

CHAPTER XV

EDUCATION AND CULTURE

HISTORICAL BACKGROUND

Besides anglo-vernacular and vernacular schools, there were the institutes where indigenous education was imparted to the students¹.

In 1901, the following four kinds of indigenous schools existed in the Sonipat area:—

- (i) *Maktabs* where Urdu, Persian and Arabic were taught;
- (ii) *Pathshalas* (from path reading) where Nagri or shastri was taught;
- (iii) *Chatsals* (from *Chatta*, a school boy) where Hindi was taught; and
- (iv) Schools in which English was taught, together with other subjects like Hindi, Nagri, etc.

As already stated that Urdu and Persian were taught generally in the *Maktabs*. Boys usually came to *Maktab* early and stayed all day with one short break for food.

Apandit taught young Brahmans between the age-group of 15 to 20 in a local *mandir*. Such Schools were known as *pathshalas*. The pupils, called *vidyarthi*, lived by begging in the neighbourhood. Nothing but Sanskrit was taught.

Chatsals or Hindi-schools were generally held at the house of the *Padha*, if not at the chaupal or other public place. Such schools were mainly attended by *bantias* as the instruction of the pupils was confined to accounts. The boys first learnt by rote the multiplication table (*pahara*) and then proceeded to learn the letters which they traced in the dust with a blunt reed. After this they were promoted to the use of the oriental substitute for a slate, i.e. the dust board. Discipline was somewhat strict. The teacher received payment in kind (gram, sugar, etc.) monthly and also a fee from each boy at every stage of this progression. In the large villages the teacher was a permanency, but there were also itinerant teachers who followed the local demand. The boys on acquiring sufficient knowledge took their places in the family firm.

There was an English school at Sonipat in 1911-12. At first Urdu was taught for some 3 years by which time the Student was ready to tackle English in very elementary form.

1. Leitner, G.W., *History of Indigenous Education in the Punjab, since Annexation* and in 1882, Part III p. 1.

The following schools were maintained by the Local Board in the Sonipat tahsil in the beginning of 20th century:

Kind of school	Places at which situated	
	I	II
Boys' Primary (Vernacular)	..	<ol style="list-style-type: none"> 1. Aterna (C) 2. Barwasni (R) 3. Bhatgaon (C) 4. Bhagan (R) 5. Ganaur (D.B) 6. Garhi Brahmanan (R) 7. Halalpur (D.B') 8. Jakhauli (D.B) 9. Janti Kalan (R) 10. Juan (R) 11. Kheora (D.B) 12. Kundal (D) 13. Larsoli (C) 14. Mahra (R) 15. Mahlana (D.B) 16. Mohana (C) 17. Murthal (D.B) 18. Nahri (D.B) 19. Nangal Kalan (D.B) 20. Pinana (C) 21. Pugthala (C) 22. Purkhas (R) 23. Rath Dhana (D.B) 24. Rohat (C) 25. Tharu Ulhaipur¹ (C)
Girls' Primary (Vernacular)	..	Sonipat (R)
Anglo-Vernacular (Middle School)	..	Sonipat

Only one school for girls was in the Sonipat area, which was controlled by the District Board.

The state of education prevailing in the Gohana area at the end of 19th century (1890) is indicated in the following extract :—

"Our system is possibly not suited to an agricultural people; if a little simple readings were taught with cypering in the native method, and a knowledge of accounts and the *patwaris*.

(1) M indicates for Municipality, D.B. for District Board, P for Private; R for Rented and C for Chaupal.

papers, they would be more ready to send their children to acquire some "scholaring". The Brahmans of Ahmadpur Majra have some local reputation as well-educated *pandits*. The people collect eagerly to hear passages of the *Ramyana* or *Mahabharata* declaimed at the village rest house, and reward the reciter for his performance liberally; the women also gather on these occasions sitting by themselves in a separate corner. A number of songs are well-known to the people, and none better than that of "Sarwan". This young lady lived in Gangana in the Gohana tahsil, which is commonly called *Sarwan Ka Gangnaa* after her; the song is a common one of the dancing-girls of North India¹.

