Need to study All India pattern with that of the State-148.
People to be made aware of the need for a change, Eagerness of the popular ministry to effect improvement - Hindrances-149.
Functions of the ministry before and after Independence-150.
CHAPTER III

MAJOR REFORMS INTRODUCED IN EDUCATIONAL ADMINISTRATION IN KARNATAKA DURING 1956-1976.

As already pointed out the affairs of a state like Karnataka cannot be satisfactorily and objectively analysed without making a parallel study concerning similar issues confronted by the Central Government. This is as much true for the post independence era as for pre independence period. But there is a yawning gap between the attitude and policy adopted by the alien rulers and those pursued by the National Government. The past rulers were unresponsive refusing to take cognisance of their obligations to their subjects. Individuals like Sir Elphinstone and Munro at the provincial level may be considered as exceptions to the general run of the administrators. Their contribution to the cause of Indian education though lessened or obstructed many times by the imperial rulers at Delhi stands out significantly to draw the attention of any impartial observer.

The post independence era began with the implementation of hectic changes aiming to improve the prevailing condition.
Frequent changes at short intervals reflect the intensity of interest, eagerness and anxiety of the National leaders to achieve as much as possible in as short a time as possible. These intentions are laudable. Their efforts are noble. But they by themselves do not constitute what goes to form a good administration. Serious thought before implementation of a plan and appraising the concerned with the need for a change are very much necessary to mitigate the fears and confusion in the minds of the people. People are involved in administration whether they are intended or not as the purpose of administration is to better their lot and they have to know the design made for them in this regard.

Every change indicates the importance the ministry attached to the development of certain section of the people or certain branch of knowledge required by the country. This improvement – hindrance is what it should be. Only the point at issue reduces to these terms. The importance that was intended to be given should be given for some reasonable time and the tangible result obtained in that sector should justify the importance accorded. Only in a subsequent change the extent of importance may suitably be
revised. By doing so the confidence of the administrator and the admiration of the people are secured.

As already pointed out it is wrong to conclude that the Ministry of education was mainly interested in its own dissection and amalgamation. It has several achievements to its credit. In the pre-independence era the Central Department of Education handled:

1. Indian War Memorial Museum
2. National Library
3. Archaeological Survey of India
4. Anthropological Survey of India
5. National Archives
6. Copyright
7. Aligarh Muslim University and
8. Benaras Hindu University.

Since 1947, functions of the Ministry are as follows:

1. Tagore's Vishva Bharati University (was taken over) and Jawaharlal Nehru University Delhi, North East Hill University Shillong and Hyderabad University Hyderabad were set up as Central Universities.
2. Five Indian Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi, Indian Institute of Science at Bangalore and School of Planning and Architecture New Delhi and Indian Institute of Management at Calcutta, Ahmedabad and Bangalore were either established or taken over to provide technical man power.

3. Three All India Education Commissions have been set up - Indian University Education Commission 1948, Secondary Education Commission 1953 and Education Commission 1964.

4. A number of All India institutions or organisations of the type mentioned below were set up.
   a. Central Board of Secondary Education
   b. Kendriya Vidyalaya Sangathan with five regional offices
   c. National Council of Educational Research and Training
   d. University Grants Commission
   e. National Staff College for Educational Planners and Administrators
   f. National Book Trust
   g. Directorate of Non formal Education
   h. Rajarammohan Roy Library Foundation
5. Creation of the departments of
   a. Kendriya Hindi Nirdeshanalaya
   b. Vaigyanika Shabdavali Ayoga
   c. Kendriya Hindi Shikshan Mandala
   d. Kendriya Sanskrit Vidyapeethas
   e. Central Institute of Indian languages
   f. Central Institute of English and Foreign languages

took place for the development of Indian languages and for teaching of Science and engineering through mother tongue. Though much remains to be done the beginning made is significant.

The chief agencies at the national level concerned with the development of education are the Ministry of education, the University Grants Commission and the National Council of Educational Research and Training. The last named agency deals with the development of ideas, propagation of tried out principles and receives problems from the fields

of primary and secondary education. The University Grants Commission deals with control, development and the overall administration of Universities in the country. Ministry is the agency which lays down the policy of education and looks to its implementation.

The vastness of the country and the diversity of the problems of education have made the administration of the institutions very complex. To meet these challenges effectively regional offices are set up. Amongst these mention may be made of the five regional offices for technical education and four zonal and eleven regional centres for National Service Scheme.

The field of education is fast expanding. One cannot be blind to the rapid changes that are taking place in other countries of the world. So to maintain laisson with different foreign Governments in educational matters and to provide guidance to Indian Scholars studying abroad Educational Advisors or Educational Counsellors are appointed in Indian embassies in London, Washington, Bonn, Moscow, San Francisco and New York.
Organogram 3-1 Showing the Organisation of Central Department of Education of the Government of India

EDUCATION MINISTER

DEP MINISTER

SECRETARY

ADDL. SECRETARY

EDL. ADV.

CONSORTIUM

(Vocationalisation)

J.S ADMISSION

DIRECTOR IF & P

DIRECTOR ADMIN

DS'SCHOOL DEA ET DEA UT NFTW OSD'ST

JEA (SCHOLARSHIPS)

JEA (TE)

JEA (UNIVERSITY)

DIRECTOR LANGUAGES

DSA AE A US D S SPORTS
(SANSKRIT) 2 NOS 3 NOS US ABO

AEA

PROJ. DS US DS DEA US DS

ADV YOUTH NFC NFE (UNIVERSITY)

US US

AEA

JEA EDUCATION

2 NOS 2 NOS 3 NOS

1. Educational Administration in Government of India
ABBREVIATIONS USED IN THE ORGANOGRAM

DBF  DEPUTY
JS   JOINT SECRETARY
JEA  JOINT EDUCATIONAL ADVISER
AAA  ADDITIONAL APPRENTICESHIP ADVISER
DEA  DEPUTY EDUCATIONAL ADVISER
DS   DEPUTY SECRETARY
OSD  OFFICER ON SPECIAL DUTY
US   UNDER SECRETARY
ABA  ASSISTANT EDUCATIONAL ADVISER
SP OFFR SPECIAL OFFICER
BO   EDUCATION OFFICER
ABO  ASSISTANT EDUCATION OFFICER
ADMIN ADMINISTRATION
BP   BOOK PROMOTION
BR   EXTERNAL RELATIONS
ES   EXTERNAL SCHOLARSHIPS
BT   EDUCATIONAL TECHNOLOGY
IF & P INTERNAL FINANCE AND PLANNING
NFC  NATIONAL FITNESS CORPS
NFBE  NON FORMAL EDUCATION
NFTW NATIONAL FOUNDATION FOR TEACHERS WELFARE
TB   TECHNICAL EDUCATION
ST   SATELLITE
STATS STATISTICS
U.T  UNION TERRITORIES
Nine years less than four centuries after the battle of Talikot in 1565 most of the people whose mother tongue is Kannada residing in different States came together under one administrative set up of Mysore i.e on 1st November 1956. The day is momentous indeed. Agitations carried on for the realisation of this event came to a successful end as the result of the report of the States Reorganisation Commission.

As the investigation under study deals with the administration of education to enable children to play their role fully and meaningfully in a democratic set up it may not be out of place to trace one or two connected events of importance. Dhar Commission report was not in favour of carving states on linguistic basis. The members of the Commission were not in favour of carving linguistic states as they felt that such an act would lead to fissiporous tendencies weakening the national interests. National interests should be placed above every other interests. But perhaps events decided the course of action swifter than the one envisaged as a result of conscious matured thinking of National leaders. Later Nehru at Durgapur session of A.I.C.C. confessed that States Reorganisation Act of 1956 was a blunder and that it gave rise to myriad problems which sap away our energies and time. This resulted delayed growth of our nation.

2. Quoted by Dr. N. V. Thirtha in National Integration Page 101
Perhaps these factors must have weighed very much in the mind of Margaret Cormack when she wrote:

"A nation by definition is a society that largely acts as a whole. It is thus unfortunate that the states in Modern India were delineated along linguistic lines for these traditional separateness hampers the nationalisation process".  

However, the act is over and we have now reached a point of no return. But this realisation is enough to spur us to take suitable steps to overcome the hurdles and reach the goal of national solidarity relegating parochial partisan petty goals. Hence measures are required to be geared to neutralise these undesirable effects.

The State comprising people speaking Kannada was formed under such units in 1956. Conditions of the States circumstances assuming the name of one of the integrating units for its entire new jurisdiction - Mysore and it is only on 22-7-1972 that it was rechristened as Karnataka.

As already indicated in the previous chapter areas that were under five different administrations came together with different traditions, conventions and standards of attainments lasting over four centuries.

1. Margaret Cormack-Introduction to National Integration of Dr. N.V. Thirtha Page ii
It was really a challenge to the administrative calibre of the men at the top to plan a course of action aiming to bring in homogeniety as Dr. A.C. Deve Gowda and T.R. Parameshvaran point out.

"... at the primary stage Ex Mysore had a greater provision with one primary school for every 2.6 square miles (6.66 square kilo meters) to serve 865 of population while Ex Hyderabad was at the bottom of the ladder with one primary school to serve 1434 of population and Coorg had one primary school for every 7.2 square miles (18.432 square kilo meters).

At the secondary stage Ex Madras with one high school for every 68 square miles (174 square kilo meters) and serving a population of 25123 occupied the first place while Ex Hyderabad area was again at bottom with one high school to serve more than 1.6 lakhs of population."

These facts supported by the adjoining table giving the particulars of the facilities available in the different regions of the new state give the enormity of the problem of bridging the disparity.

