

REPORT
OF
THE SECONDARY
EDUCATION COMMISSION

(October 1952 — June 1953)



सत्यमेव जयते

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION

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APPENDICES

APPENDIX I

COPY OF GOVERNMENT OF INDIA RESOLUTION NO. F 9-5/52-B.I.,
DATED THE 23RD SEPTEMBER, 1952

The Central Advisory Board of Education at its Fourteenth Meeting held in January, 1948 recommended the appointment of a Commission to examine the prevailing system of secondary education in the country and suggest measures for its reorganisation and improvement. At its meeting held in January, 1951, the Board reiterated its former decision and pressed for early implementation of its recommendation in view of the urgent need for the reconstruction of education at this level.

2. While the problems of education at the Elementary and the University stages have been surveyed in recent years and steps have also been taken to improve and coordinate facilities for technical education, there has been no comprehensive or thorough examination of the problems pertaining to secondary education. This is however the stage which marks the completion of education for the large majority of pupils. Further, it is the secondary schools that supply teachers to the Primary schools and students to Universities. An inefficient system of secondary education is therefore bound to affect adversely the quality of education at all stages.

3. There are other considerations which also make a survey of secondary education at the present time necessary. One of the major defects of the prevailing system of secondary education is its unilinear and predominantly academic character. A fairly uniform system of elementary education may serve the needs of children but cannot fulfil the requirements of adolescents at the secondary stage when differences in aptitudes and interests begin to be clearly shown. The need for the reorganisation of secondary education with diversified courses has become more urgent as a result of the acceptance by the Government of India and the State Governments of Basic Education as the pattern of education at the elementary stage.

4. In view of these considerations, the Government of India have decided to set up a Secondary Education Commission consisting of the following members with instructions to submit its report as soon as may be feasible:—

1. DR. A. LAKSHMANASWAMI MUDALIAR,
Vice-Chancellor, Madras University, Madras, (Chairman).
2. PRINCIPAL JOHN CHRISTIE,
Jesus College, Oxford.
3. DR. KENNETH RAST WILLIAMS,
*Associate Director, Southern Regional Education Board,
Atlanta (U.S.A.).*
4. MRS. HANSA MEHTA,
Vice-Chancellor, Baroda University, Baroda.
5. SHRI J. A. TARAPOREVALA,
*Director of Technical Education,
Government of Bombay, Bombay.*
6. DR. K. L. SHRIMALI,
*Principal, Vidya Bhavan Teachers' Training College,
Udaipur.*
7. SHRI M. T. VYAS,
Principal, New Era School, Bombay.
8. SHRI K. G. SAIYIDAIN,
*Joint Secretary to the Government of India,
Ministry of Education, (Ex-officio Member).*
9. PRINCIPAL A. N. BASU,
Central Institute of Education, Delhi (Member Secretary).

5. For the duration of the Commission's stay in any State, the State Government may, if it so desires, appoint a person to serve as a Member of the Commission on such terms and conditions as the State Government concerned may determine in consultation with the Government of India.

6. The terms of reference of the Commission will be:

- (a) to enquire into and report on the present position of secondary education in India in all its aspects; and
- (b) suggest measures for its reorganisation and improvement with particular reference to—
 - (i) the aims, organisation and content of secondary education;
 - (ii) its relationship to Primary, Basic and Higher Education;
 - (iii) the inter-relation of secondary schools of different types; and
 - (iv) other allied problems;

so that a sound and reasonably uniform system of secondary education suited to our needs and resources may be provided for the whole country.

APPENDIX II

GOVERNMENT OF INDIA MINISTRY OF EDUCATION

THE SECONDARY EDUCATION COMMISSION

QUESTIONNAIRE

Note.—The questionnaire covers a wide field of inquiry and it is not intended that all those who are pleased to send replies should necessarily answer every question. Correspondents are requested to favour the Commission with their views and suggestions on matters in which they are particularly interested or of which they have special knowledge.

The questionnaire consists of eight sections. The number of the section and the question to which the answer or memorandum relates may please be clearly indicated in each case.

Replies written on the blank pages opposite to the questions, may please be sent to the Secretary, Secondary Education Commission, Central Institute of Education, DELHI-9, by the 30th of September, 1952.

I. AIMS & OBJECTIVES

1. (a) How would you define the aims and objectives of secondary education?
- (b) How would you distinguish them from the aims of primary education on the one hand and of University education on the other?
- (c) How far do you think these objectives have been realised in practice?
2. (a) How far do you consider the present system of secondary education to be satisfactory? What, in your opinion, are its main defects and short-comings?
- (b) In what ways would you suggest a reorientation of the present system so as to realise the aims and objectives stated above? Please suggest concrete steps for the purpose.

II. ORGANIZATION

1. (a) What is the present duration of the Secondary course in your State?
(b) What, in your opinion should be the length of the entire school course and the Secondary course?
2. (a) How would you divide it into stages? Should the stages be completely separated?
(b) At what age should the secondary stage begin?
(c) Should there be any fixed age for admission to the primary school, the secondary school, to the University? If so, what should be these ages?
3. (a) At what age does a student usually sit for the Secondary School Leaving Examination?
(b) What period of schooling would you consider essential for Secondary School Leaving Examination and what age-limit if any, would you suggest for candidates appearing in that examination?
4. (a) What should be the relationship between the different stages of education?
(b) Does the present system of secondary education logically follow in sequence the system of primary education? At what stage of the secondary school course do pupils normally join the institution?
(c) How would you integrate the secondary stage with the primary (Basic) stage on the one hand and the University stage on the other?
5. What should be the relationship between post-basic schools and secondary schools? Should they have a parity of status for all purposes?
6. (a) What should be the relationship between secondary education and technical and vocational education at the pre-University level?
(b) Can provision be made in secondary schools for vocational training?
7. Should the secondary stage be further divided into junior and senior stages?
8. Assuming that at the secondary stage we shall have to cater for different types of children with different abilities and aptitudes, how would you like to organize the secondary school system from this point of view?
(a) by providing different types of schools? or
(b) by providing omnibus or multi-lateral schools with a system of electives?
9. What are the advantages of the system you advocate?
10. At what stage should such elective be taken?
11. How would you divide and group the electives?
(a) Academic;
(b) Practical;
(c) Technical;
(d) According to some other classification?
12. What subjects or courses would you include under each heading?
13. (a) If you favour multi-lateral school, do you think that every school should have a technical *cum* vocational department?
(b) Is it possible to relate technical courses with local industries? If so, how could this be done? Give definite suggestions.
14. What principles in your opinion should be followed in starting technical, vocational and trade schools?

15. (a) What, in your opinion, is the place of (i) public schools and (ii) residential schools in the system of secondary education?
 (b) How can these two types of schools be fitted into the general system of education?
 (c) What should be the policy of the Government towards these two types of schools?
16. (a) How far can the special features of the public schools be introduced into the Day Schools?
 (b) Are you in favour of Day-boarding Schools?
17. Are you in favour of co-education in secondary schools? If so, how far and under what conditions can co-education be permitted in these schools?
18. (a) What is the strength allowed for each class in a secondary school in your area?
 (b) What is the maximum number permitted in a school and what are the maximum number of divisions that are permitted in a class?
19. Is there a shift system in your area; and if so, how does it work?
20. Do you favour the shift system?
21. What do you think should be the size of a class, the number of pupils in each class, the number of sections that may be allowed for any class; the minimum, the optimum, and the maximum strength of secondary schools?
22. Should there be any selection in matter of admission to secondary schools and if so, what should be the basis of such selection?
23. (a) What are the terms in the academic year? (Mention the months which comprise each term and what period of summer vacation is allowed.)
 (b) Is there a minimum number of working days prescribed?
 (c) What are the usual hours of work and how are the period divided and how many days in a week do the classes normally work?
 (d) Would you suggest any change in the hours of work or in the number of working days in a week?
 (e) What should be the minimum number of working days in a year that must be enforced?
 (f) Would you suggest any change in the system of giving holidays and vacations? Should they be the same for rural and urban areas?
 (g) Do you approve of the system of holidays now provided for all religious festivals?
 (h) Do you approve of the system of giving one long vacation in the year? If not, what would you like to have in its place? What system of breaks between working periods would you suggest?
24. What provision is there for medical care of school children? What should be the nature, extent and scope of such provision?
25. (a) Are there hostels or dormitories attached to institutions?
 (b) What is the percentage of students from outside the town or village, in which the secondary school is situated, needing hostel accommodation?
 (c) Is there a real need for such hostels?
26. (a) Have you any suggestions regarding the location of schools?
 (b) Would you like to impose any restrictions in the matter of locating schools? If so, give details.

III. ADMINISTRATION AND SUPERVISION

1. What are the types of management in your State in charge of secondary schools?
2. What is the relationship of the Management with the Department of Education and the Government?
3. Should all secondary schools be private or State, or should there be both types? (i.e. Are private schools to be encouraged? Or should there be only State/Government schools?)
4. (a) What should be the policy of the Government towards private un-recognised schools, tutorial institutions etc.? Should they be encouraged?
 (b) What are the present requirements for recognition of the secondary schools and what should be the minimum requirements for this purpose?
5. (a) Is there a grant-in-aid code in your State? If so what are the general principles thereof?
 (b) If private schools are to be aided, what should be the system of aid to be followed? (i) block grant, (ii) teachers' salary grant, (iii) per capita grant, or (iv) any other system?
 (c) What are the advantages and disadvantages of (i), (ii) (iii) and (iv)?
6. Should secondary education be the responsibility of
 - (i) State Governments, and/or
 - (ii) Local bodies, and/or
 - (iii) Private bodies?
 Please give reasons for your answers.
7. Which is the body responsible for the control of secondary education
 - (i) to determine standards,
 - (ii) to prescribe text-books and syllabuses,
 - (iii) for the appointment of paper-setters and examiners,
 - (iv) for conduct of examinations,
 - (v) for publication of results,
 - (vi) for discipline and welfare of students, and
 - (vii) for inspection of institutions preparing candidates for Secondary School Leaving Certificate Examination and to see that the conditions laid down are observed?
8. What is the relationship of the body responsible for Secondary Education and the Department of Education of the States?
9. What is the relationship of the body responsible for secondary education and the University?
10. Inspectorate:
 - (a) What should be the essential qualifications for the Inspectorate:
 - (i) Teaching experience? and/or
 - (ii) Degree or diploma in education? and/or
 - (iii) Special training for inspectorial work?
 - (b) How can inspection of secondary schools be made more constructive and effective?
 - (c) What should be the organisation of the Inspectorate for secondary education?
 - (d) Do you favour periodic interchange between inspecting and teaching staff in schools and Training Colleges?

IV. CURRICULUM

(Including Co-curricular activities)

1. (a) What subjects should be taught in the secondary schools?
- (b) Should all subjects be taught throughout the entire secondary course? If not, indicate the stages for the introduction and termination of study of particular subjects.
- (c) Should there be a separate and special course for girls? If special courses are suggested, what should be such courses?
- (d) Do you consider the present curriculum heavy or light? Give reasons for your answer.
2. What is the present medium of instruction in Primary (Basic) schools and in secondary schools of different types?
3. (a) What, in your opinion, should be the medium of instructions in secondary schools of different types? Specify giving reasons.
- (b) What will be the position of the linguistic minorities in this scheme?
4. (a) How many languages are to be taught (either as compulsory or optional) in (i) the junior high school, and (ii) the senior high school?
- (b) What is the place of the mother-tongue, the federal language, English and the classical language in the scheme of studies?
- (c) (i) At what stage should the federal language be introduced and for how long should it be continued?
- (ii) At what stage should English be introduced and for how long should it be continued?
- (iii) What should be the position of the regional language in this scheme (specially when it differs from the child's mother-tongue)?
5. Should history, geography, civics and economics be taught as one subject—social studies—both in the junior and senior high schools?
6. Should general science be a compulsory subject in the Junior High School stage, to be differentiated later? Or should it continue till the end of the secondary course?
7. Would you consider it desirable to test a candidate in general knowledge at the school leaving stage?
8. (a) What place should handicrafts play in the scheme of secondary education?
- (b) Would you favour every secondary school teaching at least one craft?
9. (a) It has been suggested that as India is predominantly an agricultural country, it is necessary that Agriculture should be one of the subjects of study at all stages of education. What are your views on this subject?
- (b) If Agriculture is to be a subject of study at the secondary school, what, in your opinion, should be the stage at which it should be introduced and what should be the duration of the course and the subjects of study?
- (c) What would you suggest as the plan for practical training in the subject?
10. Would you suggest separate Agricultural schools? If so, where would you locate them and what would you suggest should be the requirements needed for starting such a school? What will you suggest as the requirements for the practical training needed?
11. Do you think that those who are trained in such schools, should have facilities for higher study? If so, what courses of higher study would you recommend for them?
12. What would you suggest as the qualifications needed for teachers in such Agricultural schools and what emoluments would you suggest for them?

13. What ancillary subjects of study would you suggest for those who wish to study Agriculture in Secondary Schools?
14. What steps would you suggest for adoption to enable those who qualify in Agriculture to pursue the subject in after life?
15. (a) Should there be prescribed books or only courses of studies?
(b) What are (i) the advantages and (ii) the disadvantages of prescribing books?
(c) If books are to be prescribed, what should be the prescribing authority?
16. It has been suggested that the elements of (i) logic (or the art of thinking) and (ii) psychology should form part of the secondary school courses? What is your opinion on this point?
17. At what stage should specialization begin and to what extent should it be allowed?
18. (a) What kinds of co-curricular (extra-curricular) activities do you have in your schools?
(b) How much time do you give for such activities (in hours) per week?
(c) Do you feel the need for giving more time for such activities?
(d) If so, how much more?
(e) Will there be a difference between the junior and senior stages in this matter?
(f) What other activities, besides those you already have, would you encourage provided you have the time and necessary facilities for them?
19. What facilities for art and music should be provided in secondary schools? Should such provision be made both for boys' and girls' schools?
20. (a) What, in your opinion, should be the place assigned to moral and/or religious instruction in secondary schools and how would you organize such instruction?
(b) What other alternate ways would you suggest for the promotion of character building and training in leadership?
(c) How far is discipline maintained in schools in your area? Is there any growing tendency towards indiscipline? If so, what do you attribute this to? What measures would you suggest for ensuring better discipline in schools and in the life of the student?
21. Is there and should there be provision for (i) simple manual labour and socially useful work, (ii) recreational facilities and (iii) physical education on a compulsory basis? If so, give details.
22. Should there be compulsory social service by secondary school pupils at any stage? If so, describe the nature and duration of such service?
23. Is it possible to introduce some sort of student-government in schools? If so, what would be the nature of such provision? Give details.
24. Should there be something like the English VI form for gifted children who have completed the High School course before the normal age of entry to the University? If so, what should be the specific functions of such a sixth form?

V. METHODS OF INSTRUCTION

1. (a) What are the methods of teaching usually adopted in secondary schools?
(b) Do you suggest any changes in these methods? If so, give concrete suggestions.
(c) How can methods of teaching be reformed so as to develop intellectual initiative or self-activity?
2. Is the system of dictating notes used in your schools? How far should this be allowed?

