

## CHAPTER—XV

### EDUCATION AND CULTURE

#### INTRODUCTION

In our country, there is a long tradition of learning. Several branches of knowledge including the sciences were developed. For example, mathematics, astronomy and medical sciences were studied in our country even in ancient times. The knowledge of zero is entirely Indian. So are the numbers one to ten and the decimal system. The Arabs carried them to Europe. They called the numbers *Hindsa*.

The schools practising above education, then termed indigenous, were either Hindi or Persian schools. In 1846, such schools were negligible. The remuneration was meagre and uncertain. In addition to some money, food was occasionally provided to them. Further, every teacher used to receive presents on sacred days and on the occasion of weddings of their scholars or their relatives. There was no such thing as school building exclusively set apart for the purpose. The teacher assembled the scholars either in the house of one of the parents or in his own house, a mosque or in a temple. The cases were not rare when the teachers imparted education gratuitously<sup>1</sup>.

After annexation of the Punjab in 1849, the British Government began to open schools in every district. In 1878, the quality of education somewhat improved with the opening of Government schools, the quality of instruction in the lower schools as compared to that in the indigenous schools also improved. The agricultural classes paid the school cess and local rate but did not send their children for instruction. In many village schools there was a preponderance of boys of the trading classes, which paid little towards their support. In any case the fees charged from these classes was very small. Very few girls received any education beyond what their parents taught them. Hence, female education was in a very backward state; progress was very slow partly owing to the apathy of parents (and among Muhammadans to the prejudice against breaking the *purdah* system) and partly to the difficulty of obtaining qualified and efficient mistresses on the low scale of pay

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1. F. C. Channing, *Land Revenue Settlement of the Gurgaon District*, 1882, p.55.

offered. The girl primary schools were at Palwal, Hassanpur (Urdu), Hassanpur (Nagri), Hodal and Hathin.

The vernacular middle schools were at Hassanpur and Palwal in 1909. A list of the vernacular boys' primary schools, as it stood on 30th November, 1909 in the then Palwal tahsil, is given below :

1. Rasulpur
2. Pingor
3. Khambi
4. Likki
5. Bhiduki
6. Hodal
7. Banchari
8. Aurangabad
9. Seoli
10. Pirthala
11. Nagari Branch Palwal
12. Digaut
13. Balai
14. Ghorl
15. Banswa
16. Dhatir
17. Chandhat
18. Barauli

There was a vernacular boys' primary school at Hathin which was a part of Nuh tahsil in those days.

The present Palwal tahsil was a part of Gurgaon district which was under the Delhi Educational Division. Within the prevailing educational system, a boy began to attend school generally at the age of five. He entered the Lower Primary Department and after about three years passed the Lower Primary Examination and moved up into the IVth class

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either vernacular or Anglo-vernacular of the Upper Primary School. The study of English commenced at this stage. The Upper Primary Course as a rule was to complete in two years after which he entered a vernacular or Anglo-vernacular secondary school- the course of which extended over three years. Here he passed his Middle school examination and reached the High school stage. Some boys after passing the Primary and Middle school examination in the vernacular took up the study of English and finished the English Primary Course in one year and a middle course a year later. After passing through the middle school, boys could spend two years in a High school being prepared for the Matriculation examination of the Panjab University.

There was a slight difference in the curriculum of town and village primary schools. In the former, Persian and ordinary arithmetic were taught while in the latter, arithmetic, book-keeping, letter and handwriting, etc. was taught on the Indian system. The education included books on agriculture, mensuration and land records; the object being to make the education of village boys a preparation for their future profession of agriculture.

Upto 1912, present Ballabgarh tahsil, was one of tahsils of Delhi district. The position of education in that area is briefly given here.

In 1901, the general percentage of education worked out to 3.0. The indigenous schools were of four kinds : *Makatabs* where Urdu and Persian and Arabic were taught; *Chatsals* where Hindi was taught; *Pathshalas* where Nagri or Shastri was taught and the schools in which English was taught, together with other subjects like Hindi, Nagri, etc.

The following list comprised primary and middle schools, maintained by the Local Boards in 1912 in rural areas :—

Kind of school	Village in which situated (and building utilized in brackets)
1	2
<b>Ballabgarh tahsil</b>	
Boys' Primary Vernacular	1. Atali(R)
	2. Bhopani(B)
	3. Chhainsa(C)
	4. Chirag Delhi (D.B.) <sup>1</sup>

1. Abbreviations—M stands for Municipal, D.B. for District Board, P. for Private, R. for rented and C for Chaupal.

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5. Dhoj (D.B.)
6. Dialpur(C)
7. Fatehpur Taga (C)
8. Gaunchhi (D.B.)
9. Kabulpur Bargar (C)
10. Mayholi (P)
11. Masjid Moth (D.B.)
12. Mohina (D.B.)
13. Molarband (C)
14. Poata (C)
15. Sihi (D.B.)
16. Sikri (D.B.)

Girls' Primary  
(Vernacular)

Boys' Middle school  
(Vernacular)

Mission (Primary)

1. Faridabad (R)

1. Ballabgarh (M.B) (with a Nagri Branch school)

2. Faridabad (M.B.)

Aided for low caste

1. Faridabad (M.B.)

2. Fatehpur Biloch

3. Fatehpur Beri

S.P.G. unaided.

4. Shahpur

The education of low caste boys was entirely in the hands of the Missionary societies because neither Government nor private individual cared to open such schools and the Christian religion helped the humble in 1912. The Ballabgarh tahsil alone was the field of operations and primary schools were maintained by the S.P.G. (Cambridge) Mission at Fatehpur Beri and Shahpur; by Baptist Mission at Ballabgarh, Faridabad and Fatehpur Biloch. The boys were mostly chamars with a few Mahars, Kolis and others.

