

Haryana State

**Fourth Five-Year Plan
in Education**

(1969-70 to 1973-74)

**Directorate of Public Instruction
Government of Haryana
CHANDIGARH**

HARYANA STATE
FOURTH FIVE YEAR PLAN IN EDUCATION
(1969-70 to 1973-74)

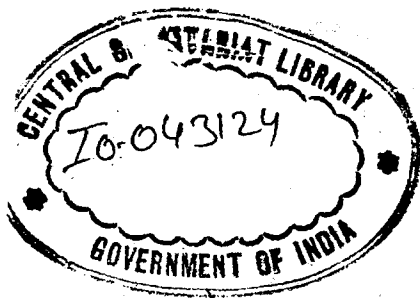
Directorate of Public Instruction
Government of Haryana
Chandigarh

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HARYANA STATE

FOURTH FIVE-YEAR PLAN IN EDUCATION

(1969-70 to 1973-74)

The object of this Paper is to describe briefly the existing educational situation in Haryana State, to indicate the broad policies of educational reconstruction that will have to be pursued over the next 15-20 years and, against their background, to suggest a tentative outline of the Fourth Five-Year Plan in education.

II

THE PRESENT EDUCATIONAL SITUATION IN HARYANA

Population.

2. According to the census of 1961, the population of Haryana was 75,91,000. It has been estimated that it has since increased to 94,03,000 and that it will further increase to 1,12,43,000 by 1974. (For details see Table No. I in Annexure II). The estimated population of children in the age-group 6-10 now stands at 12,85,000 (6,81,000 boys and 6,04,000 girls). It is estimated to increase to 16,08,000 in 1974 (8,45,000 boys and 7,63,000 girls). In the age-group 11-13, the estimated population of children is now 6,88,000 (3,66,000 boys and 3,22,000 girls). This is estimated to increase to 7,99,000 in 1974 (4,22,000 boys and 3,77,000 girls). Similarly in the age-group 14-16, the estimated population of children is 6,27,000 (3,33,000 boys and 2,94,000 girls). This is estimated to increase to 7,31,000 in 1974 (3,88,000 boys and 3,43,000 girls)*. The percentage of literacy in the State is on the low side - 19.9 per cent (29.2 per cent for men and 9.2 per

*For details see Table Nos. II-IV in Annexure II.

cent for women). Among the Hindi States, however, Haryana leads in total percentage of literacy as well as in the literacy of women. In the literacy of men, it stands second, the first place going to Bihar. The State also has a large Harijan population (18 per cent); it is highest in Ambala (20.9 per cent) and lowest in Gurgaon (15.8 per cent).

3. Educational Institutions: The earliest separate educational statistics available for Haryana are those for 1964-65. The latest available are those for 1967-68. The number of educational institutions in the State on the basis of these data is given in the following table.

Table No. I

Number of Educational Institutions in Haryana

| Type of Institution | 1964-65 | 1967-68 (Provisional) |
|---|-------------------------|--------------------------|
| Universities | 1 | 1 |
| Boards of Secondary Education | - | - |
| Colleges for General Education | 37 | 43 |
| Colleges for Professional and Special Education | 14 | 14 |
| High/Higher Secondary Schools | 490 | 711 |
| Middle/Junior Basic Schools | 651 | 751 |
| Primary/Junior Basic Schools | 4,495 | 4,399 |
| Pre-Primary Schools | 2 | 2 |
| All Schools for General Education | 5,639 | 5,863 |
| Schools for Teacher Training | 9 | 11 |
| Schools for Vocational and Technical Education | Data is being collected | |
| Schools for Special Education | -Do- | |

- N.B. (1) The only University in Haryana is Kurukshetra which is teaching and non-affiliating. However, all colleges in Haryana are affiliated to the Panjab University situated at Chandigarh.
- (2) There is no Board of Secondary Education in Haryana at present and both the Matriculation and Higher Secondary examinations are conducted by the Panjab University for the States of Punjab and Haryana and for the Union Territories of Chandigarh and Himachal Pradesh. Haryana has, however, made a proposal to establish a Board of Secondary Education of its own. Provision for this has been made in the fourth Five-Year P.

4. The following main points regarding the educational situation in Haryana emerge from the data given in Table No.I :-

(1) The pre-primary sector is almost totally neglected. In the whole of the State, there are only two pre-primary schools, one in Karnal district and the other in Mohindergarh district.

(2) The number of primary schools is declining, mainly because there is a great demand for upgrading them to the middle school stage.

(3) There is a great demand for middle schools, secondary schools and colleges of general education. The numbers of these institutions are therefore continually increasing.

(4) The number of colleges for professional and special education has remained constant. There is a great demand for an additional Medical College, a College for Home Science for girls, and a College for Physical Education.

5. Enrolments: The enrolments at the different stages of education show an interesting picture.

(1) Primary Stage: The following table gives enrolme at the primary stage in 1964-65 and 1967-68:-

TABLE NO. II.

Enrolments at the Primary Stage (Classes I-V)

| <u>Year and Class</u> | <u>Boys.</u> | <u>Girls.</u> | <u>Total</u> |
|------------------------------|-----------------|-----------------|-----------------|
| <u>1964-65.</u> | | | |
| I | 1,70,875 | 72,800 | 2,43,755 |
| II | 1,24,990 | 48,195 | 1,73,185 |
| III | 1,14,919 | 41,965 | 1,56,844 |
| IV | 89,483 | 32,973 | 1,22,456 |
| V | 67,545 | 21,188 | 88,733 |
| Total | <u>5,67,812</u> | <u>2,17,161</u> | <u>7,84,973</u> |
| <u>1967-68 (Provisional)</u> | | | |
| I | 1,59,842 | 68,129 | 2,27,971 |
| II | 1,17,952 | 47,063 | 1,65,015 |
| III | 1,06,896 | 41,325 | 1,48,221 |
| IV | 1,01,325 | 38,211 | 1,39,536 |
| V | 97,152 | 34,893 | 1,32,085 |
| Total | <u>5,83,207</u> | <u>2,29,621</u> | <u>8,12,828</u> |

It will be seen that the total enrolment at the primary stage was 7.85 lakhs in 1964-65. It has increased to 8.13 lakhs in 1968 which forms 63 per cent of the total population of children in the age-group 6-10. The enrolment of boys is fairly good because, out of a total of 6.8 lakhs of boys as many as 5.83 lakhs or 85.6 per cent are enrolled (1968). But the enrolment of girls is particularly weak; out

of a total of 6.04 lakhs of girls only 2.3 lakhs or 38.0 per cent were enrolled (1968). It should be remembered that the All-India average enrolment at the primary stage is now nearly 80 per cent and that it was about 62 per cent in 1960-61. Haryana thus lags about eight years behind the All-India average in primary education. Among the Hindi States, however, it is only next to U.P. But it is much ahead of the other Hindi States- Bihar, Madhya Pradesh and Rajasthan.

(2) Middle School Stage: Haryana provides better facilities at the middle school stage and these are also more fully utilised. Middle school sections (classes VI-VIII) are provided in every middle school and also attached to every secondary school. The following table compares the ratio of institutions having facilities for middle school education (classes VI-VIII) to institutions having facilities for primary school education (classes I-V):-

Table No. III
Facilities for Middle School Education by Districts
(31.3.1968)
(Date is provisional)

| District | Institutions having facilities for Middle School Education. | Institutions having facilities for Primary School Education | Percentage of Institutions having facilities for Middle School Education in institutions having facilities for Primary School Education. |
|--------------|---|---|--|
| Ambala | 185 | 747 | 4.0 |
| Gurgaon | 239 | 1026 | 4.3 |
| Hissar | 275 | 1074 | 3.9 |
| Jind | 76 | 282 | 3.7 |
| Karnal | 247 | 1092 | 4.4 |
| Mohindergarh | 137 | 559 | 4.1 |
| Rohtak | 303 | 824 | 2.7 |
| Haryana | 1462 | 5604 | 3.8 |

The ratio given in the last column of the table shows the extent of facilities provided for middle school education and they should be regarded as better if the ratio is smaller.

Taking the State as a whole, it will be found that there is one institution of middle school education to every 3.8 institutions for primary school education. This must be considered satisfactory because the Education Commission recommended a ratio of three to be reached by 1986.

The picture naturally varies from district to district. The best facilities are obviously provided in Rohtak (2.7). This is followed by Jind (3.7), Hissar (3.9), Ambala (4.0), Mohindergarh (4.1), Gurgaon (4.3) and Karnal (4.4)

Even here, there is obviously a need for better equalisation.

The following table gives the enrolment at the middle school stage in Haryana State for 1964-65 and 1967-68:

Table No. IV

Enrolment at the Middle School Stage (Classes VI-VIII) in Haryana State

| <u>Year and Class</u> | <u>Boys</u> | <u>Girls</u> | <u>Total</u> |
|------------------------------|-------------|--------------|--------------|
| <u>1964-65</u> | | | |
| VI | 57,976 | 14,541 | 72,517 |
| VII | 52,033 | 12,376 | 64,409 |
| VIII | 42,767 | 10,563 | 53,330 |
| Total | 1,52,776 | 37,480 | 1,90,256 |
| <u>1967-68</u> (Provisional) | | | |
| VI | 94,620 | 25,699 | 1,20,319 |
| VII | 77,475 | 20,507 | 97,982 |
| VIII | 57,025 | 14,435 | 71,497 |
| Total | 2,29,120 | 60,678 | 2,89,798 |

There have been strong pressures in Haryana for upgrading primary school to the middle stage. Between 1964-65 and 1967-68, a large number of primary schools has been upgraded and the number of middle schools has increased from 651 to 751. The enrolment in the middle schools stage has also increased from 1.9 lakhs in 1964-65 to 2.9 lakhs in 1967-68, or roughly at about 33,000 per year.

It will be seen that on 31st March 1968, the total enrolment in classes VI-VIII was 2.9 lakhs (2.3 lakhs boys and 0.6 lakh girls). This works out at 42.1% (62.5% boys and 18.8 % girls) of the total population in the age-group 11-13. This compares very favourably with the all-India average of about 35 per cent. In other words, if Haryana is below the national average in primary education, it is above the all-India average in middle school education.

Comparing the enrolment in Classes VI-VIII from district to district, it is found that Ambala and Rohtak enrol 3.7 children for every one thousand population. This is the highest achievement as against the State average of 3.1. This was followed by Mahendgarh (3.3), Gurgaon (3.2), Karnal (2.7), Hissar (2.5) and Jind (2.3).

