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Ik oaṅkār sat nām kartā purakh nīrbha'o nirvair akāl mūrati ajūnī saibha'n gur parsād.



THE SIKH BULLETIN GURU NANAK AND HIS BANI

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editor@sikhbulletin.com

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3524 Rocky Ridge Way, El Dorado Hills, CA 95762, USA Fax (916) 933-5808

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Technical Associate

Amrinder Singh

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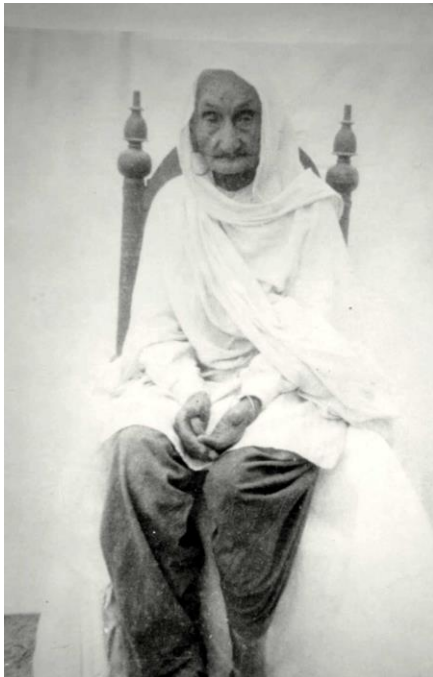
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MY UNCLE, MY ROLE MODEL, MY IDOL PRINCIPAL GURBAX SINGH SHERGILL KHALSA COLLEGE AMRITSAR



Principal Gurbax Singh Shergill

EDITORIAL



Mata Chand Kaur 1950
She died the following year age 105

No two people in our extended family, descendants of **S. Ganda Singh and Mata Chand Kaur**, his Grandparents and my Great Grandparents, have such a close relationship as Uncle **Gurbax** and me. When I say he was my **Role Model and my Idol**, it is literally true. That explains the fact that I followed him through same schools and colleges as he went through with the exception of First and Second Year and Master's Degree colleges, as explained in the Preface. Another astonishing character similarity that I have found out, only after reading his bio, is the topic of this editorial. It is our impulse to **Speak Truth to Power**. This we did independently of each other. I did it first because my circumstances were different and he did it when his time came.

He spent his entire life in India. He was surrounded by people like himself but he was different from most of them in many ways: **honesty, integrity and sincerity of purpose**.

That was recognized by other similar people and they sought him out. That is why when he was accepted as a Lecturer by his alma mater, **Khalsa College Amritsar**, a position that he coveted, as soon as he graduated from there, someone else saw him needed more at **S. N. College Banga**. He accepted the challenge. When people in Chandigarh felt that they need him to start the College in **Chandigarh**, he accepted that even though there was unfinished job at Banga. Same thing happened again when the management committee of **Amritsar Khalsa College** came to him to accept Principalship of his alma mater to save it from downward spiral, he accepted that tough assignment.

My career turned out different because I chose to come to totally different land and culture where nobody knew me. But Speak Truth to Power I did.

My first experience came in **1962** when I graduated from **Western Washington State College, [Now Western Washington University] Bellingham, Washington**. Upon completing my course work one quarter ahead of rest of the students, I applied to Immigration Department for permission to do summer job, as was permitted per INS rules. For that I had to get a document signed by the appropriate College official, in my case, the Head of the Department. He refused to sign and added that as soon as I graduate I should go back to India. I was perplexed by his attitude. I spoke about that to a classmate of mine, a local Bellingham guy, who knew that Head well. He confided that the Head was an active member of the **Ku Klux Klan** (White Racist Organization that had history of lynching blacks) and Bellingham was a city where no black man could spend the night. Only other thing that I had heard until then was that no Black man could spend the night in entire State of Oregon. At that time, I had not heard that in **1907** good people

of Bellingham had driven all the **East Indians, mostly Sikhs**, working in the saw mills of the town in the middle of the night. I will find out about that for the first time in **2007** when people of Bellingham, now with a Gurdwara and lots of Sikhs farming on both sides of the border, were performing reconciliation ceremonies.

To go back to my story, this fellow student of mine advised me that I should go see the **Dean**, who happens to be a good friend of the **Head** but I have nothing to lose. I did and the Dean gladly signed my letter. That summer I got a job with the company that had contract to provide and service the audio-visual equipment at the **Seattle World's Fair** with my office in the basement of the **Space Needle**. It was while working there that I found out about changes in Canada's immigration policy. People with education and skills were being accepted on their own merit. I immigrated to Canada on **August 11, 1962** without a visa, just **Immigration Minister's letter**, that caused some consternation at the border because this was not done. Matter was resolved when I asked them to call the Immigration office in Vancouver. This was a workday.

I got my first teaching job in the interior of British Columbia, without interview, in August **1962**. Soon after X-mas break in early **1963** I had to discipline a student, who had never misbehaved before, and got hauled before the Principal and the School Superintendent. That was a very unnerving experience. The Superintendent threatened me that not only he was not going to renew my teaching contract next year, he was going to make sure that I never got to teach anywhere in British Columbia. I shared my experience with a senior teacher colleague who told me that the day before the same student was also disciplined by the Industrial Arts teacher that brought outraged father to the Principal's office but that information was not shared with the faculty nor that teacher was threatened as I was. He suggested I should inform **Teacher's Union office** in Victoria. Which I did and they did **discipline the Superintendent**. **That experience, later in 1973, led me to fight for protection of College Faculties as the President of Douglas College Faculty Association.**

In British Columbia all the School Board Superintendents assemble in the Vancouver area during the **Easter** break to hire staff for the coming year. **Langley, B. C.** advertised a position that I liked and it was **30 miles from Vancouver**, ideal distance for me to call home, not in the city but close to it. First thing I narrated to the Superintendent was my inability to provide a recommendation letter from my previous employer. That was of no concern to this Superintendent. Apparently, that Superintendent was known in the profession for his quirkiness. I got the job and that is also where I joined the local **Lions Club**. I found that a good way of getting to know and do some good for the community I lived in. Between **1963 and 1968** I was to start six new Lions Clubs, becoming **Charter President of two Clubs, Revelstoke and Port Hardy.**

But my stay in **Langley**, which I was hoping to be permanent, lasted only two years. School boards' policy was that once a teacher passed the first-year probationary period their job became permanent. Towards the end of the first year the School Board advertised a position for **District Audio-Visual Director**. This specialty was very new. I was the graduate of its second year from Bellingham college. **I probably was the only person in entire Canada with M. Ed. in Audio-visual Education.** The University of British Columbia Teacher Training Faculty had started sending one of their faculty to University of Oregon for a three summers M. Ed. Program. My

School Board, instead of giving me the job gave it to a young graduate from UBC hired the year before and enrolled him in the same three summers course in Portland Oregon at their expense. Not unlike India, connections mattered here too. The successful candidate was related to one of the School Board Members.

The following year, in September **1965**, I moved to **Revelstoke**, ski country and also got married. I had learned to ski on slopes of **Mt. Baker, WA.** while going to school in Bellingham. In **1966** Easter break I found two advertisements in my field. I headed to **Vancouver** and first interview I sought was with the **Superintendent of Squamish School Board**. He came out very welcoming and friendly man complimenting me profusely on my education and experience but he determined that for my own good he was not going to offer me the job. Upon inquiry his answer was that ‘**my countrymen**’ who worked in the town’s lumber mills were all illiterate and I would not like to be associating with them and I might be embarrassed. Wow! That was clever of him **but I gave him a piece of my mind and stormed out of his office.**

Next advertisement was from the Superintendent of **Campbell River-Courtney School District**. He also supervised five small one town School Districts at the North end of the Island where there were no public roads. They were **Alert Bay**, an Indian fishing village, **Port McNeill**, headquarters of **MacMillan Bloedel Logging Company** that controlled the entire North Vancouver Island, **Port Hardy**, non-Indian fishing village, **Holberg**, **Canadian Air Force Base** and **Port Alice**, a Pulp Mill town. They advertised for one **District Librarian** and one **Adult Education Director**. This Superintendent was a gentleman, completely opposite of the Squamish guy. My racial origin made no difference to him. But what may have piqued his interest was my suggestion that since his population base was so small and I can do both jobs, why not combine the two jobs and hire me to do them. He responded by saying that he will have to get back to me after consulting with those School Boards. He consulted and I finally got the job I wanted.

That year’s budget had already been decided but I waited for the following year to make my suggestions. After a year, the time came and I submitted my budget. I got nothing more than the year before and it was less than my salary. I could not in good conscience carry on. Policy was that a teacher can either resign at x-mas or end of school in June. I submitted my resignation effective **December 31st 1967.**

Lower Mainland of British Columbia, Vancouver and the surrounding area in the delta of Fraser River, was the most attractive part of B. C. to live in. Teaching positions always went to people who had obtained some experience in the interior. By now I had enough experience to think that I could easily get a job effective **September 1968** in one of the Lower Mainland School Districts and travel by Volkswagen Westphalia camper from the factory in Germany to India and return by tracing my hitchhiking trail of 1960. But that was not to be. B. C. schools had always been short of teachers. Every summer the School Boards used to go to England to recruit teachers. However, since Australia’s school year is the Calendar year, this year for the first time School Boards brought a chartered plane full of Australian teachers during **X-mas 1967.**

I paid a visit to the Superintendent of the largest School District, Vancouver. After listening to me about what I would like to do he decided to call up the Principal of one High School he

thought had ideas similar to mine. I went to see him directly. He too wanted to use the School Buildings and their facilities beyond 3PM for adults in the community but his old-fashioned lady Librarian would have nothing of it. She was entitled to retire on June 30th that year but there was a catch. Teachers contract with the city allowed retiring teachers to opt for annual waivers to keep on working.

The School Superintendent put me on Substitute call list and I started getting called every day, but lower pay and no benefits. In couple of weeks the Social Studies teacher in a Model High School where they were experimenting with Team Teaching, had a heart attack and I got assigned as his replacement for undetermined period of time. As the days passed my dream of driving to India and back was running into trouble but I did not want to go until I had a job guarantee for **September 1968**.

1968 Easter break came. I started looking at ads in the **Toronto newspapers** because the alternative was a teaching job in Ontario where Geography was taught as an independent subject. I submitted an application to **York County Board of Education** north of Toronto.

A few days later when I was in a classroom in that Model School substitute teaching, an office employee showed up asking me to take a telephone call in the Principal's office. It was the Superintendent from North York offering me the job, without interviewing me. I accepted. Upon coming home my wife told me that the Superintendent of Vancouver School Board had called and wanted me to call back. I did, the following morning. The old Librarian Lady had submitted her resignation and the job that I coveted was mine. Without hesitation I told him that sorry, I had accepted a teaching job in Ontario, yesterday. How ironic. Such events have life altering consequences.

The reason I instinctively stated that was because I knew the teacher's code was to treat verbal contract as good as written unless both parties agreed otherwise. I did have the choice of telling Vancouver Superintendent that agreement yesterday was verbal but I am prepared to ask if that Superintendent could release me from that contract, which I am sure he would have. In that instant what impressed me about the Ontario Superintendent was that he first called my home, my wife gave him Vancouver School Board number, they gave him the telephone number of the school where I was teaching. In good conscience I could not ask him to release me from my verbal contract even though it was life altering for me.

By this time, it was too late for me to execute my intended plan and too hot in India for my wife to enjoy this visit. I bought an around the world ticket, traveling for four months, visiting India for the first time since leaving there eight years earlier and arrived back in Vancouver four days before reporting to work in Ontario. Our possessions fitted in the smallest U-Haul trailer that we hitched to our car and drove across Canada when the Trans-Canada Highway was still under construction.

Between 1962 – 1976 I was to move 8 times to climb the ladder by zig zag means than straight up but never got a job in Audio-visual education field.

I found my final nest 31 miles from Sacramento, capital of world's eighth largest economy, where my children could get all the education they wanted by commuting from home and not miss what I had missed as a child, home life. Uncle and I share that too. He lives on top of a 5600 ft high hill in Dagshai in the Himalayas and I live on top of the first 1000 ft high ridge of Sierra foothills of Northern California, looking down at skyline of Sacramento 30 ft above sea level, quite a change for both of us from the Thar desert of our childhood.

Hardev S Shergill

PREFACE

In 1927, Maharaja Ganga Singh of Bikaner State purchased rights to a supply of River Waters from the Satluj river at Ferozepur, Panjab, from the British who ruled Panjab at that time. Bikaner was and is a desert state, in the extreme eastern tip of the great Sahara Desert that begins at the Atlantic coast of Africa and ends in the Thar desert of Rajasthan. Native population of Bikaner was not used to irrigation farming so the wise King of Bikaner advertised the opportunities in his kingdom in the neighbouring state of Panjab.

Farming has been the only occupation of my family, ever since farming was invented. My cousin, four years older than me, and I, shared the responsibility to serve dinner every night to our Grandfather, eldest of uncle Gurbax's two uncles. Since almost all of our relatives were still in Panjab, I remember asking my grandfather why they moved to Bikaner state, which was not our native land. As a young child I remember every summer when mother used to take us to her birthplace, to feast on Mangoes from my maternal uncle's Mango trees, we always said we were going to '**Des**', homeland, as opposed to '**pardes**' foreign country. Grandfather's response was that his father, who in addition to farming, was engaged in the business of converting sugarcane juice from his village into brown sugar and sell it as far as Multan, now in Pakistan, had left enough land and assets for his three sons and their children but that it was not enough for his grandchildren's children. **That was some culture! Those were some Family Values!**

Influx of so many Panjabi farmers and work entailed in keeping the irrigation canals flowing, in a land of shifting sands due to frequent dust storms, and rest of the administrative work that was created, Maharaja was short of educated people to handle all the work. So, our Tehsildar asked my grandfather if there was any educated person in his family that he could give a job to. But there was none. But in that instant a seed was planted in my grandfather's mind that would bear fruit for uncle Gurbax and me and our siblings, male siblings only, that is. It is my generation in our family that recognized the need for all children, sons and daughters, to receive education. In my uncle's generation he was the only one among his male cousins to go to school, college and university.

Uncle became the first person ever, in our family, not to go into farming but into completely opposite profession of education and so did I. For that objective to come to fruition there needed to be a school and easily accessible. Opportunity came a few years later when during one of his annual tours of his realm, in his special train, the Maharaja announced a Royal gift of two primary schools for our Tehsil of Padampur. Grandfather was certain that one of those schools

will of course go to the Headquarters of Tehsil in Padampur and the other most likely place would be Gaj Singh Pur, a Railway Station and Shopping Center for our end of the Tehsil.

He had to figure out a way to get that school in his small village four miles from that Railway Station. He made inquiries and found that in entire Gaj Singh Pur there was only one individual with fourth grade education, son of a grain merchant. My grandfather bluffed to the merchant that Village 35 BB was **getting a school** and we will hire his son as a teacher.

All villages in Ganganagar District were mapped by British Engineers. Residential lots were strategically placed amidst the village farmland. They had network of roads running north and south and east and west with clearly marked lots for residences, school, place of worship, shop, craftsmen, water reservoir and a residential lot for water carrier, residential lot for village kotwal (Courier for the village headman that my grandfather was) and so on. As the village already had a lot for school and village was manufacturing its own building materials, big size unbaked bricks to build residences, my grandfather informed the Tehsildar that we will build the school at no expense to the government and we already have found a teacher, all we need from the government would be school supplies, books etc.

Primary school in 35BB opened on September 1st 1936, 9 years after the founding of the village, with 18 students, 13 from 35BB and 5 from three surrounding villages. Uncle Gurbax is student No. 6 and his younger brother No. 7 on the very first list of the school [Page 20]. For the first four months cattle quarters in our compound were cleaned up and spruced for the school until bricks for the school building were cast and dried and classroom and teacher's quarters were built. I was less than three years old at that time and since the school was in our own courtyard, I joined in. But it was not until I was five years old that I was registered as a student.

For fifth grade uncle Gurbax moved to the hostel for Govt. Middle School in Karanpur. **He was 12 years old.** In subjects of English language and Math Bikaner state was two years ahead of Panjab. He skipped grades 8 and 9 and enrolled in a residential prep school in Hissar, Panjab to prepare to compete in Panjab Matriculation Examination for admission to First Year College in Panjab University. Rest is history narrated in this issue.

When I say he is my role model, I mean it literally. I finished my Primary School to follow in his footsteps to Govt. Middle School, Karanpur but only for grades 5th and 6th. For 7th grade, because my same age cousin's father decided to enroll him in Khalsa School Ganganagar, my parents decided to move me there too. We were roommates. After passing 7th grade in 1948 I followed uncle to the same school in Hissar passing University entrance exam in **1949** to enroll in First Year in a college in **Panjab University**, the only University in Panjab at that time. But I had to wait another two years to move to the same college that uncle did, Govt College Ludhiana, in 3rd year college. I was only **15 years old** when I entered college, too young for my parents to be that far from home. But a Khalsa College had been established at Mahalpur a year earlier, only two miles from my Nanke village (Mother's birth place), where my cousin and I would live in the hostel but close enough to our maternal uncle to keep an eye on us.

After two years of College my cousin dropped out but I joined Govt. College Ludhiana, uncle's alma mater, for two years B.A. in **1951** and stayed another two years to get M.A in Geography in

1955. That was the only College in Panjab University offering Master's in Geography. Uncle's last alma mater, **Khalsa College Amritsar**, advertised a teaching position in **Geography in 1955**. I submitted my application and took off for **vacationing in Kashmir**, where I had been twice before with college groups from Govt. College Ludhiana. Kashmir then was so much different from what it is now. I fell in love with its scenic beauty and life style and wished to retire there in my old age. I missed receiving the interview letter from Khalsa College Amritsar. Several months later I ran into a classmate of mine, who got that job. He told me that he was surprised that I was not there otherwise he would not have that job. He was referring to the fact that I had stood in first place in the University exam. As luck would have it, that was the first of many events that would slowly lead me into the life that I have led. **I was destined to follow in uncle's footsteps even in my working life.**

Uncle had the job offer to teach at **Khalsa College Amritsar** upon his graduation with **M. A. Economics** from that college but **S. N. College Banga** intervened and he did not teach there. Instead he became **Lecturer and Vice Principal at S.N College Banga**. I took a year's break from lifelong learning just doing nothing and in **1956 joined Teacher Training College Dharamsala**. At that time government was authorizing several teacher training colleges with limits of training 50 teachers per campus, for B.ED. degree. It was uncle's idea that I should get that degree and suggested a newly opened college in **Phagwara**, near Banga where he was Vice-Principal. I took the bus to Phagwara and the college gave me a spot.

In the evening when I returned to uncle in Banga, I read in the Tribune that Central Govt. in Delhi had just announced a new **B.Ed. Degree college in Dharamsala**, as a bribe for its candidate for the elections that also had been just announced. I expressed to uncle that I rather go to Dharamsala so I can for the first time in my life experience snow fall. Wise as he was, he knew that since all other colleges already have their quota full of students, all those in entire Panjab who could not get selected will go up there. I still decided to take my chance because my mind was not sold out on teacher training degree.

I went and uncle was right. About **250 applicants** who could not get admission to other colleges showed up for a shot at one of **50 seats for 1957 maiden graduating class**. All were interviewed and final announcement was made the following day. The list of 50 selected candidates was posted and I was not really surprised to see my name as **No.1 on the list** since out of all of them I was the only one with M.A. degree. Later on, halfway through the college and having seen the snow around X-mas time I decided to quit because I did not see any sense about one particular course, **Gandhian spinning wheel** and paper and cardboard cutouts for kindergarten classes. On the last day of school before X-mas holidays I announced to the College Bursar that I was not going to come back after the holidays and went up the hill through the town of Dharamsala to the old British Cantonment where Officers homes on top of the ridge were serving as our hostel. Pretty soon a messenger came up with the message that the College Principal wanted to see me first thing tomorrow before I go away. I did what I was told and the rest is history.

In everyone's life, sooner or later, a fork appears in the journey to the future. Sometimes one has to decide himself/herself. Other times a guide appears on the scene to direct you toward the better of two paths available to you. **Principal of Govt. Teacher Training College Dharamsala**, who was asked to come out from retirement as the Principal of only Teacher

Training College that Panjab had until recently, was the first such guide for me. He sat me down and softly advised me that **Panjab needs teachers and teacher trainers and with a Master's degree** already I will be ideally situated to fill teaching positions in Teacher Training Colleges. He was absolutely certain that I will be in high demand once the results of B.Ed. exam are published in few months' time. But, if not, he was guarantying a job for me. How could I say no to such a nice person?

As soon as the University exams were over, I looked up the advertisements in The Tribune and submitted applications to two places. One was in Bikaner State towards Bikaner from Ganganagar District, an area I had never visited but was curious about. The other application went to Khalsa Teacher Training College Muktsar that started classes when I became a student at Dharamsala. I travelled home via the place in Bikaner State but did not like the desert country side. That is what Ganganagar would have looked like before irrigation was introduced. A few days after arriving home a courier arrived from Gaj Singh Pur with a telegram offering teaching job at Muktsar college, **without interview**. In my application I was required to give them my Roll Number under which I appeared in B.Ed. Exams. Results were published in the Tribune and the College saw them before I could have access to the newspaper in the isolated village I was in. **This would not be the first time I will be hired without an interview.**

I joined my first teaching assignment as Lecturer on September 23rd 1957 at the ripe old age of 23. On December 1st same year I was promoted to the position of Vice-Principal. I already was the Warden of College Hostel. Exactly that was uncle's first job too in S.N. College Banga, in 1953.

As a school boy I was fascinated by the wider world. My mother's uncles in Panjab had migrated to British East Africa, now Kenya and Tanzania. In 35BB we used to get sand storms every day during summer. They appeared dark and menacing as they approached and went through various colours as they thinned out with heavier particles settling on the ground and lighter ones suspended in the air lasting into the night. I fancied them coming from Africa. I really wanted to go there and anywhere else in the world rather than remain caged in the confines of small area of Ganganagar and Panjab.

In my mind I played with two possibilities. One was to work in the field of teaching with the **North East Frontier Agency**. This north-eastern part of India adjoining Burma was at that time being administered by the **Ministry of Foreign Affairs**. My hope was that in time I may be posted to a foreign country. The other was to go to **Pacific Northwest, Seattle/Vancouver**, that had lush green vegetation and wet climate, opposite of the area where I was growing up, teach in the newly becoming independent English-speaking countries as the British Colonial system was disintegrating. I dreamed of seeing the world that way during my working life and come back to retire either in Kashmir or Kullu Manali area of then Panjab.

So, in **1958** when College shut down for the summer break I applied **to migrate to Canada**. My application was rejected because I did not have a blood relative sponsor. I also applied at three places for teaching, **NEFA** as a teacher trainer and at two places, **Yadavindra Public School Patiala** and **Indian Air Force Central School New Delhi** as Geography Teacher. Air Force people were first to call me for an interview. Upon return to Muktsar after that interview I found

a telegram from **NEFA** to report immediately to their administrative headquarters in **Shillong, Assam**. I was to be reimbursed for my travel expenses upon my arrival.

Now the hard part for me was to break the news to the nice people at Muktsar, who had been very charitable towards me, **Principal Harnam Singh** and the **Chairman of the College Governing Board**. They were very kind to me and tried their best to dissuade me from going to Assam. Tribals there were fighting a guerrilla war with the Indian Army with poisoned arrows for their independence. Finally, kind as they were, they told me that they will receive my letter of resignation but not accept it until I wrote to them after my posting in Assam, thus giving me an option to return to my post with them if I did not like **NEFA**.

I took the night train to Delhi arriving there in the morning with two pieces of luggage that had been the routine for me ever since I stepped into hostel living, my bedroll and a metal trunk with my clothes and essentials. I had a whole day of stop over since the train for Calcutta left late in the evening. I checked my luggage with the Station Master and decided to walk to the nearby historical **Gurudwara Sis Ganj Sahib**, my first time. There was a whole boring day ahead for me. On an impulse something in me made me ask the Station Master if I could use his telephone to make a local call. Perhaps it was all the persuasive talk by Principal Harnam Singh and the Chairman of the Muktsar College against my going to NEFA had something to do about it. I called **Mr. M. L. Renjen, Principal of the Air Force Central School** who had interviewed me.

His surprise question was, where was I? At the Delhi Railway Station, I responded. What for, he asked. I am on my way to **Shillong for a job with NEFA**. That cleared the air. He had just then sent a telegram to me at Muktsar offering me the job of Geography Teacher at his school and like the two gentlemen in Muktsar did not approve of my going to Shillong. Talking like a stern father to a son about to make a terrible mistake he literally ordered me to hire a three-wheeler taxi and come to the school immediately to sign the contract. That I did. **That brought relief to him, to the two benefactors of mine in Muktsar and of course, to me.**

My plans to go abroad and see the wide world were beginning to unfold. A tragic event, a first in my life, also became a contributing factor. On **Aug. 03, 1956**, my mother passed away. She never recovered from the birth of my tenth sibling on **March 13, 1956** for lack of post-natal care. I was so much in shock that the first time I ever cried at this loss was on the shoulders of uncle Gurbax when he came to attend the Bhog in my mother's memory few days later. Had she not passed away, she would have pushed me into marriage once I got a job. Now going abroad became a must for me. **At age 22** I was the eldest and the youngest was only **5 months** old. He was raised by our grandparents, both quite old. It is to the credit of my youngest sibling, orphaned at 5 months of age, that he converted the family home in the village into a free pre and post-natal facility for poor women in memory of our mother and grandmother who raised him.

Now it was all the more important for me to go abroad so I could help my siblings, which I finally did in **1960**. Starting in **1964** with the youngest and single siblings and ending in **1993** with four immediately younger to me and married siblings, I succeeded in bringing all of them to North America. **Now there are five of us in Canada and five in the USA.**

I could not have asked for more appropriate job to use as a stepping stone to go abroad. **Indian Air Force Central school** was within walking distance of **American Embassy** on the other side of **Ashoka Hotel** from the school. It had a **Geography Attaché** who not only supplied me with teaching materials and all the topographic maps of India that I used in my Geography classes for map interpretation but he also got me admission to the **University of Washington in Seattle**. All in a two-year time span.

At the end of school year in **1960** I embarked on an unusual journey, **hitchhiking** across the Middle-East, Western Europe and Continental United States, to the other side of the globe from India. My grandfather had graciously given me Indian Rupees sufficient to buy \$1200.00 US Dollars for the first year of University expenses. I did not wish to waste any of it on travelling by air or water. **I made it to University of Washington in Seattle, Washington a day before the classes were to begin.**

This is what the last passage in my diary of September 21st, 1960 reads:

“This is the end of my 3 months’ adventures and my mission fulfilled. It has cost me only \$18.00 from New Delhi to here. \$15.00 up to London; free across the Atlantic; \$3.00 up to Yuba City; and nothing up to here and a distance of:

New Delhi to London 6,800 miles

Bristol to Houston 5,400 miles

Houston to Seattle 3,000 miles

Total of 15,200 miles

Miraculous!

Received \$1152.00 from home and plus what I have with me (\$60.00), I am starting my living in States with roughly \$1200.00.”

With excellent advice from the **University’s Foreign Students Advisor** I moved to **Western Washington State College, Bellingham** [Now **Western Washington University**] in **January 1961**, completing my **Master’s Degree in Audio-Visual Education in 1962**. This was a brand-new field and I was convinced of fulfilling my dream of seeing the world while teaching in the newly independent English-speaking countries of the world. Ideal thing would have been to join **President Kennedy’s Peace Corps** but I was on my student visa, thus did not qualify. All my letters to emerging former British Colonies in Central America and Africa wrote back polite letters that I have to approach them from country of my citizenship because they were getting their teachers for free as part of aid from those countries.

Break for me came in **1962** when **Canada changed its Immigration Policy** to include non-sponsored immigrants whose skills, training and education were needed for Canadian economy. My first job in Canada, British Columbia, that got me immigration as a Secondary School Teacher, was also **without an interview, as was the first teaching job at Muktsar. Second teaching job in Canada, in Ontario, in 1968 was also without an interview.** Ontario was the only province in Canada where Geography was taught as a separate subject.

It was from Ontario in 1971 that I was recruited to teach Geography at the Douglas College in New Westminster, B.C., that opened its doors in 1970. That would prove to be yet another life altering experience for me. Three School Boards run Community Colleges were so new that they had no unified rules of operation, nor did they have any rights for the teaching faculty. Policy of this College was to hire every lecturer for one year on probation and if satisfied to renew the contract for three years.

My contract was renewed for three years in 1972. Soon there was to be an election for the Presidentship of the Faculty Association. My name was proposed by the outgoing President and I was elected. What I did not know was that unlike the Teachers who had full protection of the law, in the Colleges the Principals practiced dictatorship. Faculty had no recourse. On the evening of election, I was invited to a dinner with out-going Faculty President and College Principal, **George Wootton**. What transpired did not please me. Faculty and the Principal were to have **Collegial relationship**. All that became clear to me at my first meeting of the College Faculties Federation. I was told that the President of Douglas College Faculty Association was not cooperating with them to demand some form of legislative protection for the College teachers similar to the School Teachers. Having been a member of the School Teachers Union for eleven years, I concurred with them and offered my full cooperation. At the very first meeting of our staff I laid out my plans. That resulted in almost all faculty members joining in as members, which had not been the case before. But my troubles also began. Immediately the Past President and couple other toadies of the Principal reported me to him. Pressures started to mount on me. Climax came in **1973 when I got appointed as College Faculty Federation representative on the 'Task Force on the Community College' by the Minister of Education.**

For me the hell broke. Principal co-opted my three Geography colleagues to design my teaching schedule starting at 8 AM in the eastern most part of our area of operation to 8 PM on the western side, so I would not have time to attend meetings of the Task Force. British Columbia was overwhelmingly **English White**, (Scottish and Irish Whites were more friendly and tolerant) and they were very parochial. In our College Council consisting of School Board members there was only one Eastern European and an immigrant like me. I took my issues to him. The nominated lady President of the Task Force happened to be another member of Douglas College Council. She was made aware of my situation and she discussed it with the **Minister of Education** and her **Special Advisor on College Affairs and Educational Communications** who had selected me out of two representatives nominated by the College Faculty Federation. They sent a message to the Principal that he has to provide me time to participate in the Task Force and the Department of Education will provide funding for the substitute teacher. **Principal wasted no time to persuade the College Council to buy the remaining of my three-year contract and fire me.** For him that will also insure that I will no longer be the College Faculty Representative on the Task Force. **Sweet revenge for him!**

Is it not ironic that what happened to me in Canada in 1973, happened to uncle Gurbax in 1994 Panjab when he resigned from his position as Chairman Punjab School Education Board. It was the same three-year salary he got but he like me was not being fired, he was quitting because he did not want to work for corrupt Chief Minister, Beant Singh and his Corrupt Minister of Education.

Unfortunately for **Dr Wootton** it did not work out that way. **Sweet revenge was mine!** I got paid my full three years contract salary and got appointed full time to the Task Force by the Minister of Education. Starting out formally in **November 1973** the Task Force presented its recommendations to the Minister in **August 1974** for developing six colleges and “that the Department of Education immediately hire **College Developers** to assist in the development of new community colleges”. **Minister appointed me to prepare the plan for a college to serve the northern part of Vancouver Island.** It was fitting assignment since I had also worked as **District Librarian and Adult Education Director** for five small School Districts there in **1966-1968**. My report was accepted for establishment of multi campus **North Island College with administrative offices in Campbell River. Classes began in 1975.** Because of the **White British** mentality, the Acting College Council did not give me the title of ‘Acting Principal’ as was the case with other new colleges. I was given the title of ‘**Administrative Director**’.

In due course the position of Principal was advertised. I also applied. Job went to an **Englishman** who had immigrated to Canada in **1962**, same year as I did. He taught one year in Saskatchewan and then moved to the United States. He was hired from **Vancouver, Washington Community College where he was Administrative Assistant to the Principal.** He took over in **January 1976** and asked me to stay on. But I had had enough of teaching in British Columbia. The only College Council member from one of the Eastern European countries told me that he had proposed my name but every other member was English immigrant and one of them knew the new hire from England, I stood no chance. Working day and night, single handed, I had made the case for and started that college and had accumulated three months of paid leave. I asked the board for those three months’ salary, resigned, and took my family, wife, a six-year old daughter and four-year-old son on their **first trip to India in 1976. Uncle Gurbax had assumed the Principalship of Khalsa College Amritsar in December 1975.** Upon returning after three months’ vacation I applied for and received immigration to the United States in 1976.

Intriguingly there is another fascinating trait uncle and I share. In his Bio he speaks ‘Truth to Power’. To:

Giani Zail Singh President of India, warning him about dire consequences of Indira Gandhi’s planned action on Darbar Sahib a few days hence;

Bhindranwale about the character of people he surrounds himself with;

Punjab Governor Mr. Ray who dangles before him: **“special Education Envoy to UK and USA for explaining the Indian Govt’s view point about the Blue Star operation, for which I was to be offered the desired position as an Ambassador or as a V.C of a University.”**, where his answer was **“Shergill is not for sale”** and walked out of camera range for a group picture;

Fake Khalistanis and India’s Intelligence Agencies, that were creating them;

The corrupt Chief Minister of Panjab, **Beant Singh** and his equally corrupt **Minister of Education**;

I was doing the similar thing through the pages of the **Sikh Bulletin**, railing against India's Intelligence Agency **RAW** and its multitude of fake Khalistan demanding fake youth organizations, **BKI, ISYF, SYA, AGPC, RSS** [Rashtriya Sikh Sangat], **SSA** [Sikh Sangat of America] and **RAW sponsored scoundrel Holy men like scoundrel Sant Baba Amar Singh Barundi Nanaksaria.**

Perhaps my single biggest contribution to blow the lid on Indian Intelligence Agencies was when I succeeded in having Jathedar Ranjit Singh's fraudulently obtained US visa cancelled for him to travel to USA in January 1999 to help control over USA Gurdwaras by Sikh Youth of America. Same organization in Canada and UK was called International Sikh Youth Federation. After September 11, 2001 incidents in USA, Canada and UK declared those organizations as terrorist organizations and were banned.