The untouchability and little means hampered the low caste boys to attend the indigenous schools. These institutions were run strictly

on caste-lines. For example *Maktabas*, where Urdu and Persian were taught, were generally started by some individuals who, to educate his son, had to employ teacher. Others who wished to have their sons educated too, sent their boys and gave the teacher a trifle according to their means. The *Chatsals* or Hindi schools were generally held at the house of the *Padha*, if not at *chaupal* or other public place. Such schools were attended mainly by *bantias*, as the instruction of the pupils was confined to accounts. *Pathshalas* accommodated only Brahman boys. The pupils called *Vidyarthis*, lived by begging in the neighbourhood.

The introduction of Punjab Primary Education Act, 1918 and passing of Compulsory Education Act, 1919 gave a fillip to education and a number of primary schools were opened for boys and girls. World War II also exercised some salutary effect on education in the district. The retrenched soldiers on their return home urged their brethren to send their wards to schools.

The post-Independence period brought new type of social order in its train and stirred the minds of the people who began to strive hard to acquire education to meet the demands of new social order.

As per 1951 Census, there were 3 high schools in Palwal tahsil and 4 high schools in Ballabgarh tahsil. The Palwal tahsil had M.M.S. Model Middle school. The girls middle schools were at Faridabad, Palwal and Hodal only. Arrangements were made by the Government for imparting training in agriculture at Government High school, Palwal, Aurangabad and Fatehpur Biloch. The other Private Institutions were Gurukul Inderprasth and Shri Dayanand Vaidik Asharam, Godpuri. Sanatan Dharam College was started in 1955 at Palwal.

The District Board (later on Zila-Parishads) and municipal committees in the past contributed to the spread of education in the district and did pioneer work in the field of elementary education. The number of primary, middle and high schools maintained by local bodies prior to provincialization of schools on October, 1, 1957, is given below :—

Local Body	Number of schools maintained					
	Primary schools		Middle schools		High schools	
	Boys	Girls	Boys	Girls	Boys	Girls
Municipal Committee, Ballabgarh	—	—	—	1	1	—
Municipal Committee, Faridabad	—	—	—	—	—	—
Municipal Committee, Palwal	4	2	—	—	—	—
Municipal Committee, Hodal	—	—	—	—	—	—

The rapid expansion in education in the district during the decade<sup>1</sup> had been possible because of a number of factors. Primary education was made compulsory. More and more schools, particularly in rural areas were opened. There was a growing awareness among the parents towards education of children, particularly of girls. lastly, special incentives were provided for children belonging to Scheduled Castes and Backward Classes.

Education was free for them upto middle standard in all Government and provincialised schools. Free books, freeship, stipends and scholarships were awarded to them in all institutions including colleges under the various schemes, sponsored by the state and Union Governments. Mention should be made of the useful role being performed by the voluntary institutions in the domain of education.

Besides the school education, higher education and technical education was expanded on a large scale with massive efforts of the State Government during twenty years (1961-1981). After the creation of Haryana as a full-fledged state on November 1, 1966, efforts in this direction were made on war-footing. The following technical institutions and colleges were opened during the decades (1961-1981) :—

Institutions	Year of opening
1. Industrial Training Institute, Palwal	1963
2. Government Industrial school for girls, Palwal	1964
3. Industrial Training Institute, Faridabad	1965
4. Braj Mandal College, Hodal (Now Govt. College)	1968
5. The Y.M.C.A. Institute of Enigneering, Faridabad	1969
6. Dayanand College for Women, Faridabad	1970
7. Shahid Smarak College, Tigaon	1970
8. Pt. Jawahar La! Nehru Government. College, Faridabad	1971
9. Aggarwal College, Ballabgarh	1971

The Farmers Functional Literacy Project was initiated in this district in October, 1971. The table below indicates the literacy per-

1. District Census Hand book, Gurgaon District, 1961, p. 31.

centage for the towns in 1981 in the district :—

Town	Literacy rate (Per cent)
1. Faridabad Complex Administration	57.00
2. Hassanpur	41.48
3. Hathin	50.47
4. Hodal	44.53
5. Palwal	55.31
All towns	55.93

Faridabad Complex Administration had literacy rate (in 1981) higher than the district/literacy rate (55.93). Hassanpur had the lowest literacy rates.

During 1990-91, the following type of institutions were in the district :—

Institution	Number
Colleges	6+2=8
Professional college (YMCA)	1
High Schools (Senior Secondary Schools)	183
Middle schools	115
Primary schools	389
Industrial Training Institutes	5
Oriental Studies	2

#### GENERAL EDUCATION

**Recognised Primary schools.**—The system of pre-primary education is not well-organized in rural areas. However, the people in urban areas have become conscious of its importance for small children. Some institutes are mushrooming in the urban areas only.

The course of primary education covers the children in the age-group of 6—11 and consists of five classes; 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.

During 1990-91, total number of recognised primary schools (including pre-primary/Balwari) was 389; Government institutes, 381; non-government institutions 8; institutions for male 330 and institutions for female 59. The number of scholars during 1990-91 (March 31, 1991), in primary/pre-primary schools was 70,770 (male 40,448 and female 30,322).

**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 to afford the expenditure of their wards; it could not be practised. Anyhow, the introduction of compulsory primary education has its impact on the enrolment at the middle stage. There were 115 middle schools in the district as on March 31, 1991. The total number of students in the recognized such schools as on March 31, 1991 was 37,778 (male students 23,794 and female students 14,004).

**High/Senior Secondary schools.**—For a majority of students high school level of education was considered a terminal stage upto 1957. During those days a person after qualifying the Matriculation examination could get entry into service. Those who wished to extend their education could go ahead with college education. The above system was somewhat affected with the change of higher secondary system.

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 this experiment did not yield desired results. As a result 10+2 pattern was introduced in April, 1985 in Haryana. Since the introduction of 10+2 system in the schools, the schools are known as senior secondary schools instead of higher secondary schools. The total number of high/senior secondary schools as on March 31, 1991 was 183; 125 Government schools and 58 non-Government schools (For male 162 and female 21 schools). The total number of scholars in such institutions as on March 31, 1991 was 1,44,851; (93,235 male and 51,616 female).