(3) Secondary School stage: The following table gives the enrolment at the secondary stage in Haryana State for 1964-65 and 1967-68 :

Table No. V:

Enrolment at the High/Higher Secondary stage (classes IX-XI) in Haryana State.

| Year and Class | Boys | Girls | Total |
|------------------------------|--------|--------|----------|
| <u>1964-65</u> | | | |
| IX | 32,893 | 7,182 | 40,075 |
| X | 22,629 | 5,348 | 27,977 |
| XI | 7,634 | 1,644 | 9,278 |
| Total | 63,156 | 14,174 | 77,330 |
| <u>1967-68 (Provisional)</u> | | | |
| IX | 42,498 | 10,662 | 53,160 |
| X | 35,349 | 9,326 | 44,675 |
| XI | 7,206 | 1,749 | 8,955 |
| Total | 85,053 | 21,737 | 1,06,790 |

It will be seen that the enrolment at the secondary stage in 1967-68 was 1,06,790, and was 17.1 per cent of the age group 14-16 as against an all-India average enrolment of about 19 per cent. At this stage, the position in Haryana is better than that in other Hindi States.

(4) Higher Education: The number of colleges of Arts, Science and Commerce has increased from 37 in 1964-65 to 43 in 1967-68. The enrolment in these institutions has also increased as shown below:-

| | Total enrolment in Colleges of Arts, Science and Commerce. | | |
|---------|--|--------------|--------------|
| | <u>Men</u> | <u>Women</u> | <u>Total</u> |
| 1964-65 | 15,902 | 3,906 | 19,808 |
| 1965-66 | 19,348 | 4,836 | 24,154 |
| 1966-67 | 24,104 | 6,168 | 30,272 |
| 1967-68 | 31,913 | 7,300 | 39,213 |

The enrolments in higher education compare favourably with those in the other Hindi States and even with the all-India average and are increasing rapidly.

(5) Education of Girls: Owing to traditional prejudices, the education of girls is sadly lagging behind in Haryana, especially at the primary stage as the following statistics will show:-

| | Number of girls for every 100 boys enrolled in- | |
|------------------|---|----------------|
| | <u>All-India</u> | <u>Haryana</u> |
| Classes I to V | 55 | 39 |
| " VI-VIII | 35 | 26 |
| " IX-XI | 26 | 25 |
| Higher Education | 24 | 23 |

An interesting point comes out from the above statistics. The education of girls in Haryana lags behind the national average at University and secondary stages but the gap is small. It becomes wider at the middle school stage and is

widest at the primary stage.

(6) Education of the Scheduled Castes: There are no Scheduled Tribes in Haryana, but the population of Scheduled Castes, however, is 18 per cent of the total. Their enrolment at various stages of education, however, is far from below this proportion as the following TABLE (1964-65) will show:-

| Classes | No. of Scheduled Caste & Scheduled Tribe Students. | | | Percentage to corresponding total enrolment. | | |
|---------|--|--------|----------|--|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total |
| I-V | 68,440 | 10,854 | 79,294 | 12.1 | 5.0 | 10.1 |
| VI-VIII | 14,297 | 12,906 | 15,203 | 9.4 | 2.4 | 8.0 |
| IX-XI | 5,396 | 181 | 5,577 | 8.5 | 1.3 | 7.2 |
| Total | 88,133 | 11,941 | 1,00,074 | 11.2 | 4.4 | 9.5 |

It will be seen from the above statistics that the education of the Scheduled Castes is only at about half of what it should have been. It will also be seen that the wastage in their education is larger than for the remaining population. In fact, the education of the Scheduled Castes is even more backward than the education of girls and the most difficult and important problem which Haryana will have to face in introducing universal primary education is to spread education among the Scheduled Castes.

6. Teachers: Status and Education: The following Tablex gives the position regarding teachers in Government

schools in Haryana in 1967-68L-

Table No. VI.

Number of Teachers in Schools (1967-68)

| Type of Institution | Men | Women | Total |
|--------------------------------------|-------|-------|--------|
| <u>High/Hr. Sec. Schools:</u> | | | |
| Trained | 9015 | 2897 | 11,912 |
| Untrained | 564 | 157 | 721 |
| Total | 9579 | 3054 | 12,633 |
| <u>Middle/Sr. Basic Schools:</u> | | | |
| Trained | 4767 | 1376 | 6,143 |
| | 69 | | |
| Untrained | | 24 | 93 |
| Total | 4836 | 1400 | 6,236 |
| <u>Primary/Junior Basic Schools:</u> | | | |
| Trained | 9422 | 2842 | 12,264 |
| Untrained | 101 | 62 | 163 |
| Total | 9,530 | 2904 | 12,427 |
| <u>Pre-Primary Schools:</u> | | | |
| Trained | 2 | 5 | 7 |
| Untrained | - | - | - |
| Total | 2 | 5 | 7 |
| <u>Total School Education:</u> | | | |
| Trained | 23206 | 7120 | 30,326 |
| Untrained | 734 | 243 | 977 |
| Total | 23940 | 7363 | 31,303 |

It will be seen that most of the teachers in Haryana are trained.

7. Haryana has revised the scales of pay of school and college teachers on the lines recommended by the Education Commission. At the university stage, the revised scales of pay in Haryana are the same as in Punjab. At the school stage also, the scales of pay are the same as in Punjab. But the Dearness Allowance given is less because, in fixing the emoluments of school teachers, the Dearness Allowance payable to teachers as on 31st March, 1966, was taken into consideration.

8. For training of secondary teachers, there are four private training colleges. In addition, the Kurukshetra University runs two courses - an integrated four-year course for those who have passed the Higher Secondary examination and a one-year course for those who are graduates. The total output of teachers from all these institutions is about 1100. The annual requirement of trained secondary teachers in the State is about 850.

9. For non-graduate teachers, the duration of the training course is two years after the High/Higher Secondary examination. For them, there are 11 full-fledged training institutions in the State - one in Jind and two each in Gurgaon, Hissar, Ambala, Karnal and Rohtak. Mohendergarh is the only district which does not have a training institution. In addition, there is a large number of units attached to secondary schools. These do not function satisfactorily and it is, therefore, necessary to abolish them and to create full-fledged training institutions instead.

10. The Education Department: The present strength and organisation of the Education Department in Haryana has been determined as a result of reorganisation. It does not, therefore, quite meet the educational needs of the State. It will therefore have to be strengthened in several respects.

11. The following are some of the major weaknesses which need immediate attention:-

(1) There are no State level organizations such as the State Institute of Education in Haryana.

(2) The Planning and Statistical Section of the Directorate is inadequate to meet the requirements.

(3) The districts are very unequal in the volume of educational work and need to be reorganised.

III

SOME BASIC ASSUMPTIONS

12. The following are some basic assumptions on which the proposals made in this paper are based:-

(1) The recommendations of the Education Commission are broadly acceptable to the State Government.

(2) Education in Haryana is fairly well advanced, both in quantity (except at the primary stage and in respect of girls and Harijans) and in quality. In fact, with a little effort, it is possible for Haryana to be educationally the most leading State in the Hindi speaking area. This is a goal within the reach of the State and

*Please see Annexure III

well-worth striving for. This will need some additional investment and a good deal of planned, sustained and determined effort.

(3) Haryana is basically an agricultural State. Emphasis will therefore have to be laid on the development of agriculture. At the same time, industrial development in Haryana will have to be faster and education for industry will also have to be provided to its young people who find ready employment in the industrial-complex growing at Delhi and in the neighbouring areas.

(4) Haryana is a small State. Its small size could be a disadvantage, but it can also be turned into an advantage. The main handicap of a small State is that its overhead charges tend to be heavy. Such trends should be avoided. On the other hand, the small size of the State gives several advantages such as closer and better personal relationship between the Director of Public Instruction, the staff of the Department and the Headmasters of schools; closer and better relation between the Department and the public; and greater possibility of undertaking experimentation and innovation. These advantages should be fully exploited.

(5) The people of Haryana are well-to-do and keenly interested in education. There is also a strong tradition of giving popular contributions to education. At present, these are mostly received for non-recurring purposes, but with little effort, they can be directed towards recurring expenditure also. The plans of educational development must take this tradition into consideration and strive to develop it fully.

IV

PROPOSALS FOR THE FOURTH PLAN

13. Educational Statistics and Survey: (1) A major handicap for educational planning in Haryana is the lack of basic statistical data. Form 'A' prescribed by the Ministry of Education, in which this data is collected, was used for Haryana State, for the first time, for 1964-65 and data in this Form is available for this year as well as for 1965-66. Under these circumstances, a certain minimum data was collected for 1967-68 for purposes of this Plan. But it is necessary to evolve a long-term solution of the problem. For this purpose, it is necessary (a) to strengthen the Statistical Unit in the office of the Director of Education and (b) to conduct an Educational Survey of the State.

(a) Statistical Unit in the Office of the Director of Public Instruction: There is at present a sanctioned post of a Statistical Officer, which has practically remained vacant for the last 18 months. This post may be upgraded to that of an Assistant Director of Public Instruction. He should be assisted by 3 Statistical Assistants and 3 Computers. The Unit should be set up immediately because it will have to look after the preparatory work for the fourth Plan.

This Unit should also immediately take up the work of review of educational development in Haryana State from 1950-51 to 1968-69 on lines of similar reviews which are now being compiled for each State of the Union under the guidance of the Ministry of Education. Such a document will be of permanent use for future planning of education in the State.

(b) Education Survey: The second all-India Education Survey was conducted as on 31st March 1965. It therefore refers to the undivided State of Punjab. For the five districts of Haryana which have remained undivided, the data of the Surveys is still applicable, though out of date. For the remaining districts, the data is not available at all. It would therefore be desirable to plan an Education Survey of the Haryana State broadly on the lines of the Second All India Education Survey. It should also include the planning of educational institutions on the lines recommended by the Education Commission which is a very important task and which was not attempted in the second Education Survey because the Report of the Commission was not then available. The Survey Unit also should be immediately set up at the latest by about September, 1968 and the Survey completed by March 1969.

14. Pre-Primary Education: The pre-primary sector has been neglected. In view of the priority to be accorded to Primary Education, it is not possible to develop any worthwhile programme. It would also be wrong to neglect this sector altogether. It is therefore proposed to undertake some experimental work and to provide two good pre-primary schools in each of the eight proposed educational districts. The cost of the scheme is estimated at Rs. 3.5 lakhs.

It is also proposed to undertake some experiments in running low cost Balwadis in rural areas on the lines of the work done in States like Madras or Maharashtra. A sum of Rs. 1.5 lakhs is proposed to be provided for this purpose.