Great difficulty was experienced in persuading the people to welcome the opening of schools in their villages. A new type of rural schools, with simpler and more suitable courses of instruction, was evolved in the hope that the people would realise the gain to their children from undergoing a simple course of reading, arithmetic and native accounts, with elementary geography and the study of patwaris' papers. The sessions of these schools were also held so as to interfere as little as possible with the work of the boys in the fields. These schools differed from the ordinary town primary schools in presenting a simpler course of study specially designed to meet the needs of an agricultural people; but they were not popular and the villagers preferred the full course of the town primary school.

There was an anglo-vernacular middle school at Gohana during 1884. English was taught in the school. There was a vernacular middle school at Kharkhoda in 1905. Besides the above schools, there were mahajan schools. They were not permanent schools and had no prescribed course of instruction.

The introduction of the Punjab Primary Education Act, 1919, which introduced compulsion, gave a fillip to primary education which led to an increase in the number of middle and high schools also.

The non-availability of trained teachers was a constraint in the progress of education. The district did not make much headway in the sphere of education till the achievement of Independence.

As a result of keen interest taken by the State Government and voluntary organizations in the spread of education, a phenomenal increase occurred in the number of educational institutions. Much progress had been made in the sphere of education in the district than other adjoining areas.

1. *Rohatak District Gazetteer*, 1883-84, p. 55.

The district had only 2 colleges, i.e. Hindu College, Sonipat and C.R.A College, Sonipat, during 1951-52 to 1960-61. The number of colleges increased from 2 in 1960-61 to 9 in 1973-74. All such colleges were managed by privately aided bodies. During 1988-89, there were 9 colleges, out of the total number of colleges, there was only 1 Government College. The total number of scholars in recognised colleges for general education (Arts, Science and Home Science during 1973-74 was 4,725 (3,936 boys and 789 girls). It increased to 7,385 (4,603 boys and 2,782 girls) including Scheduled Castes students during 1982-83 in the district. The total number of students including Scheduled Castes during 1988-89 was 8,510.

The total number of high/ higher secondary schools during 1973-74 was 79 (Government schools 58, aided schools 14 and un-aided schools 7). This number went up to 159 during 1988-89. In 1973-74, there were 55,027 students in the high/higher secondary schools. The number of such scholars increased to 1,03,082 during 1982-83. The total number of scholars was 1,29,081 during 1988-89.

The district had 69 middle schools during 1973-74 (66 Government schools and 3 un-aided schools). During 1982-83, the number of such schools declined to 66 (60 government schools and 6 non-government schools). In 1973-74, the students in the middle schools were 27,911 and this number of students increased to 29,660 during 1982-83. The total number of such Schools as on March, 31 1989 was 70.

In 1973-74, there were 239 recognised primary schools. All the above schools were being run by the Government. During 1988-89 the number declined to 238 ; the pre-primary schools were included in the grand total. The scholars in 1973-74 were 38,310. The number of such students decreased to 37,141 during 1988-89.

In 1988-89, there were 5,725 school teachers; 3,860 for high/higher secondary/multi-purpose/post basic schools, 859 for middle/senior basic schools and 1,006 for primary and junior schools. The teachers of pre-primary schools were not included.

The number of pupils per teacher during 1984-85 to 1988-89 is given below :

Classes	1984-85	1985-86	1986-87	1987-88	1988-89
Primary ..	50	50	50	50	50
Middle ..	50	50	50	50	50
High/Higher Secondary	50	50	55	55	55

EDUCATION OF SCHEDULED CASTES AND BACKWARD CLASSES

Before 1947, no special attention was paid to the spread of education among the Scheduled Castes and Backward Classes. These people were too poor to afford the benefits of education and too backward to be alive to its need. There was a tendency to employ young children on odd jobs to supplement the family income. It was after Independence that the Government vigorously directed its policy towards raising general level of literacy among them.

