the Kendriya Vidyalaya Sangathan authorities are sympathetically examining these requests and there is a good chance of most of these being agreed to.
- 17.6 There appears to be a feeling, particularly at the level of the Railway Board, that the best they could do by way of extending educational facilities to children of Railway employees was to get Central Schools established in the Railway colonies and they were sparing no pains to bring this about.
- 17.7 The Railways have not taken as active an interest as they could have in designing, development and functioning of the Central Schools under a general impression that it was best left to the K.V.S. - an autonomous body which is charged with the responsibility of running such schools.

- 17.8 This attitude needs to be changed to one of continuous concern and active involvement on the lines indicated below:
- 17.8.1 In the case of the project schools, the recurring as well as non-recurring expenditure are borne by the Railways. A Senior Railway official (either the General Manager himself or his nominee) is the Chairman of a committee set up to advise the management of the school. It should, therefore, be possible for Railways to take more active interest in the development and functioning of these schools.
- 17.8.2 The design and lay-out of the schools are of crucial importance as these determine the environmental conditions which play an important part in moulding and developing the sensibilities and sensitivities of the children at schools. It should be possible to select after on the spot visits to some of the leading Central Schools in the area/state/adjoining States a model which would meet the mostly the requirements. This model, of course, need not be copied mechanically. The difficulties and shortcomings which have been experienced by the school authorities functioning in the school should be ascertained and got rectified in the proposed design and lay-out. The General Manager/Senior Official who is represented on the Committee of Management should take personal interest at this vital stage to make sure that the new school building would be free from all know shortcomings.
- 17.8.3 It is also advisable to try and get the services of dedicated and well-versed persons out of those borne on the K.V.S. cadre to head the school; care being taken to see that the person has several years of service to go so that the school has the benefit of continuity of

guidance at the top in its developmental phase. Similarly, it should be ensured that the staff who are posted to the Project Schools fulfil these requirements and would remain with the school for several years to come at least in the initial period of establishment and development.

17.8.4 The Kulandaiswamy Working Group Report on Vocationalisation of Education (August 1985) sets out in comprehensive terms not only the spectrum and dimensions of vocational education in Classes XI and XII but also how linkages have to be systematically developed at the secondary stage in Classes IX and X and even at the earlier stages of Classes I to VIII. Two of the Central Schools in Project Sector in the Railways are situated in Railway colonies in the vicinity of the Production Unit/Workshop. It should be possible to select vocational subjects particularly under the broad head of engineering and technology for being introduced on priority basis in these schools. The Railways could easily provide expertise in the matter of setting up of school workshop and equipment and they could even lend services of well-versed technical experts to impart technical instructions in these subjects.

17.8.5 As is well known the introduction of vocational subjects at the higher secondary stage is a recent development and therefore it is all the more necessary that the school authorities, while taking note of the facilities and services which Railways can extend, should make sure that the curricula as well as the modalities for imparting instruction are in consonance with the guidelines and policy laid down in this behalf by the State/Union authorities.

- 17.8.6 The Central School authorities in conjunction with the Railways, Banking, Medical and Health authorities and other leading industries and business houses in the area/region should identify other vocations under the broad heads of Business and Commerce and Health and Para-Medical Services, for which it is known that there are pressing requirements. These could be incorporated gainfully in the school curricula and thus provide wider opportunities for absorption of students on successful completion of the course.
- 17.8.7 Once the vocational stream has been well established for Classes XI and XII, backward linkages to cover students in Classes IX and X should be forged and given effect to as recommended in the Programme of Action (August 1986) and the report of the Kulandaiswamy Group (August 1985).
- 17.8.8 The Kulandaiswamy Committee has also recognised the need for schools with vocational stream to serve the community in general by running extension programmes for training of craftsmen and technicians. The idea of using the secondary vocational schools in a community development role is in its initial stages but it is recognised widely that a duty and responsibility are owed to a large number of children who drop out from the school stream before completing classes VIII and X as they are in dire need of learning skills which would enhance their employability.

- 17.8.9 The two Central Schools in the Project Sector could undertake this pioneering responsibility by organising facilities for training of young 'drop outs' in the age group of 15-18 during 'off school hours'.
- 17.8.10 The Senior Railway Official, who is represented on the committee of management, should play a leading role in gathering support for this pioneering initiative. It would have to be ensured that the skills which are taught to these young persons are such as to enhance their employability and get them placement after completion of training. It is in the selection of these vocational trades that a lot of care would have to be taken. In the initial stages, it would be somewhat difficult to attract the 'drop outs' to attend such vocational training and therefore persuasive methods would have to be used but once the scheme is demonstrated to be a success, the 'drop outs' would naturally feel attracted to avail of this facility to upgrade their employability.
- 17.8.11 In the Programme of Action as well as in the Kalandaiswamy Report, emphasis has been laid on association of knowledgeable volunteers in helping to impart instruction in Socially Useful Productive Work (SUPW) to students studying in Classes I to VIII. This aspect has been dealt with elsewhere also in the Report and it would, therefore suffice to say that there is scope for closer coordination and meaningful assistance being rendered in this behalf by the Committee of Management on which Railways are represented.

- 17.8.12 It is well known that the number and percentage of students who desire to be in the Science stream as compared to Humanities, is very large and it would, therefore, be in the fitness of things if in the Senior Schools, more sections and facilities are earmarked for the science stream as compared to the humanities say in the ratio of 3:1. Amongst the science subjects also more emphasis would have to go on non-medical subjects in view of the larger demand for these subjects.
- 17.8.13 Special care would also have to be taken for building sound basis in Mathematics, which is now widely recognised as the base for scientific achievements.
- 17.8.14 The Government have an imaginative and ambitious programme to make available computer training facilities at the school level and draw up from time to time a list of such schools to be given the computer and related facilities on priority basis. A concerted effort should be made to get computer training facilities at the earliest for the Central Schools, particularly, the Project Schools, as also for other railway schools which have a large number of students studying Mathematics and Science subjects.
- 17.8.15 It is also imperative that the laboratories for the science subjects are not only well equipped with the requisite facilities, but it is of the utmost importance that the equipments installed therein are kept in working order. In fact, these Science laboratories could well provide the impetus and the nucleus for development of the Science Clubs and thus help in the development of budding Scientists.

- 17.8.16 The importance of a well stocked and imaginatively designed library as an incentive to the students to learn on their own and discover the joy of addition to knowledge through study is widely recognised.
- 17.8.17 One of the schools visited by the Committee, viz., St. Anne's High School, Bombay had made school library a centre for a wide range of intellectual activities including preparation of lessons and projects to deepen understanding of different subjects.
- 17.8.18 A Working Group comprising eminent educationists with Father Kunnukal, Chairman, Central Board of Secondary Education, as its Convenor, which had gone into the question of encouraging "FREEDOM TO LEARN" in the early Eighties, had also emphasised the importance of having a school library with a good supply of books both of a general nature and on the various pertinent subjects at a minimum ratio of 5 books per student (10 per student for residential schools).
- 17.8.19 The Libraries in the Central Schools need to be greatly improved. The Library should be located in a most attractive area functionally so as to attract the students to spend their "off class" hours in its inspiring environment. It should have well designed open shelf facilities with good lighting and suitable arrangements for the students to sit down and browse through books and even take down notes. It should have not only books and publications selected thoughtfully and wisely by the school academicians but also have journals and magazines of general interest which would help to raise the horizon and widen the interests of the young students.

- 17.8.20 It is equally important that in consonance with the latest developments it should have facilities for audio-visual aids including cassettes and video tapes devoted to educational subjects.
- 17.8.21 Development of co-curricular activities, sports and games should be considered as essential as these help to develop the all round personality and potential of the student. The General Manager and other officers associated with the management of the school can play a very useful part in encouraging these activities by ensuring not only the provision of adequate playgrounds and gymnasia but also sports gear and equipment. They could even make available services of coaches on select basis to kindle and sustain the interests of students in developing proficiency in certain games and sports and athletic events.
- 17.8.22 Organisation and participation in local and zonal tournaments may provide an additional incentive to development of proficiency in playing games.
- 17.8.23 As for co-curricular activities, apart from scouting and hiking, participation in leadership building activities on the lines organised by the defence authorities and which have been commended in the First Report of the Committee could be taken advantage of by the Central Schools also.
- 17.8.24 Hostel facilities on pilot basis could be provided in one or two Central Schools (Project Sector) for children of staff working on branch lines. If this pilot project is a success, such hostel facilities could be provided on a selective basis in other large Central Schools located in Railway Colonies.



