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A MEMORANDUM ON EDUCATION IN RAJASTHAN
(1950-51)

by

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A MEMORANDUM ON EDUCATION IN RAJASTHAN

The State of Rajasthan has only recently been formed through the integration of 18 separate States. These integrating States had different educational systems and their personnel followed differing traditions. It was thus difficult to evolve one uniform system of education throughout the State, and the difficulty was enhanced by the fact that the integration of the State took place at several different stages. The State Government and the educational authorities, therefore, deserve credit for what has been achieved within a short space of time. Special mention should also be made of the fact that it is one of the few States in which the largest single item of expenditure of the State budget is devoted to educational purposes.

For various reasons into which it is not necessary to enter here, the States which now constitute Rajasthan have on the whole been educationally backward. The division of the area into a large number of principalities necessarily meant duplication of administrative and other machinery. The character of the Government was also personal, if not patriarchal. The quality of the administration and the realisation of educational possibilities were, therefore, largely dependent upon the character and interest of the ruler. It was also perhaps inevitable that all available

facilities were concentrated in the capital town itself. The rulers took a personal interest in the development of their capital towns, and since the local section of the people were also concentrated in them, it was natural that a disproportionate amount of the resources of each State should be spent on the Capital to the detriment of the rural areas.

There was no doubt a compensatory advantage, as unspoken competition between the different rulers led them to try to beautify their capital towns and provide social and cultural amenities there to the largest possible extent. Consequently, Rajasthan is perhaps the only State in the Indian Union where we find parks, public libraries, museums and in some cases also Zoological gardens established in a large number of towns. With the integration of the units into the State of Rajasthan, the former capital towns have now become provincial towns and it is inevitable that the standards maintained in the past should show some decline. Another factor which has contributed to the same end is the fact that with the introduction of democracy the importance of rural areas has greatly increased. Administrators can no longer afford to concentrate all their attention and resources on the development and beautification of only a few towns. Since there has been no appreciable increase in wealth,

the result has been that available resources are now spread more thinly but more uniformly throughout the area instead of being concentrated in a few favoured spots. It is not surprising that the citizens of the former capital towns are not happy with this change, but it seems to be a development that cannot be avoided.

I visited the State of Rajasthan at the invitation of its Government, and spent about a week in touring through some of the constituent units. A list of the units and institutions visited is enclosed in Appendix I. The estimated Revenue and the sanctioned budgets for the different Departments of Rajasthan Government during 1950-51 are shown in Appendix II.

With a view to the establishment of uniformity in the educational system throughout the State of Rajasthan, the Department has been re-organised with a Director, who is assisted by 3 Deputy Directors, and 1 Assistant Director of Education. The whole territory is divided into 7 Inspectorates, and with the exception of one Inspectorate, all the others cut across the boundaries of the former States. It is necessary that a new State constituted out of units with different traditions should have a strong central organisation. The provision of Deputy and Assistant Directors to assist the Director is, therefore, a welcome feature, but from the distribution of work among them, it

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appears that the emphasis at present is more on points of administrative detail than on the evolution of a uniform type of education for the whole area. The Assistant Director is in charge of Establishment, while two of the Deputy Directors are in charge of Administration, and Finance respectively. From a distribution of the items of work among them, it is not clear whether the charge of the Assistant Director (Establishment) could not be combined with that of the Deputy Director (Administration). In fact, much of the work of the Deputy Director (Finance) also seems to be more administrative than financial. Only one Deputy Director (Planning) is thus left to attend to purely educational problems, and there seems little doubt that the field of his activity, which covers all aspects of educational planning, is too heavy for one officer in a State which is still engaged in framing an integrated system of education.

I would suggest for the consideration of the Najaathan Government whether it would not be better to re-organize the Directorate so that one Deputy Director is placed in charge of Administration, Establishment and Finance. He may, if necessary, be assisted by some officer of the necessary status in respect of financial administration. The three posts of Assistant and Deputy Directors thus released could perhaps

be utilized for giving further impetus to the development of (a) Basic and Social Education, (b) Secondary Education and (c) Technical and University Education. If this be done, the Director could, with the help of his three deputies, devote himself entirely to the planning and development of education in all its aspects throughout the State.

I would also request the Government to consider whether it would not be advisable to upgrade the posts of Divisional Heads, and place each Inspectorate in charge of a Deputy or Assistant Director with somewhat more powers than are enjoyed at present by the Divisional Inspectors. Such a change would be justified on several grounds. Delegation of greater powers to the Divisional Heads would relieve the Director of a good deal of routine work, and enable him to devote more time to problems of educational planning and administration. It would give the Government a wider choice in the selection and training of superior officers, and thus strengthen the Directorate as a whole. It would also, I think, satisfy the local public in these areas if they had a somewhat higher officer as their immediate head, without in any way interfering with the unification and integration of the educational system that has been carried out. Nor need there be any objection to such

a proposal from the financial point of view, as the present grades of the Deputy Directors and Inspectors are comparable and could be easily combined in one unified scale. Thus instead of Rs. 500-25-700 plus Special Pay of Rs. 100/- for Deputy Directors, and Rs. 300-25-600 plus Special Pay of Rs. 100/- for Inspectors of Schools, there could be a single amalgamated grade of Rs. 300-25-700 plus a Special Pay of Rs. 100/- per month for all these officers.