Hardev S shergill

QUALITY IN EDUCATION

QUEST FOR QUALITY

by

PROF. GURBAX SINGH SHERGILL *CHAIRMAN, PUNJAB HERITAGE & EDUCATION FOUNDATION*

VILLA MOUNTAIN CREST,
NEAR GANDHIGRAM, DAGSHAI
HILLS, DISTT. SOLAN (HP)

E-mail: gsshergill147@gmail.com

Dedicated to all those rural students who are studying in government schools without proper quality teaching and mismanaged by concerned department and lack of will by the concerned governments for last two decades

CONTENTS

Preamble

The story of my early life from my memory from 1932-33 on wards or having listened from my elders in the family is being given along with a summary of family back ground and a socio-economic relationship of agrarian life in early 20th century with a purpose to share it with the coming generations so that they may know some facts which were much different from present time. The period of 1910 to 2017 witnessed an unprecedented change in socio economic field just as we are experiencing it in the present era in the field of Information Technology.

My grandparents lived in **Chak Bilgan** near **Behram** railway station in **Nawanshahar district**. My grandfather **Sardar Ganda Singh** a prosperous landowner was also the '**Numberdar**' of the village. The land was cultivated with the help of village laborers who were almost bonded agricultural workers getting a traditional share of produce with the rights of grazing of milk cattle and liberal gifts on various ceremonies. Although almost bonded laborers their overall

economic position was better than their counterparts in the latter period. In addition to land cultivation, Sardar Ganda Singh was also producing '*desi*' sugar with traditional '*khanchi*' system. He used to purchase the standing sugar cane in field as he had many sugar cane crushers. The farmers were paid through the village *Banian Kharaitilal* from whom most of these farmers had already taken some loan. Thus, we find an early link between the Bania and rich farmer.

Kharaiti Lal started a factory for manufacturing the steel roller '*sugar cane crushers*' near the *Bahram* railway station. *Chak Bilgan* steel crushers were as popular as that of Nahan State. Here again we find the rural industry having its origin in an *alliance of rich farmer and the village shopkeeper and money lender (Bania)*. The traditional '*Desi*' sugar produced in *Chak Bilgan* was sold as far as *Multan*. Having made a good fortune out of his *khanchi* business, he wanted to start a regular *Khandsari factory* and ordered for more cane crushers and boilers. He had also ordered two truckloads of *Kulu Manali timber* for building a new house, which were received just before his death due to an accident in the manufacturing process by hot fumes. Soon after this happening, my father with his two elder brothers shifted to *Montgomery canal colony (Now in Pakistan)* during the years of *First World War*. They had purchased the land in *Chak 46 near Okara Mandi*. My father *Sardar Amar Singh* and mother *Kartar Kaur* had three daughters but no son. They arranged a special '*SATWANHA*' path of Sri Guru Granth sahib to pray for birth of a son with a promise that they will gift their son at *Harmander Sahib* and take him back after a special prayer as a gift of Guru. I was born on **31st March 1928** after three sisters. My birth was celebrated as a great occasion in the family. It is said that invitations for the thanks giving prayer and Akhand Path Bhog to celebrate my first birthday, were sent to twelve villages all around **Chak 46 KB** through Shabad singing parties with '*Laddoo*' distribution. My first spoken name was *Darbara Singh* but the real name was *Gurbakhash Singh* (now spelled as *Gurbax Singh*) as solemnized at Sri Harmandir Sahib.

My father and elder uncles lived in a joint family in **Chak 46** up to **1925** and after separating the ownership of their joint land, every one of them purchased land in *Ganga Nagar* canal colony in **Bikaner State** in **1926-27**. The final settlement took place in **mid-1927** after taking possession of the land in **Chak 35 BB near Gajsinghpur** railway station in **Tehsil Padampur of Ganga Nagar District**. **Chak 46 KB** land in District **Montgomery** was sold in **1946** just before the partition, of the country in 1947. My father had shifted all his belongings on bullock cart through the land route via **Bahawalpur State**, crossing the river **Satluj** and **Bahawalpur Canal** on boats in **October 1929**. My mother along with some other relatives travelled by train via **Bathinda** and reached **Gajsinghpur** station by **Bikaner state railway** in early **November 1929**. The Bikaner State Railway coach doors used to open from inside out and while playing on the floor of the train, I fell down from the train near a village just before **Dalpat Singhpur Railway Station**. The village Granthi of **Chak 46** who also accompanied the family immediately jumped out of the train door to save me. It may be mentioned that the train used to have a low speed because of sand shifting to the Rail line due to heavy winds, as there were sand dunes all around.

Train also stopped about 200 yards from the place of incident. I was picked up by an elderly

woman of the village from a small sand dune near the railway track and gave some milk to me. The Granthi took me from the woman to my mother in train. It is said that I was smiling in the lap of old woman. I came to know of this incident when I was in my primary class in my village. Later on, I visited this place when I was a student in Sri Karanpur Govt. Middle School and met the old woman who was very happy to meet me and served hot sweet milk to me and my friend who accompanied me. I still remember her words of blessing and the way she prayed for my happy long life.

The above description and following part of this book was written after a sudden wake up call. One night while sleeping I suddenly got up and felt as if there was a call for me **to write about my role in the pursuit of perfection and quest of quality education as this was not only a first choice but a 'Mission of my life'**. Before joining as a lecturer and Vice Principal at Sikh National College Banga on 27th May 1953, I had offered prayer in Charan Kanwal Sahib Gurudwara for the success of **my mission to serve my people in the field of Education with a quest for quality and pursuit of perfection. Knowing well that pursuit of perfection and quest for quality may ultimately be an honest wish as it is a journey to infinity.**

A poem given below written by me when I was a BA student in Govt. College Ludhiana is the source of my inspiration:

ਪੂਰਣਤਾਈ ਦੀ ਖਾਹਿਸ਼
ਆ ਮੇਰਿਆ ਤੂੰ ਸੋਹਿਣਾ ਰੱਬਾ,
ਤੈ ਘੁੱਟ ਦਿਲਵਕਤੀ ਪਾਂਵਾਂ
ਐਸਾ ਮਿਲਾ ਮੈਂ ਤੇਰੇ ਅੰਦਰ,
ਰਲ ਮਿਲ ਇੱਕ ਹੋ ਜਾਵਾਂ ।
ਪਏ ਭੁਲੇਖਾ ਮੇਰੇ ਤਾਂਈਂ ਰੱਬ ਨਜ਼ਰ ਮੈਂ ਆਵਾਂ ।

*Pursuit of Perfection
Oh! My beautiful God
Let me hold you in the fold of
my heart So as to merge in you Lose myself in you
feel you! you! only you!!*

This small book with the heading “*Quest for Quality*” is being written as my **social accountability** and the record of new initiatives based on continuous research and evaluation during my tenure as **Principal of Sikh national College Banga, SGGS College Chandigarh, and Khalsa College Amritsar, Dean in the Guru Nanak Dev University (GNDU) and Chairman of Punjab Education Board.** This book starts with my nascent experience, in my early education in middle school onward up to MA when I made a final choice of journey of **Pursuit of Perfection and Quest for Quality** in the field of Education.

This small book is written to commemorate the memory of **my mother Sardarni Kartar Kaur and my father Sardar Amar Singh Shergill**, who not only inspired me for higher education but spent a hefty amount to keep me in hostels from 5th class to MA during a period when money

was a rare thing as one quintal of wheat could fetch only 5 rupees and cotton and gurrh (jiggery) were worth rupees 10 and 5 only.

My grateful thanks to fellow teachers and students for their whole-hearted cooperation and hard work, which made it possible for me to continue the '*Quest*' for a higher level of excellence in the field of teaching/ learning and educational administration.

This small book is based on the collective practical work by the teachers and students motivated and inspired by the idea of achieving top positions with a strong will to reach their 100% marks target. This book will prove an excellent '*Guide—Document*' for teachers, students and Principals of Schools and Colleges in this era of hard competition and race for the '*Pursuit of Quality Education*'.

I thank my daughter *Madhupreet Kaur (Venu)* and her husband *SPS Deepak* for looking after my health and comforts at our home *Villa Mountain Crest near Dagshai, Himachal Pradesh*. Special thanks to my nephew *Hardev Singh Shergill* (Rocky Ridge Way El Dorado Hills California) who helped in revising certain parts of this book.

I am also thankful for the help by members of expert panels for their contribution in seminars and field work. It is also necessary to acknowledge the good work done by my computer associate S. *Ramanpreet Singh* for finalizing the manuscript and our home assistant *Deepak Darshan* who helped me in keeping the Inverter in full capacity, as there were frequent electric failures.

PART I

Foreword

To be written by Dr Balwant Singh Dhillon Professor of Guru Granth Studies Guru Nanak Dev University Amritsar.

Chapter 1

My School Education

Chapter 2

College Education

PART II

Chapter 3

Service at Sikh National College

Charan Kanwal, Banga

May 27, 1953 - June 1967

Chapter 4
Khalsa College Amritsar
December 15, 1975 – March 1990

Chapter 5
Punjab School Board Chairman

Chapter 6
Visit to North America
November 1994 – November 1995

Chapter 7
The Story of so called Khalistanis who were the agents of the Secret Agencies sponsored by RAW, a Secret Agency of India

Part III

Chapter 8
Improvement of Quality Education in Punjab Schools

Chapter 9
New Beginning and Present Situation

Curriculum Vitae

Chapter 1

My School Education

‘Derha Baba Burj Sahib’

As there was no school in the village or nearby area within 7 kilometers, my father got me admitted in Gurudwara “Burj Sahib” in Buttersar about 3 km from our village where a Nursery type Gurmukhi teaching was available. It was a type of play way nursery class run by Baba Sahib of the Derha where ‘*Gurmukhi*’ was taught with a religious fervor.

On the very first day Baba Ji taught us to write the first prime digit number ‘1’ along with “Urre” ਊ the first alphabet in Punjabi and told us that if we put the first prime digit and the first alphabet from Punjabi together it becomes < which is the first word in Sri Guru Granth Sahib and contains the meaning of whole Gurbani. After some time, he told us to get up early in the morning and take, a bath with cold water after coming from fields. He also told us to keep a small ‘*rumaal*’ (Handkerchief) in our pocket and wash it daily.

He allotted small rectangle plots for play way gardening. We were happy to have our own small plots and irrigate them after bringing water from the nearby Pond in small buckets. He also asked us to bring small ‘*Khurpas*’ from our homes and prepare the plot for sowing the vegetables and

flowers. We were asked to bring plants of ‘*Sadabahar*’ and ‘*Satberga*’ flowers, which were easily available in our homes. Later on, he told us how to grow, ‘*Palak, Dhania and Pudina*’.

We used to carry our small portion of food with us to eat it at about 1 pm in summer. We were asked to sleep for at least two hours. Burj Sahib area had many shady trees and we could easily find a place to spread our cotton mattresses, which were brought from our homes. After having rest, we were asked to take bath in the Pond. He also helped us to swim in the Pond. Some of us already knew this as we used to take bath and swim in our own Ponds in our fields.

By the time, it was about 4 pm and we were told to prepare “*Shardai*” by using indigenous “*Kunda Ghotna*” and then distribute to all our fallows who were present there. This routine was only for summer.

There was no compulsion for us to come on rainy days or very hot days. He never used any physical power or rough language for any one of us. It was only a respect for a holy Baba ji, which made us obey him. Only 8 or 10 boys were almost regular. He spent only a few hours with us and told one of his ‘*Sewadar*’ to help and look after us. After about few months we were asked to come to Burj Sahib only four days a week. He gave some homework for writing on our wooden ‘*Patties*’. Our parents were in touch with him once or twice a week.

I learnt writing ‘*mool mantra*’, name of my father, mother, counting up to 100, multiplication up to 20 and reading Gurmukhi from small booklet known as ‘*Balupdesh*’. I attended Burj Sahib ‘Play way Nursery’ for only about nine months from March to November.

Most important memory of this time was the feeling of self-confidence and remembering the first lesson of ‘*Ekonkar*’ in Gurmukhi.

Village 35BB Primary School

No, 6 is Principal Gurbax Singh; 7. His younger brother.

ਕਾਥਲਿਯ : — ਰਾਜਕੀਯ ਉਚ੍ਚ ਪ੍ਰਾਥਮਿਕ ਵਿਭਾਲਯ 35BB, ਪਦਮਪੁਰ
ਸਮ → 1936

ਸਕੂਲ ਸਥਾਪਨਾ ਦਿਵਸ : — 1 ਸਿਤੰਬਰ 1936
ਪ੍ਰਵੇਸ਼ ਲੈਣ ਵਾਲੇ ਛਾਤ੍ਰਾਂ ਦੀ ਸੂਚਿ : —

S.No.	ਨਾਮ ਵਿਧਾਰਥੀ	ਪਿਤਾ ਕਾ ਨਾਮ	ਜਾਤਿ	ਨਿਵਾਸ ਸਥਾਨ	ਜਨਮ ਦਿਨਾਂਕ	ਪ੍ਰਵੇਸ਼ ਦਿਨਾਂਕ	ਕਲਾ ਪ੍ਰਿਸਮ ਪ੍ਰਵੇਸ਼ ਲਿਯ
1.	ਪ੍ਰਤਾਪ ਸਿੰਹ	ਚੁਗਾ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	02-05-1926	01-09-1936	I
2.	ਸਰਦਾਰ ਸਿੰਹ	ਕਨ੍ਹੌਯਾ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	02-01-1924	01-09-1936	I
3.	ਕਰਤਾਰ ਸਿੰਹ	ਫਰਨਾਮ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	12-05-1923	01-09-1936	P(B)
4.	ਫਤੇਹ ਸਿੰਹ	ਕੈਹਰ ਸਿੰਹ	ਸਿਕ੍ਖ	ਫੂਟਰਸਰ	12-01-1926	01-09-1936	P(B)
5.	ਗੁਰੂਚਾਂਤ ਸਿੰਹ	ਚੁਗਾ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	05-02-1931	01-09-1936	P(A)
6.	ਗੁਰੂਵਲ ਸਿੰਹ	ਅਮਰ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	12-10-1929	01-09-1936	P(A)
7.	ਤਿਲੋਕ ਸਿੰਹ	ਅਮਰ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	12-11-1931	01-09-1936	P(A)
8.	ਚਰਨ ਸਿੰਹ	ਸੁਵਰਨ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	15-06-1930	01-09-1936	P(A)
9.	ਰੈਸ਼ਮ ਸਿੰਹ	ਕਮ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	30-07-1931	01-09-1936	P(A)
10.	ਅਵਤਾਰ ਸਿੰਹ	ਕਮ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	31-12-1931	01-09-1936	P(A)
11.	ਭਗਵੰਤ ਸਿੰਹ	ਫੂਟ ਸਿੰਹ	ਸਿਕ੍ਖ	4BBA	12-11-1930	01-09-1936	P(A)
12.	ਨਿਸ਼ਾਨ ਸਿੰਹ	ਸਨਤ ਸਿੰਹ	ਸਿਕ੍ਖ	32BB	04-06-1926	01-09-1936	P(B)
13.	ਰਥੂਵੀਰ ਸਿੰਹ	ਜਗੇਂਦਰ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	25-08-1927	04-09-1936	P(A)
14.	ਗੁਰੂਮੇਲ ਸਿੰਹ	ਗੁਰੂਵਲ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	25-12-1931	21-09-1936	P(A)
15.	ਪਾਲਾ ਸਿੰਹ	ਚੁਗਾ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	25-01-1928	27-09-1936	P(A)
16.	ਰਸ਼ਪਾਲ ਸਿੰਹ	ਚੁਗਾ ਸਿੰਹ	ਸਿਕ੍ਖ	35BB	25-01-1928	01-10-1936	P(A)
17.	ਫਰਦੇਵ ਸਿੰਹ	ਵੈਰਾਮ ਸਿੰਹ	ਸਿਕ੍ਖ	ਫੂਟਰਸਰ	02-07-1925	01-10-1936	II
18.	ਗੋਵਿੰਦਰਾਮ	ਫੂਟਰਾਮ		32BB	02-04-1927	01-10-1936	P(A)

Note P = ਪ੍ਰਿਥੇਰੇਟ੍ਰੀਸੇਕਸ਼ਨ

ਪ੍ਰਮਾਣਿਤ ਕੀ
18/8/2012
ਪ੍ਰਬੰਧਨਾਧਿਪਤਿ
ਰਾਜਕੀਯ ਉਚ੍ਚ ਪ੍ਰਾਥਮਿਕ ਵਿਭਾਲਯ
35 ਕੀ.ਬੀ., ਟਾਟਾ ਪਦਮਪੁਰ
ਪਿਤਾ - ਜਗਦੀਪ ਸਿੰਹ

In 1936, I joined primary school in our village. There was only one teacher for the four classes. Their qualification was only up to Middle or Matric, but they were very devoted teachers and arranged the plan for teaching all four classes in such a way so that every class was given proper attention. The teacher was paid about Rs. 35 to 40 by the District Board, but his daily living expenses including food, milk was arranged by the parents of students as there was no School fee. Our 'on the spot promotion test' was conducted by visiting Assistant Deputy Inspector once a year, who used to generally come on his special horse or camel cart. He was very strict in his routine inspection and on the spot tests.

Govt. Middle School Karanpur

I joined Govt. Middle School at Sri Karanpur after passing 4th class from my village and stayed in school hostel. While studying in Govt. middle school at Sri Karanpur we heard that **Mahatma Gandhi** had started the '**Quit India Movement**' against the British rulers. Some of our teachers also told about the '**Independence Movement**'. One day we organized a strike in the school and went in a procession to the city, shouting slogans, "**Angraezo Bharat Chhoro**". By the time we reached city center, the police surrounded us and took all of us to the police station and told us to stay for the night in police station. At about 8 PM a group of Karanpur citizens came to the police station and served us '**Poories**' for our dinner and requested the police authorities to register the case against the leaders and allow them to go to their homes and hostel. This '**Quit India**' Movement and boycott of British Govt impressed us and we used to arrange '**Bal Sabhas**' and expressed our views in the recess period.

The idea of quality in education and pursuit of perfection came in my mind when I was a student at Sri Karanpur Govt. Middle School. My father while getting me admitted in the school hostel told me "**You have to now take care of yourself with a feeling that Guru Nanak is always around you and will help you in achieving success. Work hard and feel that he is seeing whatever you are doing**" These words of my father always ringed in my ears and gave me self-confidence and a feeling that my Guru is always around me. My father also arranged for my visit to '**Harimandir Sahib**' during Diwali days with my mother and sister, so that I should know how my parents offered me there and took me back, after offering special prayers. He also deputed my cousin brother who was a student in Govt. College Lahore to take me to Khalsa College Amritsar and Lahore to see the paintings of Maharaja Ranjit Singh and his General Nalua in the Lahore Fort. While visiting Khalsa College, I asked my cousin brother, who is the "**Wadda Master**", he pointed towards **Bhai Jodh Singh** who was sitting on a raised platform in the play grounds where Diwali Hockey tournaments were being held. I suddenly shouted, '**Main Bananga Wadda Master**'. Later on, I was also taken to Lahore Fort, where I was shown the paintings of Maharaja Ranjeet Singh and General Hari Singh Nalua, which left a strong impact on my mind.

Another event refers to the visit of **Maharaja Ganga Singh of Bikaner** who was not only a Maharaja but an inspiring leader of his people. He was passing through our railway station in his annual journey by his special train. All the students of the school were taken to railway station to pay respects to him. We were asked to shout slogans to welcome him. The most important slogan was "**Apki Ghani Khima,**" meaning "your great favours on us in spite of our short comings." After addressing the public, he directly spoke to students "**Dear ones if you want to progress in**

life, you must work hard to study English, Sanskrit and Mathematics to get the highest marks. Only those persons have the chance to rise in life who work hard to get the highest education. You must respect your teachers, listen to them with attention, and act according to their advice. You must give full time to your studies and sports.” He was addressing in simple Hindi with the Bagri accent. These words are still fresh in my mind.

Other most important event during my school days was my participation in ‘*Amrit ceremony*’ in the village 35BB Gurudwara. The speech made by one of the ‘*Panj Piaras*’ was so inspiring which left a permanent impression in my mind. His main point was “*You are spiritually reborn today, now onwards you are the creator of your Own Self with the kind grace of Sri Guru Gobind Singh who is your Spiritual Father and has activated your Inner Energy of ‘Akal Purukh’ (Waheguru). Your prayer for ‘Shubh Karman’ (Good Deeds) will be a key to success.*”

The above incidents prompted me to work hard and make efforts to achieve perfection in every activity in my life.

In spite of my rural background, I topped in English and Sanskrit with second position in Mathematics in seventh class in 1944.

Harji Ram Hindu High School Hissar

One of my teachers prompted me to appear in Punjab Matriculation Examination after getting coaching from **Harji Ram Hindu High School Hissar**. I joined the Hissar School and passed Punjab Matriculation Examination in 1945 getting high second division missing first division by a narrow margin. Shri Harji Ram was a dedicated teacher and a source of great inspiration to his students. Regular hard work with proper guidance was his ‘*Mantra*’ for quality in teaching and learning process. He insisted on the accountability of the teacher and taught correlating it with motivation and hard work.

Chapter 2

My College Education

After passing matriculation from Hissar school, I joined **Khalsa College Amritsar in FSc Non-Medical in 1945** and was allotted a seat in **Nabha hostel**. I attended Gurudwara daily in the morning after taking bath. Hostel students who remained absent from Gurudwara were required to pay a fine. I was elected as a representative of my class to the Khalsa College Students Council and got the college color (insignia). We requested the Principal Sahib to reduce the fine to one Paisa and promised to motivate the students to attend the morning prayer in Gurudwara.

My first photo clicked in 1945 after joining the college is reproduced below:



Gurbax Singh Shergill First Year Student at Khalsa College Amritsar 1945
Thirty-One years later he will be back as its Principal during its troubling times.



Gurbax Singh Shergill, Principal Khalsa College Amritsar 1976

Khalsa College Amritsar had the best of the science laboratories and very hard working, devoted teachers, who were masters of their respective subjects. Our physics teacher was **Prof. Darbara Singh** (known as Theeta). His method of teaching was based on theory lectures followed by practical almost every next day. Some of his lectures on light, electricity, and laws of motion are still fresh in my mind. **Prof. Ram Singh Gobindpuri** made his teaching of organic chemistry very interesting by practical illustrations, and professor **Ram Singh**, the senior most teacher taught us inorganic chemistry by giving practical illustrations of chemical reactions by explaining the use of catalyst and reagents by giving examples of human behavior. The theory teachers with the help of junior lecturers and demonstrators conducted science practical by correlating theory and practical. **Prof. Gurcharan Singh Dosanj** and **Prof. Kartar Singh** taught mathematics (algebra and trigonometry). Our main English teacher was **Dr. Sujan Singh**, a very sophisticated English speaker who made English very interesting by his Punjabi and English anecdotes. One period in a week, we attended the class of **Prof. Teja Singh** who was also a well-known teacher of English poetry, and a great scholar of English literature and religious philosophy. **Prof. Sahib Singh and Prof. Ganda Singh** taught us divinity and Sikh history once in a week. **Principal Jodh Singh** was known for his clear interpretation of Gurbani. He used to recite '*Katha*' in the college Gurudwara once or twice in a week.

The academic atmosphere in Khalsa College Amritsar with its devoted scholarly teachers was very inspiring.

It's beautiful palatial building dotted with lofty royal palms, well-maintained sports grounds surrounded with tall eucalypts and Arjuna trees, lots of sweet smelling bush-roses along the water channels and well-cut hedges presented a fine eco-centric environment. A swimming pool being filled by fresh water from a 6-inch tube well along with central facility for taking bath with water from another tube well was like a dreamland for me. Working hard, I was sure to get good division so as to go up for MSc.

Communal riots in January 1947 in west Punjab followed by partition of the country, made it impossible for me to appear in the FSc regular examination in March 1947. I had to remain in my village Ganganagar.

Visit to Bharatpur State

After sometimes I went to Bharatpur state along with one of my friends via Bikaner and Jaipur to avoid police action on account of our being part of "**United Free India Movement**" based on Hindu –Muslim unity consisting of Muslims and Hindu–Sikh students, which was considered as Anti Pakistan move.

There we got a chance to meet the younger brother of **Maharaja Bharatpur**, generally known as **Kanwar Bachoo Singh** who allotted us a room in a bungalow where British resident was living earlier. We were allotted a big piece of land in Jajhar village in Seekry Tehsil. I stayed in Bharatpur for about five months. During this period, we visited almost all forts, royal palaces and the famous **Kuhni Bandh**, the wet land area that was known for the visit of migratory birds.

We also saw the ceremony of ‘**Raj Tilak**’ on 15th Aug at 11 am when the Maharaja of Bharatpur declared himself a sovereign ruler of the state. Same day we also participated in the national flag hoisting ceremony at the railway station at 8 am.

My Bharatpur stay was a sort of a big adventure

As planned earlier I handed over my share of land to my cousin and left for Delhi. I stayed there for some time as our **AISSE** Delhi circle decided to meet **Mahatma Gandhi** to request him not to speak against Sikhs on account of their keeping a sword with them and naming **Sri Guru Gobind Singh** as a misguided patriot for taking up arms. We arranged this meeting through the good will of **Sardar Thakur Singh** who was the **Vice Chairman of Indian Centre of Agricultural Research (ICAR)** in Delhi, whose daughters used to help Mr Gandhi during his public meetings as he was not able to walk alone being of old age. We requested Gandhi ji to address a reception meeting being arranged at a place near Gurudwara Shishgunj on 12th November. In this meeting we also explained our main points of the memorandum. We told him that the Sikh community feels hurt when he criticizes them for keeping ‘**Kirpan**’, which is their religious symbol ordained by their Guru. **We told him that his terming Guru Gobind Singh as a misguided patriot hurts our feeling. Guru Gobind Singh took up the arms against the Mughal king Aurangzeb as he was trying to convert Hindus to Islam by force and beheaded the 9th Guru Teg Bahadur as he opposed the forcible conversion of Kashmiri Pandits to Islam.** Gandhi ji was known for his strong views but he accepted that he was not aware of some of these facts of Sikh history. He agreed to join the reception on 12th November.

After arranging this function, I went to **Ludhiana** for arranging for my admission in Govt College after social service in **Jawahar Lal** refugee camp in Ludhiana.

I participated in the reception of Mahatma Gandhi ji on 12th November. He was given traditional Sikh Guard of Honor by twelve Sikh students by raising naked swords on both sides while he was entering the Pandal.

Sardar Amar Singh Ambalwi presented the memorandum to Gandhi ji in which we explained that he worships Lord Krishna who was responsible for war of Mahabharata by his sermon to Shri Arjun to kill his cousins and other relatives. Why he should criticize Sri Guru Gobind Singh ji who fought against the Mughal ruler Aurangzeb to save Hindus who were being forced to be converted as Muslims. We also told him about the plight of lakhs of Sikhs who had to migrate to India leaving behind their prosperous homes in Lahore, Rawalpindi and canal colonies in West Punjab to settle in Punjab, Delhi and other Indian cities. Thousands of their relatives were killed. They deserve your sympathies, whom you are criticizing for wearing fashionable dress, which was only a normal daily dress for them. He listened to the speeches very attentively. While addressing the Sikh youth **he accepted that his speeches were based on misunderstanding and thanked the Sikh students for inviting him.**

The detailed article on this has been written by **Dr Bhai Harbans Lal and me** jointly, which was published in Sikh review and abstract of Sikh Studies. The above writing is based on my old notes in my diaries which I found from my library.

Social Service in Ludhiana

After meeting Mahatma Gandhi in Delhi, I came back to Ludhiana and started social service in **Jawaharlal Refugee Camp**, which was a sort of city of tents spread over about one square kilometer at the present site of model gram.

On 30th January 1948, while we were sitting for our dinner we heard the news on radio that **Mahatma Gandhi** has been killed by **Mr Godse** by pistol shots, and also about falling down of Gandhi with his last words 'He-Ram, He Ram'. We were shocked to listen to this ghastly act of killing Mahatma who had spent his whole life for the freedom of India. We moved out towards the main office when a person coming on a cycle from the city side told us that some people are celebrating this occasion with '**Deep Mala**' in the city. Later on, we came to know that the **RSS (Rashtriya Swayam Sewak Sangh, an extreme Hindu Organization)** men did this.

Govt. College Ludhiana

After getting social service certificate, I joined **Govt. College Ludhiana in BA Economics and Political Science** with Punjabi as an optional subject. Government College Ludhiana was the first choice of students from Lahore, as most of the famous teachers of **Govt. College Lahore** had also migrated and joined Govt. College Ludhiana. This College was upgraded as a post-grade institution. It had special good buildings, good lawns, sports grounds with two good hostels, and a well-built principal's house. There was a huge land with beautiful botanical garden surrounded by well-designed civil line houses. The most impressionable feeling was the stories of the famous poet, '**Sahir Ludhianvi**' who was a student of this college only 2 years ago. One of my close friends **Anand Sarup** who was a resident of Ludhiana knew a lot about Sahir and used to recite his poems. Most of the students from Ludhiana used to tell us about his love story and showed us the places where he used to sit and write his poems. The street in front of the college gate was named as lover's lane.

Our economics teacher was very keen that every student should come to the class after going through the next day's lecture. I along with two friends followed his advice and started coming after full preparation. One day when he was dictating notes on a topic on Indian Economy, dictated a quotation from "**Jhather and Bery**" which was different from as given in the book and I pointed at this anomaly. He was a little upset and asked me to tell me the real one as in the book. Luckily, I had written it in my notebook so I reproduced the same. Instead of rebuking, he appreciated but started asking many questions about his previous days lesson, which became a tough test for us and we stopped questioning him.

Financial Support for Refugee Students

There were a large number of students in the college who belonged to the families, who lost everything in Pakistan and were still unsettled, so due to that they were unable to pay the fees and hostel charges. A joint meeting of all student organizations was held and decided to request the Punjab and Central Govts. for granting full fee concession and a special onetime grant for books and other immediate necessities. A deputation of all student organizations had already met the Govt. of India and Punjab but there was no positive response. Therefore, it was decided to go

on two days strike. After this, there was an assurance by the Govt. to help the needy students. We therefore called off the strike but the leftist student leaders wanted to continue it for the political reasons and pelted stones at us. Some of us were injured including me but we decided not to retaliate.

‘Sarab Dharam’ Festivals

All the student organizations were unanimous that all efforts be made to keep communal harmony, so we organized a **‘Sarab Dharam’** festival celebration committee and celebrated **Eid, Dashahra** and **Guru Nanak Purub** together in the college premises. All students welcomed this move but the leftists again opposed it.

Division of India on Religious basis 1947

Division of the country on religious basis gave rise to more problems than imagined by the leaders, who agreed to the division of the country on the basis of two nations theory. **Pakistan** became a Muslim country but India remained a divided country forever, having more than the double population of Muslims than in Pakistan, who were also supporters of Pakistan. It was a shortsighted agreement based on the selfish interests of leaders who were too keen to become Prime Ministers and Governors. Our college was also involved in this controversy. The college debating club organized regular debates for some time.

Visit to Dharamshala and Douladhar mountain Range

Summer vacation was for only for 15 days and I went to Dharamshala with my friend **Agya Singh** whose father was a post master there. Dhouladhar range which remains covered with snow, is only about 10 km from the main city and is a great attraction for tourists. I was also tempted to go up to the forest rest house which was a little below the top peak. As there was no one to accompany me, I decided to go alone. I went up about 11000 feet of Dhouladhar and rested back in the forest rest house for some time where a sheep grazer served a good cup of tea with sheep milk. It was a nice treat after tiresome climb. On my way back, I stayed for some time at **Bhagsunath** waterfall. It was a very hot month of June, so I jumped in the pool for cold bath. As soon as I dived in it, it was so cold that I felt numb and almost unconscious, with sudden feeling that I was dying. Thoughts of my mother and father losing a son for whom they had prayed and spent so much for his studies. Suddenly I found myself out of water and my hands clinging to a big stone at the surface. A nearby shepherd dragged me out of water and rubbed my body with towel. I recovered from the shock, put on my clothes, and felt safe. The shepherd told me that this pool was extremely cold in June because of fresh snow melting. One should enter in the pool slowly to avoid a sudden shock of ice-cold water.

Fine Arts, Violin and Classical Music Hobbies

After coming back to the College, I joined the Fine Arts Club to learn painting and started learning violin and classical music. These hobby classes continued for about four months after which I had to discontinue due to my becoming more active in AISSF activities as president of Ludhiana circle and finance secretary of central body with **Dr Jaswant Singh Neki** as president.

Although for very short time, these hobby classes helped me to appreciate fine arts and listen music in a better way.

AISSE Camp at Paunta Sahib

A meeting of the executive committee of **AISSE** was held in Amritsar and it was decided to organize a training camp at **Paunta Sahib** in summer vacation of 1949 for a fortnight for selected workers in all the circles, in which about 65 students participated. Sardar **Saroop Singh** was the principal of the camp and **Dr Jaswant Singh Neki** was the commandant. Three sections of about 20 students were with S. **Umrao Singh**, **Bhan Singh** and myself as the section commander and S. **Amar Singh Ambalvi** worked as an administrator. Sardar **Samund Singh** offered to perform Kirtan in the camp and **Prof. Sant Teja Singh Mastuana** was the main speaker on Gurbani. Camp proceedings started at 6 am after every student had taken bath. Flag hoisting and singing of “**Jai Teging**” was done by **Dr Neki** in the ground of 52 Kavis. Kirtan and Katha began after a morning parade in the main Gurudwara. It was over at 7-30 and the main camp of study circles started at 9 AM after breakfast and some self-study. The **Mahant Gurdial Singh** of Gurudwara arranged for the expenses of Langer and other expenses. All the students stayed in the Gurudwara and the schoolrooms, which was closed due to summer vacations. The forenoon program was over at 1-30. Lunch was served in ‘lunger’ area at about 2 pm and the time between 2-30 to 4 pm was for rest and self-study. All the students again assembled at 4-30 in the lecture hall for one hour for a special lecture and question –answer round. The students were free for evening walk or any other casual work up to 7 pm. The Rehras program was from 7 to 8 pm. Dinner was served again in the ‘lunger’ area followed by recitation of Arti and Kirtan Sohila by going around the main *Kesri Flag*. After this everyone was free and the lights were off at 10 pm.

