

REPORT
ON THE
PROGRESS OF EDUCATION
IN THE
PUNJAB
FOR THE
Year 1952-53



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Proceedings of the Punjab Government No. 40505-P

Dated Simla, the 17th July, 1957

READ—

The report of the Director of Public Instruction, Punjab, for the year ending on 31st March, 1953.

(1) **General.**—During the year under review there was evidence of further consolidation and expansion in the various fields of education.

Though “compulsion” had been introduced upto March 31, 1953, in 1,298 rural and 37 urban areas, the Compulsory Education Act had, on the whole, become anachronistic because of a well-nigh universal demand for education which the limited resources of the State could hardly keep pace with.

(2) **Institutions.**—The total number of educational Institutions rose from 6,199 in 1951-52 to 7,103 in 1952-53, showing an increase of 904. Their distribution according to the broad divisions was as follows:—

Institutions	Men	Women
University	1	—
Colleges (General)	41	5
Colleges (Professional)	9	2
Schools	5,489	1,354

(3) **Enrolment.**—The total number of pupils under instruction in all types of institutions in the State at the end of the year under review was 10,12,747. The enrolment was distributed as follows:—

Institutions	Boys	Girls	Total
University and Colleges	23,751	2,937	26,688
Schools	7,82,278	2,03,781	9,86,059

(4) **Expenditure.**—The expenditure on education during the year 1952-53 showed an increase of Rs. 65,82,628 over the expenditure during the previous year. The break-up of the expenditure was as follows:—

Items of expenditure	1951-52	1952-53
	Rs.	Rs.
1. University and College education	1,04,61,662	1,19,90,515
2. School Education	3,43,85,099	3,66,27,720
3. Building and equipment	84,52,206	1,13,19,103
4. Direction and inspection	17,66,751	16,11,008

(5) **Primary Education.**—Great expansion took place during the year in the field of primary education. The number of primary schools in the State rose from 4,591 in 1951-52 to 5,415 in the year under review. Of these 4,236 schools were for boys and 1,179 for girls. The number of boy students rose to 3,57,341 showing an increase of 42,432 over last year's figures. The number of girls students registered an increase of 16,605 and stood at 1,33,488 on 31-3-1953.

Increased stress was laid on the basic pattern of primary education. The number of basic primary schools rose to 73 on 31-3-1953, showing an increase of 32 over the previous year. The number of students in basic schools rose from 3,912 in 1951-52 to 7,479 in 1952-53, showing an increase of 91 per cent.

(6) **Secondary Education.**—In the sphere of secondary education the demand for more and more secondary schools for both boys and girls continued to grow. Parents of almost all social and economic classes wanted their children to have atleast secondary school education. Private enterprise continued to play an important part in the establishment and maintenance of middle and high schools. The number of secondary schools in the State rose from 1,362 to 1,428 in the year under review. The enrolment rose from 4,40,305 (boys 3,87,356 and girls 52,949) in 1951-52 to 4,83,432 (boys 4,15,594 and girls 67,838) in 1952-53, which meant an increase of 43,127 (boys 28,238 and girls 14,889). The average enrolment of a high school for boys was 542 and that of a high school for girls 492. Evidently there was much congestion in secondary schools.

(7) **University and Collegiate Education.**—The number of colleges for general education in the State during the year was 46, as against 45 in the previous year. Of these 5 were purely women's colleges and 41 men's colleges or co-educational colleges. In addition, there were 11 professional colleges, 9 for men and 2 for women. A new addition during the year was the College for Physical Education which was started at Rupar to prepare graduates for a University Diploma Course in Physical Education. All these 58 colleges were affiliated to the Punjab University. The enrolment on March 31, 1953, was 23,702 men students and 2,928 women students as against 21,856 and 2,385 respectively during previous year.

The Government further increased its grant-in-aid to private colleges and distributed a sum of Rs. 3 lakhs for the purpose during 1952-53. The intention was to help the private colleges to attain greater efficiency and higher standards on the one hand and to pay better salaries to the lecturers on the other.

In Government colleges the starting salary of lecturers holding a First Class M. A./M. Sc. degree, was raised to Rs. 200 as against the usual start of Rs. 150 p. m.

(8) **Social Education.**—The education of the adults was given a new orientation and was reorganised under the name of Social Education. It was realised that for the success of our democratic set-up the masses must be aroused from their apathy, and made wide-awake though not necessarily or only literate.

The number of Social Education Centres increased from 20 to 152. Of these 133 centres were for men and 19 for women. Besides 40 High Schools arranged Social Education Camps during the summer vacation in backward villages for intensive rural reconstruction and extension work.

The total expenditure on Social Education amounted to Rs. 1,64,128 as against Rs. 1,62,731 during 1951-52.

(9) **Training of Teachers.**—In the year under review the State continued to run 2 non-basic training schools to provide, through one year course, the rank and file of teachers for primary schools. Besides these training schools, the State was running 2 basic training schools, and it aided 5 basic training schools run by voluntary associations. In addition 7 emergency

basic training classes were organised for selected First and Second Division matriculates who chose to adopt the teaching profession.

As in the previous years the State maintained 2 colleges for the training of graduate teachers, one at Jullundur, for both men and women, and the other at Simla for women only. The former had 208 students on rolls including 35 girls, while the latter had 55 students in the B. T. Class and 77 under graduate students in the J. S. T. Class.

(10) **Miscellaneous.**—(i) *Education of the handicapped.*—The School for the Blind, Amritsar, was the only institute in the State that sought economic adjustment of the handicapped. The number on rolls during the year under review was 53 and the expenditure incurred amounted to Rs. 28,599.

(ii) *Education of delinquent children.*—The Reformatory School at Hissar was the only institute for the reformation and education of delinquent children in the State.

(iii) *Education of Scheduled Castes, Scheduled Tribes and Backward Communities.*—The Government continued to offer special facilities and concessions to children belonging to Scheduled and Backward Classes. Besides enjoying freeships in all classes in schools and colleges, the Harijan students were paid stipends of various values. The expenditure incurred by the Punjab Government on the concessions to Harijans students during the year was Rs. 8,98,522 as against Rs. 7,98,582 in the previous year.

(iv) *Education of girls and women.*—The education of girls and women continued to receive increasing attention of the Government. The number of girls in primary schools in 1952-53 was 1,33,488 as against 1,16,883 in 1951-52, in middle schools 44,635 as against 32,847, in the high schools 23,203 as against 20,102 and in colleges 2,928 as against 2,385 during the previous year.

It was felt that the girls institutions should not seek to closely imitate the boys schools nor should these be dominated by theoretical examinations. The education for girls should be more practical with reference to the position which they would fill in social life.

(11) **Concluding Remarks.**—In spite of steady progress

in different spheres of education there was a growing feeling that the educational system in vogue was not adjusted to the needs of the community. "Our Universities look like factories turning out products that do not conform to the demands of the society in their number and quality." The need for reform was increasingly felt. It was thought desirable to so mould the secondary stage of education as to make it complete and sufficient for a vast majority of students to enable them to earn their living.

(12) **Direction.**—The direction of the Department was in the charge of Shri C. L. Kapur under whose able guidance the above achievements were made.

Ordered that the above Review be printed and circulated alongwith the Report and published in the Punjab Government Gazette and forwarded to the Director of Public Instruction, Punjab, for submission to the Government of India, Ministry of Education, together with copies of the Report.

I.M. VERMA.
Secretary to Government Punjab,
Education Department.

CHAPTER I

GENERAL SUMMARY

(i) *General Survey.*—Progress in education is difficult to measure. There is progress in what we know and think about education and there is progress in what we do about it in practice.

Practice, particularly common practice, often lags behind the acceptance of the theory or the facts upon which it is based. The practice of today may, therefore, have been the accepted theory of yesterday and the theory of today may be the practice of tomorrow. This distinction between what the Department is now thinking, writing or investigating and what it is generally doing in the administration, supervision and practice of education must be borne in mind in the reading of this report. The two have a vital relationship and it may be said with some confidence that in both respects the State has, during 1952-53, been moving forward. To spotlight a few salient features :

1. Educational facilities in their immediate neighbourhood are now very much in the thinking of our people;

2. It is the accepted policy of the State that illiteracy must be broken down and that primary or Basic Education be made universal. In furtherance of this policy, there has been greater concentration of the direct energies of the Department upon the improvement and expansion of the primary and Basic Schools. In this respect, Department has not only turned over new sod by starting Junior Basic Schools but has also worked the older fields of ordinary Primary Education, more thoroughly than before. It also seems possible that two systems—Basic and the Traditional—may have to grow up side by side—one for the rural and the other for the urban areas;

3. In Secondary Education, because of its spread from the classes to the masses, the Department has planned horizontal expansion of its academic curriculum by establishing multi-purpose schools;

4. In University Education, the Government now gives increased grants -in-aid to Private Colleges in order to help them attain greater efficiency and higher standards than are generally obtained at present. The Government is also anxious to imple-

ment the recommendations of the Indian University Commission Report as and when the funds allow;

5. There is such a wide untrodden field awaiting research in education that is felt that provision of facilities for it in one of the Training Colleges cannot be postponed. For, only when they know the methods of research by which the knowledge they are to impart is secured and tested, are teachers fully equipped for their work in the more advance stages of education;

6. To co-ordinate our educational system with our economic needs we want more and more technical institutions and they are at present the cry of the hour. By technical institutions we particularly mean schools that provide courses to fit the young for arts and crafts as opposed to courses that fit them for occupations like the professions or the offices;

7. The Department has for some time had under consideration the improvement of the pay and prospects of the subordinate educational services. The Government recognises that improvement in the position of these services is required, so as to attract first-class men and women in increasing numbers. As a first step, every I Class man joining Government Colleges is now given a start of Rs. 200 per mensem as against Rs. 150 for II Class;

8. Additions to buildings like Government College, Ludhiana are being made in order to meet the demands of their after partition responsibilities and recent developments;

9. Blue prints for Government College for Women, Ludhiana have been approved and Rs. 15,40,000 set aside for construction work;

10. The Department has tried to secure for all areas in the State greater equality in educational opportunity and has wherever possible and necessary up graded some schools. The State is anxious that it should no longer be a case of "to them that have";

11. A State College of Physical Education has been started at Rupar with a view to prepare graduates for a University Diploma course in Physical Education.

12. Two In-Service Courses for English Language School Teachers and one for College Lecturers were held, sponsored

and financed by the British Council, at Tara Devi;

13. In Social Education, the positive achievement of the year has been mainly concerned with a new and more liberal conception of "further education";

14. The Advisory Board of Education—an enlightened body—has continued to control and favour every new development that might contribute to the Welfare of the younger generation; and

15. Good work, which the Government desire to acknowledge was done during the year under conditions of difficulty by the Punjab University temporarily housed at and functioning from Solan.

(ii) *Legislation on Education.*—The administration of education in the State continues to be regulated by the Punjab Education Code and by the Compulsory Primary Education Act of 1919. But recent comprehensive innovations have already outmoded both and future expansion, it is feared, will even further outmode them.

(iii) *Institutions.*—The following statement shows the number of different kinds of institutions in the State:—

Kinds of Institutions	Number	
	1951-52	1952-53
Government	266	252
District Board	4,829	5,289
Municipal Board	302	326
Aided Private	456	447
Unaided Private	346	779

(iv) *Students.*—The following statement shows the enrolment of different kinds of institutions in the State:—

Kinds of Institutions	Number	
	1951-1952	1952-53
Government	56,533	60,805
District Board	5,07,681	5,55,972
Municipal Board	88,953	1,00,831
Aided Private	1,39,791	1,46,405
Unaided Private	1,07,454	1,48,734

(v) *Expenditure.*—The following statement shows expenditure on education from different sources:—

Year	Govt. Funds	District Board Funds	Municipal Board Funds	Others	Total
1951-52	2,31,23,207	52,98,858	22,93,451	2,44,40,192	5,50,65,718
1952-53	2,50,65,845	50,77,530	25,27,386	2,79,77,535	6,16,48,346

The following statement shows expenditure under various heads:—

	1951-52	1952-53
Total Expenditure	5,50,65,718	6,16,48,346
University & College Education	1,04,61,662	1,19,90,515
Secondary Education	2,14,59,128	2,25,83,006
Primary Education	1,06,68,896	1,18,99,169
Misc.—Building & Equipment	84,52,206	1,13,19,103
Direction & Inspection	17,66,751	16,11,008
Other Schools—Professional Special & Nursery.	22,57,075	21,45,545

(vi) *Progress of Development Schemes.* (See (i) General Survey).

(vii) *Re-Organisation and new Development.* (See (i) General Survey and last section of Chapters III to XI).

CHAPTER II

EDUCATIONAL PERSONNEL AND ORGANISATION

(i) *Organisation.*—The administration of education in the State is regulated by the Punjab Education Code (now under revision) and by the Compulsory Education Act of 1919.

(a) *School Education.*—The State consists of 13 districts, grouped into two divisions Ambala and Jullundur. Each Division has an Inspector of Schools and an Inspectress of Schools assisted by Deputy Inspectors/Inspectresses. Every district has a District Inspector of Schools, in P.E. S. Class II assisted by Assistant District Inspectors of Schools. The work of physical education, scouting, games and sports is supervised by an additional Assistant District Inspector of Schools for Physical Education.

There is a Deputy Inspector of Schools for Rural Science for the whole State and two Assistant Inspectresses of Schools for Domestic Science for girls' schools. Government Schools are maintained and controlled by the Punjab Education Department. Almost all Primary Schools are administered by Local Bodies and subsidized by Government. Denominational Institutions are controlled by their respective managements.

The Inspectorate supervised and controlled all categories of schools to see that departmental rules and regulations are observed and the institutions are maintained efficiently. Government gives grants on the expenditure incurred on education by Local Bodies on a percentage varying from 60 to 90. Special grants-in-aid are given annually to some institutions run by Voluntary Associations.

(b) *Collegiate and University Education.*—Seventeen Colleges are financed and administered by the Government. Four Colleges are the concern of the University. 33 Denominational and 2 Non-denominational Colleges are run by Voluntary Associations and almost all of them receive financial aid from the Government. The University exercises supervision and inspection of all affiliated Colleges.

(ii) *Educational services.*—The strength of the gazetted services registered an increase of 3 as is shown by the following comparative statement for the year 1951-52 and 1952-53:—

	1951-52	1952-53
(1) P.E.S. (I) Men—		
Administration (Direction, Inspection etc.)	9	9
(2) P.E.S. (I) Women—		
Administration (Inspection)	3	3
College Cadre	3	3
(3) P.E.S. (II) Men—		
Administration (Inspection)	18	18
College Cadre	44	45
Schools	11	11
(4) P.E.S. (II) Women—		
Administration (Inspection)	3	3
College Cadre	11	12
(Schools)	7	8
Total	109	112

During the year under report, the office of the Director of Public Instruction, Punjab was held by Shri C.L. Kapur.

At the Head Office, the Director was assisted by 7 Class I Officers, who held charge of different branches of administration as under:—

1. Deputy Director of Public Instruction.
Bawa Balwant Singh, M.Sc.
2. Deputy Directress of Public Instruction—
Miss V. Edwards, M.A. (Edin.)
3. Inspector of Elementary Education.
Shri I. M. Verma, M. A. (Cantab) from 1-4-52 to
20-7-52

- (b) Shri J.N. Dudeja, M.A. from 11-8-52 to 20-9-52
 - (c) Shri I.M. Verma, M.A. (Cantab) from 21-9-52 onwards.
4. Inspector of Training Institutions.
 - (a) Shri J.N. Dudeja, M.A. from 1-4-52 to 13-5-52.
 - (b) Shri Deva Singh M.A., from 14-5-52 to 25-12-52.
 - (c) Shri J.N. Dudeja, M.A. from 25-12-52 to 31-3-53.
 5. Registrar Departmental Examinations.
Shri Iqbal Singh. B.Sc, Dip, in Geog. (London).
 6. Social Education Officer.

Shri Gauri Shankar, M.A, B. Litt. (Oxen).
 7. Officer on Special Duty, National Cadet Corps.
 - (a) Shri Bhagat Singh Sodhi upto 7-11-52.
 - (b) Shri Iqbal Singh held dual charge upto 1-6-1953.

(iii) *Directorate and Inspectorate.*

Directorate. During the year under review, Shri C.L. Kapur, M.A. was Director of Public Instruction and Education Secretary to Government, Punjab. He was assisted at the headquarters by the seven officers detailed above.

Inspection

Each of the two Divisions has got an Inspector of Schools and one Inspectress of Schools. They are assisted by Deputy Inspectors/Inspectress of Schools at the divisional headquarters and District Inspectors/Inspectresses and Assistant District Inspectors/Inspectresses of Schools in the districts.

The Divisional Inspectors and Inspectresses are in P.E.S. Class I. Deputy Inspectors/Inspectress of Schools, District Inspectors of Schools and some, District Inspectresses of Schools are in P.E.S. Class II.

The following officers held the various posts:—

Divisional Inspectors

- (i) Inspector of Schools, Ambala Division: Shri Ghansham Dass.

(ii) Inspector of Schools, Jullundur Division:

- (a) Shri Gurcharan Singh, from 1-4-52 to 15-2-53
- (b) Shri Jagan Nath, M.Sc., from 16-2-53 to 31-3-53.

Divisional Inspectresses

1. Inspectress of Schools, Jullundur Division.
 - (a) Mrs. W.K. Natha Singh from 1-4-52 to 27-4-52
 - (b) Miss S. Patare from 28-4-52 to 31-3-53.
2. Inspectress of Schools, Ambala Division.
 - (a) Miss S. Patare from 1-4-52 to 27-4-52.
 - (b) Mrs. W.K. Natha Singh from 28-4-52 to 3-10-52.
 - (c) Mrs. G.K. Manmohan Singh from 4-10-52 to 31-3-53.

*Deputy Inspectors***AMBALA DIVISION.**

1. Shri Jagan Nath Dudeja, M.A. P.E.S. II.
from 14-5-52 to 10-8-52
from 21-9-52 to 14-1-53.
2. Shri Sampuran Singh, M.A., P.E.S. II.

JULLUNDUR DIVISION.

1. Shri Jagan Nath, M.Sc., P.E.S. II from
1-4-52 to 7-5-52.
Shri Ram Rakha Mal, P.E.S. II from
8-5-52 to 7-7-52
Shri Jagan Nath, P.E.S. II from 8-7-52
onwards.
2. Shri Sadhu Singh M.A., P.E.S. II.
3. Shri Balraj Singh, P.E.S. II from 1-7-52 to
15-11-52.
Shri Dharam Singh, P.E.S. II from 25-11-52
onwards.

Deputy Inspectresses and Assistant Inspectresses

Miss S. Samson held charge of Assistant Inspectress of Schools for Domestic Science throughout the year.

District Inspectors

Ambala	...	Shri Dilbagh Rai from 1-4-52 to 4-4-52 Shri Dharam Singh upto 20-11-52 Shri Dilbagh Rai from 21-11-52 onwards.
Karnal		Shri Sardari Lal Chopra upto 3-10-52 Shri Ram Rakha Mal onwards.
Rohtak	...	Shri Bani Lal
Hissar	...	Shri R.S. Chaudhri.
Gurgaon	...	Shri Ram Rakha Mal upto 3-10-52. Shri Sardari Lal Chopra onwards.
Ferozepur	...	Shri Sadhu Singh.
Ludhiana	...	Shri Balraj Singh upto 1-7-52 Shri Inderjit Singh from 3-7-52 onwards.
Jullundur	...	Shri Ram Rakha Mal upto 7-5-52 Shri Jassu Ram from 8-5-52 to 7-7-52 Shri Ram Rakha Mal from 8-7-52 onwards.
Hoshiarpur		Shri Shiv Singh Bedi.
Amritsar	...	Shri Durga Das Sharma.
Gurdaspur	...	Shri Bishan Dass Sharma.
Kangra		Shri Swami Dass.

District Inspectresses

Ambala	...	Miss J. Mehtab Singh.
Karnal	...	Mrs. P. Malik.
Rohtak		Miss P.K. Jhanda Singh,
Hissar	...	Miss K. Datta.
Gurgaon	...	Miss H.K. Monga upto 6-11-52. Miss Lakhbir Kaur from 7-11-52 onwards.

Ludhiana	...	Mrs. Reuban Das.
Ferozepur	...	Miss H. Chawla.
Jullundur	...	Miss K. Nagarantnam upto 24-7-52. Miss B.M. David from 25-7-52. Miss Prabh Dayal from 20-11-52.
Amritsar	...	Miss K. Sehgal.
Hoshiarpur	...	Miss Lakhbir Kaur upto 6-11-52. Miss B.D. Purai from 7-11-52 onwards.
Gurdaspur	...	Miss D. Nathaniel.
Kangra	...	Miss Prabh Dayal upto 14-11-52. Miss H.K. Monga from 15-11-52 onwards.

CHAPTER III

PRIMARY EDUCATION

(i) *Administration and Control.*—The Primary school is now avowedly the most important educational institution in the State. It is recognised that it serves a far larger proportion of the entire population than any other part of the school system. It influences young people at a most important period in their lives and fulfils the great need to establish as well as to extend literacy and is basic to the existence of a democratic society.

Accepting its responsibility in the matter and in conformity with the above view, the Department of Education has increasingly been urging the Local Bodies on whom the duty of supplying primary education is thrown, to devote greater effort to the primary schools. There are three main types of these:

(a) *Government.*—These are entirely provided and maintained by the State, but have declined in numbers to a plateau of relative insignificance;

(b) *The District Board and the Municipal Committee or Local body Schools.*—These assume dual control. Whereas the finances and the buildings are the concern of the Local Bodies the administration and supervisory control is vested in District Inspectors. These District Inspectors make available to both teachers and local Bodies the stimulation and help of a fully-trained personnel. They see multitudes of schools and their methods and can carry from one to the other account of the ways which produce best results. It is expected that the modern Inspector will democratically help teachers and Local Bodies to discover their problems and assist them to overcome their difficulties. In this respect, some improvement has been brought about in recent years and it is hoped that equally significant progress lies ahead. A high type of supervisory leadership can and will bring an extension of improved practices to Local Bodies some of which are still relatively untouched by the significant modern trends and are willing to enter upon a campaign of camouflage to hide the cracks in the fabric. Every now and then delicate situations arise and flurry rages around some differences and indifferences. In all such cases the Department has been taking a firm line and making the offending body realise that retention of schools implies duties and responsibilities as well as privileges and that inspecting staff are, by no means,

mere instruments of their will. The rules and regulations are there neither to be over-ridden lightly nor to be circumvented.

(c) *Private Schools-Aided and Unaided.*—These schools are more or less independent of State control. These have an opportunity for educational experiments and serve in the main the middle and upper classes. The *raison D'etre* of these schools is the conviction of the majority of the parents that they provide something worth paying which ordinary schools do not give.

(ii) *Scheme of School Classes.*—Though the Government decided, as far back as 1948, to raise the primary course to 5 years in all Boys' schools, as already obtained in Girls' schools, quite a large number of primary schools for boys still continues 4-class institutions. During the year under review, only 180 4-class primary schools could be raised to 5-class primary schools. This progress was by no means substantial because it had been conditioned by the available finances and trained personnel.

(iii) *Schools.*—The total number of primary schools in the State which vary in size from one teacher schools to large schools as on 31-3-53, was 5,415 as against 4,591 during the preceding year. Of the former, 4,236 were for boys and 1,179 for girls. Their distribution amongst different categories of management was as follows:—

	Year	Govt.	D.B	M.B.	Run by Voluntary Organizations		Total
					Aided	Unaided	
Boy	1951-52	15	3,082	167	173	81	3,518
	1952-53	13	3,476	186	157	404	4,236
Girls	1951-52	8	879	88	82	16	1,073
	1952-53	3	951	87	69	69	1,179

(iv) *Students.*—The number of boy students during 1952-53 rose by 42,432 in a total enrolment of 3,57,341. The number of girl students similarly rose from 1,16,883 to 1,33,488 indicating an increase of 16,605.

(v) *Wastage.*—Some wastage is inevitable despite efforts to keep it as low as possible. The following figures show the number of boys and girls in standards I to IV on 31-3-50 and 31-3-53 and these speak for themselves.

<i>Enrolment on 31-3-50</i>	<i>Enrolment on 31-3-53</i>	<i>Wastage</i>
I	IV	
2,04,155	1,15,810	43%

(vi) *Compulsion*.—There were no compulsory areas for girls but in the case of boys compulsion was introduced upto March 31, 1953, in 1,298 rural and 37 urban areas. The enrolment in them was 58,688 urban and 1,52,494 rural students.

In the present context it does not seem necessary to have recourse to compulsion because people are sufficiently enlightened and more than ever want their children to be educated. The parents know that education is socially desirable and that it has an economic advantage. The demand for it, therefore, is almost universal; in fact, more than what the limited resources of the State or the Local Bodies can meet.

(vii) *Teachers-Number, Scales of Pay etc.*

There were 8,842 men teachers as against 7,920 in 1951-52. This records an increase of 922. Out of 8,842 total 7,217 were trained as against 6,506 in 1951-52, showing an increase of 711. The corresponding figures of women teachers are as under:—

Year	Total	Trained
1951-52	2,589	1,938
1952-53	2,951	2,178
Increase	362	240

The following scales of pay prescribed by Government for trained and untrained junior teachers were adopted from this year by all Local Bodies;—

For S.V. Teachers: Rs. 50-3-80/4-100/5-125;
For J.V. Teachers: Rs. 40-2-60/3-90/4-110.

In private schools, the scales of pay vary. Though these are generally lower than what is paid by Government or local Bodies, there are some schools where they pay even more.

No doubt, like other professions the primary school teachers has its slagers and failures but on the whole within his limits

he has been conscientious, hardworking and devoted. But strenuous years, often divided between domestic cares and professional duties have rolled over him and in some cases left him somewhat damp, bitter fretful and unhappy. To recondition such teachers several Refresher Courses were organised in the State at different centres.

(viii) *Size of Classes.*—It has not been possible to banish large classes and adhere to the limit of 45 as required by the Punjab Education Code. Girls' Schools were the worst offenders in this respect for in some of them vast classes of even 100 pupils were being taught. This kind of arrangement, through lack of proper supervision, militates against any efficient organization of school work but considerations of funds continue to stand in the way.

(ix) *Expenditure.*—The total expenditure on the primary schools for boys increased from Rs. 82,98,234 to Rs. 93,44,074 and was met out of the following sources;—

	Year	Govt.	D.B.	M.B	Fees	Other Sources	Total.
Boys	1951-52	47,22,688	21,64,150	8,02,200	1,33,510	4,75,686	82,98,234
	1952-53	53,04,127	21,73,198	9,40,719	1,80,377	7,45,653	93,44,074

The corresponding expenditure on the primary schools for girls rose to Rs. 25,55,095 from Rs. 23,70,662 and was met as follows:—

	Year	Govt	D.B.	M.B.	Fees	Other sources	Total
Girls	1951-52	12,13,421	5,31,191	4,00,882	13,776	2,11,392	23,70,662
	1952-53	14,51,872	4,76,459	3,73,945	10,200	2,42,619	25,55,095

The increase in the year's expenditure is accounted for by

- (1) Annual increments to teachers;
 - (2) 824 more new schools;
- and (3) Additional staff on some growing schools.

(x) *Single-teacher schools.*—As against 1,603 in 1951-52, there were in 1952-53, 2,111 Single-Teacher Schools in the State. Of these, 1,663 were for boys and 448 for girls. They comprise students of assorted ages but they are indispensable in localities which cannot sustain a bigger school.

(xi) *School Buildings and Equipment.*—Quite a large number of school buildings continue to be, what may be described as inherited liabilities and are unsatisfactory by any standards. There has been thoughtlessness in the choice of their sites and some of them have even foul surroundings. Most are obsolete, poorly constructed and provide little more than sitting space in dull rooms. Most of them are lacking in standard equipment. Only a few possess a playground of sorts. And these too which boast of a 'field' not far away are likely to present a sight of cows, buffaloes and bullocks exercising themselves on it instead of a class of children. The so-called 'field' is just rough earth with tree roots, ugly ruts and depressions, even rubble freely scattered about. Some of these buildings and sites have recently received repairs through the voluntary help of Panchayats and in some there are signs of progress in furniture but there are still too many deficiencies surviving in most. It will take time and a lot of money before these can steadily be improved upon. But the will is there.

(xii) *Methods and Standards of Teaching.*—Practice has not caught up with theory, because of the past emphasis on drill and factual information only but the new primary curriculum which is adapted more to the nature and needs of children is bound to produce salutary effects. The total ground covered in class work is now wider than ever in range, in appeal, in social value and in educational possibilities. Officially adopted and copyrighted text books are now less costly, are better written and more suited to their respective age groups. Most of the new schools are working on the basic education pattern and a significant portion of them have remodelled their structure so that there is less backing the book type of reciting and more self activity with guided freedom. The next few years may see a full realization of ideas but the pre-requisites are more broadly educated teachers and richer materials of instruction.

(xiii) *Re-organization and new Developments.*—It is now clearly seen that we must save children from a barren academic curriculum and from life of grim restraint in school hours. It may pertinently be asked. Is the application of the same regimen to both town and country children desirable? Most of the country children will never go to offices and all that is wanted of them is that they must become better ploughmen and cowmen, better dairy maids and better house wives. They will join school for a few years' sojourn, where happy and trusting, they will be taught a craft, given a love for beautiful words or colours or music and shown something of the wonder and mystery of the

life in and around them. Why must they be made to sit in a class of 40 to 70 until they can work sums in complicated multiplication or long division and until their ambition in History and Geography is to be able to reel off stupendous lists of dates or of capes and bays? Instead, in the coming basic schools let these children be now taken in to the fields to discover where and why crops grow or do not grow; or why dog has a muzzle and man a face. They will learn a little more from Nature herself of Geography of Science, of trees and of birds of prey, insect eaters, and grain eaters and of colour. Their reckoning will be done with hay stacks and fields instead of with stupid cisterns that empty and fill themselves simultaneously.