- 17.8.25 Navodya Vidyalayas would be the latest innovative educational institutions to be set up by the Union Government. A close watch may be kept at the level of the Railway Board/Zonal Railways to see what are the significant innovations which could be incorporated with advantage in the running of Central Schools in the Project Sector/Railway Schools.
- 17.8.26 Earlier emphasis had been laid on the need for designing and developing an aesthetically pleasing school complex. In this, the development of environment should receive special attention. It would be recalled that all these schools are situated in railway land and therefore it is but appropriate that they should make it a matter of pride to ensure not only a clean and neat approach to the school but in general see that it has lawns and scrubbery which enhance the beauty of the setting and has high rising hedges and tree corridors to preserve peace and quiet essential for pursuit of academic excellence.
- 17.8.27 The question of Railways taking more active and positive interest in the setting up, developing and running of Central Schools in the civil sector was informally discussed with the Ministry of Human Resources Development. They appeared to have no objection to the active participation of Railways in effecting improvements in the Central Schools, running in the Railway Colonies, or its vicinity and which had on its roll very large number of students who are children of Railway staff. The Railway Board may well take the initiative to hold discussions with the Kendriya Vidyalaya Sangathan and the Ministry of Human Resource Development to evolve a suitable framework which would make for such active cooperation at the school level in the interest of effecting continuous improvement.

XVIII

NAVODAYA VIDYALAYAS

- 18.2 It has been suggested that railways could take advantage of this opportunity to attract location of these Navodaya Vidyalayas by offering suitable land measuring about 30 acres on the Branch Lines which are naturally situated in the rural areas. While it is true that seats in these schools may not be exclusively earmarked for children of railway employees, the presumption could well be that the children of railway employees, particularly those working on Branch Lines, would be able to compete successfully for the 75% quota reserved for children coming from the rural areas.
- 18.3 Time is the essence of the matter as the Union Government are very keen that the Navodaya Vidyalays, which are the latest innovation in making available quality educational facilities at the grass-root level are established on priority basis. If the approach outlined above is accepted in principle by the Railway Board then urgent steps should be taken to identify at least four suitable sites for location of Navodaya Vidyalays in the four regions of the country. Close liaison should be established with the authorities both at the Union level as well as in the field to see that cogent proposals are developed in accordance with the parameters and guidelines laid down in that behalf.
- 18.4 It would be appreciated that once Navodaya Vidyalays get established and find general acceptance, there would be an increasingly stiffer competition to attract their location. Therefore, it is all the more necessary that if the idea commends itself to the Railways they should take concerted and timely action.

XIX

ESTABLISHMENT OF TECHNICAL TRAINING  
INSTITUTIONS

19. ESTABLISHMENT OF TECHNICAL TRAINING INSTITUTIONS

- 19.1 The Programme of Action brought out by the Ministry of Human Resource Development in August, 1986 states inter alia that 'to provide more opportunities to students for 10 plus vocational courses in engineering and technology, 100 more vocational institutions shall be established'. The Railways run some training schools for 'in-house' training of apprentice mechanics, trade apprentices as also Special Class Apprentices for the Department of Mechanical Engineering. No Institution as such exists on the Railways for providing technical training facilities in engineering and technology to students who pass out from 10 plus vocational courses.
- 19.2 A statement showing the details of major W/shops on Railways (Zone-wise) is at Annexure - VI. The Railways also have four Production Units at Chittaranjan (CLW), Varanasi (DLW), Perambur (ICF) and Bangalore (Wheel and Axle Plant) besides two new Production Units are coming up at Patiala (Diesel Component Works) and Kapurthala (Rail Coach Factory).
- 19.3 The Railways have also been thinking of prescribing a Diploma from ITI/Polytechnic Institute as an essential qualification for recruitment to the Workshops/Production Units. There have been persistent representations to the Railway authorities to establish Polytechnics as adjunct to their Production Units/large Workshops so that the children of Railway employees could get an opportunity to be technically trained and thus improve their chances of finding employment.
- 19.4 Having regard to the declared policy of the Union Government to establish as many as 100 additional technical training institutions for the 10 plus

vocational stream, it is the right time for the Railways to press for establishment of a few such institutions in Railway colonies in the vicinity of Production Units/large Workshops employing 5000 or more staff. The Railways should identify at the earliest trades under the broad head of 'engineering and technology' which are pertinent to the functioning of their workshops/production units and for which there is known to be demand. In order to provide broader spectrum for vocational training, it would be advisable to carefully assess in depth the demand for other trades like electronics, computers, automobile engineering etc. etc. by industry and trade in general in the area/region, so that facilities therefor could also be developed.

19.5 It may be recalled that Kulandiaswamy Working Group in its Report has underlined the need for technical training institutions to involve themselves with the extension work particularly in the field of imparting training to workers employed in the non-organised sector of the industry which would enable them to become skilled artisans and skilled craftsmen. In formulating the proposals for setting up technical training institutions on the Railways, this aspect should not be overlooked.

19.6 The Ministry of Human Resource Development have impressive expertise in the matter of developing and establishing such technical training institutions. The Ministry have also developed norms and standards together with financial implications therefor. Informal discussions with the Ministry of Human Resource Development indicate that they would extend every help to the Railways to develop a feasible profile for establishing such technical training institutions.

- 19.7 The pertinent question in this context is the source for the money required for establishing the technical training institutions. The Ministry of Human Resource Development are at present not clear as to how much money would be available to them for establishing the additional 100 technical training institutions. Naturally, the effort of the Railways would be to see that the funds for establishing these technical institutions are made available by the Ministry of Human Resource Development but if for any reason such an assistance is not forthcoming it may be worthwhile for the Railways to develop a blue-print in detail for establishing such technical training institutes (Diploma level) at least at four locations adjacent to the production units/large workshops having a strength of 5000 or more staff. In deciding location for new polytechnics it should be ensured that the distribution by regions is equitable.
- 19.8 If the constraint of financial resources comes in the way of establishment of these technical institutions it may be worthwhile to have a second look at the proposals for establishing Central Schools in the Project sector. It is pertinent to recall that as per Programme of Action brought out by the Ministry of Human Resource Development the Government are committed to provide educational institutions of adequate quality upto middle standard and even upto High School/Higher Secondary level. The natural expectation therefore is that the requirements of children of Railway staff for educational facilities upto the school level would be met either by Central Schools (Civil Sector) or other schools of adequate

quality. The resources thus saved could be utilised for establishing these technical training institutions which have a greater relevance in the context of the prevailing unemployment situation.



XX

LIBRARY-CUM-READING ROOM FACILITIES IN  
RAILWAY COLONIES

20. Library-cum-Reading Room Facilities  
in Railway Colonies

20.1 All over the world it is being increasingly recognised that Library-cum-Reading Room facilities can play a vital role in facilitating acquisition of knowledge and enabling the participants to keep abreast of events etc. In large Railway Colonies where 5,000 or more of staff are housed it may be worthwhile to locate at least one Reading Room-cum-Study-cum-Literacy Centre. This Reading Room should also have preferably a corner where students could conveniently sit down and study without being disturbed and may even do written work.

20.2 This Centre could also be used by suitably staggered hours for imparting knowledge in socially useful subjects like house-keeping, laundry, first aid, elementary electronics, maintenance of household gadgets etc. etc. to family members of railwaymen and for teaching skills to turn out handicrafts which could provide supplementary income to the railwaymen's families. Depending on the requirements of railwaymen's families and the availability of voluntary and other part-time workers, the facilities could be used to spread literacy, message of family planning, bringing up of healthy and happy families, development of consciousness of civil responsibilities etc.etc.