Special program of a picnic at one of the farmhouses for all the students was organized. A visit to **Bhangani** battle area was also arranged. It was a sort of adventure, as we had to cross a very fast flowing flooded **Giri river** on a shaft boat, which was made of long wood logs. It was towed with the help of a rope, which was tied to wooden poles on both the sides of river. A selected ‘**Shikar Party**’ was also arranged for those who had their own 12 bore guns. S. **Umrao Singh** and I joined the Shikar party which was arranged by Mahant of Gurudwara who hired some local Shikar helpers and took us on their *Bharlies* made of empty long gourds tied with about 8 feet long bamboo shoots, through the flooded river **Yamuna** for about two kilometers across the river to **Saharanpur** Distt forest area.

We reached the Shikar area at about 11 am and were to return earlier as it was becoming a stormy weather. We were able to get only one Chitra deer through a shot by our helpers and returned to the camp area before it could become a dark stormy weather. While crossing the river which was in flood, we had to go down the stream and had to travel back at least 7 km by foot. Normally the Shikar helpers get half of the total ‘Shikar’ but we paid them for getting their share also. I got the skin of the Deer. All the campers had a good feast of the ‘Shikar’.

Pounta Sahib was only a small town in those days with natural environment still in its original glory with Yamuna river flowing in its natural shape. We used to take bath at the holy Ghat besides the Gurudwara which was used by Sri Guru Gobind Singh Sahib. The original graves of

the **Bhangani** martyrs were still there. Some old trees had their own stories. One could also enjoy the slow singing voice of the fast-flowing river and the scenery on the other side of the river was in itself a great natural beauty. The '**Hawaghar**' on the bank of the river was a great attraction, about two hundred yards away from the Holy Ghat.

The camp had its rules for keeping the discipline and anyone who went against these rules was punished with a 'Tankhah (Historic term for fine) by performing 'Sewa' or by some serving the 'Sangat' with some sweets, fruits or some cold drinks. These rules were applicable to all without any distinction and all took the decisions collectively. This system became very interesting and source of self and collective discipline. The topics of study and discussion were mainly on Sikh History, Guru '**Shabad Vichar**', self- improvement and Political Future of the Sikhs.

The main conclusion was that the Sikh students must work hard in their studies to achieve higher positions and study the Sikh History and Gurbani to keep in touch with their Glorious Heritage. Secondly, we should make all efforts to achieve and create an environment in Punjab and India so that the Sikhs should be able to contribute for the Panthic unity and self-management along with their appropriate national role for a strong multicultural India which can help Sikhs as a Global Community.

Kavi Darbars, Punjabi Literacy Campaign and Editing Jeevan Sandesh Magazine

After this camp the College life began with greater emphasis on the studies and social activities such as arrangement of Kavi Darbars, Punjabi Literacy campaign with the help of **Ajaib Chitterkar**, a famous poet and artist, publishing a trilingual magazine '**Jeewan Sandesh**' with the cooperation of **H.S Saggi** and **Dr Nanda** as co-editors.

The Sikh Protest against Caste Reservation Policy

Master Tara Singh had started a campaign for the reservation of Sikh scheduled and backward castes, with the result he was arrested while traveling to Delhi. Warrants of arrest were issued against us also for taking part in the debates in favor of the reservation for all the minority communities. **I had to remain Incognito (underground) to avoid arrest and stayed with my class fellow Gurmohan Singh's family where I was given a treatment just like a family member.** I continued the essential activity of organizing the protest of processions, debates with the change of dress and name so as to hide my real identity. **After about four months I was arrested while I was moving with Sardar Ganga Singh Dhillon and Joginder Singh Marwaha (later on of World Bank Fame) near Clock Tower** and lodged in the city Kotwali jail for the night. I was produced in session court next day and got bail with the help of S. Ajmer Singh advocate and Joginder Singh who was a public prosecutor as a special case for appearing in University exam, although I was arrested under section 3, which was non-bail able.

Stay at Sunny Cottage

I shifted to a room in Sunny Cottage owned by S. Bakshish Singh Baiji, a close relative of Master Tara Singh. Due to my lecture shortage, I had to appear in November Exams. I started my studies with the help of English tuition along with some minimum essential activities of the

federation. A big conference of AISSF was organized in Bhadour House open ground presided over by Justice Gurnam Singh with special Kirtan by Bhai Sant Randhir Singh ji.

Living in Sunny Cottage provided an opportunity for long morning walks towards Budda Dariya, sometimes up to Satluj and to write some poems. Budda Dariya had a clean flow of water which was used for morning bath by local Brahmins. A part of my selected personal books, which were taken away by some students during my incognito period, were also recovered and gave me the pleasure of reading habit. One of the most interesting memories of the period is the sweet-smelling flowers of '*champa kali*' plant which I looked after with care and long morning walks along Budda Dariya. Its fresh fish which was easily available from its contractor and prepared on my single stove kitchen.

After appearing in the examination in November, I joined Khalsa College in MA Economics in early Dec and received my BA degree in 1950 convocation with most of my class fellows.

My Best Student Period

My Ludhiana period was a more spectacular in many ways. In spite of all the multifarious activities, I continued morning walk, writing poetry and reading books on History, Philosophy. Once some of my friends thought that I might be having a girl friend to meet in my lonely walks in the evening. Some of them secretly followed me sitting alone while I was singing couplets of 'Rehras' which was almost my daily routine.

I came in contact with many new upcoming literary and political personalities who remained my lifelong friends. Most important of them were S. Azmer Singh Advocate S. Bakhshish Singh Bie ji, Master Tara Singh, Justice Gurnam Singh, Bhai Randhir Singh, Dr Gurcharan Singh, Gurnam Singh Teer and also a number of class and college fellows who became IAS officers and university professors and poets.

Self-created Kashmir Problem

One more important historical event of this time (1948) was that of Kabbayili attack on Kashmir organized by Pakistan Armed Forces.

It was a case of mishandling the situation by Jawahar Lal Nehru the Prime Minister as he took the case to the UNO and ordered ceasefire when our Army was just ready to drive away the invaders and occupy the most important areas around the valley including the highest 'Strategic peaks'. He turned down the request of the Army Generals to allow them a few more hours before final ceasefire. Even Sheikh Abdulla who was a Key person for the decision of the Maharaja Hari Singh for joining India had requested Nehru to wait for some time. Accepting the UNO observers in Kashmir till a final plebiscite was a great blunder.

Most of the contemporary Historians have done a disservice to the country by not telling the true story. A separate article is needed to illustrate the real story with Pundit Nehru's statements chiding the Army for the control of certain Takkeries (mountain peaks like Kargil).

India has lost hundreds of lives for the defense of this peak and is spending crores of rupees every year for its protection.

It was a tragic diplomatic failure, lack of political understanding and acting under wrong advice of Lord Mount Batten, without knowing the real strategy of the British diplomacy of keeping India and Pakistan as enemies forever. It can be noted as a historical fact that taking the present situation, as it is, with the increasing pressure of Taliban and other extremist groups, Pakistan will never allow any peaceful solution of Kashmir problem. Even some international powers like China, USA, and UK may like to keep them as hostile countries forever.

UNO observers and plebiscite resolution are not relevant any more as Pakistan has handed over almost one third of the total disputed area to China.

The only solution possible is status quo on the line of control, which will not be allowed by Pakistan Army and political parties. The latest policy of Pakistan seems to create a situation in Kashmir valley of local protests and incite Indian Army to overdo shooting and of killing local people for raising anti India feelings leading to a total boycott by all Muslims in future elections and term it as a sort of plebiscite against India which will be made the base to force the Indian Government to modify or withdraw ASPA and restore the greater Autonomy for JK ultimately leading to division of JK in two states. It is going to be a pressure tactics case forcing each other and creating a situation for UNO and international intervention. ISIS might create greater problem for India.

Pakistan may face instability and China may create a greater unrest and separatist movement in Northeast states. India has to be 'alert' and create better defense and offence strategy. There are indications of creating tension between India and its neighboring countries, Nepal and Bangladesh. (This article is updated although based on my diary).

Khalsa College Amritsar 1950-

As already mentioned I joined MA Economics in Khalsa College Amritsar after getting B.A. Degree from Govt. College Ludhiana in 1950. **My main aim was to get first class or high second division in MA and join as lecturer at Khalsa College Amritsar**, so I started my studies with all seriousness and opted for a thesis in lieu of two papers in the final examination. I selected Chak 35 BB (my village) in Ganganagar canal colony in Rajasthan for a research report on the effect of canal irrigation with Prof. Karam Singh was my guide. I collected the required data as per approved questionnaire and started analyzing it for my thesis. It proved to be a more arduous work than attending two more periods and preparing for the examination.

Visiting Calcutta for a meeting with Jyoti Bassu

These days a news was published in the Tribune that the Sikhs from Punjab who had settled in Calcutta in large numbers as bus transporters and taxi drivers are becoming the target of Bengal transport workers Unions under the leadership of Mr Bassu the CPM leader. The Calcutta Sikh Sangat approached Master Tara Singh, who was the unanimously accepted leader of the Sikhs,

for help. He deputed Sardar Saroop Singh and one Sikh leader from Ludhiana to visit Calcutta to meet Mr Jyoti Bassu and the Sikh transporters to solve this problem. I also was asked to accompany the group to organize the AISSF unit in Calcutta Khalsa High school running under the Gurdwara Barri Sangat. We visited Calcutta for about a week and stayed in a hotel owned by a Sikh family and arranged meetings between the Sikh transporters and Jyoti Bassu which ended in a good will and the problem was more or less solved. The main reason was the success of the Sikh Taxi drivers as they were more expert in their jobs.

I visited the Khalsa High School and organized a unit of the AISSF. Sardar S. S Minhas who was a student of 9th class was elected as president and S. Manjit Singh Calcutta was elected as Gen. Secretary of the unit. Both of them are important leaders of Punjab We also collected some money for Ludhiana Akali Conference on the basis of Master Tara Singh's letters and phone calls. Two major donors were Mr Oberoy and Mr Thapper, both of them had great respect for the honesty and sincerity of the great Sikh leader of the day.

After coming back from Calcutta, I once again started preparing for my final Examination and collected some more data for my Thesis.

ELECTION MEETING OF AISSF AT PATIALA



Gurbax Singh Shergill

The elections of AISSF were to be held in Patiala, as Dr Neki wanted to be relieved. In spite of my unwillingness some of my friends led by Jasdev Singh Sandhu forced me to stand for the election for the office of President.

Sardar Saroop Singh Kallah the founder President of AISSF wanted Mr Ambalvi to become the president so he requested me not to contest the election but most of the active workers including Jasdev Singh of Patiala were not in favor of a non-student to become a president as it was against the AISSF constitution and forced a division of votes by show of hands. There were thirty votes in my favor out of total 51 registered voters. In spite of that, S. Saroop Singh Kallah openly requested with folded hands to allow Sardar Amar Singh Ambalvi to become the president and requested me to become Vice President. It was decided that I would take over as President after about six months as Ambalvi Sahib will be taking over as General Secretary of Shromani Akali Dal.

In view of his folded hands request I had to agree to this proposal.

This precedent of electing a president without being a student became the basis of bringing truck full of nonmembers to elect their own presidents continues even today as there are many life presidents without having any unit in a college.

Municipal Election Patiala

After some time, there was election for Patiala Municipality and it became a matter of prestige for Master Tara Singh to win this election against the official candidate of Maharaja Patiala, as he wanted the merger of PEPSU with Punjab. He asked me to act as the **Chief Election agent** of his candidate Jasvant Singh Sekhon. I stayed there for about a week to organize the election campaign and supervise voting on the last day. There was a heavy voting in favor of our candidate.

Fearing a big defeat of the official candidate, a person known as a **Sant of Doraha** came in the polling booth to take away the Voting Box, just before the counting was to start. Patiala Deputy Commissioner who was the returning officer ran away to avoid his embarrassment and the Sant attacked me with his sword as I defended the Voting Box. I raised my hands to obstruct his attack, which resulted in a sharp cut on my right hand. Police had come by that time and took the box in their custody. The counting started immediately and our candidate won by 500 votes more than the opposite candidate did. By that time, I was free from hospital after three stitches and proper bandage. Our supporters taking me along with our winner candidate organized a big procession. There was big news next day in the Tribune.

I came back to the college after the stitches were removed and started my studies regularly and collected some more data from Ganganagar for my Thesis.

Taking over as President AISSF 1950

Sardar Amar Singh Ambalvi became the Gen Secretary of the Sharomani Akali Dal and I took over as regular president of AISSF as per decision in the annual meeting. The main agenda

before me was to organize the units in every college and hold the study circles for creating awareness of Sikh history and Gurbani, as the guide to better human life.

Another main agenda was to motivate the Sikh students for improving quality of their study to compete for the best positions in the Govt. and private jobs and to prepare them for self-employment as Entrepreneurs. A training camp was organized at Gowindwal for selected students from our new units for a week providing free transport. The camp program included lectures by **Prof Sahib Singh and Principal S. S Amole** question-answer study circles. Self-evaluation tests were held for two days followed by a written test to select the best school. Sant Singh Sukha Singh students were adjudged the best participants. On the closing day a boating trip in Bias river was also arranged. Some students performed the traditional recitation of Japji Sahib going down and up the sacred Bouli Sahib.

AISSF central office

The AISSF office was organized in a room adjacent to Akali Dal office above the old Guru Ram Das Hospital near Baba Attal Building. Master Tara Singh used to come daily to his office. He always brought his lunch from his home and got his tea prepared in the office. Many times, he shared his meals with us. Those days it was a strict practice not to bring the meals outside the Langer Hall. One had to go to the Langer hall and sit in the *pangat* to have the meals.

Master Tara Singh was arrested and sent to Seol jail near Dharamsala.

Going Underground

After sometime warrants were issued against me as I had accommodated Prof Sahney of Gandhi memorial College Ambala and S. Parkash Singh who was publishing an Urdu paper on behalf of Master Tara Singh from a room in Patiala Hostel which was allotted in my name. There was a decision not to be arrested so I was also working from my undisclosed places mostly from our office in SGPC complex. I could not complete my Thesis, as it required regular sitting and frequent meetings with my guide.

Staying at Dalhousie for My Studies

I decided to meet Sardar Narinder Singh ICS D.C. Amritsar to request him to arrest me and send me to Jail at Dharamsala so that I may prepare for my next year's examination. Therefore, one day I quietly went to his office and sent my visiting card with a request to meet him. He called me in his office and I explained the whole situation to him. **He was so kind that he advised me to go to Dalhousie, meet the secretary Municipality Committee, and get an accommodation allotted, as large numbers of houses were lying vacant.** He further told me not to deliver any political speech. I shifted to Dalhousie in the middle of April and I was allotted a lower portion of a Bungalow in the mid of Bakrota. I started analyzing the data, which was already with me. I started morning walk up to Bakrota hill top and sit there to recite Japji Sahib and return after seeing the beautiful sun rising from the top of Sach Pass in between Chamba and Pangri valleys.

While coming back I used to collect flowers from the garden for my study room. Once I was sitting in Bakrota club listening to **Dr MS Randhawa** talking about the flowers in Dalhousie. I told him of about the beautiful flowers in a house near the top hill point of upper Bakrota and my daily walk up to this house to bring one or two pompom dahlia flowers for my study room flower pot. The owner of that house, **Prof. Sondhi**, was also sitting there. He invited me to have a cup of tea with him and learn to grow flowers and plant them in my own house.

I told him that his pomp dahlia and rose flowers are so beautiful that one is tempted to pluck them. Dr MS Randhawa ICS also told me that you should grow them in your own house to arrange them in your flower vase. From that day, gardening became the first love of labor for me. I started working at least for one hour for flower gardening which proved very interesting and satisfying hobby.

Visit of my Economics Teacher Prof. Karam Singh

After some days, Prof. Karam Singh and his wife along with two of my class fellows came to stay with me as there were enough rooms in the house lying unused. He was to finalize his PhD thesis on Economic Development in the First Five Year Plan. Prof. Karam Singh, was a very hard-working person; was busy in his research work almost for 11 hours a day. Mrs Karam Singh started preparing butter as we had enough milk supply. We daily used to enjoy “*pronthas*” with butter. After a busy period of about one month, we decided to visit Chamba to see the famous Minjar Mela.

Visit to Chamba

After few days, we decided to visit Chamba via Khijar Lake to see the famous Minjar festival. We started our journey quite late, we had to stay in a way- side shop for the night and could arrange only one big pahari blanket to sleep in the veranda of the shop. It was almost a sleepless night. Next day we started walking towards Chamba after having improvised breakfast. We visited Khijar Lake. After having lunch, we reached Chamba by early evening. While crossing Ravi Bridge we passed by a big house belonging to the uncle of my old class fellow in Khalsa College during 1945-46. My friends told me that if I could arrange our stay in this house, then they would believe that there is a power in my prayers. After some time, we reached Khalsa Hotel to collect our luggage, which we had sent through our servant. The hotel owner told us that Dalhousie bus is not reaching today due to landslide on the road. This was shocking news as we were told earlier that there were no rooms available in the Hotel. While we were still standing in front of the hotel, my friend who was moving around there, saw us and came to meet. After knowing the whole situation, he requested us to stay in his uncle's house for the night. We reached the house within 15 minutes. We were given a warm welcome by the uncle of my friend and asked us to have a warm bath till the food is ready. After bath, we were served with tasty food and drinks. I took my dinner and went to bed early and my friends enjoyed the drinks and nice food at leisure in good company. It was almost a miracle and the blessing of the almighty Akal Purakh to provide us this sudden comfort. My friends congratulated me and expressed thanks to the all mighty for his sudden kindness. Next day we enjoyed the Minjar festival and traveled back to our place by bus.

Professor Karam Singh's wife was narrated this story by my friends and all of us prayed for a son in the family. Prof. Karam Singh and my friends left for Amritsar to reach before the end of summer vacations. Dr Karam Singh was blessed with a son after about one year, after the prayers by arranging an Akhand Path.

Return to College Hostel after completing my Thesis

I stayed back to finalize my thesis and reached the college hostel by the middle of October and got my thesis checked and typed for submission to the University for evaluation, after preparing for the examination on war footing. During this period, I arranged AISSF elections and S. Bhan Singh was elected as President.

I appeared in the examination. My thesis was evaluated by the University through **Dr Mathur of Jaipur University**. He highly commended the analytical ability and told me that I could get the PhD after a little more labor by correlating it with the whole canal colony.

I passed my MA in High Second Division. After staying in College Hostel for few days I visited my village before reaching Jaipur, via Delhi, where I met Dr Mathur of Jaipur University.

Stay at Delhi

I stayed with Ajit Singh MP in South avenue for some time and met Giani Zail Singh, who helped me to get an identity card for visiting Parliament and reading books in library. After some time, I met Sardar Hukam Singh MP who asked me to act as office secretary of Akali-Jan Sangh opposition party in Parliament under the leadership of Dr Mukkerji. After some time, I handed over to S. Balwant Singh who was my class fellow at Amritsar. During this period (Nov-Jan) I attended Republic Day parade. I still have an old document file meant for MPs which was given to me.

Registration for PhD. Research

After coming back from Delhi, I started research for PhD. with **Dr Dewett of Hoshiarpur** Punjab University Economics Department and met **Dr Manmohan Singh** (later Prime Minister of India) who was M.A. Economics Student there. During this period, I mostly stayed in Model town Jalandhar with my friends S. Bhan Singh and Gurmeet Singh who were Law students. While staying at Jalandhar I continued to visit Hoshiarpur to meet Dr Dewett for guidance.

After some time, I joined S.N. College Banga as advised by Master Tara Singh ji.

PART II

Chapter 3

Service at Sikh National College

Charan Kanwal, Banga

(May 27, 1953 to June 1967)



Principal Gurbax Singh Shergill at his First College

Sardar Harguranad Singh from Banga met me in a meeting held at **Lyalpur Khalsa College**, Jalandhar in Feb 1953 and told me about his efforts to open a college at Banga. He asked me to be helpful as my **ancestral village Chak Bilgan** was only 6 km away from Banga. **I told him about my selection at Khalsa College Amritsar from the new session starting in 1953 and offered my services for any help as and when required.** After sometime I came to know about the interview of the College Staff for S.N. College Banga from a local newspaper office where I met **Bawa Harkishan Singh, Principal SN College Qadian**, who was the Chairman of the selection committee. I accompanied him to Banga next day. Sardar Harguranad Singh was happy to see me and asked me to arrange for the refreshments for the candidates and members of the selection committee. After the interview, I again accompanied Principal Bawa Harkishan Singh Ji to Amritsar and stayed in Khalsa College. After sometime, Sardar Harguranad Singh again met me at the residence of Master Tara Singh Ji and told me about the refusal to do any extra work for the college welfare by Kulwant Singh Gill who was selected as lecturer in Economics, being a resident of a village only one mile from Banga. **He asked me to join as lecturer and Vice Principal of the College at the earliest possible time and be a part of the organizing team.** Master Tara Singh also asked me to accept the offer. Taking it as an opportunity to be a pioneer teacher and serve my ancestral area, **I joined S.N. College Banga on 27th May, 1953** after offering prayers at Gurudwara Charan Kanwal for the success of the college and my mission to service my people in the field of Education to work for the Quality of teaching and learning to help the students for achieving their best possible level of Excellence in their studies. I stayed for two nights in the Gurudwara and then arranged an alternative accommodation on railway road Banga.

With the help of Sardar Harguranad Singh, president of the school, it was my privilege to organize the college office and classrooms in the existing building of the Khalsa School in Charan Kanwal area.

The rest of the staff was to join on 10th June and the Principal was still to be selected. The post was first offered to **Prof. Ram Singh Gobindpuri** who was a senior lecturer in Chemistry at Khalsa College Amritsar. On his refusal, **Prof. Gurcharan Singh Dosanj**, a senior lecturer in Maths of the same college was offered the post but he was also not willing to join.

A meeting of the managing committee was held on 1st June. In the absence of any final decision, **I was asked to officiate for the time being. I humbly requested the managing committee to appoint a regular principal as per the University requirements, to create confidence among the public.** After some discussion, I suggested the name of **Prof. Pandit Ram Parshad**, a resident of Banga, who was working as Vice Principal at Arya College Nawanshahar to take over as Principal for his remaining period of service. Pandit Ram Parshad was a senior lecturer in Mathematics at Govt. College Ludhiana when I was a student of BA. Pandit Ram Parshad joined as principal on 5th of June after getting an assurance from the managing committee that staff would be paid salary as per university norms. Rest of the Staff joined on 10th June. He being a highly respected person in Banga was able to attract very good number of students who were already studying at Nawanshahar. I also visited the nearby schools and villages and it was very encouraging that **the first admission attracted one full section each in 1st and 3rd year classes.** Second year and 4th year students were to join after receiving their university result after the vacations.

Principal Ram Parshad worked hard and sincerely for two years. He was very methodical and acted according to the university rules and regulations. Having worked in Govt. College Lahore, he tried to follow and introduce the good traditions of that college. He prepared the college timetable keeping in view the maximum working days during the academic year and insured its implementation very strictly. The system of weekly tutorial group meetings, regular evaluation of examination results, students' attendance, and total periods taken by the teachers were put into practice strictly. Every teacher was required to enter the roll numbers of absentee students class-wise daily in the special register kept in the office before leaving the college.

Shifting of the cremation place of scheduled caste from front of the College

It was surprising that the space in between the front lawn of the college and road towards Gurudwara was still used for cremation by scheduled caste families of Gendowal in spite of the fact that the school was functioning for the last 10 years and college for 2 years. Nobody was willing to take the blame for shifting the cremation ground, more so for political reasons. One day during winter break of 1954, I quietly asked the class four employees of the college and some daily laborers to shift the small chulah (oven) type tiny memorials (5 or 7) to the backyard of the college beyond the sports ground near the village cremation ground. This was done quiet secretly after performing Ardaas, with the consent of the Gurudwara manager. The labourers had to be paid wages 3 times of the normal wages of rupee two. There was some protest by the scheduled caste people but after some time they tolerated this shifting as they were allowed to cremate their dead bodies near the common cremation grounds. The old area of cremation in front of the college was converted into a lawn and the entire area was encircled by a green hedge with path around the hedge dotted with royal palms, bougainvillea, Gulmohar trees, thuja and sarroo were Planted in deep dug pots and filled with fertile soil brought from the Satluj bed as most of the land in front of college building was very hard and alkaline. The roads were bricked to avoid slush during rains.

Prof. Mahenga Singh, PTI who was working in Lyallpur Khalsa College Jalandhar joined S.N. College Banga after his termination from Jalandhar College along with some other professors including **Prof. Amarjit Singh Bains** who became an advocate and later on a Judge of the Punjab High Court. Their termination was a result of **Principal Gurbachan Singh Talib's** administrative lapses, as he could not take the whole staff with him due to his aloofness, being a great scholar. The College was lucky to have the services of Sardar Mahenga Singh who was devoted to the welfare of the sportsmen.

Starting NCC in the College

Our college was allotted an NCC Company and I was selected for pre-commission training in 1955. I attended the training at the Dogra Regiment center Meerut in 1956 and stood first in the course.

Attending the annual training camps was an opportunity to learn better organization and administration. Our College NCC company usually won the first prize in campus lay out, drill, and discipline. A good number of our cadets were selected in Army Commission; two of them became Major Generals in due course.

Prof. Amar Singh Malik took over as Principal in early 1955 after his retirement from Govt. College, Dharamsala as head of the Chemistry Department. He immediately equipped the laboratories, which were already constructed as per the University norms under the guidance of Prof. Ram Singh Gobindpuri. Admission to F.S.C. Non-medical started the same year and FSC Medical was started in 1956. B.Sc. medical and non-medical was a follow up in due course. Principal Malik gave the college a full-fledged shape of Science and Arts Degree College. He further strengthened the good traditions of quality teaching and academic administration.

Meeting Dr VKV Rao at Pilani as member of India Agricultural Economics society

As a member of Indian Agricultural Economics Society, I attended its conference held at Pilani under the chairmanship of Dr V.K.R.V. Rao, Dean Delhi School of Economics. In his inaugural address, he cited certain Govt. statistics in favour of first five-year plan agricultural growth. He had earlier published his paper in Times of India criticizing the method of collecting the data by village Patwaris as an exercise in futility because of their being untrained for the job and being unaware of its actual use by planning commission for the first five-year plan.

When the paper was put open for floor discussion, I presented these facts before him and proved that his calculations are based on the same wrong figures; hence, his prediction of agricultural growth is wrong as per his own paper published earlier. Many speakers tried to defend him; Dr Rao in his reply appreciated my views and agreed that he was only explaining the planning commissions view point. He was great scholar of repute and asked me to meet him at Delhi. I met him in his office and he kept me with him for half an hour and agreed to become my senior guide for research on agricultural productivity and land reforms in India for which I had already submitted a synopsis at PU Economics Department and Dr Dewit agreed to become my guide.

College Bursar and Registrar Examination

Principal Malik appointed me as College Bursar and Registrar of Examination. These heavy administrative duties left almost no time for my research work and my PhD thesis work suffered. Only way left before me was to proceed on academic leave for which there was no provision in college or University rules.

Marriage with Ravinder Kaur 1955

My parents and friends wanted me to marry and arranged some proposals. After considering these proposals; I visited two families and decided to marry **Ravindera Kaur Satish**, daughter of **Sardar Satgurdial Singh advocate Ambala**, whom I married on **15th July 1955**. The marriage party traveled from my village railway station Gajsinghpur via Bathinda on 13th July and reached Ambala next day. There was no direct train neither bus or taxi service, as there were no roads connecting Ganganagar area with Punjab those days. The back journey with the bride also had to travel by staying one night in Bathinda station reaching home next day at 5 pm. Although an arduous rail journey, it was one of the most pleasant travels of my life. After visiting Ambala for one night, we went to Banga for one night, again stayed one night in Ambala.

Our visit to Mussoorie

From Ambala we went to Mussoorie for one month as these were the days of summer vacations. We stayed in Mussoorie club with our own arrangement of make shift kitchen as it was the wish of my wife to cook food at our own kitchen once a day. Mussoorie was a very nice hill station without unnecessary crowd sill setup in its natural unspoiled environments. As is the saying that in a real honey moon you always over spend and borrow from an intimate friend to reach home. We had to arrange for 100 rupees from a friend in Dehradun to reach back home in Banga

Mrs. Ravinder Shergill joined as lecturer in Hindi in November 1955 and was very helpful in looking after girls' section. The number of girl students went up with good discipline and increased confidence of parents. She organized a fine arts and dramatic club for girls. The girl students liked these cultural activities and took active part in these activities. A sophisticated cultural environment along with already good academic atmosphere in the college made the college a place of good education and an interesting place for the students. Number of girl students almost doubled within a year because of increased confidence of girls' parents and cultural activities for girl students. Two more lady lecturers were appointed in the new vacancies and Mrs Shergill was made in-charge of girls' section with a separate girls' common room attached with bathrooms and a lady's staff room.

Celebrating the birthday of our daughter

My daughter **Madhupreet Kaur (Veenu)** was born on **30th May 1957** and the occasion was celebrated with beer and fish party given to staff members as desired by them. After one year we celebrated the first birth day of our daughter by holding an Akhand Path prayer followed by a

grand tea party in which more than one hundred guests participated. **Many Banga people were quite surprised at the daughter's birthday celebration.**

Professor in charge of Quality Education

As professor in charge of merit and weak classes I recommended that in order to attract merit students to the college, we should start a system of merit scholarships and free books, which was appreciated by the principal and staff.

This new system of incentives to merit students was strengthened along with full fee concessions to first division students joining the college along with cash stipends and free books to students with 70% or above marks, according to their overall merit position. The amount for these incentives was used from the welfare funds created out of the savings of weak and merit classes held so far. This measure attracted a good number of merit students to the college, which were joining Jalandhar colleges who were already providing this facility to merit students. These measures made the college a center for quality education. Many students of the college started achieving merit positions in the university.

After establishing the better standards of weak and merit classes, we started going to Shimla where Ravi's sister and her husband were posted.

Visiting Kashmir valley 1959

Mrs Shergill expressed the desire to visit Kashmir valley. Mrs Balwant Kaur, elder sister of Mrs Shergill, advised her to leave Veenu who was two years old under her care as it may not be comfortable for a little child to go through this long journey. We reached Pathankot a day earlier, so as to travel by first bus from Pathankot to Srinagar. Next day we started our journey to the valley. After having breakfast at Jammu and enjoying a short stay and lunch at Patnitop rest house, we reached Pahalgam in the evening after visiting Mattan Sahib Gurudwara and Vairinag. Guru Nanak had visited this place during his 3rd Udaasi while going to Maan Sarover lake via Leh Ladakh and Lahasa journey, known for his famous 'Dialog with Sidhas' which is referred in his Holy poetry as 'Sidh Gost'.

Stay at Pahalgam and visit to Glacial Tullian Lake and adventure of staying one night in dense forest

We stayed in a tented accommodation alongside the tents of my nephew Hardev Singh Shergill and his friend an Army captain on the bank of Lidder River, a site of nature's environmental beauty. After staying for two days, we decided to visit a glacial Tullian lake about 15 KM at the height of about 11000 feet telling the fair ladies that we will be back by dinner time.

We started well in time without any Guide and reached the lake at 1 PM while enjoying the journey through dense Deodar forest. We enjoyed a good lunch of bread and butter along with sweet condensed milk and fresh self-made tea with our gas stove. Having enjoyed the beauty of lake we started our journey back at about 3 PM, collecting 'Bhoj Patra' from Birch trees, which are only found at these heights. While moving down towards the base camp, there was a sudden

change in the weather and it started raining with heavy clouds in the sky making it impossible to walk through darkness. We took shelter in a nearby Log hut after driving out a bull, which was standing there. After sometime we realized that, it is no more possible to travel back now, as we were unable to trace the track to our base camp. We were worried about the fate of our fair ladies who might have been waiting and worried about our where about. The Army captain told us that this forest area is known for wild bears and *ajgar* snakes and advised for keeping the fire on to avoid the wild animals. We ignited the fire with the available small wood pieces and grass available in the log hut to keep us warm.

Facing a long sleepless night in a small hut, we decided to listen to the narration of each other's special area of knowledge and experiences. Hardev Singh Shergill was an expert Geographer. He narrated the story of the origin of our planet and the universe. It was a very interesting description, which we listened to for about two hours. After him, the Army captain narrated the story of his being part of Indian Army in 1947-48 to drive away the invader Kobilies organized by the Pakistan Army. The most important fact he disclosed was that just at the point when Indian Army was about to occupy the strategic peaks around the valley, Mr Nehru ordered cease-fire after the UNO decision to appoint the observers till the plebiscite. According to him, this decision is responsible for the loss of the lives of thousands of soldiers and hundreds of crores unnecessary expenditure on the defense of Siachen peak. After him I started narrating the reference to the evolution of human life and the universe in Guru Nanak's holy poetry which was left almost partly heard and we are unaware of our sudden sleep. We woke up from our sleep early morning as if from a dreadful nightmare and started back journey. After reaching a small shopping area, we enquired about the path to Pahalgam. They told us that the police party was trying to trace you until late night. We reached our tents and found the fair ladies almost semi-conscious and worried. After seeing us they recovered from shock and prepared a tasty breakfast of 'Alloo Paronthas' also sharing the story of 'Anguish Night' which was the result of our not hiring a guide in spite of a warning about the sudden change of whether in this area. We stayed for another three days at this site and moved by a bus to Gulmarg after enjoying the long walks on Lidder river upstream and hospitality of Khalsa hotel which was a very attractive place of eating at Pahalgam.

