

# Education in India 1948-49

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MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA



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# EDUCATION IN INDIA 1948-49

*PUBLICATION No. 128*

**GOVERNMENT OF INDIA—MINISTRY OF EDUCATION**

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## EXPLANATIONS

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

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

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

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

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

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

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

8. **Engineering Schools** include Survey schools.

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

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

11. **Indirect Expenditure** represents the amount incurred on Direction, Inspection, Buildings, Furniture, Scholarships and other Miscellaneous items. Its nature is such that it cannot be apportioned to each type of institution, and hence the cost per student has been worked on the basis of direct expenditure only.

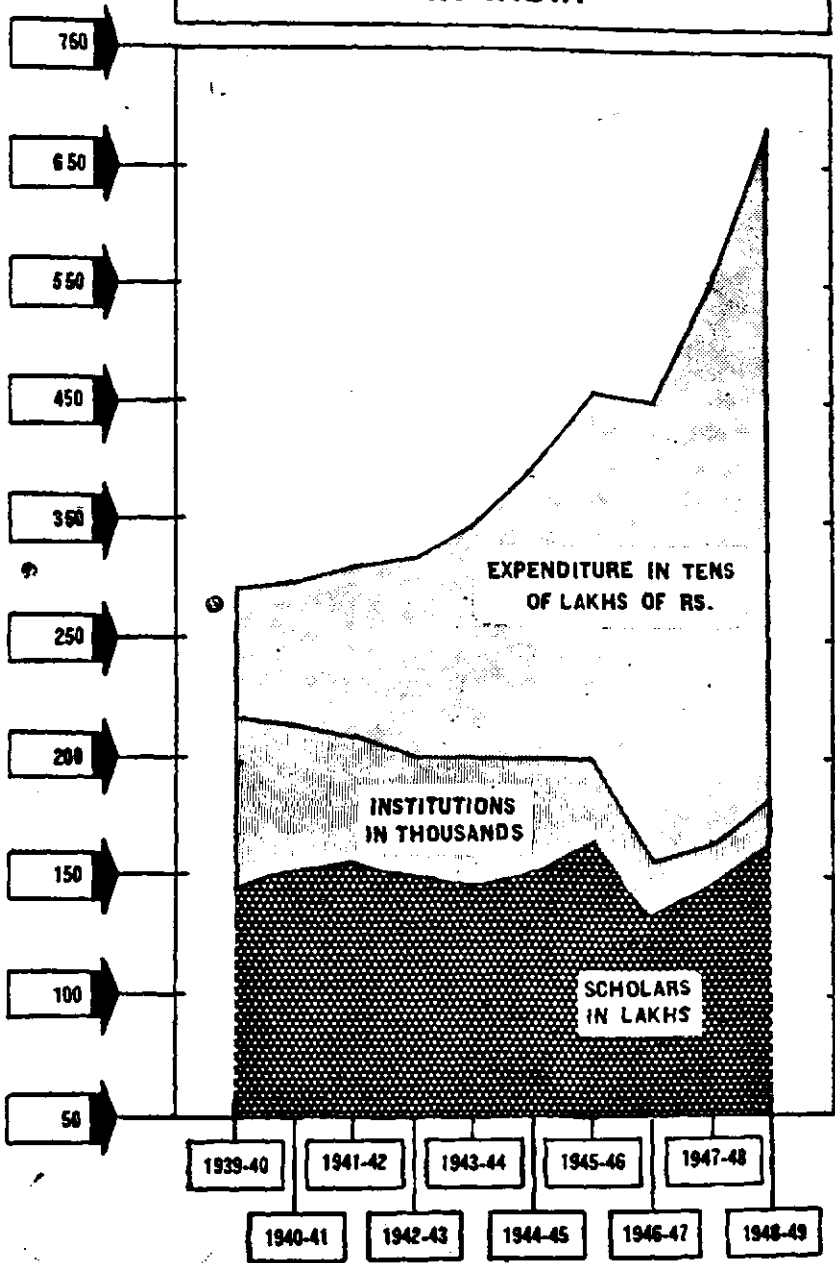
12. **All Statistics** refer to Recognised Institutions only, except where side-headings for Unrecognised Institutions are entered.

13. *Statistics for the year under report, as well as for 1947-48, exclude all former Indian States, except those which merged in the Provinces or were taken over by the Central Government upto 31st March, 1949 or 1948, as the case may be. The figures for 1947-48, accordingly, exclude Bilaspur, Himachal Pradesh and Kutch, which became Centrally Administered Areas during 1948-49. In calculating overall percentage of increase (or decrease) observed during 1948-49, the statistics for these Areas have been excluded to give a correct picture.*

**PART I—REPORT**



# PROGRESS OF EDUCATION IN INDIA



## CHAPTER I

### GENERAL SUMMARY

With the attainment of independence the problem of education in this country entered a new phase. The objectives of education had to be redefined so as to provide the people with an adequate system of education that would suit the aspirations and needs of the country. A perusal of the pages that follow will show that during the year under report there was remarkable progress in the sphere of education. New developments occurred in the field of Basic and Social Education, which engaged the minds of educationists all over the country. There was an all-round increase in the number of institutions and pupils and expenditure incurred on them. The study so far reveals the magnitude of the problem and brings out how limited are the resources at our disposal to deal with it.

The main tasks in the field of education that confronted the National Government were the provision of universal, free and compulsory Basic Education for all children of school-going age, and Social Education for illiterate adults; the reorganisation of Secondary and Higher Education and the expansion and advancement of Scientific and Technical Education. In spite of difficulties, the Central Ministry of Education went ahead with its schemes and set up various expert committees to review the varied aspects of education in the country.

The most important of these was the Committee appointed under the chairmanship of Shri B. G. Kher to examine existing financial resources and suggest ways and means of raising finances required at the different stages of a comprehensive system of education. The Committee\* presented the country with a scheme of introducing 8 years' compulsory education within a period of 16 years by two 5-year and one 6-year Plans. The First Five-Year Plan aimed at bringing in gradual stages 40 per cent of the children in the age group 6—11 under compulsion. The Second Five-Year Plan extended compulsion to the remaining children of the same age group, so that at the end of ten years all the children between 6 and 11 would be under compulsory instruction. The Six-Year Plan will then extend the scope of compulsion to children of the age group 6—14. The Committee also went into the question of finance, worked out detailed estimates of expenditure involved at various stages and suggested

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\*The detailed report of the Committee will be found in this Ministry's publication No. 64 "Report of the Committee on the Ways and Means of Financing Educational Development in India".

that the Centre should provide 30 per cent of the cost while the Provincial Governments and local bodies should finance the remaining 70 per cent. An idea of the total cost to be incurred during the 15 years on Basic Education alone, can be had from the following figures:—

Year	Total Expenditure (Rs. in Crores)
1949-50 . . . . .	14
1950-51 . . . . .	27
1951-52 . . . . .	38
1952-53 . . . . .	48
1953-54 . . . . .	56
1954-55 . . . . .	77
1955-56 . . . . .	105
1956-57 . . . . .	133
1957-58 . . . . .	155
1958-59 . . . . .	178
1959-60 . . . . .	203
1960-61 . . . . .	226
1961-62 . . . . .	251
1962-63 . . . . .	263
1963-64 . . . . .	276
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The other recommendations of the Committee are summarized below:—

- (i) The Government must undertake the responsibility of providing at least Junior Basic Education for every body without, however, detriment to the existing facilities for Secondary and Higher Education. Special attention should be given to the provision of such high studies as are necessary for increasing the industrial and agricultural potential of the country;
- (ii) The Provinces should aim at introducing universal compulsory education for children of the 6—11 age group within a period of ten years, but if financial conditions compel, the programme may be extended over a longer period but in no circumstances should it be given up;
- (iii) The basic minimum salary of a trained Basic school teacher should be Rs. 40 per mensem, and should on no account be reduced.

- (iv) In view of the present emergency, the Committee, with great reluctance, agrees that for five years only, the teacher-pupil ratio may be 1:40 instead of 1:30, though from the educational point of view, this change would be most undesirable. The ratio of 1:30 should be restored earlier if possible, but in any case the position must be reviewed at the end of five years;
- (v) In Urban areas, where conditions permit, the same school buildings should be used for two shifts provided different teachers are employed in each shift;
- (vi) Some increase in the fees in the post-compulsory stage of education i.e., Senior Basic, Pre-Secondary and above may be permitted provided a substantial number of free places are available to meritorious students in straitened circumstances;
- (vii) The Government may enact suitable legislation for ensuring that an adequate percentage of the income of all charitable trusts is allocated for expenditure on education provided that the Government may exempt certain specified types of trusts, e.g., a medical trust, etc., from the operation of such law;
- (viii) Students after passing their Matriculation or an equivalent examination should, subject to such conditions as may be laid down, be required to serve as teachers for Adult Education for a period of at least six months, and Government may enact necessary legislation for the purpose;
- (ix) Voluntary efforts should be encouraged for meeting the capital and recurring cost of education and voluntary organisations should be induced to run educational institutions with such assistance from the Government as may be feasible;
- (x) Wherever conditions permit, loans should be raised for meeting the capital cost or such part thereof as may be necessary;
- (xi) A fixed percentage of Central and Provincial Revenues, about 10 per cent of the Central and 20 per cent of the Provincial, should be earmarked for education by the respective Governments;
- (xii) All contributions for education approved by the Provincial or Central Government should be exempted from income-tax; and
- (xiii) The expenditure incurred on education by industrial or

business concerns should also, if approved by the Provincial or Central Government, be treated as establishment expenses for purpose of income-tax.

The Central Ministry of Education accepted the recommendations of the Committee and it was hoped that some provision would be made in the following year's financial budget.

Certain recommendations for the reorganization of Secondary Education were formulated by the Secondary Education Committee appointed by the Government of India. The main recommendations of the Committee were:

- (i) Admission to the Degree course should be preceded by a course of Primary and Secondary Education for at least twelve years, of which five years should be spent at the Junior Basic Stage, three years at the Senior Basic or Pre-Secondary, and four years at the Secondary Stage;
- (ii) The teaching of the Federal language should be started at the end of the Junior Basic Stage. English should be compulsory throughout the Secondary stage so long as it remains the medium of instruction in the Universities;
- (iii) The pay and conditions of service of teachers should be as recommended by the Central Advisory Board of Education. The scales of pay should be revised in the light of the changes that have since taken place; and
- (iv) Youth Movement, Scout Movement and other extra-curricular activities should be encouraged in all schools.

The most outstanding event in the field of Higher Education was the appointment, in December, 1948, of a University Education Commission under the chairmanship of Dr. S. Radha Krishnan and several distinguished educationists from India and abroad as members. The Commission was charged to 'report on Indian University Education and suggest improvements and expansions that may be desirable to suit the present and future requirements of the country'. The Commission was expected to submit its report during the following financial year\*.

The Committee on Adult (Social) Education, which submitted its annual report during the year under review, was of the opinion that a new orientation must be given to schemes for the education of the adult. The Committee recommended the replacement of the

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\*The Commission submitted its report in August 1949 and the same has been published.

term, 'Adult Education' by a more comprehensive term 'Social Education'. It also defined the aims and objectives of Social Education in the new set-up and recommended, among other things, that the Provincial Governments should prepare schemes for making at least 50 per cent of the adult population of their Provinces literate in the course of the next five years.

The other important Committees that were appointed by the Government of India to survey other fields of education and that submitted their reports during the year under review were:

- (a) Committee on Medium of Instruction;
- (b) Committee on Physical Education;
- (c) Committee on Institute of Psychology;
- (d) Committee on Audio-Visual Education; and
- (e) Committee on Overseas Scholarships.

On the recommendations of the Scientific Man-Power Committee, and Overseas Scholarships (Roy) Committee, the Government of India decided to strengthen the existing technological institutions in the country by giving grants and to start new institutions. The total grants paid during the year under this scheme amounted to nearly Rs. 37 lakhs. A site for the establishment of Eastern Higher Technical Institute was acquired. The All India Council for Technical Education played an important role in the co-ordination of Technical Education in the country; its Boards framing courses for All India Diplomas in different subjects.

To encourage students belonging to scheduled castes and hill tribes, the Government of India awarded scholarships of the total value of Rs. 5 lakhs for post-matriculation studies. It was proposed to increase the amount to Rs. 10 lakhs during the next financial year.

The Ministry of Education had, under its administrative control, two institutions, viz., the Delhi Polytechnic and the Central Institute of Education. The former provided facilities for technical and vocational training in a large number of subjects, while the latter prepared students for B. T. degree of the University of Delhi. A brief account of their activities, during the year under review, is given in this Ministry's publication No. 112 "Education in Centrally Administered Institutions in India, 1948-49".

India continued to play an important role in the UNESCO. In the Third General Conference, held at Beirut, Lebanon, in November-December, 1948, the Indian delegation, led by Dr. S. Radhakrishnan took a prominent part. On their invitation, the Conference decided to hold in India the Seminar on "Rural Adult Education in Asia" scheduled for 1949.

The Central Advisory Board of Education continued to give guidance to the educational authorities in the country. In their fifteenth annual meeting held at Allahabad in January, 1949, under the chairmanship of the Hon'ble Maulana Abul Kalam Azad, the Board reviewed the progress made in Central and Provincial development schemes and recommended that the pace of their development be accelerated. The Board also considered the reports of the various committees appointed by the Government of India and made important recommendations\*. The recommendations pertaining to Basic, Secondary, Social and Physical Education and to the Medium of Instruction will be found in the relevant chapters.

The Provincial Governments had to face the serious difficulties by way of limited finance, shortage of trained teachers and lack of suitable buildings etc. It is, however, gratifying to note that, in spite of these difficulties, there was noticeable progress in the enforcement of the various development schemes, particularly those pertaining to the introduction of free and compulsory Basic Education, and the provision of Social Education for adults. A summary of the main developments in the various Provinces and Areas is given below:

### **Assam**

(a) Provincial and Sub-Divisional Primary Education Boards were constituted under the Assam Primary Education Act of 1947, which took over the direction and control of Primary Education from the local bodies.

(b) Compulsory Primary Education was introduced for the first time in some of the selected areas.

(c) Training Centres for the training of untrained teachers of Primary schools were established in all the Plains Sub-Divisions.

(d) The University of Gauhati started Post-Graduate classes in certain Arts subjects and for the B.Com. course. The Provincial Government gave a grant of Rs. 30 lakhs for the construction of University buildings.

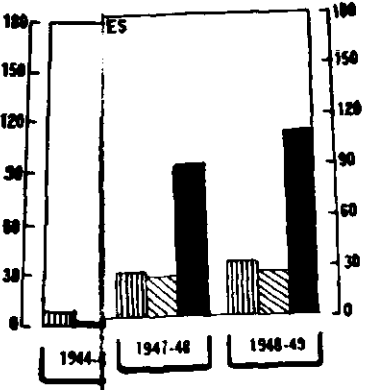
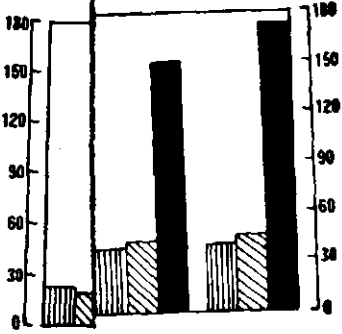
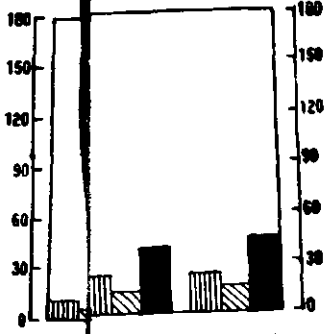
(e) A tentative scheme of Social Education for the whole of the Province was prepared in pursuance of the directions from the Government of India. Short course training camps were held at different places for the training of mass literacy workers.

(f) Sixty-eight Primary and four Middle schools were opened

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\* See "Proceedings of the Fifteenth meeting of the Central Advisory Board Education in India" (Pamphlet No. 63).

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## PROGRESS OF EDUCATION IN PROVINCES

1944-45 TO 1948-49

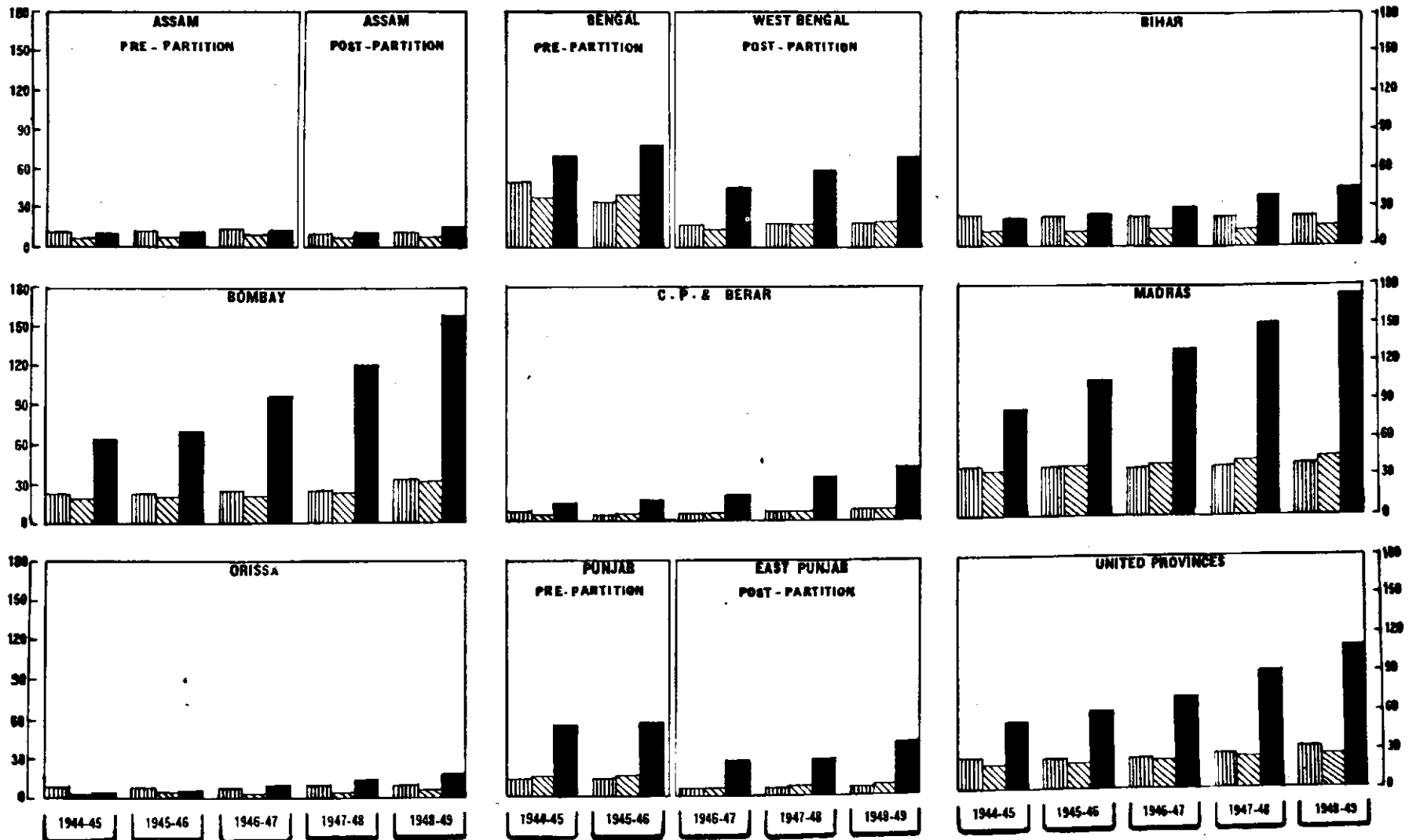
INSTITUTIONS IN THOUSANDS



PUPILS IN LAKHS



EXPENDITURE IN TENS OF LAKHS OF RS.



in the excluded areas for the benefit of children belonging to backward and hill tribes.

### **West Bengal**

(a) The Provincial Government conducted an educational survey with a view to assess the educational needs of the people of the Province.

(b) A School Education Committee to advise the Government on the re-organisation of school education at all stages was appointed by the Government.

(c) The Divisional Inspectorate was abolished and the District, made the unit of administration and control.

(d) The old grants-in-aid rules for High schools were thoroughly revised and brought into line with present day needs and requirements.

(e) Two Basic Training colleges and two Basic Training schools were established during the year under review.

(f) Under the National Cadet Corps Scheme, three infantry Battalions and three Technical Units were raised.

### **Bihar**

(a) The teaching of English was abolished in Class VII of the Middle and High Schools.

(b) The revised syllabus for 'infant' to class VII (which was adopted last year) was adopted in all High Schools.

(c) The Government accepted the recommendations of the Pay Revision Committee, appointed during the preceding year, to consider the revision of the pay scales of teachers in Government colleges.

(d) Forty-four Junior and Senior Basic schools and seven Basic Training schools were opened during the year.

(e) The University Officers' Training Corps were disbanded and the National Cadet Corps were formed.

### **Bombay**

(a) The scheme of compulsory Primary Education was extended to the remaining five districts.

(b) The teaching of crafts was introduced in about 800 more schools. To meet the immediate needs of craft-teaching in schools, short term training courses were organised.

(c) To provide Secondary education of a varying type to child-

ren of different interests and aptitudes, a number of ordinary High schools were transformed into Vocational High schools.

(d) Poona University started functioning as a corporate body from February, 1949.

(e) Craft-teaching was made a compulsory subject in all Primary Training institutions.

(f) Three Post-graduate training centres for the training of teachers for Basic Training schools were established.

(g) The experiment of having compact areas for Social Education was further extended and 31 fresh compact areas were added during the year.

(h) The U.O.T.C. gave way to the National Cadet Corps, which comprised five Infantry Battalions and four Specialist Units.

### **C. P. & Berar**

(a) An expert committee was constituted during the year to advise the Government on various educational problems.

(b) The Central Provinces and Berar Secondary Education Act of 1948 was passed during the year and brought into force with effect from 1st October, 1948.

(c) The Seventy-eight Middle schools taken over by the Government during the preceding year were converted into Senior Basic schools.

(d) Two Normal schools were converted into Basic Training schools.

(e) A scheme of Social Education for the enlightenment and literacy of the masses was introduced. A fortnightly magazine 'Prakash' was started for the use of Social Education workers and adults.

(f) The National Cadet Corps scheme was adopted.

### **Madras**

(a) A recognised scheme of Secondary education was introduced in forms I and IV. The chief features of the scheme were the introduction of (i) Arts and Crafts, (ii) Citizenship training, and (iii) Bifurcated courses.

(b) The Government sanctioned the holding of a supplementary S.S.L.C. Public Examination every year.

(c) A Special Committee under the chairmanship of Shri C. V. Raman was appointed to advise the Government regarding the deve-

lopment of the Presidency College, Madras into a Research Institution.

(d) Eighty-nine existing Elementary schools were converted into Junior Basic schools and twelve new ones opened.

(e) The Government approved the construction of buildings for ten Basic Training schools at a cost of Rs. 2 lakhs each during the year under report.

(f) Steps were taken to produce books for Basic schools in Tamil and Telugu.

(g) The Provincial Government approved the following scheme of Social (Adult) Education:—

- (i) Opening of Adult Literacy schools;
- (ii) Training of staff for Adult Literacy work;
- (iii) Opening of Rural Colleges;
- (iv) Training for citizenship and for leaders in Youth movement;
- (v) Training camps for social service workers; and
- (vi) Visual instruction.

(h) The Government ordered the free education of Harijan pupils in classes I to V and forms I to VI for a period of ten years, the expenditure being met from Harijan Uplift Fund.

(i) The Madras Public Libraries Act was passed to improve the working of the library system in the Province.

(j) Steps were taken to organise a National Cadet Corps.

### **Orissa**

(a) The Men's and Women's branches of the Provincial Educational Service were merged.

(b) Twenty-six Junior Basic and three Basic Training schools were opened during the year.

(c) The Province secured under the N.C.C. scheme an allotment of two Battalions.

### **East Punjab**

(a) The rehabilitation of displaced school-teachers and pupils received full attention of the Provincial Government. Schools were started in all refugee camps of the Province for the education of children residing there. Loans and grants to the extent of Rs. 33 lakhs were given to school and college students.

(b) The East Punjab University approved the addition of Hindi and Punjabi as elective subjects for the Intermediate and B.A. examinations and the institution of M.A. examination in these subjects.

(c) A Harijan Welfare scheme was initiated under which (i) stipends were awarded to Harijan and Backward classes' students

reading in the upper classes of recognised schools, affiliated colleges and training institutions, (ii) tuition fees were remitted and (iii) fees for public examinations were granted.

### **U.P.**

(a) All non-Basic schools were converted into Basic Primary schools, and a Basic curriculum introduced. The teaching of English was abolished in classes III, IV and V.

(b) The distinction between the Hindustani Middle schools and the Anglo-Hindustani Middle schools was abolished and in their place a uniform type of school called the Junior High school was established. Art and one Basic craft were made compulsory subjects at the Junior High school stage.

(c) All High schools and Intermediate Colleges were reconstituted into Higher Secondary schools consisting of Classes IX to XII with permission to add the classes of the Junior High schools as well. These Higher Secondary schools offered four groups of courses, viz., literary, scientific, constructive and aesthetic.

(d) The pay scales of teachers and administrative staff of the Universities of Lucknow and Allahabad and of the staff of Degree colleges affiliated to Agra University were revised.

(e) The Thomson Engineering College, Roorkee was raised to the status of a University.

(f) A large number of Primary school teachers were trained by Mobile Training Squads.

(g) The Government established a college of Home Science and Crafts for women.

(h) The Government Training College, Allahabad was converted into the Government Central Pedagogical Institute, whose main function was the preparation of syllabii of courses for educational institutions.

(i) The National Cadet Corps was formed with 16 companies of the Senior Division and 24 of the Junior Division.

### **Delhi**

(a) Ninety-seven Junior Basic schools were opened in the rural areas.

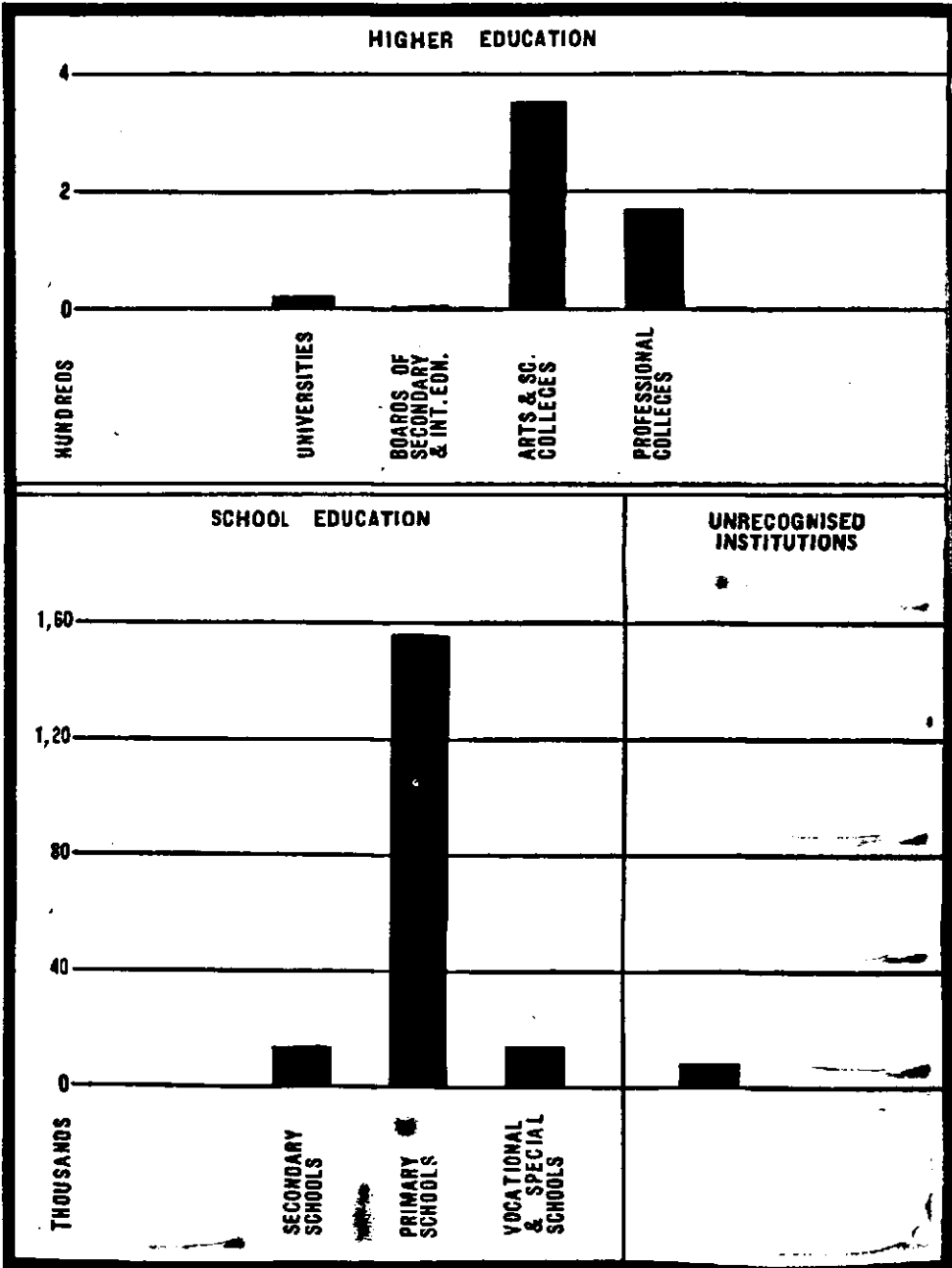
(b) Two Basic Training schools (one of which was located at Ajmer-Merwara) were opened by the Government.

(c) In pursuance of the programme of Social Education, three educational melas were organised by the Education Department.

There was no outstanding development in the remaining Centrally Administered Areas.

# NUMBER OF INSTITUTIONS BY TYPE

1948-49



The main features as revealed by statistics are given below:

### **Institutions**

During the year under review, the total number of educational institutions, recognised as well as unrecognised, increased from 1,71,061 to 1,92,962, showing a rise of 12.1 per cent, as compared to 4.3 per cent during the preceding year. This phenomenal increase in the number of institutions was due mainly to the enforcement of the educational development schemes of the various Provincial Governments.

The unrecognised institutions, which constituted less than 5 per cent of the total number of institutions, increased from 6,508 to 8,595. The large growth of this class of institutions is an unhealthy sign, as the great majority of them are run on more or less commercial lines with little regard for educational standards, proper buildings, equipment, employment of trained teachers and so on. The number of recognised institutions rose by 19,814 to 1,84,367, showing an increase of 11.7 per cent. The corresponding increase in 1947-48 was 4.7 per cent.

The increase in numbers extended to all types of institutions, except Boards of Secondary and Intermediate Education (which are examining bodies) and Arts and Science colleges. The former remained stationary, while the latter decreased by 110. This decline was more apparent than real and can be attributed to the reorganisation policy of U.P. Government of converting all the Intermediate colleges into Higher Secondary schools and showing them as such in the statistical returns. But for this, there would actually have been a rise in the number of colleges. Primary schools increased by 14,118 or 9.7 per cent, as compared to 4.3 per cent during the preceding year. The increase in the number of Secondary schools was 1,443 (a rise of 11.2 per cent), which is higher than that observed in 1947-48 by 3.3 per cent. The number of colleges providing Professional and Technical Education advanced by 39 or 29.5 per cent, as against 16.8 per cent during the previous year. As regards Vocational, Technical and Special schools, the increase amounted to 4,321 or 42.2 per cent. The corresponding rate of increase for 1947-48 was only 5.4 per cent. To meet the growing demand for Higher Education, 3 new Universities, one each at Gauhati, Poona and Roorkee were established during the year.

Recognised institutions, for the year 1948-49, consisted of 1,54,912 Primary schools, 14,342 Secondary schools, 4,023 Vocational and Special schools, 10,546 Adult schools, 349 Arts and Science colleges, 171 Professional and Technical colleges, 19 Universities and 5 Boards of Secondary and Intermediate Education. Further details, with comparative figures for 1947-48, are given in table I.

**Table I—Number of Educational Institutions by Type**

Type  (1)	For Boys		For Girls		Total		*Increase(+) or Decrease(-)  (8)
	1947-48† (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
<b>RECOGNISED</b>							
Universities	16	19	...	...	16	19	+3
Boards of Secondary & Intermediate Education.	5	5	...	...	5	5	...
Arts and Science Collages	393	303	66	46	459	349	-110
Professional and Technical Colleges							
Teachers' Training	26	44	12	15	38	59	+21
Engineering	11	14	...	...	11	14	+3
Technology	6	4	...	...	6	4	-2
Medicine	21	25	3	3	24	28	+4
Veterinary Science	5	6	...	...	5	6	+1
Agriculture	12	16	...	...	12	16	+4
Forestry	3	3	...	...	3	3	...
Commerce	18	24	...	...	18	24	+6
Law	15	17	...	...	15	17	+2
<b>TOTAL</b>	<b>117</b>	<b>153</b>	<b>15</b>	<b>18</b>	<b>132</b>	<b>171</b>	<b>+39</b>
<b>Schools for General Education :</b>							
High	3,436	4,230	640	746	4,076	4,976	+900
Middle	7,645	8,163	1,178	1,203	8,823	9,366	+543
Primary	1,26,982	1,44,421	13,812	10,491	1,40,794	1,54,912	+14,118
<b>TOTAL</b>	<b>1,38,063</b>	<b>1,56,814</b>	<b>15,630</b>	<b>12,440</b>	<b>1,53,693</b>	<b>1,69,254</b>	<b>+15,561</b>



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<b>Vocational and Special Schools:</b>							
Teachers' Training . . . . .	342	405	187	192	529	597	+68
Engineering . . . . .	5	8	...	...	5	8	+3
Technical and Industrial . . . . .	355	368	149	156	504	524	+20
Medicine . . . . .	19	19	1	2	20	21	+1
Agriculture . . . . .	14	21	1	1	15	22	+7
Commerce . . . . .	300	330	2	2	302	332	+30
Art . . . . .	15	17	...	1	15	18	+3
Reformatory . . . . .	11	12	2	2	13	14	+1
For the Handicapped . . . . .	46	49	2	3	48	52	+4
For Adults . . . . .	5,706	9,462	830	1,084	6,536	10,546	4,010
Others . . . . .	2,195	2,338	66	97	2,261	2,435	+174
<b>TOTAL . . . . .</b>	<b>9,008</b>	<b>13,029</b>	<b>1,240</b>	<b>1,540</b>	<b>10,248</b>	<b>14,569</b>	<b>+4,321</b>
<b>TOTAL (Recognised)</b>	<b>1,47,602</b>	<b>1,70,323</b>	<b>16,951</b>	<b>14,044</b>	<b>1,64,553</b>	<b>1,84,367</b>	<b>+19,814</b>
<b>UNRECOGNISED—TOTAL . . . . .</b>	<b>6,003</b>	<b>7,835</b>	<b>505</b>	<b>760</b>	<b>6,508</b>	<b>8,595</b>	<b>+2,087</b>
<b>GRAND TOTAL . . . . .</b>	<b>1,53,605</b>	<b>1,78,158</b>	<b>17,456</b>	<b>14,804</b>	<b>1,71,061</b>	<b>1,92,962</b>	<b>+21,901</b>

\*In calculating the increase or decrease, figures for Bilaspur, Himachal Pradesh and Kutch, which were not Centrally Administered Areas in 1947-48, have been taken into account.

†Excludes Gauhati University which started functioning in January 1948.

Table II distributes recognised institutions, according to management, for the years 1947-48 and 1948-49. The rate of increase in Government institutions was 61.9 per cent, as compared to 75.5 per cent during the preceding year. For local board institutions, the rise for the same years was 7.8 and 3.1 per cent respectively. The aided private schools and colleges increased by 8.3 per cent, as against 19.1 per cent shown by unaided ones. During the preceding year the former had increased by only 0.8 per cent, while the latter had declined by 2.7 per cent. Of the total number of recognised institutions, 9.5 per cent were under Government management, 46.4 per cent were controlled by the local boards, and the remaining 44.1 per cent were run by private bodies (39.6 per cent aided and 4.5 per cent unaided). A comparison with the corresponding figures for 1947-48 will show that whereas the proportion of the institutions managed by the Government increased, there was a decline in those managed by local boards and private bodies.

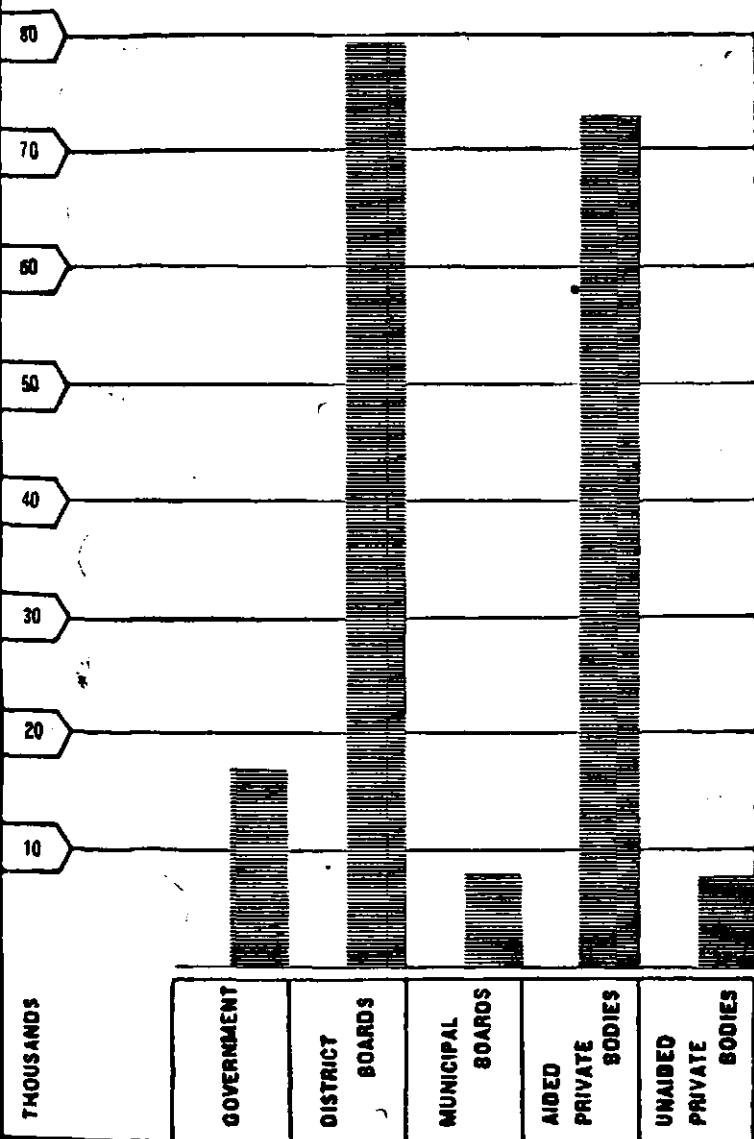
The agencies mainly responsible for the control of Primary and Secondary Education were local boards and private bodies. In colleges for General Education and schools for Professional and Special Education, private enterprise predominated. Professional colleges, however, were equally divided between the Government and private management.

**Table II—Number of Recognised Institutions by Management**

Management	1947-48		1948-49	
	Number	Percentage	Number	Percentage
	(2)	(3)	(4)	(5)
(1)				
Government . . . .	10,791	6.6	17,472	9.5
Local Boards . . . .	79,421	48.3	85,630	46.4
Private Bodies :				
Aided . . . .	67,405	40.9	73,002	39.6
Unaided . . . .	6,936	4.2	8,263	4.5
<b>TOTAL</b> . . . .	<b>1,64,553</b>	<b>100.0</b>	<b>1,84,367</b>	<b>100.0</b>

# RECOGNISED INSTITUTIONS BY MANAGEMENT

1948-49



Of the total number of institutions, 1,50,548 or 78.0 per cent were situated in rural areas. Their number during 1947-48 was 1,35,304 and their proportion to the total 79.1 per cent. The distribution of the recognised institutions in rural areas, according to the main types, is shown below:

	1947-48	1948-49
Primary Schools . . . . .	1,15,214	1,23,303
Secondary Schools . . . . .	8,067	8,906
Vocational and Special Schools . . . . .	1,790	1,941
Adult Schools . . . . .	5,129	9,440
Arts and Science Colleges . . . . .	26	24
Professional Colleges . . . . .	5	4
<b>Total . . . . .</b>	<b>1,30,231</b>	<b>1,43,618</b>

These figures show the inadequate provision, particularly in the field of higher education, in rural areas.

Table III compares the number of institutions in different Provinces and Areas for the two years 1947-48 and 1948-49. It will be observed that the increase, though shared by all units, except Coorg, Panth Piploda and A. & N. Islands, was not evenly distributed. Bombay led the Provinces in recording the highest increase of 1,990 or 29.7 per cent. Other significant rises were: Assam 2,163 (20.2 per cent), Orissa 1,924 (19.4 per cent) and U.P. 5,071 (18.3 per cent). At the other end of the scale came Madras with an increase of one per cent only. Among the Centrally Administered Areas, the number of institutions remained stationary in A. & N. Islands and Panth Piploda, while it fell by 4 in Coorg, due to the closing of 4 unrecognised schools. Delhi showed an increase of 8.7 per cent, due partly to the opening of new schools for displaced students, and partly to the starting of Basic schools under the compulsory education scheme. In Ajmer-Merwara, the increase was the lowest (3.6 per cent).

Recognised institutions increased everywhere, except in A. & N. Islands, Coorg and Panth Piploda, where their number remained stationary. The rate of increase varied from 1.2 per cent in Madras to 45.6 per cent in Delhi. Unrecognised institutions decreased in Bombay (from 260 to 183), Madras (from 189 to 149), Ajmer-Merwara (from 48 to 41) and Coorg (11 to 7) and increased in the remaining provinces and Areas. In Delhi, the increase in the number of unrecognised institutions was as high as 74 per cent followed by West Bengal (65.0 per cent), Orissa (59.0 per cent) and East Punjab (42.7 per cent). The rapid increase in the number of this type of institutions indicates that the opening of recognised institutions in these areas was not commensurate with the growing demand for educational expansion.

Table III—Number of Educational

Province/Area	Recognised Institutions						Increase
	For Boys		For Girls		Total		
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Assam . . .	8,078	9,568	1,042	1,304	9,120	10,872	1,752
West Bengal . . .	15,966	16,388	1,524	1,519	17,490	17,907	417
Bihar . . .	21,483	22,349	2,072	2,123	23,555	24,472	917
Bombay . . .	23,780	31,458	2,871	3,260	26,651	34,718	8,067
C. P. and Berar	6,275	6,939	696	810	6,971	7,749	778
Madras . . .	34,155	38,780	4,579	400	38,734	39,180	446
Orissa . . .	8,711	10,084	281	293	8,992	10,377	1,385
East Punjab . . .	4,235	4,401	1,147	1,200	5,382	5,601	219
U. P. . . .	24,201	28,932	2,536	2,817	26,737	31,749	5,012
Ajmer-Merwara . . .	296	323	99	95	395	418	23
A. & N. Islands . . .	20	20	..	..	20	20	..
Bilaspur . . .	*	32	*	1	*	33	*
Coorg . . .	122	122	3	3	125	125	..
Delhi . . .	277	384	101	166	378	550	172
Himachal Pradesh	*	264	*	13	*	277	*
Kutch . . .	*	276	*	40	*	316	*
Panth Piploda . . .	3	3	..	..	3	3	..
<b>TOTAL</b> . . .	<b>1,47,602</b>	<b>1,70,323</b>	<b>16,951</b>	<b>14,044</b>	<b>1,64,553</b>	<b>1,84,367</b>	<b>19,814</b>

\*Not available, as these were not

†Excludes Bilaspur, Himachal

## Institutions by Provinces

Unrecognised Institutions							Province/Area
For Boys		For Girls		Total		Increase (+) or Decrease (-)	
1947-48 (9)	1948-49 (10)	1947-48 (11)	1948-49 (12)	1947-48 (13)	1948-49 (14)		
							(16)
1,386	1,712	197	282	1,583	1,944	+411	Assam
137	243	26	26	163	269	+106	West Bengal
1,479	1,809	105	117	1,584	1,926	+342	Bihar
242	172	18	11	260	183	-77	Bombay
405	538	52	36	457	574	+117	C.P. and Berar
189	149	..	..	189	149	-40	Madras
909	1,448	4	4	913	1,452	+539	Orissa
143	198	63	96	206	294	+88	East Punjab
1,017	1,090	30	16	1,047	1,106	+59	U. P.
40	36	8	5	48	41	-7	Ajmer-Merwara
..	..	..	..	..	..	..	A. & N. Islands
*	2	*	..	*	2	*	Bilaspur
11	7	..	..	11	7	-4	Coorg
44	67	2	13	46	80	+34	Delhi
*	23	*	..	*	23	*	Himachal Pradesh
*	340	*	154	*	494	*	Kutch
1	..	..	..	1	1	..	Parth Piploda
6,003	7,835	505	760	6,508	8,595	1,568†	<b>TOTAL</b>

entrally Administered Areas in 1947-48.  
radesh and Kutch.

Table III—Number of Educational Institutions by Provinces—*contd.*

Province/Area	All types of Institutions							
	For Boys		For Girls		Total		Increase(+) or Decrease (-)	
	1947-48 (17)	1948-49 (18)	1947-48 (19)	1948-49 (20)	1947-48 (21)	1948-49 (22)	Number (23)	Percentage (24)
Assam	9,464	11,280	1,239	1,586	10,703	12,866	+2,163	+20.2
West Bengal	16,103	16,631	1,550	1,545	17,653	18,176	+523	+3.0
Bihar	22,962	24,158	2,177	2,240	25,139	26,398	+1,259	+5.0
Bombay	24,022	31,630	2,889	3,271	26,911	34,901	+7,990	+29.7
C.P. & Berar	6,680	7,477	748	846	7,428	8,323	+895	+12.1
Madras	34,344	38,929	4,579	400	38,923	39,329	+406	+1.0
Orissa	9,620	11,532	285	297	9,905	11,829	+1,924	+19.4
East Punjab.	4,378	4,599	1,210	1,296	5,588	5,895	+307	+5.5
U. P.	25,218	30,022	2,566	2,833	27,784	32,855	+5,071	+18.3
Ajmer- Merwara	336	359	107	100	443	459	+16	+3.6
A. & N. Islands	20	20	..	..	20	20	..	..
Bilaspur	*	34	*	1	*	35	*	*
Coorg	133	129	3	3	136	132	-4	-3.0
Delhi	321	451	103	179	424	630	+206	+48.7
Himachal Pradesh	*	287	*	13	*	300	*	*
Kutch	*	616	*	194	*	810	*	*
Panth Piploda	4	4	...	..	4	4	..	..
<b>TOTAL</b>	<b>1,53,605</b>	<b>1,78,158</b>	<b>17,456</b>	<b>14,804</b>	<b>1,71,061</b>	<b>1,92,962</b>	<b>+20,756†</b>	<b>+12.1</b>

\*Not available as these were not Centrally Administered Areas in 1947-48.

†Excludes Bilaspur, Himachal Pradesh and Kutch.

Special mention may be made of institutions 'for girls'. Their total number decreased from 17,456 to 14,804. The main cause for this fall was the new system of classifying Primary schools in Madras as 'Boys' schools'. As will be shown in the subsequent pages, this does not in any way indicate a set-back in Girls' Education in the country.

### **Pupils**

The total number of pupils under instruction rose from 1,49,69,537 to 1,70,93,461. Of these, 41,32,426 were girls. The rate of increase was 14.2 per cent during the year under review, as against 10.3 per cent in 1947-48. The former figure compared favourably with the corresponding rise in the number of institutions. The pupils in the unrecognised institutions increased by 74,108 to 3,58,477 and constituted about 2 per cent of the total enrolment. In recognised institutions, the number of pupils rose by nearly 20 lakhs or 14.0 per cent to 167 lakhs. During the preceding year, the increase was about 14 lakhs or 10.5 per cent. The rise in the number of pupils was shared by all types of institutions but the rate of increase varied considerably. In the Primary and Secondary schools, the enrolment increased by 13.8 and 10.7 per cent respectively, the corresponding figures for the previous year being 10.2 and 11.8 per cent respectively. The pupils in Arts and Science colleges (including University Teaching Departments) showed a rise of 19.2 per cent, in spite of a fall in the number of institutions. The increase in the strength of Professional and Technical colleges advanced from 13.2 to 16.2 per cent. Vocational, Technical and Special schools (including Adult schools) reported an increase of 41.8 per cent in their enrolment, i.e. 34.4 per cent more than the corresponding figure for the previous year. This large increase was due mainly to the adoption of Social (Adult) Education schemes in the different Provinces and Areas.

The number of girls attending all types of institutions increased by 5,30,030 to 41,32,426. Of the latter, nearly 67 per cent were in boys' institutions showing that out of every 3 girls, 1 was studying in institutions meant exclusively for girls. The proportion of girls in the total enrolment was nearly 24 per cent, almost the same as in the previous year.

The distribution of the total enrolment in recognised institutions, during the year, was: Primary Schools 1,25,99,914 (75.3 per cent); Secondary schools 33,42,866 (20.0 per cent); Arts and Science colleges (including University Teaching Departments) 2,19,249 (1.3 per cent); Professional colleges 53,009 (0.3 per cent); Adult schools 3,01,444 (1.8 per cent) and Vocational, Technical and Special schools 2,18,502 (1.3 per cent). For further details, reference may be made to Table IV, which compares enrolment of different classes of institutions during the two years 1947-48 and 1948-49.



**Table IV—Number of Pupils by Type of Institutions**

Type  (1)	Boys		Girls		Total		Increase (+) or Decrease (—)  (8)
	1947-48  (2)	1948-49  (3)	1947 48  (4)	1948-49  (5)	1947-48  (6)	1948-49  (7)	
<b>RECOGNISED</b>							
Arts & Science Colleges (including Universities)	1,64,225	1,95,463	19,763	23,786	1,83,988	2,19,249	+ 35,261
Professional & Technical Colleges :							
Teachers' Training . . . . .	2,111	3,416	949	1,326	3,060	4,742	+ 1,682
Engineering . . . . .	5,687	6,974	4	5	5,691	6,979	+ 1,288
Technology . . . . .	978	889	6	10	984	899	— 85
Medicine . . . . .	7,278	8,730	1,709	1,721	8,987	10,451	+ 1,464
Veterinary Science . . . . .	806	1,013	..	..	806	1,013	+ 207
Agriculture . . . . .	3,749	4,222	10	9	3,759	4,231	+ 472
Forestry . . . . .	256	362	..	..	256	362	+ 106
Commerce . . . . .	14,582	17,013	76	72	14,658	17,085	+ 2,427
Law . . . . .	7,367	7,151	55	96	7,422	7,247	— 175
<b>TOTAL . . . . .</b>	<b>42,814</b>	<b>49,770</b>	<b>2,809</b>	<b>3,239</b>	<b>45,623</b>	<b>53,009</b>	<b>+ 7,386</b>

1	2	3	4	5	6	7	8
Schools for General Education :							
High . . . . .	15,76,166	17,47,516	2,49,813	2,99,168	18,25,979	20,46,684	+ 2,20,705
Middle . . . . .	9,65,475	10,57,278	2,29,144	2,38,904	11,94,619	12,96,182	+ 1,01,563
Primary . . . . .	80,69,513	91,75,388	29,98,760	34,24,526	1,10,68,273	1,25,99,914	+ 15,31,641
<b>TOTAL</b> . . . . .	<b>1,06,11,154</b>	<b>1,19,80,182</b>	<b>34,77,717</b>	<b>39,62,598</b>	<b>1,40,88,871</b>	<b>1,59,42,780</b>	<b>+ 18,53,909</b>
Vocational, Technical and Special Schools :							
Teachers' Training . . . . .	27,906	38,747	10,956	12,678	38,862	51,425	+ 12,563
Engineering . . . . .	1,186	1,576	..	1	1,186	1,577	+ 391
Technical and Industrial . . . . .	20,002	21,518	10,168	10,758	30,170	32,276	+ 2,106
Medicine . . . . .	3,818	2,669	379	508	4,197	3,177	- 1,020
Agriculture . . . . .	912	1,091	33	25	945	1,116	+ 171
Commerce . . . . .	14,070	17,370	1,015	955	15,085	18,325	+ 3,240
Arts . . . . .	1,755	1,939	146	391	1,901	2,330	+ 429
Reformatory . . . . .	2,408	2,340	364	441	2,772	2,781	+ 9
For the Handicapped . . . . .	1,553	1,554	434	580	1,987	2,134	+ 147
For Adults . . . . .	1,66,461	2,72,097	17,574	29,347	1,84,035	3,01,444	+ 1,17,409
Others . . . . .	76,401	89,487	9,145	13,874	85,546	1,03,361	+ 17,815
<b>TOTAL</b> . . . . .	<b>3,16,472</b>	<b>4,50,388</b>	<b>50,214</b>	<b>69,558</b>	<b>3,66,686</b>	<b>5,19,946</b>	<b>+ 1,53,260</b>
<b>TOTAL (Recognised)</b> . . . . .	<b>1,11,34,665</b>	<b>126,75,803</b>	<b>35,50,503</b>	<b>40,59,181</b>	<b>1,46,85,168</b>	<b>1,67,34,984</b>	<b>+ *20,49,816</b>
<b>UNRECOGNISED—TOTAL</b> . . . . .	<b>2,32,476</b>	<b>2,85,232</b>	<b>51,893</b>	<b>73,245</b>	<b>2,84,369</b>	<b>3,58,477</b>	<b>+ 74,108</b>
<b>GRAND TOTAL</b> . . . . .	<b>1,13,67,141</b>	<b>1,29,61,035</b>	<b>86,02,396</b>	<b>41,32,426</b>	<b>1,49,69,537</b>	<b>1,70,93,461</b>	<b>+ 21,23,924</b>

\* In calculating the increase or decrease, figures for Bilaspur, Himachal Pradesh and Kutch, which were not Centrally Administered Areas in 1947-48, have been taken into account.