### TABLE 3 - 1
SHOWING THE AVAILABILITY OF EDUCATIONAL FACILITIES IN THE DIFFERENT REGIONS DURING THE YEAR 1955-56 (YEAR OF INTEGRATION)¹

<table>
<thead>
<tr>
<th>Region</th>
<th>Area in Sq.miles/Sq.kms</th>
<th>Population in lakhs 1955-1956</th>
<th>Primary I - VIII</th>
<th>Popln served by school</th>
<th>No. of Schools</th>
<th>Secondary</th>
<th>Area in Sq.mls/Sq.kms</th>
<th>Popln served by school</th>
<th>No. of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex Mysore</td>
<td>32881/44175</td>
<td>108.73/12553</td>
<td>2.6/865</td>
<td>6.7/266</td>
<td>124/40876</td>
<td></td>
<td>317/164</td>
<td>44290</td>
<td></td>
</tr>
<tr>
<td>Ex Bombay</td>
<td>20981/153711</td>
<td>56.70/6086</td>
<td>3.4/931</td>
<td>8.7/128</td>
<td>164/420</td>
<td></td>
<td>1958/765</td>
<td>166629</td>
<td></td>
</tr>
<tr>
<td>Ex Hyderabad</td>
<td>13764/35236</td>
<td>30.01/2092</td>
<td>6.6/1434</td>
<td>16.9/18</td>
<td>166629/1958</td>
<td></td>
<td>765/174</td>
<td>166629</td>
<td></td>
</tr>
<tr>
<td>Ex Madras</td>
<td>4314/11044</td>
<td>16.23/1298</td>
<td>3.3/1250</td>
<td>8.4/63</td>
<td>25123/174</td>
<td></td>
<td>23026/145</td>
<td>25123</td>
<td></td>
</tr>
<tr>
<td>Coorg</td>
<td>1590/4070</td>
<td>2.53/221</td>
<td>7.2/1146</td>
<td>18.4/11</td>
<td>371/151</td>
<td></td>
<td>386.5/44074</td>
<td>386.5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>73530/188237</td>
<td>214.20/22250</td>
<td>3.3/962</td>
<td>8.4/486</td>
<td>44074/386.5</td>
<td></td>
<td>386.5/44074</td>
<td>386.5</td>
<td></td>
</tr>
</tbody>
</table>

¹ Dr.A.C.Deve Gowda and T.R.Parameswaran-Progress of Education in Mysore State from 1956-57 to 1968-69 Page 3.
The constitution of the country made it imperative that free compulsory primary education to be provided for all the children of the age group 6-11 years within a decade Constitutional obligation from the year of Primary Education implementation of the constitution (1950).

Only four years were left to carry out this constitutional obligation with the added responsibility for areas of uneven progress. It was only a later realisation that a task of such stupendous nature cannot be carried out with the existing set up and outlook on the part of the administrators and policy framers. The goal yet remains to be realised not only by Karnataka but by most of the sister states of the Union.

The Government of India conducted educational survey in collaboration with the state Governments and the administrations of the Union territories.

Further the Central Government through the expertise of N.C.E.R.T. put forth the idea of planning at the district First Educational level and placing the district Survey authorities responsible for education in all its aspects in that area. This made the state authorities to think in terms of district plans. Every decade an educational survey is conducted. This is enough to bring out the contrast in attitude adopted by the Central
Government in pre independence era and in post independence period. The state Government accorded sanction for the establishment of a survey unit attached to the office of the Director of Public Instruction in G.O.No.ED 33 MPE 65 dated 16-10-1965\(^{1}\). This has become a permanent feature. Report for the third decade ending 1976-77 is also ready at hand. The first survey conducted in 1956-57 helped the state Government to take stock of the situation and to locate the places where educational facilities were to be established.

FINDINGS OF SURVEY - i. Primary Education:- The educational survey broadly classified the state under two heads

1. urban areas
2. rural areas

The survey found that

1. urban population had 100 percent facility for primary education and 99.9 percent facility for middle education (higher primary education)

2. rural population had 91.8 percent facility for primary education and 78.5 percent facility for middle school education (higher primary education).

ii. Secondary Education:- The educational survey revealed that

1. in urban areas 96.06 percent of population had facility for high school education and

---

(2) in rural areas 52.4 percent of population had facility for high school education.

The next hurdle to be overcome by the state was the multisided diversities found in the educational administration.

Problems of integration These are classified under the heads mentioned below by Dr. A.C. Deve Gowda and T. R. Parameswaran. The fact that Dr. A.C. Deve Gowda was the Director of Public Instruction at that time gets added significance.

(1) Diversity in educational pattern at the different stages of education.
(2) Difference in syllabi and schemes of examination in the different integrated areas.
(3) Divergent administrative systems with regard to primary, secondary and collegiate education.
(4) Difference in salary scales of teachers employed in various grades of schools and colleges.
(5) Diversity in the systems of inspection at different stages.
(6) Variation in grant in aid rules from area to area.
(7) Variation in respect of retirement benefits and leave facilities.
(8) Variation in the systems of professional and technical education.
(9) Variation in the scales of concession and scholarships.
(10) Difference in the procedure regarding prescription of text books.¹

The above list gives a picture of variations and the difficulties that the Integration Advisory Committee had to face to decide each issue. This needed a vision capable of foreseeing repercussions likely to arise in future as well as a discerning outlook capable of picking the good aspects in the prevailing systems and trying to incorporate them in the evolved systems. It is readily conceded that variation in retirement benefits and leave concessions and difference in salary scales of teachers employed in different grades of schools fall within the perview of general administration of the state though these differences have a telling effect on the performance of employees whatever be the department they serve.

The other eight items mentioned above relate to administrative and educational aspects of the department. The Integration Advisory Committee recommended an eleven year pre collegiate education consisting of seven year primary education and four year course of higher secondary education. The draft syllabus was prepared published and discussed at various seminars of teachers. Constructive suggestions were taken and the new scheme as approved by integration committee was

introduced in all the schools on a phased programme. The students passing S.S.L.C. Examination in 1963 became the first batch taking the examination common to all the five regions of the state. The prevalent examinations in different regions had also to be conducted along with the new one during the period of change over and for some time after the uniformity was brought out.

The mode of change over described above is the result of democratic set up that was taking place actively both at the Centre and the states. The administrators at both the Union and state levels realised that if the relationship reforms that they were introduced for the welfare of the community were to be fruitful both the people and the administrative personnel were to be taken into confidence and made a part of the machinery working out the programme. In this connection the words of Collier Commissioner of Indian affairs come irresistably to one's mind.

"Since the findings of research (reforms) must be carried into effect by the administrator and the laymen and must be criticised by them through their experience the administrator and the laymen must themselves participate in the research (reforms) impelled as it is from their own area of need."

The words in the two brackets are of the investigator and are put as they fit in the situation. The idea of Collier can be effected all concerned at appropriate levels and suitable action taken.

A committee called Integration Advisory Committee was formed consisting of the vice chancellors of the universities in the state, Directors of technical education and public instruction, educationists and some officers of the department.

Soon after integration many colleges manned by Government had to be administered. The Director of Public Instruction assumed control of these institutions along with those of technical education.

The arrangement continued till a separate directorate for collegiate education was formed by Government on 24-6-1960. The enormity of the work of the Director of Public Instruction with respect to primary and secondary education along with an entirely different type of work of collegiate education necessitated the preliminary arrangement to be a temporary one. The technical education leading to diploma and the degree examinations began to be looked after by the directorate of technical education from 19-10-1959.  

1. Dr. S. N. Mukherji—Administration of Education in India—Mysore Page 448
The Director of medical services got an effective say in regard to administration and admission of candidates studying medical sciences for reasons which are obvious. The University of Agricultural Sciences was founded to formulate new effective policies and improve the existing ones in agriculture which is the backbone of our national economy. In this connection it may be stated that this measure is followed in all the states of the Indian Union.

RECOMMENDATIONS OF EDUCATIONAL SURVEY – Primary:– The first educational survey recommended the opening of

(a) 1371 independent primary schools
(b) 1729 group schools and
(c) 1178 middle schools (higher primary schools)

giving facility to 99.2 percent of the population.

The steady increase in the number of primary schools and higher primary schools may be seen from the foregoing table 3-2. shown on the next page.
### TABLE 3 - 2
SHOWING THE NUMBER OF PRIMARY AND HIGHER PRIMARY SCHOOLS IN KARNATAKA FROM 1956-1976

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Primary &amp; Higher Primary Schools</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>22250</td>
<td>Progress of Education in Mysore State¹</td>
</tr>
<tr>
<td>1957</td>
<td>22803</td>
<td>Progress of Education in Mysore State¹</td>
</tr>
<tr>
<td>1958</td>
<td>25267</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1959</td>
<td>25826</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1960</td>
<td>27050</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1961</td>
<td>28924</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1962</td>
<td>29540</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1963</td>
<td>30372</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1964</td>
<td>30888</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1965</td>
<td>31343</td>
<td>Report on Public Instruction in Mysore</td>
</tr>
<tr>
<td>1966</td>
<td>31664</td>
<td>Progress of Education in Mysore State²</td>
</tr>
<tr>
<td>1967</td>
<td>31786</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1968</td>
<td>32210</td>
<td>Progress of Education in Mysore State²</td>
</tr>
<tr>
<td>1969</td>
<td>32326</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1970</td>
<td>32630</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1971</td>
<td>32692</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1972</td>
<td>32840</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1973</td>
<td>32840</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1974</td>
<td>32840</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1975</td>
<td>33137</td>
<td>Educational Progress A Statistical Brochure</td>
</tr>
<tr>
<td>1976</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The establishment of new schools entailed the employment of additional teachers. These measures resulted in the increase of number of school going children, which is shown in Table 3-3. The figures speak of the incessant efforts put forth by the State and Central Governments to spread primary education as quickly and as effectively as possible.