CHAPTER IV

BASIC EDUCATION

(i) *Types of Schools.*—It is, perhaps, no more coincidence that basic system of education came along at about the same time as new opportunities offered by independence. The two seen different manifestations of a common impulse. But as the new system is somewhat revolutionary, the voices of offended tradition were hurled against it. Even now there is hesitation with which many teachers of the old schools are willing to receive their new freedom. They loathe the old system but they are used to it. It is a devil they know; but who can guess but unknown devils lurk behind the specious promises of the new order? The time-table, the text-book, the science bench, these may be shackles, but they are by now quite friendly shackles and the teachers have learnt to bear them comfortably.

Despite this kind of restlessness and despite efforts in certain quarters that are parenthetical and half-hearted the schools that we have dreamed of were now going up. For lack of a trained personnel, they were yet only Junior Basic. In them the centre of instruction is to be not the book, but some important and suitable basic craft or crafts through which children may engage themselves in productive activity and produce articles which should be useful and saleable in the market. The crafts chosen in this State so far are agriculture, spinning and weaving.

(ii) *Schools.*—In the year under report, 32 schools were started 19 for boys and 13 for girls. This brings the total number of Basic Primary Schools to 73 for both boys and girls. They are distributed as under :—

Government	8
Local Body on 100% aid basis	63
Aided	1
Unaided	1
Total	73

(iii) *Students.*—The number of students in Basic Schools rose from 3,912 in 1951-52 to 7,479 in 1952-53, showing an increase of 91%.

(iv) *Teachers.*—The total number of teachers for Basic Schools consisted of 148 men and 65 women as against 80 and

30 in the previous year. The policy is to recruit, as far as possible, a larger proportion of women teachers for all primary schools including Basic. In the Basic Schools all the trained recruits to the profession are expected not to enter upon their task with the belief that they already know all that is to be known about it. In special conferences and addresses and discussions, they were made to realize the extent of the problem before them and the necessity of hard work if they were to accomplish its solution.

(v) *Size of Classes.*—The assumption that classes in Basic Schools should be forty seems reasonable. As a solid proportion of the work is to be practical, it would be customary for classes to be divided approximately into twenties and tens. There is to be so much less 'teaching' in the bad old way. The children would in effect be teaching themselves and each other to a much larger extent and the teacher would be far more of a guide and counsellor. With the backward children, of course, there must be more direct instruction, but there are few who would expect a teacher to instruct a class of forty backward children.

(vi) *Expenditure.*—The cost of maintaining Basic Primary Schools for the year 1952-53 works out to be Rs. 2,15,163 as against Rs. 1,29,124 in 1951-52.

(vii) *Basic training Colleges and Schools.*—In 1952-53, there were two Government Basic Training Schools, 5 Training Classes run by voluntary associations, besides 7 Emergency Basic Training Centres run for selected 1st and 2nd Division Matriculates, who were made to undergo four months' intensive training.

The total number of teachers trained in the two Government Basic Training Schools was 232; in the five Voluntary Association Centres 400; and in the seven Emergency Centres 360.

The total expenditure incurred in the running of all these three types of schools is shown below:—

(i) 2 Government Basic Training Schools Rs. 1,82,817

(ii) 7 Emergency Centres Rs. 2,74,320

Perhaps, the best contribution of these Training Schools, etc. can be to send out teachers, who do not believe that final

word has been said on educational procedures and who look on the process of education as something that is developing from year to year, needing continual readjustment. For, in Basic Schools, the leadership and the actual conduct of school affairs has to come from the entire staff and not merely from senior teachers only.

(viii) *Methods and Standards of Teaching.*—These are not final yet and there are pitfalls which exist everywhere and always in the beginning. It is becoming more and more clear that we must not approach the Basic Scheme with set opinions and sub-conscious prejudices. Its essential frameworks are yet to be erected, its groups of courses yet to be worked out, its effective technique yet to be determined and these can only be done after much clear thinking much scrooping of out-worn theories and much striding into the dark.

There are the Junior Schools in which the growing mind and the growing body are suitably developed to play their part when the time comes and the tools of education are made familiar to the student. There are the Senior Schools in which the tools are used to intelligent purpose, so that body and mind may be given these useful and enjoyable exercises for which they have been trained, and which will fit them to play their part in life when school days are over. It is believed that because teaching in both types is to be tied to reality, it will be by no means less thorough than what is obtained in ordinary existing primary and secondary schools. But before we can arrive at thoroughness many falls starts, much application of industry are inevitable.

(ix) *Economic Aspects of Basic Education.*—A part from a properly equipped personnel, the most formidable obstacle in the way of opening more and more of these basic schools is the cost of their organising. They did not prove self paying, as was originally expected, and in each school the department had to under-write the project. Initially also, they cost more than ordinary primary schools both in equipment and salaries. Because the Local Bodies jib at the cost and as the Department truly desires every new development which may contribute to the welfare of the younger generation, the entire cost of the new Basic Schools has been met by the Government. This, notwithstanding the over-shadowing spectre of the Treasury.

(x) *Re-organisation and new Developments.*—The State is committed to give the Basic Education every chance to

develop an independent and liberal existence. The experimental schools so far opened, however, have not yet had time to be judged properly. They have not been sufficiently extended in practice to permit final evaluation of their contribution. But we keep an open mind and are determined to struggle on gamely and cheerfully. We are not willing to take it for granted that the system is perfect as it stands to-day, nor that it is a scheme of education that is the last word in educational theory and practice. Such a belief, we feel, will only hinder the perfecting of the scheme. "It is one thing to say that it presents the nearest solution to the problems of education in India; it is another to say that this scheme alone is valid. Before it can become valid, it will have to pass through all the stage of adjustments and amendments". We fully realised that there are problems to be tackled, fairly bitter little battles to be fought before the promised land can be occupied. And when such a time comes the best advertisement for Basic Schools will, of course, be the Basic Schools themselves.

CHAPTER V

SECONDARY EDUCATION

Secondary Schools originated in cities for the gentry and the middle classes. The subject matter included in their curriculum was academic to meet the matriculation requirements. They mostly had meagre equipment and poorly paid teachers. The boys who left them went to the University or the services, or direct to the professions, and there were few girls' schools of the type. Till very recently, all the new schools started also were being set and are being set, more or less on academic, masculine path. It is forgotten that whereas there are many sedentary, semi-executive and indoor jobs in towns, there is no need to make a farmer's son into a clerk or commercial traveller. For several decades, the country towns where secondary education was either established or on the way, wanted more and more of it and the really rural parts, where there was none, wanted none.

But nothing is to be gained by a lamentation on the blunders of the past. Our sole object in mentioning all this is to call attention to the fact that the presents forms and features of organisation at the secondary stage are, to borrow an Americanism "Happenstances" and that in the last one or two years, these secondary schools have been undergoing careful scrutiny, if not yet actual modification.

Another fact to be noted is that secondary education which was once regarded as the privilege of the few has become the birth right of the many. Now parents of almost all social and economic classes want their children to have at least secondary school education. As a result, more and more of the prospective citizens of this State are securing a better back ground of facts and information to assume the responsibility of the voting citizen in a representative Government. It is becoming essential for the Government also that, subject to finance, education at this level be made available to an increasing number of eligible adolescents. This broad statement implies that the curricula and facilities be so organised that the pupils having all types of interest and representing all levels of ability find stimulating activities in them; and further that the authorities keep sensing needs in all areas, near and remote, urban and rural.

(i) *Administration and Control*.—The Secondary Schools are, as at the primary stage (a) Government, (b) Local Bodies or (c) Aided or unaided Schools run by Voluntary Associations.

Government Schools are directly and entirely controlled by the Divisional Inspectors of Schools.

The Local Body Schools—117 High and 794 Middle also, subject to the concurrence of the Chairman, are, as far as appointments, promotions, increments and leave cases are concerned, under the Divisional Inspectors of Schools. Parallel powers are vested in District Inspectors of Schools in the cases of all Vernacular Teachers in the Middle Schools.

Aided Schools, maintained by Voluntary Associations are run by their respective Managing Bodies. The constitution and the personnel of these Managing Bodies are approved by the Department and all such schools are subject to inspection by the Divisional Inspectors of schools; and in the case of Middle Schools, by the District Inspectors of Schools also.

The policy of Government is to rely, so far as possible, on private enterprise in Secondary Education but not to relax indirect but official control. This policy is dictated not by any belief in the inherent superiority of private over State Management but by preference for an established system and, above all, by the necessity of concentrating the direct energies of the State and the bulk of its available resources upon the improvement and expansion of primary education. The policy may be summarised as the encouragement of the privately managed schools under suitable bodies maintained in efficiency by Government inspection, recognition and control, and by the aid of Government funds.

(ii) *Scheme of School Classes.*—Three patterns of extended Secondary Education have developed in the State —(1) Lower Middle; (2) Middle and (3) High.

In the Lower Middle School, the provision is up to the sixth class and it can only be described as pathetic and un-inspiring relic. The Government policy is either to upgrade them or to let them sink to the level of primary schools.

The Middle Schools are of the three types: Vernacular Middle (without English), Anglo-Vernacular Middle (with English); and Vernacular Middle with optional English. It is significant that wherever provision for the teaching of English is made, the students, without exception, go in for it. Another note worthy fact is that purely Vernacular Middle Schools are disappearing more and more; thus, whereas in 1948 their number

was 1081, in 1952-53 their number is 509.

For such students as pass from Lower Middle Schools and want to take up English in the Middle Classes, provision has been made for junior Special Classes in some Middle and High Schools, where they receive instruction in English for a year. Likewise, Junior and Senior Special Classes are, in some cases, attached to High and Middle Schools, for those students who pass the 8th class from Vernacular Middle School and wish to study for the Matriculation, in which examination the learning of English is compulsory. These special classes give them a grounding in English for two years and enable them to join the 9th class.

The High or the Matriculation course is of two years' duration after Middle. At the end of the High School course, there awaits in every student's career, what may be called the most critical examination, held by the Punjab University. On it depends the question whether or not a student will be allowed to enter this or that institution for higher studies.

(iii) *Schools*.—The number of Secondary Schools in the State has risen from 1,362 to 1,428 in the year 1952-53.

In the same year, the number of High/Higher Secondary Schools for Boys has risen to 467, showing an increase of 40; whereas the number of Middle Schools for Boys, despite an increase in total enrolment, has registered a fall of 3, from 789. This fall is due to a raise in the case of some Middle schools from Middle to High and down grading in the case of others from Middle to Primary.

The number of High Schools for Girls has risen from 41 to 46 and that of Middle schools for Girls from 105 to 129, indicating an increase of 5 and 24 respectively.

The State has now, on an average, one High School for Boys for every 80 square miles as against 88 square miles in the previous year; and one High School for Girls for every 813 square miles as against 912 of the previous year.

(iv) *Students*.—The number of boys under instruction is 415594 against 387356 in 1951-52, showing an increase of 28,238

The number of students in the Secondary Schools for Girls has increased by 14,889 from 52,949 to 67,838.

The average enrolment of a High School for Boys is 542 and of a Middle School 213.

The average enrolment of a High School for Girls is 492 and of a Middle School 313.

Since education is expanding in the State at great speed, congestion in schools cannot be helped.

(v) *Teachers-Number, Scales of pay, etc.*—During the year under report 12,148 teachers and 1,966 women-teachers were borne on the staffs of the Secondary Schools. The corresponding numbers for 1951-52 were 11,350 and 1,696 respectively.

Out of 12,148 men-teachers, 9,394 are trained and 990 specially certificated. The figure for untrained or uncertificated men-teachers is 764 i.e. 14.4% of the entire number as against 14.5% for the previous year.

Out of 1,966 women-teachers, 1,670 are trained, and 114 specially certificated. This gives the number of untrained and uncertificated women-teachers as 182 which is 9.3% of the entire number as against 9% in the year 1951-52.

A large number of untrained or uncertificated teachers is due to the fact that schools run by Voluntary Associations find it more economical to engage untrained or uncertificated teachers for Science, Drawing and Physical Training. The Department, however, has sought to discourage it by threatening to withdrawn its aid to schools that persist in engaging untrained staff.

The grades of pay of the teachers working in the Secondary Schools are given below:—

A. TEACHERS IN GOVERNMENT SERVICE.

<i>Senior Teachers</i>	<i>Junior Teachers</i>
(1) Rs. 90-5-150.	(1) Rs. 50-3-80/4-100.
(2) Rs. 150-10-190/10-220	(2) Rs. 105-7-140.
(3) Rs. 230-10-270/10-300	(3) Rs. 140-10-220.

B. TEACHERS IN LOCAL BODIES SERVICE.

Senior Teachers

- (1) Rs. 60-3-90/5-130.
- (2) Rs. 75-5-100.
- (3) Rs. 80-4-100/5-120.
- (4) Rs. 90-5-150.
- (5) Rs. 125-5-150/6-180
- (6) Rs. 150-10-220.
- (7) Rs. 230-10-300.

Junior Teachers

- (1) Rs. 50-3-80-pause two years
4-100 pause 3 years -5-120.

The rates of dearness allowance paid to teachers in Government and Local Body Schools are Rs. 25/- p.m. upto a salary of Rs. 50/-, Rs. 35/- p.m. upto Rs. 100/-, Rs. 40/- upto Rs. 150/-, Rs. 45/- p.m. upto Rs. 200/-, Rs. 50/- p.m. upto Rs. 250/- Rs. 60/- p.m. upto Rs. 300/-.

Schools maintained by Voluntary Associations usually pay salaries and dearness allowance current in Government and Local Body Schools with slight variations.

Teachers in Government service enjoy the benefit of pension whereas those in non-Government Schools enjoy the benefit of the Provident Fund to which they contribute one anna per rupee of their salary, an equal amount being contributed by the employers.

The teachers are not satisfied with these emoluments and there is wide general demand for revision of the scales of pay.

(vi) *Size of Classes.*—Even though as large as fifty students in a class is prescribed by the Department in the case of Secondary Schools and although there are repeated and urgent demands for smaller classes by the teachers, in good many urban schools there are 60-70 students in a class. Even more. This, no doubt gives a cause for dismay; but the shortage of funds and of trained teachers must make the Department as well as the teachers put up with it for some years to come.

(vii) *Expenditure.*—Direct expenditure on secondary education for boys rose to Rs. 193,11,706 showing an increase of Rs. 8,57,063 and that for girls to Rs. 32,71,300 giving an increase of Rs. 2,66,815.

The cost per scholar in the case of boys works out at Rs. 45.9 against Rs. 47.4 and that in case of girls at Rs. 51.9 against Rs. 58.6 of the previous year.

(viii) *Scholarships, Stipends and Free Places.*—Middle School Scholarships of Rs. 4/- p.m. payable from local funds were awarded in the Middle Classes on the result of a competitive test held by the inspecting staff at the close of the primary course.

Scholarships at the rate of Rs. 6/- p.m. were awarded to high classes from the State revenue on the result of the Middle School Examination for Boys and Middle Standard Examination for Girls conducted by the Department.

Under the Harijan welfare Scheme, Harijan and backward class students were exempted from the payment of tuition fees in all the secondary classes. Besides, each of the students was given a stipend of Rs. 6/- per mensem in the High Department.

All schools where English is taught were empowered to exempt poor and deserving students from the payment of tuition fee upto a maximum of 15% of the enrolment on the 31st of May. The maximum limit in the case of other schools is 25%.

Under the financial assistance scheme of the Government of India, deserving displaced students in the secondary department were paid tuition fees and grants to cover the cost on books and stationery ranging from Rs. 20/- in the lower middle classes to Rs. 40/- in the high classes.

(ix) *Methods and Standards of Teaching.*—There is no getting away from the fact that secondary schools, for the most part, have worked along stereo-typed lines. English, Mathematics, Science, History, Geography are their staple subjects, and this is, as it should. Have not the developments of the past consolidated their position? But, unfortunately, examinations rules them. The teachers use the traditional 'talk-and-chalk' method and the students have but passive attitude towards their studies. School is for these students a place they must go to and they are glad when they can leave.

To improve conditions is not easy. A Parent's request is usually that the pupil may be allowed to concentrate on subjects that will be useful to him in after life. "I want my son/daughter to know how to observe and to think", is the expression of a desire seldom come across.

Similarly Teacher's -"Mind you look up this question; you are very likely to get it; hasn't been set since 19-" remarks of this sort, on all the days and during the whole of the working day,

go far to kill the spirit and throw a shadow over the study of the various subjects. By organising refresher courses at various places throughout the year, the Department has sought to do what it can to stimulate and keep active the teachers, but the fact remains that between such parents and such teachers, education has made far more prominent the "thou shalt not" than "thou mayest". The baleful conception of "mental discipline", or rather the misuse of it, has worked untold harm in our methods of training the young.

As a result many students suffer from the continual repression practised upon them by parents or teachers or both. The students unconsciously repress their natural desires and there results a 'complex' manifesting itself in resistance to all authority and behaving anarchically both at home and on the road.

What is needed is progressive teachers, creative teachers, who can think out new ways and try out new experiments, who believe in individual attention, keep themselves abreast of educational theory and practice, can cut loose from the dogmatism of new systems and modify their present system by incorporating the elements that are of most value.

The question is—Can we by such and retain such? Here is a suggestion—While the majority of them may continue to be 'bromides', let us, to start with, choose for our Heads at least only 'sulphides'. Courage in sweeping away the present machinery requires to be matched with even greater courage in building up the new!

A passing mention has been made above of some refresher courses. The most important of them was an In-Service Course for English Language Teachers at Tara Devi. It was sponsored and financed by the British Council. The teaching of English as a foreign language by the direct method was its subject matter. The course gave the teachers assembled an opportunity to "brush up" as well as to re-examine their methods and plans in the classes.

(x) *Medium of Instruction.*—Both Hindi and Punjabi are recognised as regional languages of the State and facilities to study each are promised in both Hindi and Punjabi-speaking areas, according to what is called "Sachar Formula". Previous year's report has described it at some length, and it need not be repeated here.

(xi) *Teaching of Hindi.*—Hindi is now regarded as a subject in its own right and not merely a study ancillary to that of modern languages. We need not go into all these many devices by which composition and the sturated literature are being conducted but from all accounts every teacher of intelligence has elaborated his own method. It is understood that the teaching of Hindi is one of the very difficult subjects in the curriculum to teach. To a pupil who has instinct for languages it comes almost by nature, but the unliterary student has no Hindi, worth the name, into which he may render his authors. And even the scholarly needs some definite introduction to Hindi Literature. It is not safe in all cases to let him find it out for himself.

The time for Hindi in the classes continues to be limited, and the work, on the whole, is not plentifully varied. It will take a few more years for its teachers to inspire enthusiasm to lift its teaching above the level of drudgery and see the classes moving forward whole-heartedly.

(xii) *Examination Results.* The Middle School Examination has been abolished.

The comparative statement for the years 1951-52 and 1952-53 given below shows their result in the Matriculation Examination of the Punjab University:—

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MATRICULATION EXAMINATION

Year	No. appeared				No. passed				Pass percentage of Total	
	Boys	Public Girls	Private Boys	Girls	Boys	Public Girls	Private Boys	Girls	Public	Private
1951-52	.. 19,963	970	10,955	3,200	13,274	764	3,557	1,742	67.1	37.4
1952-53	.. 22,457	890	10,025	3,302	15,339	484	4,110	1,795	67.7	44.3

(xiii) *School Buildings and Equipment.*—Nearly all secondary schools in the State have their own buildings; but some of the buildings continue in squalid premises and are in cramped condition, have poor sanitation and bad light. Most local body schools are ill-housed. Their buildings are dilapidated and stand in need of immediate repairs. There are no adequate playgrounds attached to them and even compounds are wanting. Is it not really unfortunate that most of our students grow up in an educational atmosphere that is cramping rather than liberating and more depressing than inspiring? But the cost of upkeep and repairs and the scarcity of building material do not allow immediate improvements.

(xiv) *Re-organisation and New Developments.*—As has already been pointed out in the introductory part of this Chapter the traditional academic curriculum is still accepted, for the most part, in the secondary schools. But this traditional curriculum was designed primarily for the comparatively few. It can hardly be regarded as suitable for all, or even for the majority. All our thousands of pupils are drawn not only from the better classes but from the Lower, Middle and working classes as well living not only in the Civil Lines of this or that city but in back streets, in tenements or in little farms.

For such, we are convinced, the old curriculum has, in some cases, the makings of a pretty tyranny. The yoke of a limited number of subjects presses closely upon the necks of many potentially excellent pupils, whose abilities lie in other, usually more practical directions. It is hard to refute the charge that most of the secondary schools are devoting an excessive part of their energy to turning out a steady stream of compulsorily equipped recruits to augment the already swollen ranks of subordinate clerks, instead of enabling these students to make a contribution, which in many cases they are peculiarly well-qualified to make to the well being of the community.

What is needed is—

(a) A constant increase in the number of courses offered in the secondary units in order that new activities and experiences may be offered to the pupils;

and (b) More teaching programmes, which have the interest of the adolescents, serve their needs and permit their adjustment in a changing world.

Some Private secondary schools have reorganised their teaching programmes vertically. It is born of the desire to reduce the number of years so that the prospective college student might enter upon his work at an earlier age. This is not desirable for it is not wise that students enter colleges while they are still immature socially. It would be, perhaps better for the private schools to enrich their curriculum rather than curtail their time.

CHAPTER VI

UNIVERSITY AND COLLEGIATE EDUCATION

Higher education, according to Plato, is a great sifting force. He assumed that there is a kind of gold, silver, brass and iron classification of men and these, he believed, could be separated and selected by an elaborate plan of tests and examinations. So that when some colleges for higher education were first established they became, through the cultivation of the intellect, the chief determining factor in social status. Later, understanding of contemporary life in all its phases became more and more their chief aim.

This understanding of contemporary life is imparted by the colleges through specific courses of study dealing with specific subject fields, like Science, Literature, Language, Philosophy Mathematics, History, etc., at various levels of specialization—Inter, Arts and Sciences; B.A. and B.Sc. Pass; B.A. and B.Sc. Hons.; and M.A. and M.Sc. In the aggregate these subject fields cover a broad area of human experience and knowledge. It is believed that equipped with them, the young people will be able to make effective new adjustments with their environments.

(i) *Institutions.*—Such Colleges as described above have appropriately been called Liberal Colleges or Colleges for General Education. In this State, the total number of such Colleges, for both men and women students as on 31-3-53 was 46, as against 45 in the previous year. Five were purely Women's Colleges; and 41 Men's Colleges as well as co-educational. The following table gives some further classifications of them:

	Govt.	D.B.	Municipal Board	Private Aided	Bodies Unaided	Total
Men and Co-educational	7	—	1	5	28	41
Women	..	2	—	—	3	5

In addition to these Liberal Colleges, the State had 11 Professional Colleges, 9 for men and 2 for women, which aim at the development of specific skills and the training of workers. 3 of them were Teacher Training Colleges; 2 Medicine; 1 Law; 1 Agriculture; 1 Veterinary; 1 Commerce; 1 Engineering and 1 Textile Technology.

Besides the above, there was one Government College for Physical Education.

All the above 58 colleges—both liberal and professional are affiliated to the Punjab University, which besides these has Pepsu and Himachal Pradesh Colleges affiliated to it.

The total number of colleges affiliated to the Punjab University in the year 1952-53 was 72 as against 69 in the previous year.

(ii) *Students*.—On March 31, 1953 there were 23,657 men-students and 2,926 women-students on the rolls of the various colleges in the State, as against 21,856 and 2,385 respectively of the previous year.

(iii) *Teachers-Number, Scales of pay, etc.*—In Colleges for General Education, the number of men and women teachers was 1,034 and 87 respectively, as against 1,022 and 78 in the previous year.

In Professional Colleges, the number of men-teachers was 175 and of women-teachers 19.

The minimum grades of pay for various categories of teachers recommended by the University for all affiliated Colleges were:—

- (a) Lecturers—Starting salary Rs. 170/-in the grade of Rs. 150-10-190/200-10-250/10-300/10-350;
- (b) Professors—Rs. 250-15-400/20-500;
- (c) Principals—Rs. 550-25-650/30-800.

Actually, the above scales of pay were not implemented and the pays and prospects of Lecturers in private colleges continue to vary.

Teachers in Government Colleges have exclusive of dearness allowance, the following scales of pay :—

- (a) Lecturers in P.E.S. Class III (Non-gazetted)
Rs. 150-10-170/200-10-250/10-300-10-350.
- (b) Senior Lecturers in P.E.S. Class II (Gazetted) Rs.
250-25-550/25-750.

(c) Professors and Principals in P.E.S. Class I. Rs. 350-40-750/40-950-50-1200.

(iv) *Expenditure*.—The total expenditure of all the colleges during the year under report was Rs. 76,67,250 as against Rs. 64,86,628 in the preceding year.

(v) *Scholarships, Stipends and Free Places*.—During the year, 2,782 men and 168 women-students studying in colleges, received scholarships and stipends, as against 3,296 men and 229 women-students in the previous year.

The total amount drawn by men-students was Rs. 5,46,281 and by women-students Rs. 44,158 as against Rs. 5,86,440 and Rs. 48,455 respectively last year.

1,790 men and 205 women-students enjoyed full-fee concessions as against 2,891 and 267 last year. The amount foregone on this account was Rs. 2,94,828 for men and Rs. 30,826 for women in 1952-53 as against Rs. 2,66,496 for men and Rs. 28,697 for women in 1951-52.

(vi) *Methods of Teaching*.—For the most part, the lecture methods is in vogue in all the Colleges of the State. But, as most of the students lack ability in note-taking, discriminating and organising materials much of it is infructuous.

A good complement to these lecturers can be the library. The time for arguing its case has now passed and it should be one of the primary duties of every college to build up a worthy suitably-housed library and to train its students in the proper use of it.

Tutorial system is another useful ally, only it calls for the employment of extra staff which most private colleges cannot afford at present.

(vii) *Medium of Instruction*.—The medium of instruction in college education in the State continues to be English except in the case of Classical and Modern Indian Languages in which the medium is either the language taught or the language akin to it.

(viii) *Examination Results*.—The number of candidates who appeared in the below-noted Punjab University Examinations was as follows: For purpose of comparison, pre-partition

figures of the Punjab University in Lahore for 1946, as well as those pertaining to 1951 are also given :—

Year	Matric	Iinter	B.A.	O.T./M.I.L.
1946	49,680	13,660	6,448	14,801
1951	45,870	18,409	9,906	19,870
1952	51,716	21,474	11,618	23,683

The total number of women candidates who appeared in the various University examinations in 1952 was 23,561 as against 17,486 in 1951.

In 1952, a total of 9,111 women candidates appeared for the various Hindi Examinations and 1,846 for Punjabi.

(ix) *Buildings and Equipment.*—Most of the colleges are well-housed but because they were constructed for meeting needs unsuspected, there is much pressure on some of them. Particularly, in the case of the rehabilitated colleges. They have inadequate buildings and insufficient equipment. Colleges run by Voluntary Organisations also are but poorly equipped.

Should sufficient funds be forthcoming from the Government of India, some of the disrupted Colleges not yet rehabilitated can be got going.

(x) *Research in University.*—In all the teaching Departments of the University, there continued to be effective prosecution of controlled research during 1952-53. The total number of men students engaged in it was 49 and of women-students 9.

Also, during the same year, 17 original theses were received for the award of Doctor's degree. Five of them have so far been accepted.

(xi) *Re-organisation and new Developments.*—(a) In furtherance of the accepted policy of changing the medium of examination from English to Hindi and Punjabi, candidates for Matric Examination were, from this year, permitted to answer questions in Hindi, Urdu or Punjabi in subjects other than English.

(b) 4,366 graduates availed themselves of the concession granted under an Ordinance enacted on February 22, 1952, by the President of the Republic of India, enabling persons graduated

from any Faculty of the University of the Punjab, Lahore, before 1948, to have their names entered on the Register of Graduates of the Punjab University (India).

The total number of Registered Graduates in 1952-53 was 11,166 as against 6,289 in the year of last election 1949. In the same year i.e. 1952-53, 46 candidates contested the 20 seats, open to Registered candidates on the Senate of the Punjab University, as against 35 in 1949.

(c) At all the major University examinations, the number of candidates showed a marked increase. In the Matriculation Examination, it became even impossible to find suitable accommodation for all the candidates appearing and the examination, therefore, had to be held in two shifts.

The expenditure incurred in connection with the conduct of examinations was Rs. 17,55,561 as against Rs. 16,69,789 incurred in the previous year.

(d) Government distributed altogether a sum of Rs. 3 lacs as grants-in-aid to non Government Colleges. It is Government's desire to make the grant-in-aid rules more elastic so as to enable each College, which is recognised as necessary and conforms to the prescribed standards of management and efficiency, to obtain the special assistance which it requires in order to attain the fullest measure of utility. A larger grants become available and as the pay and the personnel of the teaching staff improve, it is hoped that it will be possible for these colleges to concentrate more and more upon the general quality of instruction and extramural activities.

(e) The State recognises the Report of the Indian University Commission as a promising forward step dealing in a comprehensive and public-spirited way the whole problem of University education. In the years to come, it will be its effort to implement its provision as far as possible.