The following table shows the number of students belonging to Scheduled Castes only at different levels in recognized educational institutions during 1973-74, 1982-83 and 1988-89 —

Type of Institution	Year	Male	Female	Total
Primary/Pre-primary Schools ..	1973-74	4,036	879	4,915
	1982-83	3,549	2,058	5,607
	1988-89	4,151	3,711	7,862
Middle Schools ..	1973-74	3,413	656	4,069
	1982-83	3,181	1,545	4,726
	1988-89	2,980	2,285	5,265
High/Higher Secondary Schools ..	1973-74	5,575	708	6,224
	1982-83	11,733	3,316	15,049
	1988-89	12,327	6,672	18,999
Colleges ..	1973-74	273	260	533
	1982-83	366	38	404
	1988-89	379	41	420

The students belonging to these classes are provided with various facilities by way of reservation of seats in professional and technical institutions, exemption from payment of tuition fee and re-imbusement of examination fee and also by giving financial assistance in the form of scholarship. School books are supplied to them free of cost in 9th, 10th and 11th classes. College education is also provided free. Scholarship under the State Harijan Welfare Scheme and Government of India Post-Matriculation Scholarship Scheme is also provided/awarded.

EDUCATION OF WOMEN

As in other parts of Haryana, education of women remained neglected in the past. During 1910-11, there was a Girls Primary School (Vernacular) at Sonipat which was under the control of District Board. In 1930, a District Advisory Committee was constituted for the improvement of education of women. The Kanya Gurukul at Khanpur was established in 1939. This institution still flourishes and caters to the needs of the female population of the rural areas.

After Independence, position of female education improved. After the formation of Haryana as full-fledged State, the progress of female education accelerated. The number of girls schools with Scholars during 1973-74, 1982-83 and 1988-89 is given below :—

Year	Type of institution	Total number of institution for women	Total number of students
1973-74	Women College	2	789
	High/higher Secondary schools	18	13,983
	Recognised Middle Schools	14	8,019
	Reconisged Primary School	12	11,153
1982-83	Women Colleges	3	2,211
	High/Higher Secondary Schools	27	30,773
	Middle Schools	15	11,544
	Primary Schools	8	13,814
1988-89	Women College	3	3,296
	High/Higher Secondary Schools	35	22,668
	Middle Schools	12	4,138
	Primary Schools	27	3,915

In the urban and rural areas, the girls are allowed admission in all the institutions.

District Educational Set-up

The District Education Officer is responsible for the administration and control of all primary, middle, high and higher secondary schools. He is directly under the administrative control of the Director, Public Instruction, Haryana Chandigarh. He is assisted by One Deputy Education Officer.

There were 7 Block Education Officers on March, 31, 1989. Their areas of operation are normally co-terminous with those of development blocks.

Besides, an Assistant Education Officer looks after the promotion of physical education in the schools of the district.

MEDIUM OF INSTRUCTION

The medium of instruction in the schools of the district is Hindi. The teaching of Hindi as a medium of instruction and as first language starts from Class I. English is taught from class VI as a second language. Sanskrit/Urdu/Telgu or Panjabi is taught as a third language in class VII and VIII. To provide safeguards to the linguistic minorities, provision has also been made for the teaching of Urdu/Punjabi as an additional subject from class I, provided 10 pupils in a class or 40 in whole of a primary school or primary section of a middle, high or higher secondary school are desirous of studying this language. But the medium of instruction and the first language even for such schools, remains Hindi.

GENERAL EDUCATION

The position in respect of various grades of schools as well as colleges imparting higher education is discussed below :—

Pre-primary Schools.—Pre-Primary education caters to the need of children in the age group 3-6. The system of pre-primary education has not yet developed fully and it is not well organised. However, the people in the urban areas have become conscious of its importance for small children. Some retired teachers, educationists and voluntary organizations have started such schools at Sonipat and Gohana.