### TABLE 3 - 3

**SHOWING THE NUMBER OF PRIMARY SCHOOL TEACHERS AND PUPILS ATTENDING THE SCHOOLS IN KARNATAKA DURING THE PERIOD 1956-1976**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Teachers</th>
<th>No. of pupils in lakhs</th>
<th>Source of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Train</td>
<td>Untrain</td>
<td>Total</td>
</tr>
<tr>
<td>1956</td>
<td>27955</td>
<td>30249</td>
<td>58204</td>
</tr>
<tr>
<td>1957</td>
<td>37666</td>
<td>34903</td>
<td>72569</td>
</tr>
<tr>
<td>1958</td>
<td>30626</td>
<td>33938</td>
<td>64561</td>
</tr>
<tr>
<td>1959</td>
<td>35394</td>
<td>34915</td>
<td>70309</td>
</tr>
<tr>
<td>1960</td>
<td>37666</td>
<td>34903</td>
<td>72569</td>
</tr>
<tr>
<td>1961</td>
<td>42598</td>
<td>35567</td>
<td>78165</td>
</tr>
<tr>
<td>1962</td>
<td>46499</td>
<td>34177</td>
<td>80676</td>
</tr>
<tr>
<td>1963</td>
<td>51474</td>
<td>33879</td>
<td>85353</td>
</tr>
<tr>
<td>1964</td>
<td>55193</td>
<td>34385</td>
<td>89578</td>
</tr>
<tr>
<td>1965</td>
<td>56250</td>
<td>33981</td>
<td>90231</td>
</tr>
</tbody>
</table>

CONTINUED

1. Dr. A.C. Deve Gowde and T.R. Parameswaran-Progress of Education Page 42.
2. Report on Public Instruction in Mysore Published by Director of Public Instruction Mysore.
The above table shows the steady increase in the number of pupils and also of the trained teachers to man the new and existing schools.

2. Dr. A.C. Deve Gowda and T.R. Parameswaran—Progress of Education Page 42
3. Educational Progress A Statistical Brochure Published by Director of Public Instruction Mysore
4. News item appearing in Indian Express dated 19-8-1977
In addition to starting of new schools, appointing additional teachers and training them to do their job, measures to minimise wastage and stagnation effectively schemes for attracting larger number of pupils and retaining them in schools were also formulated and enforced. Mention may be made of the following.

1. Provision of amenities to school children like supply of books, slates and clothing.

2. Betterment committees like those that existed in Coorg under the name of School Panchayats were formed to secure public cooperation and involvement in the cause of education. The school betterment committees have tried in their own way to provide furniture, school building etc.

3. Attendance scholarship for girls.

4. Midday meal scheme:– The offer made by CARE (Cooperation for American Relief Everywhere) to supply corn meal, milk powder and oil was accepted by government. Each year saw an increase in the number of children getting the facility.

To coordinate this work a midday meals officer (of the rank of Senior Assistant Deputy Director of Public Instruction of Junior Class I status) was appointed at the state level. In the course of time to meet the increased amount of work and responsibility an officer of the status of Joint Director
of Public Instruction is appointed. District Education Officer (now known as Deputy Director of Public Instruction at the district level, the inspector of schools (now known as Assistant Education Officer) at the taluka level and the Head master at school level are responsible for storage and distribution of food materials.

A perusal of these measures make one think that the scheme of primary education is a grand success. But the actual state of primary figures of enrolment and education stagnation and wastage reveal a different picture altogether. The enrolment has yet to reach 100 percent. This indicates the difficulty in getting all the children from their homes in rural areas. (Table 3-4)

**TABLE 3 - 4**

**SHOWING THE PERCENTAGE OF ENROLMENT OF CHILDREN GOING TO PRIMARY SCHOOLS IN KARNATAKA DURING THE PERIOD 1956-1976**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of enrolment</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>70.2</td>
<td>Progress of education 56-57 to 68-69&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>1957</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td>86</td>
<td>Educational progress A Statistical Brochure&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>1</sup> Dr. A. C. Deve Gowda and Sri T. R. Parameswaran

<sup>2</sup> Published by Director of Public Instruction
<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of enrolment</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>86.9</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1961</td>
<td>74</td>
<td>Progress of Education 56-57 to 68-69 ²</td>
</tr>
<tr>
<td>1962</td>
<td>89.4</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1963</td>
<td>87.2</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1964</td>
<td>87</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1965</td>
<td>88.4</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1966</td>
<td>91</td>
<td>Progress of Education 56-57 to 68-69 ²</td>
</tr>
<tr>
<td>1967</td>
<td>92</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1968</td>
<td>85.8</td>
<td>Educational progress A Stastical Brochure ¹</td>
</tr>
<tr>
<td>1969</td>
<td>93.1</td>
<td>Progress of Education 56-57 to 68-69 ²</td>
</tr>
<tr>
<td>1970</td>
<td>82.6</td>
<td>Educational progress A stastical Brochure ¹</td>
</tr>
<tr>
<td>1971</td>
<td>91.2</td>
<td>Educational progress A stastical Brochure ¹</td>
</tr>
<tr>
<td>1972</td>
<td>90.8</td>
<td>Educational progress A stastical Brochure ¹</td>
</tr>
<tr>
<td>1973</td>
<td>93.7</td>
<td>Educational progress A stastical Brochure ¹</td>
</tr>
<tr>
<td>1974</td>
<td>93.7</td>
<td>Educational progress A stastical Brochure ¹</td>
</tr>
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<td>1975</td>
<td>94.1</td>
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</tr>
<tr>
<td>1976</td>
<td></td>
<td>Educational progress A stastical Brochure ¹</td>
</tr>
</tbody>
</table>

¹ Published by the Director of Public Instruction Dr. A.C. Deve Gowda and Sri T. R. Parameswaran

² Progress of Education 56-57 to 68-69
TABLE 3-5
SHOWING WASTAGE AND STAGNATION BETWEEN STANDARDS I - IV AND I - VII IN KARNATAKA DURING THE PERIOD 1956 - 1976
(BASED ON PREVIOUS FIGURES)

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard I</th>
<th>Standard IV</th>
<th>Standard VII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1956</td>
<td>4.12</td>
<td>2.72</td>
<td>6.84</td>
</tr>
<tr>
<td>1957</td>
<td>4.20</td>
<td>2.98</td>
<td>7.18</td>
</tr>
<tr>
<td>1958</td>
<td>4.62</td>
<td>2.90</td>
<td>7.52</td>
</tr>
<tr>
<td>1959</td>
<td>4.85</td>
<td>3.03</td>
<td>7.88</td>
</tr>
<tr>
<td>1960</td>
<td>4.97</td>
<td>3.21</td>
<td>8.18</td>
</tr>
<tr>
<td>1961</td>
<td>5.01</td>
<td>3.35</td>
<td>8.36</td>
</tr>
<tr>
<td>1962</td>
<td>5.90</td>
<td>4.56</td>
<td>10.46</td>
</tr>
<tr>
<td>1963</td>
<td>6.26</td>
<td>5.25</td>
<td>11.51</td>
</tr>
<tr>
<td>1964</td>
<td>6.01</td>
<td>5.34</td>
<td>11.35</td>
</tr>
<tr>
<td>1965</td>
<td>5.96</td>
<td>5.32</td>
<td>11.28</td>
</tr>
<tr>
<td>1966</td>
<td>6.05</td>
<td>5.39</td>
<td>11.44</td>
</tr>
<tr>
<td>1967</td>
<td>6.71</td>
<td>5.25</td>
<td>11.96</td>
</tr>
<tr>
<td>1968</td>
<td>6.14</td>
<td>5.31</td>
<td>11.45</td>
</tr>
<tr>
<td>1969</td>
<td>6.36</td>
<td>5.20</td>
<td>11.56</td>
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<td>1970</td>
<td>6.27</td>
<td>5.10</td>
<td>11.37</td>
</tr>
<tr>
<td>1971</td>
<td>6.37</td>
<td>6.13</td>
<td>12.50</td>
</tr>
</tbody>
</table>

1. Educational Progress A Statistical Brochure.
TABLE 3-5 (continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Standard I</th>
<th></th>
<th>Standard IV</th>
<th></th>
<th>Standard VII</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1972</td>
<td>6.40</td>
<td>5.25</td>
<td>11.65</td>
<td>2.87</td>
<td>1.91</td>
<td>4.78</td>
</tr>
<tr>
<td>1973</td>
<td>6.63</td>
<td>5.36</td>
<td>11.99</td>
<td>2.99</td>
<td>1.98</td>
<td>4.97</td>
</tr>
<tr>
<td>1974</td>
<td>6.82</td>
<td>5.51</td>
<td>12.33</td>
<td>3.07</td>
<td>2.04</td>
<td>5.11</td>
</tr>
<tr>
<td>1975</td>
<td>6.69</td>
<td>5.57</td>
<td>12.26</td>
<td>3.08</td>
<td>2.05</td>
<td>5.13</td>
</tr>
<tr>
<td>1976</td>
<td>6.88</td>
<td>5.71</td>
<td>12.59</td>
<td>3.20</td>
<td>2.19</td>
<td>5.39</td>
</tr>
</tbody>
</table>

TABLE 3-6
SHOWING PERCENTAGE OF RETENTION BETWEEN STANDARDS I - IV AND I - VII IN KARNATAKA DURING THE PERIOD 1956 - 1976
(BASED ON PREVIOUS FIGURES)

<table>
<thead>
<tr>
<th>Year</th>
<th>Between I-IV</th>
<th></th>
<th>Between I-VII</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>1956</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1957</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1958</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1959</td>
<td>37.3</td>
<td>27.1</td>
<td>33.2</td>
<td>-</td>
</tr>
<tr>
<td>1960</td>
<td>40.2</td>
<td>28.1</td>
<td>35.2</td>
<td>-</td>
</tr>
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</table>