CHAPTER VII

TRAINING OF TEACHERS

(*Basic as well as non-Basic*).—As has already been said there is to be a large and rapid expansion of Primary Schools and Basic Schools in the State. Simultaneously, more Multi-purpose Secondary Schools are to be established at suitable centres. All this involves in-take of more and more trained teachers, for under modern system of education no teacher should be allowed to teach without a certificate that he is qualified to do so.

That envisages the extension of the training of teachers for all kinds of schools and in all the subjects and activities. The number of teachers at present turned out cannot meet even the existing demand, not to speak of future exigencies. Not only that. It seems to us that almost a new profession needs to be created which gives us teachers who can tread new paths and adapt their methods to changing and fresh conditions.

From all this it will readily be seen that the task of teachers training is not only large in scope and vital to the life of the State, but that, living as we do in years of economic dislocation and penury, it is almost over whelming.

(i) *Normal and Training Schools*.—In the year under report the States continued to run 2 non-Basic Training Schools. For years now these have been training, through one year course the rank and file of teachers for primary schools, both rural and urban. Adequate practising schools have remained their adjuncts. In the main they have been content with providing their students with a little additional academic instruction, somewhat remote from reality, supplemented by training in methods of teaching and class-room management. It is seen that the pupils they train are drawn, as far as possible, from the class of students whom they are subsequently to teach. They have always stipulated that their entrants must have passed the middle examination, though recently because of plentiful matriculates, who eagerly seek admission to them quite a good number of it not all, the entrants are from among such. As teachers left to themselves are liable to deteriorate, the Department during the year held several Refresher Courses for primary school teachers during the school vacations at various centres.

Besides these training schools the State has been

running 2 Basic Training Schools as well as aiding Basic Training Classes and Centres detailed in Chapter IV, Section VII. In all of them there is a shift of emphasis from the academic studies to the study of crafts needle, crafts, house craft, wood-work gardening etc., all of which it seems have come into their own. Their students are expected to visit farms, corn-mills, saw mills, timber yards. They will walk across the fields when the vegetables are sold and find out how much they fetch. They will learn something which they will later endeavour to teach, how this or that Gurdwara, Temple, or Mosque reflects the history of the village, and how that history, in its turn, was affected by the history of India and of the world; where the stream that flows near their villages rises and the way it flows and the benefits it confers. They will watch the black smith at work and the carpenter and offer a helping hand. All these they are expected to do and much more, outside the school walls and the practising school, until they begin to realise the solid, educative bulk of nature around them.

Their academic courses are to be less intensive, since there will be less time for them. The examination for their certificate will perhaps need to be considerably amended, but that is not to say that it will be easier. There must be no 'soft option', and the students in them must work hard and think hard.

The success of these newly-inspired training schools would eventually depend upon their teachers. They should be men and women of the widest possible sympathies, having seen something of many different aspects of life and a great deal of various educational institutions.

In the past there was no distinction between the curricular of rural and of urban primary schools. In future it can be different; the conception of Basic Education has made that possible.

(ii) *Training Colleges.*—As in previous years the State maintained two Colleges for the training of graduate-teachers, one at Jullundur for both men and women, and the other at Simla for Women only.

The Government Training College at Jullundur had 208 students including 35 girls on its rolls as against 204, including 30 girls in the preceding year.

The Government Training College for Women, Simla, had

55 students on rolls in the B.T. Class for Graduates and in the J.S.T. Classes for undergraduates 77, as against 42 and 62 respectively in the previous year.

The total number of students on rolls in institutions other than Government was:

for B.T Examination	185
for J.S. T.C. Examination	167
for T.T.C. Examination	33

(iii) *Re-organisation and new Developments.*—Training Schools and Colleges are in intent professional. Their apology lies not primarily in the fact that students desire to attend them but in the fact that society needs expert service.

In Section (1) of this Chapter some indication has been given of the lines on which expert service can be rendered by Basic Training Schools. Here we shall confine our remarks to Training Colleges, which we feel, are, at the time, confronted with many problems. We just give a few.

What is the best size for a practising school in the case of (i) Training school? (ii) Basic Training School? (iii) B.T. Course? (iv) J.S.T. Course?

What is the best treatment of Educational History?

What are the points in which a course of training for graduates should differ from one for non-graduates, or of Normal School from Basic Training School?

To What degree should the body awarding a certificate or diploma in teaching base its award on the college record of the student's work?

These and scores of other questions we have yet to answer. The present emergency has made our problems stand out with a tangible reality so that we feel their resistance and have a lively sense of the challenge they offer. We feel that to satisfactorily solve them our present Training Colleges or at least one of them should also become a centre of research. As such it will come to have a peculiar potency to vitalize teaching in the State. Educational work has become so highly differentiated in recent years that proper preparation for it must be specific with reference to particular position.

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

Professional and Technical Education, which consists of training people for employment and keeping them employable, has been a neglected one in the past. It is still very much limited in scope though it can by no means be considered experimental in nature. The fact is, now no branch of education evokes greater public interest than technical instruction. Its practical and concrete character makes a strong appeal to the interests of youth. It also helps to relieve the mind of anxiety as to what one will do to earn a living. Because it has its own ideal of excellence as well as consciousness of skill, 'culture' cannot be said to be absent from it.

Perhaps it will be in the fitness of things to make over all these Professional and Technical Schools in the State to the Education Department to be administered by it, and all the Professional and Technical Colleges to the control of the University. We suggest this because professional and Technical Education is but part of the total education process. The present position, by which a Technical School or College is co-ordinated with the Department of which it is supposed to be a segment, seems to us somewhat anomalous.

(i) *Schools*.—1. Technical and Industrial Schools or Institutions are generally speaking directed towards such industries as exist in the localities where the institutions are situated. In the year under review, the State had 35 of them 22 for men and 13 for women. Of them 10-9 men and 1 woman were Government Institutions, 16-9 men and 7 women—Government Industrial Schools and 9-4 men and 5 women—recognised private institutions.

All of them are under the Director of Industries. Their period of training ranges from one to four years. Qualifications for admission to them vary with the trades of the students wish to take up.

Their total enrolment in 1952-53 was 2481. Out of these 1281 were in the institutions for men and 1200 in the institutions for women.

Direct expenditure incurred, during the year, on men's schools was Rs. 8,28,890 and on women's schools Rs. 2,33,506.

In addition to these schools the Department of Industries continued to operate its peripatetic demonstration parties for furthering training in different crafts at the very doors of the workers.

2. (a) Government School of Engineering, Nilokheri, continued to function during the year in the hired buildings belonging to the Rehabilitation Colony of the Government of India. The year's total enrolment in its two classes—Overseer and Draftsman—was 203 as against 187 in the preceding year.

Its total receipts during the year 1952-53 amounted to Rs. 76,561 as against Rs. 27,642 in the previous year. Its total expenditure was Rs. 1,40,233 as against Rs. 1,06,304 in the previous year.

(b) Poly-technic, Nilokheri, maintained by the Government of India, the number of its trainees during 1952-53 was 193 as against 199 in the previous year.

3. Agricultural School, Sirsa, was started in 1952 to impart practical training in the improved methods of agriculture to the sons of cultivators. Its course of studies is of two years' duration. The instruction is imparted in Hindustani. During the year under review, it had 29 students.

4. The Arya Medical School, Ludhiana, had an enrolment of 167, including 10 girls, its total expenditure was Rs. 1,81,154 as against Rs. 1,33,433 in the preceding year. Its staff consisted of 25 men lecturers and 1 women lecturer.

5. Government Schools of Arts, Simla, maintained by the Department of Industries to provide training in Arts and Crafts had 34 students on its rolls as against 45 in the previous year. Its expenditure also increased from Rs. 34,658 to Rs. 51,128.

(ii) *Colleges.* 1.—Punjab Engineering College, Roorkee, (U.P.), continued to function under the control of the P.W.D. Punjab, at Roorkhee. The total number of its students during the year under review was 157 and the total expenditure (Direct) Rs. 2,41,409.

2. College of Commerce, Jullundur, maintained by the Punjab University had 99 B. Com. students on its rolls during 1952-53 as against 91 in 1951-52.

3. Government Agriculture College, Ludhiana maintained by the agriculture Department and affiliated to the Punjab University for the degree of B.Sc. and M.Sc. in Agriculture, had a total enrolment of 208 during 1952-53, as against 203 in the previous year. Its expenditure (Direct) was Rs. 2,00,328.

During the year, the College also imparted training in Agriculture to 17 Senior Vernacular Certificated Teachers deputed by the Director of Public Instruction, Punjab.

4. Government Medical College, Amritsar imparts training in the following courses :—

Name of Course	Period of Study	Number on roll 1952-53	
		Boys	Girls
1. M.B.B.S. Degree	5 Years	433	8)
2. Bachelor of Pharmacy Degree	3 Years	26	0
3. Diploma in Tubercular Diseases (D.T.D.)	9 months with 3 months internship	8	0
4. Diploma in Ophthalmic Medicine & Surgery (D. O. M. S.)	9 months with 3 months internship	9	0
5. Dispenser-Dresser (Diploma)	2 Years	88	5
6. Membership of the State Medical Faculty (M.S.M.F)	1 Year	1	3
7. M.Sc. (Physiology).		1	0

Nos. 3, 4 and 7 are post-graduate qualifications. Medical graduates and L.M.S. are admitted to the D.T.D. and D.O.M.S. Courses. Only Licentiate Doctors join the M.S.M.F. training.

Admissions to all the classes is restricted and merit is the sole criterion for admission.

During the year under report, the total number of students on roll in the various classes was 633 (536 men and 97 women) as against 602 (502 men and 100 women) during 1951-52.

The College annually awards scholarships and stipends of different value to the students on the rolls of the College. The total amount distributed during 1952-53 was Rs. 22,746 as compared to Rs. 20,530 during the year 1951-52.

The total income of the College was Rs. 1,58,131 as compared to Rs. 1,52,340 during the year 1951-52.

The total expenditure (Direct and Indirect) during the year was Rs. 7,29,321 as against Rs. 7,19,175 during the previous year.

5. Women Christian Medical College, Ludhiana imparts instruction in the western system of medicine upto L.S.M.F. Among its developments during the year, apart from the remodelling of its buildings for the M.B.B.S. Course to which it is to be admitted for the ensuing years, are:—

- (i) the opening of an anti-T.B. Clinic.
- (ii) the providing of facilities for G.T.B. in patients;
- and (iii) the location of the Red Cross Blood Bank inside its buildings.

The number of students on its rolls during 1952-53 was 180 women and 6 men.

Its expenditure (Direct) was Rs. 3,15,800—

6. Dayanand Ayurvedic College, Jullundur imparts training in the Ayurvedic system of medicine. The practical want of such a course had long been felt to save students from self constituted Ayurvedic medical schools. The State has deeply been interested in the system and it is also one that may be expected to appeal with special force to private generosity.

The number of students on its rolls in the year under report was 55. Its total expenditure (Direct) was Rs. 16,622.

7. Dental College, Amritsar.

8. Government Veterinary College, Hissar. The number of students in 1952-53 was 122, distributed as under:—

I Year B.V.Sc. Class	...	41
II Year ,,	...	32
III Year ,,	...	23
Final Year	...	10
L.V.P.S. working for the B.V.Sc. Degree	...	16
Total	...	<u>122</u>

This figure includes the nominees of Pepsu, of Himachal Pradesh and of Jammu and Kashmir State.

For the first time in the history of the College, girl students also were admitted to the B.V.Sc. Course in the first year class.

An ex-student of the Punjab Veterinary College, Lahore resident of Jammu and Kashmir State, was admitted to the Final Year B.V.Sc. Class.

Sixteen L.V.P.S., 6 from Military and 10 from the Civil Veterinary Department, Punjab were admitted to a Special Course of 4 months for the B.V.Sc. Degree.

9. *University Law College, Jullundur.*—The total number of students on roll during the year was 507 as against 384 in the preceding year.

In addition to lectures, moots and tutorial instruction, visits to courts were arranged for the students of the LL.B. (Final) Class and during the course of the session, 24 such visits were made including one to the Supreme Court at Delhi and another to the High Court at Patiala.

The pass percentage in University Examinations was as follows:—

<i>Examination</i>	<i>Number appeared</i>	<i>Number passed.</i>	<i>Pass Percentage</i>
P.E.L. (Annual)	... 192	119	62
P.E.L. (Supplementary)	... 70	43	61.4
LL.B. (Annual)	... 153	107	69.9
LL.B. (Supplementary)	... 55	35	63.6
LL.B. Final (Annual)	... 50	33	66
LL.B. Final (Supplementary)	... 17	6	36.3

The figures regarding library are as follows:—

1. Total No. of volumes in the library on 31-3-1953 ... 3915
2. No. of books consulted in the library ... 28541
3. No. of books issued for home use ... 4710
4. Amount spent on books ... Rs. 14,627/-

10. The Technological Institute of Textiles, Bhiwani, owed its inception to the Birla Education Trust. During the year

1952-53 it had 83 students on its rolls. Its expenditure (Direct) was Rs 3,20,198.

11. Government College for Physical Education, Rupar, affiliated to the Punjab University, imparts systematic Physical and health guidance to its students with a view to make them Physical Training Instructors. During 1952-53 the enrolment of the College, was 41, including 5 girls. Its expenditure (Direct) was Rs. 16,373.

(iii) *All India Institutions.*—In the sense that they attract students from all over India, there are hardly any institution in the State. But in the sense that they are maintained by the Central Government, the State has one Polytechnic at Nilokheri. The number of its trainees during 1952-53 was 193 as against 199 in the previous year.

(iv) *Re-organisation and new Developments.* It is admitted on all hands that no effort is too great to ensure that young people (both boys and girls) in a community are launched on careers which will bring happiness to them and prosperity to the State.

The efforts requisite for this purpose are:—

(i) Adequate facilities for training young persons for different occupations. That these have been 'a neglected area' in the past no body can deny. That there must be more and more of these for future seems so obvious; and

(ii) Sufficient provision for such trained workers to find employment. This can only be assured if there is a close co-operation between the State and Industry. Since Technical Education is one of the modes of achieving social justice the State recognises its responsibility to establish a planned system of it and do all that lies in its power to bring together the leaders of industry into close touch with the educational organisations.

The activity programme of our new Primary and Basic Schools will give their pupils wide experience with materials, tools and processes, common in their environments. The practical courses in the future Secondary Schools also will serve as useful exploratory and self discovery courses. Our great concern is that thus equipped and ready for technical education the future products of these schools should not be thwarted for lack of proper opportunities. To us there seems a definite need for a re-appraisal of the values and plans for technical education.

CHAPTER IX

SOCIAL EDUCATION

To keep the grown-ups growing as well as to awaken adaptability and idealism in them, the Social Education Scheme was launched in the State in 1949. By now, we have a considerable body of experience on which we can draw.

One of our conclusions is, that there are naturally many adolescents and adults who have no desire to attend classes of any kind and that in the rural areas there are many more who would like to attend but live at an inconvenient distance from a possible centre.

Another is, that a formal grind at a continuation of the old school subjects is neither inspiring nor fruitful;

Another, that though knowledge is good for its own sake, but the knowledge in which the ordinary man is interested is the kind of knowledge that will serve the ends of living. He wants to hear the experts, but he needs to bring much of what they will tell him to a practical test. Does it fit in with what he knows of life? Does it connect up the different bits of his own experience in a way that satisfies him?

Another, that the Resident Tutor or Organiser or whatever he is called, must be selected carefully and trained thoroughly. And after he joins he must exert himself a good deal in the selection of his subjects so that the students that attend his courses get a carefully balanced programme of truly educational study. He must also know that the system of 'Oracle Speaking' and of the 'unquestioning listener' will not work with mature men and women.

Another, that the cinema can be useful ally, since films covering a surprisingly wide field can be had at such low cost. Perhaps, a weekly class labelled bluntly "The Cinema" would be one of the most popular.

And lastly, that any scheme of this kind must content itself with its mendicants' position.

These and many more things we have duly learnt and shall remedy. They do not affect the main consideration, which is that, after generations of neglect and inertness, the rural areas are

beginning to take to social education.

(i) *Centres of Literacy—Classes including Post-literacy Classes, Janta Colleges etc.*

During the year under review, the number of Social Education Centres, increased by 20 to 152. The distribution of the Centres was as follows:—

Year	Government		District Board		Municipal Board		Private		Total	
	M.	W.	M.	W.	M.	W.	M.	W.	M.	W.
1951-52	87	18	—	—	4	—	22	1	113	19
1952-53	94	18	—	—	3	—	36	1	133	19
	M...for Men				W...for Women					

The number of adult centres for women, however, remained 19 as during 1951-52 and the number of adults made literate showed a slight increase of 73.

The number of adults centres under the control of the Education Department remained 95.

These centres were supplied with radio sets, patromax lamps, durries, black-boards, reading and writing material, library books. These centres were organised and conducted by full-time organisers specially trained for the purpose.

Besides, 40 High Schools arranged Social Education Camps for a month's duration in backward villages during the summer vacation and carried an intensive rural reconstruction and extension work including adult literacy and village sanitation improvement. The adults under instruction and the school students cheerfully took part and did creditable work in the Community Projects, undertaken in various districts. The digging of the Kasur Nallah and the Wadala Veerum drain and the construction of flood protection 'bunds' in Ajnala Tehsil of Amritsar District, and a 400 ft. long 'bund' at Narote Jaimel Singh in Gurdaspur District to control the Ravi floods and the construction of a drain at Khai a school room at Nihal Khera and a well at Jalalabad in Ferozepur District were some of the many examples where the Department had won praise from the public.

During the year under review, Refresher Courses of 10 days' duration were held at Jullundur and Ambala for the benefit of the social Workers. These courses proved very useful and acquainted the workers with the current trends of the Social Education Work.

Also, 3rd November, 1953 was celebrated as Social Education Day by all the Centres in a befitting manner. A whole day's programme was drawn up by social Education Workers from early morning till evening. With the approach of dawn, 'Prabhat Pheris' were arranged with the adults moving in a procession and singing devotional and national songs as well as songs on health and unity. Lectures were delivered exhorting the audience to acquire knowledge of the 3-Rs, so that every individual can take an intelligent part in the affairs of the country and make a fitting contribution to its progress. Talks on civics hygiene and sanitation were arranged as also actual demonstrations of cleaning of village wells and lanes. Occasion was also taken to acquaint the people with the salient features of the Five Year Plan, its aims and objects and its achievements and potentialities.

(ii) *Enrolment*.—The number of adults made literate also rose from 3522 in the year 1951-52 to 5407 in 1952-53 as detailed below:—

	<i>Men</i>	<i>Women</i>	<i>Total</i>
1951-52	2956	566	3522
1952-53	4768	639	5407

(iii) *Duration of Courses*.—The duration of courses in Social Education Centres is 3 to 6 months. During the year under report, every Centre organised a prescribed set of activities calculated to educate the masses socially and established such groups or mandals as the Shiksha Mandal, the Charcha Mandal, the Khel Mandal, the Kirtan Mandal and the Seva Mandal. The Shiksha Mandal was concerned with the spread of literacy and prepared adults for the literacy certificates. Journals and library books were also issued and read there. In certain centres, occupational education also received attention and such trades and crafts as bee-keeping, basket making, soap making and durree making were taught. Sewing was a popular attraction in centres run by women organisers. In the Charcha Mandal, health education, civic education and current affairs were discussed. Games were conducted in the evening in the Khel Mandal and the Kirtan Mandal provided occasions both

for recreation and propaganda. Parties and squads for social service and labour programme were organised in the Seva Mandal. Thus these Centres attempted to carry light and joy into the villages and lifted the level of cultural life in the country side.

(iv) *Expenditure.*—The total expenditure on social education amounted to Rs. 1,64,128 as against Rs. 1,62,731 during 1951-52. The total State Budget on Education was Rs. 2,56,03,182.

A sum of Rs. 7420/- was distributed among the following private organisations which were doing useful education work in the State:

1. Simla Mazdoors' Welfare Society.
2. Haryana Janta Sudhar Society, Sonapat (Rohtak).
3. Saraswati Sugar Mills Schools, Yamna Nagar.
4. Thapar Co-education School, Yamna Nagar.
5. Mahadev Desai Gram Sudhar Mandal, Faridabad.
6. Nagrik Sabha Punjab, Simla.
7. Social Education Board, Rohtak.
8. S.D. Pritinidhi Sabha, Palampur.
9. Janta College, Hoshiarpur.
10. Adult Education Campaign Club, Khalsa High School Kairon.
11. District Literacy League, Ludhiana.
12. Social Education Centre for Women, Dhreka.
13. Social Education Centre, Narli.

(v) *Production of Literature and Audio Visual Aids for Adults.*—Social Education Bulletin was brought out by both the Divisional Inspectors of Schools which contained useful articles for the Social Education Volunteers and Villagers. These were published both in Hindi and Punjabi. Besides, Hindi pamphlets received from the Jamia Millia, Delhi, were distributed to all the Centres. About 115 cinema shows were arranged for the benefit of adults under instruction and the general public. Educational films, health films, films on civic sense, dirty habits, community health and improved agriculture were shown. Some cinema shows were also arranged by the Director of Public Relations, Punjab. These demonstrations excited considerable interest in the country-side in a better type of living".

(vi) *Re-organisation and New Developments.*—It is imperative that no time should be wasted before opportunities for healthy and useful activities, other than their daily occupations, are set up in all the areas of the country-side for our men and women. That means rapid extension of social education work. At earlier stages in the mental and moral development of the boy or girl there is a chance to recover lost ground. Thus, the Infants' Schools can make up for a lack of Nursery School training, the primary school can repair the deficiencies of the Infants' School and so on. But once the child has left school, say, at the age of 16 or 17 or even 14, there is all too frequently nothing, no last chance for him to catch up. We must make provision for such; otherwise, all the money and all the efforts that the child puts in during his schooling are wasted. We feel that even at its lowest valuation a progressive policy for adult and adolescent education in our rural areas would be a sound investment.

CHAPTER X

MISCELLANEOUS

(i) *Pre-Primary Education.*—The nature and guidance of the baby and toddler in this State are left largely to the home and there are no proper child-care centres and Nursery Education Centres as in some of the Western countries. But there are a few kindergarten classes attached to some more progressive schools. While they include games, educational plays, recitations and walks, there is no provision in them for meals and sleep at definite hours. Most of them have become stereotyped and follow a fixed daily routine which consists of clocked-off periods into which all the activities of the day are pigeon-holed by the teacher.

Still society has an educational responsibility towards its on-coming members. Recognising this the Government has for the past three years been running as an experiment a nursery class attached to Government High and Normal School, Jullundur. It is a two-teacher institution. During the year under report, its enrolment was 30 and its expenditure amounted to Rs. 6264/-.

At Jullundur again there is pre-kindergarten class sponsored by a Parents' Association and attached to the Government Junior Model School for Children.

Arrangements for Pre-Primary education also exist at the Christian School, Moga; the Dev Samaj Girls' High School, Ferozepore; and in some unrecognised institutions spread all over the State.

In a broader sense, however, a sort of pre-school course exists in every primary school. To them children under five come, though by no means as regular students accompanying their elder brothers and sisters as probationers for schooling to get accustomed to school environment.

There is now a persistent demand especially in big towns, for the opening of nursery, kindergarten and Montessori schools. The first five or six years of the child's life are considered to be most plastic and formative. If we want to lay the foundation of sound education, we must start these nursery schools and not neglect this crucial period of the child's life. But the foremost task before the Government today is to provide educational facilities to all boys and girls of schools going age. As soon as

this objective is achieved, the large scale establishment of pre-primary institutions will be taken up more seriously.

In the field of pre-school education, it is expected that the Central Government will promote programmes of research in methods suited to Indian conditions, training of teachers and assistance to private agencies to carry their work into rural areas.

(ii) *Aesthetic (Art, Music and Dancing) Education.*—Art, they say, is all one—painting, modelling, singing, acting, playing on an instrument and dancing. All these have the function of expressing the emotions. It is a good thing, therefore, that in the new syllabi for the State, among recreational activities for classes I to VIII, are incorporated Painting, Music, Dance and Drama. As educationists know, it has been proved by experiments, that if a child who is not gifted at studies generally of the ‘academic’ type is given chance of turning out satisfactory work and of having ‘something to show’ in manual work or arts, he gets rid of his feeling of inferiority and that reacts favourably on his ‘academic’ work also.

The trouble with the teaching of the arts in the past has been that the attempt has been made to train every pupil as though he were to take up the art as a profession. The teaching has, therefore been most conventional.

That is because of unimaginative teachers. The pity is that in the State there has been a dearth of even such. The Government School of Art, Simla started only last year, we hope, will give the State the right type of impetus at no distant date.

(iii) *Education of the Handicapped.*—The school for the Blind, Amritsar, is the only institute in the State that seeks economic adjustment of the handicapped. It is no doubt doing good work and training the blind in basket-making and caning of chairs. In the year under review its enrolment was 53 and the expenditure incurred on it amounted to Rs. 28,599/-.

But the State needs many institutions for the handicapped especially young persons between 12 and 20 who are of less than average ability and who at the same time are practically under the necessity of becoming self-supporting. At present there is nothing but the prospect of begging for such.

(iv) *Education of the Delinquent Children.*—No school or institute as such exists in the State to educate delinquent children except the Reformatory School at Hissar. The main

reason is our education in the past has lacked much of social knoweldge, values and application. But it is expected that educational sociology will not take long to arrive on the stage as an attempted response to this need.

(v) *Education of the Scheduled Castes, Scheduled Tribes and other Backward Communities.*—The Government attached great importance to the education of the scheduled castes etc. and during the year under report continued to offer them special facilities. Among these may be mentioned:—

(A) *Harijan Welfare Scheme.*—Which is supervised by a Special Officer and ensures—

- (a) Freeships to all Harijan students in all school and college classes right upto M.A.;
- (b) Grant of special stipends which vary from Rs. 6/- to Rs. 25/- per mensem from the Ninth Class onward;
- and (c) Refund of all public examination fees.

The expenditure incurred by the Punjab Government on the various educational concessions admissible under the scheme for the year 1952-53 amounted to Rs. 8,98,522 as against Rs. 7,98,582/- in the previous year.

- (B) Government and Local Bodies' Middle School Scholarships for Harijan students;
- (C) Aid in books, stationery and other requisites of study out of the Red Cross Fund;
- (D) Pre-emption of 15% seats for the Harijans in Training Institutions;
- (E) Award of special stipends tenable for the period of training in J.T. and S.T. Courses; and
- (F) Special treatment of the Scheduled areas of Lahaul and Spiti in Kangra District.

(vi) *Education of Girls and Women.*—During the year under review the education of girls and women continued to receive every attention of the Government.

The number of primary schools was 1179 as against 1073 in 1951-52; of Middle Schools 129 as against 185; of High

Schools 46 as against 41; and of Collegaes 7 as against 7

The number of girls in the Primnry Schools in 1952-53 was 133,488 as against 1,16,883 in 1951-52; in the Middle Schools 44,635 as against 32,847; in the High Schools 23,203 as against 20,102 and in the Colleges 2928 as against 2,385.

The number of women teachers in the Primary Schools in 1952-53 was 2951 as against 2589 in 1951-52; in the Middle Schools 1169 as against 968; in the High Schools 787 as against 728; and in the Colleges 107 as against 102.

The expenditure (Direct) on Primary Schools in 1952-53 was Rs. 25,55,095/-/- as against Rs. 23,70,662/-/- in 1951-52; on Middle Schools Rs. 14,90,143/-/- as against Rs. 14,24,263/-/- on High Schools Rs. 17,81,157/-/- as against Rs. 15,80,222/-/- on Colleges Rs. 4,73,545/-/- as against Rs. 4,39,316/-/-.

Girl-guiding, N.C.C. Tree-planting , Debates, Pageants, Dramas, Excursions, Classical and Folk-dancing, Musical Concerts , Games and Sports were some of the activities which girls took interest during the year.

In the opinion of the Department, Girls' Institutions should not seek to intimate the education suitable for boys nor should it be dominated by examinations. The education of Girls should be practical with reference to the position which they will fill in social life.

(vii) *Physical Training Games, Sports etc.*—In our schools and colleges, games and physical training have gone on side by side throughout the year. This was as it should be. Games cannot replace physical training nor can physical training replace the value of sports and games. Both are each others fulfilment: this is the prevalent general view. Some years earlier, there were not many institutions that attempted any systematic physical training. Organised games were regarded as doing all that was required for physical growth and well being. But now in one after another of the colleges and schools the P.T. Instructor has appeared and no secondary school is recognised unless a P.T. Instructor is included on its staff. Even in the Primary Schools, members of the ordinary teaching staff have been trained to carry out the work.

Change has also taken place in the nature of physical training itself. The military type years ago, gave place to 'Swedish Drill'

and 'Swedish Drill' in turn is being modified by Yogic exercises and gymnastic games. It is possible that the pursuit of bodily rhythm as 'creative expression' will supply another element in future. The idea already has some exponents and more than once has been embodied in some demonstrations given by some Physical Directors.

We quote below from the annual report of the Principal, Government College, Ludhiana to illustrate the kind of work that was being done in physical education, during the year, at least in some of the more progressive institutions in the State.

"We try to collect the relevant data about each pupil's physical condition by means of physico-medical test that is given jointly by the College Doctor and the College Dentist. Whatever defects these examinations disclose are reported to the parents for immediate follow-up treatment. In addition, we hold a Physical Efficiency Test in which all the 50 Tutors work in co-operation with P.T. staff. Regular lectures twice a week are given to Ist Year students to help them understand how the body is built and which foods can support it best. Besides organised games and athletics in the evenings, morning, P.T. is compulsory for all resident students."

And here the Principal in his report raises an interesting issue—whether games should be compulsory. He writes:—

".....Evening games are somewhat compulsory. I use the word "somewhat" advisedly. It was felt that all compulsion has its draw-backs, and there is a danger that a game may cease to be a game when it becomes compulsory. Therefore, a compromise has been found by making organised games compulsory only twice a week and leaving students free to choose their games or other activities in the remaining free time....."