3. Do you think it desirable that home-work should be prescribed in schools? If so, how much of home-work (both written-work and study) do you suggest for each class per week?
4. (a) What methods of correction of such written home-work do you have?
(b) What check do you have to see that home-work is properly corrected?
5. How much of practical work in school do you provide for different subjects? Give details for each subject.
6. What are the library facilities available in your school for pupils and teachers? How far are they utilised?
7. (a) What system would you suggest for improving library service in schools?
(b) How can we make provision for supervised study and library work in schools?

VI. EXAMINATION, EVALUATION AND GUIDANCE

1. What is the scheme of examination at School Final stage? What is the method of appointment of examiners, of setting question papers, of control over printing and distribution of papers and of supervision at Examination centres?
2. How many public examinations should there be during the secondary stage and what should be the nature of such examinations?
3. Should schools have an annual examination? Or should there be periodical (weekly and terminal) examinations only or both?
4. How would you ensure the full and proper evaluation of progress of a student in school?
5. Should there be a public examination at the end of Basic stage of the 14 age (analogous to the junior High School or Middle examination)?
6. (a) What are the advantages and disadvantages of the essay type of examination?
(b) Is it possible to introduce the new type objective tests in the secondary school?
(c) Would you suggest any alternate type of test to those usually adopted at present?
7. (a) What should be the system of maintaining individual records of pupils?
(b) What would be the weightage given to those records?
8. What should be the basis of annual promotion from one class to another?
9. Should there be any centralised type of either State or inter-State examination for the secondary schools, of the type of the Cambridge Examinations in addition to the other examining authorities?
10. How can we introduce educational and vocational guidance for secondary school pupils?

VII. TEACHERS AND CONDITIONS OF SERVICE

1. What are the qualifications prescribed for staff in schools (Primary section, Middle section and High School classes)? (The qualifications for Specialist Teachers like Drawing Master, Drill Master, Handicraft Instructor etc. may be mentioned.)
2. What are the scales of pay of the different categories of teachers in (i) Government service, (ii) Local Board service, and (iii) other service?
3. What are the leave rules for the categories (i), (ii) or (iii)?
4. (a) Are there any rules regarding tuition; if so, what are they?
(b) Is there any limit for the number of tuitions that could be undertaken by a teacher?

5. Is there any scheme of Provident Fund, Pension or Gratuity or a combined system of provident fund and pension for each category of teachers?
6. Is there provision for employment of part-time teachers and if so what are their conditions of service?
7. Do you consider that provision should be made for the employment of women as part-time teachers?
8. What is role of women teachers at Primary School stage, Middle School stage and Secondary stage?
9. What would be the minimum academic qualifications for teachers in junior and senior secondary schools? Should it be different from the qualifications for teachers in junior secondary schools? (Junior schools teaching upto third form, senior teaching upto the sixth form.)
10. (a) What steps should be taken to attract and retain to the teaching profession persons with proper academic qualifications and love of the profession?
(b) What steps should be taken to improve the prospect and status of teachers?
11. What, in your view, are the defects of the existing system of training of teachers of secondary schools?
12. What changes would you propose in the system?
13. What are the facilities for the training of teachers, men and women?
14. What, in your opinion, should be the salary scale for teachers in secondary schools?
15. What, in your opinion, should be the maximum hours of work for secondary school teachers?
16. What should be the maximum strength for a class which one teacher can teach effectively?

VIII. FINANCES

1. Are you satisfied that secondary schools in the country have adequate financial resources for functioning properly?
2. Are you satisfied with the present manner in which grants are given to the secondary schools by the Central and the State Governments?
3. Would you suggest any method by which such grants may be properly regulated and Government may be in a position to see that such grants are properly utilised?
4. What should be the ratio of expenditure to be met out of (i) State funds; (ii) Fees; and (iii) Other sources?
5. (a) Can secondary education be free?
(b) If not, what steps should be taken to ensure that meritorious students are not denied access to secondary education only on account of poverty?
6. (a) What are the rates of fees (tuition fees and others) in secondary schools in your area?
(b) Do you consider the rates of fees for tuition and examinations charged at present by secondary schools reasonable?
(c) Is there room for further enhancement of the tuition fees, if adequate safeguards are made in the way of half-fee, quarter-fee, or full fee remissions for those who cannot afford to pay on a graded salary basis? If so, how would you suggest the rate of gradation that may be adopted?
7. To what extent are secondary schools maintained in your State by the Provincial Government, Local Bodies and Trusts, Missionary agencies and other private bodies?
8. What methods would you suggest for finding out additional funds required for improving the existing system of secondary education?

APPENDIX III

TOUR PROGRAMME OF THE SECONDARY EDUCATION COMMISSION

Thursday, 9th	October, 1952	..	dep.	Delhi.
Friday, 10th	"	..	arr.	Simla.
Saturday, 11th	"	..	dep.	Simla.
Sunday, 12th	"	..	arr.	Delhi.
Monday, 13th	"	..	dep.	Delhi.
"	"	..	arr.	Srinagar.
14th to 18th	"	..	Halt	at SRINAGAR.
Sunday, 19th	"	..	dep.	Srinagar.
"	"	..	arr.	Jammu.
Monday, 20th	"	..	dep.	Jammu.
"	"	..	arr.	Amritsar.
Tuesday, 21st	"	..	dep.	Amritsar.
"	"	..	arr.	Jullundur City.
22nd & 23rd	"	..	Halt	at JULLUNDUR.
Friday, 24th	"	..	dep.	Jullundur City.
"	"	..	arr.	Ludhiana.
"	"	..	Trip	to Moga by road and back to Ludhiana.
"	"	..	dep.	Ludhiana.
Saturday, 25th	"	..	arr.	Delhi.
26th & 27th	"	..	Halt	at DELHI.
Tuesday, 28th	"	..	dep.	Delhi.
"	"	..	arr.	Lucknow.
29th & 30th	"	..	Halt	at LUCKNOW.
Thursday, 30th	"	..	dep.	Lucknow.
Friday, 31st	"	..	arr.	Allahabad.
31st & 1st	November, 1952	..	Halt	at ALLAHABAD.
Sunday, 2nd	"	..	dep.	Allahabad.
"	"	..	arr.	Banaras.
3rd	"	..	Halt	at BANARAS.
Tuesday, 4th	"	..	dep.	Banaras.
"	"	..	arr.	Patna.
5th to 10th	"	..	Halt	at PATNA.
Tuesday, 11th	"	..	dep.	Patna.
"	"	..	arr.	Shillong.
12th & 13th	"	..	Halt	at SHILLONG.
Friday, 14th	"	..	dep.	Shillong.
"	"	..	arr.	Gauhati.
15th to 17th	"	..	Halt	at GAUHATI.
Tuesday, 18th	"	..	dep.	Gauhati.
"	"	..	arr.	Dibrugarh.
19th	"	..	Halt	at DIBRUGARH.
Thursday, 20th	"	..	dep.	Dibrugarh.
"	"	..	arr.	Calcutta.
21st	"	..	Halt	at CALCUTTA.
Saturday, 22nd	"	..	dep.	Calcutta.
"	"	..	arr.	Shantiniketan.
23rd	"	..	Halt	at SHANTINIKETAN.
Monday, 24th	"	..	dep.	Shantiniketan.
"	"	..	arr.	Calcutta.
25th & 26th	"	..	Halt	at CALCUTTA.
Thursday, 27th	"	..	dep.	Calcutta.
"	"	..	arr.	Cuttack.
28th & 29th	"	..	Halt	at CUTTACK.
Sunday, 30th	"	..	dep.	Cuttack.
Monday, 1st	December, 1952	..	Arr.	Delhi.
Thursday, 1st	January, 1953	..	arr.	Madras.
2nd & 3rd	"	..	Halt	at MADRAS.
Sunday, 4th	"	..	dep.	Madras.
"	"	..	arr.	Vishakhapatnam.
5th	"	..	Halt	at VISHAKHAPATNAM.
Tuesday, 6th	"	..	dep.	Vishakhapatnam.

Tuesday	6th	January, 1953	..	arr.	Madras.
	7th, 8th, & 9th	"	..	Halt	at MADRAS.
Friday,	9th	"	..	dep.	Madras.
Saturday	10th	"	..	arr.	Madura.
Sunday,	11th	"	..	dep.	Madura.
Monday,	12th	"	..	arr.	Trivandrum.
	13th & 14th	"	..	Halt	at TRIVANDRUM
Thursday,	15th	"	..	dep.	Trivandrum.
"	"	"	..	arr.	Ernakulam.
Friday,	16th	"	..	dep.	Ernakulam.
"	"	"	..	arr.	Coimbatore.
"	17th	"	..	Halt	at COIMBATORE.
Sunday,	18th	"	..	dep.	Coimbatore.
"	"	"	..	arr.	Lovedale.
Monday,	19th	"	..	dep.	Lovedale.
"	"	"	..	arr.	Mysore.
"	20th & 21st	"	..	Halt	at MYSORE.
Thursday,	22nd	"	..	dep.	Mysore.
"	"	"	..	arr.	Bangalore.
"	23rd to 25th	"	..	Halt	at BANGALORE.
Monday,	26th	"	..	dep.	Bangalore.
"	"	"	..	arr.	Hyderabad.
"	27th & 28th	"	..	Halt	at HYDERABAD.
Thursday,	29th	"	..	dep.	Hyderabad.
"	"	"	..	arr.	Nagpur.
"	30th	"	..	Halt	at NAGPUR.
Saturday,	31st	"	..	dep.	Nagpur.
"	"	"	..	arr.	Jubbulpur.
Sunday,	1st	February, 1953	..	dep.	Jubbulpur.
"	"	"	..	arr.	Nagpur.
Monday,	2nd	"	..	Visit	to Amraoti.
Tuesday,	3rd	"	..	Visit	to Wardha.
"	"	"	..	dep.	Nagpur.
"	"	"	..	arr.	Bombay.
"	4th, 5th & 6th	"	..	Halt	at BOMBAY.
Saturday,	7th	"	..	dep.	Bombay.
"	"	"	..	arr.	Poona.
"	8th	"	..	Halt	at POONA.
Monday,	9th	"	..	dep.	Poona.
"	"	"	..	arr.	Bombay.
Tuesday,	10th	"	..	dep.	Bombay.
"	"	"	..	arr.	Rajkot.
"	"	"	..	dep.	Rajkot.
Wednesday,	11th	"	..	arr.	Ahmedabad.
Thursday,	12th	"	..	dep.	Ahmedabad.
"	"	"	..	arr.	Baroda.
Friday,	13th	"	..	dep.	Baroda.
Saturday,	14th	"	..	arr.	Indore.
"	15th	"	..	Halt	at INDORE.
Monday,	16th	"	..	dep.	Indore.
Tuesday,	17th	"	..	arr.	Udaipur.
"	17th & 18th	"	..	Halt	at UDAIPUR.
Wednesday,	18th	"	..	dep.	Udaipur.
Thursday,	19th	"	..	arr.	Jaipur.
"	19th	"	..	Halt	at JAIPUR.
Friday,	20th	"	..	dep.	Jaipur.
Saturday,	21st	"	..	arr.	Delhi.
"	22nd	"	..	Halt	at DELHI.
Monday,	23rd	"	..	Visit	to Aligarh.
"	24th & 25th	"	..	Halt	at DELHI.
Thursday,	26th	"	..	dep.	Delhi.
"	"	"	..	arr.	Gwalior.
Friday,	27th	"	..	Halt	at GWALIOR.
Saturday,	28th	"	..	dep.	Gwalior.
"	"	"	..	arr.	Delhi.

APPENDIX IV

LIST OF BODIES AND INDIVIDUALS WHO GAVE ORAL EVIDENCE OR SUBMITTED
MEMORANDA OR OTHERWISE ASSISTED THE COMMISSION

Central Ministry of Education.
Inter-University Board of India.
All-India Federation of Educational Associations.

AJMER—

Sister Catherine, Principal, Sophia College.
Shri B. C. Chatterji, District Inspector of Schools.
" K. N. Dutt, Director of Education.
" J. S. Gupta, Manager, Savitri Girls' College.
" P. C. Joshi, Headmaster, Government High School.
Shrimati V. M. Koula, Inspectress of Schools.
Shri P. C. Lal, Ex-Principal, Teachers' Training College.
" M. C. Mahi, Headmaster, Government High School for Sindhis.
" T. N. Vyas, Principal, Mayo College.

ASSAM—

Shri Saifuddin Ahmed, Retired Headmaster, Dibrugarh.
" Z. Ahmed, Dibrugarh.
" Kiramat Ali, Dibrugarh.
" K. R. Baisya, Secretary, Assam Text-Book Committee.
" S. C. Barboruah, Ex-Chairman, School Board, Sibsagar.
" H. P. Barooah, Retired Chief Engineer, Shillong.
" H. P. Barooah, Dibrugarh.
Kumari Margaret Barr, Shillong.
Shri B. K. Barua, Secretary, University Classes, Gauhati University.
" Hem Barua, Principal, B. Borooah College, Gauhati.
" Kamakshyaram Barua, Gauhati.
" L. S. Barua, Dibrugarh.
" M. N. Barua, Dibrugarh.
" R. C. Barua, Headmaster, Dibrugarh High School.
" R. N. Barua, Dibrugarh.
" S. Barua, Dibrugarh.
" A. C. Bezbarua, Dibrugarh.
" G. S. Bhattacharya, M.L.A., Gauhati.
" H. C. Bhuyan, Principal, Cotton College, Gauhati.
" S. K. Bhuyan, M.P., Gauhati.
" R. K. Bose, Secretary, Dhubri College, Dhubri.
Shrimati D. Borat, Gauhati.
Shrimati Usha Borthakur, M.L.A., Gauhati.
Shri B. P. Chaliha, President, Assam Pradesh Congress Committee, Gauhati.
" J. P. Chaliha, Chairman, Public Service Commission, Shillong.
Shrimati Chaliha, Headmistress, Girls' High School, Dibrugarh.
Shrimati J. Chanda, Education Department, Shillong.
Shri S. N. Chakravarty, Cotton School, Gauhati.
" M. H. Chaudhury, M.L.A., Gauhati.
" S. Dowera, Dibrugarh.
Rani Manjula Devi, Shillong.
Shri G. Das, M.B., Gauhati.
" Omeo Kumar Das, Minister for Education, Shillong.
" S. C. Datta Roy, Headmaster, A.O.Co., High School, Digboi.
" K. N. Dutt, Deputy Director, Historical and Antiquarian Studies,
Gauhati.
" S. Gohain, Special Officer for Basic Education, Gauhati.
" D. Goswami, Director of Public Instruction, Shillong.
" Hareshwar Goswami, M.L.A., Gauhati.
" G. C. Goswami, Superintendent, Normal School, Jorhat.
" N. B. Goswami, Headmaster, Public High School, Karimganj.
" P. Goswami, Dibrugarh.
" U. K. Goswami, Ex-Director of Public Instruction, Shillong.