## GENERAL SET-UP

Prior to re-organisation of the educational set-up, there were separate agencies for boys' and girls' schools in the district. The boys' schools up to the middle standard were controlled by District Inspector of Schools and the girls' middle schools by District Inspectress of Schools. They were assisted by Assistant District Inspectors/Inspectresses for control of the primary schools. The high and higher secondary schools were controlled by a Divisional Inspector and Divisional Inspectress of Schools, Ambala. With the re-organisation of educational set-up in May, 1963, the District Education Officer, Gurgaon, was made responsible for the administration of all primary, middle, high and higher secondary schools for boys and girls in the area. In October, 1971, the posts of Deputy Education Officers, were re-christened as Sub-Divisional Education Officers.

Now (1990-91), District Education Officer is responsible for the administration and control of all the schools in the district. He is under the control of the Director of Public Instruction, Schools, Haryana Chandigarh. He is assisted by Deputy Education Officer and Block Education Officer. 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/Telugu 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 senior secondary school are desirous of studying this language. But the medium of instruction and the first language even for such schools, remains Hindi.

## EDUCATION OF WOMEN

Before Independence, girls' education was not so organized and the parents or guardians were not much aware about the merits and demerits of the women education. When India became Independent, many girls schools were opened in the country and much stress was laid upon the expansion of women education in the whole of the country.

After 1966, a major portion of the budget was utilized on the spread of girls' education. The district was not an exception. On the other hand, as in other districts of Haryana, the women of this district too are concerned themselves with the household duties and this was necessitated by the agricultural economy of the district.

Now during nineties (1990-91), there is a much awareness even in rural areas about the women education. Now the girls are breaking their domestic confines and entering the every domain of life. Even the women are joining police services after getting good qualifications. The parents do not hesitate to send them not only to the schools but post-graduate Institutes also. The Government of Haryana is also keeping pace with growing trends in education.

The following table shows the enrolment of female students at colleges, high/senior secondary, middle and primary and pre-primary schools during 1990-91 session :—

School	Total number of girl students
1. Primary/Pre-primary Schools	30,322
2. Middle Schools	14,004
3. High/Senior Secondary Schools	51,616
	95,942
4. Recognized Colleges	3,655
Total :	99,597

After the creation of Haryana as full-fledged state, much care was taken towards opening the new schools exclusively for girls. During 1972-73, Education Department opened primary schools at Bhagola, Dhabi, Chandhot and Baivchona villages of Palwal tahsil. The primary schools of Hassanpur, Ahrown villages were upgraded to middle schools. The following middle schools were upgraded to high schools :—

1. Middle school at Tigaon
2. Hathn middle school
3. Middle school at Palwal camp
4. Middle school at Faridabad township
5. Hassanpur middle school

The schools exclusively for girls were also opened with the view of raising the overall development of women in the district. The different

grades of schools as on March 31, 1991 were as follows :—

Classification of schools	Total number of schools
1. Recognised High/Senior Secondary schools	21
2. Middle schools	6
3. Recognised Primary (including pre-pirmary and Balwari)	59

As on March 31, 1991, there was only one college for women i.e. Daya Nand College for Women, Faridabad, in the district. The position of the girl students in the session of 1990-91 in the different group-classes is as under :—

Group	Number of girl students
From Class I to V	46,068
From VI to VIII classes	20,605
From IX to XII classes	12,135

There were 3,209 women teachers in the district as on March 31, 1991. But for Rohtak district (total number of women teachers 4,729), the strength of women teachers in Faridabad district is the highest in comparison with those of in other districts of Haryana.

The percentage of school-going female children during 1990-91 in the district is as follows :—

Age group	Percentage
6—11 (Years)	64.7
11—14 (Years)	59.2
14—17 (Years)	29.8

The percentage of literacy among women as per Census of 1971 was 15.0 and it increased to 22.9 during the Census of 1981. The same figures during 1991 Census stood at 42.12.

There is a National Modern Cutting and Tailoring Mahila Centre at Ballabgarh. It has a capacity of sanctioned seats for 16 candidates. As on March 31, 1991, there was an Industrial Training Institute (Women Wing) at Palwal. There were 28 female students during 1990-91 in the institute. A large number of concession were offered by the Government to the girl students.

## EDUCATION OF THE SCHEDULED CASTES

Prior to Independence, there was so much vicious atmosphere in society which was very stratified and was divided on strictly caste-lines. The education of Scheduled Castes was at low level in those days. After Independence, the Government of India laid much stress upon the upliftment of these classes. Many clauses were adopted in the Constitution and many reforms were made in this regard.

After the creation of Haryana, a lot of concessions in educational sphere were offered by the Government to the boys/girls of the Scheduled Castes. The seats were reserved for them in the technical and professional institutions. Handsome and attractive stipends and scholarships were provided to them. They are exempted from paying fees in the Government and Government aided institutions. The total number of Scheduled Castes scholars at different levels are given in following table :—

Different Grades of Institutions	Number of students belonging to Scheduled Castes		
	Male	Female	Total
Recognised colleges	325	24	349
High/Senior Secondary Schools	13,422	5,608	19,030
Middle Schools	3,453	2,388	5,841
Primary/Pre-primary Schools	10,126	9,056	19,182
	37,326	17,076	44,402

## HIGHER EDUCATION

Higher education includes college education. During 1990-91, there were 6 colleges in the district. A brief description of each college is given here :

**Goswami Ganesh Dutta Sanatan Dharama College, Palwal.**—The College was started in 1955 and is located in a commodious building situated on the railway road at a distance of 1.50 kilometres from the bus stand. When established, this was the only college catering to the educational needs of four tahsils; Palwal and Ballabgarh tahsils of Faridabad district; Firozpur Jhirka and Nuh of Gurgaon district.

The College has a well-stocked library having more than twenty four thousand books on different subjects. There is a well equipped biology museum. It has also playgrounds for hockey and badminton, etc.

It is a co-educational institution which prepares the students for +2 classes Arts, Science and B.A. and B.Sc. (Three-Year Degree course).

It had 1,607 students on roll in 1990-91 session. The total number of teaching staff was 54. There is well arrangement for N.C.C., One B.Sc. student was selected in the Combined Defence Service entry.