During my tour of the area, I invariably found that people who have been formerly citizens of a capital city of a State however small, still felt some resentment at being converted into the inhabitants of a provincial town in a larger State. While one need not for a moment defend or encourage such a parochial attitude, it may be wise to make concessions to local people especially when such concessions would in the end lead to a greater sense of unity among the different sections of the public, and at the same time cost Government no more than the existing arrangements.

The re-organisation of the Inspectorate has been done on an effective basis. Under this scheme each primary school will be visited at least twice during a year. This is extremely satisfying, provided the programme is kept up. The Department has provided

each inspectorate with one Jeep for making this programme workable. This is a commendable move, for in a place like Rajasthan with its difficult communications it would be hardly possible to carry on proper inspection without jeeps. In view of the vastness of the areas, and the difficulties of communication, the Government may consider whether it could not allot at least 2 jeeps to each Inspectorate in order to make the inspection programme workable.

II. Scales of Pay and Training of Teachers etc.

I was glad to find that there has recently been a revision of the scales of pay of teachers (Appendix III). Under this scheme untrained teachers in primary schools are given a fixed salary of Rs. 35/-, while trained teachers have a scale of Rs. 40-65, with efficiency bars at Rs. 45 and Rs. 55. No teacher can cross the efficiency bar at Rs. 45/- unless he has received training for one year, and the bar at Rs. 55/- unless he has received training for two years. In addition, there is a lower selection grade of Rs. 65-75, and a higher selection grade of Rs. 80/-. While there is both room and heed for further improvement in the scales, it has to be admitted that these new scales are a considerable improvement on the old, and compare not unfavourably with scales obtaining in other States. I understand that since then there has been a further revision of

scales of pay of teachers. Copy of the scale now in force is given in Appendix IV.

In order to overcome the shortage of trained teachers, short-term courses were organised in training camps during last summer when nearly 2,000 teachers were given intensive training for about six weeks. While this effort at giving some sort of training is to be welcomed, it must be remembered that six weeks is hardly adequate for the purpose. Besides, out of the 2,000 teachers who joined this course, 1,250 were without any previous experience and would be taking up teaching for the first time after completion of the course. For experienced teachers, a short intensive refresher course of six weeks is to be welcomed, and if repeated every five years or so, may be of greater value than one prolonged course of a year or more during the whole of their active teaching life. It is, however, doubtful if young people without any previous experience can take full advantage of such a short-term course. The programme of holding such training camps should by no means be abandoned, but it seems advisable that they should be confined primarily to teachers who have experience of at least two years or more of actual teaching work. It appears to me that better results may be obtained if all existing teachers who are capable of benefitting by this short

and intensive training in camps should first be given such training, and as the number of such trained teachers increases, utilise them for expanding the facilities of training in the State. New recruits to the profession should be trained for at least one academic year even though the Central Advisory Board of Education has for long been recommending that the period of training to be fully effective should be increased to two years. The State Government should also take advantage of the facilities offered by the Central Government by deputing some of their teachers of training schools to the Training Institutes at Jamia Millia and Visva Bharati.

Such a course seems the more necessary on account of the limitations of available resources. If teachers who have already had some experience are improved through such intensive short-term courses, the results may be more immediate and tangible. This will also give the necessary breathing space during which training facilities can be increased. The balance of advantage would perhaps dictate that we may provide a sprinkling of new and untrained recruits suitably distributed among people with proper training than have a staff entirely composed of under-trained personnel. The State of Rajasthan deserves to be congratulated for what has been done to improve facilities for train-

ing, and it is to be hoped that efforts will be made to improve both its quality and quantity.

III. Basic Education.

In common with other parts of India, there is great enthusiasm for education of every type throughout the territories. The State has done well in establishing since integration some 500 new primary, 19 high and 54 middle schools. I was glad to hear that not a single student desirous of reading in a school was refused admission during the current year, and the Department can take justifiable pride in this fact.

So far as the quality of education in the primary schools is concerned, there is of course a great deal of room for improvement. The largest number of schools are concentrated in the areas of former Jaipur, but the education in most of them is purely literary. I understand that the new curriculum which has been introduced in July 1950 will go a long way towards removing this defect, but it seems that there is room for a greater effort for the introduction of Basic Education, using that term in the sense defined by the Central Advisory Board of Education. At present there are only 13 Basic Schools in the whole of the State, and 7 of them are situated in the Udaipur Division. This position should and could be improved, especially as some of the former States had provision for teaching

crafts on a fairly extensive scale. Special mention may be made of Jodhpur, where the tradition of craft teaching has been fairly strong in all stages of education.

