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**EDUCATION IN INDIA**  
**1947-48**



सत्यमेव जयते

## PREFACE

This publication which is the first of its kind after the achievement of independence reviews the progress of education in India (excluding former Indian States) during the year 1947-48.

2. Before the war it was customary to issue detailed annual reports on education in India, the last one being for the year 1938-39. During the war, however, the publication of these reports had to be suspended as a measure of economy, although the publication of educational statistics in the form of General Education Tables which used to be appended to these reports was continued. A Decennial Review covering the period 1938-47 is also expected to be issued by the Ministry shortly.

3. I take this opportunity to express my gratitude to the various State Governments and other authorities who have supplied the information on which the report is based.

TARA CHAND,

*Educational Adviser to the Govern-  
ment of India.*

NEW DELHI ;

*The 15th November, 1950.*

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## EXPLANATIONS

1. *Academic Year*.—For the sake of uniformity the academic year in these tables is taken to coincide with the financial year, i.e., to extend from 1st April of one year to 31st March of the next.

2. *Recognised Institutions* are those in which the course of study followed is that prescribed or recognised by the Department of Public Instruction or by a University or by a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examinations and tests held by the Department or the University or the Board.

3. *Unrecognised Institutions* are those which do not come under the above definition of recognised institutions.

4. *Enrolment*.—For definiteness, the enrolment in the institutions on 31st March of the academic year in question is taken.

5. *Expenditure*.—In calculating the expenditure from Government, District Board or Municipal Funds entered in Tables III-A and III-B and other expenditure tables, all payments or contributions from fees and other sources, which are credited to such funds, are deducted.

6. *Other Sources* include income from endowments, subscriptions, contributions, etc.

7. *Local Boards* include District, Municipal and Cantonment Boards, as well as Town Area Committees.

8. *Engineering Schools* include Survey Schools.

9. *Classes I-XII*.—In Table IV, provision has been made for twelve school-classes, besides the Pre-primary/infant class, covering the Primary, Middle and High School sections. Should the number of classes be less than twelve in a school, the figures of the top class have been shown against Classes XI or X according as the total number of classes is eleven or ten. The figures of the Intermediate Classes of Intermediate Colleges are not shown under "School Education," but are entered against 1st year and 2nd year Intermediate Classes under "Collegiate Education". As a general rule, the duration of each class is taken to be one scholastic year.

10. *Certificated Teachers* are those who have obtained any kind of Teacher's Certificate other than the one granted on the basis of public examination of a Teachers' Training Institution.

11. *Examination Results* refer to those students who were educated during the current year i.e., the year for which the statistics are being given in this publication.

12. All statistics refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

13. Statistics for the year 1947-48 given in this report relate to India after partition excluding former Indian States but include those which merged in certain provinces up till the 31st March, 1948 excepting the States merged in Bombay and the States of Dujana and Loharu merged in the East Punjab.

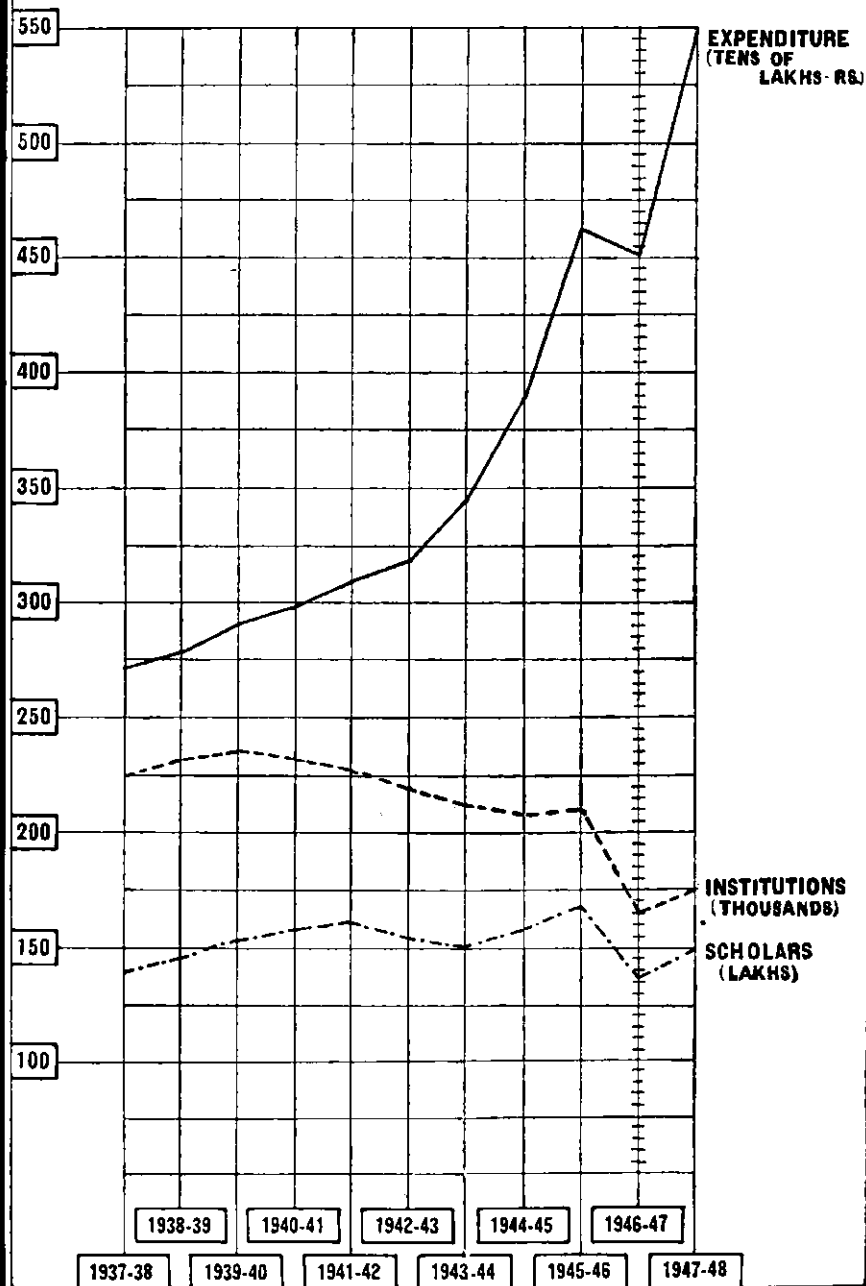
14. The comparative statistics given for the year 1946-47 relate to former British India excluding those Provinces and Centrally Administered Areas which have gone to Pakistan. The Statistics for Assam however relate to the pre-partitioned province.

## **PART A**



# PROGRESS OF EDUCATION

STATISTICAL PARTITION LINE +++++



## CHAPTER I

### GENERAL SUMMARY

The report on the progress of education in India for the year 1947-48 must for proper appreciation be studied against the background of the political, economic, and social changes which took place during that year. The most outstanding event was the attainment of independence on the 15th August, 1947, accompanied by the partition of the country into two separate States. Independence is at any time a heavy responsibility, and in the context of partition, it brought in its wake many colossal problems. At a time when the Government was already pre-occupied with the post-war problems of food shortage, scarcity of all consumers' goods, rising prices, and unemployment, they had suddenly to face the problem of the rehabilitation of millions of people displaced in the aftermath of the partition. Such factors were bound to have their repercussions in all spheres of national life, and education could not escape. In spite of all adverse factors, progress in education was, however, maintained though the rate was slower than one could wish.

The Government of India invited at Delhi in January, 1948, two important Conferences. The first was the 14th annual meeting of the Central Advisory Board of Education held on 13th, 14th and 15th of that month. Since it was the first annual meeting of the Board in a free India, great significance was attached to it. The second was the All India Education Conference attended by Provincial Ministers of Education, Directors of Public Instruction, Vice-Chancellors of Universities, representatives of States and other eminent educationists of the country, convened by the Hon'ble Maulana Abul Kalam Azad, Education Minister, Government of India. It was held on the 16th, 17th and 18th of January, 1948, to consider the various urgent educational problems confronting the country. The two conferences considered in detail all questions concerning education in independent India and took important and far-reaching decisions. It was resolved that the period of 40 years contemplated by the Central Advisory Board of Education as necessary for the completion of the work of compulsory Basic Education should be materially reduced. If for financial and other reasons it was not possible to implement the full scheme of free and compulsory Basic Education in 8 years, it may in the first instance be confined to the Junior Basic stage comprising of five-year course. The scope of adult education was widened to include beside mere literacy, training in citizenship and the art of living. Recommendations were also made for the appointment of a Secondary Education Commission, Indian Cultural Trust, Medium of Instruction Committee, and Ways and Means Committee for financing Educational Development Plans.

Coming to the Provinces, in Assam, the University of Gauhati was established during the year. The Primary Education Bill was passed to enable the authorities to remodel Primary Education in the province. Teachers were trained in the principles of Basic Education at Sewagram, Wardha and at Jamia Millia, Delhi. Basic Education Centres were also started. Facilities for mass literacy and adult education were extended. Plans for the extension of vocational, technical, engineering and medical education also took definite shape.

In West Bengal, Bengali was introduced as the medium of answer in various examinations in almost all the subjects. English ceased to be taught in Primary schools with effect from January, 1948. The Government decided to introduce Basic Education in the province and deputed 34 trainees, men and women, to the Basic Training Institution at Balarampur. The appointment of a School Education Committee for reporting on the reorganisation of Primary and Secondary education in the province was also under consideration of the Government.

In Bihar, steps were taken to reduce the number of Primary Stipendiary\* schools by converting more and more of them into Managed schools. The opening of new basic schools gave a new and practical outlook to education. Even in non-basic schools a new syllabus was introduced, which incorporated crafts, gardening, civic science, music and physical education as compulsory subjects. In Secondary education the most important development was the abolition of English upto class VII. Education at the University stage also developed. New departments under Patna University were created and most of the colleges were admitted to higher classes of teaching, and provision was made for teaching new subjects.

In Bombay, post-war educational schemes were launched with renewed vigour. One of the most important event of the year was that the new Act which replaced the 1923 Act made provision for compulsory Primary education, and for the development, expansion, management, and control of Primary education; and rules were framed for the improvement of the conditions of service of teachers and their scales of pay.

In C. P. & Berar, the year under report was a year of planning and formulating schemes. Among the more important of these may be mentioned the social education scheme, the reorganisation of Secondary education and the revision of the High School Education Act of 1923.

In Madras, the most important development was that students were required to read three languages (i) regional language, (ii) Hindi, Sanskrit, Arabic or Persian, etc., and (iii) English. Measures were taken to reorganise Secondary education in general and introduce diversified courses in higher forms. Government also appointed committees for the revision of the syllabus for physical education in Boys' Secondary schools and for incorporating the principles and practice of Scouting, Junior Red Cross, Road Sense Instruction, etc., in the curriculum of Secondary schools. A liberal policy in the matter of opening new Secondary schools and new classes or forms in the existing schools was adopted. The Government also undertook to help managements to open Secondary schools in localities not adequately provided for, by promising grants-in-aid on full net cost basis besides equipment-grant. To better the conditions of service of teachers in private schools the form of agreement to be entered into between the teachers and the managements was revised and given effect to from 7th November, 1947. The Government also required the managements of the Aided Secondary schools to adopt at least the revised scales of pay introduced for Local Body Secondary schools. The payment of dearness allowance and war allowance at full Government rates was made obligatory on managements. Certain amendments were made in the Madras Educational Rules. The admission of girls to boys' Secondary schools was restricted and admission of boys above 12 years of age to Secondary schools for girls prohibited. The Government also authorised the Director of Education to grant loans, exemption of fees, etc. to non-muslim refugee students and trainees from Pakistan.

In East Punjab, the partition of the province created many problems. Thousands of uprooted teachers and students had to be rehabilitated. Educational institutions remained closed for the latter half of the year under report, as displaced persons from Western Pakistan had to be accommodated. In spite of overwhelming difficulties, some educational progress was made. The University of East Punjab was established and it granted affiliation to 53 colleges which were already functioning in East Punjab and adjoining Indian States and were formerly affiliated to the

\* Stipendiary Schools are those Schools which are not managed by Committees but their teachers get Stipends from the Board under whose jurisdiction they come.

# ENROLMENT BY TYPE OF EDUCATION

WOMEN

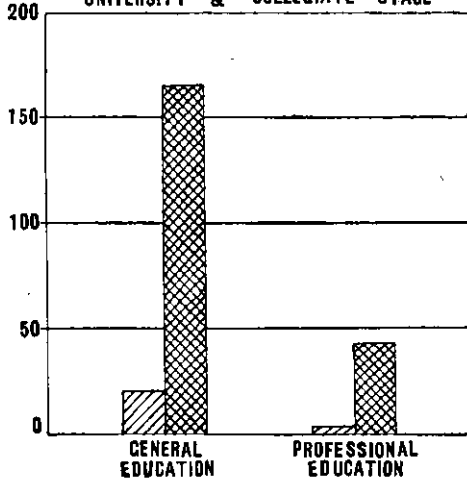


MEN



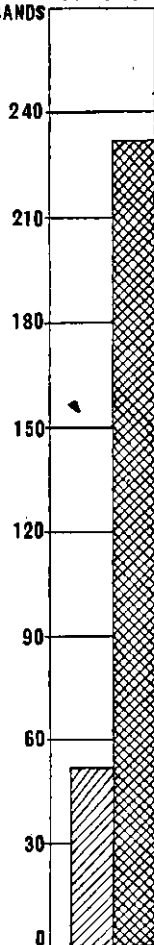
THOUSANDS

## UNIVERSITY & COLLEGIATE STAGE



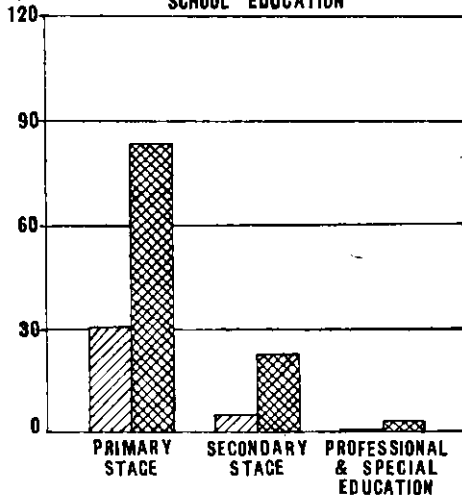
## UNRECOGNISED INSTITUTIONS

THOUSANDS



LAKHS

## SCHOOL EDUCATION



Punjab University and to 15 other colleges. The establishment of a Government Training College at Jullundar and Government Training College for Women at Simla to train graduates for the teaching profession was a special achievement of the year.

In the United Provinces, the development programme consisted of (i) Expansion, (ii) Reorganisation and (iii) Improvement of conditions of service of teachers and their training. In order to place Primary education within easy reach of the school-going population, ten-year scheme was formulated, subsequently converted into a five-year plan. As a result thereof 2,340 Government Primary schools were opened. To give Secondary education a new orientation, the entire educational structure was reorganised in 1947-48. Four types of Secondary schools were established and unilateral schools were replaced by multilateral ones. To improve the condition of teachers, a Pay Committee was appointed in the outgoing year and its recommendations given effect to in the year under report. The rates of pay of the teachers in private institutions were also revised according to the rules framed by the Government. In order to meet the huge demand for Primary school teachers, the experiment of Mobile Training Squads (after the Mexican pattern) was tried and this proved successful. In the sphere of University education, a sum of Rs. 1,00,000 was sanctioned for the improvement of scientific education and another sum of Rs. 50,000 was placed at the disposal of the Scientific Research Committee.

There was satisfactory progress in other directions also. The percentage of pupils under instruction to the total population advanced from 5.4 to 5.9 in recognised institutions and from 5.5 to 6.0 in all institutions. The percentages of men students to the male population increased from 8.2 to 8.8, and of women students from 2.7 to 2.9. The percentage of wastage in enrolment between classes I and IV in the primary stage decreased from 59.3 to 49.6. The enrolment figures showed a rise at all stages of instruction, the total increase being 13,95,833 students over the previous year's figure. This increase was most marked at the primary stage, where the number of pupils increased from 1,05,53,114 to 1,15,38,080. At the primary stage it was mostly due to the implementation of the schemes of educational expansion in most of the provinces. There was some progress in women's education too. The total number of women students increased by 3,34,924 to 36,02,396 during the year. The policy of eliminating inefficient and uneconomic schools was encouraged. There was also improvement as regards the introduction of compulsory education in different provinces. More attention was given to Social Education. Progress in education was also reported among the Scheduled Castes and other Backward Communities.

#### *Institutions—*

The total number of educational institutions increased by 6,989 to 1,71,056. Of the latter, 1,64,548 were recognised and 6,508 unrecognised. While there was an increase in the number of recognised institutions, the number of unrecognised institutions decreased by 366 to 6,508. Table No. 1 gives the comparative position about the number of recognised and unrecognised institutions in the different provinces and areas for the years 1946-47 and 1947-48.

It will be seen that there was an increase in the number of institutions in all the provinces and areas excepting Assam and Ajmer-Merwara. In Assam the decrease in the number of institutions was only apparent as the figures for 1946-47 represent those for undivided Assam, while those for 1947-48 show the position in respect of Assam after excluding that part of Sylhet which was included in Eastern Pakistan. The decrease in the number of institutions in Ajmer-Merwara was due to the closure of 24 unrecognised institutions.

**Table No. 1—Total Number of Institutions**

PROVINCES (1)	No. of Recognised Institutions			No. of Unrecognised Institutions			Total No. of Institutions		
	1946-47 (2)	1947-48 (3)	Increase (+) or Decrease (—) (4)	1946-47 (5)	1947-48 (6)	Increase (+) or Decrease (—) (7)	1946-47 (8)	1947-48 (9)	Increase (+) or Decrease (—) (10)
Assam . . . . .	11,883†	9,120	—2,763	1,423†	1,583	+160	13,306†	10,703	—2,603
West Bengal . . . . .	17,139	17,490	+351	223	163	—60	17,362	17,653	+291
Bihar . . . . .	22,826	23,555	+729	1,252	1,584	+332	24,078	25,139	+1,061
Bombay . . . . .	23,704	26,650	+2,946	287	260	—27	23,991	26,910	+2,919
C. P. & Berar . . . . .	6,270	6,970	+700	547	457	—90	6,817	7,427	+610
Madras . . . . .	37,814	38,734	+920	228	180	—30	38,042	38,923	+881
Orissa . . . . .	7,143	8,992	+1,849	826	913	+87	7,969	9,905	+1,936
East Punjab . . . . .	4,584	5,382	+798	443	206	—237	5,027	5,588	+561
United Provinces . . . . .	24,766	26,736	+1,970	1,509	1,047	—462	26,275	27,783	+1,508
Ajmer-Merwara . . . . .	386	394	+8	72	48	—24	458	442	—16
Andaman & Nicobar Islands . . . . .	*	20	+20	*	..	..	*	20	+20
Coorg . . . . .	125	125	..	2	11	+9	127	136	+9
Delhi . . . . .	373	377	+4	49	46	—3	422	423	+1
Panth Piploda . . . . .	*	3	+3	*	1	+1	*	4	+4
Minor Administrations . . . . .	180	†	—180	13	‡	—13	193	‡	—193
India (Less States) . . . . .	157,193	164,548	+7,355	6,874	6,508	—366	164,067	171,056	+6,989

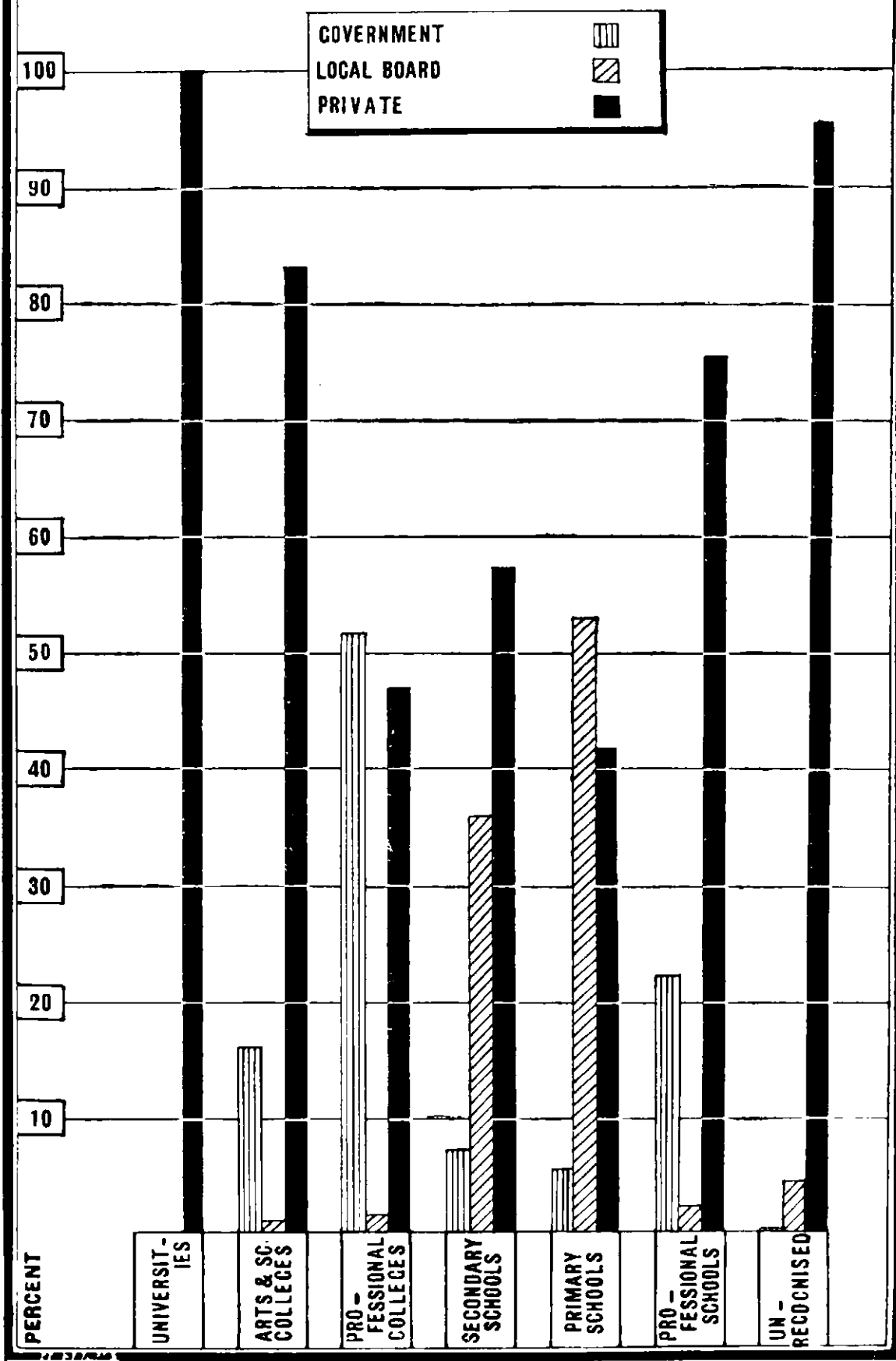
N.P.—This table excludes 5 Boards of Secondary and Intermediate Education.

\* Figures not available.

† Figures for Assam for the year 1946-47 relate to pre-partitioned Assam, while those for 1947-48 relate to reconstituted Assam.

‡ Ceased to be Centrally Administered Areas in the year 1947-48.

# INSTITUTIONS BY MANAGEMENT



The decrease in the number of unrecognised institutions in some provinces like West Bengal, Bombay, C. P. & Berar, Madras, East Punjab, United Provinces, Ajmer-Merwara, and Delhi may not be an unwelcome sign, as those institutions were of doubtful efficiency. According to the East Punjab report, "the decrease in the number of unrecognised institutions is a clear proof of the fact that most of these schools which were undoubtedly of doubtful utility and efficiency were losing favour with the general public but the continued existence and growth of some of them appeared to be inevitable for the simple reason that the public demand for education was far in excess of the facilities provided through public funds." The increase in recognised institutions of India (less states) in 1947-48 is given below :—

Type of Institution	Increase
Arts and Science Colleges . . . . .	+39
Professional and Technical Colleges . . . . .	+19
Secondary Schools . . . . .	+946
Primary Schools . . . . .	+5,827
Professional, Technical & Special Schools . . . . .	+524
Total . . . . .	+7,355

According to management the distribution of the increase in recognised institutions was as follows :—

Management	Increase
Government . . . . .	+4,641
Local Boards . . . . .	+2,402
Private . . . . .	+312
Total . . . . .	+7,355



Table No. 2—Number of Pupils

(1)	In Recognised Institutions			In Unrecognised Institutions			In All Institutions			Percentage of Pupils to Population	
	1946-47	1947-48	Increase (+) or Decrease (—)	1946-47	1947-48	Increase (+) or Decrease (—)	1946-47	1947-48	Increase (+) or Decrease (—)	1946-47	1947-48
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Assam . . . . .	708,520†	576,911	—131,609	57,689†	70,257	+12,568	766,209†	647,168	—119,041	6.7	8.4
West Bengal . . . . .	1,442,734	1,670,880	+228,146	16,417	11,184	—5,233	1,459,151	1,682,064	+222,913	6.3	7.9
Bihar . . . . .	1,285,252	1,420,048	+134,796	48,938	58,154	+9,216	1,334,190	1,478,202	+144,012	3.1	3.9
Bombay . . . . .	2,091,145	2,557,701	+466,556	23,760	18,158	—5,602	2,114,905	2,575,859	+460,954	9.0	11.5
C. P. & Berar . . . . .	601,372	666,339	+64,967	24,076	17,595	—6,481	625,448	683,934	+58,486	3.7	3.3
Madras . . . . .	3,989,685	4,254,028	+265,243	8,549	7,917	—632	3,998,234	4,262,845	+264,611	7.6	8.0
Orissa . . . . .	309,610	442,432	+132,822	20,550	23,376	+2,826	330,160	465,808	+135,648	3.5	3.6
East Punjab . . . . .	534,184	574,060	+39,876	18,525	13,554	—4,971	552,709	587,614	+34,905	4.0	4.2
United Provinces . . . . .	2,150,242	2,381,416	+231,174	60,051	57,530	—2,521	2,210,293	2,438,946	+228,653	3.7	4.2
Ajmer-Merwara . . . . .	35,311	36,578	+1,267	3,840	2,885	—955	39,151	39,463	+312	6.2	6.4
Andaman & Nicobar Islands . . . . .	‡	1,519	+1,519	‡	..	..	‡	1,519	+1,519	‡	4.2
Coorg . . . . .	17,873	17,645	—228	43	364	+321	17,916	18,009	+93	9.8	10.7
Delhi . . . . .	78,702	84,624	+5,922	2,153	3,198	+1,045	80,855	87,822	+6,967	7.0	7.0
Panth Piploda . . . . .	‡	87	+87	‡	197	+197	‡	284	+284	‡	4.7
Minor Administrations . . . . .	43,636	•	—43,636	847	•	—847	44,483	•	—44,483	..	•
India (Less States) . . . . .	13,288,266	14,685,168	+1,396,902	285,438	284,369	—1,069	13,573,704	14,969,537	+1,395,833	5.5	6.0

\* Ceased to be Centrally Administered Areas in the year 1947-48.

† Figures for Assam for the year 1946-47 relate to pre-partitioned Assam, while those for 1947-48 relate to the reconstituted Assam.

‡ Figures not available.

*Pupils—*

The total enrolment in all the educational institutions in the country rose by 13,95,833 to 1,49,69,537 during the year under report. Of the latter, 1,13,67,141 were men students and 36,02,396 women students. The number of students on rolls in the institutions for men students was 1,32,36,012 and that in the institutions for women students was 17,33,525. Table No. 2 shows the number of pupils in the different Provinces and Areas for the years 1946-47 and 1947-48.

All the provinces and areas shared in the increase except Assam (where the decrease was due to the accession of Sylhet). The largest increase occurred in Bombay, where the total number of pupils increased by 4,60,954 to 25,75,859, but the largest percentage increase (41.1 per cent.) was recorded in Orissa. This was to a large extent due to the merger of former Indian States. The corresponding percentage increase in other provinces and areas were : Bombay 21.8, West Bengal 15.3, Bihar 10.8, United Provinces 10.3, C. P. & Berar 9.4, Delhi 8.6, Ajmer Merwara 8.0, Madras 6.6, East Punjab 6.3.

In unrecognised institutions the total number of pupils under instruction decreased by 1,069 to 2,84,369. But in Assam, Bihar, Orissa, Coorg, and Delhi an increase was observed. This increase in all the units was accompanied by an increase in the number of unrecognised institutions except in Delhi where there was an increase in enrolment in spite of a decrease in the number of unrecognised institutions.

Of the total number of students under instruction in the recognised institutions during the year, 78.6 per cent were studying in the primary stage, 17.4 per cent in the secondary stage and 1.6 per cent in the University stage. The percentage of students studying in professional subjects was 0.9 during 1947-48. Of those studying professional subjects, 33.0 per cent were studying in the colleges and 67.0 per cent in schools.

The percentage of the total population under instruction in all kinds of institutions rose by 0.5 to 6.0. So far as individual provinces are concerned, this figure varied from 11.5 in Bombay to 3.3 in C. P. & Berar. The position showed general improvement in all the provinces except in C. P. & Berar. The percentage of the school-going children (primary stage) to the children of school-going age (6-11 years) was 36.3. On this basis, it will be seen that in Assam 53.6 per cent, West Bengal 54.4 per cent, Bihar 75.9 per cent, Bombay 32.6 per cent, C. P. & Berar 79.8 per cent, Madras 48.2 per cent, Orissa 75.8 per cent, East Punjab 78.1 per cent, Uttar Pradesh 74.9 per cent, Ajmer-Merwara 66.9 per cent, A. & N. Islands 69.6 per cent, Coorg 63.4 per cent, Delhi 66.9 per cent and Panth Piploda 88.6 per cent of the children of school-going age (6-11) have yet to be brought under instruction.

*Expenditure—*

The total expenditure (direct as well as indirect) on the recognised institutions increased during the year by Rs. 10,01,54,950 to Rs. 55,18,43,150. Of this, Rs. 47,52,77,750 was spent on institutions for men students and Rs. 7,65,65,300 on institutions for women students. The expenditure in the different provinces is given in table No. 3.

It will be seen that educational expenditure increased in all the provinces and areas except Assam, where the decrease may be only apparent. Bombay led all the provinces by recording the largest increase of Rs. 2,39,89,837 followed by United Provinces with Rs. 1,94,93,113, Madras with Rs. 1,86,92,240, West Bengal with Rs. 1,11,87,928 and C. P. & Berar with Rs. 1,07,03,471. In each of the other provinces the increase was less than Rs. 1 crore.

Table No. 3—Expenditure on Education

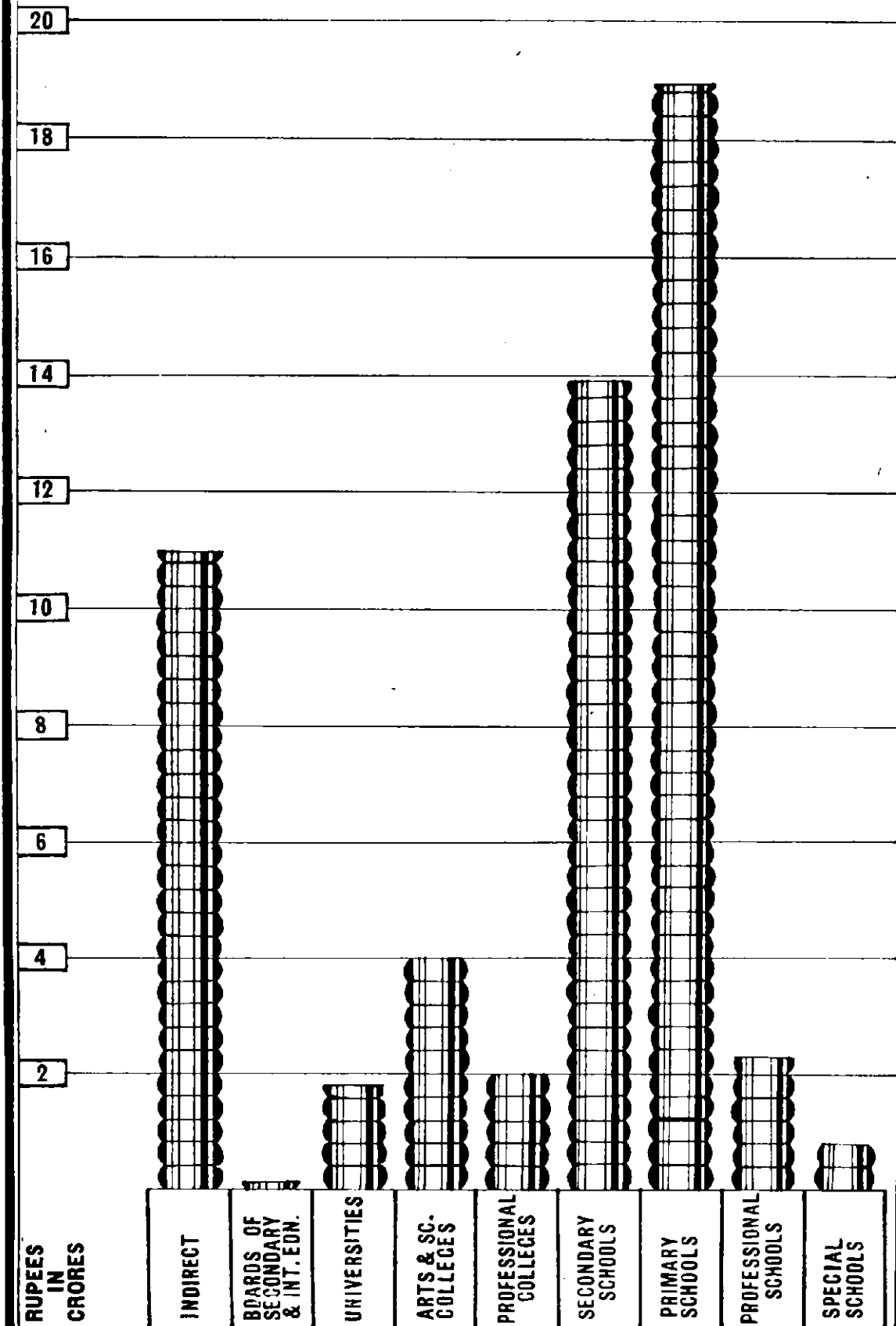
PROVINCE  (1)	Expenditure on Institutions for men		Expenditure on Institutions for women		Total Expenditure		Increase (+) or decrease (-) over 1946-47 (8)	Average Annual Cost per student in 1947-48 (9)
	1946-47 (2)	1947-48 (3)	1946-47 (4)	1947-48 (5)	1946-47 (6)	1947-48 (7)		
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . . . . .	1,09,38,121*	93,86,100	15,12,148*	12,69,020	1,24,50,269*	1,06,55,120	-17,95,149	18-5
West Bengal . . . . .	3,88,17,220	4,84,55,674	59,36,250	74,85,733	4,47,53,479	5,59,41,407	+1,11,87,928	33-5
Bihar . . . . .	2,75,58,791	3,65,31,117	23,53,044	33,60,273	2,99,11,835	3,98,91,390	+99,79,555	28-1
Bombay . . . . .	8,07,82,588	10,13,29,170	1,52,28,348	1,86,71,603	9,60,10,936	12,00,00,773	+2,39,89,837	46-9
C. P. & Berar . . . . .	1,88,31,929	2,89,84,301	26,96,186	32,47,285	2,15,28,115	3,22,31,586	+1,07,03,471	48-4
Madras . . . . .	10,84,32,309	12,30,80,272	2,11,53,830	2,51,98,107	12,95,86,130	14,82,78,379	+1,86,92,240	34-8
Orissa . . . . .	86,13,531	1,38,73,655	5,41,170	7,33,280	91,54,701	1,46,06,935	+54,52,234	33-0
East Punjab . . . . .	1,93,25,098	2,25,04,893	32,72,368	41,58,295	2,25,97,466	2,66,63,188	+40,65,722	46-4
United Provinces . . . . .	6,23,58,061	8,10,23,325	86,87,454	95,15,303	7,10,45,515	9,05,38,628	+1,94,93,113	38-0
Ajmer-Merwara . . . . .	18,33,207	19,90,899	5,18,204	6,17,689	23,51,411	26,08,588	+2,57,177	71-3
Andaman & Nicobar Islands . . . . .	†	81,050	†	..	†	81,050	+81,050	53-4
Coorg . . . . .	4,19,860	4,62,728	35,512	27,493	4,55,372	4,90,221	+34,849	27-8
Delhi . . . . .	64,59,111	75,72,966	19,10,182	22,81,219	83,69,293	98,54,185	+14,84,892	116-4
Panth Piploda . . . . .	†	1,600	†	..	†	1,600	+1,600	18-4
Minor Administrations . . . . .	25,02,232	‡	9,71,337	‡	34,73,569	‡	-34,73,569	‡
India (Less States) . . . . .	38,68,72,058	47,52,77,750	6,48,16,042	7,65,65,300	55,18,43,050	54,85,46,034	+10,01,54,950	37-4

\* Figures relate to pre-partitioned Assam.

† Figures not available.

‡ Ceased to be Centrally Administered Areas in the year 1947-48.

# EXPENDITURE ON EDUCATION



Of the total increase of Rs. 10,01,54,950, Rs. 8,84,05,692 were spent on institutions for men and Rs. 1,17,49,258 on institutions for women. All kinds of institutions shared the increase. The share of the primary schools was the largest as will be seen in Table No. 4.

**Table No. 4—Expenditure by Items**

Items	1946-47	1947-48	Increase (+) or Decrease (-)
	Rs.	Rs.	Rs.
Direction & Inspection . . . . .	1,37,87,250	1,68,07,983	+30,20,733
Miscellaneous (including Buildings) . . . . .	6,93,78,857	9,55,73,515	+2,61,94,658
Universities . . . . .	1,92,69,301	1,95,72,042	+3,02,741
Boards of Secondary & Intermediate Education . . . . .	8,88,397	12,49,766	+3,61,369
Colleges for General Education . . . . .	3,44,37,479	4,03,99,693	+59,62,214
Colleges for Professional & Technical Education . . . . .	1,61,35,177	2,00,05,308	+38,70,131
Secondary Schools . . . . .	11,92,60,871	13,91,69,822	+1,99,08,951
Primary Schools . . . . .	15,26,21,387	18,90,05,064	+3,63,83,677
Schools for Professional & Special Education . . . . .	2,59,09,381	3,00,59,857	+41,50,476
<b>Total</b>	<b>45,16,88,100</b>	<b>55,18,43,050</b>	<b>+10,01,54,950</b>

The total increase of Rs. 10,01,54,950 was made up of Rs. 5,63,01,039 from Government funds, Rs. 1,38,64,323 from Local Board funds, Rs. 1,78,40,470 from fees and Rs. 1,21,49,118 from Endowments as detailed in Table No. 5.

**Table No. 5—Expenditure on Education by Sources**

Source of Income	1946-47		1947-48	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds . . . . .	20,45,27,034	45.3	26,08,28,073	47.3
Local Board Funds . . . . .	6,52,48,916	14.4	7,91,13,239	14.3
Fees . . . . .	11,57,12,218	25.6	13,35,52,688	24.2
Endowments . . . . .	6,61,99,932	14.7	7,82,49,050	14.2
<b>Total</b>	<b>45,16,88,100</b>	<b>100.0</b>	<b>55,18,43,050</b>	<b>100.0</b>

It would appear that a little less than 50 per cent of the total expenditure was met from Governments funds. The percentage contribution from the Local Boards funds remained the same, while that from fees and Endowment, etc, decreased.

The average annual cost per pupil varied from unit to unit. Among the Provinces, it was highest (Rs. 48·4) in C. P. and Berar and least in Assam (Rs. 18·5). Among the centrally administered Areas it was highest in Delhi (Rs. 116·4) and least in Panth Piploda (Rs. 18·4). The overall figure in 1947-48 was Rs. 37·4 as compared with Rs. 33·3 in the year 1946-47.

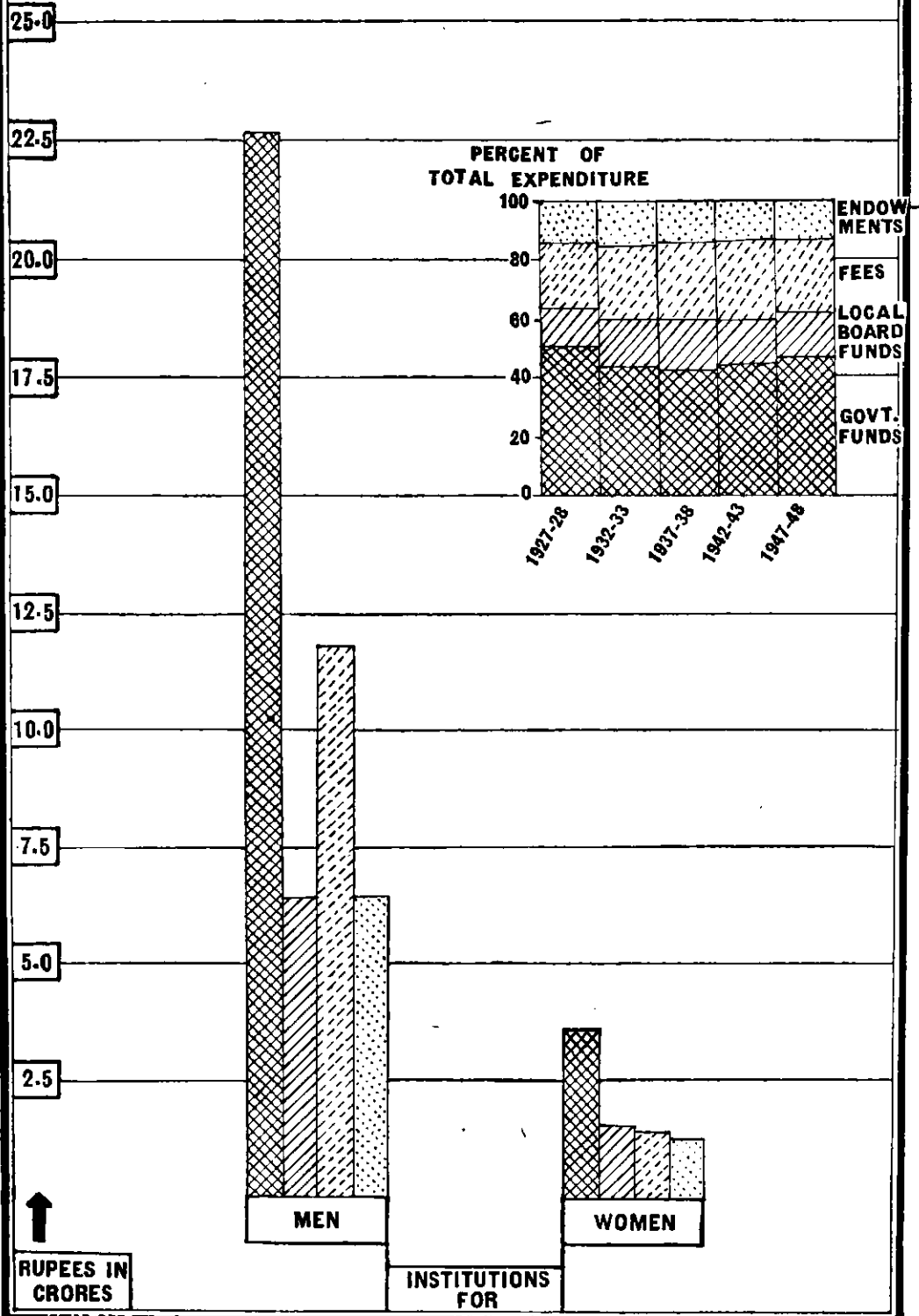
The *per capita* expenditure on education in India also increased by Rs. 0·4 to Rs. 2·2. The *per capita* expenditure on education incurred by the Government alone rose by Rs. 0·2 to Rs. 1·0. The province-wise statistics in this respect are given in table No. 6.

**Table No. 6— Per Capita Expenditure on Education**

Province	1946-47		1947-48	
	<i>Per capita</i> expenditure on education	<i>Per capita</i> expenditure on education incurred by Government	<i>Per capita</i> expenditure on education	<i>Per capita</i> expenditure on education incurred by Government
	Rs.	Rs.	Rs.	Rs.
Assam . . . . .	1·1	0·6	1·4	0·4
West Bengal . . . . .	1·9	0·6	2·6	0·9
Bihar . . . . .	0·7	0·2	1·1	0·3
Bombay . . . . .	4·1	1·9	5·4	2·5
C. P. and Berar . . . . .	1·3	0·6	1·6	0·9
Madras . . . . .	2·5	1·2	2·7	1·4
Orissa . . . . .	1·0	0·7	1·1	0·8
East Punjab . . . . .	1·6	0·8	1·9	1·0
United Provinces . . . . .	1·2	0·6	1·6	0·7
Ajmer-Merwara . . . . .	3·7	1·7	4·3	2·2
A. and N. Islands . . . . .	*	*	2·3	2·2
Coorg . . . . .	2·5	1·2	2·9	1·3
Delhi . . . . .	7·3	4·0	7·8	4·4
Panth Piploda . . . . .	*	*	0·3	0·3
India (Less States) . . . . .	1·8	0·8	2·2	1·0

\*Not available.

# EXPENDITURE ON EDUCATION (BY SOURCES)



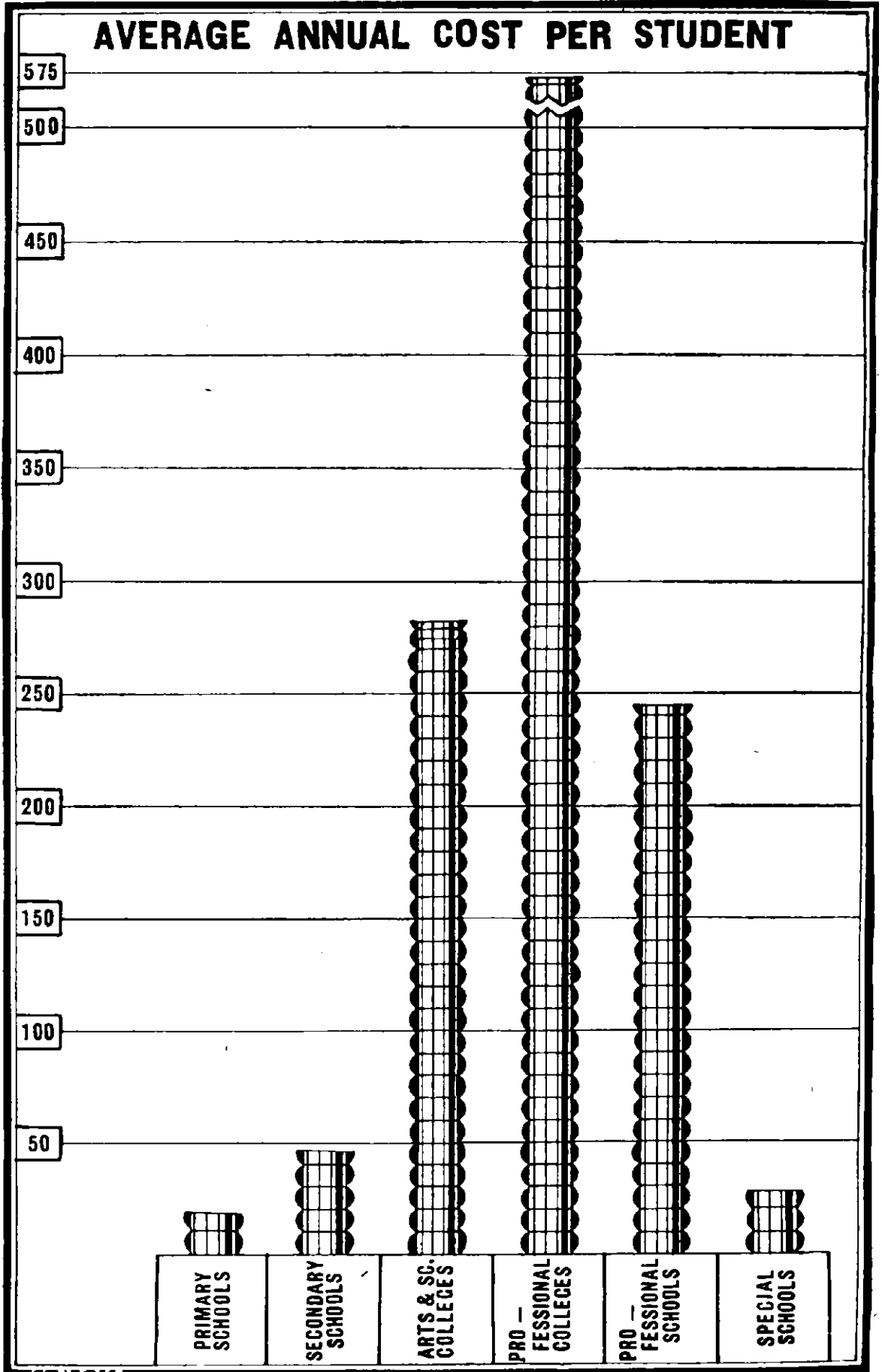
It will be seen that the *per-capita* expenditure on education was the highest in Delhi (Rs. 7·8), followed by Bombay (Rs. 5·4) and Ajmer-Merwara (Rs. 4·3). In other provinces, it was less than Rs. 3·0. The contribution from the Government was the largest in Delhi (Rs. 4·4). Next in order was Bombay (Rs. 2·5) It was lowest in Panth Piploda (Rs. 0·3).

#### *Discipline—*

Among the provincial reports that of West Bengal made pointed reference to the dangers of growing indiscipline among students. The coming of freedom had created a sense of enthusiasm which interested parties were trying to abuse for their own ends. The other provincial reports made no special reference to this problem, but there was a growing consciousness throughout the country that the achievement of independence demanded a greater sense of discipline from the people in general, and the student community in particular.



# AVERAGE ANNUAL COST PER STUDENT



## CHAPTER II

## EDUCATIONAL ORGANIZATION AND PERSONNEL

Education is a provincial subject. The authorities which exercise in, varying degree, the administrative, academic, and financial control over the educational institutions are the Education Departments of the Province or Area, the Universities, the Boards of Secondary Education (where these exist) District Boards, Municipalities, and some philanthropic and religious societies and organizations. In the provinces the general control over education rests ultimately with the Minister of Education who is responsible to the legislature. In the Centrally Administered Areas, education is under the direct control of the Central Government and is administered through the Chief Commissioner of the area concerned. There are also a few educational and research institutions which are located in different provinces of the country, but whose administration rests with the Central Government.

*Educational Services*

The Education Department of a province consists of the following main services :—

- (i) Indian Educational Service ;
- (ii) Provincial Educational Service, Class I ;
- (iii) Provincial Educational Service, Class II ; and
- (iv) Subordinate Educational Service.

Recruitment to the Indian Educational Service, was stopped in 1924. Posts belonging to that Service are now filled by the members of the Provincial Educational Service, Class I, in all the provinces except Madras where no service is designated as Provincial Educational Service, Class I. The Provincial Educational Service, Class I, now corresponds to the Indian Educational Service. The table below indicates the general position about the Indian Educational Service and the Provincial Educational Service Class I, in the different provinces during the year under review.

Table No. 7.—Provincial Educational Service, Class I

Province	Total No. of Posts		Number of Post held by								No. of posts vacant or held in abeyance	
			I.E.S. Officers		Promoted Officers		Direct Recruitment		Offg: arrangement			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Assam . . . . .	21	..	..	..	16	..	5	..	..	..	..	..
West-Bengal . . . . .	41*	4	1	..	20	..	8	3	3	1	6	..
Bihar . . . . .	33†	4	..	..	20	1	6	..	3	1	3	2
Bombay . . . . .	55	4	3	1	24	2	19	1	8	..	1	..
C. P. and Berar . . . . .	12	3	..	..	10	..	2	3	..	..	..	..
Madras . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Orissa . . . . .	22	2	..	..	10	..	5	..	2	2	5	..
East Punjab . . . . .	17	6	2	..	10	6	2	..	2	..	1	..
U. P. . . . .	21‡	1	1	..	10	1	8	..	2	..	..	..
Ajmer-Merwara . . . . .	3	..	..	..	1	..	2	..	..	..	..	..
Coorg . . . . .	1	..	..	..	1	..	..	..	..	..	..	..
Delhi . . . . .	1	..	..	..	..	..	1	..	..	..	..	..
TOTAL . . . . .	227	24	7	1	122	10	53	7	20	4	16	2

\* 3 of the B.S.E.S. posts are held by officers on special rates of pay in the B.G.S.

† One post was held by officer on special rate of pay.

‡ These figures exclude the temporary posts in the P.E.S. Senior Scale.

Analysis of the table shows that the majority of posts in the Provincial Educational Service, Class I, have been filled by promotion, but in the Women's Branch, West Bengal and C. P. and Berar have filled the majority of the posts by direct recruitment. Officiating arrangements, if unduly prolonged, are to be deprecated; but there is much to be said in favour of the system of promotion provided officers with the necessary qualification are alone promoted. It is worth noting in this connection that in the Men's Branch in C. P. and Berar 50 per cent of the posts of the Provincial Educational Service are filled by promotion. Recruitment to the remaining 50 per cent is made through the Public Service Commission. In the Women's Branch, however, no provision is made for promotions. All recruitment is made through the Public Service Commission.

In West Bengal, the Provincial Educational Service, Class I, is designated as Bengal Senior Educational Service (B. S. E. S.). Two new posts in this cadre (*viz.*, Professor of Politics and Professor of Statistics, Presidency College) were created during the year under report. One of the posts *viz.*, Principal, Hooghly Madrassah was abolished from this cadre and instead a post in the Bengal Educational Service Cadre was created. One temporary post of Orphanage Officer-cum-Registrar of Orphanages was also created from 15th August 1947. The Women's Branch of the B. S. E. S. had 5 posts prior to partition. Of these 2 were in East Bengal and 3 in West Bengal. Besides these 3 posts, the post of Principal, Lady Brabourne College has been converted into B. S. E. S. after the partition thus making the total cadre in the B.S.E.S. to be 4. In addition to these 4 posts, one B.E.S. post was temporarily converted into B.S.E.S. to allow for the absorption of a permanent B.S.E.S. officer transferred to the Lady Brabourne College for administrative reasons.