Gulmarg visit an unforgettable event

While enjoying the beautiful scenery of long poplar trees on both sides of the road, we reached the Tangmarg bus stand and after a steep walk up to Gulmarg, we stayed in the Gurudwara for the first night as advised by our guide. Next day after early prayers and morning tea, we moved to a tourist hut in the market area and had our most important enjoyable period for a week.

Gulmarg is one of the most enjoyable sites in Kashmir valley situated at the height of above 8000 feet surrounded by dense forest of sky high Deodar trees and Khilanmarg high mountain, the other side of which is in Pakistan occupied area. The main town is situated in small valley type grassland with the facility of horse riding and golf ground with good hotel accommodations. During our visit it was Savvay Hotel. We enjoyed horse riding and long walks on a forest trail surrounded by splendid Deodar trees around the main open area of the town. After three days we went up to Khilanmarg lower hill area through a row of beautiful bungalows which were still lying vacant and unrepaired as these were put on fire during the Kobaili attack. Khilan merg

tourist area is in about two square kilometers including snow covered slopes for sledging during summer and is one of the best ice skating grounds in the winter. The lower slope area was covered with beautiful flowers out of stone joints. After enjoying sledging on our own raincoats and hired wooden sledges we enjoyed almost a beautiful carpet type flowers coming out of stones.

We met a party of students from Bangalore University who collected buckeyes of flowers for us. While coming down to the plain grassy area we enjoyed a joint couple dancing with other couples who were dressed in Kashmiri and Punjabi folk dresses. Hardev Shergill my nephew who had gone up to the top of the mountain stayed for the night stay in his sleeping bag also joined us at this point and narrated his experience of the top heights above twelve thousand feet where he enjoyed the company of some European visitors.

Visit to Srinagar

After a stay of a week we reached Srinagar where we stayed in a house boat on River Jhelum. During this period, we went around in a bus tour of the valley towards Baramulla and enjoyed the scenes of some small and big lakes and had a Shikara boat ride in Vullar lake in the evening. Next day we had a visit to Neelam Lake along with Hardev Singh Shergill and enjoyed diving and swimming with life jackets and airbeds for enjoying sunbath. I still remember my long deep diving in the lake and a scene of long green grass growing at the base. After having rare experience of our life, we had our lunch in the boat and moved back to our boat house after visiting the Terraced Mughal garden and enjoying evening tea on the semicircular road around the Vullar lake. Next two days we spent in and around the Vullar Lake, when we were taken in a boat to the corner of the lake where vegetables and flowers were grown on the boats with its one small hut in the center.

During our last two days of stay in Srinagar, we went around the shopping areas. We also visited a Gurudwara, which was built in the memory of the visit of Guru Hargobind Ji where the stage secretary recognized me being an old associate of AISSF, announced our arrival, and requested me to address the sangat. I spoke for only five minutes and expressed my greetings to the holy gathering of sangat who were fortunate of getting the blessing of the visit of Guru Hargobind and Guru Nanak ji to Srinagar city. Next day we moved down after closing our account in Punjab & Sind Bank where we had transferred some money for our expenses of the visit to avoid Mussoorie experience. We reached back in Shimla and met our small child whom we missed for a month and within two days were back to Banga.

The College reopened after the vacations and we started our college work with greater enthusiasm and renewed vigor with more interest in College administration, appreciation of good academic performance of our colleagues as shown by better University results and more number of students in merit positions. The first five years of Principal Malik's administration were an example for me. He fully guided me in my duties as Registrar and college Bursar. After five years, Principal Malik was feeling relaxed and passed on much of the administrative work to me by 1961.

It became a tradition of the college to appoint the best staff on merit basis. Keeping in view the very good financial position, improved academic reputation and good discipline in the college, there was little interference by the Managing committee. The staff and students of the college felt proud of their institution and were always ready to work hard to keep up the high reputation of their college. The average stay of the teachers in the college was more than five years as they left for Govt, or University service. More efforts were made to improve the quality of English teaching, as it was the only medium of instruction for all science and art subjects those days.

Seminar of School Headmasters and Teachers of English, Mathematics and Science on Teachers Day

A seminar of English and Science teachers of the schools in the area was held every year on teacher's day to motivate them to make special efforts to improve English writing for 9th and 10th classes. School science teachers were advised to explain the more difficult portions in Punjabi with the use of English terminology, which proved a great successful method to create greater interest among students for science subject. The college stated honoring good teachers of English, Science, and Mathematics of various schools on the prize distribution day.

First class first in BA English Honors in the University

The college started BA honors in English to highlight the English teaching in the college. Pandit Gomti Parshad an excellent teacher in English with M.A. English from Cambridge University and a former principal of Govt. College Hisar was appointed as professor emeritus to improve English teaching, as he preferred to be a College teacher than a Principal in SD. College Ferozepur. He was a close friend of Principal Amar Singh Malik and was paid the salary as he was getting at Ferozepur with a proper arrangement for his good residence. There was a new wave of quality teaching of English in the college and our student Bhardwaj Sharma stood first class first in BA English honors in the Panjab University. This news attracted more students to the College and the management agreed to pay his salary as previously he was being paid out of the welfare fund. One of our old students Sardar Amrik Singh Pooni who stood 2nd in MA political science and was preparing for IAS competition was appointed as a guidance librarian to guide the BA/ BSc. students for career competition. He was given some teaching periods in Civics and lecturer grade to help him to prepare for I.A.S. competition, He was selected for IPS in the first attempt. He again appeared in UPSC examination and got 6th position in India in IAS exam, He became a very successful administrator and retired as Chief Secretary Punjab. It will be interesting to note the contents of his letter to Principal Malik when he was under IPS training at Abboo hill station in Rajasthan that he will prefer to be a lecturer in the College than to remain an IPS officer if not selected for IAS.

Senate and Syndicate Member

As a member of Arts Faculty of the University I observed that Members of Senate were able to help their College and the teachers so I decided to fight Senate election from Graduate Constituency with the encouragement of principal and staff and Punjab college teachers Union, being the vice president. I got elected as Member of the Punjab University Senate in 1964 and also became the member of the Syndicate.

PRINCIPAL S.N. COLLEGE 1965

I took over as principal from Sardar Amar Singh Malik on 12th April 1965 at a specially arranged farewell and welcome function attended by selected citizens of Banga, Nawanshahar, special invitees from Chandigarh and Jalandhar, college managing committee members and staff with ten selected senior students. My taking over as principal was a news for the public but not for me as I was doing all work of the principal for the last three years.

The first and the foremost task for me was to implement various plans, which were thought to be most important to make this college as the centre of quality education and guidance to rural and outstanding students for better careers in the life.

I was living in a big comfortable house with a lawn in the city. Even then, I shifted to the official residence of the principal on the first floor of the college building after performing *Ardaas* in the Gurudwara Charan Kanwal Sahib.

Keeping in view the need of efficient administration and facilities for the students and staff, a compact administrative block was created.

Summer classes and Entry Test

A special meeting of the college staff was held to finalize the program for further academic improvement in the college. A comprehensive plan was prepared to strengthen the existing academic norms along with new measures regarding scholarships, summer vacation classes, and entry test.

A meeting of all the school principals and Headmasters was held in the form of a seminar to apprise them of the scheme of summer classes, entry test, new scheme of scholarships and merit classes. All the heads were requested to give their viewpoints regarding the new system of scholarships, merit and weak classes and entry test. On the unanimous recommendations of the principals and Head masters it was decided to honor all the school teachers whose students got the highest marks in the entry test.

President of Quality Education Forum Jalandhar

An education forum was registered in 1964-65 with the aim of evolving a policy of action in colleges and schools to help the students to come up to their best with the cooperation and help of Sardar Hari Singh of Hotel Rainbasera Jalundhar who was also the President of the college. The first meeting was held in Desh Bhagat Yaadgar Hall and I was elected as the president and Dr Vikram Singh as an Education Advisor in the central Education Department Delhi as General Secretary. Kothari Education commission visited Jalandhar in May 1965 and invited the education forum to submit a reply to its questionnaire. The commission acknowledged with appreciation, the reply submitted by the Forum.



Principal Gurbax Singh Shergill

We had already started Merit classes for the top students and scholarships for brilliant merit students, having the highest self-improvement rate in the University.

Problem of Busy Parents

At this point it will be worthwhile to note our daughter Vinoo was eight years of age, studying in Jain Model School which was the only one in Banga which could be rated only as an average good school in the town. But we could not take the full care which was due, being both of us busy in the college affairs, the fact we realized much later.

Dr Rao's offer for Institute of Rural Sociology Research

Dr. VKRV Rao was informed about my inability to complete my thesis. He told me to arrange a matching fund of rupees 50 thousand for a grant of 2 lacs to establish a Rural Sociology Research Centre at Banga. I had some old friends who were my active colleagues in the AISSF from Lahore and other towns of west Punjab, were now well settled in Auto Parts Trade in Bombay.

Some of them promised me to help in raising the funds. Therefore, I planned to visit Bombay in winter break in December 1965. Before going to Bombay, I wanted to meet my father in Ganganagar.

INSTITUTE OF RURAL SOCIOLOGY POSTPONED

SGGS COLLEGE CHANDIGARH

I was waiting for a train at Ludhiana Railway Station on 20th December, where Sardar **Bakshish Singh ji Finance Secretary of proposed SGGS College Chandigarh** met me on the platform as he was waiting for his train to Amritsar. When I told him about my plans, he informed me that Chandigarh Sikh Sangat has decided to start a school instead of the college, as they are unable to arrange one-lakh rupees for the Endowment Fund, which is a prerequisite for getting affiliation. In his own way of talking he expressed his surprise and told me that 'you are only thinking of Banga College' after holding a meeting of Principals of Khalsa Colleges at Chandigarh to start the College. I could not even imagine that after laying the foundation for a college in the name of Sri Guru Gobind Singh, Chandigarh Sikhs will now look for a school only. **I immediately told him that as member of the Senate and Syndicate I will ask the Vice Chancellor if he could accept a fixed deposit in the name of the students' welfare of S.N. College Banga as Endowment for our Chandigarh College.**

This amount was collected with the help of the college students for a fixed deposit to meet the current expenses of the students' welfare center, which was being built with a grant from U.G.C. He was happy to know about this idea **but asked me to postpone the plan of Rural Sociology Research Center** so that he may request Sardar Kapoor Singh to lead a delegation to Bombay for raising the funds for the Sri Guru Gobind Singh College. Sardar Baksheesh Singh was a father figure for me, so I had to agree with him although reluctantly as it was likely to go against my dream plans for the uplift of rural areas. Sardar Bakshish Singh postponed his

Amritsar visit and asked me to come to Chandigarh after visiting Ganga Nagar. He persuaded S. Hardial Singh PCS (retired) from Chandigarh to accompany us. I reached Chandigarh on 24th evening. Tickets for the delegation for Bombay were already arranged and we reached Bombay on 26th. A reception for the finance minister and delegation was arranged at Sher-e-Punjab Hotel on 27th evening.

It took a little awkward shape in view of the Bombay Sangat supporting Punjabi Suba movement, which was at its peak. One of the local leaders who was my friend and most active supporter, requested S. Kapoor Singh Ji to give a statement or express his views in favor of the movement. Most of the local people who were strong supporters of Master Tara Singh were now in favor of Sant Fateh Singh being the active leader of the movement and leading the Punjabi Suba Morcha. S. Bakshish Singh Ji being a close relative of Master Tara Singh gave an assurance that S. Kapoor Singh being a Congress Minister could not openly support the Punjabi Suba Movement but he was playing a positive role for the success of the movement in his own way. The initial opposition for fund raising was subdued further with my request with folded hands that opening of the Sri Guru Gobind Singh College as a part of tercentenary celebrations should not be made a target of political differences.

We stayed in the MLA hostel and visited all Gurudwaras within 2 days. We also met most of the Sikh Businessmen. Most important of them were, **Sardar Isher Singh Chawla the honorary secretary of local-Khalsa College in Bombay, S. Harbhajan Singh of Kohli family having their business in Iran, S Budh Singh of Anand Autos Firm, film actor Rustam-e-Hind, Dara Singh** and some other important business persons. Sardar Kapoor Singh had to return to Chandigarh for a Cabinet Meeting. We could therefore collect about 60,000 rupees only. An amount of rupees 25000 was received from the **Sir Indra Singh Trust** after sometime and the building work started in full swing.

WEEKLY VISITS TO SGGS COLLEGE

I used to reach Chandigarh every week on Friday evening and come back to SN College Banga on Monday forenoon. I had to stay in Chandigarh for all holidays up to **June 1966**.

The Vice Chancellor agreed to accept the Fixed Deposit Investment of rupees one lakh as endowment with the condition that it should be endorsed in the name of Guru Gobind Singh College and Registrar Panjab University permanently. However, to meet the audit objections the president of the SES gave a written assurance that interest on the FDI will be continued to be transferred every year to students' welfare fund at S.N. College Banga and amount of FDI was shown as a loan.

All the formalities regarding affiliation including inspection of the building, library furniture and laboratories was completed by end of June 1966. Before starting admission, **S. Kapoor Singh asked me to take over as principal of the college but I requested him to advertise the post and make some temporary arrangements for which I suggested the name of Dr. Trilochan Singh, a Retd. DPI.** He being an already overage the university did not give its recognition. **Dr. Trilochan Singh continued to visit the college for some time.**

My reluctance to take over as principal was due to the fact that I had a moral responsibility to complete the ongoing development projects at Banga which included the construction of welfare centre, canteen, a hostel for brilliant students, sport stadium and complete the false ceiling of the first storey of the building to protect the class rooms from extreme heat during summer. I was asked by the president to visit the college and help the management in construction and some other academic matters.

The President once again asked me to take over the administration in the midterm but he accepted my request that I might be transferred as principal of the college along with some other staff members by the end of the session so that I may be able to complete the ongoing Banga projects. After this meeting with the President S. Kapoor Singh, I fully devoted my time to the ongoing academic and other projects of SN College Banga.

Merit and weak classes were a success with the willing cooperation of the students and staff there for a welfare fund was created out of the savings of these classes to be spent with their consent.

Special efforts were made to attract the outstanding players in athletics, football and volley ball. The college playgrounds were on the common land of Jindowal Village Panchayat and the area was not properly demarcated. After a local dispute, and a court case, the college got the legal possession. Grounds were properly leveled and grassing was done with proper watering arrangement. Construction of sports stadium was started for about 600 seats. Service of the coaches from sports department was properly availed for the training of college teams. Prof. Mehenga Singh, PTI of the College was a great moving figure to encourage the sports in the college.

A welfare centre with separate common rooms for girls and boys with a proper canteen and a post office was built.

To create a better academic atmosphere, academic gowns were made compulsory from the month of November to March for the teaching staff by supplying these free of cost.

Eminent scholars also addressed weekly assembly of students for one period on Wednesdays with guidance and motivation lectures. All the students were seated on chairs in the college hall with proper sound system, which was specially fitted through a Firm from Jalandhar.

SRI GURU GOBIND SINGH TERCENTENARY

Guru Gobind Singh Tercentenary was celebrated by holding special extension lectures and famous play ‘*Sarhind di Dewar*’ written by Prof. Dr Harcharan Singh, a famous dramatist and played by Harpal Singh Tiwana and Mrs Tiwana along with Mr Daman and Mrs Daman.

The College students were motivated by citing the famous saying of Guru Gobind Singh, “Sparrows will take over the Hawks”. Only one Sikh will fight against the lacs, Tiny Jackal hearted people will act like mighty Lions.” His famous declaration “*manas ki jat sabhe eko*

pahichanvo” was explained as a message of National and International unity. Guru Har Gobind Sahib’s visit was celebrated as college founders’ Day.

ANNUAL PICNIC OF ALL STUDENTS ON SATLUZ RIVER

Annual picnic was organized for all the students at the Satluj beach near Rahon, boat crossing with proper discipline and with a cultural program and picnic feast. All the students travelled to Rahon railway station from Banga by 9 AM train and came back by train at 4 PM. They brought their own Pronthas, Paneer vegetable and chicken was prepared at the sight. Girl students were allowed to bring one of their parents with them if they so desired. Generally, all the staff and students reached at the sight at about 10.30. Girls and boys had their separate area from 11 AM to 1 PM and all the staff members were used to be in the center and insured that boys and girls remain in their respective area. At 1 PM, all the students gathered under the shamiana, which was already in place with jute carpets on the ground for all the students and staff. The cultural program was for about one hour, starting with college shabad, and ending with National Anthem. All the students finished their meals by 3 pm and the back journey started by train at 4 pm. The railway authorities were always very helpful in providing proper accommodation and timing facilities. The whole program was a success because of proper motivation and cooperation of staff and students.

Chief Martial Arjun Singh’s visit

1965 was a year of war with Pakistan. Our soldiers did a great job under the leadership of our Army Generals. Air Force **Chief Marshal Arjan Singh** was a hero of this war. We invited him as a chief guest to deliver the convocation address and award gold medals and college colors to our distinguished students in April 1966. I met the Air Marshal in his Delhi office. **Air Vice-Marshal (retired) Harjinder Singh** who was my relative, helped us in this matter. The Chief Marshal came in his Helicopter for which we had made the proper arrangements with the help of the nearest Air Force Station Adampur. It became such an attraction for the area people that there were about a thousand visitors around the landing site, which was well managed with the help of Air Force men and the Police. NCC cadets in ceremonial dresses lined the road leading to the college campus on both sides. A huge crowd gathered in the college compound. We arranged ‘*Guru ka langer*’ in Charankanwal Gurudwara and told them that the Air Marshal Arjan Singh would address them after the convocation. **Major General Sparrow and Principal Bawa Harkishan Singh** ji were also present in the Hall. The function was a great success and became a land mark in the history of the college.

The visit of a great war hero inspired the students of the college. Two students from our college were selected in the Air Force as pilots. One of them became a war hero, awarded for his gallantry in destroying the enemy ship near Surat in the 1971 war.

SPORTS STADIUM

Our sports students had also won football and Kabbadi University championship. A sports meet was held soon after the convocation. The Vice Chancellor of Punjabi University **Dr Kirpal Singh Narang**, was the Chief Guest. He also inaugurated the sports stadium with five rows of

forty seats, each in the centre and three rows of 80 seats each on both sides, with a total capacity for 600 chairs.

NCC shooting range was built on the left side of the stadium for a live shooting facility. With the facility of live shooting, NCC became more attractive to the students and our NCC shooting team won the trophy.

The low triangle area near the outer wall was filled and was allocated for the principal's residence after leveling and planting fruit and ornamental trees. Brick layering of the inner roads was completed and a water tank was built. The College Magazine was made regular features.

Campaign against Alcoholic drinks

The College campus was properly earmarked to avoid trespassing by some outsiders who came drunk while going to their nearby agricultural fields. These outsiders served alcoholic drinks to some sports players who once abused a college teacher. These players were rusticated from the college after a proper enquiry as they refused to apologies as some local politicians started supporting them.

A meeting of all the parents of the students and representatives of political parties was called in the Gurudwara so that they could be apprised of the real facts. The congregation passed a unanimous resolution that no one should come drunk in the college campus. All the students and their parents praised this congregational step. The guilty students were allowed to attend their classes after a written apology and promise not to take alcoholic drinks in future.

The UGC had started an awareness project in the colleges on science of Universe and general knowledge. The college teachers delivered regular lectures. As a part of this project, we decided that every graduate student must visit at least two cities in Punjab including Amritsar and two cities in India including Delhi. The college decided to pay half of the travelling expenses and free lodging and boarding to be arranged by the college in advance in Gurudwaras or in a college hostel.

Visit to Hazoor Sahib, Bombay, Delhi Rashtriya Parliament House, Lal Kila and other historical places and Gurudwaras was arranged under the overall supervision of Mrs. Ravinder Shergill. I joined them in Delhi and while visiting the parliament, we managed to take few pinches of grass and multiplied to plant it in two internal small parks, which became the attraction of every colleges in Jullandhar. The practice of sending students for sightseeing within Punjab or India continued and **by the end of 1966-67, almost every student studying in graduate classes had visited the required places.**

This was the time when negotiations for the creation of Punjabi Suba were at the final stage. We invited Pundit Yagyadutt on the celebration of Guru Hargobind sahib visit day. His speech was very inspiring and he had hinted about the desirability of Jan Sangh and Akalidal alliance. A meeting of some important leaders was called in Banga in the College Premises at my residence.

A photo of the important participants is reproduced here:



Mr Jain, Gen. Secretary of Jan Sangh, S. Balwant Singh, General Sparrow, S. Satnam Singh Bajwa Congress members are seen with me. They decided to join the Akali Dal and Jan Sangh as an Ally to the ruling party which was sure to be Shiromani Akali Dal. (This effort was based on my feeling to avoid any communal feeling in Punjab).

Student welfare center

The UGC had sanctioned a grant of one-lakh rupees for the building of student's welfare centre for which we were to spend 1-lakh rupees from the student's funds. We requested the Vice Chancellor of Punjab University Shri Suraj Bhan to be the Chief Guest in the convocation to be held in April 1967 and lay the foundation stone of the welfare centre. The Vice Chancellor visited the college and laid the foundation stone of students' welfare centre on April 14, 1967. The welfare centre was almost ready by the end of July.

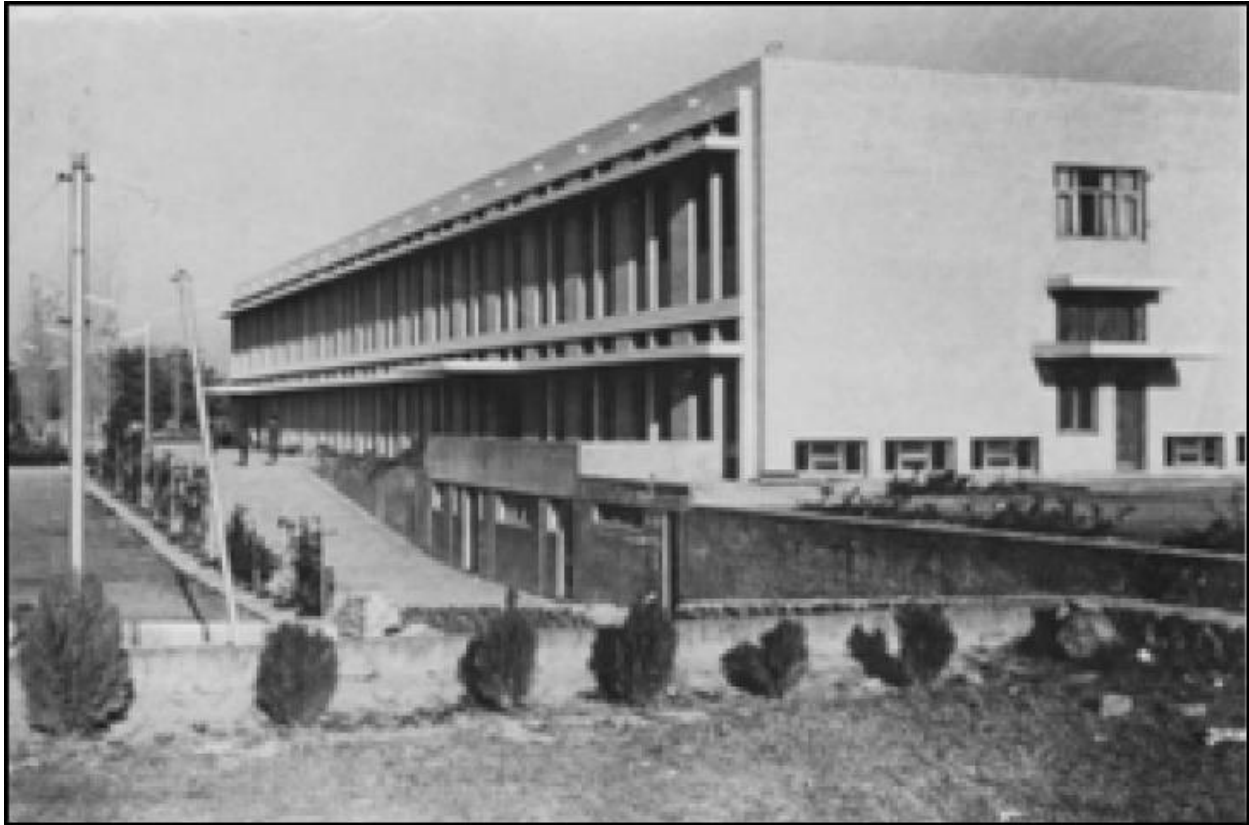
I went to Dalhousie holiday home for one month with my family during summer vacation relaxing after very hectic and busy days in the college. After about a fortnight stay there I received telegram to reach Chandigarh.

**PRINCIPALSHIP OF SRI GURU GOBIND SINGH COLLEGE CHANDIGARH
JULY 1967**



Sardar Gurbax Singh Shergill
Former Principal
SGGS College Chandigarh

I reached Chandigarh after two days and went directly to college office I was asked to take over as Principal of SGGS College Chandigarh the same day. The transfer orders were given the same day along with Mrs Shergill, Prof Harcharan Singh Khanna and Prof MK Gandhi who were to join Sri Guru Gobind Singh College immediately after summer vacations.



Sri Guru Gobind Singh College Chandigarh
The Original Building

The SGPC had purchased 16 acres of land in Sector 26 Chandigarh for opening Sri Guru Gobind Singh College as a part of Tercentenary celebrations and gave the land to the Sikh Educational Society (SES) on lease to start the college. Sardar Partap Singh Kairon, Chief Minister of Punjab on 29th August 1963 laid the Foundation stone. A part of ground level of the first block of the college building was constructed by early 1965 without woodwork. The Chief Khalsa Diwan organized an All India Education Conference in Chandigarh in December 1964 and gave about Rupees Forty-Five Thousand to the Managing Committee of the college. A meeting of the Principals of the Khalsa Colleges was organized in the college premises as a part of the conference. As president of the Principal's association I requested Bhai Jodh Singh to preside over the meeting, which was also attended by the President of the SES Sardar Kapoor Singh, the speaker of the Punjab Assembly and Sardar Bakshish Singh, Finance Secretary. The meeting unanimously recommended that the college must be started from the academic year 1966 as a part of Tercentenary celebration.

The meeting requested Chandigarh Gurudwaras to collect or donate at least rupees ten to twenty thousand for the college building fund. Most of the Gurudwaras were still in the initial stage of construction of their own buildings so they were unable to raise the funds for the college. An amount of rupees 29 thousand was collected by Sardar Joginder Singh Sahni and Sardar Diljang Singh through Sect. 19 Chandigarh Gurudwara. In view of the continued financial difficulty, the construction work came to a standstill after some time. Most of the organizers of Chandigarh Gurudwaras were of the opinion that a school to be opened instead of the college. **It was at this stage that S. Bakshish Singh Ji had met me at Ludhiana railway station while I was going Ganga Nagar, the details of which have already been given in the history of SN College Banga pages.**

I took over as a Principal in the middle of July 1967 and reviewed the existing financial and academic situation for preparing the better academic environment for the new admissions, which were to start after the summer vacation.

Surprisingly, I found that the staff salary was due for five months and there were unpaid bills for the building material amounting to rupees 1,60,000. The managing committee showed its inability to arrange funds.

My first job in the College was to clear the salary arrears and also some part payments to the suppliers of the building material and make arrangements for proper canteen, girls' room, staff room and equip the laboratories and library so that the college might attract a large number of students to provide sufficient income.

The salary cheques for the entire arrears were issued within a week of my arrival against a temporary loan arranged against my FDI in New Bank of India.

Overdraft against My Name

Sardar Inderjit Singh Chairman of the Punjab and Sindh Bank opened the branch of the Bank in Chandigarh sector 17 in 1966 and approached the college management to transfer our accounts from Allahabad Bank to Punjab and Sind Bank. I requested him that our immediate need is for some overdraft for which he wanted a resolution of the managing committee along with some members acting as surety. **The management was unable to fulfill this condition. Therefore, I had to get the sanction of rupees 50,000 as overdraft against my personal surety for which I produced the required documents with a provision that overdraft cheque would be signed by the president, Sardar Kapoor Singh, for transferring the amount to the main college account.**

After staying with my brother in law, **S. Balwant Singh**, we hired a two-canal house in Sec. 7 c and later on shifted to sector 8 A in House No 11 where we stayed till 1975.

Evening shift for Employees

Luckily the Panjab University decided to grant affiliation for evening shift with effect from new admission against an additional security of rupees 35,000. Once again, the University authorities

accepted my request to give the college conditional affiliation and allow it to deposit the security within one week from the start of admission. This provided a great opportunity to the college for increasing the overall admission.

Visits to Schools and letters to top students

A regular campaign was started through hundreds of letters to area schools with an offer of attractive fee concessions and stipends to students with above 60 percent to 80 percent marks. I visited almost all the important good schools of the area after arranging a free car and a driver with the help of my brother in law who was labor welfare officer in Chandigarh to ensure the good quality of teaching. Direct letters were also written to outstanding merit students with 80% or more marks, as it was possible to get advance information being member of University Syndicate.

Evening students were given provisional admission, allowing them to produce the employment certificate within a month. All these efforts with the help of the Staff members and local Gurudwaras made it possible to admit more than 1100 students which provided sufficient funds to wipe out the existing arrears of expenditure keeping with in the normal limit of overdraft.

We were able to carry on the new construction and other academic expenditure with normal overdraft up to the end of April. Overdraft went up to two lakhs or more during summer vacations as the salary and the construction bills were being paid regularly. The overdraft was almost always cleared after the new admissions.

All this became possible due to the good will of **Sardar Inderjit Singh Chairman of Punjab and Sindh Bank** and the increasing confidence of parents and students

Visit of Dr RAO Education Minister of India

We were still busy in our efforts to level and clean the Campus area when Dr VK RV Rao Education Minister of India sent a message through the Punjab Governor that while going to Shimla he would like to visit SGGGS College. I had tried to keep regular contact with him even after joining SGGGS College as Principal. This message was a quite happy surprise for me.

We quickly arranged a stage under the grove of Mango trees with a shamiana and seating arrangement of four hundred chairs and requested the Vice Chancellor to be present. We received him with great enthusiasm

While welcoming him for his first visit to the College. I requested him to kindly visit again to address the first convocation of the college. He addressed the gathering for about fifteen minutes and agreed to my request to visit the College on its first convocation while expressing his surprise for not accepting his offer to establish a National Institute of Research in rural Sociology when I was Principal at Banga.

Sardar Baksheesh Singh devoted his full time for building construction under his personal care with the advice of the principal and technical supervision by Sardar Sohan Singh, SDO (Retd.)

who was working as an honorary supervising engineer and was paid the honorarium, only to cover his travel expenses by car for coming to the college and going to his home twice a day. His contacts with the architecture and engineering department made us save thousands of rupees, as he was an authorized architect also. The college was able to get the full support of the Union territory Chief commissioner Dr. M.S. Randhawa who was very keen to see new coming up educational institutions as centers of excellence.

Six acres of land purchased by Depositing personal cash of Rs 35000 as there was no ready cash available on due date

The College had applied to union territory for purchasing additional 6 acres of land in-between the College area and the Technical Teachers Training Institute (TTTI) for College sports grounds. One day I met Dr Randhawa in his office and requested him to allot the additional 6-acre land to the college for which we had applied earlier. He called his office Superintendent and asked him to produce the file. The Supd. told him after some time that the file is untraceable. Dr Randhawa asked him to prepare new file after putting a note of the missing file. The new file was put before him; he sanctioned the allotment and asked me to deposit the first installment of money for Rs 35000 immediately. As it was not possible to draw the cash from the college, I requested him to accept my personal cheque. He was kind to order one of his office clerks to get the cheque cashed and deposit the money in the treasury on behalf of the college. All this was to be done to avoid the difficulty as the Director TTTI was pressing for its allotment. This was his best help to the college, which always reminds me of his great personality for doing this favour to the college.

Sardar Kulbir Singh Chief Engineer and S.K. Sharma Chief Architect Chandigarh also showed keen interest in the development of new institutions in Chandigarh and we were able to get their guidance.

Our immediate need was to complete the first floor of the building along with its extension of underground canteen for girls, boys, and a staff room. Our request to fill this Nalah was turned down by the concerned UT engineer. This was made possible by closing the rain water Nalah flowing under the road bridge from sector 7 side by filling the entry point with the help of Army bulldozers which were on exercise duty in the nearby area of Technical Teachers Training Institute in such a way that it looked as if this filling was done many months earlier by planting big sarkanda bushes on sector 7 side for about hundred feet which thrived on account of rain. We built small rooms on our side for Malli and Choukidar by closing the bridge with four feet brick wall inside the outlet of bridge from our side.

The union territory authorities objected to the leveling Of the entry point of rain water and wrote a strong letter and called the Principal to their office with a copy to the Chief Engineer to file a case with the Police. I sent strong reply telling them that Principal has nothing to do with such cases, you may write to the secretary of the managing committee at Jullundur. Meanwhile I met the chief architect union territory along with the college Engineer and explained this Nalah only starts from Sector 7 and the union territory can reclaim about 6 acres of wasteland and build its own quarters or sell it. Mr Sharma the Chief architect got it surveyed and thanked me for this advice. This area has been used for construction of many hundreds of govt. Quarters. We were

able to convert the low-lying area of rain-rivulet into an open-air theatre and underground canteen and common rooms for girls and boys and a staffroom. A permanent underground drainage was also provided and the remaining rivulet towards Girls College was leveled.

B. Com Classes

SGGS College was the first college to start the B. Com classes in Chandigarh. All the top students aspiring for Business and Banking career joined our College and in due course of time, many of them became senior officers of National Banks.

Sri Guru Nanak Quinquennial Centenary Celebrations

Sri Guru Nanak Quinquennial centenary was celebrated on a grand scale from November 1969 onward and a Quinquennial report of the college consisting of its 5 years working report was published. The Quinquennial centenary was celebrated by holding a seminar on Guru Nanak in which the eminent historians, experts in Gurbani were invited. The celebrations continued for two years. The special issue of the Quinquennial report was designed by our student artist, which included a painting of the shrines of the Hindus, the Muslims, the Christens and the Sikh Gurudwaras, all in one painting, which was printed as the main title of the report. All the articles presented in the seminars along with the top achievements of the college in the first five years were published in this beautifully designed Quinquennial report and five copies of the same were kept in the library as permanent record.