Mr. Ashok Kumar B.A.-II student of this college represented India in the World Cross Country Champaionship at Antwesp (Belgium) on March 24, 1991 (8½ km. Race; Jumps; 26 : 50.05. He also won gold medal (Haryana State Cross Country) at Ambala. There were other students who competed at different levels of sports competition in the M.D. University, Rohtak.

**Pandit Jawahar Lal Nehru (Government) College, Faridabad.**—Opened in July, 1971, the college was initially housed in the building of Government Higher Secondary School, Faridabad in Sector-7. It was shifted to its newly constructed building in Sector 16-A on June 27, 1972.

There is well-stocked library having books more than twenty eight thousand on different subjects and it subscribes to many periodicals and newspapers. It has an athletic track and facilities have also been provided for hockey, football, volley ball, badminton, etc. Facilities also exist for training under National Cadet Corps and National Service Scheme.

The College has two wings of NCC viz., Army and Navy. Army wing consists of 106 cadets and Naval wing has 50 cadets on roll. During the year 1990-91, four cadets of the Army wing attended combined Annual Training Camp (CATC) and three cadets attended the Water Ski Camp at Srinagar and secured 'A' grade. NCC platoon participated in State level Independence and Republic Day celebrations. Every year the College-NCC cadets have been making stellar achievements since its establishment in the year 1971.

The College NSS volunteers have been rendering valuable service for the college and the surrounding area. They have been doing their social service towards public since the inception of the NSS unit in the college. A blood-donation camp is organised in the college almost each year under the aegis of the NSS. Tree plantation and beautification of the campus, cleanliness drive are some of the jobs undertaken by the college NSS volunteers.

The college prepares the students for +2 classes Arts, Science and Commerce and B.A., B.Sc. (Three-Year Degree Course), M.A. (History) and M.Com.

In the session of 1990-91, 2,568 students were on roll. The staff members during the same period were 140.

A general survey of the college in the field of academics would reveal that apart from the general results of all the classes which are by and large above the pass percentage of the university results, most of the 1st, 2nd and 3rd positions in various classes of the exams conducted by M.D. University, Rohtak are bagged by the students of this college; 13 students in the year 1985-86; 9 students in the year 1986-87; 10 students in the year 1987-88; 13 students in the year 1988-89; 19 students in the year 1989-90; and 11 students in the year 1990-91 distinguished themselves by bagging enviable position in the different classes in the annual examinations conducted by the M.D. University, Rohtak.

Pt. J. L. N. Govt. Post-Graduate College, Faridabad, has the great honour of producing a large number of sportsmen who made mark in their respective fields on the university and state levels. Every year a large number of sportsmen are selected on the M.D. University, Rohtak teams,

**Government College, Hodal.**—The institution was set up in July, 1968. The college is named after *Braj Bhoomi* the sacred land of the birth of Lord Krishana. It was managed by the Education Society, Hodal. The College was taken over by the Government on February, 1990. It offers courses in humanities and commerce group upto degree level.

The total number of students as on March, 31, 1991 was 1,610 (927 boys and 73 girls) whereas the strength of teaching staff stood at 21 in the session of 1990-91.

There is good library having 10,392 books and the college possesses playground for football, hockey and badminton.

**Shahid Smarak College, Tigaon.**—The college was started in July, 1970 in the memory of seven martyrs of village Tigaon who died fighting the enemy in the Indo-China (1962) and Indo-Pak (1965) wars. The college is managed by a registered body called Education Society, Tigaon.

The College has a very good library having books 7,560. It provides free books to the needy and deserving. It has its own play ground. The scholarships are also provided to the poor students and those who have the aptitude for sports.

It prepares the students for +2 classes and B.A. Part 1, II and III. During the session of 1990—91, there were 525 students. The strength of the teaching staff was 24.

Every year the college participates in six to ten games organized by M. D. University, Rohtak and gets some position at University level. Two or three boys take part on inter-University level or State level. Every year boxing and wrestling games are also organized.

NSS unit also exists in the college. There were about 100 students enrolled in NSS. Every year a camp in adjoining villages is organized. In the camp NSS volunteers take part in levelling the roads, planting the saplings and, cleaning the public places like schools and *chaupals*.

**Dayanand College for Women.**—The college was established in 1970 to meet the growing need for higher education of women. It is located in the heart of Faridabad township. It is a degree college. It has a very good library.

During 1990-91, there were 1,185 students. The strength of teaching staff was 35 and non-teaching staff stood at 16.

**Aggarwal College, Ballabgarh.**—Located in the heart of the town, the college was set-up in 1971. It offers courses in humanities and commerce upto degree level and one-year diploma course in secretariat practice.

There is a well-stocked library in the college having books 13,855. A book bank run by the college provides books to the needy students. The college possesses extensive play grounds for football and hockey.

The college is very much advanced in sports, especially in boxing. Many students represented the college at various competitions of boxing and won prizes and citations. The college students took part in boxing championship held at Panjab University, Chandigarh in 1986-87. Many other students of this college participated in games in inter-university championship in 1987-88, 1988-89, 1989-90 and 1990-91.

There were 1,446 students as on March 31, 1991. The total strength of the teaching staff was 30. During 1990-91, there were 50 cadets in N.C.C. Naval side. There was one unit of NSS consisting of 122 students.

#### TECHNICAL EDUCATION

**The Y. M. C. A. Institute of Engineering, Faridabad.**— Located on the main Delhi-Mathura Road at kilometre 32 from Delhi, this institute was established in 1969 by the National Council of Y. M. C. As. of India in collaboration with the State Government of Haryana and the Government of India. Some assistance in the form of experts and equipment also came from Germany.

It offers 4-Year Diploma Course in Engineering. Courses of study include (a) Machine Tool Operation and Maintenance (b) Fabrication and Welding Technology (c) Refrigeration and Airconditioning on mechanical engineering side (d) Electrical Machines and Appliances (e) Electronic Instrumentation and Control Circuits and (f) Radio and Television on electrical engineering side. These courses are conducted on German sandwich pattern.