During the year under report, the various tournaments—District and Divisional—promoting health rivalry with its quickening of mind and body, were held as usual.

A State College of Physical Education was established at Rupar where graduates will be prepared for a University Diploma Course in Physical Education.

(viii) *Youth Welfare*.—(See Social Education and Cognate Topics).

(ix) *Boy Scouts and Girl Guides.*—In 1952-53 the total number of groups of scouts in the Punjab-packs, troops and royer crews-was 1269. The census of the National association, as on March 31, 1953 was 72,847 as against 63,474 in the previous year.

Throughout the year week-end Camps for shared experiences were held in the various districts.

The State Headquarters, Tara Devi organised 33 Camps of various types for training scouts, rover scouts, scouters and guides numbering 1699 in all.

(x) The National Cadet Corps established by an Act of the Government of India in 1948 may well be described as an essential element in a minimum scheme of national defence and safety. It is to supply in case of an emergency partly trained officers for the army. But the educational benefits of military training are such that the maintenance of the N.C.C. can be justified on that ground along. It not only requires smartness of action and promptness of responses but it also teaches neatness and spick-and-span condition. Some students who fail to distinguish themselves in games or intellectual activities, 'find themselves' by means of it.

The strength of the N.C.C. units in the State at the end of the year 1952 was as under:—

Senior Division

Infantry Units—

- | | |
|---|-----------------------------|
| 1. 1st Punjab Battalion, N.C.C.,
Khalsa College, Amritsar. | (A four-company Battalion). |
| 2. 2nd Punjab Battalion, N.C.C.,
Jullundur. | (A three-company Battalion) |
| 3. 3rd Punjab Battalion, N.C.C.,
Ludhiana. | (A three-company Battalion) |
| 4. 4th Punjab Battalion. N.C.C.,
Rohtak. | (A two-company Battalion) |
| 5. Independent Coy., N.C.C.,
Simla. | (A one-company Battalion). |

6. Independent Coy., N.C.C., (A one company
Ferozepore. Battalion).

Technical Units.

7. 3rd Punjab armoured Squadron, N.C.C. Ludhiana.
8. 3rd Punjab Battery, N.C.C. Amritsar.
9. 8th Punjab Medical Company, N.C.C. Amritsar.

Girls' Division.

3rd Punjab Girls Division (Signal Units)—Government College for Women, Ludhiana.

The total strength of the cadets in the Senior Division was 2,398 including 90 girl cadets.

1st, 2nd and 3rd Punjab Battalions are commanded by army Officers of the ranks of Majors. Two-company Battalions and Independent Companies as well as the Technical Units are commanded by Army Officers of the ranks of Captains. The Girls' Division has no Army Officer Commanding but the three N.C.C. Officers look after it. The senior-most of them is designated Officer Commanding and is of the rank of a Lieut.

Junior Division.—The authorised strength of the Junior Division was 183 troops (each troop consisting of 33 cadets) commanded by 183 teacher-officers. All Junior Division troops get infantry training.

The N.C.C. organisation is under over-all control of the Director of Public Instruction, who acts through an officer on Special Duty. The office of the circle Commander is under the Defence Ministry, Government of India. Close liasion is maintained between the offices of the Circle Commander and the Director of Public Instruction. The Central Government provides officers from the regular army to command the Senior Division Units and Instructors for Military training as also arms and ammunition. The States Government pays for equipment, clothing and military training of the educational personnel.

(xi) *Extra curricular Activities (Junior Red Cross and St. John Ambulance Societies, etc.)*

The educational benefits of these activities without the military elements deserve to be commended. In the true sense of that word they 'sublimate' military instincts and offer a host of purely civic activities.

Junior Red Cross Society.—Its total membership of school children in 1952-53 was 568,094 of whom 4,79,891 were boys and 88,203 girls.

The number of its groups for boys rose from 3700 to 3915 and for girls from 944, in 1951-52, to 1106 in 1952-53, in all there were 5,021, groups.

The following statement gives the finances of the junior Red Cross Groups:—

Year	Opening balance	Income	Expenditure	Closing balance
	Rs.	Rs.	Rs.	Rs.
1951-52	2,26,118	2,76,272	2,16,407	2,85,983
1952-53	2,85,983	3,42,741	2,60,440	3,68,284

The Punjab State Branch of St. John Ambulance Association.

It has now completed its sixth year of work. The total number of persons trained by it in 'First Aid' and 'Home Nursing' was 13,587 (10,524 men and 3063 women) of these 12,604 trainees, took the examination and 10,771 passed.

The State Branch aims at training one person in every family of five.

St. John Ambulance Brigade No. XII (Punjab).—During 1952-53, the Brigade had 111 Ambulance Divisions, 59 Cadet Ambulance, 31 Nursing Divisions and 6 Cadet Nursing Divisions, as against 120 Ambulance Divisions 56 Cadet Ambulances Divisions and 28 Nursing Divisions and 5 Cadet Nursing Divisions.

(xii) *School Meals.*—On account of paucity of funds and the general poverty of the average school-going child no uniform or regular arrangements existed in the schools for meals

during school hours. The problem was not easy of solution. Our only consolation was that the village-scholar generally brings some from home to eat during the recess interval in winter and after school hours in summer.

In Model Schools, however, some money was provided for the supply of milk to weak students and good results were achieved, though only a few children benefited.

Skimmed milk was provided by the Health Officers of the Districts to children in a few cases.

(xiii) *School Medical Service.* The scheme of medical service is in operation in most of the secondary schools. The school clinics are under qualified part-time doctors assisted by dispensers. Generally, a room is set apart in the school and this room is fitted with useful medical appliances.

Central clinics were also started at District Headquarters like Ferozepur, Ambala and Karnal, where the number of schools in the town justified the experiment. Under this scheme the finances of the local schools are pooled together. A Committee consisting of the Deputy Commissioner, the District Inspector of Schools and representatives of other Local bodies is constituted and is called the Health League. A Central Clinic equipped with medicines and instruments is set up in a suitable locality and a medical officer, assisted by a compounder and a dispenser, is put in charge.

Arrangements for medical service in rural schools, however cannot be said to be satisfactory and due to paucity of funds and non-availability of qualified medical men, no medical service worth the name exists in most of our primary and middle schools.

(xiv) *Libraries.*—The desirability of an adequate library in every school and college is fully recognised. But though in most colleges satisfactory provision exists, in the schools there are formidable problems of accommodation and funds. Thus the total grant that could be sanctioned for the libraries during 1952-53 was only Rs. 33,080. It is true that the time lost cannot be recovered, but to weigh favourably against this, it is probable that we shall build better, as it is now more fully realised, that a school library is not merely a book-collection but a piece of educational equipment which widens the scope and interest of the class-room work.

(xv) *Facilities for Education of Displaced Students.*—During the year under report, the claims of refugee students continued to the paramount. The Government of India granted to disrupted colleges in 1952-53 Rs. Nil as against Rs. 56,997/- in 1951-52. The disrupted schools got from the same source Rs. Nil as against Rs. 36,867/- in 1951-52.

Grants to help the children of displaced persons amounted to Rs. 25,17,690/- and Rs. 2,35,893 were spent on Camp Schools.

(xvi) *Indian Students Abroad.*—The system of scholarships tenable abroad and of study leave continued during the year. The following statements give comparative figures for the last two years:—

(A) *Number of Scholars awarded Scholarships.*

Year	U.S.A.	U. K.	Australia	Canada	Other Countries	Total
1951-52	1	1	5	1	1	9
1952-53	7	—	—	1	—	8

(B) *Number of Scholars who went abroad on their own.*

Year	U.S.A.	U.K.	Other Countries	Total
1951-52	..	4	3	10
1952-53	..	18	22	48

Besides this, one boy went to U.K for schooling.

CHAPTER XI

A CRITICAL REVIEW OF EDUCATIONAL TENDENCIES
AND DEVELOPMENTS

In the introductory part of each of the foregoing chapters we have to a certain extent indicated the educational trends in the State. We have included even our discontents and complacencies. To complete the picture, we give below the following further facts:—

(1) During the year under report, Public Education has continued to occupy an increasingly significant place in the thinking of our people. What we mean is that our people are by now aware that their children are enjoying greater educational privileges than before. As a result their general attitude towards educational institutions and teachers is quite favourable. They know that now a larger number of students is exposed to advanced training and a bid is being made by the State in a comprehensive and general way to bring students nearer to the realities of life; to give them improved taste in music, reading and sport, some knowledge of the laws of health and prevention of diseases; improved standards of living; and recognition of merit. And the people expect of education all these things and even more.

Of course, there are general complaints and criticisms also.

These we sum up below:—

(i) That our students are unable to make use of their school training to advance themselves in life;

(ii) That they lack powers of everyday thinking and commonsense application;

and (iii) That they are undisciplined and deficient in the primary moral qualities.

(2) For the first time during this year, the question was raised—Compulsory Primary Education?—Why “Compulsory”? It was argued that one man may lead a horse to the water, but twenty cannot make him drink. Compulsory education is unwilling education. What the State needs is universal education and the State undertook to do its best to bring that about.

(3) The figures given in the various chapters above, are for the State as a whole. When these figures are split up by districts and areas, we find that benefits of education in the State are not equally distributed among the population. In some

areas, educational conditions continue to be far below the margin of cultural respectability. One of the year's major problems was how to remedy this situation. The Local and Private Bodies lacked the money to accomplish much. There was a strong movement, therefore, to establish a general system of State Aid, so as to benefit specially the backward areas.

(4) Also in the year under review, the rural areas received greater attention and the Education Department did whatever it could to give them a new and vigorous life on a new and more realistic basis. It was realized that the very factors that contributed to the break of the old may also help toward the construction of the new. Thus, while the buses can take people to the towns they may also be used to bring town people to the villages. Similarly, while Broadcasting and Cinema-shows may break down local insularities they may also keep villagers contentedly in their homes. It was also found that education could do something constructive towards the revival of some of the rural arts and crafts and the simple rural recreations. When these are worth retaining the schools will labour to revive or to strengthen them but time will not be wasted over battles already lost.

(5) By opening new Basic Schools and re-organising old curricula the State pinned its hopes on the following three basic principles:—

(i) That children should be encouraged to acquire their own stores of information;

(ii) That the relation of the children's studies to the environment with which they are familiar be kept in view;

and (iii) That there be established a correlation of all their academic endeavour with some form of practical activity.

Because they will see some purpose in what they are doing, because they will be working in media which they already know how to handle and because their immature brains will be moving in steady progress with their hands, the children will acquire the knowledge that will serve them faithfully through life.

Of course, they will still need text-books and teachers; especially teachers. But the teachers and the books will have to play a new role. The teacher will no longer use merely the

book and the black-board as instruments for inculcating unchallenged knowledge, he will rather stimulate the child to seek out further information, encourage him to examine what is put before him. Then will come the time for the books. Nor will text-books be the only source of information or corroboration. There will be the parents, the elderly people of the locality, news-papers, encyclopedias. All these will be consulted, at first, no doubt laboriously, even with some futility. But two important principles will be allowed to emerge:—

(a) That it is not knowledge that matters so much as judgment and skill in acquiring and using knowledge; and

(b) That results are not of such immediate importance as are the methods.

(6) It was noted, on the whole, that it is more typical of most parents to desire that their children should not follow their own trade or occupation because they want to see their children advance to some higher positions in life. Hence the schools are expected to give children courses in which their parents cannot help them from their own background of knowledge and experience.

(7) There continued to be too little of proper professional spirit in a great portion of the teaching force. Too many of them never saw beyond the "house-keeping" phases of the school and too many were slaves to an established routine programme. And (8) The social order during the year was in a state of flux. Cultures and religions were often in open clash. "The old and the new, the urban and the rural, the scientific and the pre-scientific lived together in the mind and the heart of most of us". There was a prevailing sense of insecurity. "Enough unto the day let tomorrow look after itself", was a common-enough sentiment. As a result, there was a general apathy towards moral values and spiritual ideals. The growth of group or collective action was in greater evidence. Associations and Co-operatives were being formed, inspired by the ideal of common welfare. The Press, the Movies, Organised Propaganda, Voluntary Organisations continued to play an important role. More and more of our people, consciously or unconsciously, were looking for a solution of the problems created by the changing times to Public Education.

And Public Education knew that, since it originates in the stimulating soil of human needs, it must redefine its aims, modify its programmes and set new problems for itself as the social order, in which and for which it lives, changes its nature and its being.

STATISTICS OF EDUCATIONAL INSTITUTIONS

IN THE PUNJAB FOR THE YEAR 1952-53

I—General Summary of Educational

Area in Square Miles 37378

Type of Institution	NUMBER OF INSTITUTIONS FOR						NO. OF SCHOLARS	
	Boys			Girls			Boys	
	Previous Year	Current Year	In Rural Areas (included in column 3)	Previous year	Current year	In Rural Areas (included in column 6)	Previous year	Current year
	(1951-52)	(1952-53)		(1951-52)	(1952-53)		(1951-52)	(1952-53)
1	2	3	4	5	6	7	8	9
<i>Recognised</i>								
Universities	1	1	..	..	..	..	*100	171
Research Institutions	..	..	..	..	..	..	..	..
Boards of Secondary and/or Intermediate Education	..	..	..	..	..	..	..	..
Colleges for General Education.	40	41	4	5	5	1	20,178	21,734
Colleges for Professional Education	7	9	..	2	2	..	1,639	1,887
Colleges for Special Education	1	1	..	..	..	..	30	36
High Higher Secondary Schools	427	467	252	41	46	3	2,33,308	2,52,781
Middle/Senior Basic/Junior High Schools	789	786	759	105	129	44	1,54,048	1,62,813
Primary/Junior Basic/Basic Primary Schools	3,518	4,236	3,822	1,073	1,179	981	3,14,909	3,57,341
Nursery Schools	..	..	..	1	1	..	..	..
Schools for Professional Education	34	32	3	15	15	..	2,556	2,525
Schools for Special Education	116	137	125	19	19	19	6,108	6,818
Total	4,933	5,710	4,965	1,261	1,396	1,048	7,32,876	8,06,106
<i>Unrecognised</i>	..	25	25	67	..	..	210	1,113
GRAND TOTAL	4,933	5,735	4,990	1,328	1,396	1,048	7,33,086	8,07,219

*These figures included 34 students of the B. Pharmacy. This year the number has been included in colleges for Professional Education.

Institutions, Scholars and Teachers

Total Estimated Population	Males	6,818,863	Total Estimated Population of children of School-going Age (Age group 6-17)	Boys	1,73,5530
	Females	5,881,137		Girls	1,480,020
	Total	1,27,00,000		Total	32,15,550

NUMBER OF SCHOLARS						No. OF TEACHERS	
Boys		Girls				Men	Women
From Rural Areas* (Included in column 9)	Number of Married Students of and above the age of 18 (Included in column 9)	Previous year (1951-52)	Current year (1952-53)	From Rural Areas* (Included in column 13)	Number of Married Students of and above the age of 14 (Included in column 13)		
10	11	12	13	14	15	16	17
43	14	12	15	..	1	58	1
..
..
9,031	1,278	2,114	2,612	388	47	1,034	87
673	286	261	309	52	27	175	19
20	14	6	5	1	..	4	1
1,20,276	3,583	20,102	23,203	4,025	176	7,325	797
1,59,092	1,101	32,847	44,635	11,261	123	4,823	1,169
2,92,003	112	1,16,883	1,33,488	71,342	59	8,842	2,951
..	..	30	30	..	..	..	2
1,830	367	1,671	1,627	114	226	334	118
5,681	1,960	982	798	763	427	171	20
5,88,649	8,715	1,74,908	2,06,722	87,946	1,086	22,766	5,165
1,113	59	7,945	88	88	..	59	..
5,89,762	8,774	1,82,853	2,06,810	88,034	1,086	22,825	5,165

* Includes all students from rural areas studying in institutions whether situated in rural or urban areas

II—General Summary of

Amount spent on Education from State Revenue (including Government grants to Local Boards)	Recurring	Budgeted	Rs. 2,29,24,726
		Actual	2,27,11,233
	Non-Recurring	Budgeted	26,78,456
		Actual	21,29,543
	Total..	Budgeted	2,56,03,182
		Actual	2,48,40,816

EXPENDITURE ON EDUCATION FOR BOYS								
	Previous year (1951-1952)	Current year (1952-1953)	Percentage of Expenditure from					
			Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments %	Other Sources
1	2	3	4	5	6	7	8	9
	Rs.	Rs.						
Direction and Inspection	15,63,155	14,58,859	88.9	8.1	3.0	..	..	..
Miscellaneous (Including Buildings, Scholarships, Hostel charges etc.)	69,68,761	94,68,142	46.1	3.7	4.3	7.4	1.5	37.0
Total	85,31,916	1,09,27,001	52.0	4.3	4.1	6.4	1.3	31.9
<i>Recognised</i>								
Universities	35,18,051	43,23,265	15.3	..	..	83	..	1.7
Research Institutions	..	..	..	..	..	..	..	..
Boards of Secondary and/or Intermediate Education	..	..	..	..	..	..	..	..
Colleges for General Education	49,96,950	53,05,740	24.3	..	0.1	60.3	3.8	11.5
Colleges for Professional Education	14,59,502	18,71,592	56.7	..	..	22.8	10.7	9.8
Colleges for Special Education	47,843	16,373	100	..	..	..	..	..
High/Higher Secondary Schools	1,21,90,945	1,28,74,113	21.1	3.2	1.9	62.3	3.5	8.0
Middle/Senior Basic/ Junior High Schools	62,63,698	64,37,593	47.8	22.5	0.7	26.7	0.5	1.8
Primary/Junior Basic/ Basic Primary Schools	82,98,234	93,44,074	56.8	23.2	10.1	1.9	2.7	5.3
Nursery Schools	..	..	..	..	..	..	..	..
Schools for Professional Education	14,20,220	13,49,322	72.0	..	0.5	13.9	0.2	13.4
Schools for Special Education	1,55,822	1,95,464	81.7	..	1.8	2.3	11.1	3.1
Total	3,83,51,265	4,17,17,536	36.6	9.6	3.0	41.5	2.8	6.5
<i>Unrecognised</i>	..	58,804	..	..	..	56	44	..
GRAND TOTAL	3,83,51,265	5,27,03,341	39.7	8.6	3.2	34.3	2.5	11.7

Expenditure on Education

Amount spent on Education from the Revenue of Local Boards	Recurring	Budgeted	Rs. 1,82,66,928
		Actual	1,10,99,787
	Non- Recurring	Budgeted	24,65,997
		Actual	11,75,325
	Total	Budgeted	2,07,32,925
		Actual	1,22,75,112

EXPENDITURE ON EDUCATION FOR GIRLS

Previous year (1951-1952)	Current year (1952-1953)	Percentage of Expenditure from					
		Government Funds	District Board Funds	Municipal Board Funds	Fees	Endow- ments etc.	Other Sources
10	11	12	13	14	15	16	17
Rs.	Rs.						
2,03,596	2,52,149	96.5	2.1	1.4	..	..	..
14,83,445	18,50,961	60.7	1.0	3.7	7.2	3.9	23.5
16,87041	21,03,110	65.1	1.1	3.5	6.3	3.4	20.6
..
..
3,43,741	3,72,643	42.3	..	..	50.1	3.5	4.1
95,575	1,00,902	71.7	..	..	28.3	..	..
..
15,80,222	17,81,157	62.2	0.1	1.8	21.2	1.7	13.0
14,24,263	14,90,143	37.3	1.8	23.3	11.0	6.6	17.0
23,70,662	25,55,095	56.7	18.7	14.7	0.4	3.8	5.7
4,599	6,264	100	..	..	..	..	..
6,58,299	5,75,966	69.2	..	1.1	17.5	0.1	12.1
18,135	18,529	100	..	..	..	..	..
64,95,496	69,00,699	54.6	8.0	11.0	12.5	3.5	10.4
1,80,115	..	..	..	..	..	..	..
83,62,652	90,03,809	57.0	6.4	9.2	11.1	3.5	12.8

III—Educational Institutions

Type of Institution	FOR BOYS							Unre- cognised Insti- tutions	Total
	RECOGNISED INSTITUTIONS MANAGED BY								
	Government		District Board	Municipal Board	Private Bodies				
	Central	State			Aided	Un- aided			
1	2	3	4	5	6	7	8	9	
<i>Universities</i>	1	..	..	1	
<i>Boards of Secondary and or Intermediate Education</i>	
<i>Research Institutions</i>	
<i>Colleges for General Education—</i>									
Degree Colleges—									
Arts only { With only	
Degree Classes	..	1	..	..	..	1	..	2
Others	
Science { With only De-	
gree Classes	
Arts & { With only De-	1	5	26	..	38	
Science { ree Classes	..	6	..	..	..	..	..	..
Others	1	..	1	
Intermediate Colleges—	
With only Intermediate	1	..	1	
Classes	
Others	
Total	..	7	..	1	5	28	..	41	
<i>Colleges for Professional Education—</i>									
Education—(Non-Basic)									
Post Graduate	..	1	..	..	..	..	..	1
under Graduate	
Engineering	..	1	..	..	..	..	..	1
Technology	1	..	1	
Medicine	..	2	..	..	..	..	..	2
Veterinary	..	1	..	..	..	..	..	1
Agriculture	..	1	..	..	..	..	..	1
Forestry	
Commerce	1	..	..	1	
Law	1	..	..	1	
Applied Art & Architecture	
Total	..	6	..	..	2	1	..	9
<i>Colleges for Special Education—</i>									
Music	
Dancing	
Other Fine Arts	
Oriental Studies	
Physical Education	..	1	..	..	..	..	..	1
Social Education	
Total	..	1	..	..	..	..	..	1

III—Educational Institutions

Type of Institution	FOR BOYS							Un-recognised Institutions	Total
	RECOGNISED INSTITUTIONS MANAGED BY								
	Government		District Board	Municipal Board	Private Bodies				
Central	State	Aided			Unaided				
1	2	3	4	5	6	7	8	9	
<i>Schools for General Education—</i>									
Higher Secondary	1	..	1	
High	2	43	101	15	103	202	2	468	
Senior Basic/Junior High	
Middle	..	2	730	6	4	44	4	790	
Junior Basic/Basic Primary	..	7	38	1	1	1	..	48*	
Primary—Single Teacher	..	3	1,348	6	26	279	19	1,681	
Others	..	3	2,090	179	130	124	..	2,526	
Nursery	
Total	2	58	4,307	207	264	651	25	5,514	
<i>Schools for Professional Education—</i>									
Training { Basic..	..	2	..	..	1	..	..	3
Normal	..	1	..	..	..	1	..	2
Engineering	..	1	..	..	..	..	..	1
Technology—Poly-technic	1	..	..	..	..	..	..	1
High	
Others	
Industry	..	18	..	..	4	..	..	22
Medicine	1	1	..	2	
Agriculture	..	1	..	..	..	..	..	1
Forestry	
Commerce	
Arts and Crafts	
Total	1	23	..	..	6	2	..	32
<i>Schools for Special Education—</i>									
Music	
Dancing	
Other Fine Arts	..	1	..	..	..	..	..	1
Oriental Studies	
Physical Education	
Social Education	
For the Handicapped	
Mentally Handicapped	
Physically Handicapped	1	..	..	1	
For Adults	..	94	..	3	35	1	..	133	
Reformatory	..	2	..	..	..	..	..	2
Others	
Total	..	97	..	3	36	1	..	137	
GRAND TOTAL	3	192	4,307	211	314	683	25	5,735	

*Includes one single Teacher School.

by Management—(concl.)

FOR GIRLS								
RECOGNISED INSTITUTIONS MANAGED BY								
Government		District Board	Municipal Board	Private Bodies		Unrecognised Institutions	Total	Grand Total
Central	State			Aided	Unaided			
10	11	12	13	14	15	16	17	18
..	22	..	1	20	3	..	46	1 514
..	15	31	27	36	20	..	129	919
..	1	23*	1	..	..	..	25	73
..	1	411	..	4	19	..	434	2,115
1	1	517	86	65	50	..	720	3,246
..	1	..	..	..	..	..	1	1
1	40	982	115	125	92	..	1,355	6,869
..	1	..	..	..	..	..	1	3
..	..	..	..	..	..	..	..	3
..	..	..	..	..	..	..	..	1
..	..	..	..	..	..	..	..	1
..	8	..	..	4	1	..	13	35
..	..	..	..	1	..	..	1	3
..	..	..	..	..	..	..	..	1
..
..
..	9	..	..	5	1	..	15	47
..
..	..	..	..	..	..	..	..	1
..
..
..	18	..	..	1	..	..	19	1
..	..	..	..	..	..	..	..	152
..	..	..	..	..	..	..	..	2
..
..	18	..	..	1	..	..	19	156
1	70	982	115	132	96	..	1,396	7,131

IV-A—Distribution of Scholars in

Institution	IN RECOGNISED					
	Central Government			State Government		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>Universities—</i>						
University Departments
<i>Research Institutions</i>
<i>Colleges for General Education—</i>						
Degree Colleges—						
Arts { With only Degree Classes
Others	292	262	5
Science { With only Degree Classes
Others
Arts { With only Degree Classes
Science { Others	3,549	3,101	644
Intermediate Colleges—						
With only Intermediate Classes
Others
Total	3,841	3,363	649
<i>Colleges for Professional Education—</i>						
Education—						
Non-Basic Post Graduates	208	196	74
Engineering	157	114	119
Technology
Medicine	647	604	426
Veterinary	122	120	30
Agriculture	208	199	99
Forestry
Commerce
Law
Applied Art & Architecture
Total	1,342	1,233	748
<i>Colleges for Special Education—</i>						
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education	41	41	41
Social Education
Total	41	41	41

IV-A—Distribution of Scholars in

Institution	IN RECOGNISED					
	PRIVATE					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(14)	(15)	(16)	(17)	(18)	(19)
<i>Universities—</i>						
University Departments	186	159	35	..	..	..
<i>Research Institutions</i>	..	..	..	..	..	..
<i>Colleges for General Education—</i>						
Degree Colleges—						
Arts { With only Degree Classes	..	..	..	..	..	..
Arts { Others	..	..	..	275	255	8
Science { With only Degree Classes	..	..	..	..	..	..
Science { Others	..	..	..	..	..	..
Arts and Science { With only Degree Classes	..	..	..	..	..	..
Arts and Science { Others	5,145	4,514	1,074	13,154	12,115	26,26
Intermediate Colleges—						
With only Intermediate Classes	..	..	..	117	109	..
Others	..	..	..	..	..	..
Total	5,145	4,514	1,074	13,546	12,479	26,34
<i>Colleges for Professional Education—</i>						
Education	..	..	..	..	..	..
Non-Basic Post Graduate	..	..	..	..	..	..
Engineering	..	..	..	83*	80	83
Technology	..	..	..	..	..	..
Medicine	..	..	..	..	..	..
Veterinary	..	..	..	..	..	..
Agriculture	..	..	..	..	..	..
Forestry	..	..	..	..	..	..
Commerce	99	95	48	..	..	..
Law	507	425	85	..	..	..
Applied Art and Architecture	..	..	..	..	..	..
Total	606	520	133	83	80	83
<i>Colleges for Special Education—</i>						
Music	..	..	..	..	..	..
Dancing	..	..	..	..	..	..
Other Fine Arts	..	..	..	..	..	..
Oriental Studies	..	..	..	..	..	..
Physical Education	..	..	..	..	..	..
Social Education	..	..	..	..	..	..
Total	..	..	..	..	..	..

* Includes 44 Boys in School Standard.

Educational Institutions for Boys—(contd.)

INSTITUTIONS			In Unrecognised Institutions			Number of Girls Included in		
Total			Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels						
(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
*186	159	35	..	..	..	15	..	15
..
..
567	517	13	..	..	..	7	..	7
..
(A) 22,309	20,160	4,357	..	..	..	1,252	..	1,252
..
117	109	..	..	..	..	..	..	..
..
22,993	20,786	4,370	..	..	..	1,259	..	1,259
208	196	74	..	..	..	35	..	35
157	114	119	..	..	..	..	..	..
83	80	83	..	..	..	..	..	..
(B)647	604	426	..	..	..	99	..	99
122	120	30	..	..	..	2	..	2
208	199	99	..	..	..	..	..	..
..
99	95	48	..	..	..	..	..	..
507	425	85	..	..	..	8	..	8
..
2,031	1,833	964	..	..	..	144	..	144
..
..
..
41	41	41	..	..	..	5	..	5
..
41	41	41	..	..	..	5	..	5

* Includes Oriental Studies Boys 62 (M.A. 8) Girls 7 (M. A. 2) Pharmacy Boys 2 Research—Boys 25 and Girls 4, and 5 boys in Matric English only, Journalism 62 Boys and 4 Girls, and 15 Boys in Technology.

(A) Includes—

171 Boys in Agricultural, 105 Boys and 12 Girls in Education. 39 Boys in Commerce 40 Boys in Oriental Studies. 24 Boys in Research Arts.

(B) Includes 88 boys and 5 girls in School Education.