Guru Nanak Bhawan

All the students had decided to contribute towards a special fund for the construction of Guru Nanak Bhawan for which details are given below:

Dr. D.C. Pavte the Governor of Punjab who had given a grant of Rs. 50,000 for completing the underground canteen and two lecture galleries at the ground floor. He was requested to visit the college to lay the foundation stone of the Guru Nanak Bhawan along with five top students belonging to different religions and countries. This dream project of the students, staff and Principal was shelved by the later Principals. An amount of rupees five lakhs was lying in balance when I took over as Principal of Khalsa College Amritsar in Dec. 1975.

As member of the syndicate, I was able to arrange a big light and sound show ‘Gagan Maiye Thall’ through the Punjab University Department of Drama and fine Arts to celebrate the Guru Nanak’s 5th Centenary. I was also invited to deliver one of the main lectures at the Punjab Govt.’s official function in Chandigarh.

In anticipation of the completion of Guru Nanak Bhawan which was to have a Guru Granth Sahib Prakash at the first floor, it was decided to allocate a special room for Gurmat Vichar Sabha where Sri Guru Granth Sahib with all the proper facilities for Sahaj Path and all the available “Teekas” and Sikh history books were available to understand the true meaning of the Gurbani based on the sacred saying of Sri Guru Granth sahib- “Gurmukh Gave Gurmukh Bujhe Gurmukh Shabad Vichare”. Sardar Jagir Singh MA Religious studies MA in music who

belonged to a famous Ragi family was appointed as a special guide and teacher in Divinity and Kirtan. He did a wonderful job in creating an atmosphere of understanding Gurbani through Kirtan.



The Architectural design of Guru Nanak Bhawan is reproduced here.

The Founder's Day

The college celebrated the birthday of Sri Guru Gobind Singh Ji as the Founder's Day by arranging an Akhand Path, Amrit Prachar, Nagar Kirtan and Guru Ka Langar for all the students and parents.

The Founder's Day lecture was delivered by an eminent Sikh personality and its copies were printed and distributed.

Design of Quincentenary Pandal in Gole Bag Amritsar

As a member of the Panjab Central 5th Centenary Committee, I was the convener of the main Pandal sub-committee where arrangement for at least 5 lakhs general Sangat and 500 VIP guests were to be made in Gole Bag. The problem of shoe keeping was solved for first time by arranging a cordoned main platform for Sri Guru Granth Sahib and about 500 guests surrounded by another 100 feet deep area around the platform where about 2000 people could sit without shoes in the

space spread with rice field straw covered by jute mats. This area was also cordoned with strong wire with a central space of about 15 feet left open provided with a long Golak to cover the open space. A 12 feet wide red mat up to the end of Shamiana. Arrangement for about 5 lakh sangat was made on both sides of the mat with an option to sit with shoes in front of the cordoned pandal after paying obeisance at the cordoned gate in front of main platform. This arrangement was appreciated by all for the first time, the chaotic arrangement for keeping shoes for such a huge gathering estimated more than 5 lakh participants.

College Convocations

Dr V.K.R.V. Rao the Central Cabinet Minister of Education presented the first college convocation address. His address was very inspiring and advised the students to follow the teachings of Guru Gobind Singh. While addressing he told us “by naming the college after Guru Gobind Singh you have taken a great risk.” This remark of a great Visionary intellectual was a prediction and warning which, has become a reality when we see our new generation of Sikh Students move in the college campus, unaware of their Guru’s message, forgetting their ‘Identity’. The college authorities must take contingency of this warning to initiate to appoint a regular lecturer of Divinity and Guru Gobind Singh Studies as there is no dearth of money. We must not forget that this College was established to make our new generation aware of the teaching of our gear Guru.

Dr Rao also laid the foundation stone of the first story left wing of the College. The graduates of the college were specially invited to have lunch with the chief guest so that they could have the privilege of personal contact with the chief guest.

The other convocations were addressed by S. Swaran Singh, Defense Minister, S. Hukam Singh, Speaker of the Lok Sabha and Mr. Mirdha the Central Cabinet Minister.

Lt. Gen. JS Arora was the Chief Guest for the convocation held immediately after the Indian victory in Bangladesh in 1971. It was a great historic event when we had to make special seating arrangement for the Cabinet Ministers of Punjab and Haryana in third row.

New Science Block

After the completion of the first double storey block, the construction of new three-storey Science Block building was started. Some documents of current history of Punjab and India with the college prospectus were hermetically sealed in a glass jar and were kept in a specially prepared cement cavity in the foundation on the right end after a prayer by the prominent members of Managing Committee including its **President S. Kapoor Singh, S. Gurnam Singh** former Chief Minister and some other managing committee members including Principal.

SGGS College on Top Glory

Sri Guru Gobind Singh College, Chandigarh achieved its academic glory within five years (1966-1971). One of our students Harinder Singh Malhotra got first class first in premedical in the Punjab University. Our merit positions in Commerce and Science were higher than other

local colleges based on number of students in the class in relation to their merit positions. Our overall results in all other classes also were much higher than university. The College also achieved fame in sports and extracurricular activities.

The new three-story science block with fully equipped laboratories with latest design was completed. An open shelf library with separate well-lighted seats in specially designed study tables for merit students, a good canteen, well-maintained sports grounds, and proper hostel facilities (the vacant hostel of ITI was taken on rent) made the college as centre of attraction. A good number of science and commerce students from Delhi also joined the college. The total admission rose to 2525 in 1972 within five years and there was an increasing pressure for admission of girl students. A separate girls' wing in the college was created with **Mrs. Ravindra Kaur Shergill as Dean of girls' section.**

The special visits of **Dr Johan UGC Chairman, Dr Mujib, Vice Chancellor of Jamia Millia** and above all the visit of **Dr VKV Rao** Education Minister of India, who predicted that this college may be the first to become an Autonomous College from this region.

The college had achieved fame, as it was the first institution for better discipline and quality education within a short time without any strike so far. **It was for this reason that I was invited to give convocation address in PGI Nursing Graduate Convocation, DAV College Yamunanagar and chief guest in many a college in Panjab and Haryana which was a rare honor for a college Principal.**

All this was possible as the result of a devoted team of teaching staff with the encouragement and full support by the Sikh education society under the president ship of **Sardar Kapoor Singh, honorary secretary Sardar Saroop Singh Bawa and Sardar Baksheesh Singh Ji, Finance Secretary.** **This distinct success also created a feeling of jealousy amongst persons whom I thought to be my friends and helped them in achieving their present positions. They created some problems for me, as some vested interests who were unhappy of this success, tried to create trouble in the college by getting some professional leftist students whose main aim was to organize strikes but these elements were silenced by huge majority of students who almost treated the college as the sacred place in the memory of Guru Gobind Singh Sahib.**

The Singh Sabha Shatabdi

The Singh Sabha Centenary concluding function was held in the college premises, which included an all India education seminar, Inter College Shabad Gayan competition. Amrit Prachar with the five selected students from almost all Khalsa Colleges in Punjab and Delhi was organized with the help of Jathedar of Keshgarh Sahib Anandpur. The Singh Sabha Movement was the pioneer organization for opening Khalsa Schools and Colleges, therefore an all India Sikh Education Seminar was organized on the concluding day. All the presidents, Hon. Secretaries and Principals of various Sikh Colleges including Khalsa College Amritsar, Chief Khalsa Diwan attended the seminar which was presided over by Dr. Gurdiyal Singh Dhillon, Speaker Lok Sabha and inaugurated by Sardar Hukam Singh, President of the Singh Sabha Shatabdi Committee. The Presidents, the Honorary Secretaries, and the Principals of almost all

the Khalsa Colleges attended this seminar. S. Surjit Singh Ji Majithia, president of Khalsa College Amritsar, S. Sant Singh, Honorary Chief Secretary of Chief Khalsa Diwan and S. Inderjeet Singh, Chairman of Punjab and Sindh Bank also attended this historical meet at the end of the seminar.

Kendri Sikh Vidyak Board

A unanimous resolution was passed to establish Kendriya Sikh Vidyik Board with S. Surjit Singh Majithia as president, S. Kapoor Singh as Vice President and I was unanimously elected as Hon. Secretary of the Board. The founder members signed the proposed memorandum of the board. Their signatures are reproduced below:

We the undersigned are desirous of forming a society named Kendri Khasla Vidyak Board under the Society Registration Act of 1960 (Punjab Amendment Act 1957) in pursuance of this Memorandum of Association :-

S.No.	Name	Signatures	Designation	Address
1.	Surjit Singh Majithia	<i>Surjit Singh Majithia</i>	President	P.O. Sardarnagar District Geraikpur, U.P.
2.	Parkash Singh	<i>Parkash Singh</i>		Village Badal, district Ferozepore
3.	Kapoor Singh	<i>Kapoor Singh</i>	Vice President	Ex-Finance Minister, Punjab, Jagroan Road, Ludhiana.
4.	Gobind Singh MaBaukhan	<i>Gobind Singh MaBaukhan</i>		B-2, South Extension Part-1, New Delhi
5.	Sardar Singh	<i>Sardar Singh</i>		Hony. Secy. Guru Nanak Khalsa College, Yamuna Nagar.
6.	Lal Singh Giani	<i>Lal Singh Giani</i>		President, Gujranwala Guru Nanak Khalsa College, Ludhiana.
7.	Gurbux Singh	<i>Gurbux Singh</i>	Hony. Secy.	Principal, Sri Guru Gobind Singh College, Chandigarh.
8.	Major Genl. Gurbhakh Singh M. V. C.			H.No. 343, Sector 9, Chandigarh.

There after SGGS college became the central institution for coordinating the educational activities of the Sikh Colleges and Schools. More than forty Sikh Institutions registered as members after paying the membership fee of rupees five hundred. The Kendriya Vidyik Board functioned from Chandigarh up to Dec 1975 when I left Chandigarh for joining as principal at Khalsa College Amritsar. This Board could function only from Chandigarh being the capital of Punjab where everybody visits easily.

SGGS College for Women 1973-74

The managing committee decided to start a separate girls' college from the new academic session of 1973-74 and asked me to visit London (U.K.) to raise funds from my old students of S.N. College Banga who were there in quite large numbers. I visited London for about one

month in May and June and an amount of **one lakh fifty thousand was received through cheques/drafts**, as I did not want to handle cash. An amount of rupees six thousand was spent by the college for my return ticket and I managed my stay with friends and relatives.

Inauguration Ceremony of Building Construction



Giani Jail Singh, Chief Minister of Punjab with President Sardar Kapoor Singh, Founder Principal Mrs. Ravinder Kaur Shergill and donors of Rs. 50,000.

Giani Zail Singh Ji, Chief Minister Punjab along with members of the managing committee and our new donors, initiated the construction work of the new college in October 1972. I had the privilege of performing the Ardas Ceremony. The inauguration stone of the coming up building was laid by Giani Zail Singh on 27.05.1973 and gave a grant of Rs. 5 lakhs for the new building. All the people seen in the picture at the time of laying the inaugural stone had donated about Rs. 50,000 each for the college. Their contribution to the women's college was an act of great devotion for the better education of women, which needs to be remembered with a better mention in the history of this college. Those were the days when only very devoted persons thought of giving donation.

The college got its separate affiliation from **July 1973**. The Managing Committee appointed **Mrs. Ravindra Kaur Shergill as principal** and the Panjab University approved her appointment. All the students of girl section along with required staff were transferred to the new institution. The new session of the SGGS College for women was started after performing Akhand Path and the opening Ardaas was performed by Sant Nahischal Singh of Jagadhri who also addressed the students, staff, and their parents on the opening day. Sant Nahischal Singh who was a great divine personality left a deep pious impression on students and staff. The SGGS College for women admitted 675 students in the first year of its affiliation.

The new college became a great success right from its beginning as it had the advantage of rich inheritance of the main SGGS College and S.N. College Banga. The first prize distribution of the college was held in March 1974, which was presided over by Padma Bhushan Suraj Bhan, Vice Chancellor Panjab University Chandigarh. The new girls' hostel in the college premises also started functioning in 1975 as a common facility for girl students of both the colleges. The college girl students staying in three rented building hostels in sector 5 were also shifted to the new hostel in the beginning of 1975.

The new college under the dynamic academic leadership of Mrs. Ravindra Kaur Shergill became a full-fledged independent college within two years.

Diamond Jubilee Celebrations (1933-2013) of SES [Sikh Education Society] Message

It was my proud privilege to have joined as the first teacher and vice principal of S.N. College Banga and later on as founder principal of Sri Guru Gobind Singh College Chandigarh, and serve the cause of quality education for about 25 years under S.E.S.

Men come and go, fads and fashions become outdated but the missionary zeal coupled with noble thoughts survives to become the source of inspiration forever. These lofty ideals and commitment to the mankind as ordained by the Sikh Guru's and enshrined in "Sri Guru Granth Sahib" had inspired the founders of the Sikh Educational Society, ever since its formation in **1933, when S.N. College was established in Lahore which later on shifted to Qadian after independence in 1947.**

The lofty ideals of our Gurus adopted by the founders of the S.E.S. in the field of Education inspired me and Mrs Shergill to join the service of S.E.S. and become a part of its creative activity of founding the new institutions:

1. S.N. College Banga (1953),
2. Sri Guru Gobind Singh College Chandigarh (1966),
3. Sri Guru Gobind Singh College for Women Chandigarh (1973)

to serve the cause of education up to December 1975 under the kind guidance and full support of great leaders of S.E.S.

It gives me immense pleasure to congratulate and express highest appreciation to its president **Sardar Gurdev Singh, IAS (Retd.) and honorary secretary Col. Retd J.S. Bala, who are keeping up and carrying forward the lofty traditions of S.E.S.**

While remembering the pioneering role played by Mrs Shergill as its first principal, I congratulate the present principal of Sri Guru Gobind Singh College for Women Dr Mrs Sohi who along with her devoted and sincere members of the staff is keeping up the great academic traditions of the college and bringing out a special supplement of their magazine to celebrate the Diamond Jubilee of S.E.S. under the guidance of its present leaders.

Chapter 4

Principal Khalsa College Amritsar (Dec 15, 1975 – March 1990)



Principal Gurbax Singh Shergill

Sardar Surjit Singh Majithia, President of Khalsa College Governing Council visited Sri Guru Gobind Singh College Chandigarh on the occasion of all India Sikh Education Seminar to celebrate the first centenary of Guru Singh Sabha Movement held in the college on 19th – 20th June 1975.

While delivering his address, he made a remark that Principal Gurbax Singh Shergill should now take over as principal at Khalsa College, where his services are needed to

reorganize the academic programs to make Khalsa College to achieve its old renowned glory. He again visited the college in October 1975 and met the president of the college Sardar Kapoor Singh.

Once again Sardar Gurdial Singh Dhillon reached Chandigarh on 14th Dec. evening had a telephonic with Mrs. Shergill as I was on my evening walk, to inform me to accompany him to Amritsar on 15th December early in the morning to take over as principal on the same day at 11:30 am. She requested me to get ready to accompany Dr Gurdial Singh Dhillon. It was almost a completion for me to accept her advice.

Dr Dhillon left me in Khalsa college porch. When I entered the Principal's office, it was quite a surprising pleasure to see the honorary secretary, Principal Dr Harbans Singh, and senior members of staff with garlands in their hands with smiling faces. Two of them were my teachers during 1945-47. I touched the feet of my old teachers and they gracefully bowed their heads and garlanded me. Dr. Harbans Singh handed over his pen to me. The Honorary Secretary also garlanded me and assured full support by the Managing Committee.

A large crowd of students was waiting outside the office in the front lawn. They wanted me to explain my policies regarding student's problems. They were clearly told that it will be my duty as Principal to restore the teaching learning process along with full discipline. I clearly told them that indiscipline, absenteeism, use of alcohol in college campus and unfair means in the examination would have to be totally stopped forever. They were clearly assured of all previous suspensions are restored and a sympathetic attitude will be taken regarding lecture shortage and required percentage in house tests.

I further told them that it would be like a Bhakra dam over the over flowing waters of Satluj river so that your vigorous energies be used to make you hardworking and disciplined students so as to achieve great heights in university results and compete for higher job careers.

To avoid any further discussion and arguments, I suddenly moved out of the campus in a waiting car and went to meet the office bearers of the managing committee at S. Boota Singh's house opposite Punjab Government circuit house. Sardar Majithia enquired from me about the salary and other requirements if any. I told him that as I am already getting a senior principals grade equivalent to university professor, **my only request as prerequisite requirement is that I should have full powers of the principal as those of principal Wadhan and Principal Jodh Singh.**

After two days, I visited Chandigarh to handover the charge. Mrs. Shergill resigned from Sri Guru Gobind Singh College for Women on her own accord so that she could join me at Amritsar. It was a sacrifice by Mrs. Shergill to leave her job as Principal to see me as Principal of Khalsa College Amritsar. She continued to be at Chandigarh for some time before joining Khalsa College Amritsar as Dean Girl's faculty in 1976.

SGGS college staff, the president and Chandigarh citizens association arranged farewell party at Aroma Hotel in our honor.

I personally drove my car along with Mrs. Shergill to Amritsar. While driving just after Beas town I met an accident, as my car hit a tree and turned upside down, Mrs. Shergill fell outside and incurred shoulder and head injury. I escaped safely with some bruises on my back, the Manager of the Baba Bakala Gurudwara took us to Amritsar Civil Hospital, and thereafter we stayed with Dr. Gurbax Singh Malhotra an old friend, who was in charge of Employees insurance hospital. Mrs. and Mr. Gurbax Singh Malhotra looked after Mrs. Sherrill's health with their loving hospitality and medical care for a fortnight. After some time, I settled in the principal's residence and my daughter joined M.A. English at GNDU after passing her B.A. Mrs. Shergill also joined the college as Dean of the Girls students.

Marriage of our Daughter 1957

Marriage of our daughter was solemnized on Feb. 20 1957 with Suraj Parkash Singh, MA LLB, son of Sardar Avtar Singh, Secretary, Punjab Mandi Board as already decided. The Head Granthi of Darbar Sahib and Jathedar of Akal Takhat were present to bless the lucky couple. All the residents of Khalsa College were invited along with college staff and managing committee.

Liberal Policy

A large number of students of the College could not clear the December house test requirement for the eligibility of the university examination. I gave a new interpretation to the rules by notifying that all those students who cleared the house test requirement or had attended required percentage of lectures will be eligible for appearing in the University Examinations. A liberal allowance was also given for required percentage of attendance in view of strikes before my joining the college. In spite of all these liberal and helpful measures there were still many students who were found ineligible and I told them to appear in the supplementary with provisional admission to the college. **There was an objection by the university about the interpretation of rules but I told the university to show the grace.**

Passing the first Test as Principal of Khalsa College

The 1976 University Examination was a real test for me to enforce the rule of law and conduct university examinations as controller. As usual, students of many classes, especially in Arts and Agriculture insisted on copying and in spite of my best efforts, there was no end to their indiscipline. It was a case of now or never and I had to deal with the situation with firm hand in spite of some direct or indirect opposition by staff members and even some individual members of the managing committee. One day when 2nd year arts students were appearing for English examination, majority of them insisted on mass copying. All efforts by staff and the principal failed to convince them. They were given a choice of appearing in English paper or even the whole examination after two months with free coaching and boarding facility, in spite of all sympathetic efforts, the students tore out their answer sheets, destroyed the furniture, used abusive language, and gave physical threats to the staff. The examination of the entire 2nd year class had to be cancelled and the students were given a chance to apologize and pay the damages to allow them to continue their further examination. When they did not agree to any option, all those students were debarred from any further admission in the college and were given the choice to appear as private candidates in any other centre. Post cards were written to all the

parents regarding the incident and it was clearly told that their securities were being forfeited to repair the building windowpanes and the furniture.

The contractors were called to repair the window panes and the furniture on next day (Friday) and were told that they should work day and night and complete the entire work, including new painting by Sunday evening. With Guru's grace the entire repair and restoration, work was completed after working day and night with an expenditure of about two lakhs. The contractor was so much impressed of our strong stand to restore discipline, eradication of unfair means in examination and stop smuggling, that he accepted only a cheque of 1.50 lakh. Out of the total amount of four lakh and forty thousand rupees security, which was forfeited, a saving of two lakhs and ninety thousand was given to the management for the maintenance of the building.

As was expected, the then vice chancellor objected to the ban on the admission of the students but the university was clearly told that all action was taken according to college rules published in the college prospectus as per university rules. Expecting a very low admission next year I contacted the education secretary and the DPI and they told me that the required admission as per rule be restored within two academic years and there will be no cuts in grants.

NEW ADMISSION POLICY

Merit Coaching Classes

The new admission in month of July and August were done strictly on merit with clear undertaking from the students that no copying will be allowed at all and required attendance will be compulsory. **The total admission in 1976-77 sessions was 1100 against 3300 in 1975-76.** Most of the students admitted in 11th class were registered in May 76 and they were allotted teaching sections according to their marks in the entry test. The top section in each class was to come one hour before the first period and stay for one hour after their last period for extra free coaching by the selected teachers, who were paid proportionate extra amount for the number of periods taken by them. A special fund was created for the coaching classes out of the money received from weak class students and coaching fee collected from students who were below the required standard for free coaching. Every year the standard for the coaching classes was raised and the coaching fee was charged according to the merit of the students with free coaching of top merit students. The special fund for extra coaching was increased to deduct 20% for administrative charges, which included payment to clerical staff for extra hours of work, and the electricity charges and savings were treated as college student's welfare fund. As a prelude to special coaching classes a student who stood second in Matriculation Examination in 1976 was specially admitted to the 11th class with free residential accommodation and special coaching along with a stipend of Rs 100. He stood first in the 11th class in 77 and again first in premedical in 78.

The first prize distribution after my taking over as Principal was held in March 76 just before the University Exam. I was surprised to see that most of the students who got the prizes were those who were notorious for using unfair means in the annual examination or were the favorites of someone in the staff or management. **Traditional prize distribution was therefore abolished.**

Opening Day Ardas

A new system of cash prizes was introduced based on their self-improvement quotient (SIQ) over their previous university or entry test whichever applicable on the occasion on opening day Ardas in the first week of August. The function was held in the central Hall renamed as Sardar Sunder Singh Majithia Hall with Sri Guru Granth Parkash and the presence of Sri Akal Takhat Jathedar. All the members of the managing committee and parents of the prizewinners were specially invited. The President or Vice President awarded cash prizes along with one member of the management. Best teacher presented prizewinner students. The Principal garlanded every prizewinner after receiving a garland from a Sevaradar. These garlands were offered before Sri Guru Granth Sahib before the Opening Ardas, which was performed by the Jathedar Akal Takhat before the prize distribution. All the guests and students were served Guru Ka Langar after the function.

Because of various measures explained above, the college got high appreciation from parents, students, and public. **Number of students in the college increased to more than three thousand in 1979.**

VISITING PROFESSOR IN MANITOBA UNIVERSITY-CANADA 1979

In March 1979, I received an invitation from Manitoba University Winnipeg (Canada) as a visiting Professor for one year. I left for Canada in May after the University examinations and getting permission from the Managing committee. I had to cut short my stay in Canada as I came to know about the conspiracy of some office bearers of the managing committee to declare the post of Principal vacant if I did not report on duty within fifteen days after the summer vacation. I came to know of this from a Lawyer Sardar Balak Singh who was a friend of mine while still in Ludhiana in 1949-50. I reported in time to avoid any unnecessary controversy. Mrs Shergill joined after ten days.

The College had outstanding achievements in University PMET results. Our students achieved first 11 top positions in the PMET examination held by GNDU in 1969 with a total number of 45 merit positions, which was the highest against the combined number of merit positions of DAV College Jullundur, Amritsar, and Chandigarh. All this excellent achievement was possible because of our slogan of ***“Zero percent NAKAL and 100 percent AKKAL”***, coupled with cooperation and methodical hard work done by the teachers and support by the top Management of the College.

GHERAO OF MY OFFICE (HIDDEN CONSPIRACY)

In spite of all this, some ‘Hidden’ elements in Staff and Management along with a senior university officer did their best to undermine and torpedo the process of excellence. It will be interesting to note that even after the Excellent results an effort was made to create trouble by admitting a student in my absence, who was involved in an ugly case of an attempt to rape a student of medical college and a criminal case was pending against him with Civil Line police station. He was known as ‘Pala-Mental’ and was a well-known Gunda who did not join any college after passing his School Examination for two years.

His admission was cancelled in a decision taken by academic council. These elements organized a nasty Gharao of my office for about five hours to support the re-admission of this notorious boy. Their aim was to force the Principal to call the police and to arrange a firing by police after pelting stones by some miscreants and turn the whole situation into a political trouble as these were the days of 'Emergency'. Sensing their intention, I kept myself in perfect calm and cool possession by adopting an attitude of reconciliation by telling them to get a clean chit from police. **The Miscreants were the office bearers of AISSF and AISF.** In spite of their worst behavior I did not call the police. At about 2 pm Mrs Shergill entered the office in a sudden move, told me to treat them politely like our own children and moved out immediately.

One of the miscreant shouted we would remove your turban. I told them "It is not my turban! It belongs to Guru Gobind Singh ji, otherwise I would have been like you! One of them, who was an Amritdhari Sikh student Balwinder Singh Gill, suddenly shouted, "If any one dares to do it I will chop his hands!" After this one of them, took away my office chair and threw it out on the front road. I told them 'Thank you'. I already wanted to replace it. Suddenly all of them got up took me out on the road to stand in the sun and asked me to declare my final decision. I Told them it would be declared in the college hall before all the students. I told the security officer to call the students in the college hall and went up the stage and declared that we will admit every one without any distinction of his Political background but not Gundas involved in criminal cases like PALA Mental who holds the Pistol in his hand and standing here. All of a sudden, S. Parkash Singh Majitha with DC and SSP entered the hall and the culprits ran away. Most of the students sitting in the hall conveyed their happiness on my decision by clapping. When I was just trying to move out of the hall the Deputy Commissioner and SSP asked me to name the culprits. While thanking them for their visit of their own will, I clearly told them that it is up to the Distt. Administration to deal with law and order position in their own way. I immediately moved to my office. Meanwhile police arrested all the miscreants on the information provided by their own informers.

The College was closed for a week, as I had to proceed to my village in Ganganagar to arrange for the Bhog ceremony of my mother who had met a sudden death. The SSP had agreed not to grant bail until I am back in the College.

I came back to the college after performing the last rites of my mother. The college started working in a normal way on my return. Most of the students were happy to see that the culprits had been punished. The parents of the arrested students met me in my office and requested to get them released on bail. All the students were got released on my personal surety and their parents took them to their homes. The cases against them remained pending in the court for about six months and were dropped after these students submitted their written apology and affidavits to follow the college and university rules duly counter signed by their parents and clean chit by police. After about two months, there was news in the Tribune about Pala mental being shot with his own Pistol in Medical college girls hostel.

Academic Re-structuring and Governors Tea Party to Students and Staff.

The level of attendance and discipline improved in the college. The efforts to achieve higher levels of excellence in Academics and sports continued in full swing. **The Punjab Governor honored the teachers and Merit students by giving a tea party at Punjab Raj Bhawan, Chandigarh.**

All this academic success was possible with the help of devoted and hardworking members of the staff who willingly cooperated to implement the program of academic restructuring especially in science and commerce classes. The syllabi of 11th and 12th classes were divided session wise on the basis of lectures to be delivered by the teachers up to September and December test. Small booklets were printed giving the details of the essential course along with the summary of question bank. The normal course of teaching the syllabi was expected to be over by the end of January, the remaining period up to the preparatory holidays was used for revision, and special home task for achieving 100% marks in a particular question. The home task notebooks were checked by the expert teachers who discussed the details of proper answers to the questions based on a standardized synopsis. After this, the top merit students were asked to solve the questions in the classroom so that they might be properly guided to achieve the maximum marks.

Guru Tegh Bahadur Guidance Center

In order to provide the proper guidance for various competitive examinations and career options Guru Tegh Bahadur Guidance Centre was established after remodeling the old cycle stand. S. Surjit Singh Majithia accompanied by Maj Gen Datta inaugurated the guidance centre. All the necessary magazines and other guidance material were made available in this centre. Fortnightly special career guidance meetings were held for the selected students. Guidance lectures by Principal or selected college teachers were also arranged in the important schools of the area to attract the best of the students to the college.

All the classrooms were fitted with speakers and were connected with the central microphone in a special corner room besides the Principal's office. This central microphone was used daily for relaying the Shabad "Deh Shiva Var Mohe Ehai" lasting only for one-minute and the students and teachers were requested to stand still in a prayer mode. Special messages by the important visitors for 5 to 7 minutes once a fortnight was also delivered. Important announcements for the information of the students could also be made for 1 minute only when needed at the end of a period. Every classroom was provided with a small board with a message from Gurbani.

Guru Nanak Day Celebration

Guru Nanak Day was celebrated every year with the Akhand Path two days before the actual date of Gurpurab and a Nagar Kirtan i.e. joint a procession of all the institutions in the campus used to start from the College Gurudwara up to Harminder Sahib. Special Guru Ka Langar was arranged on this occasion in the college for all the students, which was in itself a display of proper discipline and social service by the students. Amrit Prachar was also held once a year just before the annual Akhand Path of Guru Nanak Day. On all other Gurupurab days, special functions were arranged in the college Gurudwara or in a particular hostel.

Remodeling the Library

The college library was provided additional accommodation by constructing the special double storey building with two long library halls and two special rooms, which were named after Prof. Sahib Singh and Prof Dr. Ganda Singh for encouraging special research and study. This additional accommodation was made available by using area around the existing library with a grant of rupees two lakhs by the Education Minister.

Renovation of Science Laboratories

Science laboratories were also provided additional accommodation with a special grant from the UGC by using the space in between the Physics and Chemistry Lab and the space available by dismantling the old gas plant. The new system of gas cylinders was introduced for laboratory experiments.

Postgraduate Arts Block

Postgraduate arts block was designed with a grant from the UGC in the space available in between the old cycle shed and JAV Hostel and the construction was started.

New Hall in Agricultural Block

A new hall was also constructed in the Agricultural block with a grant from the Indian Council of Agriculture Research. The old Thathi area (Self-made kacha houses by the temporary laborers). The occupants of the 'Thatthi' (Temporary Mud houses of sweepers) area were helped to get the new sites allotted to them in Kotte Khalsa area with the help of the local MP.

New Girls Hostel

In view of excellent results in the Science department, the number of girl students increased. One day when I was out of station, two Army colonels, whom I knew from Chandigarh, came in my absence and met Mrs. Shergill for their daughters for Hostel admission and left their daughters with her in our residence with the request that they may stay with her till the new girls' hostel comes up.

Within a week, few more girls also joined them and about ten students stayed in our guesthouse for one month after which they were shifted to a temporary hostel in a vacant house near the girls' college.

In order to meet the rising demand for girl's hostel, it was shifted from its temporary accommodation to the girls' school building.

The girls' school was shifted to DAV hostel building, which was lying almost unused. Later on, the old school building was renovated and additional hostel rooms in the same area were constructed with the UGC grant. The girls' hostel accommodation was increased to more than 200. Mrs. Shergill became the Hon. Chief warden with a permanent lady Superintendent.

Re Modeling Cycle Shed

Cycle shed was also remodeled besides the canteen and library along with a space of car parking. Special cycle stand for girls was arranged adjacent to the science labs.

The College Hall Ceiling repaired

The college hall ceiling was leaking from all sides and the walls at the top were blackish looking being wet always. A grant of rupees five lakh by the Chief Minister Punjab was received for the repair and making it Sound proof. Unfortunately, only a small amount of it was spent on the repair of the hall and rest of the grant was utilized on minor repairs of residential buildings without any information to Principal or sanction of the Managing committee. The Pillars, which were half covered with white marble, half with ordinary white mortar, were peeling off. These were properly plastid with the mixture of white cement and marble chips under the supervision of official Architect with a grant of Rs one lakh from the Archeology Department of India.

A Special Rose Garden With 3000 Plants

A special rose garden in front of the Principal office in a big quadrangle lawn with more than 3000 rose plants was created. Sardar Surjit Singh Majithia planted the first five roses and rest of the roses was planted by the students who were told that they are like Roses of the thorny plants.

SANT JARNAIL SINGH BHINDERANWALA VISIT

While I was preparing to go to Ganga Nagar to attend the Bhog ceremony on the death of my close relative, a deputation of AISSF met me and told me that they have decided to arrange an Akhand Path in a special tent on the east side of the college hall and have invited Sant Bhinderanwala to address the huge gathering. They also requested me to welcome him after the Bhog ceremony. **It was a very difficult choice for me as I was not in favor of his visit at this time. While addressing the huge gathering and praising him for his being a devout Guru ka Singh with great knowledge of gurbani, I requested Sant Bhinderanwala to permit me to say few words about two students sitting on stage who are even now drunk with trimmed beards and had been suspended for entering the Girls Hostel a few days back in drunken condition; and an office bearer of AISSF who is also sitting on the stage who told me that you have recommended to restore their admission.** Their admission will be restored if they stand up, quietly pray before Sri Guru Granth Sahib for one minute and accept their mistake and announce that they will not take alcoholic drinks in future and come with a certificate that they have gone through the Amrit Ceremony.

Both of the students stood up, prayed before Sri Guru Granth Sahib and announced that they apologize for their mistakes. I also brought to his attention that the head of Dhadi Jatha who was singing the 'Wars' of Khalsa raj just before his coming, was drunk, which was verified by his own Doctor, who is sitting on Dais.

After this he was requested to hold an enquiry about the role of many so called Amritdhari Sikhs who are the agents of various secret agencies, spreading false rumors and giving

wrong information to you and acting as Police informers. The main aim of these agencies is to initiate violent clashes with police and spread communal hatred to create a situation for abolishing SGPC and powers of Akal Takhat.

After my short speech, he honored quite a number of his followers and gave a small memorial plaque to the college for allowing the AISSF. He delivered a short speech avoiding any reference to the points raised by me. He also ignored our repeated request to garland about 200 students who were baptized by Panj Piaras from Akal Takhat.