In Bihar, the post of the Director was abolished from the cadre of the Indian Educational Service with effect from the 1st April, 1947. In Bombay also this post was taken out of the cadre of Indian Educational Service from 5th August, 1947 and included among the posts in the Bombay Educational Service Class I. The scales of pay of the Provincial Educational Service Class I as existing in the different provinces are given below:—

**Table No. 8.—Scales of Pay of Provincial Educational Service, Class I**

Province	Scale of Pay	
	Men's Branch	Women's Branch
Assam	{ (i) Rs. 1,200—50—1,500 (+200) (D.P.I.) (ii) Rs. 250—250—300—40/2—600—50/2—650—50/2—800	....
West-Bengal	Rs. 300—50/2—600—600(E.B.)—650—50/2—700—700(E.B.)—775—75/2—1,000	Rs. 300—40/2—500—500(E.B.)—40/2—700
Bihar	Rs. 350—25—650(E.B.)—35/1,000	Rs. 350—25—650(E.B.)—35—1,000
Bombay	{ (i) Rs. 320—40—640(E.B.)—40—1200 (ii) Rs. 300—25—400—30—550(E.B.)—35—760—40—1,000 (iii) Rs. 300—20—420(E.B.)—30—660—(E.B.)—40—900	Rs. 300—25—600(E.B.)—25—750
C. P. and Berar	{ (i) Rs. 1,250—100—1,750(D.P.I.) (ii) Rs. 250—250—25—450(E.B.)—25—800	Rs. 250—250—15—400(E.E.)—420—20—600
Madras	N.B.—This province has no service designated as	Provincial Educational Service, Class I
Orissa	{ (i) Rs. 1,300—100—1,800—(D.P.I.) (ii) Rs. 300—20—400—25—450(E.B.)—475—25—575(E.B.)—600—700	Rs. 280—20—460(E.B.)—480—20—600

Table No. 8.—Scales of Pay of Provincial Educational Service, Class I—*contd.*

Province	Scale of Pay	
	Men's Branch	Women's Branch
East Punjab	(i) Rs. 2,000—75—2,300(D.P.I.) . . . . (ii) Rs. 1,250—50—1,500 (Selection Grade) . . . . (iii) Rs. 350—40—750/40—950—50—1,200 (Ordinary Grade).	Rs. 400—25—625—650—25 850 (Ordinary Grade).
United Provinces	(i) Rs. 1,700—100—2,000 (D.P.I.) . . . . (ii) Rs. 1,200—50—1,500 (D.D.P.I.) (iii) Selection Grade Rs. 1,000—50—1,100. (iv) Ordinary Grade Rs. 300—25—500—500 (E.B.)—600—30—900—50—1,000.	Rs. 600—25—800.

NOTE.—D.P.I. means Director of Public Instruction and D.D.P.I. means Deputy Director of Public Instruction.

There is a marked variation in these scales of pay from province to province. Leaving the special posts of D.P.I.'s the minimum pay in the men's branch is lowest in the case of provinces of Assam and C. P. and Berar where it is Rs. 250 only; whereas in East Punjab, it is Rs. 350 and in West Bengal, Bombay Orissa and U. P., it is Rs. 300. The maximum in Orissa is Rs. 700 only and in Assam and C. P. and Berar Rs. 800 but it is Rs. 1,500 in East Punjab and in the provinces of West Bengal, Bihar, Bombay and U. P. Rs. 1,000. In the Women's Branch, the minimum is lowest in case of Bihar and C. P. and Berar where it is Rs. 250 only; and it is highest in case of U. P. where it is Rs. 600; and it is Rs. 400 in East Punjab. The maximum in C. P. and Berar and Orissa is Rs. 600, in Bihar Rs. 1,000 and it ranges between Rs. 700 to Rs. 850 in other provinces.

The Scales of pay for other Educational Services in the different provinces are :—

Table No. 9.—Scales of Pay of Provincial Educational Service Class II and Subordinate Educational Service

Province	Designation of Service	Scales of Pay	
		Men's Branch	Women's Branch
Assam	Provincial Educational Service, Class II.	Rs. 175—25/2—325—10—425 (Old)	....
		Rs. 175—185—185—10—255—10—355—10—425 (New).	....
	....	....	
	School Service	Rs. 150—12½—250—12½—350—400.	....
	Class I	(Selection Grade)	....
West Bengal	Class II	Rs. 150—10—250	....
	Class III	Rs. 75—5—175—5—200 (Old)	....
		Rs. 75—4—115—4—175 (New)	....
West Bengal	West Bengal Educational Service.	Rs. 150—25—200—50/2—300—40/2—380(E.B.)—40/2—500—50/2—550—50/2—700.	Rs. 150—30/2—240—20/2—420.
Bihar	Educational Service Class II Senior Branch.	Rs. 200—20—220—25—320(E.B.)—25—670(E.B.)—20—750.	Rs. 200—20—220—25—320 (E.B.)—25—670(E.B.)—20—750.
	Junior Branch	Rs. 144—7—200	Does not exist.

**Table No. 9.—Scales of Pay of Provincial Educational Service Class II and Subordinate Educational Service—contd.**

Province	Designation of Service	Scales of Pay	
		Men's Branch	Women's Branch
Bombay	Bombay Educational Service Class II—		
	Selection Grade	Rs. 650—30—800	Rs. 400—25—500.
	Ordinary Grade	(i) Rs. 250—25—300 (E.B.)— 25—500 (E.B.)—25—650. (ii) Rs. 175—10—250 (E.B.)— 15—400 (E.B.)—20—500	Rs. 200—10—340 (E.B.)—15— —400.
C. P. and Berar	Educational Service Class III.	(i) Rs. 325—25—625	Rs. 200—200—15—350 (E.B.)— 365—15—500.
		(ii) Rs. 200—200—15—500	(ii) 150—150—10—200 (E.B.)— 10—250—250 (E.B.)—10—300.
		(iii) 150—150—10—200—210—10 —250.	
Madras	Madras Educational Service.	(i) Rs. 600—100/2—1,000	Rs. 230—30/2—260—40/2—500 —50/2—700.
		(ii) Rs. 230—30/2—260—40/2— 500—50/2—700.	
Orissa	Educational Service Class II Senior Branch.	Rs. 200—20—300—20—380 (E.B.)— 400—20—500.	Rs. 170—13—300 (E.B.)—313 —13—430.
	Junior Branch	Rs. 125—8—205—0—250.	
East Punjab	Educational Service Class II—		
	Selection Grade	Rs. 650—30—800	Rs. 200—20—500—30—650.
	Ordinary Grade	Rs. 250—25—750.	
United Provinces	Educational Service Class II.	Rs. 250—250—300—25—675 After this there will be Selection Grade of Rs. 700—50—800.	Rs. 200—15—500.

With the attainment of independence and partition of the Province of Assam, the normal activities of the Education Department of that province increased considerably. It became impossible for the Director of Public Instruction to spend sufficient time in visiting educational institutions and offices in order to exercise efficient control and administration. The Government of Assam, therefore, sanctioned the appointment of a Second A.D.P.I. (General) for their province in consideration of the heavy increase in work.

In Orissa, due to the integration of States a special Inspector's Circle was created and the areas including the integrated States were redistributed among the three Inspectors.

In United Provinces, with effect from July, 1947 the designation of the post of Director of Public Instruction was changed to Director of Education and that of Deputy Director of Public Instruction and Assistant Director of Public Instruction to Deputy Director of Education (Headquarters). The designation of the Assistant Director of Public Instruction (Women) was changed to Assistant Director of Education (Women). The office of the Director of Education was continued at Allahabad, but to ensure ready consultation and easy collaboration between the Government and the Director of Education, a Camp Office of the Director of Education was opened at Lucknow as well.

The administrative machinery was also completely overhauled in United Provinces during the year under report. The posts of Divisional Inspectors and Assistant

Inspectors of Schools as well as of Divisional Inspectresses of Girls' Schools were all abolished with effect from July 1, 1947. For purposes of administration the whole province was divided into four educational regions, each under a Regional Deputy Director of Education (in the Senior Scale of United Provinces Educational Service) on the men's side and a Regional Inspectress of Girls Schools (in Junior Scale of U.P.E.S.) on the women's side. From January 1948, the number of these regions was raised to five, each region comprising of two revenue divisions. A District Inspector of Schools was appointed in each district with effect from July 1, 1947, eight of them having been placed in the senior scale of the United Provinces Educational Service and the rest being in the junior scale. Another change in the administration came about with the transfer of the office of Assistant Inspectress of Girls' Schools from the District Board Office to that of the District Inspector of Schools. This officer was placed under the control of the Inspectress of Girls' Schools subject to the general supervision of the District Inspector of Schools.

*Inspection—*

During the year under report the total expenditure on Direction and Inspection amounted to Rs. 1,68,07,983 which constituted about 3·1 per cent of the total expenditure on education. Of this, the cost of Direction alone was Rs. 22,17,407, the whole of which was met from Government Funds. The cost of Inspection during the year was Rs. 1,45,90,576, which showed an increase of Rs. 1,11,187 over the previous year's figure. Of the total cost of Inspection, 83·4 per cent was contributed by the Government and 11·4 per cent by Local Bodies.

Table No. 10 gives the designation, number of posts, scales of pay, and duties of the Directorate and Inspectorate in each Province during the year under review.

Table No. 10—Provincial Directorate and Inspectorate

Province	Designation	No. of posts	Scales of Pay	Duties of Officers
ASSAM	<i>Men's Branch</i>		Rs.	
	Director of Public Instruction . . . . .	1	1,200—50—1,500 . . . . .	Direction, administration and supervision of education in the Province.
	Assistant Director of Public Instruction (General).	1	250—800 + Spl. pay of Rs. 50 . . . . .	Helps the Director of Public Instruction generally in administration, inspection, etc.
	Assistant Director of Public Instruction for Sanskrit Education.	1	250—800 . . . . .	Inspects Sanskrit Tols and advises the D. P. I. in all matters regarding Sanskrit education.
	Assistant Director of Public Instruction for Muslim Education.	1	250—800 . . . . .	Inspects Islamia Schools and Islamic classes, linguistic and religious, in other Schools. He advises the D. P. I. on all questions affecting Muslim education.
	Inspector . . . . .	1	250—800 + Spl. pay of Rs. 50 . . . . .	Is generally responsible for the administration of Primary and Secondary education in his division, inspects High and Training schools and supervises the work of the Deputy Inspectors of Schools.
	Assistant Inspector (General) . . . . .	2	175—425 + Spl. pay of Rs. 50 . . . . .	Inspects Middle and Primary schools including Board Vernacular schools.
	Deputy Inspector . . . . .	17	175—350 (S. G. on Rs. 400) . . . . .	Inspects Middle and Primary schools.
	Sub-Inspector . . . . .	47	75—175 . . . . .	Assists the Deputy-Inspector in inspecting Vernacular schools.
	Assistant Sub-Inspector . . . . .	38	40—70 . . . . .	Assists the Sub-Inspector of schools.
	Assistant Sub-Inspector for Hills and Plains tribals.	2	175—425 + Spl. pay of Rs. 150 . . . . .	To encourage education among Hills and plains tribals.
	Assistant Inspector for Muslim Education . . . . .	1	Ditto. . . . .	Assists the A. D. P. I. for Muslim education.
	<i>Women's Branch</i>			
Inspectress of Schools . . . . .		200—500 outside the graded service + Spl. pay of Rs. 100.	Is generally responsible for the administration of Girls' Schools and training classes for School Mistresses.	
Assistant Inspectress of Schools . . . . .	2	150—350 + Spl. pay of Rs. 50 . . . . .	Inspects Girls' Schools under supervision of Inspectress.	

## WEST BENGAL

*Men's Branch*

Director of Public Instruction . . . . .	1	Not yet fixed (An <i>ad-hoc</i> pay of 1,800 has been sanctioned to the present D. P. I.).	He is the executive Head of the Department of Public Instruction in the Province.
Asstt. Director of Public Instruction . . . . .	2 (temporary.)	300—50—600—600—(E.B.)—650—50/2—700—(E.B.)—775—75/2—1,000.	Assists the Director of Public Instruction in the discharge of his duties as the Executive Head of the Department.
Inspector of Schools, Presidency Range . . . . .	1	300—50/2—600—600—(E.B.)—650—50—700—700—(E.B.)—775—75/2—1,000.	He is incharge of and is responsible for all educational matters within his division or range.
Inspector of Schools, Burdwan Division . . . . .	1	Ditto . . . . .	Ditto.
Inspector of Schools, Jalpaiguri Range . . . . .	1	Old Scale—250—250—300—40/2—460—460—(E.B.)—40/2—500—50/2—650—(E.B.)—50/2—800.  Revised Scale—150—25—200—50—300—40/2—380—380—(E.B.)—40/2—500—50—550—550—(E.B.)—50—700.	Ditto.
Second Inspector of Schools, Presidency Range . . . . .	1	Ditto . . . . .	The second Inspector of schools is incharge of circles comprising one or more districts into which a division or a range is divided. He is immediately responsible to the Divisional or Inspector of schools for the inspection of High and Normal schools and for the control of inspecting officers subordinate to him.
Second Inspector of Schools, Presidency Range . . . . .	1	300—50—600—600—(E.B.)—650—50/2—700—700—(E.B.)—775—75/2—1,000.	Ditto.
Second Inspector of Schools, Burdwan Division . . . . .	1	Ditto . . . . .	Ditto.
District Inspector of Schools . . . . .	13	As against " Inspector of Schools, Jalpaiguri Range ".	He is the chief educational officer of a district in regard to middle and primary education (including training of primary school teachers).
Assistant Inspector of Schools . . . . .	1	Ditto . . . . .	Mostly as a district Inspector of Schools.
Assistant Inspector of Schools . . . . .	18	150—250—(old). 130—220 (Revised) . . . . .	The Assistant Inspector of schools is incharge of a subdivision of a District. He is immediately responsible to the District Inspector of Schools for the inspection of Middle and Primary Schools and for the control of the sub-Inspector of schools.
Sub-Inspector of Schools . . . . .	102	75—5—200 (Old) . . . . . 75—175 (Revised)	The Sub-Inspector of Schools is incharge of a particular circle of a district and is also responsible for all Educational matters of Primary Schools, etc.
<i>Women's Branch</i>			
Inspectress of Schools, Presidency and Burdwan divisions . . . . .	1	300—40/2—500—500—(E.B.)—40/2—700 . . . . .	She is entrusted with the inspection and organisation of women's education in the province.



Table No. 10—Provincial Directorate and Inspectorate—contd.

Province	Designation	No. of posts	Scales of Pay	Duties of Officers
WEST BENGAL-- <i>contd.</i>	Assistant Inspectress of Schools . . . . .	6	Rs. Original Scale Rs. 200—200—25/2—325—325 (E.B.)—350—25/2—500. Revised Scale—150—30/2—240—20/2—420.	He is specially concerned with the Middle and Primary education but they may be required by the Inspectress of Schools to inspect other institutions for which she is primarily responsible.
	Assistant Inspectress of Schools . . . . .	3	150—250 (Old) . . . . . 180—220 (Revised) . . . . .	The Assistant Inspectress of Schools is incharge of a Subdivision of a District. She is immediately responsible to Inspectress of schools for the inspection of Middle and Primary Schools and for the Sub-Inspectress of Schools.
	Sub-Inspectress of Schools . . . . .	3	75—5—200 (Old) . . . . . 75—175 (Revised) . . . . .	The Sub-Inspectress of Schools is incharge of a particular circle of a district and also is responsible for all educational matters of Primary schools, etc.
BIHAR . . . . .	<i>Men's Branch</i>			
	Director of Public Instruction . . . . .	1	Old Scale :—1,750 . . . . . Revised Scale :—1,300—100—2,000.	Direction, administration and supervision of education in the Province.
	Deputy Director of Public Instruction . . . . .	1	New Scale :—300—35/2—440—40—640— (E.B.)—40—1,000. + Special pay of Rs. 150. Revised Scale :—350—25—650—(E.B.)—35— 1,000. + Special pay of Rs. 150.	Helps the Director of Public Instruction generally in administration, inspection, etc.
	Special Officer incharge of Primary and Girls' Education.	1	New Scale :—300—35/2—440—40—640—(E.B.)— —40—1,000. + Special pay of Rs. 150. Revised Scale :—350—25—650—(E.B.)—35— 1,000. + Special pay of Rs. 150.	
	Inspector . . . . .	4	New Scale :—300—35/2—440—40—1,000 Revised Scale :—350—25—650—(E.B.)—35— —1,000.	Is responsible for the inspection of all recognised educational institutions (other than colleges) in his area. Inspects mainly High and Secondary schools.
	District Inspector . . . . .	16	New Scale :—200—40/2—400—30—700 . . . . . Revised Scale :—200—20—220—25—320— (E.B.)—25—670—(E.B.)—20—750.	Inspects High, Middle, Upper Primary and Elementary Training schools.
Deputy Inspector . . . . .	49	New Scale :—128—12/2—200 . . . . . Revised Scale :—150—10—230—(E.B.)—15— 350.	Inspects Middle, Upper Primary and Elementary Training schools and supervises the work of Sub-Inspector of schools and Inspecting Maulvies.	

Sub-Inspector . . . . .	212	New Scale :—65—4/2—105. Revised Scale :—100—5—130—E.B.—6—190.	Inspects Lower Primary Schools.
Special Deputy Inspector for Santals . . . . .	1	New Scale :—65—4/2—105 Revised Scale :—100—5—120—E.B.—6—190.	Inspects Santal Schools.
Sub-Inspector of Santal Schools . . . . .	6	New Scale :—40—1—50 Revised Scale :—50—2—70—E.B.—2—90.	Ditto.
Sub-Inspector of Schools for Pahariyas . . . . .	1	New Scale :—40—1—50 Revised Scale :—50—2—70—E.B.—2—90.	Inspects special schools for Pahariyas.
Superintendent, Sanskrit Studies . . . . .	1	New Scale :—200—40/2—400—30—700 Revised Scale :—200—20—220—25—320—25—670—E.B.—20—750.	Inspects Sanskrit Tols and Pathshalas and advises on all questions effecting Sanskrit Education.
Asstt. Superintendent, Sanskrit Studies . . . . .	1	New Scale :—128—12/2—200 Revised Scale :—150—10—230—E.B.—15—350.	Inspects Tols and Pathshalas.
Superintendent, Islamic Studies . . . . .	1	New Scale :—200—40/2—400—30—700 Revised Scale :—200—20—220—25—320—25—670—E.B.—20—750.	Inspects Madrasas and advises on questions regarding Persian and Arabic Education.
Special Inspecting Officer for Mohammadan Education.	4	Lower Division :— New Scale :—65—4/2—105. Upper Division :—128—12/2—200. Revised Scales :—100—5—130—E.B.—6—190.	May inspect any type of schools containing Mohammadans.
Inspecting Maulvies . . . . .	25 including one temporary post.	New Scale :—40—1—50. Revised Scale :—50—2—70—E.B.—2—90.	
Special Inspecting Officer for Depressed classes.	3 3	New Scale :— (i) 65—4/2—105 (ii) 50—5/2—100. (iii) 40—1—60.  Revised Scale :— (i) 100—5—130—E.B.—6—190. (ii) 75—4—95—E.B.—5—120—3—150. (iii) 50—2—70—E.B.—2—90.	Inspects Primary Schools.

Table No. 10—Provincial Directorate and Inspectorate—*contd.*

Province	Designation	No. of posts	Scales of Pay	Duties of Officers
BIHAR— <i>contd.</i>	Inspector of Students' Residences	1	Rs. New Scale :— Lower Division :—65—4/2—105 . . . Upper Division :—128—12/2—200 . . .	Supervises the residences of students who do not live in colleges or school hostels or with guardians.
	<i>Womens Branch</i>			
	Inspectress . . . . .	1	New Scale :—280—12—400—20—600—25—700. Revised Scale :—350—25—650—E.B.—35—1,000.	Inspects High and Training schools and supervises the work of District Inspectresses and Office work at Headquarters.
	District Inspectress . . . . .	7	New Scale :—170—13—430 . . . . . Revised Scale :—200—20—220—25—670—E.B.—20—750.	Inspects Middle schools, Special classes for the teaching of needle work and lace schools.
	Lady Superintendent of Hindu Atus . . . . .	1	New Scale :—40—1—50 . . . . . Revised Scale :—50—2—70—E.B.—2—90.	Supervises the work of Atus and visits pardanashin ladies in their homes and explains to them the aims and objects of female education.
	Lady Superintendent of Mohammadan Atus . . . . .	1	New Scale :—40—1—50. Revised Scale :—50—2—70—E.B.—2—90.	
BOMBAY	<i>Men's Branch</i>			
	Director of Public Instruction	1	2,000—100—2,500 . . . . .	Direction, administration and supervision of education in the Province.
	Deputy Director of Public Instruction	2	Old Scale :—320—40—640—E.B.—40—1,200 + Spl. pay of Rs. 150. Revised Scale :—350—30—650—E.B.—45—1,100 + Spl. pay of Rs. 150.	Helps the Director of Public Instruction in administration, inspection, etc.
	Divisional Educational Inspector	5	350—30—650—E.B.—45—1,100 . . . . .	Inspects Secondary and Special schools for boys and Government Primary Training institutions for men.
	Asstt. Educational Inspector . . . . .	5	220—15—400—E.B.—20—500—E. B.—25—650.	Inspects Secondary and Special schools for boys.
Deputy Educational Inspector . . . . .	21	Ditto . . . . .	Inspects Primary schools.	

Asstt. Deputy Educational Inspector . . .	280*	(a) 105 in the Scale of 70—5—130—E.B.—6—160—8—200. (b) 175 in the Scale of 61—3—85—E.B.—4—125—5—140.	Inspects Primary schools.
Inspector for Primary Training Institutions	1	220—15—400—E. B.—20—500—E. B.—25—650.	Inspects Non-Government Primary Training institutions for men and women.
Inspector for Drawing and Craft work . . .	1	350—30—650—E.B.—45—1,100 . . .	Inspects all the Secondary schools so far as teaching of Drawing and Craftwork is concerned.
Craft Organisers . . . . .	5	160—10—250.	....
Basic and Craft Supervisors . . . . .	8	3 in the Scale of 61—3—85—E.B.—4—125—5—140. 5 in the Scale of 40—5/2—60.	Inspects Basic Schools.
Inspector for Visual Instruction . . . . .	1	350—30—650—E.B.—45—1,100 . . .	Is in-charge of the Department for Visual education in Secondary schools and Training institutions.
Inspector for Physical Education . . . . .	1	Ditto . . . . .	Is in-charge of Physical Education in Educational Institutions.
Asstt. Deputy Educational Inspector for Physical Education	22	70—5—130—E.B.—6—160—8—200 . . .	Inspects Secondary and Primary schools so far as Physical education is concerned.
Deputy Educational Inspector for Urdu Schools.	4	220—15—400—E. B.—20—500—E. B.—25—650.	Inspects Urdu Primary schools for boys.
Asstt. Administrative Officer . . . . .	46	70—5—130—E.B.—6—160—8—200 . . .	Works in connection with the compulsory Elementary education.
<i>Women's Branch</i>			
Inspectress of Girls' Schools . . . . .	2	(a) in the old Scale of 900—25—950—1,000—1,050. (b) in the revised Scale of Rs. 350—30—650—E.B.—45—1,100.	Inspects Secondary and special schools for girls and Government Primary Training institutions for women.
Asstt. Inspectress of Girls' Schools . . . . .	2	220—15—400—E. B.—20—500—E. B.—25—650.	Inspects Secondary and Special schools for girls.
Asstt. Deputy Educational Inspector . . . . .	27	14 in the Scale of 70—200 . . . . . 13 in the Scale of 61—140.	Inspects Primary schools for girls.
Deputy Educational Inspectress attached to Inspectress of Girls' Schools, B. D.	1	220—15—400—E. B.—20—500—E. B.—25—650.	Inspects Secondary and Special schools for girls.
Inspectress of Urdu Girls' Schools, C. D., & B. B.	1	Ditto . . . . .	Inspects Urdu Primary schools for girls.

\* Includes Assistant Deputy Educational Inspectors for Agricultural Bias Schools.

F. B. — In addition to the Inspecting Officers mentioned above, there are the following executive Officers of the District and Municipal School Boards in the Province provision of whose account is made under the minor head "Inspection" in the Educational budget estimates.

Table No. 10---Provincial Directorate and Inspectorate---contd.

Province	Designation	No. of posts	Scales of Pay	Duties of Officers
<b>BOMBAY</b> ---contd.	<b>Women's Branch</b> ---contd.		Rs.	
	Administrative Officers of Distt. School Boards.	20	(a) 19 in the Scale of 220--15--400--E.B.--20--500--E.B.--25--650. (b) in the Scale of 160--10--250.	
	Administrative Officers of Municipal School Boards.	16	(a) 1 in the Scale of 220--15--400--E.B.--20--500--E.B.--25--650. (b) 6 in the Scale of 160--10--250 (c) 9 in the Scale of 70--200.	
<b>C.P. &amp; BERAR</b>	<b>Men's Branch</b>			
	Director of Public Instruction . . . . .	1	Old Scale :--1,750--100--2,250. Revised Scale :--1,250--100--1,750. New Scale :--1,250--50--1,500. Present Pay :--Rs.1,350 in the Revised Scale.	Direction.
	Officer on Special Duty, Post-war Reconstruction.	1	Old Scale :--350--350--40--750--750--Bar--800--50--1,000--1,000--50--1,250. Revised Scale :--250--250--25--450--Bar--475--25--800. New Scale :--350--350--25--500--500--Bar--25--700--700--Bar--30--850.	For Post-war Reconstruction work.
	Divisional Superintendents of Education . . . . .	7	Ditto . . . . .  Present Pay in the Revised Scale of Pay.	Controlling the Secondary education in the Division.
	Deputy Director of Public Instruction . . . . .	3	Ditto.  Present Pay is Rs. 300/- in the Revised Scale.	Assisting the D. P. I.
	Officer on Special Duty, Military Education . . . . .	1	Ditto . . . . .  Present Pay is Rs. 250 in the Revised Scale .	For implementation of Military education.
	District Inspector of Schools . . . . .	19	Old Scale :--150--150--15--300 . New Scale :--Rs. 225--225--250--20--350 Bar--15--500--Bar--20--600. As revised by Pay Commission Report. Present pay in the old scale of Pay.	Controlling the Primary education in the District.

MADRAS

Assistant District Inspector of Schools

*Women's Branch*

Inspectress of Schools

District Inspectress of Schools

Assistant District Inspectress of Schools

*Men's Branch*

Director of Public Instruction

Joint Director of Public Instruction

Deputy Director of Public Instruction.

Personal Assistant to the Director of Public Instruction.

Divisional Inspector

District Education Officers

96

Old Scale:—80—80—5—175—Pre. 1931  
Revised Scale:—70—4—150.  
New Scale:—100—100—5—150—150—Bar  
—5—200 (1947).  
Two advance increments for recruits with  
B. T. degree.

3

Old Scale:—350—350—40—750—Bar—800  
—50—1,000—1,000—50—1,250.  
Revised Scale:—250—250—15—400—Bar—  
420—20—600.  
New Scale:—350—350—25—500—500—Bar  
—25—700—Bar—30—850.  
Present Pay in the Revised Scale.

6

Old Scale:—150—150—10—200—200—Bar  
—10—250—250—Bar—10—300.  
New Scale:—225—225—250—20—350—Bar  
—15—500—500—Bar—20—600.  
As revised by Pay Commission Report.  
Present Pay in the Old Scale.

8

Old Scale:—125—5—175 Pre-1931  
Revised Scale:—70—4—150.  
New Scale:—Rs. 125—125—5—170—Bar—  
6—200 (1947).  
Two advance increments for recruits with  
B. T. degree.

1

1,500—150/2—1,800

1

1,000 plus 50

2

600—100/2—1,000

1

Old Scale:—250—25—500—E. B.—50—800  
Revised Scale:—200—30/2—260—40/2—  
700.  
New Scale:—Rs. 230—30/2—260—40/2—  
500—50/2—700.

4

600—100/2—1,000

28

Old Scale:—250—25—500—E. B.—50—800  
Revised Scale:—200—30/2—260—40/2—  
700.  
New Scale:—230—30/2—260—40/2—500—  
50/2—700.

Inspector of Primary schools.

Controlling the Secondary education in Circle.

Controlling the Primary education in the District.

Inspector of Primary schools.

Head of the Education Department. Is also the Commissioner  
for Government Examinations.

Assists the D. P. I. in the administration of the Deptt.

Ditto.

Ditto.

Controls and supervises Elementary education in the Division.

Inspects Secondary schools and Training schools (men) and  
Controls Elementary schools.

Table No. 10—Provincial Directorate and Inspectorate—*contd.*

Province	Designation	No. of posts	Scales of Pay	Duties of Officers	
MADRAS— <i>contd.</i>	<i>Men's Branch—contd.</i>		Rs.		
	Senior Deputy Inspector of Schools . . . . .	224	II Grade :—85—5—125—10—175 I Grade :—165—5—205—10—245.	Inspects Elementary schools.	
	Junior Deputy Inspector of Schools . . . . .	171	60—4—120 . . . . .	Ditto.	
	Inspector of Oriental Schools . . . . .	1	Old Scale :—250—25—500—E.B.—50—800 Revised Scale :—200—30/2—260—40/2—700. New Scale :—230—30/2—260—40/2—500—50/2—700.	Inspects Sanskrit schools in the Province.	
	Chief Inspector of Physical Education . . . . .	1	Ditto . . . . .	Inspects Physical educational activities in schools and supervises the work of Regional Physical Directors.	
	Adviser to Government on Manual Training* . . . . .	1	Ditto . . . . .	Inspects Manual Training Sections and centres in the Province.	
	<i>Women's Branch</i>				
	Inspectress of Girls' Schools . . . . .	6	Old Scale :—Rs. 250—20—450—E.B.—500. New Scale :—250—30/2—260—40/2—500—50/2—700. From 1-1-47 :—230—30/2—260—40/2—500—50/2—700.	Inspects Secondary and Training schools for women.	
	Deputy Inspectress . . . . .	54	Old Scale :—75—5—100—10—150—10—250. New Scale :—Grade I—165—5—205—10—245. Grade—II—85—5—125—10—175.		
	Inspectress of European and Anglo-Indian Schools. Women Specialist in Physical Education . . . . .	1 1	230—30/2—260—40/2—500—50/2—700 . Ditto . . . . .	Inspects European schools. Organises Physical education activities.	
ORISSA	<i>Men's Branch</i>				
	Director of Public Instruction . . . . .	1	2,000—50—2,250/- plus overseas pay of £13—6—8.	Direction, administration and supervision of education in the Province.	
	Deputy Director of Public Instruction . . . . .	1	300—35/2—440—640—E.B.—40—1,000 plus spl. pay @ 20% of the pay subject to a minimum of Rs. 100 and maximum of Rs. 125.	Helps the Director of Public Instruction in the discharge of his duties.	

Inspector of Schools . . . . .	3	Old Scale :—360—40/2—600—E.B.—50—1,250. Revised Scale :—300—35/2—440—40—640—E.B.—1,000. New Scale :—300—20—400—25—700—E.B. at 450 & 575.	Inspects all recognised institutions (other than colleges) in his area. Inspects mainly High schools and supervises the work of his subordinate officers.
District Inspector of Schools . . . . .	7	Old Scale :—250—40/2—450—50/2—550—E.B.—50—600—40—800. Revised Scale :—200—40/2—400—30—490—E.B.—30—700. New Scale :—200—25—300—20—380—E. B.—20—500.	Inspects Middle and Elementary Training schools and supervises the work of his subordinate inspecting officers.
Deputy Inspector of Schools . . . . .	8	Old Scale :—150—15/2—240. . . . . New Scale :—128—12/2—200.	Inspects Middle and Elementary Training schools and supervises the work of Sub-Inspectors of Schools.
Sub-Inspector of Schools . . . . .	81†	(a) Lower Divisions :— Old Scale :—75—5/2—125 . . . . . New Scale :—65—4/2—105. Old Scale :—50—2½—75. New Scale :—50—5/2—70. (b) Upper Division :— Old Scale :—150—15/2—240. New Scale :—128—12/2—200.	Inspects Primary and Indigenous schools.
Superintendent of Sanskrit Studies . . . . .	1	Old Scale :—170—250 . . . . . Revised Scale :—144—7—200. New Scale :—125—5—205—9—250.	Inspects Sanskrit Tols and Primary Sanskrit schools and advises the Director of Public Instruction on all questions relating to Sanskrit education.
Asstt. Superintendent of Sanskrit Studies . . . . .	1	65—4/2—105 . . . . .	Inspects Sanskrit Tols and Primary Sanskrit schools.
Special Inspecting Officer for Mohammadan . . . . .	1	(a) Lower Division :— Old Scale :—75—5/2—105 . . . . . New Scale :—65—4/2—105. (b) Upper Division :— Old Scale :—150—15/2—240. New Scale :—128—12/2—200.	Inspects Madrasas, Primary Urdu schools, Urdu and Persian classes in Secondary schools and is responsible to the Inspector of Schools for Mohammadan education.
Inspecting Maulvi . . . . .	1	Old Scale :—40—1—60 . . . . . New Scale :—40—1—50.	Inspects Primary Urdu schools.
Special Inspecting Officer for Depressed Classes . . . . .	1	Old Scale :—108—4—128—12/2—200 . . . . . New Scale :—128—12/2—200.	Inspects Primary schools for the Depressed Classes and also does propaganda for the spread of education among the scheduled castes.
Junior Special Inspecting Officer for Depressed Classes. . . . .	1	Old Scale :—40—1—60 . . . . . New Scale :—40—1—50.	Ditto.

\* Includes Junior Inspector of School.

† Held in abeyance from 1-10-46 and a temporary post in Subordinate Educational Service created.



Table No. 10—Provincial Directorate and Inspectorate—*contd.*

Province	Designation	No. of posts	Scales of Pay	Duties of Officers
ORISSA— <i>contd.</i>	<i>Men's Branch</i> — <i>contd.</i>		Rs	
	Inspector of students' Residences . . . .	1	(a) Lower Division :— Old Scale :—75—5/2—105 . . . . New Scale :—85—4/2—105. (b) Upper Division :— Old Scale :—150—15/2—240. New Scale :—128—12/2—200.	Supervises the residences of students who do not live in college or school hostels or with guardians.
	<i>Women's Branch</i>			
	Inspectress of Schools . . . . .	1	Old Scale :—280—12—400—E. B.—20—600—25—700. New Scale :—280—20—460 E. B.—20—600.	Inspects recognised girls' Educational Institutions (other than colleges) in the Province. Inspects mainly High schools for girls and supervises the work of her subordinate officers.
	District Inspectress of Schools . . . . .	1	Old Scale :—200—15—350—E. B.—15—500 New Scale :—170—13—300—E. B.—13—430.	Inspects Middle and Primary schools for girls, Zanana Schools and special Classes for the teaching of needle work.
	Deputy Inspectress of Schools . . . . .	1	Old Scale :—75—5—100—10—150—S. G. 150—10—250. Revised Scale :—70—10/2—130—S. G. 140—15/2—200. New Scale :—128—12/2—200.	Ditto.
EAST PUNJAB	<i>Men's Branch</i>			
	Director of Public Instruction . . . . .	1	2,250—100—2,750 . . . . .	Is in-charge of the Education Department of the Province.
	Deputy Director of Public Instruction . . . . .	1	1,250—50—1,500 . . . . .	Advises the D. P. I. about men's Education.
	Inspector of Vernacular Education . . . . .	1	350—40—750/40—950—50—1,200 . . . . .	Advises the D. P. I. about Vernacular education in the Province.
	Inspector of Training Institutions . . . . .	1	Ditto . . . . .	Inspects Normal Schools for boys.
	Divisional Inspector of Schools . . . . .	2	Ditto . . . . .	Inspects High school. Is in-charge of men's education in the Division.
	Deputy Inspector of Schools . . . . .	4	250—25—550/25—750 . . . . .	Assists the Inspector of Schools. Inspects High schools.
	District Inspector of Schools . . . . .	14	Ditto . . . . .	Is responsible for the Primary education of the District. Inspects Primary Vernacular Middle schools.
Assistant District Inspector of Schools . . . . .	77	(a) 230—10—270/10—300 . . . . . (b) 150—10—190/10—220. (c) 90—5—150.	Supervises and inspects boys' education in the Distt.	
District Inspectors of Schools for Physical Training.	13	Ditto . . . . .	Supervises Physical Training in the District.	

UNITED  
PROVINCES

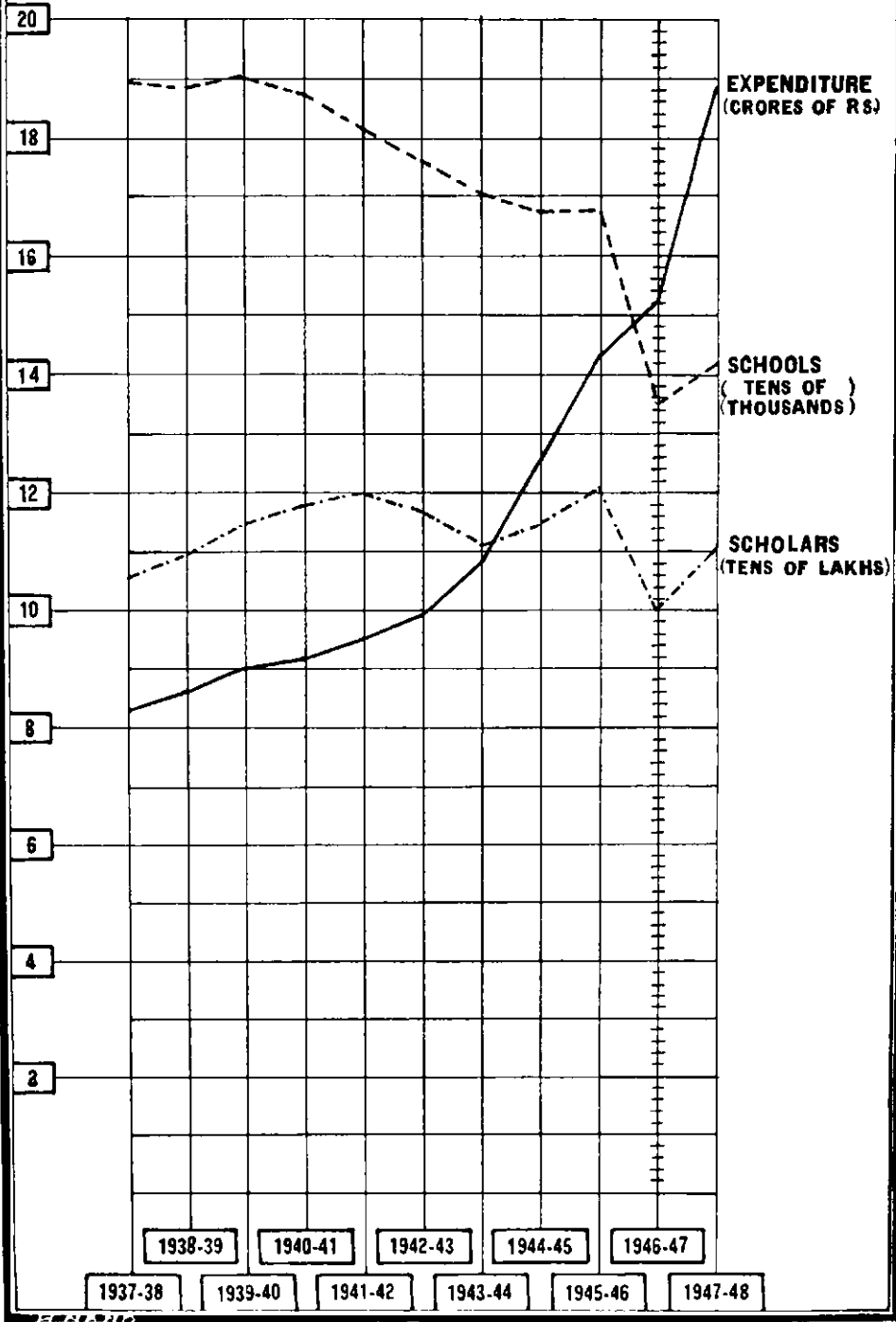
<i>Women's Branch</i>		
Deputy Directress of Public Instruction . . . . .	1 400—25—625/650—25—850 . . . . .	Advises the D. P. I. about women's education in the Province.
Divisional Inspectress of Schools . . . . .	2 Ditto . . . . .	Is responsible for the women's education in the Division. Inspects High and Middle schools.
District Inspectress of Schools . . . . .	13 (a) 3 in the Scale of 260—20—500/30—650 (b) 10 in the scales of (i) Rs. 230—10—270/ 10—300. (ii) 150—10—190/10—220.	Supervises and inspects girls' Primary Education.
Assistant District Inspectress of Schools . . . . .	10 (a) 230—10—270/10—300 . . . . . (b) 150—10—190/10—220.	Ditto.
Assistant Inspectress of Schools for Domestic Science. . . . .	2 Ditto . . . . .	Is in-charge of Domestic Science education of girls in the Division
Assistant Inspectress of Schools for Physical Training. . . . .	1 Ditto . . . . .	Supervises and inspects Physical Training of girls in the Province.
<i>Men's Branch</i>		
Director of Education . . . . .	1 Pre-1947 Scale :—1,700—100—2,000 . . . . . 1947 Scale :—1,500.	Direction, administration and supervision of education in the Province.
Deputy Director of Education (Head quarters) . . . . .	2 (a) 1 in Pre-1947 Scale :—1200—50—1,500. 1947 Scale :—500—50—1,000—50—1,200+ Spl. pay of Rs. 100. (b) 1 in Pre-1947 Scale :—300— 25—500—500—E.B.—600—30—900—50 1,000+ Spl. pay of Rs. 100. 1947 Scale :—500—50—1,000—E.B.—50— 1,200.+ Spl. pay of Rs. 100.	Helps the Director of Education in the discharge of his duties.
Deputy Director of Education . . . . .	5 500—50—1,000—E.B.—50—1,200+ Spl. pay of Rs. 100.	Inspects Training Colleges and Intermediate classes in Degree colleges. Visits Intermediate colleges and High schools in his region.
District Inspector of Schools . . . . .	49 (a) 8 in the Scale of 500—50—1,000—E. B.— 50—1,200. (b) 41 in the scale of 250—25—400—E.B.— 30—700—E.B.—50—850.	Inspects High and Normal schools and Intermediate colleges (excluding the Intermediate classes in Degree Colleges) and Hindustani schools.
Deputy Inspector of Schools . . . . .	49 200—10—250—E. B.—10—310—E. B.—14— 450.	Inspects Hindustani and Training schools.
Sub-Deputy Inspector of Schools . . . . .	268 120—8—200—E.B.—10—300 . . . . .	Inspects Hindustani schools.
Inspector of Sanskrit Pathshalas . . . . .	1 250—25—400—E. B.—30—700—E. B.—50— 850.	Inspects Sanskrit pathshalas in the Province.
Inspector of Arabic Madrasas . . . . .	1 Ditto . . . . .	Visits Arabic and Persian madrasas in the Province.
Inspector of Mohammadan Schools . . . . .	1 Ditto . . . . .	Assists in organising Muslim Educational efforts and is the President of the Provincial Mohammadan Education Committee and of the Special Maktab T. B. C.

Table No. 10—Provincial Directorate and Inspectorate—concl'd.

Province	Designation	No. of posts	Scales of Pay	Duties of Officers
UNITED PROVINCES— cont'd.	<i>Men's Branch—cont'd.</i>		Rs.	
	Deputy Inspector of Mohammadan Schools	5	200—10—250—E. B.—10—310—E. B.—14—450.	Inspects Islamic schools and maktabas.
	Inspector of European Schools . . . .	1	500—50—1,000—E. B.—50—1,200 . . . .	Inspects European Schools in the Province.
	<i>Women's Branch</i>			
	Asstt. Directress of Education . . . .	1	Pre-1947 Scale:—600—25—800. 1947 Scale:—500—50—1,000—E. B.—50—1,200.	
AJMER-MERWARA	Inspectress of Girls' Schools . . . .	5	250—25—400—E. B.—30—700—E. B.—50—850.	Inspects Indian High schools and Intermediate colleges for girls.
	Asstt. Inspectress of Girls' Schools . . . .	49	120—8—200—E. B.—10—300 . . . .	Inspects Hindustani Middle schools and Training classes for girls.
	<i>Men's Branch</i>			
	Superintendent of Education, Delhi, Ajmer-Merwara and Central India.	1	Old Scale:—1,000—50—1,500 . . . . New Scale:—1,100—50—1,300—60—1,600.	Administers and controls the Education Department of Delhi, Ajmer-Merwara and Central India. Also works as Inspector of European Education in these areas. Inspects High and Higher Secondary schools in Delhi, Ajmer-Merwara and all kinds of Institutions in Central India.
	Deputy Superintendent of Education, Delhi, Ajmer-Merwara and Central India.	1	Old Scale:—600—35—950—1,000 . . . . New Scale:—600—40—1,000—1,000—1,050—1,050—1,100—1,100—1,150.	Assists the Superintendent of Education in his duties.
	District Inspector of Schools . . . .	1	Rs. 200—20—500 . . . . .	Is in-charge of Vernacular education for boys. Assists the Superintendent and the Deputy Superintendent in the inspection of High schools.
	Assistant District Inspector of Schools . . . .	3	(a) 2 in the Old Scale of Rs. 80—9—125—10—225. (b) 1 in the New Scale of Rs. 70—6—100—10—200—E. B. at 100 and 150.	Inspects Vernacular Primary schools. Is directly responsible to the District Inspector of Schools and assists him in the inspection of Vernacular Middle Schools and in General Administration of District Schools for boys.
<i>Women's Branch</i>				
Inspectress of Schools . . . . .	1	Rs. 200—20—400 . . . . .	Subject to the General Control of Superintendent of Education, inspects all the girls' schools in the Province. Is responsible for Vernacular and Primary schools.	

# PROGRESS OF PRIMARY EDUCATION

STATISTICAL PARTITION LINE ++++++



## CHAPTER III

### PRIMARY EDUCATION

#### Introduction

The main statistics about the Primary schools; enrolment therein, and expenditure thereon during the year under report and the preceding year in the different provinces of the country are given in Table No. 11.

**Table No. 11—Statistics of Primary Education**

Province	No. of Schools					
	1946-47			1947-48		
	For Boys	For Girls	Total	For Boys	For Girls	Total
Assam . . . . .	8,420†	1,464†	9,884†	6,739	835	7,574
West Bengal . . . . .	12,192	1,580	13,772	12,716	1,234	13,950
Bihar . . . . .	18,296	1,964	20,260	18,926	1,924	20,850
Bombay . . . . .	17,188	1,804	18,992	19,239	1,845	21,084
C. P. and Berar . . . . .	4,723	488	5,211	5,282	530	5,812
Madras . . . . .	31,980	4,180	36,160	32,742	4,191	36,933
Orissa . . . . .	6,409	206	6,615	8,061	241	8,302
East Punjab . . . . .	2,429	817	3,246	2,821	998	3,819
United Provinces . . . . .	18,370	1,678	20,048	19,928	1,869	21,797
Ajmer-Merwara . . . . .	227	78	305	231	78	309
Andaman and Nicobar Islands . . . . .	*	*	*	19	..	19
Coorg . . . . .	116	2	118	92	2	94
Delhi . . . . .	177	63	240	183	65	248
Panth Piploda . . . . .	*	*	*	3	..	3
Minor Administrations . . . . .	74	42	116	‡	‡	‡
India (less States) . . . . .	1,20,601	14,366	1,34,967	1,26,982	13,812	1,40,794

**Table No. 11—Statistics of Primary Education—contd.**

Province	No. of Students on Rolls in Schools					
	1946-47			1947-48		
	For Boys	For Girls	Total	For Boys	For Girls	Total
Assam . . . . .	4,49,058†	56,998†	5,06,056†	3,57,733	35,514	3,93,247
West Bengal . . . . .	8,70,768	88,753	9,59,521	9,61,120	82,991	10,44,111
Bihar . . . . .	8,41,191	65,205	9,06,396	9,31,131	67,007	9,98,138
Bombay . . . . .	13,94,120	2,70,922	16,65,042	17,62,165	3,16,748	20,78,913
C. P. and Berar . . . . .	3,65,483	47,549	4,13,032	4,14,024	51,335	4,65,359
Madras . . . . .	29,61,707	4,96,061	34,57,132	31,50,068	5,24,576	36,74,644
Orissa . . . . .	2,40,787	9,283	2,50,070	3,52,442	11,921	3,64,363
East Punjab . . . . .	1,71,356	52,319	2,23,675	1,76,757	67,616	2,44,373
United Provinces . . . . .	14,84,195	91,313	15,75,508	16,39,273	98,543	17,37,816
Ajmer-Merwara . . . . .	16,761	5,597	22,358	16,839	5,014	22,753
Andaman and Nicobar Islands . . . . .	*	*	*	819	..	819
Coorg . . . . .	14,822	97	14,919	6,235	65	6,300
Delhi . . . . .	21,735	10,611	32,346	25,407	11,943	37,350
Panth Piploda . . . . .	*	*	*	87	..	87
Minor Administrations . . . . .	14,211	7,109	21,320	‡	‡	‡
India (less States) . . . . .	88,45,558	12,01,817	1,00,47,375	97,94,100	12,74,173	1,10,68,273

\* Figures not available.

† Figures relate to pre-partitioned Assam.

‡ Ceased to be Centrally Administered Areas in the year 1947-48.

Table No. 11—Statistics of Primary Education—*concl'd.*

Province	Expenditure on Schools					
	1946-47			1947-48		
	For Boys	For Girls	Total	For Boys	For Girls	Total
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Assam . . . . .	28,94,410†	3,84,310†	32,78,720†	23,13,803	2,63,160	25,76,963
West Bengal . . . . .	67,39,429	11,74,364	79,13,793	1,03,73,369	11,95,573	1,15,68,942
Bihar . . . . .	76,63,108	6,44,316	83,07,424	1,14,92,865	8,80,598	1,23,73,463
Bombay . . . . .	3,63,67,508	90,91,244	4,54,58,752	4,42,78,215	1,10,56,021	5,53,34,236
C. P. and Berar . . . . .	63,87,699	11,58,413	75,46,112	1,00,15,443	13,05,873	1,13,21,316
Madras . . . . .	4,82,55,972	89,10,964	5,72,06,936	5,57,71,429	1,10,39,667	6,68,11,096
Orissa . . . . .	26,67,332	1,28,209	27,95,541	45,58,396	2,27,567	47,85,963
East Punjab . . . . .	33,13,080	10,84,655	43,97,735	40,55,853	14,24,160	54,80,013
United Provinces . . . . .	1,22,49,472	10,60,262	1,33,09,734	1,51,03,772	12,60,045	1,63,63,817
Ajmer-Merwara . . . . .	4,26,923	2,24,360	6,51,283	4,68,470	2,32,867	7,01,337
Andaman and Nicobar Islands . . . . .	*	*	*	34,046	..	34,046
Coorg . . . . .	1,67,172	1,492	1,68,664	2,18,411	1,345	2,19,756
Delhi . . . . .	5,93,006	4,76,991	10,69,997	8,74,912	5,57,604	14,32,516
Panth Piploda . . . . .	*	*	*	1,600	..	1,600
Minor Administrations . . . . .	3,31,727	1,84,960	5,16,687	‡	‡	‡
India (less States) . . . . .	12,80,56,838	2,45,64,549	15,26,21,387	15,95,60,584	2,94,44,480	18,90,05,064

\* Figures not available.

† Figures relate to pre-partitioned Assam.

‡ Ceased to be Centrally Administered Areas in the year 1947-48.

### Schools

During the year under review the total number of Primary schools increased by 5,827 to 1,40,794, of which 1,26,982 were schools for boys and 13,812 for girls. An increase was observed in all provinces and centrally administered areas except Coorg and Assam. In Coorg, the schools for boys decreased by 24 to 92. The increase was more conspicuous in the case of boys' schools. In the provinces of Bombay, C. P. and Berar, Orissa, East Punjab, and United Provinces the percentage increase over last year's figures was : Bombay 11·9, C. P. and Berar 11·8, Orissa 25·8, East Punjab 16·1, and United Provinces 8·5. There was, however, a small decrease in the number of girls' schools in the provinces of West Bengal and Bihar. In West Bengal, the decrease was reported to be due to the opening of more complete Primary schools at sites approved by the Educational Survey Committee and the consequent closure of weak, inefficient, and incomplete schools or their amalgamation with neighbouring boys' Primary schools.

In 1947-48 the Primary schools located in rural areas were 1,15,214 in number. This constituted 81·8 per cent of the total number of Primary schools in the country. The average area served by a Primary school was 4·9 square miles. The average number of Primary schools in a town was 17 during the year. On an average, one Primary school served the needs of 3 villages.

### Pupils

The total number of children studying in Primary schools increased by 10,20,898 to 1,10,68,273. Of the latter, 80,69,508 were boys and 29,98,765 girls. This gives an average enrolment of 79 children per school, the corresponding figure for the year 1946-47 being 74. The difference may be interpreted as the measure of congestion in the Primary schools during the year under report.

Table No. 12—Students on Rolls in the Primary Stage

Province	1946-47			1947-48			Percentage of pupils in Primary Stage to total population of school going age (6—11)
	Boys	Girls	Total	Boys	Girls	Total	
Assam . . . . .	4,24,403†	1,49,652†	5,74,055†	3,36,978	1,19,814	4,56,792	46.4
West Bengal . . . . .	8,71,652	2,28,469	11,00,121	9,73,614	2,63,934	12,37,548	45.6
Bihar . . . . .	8,95,032	1,49,565	10,44,597	9,86,171	1,61,091	11,47,262	24.1
Bombay . . . . .	10,43,812	4,52,747	14,96,559	12,85,259	6,25,537	19,10,796	67.4
C. P. and Bcrrar . . . . .	4,04,419	1,02,749	5,07,168	4,27,853	99,377	5,27,230	20.2
Madras . . . . .	20,66,960	13,17,905	33,84,865	21,70,938	13,42,950	35,13,888	51.8
Orissa . . . . .	2,06,465	68,011	2,74,476	3,04,048	91,353	3,95,401	24.2
East Punjab . . . . .	2,93,308	66,819	3,60,127	2,96,493	93,925	3,90,418	21.9
United Provinces . . . . .	14,25,313	2,69,364	16,94,677	15,83,545	2,81,446	18,64,991	25.1
Ajmer Merwara . . . . .	18,591	6,491	25,082	18,382	7,367	25,749	33.1
Andaman and Nicobar Islands . . . . .	*	*	*	1,097	295	1,392	30.4
Coorg . . . . .	8,272	5,095	13,367	8,483	5,133	13,616	36.6
Delhi . . . . .	32,326	14,718	47,044	35,305	17,605	52,910	33.1
Minor Administrations . . . . .	18,684	12,292	30,976	‡	‡	‡	..
Panth Piploda . . . . .	*	*	*	87	..	87	11.4
India (less States) . . . . .	77,09,237	28,43,877	1,05,53,114	84,28,253	31,09,827	1,15,38,080	36.3

\* Figures not available.

† Figures relate to pre-partitioned Assam.

‡ Ceased to be Centrally Administered Areas in the year 1947-48.

A glance at the table will show that there was an increase in the enrolment figure of Primary schools in all the provinces and areas with the single exception of Assam. Even this is only apparent, as the figures for 1946-47 refer to pre-partition days. The greatest increase was in Orissa which had a rise of 44.1 per cent over the previous year's figures. This was followed by Bombay and C. P. & Berar with an increase of 27.7 per cent and 23.7 per cent respectively. The minimum increase (1.9 per cent) was shown by Coorg. In Bihar, a notable feature was that the fall in the number of Primary schools for girls did not result in a corresponding fall in the enrolment figures of girls. The latter, in fact, increased from 1,31,204 to 1,40,893. According to the Bihar report, the absence of any income from fees from girls in Primary schools makes it less remunerative for teachers to join such schools, although the people's anxiety to send their girls to schools is manifest from the increase in their enrolment. The *Zcnana* system of Primary education for girls through *atus* was abolished in this province from 1948.

In addition to regular Primary schools, there were also primary classes attached to Middle or High schools. The enrolment figure of children studying in primary classes of such schools in the year 1947-48 was 4,69,807, so that the total enrolment figure of children receiving education in the primary stage in the country in that year was 1,15,38,080. Table No. 12 gives the enrolment figures in Primary stage in India during the years 1946-47 and 1947-48.

It will be seen that the number of children in the Primary stage increased by 9,84,966 to 1,15,38,080. Of the latter 84,28,253 were boys and 31,09,827 girls. Notice may also be taken of the fact that 36.3 per cent of the children of school-going age (6-11) were receiving education in the Primary stage, the highest percentage (67.4 per cent) being in Bombay, and the lowest (11.4 per cent) in Panth Piploda.