Table V gives pupils in recognised institutions, according to their management. It will be seen that (a) the enrolment in institutions managed by Government, local boards, aided and unaided private bodies increased by 48.0, 13.4, 9.7 and 11.9 per cent respectively. The corresponding figures for the preceding year were 56.8, 10.0, 6.7 and 6.9 per cent respectively, (b) the proportion of the total number of pupils in institutions managed by local boards and unaided private bodies remained almost unchanged and (c) in Government institutions, this proportion increased by 1.8 per cent, while it fell by 1.4 per cent in those controlled by aided private bodies.

**Table V—Number of Pupils in Recognised Institutions by Management**

Managed by (1)	1947-48		1948-49	
	Number (2)	Percentage (3)	Number (4)	Percentage (5)
Government . . . .	8,44,485	5.7	12,49,375	7.5
Local Boards . . . .	77,48,413	52.8	87,87,871	52.5
Private Bodies :				
Aided . . . . .	54,47,191	37.1	59,75,687	35.7
Unaided . . . . .	6,45,079	4.4	7,22,051	4.3
<b>TOTAL . . . . .</b>	<b>1,46,85,168</b>	<b>100.0</b>	<b>1,67,34,984</b>	<b>100.0</b>

Table VI shows the number of pupils, boys and girls, in recognised institutions, classified according to stages of instruction, for the years 1947-48 and 1948-49. It will be observed that enrolment at all stages registered an increase. Of the total number of pupils, as many as 96.0 per cent were engaged in General Education, as compared to 0.4 per cent for Professional and Technical Collegiate Education, 0.7 per cent for Vocational and Technical School Education and 2.9 per cent for Special School Education. The pupils for General Education were further distributed as: Primary stage 80.3 per cent, Secondary stage 18.4 per cent and, Collegiate stage 1.3 per cent.

The pupils from rural areas formed nearly 68 per cent of the total enrolment. Their proportion in the Primary and Secondary stages was 69 per cent, as compared to 63.9 per cent in Professional and Special School Education and 31 per cent in Higher Education. The enrolment in institutions situated in the rural areas was 1,06,87,675, which constituted nearly 62 per cent of the total

# DISTRIBUTION OF PUPILS RECEIVING GENERAL EDUCATION BY STAGES

1948-49

BOYS



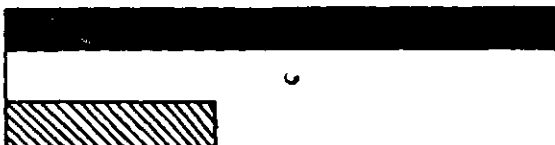
GIRLS



SCHOOL EDUCATION

IN LAKHS    0            20            40            60            80            100

**PRIMARY STAGE**



**SECONDARY STAGE**

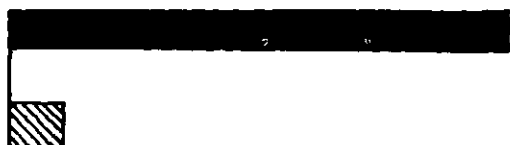


IN LAKHS    0            20            40            60            80            100

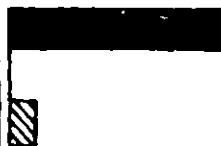
COLLEGIATE EDUCATION

IN THOUSANDS    0            30            60            90            120            150

**INTERMEDIATE**



**DEGREE**



**POST GRADUATE**



IN THOUSANDS    0            30            60            90            120            150

**Table VI--Number of Pupils In Recognised Institutions by Stages of Instruction**

Stage (1)	Boys		Girls		Total		Increase* (8)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
<b>General Education :</b>							
Primary† Stage . . . . .	84,28,253	94,31,731	31,09,827	35,41,517	1,15,38,080	1,29,73,248	14,35,168
Secondary Stage . . . . .	21,83,147	25,49,353	3,67,885	4,21,709	25,51,032	29,71,062	4,20,030
Intermediate . . . . .	1,09,217	1,27,859	12,431	14,405	1,21,648	1,42,264	20,616
B. A./B. Sc. . . . .	46,725	55,165	6,253	7,262	52,978	62,427	9,449
M. A./M. Sc. . . . .	7,111	9,511	992	1,346	8,103	10,857	2,754
Research . . . . .	458	585	51	73	509	658	149
<b>TOTAL . . . . .</b>	<b>1,07,74,911</b>	<b>1,21,74,204</b>	<b>34,97,439</b>	<b>39,86,312</b>	<b>1,42,72,350</b>	<b>1,61,60,516</b>	<b>18,88,166</b>
<b>Professional and Technical Education</b>							
(Collegiate) . . . . .	42,814	49,973	2,829	3,266	45,643	53,239	7,596
Vocational & Technical Education (School)	70,101	86,134	22,706	25,361	92,807	1,11,495	18,688
Special Education (School) . . . . .	2,46,839	3,65,492	27,529	44,242	2,74,368	4,09,734	1,35,366
<b>GRAND TOTAL . . . . .</b>	<b>1,11,34,665</b>	<b>1,26,75,803</b>	<b>35,50,503</b>	<b>40,59,181</b>	<b>1,46,85,168</b>	<b>1,67,34,984</b>	<b>20,49,819</b>

\*In calculating the increase, figures for Bilaspur, Himachal Pradesh and Kutch, which were not Centrally Administered Areas in 1947-48, have been taken into account.

† Includes Pre-Primary.

enrolment, as against 66 per cent. in 1947-48. Its distribution over different types of institutions is shown below:—

	1947-48	1948-49
Recognised—		
Primary Schools . . . . .	80,70,624	85,80,959
Secondary Schools . . . . .	13,50,904	14,87,273
Adult Schools . . . . .	1,47,349	2,67,952
Vocational, Technical and Special Schools.	77,015	84,311
Arts and Science Colleges . . . . .	12,048	5,352
Professional Colleges . . . . .	1,145	965
<b>Total (Recognised) . . . . .</b>	<b>95,59,088</b>	<b>1,04,26,822</b>
<b>Unrecognised—Total . . . . .</b>	<b>1,98,166</b>	<b>2,60,853</b>
<b>Grand Total . . . . .</b>	<b>98,57,254</b>	<b>1,06,87,675</b>

Table VII compares the number of pupils in the several Provinces and Areas for the years 1947-48 and 1948-49. The rise in the number of pupils reported by Provinces and Areas was unevenly distributed. In Bombay, the increase amounted to more than 7 lakhs, i.e., 28.0 per cent. With an increase of 40.2 per cent, Delhi took the first place as she did in the number of institutions. Next in order were East Punjab (25.6 per cent), Assam (22.8 per cent), C.P. & Berar (18.0 per cent), Orissa (17.9 per cent), Coorg (17.1 per cent) and Ajmer-Merwara (15.5 per cent). At the other end were Panth Piploda (1.1 per cent), Madras (2.8 per cent), A. & N. Islands (6.6 per cent), West Bengal (8.7 per cent), Bihar (9.2 per cent) and U.P. (12.6 per cent).

The enrolment in the recognised institutions increased everywhere [col. (8)]. In unrecognised institutions, however, there was a fall in the number of pupils in Bombay, Madras, East Punjab, U.P., Ajmer-Merwara and Coorg [col. (15)].

Figures in cols. (25) and (26) of Table VII give the percentage of pupils to the total estimated population. As these are calculated on the population figures based upon the census of 1941, they do not indicate the correct position. But this does not materially affect inter-Provincial comparisons. On the whole, there was a small increase (from 6.0 to 6.5 per cent) in the proportion of the total population under instruction, but there were wide variations from Province to Province.

### Expenditure

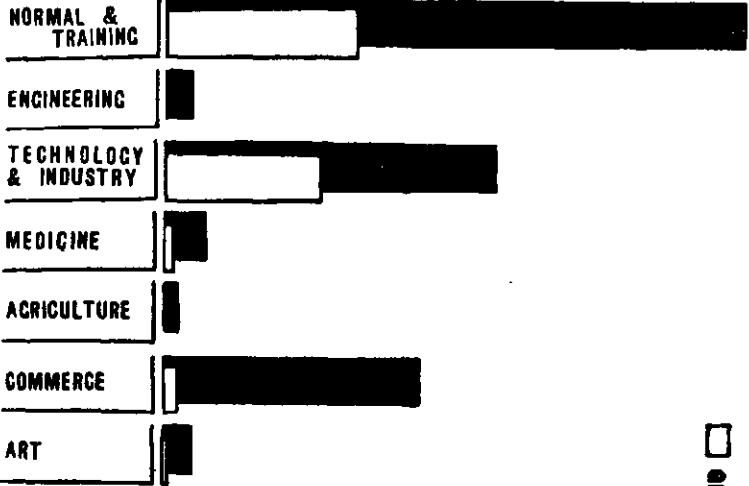
During the year under report, the total expenditure, Direct as well as Indirect, on education in recognised institutions, increased from Rs. 55.48 crores to Rs. 68.49 crores, at the rate of 23.8 per cent,

# DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION

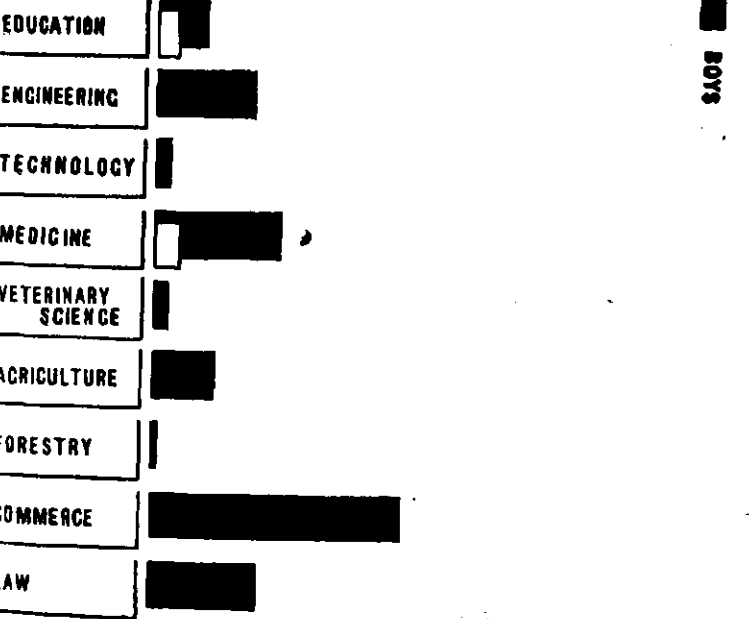
1948-49

S E C O N D A R Y      H I G H E R      C O L L E G I A T E      E D U C A T I O N

THOUSANDS      0      8      16      24      32      40



□ GIRLS      ■ BOYS



THOUSANDS      0      8      16      24      32      40

Table VII—Number of Pupils by Provinces

Province/Area	In Recognised Institutions						Increase
	For Boys		For Girls		Total		
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Assam . . . . .	5,17,283	6,26,820	59,628	77,479	5,76,911	7,04,299	1,27,388
West Bengal . . . . .	15,25,714	16,48,649	1,45,166	1,64,025	16,70,880	18,12,674	1,41,794
Bihar . . . . .	13,28,908	14,44,333	91,140	98,114	14,20,048	15,42,447	1,22,399
Bombay . . . . .	21,78,433	28,41,282	3,79,268	4,43,095	25,57,701	32,84,377	7,26,676
C. P. & Berar . . . . .	5,96,762	6,97,492	69,577	78,575	6,66,339	7,76,067	1,09,728
Madras . . . . .	36,52,366	43,70,269	6,02,562	85,093	42,54,928	44,55,362	2,00,434
Orissa . . . . .	4,25,532	4,95,800	16,900	17,611	4,42,432	5,13,411	70,979
East Punjab . . . . .	4,73,495	5,94,600	1,00,565	1,26,044	4,74,060	7,20,644	1,46,584
U. P. . . . .	21,67,017	24,65,319	2,14,399	2,34,663	2,38,416	26,99,982	3,18,566
Ajmer-Merwara . . . . .	29,036	35,104	7,542	7,981	36,578	43,085	6,507
A. & N. Islands . . . . .	1,519	1,620	..	..	1,519	1,620	101
Bilaspur . . . . .	*	4,361	*	180	*	4,541	*
Coorg . . . . .	17,035	19,443	610	1,281	17,645	20,724	3,079
Delhi . . . . .	61,651	83,041	22,973	32,486	84,624	1,15,527	30,903
Himachal Pradesh . . . . .	*	18,602	*	1,676	*	20,278	*
Kutch . . . . .	*	17,427	*	2,419	*	19,846	*
Panth Piplods . . . . .	87	100	..	..	87	100	13
INDIA (LESS STATES)	1,29,74,838	1,53,64,262	17,10,330	13,70,722	1,48,85,168	1,67,34,986	20,05,151†

\*Not available, as these were not Centrally Administered Areas in 1947-48.  
†Excludes Bilaspur, Himachal Pradesh and Kutch.



Table VII—Number of Pupils

Province/Area (9)	In Unrecognised Institutions						Increase(+ ): or Decrease(—) (16)
	For Boys		For Girls		Total		
	1947-48 (10)	1948-49 (11)	1947-48 (12)	1948-49 (13)	1947-48 (14)	1948-49 (15)	
Assam . . .	63,180	70,525	7,077	10,684	70,257	90,209	+ 19,952
West Bengal . . .	9,939	14,676	1,245	1,544	11,184	16,220	+ 5,036
Bihar . . . . .	54,491	68,233	3,663	3,880	58,154	72,113	+ 10,079
Bombay . . . . .	17,184	12,229	974	667	18,158	12,896	—5,262
C. P. & Berar . . .	14,745	28,816	2,850	2,069	17,595	30,885	+ 13,290
Madras . . . . .	7,917	6,005	..	..	7,917	6,005	—1,912
Orissa . . . . .	23,220	35,672	156	131	23,376	35,803	+ 12,427
East Punjab . . .	9,119	9,781	4,435	7,377	13,554	17,158	+ 3,604
U. P. . . . .	55,681	46,026	1,849	583	57,530	46,609	—10,921
Ajmer-Merwara . . .	2,266	2,164	619	319	2,885	2,483	—402
A. & N. Islands . . .	..	..	..	..	..	..	..
Bilaspur . . . . .	*	61	*	..	*	61	*
Coorg . . . . .	364	358	..	..	364	358	—6
Delhi . . . . .	2,871	5,480	327	2,107	3,198	7,587	—4,389
Himachal Pradesh . .	*	603	..	*	*	603	*
Kutch . . . . .	..	11,993	*	7,307	*	19,300	*
Panth Piploda . . .	197	187	*	..	197	187	—10
<b>INDIA(LESS STATES)</b>	<b>2,61,174</b>	<b>3,21,809</b>	<b>23,195</b>	<b>36,668</b>	<b>2,84,369</b>	<b>3,58,477</b>	<b>+ 54,147†</b>

\* Not available, as these were

† Excludes Bilaspur, Himachal

## by Provinces—contd..

Total						Increase (+) or Decrease (-)		Percentage of Pupils to Population	
For Boys		For Girls		Total		Number	Percent- age	1947-48	1948-49
1947-48 (17)	1948-49 (18)	1947-48 (19)	1948-49 (20)	1947-48 (21)	1948-49 (22)				
5,80,463	7,06,345	66,705	88,163	6,47,168	7,94,508	1,47,340	22.8	8.4	9.4
15,35,653	16,63,325	1,46,411	1,65,569	16,82,064	18,28,894	1,46,830	8.7	7.9	7.6
13,83,399	15,12,566	94,803	1,01,994	14,78,202	16,14,560	1,36,358	9.2	3.9	4.1
21,95,617	28,53,511	3,80,242	4,43,762	25,75,859	32,97,273	7,21,414	28.0	11.5	10.2
6,11,507	7,26,308	72,427	80,644	6,83,934	8,06,952	1,23,018	18.0	3.3	3.9
36,60,283	43,76,274	6,02,562	185,093	42,62,845	44,61,367	1,98,522	2.8	8.0	8.3
4,48,752	5,31,472	17,056	117,742	4,65,808	5,49,214	83,406	17.9	3.6	3.8
4,82,614	6,04,381	1,05,000	113,3421	5,87,614	7,37,802	1,50,188	25.6	4.2	6.0
22,22,698	25,11,345	2,16,248	2,35,246	24,38,946	27,46,591	3,07,645	12.6	4.2	4.5
31,302	37,268	8,161	8,300	39,463	45,568	6,105	15.5	6.4	6.4
1,519	1,620	..	..	1,519	1,620	101	6.6	4.2	4.1
*	4,422	*	180	*	4,602	*	*	*	3.5
17,399	19,801	610	1,281	18,009	21,082	3,073	17.1	10.7	12.4
64,522	88,521	23,300	34,593	87,822	1,23,114	35,292	40.2	7.0	8.4
*	19,205	*	1,676	*	20,881	*	*	*	2.0
*	29,420	*	9,726	*	39,146	*	*	*	7.2
284	287	..	..	284	287	3	1.1	4.7	4.8
32,36,012	1,56,86,071	17,33,525	14,07,390	1,49,69,537	1,70,93,461	21,23,924†	14.2	6.0	6.5

of Centrally Administered Areas in 1947-48.  
†Jaisalmer and Kutch.

as compared to 22.2 per cent in 1947-48. The corresponding increase in the number of pupils for these two years was 13.7 and 10.5 per cent respectively, showing that education tended to become more expensive. Although the expenditure on institutions for girls increased by a few lakhs of rupees, its proportion in the total expenditure apparently decreased from 14.0 to 11.2 per cent, due mainly to the new system of classifying all Primary schools in Madras as boys' schools.

The various sources of income for educational purposes in this country are Government funds, local board funds, fees, and endowments, subscriptions and contributions from the general public. The following table gives the total expenditure on education, classified according to these sources, together with the percentage contributed by each source, for the two years, 1947-48 and 1948-49:

**Table VIII—Direct Expenditure on Education by Sources**

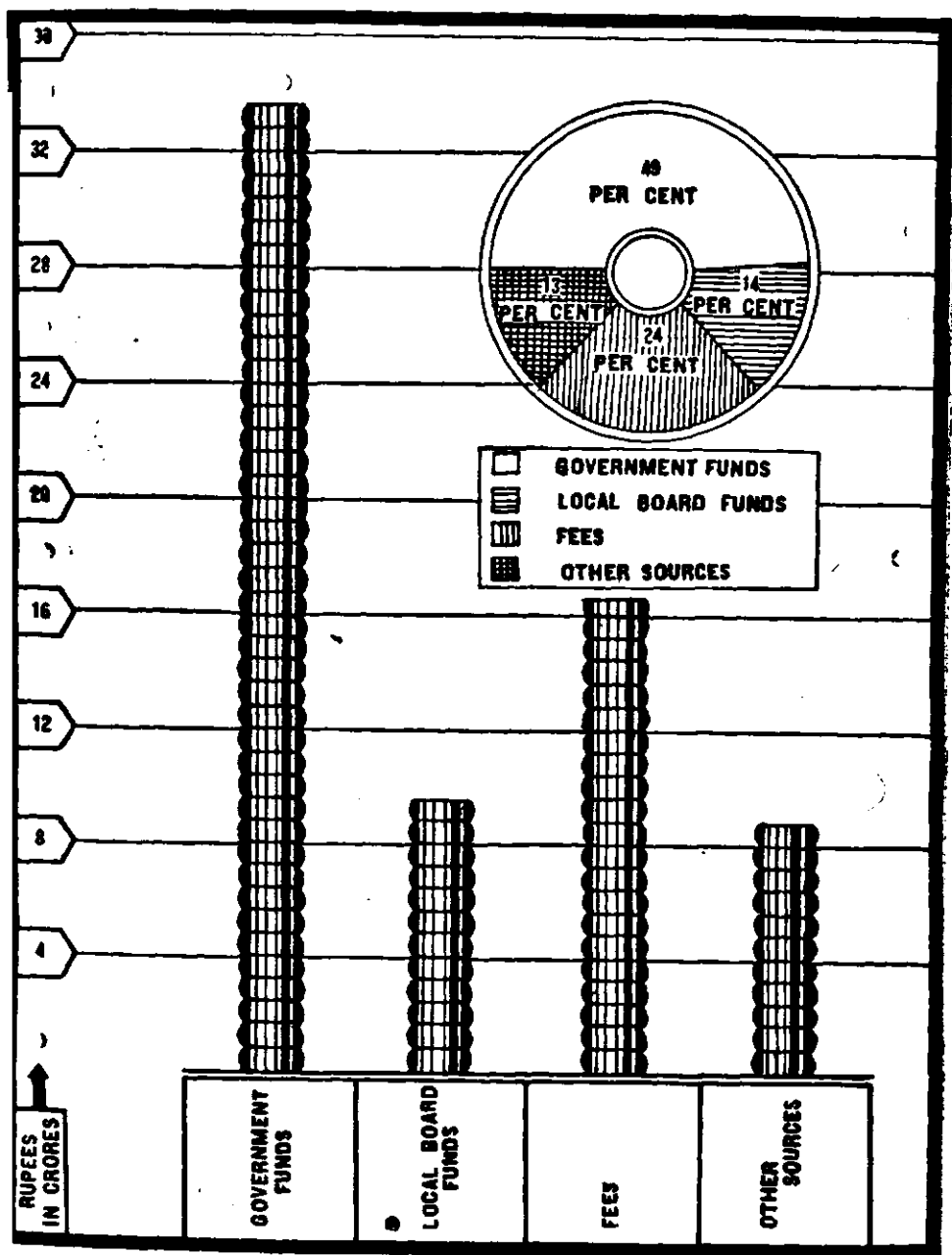
Source (1)	1947-48		1948-49	
	Amount (2)	Percentage (3)	Amount (4)	Percentage (5)
	Rs.		Rs.	
Government Funds . . . . .	26,08,28,073	47.3	33,59,17,394	49.0
Local Board Funds . . . . .	7,91,13,239	14.3	9,51,64,601	13.9
Fees . . . . .	13,35,52,688	24.2	16,47,86,247	24.1
Other Sources . . . . .	7,83,49,050	14.2	8,89,93,287	13.0
<b>TOTAL</b> . . . . .	<b>55,18,43,050</b>	<b>100.0</b>	<b>68,48,61,529</b>	<b>100.0</b>

It will be observed from the above table that (a) nearly half the total expenditure was contributed by Government funds, one fourth was accounted for by fees and the rest of it was met almost equally from local (district, municipal, cantonment etc.) board funds and 'other sources', which include endowments and benefactions, (b) the increase was not uniformly spread over all the sources. Whereas the Government funds showed an increase of 28.8 per cent, the rise in local board funds, fees and other sources was 20.3, 23.3, and 13.7 per cent respectively and (c) the share of the Government in the total expenditure increased by 1.7 per cent, while the same decreased in all the remaining sources.

Table IX compares the total expenditure, classified according to the heads of charge with a division between Direct and Indirect expenditure, for the years 1947-48 and 1948-49. Direct expenditure is that outlay which is devoted directly to the maintenance of

# EXPENDITURE ON EDUCATION BY SOURCES

1948-49



institutions and remuneration of teachers, and does not include hostel charges, direction, inspection, cost of buildings, furniture and scholarships.

**Table IX—Expenditure on Education According to Heads of Charge**

Heads of Charge (1)	1947-48 (2)	1948-49 (3)	Increase(+) or Decrease(-)	
			Amount (4)	Per- centage* (5)
<b>Direct</b>	<b>Rs.</b>	<b>Rs.</b>	<b>Rs.</b>	
Universities . . . . .	1,95,72,042	2,93,47,212	+ 97,75,170	49·9
Board of Secondary and Inter- mediate Education . . . . .	12,49,766	17,18,319	+ 4,68,553	37·5
Arts and Science Colleges . . . . .	4,03,99,693	4,03,00,966	- 98,727	0·2
Professional Colleges . . . . .	2,00,05,308	2,85,99,087	+ 85,93,779	43·0
Secondary Schools . . . . .	13,91,69,822	18,15,45,086	+ 4,23,75,264	30·0
Primary Schools . . . . .	18,90,05,064	22,79,19,934	+ 3,89,14,870	20·4
Professional and Special Schools . . . . .	3,00,59,857	3,60,04,886	+ 59,45,029	19·7
<b>TOTAL</b>	<b>43,94,61,552</b>	<b>54,54,35,490</b>	<b>+ 10,59,73,938</b>	<b>23·9</b>
<b>Indirect</b>				
Direction . . . . .	22,17,407	27,85,026	+ 5,67,619	25·3
Inspection . . . . .	1,45,90,576	1,64,58,893	+ 18,68,317	12·6
Buildings . . . . .	4,24,36,178	5,61,28,334	+ 1,36,92,156	31·7
Miscellaneous . . . . .	5,31,37,337	6,40,53,786	+ 1,09,16,449	20·4
<b>TOTAL</b>	<b>11,23,81,498</b>	<b>13,94,26,039</b>	<b>+ 2,70,44,54</b>	<b>23·8</b>
<b>GRAND TOTAL</b>	<b>55,18,43,050</b>	<b>68,48,61,529</b>	<b>+ 13,30,18,479</b>	<b>23·8</b>

The total increase in direct expenditure was Rs. 10·60 crores or 23·9 per cent. Of this, nearly 40 per cent was devoted to Secondary schools, 37 per cent to Primary schools, 17 per cent to Universities, Boards and Colleges and the remaining 6 per cent to Professional and Special schools. Though the expenditure on Universities and Professional colleges rose by nearly 50 and 43 per cent respectively, it fell in Arts and Science colleges by 0·2 per cent, because of the conversion of all Intermediate colleges in U.P. into Higher Secondary schools. The rate of increase in expenditure on Secondary, Primary and Professional and Special schools was 30·0, 20·4 and 19·7 per cent respectively, as compared to the corresponding increase of 10·1, 13·8 and 41·7 per cent in the number of pupils. According to the heads of charge, the direct expenditure was distributed as: Universities 5·4 per cent, Boards of Secondary and Intermediate Education 0·3 per

\*In calculating these figures, the Areas of Bilaspur, Himachal Pradesh and Kutch, which were not administered by the Centre in 1947-48, have been excluded.

cent, Arts and Science colleges 7.4 per cent, Professional colleges 5.2 per cent, Secondary schools 33.3 per cent, Primary schools 41.8 per cent and Professional and Special schools 6.6 per cent. It may be noted that the actual expenditure on Primary Education was much more because a large number of Secondary schools had Primary departments attached with them.

The source-wise distribution of expenditure on different types of institutions will be dealt with in detail in the chapters specially devoted to them.

The following points are significant:

- (a) Nearly 62 per cent of the total expenditure on Primary schools was contributed by the Government, as against about 31 per cent by local boards;
- (b) Nearly half the expenditure on Secondary schools was met from fees;
- (c) In University Education, Government funds accounted for nearly 41 per cent and fees for 44 per cent of the total expenditure; and
- (d) Government met as much as 67 per cent of the total expenditure on Professional and Special schools.

The total Indirect expenditure increased by 23.8 per cent and formed 20.4 per cent of the total expenditure on education. Of the increase, nearly 51 per cent was shared by Buildings, 40 per cent by Miscellaneous items such as scholarships, hostel charges etc., and the remaining 9 per cent by Direction and Inspection. The expenditure on Direction showed a rise of 25.3 per cent, as against 12.6 per cent on Inspection, 32.7 per cent on Buildings and 20.4 per cent on Miscellaneous items. Of the total Indirect expenditure, 2.0 per cent was incurred on Direction, 11.8 per cent on Inspection, 40.3 per cent on Buildings and 45.9 per cent on Miscellaneous items.

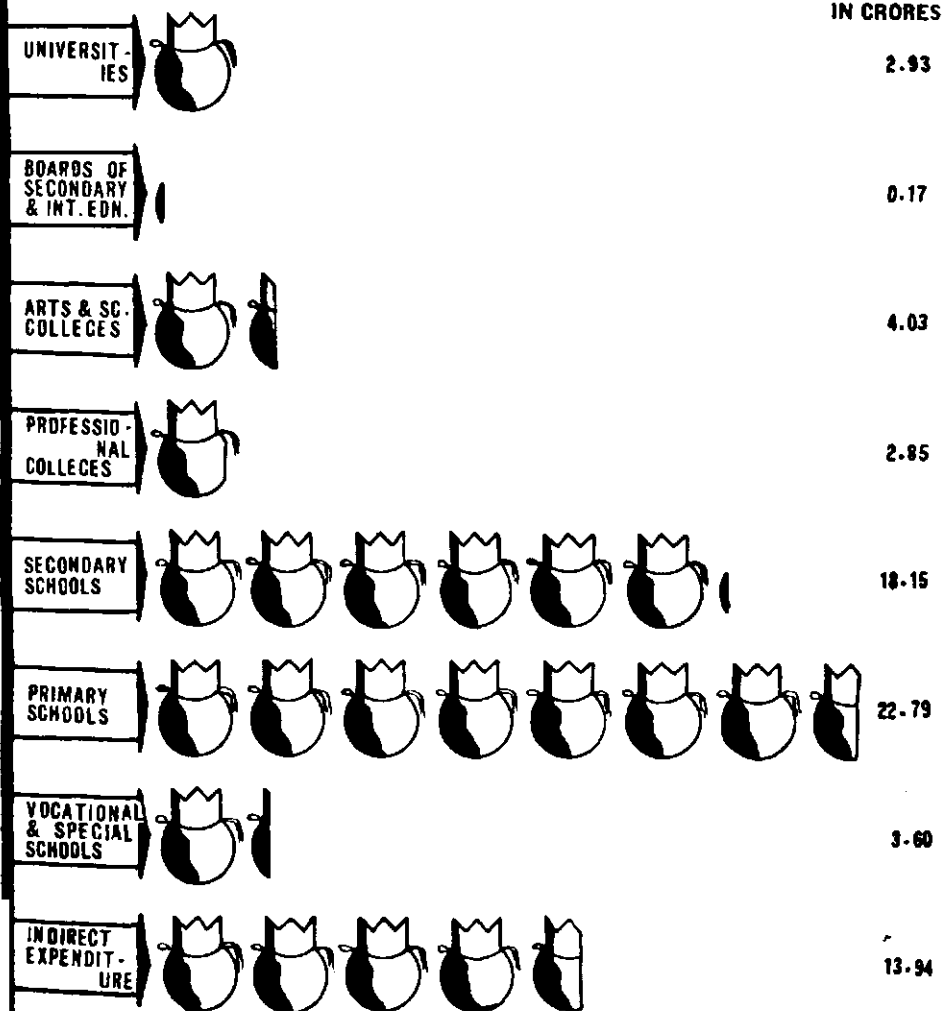
According to sources of income, 52.4 per cent of the total Indirect expenditure was borne by the Government, 7.4 per cent by local boards, 13.8 per cent by fees and 26.4 per cent by other sources. The corresponding percentages for the preceding year were 48.8, 7.3, 14.6 and 29.3 respectively. The expenditure on Direction was provided entirely by Government funds, while in the case of Inspection, Buildings and Miscellaneous items, the Government contribution amounted to 86.9, 52.9 and 41.1 per cent. respectively.

# EXPENDITURE ON EDUCATION BY HEADS OF CHARGE

1948-49

ONE BAG = RS: 3 CRORES

RUPEES  
IN CRORES



etails for the two years 1947-48 and 1948-49 are shown below:

**Table X—Indirect Expenditure on Education by Sources**

Item	Percentage of Expenditure met from				
	Govt. Funds	Local Board Funds	Fees	Other Sources	
(1)	(2)	(3)	(4)	(5)	
Direction	1948-49	100.0	..	..	
	1947-48	100.0	..	..	
Inspection	1948-49	86.9	11.7	1.2	0.2
	1947-48	83.5	11.4	2.8	2.3
Buildings	1948-49	52.9	9.3	5.0	32.8
	1947-48	48.2	9.1	4.9	37.8
Miscellaneous	1948-49	41.1	4.9	25.4	28.6
	1947-48	37.5	5.1	26.3	31.1
<b>TOTAL</b>	1948-49	52.4	7.4	13.8	26.4
	1947-48	48.8	7.3	14.6	29.3

Indirect expenditure cannot be earmarked for a particular type of institution. The distribution of the rest of the expenditure, according to the managements of the institutions, is shown in Table XI. A comparison of the figures in cols. (3) and (5) of this table shows that there was no appreciable change in the proportion of the total expenditure incurred on institutions controlled by different agencies. Except in Government institutions, the rate of increase was almost the same [col. (6)]. Of the total expenditure, 15.9 per cent was spent on Government institutions, as against their proportion of 9.5 per cent in the total number of institutions. Local Board schools and colleges accounted for nearly 34.5 per cent of the total expenditure, although they constituted 46.4 per cent of the total number. The rest of the expenditure (49.6 per cent) was defrayed on private institutions that formed 44.1 per cent of the total number of institutions.

**Table XI—Direct Expenditure on Institutions by Management**

Institutions managed by	1947-48		1948-49		Percentage Increase
	Amount	Percentage	Amount	Percentage	
(1)	(2)	(3)	(4)	(5)	(6)
	Rs.		Rs.		
Government	6,64,37,376	15.1	8,69,81,659	15.9	30.9
Local Boards	15,44,06,611	35.1	18,77,40,882	34.4	21.6
Trust Bodies:					
Aided	19,44,82,834	44.3	24,13,90,362	44.3	24.1
Unaided	2,41,34,731	5.5	2,93,22,587	5.4	21.5
<b>TOTAL</b>	<b>43,94,61,552</b>	<b>100.0</b>	<b>54,54,35,490</b>	<b>100.0</b>	<b>24.1</b>



The allocation of the total Government expenditure on education and the proportion in each case to total expenditure, is shown Table XII. The figures need no comments.

**Table XII—Distribution of Government Expenditure on Education**

Item (1)	1947-48		1948-49	
	Amount (2)	Per-centage of Total Ex-penditure (3)	Amount (4)	Per-centage of Total Ex-penditure (5)
	Rs.		Rs.	
Institutions for Men . . . . .	22,64,19,504	86·8	30,09,75,500	89·1
Institutions for Women . . . . .	3,44,10,569	13·2	3,49,41,894	10·9
<b>TOTAL</b> . . . . .	<b>26,08,30,073</b>	<b>100·0</b>	<b>33,59,17,394</b>	<b>100·0</b>
Universities . . . . .	75,52,264	2·9	1,00,75,745	3·0
Arts and Science Colleges . . . . .	1,21,22,500	4·7	1,15,52,257	3·4
Professional Colleges . . . . .	1,36,59,308	5·2	1,86,96,610	5·6
Secondary Schools . . . . .	4,10,10,892	15·7	5,74,11,323	17·1
Primary Schools . . . . .	11,22,98,878	43·1	14,07,61,151	41·9
Professional and Special Schools . . . . .	1,93,85,625	7·4	2,41,91,784	7·2
Buildings . . . . .	2,04,65,923	7·9	2,97,30,132	8·8
Direction and Inspection . . . . .	1,43,93,047	5·5	1,70,90,453	5·1
Miscellaneous . . . . .	1,99,37,553	7·6	2,62,96,459	7·8
Boards of Secondary and Intermediate Education . . . . .	1,04,083	0·0	1,11,480	0·3
<b>TOTAL</b> . . . . .	<b>26,08,30,073</b>	<b>100·0</b>	<b>33,59,17,394</b>	<b>100·0</b>

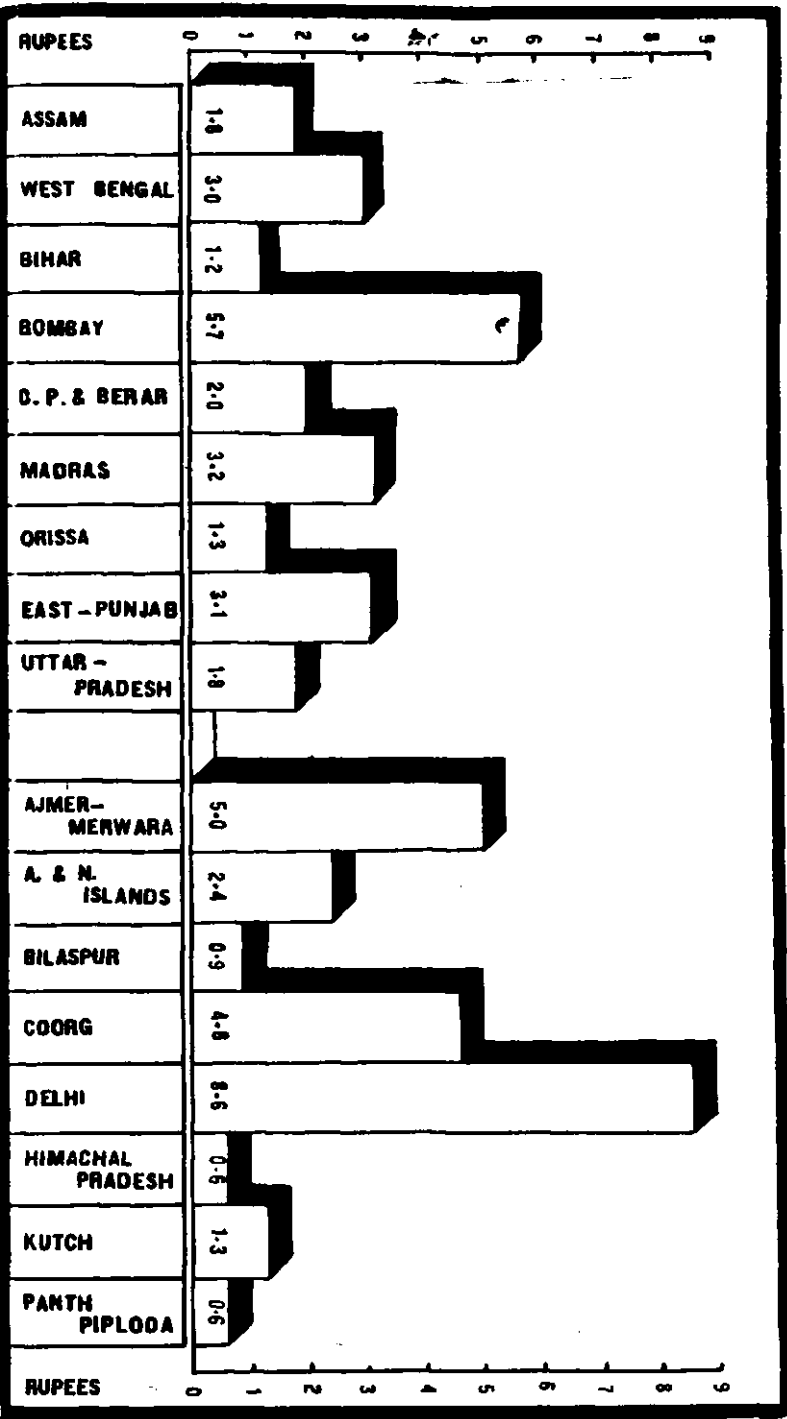
The average annual cost per pupil increased from Rs. 37·6 in 1947-48 to Rs. 40·9 in 1948-49, its distribution over different sources being Government funds Rs. 20·1, local board funds Rs. 5·7, fees Rs. 9·8 and other sources Rs. 5·3. The cost in institutions managed by Government amounted to Rs. 69·1 per pupil per annum, as compared to Rs. 21·3 in local board schools and colleges and Rs. 40·4 in private institutions.

The average cost per pupil in Primary schools, Secondary schools and colleges for General Education (including Universities) worked out at Rs. 18·1, Rs. 54·3 and Rs. 335·2 respectively. In Professional colleges, the cost varied from Rs. 94·7 in Commerce colleges to Rs. 1,914·8 in Forest colleges. For Professional and Special schools it was highest in Engineering schools (Rs. 771·9) and lowest in Agricultural schools (Rs. 5·5).

The per capita expenditure also increased from Rs. 2·2 to Rs. 2·5 in 1948-49, of which nearly half was from Government funds.

# COST PER CAPITA ON EDUCATION

1945-46



Province Area	On Institutions For Boys				On Institutions For Girls				Total		Increase		Percentage of Expenditure in (1948-49) Met From			Average Annual Cost Per Pupil		Au- dited Annual Cost Per Capita Rs. (16)	Rt. (18)
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	Amount	Per- centage	Govt. Funds	Local Board Funds	Post- Swar- ces	1947- 48	1948- 49				
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	(9)	(10)	(11)	(12)	(13)	Rs.	Rs.			
Assam	91,20,120	1,33,21,735	12,69,020	15,70,911	1,20,51,120	1,48,92,654	42,37,534	39.8	58.7	8.4	22.0	10.9	18.5	21.1	1.8				
West Bengal	4,16,7,074	9,21,22,739	74,85,733	91,91,085	5,29,41,407	9,94,91,927	1,33,50,520	23.9	37.6	9.3	40.0	13.1	33.5	38.2	3.0				
Bihar	3,55,11,117	4,25,59,999	33,60,273	36,67,072	3,98,91,390	4,55,26,035	59,34,645	14.9	27.5	30.6	26.4	15.5	28.1	29.7	1.2				
Chhattrgarh	1,21,24,210	1,35,28,223	1,85,71,903	2,23,48,267	2,00,00,772	2,75,76,490	3,75,75,717	31.3	5.1	13.1	22.4	10.4	46.4	48.0	5.7				
C. P. & Berar	2,59,44,301	3,73,02,897	32,47,285	40,07,931	3,22,31,586	4,13,09,928	90,78,342	28.2	59.6	15.1	16.0	9.3	48.4	53.2	3.0				
Madhya Pradesh	12,30,80,172	15,74,07,896	2,51,98,107	1,42,35,172	14,82,78,379	17,16,43,468	2,33,65,089	15.8	50.5	16.1	20.1	13.3	34.8	38.5	3.2				
Orissa	1,38,73,655	1,72,84,884	7,13,280	8,24,751	1,46,06,935	1,81,37,685	35,30,700	24.2	71.5	3.5	11.3	13.7	53.0	55.3	1.8				
East Punjab	2,25,04,893	3,70,94,163	41,58,295	54,00,787	2,66,63,188	3,84,94,950	1,18,31,762	44.4	47.5	13.6	27.6	11.3	46.4	53.4	3.1				
U. P.	8,10,23,325	9,73,85,691	95,15,303	1,18,39,756	9,05,38,628	10,92,20,447	1,86,81,819	20.6	45.6	10.2	26.8	17.4	38.0	40.4	1.8				
Ajmer-Merwara	19,90,899	28,44,415	6,17,589	7,70,601	26,08,288	36,15,046	10,06,458	38.6	65.0	5.7	17.4	11.9	71.3	83.9	5.0				
A. & N. Islands	81,050	97,033	..	..	81,050	97,033	15,983	19.9	97.9	..	2.1	..	53.4	59.9	3.4				
Bihar	..	1,23,526	..	14,348	..	1,17,874	..	..	100.0	..	..	..	..	26.0	0.9				
Coorg	4,62,728	7,38,299	27,493	46,585	4,90,221	7,84,884	2,94,663	60.1	55.4	24.1	18.3	2.2	27.8	37.9	4.6				
Delhi	75,72,966	95,43,770	22,81,219	29,84,188	93,54,185	1,25,32,958	26,78,773	27.2	54.4	11.8	20.1	13.7	116.4	108.5	8.6				
Himachal Pradesh	..	5,34,659	..	58,136	..	5,92,795	..	..	79.4	9.8	6.2	4.6	..	29.2	0.6				
Kutch	..	6,77,734	..	46,246	..	7,23,980	..	..	73.0	..	5.3	21.7	..	36.5	1.9				
Panaji	1,600	3,455	..	..	1,600	3,455	1,855	115.9	100.0	..	..	..	..	18.4	0.6				
TOTAL	47,53,77,750	60,81,28,182	7,65,65,300	7,67,39,347	55,18,43,090	68,43,61,529	19,19,83,860†	23.8†	49.0	13.9	24.1	13.0	37.4	40.9	2.6				

\* Figures are not available, as these were not centrally administered areas in 1947-48.  
† Excludes Bilaspur, Himachal Pradesh and Kutch.

Table XIII gives the details of expenditure on education in the several Provinces and Areas during the two years 1947-48 and 1948-49. It will be seen from the figures in col. (8) of this table that the increase in expenditure was shared by all the units. The highest increase of Rs. 3.76 crores was reported by Bombay. Next in order were Madras (Rs. 2.34 crores), U.P. (Rs. 1.86 crores), West Bengal (Rs. 1.34 crores) and East Punjab (Rs. 1.18 crores), while in other Provinces the rise was less than one crore of rupees each. On a percentage basis, the East Punjab with an increase of 44.4 per cent in its expenditure on education took first place among the major Provinces, the second and third being claimed by Bombay (31.3 per cent) and C.P. & Berar (28.2 per cent) respectively. At the other end of the scale came Bihar (14.9 per cent). In Centrally Administered Areas, Panth Piploda showed an increase of 115.9 per cent, as compared to 60.1 per cent in Coorg, 38.6 per cent in Ajmer-Merwara and 27.2 per cent in Delhi.

The sourcewise percentages of expenditure, as given in cols. (10 to (13) of table XIII, are interesting as they disclose the different financial systems of the several Provinces and Areas. The entire expenditure in Bilaspur and Panth Piploda and nearly 98 per cent in A. & N. Islands was borne by the Government. Among the remaining Provinces and Areas, the share of the Government increase everywhere, except in East Punjab, U.P. and Delhi. It was highest in Himachal Pradesh (79.4 per cent) followed by Kutch (73.0 per cent), Orissa (71.5 per cent), Ajmer-Merwara (65.0 per cent), C.P. & Berar (59.6 per cent), Assam (58.7 per cent), Coorg (55.4 per cent), Delhi (54.4 per cent), Bombay (54.1 per cent) and Madras (50.5 per cent). In other Provinces, it was less than 50 per cent, being least of all in Bihar (27.5 per cent). The percentage of expenditure met from local board funds increased only in Madras, East Punjab and Delhi. Bihar provided by far the largest proportion (30.6 per cent) from this source and Orissa the least (3.5 per cent). Fees accounted for as much as 40.0 per cent of the total expenditure in West Bengal and as little as 2.1 per cent in the A. & N. Islands. The advance in the rate of contribution from fees was reported by all Provinces and Areas, except West Bengal, Bihar, Bombay, C.P. & Berar, Orissa, Ajmer-Merwara and A. & N. Islands. The figures for 'other sources' with a few exceptions, were more or less uniform for the different units. The proportion in this case rose only in Bihar and Orissa and varied from 21.7 per cent in Kutch to 2.2 per cent in Coorg.

The figures in cols. (14) and (15) of Table XIII, reveal the great variations in the average annual cost per pupil in the various Provinces and Areas. The cost increased everywhere, except at Delhi where it fell by Rs. 7.9 per pupil. The rise in cost was highest in Panth Piploda (Rs. 16.2), and lowest in Bombay (Rs. 1.1). The other

Provinces, where there was no substantial change in cost, were Assam, Bihar, Orissa and U.P. Among the Provinces, the cost of each pupil ranged from Rs. 21.1 in Assam to Rs. 53.4 in East Punjab, while in the Centrally Administered Areas, it was highest in Delhi (Rs. 108.5) and lowest in Bilaspur (Rs. 26.0).

The average *per capita* expenditure in each Province is shown in col. (16) of Table XIII. It amounted to Rs. 8.6 in Delhi; Rs. 5.7 in Bombay; Rs. 5.0 in Ajmer-Merwara; Rs. 4.6 in Coorg; about Rs. 3 in Madras, East Punjab and West Bengal and less than Rs. 3 in the remaining Provinces and Areas.

This broad outline of the educational progress made during the year 1948-49 shows that despite tremendous post-partition problems and a deteriorating financial position, a beginning was made in the right direction. Only the fringe of the problem was touched and much remained to be done but at least the goal was clear.

The subsequent chapters in the report discuss in detail the progress achieved in various fields of education.

## CHAPTER II

### EDUCATIONAL ORGANISATION AND PERSONNEL

This Chapter deals with (a) Educational Organization, (b) Educational Services of Education Departments and (c) Direction and Inspection. No attempt is, however, made to explain the several Provincial systems, for which reference may be made to the earlier reports. The account given below is confined only to the changes or matters of importance that took place during the year under review.

#### **Educational Organisation**

There was no change in the Educational Organisation in the Provinces or at the Centre, except that the education in the newly created Centrally Administered Areas of Bilaspur, Kutch and Himachal Pradesh became the responsibility of the Central Ministry of Education.

#### **Educational Services**

With the retirement of its permanent members during the year under report, the Indian Educational Service, with its traditions extending over fifty-three years, came to an end as an All-India Service. The cadre of Educational Services in almost all the major Provinces consisted of (a) Provincial Educational Service, divided into Classes I and II (b) Subordinate Educational Service, divided into different classes with different scales of pay.

The position with regard to Provincial Educational Service Class I, during 1948-49, is summarised in table XIV. The total strength of this class increased by 18 to 269, of which 148 posts were held by promoted officers, 57 by direct recruits and 46 by officiating persons, while 18 posts were vacant or held in abeyance. In the Provinces, the maximum number of such posts was in Bombay (72), followed by West Bengal (49), Bihar (37), Orissa (26), East Punjab (23), Assam (21), U.P. (21) and C.P. & Berar (17). Madras, as in the previous year, had no service designated as Provincial Educational Service Class I. The increase in the number of posts was shared by West Bengal (from 45 to 49), Bombay (from 59 to 72), C.P. & Berar (from 15 to 17) and Orissa (from 24 to 26) and was due to the creation of new posts or upgrading of certain existing posts in Class II. A comparison of figures in cols. (7) and (10) of table XIV will show that the posts filled by promotion far exceeded those filled by direct recruitment in almost all the Provinces.

Table XIV—Provincial Educational Service Class I

Province/Area (1)	Total number of Posts			No. of Posts held by									No. of Posts Vacant or held in Absence		
				Direct Recruits			Promoted Officers			Officiating Hands					
	Men (2)	Women (3)	All Persons (4)	Men (5)	Women (6)	All Persons (7)	Men (8)	Women (9)	All Persons (10)	Men (11)	Women (12)	All Persons (13)	Men (14)	Women (15)	All Persons (16)
Assam	21	..	21	1	..	1	20	..	20	..	..	..	..	..	5
West Bengal	43	6	49	10	3	13	19	2	21	9	1	10	5	..	1
Bihar	35	2	37	7	..	7	18	1	19	9	1	10	1	..	9
Bombay	69	3	72	16	2	18	24	1	25	20	..	20	9	..	9
C. P. & Berar	14	3	17	2	3	5	12	..	12	..	..	..	..	..	..
Madras*	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Orissa	14	2	26	5	..	5	19	2	21	..	..	..	..	..	1
East Punjab	17	6	23	..	..	..	15	6	21	1	..	1	1	..	1
U. P.	20†	1	21†	6	..	6	8	1	9	5	..	5	1	..	1
Ajmer Merwarat	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..
A & N. Islands	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bihar	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kuch	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Himachal Pradesh ‡	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
Delhi	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
Panjab Piploda	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>246</b>	<b>23</b>	<b>269</b>	<b>49</b>	<b>8</b>	<b>57</b>	<b>135</b>	<b>13</b>	<b>148</b>	<b>44</b>	<b>3</b>	<b>46</b>	<b>18</b>	<b>..</b>	<b>18</b>

\*There was no Provincial Educational Service Class I.

† Excludes the temporary posts of Director of Social Services, Director of Military Training and Director of Physical Education.

‡ Represents Central Service post.

An important feature of the year, was the amalgamation of men's and women's branches of the Provincial Educational Service in Orissa.

Except in C.P. & Berar, the scales of pay of different Educational Services in the Provinces did not record any material change. The old and revised scales in C.P. & Berar, which were given retrospective effect from 1st April 1947, are given below:

	Old Scales	New Scales
	Rs. -	Rs.
D. P. I. . . . .	1,250—100—1,750	1,250—50—1,500
D. D. P. I. (Tech.) . . . .	250—250—25—450— Bar—475—25—800	350—350—25—500— 500—Bar—25—700— 700—Bar—30—850
P.E.S. Class I :		
Men's Branch . . . . .	250—250—25—450— Bar—475—25—800	350—350—25—500— 500—Bar—25—700— 700—Bar—30—850
Women's Branch . . . . .	250—250—15—400— Bar—420—20—600	Ditto
P. E. S. Class II :		
Men's Branch . . . . .	150—150—15—300	225—225—250—15—400
Women's Branch . . . . .	150—150—10—200 Bar—10—250—250— Bar—10—300	Ditto
Subordinate Educational Service :		
Men's Branch . . . . .	70—4—150—(second Grade for A. D. I. S.)	100—100—5—150—150— Bar—5—200 (with two advance increments to trained graduates)
Women's Branch . . . . .	Ditto	125—125—5—170—Bar —6—200 (with two ad- vance increment to trained graduates)

### Direction and Inspection

Although the general position regarding the Directorate and Inspectorate remained much the same as in the preceding year, yet it is satisfactory to record that most of the Provinces were able to increase the officers' strength at the headquarters as well as in the inspecting staff. A detailed description of the Direction and Inspection personnel along with the minimum educational qualifications required, scales of pay, duties etc. in the different Provinces and Areas, during 1948-49, is given in Appendix I. The main changes are.



however, given below:—

In Assam, a post of Assistant Director of Public Instruction was created to cope with the increasing responsibilities of the Education Department. The Subordinate Inspecting Agency was strengthened by the appointment of 7 Sub-Inspectors, including one for the supervision of schools in Naga Hills, and 15 Assistant Sub-Inspectors of schools.