15. Primary Education: The programme of the development of primary education proceeds through three phases:

- (1) Universal provision of facilities.
- (2) Universal enrolment; and
- (3) Universal retention.

(1) Universal provision of facilities: This implies the provision of a primary school within easy walking distance from the home of every child. It should be the objective of policy to provide a school within about a mile from the home of every child or for every village or a group of villages having a population of about 250. On this, or any other modified criteria which the State might adopt, the Education Survey, proposed above, should indicate the areas where the establishment of new primary schools is still needed. There is reason to believe that not many areas in Haryana are without primary schools at present. But if such areas do exist, ~~these~~ will be pointed out by the survey. It is recommended that schools in such areas should be established as early as possible. At any rate, the universal provision of facilities for primary education should be achieved before the end of the fourth Five Year Plan.

(2) Universal enrolment: The second important programme to be developed is universal enrolment, which means that every child in the age-group 6-7 should be admitted to Class I.

The data about the age-groups of children admitted to Class I in 1964-65 was available and is given below:-

Table No. 7

| Age | No. of children enrolled | Percentage to total enrolment |
|---------|--------------------------|-------------------------------|
| Below 6 | 14,029 | 5.7 |
| 6-7 | 93,058 | 38.2 |
| 7-8 | 85,743 | 35.2 |
| 8-9 | 31,112 | 12.8 |
| 9-10 | 13,657 | 5.6 |
| 10+ | 6,156 | 2.5 |

It will be seen from the above Table that children in the age-group 6-7 who ought to form the vast bulk of enrolment in Class I are really a small minority. Attempts should therefore be made to see that fresh admissions to Class I are made, as far as possible, in the age-group 6-7 and that every child in the age-group 6-7 is enrolled in Class I as early as possible. For this purpose, it will be necessary to organise house to house census of children in the age-group 6-7 in December each year and to enrol as many of these children as possible when the schools reopen in April next. A very personal attention to this programme will have to be given by all primary school headmasters and inspecting officers.

(3) Universal retention: Universal retention implies that every child enrolled in Class I shall progress from class to class and shall not leave school until he completes the primary course. At present, out of every 100 children enrolled in Class I, only about 40 reach Class V. In other words, the all-India wastage rate is about 60 per cent. Enrolment data over a number of years is needed to determine wastage. Since this is not available for Haryana, a precise measurement of wastage in Haryana is not possible. But all available evidence shows that wastage in Haryana is much less than the all-India average. This is a good point in favour of the educational system of the State.

There are three possible reasons for the low rate of wastage in Haryana:-

(a) Education has not yet spread to the poorer classes and sections: The general experience is that wastage rates increase when the poorer classes begin to be admitted to schools.

Since provision of educational facilities in Haryana is almost universal and the total level of enrolment is only 6%, there is reason to assume that education has not yet reached the poorer classes. It is therefore likely that, when intensive efforts are made to bring in more children, the present low wastage rates may tend to increase. This has to be carefully guarded against.

(b) The economic condition of the people is better off: Wastage decreases as the general economic condition of the family improves. The economic development of Haryana and the general well-being of the rural families in the State may also be a cause for the low rates of wastage.

(c) Quality of education: It is also possible that the low rates of wastage are at least partly due to the holding power of the primary schools which is an attribute of their quality. The Group believes that this is so to a considerable extent. This is a feature of the educational system to be proud of and steps will have to be taken to strengthen it.

The wastage rates in Haryana, lower as they are in comparison with the other States or the all-India level, are still high in themselves. It is therefore necessary to make an intensive effort to reduce even this wastage so that the State gets a better return for the investment it makes in primary education. It is therefore recommended that every effort should be made to reduce wastage (including stagnation). A special programme should be prepared for the purpose and its implementation should be made an important responsibility of every school and every

Inspecting Officer. Since the State is going to adopt the system of institutional planning, an important point to be included in the institutional plans of all primary schools should be to reduce wastage and stagnation.

16. (1) The total enrolment in Classes I-V on 31st March 1968 was 8.13 lakhs (5.83 lakhs boys and 2.30 lakhs girls). The minimum target for the fourth Plan in Haryana would be to raise this enrolment at the primary stage to about 80 per cent of the population in the age-group 6-10 (100 per cent boys and 57 per cent girls). Even if this is done, the State will still be one Plan behind the all-India average, although it will be a leading State in the Hindi-speaking areas.

(2) By 1973-74, the total population of children in the age-group 6-10 will be 16.08 lakhs. At 80 per cent, we shall have to enrol 12.80 lakhs of children (8.45 lakhs of boys and 4.35 lakhs of girls). The additional enrolment, spread over six years, will thus be 4.60 lakhs - 2.62 lakhs boys and 2.05 lakhs girls. In the fourth Plan therefore it is necessary to make a provision for an additional enrolment of four lakhs of children on the assumption that about 40,000 children will be enrolled in 1968-69 and that about 30,000 children will be covered by non-government institutions in the plan period. If there is a shortfall in this assumption the target for the fourth Plan should be suitably adjusted. The cost of this scheme is estimated at Rs.568 lakhs.

(3) If these targets are to be achieved, great emphasis will have to be laid on the enrolment of girls and of Harijan children and special programmes will have to be developed for the purpose.

(4) The level of development of primary education in Haryana shows considerable variations from district to district. In 1967-68, 9.3 children were enrolled for every thousand population in Haryana State as a whole. The highest enrolment was in Rohtak (10.0), which was followed by Mahendergarh (9.5), Gurgaon (9.1), Ambala (8.9), Hissar (7.9), Karnal (7.8) and Jind (6.9). Special attention will have to be paid to those areas which are lagging behind in the development of primary education.

17. Middle School Education: The total enrolment in Classes VI-VIII in 1967-68 was 2.9 lakhs and it is expected to increase to 3.05 lakhs by 1968-69. In the Fourth Plan, an additional enrolment of 1.2 lakhs is expected so that by 1973-74, the total enrolment in classes VI-VIII will be 4.25 lakhs or 53 per cent of the population in the age-group 11-13. This will be higher than the All-India target of 50 per cent. It implies that Haryana will continue to maintain its lead over the all-India average at the middle school stage.

18. Comparing the enrolment in Classes VI-VIII from district to district, it is found that Ambala and Rohtak enrolls 3.7 children for every one thousand population. This is the highest achievement in the State as against the State average of 3.1. This is followed by Mahendergarh (3.3), Gurgaon (3.2), Karnal (2.7), Hissar (2.5) and Jind (2.3). If the enrolment of girls at the middle school stage is compared, it is found that the average for Haryana as a whole is 1.4 girls enrolled for every one thousand population. The highest enrolment is in Ambala (2.5), which

is followed by Rohtak (1.8), Karnal (1.3), Gurgaon (1.3), Hissar (1.1), Mahendergarh (0.6) and Jind (0.6). Attention will have to be given to those districts which lag behind, especially in the enrolment of girls.

19. Improvement of Physical Facilities in Primary and Middle Schools: The facilities now provided in primary and middle schools are not very satisfactory. New buildings have to be constructed; existing buildings have to be extended or repaired; sanitary facilities which are almost non-existent will have to be provided; and equipment has to be supplied on a liberal basis. It is therefore proposed to take up this programme seriously in the fourth Five Year Plan.

(1) It is proposed to lay down norms regarding physical facilities which a good primary and middle school should have. The norms will be prescribed at the minimum level and also at a desirable higher level.

(2) On the basis of these norms, a study will be made in each middle and primary school and a statement of its needs will be prepared showing what will have to be done to raise it to the minimum level and to raise it to the desirable level, as the case may be.

(3) Since the task of providing all these facilities is huge and will require an investment which the State Government alone cannot provide and in which it is necessary to make the local community a partner, a scheme will be drawn up under which these facilities will be provided in the schools on a basis a ~~sharing~~ between the local community and the State Government.

(4) It is suggested that an ad hoc lump-sum provision of Rs.100 lakhs should be made for this purpose in the Fourth Five Year Plan. Plans should also be drawn up to make the community plan

the maximum educational returns are achieved for the money spent. In equipment also emphasis should be laid on improvised equipment with locally available material.

20. Work-experience: As Haryana is essentially an Agricultural State, emphasis should be laid on the development of education for agriculture. Ultimately, a farm should be attached to every primary or middle school in rural areas (even in urban areas wherever possible) to provide work-experience through agriculture. Until such a farm is available, attempt should be made to provide the same experience by enabling the children to work on their family farms.

In schools where it will not be possible to provide a farm some other activities which would be feasible and locally useful ^{should} be introduced so that the children reading in them have also some work experience as a part of their curriculum.

Since this is a very important, and major programme of educational reform, a small committee should be set up to work out a detailed scheme in all its educational, organisational, administrative and financial aspects. The programme should be introduced, on a pilot basis, in a few institutions to begin with and should be extended in the light of the experience gained. A lumpsum provision of Rs. 30 lakhs is made for this purpose in the

Fourth Five Year Plan.

21. Secondary Education: There have been continuous pressures in the State for upgrading middle schools and during the three years between 1964-65 and 1967-68, the number of secondary schools increased from 490 to 711. These pressures will continue. In order that pressures for middle schools and secondary schools should not result in overlapping, duplication and wasteful effort, it is necessary to plan carefully the location of middle and secondary schools in the State. The broad criteria for this have been suggested by the Education Commission. On these or on the basis of any modified criteria which the State Government may adopt, the education survey of the State which has been proposed above should suggest places where middle and secondary schools should be located during the Fourth Five Year Plan. In such planning, care should be taken to see that secondary schools are equitably distributed between the districts. At present, the plan contains only an ad hoc provision for the number of schools to be established but no attempt is made to find out where they will be located. If such advance planning is done with care, it will assist a planned development of secondary education in the State.

22. The average increase in enrolment at the secondary stage during the last three years is about 10,000. In view of the increasing demand for secondary education and the expected expansion at the middle school stage, the rate of enrolment at the secondary stage is likely

to increase further. Even assuming that it remains constant, the increase in enrolment, during the next six years, would be about sixty thousand and that the enrolment in classes IX-XI in 1973-74 would be 1,67,000. This will be 22.8 per cent of the population in the age-group 14-16 as against the target of about 22 per cent expected at the national level. The cost of this programme is estimated at Rs. 225 lakhs.