- Shri D. C. Das Gupta, Gauhati University, Gauhati.
 „ K. K. Handiqui, Vice-Chancellor, Gauhati University.
 „ H. Kanoi, Dibrugarh.
 „ B. C. Kar, Gauhati University, Gauhati.
 „ A. N. Kidwai, I.C.S., Secretary to the Government of Assam, Shillong.
 Shrimati B. Khongmen, Shillong.
 Shri N. C. Kalita, Assam Rashtrabhasha Prachar Samity, Gauhati.
 Shrimati B. Lais, Inspectress of Schools, Shillong.
 Shri I. Majid, I.C.S., Secretary, Education Department, Shillong.
 „ Mayangnockcha, Headmaster, High School, Mokokchung, Naga Hills.
 „ E. Momin, Shillong.
 „ R. N. Nabis, Assam Rashtrabhasha Prachar Samity, Gauhati.
 „ S. Pal, Supervising Headmaster, A.O.Co., Schools, Digboi.
 „ C. K. Phukan, M.L.A., Gauhati.
 „ N. Phukan, Dibrugarh.
 Shrimati A. Rahman, Shillong.
 Shri A. Razzaque, Dibrugarh.
 Brother Roe, St. Edmund's College, Shillong.
 Shri S. C. Rajkhowa, Inspector of Schools, Jorhat.
 „ Anil Chandra Roy, Principal, Darrang College, Darrang.
 „ U. Owen Rowie, Shillong.
 „ B. C. Sen Gupta, Principal, Dhubri College, Dhubri.
 „ Deveshwar Sharma, Dibrugarh.
 „ Hareshwar Sharma, Basic Training Centre, Udaband.
 „ S. C. Sikdar, Headmaster, Jail Road High School, Shillong.
 „ P. C. Sharma, Advocate, Shillong.
 „ R. K. Sharma, Headmaster, Bezbarua High School, Sibsagar.
 „ Ratnakar Sharma, Dibrugarh.
 „ L. Sharma Baruah, Retired Superintendent, Normal School, Jorhat.
 „ G. C. Sharma Boroah, Inspector of Schools, Gauhati.
 „ Shearman, Welfare Officer, A.O.Co., Digboi.
 „ Sopranga, Parliamentary Secretary, Shillong.
 „ Mohammed Sultan, Deputy Commissioner, Dibrugarh.
 „ K. P. Tripathi, M.P., Tezpur.

Chairmen of School Boards.
 Director of Agriculture, Shillong.
 Assistant Director of Agriculture, Shillong.
 Deputy Director of Cottage Industries, Shillong.
 Deputy Director of Sericulture, Shillong.
 Department of Public Instruction Officers.

Headmaster, Cotton Collegiate School, Gauhati.
 Government High School, Dibrugarh.
 Girls' High School, Dibrugarh.

Headmistress, Pinemount School, Shillong.
 Loreto Convent.

Principal, College of Agriculture, Jorhat.
 Industrial Training School, Jorhat.
 Basic Training Centre, Titabar.
 St. Anthony's College, Shillong.

Representatives of

Aided High Schools' Association, Dibrugarh.
 Aided College Teachers' Association.
 Inspecting Officers' Association.
 Middle English School Teachers' Association.

Superintendent of Normal School, Jorhat.

BHOPAL—

Shri P. C. Malhotra, Principal, Hamidia College, Bhopal.
 „ D. P. Verma, Senior Inspector of Schools, Bhopal.

BIHAR—

- Shri S. A. Ali, Guzri, Patna City.
 „ N. Ahmed, Member, Basic Education Board, Patna.
 „ S. M. Ahmed, Deputy Director of Education, Patna.
 „ Bindhyeswar Mishra, Headmaster, High School, Sultanganj.
 „ K. N. Bahl, Vice-Chancellor, Patna University, Patna.
 „ Uma Shankar Bahadur, New Kadamkuan, Patna.
 Kumari B. Dey, Secretary, Balika Vidyalaya, Patna.
 Kumari N. De, Bihar Council of Women, Patna.
 Shri S. R. Das, Youth's Welfare Association, Patna.
 H. E. Shri R. R. Diwakar, Governor of Bihar, Patna.
 Shri D. M. Dutta, Philosophy Department, Patna College, Patna.
 „ A. Hussain, Syndic, Bihar University, Patna.
 „ A. N. Jha, Headmaster, Zilla School, Purnea.
 „ B. N. Jha, Member, Board of Secondary Education, Patna.
 „ Jagdhar Jha, Principal, Pusa Basic Training School, Darbhanga.
 „ Lakshman Jha, C.M. College, Darbhanga.
 „ A. A. Kazmi, Principal, Patna Training College, Patna.
 „ Dharmraj Kishore, Headmaster, High School, Tilotheop, Shahabad.
 „ Rai Brijraj Krishna, M.L.C., Patna.
 „ S. S. Lal, Retired Superintendent of Basic & Social Education, Patna.
 „ A. Majid, Assistant Director of Education (Islamic), Patna.
 „ C. Majumdar, Headmaster, Gaya Zilla School.
 „ J. C. Mathur, I.C.S., Education Secretary, Patna.
 Shrimati L. Menon, M.P., Patna.
 Shri J. Misra, Principal, T.N.J. College, Bhagalpur.
 Shri Purna Chandra Mitra, M.P., Ranchi.
 Kumari S. Mitra, Bihar Council of Women, Patna.
 Shri J. Nath, Gandhi Smarak Achangal Vidyalaya, Khiri, Arrah.
 Shri Chandrashekhar Pandey, Chapra.
 Shrimati N. Patnaik, Dy. Directress of Girls' Education, Patna.
 Shri Kshetra Mohan Poddar, Headmaster, Ram Mohan Roy Seminary, Patna.
 „ Bhagwan Prasad, Assistant Director of Education (Planning), Patna.
 „ R. K. Prasad, Syndic, Patna University, Patna.
 „ Jagdamba Saran Roy, Principal, Secondary Training School, Bhagalpur.
 „ Rash Bihari Roy, Headmaster, Ranchi Zilla School, Ranchi.
 Shrimati Rubens, Bihar Council of Women, Patna.
 Shri Premtosh Rudra, Headmaster, Zilla School, Hazaribagh.
 Shri Baldeo Sahay, Ex-Advocate-General, Patna.
 Rev. C. P. Saldhana, Rector, Kurist Raja High Schools, Bettiah.
 Shri Dharmendra Shastri, Assistant Director for Social Education, Patna.
 „ A. P. Singh, Principal, Handika Basic Training School, Dumka.
 „ Banarsi Parsad Singh, M.P., Chairman, District Board, Monghyr.
 „ Dwarika Singh, Principal, Sarvodaya Mahavidyalaya,
 The Bihar Community College, Narsinghnagar, Turki.
 „ D. M. Singh, Jharia Academy, Jharia.
 „ K. Singh, Headmaster, Daya Nand Vidyalaya, Mithapur, Patna.
 „ Nageshwar Singh, President, Bihar Secondary Teachers' Association,
 Patna.
 „ Rajandhari Singh, Chairman, Public Service Commission, Patna.
 „ Rambinode Singh, M.L.A., Patna.
 „ Bakshi A. P. Sinha, Inspector of Schools, Patna Division, Patna.
 „ C. P. Sinha, Superintendent, Reformatory School, Hazaribagh.
 „ G. N. Sinha, Retired Director of Public Instruction, Bihar.
 „ K. P. Sinha, Director of Public Instruction, Bihar.
 „ R. C. Sinha, Headmaster, Post-Basic School, Kothantapaton, Darbhanga.
 „ R. P. Sinha, Principal, Basic Training School, Sukhasan, Manhara.
 Kumari Uma Sinha, Women's Training College, Patna.
 Shri H. N. Thakur, Superintendent, Basic & Social Education, Bhagalpur.
 Kumari I. H. Tolley, Principal, Bishop Westcott School for Girls, Narmkum.
 Rev. V. Tucker, Headmaster & Inspector of Catholic Schools, Ranchi.
 Shri Amal Upadhyay, Headmaster, M. V. Institution, Purulia.
 „ R. S. Upadhyay, Deputy Director of Education (Basic & Primary), Bihar,
 Patna.
 „ V. Upadhyay, Assistant Director of Education (Sanskrit Education),
 Patna.

- Acharya Badrinath Verma, Minister for Education, Patna.
 Shri S. S. Verma, Secretary, Text-Book Committee, Patna.
 Director of Agriculture, Patna.
 Department of Public Instruction Officers.
 Editor, Indian Nation, Patna.
 Headmaster, Patna High School.
 Multi-lateral Post-Basic School, Amari.
 Zilla School, Bhagalpur.
 Zilla School, Chaibara.
 Zilla School, Daltonganj.
 Zilla School, Motihari.
 Post-Basic School, Shrinagar, Purnea.
 and of a number of Basic, Government and non-Government High Schools.
 Inspectors of Schools, Bhagalpur.
 Chhotanagpur.
 Patna.
 Tirhoot.
- Principals of
 Basic Training School, Chiri, Ranchi.
 Basic Training School, Gaya.
 Basic Training School, Pindrajore, Manbhurn.
 St. Joseph's Convent High School, Patna.
 Industrial Training Centre, Dighaghat, Patna.
 B. N. R. Training College, Bankipur, Girls' High School.
 Secretary, Mahatma Gandhi Vidyalaya, Chakradharpur.
 Bihar Publishers' Association.
 District Secondary School Teachers' Association, Jharia.
 Staff of the Government Training College, Patna.
 Tisco Teachers' Association, Jamshedpur.

BILASPUR (Simla Hills)—

- Shri Prem Singh, Education Officer, Bilaspur State.

BOMBAY—

- Shri N. L. Ahmed, Principal, Elphinstone College, Bombay.
 " S. Srinivasa Aiyar, Principal, D. S. High School, Sion, Bombay.
 Shrimati Violet Alva, Bombay.
 Shri B. P. Aradhya, Haliyal, North Kanara.
 " G. K. Athalye, Inspector of Visual Education, Bombay State.
 " R. S. Bangera, Headmaster, Basel Mission High School, Dharwar.
 Kumari S. Bapat, Inspector of Schools, Bombay.
 Shri B. V. Bapat, Principal, Tilak College of Education, Poona.
 Shri N. S. Bendre, Baroda.
 Kumari M. Benjamin, Headmistress, Alexandra Girls' Institute, Bombay.
 Shri M. C. Benson, I.P. Mission High School, Surat.
 " M. Bhavanani, Chief Producer, Films Division, Government of India,
 Bombay.
 " C. Bhanot, Educational Inspector with other officers.
 Acharya S. R. Bhise, Principal, Hakumji High School, Bordi.
 Shri C. P. Budhram, Educational Inspector, Bombay.
 " G. L. Chandarkar, Ram Mohan English School, Bombay.
 " F. S. Chothia, Vocational Guidance Officer, Government of Bombay.
 " C. A. Christie, Principal, Robert Money High School, Bombay.
 " V. K. Chowdhari, Educational Inspector, Poona.
 Shrimati Zarina Currimbhoy, Bombay.
 Shri J. R. Dani, Headmaster, J. R. City High School, Dulia.
 " S. A. Dave, Ahmedabad, West Khandesh.
 " W. M. Dabadghao, Superintendent, N. M. V. High School, Poona.
 " D. M. Desai, Chikhli, Surat.
 " L. R. Desai, Principal, S. T. College, Ahmedabad.
 " J. R. Desai, Principal, C. N. Vidyalaya, Ahmedabad.
 " B. M. Desai, Bardoli, Gujarat.
 " Morajibhai Desai, Chief Minister, Bombay State.
 " Dinkar Rao Desai, Minister for Education.

- Shri P. A. Desai, Principal, R. C. Technical Institute, Ahmedabad.
 " S. S. Deshmukh, R. V. Technical High School, Bombay.
 " G. S. Deshpande, S.N.D. Thackersy Kanyashala, Poona.
 " D. V. Deshpanday, N. & S. Secondary Teachers' Association, Bombay.
 " G. M. Deshpande, Headmaster, Karnatak Rural Education Society's High School, Ainapur, Belgaum.
 " A. L. Dias, I.C.S., Education Secretary, Bombay.
 " A. V. Divetia, Vice-Chancellor, Gujerat University.
 " D. Donnelly, Principal, St. Stanislan's High School, Bombay.
 " R. G. Dubey, Bijapur.
 " M. V. Donde, Headmaster, R. M. Bhatt High School, Bombay.
 " D. R. Gadgil, Gokhale Institute of Politics, Poona.
 " G. V. Gadgil, Headmaster, Seth Dharamasay, G. Thackersey High School, Bombay.
 " M. M. Gandhi, M.P., Kalols Panchmahals, Bombay.
 " M. G. Ghare, Member, S.S. Headmasters' Association, Poona.
 " V. D. Ghate, M.L.A., Poona.
 " L. M. Ghoda, National Secondary School, Ahmedabad.
 " B. V. Gharpure, Curator, Lord Reay Maharashtra Industrial Museum, Poona.
 " S. V. Ghurye, H. G. S. Vidyalaya, Bombay.
 " K. R. Gunjkar, Retd. Principal, Elphinstone College, Bombay.
 " Shaikh Hassan, Hony. Secretary, Bombay Headmasters' Association.
 " R. V. Hembraja, Secretary, Karnataka Headmasters' Association, Bijapur.
 " L. A. V. Iyer, Headmaster, New High School, Dohad.
 " M. R. Jayakar, Vice-Chancellor, University of Poona.
 " H. S. Joglekar, Principal, Gokhale Education Society's High School, Girgaon.
 " V. K. Jog, Wadia College, Poona.
 " Uma Shanker Joshi, Wadia College, Poona.
 " V. H. Kadival, General Secretary, Karnatak Secondary Teachers' Association, Bagalkot.
 " R. H. Kapadi, Secretary, Ahmedabad Headmasters' Association.
 Kumari C. S. Karnataki, Inspectress, Girls' Schools, Poona.
 Shri B. D. Karne, Secretary, Hengne Stree-Shikshan Samastha, Poona.
 " A. R. Kelkar, Poona.
 " G. A. Kewalramani, Headmaster, Premier High School, Bombay.
 Kumari K. Khandvala, Education Officer, Bombay Municipality.
 Shri G. S. Khair, Maharashtra Vidyalaya, Poona.
 " V. Y. Kolhatkar, Baroda University.
 " V. R. Koppal, Headmaster, R. L. S. High School, Dharwar.
 Rev. R. V. Koppekar, Principal, New English School, Hubli.
 Shri G. S. Krishnayya, Principal, Teachers' College, Belgaum.
 " B. N. Kulkarni, Hony. Secretary, S.S. Headmasters' Association, Poona.
 " G. S. Kulkarni, Basel Mission High School, Dharwar.
 " K. G. Kulkarni, Bombay.
 " C. G. Kulkarni, Hony. Secretary, Association of Managements of Poona Schools.
 " P. M. Lad, I.C.S., Secretary, Legal Department, Bombay.
 " V. G. Limaye, Dy. Chairman, Legislative Council, Bombay.
 " B. K. Marzaban, Principal, Bharta New High School, Bombay.
 " K. R. Masani, Chairman, Execufive Committee, Indian Council of Mental Hygiene.
 " R. V. Matkari, Bombay.
 " A. B. Magdum, Maharata Sayaje Rao, Vidyalaya, Satara.
 Shrimati Lina Mangaldas, Shreyas, Ahmedabad.
 Shri M. A. Mehta, Bombay.
 " R. M. Mehta, New India Assurance Co., Ltd., Bombay.
 " H. P. Mehta, Director, Vocational Guidance Bureau, Parsi Panchayat Funds & Properties, Bombay.
 " T. K. N. Menon, Baroda University.
 " H. Y. Mishal, Headmaster, Partap High School, Amalner.
 " Ladharam Mohandass, Sindhi Panchayat, Baroda.
 " Champaklalji Modi, President, Social Education Committee, Bombay.
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Radhanath Training College, Cuttack.