1. Educational Progress A Statistical Brochure.
<table>
<thead>
<tr>
<th>Year</th>
<th>Between I-IV</th>
<th></th>
<th>Between I-VII</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>1961</td>
<td>40.4</td>
<td>32.2</td>
<td>37.3</td>
<td>-</td>
</tr>
<tr>
<td>1962</td>
<td>43.8</td>
<td>36.5</td>
<td>40.2</td>
<td>18.4</td>
</tr>
<tr>
<td>1963</td>
<td>42.9</td>
<td>35.9</td>
<td>40.2</td>
<td>19.5</td>
</tr>
<tr>
<td>1964</td>
<td>45.3</td>
<td>37.0</td>
<td>42.0</td>
<td>27.5</td>
</tr>
<tr>
<td>1965</td>
<td>42.1</td>
<td>29.6</td>
<td>36.7</td>
<td>29.3</td>
</tr>
<tr>
<td>1966</td>
<td>41.7</td>
<td>30.7</td>
<td>36.7</td>
<td>27.6</td>
</tr>
<tr>
<td>1967</td>
<td>44.1</td>
<td>32.9</td>
<td>38.9</td>
<td>28.1</td>
</tr>
<tr>
<td>1968</td>
<td>48.0</td>
<td>34.4</td>
<td>41.6</td>
<td>25.4</td>
</tr>
<tr>
<td>1969</td>
<td>45.5</td>
<td>33.8</td>
<td>39.9</td>
<td>24.7</td>
</tr>
<tr>
<td>1970</td>
<td>42.5</td>
<td>36.8</td>
<td>42.0</td>
<td>28.1</td>
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<tr>
<td>1971</td>
<td>47.2</td>
<td>36.0</td>
<td>42.0</td>
<td>28.5</td>
</tr>
<tr>
<td>1972</td>
<td>45.1</td>
<td>36.7</td>
<td>41.3</td>
<td>28.8</td>
</tr>
<tr>
<td>1973</td>
<td>47.7</td>
<td>38.8</td>
<td>43.7</td>
<td>27.1</td>
</tr>
<tr>
<td>1974</td>
<td>48.2</td>
<td>39.8</td>
<td>44.4</td>
<td>31.3</td>
</tr>
<tr>
<td>1975</td>
<td>46.0</td>
<td>36.8</td>
<td>41.6</td>
<td>28.0</td>
</tr>
<tr>
<td>1976</td>
<td>46.6</td>
<td>38.4</td>
<td>42.8</td>
<td>28.8</td>
</tr>
</tbody>
</table>
Analysis of data:- On perusal of tables 3-4, 3-5 and 3-6 it is revealed that

(1) after enforcement of compulsory education act 1961 percentage of enrolment has steadily increased though a little variation is noticeable,

(2) number of boys enrolled is always more than that of girls though demographically the number of boys and girls remain the same. At the beginning the percentage of girls enrolled is 33 less than that of boys. This trend continues till 1961.(the year of enforcement of compulsory primary education act) Later the percentage of girls enrolled is 20 less than that of boys and then it tapers down to 16%.( Table 3-6 )

(3) a. the number of boys by the time they come to IV standard is cut by 33%. This trend continues up to 1961. From that year onwards after variations the cut is nearly 50% in 1975,

(3) b. the number of girls by the time they come to IV standard is cut by 85%. This trend continues up to 1961. From that year onwards the cut is 75%. In 1975 the cut was about 60%.
This has got to be arrested. An educated woman in the family is an asset not only to the family but to the whole nation. Her peculiar position at home enhances the value of her education more than that of her husband. The report on Indian University Education says

"The underlying habits of men and women are largely fixed in the early years and those years are spent chiefly with the mother. If she is open minded inquiring and alert looking behind rumour and tradition to find facts concerned with the course of events, informed about the nature of the world around her and interested in it and acquainting with history and literature and enjoying them then her children will learn these interesting attitudes from her."¹

Gandhiji says

"There is no school equal to a decent home and no teachers equal to honest virtuous parents."²

The importance of education of girls is stressed by all educationists and commissions. One finds repeated references to this topic. The education Commission 1966 in this regard has rightly pointed out

1. Report of Indian University Education Page 392
"For full development of our human resources the improvement of homes and for moulding the character of children during the most impressionable years of infancy the education of women is of even greater importance than that of men... She is now adopting a career of her own and sharing equally with men the responsibility for the development of society in all its aspects... In the struggle for freedom Indian women fought side by side with men. This equal partnership will have to continue in the fight against hunger, poverty, ignorance and ill health."

Comparing the state figures with those of All India one finds that the picture is not very much different even out side the state. Dr. J.P. Naik says

"of every 100 children enrolled only 50 reach class IV. In other words education is somewhat effective for half the number of children."

The enrolment figure of 93.7 percent appears to be steady. This reflects the difficulty in getting all the children from their homes. Figure at All India level in this respect provided by Dr. J.P. Naik is 86%. He opines

"... those who do not enter at all are mostly

2. Dr. J.P. Naik- Elementary University Education in India appearing in New Frontiers in Education July-September 77 Vol.VII No.3 Page 93
GIRLS and the children of weaker sections of the community like scheduled castes, scheduled tribes and landless agricultural labourers. The task undone however is very DIFFICULT and supreme efforts would be needed to bring them into school who form the hard core of poverty and deprivation."

The percentage of children reaching VII standard is 25. The same percentage is found at All India level according to Dr.J.P.Naik. Sri B.Chatterji Director National Institute of Public Cooperation and Child Development, remarks regarding compulsory education

"For a variety of reasons it has not been possible to attain the constitutional objective of providing free and compulsory education for all children upto 14 years. According to the available data 85.6 million children are in primary and middle schools of whom only 45.24 million are rural children out of 187.67 million of them.

More problematic than enumeration is stagnation and wastage in education. Out of 100 children who enrol less than half complete class IV and 24 complete class VIII. Thus percentage drop out before 4-5 years school to 60%."  

1. Dr.J.P.Naik-Elementary Universal Education in India Published in New Frontiers in Education July-Sept 1977 Vol.VII No.3 Page 93.
2. B.Chatterji-A new deal for India's children
This once again strengthens the hypothesis that problems of education like those of society and culture remain the same for country as a whole and Karnataka in particular.

The urgency of the problem is very well brought to light by Gabriela Mistral, the Nobel Prize winning poet of Chile who said

"We are guilty of many errors and many faults but our FIRST crime is abandoning the children neglecting the fountain of life. Many of the things we need can wait. The child cannot. Right now is the time his bones are being formed his blood is being made his senses are developed. To him we cannot answer TOMORROW. His name is TODAY."

The chart given below makes it clear that money invested in the cause of primary education has not yielded the expected result.

**TABLE 3 - 7**

SHOWING THE EXPENDITURE ON PRIMARY EDUCATION IN KARNATAKA FOR THE PERIOD 1956-1976

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure in Lakhs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>486.83</td>
</tr>
<tr>
<td>1957</td>
<td></td>
</tr>
</tbody>
</table>

1. Dr. A. F. Desmonde Quoting C. Mistral in his letter to the Editor of Indian Express.
<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure in Lakhs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958</td>
<td>601.40</td>
</tr>
<tr>
<td>1959</td>
<td>794.76</td>
</tr>
<tr>
<td>1960</td>
<td>770.68</td>
</tr>
<tr>
<td>1961</td>
<td>856.33</td>
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<tr>
<td>1962</td>
<td>958.72</td>
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<tr>
<td>1963</td>
<td>1025.42</td>
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<td>1964</td>
<td>1225.42</td>
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<td>1965</td>
<td>1372.30</td>
</tr>
<tr>
<td>1966</td>
<td>1430.70</td>
</tr>
<tr>
<td>1967</td>
<td>1696.00</td>
</tr>
<tr>
<td>1968</td>
<td>1851.13</td>
</tr>
<tr>
<td>1969</td>
<td>2306.20</td>
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<td>1970</td>
<td>2337.76</td>
</tr>
<tr>
<td>1971</td>
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<td>1974</td>
<td>3820.06</td>
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<tr>
<td>1975</td>
<td>5330.66^1</td>
</tr>
<tr>
<td>1976</td>
<td>4700.15</td>
</tr>
</tbody>
</table>

1. Report on Management of School Education
   Annexure 5-4.
The reasons for this may be classified as

1. economic
2. conservative outlook - specially amongst the rural folk
3. inefficient teaching and
4. education being totally unrelated to life in the village.

Even after five five year plans the economic condition of our people is far from satisfactory. The struggle to secure two square meals a day is still severe for a sizable population. All members in the family are put to work which yields some money. Hence parents for whom education is secondary to the fulfilment of immediate needs cannot send their children to school. Even if they send them they prevent them from attending the school at seasons when the labour of many is required. That is why we find very poor attendance in sowing and harvesting seasons. Dealing with this aspect Dr. J. P. Naik says

"The major reason for failure is our inability to improve the living standards of our masses. A programme of universal education cannot be built on the basis of abject poverty or in conditions of inhuman existence. A programme of eradicating poverty ought to have been accorded the highest
priority and developed side by side with that of universal education".¹

Science has advanced very much. It has seeped deep into the fabric of our lives. But tradition and customs are of more ancient origin. They are ingrained into our social life. That is the reason why many parents and guardians refuse to send their daughters and wards (if they are girls) to schools. They are yet to realise that a good housewife will certainly be a better housewife with education and that in times of emergency when the bread winner of the family expires she must be in a position to step into his shoes and shoulder the whole responsibility which she used to share with her husband. Traditions die hard. Every society has enough number of diehards to hold the march of progress. Hence a good percentage of stagnation and wastage is due to this feeling functioning among the rural folk. In this connection Dr. J. P. Naik says

"Now it is well known a literate parent specially literate women is the most effective method of ensuring that the children receive education and cases of non enrolment or wastage are extremely few in the literate families."²

¹. Dr. J. P. Naik-Universal Elementary Education of India Published in New Frontiers in Education July Sept 77 Vol. VII No. 3 Page 95.
². Dr. J. P. Naik-Universal Elementary Education of India Published in New Frontiers in Education July Sept 77 Vol. VII No. 3 Page 94.
He is echoing the considered thoughts expressed in the reports of the education commission.