The West Bengal Government created a separate branch for the education and welfare of the orphans and appointed an Orphanage Officer, an Assistant Orphanage Officer and a Stores Officer for this purpose. The Inspecting Department was reorganised, as a result of which the Divisional Inspectorate was abolished and the district was made the unit of administration and control. Two additional posts of District Inspector of Schools, one each for Midnapore and 24-Parganas, were created.

In Bihar, the post of Director was for the first time filled up by a member of the Bihar Educational Service. The set-up of the Directorate remained the same, except that a temporary gazetted post of Personal Assistant to the D.P.I. was created. The additions on the Inspection side consisted of 3 Deputy Inspectors, 32 Sub-Inspectors and one Craft Inspector. One post of Special Deputy Inspector and 6 of Sub-Inspectors for Santhal schools, one post of Sub-Inspector for Paharia School and the two posts of Superintendents, Hindu and Mohammedan Atus, were abolished during the year.

In Bombay, a special organisation for Industrial and Technical Education was set up and placed under the charge of a Special Officer designated as Joint Director of Technical Education. To build up a strong reserve of highly qualified and experienced officers in the Administrative Branch, 6 Assistant Educational Inspectors were appointed in B.E.S. Class I. The post of Chief Medical Officer for School Health Service Scheme was created and filled by a suitable member of the Medical Department. Two temporary posts of special officers for the merged States were created to deal with the special problems and service questions arising from the merger.

In C.P. & Berar, three new Deputy Directors of Public Instruction, one each for Administration, Social Education, and Literature were appointed. Other posts created during the year included one Divisional Superintendent of Education, 3 District Inspectors of Schools, one Officer on Special Duty (National Cadet Corps), 23 Assistant District Inspectors, one District Inspectress and one Assistant District Inspectress of schools. These new appointments were mainly due to the establishment of an additional Division of Chhatisgarh with headquarters at Bilaspur.

In Madras, the post of a Joint Director of Public Instruction was created for a period of two years in place of that of Deputy Director (Elementary Education). A temporary post of Special Officer to assist the Director in the administration of Libraries Act was also sanctioned. With a view to avoid the difficulties and delays caused by the control of Elementary education by two sets of officers (District Educational Officers in the case of boys' and the Inspectresses in the case of girls' schools), the Government directed that the elementary schools for girls, together with the Sub-Assistant Inspectresses under the control of Inspectresses, should be transferred to the District Educational Officers and the jurisdiction of Inspectresses should be confined only to Secondary schools and Special schools for girls. The offices of the Inspectresses of girls' schools in two circles were abolished.

In Orissa, 5 District Inspectors of schools, 15 Deputy Inspectors of Schools, 36 Sub-Inspectors of schools and 1 Inspector of Physical Education were appointed for the merged and integrated States.

In East Punjab, an Officer on Special duty responsible for the management of the National Cadet Corps Scheme was appointed along with a Liaison Officer responsible for the supervision and training of the Junior Division.

In Ajmer-Merwara, the designation of Superintendent of Education was changed to Director of Education.

No change was reported by U.P. and the remaining Centrally Administered Areas.

The total expenditure on Direction and Inspection increased from Rs. 1.68 crores to Rs. 1.92 crores during the year under report, and formed 2.8 per cent of the total expenditure on education. The expenditure on Direction alone amounted to Rs. 27.85 lakhs and was met entirely from Government funds. The total cost on Inspection was Rs. 1.64.58 lakhs, of which 86.9 per cent was contributed by the Government, as against 11.7 per cent by local boards, 1.2 per cent by fees and 0.2 per cent by other sources. The corresponding percentages for the previous year were 83.4, 11.4, 2.8 and 2.3 respectively.

Table XV gives the expenditure on Direction and Inspection in the various Provinces and Areas for the two years 1947-48 and 1948-49. It will be observed that the expenditure on these items increased everywhere, except in Assam and U.P. Among the major Provinces, Bombay reported the highest expenditure of Rs. 49.41 lakhs, followed by U.P. (Rs. 37.11 lakhs) and Madras (Rs. 35.43 lakhs). On the other

**Table XV—Expenditure on Direction and Inspection**

Province/Area	Expenditure						Percentage of Total Expenditure on Education (1948-49)	Percentage of Expenditure on Direction and Inspection (1948-49) met from			
	On Direction		On Inspection		Total			Govt. Funds	Local Board Funds	Fees	Other Sources
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49					
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
Assam	1,54,343	1,55,338	5,59,866	4,95,352	7,14,209	6,50,690	4.4	100.0	..	..	..
West Bengal	1,88,581	2,24,600	7,57,201	7,96,715	9,45,782	10,21,315	1.5	95.5	4.5	..	..
Bihar	1,83,519	1,88,343	11,49,665	12,83,003	13,33,204	14,71,346	3.2	93.4	6.6	..	..
Bombay	2,86,432	3,62,313	34,12,649	45,78,673	35,99,081	49,40,986	3.1	84.2	15.8	..	..
C.P. & Berar	2,35,153	2,54,470	8,20,034	11,91,944	10,55,187	14,46,414	3.5	83.3	1.0	13.5	2.2
Madras	3,39,109	3,62,952	30,64,353	31,90,520	34,03,462	35,53,472	2.1	100.0	..	..	..
Orissa	1,31,655	1,71,699	4,24,695	6,19,399	5,56,350	7,91,098	4.4	100.0	..	..	..
East Punjab	2,46,578	3,57,698	8,09,173	10,27,844	10,55,751	13,85,542	3.6	91.3	8.7	..	..
U. P.	4,52,037	5,64,850	34,14,344	31,45,708	38,66,381	37,10,558	3.4	76.7	23.1	..	0.2
Ajmer-Merwara	*	..	70,147	95,457	70,147	95,457	2.6	100.0	..	..	..
A. & N. Islands	..	..	..	..	..	..	..	..	..	..	..
Bilaspur	†	†	†	†	†	†	†	†	†	†	†
Coorg	13,564	280	..	19,570	13,564	19,850	2.5	100.0	..	..	..
Delhi	98,865	1,15,338	**	**	98,865	1,15,338	0.9	100.0	..	..	..
Himachal Pradesh	†	6,825	†	14,708	†	21,533	3.6	100.0	..	..	..
Kutch	†	20,320	†	**	†	20,320	2.8	100.0	..	..	..
Panth Piploda	..	..	..	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>23,25,836</b>	<b>27,85,026</b>	<b>1,44,82,147</b>	<b>1,64,58,893</b>	<b>1,68,07,983</b>	<b>1,92,43,919</b>	<b>2.8</b>	<b>88.8</b>	<b>10.0</b>	<b>1.0</b>	<b>0.2</b>

\*Included under Inspection.

†Figures are not available, as these were not Centrally Administered Areas during 1947-48.

‡Separate figures are not available.

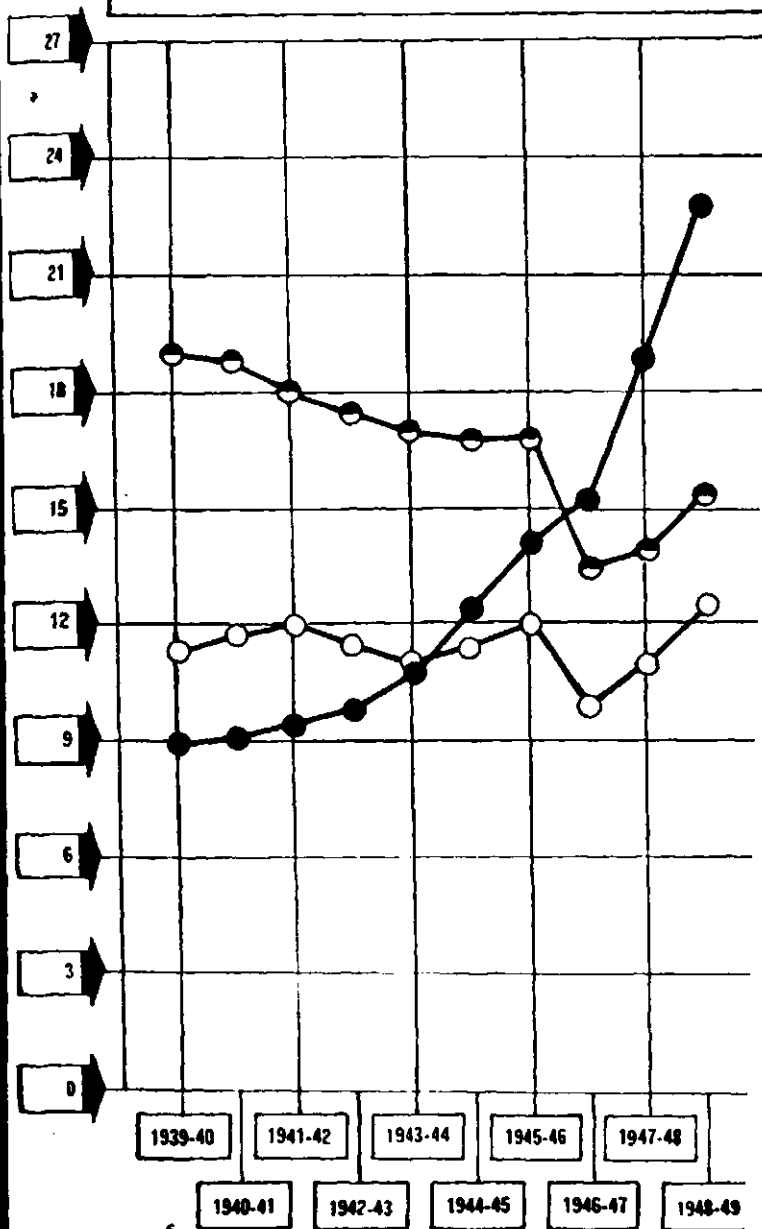
\*\*Included under Direction.

end of the scale was Assam with Rs. 6.51 lakhs. In the Centrally Administered Areas, the expenditure on Direction and Inspection varied from Rs. 20,320 in Kutch to Rs. 1,15,338 in Delhi. The proportion of the expenditure incurred on Direction and Inspection to the total expenditure was least in Delhi (0.9 per cent) and highest both in Assam and Orissa (4.4 per cent).

The extent to which the expenditure on Direction and Inspection was borne by the different agencies, is shown by figures in cols. (9) to (12). It will be seen that the Government met the entire expenditure in all the Centrally Administered Areas and also in Assam, Madras and Orissa. In the remaining Provinces, the major contribution towards the cost of Inspection and Direction was from Government funds. The proportion of expenditure met from local board funds varied from 1.0 per cent in C.P. & Berar to 23.1 per cent in U.P.

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# PROGRESS OF PRIMARY EDUCATION IN INDIA



## CHAPTER III

### PRIMARY EDUCATION

Though the title of this chapter is Primary Education, its real subject is Primary schools. A large number of our Secondary schools have Primary classes attached to them. The schools attended by the children in these classes, their teachers and the expenditure incurred on them, will be covered in the chapter on Secondary Education, though strictly speaking they fall within the scheme of Primary Education.

The Primary stage of education is the first level at which a conscientious and concentrated effort must be made on a nation-wide scale to tackle the educational problem of the country. The progress made in this respect, during the year under review, is fairly satisfactory, although it has to be admitted that much remains still to be done. There has not only been considerable progress in numbers, which is discussed later in the chapter, but appreciable efforts have been made to adopt a new ideology in the field of Primary Education, as envisaged by great thinkers and educationists of the present time. Increasing importance is being given to the need for bringing about an all-round development of the child's personality on the physical, intellectual, social, emotional and moral side. Introduction of compulsory education in Assam, extension of compulsory education schemes to all the districts in Bombay, conversion of all non-Basic Primary schools into Basic schools in U.P. and relaxation of grants-in-aid rules in order to encourage private enterprise as in Madras were some of the high lights of the new developments that took place in 1948-49.

#### Scheme of School Classes

In an appraisal of the progress indicated and in making inter-Provincial comparisons, one thing, however, must be borne in mind. In India, it has not been possible to adopt a uniform system of Primary Education, with the result that the structure of the Primary stage differs to some extent from Province to Province. According to the scheme of school classes in force during 1948-49, Primary stage consisted of four classes (I—IV) in Assam, West Bengal, Bombay, C.P. & Berar, Ajmer-Merwara, A. & N. Islands, Himachal Pradesh, Panth Piploda and Kutch; of five classes (I—V) in Madras, U.P., Bilaspur and Coorg; and of six classes (Infant and I—V) in Bihar and Orissa. East Punjab and Delhi had four classes in boys' Primary schools but five classes in schools for girls.

## Administration and Control

The agencies responsible for the administration and control of Primary Education are (a) Provincial Governments (b) Local Bodies and (c) Private Bodies, which may be aided or unaided. The main responsibility, however, rests in most Provinces and units with the local bodies—district boards in the rural areas and municipal committees in towns and cities. The local Governments exercise their control over the local bodies through the Provincial Inspectorate under the Director of Public Instruction. Some of the Provincial Governments adopted measures to make administration more efficient. In Assam, for instance, the entire control and management of Primary schools passed from the local bodies to the Sub-Divisional School Boards, thus ending the dual control of the local bodies and the Education Department in the sphere of Primary Education. The most important change in the administration of Primary Education in U.P. was the abolition of the statutory education committee of the District Board. It was replaced by an advisory Education Committee with appellate powers over the orders of the Deputy Inspector of Schools. The Bihar report pointed to the need for an immediate Government-Control of Primary Education. "Duality of control" says the report, "partly by the local bodies and, partly by the Government heads, leads more often than not, to friction, delay and inefficiency. At places, considerations, other than purely educational are made to bear upon the working and administration of the Primary schools".

### Schools

The total number of recognised Primary schools, during the year under review, rose to 1,54,912, the rate of increase being 9·7 per cent as against 4·3 per cent in 1947-48. Of the total number of schools, 1,44,421 were for boys and 10,491 for girls. According to managements, these were distributed as follows:--

Government	...	13,505	(8·7%)
District Boards	...	73,086	(47·2%)
Municipal Boards	...	7,488	(4·8%)
Aided Private bodies	...	55,732	(36·0%)
Unaided Private bodies	...	5,101	(3·3%)

The corresponding percentages for the previous year were 5·3, 48·0, 5·0, 39·0 and 2·7 respectively. The rise in numbers, though shared by all types of Primary schools, was more marked in the case of Government schools, where the increase was nearly 80·7 per cent as compared to 8·3 per cent in district board schools, 5·9 per cent in municipal board schools, 1·6 per cent in aided private schools and 30·8 per cent in unaided private schools.

The number of Primary schools in rural areas was 1,23,303 and constituted 79.6 per cent of the total number of schools, as against 81.8 per cent during the previous year. The decrease in the percentage was mainly due to the opening of a proportionately larger number of schools in urban areas for displaced students.

The average area served by a Primary school was 4.8 square miles and did not show any appreciable change from the 1947-48 figure of 4.9 square miles.

Table XVI compares the number of recognised Primary schools in the different Provinces and Areas for the years 1947-48 and 1948-49. It will be observed that there was an increase in the number of schools in all the Provinces and Areas, except A. & N. Islands, Coorg and Panth Piploda, where no new schools were opened. In Delhi, the schools increased by nearly 52 per cent, due partly to the measures taken to provide educational facilities for a large number of displaced persons and partly to the implementation of the development schemes sponsored by the Delhi Education Department. Next comes Bombay, where the rise of 20.9 per cent was due chiefly to the extension of compulsory education schemes to all the districts, but allowance has to be made for the merger in the Province of some former Indian States. In U.P., the Government policy of making education universal and compulsory in 5 years instead of in 10 years, as, previously contemplated, resulted in increasing the number of schools by 4,540 or 20.8 per cent. In Assam also, there was a marked increase (20.7 per cent). The percentage increases in the other Provinces and Areas were: C.P. & Berar 11.4, Orissa 10.0, Ajmer-Merwara 8.1, Bihar 3.6, East Punjab 3.5, West Bengal 1.6 and Madras 0.7.

The decrease in the total number of schools for girls can be attributed to the corresponding decline in West Bengal and Madras. In West Bengal, it was due mainly to the elimination of uneconomic and overlapping schools and the amalgamation of smaller schools for girls in close proximity to one another, while in Madras, the distinction between the boys' and girls' schools was completely abolished and all the schools were classified as boys' schools.

The percentage given in cols. (10) to (14) of table XVI show the amount of control, which Government, local boards and private bodies exercised over Primary schools in different Provinces and Areas. It will be seen that in the major Provinces, the number of schools maintained by the Government was very small, as compared with those run by local boards and private agencies, their proportion being highest in U.P. (26.4 per cent) and Orissa (20.4 per cent) and lowest in West Bengal (0.3 per cent). In the Centrally Administered Areas, all the schools in A. & N. Islands, Bilaspur and Panth Piploda, nearly two-third of the total number in Ajmer-Merwara, Himachal



Table XVI—Number of Primary Schools

Province/Area	For Boys		For Girls		Total		Increase		Percentage of Primary Schools (in 1948-49) Managed by				
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	Number	Per-centage	Govern-ment	Local Boards		Private Bodies	
										Dist-riect	Mun-icipal	Aided	Unaided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Assam	6,739	8,046	835	1,098	7,574	9,144	1,570	20.7	6.9	73.7	0.1	9.2	10.1
West Bengal	12,716	12,998	1,234	1,168	13,950	14,166	216	1.5	0.3	47.9	2.6	44.4	4.8
Bihar	18,926	19,633	1,924	1,971	20,850	21,604	754	3.6	1.0	30.8	4.2	55.7	8.3
Bombay	19,239	23,547	1,845	1,949	21,084	25,496	4,412	20.9	2.2	52.7	7.8	36.6	0.7
C. P. & Berar	5,282	5,852	530	627	5,812	6,479	667	11.4	9.8	73.5	10.6	3.9	2.2
Madras	32,742	37,206	4,191	...	36,933	37,206	273	0.7	5.1	43.0	3.9	47.8	0.2
Orissa	8,061	8,974	241	244	8,302	9,218	916	11.0	20.4	8.1	0.9	61.7	9.0
East Punjab	2,821	2,902	998	1,051	3,819	3,953	134	3.5	1.2	83.4	5.5	8.1	1.7
U. P.	19,928	24,194	1,869	2,143	21,797	26,337	4,540	20.8	26.4	54.7	6.1	11.5	1.3
Ajmer-Merwara	231	257	78	77	309	334	25	8.1	63.5	..	15.0	18.8	2.7
A. & N. Islands	19	19	..	..	19	19	..	..	100.0	..	..	..	..
Bilaspur	†	26	†	..	†	26	†	†	100.0	..	..	..	..
Coorg	92	93	2	1	94	94	..	..	..	77.7	4.3	18.0	..
Delhi	183	260	65	117	248	377	129	52.0	30.2	32.4	26.3	11.1	..
Himachal Pradesh	†	212	†	5	†	217	†	†	62.2	16.1	1.8	13.4	6.5
Kutch	†	199	†	40	†	239	†	†	64.0	..	..	1.3	34.7
Panth Piploda	3	3	..	..	3	3	..	..	100.0	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>1,26,982</b>	<b>1,44,421</b>	<b>13,812</b>	<b>10,491</b>	<b>1,40,794</b>	<b>1,54,912</b>	<b>13,636*</b>	<b>9.7*</b>	<b>8.7</b>	<b>47.2</b>	<b>4.8</b>	<b>36.0</b>	<b>3.3</b>

† Figures are not available, as these were not Centrally Administered Areas during 1947-48.

\* Excludes Bilaspur, Himachal Pradesh and Kutch.

## PROGRESS OF PRIMARY EDUCATION IN PROVINCES

1944-45 TO 1948-49



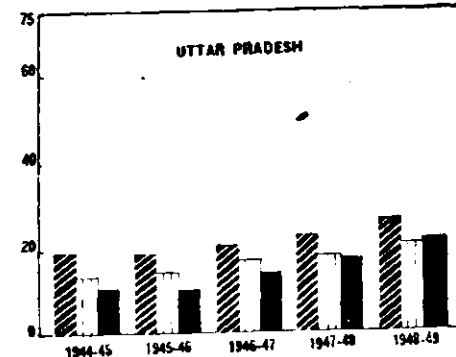
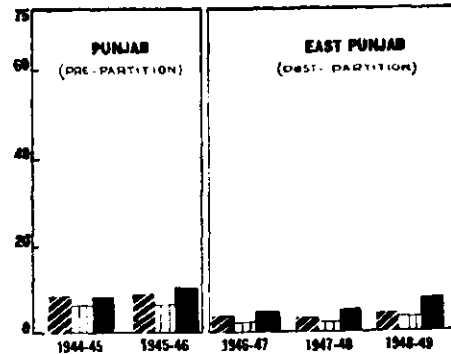
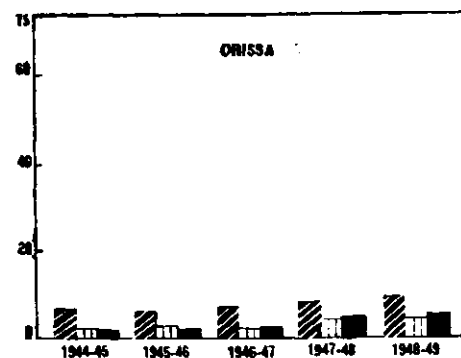
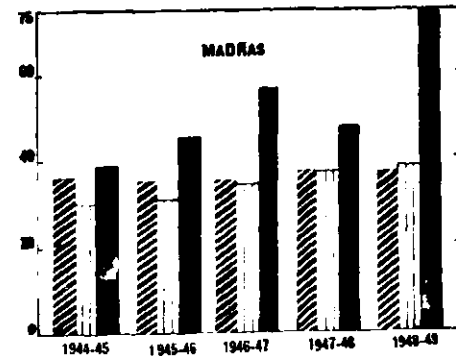
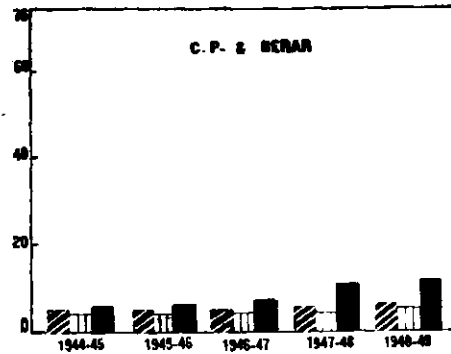
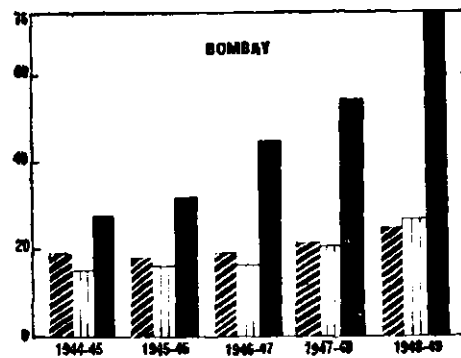
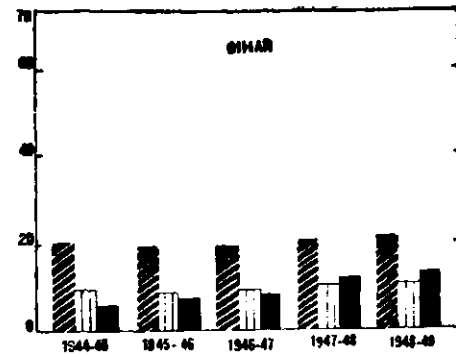
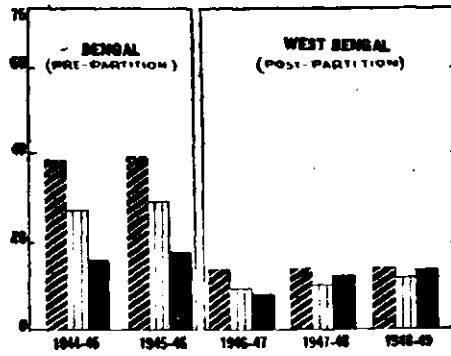
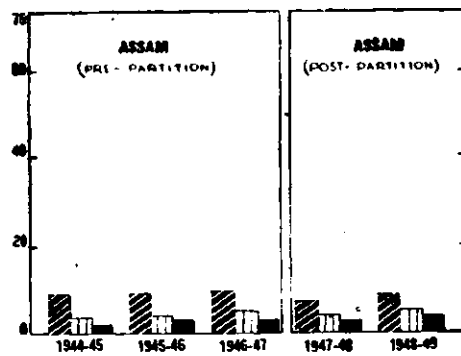
INSTITUTIONS IN THOUSANDS



PUPILS IN LAKHS



EXPENDITURE IN TENS OF LAKHS OF RS.



Pradesh and Kutch and about one-third in Delhi were Government schools. Coorg was the only area where the Government did not conduct any school. The local boards had the largest share in the management of Primary schools in East Punjab, where they controlled nearly 9 out of every ten schools. Next in order were C.P. & Berar, Coorg and Assam, where the percentage of local board schools was 84.1, 82.0 and 73.8 respectively. In Bombay, U.P., Delhi and West Bengal, their proportion varied between 50 per cent and 60 per cent. In Orissa, however, the local board schools constituted only 1 per cent of the total number of schools. The private schools predominated in Orissa, Bihar and Madras, but were few in number in C.P. & Berar and East Punjab.

### Pupils

During the year under review, the total number of pupils in all recognised Primary schools was 126 lakhs, of whom 34 lakhs were girls. While the increase in the number of schools was 9.7 per cent, pupils therein increased by 13.8 per cent. The corresponding figures for the preceding year were 4.3 and 10.2 per cent respectively, which shows an increase in the average strength of a school and is a sign of consolidation rather than extension. The average daily attendance was 73 per cent of the total enrolment—almost the same as in the preceding year. The distribution of enrolment in schools managed by different agencies was: Government 7,67,388 (6.1 per cent); local boards 78,99,584 (62.7 per cent), and private bodies 39,32,914 (31.2 per cent). The increase was 66.7 per cent in Government schools, as against 13.7 per cent in local boards and 7.5 per cent in private schools.

The total number of pupils in the Primary schools in rural areas was 85,80,959, forming nearly 68 per cent of the total Primary school enrolment, as against 72.9 per cent during the previous year. The fall in the percentage was due, as in the case of schools, to a proportionally large number of persons settling in urban areas after their migration from Pakistan.

Table XVII gives details of pupils in the recognised Primary schools, according to Provinces and Areas for the two years 1947-48 and 1948-49. The rise in the number of pupils, though reported by all the Provinces and Areas was not evenly distributed. In Bombay, the number of pupils increased by nearly 6 lakhs i.e., about 28.9 per cent. The percentage increase was highest in Delhi (42.1). In Madras, the pupils increased by 38.9 per cent, although the increase in the schools was only 0.7 per cent. After Madras, follow Assam (28.7 per cent), East Punjab (26.1 per cent), Coorg (24.1 per cent) and U.P. (14.2 per cent). At the other end were: A. & N. Islands (2.9 per cent), Bihar (7.1 per cent), West Bengal (10.8 per cent) and Orissa (12.9 per cent). The decline in the enrolment of girls' schools was more apparent than real because of the classification of all Primary schools in Madras as boys' schools with effect from 1948-49.

Table XVII—Number of Pupils in Primary Schools

Province/Area (1)	In Schools for Boys		In Schools for Girls		Total		Increase	
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	Number (8)	Percentage (9)
Assam	3,57,733	4,52,800	35,514	53,211	3,93,247	5,06,011	1,12,764	28.7
West Bengal	9,61,120	10,72,122	82,991	84,989	10,44,111	11,57,011	1,12,900	10.8
Bihar	9,31,131	9,98,194	67,007	71,002	9,98,138	10,69,196	71,058	7.1
Bombay	17,62,165	23,12,510	3,16,748	3,67,058	20,78,913	26,79,568	6,00,655	28.9
C. P. & Berar	4,14,024	4,92,524	51,335	57,768	4,65,359	5,50,292	84,933	18.3
Madras	31,50,068	38,17,631	5,24,576	..	36,74,644	38,17,631	1,42,987	38.9
Orissa	3,52,442	3,99,651	11,921	12,059	3,64,363	4,11,710	47,347	12.9
East Punjab	1,76,757	2,23,431	67,616	84,741	2,44,373	3,08,172	63,799	26.1
U. P.	16,39,273	18,66,288	98,543	1,18,728	17,37,816	19,85,016	2,47,200	14.2
Ajmer-Merwara	16,839	21,068	5,914	6,090	22,753	27,158	4,405	19.3
A. & N. Islands	819	843	..	..	819	843	24	2.9
Bilaspur	†	2,803	..	..	†	2,803	†	†
Coorg	6,235	7,774	65	42	6,300	7,816	1,516	24.1
Delhi	25,407	36,119	11,943	16,973	37,350	53,092	15,742	42.1
Himachal Pradesh	†	5,697	†	183	†	8,880	†	†
Kutch	†	21,196	†	2,419	†	14,615	†	†
Panth Piploda	87	100	..	..	87	100	13	14.9
<b>INDIA (LESS STATES)</b>	<b>97,94,100</b>	<b>1,17,24,751</b>	<b>12,74,173</b>	<b>8,75,163</b>	<b>1,10,68,273</b>	<b>1,25,99,914</b>	<b>15,05,243*</b>	<b>13.8*</b>

\* Excludes Bilaspur, Himachal Pradesh and Kutch.

TABLE XVII.—Number of Pupils in Primary Classes

Province/Area (1)	Boys		Girls		Total		Percentage of Children in Primary Classes to those of School-going Age (6—11) in 1948-49 (8)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
Assam . . . . .	3,36,978	4,07,621	1,19,814	1,59,422	4,56,792	5,67,043	53·0
West Bengal . . . . .	9,43,845	9,95,618	2,53,533	2,78,660	11,94,378	12,74,278	41·5
Bihar . . . . .	9,86,171	10,59,688	1,61,091	1,73,764	11,47,262	12,33,452	24·8
Bombay . . . . .	12,85,259	15,66,274	6,25,537	8,14,121	19,10,796	23,80,395	58·0
C. P. & Berar . . . . .	4,27,853	4,95,894	99,377	1,24,455	5,27,230	6,21,349	23·5
Madras . . . . .	21,70,938	22,72,889	13,42,950	13,97,875	35,13,888	36,70,764	53·7
Orissa . . . . .	3,04,434	3,29,216	91,491	96,912	3,95,925	4,26,128	23·4
East Punjab . . . . .	2,70,561	3,25,949	79,428	1,03,312	3,49,989	4,29,261	27·3
U. P. . . . .	15,83,545	17,87,691	2,81,446	3,12,607	18,64,991	21,00,298	27·1
Ajmer, Merwara . . . . .	16,870	19,067	6,271	7,622	23,141	26,689	29·2
A. & N. Islands . . . . .	1,097	914	295	375	1,392	1,289	25·4
Bilaspur . . . . .	*	3,667	*	207	*	3,874	23·5
Coorg . . . . .	8,483	9,406	5,133	6,302	13,616	15,708	72·8
Delhi . . . . .	35,305	49,100	17,605	25,677	52,910	74,777	40·3
Himachal Pradesh . . . . .	*	14,549	*	1,272	*	15,821	11·8
Kutch . . . . .	*	10,145	*	3,127	*	13,272	19·4
Punjab Piploda . . . . .	87	98	..	2	87	100	†
<b>INDIA (LESS STATES)</b>	<b>83,68,426</b>	<b>93,48,786</b>	<b>30,83,971</b>	<b>35,05,712</b>	<b>1,14,52,397</b>	<b>1,28,54,498</b>	<b>37·5</b>

\* Figures are not available, as these were not Centrally Administered Areas in 1947-48.

† Not available.

## Wastage

The figures given in table XX show that the position with regard to wastage in Primary classes is very much similar to that of the previous year. Though certain Provinces have slightly improved their position, the total percentages are practically the same as before. Out of a total of 42 lakhs pupils in class I in 1945-46, nearly 23 lakhs were in class III in 1947-48 and nearly 16 lakhs in class IV in 1948-49. This shows that, on an average, 62 out of 100 pupils enrolled in class I failed to reach class IV—where they may be expected to attain permanent literacy—and the time, money and effort spent on them was largely wasted. It will be observed that the distribution between classes II and III and III and IV was more even and the greatest wastage occurred between classes I and II. Table XX compares the enrolment and wastage figures for different Provinces and Areas. The causes as well as the remedies for the wastage and stagnation that persist are well known and it is hardly necessary to repeat them. The Provincial Governments were fully aware of these causes and tried to adopt some measures to check this wastage of money and man power.

### Single-Teacher Schools

During the year under review, the number of Single-Teacher Primary schools increased from 38,462 to 50,264. These schools constituted nearly 32.4 per cent of the total number of Primary schools, as against 27.3 per cent in 1947-48. There was a consequent rise in the enrolment from 14,12,854 to 18,42,419. The percentage of pupils in Single-Teacher schools to total enrolment in all the Primary schools also increased from 12.8 to 14.6.

Table XXI shows the number of Single-Teacher Primary schools and the pupils in them in the several Provinces and Areas during the years 1947-48 and 1948-49. There was a marked increase in the number of Single-Teacher schools in Assam, Bombay, U.P. and Delhi and a decrease in West Bengal, Orissa, and Coorg, while in others their number remained either unchanged or showed a very small increase. Leaving Panth Piploda, where all the Primary schools were Single-Teacher schools, their proportion to the total number of Primary schools was highest in Assam (87.9 per cent) followed by Himachal Pradesh (73.7 per cent), Bihar (57.8 per cent), Coorg (53.2 per cent) and Bombay (51.5 per cent). In others, it was less than 40 per cent, the least (3.0 per cent) being in Ajmer-Merwara. These percentages rose in Assam from 75.3 to 87.9, in Bombay from 34.9 to 51.5, in U.P. from 16.8 to 19.4 and in Delhi from 26.6 to 31.0 and decreased in all the remaining Provinces and Areas, but the fall was more significant in Coorg (from 66 per cent to 53.2 per cent).

NUMBER  
OF PUPILS  
ENTERING

# WASTAGE AT PRIMARY STAGE

1948-49

EACH SYMBOL = 20

38

44

54

100

CLASSES

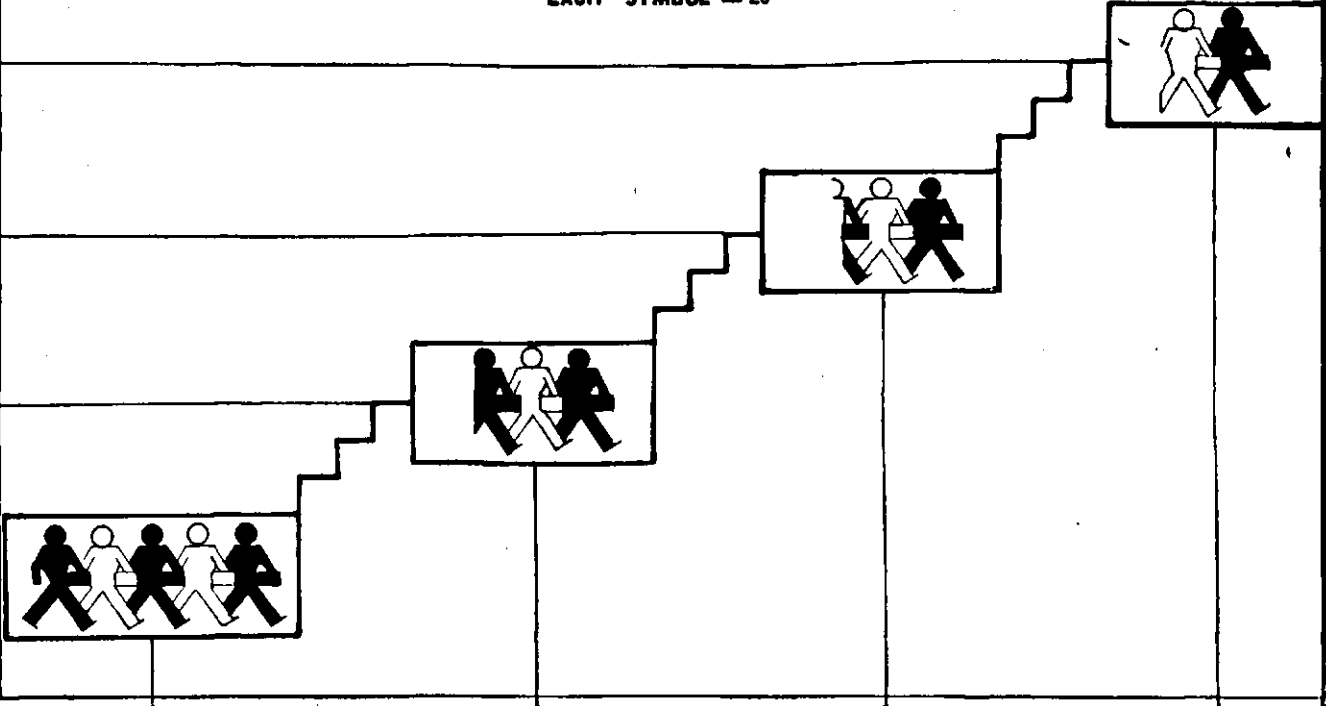


Table XX—Wastage at Primary Stage

Province/Area*	No. of Pupils in				Percentage of Pupils in Class IV to those in Class I	Wastage Percentage	
	Class I	Class II	Class III	Class IV		1948-49	1947-48
	1945-46	1946-47	1947-48	1948-49			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Assam . . . . .	1,49,341†	1,15,802	73,179	67,358	45·1	54·9	55·2
West Bengal . . . . .	9,36,342†	2,56,105	2,01,985	1,63,742	17·5	82·5	82·8
Bihar . . . . .	3,46,989	2,14,704	1,83,697	1,62,338	46·8	53·2	55·0
Bombay . . . . .	5,52,315	3,03,341	2,64,322	2,47,099	44·7	55·3	60·5
C. P. & Berar . . . . .	1,66,364	1,24,018	1,10,346	87,415	52·5	47·5	49·0
Madras . . . . .	11,44,919	7,42,069	5,98,569	5,08,437	44·4	55·6	53·0
Orissa . . . . .	95,761	63,235	66,689	55,640	58·1	41·9	49·6
East Punjab . . . . .	1,52,176†	89,917	77,453	76,647	50·4	49·6	57·6
U. P. . . . .	6,37,785	3,43,491	2,68,292	2,24,876	35·3	64·7	66·2
Ajmer-Merwara . . . . .	10,135	5,078	4,001	3,846	37·9	62·1	64·2
Coorg . . . . .	4,051	2,500	2,532	2,255	55·7	44·3	42·9
Delhi . . . . .	20,007	10,930	9,850	13,539	67·7	32·3	50·7
<b>INDIA (LESS STATES)</b> . . . . .	<b>42,06,185</b>	<b>22,71,190</b>	<b>18,50,915</b>	<b>16,13,219</b>	<b>38·4</b>	<b>61·6</b>	<b>62·7</b>

\*Excludes figures for A. &amp; N. Islands, Bilaspur, Himachal Pradesh, Kutch and Panth Piploda.

†Figures are estimated.



Table XXII—Statistics

Province/Area	Age Group (a) of Children under Compulsion		Number of Areas under Compul- sion in		No. of Institu- tions where Compulsion was in force		No. of Students on Institutions where	
	In Urban Areas	In Rural Areas	Cities/ Towns	Vil- lages	In Urban Areas	In Rural Areas	In/Urban Areas	
							Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Assam . . . . .	6—11	6—11	10	1,384	275	1,039	11,862	8,712
West Bengal	6—10	..	1*	..	41	..	3,606	..
Bihar . . . . .	6—10	6—10	17	1	580	6	48,623	1,892
Bombay . . . . .	6—11 & 7—9	6—11 7—8 & 7—9	104	5,267	2,281	9,119	2,45,288	68,314
C. P. & Berar	6—11 & 7—12	6—11 & 7—12	34†	1,031	232	361	37,026	..
Madras . . . . .	6—12	6—12 & 6—14	32	1,784	1,340	5,805	1,64,731	76,248
Orissa . . . . .	6—12	6—10	1	24	15	9	1,222	1
East Punjab . . . . .	6—11	6—11	28	1,040	111	1,198	23,005	..
U. P. . . . .	6—11	6—11	89	1,407	1,921	484	2,57,903	8,079
Delhi . . . . .	6—12	6—8	1‡	198	39	173	10,532	..

\*Compulsion was in force

\*\*Not ascertainable

†In 11 cities, only certain

‡There was no provision

§Only 13 Wards of Delhi

NOTE—In the Centrally

A. &amp; N. Islands, Bilaspur

&amp; Panth Piploda, compul-

## of Compulsory Education

Rolls in Compulsion was in force		No. of Cases in which Coercive measures were taken				Amount realised as Fine		Province/Area
In Rural Areas		For Non-Enrolment		For Non-Attendance		In Urban Areas	In Rural Areas	
Boys	Girls	In Urban Areas	In Rural Areas	In Urban Areas	In Rural Areas			
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
						Rs.	Rs.	
56,859	35,683	..	..	..	..	..	..	Assam
..	..	**	**	**	**	**	**	West Bengal
309	1	111	..	172	..	13	..	Bihar
5,51,324	3,64,004	1,067	767	1,373	5,087	1,019	1,216	Bombay
38,591	..	750	1,319	1,609	3,478	533	1,219	C. P. & Berar
4,82,507	3,18,191	§	§	§	§	166	3,062	Madras
653	10.	..	..	..	..	..	10	Orissa
82,214	..	92	1,076	53	533	15	3,782	East Punjab
41,230	328	9,507	4,148	8,064	14,232	5,293	9,047	U. P.
1,615	3,575	..	..	..	..	..	..	Delhi

only in Ward IX of Calcutta Corporation.

from records.

wards were under compulsion.

for adopting coercive measures.

City were under compulsion.

Administered Areas of Amer,

Coorg, Himachal Pradesh, Kutch

ion had not been enforced

The area under compulsion, in West Bengal, continued to be the same, namely Ward IX within the jurisdiction of Calcutta Corporation, but the number of Primary schools in the Ward increased from 30 to 41 and the number of pupils (all boys) in them from 3,225 to 3,603. The latter figure was nearly 93 per cent of the Ward's total estimated population of boys in the age group 6—10.

In Bihar, in addition to the 17 municipal areas, which were under compulsion during the previous year, the scheme covered one rural area also. In all these areas, compulsion was for boys in the age group 6—10, although girls could attend voluntarily. The number of schools in the compulsory areas increased by 14 to 586 and the enrolment therein from 47,551 to 50,825 (48,932 boys and 1,893 girls). The percentage of boys of the compulsion age at school to their total estimated population was nearly 80 in the urban areas and 60 in the rural areas.

The Bombay Government had put in operation in 1947-48 a scheme of free and compulsory education, by which all children in the age-group 6—11 in villages with a population of 1,000 and over were to be brought under compulsion within a period of 5 years. The scheme was introduced in 15 districts, during 1947-48, for children of age-group 7—8, and was extended to all the districts (excluding merged States) during the year under report. Compulsion was also introduced by 5 authorised municipalities for different age-groups. All these measures resulted in increasing the number of towns and cities under compulsion from 87 to 104 and villages from 4,509 to 5,267. The number of institutions in the former rose from 464 to 2,281 and in the latter from 5,924 to 9,119. The number of students enrolled was 4,13,602 (2,45,288 boys and 1,68,314 girls) in the urban and 9,15,328 (5,51,324 boys and 3,64,004 girls) in the rural areas, showing an increase of nearly 17 and 48 per cent respectively over the previous year's figures. Of the children liable for compulsion in 1948-49, nearly 87 per cent were on rolls in schools. The number of persons prosecuted for non-enrolment was 1,834, and for non-attendance 6,460.

In C.P. & Berar, the compulsory education scheme, which was applicable to boys only, covered 34 towns (11 having compulsion in certain wards only) and 1,034 villages, as in the previous year. The number of Primary schools in the compulsory areas increased by 39 (from 554 to 593) and the pupils under compulsion by 6,146 (from 69,471 to 75,617). Nearly 77 per cent of the population of the compulsory age were in schools.

In Madras, further extension was held in abeyance pending an investigation of results achieved and the conversion of Elementary schools into Basic schools. During 1948-49, compulsion was in force in 17 towns and 1,784 villages for both boys and girls and in 15 towns

for boys only. In the towns, there were 1,340 Elementary schools, having an enrolment of 2,40,619 (1,64,371 boys and 76,248 girls), while in the villages 5,805 schools imparted instruction to 8,00,698 pupils (4,82,507 boys and 3,18,191 girls).

In Orissa, compulsion was being enforced, as in 1947-48, for boys by one municipality (age-group 6—12) and by one Union Board (age-group 6—10) covering 24 villages. Although the number of Primary schools remained the same i.e. 15 in the town and 9 in the villages, the enrolment decreased from 1,305 to 1,223 in the former and increased from 558 to 663 in the latter. Nearly 91 per cent of the school-going age population of boys in towns and 69 per cent in villages was on rolls.

East Punjab was the only Province to record a decrease in the number of compulsory areas from 1,457 (37 urban and 1,420 rural) to 1,068 (28 urban and 1,040 rural). The number of schools and the pupils (only boys of age-group 6—11) under compulsion also fell from 1,644 to 1,209 and from 1,16,575 to 1,05,219 respectively. The number enrolled constituted nearly 66 per cent in urban and 59 per cent in rural areas of the estimated population of boys in the compulsory age-group.

In U.P., the compulsory education scheme for boys of age-group 6—11 was extended in the whole area of all the 89 municipal boards. The number of villages under compulsion, however, remained the same (1,407). Compulsion for girls was in force in 3 municipal areas and in 3 villages. There were in all 2,405 Primary schools in the compulsory areas with a total strength of 3,07,540 pupils, being nearly half of the total population liable for compulsion.

In Delhi, compulsion continued to be in operation for boys of the age-group 6—12 in 13 wards of Delhi city. In villages, it was extended, raising their number from 7 to 198. There were 39 schools in the compulsory area of the city and 173 in the villages. The former enrolled 10,532 boys and the latter 1,615 boys and 3,575 girls. The enforcement work, however, could not be taken up in right earnest in the absence of attendance officers.

The above is a brief account of the progress in the field of compulsory education in different Provinces and Areas and should be judged in the light of certain difficulties inherent in the working of the schemes. Even the passing of legislation for punishing the parents of defaulting children and appointment of attendance officers have failed to bring about a marked increase in attendance and reduction in wastage, the chief obstacle being the economic conditions of the parents. The labouring and agricultural classes require their children of school-going age, to work in the fields to supplement their lean family budgets. The non-availability of trained teachers, scarcity of buildings, the passing of light sentences and lack of

sufficient funds also hinder progress. The Bihar report says "The Compulsory Primary Education Act itself is an unsatisfactory enactment, there being several loopholes for the offenders to escape punishment. The Government is considering the revision of the Act. There were only 283 cases of prosecution for non-enrolment and non-attendance, although the number of irregular attendants ran to thousands. Then again, the 283 cases of prosecution ended in a total fine of Rs. 13 only for the whole of the Province.... The scheme of compulsion, as it is in force at present, is definitely a failure. Even in cases, where the figures present an optimistic picture, the attendance is generally unsatisfactory, so that the figures are no true indication of the real situation. It was expected that the municipalities would at least be able to bring children of their own scavenging and other menial employees under the sway of compulsion, but they are mostly neglected as before". According to the U.P. report "The real test of efficiency is the percentage of attendance and not the enrolment. It appears that compulsion has hardly succeeded anywhere, as 80 per cent of attendance is considered as the minimum representing efficiency. Want of proper propaganda and supervision, untrained teachers and defective teaching are largely responsible for the failure. The economic factor also cannot be ignored. The child, being a source of income is not easily spared by the guardian who does not understand the value of education."

To make compulsion effective, there must be a judicious selection of areas, rigid enforcement of the provisions of Act in those places where it is operative, infliction of suitable penalties on recalcitrant parents, and a general tightening up of the control of Provincial Governments over the whole system of Primary Education. The closure of inefficient Single-Teacher and unnecessary schools, the concentration of attention on schools in those areas, where the parents are sympathetic towards education, and above all, the awakening of interest and a sense of responsibility in local bodies who largely control Primary schools, are preliminary steps which should be taken for improving an admittedly unsatisfactory situation.

### **Teachers**

The total number of teachers in recognised Primary schools rose from 3,44,171 in 1947-48 to 3,84,005 in 1948-49. The rate of increase was 11.1 per cent, as against 7.5 per cent during the preceding year and compared favourably with the corresponding increase of 13.8 per cent in the number of pupils. The number of trained teachers also witnessed an increase but their proportion in the total number of teachers declined from 67.1 to 63.4 per cent. The number of women teachers advanced from 49,822 to 55,623, of whom 71.5 per cent were trained hands. Of the total number of

Province/Area (1)	1947-48				1948-49			
	Trained (2)	Untrained (3)	Total (4)	Percentage of Trained Teachers to Total No. of Teachers (5)	Trained (6)	Untrained (7)	Total (8)	Percentage of Trained Teachers to Total No. of Teachers (9)
Assam . . . . .	1,750	8,265	10,015	17.5	1,897	10,884	12,781	14.8
West Bengal . . . . .	13,771	21,659	35,430	38.9	14,702	23,595	38,297	38.4
Bihar . . . . .	31,319	14,142	35,461	60.1	21,862	14,725	36,587	59.8
Bombay . . . . .	24,942	31,180	56,122	44.4	29,414	42,131	71,545	41.1
C. P. & Berar . . . . .	9,129	7,165	16,294	56.0	9,812	7,605	17,417	56.3
Madras . . . . .	1,14,675	8,029	1,22,704	93.5	1,18,112	8,396	1,26,508	93.4
Orissa . . . . .	7,914	6,410	14,324	55.2	8,441	7,069	15,510	54.4
East Punjab . . . . .	5,833	1,514	7,347	79.4	6,824	1,228	8,052	87.7
U.P. . . . .	30,055	14,413	44,468	67.6	30,148	23,667	53,815	56.0
Ajmer-Merwara . . . . .	599	193	792	75.6	765	185	950	80.5
A. & N. Islands . . . . .	17	12	29	58.6	..	44	44	0.0
Bilaspur . . . . .	*	*	*	*	I	60	61	1.6
Coorg . . . . .	68	91	159	42.8	64	131	195	32.8
Delhi . . . . .	982	41	1,023	96.0	1,408	73	1,481	95.1
Himachal Pradesh . . . . .	*	*	*	*	66	212	278	23.7
Kutch . . . . .	*	*	*	*	59	422	481	12.3
Panth Piploda . . . . .	..	3	3	0.0	..	3	3	0.0
<b>INDIA (LESS STATES)</b> . . . . .	<b>2,31,054</b>	<b>1,13,117</b>	<b>3,44,171</b>	<b>67.1</b>	<b>2,43,575</b>	<b>1,40,430</b>	<b>3,84,005</b>	<b>63.4</b>

\* Figures are not available, as these were not Centrally Administered Areas in 1947-48.

teachers, 6.1 per cent were employed by Government, 57.9 per cent by local boards and the remaining 36.0 per cent by private bodies.

The Provincial figures of teachers, as given in table XXIII, show that Delhi lead the way with a percentage of 95.1 trained teachers. In Madras, which can claim the second position, the percentage was 93.4. The position was fairly satisfactory in East Punjab and Ajmer-Merwara also, where trained teachers constituted 84.7 and 80.5 per cent respectively of the total number of teachers. The low percentages in A. & N. Islands, Panth Piploda, Bilaspur, Kutch, Assam, Himachal Pradesh, West Bengal and Bombay are discouraging. As compared with the preceding year's figures, the proportion of trained teachers advanced only in East Punjab (from 79.4 to 84.7 per cent) and Ajmer-Merwara (from 75.6 to 80.5 per cent) and decreased in the remaining Provinces and Areas. The decline in West Bengal, Bihar, C.P. & Berar, Madras, Orissa and Delhi was, however, insignificant (less than 1 per cent). The increase in the East Punjab was on account of the insistence on employing only trained uprooted teachers from West Punjab, in vacancies caused by the migration of muslims. In Bombay, the fall (from 44.4 to 41.1 per cent) was an inevitable consequence of an increased demand for teachers required under the compulsory educational schemes.

The decline in the percentage of trained teachers, inspite of an increase in their numbers, shows that the out-put of the trained teachers by the Training Institutions could not keep pace with the large requirements. It is hoped that conditions will improve with increased facilities for the training of teachers.