Renovation of boys' hostel

A special grant from the UGC was received for remodeling Faridkot and Hargobind Hostels. These hostels were provided with new central Dining Hall and kitchen. Most of the rooms were renovated and separate bathrooms were provided within the hostel compound.

S. Balwant Singh, an old student of Khalsa College and my class fellow visited the college and gave a grant of Rupees Three Lakh to the college for repair and renovation of the college residential areas and the Nabha Hostel.

VISIT TO HYDERABAD ADMINISTRATIVE STAFF COLLEGE 1984 AND OPERATION BLUE STAR JUNE 1 – 8, 1984

I was invited by Hyderabad Administrative Staff College as an honorary member of Resource **Faculty from 20th May to 3rd June 1984.** While going to Hyderabad, I stayed in Delhi for two nights in Defense Colony with a friend where I met an Army Retd. General over a cup of tea. He told me about an Army exercise going on for last six months near Dehradun for a sudden attack on Golden Temple after preparing a large sand model of the Darbar Sahib complex for practice.

Next day I called upon Giani Zail Singh at the Rashterpati Bhawan at 11 am and told him about the possibility of an attack on Darbar Sahib. He tried to avoid this topic but when I told him about the preparation for a sudden attack, he then enquired about the consequences of the destruction and killings including Sant Bhinderanwala. I made it clear that it will bounce back on the Central Govt. and Prime Minister as an anti-national unholy act, which may lead to a triggering of violence and a never-ending problem. It seemed he was aware of the situation.

Hyderabad Seminar was a new experience for me this time as a faculty member although I had attended the College earlier. Seminar was attended by Vice Chancellors and Senior IAS officers who wanted me to explain my very emphatic statement that the Govt. of a country must not treat a sharp difference of opinion or an Anti Govt. movement as an anti-National act. This was because the Govt. belongs to a political party and the Nation belongs to all the citizens irrespective of religion, caste, or religion. Top leaders of the Govt. should always keep the Nation above the Party and Party above Selfish Ego. The citizens of a state or region demanding greater financial Autonomy should be treated politically and not through Brute Police or Army force as if against an external enemy.

The best solution is to identify the core group of the leaders and engage them in conversation. The policy of using Govt. Agencies for creating militant groups within the protesting party to blame it for violence or terrorism is a dangerous and self-negating when used against country's own citizens.

Bhinderanwala is the creation of central 'Agencies' and is now bouncing back. All the Seminarists saw Indira Gandhi on TV giving a speech after praying before an image of Sarswati Devi on 3rd June, regarding her declaration of attack on Golden Temple and heard the news of black out closing of telephone lines, prohibiting all news about Punjab and stopping all transport in Punjab. I had to stay in Hyderabad or near about cities until the Blackout was over in Punjab. While travelling to Amritsar, I was interrogated before reaching Delhi Railway station.

Blue Star Action June 1 – 8, 1984

Blue Star attack on Golden Temple was the result of conspiracy by the central agencies which will be remembered as the most antinational act of a National Government against its most patriotic people on account of their longest agitation from Akal Takhat against Emergency declared by Mrs. Indira Gandhi. It was a case of her injured Ego and Sadistic personality. A top psychologist had secretly predicted that she would have died of heart attack as she was sure to lose in Elections if not killed by a Sikh. A separate article is needed based on facts of Blue Star operation and subsequent events.

MRS SHERGILL'S ILLNESS

While we were still doing our best to serve the College (My Alma-matter) Mrs. Shergill met her friend a lady Doctor for checkup and she was told that she was suffering from cancer. I immediately took her to PGI. We stayed there for a fortnight, and they referred the case to Tata Cancer Hospital Bombay. We reached Bombay hospital next day by Air, the hospital doctors did their best to treat her by keeping her in the hospital, and I stayed with Mr and Mrs Manohar Deepak, our close relatives and visited every day from morning to evening. For more than a week after which Chemotherapy was prescribed, we stayed in Bombay for a fortnight more but it was of no avail. The doctors declared it a case of terminal cancer beyond cure. At this stage I had to obey the God's will and tried all methods even of going to Dharamsala for the treatment by the Tibetan Buddhists Therapist but it was of no avail. She was suffering from unbearable pain with no hope of recovery; therefore, she requested every one of us to pray for her death.

Mrs Shergill arranged her own Antim Ardas

One day while in a little calmness, she told me and her daughter to arrange for a Sahaj Path of Guru Granth Sahib and invite all the relatives, her friends and College Staff, on the Bhog day so that she may meet them herself before going to the unknown destination. She also said, arranging it after her death will be of no use to her. She herself participated in the Path and supervised the Langer preparation and gave a parting final bye-bye to all the relatives and her friends on 12th April standing with my sport in the college house porch where she had welcomed many a guest to her house for dinner or tea parties of which she was very fond of.

The last scene was a 'God's Will' which no one had seen earlier in their life. Everyone who was a witness to this last rite was with wet pouring eyes praying for her as she was waving her hand with her last smile. The Kirtan party from Sri Harmander Sahib also sang the last 'Notes' with their moist eyes. She left with me, her very dear daughter, her lovely grandson Amit and her innocent dear granddaughter Ibadat who used to tell us that her Nanny has gone to clouds.

This was the end of an era of thirty years of our life in which we lived and laughed together. As desired by her I kept her in my lap until her last breath.

My daughter and her children stayed with me till the arrival of her husband Sardar SPS Deepak who had gone to Canada.

GOVERNOR'S SPECIAL OFFER

It would be interesting to record that the **Punjab Governor Mr. Ray** invited me at lunch along with my daughter, and her son and daughter in **Governor's house**. He asked me to accept the offer to go as a **special Education Envoy to UK and USA for explaining the Indian Govt's view point about the Blue Star operation, for which I was to be offered the desired position as an Ambassador or as a V.C of a University.**

Sardar Bishan Singh Bedi, the famous cricketer was also present at the occasion. While thanking him for the offer, I clearly told him, "Shergill is not for sale."

The photographs of this occasion are given below. **Mr Bishan Singh Bedi, who seemed to have arranged the meeting without my knowledge,** is also seen in the picture. **The Governor asked his official photographer to take a photo of the group.**

The first photo was taken quickly, I immediately moved out of the group to avoid any embarrassment, as I had not agreed to his proposal.

See the two pictures below:



Photos at Punjab Governor's House

New Courses in the College within existing sanctioned posts

Following new courses were started by adjusting the existing aided posts of lecturers:

MSc Chemistry

MSc. food craft technology

B Com Honors and M Com

BCA Computer Science

B.Sc. Economics

Ph.D. courses in all the postgraduate department of Agricultural Faculty.

Special computer-training course with air-conditioned labs for one-year course.

Outstanding Achievements

Tables showing the march to excellence in Academics and Sports are reproduced from 'Darbar up to 1988' are given below:

March on the Path of Excellence

Year	First/ Second in State	With 70% & Above GNDU/ or Merit	National/State/ University Scholarships	Admitted to MBBS BDS*	Eng. Admissions
1975-76	8	23	26	3	3
1976-77	8	36	60	7	3
1977-78	16	43	68	9	5
1978-79	23	62	82	23	9
1979-80	25	96	95	36	13
1980-81	25	99	131	45	12
1981-82	28	104	179	31	14
1982-83	28	113	182	40	13
1983-84	29	122	175	35	25
1984-85	31	135	176	39	17

1985-86	33	146	174	41	21
1986-87	29	153	174	36*	33

Achievements in Sports
Resume of Achievements 1976 to 1987

Year	University Grade Points	University Championship	Runners Up Teams	Members University Teams	Captains University
1975-76	20	2	2	23	1
1976-77	28	1	—	9	—
1977-78	10	2	2	23	—
1978-79	44	Gen. Championship 5	4	37	4
1979-80	44	Gen. Championship 2	2	29	3
1980-81	47	Abolished but won by us 6	3	31	3
1981-82	46	Abolished 7	3	34	3
1982-83	50	5	5	33	3
1983-84	52	Gen. Championship 8	2	31	3
1984-85	42	Gen. 5	3	34	3

	Champion ship				
1985-86	48	3	3	31	2
1986-87	—	2	4	16	2

It can be seen from the academic and sports table that the college kept its overall lead for about ten years over all other colleges. The sports committee passed a resolution not to hold annual prize for distribution function for overall trophy as it was college winning almost every year.

CRIMINAL ATTACKS BY LOCAL POLICE AND CENTRAL GOVERNMENT AGENCIES

It will be interesting to write here about one incident out of many attempts of criminal attack on me by the police and other agencies as I openly criticized certain central agencies for planting their agents to raise Khalistani slogans in the college and arrange innocent killings at many points in Punjab and blame the Sikhs for it. I did not spare even Bhinderanwala for exploiting the Sikh youth for violence and not preaching the real 'Message' of Guru Nanak and Guru Gobind Singh.

In one such case, I heard pistol shots in my official residence and threats to the security man, while asking him to call the principal. I quietly came out through the guest house door in disguise of a Choukidar and suddenly hit his pistol hand to take over the pistol, asked them to leave the house through the back gate to save their life as my armed guards had also arrived. I gave the back-door key to the security man, handed over the pistol to one of them after taking out the cartridges. Next day a police inspector came to my office to meet me and I did not allow him to enter the office and conveyed through my PA that he should report to his SSP as the whole information is with him.

I was to retire by the end of December 1989. The president of the Khalsa College council put it on agenda of the Managing Committee, held on 23rd September 1989 to extend the tenure of my appointment for another 5 years, as the Punjab Governor had offered to cover the ninety percent deficit by one-time grant of Rs. 5 lakhs. I most humbly expressed my respectful thanks to the President and requested the management to allow me to retire as I had already served the college for 14 years and my further stay may arouse some unwanted feelings among certain sections. The letter, which I handed over to the President, is being reproduced below:



Phone 62510
66510
KHALSA COLLEGE, AMRITSAR

No 115

DATE 22.9.89

Honorary Secretary,
Khalsa College Governing Council,
Amritsar

Dear Sir,

This is with reference to
Item No.27 on the Agenda of Khalsa
College Society meeting scheduled for
23rd September,89.

I had planned to relinquish
Principalship on 31.12.89 on reaching
my superannuation and was working
accordingly. However, I feel grateful
to the Honourable President and the
Governing Council for reposing confidence
in my stewardship. I intend meeting
the Honourable President before
deciding further.

Yours faithfully

Principal

After the meeting, I met the president **Sardar Surjit Singh ji Majithia** to express my thanks and explained the background of my inability to accept the offer. According to University rules, my retirement was due on 31st March but the management was retiring the staff members at the end of month of their date of birth. To avoid any controversy, I joined GNDU as Dean of College Development up to 31st March. The managing committee held a farewell meeting along with a lunch. After the meeting held on 31st March (my actual birth day), the President and the prominent members of the committee delivered speeches of high praise for the progress made by the college during **my tenure from December 1975 to March 1989**, in spite of the disturbed conditions in Amritsar. The president Sardar Surjit Singh Majithia presented a full size real **Silver Plate with the college photo engraved on it** with the President's signature. **The Hon. Secretary told the house that it was for the first time that a principal was given a Silver plaque with college photo engraved with president's signature on it. The president and the Managing Committee also nominated me as member of Khalsa College Governing Council.**

While thanking the Honorable President and the respected members of the Governing Council for their whole-hearted support for me in my sacred mission to serve my '**Alma matter**' with utmost devotion and sincerity, I expressed my deep feeling of love and appreciation for the College students and staff for helping me to **make this first College of the Khalsa as the best of all in Punjab and North India.** I humbly requested the president and the council members to be beware of certain elements who managed to enter this sacred and premier body of the Khalsa and are a black spot on the pure white sacred compass of the college Council.

Some of my friends wanted me to stay in Amritsar as I was the president of the Amritsar Rotary Club for the year 1990-91 as well as convener of INTACH Punjab and Golden Temple Galleria Beautification Committee, but I opted for the tri-city Chandigarh as I had my own house in Mohali where I wanted to devote full time to my favorite NGO, Quality Education Foundation of which I was the Chairman since 1964. I visited Amritsar Rotary club in July to preside over the Installation ceremony of Principal Jagdish Singh who was the 'President Elect' after me.

Chapter 5

PUNJAB SCHOOL BOARD CHAIRMAN 11TH OF JANUARY 1991 -

After about one year stay in tri-city Chandigarh, I was invited to take over as Chairman of the Punjab School Education Board on 11th of January 1991 by Governor Lt. General Malhotra on the recommendation of Hon. Sri Inder Kumar Gujral, who later on became the Prime Minister of India. I had been member of the Executive Board of Punjab School Education Board for 5 years during my tenure as Principal Khalsa College Amritsar and I was fully aware of the working of the Board and its problems. When I took over as a Chairman, the PSEB was functioning in a rented building of PUDA. The burden of rent on the Board finances was unnecessary when contractors would have completed the new building as per time limit of the agreement. They were trying to get the higher rates of constructions because of rise in construction material. I clearly told them that it was their duty to finish the construction within the specified time as per contract agreement. **They tried to pressurize me through their political contacts for higher rates. The case was put before the Board meeting and they were directed to complete the construction of the building within six months as per old**

rates. The Board agreed to postpone the penalty for six months with the condition that there would be no further extension and if they were unable to complete the building the Board would complete the building at the current rates. The amount of which would be deducted out of their contract money.



Rationalization of Board Administration

Immediately after my taking over as Chairman, I had appointed a “work rationalization committee” consisting of one IAS officer, one retired Engineer and the former Secretary of the Board. The report was received within three months.

1. The report clearly mentioned that the present staff strength was nearly 50 percent higher than the actual present need.
2. There was almost no secrecy regarding results, frequent complaints regarding question paper leakage and corrupt practices of issuing fake degrees.
3. A secret check-up of attendance of the employees over three weeks clearly showed that almost 50 percent of the employees remain absent for half of the day and 10 to 15 percent for the whole day with the connivance of their section officers.
4. The School Board had a total monopoly of all the books prescribed for all the classes and these were got printed through various printing presses on contract rates within a specified limit so that books were available in the Board Depots before the new session. It was surprising that the printing contractors always delayed the final printing of the books every year by six months. Because of it, most of the books prescribed by the Board were printed by some private publishers and supplied to the schools before the Board could send its books to the sale depots. Therefore, the Board incurred heavy losses and the result was increase in the examination fees, which amounted to unnecessary burden on the students. A departmental enquiry was ordered and it was found that there were already two enquiries held on this matter and a joint secretary publication was found guilty of running his own private press in secret collaboration of a close relative of the previous Chairman of the Board. The concerned officer was suspended and the work was allotted to the new director publication. The departmental enquiry also reported that there was a backlog of prescribed printing books, which were lying unsold. These books could be used for the next year. It was also recommended that the surplus paper lying in the store with an outstanding order of two crores with the Hindustan Paper Mill (a Centre Govt. undertaking) and we had already paid as an advance of Rupees one crore to the Hindustan Paper Mill, so due to that reason there was no need to place any new order for purchase of printing paper for the current year 1991-92. All these facts were placed before the Board, which unanimously passed a resolution after noting the facts, not to place any order for purchasing paper for the current year. The Departmental committee members signed it also.

The printing of books was rationalized and all the books were made available before the start of new session.

The Education Minister of the new Punjab Govt., which took over after about 9 months of my chairmanship met me in person and told me to buy papers worth 10 crores from paper mill in Hushiarpur Distt. I humbly and clearly told him that in view of the Board executive council decision there is no need of buying paper this year. He continued to force me to buy the papers. He also sent secretly a so-called representative of the mill so that I should place an order for paper for which I will get Rs. 1 crore. Later on, I came to know that the Minister had a secret deal of buying of low quality printing paper for a deal of Rs. 3 crores. The Minister ordered the mill to supply the papers directly, anyway, and asked the Board Secretary to receive the consignment of first five trucks, which was refused by me because this was illegal being against the Board decision.

The rationalization committee also recommended that there should be no fresh recruitment and the duties of the present staff be rationalized according to workload in each department/section. In view of this report, the surplus staff was allotted to the new departments of quality education, reorganized security, and correspondence education department.

It was a surprise for me to know that half of the total class four employees allocated to the Chairman office, Board Secretary Office and Director's office never reported in Board's office but they were marked present. These employees were working in the homes of some Punjab Government secretaries and some retired dignitaries. Most of the employees used to leave the office at about 11:30 AM and used to come after lunchtime and leave again immediately. A meeting of all the heads of the departments and senior superintendents was held and a decision was taken that all the section officers and other employees shall mark their presence at the time of their arrival at the entry gate. The new orders created an initial opposition but within one month, the attendance was almost 100 percent. In one of the typical cases, it was found that a senior superintendent in secrecy department used to come only once or twice a week in the morning to sign his presence for all the days as he was running a shop of general merchant. He was given an option of compulsory retirement or face the charges. Luckily, he accepted to retire as he was already more than 50 years old.

There was an urgent demand for filling the full quota of scheduled castes and backward classes. The posts were advertised and it was clearly mentioned in the advertisement that the posts will be filled out of the internal class IV or junior employees and a test was held under my strict observation. Out of 50 posts, 40 were filled out of junior employees of the board and only 10 were offered to the outsiders on merit. Because of this it was not possible for me to accept any recommendation as all the posts were filled on merit basis as published in the newspapers and posted on notice boards.

High level enquiry against six clerks who sold twelve 10+2 degrees

The **outgoing Chairman of the Board, S. Rajinder Singh IAS**, who was also Education Secretary of the Government of Punjab, clearly told me at the time of handing over of the charge that there were cases in which 12 fake 10+2 degrees had been awarded to the students who did not submit their Examination forms, nor they appeared in any center but their result was declared in the final gazette after getting an **amount of rupees ten lakhs by six clerks** in a secrecy section at the time of printing of the results. **He further told me that he was under pressure**

not to appoint an enquiry committee against the culprits. I immediately appointed an enquiry committee consisting of one retired high court judge and two IAS officers. They submitted the report within three months along with the charge sheet against these employees. A final court of enquiry was appointed, consisting of two retired judges of High Court and one IAS officer and they were requested to submit the report along with the clear speaking orders for the action to be taken. **The court of enquiry submitted the reports within another three months recommending the immediate dismissal of the concerned employees. Their report was put before the board and the action was taken within a month.**

Drive Against Unfair means and mass Copying in the Board examinations

It was found that the use of unfair means and mass copying at the examination centers was mostly with the connivance of the center Superintendents and the Principals. It was a well-known fact that teaching learning process in most of the Govt. Schools was at very low level because of shortage of teaching staff and rampant teacher absenteeism. After a sample survey, a report was sent to the Govt. for filling the posts and check teacher absenteeism. **It may be recorded that teacher absenteeism was mainly because of political contacts and corruption. In many cases, the absent teachers were running their own business and sending an unemployed untrained teacher to the school by paying him a small amount. In one surprise checking I had requested the education secretary to accompany me to verify the above fact and it was brought to the notice of the secretary by the Panchayat but no action was taken.**

A new advance list of teachers was prepared for appointments as Superintendents, Centre Inspectors, and Observers. Seminars and one-day camps of the teachers were organized in almost all the districts to create awareness against copying with the **slogan of zero percent 'Nakal' and 100% 'Akkal'.** The system of surprise checking team was further strengthened and the heads of the Institutions were clearly told that in case of mass copying, their centers would be abolished. Because of these measures mass copying and use of unfair means was checked largely which resulted in low pass percentage of hundreds of schools, in few cases it went down to almost zero percent. The Chairman and the Secretary of the Board also conducted surprise raids.

There were reports regarding paper leakage at the time of question paper packing for various centers. To avoid this menace the question paper printing press was asked to pack the various subject papers according to strength of centers, which was provided to them in advance along with the approximate number of copies.

Department of Quality Education and Students Welfare was created for creating awareness for better teaching and learning and conduct surveys. All the Adarsh schools were put under this department. The system of annual talent competition in Academics, Extracurricular Activities, and Sports was also started under the initiative and supervision of this department.

A System of Free Coaching for PMET in selected Institutions

A system of free extra coaching to the brilliant students was also started in selected institutions for preparing them for PMET tests. These institutions were paid a grant equal to the half of the total expenditure of coaching.

University Grades and Pension

All the departments of the board were reorganized with their pay grades as per Punjab University norms. The demand for granting pension to retiring persons was re-examined after calculating the financial burden for first 10 years and it was found financially viable. I personally met the Punjab Govt. Finance Secretary who agreed to this proposal as the entire amount of pension was to be met by the Board as per Punjab Govt. norms.

Reinvestment of Rs 12 Crore at Higher Rates

After going through the bank deposits of the Board, it was found that **most of the term deposits were at lower rates and the total amount of deposits was more than 12 crores.** So, it was reinvested at the highest rate offered by the public-sector banks. The board earned almost one crore Rupees extra from the new investments.

Computerization

Computerization of records and examination results was initiated and computer-training program was started for the staff. A monthly newsletter 'Vidhya Visthar' was also started which carried all the information and instructions as and when needed.

Department of Correspondence Courses

A new department of Correspondence Education was organized for matriculation and 10 +2 Arts. Their registration was done through selected schools. A specialist who was earlier Director of Correspondence in Punjab University headed this department. Services of existing subject specialists in the Board were also utilized for preparing lessons along with some specially selected teachers in the schools who were paid extra remunerations. This system of correspondence education was highly appreciated by the students and educationists.

Chairperson of Combined School Board Association

After one year of my Chairmanship, I was invited to chair the coordination committee of all school education boards in India. I availed this opportunity to study the school education administration of Kerala, Tamil Nadu, Maharashtra and Karnataka. I also studied the functioning of CBSE and NCERT.

Introduction of NCERT recommendation regarding Cumulative Academic Record

The NCERT's recommendations regarding continuous cumulative academic record was introduced in selected schools with emphasis on Self Improvement Quotient (SIQ) and Class Improvement Quotient (CIQ), to fix the academic accountability of the teacher and the taught and special prizes were given to the highest SIQ. Teachers were also given appreciation awards whose CIQ was above average.

Decentralization Proposal

A joint seminar of Circle Education Officers (CEOs), District Education Officers and all the DPIs along with the education experts from various Universities was held and a decision was taken to decentralize the supervision of examinations at the Circle Education Level under the direct supervision of the concerned CEO and DEOs.

A new academic inspection system was introduced for bringing in all the non-affiliated private schools under the Board. These schools were required to observe minimum prescribed rules regarding their buildings, qualification of teachers and new rules for registration. The new system of compulsory registration with the board was welcomed by all the educationists and parents of the students but opposed by the stakeholders of these **teaching shops** that were responsible for large-scale use of unfair means. Surprisingly the Punjab Education Department and the Education Minister were also unhappy with the new step of the Board as these private teaching shops were being registered with the Department of Education without any specific academic conditions. Even the list of the schools was not made available to the board as most of these **teaching shops** managed to send their students as private candidates through various Govt. centers or other affiliated schools.

The functioning of Punjab School Education Board under these new measures was highly appreciated by the Chief Minister but the Education Minister was very unhappy because of my non-acceptance of his verbal orders for buying the paper worth 10 crores from certain Paper Mills the reference to which has already been made earlier. He had also accepted a large amount of money from the private teaching unaffiliated schools and concocted stories about the Board Administration and the Chairman.

The Chief Minister was aware of his misdeeds and corruptions but he also wanted me to withdraw the dismissal orders of the clerks who were found guilty by the court of enquiry. I met the Chief Minister in his office and handed over the report of the court of enquiry with a letter authorizing the Secretary Education and two other members of the Board of his choice to examine the report and take the necessary decision as required by you.



Feb. 19/1922 – Aug. 31, 1995

I further told him that I have given in writing in the covering letter that committee can use the discretionary powers of the Chairman to pardon the accused one's if they so desire. The Chief Minister after a small pause told me that it might not be possible for him to agree with me. I left his office reminding him that you have been appreciating my administrative work and I thank you for that, **although we may not meet again.**

[That Chief Minister of Panjab was Mr. Beant Singh who was assassinated on 31st August 1995. Principal Shergill received this news in Toronto, Canada that day from one of his old students, Mr. Deepak, who was a Radio Broadcaster in Toronto. ED.]

Immediately I came to my office, contacted the Governor Mr Nath, and requested him to relieve me after paying the salary for the contract period of three years. He advised me not to leave the Board and as he wanted to speak to the Chief Minister in my favor. I thanked the Governor for the advice and told him that he might receive the papers for relieving me from Chairmanship any day. After this, I handed over the charge to Vice Chairman at 7:30 PM and came back to my residence without any worry and felt proud for not passing wrong orders under unfair pressure. I sent a similar press note to Tribune, which was published next day. I was paid my salary for full term of three years.

One of my close friends in Punjab Govt. told me that the Punjab Govt. might arrest me by concocting a charge of my being in league with the terrorists. I therefore filed a case in the high court against the Punjab Govt. for relieving me from the Chairmanship of the Board on false charges, to make the case sub-judicial.

After about one year I left for North America and wrote a letter to the Chief Minister that I will not come back to the country so long he was the Chief Minister in Punjab whose party got only 13 percent votes that too without any proper opposite candidates. I further told him that he was leading a team of most corrupt Ministers and his Govt. is committing atrocities in Punjab, killing thousands of innocent youth and collecting money in hundreds of crores through corrupt practices for sending it to central bosses to keep their chair safe and help them to buy the support of MPs to save their minority Govt. in power. I had also told him that I sincerely pray for his long life so that you may personally see your fate in the next elections and suffer the agony of your miss deeds. He was also informed of date and time of my departure from Delhi to USA.

While finishing the story of my Chairmanship of PSEB, I feel compelled to add the following footnote:

While receiving the printing paper on the verbal orders of the Minister, the new Chairman of the Board did not realize his mistake of paying 10 crores to the paper mill, which was against the recorded decision of the Board meeting. Soon after this deal between the Minister and new Chairman the education Minister was made the speaker of Punjab assembly and a new Education Minister was appointed by the Chief Minister. After some years, there might have been some conflict between the new Minister and the Chairman. The illegal action of Chairman, of paying 10 crores to the paper mill against the decision of the Board, was used by the Minister to suspend and charge sheet the Chairman and get him arrested. The Chairman got himself released on bail and continued to fight his case for about two years in which the court confirmed his dismissal.

I must also sum up my observation based on my close study of the board. It has a long record of corruption ever since its separation from Punjab University. **Every Govt. irrespective of the party in power, has been using it as a source of employment of their ‘Shiparshi’ persons without merit or any vacancies, as a result of which the number of employees were always more than double than the actual need.** The ‘Discretionary powers’ of Chairman are meant for misuse by the Ministers and Chief Ministers. It was for this reason that I decided to transfer my Discretionary powers to the Board Council in the first meeting. **The secrecy fund for printing the question papers is another main cause of corruption. At the time of my joining the Board as Chairman, the secrecy fund was 20 lacs and there was a proposal to increase it to**

25 lacs, but I reduced it to 15 lacs only even getting better services from the printing press. It was raised to 30 lacs after I left the Board. In 2007 it was 5 crores and was suddenly raised to 10 crores as desired by the minister. Everyone knows it as the news was published in the daily English Tribune.

After my close knowledge of working in the School Education Department and functioning of the Board I feel that it will be better to combine the post of DGE and Chairman as one post, which will improve the overall efficiency of the Education Department as a whole and avoid duplicity of control.

Chapter 6

FOUNDER DIRECTOR MALTON KHALSA COMMUNITY SCHOOL

Visit to North America (November 1994 to November 1995)

After reaching the USA, I planned a program of visits to various universities and their School Boards. Most of them invited me to deliver the extension lectures on the situation in Punjab and India. While in Canada, I also visited some of the outstanding Christian and Jewish public schools as some of the Gurudwaras in Toronto wanted to start their own Khalsa Public Schools. After some discussions, **Malton Singh Sabha Gurudwara decided to start a Khalsa Community Public School.**

Malton Singh Sabha requested me to help them to organize the school as its Founder Director. I accepted this offer and acted as Founder Honorary Director of the school.

Our effort was to start a school which may come up as one of the best schools of the Province of Ontario and help the Sikh and Punjabi students to preserve their culture and religion while getting the best education as per norms of the Province of Ontario. The Malton Gurudwara was functioning in the building of an old school which they had purchased sometime back. The required area and rooms of this old school building were set apart and renovated as per requirement of provincial education department and the Education Board.

The Khalsa Community School started functioning in April 1995. To begin with, we started Pre-Nursery to Grade 3 and admission was open to all the communities based on first come first served. Most of the teachers in Pre-Nursery and KG were recruited from Jewish Schools who had a good experience of teaching and they were paid a little better than in their previous schools. The classrooms were furnished not only with the proper sitting chairs but also provided the toilet and other facilities in every room. We collected/purchased old small computers, toys and other teaching material to furnish the classrooms in such a way so that our school should be able to compete with the best of other schools. **The Education Minister of the province also visited the school and highly appreciated our efforts.** The 'Panj Pyaras' performed the inaugural ceremony. Photos of the ceremony along with a group photo of the students and staff are given below:



On 31st August 1995, while I was still working in Toronto as Honorary Director of Khalsa Community School, one of my old students Mr. Deepak who was a Radio Broadcaster, gave me the news about the assassination of the Punjab Chief Minister Mr. Beant Singh and asked me to give the message and comments. He further told me that he was already on the Air while talking to me and whatever I speak, will be automatically broadcasted.

I clearly stated that killing of any person on political grounds was wrong. The killers have made Sardar Beant Singh a martyr otherwise he would have been known as a killer of innocent Punjab youth and one of the most corrupt Chief Ministers and would have faced a shameful defeat in the coming elections. I further stated that my sympathies were with the members of the family of the deceased.

I continued to supervise and help the Managing Committee of the school as Honorary Director up to October 1995 and decided to return to India.

A recent news published in a local newspaper reported that Khalsa community school Malton was one of the best among top five in the province of Ontario, Canada. This was the wish which was expressed by me on its foundation day. What a great pleasure for me!

EDITOR'S NOTE:

Malton Khalsa Community School is indeed flourishing. The following pictures and Report attest to that fact.

Khalsa Community School Malton, Ontario, Canada Factsheet 2018

Student Enrollment.....	1065
Grades.....	JK-12
Staff:	
Academic.....	32
Rotary Math Academic.....	3
French Academic.....	3
Educational Assistants – Academic	24
Punjabi / Divinity.....	7
Kirtan / Tabla.....	5
Remedial After School Programme.....	5
Bus Drivers, Part time.....	27
Custodial Services.....	3
Total Staff.....	104
Number of Buses (Including spare Buses)	35
Number of Bus Routes.....	30
Number of Students Bused.....	638
Kilometers Travelled Daily.....	2500
Operating Annual Budget.....	7 Million





Chapter 7

THE STORY OF SO CALLED KHALISTANIS WHO WERE THE AGENTS OF THE SECRET AGENCIES SPONSORED BY RAW A SECRET AGENCY OF INDIA

During my visit to various places in Canada and USA, I found some Gurudwaras and private radios and TVs talking about Khalistan belonging to some secret organizations who were trying to control some Gurudwaras or create a situation of infiltrating their managing committees. Certain small magazines were also published to create a situation to show Sikhs as terrorist anti Hindus and India. While in California, New York and Washington area I visited many Gurudwaras and one so called Khalistan Headquarter in Washington. **In one Gurudwara, I saw a person selling and distributing a magazine published in the UK who was a CID Police Sub Inspector in Amritsar.** While delivering lecture in the Gurudwara I mentioned the name of this person and clearly told the audience that most of the **Khalistani supporters were Spokesmen or the employees of certain agencies who have direct contact with the Indian Embassies or its officials. A particular person whom I don't want to name protested against my remarks. I named the person sitting at the gate of the Gurudwara and told the people about his being a CID sub inspector in Amritsar and requested the President of the Gurudwara to call him inside to explain his position. I also asked the protesting man to show his passport and explain as to who gave him the Visa. He also left the Gurudwara quietly without saying anything.**

It became clear to me and every one that all these so-called Khalistani supporters are directly or indirectly connected with the Indian Secret Agencies, whose main job was to create fighting factions in important Gurudwaras and create a situation to show that Sikhs are separatist and terrorists.

Everyone knows about the activities of Dr Jagjit Singh Chauhan in UK who had been a Finance Minister in Laxman Singh Gill's Ministry supported by Congress. He printed Khalistani notes, organized Khalistan Airways, and always in secret close contact with Indira Gandhi. Indian Govt. withdrew all cases against him and he was later on heading Khalistan Raj Party with its headquarter at Jalandhar. I collected all the available material on so-called Khalistan Movement for research and record.

Dr. Sohan Singh, former Director Health of Punjab who was acting as Chairman of the Khalistan group, was also an agent of Mrs. Indira Gandhi. It is an unfortunate fact that the Sikh leaders have been playing in the hands of Govt agencies. Bhai Jarnail Singh Bhindra Wala who was a devout Sikh also could not understand the design of the Govt. and played the role as designed by the agencies. He came to know of these designs when he was left with no options than to play his final role during the blue star.