Regarding the crafts which are used in the Basic Schools, I can only repeat what I have said before in discussing the situation in other parts of India. Generally only one craft has been used in most Basic Schools, viz. spinning and weaving. While the importance of spinning and weaving cannot be denied, it must be pointed out that concentration on any one craft tends to ignore one of the essential features of Basic Education. Basic Education seeks not only to train the future citizen, but also to train him under conditions which are as close to life as possible. In Basic Education, the School must seek to reflect the life of the community. No community can, however, subsist, let alone flourish, on a single craft, and hence if a Basic School is engrossed in only one craft, it fails to reflect the many-sidedness of life. Absence of alternative crafts also means that children with different tastes and abilities have no freedom of choice. Alternative crafts are thus necessary not only to meet the requirements of children with different abilities but even more to give them a sense of freedom and choice.

A craft chosen for a school must also be in relation to the local environment. Unless this is done, Basic Education cannot yield the desired results. It seeks to develop the children's faculties through systematic and graded performance of activities connected with some familiar craft. If some strange craft is chosen, it imposes an undue strain on the children's energy and interest. It may seem obvious, but it must still be stressed that if a craft is chosen which has no local roots, one of the main educational advantages of Basic Education is lost.

One other thing has to be remembered. Basic Education seeks to serve the whole community, and it must therefore offer something to all its members. So far as the children are concerned, the introduction of a craft has made the school more interesting and vital. This by itself will not suffice to bring even the children to school, for till adults are convinced of the value of the education offered by the schools, they will, even in spite of attempts at compulsion, find means to keep the children at home. Adults would, however, develop a greater interest in the schools if these provide some recreation for them. Small exhibitions of children's handiwork and art, dramatics, and physical and athletic contests may be organized from time to time for the delight and benefit of children as well as adults of neighbouring areas. Once this is

done, the children will want to come to the school, and the adults will also develop an interest in the school and its programme.

The importance of a proper correlation between craft and other aspects of school activities cannot be too strongly stressed. A main value of craft work is that it breaks the monotony of merely academic or literacy work, but there is a danger that if too great an emphasis is placed on making the schools economically self-sufficient, the work of the craft may become for the children a wearisome burden rather than a pleasurable creative activity. All national programmes of education, therefore, seek to make learning joyful. Basic Education properly conceived would contribute to this end, but care must be taken to ensure that its purpose is not misunderstood and its practice abused. It is perhaps necessary to state this explicitly, as in India there is often a tendency to extoll suffering for its own sake. Persons with a strong sense of idealism feel that to give up pleasure for the sake of their cause is the test of their sincerity, but suffering in itself has no value and can be justified only as a means to an end. If basic teachers do not realise this and seek to exalt suffering or austerity for its own sake, there is a risk that Basic Education may tend to act as a check and deterrent, instead of being a great release of the creative

urges of the younger generations.

I was glad to find that teachers in the Basic Schools which I visited in Udaipur were conscious of the possibilities of Basic Education and of the risks implicit in its abuse. I may make special mention of the School run by the Vidya Bhawan Society, as its teachers are attempting to find out through experiments how new ideas can be fitted into the general picture of Basic Education they have learnt elsewhere. An open and receptive mind which is not averse to the introduction of new ideas is essential for the proper development of any system of education. In the case of Basic Education, we have to be on our guard against uncritical enthusiasm of whatever kind may have been associated with it in the beginning, sometimes as a mere accident of the locality where it originated.

There are about 450 special schools for girls even at the primary stage. This is perhaps not surprising in view of the character of the area, but there is no bar against the admission of girls to the ordinary primary schools and I was glad to learn the State Government is doing everything to encourage the practice. One way of dealing with this problem may be the allocation, wherever possible, of one or more women teachers to a primary school. The obvious limitations to the enforcement of such a practice are,

however, absence of a sufficient number of trained or untrained women teachers, and the social habits of the area. Jodhpur seems to lead in the number of such co-educational schools, and the percentage of attendance seems higher there than in any of the other constituent units.

IV. Secondary Education.

Regarding secondary education, the Department is undertaking a revision of the Syllabus. A new curriculum to correct the undue past emphasis on mere literacy is also being drawn up. It is now universally recognised that diversification and broadening of the Secondary system is essential for a general improvement of the educational standards, and attainment of the country. One attractive feature in Rajasthan is that many of its secondary schools, particularly in Jodhpur, have made the teaching of craft a part of the curriculum for many years. This is a feature which deserves to be introduced on as large a scale as possible.