Of the total number of boys under instruction in the Primary schools, 79,79,097 were studying in schools for boys and 90,411 in those for girls. Similarly, of the total number of girls enrolled in the Primary schools, 11,83,762 were studying in schools for girls and 18,15,003 in schools for boys. This shows that about 62 per cent of the girl students were studying in boys' schools. It may be stated, however, that in the case of C.P. and Berar there was a fall in the enrolment of girls studying in boys' schools from 41,375 to 39,829, and a rise in the number of boys studying in girls' schools from 1,122 to 1,822.

### *Expenditure*

The total direct expenditure on Primary schools during the year 1947-48 increased by Rs. 3,63,83,677 to Rs. 18,90,05,064. Of the total expenditure incurred on Primary schools, Rs. 15,95,60,584 were spent on schools for boys and Rs. 2,94,44,408 on those for girls. This increase in expenditure was shared generally by all the provinces and administered areas.

Table No. 13 gives details of expenditure on Primary schools met from different sources during the two successive years 1946-47 and 1947-48.



Table No. 13—Expenditure on Primary Schools, by Sources

Source	1946-47		1947-48		Increase over 1946-47	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
	Rs.		Rs.		Rs.	
Government Funds . . . . .	8,86,81,314	58.1	11,22,98,878	59.4	2,36,17,564	26.6
District Board Funds . . . . .	2,73,52,409	17.9	3,47,67,063	18.4	74,14,654	27.1
Municipal Funds . . . . .	2,05,66,581	13.5	2,49,21,730	13.2	43,55,149	21.2
Fees . . . . .	61,41,693	4.0	65,70,263	3.5	4,28,570	7.0
Endowments, etc. . . . .	98,79,390	6.5	1,04,47,130	5.5	5,67,740	5.7
<b>TOTAL . . . . .</b>	<b>15,26,21,387</b>	<b>100.0</b>	<b>18,90,05,064</b>	<b>110.0</b>	<b>3,63,83,677</b>	<b>23.8</b>

It will be seen from this table that the increase in expenditure in the present year over the previous year was met from all sources of income, the greatest being from government funds.

In case of Bombay the contribution from District Boards decreased from 4.9 per cent to 3.3 per cent of the total expenditure on Primary schools. This was in keeping with the Bombay Government's commitment to meet from their funds all the approved expenditure on Primary education, so that in future also it may be expected that expenditure on Primary education from government funds would increase, while that from Local Boards will decrease.

Table No. 14 indicates the average cost per child in Primary schools and the average fee charged from children therein during the year 1947-48.

Table No. 14—Average Annual cost per Child and Average Annual Fee per Child

Province	Total Expenditure	Average Annual cost per Child	Total Income from Fees	Average Annual fee per Pupil
	Rs.	Rs.	Rs.	Rs.
Assam . . . . .	25,76,963	6.6	4,180	0.01
West Bengal . . . . .	1,15,68,942	11.1	7,96,015	0.76
Bihar . . . . .	1,23,73,463	12.4	8,64,324	0.87
Bombay . . . . .	5,53,34,236	26.6	28,57,476	1.37
C. P. and Berar . . . . .	1,13,21,316	24.3	3,59,288	0.77
Madras . . . . .	6,68,11,096	18.2	7,45,481	0.20
Orissa . . . . .	47,85,963	13.1	62,819	0.17
East Punjab . . . . .	54,80,013	22.4	40,704	0.17
United Provinces . . . . .	1,63,63,817	9.4	7,76,316	0.45
Ajmer-Merwara . . . . .	7,01,337	30.8	32,895	1.45
Andaman and Nicobar Islands . . . . .	34,046	41.6	..	..
Coorg . . . . .	2,19,756	34.9	22,344	3.56
Delhi . . . . .	14,32,516	38.4	8,421	0.23
Panth-Piploda . . . . .	1,600	18.4	..	..
<b>India (less States) . . . . .</b>	<b>18,90,05,064</b>	<b>17.1</b>	<b>65,70,263</b>	<b>0.59</b>

It will be seen that the average cost of a Primary school pupil for India as a whole is Rs. 17.1 per annum ; the greatest and the least figures being Rs. 41.6 and Rs. 6.6 in Andaman and Nicobar Islands and Assam respectively. These figures of cost exclude the maintenance expenditure (feeding, clothing, books, pocket expenses, etc.) of the children.

It will also be noted that the income from fees in Primary education is not much in this country. The average fee (including tuition, examination, games, etc.) charged from Primary school pupils comes to be only Rs. 0.6 per child per annum, the greatest being (Rs. 3.6) in Coorg and the least (Rs. 0.01) in Assam.

### Wastage

A regrettable fact about education in India is the wastage in the Primary stage. The number on the rolls in this stage (including those in Primary classes attached to Secondary schools) were, 31,08,447 in class I in 1944-45, 22,35,056 in class II in 1945-46, 16,21,422 in class III in 1946-47, and 15,67,174 in class IV in 1947-48. This means that out of every 100 students enrolled in class I in 1944-45 only about 50 continued up to class IV. The situation is, however, improving slowly. The corresponding wastage percentage between 1940-41 and 1943-44 was 72, between 1941-42 and 1944-45 was 69, between 1942-43 and 1945-46 was 50, and between 1943-44 and 1946-47 was 59. A sudden fall between the years 1942-43 and 1945-46 may be attributed to the disturbed political conditions in the year 1942-43 and its repercussions on the enrolment in the educational institutions.

The position in respect of wastage for the different provinces and areas in the country is given in Table No. 15.

**Table No. 15—Wastage at Primary Stage**

Province	No. of Students in		Percentage of students in Class IV (1947-48) to class I (1944-45)	Wastage Percent	
	Class I (1944-45)	Class IV (1947-48)		(1947-48)	(1946-47)
Assam . . . . .	1,21,876	55,875	45.8	54.2	55.2
West Bengal . . . . .	8,32,855	1,43,325	17.2	82.8	83.7
Bihar . . . . .	1,94,204	1,12,673	58.0	42.0	45.8
Bombay . . . . .	2,71,320	1,71,341	63.1	36.9	39.0
C. P. and Berar . . . . .	1,56,047	79,516	51.0	49.0	49.2
Madras . . . . .	9,90,734	7,39,158	74.6	25.4	53.2
Orissa . . . . .	59,352	20,772	35.0	65.0	65.3
East Punjab . . . . .	1,49,310	63,241	42.4	57.6	62.1
United Provinces . . . . .	3,01,104	1,66,623	55.3	44.7	49.1
Ajmer-Merwara . . . . .	9,904	3,548	35.8	64.2	62.6
Andaman and Nicobar Islands . . . . .	Not available	101	..	..	..
Coorg . . . . .	3,752	2,142	57.1	42.9	38.1
Delhi . . . . .	17,979	8,859	49.3	50.7	49.2
Panth-Piploda . . . . .	Not available	..	..	..	..
India (less States) . . . . .	31,08,447	15,67,174	50.4	49.6	59.3

*Control and Management*

The control of Primary education is divided between Government, Local Boards and Private Bodies. The District Boards or the District School Boards (where these are established) are largely responsible for education in rural areas, while in urban areas this responsibility rests mainly with the Municipal Committees. The private-aided and unaided Primary schools are managed by various charitable societies. In case of schools managed by Local Boards and Private Bodies the details of administration rest with them, but supervision and guidance is the function of the provincial education departments; the government schools are controlled completely by the government.

Table No. 16 shows the amount of control which Government, Local Boards and Private Agencies exercised over Primary education during the year 1947-48.

**Table No. 16—Percentage of Primary Schools by Management**

Province	Percentage of Primary Schools managed by		
	Government	Local Board	Private Bodies
Assam . . . . .	7.5	71.6	20.9
West Bengal . . . . .	0.2	49.2	50.6
Bihar . . . . .	0.2	34.3	65.5
Bombay . . . . .	0.2	62.0	37.8
C. P. & Berar . . . . .	11.5	80.8	7.7
Madras . . . . .	5.3	47.4	47.3
Orissa . . . . .	18.1	9.6	72.3
East Punjab . . . . .	1.3	87.6	11.1
United Provinces . . . . .	11.0	70.7	18.3
Ajmer-Merwara . . . . .	57.3	15.9	26.8
Andaman and Nicobar Islands . . . . .	100.0	0.0	0.0
Coorg . . . . .	0.0	80.9	19.1
Delhi . . . . .	1.6	84.3	14.1
Panth-Piploda . . . . .	100.0	0.0	0.0
India (less States) . . . . .	5.3	53.0	41.7

It will be observed that of the total number of Primary schools in India, 7,472 (5.3 per cent) were managed by the different provincial and area governments, 67,512 (48.0 per cent) by the District Boards, 7,069 (5.0 per cent) by Municipal Committees, and 58,741 (41.7 per cent) by Private Bodies. Of the latter, 54,842 were aided and 3,899 unaided. It is found that as compared with figures of the previous year the number of schools managed by Local Boards increased by 2,052 to 74,581, while those managed by private bodies decreased from 59,449 to 58,741.

It has been stated in the Bihar report that there was laxity in administration on the part of the private bodies and the local boards which controlled a proportion of the Primary schools there. The dual control of primary education, under which the local boards exercised administrative control and the education departments granted recognition and carried out inspections is reported to have proved a failure in that province. Cases are said to have occurred in which there were administrative irregularities on the part of local bodies and lack of co-operation with the educational officers of the department. On the other hand, in the provinces of C. P. and Berar and Orissa the state of affairs on this account have been reported to be quite satisfactory. The system of payments of the government-grant through the District Inspector of Schools and his powers to recognise Primary schools worked as levers in obtaining due response to the advice given to the local bodies.

### *Single-Teacher Primary Schools*

Many lower Primary schools in India are Single-Teacher schools. It is generally recognised that these schools are not running efficiently and that they are an important cause of wastage in Primary education. But a country of small and widely scattered villages with meagre means of communication cannot altogether do away with such schools so long as local bodies do not have the necessary funds and pupils in sufficient number are not available. This is what is happening in backward and sparsely populated areas but there are signs that efforts are being made to reduce the number of such schools or to strengthen their staff.

Table No. 17 gives the number of Single-Teacher schools and their percentage to the total number of Primary schools in the different provinces and areas.

**Table No. 17—Number of Single-Teacher Primary Schools**

Province	1946-47		1947-48	
	No. of Single-Teacher Primary Schools	Percentage of Single-Teacher Schools to the Total No. of Primary Schools	No. of Single-Teacher Primary Schools	Percentage of Single-Teacher Schools to the Total No. of Primary Schools
Assam . . . . .	4,962	50.2	5,705	75.3
West Bengal . . . . .	1,262	9.2	912	6.5
Bihar . . . . .	12,128	59.9	12,148	58.3
Bombay . . . . .	5,357	28.2	5,256	24.9
C. P. & Berar . . . . .	884	17.0	1,089	18.7
Madras . . . . .	5,410	15.0	4,417	12.0
Orissa . . . . .	3,571	54.0	3,625	43.7
East Punjab . . . . .	1,439	44.3	1,509	39.5
United Provinces . . . . .	4,527	22.6	3,658	16.8
Ajmer-Merwara . . . . .	9	3.0	10	3.2
Andaman and Nicobar Islands . . . . .	4	21.0	4	21.0
Coorg . . . . .	56	47.6	62	66.0
Delhi . . . . .	70	29.2	66	26.6
Panth-Piploda . . . . .	3	100.0	3	100.0
India (less States) . . . . .	4,632	29.4	38,462	27.3

It will be observed that in the provinces of Assam, Bihar, Coorg, and Panth-Piploda, the Single-Teacher schools constituted more than 50 per cent of the total number of Primary schools there; but in the other provinces and areas this proportion was small; and it was smallest in West Bengal and Ajmer-Merwara where the corresponding percentages were only 6.5 and 3.2 respectively.

In the provinces of Madras and West Bengal many Single-Teacher schools were abolished. In some schools, the staff strength was increased. In Orissa also, every effort was made to improve these schools and strengthen their staff. In U. P. the opening of Government Primary schools helped in reducing the number of Single-Teacher schools, and it was hoped that on the completion of their 10-year plan, the number of such schools would be greatly reduced.

### Compulsion

The comparative position of areas under compulsory primary education for the year under report and the preceding year is shown in table No. 18.

**Table No. 18—No. of Areas (Urban and Rural) Order Compulsion**

Province	Number of Areas under Compulsion			
	1946-47		1947-48	
	Urban (Towns or Cities)	Rural (Villages)	Urban (Towns or Cities)	Rural (Villages)
West Bengal . . . . .	1*	..	1*	..
Bihar . . . . .	17	1	17	..
Bombay . . . . .	20	617	87	4,509
C. P. & Berar . . . . .	34	1,031	11	1,031
Madras . . . . .	26	1,182	28	1,639
Orissa . . . . .	1	24	1	1
East Punjab . . . . .	35	4,984	37	1,420
United Provinces . . . . .	39	1,374	42	1,410
Delhi . . . . .	1	15	1	7
India (less States) . . . . .	174	9,228	225	10,017

\*Ward IX of Calcutta City only.

There was thus some improvement as regards the introduction of compulsory education in the different provinces. The number of areas under compulsion increased from 9,402 (174 towns and 9,228 villages) to 10,242 (225 towns and 10,017 villages). Special mention may be made of the East Punjab (where the number of villages under compulsion fell from 4,984 to 1,420) and Bombay (where the number of towns under compulsory education increased from 20 to 87 and of villages from 617 to 4,509). No compulsion, however, had till 1947-48 been introduced in the province of Assam and the Centrally Administered Areas of Ajmer-Merwara, Coorg, Andaman and Nicobar Islands and Panth-Piploda.

Table No. 19 gives the number of institutions where compulsion existed in the different provinces, and the students on rolls under compulsory education during the year 1947-48.

Table No. 19—Statistics of Compulsory Primary Education

Province	Number of Institutions where compulsion has been introduced						Number of students on rolls under compulsory education				
	In Urban Areas			In Rural Areas			In Urban Areas		In Rural Areas		
	For Boys only	For Girls only	For both Boys and Girls	For Boys only	For Girls only	For both Boys and Girls	Boys	Girls	Boys	Girls	Total
West Bengal . . . . .	30	..	..	..	..	..	3,225	..	..	..	3,225
Bihar . . . . .	572	..	..	..	..	..	43,025	4,526	..	..	47,551
Bombay . . . . .	918	377	464	894	657	5,929	2,03,842	1,37,414	2,90,490	1,84,968	8,16,714
C. P. & Berar . . . . .	221	..	..	333	..	..	31,763	..	37,708	..	69,471
Madras . . . . .	807	170	328	544	270	5,040	1,62,950	82,016	4,54,376	3,07,350	10,06,692
Orissa . . . . .	15	..	..	9	..	..	1,305	..	548	10	1,863
East Punjab . . . . .	136	..	4	1,504	..	..	26,276	..	90,299	..	1,16,575
United Provinces . . . . .	721	41	*	541	3	*	1,21,889	7,976	52,908	327	1,83,100
Delhi . . . . .	39	..	..	7	..	..	9,486	..	1,246	..	10,732
India (less States) . . . . .	3,459	588	796	3,832	930	10,969	6,03,761	2,31,932	9,27,575	4,02,655	22,55,928

\*Not available.

The provincial reports refer to the success achieved in the different provinces. The Bihar report stated that the scheme of compulsory primary education did not record any improvement. The general apathy of the guardians, due to their ignorance, combined with the economic use of children directly or indirectly supplementing the family budget defeated the intentions of the Government. The result was that an appreciable percentage of children of school-going age managed to keep outside the field of compulsion. The supervisory committees also did not show sufficient interest in educating the public. The process of hauling up guardians through magisterial channels did not prove conducive to the enforcement of enrolment and attendance. In Bombay, the decision of the provincial Government to introduce compulsion in the province for the children of age-group (6-11) within a period of 5 years led to the replacement of the Primary Education Act of 1923 by the Primary Education Act of 1947. A directive was issued to the District Local Boards regarding the contribution to the Primary Education Funds and a promise given by the Government that all expenditure on Primary education in each District School Board over and above As. 3 in the rupee would be met by the Government. As a result of these measures, 15 District School Boards introduced compulsion in all villages with a population of 1,000 and over for children of age-group (7-8). It is reported that the School Boards faced difficulties in the recruitment of primary-school teachers and in finding accommodation for the additional children enrolled. To meet the difficulty of teachers, it became necessary to lower the minimum standards laid down for the recruitment of primary school certificate passed candidates. The question of accommodation was solved in many cases by resorting to the shift system. Attendance Officers were appointed to enforce attendance at the rate of one officer for every 3,000 children in the case of rural areas and 5,000 in the case of municipal areas. In spite of these, the progress achieved fell short of the expectations.

In Madras changes were introduced in the Elementary Education Act by constituting Taluq Advisory Committees. The power of imposing penalties on the guardians of defaulting pupils was transferred from the Presidents of District Boards and Commissioners of Municipal Councils to the District Educational Officers. These officers were appointed to enforce compulsion more strictly.

In Delhi, each area was placed under an Attendance Officer who was generally a local man of influence. The success of compulsory education depended mostly upon the influence and personality of this officer. More difficulties were experienced in bringing under compulsion children of the depressed classes and other poorer families.

### *Teachers*

The success of any school must depend upon the quality of the teachers it employs. Of all stages of education, it is the primary stage where the services of trained teachers are needed most.

Table No. 20 gives the statistics of the trained and untrained teachers in Primary schools in the different provinces during the years 1946-47 and 1947-48 :

Table No. 20—Number of Teachers in Primary Schools

Province/Area	1946-47				1947-48			
	Trained	Untrained (including Certificated)	Total	Percentage of trained to total	Trained	Untrained (including Certificated)	Total	Percentage of trained to total
Assam . . . . .	2,557†	10,213†	12,770†	20.0	1,750	8,265	10,015	17.5
West Bengal . . . . .	13,733	19,834	33,567	40.9	13,771	21,659	35,430	38.9
Bihar . . . . .	20,770	12,778	33,548	61.9	21,319	14,142	35,461	60.1
Bombay . . . . .	23,593	24,843	48,436	48.7	24,942	31,180	56,122	44.4
C. P. & Berar . . . . .	8,537	5,957	14,494	58.9	9,129	7,165	16,294	56.0
Madras . . . . .	1,06,931	8,313	1,15,244	92.8	1,14,675	8,029	1,22,704	93.5
Orissa . . . . .	5,977	4,594	10,571	56.5	7,914	6,410	14,324	55.2
East Punjab . . . . .	4,532	1,764	6,296	72.0	5,833	1,514	7,347	79.4
United Provinces . . . . .	29,535	12,784	42,319	69.8	30,055	14,413	44,468	67.6
Ajmer-Merwara . . . . .	572	214	786	72.8	599	193	792	75.6
Andaman and Nicobar Islands . . . . .	*	*	*	*	17	12	29	58.6
Coorg . . . . .	211	164	375	56.3	68	91	159	42.8
Delhi . . . . .	897	62	959	93.5	982	41	1,023	96.0
Panth-Piploda . . . . .	*	*	*	*	..	3	3	0.0
Minor Administrations	500	190	690	72.5	‡	‡	‡	‡
India (less States) . . . . .	2,18,345	1,01,710	3,27,055	68.2	2,31,054	1,13,117	3,44,171	67.1

\* Figures not available.

† Figures relate to the pre-partitioned Assam.

‡ Ceased to be Centrally Administered Areas in the year 1947-48.

It will be seen that during the year under report the total number of teachers (both men and women) in Primary schools was 3,44,171 (2,31,054 trained and 1,13,117 untrained) compared with 3,27,055 (2,18,345 trained and 1,01,710 untrained) in the previous year. The percentage of trained teachers to the total number of teachers was 67.1 as compared with 68.2 in the previous year. Among provinces, this percentage varied from 96.0 in Delhi to 17.5 in Assam. The percentage of trained teachers to the total number of teachers decreased in all provinces except in Madras, East Punjab, Ajmer-Merwara and Delhi.

In Bihar, Bombay, Madras and U. P. the decrease in the percentage of trained teachers during the year was reported to be the result of an increase in the number of untrained teachers, on account of the rapid extension of the areas under compulsion. Though every effort was made by the Education Departments to provide greater facilities for training of teachers by opening additional Government training institutions and by encouraging the opening of new private institutions, it is obvious that the rate of increase of facilities for training could not keep pace with the increase in the number of teachers. This, however, is expected to be a temporary phase not likely to continue for more than 5 to 10 years.



The average number of teachers in a Primary school in India (less States) was 2; and this did not record any change over the previous year. The average number of students per teacher was 32 as against 31 in the previous year. The inter-provincial variation in these items are given in table No. 21.

**Table No. 21—Average No. of Teachers per Primary School and Average No. of Students per Teacher**

Province	Average No. of Teachers per Primary School	Average No. of Students per Teacher
Assam . . . . .	1	39
West Bengal . . . . .	3	29
Bihar . . . . .	2	28
Bombay . . . . .	3	37
C. P. & Berar . . . . .	3	29
Madras . . . . .	3	30
Orissa . . . . .	2	25
East Punjab . . . . .	2	33
United Provinces . . . . .	2	39
Ajmer-Merwara . . . . .	3	29
Andaman and Nicobar Islands . . . . .	2	28
Coorg . . . . .	2	40
Delhi . . . . .	4	37
Panth-Piploda . . . . .	1	29
India (less States) . . . . .	2	32

The scales of pay of teachers (both men and women) in Primary schools are different from province to province and are given in Table No. 22.

It will be observed that considerable disparity existed between the salaries in Government schools and in schools managed by local bodies. Generally speaking, the latter paid their teachers inadequately. Also the scales of pay and allowances of the teachers in Government schools were revised and increased during the year, but not much was done to improve the conditions of the private school teachers. The obvious result was that efficiency in the latter suffered.

Table No. 22—Scale of Pay, etc., for Teachers in Primary Schools

Province	Managed by	Head and Assistant Teacher, etc.	Minimum Qualifications required	Scale of Pay	Allowance if any, in addition to pay	REMARKS
Assam	Government	Teacher	Middle School Pass Certificate— (a) Untrained	Rs. 30—1—35 (E. B.)— 1—40.	With usual Dearness Allowance as admissible.	The minimum qualifications were relaxed in favour of candidates with lower qualifications particularly in backward localities and in Girls' Schools where qualified candidates were either not available or not attracted by poor pay.
			(b) Guru Trained	Rs. 35—1—40 (E. B.)— 1—45.	Khasi and Jaintia Hills—25 per cent of pay + Rs. 6 per mensem.	
			(c) Normal Passed	Rs. 40—1—45 (E. B.)— 2—55.	Rest of Assam—20 per cent of pay + Rs. 6 per mensem (up to a max. of Rs. 100).	
	District Board	Teacher	Middle School Pass Certificate	Rs. 12	Rs. 8 (Rs. 5 increase in pay + Rs. 3 D. A.).	Ditto.
	Municipal Board	Teacher	Ditto	Rs. 15	Ditto	Ditto.
West Bengal	Private— Aided	Teacher	Ditto	No fixed scales, more or less like the above. Ditto	Ditto	Ditto
	Government	(i) Teacher for School Final Classes at the Khulna Zilla School. (ii) Vernacular Teacher.	Matriculation or its equivalent.	Rs. 50—4/2—78 (E. B.) —4/2—90—5/2—100.	....	....
			Matriculation of a recognised University or its equivalent or V. M. or final Madrasah Certificate.	Rs. 35—4/2—75 (E. B.) 52—80.	....	
	District Board	Head Teacher	Trained Matriculate	Rs. 29 (Fixed)	D. A. Rs. 5-8-0	In certain posts teachers were given graded scales of pay ranging from Rs. 25-2-30 to Rs. 30-2-40. Teachers of Schools run under Biss. Scheme also get such scales.
		Asstt. Teacher	(a) Trained Matriculate	Rs. 27 (Fixed)	(D. A. of Rs. 3 per mensem from Government and Rs. 2-8-0 per mensem from Distt. School Boards). An extra dearness allowance of Rs. 2 per mensem was also sanctioned by the Education Department with effect from 15-8-1947.	
			(b) Trained non-Matriculate or Untrained Matriculate.	Rs. 19 (Fixed)		
Private (Other Schools including Primary Sections attached to Secondary Schools.)	Assistant Teacher	Matriculation or Normal Training Course.	Rs. 19 (Fixed)	D. A. Rs. 5-8-0.		
			Rs. 15 (Fixed)	....		

Bihar	Government	Head Teacher	Matriculation or equivalent examination with training for 2 years.	Rs. 50—2—70 (E. B.)—2—90.	D. A. as per rate sanctioned for Government servants.	The Head Master of a junior Basic school got an allowance of Rs. 15 a month in addition to pay.	
		Teacher	Ditto	Ditto			
		Teacher	Non-Matriculate	Rs. 45—2—55 (E. B.)—2—75.			Ditto
	District Board	Teacher	No fixed scale of pay. The minimum salary of Rs. 15 a month was being paid to all the teachers in the Primary schools irrespective of their qualifications.	....	....		
				Municipal Board	....		....
Bombay	Government	....	....	....	D. A. as per rate sanctioned for Government servants.	These were the minimum scales prescribed for private primary schools.	
		District Board Municipal Board	Head Teacher and Assistant Teacher	(a) P. S. C. Untrained			Rs. 35—1—40
			(b) P. S. C. Trained	Rs. 40—1—50 (E. B.)—1½—65 with S. G. Rs. 65—2½—90.	Ditto		
	Private— Aided	Ditto	(a) P. S. C. Untrained	(b) P. S. C. Trained	Rs. 20—1—30		Ditto
							Rs. 25—1—30—2—40.
Unaided	....	....	....	....			
C. P. & Berar	Government	Headmaster	7th Class pass but the desirable standard was reached by passing the Trained Teachers' Certificate Examination.	(i) Rs. 40—1—50. (ii) Rs. 25—1—40 (In Aboriginal Schools).	....		
		Headmistress	Ditto	Rs. 30—2—40—1—50.	....		
		Teacher— Men	Ditto	Rs. 25—1—40—2—60.	....		
		Women	Ditto	Rs. 20—1—35.	....		
		Assistant Teacher (Men and women).	Ditto	Rs. 20—1—35.	....		
	District Board Municipal Board Private	Teacher	Ditto	A Primary school teacher got a minimum pay of Rs. 41 per month whether trained or untrained, permanent or temporary.	....		

Table No. 22—Scales of Pay, etc., for Teachers in Primary Schools—*contd.*

Province	Managed by	Head and Assistant Teacher, etc.	Minimum Qualifications required	Scales of Pay	Allowances if any, in addition to pay	REMARKS
Madras	Government	Teacher	(a) Secondary Grade	Rs. 45—3—60—2—90	D. A. as per rate sanctioned by the Government.	
			(b) Higher Secondary Grade.	Rs. 30—1—50	Ditto	
			In Amin Divl. Islands— Trained Untrained	Rs. 20 (Fixed)	Ditto	
	Local Boards	Teacher	(a) Secondary Grade	Rs. 40—1½—55—2—76.	....	
			(b) Higher Elementary Grade	Rs. 30—1—45.	....	
			(c) Lower Elementary Grade	Rs. 23—1—33.	....	
	Private & Panchayat	Teacher	(a) Collegiate Grade (Trained)	Rs. 35—1—45.	....	
			(b) Secondary Grade (Trained).	Rs. 35—1—45.	....	
			(c) Higher Elementary (Trained).	Rs. 25—1—30.	....	
			(d) Lower Elementary— (i) Trained (ii) Untrained	Rs. 18 (Fixed). Rs. 11 (Fixed).	.... ....	
(e) Non-Matriculate			Rs. 40—1—50—2—60	Ditto		
Orissa	Government	Teacher	(a) Trained Matriculate	Rs. 60—2—70	With usual D. A. as admissi- ble.	
			(b) Untrained Matriculate	Rs. 50—2—70	Ditto	
			(c) Higher Elementary Trained.	Rs. 34—1—39 E. B.— 1—44.	Ditto	
			(d) Lower Elementary Trained.	Rs. 24—½—34	Ditto	
			(e) Non-Matriculate	Rs. 40—1—50—2—60	Ditto	

East Punjab	District & Municipal Board	Head Teacher . . .	(a) Trained Middle Passed . . .	Rs. 25—1—30 . . .	....	
	Private—	and				
	Aided . . .	Assistant Teacher . . .	(b) Untrained Middle Passed	Rs. 20—1—25	....	
	Unaided . . .					
Government	....	....	....	....		
United Provinces	District Board	Teacher . . .	J. V. . . . .	Rs. 40—2—60—P/3—	D. A. as sanctioned by Govt. from time to time for its employees.	
	Municipal Board			S. V. . . . .		
	Private . . .	Ditto	....	No fixed scales of pay	....	
	Government	Head Master . . .	H. T. C. . . . .	Rs. 60—2—70 (E. B.)— 3—100.	D. A. as sanctioned by Govt. for its employees.	
Ajmer-Merwara		Asstt. Master . . .	H. T. C. . . . .	Rs. 45—2—65 (E. B.)— —3—80.		
	District Board	Head Teacher . . .	H. T. C. or P. T. C. . . .	Rs. 40—1—45 (E.B.)—1—	....	
	Municipal Board			50—(E.B.)—1—55.		
	Private—	Assistant Teacher . . .	Ditto . . . . .	Rs. 25—1—30—(E. B.)— —1—40 (E. B.)—1—45.	....	
	Aided . . .	No information as regards these schools is		available. The rates differ from	school to school.	
Delhi	Unaided . . .	Teacher . . . . .	Vernacular Trained . . .	Rs. 50—2—60—3—90.	....	
	Government . . .	Ditto . . . . .	Ditto . . . . .	Ditto	....	
	Local Board . . .	Private . . . . .	Information not available.			
Delhi	The grades of pay were the same for schools under Government, District Board and Private managements aided by Government.	Head Master . . .	S. V. or J. V. . . . .	(a) Grade pay plus S. P. Rs. 10 for schools with one or two class sections.	The rates of all allowances were the same as sanctioned for Central Govt. employees in accordance with their basic salaries.	These scales were revised in the year 1948 but came into force with effect from 1st January, 1947. These are, however, not final still.
				(b) Grade pay plus S. P. Rs. 20 for schools with 3 or 5 class sections.		
				(c) Rs. 100—5—125—6 —155—(E.B.)—6—185 for schools with more than five class sections.		
		Asstt. Teacher . . .	(a) Matric & J. V. . . . .	Rs. 63—4—120—5—170	Ditto	
			(b) Middle J. V. . . . .	Rs. 50—2—60—3—90 . . .	Ditto	

## *Teaching*

There was a great deal of criticism against the methods of teaching. It was stated that in the majority of schools the methods of teaching were still mechanical and that far too great an emphasis was laid on books, very little attempt being made to develop the child's powers of observation and reasoning or to bring his work into relation with his every day environment. The method of teaching and the curriculum for the Primary schools needed much modification. In certain provinces, efforts were, however, being made to make teaching interesting and attractive.

In Bihar the old curriculum for the Primary schools was recast during the year. The revised syllabus was intended to inculcate the spirit of Basic schools in the teacher and the pupils. The orthodoxy of the old curriculum was reduced and the ground prepared for conversion of the existing Primary schools into Basic ones. New subjects, such as Civics, General Science, Crafts, and Sanskrit were introduced. Due weight was given to physical, cultural, and mental development of the children. Emphasis was shifted from book work to practical work. The success of this scheme, however, depended on the quality of teachers and suitable enrolment.

In West Bengal in some mission-managed Primary schools the principle of learning by doing was adopted and yielded good results. Children were trained in the art of making toys, paper-cutting, and basket-weaving. It was a joyful and useful diversion for the pupils.

In Bombay the revised curriculum was extended up to standard VII, thereby completing the introduction of the revised curriculum in the Primary schools.

In C. P. & Berar, five types of syllabii were simultaneously in vogue in the province but the revised syllabus was becoming prominent in all the districts. Its aim was to ensure literacy of a type that would last after the pupil left the school and to form healthy and hygienic habits of body and mind. In the model Senior Basic schools, the Basic syllabus was in force, which aimed at the reconstruction of educational practices in India on the basis of co-relation with craft. The Vidya-mandir syllabus was not much different from the Basic syllabus and was followed in all the 55 Vidyamandirs in the province. Some of the Primary schools, however, clung to the old syllabus which prescribed formal teaching only in Language, Arithmetic and Geography. The forest village Primary school syllabus was the mixture of the old, the revised, and the Basic syllabus. The need, however, for a single syllabus for the whole of the province was being felt.

## *Buildings and Equipment*

The situation with regard to the provision of modern buildings for Primary schools remained unsatisfactory. The accommodation and conditions prevailing in many schools were such as to have a deleterious effect on the health of children. Some of the school buildings were so unsatisfactory that it was almost impossible for teachers to inculcate habits of cleanliness among the children.

The government managed schools, however, were generally better housed and better equipped than the aided ones. Because of the difficulties of finance and material the local bodies could not in many cases build school houses of the approved type. They were unable even to finance thorough repairs of the buildings.

In Assam the Primary school buildings and their equipment continued to receive meagre attention both from the authorities and the public. A large number of Primary schools were shabily housed and poorly equipped. Many schools did

not have a building of their own. They sat in houses lent temporarily by villagers and their equipment was greatly short of their requirements. Many buildings of Government schools were, however, constructed according to an approved plan, and equipped fully.

According to the West Bengal report the privately managed schools in Calcutta continued to be held in rented buildings which were over-crowded. Many of the newly started Primary schools in rural areas were being conducted in the out-houses of private dwellings.

In Bombay the programme of the District Building Committees was revised during the year. The Public Works Department prepared standard types of plans and estimates of the quantities of building material for schools of different sizes, and sent them to all District Building Committees for adoption. During the year 10 school buildings were constructed under the District Building Committee's scheme at a cost of Rs. 76,963 to the Government.

In C. P. & Berar a large number of Primary schools did not have their own buildings, and the existing buildings were generally in a poor state of repair. In some cases, especially in rented or donated buildings, the accommodation was inadequate. No building programme was prepared or executed chiefly on account of scarcity of material. School equipment also received scant attention. Delay in action by the managing bodies added to the difficulties of the teachers, students and inspectors. The District Council schools in general were only partly equipped. Conditions were slightly better in other schools. The model Senior Basic schools started by the Government were, however, well equipped.

The Madras Government did not provide any grant for the construction of buildings and the supply of equipment to the Primary schools. The Panchayat Boards had to meet the expenditure from their own funds. As usual, the practice of transferring the equipment and articles of a closed school to a newly opened school under a municipality was continued.

In Orissa, a sum of Rs. 5,00,000 was paid to local bodies for the improvement of buildings and equipment of 333 Primary schools. But owing to dearth of building materials, the local bodies were unable to spend the entire amount.

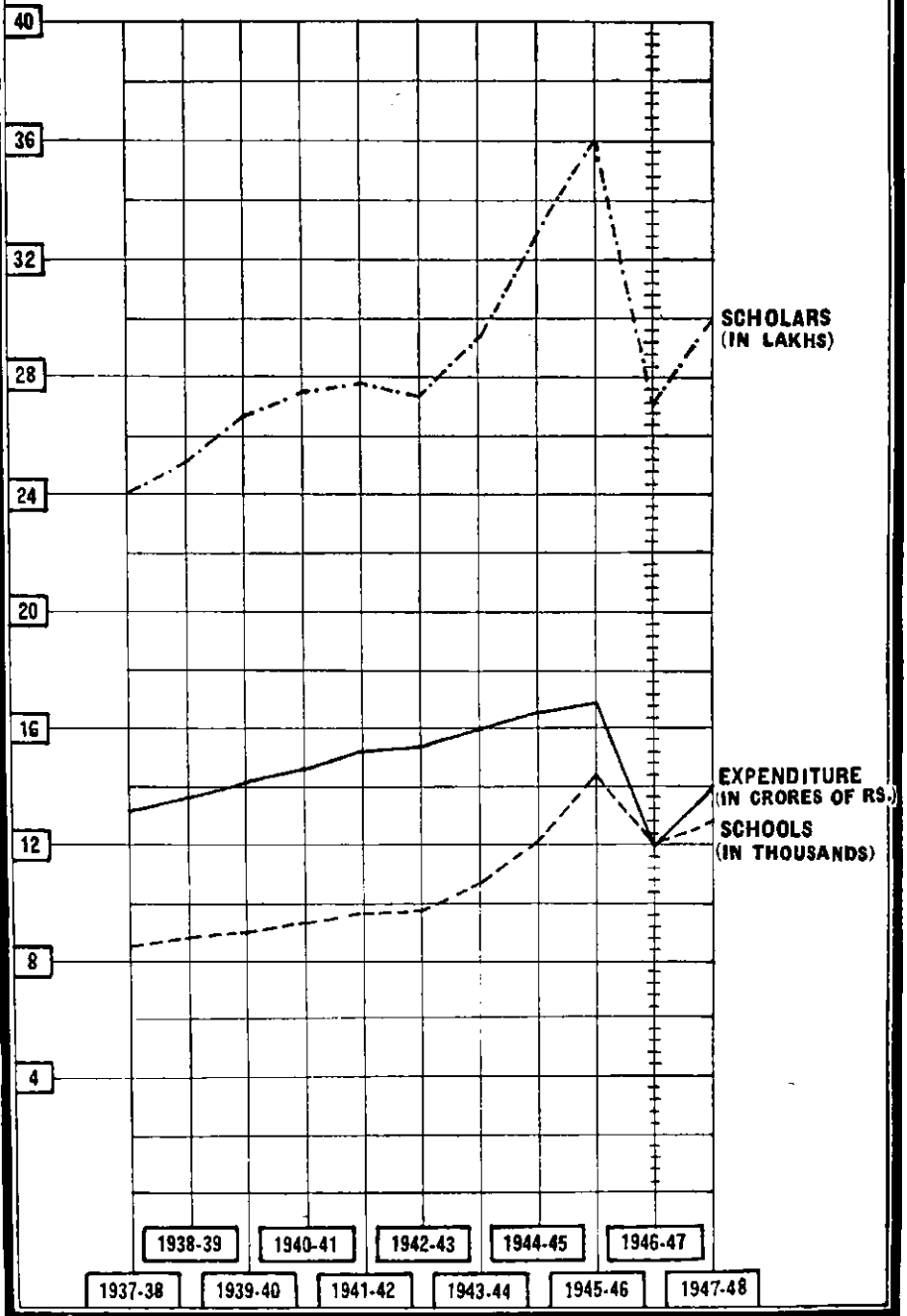
In U. P. the special feature of the year was the starting of a building programme for the new Government Primary schools. At all places, the land was given by the local village and the buildings were constructed with their aid, the Government contributing a sum of Rs. 1,000. A good many kacha and some pacca school-buildings were constructed in this way.

In Ajmer-Merwara, the majority of government schools were provided with standard type of buildings. Quite a large number of Primary schools, particularly those managed by private agencies, were still housed in unsuitable and unhygienic buildings. Schools were generally provided with Tat Patties and writing benches, and the teaching appliances were fairly satisfactory.

In Delhi, the buildings of most of the schools were rented and were unsuitable for schools, but the equipment provided was adequate.

# PROGRESS OF SECONDARY EDUCATION

STATISTICAL PARTITION LINE -----





## CHAPTER IV

### SECONDARY EDUCATION

Secondary education is in some ways the weakest link in the educational system of the country. For one thing, it is not sufficiently sharply differentiated from the Primary and the University stages. For another, it is neither complete in itself nor sufficiently diversified so as to cater to the needs of the adolescent. Divided into two stages, the Middle, and the High, the Middle stage serves as a connecting link between the Primary and the High stages, while the High stage itself is only a preparation for University education. In spite of attempts to broaden the scope of Secondary education, the syllabii are yet almost wholly academic and literary, and do not serve the needs of those who have a bent for agriculture, craft, industry, or trade. These defects have been widely recognised, and there have been persistent demands for reform and diversification of Secondary education.

The main statistics about Secondary schools for the years 1946-47 and 1947-48 are given in Table No. 23.

#### *Scheme of School Classes*

The durations and classes of Middle and High stages differed slightly among provinces. In Assam, the Middle stage in Vernacular schools consisted of 3 classes IV, V and VI and in English schools, of classes III, IV, V and VI. The High stage covered 4 years and the classes were numbered as VII, VIII, IX and X. In West Bengal, the Middle stage consisted of only two classes V and VI and the students passing the Vernacular Middle examination could be admitted either to class V or VI.

**No. 23—Statistics of Secondary Schools**

Province	No. of Schools					
	1946-47			1947-48		
	For Boys	For Girls	Total	For Boys	For Girls	Total
Assam . . . . .	950*	145*	1,095*	808	125	933
West Bengal . . . . .	1,541	205	1,746	1,663	240	1,903
Bihar . . . . .	1,833	118	1,951	1,976	121	2,097
Bombay . . . . .	997	184	1,181	1,015	184	1,199
C. P. & Berar . . . . .	817	146	963	909	153	1,062
Madras . . . . .	746	216	962	842	222	1,064
Orissa . . . . .	336	26	362	449	35	484
East Punjab . . . . .	1,141	95	1,236	1,336	118	1,454
United Provinces . . . . .	1,645	578	2,223	1,925	572	2,497
Ajmer-Merwara . . . . .	47	17	64	61	17	68
A. & N. Islands . . . . .	†	†	†	1	..	1
Coorg . . . . .	6	1	7	30	1	31
Delhi . . . . .	80	29	109	76	30	106
Panth Piploda . . . . .	†	†	†	..	..	..
Minor Administrations . . . . .	27	27	54	‡	‡	‡
<b>India (Jesa States) . . . . .</b>	<b>10,166</b>	<b>1,787</b>	<b>11,953</b>	<b>11,081</b>	<b>1,818</b>	<b>12,899</b>

\* Figures relate to pre-partitioned Assam.

† Figures not available.

‡ Ceased to be Centrally Administered Areas.

Table No. 23—Statistics of Secondary Schools—*contd.*

Province	No. of Students on Rolls in Schools					
	1946-47			1947-48		
	For Boys	For Girls	Total.	For Boys	For Girls	Total
Assam . . . . .	1,54,760*	21,826*	1,76,586*	1,38,405	20,970	1,59,375
West Bengal . . . . .	3,41,627	46,202	3,87,829	4,65,374	57,126	5,22,500
Bihar . . . . .	3,22,198	21,210	3,43,408	3,61,100	23,044	3,84,144
Bombay . . . . .	2,45,495	39,525	2,85,020	2,66,708	41,833	3,08,541
C. P. & Berar . . . . .	1,59,812	16,553	1,76,365	1,70,256	16,809	1,87,065
Madras . . . . .	3,93,566	60,959	4,54,525	4,28,986	65,982	4,94,968
Orissa . . . . .	48,702	3,651	52,353	64,415	4,767	69,182
East Punjab . . . . .	2,74,017	23,153	2,97,170	2,80,049	30,346	3,10,395
United Provinces . . . . .	3,40,225	1,10,841	4,51,066	4,05,722	1,12,103	5,17,825
Ajmer-Merwara . . . . .	10,180	1,479	11,659	11,009	1,514	12,523
A. & N. Islands . . . . .	†	†	†	700	..	700
Coorg . . . . .	2,399	555	2,954	10,800	545	11,345
Delhi . . . . .	30,932	9,897	40,829	31,974	10,061	42,035
Panth Piploda . . . . .	†	†	†	..	..	..
Minor Administrations . . . . .	12,888	8,019	20,907	‡	‡	‡
India (less States) . . . . .	23,36,801	3,63,870	27,00,671	26,35,498	3,85,100	30,20,598

Table No. 23—Statistics of Secondary Schools—*contd.*

Province	Expenditure on Schools					
	1946-47			1947-48		
	For Boys	For Girls	Total	For Boys	For Girls	Total
Assam . . . . .	39,06,886*	6,98,422*	46,05,308*	34,65,934	6,54,333	41,20,267
West Bengal . . . . .	1,35,94,545	26,61,681	1,62,56,226	1,69,46,716	36,65,426	2,06,12,142
Bihar . . . . .	86,32,388	9,27,863	95,60,251	1,16,20,300	11,77,000	1,27,97,300
Bombay . . . . .	1,84,10,707	39,47,194	2,23,57,901	2,12,48,417	45,36,450	2,57,84,867
C. P. & Berar . . . . .	53,14,909	8,18,768	61,33,677	75,04,327	10,18,806	85,23,133
Madras . . . . .	2,04,42,978	43,19,021	2,47,61,999	2,13,05,268	46,93,735	2,59,99,003
Orissa . . . . .	18,39,748	1,96,008	20,35,756	26,60,274	2,58,795	29,19,069
East Punjab . . . . .	93,98,060	12,10,184	1,06,08,244	1,18,75,222	16,58,948	1,35,34,170
United Provinces . . . . .	1,36,38,516	45,25,829	1,81,64,345	1,58,58,691	46,83,977	2,05,42,668
Ajmer-Merwara . . . . .	10,11,854	2,20,913	12,32,767	10,67,610	3,07,884	13,75,494
A. & N. Islands . . . . .	†	†	†	28,254	..	28,254
Coorg . . . . .	1,87,710	25,707	2,13,417	1,74,011	24,983	1,98,994
Delhi . . . . .	15,05,069	6,91,686	21,96,755	20,03,278	7,31,183	27,34,461
Panth Piploda . . . . .	†	†	†	..	..	..
Minor Administrations . . . . .	6,88,493	4,45,732	11,34,225	‡	‡	‡
India (less States) . . . . .	9,85,71,863	2,06,89,008	11,92,60,871	11,57,58,302	2,34,11,520	13,91,69,822

\* Figures relate to pre-partitioned Assam.

† Figures not available.

‡ Ceased to be Centrally Administered Areas.

of the English Middle school according to their proficiency particularly in English. The High stage was similar to that in Assam. In Bihar, the Middle stage covered two years, *i. e.*, classes VI and VII, and the High stage 4 years and the classes were numbered as VIII, IX, X and XI. In Bombay, the position as regards the Middle stage was a little different. The Middle stage existed only in the English schools where the classes were numbered as I, II and III, and the students passing the Vernacular Middle examination were considered for admission to any class of the English Middle school depending upon their proficiency. As regards the High stage, although the period covered was again 4 years, yet the classes were numbered as IV, V, VI and VII. In C. P. & Berar also, the Middle stage in Vernacular schools consisted of 3 classes—V, VI and VII and in English schools, of 4 classes—V, VI, VII and VIII. The High stage in C. P. & Berar was spread over 3 years, *i. e.*, the classes IX, X, and XI. In Madras, the Middle stage existed only in English schools and classes were numbered as I, II and III. The course of instruction for High stage spread over 3 years and the classes were numbered as IV, V, and VI. The position in Orissa was similar to that in Bihar. In East Punjab, the Middle stage for boys consisted of 4 classes, *i. e.*, V, VI, VII, and VIII; but in girls' schools it consisted of only the last 3. The High stage here covered two years, *i. e.*, classes IX and X. In U. P., the Middle stage covered 3 classes V, VI and VII, and the High stage, the classes VIII, IX, and X. In Ajmer-Merwara, the Middle stage covered 3 years in the Vernacular schools and 4 years in the English schools. Students who passed the Vernacular Middle examination were admitted to any one of the upper 3 classes of the English Middle school depending upon their proficiency. The High stage consisted of 2 classes, namely, IX and X. In Coorg, the Middle and the High stages covered 3 years each. In Delhi, the position as regards the Middle stage was identical with that in East Punjab. But the High stage here was of two types: (a) High stage—that in which the period of instruction was 2 years with classes IX and X, and (b) Higher Secondary stage—that in which the period of instruction was 3 years with classes IX, X and XI.

### *Medium of Instruction*

The medium of instruction at the Secondary stage was the regional language in all the provinces, except in Coorg and in some schools in C. P. & Berar. English was taught as a compulsory subject throughout the High stage in all the provinces. In C. P. & Berar, it was decided to abolish English as a medium of instruction in Government Secondary schools where it existed; and all English-medium sections in High Schools were accordingly converted into Indian-Language-medium sections commencing with class IX and following it for classes X & XI in the succeeding years.

### *Schools*

There were 12,899 Secondary schools (4,076 High and 8,823 Middle) as compared with 11,953 (3,659 High and 8,294 Middle) during the previous year. Of the former, 11,081 were for boys and 1,818 for girls. The increase in the number of schools was observed in almost all the Provinces and Centrally Administered Areas, except in Assam where the decrease was due to the exclusion of Sylhet after the partition of the country. In Madras and U. P., many Middle schools were raised to High schools during the year.

The Middle schools in India are broadly of two types, English and Vernacular. In the former, English is taught as a compulsory subject. With the march of time the difference between these two types is gradually disappearing. Of the Middle schools during the year, 4,959 were English schools and 3,864 Vernacular schools

In 1947-48 the number of Secondary schools in rural areas was 8,067 (1,512 High and 6,555 Middle), which constituted 62·6 per cent of the Secondary schools in the country; the percentage of High schools in rural areas to the total number of High schools being 36·8 and that of Middle schools 74·3.

### Pupils

The total enrolment in all the Secondary schools was 30,20,598 (25,41,641 boys and 4,78,957 girls) as compared with 27,00,671 (22,58,009 boys and 4,42,662 girls) in the previous year. There was an overall increase in the number of pupils on rolls, except in Assam where the decrease was due to the partition of the province. The increase in the number of students on rolls in the Secondary schools in East Punjab and Delhi may be attributed mostly to the influx of refugee students from Pakistan.

Out of the total number of pupils on rolls in the Secondary schools, 18,25,979 were in High schools and 11,94,619 in Middle schools. As Primary classes are attached to Secondary schools and Secondary classes to Intermediate colleges, it is desirable to show separately the number of students in the secondary stage. This number during the year was 25,51,032 (21,83,147 boys and 3,67,885 girls) which gives an increase of 3,55,937 over the previous year. The total enrolment consisted of 17,93,021 in the Middle stage and 7,58,011 in the High stage. Table No. 24 shows increase or decrease in enrolment at the Secondary stage in the different provinces and areas.

**Table No. 24—Number of Student on Rolls in the Secondary Stage**

Province	Number of Students in the Secondary Stage						Increase (+) or Decrease (—)
	1946-47			1947-48			
	Boys	Girls	Total	Boys	Girls	Total	
Assam . . . . .	95,230*	13,649*	1,08,879*	82,593	13,523	96,116	—12,763
West Bengal . . . . .	2,26,237	20,992	2,47,229	3,02,232	26,831	3,29,063	+81,834
Bihar . . . . .	1,96,960	8,247	2,05,207	2,25,557	9,463	2,35,020	+29,813
Bombay . . . . .	3,53,832	99,671	4,53,503	3,71,311	1,05,347	4,76,658	+23,155
C. P. & Berar . . . . .	69,719	12,510	82,229	1,06,301	18,893	1,25,194	+42,965
Madras . . . . .	4,23,759	1,03,033	5,26,792	5,13,484	1,42,240	6,55,724	+1,28,932
Orissa . . . . .	26,117	1,830	27,947	35,923	2,221	38,144	+10,197
East Punjab . . . . .	1,47,035	13,852	1,60,887	1,55,160	9,190	1,64,350	+3,463
U. P. . . . .	3,03,369	28,528	3,31,897	3,57,173	33,477	3,90,650	+58,753
Ajmer-Merwara . . . . .	7,675	1,260	8,935	8,288	1,239	9,527	+592
A. & N. Islands . . . . .	†	†	†	103	24	127	+127
Coorg . . . . .	3,067	1,384	4,451	3,157	827	3,984	—467
Delhi . . . . .	20,141	5,990	26,131	21,865	4,610	26,475	+344
Panth Piploda . . . . .	†	†	†	..	..	..	..
Minor Administrations . . . . .	7,921	3,087	11,008	‡	‡	‡	—11,008
India (Less States) . . . . .	14,81,062	3,14,033	21,95,095	21,83,147	3,67,885	25,51,032	+3,55,937

\* Figures relate to pre-partitioned Assam.

† Figures not available.

‡ Ceased to be Centrally Administered Areas in 1947-48.

During the year under report the average number of pupils per Secondary school rose from 226 to 234. Province-wise it was : Assam 171, West Bengal 275, Bihar 183, Bombay 257, C. P. & Berar 176, Madras 465, Orissa 143, East Punjab 214, U. P. 207, Ajmer-Merwara 184, A. & N. Islands 700, Coorg 366 and Delhi 397.

Co-education has not been very popular in the Secondary stage. It is observed that only 0.6 per cent of the boys were studying in girls' schools and 22.5 per cent of the girls in the boys' schools. The number of boys studying in Secondary schools for girls decreased by 2,098 to 13,999 and of girls studying in the schools for boys rose by 13,968 to 1,07,856. The increase in the number of girls studying in the schools for boys was sufficiently marked in the provinces of Orissa, East Punjab, U. P. and Ajmer-Merwara. According to the Bihar Report, this increase was due to the increase of popularity of co-education in the province. There was, therefore, need for opening more schools for girls.

### *Expenditure*

The total direct expenditure on Secondary schools rose from Rs. 11,92,60,871 to Rs. 13, 91,69,822. All the Provinces and Centrally Administered Areas, except Assam, showed an increase. Table No. 25 gives the sources from which this expenditure was met :—

**Table No. 25—Expenditure on Secondary Schools, by Sources**

Source	1946-47		1947-48		Increase	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
Government Funds	3,25,43,036	27.3	4,09,10,892	29.4	83,67,856	25.8
Local Board Funds	90,13,397	7.5	99,27,507	7.1	9,14,110	10.1
Fees	6,04,30,679	50.7	6,97,02,217	50.1	92,71,538	15.3
Other Sources	1,72,73,759	14.5	1,86,29,206	13.4	13,55,447	7.8
Total	11,92,60,871	100.0	13,91,69,822	100.0	1,99,08,951	16.7

It is significant that about 50 per cent of the expenditure was met from fees. It will appear that the percentage contribution from Local Board funds, fees and private benefactions, etc., showed a decrease while that from Government funds increased.

During the year under review an increase in the average cost per student was observed in many of the provinces mainly because of the somewhat higher

emoluments paid to teachers and the rise in prices of apparatus and school material. The provincial position in this respect is given in the following table :—

**Table No. 26—Average Annual Cost per Student in Secondary Schools**

Province	Average Annual cost per student	
	1946-47	1947-48
	Rs.	Rs.
Assam . . . . .	26.1	25.9
West Bengal . . . . .	41.9	39.4
Bihar . . . . .	27.8	33.3
Bombay . . . . .	78.4	82.6
C. P. & Berar . . . . .	34.8	45.6
Madras . . . . .	54.5	52.5
Orissa . . . . .	38.8	42.2
East Punjab . . . . .	35.7	43.6
U.P. . . . .	40.3	39.7
Ajmer-Merwara . . . . .	105.7	109.8
A. & N. Islands . . . . .	..	40.4
Coorg . . . . .	72.3	63.4*
Delhi . . . . .	53.8	65.1
Minor Administrations . . . . .	54.3	†
India (less States) . . . . .	44.2	46.1

\* Relate to High Schools only.

† Ceased to be Centrally Administered Areas.

The exact figures about tuition fees charged from students of Secondary schools are not available for all the provinces and areas, but the average income per annum per student from fees (including the tuition, examination, and all other kinds of fees) in Secondary schools comes to Rs. 23·1.

In certain provinces the school fees were enhanced during the year. In Bihar, there was 10 per cent increase in almost all the non-governmental High schools and the extra collections were distributed among teachers as dearness allowance to make them eligible for a similar allowance from the Provincial Government. In U. P., the fees were standardized, which resulted in an apparent increase of about 50 per cent ; but the burden of this increase on the guardians was not great, as by this standardization a large number of unauthorized fees were forbidden. It was considered to be a much-needed reform.