IV-A—Distribution of Scholars in

Institution	IN RECOGNISED					
	Central Government			State Government		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>Schools for General Education—</i>						
Higher Secondary	1,421	1,365	..	26,876	24,848	883
High
Senior Basic/Junior	527	485	..
High
Middle
Junior Basic/Basic	1,542	1,344	..
Primary
Primary—
Single Teacher	196	191	..
Others	479	429	..
Nursery
Total	1,421	1,365	..	29,620	27,297	883
<i>Schools for Professional Education—</i>						
Training { Basic	232	226	213
{ Normal	154	147	154
Engineering	203	202	203
Technology—
Poly-technic	193	174	134	..	..	..
High
Others
Industry	765	704	117
Medicine
Agriculture	29	28	21
Forestry
Commerce
Arts and Crafts
Total	193	174	134	1,383	1,307	708
<i>Schools for Special Education—</i>						
Music
Dancing
Other Fine Arts	84	76	44
Oriental Studies
Physical Education
Social Education
For the Handicapped—
Mentally Handicapped
Physically Handicapped
For Adults	5,014	4,251	..
Reformatory	385	372	385
Others
Total	5,483	4,699	429
GRAND TOTAL	1,614	1,539	134	41,710	37,940	3,458

Educational Institutions for Boys—Contd.

INSTITUTIONS					
<i>District Board</i>			<i>Municipal Board</i>		
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(8)	(9)	(10)	(11)	(12)	(13)
44,707	42,081	1,505	13,690	12,983	178
1,56,559	1,45,498	2,708	1,981	1,859	
3,546	3,303	..	320	294	
58,778	54,937	..	283	252	
2,16,860	2,01,973	..	46,587	43,255	
..	
4,80,450	4,47,792	4,213	62,861	58,643	178
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..	
..	
..	125	107	
..	
..	
..	125	107	
4,80,450	4,47,792	4,213	63,447	59,180	191

IV-A—Distribution of Scholars in

Institution	IN RECOGNISED					
	PRIVATE					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(14)	(15)	(16)	(17)	(18)	(19)
<i>Schools for General Education—</i>						
Higher Secondary				506	467	..
High	80,108	76,251	2,557	86,038	82,198	1,188
Senior Basic/Junior High						
Middle	1,086	1,011	..	6,942	6,501	13
Junior Basic/Basic Primary	293	293	88	188	177	..
Primary—						
Single-Teacher	1,191	1,110	..	10,738	9,699	..
Others	21,007	19,717	..	17,031	15,576	..
Nursery	..	..	..	..	..	..
Total	1,03,685	98,382	2,645	1,21,443	1,14,618	1,201
<i>Schools for Professional Education—</i>						
Training	125	119	125	..	..	..
Engineering	..	..	..	164	162	..
Technology—						
Poly-technic	..	..	..	..	..	..
High	..	..	..	..	..	..
Others	..	..	..	..	..	..
Industry	516	467	94	..	..	..
Medicine	167	156	65	55	55	20
Agriculture	..	..	..	..	..	..
Forestry	..	..	..	..	..	..
Commerce	..	..	..	..	..	..
Arts and Crafts	..	..	..	..	..	..
Total	808	742	284	219	217	20
<i>Schools for Special Education—</i>						
Music	..	..	..	..	..	..
Dancing	..	..	..	..	..	..
Other Fine Arts	..	..	..	..	..	..
Oriental Studies	..	..	..	..	..	..
Physical Education	..	..	..	..	..	..
Social Education	..	..	..	..	..	..
<i>For the Handicapped—</i>						
Mentally Handicapped	..	..	..	..	..	..
Physically Handicapped	53	50	53	..	..	..
For Adults	1,252	1,069	..	40	35	..
Reformatory	..	..	..	..	..	..
Others	..	..	..	..	..	..
Total	1,305	1,119	53	40	35	..
GRAND TOTAL	1,11,735	1,05,436	4,224	1,35,331	1,27,429	3,938

IV-B—Distribution of Scholars in

Institution	IN RECOGNISED					
	Central Government			State Government		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>Universities—</i>						
University Department
<i>Research Institutions</i>
<i>Colleges for General Education—</i>						
<i>Degree Colleges—</i>						
Arts { With only Degree Classes
Others
Science { With only Degree Classes
Others
Arts and Science { With only Degrees Classes
Others	691	649	110
<i>Intermediate Colleges—</i>						
With only Intermediate Classes
Others
Total	691	649	110
<i>Colleges for Professional Education—</i>						
Non-Basic Education { Post-graduate	132	125	69
Under graduate
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total	132	125	69
<i>Colleges for Special Education—</i>						
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

IV-B—Distribution of Scholars in

Institution	IN RECOGNISED					
	PRIVATE					
	<i>Aided</i>			<i>Unaided</i>		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(14)	(15)	(16)	(17)	(18)	(19)
<i>Universities—</i>						
University Departments ..	..	..	..	..	..	..
<i>Research Institutions</i>	..	..	..	..	..	..
<i>Colleges for General Education—</i>						
Degree Colleges—						
Arts { With only Degree Classes ..	..	..	..	..	..	..
Others ..	..	..	..	260	233	125
Science { With only Degree Classes ..	..	..	..	..	..	..
Others ..	..	..	..	..	..	..
Arts { With only Degree Classes ..	..	..	..	..	..	..
Science { Others ..	..	..	..	317	304	..
Intermediate Colleges—						158
With only Intermediate Classes ..	..	..	..	85	75	71
Others ..	..	..	..	..	..	..
Total ..	..	..	..	662	612	354
<i>Colleges for Professional Education—</i>						
Non-Ba- (Post graduate ..	..	..	..	..	..	..
sic Edu- { Under gradu- ..	..	..	..	..	..	..
cate ..	33	30	33	..	..	..
Engineering ..	..	..	..	..	..	..
Technology ..	..	..	..	..	..	..
Medicine ..	..	..	..	..	..	..
Veterinary ..	..	..	..	..	..	..
Agriculture ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..
Law ..	..	..	..	..	..	..
Applied Art and Architecture ..	..	..	..	..	..	..
Total ..	33	30	33	..	..	..
<i>Colleges for Special Education—</i>						
Music ..	..	..	..	..	..	..
Dancing ..	..	..	..	..	..	..
Other Fine Arts ..	..	..	..	..	..	..
Oriental Studies ..	..	..	..	..	..	..
Physical Education ..	..	..	..	..	..	..
Social Education ..	..	..	..	..	..	..
Total ..	..	..	..	..	..	..

Educational Institutions for Girls—(Contd).

INSTITUTIONS			In Unrecognised Institutions			Number of Boys Included in		
Total			Number of Scholars	Average Daily Attendance	Number of Resi- dents in Approved Hostels	Col- umn (17)	Col- umn (20)	Total
Number of Scholars	Average Daily Attendance	Number of Resi- dents in Approved Hostels						
(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
..
..
*260	233	125
..
1,008	953	268
†85	75	71
..
1,353	1,261	464
132	125	69
33	30	33
..
..
..
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..
165	155	102
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* Includes 150 Girls in B.T. and 68 in J.S.T.C.
† Includes 50 Girls in J.S.T.C.

IV-B—Distribution of Scholars in

Institution	IN RECOGNISED					
	Central Government			State Government		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<i>Schools for General Education—</i>						
Higher Secondary	11,826	10,742	575
High
Senior Basic/Junior High	2,616	2,346	100
Middle
Junior Basic/Basic	101	99	..
Primary
Primary—
Single-Teacher	245	235	..
Others ..	48	41	..	30	29	..
Nursery
Total ..	48	41	..	14,818	13,451	675
<i>Schools for Professional Education—</i>						
Training (Normal)	154	149	154
Engineering
Technology—
Poly-technic
High
Others	1,000	805	..
Industry
Medicine
Agriculture
Forestry
Commerce
Arts and Crafts
Total	1,154	954	154
<i>Schools for Special Education—</i>						
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—
Mentally Handicapped
Physically Handicapped	638	548	..
For Adults
Reformatory
Others
Total	638	548	..
GRAND TOTAL ..	48	41	..	17,433	15,727	1,008
GRAND TOTAL (Boys) ..	1,614	1,539	134	41,710	37,940	3,458
GRAND TOTAL (all persons) ..	1,662	1,580	134	59,143	53,667	4,466

Educational Institutions for Girls—(Contd).

INSTITUTIONS					
District Board			Municipal Board		
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(8)	(9)	(10)	(11)	(12)	(13)
..
6,728	6,306	70	323	314	..
1,407	1,227	..	13,319	12,405	..
16,922	15,529	..	82	73	..
50,465	47,200	..	23,660	22,353	..
..
75,522	70,262	70	37,384	35,145	..
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..
75,522	70,262	70	37,384	35,145	..
4,80,450	4,47,792	4,213	63,447	59,180	191
5,55,972	5,18,054	4,283	1,00,831	94,325	191

IV-B—Distribution of Scholars in
IN RECOGNISED

Institution	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
(1)	(14)	(15)	(16)	(17)	(18)	(19)
<i>Schools for General Education—</i>						
Higher Secondary ..	..	..	..	..	..	..
High ..	9,770	9,083	767	719	669	31
Senior Basic/Junior High ..	..	..	..	..	..	..
Middle ..	12,772	11,836	191	4,918	4,651	10
Junior Basic/Basic Primary ..	..	..	..	..	..	..
Primary—						
Single-Teacher ..	100	84	..	775	696	..
Others ..	11,668	10,769	..	6,317	5,827	..
Nursery ..	..	..	..	..	..	..
Total ..	34,310	31,772	958	12,729	11,843	41
<i>Schools for Professional Education—</i>						
Training (Normal) ..	..	..	..	..	..	..
Engineering ..	..	..	..	..	..	..
Technology—						
Poly-technic ..	..	..	..	..	..	..
High ..	..	..	..	..	..	..
Others ..	..	..	..	..	..	..
Industry ..	188	168	..	12	12	..
Medicine ..	195	183	191	..	..	..
Agriculture ..	..	..	..	..	..	..
Forestry ..	..	..	..	..	..	..
Commerce ..	..	..	..	..	..	..
Arts and Crafts ..	..	..	..	..	..	..
Total ..	383	351	191	12	12	..
<i>Schools for Special Education—</i>						
Music ..	..	..	..	..	..	..
Dancing ..	..	..	..	..	..	..
Other Fine Arts ..	..	..	..	..	..	..
Oriental Studies ..	..	..	..	..	..	..
Physical Education ..	..	..	..	..	..	..
Social Education ..	..	..	..	..	..	..
For the Handicapped—						
Mentally Handicapped ..	..	..	..	..	..	..
Physically Handicapped ..	..	..	..	..	..	..
For Adults ..	25	24	..	..	..	..
Reformatory ..	..	..	..	..	..	..
Others ..	..	..	..	..	..	..
Total ..	25	24	..	..	..	..
GRAND TOTAL ..	34,751	32,177	1,182	13,403	12,467	395
GRAND TOTAL (Boys)	1,11,735	1,05,436	4,224	1,35,331	1,27,429	3,938
GRAND TOTAL (All Persons)	1,46,486	1,37,613	5,406	1,48,734	1,39,896	4,333

Educational Institutions for Girls—(Concl.)

INSTITUTIONS			In Unrecognised Institutions			Number of Boys Included in		
Total			Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels						
(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
22,638	20,808	1,373	..	..	..	770	..	770
40,353	37,544	371	..	..	..	321	..	321
* 1,590	1,399	..	..	..	..	282	..	282
17,797	16,309	..	..	..	..	570	..	570
92,403	86,425	..	..	..	..	2,214	..	2,214
30	29	..	..	..	..	..	..	..
A)1,74,811	1,62,514	1,744	..	..	..	4,157	..	4,157
154	149	154	..	..	..	..	..	..
..
..
..
1,200	985	..	..	..	..	..	..	..
195	183	191	..	..	..	9	..	9
..
..
..
..
1,549	1,317	345	..	..	..	9	..	9
..
..
..
..
..
..
663	572	..	..	..	..	..	..	..
..
..
663	572	..	..	..	..	..	..	..
1,78,541	1,65,819	2,655	..	..	..	4,166	—	4,166
8,34,287	7,79,316	16,158	1,201	1,098	32	32,343	88	32,431
10,12,828	9,45,135	18,813	1,201	1,098	32	..	..	..

* Includes 197 Girls in 3 Basic single teacher schools.

(A) Includes 71 Girls in Basic training 208 Girls in Normal Training and 35 Girls in J.S.T.C.

V-A—Expenditure on Educational

Institution	GOVERNMENT			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(1)	(2)	(3)	(4)	(5)
	Rs.	Rs.	Rs.	Rs.
<i>Universities—</i>				
University Department
<i>Research Institutions</i>
<i>Board of Secondary and/or intermediate Education—</i>				
..
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree Classes
Others	28,382	..	..
Science { With only Degree Classes
Others
Arts and Science { with only Degree Classes
Others	6,72,779	..	..
Intermediate Colleges—				
With only Intermediate Classes
Others
Total	7,01,161	..	..
<i>Colleges for Professional Education—</i>				
Education { Post-Graduate	66,455	..	..
Non-Basic
Engineering	2,18,999	..	..
Technology
Medicine	4,69,765	..	..
Veterinary	1,05,303	..	..
Agriculture	2,00,328	..	..
Forestry
Commerce
Law
Applied Art and Architecture
Total	10,60,850	..	..
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education	16,373	..	..
Social Education
Total	16,373	..	..

Institutions for Boys

INSTITUTIONS				DISTRICT BOARD INSTITUTIONS			
Fees	Endowments etc.	Other Sources	Total	Government Funds		District Board Funds	Municipal Board Funds
				Central	State		
(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
35,203	63,585	..	..	..	..
..
4,98,885	..	527	11,72,191	..	..	..	..
..
..
5,34,088	..	527	1235,776	..	..	..	..
36,215	..	16,424	1,19,094	..	..	..	..
22,410	2,41,409	..	..	..	..
99,797	..	5,368	5,74,930	..	..	..	..
31,960	1,37,263	..	..	..	..
55,200	2,55,528	..	..	..	..
..
..
..
2,45,582	..	21,792	13,28,224	..	..	..	..
..
..
..
..	16373	..	..	..	..
..	16,373	..	..	..	..

V-A—Expenditure on Educational

Institution (1)	DISTRICT BOARD INSTITUTIONS			
	Fees	Endowments etc.	Other Sources	Total
	(14)	(15)	(16)	(17)
	Rs.	Rs.	Rs.	Rs.
<i>Universities—</i>				
University Departments
<i>Research Institutions</i>
<i>Board of Secondary and/or Intermediate Education—</i>
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree Classes
Others
Science { With only Degree Classes
Others
Arts and Science { With only Degree Classes
Others
Intermediate Colleges—				
With only Intermediate Classes
Others
Total
<i>Colleges for Professional Education—</i>				
Education { Post graduate
Non Basic
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-A—Expenditure on Educational

Institution	GOVERNMENT			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(1)	(2)	(3)	(4)	(5)
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary
High	1,00,625	16,20,177	..	..
Senior Basic/Junior High
Middle	..	26,530	..	..
Junior Basic/Basic Primary	..	42,991	..	..
Primary—
Single-Teacher	..	1,904	..	..
Others	..	23,518	..	..
Nursery
Total	1,00,625	17,15,120	..	..
<i>Schools for Professional Education—</i>				
Training	..	73,092	..	..
Basic	..	51,310	..	..
Non-Basic	..	50,420	..	..
Engineering
Technology—
Poly-technic	1,04,907	..	..	..
High
Others
Industry	..	6,26,367	..	..
Medicine
Agriculture	..	30,945	..	..
Forestry
Commerce
Arts and Crafts
Total	1,04,907	8,32,134	..	..
<i>Schools for Special Education—</i>				
Music
Dancing
Other Fine Arts	..	46,519	..	..
Oriental Studies
Physical Education
Social Education
For the Handicapped—
Mentally Handicapped
Physically Handicapped
For Adults	..	74,985	..	..
Reformatory	..	28,520	..	..
Others
Total	..	1,03,505	..	..
GRAND TOTAL	2,05,532	44,75,662		

Institutions for Boys—(Contd.)

INSTITUTIONS				DISTRICT BOARD INSTITUTIONS			
Fees	Endowments etc.	Other Sources	Total.	Government Funds		District Board Funds	Municipal Board Funds
				Central	State		
(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10,12,716	..	1,674	27,35,192	..	3,76,291	3,92,510	10,835
15,995	42,525	..	30,21,468	14,49,320	4,004
641	43,632	..	79,345	5,706	..
22	1,926	..	8,83,070	4,12,367	..
18,423	41,941	..	37,51,034	17,39,134	1,925
..
10,47,797	..	1,674	28,65,216	..	81,11,208	39,99,037	16,764
..	73,092	..	..	..	..
..	51,310	..	..	..	..
36,730	87,150	..	..	..	..
..	1,04,907	..	..	..	..
..
13,858	..	1,14,555	7,54,780	..	..	..	..
..	30,945	..	..	..	..
..
..
50,588	..	1,14,555	11,02,184	..	..	..	..
..
4,609	51,128	..	..	..	..
..
..
..
..	74,985	..	..	..	..
..	28,520	..	..	..	..
..
..	1,03,505	..	..	..	..
18,82,664	..	1,38,548	67,02,406	..	81,11,208	39,99,037	16,764

V-A—Expenditure on Educational

Institutions	DISTRICT BOARD INSTITUTIONS			
	Fees	Endowments etc.	Other Sources	Total
(1)	(14)	(15)	(16)	(17)
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary
High
Senior Basic/Junior High
Middle
Junior Basic/Basic Primary
Primary—
Single-Teacher
Others
Nursery
Total
<i>Schools for Professional Education—</i>				
Training { Basic
Non-Basic
Engineering
Technology—
Poly-technic
High
Others
Industry
Medicine
Agriculture
Forestry
Commerce
Arts and Crafts
Total
<i>Schools for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—
Mentally Handicapped
Physically Handicapped
For Adults
Reformatory
Others
Total
GRAND TOTAL
	26,15,018	97,798	1,63,384	1,50,03,209

V-A—Expenditure on Educational

Institution	PRIVATE			
	<i>Aided</i>			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(1)	(26)	(27)	(28)	(29)
	Rs.	Rs.	Rs.	Rs.
<i>Universities—</i>				
University Departments† ..	3,60,000	3,01,723	..	..
<i>Research Institutions</i> ..	..	..	..	..
<i>Boards of Secondary and/or Intermediate Education—</i>				
..
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree Classes ..	..	..	..	..
Others ..	..	..	..	..
Science { With only Degree Classes ..	..	..	..	..
Others ..	..	..	..	..
Arts and Science { With only Degree Classes ..	..	..	..	..
Others ..	..	3,52,439	..	3,000
Intermediate Colleges—				
With only Intermediate Classes ..	..	..	..	..
Others ..	..	..	..	..
Total ..	..	3,52,439	..	3,000
<i>Colleges for Professional Education—</i>				
Education (Post Graduate Non-Basic) ..	..	..	..	..
Engineering ..	..	..	..	..
Technology ..	..	..	..	..
Medicine ..	..	..	..	..
Veterinary ..	..	..	..	..
Agriculture ..	..	..	..	..
Forestry ..	..	..	..	..
Commerce ..	..	..	..	..
Law ..	..	..	..	..
Applied Art and Architecture ..	..	..	..	..
Total ..	..	..	..	..
<i>Colleges for Special Education—</i>				
Music ..	..	..	..	..
Dancing ..	..	..	..	..
Other Fine Arts ..	..	..	..	..
Oriental Studies ..	..	..	..	..
Physical Education ..	..	..	..	..
Social Education* ..	..	..	..	..
Total ..	..	..	..	..

* Includes expenditure on all students receiving Social Service Training of the Graduate Standard

† Includes allowances, if any.

Institutions For Boys —(Contd.)

INSTITUTIONS				<i>Unaided</i>			
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc.	Other Sources	Total
(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
35,87,594	..	73,948	43,23,265	..	..	..	..
..
..
..	36,334	16,677	*7,857	60,868
..
..
7,34,304	61,340	85,141	12,36,224	17,86,751	1,23,354	£6,91,187	26,01,292
..	11,850	..	2,781	14,631
7,34,304	61,340	85,141	12,36,224	18,34,935	1,40,031	7,01,825	26,76,791
..
..	20,198	2,00,000	1,00,000	3,20,198
..
..
..
16,474	..	62,729	79,203	..	..	..	..
1,43,967	1,43,967	..	..	..	..
..
1,60,441	..	62,729	2,23,170	20,198	2,00,000	1,00,000	3,20,198
..
..
..
..
..
..

*State Government Funds 7,857.

£State Government Funds 1,69,416.

V-A—Expenditure on Educational

Institution (1)	TOTAL DIRECT		
	Government Funds		District Board Funds
	Central	State	
(38)	(39)	(40)	
	Rs.	Rs.	Rs.
<i>Universities—</i>			
University Departments ..	3,60,000	3,01,723	..
Research Institutions
<i>Boards of Secondary and/or Intermediate Education—</i>
<i>Colleges for General Education—</i>			
Degree Colleges—			
Arts { With only Degree Classes
Others	36,239	..
Science { With only Degree Classes
Others
Arts and Science { With only Degree Classes
Others	12,54,632	..
Intermediate Colleges—			
With only Intermediate Classes
Others
Total	12,90,871	..
<i>Colleges for Professional Education—</i>			
Education (Post Graduate Non-Basic)	66,455	..
Engineering	2,18,999	..
Technology
Medicine	4,69,765	..
Veterinary	1,05,303	..
Agriculture	2,00,328	..
Forestry
Commerce
Law
Applied Arts and Architecture
Total	10,60,850	..
<i>Colleges for Special Education—</i>			
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education	16,373	..
Social Education
Total	16,373	..

Institutions For Boys (Contd.)

EXPENDITURE

Municipal Board Funds	Fees	Endowments etc.	Other Sources	Total	Total Expenditure on salaries of Teachers [already included in col. (45)]
(41)	(42)	(43)	(44)	(45)	(46)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	35,87,594	..	73,948	43,23,265	9,87,853
..
..
..	71,537	16,677	..	1,24,453	73,852
..
..
3,000	31,16,891	1,84,694	6,07,439	51,66,656	39,21,431
..	11,850	..	2,781	14,631	13,772
..
3,000	32,00,278	2,01,371	6,10,220	53,05,740	40,09,055
..	36,215	..	16,424	1,19,094	70,448
..	22,410	..	..	2,41,409	1,49,686
..	20,198	2,00,000	1,00,000	3,20,198	75,000
..	99,797	..	5,368	5,74,930	4,57,757
..	31,960	..	..	1,37,263	48,738
..	55,200	..	..	2,55,528	1,18,832
..
..	16,474	..	62,729	79,203	53,507
..	1,43,967	..	..	1,43,967	88,732
..
..	4,26,221	2,00,000	1,84,521	18,71,592	10,62,700
..
..
..
..	..	..	..	16,373	7,081
..
..	..	..	..	16,373	7,081

V-A—Expenditure on Educational

Institution (1)	PRIVATE			
	<i>Aided</i>			
	Government funds		District Board Funds	Municipal Board Funds
	Central	State		
(26)	(27)	(28)	(29)	
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary
High	..	3,68,072	14,044	80,372
Senior Basic/Junior High
Middle	..	4,294	..	600
Junior Basic/Basic Primary	..	2,000	..	336
Primary—				
Single-Teacher	..	8,514	3,430	520
Others	..	1,00,121	12,561	58,316
Nursery
Total	..	4,83,001	30,035	1,40,144
<i>Schools for Professional Education—</i>				
Training (Basic	..	6,000	..	..
(Non-Basic
Engineering
Technology—				
Poly-technic
High
Others
Industry	..	12,922	..	1,000
Medicine	..	15,650	..	6,000
Agriculture
Forestry
Commerce
Arts and Crafts
Total	..	34,572	..	7,000
<i>Schools for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—				
Mentally Handicapped
Physically Handicapped	..	3,078	..	1,200
For Adults	..	6,570	..	..
Reformatory
Others
Total	..	9,648	..	1,200
Total (Direct)	..	3,60,000	11,81,383	30,035
				1,51,344

Institutions For Boys (Contd.)

INSTITUTIONS

				<i>Unaided</i>			
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc.	Other Sources	Total
(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
25,01,935	1,93,797	3,93,279	35,51,499	11,146	..	61,434	72,580
20,047	5,278	2,460	32,679	30,31,852	2,09,273	*5,75,016	38,16,141
..	..	12,082	14,418	1,52,497	16,036	†36,655	2,05,188
85	5,029	5,894	23,472	..	..	15,000	15,000
10,013	95,416	1,08,397	3,84,824	46,943	15,675	68,621	1,31,239
..	..	..	..	22,225	91,507	2,05,593	3,19,325
25,32,080	2,99,520	5,22,112	40,06,892	..	..	..	..
..	..	..	..	32,64,663	3,32,491	9,62,319	45,59,473
12,600	..	1,428	20,028	..	..	..	..
..	..	..	..	12,438	..	..	12,438
..
..
..
53,996	2,581	3,617	74,116	..	..	..	..
52,739	..	49,545	1,23,934	4,881	..	11,741	16,622
..
..
..
1,19,335	2,581	54,590	2,18,078	17,319	..	11,741	29,060
..
..
..
..
..
..	21,628	2,693	28,599	..	..	..	..
..	120	2,890	9,580	..	..	400	400
..
..
..	21,748	5,583	38,179	..	..	400	400
71,33,754	3,85,189	8,04,103	1,00,45,808	51,37,115	6,72,522	17,76,285	75,85,922

*Includes Government Funds 13,123.

†Includes Government Funds 350.

V-A—Expenditure on Educational

Institution	TOTAL DIRECT		
	Government Funds		District Board Funds
	Central	State	
(1)	(38)	(39)	(40)
<i>Schools for General Education—</i>	Rs.	Rs.	Rs.
Higher Secondary ..	1,00,625	26,13,944	4,08,269
High ..	..	..	..
Senior Basic/Junior High ..	..	30,77,871	14,49,320
Middle ..	..	1,26,998	5,706
Junior Basic/Basic Primary ..	..	..	..
Primary—	..	..	..
Single-Teacher ..	..	8,95,488	4,15,797
Others ..	..	42,81,641	17,51,695
Nursery ..	..	..	..
Total ..	1,00,625	1,09,95,942	40,30,787
<i>Schools for Professional Education—</i>	..	..	..
Training (Basic) ..	..	79,092	..
(Non-Basic) ..	..	51,310	..
Engineering ..	..	50,420	..
Technology—	..	..	..
Poly-technic ..	1,04,907	..	..
High ..	..	..	..
Others ..	..	..	..
Industry ..	..	6,39,289	..
Medicine ..	..	15,650	..
Agriculture ..	..	30,945	..
Forestry ..	..	..	..
Commerce ..	..	..	..
Arts and Crafts ..	..	..	..
Total ..	1,04,907	8,66,706	..
<i>Schools for Special Education—</i>	..	..	..
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	46,519	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
For the Handicapped—	..	..	..
Mentally Handicapped ..	..	..	..
Physically Handicapped ..	..	3,078	..
For Adults ..	..	81,555	..
Reformatory ..	..	28,520	..
Others ..	..	..	..
Total ..	..	1,59,672	..
Total (Direct) ..	5,65,532	1,46,92,137	40,30,787
		TOTAL	
Direction] ..	..	4,43,671	..
Inspection ..	..	8,53,343	1,17,915
Buildings ..	1,05,178	*15,66,880	1,61,828
Scholarships and other Financial Concessions ..	1,98,522	17,88,227	61,601
Hostel Charges ..	17,981	1,74,592	45,521
Miscellaneous ..	6,148	5,18,325	85,800
Total (Indirect) ..	3,27,829	53,45,038	4,72,665
GRAND TOTAL (Direct and Indirect) ..	8,93,361	2,00,37,175	45,03,452

* Includes as expenditure of Rs. 11,88,423 by P.W.D.

Institution For Boys (Concl.)

EXPENDITURE					
Municipal Board Funds	Fees	Endowments, etc.	Other Sources	Total	Total Expenditure on salaries of Teachers (already included in col. 45)
(41)	(42)	(43)	(44)	(45)	(46)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	11,146	..	61,434	72,580	65,232
2,458,36	80,16,992	4,48,897	9,66,970	1,28,01,533	1,05,55,631
..	17,16,715	32,846	1,15,099	64,37,593	52,80,460
45,742	698	..	27,082	1,63,654	1,35,352
3,170	..	..	..	..	..
..	56,062	60,447	1,25,829	15,59,077	12,35,592
5,454	1,23,617	1,87,619	3,44,676	76,21,343	63,46,497
3,32,095	..	..	..	..	..
..
12,32,297	99,25,230	7,29,809	16,41,090	2,86,55,780	2,36,18,764
..	12,600	..	1,428	93,120	74,879
..	12,438	..	..	63,748	61,954
..	36,730	..	..	87,150	53,257
..	..	..	..	1,04,907	57,162
..
..
1,000	67,854	2,581	1,18,172	8,28,896	3,44,063
6,000	57,620	..	61,286	1,40,556	63,021
..	..	..	..	30,945	10,118
..
..
..
7,000	1,87,242	2,581	1,80,886	13,49,322	6,64,454
..
..	4,609	..	..	51,128	34,649
..
..
..
..
..
1,200	..	21,628	2,693	28,599	8,552
2,252	..	120	3,290	87,217	78,686
..	..	..	..	28,520	26,356
..
3,452	4,609	21,748	5,983	1,95,464	1,48,243
12,45,749	1,73,31,174	11,55,509	26,96,648	4,17,17,536	3,04,98,150
INDIRECT EXPENDITURE					
..	..	..	..	4,43,671	..
43,930	..	..	..	10,15,188	..
1,37,055	31,241	1,05,303	27,19,334	48,26,819	..
22,573	3,791	20,787	3,50,813	24,46,314	..
13,167	3,27,441	258	1,51,319	7,30,279	..
2,32,572	3,41,207	19,570	2,61,108	14,64,730	..
..
4,49,297	7,03,680	1,45,918	34,82,574	1,09,27,001	..
..
16,95,046	1,80,34,854	13,01,427	61,79,222	5,26,44,537	..