**Table XXIV—Teacher-Pupil Ratio in Primary Schools**

Province/Area (1)	Average Number of Pupils per Teacher	
	1947-48 (2)	1948-49 (3)
Assam . . . . .	39	40
West Bengal . . . . .	29	30
Bihar . . . . .	28	29
Bombay . . . . .	37	37
C. P. & Berar . . . . .	29	32
Madras . . . . .	30	30
Orissa . . . . .	25	26
East Punjab . . . . .	33	38
U.P. . . . .	39	37
Ajmer-Merwara . . . . .	29	29
A. & N. Islands . . . . .	28	19
Bilaspur . . . . .	†	46
Coorg . . . . .	40	40
Delhi . . . . .	37	36
Himachal Pradesh . . . . .	†	33
Kutch . . . . .	†	30
Panth Piploda . . . . .	29	33
<b>INDIA (LESS STATES)</b> . . . . .	<b>32</b>	<b>33</b>

† Figures are not available, as these were not Centrally Administered Areas in 1947-48.

# PROPORTION OF EXPENDITURE ON PRIMARY SCHOOLS

1948-49

PERCENTAGE OF TOTAL EXPENDITURE  
PERCENTAGE OF GOVERNMENT EXPENDITURE



INDIA LESS STATES	41.9	49.0
ASSAM	34.3	38.4
WEST BENGAL	23.1	33.1
BIHAR	37.5	8.2
BOMBAY	55.5	71.8
C. P. & BERAR	40.8	41.4
MADRAS	54.8	71.4
ORISSA	35.3	47.3
EAST-PUNJAB	21.7	29.8
UTTAR PRADESH	27.0	34.9
AJMER- MERWARA	30.2	30.9
A. & N. ISLANDS	39.7	40.7
BILASPUR	43.4	43.4
COORG	17.5	7.4
DELHI	16.8	10.0
HIMACHAL PRADESH	29.2	19.4
KUTCH	60.9	59.5





## Teacher-Pupil Ratio

During the year under review, the average number of pupils per teacher in the Primary schools was 33, as compared to 32 in 1947-48. Figures in col. (3) of table XXIV indicate the position in this respect in the several Provinces and Areas. The average varied from 26 pupils per teacher in Orissa to 40 in Assam among the major Provinces, and from 19 in A. & N. Islands to 46 in Bilaspur in the Centrally Administered Areas.

## Pay Scales of Teachers

During the year under report, no substantial change in the scales of pay was reported from the Provinces. The details according to qualifications of teachers and managements of schools in which they worked are given in Appendix II. A glance through these will show that the scales differed not only from Province to Province but even within the same Province, and there was a considerable disparity in the salaries offered by schools under different managements. Table XXV compares the minimum and maximum of the Government scales for a Middle passed and trained teacher in a Primary school. The Provinces have been grouped together according to the starting salary offered by them.

**TABLE XXV—Minima and Maxima of Pay Scales of Middle Passed and Trained Primary Teachers in Government Schools**

Province, Area (1)	Minimum (2)	Maximum (3)	No. of Years Required to Reach the Maximum (4)
	Rs.	Rs.	
1. Madras . . . . .	30	50	20
2. C. P. & Berar . . . . .	32	60	18
3. Orissa . . . . .	34	44	10
4. West Bengal* . . . . .	35	80	22
5. (a) Assam . . . . .	40	55	10
(b) Bombay . . . . .	40	65	20
(c) Himachal Pradesh . . . . .	40	90	20
(d) East Punjab . . . . .	40	110	28
6. (a) U. P. . . . .	45†	80†	15†
(b) Bilaspur . . . . .	45	105	20
7. (a) Bihar* . . . . .	50	90	20
(b) Ajmer-Merwara . . . . .	50	90	15
(c) A. & N. Islands . . . . .	50	90	15
(d) Coorg . . . . .	50	90	15
(e) Delhi . . . . .	50	90	15
(f) Kutch . . . . .	50	90	15
(g) Himachal Pradesh . . . . .	50	90	15

\*For Matric Passed and Trained.

†Relates to Model Primary Schools.

It will be seen that the initial salary varied from Rs. 30 in Madras to Rs. 50 in Delhi, while the maxima ranged between Rs. 44 and Rs. 110.

The Government schools in all the Provinces and Areas had regular pay scales for their teachers. All the local boards, except in Assam and C.P. & Berar, had prescribed their own scales; and the Government grades were followed only in Bombay, Punjab, Ajmer-Merwara and Delhi. There was no uniformity in the case of Private schools, where the teachers were generally low paid.

All the Provincial Governments paid dearness allowance to their teachers at varying rates. The local boards also paid dearness allowance but the rates were lower than those fixed by the Government. The rates in private schools varied widely.

Though the various Provincial Governments have tried, during the past few years, to improve the conditions of teachers, much still remains to be done, particularly in case of local board and private schools. There is hardly any need to emphasise that the salaries paid to the teachers should not only offer a reasonable standard of life but should not at least compare unfavourably with those prevalent in other professions and services requiring equal educational qualifications. It is only then that the teaching profession can attract and retain the right quality of persons.

## **Expenditure**

The figures of expenditure given below relate to Primary schools only and do not take into account the expenditure incurred on the Primary classes attached to the Secondary schools. These should therefore, be used with caution while analysing the inter-Provincial variation.

During the year under report, the total direct expenditure on Primary schools increased from Rs. 18.90 crores to Rs. 22.79 crores which gave an increase of 20.4 per cent as compared to 23.8 per cent in the preceding year. Of the latter amount, Rs. 20.50 crores were expended on institutions for boys and Rs. 2.29 crores on those for girls. The Primary schools accounted for nearly 41.9 per cent of the total direct expenditure on all types of institutions.

The distribution of expenditure, according to different sources of income, together with the percentages contributed by each source is shown below:

**Table XXVI—Direct Expenditure on Primary Schools by Sources**

Source (1)	1947-48		1948-49	
	Amount (2)	Per-centage (3)	Amount (4)	Per-centage (5)
	Rs.	Rs.	Rs.	Rs.
Government Funds	11,22,98,878	59.4	14,07,61,151	61.7
Local Board Funds*	5,96,88,793	31.6	6,98,96,212	30.7
Fees	65,70,263	3.5	79,50,164	3.5
Other Sources	1,04,47,130	5.5	93,12,407	4.1
<b>TOTAL</b>	<b>18,90,05,064</b>	<b>100.0</b>	<b>22,79,19,934</b>	<b>100.0</b>

It will be seen from the above table that (a) as much as 61.7 per cent of the total expenditure was met from Government funds, (b) the comparative increase of expenditure from Government funds, local board funds, and fees was 25.3, 17.1 and 21.0 per cent respectively, as against 26.6, 24.6 and 7.0 per cent during the preceding year, (c) the expenditure from other sources decreased by 10.8 per cent as compared to an increase of 5.7 per cent in 1947-48. Thus the share of the Government in the total expenditure increased considerably, the rate of contribution from fees remained stationary while that from local boards and other sources recorded a decrease.

The expenditure figures for schools according to their management, as given in table XXVII, show that the increase in expenditure was not uniformly spread over all types of schools. While the expenditure on Government schools increased by 56.0 per cent, the rise was 21.0 per cent in local board schools, 15.4 per cent in aided private schools and 25.0 per cent in unaided private schools. The corresponding increases, during the previous year, were 30.6, 21.6, 29.1 and 11.3 per cent respectively. It will be found that, of the total expenditure on Primary schools, nearly 67.0 per cent was spent on local board schools, as against 28.6 per cent on private and 24.4 per cent on Government schools. It is interesting to compare these percentages with their proportion in the total number of schools, which was 52.0, 39.3 and 8.7 per cent respectively.

**Table XXVII—Direct Expenditure on Primary Schools by Management**

Schools Managed by	1947-48	1948-49	Percentage Increase
(1)	(2)	(3)	(4)
Government . . . . .	65,11,319	1,01,52,763	56·0
Local Boards . . . . .	12,62,76,179	15,27,05,411	21·0
Private Bodies :			
Aided . . . . .	5,45,44,589	6,29,71,272	15·4
Unaided . . . . .	16,72,977	20,90,488	25·0
<b>TOTAL</b>	<b>18,90,05,064</b>	<b>22,79,19,934</b>	<b>20·4</b>

The average annual cost per pupil in a Primary school amounted to Rs. 18·1 (Rs. 17·5 in boys' schools and Rs. 26·2 in girls' schools), showing a small increase of 5·8 per cent over the corresponding figure of Rs. 17·1 in 1947-48. The cost to Government was Rs. 11·8, as against Rs. 5·5 to local board funds, Rs. 0·6 to fees and Rs. 0·8 to other sources. The cost per pupil in schools managed by Government, local boards, aided private bodies, and unaided private bodies was Rs. 22·3, Rs. 13·0, Rs. 9·5 and Rs. 5·9 respectively.

For a detailed study of the Primary school expenditure in different Provinces and Areas a reference may be made to table XXVIII. The figures in cols. (8) and (9) of this table show an increase in expenditure in all the Provinces and Areas, except in Orissa and Coorg, where it decreased by Rs. 1·49 lakhs and Rs. 1·21 lakhs respectively. Bombay led the Provinces in recording the highest increase of nearly Rs. 201 lakhs, being approximately 36·4 per cent. Other significant increases occurred in Assam (36·4 per cent), East Punjab (31·4 per cent) and U.P. (26·2 per cent). The lowest increases were shown by C.P. and Berar (3·9 per cent) and Bihar (8·6 per cent). Among the Centrally Administered Areas, Panth Piploda showed an increase of 115·9 per cent over the previous year's figure followed by Ajmer-Merwara (43·1 per cent) and Delhi (24·3 per cent).

The figures in col. (10) of table XXVIII indicate the relative position of the expenditure on Primary schools as compared to the total direct expenditure on all types of educational institutions. The wide differences in the proportions shown by the several Provinces and Areas are in several cases indicative of variations in the educational system. These figures do not constitute a true index of the importance attached to Primary Education in different Provinces

TABLE XXVII - DIRECT EXPENDITURE ON PRIMARY SCHOOLS BY PROVINCES

Province/Area	On Schools for Boys		On Schools for Girls		Total		Increase (+) or Decrease (-)	Percentage Increase (+) or Decrease (-)	Percentage of Total Direct Expenditure on Education	Percentage of Expenditure (in 1948-49) met from				Average Annual Cost per Pupil	
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49				Govt. Funds	Local Board Funds	Fees	Other Sources	1947-48	1948-49
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.								Rs.	Rs.
Assam	23,13,803	31,42,159	2,63,160	3,72,737	25,76,963	35,14,896	+9,37,933	+36.4	30.0	73.6	16.4	0.1	9.9	6.6	6.9
West Bengal	1,03,73,369	1,20,92,273	11,95,573	16,01,419	1,15,68,942	1,36,93,692	+21,24,750	+18.4	23.1	50.5	37.2	8.3	4.0	11.1	11.8
Bihar	1,14,92,865	1,25,12,922	8,80,598	22,79,398	1,23,73,463	1,34,42,320	+10,68,857	+8.6	37.5	4.3	77.5	7.3	10.9	12.4	12.6
Bombay	4,42,78,215	6,22,91,836	1,10,56,021	1,31,87,579	5,53,34,236	7,54,79,415	+2,01,45,179	+36.4	55.5	66.6	24.2	4.5	4.7	28.9	31.7
C. P. & Berar	1,00,15,443	1,01,41,950	13,05,873	16,21,461	1,13,21,316	1,17,63,411	+4,42,095	+3.9	40.8	54.1	39.5	2.2	4.2	24.3	21.3
Madras	5,57,71,429	7,41,79,226	1,10,39,667	...	6,68,11,096	7,41,79,226	+73,68,130	+11.0	54.8	67.8	29.0	1.5	1.7	18.2	19.4
Orissa	45,58,396	44,30,378	2,27,567	2,07,011	47,85,963	46,37,389	-1,48,574	-3.1	35.3	88.1	6.2	0.2	5.5	13.1	11.2
East Punjab	40,55,853	52,80,779	14,24,160	19,17,929	54,80,013	71,98,708	+17,18,695	+31.4	21.7	63.8	30.8	0.6	5.1	22.4	23.4
U. P.	1,51,03,772	1,85,94,212	12,60,045	20,49,169	1,63,63,817	2,06,43,381	+42,79,564	+26.2	27.0	65.3	27.1	4.7	2.9	9.4	10.3
Ajmer-Merwara	4,68,470	7,14,209	2,32,867	2,89,609	7,01,337	10,03,818	+3,02,481	+43.1	30.2	65.9	19.5	2.1	12.5	30.8	37.0
A. & N. Islands	34,046	34,852	..	..	34,046	34,852	+866	+2.4	39.7	100.0	..	..	..	41.6	41.3
Bilaspur	†	47,514	†	..	†	47,514	†	†	43.4	100.0	..	..	..	†	16.9
Coorg	2,18,411	97,126	1,345	1,236	2,19,756	98,362	-1,21,394	-55.2	17.5	19.4	80.6	..	..	34.9	72.5
Delhi	8,74,912	10,85,506	5,57,604	6,94,997	14,32,516	17,80,503	+3,47,987	+24.3	16.8	34.3	53.1	3.0	9.6	38.4	33.5
Himachal Pradesh	†	1,45,159	†	5,952	†	1,51,111	†	†	29.2	51.1	35.5	..	13.4	†	16.9
Kutch	†	2,01,635	†	46,246	†	2,47,881	†	†	50.9	69.9	..	3.0	27.1	†	16.9
Panth Piploda	1,600	3,455	..	..	1,600	3,455	+1,855	+15.9	100.0	100.0	..	..	..	18.4	34.6
INDIA (LESS STATES)	15,95,60,584	20,49,95,191	3,94,44,480	3,29,24,743	18,90,05,064	22,79,19,934	3,84,68,364*	+20.4*	41.8	61.7	30.7	3.5	4.1	17.1	18.1

\* Excludes Bilaspur, Himachal Pradesh and Kutch.

† Figures are not available, as these were not Centrally Administered Areas in 1947-48.

and Areas, since in working out the percentages, the Primary classes of Secondary schools could not possibly be taken into account. An examination of the figures will show that among Provinces the proportion of expenditure on Primary schools varied from 21·7 per cent in East Punjab, where a large majority of the Secondary schools have Primary classes attached to them, to 55·5 per cent in Bombay, where Secondary schools do not generally have Primary classes attached to them. For the Centrally Administered Areas, the range was between 16·8 per cent in Delhi, whose position is more or less the same as that of East Punjab, to 100 per cent in Panth Piploda, which had only Primary schools.

The sourcewise percentage of expenditure are given in cols. (11) to (14) of table XXVIII. It will be observed that the entire expenditure in A. and N. Islands, Bilaspur and Panth Piploda was borne by the Government. Among the remaining Provinces and Areas, the share of the Government went up everywhere, except in C.P. and Berar, East Punjab and Coorg, and it was highest in Orissa (88·1 per cent), next in order being Assam (73·6 per cent), Kutch (69·9 per cent), Madras (67·8 per cent), Bombay (66·6 per cent), Ajmer-Merwara (65·9 per cent), U.P. (65·3 per cent) and East Punjab (63·8 per cent) while in others it was less than the overall average of 61·7 per cent, the least being in Bihar (4·3 per cent). The percentage of expenditure met from local board funds increased only in C.P. and Berar, Madras, East Punjab and Coorg and varied from 6·2 per cent in Orissa to 80·6 per cent in Coorg. The rate of contribution from fees remained unchanged in U.P., but increased in West Bengal, Bihar, Madras and Delhi and decreased in the remaining Provinces and Areas. The decrease was most significant in Coorg (from 10·2 to 0·0 per cent). The percentage from this source was highest in West Bengal (8·3) followed by Bihar (7·3), and it was very small in Assam (0·1), Orissa (0·2) and Punjab (0·6). In A. and N. Islands, Bilaspur, Coorg, Himachal Pradesh and Panth Piploda, the income from this source was nil, indicating that education in the Primary schools in these Areas was free. The proportion of expenditure under the head 'other sources' showed a slight increase in C. P. and Berar, U.P. and Delhi but it decreased in other Units. In the case of Provinces, it ranged between 1·7 per cent in Madras to 10·9 per cent in Bihar, while the variation among the Centrally Administered Areas was from 9·6 per cent in Delhi to 27·1 per cent in Kutch.

The average annual cost\* per pupil [cols. (15) & (16) of table XXVIII] increased in all the Provinces and Areas, except in C.P.

\* For a detailed study of the average annual cost per pupil reference may be made to his Ministry's Publication No. 102 "Educational Costing Statistics, India, 1949".

and Berar, Orissa, A. and N. Islands, Coorg and Delhi, where the rate of increase of pupils was proportionately higher than the corresponding increase in expenditure. The highest increase of Rs. 16.2 occurred in Panth Piploda followed by Ajmer-Merwara (Rs. 6.2), Bombay (Rs. 3.2), Madras (Rs. 1.2) and East Punjab (Re. 1), while in the remaining parts it was less than Re. 1. During the year 1948-49, the cost varied from Rs. 6.9 in Assam to Rs. 31.7 in Bombay among the Provinces, and from Rs. 12.5 in Coorg to Rs. 41.3 in A. and N. Islands in the case of Centrally Administered Areas.

### **Fees**

Primary education was free in all the areas under compulsory education. Government and most of the local board schools did not charge any fees. In private schools, fees were levied at rates which varied considerably. There was, however, ample provision for free-ships for children of soldiers and poor parents and those belonging to scheduled castes, tribes and other backward communities.

The income from fees and its importance in the total picture of educational expenditure has already been discussed in the earlier section and the relevant data is given in table XXVI.

### **Curriculum**

No major changes were introduced in the curriculum prescribed for Primary schools. Efforts were, however, made to bring school curriculum in closer relation with the actual life of pupils. In Assam, the basic bias was introduced in a number of schools. The Bihar Government made an attempt to introduce in all the districts, the syllabus which was revised last year in order to facilitate the conversion of non-Basic Primary schools into Basic ones. Gardening and growing of vegetables and food crops was taken up in many schools. Craft work in the form of spinning of takli was adopted by almost all the non-Basic Primary schools. In Bombay, the new syllabus, which was introduced in standard I in the previous year was extended to standard II in the year under review. Madras worked out more intensively the basic method of education, spinning being the basic craft. In Orissa, many Primary schools introduced art, craft and gardening and spinning which proved quite popular. In U.P., all non-basic Primary schools were converted into Basic Primary schools and a new basic curriculum was introduced with effect from July, 1948. In Kutch, spinning, weaving, elementary agriculture and clay-modelling were introduced in some of the Government schools.

### **Buildings**

The year under review did not witness any appreciable progress in the construction of new buildings for Primary schools, the main difficulties being scarcity of building material, rise in prices and inadequate finances at the disposal of the local and private bodies. A

large number of schools continued to be housed in rented buildings, built for other purposes and therefore unsuitable as schools. These buildings, incommodious and unhygienic, as they had already been, were made even less suitable in some areas by the increasing number of scholars. Government schools were housed in comparatively better buildings and so were some of the local board and private schools in the urban areas. The position in general was, however, unsatisfactory. The C. P. and Berar report says "The condition of private buildings which have been turned into schools without any material alteration having been made in them for the purpose, are most appalling. Children like so many sheep are bundled in their stinky, dirty, dusty, ill-ventilated and ill-lighted rooms and sit there day after day and week after week trying to fathom the mystery of letters and numbers. If the buildings are rented, there is at least independence, but if they are offered as a gift or on rent-free loan, children are made to share accommodation with the cattle of the generous owner and have literally to face the music of the grinding stone or the trasher's flail." The reports from East Punjab and U.P. are equally emphatic in deploring the situation. In the former, the schools were reported to be generally housed in unhygienic and dilapidated buildings, due mainly to the extensive damage caused to them by rains and floods—particularly in Kangra and Ferozepur districts. In the latter, no improvement in buildings could be effected due chiefly to the lack of adequate funds and building materials. In Ajmer-Merwara, most of the privately managed schools were housed in unsuited and insanitary buildings. In Delhi, all the schools were severely overcrowded and quite a number of them continued to be housed in tents or barracks. The dearth of accommodation for all district board schools in Coorg was also seriously felt. In A. and N. Islands, the village Primary schools received little attention and the condition of some of the buildings was very unsatisfactory.

Some Provinces and Areas, however, recorded definite progress. In Madras, 287 Elementary school buildings were constructed. Of these, 60 were for schools under public management and the rest for those under private management. The Bombay Government convened a conference of the members of the District Building Committees to discuss ways and means to clear bottlenecks. It was decided that the amounts available with the District Building Committees should not be utilised for the construction of expensive buildings in a few places only. Provision was made for a percentage of the total building grants,—subject to a minimum of 15 and a maximum of 50—placed at the disposal of the District Building Committees, to be reserved for the construction of school buildings in the backward areas, i.e., in villages with a backward class population to



the extent of more than 60 per cent. Under this scheme, 24 school buildings were put up at a total cost of Rs. 21,17,743, in addition to another 100, which were under construction at an estimated cost of Rs. 22,04,968. \*Proposals to construct school buildings at some 186 places were under consideration; and at 89 of these, suitable sites had already been provided, while efforts were being made to secure sites at the remaining places. Each District Building Committee was paid a grant of Rs. 1,00,000 during 1948-49 by the Government. As a further measure to relieve the increasing pressure on accommodation for school purposes, the Rent Restriction Act was made applicable to premises let for educational purposes in places where rents were unduly high. In Orissa "on an average grants at the rate of Rs. 1,500 per school were paid to local bodies for the improvement of 1,107 existing non-Government Primary schools, either for constructing buildings or for equipping them. Besides, grants were paid to the local bodies for construction of buildings for new Primary schools opened in the partially excluded areas". In Assam, since the transfer of control of Primary Education to the Primary Education Board, a substantial sum of money was spent by each school on buildings also. In West Bengal, many schools in rural areas were provided with land and buildings by the local people, as required under the Bengal Rural Primary Education Act of 1930. In Bilaspur, a scheme of replacing the grass-thatched roofs by iron-roofing was prepared by Government and actual work was started on 15 buildings. In Kutch, Government had a plan of constructing 7 new buildings every year.

This problem of Primary school buildings deserves very serious consideration and some way has to be found to secure the huge sums of money required for accommodating lakhs of children in buildings, which will conform at least to the basic educational requirements. In the existing financial circumstances, the erection of such buildings in large numbers has been regarded as outside practical possibility. But the whole question of designing school buildings, which will be suitable and reasonably cheap, must be courageously faced as its indefinite postponement will react very adversely on the whole progress of Primary Education in the country.

### **Equipment**

The position with respect to equipment was as bad as, if not worse than, that of the buildings. Almost all Provincial authorities were unanimous in reporting that the provision of school apparatus and other equipment leaves much to be desired. In the Government schools the conditions were comparatively better, while those in the non-Government schools continued to be very unsatisfactory. According to the C.P. and Berar report, "all that a school possesses

is a few blackboards, 2 to 4 rickety chairs, a time-piece generally out of order and a box for the teacher to lock the school registers and apparatus in." In U.P., a large number of Primary schools were reported to be short of proper *patties* and had no maps, charts and blackboards. In Coorg, all district board schools were seriously handicapped for want of equipment. The only exception in this respect to some extent were the schools in Delhi and Ajmer-Merwara, although there was a good deal of scope for improvement even there. Under these circumstances, it is necessary to re-stress the need for the improvement of educational equipment in Primary schools without which even the best methods of teaching may not bear proper fruit.

This, then, is an account of the achievements in the field of Primary Education during the year under report. In passing any judgment on it, the magnitude of the problem, the limited financial resources of the Provincial Governments, the dearth of trained teachers, paucity of suitable school buildings and above all the poverty and illiteracy of the masses has to be kept in view. We may reasonably expect that, with more funds at their disposal and with the co-operation of the public at large, the Provincial authorities will be able to overcome these difficulties gradually and to move forward more quickly and confidently towards the objective of introducing free and universal compulsory Primary Education. It is, however, essential that Government and public should both recognise the high priority of education in all the schemes of development that are being or may be worked out in the near future.

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## CHAPTER IV

### BASIC EDUCATION

The year under report showed a distinct advancement in all fields of Basic Education. Almost all the Provincial Governments accepted the policy of introducing Basic Education at the compulsory education stage. In pursuance of this policy they formulated schemes to gradually convert all existing Primary and Training schools into Basic Educational Institutions.

The Government of India launched their Basic Education scheme in Delhi on July 1, 1948. It was proposed to give in the first year of the scheme, free and compulsory Basic Education to children of rural areas in the age-group 6-7; the children in the remaining age-groups were to be covered in the following years. For the training of Basic Teachers, arrangements were made with the authorities of the Jamia Millia, Delhi and the Visva Bharati, Santiniketan. The latter had facilities to train teachers not in Basic Education only but also in Arts and Crafts and Music and Dancing.

Financial stringency, lack of sufficient number of trained Basic teachers and shortage of suitable accommodation for Basic Schools were the main difficulties that the Provincial Governments had to face in the development of Basic Education. Though some of the Provinces had attempted to prepare a few text books for Basic schools, there was still a great demand for suitable literature both for teachers and pupils. Most of the Provinces could not introduce correlation of school subjects with the basic craft to the extent that the Basic System required. These difficulties were examined by the Standing Committee of the Central Advisory Board of Education on Basic Education in its meeting held in New Delhi on 3rd Sept., 1948. The Committee noted with regret that the progress in the construction of school houses was very unsatisfactory and accordingly recommended a fresh review of the problem of Basic school houses with the object of collecting accurate and reliable data about economic methods and materials of construction. For this purpose, the Committee suggested that, if necessary, a nation-wide competition should be instituted to find out:

- (a) The most suitable and economical plan for a school house  
and
- (b) the most economic type of building materials and methods  
of construction.

The Committee was further of the opinion that the proper development of Basic Education was seriously handicapped for want of suitable literature both for Basic teachers and pupils. It, therefore, recommended that the Central Advisory Board of Education should take immediate steps to publish literature of the following types:—

- (a) Booklets for students on subjects taught in Basic schools;
- (b) Booklets on the teaching of Basic Crafts;
- (c) Handbook for the guidance of teachers of Basic schools;
- (d) Booklets on correlation actually practised in schools;
- (e) Accounts of useful experiments in the field of Basic Education; and
- (f) Bibliographies of useful books of reference in various languages pertaining to Basic Education.

In order to carry out the above objectives, the Government of India were asked to establish a small Unit, which should act in close co-operation with the Provinces and leading institutions of Basic Education.

The other recommendations of the Committee related to the reduction of the training period for basic teachers from two years to one year, as a temporary measure; examination of the actual working of correlation between crafts and academic subjects at different stages of Junior and Senior Basic schools in different Provinces; exploration of the remunerative aspect of the Basic Education scheme and establishment, in each Province, of at least one suitable centre consisting of a Post Graduate Basic Training Centre, a Basic Training College, one or more practising Basic Schools, a Post Basic School and a Social Education Centre.

A brief account of the success achieved in the development of Basic Education during the year under report, is given under two heads viz., 'Basic Schools' and 'Training of Basic Teachers'.

### **Basic Schools**

In Bihar, efforts to develop and advance the technique of teaching and to correlate it with craft activity were continued. The Basic schools, by gradual extension of the range of their activities, developed into useful centres of rural uplift. With the opening of 44 new schools during the year, their total number rose to 99. Of these, 18 were Senior Basic schools, 11 Junior Basic schools, while the remaining 70 were at different stages of development, each with less than five grades. The total number of pupils on the rolls of all these schools increased from 5,093 in 1947-48 to 11,025—9,837 boys and 1,188 girls in 1948-49. The total expenditure on the Senior Basic schools

amounted to Rs. 1,36,916, as against an income of Rs. 29,039 from the sale of crafts. According to the Bihar report, however, "these figures do not accurately reflect the standards reached by the schools or the possibilities of this system of education of relieving the Government of a very substantial portion of the cost of education".

In Bombay, the programme of introducing the teaching of crafts in Primary schools, in order to facilitate their conversion into Basic Schools, progressed satisfactorily. Seven hundred and ninety-one more Primary schools started craft teaching during the year, raising the number of such schools to 1,315. Courses for the training of teachers in various crafts such as spinning, weaving, kitchen gardening and agriculture, card-board modelling and carpentry were organised and in all 972 teachers were trained. It was proposed further to revise the syllabus for Basic schools on the lines of the syllabus of the Hindustani Talimi Sangh and in the light of the actual experience gained. Special rules, regulating the inspection and the payments of special grants to Basic schools maintained by private agencies, were promulgated by the Government. The Board of Basic Education continued to function and to give advice on the training of teachers, location of Basic schools, courses of study etc. Although the number of Basic schools managed by the Government and local boards remained the same i.e., 55, those run by private agencies increased from 1 to 6. Of the former, 32 were Senior Basic and the remaining 23 Junior Basic schools, the corresponding figures for the previous year being 28 and 27 respectively. The total number of pupils under instruction in all these schools was 9,358, as against 8,535 in 1947-48. Out of 294 students, who appeared in the Basic Primary School Certificate Examination, which was started during the preceding year specially for pupils in the Basic schools, 169 were declared successful. In addition to the regular Basic schools, the Province had 167 Agricultural Basic schools teaching Agriculture as a craft, with a total enrolment of 12,203.

C.P. & Berar had not started Junior Basic schools upto the end of the year under review. The experiment of introducing Basic syllabus into the 78 Middle schools, taken over by the Government, in 1947-48, in order to convert them into Senior Basic schools, was successfully pursued.

In Madras, the Basic method in education continued to be worked out more intensively during the year under report. Steps were taken to produce suitable literature. Eighty-nine existing elementary schools were converted into Junior Basic schools and 12 new ones opened. The strength in all these schools increased from 9,223 to 9,780.

In Orissa, the organisation and conduct of the programme of Basic Education continued to be in charge of the Board of Basic

**Education.** The number of Basic schools rose from 11 to 37 (1 Senior Basic and 36 Junior Basic). Of these, 26 were managed by the Government and the rest by aided private bodies. The pupils under instruction in these schools increased from 524 to 1,922. The total expenditure amounted to Rs. 68,567, against an income of Rs. 37,939 from the sale of crafts and garden products.

In U.P., all non-Basic Primary schools were converted into Basic Primary schools and a new Basic curriculum was introduced with effect from July 1948. The study of Art and one Basic craft was made compulsory in all the Junior High schools.

In Delhi, 97 new Junior Basic schools were opened in the rural areas. These schools provided education to 3,750 children and the total cost amounted to Rs. 1,59,840.

No Basic schools had been started in Assam, West Bengal, East Punjab, Ajmer-Merwara, A. & N. Islands, Bilaspur, Coorg, Himachal Pradesh, Kutch and Panth Piploda. The West Bengal Government had, however, formulated schemes for setting up Junior Basic schools on a sponsored basis.

### **Training of Basic Teachers**

During the year under report, the different Provinces and Areas had 6 colleges for training graduate teachers to man the Basic Training schools and 41 schools for training of Basic teachers. Nine of these schools (7 in Bihar and 2 in Madras) had arrangements similar to those at the colleges. The details for the Provinces are given below:

#### **Assam**

The work of training of teachers for Basic schools could not be started owing to the delay in the construction of buildings for these schools.

#### **West Bengal**

Two co-educational Basic Training Schools for the supply of teachers for Basic schools and one Training college for men and another for women to train teachers for the Basic Training schools were started during the year. All the four institutions had experimental schools attached to them. In addition to these, one Basic Training school was being run by the Hindustani Talimi Sangh. The total enrolment in the two colleges was 83 (51 men and 32 women), while 180 pupil teachers received instructions in the Training schools. All trainees in the Government institutions received stipends.

#### **Bihar**

The number of Basic Training schools increased by 6 to 13. Of these, 7 schools had also provision for the training of staff required

for Basic Training schools. The total number of trainees rose from 603 to 946, of whom 82 were women. This does not include 12 candidates, who were deputed to receive training in institutions outside the Province. The total expenditure on the Training schools amounted to nearly Rs. 4.34 lakhs, as against Rs. 2.16 lakhs during the preceding year.

### **Bombay**

The three Basic Training centres continued to train Primary teachers employed in Basic schools. Their output during the year was 98, as against 71 in 1947-48. In order suitably to staff the ordinary Primary Training institutions, 3 Post-Graduate Basic Training Centres were started during the year for the training of 100 graduate teachers through regional languages. The duration of the course at these centres was one year and a special syllabus, that laid emphasis on crafts, community life and correlated teaching, was followed. At the end of the year, 71 teachers secured the diploma in Basic Education. With the help of the teachers trained at these Post-Graduate Basic Training Centres, the Bombay Government hoped to convert gradually the existing Primary Training institutions into those for Basic Training. Meanwhile craft teaching, as a compulsory subject, in addition to a course in the theory of Basic Education, was introduced into all Primary Training institutions.

### **C.P. & Berar**

The Basic Normal schools at Senoi and Wardha continued to function. The Prantiya Shikshan Mahavidyalaya, Jubbulpore had special arrangements for teaching Basic crafts to both degree and diploma students. The institute conducted a special course in Basic Education during the year.

### **Madras**

There were 18 Basic Training schools, as against 7 in 1947-48. Of these, two had also arrangements for the training of teaching personnel for Basic Training schools. The total number of trainees in all the schools was 1,403, of whom 278 were women. For training the staff required for Basic Training schools, 12 graduate trained teachers working in Government schools were deputed to Sewagram for further training. Besides these, 67 trained graduate teachers received further training in the Basic Training schools in the Province. With a view to convert elementary schools into Basic schools, 159 teachers of the Secondary and Elementary grades were trained in the Basic System of education. Out of 205 candidates, who appeared for the Basic School Leaving Certificate Examination, 160 were declared successful.

### **Orissa**

During the year under report, the number of Basic Training schools rose from 2 to 5, with the corresponding increase in the

number of trainees from 69 to 164. Each trainee received a monthly stipend of Rs. 30. The total expenditure on these schools amounted to Rs. 88,286, of which Rs. 1,378 were met from the sale proceeds of crafts and garden products. A sum of Rs. 8,000 was spent on school buildings and equipment. According to the Orissa report, these institutions set an example for community living, social services and village welfare work.

### **East Punjab**

No arrangements existed for the training of Basic teachers. However, the Government had a proposal to open a Basic Training school during the next financial year.

### **U.P.**

During the year under report, the Government Basic Training College, Allahabad trained 38 graduates in Basic Education. As regards teachers for the newly converted Basic Primary schools, 2 Mobile Training Squads were organised to visit each village school and to give intensive practical training to young teachers in the environments in which they were living and working.

### **Delhi**

To meet the demand of trained Basic teachers, two Training institutions, one for men and the other for women, were opened during the year. The former was, however, located at Ajmer. Both the schools trained about 200 teachers and the total cost amounted to nearly Rs. 1.43 lakhs. In addition to these, trained refugee teachers from West Punjab were given short refresher courses at the Jamia Millia, Delhi.

### **Ajmer-Merwara**

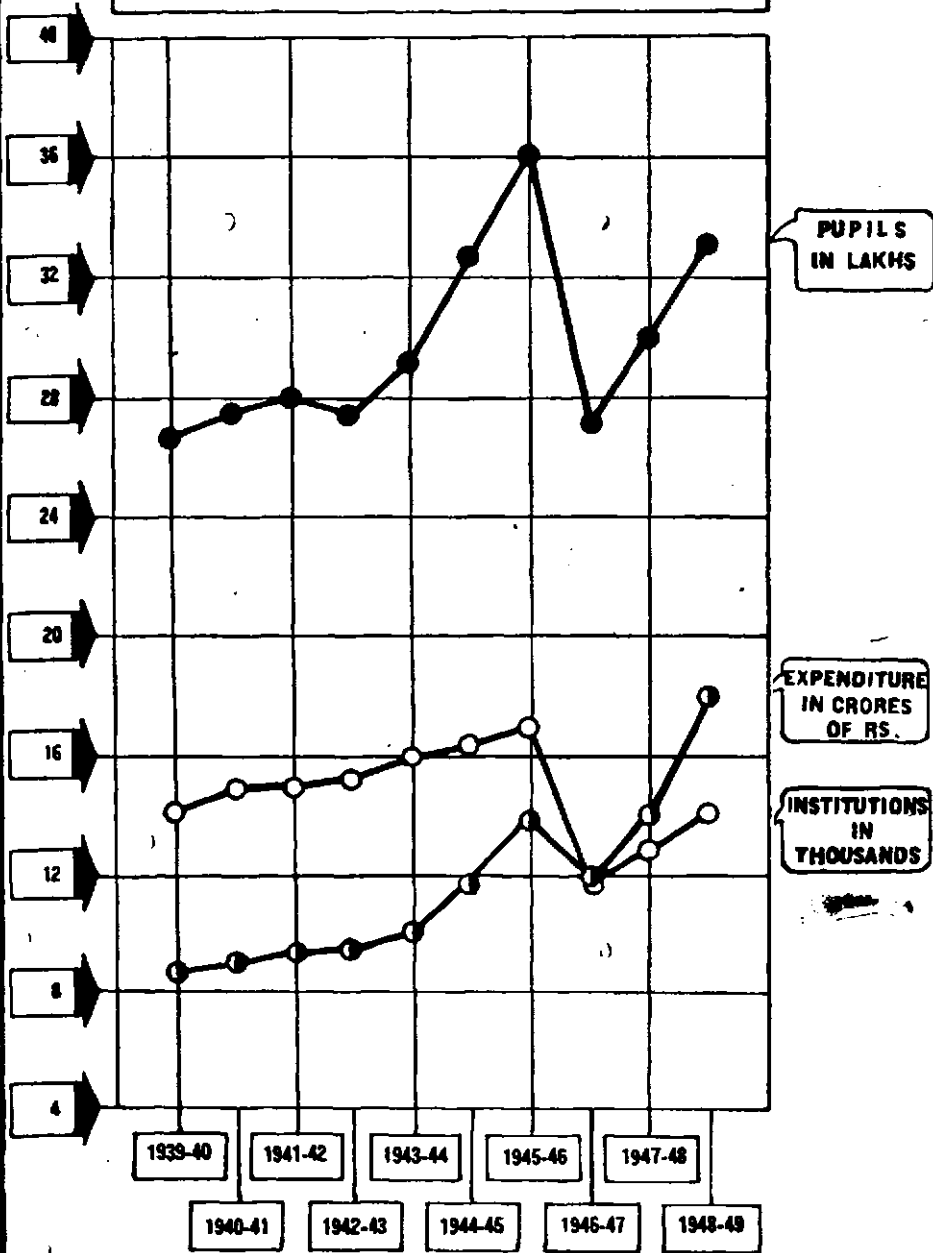
The men teachers from Ajmer-Merwara were trained at the Basic school set up by the Delhi Administration in Ajmer, while the women teachers received their training at Delhi.

None of the Centrally Administered Areas of A. and N. Island, Bilaspur, Coorg, Kutch, Himachal Pradesh and Panth Piploda had arrangements for the training of Basic Teachers. Nor did they depute teachers to receive training in institutions outside these Areas.

The progress in the field of Basic Education should be judged not only in terms of the number of new Basic schools and their pupils, but also through the way in which the ideology of Basic Education is being disseminated gradually among pupils, teachers and the public at large, the change in general outlook and the new perspective as regards the role of the teacher and the school in the life of the community, (specially the village community), that it has conferred.



# PROGRESS OF SECONDARY EDUCATION IN INDIA



## CHAPTER V

### SECONDARY EDUCATION

The present chapter deals with all recognised Secondary schools and as such takes in its purview the Primary classes attached to them.

The institutions for the provision of Secondary Education in India can be divided into (a) High schools and (b) Middle schools, the latter being sub-divided into (i) English schools and (ii) Vernacular schools. The High schools generally contain the Middle classes, although in many cases Primary departments are also attached to them. Middle schools almost invariably have Primary classes. Whereas the English Middle schools leads to a High school, the Vernacular Middle school is designed to be a complete course by itself. Some Provinces have, however, recently abolished the distinction between these two types of Middle schools.

#### Scheme of School Classes

In addition to the variations in the form of a High or a Middle school, with respect to attached classes, the duration of the Secondary stage and also of the Middle and High stages, into which it is generally divided, differ from Province to Province, as shown in Table XXIX. The figures and the conclusions drawn from them in the succeeding pages should, therefore, be used with due regard to the limitations imposed upon the review by the fact that Secondary Education is far from being uniform throughout the country.

**TABLE XXIX.—Scheme of School Classes at Secondary Stage**

Province/Area	Classes at Middle Stage	Classes at High Stage
Assam	IV—V—VI (Vernacular schools) III—IV—V—VI (English schools)	VII—VIII—IX—X
West Bengal	V—VI	VII—VIII—IX—X
Bihar	VI—VII	VIII—IX—X—XI
Bombay	V—VI—VII	VIII—IX—X—XI
C. P. & Berar	V—VI—VII (Vernacular schools) V—VI—VII—VIII (English schools)	IX—X—XI
Madras	VI—VII—VIII	IX—X—XI
Orissa	VI—VII	VIII—IX—X—XI
East Punjab	V—VI—VII—VIII (Boys' schools) VI—VII—VIII (Girls' schools)	IX—X
U.P.	VI—VII—VIII	IX—X—XI—XII
Ajmer-Merwara	V—VI—VII	VIII—IX—X
A. & N. Islands	V—VI—VII	VIII—IX—X
Bilaspur	VI—VII—VIII	IX—X
Coorg	VI—VII—VIII	IX—X—XI
Delhi	V—VI—VII—VIII (Boys' school) VI—VII—VIII (Girls' schools)	IX—X (High schools) IX—X—XI (Higher Secondary schools)
Himachal Pradesh	V—VI—VII—VIII	IX—X
Kutch	V—VI—VII	VIII—IX—X—XI

## **Administration and Control**

As in the case of Primary Education, there are three different types of administering authorities, viz., the Government, Local Boards and Private Bodies. The Middle schools are generally managed by local boards and private bodies, while a large percentage of the High schools is managed by private bodies alone. In case of the Middle schools, including Middle classes of High schools, the work of recognition, inspection, prescription of the curriculum and provision of grants-in-aid, is performed by the Education Departments of the Provincial Governments. The High schools, however, come under a dual control. The Provincial Governments exercise their control through grants-in-aid system and inspection and the universities through their power to prescribe courses and admit candidates for examination conducted by them. During the year under review, there was no change in the control of Secondary schools, except in Bombay, where due to the abolition of the Matriculation examination and the institution, in its place, of the Secondary Schools Certificate Examination, all the Secondary schools were brought entirely under the control of the Education Department through the Board of Secondary Education (S.S.C. Board). Almost all the Provinces reported the extension of grants-in-aid facility to more schools.

## **Reorganisation of Secondary Education**

On the recommendation of the Central Advisory Board of Education at their 14th Meeting and of the All-India Education Conference, held in January, 1948, the Government of India appointed a committee to review the position of Secondary Education in India and also to consider other relevant problems. A summary of the main conclusions and recommendations of the committee, which met in New Delhi on the 30th April, 1948, under the Chairmanship of Dr. Tara Chand, Secretary Ministry of Education, is given below :

- (i) Admission to the degree course should be preceded by a course of Primary and Secondary education for at least twelve years;
- (ii) Of the above twelve years, five years should be spent at the Junior Basic stage, three years at the Senior Basic or pre-Secondary and four years at the Secondary stage;
- (iii) The teaching of the Federal language should be started at the end of the Junior Basic stage and should be compulsory throughout the pre-Secondary stage, but may be optional thereafter;
- (iv) English may be an optional subject at the Senior Basic stage and should be compulsory at the pre-Secondary and Secondary stages so long as it remains the medium of instruction in the Universities;

- (v) The Federal language should become a compulsory subject at the Secondary stage, when English ceases to be the medium of instruction in the Universities;
- (vi) Secondary schools should be ordinarily of the multilateral type but where the local circumstances demand, unilateral schools should not be discouraged;
- (vii) There should be one public examination at the end of the Secondary stage; the Universities may, for admission purposes, lay down such conditions as they deem fit;
- (viii) The pay and conditions of service of teachers should be the same as recommended by the C.A.B. of Education. The scales of pay should be revised in the light of the changes that have recently taken place;
- (ix) Trained graduates can take charge of the teaching in the first two years of the Secondary stage but trained M.A.'s should teach in the last two years;
- (x) The period of training should not be less than one year and after every five years there should be a refresher course;
- (xi) Education should be one of the subjects in the University course of studies;
- (xii) Provincial Boards should be set up to advise Provincial Educational Authorities on problems connected with Secondary Education;
- (xiii) There should be an All-India Council at the Centre to act as a Co-ordinating body for the proposed Provincial Boards;
- (xiv) Youth Movements, Scout movements, etc. should be encouraged in all schools; and
- (xv) A number of Public Schools may be established to foster the growth of leadership among pupils. Admission to such schools should be governed by merit alone. There should also be provision for scholarships and free places upto fifty per cent of available seats in such schools.

The Report of the Committee was sent to all the Provincial Governments and Local Administrations to solicit their comments. The Provincial Governments were generally in agreement with the recommendations of the Committee. There was, however, difference of opinion regarding the total period of the Pre-University course and its gradation. Some of the Provinces maintained that an eleven-year Pre-University course should be sufficient. The Bombay Government did not favour the idea of introducing English at the Pre-Secondary stage and suggested that it should be studied only at the

Secondary stage and that the Federal language should be made compulsory both at the Primary and Secondary stages. The matter was again discussed in the fifteenth meeting of the Central Advisory Board of Education, which recommended to the Government of India the appointment of a Secondary Education Commission. The Government of India have accepted the recommendation, but its implementation has been delayed due to financial difficulties.

### Schools

The total number of recognised Secondary schools during the year under review, increased from 12,894 to 14,342, showing a rise of 11·2 per cent, as against 7·9 per cent in the preceding year. Of the total number of schools, 12,393 were for boys and 1,949 for girls. Their distribution, according to managements, was:

Government ..	...	1,281	(8·9 per cent)
District Boards	...	4,230	(29·5 per cent)
Municipal Boards	...	521	(3·6 per cent)
Aided Private Bodies	...	6,406	(44·7 per cent)
Unaided Private Bodies	...	1,904	(13·3 per cent)

The corresponding figures for the previous year were 6·9, 31·9, 3·9, 42·7 and 14·6 per cent, respectively. The opening of new schools resulted in increasing the number of Government schools by 43·0 per cent, private aided schools by 16·4 per cent, municipal board schools by 4·4 per cent, district board schools by 2·8 per cent and private unaided schools by 1·0 per cent. Separate figures for Middle and High schools, according to managements are given in the following table.

**Table XXX—Number of Middle and High Schools by Management**

Managed by (1)	Middle Schools				High Schools			
	1947-48		1948-49		1947-48		1948-49	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
Government	520	5·9	799	8·5	376	9·2	482	9·7
District Boards	3,812	43·2	3,857	41·2	302	7·4	373	7·5
Municipal Boards	358	4·1	365	3·9	141	3·5	156	3·1
Private :								
Aided	3,022	34·2	3,214	34·3	2,482	60·9	3,192	64·2
Unaided	1,111	12·6	1,131	12·1	775	19·0	773	15·5
<b>TOTAL</b>	<b>8,823</b>	<b>100·0</b>	<b>9,366</b>	<b>100·0</b>	<b>4,076</b>	<b>100·0</b>	<b>4,976</b>	<b>100·0</b>

It will be seen that (a) nearly two-thirds of the Secondary schools provided instruction upto the Middle stage only, (b) the number of Middle schools increased by 6·2 per cent, as compared to a rise of

Province/Area	Middle Schools				High Schools				Total		Increase(+) or Decrease (-)	
	For Boys		For Girls		For Boys		For Girls		1947-48	1948-49	Number	Percentage
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49				
1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Assam	645	691	97	95	163	192	28	31	933	1,009	+76	+8.1
West Bengal	913	941	132	152	750	852	108	142	1,903	2,087	+184	+9.7
Bihar	1,548	1,654	96	100	428	473	25	25	2,097	2,252	+155	+7.4
Bombay	529	427	67	47	486	626	117	133	1,199	1,233	+34	+2.8
C. P. and Berar	747	826	112	125	162	175	41	45	1,062	1,171	+109	+10.3
Madras	197	188	56	66	645	737	166	171	1,064	1,162	+98	+9.2
Orissa	334	414	28	34	115	132	7	7	484	587	+103	+21.8
East Punjab	1,067	1,075	78	83	269	314	40	40	1,454	1,512	+58	+4.0
U. P.	1,567	1,733	485	460	358	647	87	127	2,497	2,967	+470	+18.9
Ajmer-Merwara	29	31	11	11	22	20	6	4	68	66	-2	-2.9
A. & N. Islands	..	..	..	..	1	1	..	..	1	1	..	..
Bilaspur	*	4	..	1	..	1	..	..	..	6	..	..
Coorg	24	21	..	..	6	6	1	2	31	29	-2	-6.5
Delhi	45	58	16	24	31	42	14	17	106	141	+35	+33.0
Himachal Pradesh	*	42	*	5	*	7	*	2	*	56	*	*
Kutch	*	58	*	..	*	5	*	..	*	63	*	*
Panth Piploda	..	..	..	..	..	..	..	..	..	..	..	..
<b>INDIA LESS STATES)</b>	<b>7,645</b>	<b>8,163</b>	<b>1,178</b>	<b>1,203</b>	<b>3,436</b>	<b>4,230</b>	<b>640</b>	<b>746</b>	<b>12,899</b>	<b>14,342</b>	<b>+1,318†</b>	<b>+10.2†</b>

\* Figures are not available, as these were not Centrally Administered Areas in 1947-48.

† Excludes Bilaspur, Himachal Pradesh and Kutch.

22.1 per cent in the number of High schools (The corresponding figures for the preceding year were 6.4 and 11.4 per cent respectively), (c) the private bodies managed 4 out of every 5 High schools, (d) nearly 41 per cent of the Middle schools were run by district boards, and (e) the proportionate share of various agencies did not show any substantial change during the year.

The number of Secondary schools in rural areas was 8,906 (1,980 High and 6,926 Middle). The proportion of these schools to the total number of Secondary schools increased from 62.6 to 68.3 per cent. If Middle and High schools are considered separately, 73.9 per cent of the former and 39.7 per cent of the latter were located in rural areas.

Table XXXI gives the number of recognised Secondary schools (Middle and High separately) for the years 1947-48 and 1948-49 in the several Provinces and Areas. It will be found that the number of Secondary schools increased in all the Provinces and Areas, except in Ajmer-Merwara and Coorg, where these decreased from 68 to 66 and from 31 to 29 respectively. Barring U.P., where the increase of 470 was due mainly to the conversion of Intermediate colleges into Higher Secondary schools, the number of new schools opened during the year was highest in West Bengal (184). Next in order came Bihar (155), C.P. & Berar (109), Orissa (103), Madras (98), Assam (76), East Punjab (58) and Delhi (35). The increase of 34 schools in Bombay was only apparent, as the 1948-49 figures included 190 schools located in the merged States. Actually the number of Secondary schools in the former Bombay Province decreased by 156 on account of the abolition of a large number of English classes attached to Primary schools, which were hitherto regarded as Secondary schools. The percentage increase was highest in Delhi (33.0) and least in Bombay (2.8).

Table XXXII gives an idea of the controlling authorities in charge of Middle and High schools in various Provinces and Areas during the year under review.

**Table XXXII—Management of Middle and High Schools by Provinces**

Province/Area	Percentage of Middle Schools Managed by					Percentage of High Schools Managed by				
	Go- vern- ment	Distt. Boards	Muni- cipal Boards	Private Bodies		Go- vern- ment	Distt. Boards	Muni- cipal Boards	Private Bodies	
				Aided	Un- aided				Aided	Un- aided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Assam . . . . .	4.7	34.1	2.4	46.1	12.7	11.2	..	..	76.7	12.1
West Bengal . . . . .	0.2	0.6	0.3	87.2	11.7	2.6	..	0.3	67.1	30.7
Bihar . . . . .	1.1	47.3	2.1	35.2	21.3	5.2	..	..	56.2	38.6

Table XXXII Management of Middle and High Schools by Provinces—*contd.*

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Bombay	16.0	28.0	3.6	43.5	8.9	9.1	0.3	4.2	83.1	3.3
C. P. & Berar	27.3	36.9	8.8	21.8	5.2	27.7	..	11.8	47.7	12.8
Madras	13.4	25.2	8.3	50.0	3.1	6.3	33.4	6.7	52.9	0.7
Orissa	29.5	13.2	0.2	50.4	6.7	23.7	10.1	0.7	56.1	9.4
East Punjab	1.6	90.2	1.8	3.7	2.7	16.4	15.2	3.7	34.2	30.5
U. P.	4.9	53.6	7.2	19.5	14.8	11.6	..	2.2	76.9	9.3
Ajmer-Merwara	54.8	..	2.4	42.8	..	29.2	..	..	10.8	..
A. & N. Islands	..	..	..	..	..	100.0	..	..	..	..
Bilaspur	100.0	..	..	..	..	100.0	..	..	..	..
Coorg	4.8	95.2	..	..	..	62.5	..	..	37.5	..
Delhi	29.3	35.4	3.6	31.7	..	22.0	..	5.1	72.9	..
Himachal Pradesh	97.9	..	..	2.1	..	88.9	..	..	11.1	..
Kutch	22.4	..	..	..	..	77.6	40.0	..	..	60.0
Panth Piploda	..	..	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>8.5</b>	<b>41.2</b>	<b>3.9</b>	<b>34.3</b>	<b>12.1</b>	<b>9.7</b>	<b>7.5</b>	<b>3.1</b>	<b>64.2</b>	<b>15.5</b>

It will be observed that in the major Provinces and also in Delhi, Coorg and Kutch, majority of the Middle schools were managed by district boards and private bodies. Private High schools predominated everywhere, except in A. & N. Islands, Bilaspur, Coorg and Himachal Pradesh, where most of them were controlled by Government.