Primary Schools.—The course of primary education covers children in the age group 6-11 and consists of five classes, i.e. from class I to Class V. Since April, 1961, the primary education has been made compulsory. Education at this stage is imparted free and all such schools are mixed. Most of the teachers are either basic-trained or have been oriented to the basic pattern.

-
1. The total number of all types of schools (Primary, middle, high/secondary) as on March 31, 1963 in the district has already been given.

Middle Schools.—It was proposed to introduce compulsory education for all children upto the age of 14 years, but in view of immense difficulties such as lack of adequate funds, continuous increase in population and inability of poor parents, it could not be translated into practice. The introduction of compulsory primary education has its impact on the enrolment at the middle stage. The primary schools are up-graded to middle schools according to their enrolment.

Secondary Education.—Secondary education comprises classes IX and X but it extends to class XI in higher secondary schools. For a majority of students, secondary education is of a terminal character. To meet the requirement of those who wish to earn their livelihood after completing their secondary education, besides, providing a broad base for admission to higher course of study, diversified courses were provided in some of the schools which were converted into higher secondary schools.

The policy of starting higher secondary schools (also called multi-purpose) with diversified elective groups (humanities, science, commerce, agriculture, fine-arts and Home-science) was initiated in 1957 on the recommendations of Mudaliar Commission (Secondary Education Commission). But the experiment did not prove a success. Now 10+2 system of education is being introduced in Haryana state.

Public schools.—Besides the above schools, now-a-days, many modern public schools have mushroomed in the district. These modern schools are English medium from the Ist class to middle and matric. Such schools are managed by private bodies or under personal management. Only middle class people or rich persons can afford to send their children to such institutions which charge exorbitant fees.

HIGHER EDUCATION

The higher education comprises college education. The description of each college in the district is given below :

Chhotu Ram Arya College, Sonipat.—In 1951, Late Ch. Tikaram (Ex-Revenue Minister in Joint Punjab) inspired by the idea of providing education to the poor people, founded this college in the memory of 'Sir' Chhotu Ram and named this college "Chhotu Ram Arya College". The College is affiliated to the M.D. University, Rohtak for Pre-University (Arts and Science), Pre-Engineering, B.A., B.Com. and B.Sc. It has 15 spacious playgrounds and well equipped library having 20,713 books (text books-16,113 and general books-4,600). There are two museums; one Botanical and another Zoological.

In 1988-89, the college had 2,296 students (2,274 boys and 22 girls). The number of students belonging to Scheduled Castes and Backward Classes was 186 and 102 respectively.

The college has been giving free books to the needy students out of the book bank for the last many years. The average cost of these books comes out to about Rs. 7,000 per year. The poor students are being helped by the college. The average amount so spent comes out to Rs. 6,000 per year.

The educational standards have been maintained by the college by getting merits in the University examinations. The distinctions secured by the students are given below :

Year	Class	Position No. on the merit list of the University
I	II	III
1973	Prep-Science	85th
	Prep-Commerce	62 and 95th
1974	B.Commerce I	Ist, 4th, 5th and 6th
	B. Commerce II	5th and 7th
	B. Commerce III	7th
	Prep-Medical	57th
	Pre-Medical	33rd
1975	Prep-Commerce	21st
	Pre-Medical	10th and 12th
	B. Commerce II	1st, 2nd, 5th, 8th, 9th
	B.Sc.III	24th, 26th and 58th
	B.Commerce III	12th and 22nd
1976	Pre-Engineering	8th
	B. Sc. III	9th and 19th
	B. Commerce III	Ist, 2nd, 5th, 9th, 12th and 20th
1977	Prep-Commerce	9th and 11th
1979	Prep-Commerce	13th
	B. Commerce II	3rd, 4th and 7th

I	II	III
	B. Commerce III	7th
	B.A.I	15th
1980	B. Sc.II	3rd
	B. Commerce I	11th
	B. Commerce III	3rd(ii) and 5th
1981	B.Sc.I	6th
	B.Sc. III	2nd
	Prep-Commerce	6th
	B. Commerce I	15th
	B. Commerce II	7th, 11th and 15th
1982	B. Commerce I	6th and 7th
	B. Commerce III	7th
1983	B. Commerce II	Ist and IInd

The college has one senior division of N.C.C. and one Unit of N.S.S. scheme. The performance of N.C.C. of this college has been very good. The cadets lifted/won the university trophy in the inter-college firing competition for two consecutive years, i.e. 1976-77 and 1977-78.