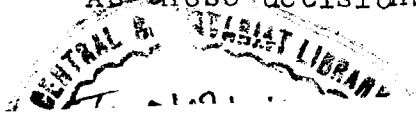
23. The grants-in-aid to private secondary schools in Haryana were inadequate. Recently, the Government has decided to give additional grants-in-aid to cover the cost involved in improving the salaries of teachers. It is, however, necessary to review the whole position and to rationalise and simplify the grants-in-aid to secondary schools. It is, therefore, proposed to set up a special committee to examine this issue and make recommendations to Government.

24. There are two important matters relating to secondary education about which policy decisions have yet to be taken. These are:-

(1) The establishment of a Board of Secondary Education for Haryana State.

(2) The question of the pattern of school and college classes, whether the pattern of 10+2+3 recommended by the Education Commission should be adopted? And if so, in what form?

As these decisions are likely to be taken in the



near future, some financial provision for the implementation of these decisions should be made in the fourth Five Year Plan.

25. Improvement of Physical Facilities in Secondary Schools: On the lines recommended earlier for primary and secondary schools, there is need to develop a programme for improvement of physical facilities in secondary schools. A lump-sum provision of Rs.25 lakhs has been proposed for this purpose. (This will include all programmes except the science laboratories which will be dealt with under the Programme for the Improvement of Science Education).

26. Higher Education: Several programmes will have to be considered for the development of higher education in Haryana State during the fourth Five Year Plan.

(1) The enrolment at the university stage is likely to increase by about 30,000. Provision for this will have to be made. (There is a proposal to establish a postgraduate education Centre at Rohtak. Funds for this will have to be provided).

(2) Provision will also have to be made for the State share of the development programme of the Kurukshetra University.

(3) The system of grants-in-aid to colleges will have to be reviewed and rationalised, as at the secondary stage.

(4) Steps will also have to be taken to remove, to the extent possible, the deficiencies of the existing system of higher education on the broad lines recommended by the Education Commission.

(5) A programme of evening colleges will have to be developed.

(6) Certain urgent improvements will have to be carried out in Government colleges.

(7) Steps will have to be taken to establish a Home Science College for Girls.

Detailed schemes for these programmes are being worked out in consultation with the Vice-Chancellor of the Kurukshetra University and the Principals of the Colleges.

A lump-sum provision of Rs.280 lakhs is proposed for these programmes in the fourth Five Year Plan.

27. Teacher Education. The main problem in Haryana is to improve the quality of teacher education, especially for non-graduate teachers. It is desirable to abolish such units attached to secondary schools (there is no objection to attach such units to secondary training colleges) and to set up at least 5 additional full-fledged training institutions for J.B.T.* teachers, making a total of 16 institutions in the State or 2 per educational district. There is also no provision at present for the in-service education of teachers. This will have to be provided on a very large scale. Special attention has to be paid to the improvement of hostel facilities in training institutions. A provision of Rs. 75 lakhs is recommended for this programme.

28. State-Level Organisations. (1) At present, there is not a single State-level organisation in Haryana State for the qualitative improvement of education. The following institutions have come to be established in

other States for this purpose:-

1. State Institute of Education
2. State Institute of Science
3. State Institute of English
4. State Institute of Audio-Visual Education
5. State Institute of Education and Vocational Guidance
6. State Bureau of Textbook Production and Curriculum Research.
7. State Evaluation Organisation, etc.

For a small State like Haryana, it would be desirable to establish only one single State Institute of Education. A provision of Rs. 15 lakhs is recommended for the purpose. It should cover all functions, except the production of textbooks.

(2) For textbooks, it would be better to set up an autonomous organisation, functioning on commercial lines, as has been done in Maharashtra State. This will not involve any expenditure to the State. In fact, it might make a small profit which can be used for improvement of textbooks. But an initial loan will be necessary and suitable provision for this should be made. It need not necessarily be included in the Plan budget.

29. Other Schemes: Schemes are required for the following sectors, but some further consideration will be necessary before they can be finalised:-

(1) Development of Science Education, not only at the secondary stage, but also at the primary stage and in higher education with a provision of Rs. 50 lakhs.

(2) Development of Games and Sports: There is an excellent stadium at Biswan Meel which should be utilised. Haryana does not also have an institution for training physical education teachers for middle or secondary schools.

It has a great potential of sports talent which has to be developed further. A provision of Rs. 15 lakhs is recommended.

(3) Pilot projects for Adult Education and liquidation of adult illiteracy with a provision of 10 lakhs; and

(4) Programmes for discovery and development of talent and for expansion of the scholarships programme at the school stage, with a provision of Rs. 15 lakhs.

30. Education Department: The Department of Education should be strengthened and reorganised.

(1) Education Districts: The existing districts are very uneven in the number of institutions, enrolments, teachers, etc. Consequently, the work-load on the District Education Officers varies to a great extent. It is, therefore, desirable to constitute Education Districts with a population of about a million each (1961). Haryana may need about eight Educational Districts in place of the seven Revenue Districts. Hissar and Rohtak are so big that they will have to be divided into three districts and some other suitable adjustments made. Additional staff will have to be provided for the new Education District, whose headquarters may be located at Sirsa. The cost of the programme is estimated at Rs. 7 lakhs.

(2) Directorate of Public Instruction: The Directorate of Public Instruction should be suitably strengthened in view of the responsibilities involved in the implementation of the fourth Five Year Plan. In particular, it is necessary to strengthen the planning and statistical section with a view to providing material and advice to the district officers. Reference has already been made to the establishment of a

State Institute of Education. This should function as an integral part of the Directorate. When the State Board of Secondary Education will be created, it should also be so planned as to function as an integral part of the Directorate.

(3) District-Level Organisation: The district should be the basic unit for educational planning and administration. Emphasis should therefore be laid on streamlining the district level administration. There should be an extensive delegation of powers to the District Inspector of Schools. He should also be given facilities and expert assistance to provide the needed guidance services to schools. The system of educational planning should also be broad-based and decentralised and plans should be prepared at the institutional and district levels. A note on how this work may be developed is given in Annexure I. It may be taken as a basis for consideration and a suitable plan for Haryana developed. The cost of this programme is estimated at Rs. 16 lakhs.

(4) In-service Education: One of the major weaknesses in all Education Departments in the States at present is the lack of facilities for in-service education and administrative and inspecting officers. Special arrangements to overcome this weakness will have to be made. This will be a responsibility of the SIE. There should also be special journals meant for departmental officers and teachers.

(5) Procedures and Practices: The procedures adopted at present by the Education Department will need alterations in many cases. This is too vast a subject to be dealt with here. It is also a programme which is continually changing

in the sense that a procedure adopted today may become out of date in a short time. What is therefore necessary is the building up of a suitable machinery within the department itself for making a continual review of its procedures and practices in order to increase efficiency. It is suggested that this work should be entrusted to the SIE.

31. Modifications Needed in the Present Administration of Government Schools; The Education systems in the different States are a combination of government institutions and private institutions, although the nature of the combination varies from State to State. In a State like Jammu & Kashmir, almost all institutions are government and the private institutions extremely few. On the other hand, there are States like Maharashtra where the Government hardly runs any institution. The system in Haryana stands midway between these two extremes. Its primary schools are mostly all conducted by government. In secondary schools, there is a mixture of government and private enterprise. But the private schools are still a minority. At the university stage, the government colleges are few and the private colleges form the vast majority. This mixed system is desirable and should continue. What is necessary is to make effort to see that the advantages of each system are developed to the full and its disadvantages minimised?

32. The principal advantage of the government managed system is that it provides adequate status and good condi

of service to teachers. It has better financial resources. It is therefore in a better position to maintain standards. But its main disadvantages are the following:-

(a) As in most public-sector undertakings, the motivation of its workers to put in their best efforts tends to weaken;

(b) The teachers also tend to develop a loyalty to the cadre rather than to individual institutions;

(c) There is comparatively less freedom for initiative and experimentation;

(d) The contact with the local community is weak; and

(e) It is unable to attract continuous financial support from the local community.

Deliberate attempts will be made to overcome these weaknesses.

33. Private Schools: Voluntary organisations generally present a mixed picture. Some of them have the capacity to attract dedicated and competent workers and are doing experimental and pioneering work of high quality and significance. These should be given special encouragement. On the other hand, some institutions adopt the mal-practices, harass teachers and foster communal atmosphere. Such trends should be firmly dealt with

34. Education Funds and Committees: In order to promote closer contacts between the educational institutions and the community, the ultimate objective should be to set up a committee and to establish an Education Fund each Government institution. The committee should have the headmaster or

principal of the institutions as its ex-officio Secretary and all its members should be nominated by Government. Its principal responsibilities should be to help the institution in formulating and implementing its plans. The Education Fund should consist of (a) donations and contributions from the public; (b) contributions from the local authorities like Municipalities and Panchayats; and (c) a development fee levied from students, on a basis prescribed by Government in all educational institutions other than primary schools. To stimulate collections to the Education Fund, Government should give a grant-in-aid to it on the basis of a principle of equalisation, namely, larger grants will be given to poorer areas and smaller ones to the richer areas.

35. State Council of Education: It would be desirable to establish a State Council of Education (Rajya Shiksha Parishad) which should function as the top-most advisory body to government on all educational plans. It should be presided over by the Education Minister. Its membership should include representatives of government, educationists, teachers and public workers.

36. Teachers Organisations: Teachers organisations should be encouraged and actively involved in formulation and implementing educational plans.

37. Transfers and Postings of Teachers in Government Schools: The most serious deficiency of government schools is that the teachers develop a loyalty to cadre and not to individual institution. This is due to frequent transfers

of transfers and postings should therefore be rationalised with a view to making it possible for teachers to stay in one institution for a long time. The system of preparing institutional plans will also help in the process of development of institutional loyalty.

38. The experiment of self-governing institutions may also be tried. Under the proposed Education Act, authority should vest in Government to place a government school under a Board of Governors. The teachers then become the servants of this institution and cannot be transferred elsewhere. The matter is so important that it should be examined in depth.

The experiment may be tried on a pilot basis for a school and generalised in the light of the experience gained.

39. The Education Cess: The possibility of levy of education cess should be fully explored. Such a cess may be levied in all urban and rural areas. In rural areas, it may be levied mainly as a surcharge on land revenue and in urban areas, as house-tax or surcharge thereon.

40. The Education Act: With a view to providing statutory basis for education, a comprehensive Education Act on the lines recommended by the Education Commission should be enacted as soon as possible. It should give statutory basis to the provisions contained in this Paper and the existing provisions of the Education Code and the grant-in-aid Rules, etc. All

existing legislation in regard to education should merge in the proposed Act.