#### Pupils

During the year under report, the total number of pupils under instruction in all the recognised Secondary schools rose to 33.43 lakhs (28.05 lakh boys and 5.38 lakh girls), showing an increase of 10.1 per cent, as against 11.8 per cent in 1947-48. As stated earlier, the number of schools increased by 10.2 per cent with the result that the average strength of a school decreased by 1 to 233. The average daily attendance was 84.3 per cent, which showed a slight improvement over the last year's figure of 83.2 per cent. The distribution of pupils in schools managed by different agencies was:

Government	3.04 lakhs	(9.1 per cent)
Local Bodies	8.75 lakhs	(26.2 per cent)
Private Bodies	21.64 lakhs	(64.7 per cent)

Of the total number of pupils under instruction, 12.96 lakhs (10.57 lakh boys and 2.39 lakh girls) were reading in the Middle schools and 20.47 lakhs (17.48 lakh boys and 2.99 lakh girls) in the High schools.



The number of pupils on rolls in the Secondary schools of rural areas constituted 44.5 per cent of the total enrolment and was almost the same as in 1947-48. Similar figures for the Middle and High schools separately were 67.0 and 30.3 per cent respectively. The average strength of a rural Secondary school was 167 (313 in a High school and 125 in a Middle school) as against 341 (467 in a High school and 175 in a Middle school) of an urban school.

Table XXXIII compares the number of pupils in recognised Secondary schools in different Provinces and Areas for the years 1947-48 and 1948-49. It will be seen that there was a rise everywhere, except in Ajmer-Merwara, where the number of pupils decreased by 2.3 per cent mainly because of the closing of two schools. East Punjab, with over 74,000 additional pupils, headed the list, followed by U.P. with 55,436, Bihar with 47,484 and Madras with 40,067 more pupils. On percentage basis, the highest increase of 38.3 per cent was reported by Orissa. The second place in this respect was claimed by Delhi, where the Secondary school enrolment rose by 31.5 per cent. After Delhi came East Punjab (24.0 per cent), Coorg (13.4 per cent), C.P. & Berar (12.6 per cent), Bihar (12.0 per cent), A. & N. Islands (11.0 per cent) and U.P. (10.1 per cent), while in the remaining Provinces, the rise was less than the over-all average and was least in Bombay (3.0 per cent). A comparison with the corresponding figures of increase in the number of institutions [col. (13) of table XXXI] will show that the rate of increase in the number of pupil was much higher than that in the number of schools in East Punjab (24.0 per cent against 4.0 per cent), Orissa (38.3 per cent against 21.8 per cent), Coorg (13.4 per cent against a decrease of 6.5 per cent) and A. & N. Islands (11.0 per cent against nil) and lower in U.P. (10.1 per cent against 18.9 per cent). In Bombay, the integrated States helped to record an increase, although in the former Bombay Province the number of pupils decreased by nearly 12 thousand, due to, as already stated, closing of English classes attached to Primary schools, which were hitherto recognised as Secondary schools.

To arrive at correct figures about enrolment at the Secondary stage, it is necessary to eliminate all those pupils in the Secondary schools who are in the Primary stage of instruction. This has been done in Table XXXIV, which compares the enrolment in Secondary stages during the years 1947-48 and 1948-49. The number of pupils in the Secondary stage of instruction increased from 25.51 lakhs (21.83 lakh boys and 3.68 lakh girls) to 29.71 lakhs (25.49 lakh boys and 4.22 lakh girls) at the rate of 16.0 per cent and formed 17.8 per cent of the total enrolment in all recognised institutions. The Provincial figures should, however, be compared in the light of the variations (as given in table XXIX) in the number of classes in the Secondary stage. It will be seen from figures in cols. (6) & (7) of table XXXIV that the increase in the Secondary stage enrolment was shared by all Provinces and Areas.

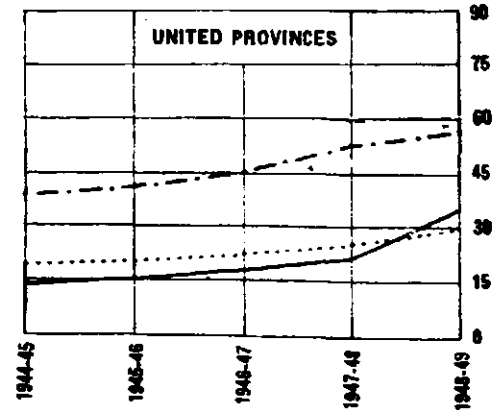
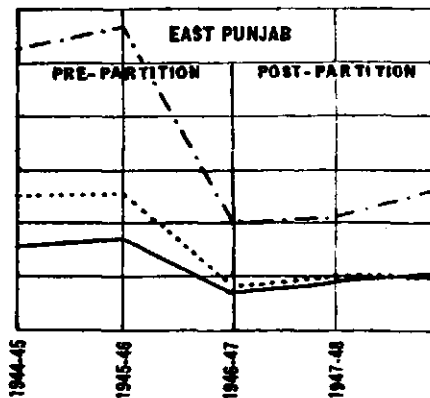
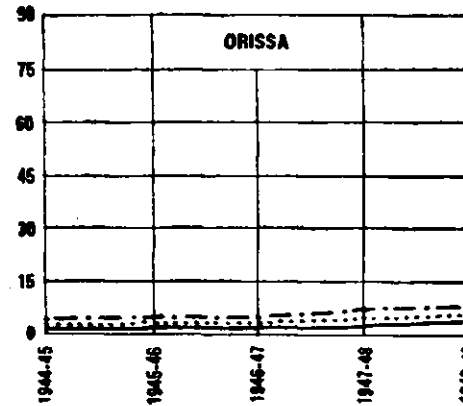
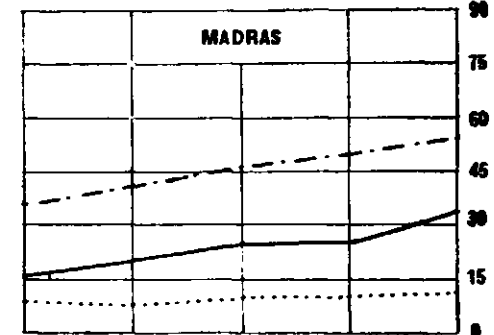
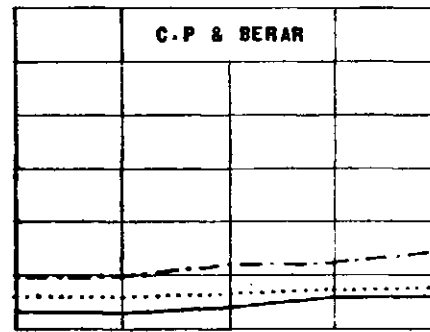
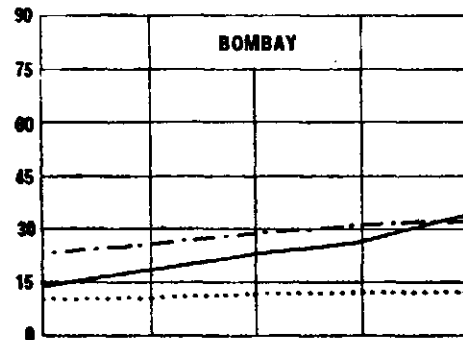
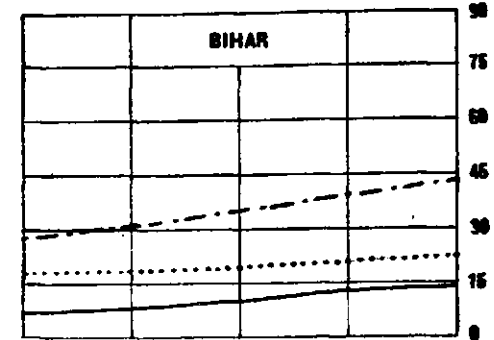
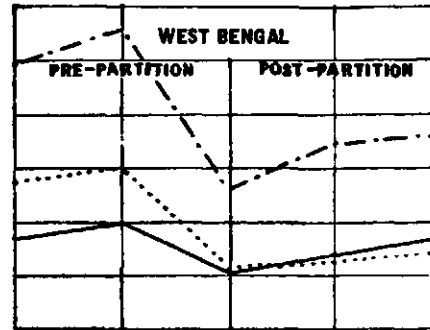
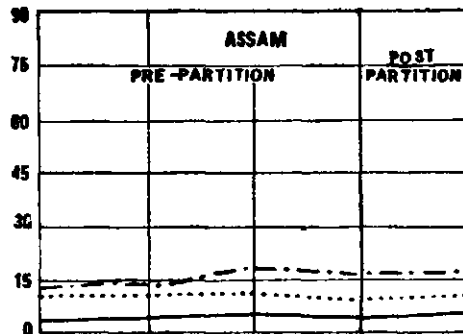
# PROGRESS OF SECONDARY EDUCATION IN PROVINCES

1944-45 TO 1948-49

INSTITUTIONS IN HUNDREDS

PUPILS IN TENS OF THOUSAND

EXPENDITURE IN TENS OF LAKHS OF RS.



INSTITUTIONS IN HOI

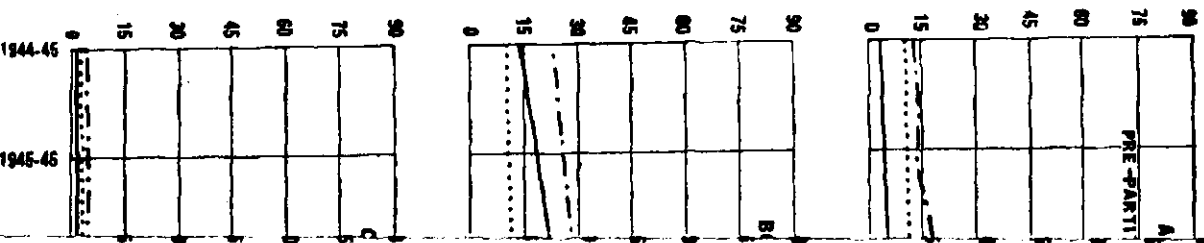


Table XXXIII--Number of Pupils in Secondary Classes

Province/Area	In Middle Schools				In High Schools				Total		Increase(+) or Decrease (-)	
	For Boys		For Girls		For Boys		For Girls		1947-48	1948-49	Number	Percentage
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Assam	78,955	78,148	11,658	10,764	59,450	70,575	9,312	10,520	1,59,375	1,70,007	+ 10,632	+6.7
West Bengal	1,13,994	1,25,054	21,534	25,385	3,51,380	3,42,115	35,592	46,514	5,22,500	5,39,068	+ 16,568	+ 3.2
Bihar	2,08,730	2,33,103	14,746	16,432	1,52,370	1,72,697	8,298	9,396	3,84,144	4,31,628	+ 47,484	+ 12.4
Bombay	39,442	24,478	5,662	3,119	2,27,266	2,50,331	36,171	39,938	3,08,541	3,17,866	+ 9,325	+ 3.0
C.P. & Berar	1,48,401	1,64,994	14,138	15,821	21,855	26,457	2,671	3,360	1,87,065	2,10,632	+ 23,567	+ 12.6
Madras	40,040	38,834	9,570	11,176	3,88,946	4,24,278	56,412	60,747	4,94,968	5,35,035	+ 40,067	+ 7.5
Orissa	33,905	40,011	3,185	3,498	30,510	36,299	1,582	1,766	69,182	81,574	+ 12,392	+ 18.3
East Punjab	1,37,623	1,64,016	17,184	21,217	1,42,426	1,82,366	13,162	17,201	3,10,395	3,84,800	+ 74,405	+ 24.0
U.P.	1,85,504	2,03,048	83,012	72,672	2,20,218	2,58,985	29,091	38,556	5,17,825	5,73,261	+ 55,436	+ 10.7
Ajmer-Merwara	3,105	3,847	393	451	7,904	7,271	1,121	668	12,523	12,237	- 286	- 2.3
A. & N. Islands	†	..	..	..	700	777	..	..	700	777	+ 77	+ 11.0
Bilaspur	†	1,040	†	180	†	504	†	..	†	1,724	†	†
Coorg	8,210	7,625	..	..	2,590	4,004	545	1,239	11,345	12,868	+ 1,523	+ 13.4
Delhi	10,963	14,321	4,665	7,198	21,011	26,566	5,396	7,214	42,035	55,299	+ 13,264	+ 31.5
Himachal Pradesh	†	5,546	†	480	†	4,218	†	1,002	†	11,246	†	†
Kutch	†	3,633	†	..	†	1,211	†	..	†	4,844	†	†
Panth Piploda	..	..	..	..	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>10,08,872</b>	<b>11,07,698</b>	<b>1,85,747</b>	<b>1,88,393</b>	<b>16,26,626</b>	<b>18,08,654</b>	<b>1,99,353</b>	<b>2,38,121</b>	<b>30,20,598</b>	<b>33,42,866</b>	<b>3,04,454*</b>	<b>+ 10.1*</b>

† Figures not available, as these were not Centrally Administered Areas in 1947-48.

\* Excludes Bilaspur, Himachal Pradesh and Kutch.

Table XXXIV—Number of Pupils in Secondary Classes

Province/Area,  (1)	Boys		Girls		Total		Percentage of children in Secondary Stage to those of School- going Age  (8)
	1947-48  (2)	1948-49  (3)	1947-48  (4)	1948-49  (5)	1947-48  (6)	1948-49  (7)	
Assam	82,593	92,596	13,523	16,658	96,116	1,09,254	10·1
West Bengal	3,02,232	3,23,451	26,831	39,173	3,29,063	3,62,624	12·1
Bihar	2,25,557	2,55,621	9,463	11,751	2,33,020	2,67,372	5·3
Bombay	3,71,311	4,76,823	1,05,347	1,40,216	4,76,658	6,17,039	17·3
C. P. & Berar	1,06,301	1,16,900	18,893	22,675	1,25,194	1,39,575	5·2
Madras	5,13,484	5,49,257	1,42,240	1,32,645	6,55,724	6,81,902	10·0
Orissa	35,923	62,569	2,221	4,495	38,144	67,064	2·5
East Punjab	1,55,160	1,98,270	9,190	12,013	1,64,350	2,10,283	13·2
U. P.	3,57,173	4,21,914	33,477	32,124	3,90,650	4,54,038	5·9
Ajmer-Merwara	8,288	10,278	1,239	1,637	9,527	11,915	12·9
A. & N. Islands	103	239	24	92	127	331	6·4
Bilaspur	*	623	*	30	*	653	3·9
Coorg	3,157	3,605	827	1,301	3,984	4,906	22·5
Delhi	21,865	27,533	4,610	6,081	26,475	33,614	17·9
Himachal Pradesh	*	3,762	*	543	*	4,325	3·2
Kutch	*	5,912	*	275	*	6,187	6·5
Panth Piploda	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>31,83,147</b>	<b>35,49,353</b>	<b>3,67,885</b>	<b>4,21,709</b>	<b>5,51,032</b>	<b>29,71,062</b>	<b>8·7</b>

Figures in col. (8) of table XXXIV give the proportion of Secondary school enrolment to the population of school-going age (calculated at 12·8 per cent of the total estimated population). It will be observed that on an average 8·7 per cent of the total number of boys and girls of school-going age were in the Secondary stage of instruction, as against 8·0 per cent in the preceding year. The proportion in the various Provinces and Areas fluctuated widely, and it was highest in Coorg (22·5 per cent) and least in Orissa (2·5 per cent).

**Table XXXV—Girls in Secondary Schools**

Province/Area	No. of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total No. of Girls	Percentage of Girls in Boys' Schools to Total No. of Girls	
				1947-48	1948-49
(1)	(2) <sup>a</sup>	(3)	(4)	(5)	(6)
Assam . . . . . I	10,146	20,623	30,769	32·0	32·9
West Bengal . . . . .	15,205	28,828	84,033	16·1	18·1
Bihar . . . . .	9,405	24,613	34,018	26·0	27·6
Bombay . . . . .	29,581	41,659	71,240	40·0	41·5
C. P. & Berar . . . . .	14,811	18,711	33,522	43·6	44·2
Madras . . . . .	32,991	67,048	1,00,039	33·5	33·0
Orissa . . . . .	2,889	5,107	7,996	35·0	36·1
East Punjab . . . . .	2,019	37,869	39,888	3·4	5·1
U. P. . . . .	6,353	1,07,488	1,13,841	1·4	5·6
Ajmer-Merwara . . . . .	495	1,117	1,612	23·1	30·7
A. & N. Islands . . . . .	2 0	..	230	100·0	100·0
Bilaspur . . . . .	30	180	210	*	14·3
Coorg . . . . .	3,858	759	4,617	89·0	83·5
Delhi . . . . .	389	13,801	14,190	2·3	2·7
Himachal Pradesh . . . . .	4	1,482	1,486	*	0·3
Kutch . . . . .	381	..	381	*	100·0
Panth Piploda . . . . .	..	..	..	..	..
<b>INDIA (LESS STATES)</b> . . . . .	<b>1,28,787</b>	<b>4,09,285</b>	<b>5,38,072</b>	<b>22·5</b>	<b>23·9</b>

<sup>a</sup>Figures are not available, as these were not Centrally Administered Areas in 1947-48

## Co-education

Out of a total number of 5,38,072 girls under instruction in Secondary schools, 1,28,787 or 23.9 per cent were reading in schools for boys, as compared to 22.5 per cent in 1947-48. This shows that co-education in the Secondary schools is not generally favoured. Leaving A. & N. Islands and Kutch, where there were no separate girls' schools, the proportion of girls reading in schools for boys was highest in Coorg (83.5 per cent). Two out of every five girls in Bombay and C.P. and Berar and one out of every three in Assam, Madras, Orissa and Ajmer-Merwara were in institutions for boys. The figures for Bihar, West Bengal and Bilaspur were 27.6, 18.1 and 14.3 per cent respectively. The low figures in Himachal Pradesh, Delhi, East Punjab and U. P. indicate prejudice against mixed schools.

## Teachers

The total number of teachers in recognised Secondary schools rose from 1,22,899 (1,05,648 men and 17,251 women) to 1,35,457 (1,15,480 men and 19,977 women), showing a percentage increase of 10.2, as against 8.7 in the preceding year. The rise in the number of teachers compared very well with the rise of 10.1 per cent in the number of pupils. The number of trained teachers also increased from 69,187 (57,612 men and 11,575 women) to 75,899 (62,929 men and 12,970 women). Their proportion to the total number of teachers, however, fell from 56.3 to 56.0 per cent. The Government schools employed 9.8 per cent of the total number of teachers, as compared to 25.3 per cent by local boards and 64.9 per cent by private bodies.

Table XXXVI gives the Province-wise details of Secondary school teachers. It will be seen that, although the number of teachers increased almost everywhere, the percentage of trained teachers improved only in Bombay (from 47.3 to 52.7 per cent), C. P. & Berar (from 53.4 to 56.7 per cent), East Punjab (from 84.7 to 86.0 per cent), Ajmer-Merwara (from 63.4 to 65.5 per cent), A. & N. Islands (from 30.3 to 71.4 per cent), Coorg (from 69.0 to 70.4 per cent) and Delhi (from 85.6 to 86.6 per cent). The remaining Provinces and Areas reported small decreases varying from 1.0 per cent in West Bengal to 3.2 per cent in Orissa.

The rise in Bombay was due to the improvement in the prospects for trained teachers under new scales of pay, which attracted more teachers to receive professional training. In East Punjab, Ajmer-Merwara and Delhi, the employment of displaced trained teachers helped to improve the situation. In Delhi, the percentage of trained teachers was highest (86.6), as in Primary schools, followed closely by East Punjab (86.0) and Madras (82.8) but the position in Kutch.

Table XXXVI—Number of Teachers in Secondary Schools

Province/Area	In Middle Schools		In High Schools		Total		Percentage of Trained Teachers to Total No. of Teachers					
							In Middle Schools		In High Schools		In All School	
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Assam . . . . .	3,377	3,220	2,548	2,936	5,925	6,156	29·2	27·3	21·9	19·8	26·0	23·7
West Bengal . . . . .	5,987	6,320	11,664	13,331	17,631	19,651	30·4	29·7	21·7	20·8	24·7	23·7
Bihar . . . . .	9,544	10,131	5,964	6,470	15,508	16,601	47·1	44·8	44·5	4·7	46·1	44·0
Bombay . . . . .	2,115	1,741	11,721	13,417	13,836	15,158	35·3	36·7	49·4	54·7	47·3	52·7
C. P. & Berar . . . . .	6,608	7,304	1,939	2,127	8,547	9,431	56·3	60·2	43·4	44·8	53·4	56·7
Madras . . . . .	2,863	2,135	18,615	20,111	21,478	22,246	84·7	86·8	83·6	82·4	83·8	82·8
Orissa . . . . .	1,886	2,286	1,601	1,872	3,487	4,158	33·1	50·7	49·3	45·1	51·4	48·2
East Punjab . . . . .	5,916	6,091	5,035	5,867	10,951	11,958	87·9	91·0	80·9	80·9	84·7	86·0
U.P. . . . .	10,713	11,430	12,210	14,836	22,923	26,266	74·4	76·2	49·2	46·9	61·0	59·7
Ajmer-Merwara . . . . .	235	259	450	521	685	780	78·3	75·7	55·6	60·5	63·4	61·5
A. & N. Islands . . . . .	..	..	33	14	33	14	..	..	30·3	71·4	30·3	71·4
Bilaspur . . . . .	†	27	†	171	†	44	†	18·5	†	58·8	†	4·1
Coorg . . . . .	200	179	123	169	323	348	67·5	65·9	71·5	75·1	69·0	70·4
Delhi . . . . .	510	709	1,062	1,329	1,572	2,038	88·6	89·4	84·1	85·1	85·6	6·6
Himachal Pradesh . . . . .	†	231	†	187	†	418	†	43·7	†	63·1	†	52·4
Kutch . . . . .	†	136	†	54	†	190	†	0·1	†	20·4	†	6·3
Panth Piploda . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>49,954</b>	<b>52,199</b>	<b>72,945</b>	<b>83,412</b>	<b>1,22,899</b>	<b>1,35,457</b>	<b>58·3</b>	<b>58·7</b>	<b>54·9</b>	<b>51·4</b>	<b>56·3</b>	<b>56·0</b>

† Figures are not available, as these were not Centrally Administered Areas in 1947-48.



Assam, West Bengal and Bilaspur continued to be highly unsatisfactory. For details of teachers in Middle and High schools separately, a reference may be made to figures in cols. (2) to (5) and (8) to (11) of Table XXXVI.

### Teacher-Pupil Ratio

Table XXXVII gives the teacher-pupil ratio in the Middle and High schools. During the year under report, the average number of pupils per teacher increased from 24 to 25 in Middle schools and remained stationary at 25 in High schools. The inter-Provincial variation for Middle schools was from 16 pupils per teacher in Bombay to 45 in Bilaspur. In High schools, the average varied from 14 pupils in C.P. & Berar to 56 in A. & N. Islands.

**Table XXXVII—Teacher-Pupil Ratio in Secondary Schools**

Province/Area (1)	Average Number of Students per Teacher			
	In Middle Schools		In High Schools	
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)
Assam . . . . .	27	28	27	28
West Bengal . . . . .	23	24	33	29
Bihar . . . . .	23	25	27	28
Bombay . . . . .	21	16	22	21
C. P. & Berar . . . . .	25	25	13	14
Madras . . . . .	17	23	24	24
Orissa . . . . .	20	19	20	20
East Punjab . . . . .	26	30	31	34
U. P. . . . .	25	24	20	20
Ajmer-Merwar . . . . .	..	17	20	15
A. & N. Islands . . . . .	..	..	21	56
Bilaspur . . . . .	†	45	†	30
Coorg . . . . .	41	43	26	31
Delhi . . . . .	31	30	25	25
Himachal Pradesh . . . . .	†	26	†	28
Kutch . . . . .	†	27	†	22
Pant Piploda . . . . .	..	..	..	..
<b>INDIA (LESS STATES)</b> . . . . .	<b>24</b>	<b>25</b>	<b>25</b>	<b>25</b>

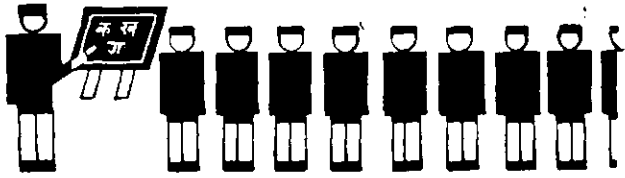
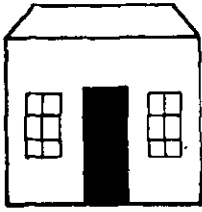
† Figures are not available, as these were not Centrally Administered Areas in 1947-48.

# TEACHER PUPIL RATIO

1948-49

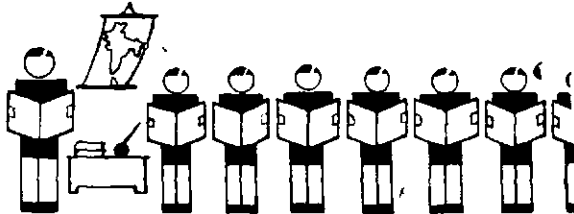
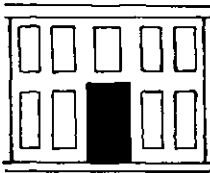
EACH SYMBOL = 4 PUPILS

PRIMARY  
SCHOOLS



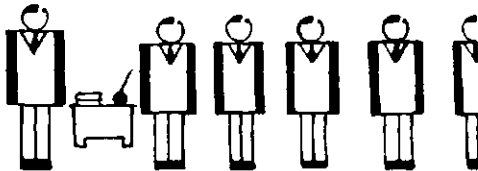
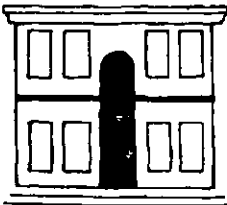
1 : 33

SECONDARY  
SCHOOLS



1 : 25

AND COLLEGEs



1 : 18

## Pay Scales of Teachers

During the year under review, there was no important change in the pay scales of teachers working in Secondary schools. The observations made in chapter III with regard to the salaries of Primary school teachers hold equally good for those working in Secondary schools. The Provincial variations in the pay scales of Middle and High School teachers, according to qualifications of teachers and the managements of the schools, have been brought out clearly in the statement in Appendix III. Table XXXVIII compares the minima and maxima of the scales offered to a trained graduate teacher in Government High schools in the various Provinces and Areas. The provinces have been grouped together according to the starting salary offered by them. It will be seen that the initial salary varied from Rs. 75 p.m. in West Bengal and Bombay to Rs. 140 p.m. in Bilaspur, while the range of maxima of the scales was from Rs. 150 p.m. in East Punjab and Himachal Pradesh to Rs. 300 p.m. in A. & N. Islands, Delhi and U.P. The number of years required to reach the maximum also varied from 12 in East Punjab to 24 in West Bengal.

**Table XXXVIII—Minima and Maxima of Pay Scales of Trained Graduate Teachers in Government Schools**

Province/Area*	Minimum	Maximum	No. of Years Required to reach the Maximum
(1)	(2)	(3)	(4)
	Rs.	Rs.	
1. (a) West Bengal . . . . .	75	175	24
(b) Bombay . . . . .	75	200	21
2. (a) A. & N. Islands . . . . .	80	300	22
(b) Coorg . . . . .	80	220	22
3. Madras . . . . .	85	175	13
4. (a) East Punjab . . . . .	90	150	12
(b) Himachal Pradesh . . . . .	90	150	12
5. (a) Bihar . . . . .	100	190	16
(b) Assam . . . . .	100	250	19
6. C. P. & Berar . . . . .	110	200	18
7. (a) Ajmer-Merwara . . . . .	120	220	14
(b) Orissa . . . . .	120	250	20
(c) Delhi . . . . .	120	300	20
(d) U. P. . . . .	120	300	20
8. Bilaspur . . . . .	140	250	16

\*There was no special scale for trained graduates in Kutch.

## Expenditure

During the year under report, the total direct expenditure on recognised Secondary schools increased from Rs. 13.91 crores to Rs. 18.15 crores, at the rate of 30.0 per cent, as compared to a rise of 16.7 per cent in 1947-48. Of the total amount, Rs. 15.23 crores were spent on schools for boys and Rs. 2.92 crores on those for girls. The proportion of the total direct expenditure that was devoted to Secondary schools also increased from 25.4 to 26.6 per cent.

Table XXXIX shows the distribution of the expenditure according to sources of income. It will be observed that (a) nearly half (49.4 per cent) of the total expenditure was met from fees, the contribution from Government funds, local board funds, and other sources being 31.6, 7.4 and 11.6 per cent respectively, (b) the expenditure from the above sources increased by 28.5, 40.3, 35.9 and 13.1 per cent respectively, and (c) the share of the Government and local boards in the total expenditure recorded a small increase, while the same declined slightly in the case of fees and other sources.

**Table XXXIX—Direct Expenditure on Secondary Schools by Sources**

Source (1)	1947-48		1948-49	
	Amount (2)	Per-centage (3)	Amount (4)	Per-centage (5)
	Rs.		Rs.	
Government Funds . . . . .	4,09,10,892	29.4	5,74,11,323	31.6
Local Board Funds . . . . .	99,27,507	7.1	1,34,94,536	7.4
Fees . . . . .	6,97,02,217	50.1	8,95,60,285	49.4
Other Sources . . . . .	1,86,29,206	13.4	2,10,78,942	11.6
<b>TOTAL</b> . . . . .	<b>13,91,69,822</b>	<b>100.0</b>	<b>18,15,45,086</b>	<b>100.0</b>

The expenditure figures for schools, according to their managements, are given in Table XL. It will be seen that 59.7 per cent of the total expenditure was spent on aided private institutions, as compared to 18.6 per cent on local board schools, 12.9 per cent on Government schools and 8.8 per cent on unaided private schools. These percentages should be studied in the light of the proportion of each type of school to the total number of schools, which as stated earlier, was 44.7, 33.1, 8.9 and 13.3 per cent respectively. Figures in col. (4) of the same table show that the increase in expenditure

though shared by all types of Secondary schools, was not evenly distributed. Whereas the Government and aided private schools showed an increase of 39.0 and 34.4 per cent respectively, the rise was 25.8 per cent for local board schools and 7.6 per cent for unaided private schools. The percentage increase in the preceding year was 13.3, 16.6, 17.6 and 16.5 respectively.

**Table XL—Direct Expenditure on Secondary Schools by Management**

Schools Managed by (1)	1947-48 (2)	1948-49 (3)	Percentage Increase (4)
	Rs.	Rs.	
Government . . . . .	1,68,81,190	2,34,57,307	39.0
Local Boards . . . . .	2,68,04,038	3,37,07,145	25.8
Private Bodies:			
Aided . . . . .	8,06,56,088	10,84,18,875	34.4
Unaided . . . . .	1,48,28,506	1,59,61,759	7.6
<b>TOTAL . . . . .</b>	<b>13,91,69,822</b>	<b>18,15,45,086</b>	<b>30.4</b>

The average annual cost per pupil reading in a Secondary school amounted to Rs. 54.3 (Rs. 51.9 in a boy's school and Rs. 68.5 in a girl's school), showing an increase of 17.8 per cent over the corresponding cost of Rs. 46.1 in 1947-48. The break-up of this figure amongst the different agencies sharing the expenditure i.e. Government, local boards, fees and other sources was Rs. 17.2, Rs. 4.0, Rs. 26.8 and Rs. 6.3 respectively. The average cost per pupil in a Government school was Rs. 77.2, as against Rs. 38.5 in a local board school, Rs. 60.6 in a private aided school and Rs. 42.5 in a private unaided school. The general rise in the cost was due mainly to the rise in the price of apparatus, school equipment and enhanced salaries of teachers.

A study of figures in table XLI, which compares the expenditure on Secondary schools in several Provinces and Areas for the two years 1947-48 and 1948-49, will show that the expenditure increased everywhere. United Provinces showed the highest increase of Rs. 1.43 crores, at the rate of 69.8 per cent. Among the remaining provinces, the percentage increase was least in Bihar (9.8 per cent) and highest in Madras (29.3 per cent). In the Centrally Administered Areas, the rise in Coorg and A. & N. Islands was significant, being 133.4 and 86.9 per cent respectively.

It will be observed from figures in col. (10) of table XLI that the proportion of the total direct expenditure on Secondary schools decreased in all the Provinces and Areas, except in Madras, U.P., A. & N. Islands, and Coorg where it increased, and in Delhi where it remained stationary. Among the Provinces, the highest proportion was found in East Punjab (49.9 per cent) and the lowest in Bombay (24.1 per cent). In the Centrally Administered Areas, the proportion varied between 44.4 per cent in Kutch to 82.5 per cent in Coorg. The wide fluctuations, however, do not indicate the importance attached to Secondary Education in the various Provinces and Areas. A good deal of difference could be accounted for by the fact that the Secondary schools do not have in all the Provinces and Areas the same number of classes.

The source-wise percentages of expenditure are given in cols. (11) to (14) of table XLI. It will be found that the entire expenditure in Bilaspur, 96.2 per cent in A. & N. Islands, 86.5 per cent in Himachal Pradesh, 62.6 per cent in Ajmer-Merwara and nearly 50 per cent in C.P. & Berar, East Punjab, Coorg and Delhi was borne by the Government. The lowest contribution from this source was in Bihar (14.1 per cent). The share of the Government in the total expenditure increased in all the Provinces and Areas, except in Bihar, East Punjab, U.P. and Coorg, where it decreased slightly. The percentage of expenditure met from local boards remained stationary in Bihar but increased in C.P. & Berar, Madras, East Punjab and Coorg and decreased in the remaining Provinces and Areas. Leaving A. & N. Islands, Bilaspur, and Kutch, where the local boards did not spend anything on Secondary schools, the percentage of expenditure met from local board funds varied from 0.7 per cent in Bombay to 20.1 per cent in Bihar. The rate of contribution from fees decreased only in C.P. & Berar, Orissa, Ajmer-Merwara, A. & N. Islands, and Coorg. In all other major Provinces, with the exception of Assam, C.P. & Berar, Orissa and East Punjab, the fees made a substantial contribution towards the Secondary school expenditure. The proportion of expenditure from this source was highest in West Bengal (63.1 per cent), next in order being Bombay (58.0 per cent) and Madras (51.8 per cent); and it was least (3.8 per cent) in A. & N. Islands. The percentage of expenditure from other sources increased only in Bihar and Orissa, remained unchanged in C.P. & Berar and decreased everywhere else. It ranged between 8.2 per cent in C.P. & Berar to 13.7 per cent in Madras among the Provinces, and between 2.0 per cent in Himachal Pradesh to 41.2 per cent in Kutch in the Centrally Administered Areas.

The average annual cost\* per pupil [cols. (15) & (16)] decreased in Bihar (from Rs. 33.2 to Rs. 32.6), East Punjab (from Rs. 43.6 to Rs. 43.0)

\* For details of cost according to sources of income and also by management of schools reference may be made to this Ministry publication No. 106 "Educational Costing Statistics, India, 1949".

Coorg (from Rs. 63·5 to Rs. 36·1), and Delhi (from Rs. 65·1 to Rs. 63·0). The fall in cost in Coorg was more apparent than real, as the 1947-48 figure related to the High school only. The highest increase of Rs. 27·6 was in A. & N. Islands followed by Ajmer-Merwara (Rs. 26·2) and Bombay (Rs. 18·6). During the year, the cost varied from Rs. 29·1 in Assam to Rs. 103·0 in Bombay among the Provinces, while in the Centrally Administered Areas, the highest and lowest figures were reported by Ajmer-Merwara (Rs. 133·7) and Himachal Pradesh (Rs. 29·2) respectively.

### Examination Results

The High school or Matriculation examination, which marks the end of the Secondary stage in this country, is conducted either by the Universities or by the Boards of Secondary Education, wherever these exist. The examination can be taken after regular schooling in a recognized institution or privately under certain conditions specified by the examination authorities. The total number of candidates (regular and private) who appeared for Matriculation and equivalent examinations held in 1948-49, increased by 67,588 to 2,85,815 and of those who passed rose by 47,324 to 1,89,600. The average pass percentage was 66·3, as compared to 65·2 in 1947-48. The following table gives details for the different Provinces and Areas:

**Table XLII—Results of Matriculation and Equivalent Examinations**

Province/Area	Number Appeared			Number Passed			Pass Percentage
	Boys	Girls	Total	Boys	Girls	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Assam	4,101	502	4,603	2,102	290	2,392	52·0
West Bengal	29,036	4,538	33,574	19,211	2,285	21,496	64·0
Uttar Pradesh	26,481	807	27,288	12,317	544	12,861	47·1
Bombay	43,075	8,278	51,353	19,425	4,421	23,846	46·4
P. & Berar	9,504	1,198	10,702	4,068	578	4,646	43·4
Madras	63,011	7,131	70,142	60,922	6,979	67,901	96·8
West Bissam	5,289	207	5,496	2,814	136	2,950	53·7
West Punjab	24,348	2,268	26,616	16,286	1,655	17,941	67·4
Punjab	48,856	4,904	53,760	31,492	2,874	34,366	63·9
Ajmer-Merwara	868	102	970	462	52	514	53·0
A. & N. Islands	25	2	27	14	..	14	51·9
Madhya Pradesh	45	..	45	35	..	35	77·8
Coorg	292	77	369	99	31	130	35·2
Delhi	422	95	517	225	64	289	55·9
Himachal Pradesh	203	11	214	137	..	137	64·0
North West Frontier Province	133	9	142	76	6	82	57·7
<b>INDIA (LESS STATES)</b>	<b>2,55,689</b>	<b>30,229</b>	<b>2,85,813</b>	<b>1,60,685</b>	<b>19,915</b>	<b>1,89,600</b>	<b>66·3</b>

## Free Places, Scholarships and Stipends

All the States had provision for free studentships in Secondary schools. The extent to which these free-studentships could be sanctioned generally varied from 10 to 20 per cent of the total number of students on rolls. In addition, almost all children of Backward Classes were given free education. Most of the Provinces conducted public examinations at the end of Primary and Middle stages for the award of both the open and special scholarships.

## Curriculum

The need for a re-orientation of the curriculum for Secondary schools so as to make education less bookish and more practical and closely related to life was keenly felt. Efforts were made in some States to bring the Secondary school curriculum in closer relationship with the principles underlying Basic Education.

In Assam, vocational subjects like agriculture, carpentry, spinning, weaving and gardening were introduced in a number of High schools.

In Bihar, the time saved by abolishing the teaching of English upto class VI was utilised in teaching spinning, agriculture and other crafts.

In Bombay, a new bias was sought to be given to Secondary Education by requiring Secondary schools to introduce activities conducive to the development of practical intelligence, skill, and craftsmanship. The syllabus of the Middle schools was thoroughly revised. A number of ordinary High schools were converted into the vocational type both by the Government and private agencies.

In C.P. and Berar, a reorganised syllabus incorporating important changes in the existing syllabus was awaiting the sanction of the Government.

Madras also reorganised its Secondary Education in accordance with the recommendations of the Provincial Board of Secondary Education and the Provincial Advisory Board of Education. Under the new set up there were to be three types of schools after Form III, namely (i) Trade schools, (ii) Technical High schools and (iii) Academic High schools, and certain bifurcated courses of studies were actually introduced in selected High schools. It was also decided that throughout the Secondary course, the regional language would be the first language, Hindustani the second and English the third. As a part of the reorganisation of Secondary Education, training in citizenship was introduced in Secondary schools from 1948-49.

Orissa introduced the teaching of Hindi in Middle schools.



In East Punjab, the curriculum of Secondary schools was improved by introducing agriculture and gardening, as a part of the syllabus of studies, in many Secondary schools in rural areas. Industries subsidiary to agriculture, like poultry-farming, bee-keeping, vegetable-gardening, rope making, basket making, rearing of silk worms, preparation of squashes, jams, jellies and pickles were also carried on in these schools. In some schools, training was given in chalk making, candle making, weaving, soap making, book-binding, dari making and tat making. There were 43 farms and 59 garden plots attached to Secondary schools, where emphasis was placed on improved methods of cultivation, the use of superior agricultural implements, better seeds and scientific manure. These farms and plots have demonstration value and have proved of some benefit to the neighbouring villages also. Besides, there were 20 regular manual training centres attached to High schools which imparted training in wood-work.

U.P. completed the re-organisation of Higher Secondary Education started in 1947-48. Under the new scheme, English was abolished progressively from classes III, IV and V and the syllabus of the Hindustani Middle schools was brought in line with that of the Anglo-Hindustani schools, both of which were re-constituted as Junior High schools with classes VI to VIII. The Secondary courses were reorganised in four groups—Literary, Scientific, Constructive and Aesthetic.

Ajmer-Merwara reported no important change in the Secondary school curriculum, except the introduction of an independent Hindustani Middle school examination from April, 1949.

The High schools in A. and N. Islands continued to follow the syllabus of the Calcutta University, while in Bilaspur, that of the Punjab University was followed as before.

Delhi also followed, for the 1949 Examination, the curriculum of the Punjab Education Department in its vernacular Middle schools.

### **Medium of Instruction**

During the year under review, the medium of instruction at the Secondary stage was the regional language in almost all the Provinces.

In order to evolve a common all-India policy with regard to the medium of instruction, the Government of India addressed a letter to all the Provincial Governments in July, 1948 requesting them to communicate their views on the recommendation of the Central Advisory Board that mother tongue should be the medium of instruction at both Middle and High stages. The replies received indicated two lines of thought. One was that the Regional language

should be the medium of instruction at Middle and High stages and the teaching of mother-tongue, if desired and possible, should also be provided for. The other suggestion was that, if the linguistic minorities formed a reasonable proportion of the population in an area, the mother tongue should be the medium of instruction and the regional language should be a compulsory subject. These views were examined by the Central Advisory Board of Education in their fifteenth annual meeting held in January, 1949. The following important resolution embodies the Board's views:

"The medium of instruction in the Junior Basic stage must be the mother-tongue of the child and that, where the mother-tongue was different from the Regional or State Language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher to teach all the classes, provided there are at least 40 such pupils in a school. The Regional or State Language, where it is different from the mother-tongue, should be introduced not earlier than class III nor later than the end of the Junior Basic stage. In order to facilitate the switch over to the Regional Language as medium of instruction in the Secondary stage, children should be given the option of answering questions in their mother-tongue for the first two years after the Junior Basic stage."

### **Buildings and Equipment**

The Provincial reports on the subject make depressing reading. There was general complaint about over-crowding, and need for repairs. Several schools, particularly those which came into existence recently, continued to be housed in rented premises and thus suffered from the disadvantages associated with such buildings. The financial stringency stood in the way of constructing new buildings and in some cases, where funds were forthcoming, difficulties were encountered in finding suitable sites or in getting construction material. Conditions were still worse in towns particularly in Provinces like West Bengal, Bombay, U.P. and Delhi, where many of the schools had to adopt the double shift system, and others had to be held in tents.

The Provinces of Bombay and Orissa, however, gave considerable thought to the question of school accommodation and their efforts deserve to be noticed. In Bombay, despite many difficulties, some school buildings were put up. Government paid building grants to some schools at the rate of about 25 per cent of the cost of buildings, in addition to Rs. 60,600 paid to four ordinary High schools and Rs. 2,815 to one Anglo-Indian school. In Orissa, grants were paid under Post-war development plans for improvement of buildings and equipment of the existing Secondary schools. In Bihar, of the 2,252 recognised Secondary schools, 2,201 had their own permanent or semi-permanent buildings; 43 were located in rented houses and

8 had the permissive use of building owned by others. In East Punjab, on account of lack of funds, the schools under local bodies were not so well housed as in Provinces, where such charges fall on Provincial funds. The reports of other Provinces and Centrally Administered Areas make no reference to any important developments in respect of buildings for Secondary schools.

Comparatively speaking, Government schools and some of the older schools among private institutions were better off in respect of furniture, apparatus and library. Equipment in other schools could not be regarded as satisfactory.

## CHAPTER VI

### UNIVERSITY EDUCATION

This chapter deals with University Education, both general and professional. The latter is, however, discussed in greater detail in subsequent chapters.

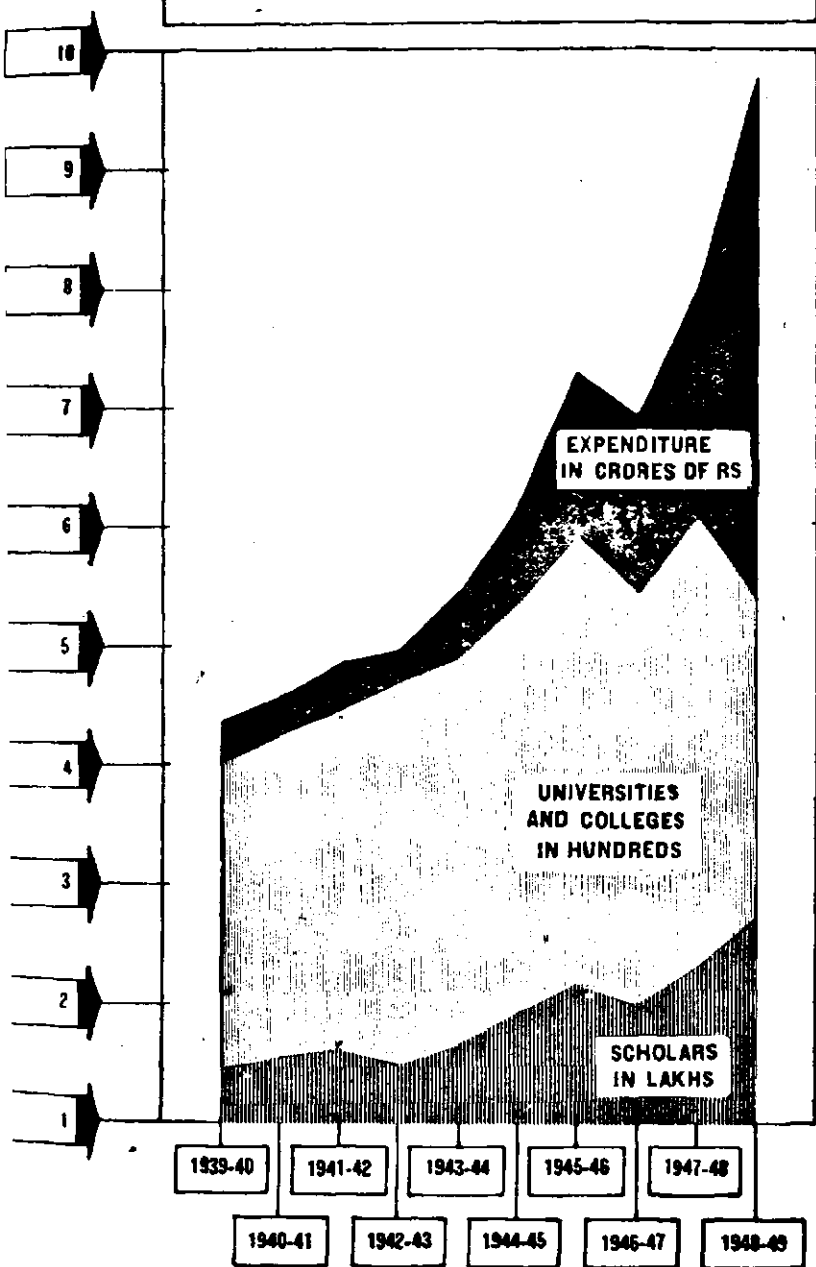
Institutions imparting Higher Education in this country may be classified into (a) Intermediate colleges with or without High school classes, (b) Degree colleges for Arts and Science subjects, most of which have Intermediate classes attached to them, (c) Technical and Professional colleges providing Degree or Diploma courses of one to five years' duration, (d) Teaching Departments of universities, (e) All-India Institutions, which award their own diplomas and (f) Research Institutions.

The university courses entitling a student to the award of the first degree in Arts or Science, generally last four years and are taken after the Matriculation. The Intermediate Examination is held at the end of the first two years and except in U.P. and Ajmer, where the Boards of Intermediate Education are functioning, this examination is conducted by the universities. After passing the Intermediate Examination, the candidate studies for two years to take the B.A. or B.Sc. examination and if successful, is awarded a Bachelor's Degree. Some universities have provision for three years' Honours courses in addition to the two years' Pass course. The duration of the course for a Master's degree is two years for a Pass and one year for an Honours graduate. All the universities offer facilities for research work for the award of Doctorate Degrees (Ph. D., D.Sc., D.Litt., etc.).

Instead of going in for an Arts or Science course after the Intermediate, a student can join for a degree in a Professional or a Technical subject such as Engineering, Technology, Medicine, Veterinary Science, etc., the duration of the course being four or five years. The courses for Teachers' Training and Law are of Post-Graduate standard. The courses in Agriculture and Commerce can be taken up after Matriculation and their duration is the same as for Arts and Science.

With the achievement of independence, it was felt that the present pattern of Higher Education needed to be remodelled to meet the demands of the country and its people. The interests of the country required vast programmes of expansion in Agriculture, Industry and Commerce, which could be carried out only after a sufficient number of highly trained executives was available. It was,

# PROGRESS OF UNIVERSITY EDUCATION



therefore, felt that a comprehensive survey of the University and Higher Education in this country should be taken up, particularly so, because there had been no detailed examination of the existing universities and their work since the report of the Sadler Commission in 1919. The Government of India accordingly appointed, in November, 1948, a University Education Commission under the Chairmanship of Dr. S. Radhakrishnan with several eminent educationists from the country and abroad as members to "report on Indian University Education and suggest improvements and extensions that may be desirable to suit the present and future requirements of the country". The terms of reference of the Commission were to consider and make recommendations with regard to:

- (i) The aims and objects of University Education and research in India;
- (ii) The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of universities in India and their relations with Governments, Central and Provincial;
- (iii) The finance of universities;
- (iv) The maintenance of the highest standards of teaching and examination in the universities and colleges under their control;
- (v) The courses of study in the universities with special reference to the maintenance of a sound balance between the Humanities and the Sciences and between pure science and technological training and the duration of such courses;
- (vi) The standards of admission to university courses of study with reference to the desirability of an independent university entrance examination and the avoidance of unfair discrimination which militate against Fundamental Right 23(2);
- (vii) The medium of instruction in universities;
- (viii) The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts;
- (ix) The need for more universities on a regional or other basis;
  - (x) The organisation of advanced research in all branches of knowledge in the universities and institutes of higher research in a well co-ordinated fashion avoiding waste of effort and resources;
- (xi) Religious instructions in the universities;

- (xii) The special problems of the Banaras Hindu University, the Aligarh Muslim University, the Delhi University and other institutions of an all-India character;
- (xiii) The qualifications, conditions of service, salaries, privileges and functions of teachers and the encouragement of original research by teachers; and
- (xiv) The discipline of students, hostels and the organisation of tutorial work and any other matter which is germane and essential to a complete and comprehensive enquiry into all aspects of University Education and advanced research in India.

The Commission issued a comprehensive questionnaire to the members of the Constituent Assembly, Premiers and Ministers of Education in the Provinces and States, Vice-Chancellors of universities, Directors of Public Instruction, Principals of colleges and Heads of Departments in universities, educationists, publicists and other prominent men throughout the country. In order to obtain a first-hand knowledge of the working of universities and colleges, the members of the Commission visited all the universities and some of the colleges located in the university towns. The report of the Commission was actually submitted in August, 1949.

### **Administration and Control**

The important agencies concerned with the management of institutions for higher learning were Government and Private Bodies. A large majority of the Arts and Science colleges were under private management. Of the Professional colleges, Government had nearly 50 per cent of them under its control, leaving the rest to private enterprise. The universities exercised their control over the various institutions by prescribing courses and admitting candidates for examinations conducted by them.

### **Institutions**

#### *(a) Universities*

With the opening of the universities of Poona and Roorkee during the year under report, the total number of universities rose to 19\*. Of these, 6 were located in U.P., 3 in Madras, 2 in Bombay, 2 in C.P. & Berar and one each in Assam, West Bengal, Bihar, Orissa, East Punjab and Delhi. The years of foundation and the types of these universities are given in table XLIII. It will be observed that Agra and Utkal were purely affiliating universities without teaching departments of their own. The former had its jurisdiction over colleges scattered over all parts of the United Provinces, Ajmer-

\*Excludes the Universities of Jammu and Kashmir (Est. 1948), Osmania (Est. 1918), Mysore (Est. 1916), Travancore (Est. 1937) and Rajasthan (Est. 1947), located in the former Indian States.

Merwara, and former Central Indian States, while the latter affiliated colleges in Orissa. Aligarh, Allahabad, Annamalai, Banaras and Lucknow were unitary, residential and teaching universities. Roorkee was of the unitary and teaching type with just one faculty, that of Engineering. Delhi attempted to combine teaching and federative activities of a number of colleges in Delhi city. The remaining universities, though mainly affiliating, had also important teaching functions, especially in the fields of Post-Graduate and Professional Education and research. It is a happy sign that during the last few years most of the affiliating universities have expanded their activities by undertaking teaching responsibilities and have ceased to be just affiliating. The Universities of Aligarh, Banaras and Delhi were mainly the responsibility of the Government of India, while the rest were statutory aided bodies.