#### *Administration and Control*

As in the case of Primary schools, the Secondary schools were also managed by Provincial Governments, Local Boards and Private Bodies. The latter shouldered a large share.

It may be observed that 57·3 per cent of the Secondary schools were managed by Private Bodies. The share of these bodies in the case of High schools was more than that in the case of Middle schools. About 79 per cent of the High schools and 46·8 per cent of the Middle schools were managed by these agencies. The Local Bodies had a large share in the case of Middle schools only ; 47·3 per cent of them in the country were under their management. The Vernacular Middle schools were mostly (73·7 per cent) managed by the District Boards. Table No. 27 gives the percentage distribution of the number of High and Middle schools under the management of the different bodies in the different provinces during the year under review.

Though some of the schools controlled by Private Bodies did commendable work, in many cases their management was not fully satisfactory. According to the report from C. P. & Berar, " Private High Schools cannot maintain the high standard required by the Department. They cannot levy fees at rates higher than those obtaining in Government schools, nor can they afford to charge fees at a lower rate. It follows, therefore, that the income of these schools is proportional to their enrolment. They admit students to their maximum limit without reference to their ability, with the obvious result that the standards are lowered".

Table No. 27—Percentage Distribution of Middle and High Schools, by Management

Province	Middle Schools					High Schools				
	Percentage of Schools Managed by					Percentage of Schools Managed by				
	Government	District Boards	Municipal Boards	Private		Government	District Boards	Municipal Boards	Private	
				Aided	Unaided				Aided	Unaided
Assam . . . . .	4.6	35.0	2.3	46.0	11.2	12.0	..	..	79.6	8.4
West Bengal . . . . .	0.3	1.0	0.5	86.1	12.1	2.7	..	0.1	52.1	45.1
Bihar . . . . .	0.2	40.6	2.1	36.4	20.7	5.3	..	..	57.4	37.3
Bombay . . . . .	0.5	41.8	7.0	39.1	11.6	4.8	..	5.1	87.6	2.5
C. P. & Berar . . . . .	23.6	37.8	9.4	17.5	11.7	27.1	..	10.3	33.0	29.6
Madras . . . . .	12.3	5.9	25.7	51.8	4.3	7.0	7.0	29.5	55.9	0.0
Orissa . . . . .	21.5	17.4	2.3	43.9	14.9	22.1	11.5	0.8	47.6	18.0
East Punjab . . . . .	1.6	90.4	1.7	3.8	2.5	18.4	15.9	4.5	36.9	24.3
U. P. . . . .	5.2	53.4	6.7	20.6	14.1	15.5	..	2.9	75.8	5.8
Ajmer Merwara . . . . .	57.5	..	2.5	40.0	..	14.3	..	..	85.7	..
A. & N. Islands . . . . .	..	..	..	..	..	100.0	..	..	..	..
Coorg . . . . .	12.5	83.3	..	4.2	..	28.6	..	..	71.4	..
Delhi . . . . .	23.0	45.9	4.0	26.2	..	11.1	..	6.7	82.2	..
India (less States) . . . . .	5.9	42.6	4.6	34.3	12.6	9.3	2.9	7.9	60.9	19.0



### *Reorganization—*

The country is more interested in the overhauling of the entire system of Secondary education than in making changes in its managing and supervisory agencies. There is a general feeling that the present system of education was devised to serve the interests of a foreign rule. Naturally after the attainment of independence there has been a growing demand for its improvement. The matter is receiving the attention of both the Central and the Provincial Governments.

At the 14th Annual Meeting of the Central Advisory Board of Education held in January, 1948, the question of reform in the system of Secondary education in the country was discussed; and in view of its importance to the whole educational structure, the Board recommended that a Commission be appointed by the Government of India to review the position of Secondary education in the country and to make recommendations. This idea was favoured also by the All India Education Conference held in January, 1948.

In U. P., the question of educational reforms was taken up by the first Congress Ministry in that Province; but before any concrete shape could be given to its plans, that Ministry resigned. The results of its labours, however, remained in the shape of Acharya Narendra Deo Committee Report. During the year 1947-48, the report was examined afresh. The Committee of Departmental Officers under the Chairmanship of the Honourable Minister for Education, U. P., drew up a plan of reorganization. It was decided to abolish the distinction between Hindustani and Anglo-Hindustani schools, to make the child's mother-tongue the medium of instruction, and to direct all students at the Higher Secondary stage into different lines according to aptitude. A new recurring grant of Rs. 6 lakhs was given to non-government institutions to improve their equipment in the light of this reorganization.

In C. P. and Berar also, plans were formulated for the reorganization of Secondary education and the revision of the High School Education Act, 1923. Although these schemes could not be brought into operation during that year, the detailed examination of the various problems and the chalking out of a definite plan of work for these schemes was a great achievement.

The Government of Bombay sanctioned as a post-war reconstruction measure a five-year scheme for the improvement of Secondary education in the province. The scheme provided additional amounts for each of the five years from 1947-48 in order to supplement the existing allotment of a little over Rs. 21 lakhs in the ordinary budget on account of grants to non-government Secondary schools. With this additional financial help, it was hoped that the managements would be able to meet the cost of a fairly high standard of education.

### *Teachers—*

The total number of teachers in Secondary schools on the 31st March, 1948, was 1,22,899 (69,187 trained and 53,712 untrained) as compared with 1,13,044 (64,509 trained and 48,535 untrained) in 1946-47. Of the former, 17,251 were women teachers. The percentage of trained teachers to the total number of teachers showed a little decrease from 57.1 to 56.3. Table No. 28 indicates the position in the different Provinces and Centrally Administered Areas.

It will be seen that the percentage of trained teachers to the total number of teachers fell in all the provinces, except in C. P. and Berar, East Punjab, Ajmer-Merwara and Delhi. This fall was generally due to insufficient training facilities.

Table No. 28—Number of Trained and Untrained Teachers in Secondary Schools

Province	1946-47				1947-48			
	No. of Teachers			Percentage of Trained Teachers	No. of Teachers			Percentage of Trained Teachers
	Trained	Untrained	Total		Trained	Untrained	Total	
Assam	1,820*	5,102*	6,922*	26.3	1,543	4,382	5,925	26.0
West Bengal	4,151	11,404	15,645	26.5	4,348	13,283	17,631	24.7
Bihar	6,875	7,460	14,335	48.0	7,151	8,357	15,508	46.1
Bombay	6,339	6,901	13,240	47.9	6,539	7,297	13,836	47.3
C. P. & Berar	4,449	3,361	7,810	57.0	4,563	3,984	8,547	53.4
Madras	16,265	2,742	19,007	85.6	17,992	3,486	21,478	83.8
Orissa	1,408	1,122	2,620	57.2	1,791	1,696	3,487	51.4
East Punjab	7,522	2,079	9,601	78.3	9,272	1,679	10,951	87.5
U. P.	13,254	7,314	20,568	64.4	13,976	8,947	22,923	61.0
Ajmer-Merwara	417	262	679	61.4	434	251	685	63.4
A. & N. Islands	†	†	†	..	10	23	33	30.3
Coorg	84	29	113	74.3	223	100	323	69.0
Delhi	1,259	331	1,590	79.2	1,345	227	1,572	85.6
Pantli Piploda	†	†	†	..	..	..	..	..
Minor Administrations	576	338	914	63.0	‡	‡	‡	..
India (less States)	64,309	48,535	1,13,044	57.1	69,187	53,712	1,22,899	56.3

\*Figures relate to pre-partitioned Assam.

†Figures not available.

‡Ceased to be Centrally Administered Areas.

In Bombay, although there was a curtailment in the facilities for training, the training institutions could not be filled to capacity. The prevailing financial conditions proved to be a great obstacle in the way of the school managements deputing teachers for training. The U. P. Report states that "the percentage increase in the number of untrained teachers is not surprising, in view of a large increase in the number of schools (*i.e.* 274) which necessitated the recruitment of a large number of untrained teachers. The lack of adequate number of training institutions is also responsible for this insufficient supply of trained teachers".

The average number of students per teacher was 25 as against 24 in the previous year. The inter-provincial variation about this was : Assam 27, West Bengal 30, Bihar 25, Bombay 22, C. P. and Berar 22, Madras 23, Orissa 20, Punjab 28, U. P. 23, Ajmer-Merwara 18, A. & N. Islands 21, Coorg 35, and Delhi 27.

There has been some deterioration in the efficiency of the teachers, whether it is judged by the examination results or by less mechanical and more subjective standards. This may be partly accounted for by the insecure terms of service and constant efforts on the part of teachers to supplement their meagre incomes by additional, and sometimes non-academic work. Lack of discipline among students and the indifference of the guardians were further contributory factors and tended to neutralize the efforts of the teachers. The position was even more unsatisfactory in the case of private schools. Their managements had to recruit a higher proportion of untrained teachers and were more dependant on the income derived from school fees.

#### *Pay and Scales—*

Statement No. 29 gives an account of the scales of pay of teacher of Middle and High schools and the minimum qualifications required for them in the different provinces.

#### *Conditions of Service of Teachers—*

In case of government schools, the appointments and transfers of teachers were, as usual, made by the Education Department of the province concerned. But in the non-government schools the managing committees of the schools acted as *de facto* masters of teachers, although the appointments and dismissal of teachers were required to be approved by the Inspectors of schools.

Teachers in government schools were entitled to the benefits of pension and the general provident fund like other government servants. In the non-government schools, however, no system of pension existed ; but the teachers in almost all these schools participated in the contributory provident fund scheme. Local Bodies had their own provident fund schemes for the teachers under their control.

Conditions of service of teachers in private schools were, as usual, unsettled, unattractive, and insecure. The C. P. and Berar Report stated, "there is little stability of tenure, and prospects are limited. There are frequent changes in the staff as the teachers are on the lookout for better paid appointments. This has an adverse effect on the efficiency of schools". To ensure stable and secure conditions of service for teachers in Secondary schools the Government of Bombay appointed a special committee to enquire into the whole question of Secondary Education and recommended adequate scales of salaries for Secondary school teachers. The report was still under consideration of the Government at the end of the year. In C. P. and Berar, a school Code was framed by the High School Education Board which, when implemented, would provide teachers with better scales of pay, general stable tenure, and also a share in the management of schools.

Table No. 29—Scales of Pay, etc., of Teachers in Middle Schools

Province	Managed By	Head or Assistant Teacher	Minimum Qualification Required	Scales of Pay	Allowance if any in addition to pay
Assam	Government	Head Master (English Middle Schools)	Graduate or an experienced Intermediate passed Teacher	Rs. 75—4—115—4—175	Allowance as admissible to other Governments Servants, Khasi and Jaintia Hills—20 per cent. Rest of Assam—17½ per cent.
		Head Pandit (Middle Vernacular Schools)	Third Year Normal Passed	Rs. 40—1—50—2—70	Ditto.
		Second Master	Normal Passed	Rs. 45—1—50—2—70	Ditto.
		Other Teachers	Ditto	Rs. 30—1—40—1—54	Ditto
	District Board & Municipal Board	No fixed scale of pay. They are expected to follow Government schools in respect of staff salaries and qualifications. But this is seldom the case.			
	Private-Aided and Unaided	Ditto.			
West Bengal	Government	Head Master	Master's Degree with Degree or Diploma in Teaching	Rs. 75—8/2—115—5/2—125—E.B.—5/2—135—10/2—175	D. A. as admissible to other Govt. Servants.
		Head Mistress	Bachelor's Degree or Diploma in Teaching	Ditto	Ditto.
		Asstt. Teacher	Intermediate Examination of a recognised University, V.M., (or I.T. Degree) in case of boys Institutions & Senior Training Certificate in case of Girls Schools	Rs. 50—4/2—78—E.B.—4/2—90—5/2—100.	Ditto.
		Vernacular Teacher	Matriculation or V.M. or Final Madrasah Certificate	Rs. 35—4/2—75—E.B.—5/2—80.	Ditto.
		Drill & Drawing	Proficiency in Drill & Drawing with adequate knowledge of English & of Bengali or Urdu	Ditto	Ditto.

Bihar	Distt. Board & Municipal Board	Head Teacher . . . . .	Intermediate or its equivalent . . . . .	Rs. 35 to 50 . . . . .	Rs. 5 P.M.
		Asstt. Teacher & Head Pandit . . . . .	V.M. Passed . . . . .	Rs. 25 to 35 . . . . .	Ditto.
	Private— Aided . . . . .	Head Teacher . . . . .	Intermediate or its equivalent . . . . .	Rs. 35 to 50 . . . . .	Ditto.
		Other Teachers . . . . .	Matriculation, M.E.V.M. passed . . . . .	Rs. 15 to 25 . . . . .	Ditto.
	Unaided . . . . .	Head Teacher . . . . .	Intermediate . . . . .	Rs. 30 to 35 . . . . .	Ditto.
		Other Teachers . . . . .	Matriculation, M.E. or J.M. passed . . . . .	Rs. 15 to 25 . . . . .	Ditto.
	Government	Head Teacher . . . . .	Matriculation with training for three years . . . . .	(i) Rs. 150—10—230—E.B.—15—350 (Upper Division)	D.A. as admissible under Government Rules.
				(ii) Rs. 100—5—130—E.B.—6—190 (Lower Division)	Ditto.
		Asstt. Teacher . . . . .	Ditto . . . . .	(i) Rs. 50—2—70—E.B.—2—90.	Ditto.
				(ii) Rs. 45—2—55—E.B.—2—75.	
Non-Government . . . . .	No fixed scales of Pay				
Bombay . . . . .	As shown against Primary Schools' Teachers.				
C. P. & Berar	Government (Middle Schools)	Head Master . . . . .	Matriculation Dip. T. . . . .	Old Scale :—Rs. 100—5—150. New Scale :—Rs. 90—4—130.	
		Asstt. Master . . . . .	Ditto . . . . .	Old Scale :—Rs. 60—60—2—100. New Scale :—Rs. 50—50—2—90.	
	Government Basic School*	Head Master . . . . .	Dip. T. . . . .	Rs. 40 fixed.	
		Asstt. Master . . . . .	Basic Trained . . . . .	Rs. 30 fixed.	
Madras . . . . .	Not Available.				
Orissa . . . . .	Not Available.				

\*There are no recognised Non-Government Basic Schools.

Table No. 29—Scales of Pay, etc., of Teachers in Middle Schools—*contd.*

Province	Managed By	Head or Assistant Teacher	Minimum Qualification Required	Scales of Pay	Allowance if any in addition to pay			
East Punjab	Government (Boys Schools)	Head Master	Trained Graduate	(i) Rs. 90—5—190 with a start of Rs. 100 for M.A., B.T. (ii) Rs. 150—10—190—10—220. (iii) Rs. 230—10—270—10—300.	D.A. Temporary allowance & House Rent allowance sanctioned by Government from time to time.			
		Asstt. Master	Trained Graduate	Ditto		Ditto.		
		Vernacular & Classical Language Teachers etc.	S. V. Trained	(i) Rs. 50—3—80—4—100 (ii) Rs. 105—7—140 (iii) Rs. 140—10—220		Ditto. Ditto. Ditto.		
			Government (Girls Schools)	Head Mistress		Trained Graduate	(i) Rs. 70—5—90—100—5—150 with a start of Rs. 70 for J.A.V.'s Rs. 90 for B.A., B.T.'s and Rs. 100 for M.A., B.T.'s. (ii) Rs. 150—10—190—10—220. (iii) Rs. 230—10—270—10—330.	Ditto. Ditto. Ditto.
				Vernacular & Classical Mistress		(i) Rs. 50—3—80—4—100 (ii) Rs. 105—7—140. (iii) Rs. 140—10—220.	Ditto. Ditto. Ditto.	
	United Provinces		More or less like the High Schools.					

Table No. 29—Scales of Pay, etc., of Teachers in High Schools

Province	Managed By	Head or Assistant Teacher	Minimum Qualification Required	Scales of Pay	Allowance if any in addition to pay
Assam	Government	Head Teacher Class I Head Teacher Class II Assistant Teacher Grade A Language Teachers and Physical Instructors Drawing Teacher	B.A. or B.Sc. Degree of an Indian University. The teachers are required as a general rule to qualify themselves in teaching by taking the B.T. Degree subsequently.	Rs. 175—400	Allowances as admissible to other Government Servants, Khasi & Jaintia Hills—20 per cent of pay. Rest of Assam—17½ per cent of pay.
				Rs. 100—250. Rs. 75—120. Old Scale:—Rs. 75—5—125—5—175—5—200. New Scale:—Rs. 75—4—115—4—155—4—175. Rs. 40—1—50—2—70.	
	District and Municipal Board		No Schools.		
	Private— Aided Unaided			No fixed Scales of Pay.	
West Bengal	Government	Assistant Head Master	Bachelor's degree with a degree or diploma in teaching and satisfactory record of teaching.	Original Scale:—Rs. 150—10—250 Revised Scale:—Rs. 130—10/2—140—20/2—220.	Add—Interim increase of pay of Rs. 10 + 20 per cent of the total pay. D.A. 17½ per cent or Rs. 22 minimum.
		Assistant Head Mistress	Bachelor's degree with a degree or diploma in teaching and satisfactory record of teaching and proficiency in Bengali or Urdu.	Ditto	Ditto.
		Assistant Teacher	Bachelor's degree with a degree or Diploma in teaching.	Old Scale:—Rs. 75—5—150—E.B.—5—200. Revised Scale:—Rs. 75—8/2—115—5/2—125—E.B.—135—10/2—175.	Ditto.
		Junior Asstt. Mistress	Intermediate Examination with a Senior Training Certificate.	Original Scale:—Rs. 50—2—80—3—110. Revised Scale:—Rs. 50—4/2—78—E.B.—4/2—90—5/2—100.	Ditto.

Table No. 29—Scales of Pay, etc., of Teachers in High Schools—*contd.*

Province	Managed By	Head or Assistant Teacher	Minimum Qualification Required	Scales of Pay	Allowance if any in addition to pay
West Bengal— <i>contd.</i>	Government— <i>contd.</i>	Hindi Teacher (Munshi), Victoria Boys' School, Kurseong.	Special Proficiency in Hindi with sound knowledge of English, preferably with Bachelor's Degree.	Original Scale :—Rs. 100—10—200—E.B.—10—250. Revised Scale :—Rs. 90—100—15/2—160—E.B.—20/2—220.	Add—interim increase of pay of Rs. 10+20 per cent of the total pay. D.A. 17½ per cent or Rs. 22 minimum.
		Tibetan Teacher (Head Lama), Darjeeling.	Bachelor's Degree with Honours in Tibetan and a Sound knowledge of English and Nepali.	Original Scale :—Rs. 60—4—120—E.B.—4—160. Revised Scale :—Rs. 60—7/2—95—E.B.—5/2—140.	Ditto.
		Senior Classical Language Teachers.	Bengal Title Examination in Classical Subjects concerned, with adequate knowledge of English, and Bengali or Urdu.	Ditto . . .	Ditto.
		Junior Classical Language Teachers.	Title Examination in Classical Subjects with adequate knowledge of a Local Vernacular.	Original Scale :—Rs. 50—2—80—E.B.—3—100. Revised Scale :—Rs. 50—4/2—75—E.B.—4/2—90—5/2—100.	Ditto.
		Burmese Teacher, Rangamati Govt. High School.	Intermediate Examination with adequate knowledge of Burmese.	Ditto . . .	Ditto.
		Vernacular Teacher . . .	Intermediate Examination with adequate knowledge of Vernacular.	Ditto . . .	Ditto.
		Physical Instructor . . .	Bachelor's Degree with a Diploma in Physical Education.	Original Scale :—Rs. 75—5—150—E.B.—5—200. Revised Scale :—Rs. 75—8/2—115—5/2—125—E.B.—5/2—135—10/2—175.	Ditto.
		Physical Instructress, Sakhat Memorial Girls High Schools, Calcutta.	Certificate in Physical Education with sound knowledge of English.	Ditto . . .	Ditto.
		Second & Third Music Mistresses (Dow Hill Girls School, Kurseong).	Licentiate of the Royal Academy of Music.	Original Scale :—Rs. 180—10—280 Revised Scale :—Rs. 160—15/2—190—20/2—210.	Ditto.



		Drawing Teacher . . . . .	Matriculation and final pass certificate from Government School of Arts.	Original Scale:—Rs. 50—2—80 —E.B.—3—110. Revised Scale:—Rs. 50—4/2— —78—E.B.—4/2—90—5/2— 100.	Ditto.
		Drill Master . . . . .	Bachelor's Degree with a Diploma in Physical Education.	Ditto	Ditto
		Gymnastic and Drill Master . . . . .	Ditto . . . . .	Original Scale:—Rs. 50—4—120 —E.B.—4—160. Revised Scale:—Rs. 60—7/2— —95—E.B.—5/2—140.	Ditto.
		Manual Instructor . . . . .	Matriculation Examination and Sub-overseer.	Original Scale:—Rs. 50—2—60— —E.B.—3—110. Revised Scale:—Rs. 50—4/2— —78—E.B.—4/2—90—5/2— 100.	Ditto.
		Teacher in Carpentry . . . . .	Middle School & Guru Training with a Certificate in Carpentry.	Original Scale:—Rs. 30—1—40 Revised Scale:—Rs. 30—2/2—46	Ditto.
	Non-Government*	Head Teacher . . . . .		Rs. 70 p.m. (Rs. 80 in Calcutta)	D.A. from Government Rs. 5.
		2nd Teacher . . . . .		Rs. 50 p.m. (Rs. 60 in Calcutta)	Ditto.
		3rd Teacher . . . . .		Rs. 40 . . . . .	Ditto.
		4th Teacher . . . . .		Rs. 30 . . . . .	Ditto.
		Head Pandit . . . . .	}	Rs. 30 . . . . .	Ditto.
		Head Maulvi . . . . .		Rs. 25 . . . . .	Ditto.
		Rest . . . . .			
Bitar	Government	Head Teacher . . . . .	Trained Graduate . . . . .	Rs. 220—15—280—E.B.— 25—630—E.B.—30—750.	D.A. as sanctioned by the Govt. for other Govt. Servants.
		Teacher . . . . .	(a) Trained Graduate . . . . .	Lower Division Rs. 100—5—130 Upper Division Rs. 150—10— —230—E.B.—15—350.	Ditto.
			(b) Trained Matriculate . . . . .	Rs. 30—3/2—45—2/2—55 . . . . .	D.A. @ Rs. 22 P.M.
			(c) Trained Intermediate . . . . .	Rs. 45—2/2—55 . . . . .	Ditto.
		Head mistress . . . . .	Trained Graduate . . . . .	Rs. 170—13—300/13—430—E.B. at 300.	D.A. @ 17½ per cent of the pay.

\* The Scales noted above are the minimum recommended by the University of Calcutta to qualify a school for recognition. Generally, Scales of pay in High schools depend upon the financial condition of the institutions concerned and therefore they vary in different institutions. In order to qualify for a Government grant-in-aid every High school is required to maintain a minimum monthly scale of expenditure of Rs. 540 for salaries of teachers and other regular expenditure.

**Table No. 29—Scales of Pay, etc., of Teachers in High Schools—contd.**

Province	Managed By	Head and Assistant Teachers, etc	Minimum Qualifications Required	Scales of Pay	Allowance, if any in addition to pay.	
Bihar—contd.	Government—contd.	Assistant Teacher (Woman)	(a) I. A. Trained . . . .	Rs. 55 . . . . .	D.A. @ Rs. 22 P.M.	
			(b) Trained Matriculate . . . .	Rs. 45—1—65 . . . . .	Ditto.	
			(c) Untrained Matriculate and Senior Trained non-Matriculate.	Rs. 30—1—40 . . . . .	Ditto.	
		Head Pandit . . . . .		Rs. 50—5/2—100 . . . . .	D.A. @ Rs. 22 P.M. upto Rs. 60 and then Rs. 15 or 17½ per cent of the pay whichever is greater + Rs. 8 P.M.	
		Assistant Pandit . . . . .		Rs. 30—3/2—45—2/2—55 . . . . .	D.A. @ Rs. 22 P.M.	
		Physical Instructor . . . . .		Ditto . . . . .	Ditto.	
		Drawing Teacher . . . . .		Rs. 50—5/2—100 . . . . .	D.A. @ Rs. 22 P.M. upto Rs. 60 and then Rs. 15 or 17½ per cent of the pay whichever is greater + Rs. 8 P.M.	
		Manual Training Teacher . . . . .		Rs. 30—3/2—45—2/2—55 . . . . .	D.A. @ Rs. 22 P.M.	
		District Board . . . . .	Head master . . . . .	Trained Graduate . . . . .	Rs. 110—10/2—170 . . . . .	D.A. upto Rs. 150—Rs. 12, above Rs. 150—10 per cent of pay.
			Assistant Master . . . . .	(a) Trained Graduate . . . . .	Rs. 65—5/2—100 . . . . .	D.A. Rs. 12 P.M.
			(b) Trained Intermediate . . . . .	Rs. 45—2/2—55 . . . . .	D.A. Rs. 10 P.M.	
			(c) Trained Matriculate . . . . .	Rs. 30—2/2—55 . . . . .	Ditto.	
	Language Teacher . . . . .		Oriental Title holder . . . . .	Rs. 45—2/2—75 . . . . .	D.A. Rs. 10 upto Rs. 60 & Rs. 12 above that.	
		Drawing Teacher . . . . .		Rs. 25—2/2—45 . . . . .	D.A. Rs. 10 P.M.	
		Physical Training Instructor . . . . .		Rs. 30—2/2—50 . . . . .	Ditto.	
	Manual Training Instructor . . . . .		Ditto . . . . .	Ditto.		
	Commercial Instructor . . . . .		Ditto . . . . .	Ditto.		
	Instructress in Needle work, Music & Physical Training.		Ditto . . . . .	Ditto		

	Private-Aided . . . .	Head Master . . . .	Trained Graduate . . . .	Rs. 100—5/2—150 . . . .	D.A. Rs. 12 P.M.
		Asstt. Head Master . . . .	Ditto . . . .	Rs. 75—5/2—95 . . . .	Ditto
		Asstt. Master . . . .	(a) Trained Graduate . . . .	Rs. 60—3/2—87 . . . .	D.A. Rs. 10.
			(b) Untrained Graduate . . . .	Rs. 60 . . . .	Ditto
			(c) Trained Intermediate . . . .	Rs. 40—1—50 . . . .	Ditto
			(d) Untrained Intermediate . . . .	Rs. 40 . . . .	Ditto
			(e) Trained Matriculate . . . .	Rs. 30—1—45 . . . .	Ditto
		Classical Language Teacher . . . .	Ditto . . . .	Ditto . . . .	Ditto
		Assistant Head Mistress . . . .	Trained Graduate . . . .	Rs. 80—5/2—100 . . . .	D.A. Rs. 12 P.M.
		Assistant Mistress . . . .	(a) Trained Graduate . . . .	Rs. 70—4/2—90 . . . .	Ditto
			(b) Untrained Graduate . . . .	Rs. 60 . . . .	D.A. Rs. 10 P.M.
			(c) Trained Intermediate . . . .	Rs. 50—3/2—65 . . . .	D.A. Rs. 10 P.M. upto Rs. 60 and Rs. 12 P.M. above that.
	District Board . . . . } Municipal Board . . . . }		No Schools.		
	Private-Aided* . . . .	Assistant Teacher . . . .	(a) Trained Graduates . . . .	Rs. 50.	
			(b) Untrained Graduates . . . .	Rs. 40.	
			(c) Passed Intermediate or Secondary Training School.	Rs. 40.	
			(d) Passed Intermediate but not trained at a Secondary Training School.	Rs. 30.	
			(e) Matriculate . . . .	Rs. 25.	
		Classical Language Teacher . . . .	....	Rs. 30.	
		Vernacular Teacher . . . .	....	Rs. 20.	
Bombay . . . .	Government . . . .	Head Master . . . .	B.A., B.T. . . . .	Rs. 220—15—400—E.B.—20— 500—E. B.—25—650.	D.A. as sanctioned by Govt. from time to time. House Rent Allowance for Bombay, Ahmedabad, Sholapur, Poona and Hubli. Local Allowance for Bombay and Poona.
		Assistant Master . . . .	Graduate with B.T. . . .	Rs. 70—5—130—E.B.—6—190 —8—200.	Ditto
		Hindustani Teacher . . . .	Ditto . . . .	Rs. 56—2—80—E. B.—4—120	Ditto

\* These are the lowest salaries admissible under Article 2864 of the Bihar and Orissa Code.

Table No. 29—Scales of Pay, etc., of Teachers in High Schools—*contd.*

Province	Managed by	Head or Assistant Teachers, etc.	Minimum Qualifications required	Scales of Pay	Allowance, if any, in addition to pay	
Bombay— <i>contd.</i>	Government— <i>contd.</i>	Drawing Teacher . . . .	(a) Drawing Teacher's Certificate.	Rs. 56—2—80—E.B.—4—120.	D.A. as sanctioned by Govt. from time to time. House Rent Allowance for Bombay, Ahmedabad, Sholapur, Poona and Hubli. Local Allowance for Bombay and Poona.	
			(b) Drawing Master's Certificate.	Rs. 62—3—92—E.B.—4—120.		Ditto
			(c) Art Master's Certificate . . . .	Rs. 74—4—114—E.B.—4—130—6—160.		Ditto
			Physical Instructor . . . .	.....	Rs. 56—2—80—E.B.—4—120.	Ditto
		District Board Municipal Board Private-Aided Private-Unaided	Assistant Master . . . .	(a) Graduate . . . .	Rs. 70—2—74.	
				(b) Graduate with S. T. C. or T. D.	Rs. 74—4—114—E.B.—4—130—6—160.	
				(c) Graduate with B.T. . . .	Rs. 80—5—130—E.B.—6—160—8—200.	
				(d) Matriculate trained . . . .	Rs. 56—2—80—E.B.—4—120.	
				(e) Matriculate untrained . . . .	Rs. 50—3/2—56.	
		C. P. and Berar	Government— (Men)	Hindustani Teacher . . . .	} Same as in Government Schools.	
Drawing Teacher . . . .						
Head Master . . . .	B.A. or B.Sc., B.T. . . .			Old Scale : Rs. 250—10—300. New Scale : Rs. 200—10—250.		
Assistant Masters and Language Teachers (Upper Division).	Ditto			Old Scale : Rs. 80—80—5—175. New Scale : Rs. 70—4—150.		
Assistant Masters (for Middle Classes).	Matric, Dip. T. . . .			Old Scale : Rs. 60—60—2—100. New Scale : Rs. 50—50—2—90.		
Physical Training Instructor, Drawing Master.	.....			Ditto.		

		(Women)				
			Head Mistress . . . .	B.A. or B.Sc., B.T. . . .	Rs. 150—150—10—200—200 —E.B.—10—250—250— E.R.—10—300.	
			Assistant Teacher, Language Teacher and Music Teacher.	Ditto . . . .	Old Scale : Rs. 80—80—5—175. New Scale : Rs. 70—4—150.	
			Assistant Teacher (Class Teacher for Middle Classes).	Matric, Dip. T. . . .	Old Scale : Rs. 60—60—2—100. New Scale : Rs. 50—50—2—90.	
			Drawing Teacher and Physical Training Instructress.	....	Ditto	
	Private-Aided . . . .		Head Master . . . .	....	Rs. 150—10—250.	
			Assistant Master . . . .	(a) Trained Graduate . . . .	Rs. 70—4—150.	
				(b) Untrained Graduate . . . .	Rs. 70—2—90.	
				(c) Trained Under-Graduate . . . .	Rs. 50—2—90.	
				(d) Untrained Under-Graduate . . . .	Rs. 50—1—65.	
			Physical Training Instructor, Drawing Master and Music Teacher, etc.	....	Ditto	
Madras . . . .	Government . . . .		Head Master . . . .	....	Rs. 165—5—205—10—245 .	Rs. 25 P.M. if the strength of the School exceeds 500 and Rs. 10 if the strength is below 500.
			Assistant Master . . . .	....	Ditto	
			Language Teacher . . . .	(a) A degree with language as the main special subject and L. T.	Rs. 80—5—120—10—170.	
				(b) S. S. L. C. and an Oriental Title and a Pandit's training.	Rs. 70—5—120.	
				(c) Oriental Title and a Pandit's Training.	Rs. 45—3—60—2—90.	
			Manual Training Instructor . . . .	....	Rs. 60—4—120.	
			Drawing Master . . . .	....	Rs. 45—3—60—2—90.	
	Private-Aided . . . .		Head Master . . . .	....	Rs. 150—10—200 . . . .	Rs. 25 P.M. if the strength exceeds 500. Rs. 5 craft allowance.
			Assistant Master . . . .	(a) Trained Graduates . . . .	Rs. 70—5—140 . . . .	Ditto
				(b) Trained Teachers . . . .	Rs. 40—1½—70.	
				(c) Untrained Graduates . . . .	Rs. 50.	

Table No. 29—Scales of Pay, etc., of Teachers in High Schools—*contd.*

Province	Managed by	Head or Assistant Teachers	Minimum Qualifications required	Scales of Pay	Allowance, if any, in addition to pay
Madras— <i>contd.</i>	Private-Aided— <i>contd.</i>	Assistant Master— <i>contd.</i>	(d) S. S. L. C. . . . .	Rs. 30.	
			(e) Others . . . . .	Rs. 25.	
		Language Teacher . . . . .	(a) L. T. . . . .	Rs. 70—5—140.	
			(b) S. S. L. C., Oriental Title and Pandit's Training.	Rs. 60—4—100—5—130.	
			(c) Oriental Title and Pandit's Training.	Rs. 40—1½—70.	
		Drawing Master . . . . .	....	Rs. 40—1½—70.	
Orissa . . . . .	Government . . . . .	Physical Training Instructor . . . . .	(a) S. S. L. C. and one year's training at Y. M. C. A. College of Physical Education.	Rs. 45—1½—75.	
			(b) Others . . . . .	Rs. 35—1—50.	
		Manual Training Instructor . . . . .	....	Rs. 50—2—90.	
		Headmaster . . . . .	Trained Graduate . . . . .	Rs. 200—25—300—20—500. E. B. at 380.	D. A. @ 17½% of the pay. If pay be between 401 and 500—Rs. 70 P.M.
		Assistant Master . . . . .	(a) Trained Graduate . . . . .	Lower Division: Rs. 65—4/2—105. Upper Division: Rs. 128—12/2—200.	D. A. @ Rs. 15 or 17½% of the pay whichever is greater plus additional D. A. of Rs. 8 P. M. if pay is between Rs. 60 and 100 and Rs. 6 if pay is between Rs. 100 and 300.
			(b) Untrained Intermediate . . . . .	Rs. 40 . . . . .	D. A. Rs. 10 P. M.
East Punjab . . . . .	Government . . . . .		(c) Trained Matriculate . . . . .	Rs. 40—1—50 . . . . .	Ditto
		Classical Language Teacher . . . . .	....	Rs. 30—3/2—45 . . . . .	Ditto
		....	As shown in Middle Schools.		

Non-Government—No uniform scales of pay are maintained but some schools have introduced the scales as sanctioned by the Government for its School. In the case of a Head Master in the Privately managed Aided institution the Department does not approve, for purpose of grant-in-aid, pay beyond Rs. 350.

United Provinces .	Government . . . . .	Head Master . . . . .	Trained Graduate . . . . .	Rs. 250—25—375—E.B.—25—500.	D. A. to all the Government servants at the following rates :—  (i) Rs. 25 P.M. to those drawing pay upto Rs. 50. (ii) Rs. 20 P.M. to those drawing pay between Rs. 51 to 150 P.M. (iii) Rs. 10 P.M. to those drawing pay between Rs. 151 and 200 P.M.
		Asstt. Master . . . . .	(a) Trained Graduate . . . . .	Rs. 120—8—200—E.B.—10—300.	
			(b) Trained Under-Graduate . . . . .	Rs. 75—5—120—E.B.—8—200.	
		Commerce Teacher . . . . .	Commerce Diploma . . . . .	Ditto	
		Agriculture Teacher . . . . .	Graduate in Agriculture . . . . .	Rs. 120—8—200—E.B.—10—300.	
		Language Teacher . . . . .	(a) M.A. in Sanskrit or Persian . . . . .	Ditto	
			(b) B.A. with Sanskrit or Persian <i>plus</i> Prathma. . . . .	Rs. 75—5—120—E.B.—8—200.	
			(c) B.A. with Urdu or Hindi and Sahitya Ratan-Fazil. . . . .	Ditto	
		Music Master . . . . .	Diploma in Music . . . . .	Ditto	
		Art Master . . . . .	Drawing Teachers' Training Certificate. . . . .	Ditto	
		Handicraft Teacher . . . . .	High School Examination and a Certificate of the Handicraft Teachers' Training Class. . . . .	Ditto	
		Asstt. Master of Physical Training . . . . .	(a) B.A. and a Diploma in Physical Education. . . . .	Rs. 75—5—120—E.B.—8—200.	
			(b) High School Examination and a Diploma in Physical Training. . . . .	Ditto	
		Drill Instructor . . . . .	.....	Rs. 40—2/2—50—E.B.—3/2—65.	
		Head Mistress . . . . .	Trained Graduate . . . . .	Rs. 250—25—375—E.B.—25—500.	
		Asstt. Mistress . . . . .	(a) Trained Graduate . . . . .	Rs. 120—8—200—E.B.—10—300.	
			(b) Trained Under-Graduate . . . . .	Rs. 75—5—120—E.B.—8—200.	
(c) Untrained Under-Graduate . . . . .	Rs. 45—2—65—E.B.—3—80.				
Asstt. Mistress for Physical Training. . . . .	B.A. with Diploma in Physical Education. . . . .	Rs. 75—5—120—E.B.—8—200.			

Table No. 29—Scales of Pay, etc., of Teachers in High Schools—*contd.*

Province	Managed by	Head or Assistant Teacher	Minimum Qualifications required	Scales of Pay	Allowance, if any, in addition to pay
United Provinces— <i>contd.</i>	Government— <i>contd.</i>	Language Mistress, Sewing Mistress, Music Mistress.	....	Rs. 45—2—65—E.B.—3—80 E.B.—4—100.	
		Physical Instructress, Matrons	....	Rs. 75—5—120—E.B.—8—200.	
	Non-Government	Head Master . . . .	....	Rs. 200—10—350.	
		Asstt. Master . . . .	(a) Trained Graduate . . . .	Rs. 120—6—168—E.B.—8—200.	
			(b) Trained Under-Graduate . . . .	Rs. 75—5—110—E.B.—6—140—E.B.—7—175.	
			(c) Untrained Graduate . . . .	Rs. 2/3 of the scale of Rs. 120—6—168—E.B.—8—200.	
			(d) Untrained Under-Graduate . . . .	2/3 of the scale of Rs. 75—5—110—E.B.—6—140—E.B.—7—175.	
		Language Teacher . . . .	(a) Trained Graduate . . . .	Rs. 120—6—168—E.B.—8—200.	
			(b) Others . . . .	Rs. 75—5—110—E.B.—6—140—E. B.—7—175.	
		Asstt. Master of Physical Education.	(a) Trained Graduate . . . .	Rs. 120—6—168—E.B.—8—200.	
			(b) Trained Under-Graduate . . . .	Rs. 75—5—110—E.B.—6—140—E. B.—7—175.	
		Drawing Master . . . .	....	Ditto	
		Instructor of Manual Training	....	Ditto	
Drill Instructor . . . .	....	Rs. 40—2/2—50—E.B.—3/2—65.			
Commercial Teacher . . . .	(a) Trained B.Com. . . .	Rs. 120—6—168—E.B.—8—200.			
	(b) Others . . . .	Rs. 75—5—110—E.B.—7—175.			



Delhi . . . .	The grades of pay were the same for schools under Government, District Board and Private managements aided by Government.	Agriculture Teacher . . . .	(a) Graduate . . . .	Rs. 120—6—168—E.B.—8—200.	The rates of all allowances were the same as sanctioned for Central Government employees in accordance with their basic salaries.	
			(b) Under-Graduate . . . .	Rs. 75—5—110—E.B.—6—120—E. B.—7—175.		
		Head Master (High School)	Trained Graduate . . . .	(a) Rs. 300—20—400 . . . . (b) Rs. 200—10—300. (c) Rs. 400—20—500.  (The Government had been recommended to sanction the uniform grade of Rs. 300—20—400).		
		Principal (Higher Secondary School)	Trained Post-Graduate . . . .	Rs. 350—25—500—30—590.		Ditto
		Asstt. Teacher . . . .	(a) Trained Post-Graduate, <i>i.e.</i> , M.A., B.T., etc. (b) Trained Graduate, <i>i.e.</i> , B.A., B.T., etc. (c) Graduates with Junior Training qualifications, <i>i.e.</i> , S.V., J.V., J.A.V., etc.	Rs. 200—10—250—15—400 . . . .  Rs. 80—5—120—8—200—10—300 with an initial start of Rs. 120.  Rs. 80—5—120—8—200—10/2—220.		Ditto Ditto Ditto

NOTE.—The decision regarding the scales of pay of Agriculture Teachers is a temporary measure.

These scales were revised in the year 1948 but came into force with effect from 1st January, 1947. Some of these scales, however, are not final still.

### Teaching

In most of the provinces the methods of teaching were stereotyped and completely overshadowed by examinations. The teacher was generally content with drilling boys in some commonplace topics, and the subject matter was not explained to them. The students had generally a poor command of any language and resorted to cramming rather than intelligently understanding the subject. Much emphasis was laid on the teaching of English ; but in certain provinces steps were taken this year to lay greater emphasis on the regional languages. Efforts were also made to make teaching more interesting and attractive.

Steps were taken in certain provinces to encourage the study of vocational subjects in the Secondary schools. In Bombay, in order to encourage the study of Agricultural, Industrial and Commercial subjects, special grants were paid to schools which introduced these subjects.

### Scholarships, Stipends and Free Places

The facilities provided for pupils of Secondary schools included free-studentships, scholarships, remissions of rent in hostels, etc. The scholarships were awarded to meritorious students on the results of Matriculation and High School Examination, and these were tenable for two years in colleges. Special scholarships and stipends were also awarded to poor and meritorious students at the discretion of the Director of Public Instruction of the Province. Certain scholarships and stipends were reserved for students of Backward Communities and Scheduled Castes.

### Examination Results

The final examination of the High school stage was known by different names in the different provinces : Matriculation, School Final, High School, School Leaving and Higher Secondary. The examination was conducted annually either by the Board of Secondary Education or by the Universities.

The candidates who took the High school examination were of two kinds : Regular and Private. Table No. 30 shows the number of candidates who appeared and passed the Matriculation or equivalent examinations in different provinces during the year 1947-48.

**Table No. 30—Matriculation (or equivalent) Examination Results**

Province	Number Appeared			Number Passed			Pass Percentage
	Men	Women	Total	Men	Women	Total	
Assam	4,035	533	4,568	2,198	306	2,504	54.8
West Bengal	25,410	3,943	29,353	16,309	2,448	18,757	63.9
Bihar	28,371	532	28,903	14,116	401	14,517	50.2
Bombay	29,842	5,716	35,558	12,888	3,050	15,938	44.8
C. P. & Berar	6,797	1,253	8,050	2,912	678	3,590	44.6
Madras	51,028	5,893	56,921	49,277	5,777	55,054	96.7
Orissa	5,420	209	5,629	3,180	142	3,322	58.7
East Punjab	4,128	730	4,858	2,145	478	2,623	54.0
U. P.	37,673	4,177	41,850	22,486	1,885	24,371	58.2
Ajmer-Merwara	742	89	831	493	70	563	67.7
A. and N. Islands	15	3	18	10	3	13	72.2
Coorg	242	63	305	138	38	176	57.7
Delhi	1,220	176	1,396	773	115	888	63.6
Panth-Piploda	..	..	..	..	..	..	..
India (less States)	1,94,923	23,317	2,18,240	1,26,885	15,391	1,42,276	65.2

The pass percentage for India as a whole was 65·2 this year as compared with 68·2 last year. From the above table it is clear that there was much variation in the pass percentage in the different provinces, the lowest being 44·6 per cent (C. P. and Berar) and the highest 96·7 per cent (Madras).

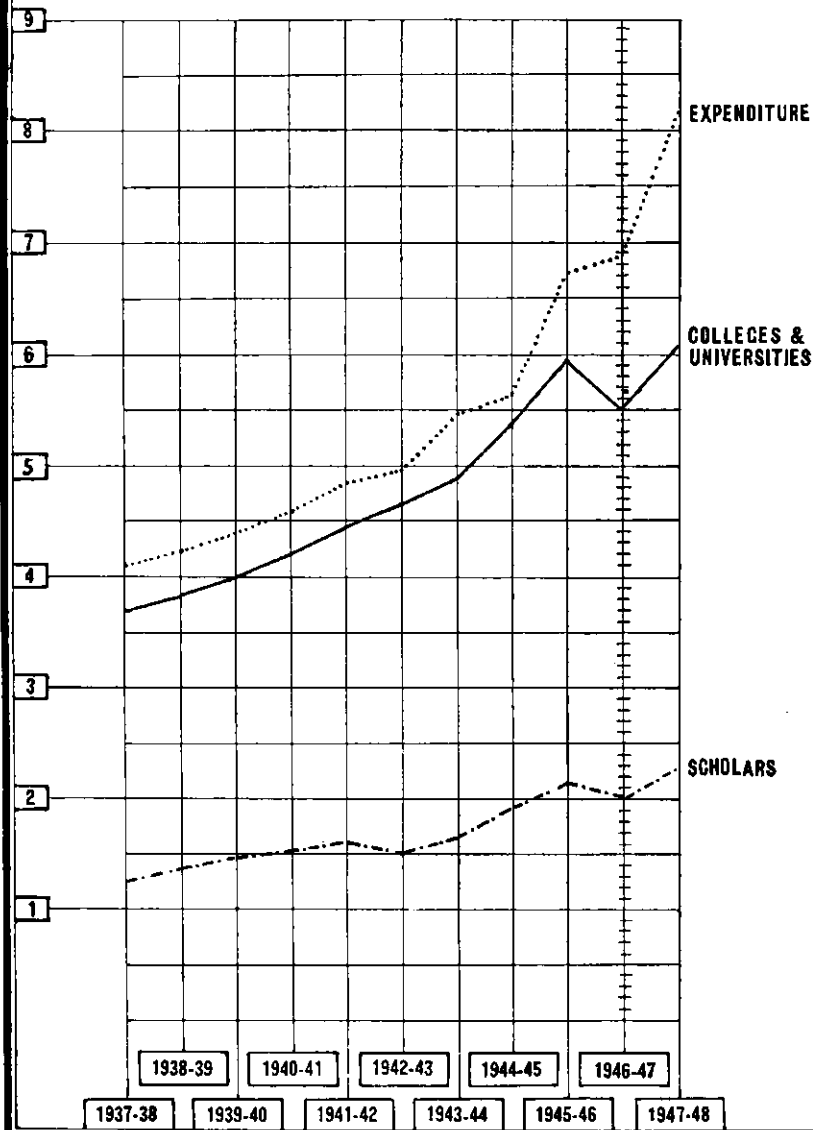
#### *School Buildings and Equipment*

The schools managed by Government were generally better housed and better equipped than the non-Government ones. In some provinces the private schools were housed in rented buildings which were designed for general purpose ; and in some provinces, where the programme of building schools could not be undertaken, temporary kacha or pacca buildings were built.

In Assam, the building and equipment of Government schools were reported to be well cared for ; but Board-schools were deficient in both and consequently less efficient. In West Bengal, want of building materials prevented the improvement of school buildings by extension or partial repairs or by thorough reconstruction. Radio-sets installed in some schools provided a valuable supplement to class room instruction. In Bihar, 2,054 Secondary schools had their own permanent or semi-permanent buildings, 31 were located in rented houses and others had only the permissive use of premises. A large number of schools, however, were ill-equipped and inadequately furnished. In C. P. and Berar, construction of new and extension of existing buildings could not be carried out and additional accommodation had to be found by renting private buildings. In a number of cases the schools had to be held on double-shift system. As regards equipment, although the schools were fairly equipped, they needed good libraries. It is reported from Orissa that most of the High schools in the province needed financial help to improve their school and hostel buildings. In addition to normal grants, special grants under post-war schemes were, therefore, given for the improvement of high schools. In Delhi, most of the schools were full to capacity and a number were over-crowded. The equipment and furniture in most of the schools were less unsatisfactory and inadequate than those in the other areas.

# PROGRESS OF COLLEGIATE & UNIVERSITY EDUCATION

COLLEGES IN HUNDREDS  
 SCHOLARS IN LAKHS  
 EXPENDITURE IN CRORES OF RS  
 STATISTICAL PARTITION LINE ++++++



## CHAPTER V

## COLLEGIATE AND UNIVERSITY EDUCATION

After passing the High school or equivalent examination those students who want to prosecute their studies further go to the University or the Higher stage of education. As stated in the Universities Commission Report, 1949, "India is rich in natural resources and her people have intelligence and energy and are throbbing with renewed life and vigour. It is for the Universities to create knowledge and train minds who would bring together the two, material resources and human energies".

During the year under report there were 21 Universities in India as a whole, of which 4 were located in Indian States (Mysore, Hyderabad, Travancore and Rajputana). There was at least one university in each of the major provinces of India. The United Provinces with 5 Universities topped the list in this respect; next came Madras where there were 3; and there were 2 universities in C. P. and Berar. Information about the universities in India as on 31st March, 1948 is given in the following table :—

Table No. 31—Universities in India

Name of University	Province/State in which located	Date of Foundation	Present Character of University
Calcutta . . . . .	West Bengal . . . . .	1857	Affiliating and Teaching
Bombay . . . . .	Bombay . . . . .	1857 (reconstituted 1928)	Affiliating and Teaching
Madras . . . . .	Madras . . . . .	1857 (reconstituted) 1923)	Federative, Affiliating and Teaching
Allahabad . . . . .	United Provinces . . . . .	1887 (reconstituted 1922)	Teaching
Banaras . . . . .	United Provinces . . . . .	1916	Teaching
Mysore . . . . .	Mysore . . . . .	1916	Teaching and Affiliating
Patna . . . . .	Bihar . . . . .	1917	Teaching and Affiliating
Osmania . . . . .	Hyderabad . . . . .	1918	Teaching
Aligarh . . . . .	United Provinces . . . . .	1920	Teaching
Lucknow . . . . .	United Provinces . . . . .	1920	Teaching
Delhi . . . . .	Delhi . . . . .	1923	Teaching and Federative
Nagpur . . . . .	C. P. and Berar . . . . .	1923	Teaching and Affiliating
Andhra . . . . .	Madras . . . . .	1926	Teaching and Affiliating
Agra . . . . .	United Provinces . . . . .	1927	Affiliating
Annamalai . . . . .	Madras . . . . .	1929	Teaching
Travancore . . . . .	Travancore . . . . .	1937	Teaching and Affiliating
Utkal . . . . .	Orissa . . . . .	1943	Affiliating
Saugor . . . . .	C. P. and Berar . . . . .	1946	Teaching and Affiliating
Rajputana . . . . .	Rajputana . . . . .	1947	Affiliating
East Punjab . . . . .	East Punjab . . . . .	1947	Teaching and Affiliating
Gauhati . . . . .	Assam . . . . .	1947	Teaching and Affiliating

Instruction was imparted either in Constituent and affiliated colleges or in the university departments in the case of teaching universities. Of the 17 universities in India (less States), there were 15 in which teaching was imparted by the Universities themselves; and of these 15, 5 were teaching universities and 10 both teaching and affiliating. The Universities of Agra and Utkal were only affiliating and teaching was the concern of the affiliated colleges.

### *Institutions*

During the year under review, there were 591 colleges (459 Arts and Science and 132 Professional) as compared with 533 (420 Art and Science and 113 Professional) during the previous year. The increase in the number of Arts and Science colleges was due to the opening of new colleges in the provinces of West Bengal, Bombay, C. P. & Berar, Madras, Orissa, East Punjab and U. P. The greatest increase was in the U. P. where the number rose from 149 to 180. There was also an increase in the number of Professional Colleges in the provinces of Bombay, C. P. & Berar, Punjab and U. P., the greatest increase being in Punjab where the number of Professional colleges rose from 4 to 11. Table No. 32 shows the number of Arts and Science colleges and Professional colleges in the different provinces during the year under review and the year 1946-47.

**Table No. 32—Number of Arts and Science, and Professional colleges**

	1946-47			1947-48			Increase (+) or Decrease (—) in 1947-48		
	Arts and Science	Profes- sional	Total	Arts and Science	Profes- sional	Total	Arts and Science	Profes- sional	Total
Assam . . . . .	22*	1*	23*	16	1	17	—6	..	—6
West Bengal . . . . .	51	20	71	55	20	75	+4	..	+4
Bihar . . . . .	23	7	30	23	7	30	..	..	..
Bombay . . . . .	31	24	55	35	29	64	+4	+5	+9
C. P. & Berar . . . . .	14	9	23	15	12	27	+1	+3	+4
Madras . . . . .	77	26	103	82	26	108	+5	..	+5
Orissa . . . . .	12	2	14	14	2	16	+2	..	+2
East Punjab . . . . .	23	4	32	29	11	40	+1	+7	+8
United Provinces . . . . .	149	17	166	180	21	201	+31	+4	+35
Ajmer-Merwara . . . . .	5	1	6	5	1	6	..	..	..
Delhi . . . . .	6	2	8	5	2	7	—1	..	—1
Minor Adminis- trations	2	..	2	†	†	†	—2	..	—2
India (less States) . . . . .	420	113	533	459	132	591	+39	+19	+59

\* Figures relate to pre-partitioned Assam.

† Ceased to be centrally administered areas in 1947-48.

The decrease in the number of colleges in Assam is due to the merger of Sylhet in East Bengal (Pakistan). On the whole, there was an increase in the number of colleges in other provinces and areas.

The management and control of these colleges is the concern of Government and private bodies. The share of the Local Boards is negligible and excepting two Intermediate colleges in U. P., two Degree colleges in Madras and two Medical colleges in Bombay which were under the control of Local Boards, there was no other college in any other province which was managed or controlled by Local Boards. Among the Arts and Science colleges, 15.25 per cent were under the management of the Government and 83.7 per cent under private bodies. In the case of Professional colleges, the share of the private bodies was less and 47.3 per cent of Professional colleges in India were managed by these bodies.

### Scholars

The number of students on rolls in the Universities, Arts and Science colleges and Professional colleges went up during the year by 30,088 to 2,29,611. Of the latter, 2,07,039 were men students and 22,572 women students. All the provinces recorded an increase. A glance at table No. 33 will show the progress of enrolment in higher education in the different provinces and areas.

**Table No. 33—Enrolment in Universities, Arts and Science Colleges, and Professional Colleges**

Province	1946-47			1947-48			Increase (+) or Decrease (—)
	Men	Women	Total	Men	Women	Total	
Assam . . . . .	4,419*	595*	5,014*	4,943	592	5,535	+ 521
West Bengal . . . . .	36,778	2,624	39,702	44,814	4,296	49,110	+ 9,408
Bihar . . . . .	14,015	434	14,449	16,702	562	17,264	+ 2,815
Bombay . . . . .	27,134	5,177	32,311	31,005	5,873	36,878	+ 4,567
C. P. & Berar . . . . .	6,148	845	6,993	7,320	1,062	8,382	+ 1,389
Madras . . . . .	32,453	4,039	36,492	36,961	4,438	41,399	+ 4,907
Orissa . . . . .	3,212	168	3,380	3,980	221	4,151	+ 771
East Punjab . . . . .	9,637	978	10,615	14,428	1,539	15,967	+ 5,352
United Provinces . . . . .	42,350	2,764	45,114	42,764	3,057	45,821	+ 707
Ajmer-Merwara . . . . .	754	80	834	784	88	872	+ 38
Delhi . . . . .	3,210	675	3,885	3,388	844	4,232	+ 347
Minor Administrations . . . . .	661	73	734	†	†	†	—734
India (less States) . . . . .	1,80,771	18,752	1,99,523	2,07,039	22,572	2,29,611	+ 30,088

\*Figures relate to pre-partitioned Assam.