Out of the total sanctioned intake of 120 seats, 60 are reserved for candidates belonging to Haryana State and the remaining 60 seats are meant for candidates belonging to other parts of India. In each category, 20 per cent seats are reserved for candidates belonging to the Scheduled Castes, Tribes and sons/wards of ex-servicemen/military personnel. In 1990-91, the institute had 438 students on its roll. A merit scholarship of Rs. 120 per mensem is awarded to a student who stands first in the annual examination in a particular course. In addition, several merit cum-means stipends are awarded to needy students.

The institute is residential and hostel facilities are provided to all students. It has a well-equipped library with reading room and reference section. Adequate facilities have been provided in workshop and laboratories for the training of students and for extra-curricular activities, besides playgrounds and an auditorium.

#### INDUSTRIAL TRAINING

The development of industries, whether in public or private sector, requires the services of trained and skilled personnel. To meet this increasing demand of such personnel in the cottage industries, the Industrial Training Institutes were opened in the district at Palwal and Faridabad in the years 1963 and 1965, respectively. To further the scope of industrial training one industrial school for girls was also started at Palwal in 1964. The trainees of these industrial institutes and schools are trade tested in the month of July every year under the aegis of the Director General of Employment and Training, Ministry of Labour, Government of India, New Delhi<sup>1</sup>. The annual examination of these centres and private institutions running Art and Craft and J. B. T. Home Craft Classes are, however, conducted by the Department of Industrial Training. All these institutions, functioning under the overall control of the Director of Industrial Training, Haryana, are discussed below:

1. These trade tests are conducted in accordance with the policy laid down by the National Council for training in Vocational Trades for the award of National Trade Certificate to the successful candidates.



**Industrial Training Institute, Palwal.**—This institute was established in 1963 on Railway Godown Road and is  $2\frac{1}{2}$  kilometres away from the Palwal town. Initially, only 64 seats for Carpenters, Moulders and Fitters were provided in 1965, but the number was increased to 320 and new courses, viz. Turner, Electrician, Machinist, Tractor Mechanic and Welders were introduced. The training period was 18 months but in 1966, it was reduced to one year in the case of Carpenters, Moulders, Welders and Tractor Mechanics and increased to two years in the case of Machinists, Turners, Fitters and Electricians. Admission though is allowed to both the sexes, no female candidate ever applied for admission till 1973, when in August that year 16 girls got admission for the first time. The institute provides free technical education, free hostel facilities, free medical aid, free workshop clothing, etc.

The institute provides full facilities for indoor games as well as outdoor games such as football, hockey, volleyball and *kabaddi*. Wide and open grounds and grassy lawns are available for these games. The institute also maintains a library equipped with technical books. In 1990-91, 440 students were on its roll.

**Industrial Training Institute, Faridabad.**—This institute was started in 1965 with a capacity of 56 seats (24 for Welders and 32 for Fitters). In 1967, the training in Motor Mechanic (32 seats), Diesel Mechanic (16 seats), Refrigeration Mechanic (16 seats) and Turner (24 seats) was also started. The courses of training in the trades of Instrument Mechanic (16 seats), Machinist (16 seats) and Electrician (16 seats) were also started the same year. As the accommodation was not sufficient, the admission on behalf of this institute in respect of some of the trades, viz. Turner, Refrigeration Mechanic and Diesel Mechanic, had been arranged in the Industrial Training Institute, Gurgaon, and in respect of some of the other trades, viz. Instrument Mechanic, Machinist and Electrician in the Industrial Training Institute, Palwal.

The institute constructed its own building at Faridabad and shifted there in August, 1970. The facilities, concessions and stipends are provided to the trainees in the same way as has been adopted in the case of Industrial Training Institutes of the State. In 1990-91, 265 students were on its rolls.

**Government Industrial School for Girls, Palwal.**—Started in 1964-65, this school (I. T. I. women wing) offers training in tailoring and embroidery. To start with, the duration of training was one year. From 1965-66, it was converted into two-year diploma course. However, the trainees are

free to choose one-year certificate course or two-year diploma course. The benefits and the full facilities are provided to the trainees. Every year an exhibition of clothes stitched by the students of the school is arranged.

In 1990-91, 48 students were on its rolls.

**Physical Education and Health.**—Physical education and sports activities form an integral part of high/senior secondary school and college education. A trained diploma holder in physical education generally called D. P. E. or Physical Training Instructor called P. T. I. looks after the physical education and health of the students. Some middle schools too have a P.T.I. on their staff. Regular games and athletics are held under the supervision of personnel, trained in physical education. Normally, these games are held after the college/schools hours. A competition in sports among the school is held once a year. It is first held at the zonal level, the district having been divided into 6 zones. The winning teams then compete at the district level. The teams which win at the district level compete at the State level. Some high and senior secondary schools also have a post of an instructor of National Fitness Corps (N.F.C.). This scheme of N. F. C. is financed by the Government of India. The instructor trains the school students in mass physical training, dumb-bells, gymnastics, etc. and inculcates the habit of discipline in them.

In middle, high and Senior secondary schools, a small amount of money is collected as health fund which is spent on looking after the health of the students. In colleges and certain high/senior secondary schools in towns, a part-time doctor is employed and a small dispensary is maintained from where medicines are dispensed. The students are physically examined at places where qualified doctors are available.

#### NATIONAL FITNESS CORPS PROGRAMME

In order to develop character and discipline and to make the children physically fit, General J. K. Bhonsle started the National Discipline Scheme. The scheme created a new awakening in the field of physical education culminating in the formulation of the National Fitness Corps Programme which was comprehensive in its scope of physical education. The good points of all schemes relating to physical education were incorporated in the programme of National Fitness Corps and an integrated syllabus was formed. The programme includes exercise tables, drill, gymnastics and folk-dances, major and minor games and relays track and field events, trekking and hiking combatives, national ideals and good citizenship, practical projects and community singing of the national anthem and emotional and national integration songs.

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In the district, the programme is implemented under the general supervision of the District Education Officer who is assisted by an Assistant Education Officer. One Instructor has been provided in all the high and senior secondary schools.