In addition to these universities, mention may be made of Shree-mati Nathibai Damodar Thackersey Women's University, Bombay, which was founded in 1916 to provide education 'especially suited to the needs and requirements of women'. The University controlled two colleges at Poona and Bombay and had two others, one at Ahmedabad and the other at Baroda, affiliated to it.

TABLE XLIII—Universities in India †

Name and Address (1)	Year of Foundation/ Reconstitu- tion (2)	Type* (3)
Agra University, Agra	1927	Affiliating
Aligarh Muslim University, Aligarh	1921	Unitary, Residential and Teaching
Allahabad University, Allahabad	1887/1921	Unitary, Residential and Teaching
Andhra University, Waltair	1926	Teaching and Affiliating
Annamalai University, Annamalinagar	1929	Unitary, Residential and Teaching
Banaras Hindu University, Banaras	1916	Residential and Teaching
Bombay University, Bombay	1857/1928	Teaching and Affiliating
Calcutta University, Calcutta	1857/1904	Teaching and Affiliating
Delhi University, Delhi	1922	Federative and Teaching
East Punjab University, Solan (Simla Hills)	1947	Teaching and Affiliating
Gauhati University, Gauhati	1948	Teaching and Affiliating
Lucknow University, Lucknow	1921	Unitary, Residential and Teaching
Madras University, Madras	1857/1904 1923, 1929	Teaching and Affiliating
Nagpur University, Nagpur	1923	Teaching and Affiliating
Patna University, Patna	1917	Teaching and Affiliating
Poona University, Poona	1948	Teaching and Affiliating
Roorkee University, Roorkee	1948	Unitary and Teaching
Saugor University, Saugor	1946	Teaching and Affiliating
Utkal University, Utkal	1943	Affiliating

† Excludes the universities located in former Indian States.

\* As given in the various University Acts, although the character of a few universities has undergone some changes.



It will not be out of place to mention that not a single university was located in a rural area although nearly 85 per cent of the population of India lives in villages. The establishment of rural universities 'aiming at extending educational opportunity to the great mass of rural India and to give vitality and quality to rural life' seems to be the only solution to remove the great disparity.

(b) *Colleges*

During the year under report, the total number of recognised colleges decreased from 591 (459 Arts and Science and 132 Professional) to 520 (349 Arts and Science and 171 Professional). The number of colleges meant exclusively for women also decreased from 81 (66 Arts and Science and 15 Professional) to 64 (46 Arts and Science and 18 Professional). The fall in the number of institutions was due to the conversion in U.P. of all the Intermediate colleges into Higher Secondary schools and should not, therefore, be taken as an indication of the decrease in the demand for Higher Education in the country. Of the new Professional colleges, 21 were for Teachers' Training, 6 for Commerce, 4 each for Medicine and Agriculture, 3 for Engineering, 2 for Law and 1 each for Veterinary Science and Fruit Technology. The following table shows the colleges, according to managements:

**Table XLIV—Number of Colleges by Management**

Management	Arts and Science		Professional		Total	
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Government . . . . .	70	59	68	86	138	145
Local Boards . . . . .	5	3	2	2	7	5
Private Bodies :						
Aided . . . . .	306	204	29	37	335	241
Unaided . . . . .	78	83	33	46	111	129
<b>TOTAL . . . . .</b>	<b>459</b>	<b>349</b>	<b>132</b>	<b>171</b>	<b>591</b>	<b>520</b>

It will be seen that (a) whereas a large majority of Arts and Science colleges were controlled by private bodies, the Professional colleges were almost equally distributed between Government and private management, (b) the local boards had an insignificant part in the provision for Higher Education and (c) the proportionate share of the various agencies in the control of these colleges was: Government 27.8 per cent, local boards 1.0 per cent, aided private bodies 46.3 per cent and unaided private bodies 24.9 per cent. The corresponding percentages for the preceding year were 23.4, 1.2, 56.6 and 18.8 respectively.

The total number of colleges in rural areas decreased from 31 (all for General Education) to 28 (24 for General and 4 for Profes-

sional Education) and constituted about 6 per cent of the total number of colleges. The facilities for Higher Education continued to be extremely inadequate in these areas.

Table XLV compares the number of colleges in the several Provinces and Areas during the years 1947-48 and 1948-49. It will be observed that the Centrally Administered Areas of A. and N. Islands, Bilaspur, Coorg, Kutch and Panth Piploda continued to be without a college. With the exception of U.P., where, as already stated, re-organisation in the educational system resulted in the elimination of Intermediate colleges, and of Ajmer-Merwara, where no new college was started, all the remaining Provinces and Areas reported an increase in the number of colleges. The rise in West Bengal (from 75 to 101) was significant. The number of Professional colleges increased in West Bengal (from 20 to 28), Bihar (from 7 to 8), Bombay (from 29 to 35), C.P. & Berar (from 12 to 17), U.P. (from 21 to 36) and Delhi (from 2 to 7).

**Table XLV—Number of Colleges by Provinces**

Province/Area (1)	Arts and Science		Professional		Total		Increase (+) or D (-) (8)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
Assam . . . . .	16	17	1	3	17	20	+3
West Bengal . . . . .	55	73	20	28	75	101	+26
Bihar . . . . .	23	28	7	8	30	36	+6
Bombay . . . . .	35	36	29	35	64	71	+7
C. P. & Berar . . . . .	15	17	12	17	27	34	+7
Madras . . . . .	82	88	26	24*	108	112	+4
Orissa . . . . .	14	17	2	2	16	19	+3
East Punjab . . . . .	29	36	11	10	40	46	+6
U. P. . . . .	180	24	21	36	201	60	-141
Ajmer-Merwara . . . . .	5	5	1	1	6	6	..
A. & N. Islands . . . . .	..	..	..	..	..	..	..
Bilaspur . . . . .	..	..	..	..	..	..	..
Coorg . . . . .	..	..	..	..	..	..	..
Delhi . . . . .	5	7	2	7	7	14	+7
Himachal Pradesh . . . . .	..	1	..	..	..	1	+1
Kutch . . . . .	..	..	..	..	..	..	..
Panth Piploda . . . . .	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>459</b>	<b>349</b>	<b>132</b>	<b>171</b>	<b>591</b>	<b>520</b>	<b>-71</b>

\* Excludes two departments, which were shown as colleges in the 1947-48 return.

The Government managed the highest number of colleges in Orissa, where out of 19 colleges, 13 were under their control. The local boards administered 2 Professional colleges in Bombay, 2 Arts and Science colleges in Madras and 1 Arts and Science college in East Punjab. The proportion of private colleges was highest in Assam (85.0 per cent) followed closely by Ajmer-Merwara (83.3 per cent) and West Bengal (82.2 per cent). In Bihar, C.P. and Berar and East Punjab, there was a proportionately smaller number of colleges on the grants-in-aid list, while all the colleges in Madras, Ajmer-Merwara and Delhi and a large majority in Assam and Orissa received aid from the Government.

Besides the universities and their constituent and affiliated colleges, there were a large number of technical and research institutions in the country. The diplomas awarded by some of these institutions were recognised as equivalent to a university degree for the purpose of recruitment to services.

### **Pupils**

During the year under report, the total number of pupils in recognised colleges and University Teaching Departments rose from 2,29,611 (2,07,039 boys and 22,572 girls) to 2,72,258 (2,45,233 boys and 27,025 girls), showing an increase of 18.6 per cent. In 1947-48, this increase was 15.1 per cent. The number of pupils reading in Arts and Science colleges was 2,19,249 (1,95,463 boys and 23,789 girls), while the remaining 53,009, including 3,236 girls, were on the rolls of colleges for Professional Education. The corresponding figures for the preceding year were: Arts and Science colleges 1,64,225 boys and 29,763 girls, and Professional colleges 42,814 boys and 3,809 girls.

The average daily attendance was 85.4 per cent of the total enrolment in the Arts and Science colleges and 88.7 per cent in the Professional colleges. The distribution of enrolment in institutions managed by different agencies was: Government 54,196 (19.9 per cent), local boards 1,866 (0.7 per cent) and private bodies 2,16,196 (79.4 per cent). The increase in the number of pupils was 9.1 per cent in Government institutions, as against 25.0 and 21.0 per cent in local board and private institutions respectively. The total number of pupils from the rural areas was 84,356 and constituted 31.0 per cent of the total strength of all the colleges and universities.

The Province-wise details of enrolment for the years 1947-48 and 1948-49 are given in Table XLVI. It will be seen that the rise in the number of pupils, though shared by all the Provinces, was not uniformly distributed. In West Bengal, the number of pupils increased by 8,527, followed closely by U.P. with 7,868 additional pupils. Among the Provinces, the percentage increase was highest

Province/Area	Boys		Girls		Total		Increase	
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	Number	Percentage
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Assam	4,943	6,470	592	768	5,535	7,238	1,703	30.8
West Bengal	44,814	52,142	4,296	5,495	49,110	57,637	8,527	17.4
Bihar	16,702	19,912	562	670	17,264	20,582	3,318	19.2
Bombay	31,005	34,186	5,873	6,401	36,878	40,587	3,709	10.1
C. P. & Berar	7,320	7,898	1,062	1,109	8,382	9,007	625	7.5
Madras	36,961	41,942	4,438	4,945	41,399	46,887	5,488	13.3
Orissa	3,930	4,915	221	301	4,151	5,216	1,065	25.7
East Punjab	14,428	20,783	1,539	1,848	15,967	22,631	6,664	41.7
U.P.	42,764	50,042	3,057	3,647	45,821	53,689	7,868	17.2
Ajmer-Merwara	784*	2,357	88*	759	872*	3,116	2,244	257.3
A. & N. Islands	..	..	..	..	..	..	..	..
Bilaspur	..	..	..	..	..	..	..	..
Coorg	..	..	..	..	..	..	..	..
Delhi	3,388	4,504	844	1,080	4,232	5,584	1,352	31.9
Himachal Pradesh	..	82	..	2	..	84	84	2.4
Kutch	..	..	..	..	..	..	..	..
Panth Piploda	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>2,07,039</b>	<b>2,45,233</b>	<b>22,572</b>	<b>27,025</b>	<b>2,29,611</b>	<b>2,72,258</b>	<b>42,647</b>	<b>18.6</b>

\*Excludes enrolment in the High classes attached to Intermediate colleges.

**Table XLVII—Distribution of Pupils at University Stage**

Stage/Subject (1)	Boys		Girls		Total		Increase (+) or Decrease (-)	
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	Number	Percentage
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>A. General Education :</b>								
Intermediate . . . . .	1,09,217	1,27,859	12,431	14,405	1,21,648	1,42,264	+ 20,616	+ 16.9
B. A./B. Sc.*. . . . .	48,725	55,165	6,253	7,262	52,978	62,427	+ 9,449	+ 17.8
M. A./M. Sc. . . . .	7,111	9,511	992	1,346	8,103	10,857	+ 2,754	+ 34.0
Research . . . . .	458	585	51	73	509	658	+ 149	+ 29.3
<b>TOTAL . . . . .</b>	<b>1,63,511</b>	<b>1,93,120</b>	<b>19,727</b>	<b>23,086</b>	<b>1,83,238</b>	<b>2,16,206</b>	<b>+ 32,968</b>	<b>+ 18.0</b>
<b>B. Professional Education :</b>								
Teachers' Training . . . . .	2,216	3,472	985	1,359	3,201	4,831	+ 1,630	+ 50.9
Engineering . . . . .	5,449	6,749	4	5	5,453	6,754	+ 1,301	+ 23.9
Technology . . . . .	978	1,017	6	10	984	1,027	+ 43	+ 4.4
Agriculture . . . . .	3,750	4,222	9	9	3,759	4,231	+ 472	+ 12.6
Forestry . . . . .	256	362	..	..	256	362	+ 106	+ 41.4
Medicine . . . . .	7,155	8,656	1,695	1,711	8,850	10,367	+ 1,517	+ 17.1
Veterinary Science . . . . .	806	1,013	..	..	806	1,013	+ 207	+ 25.7
Law . . . . .	7,621	7,385	55	100	7,676	7,485	- 191	- 2.5
Commerce . . . . .	14,583	17,097	75	72	14,658	17,169	+ 2,511	+ 17.1
<b>TOTAL . . . . .</b>	<b>42,814</b>	<b>49,973</b>	<b>2,829</b>	<b>3,266</b>	<b>45,643</b>	<b>53,239</b>	<b>+ 7,596</b>	<b>+ 16.6</b>
<b>GRAND TOTAL . . . . .</b>	<b>2,06,325</b>	<b>2,43,093</b>	<b>22,556</b>	<b>26,352</b>	<b>2,28,881</b>	<b>2,69,445</b>	<b>+ 40,564</b>	<b>+ 17.7</b>

in East Punjab (41·7) and least in C.P. & Berar (7·5). Among the Centrally Administered Areas, Delhi showed an increase of 31·9 per cent, as compared to 2·4 per cent in Himachal Pradesh. The increase of 257·8 per cent in Ajmer-Merwara was rather misleading, as the 1947-48 figures do not include enrolment of school classes of Intermediate colleges.

The figures given above do not reveal the exact picture of the number of pupils reading for Higher Education, as these include students of school classes attached to Intermediate and in some cases Professional colleges. The distribution of students at the University stage has been shown in Table XLVII. It will be seen that the total enrolment for General, as well as Professional Education, was 2,69,445 (2,43,093 boys and 26,352 girls), as compared to 2,28,881 (2,06,325 boys and 22,556 girls) in the preceding year and constituted 16·6 per cent of the total strength of all types of recognised institutions. This shows that the number of pupils rose by 17·7 per cent, the corresponding rise for 1947-48 being 15·5 per cent. The percentage increase for General and Professional Education separately was 18·0 and 16·6 respectively. It is significant to note that the rate of increase at this level of education was even higher than that observed at the Primary and Secondary stages, which indicates the wide and eager demand for Higher Education in the country, although the same is not proportional to the capacity to profit from such education. The increasing unemployment among educated young persons is a matter for great concern from the economic point of view. The solution of the problem lies in careful admissions, so as to take only those students who are likely to profit by University Education, reorganisation of education at the Secondary stage and opening of occupational institutes.

Of the total number of pupils studying for Higher Education, 53,239 or 19·8 per cent took up Professional and Technical subjects. They were distributed as follows: Law 7,485 (14·0 per cent), Medicine 1,036 (19·5 per cent), Teachers' Training 4,831 (9·1 per cent), Engineering 6,754 (12·7 per cent), Technology 1,027 (1·9 per cent), Agriculture 1,231 (8·0 per cent), Forestry 362 (0·7 per cent), Veterinary Science 1,015 (1·9 per cent), and Commerce 17,169 (32·2 per cent). Compared with the preceding year's figures, the proportion of students for Professional Education was almost the same, showing that the great disparity between what our country requires and what our education offers continued. The need of the country is graduates in agriculture, medicine, engineering, technology, and other such subjects which can only be met by the rapid expansion of Professional and Technical Education.

Figures in col. (9) of Table XLVII indicate the percentage increase or decrease in the number of pupils according to stages in General and faculties in Professional Education. Except in Law, where there

Table XLVIII—Number of Pupils Receiving General and Professional Education at University Stage

Provinces/Area (I)	General Education						Professional Education					
	Boys		Girls		Total		Boys		Girls		Total	
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	1947-48 (8)	1948-49 (9)	1947-48 (10)	1948-49 (11)	1947-48 (12)	1948-49 (13)
Assam . . . . .	4,515	5,844	582	750	5,097	6,594	126	333	10	18	136	351
West Bengal . . . . .	34,055	38,917	4,085	5,204	38,140	44,121	10,759	13,225	211	291	10,970	13,516
Bihar . . . . .	14,518	17,475	482	596	15,000	18,071	1,772	2,094	64	64	1,836	2,158
Bombay . . . . .	22,391	24,520	5,263	5,743	27,654	30,263	8,614	9,666	610	658	9,224	10,324
C. P. & Berar . . . . .	5,057	5,163	823	817	5,880	5,980	2,263	2,735	239	292	2,502	3,027
Madras . . . . .	31,774	36,228	3,670	4,160	35,444	40,388	5,187	5,714	768	785	5,955	6,499
Orissa . . . . .	3,642	4,574	198	265	3,840	4,839	288	341	23	36	311	377
East Punjab . . . . .	13,278	19,674	1,157	1,599	14,435	21,273	1,150	1,109	282	249	1,532	1,558
United Provinces . . . . .	30,952	36,128	2,731	3,085	33,683	39,213	11,812	13,914	326	562	12,138	14,476
Ajmer-Merwara . . . . .	714	797	79	90	793	887	70	56	9	6	79	62
Delhi . . . . .	2,615	3,718	657	775	3,272	4,493	773	786	187	305	960	1,091
Himachal Pradesh . . . . .	..	82	..	2	..	84	..	..	..	..	..	..
SS STATES)	1,63,511	1,93,120	19,727	23,086	1,83,238	2,16,206	42,814	49,973	2,829	3,266	45,443	53,239

was a slight decline, there was an increase everywhere. The enrolment in post-graduate classes, Teachers' Training and Forestry showed a marked increase.

Mention may also be made of the progress achieved in the field of women's Higher Education. During the year under report, their number rose by nearly four thousand (or 17·8 per cent) to 26,352, of whom 23,086 were studying for General and the remaining 3,266 for Professional Education. But still much remained to be done, because hardly one out of every 10 students at the University stage was a girl.

The number of students receiving General and Professional Education in the different Provinces and Areas for the years 1947-48 and 1948-49 is given in Table XLVIII. It will be observed that, except for a small fall in the enrolment in Professional Education in Ajmer-Merwara, there was an increase in all the Provinces and Areas.

### Co-education

Out of a total of 23,789 girls reading in Arts and Science colleges, 12,522 or 52·6 per cent studied in institutions for boys. In the case of Professional colleges, the proportion of girls in boys' colleges was still higher (62·6 per cent). The colleges for girls, however, had no boys on their rolls. The extent to which co-education was existent in the colleges in the different Provinces and Areas is given by figures in cols. (5) and (9) of Table XLIX.

There were very few colleges which could be called truly 'co-educational'. A large majority of the colleges were for boys. Girls were admitted to them but all amenities were for boys. Most of the arguments against co-education at the University stage would not hold if there were co-educational colleges 'where the needs of men and women would be given equal weight in designing the programme'.

### Teachers

The figures of teachers in the universities and colleges are not available according to Provinces. Table L, however, compares the teachers in the Teaching Departments, Constituent and Affiliated colleges of different universities for the two years 1947-48 and 1948-49. It will be seen that the total number of teachers at the University stage rose from 11,611 to 13,975. Of these, 1,426 were working in the Teaching Departments, 2,016 in the Constituent and 10,533 in the affiliated colleges. The increase in the number of teachers was reported by all universities, except Lucknow and Aligarh.



**Table XLIX—Girls in Arts, Science and Professional Colleges**

Province/Area	In Arts and Science Colleges				In Professional Colleges			
	No. of Girls in Boys' Colleges	No. of Girls in Girls' Colleges	Total No. of Girls	Percentage of Girls in Boys' Colleges to Total No. of Girls	No. of Girls in Boys' Colleges	No. of Girls in Girls' Colleges	Total No. of Girls	Percentage of Girls in Boys' Colleges to Total No. of Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Assam . . . . .	373	395	768	48·6	..	..	..	..
West Bengal . . . . .	1,421	3,798	5,219	27·2	244	32	276	89·4
Bihar . . . . .	163	433	596	27·3	74	..	74	100·0
Bombay . . . . .	5,462	281	5,743	95·1	658	..	658	100·0
C. P. & Berar . . . . .	606	211	817	74·2	178	114	292	61·0
Madras . . . . .	1,927	2,233	4,160	46·3	413	372	785	52·6
Orissa . . . . .	136	133	269	50·6	32	..	32	100·0
East Punjab . . . . .	924	675	1,598	57·8	107	142	249	43·0
U. P. . . . .	1,280	1,805	3,085	41·5	291	271	562	51·8
Ajmer-Merwara . . . . .	34	719	753	4·5	6	..	6	100·0
Delhi . . . . .	194	584	778	24·9	24	278	302	7·9
Himachal Pradesh . . . . .	2	..	2	100·0	..	..	..	..
<b>INDIA (LESS STATES)</b> . . . . .	<b>12,522</b>	<b>11,267</b>	<b>23,789</b>	<b>52·6</b>	<b>2,027</b>	<b>1,209</b>	<b>3,236</b>	<b>62·6</b>

**Table L—No. of Teachers in Universities and Colleges**

University  (1)	In University Departments		In Constituent Colleges		In Affiliated Colleges		Total		Increase (+) or Decrease (—)  (10)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	1947-48 (8)	1948-49 (9)	
Agra . . . . .	..	..	..	..	1,123	1,232	1,123	1,232	+109
Aligarh . . . . .	197	217	..	..	33	..	230	217	—13
Allahabad . . . . .	169	214	16	18	..	..	185	232	+47
Andhra . . . . .	..	..	115	104	622	857	737	961	+224
Annamalai . . . . .	129	130	..	..	..	..	129	130	+1
Banaras . . . . .	..	..	369	424	20	20	389	444	+55
Bombay . . . . .	26	27	..	..	1,626	1,650	1,652	1,677	+25
Calcutta . . . . .	321	327	..	..	1,309	1,773	1,630	2,100	+470
Delhi . . . . .	60	43	199	186	..	..	259	229	+30
East Punjab . . . . .	..	34	110	63	941	972	1,051	1,069	+18
Gauhati . . . . .	*	29	*	4	*	323	*	356	+356
Lucknow . . . . .	249	244	64	54	..	..	313	298	—15
Madras . . . . .	51	52	776	864	1,536	1,836	2,363	2,752	+389
Nagpur . . . . .	8	8	27	28	360	395	395	431	+36
Patna . . . . .	8	20	..	..	711	842	719	862	+143
Poona . . . . .	..	..	..	271	*	190	*	461	+461
Roorkee . . . . .	*	28	*	..	*	..	*	28	+28
Saugor . . . . .	54	53	..	..	144	160	198	213	+15
Utkal . . . . .	..	..	..	..	238	283	238	283	+45
<b>INDIA (LESS STATES)</b> . . . . .	<b>1,272</b>	<b>1,426</b>	<b>1,676</b>	<b>2,016</b>	<b>8,663</b>	<b>10,533</b>	<b>11,611</b>	<b>13,975</b>	<b>+2,364</b>

\* The University did not exist in 1947-48,

## Scales of Pay of Teachers

The salary grades of teachers in universities and colleges continued to vary from Province to Province. Even within the same Province, there were wide differences in the scales offered by Government, aided and non-aided institutions. Scales of Professional and Technical teachers differed from those of teachers of other subjects. The colleges had generally lower scales than those prescribed by universities. Although it may not be possible to introduce uniform grades in all the colleges and universities, there seems to be no justification for such a wide disparity.

During the year under review, the Bihar Government accepted the recommendations of the Pay Revision Committee fixing the salaries of teachers in Government colleges as follows:

- (a) B.E.S. Class I—Rs. 350—30/2—380—30—590—~~EB~~—30—770—40—850.
- (b) B.E.S. Class II:
- (i) Senior Branch—Rs. 220—15—280—~~EB~~—25—630—~~EB~~—30—750.
- (ii) Junior Branch—Rs. 200—10/2—210—10—300—~~EB~~—15—450.

In U.P., the scales of pay of teachers in Allahabad and Lucknow universities and in degree colleges affiliated to Agra University were revised as follows:

### I—Allahabad and Lucknow Universities:

Professor—Rs. 800—50—1250.

Reader—Rs. 500—25—800.

Lecturer—Rs. 300—20—480—~~EB~~—20—500.

### II—Degree colleges of Agra University:

(a) Colleges with post-graduate teaching—

Principal—Rs. 700—40—900—50—1000.

Other Teachers—

(i) Senior Scale—Rs. 300—20—500—~~EB~~—20—600.

(ii) Junior Scale—Rs. 200—15—350—~~EB~~—20—450.

(b) Colleges with no post-graduate teaching—

Principal—Rs. 600—30—750.

Other Teachers—

(i) Senior Scale—Rs. 250—15—400—~~EB~~—20—500.

(ii) Junior Scale—Rs. 200—10—300—~~EB~~—20—400.

There was no change in the remaining Provinces.†

† Refer to pages 86—91 of this Ministry's publication No. 96 "Education in India, 1947-48".

On the whole, the salaries paid to college and university teachers were low and did not compare favourably with those obtaining in other services and professions, with the result that the universities and colleges found it difficult to retain their best teachers. In many cases, teachers, in order to make both ends meet, were compelled to undertake tuition and examination work, which prevented them from keeping reading in their own subjects upto date. The teacher is 'the corner-stone of the arch of education, he is no less, if not more, than books and curricula, buildings and equipment, administration and the rest'. If the universities and colleges have to maintain a proper standard of education, it is essential that the teacher must be given all facilities that are due to him and his conditions of service and pay scales ought to be greatly improved.

### Expenditure

During the year under review, the total direct expenditure on universities and recognised colleges—Arts and Science (including Intermediate) and Professional—increased from Rs. 8.0 crores to Rs. 9.82 crores, at the rate of 22.8 per cent, as against 14.5 per cent in the preceding year. Of the latter amount, Rs. 9.42 crores were spent on institutions for boys and Rs. 0.40 crores on those for girls. The universities accounted for Rs. 2.93 crores (29.9 per cent). Of the rest, Rs. 4.03 crores (41.0 per cent) were expended on Arts and Science colleges and Rs. 2.9 crores (29.1 per cent) on Professional colleges. The proportion of total direct expenditure incurred on Higher Education decreased from 18.2 to 18.0 per cent. The following table shows the details of expenditure by sources of income:

**Table LI—Direct Expenditure on Universities and Colleges by Sources**

Source (1)	1947-48		1948-49	
	Amount (2)	Percentage (3)	Amount (4)	Percentage (5)
Government Funds . . . . .	3,33,34,072	41.7	4,03,24,612	41.1
Local Board Funds . . . . .	4,60,808	0.6	4,02,096	0.4
Fees . . . . .	3,70,77,915	46.3	4,30,38,282	43.8
Other Sources . . . . .	91,04,248	11.4	1,44,82,275	14.7
<b>TOTAL</b> . . . . .	<b>7,99,77,043</b>	<b>100.0</b>	<b>9,82,47,265</b>	<b>100.0</b>

It will be seen from the above table that (a) 43.8 per cent of the total expenditure was met from fees, as against 41.1 per cent from Government funds, 10.4 per cent from local board funds and 14.7

Table II—Direct Expenditure on

Province/ Area	Universities		Arts and Science Colleges		Professional Colleges		Total
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49	1947-48
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam	...	7,96,186	7,66,497	12,84,535	15,814	6,91,220	7,82,311
West Bengal	33,77,216	40,46,299	56,32,813	71,74,493	28,37,094	51,86,468	1,18,47,123
Bihar	12,82,292	12,87,248	123,76,349	29,29,071	11,91,580	13,36,757	48,50,221
Bombay	124,62,864	39,76,634	75,15,608	81,90,161	42,75,141	66,26,084	1,42,53,613
C. P. & Berar	8,39,997	22,13,769	14,02,192	15,64,651	9,21,065	20,85,410	32,83,254
Madras	128,97,645	33,25,451	70,76,238	84,96,437	49,11,428	147,98,345	1,48,85,311
Orissa	4,71,761	14,03,238	13,22,252	17,05,600	4,82,233	4,65,150	22,76,248
East Punjab	16,53,073	28,39,149	19,98,967	40,42,081	8,02,981	12,62,139	134,55,021
U. P.	65,93,581	86,48,565	1,12,51,627	32,75,432	27,74,980	35,14,194	12,06,20,188
Ajmer- Merwara	...	...	1,69,742	5,00,209	59,900	59,790	2,29,642
Delhi	9,93,613	8,10,673	7,97,408	11,10,865	17,33,090	25,73,790	35,24,113
Himachal Pradesh	...	...	...	27,437	...	...	...
INDIA(LESS STATES)	1,95,72,042	2,92,47,212	4,03,99,693	4,03,00,966	2,00,05,308	2,25,99,007	7,99,77,045

## Universities and Colleges by Provinces

Total 1948-49 (9)	Increase (+) or Decrease (-)		Percentage of Total Direct Ex- penditure on Educa- tion		Average Annual Cost per Student				Province/ Area (18)
	Amount (10)	Per cent- age (11)			In Universities and Colleges for General Education		In Professional Colleges		
			1947- 48 (12)	1948- 49 (13)	1947- 48 (14)	1948- 49 (15)	1947- 48 (16)	1948- 49 (17)	
Ra.	Ra.				Ra.	Ra.	Ra.	Ra.	
27,72,241	+19,89,930	+254.4	10.0	23.7	140.9	295.4	164.7	358.1	Assam
1,64,07,260	+45,60,137	+38.5	24.8	27.6	235.6	254.2	261.0	384.2	West Bengal
155,53,076	+7,02,855	+14.5	15.0	15.5	241.4	231.8	565.0	528.4	Bihar
1,87,92,879	+45,39,266	+31.8	14.0	13.8	334.2	399.1	474.0	641.8	Bombay
58,63,840	+26,10,576	+79.5	13.4	20.3	396.6	631.8	368.1	688.9	C.P. & Berar
1,66,20,233	+17,34,922	+11.7	12.6	12.3	251.7	291.9	824.8	753.2	Madras
135,73,918	+12,97,740	+57.0	21.1	27.2	449.4	621.8	3,032.9	2,183.8	Orissa
81,43,369	+46,88,348	+135.7	15.0	24.6	183.7	323.5	524.1	924.0	East Punjab
1,54,38,191	-51,81,997	-25.1	33.3	20.3	358.2	434.1	1,286.0	1,008.2	U. P.
5,95,793	3,30,151	+143.8	9.6	16.8	325.2	163.8	758.2	9,61.1	Ajmer- Merwara
44,95,268	+9,71,157	+27.6	44.3	42.5	451.6	386.0	6,515.4	4,247.1	Delhi
27,437	+27,437	+100.0	..	5.3	..	326.6	..	..	Himachal Pradesh
9,82,47,265	+1,82,70,222	+22.8	18.2	18.0	283.4	335.2	440.4	690.9	INDIA(LESS STATES)

per cent from other sources, (b) the rate of increase in expenditure from 'other sources' was 59.1 per cent, the corresponding figures for Government funds and fees being 21.0 and 16.1 per cent respectively, (c) the share local board funds decreased by 12.7 per cent and (d) whereas the share of 'other sources' in the total expenditure increased from 11.4 to 14.7 per cent, the rate of contribution from the rest of the sources decreased.

The distribution of expenditure according to managements of institutions was:

		Rs.	
Government	... ..	3,20,02,789	(32.6 per cent)
Local Boards	... ..	7,36,414	(0.7 per cent)
Aided Private Bodies	... ..	5,61,46,138	(57.2 per cent) and
Unaided Private Bodies	... ..	93,61,924	(9.5 per cent)

The corresponding percentage in 1947-48 were 32.3, 0.9, 59.0 and 7.8 respectively.

The average annual cost per pupil in Arts and Science Colleges (including universities) increased from Rs. 283.4 to Rs. 335.2\*

Table LII compares the expenditure on Universities, Arts and Science and Professional colleges in several Provinces and Areas for the two years 1947-48 and 1948-49. The figures in cols. (10) and (11) of this table show that the expenditure increased in all the Provinces and Areas, except in U.P., where it decreased by about Rs. 52 lakhs due to the conversion of Intermediate colleges into Higher Secondary schools. East Punjab led the Provinces in recording the highest increase of nearly Rs. 47 lakhs, being at the rate of 135.7 per cent. Other Provinces, which showed a marked increase, were C.P. and Berar (79.5 per cent), Assam (65.1 per cent), and Orissa (57.0 per cent). On the other end of the scale came Madras (11.0 per cent) and Bihar (14.5 per cent). In the case of the Centrally Administered Areas, Ajmer-Merwara showed an increase of 143.8 per cent, as against 27.6 per cent in Delhi.

The variation in the proportion of the total direct expenditure incurred on colleges and universities during the year 1947-48 and 1948-49 is indicated by figures in cols. (12) and (13) of table LII. Delhi spent 42.5 per cent of its total direct expenditure on Higher Education, as against 16.8 per cent on Primary and 32.9 per cent on Secondary schools. Among the major Provinces, the percentage of expenditure on institutions for Higher Education varied from 12.6 in Madras to 27.6 in West Bengal.

\* For details of cost according to different types of Professional colleges, reference may be made to this Ministry publication No. 102 "Educational Costing Statistics, India, 1949".

**Table LIII—Source-wise Percentage of Expenditure on Universities and Colleges by Provinces**

Province/Area (1)	Percentage of Expenditure met from			
	Government Funds (2)	Local Board Funds (3)	Fees (4)	Other Sources (5)
Assam	59.5	..	24.8	6.4
West Bengal	40.6	..	49.6	9.8
Bihar	43.2	..	44.4	12.4
Bombay	24.0	1.8	52.5	21.7
C. P. & Berar	55.5	..	28.8	15.7
Madras	33.3	..	50.9	15.8
Orissa	51.3	..	15.8	32.9
Punjab	24.4	0.3	62.6	12.7
U. P.	58.3	0.2	30.4	11.1
Ajmer-Merwara	62.9	0.4	33.2	3.5
Delhi	69.4	..	21.0	9.6
Himachal Pradesh	100.0	..	..	..
INDIA (LESS STATES)	41.1	0.4	43.8	14.7

Figures in cols. (14) to (17) of table LII show that the average annual cost\* per student in Arts and Science (including universities) and in Professional colleges varied widely from Province to Province. In former, the range was from Rs. 163.8 in Ajmer-Merwara to Rs. 631.8 in C.P. and Berar, while in the latter the cost was least in West Bengal (Rs. 384.2) and highest in Delhi (Rs. 4,247.1). The wide disparities are mainly due to the variations of different types of institutions requiring huge sums of expenditure on research projects.

The source-wise percentages of expenditure are given in Table LIII. It will be observed that the entire expenditure in Himachal Pradesh was borne by the Government. The share of the Government was highest in Delhi (69.4 per cent) followed by Ajmer-Merwara (62.9 per cent), Assam (59.5 per cent), U.P. (58.3 per cent), C.P. and Berar (55.5 per cent), Orissa (51.3 per cent) and was least (24.0 per cent) in Bombay. The share of the local boards was negligible. Fees played a predominant part in East Punjab, where 62.6 per cent of the total expenditure was met from this source. In West Bengal, Bombay and Madras, nearly half of the expenditure was accounted for by fees. The lowest contribution from fees was in Orissa (15.8 per cent). The percentage of expenditure met from 'other sources' varied from 3.5 in Ajmer-Merwara to 32.9 in Orissa.

#### Scholarships, Stipends, etc.

Almost all the universities had provision for giving research studentships for a period of one to two years. Open scholarships

\*For a detailed study of the cost, according to sources as well as management, reference may be made to this Ministry's publication No. 102 "Educational Costing Statistics India, 1949".



were awarded by the Government and Universities on the basis of results of university examinations. Free places to the extent of 5 to 15 per cent of the total enrolment were granted to poor and deserving students. Students belonging to the Scheduled Castes and other Backward Community students received stipends and (or) free-ships. Under their scheme of scholarships for students belonging to Scheduled Castes and Scheduled Tribes, for post-matriculation study, the Government of India awarded, during the year, 731 scholarships of the total values of Rs. 4,98,303.

### **Methods and Standards of Teaching**

No special improvement or change was introduced in the general methods and standards of teaching during the year under report. Mass lecturing continued to be the most common method of instruction, comparatively little attention being paid on most of the universities to written, tutorial or seminar work. The main causes of falling standards were the low quality of new entrants, freely granted admissions resulting in overcrowding, lack of class room and hostel accommodation and of equipment, inadequately remunerated staff and insufficient number of working days.

### **Medium of Instruction**

During the year under report, English continued to be the medium of instruction, as well as examination, in all the universities, except those of Calcutta and Banaras. The former allowed students for the Intermediate and pass degrees of B.A., B.Sc. and B.Com examinations to answer their papers either in English or in Bengali, while the latter adopted Hindi as an additional medium of instruction in all subjects, except English and Modern Indian Languages, in the I.A., I.Com., I.Sc., B.A., B.Sc., L.M.S. and LL.B. classes. The Nagpur University decided to have Hindi or Marathi as the medium of instruction with effect from July, 1950, for both the Intermediate Arts and Science courses. Saugor University also decided to have Hindi as the medium of instruction for the Intermediate classes with effect from the same year.

In pursuance of the decision of the All India Education Conference held in January, 1948, a committee consisting of the Vice-Chancellors of all the Indian universities and a few specialists was appointed to consider the question of medium of instruction at the University stage. The Committee met in May, 1948 under the Chairmanship of Dr. Tara Chand, Educational Adviser to the Government of India. Members of the Committee were unanimous in their opinion that a time must come when English should be replaced by an Indian language as the medium of instruction at the

higher stages of instruction. The main difficulties in giving effect to these proposals were:

- (i) Lack of suitable text books especially on scientific subjects;
- (ii) Lack of technical terms in the Indian languages;
- (iii) Lack of unanimity concerning the use of one Indian language in place of English;
- (iv) The problem of recruitment to the Federal services; and
- (v) Inter-Provincial communication.

The Committee discussed the various suggestions for overcoming these difficulties and recommended that:

- (i) English as the medium of instruction at the University stage should be replaced during the next five years by Indian languages;
- (ii) Universities should within this period adopt the language of the State or Province or Region as the medium of instruction and examination. After the period of 5 years (from 1948) English will cease to be the medium of instruction and examination.

Some other important recommendations of the Committee were:

- (i) The teaching of the Federal language should be started at the end of the Junior Basic stage and should be compulsory throughout the Pre-Secondary stage, but may be optional thereafter;
- (ii) There should be a compulsory test in the federal language during the first degree course of the university but its result should not affect the result of the degree examination;
- (iii) There should be facilities for instruction in the federal language in all Indian universities for students who wish to take it up as an optional subject;
- (iv) Devnagri should be the script for the Federal language, but for regional languages the script should be the regional script or Devnagri as the region may choose;
- (v) During the transitional period English should remain a compulsory second language in the higher courses. The knowledge to be acquired need not be of English literature but it should enable students to study literature in their own subjects. The replacement of English as a medium of instruction should be gradual and staggered through transitory period; and
- (vi) As far as possible scientific terminology used in the international world should be employed, but where there is

no international terminology, words from the Indian languages should be adopted.

The Government of India examined the report of the Committee and were in general agreement with the recommendations made therein. The Provincial Governments and the universities were asked to take early steps for their implementation.

### Examination Results

The following table gives the examination results for the year 1947-48 and 1948-49:

**Table LIV—Results of University Examinations**

Name of the Examination (1)	No. Appeared		No. Passed		Pass Percentage	
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)
Intermediate Arts . . . . .	58,393	73,441	27,039	34,035	46.3	46.3
Intermediate Science . . . . .	15,537	23,188	8,539	10,340	55.0	44.6
B. A. B.A. (including Hons.) . . . . .	22,146	29,764	12,341	15,020	55.7	50.5
B. Sc./B.Sc. (including Hons.) . . . . .	11,450	13,256	6,270	6,593	54.8	49.7
M. A. . . . .	3,838	4,445	2,951	3,358	76.9	75.5
M. Sc. . . . .	911	1,121	688	828	75.5	73.9
Professional Subjects* . . . . .	15,740	23,438	19,201	14,484	64.8	61.6

A comparison of figures in cols. (2) and (3) of this table will show that there was a large increase in the number of candidates taking different examinations. The pass percentage, however, dropped in almost all cases. The total number of candidates for the Intermediate Arts examination was 73,441, of whom 34,035 or 46.3 per cent were successful, which means an average wastage of 53.7 per cent after 2 years of study. In the Intermediate Science examination, the pass percentage was still less (44.6). This deplorable waste of public funds and of time, energy and funds of students and their parents deserves serious consideration and steps should be taken to reduce it to the minimum. Out of 29,764 and 13,256 candidates for the B.A. and B.Sc. examinations respectively, nearly half qualified for the award of a degree. This annual wastage of 50 per cent at the first degree examination is as bad as at the intermediate stage, and to a large extent, is due to the liberal policy of admissions followed by colleges and universities. The percentage of success in the M.A., M.Sc. examinations and Professional subjects was 75.5, 73.9 and 61.6 respectively.

Table LV gives the number of passes, during the year, in Intermediate, B.A. and B.Sc., M.A. and M.Sc., and Professional Courses examinations in the several Provinces and Areas.

**Table LV—Number of Passes in Different University Examinations by Provinces**

Province/Area (1)	Intermediate (Arts and Science)			B.A. and B.Sc. (Pass and Hons.)			M.A. and M.Sc.			Professional (Degree Subjects only)		
	Boys (2)	Girls (3)	Total (4)	Boys (5)	Girls (6)	Total (7)	Boys (8)	Girls (9)	Total (10)	Boys (11)	Girls (12)	Total (13)
Assam . . . . .	697	123	820	221	43	264	4	1	5	124	16	140
West Bengal . . . . .	5,950	1,058	7,008	1,902	477	2,379	648	120	768	2,373	118	2,491
Bihar . . . . .	2,747	72	2,819	1,187	27	1,214	172	..	172	642	10	652
Bombay . . . . .	4,955	1,134	6,089	3,192	917	4,109	375	84	459	2,298	163	2,461
C. P. & Berar . . . . .	1,389	333	1,722	999	194	1,193	265	17	282	646	65	711
Madras . . . . .	9,157	1,230	10,387	4,006	692	4,698	139	45	184	2,531	314	2,845
Orissa . . . . .	937	50	987	424	12	436	11	1	12	92	4	96
East Punjab . . . . .	3,218	242	3,460	2,007	292	2,299	178	30	208	455	94	549
U. P. . . . .	9,769	1,227	10,996	4,079	531	4,610	1,771	193	1,964	3,961	184	4,084
Ajmer-Merwara . . . . .	85	2	87	64	2	66	19	..	19	72	9	81
Delhi . . . . .	..	..	..	284	61	345	95	18	113	298	15	313
<b>INDIA (LESS STATES)</b> .	<b>38,904</b>	<b>5,471</b>	<b>44,375</b>	<b>18,365</b>	<b>3,248</b>	<b>21,613</b>	<b>3,677</b>	<b>509</b>	<b>4,186</b>	<b>13,492</b>	<b>992</b>	<b>14,484</b>

## **New Developments**

A brief account of some of the important developments during the year is given below:

### **Assam**

The University of Gauhati started post-graduate classes in certain Arts subjects and also classes for the B.Com. course. The Provincial Government gave a grant of Rs. 30 lakhs for the construction of the university buildings. The University took over the management and control of the Earle College, Gauhati with effect from 1st November, 1948.

### **West Bengal**

Schemes of research in scientific subjects by Professors in Government and non-Government colleges and by research workers in public institutions were initiated in order to give an impetus to original research.

### **Bihar**

In some of the colleges, the courses of study were widened and their standards were raised. To meet the increasing demand of collegiate education, double shifts were started in many colleges. The number of admissions was also increased in some of the science and professional classes. The Government sanctioned grants of various amounts to different colleges for developing and expanding their science departments. The Government accepted the recommendation of the Pay Revision committee with regard to salaries of teachers in Government colleges.

### **Bombay**

The Poona University, with its jurisdiction over the ten districts of Maharashtra, began to function as a corporate body from 10th February, 1949. According to the Poona University Act, all teaching beyond the Intermediate stage in the Poona area is entirely controlled by the University and all post-graduate instruction and research work are carried out by the teachers of the University. The Bombay University started the department of Statistics and of Politics and Civics during the year 1948-49. The Foreign Universities Information Bureau, maintained by the Bombay University, continued to offer expert advice and help to students seeking admission to Indian and Foreign universities. The establishment of a university in Karnatak and one in Gujarat was under the consideration of the Government.

## C.P. and Berar

Nagpur University established, during the year, a department of Local Self Government, which provided a one year's diploma course in Local Self Government. The University also decided to institute a system of supplementary examinations for Intermediate and B.A. students. Music, Home Science, Geography, Psychology and Sociology were added to the list of optional subjects for the B.A. course and Geology for the B.Sc. course. The B.Sc. (Tech.) course was reorganised to provide for intensive study into two alternative branches viz. Oil Technology and Chemical Engineering.

## Madras

In order to develop the research side and to admit a large number of students in the B.A. and B.Sc. classes in the Presidency College, Madras, the Govt. decided to transfer the Intermediate classes of the college to Govt. Muslim College. The Government appointed a special committee under the chairmanship of Sri C. V. Raman to advise them regarding the development of the college into a research institution. Another committee for preparing plans and estimates for the construction of permanent buildings for the three new Engineering colleges was also appointed.

## Orissa

M.Sc. Chemistry classes were started in Revenshaw College, Cuttack.

## East Punjab

During the year under report, six colleges were accorded extension of affiliation for teaching up to the Master's Degree in certain subjects. The University approved the addition of Hindi and Punjabi as elective subjects for the Intermediate and B.A. examinations and the institution of the M.A. examinations in these subjects. The proposal to build a university town near the new capital was under the active consideration of the Government and the University. The Departments of Chemistry, Physics, and English, which were previously located at Delhi, were shifted to Hoshiarpur and attached to the local Government college. It was decided to start the University college of Commerce at Dalhousie with effect from September, 1949. The University proposed to hold a second examination for Intermediate, B.A. and M.A. students in November, 1949, as a special case.

## U.P.

The outstanding event of the year was the conversion of the Thomson College of Engineering into Roorkee University with only one faculty, i.e., of Engineering. The pay scales of teachers in Lucknow and Allahabad Universities and in degree colleges affiliated

to Agra University were revised. The Universities of Lucknow and Allahabad received grants from the Provincial Government to enable them to enforce the revised scales and also for the purchase of books, maintenance of laboratories and appointment of additional staff. In order to meet the extra expenditure involved in raising the pay scales of teachers, these universities decided to charge tuition fees for 12 months instead of 10 months as done hitherto. The Lucknow University celebrated its silver jubilee during the year. On this occasion, the Government of India sanctioned a grant of Rs. 5 lakhs for development of research in the Province. The Provincial Government also gave a grant of Rs. 2 lakhs for the construction of a hostel.

### **Ajmer-Merwara**

M.A. classes in English and History were started at the Government College, Ajmer.

### **Delhi**

The first annual examination under the special Punjab Course Ordinance was held in September, 1948 for the benefit of displaced students. Three local colleges continued to have second-shift classes for imparting instruction in the courses prescribed by the Punjab University. The Central Institute of Education introduced the M. Ed. Course during the year 1948-49.

### **Himachal Pradesh**

To meet the demand for Higher Education in this Area, a degree college at Mandi started functioning during the year.

### **Inter-University Board, India**

The functions of this Board are:

- (i) To act as an Inter-university Organisation and Bureau of Information;
- (ii) To facilitate exchange of professors;
- (iii) To serve as an authorised channel of communication and facilitate co-ordination of university work;
- (iv) To appoint or recommend, where necessary, a common representative of India at an Imperial or International Conference on Higher Education;
- (v) To assist Indian universities in obtaining recognition for their degrees, diplomas and examinations in other universities;
- (vi) To act as an Appointments' Bureau for Indian universities; and
- (vii) To fulfil such other duties as may be assigned to it from time to time by the Indian universities.

Besides the annual meetings, at which various problems of University education are discussed, the Board also holds larger quinquennial conferences of the delegates from all the universities. The Board has also made itself responsible for Inter-University sports and athletics.

A brief account of the activities of the Board, during the year under review, is given in this Ministry's publication No. 115—*Education in Universities in India, 1948-49*".

The account given above indicates that in spite of the enormous difficulties of finance, accommodation, equipment, overcrowding, growing indiscipline among students, medium of instruction, etc., which the universities and colleges had to face, there was an all round expansion of University Education in the country. The increase in the numbers is no doubt an indication of the educational advancement, but the same has to be viewed in the light of new problems created, namely, growing unemployment among the educated youth, large number of failures at the first degree examinations, lowering of teaching standards, unsatisfactory progress of Professional and Technical Education etc. It was, however, hoped that the University Education Commission, to which a reference has been made in the beginning of the chapter, will make suggestions which will help to improve the existing conditions materially.



## CHAPTER VII

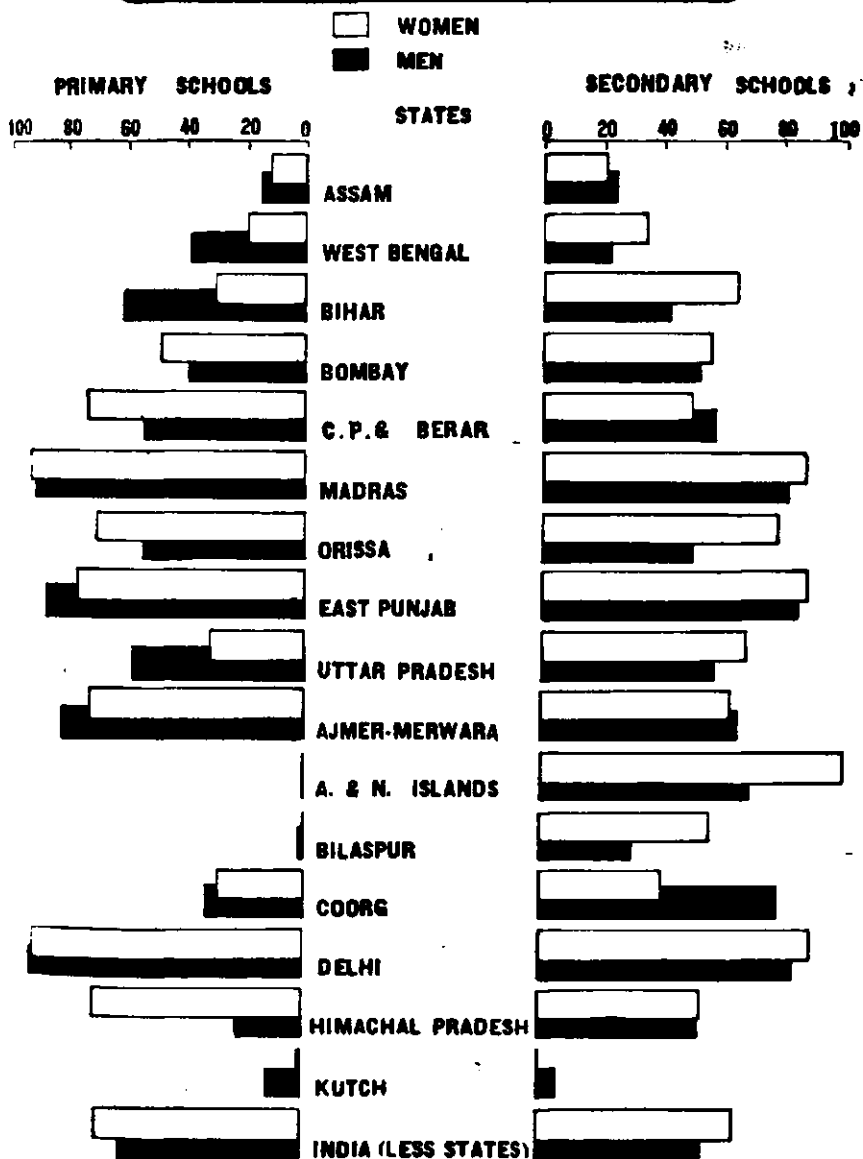
### TRAINING OF TEACHERS

During the year under report, the inadequate supply of trained teachers remained one of the most vital problems affecting the development and expansion of education. Although the number of trained teachers in recognised Primary and Secondary schools increased by 19,233 to 3,19,474, their proportion to the total number of teachers decreased from 64.3 to 61.5 per cent, showing that the output of trained teachers by the Training institutions in the country failed to keep pace with the huge requirements created by the rapid growth of schools under various new schemes. The employment of a large number of untrained teachers is bound to reflect on the standard of teaching and special efforts will, therefore, have to be made to improve the existing facilities for training teachers.

The Teachers' Training institutions in this country can be classified into three broad categories—(a) Training schools, (b) Training colleges for under-graduates, and (c) Training colleges for graduates. The Training schools (including Basic Training schools) generally admit Middle passed candidates for training as teachers of Primary classes, who after one or two years' successful training are entitled to the Vernacular Teachers' or the Junior Vernacular Teachers' certificate. In the Training colleges for under-graduates, which train teachers for Middle classes, the duration of the period of training is one year in some cases and two years in others and the Teachers' Certificate is awarded to successful trainees. The Training colleges for graduates (including Basic Training colleges) prepare teachers for High classes after one year course leading to a degree or a diploma (which is considered equivalent to a degree). Some of the colleges also provide facilities for research and instruction for the degree of Master in Education (M.Ed.). In addition to full-fledged institutions, training classes are also attached to Secondary schools and Arts and Science colleges, while in a few universities there are regular departments of Teachers' Training or Education. The courses of study, periods of instructions etc. are, however, the same as in the case of regular institutions.