†Ceased to be centrally administered areas in 1947-48.

But these figures may be a little deceptive, as these include the figures of those students who were reading in the high school stage attached to some of the colleges. If this factor is taken into account, the number of students who are receiving university education during the year comes to 2,28,881, the corresponding number for the previous year being 1,98,607. Out of the total number of students receiving university education, 1,83,238 received general education and 45,643 professional education. Table No. 34 shows the number of students getting general education and professional education at the university stage during the year 1947-48.

**Table No. 34—Number of Students getting General and Professional Education at the University Stage**

Province	General Education			Professional Education		
	Men	Women	Total	Men	Women	Total
Assam . . . . .	4,515	582	5,097	126	10	136
West Bengal . . . . .	34,055	4,085	38,140	10,759	211	10,970
Bihar . . . . .	14,518	482	15,000	1,772	64	1,836
Bombay . . . . .	22,391	5,263	27,654	8,614	610	9,224
C. P. & Berar . . . . .	5,057	823	5,880	2,263	239	2,502
Madras . . . . .	31,774	3,670	35,444	5,187	768	5,955
Orissa . . . . .	3,642	198	3,840	288	23	311
East Punjab . . . . .	13,278	1,157	14,435	1,150	282	1,532
United Provinces . . . . .	30,952	2,731	33,683	11,812	326	12,138
Ajmer-Merwara . . . . .	714	79	793	70	9	79
Delhi . . . . .	2,615	657	3,272	772	187	960
India (less States) . . . . .	1,63,511	19,727	1,83,238	42,814	2,829	45,643

The above tables prove beyond doubt that university education in this country is expanding. But it is really not so much the love for higher education that impels young people to join university course. Many of them do so because they do not know what else to do or how to earn their living. If secondary education was such as to enable the students to chalk out independent careers and to allow them to get into suitable professional or semi-professional occupation, the pressure on the colleges could definitely decrease.

Secondly, there is a great disparity between the needs and the supply of manpower. Out of the total number of students getting university education, only 19.9 per cent were receiving professional education. A large number of Arts graduates, but not enough engineers, doctors, teachers, technicians, scientific research workers and the like are produced each year. This may be attributed to the narrow outlook towards education and also to the expensive character of scientific and technical courses. It is, however, gratifying to note that the outlook is now changing and the number of students going for professional education is steadily increasing.

The increasing importance of higher education can also be observed from the fact that out of 1,19,527 students who passed the Matriculation or equivalent examinations, 57.2 per cent (68,317) joined the Intermediate classes against 52.4 per cent in the previous year. The number of students going for the degree classes has also increased; and during this year out of 31,197 students who passed the Intermediate examination, 28,413 (*i.e.*, 91.1 per cent) joined the Graduate (Arts and Science) classes and of the 16,591 students who passed the graduate classes, 27.1 per cent went for post-graduate studies.

#### *Expenditure*

The total direct expenditure on Universities and colleges increased by Rs. 1,01,35,086 to Rs. 7,99,77,043, which was made up of Rs. 3,33,34,072 (41.7 per cent) from Government funds, Rs. 3,70,77,915 (46.3 per cent) from fees, Rs. 4,60,808 (0.6 per cent) from Local Boards, and Rs. 91,04,248 (11.4 per cent) from other sources. The Government contribution and the contribution from fees increased by Rs. 51,54,294 and Rs. 56,36,438 respectively, but the contribution from private benefactions decreased by Rs. 10,16,794.

Table No. 35 shows the total expenditure on Universities, Arts and Science colleges and Professional colleges in the different provinces.



Table No. 35—Expenditure on Universities and Colleges

Province	1946-47				1947-48				Increase(+) or Decrease(—)
	Universities	Arts and Science Colleges	Professional Colleges	Total	Universities	Arts and Science Colleges	Professional Colleges	Total	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . . . . .	—	13,47,170*	16,895*	13,64,065*	—	7,66,497	15,814	7,82,311	—5,81,754
West Bengal . . . . .	33,38,974	46,94,555	26,73,022	1,07,06,551	33,77,216	56,92,813	28,37,094	1,18,47,123	+11,40,572
Bihar . . . . .	8,63,627	20,66,766	9,25,364	38,55,757	12,82,292	23,76,349	11,91,580	48,50,221	+9,94,464
Bombay . . . . .	24,91,819	57,11,118	31,31,687	1,13,34,624	24,62,364	75,15,608	42,75,141	1,42,53,613	+29,18,989
C. P. & Berar . . . . .	2,96,391	13,08,156	9,12,672	25,17,219	8,39,997	14,92,102	9,21,065	32,53,254	+7,36,035
Madras . . . . .	89,21,816	69,71,173	41,18,823	1,50,11,812	28,97,645	70,76,238	49,11,428	1,48,85,311	—1,26,501
Orissa . . . . .	2,53,718	9,73,105	3,74,319	16,01,137	4,71,761	13,22,252	4,82,235	22,76,248	+6,75,111
East Punjab . . . . .	12,29,299	16,98,532	5,85,078	35,12,909	6,53,073	19,98,967	8,02,981	34,55,021	—57,888
United Provinces . . . . .	58,96,677	81,06,793	21,13,655	1,64,17,125	65,93,581	1,12,51,627	27,74,980	2,06,20,188	+42,03,069
Ajmer-Merwara . . . . .	..	1,29,045	57,070	1,86,115	..	1,69,742	59,900	2,29,64	+43,527
Delhi . . . . .	9,76,985	7,93,234	12,26,592	29,96,811	9,93,613	7,97,408	17,33,090	35,24,111	+5,27,300
Minor Administrations . . . . .	..	3,37,832	..	3,37,832	†	†	†	†	—3,37,832
India (less States) . . . . .	1,92,69,301	3,44,37,479	1,61,35,177	6,98,41,957	1,95,72,042	4,03,99,693	2,00,05,308	7,99,77,043	+1,01,35,086

\* Figures relate to pre-partitioned Assam.

† Ceased to be centrally administered areas in 1947-48.

The cost of education per scholar in the colleges has increased considerably during the last few years. It is mainly due to the increase in the cost of living. The cost of education per scholar in a professional college is much more than in Arts and Science Colleges. This shows the expensive character of professional education in India. The following figures relating to the cost per student per annum in an Arts and Science college and a Professional college show the cost of collegiate education in the different provinces :—

**Table No. 38—Cost of Education per Student per Annum**

	1947-48	
	Arts and Science colleges, (including universities)	Professional colleges
Assam . . . . .	140.9	164.7
West Bengal . . . . .	235.6	231.0
Bihar . . . . .	241.4	565.0
Bombay . . . . .	334.2	474.0
Central Provinces and Berar . . . . .	396.6	368.1
Madras . . . . .	251.7	824.8
Orissa . . . . .	449.4	3,032.9
East Punjab . . . . .	183.7	524.1
United Provinces . . . . .	358.2	1,286.0
Ajmer-Merwara . . . . .	325.2	758.2
Delhi . . . . .	451.6	6,515.4
India (less States) . . . . .	283.4	572.1

### Teachers

No provincial report has supplied the figures about the number of teachers in the colleges and universities in their respective provinces. These figures are, however, available university-wise and during the year under review there were 11,611 teachers in the university departments, constituent and affiliated colleges in India (less States) as against 13,165 in the previous year. The details of the total number of teachers in the university departments, constituent colleges and

affiliated colleges in the different universities situated in India (excluding States) are given in the following table :—

**Table No. 37—Number of Teachers in University Departments and Colleges**

University	1946-47				1947-48			
	University Departments	Constituent Colleges	Affiliated Colleges	Total	University Departments	Constituent Colleges	Affiliated Colleges	Total
Agra . . . . .	..	..	1,172	1,172	..	..	1,123	1,123
Allgarh . . . . .	179	..	..	179	197	..	33	230
Allahabad . . . . .	175	..	..	175	169	16	..	195
Andhra . . . . .	..	95	611	706	..	115	622	737
Annamalai . . . . .	126	..	..	126	129	..	..	129
Banaras . . . . .	..	369*	19	388	..	369	20	389
Bombay . . . . .	24	..	1,715	1,739	26	..	1,626	1,652
Calcutta . . . . .	378	..	2,359	2,737	321	..	1,309	1,630
Delhi . . . . .	60*	199*	..	259*	60	199	..	259
Lucknow . . . . .	209	44	..	253	249	64	..	313
Madras . . . . .	52	715	1,280	2,047	51	776	1,536	2,363
Nagpur . . . . .	5	28	264	297	8	27	360	395
Patna . . . . .	2	..	650	652	8	..	711	719
Punjab (E) . . . . .	140†	53†	1,888†	2,081†	..	110	941	1,051
Saugar . . . . .	31	..	119	150	54	..	144	198
Utkal . . . . .	..	..	204	204	..	..	238	238
Total . . . . .	1,381	1,503	10,281	13,165	1,272	1,676	8,663	11,611

\* Figures relate to year 1947-48 as figures for 1946-47 are not available.

† Figures relate to Punjab University before partition.

### *Scales of Pay of Teachers*

There was a great disparity in the scales of pay of teachers of universities and colleges in the different provinces, the lowest being in the province of Madras. The following statement shows the scales of pay of university and college teachers in the different provinces :—

**Table No. 38—Scales of Pay of Teachers in Universities and Colleges**

#### *Assam*

The staff in Government Arts Colleges consisted of the following services :—

- (a) Assam Educational Service Class I (Special Post) Principal—Rs. 500-50/2-1,000.
- (b) Assam Educational Service Class I (Ordinary Post) Professors—Rs. 250-250-300 (on confirmation)-40/2-500 (E.B.)—50/2-600-(E.B.)-50/2-800.
- (c) Assam Educational Service (A.E.S.) Class II  
Lecturers—Rs. 175-185-195-10-225-10-355-10-425 (Old)  
Rs. 175-175-195 (on confirmation)-15-285-(E.B.)-15-375  
(E.B.)-15-450 (New).

The officers in government colleges were entitled to the benefits of pension and provident funds as admissible to other government officers. The non-government colleges followed the Gauhati University regulations in the matter of staff, salaries, etc.

### West Bengal

The teachers of Calcutta University fell into four categories: Professors, Lecturers, Assistant Lecturers and Part-Time Lecturers. The scales of pay for each category were :—

- (a) Professors—Rs. 700-502-1,000
- (b) Lecturers— Rs. 200-20-500
- (c) Assistant Lecturers } —Rs. 150-15-300
- (d) Part-time Lecturers } Allowance of Rs. 100 per month

### Colleges\*—

#### (1) Government (Arts and Science)—

- (a) Principal Professor { B.S.E.S. (Men's branch)—Rs. 300-1,000  
  " (Women's branch)—Rs. 300-700
- (b) Professor B.E.S. (Men's Branch) Old Scale—Rs. 250-800  
  Revised—Rs. 150-700  
  " (Women's Branch) Old Scale Rs. 200-500  
  Revised—Rs. 150-420
- (c) Lecturer (both for men and women) Old Scale Rs. 150-400  
  Revised—Rs. 125-350

#### (2) Non-Government (Arts and Science)—

- (a) Principal Rs. 250-800
- (b) Professors Rs. 150-450
- (c) Lecturers Rs. 100-350
- (d) Asstt. Lecturers Rs. 75-200

### Government Colleges—

#### (3) Training—Same as for (1) above.

#### (4) Engineering—

- (a) Principal Rs. 1,600-2,400
- (b) Professors Rs. 1,400-50-1,600
- (c) Associate, Asstt. Associate and Asstt. Professors { (i) Rs. 1,000-50-1,500  
  (ii) Rs. 600-50-1,000  
  (iii) Rs. 500-50-750
- (d) Lecturers Rs. 300-25-600
- (e) Asstt. Lecturers Rs. 200-25-350

#### (5) Commerce—

- (a) Principal Rs. 150-700
- (b) Lecturers (i) Rs. 150-400  
  (ii) Rs. 130-10/2-150

\*Scales of pay of college teachers for the year 1948-49.

(6) *Medical*—

- (a) Principal Rs. 1,200 (fixed).
- (b) Professor of Anatomy and Pathology Rs. 550-75/2-1,000 (+Rs. 150 as Spl. Pay).
- (c) Professor of Medicine, Surgery, etc. Rs. 550-75/2-1,000 (+Spl. pay of Rs 250).
- (d) Professor of Pathology Rs. 650-75/2-1,000 (+Rs. 200 as Spl. Pay).
- (e) Professor of Jurisprudence Rs. 500-50-900 (+Rs. 100 as Spl. Pay).
- (f) Lecturers {
  - (i) Rs. 200-10/2-250
  - (ii) Rs. 150-10/2-250

*Bihar*

There was no change in the scales of pay of the teaching staff in Government managed colleges, but the Pay Revision Committee recommended a revised pay in the scales of :—

- (a) Bihar Educational Service Class I—
  - Special Grade—Rs. 600-30-900
  - Ordinary Grade—Rs. 350-30/2-380-30-590-(E.B.)-30-770-40-850.
- (b) Bihar Educational Service Class II—
  - Senior Branch—Rs. 220-15-280-(E. B.)-25-630-(E.B.)-30-750
  - Junior Branch—Rs. 200-10/2-210-10-300-(E.B.)-15-450.

These recommendations of the Committee were under the consideration of the Government. The pay sanctioned by the Provincial Government for the teachers of first and second grade Government aided Colleges were in the scale of Rs. 150-15/2-225-(E.B.)-10-375 and Rs. 150-15/2-225-(E.B.)-10-265 respectively. For Principals, the scales were of Rs. 450-40-850 and Rs. 250-40/2-450 for 1st and 2nd grade Colleges respectively. The usual rates of dearness were admissible to the teaching staff in aided colleges.

*Bombay\**

## Government Colleges—

(1) *Arts and Science (Inter and Degree Standards)*—

- (a) Professors (B. E. S. Class I) Rs. 350-30-650-(E.B.)-45-1,100. (Probationer Rs. 300.)
- (b) Lecturers (B.E.S. Class II) Rs. 220-15-400-(E.B.)-20-500-(E.B.)-25-600. (Probationer Rs. 200.)
- (c) Asstt. Lecturers (S.E.S.) Rs. 160-10-250.
- (d) Part-time Assistant Lecturers (S.E.S.) Rs. 90 (fixed).

(2) *Training*—Same as under (1).(3) *Commerce*—Same as under (1), so far as items (a) to (c) are concerned.

- (a) Part-time Lecturers—Varying from Rs. 120 to 180.
- (b) Part-time Assistant Lecturers—Varying from Rs. 60 to 90.

(4) *Law*—

- (a) Principal and Perry Professor of Jurisprudence Rs. 800-50-1,050 (Unrevised).
- (b) Professors Rs. 530-30-650-45-785 (Revised).
- (c) Part-time Professors Rs. 250 fixed (Unrevised).

\*Scales of pay given for Bombay are for 1948-49.

There was no uniform scale of pay in non-government colleges. The University of Bombay, however, decided to lay down the following scales of pay for teachers in its affiliated colleges :—

	Mofussil	Bombay
Full-time Lecturers	Rs. 150-10-300	Rs. 250-10-350
Full-time Professors	Rs. 250-15-400	Rs. 300-15-450
Full-time Demonstrators	Rs. 100-5-150	Rs. 150-5-200

### C. P. and Berar

The revised scales of pay of the teachers employed in the Government colleges were :—

1. Professors in Provincial Educational Service Class I. } Rs. 350-350-25-500-500-Bar-25-700-  
Bar-30-850.
2. Professors in Provincial Educational Service Class II—
  - Upper Division . . . . . Rs. 300-20-500-500-Bar-20-600
  - Lower Division . . . . . Rs. 225-225-250-15-400

In non-government colleges the scales of pay of teachers ranged from Rs. 100 to Rs. 300.

### Madras\*

#### Colleges—

1. Arts and Science—(Degree Standard) Government—
  - (a) Principal and Semi-Lecturer and Professors or Lecturers Rs. 230-30/2-260-40/2-500-50/2-700
  - (b) Assistant Professors or Assistant Lecturers or 1st Grade Pandits or Munshies Rs. 150-5-200-10-250 plus Rs. 5 for B. Ts. or B.E.S.
  - (c) Second Grade Pandits or Munshies, Tutors and Demonstrators . . . . . Rs. 75-5-120-10-170  
Rs. 80-5-120-10-140
- Intermediate Standard . . . . .
  - (a) Principal . . . . . Rs. 200-600
  - (b) Professors . . . . . Rs. 200-500
  - (c) Lecturers . . . . . Rs. 120-250
  - (d) Assistant Lecturers . . . . . Rs. 100-150
  - (e) Tutors and Demonstrators Rs. 70-120
  - (f) Pandits . . . . . Rs. 80-120
  - (g) Physical Directors . . . . . Rs. 100-250
- Non-government (Degree Standard).
  - (a) Principal . . . . . Rs. 200-30/2-260-40/2-500 plus a duty allowance of Rs. 50 p.m.
  - (b) Professors . . . . . Rs. 200-30/2-260-40/2-500
  - (c) Lecturers . . . . . Rs. 100-10-250
  - (d) Language Lecturers with degree qualifications . . . . . Rs. 100-10-250
  - (e) Lecturers in Languages holding Oriental Titles . . . . . Rs. 75-5-145

2. *Training—*

Government	Principal, Lecturers and Assistant Lecturers	As in Arts and Science Colleges (I Grade)
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3. *Engineering and Technology—*

Government	(a) Professors	Rs. 600-75/2-900
	(b) Instructors	Rs. 260-40/2-500-50/2-700
	(c) Lecturers	Rs. 230-30/2-280-40/2-500-50/2-700
	(d) Junior Instructors	Rs. 260-40/2-420
	(e) Senior Workshop Instructors	Rs. 260-40/2-420
	(f) Assistant Instructors and Laboratory Assistants	Rs. 180-10-280
	(g) Assistant Lecturers	Rs. 150-5-200-10-250 plus Rs. 5 for B. Ts. or B. E. S.

4. *Law—*

Government	(a) Principal	Rs. 1,250-50-1,800
	(b) Vice-Principal	Rs. 600-50-1,200
	(c) Professors	Rs. 500-50/2-800
	(d) Part-time Lecturers	Rs. 250

5. *Medical—*

Government	(a) Non-Clinical Professors	Rs. 600-70/2-900
	(b) Non-Clinical Lecturers	Rs. 350-40/2-480-50/2-580
	(c) Non-Clinical Tutors or Assistants	Rs. 200-25/2-400
	(d) Clinical Professors	Rs. 500-75/2-800
	(e) Clinical Lecturers	Rs. 310-30/2-400-40/2-480
	(f) Clinical Tutors or Assistants	Rs. 200-25/2-400

In addition to the basic salaries, the staff got the usual dearness and other allowances as admissible to other government servants.

*Orissa*

Principals of all Government Degree Colleges were members of Orissa Educational Service, Class I in the scale of Rs. 300-20-320-25-420-30-570 (E.B.)-30-690-30-780-(E.B.)-860 except that of the Principal, Ravenshaw College, whose scale of pay was Rs. 800-40-1,000-50/2-1,150, and the lecturing staff in government colleges consisted entirely of members of the Orissa Educational Service, Classes I and II.

*East Punjab*

The scales of pay in government colleges were :—

## (a) Professors in P.E.S., Class I—

Men's Branch	Rs. 350-1,200
Women's Branch	Rs. 400-25-625/650-25-950

## (b) Senior Lecturers P.E.S., Class II—

Men's Branch . . . . . Rs. 250-25-550-25-750

Women's Branch . . . . . Rs. 260-20-500-30-650

## (c) Lecturers—

S.E.S. College Grade . . . . . Rs. 150-10-190/200-10-250/10-300-10-350

In non-government colleges the scales of pay were not uniform.

*United Provinces*

University . . . . .	(a) Professors . . . . .	Rs. 800-50-1,250	} The Scales of pay relate to Uni- versities of Lucknow and Allaha- bad
	(b) Readers . . . . .	Rs. 500-25-800	
	(c) Lecturers . . . . .	Rs. 300-20-480- (E.B.)-20-500	

## Colleges—\*

1. *Arts and Science*—(Degree Standard) Non-  
Government . . . . .

## Principals—

(a) For Colleges with post-  
graduate teaching . . . . . Rs. 700-40-900-50-1,000(b) For colleges with no post-  
graduate teaching . . . . . Rs. 600-30-750

## Teachers—

(a) For Colleges with post-gra-  
duate teaching . . . . . Rs. 300-20-500-(E.B.)-20-600  
(Senior Scale)  
Rs. 200-15-350-(E.B.)-20-450  
(Junior Scale)(b) For Colleges with no post-  
graduate teaching . . . . . Rs. 250-15-400-(E.B.)-20-500  
(Senior Scale)  
Rs. 200-10-300-(E.B.)-20-400  
(Junior Scale)

In the case of a teacher teaching post-graduate classes having research qualifications, he may be allowed to draw an allowance (special pay) of Rs. 100 p.m. which with intervals of 3 years, continued research work may become to Rs. 125 and then Rs. 150 p.m.

There are no government degree colleges in the province.

2. *Arts and Science (Inter Standard)*—

Government . . . . .	(a) Principals . . . . .	Rs. 250-25-400-(E.B.)-30-700- (E.B.)-50-850
	(b) Assistant Masters . . . . .	Rs. 200-10-250-(E.B.)-10-310- (E.B.)-14-450
Non-Government . . . . .	(a) Principals . . . . .	Rs. 250-20-450-25-500
	(b) Assistant Masters . . . . .	Rs. 150-10-190-15-250
	(c) Music Teachers . . . . .	Rs. 120-6-168-(E.B.)-8-200
	(d) Commerce Teachers . . . . .	Rs. 150-10-190-15-250
	(e) Language Teachers . . . . .	Do.
	(f) Language Teachers with only Oriental qualifications . . . . .	Rs. 120-6-168-(E.B.)-8-200

\*Scales of pay for Colleges are for 1948-49.



3. *Training Colleges*—

Government . . . . .	(a) Principals . . . . .	Rs. 250-25-400-(E. B.)-30-700- (E.B.)-850 (U.P.E.S. Junior Scale)
	(b) Vice-Principal . . . . .	Rs. 250-25-375-(E.B.)-25-500 (S.E.S. Gazetted)
	(c) Lecturers . . . . .	Rs. 200-10-250-(E.B.)-10-310 - (E.B.)-14-450 (S.E.S.)

4. *Engineering and Technology*—

(a) First Technical Master . . . . .	(a) Rs. 200-10-300 (b) Rs. 120-8-200-10-300
(b) Second Technical Master . . . . .	Do.
(c) Assistant Master . . . . .	Rs. 85-5-150
(d) Second Assistant Master . . . . .	Rs. 60-2-80
(e) Third Assistant Master . . . . .	Rs. 60-2-80
(f) Lecturer in Tuition Mechanics . . . . .	Rs. 200-10-310-14-450
(g) 1st Instructor light machine class . . . . .	Rs. 120-8/10-300
(h) 2nd do. . . . .	Rs. 80-5-150

5. *Medical*—

(a) Professors—	
(i) allowed private prac- tice . . . . .	Rs. 900-40-1,140
(ii) not allowed private practice . . . . .	Rs. 1,100-40-1,340
(b) Readers—	
(i) allowed private prac- tice . . . . .	Rs. 500-30-800
(ii) not allowed private practice . . . . .	Rs. 600-30-900
(c) Lecturers . . . . .	Rs. 80-15-400
(d) Demonstrators . . . . .	Rs. 200-20-220
(e) House Officers . . . . .	Rs. 100

*Delhi*

## University Departments—

(a) Professors . . . . .	Rs. 800-30-1,000 (selection)-50- 1,250
(b) Readers . . . . .	Rs. 500-25-800
(c) Lecturers . . . . .	Rs. 200-15-290-20-410-25-560

## Colleges (Arts and Science)—

(a) Principals . . . . .	Rs. 800-40-1,000-50-1,250
(b) Lecturers (Selection Grade)	Rs. 500-25-800
(c) Lecturers . . . . .	Rs. 200-15-290-20-410-25-560

### *Teaching*

It has been often pointed out that the standard of teaching in universities and colleges is not sufficiently high, and that a majority of the students who come to university, are ill-prepared to take advantage of university education. Many choose subjects for which they have no aptitude, as there is no system of personal guidance to advise them regarding different courses.

Teachers cannot be exonerated for the poor standard of teaching at the University stage. Unfortunately very few teachers adopt teaching as their profession because of their love for it. As profession is low paid, very often the brilliant scholars seek employment in more lucrative lines. It is necessary, therefore, that the conditions of service of university and college teachers should be improved and should be at least on a par with those existing in other professions.

The methods of instruction also require improvement. The Universities Commission remarks, "The common method of instruction at our universities is by mass lectures, but unfortunately at most places this is not supplemented by any regular work on the part of the individual student either by the way of preparation for the lecture or by library work after the lecture or any tutorial or seminar work". It sometimes happens that a student has seldom done any written exercise and his very first written exercise is answering the papers at the final examination. He may have remembered the facts, but it becomes difficult for him to express his thoughts in a co-ordinated manner in a written examination. It is necessary, therefore, that more writing work should be encouraged at the colleges and universities.

### *Medium of instruction*

The medium of instruction at the university stage is English although attempts are being made to replace it by the Federal or the regional language. This question was discussed in January, 1948, at the 14th Annual meeting of the Central Advisory Board of Education and at the All India Education Conference. It was decided that there should not be any sudden change in the medium of instruction at the university stage. A period of five years should be utilised to prepare for the gradual replacement of English by an Indian language. This would mean that from the sixth year, replacement of English would begin and after seven years, English will no longer be required to be the medium of instruction in the universities.

In regard to Scientific Terminologies, the Central Advisory Board of Education were of the opinion that where terms with a specific and unambiguous connotation do not exist in a particular language, international scientific terminology should be incorporated in the Indian languages.

*Examination Results*

A detailed account of examinations is given in table No. VII in part B. The following table, however, gives the output of passes at some important stages in the different provinces :—

**Table No. 39—No. of Students passed in Different University Examinations**

Province	Inter- mediate	B. A. & B.Sc. (Pass & Hons.), B.O.L.	M.A., M.Sc., M.Litt. & M.O.L.	Professional Degrees
Assam . . . . .	638	138	..	52
West Bengal . . . . .	7,832	2,653	587	1,847
Bihar . . . . .	2,656	916	204	347
Bombay . . . . .	5,435	4,209	370	1,769
Central Provinces and Berar . . . . .	1,223	764	213	503
Madras . . . . .	8,708	4,408	174	1,571
Orissa . . . . .	878	360	9	77
East Punjab . . . . .	619	721	235	431
United Provinces . . . . .	7,349	3,962	1,671	3,205
Ajmer-Merwara . . . . .	190	75	28	69
Delhi . . . . .	50	405	148	302
<b>India (Less States) . . . . .</b>	<b>35,578</b>	<b>18,611</b>	<b>3,639</b>	<b>10,173</b>

*New Developments*

Some important developments occurred in the universities of some of the provinces during the year under review.

The university of Gauhati was established in January, 1948 and thenceforward the control of university education in the province of Assam was transferred from Calcutta University to this university.

In October, 1947, the Patna University recognised a Post-Graduate Diploma course in Applied Psychology at the new Department of Psychological Research and Service. The new Department of Geology carried on teaching work up to the M.Sc. standard in Geology. The university opened 3 more new Departments, *viz.*, Politics, Statistics and, Labour and Social Welfare this year.

Affiliation was granted by the Utkal University to some more colleges in Orissa.

In United Provinces provision for professional and technical education increased considerably during the year. Firstly, the Medical School of Agra was raised to the status of a Degree College teaching for the M.B.,B.S. degree of Agra University. Secondly, degree courses in Agriculture were introduced at a number of colleges

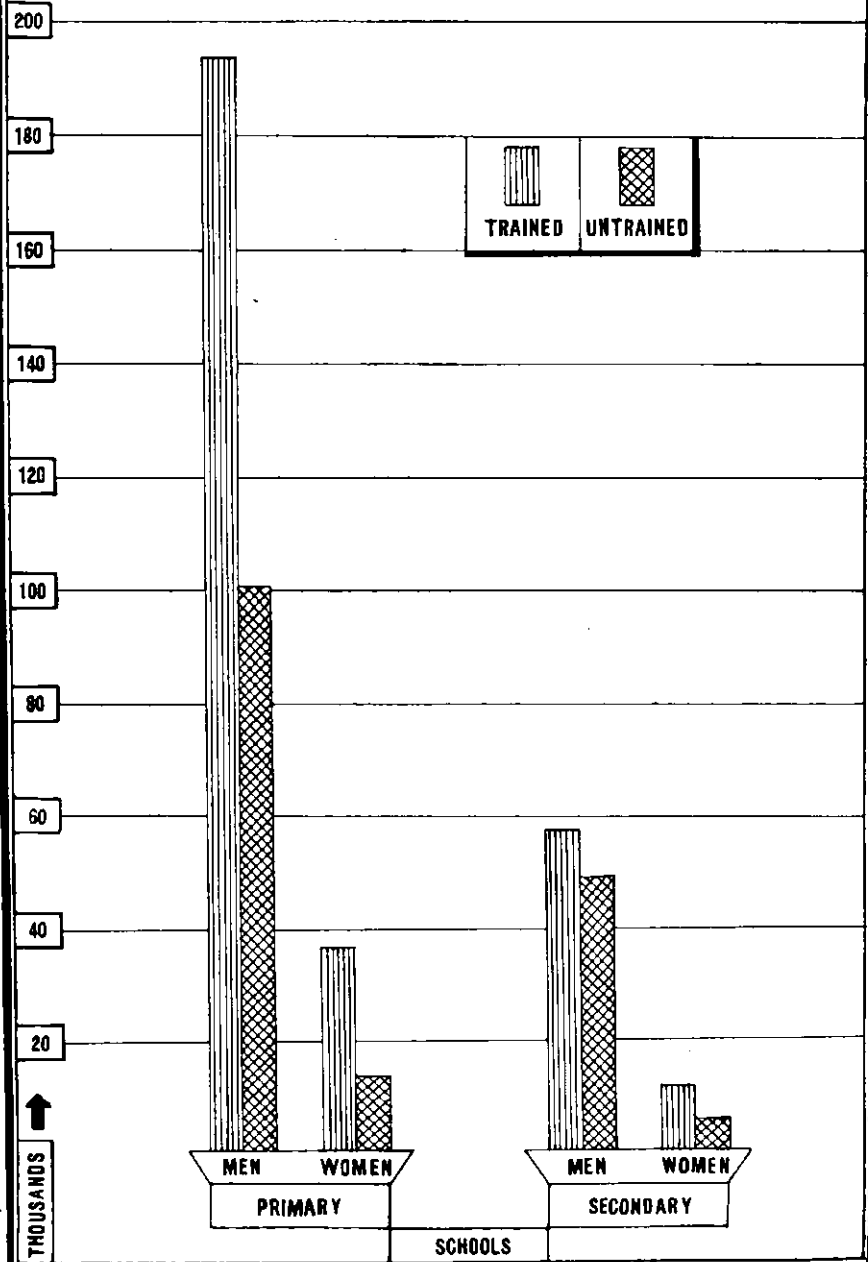
affiliated to the Agra University. Thirdly, an Engineering University was created at Roorkee. The Provincial Government set up a University Grants Committee, which visited all the university centres and made recommendations for radical revisions in the scales of salary for teachers in the universities and the Degree colleges ; for the improvement of laboratories and libraries ; for ample residential accommodation and for the expansion of existing provision for the education of women and for education in Scientific and Technical subjects. A Scientific Research Committee was also appointed and the government provided one lakh of rupees for the promotion of research of practical utility at the universities and another sum of Rs. 50,000 for research of similar character conducted outside the universities.

During the year under report the university of Delhi introduced the following new courses :

(i) A two-year post-graduate Course in Library Science leading to the Degree of Master of Library Science. (ii) A Diploma Course in Tubercular Diseases, open to graduates in Medicine of recognised universities with at least 2 years' practice of Medicine. (iii) A two-year course leading to a Certificate of Proficiency in the Russian Language. (iv) A three-year post-graduate Honours Course leading to the Degree of Bachelor of Civil Law open to Honours Graduates only. (v) A two-year M.Sc. Course in Anthropology. (vi) One year post-graduate course leading to the Degree of Bachelor of Teaching. In addition, special courses of study based on the Punjab University syllabus for the Intermediate (Arts and Science), B.A., B.Sc., and M.A., Examinations were organised for the benefit of displaced students from Western Pakistan ; and the rules of admission were specially relaxed in their case. Three colleges, *viz.*, Hindu, Ramjas and Indra-prastha, were permitted to run second shift classes for the benefit of displaced students. The University also approved of the proposal to develop the Department of Economics into the Delhi School of Economics for teaching and research. The Government of India established during this period the Central Institute of Education at Delhi which is teaching the B.T. and the M.Ed. Courses and offers facilities for further study and research.

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# TEACHERS IN SCHOOLS FOR GENERAL EDUCATION



## CHAPTER VI

## TRAINING OF TEACHERS

We saw in Chapters III and IV that there was a large percentage of untrained teachers in India. But no scheme of educational reorganization can be successful unless suitable and adequate number of trained teachers are available. Unfortunately facilities available for the training of teachers fall far short of the requirements.

There are two types of training institutions in the country—the Normal and Training Schools for primary and middle school teachers and the Training Colleges for high school teachers. Graduates and under-graduates are admitted to the Training Colleges, while those with lesser qualifications are admitted to the Normal and Training Schools.

*Normal and Training Schools*

The total number of Normal and Training Schools, during the year, was 529 (342 for men and 187 for women) as compared with 525 (338 for men and 187 for women) during the previous year. The following table gives the number of these schools in the different provinces : --

Table No. 40—Number of Normal and Training Schools

Province	1946-47			1947-48			Increase (+) or Decrease (-)
	For Men	For Women	Total	For Men	For Women	Total	
Assam	8*	5*	13*	7	3	10	-3
West Bengal	45	9	54	45	9	54	+0
Bihar	66	10	76	69	10	79	+3
Bombay	41	32	73	59	33	92	+19
Central Provinces and Berar	15	9	24	15	8	23	+1
Madras	78	85	163	76	88	164	+1
Orissa	14	3	17	24	3	27	+10
East Punjab	3	6	9	3	7	10	+1
United Provinces	65	25	90	41	23	64	-26
Ajmer-Merwara	2	2	4	2	2	4	..
Andaman and Nicobar Islands	..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..	..
Delhi	1	1	2	1	1	2	..
Panth-Piploda	..	..	..	..	..	..	..
India (less States)	338†	187†	525†	342	187	529	+4

\* Figures relate to pre-partitioned Assam.

† Exclude figures for Minor Administrations.

The decrease in the number of schools in Assam is apparent rather than real, as the figures for 1947-48 exclude the schools located in that part of Assam which is now in East Bengal, Pakistan. In Bihar, the number of Secondary Training Schools and the Women's Training Schools remained the same; but there was an increase in the number of Basic Training Schools from 3 to 7, as 4 new

schools were opened by the Government for the recruitment and training of teachers for Basic and Post-Basic Schools and for the training of 80 Basic Training School instructors and Basic School administrative officers. One Elementary training school was closed; and a Basic Training School was started. In the provinces of Bombay and Orissa, the increase was due to the opening of new Training Schools. The reduction in the number of Training Schools in U. P. was mostly due to the abolition of Central Training Schools. The Centrally Administered Areas of Andaman and Nicobar Islands, Coorg and Panth-Piploda had no Teachers' Training schools.

While there is very little increase in the total number of Normal and Training Schools in India (less States), the number of students attending the Teachers' Training Classes rose from 33,898 (23,473 men and 10,425 women) to 38,895 (27,929 men and 10,966 women) during the year. Table No. 41 shows the number of students receiving instruction in Normal Schools (including those attending Teachers' Training classes attached to other institutions) in different provinces.

**Table No. 41—Number of Students receiving Instruction at Normal and Training Schools/Classes**

Province	1946-47			1947-48			Increase (+) or Decrease (—)
	Men	Women	Total	Men	Women	Total	
Assam	392*	101*	493	308	80	388	—105
West Bengal	1,094	216	1,310	1,131	233	1,364	+54
Bihar	1,460	297	1,757	1,744	317	2,061	+304
Bombay	3,998	1,968	5,966	5,642	2,155	7,797	+1,831
Central Provinces and Berar	1,540	555	2,095	2,019	678	2,697	+602
Madras	11,159	6,247	17,406	11,739	6,254	17,993	+587
Orissa	734	55	789	1,002	78	1,080	+291
East Punjab	399	264	663	369	229	598	—65
United Provinces	2,523	608	3,131	3,818	797	4,615	+1,484
Ajmer-Merwara	103	59	162	106	51	157	—5
Andaman and Nicobar Islands	..	..	..	..	..	..	..
Coorg	27	14	41	23	10	33	—8
Delhi	44	41	85	28	84	112	+27
Panth-Piploda	..	..	..	..	..	..	..
India (less States)	23,473†	10,425†	33,898†	27,929	10,966	38,895	+4,997

\* Figures relate to pre-partitioned Assam.

† Exclude figures for Minor Administrations.

### Training Colleges

During the year under review, 4 Training Colleges for men were opened in U. P., two (one for men and one for women) in East Punjab and one for women in Central Provinces and Berar. The Central Institute of Education was also started only this year. The total number of colleges rose to 38 (excluding Central Institute of Education, Delhi) of which 26 were meant for men and 12 for women. There were no Training Colleges in Assam, Delhi, Coorg, Andaman and Nicobar Islands and Panth-Piploda, but their comparatively small needs were met by Training

Colleges in the neighbouring provinces. In Assam, there were training classes attached to the St. Edmund's College and the St. Mary's College, where there were B.T. classes for men. The number of Training Colleges in different provinces was as follows :—

**Table No. 42—Number of Teachers' Training Colleges**

Province	For Men	For Women	Total
West Bengal . . . . .	2	1	3
Bihar . . . . .	1	..	1
Bombay . . . . .	3	..	3
Central Provinces and Berar . . . . .	2	1	3
Madras . . . . .	3	4	7
Orissa . . . . .	1	..	1
East Punjab . . . . .	1	3	4
United Provinces . . . . .	12	3	15
Ajmer-Merwara . . . . .	1	..	1
India* (less States) . . . . .	26	12	38

\* Excludes Central Institute of Education, Delhi, established in that year.

The enrolment in the Teachers' Training Colleges/classes rose from 2,528 (1,814 men and 714 women) to 3,201 (2,216 men and 985 women), thus showing an increase of 673 over the previous year.

Table No. 43 gives the number of students getting training at Collegiate stage in the different provinces :—

**Table No. 43—Number of Students on Rolls in the Teachers' Training Colleges/Classes**

Province	1946-47			1947-48			Increase (+) or Decrease(—)
	Men	Women	Total	Men	Women	Total	
Assam . . . . .	26	9	35	30	10	40	+5
West Bengal . . . . .	154	67	221	108	87	195	—36
Bihar . . . . .	82	8	90	79	15	94	+4
Bombay . . . . .	61	94	255	186	109	295	+40
Central Provinces and Berar . . . . .	288	97	331	305	217	522	+191
Madras . . . . .	307	165	472	269	195	464	—8
Orissa . . . . .	11	2	13	15	4	19	+6
East Punjab . . . . .	..	51	51	87	109	196	+145
United Provinces . . . . .	728	212	940	1,067	230	1,297	+357
Ajmer-Merwara . . . . .	57	9	66	70	9	79	+13
India (less States) . . . . .	1,814	714	2,528	2,216	985	3,201	+673



The increase in the number of scholars was significant in all the provinces, except in West Bengal and Madras where there was slight decrease. The greatest increase was observed in East Punjab and United Provinces. The increase in East Punjab was due to the opening of two new colleges necessitated by the partition of the province. In United Provinces the increase in enrolment in training colleges was due partly to the increase in their numbers and also to the reduction of the course in C. T. from two to one year for Intermediate passed students. The latter enabled the authorities to recruit larger number of candidates.

### *New Developments*

The training of teachers has been and still is one of the most vital problems confronting the country. Reorganization of Primary and Secondary schools cannot produce effective results unless properly trained teachers are available. But the position so far is not satisfactory. The United Provinces Report stated, "One of the main worries was the growing indifference of well qualified persons to the profession as prospects there were not very bright and the teacher had lost that respect in society which he enjoyed in the past. People joined the profession not because they liked it, but as a last resort after they had failed to secure any other employment. It was not uncommon to find men leaving the training institutions without compunction as soon as they found other situations".

Certain steps were taken by some of the provinces to ease the situation as regards the training of teachers for Primary and Secondary schools. In Bihar, a two years' course was introduced for the training of existing Middle passed teachers under the new scheme of education in general Primary schools. This was expected to lead to the development of the existing Elementary Training schools into Basic Training schools. The reorganization of these schools is under consideration.

In Bombay, the government desired to convert all Training Institutions into Basic ones; and with that end in view it was decided to introduce the crafts and the basic training syllabus in theory. The syllabus for Women's Training Institutions which covered a period of 3 years has since been reduced and it is proposed to enforce a two-year syllabus from the next year. In order to secure suitably trained staff for the conversion of ordinary Training Institutions into Basic ones, a Graduates' Basic Training College was started at Belgaum, where 33 trained graduates were under training. On completion of their training they were to be appointed on the staff of Primary Training Institutions. With the gradual increase in the number of such trained graduate teachers, other training institutions were proposed to be converted into Basic Training Institutions in due course.

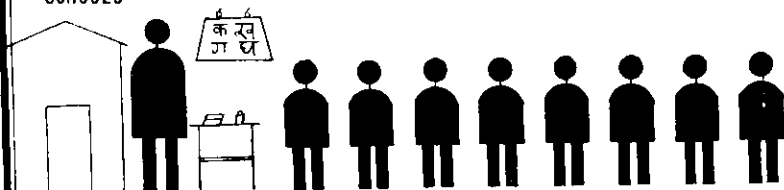
In Madras, the emergency Secondary Grade Course which was of twelve months duration was abolished during the year under review. This course was started in the previous year to meet the demand for better qualified teachers. A two years' course of teaching was revised during 1947-48.

In United Provinces there was a rapid expansion of education after it had remained static for about a decade. The demand for teachers increased. The period of training for the Certificate of Training (C. T.) was reduced from two years to one in the case of persons who had passed Intermediate examination. Certain private colleges were permitted to train students. Lastly, students were encouraged to take up pedagogy in their Intermediate Course. Those who wanted to join the teaching profession, were promised exemption from Theory examination of C. T. All these had the desired effect of increasing the number of trainees. The scheme of awarding Acting Teachers' Certificates to untrained teachers of the Anglo-Hindustani Schools was revised and 404 persons were awarded these certificates. In spite

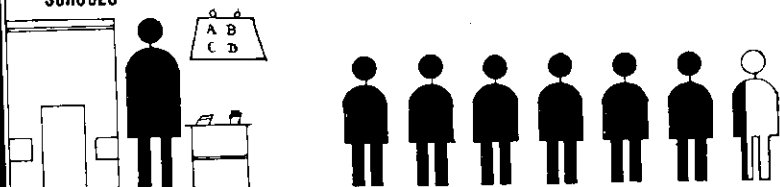
# TEACHER PUPIL RATIO

EACH FIGURE = 4 PUPILS

## PRIMARY SCHOOLS



## SECONDARY SCHOOLS



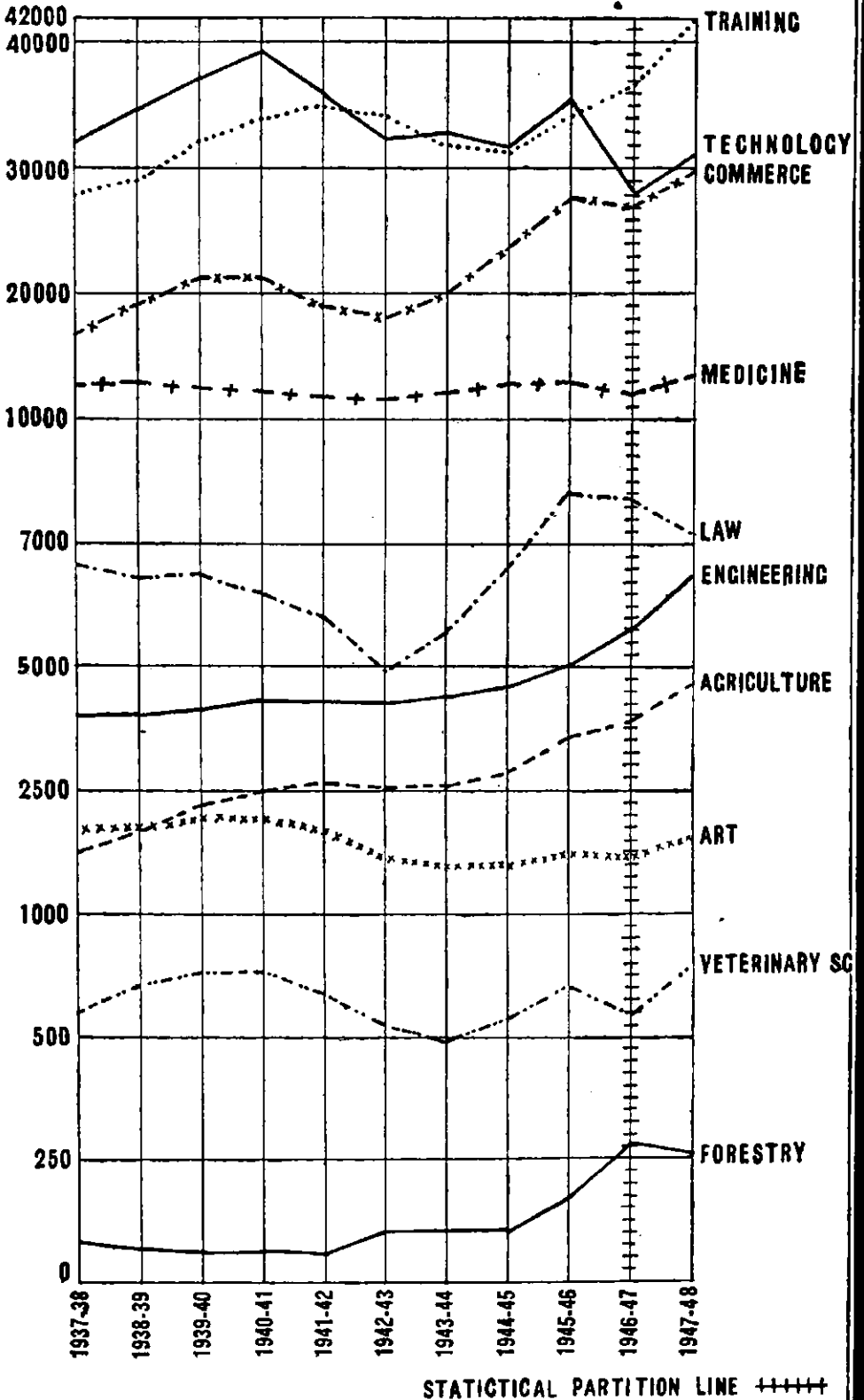
## COLLEGES & UNIVERSITIES



of these efforts, trained teachers in sufficient numbers were not available to man the newly opened Government Primary Schools in United Provinces. It was felt that the newly appointed untrained men who had passed Middle examination could be made more useful by giving them some practical training in their own schools or in their own locality. This led to the formation of mobile squads which were deputed to move about and give the desired training in the schools where the teachers were actually teaching and showed them the way to solve the difficulties met by them in the village. Twentysix such squads were equipped. Each squad consisted of a trained graduate teacher and two trained teachers with Hindustani Teacher's Certificate. Each squad was expected to look after the training of two districts in the plains (one in the Hills). The untrained teachers of a district were given an intensive training for a fortnight at one place in Physical Training, Scouting, Organization of Village Games, Folk Song, Prabhat Pheries, Village Uplift work, besides practice in teaching. After this short training they were dispersed to their schools, where they were visited by the members of squads and given further advice. A further collective training of one week was given to them at the end of the year. To encourage the teachers, inducement was offered in the shape of a Hindustani Teacher's Certificate. This experiment was reported to be successful. In any case it enabled the department to launch the literacy drive which would not have been otherwise possible.

In Delhi, under the New Development Scheme, the Education Department proposed to start a Teachers' Basic Training Institute for women. After this Institute is started, the J. A. V. Training provided at present in the Government Training School for Women, Delhi, will be discontinued.

# PROGRESS OF PROFESSIONAL EDUCATION (ENROLMENT)



## CHAPTER VII

## PROFESSIONAL AND TECHNICAL EDUCATION

In India, there are two types of institutions which provide professional and technical education, viz., (i) Schools which prepare for certificate and diploma courses, and (ii) Colleges which prepare for degree courses.

*Professional and Technical Schools*

During the year under review there were in India 1,390 Professional and Technical schools as compared with 1,369 in the previous year. There was an increase in almost all types of schools, excepting Medical schools where there was slight decrease from 25 to 20, and a reduction of two Medical schools which was due to the raising of two Medical schools—one each in Orissa and United Provinces—to the status of colleges.

As regards enrolment in these schools, the statistics showed improvement over the figures of the previous year. The students on rolls in all Professional schools rose by 8,404 to 92,528. This increase was observed in all types of schools, particularly in Technical and Industrial schools and in Normal and Training schools.

The following table gives the number of various types of Professional and Technical schools and enrolment in them during the years 1946-47 and 1947-48 :—

**Table No. 44—Statistics of Professional and Technical Schools—Institutions and Enrolment**

Type of School	1946-47		1947-48	
	Institutions	Scholars*	Institutions	Scholars*
Art . . . . .	14	1,698	15	1,901
Law . . . . .	..	..	..	..
Medicine . . . . .	25	4,364	20	4,387
Normal and Training . . . . .	529	34,095	529	38,895
Engineering . . . . .	4	1,309	5	1,424
Technical and Industrial . . . . .	487	26,983	504	30,182
Commerce . . . . .	296	14,784	302	15,085
Agriculture . . . . .	14	891	15	945
TOTAL . . . . .	1,369	84,124	1,390	92,819

\* Include scholars studying in classes attached to the schools for general education.

*Professional and Technical Colleges*

As regards the colleges, the position fairly improved during the year. The number of all types of colleges increased by 19 to 132. This increase was due to the opening of two new colleges for Law, two for Medicine, four for Training, three for Engineering, four for Commerce, three for Agriculture, and one for Veterinary Science.

Along with an increase in the number of colleges, the enrolment therein including that in university departments of Professional Education increased by 5,331 to 45,643. The increase of 1,175 students receiving technical and engineering education, of 2,324 receiving commercial education, of 649 in agricultural education, and of 1,034 in medical education were noteworthy. But the numbers enrolled declined in law and forestry.

The statistics of the main Professional and Technical colleges are given in the table below :—

**Table No. 45- Statistics of Professional and Technical Colleges—Institutions and Enrolment**

Type of College	1946-47		1947-48	
	Institutions	Scholars*	Institutions	Scholars*
Law . . . . .	13	8,393	15	7,676
Medicine . . . . .	22	7,816†	24	8,850
Training . . . . .	34	2,328	38	3,201
Engineering‡ . . . . .	8	4,400	11	5,453
Technology . . . . .	6	862	6	984
Commerce . . . . .	14	12,334	18	14,658
Agriculture . . . . .	9	3,110	12	3,759
Forestry . . . . .	3	281	3	256
Veterinary . . . . .	4	588	5	806
TOTAL . . . . .	113	40,312	132	45,643

\* Include scholars studying in classes attached to the colleges for general education and the University Departments.

† Includes 43 and 53 students studying Pre-medical course in the years 1946-47 and 1947-48 respectively, in Science College, Patna.

‡ Figures for the number of Engineering Colleges exclude (i) Delhi Polytechnic, Delhi, and Engineering College, Roorkee, already shown under schools in table No. 44. These were not affiliated to any University but awarded All-India Diplomas considered to be of degree standard; (ii) Arthur Hope College of Technology, Coimbatore; Alagappa Chettiar College of Technology, Madras; Luxm-narayan Institute of Technology, Nagpur; and Victoria Jubilee Technical Institute, Bombay, which have been shown against Colleges of Technology but offer facilities for engineering as well; and (iii) College of Engineering and Technology, Annamalai University; College of Engineering, Aligarh; and Engineering College, Banaras which are University Departments and have not been shown as separate Colleges.

Certain important features of these institutions (other than Teachers' Training) relating to the year under report are described in the following paragraphs :—

### *Law*

During the year the total number of Law colleges increased by 2 to 15. The enrolment figures, however, decreased by 717 to 7,617. In East Punjab one Law College was opened at Simla with a view to making up the deficiency of the only college of the undivided Punjab located at Lahore gone over to Pakistan.

### *Medicine*

There were 24 Medical colleges as compared with 22 in the previous year. In Bombay, one new college—Lallubhai Motilal College of Pharmacy, Ahmedabad was opened by the Ahmedabad Education Society, and this College offered courses in Pharmacy leading to the B. Pharm. degree. .

It was proposed to establish a Medical college at Aligarh which would be affiliated to the Aligarh University. For this, a sum of Rs. 50 lakhs had already been collected and the lay-out-plan had been submitted to the Government of India.

The Government of United Provinces had also recognised the degree of Tibiyā College as equivalent to the Aurvedic Degree of the Banaras University.

In East Punjab, the Government was faced with a difficult problem of providing educational facilities in medicine for the non-muslim students who were formerly studying in the King Edward's Medical College, Lahore and the Balak Ram Medical College, Lahore, and had migrated to East Punjab. After the partition of the province, there was only one Medical College, *i.e.*, the Glancy Medical College at Amritsar ; but it could not meet the demand for all these students. The East Punjab Government, however, met the situation by getting certain seats reserved in some other Medical colleges in the country.

### *Engineering*

During the year, there were 11 Engineering colleges (excluding 9 explained in the footnote of table 45) in India (less states) as compared with 8 in the previous year. In Bombay, the College of Engineering at Poona was the only institution of its kind in the province. With the opening of another college, *viz.*, the New Engineering College at Kupwad, and the affiliation granted to the Victoria Technical Institute, Bombay, by the Bombay University for degree courses in mechanical and electrical engineering, there became three Engineering colleges in the Province.

One notable event of the year was the creation of the Engineering University at Roorkee. This University was the first of its kind in India.

After the partition of the Province of Punjab, there was no Engineering college in East Punjab. Special Classes in Engineering of the East Punjab University were, however, started in the Thomson College, Roorkee.

### *Technology*

While in western countries this branch of Technical Education has expanded considerably, in India it is still in an infant stage. Facilities available in this country were restricted to the following branches of Technology :—

- (i) Chemical Technology
- (ii) Sugar Technology
- (iii) Fisheries Technology and Navigation

- (iv) Textile Technology
- (v) Leather Technology
- (vi) Cinematography and Sound Technology.

During the year under report, there were 6 colleges in India which provided for the study of different subjects in Technology. Chemical Technology was perhaps the most important of all of the technological subjects, and there were about 15 institutions (university departments, colleges and schools) in India which provided post-graduate, degree, and certificate courses in this subject.

#### *Commerce*

Almost every university in India had either a Faculty or a Department of Commerce and awarded Bachelor's degree in Commerce. The Andhra and Delhi Universities offered also Honours course in Commerce and other universities like Allahabad, Bombay, Lucknow and Agra awarded a Master's degree. During the year under report, there were 18 Commerce Colleges in India (less states). These were in addition to the Commerce Departments attached to different universities.