The teaching in the present day schools specially at primary level suffers from two lapses. The first lapse is inefficiency that the equipment of the teacher is very poor. Mostly persons having no opening anywhere else try to step into the profession and those with desirable qualities and necessary equipment will be eagerly waiting for the first opportunity to quit.

The second lapse is this. Granting that there are proper teachers the environment they are to work is not satisfactory. The single teacher schools which form a considerable number in the total number of primary schools are not functioning as they are expected to function. Perhaps they cannot function better unless the old monotorial system is revived. But when the parents who value things of immediate concern see such schools they would choose to put their children to gainful employment instead of educating them. They cannot yet realise that education is a long time investment which is as necessary as earning if not more. We see the need of multi departmental approach. The transport system of the state should organise daily programmes of buses plying to gather the few children in the villages and bring them to a central school of sufficient size. This can to some extent
avoid single teacher school. The free lift given to the children twice a day will not entail as much a loss as the present stagnation and wastage is causing to the exchequer of the state. Further the buses may be utilised to carry passengers as usual between 11 A.M. and 5 P.M.

Secondly the children will have continuous instruction unlike in the single teacher schools where the classes cannot work when the only teacher has to go on leave. Further if the different departmental people who have to frequently go to the villages in discharge of their duties after the work is over were to engage the villagers in informal talk concerning the events which brought them there they will be educating the rural folk in a meaningful and effective way than in an artificial adult education class. Dr. J. P. Naik in the course of his Convocation address at Poona remarks

1. "The problem of universal elementary education is to be tackled on WAR FOOTING and to solve it within a reasonable time say ten years as recommended by Education Commission.

2. An immediate beginning may be made by modifying our formal system of education with the introduction of multiple entry and part time schools and use of non professional teachers".¹

¹ Dr. J. P. Naik/Universal Elementary Education of India Published in New Frontiers in Education July Sept 77 Vol. VII No. 3. Page 91.
If any proof is necessary for what Dr. J.P. Naik has suggested for the eradication of literacy it is furnished with the experience of such experiment carried out more vigourously (carried out in one year instead of ten) by Fidel Castro of Cuba. Area may be small. Number involved is certainly no comparison but the principle of motivating the experiment is the same. Here Punyapriya Das Gupta furnishes the quotation of President Castro in his article Universal literacy for South Yemen. Here is his quotation.

"Why did the revolution launch the slogan of reaching the goal in one year? It could have declared a period of two or three years or even ten years. But we know that if we had drawn up that campaign for two or three years or ten years we would never have been able to mobilise such a large contingent of teachers. We would never have been able to arouse so much enthusiasm".¹

The problem as already pointed out is gigantic but the resources are many times more than what the Cubans had in 1961. Inspite of extending the provisional date of universal primary education for all children of 6-14 age group we are yet to KNOW (what the Cubans realised and implemented in one year) that the problem should be treated urgently. As he further says "only the people in revolution has the strength and

¹ Punyapriya Das Gupta - Universal Literacy for South Yemen.
energy necessary to carry out such a gigantic undertaking."
Perhaps we are very docile to accomplish the task and lack
the faith and integrity the job demands.

Granting that there are proper teachers the content
they impart have little bearing on the lives of many who
have to stop their education at the primary level. They do
not see many reason as to why their children should study
iv. Education totally unrelated subjects which do not improve
their profession-agriculture.
to life
In this respect the recent stand taken by the Union Education Minister of making the
study of modern mathematics optional is a step towards a
realistic approach. He asked why for the sake of a few students
who might take to engineering later we should burden the
remaining students. He said modern mathematics could instead
of being a compulsory subject be made optional.¹ Much of the
stagnation and wastage can be minimised if education is
vocationalised at every stage so that leavers at each level
will not fill the rank and file of unskilled workers. Dr. J.P.
Naik says

"The content and methodology of elementary
education will have to be totally changed. It
should be built not round mere transmission of
knowledge as the PRESENT system is but round work

¹. Policy statement appearing in Indian Express
experience and programmes of development and community service. It should have a relevance to the LIFE of the community which should show improvement because of education...it is highly wasteful to run education and development as two separate systems".  

Voicing his opinion on the divorce of developmental activity from education C.Balakrishna says "

"The farm rather than the farmer has been usually the focus of attention of such (developmental) programmes...Another example is an attempt to bring tribal people into the mainstream of national development by moving them from their scattered but nicely located hutmens to a preplanned and 'properly' constructed colony with all the basic necessities say in Kherwara Tehsil of Umapur District in Rajasthan. The tribals did not accept the occupancy. They wanted to improve the houses they already lived in...The tribals wanted loans to improve the existing Kutchha houses using locally available inputs. But the Government did not agree."  

It is interesting to know who was wiser the Government intending to give a loan to build a new house or the tribals.

1. R.Satyan-Towards Purposeful and Relevent Education
who wanted a loan to improve the existing house with locally available inputs. Again he says

"The plan documents are still concerned with investment in industry and agriculture. They continue to assume human beings as mere cogs in a wheel. The problem of human resources formation and development is by and large neglected in most developing countries with the possible exception of a few countries like Tanzania where the concept of Ujamaa village does not neglect this aspect. Over the period of development in India we observe a gradual decline in the proportion of allocation to primary level of education. The neglect of this most important part of human resources development is there for all to see.

TABLE 3-8
SHOWING OUTLAY ON EDUCATION (1952-1974) IN PERCENTAGES

<table>
<thead>
<tr>
<th>Level</th>
<th>Plans</th>
<th>Annual Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Primary</td>
<td>56</td>
<td>35</td>
</tr>
<tr>
<td>Secondary</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>University</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>Teaching</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Social</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

+ Denotes negligible percentage.
...Ironically enough all the time there have been attempts to go for short cuts to solve problems of illiteracy. The role of mass media has been overstressed through SITE as a wonder substitute to formal or even non formal literacy programme... These will only dilute the already existing meagre resources to liquidate illiteracy. We have plenty of educated youth who remain unemployed for quite some time after matriculation or graduation. We have also millions of illiterates in the villages. These two sub groups of the nation could reciprocate knowledge and learning as is being done in Somalia and Tanzania. This would ease the problem of educated unemployed as well as check rural urban migration to a considerable extent."  

Dr. P.N. Murthy, Professor of aeronautical engineering in Indian Institute of Technology Kanpur once again stresses the dire need of development of training and converting human beings into RESOURCES as was done by Sri Balakrishna. He opines that developmental work and education should go to-gether. He says

"education is a total process and a complex multi-objective system. The two primary objectives, however, are (i) to develop personality and

1. C.Balakrishna-What Village Schools Can Do In Nation Building
(ii) to develop skills. Even though our concern now is with the second, technologically education cannot be TOTALLY alienated from the rest of the educational process. The total system is indicated in the Figure.

The block enclosed in the dotted rectangle indicated the methods of training and CONVERTING human beings into RESOURCES..... Particularly on the nonformal side, the field is almost new to the country. On the formal side considerable review, revision and reorientation is required to give the developmental bias..... One can expect from the nonformal schemes a very large group of people who are simultaneously learning and earning, improving themselves as well as contributing to production in real terms. This can be expected to form the major group in the total workforce. A thorough understanding of these techniques and processes is required to PLAN for the EDUCATIONAL NETWORK CONSISTENT with the workforce requirement."

It is redeeming feature that an organisation of public spirited people has taken up the task of revamping the present education system with the expertise that the question demands.

1. Dr.P.N.Murthy-Educating the Engineer of the future
According to Dr. J.P. Naik of the Indian Council of Social Science Research the recommendations have been finalised as the result of discussions involving three hundred top educationists of the country spreading over twenty seminars.

As a result of this it is envisaged that the educational system should emphasise

(1) social objectives
(2) cooperation and team work
(3) complementarity of intellectual and manual work
(4) development of skills
(5) building up of character
(6) more on learning than on teaching involving community in the process
(7) decentralised diversified elastic and dynamic educational system and to change ethos of entire system so that HARD and DEDICATED WORK to pursue knowledge excellence and social transformation becomes a way of life within the system. 1

It is again refreshing to note that the intended change demands hard political and academic decisions to make it purposeful and effective.

---
1. Seven Point Plan To Revamp Education System Mooted appearing in Indian Express dated: 31-5-1978
As already pointed out earlier the scheme recognises the significance of the system solving DAY TO DAY problems of the lives of the common people and to help them to come to their own. Further the scheme envisages the generation of needed socio economic sources and enable the country to provide good education to the people. This line of thinking appears to be gaining ground.

Fortunately after the advent of Janata Government the problem of mass education is being viewed differently by the authorities. Realism appears to be looming large on the horizons of thinking. One is led to this conclusion when a shift is seen clearly in giving importance to the following intentions.

1) Enrolment - attendance rates
2) wastage stagnation rates
3) retention rates and finally
4) intensive capacity utilisation index

instead of

1) fixing enrolment target
2) enhancing merely the number of personnel
3) increasing and maintaining the uneconomic units for considerations other than educational or social requirements and
4) continuation of formal uniform structured system.
Further a realisation that to serve the needs of
democratic planners the time worn practice has to be given
up and the educational system to be made to MEET the needs
of the mass of the people and working households appear to
receive attention.