A brief account of the progress achieved in the training of teachers is given below under two separate heads, viz., Training schools and Training colleges:

# PERCENTAGE OF TRAINED TEACHERS



## Training Schools\*

### Institutions

During the year under report, the number of Training schools for men increased from 342 to 405 and for women from 187 to 192. These figures, however, are exclusive of the training classes attached to the Secondary schools and as such do not show the exact provision for the training of teachers. Of the total number of Training schools, 379 (63.5 per cent) were managed by the Government, as against 20 (3.4 per cent) by local boards and 198 (33.1 per cent) by private bodies. The corresponding figures for the previous year were 329 (62.2 per cent), 8 (1.5 per cent) and 192 (36.3 per cent) respectively.

Table LVI gives the number of Training schools in the several Provinces and Areas for the two years 1947-48 and 1948-49. It will be observed that the number of institutions remained stationary in East Punjab and Ajmer-Merwara, while it fell by 1 and 2 respectively in Bombay and C.P. & Berar, the decrease in the latter case being due to the closing down of the Urdu Normal schools. The opening of training camps under Compulsory Primary Education scheme in Assam resulted in increasing the number of Training schools in that Province by 17. The increase in West Bengal (from 54 to 57), Bihar (from 79 to 83), Madras (from 164 to 169), Orissa (from 27 to 30) was due mainly to the starting of new Basic Training schools. In U.P., in addition to 9 new Training schools, 25 Mobile Training Squads were organised for the purpose of training a large number of teachers required for the new schools opened by the Government.

The figures in cols. (9) to (12) of Table LVI show the distribution of the Training schools according to their managements. It will be seen that, except in Assam, Bombay and Madras, a great majority of the schools were under Government control. The local boards, which on the whole played a very minor part in the training of teachers, had the largest share in the management of these schools in Assam, where out of 27 schools, 15 were run by them. The proportion of private schools was highest (64.8 per cent) in Bombay followed by Madras, where a little less than half the total number of schools came under private control.

### Pupils

The total number of pupils under training in all the Training schools, including attached classes, rose from 38,895 (27,929 men and 9,966 women) to 51,505 (38,792 men and 12,713 women), the rate of increase being 32.2 per cent, as compared to 14.8 per cent during the previous year. Nearly one-tenth of these pupils were studying at the Training classes attached to Secondary schools.

\*Include Basic Training schools. These are, however, discussed in detail in Chapter IV.

Table LVI—Number of Teachers' Training Schools

Province/Area	For Men		For Women		Total		Increase (+) or Decrease (—)	No. of Schools (in 1948-49) Managed By			
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49		Government	Local Boards	Private Bodies	
										Aided	Unaided
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Assam . . . . .	7	24	3	3	10	27	+17	4	15	7	1
West Bengal . . . . .	45	47	9	10	54	57	+3	43	1	11	2
Bihar . . . . .	69	73	10	10	79	83	+4	72	..	9	2
Bombay . . . . .	59	57	33	34	92	91	—1	29	3	49	10
C. P. & Berar . . . . .	15	14	8	7	23	21	—2	17	..	3	1
Madras . . . . .	76	81	88	88	164	169	+5	88	..	81	..
Orissa . . . . .	24	26	3	4	27	30	+3	29	..	1	..
East Punjab . . . . .	3	5	7	5	10	10	..	5	..	3	2
United Provinces . . . . .	41	71	23	27	64	98*	+34	82*	1	15	..
Ajmer-Merwara . . . . .	2	3	2	1	4	4	..	3	..	1	..
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..
Bihar . . . . .	†	..	†	..	†	..	†	..	..	..	..
Coorg . . . . .	..	..	..	..	..	..	..	..	..	..	..
Delhi . . . . .	1	1	1	2	2	3	+1	3	..	..	..
Himachal Pradesh . . . . .	†	2	†	1	†	3	†	3	..	..	..
Kutch . . . . .	†	1	†	..	†	1	†	1	..	..	..
North Provinces . . . . .	..	..	..	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b> . . . . .	<b>342</b>	<b>405</b>	<b>187</b>	<b>192</b>	<b>539</b>	<b>597</b>	<b>+64**</b>	<b>379</b>	<b>20</b>	<b>180</b>	<b>18</b>

\* Includes 25 Mobile Training Squads.

† Figures are not available, as there were not Centrally Administered Areas during 1947-48.

\*\* Excludes Himachal Pradesh and Kutch.

Table LVII—Number of Pupils\* in Teachers' Training Schools

Province/Area (1)	Men		Women		Total		Increase (+) or Decrease (-) (8)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
Assam . . . . .	308	1,178	80	74	388	1,252	+864
West Bengal . . . . .	1,131	1,153	233	302	1,364	1,455	+91
Bihar . . . . .	1,744	2,056	317	387	2,061	2,443	+382
Bombay . . . . .	5,642	6,918	2,155	2,495	7,797	9,413	+1,616
C. P. & Berar . . . . .	2,019	1,986	678	795	2,697	2,781	+84
Madras . . . . .	11,739	13,296	6,254	7,221	17,993	20,517	+2,524
Orissa . . . . .	1,002	967	78	79	1,080	1,046	-34
East Punjab . . . . .	369	533	229	276	598	809	+211
U. P. . . . .	3,818	10,223†	797	856‡	4,615	11,079†	+6,464
Ajmer-Merwara . . . . .	106	225	51	74	157	299	+142
A. & N. Islands . . . . .	..	..	..	..	..	..	..
Bilaspur . . . . .	§	..	§	..	§	..	§
Coorg . . . . .	23	45	10	14	33	59	+26
Delhi . . . . .	28	144	84	121	112	265	+153
Himachal Pradesh . . . . .	§	57	§	11	§	68	§
Kutch . . . . .	§	11	§	8	§	19	§
Pant Piploda . . . . .	..	..	..	..	..	..	..
INDIA (LESS STATES)	27,929	38,792	10,966	12,713	38,895	51,505	12,523**

\*Includes enrolment in Training classes attached to Secondary schools.

†Includes 5,656 men under training in Mobile Training Squads scheme.

‡Includes 6 women under training in Mobile Training Squads scheme.

§ Figures are not available, as these were not Centrally Administered Areas in 1947-48

\*\*Excludes Himachal Pradesh and Kutch.

The Province-wise details of enrolment are given in table LVII. It will be observed that, except in Orissa, where the number of trainees declined by 34, all the Provinces and Areas reported an increase in the number of pupils. The special emergency schemes—Training camps in Assam and Mobile Training squads in U.P.—increased the number of trainees from 388 to 864 (by 222.7 per cent) in the former, and from 4,615 to 11,079 (by 140.1 per cent) in the latter. There was marked increase also in the Centrally Administered Areas of Ajmer-Merwara, Coorg and Delhi, where the number of pupils under training rose by 90.4, 84.8 and 136.6 per cent respectively. The percentage increase in the remaining Provinces was: East Punjab 35.3, Bombay 20.3, Bihar 18.5, Madras 14.0, West Bengal 6.7 and C.P. & Berar 3.1.

### Expenditure

During the year under report, the total direct expenditure on Training schools (excluding the expenditure incurred on the Training classes attached to Secondary schools) increased from Rs. 96.87 lakhs to Rs. 117.08 lakhs. This shows a rise of 20.8 per cent as against 24.6 per cent during the preceding year. Of the total amount, Rs. 82.95 lakhs were spent on schools for men and Rs. 34.13 lakhs on those for women. The Government schools accounted for nearly 71.6 per cent of the expenditure, as compared to 27.3 per cent by private and 1.1 per cent by local board schools. The distribution of expenditure according to sources of income is given below:

**Table LVIII—Direct Expenditure on Teachers' Training Schools by Sources**

Source	1947-48		1948-49	
	Amount Rs.	Percentage	Amount Rs.	Percentage
Government Funds	84,23,074	87.0	1,02,36,652	87.4
Local Boards Funds	1,06,200	1.1	1,00,700	0.9
Fees	3,43,403	3.5	4,18,818	3.6
Other Sources	8,14,536	8.4	9,51,832	8.1
<b>TOTAL</b>	<b>96,87,213</b>	<b>100.0</b>	<b>1,17,08,002</b>	<b>100.0</b>

It will be seen that (a) the major portion of the expenditure was met from Government funds, (b) the proportionate share of the different sources in the total expenditure remained almost the same and (c) the expenditure from Government funds, fees and other sources increased by 21.5, 22.0 and 16.9 per cent respectively while from local board funds it decreased by 5.2 per cent.

Table LIX Direct Expenditure on Teachers' Training Schools by Provinces

Province/Area	For Men		For Women		Total		Increase (+) or Decrease(-)	Average Annual Cost per Pupil 1948-49
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam . . . . .	87,278	1,63,686	9,024	13,441	96,302	1,77,127	+ 80,825	141.5
West Bengal . . . . .	3,00,675	4,50,900	99,224	92,769	3,99,899	5,43,669	+ 1,43,770	373.7
Bihar . . . . .	4,45,308	6,75,620	86,525	88,230	5,31,833	7,63,850	+ 2,32,017	312.7
Bombay . . . . .	11,66,081	14,46,984	5,87,543	7,34,043	17,53,624	21,81,027	+ 4,27,403	231.7
C. P. & Berar . . . . .	5,19,542	6,04,161	1,78,802	1,90,837	6,98,344	7,94,998	+ 96,654	285.9
Madras . . . . .	25,17,377	29,05,145	15,36,089	17,87,390	40,53,466	46,92,535	+ 6,39,069	228.7
Orissa . . . . .	3,73,725	4,04,753	44,040	66,316	4,17,765	4,71,069	+ 53,304	450.4
East Punjab . . . . .	74,824	1,05,677	35,785	52,816	1,10,609	1,58,493	+ 47,884	195.9
U. P. . . . .	12,03,054	14,72,282	3,29,823	3,15,471	15,32,877	17,87,753	+ 2,54,876	161.4
Ajmer-Merwara . . . . .	29,730	30,230	26,013	39,789	55,743	70,019	+ 14,276	251.9
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..
Bilaspur . . . . .	†	..	†	..	†	..	†	..
Coorg . . . . .	..	..	..	..	..	..	..	..
Delhi . . . . .	13,151	17,386	23,600	32,067	36,751	49,453	+ 12,702	186.6
Himachal Pradesh . . . . .	†	9,956	†	..	†	9,956	†	174.7
Kutch . . . . .	†	8,053	†	..	†	8,053	†	423.8
Panth Piploda . . . . .	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>67,30,745</b>	<b>82,94,833</b>	<b>29,56,468</b>	<b>34,13,169</b>	<b>96,87,213</b>	<b>1,17,08,002</b>	<b>20,02,780*</b>	<b>227.7</b>

† Figures are not available, as these were not Centrally Administered Areas during 1947-48.

\* Excludes Bilaspur, Kutch and Himachal Pradesh.

The average annual cost of training a teacher amounted to Rs. 227.7 (Rs. 211.9 in a school for men and Rs. 278.0 in a school for women). It was distributed over different sources as: Government funds Rs. 199.1 local board funds Rs. 2.0, fees Rs. 8.1 and other sources Rs. 18.5. According to the managements, the cost was Rs. 234.4 in a Government school, as compared to Rs. 163.3 in a local board school, Rs. 213.9 in an aided private school and Rs. 246.8 in an unaided private school.

Figures in col. (8) of Table LIX, which compares the expenditure on Training schools for the years 1947-48 and 1948-49 in different Provinces and Areas, show that there was a rise in expenditure everywhere. Assam recorded the highest increase of 83.9 per cent, followed by Bihar (43.6 per cent), East Punjab (43.3 per cent), West Bengal (36.0 per cent), Delhi (34.6 per cent), Ajmer-Merwara (25.6 per cent) and Bombay (24.4 per cent). In the remaining Provinces, the rate of increase was less than the all-India percentage of 20.7.

Among the major Provinces, the average annual cost\*, per trainee was lowest (Rs. 141.5) in Assam and highest (Rs. 450.4) in Orissa, while the same in the Centrally Administered Areas varied from Rs. 174.7 in Himachal Pradesh to Rs. 423.8 in Kutch.

### **Fees and Stipends**

The Government schools did not charge any fees. The trainees in these schools received stipends and in some cases were entitled even to free accommodation in the hostels. In non-Government institutions, there was provision for free places and also for stipend (to be paid by Government) for deserving students belonging to backward classes.

### **Training Colleges**

#### *Institutions*

During the year under report, there were 59 Training Colleges for graduates and undergraduates, as against 38 in 1947-48. Of these, 44 were for men and 15 for women. Most of the colleges for men, however, admitted women students. The Provincial Governments controlled 29 colleges, leaving the rest to private management. In addition to these institutions, training facilities were provided by the Training Departments of the Universities of Aligarh, Allahabad, Calcutta, Gauhati and Lucknow and also by the Training classes attached to Arts and Science colleges in different Provinces.

The Provincial distribution of the Training colleges for the year 1947-48 and 1948-49 is shown in table LX. It will be seen that of the 21 new colleges, 15 were located in U.P., 4 (including 3 Post Graduate Basic Training Centres) in Bombay and 2 (both Basic

\* For details of the cost, according to different sources and also by management of schools, reference may be made to this Ministry's publication No. 106 "Education Costing Statistics, India, 1949".



Training Colleges) in West Bengal. U.P. alone claimed nearly 50 per cent of the total number of Training institutions in the country. Assam and all the Centrally Administered Areas, except Ajmer-Merwara and Delhi, continued to be without a Training College. In Assam, however, there was provision for the training of graduate teachers in the Gauhati University and in the B.T. classes attached to St. Edmund's College and St. Mary's College, Shillong.

**Table LX—Number of Teachers' Training Colleges**

Province/Area (1)	For Men		For Women		Total		Increase (+) or Decrease (—) (8)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
Assam . . .	..	..	..	..	..	..	..
West Bengal . .	2	3	..	1	2	4	+2
Bihar . . .	1	1	..	..	1	1	..
Bombay . . .	3	7	..	..	3	7	+4
C. P. & Berar . .	2	2	1	1	3	3	..
Madras . . .	3	3	4	4	7	7	..
Orissa . . .	1	1	..	..	1	1	..
East Punjab . .	1	1	3	3	4	4	..
U. P. . . .	12	24	3	6	15	30	+15
Ajmer-Merwara .	1	1	..	..	1	1	..
A. & N. Islands .	..	..	..	..	..	..	..
Bilaspur . . .	..	..	..	..	..	..	..
Coorg . . .	..	..	..	..	..	..	..
Delhi . . .	1	1	..	..	1	1	..
Himachal Pradesh	..	..	..	..	..	..	..
Kutch . . .	..	..	..	..	..	..	..
Panth Piploda . .	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b> . .	<b>27</b>	<b>44</b>	<b>11</b>	<b>15</b>	<b>38</b>	<b>59</b>	<b>+21</b>

### Pupils

The total enrolment in the Training colleges, University Training Departments and Training Classes attached to Arts & Science colleges increased from 3,262 (2,243 men and 1,019 women) to 4,831 (3,472 men and 1,359 women), at the rate of 48.1 per cent, as against 26.6 per cent during the preceding year. The rise separately for men and women pupils was 54.8 and 33.4 per cent respectively.

Table LXI compares the number of teachers under training in the different Provinces and Areas during the years 1947-48 and 1948-49. It will be observed that the rise in the number of pupil-teachers was shared by all the Provinces and Areas, except Bihar, C.P. & Berar and Ajmer-Merwara, each of which reported a slight decrease. In U.P., the number of trainees increased by 87.2 per cent to 2,428, forming, as in the case of institutions, nearly 50 per cent of the total strength of all the Teachers' Training establishments. In Bombay and West Bengal, where new colleges had been opened during the year, the rise in enrolment was 68.1 and 66.3 per cent respectively. The increase in case of other Provinces and Areas (where the number of institutions had remained stationary) was: Assam 85.0 per cent, Orissa 63.2 per cent, Delhi 32.8 per cent, East Punjab 24.0 per cent, and Madras 5.6 per cent. The increase in the number of women trainees was significant in U.P. (from 230 to 450) and West Bengal (from 87 to 145).

**Table LXI—Number of Pupils\* in Teachers' Training Colleges**

Province/Area† (1)	Men		Women		Total		Increase (+) or Decrease (-) (8)
	1947-48 (2)	1948-49 (3)	1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	
Assam . . .	30	56	10	18	40	74	+34
West Bengal . . .	108	179	87	145	195	324	+129
Bihar . . .	79	72	15	12	94	84	-10
Bombay . . .	186	364	109	134	295	498	+203
C. P. & Berar . . .	305	260	217	256	522	516	-6
Madras . . .	269	295	195	195	464	490	+26
Orissa . . .	15	25	4	6	19	31	+12
East Punjab . . .	87	85	109	158	196	243	+47
U. P. . . .	1,067	2,023	230	405	1,297	2,428	+1,131
Ajmer-Merwara	70	56	9	6	79	62	-17
Delhi . . .	37	57	24	24	61	81	+20
<b>INDIA (LESS STATES)</b> . . .	<b>2,243</b>	<b>3,472</b>	<b>1,019</b>	<b>1,359</b>	<b>3,262</b>	<b>4,831</b>	<b>+1,569</b>

### Expenditure

The total direct expenditure on the Training colleges (excluding the expenditure on University Training Departments and Training

\*Includes enrolment in the University Training Departments and in Training classes attached to Arts and Science Colleges.

†There were no Training Colleges/Classes in the remaining Areas.

classes attached to colleges for General Education) amounted to Rs. 29.44 lakhs, of which Rs. 22.56 lakhs were spent on institutions for men and Rs. 6.88 lakhs on those for women. This shows that the expenditure increased at the rate of 57.8 per cent, as compared to 5.8 per cent in 1947-48. The Government colleges accounted for nearly three-fourths of the total expenditure, against their proportion of 50 per cent in the total number of institutions. The source-wise details of expenditure are given in the following table:

**Table LXII—Direct Expenditure on Teachers' Training Colleges by Sources**

Source	1947-48		1948-49	
	Amount	Percentage	Amount	Percentage
(1)	(2)	(3)	(4)	(5)
	Rs.		Rs.	
Government Funds . . . . .	15,24,076	81.7	21,93,374	74.5
Fees . . . . .	2,45,327	13.1	3,85,702	13.1
Other Sources . . . . .	96,612	5.2	3,64,536	12.4
<b>TOTAL</b> . . . . .	<b>18,66,015</b>	<b>100.0</b>	<b>29,43,612</b>	<b>100.0</b>

It will be observed that (a) nearly three-fourths of the expenditure was met from Government funds, the rest being accounted almost equally by fees and other sources, (b) the expenditure from Government funds, fees and other sources increased by 44.0, 57.3 and 7.3 per cent respectively and (c) the Government contribution decreased from 81.7 to 74.5 per cent, the share of fees remained stationary, while the same from other sources increased from 5.2 to 12.4 per cent.

The average annual cost of training a teacher amounted to Rs. 707.9 (Rs. 660.5 in a college for men and Rs. 917.0 in a college for women). Its distribution over the different sources of income was: Government funds, Rs. 533.3, Rs. 89.0 and other sources Rs. 85.6. The cost in a Government college was Rs. 949.2 per trainee, as against Rs. 858.6 in a private aided college and Rs. 104.0 in a private unaided college.

**Table LXIII—Direct Expenditure on Teachers' Training Colleges by Provinces**

Province/Area*	For Men		For Women		Total		Increase(+) or Decrease(—)	Average Annual Cost per Pupil (1948-49)
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
West Bengal . . . . .	1,20,728	1,89,370	..	29,180	1,20,728	2,18,550	+ 97,832	701·6
Bihar . . . . .	59,473	66,882	..	..	59,473	66,882	+ 7,409	796·2
Bombay . . . . .	1,79,619	4,23,436	..	..	1,79,619	4,23,436	+ 2,43,817	850·3
C. P. & Berar . . . . .	2,91,966	2,19,634	58,325	65,303	3,50,291	2,84,937	- 65,354	552·2
Madras . . . . .	2,70,294	5,67,461	2,46,826	2,92,834	5,17,120	8,60,295	+ 3,43,175	1,755·7
Orissa . . . . .	27,357	25,593	..	..	27,357	25,593	- 1,764	825·6
East Punjab . . . . .	61,150	1,00,717	57,352	88,661	1,18,532	1,89,378	+ 70,846	779·3
U. P. . . . .	3,26,690	4,84,608	90,288	2,12,176	4,16,978	6,96,784	+ 2,79,806	368·6
Ajmer-Merwara . . . . .	59,900	59,590	..	..	59,900	59,590	- 310	961·1
Delhi . . . . .	16,017	1,18,167	..	..	16,017	1,18,167	+ 1,02,150	1,458·9
<b>INDIA (LESS STATES) .</b>	<b>14,13,194</b>	<b>22,55,458</b>	<b>4,52,821</b>	<b>6,88,154</b>	<b>18,66,015</b>	<b>29,43,612</b>	<b>+ 10,77,597</b>	<b>707·9</b>

Table LXIII shows the distribution of expenditure on Training colleges in the several Provinces and Areas for the two years 1947-48 and 1948-49. It will be found that the expenditure decreased in C.P. & Berar, Orissa and Ajmer-Merwara only. Bombay led all the Provinces in recording the highest increase of 135·7 per cent followed by West Bengal (81·0 per cent), U.P. (67·5 per cent), Madras (60·2 per cent), East Punjab (59·8 per cent) and Bihar (12·6 per cent). In Delhi, the increase of about Rs. 1 lakh was due to the fact that the 1947-48 expenditure for the Central Institute of Education, which was established towards the end of 1947, related to a short period of about three months.

The average annual cost\* per trainee showed wide fluctuations. It was least in U.P. (Rs. 368·6) and highest in Madras (Rs. 1,755·7).

### **New Developments**

The following is a brief account of the more important developments in the field of Teachers' training in different Provinces and Areas during the period under review:

In Assam, Training centres, under the management of the Provincial Primary Education Board, were established in all the plains subdivisions. With a view to provide adequate facilities for the training of Primary School teachers in excluded areas, a Training class was attached to the Public High School at Haflong and a Training school was established at Aijal for Lushai teachers.

The West Bengal Government started two Basic Training colleges (one for men and the other for women) and two co-educational Basic Training schools for training teachers of Basic Education in the Province. Experimental Schools were attached to all the four institutions.

In the Patna Training College in Bihar, the teaching of craft work and methods of instruction in Hindi was continued. The number of Basic Training schools increased from 7 to 13 and of Elementary Training schools decreased from 59 to 57.

The Bombay report summarises the new developments under this head as follows:—

- (a) Starting of 3 regional Post-Graduate Basic Training centres for training graduates in Basic Education through the regional languages;
- (b) Introduction of crafts in Primary Training institutions;
- (c) Introduction of the Basic Training syllabus in theory in all Primary Training institutions;
- (d) Emphasis on the social aspects of education during the period of training and re-organisation of the hostel life to accord with the broader concept of training in the new set-up;

\*For details of the cost, according to different sources of income and also by management of colleges, reference may be made to this Ministry's publication No. 106 "Educational Costing Statistics, India, 1949".

- (e) Organization of a number of centres for giving short-term training in craft work to Primary teachers;
- (f) Organisation of short refresher courses in Drawing; and
- (g) Organisation of a special training course for teachers working in schools situated in the Adwasi areas.

In C.P. & Berar, the Government continued to award 300 stipends per year to girls reading in Middle schools, who undertook to join a Normal school after passing class VII examination and serve as teachers for a period at least five years after their training. The Prantiya Shikshan Mahavidyalaya, Jubbalpore, besides organising refresher courses, conducted special courses in Basic Education and in Music and Home Science.

The Government Training colleges in the East Punjab, which were started under extra-ordinary handicaps in the previous year after the partition, received greater attention during the year and began to function more satisfactorily. One college only for the training of men teachers was, however, found to be insufficient to cope with the growing needs of the schools in the Province.

In Madras, the number of Basic Training schools increased by 11. With a view to convert a larger number of Elementary schools into Basic schools. 67 graduate trained teachers and 159 teachers of the Secondary and Elementary grades were given further training in the Basic schools.

According to the Orissa report, the Basic Training schools made substantial progress in the practice and methodology of basic instruction and earned the approbation of departmental officers and distinguished visitors.

To cope with its vast schemes of the reorganisation, involving compulsory education at the Primary stage, introducing Basic Education upto the Junior High school stage and the conversion of all High schools into Higher Secondary schools of different types, U.P. required a large number of trained teachers. To meet this demand several training colleges (including one for "constructive" teachers) and schools, both for men and women, were opened or reconstituted during the year under report. Some private Arts and Science colleges were also given permission to start L.T. or C.T. Classes. In addition to these, 25 Mobile Training Squads were organised to visit village schools and give an intensive practical training to young teachers in the environment in which they were living and working. Each squad consisted of a Basic Trained Graduate and two H.T.C.s specially qualified in games, art and craft, and cultural activities. Each squad was put in charge of two districts, except the hill districts of Almora, Naini Tal and Garhwal, where one squad held charge of only one district. At the end of the session, the teachers

had to take an examination in theory and practice on normal school lines. Those who passed were awarded the Hindustani Teachers' Certificate. The experiment was reported to be very successful and enabled the Department to launch the literacy drive all over the Province.

Delhi and Ajmer-Merwara had a co-operative arrangement for training Basic teachers. In order to meet the dearth of Basic trained teachers, one Basic Training school for women was opened at Delhi and another for men at Ajmer. Men teachers from Delhi were sent for training to Ajmer and women teachers from Ajmer to Delhi. The Department of Education, Ajmer-Merwara, conducted for the first time, an examination for the award of Hindustani Teachers' Certificate. The Central Institute of Education, at Delhi started the M. Ed. course during the year.

It will be seen from the preceding pages that while all Provincial Governments tried to expand and improve the facilities for the training of teachers, the rate at which trained teachers were produced was too slow to meet their full needs.

## CHAPTER VIII

### PROFESSIONAL AND TECHNICAL EDUCATION

This chapter discusses in detail Professional and Technical Education, other than Teachers' Training, that has already been surveyed in the last chapter.

During the year under report, there was significant progress in the field of Professional and Technical Education. Consequent upon the establishment of new institutions, as well as upon the increased intake into established ones, the training facilities at all standards and levels increased considerably. But it must be admitted that the facilities offered, particularly at the higher stage, considering the range of subjects covered and the number of institutions providing instruction in these subjects, were limited. This was obvious from the large number of refusals to admit students and the shortage of suitably qualified technical personnel.

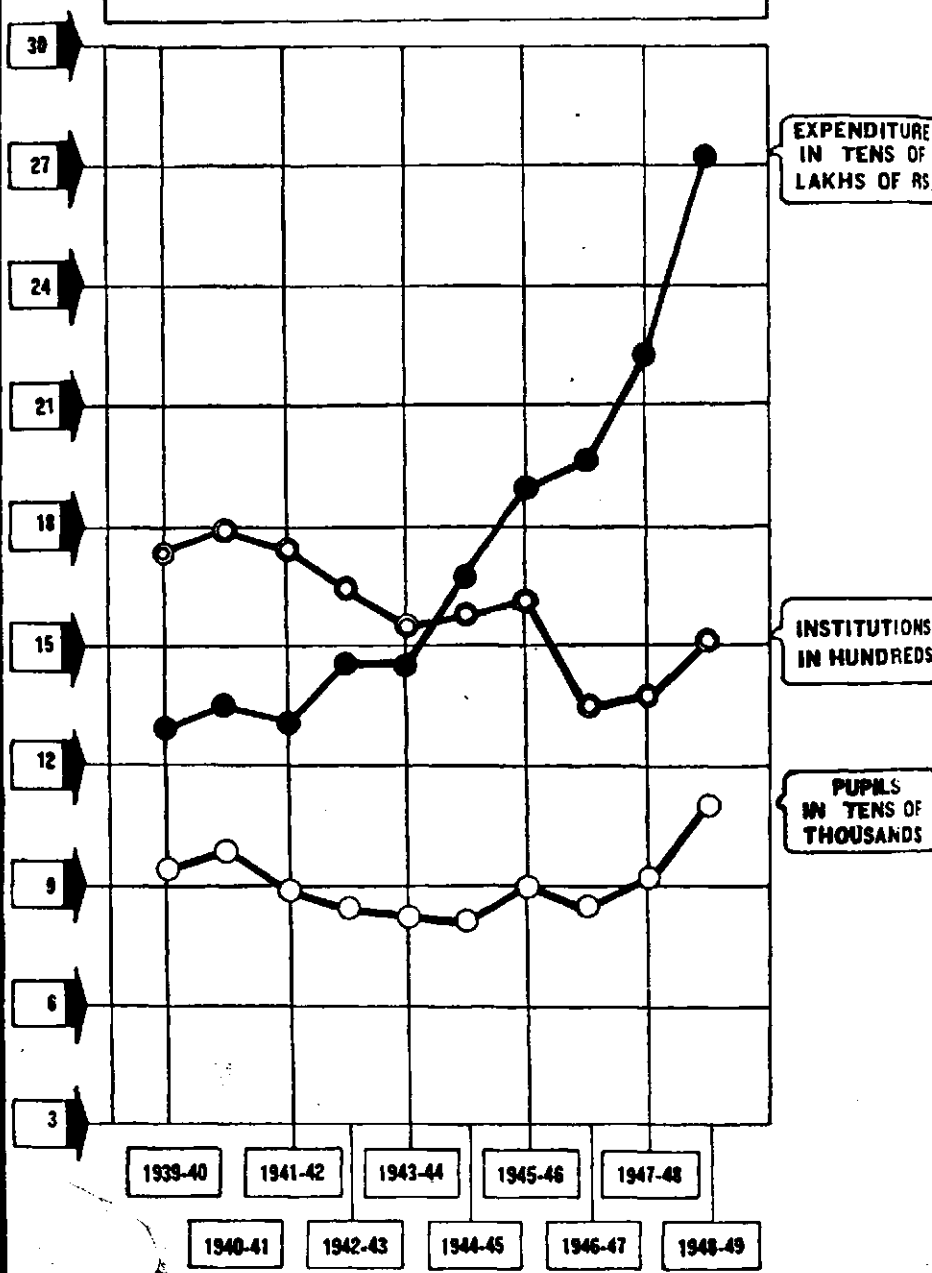
To assess the country's requirements for different grades of scientific and technical manpower, to suggest measures to meet such requirements and to assist the development of research, the Government of India, appointed in April, 1947, a Scientific Manpower Committee. The Committee in its interim report submitted during the preceding year made certain important recommendations for the immediate improvement and expansion of facilities for scientific and technical training in Indian universities and in special institutions. The Overseas Scholarship Committee (Roy Committee), which submitted its report during the year under review, also made similar recommendations. The Government of India generally accepted these recommendations and formulated schemes aiming both at strengthening the teaching personnel in the Universities and Technical institutions and providing the necessary staff to help the industrial development of the country.

The Government of India paid grants to the extent of Rs. 36,56,000 to nine institutions covered by the scheme of expansion and development of existing technical institutions. A site measuring 1,200 acres was acquired at Hijli near Calcutta for the establishment of the Eastern Higher Technical Institute.

The All-India Council for Technical Education, which is an Advisory Body set up by the Government of India, discussed numerous issues bearing on the co-ordination of Technical Education in the



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country at its meetings held during the year. The Council appointed a special Committee to examine in detail Technological Education in Indian university and to suggest measures for co-ordination between the Council and the Inter-University Board on basic minimum standards in Technical Education as prescribed by the Council. Another Committee was also appointed to prepare a comprehensive plan for training in industrial administration, business administration, personnel management etc. The various Boards of Technical studies of the Council met several times to lay down standardised courses of training on an all-India basis.

The most outstanding event of the year in the field of Technical Education was the conversion of Thompson Engineering College, Roorkee, into a unitary, teaching and residential university, which is unique in that it is an Engineering University and has no other faculties.

### **Administration**

There was no uniformity in the administration and control of Technical and Professional Education in the different Provinces and Areas. Departments of Agriculture, Medical and Health, Labour, etc., controlled their own schools and colleges apart from and independent of those under the Departments of Education. It was, however, felt that a complete control by one Department was essential for the proper organisation and development of Technical Education as an integral part of a national system of education.

The growth of Professional and Technical Education in this country has been at two separate levels, one represented by schools and the other by colleges or universities. The account given in the following pages discusses these two types of institutions separately.

### **Schools**

The institutions offering non-university courses of study for instruction in vocational and technical subjects in this country can be broadly classified into (a) Teachers' Training schools, (b) Engineering schools, (c) Technical and Industrial schools, (d) Medical (including Public Health and Dentistry) schools, (e) Agricultural schools, (f) Art and Crafts schools and (g) Commercial schools. Facilities for education in some of these vocations are also available in a number of schools for General Education, where vocational courses are combined with academic ones. In addition, some of the Professional colleges have provision for school courses. The standard of instruction and the qualifications for admission vary according to the nature and duration of the courses. Medical, Engineering and some of the Technical schools admit candidates who have passed the Matriculation or an equivalent examination, while in other the

qualifications for admission vary from the ability to read and write to a Middle pass standard.

### **Institutions**

The total number of vocational and technical schools increased by 131 (or 9.4 per cent) to 1,522, of which 354 were for girls. The distribution of schools according to managements was: Government 569, local boards 54 and private bodies 899. Of the total number of schools, 597 were for Teachers' Training, 524 for Technology and Industry, 332 for Commerce, 22 for Agriculture, 21 for Medicine, 18 for Art and 8 for Engineering. Sixty-eight of the new schools opened during the year were for Teachers' Training, as against 30 for Commerce, 19 for Technology and Industry, 7 for Agriculture, 3 each for Engineering and Art and 1 for Medicine.

### **Pupils**

The total number of pupils under instruction in the vocational and technical schools and attached classes rose from 92,807 (70,101 boys and 22,706 girls) to 1,11,495 (86,134 boys and 25,361 girls) at the rate of 20.1 per cent. According to vocations, the students were distributed as: Teachers' Training 51,505; Technology and Industry 33,112; Commerce 18,325; Medicine 3,305; Art 2,330; Engineering 1,802 and Agriculture 1,116. Except in Medicine, where the number of pupils declined by 1,082, there was an all round increase. The rise of 12,610 (or 32.4 per cent) in the number of teachers under Training was significant.

### **Expenditure**

The total direct expenditure on vocational and technical schools amounted to Rs. 2,72,16,570, as against Rs. 2,24,43,869 during the preceding year, the rate of increase being 21.3 per cent. The proportion of the total direct expenditure on professional and technical schools remained the same i.e. 3.9 per cent. Whereas the Government met 67.9 per cent of the total expenditure, the contribution from local board funds, fees and other sources was 2.8, 10.3 and 19.0 per cent respectively. The average annual cost per student in all types of schools was Rs. 246.9. It varied from Rs. 44.8 in Commercial schools to Rs. 830.3 in Engineering schools.

Table LXIV gives a statistical summary of the Vocational and Technical school Education for the years 1947-48 and 1948-49. The combined statistics of all the schools, according to Provinces and Areas, are given in Table LXV.

The schools for Teachers' Training have already been discussed in detail in chapter VII. A brief account of the schools for the remaining vocations is given below:

Table LXIV—Statistics of Vocational and Technical Schools by Type of Institutions

Type of School	Number of Institutions		Enrolment†				Expenditure		Percentage of Expenditure (during 1948-49) met from				Average Annual Cost per Pupil
	1947-48	1948-49	Boys		Girls		1947-48	1948-49	Govt. Funds	Local Board Funds	Fees	Other Sources	
			1947-48	1948-49	1947-48	1948-49							
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
							Rs.	Rs.					Rs.
Teachers' Training	529	597	27,929	38,792	10,966	12,713	96,87,213	1,17,08,002	87.4	0.9	3.6	8.1	227.7
Engineering	5	8	1,424	1,801	...	1	4,06,257	10,85,068	85.3	..	12.9	1.8	830.3
Technology and Indust	505	524	20,014	22,354	10,168	10,758	95,48,403	1,09,85,866	49.0	5.0	10.5	35.5	340.4
Medicine	20	21	3,992	2,787	395	518	13,27,474	11,45,886	49.1	5.2	32.6	13.1	360.7
Agricultural	15	22	912	1,091	33	25	4,82,419	7,57,418	93.1	...	1.5	5.4	678.7
Commerce	302	332	14,075	17,370	1,010	955	4,65,970	8,18,715	9.9	0.2	79.3	10.6	44.8
Art	15	18	1,755	1,939	134	391	5,26,133	7,15,615	82.6	6.8	5.3	5.3	307.1
<b>TOTAL</b>	<b>1,391</b>	<b>1,522</b>	<b>70,101</b>	<b>86,134</b>	<b>22,706</b>	<b>25,361</b>	<b>2,24,43,869</b>	<b>72,16,570</b>	<b>67.9</b>	<b>2.8</b>	<b>10.3</b>	<b>19.0</b>	<b>246.9</b>

† Includes enrolment in attached classes.

**Table LXV—Statistics of Vocational and Technical Schools by Provinces**

Provinces/Area (I)	No. of Schools		No. of Pupils *Under Instruction						Expenditure	
	1947-48 (2)	1948-49 (3)	Boys		Girls		Total		1947-48 (10) Rs.	1948-49 (11) Rs.
			1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)	1947-48 (8)	1948-49 (9)		
Assam . . . .	29	46	1,164	2,100	544	283	1,708	2,383	2,23,078	3,22,163
West Bengal . . . .	158	152	8,084	7,168	1,809	1,773	9,893	8,941	22,24,036	21,14,238
Bihar . . . . .	145	143	5,562	5,878	813	841	6,375	6,719	15,30,088	18,84,802
Bombay . . . . .	257	292	14,231	17,342	7,947	8,288	22,178	25,630	47,52,262	65,23,986
C. P. & Berar . . . .	42	42	3,178	3,288	809	937	3,987	4,225	11,03,650	11,65,477
Madras . . . . .	496	508	27,162	30,729	7,677	8,651	34,839	39,380	90,24,105	97,05,836
Orissa . . . . .	46	64	1,446	2,044	153	810	1,599	2,854	6,25,997	13,33,017
East Punjab . . . . .	44	48	1,186	1,820	1,443	1,947	2,629	3,767	5,10,711	10,25,741
U. P. . . . .	162	209	7,233	14,080	1,280	1,514	8,513	15,594	22,19,194	23,13,575
Ajmer-Merwara . . . .	5	5	137	291	51	74	188	365	59,643	73,721
Coorg . . . . .	..	..	35	56	10	14	45	70	..	..
Delhi . . . . .	7	8	683	1,241	170	210	853	1,451	1,71,105	7,26,640
Himachal Pradesh . . .	†	3	†	57	†	11	†	68	†	9,956
Kutch . . . . .	†	2	†	40	†	8	†	48	†	17,418
<b>INDIA (LESS STATES)</b>	<b>1,391</b>	<b>1,522</b>	<b>70,101</b>	<b>86,134</b>	<b>22,706</b>	<b>25,361</b>	<b>92,807</b>	<b>1,11,495</b>	<b>2,24,43,869</b>	<b>2,7,16,570</b>

\* Includes enrolment in attached classes.

† Figures are not available, as these were not Centrally Administered Areas in 1947-48.

## Engineering Schools

The number of Engineering schools increased during the year by 3 to 8, of which 6 were maintained by the Government and the remaining 2 by private bodies. Besides these, some of the Engineering colleges had provision for school courses. The total number of students under instruction increased from 1,424 to 1,802. The total direct expenditure on the Engineering schools amounted to Rs. 10,85,068, as against Rs. 4,06,257, in 1947-48. Nearly 85 per cent of the total cost was contributed by the Government. The average annual cost per pupil was Rs. 771·8.

The Province-wise details of these schools for the year 1948-49 are given in the following table:

**Table LXVI—Statistics of Engineering Schools**

Province/Area (1)	No. of Institutions (2)	Enrolment†		Expenditure (5)	Average Annual Cost per Pupil (6)
		Boys (3)	Girls (4)		
				Rs.	Rs.
West Bengal . . . . .	1	47	..	12,425	264·4
Bihar . . . . .	..	225	..	..	..
Bombay . . . . .	4	744	..	7,16,083	962·5
C. P. & Berar . . . . .	1	290	1	1,22,187	419·9
Orissa . . . . .	1	176	..	1,42,123	807·5
East Punjab . . . . .	1	148	..	92,250	623·3
U. P. . . . .	..	171	..	..	..
<b>INDIA (LESS STATES)</b> . . . . .	<b>8</b>	<b>1,801</b>	<b>1</b>	<b>10,85,068</b>	<b>771·8</b>

## Technical and Industrial Schools

During the year under report, there were 524 Technical and Industrial schools, as against 505 in 1947-48. The distribution of these schools according to managements was: Government 141, local boards 31, and private bodies 352. The enrolment in these schools (including those reading in attached classes) increased by 2,930 to 33,112—22,354 boys and 10,758 girls, while the total expenditure rose from Rs. 95,48,403 to Rs. 1,09,85,866, of which nearly half was met by the Government. The average annual cost amounted to Rs. 340·4 per pupil.

†Includes enrolment in attached classes. ;

The following table gives some important statistics of the Technical and Industrial schools during the year under report in the different Provinces and Areas:

**Table LXVII—Statistics of Technical and Industrial Schools**

Province/Area]	No. of Institutions	Enrolment†		Expenditure	Average Annual Cost per Pupil
		Boys	Girls		
(1)	(2)	(3)	(4)	(5)	(6)
				Rs.	Rs.
Assam . . . . .	16	590	207	1,29,629	162·6
West Bengal . . . . .	76	3,090	1,224	10,95,249	253·9
Bihar . . . . .	44	2,526	421	10,63,293	360·8
Bombay . . . . .	126	4,455	5,085	21,01,360	220·3
C. P. & Berar . . . . .	16	631	124	2,03,345	269·3
Madras . . . . .	76	4,884	929	42,75,920	735·6
Orissa . . . . .	30	857	731	4,87,724	307·1
East Punjab . . . . .	31	948	1,443	6,99,329	292·5
U. P. . . . .	104	3,199	528	2,72,490	93·9
Ajmer-Merwara . . . . .	1	66	..	3,702	56·1
Coorg . . . . .	..	11	..	..	..
Delhi . . . . .	4	1,097	66	6,53,825	562·2
<b>INDIA (LESS STATES)</b>	<b>524</b>	<b>22,354</b>	<b>10,758</b>	<b>1,09,85,866</b>	<b>340·4</b>

### Agricultural Schools

With the opening of 7 new Agricultural schools, their total number rose to 22, of which 17 were managed by the Government and the remaining 5 by private bodies. Agriculture was also offered as an optional subject in many Secondary schools. The total number of pupils under instruction in Agricultural schools only was 1,116 (1,091 boys and 25 girls), as against 945 (912 boys and 33 girls). The total direct expenditure incurred on these schools amounted to Rs. 7,57,416 the corresponding figures for the preceding year being Rs. 4,82,419. The share of the Government in the total expenditure worked out to be 93·1 per cent. On an average, the cost per pupil amounted to Rs. 687·7.

†Includes enrolment in attached classes.

Table LXVIII gives details of these schools for the different Provinces and Areas for the year 1948-49.

**Table LXVIII—Statistics of Agricultural Schools**

Province/Area (1)	No. of Institutions (2)	Enrolment		Expenditure (5)	Average Annual Cost per Pupil (6)
		Boys (3)	Girls (4)		
West Bengal . . . . .	3	120	..	Rs. 39,476	Rs. 329.0
Bihar . . . . .	1	..	17	720	42.4
Bombay . . . . .	14	595	..	5,95,264	1,000.4
C. P. & Berar . . . . .	2	180	8	18,801	100.0
Madras . . . . .	1	69	..	15,514	224.8
U. P. . . . .	1	127	..	87,643	690.1
<b>INDIA (LESS STATES)</b> . . . . .	<b>22</b>	<b>1,091</b>	<b>25</b>	<b>7,57,418</b>	<b>687.7</b>

### Medical Schools

The number of Medical (including Public Health and Dentistry) schools increased by 1 to 21 during the year under review. The total number of students under instruction, however, decreased by 1,310 to 3,305—2,787 boys and 518 girls. The total direct expenditure on these schools also declined from Rs. 13,27,474 to Rs. 11,45,886. The distribution of this expenditure over different sources was: Government 49.1 per cent, local board funds 5.2 per cent, fees 32.6 per cent and other sources 13.1 per cent. The average annual cost per pupil amounted to Rs. 360.7 p.m.

For details of Medical schools in the different Provinces and Areas, during the period under review, reference may be made to Table LXIX.

**Table LXIX—Statistics of Medical Schools**

Province/Area (1)	No. of Institutions (2)	Enrolment†		Expenditure (5)	Average Annual Cost per Pupil (6)
		Boys (3)	Girls (4)		
West Bengal . . . . .	4	1,265	34	Rs. 1,89,420	Rs. 145.8
Bihar . . . . .	..	118	10	..	..
Bombay . . . . .	11	658	162	4,01,129	489.2
C. P. & Berar . . . . .	1	111	9	19,930	166.1
Madras . . . . .	1	405	52	2,01,921	441.8
East Punjab . . . . .	2	155	228	3,01,909	788.3
U. P. . . . .	1	75	..	8,215	109.5
Delhi . . . . .	1	..	23	23,362	1,015.7
<b>INDIA (LESS STATES)</b> . . . . .	<b>21</b>	<b>2,787</b>	<b>518</b>	<b>11,45,886</b>	<b>360.7</b>

†Includes enrolment in attached classes.



## Art Schools

There were 18 schools for the teaching of Art, as against 15 in the preceding year. Of the former, 8 were controlled by the Government, 2 by local boards and the remaining 8 by private bodies. In addition to these, a large number of Primary and Secondary schools in almost all the Provinces had provision for the teaching of crafts. The total strength of Art schools increased from 1,901 to 2,330. The total direct expenditure on these schools also rose from Rs. 5,26,133 to Rs. 7,15,615, of which more than 80 per cent was contributed by the Government. The average annual cost per pupil was Rs. 307.1.

The Province-wise details of Art schools during 1948-49 are given in the following table:

**Table LXX—Statistics of Art Schools**

Province/Area (1)	No. of Insti- tutions (2)	Enrolment		Expenditure (5)	Average Annual Cost per Pupil (6)
		Boys (3)	Girls (4)		
				Rs.	Rs.
West Bengal . . . . .	3	505	57	1,20,588	214.6
Bihar . . . . .	1	28	..	7,833	279.8
Bombay . . . . .	3	711	148	2,72,117	316.8
C. P. & Berar . . . . .	1	90	..	6,216	69.1
Madras . . . . .	5	326	56	1,44,540	378.4
U. P. . . . .	4	250	130	1,54,956	407.8
Kutch . . . . .	1	29	..	9,365	322.9
<b>INDIA (LESS STATES)</b> .	<b>18</b>	<b>1,939</b>	<b>391</b>	<b>7,15,615</b>	<b>307.1</b>

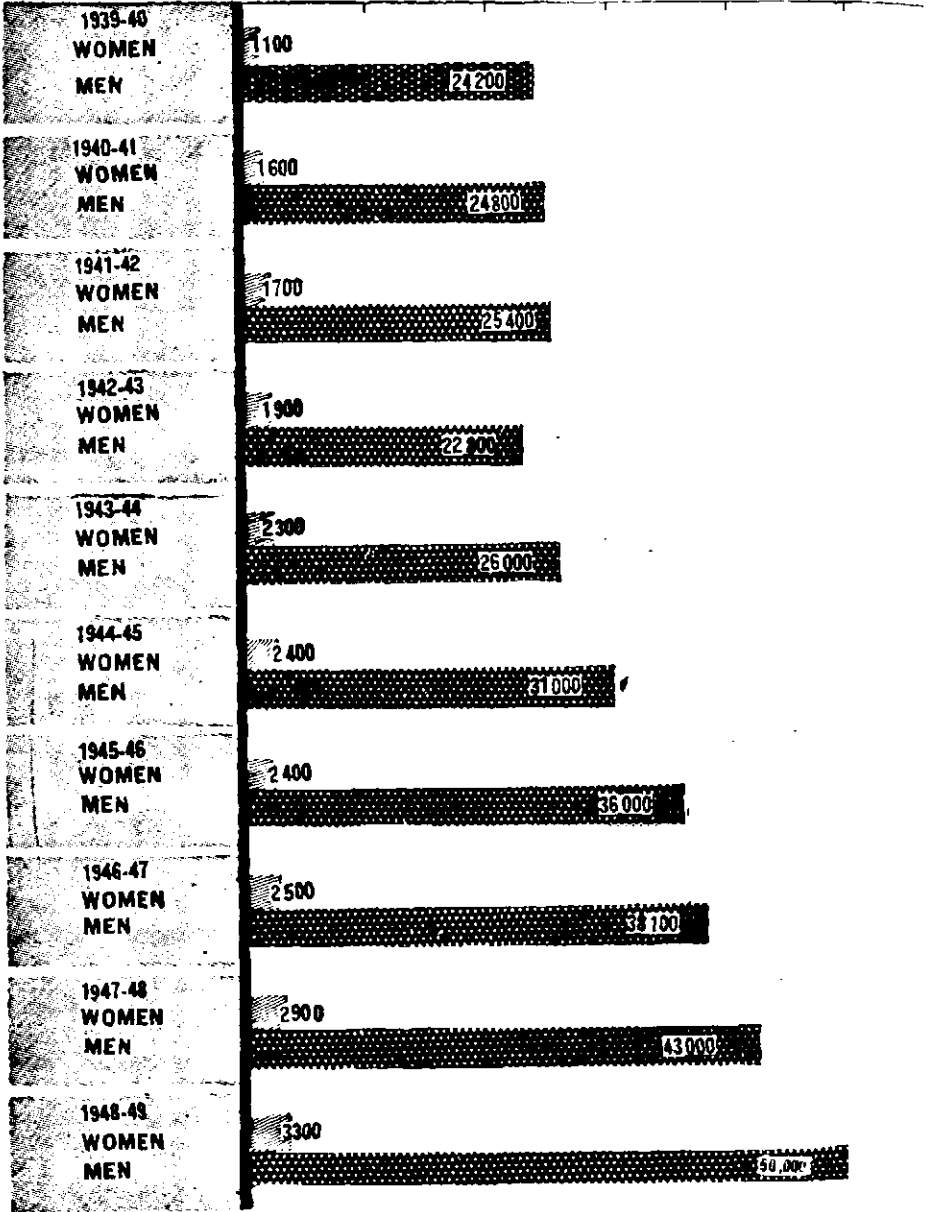
## Commercial Schools

The number of schools for Commerce advanced from 302 to 332, of which only 11 were the concern of the Government. Apart from special commercial schools, commerce was an optional subject for the Matriculation Examination in most of the Provinces. The total number of pupils in all the schools rose from 15,085 to 18,325—17,370 boys and 955 girls. The total cost of maintaining these schools amounted to Rs. 8,18,715, as against 4,65,970 in 1947-48. Nearly 80 per cent of the total expenditure was met from fees. The average annual cost was Rs. 44.8 per pupil showing that Commercial Education was the cheapest among all the vocations.

# PROGRESS OF PROF. & TECH. COLLEGIATE EDUCATION

P U P I L S

10,000      20,000      30,000      40,000      50,000      60,000



The distribution of the Commercial schools over the different Provinces, during the period under report, is shown in Table LXXI.

**Table LXXI—Statistics of Commercial Schools**

Province/Area (1)	No. of Institutions (2)	Enrolment		Expenditure (5)	Average Annual Cost per Pupil (6)
		Boys (3)	Girls (4)		
				Rs.	Rs.
Assam . . . . .	3	332	2	15,407	46·1
West Bengal . . . . .	8	988	156	1,13,411	99·1
Bihar . . . . .	14	925	6	49,106	52·7
Bombay . . . . .	43	3,261	398	2,57,006	70·2
Madras . . . . .	256	11,749	393	3,75,406	30·9
Orissa . . . . .	3	44	..	5,861	133·2
East Punjab . . . . .	4	36	..	†	†
U. P. . . . .	1	35	..	2,518	71·9
<b>INDIA (LESS STATES)</b>	<b>332</b>	<b>17,370</b>	<b>955</b>	<b>8,18,715</b>	<b>44·8</b>

### Colleges

The professional and technical courses in which facilities for Higher Education are available in the country are: Teachers' Training, Engineering (Civil, Mechanical, Electrical, Chemical, Agricultural, Aeronautical, Mining, Metallurgy etc.), Technology (including Textile and Sugar Technology), Architecture and Applied Art, Medicine (including Ayurvedic, Unani-Tibbia, Public Health, Dentistry and Pharmacy), Veterinary Science, Agriculture (including Dairy Science and Fisheries), Commerce, Law, Journalism, Library Science, Civil Aviation and Mercantile Marine. Instructions in these courses are provided by Professional and Technical colleges, University Teaching Departments, classes attached to Arts and Science colleges and some All-India educational and research institutions. The duration and the minimum qualifications for admission vary with the course taken. Courses in Teachers' Training and Law are Post-Graduate, the duration for the first degree being one year in the former and two to three years in the latter. In Engineering, Technology, Medicine and Veterinary Science, the pre-requisite qualification is Intermediate in Science, while the duration of the course for the Bachelor's degree varies from three to five years. Courses in Agriculture and Commerce, which can be taken up after Matriculation, are spread over four years for the award of the first degree.

There are arrangements for Post-Graduate Training and research in most of the professional subjects in almost all the teaching universities and in All-India research institutions. To encourage research, a number of fellowships are awarded by the Government of

India, in addition to those awarded by the Provincial Governments and the universities.