20.3 Such reading room-cum-study room-literacy centre could well be treated as an Extension Centre of the leading Railway Institution for Officers and an earnest endeavour should be made to involve the wives of these

Officers in the constructive and creative activities  
for the welfare of the railwaymen's families as  
mentioned in the paragraph above.

XXI

CONTINUOUS EDUCATION

21. Continuous Education

21.1 The terms of reference of the Committee inter-alia are:

"(a) to review the existing educational facilities provided to the railway employees.

xxx      xxx      xxx      xxx

(b) to consider all other matters incidental to or connected with the provision of educational facilities on the Railways."

21.2 A question was raised whether it was the intention that the life long need for continuous education of the railway employees should be gone into by the Committee. The matter was referred to the Member Staff who gave a clear ruling that the Committee's work was to be limited to the educational facilities provided to children of railway employees only.

21.3 This aspect, whose importance in the context of need for disseminating safety consciousness at all levels of railway staff and for continuously upgrading knowledge of railwaymen in general, cannot be over-stressed has not been touched in this Report.

XXII

GRANT-IN-AID

22.

Grant-in-Aid

22.1

The Rules for Grant-in-Aid provide that the amount of such grants may be fixed by the General Manager of the Zonal Railways on ad-hoc basis but should in no circumstances exceed the amount due on the basis of average "loss" per child (including both children of railway employees and their wards) nor should it exceed Rs.2/-, Rs.3/- and Rs.4/- per pupil per month respectively, for Primary, Middle and High/Higher Secondary Classes.

22.2

A statement showing the amount of Grant-in-aid given on Railways (Zone-wise) is at Annexure - VII.

22.3

As would be seen from the discussion elsewhere in the Report of the National Policy on Education, the State/Central authorities would be extending substantial assistance to the educational institutions to bring about the desired qualitative change. It would, therefore, be in the mutual interest of such institutions to avail of the assistance under the new policy and in that case they would hardly need the ad-hoc assistance which was hitherto being given on a limited scale by the Railways.

22.4

This should not however be construed to bar the continuation of Grant-in-Aid on ad-hoc basis till such time the non-official organisations which are running the schools in railway colonies for the benefit of children of Railway staff do not switch over to receiving the aid from State/Central authorities.

XXIII

SUBSIDISED HOSTELS



23. Subsidised Hostels

- 23.1 Railways run at present 17 subsidised hostels spread over none Zonal Railways. A statement showing the details of the subsidised hostels, capacity and the number of students residing therein and the expenditure incurred by way of subsidy is reproduced in Annexure - VIII.
- 23.2 The genesis and rationale for setting up the subsidised hostels are mentioned in paragraphs 7 and 8 of the Backgrounder on Establishment of Educational Facilities on Railways (Annexure I ). The objective envisaged by the then hon'ble Minister for Railways in 1951 (Shri K. Santhanam) was to provide "subsidised hostels on planned basis in the principal educational centres for the boarding of the sons and daughters of Railway employees who are serving in places distant from educational centres."
- 23.3 The Rules provide that children of railway employees drawing pay upto Rs.579/- per month are eligible for admission to the subsidised hostels. The rates of recovery in respect of such children vary from Rs.7.50 to Rs.20/- per month per child depending upon the pay of the parent. The entire remaining expenditure is borne by the Railways. The children of railway employees drawing pay above Rs.579/- in the authorised scales of pay, are also considered for admission to the hostels on lower priority but on recovery of full messing charges.
- 23.4 The administrative arrangements for these hostels vary from one Zonal Railway to another but generally speaking the maintenance and services are looked after by the local Inspector of Works (IOW). In some cases, the Welfare Inspectors have been entrusted with the responsibility of looking after the establishment in

addition to his normal duties. There is, however, no built-in integral link of these hostels with any academic institution thus leaving a vital gap in ensuring a modicum of general discipline which is so essential for pursuit of studies. The only exception that has come to notice of the Committee is in respect of the subsidised hostel at Secunderabad which is overseen by the Principal, Railway Degree College, Secunderabad but such an arrangement has not been reported by any other Railway.

23.5 It appears that most of the students staying in subsidised hostels are studying in professional/technical institutions or post graduate institutions. In spite of the best efforts it has not been possible to get the latest authentic information on the prescribed proforma in respect of subsidised hostels on South Eastern Railway but from the information received so far it would appear that in some cases the capacity of the hostel is being used even less than 50 percent and that the overhead expenditure per student in most cases is about Rs.1500/- to Rs.2000/- per year and in some cases is as high as Rs.7000/-.

23.6 Under the extant Rules, a railway employee is eligible to the grant of subsidy at the rate of Rs.60/- per month per child if because of his transfer he is obliged to keep his child in the hostel of a residential school away from the station at which he is posted or is residing. The Fourth Pay Commission have recommended that the rate of the hostel subsidy may be raised from Rs.60/- to Rs.150/- per month per child.

23.7 It has been argued that the subsidised hostel and the hostel subsidy are two distinct concepts and should not be mixed as the former is meant primarily to provide residential hostel accommodation to children of railway

employees drawing pay not exceeding Rs.579/- per month, whereas hostel subsidy is available to railway employees irrespective of pay drawn so long as the child has to be admitted in the hostel for want of the requisite educational facilities at the new station of posting/ residence of the parent.

23.8 It is understood that the benefit of the subsidised hostels is being mostly derived by children of railway employees whose pay exceeds Rs.579/- per month. It is therefore not realistic to maintain this fine distinction.

23.9 With the substantial improvement in the rate and pay scales of railway employees as a result of the implementation of recommendations of the IV Pay Commission and the recommended enhanced hostel subsidy of Rs.150/- per month per child, it should be possible for the railway parents even in the lower categories to bear the hostel expenses incurred on the child.

23.10 It is pertinent to recall that two of the subsidised hostels at Patna and Alambagh, Lucknow had to be closed down in recent years because of the indiscipline which came to prevail therein and the in-roads made into the hostels by anti-social elements.

23.11 It is recommended that students who are now staying in the hostels may be encouraged and assisted in finding accommodation in the hostels attached to the educational institutions where they are studying. In case no such hostel facility is available in that institution, they be helped to secure admission in any other recognised hostel, as close as possible to the educational institutions

where they are studying.

- 23.12 No new admission may be made into the subsidised hostels.
- 23.13 The arrangements for overseeing the welfare and observance of discipline in these subsidised hostels, so long as they continue to exist, should be strengthened by putting each of the subsidised hostels under the specific charge of a Senior Welfare Inspector who ordinarily should be residing in the vicinity of the hostel. It is, however, not the intention that the Senior Welfare Inspector should be given only this charge: it should obviously be possible for him to discharge this responsibility along with other duties entrusted to him.
- 23.14 The subsidised hostel should be inspected at least once a quarter by a Committee consisting of Divisional Personnel Officer, Divisional Engineer and Divisional Accounts Officer and by the Divisional Railway Manager once a year. These regular inspections are bound to have a salutary effect and ensure that the facilities in the subsidised hostels are maintained at a satisfactory level.
- 23.15 It is seen that some of the existing railway subsidised hostels were improvised by making necessary modifications to the existing buildings while a few hostels were specially constructed. After the existing students residing in these hostels move out, the railways could put them to equally good use either for welfare of the staff or by pressing them into general railway use.
- 23.16 In case the Railways feel that even the payment of enhanced hostel subsidy of Rs.150/- per child would not be

sufficient in the case of staff in scale upto Rs.579/-,  
they may be given an additional subsidy of Rs.150/- per  
month, per child out of the Staff Benefit Fund which  
should be provided with additional funds to that extent.