I may in this connection make special mention of the Mahatma Gandhi High School at Jodhpur. It has for some years taught two or three crafts in addition to the usual school subjects. The work in leather, carpentry and tailoring is praise-worthy. Another feature which attracted my attention was the provision

for teaching the Principles of the United Nations Organisation and Specialised Agencies, and making it a part of the normal curriculum of the school. I would suggest to the educational authorities of Rajasthan that the practice followed in this school for giving a vivid knowledge of the U.N.O. to young students may be extended elsewhere.

I saw the Sadul Public School at Sikaner which is regarded as the only public school in Rajasthan. It has good grounds, and a well-equipped Library and reading room. Some of the work of the boys in the Art Section was extremely promising. One interesting feature of the school is that some art education is compulsory for all pupils. Every boy has to take up either painting or music. The fees are also extremely reasonable and considerably lower than those charged in similar schools in other parts of India. Without open or concealed subsidy from public funds, it would not be possible to maintain this scale of fees, and the case for public subsidy would be much stronger if the school was open to all meritorious children irrespective of status or birth. This cannot be done without providing for a scheme of Scholarships that would make the school practically free to meritorious but poor children. I feel this can be done if the fees are slightly raised in order to finance the provision of a number of scholarships which would enable poorer

children of ability to come to the school. This would be fully justified, for even in an ordinary secondary school, parents have to spend 30 to 60 rupees a month for a child if he is a boarder, and perhaps not less than forty if he is a day scholar. The special facilities which a public school offers would justify somewhat higher fees, and I would consider that a consolidated fee of about Rs. 75/- would be justified.

I also visited the Chopasani High School at Jodhpur. This is not technically a public school though it provides residential accommodation for about 600 pupils. It has got extensive grounds and the buildings both for the school and the hostels are extremely well built. What is, however, remarkable about this institution is that it is almost self-supporting. Boys are charged only Rs. 17/- per month, inclusive of tuition, board and lodging. The pupils lead a hard, almost a spartan life, do all their own work and produce much of their own food. There is great emphasis on physical activity, particularly military drill, and the demonstration which the boys gave was quite impressive. I was told that this school has won many of the athletic and sports contests held in Rajasthan.

Without giving up some of its existing attractive features, the school can be developed to become a much

more useful educational institution. At present the emphasis on physical culture seems excessive. The insistence on a spartan life is also carried to an extreme. I also understood that the pupils were drawn almost exclusively from one section of the people of Rajasthan. In fact, I felt there was some tension between the school authorities and the Department. If the management is broadened, and the school thrown open to all children of Rajasthan, irrespective of casts, class or community, this school could well become a model for other institutions of a similar type. For this, it would be necessary to effect some improvement in the quality and number of school meals. Physical conditions in the school approximate to those obtaining in villages, but it is obvious that the greater rigidity and discipline of a school requires a somewhat higher standard of nourishment and physical amenities than those with which village children can do.

The school provides ample facilities for training in weaving, carpentry and other crafts. This is all to the good, but there should be a corresponding strengthening of the staff on the literary and academic side. This would mean some increase in expenditure, but I have little doubt that if the improvement I have suggested are carried out, the State would be willing to come to its aid with necessary grants. Some small

increase in fees could also be justified, for the expenses, ~~counting~~ food and clothing, of even a stay-at-home child cannot be less than Rs. 17/- . I think that with all the changes proposed, the school could still cater for pupils at a cost of about Rs. 40/- a month. It would then serve a very useful purpose in providing a model on which we could base a cheaper type of residential secondary school in other parts of the country.

V. Social Education

Even though I could not go very much in the interior, I saw something of the work which is being done for social education. At the Social Education Centre, Bedala, I saw the programme of recreation and education of adult illiterates carried out by school children under the guidance of their teachers. The idea of using school pupils on a voluntary basis for such social educational programmes is excellent, and is of benefit both to them and to the adults. Drama is obviously one of the most useful vehicles of social education and I was glad to see the skill with which village children are utilising this instrument. The efficacy of the vehicle, however, demands that we should be very careful about the content of social and educational plays. While it is clear that any attempt to go directly against social customs or supersti-

tions would lead to failure, we must be careful that these educational dramas do not serve to perpetuate existing evils. Thus, while there should not be any direct attack - at least in the initial stages - even on superstitious beliefs, these dramas must not be used for maintaining or spreading them. Thus belief in the superiority of a caste or sect is hardly consistent with the spirit of the age, and while there is no need for a frontal attack on such beliefs, we must avoid lending them any support. I have no doubt that the Directorate of Education, Rajasthan, are fully alive to this problem and will take steps to weed out some of the dramas which are now in use in the different social educational centres.

One interesting feature in the Goga Gate Social Education Centre, Bikaner, is that it is run by the Nari Sewa Sangh, Bikaner. This is a welcome feature for if women of leisure and means take up the work of social education among adult illiterate women, the results are bound to be striking. If once literacy and education can be spread among women, the problem of the education of the future generations becomes very much simpler. This centre has continued for only a short period, but I was told that it has already had an influence upon local health and hygiene. I was impressed by the skill and discipline exhibited by

organisers and workers of the Centre.