Representatives

Orissa non-Government Secondary School Teachers' Association, Cuttack.
Aided Schools Headmasters' Association, Cuttack.

Secretary, Orissa Chamber of Commerce.
Basic and Adult Education Officer.
Chief Inspector of Physical Education.
Inspectress of Physical Education.
School Medical Officers and other Departmental Officers.

PEPSU—

Shri Harnam Singh, Director of Education (Interview at Jullundur).
Shri Jaswant Singh, Principal, Brijendra College, Faridkot.
Kumari S. Seoni, Divisional Inspectress, Patiala.

PUNJAB—

Shri Balraj, President, D.A.V. College Management Committee, Jullundur.
Kumari P. K. Banker, Inspectress of Industrial Schools for Girls, Simla.
Kumari V. G. Bhan, Deputy Chairman, Legislative Council, Simla.
Shri Suraj Bhan, Principal, D.A.V. College, Jullundur.
" J. C. Banati, Headmaster, M.B. High School, Amritsar.
" F. S. Dean, Retired P. E. S., Ambala.
" C. L. Fletcher, Commissioner, Jullundur.
" A. E. Harper, Training School for Village Teachers, Moga.
Shrimati A. E. Harper, Training School for Village Teachers, Moga.
Shrimati S. Y. Harvey, Principal, Women's Training College, Simla.
Shri A. C. Joshi, Principal, Government Training College, Jullundur.
" C. L. Kapoor, Director of Public Instruction, Simla.
" G. D. Khanna, Head of the Department of English, Government College, Ludhiana.
" Jagan Nath, Deputy Inspector of Schools, Jullundur.
" Chand Narain Raina, Deputy Commissioner, Jullundur.
" Dev Raj, Secretary, Headmasters' Association, Amritsar.
" Hem Raj, M.P., Kangra.
" S. K. Roy, Training School for Village Teachers, Moga.
" R. N. Sahai, Headmaster, D.B. High School, Atari.
" Ramlal Sapra, D.A.V. College Managing Committee, Jullundur.
" Bhagat Singh, Headmaster, Khalso Collegiate School, Amritsar.
" Bhupal Singh, Registrar, Punjab University, Simla.
" G. C. Singh, Inspector of Schools, Jullundur.
" Trilochan Singh, Principal, Government College, Ludhiana.
" N. Singh Talib, Principal, Khalsa College, Jullundur.
Kumari J. F. Wylie, Principal, Auckland House, Simla.
Department of Public Instruction Officers
Director of Industries.
Executive Officer, Amritsar Municipality.
Inspector of Schools, Bhatinda Division, Sangrur.
Headmaster, Government High School, Amritsar.
Headmasters of
" Alexandra Girls' High School, Amritsar.
" Government Girls' High School, Jullundur.
Principals of
" Arts Colleges, Simla.
" Science Colleges, Simla.
Representatives of
" District Headmasters' Association, Jullundur.
" Khalsa College, Amritsar.
" Hindu Sabha College, Amritsar.
Staff of Government Training College, Jullundur.

RAJASTHAN—

- Shri K. P. Bhargava, Jaipur.
 Shrimati S. Bhartiya, Representing the Teachers' Association, Jaipur.
 Shri K. L. Bordia, Vidyabhavan, Udaipur.
 " S. C. Desai, Director of Agriculture, Jaipur.
 " M. C. Dravid, Headmaster, Agrawal High School, Jaipur.
 " J. W. Drummond, Chairman, Rajputana Mission Council of C.S.,
 Nasirabad.
 Kumari Irene Glass, Secretary, Rajputana Mission Council of C.S., Nasirabad.
 Shri M. N. Godbole, Director of Industries, Rajasthan.
 " R. S. Gupta, Government Inter College, Banswara.
 " P. C. Jain, Representing the Teachers' Association, Jaipur.
 " S. S. Jain, K.D. Jain High School, Kishengarh.
 Kumari A. Karkare, Headmistress, Maharani Girls' High School, Jaipur.
 Shri K. N. Kini, Adviser, Gandhi Rural University, Sardarsahr.
 " R. V. Kumbhare, Assistant Director of Education, Jaipur.
 " V. Lakminarayanan, Principal, Birla College of Engineering, Pilani.
 " L. G. Lutter, Principal, Maharani Gayatri Devi Girls' Public School,
 Jaipur.
 " G. S. Mahajani, Vice-Chancellor, University of Rajputana, Jaipur.
 Rev. E. F. Mann, Principal, St. Xavier's High School, Jaipur.
 Shri P. N. Mathur, Ex-Minister for Education and Education Secretary,
 Banasthali Vidyapith, Jaipur.
 Shri Mohan Singh Mehta, Indian High Commissioner at Karachi, Udaipur.
 Kumari B. Menon, Principal, Rajasthan Mahila Vidyalaya, Udaipur.
 Shri Nathuram Mirdha, Minister for Education, Jaipur.
 " Ayodhya Prasad, Ex-Director of Education, Matsya, Alwar.
 " S. S. Saksena, Principal, Maharana Bhupal College, Udaipur.
 " Ratan Singh, Principal, Sadul Public School, Bikaner.
 Shrimati Sarla Sinha, Secretary, W. C. National Council of Women of India,
 Jaipur.
 Shri R. P. Shrivastava, Deputy Director of Education, Jaipur.
 " M. L. Sharma, Director of Education, Jaipur.
 " Vishnu Dutt Sharma, Secretary, Education Department, Jaipur.
 " Hiranand Shastri, Banasthali Vidyapith, Jaipur.
 Shrimati Ratnadevi Shastri, Banasthali Vidyapith, Jaipur.
 Shri Vidyadhar Shastri, Akhil Bharat Sanskrit Sahitya Sammelan, Bikaner.
 " B. G. Tewari, Inspector of Schools, Jaipur.
 " K. L. Verma, Principal, Maharaja's College, Jaipur.
 " D. V. Wadadekar, Headmaster, Chopasni High School, Jodhpur.
 " Ram Narain Yadav, Madhyamic Pathshala, Siswali.
 Headmaster,
 Government High Schools, Udaipur.
 Scottish Mission High School, Jaipur.
 Swetamber Jain High School, Jaipur.
 Representatives of
 Managers of Schools, Jaipur.
 Managers of Schools, Udaipur.
 Scouts Association, Jaipur.
 Registrar, Rajputana University.
 Staff of the Vidya Bhawan Training College, Udaipur.

SAURASHTRA—

- Acharya Jayant, Headmaster, Virna High School, Rajkot.
 Shri V. N. Anjaria, Assistant Teacher, Alfred High School, Bhavnagar.
 " D. M. Bhatt, Education Secretary.
 " Nanabhai Bhatt, M.P., Gram Dakshinmurti, Ambla.
 Shrimati Subhadra Behan, Rajkot.
 Shri S. K. Buch, Headmaster, Alfred High School, Bhavnagar.
 " A. K. A. L. Chamadia, Dhomaje.
 " U. N. Dhebar, Chief Minister.
 " Joshi, Assistant Director of Education, Rajkot.
 " N. S. Joshipura, Secretary, Education Association, Porbandar.
 " Mansukhlal Johanputra, Rajkot.
 " J. D. Maru, Headmaster, Wankaner High School, Wankaner.

Shri Jadavji K. Modi, Minister for Education, Rajkot.
 „ B. M. Shah, M.P., Bhavnagar.
 „ C. N. Shah, Headmaster, Mukta Laxmi Maha Vidyalaya, Bhavnagar.
 „ D. L. Sharma, Director of Education, Rajkot.
 „ C. Tejpal, Rajkot.
 „ Harbhai Trivedi, Principal, Gharshala, Bhavnagar.
 Director, Shardagram, Bharat Saraswati Mandir, Sansad.
 Headmistress, Shree Vallabh Kanya Kelavani Mandal, Rajkot.

TRAVANCORE-COCHIN—

Shri T. A. Abdulla, Advocate, Alleppey.
 „ V. S. T. Ayyar, Headmaster, S.D.V. High School, Alleppey.
 „ P. T. Alexander, Director of Physical Education, Trivandrum.
 Rt. Rev. Bishop M. Athanasino, Syrian Church, Trivandrum.
 Shri Swami Atmananda, Ex-President, Cochín, D.C.C., Chittur.
 Shrimati A. K. Amma, Member, Travancore University Senate, Trivandrum.
 Shrimati B. A. Amma, Principal, Women's College, Trivandrum.
 Shrimati P. R. Parukutty Amma, Inspectress of Govt. Schools, Trivandrum.
 Shri Swami Agamananda, Shri Ramkrishna Advaita Ashram, Kaladi.
 „ K. M. Bijli, Inspector of Schools, Trivandrum.
 „ A. Cheriyan, Inspector of Schools, Quilon.
 „ T. T. Chacko, Headmaster, M.T.S. High School, Kottayam.
 Shrimati K. M. George, Retd. Inspectress of Schools, Trichur.
 Shri Swami Ghananda, Ernakulam.
 „ R. Venkatachala Iyer, Inspector of Schools, Irinyalokuda.
 „ L. Anantakrishna Iyer, Retd. Inspector of Schools, Nagarcoil.
 „ C. A. Vaidyanatha Iyer, Headmaster, High School, Chittur.
 „ T. S. Krishna Iyer, Retd. Headmaster, Trivandrum.
 „ J. M. John, President, Departmental Teachers' Association, Trivandrum.
 „ T. Jayaram, English High School, Munnar.
 Rt. Rev. Bishop C. K. Jacob, Kottayam.
 Shri V. I. Joseph, General Secretary, All Travancore Private Secondary
 School Teachers' Association, Kottayam.
 „ A. J. John, Chief Minister and Minister for Education, Trivandrum.
 „ E. Kurien, Headmaster, Govt. Middle School, Sasthmkotta.
 Rev. Father Paul Kunnunkal, Headmaster, Leo High School, Alleppey.
 Shri K. J. Kurup, General Secretary, I.C. Primary Teachers' Association,
 Trivandrum.
 „ C. O. Karunakaran, Special Officer, Medical College, Trivandrum.
 „ K. K. Kuruvilla, Thiruvalla, Trivandrum.
 „ M. Kesavan, Ex-Chief Minister, Trivandrum.
 „ C. Kesavan, M.L.A., Petta.
 „ K. Govinda Kaitha, Retd. Superintendent of Survey, Ernakulam.
 „ A. A. D. Luiz, M.L.A., Ernakulam.
 „ K. R. Menon, Retired Inspector of Schools, Ernakulam.
 „ K. A. Raghava Menon, Inspector of Schools, Trichur.
 „ P. Kuttikrishna Menon, Organising Commissioner, Bharat Scouts and
 Guides, Trivandrum.
 „ K. J. Leenose, Headmaster, Model School, Trivandrum.
 Shrimati V. Menon, Retd. Headmistress, Ernakulam.
 Shri V. Sundararaja Naidu, D.P.I., Trivandrum.
 „ V. Narayanan, Headmaster, S.S.P.B. High School, Kodakkavur.
 „ V. P. Damodaran Nayar, Cambridge College, Kaithamukku.
 „ V. Madhavan Nair, Headmaster, N.S.S. High School, Perunnai.
 „ Pratapachandran Nair, Officer Commanding, 1st Travancore Battalion,
 N.C.C.
 „ P. S. Nambiar, Shri Kerala Verma College, Trichur.
 „ P. K. Namboodiripad, Inspector of Schools, Muvattupuzhe, Trivandrum.
 „ Lucose Ottathayil, Law College, Ernakulam.
 „ Venkulam Parameshwaran, President, All-Travancore P.B.B.D.,
 Sangathanam.
 „ K. M. Padmanabha Pillai, Trivandrum.
 „ M. K. Govinda Pillai, Retd. Engineer, Trivandrum.
 „ B. K. Pillai, Headmaster, S.M.V. School, Trivandrum.
 „ M. P. Parameshwaran Potti, Shivagiri High School, Varkala.
 „ Sivaram Panicker, Trivandrum.

- Shri P. N. Panicker, Secretary, All-Travancore Gradhashala Sangham, Trivandrum.
- „ P. K. Pillai, Headmaster, Model School, Trivandrum.
- „ K. Pillai, Assistant Secretary, Education Department, Trivandrum.
- „ P. T. K. Narayana Pillai, Advocate, Trivandrum.
- „ P. A. T. Pillai, M.L.A., Trivandrum.
- „ P. S. Nataraja Pillai, M.L.A., Trivandrum.
- „ A. S. Pillai, Vazhuthakad, Trivandrum.
- „ K. M. Padmanabha Pillai, Member of the Board of Education, T. C. State.
- „ N. Damodharan Pillai, Secretary, Departmental Teachers' Association, Trivandrum.
- „ M. K. Raman, Inspector of Schools, Tiruvalla.
- „ M. V. Kesava Rao, Principal, College of Engineering, Trivandrum.
- „ V. Ramanathan, Principal, S.D. College, Alleppey.
- „ P. J. Thomas, Formerly Economic Adviser, Government of India, Ernakulam.
- „ R. V. Thampuran, Inspector of Schools, Ernakulam.
- „ C. S. Venkateswaran, Dean, Faculty of Science, Travancore University, Trivandrum.
- „ Alexander Vakayil, Headmaster, St. Peter's High School, Kumbhalanghy, Cochin.
- „ V. C. Varughese, General Secretary, A.T.P.B.B.D., Sangatham, Trivandrum.
- „ T. Paul Verghese, Principal, Training College, Trichur.
- Shrimati A. I. Ley, Verghese, Headmistress, Girls' High School, Tiruvalla.
- Shrimati Annamma Verkey, Prof. of Mathematics, Travancore University, Trivandrum.
- Rev. Fr. William, Principal, St. Berchman's College, Changanacherry.
- Director of Agriculture, Trivandrum.
- Director of Industries, Trivandrum.
- Pro-Vice-Chancellor, University of Travancore.
- Principal
- Maharaja's College, Ernakulam.
- St. Teresa's College, Ernakulam.
- Training College, Ernakulam.
- Training College, Trivandrum.
- Engineering College, Trivandrum.
- Medical College, Trivandrum.
- University College, Trivandrum.
- Mahatma Gandhi College, Trivandrum.
- Sanskrit College, Trivandrum.
- Institute of Textile Technology, Trivandrum.
- Intermediate College, Trivandrum.
- St. Albert's College, Ernakulam.
- S.H. College, Ernakulam.
- Sacred Heart's College, Thevara.
- Representative.
- Travancore-Cochin Teachers' Association, Ernakulam.
- Graduate Teachers' Association, Trivandrum.
- The Managers of Schools, Trivandrum.
- The Indian Chamber of Commerce, Trivandrum.
- The Akila Kerala Sanskrit Parishad, Ernakulam.
- Departmental Graduate Teachers' Association, Haripad.
- All-Travancore Private Secretary School Teachers' Association, Palai.
- Secondary Teachers' Association, Trichur.
- Cochin Teachers' Association, Trichur.
- Cochin Under-Graduate Teachers' Association, Trichur.
- Cochin Aided Primary Teachers' Association, Trichur.
- School Teacher, Kottayam.
- All-Travancore Private Secondary School Teachers', Kottayam.
- Secretary,
- Department of Education, Trivandrum.
- Trivandrum Council of Women, Keshav Bhagh, Trivandrum.
- The Travancore Chamber of Commerce, Trivandrum.
- President, The Alleppey Chamber of Commerce, Travancore.