Games for which facilities have been provided are Hockey, Football, Volley-Ball, Kabaddi, Basket-ball, Shooting and Table Tennis. One student of the college represented Indian Kabaddi team played in Pakistan during 1983-84.

The sources of income are Grants-in-aid, contributions, donations, fees, etc. The year-wise details of income and expenditure during 1972-73 to 1988-89 are given below :—

Year	Income	Expenditure
	(Rs.)	(Rs.)
1972-73	11,56,935	9,46,402
1973-74	11,66,374	11,41,965
1974-75	12,17,062	13,62,585

1975-76	12,07,581	10,97,787
1976-77	11,63,281	12,30,425
1977-78	11,22,186	11,89,701
1978-79	12,82,839	14,05,483
1979-80	11,61,920	12,15,738
1980-81	15,55,510	15,53,656
1981-82	16,42,586	17,30,194
1982-83	22,26,458	23,30,744
1983-84	23,17,302	22,46,881
1984-85	32,26,983	31,64,542
1985-86	36,97,570	28,44,392
1986-87	36,87,756	28,76,746
1987-88	48,49,068	35,86,772
1988-89	45,91,678	40,99,643

There is a hostel attached with college building having 75 rooms (accommodation for 150 students). There is an arrangement for indoor games.

Hindu College, Sonipat.—The college was established on June 2, 1956. During 1956, there were 200 students in the college. It is affiliated to M.D. University, Rohtak, for 10+2 system (Arts and Science) Commerce, Pre-Engineering, Pre-Medical, B.A. and M.A. (English and Hindi). The total number of students on its roll in 1966 was 2,282 including 302 girls. The strength of students increased to 2,400 in 1982-83. The staff members (teaching and non-teaching staff) were 160. The total number of students as on March 31, 1989 was 1,790.

The standard and fame of education attract the students from far off places such as Delhi, Bengal, Bihar, N.E.F.A. The students from the foreign countries (Malayasia, Indonesia and Tenzania) also got their admission in the college.

1975-76	12,07,581	10,97,787
1976-77	11,63,281	12,30,425
1977-78	11,22,186	11,89,701
1978-79	12,82,839	14,05,483
1979-80	11,61,920	12,15,738
1980-81	15,55,510	15,53,656
1981-82	16,42,586	17,30,194
1982-83	22,26,458	23,30,744
1983-84	23,17,302	22,46,881
1984-85	32,26,983	31,64,542
1985-86	36,97,570	28,44,392
1986-87	36,87,756	28,76,746
1987-88	48,49,068	35,86,772
1988-89	45,91,678	40,99,643

There is a hostel attached with college building having 75 rooms (accommodation for 150 students). There is an arrangement for indoor games.

Hindu College, Sonipat.—The college was established on June 2, 1956. During 1956, there were 200 students in the college. It is affiliated to M.D. University, Rohtak, for 10+2 system (Arts and Science) Commerce, Pre-Engineering, Pre-Medical, B.A. and M.A. (English and Hindi). The total number of students on its roll in 1966 was 2,282 including 302 girls. The strength of students increased to 2,400 in 1982-83. The staff members (teaching and non-teaching staff) were 160. The total number of students as on March 31, 1989 was 1,790.

The standard and fame of education attract the students from far off places such as Delhi, Bengal, Bihar, N.E.F.A. The students from the foreign countries (Malayasia, Indonesia and Tenzania) also got their admission in the college.