V

FINANCE, IMPLEMENTATION AND EVALUATION

41. Finance: The following is the list of schemes proposed for inclusion in the fourth Five Year Plan with their tentative estimates of costs:

| | <u>Rs. (in lks)</u> | <u>Reference Para</u> |
|--|-------------------------|-----------------------|
| 1. Strengthening of the Statistical Unit in the office of the Director of Public Instruction (excluding Rs. 8,000 for 1968-69) | 0.5 | 13(a) |
| 2. Conducting an Education Survey of the State. Rs. 40,000 for six months in 1968-69 itself. | | 13(b) |
| 3. Establishment of 14 new experimental pre-primary schools so that there would be two schools in each of the eight new educational districts. | 3.5 | 14 |
| 4. Establishment of low cost Balwadis in rural areas | 1.5 | 14 |
| 5. Enrolment of 4 lakhs of additional children in classes I-V | 568.0 | 16(2) |
| 6. Enrolment of 1.2 lakhs of additional children in classes VI-VIII | 354.0 | 17 |
| 7. Improvement of physical facilities in primary and middle schools | 100.0 | 19(4) |
| 8. Work-experience | 30.0 | 20 |
| 9. Enrolment of 50,000 additional children in classes IX-XI | 225.0 | 22 |
| 10. Improvement of Physical Facilities in Secondary Schools | 25.0 | 25 |

| | Rs. in lakhs | Reference para |
|--|-----------------|-------------------|
| 11. Improvement of Higher Education including provision for additional enrolment | 280.0 | 26 |
| 12. Improvement of Teacher Education | 75.0 | 27 |
| State-Level Organisation; State Institute of Education | 15.0 | 28 |
| 14 State-level Organisation. Board of Secondary Education | 5.0 | 24 |
| 15. Improvement of science Education | 50.0 | 29 |
| 16. Development of Games and Sports | 15.0 | 29 |
| 17. Pilot Project on Adult Literacy | 10.0 | 29 |
| 18. Scholarships at the school stage | 15.0 | 29 |
| 19. Creation of the Eighth Educational District | 7.0 | 30(1) |
| 20. Strengthening the District level organisation | 16.0 | 30(3) |
| Total | 1795.5 lakhs | |

42. Implementation: Special measures will be adopted to ensure a satisfactory implementation of the Plan. Among these mention may be made of the deep involvement of all concerned through the system of institutional planning, seeking cooperation of teachers and teachers' organisations, strengthening of the Department, and the establishment of the SIE.

43. Evaluation: All important programmes should be subjected to a rigorous evaluation at the appropriate stage and should be modified on the basis of the evaluation report.

VI

SUGGESTED PROCEDURE FOR FINALISING THE
FOURTH FIVE YEAR PLAN

44. Educational planning has necessarily to be long-term. It is therefore necessary for Haryana to visualise the manner in which its education would be developed over the period of next 15-20 years. This development will naturally be within the broad terms of the National Policy on Education indicated in the Report of the Education Commission; but it should also be oriented to the special needs and problems of Haryana State. The best way to do this would be to prepare a White-Paper on the subject, to circulate it for eliciting public opinion, and then to finalise it in the light of the comments and suggestions received.

45. Once the White-Paper is ready, the broad directions in which we have to progress would have been determined. During the next two months or so, the financial picture will also become clear and it would be possible to have a broad indication of the resources likely to be available for the fourth Five Year Plan as a whole in general and for the education plan in particular. In the light of the broad policy and the available resources, priorities can then be determined and the fourth Five Year Plan formulated. As suggested earlier, it will also be necessary to pass an Education Act with a view to facilitating implementation and providing firmer and statutory basis for education.

INSTITUTIONAL AND DISTRICT PLANS

1. The State Government should decentralise and broad-base the entire planning process and, from this point of view, introduce a system of preparing and implementing institutional and district plans. The existing system of inspection and supervision should also be correspondingly reorganised.

INSTITUTIONAL PLANS

2. The Need for Institutional Plans and their Objectives : It is necessary to develop a proper technique of preparing institutional plans. There is a real danger that the institutional plans may degenerate into 'charters of demands' which will be beyond the capacity of any government to meet. This will have to be avoided and the institutional plans will have to be prepared as 'programmes of action' which the schools can undertake within their present available resources or with such additions to them as are immediately practicable. In fact, planning at the institutional level can begin with the question : What can you do even within the available resources or with some small feasible additions to them? This question is rarely asked. But when one studies institutions closely, one finds that there is an infinite number of things which every institution can do, even within the available physical and financial resources, if it can bring in a sense of duty, a lively imagination and hard work to bear upon the problem. For preparing institutional plans, therefore, it is this approach that has to be

emphasised. As the Education Commission has said:

"Even within its existing resources, however limited they may be, every educational institution can do a great deal more, through better planning and harder work, to improve the quality of education it provides. In our opinion, therefore, the emphasis in this movement should be, not so much on physical resources, as on motivating the human agencies concerned to make their best efforts in a coordinated manner for the improvement of education, and thereby offset the shortcomings in the physical resources. There are large number of programmes which an educational institution can undertake on the basis of human effort and in spite of paucity of physical resources. These include: reduction in stagnation and wastage; improvement of teaching methods, assistance to retarded students; special attention to gifted students; enrichment of curricula; trying out new techniques of work; improved method of organising the instructional programme of the school; and increasing the professional competence of teachers through programmes of self-study. It is the planning and implementation of programmes of this type that should be emphasised."

3. There is nothing new in this idea of institutional plans. There are a number of good schools which prepare and implement their own plans of development even now. In fact, an important criteria of a good school is that it does so. What is proposed here is that this process which is now confined to a few institutions and is entirely optional, should become general and be resorted to by all educational institutions. Of course, the level and quality of the plans and the degree of their successful implementation will vary from institution to institution. But every institution shall have a plan of its own and shall try to implement it to the best of its capacity.

4. Steps Needed to Prepare Institutional Plans: The following steps may be taken to introduce this system of institutional p

(1) It should be a condition of recognition and grant-in-aid that every institution prepares a fairly long-term plan of its own development. Against the

background of this plan, it should also be required to prepare a Five-Year Plan (coinciding with the State Five-Year Plans) and an annual plan indicating the activities proposed to be undertaken during the ensuing year.

(2) These plans prepared by the institutions should form the basis of the periodical inspections. The object of these inspections should be to help the institution to prepare the best plans it can within its available resources and to guide it for their successful implementation. If this is done the present ad hoc character of inspection will most disappear.

(3) Some broad guidelines for the preparation of such plans should be issued by the State Education Department. These will indicate, in broad terms, the policies of the State Government included in its own plans which will have to be reflected suitably in the plans of the institutions. It should, however, be clearly understood that the guidelines issued by the State Government are recommendatory and not mandatory. It should be open to a school, for given reasons, not to take up a programme included in the guidelines, to modify the programmes given therein or even to take up new programmes not included in the guidelines.

(4) An even more important measure is to arrange suitable training in the programme for all inspecting officers of the State and for headmasters. This should essentially be a responsibility of the State Institute

of Education.

(5) A long-term plan will be prepared by the institution to be covered in such a period of time which it deems convenient. The Five-Year Plans, as stated earlier, should be made to coincide with the State's own plans. For preparing the annual plans it is necessary to provide some specific time in the school year; and it is, therefore, suggested that about a week* in the beginning of each academic year and a week towards its end should be reserved for the purpose. The following steps may be taken with advantage:-

- (a) The school should open for teachers on the prescribed day but the students should be required to attend a week later. In other words, in the first week of the opening of the school, the teachers should be on duty without being required to take classes. This period can then be conveniently devoted in continuous meetings and discussions and for preparing a detailed annual plan of work of the school in all its aspects: co-curricular, curricular, class plans, subject plans and detailed plans for each programme the school proposes to undertake.
- (b) Similarly, at the end of the year there should be a week when teachers are on duty but the students have been let off. This week should be utilised for a careful evaluation of the implementation of the annual plans.

The implication of the proposal is that the holidays for students will be about two weeks longer than for the teachers. This may appear as a loss of teaching time. But the gain in terms of quality of work will compensate it in full or even more.

*This is indicative. The precise time could be even less and adjusted to the needs of the institution.

(6) Reports of the annual plan prepared in the beginning of the year should be available to the inspecting officer within a short time thereof. The same should be done about the evaluation carried out at the end of the year. It should be an important part of the school inspection to discuss these plans and their evaluation with the school staff and authorities (and where necessary, even with students).

(7) An important point to be emphasised in institutional plans is successful implementation. A common tendency is to make ambitious plans which sound good on paper and then to implement them indifferently. This trend is also encouraged because the Inspecting Officers often compel schools to undertake a number of programmes. Thus begins ineffective implementation, inefficiency and slipshod work which undermine the utility of this programme which is essentially qualitative. To avoid these weaknesses, it should be clearly laid down that 'not low aim but failure is a crime'. It should be left open to the schools to make small plans, if they so desire and no attempt should be made to force ambitious plans on them. It should, however, be insisted that, whatever the plan, it should be implemented with the best efficiency possible. Even if the beginning is humble, the institution may, in the light of the experience gained and as a result of the self-confidence which inevitably comes from successful implementation, take up more ambitious plans in future. A little patience shown to wait for such a development will yield rich dividends.

(8) In preparing the institutional plans, a clear emphasis should be laid on adopting the democratic procedure

and on involving all the agencies concerned. It is true that this is basically a responsibility of the Headmaster or the Principal. But the Managing Committees of the institutions will naturally have an important role to play. The Headmasters must involve the teachers intimately. The local community will also have to be involved in many programmes. In some programmes, even students will have to be involved. This becomes all the more important as one goes up the educational ladder. It should be clearly understood therefore that the institutional plans is a sum total of collaboration of all these agencies involved.

5. A Programme of Action for Haryana: How can a system of institutional plans be introduced and generalised? The following programme of action is suggested:-

(1) The State Institute of Education should prepare the basic material for the programme of institutional plans. For this purpose, it should hold short seminars of selected headmasters of secondary schools and of primary schools. Though these seminars would be separate, there should also be one or two mixed seminars where some headmasters of secondary schools and some headmasters of primary schools in the neighbourhood will also be brought together to see how the programme can develop under the system of school complexes.

(2) As soon as the basic materials are ready, a conference of the District Education Officers should be convened to discuss and finalise the entire procedure.

(3) The responsibility of taking the programmes to the schools in his district should be of the District Education Officer working in collaboration with the State Institute of Education.