Headmaster,

St. George's Training College, Vazhakulam.
 St. Thomas College High School, Trichur.
 High School, Quilon, Travancore-Cochin.
 M.H. School, Cuddapah.
 High School, Vadayar.
 S.D.V. High School, Alleppey.
 St. Albert's High School, Ernakulam.
 T.D. High School, Cochin.
 H.E.H.M.M. High School, Mattancherry.
 N.S.S. High School, Perunnai.
 St. Berchman's High School, Changanacherry.
 Balikamandahom High School, Thiruvella.
 Scott Christian High School, Nagercoil.
 Vadesserry S.M.R.V. High School, Nagercoil.

Headmistress, Cotton Hill Girls' High School, Trivandrum.
 Girls' High School, Thiruvella.

TRIPURA—

Shri Ashutosh Bhattacharjee, Headmaster, Kamalapur H.E. School, Tripura.
 „ Dhruvadas Bhattacharjee, Headmaster, Prachya Bharati, Agartala.
 „ R. N. Roy Choudhury, Headmaster, Pragati Vidya Bhavan, Agartala.
 „ S. Sen Gupta, Headmaster, Khawai Govt. High School, Khawai.
 Headmaster, Netaji Subash Vidyanyketan, Agartala.
 Headmistress, M.T. Girls' High School, Agartala.

UTTAR PRADESH—

Shri S. C. Agarwala, Principal, Agarwala Vidyalaya Inter College, Lucknow.
 „ Mohamed Ahsanullah, President, U.P. Assistant Teachers' Association, Allahabad.
 „ N. M. Antani, Member, Secondary Education Review Committee, U.P.
 „ U. A. Asrani, Hindu University, Banaras.
 „ V. C. Asthana, Mirzapur.
 „ B. L. Atreya, Hindu University, Banaras.
 „ A. C. Banerji, Vice-Chancellor, Allahabad University.
 „ C. L. Bhatia, Director, Bureau of Psychology, Allahabad.
 „ L. M. Bhatia, Director of Cottage Industries, Lucknow.
 „ R. L. Bhatia, Hindu Inter College, Bijnore.
 „ K. P. Bhatnagar, D.A.V. College, Kanpur.
 „ D. R. Bhattacharya, Ex-Vice-Chancellor, Allahabad University, Allahabad.
 „ Kishan Chand, Additional Secretary, Education Department, Lucknow.
 „ Krishna Chandra, M.P., Brindaban.
 „ A. C. Chatterji.
 „ Bhagwan Das, Banaras.
 „ A. N. Das, Director, Health Services, Lucknow.
 „ Madhusudan Das, Secretary, Foundation Committee, Gorakhpur University, Gorakhpur.
 Baba Raghava Das, Banaras.
 Shri H. A. N. David, Principal, St. John's Higher Secondary School, Agra.
 „ S. C. Deb, Allahabad University, Allahabad.
 Acharya Narendra Deva, Vice-Chancellor, Hindu University, Banaras.
 Shri D. R. Dhingra, Principal, H.B. Technological Institute, Kanpur.
 „ Sharda Prasad Dubey, General Secretary, Educational Officers' Association, Allahabad.
 „ B. Ghosh, Government Central Pedagogical Institute, Allahabad.
 „ S. K. Ghosh, Retd. Director of Education, Allahabad.
 Kumari S. Gorawala, Lucknow.
 Shri Girja Shanker Gaur, Secondary Teachers' Association, Banaras.
 „ N. D. Gotho, Secretary, U.P. Educational Services Association, Allahabad.
 „ Misri Lal Gupta, Dayalbag, Agra.
 „ J. P. Gupta, Principal, M.D. Jain Inter College, Agra.
 „ Jey Dev Gupta, Amrita Bazar Patrika, Kanpur, President, Kanpur Working Journalists' Union, Kanpur.

- Shri Iqbal Narain Gurtu, Ex-Vice-Chancellor, Allahabad University, Banaras.
 „ B. S. Haikerwal, Secretary, Allahabad University Enquiry Committee, Allahabad.
 „ M. N. Husain, Deputy Director of Education, Banaras.
 „ Zakir Husain, Vice-Chancellor, Aligarh University, Aligarh.
 „ B. N. Jha, Director of Education, Lucknow.
 „ S. N. Jha, Lucknow, Vishwa Vidyalaya, Lucknow.
 „ Kalidas Kapoor, Lucknow.
 „ B. N. Kar, Principal, Anglo-Bengali College, Allahabad.
 „ R. L. Kaura, Director, Animal Husbandry, Lucknow.
 „ H. L. Khanna, Kanpur.
 „ Hira Lal Khanna, Banaras.
 „ S. K. Kulshreshtha, Bureau of Psychology, Allahabad.
 „ R. N. Lahiri, Constructive Training College, Lucknow.
 „ S. B. Lall, Deputy Director of Education, Allahabad.
 „ A. S. Lall, Asst. Director of Vocational Training, Lucknow.
 „ P. N. Mathur, Director of Physical Education, Lucknow.
 „ R. D. Misra, Lucknow University, Lucknow.
 „ Madan Mohan, Principal, Meerut College, Meerut.
 „ Ram Narain Misra, Retd. P.E.S., Banaras.
 „ R. S. Misra, Director of Military Education, Lucknow.
 „ S. C. Mukerji, Principal, V. Hindu Intermediate College, Lucknow.
 „ A. C. Mukherji, Allahabad University, Allahabad.
 „ L. Mukerji, Lucknow University, Lucknow.
 „ P. S. Naidu, Allahabad University, Allahabad.
 H.E. Shri K. M. Munshi, Governor of U.P., Lucknow.
 Shri A. R. Parchure, Lucknow.
 Kumari C. Phillips, Lucknow.
 Kumari C. R. Pooviah, Principal, Crosthwaite Girls' College, Allahabad.
 Shri Har Prasad, Principal, D.S.H. Secondary School, Aligarh.
 „ Habib-ur-Rehman, Principal, Teachers' Training College, Aligarh.
 Kumari Bina Roy, Lucknow University, Lucknow.
 Kumari K. Sabarwal, Principal, Mahila Vidyalaya, Lucknow.
 Shri A. K. Sanyal, Retd. Deputy Director of Education, Allahabad.
 „ Ram Saran, M.P., Moradabad.
 „ Shri Har Prasad Saksena, M.P., Lucknow.
 „ K. M. Shah, M.P., Uttar Kashi Dist., Garhwal.
 „ Dindayal Sharma, President, U.P. Secondary Education Association.
 „ Achal Singh, M.P., Agra.
 „ B. P. Singh, Member, Sarvodaya Samaj, Pilibhit.
 „ R. K. Singh, Principal, Balwant Rajput College, Agra.
 Shrimati S. Singha, Principal, Jagat Taran Girls Inter College, Allahabad.
 Shri S. B. Singh, Director of Agriculture, Lucknow.
 „ M. Hafiz Syed, University of Allahabad, Allahabad.
 Thakore Hargovind Singh, Minister of Education, Lucknow.
 Shri H. L. Tandon, Principal, G.N.K. College, Kanpur.
 Rev. S. Tully, Agra University, Agra.
 Shri S. M. Tonki, M.U. High School, Aligarh.
 „ R. S. Tripathi, Hindu University, Banaras.
 „ M. S. Wadalia, Headquarters National Defence Academy, Dehra Dun.
 „ J. N. Wanchoo, Joint Services Wing, Dehra Dun.
- Heads of
 Technical Institutions and High Schools, Lucknow.
 Educational Institutions, Allahabad.
 Educational Institutions, Banaras.
- Members of
 Faculty of Teachers' Training Section.
 Balwant Rajput College, Agra.
- Officers of the Education Department
- Principals of
 I.T. College, Lucknow.
 Christian College, Lucknow, (including College of Physical Education).
 Champa Agrawal Inter College, Mathura.
 Degree Colleges, Lucknow.
 Mahila Vidyalaya, Lucknow.

- Principals of
 Teacher Training Colleges, Lucknow.
 La Martinie College, Lucknow.
- Representatives of
 Allahabad University.
 Aligarh University.
 Banaras Hindu University.
 Lucknow University.
 Teachers' Organizations, Lucknow.
 Teachers' Organizations, Allahabad.

VINDYA PRADESH—

- Shri J. K. Das Gupta, Principal, Durbar College, Rewa.
 „ A. P. Mathur, Director of Education, Rewa.
 „ A. Mishra, Principal, Maharaja College, Chhatarpur.
 „ Arjun Singh, Secretary, Ujjain Anathalaya, Rewa.
 „ S. S. Vaidya, Headmaster, V.H. School, Satna.

WEST BENGAL—

- Shri P. C. Bagchi, Principal, Vidya Bhavan, Viswa Bharati University
 Shantiniketan.
 „ J. N. Banerjee, Headmaster, Kidderpore Academy, Calcutta.
 „ M. K. Banerjee, Asst. Secretary, All-India Federation of Educational
 Associations, Calcutta.
 „ P. N. Banerjee, Ex-Vice-Chancellor, Calcutta University.
 „ S. N. Banerjee, Vice-Chancellor, Calcutta University.
 „ K. C. Basu, Secretary, Central Collegiate School, Calcutta.
 Kumari M. Bose, Chief Inspectress for Women's Education, Calcutta.
 Shri K. Bose, Headmaster, City College School, Calcutta.
 „ P. L. Bose, Minister for Education, Calcutta.
 Mother M. J. Antonia Burke, Loreto Convent, Darjeeling.
 Shri Srutinath Chakravarty, Tambik, Midnapore.
 Shrimati Renu Chakravarty, M.P. Calcutta.
 Shri B. C. Chatterjee, Member, All-Bengal Teachers' Association, Calcutta.
 „ H. P. Chatterjee, Assistant Master, Hindu School, Calcutta.
 „ P. C. Chatterjee, Calcutta.
 Rev. S. K. Chatterjee, Formerly Principal, Bishnupur Siksha Sangha.
 Shri K. P. Chaudhury, Vinay Bhavan, Viswa Bharati, Santiniketan.
 Shrimati Sita Chaudhury, Calcutta.
 Rai Harendra Nath Chowdhury, Ex-Minister of Education.
 Shrimati Indira Devi Chaudhurani, Santiniketan.
 Shri A. K. Chanda, President, Board of Secondary Education, Calcutta.
 „ K. Datkeolyar, Barakar.
 „ P. C. Das, Chief Inspector, Secondary Education, Calcutta.
 „ S. N. Dutt, Calcutta.
 „ R. G. P. S. Fairbairn, Principal, Bengal Engineering College, Howrah.
 „ S. P. Ganguly, Hony. Secretary, Committee for Moral and Spiritual
 Instruction in Schools, Mahish Rishra, Hoogly.
 „ Jagdindranath Ghosh, Vice-President, All-Bengal Teachers' Associa-
 tion, Calcutta.
 „ K. D. Ghosh, Principal, David Hare Training College, Calcutta.
 „ H. D. Goswami, Retd. Headmaster, E.I. Rly. School, Asansol.
 „ P. N. Sen Gupta, Registrar, Indian Institute of Technology, Kharagpur.
 „ V. P. Johari, Indian Institute of Technology, Kharagpur.
 „ R. C. Majumdar, Ex-Vice-Chancellor, Dacca University, Calcutta.
 „ S. C. Mitra, Professor of Psychology, Calcutta University.
 H.E. Shri H. C. Mukerjee, Governor, West Bengal.
 Shri D. M. Mukherjee, Hony. Secretary, West Bengal Headmasters' Asso-
 ciation, Calcutta.
 „ P. K. Pramanik, Editor, "Sikshabrati", Calcutta.
 Swami Punyananda, Ramakrishna Mission Boys' Home, Rahana 24 Parganas.
 Shri S. P. Roy, All-Bengal Teachers' Association, Calcutta.
 „ P. Roy, Director of Public Instruction, Calcutta.
 „ Dilipkumar Roy Choudhuri, Educational Secretary, All-India Students
 Congress, Calcutta.

- Shri A. C. Sen, Chief Inspector, Technical Education, West Bengal.
 " D. M. Sen, Secretary, Education Department.
 " N. K. Sen, Registrar, Viswa Bharati University, Santiniketan.
 " P. R. Sen, Calcutta.
 " T. Sen, Principal, College of Engineering & Technology, Jadavpur,
 Calcutta.
 " J. C. Sen Gupta, Principal, Presidency College, Calcutta.
 " Satyendra N. Sinha, President, TISCO Teachers' Association,
 Jamshedpur.
 " E. V. Staynor, Inspector of Anglo-Indian Schools, Calcutta.
 " Rathindranath Tagore, Vice-Chancellor, Vishwa Bharati.
 " A. C. Ukil, Member, Board of Secondary Education, West Bengal,
 Calcutta.
 Director of Agriculture, Calcutta.
 Director of Industries, Calcutta.
 Rector, St. Xavier's School Department, Calcutta.
 Representatives of
 All-Bengal Teachers' Association, Calcutta.
 Bengal Chamber of Commerce.
 Bengal National Chamber of Commerce.
 Board of Secondary Education, Calcutta.
 Calcutta University.
 Headmasters' Association.
 National Council of Education, Bengal.
 Vishwa Bharati.
 Women's Organisations, Calcutta.
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APPENDIX V

**NUMBER OF RECOGNISED PRIMARY, SECONDARY & HIGHER SECONDARY SCHOOLS & INTERMEDIATE COLLEGES
IN INDIA, 1950-51.**

State (1)	Number of Schools									Intermediate Colleges (11)
	Pre- Primary (2)	Primary			Middle			High (9)	Higher Second- ary (10)	
		Basic (3)	Non-Basic (4)	Total (5)	Basic (6)	Non-Basic (7)	Total (8)			
Assam ..	1	90	10,608	10,698	1	916	917	269	—	2
West Bengal ..	12	86	14,697	14,783	—	1,261	1,261	1,107	—	36
Bihar ..	—	300	23,399	23,699	224	1,948	2,172	643	—	6
Bombay ..	140	16	28,491	28,507	47	333	380	963	—	5
Madhya Pradesh ..	7	—	8,535	8,535	78	757	835	258	—	—
Madras ..	26	407	38,041	38,448	—	282	282	1,117	—	19
Orissa ..	—	136	9,665	9,801	1	501	502	172	—	4
Punjab ..	1	17	4,298	4,315	—	949	949	427	2	—
Uttar Pradesh ..	6	—	31,979	31,979	2,854	—	2,854	—	987	—
Hyderabad ..	1	—	8,805	8,805	—	208	208	130	—	7
Jammu & Kashmir ..	—	—	1,115	1,115	—	139	139	56	—	4
Madhya Bharat ..	20	—	4,172	4,172	—	338	338	50	—	10
Mysore ..	57	101	10,184	10,285	—	711	711	210	—	12
Pepsu ..	—	—	840	840	—	245	245	93	—	2
Rajasthan* ..	—	—	3,195	3,195	—	596	596	153	—	15
Saurashtra ..	19	1	2,409	2,410	—	77	77	52	—	—
Travancore-Cochin ..	8	5	3,963	3,968	—	617	617	466	—	4
Ajmer ..	—	400	—	400	—	39	39	20	—	4
A. & N. Islands ..	—	—	19	19	—	—	—	1	—	—
Bhopal ..	—	—	272	272	—	22	22	5	—	—
Bilaspur ..	—	—	28	28	—	6	6	1	—	—
Coorg ..	3	—	85	85	—	38	38	10	—	1
Delhi ..	—	150	380	530	—	74	74	32	37	—
Himachal Pradesh ..	—	—	402	402	—	85	85	24	—	—
Kutch ..	3	1	265	266	—	12	12	6	—	—
Manipur ..	—	—	455	455	—	71	71	11	—	—
Tripura ..	—	1	403	404	—	40	40	24	—	1
Vindhya Pradesh ..	1	—	1,696	1,696	—	172	172	16	—	1
Grand Total ..	305	1,711	2,08,401	2,10,112	3,205	10,437	13,642	6,316	1,026	133

* Figures relate to the year 1949-50.