I may also mention the work which is being done by the Mahila Mandal at Udaipur. This institution and the Rajasthan Mahila Vidyalaya have been doing useful work. One of the aims is to provide training in different cottage crafts and industries to widows and other women to enable them to earn their own livelihood. Rajasthan is on the whole well placed in respect of accommodation for schools and other educational institutions, and I was interested to see the skill with which old buildings have been adapted for educational purposes.

VI. Vidya Bhawan

I have already in passing referred to the work of the basic school run by the Vidya Bhawan Society of Udaipur, but I feel that it deserves a special mention. Established some 20 years ago, it has already made its mark as one of the progressive educational foundations of the country. The Society runs its own Basic School, a High School and a Teachers' Training College for High School and Middle School teachers. The High School provides education for both residential pupils and day scholars, but even the day scholars are required to spend the entire day in the school. This has enabled the school to provide some of the most attractive

features of a Public School at a cost within the capacity of the middle classes. The children have a fair share in running the school, and in addition to production of very satisfactory work in different crafts, they have, through their own efforts, prepared play grounds and roads.

The Handicraft Institute which trains teachers for Primary and Secondary schools in different handicrafts is also doing excellent work. I have already referred to the fact that out of the 13 Basic Schools in Rajasthan, 7 are in Jaipur. A good deal of the credit for this should perhaps go to the Vidya Bhavan for its pioneering work in introducing craft on a large-scale in the actual school curriculum.

VII. Libraries and Museums

I have mentioned earlier that Rajasthan is fortunate in having a large number of towns with libraries and museums. The museum at Jaipur is well known, and attracts a large number of visitors, Indian and foreign. As Jaipur is the capital of Rajasthan, the future of its museum seems assured, but it would be unfortunate if the libraries and museums in former capitals that have now become provincial towns are allowed to decay. I may make special mention of the Anup Sanskrit Library and the King George Silver

Jubilee Library at Bikaner. The Anup Library has got a rich collection of rare manuscripts, and it would be a real tragedy if this collection suffered from neglect. Other States are now trying to develop a library system and setting up for the purpose Central, Regional and District libraries. Rajasthan has got the nucleus of such a system already in existence, and I have every hope that the State will continue to maintain and develop it.

VIII. Miscellaneous

I would also like to make a reference to the Bal Niketan at Jodhpur. This is a kindergarden and primary school which has adapted the Montessori method to Indian conditions with apparently great success. The way the children manage their own affairs deserves wider recognition and practice.

I was also impressed by the very neat structure the school has put up at a very reasonable cost. Some 20,000 sq. ft. of floor area has been built at a cost of little over one lakh of rupees. The educational authorities in Rajasthan might consider whether the plans of the school with suitable modifications may not be adopted by primary and nursery schools elsewhere.

During my visit, I had occasion to see the National Cadet Corps at parade at Udaipur, Jodhpur, and Jaipur. I was impressed by the smartness and finish of the parade both at Udaipur and Jodhpur, but I regret I cannot say the same of the performance at Jaipur. One of the chief educational values of the Corps is to inculcate in young men (and women) a sense of discipline and punctuality, and a great deal depends upon the quality of the Commanding Officer. There is not much difference in the human material in the different units of Rajasthan, and hence the difference in the cadets can be traced directly to differences in quality of the training and commanding officers.

On the first day of my visit, I was present at the rally of Rajasthan Scouts held at Udaipur. Scouts and Guides from the whole of Rajasthan participated in this programme. It was an impressive sight when several thousand guides and scouts marched past in close formation, and I would warmly congratulate the organisers for the efficiency with which a rally on such a large scale was planned and executed. The exhibition of the work of scouts and guides from different parts of the State was of fascinating interest, and had a great educational value not only for the exhibitors but also for the general public. The rally

gave an opportunity to scouts and guides from different parts of the State to come together and thus helped to develop a sense of community and solidarity. I hope that such rallies will be repeated at regular intervals and other States which have not held such rallies till now will feel encouraged to do so by the experience and success of Rajasthan.

Conclusion

In conclusion I would like to refer to the extremely interesting discussions I had with local educationists in practically every centre I visited. Instead of formal lecture, I suggested that these meetings may be in the nature of causeries where problems of education could be discussed. Two of the points which were brought up again and again were:

(a) the inadequacy of the salary of teachers;

and (b) the lack of facilities for higher education.

Reference was made particularly to the fact that the Rajputana University, though one of the newest of Indian Universities, does not have separate Honours Courses.

Complaints were also made at times of the comparative neglect of the cities under the new dispensation. This particular complaint I have discussed at the beginning of this report, and pointed out that the

position of privilege enjoyed in the past by the capital cities of small States can no longer be maintained, as available resources must now be spread throughout the whole State. As regards the other two criticisms, there is no denying that they have a great deal of force, and at least the second of the criticisms, viz. the introduction of separate Honours Courses in the University, ought to be met as soon as possible. The time has come when at least in the field of higher education, greater attention must be paid to improvement of quality rather than mere quantitative extension of facilities.