XXIV

SUPPLY OF FREE UNIFORMS

24. Supply of Uniforms to Children  
Studying in Primary Schools

- 24.1 In pursuance of a note dated 15th October 1957, by the late Prime Minister Shri Jawaharlal Nehru, Railway Board issued instructions that uniforms of simple style on a modest scale and at a low cost may be supplied at Railway's cost to the primary school children of railway employees drawing pay below Rs.200/- per month. Since then free uniforms are being supplied to children of railway employees studying in Primary Schools in railway colonies.
- 24.2 The extant Rules provide that uniforms free of cost may be supplied to the children studying in Primary classes in railway schools or non-railway schools functioning in railway colonies in respect of railway employees drawing pay below Rs.440/- per month.
- 24.3 A statement showing the number of children of railway employees who are being supplied uniforms free of cost (railway-wise) is at Annexure - IX .
- 24.4 A perusal of the statement shows that the average cost of supply of uniforms to students studying in railway Primary Schools varies from Rs.34 per child on the North Eastern Railway and Diesel Locomotive Works, Varanasi to Rs.94 per child at the Chittaranjan Locomotive Works. The cost of supply of uniforms to children studying in non-railway schools functioning in railway colonies varies from Rs.34 per child on the North Eastern Railway to Rs.89 per child on the Northern Railway.

- 24.5 The Central Government have not laid down any detailed policy in the matter of meeting the cost for supply of uniforms to children studying in Government run Primary Schools. The Fourth Pay Commission have also not made any specific recommendations on the subject.
- 24.6 According to information gathered from the Delhi Administration, children belonging to weaker sections of society, whose parents have a monthly income of less than Rs.500/-, are given free school uniforms as an incentive to join the school. Two sets of uniforms at a cost of Rs.70/- are provided to the eligible students. The Delhi Administration are proposing to enhance the income limit of parents from Rs.500/- to Rs.1000/- for the purposes of determining free issue of uniforms.
- 24.7 As is well known, there would be a perceptible increase in the remuneration of railway employees, particularly those in the lower grades, as a result of the implementation of the recommendations of the Fourth Pay Commission. It is expected that most of the railway staff would now be receiving a gross remuneration of Rs.1000/- or more per month and it should therefore be possible for them to meet the cost of uniform for their children studying in schools including the railway Primary Schools etc. However, to meet the marginal cases where parents of a child studying in railway school or in a school run in railway colony by a non-official organisation are in receipt of a gross remuneration of less than Rs.1000/- p.m., subsidy to the extent of Rs.100/- per child (for a maximum of two children) may be given per year from the Staff Benefit Fund. The Railway Staff Benefit Fund may be given a special grant specifically and exclusively earmarked for this purpose.



24.8 As per well established practice, specifications about the fabric, the colour and style of uniform are to be prescribed by the school authorities concerned and therefore there may not be any need for issue of detailed instructions centrally in this behalf.

24.9 A policy circular on the subject may be issued after the employees, particularly those in the lower grades actually start receiving salaries in terms of the new pay scales and allowances recommended by the Fourth Pay Commission. In the meantime, the existing position may be allowed to continue.

1. ESTABLISHMENT OF EDUCATIONAL FACILITIES  
ON RAILWAYS

1.1 BACKGROUNDER

- 1.1.1 Educational facilities provided on the Railways owe their origin to the necessity for fulfilling the educational needs of children of European employees who, in the last century, formed considerable proportion of Railway employees posted at places where no European schools were available. With this end in view, Railway schools were established at large Railway establishments. Certain Railways established boarding schools at hill stations for imparting education under European conditions. Other Railways assisted their employees by undertaking to pay a portion of tuition fees. Educational facilities thus provided for Europeans were later extended to Anglo-Indians and when the number of educated Indians began to increase in Railway services, Railways began to provide such facilities for the children of Indian employees at places where adequate arrangements did not exist. Thus various forms of assistance grew up on different Railways.
2. This diversity of systems was the subject of considerable criticism after the first World War, for not being the outcome of any accepted or well-defined policy and also because there were certain anomalies such as expenditure by Central Government on a subject which had been transferred to the Provinces. There was also disparity in the assistance given to European and Anglo-Indian employees and that given to Indian employees.
3. With a view, therefore, to formulating a definite policy, it was considered necessary to obtain a clear appreciation of the actual position on the various Railways and with this object, an officer of Indian Educational Service, Mr.C.E.W. Jones was placed on special duty in 1927 with instructions to collect and collate facts and figures relating to the assistance given by the Railways in the field of education, so as to formulate the future policy with reference to such assistance, with due regard to the commitments of the Railways and the facilities given by the erstwhile Provincial Governments for education. It was also felt that Railway officers had not the technical knowledge or experience to administer schools and that as provision of educational facilities was the direct responsibility of the Provincial Governments, the expenditure from the Railway Revenues on education was not justifiable.

4. The Report submitted by Mr. C.E.W, Jones was considered at length during 1928-30 and it was decided that -
- (i) in future, assistance given by the Administrations of the State managed Railways towards education of the children of their employees should be on a uniform basis without any racial discrimination; and
  - (ii) arrangements should be made to transfer the Railway schools to the educational authorities of the various Provinces on terms to be arranged in each case.
- 5.1 Regarding (i), a frame-work of the general policy governing the grant of assistance from Railway funds to Railway employees for education of their children was forwarded to the Railway Administrations in 1929. The Railways were also asked to frame estimates on certain broad basis of the cost to Railways of giving effect to the revised policy. The estimates furnished by the Railways could not be regarded as reliable and an officer of the Education Department, Mr.W.E. Smith was therefore placed on special duty to frame an estimate of the cost of giving assistance to the Railway employees towards their children's education. The officer was also entrusted with the task to review the position about the administration of the Railway Schools.
- 5.2 However, pending receipt and consideration of the Report of the officer, the Railway Board issued, in September 1930, provisional rules for the grant of educational assistance on uniform basis. The rules have undergone revision from time to time and the present position in regard to the scale of assistance admissible to Railways employees is stated in paragraph 9.
- 5.3 Regarding (ii) - transfer of Railway Schools to State Governments - a reference was made in 1929, and in reply, the Provincial Governments indicated that they were not, for a variety of reasons, financial as well as administrative, prepared to take over the Railway schools. In these circumstances, it became necessary for the Railways to continue to control and maintain the great majority of its present schools. The Railway Board therefore deduced :-

- (a) that such of the schools as had been established primarily for the benefit of the children of Railway employees and were maintained and controlled by the Railway Administrations with or without assistance from the Provincial Governments or local bodies, should be treated as Railway Schools, Administration being responsible for the residue of expenditure on such schools, while the staff employed therein should be treated as Railway employees; and
- (b) that no new Railway Schools should be opened except where it was clearly necessary to do so, as for instance where the establishment of a school would cost less than expenditure incurred by way of assistance to parents under the revised rules, or where educational facilities of the requisite standard were lacking and the local Government or local body was not prepared to provide a school. Instances of the latter kind were to be confined to new Railway colonies of some magnitude established at some distance from large towns.

5.4 Mr. Smith also examined the pros and cons of transfer of Railway schools to non-railway agencies but made no definite recommendations. In these circumstances, the Railway Board decided:

- (i) that the question of transfer of existing Railway schools should not be further pursued by them with the Local Governments, but they were of the opinion that if the Agents of Railways could arrange with local Governments or local bodies or other private agencies to transfer Railway schools on suitable terms, there was no objection to their doing so with the prior sanction of the Board;
- (ii) that no new school should be opened without the Railway Board's sanction which would not be given unless the circumstances were very exceptional; and
- (iii) that the Railway Administrations should be asked to examine and report on existing schools in order that the question of closing such schools as were redundant or unduly expensive, owing to insufficient number of pupils, may be considered.

6. The question was again taken up in 1945 when the Board requested the Education Department of the Government to arrange for the transfer of Railway schools to the Provincial Governments on the ground

that the provision of educational facilities was recognised by the Board of Education as a national responsibility. In November, 1946, the Education Department (now Ministry) informed that the time was not ripe for giving practical shape to the transfer of Railway schools. The matter was therefore kept pending. The matter was again taken up with the Ministry of Education in 1948 but the reply given by that Ministry was not very encouraging. Ultimately, a meeting was held in December 1950 between the officers of Railway and Education Ministries when it was decided that the Education Ministry should make a reference to all the State Governments in the matter. From the replies received it was observed that none of the State Governments were agreeable to take over the Railway schools unless the Railways agreed to continue the financial assistance.