(4) In each district, the D.E.O. should convene a seminar to which all inspecting officers in the district and all staff of training institutions in the district, should be invited. The main object of this seminar would be to understand the procedure for institutional planning with a view to conveying it to the schools. This should be followed by seminars of headmasters of primary and secondary schools, arranged suitably so as to cover the entire district. There should be two series of such seminars - the first to adopt the procedure for institutional planning and the second, to discuss the plans themselves. The first round of the seminars should be completed by the end of November, 1968 and the second, between January and March, 1969.

(5) In subsequent years, it should also be a policy to report on good plans prepared and implemented by educational institutions. This cross-fertilisation of ideas, which is an important responsibility of supervision, is of immense significance in new programmes of this type. This should be done by the S.I.E.

6. The techniques of preparing institutional plans will obviously differ from stage to stage. The institutional plans at the primary level will be of one type and, those at the secondary level, will be of another. The colleges

will have to develop their own plans, and as recommended by the Education Commission, an Academic Planning Board will have to be set up in the university.

7. It is obvious that the techniques of institutional planning will become clearer when the programme is adopted on a mass scale and is being implemented. Its efficiency will also improve as the academic community becomes familiar with the technique and develops the necessary expertise to wield it properly. It can be safely said however that we know enough about the problem to make a beginning without delay. Further knowledge will come only after the experiment starts.

8. School Complexes: The State Government should also accept the recommendation made by the Education Commission regarding School Complexes.

9. The complexes will function at two levels:

(1) The first level of school complex will be established with a high/higher secondary school as the centre. The middle schools and primary schools within an area of three to five miles of this central secondary school will be grouped together, along with the secondary school, as a school-complex. All these institutions will be treated as a unit for purposes of educational improvement and an attempt will be made to develop it as a 'living cell' in education.

(2) The second level of complex will be established with a college as a centre. This complex will include the college and a number of high/higher secondary schools within its neighbourhood or within a convenient distance for provision of the services expected in a complex which will also include the discovery and development of talent.

10. The development of the programme of the school complexes has two aspects. The first is quantitative in the sense that the programme will begin with a few complexes in selected areas and, in a period of five years, will be extended to cover the entire State. The second is the qualitative aspect. All school complexes will begin with two basic responsibilities, namely, the provision of extension services and the sharing of the facilities in common. It should, however, be possible in some complexes where the necessary atmosphere and leadership is available, to extend their functions to cover other and more difficult activities. In the same way, continuous attempts will have to be made to improve the quality of work done in the school complexes.

11. The responsibility for supervising, guiding and developing this programme will inevitably have to be that of the District Education Officer. He will have to be assisted in this by the training institutions in the district each of which can look after a few school complexes, partly for orienting its students for the programme and partly for purposes of its own extension work. The responsibility for giving academic guidance to the programme will, however, be of the S.I.E. It should remain in touch with the work that is being done in the field, study and solve the academic problems that arise in the implementation of the programme from time to time, give publicity to the good work done by school complexes in different parts of the State and assist in training of the Inspecting Officers and the Headmasters of secondary schools in the proper development of the school complex programme.

DISTRICT PLANS

12. Above the school complexes come the districts. The State should accept the recommendation of the Education Commission that the district should be adopted as the principal unit for administration, development, planning and supervision.

13. There are three aspects of planning to be attempted at the district level:

- (1) Location of schools - primary, secondary and vocational;
- (2) coordination and consolidation of institutional plans; and
- (3) academic improvement in primary and secondary schools.

14. Location of Schools: A good deal of care is necessary to ensure that schools are properly located in a district with a view to avoiding over-lap, duplication and unhealthy competition. It is also necessary to strike a happy balance between the two opposing demands that are put forward in this respect: (1) the demand that the school should be as close to the home of the child as possible; and (2) the demand that each educational institution must be of a certain optimum size which will make it economic and efficient. At the primary stage, the first of these two considerations will need greater emphasis. But at the secondary stage, it is the second that will have to be emphasised.

15. The location of institutions of professional, technical and vocational education has also to be planned. This will be a responsibility of the Director of Technical

Education (working in collaboration with the other concerned Departments of Government, trade, commerce and industry). At the school level, the district would obviously be the unit for planning.

16. This work of planning the location of schools will be carried out by the Education Survey Unit which has been proposed to be set up, but the implementation of its proposals will be the responsibility of the District Education Officer.

17. It may also be desirable to give a statutory basis for such plans as has been done in U.K..

18. Coordination and consolidation of institutional plans: Based on the institutional plans, each district should prepare a Five-Year Plan of educational development made to coincide with the State's Five-Year Plans. On the same basis, it should also prepare an annual plan of the educational development which it will undertake from year to year.

19. Each district should prepare a perspective plan for the development of universal primary education within its area.

20. Programme of Academic Improvement: The third aspect of District planning relates to programmes of academic improvement in school education. This is a very important programme because the district is a sufficiently compact area to provide guidance and extension services to each school and, at the same time, it is sufficiently large to make it financially and administratively feasible to appoint the necessary expert staff.

21. The responsibility for academic improvement at the district level will be on the District Education Officer. To assist him in the proper discharge of this responsibility, the staff of his office should be strengthened and the work re-organised in such a manner that he will be able to devote the major portion of his time to programmes of academic improvement.

22. (1) The responsibility for academic improvement at the school complex level should be on a committee set up in the complex consisting of the headmasters and selected teachers of all the schools in the included complexes. There will be a similar Committee at the college-school complex level also.

(2) In each district, there should be an Academic Improvement Committee for school education in the district. This will consist of (1) District Education Officer, (2) all principals of colleges in the district, (3) the Principal of every training institution for JBT teachers in the district, (4) some selected headmasters of secondary schools, (5) some selected headmasters of primary schools and (6) all the Deputy Education Officers in the district. Under the general guidance received from the State Institute of Education, it will be the responsibility of this committee to see that the necessary programmes of academic improvement are developed within the district. It will also be its responsibility to take its problems to the SIE for further study, solution and guidance.

23. At present all inspecting officers in the district are "generalists" in the sense that they have not specialised in the teaching of any particular subject or in the development of any specific programme. If quality of education is to be improved, it is necessary to supplement a general inspection by a good deal of specialised guidance. It is, therefore, suggested that, in every district there should be a number of specialist inspectors. These could be of two types: (1) specialist inspectors dealing with the teaching of subjects included in the curriculum such as science, mathematics or English; and (2) specialists in programmes like physical education, examination reform or curriculum construction.

24. It must be remembered that the specialist inspectors will function in a different way from the generalist inspectors. They will not depend so much on inspecting schools or paying them short visits. Their main responsibility is to give guidance to teachers and they would, therefore, work chiefly through organising programmes of inservice education, producing materials, etc..

25. Some specialist inspectors can be provided without any additional expenditure. At present, one Deputy Educational Inspector is provided for every 40 schools. If specialist inspectors are provided, it would be quite possible to increase this number to about 50 schools without any loss of efficiency. This will save some posts of inspectors. Persons could then be carefully selected against these posts, giving special training in the programme proposed to be developed such as examination

reform, and appointed as specialist inspectors. The possibilities of developing this programme should be fully explored as it does not involve any additional expenditure and will result in considerable qualitative improvement.

26. There should also be subject inspectors. A beginning may be made with important subjects like science in some districts and the programme may be extended to other subjects and districts as funds become available. The target should be to have about 3 to 5 subject specialists, working as a team in each district.

27. Integration of Educational Planning with General Economic Planning : So far, the programmes of educational planning at the district level have been discussed. As a final step, it is necessary to consider how the educational planning in a district should be integrated with its economic planning.

28. At present the annual additions to the labour force (i.e., the number of persons who complete the age of 18 and enter to the world of work every year) are very large - about two per cent of the total population - on account of the large birth-rate. On the other hand, the new jobs that are annually created are too few because of the slow rate of economic growth. Education also complicates the problem in some ways. In some important sectors needed by the economy, it often fails to produce the trained manpower needed; and, in some other areas, it produces a surplus of trained manpower leading to a serious problem of the educated unemployed. If these difficult problems are to be

solved, it is necessary to develop, in each district, an integrated programme of (1) family planning whose object would be to reduce the birth-rate by half; (2) rapid economic growth whose objective will be to develop the economy about twice as fast as at present; and (3) a programme of educational reconstruction which will create a balance between the output of the educational system and the employment opportunities so that, for every job to be performed in the economy, a suitably trained person is always available, and, for every educated person, a suitable job can also be found. The object of the integrated programme of planning should be to reach this goal in the district in a planned programme of 15 to 20 years. This is obviously a very difficult programme to be developed. But there is no escape from the conclusion that it must be attempted in national interest and that sooner we make a beginning in the matter, the better. It is, therefore, suggested that, in the Fourth Five-Year Plan, at least one district in the State should be taken up for such development. In the light of the experience gained, the programme can be extended to other areas in the Fifth Five-Year Plan.

ANNEXURE IIBASIC EDUCATIONAL STATISTICSTable No. I : Total population of Haryana (Estimated)
(1961-74)

(000s) -

| Year | Men | Women | Total |
|------|-------|-------|--------|
| 1961 | 4,070 | 3,521 | 7,591 |
| 1962 | 4,184 | 3,637 | 7,821 |
| 1963 | 4,314 | 3,749 | 8,063 |
| 1964 | 4,448 | 3,866 | 8,314 |
| 1965 | 4,578 | 3,996 | 8,574 |
| 1966 | 4,729 | 4,110 | 8,839 |
| 1967 | 4,878 | 4,239 | 9,117 |
| 1968 | 5,036 | 4,367 | 9,403 |
| 1969 | 5,178 | 4,518 | 9,696 |
| 1970 | 5,338 | 4,658 | 9,996 |
| 1971 | 5,501 | 4,801 | 10,302 |
| 1972 | 5,656 | 4,955 | 10,611 |
| 1973 | 5,823 | 5,102 | 10,925 |
| 1974 | 5,993 | 5,250 | 11,243 |

Source: For 1961, Census. For remaining years, total population obtained from the Registrar General, Census. Sex-wise break-up estimated in the Ministry of Education.

II(2)

Table.No. II : Estimated population of children in the age-group 6-10 in Haryana according to districts

(000s)

| District | 1965 | | | 1968 | | | 1974 | | |
|------------------|------|-------|-------|------|-------|-------|------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1. Ambala | 75 | 62 | 137 | 82 | 68 | 150 | 102 | 86 | 188 |
| 2. Gurgaon | 102 | 90 | 192 | 111 | 99 | 210 | 138 | 125 | 263 |
| 3. Hissar | 126 | 112 | 238 | 139 | 122 | 261 | 171 | 154 | 325 |
| 4. Jind | 39 | 33 | 72 | 43 | 36 | 79 | 53 | 46 | 99 |
| 5. Karnal | 124 | 106 | 230 | 136 | 116 | 252 | 169 | 147 | 316 |
| 6. Mahinder Garh | 44 | 41 | 85 | 48 | 45 | 93 | 59 | 57 | 116 |
| 7. Rohtak | 110 | 108 | 218 | 122 | 118 | 240 | 153 | 148 | 301 |
| Total (Haryana) | 620 | 552 | 1172 | 681 | 604 | 1285 | 845 | 763 | 1608 |

Source: Figures obtained by applying to the total population of Haryana, the same ratio for calculating the number of children and the same sex ratio as for the undivided Punjab.