ENROLMENT IN DIFFERENT STAGES OF EDUCATION, 1950-51

State (1)	No. of Students in				
	Pre- Primary Stage (2)	Primary Stage (3)	Middle Stage (4)	High Stage (5)	Inter- mediate Stage (6)
Assam ..	130	6,70,698	1,07,337	43,407	5,293
West Bengal ..	1,673	15,25,518	2,01,556	2,22,536	30,797
Bihar ..	—	14,64,586	2,23,107	1,05,255	12,442
Bombay ..	9,925	29,23,766	6,53,525	2,72,788	27,041
Madhya Pradesh ..	204	7,72,703	1,46,430	41,556	4,461
Madras ..	1,446	38,76,352	6,23,617	2,27,562	27,462
Orissa ..	—	4,85,631	31,074	24,870	3,844
Punjab ..	30	5,66,373	2,00,962	50,005	14,095
Uttar Pradesh ..	4,284	28,18,447	5,02,059	1,32,394	48,887
Hyderabad ..	366	5,90,948	71,398	29,350	4,435†
Jammu & Kashmir ..	*	*	*	*	*
Madhya Bharat ..	693	1,98,734	80,313	23,184	4,113
Mysore ..	3,895	6,08,655	1,75,429	54,368	9,971
Pepsu ** ..	3	91,600	45,009	12,412	2,181
Rajasthan † ..	119	2,10,293	98,456	17,233	5,872
Saurashtra ..	1,690	1,95,327	47,605	26,377	1,167
Travancore-Cochin ** ..	830	11,76,754	2,07,894	1,08,803	13,589
Ajmer ..	*	*	*	*	*
A. & N. Islands ..	29	1,042	654	47	—
Bhopal ..	30	14,719	2,929	565	167
Bilaspur ..	—	4,080	452	374	—
Coorg ..	74	17,887	4,188	1,565	177
Delhi ..	1,846	1,12,040	41,234	15,310 ‡	1,196
Himachal Pradesh ..	—	26,027	7,355	1,051	125
Kutch ..	75	16,649	4,311	906	—
Manipur ..	—	33,288	3,850	3,400	165
Tripura ..	—	22,551	4,359	4,162	606
Vindhya Pradesh ..	206	90,432	10,528	1,555	360
Total ..	27,548	1,85,15,100	34,95,631	14,21,035	2,18,446

* Figures are not available.

** Includes students reading in unrecognised schools.

† Figures relate to 1949-50.

‡ Includes students reading in Preparatory Class of Colleges and Class XI of the Higher Secondary Schools.

EXPENDITURE ON SECONDARY* SCHOOLS, 1950-51

State (1)	Expenditure from				
	Government Funds (2)	Local Board Funds (3)	Fees (4)	Other Sources (5)	Total (6)
	Rs.	Rs.	Rs.	Rs.	Rs.
Assam ..	32,59,476	5,13,347	30,05,435	8,06,448	75,84,706
West Bengal ..	69,79,974	4,82,481	2,18,65,009	41,60,130	3,34,87,594
Bihar ..	57,80,075	43,94,990	99,87,417	21,58,988	2,23,21,470
Bombay ..	1,63,60,281	2,76,738	2,41,78,337	53,13,601	4,61,28,957
Madhya Pradesh ..	59,28,827	15,84,221	43,19,445	10,62,575	1,28,95,068
Madras ..	1,24,72,203	41,36,305	2,18,35,569	32,67,364	4,17,11,441
Orissa ..	25,52,657	2,77,358	19,27,907	5,80,345	53,38,267
Punjab ..	72,64,004	21,47,444	80,21,386	18,67,990	1,93,00,824
Uttar Pradesh ..	43,79,095	24,61,594	51,71,927	13,37,284	1,33,49,900
Hyderabad ..	80,56,863	—	11,04,102	6,49,291	98,10,256
Jammu & Kashmir	13,34,684	—	—	—	13,34,684
Madhya Bharat ..	42,49,231	1,060	2,82,879	3,07,064	48,40,234
Mysore ..	46,84,094	4,25,918	17,63,090	4,82,068	73,55,170
Pepsu ..	25,15,795	—	8,64,677	2,62,298	36,42,770
Rajasthan † ..	40,60,776	—	—	17,95,942	58,56,718
Saurashtra ..	24,51,035	—	5,29,011	2,88,055	32,68,101
Travancore-Cochin ..	56,52,414	—	45,50,391	7,91,094	1,09,93,899
Ajmer ..	13,57,526	5,955	2,37,277	74,704	17,25,462
A. & N. Islands ..	70,778	—	5,298	—	76,076
Bhopal ..	4,56,312	—	25,795	—	4,82,107
Bilaspur ..	71,542	—	1,710	—	73,252
Coorg ..	4,35,994	27,403	1,85,753	27,264	6,76,414
Delhi ..	16,14,350	3,08,991	10,53,788	3,28,598	33,05,727
Himachal Pradesh ..	10,99,090	6,639	77,187	11,147	11,94,063
Kutch ..	1,25,878	—	41,564	47,236	2,14,678
Manipur ..	81,344	—	2,51,905	2,95,597	6,28,846
Tripura ..	3,32,422	—	83,360	38,930	4,54,712
Vindhya Pradesh ..	11,26,380	—	2,343	11,934	11,40,657
Total ..	10,47,53,100	1,70,50,444	11,14,22,562	2,59,65,947	25,91,92,053

* Includes High, Senior Basic & Middle Schools.

† Figures relate to 1949-50.

TOTAL DIRECT EXPENDITURE ON SCHOOLS FOR GENERAL EDUCATION &
INTERMEDIATE COLLEGES, 1950-51

State	Primary Schools	Middle Schools	High Schools	Higher Secondary Schools	Inter- mediate Colleges
(1)	(2)	(3)	(4)	(5)	(6)
	Rs.	Rs.	Rs.	Rs.	Rs.
Assam ..	65,43,324	25,17,427	50,67,279	—	60,338
West Bengal ..	1,85,17,431	58,21,956	2,76,65,638	—	10,25,590
Bihar ..	1,70,95,128	99,39,979	1,23,81,491	—	28,59,347
Bombay ..	9,67,94,315	33,25,235	4,28,03,722	—	2,37,273
Madhya Pradesh ..	1,47,88,929	52,19,386	76,75,682	—	—
Madras ..	9,84,35,836	28,59,537	3,88,51,904	—	9,36,883
Orissa ..	62,40,439	21,24,879	32,13,388	—	1,43,629
Punjab ..	94,94,978	73,32,454	1,19,68,370	61,111	—
Uttar Pradesh ..	3,60,67,144	—	1,33,49,900	4,00,25,563	—
Hyderabad ..	1,27,22,028	36,00,461	62,09,795	—	10,48,044*
Jammu & Kashmir ..	14,09,007	6,69,371	6,65,313	—	1,49,439
Madhya Bharat ..	45,28,414	28,93,052	19,47,182	—	5,03,080
Mysore ..	87,20,891	33,54,793	40,00,377	—	7,54,739
Pepsu ..	9,72,782	16,30,312	20,12,458	5,88,458	70,974
Rajasthan * ..	1,02,04,639	22,20,415	36,36,303	—	8,63,194
Saurashtra ..	54,89,959	11,03,479	21,64,622	—	—
Travancore-Cochin ..	1,13,85,666	28,75,636	81,18,263	—	3,91,300
Ajmer ..	22,46,675	6,82,290	10,43,172	—	4,99,465
A. & N. Islands ..	53,992	—	76,076	—	—
Bhopal ..	3,70,001	2,70,682	2,11,425	—	—
Bilaspur ..	61,556	40,027	33,225	—	—
Coorg ..	1,14,764	2,47,220	4,29,194	—	1,14,854
Delhi ..	48,52,384	17,56,468	15,49,259	37,39,994	—
Himachal Pradesh ..	2,72,536	6,63,924	5,30,139	—	—
Kutch ..	5,40,983	93,881	1,20,797	—	—
Manipur ..	3,76,188	2,66,360	3,62,486	—	—
Tripura ..	3,39,045	1,22,079	3,32,633	—	19,895
Vindhya Pradesh ..	16,10,064	6,99,059	4,41,598	—	66,533
Total ..	37,03,39,098	6,23,30,362	19,68,61,691	4,44,15,126	97,44,577

* Figures relate to 1949-50.

APPENDIX VI

NOTE ON AGRICULTURAL EDUCATION IN THE U.S.A.

By Dr. K. R. WILLIAMS

Vocational education in agriculture is a nation-wide federally aided program of systematic instruction in agriculture and farm mechanics of less-than-college grade, conducted in public schools or classes under a plan of co-operation between State Boards for vocational education and the Office of Education, Federal Security Agency. The program is for (i) full-time students over 14 years of age who are regularly enrolled in school and who are preparing to become farmers; (ii) young farmers who have left the regular school and are establishing themselves in farming; (iii) adults who are improving themselves as farmers.

Program of Instruction: The terms of the National Vocational Education Acts require that this systematic instruction in agriculture shall in every case "provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year". Instruction is given by teachers who are agricultural college graduates employed on a 12-month basis. These teachers follow up their instruction throughout the year by supervising farming programs of their students on their home farms. The instruction in vocational agriculture is a combination of instruction in the school and on the home farms of the students and also on other farms in the community. It is an educational program in which the student learns by doing. The instruction is based on the problems of the student in connection with his directed or supervised farm practice and the farming problems of the home farm and the farms of the community. Problems include the production of farm commodities, marketing of agricultural products, conservation of soils and other agricultural resources, farm shop activities and in many cases the production and conservation of food for home use.

Full-time students who enroll for courses in agriculture in the schools get a general training since they are also required to pursue the regular academic subjects. This entitles them to receive the high-school diploma at the end of the 4-year course and to enter a college or university on the same basis as graduates of the regular high-school course. In addition to the vocational agriculture course, the young farmer and the adult farmer may also take other courses that are necessary to build a well-rounded course of training.

Supervised Projects: Statistics compiled by State Boards for Vocational Education show that students attending vocational agriculture classes in rural high schools are learning valuable lessons in farming through their supervised farm practice. Agricultural projects are set up with the co-operation of the teacher and the student. These projects are based on the farming enterprises best suited to agricultural conditions not only on the home farm of the student, but also on the farms of the community. Furthermore, they are planned on a long-time basis and in such a way as to fit into the permanent farming activities of the student. The supervised practice of agricultural students has been instrumental in influencing students to adopt improved practices on their own farms and to assist in getting improved practices adopted by other farms in the community. It is a common thing for a student to earn enough money through his supervised projects to start farming and to remain established on a productive and profitable basis.

Perhaps the best way to illustrate the value of vocational agriculture training for students enrolled in all-day, young farmer, and adult farmer classes is to show what has resulted in an individual case.

Examples of Accomplishment: The example may be cited of the full-time day school student in one of the vocational agriculture departments. With the help of the teacher and the co-operation of the student's father, this boy made a survey of his home farm to determine soil types and the types of farming enterprises followed, and analyzed the market demands for the crops raised as well as the method of getting them to market. His supervised practice work was then planned on the basis of the facts revealed by the study. As hog raising was the major farm enterprise, the student started his farm practice program with a sow and litter project. So successful was he with this project that he was able

to produce a ton litter (that is a litter of pigs, regardless of number, which weighed 2,000 pounds at the end of 6 months) each year for 4 years. The farm survey indicated that he should have a feed crop. As his second project, he selected the raising of corn, which is an economical feed crop, and adapted to soil and climatic conditions in his area. Other enterprises—beef, cattle, sheep, oats and wheat production—became a part of a well-planned and balanced supervised practice program carried on by this young man. Eventually, he purchased land of his own and formed a partnership with his father in the operation of the home farm and several additional acres of land. This young farmer, whose program of instruction in vocational agriculture—both theoretical and practical—was based on actual conditions on his home farm and on community farms, has won wide recognition in the markets to which he sends his products as an outstanding producer of hogs and other farm products.

Leadership Experience: Members of the Future Farmers of America, the national organization of the all-day vocational agriculture students, are acquiring leadership ability through their own thrift banks; they are learning the principles of parliamentary procedure and are taking part in public-speaking contests which teach them to speak on the public platform. Through these activities and many others, and through the instruction in the vocational agriculture classes, they are developing into competent and successful farmers and are acquiring attributes of character and citizenship which will enable them to take their places eventually as substantial members of society in general and of their communities in particular.

APPENDIX VII

SPECIMEN FORM OF CUMULATIVE RECORD

[Entries should be made at the end of each year by the class teacher in consultation with the other teachers who come into contact with the pupil. The entries in the Cumulative Record should normally be the grade in each item on the five point scale supplemented wherever necessary with verbal remarks.]

Name of Pupil.
 Date of birth.
 Name of Parent.
 Occupation of Parent or Guardian.
 Address of Parent or Guardian.
 School History.
 Name of Schools studied Year Reasons for Transfer.
 Family History: Position of child in family.
 Family Discipline.
 Home Circumstances
 Pupil's Ambitions. Parent's desire regarding career.