#### *Agriculture*

During the year 1947-48, there were 12 Agricultural colleges in India. In the province of Bombay, two new colleges were opened at Dharwar and Anand. In U. P., the facilities for agricultural education increased by the introduction of degree classes in Agriculture at a number of colleges affiliated to the Agra University. In Punjab, prior to partition there was only one Agricultural College situated at Lyallpur gone to Pakistan. For the displaced students and staff of this college, an Agricultural College was started at Amritsar. It prepared students for the B.Sc. (Agriculture) examination of the East Punjab University.

#### *Veterinary*

There were 5 Veterinary colleges with an enrolment of 806 against 4 colleges and 588 enrolment of the previous year. After the partition of the province of Punjab, a Veterinary College was opened at Hissar.

#### *Forestry*

There were three Forest colleges in the country, one in Madras, two in the United Provinces. The enrolment in these colleges was 256 against 281 during the previous year.

#### *Examination results*

The examination results of the various professional faculties are given in table No. VII of Part II.

#### *Centrally Administered Institutions*

There were many Professional & Technical institutions which were of an all-India character and were located at different places in the country. These were administered by the Government of India through the different Central Ministries. Their list\* is given below :—

\* For a more detailed account one may refer to this Ministry publication " Education in Centrally Administered Institutions, 1947-48 " obtainable from the Manager of Publications, Civil Lines, Delhi.



Table No. 46—List of Centrally Administered Professional and Technical Institutions

Institution (1)	Province with town of location (2)	Administering Ministry (3)
<b>Medicine and Public Health :—</b>		
(i) All India Institute of Hygiene and Public Health	West Bengal (Calcutta)	Health
(ii) Central Drugs Laboratory . . . . .	Do. . . . .	Health
(iii) College of Nursing . . . . .	Delhi . . . . .	Health
(iv) Malaria Institute of India . . . . .	Delhi . . . . .	Health
(v) Central Research Institute . . . . .	East Punjab (Kasauli)	Health
<b>Engineering and Technology :—</b>		
(i) Indian School of Mines and Applied Geology	Bihar (Dhanbad)	Works, Mines & Power
(ii) Delhi Polytechnic . . . . .	Delhi . . . . .	Education
<b>Agriculture :—</b>		
(i) Central Inland Fisheries Research Station	West Bengal (Calcutta)	Agriculture
(ii) Central Sericultural Research Station . . . . .	West Bengal (Berhampur)	Agriculture
(iii) Herbarium Royal Botanic Garden . . . . .	West Bengal (Calcutta)	Agriculture
(iv) Central Marine Fisheries Research Station	Madras (Mandapam)	Agriculture
(v) Central Drilling School . . . . .	United Provinces (Dhanauri)	Agriculture
(vi) Indian Dairy Research Institute . . . . .	Bangalore . . . . .	Agriculture
(vii) Central College of Agriculture . . . . .	Delhi . . . . .	Agriculture
(viii) Indian Agricultural Research Institute . . . . .	Delhi . . . . .	Agriculture
(ix) Indian Council of Agricultural Research	Delhi . . . . .	Agriculture
(x) Indian Institute of Fruit Technology . . . . .	Delhi . . . . .	Agriculture
(xi) Central Rice Research Institute . . . . .	Orissa (Cuttack)	Agriculture
(xii) Zoological Survey of India . . . . .	West Bengal (Calcutta)	Agriculture
(xiii) Deep Sea Fisheries Station . . . . .	Bombay (Bombay)	Agriculture
(xiv) Cattle Breeding Research Station . . . . .	C. P. & Berar (Jubbulpore)	Agriculture
(xv) Central Potato Research Institute . . . . .	Delhi . . . . .	Agriculture
<b>Education :—</b>		
Central Institute of Education . . . . .	Delhi . . . . .	Education

**Table No. 46—List of Centrally Administered Professional and Technical Institutions—*contd.***

Institution (1)	Province with town of location (2)	Administering Ministry (3)
<b>Forestry :—</b>		
Indian Forest Research Institute and College	United Provinces (Dehra Dun)	Agriculture
Geodetic & Research Branch, Survey of India	United Provinces (Dehra Dun)	Agriculture
<b>Veterinary :—</b>		
Indian Veterinary Research Institute . . .	United Provinces (Mukteshwar)	Agriculture
<b>Others :—</b>		
(i) Indian Mercantile Marine Training Ship 'Dufferin'	Bobmay . . . . .	Commerce
(ii) Indian Meteorological Department Training Centre	Bombay (Poona) . . . . .	Communication
(iii) Tele-Communication Training Centre . . .	C. P. & Berar (Jubbulpore)	Do.
(iv) Communication School (Civil Aviation Centre)	United Provinces (Saharanpur)	Do.
<b>Defence :—</b>		
(i) King George V's R.I.M. College . . . . .	Ajmer . . . . .	Defence
(ii) King George V's R.I.M. College . . . . .	East Punjab (Jullunder)	Defence
(iii) King George VI's R.I.M. College . . . . .	Bangalore . . . . .	Defence
(iv) King George VI's R.I.M. College . . . . .	Bombay (Belgaum) . . . . .	Defence
(v) Prince of Wales' R.I.M. College . . . . .	United Provinces (Dehra Dun)	Defence
(vi) Lawrence Royal Military School . . . . .	East Punjab (Sanawar) . . . . .	Defence

Of these, the following institutions were established during the year under report :—

- (i) Central College of Agriculture, Delhi ;
- (ii) Central Institute of Education, Delhi ;
- (iii) Cattle Breeding Research Station, Jubbulpore ; and
- (iv) Deep Sea Fishing Station, Bombay.

## CHAPTER VIII

### BASIC EDUCATION

The system of Basic Education is based on the principle of "learning through activity". In India the importance of applying this principle in education on a nation-wide scale was emphasized by Gandhiji in 1937. A committee was appointed under the chairmanship of Dr. Zakir Hussain to prepare a detailed scheme of education based on this principle. The report of this committee which is known as the Wardha Scheme of Education was approved by Gandhiji and the Indian National Congress in 1938. The main characteristics of what is now known as Basic Education, according to the Wardha Scheme\*, are :

- (i) Free and compulsory education in primary and secondary stages should be provided for seven years on a nation-wide scale ;
- (ii) The medium of instruction must be the mother-tongue ; and
- (iii) Throughout this period education should centre round some form of manual and productive work and all other activities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft with due regard to the environments of the child.

In January, 1938, a committee under the chairmanship of the Hon'ble Mr. B. G. Kher, Premier and Education Minister, Bombay, was appointed by the Central Advisory Board of Education, to examine the Wardha Scheme in the light of the Wood and Abbot Report on General and Vocational Education. The Kher Committee accepted the principle of educating children through purposeful creative activities which should gradually develop into productive work. It also recommended that Basic Education should first be introduced in rural areas ; that the age-group of compulsion should be 6—14 years, but that children may be admitted to basic schools even at the age of 5 ; and that the medium of instruction should be the language of the pupil.

In January, 1939, the Central Advisory Board of Education appointed another committee under the same Chairman to report on the co-ordination of the Basic system with higher education. This Committee, *inter alia*, recommended that Basic Education should comprise a course of eight years from the age of 6 to 14. The course, while preserving its essential unity, should consist of two stages : The first—Junior Stage—which should cover a period of 5 years, and the second—the Senior Stage—which should extend over the remaining 3.

The reports of both the Committees were subsequently approved by the Central Advisory Board of Education and their main conclusions were incorporated in the Board's Report on Post-War Educational Development in India†. The Board's Report envisaged a period of forty years for the introduction of compulsory Basic Education for children between 6 and 14.

This Report was accepted in principle by the Central and Provincial Governments and five years' Educational Plans were prepared by them in the light of the recommendations made therein. Steps were taken in 1946-47 to set on foot the programme of action.

In the All-India Education Conference held in Delhi in January 1948, it was pointed out by the Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India, that the programmes which were considered adequate for

\* Bureau of Education (Ministry of Education, Government of India), Pamphlet No. 6, P. 22

† Bureau of Education (Ministry of Education, Government of India), Pamphlet No. 27.

the old regime would no longer satisfy a free and independent nation. He urged that measures may be devised by which the educational progress of this country can be so accelerated that the objective is achieved within a much shorter time. The Hon'ble Minister was aware of the inadequacy of both trained teachers and school buildings, and above all of the inadequacy of funds. These difficulties must, however, be overcome. He appealed to every educated man and woman of the country to come forward for this national service and serve as a teacher for at least two years, and suggested that, if necessary, the programme of national education may be considered even on a basis of compulsory service on the lines of conscription for the army. The emergency measures could not, however, continue indefinitely. Five years were therefore to be devoted for the greatest possible expansion in the provision of facilities for the training of teachers. He held that the problem of educational buildings could be solved by erecting kacha or semi-permanent houses instead of permanent structures. The immediately available resources should be utilised for purposes of education of the people and not for buildings. These could be built gradually as the finances of the country improved.

The Government of India then appointed a Committee to draw up programmes of Basic Education, to fix targets to be achieved in the course of the next two or three quinquenniums and devise ways and means for financing such schemes. The reports of these committees were examined by the Government.

The Government of India undertook also to prepare a syllabus for the Basic schools—both Junior and Senior—and also a Handbook for Basic School teachers. The Committee set up for this purpose held its first meeting in June, 1947. Its interim report was approved by the Central Advisory Board of Education in January, 1948. The Committee recommended\* that the curriculum of Basic Schools should consist of :—

- (a) Craft-work,
- (b) Mother tongue,
- (c) Mathematics,
- (d) Social Studies,
- (e) General Science,
- (f) Art, including Drawing, Music, and Aesthetic generally,
- (g) Games and Physical Activities, and
- (h) Hindustani (now Hindi).

According to the recommendations of the Committee, the Standard of instruction provided in the Junior Basic schools should be equivalent to the one obtaining in Primary schools, but its content should have considerable bias towards basic crafts, such as Agriculture, Spinning and Weaving, Fruit and Vegetable Gardening, Carpentry, Leather Work, Book-craft including Paper and Card-board work, Home Craft—including Cooking, Sewing, House Management, etc. The Junior Basic Schools should provide for appropriate "activities" leading to the Craft or Crafts in the Senior Schools. These may be Gardening leading to the craft of Agriculture, Spinning, leading to the craft of Spinning and Weaving, Paperwork and Card-board Modelling leading to the same craft, and Clay-modelling leading to Pottery and Wood-work.

The preparation of a Handbook for teachers in Basic Schools was also undertaken by this Committee. This book was mainly intended to deal with the subject of correlation.

\*Bureau of Education (Ministry of Education, Government of India), Pamphlet No. 51, pages 18, 78, 79. The syllabus for Basic Schools has recently been published (Pamphlet No. 70 of the Bureau of Education).

The Government of India arranged with the authorities of the Jamia Millia and the Viswa Bharati, Santiniketan, for the training of teachers for Basic Schools. Provision was made for training 30 teachers at the Jamia Millia. In 1946-47 only 6 availed of this opportunity, but there were to be 21 in the following year. At Viswa Bharati, arrangements were made to train teachers not only in Basic Education but also in Arts and Crafts and in Music and Dancing. The following table shows the different categories of candidates admitted to the courses :—

Subjects	Central Government nominees	State and Provincial Governments nominees	Private Candidates	Total
Arts & Crafts	5	8	1	14
Music & Dancing	..	5	4	9
Basic	14	25	1	40
TOTAL	19	38	6	63

The Basic System of Education was recognised to be the national system of education and steps were taken by the Provincial Governments to carry out the recommendations of the Central Advisory Board of Education. Financial difficulties and paucity of trained teachers, however, held up progress. In spite of these difficulties, the Provincial Governments with the help of the Central Government have been trying to introduce Junior Basic Education as quickly as possible. Everywhere in the country the opening of new schools of the Junior Basic type was being accelerated and steps were being taken to convert the Primary Schools into Junior Basic ones to the extent it was possible. As regards the number of basic trained teachers, special steps have been taken by all the Provincial Governments to increase their output partly by training new recruits and partly by giving refresher and short term courses to the existing teachers.

A perusal of Provincial Reports will give some idea about the success achieved in this direction in the different provinces.

In Bombay the scheme of Basic Education continued to work during the year under report. The number of Junior Basic schools remained constant at 56 in the four compact areas; but the number of pupils receiving Basic Education increased by 411 to 8,535. There were 240 teachers working in the Basic schools, and of these 193 were trained and 47 untrained. Provision for the training of teachers required for Basic schools was made at the 3 Basic Training Centres at Katargam, Loni and Dharwar. The number of teachers trained at these centres was 71. Steps were also taken to revise further the syllabus for Basic schools on the lines of the syllabus of the Hindustani Talimi Sangh and the experience gained so far in the field of Basic Education.

In addition to the Basic schools, there were 162 schools with Agricultural Bias during the year in this province; and the number of pupils in them was 8,160. The corresponding figures for 1946-47 were 150 and 8,063. Up to this time these schools were treated as Basic schools with Agriculture as the Basic Craft, but as these schools did not follow the technique of Basic Education as far as teaching was concerned and were not staffed by Basic Training Teachers, Government decided to treat them as ordinary full grade Primary schools with provision for the teaching of Agriculture as a craft in the higher classes.

As a further step towards facilitating the introduction of Basic Education in the existing Primary schools on a mass scale, the Government of Bombay decided to introduce the teaching of crafts in as many primary schools as possible. The Board of Basic Education continued to function and held 4 meetings during the year.

In Orissa, the Provincial Board of Basic Education met five times between January, 1947, and March, 1948, and decided upon (i) the principles for the spread of Basic Education, (ii) location of Basic Training Schools and Basic Schools, (iii) appointment of teachers in Basic Training Schools, (iv) selection of candidates for Basic Training Schools, (v) fixation of pay of teachers in Basic Training and Basic Schools, (vi) fixation of recurring and non-recurring aid to aided Basic Schools, (vii) inspection and recognition of Basic Schools, and (viii) other activities connected with the spread of Basic Education. The total expenditure on Basic schools up to 31st March, 1948, was Rs. 1,13,832. In 1947-48, two training schools were started at Bari (Ramchandrapur) and Angul, and one at Russel Konda. Government decided to implement the Basic Education Scheme as expeditiously as possible, but due to the difficulty in getting teachers trained for staffing the training schools, the programme of expansion was not so rapid as expected.

In the province of Madras, the steps taken towards the introduction of craft-centred basic education as the chief method of instruction in mass education continued to be pursued with great vigour. With the teachers of elementary schools re-trained in the Basic Training School, Perianaickenpalayam, 17 Basic Schools were organized in the compact area encircling that school. The syllabii published by the Hindustani Talimi Sangh for Basic Schools and Basic Training Schools were followed in their entirety, with the approval of the Government. Five new Basic Training Schools (four for men and one for women) were opened during the year, thus raising the total number of Basic Training School to 7. The total number of trainees in these schools was 244 men and 74 women. Special efforts were made for training the required staff for Basic Training Schools. In these schools, community-life was organized on domestic lines. Training in leadership was given and trainees were impressed with the need of creating a new order of society.

The Government of Madras sanctioned two posts of Basic Educational Officers in the subordinate educational services, one for the Andhradesh and the other for Tamil Nad, with a view to helping the department in the organization, co-ordination and supervision of Basic Training schools and Basic Schools in the province. Another post of Junior Deputy Inspector of Basic Schools was created and the work of supervision of the Basic schools was entrusted to him.

In U. P. the number of Basic Primary schools increased by about 400 during the year under review. The content and technique of the U. P. Scheme was in some respects different from the original Wardha Scheme, but its essentials were maintained in order to suit local conditions. Art was given the greatest prominence and provided the children with an easy and effective means of self-expression. In the higher sections of the Basic schools, book-craft, weaving as a natural corollary to spinning, and growing of vegetables as a part of gardening were amongst the popular subjects. The Basic Training College completed its experiment of full 7 years syllabus and the technique of teaching that. The graduates of the college were generally appointed in the Normal Schools and as Deputy Inspectors of Schools where they could render valuable service in popularizing the system of Basic Education.

In Delhi, the Basic Primary school at Okhla did useful work. It was maintained by the District Board and was under the direct supervision of the Principal, Jamia Millia Islamia. Students learned by doing and the methods of teaching employed were the project-method and the Moga (story)-method. Spinning, gardening, clay-modelling and card-board work were the Basic Crafts on which teaching was based.

The Municipal Committee, Delhi, also ran an ordinary Primary school on the lines of the Okhla Basic Primary school. J. V. Teachers with additional Basic Training were on the staff of the school. The experiment continued to be watched with interest.

In order to make a beginning with their plan of universal Basic Education, the Government of India decided to open 150 Junior Basic schools in Delhi Province during 1948-49. Delhi was chosen, because this province is a small compact area administered directly by the Centre. There was, however, no intention to confine the programme to Delhi. As soon as experience had been gained here, its results were to be made available to all other provinces.

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## CHAPTER IX

### SOCIAL EDUCATION

With the attainment of independence and the introduction of adult franchise, the problem of adult education has assumed special importance. No democracy can be successful so long as its electorate is illiterate and unable to understand fully the various problems confronting the country. The task of educating the adults is one on which future progress, welfare and even safety of a country depend.

The Central Advisory Board of Education at their 14th meeting held at New Delhi in January, 1948 emphasized the importance of Adult Education. They approved and adopted the recommendations of the special sub-committee for the removal of illiteracy and for the further education of literates. According to the recommendations of this Committee, Adult Education should not be limited to making people merely literate. It should also include general education so as to prepare every citizen to play his part in a democratic social order. Literacy and general education should proceed simultaneously, but greater emphasis should be laid on the latter aspect of adult education with a view to enabling every citizen to participate effectively in the new social order. A five-year programme for this purpose was suggested.

The Ministry of Education, Government of India, accordingly drew up a programme of Social Education with a view to imparting literacy and giving instruction in citizenship to all members of the State who were denied in their youth the opportunity of formal instruction.

Social Education may be defined as a course of study directed towards the production of consciousness of citizenship among the people and promotion of social solidarity among them. It has three aspects, namely :—

- (a) The spread of literacy among grown-up illiterates ;
- (b) The production of an educated mind in the masses in the absence of literary education ; and
- (c) The inculcation of a lively sense of rights and duties of citizenship, both as individuals and as members of a powerful nation.

For inducing the growth of a sense of citizenship and producing an educated mind among adult illiterates it is intended that they should be instructed in the following matters :—

- (i) Meaning of citizenship and the way in which democracy functions. Knowledge of the history and geography of the country and the social conditions obtaining therein. Acquaintance with working of the State. Meaning and value of vote, that it is not only a valuable right but also a great obligation.
- (ii) Instruction in the laws of personal and public health. Importance of clean and healthy living.
- (iii) Information to enable him to effect improvement in his economic status, so that adult education may be linked to his economic life.
- (iv) Training and refinement of emotions through Art, Literature, Music, Dancing and other Recreative Activities.
- (v) Instructions in principles of human brotherhood and Universal Ethics with special emphasis upon the necessity of toleration of one another's differences in a democracy.



These points for the education of the adults were emphasized by the Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India, in his address to the All-India Education Conference held at New Delhi in January, 1948. He stated that such an expansion of the mind of adults can be largely effected to-day through the use of modern educational methods which will make our task lighter than it was before. There is the experience of countries like Russia and U. S. A. where open air drama, film and radio have been used to a very great effect. Russia has, in fact, succeeded in carrying out her successive five-year plans largely by use of those methods through a planned drive for the attainment of the objective. It has, however, to be remembered that conditions in India differ in many respects and their experience will, therefore, have to be modified to suit the requirements of the country.

Speaking about teachers for a social education programme the Hon'ble Minister suggested that we must not only depend upon teachers in schools but we must also call upon Government servants to render voluntary service especially in rural areas. Such persons, the Hon'ble Minister emphasized, could render great help both by working in night schools and Sunday schools during their spare time and by their example in introducing a drive for literacy among their own subordinates who are illiterate.

This concept of Social Education has developed only recently and not much progress could be achieved during the year under report.

In 1947-48, the total number of recognised adult schools was 6,536 as compared with 5,988 in the previous year. The number of adults getting instruction in these institutions was 1,84,035 as compared with 1,65,637 in the previous year. Table No. 47 indicates the number and strength of the recognised schools for adults in the different provinces :

**Table No. 47—Statistics of Adult Schools—Institutions & Enrolment**

Province	1946-47		1947-48		Increase (+) decrease (-)	
	Institu- tions	Enrolment	Institu- tions	Enrolment	Institu- tions	Enrolment
Assam . . . . .	625*	14,293*	452	14,287	-173	-6
West Bengal . . . . .	412	12,256	416	12,175	+4	-18
Bihar . . . . .	..	..	..	..	..	..
Bombay . . . . .	3,021	76,607	3,830	96,501	+809	+19,894
C. P. & Berar . . . . .	18	921	16	633	-2	+12
Madras . . . . .	9	400	10	401	+1	+1
Orissa . . . . .	..	..	2	40	+2	+40
East Punjab . . . . .	29	797	23	577	-6	-120
U. P. . . . .	1,866	50,317	1,779	59,003	-87	-1,314
Ajmer-Merwara . . . . .	1	20	1	20	..	..
Coorg . . . . .	..	..	..	..	..	..
Delhi . . . . .	7	127	7	98	..	-23
India (Less States) . . . . .	5,988	165,637	6,536	184,035	+548	+18,398

\* Figures for 1946-47 relate to Assam before partition. In addition to the above mentioned regular schools, there were also adult centres and night schools. Although, there is, as a rule, no restriction on the education of children in night schools, yet these are attended mostly by adults. Exact figures of such institutions are not available.

In Assam, the organization of the campaign was under the Provincial Mass Literacy Committee with the Hon'ble Minister of Education as Chairman and some official and non-official persons as members. Supervision and activities in connection with organisation and propaganda were carried on in co-operation with the Sub-Divisional Inspectorates. As the Central Committee for Mass Literacy laid great stress on Adult Education and Post-Literacy, efforts were made in Sub-divisions to intensify this aspect of work by increasing the number of post-literacy centres, circulating libraries, study circles, etc. As regards the adult education among women, Mahilla Samities (Women's Organisations) were established practically in all the districts. The members took up the work of adult education among women and started post-literacy centres. Their work was, however, very much handicapped for want of funds.

In West Bengal the Government appointed in 1948 a Committee consisting of Sri Atul Chandra Gupta as Chairman and several other well-known educationists to study the problem of adult education in the Province and to recommend measures for its early and effective solution. The Committee submitted an interim report urging the Government to take the following measures:—

- (a) Appointment of a Provincial Advisory Board to advise Government on methods related to adult education;
- (b) Setting up an administrative machinery attached to the Education Directorate;
- (c) Training of 600 primary school teachers (including 100 women) in the method and technique of adult education; and
- (d) Opening of 600 centres all over the Province as the first step towards liquidation of illiteracy and propagation of mass education.

The Government of West Bengal, aware of the vastness and complexity of the problem, desired the co-operation of all the private organisations engaged in this particular line of work. Financial assistance to the tune of Rs. 27,500 in the form of lump grants for the purchase of educational equipment was offered to 11 well-known voluntary organisations.

Simultaneously with the drive against illiteracy, a programme of social education was also proposed to be launched by the West Bengal Government. They purchased a considerable quantity of audio-visual apparatus with which they proposed to organise mobile units all over the province on a regional basis. As regards the administrative part of the scheme, the Government appointed a Principal Adult Education Officer and a small ministerial staff by way of strengthening the Headquarters' staff of the Education Directorate. It was further proposed to recruit a district and circle staff to help in executing the scheme.

In Bihar, the period under review was marked with a new orientation in the technique of methods to deal with adult education. Besides teaching of 3 R's steps were also taken to impart knowledge of the world around—the ideas of sanitation, rural economy, hygiene and rural uplift. The year commenced with 100 mass literacy centres in the intensive areas of each district. With the commencement of new work in 1947-48, the centres in the intensive thanas were considerably reduced and classes and people's libraries were started in selected High and Middle schools. The publicity section of the Adult Education Board was responsible for supplying suitable readers and the weekly 'Roshni' published under its auspices for the literacy centres. Talks given by selected persons along with playing of gramophones and radio programmes were considered to be powerful agencies for disseminating and diffusing knowledge among the ignorant masses. The public associations like

A.I.S.A., A.I.V.A., Harijan Sewak Sangh, Adibasi Sewak Sangh, Jati Sewak Mandal, Jamiat-ul-Momineen and others were all expected to help in the organisation and supervision of the centres under their control. The "make-your-home-literate" campaign did not, however, make much impression. A multiple of other schemes designed to serve the same end were envisaged.

In Bombay, the government realized from experience that the field of work to be covered was so vast and complicated that it could not be satisfactorily handled by a Central Provincial Board for Adult Education. They decided, therefore, to replace that Board by three regional committees on the linguistic basis, one each for Maharashtra, Gujarat, and Karnatak. The main object with which these committees were set up was to harness non-official local enthusiasm and make the public feel that they are an essential and integral part of the administrative machinery. These committees were entrusted with the direction of work in the compact areas and with further planning in that connection. Government also took another step by appointing an Educational Adviser and placing all adult education work under his guidance.

The experiment of having compact areas for adult literacy work was extended further in Bombay and another 25 compact areas were added to the existing 19. As a result of this extension, all districts of the province had at least two compact areas located in each of them, the only exceptions being Bombay Suburban District which had none and Sholapur which had only one. For the training of adult education workers, training classes of two weeks' duration were conducted from time to time by the training colleges for men and women. During the year under review, the Government Training Colleges at Poona, Wai, Jalgaon, and Dhulia conducted such classes at which a total of 185 workers were trained. In addition, the Heads of Government and non-Government training institutions were instructed to organize adult literacy classes in their premises. The subject "How to teach adults" was included as an item of study in the syllabuses of primary training institutions and the students under training were required to watch the work of these literacy classes, and if they so desired, to give lessons under supervision to adult illiterates. Such lessons were counted towards the practice lessons for the purpose of the Certificate Examination.

In Madras, the Government drew up a scheme of adult education, which provided as follows :—

- (i) For liquidating illiteracy among adults, 100 adult literacy schools to be opened in 1948-49 ;
- (ii) For the training of staff for adult literacy work, sanction was accorded for the opening in 1948-49 of 6 centres, i.e., two for each linguistic area of Tamilnad and Andhra, one in Malabar, and one in South Kanara ;
- (iii) Sanction was given for the opening of 3 rural colleges under Government, one for each linguistic area for giving higher education to people who have already had some education. It was also provided that 20 colleges would be granted recognition if opened by private agencies or by local boards for this purpose ;
- (iv) Sanction was also accorded for the opening of 5 training camps for social service workers ;
- (v) A series of courses for the training for citizenship and for leaders in youth movement were proposed to be started ; and

- (vi) For visual education, sanction was accorded for the purchase of 8 projectors and films for 8 districts at a cost of Rs. 5,000 per district and for the employment of one electrical mechanic and one Attendant for each district.

In Orissa, the agencies for achieving literacy were the night schools, classes in jails, libraries, and mechanical aids. Adult education classes continued to be held in important jails for the spread of literacy among convicts. Village libraries were maintained in different parts of the province to keep up literacy among adults.

The programme of Adult Education received a set-back in East Punjab because of partition. It was, however, realized by the government that the entire approach to the problem of Adult Illiteracy and Adult Education required radical changes and the new programmes were under consideration.

In U. P., the government appointed a committee under the Chairmanship of Prof. N. K. Sidhanta to enquire about the existing conditions of adult education and to suggest improvements therein. This Committee made valuable recommendations for the consideration of Government.

One important feature of the expansion programme in U. P. was to popularise adult education by means of visual instruction. Another special feature of the year was that two experiments in the field of adult education were conducted in the district of Allahabad with a view to finding out quicker and more effective means of achieving literacy. One of these experiments was conducted at Tharwai and the other at Meja Road. The Meja Road experiment failed. The other one was given further trial at two other places, Sahson and Phaphamau again in Allahabad District. The experiment aimed at spreading literacy through rhythmic method and cultural activities. One other feature of the year was that influential persons in various places were invited to take interest in organising adult education centres on grants-in-aid basis.

In Delhi, there was no progress in adult education during the year 1947-48. The Ministry of Education, Government of India, however, intended to start their programme of Social Education first with the rural masses of Delhi Province. The village schools were to be the centres of community life and the village school teachers to be the main instruments in making the masses conscious of 'life' in its real sense.

**CHAPTER X**  
**MISCELLANEOUS**

**(i) Pre-Primary Education**

According to the Central Advisory Board of Education, an adequate provision of "Pre-Primary Instruction in the form of nursery schools or classes is an essential adjunct to any national system of education".\* But in India such a provision has so far been very inadequate. Table No. 48 gives the number of pre-primary or infant schools and classes and enrolment therein in the different provinces during the year under report.

**Table No. 48—Statistics of Pre-Primary or Infant Schools/Classes**

Province	Pre-Primary or Infant Schools			Pre-Primary or Infant Classes attached to Primary or Other Schools		
	Number	Enrolment		Number	Enrolment	
		Boys	Girls		Boys	Girls
Assam . . . . .	..	..	..	..	..	..
West Bengal . . . . .	4	531	595	4,390	32,334	10,201
Bihar . . . . .	230	4,159	1,444	20,959	308,160	62,306
Bombay . . . . .	32	1,261	1,099	28	666	858
C. P. & Berar . . . . .	7	146	167	60	1,488	350
Madras . . . . .	21	568	1,037	1	..	37
Orissa . . . . .	..	..	..	8,366	106,605	41,958
East Punjab . . . . .	..	..	..	4,776	25,932	14,407
United Provinces . . . . .	..	..	..	306	8,797	1,281
Ajmer-Merwara . . . . .	..	..	..	103	1,512	1,096
A. & N. Islands . . . . .	..	..	..	15	204	109
Coorg . . . . .	3	60	87	..	..	..
Delhi . . . . .	..	..	..	..	..	..
Pantli Piploda . . . . .	..	..	..	..	..	..
India (less States) . . . . .	297	6,725	4,379	39,004	485,698	131,693

\* Page 16 of Bureau of Education, India, Pamphlet No. 27 "Post-War Educational Development in India".

It will be seen that in many of the provinces there were no separate nursery schools. Nursery classes attached to certain Primary and other schools, however, existed in all the provinces and areas excepting Assam, Coorg, Delhi and Pantli Piploda. In Bihar, the 230 schools shown as separate infant schools represent Lower Primary or Feeder schools for Infants, which were newly started.

## (ii) Education of the Scheduled Castes and other Backward Communities

Table No. 49 gives the number of scholars belonging to Scheduled Castes on rolls in all the institutions of each province :—

Table No. 49—Number of Scheduled Caste Student on Rolls

Province	1946-47	1947-48	Increase (+) or Decrease (—)
Assam . . . . .	70,421	53,924	—16,497
West Bengal . . . . .	2,64,225	2,82,418	+18,193
Bihar . . . . .	60,641	76,863	+16,222
Bombay . . . . .	2,62,134	3,93,045	+130,911
C. P. & Berar . . . . .	64,905	72,144	+7,239
Madras . . . . .	4,35,834	4,48,311	+12,477
Orissa . . . . .	36,196	59,732	+23,536
East Punjab . . . . .	33,863	38,760	+4,897
United Provinces . . . . .	2,23,762	2,72,317	+48,555
Ajmer-Merwara . . . . .	3,294	3,716	+422
Coorg . . . . .	307	341	+34
Delhi . . . . .	3,662	4,941	+1,279
India (less States) . . . . .	14,59,244	17,06,512	+247,268

The number of Scheduled Caste pupils under instruction in all stages advanced by 2,47,268 to 17,06,512. Though an increase was observed in all stages of instruction, the most marked increase was in the primary stage. In the case of Assam, as already stated in other chapters, the decrease was only apparent and due to the exclusion of Sylhet which merged with East Pakistan after the partition of the country.

The figures for the number of scholars on roll belonging to the other Backward Communities are not available for all the provinces. In Bihar the number of pupils belonging to the Backward Tribes was 1,24,250 as compared with 1,06,745 during the previous year. The number of persons of the Criminal Tribes of that province receiving instruction was 143. In Madras, the number of pupils belonging to Aboriginal and Hill Tribes was 5,126 (3,815 boys and 1,311 girls) as compared with 5,485 (3,038 boys and 1,447 girls) in the previous year and the strength of the pupils belonging to Criminal Tribes was 21,895 including 8,115 girls. In Orissa the strength of Aboriginal and Hill Tribe pupils at the different stages of instruction was 12,589 as compared with 11,121 during the previous year, and that of Criminal Tribe pupils was 1,622 as against 1,240 during 1946-47.

According to the West Bengal report the educational interests of the backward classes were safeguarded and fostered by special measures in that province. A separate fund was created for this purpose. The special officer for the education of Backward Classes supervised the distribution of the fund. There was also a

Standing Committee to advise the Government upon all matters relating to the education of the Scheduled Castes. During the year under review a provision of Rs. 3,88,000 for stipends, grants, etc., to pupils from Scheduled Castes was made. There was also a provision of Rs. 1,38,000 in the fund to meet the cost of stipends etc., to Backward Classes, including Tribals, and Muslims.

In Bihar, there were 196 special schools for Scheduled Castes with 6,461 boys and 621 girls on their rolls. The provincial Government in the Welfare Department sanctioned the creation of 100 college-scholarships at Rs. 30 per month each and 506 school-scholarships (200 for classes VIII to XI at Rs. 15 per month each, 206 for classes VI to VII at Rs. 10 per month each, and 100 scholarships for Primary classes at Rs. 5 per month each) for the years 1947-48 and 1948-49. Seats were reserved for these pupils in college hostels. The total sum spent from public funds for the special benefit of the Scheduled Castes was Rs. 1,59,093 in 1947-48 as against Rs. 72,885 in 1946-47.

For the pupils of Aboriginal Tribes, the Government of Bihar sanctioned during the year, 164 college-scholarships and 747 stipends. Sanction was also accorded for the creation of 6 scholarships at Rs. 10 per month each tenable at Deoghar Vidyalaya for higher studies in Hindi and 4 of Rs. 15 per month each tenable at Tilak Vidyalaya, Madhupur for technical training to the Aborigines of Santal Parganas. The total expenditure in 1947-48 on special scholarships from Government funds was Rs. 56,977. The total sum spent from Government funds specially for the benefit of the backward tribes was Rs. 3,82,556 against Rs. 1,85,426 in the previous year.

In Bombay the following special facilities were given to backward classes:—

- (a) Exemption from payment of fees in all types of institutions ;
- (b) Special scholarships to eligible backward class students in schools and colleges and stipends to pupils in Primary schools ;
- (c) Exemption from the payment of examination fees at the High and Middle school scholarship examinations ;
- (d) Exemption from payment of room rent for the hostels attached to Government institutions ;
- (e) Concessional examination fee rates at the Primary School Certificate and Drawing Grade examinations ;
- (f) Financial help given by the Backward Class Deptt. in the form of lump sum grants to poor and deserving pupils ;
- (g) Reservation of seats in Secondary schools and colleges, including the professional colleges ;
- (h) Scholarships to deserving pupils in Primary schools by District Boards ;
- (i) Free distribution of clothes, books, slates, and writing material in Primary schools ; and
- (j) Provision of mid-day meals to children of backward classes in schools in the backward areas of different districts.

A special hostel for the Backward Classes was maintained by the Backward Class Officer in Poona and 56 students were given free board and lodging. 135 hostels were maintained by private bodies and they were given grant-in-aid by the Backward Class Officer. A total amount of Rs. 3,47,668 was spent in 1947-48 on ameliorative measures for the backward classes in the form of scholarships, free grants, stipends, free board and lodging, and free mid-day meals.

According to the Madras report some of the causes preventing a larger attendance of Harijan pupils in schools were (a) the poverty and famine which made people go to work in preference to education and (b) migration to the ghats along with their parents in search of labour and field work.

The supply of mid-day meals to pupils in all the labour schools in the Madras Province was continued during the year. The number of Harijan pupils fed in the labour schools was 74,319 as against 71,541 in the previous year. The expenditure incurred on the supply of mid-day meals in the schools was Rs. 11,15,704 as against Rs. 10,48,978 during the previous year. The health and attendance of the pupils in the labour schools in the province improved as a result of the supply of mid-day meals.

In Orissa, special measures like (i) free distribution of books, clothes, etc., (ii) scholarships and stipends to deserving pupils, (iii) exemption from payment of fees in schools and colleges, (iv) maintenance of orphanages and boarding houses for destitute children, (v) starting of vocational classes, and (vi) opening of new Primary and Middle schools, were continued during the year with a view to encouraging education among scheduled castes and hill tribes.

The U. P. report stated that the scheduled castes community was still most backward educationally, and that its backwardness stood a great deal in the way of the proper development of the province. The Government, in order to bring them to the level of other communities, introduced various measures which included award of stipends and exemption from fees from the Primary to the University stage, reservation of one-sixth of the total vacancies at the time of admission, award of stipends in vocational institutions, non-recurring assistance for the purchase of books in Anglo-Hindustani institutions, seats at Government expenses in hostels attached to Government Training Colleges and other Government Anglo-Hindustani institutions, and reservation of posts for them in Government Service. These measures proved very successful and there was an alround progress in education among them. The total expenditure on this item was Rs. 7,63,040 during 1947-48 as against Rs. 7,16,730 in 1946-47. There was an Officer on Special Duty in the Provincial Education Service at the headquarters of the Director of Education to supervise the education of the Scheduled Castes. He was assisted by an Assistant Officer on Special Duty. There was a Provincial Scheduled Castes Education Committee in each District to look after the education of the Scheduled Castes children.

With a view to improving the educational and economic conditions of the Scheduled Castes, the Government of India, in 1943, approved of a grant of Rs. 3 lakhs a year for a period of 5 years with effect from 1944-45 for scholarships to students belonging to these classes in India pursuing courses of study in Scientific and Technical subjects beyond the Matriculation stage. In the year 1947-48 the Scheduled Castes Scholarships Board appointed to administer the scheme awarded scholarships on merit to 412 candidates including 13 female candidates. In addition



to these, scholarships for 243 old scholars who had shown satisfactory progress were renewed for the year under report. The provincial distribution of scholarships awarded by the Central Government was as under :—

**Table No. 50—Scholarships awarded by the Central Government to Scheduled Castes Students**

Province	Number of Fresh Awards	Number of Old renewals
Assam . . . . .	20	8
West Bengal . . . . .	108	87
Bihar . . . . .	13	9
Bombay . . . . .	50	20
C. P. & Berar . . . . .	39	22
Madras . . . . .	109	39
Orissa . . . . .	3	2
East Punjab . . . . .	20	24
U. P. . . . .	45	28
Ajmer-Merwara . . . . .	2	..
Delhi . . . . .	3	4
India (less States) . . . . .	412	243

The value of these scholarships inclusive of freeships varied from Rs. 540 per annum to Rs. 1,200 depending upon the subjects of study. This scheme covered only post-matriculation education, because the Governments of various administrative units were concentrating their attention on primary and secondary education. The Central Government scheme worked in complete co-ordination with the schemes of the various administrative units for a similar purpose.

(iii) **Education of the Handicapped**

The schools under this head may conveniently be classified under two major groups :

- (1) Schools for the physically handicapped (blind, deaf, dumb, and lepers and
- (2) Schools for the mentally handicapped.

Table No. 51 shows the number of institutions for the handicapped and their enrolments :

**Table No. 51—Statistics of Schools for the Handicapped—Institutions and Enrolment**

Province	Number of Schools					Enrolment in the Schools				
	For the Physically handicapped			For the mentally handicapped	Total	For the physically handicapped			For the mentally handicapped	Total
	Blind	Deaf & Dumb	Leper			Blind	Deaf & Dumb	Leper		
Assam . . . . .	..	..	..	..	..	..	..	..	..	..
West Bengal . . . . .	3	4	..	1	8	‡	‡	..	‡	378‡
Bihar . . . . .	2	2	..	..	4	94	40	..	..	134
Bombay . . . . .	4	7	..	..	11	132	236	..	..	368
C. P. & Berar . . . . .	1	1	..	..	2	28	63	..	..	91
Madras . . . . .	5*	4	5	..	14	328	245	211	..	784
Orissa . . . . .	..	1	..	..	1	..	5	..	..	5
East Punjab . . . . .	..	..	..	..	..	..	..	..	..	..
United Provinces . . . . .	8	3	..	..	11	‡	‡	..	..	150‡
Ajmer-Merwara . . . . .	1	..	..	..	1	12	..	..	..	12
Delhi . . . . .	..	1	..	..	1	..	56	..	..	56
India (less States) . . . . .	24	23	5	1	53	594	645	211	..	1,987

\* Includes one school meant for blind, deaf and dumb.  
 ‡ Excludes figures for 5 schools which are not available.  
 † Details are not available.

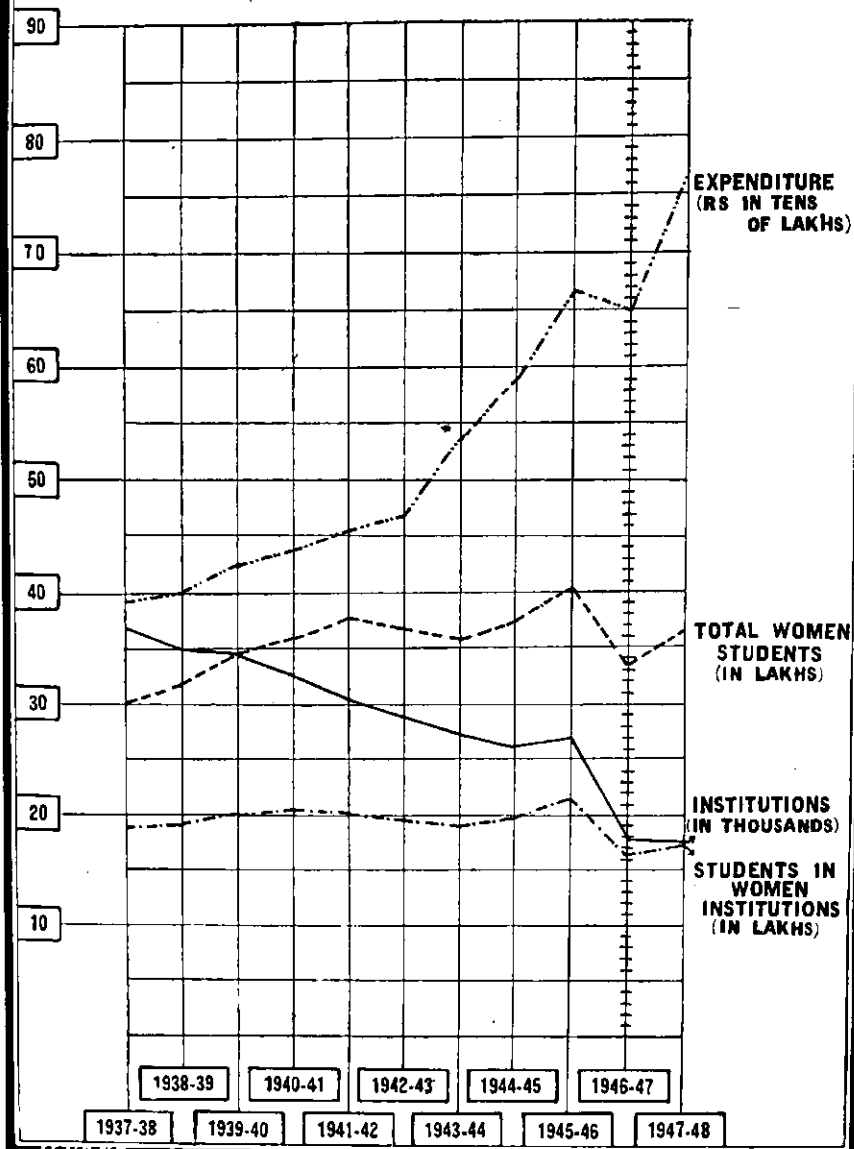
The number of institutions for the handicapped did not show much increase during the year under report. Only in U. P., the number of schools for the handicapped increased by 3 of which 2 (one at Khairabad and the other at Banaras) were for the blind and 1 for the deaf and dumb (again at Banaras). Assam and East Punjab had no institutions for the handicapped ; but facilities for education in the schools at Calcutta were made available by means of scholarships to blind, deaf and dumb children. There was only one institution for the handicapped in each of the provinces of Orissa, Delhi and Ajmer-Merwara. In the former two, these were meant for the deaf and dumb only, while in Ajmer-Merwara it was for the blind.

For the mentally handicapped there was only one institution in the whole of India ; and this was in the province of West Bengal. But in Bombay there was a 'Home' for the mentally defective children with 68 pupils on its rolls. It was maintained by the Children's Aid Society, Bombay.

A unit for the Handicapped was instituted in the Ministry of Education, Government of India, in April, 1947, to deal with the problems of the education and welfare of the physically and mentally handicapped. During the year under report, this unit completed preliminary work for the establishment of the Braille Printing Press. Uniform Indian Braille drawn up by the Expert Committee of the Central Advisory Board of Education was accepted by the Government of India in 1947 and the Provincial Governments were instructed to ask all institutions for the blind within their respective administrative control to begin using it.

# PROGRESS OF WOMEN EDUCATION

STATISTICAL PARTITION LINE +++++



In most of the provinces general education was imparted to the blind in their respective regional languages according to the Braille Code adapted to Indian languages, as recommended by the Central Government. The students were also given vocational training in different arts and crafts like tailoring, knitting, weaving, carpentry, etc., to help them to earn their living. There was also a provision for the teaching of music in most of the schools for the blind.

For the deaf-mutes, lip-reading and articulation formed the main features of instruction. As in schools for the blind, in addition to the instruction of the three R's, instruction was imparted in certain useful crafts like drawing, sign-board painting, carpentry, tailoring, etc.

#### (iv) Education of Girls and Women

The year under report registered a fair progress in the education of girls at all stages of instruction. The percentage of students to the total female population increased from 2.7 to 2.9. This improvement in the education of girls and women may be described as a welcome sign for the future ; as it is generally said that the solution of illiteracy and the building of a healthy public attitude towards education depends largely on the progress made in the education of women.

The total number of institutions for girls and women fell from 17,547 to 17,455. This decrease was mostly due to the decrease in the number of recognised institutions which fell from 17,010 to 16,950. The decrease was marked in the provinces of Assam, West Bengal and Bihar. The decrease in the number of institutions in Assam was perhaps only apparent ; the figures for 1947-48 do not include the number of schools situated in that part of Sylhet which is now in Pakistan. The fall in the number of institutions in other provinces may not be considered as a setback. In West Bengal the fall was due partly to the better planned distribution of primary schools effected by a policy of concentration and amalgamation of weak and inefficient schools and partly due to the introduction of co-education under the free primary education scheme.

The fall in the number of institutions in certain provinces did not have any adverse effect on the number of female students. The total number of girls under instruction in all institutions for both boys and girls rose from 32,67,667 to 36,02,282. All the provinces and areas shared this increase, except Assam and Coorg. The largest increase (1,86,591) occurred in Bombay, followed by Madras (65,244), West Bengal (42,871), East Punjab (26,213), Orissa (24,552), Bihar (14,212) and U. P. (13,667). In each of the rest it was less than 2,000.

In view of the fact that a large majority of girls attend boys' schools and a fairly big number of boys attend institutions intended for girls, it is not possible to give accurately the figures of expenditure on education of girls only. The expenditure on institutions for girls increased by Rs. 1,16,90,933 to Rs. 7,65,06,975. This, however, represented only 13.9 per cent of the total expenditure on education. The share of the Government in the money spent on institutions for girls was 44.9 per cent, and of local bodies 19.5 per cent, while fees contributed 18.2 per cent, and private benefactions, etc., 17.4 per cent. The provincial statistics indicate that the total expenditure on the institutions for girls was reduced only in Assam and Coorg, while all other provinces recorded a substantial increase.

#### *Primary Education*

During the year under review the number of Primary schools for girls decreased from 14,366 to 13,812, Assam, West Bengal, and Bihar being mainly responsible for this. In the first case the decrease was due to the exclusion of Sylhet, while in the

others, the inefficient schools were weeded out or amalgamated with better schools. The total number of pupils in these schools increased by 72,662 to 12,74,173 of whom 11,83,762 were girls. The number of girls reading in Primary schools for boys during the year was 18,15,003, raising the total number of girls in Primary schools to 29,98,765, thus showing an increase of 2,83,682 during the year. The total number of girls in the primary stage also rose from 28,43,877 to 31,09,827. The total expenditure on Primary schools for girls went up by Rs. 48,79,931 to Rs. 2,94,44,480. The share of the Government in this expenditure was 48.3 per cent, of local bodies 42.0 per cent, while fees contributed 3.1 per cent, and the rest was met from private sources. The total cost per pupil in girls' schools rose from Rs. 20.4 to Rs. 23.1 per annum, against Rs. 16.3 per pupil in a Primary school for boys. The number of women teachers in the Primary schools rose from 47,991 to 49,822, of whom only 74.6 per cent were trained. The percentage of trained teachers is gradually increasing; in 1946-47 the percentage of trained teachers was 72.8, while in 1945-46 it stood at 68.7 only.

### *Secondary Education*

There was a definite advance so far as Secondary education of girls was concerned. The number of Secondary schools for girls increased from 1,787 (586 High schools and 1,201 Middle schools) to 1,818 (640 High schools and 1,178 Middle schools). Excepting for the provinces of Assam and U. P. there was increase in all other provinces. The enrolment in these schools also went up by 21,230 to 3,85,100, of whom 3,71,101 were girls. In addition, there were 1,07,856 girls in Secondary schools for boys, raising the total number of girls in Secondary schools to 4,78,957, giving an increase of 36,295 during the year. The total number of girls at the Secondary stage advanced by 53,852 to 3,67,885, thus showing an increase of 17.1 per cent over the previous year's figure. The total expenditure on Secondary schools for girls also rose by Rs. 27,22,512 to Rs. 2,34,11,520. The number of women teachers employed in Secondary schools decreased from 17,543 to 17,251, of whom 11,575 were trained as against 11,564 last year.

### *University and Collegiate Education*

There was good progress in the higher education of women. The number of women at this stage increased by 3,748 to 22,442. Of the latter, 19,727 were studying Arts and Science subjects and 2,715 Professional and Technical subjects. Bombay had the largest number of women (5,873) at the collegiate stage, then Madras (4,438), followed by West Bengal (4,296). Figures were lowest in the provinces of Bihar and Orissa. As regards enrolment in Arts and Science subjects, the maximum number of women was in Bombay (5,263) followed by West Bengal (4,085), Madras (3,670), U. P. (2,731), and East Punjab (1,157). The number of women students getting the professional collegiate education was, however, greatest in Madras (768) followed by Bombay (610), East Punjab (382), U. P. (326) and West Bengal (211). The total number of colleges for women was 80 as compared with 73 in the previous year. The Centrally administered areas of Andaman and Nicobar Islands, Coorg and Pauth Piploda had no colleges for women, and consequently the women in those provinces had to study in colleges for men. Shrimati Nathibhai Damodar Thakarsey Indian Women's University, Bombay, though its degrees were not recognised till the year 1947-48, had done some pioneer work in the field of higher education of women and had 442 women in the four affiliated colleges at Bombay, Poona, Ahmedabad and Baroda. The number of women who passed the B.A. and B.Sc. (Pass and Hons.) examinations rose by 474 to 2,869 during the year. The number of women passing the professional degree examinations also showed an increase from 751 to 873.

### *Professional and Technical School Education*

During the year under report there was an increase in the number of women receiving teachers' training, medical, technical, industrial, and commercial education. In addition to the number of women studying in the Professional and Technical colleges, 10,966 were studying in the Normal and Training schools, 395 in Medical schools, 10,168 in Technical and Industrial schools and 1,010 in Commercial schools.

#### **v) Facilities for Education of Refugees**

The partition of the country brought in its wake many colossal problems of which some of the most formidable were those relating to the education of refugees. Most of these students could not afford to pursue their studies and many of them had to seek jobs to maintain their families. A majority of the refugee students could not bring with them even their books, certificates, degrees, etc. The problems relating to the refugee students and teachers displaced from Pakistan areas were discussed at the 14th meeting of the Central Advisory Board of Education in India held in January, 1948. All the provincial representatives expressed a general desire to assist in solving the problems. The Board recommended that in order to give facilities to the students whose studies were interrupted by unforeseen circumstances in the Punjab, Sind and elsewhere, the Central and Provincial Governments be requested to consider all cases of refugee students and teachers sympathetically, especially in the matter of (i) relaxing condition of domicile and migratory certificates, (ii) granting fee concessions in needy cases, and (iii) introducing the double shift-system in the schools and colleges wherever required. The Ministry of Education, Government of India, moved the Provincial Governments to provide certain facilities for the education of these refugee students and the following main measures were taken in the different provinces :—

- (i) The condition regarding the production of certificates was withdrawn for purposes of admission to schools and colleges in case of displaced persons.
- (ii) The period of study in institutions, where they had been studying before the partition, was taken into account in admitting them to schools and colleges, though the courses of study might vary to a certain extent.
- (iii) The practice of charging capitation-fees was suspended by the technical institutions in cases of displaced persons.
- (iv) The displaced students were exempted from the payment of examination fees by several universities.
- (v) For purposes of admission to the Engineering and Technological institutions in various provinces, the Provincial Governments were requested to issue instructions to such institutions within their jurisdiction to waive the requirements of domicile for the displaced students.
- (vi) The East Punjab University evolved an emergency scheme by which Social Service Certificates and Degrees were offered to such displaced students who could not appear in the examinations due to disturbances or could not complete their examination or whose results could not be declared on account of the loss of records and papers, provided they did social service in refugee camps for at least 90 days.
- (vii) Emergency examinations were also held by the East Punjab University in August, 1947, November, 1947, and February, 1948, for the benefit of the displaced persons ; and they were charged only nominal examination fees.

- (viii) Assistance was given to a good number of students in securing admission to several universities and colleges.
- (ix) The Ministry of Education secured reservation of seats in different technical colleges for the benefit of displaced students.
- (x) The East Punjab University was moved to issue duplicate certificates to the displaced persons in lieu of the original ones which the applicants had lost in Pakistan during disturbances, on the basis of Gazette Extraordinary issued by the Punjab University, Lahore, in different years and copies of which could be secured easily.
- (xi) In the Centrally Administered Areas and at many other places schools and colleges for refugees were started on second shift basis or as independent units. In Delhi alone, three second shift colleges, including the University Camp College were started and about 6,000 students were admitted. Besides, the Delhi administration opened about 30 High, Middle and Primary schools.
- (xii) Under a scheme of the Ministry of Rehabilitation, Government of India, a grant of Rs. 75 was given to each of the students of 9th and 10th classes on application to enable them to complete their studies. Loans were offered on application to first class college students for the completion of studies interrupted on account of partition. Loans were also offered for the continuation of studies to brilliant students who secured 1st class in university examination. Scholarships to displaced students who were in receipt of the same in their previous provinces were restored to them in India. In the case of scholarship-holders from N.-W. F. P., Sind, and Baluchistan, the entire expenditure incurred on account of the restoration of these scholarships was made available by the Government of India itself, while in the case of scholarship-holders from the partitioned provinces, the province concerned was requested to bear the burden.

#### (vi) Aesthetic Education

The opportunities for Aesthetic Education were very limited in the country, but there was a growing consciousness of its usefulness, particularly of the study of Art, Crafts, Music, and Dancing.