II(3)

Table No. III : Estimated population of children in the age-group 11-13 in Haryana according to Districts.

| District | 1965 | | | 1968 | | | 1974 | | |
|--------------------|------|-------|-------|------|-------|-------|------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Ambala | 40 | 33 | 73 | 44 | 36 | 80 | 51 | 42 | 93 |
| Gurgaon | 55 | 48 | 103 | 60 | 53 | 113 | 69 | 62 | 131 |
| Hissar | 68 | 59 | 127 | 75 | 65 | 140 | 86 | 76 | 162 |
| Jind | 21 | 17 | 38 | 23 | 19 | 42 | 26 | 23 | 49 |
| Karnal | 66 | 57 | 123 | 73 | 62 | 135 | 84 | 73 | 157 |
| Mahinder Garh | 23 | 22 | 45 | 26 | 24 | 50 | 30 | 28 | 58 |
| Rohtak | 61 | 58 | 119 | 65 | 63 | 128 | 76 | 73 | 149 |
| Total (Haryana) | 334 | 294 | 628 | 366 | 322 | 688 | 422 | 377 | 799 |

Source: Same as for Table II.

II(4)

Table No. IV : Estimated population of children
in the age-group 14-16 in Haryana
according to Districts

| District | 1965 | | | 1968 | | | 1974 | | |
|--------------------|------|-------|-------|------|-------|-------|------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Ambala | 37 | 30 | 67 | 40 | 33 | 73 | 46 | 39 | 85 |
| Gurgaon | 50 | 44 | 94 | 56 | 48 | 104 | 64 | 56 | 120 |
| Hissar | 62 | 54 | 116 | 68 | 59 | 127 | 79 | 69 | 148 |
| Jind | 19 | 16 | 35 | 20 | 18 | 38 | 24 | 21 | 45 |
| Karnal | 60 | 52 | 112 | 66 | 57 | 123 | 77 | 66 | 143 |
| Mahinder Garh | 21 | 20 | 41 | 23 | 22 | 45 | 27 | 26 | 53 |
| Rohtak | 54 | 53 | 107 | 60 | 57 | 117 | 71 | 66 | 137 |
| Total (Haryana) | 303 | 269 | 572 | 333 | 294 | 627 | 388 | 343 | 731 |

Source: Same as for Table II.

II(5)

Table V - No. of Educational Institutions
in Haryana 1964-65, 1965-66 & 1967-68

| Type of Institution | 1964-65 | 1965-66 | 1967-68 |
|---|---------|---------|---------|
| Universities | 1 | 1 | 1 |
| Boards of Sec./Int. Education | - | - | - |
| Colleges for General Education | 37 | 38 | 43 |
| Colleges for Professional and Special Education | 14 | 14 | 14 |
| High/Higher Secondary Schools | 490 | 547 | 711 |
| Middle/Senior Basic Schools | 651 | 720 | 751 |
| Primary/Junior Basic Schools | 4,495 | 4,457 | 4,399 |
| Pre-Primary Schools | 2 | 2 | 2 |
| All Schools for General Education | 5,638 | 5,726 | 5,863 |
| Schools for Teacher Training | 8 | 7 | 11 |
| Schools for Vocational and Technical Education | N.A. | N.A. | N.A. |
| Schools for Special Education | N.A. | N.A. | N.A. |

II(6)
Table VI - Enrolment in Classes I to XI in Haryana
1964-65, 1965-66 and 1967-68

| CLASS | 1964-65 | | | 1965-66 | | | 1967-68 | | |
|---|----------|----------|-----------|----------|----------|-----------|----------|----------|-----------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| I | 1,70,875 | 72,880 | 2,43,755 | 1,64,033 | 67,559 | 2,31,592 | 1,59,842 | 68,129 | 2,27,971 |
| II | 1,24,990 | 48,195 | 1,73,185 | 1,24,877 | 52,681 | 1,76,958 | 1,17,952 | 47,063 | 1,65,015 |
| III | 1,14,919 | 41,965 | 1,56,844 | 1,11,317 | 42,277 | 1,53,594 | 1,06,896 | 41,325 | 1,48,221 |
| IV | 89,483 | 32,973 | 1,22,456 | 96,143 | 36,669 | 1,32,812 | 1,01,325 | 38,211 | 1,39,536 |
| V | 67,545 | 21,188 | 88,733 | 84,015 | 27,316 | 1,11,331 | 97,192 | 34,893 | 1,32,085 |
| (I-V) Total | 5,67,812 | 2,17,161 | 7,84,973 | 5,80,385 | 2,25,902 | 8,06,287 | 5,83,207 | 2,29,621 | 8,12,828 |
| VI | 57,976 | 14,541 | 72,517 | 62,902 | 16,704 | 79,606 | 94,620 | 25,699 | 1,20,319 |
| VII | 52,033 | 12,376 | 64,409 | 51,549 | 13,971 | 65,520 | 77,475 | 20,507 | 97,982 |
| VIII | 42,767 | 10,563 | 53,330 | 49,959 | 10,952 | 60,911 | 57,025 | 14,472 | 71,497 |
| (VI-VIII) Total | 1,52,776 | 37,480 | 1,90,256 | 1,64,410 | 41,627 | 2,06,037 | 2,29,120 | 60,678 | 2,89,798 |
| IX | 32,893 | 7,182 | 40,075 | 36,608 | 7,605 | 44,213 | 42,498 | 10,662 | 53,160 |
| X | 22,629 | 5,348 | 27,977 | 25,910 | 6,084 | 31,994 | 35,349 | 9,326 | 44,675 |
| XI | 7,634 | 1,644 | 9,278 | 7,016 | 1,734 | 8,750 | 7,206 | 1,749 | 8,955 |
| (IX-XI) Total | 63,156 | 14,174 | 77,330 | 69,534 | 15,423 | 84,957 | 85,053 | 21,737 | 1,06,790 |
| Total School Education (General) | 7,83,797 | 2,68,844 | 10,52,641 | 8,14,329 | 2,82,952 | 10,97,281 | 8,97,380 | 3,12,036 | 12,09,416 |

TABLE VII - DISTRICT-WISE ENROLMENT IN ARTS/SCIENCE/COMMERCE COLLEGES IN HARYANA STATE

| Name of the District | 1964-65 | | | 1965-66 | | | 1967-68 | | |
|----------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Ambala | 3218 | 1502 | 4720 | 3769 | 1784 | 5553 | 4944 | 2535 | 7479 |
| Gurgaon | 2532 | 351 | 2883 | 3099 | 474 | 3573 | 5374 | 784 | 6158 |
| Hissar | 2315 | 360 | 2675 | 2939 | 474 | 3413 | 4826 | 731 | 5557 |
| Jind | 384 | 47 | 431 | 526 | 70 | 596 | 1077 | 134 | 1211 |
| Karnal | 2137 | 1010 | 3147 | 2494 | 1224 | 3718 | 4844 | 1583 | 6427 |
| Mohindergarh | 368 | 13 | 381 | 616 | 30 | 646 | 1607 | 57 | 1664 |
| Rohtak | 4948 | 623 | 5571 | 5875 | 780 | 6655 | 9241 | 1476 | 10717 |
| TOTAL : | 15902 | 3906 | 19808 | 19318 | 4836 | 24154 | 31913 | 7300 | 39213 |

SOURCE: Annual Reports of the Punjab University/Kurukshetra University.

TABLE VIII - ENROLMENT IN TRAINING INSTITUTIONS IN HARYANA STATE

| Name of the institution | 1964-65 | | | 1965-66 | | | 1967-68 | | |
|--|------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <u>Ambala</u> | | | | | | | | | |
| Sohan Lal Training College, Ambala City. | 45 | 105 | 150 | 57 | 112 | 169 | 59 | 191 | 250 |
| <u>Hissar</u> | | | | | | | | | |
| K.M. Teacher Training College, Bhiwani. | 119 | 78 | 197 | 108 | 86 | 194 | 150 | 121 | 271 |
| <u>Gurgaon</u> | | | | | | | | | |
| Teacher Trg. College, Rewari. | 100 | 100 | 200 | 103 | 115 | 218 | 139 | 135 | 274 |
| <u>Rohtak</u> | | | | | | | | | |
| Chhotu Ram College, of Education, Rohtak | 131 | 71 | 202 | 117 | 103 | 220 | 170 | 100 | 270 |
| College of Education Kurukshetra* | 197 | 127 | 324 | 177 | 190 | 367 | 233 | 240 | 473 |
| TOTAL: | 592 | 481 | 1073 | 562 | 606 | 1168 | 751 | 787 | 1538 |

SOURCE : Annual Reports of the Punjab University/Kurukshetra University.

*For the years 1964-65 and 1965-66, enrolment figures relate to all the four classes of the Four Year Integrated Course while those for the year 1967-68 include 55 students of newly started B.Ed. class also.