V-B—Expenditure on Educational

Institution	GOVERNMENT			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(1)	(2)	(3)	(4)	(5)
	Rs.	Rs.	Rs.	Rs.
<i>Universities—</i>				
University Departments
<i>Research Institutions</i>
<i>Boards of Secondary and/or Intermediate Education—</i>				
..
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree Classes
Others
Science { With only Degree Classes
Others
Arts and Science { With only Degree Classes
Others	1,41,647	..	..
Intermediate Colleges—				
With only Intermediate Classes
Others
Total	1,41,647	..	..
<i>Colleges for Professional Education—</i>				
Education { Post Graduate	68,624	..	..
Non-Basic { Under Graduate
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total	68,624	..	..
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-B—Expenditure on Educational

Institution (1)	DISTRICT BOARD INSTITUTIONS			
	Fees	Endowments etc.	Other Sources	Total
	(14)	(15)	(16)	(17)
	Rs.	Rs.	Rs.	Rs.
<i>Universities—</i>				
University Departments
<i>Research Institutions</i>
<i>Boards of Secondary and/or Intermediate Education</i>
<i>Colleges or General Education—</i>				
Degree Colleges—				
Arts { With only Degree Classes
other
Science { With only Degree Classes
Others
Arts and Science { With only Degree Classes
Others
Intermediate Colleges—				
With only Intermediate Classes
Others
Total
Total
<i>Colleges for Professional Education—</i>				
Education { Post Graduate
Non-Basic { Under Graduate
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-B—Expenditure on Educational

Institution	GOVERNMENT			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(1)	(2)	(3)	(4)	(5)
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary
High	9,89,479	..	..
Senior Basic/Junior High
Middle	2,07,711	..	..
Junior Basic/Basic Primary	5,267	..	..
Primary—				
Single Teacher
Others ..	3,401	21,411	..	..
Nursery	6,264	..	..
Total ..	3,401	12,30,132	..	..
<i>Schools for Professional Education—</i>				
Training—Non-Basic	26,660	..	..
Engineering
Technology—				
Poly-technic
High
Others
Industry	2,02,549	..	..
Medicine
Agriculture
Forestry
Commerce
Arts and Crafts
Total	2,29,209	..	..
<i>Schools for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—				
Mentally Handicapped
Physically Handicapped
For Adults	18,179	..	..
Reformatory
Others
Total	18,179	..	..
GRAND TOTAL ..	3,401	16,87,791	..	..

Institutions For Girls—(Contd.)

INSTITUTIONS				DISTRICT BOARD INSTITUTIONS			
Fees	Endowments etc.	Other Sources	Total	Government Funds		District Board Funds	Municipal Board Funds
				Central	State		
(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,39,647	11,29,126	..	..	..	..
12,841	2,20,552	..	1,38,924	62,018	172
..	5,267	..	44,622	..	..
..	2,68,992	1,18,154	..
..	24,812	..	8,95,358	3,45,383	..
..	6,264	..	..	..	..
1,52,488	13,86,021	..	13,47,896	5,25,555	172
..	26,660	..	..	..	..
..
..
..	..	9,330	2,11,879	..	..	..	..
..
..
..
..
..	..	9,330	2,38,539	..	..	..	..
..
..
..
..
..	18,179	..	..	..	..
..
..
..	18,179	..	..	..	..
2,51,448	..	15,101	19,57,741	..	13,47,896	5,25,555	172

V-B—Expenditure on Educational

Institution (1)	DISTRICT BOARD INSTITUTIONS			
	Fees	Endowments etc.	Other Sources	Total
	(14)	(15)	(16)	(17)
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary ..	..	..	..	..
High ..	..	..	..	..
Senior Basic/Junior High ..	..	..	..	..
Middle ..	4,860	..	1,005	2,06,979
Junior Basic/Basic Primary ..	..	..	..	44,622
Primary—				
Single-Teacher ..	29	..	23	3,87,198
Others ..	128	..	5,090	12,45,959
Nursery ..	..	..	..	..
Total ..	5,017	..	6,118	18,84,758
<i>Schools for Professional Education—</i>				
Training—Non-Basic ..	..	..	..	..
Engineering ..	..	..	..	..
Technology—				
Poly-technic ..	..	..	..	..
High ..	..	..	..	..
Others ..	..	..	..	..
Industry ..	..	..	..	..
Medicine ..	..	..	..	..
Agriculture ..	..	..	..	..
Forestry ..	..	..	..	..
Commerce ..	..	..	..	..
Arts and Crafts ..	..	..	..	..
Total ..	..	..	..	..
<i>Schools for Special Education—</i>				
Music ..	..	..	..	..
Dancing ..	..	..	..	..
Other Fine Arts ..	..	..	..	..
Oriental Studies ..	..	..	..	..
Physical Education ..	..	..	..	..
Social Education ..	..	..	..	..
For the Handicapped—				
Mentally Handicapped ..	..	..	..	..
Physically Handicapped ..	..	..	..	..
For Adults ..	..	..	..	..
Reformatory ..	..	..	..	..
Others ..	..	..	..	..
Total ..	..	..	..	..
GRAND TOTAL ..	5,017	..	6,118	18,84,758

V-B—Expenditure on Educational

Institution (1)	PRIVATE			
	Aided			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(26)	(27)	(28)	(29)	
	Rs.	Rs.	Rs.	Rs.
<i>Universities—</i>				
University Departments
<i>Research Institutions</i>
<i>Boards of Secondary and/or Intermediate Education</i>
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree Classes
Others
Science { With only Degree Classes
Others
Arts and Science { With only Degree Classes
Others
Intermediate Colleges—				
With only Intermediate Classes
Others
Total
<i>Colleges for Professional Education—</i>				
Education —				
Non-Basic { Post-Graduate
Under-Graduate	3,684	..	..
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total	3,684	..	..
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-B—Expenditure on Educational

Institution	TOTAL DIRECT		
	Government Funds		District Board Funds
	Central	State	
(1)	(38)	(39)	(40)
	Rs.	Rs.	Rs.
<i>Universities—</i>			
University Departments
<i>Research Institutions</i>
<i>Boards of Secondary and/or Intermediate Education</i>
<i>Colleges for General Education—</i>			
Degree Colleges—			
Arts { With only Degree Classes
Others	7,742	..
Science { With only Degree Classes
Others
Arts and Science { With only Degree Classes
Others	1,49,806	..
Intermediate Colleges—			
With only Intermediate Classes
Others
Total	1,57,548	..
<i>Colleges for Professional Education—</i>			
Education Non-Basic { Post Graduate	68,624	..
Under Graduate	3,684	..
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total	72,308	..
<i>Colleges for Special Education—</i>			
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-B—Expenditure on Educational

Institution	PRIVATE			
	<i>Aided</i>			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
(1)	(26)	(27)	(28)	(29)
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary
High	..	1,14,061	2,602	20,432
Senior Basic/Junior High
Middle	..	52,702	7,976	30,895
Junior Basic/Basic Primary
Primary—
Single-Teacher	..	840	158	150
Other	..	57,145	12,764	40,012
Nursery
Total	..	2,24,748	23,500	91,489
<i>Schools for Professional Education—</i>				
Training
Engineering
Technology—
Poly-technic
High
Others
Industry	..	3,610	..	300
Medicine	..	1,65,600	..	6,000
Agriculture
Forestry
Commerce
Arts and Crafts
Total	..	1,69,210	..	6,300
<i>Schools for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—
Mentally Handicapped
Physically Handicapped
For Adults	..	350	..	..
Reformatory
Others
Total	..	350	..	..
TOTAL (Direct)	..	3,97,992	23,500	97,789

V-B—Expenditure on Educational

TOTAL DIRECT			
Institution	Government Funds		District Board Funds
	Central	State	
(1)	(38)	(39)	(40)
	Rs.	Rs.	Rs.
<i>Schools for Genral Education—</i>			
Higher Secondary	—
High	11,06,240	2,602
Senior Basic/Junior High
Middle	5,55,965	72,100
Junior Basic/Basic Primary	50,189	..
Primary—			
Single Teacher	2,69,832	1,18,312
Others ..	3,401	11,28,450	3,58,147
Nursery	6,264	—
Total ..	3,401	31,16,940	5,51,161
<i>Schools for Professional Education—</i>			
Training	26,660	..
Engineering
Technology—			
Poly-technic
High
Others
Industry	2,06,159	..
Medicine	1,65,600	..
Agriculture
Forestry
Commerce
Arts and Crafts
Total	3,98,419	..
<i>Schools for Special Education—</i>			
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—			
Mentally Handicapped
Physically Handicapped
For Adults	18,529	..
Reformatory
Others
Total	18,529	..
TOTAL (Direct) ..	3,401	37,63,744	5,51,161

Institutions For Girls—(Contd.)

EXPENDITURE					
Municipal Board Funds	Fees	Endowments etc. etc.	Other Sources	Total	Total Expenditure on salaries of Teachers (Already included in col. (45))
(41)	(42)	(43)	(44)	(45)	(46)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
32,182	3,76,802	30,470	2,32,861	17,81,157	14,17,383
3,47,083	1,63,123	98,124	2,53,748	14,90,143	11,85,048
1,320	..	..	..	51,509	38,768
150	100	28,820	2,121	4,19,335	3,42,411
3,72,475	10,100	67,888	1,43,790	20,84,251	19,20,538
..	..	..	..	6,264	4,902
7,53,210	5,50,125	2,25,302	6,32,520	58,32,659	49,09,050
..	..	..	..	26,660	25,680
..
..
..
300	479	751	25,817	2,33,506	1,50,700
6,000	1,00,116	..	44,084	3,15,800	50,455
..
..
..
..
6,3000	1,00,595	751	69,901	5,75,966	2,26,835
..
..
..
..
..
..	..	..	..	18,529	17,196
..
..
..	..	..	..	18,529	17,196
7,59,510	8,66,064	2,39,010	7,17,809	69,00,699	54,62,274

V-B—Expenditure on Educational

(1)	TOTAL INDIRECT		
	Government Funds		District Board Funds
	Central	State	
(38)	(39)	(40)	
	Rs.	Rs.	Rs.
Direction and Inspection ..	..	2,43,394	5,215
Buildings ..	..	*6,94,861	10,225
Scholarships and other Financial Concessions ..	..	2,80,973	2,015
Hostel Charges ..	..	17,108	200
Miscellaneous ..	..	1,31,828	5,312
TOTAL (Indirect) ..	..	13,68,164	22,967
GRAND TOTAL (Direct and Indirect) ..	3,401	51,31,908	5,74,128
TOTAL (Direct)—Boys ..	5,65,532	1,46,92,137	40,30,787
TOTAL (Direct)—All Persons ..	5,68,933	1,84,55,881	45,81,948
GRAND TOTAL (Direct and Indirect)—Boys ..	8,93,361	2,00,37,175	45,03,452
GRAND TOTAL (Direct and Indirect)—All Persons ..	8,96,762	2,51,69,083	50,77,580

*Includes a sum of Rs. 6,04,438/- spent by P.W.D.

Institutions For Girls—(Concl.)

EXPENDITURE

Municipal Board Funds	Fees	Endowments etc. etc.	Other Sources	Total
(41)	(42)	(43)	(44)	(45)
Rs.	Rs.	Rs.	Rs.	Rs.
3,540	..	..	..	2,52,149
48,551	..	46,621	62,238	8,62,496
830	..	318	32,184	3,16,320
275	50,913	16,864	92,359	1,77,719
19,634	81,595	8,443	2,47,614	4,94,426
72,830	1,32,508	72,246	4,34,395	21,03,110
8,32,340	9,98,572	3,11,256	11,52,204	90,03,809
12,45,749	1,73,31,174	11,55,509	26,96,648	4,17,17,536
20,05,259	1,81,97,238	13,94,519	34,14,457	4,86,18,235
16,95,046	1,80,34,854	13,01,427	61,79,222	5,26,44,537
25,27,386	1,90,33,426	16,12,683	73,31,426	6,16,48,346

VI-A—Distribution of Scholars Receiving General

Age Group		School					
		No. of Students					
		Nursery	I	II	III	IV	V
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
Below 5	(Boys ..	127	..	..	..	..	..
	(Girls ..	96	..	..	..	..	..
5—6	(Boys ..	..	29,139	230	..	..	..
	(Girls ..	..	14,363	7	..	..	..
6—7	(Boys ..	..	64,232	12,519	70	..	..
	(Girls ..	..	24,899	5,417	31	..	..
7—8	(Boys ..	..	34,797	40,116	11,651	361	..
	(Girls ..	..	16,668	10,889	3,184	60	..
8—9	(Boys ..	..	20,479	30,262	33,889	11,050	244
	(Girls ..	..	10,466	8,945	7,775	1,875	96
9—10	(Boys ..	..	12,874	19,917	30,948	29,573	5,240
	(Girls ..	..	4,477	6,305	6,381	6,389	1,395
10—11	(Boys ..	..	4,660	10,145	18,230	24,794	23,775
	(Girls ..	..	1,750	3,069	5,190	5,387	4,367
11—12	(Boys ..	..	1,896	5,933	8,074	14,226	21,339
	(Girls ..	..	892	1,585	2,891	4,540	3,834
12—13	(Boys ..	..	818	1,670	3,334	6,737	13,172
	(Girls ..	..	174	673	1,691	2,502	3,396
13—14	(Boys ..	..	310	224	893	3,918	5,700
	(Girls ..	..	71	255	671	1,323	2,223
14—15	(Boys ..	..	2	9	141	1,474	2,428
	(Girls ..	..	13	72	289	609	1,122
15—16	(Boys ..	..	..	1	4	716	1,156
	(Girls ..	..	3	6	84	200	398
16—17	(Boys ..	..	..	..	..	7	548
	(Girls ..	..	1	2	12	51	126
17—18	(Boys ..	..	..	..	..	2	6
	(Girls ..	..	..	2	1	13	26

Education By Classes and Age Groups

EDUCATION					
<i>In Classes</i>					
VI	VII	VIII	IX	X	Total
(8)	(9)	(10)	(11)	(12)	(13)
..	..	..	..	..	127
..	..	..	..	..	96
..	..	..	..	..	29,369
..	..	..	..	..	14,370
..	..	..	..	..	76,821
..	..	..	..	..	30,347
..	..	..	..	..	86,925
..	..	..	..	..	30,801
..	..	..	..	..	95,924
..	..	..	..	..	29,157
123	..	..	..	..	98,675
20	..	..	..	..	24,967
6,345	825	..	..	..	88,774
571	81	..	..	..	20,415
19,188	4,815	339	..	..	75,810
2,146	700	59	..	..	16,647
14,976	14,934	4,597	18	..	60,256
2,155	2,015	569	43	2	13,220
10,341	14,580	11,045	2,091	181	49,283
1,311	1,499	1,597	205	6	9,161
6,136	9,637	13,111	7,146	2,062	42,146
761	856	1,450	585	127	5,884
2,294	4,781	7,233	8,843	4,082	29,110
373	478	778	479	492	3,291
1,113	1,751	3,908	6,095	6,934	20,356
184	191	454	288	268	1,577
589	834	1,631	3,471	4,258	10,791
57	86	202	156	186	729

VI-A—Distribution of Scholars Receiving General

Age Group		SCHOOLS					
		<i>No. of Students</i>					
		Nursery	I	II	III	IV	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	
18—19	(Boys ..	..	..	..	..	..	1
	(Girls ..	..	..	..	1	1	8
19—20	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	1	1
20—21	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	..	..
21—22	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	..	..
22—23	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	..	..
23—24	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	..	..
24—25	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	..	..
Over 25	(Boys ..	..	..	..	..	..	..
	(Girls ..	..	..	..	..	..	..
<i>Total</i>	(Boys	127	1,69,207	1,21,026	1,07,234	92,859	73,609
	(Girls	96	73,777	37,227	28,201	22,951	16,992

Education By Classes and Age Groups—Contd.

EDUCATION					
<i>In Classes</i>					
VI	VII	VIII	IX	X	Total
(8)	(9)	(10)	(11)	(12)	(13)
140	130	438	1,461	2,779	4,950
19	14	63	52	66	224
2	5	94	532	1,527	2,160
9	5	19	34	47	116
..	2	4	200	623	829
..	1	4	14	10	29
..	..	..	1	29	30
..	..	..	2	5	7
..	..	..	..	20	20
..	..	..	2	1	3
..	..	..	..	3	3
..	..	..	..	1	1
..	..	..	..	16	16
..
..
..
61,247	52,294	42,400	29,858	22,514	7,72,375
7,606	5,926	5,195	1,860	1,211	2,01,042

VI-A—Distribution of Scholars Receiving General

Age Group		COLLEGIATE					
		NO. OF STUDENTS IN INTER-MEDIATE CLASSES				NO. OF STUDENTS IN	
		<i>Arts</i>		<i>Science</i>		<i>Arts</i>	
		1st Year	2nd Year	1st Year	2nd Year	1st Year	2nd Year
(1)	(14)	(15)	(16)	(17)	(18)	(19)	
Below 5	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
5—6	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
6—7	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
7—8	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
8—9	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
9—10	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
10—11	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
11—12	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
12—13	{ Boys	..	..	..	..	..	..
	{ Girls	..	..	..	..	..	..
13—14	{ Boys	40	..	5	..	..	..
	{ Girls	..	..	..	..	..	..
14—15	{ Boys	169	49	128	7	1	..
	{ Girls	8	8	2	..	..	..
15—16	{ Boys	732	193	664	145	3	..
	{ Girls	110	28	30	5	2	..
16—17	{ Boys	1,107	605	1,166	671	127	9
	{ Girls	220	120	43	38	8	1

VI-A—Distribution of Scholars Receiving General

Age Group		COLLEGIATE					
		NO. OF STUDENTS IN INTER-MEDIATE CLASSES				NO. OF STUDENTS IN	
		Arts		Science		Arts	
		1st Year	2nd Year	1st Year	2nd Year	1st Year	2nd Year
(1)	(14)	(15)	(16)	(17)	(18)	(19)	
17—18	(Boys ..	1,066	924	795	992	423	183
	(Girls ..	190	164	38	52	83	30
18—19	(Boys ..	712	847	350	733	539	369
	(Girls ..	124	136	12	27	126	70
19—20	(Boys ..	374	560	144	437	582	580
	(Girls ..	49	49	2	7	78	87
20—21	(Boys ..	163	323	60	219	335	514
	(Girls ..	23	24	1	4	44	53
21—22	(Boys ..	78	160	18	92	183	285
	(Girls ..	3	15	..	1	20	22
22—23	(Boys ..	25	84	7	25	101	144
	(Girls ..	4	5	..	..	10	8
23—24	(Boys ..	8	31	6	12	51	66
	(Girls ..	1	1	1	..	5	4
24—25	(Boys ..	2	11	3	..	44	50
	(Girls ..	..	..	1	..	..	3
Over 25	(Boys ..	1	4	3	3	6	13
	(Girls ..	..	3	1	..	4	1
Total	(Boys ..	4,477	3,791	3,349	3,336	2,395	2,213
	(Girls ..	732	553	131	134	380	279

Education by Classes and Age Groups—Concl'd.

EDUCATION									
DEGREE CLASSES			NO. OF STUDENTS IN POST-GRADUATE CLASSES				NO. OF RESEARCH STUDENTS		
<i>Science</i>			<i>Arts</i>		<i>Science</i>		Arts	Science	Total
1st Year	2nd Year	3rd Year	1st Year	2nd Year	1st Year	2nd Year			
(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
97	31	3	1	..	..	..	..	..	4,515
11	..	..	..	..	..	..	..	..	568
92	89	2	11	..	..	..	..	..	3,744
13	6	..	1	..	..	..	..	..	515
139	140	21	60	10	1	..	..	..	3,048
11	10	..	10	3	..	..	..	..	306
73	119	17	78	37	2	1	2	..	1,943
6	4	..	17	17	..	..	..	..	193
25	58	5	77	59	..	2	12	..	1,054
2	1	..	9	12	..	..	..	..	85
35	57	1	58	82	1	8	8	..	636
..	..	..	16	14	..	..	..	..	57
8	17	..	23	69	3	13	..	1	308
..	..	..	6	8	..	..	..	..	26
7	22	5	19	31	1	22	..	..	217
..	..	..	1	4	..	3	..	..	12
1	..	..	8	39	2	7	19	7	113
..	..	..	3	5	..	..	4	..	21
488	536	54	335	327	10	53	41	8	21,413
43	21	..	63	63	..	3	4	..	2,406

VI-B--Distribution of Scholars Receiving Professional and

Age Group	SCHOOL										
	Training				Engineering and Technology		Medicine & Veterinary		Agriculture & Forestry		
	Boys		Girls		Boys	Girls	Boys	Girls	Boys	Girls	
	Basic	Non Basic	Basic	Non Basic							
1	2	2a	3	3a	4	5	6	7	8	9	
Below 10	68	..	..	..	..	..
10-11	34	2	..	..	..	..
11-12	26	2	..	..	..	..
12-13	41	4	..	..	..	..
13-14	45	28	..	..	..	..
14-15	51	73	..	..	..	..
15-16	97	145	..	..	..	..
16-17	..	1	..	2	24	146	226	4	1	..	..
17-18	..	124	25	14	52	250	179	36	7	7	..
18-19	..	144	42	33	70	206	126	30	39	8	..
19-20	..	155	40	22	39	230	77	60	36	6	..
20-21	..	124	86	13	113	164	59	75	22	3	..
21-22	..	78	28	10	9	128	41	42	28	2	..
22-23	..	22	28	10	4	77	47	22	27	2	..
23-24	..	23	14	11	3	39	32	17	7	..	..
24-25	..	36	49	12	2	64	19	6	13	..	..
25-26	..	62	2	8	5	27	17	8	13	..	..
26-27	..	12	1	1	6	21	21	3	3	..	..
27-28	..	1	2	4	4	1	9	4	3	1	..
28-29	..	4	..	..	6	2	20	..	..	..	..
29-30	..	1	..	..	1	1	17	..	..	..	..
30-31	5	..	6	..	..	..	..
31-32	7	..	14	1	2	..	..
32-33	..	2	..	..	5	1	5	..	..	..	..
33-34	2	..	8	..	..	..	..
34-35	3	..	6	..	..	..	..
Over 35	2	17	1	..	..	..
Total	..	789	318	148	362	1,721 (A)	1,200	309 (B)	201 (B)	29 (C)	..

A--Includes 203 Engineering Students.
 B--All are medical Students.
 C--Agricultural students only.

Special Education by Age Groups

EDUCATION											
Commerce		Arts and Crafts		Music Dancing and other Fine Arts		Oriental Students		Other Subjects		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	11	12	13	14	15	16	17	18	19	20	21
..	68	..
..	34	2
..	26	2
..	41	4
..	107	28
..	3	..	..	..	146	56	200	129
3	1	..	..	..	133	28	234	175
16	5	..	..	..	334	64	507	329
6	14	..	..	..	385	54	847	325
12	18	..	..	..	72	110	832	367
..	15	..	..	..	34	94	940	259
14	11	..	..	..	574	63	1,051	267
..	8	..	..	..	637	59	923	147
..	3	..	..	..	457	57	611	145
..	2	..	..	..	510	30	605	83
..	2	..	..	..	259	13	416	59
..	1	..	..	..	285	33	385	76
..	1	..	..	..	226	15	264	46
..	267	22	276	42
..	214	18	220	44
..	379	12	381	30
..	269	15	269	26
..	222	9	223	32
..	192	10	195	20
..	171	17	171	27
..	83	8	83	17
..	123	11	126	28
51	84	..	..	..	6,734	798	10,035	2,709

VI-B—Distribution of Scholars Receiving Professional and

Age Group	COLLEGIATE							
	Education		Engineering and Technology		Medicine and Veterinary		Agriculture and Forestry	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	22	23	24	25	26	27	28	29
Below 10 .. .. .	..	..	..	..	..	..	..	..
10—11 .. .. .	..	..	..	..	..	..	..	..
11—12 .. .. .	..	..	..	..	..	..	..	..
12—13 .. .. .	..	..	..	..	..	..	..	..
13—14 .. .. .	..	..	..	..	..	..	..	..
14—15 .. .. .	..	..	..	..	..	..	4	..
15—16 .. .. .	..	12	..	..	..	..	17	..
16—17 .. .. .	..	32	..	..	1	..	40	..
17—18 .. .. .	..	47	7	..	12	6	66	..
18—19	14	54	21	..	48	12	84	..
19—20	30	36	36	..	81	12	62	..
20—21	18	47	50	..	89	17	45	..
21—22	39	75	29	..	75	11	30	..
22—23	41	43	29	..	68	10	18	..
23—24	38	34	13	..	57	5	6	..
24—25	20	15	21	..	47	6	4	..
25—26	20	12	2	..	38	4	3	..
26—27	14	13	1	..	11	3	..	..
27—28	7	5	1	..	7	3	..	..
28—29	13	6	1	..	6	1	..	..
29—30	6	4	..	..	5	1	..	..
30—31	2	7	..	..	7	4	..	..
31—32	4	2	..	..	1	1	..	..
32—33	3	1	..	..	2	..	..	..
33—34	1	..	..	..	5	..	..	..
34—35	3	..	..	..	2	..	..	..
Over 35	5	2	..	..	19	..	..	..
Total	278	447 (K)	211 (D)	..	581 (E)	96 (F)	379 (H)	..

K—Includes 170 B. T. students.
 F—Includes 2 Vet. students.
 D.—Includes 157 Engineering students.
 E.—Includes 120 Veterinary students.
 H—All are Agricultural students.

Special Education by Age Groups—Concl'd.

EDUCATION											
<i>Commerce</i>		<i>Law</i>		<i>Music Dancing and Other Fine Arts</i>		<i>Oriental Studies</i>		<i>Other Subjects</i>		<i>Total</i>	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
30	31	32	33	34	35	36	37	38	39	40	41
..
..
..
..
..	1	..	..	4	1
..	17	12
10	51	32
15	11	2	..	..	111	55
10	..	6	..	..	..	21	..	..	..	204	66
30	..	19	..	..	..	27	1	..	..	290	49
39	..	61	2	..	..	16	1	..	..	321	67
26	..	85	4	..	..	6	..	..	..	296	90
5	..	79	..	..	..	6	..	11	..	257	58
2	..	59	..	..	..	3	..	11	2	189	41
1	..	55	2	..	..	..	..	18	..	166	23
..	..	35	..	..	..	4	..	8	..	110	16
..	..	12	..	..	..	..	..	8	2	46	18
..	..	16	..	..	..	..	..	3	..	34	8
..	..	18	..	..	..	..	..	2	..	40	7
..	..	11	..	..	..	..	..	4	..	26	5
..	..	4	..	..	..	..	..	4	..	17	11
..	..	11	..	..	..	..	..	2	..	18	3
..	..	9	..	..	..	..	..	3	..	17	1
..	..	5	..	..	..	..	..	1	..	12	..
..	..	4	..	..	..	..	..	1	..	10	..
..	..	10	..	..	..	..	..	8	..	42	2
138	..	499	8	..	..	94	5	98	9	2,278	565

VII-A—Teachers in Schools for

Institution	TRAINED					
	GRADUATE		PASSED INTERMEDIATE OR MATRICULATE		NON-MATRICULATE	
	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7
<i>Nursery Schools</i> ..	..	1	..	1	..	..
<i>Basic Schools—</i>						
Junior Basic/Basic						
Primary ..	3	..	117	34	26	26
Senior Basic/Junior High ..	..	..	..	..	..	..
Total ..	3	..	117	34	26	26
<i>Primary Schools—</i>						
Recognised—						
Government ..	2	5	3	3	7	..
Dist. Board ..	..	..	1,001	96	4,748	1,363
Municipal Board ..	..	..	251	57	609	343
Private (Aided ..	5	2	56	21	132	145
(Unaided ..	5	..	72	5	180	78
Unrecognised ..	..	..	..	..	..	..
Total ..	12	7	1,383	182	5,676	1,929
<i>Middle Schools—</i>						
Recognised—						
Government ..	7	17	2	46	4	39
Dist. Board ..	264	4	761	9	2,692	173
Municipal Board ..	6	42	11	32	36	206
Private (Aided ..	5	27	10	83	11	163
(Unaided ..	22	17	49	22	43	60
Unrecognised ..	..	..	..	..	..	..
Total ..	304	107	833	192	2,786	641
<i>High/Higher Secondary Schools—</i>						
Recognised—						
Government ..	436	147	174	105	327	186
Dist. Board ..	291	..	264	..	640	..
Municipal Board ..	84	3	57	1	90	3
Private (Aided ..	511	76	450	69	504	117
(Unaided ..	636	12	531	4	476	7
Unrecognised ..	2	..	..	..	3	..
Total ..	1,960	238	1,476	179	2,040	313
GRAND TOTAL	2,279	353	3,809	588	10,528	2,909

General Education

TOTAL			UNTRAINED			
			GRADUATE			
			<i>Certificated</i>		<i>Uncertificated</i>	
Men	Women	All Persons	Men	Women	Men	Women
8	9	10	11	12	13	14
..	2	2	..	..	..	..
146	60	206	..	..	..	..
..
146	60	206	..	..	..	..
12	8	20	..	..	..	1
5,749	1,459	7,208	..	..	7	..
860	400	1,260	..	..	3	..
193	168	361	..	..	2	..
257	83	340	..	..	11	7
..
7,071	2,118	9,189	..	..	23	8
13	102	115	2	..	..	..
3,717	186	3,903	77	1	120	..
53	280	333	1	1	3	1
26	273	299	..	6	4	3
114	99	213	1	1	12	5
..	..	..	..	..	2	..
3,923	940	4,863	81	9	141	9
937	438	1,375	19	..	2	..
1,195	..	1,195	51	..	89	..
231	7	238	11	..	8	..
1,465	262	1,727	79	7	85	17
1,643	23	1,666	108	..	127	2
5	..	5	..	..	2	..
5,476	730	6,206	268	7	313	19
16,616	3,850	20,466	349	16	477	36

VII-A—Teachers in Schools for

Institution	UNTRAINED					
	PASSED INTERMEDIATE OR MATRICULATE				NON-	
	Certificated		Uncertificated		Certificated	
	Men	Women	Men	Women	Men	Women
1	15	16	17	18	19	20
<i>Nursery Schools</i> ..	..	..	..	..	..	..
<i>Basic Schools—</i>						
<i>Junior Basic/Basic</i>						
<i>Primary</i> ..	..	..	1	..	..	..
<i>Senior Basic/Junior</i>						
<i>High</i> ..	..	..	..	..	..	..
Total ..	..	..	1	..	..	..
<i>Primary Schools—</i>						
Recognised—						
Government ..	..	..	..	..	..	..
Dist. Board ..	87	12	290	27	147	19
Municipal Board ..	11	..	41	7	43	5
Private (Aided ..	13	4	49	4	73	7
Unaided ..	19	2	156	6	30	1
Unrecognised ..	..	..	..	..	..	..
Total ..	130	18	536	44	293	32
<i>Middle Schools—</i>						
Recognised—						
Government ..	..	..	..	..	..	..
Dist. Board ..	57	3	135	1	105	4
Municipal Board ..	1	5	3	..	1	7
Private (Aided ..	2	12	2	12	5	44
Unaided ..	9	4	47	12	7	1
Unrecognised ..	..	..	5	..	..	..
Total ..	69	24	192	25	118	56
<i>Higher Secondary</i>						
<i>Schools</i>						
Recognised—						
Government ..	6	1	9	1	9	..
Dist. Board ..	19	..	45	..	60	..
Municipal Board ..	11	..	4	..	7	..
Private (Aided ..	75	14	85	13	64	2
Unaided ..	129	..	234	1	74	1
Unrecognised ..	..	..	5	..	..	..
Total ..	240	15	382	15	214	3
GRAND TOTAL ..	439	57	1,111	84	625	91

General Education—Concl'd.