### NATIONAL CADET CORPS

National Cadet Corps (NCC) was introduced in the educational programme in 1948 to develop the qualities of leadership, unity and discipline. Later in July, 1963, after the Chinese Aggression, it was made compulsory for all able-bodied under-graduate boy students at college level.

The N. C. C. training is imparted regularly during academic sessions and through outdoor camps. From 1968 two other programmes, National Service Corps and National Sports Organisation, were introduced as alternatives to N. C. C. which is no longer compulsory for all as it was before.

The group commanders conference is held every year to monitor the progress of N. C. C. training and participation of NCC cadets in activities like trekking, mountaineering, rock climbing, sailing windsurface para sailing gliding, cycle/motor-cycle expedition etc. cadets' contribution in social activities like adult literacy, tree plantation and blood donation was also appreciated.

### NATIONAL SERVICE SCHEME

National Service Scheme (N. S. S.) was introduced in the educational programme of the country in 1969. The scheme was adopted in colleges of Haryana in the year 1970-71. It aims at educating the students through community service. It enriches the students' personality and deepens their understanding of the social environment in which they live. It helps the students to develop an awareness and knowledge of the social reality and to have a concern for the well-being of the community.

Under the scheme, the students undertake activities designed to tackle social problems and promote social welfare. Its activities are multifarious and include adult education, tree plantations, family and child care rural cleanliness, blood donation, etc. N. S. S. volunteers also render valuable help at the time of natural calamities like floods and famines. N. S. S. training is imparted regularly during the academic sessions and through outdoor camps.

**Bharat Scouts and Guides.**—The Haryana State Bharat Scouts and Guides Association came into being as a separate entity in April, 1970. Previously it was a joint organisation of both Punjab and Haryana. Its

## EDUCATION AND CULTURE

Thus the organisation trains the boys and girls in the principle practice of the scout movement. The activities of this movement training camps- refresher courses; sightseeing, etc. The association its trainees, belief in God- discipline, co-operation, self-help and confidence, thereby promoting their physical mental, moral and development.

This scheme is prevalent in every school in the district details pertaining to the number of each category are as under:—

(i) Cub 1,802, Scouts—5,767, Scouters 170

(ii) Bulbul 1,525 Guides 116 Guiders 20

Total	3,327	5,883	190
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## VOCATIONAL GUIDANCE PROGRAMME

Modern development in secondary education and particular advent of multi-purpose high schools has necessitated that students be helped to grow and develop in accordance with their ability and interests. The Education and Vocational Guidance Programme was started in 1965 in the schools of the district, aims at achieving objective.

The basic purpose of the School Guidance Programme is to help student to imbibe a clear understanding and acceptance of himself, his abilities and interests, make a correct choice and decision, plan future and to achieve adjustment in new situations. The programme includes: (i) pupils information service (ii) educational and vocational information service (iii) group guidance service and (iv) individual counselling service.

## Vocational and craft training

Besides industrial and technical education, there are institutions impart vocational and craft education to the girls and boys in the district. The Government Polytechnic, Utrawar had 31 students during 1991 session. The National Modern Cutting and Tailoring Mahila Centre, Balla had a good arrangements for female students. There were 16 students during 1991 session.

The Government extends financial aid and stipends to the eligible scholars.

## SPORTS

Sports activities in the district include school tournaments, panchayat tournaments, labour tournaments and other open tourneys for all categories of players. Coaching camps for different games are organised for young players where they are taught the fundamentals and skills of the games concerned and are provided opportunities for practice under expert guidance.

**School Tournaments.**—There is a District Schools Tournaments Committee consisting of elected members from various schools with District Education Officer as its ex-officio Chairman. The committee organises inter-school tourneys for high and senior secondary school students of the district in hockey- football, cricket, athletics, volleyball, basketball, badminton, table-tennis, wrestling, *kabaddi* and other minor games. The tournament initially starts zonal competitions. For this purpose, the district is divided into zones, i.e. Hodal, Faridabad and Palwal. Only the winning teams participate in the district level tournament. Such tournament is generally completed by October every year. The district selected teams are sent to participate in State Schools tournaments held every year by rotation. Tournaments for middle schools students are organised on the same lines in hockey, football, athletics, *kabaddi*, wrestling, *kho-kho*, deck-tennis and a few other minor games by the District Education Officer. Tournaments for girl students are conducted separately side by side both for high/higher secondary schools and middle schools.

**Panchayat Tournaments.**— The Panchayat Department used to organise sports tournaments for rural people at the district and divisional levels. With the establishment of Sports Department in 1961, these tournaments have been extended to block level also. The Panchayat tournaments are completed by the end of December every year and selected teams from blocks participate in District Panchayat tournaments. Such tournaments are held in hockey, football, athletics, volleyball, basket-ball, wrestling-*kabaddi* and tug-of war for men and hockey, volley-ball, basket ball, *kho-kho* and *kabaddi* for women. The district teams are sent for the State Panchayat tournament which is organised by the Sports Department every year in one of the districts of the State. In this tournament the employees of armed forces, police and railways and the residents of urban areas are not allowed to participate.

**Labour Tournaments.**— Introduced for the first time in 1970-71, the sports tournaments for the industrial workers are organised by the Labour Department. This provides a sort of social activity for the workers and instil into them a sense of achievement. This also helps to promote

better understanding between the workers and the employers. The tournaments and cultural competitions are conducted for the teams of the industrial concerns by the Labour Department Circles. There are two Labour Department Circles in the district, viz. Faridabad and Ballabgarh. The winning teams from these circles participated in the first Haryana Sports and Cultural Fete which was organised at Faridabad in April, 1971 with the help of the Sports Department. The games included were cricket, hockey, football, athletics, volley-ball, wrestling, *kabaddi*, tug-of war, badminton, table-tennis and bicycle race.

**Sports Associations.**—There are separate district associations for organising different games. All the associations are invariably affiliated with the District Olympic Association (which exists in Gurgaon since 1954) and State level associations for a particular game. These associations organise district championships in their respective games for the clubs of the district. The championships are open to all categories of players including servicemen, ruralites, club players and students. The selected teams are sent for the State championships. The games for which no individual associations exist, are organised by the District Olympic Association. All the associations are voluntary and autonomous in character and manage their affairs with the funds collected through membership, subscriptions, donations and grants from different sources. All these associations have the patronage of high level officers, leading publicmen and industrial houses.