II(9)

TABLE NO. IX - NUMBER OF TEACHERS IN SCHOOLS FOR GENERAL EDUCATION IN HARYANA, 1964-65, 1965-66 and 1967-68.

| Type of Institution | 1964-65 | | | 1965-66 | | | 1967-68 | | |
|--------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|--------|
| | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| High/Hr. Sec. Schools: | | | | | | | | | |
| Trained | 6,579 | 1997 | 8576 | 7340 | 2361 | 9701 | 9015 | 2897 | 11,912 |
| Untrained | 651 | 149 | 800 | 593 | 103 | 696 | 564 | 157 | 721 |
| Total | 7,230 | 2146 | 9376 | 7933 | 2464 | 10397 | 9579 | 3054 | 12,633 |
| Middle/Sr. Basic Schools: | | | | | | | | | |
| Trained | 4,697 | 1468 | 6165 | 5242 | 1797 | 7039 | 4767 | 1376 | 6143 |
| Untrained | 122 | 30 | 152 | 87 | 36 | 123 | 69 | 24 | 93 |
| Total | 4,819 | 1498 | 6317 | 5329 | 1833 | 7162 | 4836 | 1400 | 6236 |
| Primary/Junior Basic Schools: | | | | | | | | | |
| Trained | 9,247 | 2333 | 11580 | 9057 | 2559 | 11616 | 9422 | 2842 | 12264 |
| Untrained | 246 | 123 | 369 | 99 | 66 | 165 | 101 | 62 | 163 |
| Total | 9,493 | 2456 | 11949 | 9156 | 2625 | 11781 | 9523 | 2904 | 12427 |
| Pre-Primary Schools : | | | | | | | | | |
| Trained | 2 | 2 | 4 | 2 | 3 | 5 | 2 | 5 | 7 |
| Untrained | - | - | - | - | - | - | - | - | - |
| Total | 2 | 2 | 4 | 2 | 3 | 5 | 2 | 5 | 7 |
| Maternal School Education: | | | | | | | | | |
| Trained | 20525 | 5800 | 26325 | 21641 | 6720 | 28361 | 23206 | 7120 | 30326 |
| Untrained | 1019 | 302 | 1321 | 779 | 205 | 984 | 734 | 243 | 977 |
| Total | 21544 | 6102 | 27646 | 22420 | 6925 | 29345 | 23940 | 7363 | 31303 |

Table XA - Some Important Indices of Educational Development in Haryana according to Districts, 1964-65 and 1967-68

| District | Population per School | | Percentage of Enrolment in Classes I-V to total population | | | | | | Percentage of Enrolment in Classes VI-VIII to total population | | | | | | Percentage of Enrolment in Classes IX-XI to total population in school | | | | | | No. of teachers per 1000 Population | |
|--------------|-----------------------|---------|--|-------|-------|---------|-------|-------|--|-------|-------|---------|-------|-------|--|-------|-------|---------|-------|-------|-------------------------------------|-----|
| | 1964-65 | 1967-68 | 1964-65 | | | 1967-68 | | | 1964-65 | | | 1967-68 | | | 1964-65 | | | 1967-68 | | | 1964-65 | 67 |
| | | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | | |
| Ambala | 1292 | 1406 | 11.3 | 7.9 | 9.8 | 10.1 | 7.5 | 8.9 | 4.1 | 1.9 | 3.1 | 4.7 | 2.5 | 3.7 | 1.9 | 0.9 | 1.4 | 1.9 | 1.1 | 1.6 | 3.5 | 3.7 |
| Gurgaon | 1370 | 1428 | 13.8 | 5.3 | 9.8 | 12.5 | 5.1 | 9.1 | 3.4 | 0.9 | 2.2 | 4.8 | 1.3 | 3.2 | 1.6 | 0.3 | 1.0 | 1.7 | 0.4 | 1.1 | 3.6 | 3.6 |
| Hissar | 1619 | 1687 | 10.7 | 4.3 | 7.8 | 10.7 | 4.7 | 7.9 | 2.4 | 0.6 | 1.5 | 3.9 | 1.1 | 2.5 | 0.9 | 0.2 | 0.6 | 1.5 | 0.4 | 1.0 | 2.7 | 2.9 |
| Jind | 1855 | 2035 | 11.8 | 3.0 | 7.8 | 10.5 | 2.5 | 6.9 | 2.1 | 0.4 | 1.3 | 3.7 | 0.6 | 2.3 | 1.0 | 0.1 | 0.6 | 1.1 | 0.1 | 0.7 | 2.6 | 2.6 |
| Karnal | 1587 | 1644 | 10.3 | 5.3 | 8.0 | 10.1 | 5.1 | 7.8 | 2.9 | 1.0 | 2.0 | 3.8 | 1.3 | 2.7 | 1.2 | 0.4 | 0.9 | 1.5 | 0.5 | 1.1 | 2.9 | 2.3 |
| Mahendergarh | 1151 | 1210 | 16.3 | 4.9 | 10.8 | 14.6 | 4.1 | 9.5 | 3.7 | 0.5 | 2.2 | 5.8 | 0.6 | 3.3 | 1.3 | 0.1 | 0.7 | 1.8 | 0.1 | 1.0 | 3.7 | 4.2 |
| Rantak | 1821 | 1624 | 14.7 | 6.4 | 10.7 | 13.5 | 6.1 | 10.0 | 4.6 | 1.1 | 2.9 | 5.5 | 1.8 | 3.7 | 1.7 | 0.3 | 1.0 | 2.6 | 0.5 | 1.3 | 3.7 | 4.2 |
| Haryana | 1521 | 1602 | 12.4 | 5.4 | 9.2 | 11.6 | 5.3 | 9.3 | 3.3 | 0.9 | 2.2 | 4.5 | 1.4 | 3.1 | 1.4 | 0.4 | 0.9 | 1.7 | 0.5 | 1.1 | 3.2 | 3.3 |
| Thia | 1003 | | 12.5 | 7.3 | 10.0 | | | | 2.9 | 1.1 | 2.1 | | | | 1.4 | 0.4 | 0.9 | | | | 3.8 | |

TABLE XB - INDICES REGARDING POPULATION AND AREA SERVED BY VARIOUS TYPES OF INSTITUTIONS, 1967-68

| Name of the District | Estimated Population (lakhs) | Area (sq Kms) | Primary Schools* | | | Middle Schools ^x | | | High/Higher Secondary Schools | | |
|----------------------|------------------------------|---------------|--|--|--|-----------------------------|--|--|-------------------------------|--|--|
| | | | No. of institutions by one institution | Average area served by one institution | Average population served by one institution | No. of institutions | Average area served by one institution | Average population served by one institution | No. of institutions | Average area served by one institution | Average population served by one institution |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Ambala | 10.97 | 3,702 | 747 | 4.9 | 1468 | 185 | 20.1 | 5929 | 105 | 35.2 | 10417 |
| Gurgaon | 15.37 | 6,086 | 1026 | 5.9 | 1498 | 239 | 25.9 | 6430 | 114 | 53.4 | 13480 |
| Hissar | 19.08 | 13,890 | 1074 | 12.9 | 1776 | 275 | 50.5 | 6937 | 123 | 113.0 | 15512 |
| Jind | 5.76 | 2,712 | 282 | 9.6 | 2042 | 76 | 35.7 | 7580 | 31 | 87.4 | 18580 |
| Karnal | 18.46 | 7,964 | 1092 | 7.3 | 1690 | 247 | 31.8 | 7473 | 124 | 64.2 | 14880 |
| Mohindergarh | 6.79 | 3,475 | 555 | 6.2 | 1214 | 137 | 25.3 | 4980 | 57 | 60.9 | 11910 |
| Rohtak | 17.00 | 6,040 | 824 | 7.3 | 2136 | 303 | 20.0 | 5800 | 157 | 31.4 | 11210 |
| Haryana | 94.03 | 43,849 | 5604 | 7.8 | 1677 | 1462 | 30.0 | 6431 | 711 | 61.7 | 13225 |

*Includes primary sections attached to Middle and High/
Higher Secondary Schools.

x Includes Middle sections attached to High/Higher Schools

ANNEXURE III.HARYANA AND OTHER HINDI STATES.

| | All- India average | Haryana | Bihar | M.P. | Rajas- than | U.P |
|--|--------------------------|-------------|-------------|-------------|----------------|-------------|
| 1. Percentage of literacy (1961) | | | | | | |
| Men | 33.9 | 29.2 (2) | 29.6 (1) | 26.7 (3) | 22.8 (5) | 26.7 (3) |
| Women | 12.8 | 9.2 (1) | 6.8 (3) | 6.6 (4) | 5.7 (5) | 7.3 (2) |
| Total | 23.7 | 19.9 (1) | 18.2 (2) | 16.9 (4) | 14.7 (5) | 17.5 (3) |
| 2. Enrolment in classes I-V as percentage of children in the Age group 6-10 (1964-65) | | | | | | |
| Boys | 96.2 | 91.6 (2) | 81.9 (4) | 82.5 (3) | 73.9 (5) | 97.8 (1) |
| Girls | 54.3 | 39.3 (2) | 27.1 (4) | 29.3 (3) | 22.0 (5) | 48.7 (1) |
| Total | 75.6 | 67.0 (2) | 54.8 (4) | 56.2 (3) | 48.8 (5) | 74.0 (1) |
| 3. Enrolment in Classes VI-VIII as percentage of children in the Age-group 11-13 (1964-65). | | | | | | |
| Boys | 43.0 | 45.7 (1) | 31.1 (5) | 33.6 (3) | 31.5 (4) | 43.6 (2) |
| Girls | 16.0 | 12.7 (1) | 5.2 (5) | 8.6 (3) | 5.6 (4) | 8.8 (2) |
| Total | 29.8 | 30.3 (1) | 18.5 (5) | 21.4 (3) | 19.0 (4) | 26.7 (2) |
| 4. Enrolment in classes IX-XI as percentage of children in the Age-group 14-16 (1964-65): | | | | | | |
| Boys | 22.5 | 20.8 (2) | 23.6 (1) | 18.5 (3) | 14.2 (5) | 16.2 (4) |
| Girls | 6.6 | 5.3 (1) | 2.1 (4) | 3.6 (2) | 2.0 (5) | 2.5 (3) |
| Total | 14.8 | 13.5 (1) | 13.2 (2) | 11.2 (3) | 8.3 (5) | 9.6 (4) |
| 5. Enrolment at the university stage per 1000 population (1964-65): | | | | | | |
| Boys | 4.0 | 4.4 (3) | 5.4 (1) | 5.0 (2) | 4.1 (5) | 4.4 (4) |
| Girls | 1.1 | 1.9 (1) | 0.5 (5) | 0.8 (4) | 0.9 (3) | 0.9 (2) |
| Total | 2.6 | 3.3 (1) | 2.9 (3) | 3.0 (2) | 2.6 (5) | 2.7 (4) |

III(2)

6. Enrolment of girls for every 100 boys enrolled (1964-65).

| | | | | |
|-----------------|----|-----------|------------------------|-----------|
| Classes I-V | 55 | 38 (2) | 32 (4) | 35 (3) |
| Classes VI-VIII | 36 | 25 (1) | 16 ^x (5) | 25 (2) |
| Classes IX-XI | 28 | 22 (1) | 8 (5) | 19 (2) |

7. Educational Expenditure per head of population (1964-65).

| | | | |
|-------|------------|------------|--------------|
| 10.2* | 8.4 (3) | 5.8 (5) | 10.11 (1) |
|-------|------------|------------|--------------|

N.B. Figures in parenthesis stand for rank.

* 1963-64 figures.

x Figures are provisional.