Prof D.T.Lakdawala Deputy Chairman Planning Commission
has given expression on the above lines in his inaugural
address delivered in the IV Training Seminar of State of
Education Planning Officers on 6-4-1978 at the National
Staff College New Delhi. He said

"The emphasis so far has been on enrolment targets
in classes I - V and VI - VIII. This has
concealed inflated enrolments and large drop out
rates... It may be therefore worthwhile to lay
down 'average attendance' in addition to 'enrolment'
as a legitimate basis for the assessment of
progress or provision of teachers and to prescribe
specific targets for annual enrolments in class I,
class V and class VIII. In addition to this new
kind of presentation tasks and targets planners
should genuinely think of adopting other norms
of progress like enrolment attendance rates wastage
stagnation reduction rate, retention rates,
intensive capacity utilisation indices etc."¹

¹ Prof D.T.Lakdawala-New Horizons in Educational Planning
appearing in E.P.A Quarterly inaugural Number April 78
Page 18.
The great economist laid his hand rightly on the pulse of the problem when he said:

"... efforts should be made to devise arrangements facilities at DIFFERENT stages of their life cycle and WITHIN a period of the year in which availability of time is higher. It would also mean that the educational process shall have to be more directly related to local conditions and be made meaningful and shall have to be connected with WORK and EMPLOYMENT culture of the area."

This amounts to say that education and development should go hand in hand hereafter and that one can never precede the other.

To activate the primary education the Government through an ordinance of the Governor took over the

Administrative measures administration of all

1. Taking over of primary schools the primary schools
   from District Boards in from the district boards
   Bombay Karnataka on 20-5-1969. This measure brought the Bombay Karnataka area in par with other parts of the State where primary education was under the control and supervision of the State Government.

---

1. Prof D.T.Lakdawala-New Horizons in Educational Planning appearing in B.P.A Quarterly inaugural Number April 78 Page 16.
Having known the condition of educational facilities in different parts of the State the Government provided new schools to the needy population and employed sufficient

ii. Uniform Grant in number of teachers. Secondly the Government looked to the welfare of the private primary schools by adopting a uniform grant in aid code in the year 1969-70 as per G.O. No.ED1 P.G.C.64 Bangalore dated 18-10-69 which was further revised as per G.O.No.ED 1 P.G.C. 69 dated: 23-1-70.¹

Extending facilities of education on a wide scale and enforcement of free compulsory universal primary education

iii. Strengthening the throughout the state resulted in massive increase of the number of schools and teachers (vide Table 3-2 and 3-3). The personnel of the inspectorate had to be strengthened to match the new situation.

Reorganisation of inspectorate soon after the formation of the new state of Mysore (Karnataka) up to primary level i.e. 1961-62 is as follows.

Thirty four educational sub divisions were created. Each sub division was placed under an officer of class II status. His designation was Assistant Education Officer.

¹ Grant in Aid Code for Secondary Schools in Mysore State 1971 Page 2.
Of the thirty four Assistant Education Officers sixteen were in charge of subdivisions having district headquarters as their headquarters. They were given almost all the powers of the District Education Officers who were in charge of primary education in the district.

At taluka level an officer of class III status in charge of primary education continued to function as before. But as a result of the reorganisation Deputy Inspector of Schools was appointed to assist the Inspector of Schools. The Deputy Inspector of Schools was chosen from the cadre of middle school teachers.

Attendance officers were also appointed for the effective implementation of the compulsory education act.

The four districts of Ex-Bombay Karnataka area did not come under the purview of the scheme as primary education in those areas were still looked after by the District School Boards.

RECOMMENDATIONS OF THE EDUCATIONAL SURVEY:— Secondary

The first educational survey recommended the opening of 431 high schools in rural areas and 30 high schools in urban areas. By this measure 97.7 percent of the population would have a high school within a distance of 12.8 KMs.

The Government not only implemented the recommendation but also kept up the tempo of propagating the secondary education in the state to level up the unevenness found at the time of reorganisation. The accompanying table gives the picture of the steady efforts made by the Government in this direction.

**TABLE 3-9**
SHOWING THE NUMBER OF HIGH SCHOOLS TEACHERS AND PUPILS IN KARNATAKA STATE FROM 1956 - 1976

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Teachers Untrained</th>
<th>No. of Teachers Trained</th>
<th>Total No. of High Schools</th>
<th>No. of pupils in lakhs</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>4392</td>
<td>2880</td>
<td>7272</td>
<td>535</td>
<td>1</td>
</tr>
<tr>
<td>1957</td>
<td>2719</td>
<td>4861</td>
<td>7580</td>
<td>1.74</td>
<td>1</td>
</tr>
<tr>
<td>1958</td>
<td></td>
<td>617</td>
<td>2.11</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td></td>
<td>9663</td>
<td>664</td>
<td>2.33</td>
<td>2</td>
</tr>
<tr>
<td>1960</td>
<td>3761</td>
<td>6873</td>
<td>10634</td>
<td>778</td>
<td>2</td>
</tr>
<tr>
<td>1961</td>
<td>4414</td>
<td>7272</td>
<td>11685</td>
<td>875</td>
<td>2</td>
</tr>
<tr>
<td>1962</td>
<td>4938</td>
<td>7546</td>
<td>12484</td>
<td>1025</td>
<td>2</td>
</tr>
<tr>
<td>1963</td>
<td>6113</td>
<td>7854</td>
<td>13967</td>
<td>1224</td>
<td>4.01</td>
</tr>
<tr>
<td>1964</td>
<td>7531</td>
<td>8749</td>
<td>16280</td>
<td>1337</td>
<td>4.72</td>
</tr>
<tr>
<td>1965</td>
<td>7514</td>
<td>9738</td>
<td>17252</td>
<td>1491</td>
<td>5.30</td>
</tr>
<tr>
<td>1966</td>
<td>8281</td>
<td>10493</td>
<td>18774</td>
<td>1467</td>
<td>4.38</td>
</tr>
</tbody>
</table>

CONTINUED

2. Report of Public Instruction Karnataka State.
<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Teachers Untrained</th>
<th>No. of Teachers Trained</th>
<th>Total High Schools</th>
<th>No. of pupils in lakhs</th>
<th>Source of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>8285</td>
<td>11302</td>
<td>19587</td>
<td>1743</td>
<td>1</td>
</tr>
<tr>
<td>1968</td>
<td>7869</td>
<td>12729</td>
<td>20598</td>
<td>1833</td>
<td>2</td>
</tr>
<tr>
<td>1969</td>
<td>7718</td>
<td>13149</td>
<td>20867</td>
<td>1915</td>
<td>2</td>
</tr>
<tr>
<td>1970</td>
<td>7651</td>
<td>13749</td>
<td>21400</td>
<td>2002</td>
<td>2</td>
</tr>
<tr>
<td>1971</td>
<td>7200</td>
<td>14985</td>
<td>22185</td>
<td>2060</td>
<td>2</td>
</tr>
<tr>
<td>1972</td>
<td>7356</td>
<td>15993</td>
<td>23359</td>
<td>2132</td>
<td>2</td>
</tr>
<tr>
<td>1973</td>
<td>6989</td>
<td>16993</td>
<td>23982</td>
<td>2203</td>
<td>2</td>
</tr>
<tr>
<td>1974</td>
<td>7084</td>
<td>18566</td>
<td>25650</td>
<td>2253</td>
<td>2</td>
</tr>
<tr>
<td>1975</td>
<td>6417</td>
<td>20070</td>
<td>26487</td>
<td>2326</td>
<td>2</td>
</tr>
<tr>
<td>1976</td>
<td>2364</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

The table shows the progress of secondary education achieved by the state during the span of two decades. The number of teachers has increased about 3.5 times whereas the number of pupils has increased four fold. The syllabus for the S.S.L.C examination as the result of recommendation of integration advisory committee consisted of four parts as

2. Educational Progress—A Statistical Brochure.
mentioned below

Part I (a) Languages
(b) Hindi
Part II English
Part III Core subjects (i) Social Studies
(ii) General Science
(iii) General Mathematics
Part IV Electives one of the seven groups.

A good number of high schools in the State are non-Government high schools. They were working under different conditions. The Government realised that proper system of

ii. Uniform Grant in Aid Code effective functioning of secondary schools. Hence a new grant in aid code for secondary schools was brought into effect from 31-1-1962 as per G.O.No.ED 5 D.E.I 60.\(^1\) This had to be further revised due to the provision of triple benefit scheme made from 1-4-1963.\(^1\) G.O.No. ED 297 C.S.S dated 27-1-1966 made secondary education free. These developments made the revision of grant in aid code necessary. G.O.No.ED 13 SHS 67 dated 17-6-1977\(^1\) enabled the authorities to effect the necessary changes.

Reorganisation of the inspectorate was attempted after the new state of Mysore was formed. As an experimental

\(^{1}\) Grant in Aid Code for Secondary Schools in Mysore State Page 1.
measure four subject inspectors for each of the divisions of Gulbarga and Chitradurga were appointed in 1959-60\(^1\). They were for English, Kannada, Social Studies and Science and Mathematics. This innovation though pointed out on various occasions by educational inspectors the Government did not choose to implement it earlier. The inspecting authority was supposed to be conversant with all the subjects of secondary schools and also their respective methodologies of teaching. The experience of implementation of this measure for two years convinced the Government in 1961-62 in extending the scheme for the other three divisions of the State. One post of Assistant Superintendent of Physical Education for each of the five divisions was also sanctioned.\(^2\)

The first examination under the new uniform syllabus was conducted in March/April 1963. For the benefit of students who failed in examinations held prior to 1963 the schemes existing in different regions had to be continued for some time. Later in 1969-70 a new curriculum having no electives was enforced and the first examination under this new scheme was conducted in March/April 1971.