In Assam there was no recognised school for Art during the year under review. The Gauhati Art School which was started as a private venture was recognised only on 1st April, 1948. For Music, there were four Government-aided institutions in the province. Of these, three institutions (Kamrup Music College, Arjya Sangit Vidyalaya, and Tezpur Music School) were in the Gauhati Sub-Division and the Jorhat Music School was in Jorhat. The Tezpur Music School was added to the aided list during the year under review. There were 11 other private institutions for music. A Government scholarship of Rs. 60 a month was also given to a student for training in music in the Marris College of Hindustani Music, Lucknow, for a period of 3 years and 6 months. Hand-work, drawing, painting, sewing and knitting, etc., formed a part of the ordinary school routine. Training in music and dancing was also arranged in some schools as part of recreation club activities.

The most important Art Schools in West Bengal were : (i) Government School of Art, Calcutta, (ii) Indian Society of Oriental Art, Calcutta, (iii) Indian Art School, Calcutta, and (iv) Kala Bhavana, Santinekatan. The first was one of the most well-known schools in the whole of India. The others were Government-aided institutions and did good work. The Kala Bhavana, Santinekatan, maintained its

reputation as a centre of art and culture. For crafts, Visva Bharati had a school known as the Silpa Bhavana which was the only institution of its kind in the province. There were many Music schools, most of which were situated in Calcutta. Most of the aided Music Schools were meant for girls. The songs of Dr. Rabindranath Tagore were sung and taught in many schools. The best known centre of this kind of music was the Sangit Bhavana at Santiniketan. Besides these, playing on instruments, *e.g.*, Sitar, Esraj, Tabla, Violin, Flute, etc. was also taught in these schools. There were Music schools in almost every district of the province, but schools outside Calcutta and Bankura were generally unaided. Some of the schools in Calcutta were affiliated to the Bhatkhande University of Indian Music, Lucknow, which conferred diplomas on completion of a lengthy course. Dancing was also an item in the Bratachari programme and was taught in some schools in Birbhum and Bankura. The Santal H. E. School at Bhimpur in Midnapur taught Santal dances. In some Girls' Secondary Schools, dancing was taught as an optional subject. Visva Bharati was an all-India Institution where dancing on oriental lines received the greatest encouragement.

In Bihar, there was only one school of Art, *i.e.*, Art School, Patna. It had 28 students on its rolls as against 27 in the previous year. Arts, Craft and Music found a place also in the new syllabus for the Primary and Middle Schools. European Schools and Secondary Schools for girls continued to prepare pupils for the Music Examination of the Trinity College of Music, London.

In Bombay, the J. J. School of Art conducted courses in Fine Arts, Commercial Art, Sculpture, Architecture, etc. It also conducted courses for the training of teachers in Drawing. There were 866 students under instruction in the various courses of the institute. Drawing Design classes were also attached to the R. C. Commercial High School which had 33 students belonging to different artisan classes in 1947-48 as against 30 in 1946-47. Further a school of Art was also run at Dharwar under a private management, which was aided by the Government. There were 37 students under instruction in this school during 1947-48.

In Central Provinces and Berar, the Nagpur School of Arts was the only recognised institution. It maintained classes for pupils of all ages and at all stages and prepared students for the various examinations conducted by the J. J. School of Arts, Bombay. Most of the Secondary Schools in the province prepared pupils for the Elementary and Intermediate Grade Drawing Examinations of the J. J. School of Art, Bombay. Painting, drawing, music, dancing, art and needle work were also included as optional subjects for the High School Certificate Examination and were taught in several schools. Music and dancing classes were also run by private managements in many of the large towns of the province.

In Madras, the Manual Training Class attached to the Teachers' College, Saidapet was revived during the year and thus the total number of institutions for Arts and Music increased to 5. The other 4 institutions were:—(i) The School of Arts and Crafts, Madras, (ii) Art Masters' Class and Manual Training Class attached to the Teachers' College, Saidapet, (iii) The Municipal Art School, Kumbakonam, and (iv) the Teachers' College of Music, Madras. The enrolment in all these institutions on 31st March, 1948, was 279.

In Orissa, æsthetic education in some form or an other was imparted in almost all the institutions of the province. Encouragement was given to drawing, handicrafts, music and dancing. As there was no recognised institution for Art in the province, the candidates from Orissa were sent to other provinces on Government



scholarships to study the subject. The Sangit Bidyalaya at Cuttack continued to impart instruction in music to girls and received a grant of Rs. 1,500 from Government. Drawing and music were also included as optional subjects for the Matriculation Examination. As regards dancing, bratachari and other forms of dancing were in vogue in some schools in the province. In the Ravenshaw Girls' Schools dancing was encouraged by holding special classes under a teacher appointed for the purpose.

In East Punjab, there was no recognised institution for either Art or Music. Drawing was, however, an optional subject for the Matriculation Examination, while Painting and Music were optional subjects in Intermediate and B.A. examinations for women only.

In United Provinces, there was only one recognised institution for Art, *i.e.*, the Government School of Art and Craft at Lucknow under the control of the Industries Department of the province. Some private schools for Art had also come into existence; and of these, two at Lucknow and one at Allahabad continued to attract a large number of persons desirous of learning painting. The painting class, organized by the Allahabad University, also continued to function actively and Applied Arts was recognised as a subject for Diploma Course for women. The Agra University organized the teaching of painting as one of the subjects for B.A. For the teaching of higher and classical music there were two important institutions in the province, *i.e.*, the Marris College of Hindustani Music at Lucknow and the Prayag Sangit Samiti at Allahabad. Besides these, there was also the Diploma Course in Music instituted by the Allahabad University. In Intermediate Colleges and High Schools and in Hindustani Middle Schools music continued to be one of the optional subjects.

In Ajmer-Merwara, the Sophia School and Government Central Girls' High School, Ajmer, imparted education in drawing as a regular subject. Painting and fancy needle work were taught as hobbies. Arts and crafts formed part of compulsory course of studies in the Government Normal School for Women, Ajmer. Pottery-making in both refined as well as elementary forms was confined to some schools. English Music was taught at the Sophia and Convent High Schools, Ajmer. Indian Music was taught at the Savitri College, the Government Normal School for women and the Government Girls' High School, Ajmer.

In Delhi, there were no recognised schools for the teaching of Arts, Music, and Dancing although a number of private and unrecognised academies imparted instruction in these subjects. The best of these was the Sangeet Bharati, Delhi, and it was decided to give this school grant-in-aid from 1948-49 onwards. The Modern Higher Secondary School, New Delhi, gave excellent teaching in Art. Music had also been recognised as a special subject both for the School Leaving Certificate and the Higher Secondary Examinations of the Board of Higher Secondary Education, Delhi Province.

#### (vii) Physical Training, Games, Sports, etc.

Physical education continued to receive special attention in educational institutions in almost all the provinces. Most provinces were, however, unable to provide adequate playgrounds and this seriously hampered an effective carrying out of physical activities.

In Assam, almost all the institutions offered facilities for physical training. In both Middle and High Schools, physical exercises under trained teachers were regularly practised. But inadequacy of a training and supervising agency was a serious obstacle to the large scale adoption of the new forms of physical exercise

in spite of their popularity. The extension of these popular exercises to schools in rural areas would have to wait till more teachers were trained. With a view to reorganizing physical education on modern scientific lines a scheme under Post-War Development plan was put into operation in the year 1947-48. It was intended to provide well trained Instructors of Physical Education in each school and also to provide trained inspecting officers to supervise and co-ordinate the activities of the different schools. During the year under report a batch of seven officers was deputed for training in Physical Education.

In West Bengal, physical exercises and games received due attention. A grant of Rs. 50,000 was distributed to the schools for the promotion of Physical Education. District Physical Organisers visited schools, started sport associations, and conducted training courses for all grades of teachers. The inter-school sports for promoting competitions, camps and rallies for school students worked fairly well.

Physical education in the Primary Schools in Bihar did not find favour with the guardians in general. Pupils, however, played rural games whenever it was possible. In the High Schools, both indoor and outdoor games were played under the supervision of the teacher-in-charge of games after school hours. Drill was compulsory for all, and Gymnastics where facilities were available found favour with boys. In the colleges also there was provision for indoor and outdoor games. The H. D. Jain College, Arrah, maintained an Akhara for its students to practise wrestling. In the Government Degree College for Women, Patna, girls were given physical training on a compulsory basis. *Lazium*, *Dandia* and *Lathi* were taught to girls.

In Bombay, physical education received special attention. It was a compulsory subject in all the Primary and Secondary schools and also for the first and second year classes of Arts, Science and Commerce Colleges affiliated to the University of Bombay. Provision for the appointment of Physical Education Instructors, for playing fields, adequate equipment and apparatus was insisted on the schools by the Inspecting Officers and the expenditure incurred by them on that account was held admissible for the purpose of Government grant. The expenditure incurred by the Government on Physical Education during 1947-48 amounted to Rs. 4,05,886. As recommended by the Physical Education Committee, a special officer designated as "Provincial Inspector for Physical Education, Bombay Province" was appointed during the year under report to organise and report on Physical Education work in the Educational Institutions in the province. In order to give impetus to physical education a "Physical Education Day" was observed by the Primary and Secondary schools all over the province on 20th December, 1947. As many as 1,30,000 pupils including 24,000 girls took part in the celebrations. The Board of Physical Education whose main function was to advise on all matters of physical education held two meetings during the year and considered a number of problems of physical education including the report of the Physical Education Committee appointed by the Government. Efforts were being made to implement the recommendations of Physical Education Committee.

In the Primary and Middle Schools of Central Provinces and Berar, the Danielson syllabus of Physical Education was followed. Physical Education, however, received greater attention in Middle and High Schools than in Primary Schools. Wherever it was possible arrangements were made to provide organised games in the Middle and High Schools. All Government High schools for boys and three Government schools for girls had trained Physical Training Instructors for inspecting physical

education. The Government High Schools and some of the old well established High schools had ample grounds to provide space for Physical Education. Schools of recent growth which were generally situated in congested localities had either no grounds or had them at inconveniently long distances.

In Madras, the work of promoting physical education in all educational institutions was carried on as usual by the Chief Inspector of Physical Education assisted by the four Regional Inspectors of Physical Education. The Regional Inspectors of Physical Education visited 220 Secondary schools, 29 Training schools, 4 Special schools, and 218 Elementary schools during the year and gave useful guidance and instructions for the successful conduct of physical education activities. They also attended and organised district athletic association meetings, district inter-school sports meetings and conducted refresher courses for pupils under training. They helped the managements in the selection of candidates for deputation to undergo training in the Y. M. C. A. College, Madras. The problem of providing adequate play-grounds in schools remained the same as last year. There continued to be a number of institutions which had no play-grounds.

In Orissa, physical education was compulsory in High schools for boys. There was provision for organised games in all the High schools and colleges. All colleges, except Steward Science College and U. C. College, had Physical Training Instructors.

The partition of the province of Punjab had created many problems for the Education Department of East Punjab. Much attention could not be given to physical education during the year under review. The newly opened institutions had no play-grounds for their students and there was also slackness in imparting physical education in the schools and colleges.

In United Provinces, physical education received greater attention during the year under report than in the previous year. There were, however, a large number of institutions which had no play-grounds of their own. The Council of Physical Culture which was established in 1944 to improve the physique of the people by means of physical exercises and healthful recreations, was reconstituted in 1946. The first meeting of the reconstituted council, held in July, 1947, appointed six committees to work out various schemes submitted by the Secretary to the Council. In August, 1947, seven District Superintendents of Physical Culture were appointed for seven districts in the province. These Superintendents were *ex-officio* Secretaries of the District Physical Culture Committees with their respective District Magistrates as their *ex-officio* Presidents. The duties of the Committees were to educate public opinion on the value of physical fitness, to allot grant-in-aid to local institutions out of the allotment of Rs. 1,000 sanctioned to each District Committee and to organize major and minor games and other activities leading to physical fitness. *Ad hoc* Physical Culture Committees were also set up in other districts to be converted in course of time into District Committees. The number of institutions receiving grant-in-aid increased from 86 to 127 and the amount of grant from Rs. 44,000 to Rs. 61,200.

In Delhi, there were no Physical Instructors in Vernacular Middle and Primary schools; but in some schools occasionally a class-teacher took drill and games classes. In the Secondary schools, however, there were Physical Instructors. The High and Higher Secondary schools under the regulations of the Board of Higher Secondary Education had to satisfy the Board as a condition precedent to recognition that play-grounds within a reasonable distance from the schools were available and suitable arrangements were made for supervising games.

**(viii) School Medical Service**

In preparing a national scheme of education the Central Advisory Board of Education gave serious thought to the improvement of health of the school child. It was considered that a comprehensive system of medical inspection with provision for medical treatment in the schools for school children would go a long way in achieving this object. In their report on the Post-War Educational Development in India they recommended that satisfactory arrangements be made for school medical inspection in all the provinces. But upto the year under review adequate medical facilities were not available in most of the schools in the different provinces.

In Assam, only the Government High schools were periodically visited by the local Assistant Surgeon. But there was no arrangement for medical inspection of pupils in other high schools. According to the Assam report, "a system of medical inspection of all pupils from High to Primary schools is long overdue and nothing appreciable could be expected from such sporadic work as is now done in a limited sphere".

In West Bengal, generally speaking, there was no systematic arrangement for medical examination and supervision in the Primary and Secondary schools. The school children were, however, sometimes examined by the inspecting agencies of the Department of Public Health or by the Sanitary Inspectors of District Boards and the Mines Boards of Health.

In Bihar, the School Medical Officers and the Lady School Medical Officers examined as usual, the health of the pupils reading in High Schools and deficiencies noted by them were brought to the notice of the guardians for proper treatment. It was, however, reported that the existing staff could not visit all the schools owing to rapid increase in the number of High schools and an increase in the number of Medical Officers was considered desirable. In certain schools, under-nourished children were supplied with sprouting gram, shark liver oil, iron tonics, mermite and also powdered milk free of charge and the results of this nutrition drive were reported to be very satisfactory.

The importance of medical inspection and the necessity and provision of medical treatment in the schools for school children was realised by the educational authorities in Bombay. In their five-year educational plans, provision was made for the introduction of a School Health Service and to appoint qualified Medical Officers to conduct the medical inspection of children and suggest improvement in their health.

In Central Provinces and Berar, it was noted that hurried medical inspection was superficially done in the urban Primary schools by busy doctors. The rural areas were mostly neglected as they received few visits. An organisation of a regular school medical service which should specially penetrate into rural areas, where they can devote attention to village sanitation and health, was necessary to remedy this state of affairs. In Middle schools, medical inspection was often irregular, but places where dispensaries existed secured better service. In most of the High schools, health charts showing weight, height, and chest-measurements were maintained. The Government High schools got their pupils examined by Medical Officers and the defects were communicated to the guardians for necessary treatment.

In East Punjab, arrangements for medical inspection of the school-children existed in almost all the High schools. They were keeping whole-time or part-time doctors and maintained their own dispensaries. In the rural areas, Medical Officers of the neighbouring dispensaries carried on work free of charge. The

number of boys medically inspected during the year stood at 70,572 as compared with 83,071 in 1946-47. Efforts were also made to see that the students found medically deficient were treated regularly until their defects were removed.

In United Provinces, the health of the students during the year under review was as usual supervised by the Assistant Director of Public Health and Hygiene, with the help of 14 whole time Health Officers and 26 Municipal Medical Officers of Health. 13 school clinics worked throughout the year. Honorary Ophthalmologists and Dentists were attached to many of the clinics. During the year under report the income from the medical fee of one anna charged from students was transferred from the Education budget to the Public Health budget. It was reported that these Health Officers could hardly examine 25 per cent of the students on rolls in urban areas and the percentage of those examined in rural areas was still smaller. Some whole-time School Health Officers reported that full co-operation from heads of the institutions was not forthcoming, while the heads of the institutions reported that these perfunctory and mass inspections were of little use to their students. The clinics had to be modernized and made more easily accessible to the student community than at present. It was interesting to note that students in rural areas had better health than those in urban areas. The percentage of defectives in rural areas numbered half of that in the urban areas, the only exception being in the case of enlarged spleens where the former outnumbered the latter.

In Coorg, the payment of the medical fee of Re. 1 p.a. per pupil having been made compulsory for the High schools, a school Medical Officer was appointed and the medical examination and treatment of the students in High schools were conducted regularly.

In Delhi, the health and character-books of students were maintained in schools. Records of weight, height and chest measurements were kept. First Aid Boxes were provided to Primary and Vernacular Middle schools. Special attention was paid to personal cleanliness. There were clinics attended by a part-time compounder in every Higher Secondary school. Annual medical inspections were conducted in most of the schools and reports were sent to the parents and guardians of the pupils.

#### (ix) School Meals

The Central Advisory Board of Education in their report on Post-War Educational Development in India, which was accepted by the Government of India, recommended that all school children should be given a mid-day meal whether it is brought from their homes or provided at the schools. The Board's recommendations were forwarded in 1946 to the Provincial Governments for taking necessary action. The provinces of Bihar, Bombay and Orissa included schemes pertaining to "Nutrition" in their quinquennial programmes for educational development in their respective provinces.

In Assam, light refreshment was being supplied on a voluntary basis in some schools in Shillong and Jorhat as an experimental measure at Re. 1 per head per mensem. This meal consisted of fresh and dry fruits, eggs, bread and butter, sweetmeats, milk and germinating grams, etc. About 2,000 children were deriving benefit from this scheme.

In West Bengal, the mid-day, tiffin system had been introduced in all Government and certain privately managed High schools. The tiffin consisted of puffed rice, molasses, milk, coconut, bananas, seasonal fruits, sweets, nuts, and grams. About 20 per cent of the poorest children were provided free tiffin. The cost of the meals was As. 9 per head per mensem. Besides, a scheme of providing tiffin

compulsorily was also in force in 12 Government High schools and students paid the cost. A tiffin grant of Rs. 12,520 was given to non-Government aided schools. During the year under review about 2,460 students benefited from the voluntary scheme and 4,126 students from the compulsory scheme. According to the West Bengal report, the general health of the students was deteriorating. The students were ill-fed and ill-clothed and they presented a sad and sickly appearance which no school medical service or knowledge of balanced diet could cure. It was reported that the food problem must be solved satisfactorily and immediately in order to save the student community.

In Bihar, only railway schools provided their children with mid-day meals.

In Bombay, mid-day meal was being provided under two different schemes. Under one scheme, mid-day meal was supplied at a cost of one anna per child per day to pupils belonging to Aboriginal and Hill Tribes, Scheduled Classes and Other Backward Classes and studying in certain selected Primary schools in seven districts of the province. Under the other scheme, it was proposed to supply meals to Primary school children in selected villages in three backward tracts of the province from 1949-50. The mid-day meal was proposed to be composed of parched rice or freshly roasted gram, salted groundnuts, coconut or onion and jaggery with a dash of shark liver oil for those who would have no objection to taking it. The cost of the meal was estimated to be annas 2 or 3 per pupil per day.

In Central Provinces and Berar, mid-day meal was provided in some schools for the aboriginals in Mandla district. During the year under review, 841 students were benefiting from this scheme and the expenses incurred by the Provincial Government for giving effect to this scheme were Rs. 26,300.

In Madras, free mid-day meal was supplied by the Government in all Labour Schools in the province. In Madras city, the Corporation was supplying such meals. Each pupil was given cooked rice, the weight of rice for each being 4 ozs. with sambar (soup) prepared with vegetables and pickles. The total number of children who were supplied meals in the Labour Schools was 91,578 at a cost of Rs. 11,14,511.

In Orissa, mid-day refreshments were provided to students in High schools. Each student had to contribute Re. 1 a month. The Government was bearing the cost of refreshment for poor students up to a limit of 25 per cent of the roll strength of each school. Germinated gram, banana or guava, kora made of sugar and, coconut or groundnuts, chudabhaja, skimmed milk and khasai, etc., were provided with different variations. During the year 1947-48, Rs. 58,620 were spent by the Provincial Government on this scheme.

In United Provinces, the Provincial Government had no scheme of their own ; but some 269 institutions in the province were providing mid-day meals. The cost of the meals was met by levy of fee on the students. There were two such schemes in operation. Under one scheme, sprouted gram mixed with groundnuts, almonds, chopped apple, or lemon juice, small pieces of ginger, etc., were given to children of Secondary institutions of the province. A subscription of 4 annas per mensem per boy for 10 months in the year covered the cost. Under the other scheme, milk was distributed to school children up to the age of 12 years on a subsidized basis in the Municipal Primary schools of Lucknow city.  $\frac{1}{4}$  seer of milk was supplied to each child on alternate days on a nominal charge of 6 pies.

There was no provision for mid-day meals in the province of East Punjab nor in any of the Centrally Administered Areas of Ajmer-Merwar, Andaman and Nicobar Islands, Coorg, Delhi and Panth Pipoloda.

**(x) Boy Scouts**

There were two Boy-Scouts Associations in the country, namely, Hindustan Boy Scouts Association and Baden Powell Boy Scouts Association. In 1947-48, their membership was over three lacs. The members of these Associations rendered valuable assistance to the general public at fairs, religious ceremonies and other large public gatherings. But perhaps the most significant service done by the members of these associations during the year under report was at the time of the disturbances which followed the partition of the country, when they rendered help to the victims and served the displaced persons in the camps.

In Bihar, the number of B. P. Boys Scouts during the year was 25,000. The scouts rendered social service in melas, refugee camps, etc. A contingent of 14 scouts was sent to the 6th World Jamboree held in France in August, 1947, in which the Bihar scouts stood first in the World Competition in Archery. These scouts visited important places in Europe. The Provincial Association received a non-recurring grant of Rs. 5,000 during the year, besides the usual grant-in-aid of Rs. 10,000. Like the Boy Scouts, the Hindustan Boy Scouts and Seva Samity Scouts also rendered valuable social service. The number of Hindustan Boy Scouts rose from 13,000 to 15,000 in 1947-48. The Hindustan Boy Scouts Association and Seva Samity continued to receive grants-in-aid of Rs. 6,000 and Rs. 4,000, respectively.

In Bombay, the Education Department had been very keen on encouraging the scout movement among the pupils of the secondary schools. But, unfortunately, the two rival associations of Scout movement had not yet been amalgamated. Although some good work had been done by schools and voluntary organisations, scouting was on the whole neglected. It was hoped that schools would make scouting compulsory for pupils of certain ages.

In Central Provinces and Berar, both the Baden Powell Boy Scout Association and the Hindustan Boy Scout Association which were aided by the Government continued their activities during the year under report. The controversy between the two Associations had, however, prevented them from putting up real work in scouting and in a way had hampered the progress of this activity in general.

In United Provinces, both the Scout Associations continued their diverse activities of helping the people on the occasion of fairs, bathing festivals, etc. One important piece of work done by the Associations was that they helped the refugees with food, clothes, milk, etc. The Hindustan Boy Scouts Associations started during the year a new organization in villages under its auspicious and held two training camps where 113 persons were trained. These in turn trained 35,000 scouts during the year. The Association received a grant of Rs. 78,000. The Association also lent the services of the President Shri D. D. Anand Rao for six months to the Government for organising Prantiya Rakhsha Dal. The strength of the Boy Scouts Association, United Provinces, grew from 38,146 in 1946-47 to 40,930 in 1947-48. Its representatives joined the 6th World Jamboree of Boy Scouts in France in August, 1947. The Boy Scouts Association, as usual, held training camps at many places. A representative of the Association continued to be a member of the Council of Physical Culture. The total income of the Association during the year was Rs. 13,162 and the total expenditure was Rs. 11,946.

In other provinces and centrally administered areas, viz., West Bengal, Madras, Orissa, Ajmer-Merwara and Delhi, the number of members of both the Associations increased during the year under review. But in certain provinces, like East Punjab

and Assam, their activity was at a discount due to disturbed political conditions after the partition of the country. In Assam, however, these activities were carried on in the educational institutions and good work was reported from some of them.

#### (xi) Girl Guides

There was only one association in the country for Girl Guides, namely, the Girl Guides Association. It enlisted girls between the ages of 6 to 18 as its members. The object of the Association was to create and stimulate interest among its members in domestic art, first aid, outdoor games, nature study, etc.

The movement continued to gain popularity in almost all the provinces, except in Assam and East Punjab. In Bihar, the movement continued to encourage extra-curricular activities among girls reading in educational institutions and the usual grant-in-aid of Rs. 1,200 was paid to the Association during the year. In Bombay, the Education Department had been very keen on encouraging Girl Guides Movement in girls' educational institutions. In Central Provinces and Berar, the Girl Guides movement functioned in large towns and received Government grants.

#### (xii) Indian Students Abroad

The Overseas Scholarships Scheme was sponsored by the late Planning and Development Department, Government of India, in the year 1944. To meet the urgent needs for scientific and technical personnel of the Central and Provincial Governments in connection with their post-war development plans, it was decided that pending the enlargement of facilities for advanced technical education in India, arrangements may be made (a) to send abroad a certain number of students at Government expense for advanced courses in technical and scientific and other subjects directly related to the probable post-war needs, and (b) to establish a properly equipped organization in this country and also in the United Kingdom and the United States of America for providing advice and guidance and also assistance in regard to admission to courses of studies, etc., for those students who may desire to proceed overseas for study at their own expense or who may be sent for this purpose by firms or private bodies.

Under this scheme scholars were selected for the years 1945-46, 1946-47 and 1947-48. The students referred to in (a) above included (i) those who were required for the needs of the Central Government and whose cost of training was to be met entirely by the Government of India, and (ii) those who were sponsored by the Provincial Governments for their needs and whose cost of training was to be shared equally by the Central and the Provincial Governments. A certain number of persons who were already in permanent employment of the Provincial Governments were sent by the latter entirely at their own expenses.

During the year under report, 152 scholars were selected by the Central Government, of whom 26 opted for Pakistan after the partition of the country. The 1947-48 Overseas Scholarships Scheme (Central) was confined to the following-subjects:—

1. Agriculture.
2. Animal Husbandry.
3. Applied Chemistry.
4. Biochemistry.
5. Cellulose.
6. Ceramics and Glass.



7. Cost Accounting.
8. Dairy.
9. Education General.
10. Education Technical.
11. Electrical Engineering.
12. Forementation.
13. Food Technology.
14. Geology.
15. Geophysics.
16. Horticulture.
17. Irrigation and Navigation.
18. Mechanical Engineering.
19. Mercantile Marine.
20. Metallurgy.
21. Meteorology.
22. Mining.
23. Radio Engineering.
24. Rubber Technology.
25. Paints.
26. Paper Technology.
27. Plastics.
28. Printing and Kindred Trades.
29. Statistical Economics.
30. Textiles.
31. Wood Technology.
32. Zoology.

The selected scholars were sent to the United Kingdom, the United States of America, Canada, France, Australia, New Zealand, etc., depending on the number of admissions available in each country. The names of the institutions and the Universities where they were admitted are given below :—

1. Massachusetts Institute of Technology, Massachusetts.
2. Michigan State College, Michigan.
3. Cornell University, Ithaca, New York.
4. California Institute of Technology, California.
5. Illinois University, Illinois.
6. University of California, Barkeley, California.
7. University of Washington, Washington.
8. Columbia Teachers' College, New York.
9. Lodge and Shiby Company, Ohio.
10. Iowa State College, Iowa.
11. Ohio State University, Ohio.

12. Carnegie Institute of Technology, Pennsylvania.
13. University of Chicago, Chicago, Illinois.
14. Polytechnic Institute of Brooklyn, Brooklyn, New York.
15. Purdue University, Indiana.
16. Bureau of Mines, Salt Lake City, Utah.
17. United Broadcasting Company, Cleveland, Ohio.
18. Harvard University, Harvard.
19. Bureau of Reclamation, Denver, Colorado.
20. University of Wisconsin, Madison, Wisconsin.
21. Radio Corporation of American Institute, New York.
22. Army Corps of Engineering, Little Rock, Arkansas.
23. Syracuse University, Syracuse, New York.
24. University of Pittsburgh, Pittsburgh, Pennsylvania.
25. Reynolds Alloys Corporation, Alabama.
26. State University of Iowa, Iowa.
27. Imperial College of Science and Technology, London.
28. Cambridge University, Cambridge.
29. Rowett Research Institute, Aberdeen.
30. Sheffield University, Sheffield.
31. University of Manchester, Manchester.
32. Worcester Council, Sheffield Council and London County Council School Medical Services.
33. University College, London.
34. Air Service Training Ltd., Hamble.
35. Manchester, Municipal College of Technology, Manchester.
36. Leeds University, Leeds.
37. Glasgow University, Glasgow.
38. City of Liverpool Technical College, Liverpool.
39. Birmingham University, Birmingham.
40. National Coal Board, London.
41. City and Guilds College, London.
42. Northern Polytechnic, London.
43. London School of Economics, London.
44. British Museum, London.

Scholarships were awarded to the scholars on the recommendations of the Central Selection Board. The value of these scholarships was fixed in the light of ascertained requirements in different countries to include all normal maintenance expenses including expenses during vacations which a student was likely to incur. The value of stipends in the United Kingdom and the United States of America were as under :—

1. United Kingdom . . . £400 per annum (scholars studying at Universities of Oxford and Cambridge were paid £460 per annum).
2. United States of America . . \$160 per mensem without any distinction between different areas.

In addition to this, tuition-fees and other similar charges were paid by the Government. The scholars also got some other non-recurring allowances like (i) an equipment allowance of Rs. 500, (ii) a II class or equivalent passage from their normal place of residence to their place of instruction and back, and (iii) a sum of £5 to cover incidental journey expenses each way. Government servants entitled to study leave went on study-leave terms which were supplemented by such allowance as was necessary to ensure that they were not placed in a less favourable position than other stipendiary students.

Permanent Provincial Government servants selected for Central Scholarships were treated as non-government servants for purposes of stipends.

The employment of the Provincial Government sponsored scholars was the primary responsibility of the Provincial Governments concerned. However, where the Government concerned was unable to employ the scholars, the Government of India was to explore facilities for employment. The cases of such scholars were put up before the Employment Committee for consideration, and action was taken according to their recommendations. Every effort was made to see that a foreign trained scholar was suitably employed. The number of Central and Provincial scholars who returned from abroad upto 31st March, 1948 and their employment percentage is given below :—

(a) Number of Central and Provincial Scholars who returned from abroad up to 31st March, 1948 . . . . .	89
(b) Number of Central and Provincial Scholars who returned from abroad between 1st April, 1947 and 31st March, 1948 . . . . .	87
(c) Total number of Central and Provincial Scholars who were provided employment till 31st March, 1948 . . . . .	30
(d) Employment percentage of (a) above . . . . .	34.4
(e) Employment percentage of (b) above . . . . .	34.5

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## **PART B**

## General Summary of Educational Institutions and Scholars

		Percentage of Scholars to population (estimated)					
		Recognised Institutions		All Institutions			
		1947-48	1946-47	1947-48	1946-47		
Area in squares mile . . . . .	6,89,975						
	In Thousands						
Population (Estimated) {	Men . . . . .	12,86,98	Men . . . . .	8.7	8.0	8.8	8.2
	Women . . . . .	12,17,91	Women . . . . .	2.9	2.7	2.9	2.7
	Total . . . . .	25,04,89	All Persons	5.9	5.4	6.0	5.5
Type of Institutions (1)	Number of Institutions*			Number of Scholars			
	1947-48 (2)	1946-47 (3)	Increase or Decrease (4)	1947-48 (5)	1946-47 (6)	Increase or Decrease (7)	
<b>I—RECOGNISED</b>							
Universities . . . . .	16	16	—	20,144	15,080	+5,064	
<i>For Males—</i>							
Arts and Science Colleges . . . . .	393	361	+32	1,54,863	1,36,975	+17,888	
Professional Colleges . . . . .	117	98	+19	44,550	39,252	+5,298	
High Schools . . . . .	3,436	3,073	+363	16,26,626	13,88,743	+2,37,883	
Middle Schools . . . . .	7,645	7,093	+552	10,08,872	9,48,171	+60,701	
Primary Schools . . . . .	1,26,982	1,20,601	+6,381	97,94,100	88,45,558	+9,48,542	
Vocational and Other Schools	9,008	8,939	+69	3,25,683	3,09,895	+15,788	
<b>TOTAL</b> . . . . .	<b>1,47,581</b>	<b>1,40,165</b>	<b>+7,416</b>	<b>1,29,54,694</b>	<b>1,16,68,594</b>	<b>+12,86,100</b>	
<i>For Females—</i>							
Arts and Science Colleges . . . . .	66	59	+7	8,981	7,105	+1,876	
Professional Colleges . . . . .	15	15	..	1,073	957	+116	
High Schools . . . . .	640	586	+54	1,99,353	1,82,757	+16,596	
Middle Schools . . . . .	1,178	1,201	—23	1,85,747	1,81,113	+4,634	
Primary Schools . . . . .	13,812	14,366	—554	12,74,173	12,01,817	+72,356	
Vocational and Other Schools	1,240	785	+455	41,003	30,843	+10,160	
<b>TOTAL</b> . . . . .	<b>16,951</b>	<b>17,012</b>	<b>—61</b>	<b>17,10,330</b>	<b>16,04,592</b>	<b>+1,05,738</b>	
<b>II—UNRECOGNISED</b>							
For Males . . . . .	6,003	6,337	—334	2,61,174	2,60,209	+965	
For Females . . . . .	505	537	—32	23,195	25,229	—2,034	
<b>TOTAL</b> . . . . .	<b>6,508</b>	<b>6,874</b>	<b>—366</b>	<b>2,84,369</b>	<b>2,85,438</b>	<b>—1,069</b>	
<b>GRAND TOTAL</b> . . . . .	<b>1,71,056</b>	<b>1,64,067</b>	<b>+6,989</b>	<b>1,49,69,537</b>	<b>1,35,73,704</b>	<b>+13,95,833</b>	

\*Excludes five Boards of Secondary and Intermediate Education.

## General Summary of Expenditure on Education

Institutions  (1)	Total Expenditure			Percentage of Expenditure from				Cost per Scholar to				Total Cost per Scholar  (13)
	1947-48  (2)	1946-47  (3)	Increase or Decrease  (4)	Govern- ment Funds  (5)	Local Board Funds  (6)	Fees  (7)	Other Sources  (8)	Govern- ment Funds  (9)	Local Board Funds  (10)	Fees  (11)	Other Sources  (12)	
Direction and Inspection . . . . .	1,68,07,983	1,37,87,250	+ 30,20,733	85.6	9.9	2.5	2.0	..	..	..	..	..
Miscellaneous (including Building) . . . . .	9,55,73,515	6,93,78,857	+ 2,61,94,658	42.3	7.8	16.8	34.1	..	..	..	..	..
Universities . . . . .	1,95,72,042	1,92,69,301	+ 3,02,741	38.6	..	48.7	12.7	..	..	..	..	..
Boards of Secondary and Intermediate Education	12,49,766	8,88,397	+ 3,61,369	8.3	..	91.7	..	..	..	..	..	..
<b>TOTAL</b>	<b>13,32,03,306</b>	<b>10,33,23,805</b>	<b>+ 2,88,26,661</b>	<b>46.7</b>	<b>6.1</b>	<b>20.1</b>	<b>27.1</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>
<i>Institutions for Males</i>												
Arts and Science Colleges . . . . .	3,73,68,258	3,19,21,983	+ 54,46,275	28.7	0.4	58.6	12.3	69.2	1.0	141.5	29.6	241.3
Professional Colleges . . . . .	1,87,27,657	1,51,10,923	+ 30,16,734	68.5	1.5	23.0	7.0	288.0	6.2	96.8	29.4	420.4
High Schools . . . . .	8,63,00,097	7,43,27,645	+ 1,19,72,452	25.4	3.4	59.0	12.2	13.5	1.8	31.3	6.5	53.1
Middle Schools . . . . .	2,94,58,205	2,42,44,218	+ 52,13,987	32.9	19.1	35.6	12.4	9.6	5.6	10.4	3.6	29.2
Primary Schools . . . . .	15,95,60,584	12,80,56,838	+ 3,15,03,746	61.5	29.7	3.5	5.3	10.0	4.8	0.0	0.9	16.3
Vocational and Other Schools . . . . .	2,57,29,858	2,22,63,653	+ 34,66,205	64.6	2.8	8.8	23.8	51.1	2.2	6.9	18.8	79.0
<b>TOTAL</b>	<b>35,71,44,659</b>	<b>29,59,25,260</b>	<b>+ 6,12,19,399</b>	<b>47.6</b>	<b>16.0</b>	<b>26.7</b>	<b>9.7</b>	<b>13.1</b>	<b>4.4</b>	<b>7.4</b>	<b>2.7</b>	<b>27.6</b>
<i>Institutions for Females</i>												
Arts and Science Colleges . . . . .	30,31,435	25,15,496	+ 5,15,939	46.1	0.7	34.9	17.3	155.4	2.3	121.3	58.5	387.5
Professional Colleges . . . . .	12,77,651	10,24,254	+ 2,53,397	65.1	0.9	18.1	15.9	774.8	10.8	215.9	189.2	1,190.7
High Schools . . . . .	1,69,82,203	1,48,66,683	+ 21,15,520	38.2	2.0	41.6	18.2	54.3	2.8	59.3	25.9	142.3
Middle Schools . . . . .	64,29,317	58,22,325	+ 6,06,992	43.2	16.4	19.2	21.2	14.9	5.7	6.7	7.3	34.6
Primary Schools . . . . .	2,94,44,480	2,45,64,549	+ 48,79,931	48.3	42.1	3.1	6.5	11.2	9.7	0.7	1.5	23.1
Vocational and Other Schools . . . . .	43,29,909	36,45,728	+ 6,84,271	63.7	1.7	8.6	26.0	67.3	1.8	9.1	27.4	105.6
<b>TOTAL</b>	<b>6,14,95,085</b>	<b>5,24,39,035</b>	<b>+ 90,56,050</b>	<b>46.3</b>	<b>22.5</b>	<b>17.8</b>	<b>13.4</b>	<b>16.7</b>	<b>8.1</b>	<b>6.4</b>	<b>4.8</b>	<b>36.0</b>
<b>GRAND TOTAL</b>	<b>55,18,43,050</b>	<b>45,16,88,100</b>	<b>+ 9,91,02,131</b>	<b>47.3</b>	<b>14.3</b>	<b>24.2</b>	<b>14.2</b>	<b>17.7</b>	<b>5.4</b>	<b>9.0</b>	<b>5.3</b>	<b>37.4</b>

# I—Classification of Educational Institutions

Institutions  (1)	Institutions for Males					Institutions for Females						
	Managed by					Total (7)	Managed by					Total (13)
	Government (2)	District Board (3)	Municipal Board (4)	Private Bodies			Government (8)	District Board (9)	Municipal Board (10)	Private Bodies		
			Aided (5)	Unaided (6)				Aided (11)	Unaided (12)			
<b>I.—RECOGNISED</b>												
Universities	..	..	..	16	..	16	..	..	..	..	..	
Board of Secondary and Intermediate Education	4	..	..	..	1	5	..	..	..	..	..	
<i>Colleges—</i>												
Arts and Science	42	1	1	120	47	211	9	..	..	18	7	34
Law	4	..	..	1	10	15	..	..	..	..	..	..
Medicine	17	..	2	1	1	21	..	..	..	3	..	3
Education	15	..	..	7	4	26	5	..	..	6	1	12
Engineering	8	..	..	3	..	11	..	..	..	..	..	..
Agriculture	9	..	..	3	..	12	..	..	..	..	..	..
Commerce	1	..	..	1	16	18	..	..	..	..	..	..
Technology	1	..	..	4	1	6	..	..	..	..	..	..
Forestry	3	..	..	..	..	3	..	..	..	..	..	..
Veterinary	5	..	..	..	..	6	..	..	..	..	..	..
Intermediate	17	..	2	143	20	182	2	..	..	25	4	32
<i>TOTAL</i>	122	1	5	283	99	510	16	..	..	52	12	81
<i>Schools—</i>												
High	262	295	128	2,000	751	3,436	114	7	13	482	24	640
Middle—												
English	164	981	132	2,180	894	4,351	65	23	46	425	49	608
Vernacular	183	2,583	107	267	154	3,294	108	225	73	150	14	570
Primary	6,810	61,507	5,075	50,017	3,573	1,26,982	662	6,005	1,904	4,825	326	13,812
<i>TOTAL</i>	7,419	65,366	5,442	54,464	5,372	1,38,063	949	6,260	2,126	5,882	413	15,630
<i>Vocational and Other Schools—</i>												
Arts	7	1	1	5	1	15	..	..	..	..	..	..
Medicine	8	..	2	7	2	19	..	..	..	1	..	1
Normal and Training	259	1	5	71	6	342	70	..	..	108	7	187
Engineering	5	..	..	..	..	5	..	..	..	..	..	..
Technology and Industry	117	20	11	182	25	355	12	..	..	123	12	149
Commerce	10	..	..	28	262	300	..	..	..	2	..	2
Agriculture	9	..	..	5	..	14	..	..	..	1	..	1
Reformatory	11	..	..	..	..	11	..	..	..	2	..	2
For Defectives	..	..	2	43	1	46	..	..	..	2	..	2
For Adults	1,063	37	93	3,637	276	5,706	60	..	..	767	3	830
Others	48	17	26	1,672	432	2,195	2	..	..	52	12	66
<i>TOTAL</i>	2,137	76	140	5,650	1,005	9,008	144	..	..	1,058	34	1,240
<b>Total (Recognised)</b>	<b>9,682</b>	<b>65,443</b>	<b>5,587</b>	<b>60,413</b>	<b>6,477</b>	<b>1,47,602</b>	<b>1,169</b>	<b>6,260</b>	<b>2,131</b>	<b>6,992</b>	<b>459</b>	<b>16,951</b>
<b>II.—UNRECOGNISED—TOTAL</b>												
	17	229	20	..	5,737	6,003	..	24	11	1	469	505
<b>GRAND TOTAL</b>	<b>9,699</b>	<b>65,672</b>	<b>5,607</b>	<b>60,413</b>	<b>12,214</b>	<b>1,53,605</b>	<b>1,109</b>	<b>6,284</b>	<b>2,142</b>	<b>6,993</b>	<b>928</b>	<b>17,456</b>

\*Excludes five unaided Schools in U. P., the statistics for which were not available.

## II—A—Distribution of Scholars in

Institutions	Government			District Boards			Municipal Boards			Private Bodies
	Number of Scholars	Average Daily Attendance	No. of residents in approved hostels	Number of Scholars	Average Daily Attendance	No. of residents in approved hostels	Number of Scholars	Average Daily Attendance	No. of residents in approved hostels	Aided Number of Scholars
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>I—RECOGNISED</b>										
<i>Colleges—</i>										
Arts & Science . . . . .	30,536	27,150	7,226	72	68	52	601	584	1	1,05,228
Law . . . . .	1,677	1,341	373	..	..	..	..	..	..	2,554
Medicine . . . . .	6,082	5,513	2,622	..	..	..	749	603	85	1,563
Education . . . . .	1,498	1,387	915	..	..	..	..	..	..	835
Engineering . . . . .	2,789	2,427	1,750	..	..	..	..	..	..	2,902
Agriculture . . . . .	2,399	2,203	1,638	..	..	..	..	..	..	1,360
Commerce . . . . .	824	717	64	..	..	..	..	..	..	4,805
Technology . . . . .	176	171	158	..	..	..	..	..	..	746
Forestry . . . . .	256	255	255	..	..	..	..	..	..	..
Veterinary . . . . .	806	750	427	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>47,043</b>	<b>41,914</b>	<b>15,428</b>	<b>72</b>	<b>68</b>	<b>52</b>	<b>1,350</b>	<b>1,187</b>	<b>86</b>	<b>1,79,993</b>
<i>Schools—</i>										
High . . . . .	1,07,125	93,560	8,380	1,43,353	1,30,165	4,075	75,444	67,921	800	10,56,199
<i>Middle—</i>										
English . . . . .	25,355	22,152	3,026	1,19,882	95,135	2,599	33,184	28,188	144	2,92,163
Vernacular . . . . .	32,621	26,155	1,789	3,47,338	2,97,729	22,651	15,952	13,852	46	24,870
Primary . . . . .	4,12,854	3,20,551	4,073	52,45,739	41,11,474	1,235	8,74,271	6,95,553	29	30,91,656
<b>TOTAL</b>	<b>5,77,955</b>	<b>4,62,418</b>	<b>17,268</b>	<b>53,56,312</b>	<b>46,34,503</b>	<b>30,560</b>	<b>9,98,851</b>	<b>8,65,514</b>	<b>1,019</b>	<b>44,64,888</b>
Art . . . . .	1,472	1,182	17	39	32	..	79	70	..	276
Medicine . . . . .	2,250	1,659	502	..	..	..	278	248	..	741
Normal & Training	21,517	18,943	12,321	69	59	45	206	189	..	6,281
Engineering . . . . .	1,186	1,057	549	..	..	..	..	..	..	..
Technology & Industry	7,941	6,092	1,555	523	441	102	382	302	44	10,139
Commerce . . . . .	497	542	279	..	..	..	..	..	..	2,707
Agriculture . . . . .	607	552	455	..	..	..	..	..	..	328
Reformatory . . . . .	2,408	2,218	1,919	..	..	..	..	..	..	..
For Defectives . . . . .	..	..	..	..	..	..	61	49	24	1,781
For Adults . . . . .	58,654	47,288	274	753	619	..	2,345	1,594	..	99,443
Others . . . . .	3,058	2,678	1,691	601	486	59	1,789	1,330	..	64,961
<b>TOTAL</b>	<b>99,590</b>	<b>82,211</b>	<b>19,562</b>	<b>1,985</b>	<b>1,637</b>	<b>206</b>	<b>5,140</b>	<b>3,791</b>	<b>68</b>	<b>1,86,657</b>
<b>TOTAL (Recognised)</b>	<b>7,24,588</b>	<b>5,86,543</b>	<b>52,258</b>	<b>58,58,369</b>	<b>46,36,208</b>	<b>30,818</b>	<b>10,05,341</b>	<b>8,10,492</b>	<b>1,173</b>	<b>47,71,528</b>
<b>II.—UNRECOGNISED—TOTAL</b>	<b>578</b>	<b>415</b>	<b>48</b>	<b>8,916</b>	<b>6,899</b>	<b>..</b>	<b>1,068</b>	<b>893</b>	<b>..</b>	<b>..</b>
<b>GRAND TOTAL</b>	<b>7,25,166</b>	<b>5,86,958</b>	<b>52,306</b>	<b>58,67,285</b>	<b>46,42,907</b>	<b>30,818</b>	<b>10,06,404</b>	<b>8,11,395</b>	<b>1,173</b>	<b>47,71,528</b>



## Educational Institutions for Males

Private Bodies					Total Scholars	Total of Average Daily Attend- ance	Total Residents in Approved Hostels	Number of Females included in column (17)	Institutions
Aided		Unaided							
Average Daily Attend- ance	Number of Resi- dents in Approv- ed Hostels	Number of Scholars	Average Daily Attend- ance	Number of Resi- dents in Approv- ed Hostels					
(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
91,450	23,917	38,570	35,734	6,647	1,75,007	1,54,986	37,843	10,782	I—RECOGNISED
2,088	795	3,191	2,385	875	7,422	5,814	2,043	55	Colleges— Arts & Science
1,513	832	57	45	27	8,451	7,674	3,566	1,173	Law
746	391	190	170	29	2,523	2,303	1,335	412	Medicine
2,616	1,399	..	..	..	5,691	5,043	3,149	4	Education
1,200	995	..	..	..	3,759	3,403	2,633	10	Engineering
4,004	1,234	9,029	8,472	659	14,658	13,193	1,957	76	Agriculture
670	468	62	55	22	984	896	648	6	Commerce
..	..	..	..	..	256	255	255	..	Technology
..	..	..	..	..	806	750	427	..	Forestry
1,04,287	30,031	51,099	46,861	8,259	2,19,557	1,94,317	53,856	12,518	Veterinary
									<b>TOTAL</b>
8,84,727	51,176	2,44,505	1,93,691	12,950	16,26,626	13,70,064	77,381	57,725	Schools—
2,33,906	11,076	1,06,478	85,803	5,682	5,77,062	4,65,184	23,127	32,956	High
20,864	2,331	11,029	9,440	761	4,31,810	3,68,040	27,578	17,175	Middle—
22,28,168	9,347	1,69,580	1,27,767	89	97,94,100	74,83,513	14,773	18,15,003	English
									Vernacular
33,67,665	74,530	5,31,592	4,16,701	19,482	1,24,29,598	96,86,801	1,42,859	19,22,859	Primary
									<b>TOTAL</b>
217	12	35	23	..	1,901	1,524	29	146	Art
624	254	912	836	..	4,181	3,367	756	363	Medicine
5,756	2,012	157	134	86	28,230	25,081	14,464	351	Normal & Training
..	..	..	..	..	1,186	1,057	549	..	Engineering
8,804	2,890	1,006	818	..	19,991	16,457	4,591	122	Technology & Industry
2,358	64	11,749	9,867	..	14,953	12,767	343	883	Commerce
309	80	..	..	..	935	861	535	23	Agriculture
..	..	..	..	..	2,408	2,218	1,919	..	Reformatory
1,427	1,098	8	5	..	1,850	1,481	1,122	359	For Defectives
73,109	..	7,779	5,520	..	1,68,974	1,28,130	274	2,533	For Adults
52,806	3,825	10,865	8,524	1,199	81,074	65,833	6,774	5,639	Others
1,45,410	10,235	32,311	25,727	1,285	3,25,683	2,58,776	31,356	10,419	<b>TOTAL</b>
36,17,362	1,14,796	6,15,002	4,89,289	29,026	1,29,74,838	1,01,39,894	2,28,071	19,45,796	<b>TOTAL (Recognised)</b>
..	..	2,50,617	1,47,377	749	2,61,174	1,55,384	797	29,953	II.—UNRECOGNISED—TOTAL
36,17,362	1,14,796	8,65,619	6,36,666	20,775	1,32,36,012	1,02,95,278	2,28,868	19,75,749	<b>GRAND TOTAL</b>

## II—B—Distribution of Scholars in

Institutions	Government			District Board			Municipal Board			Private Bodies
	Number of Scholars	Average Daily Attendance	No. of Residents in Approved hostels	Number of Scholars	Average Daily Attendance	No. of Residents in Approved hostels	Number of Scholars	Average Daily Attendance	No. of Residents in Approved hostels	Aided Number of Scholars
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>I.—RECOGNISED</b>										
<i>Colleges—</i>										
Arts & Science	2,324	1,923	607	..	..	..	71	23	..	5,637
Medicine	..	..	..	..	..	..	..	..	..	536
Education	310	298	190	..	..	..	..	..	..	189
<b>TOTAL</b>	<b>2,634</b>	<b>2,221</b>	<b>797</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>71</b>	<b>23</b>	<b>..</b>	<b>6,362</b>
<i>Schools—</i>										
High	33,721	26,369	1,272	1,397	1,252	40	4,309	3,673	17	1,55,929
<i>Middle—</i>										
English	9,772	8,249	74	2,292	1,702	72	7,178	5,405	..	73,287
Vernacular	17,766	13,531	65	28,936	22,463	15	11,476	8,128	..	28,496
Primary	48,166	39,295	134	4,81,820	3,38,602	135	3,47,085	2,63,079	386	3,80,273
<b>TOTAL</b>	<b>1,09,425</b>	<b>87,444</b>	<b>1,545</b>	<b>5,14,445</b>	<b>3,64,019</b>	<b>262</b>	<b>3,70,048</b>	<b>2,80,285</b>	<b>403</b>	<b>6,37,985</b>
Medicine	..	..	..	..	..	..	..	..	..	16
Normal Training &	4,956	4,535	3,536	..	..	..	67	57	..	5,453
Technology & Industry	1,033	715	..	..	..	..	72	53	17	8,466
Commerce	..	..	..	..	..	..	..	..	..	132
Agriculture	..	..	..	..	..	..	..	..	..	10
Reformatory	..	..	..	..	..	..	..	..	..	364
For Defectives	..	..	..	..	..	..	..	..	..	137
For Adults	1,798	1,389	..	..	..	..	..	..	..	13,132
Others	51	39	6	..	..	..	..	..	..	3,596
<b>TOTAL</b>	<b>7,838</b>	<b>6,678</b>	<b>3,542</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>139</b>	<b>116</b>	<b>17</b>	<b>31,306</b>
<b>TOTAL (Recognised)</b>	<b>1,19,897</b>	<b>98,343</b>	<b>5,884</b>	<b>5,14,445</b>	<b>3,64,019</b>	<b>232</b>	<b>3,70,258</b>	<b>2,80,418</b>	<b>420</b>	<b>6,75,653</b>
<b>II.—UNRECOGNISED—TOTAL</b>										
	..	..	..	1,120	847	..	694	514	..	..
<b>GRAND TOTAL</b>	<b>1,19,897</b>	<b>98,343</b>	<b>5,884</b>	<b>5,15,565</b>	<b>3,64,866</b>	<b>232</b>	<b>3,70,952</b>	<b>2,80,932</b>	<b>420</b>	<b>6,75,653</b>
<b>GRAND TOTAL (Males)</b>	<b>7,25,186</b>	<b>5,86,958</b>	<b>52,306</b>	<b>59,67,285</b>	<b>46,42,907</b>	<b>30,818</b>	<b>10,06,404</b>	<b>8,11,386</b>	<b>1,173</b>	<b>47,71,538</b>
<b>GRAND TOTAL (All Persons)</b>	<b>8,45,063</b>	<b>6,83,301</b>	<b>56,199</b>	<b>61,82,850</b>	<b>50,07,773</b>	<b>31,080</b>	<b>13,77,856</b>	<b>10,92,817</b>	<b>1,593</b>	<b>54,47,191</b>

## Educational Institutions for Females

Private Bodies					Total Scholars	Total of Average Daily Attend- ance	Total Residents in Approved Hostels	Number of Males Included in column (17)	Institutions
Aided		Unaided							
Average Daily Attend- ance	Number of Resi- dents in Approv- ed Hostels	Number of Scholars	Average Daily Attend- ance	Number of Resi- dents in Approv- ed Hostels					
(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
4,886	1,503	949	824	133	8,981	7,656	2,243	..	I—RECOGNISED
492	536	..	..	..	536	492	536	..	Colleges—
187	130	38	38	24	537	523	344	..	Arts & Science
5,565	2,169	987	862	157	10,054	8,671	3,123	..	Medicine
									Education
									TOTAL
1,29,588	13,213	3,997	3,210	280	1,99,353	1,64,092	14,822	7,265	Schools—
58,741	5,084	4,693	3,806	262	97,222	77,903	5,492	6,032	High
22,216	985	1,851	1,247	..	88,525	67,585	1,065	702	Middle—
3,11,568	8,175	16,829	13,089	..	12,74,173	9,65,633	8,830	90,416	English
5,22,113	27,457	27,370	21,352	542	16,59,273	12,75,213	30,209	1,04,415	Vernacular
									Primary
									TOTAL
16	16	..	..	..	16	16	16	..	Medicine
5,084	3,393	156	137	1	10,682	9,813	6,930	27	Normal & Training
6,541	932	608	449	13	10,179	7,758	962	133	Technology & Industry
118	..	..	..	..	132	118	..	..	Commerce
10	10	..	..	..	10	10	10	..	Agriculture
361	364	..	..	..	364	361	364	..	Reformatory
118	132	..	..	..	137	118	132	62	For Defectives
9,863	..	131	77	..	15,061	11,329	..	20	For Adults
2,932	371	825	659	118	4,472	3,630	495	966	Others
25,943	5,218	1,720	1,322	132	41,003	33,153	8,909	1,208	TOTAL
5,52,721	34,844	30,077	23,536	831	17,10,330	13,17,037	42,241	1,05,623	TOTAL (Re- cognised)
..	..	21,381	13,437	128	23,195	14,798	128	1,255	II—UNRECOG- NISED TOTAL
5,52,721	34,844	51,458	36,973	959	17,33,525	13,31,835	42,369	1,06,878	GRAND TOTAL
36,17,362	1,14,796	8,65,619	6,36,666	29,775	1,32,36,012	1,02,95,278	2,28,868	..	GRAND TOTAL (Males)
41,70,083	1,49,640	9,17,077	6,73,639	30,734	1,49,69,537	1,16,27,113	2,71,237	..	GRAND TOTAL (All Persons)

## III-A—Expenditure on Educational

Institutions  (1)	Government Institutions						Local
	Government Funds	District Board Funds	Municipal Funds	Fees	Other Sources	Total	Government Funds
	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Universities</i>	..	..	..	..	..	..	..
<i>Boards of Secondary and Intermediate Education</i>	1,04,083	..	..	11,45,683	..	12,49,766	..
<i>Colleges—</i>							
Arts and Science	54,63,826	44	..	29,76,941	1,89,489	86,30,302	4,773
Law	6,061	..	..	2,12,351	..	2,18,412	..
Medicine	43,52,453	..	..	9,36,433	1,09,724	53,98,610	..
Education	10,59,166	..	..	68,389	1,507	11,29,562	..
Engineering	20,97,956	..	..	5,42,983	28,562	26,69,501	..
Agriculture	31,57,927	..	..	2,05,250	5,821	33,68,998	..
Commerce	..	..	..	1,19,725	20,745	1,40,470	..
Technology	70,778	..	..	36,008	19,326	1,28,112	..
Forestry	6,16,130	..	..	..	..	6,16,130	..
Veterinary	7,27,723	..	..	27,521	8,750	7,63,994	..
Intermediate	10,62,478	..	..	3,26,109	8,696	13,97,283	32,255
<b>TOTAL</b>	<b>1,87,18,583</b>	<b>44</b>	<b>..</b>	<b>65,97,893</b>	<b>3,92,620</b>	<b>2,57,09,140</b>	<b>37,028</b>
<i>Schools—</i>							
High	74,27,327	..	3,710	28,20,345	67,742	1,03,19,124	16,37,337
Middle— English	7,77,197	..	..	2,96,157	10,293	10,83,647	4,36,214
Vernacular	9,13,214	..	..	9,898	198	9,23,310	58,11,760
Primary	55,39,817	25,948	..	31,577	9,249	56,06,591	5,99,85,197
<b>TOTAL</b>	<b>1,46,57,555</b>	<b>25,948</b>	<b>3,710</b>	<b>31,57,977</b>	<b>87,482</b>	<b>1,79,32,672</b>	<b>6,78,70,508</b>
Art	3,81,130	..	..	76,753	3,232	4,61,115	1,420
Medicine	5,09,556	..	..	2,17,960	13,850	7,41,366	..
Normal and Training	54,39,724	469	106	22,281	11,035	54,73,615	12,940
Engineering	3,34,100	..	..	62,317	9,840	4,06,257	..
Technology and Industry	31,42,660	5,294	13,028	88,033	1,27,465	33,76,480	1,15,510
Commerce	63,839	..	..	29,595	689	94,123	..
Agriculture	4,24,463	..	..	4,288	223	4,28,974	..
Reformatory	14,80,335	..	..	3,495	828	14,84,658	..
For Defectives	..	..	..	..	..	..	..
For Adults	6,20,709	..	820	..	147	6,21,676	11,915
Others	11,71,166	..	..	8,609	9,356	11,89,131	8,535
<b>TOTAL</b>	<b>1,35,67,682</b>	<b>6,763</b>	<b>13,954</b>	<b>5,13,331</b>	<b>1,76,665</b>	<b>1,42,77,395</b>	<b>1,50,320</b>
<b>TOTAL (Direct)</b>	<b>4,69,43,820</b>	<b>31,755</b>	<b>17,664</b>	<b>1,02,69,201</b>	<b>6,56,767</b>	<b>5,79,19,207</b>	<b>6,80,57,856</b>



## III-A—Expenditure on Educational

Institutions	Private Institutions						
	Aided				Unaided		
	Municipal Funds	Fees	Other Sources	Total	Fees	Other Sources	Total
	(16)	(17)	(18)	(19)	(20)	(21)	(22)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Universities	..	95,34,173	24,85,605	1,95,72,042	..	..	..
Boards of Secondary and Intermediate Education	..	..	..	..	..	..	..
Colleges—							
Arts and Science	41,928	1,00,77,051	26,68,767	1,51,29,062	35,11,845	(a)8,09,367	43,21,212
Law	..	19,823	..	19,823	3,96,771	11,843	4,08,614
Medicine	..	2,27,923	40,913	2,83,836	21,026	71,161	92,187
Education	..	1,21,597	61,706	2,55,830	11,785	..	11,785
Engineering	..	2,37,026	1,14,084	7,24,681	..	..	..
Agriculture	..	1,04,080	1,96,684	4,91,698	..	..	..
Commerce	..	..	..	..	6,96,547	23,679	7,20,226
Technology	..	1,05,895	4,56,747	6,50,337	4,917	1,34,121	1,39,038
Forestry	..	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..	..
Intermediate	83,285	47,01,505	7,83,899	73,56,418	2,06,872	(b)1,51,933	3,58,805
<b>TOTAL</b>	<b>1,25,213</b>	<b>2,51,29,073</b>	<b>68,08,399</b>	<b>4,44,83,727</b>	<b>48,49,763</b>	<b>12,02,104</b>	<b>60,51,867</b>
Schools—							
High	2,54,184	3,42,45,659	79,23,861	5,47,72,863	79,48,882	(c)27,47,154	1,06,96,136
Middle—							
English	89,036	45,93,889	18,46,654	89,77,406	18,39,514	(d)14,05,662	32,45,176
Vernacular	20,600	97,884	1,68,292	4,41,400	71,864	(e)86,750	1,58,614
Primary	8,28,881	37,11,608	54,41,652	4,73,31,961	4,05,794	(f) 10,65,717	14,71,511
<b>TOTAL</b>	<b>11,92,701</b>	<b>4,26,49,040</b>	<b>1,53,80,459</b>	<b>11,15,23,630</b>	<b>1,02,66,154</b>	<b>53,05,283</b>	<b>1,55,71,437</b>
Art	7,075	9,785	10,356	37,063	509	2,691	3,200
Medicine	21,089	1,28,651	57,578	2,30,318	1,19,508	98,391	2,17,899
Normal and Training	800	1,74,131	2,63,977	11,48,554	3,794	14,130	17,924
Engineering	..	..	..	..	..	..	..
Technology and Industry	49,585	5,03,124	35,09,768	47,76,805	1,27,333	(g)1,55,587	2,82,920
Commerce	276	1,10,237	17,649	1,38,537	1,68,858	29,417	1,98,275
Agriculture	..	6,543	20,742	49,977	..	..	..
Reformatory	..	..	..	..	..	..	..
For Defectives	33,234	25,843	1,59,761	3,68,860	..	931	931
For Adults	26,182	4,016	64,972	4,44,737	3,784	7,091	10,875
Others	88,314	2,53,387	10,47,077	24,40,570	24,351	(h)4,73,593	4,97,944
<b>TOTAL</b>	<b>2,26,555</b>	<b>12,16,511</b>	<b>51,51,880</b>	<b>96,35,421</b>	<b>4,48,137</b>	<b>7,81,831</b>	<b>12,29,968</b>
<b>TOTAL (Direct)</b>	<b>15,44,469</b>	<b>6,89,94,730</b>	<b>2,73,40,738</b>	<b>16,56,64,054</b>	<b>1,55,64,054</b>	<b>72,89,218</b>	<b>2,28,53,272</b>

- (a) Includes Rs. 30,091 spent from Government Funds on Unaided Arts and Science Colleges.
- (b) Includes Rs. 11,143 spent from Government Funds on Unaided Intermediate Colleges.
- (c) Includes Rs. 5,87,876 spent from Government Funds on Unaided High Schools.
- (d) Includes Rs. 35,646 spent from Government Funds, Rs. 59,663 from District Board Funds and Rs. 4,709 from Municipal Funds on Unaided English Middle Schools.
- (e) Includes Rs. 827 spent from District Board Funds on Unaided Vernacular Middle Schools.
- (f) Includes Rs. 27,619 spent from Government Funds, Rs. 23,220 from District Board Funds and Rs. 180 from Municipal Funds on Unaided Primary Schools.
- (g) Includes Rs. 300 spent from Government Funds on Unaided, Technical and Industrial Schools.
- (h) Includes Rs. 12,440 spent from Government Funds on Unaided 'Other Schools'.