7. The policy on Education was reviewed in August, 1951 by the Board when Shri K. Santhanam, the then Minister of State for Railways laid down the following policy and the steps which should be taken by the Railways:

"It is a common ground that education being a State Subject, the RAILWAYS should not enter the field except for the limited extent of -

- (a) providing facilities in Railway colonies to the extent that the State Governments or other educational organisations are not willing to provide them.....; Elementary education and, where no high Schools are available in the neighbourhood, education up to the High Schools should be deemed an inescapable responsibility of Railways, if the only alternative is to let the children of Railway workers be without any educational facilities;
- (b) where Railway employees are posted in out of the way places, we should make some provision for getting their children educated in High Schools and Colleges."

Subject to our responsibility in the above two directions, we should discontinue all other educational assistance. The Economic Adviser's enquiry into the practices in other countries has been fruitless because universal education up to the High school stage became a normal feature of their social system even before Railways attained their full development. When the States in India are able to assume responsibility for universal education, the Railways

will be able to hand over all the Railway schools to them. Till then, no theoretical argument should blind us to the limited responsibility, I have indicated above. I, therefore, suggest -

- (a) maintenance and strengthening of the existing Railway schools in colonies to the extent necessary for immediate purposes;
- (b) assistance to private elementary and secondary schools in Railway colonies or areas largely inhabited by Railway employees which are unable to carry on and the closure of which will affect the Railway workers very badly;
- (c) starting of subsidised hostels on planned basis in the principal educational centres for the boarding of the sons and daughters of Railway employees who are serving in places distant from educational centres".

8. The matter was thereafter discussed at a Board meeting with the then Minister for Railways (Late Shri N. Gopalaswami Ayyangar) in November, 1951, when it was decided that Railways should establish subsidised hostels at principal educational centres in lieu of the concessions admissible under the existing rules regarding educational assistance and that the Labour Federations should be consulted before further action. The two Labour Federations, viz., the All India Railwaymen's Federation and the National Federation of Indian Railwaymen, who were consulted, agreed with the suggestion. Therefore, with a view to providing necessary assistance to Railway employees in the matter of education of their children, a number of subsidised hostels were set up in the major linguistic areas where boarding and lodging was provided to the children of Railway employees at subsidised rates. The children of Railway employees drawing pay upto Rs.579/- in the authorised scales of pay are eligible for admission in these hostels. The rates of recovery from such children varied from Rs.7.50 to Rs.20.00 per month per child depending upon the pay of the employee. The entire remaining expenditure is borne by the Railways. The children of Railway employees drawing pay above Rs.579/- are also considered for admission in the hostels on lower priority but on recovery of full messing charges.

9. Education of the children/wards of Railway employees being an important matter, constant attention continues to be paid by the Railway Board and the Railway Administrations and all possible efforts have been and are being made in this direction including augmentation of the existing facilities wherever considered necessary. Subsequent to the minutes recorded by Shri Santhanam, the then Minister of State for Railways (reproduced in paragraph 7), important measures adopted in the field of education are briefly enumerated below:

(i) Establishment of A.T.P.Schools

Owing to non-availability of educational facilities for imparting even primary education to children and wards of Railway employees in various Railway colonies it was decided in 1958 to open 510 Austerity Type Primary Schools at a cost of Rs.45 lakhs. Many of these schools have, in the course of time, been developed into two-teacher and multi-teacher schools. At present there are 439 ATP, 200 Single Teacher, 186 Double Teacher, 29 Triple Teacher and 24 schools with four teachers or more.

(ii) Uniforms

It was decided in 1959 to introduce wearing of uniforms by children studying in Railway Primary Schools. To begin with, the uniforms were being supplied free of cost to children of Railway employees drawing pay below Rs.200/- per month and studying in Railway Primary Schools but this ceiling limit was revised to Rs.440/- per month with the introduction of revised scales of pay on the recommendations of the Third Pay Commission. It was laid down that the cost of uniform should not exceed Rs.20/- per set. The uniforms are made of Khadi and 3 sets of uniforms are supplied to each child, per annum. Children of Railway employees studying in:-

- (i) Railway Primary Schools;
- (ii) Primary classes of Railway Middle and High/Higher Secondary Schools;
- (iii) Non-Railway Schools situated in Railway colonies, and managed by staff themselves, are required to wear the uniforms.

(iii) Re-imbusement of tuition fees

All employees whose pay does not exceed Rs.1200/- p.m. are eligible for claiming re-imbusement of tuition fees paid by them in respect of their children who study in Government recognised Middle, High/Higher Secondary Schools, ranging between Rs.5/- and Rs.20/- p.m. depending on the classes in which the children are studying provided that no educational assistance is admissible.

It is learnt that the Fourth Pay Commission have recommended payment of tuition fee ranging between Rs.20/- and Rs.25/- p.m. per child without any upper pay limit for a maximum of 2 children only.

(iv) Educational Assistance

All employees whose pay does not exceed Rs.1200/- p.m., when they are compelled to send their children to schools away from the stations at which they are posted/ residing, owing to absence of schools of the requisite standard at those stations, are eligible for educational assistance ranging between Rs.15/- and Rs.20/- p.m. per child depending on the classes in which they are studying.

It is learnt that the Fourth Pay Commission have recommended payment at a uniform rate of Rs.50/- p.m. per child for primary, secondary and higher secondary classes and without any pay limit but this assistance will be restricted to two children only.

(v) Hostel Subsidy

Railway employees who on account of their transfer are obliged to keep their children in a hostel or in a residential school away from the station at which they are posted/ residing, are eligible for payment of hostel subsidy at a uniform rate of Rs.60/- p.m. per child. There is no upper pay limit for the employees becoming eligible to this subsidy. It is learnt that the Fourth Pay Commission have recommended increase in the quantum of subsidy to Rs.150/- p.m. per child.

(vi) Subsidy for Purchase of Books

All employees whose pay does not exceed Rs.1600/- p.m. when they are transferred from one station to another in the middle



of academic session and as a result, shift their children to a school requiring purchase of a new set of books are eligible for a subsidy ranging between Rs.20/- and Rs.60/- per child. It is learnt that the Fourth Pay Commission have recommended that the subsidy for purchase of books be raised to Rs.120/- for High/Higher Secondary classes and Rs.50/- per child for other classes.

(vii) Scholarships for Technical Education

Scholarships are granted to the deserving children of railway employees who fulfil the prescribed norms for prosecution of technical education in the field of Medical, Engineering, etc. from the Staff Benefit Fund.

(viii) Grant-in-Aid

Railways give grants-in-aid to privately managed schools catering to the needs of children of railway employees subject to fulfilment of certain conditions like adequate strength of railway children in the school, recognition of the school by State Government, financial position of the school, etc. Initially, this amount was fixed at the rate of 50 paise, 75 paise and Re.1/- p.m. per child for Primary, Middle and High School classes respectively. This was later revised in September, 1984 when it was decided that the amount of grant-in-aid may be fixed on an adhoc manner but should in no circumstances exceed the amount due on the basis of Rs.2/-, Rs.3/- and Rs.4/- per pupil per month for Primary, Middle and High/Higher Secondary classes respectively.

(ix) Establishment of Kendriya Vidyalayas (Central Schools)

With a view to primarily meet the needs of transferable railway employees whose children's education get disturbed on account of their transfer from place to place and consequent inconvenience and hardship being faced in getting admission for their children at the place of their posting, it was decided in 1972 to sponsor proposals to the Kendriya Vidyalaya Sangathan for establishment of Kendriya Vidyalayas in railway colonies where considered necessary and justified. As a result, Railways were able to get a few Central Schools opened at different places from time to time. To date, there are

18 Kendriya Vidyalayas functioning in railway colonies - 4 in Project Sector and the rest in Civil Sector. The present policy relating to allocation of new Central Schools on Railways is to give priority to stations in which educational facilities are not readily available or where there is large concentration of railway employees with inter-state transfer liabilities.

(x) Present Position

At present, Railways have the following number of schools:-

Degree College	...	1
Inter Colleges	...	8
Higher Sec.Schools	..	33
High Schools	...	50
Middle Schools	...	28
Primary Schools	...	129
ATP Schools	...	439
	-----	
Total		688
	-----	

The details of Railway schools with their location, medium of instruction, and the range of classes/sections, zonewise is given in the Appendix.