A number of international hockey matches were also organised in the district: against the Ceylon team at Faridabad in January, 1969 and against the Japan team at Faridabad in December, 1969.

**Open Tournaments.**— The following annual tournaments are regularly held in the district:—

Name of the tournament	Place at which held
1. Escorts Football Tournament	Faridabad
2. O. P. Mehta Memorial Football Tournament	Faridabad
3. Friends Football Tournament	Faridabad
4. Goodyear Hockey Tournament	Faridabad
5. Escorts Hockey Tournament	Faridabad
6. Lions Club Badminton Tournament	Faridabad
7. Friends Cricket Tournament	Faridabad
8. Hot Weather Badminton Championship	Faridabad
9. Escorts Table Tennis Tournament	Faridabad
10. Lions Club Table Tennis Tournament	Faridabad

The wrestling matches (*dungals*) are also held regularly in some villages of the district as a part of the festival they celebrate.

**Sports Department.**— For the promotion of sports and other youth welfare activities, the Government appointed District Sports and Youth Welfare Officer at Faridabad. The staff of this department at district level as on March 31, 1991 was as under:—

<u>Name of the post</u>	<u>No.</u>
(i) Cricket Coach	3
(ii) Volley ball Coach	3
(iii) Yoga Coach	1
(iv) Skating Coach	1
(v) Athletic Coach	1
(vi) Badminton Coach	1
(vii) Weightlifting Coach	1
(viii) Judo Coach	1
(ix) Art and Music teacher	1
(x) Hockey Coach	1

A Cricket match was played between Indian and Jimbawe teams at Nahar Singh Stadium, Faridabad. Second match of Cricket was arranged at Nahar Singh Stadium and was played between the team of England-Delhi Ranjit trophy.

Thirdly, under the programmes of youth activities the young men and women of this district are sent out to get the training of trekking and planting mushroom.

From time to time, the Sports Department extends monetary grants to Olympic Union and Sports Council for the construction of mini stadium in the rural areas. The Faridabad Cricket Coaching Centre is very famous in preparing the sportsmen and some sports men participated at international sports in foreign countries.

#### CULTURE

Culture of the district is very rich. The history of this area is the saga of the struggle of a virile, righteous, upright and proud people.

The places such as Sondh, Chhainsa and Tilpat have been associated with Mahabharata period. Tilpat is one of the five *prasths* which were demanded by Yudhishthara from Duryodhana and its refusal led to the decisive war of Mahabharata between the *Pandavs* and *Kauravs*. Chhainsa is also said to have been connected with legendary obedient son-Sarvana Kumar who stayed here while he was returning from Mathura with his blind parents.

The literary contribution made by Surdas, Rahim and Mewati Sadullah Khan has an indomitable impression on the minds of the people of district. *Mahabharata* translated into Mewati by Sadullah Khan- though still extant, cannot be put into oblivion. The renowned Hindi poet Sur, of Bhakti Movement (Krishana Shakha), who composed his version in *Brij Bhassa* is said have been born in Sihigram (near Bailabgarh) of the district. Surdas expounded the early life of Lord Krishana in the following stanza in *Brij* dialects :—

*Kahin Lage Mohan Myaya myaya.  
Nand Mehar sun baba baba. Aeru Haldhar sun bhiya  
unche Chadi-chadi Kehat Jasodha, lai lai nam Kunhiya  
Duri Khelan Nahe jae lala re, marege Kahu ki gaya,  
Gopi gawal Karat Kotuhal ghar ghar bajat badhawan  
Surdas parbhu tumre darsan ko charnam ki bale Jawa.*

#### English versions of the stanza

Lord Krishana seeks permission from his mother to play out side. He is so adamant to go out for play; further says whether "O, mamma, tell it to Nand (father) or to Bal Ram (brother) but he will go outside to play". From the roof-top, Lord Krishan's mother warns Him not to go much far away for playing so that a cow may not follow Him. His fellow herdsmen make a noise and in every hearth and home, people are congratulating on this incident. The poet Surdas says that O' Lord Krishana, for the glimpse of your face. "I am ready to make thousands of sacrifice,".

The *dohas* of one of the famous Hindi poets Abdur Rahim KhaneKhan- popularly known as 'Rahiman, are very liked by the people of this district. The people infer moral from the poetry of Rahim and imbibe it into their own life. Through the following couplet *doha*, Rahim wants to infuse a sense of sacrifice for other as in other words, he wants to say that man does not live for himself alone but lives for others also.

*Tarwar phael nanhi khat hain;  
Saronwar pinya na pani;  
Kahi Rahim nar kaj hit;  
Sampati sanch*



**English version.**—The trees do not taste their own fruits and river does not drink its own water. Rahim conveys this message that a wise man deposits his wealth and pelf for others.

An idea of large-heartedness and donation is found in the above *doha* of Rahim.

There is a great impact of the teachings of Guru Ravidas, Mira Bai and Guru Nanak Dev ji on the minds of the people of the area particularly.

The *bans* of Guru Ravidass are reverently sung by the people. An idea of 'work is worship' is given by Ravidas ji in the following lines :—

*"Jibhya se Onkar bhaj hathan se kar kar,*

*Kahi Ravidas pukar ke ghar aye milen kartar."*

**English version.**—Ravidas ji gives an idea of dignity of labour through his *bans*.

'Remember God by tongue and a person should do labour with his hands with zeal and spirit. Ravidas ji, says that he who toils or labours in true sense, there is hardly any necessity to search for God/Almighty in the religious institutions. God always loves the hard worker and He himself would come to the toiler.

Nobody can ignore and forget the sacrifices of the Jat Raja Nahar Singh of Ballabgarh during the 1st War of Independence in 1857. Not only he took part in the Freedom Movement but also he inspired his fellowmen to take part in the movement. So, the patriotic feelings and actions of the people of this area are hereditary.