Regarding the first criticism, most of the educationists agreed after discussion that the State is trying to do what is possible in difficult circumstances. The problem is common to the whole of India and cannot be solved till

- (a) a higher priority is given to education by the community as a whole than is done today;
- and (b) larger resources are provided for education with the gradual increase in the wealth of the country.

Both these are likely to take time, and educationists in Rajasthan and elsewhere owe a duty to themselves and to the public to try to develop a keener public

consciousness of the value of education, both for its own sake as well as for ensuring the prosperity of the country. As has been rightly said in the West, there are no countries that are as such poor or rich; a country is what its people make of it, and what the people make of it depends on what they are, and what they are depends largely on what education they receive.

My main recommendations may be briefly indicated as follows:-

- (1) The Government of Rajasthan may consider the suggestion for the re-organisation of the Directorate so that 1 Deputy Director with suitable assistance may be placed in charge of Administration, Establishment and Finance and the senior posts thus released utilised by appointing Assistant/Deputy Directors to be in charge of (a) Basic and Social Education, (b) Secondary Education, and (c) Technical and University Education.
- (2) The Government of Rajasthan may also consider the possibility of upgrading the posts of Divisional Inspectors into those of Assistant/Deputy Directors with somewhat more powers than are at present enjoyed by Divisional Inspectors, as this would give the Government a wider choice in the selection

and training of superior officers and also satisfy local feeling without much extra cost to Government.

- (3) While the Short Term Training Scheme to overcome the shortage of trained teachers is to be welcomed, the Government of Rajasthan may consider whether better results could not be obtained if such training was given mainly to teachers already in the profession. If some training for raw recruits is considered indispensable, the Government may take steps to see that in such Short Term Training Schemes, the new recruits are (a) less in number than people with some teaching experience, and (b) required to attend such short term courses for at least three years in succession.

- (4) The Government of Rajasthan may take early steps for the extension of Basic Education throughout the state, and take advantage of the provision for teaching crafts which already exists in several of its integrating units. Where full-scale Basic Education cannot be introduced immediately, provision should be made to give a craft bias to existing schools.

(5) In view of the fact that Basic Education seeks to reflect the life of the community, steps should be taken to provide more than one craft in each school, as absence of alternate craft not only leaves no choice to children with different tastes and abilities, but also fails to reflect the many-sidedness of life. In selecting crafts special attention should be given to the local environment.

(6) The Basic Schools should also seek to serve as community centres, and thus provide recreational facilities for both children and adults.

(7) The teaching of craft is an attractive feature in many of the secondary schools of Rajasthan, and I would suggest that this may be extended to schools where such facilities do not exist at present. Teaching the principles of United Nations may be incorporated in the normal curriculum of secondary schools, as is already the practice in the Mahatma Gandhi High School at Jodhpur.

(8) There should be provision for scholar-

ships at the Sadul Public School, Bikaner, in order to enable poor but meritorious pupils to take advantage of the facilities offered there. In order to finance such scholarships, the existing fees in this school may, if necessary, be slightly increased, for it appears that a consolidated fee of about Rs. 75/- per month would not be exorbitant for a school of this type.

- (9) The Chopasani High School, Jodhpur, deserves encouragement, but would require some re-organisation both in its educational and administrative aspects. Thus, (a) there should be strengthening of the staff on the literary and academic side; (b) the quality and number of school meals should be somewhat improved; (c) the school should be open to all children irrespective of caste, religion, class or community; and (d) the management of the school should include representatives of other elements of the life of Rajasthan.

The school fees could be increased to some extent, and a consolidated fee of about Rs. 40/- a month would be justified, as it is hoped that with improvements suggested

above, this school may provide a model on which a cheaper type of residential secondary school in other parts of the country could be based.

- (10) The programme of using school pupils on a voluntary basis for social education should be further developed, but special care should be taken to ensure that plays selected for the purpose are suitable.
- (11) Greater encouragement should be given to Women's Organisations in running social education centres.
- (12) The Government of Rajasthan may consider a plan for maintaining Libraries and Museums which now exist in different towns and utilise them for setting up an integrated library and museum system for the whole State.
- (13) The educational experiments carried by Vidya Bhawan Society, Udaipur, deserve special encouragement, and the Government of Rajasthan may consider how to help the Society in carrying out its many-sided programme.

APPENDIX I

Educational Institutions in Rajasthan visited by Prof. Humayun Kabir from the 23rd to the 28th November, 1950.