(xi) Expenditure on "Educational Facilities" vis-a-vis "Staff Welfare and Amenities"

The expenditure incurred by Railways on provision of educational facilities including maintenance and administration of railway schools, re-imbusement of tuition fees, educational assistance to railway employees, grant-in-aid to non-railway schools, etc. vis-a-vis the expenditure incurred on "Staff Welfare and Amenities" during the last 10 years viz. from 1976-77 to 1985-86, is given below in juxtaposition:-

Year	Expenditure on educational facilities Rs.	Expenditure on staff welfare & amenities Rs.
	Rs.	Rs.
1976-77	6,20,12,000	53,75,19,000
1977-78	6,38,31,000	67,46,92,000
1978-79	7,08,51,000	69,78,63,000

Year	Expenditure on educational facilities   Rs.	Expenditure on staff welfare & amenities Rs.
1979-80	7,53,34,000	79,77,58,000
1980-81	8,60,11,000	94,22,31,000
1981-82	9,01,01,000	10,92,16,500
1982-83	10,30,26,000	127,99,14,000
1983-84	11,59,00,000	147,44,15,000
1984-85	12,72,42,000	166,14,30,000
1985-86		
(RE)	14,97,82,000	186,65,72,000

\*\*\*

CENTRAL SCHOOLS FUNCTIONING ON INDIAN RAILWAYS  
( 1984 - 85 )  
-----

Railway	Station	Civil/ Project	Year of open -ing	Classes		No. of Students	
				From	To	Rly.	Non-Rly
Central	New Katni	Civil	1981	I	X	425	35
Eastern	Dhanbad	Civil	1977	I	XII	NA	NA
	Patratu	Civil	1981	I	V	NA	NA
	Jamalpur	Civil	1973	I	XII	642	199
	Mughalsarai	Civil	1976	I	XII	553	17
	Malda	Project	1983	I	IX	288	26
North Eastern	Samastipur	Civil	1981	I	VIII	171	41
Northeast Frontier	Maligaon	Project	1979	I	XII	775	103
Southern	Palghat	Civil	1984	I	VI	94	188
South Central	Guntakal	Civil	1984	I	V	102	17
South Eastern	Adra	Civil	1981	I	X	452	65
	Khurda Road	Civil	1975	I	X	520	44
	Chakradhar Pur	Civil	1981	I	X	199	53
	Raipur	Civil	1982	I	VI	75	65
	Visakha- patnam	Civil	1980	I	IX	350	230
Diesel Locomotive Works	Varanasi	Civil	1978	I	XII	677	128
R.D.S.O.	Lucknow	Project	1972	I	XII	1450	220
W.&.A.P.	Yelahanka	Project	1984	I	V	57	81

PROPOSALS SENT BY THE RAILWAY BOARD TO  
THE KENDPIYA VIDYALAYA SANGATHAN FOR  
OPENING OF KENDRIYA VIDYALAYAS ,

---

S.No.	PaIlway	Location	Sector
1.	Diesel Component Works	Patiala	Project
2.	Northeast Frontier Railway	Lumding	Project
3.	Chittaranjan Locomotive Works	Chittaranjan	Civil
4.	Northeast Frontier Railway	Katihar	Civil
5.	Central Railway	Jhansi	Civil
6.	South Eastern Railway	Mancheswar	Civil
7.	Western Railway	Bhavnagar	Civil
8.	Northeast Frontier Railway	Tinsukia	Civil
9.	South Eastern Railway	Bilaspur	Civil
10.	South Eastern Railway	Garden Reach Calcutta	Civil
11.	Western Railway	Gandhidham	Civil

ESSENTIAL FACILITIES AT THE PRIMARY STAGE

I. Teachers' equipment

- (i) Syllabus
- (ii) Textbooks
- (iii) Teachers' Guides

II. Classroom teaching materials

- (i) Maps - District  
State  
Country
- (ii) Plastic Globes
- (iii) Educational Charts

III. Play materials and toys

- (i) Wisdom blocks
- (ii) Surface Tension
- (iii) Bird and Animal Puzzle
- (iv) Animal World
- (v) Balance and weights
- (vi) Magnifying glasses
- (vii) Magnets
- (viii) Measuring tape
- (ix) Cleanliness, Nutrition, language & number charts

IV. Games equipment

- (i) Skipping Rope
- (ii) Balls - Football  
Volleyball  
Rubber Balls
- (iii) Air Pump

- (iv) Ring
- (v) Swing rope with tyre
- V. Primary Science Kit
- VI. Mini Tool Kit
- VII. Two in one audio equipment
- VIII. Books for library
  - (i) Reference Books - Dictionaries  
Encyclopaedia
  - (ii) Children's Books (at least 200)
  - (iii) Magazine, journals and newspapers for  
teachers and children
- IX. School Bell
- X. Musical Instruments
  - Dholak or Tabla
  - Harmonium
  - Manjira
- XI. Contingency money with teacher
- XII. All weather classrooms
  - (i) Classrooms
  - (ii) Toilets - one for boys and one for girls
  - (iii) Mats and furniture for students and teachers
- XIII. Black Board
- XIV. Chalk & duster
- XV. Water facility
- XVI. Trash Can

NAVODAYA VIDYALAYA SCHEME

National integration should inform the activity of the Government and the people alike. One way of bringing this about is to orient the education of boys and girls towards integration at an early age. One important vehicle of integration is the core curriculum adumbrated in the new Education Policy. The core curriculum would naturally and inevitably contain inputs from all regions of the country and contribution from the States in ample measure. In higher and technical education, mobility of students across the country is another crucial factor. Another important measure is the opportunity afforded to students, at an impressionable age, to live and learn along with their peers from States other than their own and to get acquainted with, and motivated by, experiences of national integration in action.

2. It has been well accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace than others. Such children are in fact found in all sections of people, and in all areas including the most backward. However, so far, good quality education has been available only to well-to-do sections of society, the poor have been left out.
3. Keeping in view these considerations, the Education Commission (1964-66) had recommended selection of a certain percentage of schools as pace-setter institutions. It has, however, been noticed from past experience that due to the following reasons it is not practicable to select schools institutions within the existing system for a pace-setter improvement programme:
  - In view of competing local claims, selection of a few suitable institutions out of many becomes difficult;
  - Transferability of principals and teachers makes it difficult to maintain continuity and concentrate attention on selected schools; and
  - There are so many claims on the available financial resources that the State Governments are not able to earmark funds to pay special attention to quality.



4. It has therefore been decided to set up a residential schools, to be called Navodaya Vidyalayas on an average one in each district, during the Seventh Five Year Plan. The broad aims for establishment of Navodaya Vidyalayas are to serve the objective of excellence coupled with equality to promote national integration, provide opportunities to the talented children to develop their full potential; and to facilitate the process of school improvement. Within this broad framework, the specific objectives of this scheme are as follows:
  - (i) to provide good quality modern education - including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education - to the talented children, predominantly from the rural areas, without regard to their family's socio-economic condition;
  - (ii) to ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three languages as envisaged in the Three Language Formula; and
  - (iii) to serve, in each district, as focal points for improvement in quality of school education in general through sharing of experiences and facilities.
5. Admission to Navodaya Vidyalayas will be at the level of class VI. In view of the fact that most of the students so admitted would have been taught earlier through the medium of the mother-tongue/ regional language, instruction will be provided through the same medium upto VII or VIII class, during which time intensive teaching of Hindi/ English, both as language subjects and co-media will be undertaken. Through skilful use of the media and of modern techniques of teaching languages, switch over to Hindi/English after VII or VIII class would present no difficulty. Thereafter, the common medium would be Hindi/English in all Navodaya Vidyalayas.
6. At this stage, there will be a migration of 20% students from each Navodaya Vidyalaya to another Navodaya Vidyalaya in a different linguistic region. The migration will be, approximately speaking, between Hindi -speaking and non-Hindi speaking districts. In the Hindi-speaking districts, the third language taught in a Navodaya Vidyalaya would be the language of the 20% students migrating to that Vidyalaya from a non-Hindi region. This

language will be compulsory. In the non-Hindi regions, Navodaya Vidyalayas will follow the normal Three Language Formula, viz., regional language, Hindi and English, with Hindi/English as medium from class VIII or IX.