A. SCHOLASTIC ATTAINMENTS

Subjects.	19		19		19	
	Grade	Remarks	Grade	Remarks	Grade	Remarks
1. First Language						
2. Second Language						
3. English						
4. Mathematics						
5. Science						
6. Social Studies						
7. Bifurcated Course ()						

B. ACTIVITIES (PRACTICAL)

Subjects.	19		19		19	
	Grade	Remarks	Grade	Remarks	Grade	Remarks
1. Craft ():						
(a) Turnover						
(b) Craftsmanship						
(c) Application						
Total Grading						

	19	19	19	19	19	19
Subjects.	Grade	Remarks	Grade	Remarks	Grade	Remarks
2. Social and Citizenship Activities :						
(a) Collections						
(b) Expression						
(c) Service						
(d) Proficiency Batches						
(e) Team spirit						
Total Grading						
Subjects.	Grade	Remarks	Grade	Remarks	Grade	Remarks
	19		19		19	
3. Physical Education :						
(a) Physical Efficiency						
(b) Participation in Games, etc.						
Total Grading						
Subjects.	Grade	Remarks	Grade	Remarks	Grade	Remarks
	19		19		19	
4. Drawing and Painting :						
(a) Technique						
(b) Expression						
(c) Originality						
Total Grading						
5. Music :						
6. Dancing :						

C. HEALTH REPORT

	19	19	19	19
Height				
Weight				
Chest Expanded				
Normal				
Contracted				
Medical Officer's report				

D. PERSONALITY TRAITS*

	19	19	19	19	19	19
Initiative						
Integrity						
Persistence						
Leadership						
Self-confidence						
Emotional control						
Social Attitude						

*Note :—It is desirable that wherever possible the entries for each item may be clarified with details as below :—

<i>e.g.</i>	Leadership Sports field	A
	Social Activities	A
	Intellectual	B
	Persistence Craft	A
	Mathematics	C
	Physical Activities	B

E. GENERAL REMARKS

	19	19	19	19	19
1. Position of responsibility held					
2. Special remarks					
3. Signature of Classmaster.					
4. Signature of Headmaster.					

*** GUIDE TO THE ASSESSMENT OF PERSONALITY TRAITS**

PERSONALITY TRAITS.	A	B	C	D	E
Initiative	Shows marked originality & independence.	Willing to take initiative.	Quite inventive, able to take initiative.	On the whole unenterprising.	Very dependent on others, diffident.
Integrity (Moral Sense).	Completely trustworthy under all circumstances.	Of superior dependability. Honest in face of punishment.	Usually dependable.	Questionable at times.	Positively dishonest.
Persistence (State in chart in which situations).	Very persistent.	Not easily stopped.	Works quite steadily.	Somewhat changeable, restless.	Gives up easily.
Leadership (State in chart in which situations).	Much drive, Mild, Impressive, steady or convincing, wide influence, Acceptable to group. Sought after by the group and takes the group with him.	Ready to take the lead. Works quietly for leadership, accepts responsibility.	Sometimes leads in minor affairs.	Satisfied to have others lead.	Probably unable to lead his fellows.
Self-confidence (Poise).	Very Self-confident. Very resourceful. Willing to take reasonable risks.	Self-confident, Trusts his own ability, well adjusted to others.	Normally confident in familiar circumstances. Does not need special assurance.	Cannot work for long without demanding attention or responds after special encouragement.	Always draws attention to self. Afraid of being overlooked or afraid to open out in presence of others, very nervous.
Emotional control	Unusual balance of responsiveness or control.	Well-balanced.	Usually well-balanced.	Tends to be over-emotional.	Too easily moved to anger and fits of depression.
Social attitude	Strongly altruistic. Greater aesthetic sensibility.	Usually considerate of others. Aesthetic sensibility.	Has no positive attitude, neutral Conscious of his rights and those of others or indifferent.	Self-centred.	Anti-social.

Collective summary in form of a pen picture.

SPECIMEN OF PROGRESS REPORT

.....*School*,.....*State*. *Student*.....

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No.	SUBJECT	Std.							
		Year							
1.	English								
2.	Gujarati								
3.	Hindi								
4.	Second Language (French, Persian, Sanskrit)								
5.	Arithmetic								
	Algebra								
	Geometry								
	TOTAL								
6.	Science N. Study Phy. & Ch. Phy. & Hyg.								

APPENDICES

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No.	SUBJECT								
7.	History								
8.	Geography								
9.	General Knowledge								
10.	Spelling (English)								
	Spelling (Gujarati)								
11.	Art								
12.	Music								
13.	Handicraft Needle Work etc.								
14.	Physical Education								
	Class Teacher								

CHILD STUDY

.....School,.....State.

Student:.....

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		Std. Year							
1.	Progress in Studies	Strong in							
		Weak in							
		Sp. Interest in							
2.	Games & Sports	Attitude to Play							
		Favourite Games & Sports							
3.	Fine Arts & Crafts								
	Music, Painting, Dancing, Modelling, Knitting & Needle Work. Any other handicraft.								
4.	Extra-Curricular Activities								
	(a) Debate, Elocution, Dramatics								
	(b) Cubbing, Scouting, First Aid								
	(c) Literary activities, Journalism								
	(d) Social Work. (e) Any other Activity.								
5.	General Knowledge								

APPENDICES

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	Hobbies and Interests								
6.	(a) Reading. (b) Leisure occupations collection, photography, sight-seeing, hiking, swimming, etc.								
7.	Personal Characteristics								
	1. Industry								
	2. Leadership								
	3. Self-Confidence								
	4. Reliability								
	5. Orderliness								
	6. Punctuality								
	7. Sociability								
	8. Concern for others								
	9. Politeness								
	10. Adaptability								
	General Remarks								
	Class Teacher.								

APPENDIX VIII

SECONDARY SCHOOL-LEAVING CERTIFICATE

(Issued under the Authority of Government of Madras.)

Issued by Serial Number
 Station Signature
 Dated Designation

1. Name of the Pupil (in full)
2. Nationality, Religion and Caste
3. Sex
4. Date of Birth (in words)
5. Father's Name
6. Personal Marks of Identification :

- 1.
- 2.

7. Nature of the Course :

Name of School.
 Period of Study.
 Form or Forms.

8. School History

Headmaster.
Headmistress.

Note :—Erasures and unauthenticated or fraudulent alterations in the certificate will lead to its cancellation.

S.S.L.C. PUBLIC EXAMINATION

NAME..... No.....

Serial No.	Subjects.	Marks at the Public Examination (in figures and words).	Presidency average.
1.	Regional Language	.....	.....
2.	Second Language	.....	.....
3.	English	.....	.....
4.	Elementary Mathematics	.....	.....
5.	General Science	.....	.....
6.	Social Studies	.....	.....
7.	Algebra & Geometry	.....	.....
8.	.....	.....	.....
9.	.....	.....	.....
10.	.....	.....	.....
11.	.....	.....	.....
12.	.....	.....	.....
13.	.....	.....	.....
14.	.....	.....	.....

Signature of the Headmaster.
Headmistress.

School :

Date.....

Secretary of the Board of Secondary Education.

SCHOOL RECORD

NAME	FORM	YEAR
<i>Subjects.</i>	<i>Percentage of Marks.</i>	<i>Form Average</i>
1. Regional Language	1. ....	.....
2. Second Language	2. ....	.....
3. English	3. ....	.....
4. Elementary Mathematics	4. ....	.....
5. General Science	5. ....	.....
6. Social Studies	6. ....	.....
7. Art/Domestic Science/Craft	7. ....	.....
8.	8. ....	.....
<i>Diversified Courses :</i>		
9.	9. ....	.....
10.	10. ....	.....
11.	11. ....	.....
12.	12. ....	.....

Remarks :

Skill in Practical
Activities.

1. Craft Training.....
2. Social Activities.....
3. Laboratory Work.....
4. Hand-writing.....
5. Conduct.....

<i>Attendance.</i>	<i>First Term.</i>	<i>Second Term.</i>
Number of School Days
Number of Days attended
Percentage

1. Signature of Pupil.....
2. Signature of Headmaster/Headmistress (with date).....
School.....

SCHOOL RECORD

FORM		YEAR		FORM		YEAR	
Percentage of Marks.		Form Average		Percentage of Marks.		Form Average	
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

- | | |
|---------------------------|---------------------------|
| 1. Craft Training..... | 1. Craft Training..... |
| 2. Social Activities..... | 2. Social Activities..... |
| 3. Laboratory Work..... | 3. Laboratory Work..... |
| 4. Hand-writing..... | 4. Hand-writing..... |
| 5. Conduct..... | 5. Conduct..... |

First Term.		Second Term.		First Term.		Second Term.	
.....
.....
.....

- | | |
|-------------|-------------|
| I..... | I..... |
| II..... | II..... |
| School..... | School..... |

SCHOOL RECORD

		FORM	YEAR	FORM	YEAR
Attendance :					
1.	Number of Days attended	.....	.....	.....	.....
2.	Percentage	.....	.....	.....	.....
Physical Measurements :					
3.	Height	.....	.....	.....	.....
4.	Weight	.....	.....	.....	.....
5.	Chest Expanded	.....	.....	.....	.....
6.	Contracted	.....	.....	.....	.....
7.	Normal	.....	.....	.....	.....
Boys	Girls.	Record	Grade	Record	Grade
8.	Pull Ups	50 Meter Race	.....	.....	.....
9.	High Jump	Net-ball throw	.....	.....	.....
10.	Long Jump	No. of Skip in 30 sec.	.....	.....	.....
11.	Cricket Ball throw	Balance Walk	.....	.....	.....
12.	100 Meter Race	Skill in Folk Dance	.....	.....	.....
Special Distinctions :					
13.	Team Games	.....	.....	.....	.....
14.	Track and Field Games	.....	.....	.....	.....
15.	Other Physical Activities	.....	.....	.....	.....
		<i>Headmaster.</i>	<i>Headmistress.</i>	<i>Headmaster.</i>	<i>Headmistress.</i>

PHYSICAL EDUCATION RECORD

FORM	YEAR	FORM	YEAR	FORM	YEAR	FORM	YEAR
1.
2.
3.
4.
5.
6.
7.

Record	Grade	Record	Grade	Record	Grade	Record	Grade
8.
9.
10.
11.
12.
.....
13.
14.
15.
.....
		<u>Headmaster.</u>	<u>Headmistress.</u>	<u>Headmaster.</u>	<u>Headmistress.</u>	<u>Headmaster.</u>	<u>Headmistress.</u>

APPENDIX IX

SCHEME REGARDING PENSION-CUM-PROVIDENT FUND-CUM-INSURANCE

Facilities available for teachers with regard to Pension, Provident Fund, etc., vary from State to State and from Management to Management which may be classified under three categories :

- (a) Government
- (b) Local Body
- (c) Private

(a) *Government*: Teachers in Government service come under the rules governing Government servants and are eligible for Pension and Provident Fund in accordance with the rules applicable to Government servants.

(b) *Local Body*: Teachers employed by local bodies are normally not eligible for pension, but to the contributory provident fund to which the subscriber makes a subscription of 6½% of his salary, the local body contributing a like sum. No other benefits are given for teachers.

(c) *Private Managements*: With regard to private managements the benefits of contributory provident fund are available in some cases. In some States special rules governing provident fund for aided teachers have been framed by which the teacher subscribes 6½% of his salary, the Management and the State contributing together an equal amount.

In one State a system of Pension-cum-Provident Fund-cum-Insurance has recently been introduced. The Commission recommends that a similar system should be introduced for the benefit of teachers in all States. According to this scheme, the employee is entitled to the following benefits:—

(a) *Contributory Provident Fund*: To this an employee can subscribe not less than 6½% of his salary subject to a maximum of about 15%, the State contributing at the rate of nine pies per rupee (three-fourths of an anna) as its share.

(b) *Pension*: Pension equal to one-fourth of the average emoluments during the last three years of service for approved service of not less than 25 years or a pro-rata pension for service of more than 15 years and less than 25 years; this is arrived at by multiplying the salary by the number of years and dividing it by 120.

(c) *Insurance*: An employee shall keep himself insured for a sum which should be not less than Rs. 500 and not more than Rs. 5,000 depending on the scale of salary drawn by him.

It would appear from the above that the Government roughly compute the capital value of an employee's pension for a sum which would stand to his credit by way of contribution to Provident Fund at the rate of nine pies (three-fourth of an anna) per rupee of salary.

The following scheme is therefore suggested:—

Every teacher employed permanently in an institution shall be entitled to Pension-cum-Provident Fund-cum-Insurance.

(i) *Pension*: Pension shall be one-fourth of average emoluments during the last three years of service and the amount of pension that may be granted shall be determined by the length of service.

The amount of pension shall be regulated as follows:—

Years of completed service.	Scale of Pension.
15 ..	15/one hundred and twentieths of average emoluments.
16 ..	16 " " " " "
17 ..	17 " " " " "
18 ..	18 " " " " "
19 ..	19 " " " " "
20 ..	20 " " " " "
21 ..	21 " " " " "
22 ..	22 " " " " "
23 ..	23 " " " " "
24 ..	24 " " " " "
25 and above 30	" " " " "

For purposes of payment of pension, there shall be established a Pension Fund which shall be administered by Government through the Director of Public Instruction.

Every Management shall subscribe to the Pension Fund Account of every permanent teacher in its employ a sum calculated at the rate of 9 pies per rupee of salary drawn by the teacher. This amount shall be funded up monthly and shall be invested by the Director of Public Instruction and kept as a Pension Fund Account, out of which every teacher who is entitled to the benefit shall be paid the pension due to him on superannuation.

(ii) *Provident Fund*: Every teacher employed shall subscribe to a contributory *Provident Fund*.

Every subscriber shall subscribe monthly to the fund an amount not less than 6½% (i.e. one-anna in the rupee) of his pay, or leave salary, but not exceeding 12½% (i.e. two-annas in the rupee) of his pay or leave salary, the amount of subscriptions being fixed yearly by the subscriber himself.

The subscriber shall intimate the fixation of the amount of his monthly subscription in whole rupees before the end of the preceding year, except during the year when he first elects to come under this scheme.

A teacher may, at his option, not subscribe during leave. He shall intimate his election not to subscribe during the leave by written communication to the head of the institution before he proceeds on leave. The option of a subscriber intimated under this clause shall be final. Failure to make due and timely intimation shall be deemed to constitute an election to subscribe.

This amount shall be subscribed monthly by every subscriber. It shall be the duty of the management to maintain an account of subscription by each teacher under its employ. This amount shall be invested either in Post-Office Savings Bank Account as at present, or in National Savings Certificate or in Government Securities as may be decided. The Government shall contribute to the *Provident Fund* Account of each teacher at the rate of nine pies in the rupee of the actual pay or leave salary drawn by him. The amount of contribution payable by the Government shall be calculated at the end of each year and credited to the subscribers' account or may be calculated on the retirement of the teacher or death or on leaving the service of the incumbent and credited to his account.

The Government contribution and the interest thereon shall be payable in full in the following cases:—

- (a) If the subscriber retires after completing 15 years' service in the institution;
- (b) If he retires on account of certified incapacity, or such incapacity having arisen from causes beyond his control; or
- (c) If his services are terminated as the result of a reduction in the establishment of the institution or abolition of his post; or
- (d) If he dies.

For a service of more than 10 years but less than 15 years the share of Government contribution and interest payable shall be calculated according to the following table:—

On the completion of—

10 years' service	..	..	10/15ths.
11 " "	..	..	11/15ths.
12 " "	..	..	12/15ths.
13 " "	..	..	13/15ths.
14 " "	..	..	14/15ths.