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I. Udaipur Division - (23rd to 25th November)

1. Vidya Bhawan Society, Udaipur.
2. Govind Ram Sakseria Vidya Bhawan Teachers' College, Udaipur.
3. Basic School, Vidya Bhawan, Udaipur.
4. Vidya Bhawan High School, Udaipur.
5. Handicraft Training Institute, Vidya Bhawan, Udaipur.
6. Maharana Bhupal College, Udaipur.
7. Mahila Mandal, Udaipur.
8. Rajasthan Mahila Vidyalaya.
9. Dabok Basic School, Dabok.
10. Social Education Centre, Bedala.

II. Jodhpur Division (26th November)

1. Jaswant College, Jodhpur.
2. Sri Maharaj Kumar Inter College, Jodhpur.
3. Hajmahal Girls' Inter College, Jodhpur.
4. Chopasani High School, Jodhpur.
5. Mahatma Gandhi High School, Jodhpur.
6. Balniketan, Jodhpur.

III. Bikaner Division (27th November)

1. Dungar College, Bikaner.
2. Teachers' Training College, Bikaner
3. Sadul Public School, Bikaner.
4. Ganga Children's School, Bikaner.
5. Goga Gate Social Education Centre, Bikaner
(this institute is run by the Nari Sewa Sangh,
Bikaner).
6. King George V. Silver Jubilee Library, Bikaner.
7. Sri Anoop Sanskrit Library, Bikaner.
8. Sri Ganga Golden Jubilee Museum, Bikaner.

IV. Jaipur Division - (28th November)

1. Maharani's College, Jaipur.
2. Maharaja's College, Jaipur.

APPENDIX IISANCTIONED BUDGETS FOR SOME OF THE DEPARTMENTS
OF HAJASTHAN GOVERNMENT-1950-51.

Estimated Revenue Receipts

for 1950-51

Rs. 16,09,00,000

Expenditure :-

| <u>Department</u> | <u>Sanctioned Budget</u> |
|-------------------|--------------------------|
| Education | Rs. 2,15,00,000 |
| Police | Rs. 2,00,00,000 |
| Medical | Rs. 1,11,50,000 |
| Rural Development | Rs. 33,00,000 |
| Agriculture | Rs. 32,50,000 |
| Veterinary | Rs. 19,10,000 |
| Industries | Rs. 15,00,000 |
| Public Health | Rs. 14,50,000 |
| Co-operative | Rs. 6,55,000 |

APPENDIX III

NEW GRADES FOR TEACHERS IN SCHOOLS OF RAJASTHANJuly 12, 1950

| Posts | Scales of pay | Remarks |
|--|---------------------------------|--|
| <u>TEACHERS</u> | | |
| (a) Teachers in primary schools (Classes I to V) | | |
| (i) Untrained teacher | Rs. 35/- | A teacher, who has completed |
| (ii) Trained teacher | 40-1-45-E. 3-2 55-E. 3-2-65. | one year's training, would be placed at Rs. 45/- in the scale immediately after the completion of such training. No teacher, who has not received training for one year, can cross the efficiency bar at Rs. 45/-. No teacher who has not completed training for two years will be permitted to cross the second efficiency bar at Rs. 55/-. |
| Lower Selection Grade | 65-2-75 | 15% of the sanctioned number of posts will be in the lower selection grade and 10% of the sanctioned number of posts will be in the higher selection grade. |

tion. The special pay will be admissible only to headmasters of schools where instruction is imparted up to and inclusive of the VIII class.

| | |
|--------------------------------------|------------------------|
| (iii) Untrained Intermediate teacher | 50-3-65 |
| Trained Intermediate teacher | 70-3-85-4 105-5-125 |

(c) Teachers in High Schools
(Class IX & A)

| | |
|--------------------------------|----------|
| (i) Untrained graduate teacher | 70-4-90 |
| (ii) Trained graduate teacher | 90-5-160 |

If a graduate teacher is appointed as a headmaster of a middle school, he will, in addition to his pay as graduate trained teacher, get the special pay admissible to headmaster of a middle school.

Selection grade
160-8-200

20% of the sanctioned number of posts will be in the selection grade. Headmasters of High Schools will be entitled in addition to grade pay as teachers, to a special pay (Headmaster's allowance) of Rs. 25/- or Rs. 50/- as the case may be.

(c) Headmasters of
High Schools.

250-10-350

This scale of pay will be
admissible only to headmasters
of High Schools which have on
their rolls not less than 500
pupils in the middle and high
School classes.