MATRICULATE		TOTAL			GRAND TOTAL		
<i>Uncertificated</i>		Men	Women	All Persons	Men	Women	All Persons
Men	Women	Men	Women	All Persons	Men	Women	All Persons
21	22	23	24	25	26	27	28
..	..	..	..	..	..	2	2
1	5	2	5	7	148	65	213
..
1	5	2	5	7	148	65	213
..	..	..	1	1	12	9	21
280	345	811	403	1,214	6,560	1,862	8,422
32	39	130	51	181	990	451	1,441
153	143	290	158	448	483	326	809
176	139	392	155	547	649	238	887
19	..	19	..	19	19	..	19
660	666	1,642	768	2,410	8,713	2,886	11,599
..	..	2	..	2	15	102	117
268	4	762	13	775	4,479	199	4,678
3	31	12	45	57	65	325	390
12	40	25	117	142	51	390	441
23	31	99	54	153	213	153	366
17	..	24	..	24	24	..	24
323	106	924	229	1,153	4,847	1,169	6,016
17	..	62	2	64	999	440	1,439
73	..	337	..	337	1,532	..	1,532
29	..	70	..	70	301	7	308
106	7	494	60	554	1,959	322	2,281
219	1	891	5	896	2,534	28	2,562
4	..	11	..	11	16	..	16
448	8	1,865	67	1,932	7,341	797	8,138
1,432	785	4,433	1,069	5,502	21,049	4,919	25,968

VII-B—Teachers in Schools for Professional and special Education—concl'd

Institution	NUMBER OF TEACHERS									
	<i>Possessing a Degree</i>		<i>Possessing a Diploma Certificate</i>		<i>Possessing no Degree Diploma Certificate</i>		<i>Total</i>			
	Men	Women	Men	Women	Men	Women	Men	Women	All Persons	
1	2	3	4	5	6	7	8	9	10	
For the Handicapped—										
Mentally Handicapped	..	..	..	..	..	..	..	..	..	..
Physically Handicapped	1	..	2	..	8	..	11	..	11	
For Adults ..	2	..	67	12	70	8	139	20	159	
Reformatory ..	1	..	14	..	6	..	21	..	21	
Others ..	..	..	..	..	..	..	..	..	..
Total ..	4	..	83	12	84	8	171	20	191	
GRAND TOTAL ..	91	21	288	99	126	18	505	138	643	

Name of Examination	Boys					
	No. Appeared			No. Passed		
	From Recognised Institutions	Private	Total	From Recognised Institutions	Private	Total
1	2	3	4	5	6	7
DEGREE AND OTHER EQUIVALENT EXAMINATIONS						
<i>Arts and Science—</i>						
D. Litt. ..	..	..	..	..	..	..
D. Sc. ..	..	1	1	..	1	1
Ph. D. (Arts) ..	..	6	6	..	4	4
Ph. D. (Science) ..	..	5	5	..	5	5
D. Phil. (Arts) ..	..	..	..	..	..	..
D. Phil. (Sc.) ..	..	..	..	..	..	..
M. A. ..	245	597	842	128	289	417
M. Sc. ..	43	..	43	43	..	43
B. A. (Hons.)—						
3 years course ..	..	..	..	..	..	..
B. A. (Hons.) —						
2 years course ..	298	3	301	96	2	98
B. Sc. (Hons.)—						
3 years course ..	54	..	54	51	..	51
B. Sc. (Hons.)						
2 years course						
B. A. ..	2,063	2,888	4,951	1,026	1,149	2,175
B. Sc. ..	370	317	687	130	112	242
<i>Education—</i>						
M. Ed. ..	..	..	..	..	..	..
B. Ed. ..	..	..	..	..	..	..
B. T. and L. T. ..	299	61	360	243	35	278
<i>Engineering</i>						
Master of C. E. ..	..	..	..	..	..	..
Master of E. E. ..	..	..	..	..	..	..
Bachelor of C. E. ..	26	..	26	23	..	23
Bachelor of E. E. ..	11	..	11	9	..	9
Bachelor of M. E. ..	11	..	11	9	..	9
Bachelor of other Engineering Subjects	5	..	5	3	..	3
Bachelor of Mining and Metallurgy ..	..	..	..	..	..	..
Others ..	..	..	..	..	..	..
<i>Medicine—</i>						
M. D. ..	..	5	5	..	3	3
M.B., B. S. ..	123	..	123	76	..	76
M.C.P. and S. ..	..	..	..	..	..	..
M.S.M.F. or M.M.F. ..	..	..	..	..	..	..
D.G.O. ..	..	..	..	..	..	..
F.C.P.S. ..	..	..	..	..	..	..
B.D.S. ..	..	..	..	..	..	..
D.O.M.S. ..	9	..	9	4	..	4
M.S. ..	4	..	4	2	..	2
M. Obstetrics ..	..	..	..	..	..	..
D. Hyg. ..	..	..	..	..	..	..
B. Hyg. ..	..	..	..	..	..	..
D.P.H. ..	..	..	..	..	..	..
D.O. ..	..	..	..	..	..	..
B. Sc. (Sanitary) ..	..	..	..	..	..	..
B. Sc. (Pharmacy) ..	17	..	17	10	..	10
D.T.D. ..	9	..	9	6	..	6
Others ..	..	..	..	..	..	..

Name of Examination	Boys					
	No. Appeared			No. Passed		
	From Recognised Institutions	Private	Total	From Recognised Institutions	Private	Total
1	2	3	4	5	6	7
J. D.						
<i>Veterinary</i> —	62	..	62	24	..	24
M. Sc. (Vet.) ..	..	..	..	..	..	..
B. Sc. (Vet.) ..	32	..	32	24	..	24
Others ..	..	..	..	..	..	..
<i>Agriculture</i> —						
Master of Agriculture	14	11	25	13	11	24
Bachelor of Agriculture	96	31	127	61	25	86
Others ..	..	..	..	..	..	..
<i>Technology</i> —						
Master of Technology	..	..	..	..	..	..
Bachelor of Technology	..	..	..	..	..	..
Others ..	..	..	..	..	..	..
<i>Commerce</i> —						
M. Com. ..	..	..	..	..	..	..
B. Com. (Hons.) ..	..	..	..	..	..	..
B. Com. ..	53	24	77	38	7	45
<i>Law</i> —						
Doctor of Laws ..	..	..	..	..	..	..
Master of Laws ..	..	2	2	..	..	..
Special Test in Law	..	7	7	..	7	7
Bachelor of Laws ..	275	..	275	182	..	182
D.P.E. ..	36	..	36	36	..	36
<i>Oriental Learning</i> —						
M. O. L. ..	..	6	6	..	6	6
B. O. L. ..	..	..	..	..	..	..
Diploma in Oriental Title ..	94	6,669	6,763	43	2,271	2,314
<i>Applied Arts and Architecture</i> —						
Diploma or Degree	..	..	..	..	..	..
INTERMEDIATE, AND OTHER EQUIVALENT EXAMINATIONS						
Intermediate in Arts	3,658	1,489	5,147	1,492	469	1,961
Intermediate in Science	3,111	1,274	4,385	1,398	356	1,754
Intermediate in Medicine	..	..	..	..	..	..
Cambridge Higher Certificate ..	..	..	..	..	..	..
Diploma in Civil Engineering ..	..	..	..	..	..	..
Licentiate of Civil Engineering ..	..	..	..	..	..	..
J. S. T. C. & T. T. C. ..	..	..	..	..	..	..
Diploma or certificate in Veterinary Science	..	..	..	..	..	..
Intermediate or Diploma in Commerce	..	..	..	..	..	..
Licentiate of Agriculture ..	..	..	..	..	..	..
Intermediate or Diploma in Law ..	..	..	..	..	..	..
Diploma in Indian Music ..	..	..	..	..	..	..
L. M. S. and L. S. M.F.	68	..	68	23	..	23

Results—(Contd.)

GIRLS					
<i>No. Appeared</i>			<i>No. Passed</i>		
From Recognised Institutions	Private	Total	From Recognised Institutions	Private	Total
8	9	10	11	12	13
3	..	3	1	..	1
..
..
..
..
..
..
..
..
..
..
5	..	5	3	..	3
5	..	5	5	..	5
..
..
5	4,074	4,079	3	1,775	1,778
..
510	314	824	284	152	436
144	53	197	71	19	90
..
..
..
121	57	178	97	25	122
..
..
..
..
..
43	..	43	24	..	24

Name of Examination	Boys					
	No. Appeared			No. passed		
	From Recognised Institutions	Private	Total	From Recognised Institutions	Private	Total
1	2	3	4	5	6	7
SCHOOL EXAMINATIONS						
<i>On Completion of High School Course—</i>						
Higher Secondary ..	..	..	..	..	..	..
Higher Secondary (Technical) ..	..	..	..	..	..	..
Matriculation ..	22,457	10,025	32,482	15,339	4,110	19,449
School Final ..	..	..	..	..	..	..
School Leaving Certificate etc.	..	..	..	..	..	..
Anglo-Indian and European High School	..	..	..	..	..	..
Cambridge Senior ..	2	..	2	2	..	2
<i>On Completion of Basic or Middle School Course—</i>						
Senior Basic ..	..	..	..	..	..	..
Middle ..	40,509	..	40,509	36,982	..	36,982
Anglo-Indian and European Middle ..	..	..	..	..	..	..
Cambridge Junior ..	..	..	..	..	..	..
<i>On Completion of Primary or Junior Basic Schools Course—</i>						
Upper Primary ..	82,112	..	82,112	76,104	..	76,104
Lower Primary ..	..	..	..	..	..	..
Junior/Basic Basic Primary ..	..	..	..	..	..	..
<i>On Completion of Professional and Special School Course—</i>						
For Teacher's Certificates-						
Matriculate ..	788	..	788	700	..	700
Non-Matriculate ..	318	119	437	294	75	369
In Engineering ..	139	..	139	121	..	121
In Technology ..	162	..	162	115	..	115
In Industry ..	333	..	333	247	..	247
In Medicine ..	..	..	..	..	..	..
In Agriculture and Forestry ..	29	..	29	29	..	29
In Commerce ..	51	3	54	30	1	31
In Music and Dancing ..	..	..	..	..	..	..
In Arts and Crafts ..	..	..	..	..	..	..
In Other Fine Arts ..	..	..	..	..	..	..
In Oriental Studies ..	..	..	..	..	..	..
In Physical Education ..	..	..	..	..	..	..
In School Education ..	..	..	..	..	..	..
In Other Schools ..	..	..	..	..	..	..

IX—Progress of

Type of Area under Compulsion	Year (s) in which compulsion was introduced	Age-Group(s) of children under compulsion	Number of Towns/cities or Villages under compulsion	Total estimated population of the children of school-going age in area (s) under compulsion during the current year	Number of Institution where compulsion is in force	Number of Students on Rolls under compulsion	
						Boys	Girls
1	2	3	4	5	6	7	8
<i>Urban (Towns and Cities)</i>							
For Boys only ..	1,919	6—11	34 (37)*	91,271	197	58,688	..
For Girls only ..	..	..	..	..	..	..	..
For Both Boys and Girls ..	..	..	..	..	..	..	..
Total ..	1,919	6—11	34 (37)	91,271	197	58,688	..
<i>Rural (Village)</i>							
For Boys only ..	1,919	6—11	4221 (1298)	2,38783	1,559	152,494	..
For Girls only ..	..	..	..	..	..	..	..
For Both Boys and Girls ..	..	..	..	..	..	..	..
Total ..	1,919	6—11	4221 (1298)	238,783	1559	152,494	..
GRAND TOTAL ..	1,919	6—11	4255 (1335)	330,054	1756	2111,82	..

* Figures in brackets indicate areas under compulsion.

Compulsory Education

Percentage of Enrolment under compulsion to total population given in column (5)	COERCIVE MEASURES TAKEN DURING THE CURRENT YEAR						No. of Attendance Officers	Total Expenditure
	Percentage of Average Daily Attendance	No. of Notices issued	No. of attendance Orders passed	Prosecutions				
				For Non-Enrolment	For Non-Attendance	Fines Realised		
9	10	11	12	13	14	15	16	17
						Rs.		Rs.
64.3	86	904	50	238	7	81	7	303796
..
..
64.3	86	904	50	238	7	81	7	303796
63.9	89	5762	824	1440	482	2165	12	2,64,522
..
..
63.9	89	5762	824	1440	482	2,165	12	2,64,522
64	88.1	6666	874	1,678	489	2,246	19	5,68,318

Type of Institution	NO. OF INSTITUTIONS IN RURAL AREAS				
	<i>Recognised</i>				Unrecog- nised
	Government	District Board	Private	Total	
1	2	3	4	5	6
<i>For Males</i>					
Colleges for General Education	..	..	4	4	..
Colleges for Professional & Special Education	..	..	..	..	..
Schools for General Education—					
High/Higher Secondary	8	88	156	252	2
Middle	1	721	37	759	4
Senior Basic/Junior High	..	..	..	..	..
Primary	2	3,403	379	3,784	19
Junior Basic/Basic Primary	2	36	..	38	..
Nursery	..	..	..	..	..
Total	13	4,248	572	4,833	25
Schools for Professional and Special Education—					
Training Basic	2	..	1	3	..
Agriculture	..	..	..	..	..
Arts and Crafts	..	..	..	..	..
Music, Dancing and Other Fine Arts	..	..	..	..	..
For Adults	91	..	34	125	..
Others	..	..	..	..	..
Total	93	..	35	128	..
<i>For Females</i>					
Colleges for General Education	..	..	1	1	..
Colleges for Professional and Special Education	..	..	..	..	..
Schools for General Education—					
High/Higher Secondary	..	..	3	3	..
Middle	7	27	10	44	..
Senior Basic/Junior High	..	..	..	..	..
Primary	..	917	41	958	..
Junior Basic/Basic Primary	..	23	..	23	..
Nursery	..	..	..	..	..
Total	7	967	54	1,028	..
Schools for Professional and Special Education—					
Training	..	..	..	..	..
Agriculture	..	..	..	..	..
Arts and Crafts	..	..	..	..	..
Music, Dancing and Other Fine Arts	..	..	..	..	..
For Adults	18	..	1	19	..
Others	..	..	..	..	..
Total	18	..	1	19	..
GRAND TOTAL	131	5,215	667	6,013	25

Rural Area

NO. OF SCHOLARS ON ROLLS IN					Expenditure (direct & In- direct) on
RECOGNISED INSTITUTIONS				Unrecognised Institutions		Recognised Institutions Government Funds
Government	District Board	Private	Total		
7	8	9	10	11	12
..	..	1,067	1,067	..	Rs. 67,714
..
4,413	37,816	60,857	1,03,086	268	9,66,421
189	1,53,919	4,777	1,58,885	263	28,49,358
..	2,66,440	17,860	2,84,418	..	45,00,481
118	3,254	..	3,410	670	80,023
156	..	..	..	..	..
..
4,876	4,61,429	83,494	5,49,799	1,201	83,96,283
232	..	125	357	..	95,922
..
..
4,481	..	1,142	5,623	..	72,345
..
4,73	..	1,267	5,980	..	1,68,267
..	..	85	85	..	..
..
..	..	936	936	..	15,274
739	5,382	1,435	7,556	..	1,89,796
..
..	64,242	4,072	68,314	..	11,67,029
..	1,407	..	1,407	..	44,622
..
739	71,031	6,443	78,213	..	14,16,721
..
..
..
..
638	..	25	663	..	18,529
..
638	..	25	663	..	18,529
10,966	5,32,460	92,381	6,35,807	1,201	1,00,67,514

Type of Institution	EXPENDITURE (DIRECT AND INDIRECT) ON				
	Recognised Institutions				Unrecog nised Institu- tions
	District Board Funds	Fees	Other Sources	Total	
1	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.
<i>For Males</i>					
Colleges for General Education ..	240	1,07,305	1,11,176	2,86,435	..
Colleges for Professional and Special Education ..	..	..	..	..	..
Schools for General Education—					
High/Higher Secondary ..	3,52,489	32,53,080	9,72,724	55,44,714	19,828
Middle ..	15,17,815	15,68,004	1,17,701	60,52,878	22,104
Senior Basic/Junior High ..	..	..	..	..	..
Primary ..	21,11,161	37,876	2,57,829	69,07,347	16,872
Junior Basic, Basic Primary ..	5,706	190	..	85,919	..
Nursery ..	..	..	..	..	..
Total ..	39,87,171	48,59,150	13,48,254	185,90,858	58,804
Schools for Professional and Special Education—					
Training—Basic ..	..	12,600	5,602	1,14,124	..
Agriculture ..	..	..	..	..	..
Arts and Crafts ..	..	..	..	..	..
Music, Dancing and Other Fine Arts ..	..	..	..	..	..
For Adults ..	..	..	3,680	76,025	..
Others ..	..	..	..	..	..
Total ..	..	12,600	9,282	1,90,149	..
<i>For Females</i>					
Colleges for General Education ..	5,000	11,252	25,949	42,201	..
Colleges for Professional and Special Education ..	..	..	..	..	..
Schools for General Education—					
High/Higher Secondary ..	2,602	13,666	23,548	55,090	..
Middle ..	56,161	14,876	43,460	3,04,293	..
Senior Basic/Junior High ..	..	..	..	..	..
Primary ..	4,57,289	660	30,791	16,55,769	..
Junior Basic/Basic Primary ..	..	..	..	44,622	..
Nursery ..	..	..	..	..	..
Total ..	5,16,052	29,202	97,799	20,59,774	..
Schools for Professional and Special Education—					
Training ..	..	..	..	..	..
Agriculture ..	..	..	..	..	..
Arts and Crafts ..	..	..	..	..	..
Music, Dancing and Other Fine Arts ..	..	..	..	..	..
For Adults ..	..	..	..	18,529	..
Others ..	..	..	..	..	..
Total ..	..	..	..	18,529	..
GRAND TOTAL ..	45,08,463	50,19,509	15,92,460	211,87,946	58,804

Rural Areas—Concl'd.

NO. OF TEACHERS IN

<i>Recognised Institutions</i>				Unrecognised Institutions
Government	District Board	Private	Total	
18	19	20	21	22
..	..	57	57	..
..
145	1,292	1,719	3,156	16
4	4,378	180	4,562	24
..
3	6,281	522	6,806	19
4	88	..	92	..
..
156	12,039	2,421	14,616	59
..
18	..	10	28	..
..
..
91	..	36	127	..
..
109	..	46	155	..
..	..	10	10	..
..
..	..	34	34	..
40	165	54	259	..
..
..	1,772	116	1,888	..
..	47	..	47	..
..
40	1,984	204	2,228	..
..
..
..
18	..	1	19	..
..
18	..	1	19	..
323	14,023	2,739	17,085	59

XI—Scholarships, Stipends, Free Studentships and other Financial

Type of Institution	SCHOLARSHIPS		
	CENTRAL GOVERNMENT		
	No.		Total Value
	Boys	Girls	Boys
1	2	3	4
			Rs.
<i>Universities—</i>			
University Departments ..	1	..	365
<i>Research Institutions</i> ..	..	..	..
<i>Colleges for General Education—</i>			
Degree Colleges—			
Arts (With only Degree Classes ..	..	..	..
(Others ..	1	..	240
Science (With only Degree Classes ..	..	..	..
(Others ..	..	..	..
Arts & Science (With only Degree Classes ..	..	..	..
(Others ..	170	2	76,468
Intermediate Colleges—			
With only Intermediate Classes ..	..	..	..
Others ..	..	..	..
Total ..	171	2	76,708
<i>Colleges for Professional Education—</i>			
Education—			
Non-Basic (Post Graduate ..	3	..	1,292
(Under Graduate ..	..	..	..
Engineering ..	19	..	15,030
Technology ..	..	..	..
Medicine ..	5	1	4,739
Veterinary ..	..	..	..
Agriculture ..	2	..	1,012
Forestry ..	..	..	..
Commerce ..	..	..	..
Law ..	7	..	3,440
Applied Art and Architecture ..	..	..	..
Total ..	36	1	25,513
<i>Colleges for Special Education—</i>			
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	..	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
Total ..	..	..	..

Concessions to Students at Different Stages of Education

AND STIPENDS AWARDED BY

Per Annum	STATE GOVERNMENT			
	No.		Total Value per Annum	
	Boys	Girls	Boys	Girls
5	6	7	8	9
Rs.			Rs.	Rs.
..	11	..	4,443	..
..
..
..	59	2	11,638	1,100
..
599	774	46	1,66,469	1,467
..	15	..	3,318	..
..
599	848	48	1,81,425	12,567
..	56	4	11,889	4,113
..	70	17	35,125	10,599
2,400	26	12	9,816	3,127
..	17	..	10,953	..
..	116	..	24,541	..
..
..	3	..	963	..
..
2,400	288	33	93,287	17,839
..
..
..	9	1	1,691	185
..
..	9	1	1,691	185

XI—Scholarships, Stipends, Free Studentships and Other Financial

Type of Institution	SCHOLARSHIPS AND		
	INSTITUTIONS ITSELF		
	No.		Total Value
	Boys	Girls	Boys
1	10	11	12
			Rs.
<i>Universities—</i>			
University Departments ..	4	..	456
<i>Research Institutions</i> ..	..	..	..
<i>Colleges for General Education—</i>			
Degree Colleges—			
Arts (With only Degree Classes	..	..	..
(Others ..	11	..	582
Science (With only Degree Classes	..	..	..
(Others ..	..	..	..
Arts & Science (With only Degree Classes	..	..	..
(Others ..	648	32	41,663
Intermediate Colleges—			
With only Intermediate Classes ..	2	..	300
Others ..	..	..	..
Total	661	32	42,545
<i>Colleges for Professional Education—</i>			
Non-Basic Education—			
(Post Graduate ..	..	..	..
(Under Graduate ..	..	..	..
Engineering ..	..	..	..
Technology ..	12	..	1,800
Medicine ..	..	..	..
Veterinary ..	..	..	..
Agriculture ..	..	..	..
Forestry ..	..	..	..
Commerce ..	..	..	..
Law ..	..	..	..
Applied Art and Architecture ..	..	..	..
Total	12	..	1,800
<i>Colleges for Special Education—</i>			
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	..	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
Total	..	..	..

XI.—Scholarships, Stipends, Free Studentships and other Financial

SCHOLARSHIPS AND STIPENDS			
OTHERS			
Type of Institutions	No.		Total Value per Annum
	Boys	Girls	Boys
1	18	19	20
			Rs.
<i>Universities—</i>			
University Department ..	10	..	1,116
<i>Research Institutions</i> ..	..	..	..
<i>Colleges for General Education—</i>			
Degree Colleges—			
Arts { With only Degree Classes ..	..	..	..
Others ..	5	..	548
Science { With only Degree Classes ..	..	..	..
Others ..	..	..	..
Arts and Science { With only Degree Classes ..	..	..	..
Others ..	583	25	95919
Intermediate Colleges—			
With only Intermediate Classes ..	..	18	..
Others ..	..	..	..
Total ..	588	43	96,467
<i>Colleges for Professional Education—</i>			
Non-Basic Education—			
(Post Graduate ..	7	..	1,262
Engineering (Under Graduate ..	..	..	..
Technology ..	24	..	4,425
Medicine ..	..	..	..
Veterinary ..	7	2	1,678
Agriculture ..	..	..	..
Forestry ..	1	..	240
Commerce ..	..	..	..
Law ..	1	..	240
Applied art and Architecture ..	4	..	1,195
Others ..	..	..	..
Total ..	44	2	9,040
<i>Colleges for Special Education—</i>			
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	..	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
Total ..	..	..	..

Concessions to Students at Different Stages of Education—Contd.

AWARDED BY	TOTAL OF ALL SCHOLARSHIPS AND STIPENDS				
	No.			Total Value per Annum	
	Girls	Boys	Girls	Boys	Girls
	21	22	23	24	25
	Rs.			Rs.	Rs.
..	..	26	..	6,380	..
..
..	..	76	.. 3	13,008	.. 1,340
..
..
..	4,621	2,276	.. 110	3,93,569	.. 19,410
..	2,580	17	.. 18	3,618	.. 2,580
..
..	7,201	2,369	.. 131	4,10,195	.. 23,330
..	..	66	.. 4	14,443	.. 4,113
..	..	..	.. 17	..	.. 10,599
..	..	113	..	54,580	..
..	..	12	..	1,800	..
..	404	40	.. 15	16,815	.. 5,931
..	..	19	..	11,140	..
..	..	129	..	28,663	..
..
..	..	1	..	240	..
..	..	14	..	5,598	..
..
..	404	394	.. 36	1,33,279	.. 20,643
..
..
..	..	9	.. 1	1,691	.. 185
..
..	..	9	.. 1	1,691	.. 185

XI—Scholarships, Stipends, Free Studentships and other Financial

Type of Institution	FREE STUDENTSHIPS			
	No.		Yearly Amount Foregone	
	Boys	Girls	Boys	Girls
1	26	27	28	29
			Rs.	Rs.
<i>Universities—</i>				
University Departments ..	7	..	204	..
<i>Research Institutions</i> ..	..	..	..	..
<i>Colleges for General Education—</i>				
Degree Colleges—				
(With only Degree Classes	..	..	..	..
(Others ..	35	6	12,558	960
Arts ..	..	..	..	..
Sciences (With only Degree Classes	..	..	..	..
(Others ..	..	..	..	..
Arts & Sciences (With only Degree Classes	..	..	..	..
(Others ..	1,684	193	2,73,684	28,963
Intermediate Colleges—				
With only Intermediate Classes ..	6	..	660	..
Others ..	..	..	..	..
Total ..	1,725	199	2,86,902	29,923
<i>Colleges for Professional Education—</i>				
Education ..	21	..	1,830	..
Non Basic—Post Graduate under				
Graduate—	..	..	..	..
Engineering ..	..	..	..	..
Technology ..	..	..	..	..
Medicine ..	27	5	4,116	687
Veterinary ..	..	..	..	..
Agriculture ..	6	..	842	..
Forestry ..	..	..	..	..
Commerce ..	8	..	847	..
Law ..	1	1	216	216
Applied art and Architecture ..	..	..	..	..
Total ..	63	6	7,851	903
<i>Colleges for Special Education—</i>				
Music ..	..	..	..	..
Dancing ..	..	..	..	..
Other Fine Arts ..	..	..	..	..
Oriental Studies ..	..	..	..	..
Physical Education ..	..	..	..	..
Social Education ..	..	..	..	..
Total ..	..	..	..	..