7. Teachers of the requisite calibre will be appointed to teach the third language referred to in para 5, in the respective Navodaya Vidyalayas. Efficient and time-bound courses in the language would be introduced to acquaint the students, particularly those from outside the language group in the concerned Vidyalaya, with the genius and literary heritage and special characteristics of the language and its area and those who speak it. A whole vista of comparative study and deeper mutual comprehension and appreciation among the different language groups will open up, strengthening national integration. It will also give an impetus to the preparation of massive inter-lingual reference material as well as literary exchange to pull down language barriers and the prejudices built into them.
8. The basis of admission to Navodaya Vidyalayas will be a test conducted in the concerned district, in which all children who have studied in, and passed class V from any of the schools of any tehsil/block in the district would be eligible to appear. The test is being designed by NCERT and they will be associated in its conduct and evaluation. The medium of the test will be the mother-tongue or regional language. Tests would be largely of non-verbal nature, class-neutral and so designed as to ensure that talented children from rural schools are able to compete without suffering a disadvantage.
9. Navodaya Vidyalayas will be co-educational and primarily for children from rural areas. Hence admission of children from urban areas will be restricted to a maximum of one-fourth. Efforts will be made to ensure that at least one-third of the students in each Navodaya Vidyalaya are girls.

10. Reservation of seats in favour of children belonging to the Scheduled Castes and Scheduled Tribes will be provided in proportion to their population in the concerned district, provided that in no district such reservation will be less than the national average. If sufficient number of children of one of these two categories do not qualify, it would be possible to interchange seats between the two categories. Necessary improvisation will be made in the testing techniques to ensure that SC/ST children secure admission in Navodaya Vidyalayas in accordance with the reservations laid down for them.
11. Education in \*Navodaya Vidyalayas, including board and lodging, as well as the expenses on uniform, textbooks, stationery, rail/bus fare from and to the homes, etc., would be free for all students.
12. The Navodaya Vidyalayas will be affiliated to the Central Board of Secondary Education. There will, ordinarily, be two sections in each class, with a maximum of 40 students in each section. The schools will be for classes VI to XII. These will be residential, with hostel facilities provided for all children. They will have adequate laboratories and modern aids to education like radio, TV and micro-computers which will be provided in sufficient numbers so that all the classes can have the benefit of their use. The schools will have all the four streams, i.e. Humanities, Science, Commerce and Vocational. Physical education, games, sports, yoga, cultural activities and fine arts, project work, hiking, visit to places of educational, cultural and historical interest and work experience will be assiduously promoted and adequate arrangements made for them. The students will share responsibility for cleanliness, for plantation of trees, and campus improvement. Specific programmes will be undertaken to imbibe dignity of labour and awareness of the environment. Life in the hostels will be organised as an integral component of the educational process. Full scope will be provided for innovation and experimentation in the Navodaya Vidyalayas. The entire educational activity will be organised, inter alia, with a view to removing the psycho-social impediments to the development of personality and educational attainment because of complexes and prejudices transmitted through the social environment and the accident of birth.

13. There will be inter-active teaching in preference of lecture-teaching. Students will be encouraged to identify and take up project activities in areas that interest them. Since such curricular and co-curricular activities will be a crucial input in the development of the potential of the students and for inculcation of values, a teacher would be exclusively provided in each school for such activities. These schools have many sided and ambitious aims and, therefore, the International Centre for Science and Technology Education, NCERT will be associated for advice regarding curriculum and testing, extra-curricular activities and for training of teachers.
14. It is proposed to provide sufficient buildings for teaching, laboratories, co-curricular activities, boarding houses and staff quarters. Hostel accommodation will be in the form of dormitories with attached living quarters for the warden and his/her family to promote a congenial, family-like atmosphere for students. Separate dormitories and staff quarters would be provided for girl students. Sufficient facilities for games and gymnastics would also be provided. In general, terms, the physical facilities to be provided have been indicated in Annex. The location and infrastructure would be selected, based on the offer of the State Governments in the first instance. Existing school buildings, project buildings not in use, and other similar premises with adequate vacant land will be considered. The location of these schools, as far as possible, would be in rural areas. Efforts will also be made to attract contribution from philanthropists and local people. It is proposed to undertake construction of new buildings only as a last resort and only functional structures, using local material as far as possible, would be constructed to minimise cost and to ensure that the students are not alienated from the environment from which they come.
15. Recruitment of teachers would be made on All-India basis, and teachers would be transferable among Navodaya Vidyalayas. In-service training courses for these teachers would be organised in institutions like Regional Colleges of Education managed by NCERT. It is also proposed to take the services of experienced and meritorious teachers on deputation from KVS, State Governments and non-Government institutions. To attract and retain talented and highly motivated teachers, special non-monetary incentives will be provided to them, besides financial incentives. At the same time, the accountability of teachers for results (not only examination results, but results in all respects) will be enforced according to a well-thought-out pattern.

16. An autonomous organisation has been set up as a Society under the Societies Registration Act, in the Ministry of Human Resource Development (Department of Education) to establish and run these schools. The Society will also establish appropriate arrangements not only for monitoring and evaluation but also, more importantly, for pilot experimentation and progressive improvement of the Navodaya Vidyalaya system. Minister of Human Resource Development is the Chairman of the Society. Since schools can develop well by developing their own traditions and expertise in the context of the local situation, it is proposed to give day-to-day administrative and academic management powers to individual schools, to the extent necessary.
17. Once the Navodaya Vidyalayas begin to function at a reasonable level of efficiency, these would be required to establish rapport with the schools in their vicinity. This could take the shape, inter-alia, of providing guidance to primary schools for improvement of standards, sharing of facilities such as audio-visual equipment, micro-computer, etc. The role of Navodaya Vidyalayas as pace-setter institutions vis-a-vis other schools would be realised through their participation in the training of staff, in jointly organised activities, in the extension of new methods of teaching and in dissemination of information and in evaluation. Funds would be provided for this specific purpose.

## BUILDING REQUIREMENT FOR SCHOOL

A. School Building	Covered Area	Sq.Ft.
1. Class rooms-18(Two each for classes VI to VIII, and four each for classes IX to XII , area for each class room including walls-520 Sq.Ft)	520x18 24'x20' (inside)	9360
2. Laboratories - 3 (One each for Physics, Chemistry and *Biology covered area for each - 750 Sq.Ft.)	750x3	2250
3. Workshops for work Experience and Vocational subjects - 3 (Covered area for each 750 Sq.ft).	750x3	2250
4. Library		750
5. Music and Drama Room		750
6. Games Room		520
7. Gymnasium Hall-cum-auditorium		5000
8. Offices for Principal, Vice Principal and Secretariat Staff		1560
9. Canteen		520
	Total	22960
Add 25% area for corridors, toilets and storage		5740
Total (Covered) area for School Building		28700
		or
	say	28000

## B. Hostel (Dormitories)

1.	For 560, students (Each dormitory will house 30 students i.e. 18 dormitories - covered area per dormitory will be 60x30 @ 60 sq.ft. per student and 200 sq.ft. for toilets i.e. 2000 sq.ft.)	2000x18	36000
2.	Quarters for Wardens 600 sq.ft. per Warden.	600x18	10800
3.	Kitchen and Dinning Halls (One for 2 dormitories)	750x9	6750
4.	Reading Rooms (2 dormitories)	750x9	6750
	Total (Covered) area of Hostel		60300 or say 60000
	Total (Covered) area for one school		88000 sq.ft.

## General Stipulations:

1. Each school would have roughly 30 acres of land.
2. Cost saving techniques, including use of local materials, would be employed to economise on cost of construction.
3. An inexpensive swimming pool (without tile-floor & internal filtration) would be provided, if possible.