I came back to India by the end of November 1995 and brought with me the available records of the above-mentioned activities of the secret agencies and their Khalistani propaganda to blame the Sikhs as separatists and terrorists. **All this record is available in Digital library Chandigarh and Sikh research library in Khalsa College Amritsar.**

PART III

Chapter 8

IMPROVEMENT OF QUALITY EDUCATION IN PUNJAB SCHOOLS

After coming back from North America, I once again settled in my Mohali home in Phase VI and started working on the problem of declining standards of school education in Punjab especially in the State Govt. Schools. An initial survey started with the help of some Distt Educational Officers who had already worked with me in the Punjab School Education Board. Names of several members of the experts committee which was specially constituted are given below:

1. **Prof. Gurbax Singh Shergill** President Punjab Education Forum and Chairman Quality Education Foundation.
2. **Prof. Dr. D.D. Jyoti.** Former Head and Prof. of English, Panjab University and Founder Director of Regional Institute of English, Chandigarh.
3. **Dr. P.S. Salaria** Regional Director, Navodya Schools Samiti, Chandigarh.
4. **Shri S.S. Kishanpuri** (Retd) D. P. I. Schools, Punjab
5. **Dr. Gurdev Singh Joshi** Former Director, Institute of Science Education, Punjab.
6. **Prof. Ajit Singh** Prof. of English (S.G.G.S.C), Chandigarh.
7. **Sardar Balraj Singh Hundal**, PES (I), C.E.O. (Retd), Punjab Education Department.
8. **Shri B.S. Vatni** Principal, Bela College, Ropar.
9. **Dr. Har Avtar Singh Gill** N.C.E.R.T. Expert, Patiala.
10. **Mrs. S.K. Cheema** Former Principal, In-service Training Institute, Patiala.
11. **Dr. Ajmer Singh** Science Supervisor, Department of Education, Punjab.
12. **Prof. J.S. Rana** N.R.I. Expert, English Teacher, London.
13. **Shri Sat Pal Sewak** Former Deputy Director Education Dept. Pb.
14. **Sardar Sawaran Singh Bhangu** General Secretary, Vidya Chetna Manch, Ropar
15. **Prof. K.L. Vermani**, Former Prof. of English and Head of Dept. D.A.V College, Chandigarh.
16. **Shri Sawan Iqbal Singh** Distt. Co-Ordinator Vocational, Ropar.
17. **Shri Hazoori Singh Gill** Distt. Co-Ordinator Vocational, Nawanshahr.
18. **Shri Satnam Singh** Lecturer Vocational (Retd), Mohali.
19. **Principal Kartar Singh** D.E.O. (Retd), Director, Guru Nanak Mission Public School, Dhahan.
20. **Dr. S.C. Sharma**, Director State Institute of Education (S.I.E) Chandigarh.
21. **Dr. R.K Behl** PES (I) Former Director, S.I.E. Chandigarh.
22. **Prof. Dr. Narotam Sharma**, Former Expert on English Teaching, R.I.E. Chandigarh.
23. **Prof. L.S. Boparai**, Director, Guru Nanak Foundation Public School, Sector 4, Panchkula.
24. **Dr. S.S. Mathur**, Former Head and Prof. of Education, Panjab University, Chandigarh.

The following points emerged from this report:

1. 75 to 80% of rural students of the State were studying in the Govt. schools.
2. It was further found that most of the middle, high, and senior secondary schools were having only acting Principals; only 20 to 25% schools had permanently selected as regular Principals.

3. There was an acute shortage of science teachers even in high schools, whereas, in senior secondary schools most of the science teaching was done by BSc teachers who had passed MA in Punjabi or History by fair or foul means and were shown as lecturers for teaching Science.
4. English in +1 and +2 classes in many cases was being taught by B.A., B.Ed., Social Study Teachers who had taken English as one of their optional subjects in B.Ed. and had not passed MA English.
5. +1 and +2 classes were previously being taught in colleges only, who had fully qualified staff and proper laboratories. These classes were shifted to newly upgraded Senior Secondary schools, which had no proper separate science lab facilities or MSc or MA teachers to work as lecturers.
6. Surprisingly even the budget provision did not exist for most of these upgraded schools, which were without proper buildings and staff.
7. In the absence of permanent headmasters/ principals and shortage of lecturers there could be no proper timetable, which could work for the whole year to make the various subject teachers accountable for results.
8. In spite of all the above shortcomings, the Education Minister decided to start English teaching from Class I just out of political expediency whereas there was shortage of English Teachers even for existing classes.
9. In the absence of properly qualified teachers in Govt. schools, there was a rush for opening so called public schools affiliated or non-affiliated without any proper building or qualified staff. **Most of these schools were being given affiliation by PSEB or simple registration by DPI through political approaches or through bribes.**
10. In spite of all these shortcomings, the Govt. had appointed separate DPIs for primary and high or Senior Secondary Schools.

In view of the above points, it was clear that the present school education setup was unable to provide proper environment for quality teaching and learning. Even the high IQ students were unable to come up to the desired standards due to lack of the quality teaching and learning, especially in the government schools in the absence of guidance and motivation programs for students and lack of proper accountability of the teachers. No wonder that there was little response by them to all India competitive examinations for admissions to higher professional courses in top level institutes like IIT, IIM and top medical and engineering colleges. Results of all India talent competition held by the NCERT, PMET, CAT, and even state level tests clearly show the negligible share of rural students who were about 65% of the total student population. Most of the students after passing the Matriculation examination were even unable to pass the police recruitment tests. Before we try to understand the present situation of school education in Punjab, it is necessary to understand the background of school education in Punjab.

The Quality Education Foundation conducted a survey for teaching standards of government school in Punjab in **1996**. Teachers in high and senior secondary schools complained that the standards of primary education are very low and the students from govt. primary schools were unable to follow the syllabus when they join the sixth class. The Foundation took initiative to conduct a sample study through on the spot tests in primary schools and found that the standard of teaching was very low on account of automatic promotion up to 5th class coupled with the carelessly conducted 5th class examination by the State Council of Education Research and Teaching (SCERT). Survey of Middle and High schools showed that their level of

teaching was in no way better. It was found that the standard of teaching and learning process has been continuously falling for a long period of all most two decades, ever since the imposition of Emergency and its after effects. The separation of Directorates and lack of any in built accountability in the system was the main cause of this calamity. Large scale use of unfair means, unchecked absenteeism of the teachers due to politicization of the teaching staff and rampant corruption and favoritism in appointments gave a general feeling that when appointments can be got with money or '*sifarish*' why not a matric certificate or a degree.

After a thorough discussion in Experts Panel, the quality education foundation in collaboration with the Kendry Sikh Vidyak Board launched a pilot project for merit promotion in selected primary, secondary, and senior secondary schools in district Roopnagar, Fategarh and Nawanshahar in 1996, based on the modified version of NCERT concept of Continuous Cumulative academic record (CCAR). The main emphasis was on Self Improvement Quotient (SIQ) of the students and merit promotion Quotient of the whole class (CIQ) for the teachers. The CIQ is determined after adding up all SIQs divided by number of students.

The students with higher SIQ were identified from 6th, 8th and 10th classes. A system of differential teaching and homework was introduced so that each student may be able to achieve his/her possible level of excellence. The foundation was assisting these schools for standardization of class tests with the guidance of experts. Continuous Cumulative academic record (CCAR) of these tests was being kept in specially designed registers provided by foundation to all the participating schools. Cash awards and certificates were given to the 3 top students in 8th, 10th and 12th classes with highest SIQ. These cash awards and certificates were given every year in special morning assembly of the school.

One day guidance and motivation camps were held for identified students with the help of DEOs. Three one-day camps were held at Anandpur, Fategarh, and Charan-Kawal Banga (Nawanshahar). The local Gurudwaras served food and tea. Eminent Doctors, Engineers, and Army Generals who volunteered their services addressed the students in these camps. One-hour general awareness (objective) test (GAT) was also conducted and the result was declared the same afternoon with the help of pre-solved question paper, before evening tea and dispersal.

The experts' panel of the Quality Education Foundation based on their field visits and half-yearly reports was monitoring the functioning of the above project. The experts' panel finalized their recommendations, which were submitted to the education minister on 18th June 1998 at the Punjab Bhawan in a round table meeting called by the Education minister on the advice of Chief Minister. This meeting was attended by all the DPIs, CEOs and the principal education secretary along with all the members of the experts committee of the Foundation.

The comprehensive recommendations of the experts committee under the heading "A Bold New Approach for Qualitative Improvement in Punjab School Education" as given below was presented to Education Minister and all the members present. The President of the Quality Education Foundation explained the summery of the recommendations in his speech and also handed over another copy of "Students Merit Promotion Project", "Academic Measures to Be Taken in Pilot Projects" and "One Day Preliminary Guidance and Motivation Camp".

1. Comprehensive Recommendations

A Bold New Approach for Qualitative Improvement in Punjab School Education PART 1

Hon'ble Education Minister Sardar Tota Singh Ji, Senior officers of the Punjab Education Department and distinguished members of the Quality Education Experts Panel, I Congratulate you all for participating in this historic meeting and convey my thanks to the Education Minister for inviting the distinguished educationists for a table discussion in Punjab Bhawan. Sometime back Sardar Parkash Singh Badal, our dynamic Chief Minister, expressed his desire that educationists of Punjab should come together and give their suggestions for the Improvement of education in Punjab. The Quality Education Foundation and Punjab Education forum took the initiative and called a meeting of eminent educationists of Punjab and Constituted an Expert Panel consisting of distinguished educationists.

The Experts Panel held three meetings and discussed the various problems facing the School Education. Separate Experts Committees for teaching of English, Administrative re-structuring, teaching of Science and Mathematics, Vocational Education, Guidance and Counselling held several meetings and prepared separate approach papers which will be presented by respective Conveners in this meeting. It was a matter of great satisfaction and pleasure for me to see the Experts putting in their best voluntary efforts for which I express my hearty thanks to them all.

Ever since the new Govt. started functioning, our Hon'ble Chief Minister and Education Minister expressed their keen desire to introduce Quality Education in Punjab Schools. Ambitious plan of Adarsh Schools by the Chief Minister, Punjab and historic decision taken by our Education Minister to introduce English teaching at the primary level clearly demonstrates emerging Political Will for the Improvement of the Education system. It was in this back-ground that members of the Experts Panel took keen interest in formulation of recommendations. Before I call upon them to present their reports, I would like to bring some main points to the kind notice of our Education Minister.

The School Education System in Punjab is facing a serious crisis as there is a continued general decline in the teaching learning process. This tendency is more prominent and visible in Government Schools which form main stream of School Education. There are about 13,000 Primary Schools, 1,800 Middle, 2,200 High Schools and about 1,000 Senior Sec. Schools with about one Lac and eighteen thousand teachers and with 39 Lacs students of which 22 Lacs in Primary, 10 Lacs in Middle, 7 Lacs in Senior. Secondary Schools. Our teachers in Government Schools are getting better scales of pay as compared to other States in India. In spite of that the upper and middle-class families have almost rejected the main-stream Govt. Schools and are opting for privately run schools.

Most of these private public schools are now showing their pride in being affiliated to C.B.S.E/I.C.S.E. The existing Punjab School system and the Punjab School Education Board seem to be relegated to a low second grade level. It is astonishing to note that the state political leadership struggling for status for Punjab seems to be willingly yielding even their existing status by allowing affiliation of new schools on large scale to the Central Board.

The main impact of falling standard of Education is being felt in the rural areas as most of the good schools, whether Public or Government, are situated only in the Urban areas. Majority of our rural students are unable to come up to the 'BREAK THROUGH LEVEL' from where they could start their academic career to compete for various positions available for admission to the selected courses which could enable them to achieve their 'POSSIBLE LEVEL OF EXCELLENCE' in the main national stream. There is no more direct entry to various professional and technical courses on the basis of the Education Board Certificates on account of their increasing unreliability. It is a common-place fact that our average rural school graduates

are unable to qualify even for a lower level entry test for police and army recruitments. Share of Punjab, more so of rural back-ground students, in higher professional courses is continuously declining. Increasing but unavoidable reliance on English Language in the competitive examinations for public and private positions is making things all the more difficult for the rural students.

Ambitious Scheme of Adarsh Schools in rural areas although a desirable move, seems to be based on lack of Govt. faith in existing school system. Even this scheme will leave about 90% of rural students out of their reach. So, called public schools with English medium in rural areas cannot improve the existing situation in view of their very high fees and low standard of teaching. A thorough analysis of existing educational system leads us to believe without any doubt, that the only way before us in Punjab is a bold new approach for making the existing school system increasingly more qualitative by education launching a well-planned bold movement to convert the existing main stream schools into quality schools and making them more accountable to the local community, which they serve. The bold decision of our Education Minister to introduce English from Primary Level is a welcome and historic step but it has to be part of the overall quality education movement with strong, 'POLITICAL WILL'.

To cut short I summaries my suggestions as below:

- i) The first and foremost thing is that our Govt. and Education Minister must realize that we are facing a very serious and formidable crisis which can be solved only by a clear cut bold decision backed by strong political Will and accompanied by the mass movement with people's co-operation. I may be excused if I suggest that we need to launch a MORCHA for a total change in our approach to introduce Quality Education.
- ii) One lead school should be selected in each Sub-Division for Intensive and over-all development backed by Local Advisory Committee consisting of representatives from Panchayat Samiti, Voluntary Organizations, Parent-Teacher Association and Local member of Legislature and Parliament. Additional Funds should be arranged by the local Advisory Committee with matching Govt. grant.
- iii) Specially selected staff and Principals should be appointed for a fixed term to make them work with responsibility and accountability.
- iv) Staff and Principals of all these Lead Schools Should be given re-orientation course and a scheme of incentives coupled with efficient monitoring be launched.
- v) Every lead school should hold preliminary test for all the new entrants and send a copy of the same to the D.E.O/D.P.I. Top students of each class should be identified and special efforts should be made to provide Motivation and extra improvement coaching.
- vi) Special Motivation and Guidance Camps should be held for such students by Rotation for every School with follow up Guidance and Motivation approach.
- vii) Recognition awards and financial incentives should be given to out-standing students which show regular Improvement with the help of Voluntary organization in the area.
- viii) Vidyak Chetna Rallies be organized with the help of teachers and parents at district and sub-division level.

- ix) Permanent Teachers Selection Committees should be constituted for a continuous process of selection to fill the vacancies in time and without any delay.
- x) All posts of Elementary and Master cadre be filled from within the district or the neighbourhood areas and these posts be declared as Distt. cadre.
- xi) Only M. As and M. Scs in Concerned Subjects be appointed as lecturers.
- xii) Functioning of S.E.R.T be made more effective with term appointed of the Directors to provide full accountability. Special Guidance and Counselor should be created in every Sen. Sec. School.
- xiii) Private/Aided/Recognized Schools should be allowed to meet their deficit by raising the fees and use this amount for new posts and courses. Existing maintenance grant should continue.
- xiv) It is absolutely necessary to bring in close co-ordination of supervision of all the school system that is Elementary and Sen. Secondary under the Chief Education officer at district level.

While summing up my views I will once again emphasize the need for a clear-cut decision by the Government backed by strong Political Will and to start the whole process of Quality Education as a movement with close co-operation and participation by the local community and voluntary agencies. The present bureaucratic approach should be abandoned forever.

It is a well-known fact that the rural Students were unable to compete for admission to selected courses of study for better career options. Even high I.Q. students are unable to come up the desired standards due to lack of quality education in rural schools and absence of guidance and motivational programmers. No wonder there is little response to the all India talent test held by the NCRT. Performance of rural students in the Annual talent identification tests held by the Quality Education Foundation three selected districts has been very poor.

The problem of declining standards of teaching and learning in rural areas has been debated for long. Teachers in high and Higher Secondary schools generally complain that the standards of primary education has fallen when students from rural primary schools were unable to follow the syllabi. The quality education foundation has conducted sample studies spread over the past many years to understand this problem. It has been found that there is a general fall in the standards of teaching and learning process at all levels.

The onus for this decline cannot be entirely shifted to primary schools. It has been noted that a good number of primary students passing class 5th are above average and fit for quality education at the high schools' level. These students are unable to come up to required standards due to lack of quality of teaching and indifferent attitude of parents/teachers.

The foundation in collaboration with the Kendriya Sikh Vidiak Board has launched a pilot project for merit promotion in selected rural primary and secondary schools in Roop Nagar District. The main emphasis was on self-improvement created among the better performance in selected schools so that new beginning is made.

Under this scheme students with the better performance were identified from class 4th and 8th in secondary schools. Every school head was arranged for merit test of these classes in the beginning of the session

followed by quarterly, half-year and annual promotion tests.

The Foundation was assisting these schools for standardization of class tests with the guidance of subject experts. The cumulative record of these tests was kept in specially designed registers provided by the Foundation to all participating schools. The Foundation gave awards/ prizes on the basis of merit promotion co-efficient determined after taking into account the percentage of marks obtained in the previous year promotion/entry test, and the subsequent three schools tests every year.

These cash awards/prizes were given to selected students every year at special morning assemblies. Annual guidance and motivational camps were held for identified students.

The foundation held special scholastic achievement tests when these students rewarded classes 5th, 8th and 10th for award of special scholarships to enable outstanding talented students to pursue higher students.

These scholarships were named after four Sahibzadas, Panj Piaras, Bebe Nanaki, Mata Sahib Kaur and Mai Bhago. Outstanding talent students were adopted as chartered scholar for helping them complete the professional degree in which they got selected. Teachers and principals of the schools participating the merit promotion scheme were also given suitable awards every three years for their contribution.

To begin with five high/senior secondary schools were selected in Roup Nagar district followed by selection of primary schools in their feeding area with the help of district education officer concerned principals and block education officers. A seminar cum workshop of principals' block education officers was held creating better understanding of project and preparing detailed schedule for the academic year.

The merit promotion pilot project was put in action in Ropar in five Higher Secondary Schools. New registers for keeping self-improvements record of students and for calculating academic improvement every year were distributed in all these schools. The project was started in 1996 and continued in operation till 1999. Quality efforts were made to identify the students who had made regular progress in self-improvement. Some of the students who were considered below average by the teachers in the beginning came up with an annual improvement quotient (A.I.Q.) of 20%-30% and at the end of 3 years they were able to teach up to 1st class with a cumulative increase up to 300%. The findings of this pilot project along with other recommendation of the experts were presented to the Education Minister and Chief Minister in the presence of all the DPIs, Secretary of Education, DEOs and top union leaders. As a result, a circular was issued by the Secretary Education to all the DPIs and DEOs to implement the Scheme in all Schools.

Along with the above pilot project a field program for identifying top brilliant students in three districts i.e. Nawanshahr, Ropar and Fatehgarh Sahib, one day camp of top ten students in class 8th, 9th and 11th selected from 10 schools from each district were held at Fatehgarh Sahib, Anandpur Sahib and Charan Kawal, Banga. These camps were addressed by top expert Engineers, Medical Doctors and Senior Army Officers. Arrangement for their morning breakfast, lunch and evening tea were made with the help of local Gurudwaras and some well-wishers. The participations were very encouraging in all these districts camps and the average attendance was about 300 in each camp. A one-hour general awareness test (G.A.T.) was also held in all these one-day camps. The test was designed by the top experts from Panjab University, Punjab School Board and Navodiya Directorate. The test answer sheets were evaluated then and there on the basis of a pre-solved question papers. Cash prizes to top three students in every class along with attendance certificate.

A central function was held at Ropar at the end of 1999 in Satluj Public School presided over by the then Punjab Education Minister in the presence of all DPIs, Chairman School Board and Jathedar Keshgarh Sahib. Top students from every district were given cash awards amounting to Rs. 21,000/-

The awards were named in view of Khalsa tricentenary celebrations by the Centre and State Governments. These awards were named after Panj Piyaras, Sahibzadas, Bhai Ghaniya Ji, Bhai Jaita Ji, Bhai Nand Lal Ji, Mata Gujri, Mata Sahib Kaur and Mai Bhago Ji. A follow up study of all the award winners was very encouraging most of them qualified for Engineering. Medicine and Army. List of experts' panels who participated and helped the quality education foundation in organizing the above project is shown in the attached (Annexure-2).

A panel of experts who evaluated the working of the above projects summed up their finding as below:

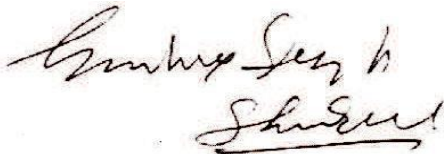
1. General awareness of the students as a whole was higher than their knowledge of teacher taught subjects. General awareness was 60% to 80% whereas the knowledge of teacher taught topics was only 25% to 55%. This shows that the teaching learning level in the classroom needs a lot of improvement.
2. The awareness of the studies regarding method of recruitment to various better option careers was very low whereas their hopes for joining the courses were high. It shows that the students need better guidance and information about various employments and better careers.
3. It was observed that most of the teachers lack motivation for teaching and guidance. They had a casual attitude towards their responsibilities and accountability. When questioned about the low levels of teaching learning in their schools, most of them had an attitude 'who cares'!
4. The time table of teachers, in almost all schools was only a temporary chart, not an annual duty document. This was not only due to lack of subject teachers but also the result of mutual give and take to avoid responsibility. In some urban/semi-urban schools this was also due to surplus teachers who manage their postings being close-relatives of influential politicians and senior officers. It is necessary to make the time table a permanent document of work duties and once finalized in the beginning of the academic year it should not be tampered with. Mid-term transfers/deputations should be avoided. All subject teachers and principals/headmasters should be posted in the same school at least of three to five years for better accountability.
5. System of inspection-based working of the schools has failed. Most of the principals or headmasters were either temporary or unaware of their duties and powers. When a senior officer at the headquarters was asked about the duties of the principals or the headmasters, he simply replied that he does not know his own powers, and told our representative, to approach the government to get this information. It is therefore necessary that the responsibility and accountability of the Principals/Headmasters along with their powers be clearly defined. Transfer and suspension as a punishment should be avoided as it makes the teacher irresponsible. In case of continued negligence of duty, the concern teachers must be made to face the punishment as per rules.
6. At present there is lot of confusion regarding service rules and regulations on account of conflict between

provisions of Education Act and Education code published by a private company. Two volumes of Education Code contain conflicting orders and instructions of the state government, leading to large number of court cases pending in the high court. There is no clear cut separate version of the rules and regulations applicable to the school education.

7. The present system based on administrative orders and outdated and ineffective inspections should be rationalized by introducing the new School System Management with an inbuilt method of responsibility and accountability based on Merit Improvement Quotient (M.I.Q.) in teaching-learning system coupled with comprehensive continued record method.
8. The System of morning assembly in every school should be made more effective and methodical with a well prepared 10 minutes lectures by a teacher or a guest speaker to motivate the students and create awareness of careers options and opportunities available. Announcement or any other short quiz program should follow after the motivational lecture. The assembly should begin with a short inspirational hymn or song and end with national Anthem.
9. In view of almost total collapse of the existing system it is necessary that a new method of system management based on inbuilt responsibility/accountability through continuous cumulative record with academic promotion quotient needs to be introduced. It will minimize the unnecessary clerical work of writing and sending reports. The record will be kept by the teachers in only one register for all classes he teaches wherein only quarterly and annual entries are to be made. The visiting evaluation team will be able to go through all these registers when needed. The Principals/Head Masters will keep only the annual summary record with them in the purpose register (to be designed). The teacher's cumulative record register will be an official record which will be a part of handing and taking over and will be a part of the overall school record system. There will be a student's diary showing their personal cumulative record for each subject and class which will be available to the teacher/principal when needed. This diary has to be signed by the one of the parent/guardian every quarter and there will be a separate space for short remarks if any.

The new method of School System Management will lead the strengthening of principal's office and required infrastructure in the school. The function of the District Education Office mainly will be that of providing help and guidance to the principal and arranging proper infrastructure along with the required staff. The powers of the Sr. Sec. and High School Principals should clearly match their responsibility and full accountability. The teaching work of the Sr. Sec. Principal should be limited to one subject for two senior classes and measures have to be taken to ensure his whole-time presence in the school on all days. The present method of frequent visit to DPI/DO office to be minimized. The Principal should be authorized to fill the temporary vacancy caused by long leave or temporary vacancy. The Time Table should be enforced and the Principal should have full power to implement. The frequent reports to DO and DPI have to minimize and the Principal should be able to manage the School Time Table and other matters. Along with annual motivation and guidance seminar the Principal there should be a guide book for Head Master's and Principals with general provisions and information about general rules and regulations (service and conduct) with reference to Education Board.

It is absolutely necessary to publish a separate Education only for Schools. The present voluminous additions are confusing and contain mutually conflicting orders/instructions and letters of clarifications.


 (SUBMITTED TO
 DIRECTOR General and
 Education MINISTER
 and D.D.T.)

QUALITY EDUCATION FOUNDATION

HEAD OFFICE

#709, SECTOR-56, PHASE-6, S.A.S. NAGAR MOHALI

Admin Office

147, Sector-27 A, Chandigarh Pin 160019

Phone - 2638525

Mobile - 98886-85884

E-mail - gsshergill709@yahoo.com

Date 20.5.98

STUDENTS MERIT PROMOTION PROJECT

It is a well-known fact that the rural Students were unable to compete for admission to selected courses of study for better options for careers. Even high I.Q. students are unable to come up the desired standards due to lack of quality education in rural schools and absence of guidance and motivational programmers. No wonder there is little response to the All India Talent Test held by the NCRT. Performance of rural students in the Annual Talent Identification Tests held by the Quality Education Foundation three selected districts has been very poor.

The problem of declining standards of teaching and learning in rural areas has been debated for long. Teachers in High and Higher Secondary schools generally complain that the standards of primary education has fallen. The students from rural Primary Schools are unable to follow the syllabus. The Quality Education Foundation has conducted sample studies spread over the past four years to understand this problem. It has been found that there is a general fall in the standards of teaching and learning process at all levels.

The onus for this decline cannot be entirely shifted to primary schools. It has been noted that a good number of primary students passing class V are above average and fit for quality education at the high schools' level. These students are unable to come up to required standards due to lack of quality of teaching and indifferent attitude of parents.

The Foundation in collaboration with the Kendriya Sikh Vidiak Board has decided to launch a pilot project

for merit promotion in selected rural primary and secondary schools in Roop Nagar, Fatehgarh and Mohali Districts. The main emphasis will be on self-improvement. Once this desire is created among the students of selected schools a new beginning can be made.

Under this scheme students with better performance will be identified from class 4th in primary schools and class 8th in secondary schools. Every school head will arrange for merit identified tests of these classes in the beginning of the session followed by quarterly, half-year and annually promotion tests.

The Foundations will assist these schools for standardization of class tests with the guidance of subject experts. The cumulative record of these tests will be kept in special registers to be provided by the foundation to all participating schools. The foundation will give awards/ prizes on the basis of merit promotion co-efficient to be determined after taking into account the percentage of marks obtained in the previous year promotion/entry test, and the subsequent three schools tests every year.

These cash awards/prizes will be given to selected students every year at special morning assemblies. Annual guidance and motivational camps will be held for identified students in which special coaching will be given in selected subjects/topics in addition to career guidance and special talent development programmers.

Once this pilot project demonstrates the effectiveness of merit promotion co-efficient method as the basis of self-improvement among students, it can be adopted as part of continued comprehensive evaluation scheme in all schools.

The Foundation will hold special scholastic achievement tests when these students reach classes V, VIII and X for award of special scholarships to enable outstanding talented students to pursue higher studies.

These scholarships were named after Four Sahibzadas and Panj Piaras.

Outstanding talented students will be adopted as chartered scholars for helping them compete for the National Defense Academy/Combined Defense Services examination and admission to professional degree. Teachers and Principals of the schools participating in the merit promotion scheme also will be given suitable award every three years for their contribution.

ACADEMIC MEASURES TO BE TAKEN IN PILOT PROJECT

1. A new start at the 6th level being the basic class of the secondary schools, entry evaluation test should be given immediately after the admission. Dates should to be announced well in time.
2. All the 6th Class students are to be grouped according to their level of achievement. At least a fortnight system of teaching and caring for identified top students/ weak students be taken according to their needs. Planning Home Task/Class Work in the school with reference to special terminology/definitions – spellings – basic formulas – dates/events be taken.
3. All teachers to adopt motivational approach creating a strong desire for self-improvement and giving a new hope; no students to be discouraged. The system of Awards and recognitions to be announced.

4. Special mention/recognition – Awards – pinning of ribbons - accompanied by proper short announcement in the morning assembly immediately after every test should be displayed on the Special Notice Board.
5. Planning of teaching programs – academic calendar, division of syllabi according to actual number of teaching days, dates of every class test/ quarterly/half-yearly/annual to be announced well in advance. Teachers to be supplied academic diary.
6. Cumulative Record Register to be kept for each section separately by the Teacher in charge. All subject teachers to coordinate in every session and after house test Self-ratings of students be co-related to their subject wise achievements and merit coefficient. Answer – book to be distributed to the students for better understanding of evaluation process. The exact answer to the question papers be discussed with the students.
7. The concept of 100 percent marks be explained and demonstrated. Students with higher self- improvement co-efficient to be honored and recognized in the assembly.
8. All subject teachers may also keep the cumulative record of the concerned subject in teachers’ diary, periodical review twice a year of the cumulative record of each class by the principal to take appropriate measures to improve the quality of teaching and ensuring a higher rate of Merit – Promotion – Coefficient in each class and school as a whole.
9. Re-organization of the prize giving function on the basis of self-improvement co-efficient in individual subjects as well as in the aggregate to be taken as base for prizes. These prizes should be given in the annual opening day as assembly of the school immediately after all the admissions are over. It is a known fact that the students like to be honored in the company of their fellow students.
10. In House Seminar/Workshop be organized in each school. QUALITY EDUCATION FOUNDATIONS will arrange for resources personnel.
11. Special efforts be made by the Directorate to issue notification regarding principals’ powers and duties. Staff in merit promotion project schools be posted at least 5 Years

**ONE DAY PRELIMINARY GUIDANCE AND
MOTIVATION CAMP
October 7, 1998**

In view of the prevailing general decline in quality of teaching — learning process in our school system, the majority of the rural background students are unable to come up to the ‘Break — through Level’ from where they could start their academic career to compete for various positions for admission to the selected courses which could enable them to achieve their ‘Possible Level of Excellence’ at the State/National level. Increasing reliance on English language instead of mother tongue in various competitive examinations for public and private business position is making things all the more difficult for students.

In Order to identify outstanding, talented students and prepare them for various competitive positions the Quality Education Foundation has planned to conduct on going ‘Quality education test’ for VIII & X Class students and hold guidance and motivation camps, in collaboration with Punjab Education Forum and Kendri Sikh Vidyak Board as a part of Khalsa Tricentenary Celebration. To begin with Fatehgarh Sahib,

Ropar and Nawanshahr Districts have been adopted. Recognition Awards ranging from Rs. 500/- to Rs 1000/- have been instituted for outstanding merit scholars from these districts in the name of 'Panj Piaras', Four Sahibzadas, Mata Gujri, Mata Sahib Kaur ji, Mai Bhago, Nand Lal ji, Bhai Kanhayia ji and Bhai Jeta ji. A Tercentenary Dashmesh Gold Medal will be awarded to the best overall student of Punjab.

One day preliminary guidance and motivation camp (9:30 am to 3:30 pm) will be held in months of Sep./Oct. 1998 for the VIII, IX and X class students in which only three students of each class are to be selected. Heads of the respective schools will also participate. Date and place will be conveyed by the concerned D.E.O.

In this camp a snap test of general knowledge and aptitude (objective type for half an hour) will also be held (10 am sharp) certificate and prizes will be given to the participants on the same day. Students participating in the preliminary will only be eligible for the recognition award test in 1st week of Jan 1998 in the subjects of English, Science, Math and General Knowledge in the medium of their choice.

All the heads of participating schools are requested to ensure that the selected students should reach the camp in time under the supervision of a teacher in charge who will be responsible for the safe journey and discipline. The students will have the opportunity to meet a top Army General, a top Medical Doctor/Chief Engineer and listen to guidance and counseling experts.

The Education Minister also listened to various short speeches delivered by some experts to explain the overall problem along with their suggestions. At the end, the Education Minister S. Tota Singh thanked the members and the experts of the quality education foundation. He asked the President of the Foundation to meet the Secretary Education in his office and discuss with him about his recommendations. He directed the education sectary to issue the necessary instructions to the school education department DPIs, Circle Education Officers, and DEOs to adopt the new scheme to fix the accountability of the teaching staff based on SIQ and CIQ after the meeting with the President of QEF.

After the meeting with Education Minister special scholastic achievement test (SAT) in December 1998 was also given to selected outstanding students in every adopted school. These students were given cash awards in proportion to their higher SIQ at a central function held at Satluj Public School at Roopnagar presided over by the Education Minister S. Tota Singh on 17th July 1999. Two outstanding principals and teachers were also honored with high appreciation recognition awards. The photos of the function are given below:

Photos of the Function



The senior Dignitaries at the time of opening Shabad.



A view of distinguished audience.



*Education Minister S. Tota Singh Honouring the Donor Couple
Mrs. Madhupreet Deepak and SPS Deepak*



The outstanding students being honoured

A follow-up study of all these award winners was very encouraging as many of them qualified for medical and engineering admission and for army commission.

As desired by the Education Minister a meeting was held in the office of education secretary to explain the results of merit promotion projects launched by the foundation. The cumulative academic record registers of various adopted schools were also shown. The Education Secretary issued an official letter '*Sikhiya Panjab Diary No.*' 244-50-N, 19/08/1999 to DPIs, CEOs and DEOs to adopt merit promotion project in all schools along with the new register for keeping academic promotion record by every teacher. A follow up seminar cum workshop of principals, DPIs, DEOs and block officer was held for creating better understanding of the merit promotion project at Khalsa Senior Secondary School Kharar presided over the special secretary education.

The copy of the letter issued by the Secretary Education is reproduced below along with the news published in the newspapers.