Hindi, Brij Bhasa, Sanskrit and Urdu are followed by the majority of the people. Due to the adjoining areas of Mathura and Brindaban, the people are fond of Brij ways of life, thus they name their educational institutions in the memory of the *Braj Bhoomi*, the sacred land of the birth of Lord Krishana.

Oriental education such as Sanskrit is also adopted by the people. Shrimad Dayanand Gurukul Vidyapeeth, Godhpuri (Ballabgarh) is inspiring the students to adopt ancient culture and ways of life on the basis of Vedic culture.

The religious life of the people is strictly based on the secular lines. There are many occasions on which the Hindus and Muslims (Meos) after

forgetting their religious identities meet with one another in a cordial way. At Sajawari (Palwal tahsil) there is a shrine of Sheikh Ahmad Chisti but Muhammadan though he was, his votaries are mainly Hindus. In other places also, Muhammedan shrines are objects of worship to the Hindus.

The rich culture of this area is expressed through festival and fair. The festival such as *Bhaiya Duj*, Raksha Bandhan, Dewali, Janmashtami, Dussehra, Christmas, Id-ul-Fitr, Gurgurb, Budha Purnima, Mahavir Jayanti etc. give many things to the people irrespective of caste and creed and religion. These festivals pass on generation to generation.

The celebration of Holi festival in the area contains many unique features. The *Brij bhumi* is known as Gulal Kund. At the time of Holi, *Gopikas* and *Sakhas* get together and they stand in two rows opposite to each other. In the middle, two persons (One boy and other girl) sit in the middle and perform the roles of Lord Krishana and Radha. The *Gopikas* and *Sakhas* shower *gulal* on them and enjoy the occasion. During their jubilation, they sing the following song:—

*Shiam mere Chunari me, lag gaya dag,  
Aeso chatak rang daro;  
Hori rangeeli, Barsane ki Hori,  
hori rangeeli ha, hori hae hae hori, hae,  
Aaj Braj me, hori hae.*

Fairs also cast a very good impression upon the people, who get together after crossing the religious affinities to enjoy the fairs. In these fairs many social and other cultural programmes in a particular way are organised. Though there are many fairs, as stated above, yet *Mela Chhat Bhadon* or *Baldev Chhat* carries a great significance. A laconic account of this fair is given here.

This fair is held to celebrate the birth anniversary of Balram or Baldev, elder brother of Lord Krishana and to commemorate the killing by him (Baldeva) of the demon Iralambasur where upon he founded Palwal town. People worship the image of Balram in the temple. *Jhankis* are taken out in a procession and the effigies of Kansa, the demon king are burnt. It is estimated that about one lakh visitors attend this fair which is held for three days in the month of *Bhadon* (August-September). The heroic qualities and a sense to fight against the injustices are imbibed to the young minds and old people alike through such type of fairs.

The masses have preserved their old religious, social traditions and customs through the passage of time. The national festivals such as Independence Day and Republic Day also infuse the patriotic feelings in the minds

of all citizens. These festivals are also celebrated here with great enthusiasm and devotion. Celebration of *Janmashtami* has much importance. *Ras-lilas* are organised in the temples on the occasion of *Janam Ashtami*.

The Banchari village of Palwal tahsil is a unique place and stands forefront in the activities of culture. The village is replete with poets, musicians and *rags*. Tula Ram, a great poet, belonging to Jat family was resident of this village.

An important fair was held on the *Bias* day at the Laxmi Narain temple of Banswa village. Sihi village is famous for the mela Nag Panchmi, there are temples of Nagdevta Nageswari.

There is a stone pillar at Khumbi village which is considered as the the boundary pillar of Brij bhumi. This pillar is situated in the precinct of temple Khera devata which has a unique place in the sphere of culture of this area.

The folk culture of this district is expressed in folk songs, dances and theatre. Ladies dance and sing traditional songs at the occasion of marriage and birth ceremonies. These songs include humorous songs also. There are many occasions in which people sing *ragnis*. The common collection of donation for constructing a school is done through *bhajan* parties which sing *bhajans* by concentrating on legendary theme. *Ragas* are also heard by the people with a great interest and devotion. The *swangs* are also arranged off and on, the importance of *swangs* is eclipsed now a days by the film to some extent yet they have the lasting impression on the minds of the rural folk. In the urban areas *jagratas* in the memory of Mata Vaishno Devi are organised with a great devotion. The radio is an onslaught on the songs of village *rags* and folk songs.

Folk-dancing, an outburst of surging emotions, at times accompanies folk singing. Particularly, women congregate in the open dance and sing in a group in the moonlit-night in a melodious voice. This is a *juddha* type of dance. Folk tales are enchanting and the people love to hear them. The characters of folktales mostly pertain to legendary stories-Nauntanki Bhartari Hari, Gopi Chand and Nehal Dey.

People worship animals particularly cows, trees and rivers. On sacred days they take bath in the Ganga and Yamuna. Ganga and Yumuna water is sprinkled in the houses on many occasions. *Pipal* tree is considered sacred and the people do not use its twigs as fuel. Ancestral worship is done by the people who build *chhatris* in the memory of their dead ancestors. *Sadhus* and saints also carry much religious importance in this area. Flutes are too played.

The people of this area are simple, straight forward, enterprising hard working and God-fearing. They too, are polite and soft-spoken. The women are devoted and diligent. They live in the traditional manner. They cover their heads in the company of elderly persons. Their dress is very simple. Their attraction towards ornaments is great. The elderly men wear caps and turbans on their heads. They are sometimes tend towards orthodoxy. The Muslim or Meo ladies wear *churidar pyjamma*.

The popular folk lore of this area reflects the belief and piety of the people. Their culture and popular art are expressed through mimic-dramas, ballads and songs in which they take great delight.

The message of universal love and brotherhood can be gauged through the preachings and writings of Sikh Gurus and Hindu saints and Muslims pirs.

Sihi village in this district being the birth place of great Hindi poet Surdas, is nucleus of culture; while the legend of Lord Krishana is very evident in the lives of the people of this area.

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