LIST OF RAILWAY WORKSHOPS

<u>Railway</u>	<u>S.No.</u>	<u>Name of Workshop</u>	<u>No. of artisan staff as on August, 1985</u>
Central	1.	Parel (Loco)	4825
	2.	Matunga (Carriage & EMU)	
	3.	Kurla (Tank Wagon)	5765
	4.	Jhansi (Carriage & Wagon)	5408
	5.	Bhusaval (Elec. Locos)	380
	6.	Kurduwadi (Loco, Carriage & Wagon)	350
	7.	Bhopal (Carriage) under construction	-
Eastern	8.	Jamalpur (Loco)	9161
	9.	Kanchrapara (Elec. Loco & EMU)	2558
	10.	Kanchrapara (Carriage & Wagon)	3445
	11.	Liluah (Carriage & Wagon)	8061
	12.	Andal (Wagon)	
Northern	13.	Charbagh (Loco)	3606
	14.	Alambagh (Carriage & Wagon)	4144
	15.	Jagadhari (Carriage & Wagon)	5140
	16.	Amritsar (Diesel Loco & Wagon Construction)	2150
	17.	Kalka (Carriage & Wagon)	628
	18.	Kodhpur (Loco, Carriage & Wagon)	2178
	19.	Bikaner (Loco, Carriage & Wagon)	1630
North- Eastern	20.	Gorakhpur (Loco, Carriage & Wagon)	5138
	21.	Izatnagar (Loco, Carriage & Wagon)	2388
	22.	Samastipur (Wagon)	450
Northeast Frontier	23.	Dibrugarh (Loco, Carriage & Wagon)	1653
	24.	New Bongaigaon (Carriage & Wagon)	2040
	25.	Tindharia (Loco, Carriage & Wagon)	148
	26.	Baghdogra (Loco & Wagon)	151
	27.	Pandu (Wagon)	172

contd.....2/-



Annexure - VI/2

<u>Railway</u>	<u>S.No.</u>	<u>Name of Workshop</u>	<u>No. of artisan staff as on August, 1985</u>
Southern	28.	Perambur (L) (Coaches)	3044
	29.	Perambur (Carriage & Wagon)	6930
	30.	Golden Rock (Loco, Carriage & Wagon)	6066
	31.	Mysore (Loco, Carriage & Wagon)	1884
South-Central	32.	Lallaguda (Loco, Carriage)	3506
	33.	Hubli (Loco, Carriage & Wagon)	3471
	34.	Guntapalli (Wagon)	2614
	35.	Tirupati (Coaches) under construction	
South-Eastern	36.	Kharagpur (Loco, Carriage & Wagon & EMUs)	8765
	37.	Nagpur (Loco, Carriage & Wagon)	912
	38.	Raipur (Carriage & Wagon)	1536
	39.	Adra (Wagon)	625
	40.	Mancheshwar (Carriage)	480
Western	41.	Dahod (Loco)	2431
	42.	Parel & Mahalaxmi (Carriage & EMU)	3674
	43.	Ajmer (Loco)	2496
	44.	Ajmer (Carriage & Wagon)	3940
	45.	Kota (Wagon)	2624
	46.	Udaipur (Wagon)	93
	47.	Morvi (Carriage & Wagon)	139
	48.	Junagarh (Wagon)	250
	49.	Gondal (Carriage & Wagon)	145
	50.	Jaipur (Wagon)	237
	51.	Pratapnagar (Carriage & Wagon)	733
	52.	Bhavnagar (Carriage)	614

## STATEMENT SHOWING GRANTS-IN-AID TO NON-RAILWAY SCHOOLS

YEAR : 1980-81 to  
1984-85

Railway	RECURRING EXPENDITURE					X	NON-RECURRING EXPENDITURE					
	1980-81	1981-82	1982-83	1983-84	1984-85		X	1980-81	1981-82	1982-83	1983-84	1984-85
Central	-	-	-	-	-	-	-	-	-	-	-	-
Eastern	-	-	-	-	-	5000	-	-	-	-	-	-
Northern	-	-	-	-	-	-	-	-	-	-	-	-
North- Eastern	-	-	-	-	-	-	-	-	-	-	-	-
Northeast- Frontier	77000	18229	16887	23280	60214	-	-	-	-	-	-	-
Southern	-	-	-	-	-	-	-	-	-	-	-	-
South- Central	-	-	-	-	-	-	-	-	-	-	-	-
South- Eastern	-	-	-	-	-	6000	4910	3900	32566	-	-	-
Western	216966	242054	281597	6576	13922	19458	18437	25084	-	-	-	-
C.L.W.	-	-	-	140000	-	-	-	-	-	-	-	-
D.L.W.	-	-	-	-	-	-	-	-	-	-	-	-
I.C.F.	7500	11806	7834	-	-	-	-	-	-	-	16770	-
R.D.S.O.	-	-	-	-	-	-	-	-	-	-	-	396847*
D.C.W.	-	-	-	-	-	-	-	-	-	-	-	-
W. & A.P.	-	-	-	-	-	-	-	-	-	-	-	-

\*Figures of 1983-84 &amp; 1984-85

## STATEMENT SHOWING RECURRING EXPENDITURE ON SUBSIDISED HOSTELS

YEAR : 1984-85

Railway	Place	Year of OPG	Capacity	Occupancy	Average Cost Rs.	Expenditure Rs.	Remarks
Central	Pune	1959	38	36	2446	88073	
	Solapur	1978	30	30	1575	47266	
	Jabalpur	1970	28	22	2866	63056	
Eastern	*Patna	1978					*Since closed
Northern	*Lucknow	1959	42	30	1440	43200	*Since closed
North-Eastern	Muzaffarpur	1959	52	42	1818	76379	
	@Varanasi Lucknow City	1986 1982	15	15	1505	22582	@Sanctioned this year
Southern	Tiruchy	1959	60	48	1788	85871	
	Bangalore	1959	32	35	1030	36071	
	Palghat	1959	45	27	1113	30067	
South-Central	Secunderabad	1969	30	30	2712	81379	
South-Eastern	¢Cuttack	1959	52	38	2322	88240	¢One each for Boys & Girls. Culled out from the information given in the proforma for Rly's Annual Reports
	Kharaçpur	1959	50	12	6125	73500	
	Nainpur	1965	30	22	1016	22361	
	Waltair	1980	12	11	3695	40646	
	¢Cuttack	1984	20	6	7224	43345	
Western	Anand	1959	123	118	2068	244035	X X Figures of year 1983-84.
	Ajmer	1959	35	18	859	15468	
<b>Total</b>	<b>19(-2)=17</b>		<b>694</b>	<b>540</b>		<b>1101539</b>	

WORKING EXPENSES ON SUPPLY OF FREE UNIFORMS TO CHILDREN

YEAR : 1980-81 to  
1984-85

Railway	NO.OF CHILDREN IN RECEIPT OF UNIFORMS					EXPENDITURE INCURRED ON UNIFORMS				
	1980-81	1981-82	1982-83	1983-84	1984-85	1980-81	1981-82	1982-83	1983-84	1984-85
Central	5006	3873	3581	-	4655	163192	114689	163734	-	209440
Eastern	2030	-	-	3098	7370	29600	-	-	58695	206920
Northern	2726	4412	709	285	3210	84749	170602	56587	7060	184822
North-Eastern	6041	6842	-	5306	5715	208414	236049	-	173061	197167
Northeast-Frontier	-	-	-	-	-	-	-	-	-	-
Southern	2624	2212	2538	2231	11160	173554	202048	102329	97816	208960
South-Central	6819	-	-	26107	7906	381641	-	-	505222	435741
South-Eastern	-	-	-	-	8357	-	-	-	-	376764
Western	-	14296	11842	10382	-	-	472753	405402	535872	-
C.L.W.	3773	3137	-	3002	3095	301940	240602	-	275415	290175
D.L.W.	2466	-	-	-	2045	-	-	-	-	70414
I.C.F.	1240	-	-	1497	1361	50000	-	-	126000	114350
R.D.S.O.	-	-	-	-	-	-	-	-	-	-
D.C.W.	-	-	-	-	-	-	-	-	-	-
W. & A.P.	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>32725</b>	<b>34772</b>	<b>18670</b>	<b>51908</b>	<b>54874</b>	<b>1392490</b>	<b>1336743</b>	<b>728052</b>	<b>1824141</b>	<b>2291752</b>