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APPENDIX IV

GOVERNMENT OF RAJASTHAN

Finance Department

Order

Jaipur, February 19, 1951

**Subject:- Rajasthan Civil Service (Unification of
of Pay Scales) Rules.**

**No. F.1(1)-R/51.- His Highness the Rajpranukh is
pleased to make the following further amendments and
additions to the schedule to the Rajasthan Civil Ser-
vices (Unification of pay scales) Rules.**

By order of

His Highness the Rajpranukh

V. Narayanan,

*Additional Chief Secretary to the
Government of Rajasthan.*

SCHEDULE

| S.No. | Posts | Scale of pay | Remarks |
|-------|-------|--------------|---------|
| 1. | 2. | 3. | 4. |

Note.- The additions and amendments will take effect from
1.4.50; For the existing item 10; substitute the following:-

10; Teachers -

- (a) Teachers in Primary
Schools (classes I
to V)

(i) Untrained
teacher

35-1-40

Primary school teachers without the minimum qualification (i.e. those who have not passed the Vernacular Middle School examination, but who after screening are retained due to paucity of trained teachers) will be allowed a fixed pay of Rs. 25/- plus the dearness allowance.

(ii) Trained teacher who has passed the Vernacular School Final Examination, or teacher who has passed the Praveshika or Prathama examination.

40+1-45-EB-2-
55-EB-2-65.
Lower Selection
grade 65-2-75
Higher Selection
grade 80/

A teacher who has completed one year's training would be placed at Rs. 45/- in the scale immediately after the completion of such training. No teacher who has not received training for one year, can cross the efficiency bar at Rs. 45/-. No teacher who has not completed training for two years will be permitted to cross the second efficiency bar at Rs. 55/-. A teacher who has passed Praveshika or Prathama will be eligible to this scale of pay only if appointed to posts where training is not necessary. If appointed to posts where training is necessary he will get the pay prescribed

for the untrained vernacular final passed teacher, till he gets trained.

15% of the sanctioned number of posts will be in the lower selection grade and 10% of the sanctioned number of posts will be in the higher selection grade.

A Headmaster of a primary school which has, at least, five teachers including himself, will be entitled if he is not in the selection grade, to a special pay (Headmaster's allowance) of Rs. 5 5/-.

(b) Teachers in Middle Schools (Classes VI to VIII) -

(i) Trained Vernacular School Final passed teacher 40-1-45-2-55-2-65-2-75.
or a teacher who has passed Praveshika or Prathma Examination in Sanskrit and Hindi.

A trained Vernacular School Final passed teacher or a teacher who has passed the Praveshika or Prathma Examination serving in a Middle School will also be eligible to the higher selection grade for primary school teachers.

A teacher who has passed Praveshika or Prathma Examination will be eligible to

this scale of pay only if appointed to posts where training is not necessary. If appointed to posts where training is necessary he will get the pay prescribed for the untrained Vernacular Final passed teacher, till he gets trained.

(ii) Untrained Matriculate teacher 50-4-70

(iii) Trained Matriculate Teacher 50-4-90-EB-5-100

Selection Grade
100-5-120

A candidate who has passed the Up adhyaya examination in Sanskrit or Vishedar in Hindi or having higher qualifications if appointed as a teacher in the Middle School classes will get pay as matriculate trained teacher if no further training is considered necessary, or the scale for untrained matriculate teacher, if further training is necessary.

The scale for the trained Matriculate teacher will be applicable to Physical Instructors, provided they are Matriculates and have the Amraoti or other equivalent training.

15% of the sanctioned number of posts in middle school will be in the selection grade of Rs. 100-5-120 and available for trained Matriculate teachers.

Headmasters of middle school will get a special pay (Headmaster's allowance) of Rs. 20/- or Rs. 30/- depending upon the size of the institution. This special pay will be admissible only to headmasters of school where instruction is imparted up to and inclusive of the VIII class.

If a Graduate teacher is appointed as a headmaster of middle school, he will, in addition to his pay as a graduate trained teacher, get the special pay admissible to a headmaster of middle school.

(iv) Untrained Intermediate teacher 70-4-90

(v) Trained Intermediate teacher 70-4-90-53-5-125

(c) Teachers in High Schools
(classes IX & X)

(i) Untrained Graduate 90-5-120
teacher

(ii) Trained Graduate 100-5-150-23-10-
teacher 200

A candidate who has passed the Shastri examination in Sanskrit or Sahitya Natna in Hindi, or having higher qualification, if employed to teach high School classes will get pay in the scale 70-4-90-23-5-125, if no further training is required, or Rs. 70-4-90 till he is trained, if training is required.

A teacher with a degree in Agriculture will get pay as a trained graduate teacher.

A Graduate with Y.V.C.A. Lucknow or Madras training and appointed as a Physical Instructor will be eligible to pay as trained Graduate teacher.

(d) (i) Headmasters of Grade I - 250-10-
High Schools including J.F.C. Schools 280-15-325-23-15-
400

Grade II - 250-
10-350

Grade I will be admissible to Headmasters of institutions having 500 or more pupils on their rolls. Headmasters of other high Schools will get pay in Grade II.

(ii) Headmasters 100-5-150-10-200
J.F.C. Schools Plus special pay
of Rs. 75/-



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EDU-M, 1950

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(e) Teachers or Instructors

in L.T.C. or J.T.C.
Schools.

Pay scales as
teachers depend-
ing upon quali-
fications.

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