Direction . . .

Inspection . . .

Buildings . . .

Miscellaneous . . .

**TOTAL (Indirect)**

**GRAND TOTAL (Direct & Indirect)**

## Institutions for Males

Total Direct Expenditure						Institutions
Government Funds	District Board Funds	Municipal Funds	Fees	Other Sources	Total	
(23)	(24)	(25)	(26)	(27)	(28)	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
75,52,264	..	..	95,34,173	24,85,605	1,95,72,042	Universities
1,04,083	..	..	11,45,683	..	12,49,766	Boards of Secondary and Intermediate Education
						Colleges—
(a)78,37,308	7,264	41,928	1,66,27,566	36,46,897	2,81,60,963	Arts and Science
6,461	..	..	6,28,945	11,843	6,46,849	Law
43,67,453	..	2,77,534	14,01,401	2,26,058	62,72,446	Medicine
11,31,699	..	..	2,02,271	63,207	13,97,177	Education
24,71,527	..	..	7,80,009	1,42,646	33,94,182	Engineering
33,48,861	..	..	3,09,330	2,02,505	38,60,696	Agriculture
..	..	..	8,16,272	44,424	8,60,696	Commerce
1,58,861	..	..	1,46,820	6,10,194	9,15,487	Technology
6,16,130	..	..	..	..	6,16,130	Forestry
7,27,723	..	..	27,521	8,750	7,63,994	Veterinary
(b)28,89,172	4,433	97,981	52,82,324	9,33,385	92,07,295	Intermediate
3,12,10,754	11,697	4,17,443	3,69,02,315	83,75,514	7,69,17,723	TOTAL
						Schools—
(c)2,19,43,975	19,21,792	9,89,799	5,09,10,912	1,05,33,619	8,63,00,097	High
						Middle—
(d)28,09,755	(d)25,46,529	(d)6,36,735	85,96,185	32,46,158	1,78,95,362	English
68,36,860	(e)19,45,477	4,96,091	18,85,617	3,98,798	1,15,62,843	Vernacular
(f)19,80,68,797	(f)3,06,23,561	(f)1,66,84,576	56,52,369	85,31,281	15,95,60,584	Primary
12,97,19,387	3,70,37,359	1,88,07,201	6,70,45,083	2,27,09,856	27,53,18,886	TOTAL
						Art
3,91,897	14,761	9,005	87,161	23,306	5,26,133	Medicine
5,32,356	200	77,211	5,24,352	1,74,079	13,08,198	Normal and Training
61,59,738	10,778	65,361	2,05,726	2,89,142	67,30,745	Engineering
3,34,100	..	..	62,317	9,840	4,06,257	Technology and Industry
(g)39,48,075	53,500	1,76,433	7,34,305	37,96,946	87,09,259	Commerce
74,214	..	276	3,08,690	47,755	4,30,935	Agriculture
4,17,155	..	..	10,831	20,965	4,78,951	Reformatory
11,30,335	..	..	3,495	828	14,84,658	For Defectives
1,16,508	3,514	33,231	26,406	1,60,692	3,70,354	For Adults
9,80,156	1,260	36,937	8,940	74,330	11,01,423	Others
(h)21,33,971	1,31,595	1,03,041	2,86,347	15,29,991	41,82,945	TOTAL
1,66,28,505	2,15,611	5,01,198	22,58,570	61,27,674	2,57,29,858	TOTAL (Direct)
17,75,58,646	3,72,61,667	1,97,26,142	10,62,05,968	3,72,13,044	37,79,66,167	
TOTAL INDIRECT EXPENDITURE						
22,06,417	..	..	..	..	22,06,417	Direction
1,07,92,548	7,21,107	6,88,548	2,528	1,97,388	1,21,05,119	Inspection
1,87,15,673	27,63,878	6,92,112	19,78,530	1,39,83,382	3,81,33,575	Buildings
1,71,46,220	17,43,209	6,11,810	1,14,26,148	1,36,39,785	4,45,66,172	Miscellaneous
4,88,60,858	52,31,194	19,92,470	1,34,06,206	2,78,20,555	9,73,11,283	Total (Indirect)
22,64,19,504	4,24,95,861	2,17,18,612	11,96,12,174	6,50,33,599	47,62,79,750	GRAND TOTAL (Direct and Indirect)

## III-B—Expenditure on Educational

Institutions (1)	Government Institutions						Local
	Government Funds	District Board Funds	Municipal Funds	Fees	Other Sources	Total	Government Funds
	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Colleges—</i>							
Arts and Science	7,44,368	..	..	1,63,027	246	9,07,631	..
Medicine . .	..	..	..	..	..	..	..
Education . .	3,37,776	..	..	23,876	..	3,61,652	..
Intermediate . .	72,153	..	..	24,409	108	96,670	4,440
<b>TOTAL</b>	<b>11,54,287</b>	<b>..</b>	<b>..</b>	<b>2,11,312</b>	<b>354</b>	<b>13,65,953</b>	<b>4,440</b>
<i>Schools—</i>							
High . .	26,63,527	..	..	6,00,604	7,530	32,71,661	95,415
<i>Middle—</i>							
English . .	5,56,554	..	..	66,747	173	6,23,474	55,936
Vernacular . .	6,28,433	2,055	7,766	19,381	2,339	6,59,974	3,64,568
Primary . .	9,02,338	..	..	1,883	507	9,04,728	91,98,615
<b>TOTAL</b>	<b>47,50,852</b>	<b>2,055</b>	<b>7,766</b>	<b>6,88,615</b>	<b>10,549</b>	<b>54,59,837</b>	<b>97,14,534</b>
Medicine . .	..	..	..	..	..	..	..
Normal and Training	15,14,246	..	..	3,388	5,040	15,22,674	5,775
Technology and Industry	1,53,415	..	..	..	..	1,53,415	1,843
Commerce . .	..	..	..	..	..	..	..
Agriculture . .	..	..	..	..	..	..	..
Reformatory . .	..	..	..	..	..	..	..
For Defectives . .	..	..	..	..	..	..	..
For Adults . .	9,996	..	..	..	20	10,016	..
Others . .	6,274	..	..	..	..	6,274	..
<b>TOTAL</b>	<b>16,83,931</b>	<b>..</b>	<b>..</b>	<b>3,388</b>	<b>5,060</b>	<b>16,92,379</b>	<b>7,618</b>
<b>TOTAL (Direct)</b>	<b>75,89,070</b>	<b>2,055</b>	<b>7,766</b>	<b>9,01,315</b>	<b>15,9</b>	<b>85,18,169</b>	<b>97,26,592</b>



## Institutions for Females

Board Institutions					Private Institutions		Institutions
District Board Funds (9)	Municipal Funds (10)	Fees (11)	Other Sources (12)	Total (13)	Aided		
					Government Funds (14)	District Board Funds (15)	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
..	..	..	..	..	1,96,864	2,964	Colleges— Arts and Science
..	..	..	..	..	4,46,335	30	Medicine
..	..	..	..	..	47,270	..	Education
..	8,034	2,914	..	15,388	3,68,630	1,800	Intermediate
..	8,034	2,914	..	15,388	10,59,099	4,794	TOTAL
28,183	1,34,425	1,39,157	5,754	4,02,934	37,23,440	15,914	Schools— High
81,433	2,17,105	58,394	4,823	4,17,691	10,01,124	44,165	Middle— English
1,37,237	3,16,152	24,787	43	8,42,787	1,65,212	1,11,862	Vernacular
37,06,727	73,91,147	9,420	3,19,749	2,11,25,658	41,21,919	4,31,165	Primary
39,53,550	85,58,829	2,31,758	3,30,369	2,27,89,070	90,11,695	6,03,106	TOTAL
..	..	..	..	..	6,000	..	Medicine
..	25,961	..	..	31,736	7,43,315	1,300	Normal and Training
435	5,304	3,761	7,864	19,207	1,41,408	6,816	Technology and Industry
..	..	..	..	..	3,520	..	Commerce
..	..	..	..	..	720	..	Agriculture
..	..	..	..	..	53,935	..	Reformatory
..	..	..	..	..	7,587	..	For Defectives
..	..	..	..	..	73,350	2,060	For Adults
..	..	..	..	..	35,413	780	Others
435	31,265	3,761	7,864	50,943	10,65,248	10,956	TOTAL
39,54,015	85,98,128	2,38,433	3,38,233	2,28,55,401	1,11,36,042	6,18,856	TOTAL (Direct)

## III-B—Expenditure on Educationa

Institutions	Private Institutions						
	Aided				Unaided		
	Municipal Funds (16)	Fees (17)	Other Sources (18)	Total (19)	Fees (20)	Other Sources (21)	Total (22)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Colleges -</i>							
Arts and Science	..	4,08,055	2,60,385	8,68,268	1,45,348	(a)48,420	1,93,768
Medicine . .	11,500	1,86,637	1,69,648	8,14,150	..	..	..
Education . .	..	21,174	33,405	1,01,849	..	..	..
Intermediate . .	7,340	3,41,212	2,15,984	9,34,966	4,631	10,113	14,744
<b>TOTAL</b>	<b>18,840</b>	<b>9,57,078</b>	<b>6,79,422</b>	<b>27,19,233</b>	<b>1,49,979</b>	<b>58,533</b>	<b>2,08,512</b>
<i>Schools—</i>							
High . . . .	1,56,977	60,80,924	28,45,778	1,28,23,033	2,52,670	(b)2,31,896	4,84,575
<b>Middle—</b>							
English . . .	88,960	9,09,348	9,00,932	29,44,529	62,893	(c)1,43,508	2,06,401
Vernacular . .	48,740	85,667	2,85,376	6,96,857	8,922	28,682	37,604
Primary . . .	3,45,887	8,45,152	14,68,505	72,12,628	61,439	(d)1,40,027	2,01,466
<b>TOTAL</b>	<b>6,40,564</b>	<b>79,21,091</b>	<b>55,00,591</b>	<b>2,36,77,047</b>	<b>3,85,933</b>	<b>5,44,113</b>	<b>9,30,046</b>
Medicine . . .	..	..	13,276	19,276	..	..	..
Normal and Training	2,800	1,15,831	5,13,780	13,77,026	18,458	6,574	25,032
Technology and Industry	22,972	99,316	3,43,633	6,14,145	5,205	47,172	52,377
Commerce . . .	..	31,515	..	35,035	..	..	..
Agriculture . . .	..	..	2,748	3,468	..	..	..
Reformatory . . .	..	..	..	53,935	..	..	..
For Defectives . . .	..	86	13,733	21,456	..	..	..
For Adults . . .	4,440	4,538	28,427	1,12,815	..	140	140
Others . . . .	2,338	68,712	99,377	2,06,620	21,501	(e)43,851	65,352
<b>TOTAL</b>	<b>32,550</b>	<b>3,19,998</b>	<b>10,15,024</b>	<b>24,43,776</b>	<b>45,164</b>	<b>97,737</b>	<b>1,42,901</b>
<b>TOTAL (Direct)</b>	<b>6,91,954</b>	<b>91,98,167</b>	<b>71,95,037</b>	<b>2,88,40,056</b>	<b>5,81,076</b>	<b>7,00,383</b>	<b>12,81,459</b>

- a) Includes Rs. 16,609 spent from Government Funds on Unaided Arts and Science Colleges.  
 (b) Includes Rs. 3,944 spent from Government Funds on Unaided High Schools.  
 (c) Includes Rs. 2,149 spent from Government Funds and Rs. 110 from District Board Funds on Unaided English Middle Schools.  
 (d) Includes Rs. 175 spent from Government Funds, Rs. 5,610 from District Board Funds and Rs. 120 from Municipal Funds on Unaided Primary Schools.  
 (e) Includes Rs. 333 spent from Government Funds on 'Other Schools'.

Direction  
 Inspection  
 Buildings  
 Miscellaneous

**TOTAL (Indirect)**

**GRAND TOTAL  
 (Direct & Indirect)**

**TOTAL (Direct)  
 Males**

**TOTAL (Direct)**

**All persons  
 GRAND TOTAL (Direct & Indirect)  
 Males**

**GRAND TOTAL (Direct and Indirect)  
 All persons**

## Institutions for Females

Total Direct Expenditure						Institutions
Government Funds	District Board Funds	Municipal Funds	Fees	Other Sources	Total	
(23)	(24)	(25)	(26)	(27)	(28)	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
(a)9,50,797	2,964	..	7,16,430	2,99,476	19,69,667	<i>Colleges—</i>
4,46,335	30	11,500	1,86,637	1,69,648	8,14,150	Arts and Science
3,85,046	..	..	45,050	33,405	4,63,501	Medicine
4,45,223	1,800	15,374	3,73,166	2,26,205	10,61,768	Education
<b>22,27,401</b>	<b>4,794</b>	<b>26,874</b>	<b>13,21,283</b>	<b>7,28,734</b>	<b>43,09,086</b>	Intermediate
						<b>TOTAL</b>
(b)64,86,326	44,097	2,91,402	70,73,364	30,87,014	1,69,82,203	<i>Schools</i>
						High
(c)16,15,763	1,25,708	3,06,065	10,97,382	10,47,177	41,92,095	Middle—
11,59,213	2,51,154	3,72,658	1,38,757	3,16,440	22,37,222	English
(d)1,42,30,081	41,43,502	82,37,154	9,17,894	19,15,849	2,94,44,480	Vernacular
<b>2,34,90,383</b>	<b>45,64,461</b>	<b>92,07,279</b>	<b>92,27,397</b>	<b>63,66,480</b>	<b>5,28,56,000</b>	Primary
						<b>TOTAL</b>
6,000	..	..	..	13,276	19,276	Medicine
22,63,336	1,300	28,761	1,37,677	5,25,394	29,56,468	Normal and Training
2,96,666	7,251	28,276	1,08,282	3,98,669	8,39,144	Technology and Industry
3,520	..	..	31,515	..	35,035	Commerce
720	..	..	..	2,748	3,468	Agriculture
53,935	..	..	..	..	53,935	Reformatory
7,587	..	..	66	13,783	21,456	For Defectives
83,346	2,060	4,440	4,538	20,587	1,22,971	For Adults
(e)42,010	780	2,338	90,213	1,42,905	2,78,246	Others
<b>27,57,120</b>	<b>11,391</b>	<b>63,815</b>	<b>3,72,311</b>	<b>11,25,362</b>	<b>43,29,999</b>	<b>TOTAL</b>
<b>2,84,74,904</b>	<b>45,80,646</b>	<b>92,97,968</b>	<b>1,09,20,991</b>	<b>82,20,576</b>	<b>6,14,95,085</b>	<b>TOTAL (Direct)</b>
10,990	..	..	..	..	10,990	Direction
18,83,092	41,278	2,10,970	4,07,550	1,42,567	21,85,457	Inspection
17,50,250	1,91,186	2,19,451	98,694	20,43,022	43,02,603	Buildings
27,91,333	91,025	2,66,242	25,13,279	29,09,288	85,71,165	Miscellaneous
<b>59,35,665</b>	<b>3,23,489</b>	<b>6,96,663</b>	<b>30,19,523</b>	<b>50,94,875</b>	<b>1,50,70,215</b>	<b>TOTAL (Indirect)</b>
<b>3,44,10,569</b>	<b>49,04,135</b>	<b>99,94,631</b>	<b>1,39,40,514</b>	<b>1,33,15,451</b>	<b>7,65,65,300</b>	<b>GRAND TOTAL (Direct and indirect) Females</b>
<b>17,75,58,646</b>	<b>3,72,84,667</b>	<b>1,97,26,142</b>	<b>10,62,05,968</b>	<b>3,72,13,044</b>	<b>37,79,66,467</b>	<b>TOTAL (Direct) Males</b>
<b>20,60,33,550</b>	<b>4,18,45,313</b>	<b>2,90,24,110</b>	<b>11,71,26,950</b>	<b>4,54,33,620</b>	<b>43,94,66,552</b>	<b>TOTAL (Direct) All persons</b>
<b>22,64,19,504</b>	<b>4,24,95,861</b>	<b>2,17,18,612</b>	<b>11,96,12,174</b>	<b>6,50,33,599</b>	<b>47,52,79,750</b>	<b>GRAND TOTAL (Direct and Indirect) Males</b>
<b>26,08,30,073</b>	<b>4,73,99,996</b>	<b>3,17,13,243</b>	<b>13,35,52,688</b>	<b>7,83,49,050</b>	<b>55,18,45,050</b>	<b>GRAND TOTAL (Direct and Indirect) ALL persons</b>

### IV—Distribution by Classes of Students receiving General Education

Classes  (1)	Total Number of Students			Number of Students from Rural Areas			Number of Married Students			
	Men  (2)	Women  (3)	Total  (4)	Men  (5)	Women  (6)	Total  (7)	Men		Women	
							Of and above the age of 18 years  (8)	Total  (9)	Of and above the age of 14 years  (10)	Total  (11)
<b>School Education—</b>										
<b>Classes—</b>										
Pre-Primary/Infant	11,07,890	2,69,897	14,37,587	9,46,803	1,70,272	11,17,075	183	25,117	85	1,805
I	28,88,129	13,42,413	42,10,542	23,11,855	9,24,510	32,36,365	333	28,869	170	4,132
II	14,23,802	6,06,010	20,29,812	12,62,147	2,93,027	15,55,174	212	20,919	126	3,047
III	12,04,605	4,35,531	17,00,036	9,85,915	2,67,783	12,53,698	590	26,694	183	2,691
IV	12,70,639	2,96,535	15,67,174	6,64,720	1,62,955	8,27,675	873	16,282	287	2,411
V	7,76,310	2,17,157	9,93,467	3,39,860	1,12,209	4,52,069	1,000	19,634	414	1,743
VI	5,65,630	1,26,030	6,91,660	3,22,459	30,421	3,52,880	1,837	19,270	451	1,192
VII	4,51,152	73,177	5,24,329	2,37,979	20,815	2,58,794	3,207	22,446	640	1,391
VIII	3,15,881	49,863	3,65,544	1,47,517	10,638	1,58,155	1,890	9,070	313	641
IX	2,28,719	27,638	2,56,357	94,818	2,796	97,614	3,157	9,981	170	346
X	1,85,399	20,687	2,06,086	76,359	2,003	78,362	3,790	10,691	193	328
XI	88,374	12,245	1,00,619	32,624	1,070	33,694	4,167	8,373	136	221
XII	4,784	591	5,375	3,155	70	3,225	12	21	6	20
<b>TOTAL</b>	<b>1,06,11,014*</b>	<b>34,77,574*</b>	<b>1,40,88,588*</b>	<b>74,26,211</b>	<b>19,98,569</b>	<b>94,24,780</b>	<b>21,251</b>	<b>2,26,467</b>	<b>3,174</b>	<b>19,968</b>
<b>Collegiate Education—</b>										
<b>Intermediate—</b>										
1st Year	61,051	7,266	68,317	17,477	845	18,322	4,322	5,724	211	220
2nd Year	48,166	5,165	53,331	17,077	1,001	18,078	3,987	5,127	219	239
<b>Degree—</b>										
1st Year	25,023	3,390	28,413	6,836	495	7,331	3,975	4,332	208	214
2nd Year	19,813	2,668	22,481	5,688	198	5,886	3,730	3,964	250	252
3rd Year	925	183	1,108	34	33	67	64	67		23
<b>Post Graduate—</b>										
1st Year	3,958	541	4,499	1,176	102	1,278	1,215	1,219	140	140
2nd Year	3,153	451	3,604	915	86	1,001	924	928	89	89
Research	458	51	509	48		48	271	271	15	15
<b>TOTAL</b>	<b>1,62,547†</b>	<b>19,715†</b>	<b>1,82,262†</b>	<b>49,251</b>	<b>2,760</b>	<b>52,011</b>	<b>18,438</b>	<b>21,632</b>	<b>1,132</b>	<b>1,192</b>
<b>Total (Recognised Institutions)</b>	<b>1,07,73,561†</b>	<b>34,97,289†</b>	<b>1,42,70,850†</b>	<b>74,75,462</b>	<b>20,01,329</b>	<b>94,76,791</b>	<b>39,689</b>	<b>2,48,099</b>	<b>4,306</b>	<b>21,160</b>
<b>Total (Un-recognised Institutions)</b>	<b>2,32,476</b>	<b>51,893</b>	<b>2,84,369</b>	<b>1,64,363</b>	<b>32,828</b>	<b>1,97,191</b>	<b>1,153</b>	<b>6,644</b>	<b>83</b>	<b>398</b>
<b>GRAND TOTAL</b>	<b>1,10,06,037*†</b>	<b>35,49,182*†</b>	<b>1,45,55,219*†</b>	<b>76,39,825</b>	<b>20,34,157</b>	<b>96,73,982</b>	<b>40,842</b>	<b>2,54,743</b>	<b>4,389</b>	<b>21,558</b>

\* Excludes 386 men students and 138 women students of Basic Schools in Orissa.

† Excludes 964 men students and 12 women students in Oriental classes in Orissa and U. P.

V—Distribution by Subjects\* of Students receiving Professional and Special Education

Subjects  (1)	Total Number of Students			Number of Students from Rural Areas			Number of Married Students			
	Men  (2)	Women  (3)	Total  (4)	Men  (5)	Women  (6)	Total  (7)	Men		Women	
							Of and above the age of 18 years  (8)	Total  (9)	Of and above the age of 14 years  (10)	Total  (11)
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<i>School Education—</i>										
Art	1,755	134	1,889	191	..	191	161	168	5	5
Medicine	3,992	395	4,387	253	2	255	403	403	17	17
Normal and Training	✓ 27,929	10,966	38,895	20,243	3,575	23,818	11,822	12,560	1,936	2,289
Engineering	✓ 1,424	..	1,424	389	..	389	105	119	..	..
Technology and Industry	20,014	10,168	30,182	3,341	852	4,193	2,098	2,229	2,443	2,504
Commerce	14,075	1,010	15,085	1,158	13	1,171	1,393	1,490	25	25
Agriculture	912	33	945	647	10	657	132	134	..	..
Reformatory	2,408	364	2,772	226	..	226	141	141	..	..
For Defectives	1,553	346	1,899	231	5	236	18	19	1	3
For Adults	1,66,461	17,574	1,84,035	1,30,267	8,537	1,38,804	74,564	81,673	6,900	6,968
Others	✓ 76,417	9,245	85,662	34,595	2,384	36,979	15,107	15,851	307	344
	105,700	20,211	1,25,911							
<b>TOTAL</b>	<b>3,16,940</b>	<b>50,235</b>	<b>3,67,175</b>	<b>1,91,541</b>	<b>15,378</b>	<b>2,06,919</b>	<b>1,05,944</b>	<b>1,14,787</b>	<b>11,637</b>	<b>12,155</b>
<i>Collegiate Education—</i>										
Law	7,621	55	7,676	2,381	4	2,385	3,067	3,090	5	5
Medicine	7,102*	1,695	8,797	1,546	77	1,623	788	788	19	45
Education	2,216	985	3,201	756	51	807	1,166	1,230	141	148
Engineering	✓ 5,449	4	5,453	1,549	..	1,549	144	144	..	..
Agriculture	3,750	9	3,759	1,875	1	1,876	420	831	..	..
Commerce	14,683	75	14,658	4,567	..	4,567	2,041	2,046	4	4
Technology	✓ 978	6	984	271	..	271	60	60	1	1
Forestry	256	..	256	92	..	92	114	114	..	..
Veterinary Science	806	..	806	537	..	537	97	150	..	..
<b>TOTAL</b>	<b>42,761</b>	<b>2,829</b>	<b>45,590*</b>	<b>13,574</b>	<b>133</b>	<b>13,707</b>	<b>7,897</b>	<b>8,453</b>	<b>170</b>	<b>203</b>
<b>GRAND TOTAL</b>	<b>3,59,701†</b>	<b>53,064</b>	<b>4,12,765*</b>	<b>2,05,115</b>	<b>15,511</b>	<b>2,20,626</b>	<b>1,13,841</b>	<b>1,23,240</b>	<b>11,807</b>	<b>132,58</b>

\* This table gives the enrolment figures subject-wise and not institution-wise.

† Excludes 53 men students reading Pro-medical course in Science College, Patna.

## VI-A—Men Teachers in Schools for General Education

Institutions  (1)	Trained Teachers						Untrained Teachers					Grand Total  (13)
	Graduate  (2)	Passed Metric or School Final  (3)	Passed Middle  (4)	Passed Primary  (5)	With lower qualifica- tions  (6)	Total  (7)	Graduate		Non-Graduate		Total  (12)	
							Certi- ficated  (8)	Uncerti- ficated  (9)	Certi- ficated  (10)	Uncerti- ficated  (11)		
<i>Primary Schools—</i>												
Government	42	526	5,261	1,011	10	6,850	7	..	1,713	3,321	5,041	11,891
Local Board	37	6,816	90,209	26,561	397	1,24,020	247	67	12,114	38,340	50,768	1,74,788
Private { Aided	130	4,901	50,172	6,453	185	61,851	180	151	12,325	27,454	40,110	1,01,961
Unaided	7	74	861	205	4	1,151	25	7	796	3,730	4,558	5,709
<i>TOTAL</i>	<b>216</b>	<b>12,317</b>	<b>1,46,503</b>	<b>34,230</b>	<b>606</b>	<b>1,93,872</b>	<b>459</b>	<b>225</b>	<b>26,948</b>	<b>72,845</b>	<b>1,00,477</b>	<b>2,94,349</b>
<i>Middle Schools—</i>												
Government	74	517	1,079	64	18	1,752	31	96	74	437	638	2,390
Local Board	439	2,450	12,541	207	228	15,865	274	144	925	3,908	5,251	21,116
Private { Aided	448	2,082	2,731	63	209	5,483	307	410	3,060	5,038	8,815	14,298
Unaided	233	528	898	29	17	1,705	130	217	822	2,525	3,694	5,399
<i>TOTAL</i>	<b>1,194</b>	<b>5,527</b>	<b>17,249</b>	<b>363</b>	<b>472</b>	<b>24,805</b>	<b>742</b>	<b>867</b>	<b>4,881</b>	<b>11,908</b>	<b>18,398</b>	<b>43,203</b>
<i>High Schools—</i>												
Government	2,262	918	365	8	81	3,634	243	417	312	590	1,562	5,196
Local Board	2,208	3,246	490	44	965	6,953	195	326	199	1,137	1,857	8,810
Private { Aided	9,606	7,165	1,476	267	1,391	19,905	3,391	4,001	4,180	7,925	19,497	39,402
Unaided	1,123	764	405	7	16	2,315	1,964	856	2,137	1,765	6,722	9,037
<i>TOTAL</i>	<b>15,199</b>	<b>12,093</b>	<b>2,736</b>	<b>326</b>	<b>2,453</b>	<b>32,807</b>	<b>5,793</b>	<b>5,600</b>	<b>6,828</b>	<b>11,417</b>	<b>29,633</b>	<b>62,445</b>
<b>GRAND TOTAL</b>	<b>16,609</b>	<b>29,937</b>	<b>1,66,488</b>	<b>34,919</b>	<b>3,531</b>	<b>2,51,484</b>	<b>6,994</b>	<b>6,692</b>	<b>38,657</b>	<b>96,170</b>	<b>1,48,513</b>	<b>3,99,997</b>

## VI-B—Women Teachers in Schools for General Education

Institutions  (1)	Trained Teachers						Untrained Teachers					Grand Total  (13)
	Graduate  (2)	Passed Metric or School Final  (3)	Passed Middle  (4)	Passed Primary  (5)	With Lower qualifica- tions  (6)	Total  (7)	Graduate		Non-Graduate		Total  (12)	
							Certi- ficated  (8)	Uncerti- ficated  (9)	Certi- ficated  (10)	Uncerti- ficated  (11)		
<i>Primary Schools—</i>												
Government . . . . .	2	172	1,175	315	23	1,687	2	3	77	323	405	2,092
Local Board . . . . .	44	1,022	11,837	5,404	217	18,524	77	20	1,097	5,687	6,881	25,405
Private { Aided . . . . .	117	2,109	12,925	1,415	161	16,726	21	42	994	3,744	4,801	21,527
{ Unaided . . . . .	8	39	120	79	..	245	5	5	44	499	553	798
<i>TOTAL</i>	<i>171</i>	<i>3,341</i>	<i>26,057</i>	<i>7,212</i>	<i>401</i>	<i>37,182</i>	<i>105</i>	<i>70</i>	<i>2,212</i>	<i>10,253</i>	<i>12,640</i>	<i>49,822</i>
<i>Middle Schools—</i>												
Government . . . . .	54	257	630	99	24	1,064	17	12	65	182	226	1,290
Local Board . . . . .	26	117	752	103	46	1,044	75	20	127	313	535	1,579
Private { Aided . . . . .	183	756	988	79	70	2,076	126	100	450	767	1,443	8,519
{ Unaided . . . . .	14	41	74	13	6	148	8	15	73	119	215	363
<i>TOTAL</i>	<i>277</i>	<i>1,171</i>	<i>2,444</i>	<i>294</i>	<i>146</i>	<i>4,332</i>	<i>226</i>	<i>147</i>	<i>716</i>	<i>1,331</i>	<i>2,419</i>	<i>6,751</i>
<i>High Schools—</i>												
Government . . . . .	567	616	276	4	108	1,571	47	73	52	164	336	1,907
Local Board . . . . .	79	136	39	15	14	283	18	14	25	47	104	387
Private { Aided . . . . .	1,818	2,457	563	138	275	5,246	489	544	473	1,216	2,672	7,918
{ Unaided . . . . .	55	46	21	2	19	143	52	23	32	38	145	288
<i>TOTAL</i>	<i>2,519</i>	<i>3,255</i>	<i>899</i>	<i>154</i>	<i>416</i>	<i>7,243</i>	<i>556</i>	<i>654</i>	<i>582</i>	<i>1,465</i>	<i>3,267</i>	<i>10,509</i>
<b>GRAND TOTAL</b>	<b>2,967</b>	<b>7,767</b>	<b>29,400</b>	<b>7,660</b>	<b>963</b>	<b>748,757</b>	<b>887</b>	<b>871</b>	<b>3,509</b>	<b>13,049</b>	<b>18,316</b>	<b>67,073</b>

## VII - Examination Results

Examinations  (1)	MALES						FEMALES					
	Number of Examinees			Number passed			Number of Examinees			Number passed		
	Regular (2)	Private (3)	Total (4)	Regular (5)	Private (6)	Total (7)	Regular (8)	Private (9)	Total (10)	Regular (11)	Private (12)	Total (13)
<b>DEGREE EXAMINATIONS</b>												
<i>Arts and Science</i>												
D.Litt. . . . .	4	2	6	4	..	4	1	..	1	1	..	1
Ph. D. . . . .	80	14	94	71	14	85	3	..	3	3	..	3
D.Sc. . . . .	11	4	15	11	2	13	..	..	..	..	..	..
M.Litt. . . . .	..	4	4	..	4	4	..	3	3	..	2	2
M.A. . . . .	2,034	1,267	3,301	1,689	839	2,528	330	191	521	260	152	412
M.Sc. . . . .	798	78	876	598	60	658	30	5	35	26	4	30
B.A. (Honours) . . . . .	2,527	473	3,000	1,752	286	2,038	753	63	816	623	52	675
B.Sc. (Honours) . . . . .	3,238	473	3,711	2,374	281	2,655	277	24	301	238	23	261
B.A. (Pass) . . . . .	9,118	6,331	15,449	4,853	3,029	7,882	1,247	1,523	2,770	874	847	1,721
B.Sc. (Pass) . . . . .	4,434	2,533	6,967	2,384	760	3,144	287	184	471	134	76	210
<i>Law</i>												
D.L./LL.D. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
M.L./LL.M. . . . .	12	10	22	2	1	3	..	..	..	..	..	..
B.L./LL.B. . . . .	3,581	307	3,888	2,272	162	2,434	34	5	39	23	2	25
<i>Medicine</i>												
M.D. . . . .	87	36	123	30	8	38	22	10	32	6	2	8
M.B.,B.S. . . . .	1,734	145	1,879	759	95	854	298	57	355	170	27	197
L.M.S. . . . .	169	..	169	38	..	38	29	..	29	6	..	6
M.C.P. & S. . . . .	27	..	27	10	..	10	4	..	4	2	..	2



M.S.M.F.	6	..	6	2	..	2	1	..	1	..	..	..
L.S.M.F.	41	..	41	14	..	14	..	..	..	..	..	..
D.O.M.S.	30	..	30	8	..	8	..	..	..	..	..	..
M.S.	61	24	85	16	6	22	1	..	1	1	..	1
M. Obstetrics	1	..	1	..	..	..	..	..	..	..	..	..
D. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
B. Hyg.	..	..	..	..	..	..	..	..	..	..	..	..
D.P.H.	53	..	53	41	..	41	..	..	..	..	..	..
D.O.	7	7	14	2	5	7	..	1	1	..	1	1
B.Sc. (Pharmacy)	30	14	44	8	4	12	..	..	..	..	..	..
D.T.M.	..	64	64	..	56	56	..	2	2	..	2	2
D.G.O.	9	2	11	1	2	3	17	15	32	13	6	19
D.C.M.	8	..	8	5	..	5	4	..	4	2	..	2
B.S.Sc.	1	..	1	..	..	..	..	..	..	..	..	..
B.D.S.	17	..	17	2	..	2	..	..	..	..	..	..
D.M.R.E.	8	..	8	5	..	5	..	..	..	..	..	..
<i>Veterinary</i>												
B.V.Sc.	11	9	20	5	3	8	..	..	..	..	..	..
<i>Engineering</i>												
Master of C.E.	..	1	1	..	..	..	..	..	..	..	..	..
Bachelor of C.E.	257	5	262	214	4	218	..	..	..	..	..	..
Bachelor of M.E.	106	4	110	70	2	72	..	..	..	..	..	..
Bachelor of E.E.	90	2	92	75	2	77	..	..	..	..	..	..
Bachelor of Mech. & Elec. Engg.	17	..	17	14	..	14	..	..	..	..	..	..
Bachelor of Mining and Metallurgy	57	..	57	55	..	55	..	..	..	..	..	..
Bachelor of High Ways	24	..	24	21	..	21	1	..	1	1	..	1
Bachelor of Tel. Com.	9	..	9	9	..	9	1	..	1	1	..	1

VII. Examination Results -- contd.

Examinations (1)	MALES						FEMALES					
	Number of Examinees			Number passed			Number of Examinees			Number passed		
	Regular (2)	Private (3)	Total (4)	Regular (5)	Private (6)	Total (7)	Regular (8)	Private (9)	Total (10)	Regular (11)	Private (12)	Total (13)
<i>Education</i>												
M.Ed. . . . .	33	1	34	20	1	21	3	..	3	3	..	3
B.Ed., B.T., & L.T. . . . .	1,151	243	1,394	1,044	191	1,235	557	140	697	491	127	618
Bachelor of Physical Education . . . . .	48	..	48	48	..	48	8	..	8	8	..	8
<i>Commerce</i>												
M.Com. . . . .	294	139	433	264	97	361	..	..	..	..	..	..
B.Com. (Hons.) . . . . .	39	..	39	28	..	28	..	..	..	..	..	..
B.Com. . . . .	4,428	490	4,918	2,694	223	2,917	21	1	22	13	1	14
<i>Technology</i>												
M.Sc. (Tech.) . . . . .	42	..	42	41	..	41	..	..	..	..	..	..
B.Sc. (Tech.) . . . . .	264	3	267	224	3	227	..	..	..	..	..	..
<i>Agriculture</i>												
M.Sc. (Ag.) . . . . .	114	..	114	110	..	110	..	..	..	..	..	..
B.Sc. (Ag.) . . . . .	689	5	694	548	5	553	2	..	2	1	..	1
<i>Oriental Learning</i>												
M.O.L. . . . .	..	9	9	..	5	5	..	..	..	..	..	..
B.O.L. . . . .	4	98	102	3	22	25	..	9	9	..	2	2
<i>Intermediate Examinations</i>												
Intermediate Arts . . . . .	31,566	19,843	51,409	15,420	7,406	22,826	3,651	3,333	6,984	2,672	1,541	4,213
Intermediate Science . . . . .	13,868	968	14,836	7,637	435	8,072	649	52	701	439	28	467

Licence/Diploma in Civil Engg.	42	9	51	19	1	20	..	..	..	..	..	..
Diploma in Mechanical Engg.	18	3	21	11	1	12	..	..	..	..	..	..
Deploma in Electrical Engg.	7	..	7	4	..	4	..	..	..	..	..	..
Intermediate in Textiles	10	..	10	8	..	8	..	..	..	..	..	..
Diploma in Venereal Diseases	5	..	5	4	..	4	..	..	..	..	..	..
Diploma in Laryngology & Otology	9	..	9	5	..	5	..	..	..	..	..	..
Diploma in Anesthosia	6	..	6	5	..	5	..	..	..	..	..	..
Licence/Diploma/Certificate in Teaching	1,707	88	1,795	1,278	48	1,326	496	23	519	396	10	406
Intermediate in Medicine (Bihar)	73	..	73	56	..	56	8	..	8	8	..	8
Intermediate/Diploma in Commerce	5,024	270	5,294	2,506	77	2,583	32	2	34	14	1	13
Intermediate/Licentiate in Agri.	1,074	21	1,095	591	10	601	2	..	2	..	..	..
Veterinary Examinations	141	..	141	105	..	105	..	..	..	..	..	..
Diploma in Public Administration	30	..	30	21	..	21	..	..	..	..	..	..
Diploma in Librarianship (Bombay)	21	..	21	16	..	16	4	..	4	4	..	4
Certificate in Sociometry	4	..	4	4	..	4	..	..	..	..	..	..
Certificate in Psychometry	6	..	6	5	..	5	..	..	..	..	..	..
SCHOOL EXAMINATIONS												
<i>(a) On Completion of Higher Secondary Course</i>												
Higher Secondary (Delhi)	818	33	851	560	15	575	..	..	..	..	..	..
Higher Secondary—Technical (Delhi)	29	..	29	18	..	18	..	..	..	..	..	..
<i>(b) On completion of High School Course</i>												
Matriculation	79,992	22,960	1,02,952	44,691	8,165	52,856	7,848	4,788	12,636	4,934	2,352	7,286
School Final, etc.	66,959	19,882	86,841	59,356	11,762	71,118	6,848	3,003	9,851	6,130	1,361	7,491
School Leaving Certificate	3,031	15	3,046	1,498	3	1,501	121	..	121	58	..	58
Anglo-Indian and European High School Cert.	221	..	221	169	..	169	167	..	167	136	..	136
Cambridge School Certificate	956	27	983	634	14	648	529	13	542	411	9	420

**VI—Examination Results—concl'd.**

Examinations  (1)	MALES						FEMALES					
	Number of Examinees			Number passed			Number of Examinees			Number passed		
	Regular (2)	Private (3)	Total (4)	Regular (5)	Private (6)	Total (7)	Regular (8)	Private (9)	Total (10)	Regular (11)	Private (12)	Total (13)
<i>(c) On completion of Middle School Course.</i>												
Cambridge Junior . . . . .	700	..	700	453	..	453	557	5	562	384	5	389
Anglo-Indian and European Middle . . . . .	301	..	301	203	..	203	364	..	364	323	..	323
Middle School Course . . . . .	765	5	770	440	2	451	273	2	275	131	..	131
Anglo-Vernacular Middle . . . . .	1,42,788	964	1,43,752	1,11,160	601	1,11,770	18,500	1,715	20,215	14,697	859	15,556
Vernacular Middle . . . . .	1,04,988	12,548	1,17,536	54,955	6,326	61,281	13,539	1,371	14,910	5,913	628	6,541
<i>(d) On completion of Primary Course</i>												
Upper Primary . . . . .	4,01,964	6,019	4,07,983	3,28,462	3,225	3,31,687	57,272	1,425	58,697	41,175	819	41,994
Lower Primary . . . . .	4,72,668	750	4,73,418	3,87,264	693	3,87,957	73,371	232	73,603	57,870	176	58,046
<i>(e) On completion of Vocational Course</i>												
For Teachers' Certificates—												
Vernacular Higher . . . . .	12,912	177	13,089	9,118	89	9,207	5,427	105	5,532	3,802	62	3,864
Vernacular Lower . . . . .	2,759	390	3,149	2,352	210	2,562	393	8	401	302	4	306
At Arts Schools . . . . .	163	..	163	152	..	152	4	..	4	3	..	3
At Medical Schools . . . . .	1,515	..	1,515	919	..	919	191	..	191	130	..	130
At Engineering Schools . . . . .	448	651	1,099	351	412	763	..	..	..	..	..	..
At Tech. & Industrial Schools . . . . .	2,255	1,019	3,274	1,896	515	2,411	702	842	1,544	543	462	1,005
At Commercial Schools . . . . .	2,508	6,773	9,281	1,623	2,762	4,385	168	247	415	92	87	179
At Agricultural Schools . . . . .	38	..	38	34	..	34	14	..	14	12	..	12
At Other Schools . . . . .	14,657	276	14,933	11,839	157	11,996	1,271	18	1,289	994	12	1,006

**VIII—Statistics of Educational Institutions in Rural Areas.**

## VIII—Statistics of Educational Institutions

Type of Institutions  (1)	Number of Institutions and Scholars							
	Government		District Board		Private		Total	
	Institutions (2)	Scholars (3)	Institutions (4)	Scholars (5)	Institutions (6)	Scholars (7)	Institutions (8)	Scholars (9)
<b>I.—RECOGNISED.</b>								
<i>For Males.</i>								
Arts and Science Colleges	3	983	..	..	23	11,065	26	12,048
Professional Colleges	4	1,084	..	..	1	61	5	1,145
High Schools	28	9,415	174	97,011	1,277	4,39,204	1,479	5,45,630
Middle Schools	222	32,444	3,286	4,32,604	2,700	3,00,280	6,208	7,65,328
Primary Schools	5,900	3,46,207	56,460	47,37,913	43,727	23,69,729	1,06,087	74,53,849
Training Schools	223	15,619	1	69	60	4,701	284	20,389
Agricultural Schools	3	127	..	..	3	246	6	373
Schools for Adults	1,558	53,957	25	544	3,050	83,987	4,633	1,38,488
Other Schools	44	1,620	23	1,251	1,347	48,181	1,414	51,052
<b>TOTAL</b>	<b>7,985</b>	<b>4,61,456</b>	<b>59,969</b>	<b>52,69,392</b>	<b>52,188</b>	<b>32,57,454</b>	<b>1,20,142</b>	<b>89,88,302</b>
<i>For Females</i>								
Arts and Science Colleges	..	..	..	..	..	..	..	..
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	4	766	2	278	27	5,271	33	6,315
Middle Schools	16	1,269	168	14,726	163	17,616	347	33,631
Primary Schools	401	25,777	5,248	3,95,613	3,478	1,95,387	9,127	6,16,777
Training Schools	26	2,238	..	..	43	2,151	69	4,389
Agricultural Schools	..	..	..	..	1	10	1	10
Schools for Adults	58	1,750	..	..	438	7,111	496	8,861
Other Schools	..	..	..	..	16	803	16	803
<b>TOTAL</b>	<b>505</b>	<b>31,820</b>	<b>5,418</b>	<b>4,10,617</b>	<b>4,166</b>	<b>2,28,349</b>	<b>10,089</b>	<b>6,70,786</b>
<b>TOTAL (RECOGNISED)</b>	<b>8,490</b>	<b>4,93,276</b>	<b>65,387</b>	<b>56,80,009</b>	<b>56,354</b>	<b>34,85,803</b>	<b>1,30,231</b>	<b>96,59,088</b>
<b>II.—UNRECOGNISED.</b>								
For Males	..	..	..	..	..	..	4,694	1,81,736
For Females	..	..	..	..	..	..	379	13,430
<b>TOTAL (UNRECOGNISED)</b>	..	..	..	..	..	..	<b>5,073</b>	<b>1,98,166</b>
<b>GRAND TOTAL (ALL INSTITUTIONS)</b>	..	..	..	..	..	..	<b>1,35,304</b>	<b>98,57,254</b>

## in Rural Areas

Expenditure on Institutions (Direct and Indirect)				Number of Teachers				Type of Institutions
Government Funds	District Board Funds	Other Sources*	Total	Government Institu- tions	District Board Institu- tions	Private Institu- tions	Total	
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Rs.	Rs.	Rs.	Rs.					I.—RECOGNISED.
								<i>For Males</i>
4,45,352	1,940	10,40,829	14,88,121	58	..	536	594	Arts and Science Colleges
14,40,679	3,453	1,85,864	16,29,996	83	..	32	115	Professional Colleges
55,58,775	12,72,953	1,78,35,012	2,46,66,740	467	3,452	15,610	19,529	High Schools
84,72,862	49,78,273	91,50,761	2,26,01,896	1,481	16,982	13,654	32,117	Middle Schools
7,60,24,666	3,10,55,426	92,41,793	11,63,21,885	10,237	1,36,012	84,165	2,30,414	Primary Schools
51,05,820	11,579	4,72,554	55,89,953	1,121	7	398	1,526	Training Schools
94,496	..	11,842	1,06,338	14	..	19	33	Agricultural Schools
7,88,320	1,211	10,752	8,00,283	1,574	28	3,045	4,647	Schools for Adults
8,73,909	1,29,650	7,94,981	17,98,540	83	33	2,645	2,761	Other Schools
<b>9,88,04,879</b>	<b>3,74,54,435</b>	<b>3,87,44,388</b>	<b>17,50,03,752</b>	<b>15,118</b>	<b>1,56,514</b>	<b>1,20,104</b>	<b>2,91,736</b>	<b>TOTAL</b>
								<i>For Females</i>
..	..	..	..	..	..	..	..	Arts and Science Colleges
..	..	..	..	..	..	..	..	Professional Colleges
2,23,727	23,123	3,07,957	5,54,807	55	62	292	409	High Schools
4,60,667	2,45,980	4,45,021	11,51,668	83	602	946	1,631	Middle Schools
67,11,726	38,85,584	8,19,521	1,14,16,831	939	12,412	7,774	21,025	Primary Schools
9,92,724	1,300	1,98,256	11,92,280	156	..	217	373	Training Schools
720	..	2,748	3,468	..	..	2	2	Agricultural Schools
34,981	1,390	667	37,538	53	..	441	499	Schools for Adults
23,927	2,975	32,877	59,789	..	..	40	40	Other Schools
<b>84,48,482</b>	<b>41,69,852</b>	<b>18,07,047</b>	<b>1,44,16,381</b>	<b>1,191</b>	<b>13,076</b>	<b>9,712</b>	<b>23,979</b>	<b>TOTAL</b>
<b>10,72,53,361</b>	<b>4,16,15,327</b>	<b>4,05,51,435</b>	<b>18,94,20,133</b>	<b>16,309</b>	<b>1,69,590</b>	<b>1,29,816</b>	<b>3,15,715</b>	<b>TOTAL (RECOGNISED)</b>

\* Includes Fees.

## NOTES—

- (1) Figures for urban areas (i.e., municipal, cantonment, notified and small town committee areas) are excluded from this table.
- (2) The expenditure on institutions includes expenditure on buildings and miscellaneous charges incurred on the schools.
- (3) The total number of pupils from rural areas, who are under instruction, is shown in columns (5-7) of Tables IV and V.
- (4) This table includes statistics relating to the training schools, whether situated in urban or in rural areas, in which the majority of the students are being trained for employment in rural areas. It does not include the returns of the training institutions located in rural areas, in which the majority of the students are trained for schools in urban areas.