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But with all these improvements the performance of the pupils in S.S.L.C. examination is not what it should be. The percentage of passes has rarely gone beyond 50. The performance of girls is uniformly found to be better than that of boys. The input for the cause of secondary education is not fetching the expected dividend as can be seen from the progressive expenditure made on secondary education shown in the Table 3-10.

**TABLE 3-10**

SHOWING EXPENDITURE ON SECONDARY EDUCATION INCURRED IN KARNATAKA FOR THE PERIOD 1956-1976

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure in Lakhs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>187.03</td>
</tr>
<tr>
<td>1959</td>
<td>209.86</td>
</tr>
<tr>
<td>1960</td>
<td>238.28</td>
</tr>
<tr>
<td>1961</td>
<td>277.24</td>
</tr>
<tr>
<td>1962</td>
<td>324.02</td>
</tr>
<tr>
<td>1963</td>
<td>382.00</td>
</tr>
<tr>
<td>1964</td>
<td>428.00</td>
</tr>
<tr>
<td>1965</td>
<td>521.96</td>
</tr>
<tr>
<td>1966</td>
<td>592.27</td>
</tr>
</tbody>
</table>

CONTINUED
<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure in Lakhs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>537.93</td>
</tr>
<tr>
<td>1968</td>
<td>639.48</td>
</tr>
<tr>
<td>1969</td>
<td>936.12</td>
</tr>
<tr>
<td>1970</td>
<td>1023.82</td>
</tr>
<tr>
<td>1971</td>
<td>1196.00</td>
</tr>
<tr>
<td>1972</td>
<td>1197.61</td>
</tr>
<tr>
<td>1973</td>
<td>1259.00</td>
</tr>
<tr>
<td>1974</td>
<td>1678.40</td>
</tr>
<tr>
<td>1975</td>
<td>2162.07</td>
</tr>
<tr>
<td>1976</td>
<td></td>
</tr>
</tbody>
</table>

An analysis of the reasons may not be out of place.

Prior to compulsory primary education the education was mainly for classes. Hence the performance of the pupils was better than after the enforcement of compulsory primary education. Now education is for masses. Pupils from very unfavourable environment with economic disabilities tend to make the performance poorer than before.

The course envisaged at present is identical for
pupils seeking eligibility for higher education and also for those to whom this may become terminal. In other

ii. Unitary syllabus countries like Federal Republic of Germany and United Kingdom

the courses for those who do not aspire university education is of more elementary type than the one meant for university education. It is well known that there are three streams of secondary education in United Kingdom -

(1) Grammar Schools
(2) Modern schools and
(3) Technical schools.

In Federal Republic of Germany also we find

"... the bulk of post first level primary school pupils move on to second level primary schools (43% of all school children in classes 5-10). Since late sixties the second level primary school has been developing into a fully fledged secondary school.....

But a more important development is that large numbers of the BETTER pupils at these schools transfer to the greatly expanded grammer and intermediate schools.....

The intermediate school as the name suggests offers a middle level education. It is roughly halfway between the grammar school and the
second level primary school which is oriented to the pupils' subsequent occupational training.... About 10% of pupils of these schools follow on to grammar schools and another 17% continue their education at full time vocational schools. The grammar school leads to Abitur (higher school certificate) the traditional qualification for university entrance.

The full time vocational schools likewise prepare pupils for a middle level certificate.... Pupils are prepared for their future occupations and at the same time for advance training."

Thus we see there are many points of similarity between the two democratic advanced countries and also aspects of special features satisfying the peculiar national needs of their own.

The secondary education commission has come to a similar conclusion when they point out

"... it is obvious that at present and in the future the very large number of young men who seek educational opportunities can NEVER hope to secure employment in Government service because the number of posts is very limited. If education is to lead the individual to

1. Information – Federal Republic of Germany – 15
Secondary education – 3.
secure employment on the basis of his general accomplishment it seems necessary that there should be a change not only in the nature of education but also in the policy and the methods adopted for recruitment to public services". ¹

If these points are implemented by the Government children will have opportunities to pursue education according to their need and aptitudes. This naturally brings down wastage in secondary education and is sure to have a sober effect on the problem of stagnation and wastage at primary level which has become almost a Guardian Knot.

After reorganisation reforms in administrative set up were effected to gear up to the needs of the situation. Amongst them the following may be cited.

Till 1966 the Director of Public Instruction was also ex officio Commissioner for Examinations. All the

1. Director of Public Instruction

Departmental Examinations were conducted by the Examination examination section. The legislature in 1966 passed the Mysore Secondary Education Examination Board Act by which the examination section became a statutory board. The Chairman was of the status of Additional Director of Public Instruction and the Secretary

¹ Report of the Secondary Education Commission Page 201
was of the status of Joint Director of Public Instruction.

As already pointed out the uniformity of syllabus was completed and the first S.S.L.C. examination was done in 1963. The problem of varied text books taxed the minds of the administrators. Till 1969 the Director of Public Instruction was in charge of production, printing, storage, distribution and sale of the nationalised text books. This was a stupendous task. Further he was the Chairman of committees for selection and prescription of non nationalised text books also. He was assisted by an officer of the status of Deputy Director of Public Instruction in charge of Educational Research Bureau. Since the work increased very much the Director could not bestow his attention and energies as the situation demanded. So in 1969 the Government created the post of Director of Text Books to look after all aspects of the work relating to text books. The sanctioned post is of the same status as that of the Director of Public Instruction and gives the incumbent the direct rapport with the Government.

In 1975 the Government decided to have a separate additional directorate of public instruction to look after and develop primary education. This has become a necessity when the number of teachers under this category is 93439 and the number of institutions 33137. The Deputy Directors
at the district level and Assistant Education Officers at
Taluka level do administer the schools in their respective
iii. Director of Public Instruction jurisdictions. This was
suggested by the Committee appointed in 1952 to suggest
recommendations for educational reforms. The time lag is
worth noticing. Further the other part of separating primary
education from other grades of education at district level
is not yet implemented. Partial implementation cannot
bring forth the expected result. At present Director of
Public Instruction Primary Education has no base at district
level which can work independently with him. District
authorities have to obey two masters.

But to formulate fresh policies like non formal
education part time education and continuation education
for the entire state the existing Director of Public
Instruction finds it hard to do justice fully. Hence the
establishment of an Additional Directorate of Public
Instruction was timely.

Central Government sponsored a scheme by which each
state in the Union is to have a State Institute of Education.
iv. State Institute of Education. The purpose of this is to
have an institution meant to concentrate on the academic improvement of primary educators.
Accordingly this was set up in 1964. Aspects of improvement
included training, research at primary school and primary teacher training institutes. This was headed by an officer of the status of Joint Director of Public Instruction. Now it is headed by an officer of the status of Junior class I.

The importance of science teaching and paucity of teachers capable of delivering the goods chiefly in rural areas was badly felt not only in the state but throughout the country. Hence the Central Government came forward to provide funds for the conduct of long term courses for science teachers of high and primary schools and organisation of workshop for improvisation of science equipment. This unit was started in 1964-65. This is headed by an officer of the status of the Deputy Director of Public Instruction.

State Bureau of Educational and Vocational Guidance was established in 1959. Its main purpose is to train career masters from among the high school teachers and also to help solve the problem of problem students in secondary schools. Further it fosters development of tools and techniques and research attitude. This is headed by an officer of the status of Senior Assistant Director of Public Instruction.
State Educational Research Bureau was established in 1958. An officer of the status of the Deputy Director of Public Instruction was appointed to look after:

1. Curriculum construction
2. Preparation of text books for children
3. Preparation of guidance books for the teachers
4. Conduct of educational research and investigation.

The bureau conducts seminars and workshops for training teachers and authors in the techniques of writing books and producing children literature. At present this has become a part of Directorate of Text Books.

State Evaluation Unit was formed in 1963-64. To start with it worked under one of Assistant Commissioners of State Evaluation Examination. The Chief of this Unit is of the status of Deputy Director of Public Instruction. The Unit provides short term courses for evaluation techniques for headmasters of high schools, subject inspectors and high school teachers. It prepares test materials needed by the subject teachers.

State Educational Survey Unit as pointed out earlier has become a permanent feature of the Department since 1965 though its origin goes to 1956. The third report is already ready. This is headed
by an officer of the status of Deputy Director of Public Instruction.

The Audio Visual Unit is in existence since a long time. This is headed by an officer of class II status who reviews and purchases film, film strips and other teaching aids. The unit is associated with school broadcasts of All India Radio and organises educational exhibitions in the State.

Except for the post of the Director of Public Instruction Examinations all the rest (ii - ix) come under one type of work which may conveniently be called academic work. These offices worked at different places and many times with little or no coordination. This resulted in duplication of certain items of work and loss of time, energy and finance. Hence the Government decided to form another Additional Directorate of Public Instruction. The Department was named as Department of State Educational Research and Training. This can be termed as the State's counterpart of the National Council of Educational Research and Training of the Union Government.

Another reorganisation affecting the fortunes of the Department was done in June 1970. This relates mainly to the personnel of the inspectorate. The Government Order No. ED 42 MPE 69
dated 22nd June 1970 states

"There has been considerable expansion in the field of education since State's reorganisation in 1956. The number of school going children has doubled at the primary stage and trebled at the secondary stage during the last fifteen years. The increased enrolment in schools is not accompanied by corresponding strengthening of the administrative set up for supervision and inspection. The absence of an adequate number of qualified inspecting officers DELEGATED with appropriate administrative powers is responsible for great deal of wastage and ineffectiveness in the system of education."