(iii) *Insurance*: Every teacher who has been confirmed shall insure his life with Postal Life Insurance or Private Life Insurance Companies or under such group insurance as may be arranged by each Management for the minimum amounts specified below:—

	<i>Sum insured</i>		
	Rs.		
(1) If his pay is less than Rs. 45	500
(2) If his pay is Rs. 45/- and above but does not exceed Rs. 90/-	1,000
(3) If his pay exceeds Rs. 90/- but does not exceed Rs. 150/-	2,000
(4) If his pay exceeds Rs. 150/- but does not exceed Rs. 250/-	3,000
(5) If his pay exceeds Rs. 250/-	5,000

Provided that a person who has already taken out an Insurance Policy or who is rejected for insurance as a bad life or who has completed the age of 40 shall be exempted from this insurance.

Such compulsory insurance shall be taken by a teacher within an year of his coming under these rules; and in the case of a teacher who is promoted from one grade to another, he shall take such additional insurance policy as may be necessary for his higher emoluments within 6 months of such substantive promotion. (For failure to comply with these conditions, he shall be liable to disciplinary action.)

A policy taken under these rules may be assigned to any member of the subscriber's family but not to any one else as a gift or for value received. Such a policy shall not also be mortgaged.

The policy taken under these rules shall be Whole Life Policy with limited payments or an Endowment Policy for limited period provided that the amount of insurance is payable only on or after the date of his attaining superannuation or at his death, whichever is earlier.

The policy shall not be allowed to lapse or forfeiture by non-payment of any premium due and the policy shall be kept alive and evidence of its being kept alive and unencumbered shall be produced before the head of the institution.

In the event of the Management arranging the scheme of Group Insurance, the premium due to the company or companies under such scheme from the members of the Fund on their policies shall be deducted from their monthly salaries and remitted to the Insurance Company or Companies.

APPENDIX X

TEXT OF THE NATIONAL VOCATIONAL EDUCATION (SMITH-HUGHES) ACT

SECTION 1

(Public Law No. 347, Sixty-fourth Congress—S. 703)

AN ACT to provide for the promotion of vocational education ; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries ; to provide for cooperation with the States in the preparation of teachers of vocational subjects ; and to appropriate money and regulate its expenditure.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that there is hereby annually appropriated out of any money in the Treasury not otherwise appropriated, the sums provided in section two, three, and four of this act, to be paid to the respective States for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agriculture, trade, industrial, and home economics subjects ; and the sum provided for in section seven for the use of the Federal Board for Vocational Education for the administration of this act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education, which sums shall be expended as hereinafter provided.

SECTION 2. That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States, subject to the provisions of this act, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000 ; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$750,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$1,000,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$1,250,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$1,500,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$1,750,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$2,000,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$2,500,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of \$3,000,000. Said sums shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census. *Provided,*

SECTION 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000 ; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$750,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$1,000,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$1,250,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$1,500,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$1,750,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$2,000,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$2,500,000 ; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of \$3,000,000 ; and annually thereafter, the sum of \$3,000,000. Said sums shall be allotted to the States in the proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United States census. *Provided*

That not more than twenty per centum of the money appropriated under this act for the payment of salaries of teachers of trade, home economics, and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects.

SECTION 4. That for the purpose of cooperating with the States in preparing teachers, supervisors, and directors of agricultural subjects and teachers of trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of \$1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census: *Provided*,

SECTION 5. That in order to secure the benefits of the appropriations provided for in sections two, three, and four of this act, any State shall, through the legislative authority thereof, accept the provisions of this act and designate and create a State Board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this act. The State Board of Education, or other Board having charge of the administration of public education in the State, or any State Board having charge of the administration of any kind of vocational education in the State may, if the State so elects, be designated as the State Board, for the purposes of this act.

In any State the legislature of which does not meet in nineteen hundred and seventeen, if the Governor of that State, so far as he is authorized to do so, shall accept the provisions of this act and designate or create a State Board of not less than three members, to act in cooperation with the Federal Board for Vocational Education, the Federal Board shall recognize such local board for the purposes of this act until the legislature of such State meets in due course and has been in session sixty days.

Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted. *Provided*, That after June thirtieth, nineteen hundred and twenty, no State shall receive any appropriation for salaries of teachers, supervisors, or directors of agricultural subjects, until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this act, and that after said date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this act.

SECTION 6. That a Federal Board for Vocational Education is hereby created, to consist of the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the United States Commissioner of Education, and three citizens of the United States to be appointed by the President, by, and with the advice and consent of the Senate. One of said three citizens shall be a representative of the manufacturing and commercial interests, one a representative of the agricultural interests, and one a representative of labor. The Board shall elect annually one of its members as Chairman. In the first instance, one of the citizen members shall be appointed for one year, one for two years, and one for three years, and thereafter for three years each. The members of the Board other than the members of the Cabinet and the United States Commissioner of Education shall receive a salary of \$5,000 per annum.

The Board shall have power to cooperate with State Boards in carrying out the provisions of this act. It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made, studies, investigations, and

reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades, and industries, commerce and commercial pursuits, and home economics. Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

When the Board deems it advisable such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations, and reports, concerning trades and industries for the purposes of trades and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations, and reports concerning the administration of vocational schools, courses of study, and instruction in vocational subjects may be made in cooperation with or through the Bureau of Education.*

The Commissioner of Education may make such recommendations to the Board relative to the administration of this act as he may from time to time deem advisable. It shall be the duty of the Chairman of the Board to carry out the rules, regulations, and decisions which the Board may adopt. The Federal Board for Vocational Education shall have power to employ such assistants as may be necessary to carry out the provisions of this act.

SECTION 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of \$200,000 annually, to be available from and after the passage of this act, for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section six of this act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses as the Board may deem necessary to the execution and administration of this act.

SECTION 8. That in order to secure the benefits of the appropriation for any purpose specified in this act, the State Board shall prepare plans, showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State Board to the Federal Board for Vocational Education, and if the Federal Board finds the same to be in conformity with the provisions and purposes of this act, the same shall be approved. The State Board shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, and on the work done in the State and the receipts and expenditures of money under the provisions of this act.

SECTION 9. That the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State Board, with the approval of the Federal Board for Vocational Education. The cost of instruction supplementary to the instruction in agriculture and in trade, home economics, and industrial subjects provided for in this act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers

* Name changed to Office of Education, October 3, 1929.

of trade, home economics, and industrial subjects shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and for each dollar of Federal money so expended for maintenance, the State or local community or both shall expend an equal amount for the maintenance of such training.

SECTION 10. That any State may use the appropriations for agricultural purposes, or any part thereof allotted to it, under the provisions of this act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State Board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriations for the salaries of teachers, supervisors, or directors of agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designated to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State Board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall not be less annually than the amount fixed by the State Board, with the approval of the Federal Board as the minimum for such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State Board, with the approval of the Federal Board for Vocational Education.

SECTION 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects the State Board of any State shall provide its plans for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State Board, with the approval of the Federal Board for Vocational Education, as the minimum requirement in such State for education for any given trade or industrial pursuit; that the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State Board, with the approval of the Federal Board, as the minimum for such schools or classes in the State; that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; that at least one-third of the sum appropriated to any State for the salaries to teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age; that such part-time schools or classes shall provide for not less than one hundred and forty-four hours of class-room instruction per year; that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade

or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State Board, with the approval of the Federal Board for Vocational Education: *Provided*, That for cities and towns of less than twenty-five thousand population, according to the last preceding United States census, the State Board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

SECTION 12. That in order for any State to receive the benefits of the appropriation in this act for the training of teachers, supervisors, or directors of agricultural subjects, or of teachers of trade, industrial, or home economics subjects, the State Board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State Board; that such training shall be given in schools or classes under public supervision or control; that such training shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State Board, with the approval of the Federal Board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home economics subjects; that no more than sixty per centum nor less than twenty per centum of the money appropriated under this act for the training of teachers of Vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.

SECTION 13. That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations.

SECTION 14. That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this act. On or before the first day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State Board as reimbursement for expenditures already incurred to such schools as are approved by said State Board and are entitled to receive such moneys under the provisions of this act.

SECTION 15. That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this act, a sum equal to such portion shall be deducted by the Federal Board from the next succeeding annual allotment from such fund to such State.

SECTION 16. That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this act.

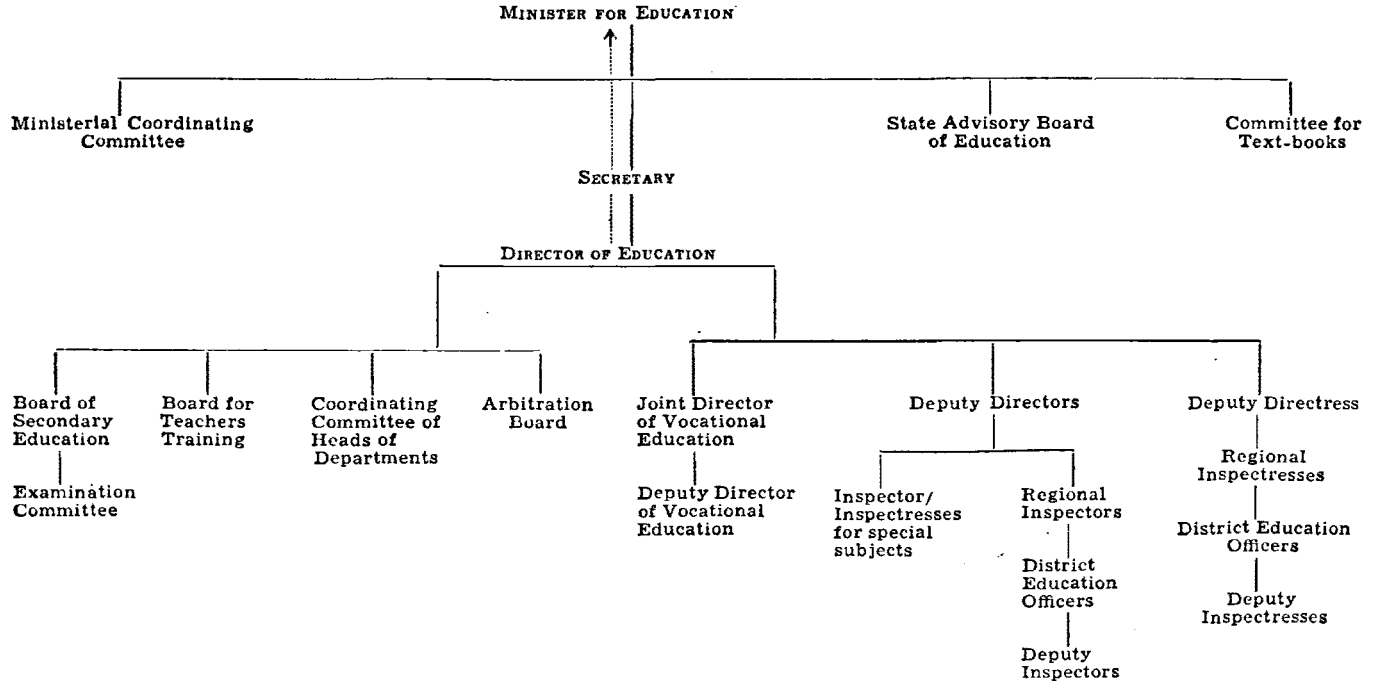
If any allotment is withheld from any State, the State Board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid, it shall be covered into the Treasury.

SECTION 17. That if any portion of the moneys received by the custodian for vocational education of any State under this act, for any given purpose named in this act, shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State. No portion of any moneys appropriated under this act for the benefit of the States shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

SECTION 18. That the Federal Board for Vocational Education shall make an annual report to Congress, on or before December first, on the administration of this act and shall include in such report the reports made by the State Boards on the administration of this act by each State and the expenditure of the money allowed to each State.

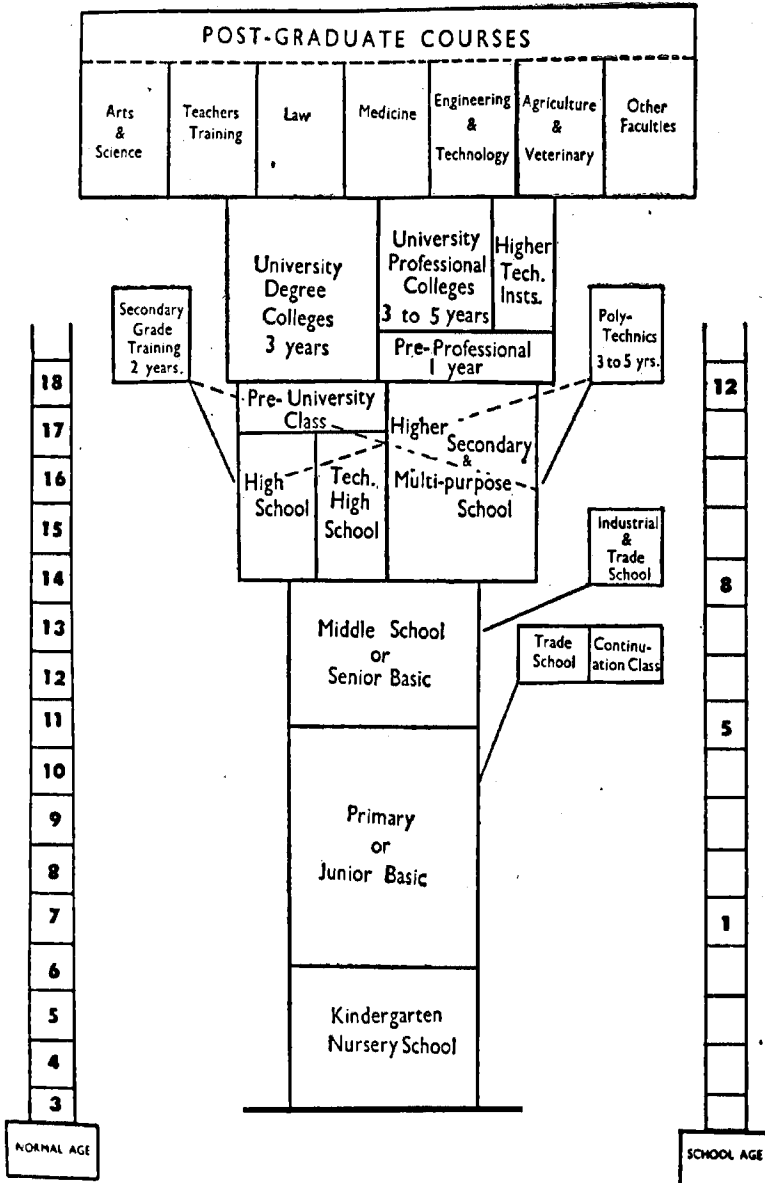
Approved, February 23, 1917.

ADMINISTRATIVE SET UP OF THE STATE DEPARTMENT OF EDUCATION
(Proposed Pattern)



EDUCATIONAL LADDER

PROPOSED ORGANISATIONAL PATTERN



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