A copy of the letter issued by Secretary:

ANNEXURE-

ਜਾਂ ਕਾਨੂੰਨੀ ਮੈਂਬਰਾਂ ਨੂੰ ਦੇ ਰਿਹਾਜ਼ ਦੀ ਜੀ. ਐਸ. ਪ੍ਰੋਸੈਸ ਦੇ ਨਾਲ
ਮੀਟਿੰਗ ਹੋਈ ਜਿਸ ਵਿੱਚ ਵਧੀਕ ਮੈਂਬਰ ਸਿੱਖਿਆ, ਡੀ. ਪੀ. ਖਾਈ (ਸ), ਮੈਂਬਰਾਂ ਨੂੰ ਜਾਣਕਾਰੀ
ਮਿਲੇਗੀ ਜੋ ਕਿ ਇਸ ਨੂੰ ਬਣਾ ਲਿਆ। ਮੀਟਿੰਗ ਵਿੱਚ ਇਸ ਕਾਨੂੰਨੀ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਦੇ ਬਾਰੇ
ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਗਈ ਅਤੇ ਕਾਨੂੰਨੀ ਮੈਂਬਰਾਂ ਨੂੰ ਦਸਤਾਵੇਜ਼ ਦਸਤਾਵੇਜ਼ ਦੇ ਬਾਰੇ ਮੈਂਬਰਾਂ ਨੂੰ ਜਾਣਕਾਰੀ ਦਿੱਤੀ
ਪਾਸਟ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ-ਪ੍ਰਕਾਰ ਦੇ ਹੋਣ। ਇਹ ਸਿੱਖਾਂ ਨੂੰ ਦੱਸਿਆ ਗਿਆ ਕਿ ਇਹ ਕੀ ਹੈ।
ਪ੍ਰਕਾਰ-ਪ੍ਰਕਾਰ ਦੇ ਬਾਰੇ ਹੋਰ ਜਾਣਕਾਰੀ ਦੇਣ ਲਈ ਕੀ ਹੈ:-

ਸਾਰੇ, ਜੀ. ਐਸ. (ਸ) ਤੇ (ਪਾ) ਨੂੰ ਇਹ ਦਸਤਾਵੇਜ਼ ਕਰ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਉਹ ਇਸ ਦਾ
ਪਾਸਟ ਦਸਤਾਵੇਜ਼ ਵਿੱਚ ਸਹਿਮਤ ਹਨ। ਜੀ. ਐਸ. (ਸ) ਇਸ ਕੋਲ ਦੀ ਕਾਪੀ ਦੇਣ ਲਈ
ਜਿਸ ਉੱਤੇ ਦੇ ਇਸਦੇ ਵਿੱਚ ਦਸਤਾਵੇਜ਼ ਤੇ ਦਸਤਾਵੇਜ਼ ਸਹਿਮਤ ਇਸ ਦੇ ਵੱਖਰੇ ਪਾਸਟ ਵਿੱਚ
ਸਾਰ ਲੈਣ ਤਾਂ ਕਿ ਉਹ ਸਹਿਮਤ ਨੂੰ ਪ੍ਰਕਾਰਿਤ ਕੀਤਾ ਜਾ ਸਕੇ ਤਾਂ ਕਿ ਉਹ ਵੀ ਵੱਖਰੇ
ਪ੍ਰਕਾਰਿਤ ਨੂੰ ਸਹਿਮਤ ਅਤੇ ਸਹਿਮਤੀ ਮਿਲੇਗੀ ਦੇ ਨਾਲ ਪ੍ਰਕਾਰਿਤ ਕਰ ਸਕਣ ਅਤੇ ਇਸ ਦੇ
ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਰੱਖਣ। ਇਸ ਦੀ ਸਹਿਮਤ ਵਿੱਚ ਜੋ ਟੀਚੇ ਤੇ ਫਿਰੀਏ ਦੱਸੇ ਗਏ
ਕਿ ਹਰੇ ਕਸ, ਇਸ ਨੂੰ ਇਸਦੇ ਕੋਲ ਦੀ ਸਹਿਮਤੀ ਨੂੰ ਸਹਿਮਤ ਹੈ। ਸਾਰੇ, ਜੀ. ਐਸ. (ਸ) ਇਹ
ਕੋਲ ਦੇ ਕਸ-ਪਾਸਟ ਦੇ ਵਿੱਚ ਇਸ ਪ੍ਰਕਾਰਿਤ ਕਰਦੇ ਹਨ ਤਾਂ ਕਿ ਟੀਚੇ ਵਿੱਚ
ਕੀ ਅਤੇ ਸਹਿਮਤ ਵਿੱਚ ਦੀ ਸਹਿਮਤ-ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਰੱਖਣ।

ਇਸ ਤੋਂ ਇਲਾਵਾ ਇਸ ਦੇ ਪਾਸਟ ਵਿੱਚ ਕਾਨੂੰਨੀ ਦਸਤਾਵੇਜ਼ ਰਾਸ਼ਟਰ
ਕੀ ਹੁਣ ਕੀਤਾ ਜਿਸ ਦੀ ਜਿਸ ਵਿੱਚ ਇਸ ਕੋਲ ਦੀ ਕਾਪੀ ਤੇ ਨੇ ਦੇ ਫਿਰੀਏ ਤੋਂ, ਜਿਸਦੀ
ਤੇ ਨੇ ਦੇ ਫਿਰੀਏ ਤੋਂ ਅਤੇ ਇਸੇ ਤਰ੍ਹਾਂ ਦਸਤਾਵੇਜ਼ ਦਸਤਾਵੇਜ਼ ਦਾ ਵਿਸ਼ਵਾਸ ਰੱਖਿਆ ਜਾ ਸਕਦਾ
ਹੈ। ਇਹ ਰਾਸ਼ਟਰ ਜੀ. ਪੀ. ਖਾਈ (ਸ) ਨੂੰ ਮੀਟਿੰਗ ਵਿੱਚ ਦਿੱਤਾ ਜਿਸ ਹੈ। ਉਹ ਇਸ
ਬਾਰੇ ਜੀ. ਐਸ. (ਸ) ਤੇ (ਪਾ) ਦੀ ਇਸ ਸਹਿਮਤੀ ਮੀਟਿੰਗ ਬਣਾਉਣੇ ਜਿਸ ਨੂੰ ਜੀ. ਐਸ.
ਵਧੀਕ ਮੈਂਬਰ ਸਿੱਖਿਆ ਪ੍ਰਕਾਰਿਤ ਕਰਨ ਅਤੇ ਇਸ ਰਾਸ਼ਟਰ ਨੂੰ ਬਣਾ ਕੇ ਸਹਿਮਤ ਵਿੱਚ
ਰੱਖਿਆ ਜਾਂਦੀ ਅਤੇ ਵਿਸ਼ੇਸ਼ ਤੌਰ 'ਤੇ ਵਿਸ਼ੇਸ਼ ਸਾਰੇ ਕਿ ਟੀਚੇ ਇਸ ਰਾਸ਼ਟਰ ਨੂੰ ਕੀਤਾ ਤਾਂ
ਮੈਂਬਰਾਂ ਦੇ ਹੋਰ ਕੀ ਹੈ।

ਕਸਰ ਮਿਲਣ ਤੇ ਹਾਈ ਸਕੂਲ ਦੇ ਅਧਿਆਪਕਾਂ ਅਤੇ ਫਿਰੀਏ ਨੂੰ ਇਹ
ਵਿਸ਼ਵਾਸ ਰੱਖਿੰਦੀ ਹੈ ਕਿ ਫਿਰੀਏ ਤੋਂ ਬਾਅਦ ਜੋ ਕੋਲੇ ਖਾਈ ਦੇ ਕੀਤਾ ਦਾ ਸਹਿਮਤ ਹੋਵੇ
ਕੀ ਕੀਤੀ ਦਾ ਹੋਵੇ ਹੈ, ਇਸ ਲਈ ਇਹ ਕੀਤਾ ਜਿਸ ਕਿਸਾ ਹੈ ਕਿ ਫਿਰੀਏ ਦੇ ਕੋਲੇ
ਜਦੋਂ ਕਸਰ ਵਿੱਚ ਦਸਤਾਵੇਜ਼ ਲੈ ਕੇ ਤਾਂ ਅਦੀ ਦੇ ਮਹੀਨੇ ਵਿੱਚ ਇਸ ਦਾ ਵਿਸ਼ਵਾਸ-ਪ੍ਰਕਾਰ
ਇਸ ਸਾਰੇ ਜਿਸ ਦਾ ਵਿਸ਼ਵਾਸ-ਪ੍ਰਕਾਰਿਤ ਕੀਤਾ ਬਣਾਈ ਗਈ ਕੀਤੀ ਕੀਤੀ ਜਿਸ ਸਾਰੇ
ਅਤੇ ਇਸ ਕੀਤੀ ਵਿੱਚ ਕਸਰ-ਟੀਚੇ ਦੀ ਸਹਿਮਤੀ ਹੋਵੇਗੀ। ਇਸ ਦਸਤਾਵੇਜ਼ ਇਹ ਟੀਚੇ
ਕੀਤਾ ਜਾਵੇਗਾ ਕਿ ਹਰੇ ਕਸ-ਪਾਸਟ ਦੇ ਵਿੱਚ ਇਸ ਦਾ ਸਹਿਮਤ ਦੇ ਅਧਿਆਪਕ
ਖਾਈ ਕਸ ਵਿੱਚ ਕਸਰ ਬਣਾ ਜਾਵੇਗਾ ਹੈ ਅਤੇ ਸਹਿਮਤ ਨੂੰ ਪ੍ਰਕਾਰਿਤ ਜਾਂ ਉਸ ਦੇ ਸਹਿਮਤ
ਦਾ ਵਿਸ਼ਵਾਸ ਇਸ ਦੇ ਨਾਲ ਵਿੱਚ ਪ੍ਰਕਾਰਿਤ ਕਰਦਾ ਜਾਵੇਗਾ ਹੈ।

ਇਹ ਟੀਚੇ-ਪ੍ਰਕਾਰਿਤ ਕਸਰ ਦੇ ਬਣਾਇਆ ਜਾਵੇਗਾ ਅਤੇ ਉਹ ਹੀ
ਇਸ ਟੀਚੇ ਦੀ ਪੂਰੀ ਕਾਨੂੰਨੀ ਕਰਨ।

ਸਕੱਤਰ/ਮੁੱਖ ਸਿੱਖਿਆ
18.8.99

ਵਿਸ਼ੇਸ਼ ਸਕੱਤਰ ਸਿੱਖਿਆ(ਜੀ)
ਵਿਸ਼ੇਸ਼ ਸਕੱਤਰ ਸਿੱਖਿਆ(ਬੀ)
ਵਧੀਕ ਸਕੱਤਰ ਸਿੱਖਿਆ
ਜੀ. ਪੀ. ਖਾਈ (ਸ)
ਜੀ. ਪੀ. ਖਾਈ (ਪਾ)
ਇਸਦੇ ਸਕੱਤਰ
ਜੀ. ਜੀ. ਐਸ. ਪ੍ਰੋਸੈਸ, ਪ੍ਰੋਸੈਸ,
ਕਾਨੂੰਨੀ ਮੈਂਬਰਾਂ ਨੂੰ ਦੇ ਰਿਹਾਜ਼
11:30:709. ਸਕੱਤਰ ਦੇ ਕੋਲ

Cumulative Record Register Copy (Class 6th to 12th)**CONTINUOUS CUMMULATIVE RECORD REGISTER - (Sample Page)**

Annexure-2

Classes 6th, 7th & 8th

Name & Address & other particulars of the students	CLASS - 6 th							CLASS - 7 th				CLASS - 8 th				REMARKS
	Subj ect	D. E.	E. T.	Q. T.	H.Y .T.	A.P. T.	M.P .C.	Q. T.	H.Y .T.	A.P .T.	M.P .C.	Q. T.	H. Y.T	Boa rd Exa m	M.P C.	
Name																
Date of Birth																
Father's Name																
Occupation																
Mother's Name																
Occupation																
Total Income																
Postal Address																

Classes 9th & 10th

Name & Address & other particulars of the	CLASS - 9 th	CLASS - 10 th		
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Soon after the above circular letter, a good start was made in adopting the merit promotion scheme all over Punjab in selected schools. **Later on, this new scheme became the target of proverbial lethargy due to change of the administrative setup and Government.**

The level of teaching/learning process in government schools continued to fall for almost a decade. Large number of posts of subject teachers, principals and headmasters of schools remained vacant. 90 % of the schools had only officiating Principals and Headmasters for more than ten years. Powers of the Heads of the schools went in disuse along with their accountability. It was surprising to note that BSc 3rd class teachers with M.A. in Arts subjects were working as science lecturers at the senior secondary level. In some cases, the rural government schools with no science teachers or laboratories for senior secondary, sent hundreds of students to appear in +2 sciences by fake admissions of regular students, who were studying in some city schools. This was the method used by city students for qualifying to get the benefit of reserved rural seats in some Engineering and Medical colleges the intervening period of two decades was academically a stagnant period. The huge backlog of semi-literate unemployable youth with drug addiction in the rural areas is the product of this era.

Chapter 9

New Beginning and Present Situation

The Punjab Government had taken an initiative to improve the education by reorganizing the implementation of *Sarva Siksha Abhiyan* (SSA) which was under the new Director General of Education Shri Krishan Kumar. His dynamic administrative drive has helped in changing the current education scenario by providing better infrastructure and starting the process of filling the vacant posts of principals, headmasters and the subject teachers. **Unfortunately, he was transferred by the corrupt Education Minister who wanted to have his own ways.**

In view of the above, new initiative by the Punjab Government and the announcement of new education policy by the Human Resource Development Minister of the centre government, the Quality Education Foundation has once again renewed its efforts to review and analyze the new emerging scenario of education. A critical evaluation article on the new education policy of the centre was published in *Tribune* as given below:

THE BASIC NEED IS NOT OF ABOLISHING EXAMINATIONS BUT TO TAKE STRONG MEASURES TO IMPROVE THE QUALITY OF TEACHING AT ELEMENTARY AND HIGHER SECONDARY GOVERNMENT SCHOOLS

The bold and innovative declaration by the Minister of **Human Resource Development Government of India** is a prelude to bring fundamental changes in Indian education system as a whole which were overdue. But on the face of it he seems to be more concerned with the problems of urban elite than the conditions of rural and backward poor students. The urban elite students belonging to the upper strata of about 35 percent of Indian population study in public schools, paying hefty fees. In addition to their heavy school work they are also attending coaching classes in private tuition academies for scoring top most positions in the examinations. These students are under heavy pressure mainly because of their parents' high expectation and system of C.A.T. and P.M.E.T. for admission to top institutes of higher specialties.

Rural and low-income group students join the Government and Aided Schools where teaching-learning levels are very low. Even the high I.Q. students are unable to achieve their best. On account of 'no failure policy' there is automatic promotion up to VIII class and in most cases, students do not feel the need for learning and the teachers also take it easy. As a result of the low teaching and learning level in these schools there is mass copying and use of unfair means, fully encouraged by the teachers to improve their result percentage which is the basis of teacher evaluation. Most of these rural and poor students become unemployable certificate holders with very low self-esteem, easily vulnerable to drugs on account of frustration i.e. negative stress which is more dangerous than positive stress of the urban elite. Abolition of X class examination will further lead to lower standards of teaching-learning in rural areas and will not help the urban elite who have to appear in final XII class and also in C.A.T. and P.M.E.T. The rural and backward poor students will come under greater stress as they are unable to afford costly tuitions and coaching. They will not be able to get even normal grades in their final examination.

The basic need therefore is not to abolish examinations but take strong and bold initiatives to improve

quality of teaching at elementary and high school levels, so that the academic gap between the urban elite and rural poor is minimized. It is worth noting that most of the present generation of retiring engineers, doctors, army and I.A.S./I.P.S. officers are the product of Government and Aided schools.

In view of the above facts the Central H.R.D. Ministry should give priority for the improvement of elementary and higher school education. The teachers' accountability should be based on a continued comprehensive system on the basis of the self-improvement coefficient of the students in their class. The result percentage basis of teachers' evaluation is the main cause of organized copying and use of unfair means in the Board Examinations.

There is a need to allow the rural and backward area students to use their mother-tongue in Science and mathematics by making the use of Standard English terms, Formulas and Equations Compulsory. There is a provision for using the mother tongue/Hindi for I.A.S./ I.P.S. examinations. There is no reason why this option is being denied in C.A.T. and P.M.E.T. examinations. This option should also be available in X and XII examinations. Special English orientation class can be held in all the medical and engineering colleges so that the students with low level English may come up to the normal standard. This facility is available in some regional institutes even now.

The Central H.R.D. Ministry should help the States in organizing the guidance and counseling in every Senior Secondary School wherein the students can be given proper advice to motivate them on the basis of aptitude test. This practice will lower their stress level.

The Sarb Siksha Abhiyan envisages free and compulsory education up to VIII class (6+8 years), which will become the first cutoff point. The Middle standard examination for these students becomes absolutely necessary. Instead of abolition of these examinations, the need is to improve paper setting, to avoid evil of private tuition.

The idea of one Central Board for the whole Country consisting of multi-cultural and multi-linguistic population of 130 cores is not only impractical but also sounds to be a unicentric move which will cut the very roots of federal constitution of India. Most of the state governments, even those ruled by Congress party, have already opposed the idea of single board and abolition of Xth examination. It seems the misplaced Nehruvian-Gandhi quest for unicentric system instead of the federal union of states, is still hanging high over the H.R.D. Ministry.

The grading and semester system is desirable and should be introduced in a systematic method from IXth class onwards. At the universities and college level it is already in use for technical courses and needs to be introduced at all levels. The problem of holding semester examination centrally by the universities or the colleges has to be addressed properly. The semester examination will be most successful if the colleges are allowed to conduct their own semester examination under the overall umbrella of a university. The staff in Senior Secondary Schools may also be trained and motivated to hold semester examination for XI and XII classes. Such a system is already prevalent in the western countries. Its introduction in our country, although overdue, will require a new education culture of teacher-based evaluation without favor and political pressure. A central testing agency will be absolutely necessary for conducting a S.A.T. type examination for institutional grading.

The above critical evaluation of central H.R.D. policy is not opposed to the active dynamic role by the

central H.R.D. Ministry. It is suggested that federal, multi-cultural and multi-linguistic nature of our nation must not be tempered with. Education is essentially a state subject. The H.R.D. Ministry should play its due strong and leading role to evolve a qualitative teaching-learning system with proper management by the State Governments and Boards.

Foolproof measures must be taken to end all types of corruption and favoritism. The system of central grants must be in due course replaced by greater share of central taxes to the states. The present policy of treating the states as beggars for receiving grants and alms should be stopped. They should be given enough scope to raise their own resources.

At the end I must urge our top national leaders to allow the regional, cultural and linguistic identities to become strong to raise their own resources and encourage them to imbibe a strong spirit of Bhartiam to make our Indian nation a global hub of excellence in teaching and learning system of education.

Prof. Gurbax Singh Shergill

Former Chairman,

Punjab School Education Board and

Principal, Khalsa College Amritsar.

#147 Sector 27-A Chandigarh.

M: 98886-85884

System Management of Punjab School education 12th Sept. 2015

A meeting of Experts on the System Management of Punjab School education was held on 12th Sept. 2015 in Punjab Kala Bhawan. There was a thorough discussion on the emerging new educational scenario on account of the new policy of the centre government and good initiatives taken by the state governments. The representatives of “Sarva Shiksha Abhiyan Authority” also attended this meeting and explained the new measures being taken. The whole proceedings were videotaped, to keep the permanent record of this important high-level panel discussion. As per decision of the expert’s panel, the core group of experts summed up the recommendations of the special panel, keeping in view the new educational policy of the centre government and follow up measure being taken by the Punjab Government.

Abolition of 8th class examination and the introduction of the semester system for 10th and +2 examinations by Punjab School Education Board with grading system may be a good step. Its success will depend on new orientation of the teachers and make them more accountable through the class improvement quotient(CIQ) calculated on the basis of the Self Improvement Quotient(SIQ) of the students. Abolition of 8th and 10th class examination may also once again lead to a problem similar to automatic promotion at primary level up to 5th class. Introduction of compulsory elementary education up to 8th class and a large number of students opting out of the schools, without passing any examination, will give further rise to semi-literate unemployable young population in the rural areas of Punjab. Everyone is aware of the condition of dropouts after 5th class or passing 8th, 10th and 12th class with unfair means encouraged by their own teachers to avoid accountability of low results during the period before the new education policy of the center Govt. In the absence of any examinations of 8th or 10th class, being optional the teaching learning level will further deteriorate in most of the government and private schools leading to still worse condition of semiliterate youth becoming unemployable and drug addicted. The gravity of this situation will have to be further probed and discussed. Keeping in view the above problem the core group of expert’s panel has proposed the following measures:

1. The most important and foremost step to improve the education is to have a permanent Board of teacher selection. It should have an advance list of subject wise vacancies so that the posts may be advertised much earlier and selection of teachers be done. List of subject wise selected teachers should be with the Director General duly approved by Govt. so that the vacancy be filled in time.
- 1-A) The process of improvement of infra-structure and appointments of the head of the schools and subject teachers needs to be completed at the earliest otherwise the strong steps taken by the administration may not yield desired results.

In view of the new emerging educational system on account of new educational policy of the central government and new initiative being taken by the Punjab school education board and the Director General of the Punjab education department, there is a need for further rationalization of Punjab Education Department and the School Board in terms of division of duties and powers. There is an urgent need to strengthen and empower the Circle Education Officers for the coordination of elementary and senior secondary DEOs. In view of the huge increase in the number of schools and need for better coordination of the inspecting staff, the number of circle education officers should be increased from three to at least 6. System of joint inspection of elementary and senior secondary schools should be started under the direct supervision of CEOs who should be directly accountable to the Director General. The interference of the district administration and assignment of nonacademic work has to be stopped.

3. Primary and upper primary schools have to be treated as one unit under the headship of the elementary schools (middle schools). The problem of primary head teachers can be easily solved by allowing them the allowance and grades as per existing rules for the present incumbents only. The secondary/senior secondary schools with primary and upper primary should be further strengthened as one single unit and all government schools beyond upper primary (middle) should be of senior secondary level by combining the elementary schools (primary and upper primary) which are at the same place.
4. The aided schools already on dwindling grant posts should be gradually allowed to be organized as affiliated public private schools.
5. A large number of primary/upper primary and secondary schools which are unrecognized and non-affiliated should be brought under the regulatory provisions to provide minimum desirable facilities to students and qualifications of teachers without much involvement/interference by the government/board. No nonaffiliated or unrecognized schools should be allowed to admit +2 classes.
6. In view of the introduction of semester, system at secondary and senior secondary level the Punjab School Education Board should be reorganized on the pattern of CBSE. All the new schools including Adarsh model schools proposed to be opened by the Punjab Government should be affiliated with Punjab Board of Secondary Education (PBSE) only.
7. In order to maintain the better teaching learning level and accountability of the teachers, the examination of 8th class be made compulsory, should be arranged by the Education Directorate through Circle Education Officers under the overall control of Director General. This is an absolutely necessary step to avoid the increasing number of semiliterate and unemployable youth.
8. Teaching of science/mathematics subjects should be allowed to be explained in Punjabi with compulsory

use of international terms and equations up to Middle level. Teaching of science from 9th to 12th should be in English.

9. Duties and powers of the principals and Heads of the schools to take decisions at the school level should be strengthened and clearly defined to match their responsibilities. The timetable for various classes and the teachers should be prepared in a systematic way for the whole year without any further change. It should be treated as a base document for administration of the schools and maintaining discipline among teachers and students. All heads of the schools and subject teachers should be posted in government schools at least for 5 years, so that their responsibility and accountability may be fixed properly. There should be no transfer during the academic year and it should not be used as a punishment as it makes the teachers irresponsible and unaccountable.

10. The present system of academic accountability of teachers only through pass percentage in examination result leads to encouragement of copying. The method of Class Improvement Quotient (CIQ) based on self-improvement Quotient (SIQ) of the students in the class should be taken as the base for teacher's efficiency. The record of SIQ of the students and CIQ should be kept in a specially designed register. This system is the simple version of Continuous Cumulative academic record (CCAR) based on the recommendation of NCERT. The cumulative academic record register should be maintained by the school based on entry/house tests and semester examinations by the board. This will provide an inbuilt system of identifying the weak and better students and the indifferent and better teachers. This system also makes possible to determine the overall Merit Promotion Coefficient of the whole school. The same subject teacher should teach the classes from 6th to 8th, 9th to 10th and 11th to 12th class. The school timetable should be prepared accordingly for the whole year and should act as a regular academic management document. Every teacher should be required to fill in the self-evaluation Performa giving the data regarding days of leave/attendance and the completion of the course in time and CIQ of his classes. The merit Promotion Quotient (MPQ) method may be modified to meet the need of the new grading system which is also essentially based on percentile back ground.

11. The new system of incentives, appreciation, and encouragement should be evolved. Regular morning assemblies for 20 minutes only should be part of the timetable and attendance of teachers and the students should be compulsory. Eminent academicians with the help of voluntary NGOs should use the morning assembly for guidance and motivation through weekly/fortnightly short messages/lectures. The list of selected persons for special motivation lectures may be prepared by DGE (Director General Education) and circulated.

12. Smoking/drinking and obscene songs and pictures should be banned. No private picnic parties or non-educational activities should be allowed in the schools unless it is a part of the school time table and curriculum.

13. There should be a permanent display board providing information regarding various competitions for higher courses, jobs. All class teachers should also give guidance and information regarding the career opportunities.

14. The well-established NGOs in the field of education should be allowed to adopt any school for the award of incentives, guidance and motivational programs.

15. Special meetings of parents and teachers should be held jointly and separately for creating awareness and motivation.

16. The present system of in service training seems to be a routine activity without much practical significance. It should be organized to make it professional efficiency oriented and not only a time pass arrangement.

17. At present there is lot of confusion and overlapping in the service rules. The education code is no more useful. It is absolutely necessary to recode the service rules for the government schools' teachers to avoid unnecessary litigation and system of stay orders. All administrative orders of the government should be according to the service rules. A separate education code along with service rules for schools is published.

The above measures need to be further reviewed and discussed. Implementation of the above recommendation will require additional expenditure. We strongly recommend that the extra expenditure on education reforms be met by imposing additional tax on the higher level of consumption of electricity and all other luxury goods including cars and lavish marriage expenditure in marriage palaces. Allocation to Education Budget should be the first priority failing which it will not be possible to improve the education system, which is the key to all progress.

Concluding remarks

In view of the Assembly elections, a new government will be taking over, with effect from 15th – March 2017. This would provide an opportunity to the new government for taking a 'Bold Initiative' to give Education a top priority and appoint a Minister who should dedicate full five years to Education with a 'Missionary Spirit' and implement the policy of inbuilt accountability of teachers based on 'Continuous Cumulative Academic Record'(CCAR). The 'Self Improvement Quotient' (SIQ) of students be determined by comparing their marks in their 'Entry test and subsequent semester or Board Examinations on percentile basis. 'Class Improvement Quotient'(CIQ) of teachers be calculated by adding up all the SIQ's of students and divided by their number in class. The sum total of all CIQs divided number of classes will show the merit of the whole School. This record should be kept in specially designed Registers.

1. All vacancies be filled before the start of the new session.
2. The time table of teachers and their teaching periods for whole academic year be prepared before the beginning of session and be signed by all teachers. This Timetable is the base of the accountability of teachers. And administrative powers of the Principal or Head Master. A copy of this timetable be supplied to the District Education Officer (DEO).
3. Budgetary provision be made for all the required posts and salary of all staff should be paid through the Principal by Cheques in the Bank accounts of the payee. A separate audit of all the funds of Schools in a district should be done by the Govt. to avoid the well-known slogan of corruption '***Fund shako Vund Shako***'.
4. My final humble request to the new Education minister and the Chief Minister is that the 'Worst crime' of a Govt. is to carelessly administer the Education of young generation'. The transparency of financial allocation and Results of rural education will be the key to honest service by the new government.

CURRICULUM VITAE**Prof. Gurbax Singh Shergill****Chairman,****Punjab Heritage and Education Foundation****Address: Villa Mountain Crest, Near Gandhigram, Dagshai Hills, Distt. Solan (HP)****Email: gsshergill147@gmail.com****D. O. B. 31st March 1928****Service Record:**

- λ **Prof. of Economics and Vice Principal S.N. College Banga, 1953-64**
- λ **Principal S.N. College Banga, 1964-67**
- λ **Founder Principal Guru Gobind Singh College Chandigarh, 1967-75**
- λ **Principal Khalsa College Amritsar 1975-89 along with Dean Agricultural and Forestry**
- λ **Member of Various UGC Committees for Improvement of College Education**
- λ **Dean College Development Council GNDU Amritsar 1989-1990**
- λ **President Rotary Club Amritsar, 1990**
- λ **Chairman Punjab School Education Board, 1991-94**
- λ **Member Standing Committee Value education (Govt. of India) 1992-94**
- λ **President Punjab Heritage and Education Foundation 2001 onwards**
- λ **Chairman Quality Education Foundation**

Honors & Awards:

- λ **Outstanding Principal Award by Sikh Education Society on its Diamond Jubilee Celebration**
- λ **Award of gold medal by Punjab Governor for outstanding honorary services to Red Cross**
- λ **Khalsa College Amritsar staff signed citation for outstanding and the best principal after principal Bhai Jodh Singh**
- λ **Silver plaque inscribed with Khalsa College Amritsar building photo presented by the president Khalsa College council for being an outstanding principal**
- λ **Silver plaque of high appreciation for being an outstanding educationist by Chief Khalsa Diwan Amritsar**
- λ **Outstanding Rotarian Award by Rotary Governor**
- λ **Punjab government letter of appreciation for outstanding contribution for the awareness of Glorious Punjab Heritage**
- λ **Invited as Visiting Professor for Research on Education Finance Manitoba University Canada**
- λ **Honorary Fellow of International association of Culture and Heritage, Los Angeles (2008)**
- λ **Award for outstanding contribution for inter religious understanding and Education by International society for religious understanding, Chicago, USA**
- λ **Honorary Life Fellow Administrative Staff College of India, Hyderabad**
- λ **Nishan-E-Sikhi Award for outstanding services in education by Akal Takhat Jathedar on the occasion of Guru Angad Dev quoin centenary celebration Khadoor Sahib-2005**
- λ **Award for Creative Excellence by First Friday Forum, Chandigarh**

Special Visits:

- λ Oxford and London Universities of UK, British Council courtesy
- λ Delivered lecture on 'Indo-Australian Economic Relations' in University of Victoria Melbourne, Australia
- λ California state University San Francisco addressed a Seminar on Punjabi Immigrants and their 'Socio-economic status'

Research Papers:

- λ "Sociological Problems and Implementation of Development Plans in Rural Areas" – All India Economic Conference at Pilani (1964)
- λ Role of Educational Administrators and Teachers in the Educational Planning – Published by All India Educational Conference, Delhi (1965).
- λ Essentials of Educational Reforms in India – A paper submitted to Kothari Commission on behalf of Punjab Quality Education Forum (1965).
- λ Academic Re-structuring in Degree Colleges of Punjab and India. – A paper presented at U.G.C. Conference, Madras (1986).
- λ "Essential Unity of Religions" – A paper read at Army Officers Conference. Panther Division, Amritsar (1985)
- λ A concept of Divine Humanism of Guru Nanak- Printed in various journals on the occasion of 5th Centenary of Guru Nanak Dev Ji (1969).
- λ Research paper based on RTI data of School education as a memorandum on "Quality Education in Punjab Govt. Schools.
- λ "Vidya Vichar"- (Education Thoughts) A quarterly online magazine Emailed to important educational institutions.
- λ Sikh Education renaissance published by Khalsa College Amritsar.
- λ Research Thesis on Gang Canal Colony, Ganganagar, (Rajasthan) updated up to 2016. 3 spiral wire binding copies, kept in Distt. Library Ganganagar, Khalsa College Amritsar Library and one in personal Library.

Books Published:

- λ Quest for Quality
- λ Jeevan Sandesh
- λ Glorious Heritage of Punjab

Video of Principal Gurbax Singh Shergills 90th Birthday Celebrations.

His former students may send their well wishes at the following emails with a copy to the Sikh Bulletin at : Hardev Singh Shergill (editor@sikhbulletin.com)
 Gurbax Singh Shergill gsshergill147@gmail.com and
 veenu deepak veenu_deepak@hotmail.com

His 90th Birthday Celebrations, March 31st 2018, at Dagshai, Himachal Pradesh, India



My Uncle, Father, Grandfather, Great Grandfather. Three-time Principal who never gave up his principles. He always, without exception, spoke truth to power. Anti-corruption amidst a hot bed of corruption in both politics as well as in education in Panjab.







STEVE JOBS - SOME OF HIS LAST THOUGHTS, A BILLIONAIRE WHO HAD ALL THE WEALTH, EXCEPT....

WORDS TO CHERISH!!

Steve Jobs, the CEO of Apple, died a billionaire. Here are some of his last thoughts and words: "I reached the pinnacle of success in the business world. In others' eyes, my life is the epitome of success.

However, aside from work, I have little joy. In the end, wealth is only a fact of life that I have become accustomed to

At this moment, I am on my sick bed, and recalling my life. I realize that all of the recognition and wealth in which I took so much pride, have become meaningless in the face of my impending death. You can employ someone to drive a car for you, and to make money for you, but you cannot employ anyone to bear illness for you.

Material things, when lost, can be found, but the one thing, that can never be found when it is lost, is your health and eventually your life itself.

When a person goes into the operating room, he realizes that there is one book that he has yet to finish reading, "The Book of Healthy Life".

Whatever stage in life we are at currently, in time we all face that day when the curtain comes down.

Treasure love for your family, love for your spouse and love for your friends. Treat yourself well and cherish others.

As we grow older, and hopefully wiser, we slowly realize that wearing a \$3,000.00 or a \$30.00 watch is not important. The time is the same.

Whether we carry a \$300.00 or \$30.00 wallet/handbag, the contents are the same.

Whether we drink a bottle of \$100 or \$10 wine, the hangover is the same. Whether the house we live in is 300 or 3,000 sq. ft., the loneliness is the same.

Whether you fly first class or economy, if the plane goes down, you go down with it.

You will come to realize that true inner happiness does not come from the material things of this world.

Therefore, treasure your buddies, old friends, brothers and sisters. Chat often, laugh, sing songs with them.

Talk about north-south-east-west, or heaven & earth. That is true happiness."

Six Undeniable Facts of Life

1. Don't educate your children to be rich. Educate them to be happy, so when they grow up they will know the value of things, and not just their price.
2. "Eat your food as your medicines, otherwise you have to eat medicines as your food."
3. The one who loves you will never leave you for another, because, even if there are 100 reasons to give up, he, or she, will find that one reason to hold on.
4. There is a big difference between a human being and being human.
5. You are loved when you are born. You will be loved when you die. In between, only YOU are in charge of your life.
6. If you just want to walk fast, then walk alone. However, if you want to walk far, then walk together.

THE SEVEN BEST DOCTORS:

1. GOD; 2. SUNLIGHT 3. REST 4. EXERCISE 5. DIET 6. SELF CONFIDENCE 7. FRIENDS