A perusal of the preamble of the Government Order makes one feel that the Government is after all wooden and its machinery moves very slowly. The Government took fifteen long years to realise that the number of enrolment has doubled at primary level and trebled at secondary level. What is the educational loss caused to the concerned batches of students passing out of ill supervised institutions? The report of the Education Commission of 1966 has epigrammatically depicted the state of affairs in India in the following words.

"...the growth in the departmental staff does not

---

PRECEDE but follows the GROWTH in the number of educational institutions and is never able to keep pace with it. ... expenditure for increasing the departmental staff always has a low priority and is not sanctioned automatically when programmes of expenditure are approved.

Perhaps the picture lacks nothing if one in addition to the above remembers that hundreds of posts specially in Government institutions are kept vacant for years before being reutilised as before.

As a result of reorganisation of the Department the changes noted below were effected.

Instead of a non gazetted official being the Inspector of Schools of a taluka range a Gazetted officer of class II status was placed in charge of the range. Existing i. Taluka level educational sub divisions under the charge of Assistant Educational Officers were abolished. The total number of Assistant Educational Officers in the State became 184 - one for each taluka. Instead of the undergraduate teachers assisting the head of the range graduate inspectors of schools were to assist the Assistant Educational Officers. For each 75 schools one graduate inspector of schools was given.

Each district is placed in charge of a gazetted officer of the status of Senior class I. His designation is the Deputy Director of Public Instruction. They are in overall charge of all the institutions in their respective districts. The Deputy Directors of Public Instruction are assisted in their work by Junior class I officers. The designation of these assisting officers is Education Officer.

ii. District level

For every fifty high school one Education Officer was provided in 1970. Since then the number of high schools has again increased considerably but the number of Education Officers sanctioned in 1970 is not yet changed thereby providing validity for the observation of Education Commission. The Deputy Directors are to inspect fifteen high schools in addition to special institutions. Now the Deputy Director is relieved of his work to some extent as the teachers training institutions in the State come directly under the jurisdiction of Additional Director of Public Instruction-Department of State Educational Research and Training.

An academic wing is attached to each district office. Each wing has five officers – one for English, one for Kannada one for social studies, one for physical science and mathematics and one for biological science. They are known as Subject Inspectors. Each district is provided with one Superintendent for Physical Education to look after this aspect in the district.
The number of educational divisions are to be coterminus with revenue divisions. Thus the number of divisions became four instead of five as before. Each division is headed by an officer whose designation is Joint Director of Public Instruction.

III. Divisional Level

He is assisted by

1. an education officer (Junior class I)
2. an officer of class II status to look after institutions of commerce education
3. four Subject Inspectors (one for Social Studies, one for Physical Science and Mathematics, one for Science and one for Marathi/Urdu). These officers visit institutions teaching these subjects in Marathi medium (mostly in Belgaum division) or Urdu medium (mostly in Gulbarga division). These officers assist Joint Directors of Public Instruction of Belgaum and Gulbarga Divisions only.

How should the institutions work at taluka and district level? What are their ailments? What are expected of these institutions in the light of devolution of powers? These aspects need a study. Hence each level specially the District level is discussed in detail - highlighting their functions if administration is to be effective in the following pages.
The All India Conference of District Education Officers held in March 6th, 7th and 8th of 1976 sources prepared the paper on the need for reform of District Administration. The paper drew sources from

(a) recommendations of Kothari Commission
(b) report of the working party on Educational Planning Administration and Evaluation set up by the Planning Commission in 1968
(c) the experience of National Staff College for Educational Planners and Administrators gained while conducting training programmes for District Education Officers of various states.

The conference analysed why the district administrative set up could not implement earlier reforms so as to reduce the large scale stagnation at the elementary stage and the large failures at the end of the secondary stage. The extent and nature of lapses at these two levels have already been analysed at the beginning of the chapter. Now is the time to discuss the other aspects of the responsibility of the district administration in this regard and the present efforts to ameliorate the situation.
The tables showing the increase in the number of institutions, the number of teachers and the number of work load pupils attending these institutions are already given. It is obvious to deduce that the work load at the district level have increased so much that the District Education Officers find it difficult to attend to their primary duty of inspecting and supervising schools with the result that in some cases a large number of institutions remain uninspected for years on end.

It is known that in the developmental plans targets are set for each district keeping in view of the State. It may be more proper if it is said that it may vary from block to block let alone the variations from the district to district in the same State. This demands detailed planning and project formulation at the district level. The special requirements of backward areas, the planning of school building, facilities for sports and games, midday meals and provision of text books can only be thrashed out and appropriate decisions taken at the district level. Though this need of decentralisation of educational planning was never disputed sufficient efforts were never put to formulate the plans at these levels and integrate them with
the plans of the State and the Central Government.

Prior to the reorganisation of administration it should be conceded that the district administration was in the words of the district level report of the Conference of District Education Officers maintenance oriented and was engaged in activities as

(a) appointments
(b) promotions
(c) transfers
(d) issuing financial sanctions and
(e) meeting audit objections.

This type of administration thrives only on observation of rules, regulations, circulars, and orders issued by the superior officers and results in dead uniformity and rigid conformity. The administration with emphasis on development has to keep note of the objectives of the system, of their district and to achieve them adopting flexible and dynamic approaches (needed for local situations) and of fulfilment of these goals. This requires the administrators to provide opportunities for initiative, creativity and experimentation for the sincere efforts of the individuals and institutions.

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If the decentralisation of educational planning effectively it is found that the District Education Officer has to play many roles as

(i) an administrator
(ii) a supervisor and an inspector
(iii) a professional leader and innovator
(iv) a development generalist and planner and
(v) as a bridge builder between the school and community.¹

This requires an intensive and special training for the District Education Officers. It is gratifying to note that at the National level National Staff College for Educational Planners and Administrators – a creation of the Kothari Commission – is affording opportunities for this personnel. It is envisaged that the State Institute of Education should provide training for officers of rank below that of District Education Officers.

Education uptill now was imparted to the concerned without enlisting the cooperation of the sister departments like Health, Social Welfare and other developing agencies.

¹ Report on the All India Conference of District Education Officers 1976 Page 5.
Hence it was charged that the education tended to be unreal or artificial. It is true that in some states the local community is involved in the development and propagation of education. But it should be conceded that they are not fully and intimately involved in the problem. District Education Officer should keep himself in touch with these vexing problems.

It is the common experience of higher offices requiring statistics which may conveniently be had with them from lower offices and institutions. This causes delay and by the time the figures are received they might have become out of date. This reveals that our information system is weak. When new programmes are introduced no attempts is made to collect in a systematic manner information with regard to their progress and mechanisms for taking corrective measures when needed.

The organograms depicting the Educational Directorate in Karnataka and that of Educational Inspectorate are given in the following pages.
ORGANOGRAM 3-2
SHOWING PATTERN OF ADMINISTRATION AND INSPECTION AT
TALUKA LEVEL
Assistant Education Officer

Inspection
Inspector of Schools - One
for each 75 schools in the taluka

Instruction
Headmasters and Headmistresses
School Teachers

Office work
First Division Clerk (1)
Second Division Clerks (2)

ORGANOGRAM 3-3
SHOWING PATTERN OF ADMINISTRATION AND INSPECTION AT
DISTRICT LEVEL
Deputy Director of Public Instruction (Senior Class I)

Inspection
1. Education Officers (Junior Class I)
One for 50 High schools
2. Subject Inspectors (5) for Physical, Science and Maths, Biological Science, English, Kannada, and Social Studies
3. Superintendent for Physical Education

Instruction
Headmasters
Headmistresses
Principals
Teachers

Office work
1. Gazetted Assistant (Class II)
2. Superintendents
3. First Division Clerks
4. Second Division Clerks
5. Typists
ORGANOGRAM 3 - 4
SHOWING PATTERN OF ADMINISTRATION AND INSPECTION AT
DIVISIONAL LEVEL
Joint Director of Public Instruction
(Senior Class I)

Inspection
1. Education Officer
   Junior Class I
2. Asst. Director of
   Public Instruction
   (Commerce)
3. Superintendent-
   Dance Music Drama
   (Class II)
4. Inspector of
   Sanskrit schools
   (Class III)
5. Senior Inspector
   of Drawing
   (Class III)
6. Medical Inspector
7. Four Subject
   Inspectors in Social
   Studies, Physical
   Science and Maths,
   Marathi/Urdu,
   Biology. (Only in
   Gulbarga and Belgaum
   Divisions to inspect
   schools teaching in
   Marathi/Urdu medium.

Instruction
1. Headmasters
2. Headmistresses
3. Principals
4. Teachers

Office work
1. Gazetted Assistant
   (Class II)
2. Superintendents
3. First Division
   Clerks
4. Second Division
   Clerks
5. Typists
SUMMARY OF CHAPTER - III

This chapter is intended to bring forth the attempts and achievements made at the national level and also at the level of the State of Karnataka. It is clear that this material serves as the nucleus of study - the changes and sometimes the innovations brought about by the Government in two decades starting from 1956.

In the beginning of the chapter reforms in educational administration carried out by the Union Government are tried to be traced by the investigator. As a corollary of these, reforms in educational administration carried out in Karnataka during 1956-1976 are accounted in full, giving emphasis to the district administration. Major reforms under study - formation of the four additional directorates of public instruction among which the formation of the department of state educational research and training is included, reorganisation of the district educational administration and district education inspectorate, decentralisation of educational administration and establishment of special educational bureau, units and institutes are other major reforms that attract the attention.
The chapter comes to a close with organograms depicting the educational administration pattern and the set up of educational inspectorate of the State as on 1976.

With this background of reforms effected in the State during 1956 - 1976 one is in a position to deal with the aspect of appraisal of the said reforms in the coming chapter.