XI—Scholarships, Stipends, Free Student ships and other Financial

Type of Institution	SCHOLARSHIPS		
	CENTRAL GOVERNMENT		
	No.		Total Value
	Boys	Girls	Boys
1	2	3	4
			Rs.
<i>Schools for General Education—</i>			
Higher Secondary ..	..	..	..
High ..	..	..	..
Senior Basic/Junior High ..	..	..	..
Middle ..	..	..	..
Junior Basic/Basic Primary ..	..	..	..
Primary—			
Single—Teacher ..	..	..	..
Others ..	..	..	..
Nursery ..	..	..	..
Total ..	..	..	..
<i>Schools for Professional Education—</i>			
Training (Basic ..	..	..	..
(Normal ..	..	..	..
Engineering ..	84	..	29,050
Technology—			
Poly-technic ..	174	..	61,500
High ..	..	..	..
Others ..	..	..	..
Industry ..	4	..	2,752
Medicine ..	..	..	..
Agriculture ..	..	..	..
Forestry ..	..	..	..
Commerce ..	..	..	..
Arts and Crafts ..	..	..	..
Total ..	262	..	93,302
<i>Schools for Special Education—</i>			
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	..	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
For the Handicapped—			
Mentally Handicapped ..	..	..	..
Physically Handicapped ..	..	..	..
For Adults ..	..	..	..
Reformatory ..	..	..	..
Others ..	..	..	..
Total ..	..	..	..
GRAND TOTAL ..	470	3	1,95,883

XI—Scholarships, Stipends, Free Studentships and Other Financial

Type of Institution	SCHOLARSHIPS AND STIPENDS		
	INSTITUTION ITSELF		
	No.		Total Value
	Boys	Girls	Boys
1	10	11	12
			Rs.
<i>Schools for General Education—</i>			
High Secondary ..	..	..	..
High ..	268	2	9,405
Senior Basic/Junior High ..	..	..	..
Middle ..	65	12	1,070
Junior Basic/Basic Primary ..	..	..	..
Primary—			
Single—Teacher ..	..	..	..
Others ..	..	5	..
Nursery ..	..	..	..
Total ..	333	19	10,475
<i>Schools for Professional Education—</i>			
Training (Basic) ..	..	..	..
(Normal) ..	..	..	..
Engineering ..	..	..	..
Technology—			
Poly-technic ..	..	..	..
High ..	..	..	..
Others ..	..	..	..
Industry ..	..	..	..
Medicine ..	6	47	2,090
Agriculture ..	..	..	..
Forestry ..	..	..	..
Commerce ..	..	..	..
Arts and Crafts ..	..	..	..
Total ..	6	47	2,090
<i>Schools for Special Education—</i>			
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	..	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
For the Handicapped—			
Mentally Handicapped ..	..	..	..
Physically Handicapped ..	..	..	..
For Adults ..	..	..	..
Reformatory ..	..	..	..
Others ..	..	..	..
Total ..	..	..	..
GRAND TOTAL ..	1,016	98	57,366

XI—Scholarships, Stipends, Free Studentships and Other Financial

Type of Institution	SCHOLARSHIPS AND STIPENDS		
	OTHERS		
	No.		Total Value
	Boys	Girls	Boys
1	18	19	20
			Rs.
<i>Schools for General Education—</i>			
Higher Secondary ..	..	..	..
High ..	1,085	20	80,490
Senior Basic/Junior High ..	..	..	..
Middle ..	296	67	16,706
Junior Basic/Basic Primary ..	..	..	..
Primary—			
Single-Teacher ..	..	..	..
Others ..	4	81	63
Nursery ..	..	..	..
Total ..	1,385	168	97,259
<i>Schools for Professional Education—</i>			
Training—			
Basic ..	..	..	..
Normal ..	..	..	..
Engineering ..	..	..	..
Technology—			
Poly-technic ..	..	..	..
High ..	..	..	..
Others ..	..	..	..
Industry ..	..	..	..
Medicine ..	13	..	518
Agriculture ..	2	..	228
Forestry ..	..	..	..
Commerce ..	..	..	..
Arts and Crafts ..	..	..	..
Total ..	15	..	746
<i>Schools for Special Education—</i>			
Music ..	..	..	..
Dancing ..	..	..	..
Other Fine Arts ..	..	..	..
Oriental Studies ..	..	..	..
Physical Education ..	..	..	..
Social Education ..	..	..	..
For the Handicapped—			
Mentally Handicapped ..	..	..	..
Physically Handicapped ..	14	..	5,338
For Adults ..	..	..	..
Reformatory ..	..	..	..
Others ..	..	..	..
Total ..	14	..	5,338
GRAND TOTAL ..	2,056	213	2,09,966

Concessions to Students at Different Stages of Education—(Contd)

AWARDED BY				
TOTAL OF ALL SCHOLARSHIPS AND STIPENDS				
Per Annum	No.		Total Value per Annum	
	Boys	Girls	Boys	Girls
21	22	23	24	25
Rs.			Rs.	Rs.
1,975	4,714	382	3,16,035	28,493
2,392	2,458	232	71,697	10,792
..
30	3 45	90	27 602	826
..
4,707	7,220	704	3,88,361	40,111
..	180	52	22,121	619
..	109	154	12,448	14,494
..	107	..	32,565	..
..	174	..	61,500	..
..
..	537	240	88,492	34,778
..	24	59	5,742	24,365
..	2	..	228	..
..
..
..	43	..	8,211	..
..	1,176	505	2,31,307	74,256
..
..
..
..
..	14	..	5,338	..
..
..
..
..	14	..	5,338	..
12,312	11,208	1,377	11,76,551	1,58,525

XI—Scholarships, Stipends, Free Studentships and Other Financial

Type of Institution	FREE STUDENTSHIPS			
	No.		Yearly Amount Foregone	
	Boys	Girls	Boys	Girls
	1	26	27	28	29
			Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary ..	29	..	732	..
High ..	45,439	1,509	9,00,832	46,484
Senior Basic/ Junior High ..	..	..	..	..
Middle ..	30,194	1,233	3,71,370	20,207
Junior Basic/Basic Primary ..	33	..	42	..
Primary—				
Single-Teacher ..	1,846	..	1,554	..
Other ..	33,256	1,694	66,413	3,406
Nursery ..	..	..	..	..
Total ..	1,10,797	4,436	13,40,943	70,097
<i>Schools for Professional Education—</i>				
Training—				
Basic ..	..	..	..	..
Normal ..	21	..	1,128	..
Engineering ..	..	..	..	..
Technology—				
Polytechnic ..	..	..	..	..
High ..	..	..	..	..
Others ..	..	..	..	..
Industry ..	310	131	3,342	836
Medicine ..	6	..	480	..
Agriculture ..	..	..	..	..
Forestry ..	..	..	..	..
Commerce ..	..	..	..	..
Arts and Crafts ..	4	..	240	..
Total ..	341	131	5,190	836
<i>Schools for Special Education—</i>				
Music ..	..	..	..	..
Dancing ..	..	..	..	..
Other Fine Arts ..	..	..	..	..
Oriental Studies ..	..	..	..	..
Physical Education ..	..	..	..	..
Social Education ..	..	..	..	..
For the Handicapped—				
Mentally Handicapped ..	..	..	..	..
Physically Handicapped ..	..	..	..	..
For Adults ..	..	..	..	..
Reformatory ..	..	..	..	..
Others ..	..	..	..	..
Total ..	..	..	..	..
GRAND TOTAL ..	1,12,933	4,772	16,41,090	1,01,765

Concessions to Students at Different Stages of Education—(Concl'd.)

OTHER FINANCIAL CONCESSIONS				No. of Students in Institutes where no fees are charged	
No.		Yearly Amount Foregone			
Boys	Girls	Boys	Girls	Boys	Girls
30	31	32	33	34	35
		Rs.	Rs.		
32,513	2,355	5,99,319	78,267	..	..
32,774	1,664	1,75,834	20,969	..	3,351
..	..	..	..	3,545	1,404
144	2,706	72	1,785	14,986	15,695
9,064	5,289	40,160	35,897	1,97,033	46,745
..
75,495	1,20,14	8,15,385	1,36,918	2,15,564	67,195
..	..	..	..	192	40
5	..	187	..	134	124
..
..	..	..	..	193	..
..
49	182	9,894	19,248	..	..
17	24	4,974	8,720	..	..
..	..	..	..	29	..
..
..
71	206	15,055	27,968	568	144
..
..
..
..
..
53	..	9,870	..	53	..
..	..	..	..	6,296	798
..	..	..	..	385	..
..
53	..	9,870	..	6,734	798
78,479	12,510	12,93,765	2,06,765	2,22,902	68,142

XII-A—Education

Managing Body	NUMBER OF REGULAR SCHOOLS FOR			NO. OF LITERACY CENTRES/ CLASSES FOR		
	Men	Women	Both	Men	Women	Both
1	2	3	4	5	6	7
Government	94	18	..
District Board
Municipal Board	3	..	..
Private—						
Aided	35	1	..
Unaided	1	..	..
Total	133	19	..

Of Adults

NO. OF SCHOLARS ON ROLLS IN				NO. MADE LITERATE				Average Duration of Literacy Course in month)
<i>Regular Schools</i>		<i>Literacy Centres Classes</i>		<i>During the previous Years</i>		<i>During the Current Year</i>		
Men	Women	Men	Women	Men	Women	Men	Women	
8	9	10	11	12	13	14	15	16
..	..	4,879	773	16,421	2,892	3,672	614	6-12
..
..	..	125	..	120	..	125	..	..
..	..	1,252	25	4,949	452	931	25	..
..	..	40	..	152	..	40	..	..
..	..	6,296	798	21,642	3,344	4,768	639	6-12

XII-A—Education

Managing Body	NO. OF TEACHERS			
	SPECIALLY TRAINED			
	Honorary		Paid	
	Men	Women	Men	Women
1	17	18	19	20
Government ..	..	..	59	8
District Board ..	..	..	..	..
Municipal Board ..	..	..	2	..
Private—				
Aided ..	..	..	6	..
Unaided ..	..	..	..	..
Total ..	..	..	67	8

Of Adults— Concl'd.

NO. OF TEACHERS				TOTAL EXPENDITURE FROM				
OTHERS				Government Funds	District Board Funds	Municipal Board Funds	Other Sources	Total
Honorary		Paid						
Men	Women	Men	Women					
21	22	23	24	25	26	27	28	29
..	..	39	11	Rs. 1,50,424	Rs. ..	Rs. ..	Rs. ..	Rs. 1,50,424
..
..	..	1	..	..	..	3,252	..	3,252
..	..	31	1	6,920	..	..	3,132	10,052
..	..	1	..	..	..	..	400	400
..	..	72	12	1,57,344	..	3,252	3,532	1,64,128

XII-B—Libraries and Reading

Managing Body	NO. OF LIBRARIES				No. of Reading Rooms
	Stationary	Moving	Branches	Total	
1	2	3	4	5	6
Government ..	31	..	..	31	24
District Board ..	85	..	..	85	85
Municipal Board ..	14	..	..	14	27
Private—					
Aided ..	..	..	..	..	..
Unaided ..	1	..	..	1	..
Total	131	..	..	131	136

Rooms for Adults

NO. OF BOOKS AND JOURNALS (BACK NUMBER) IN THE LIBRARY				NO. OF BOOKS AND JOURNALS ADDED DURING THE CURRENT YEAR			
Stationary	Moving	Branches	Total	Stationary	Moving	Branches	Total
7	8	9	10	11	12	13	14
8,969	8,969	942	..	..	942
..	24,880	..	..	24,880
1,102	1,102	18,212	..	..	18,212
..
750	750	436	..	..	436
10,821	10,821	44,470	..	..	44,470

XII-B—Libraries and Reading

Managing Body	NO. OF BOOKS, JOURNALS ETC. ISSUED DURING THE CURRENT YEAR FROM THE LIBRARY			
	Stationary	Moving	Branches	Total
1	15	16	17	18
Government ..	14,534	..	..	14,534
District Board ..	21,835	..	..	21,835
Municipal Board ..	7,673	..	..	7,673
Private—				
Aided ..	..	..	..	..
Unaided ..	1,120	..	..	1,120
Total ..	45,162	..	..	45,162

Rooms for Adults—Concl'd.

NO. OF SPECIAL BOOKS AND PAMPHLETS ON ADULT EDUCATION PUBLISHED DURING THE CURRENT YEAR BY			AVERAGE DAILY ATTENDANCE IN THE READING ROOMS			Total Expenditure on Libraries & Reading Rooms during the current year
State Government	Others in the State	Total	Men	Women	Total	
19	20	21	22	23	24	25
..	972	224	496	Rs. 1,258
..	1,014	..	1,014	26,305
..	1,624	20	1,644	25,268
..
..	31	..	31	430
..	3,641	244	3,885	53,261

XIII-A—Educational Institutions and

Institutions for	RECOGNISED INSTITUTIONS MANAGED BY								Unrecog- nised Institu- tions For Boys
	Government		Local boards		PRIVATE BODIES				
					Aided		Unaided		
	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls	
1	2	3	4	5	6	7	8	9	10
Mentally Handicapped
Physically Handicapped-									
The Blind	1	..	..	..	..
The Deaf-Blind
The Deaf
The Deaf-Mute
The Handicapped In Speech
The Crippled
Others
Total	1	..	..	..	..
GRAND TOTAL	1	..	..	..	..

Teachers for the Handicapped

Unrecog- nised Institu- tions	<i>Total</i>		NUMBER OF TEACHERS					
			<i>Specially Trained</i>		<i>Others</i>		<i>Total</i>	
	For Boys	For Girls	Men	Women	Men	Women	Men	Women
11	12	13	14	15	16	17	18	19
..
..	1	..	3	..	8	..	11	..
..
..
..
..
..
..	1	..	3	..	8	..	11	..
..	1	..	3	..	8	..	11	..

XIII-B—Enrolment in Educational Institutions

Institutions for	NO. OF SCHOLARS IN RECOGNISED					
	GOVERNMENT			LOCAL BOARDS		
	Maximum Capacity	No. on Rolls		Maximum Capacity	No. on Rolls	
		Boys	Girls		Boys	Girls
1	2	3	4	5	6	7
Mentally Handicapped
Physically Handicapped-						
The Blind
The Deaf-Blind
The Deaf
The Deaf-Mute
The Handicapped in speech
The Crippled
Others
Total
GRAND TOTAL

And Scholarships, etc., for the Handicapped

INSTITUTIONS MANAGED BY						No. of Scholars in Unrecognised Institutions		
PRIVATE BODIES								
Aided			Unaided					
Maximum Capacity	No. on Rolls		Maximum Capacity	No. on Rolls		Maximum Capacity	No. on Rolls	
	Boys	Girls		Boys	Girls		Boys	Girls
8	9	10	11	12	13	14	15	16
..
60	53	..	..	..	..	..	..	..
..
..
..
..
..
60	53	..	..	..	..	..	..	..
60	53	..	..	..	..	..	..	..

XIII-B—Enrolment in Educational Institutions

Institutions for	TOTAL			NO. EMPLOYED AFTER COMPLETION OF COURSE	
	Maximum Capa- city	<i>No. on Rolls</i>		Boys	Girls
		Boys	Girls		
1	17	18	19	20	21
Mentally Handicapped ..	..	..	..	..	..
Physically Handicapped—					
The Blind ..	60	53	..	4	..
The Deaf-Blind ..	..	..	..	..	..
The Deaf ..	..	..	..	..	..
The Deaf-Mute ..	..	..	..	..	..
The Handicapped in Speech ..	..	..	..	..	..
The Crippled ..	..	..	..	..	..
Others ..	..	..	..	..	..
Total ..	60	53	..	4	..
GRAND TOTAL ..	60	53	..	4	..

And Scholarships, etc., for the Handicapped—Concl'd.

SCHOLARSHIPS & STIPENDS AWARDED DURING THE YEAR BY								FREE STUDENTSHIPS AND OTHER FINANCIAL CON- CESSIONS AWARDED			
GOVERNMENT				OTHERS				For Boys		For Girls	
For Boys		For Girls		For Boys		For Girls		For Boys		For Girls	
Number	Total value per annum	Number	Total value per annum	Number	Total value per annum	Number	Total value per annum	Number	Total value per annum	Number	Yearly amount foregone
22	23	24	25	26	27	28	29	30	31	32	33
	Rs.		Rs.		Rs.		Rs.		Rs.		Rs.
..
..	14	5,338	..	..	53	9,870	..	..
..
..
..
..
..
..	14	5,338	..	..	53	9,870	..	..
..	14	5,338	..	..	53	9,870	..	..

XIII-C—Expenditure on Educational

Institutions for	GOVERNMENT INSTITUTIONS						OTHER	
	<i>Expenditure from</i>					Total	<i>Expenditure</i>	
	Govt. Funds	Local Board Funds	Fees	En-dow-ments etc.	Other Sour-ces		Govt. Funds	Local Board Funds
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mentally Handi-capped
Physically Handi-capped—								
The Blind	3,078	1,200
The Deaf-Blind
The Deaf
The Deaf-Mute
The Handi-capped in Speech
The Crippled
Others
Total	3,078	1,200
GRAND TOTAL	3,078	1,200

Institutions for The Handicapped

INSTITUTIONS				ALL INSTITUTIONS					
<i>from</i>			Total	<i>Expenditure form</i>					Total
Fees	Endowments etc.	Other Sources		Govt. Funds	Local Board Funds	Fees	Endowments etc.	Other Sources	
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..	21,628	17,901	43,807	3,078	1,200	..	21,628	17,901	43,807
..
..
..
..
..
..
..	21,628	17,901	43,807	3,078	1,200	..	21,628	17,901	43,807
..	21,628	17,901	43,807	3,078	1,200	..	21,628	17,901	43,807

XIV-A—Institutions and Expenditure for the Education of the Scheduled Castes and other Backward Communities

Type of Institution	NUMBER OF INSTITUTIONS								TOTAL EXPENDITURE ON INSTITUTIONS											
	For Boys				For Girls				For Boys					For Girls						
	Recognised		Unrecognised		Recognised		Unrecognised		Govt. Funds	Local Board Funds	Fees	Endowments etc.	Other Sources	Total	Govt. Funds	Local Board Funds	Fees	Endowments etc.	Other Sources	Total
	Govt.	Non-Govt.	Unrecognised	Total	Govt.	Non-Govt.	Unrecognised	Total												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Nursery Schools
Primary Schools	..	1	..	1	..	..	..	..	..	..	84	1,176	..	1,260	..	..	..	..	..	..
Junior Basic/ Basic Primary Schools
Middle Schools	..	1	..	1	..	..	..	..	..	..	387	5,997	..	6,384	..	..	..	..	..	..
Senior Basic/ Junior High Schools
High/Higher Secondary Schools	..	1	..	1	..	..	..	..	..	..	3,149	8,083	..	11,232	..	..	..	..	..	..
Technical and Industrial Schools
Other Institu- tions
TOTAL	..	3	..	3	..	..	..	..	..	..	3,620	15,256	..	18,876	..	..	..	..	..	..

XIV-B—Special Government Staff for Education of Scheduled Castes and other Backward Communities

Designation of Staff	NUMBER BELONGING TO				Minimum Academic Qualifications	Scales of Pay	Duties
	<i>Scheduled Castes and other Backward Communities</i>		<i>Others</i>				
	Men	Women	Men	Women			
1	2	3	4	5	6	7	8
Harijan Welfare Officer	1	..	..	..	..	Rs. 150—10—220	To look after the welfare of all students belonging to Scheduled castes and Backward Communities in all institutions in the State.

XIV-C—Enrolment, stipends and Examination Results for the Education of the

Type of Institution	NUMBER OF SCHOLARS						NUMBER OF APPROVED	
	<i>In Institutions for Scheduled Castes and Backward Communities only</i>		<i>In other Institutions</i>		<i>Total</i>		<i>Attached to Institutions for Scheduled Castes and Backward Communities only</i>	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
<i>Arts and Science Colleges</i> ..	..	..	779	1	779	1	..	..
<i>Schools for General Education.—</i>								
Nursery ..	..	..	..	5	..	5	..	..
Primary ..	65	20	47,453	4,517	47,518	4,537	..	..
Junior Basic/Basic								
Primary ..	..	..	986	30	986	30	..	..
Middle ..	101	..	15,395	519	15,496	519	..	..
Senior Basic/Junior								
High ..	..	..	16,919	88	17,126	109	..	..
High ..	207	21	..	..	..	..	..	..
Higher Secondary ..	..	..	..	..	..	..	..	..
Total ..	373	41	80,753	5,159	81,126	5,200	..	..
<i>Institution for Professional and Special Education—</i>								
Training ..	..	..	35	3	35	3	..	..
Engineering ..	..	..	12	..	12	..	..	..
Technology and Industry ..	..	..	135	11	135	11	..	..
Medicine and Veterinary ..	..	..	6	..	6	..	..	..
Agriculture and Forestry ..	..	..	3	..	3	..	..	..
Commerce ..	..	..	..	..	..	..	..	..
Law ..	..	..	7	..	7	..	..	..
Music and Dancing ..	..	..	..	..	..	..	..	..
Arts and Crafts ..	..	..	1	..	1	..	..	..
Oriental Studies ..	..	..	..	..	..	..	..	..
Others ..	..	..	..	..	..	..	..	..
Total ..	..	..	199	14	199	14	..	..
GRAND TOTAL ..	373	41	81,731	5,174	82,104	5,215	..	..

Scheduled Castes and other Backward Communities

STUDENTS IN HOSTELS		STUDENTS GETTING STIPENDS AND OTHER FINANCIAL CONCESSIONS				EXAMINATION RESULTS			
<i>Attached to other Institutions</i>		<i>Numbers</i>		<i>Total Value per annum</i>		<i>Number appeared</i>		<i>Number passed</i>	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	11	12	13	14	15	16	17	18	19
				Rs.	Rs.				
49	..	779	1	2,30,143	566	169	1	108	1
..	..	965	..	2,847	..	6,325	5 638	5,838	5 582
259	..	20 8,737	.. 51	218 75,786	.. 856	3,123	.. 124	2,834	.. 108
279	..	4,254	.. 27	2,23,906	.. 1,170	2,532	.. 32	1,317	.. 14
..
538	..	1,3976	78	3,02,757	2,026	11,980	799	9,989	709
33	3	35	3	4,953	1,082	32	3	32	3
10	..	12	..	9,131	..	2	..	2	..
63	..	81	2	13,580	300	27	..	22	..
3	..	5	..	4,239	..	..	..	..	..
..	..	3	..	1,012	..	..	..	..	..
1	..	7	..	3,164	..	2	..	2	..
..	..	1	..	51	..	..	..	..	..
..
..
110	3	144	5	36,130	1,382	63	3	58	3
697	3	14,899	84	5,69,030	3,974	12,212	803	10,155	713

XV—Distribution of Scholars going

Name of the Country	NUMBER OF SCHOLARS WHO					
	<i>Arts Subjects</i>		<i>Science Subjects</i>		<i>Education</i>	
	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7
U. S. A.	3	..	2	..	2	1
Canada
Other North American Countries
South America
U. K.	2	..	1	..	..	..
France
Germany
Russia
Other European Countries
Australia
Africa
China
Japan
Iran
Afghanistan
Other Asian Countries
Total	5	..	3	..	2	1

Note.—One male student went to U. K. for Schooling.

Abroad for Further Studies

WENT ABROAD FOR ADVANCED STUDIES IN

<i>Engineering</i>		<i>Architecture and Design</i>		<i>Technology and Industry</i>		<i>Medicine and Veterinary Science</i>		<i>Agriculture and Forestry</i>		<i>Law</i>
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
8	9	10	11	12	13	14	15	16	17	18
4	..	1	..	..	..	3	1	7	..	..
1	1	..	..
..
..
10	5	..	2	..	..	..	..
..
..
..
..	3	2	..	..	..
2
..
..
..
..
..
..
..
17	..	1	..	5	..	8	3	8	..	..

XV—Distribution of Scholars Going

Name of Country	NUMBER OF SCHOLARS WHO WENT							
	Law		Commerce		Journalism		Banking & Insurance	
	Women	Men	Women	Men	Women	Men	Women	
1	19	20	21	22	23	24	25	
U. S. A.	
Canada	
Other North American Countries	
South America	
U. K.	2	..	..	..	..
France	
Germany	
Russia	
Other European Countries	
Australia	
Africa	
China	
Japan	
Iran	
Afghanistan	
Other Asian Countries*	
Total	2	..	..	..	..

Abroad for further Studies—Concl'd.

ABROAD FOR ADVANCED STUDIES IN

<i>Fine Arts</i>		<i>Nursing</i>		<i>Library Science</i>		<i>Other subjects</i>		<i>Total</i>		<i>No. of Stipendiary students included</i>	
Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	in col. 34	in col. 35
26	27	28	29	30	31	32	33	34	35	36	37
..	1	..	23	2	5	2
..	2	..	1	..
..
..
..	22	..	..	..
..
..
..
..	3	2	..	..
..	2	..	..	..
..
..
..
..
..
..	1	..	52	4	6	2

		TOTAL NUMBER OF POSTS			NUMBER		
					<i>Direct recruitment</i>		
		Class I	Class II and Others	Total	Class I	Class II and Others	Total
1		2	3	4	5	6	7
Direction	Men ..	2	..	2	..	..	..
	Women ..	1	..	1	..	..	..
	All Persons ..	3	..	3	..	..	..
Inspection	Men ..	4	18	22	..	..	..
	Women ..	2	2	4	..	..	..
	All Persons ..	6	20	26	..	..	..
Teaching→	..	..	..	..	..	..	..
Collegiate	Men ..	15	45	60	2	2	4
	Women ..	3	11	14	..	1	1
	All Persons ..	18	56	74	2	3	5
School	Men ..	..	11	11	..	..	..
	Women ..	..	8	8	..	..	..
	All Persons ..	..	19	19	..	..	..
Others	Men ..	3	..	3	..	..	..
	Women ..	..	..	..	..	..	..
	All Persons ..	3	..	3	..	..	..
<i>Total</i>	Men ..	24	74	98	2	2	4
	Women ..	6	21	27	..	1	1
	All Persons ..	30	95	125	2	3	5

Educational Service

OF POSTS FILLED UP BY						Number of posts Vacant or held in abeyance			Remarks if any
Promoted Officers			Officiating Arrangements			Class I	Class II and Others	Total	
Class I	Class II and Others	Total	Class I	Class II and Others	Total				
8	9	10	11	12	13	14	15	16	17
2	..	2	..	..	..	..	..	..	..
1	..	1	..	..	..	..	..	..	..
3	..	3	..	..	..	..	..	..	..
4	11	15	..	7	7	..	..	..	..
2	2	4	..	..	..	..	..	..	..
6	13	19	..	7	7	..	..	..	..
7	26	33	6	17	23	..	..	..	..
2	10	12	1	..	1	..	..	..	..
9	36	45	7	17	24	..	..	..	..
..	7	7	..	4	4	..	..	..	..
..	7	7	..	1	1	..	..	..	..
..	14	14	..	5	5	..	..	..	..
1	..	1	2	..	2	..	..	..	..
..
1	..	1	2	..	2	..	..	..	..
14	44	58	8	28	36	..	..	..	..
5	19	24	1	1	2	..	..	..	..
19	63	82	9	29	38	..	..	..	..

XVII—State Educational Directorate and Inspectorate

Designation	No. of Posts	Prescribed Minimum Educational Qualifications	Scales of Pay	Duties
1	2	3	4	5
<i>Men—</i>				
1. Director of Public Instruction.	1	Officer possessing high academic qualifications	1800—100—2000	<ol style="list-style-type: none"> 1. All cases of leave, appointments, Promotions, transfers, dismissals, appeals and memorials, pensions etc., relating to P. E. S. (I and II) and other gazetted officers. 2. Transfers, appointments etc. of the heads of Government institutions and office establishments. 3. All important matters relating to Education in the State.
2. Deputy Director of Public Instruction	1	-do-	1,250—50—1,500	<ol style="list-style-type: none"> 1. All cases of leave, appointments, promotions, pensions, transfers and dismissals of the clerical establishments and Non-gazetted posts for Men. 2. Assembly Questions. 3. To assist D. P. I. in all important matters relating to education in the State.
3. Inspector of Elementary Education (A head quarter Officer)	1	-do-	350—40—750/40—950—50—1,200	All cases connected with— (a) Collegiate Education (b) University (c) Primary Education (d) Local Body Schools (e) Grant-in aid to Local Body Schools for Primary Education.
4. Registrar, Departmental Examinations (A Head-quarter Officer)	1	-do-	-do-	All work connected with the examinations conducted by the Education Department.
5. Inspector of Training Institutions (A Headquarter Officer)	1	-do-	-do-	All cases connected with— (a) Secondary Education (b) Admissions, fees, fines, complaints etc. (c) Training of teachers and inspection of training institutions. (d) Harijan Welfare Scheme and other Misc. work including rehabilitation of displaced persons.
6. Officer In-charge Nationalization of Books (A Headquarter Officer)	1	-do-	-do-	All work connected with— Social (Adult) Education, New Syllabus for Junior Basic, Primary and Middle Deptts. and Educational Statistics.
7. Officer on Special Duty, N.C.C. (Temporary), (A Headquarter Officer)	1	-do-	-do-	All work connected with N. C. C. work

XVII—State Educational Directorate and Inspectorate—Contd.

Designation	No. of Posts	Prescribed Minimum Educational Qualifications	Scales of Pay	Duties
1	2	3	4	5
8. Divisional Inspector of Schools	2	Officer possessing high academic qualifications	350—40— 750/40— 950—50— 1,200	Head of a Divisional Office. All work connected with Boys Schools in a Division.
9. Deputy Inspector of Schools	5	-do-	250—25— 550/25— 750	To assist the Divisional Inspector of Schools in the discharge of his duties.
10. Deputy Inspector of Schools for Rural Science, Punjab.	1	-do-	-do-	All work connected with Rural Science, Agriculture Farms and Grow More Food Campaign in the Schools in the State.
11. District Inspector of Schools	12	Trained Graduate	-do-	To inspect Primary and Middle Schools and to assist the Inspector of Schools in the inspection of high Schools.
12. Assistant District Inspector of Schools	6	-do-	230—10— 270/10— 300	To inspect Primary Schools and to assist the District and Divisional Inspectors of Schools in the inspection of high and Middle Schools.
13. -do-	50	-do-	150—10— 190/10— 220	-do-
14. -do-	19	-do-	90—5—150	-do-
15. -do-	7	B.A., D.P.E.	150—10— 190/10— 220	To organise P. T. work in their districts.
16. -do-	5	-do-	90—5—150	-do-