### **Institutions**

During the year under report, the total number of colleges for Professional and Technical Education, excluding University Teaching Departments and classes attached to Arts and Science colleges increased from 132\* to 171 of which 18 (15 for Teachers' Training and 3 for medicine) were meant exclusively for women. This gives an increase of 29.6 per cent, as compared to 16.8 per cent in 1947-48. Of the new colleges, 21 were for Teachers' Training, 6 for Commerce, 4 each for Medicine and Agriculture, 3 for Engineering, 2 for Law and 1 each for Fruit Technology and Veterinary Science. The distribution of the colleges according to managements was: Government 86, local boards 2, and private bodies 83. The corresponding figures for the preceding year were 68, 2 and 62 respectively.

### **Pupils**

The total number of pupils under instruction (excluding those reading for school courses) in all types of Professional institutions—colleges, universities and attached classes—increased from 45,643 (42,814 boys and 2,829 girls) to 53,239 (49,973 boys and 3,266 girls) showing an increase of 17.0 per cent over the 1947-48 figures. The enrolment for the Professional Education constituted nearly 20 per cent of the total enrolment at the University stage. Among the professional courses, Commerce attracted the largest (17,169) number of students. Next in order were Medicine (10,367), Law (7,485), Engineering (6,754), Teachers' Training (4,831), Agriculture (4,231), Technology (1,027), Veterinary Science (1,013) and Forestry (362). The increase in numbers, though shared by all faculties, except that of Law, was marked in case of Teachers' Training (48.1 per cent) and Forestry (41.4 per cent).

### **Expenditure**

The total direct expenditure on Professional colleges only amounted to Rs. 2,85,99,087 and formed 28.6 per cent of the total expenditure on universities and colleges and 4.2 per cent of the total direct expenditure on all types of education. Compared with the corresponding figure for the preceding year, it showed an increase of nearly 43 per cent, as against 24.0 per cent observed in 1947-48. Of the total expenditure, 65.4 per cent was expended from Government funds, while local board funds, fees and other sources accounted for 1.1, 22.9 and 10.6 per cent respectively. The proportion of the total expenditure on Professional Education was least on Technological Colleges (1.7 per cent) and highest on Medical colleges (33.5 per cent). The average annual cost per pupil in all types of Professional colleges

\* Includes 3 University Teaching Departments of Technology shown as colleges in 1947-48 report.

Type of Education	No. of Institutions*	Enrolment †		Output (Degrees)		Expenditure ‡		Percentage of Expenditure met from				Average \$ Annual Cost per Pupil
		Boys	Girls	Boys	Girls	Amount	Percentage of total Expenditure on Prof. and Tech. Colleges	Govt. Funds	Local Board Funds	Fees	Other Sources	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Teachers' Training	59	3,472	1,359	2,050**	738**	Rs. 29,43,612	10.3	74.5	..	13.1	12.4	Rs. 707.9
Engineering . .	14	6,749	5	1,017	..	69,74,127	24.4	57.5	..	22.1	20.4	1,218.1
Technology . .	4	1,017	10	220	1	4,94,055	1.7	58.1	..	16.9	25.0	1,014.5
Agriculture . .	16	4,222	9	1,085	1	44,42,114	15.5	82.8	..	11.0	6.2	1,052.1
Forestry . .	3	362	..	61	..	6,93,155	2.4	100.0	..	..	..	1,915.0
Medicine . .	28	8,656	1,711	1,265	218	98,59,818	34.5	68.1	3.3	21.9	6.7	1,050.3
Veterinary Science	6	1,013	..	86	..	11,98,183	4.2	91.4	..	6.8	1.8	1,182.8
Law . . . .	17	7,385	100	2,817	23	8,75,251	3.1	0.3	..	89.1	10.6	169.9
Commerce . .	24	17,097	72	4,890	11	11,18,772	3.9	2.0	..	91.9	6.1	94.7
<b>TOTAL</b> . .	<b>171</b>	<b>49,973</b>	<b>3,266</b>	<b>13,492</b>	<b>992</b>	<b>2,85,99,087</b>	<b>100.0</b>	<b>65.4</b>	<b>1.1</b>	<b>22.9</b>	<b>10.6</b>	<b>690.9</b>

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\*Excludes University Teaching Department and classes in Professional subjects attached to Arts and Science Colleges.

†Includes enrolment in University Teaching Department and in classes in Professional subjects attached to Arts and Science Colleges but excludes students reading for school courses in Professional subjects.

‡On Colleges only.

§In Colleges only.

\*\*Includes L. T.'s.

was Rs. 690.9. It varied from Rs. 94.7 in a Commerce college to Rs. 1,915.0 in a Forestry college.

### Output

The total output of Graduates and Post-Graduates in Professional and Technical Education was 14,484—13,492 boys and 992 girls.

For further details of Higher Professional Education, reference may be made to table LXXII and also tables LX to LXIII in Chapter VI.

Below is given a separate and brief account of each type of education (other than Teachers' Training, which has already been discussed in Chapter VII).

### Engineering Colleges

With the starting of 3 new colleges in Bombay, during the year under report, the total number of Engineering colleges increased to 14. Of these, 9 were managed by the Government and the remaining 5 by private bodies. Facilities for higher education in this field were also provided by the Victoria Jubilee Technical Institute, Bombay, which was returned as a college of Technology and Departments of Engineering of Aligarh, Annamalai, Banaras and Roorkee Universities. The number of students studying for the degree courses in all these institutions rose from 5,453 to 6,754, of whom 5 were girls. The total expenditure on the Engineering colleges increased by nearly 100 per cent to Rs. 69,74,127, of which about 58 per cent was borne by Government. The output of graduates during the year was 1,017.

The Province-wise details of Engineering colleges during the year 1948-49 are given below:

**Table LXXIII—Statistics of Engineering Colleges**

Province/Area	Number of Institutions*	Enrolment†		Expenditure	Average Annual Cost per Pupil	Output (Degrees)
		Boys	Girls			
(1)	(2)	(3)	(4)	(5)	(6)	(7)
				Rs.	Rs.	
West Bengal . . .	2	2,429	4	18,06,758	742.6	106
Bihar . . . . .	1	218	..	4,21,652	951.8	34
Bombay . . . . .	5	919	..	22,58,371	2,457.4	332
C. P. & Berar . . .	1	194	..	8,78,303	4,527.3	..
Madras . . . . .	4	1,533	1	13,84,602	903.2	235
East Punjab . . .	1	208	..	2,24,441	1,079.0	23
U. P. . . . .	..	1,248	..	..	..	289
<b>TOTAL . . . . .</b>	<b>14</b>	<b>6,749</b>	<b>5</b>	<b>69,74,127</b>	<b>1,218.0</b>	<b>1,017</b>

\*Excludes University Teaching Departments.

†Includes enrolment in University Teaching Depts. but excludes students reading for school courses in Professional subjects.

‡All boys.

## Technological Colleges

The following colleges of Technology were functioning during the year under report:

- (i) Victoria Jubilee Technical Institute, Bombay;
- (ii) Luxmi Narayan Institute of Technology, Nagpur;
- (iii) Dr. Alagappa Chettiar College of Technology, Madras; and
- (iv) Institute of Fruit Technology, Delhi.

Besides these colleges, the Universities of Andhra, Annamalai, Banaras, Bombay, and Madras had departments of Technology. The total number of students under instruction in all these institutions was 1,027—1,017 boys and 10 girls. The total expenditure on the four colleges only amounted to Rs. 4,94,055, giving an average annual cost of Rs. 1,014.5 per pupil. Two hundred and twenty boys and 1 girl qualified for the award of degrees in various Technological subjects.

Some important statistics of Technological Education, during the period under review, according to different Provinces and Areas are given below:

**Table LXXIV—Statistics of Technological Colleges**

Province/Area	No. of Institutions*	Enrolment†		Expenditure	Average Annual Cost per Pupil	Output	
		Boys	Girls			Boys	Girls
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Rs.	Rs.		
Bombay . . . . .	1	337	10	90,394	758.0	76	1
C.P. & Berar . . . . .	1	57	..	1,29,764	2,276.6	19	..
Madras . . . . .	1	297	..	1,78,397	1,055.6	39	..
U.P. . . . .	..	309	..	..	..	86	..
Delhi . . . . .	1	17	..	95,500	5,617.6	..	..
<b>TOTAL</b>	<b>4</b>	<b>1,017</b>	<b>10</b>	<b>4,94,055</b>	<b>1,014.5</b>	<b>220</b>	<b>1</b>

In addition to the colleges and the University Teaching Departments mentioned above, the following All-India institutions provided

\*Excludes University Teaching Departments.

†Includes enrolment in University Teaching Departments.

facilities for training and research in different branches of Technology:

- (i) Delhi Polytechnic, Delhi;
- (ii) Hercourt Butler Technological Institute, Kanpur;
- (iii) Indian School of Mines & Applied Geology, Dhanbad;
- (iv) Indian Institute of Science, Bangalore; and
- (v) Indian Institute of Sugar Technology, Kanpur.

### Agricultural Colleges

The number of colleges for Agriculture was 16, as against 12 in the preceding year. The Government controlled 12 of these colleges, leaving the rest to private management. Of the new institutions reported during 1948-49, three, viz., Indian Agricultural Research Institute, Statistical Branch of Indian Council of Agriculture Research, both in New Delhi, and Assam Agricultural College, Jorhat were in existence in 1947-48 but were not included in the return for that year. The fourth institution was opened in C.P. and Berar. Agricultural Education was also imparted in Agriculture classes attached to two Arts and Science colleges in U.P. and one in East Punjab. The total number of pupils increased from 3,759 to 4,231—4,222 boys and 9 girls. The number of students passing B.Sc. and M.Sc. in Agriculture, including Agricultural Engineering, was 1,036. The total cost of maintenance of the Agricultural colleges rose from Rs. 38,60,696 to Rs. 44,42,114, of which nearly 82 per cent was met from Government funds. The average annual cost per pupil was Rs. 1,052.1.

The Province-wise details for the year 1948-49 are given in the following table:

**Table LXXV—Statistics of Agricultural Colleges**

Province/Area (1)	No. of Institutions (2)	Enrolment* (3) (4)		Expenditure (5)	Average Annual Cost per Pupil (6)	Output (Degrees) (7) (8)	
		Boys	Girls			Boys	Girls
				Rs.	Rs.		
Assam	1	30	..	38,835	1,294.5	..	..
Bihar	1	89	..	1,17,583	1,321.2	25	..
Bombay	3	977	4	7,79,608	794.7	214	..
C.P. & Berar	2	265	..	2,08,389	786.4	38	..
Madras	2	540	5	3,27,616	606.7	157	1
East Punjab	1	147	..	1,03,113	701.4	56	..
U.P.	3	1,944	..	11,23,857	578.1	559	..
Delhi	3	230	..	17,43,113	7,578.8	36	..
<b>INDIA (LESS STATES)</b>	<b>16</b>	<b>4,222</b>	<b>9</b>	<b>44,42,114</b>	<b>1,052.1</b>	<b>1,085</b>	<b>1</b>

\*Includes enrolment in University Departments of Agriculture and classes in Agriculture attached to Arts and Science Colleges.



The Indian Agricultural Research Institute, New Delhi is a premier institute for research and Post-Graduate training in Agriculture. The Indian Council of Agriculture Research, New Delhi, is another important agency in the field of Agricultural Research. The Statistical Branch of the Council provides facilities for training and research in statistical methodology as applied to agricultural and animal husbandry problems. Some other research institutions of all-India nature are given below :

### *Agriculture*

- (i) Rice Research Institute, Cuttack;
- (ii) Potato Research Institute, Patna; and
- (iii) Botanical Survey of India, Calcutta.

### *Fisheries*

- (i) Central Inland Fishries Research Station, Manirampur (West Bengal);
- (ii) Central Marine Fisheries Research Station, Mandapam (Madras); and
- (iii) Deep Sea Fishing Station, Bombay.

### *Dairy Science*

Indian Dairy Research Institute, Bangalore.

### *Forestry Colleges*

Facilities for education in Forestry continued to be provided by the Indian Forest College, Dehra Dun, the Indian Forest Ranger College, Dehra Dun and the Madras Forest College, Coimbatore. All the colleges were under the administrative control of the Central Ministry of Agriculture. The Indian Forest College offers a superior Forest Service Course of two years' duration for training officers of the Forest Departments of the Provincial Governments, while the Indian Ranger College at Dehra Dun imparts two years' training for the highest post in the subordinate Forest Service. To meet the increased demand for trained personnel, the college was functioning at two places, Dehra Dun and New Forest. The Madras college had provision for two courses, viz., Superior Forest Service Course and the Ranger Course. The total number of pupils under instruction in all the three colleges increased from 255 to 362 and the expenditure from Rs. 6,16,130 to Rs. 6,93,155. The average annual cost per student amounted to nearly Rs. 1,915. The output during the year was 164—103 rangers and 61 Superior Service officers.

In addition to these colleges, the Forest Research Institute, Dehra Dun, which is the only centre in the country for general

service of information on all forest matters, provided facilities for Post-Graduate research and training to Government officers and other personnel deputed by industries and firms.

### Medical Colleges

During the year under review, there were 28 Medical (including Dentistry, Nursing and Public Health) colleges, as against 24 in the preceding year. According to managements, these were distributed as: Government 21, municipal boards 2, and private bodies 5. Three of the colleges were meant exclusively for girls. Facilities for Higher Medical Education were also provided by the Medical faculty of the Lucknow University. The total number of pupils under instruction increased from 8,850 (7,155 boys and 1,695 girls) to 10,367 (8,656 boys and 1,711 girls), at the rate of 17.2 per cent as compared to 13.9 per cent in the preceding year. The number of students getting degrees in Medicine was 1,483 (1,265 boys and 218 girls). The total direct expenditure on the Medical colleges also rose from Rs. 70,86,596 to Rs. 98,59,818, of which 68.1 per cent was contributed by Government, 3.3 per cent by municipal boards, 21.9 per cent by fees and 6.7 per cent by other sources. The average annual cost per pupil in a Medical college was Rs. 1,050.3.

The Province-wise figures of Medical colleges during, 1948-49, are given in the following table:

**Table LXXVI—Statistics of Medical Colleges**

Province/Area (1)	No. of Institutions (2)	Enrolment		Expenditure (5)	Average Annual Cost per Pupil (6)	Output (Degrees only)	
		Boys (3)	Girls (4)			Boys (7)	Girls (8)
Assam . . . . .	1	70	..	Rs. 6,45,376	Rs. 9,219.6	..	..
West Bengal . . . . .	6	2,538	139	24,66,080	924.3	561	29
Bihar . . . . .	2	806	52	5,32,585	620.7	100	10
Bombay . . . . .	7	1,720	411	18,81,777	883.0	228	60
C. P. & Berar . . . . .	1	212	32	1,92,619	789.4	..	..
Madras . . . . .	6	1,590	572	14,21,059	657.3	205	79
Orissa . . . . .	1	156	26	4,39,557	2,415.1	16	..
East Punjab . . . . .	1	388	91	4,34,519	907.1	35	16
U. P. . . . .	1	1,176*	119*	12,29,296	3,552.8	120	9
Delhi . . . . .	2	..	278	6,16,950	2,219.2	..	15
<b>INDIA (LESS STATES)</b> . . . . .	<b>28</b>	<b>8,656</b>	<b>1,711</b>	<b>98,59,818</b>	<b>1,050.3</b>	<b>1,265</b>	<b>218</b>

\*Include enrolment in Medical Faculty of Lucknow University.

Besides the above mentioned colleges, some of which provided research facilities also, there were four important all-India Research Institutions in the field of Medicine and Public Health, viz., All India Institute of Hygiene and Public Health, Calcutta; Central Drugs Laboratory, Calcutta; Central Research Institute, Kasauli and Malaria Institute of India, Delhi. An account of the activities of these institutions is given in this Ministry's publication No. 112 "Education in Centrally Administered Institutions in India, 1948-49."

### Veterinary Science Colleges

With the opening of a new college in C. P. and Berar, during the year, the total number of colleges for Veterinary Science rose to 6, all of which were under Government management. The total number of pupils under instruction in these colleges increased by 207 to 1,013—all boys. The number of students graduating in Veterinary Science was 86. The total direct expenditure on these colleges amounted to Rs. 11,98,183, as against Rs. 7,63,994 during 1947-48. Nearly 91 per cent of the total expenditure was met from Government funds. The average annual cost per pupil was Rs. 1,182·8.

Table LXXVII gives the details of Veterinary Science colleges in the different Provinces and Areas during the year under report.

**Table LXXVII—Statistics of Veterinary Science Colleges**

Province/Area	No. of Institutions	Enrolment		Expenditure	Average Annual Cost per Pupil	Output* (Degrees)
		Boys	Girls			
(1)	(2)	(3)	(4)	(5)	(6)	(7)
West Bengal . . . .	1	165	..	Rs. 3,30,298	Rs. 2,001·8	..
Bihar . . . . .	1	157	..	1,28,247	816·8	..
Bombay . . . . .	1	154	..	1,04,823	680·6	14
C. P. & Berar . . . .	1	55	..	1,91,680	3,485 0	41
Madras . . . . .	1	391	..	2,34,100	598 7	19
East Punjab . . . .	1	91	..	2,29,035	2,516 7	12
<b>INDIA (LESS STATES)</b>	<b>6</b>	<b>1,013</b>	<b>..</b>	<b>11,98,183</b>	<b>1,182·8</b>	<b>86</b>

In the field of research in Veterinary Science, special mention may be made of the Indian Veterinary Research Institute, Mukteswar and Izatnagar, which is one of the largest Veterinary research institutes in the world. The Institute besides providing facilities for research in the various aspects of Veterinary Science, offered about

\* All boys.

12 courses, including the two years' course leading to the award of Associateship of I.V.R.I.

### Law Colleges

The total number of Law colleges increased by 2 to 17. Of the new colleges, one was located in C.P. and Berar and the other in Bihar. The Government managed 4 colleges, while the remaining 13 were under the control of private bodies. Instruction in Law was also provided by the Law Departments of universities and Law classes attached to Arts and Science colleges. The number of pupils under instruction in all these institutions decreased from 7,676 (7,621 boys and 55 girls) to 7,485 (7,385 boys and 100 girls). The number of graduates and post-graduates in Law was 2,840 (2,817 boys and 23 girls), as compared to 2,462 (2,437 boys and 225 girls) in the preceding year. The total expenditure on the colleges, excluding University Departments and attached classes, rose from Rs. 6,40,849 to Rs. 8,75,251, of which Rs. 7,79,608 or 89.1 per cent was met from fees. The corresponding percentage in 1947-48 was 97.2. The average annual cost per student in a Law college was Rs. 169.9.

The following table gives some important statistics of Law colleges in various Provinces and Areas during the year under report.

**Table LXXVIII—Statistics of Law Colleges**

Province/Area (1)	No. of Institutions (2)	Enrolment*		Expenditure (5)	Average Annual Cost per Pupil (6)	Output (Degrees)	
		Boys (3)	Girls (4)			Boys (7)	Girls (8)
Assam . . .	1	93	..	Rs. 7,009	Rs. 75.4	54	1
West Bengal . .	2	1,231	12	1,75,704	141.4	210	1
Bihar . . .	2	752	..	69,808	85.7	331	..
Bombay . . .	5	1,377	33	3,26,181	231.3	470	..
C. P. & Berar . .	4	551	4	64,147	115.6	202	..
Madras . . .	2	942	12	1,63,378	171.3	315	2
Orissa . . .	..	160	4	..	..	42	..
East Punjab . .	1	84	..	69,024	821.7	121	..
U. P. . . .	..	1,713	32	..	..	850	12
Delhi . . .	..	482	3	..	..	222	..
<b>INDIA (LESS STATES)</b>	<b>17</b>	<b>7,385†</b>	<b>100</b>	<b>8,75,251</b>	<b>169.9</b>	<b>2,817</b>	<b>23</b>

\*Includes enrolment in University Department and attached classes.

†Excludes M. A./M. Sc. students reading Law also.

## Commercial Colleges

There were 24 colleges for Commerce during the year under report, as against 18 during the previous year. Of the 6 new colleges, four were opened in West Bengal and the remaining two in C.P. and Berar. Only one college (in Bombay) was controlled by the Government, all others being under private management. Some of the universities had Commerce Departments, and a number of Arts and Science colleges had Commerce classes attached to them. The number of students receiving Commercial Education increased during the year by 2,511 to 17,169, of whom 72 were girls. The output of post-graduates and graduates in Commerce also increased by 1,579 to 4,901. The total expenditure on the Commerce colleges was Rs. 11,18,772, as against 8,60,695 in 1947-48. Fees accounted for nearly 93 per cent of the total cost. The average annual cost per pupil amounted to Rs. 94·7.

The statistics of these colleges, according to different Provinces, for the year under report are given below:

**Table LXXIX—Statistics of Commercial Colleges**

Province/Area (1)	No. of Institutions (2)	Enrolment* (3)      (4)		Expenditure (5)	Average Annual Cost per Pupil (6)	Output (Degrees) (7)      (8)	
		Boys	Girls			Boys	Girls
				Rs.	Rs.		
Assam . . . . .	..	84	..	..	..	24	..
West Bengal . . . . .	13	6,683	..	1,89,078	28·3	1,407	1
Bihar . . . . .	..	†	†	..	..	151	..
Bombay . . . . .	6	3,818	66	7,61,494	196·1	709	8
C. P. & Berar . . . . .	4	1,141	..	1,55,571	136·4	76	2
Madras . . . . .	..	†	†	..	..	1,200	..
Orissa . . . . .	...	†	†	..	..	16	..
East Punjab . . . . .	1	106	..	12,629	119·1	75	..
U. P. . . . .	..	5,265	6	..	..	1,228	..
Ajmer-Merwara . . . . .	..	†	†	..	..	4	..
<b>INDIA (LESS STATES)</b> . . . . .	<b>24</b>	<b>17,097</b>	<b>72</b>	<b>11,18,772</b>	<b>94·7</b>	<b>4,890</b>	<b>11</b>

\*Includes enrolment in University Teaching Departments and in Commerce classes attached to Arts and Science Colleges.

†Figures are not available.

A review of Professional and Technical Education will not be complete without reference to the various handicaps under which the institutions were working. Most of them suffered from lack of equipment or staff or accommodation or all the three. The strengthening of the existing facilities in the institutions by equipping and staffing them adequately for the present intake of students and bringing up the standard of training to the desired level will go a long way to improve the quality and provide the required facilities for Professional and Technical Education in the country.

## CHAPTER IX

### SOCIAL EDUCATION

The year 1948-49 marks the beginning of the change in the concept of Adult Education, which was broadened to include the wider concept of training for a fuller life as a man and as citizen, under the changed name of "Social Education". While the importance of the ability to read and write was recognised, it was felt that literacy alone could not solve the problems facing the country and that the present socio-economic set up demanded a more direct approach with a view to improving the standard of life and culture of the adult and turning him into a healthier, happier and better citizen. With this end in view, the Central Advisory Board of Education appointed a Committee on Adult (Social) Education in January, 1948 which finalised its report in July, 1948.\* The objectives of Social Education were defined by the Committee as follows:

- (i) To instil a consciousness of the rights and duties of citizenship and foster a spirit of service to the community;
- (ii) To develop love for democracy and impart an understanding of the way in which democracy functions;
- (iii) To disseminate knowledge of the outstanding problems and difficulties facing the country and the world to-day;
- (iv) To develop love for and pride in our cultural heritage through the knowledge of our history, geography and culture;
- (v) To teach the simple laws of personal and community health and develop habits of hygiene and cleanliness;
- (vi) To foster the growth of the co-operative spirit as a way of life;
- (vii) To provide training in crafts both as a hobby and as a means to economic betterment;
- (viii) To provide cultural and recreational facilities by way of folk dances, drama, music, poetry recitation and other ways of spontaneous self-expression;
- (ix) To give a reasonable mastery over the tools of learning—reading, writing, simple arithmetic—and to create an interest in knowledge;

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\*The report has since been included in the Bureau of Education, India Pamphlet No. 79.

- (x) To provide through these various activities, as well as through reading and discussion groups, an understanding of the basic moral values; and
- (xi) To provide facilities for continuation of education through libraries, discussion groups, clubs and institutions like Peoples' colleges.

A brief summary of the main recommendations of the Committee is given below :

- (i) The Provincial Governments should fix their targets in Social Education at removing 50 per cent of illiteracy in the course of next five years;
- (ii) The Provincial Governments should put their schemes in operation not later than the 1st April, 1949;
- (iii) The scheme for Social Education should be designed for the purpose of imparting education to the population between 12 and 45 years;
- (iv) The Provincial Governments should enact legislation for compelling employers to provide facilities for social education to their employees. The legislation should include a clause to the effect that the cost incurred by the employers on this education should be admitted as legitimate charge on the expenses of establishment of the concern, for the purpose of assessment of income-tax;
- (v) One centre should be started in each Primary school and at least two such centres in each Secondary school and adequate remuneration be given to teachers for this additional work;
- (vi) Provincial Governments should encourage, assist and promote production of suitable literature for adults and workers; and
- (vii) Research in the methods of teaching the adult should be encouraged.

The Central Advisory Board of Education in its fifteenth meeting, held at Allahabad in January, 1949, approved of the report submitted by the Adult (Social) Education Committee. The Board also considered the role of films in education and suggested that Adult Education should have top priority in this respect. The Board desired that the Ministry of Information and Broadcasting should produce documentary films or the Ministry of Education should commission private agencies for the purpose and, in both cases, an educational expert should guide the work by preparing script and giving his advice from the educational point of view.



The Central Ministry of Education also prepared a Guide Plan on Social Education on the lines recommended in the Report of the Social Education Committee. The chief points made out in this Guide Plan were:

- (i) Adult Education workers should be recruited mostly from school teachers, but available volunteers should also be used in the work;
- (ii) The course to be followed by the Social Education classes should be covered in about 180 hours, i.e. ordinarily in 90 working days of two hours each;
- (iii) Whenever possible, Provincial Governments should also conduct Social Education camps;
- (iv) The age-group suggested to be covered by the Social Education programme was 12 to 40;
- (v) Social Education workers, teachers or volunteers should be trained in the work they were required to do;
- (vi) Visual aids for Social Education work e.g. film strips, films, etc. should be provided;
- (vii) Each Province should have a well-organised machinery for the execution and supervision of its Social Education programme; and
- (viii) Each Province should make adequate arrangements for follow-up work by the maintenance of libraries or otherwise.

The Guide Plan was discussed at a meeting of Provincial Ministers of Education held in New Delhi in February, 1949. The conference agreed that Social Education in Provinces should, as far as possible proceed along the lines of the Guide-Plan. It was also decided to reserve Rs. 10 lakhs out of Rs. 1 crore for Social Education activities of the Centre, and distribute the remaining amount among the Provinces in proportion to their illiterate population. Each Province was asked to contribute to its Social Education scheme an amount at least equal to that received by it from the Centre during the period of three years. The conference also asked the universities to investigate the desirability of mobilizing the students for literacy work and also recommend a set-up to further the use of films in Social Education.

The Provinces, in their turn, tried to implement the recommendations of the Board. An account of the main achievements is given below:

In Assam, the work of post-literacy aspect of Adult Education was intensified by opening more post-literacy centres, circulating libraries and rural libraries; their total number at the end of the year being

190, 300 and 290 respectively. The Government sanctioned an annual recurring grant of Rs. 36 for each rural library and Rs. 35 for each post-literacy centre. The Adult Education branch of the Education Department was provided with two mobile van units. These vans were fitted with sound and motion picture projectors, radio sets, microphones etc. The units operated in 10 Sub-Divisions and held shows of educational films bearing on the improvement of agriculture, sanitation, domestic animals, etc. Radio programmes and talks also formed part of the drive against illiteracy in 50 selected rural areas.

The West Bengal Government put into operation an interim scheme approved by the Government of India for the promotion of Social Education. To meet the requirements of trained personnel, a batch of trained graduates, including headmasters of Government Primary Training schools, were given special training in Social Education under the supervision and guidance of well-known social workers and experts. With the help of these trained teachers, 16 Social Education Teachers' Training Camps were opened in different parts of the Province and about 500 Social Education teachers, mainly recruited from among the Primary school teachers, were trained. These teachers were expected to start centres in their schools for imparting education to the illiterate adults of their localities. The Government also proposed to set up suitable library centres to give follow-up education to the new literates.

In Bihar, the Adult Education Board abolished many inefficient and temporary centres and concentrated its attention on a small number of efficient ones with a view to improve the quality of education imparted in them. Some of the Adult Education centres served the purpose of village welfare centres also. In order to cope with the increased work, the Government converted the part-time post of the Secretary of Mass Literacy Committee into full time post of Adult Education Officer and also strengthened the staff engaged in the various activities of the Adult Education Board. The publication branch of the Education Department brought out books suited to the attainments of the people in rural areas. The Hindi weekly 'Roshni', published under the auspices of the Adult Education Board, was regularly supplied to the centres. During the year, 30,888 adults, including 1,712 women, were made literate.

In Bombay, the experiment of having compact areas for adult literacy work was further expanded and 30 fresh compact areas were added during 1948-49, bringing the total number of such areas to 74 i.e. about 3 compact Areas per district. The total number of adults made literate during the year was 1,00,804 (84,947 men and 15,857 women). The scheme for the establishment of village libraries and reading rooms continued to make steady progress. At the end of the

period under report, there were 3,247 libraries, as against 2,892 in 1947-48. The total grant paid to them increased from Rs. 48,490 to Rs. 56,476. The office of the Educational Adviser prepared syllabii for the training of workers and for short term refresher courses, for special officers, run by the Regional Committees. The Adult Education Conference, convened in July 1948, by the Educational Adviser to the Bombay Government, made important recommendations which "envisaged an entire reorientation of the movement towards Social Education". Due to financial difficulties, the Government could implement only some of the recommendations made. Amongst these may be mentioned the following:

- (a) Empowering the Regional Committees to speed up propaganda by (i) bringing out a monthly magazine, (ii) organisation of rural meetings at melas, (iii) organisation of refresher courses, (iv) appointment of local organisers and (v) carrying out such other activities as were likely to stimulate public enthusiasm.
- (b) Appointment of District Committees to help Regional Committees.

Some other recommendations of the Conference, which were under the consideration of the Government related to (a) making it compulsory on all educational institutions to start at least one centre for Social Education and (b) awarding of merit certificates by Government to workers or institutions doing meritorious work in this field.

In C.P. & Berar, a Provincial Advisory Body for Social Education was constituted to advise Government regarding all matters concerning the planning and conduct of Social Education. The Board was guided in its deliberations by two permanent expert committees—one for education for Citizenship and the other for education for Enlightenment. For the proper working of the scheme, three categories of executive centres were created—the Provincial, the Divisional and the District. It was proposed to have mobile units at the Provincial centre and to supply to each District specially built motor vans fitted with a 16 mm projector, an epidioscope, a gramophone, a radio, a film strip projector and a complete public address system. The Social Education scheme, in its new form, was launched with effect from 1st May, 1948, by starting camps for the summer course all over the Province. In view of their success, two more courses, one from July to November and the other from December to April were held during the year. The total number of adults made literate was 1,80,340, of whom 39,222 were women. The staff under the Social Education scheme was strengthened by the appointment of two Deputy Directors of Education (one for Social Education and the other for Literature), one Chief Artist, one Education Publicity

Officer, four Field Workers, 22 Additional District Inspectors and 44 Assistant District Inspectors of schools. Fifty gazetted officers of the Education Department were given special training in Social Education. The Literature Centre started the fortnightly bulletin (Prakash) in two languages, Hindi and Marathi, from October, 1948. In addition to this, small pamphlets of 6—8 pages each, were also brought out. The Government sanctioned the installation of 1,000 radios in specially selected villages. A scheme for the conscription of teachers for literacy work was under the consideration of the Government.

The Government of Madras approved the following schemes for Adults Education for 1948-49:

- (i) Opening of Adult literacy schools for liquidating illiteracy among adults;
- (ii) Training of staff for Adult literacy work;
- (iii) Opening of Rural colleges;
- (iv) Training camps for social service workers;
- (v) Training for Citizenship and for leaders in Youth Movement; and
- (vi) Visual instruction.

One hundred aided Adult literacy schools were sanctioned during the year. Three batches of training courses for the training of teachers for Adult literacy work were also organised. The draft rules for recognition and aid to rural colleges were finalized and submitted to the Government for approval.

In Orissa, the agency for achieving literacy was confined to night schools, classes in jails, and libraries. Forty-four night schools, including 2 for aboriginals, were opened during the year. There were 58 libraries and 34 reading rooms. About 3,300 adults were made literate.

In East Punjab, only the Government was running a number of Adult centres at suitable places. It was, however, proposed to enforce the scheme of Social Education under whole-time teachers from the next financial year. The number of adults made literate was 5,003.

In U.P., the Adult schools (Government or aided), municipal night schools, libraries and reading rooms continued to spread literacy. Almost all the big villages had libraries and reading rooms. Dance, drama and other cultural activities were encouraged in Adult schools.

In Delhi, the general line of work for Social Education was outlined by Hon'ble Maulana Abul Kalam Azad, Minister for Education.

at a Press Conference held on 31st May, 1948. It envisaged the following scheme :

- (i) The village school will be a centre of instruction, welfare work, sports and recreation for the entire village;
- (ii) Separate times will be allotted to children, adolescents and grown-ups;
- (iii) Certain days in the week will be reserved exclusively for girls and women;
- (iv) A number of motor-vans fitted with projectors and loud-speakers will visit the schools once a week. Films and magic lanterns will be shown and recording of talks played;
- (v) Schools will be provided with radio-sets and arrangement will be made for broadcasting special programme for school children, adolescents and grown-up people;
- (vi) Popular dramas will be organized in the schools and from time to time prizes given for the best plays produced;
- (vii) There will be provision for teaching of national and community songs;
- (viii) Arrangements will be made for giving simple instruction in some crafts or industry suited to the locality;
- (ix) Lectures will be arranged in co-operation with the Ministries of Health, Agriculture and Labour to instruct villagers in the simple laws of social hygiene, methods of Agriculture, Cottage Industries and Co-operative activities;
- (x) In co-operation with the Ministry of Information and Broadcasting, suitable films and slides will be shown from time to time. Arrangements will also be made for visits of public men to speak to the villagers on problems of national importance. The help and assistance of public bodies interested in constructive work will be invited to give effect to the programme of Social Education;
- (xi) Arrangements will be made for organising group games. Competitions will be held from time to time between different schools and villages; and
- (xii) Periodic exhibitions, fairs and excursions will be organized.

In pursuance of this programme three educational melas were organised during the year by the Directorate of Education, Delhi. These melas included sports competitions, lectures by villagers themselves, exhibitions of products of local industries and a programme of educational films and radio broadcasts. "In all these melas, villagers were not merely passive spectators but active participants. Each

mela called into activity latent energies of not only the village where it was held but of the entire locality. The experience of these melas had confirmed the belief that the Indian villager was on the march today and was hungering for knowledge. He was ready and anxious for progress. What he needed was the means of education on all fronts".

Of the remaining Centrally Administered Areas, mention may be made, of Ajmer-Merwara, Bilaspur and Coorg, which were making a beginning in this direction. In Ajmer-Merwara, one Adult Primary night school was being run by the Municipal Committee at Beawar. The need of introducing Social Education on an extensive scale was however, realized and a scheme was submitted to the Government of India for consideration. Bilaspur started one and Coorg two Adult schools during the year.

### Statistics\*

The total number of Adults schools and classes increased from 9,433 to 20,705. The total number of adults under instruction also rose from 2,80,671 to 7,44,636, of whom 1,25,458 were women. The total expenditure on Adult Education amounted to Rs. 33.55 lakhs, as against Rs. 15.60 lakhs during the previous year.

Table LXXX gives the main statistics of Adult Education in the several Provinces and Areas during the years 1947-48 and 1948-49. The Progress made by the Provinces of Bombay and C.P. & Berar was very encouraging.

The foregoing account will show that, during the year under report, a definite step forward was taken to tackle, on new lines, the difficult problem of educating the adult illiterates. Though the progress in point of numbers was not spectacular and only a beginning was made, it was a move in the right direction and the Centre as well as the Provinces gave evidence of a keener desire to deal with the situation seriously and on right lines.

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\* The statistics given here include literacy centres/classes.

Province/Area (1)	No. of Adult Schools/Classes		No. of Adults on Rolls				Total Expenditure	
	1947-48 (2)	1948-49 (3)	Men		Women		1947-48 (8)	1948-49 (9)
			1947-48 (4)	1948-49 (5)	1947-48 (6)	1948-49 (7)		
							Rs.	Rs.
Assam . . . . .	452	528	12,422	13,843	1,865	1,971	61,430	73,496
West Bengal . . . . .	416	369	12,147	11,540	28	202	27,673	30,238
Bihar . . . . .	1,534	1,850	61,966	46,475	6,590	3,272	1,21,765	1,33,808
Bombay . . . . .	5,199	9,221	1,07,200	1,95,030	17,381	29,469	4,84,825	8,10,873
C. P. & Berar . . . . .	16	6,479	715	2,83,504	218	88,549	2,25,089	16,11,467
Madras . . . . .	10	10	321	308	80	92	1,044	1,714
Orissa . . . . .	2	328	40	7,783	..	51	120	16,434
East Punjab . . . . .	23	39	454	1,013	123	121	1,173	2,261
U. P. . . . .	1,779	1,860	57,893	59,593	1,110	1,469	6,36,481	6,71,470
Ajmer-Merwara . . . . .	1	1	20	20	..	..	114	123
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..
Bilaspur . . . . .	†	1	†	14	†	..	†	852
Coorg . . . . .	..	2	..	27	..	13	..	392
Delhi . . . . .	7	7	98	28	..	..	400	73
Himachal Pradesh . . . . .	†	..	†	..	†	..	†	..
Kutch . . . . .	†	10	†	249	†	..	†	1,742
Panth Piploda . . . . .	..	..	..	..	..	..	..	..
<b>INDIA (LESS STATES)</b>	<b>9,439</b>	<b>20,705</b>	<b>2,53,276</b>	<b>6,19,427</b>	<b>27,395</b>	<b>1,25,209</b>	<b>15,60,114</b>	<b>33,54,913</b>

\* The statistics given in this table include literacy centres/classes and as such do not agree with the figures of recognised Adult schools shown in the tables at the end of the book.

† Figures are not available, as these were not Centrally Administered Areas during the year 1947-48.

## CHAPTER X

### MISCELLANEOUS

This chapter discusses briefly certain miscellaneous items which have not been included in the preceding chapters.

#### 1. Pre-Primary Education

Although the need for providing education before the compulsory age, through Nursery schools or classes, was increasingly felt, very little progress was achieved in this field during the year under report. The heavy mounting financial liabilities of the various Provincial Governments on Basic, Secondary and Social Education and the inadequate supply of properly trained teachers were the main difficulties in the expansion of Pre-Primary Education. Most of the good schools owed their existence to private initiative and enterprise. Special mention may be made of Anglo-Indian and European schools, which generally had good arrangements for nursery and kindergarten education. The education in these schools was, however, costly.

The statistics about Pre-Primary Education are incomplete because the exact provision for Nursery education and the number of children benefiting from the same has not been reported by all the Provinces and Areas. The available information is summed up below:

In West Bengal, Jitendranarayan Roy Memorial Infant Nursery School, Calcutta—the largest of its kind in the Province—continued to do useful work. The other institutions of importance were Sishu Niketan in Calcutta, and Sishu Niketan and Sishu Mahal in Jalpaiguri. Some of the girls' High schools in Calcutta and Burdwan and most of the Anglo-Indian and European schools had Pre-Primary classes attached to them. During the year under report, 59,117 children—42,028 boys and 17,149 girls attended the Pre-Primary classes of Primary and Secondary schools. In Bombay, the number of recognised Pre-Primary schools rose from 53 to 62 and the enrolment therein increased from 3,661 to 4,509. The Government grant to these schools also increased from Rs. 16,690 to Rs. 26,965. The Province had four centres for training teachers in Montessori and Nursery methods. In C.P. & Berar, all the 11 Anglo-Indian and European Primary schools had provision for kindergarten education. In addition to the 12 newly started schools, the Montessori School at Nagpur and the Montessori class at Amraoti were functioning during the year. Madras had 23 recognised Nursery schools with a total strength of 1,730. The Nursery School Vepery trained 30 teachers in Nursery methods. In Orissa, 92 children—38 boys and 54 girls attended the



kindergarten classes of Anglo-Indian and European schools. Two Secondary schools in Cuttack, one for boys and the other for girls, had also well organised kindergarten departments. In U.P., a Nursery class was attached to the newly started College of Home Science and Crafts for Women, Allahabad.

## 2. Aesthetic Education.

The Primary aim of Art Education is the development of the child's latent creative faculties. It has, therefore, been suggested that Art appreciation in some form or the other should be a compulsory subject both at the Primary and Secondary stages. Although Drawing was taught as an optional subject at the Secondary stage, the teaching of music did not generally find a definite place in the Primary or Secondary schools in the country, except in some of the girls' schools. Dancing, as an extra-curricular activity, was taught in a few progressive girls' schools only. With the introduction of the Basic system of education, the teaching of crafts was gradually taken up by a large majority of the schools and this gave a much needed fillip to Art Education.

The facilities for the teaching of art, music and dancing were limited and were offered mostly by private institutions.

In Assam, the Gauhati Art School was recognised by the Assam Government during the year under report. The school had an enrolment of 25. There were five music and three music and dancing schools, of which three were receiving grants-in-aid from the Government.

West Bengal had four important Art schools during the year. The Government School of Art, Calcutta, imparted instruction in Fine Art, Indian Art, Lithography, Commercial Art, Wood-engraving, Modelling and Draftmanship. The school also trained Drawing Masters. The total number of pupils under instruction was 300—265 men and 35 women. The Indian Society of Oriental Art and Indian Art School, both located in Calcutta, were aided institutions and did good work. The Kala Bhavana, Visva Bharati, maintained its standard as a centre of Art and Culture and attracted many students from all over the country. The centre of Rabindra Sangeet was Sangeet Bhavana at Shantinekaton. The classical music of Vishnupur type was taught at Birbhum and Bampur, where there were three aided institutions. Four un-aided Music schools in the urban areas of Malda and Jalpaiguri taught vocal and instrumental music. Dancing was an important item in Bratachari programme and was taught in a few schools of Birbhum and Bampur. The Santhal H. E. School at Bhirbhum taught Santhal dances. Kala Bhavana at Shantinekaton was also an important institute for dancing.

The Patna Art School in Bihar was taken over by the Government during 1948-49. Music classes were a regular feature of the revised syllabus in Secondary schools, where teachers competent to teach music were already on the staff. There were nine Music Societies in the province, which were attended by both boys and girls. The Department of Music of the Patna University provided a diploma course in music. Dancing was taught in certain High schools for girls and in most of the Mission Primary and Middle girls' schools.

Bombay's most important Art Institute was Sir J. J. School of Art. The school had six main sections, which imparted training in Drawing and Painting, Sculpture, Architecture, Training of Art Teachers, Commercial Art and Crafts. To meet the demand for education in Architecture, the 1st and 2nd year classes in Architectural section were duplicated. The total enrolment in all the courses increased from 877 to 969. In pursuance of the recommendations of the Art Education Committee (1947), the Government set up an Advisory Board of Art Education for the Province and an Advisory Committee for Sir J. J. School of Art. It also appointed Boards of studies to frame detailed syllabuses for Art appreciation, which was proposed to be made a compulsory subject for the Matriculation School Leaving Certificate Examination. There were 17 special schools for music with 706 students in them, as against 14 schools with 369 students in 1947-48. The Provincial Government appointed, in 1948, a committee to survey the whole field of Music Education and in particular to examine and make recommendations on the following points:

- (i) The place of music in the various stages of our educational system;
- (ii) Qualifications to be prescribed for teachers of music in
  - (a) Primary, (b) Secondary and (c) Special Schools;
- (iii) Grants-in-aid to be paid to the schools in respect of music;
- (iv) The curriculum in music to be followed in the various types of schools;
- (v) The syllabus in music for public examinations viz., the Primary School Certificate and the School Leaving Certificate Examinations; and
- (vi) The possibility of having a uniform system of notation of Indian Music.

This Committee submitted its report before the end of the period under review and the same was under the consideration of the Government.

The Nagpur School of Art in C.P. and Berar provided instruction in drawing and painting, up to the diploma standard. The number

of pupils in the school rose from 76 to 90 in 1948-49. For music and dancing, private schools were in existence in most of the large towns. Dancing was also practised as an extra-curricular activity in some of the girls' schools. Painting, Drawing, Art, Needle work and Music were optional subjects for the High School Certificate Examination.

In Madras, the School of Art and Crafts, Madras; Municipal Art School, Kumbakonam; Art School Mathurai and the Teachers' College, Saidapet (Manual Training Instructors' class and the Art Masters' class) provided instruction in Art and Crafts. The higher and classical music was taught in Kalakshatra, Adayar, the Maharaja College of Music Vijayanagaram, Sri Sarada Niketanam, Guntur and Music Department of the Annamalai University. There were also three recognised Music schools.

Orissa had no recognised institution for the teaching of Art and Crafts. The Government awarded scholarships for studies in Visva Bharati, Shantinekatan and other reputed institutions outside the Province. The Sangeet Vidyalaya, Cuttack, continued to impart instruction in music to girls. Dancing was encouraged as an extra-curricular activity in all girls' schools.

East Punjab did not have any recognised Art and Crafts or Music School during the year. Painting and Music were optional subjects for women candidates for the Intermediate and B.A. Examinations.

In U.P., the Government School of Art and Craft, Lucknow, continued to do useful work. The two important institutions of music were (a) Morris College of Music, Lucknow, which was an All-India institution and (b) The Pryag Sangeet Sammiti, Allahabad. The strength of these institutions was 296 and 243 respectively. Allahabad University had also provision for the teaching of music, for which it offered two Diploma courses—Junior and Senior. During the year, there were 197 students for the Junior and 13 for the Senior Diploma. The University had arrangements for a Diploma course in painting also. The Agra University recognised painting as one of the subjects for the B.A. examination. In addition to these institutions, there were a large number of private schools which gave coaching in music and painting. Art was a compulsory subject at the Junior High stage.

In Delhi, the Sarada Ukil School of Art, which provided instruction in Art, Painting and Sculpture, was a recognised institution. In order to give an impetus to Art and Crafts in schools, the Education Department organised for the first time an Inter-School exhibition of painting, crafts, needle work etc. The Sangeet Bharati was the only specialised institution for teaching music. Music was recognised as a special subject both for the High School and Higher Secondary examination of the Board of Higher Secondary Education, Delhi. The Delhi

Polytechnic, under the direct control of the Central Ministry of Education, gave increased facilities for a five-year Diploma course and a three year Certificate course in Drawing, Painting, Commercial Painting, Graphic Art and Clay Modelling. Twenty-five students were studying for the Diploma course and the corresponding number for the Certificate course was 14. During the year under report, two students (including one girl) got diplomas and two (including one girl) got certificates.

In Kutch, the Art School in Bhuj, prepared a number of students for the examination of Sir J. J. School of Art, Bombay.

### 3. Education of the Handicapped

During the year under report, there were 52 institutions for the handicapped. Of these, 24 were for the blind, 22 for the deaf and dumb, 5 for lepers and 1 for mentally retarded children. The total enrolment in these institutions was 2,134—1,554 males and 580 females. They were distributed in the different types of institutions as: for the blind 885, for the deaf and dumb 958, for lepers 240 and for the mentally handicapped 51. The total cost of maintaining these institutions amounted to Rs. 5,45,281, of which Rs. 2,40,417 (44.1 per cent) were met from Government funds, as compared to Rs. 58,955 (10.8 per cent) from local board funds, Rs. 26,645 (4.9 per cent) from fees and Rs. 2,19,264 (40.2 per cent) from other sources. The average annual cost per pupil was Rs. 255.5. The cost to Government, local boards, fees and other sources was Rs. 112.7, Rs. 27.6, Rs. 12.5 and Rs. 102.7 respectively.

The main statistics of the education of the handicapped for the various Provinces are given in Table LXXXI.

**Table LXXXI—Statistics of Education of the Handicapped**

Province/Area*	Number of Schools					Enrolment in Schools					Expenditure
	For the Physi- cally Handi- capped				Total	For the Physi- cally Handi- capped				Total	
	Blind	Deaf and Dumb	Lepers	For the Mentally Handicapped		Blind	Deaf and Dumb	Lepers	For the Mentally Handicapped		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
West Bengal . . . . .	3	4	..	1	8	94	250	..	51	395	R. 1,96,348
Bihar . . . . .	2	2	..	..	4	98	33	..	..	131	30,470

\*There were no schools in Assam and in the remaining Centrally Administered Areas

**Table LXXXI—Statistics of Education of the Handicapped—contd.**

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Bombay . . . . .	4	6	..	..	10	134	238	..	..	372	Rs. 77,648
C. P. & Berar . . . . .	1	2	..	..	3	25	56	..	..	81	31,051
Madras . . . . .	5*	4	5	..	14	347	248	240	..	835	1,16,781
Orissa . . . . .	..	1	..	..	1	..	5	..	..	5	1,689
East Punjab . . . . .	1	..	..	..	1	42	..	..	..	42	9,424
U. P. . . . .	7	2	..	..	9	130	55	..	..	185	67,245
Ajmer-Merwara . . . . .	1	..	..	..	1	15	..	..	..	15	3,359
Delhi . . . . .	..	1	..	..	1	..	73	..	..	73	11,261
<b>INDIA (LESS STATES)</b>	<b>24</b>	<b>22</b>	<b>5</b>	<b>1</b>	<b>52</b>	<b>885</b>	<b>958</b>	<b>240</b>	<b>51</b>	<b>2,134</b>	<b>5,45,281</b>

Schools for the blind generally provided free education, of the elementary standard and some vocational training in trades like chair-caning, basket-making, weaving, knitting etc. Music, which is one of the most lucrative professions open to the blind in this country, was taught in most of the schools.

The schools for the deaf and dumb, besides providing instruction in the three R'S gave training in tailoring, carpentry, smithing etc. Painting was taught in many schools as a form of recreation. The Calcutta school for the Deaf and Dumb had attached to it a centre for the training of teachers.

The Central Ministry of Education formulated a plan for the establishment of a Central Braille Printing Press, in accordance with the recommendations of an expert committee of the Central Advisory Board.

**4. Education of the Scheduled Castes and other Backward Communities**

Scheduled Castes and other Backward Communities in this country receive special consideration from the Central and Provincial Governments for their educational amelioration. The Government of India under the scheme of college scholarships for Scheduled Castes awarded 647 scholarships to the extent of Rs. 4,52,317. During the year under review, the scheme was extended to cover Scheduled Tribes also and 84 scholarships of the total value of Rs. 45,986 were given under conditions similar to those for Scheduled Castes.

In addition to the above mentioned scheme, almost all the Provincial Governments had separate schemes for the promotion of education among these classes.

\*Includes 1 one school meant for the blind, deaf and dumb.

The total number of Scheduled Castes on the rolls of various educational institutions increased from 17,40,664 to 21,58,626. The increase was at all stages of instruction.

The following table compares the total number of Scheduled Castes' pupils only in the several Provinces and Areas during the years 1947-48 and 1948-49. The remarkable rise in Bombay was due partly to the awakening among these classes but largely to the sympathetic encouragement in every way from the Government.

**Table LXXXII—Number of Scheduled Caste Pupils**

Province/Area	1947-48	1948-49	Increase (+) or Decrease (—)
Assam . . . . .	53,924	53,913	—11
West Bengal . . . . .	3,16,570	3,48,927	+32,357
Bihar . . . . .	76,863	95,528	+ 18,665
Bombay . . . . .	3,93,045	5,93,522	+2,00,477
C. P. & Berar . . . . .	72,144	94,860	+ 22,716
Madras . . . . .	4,48,311	4,90,209	+ 41,898
Orissa . . . . .	59,732	78,112	+ 18,380
East Punjab . . . . .	38,760	52,568	+ 13,808
U.P. . . . .	2,72,317	3,39,149	+ 66,832
Ajmer-Merwara . . . . .	3,716	3,875	+ 159
A. & N. Islands . . . . .	*	*	*
Bilaspur . . . . .	†	*	*
Coorg . . . . .	341	752	+ 411
Delhi . . . . .	4,941	6,769	+ 1 828
Himachal Pradesh . . . . .	†	*	' *
Kutch . . . . .	†	442	†
Panth Piploda . . . . .	*	*	*
<b>INDIA (LESS STATES) . . . . .</b>	<b>17,40,664</b>	<b>21,58,626</b>	<b>+ 4,17,520</b>

The following is a brief account of the main features of the education of Scheduled Castes and other Backward Classes in the Provinces and Areas:

In Assam, there were many schools in the compact areas inhabited by Scheduled Tribes. Special facilities were given to children of these tribes by way of granting scholarships and free studentships.

\*Figures are not available.

† Not available, as these were not Centrally Administered Areas during 1947-48.

In West Bengal, the educational interests of the Scheduled Castes and other Backward Classes were safeguarded by special measures. There was a Standing Committee to advise Government on all matters relating to the education of these classes. The special officer for the education of the Backward Classes supervised the distribution of the fund created for the promotion of education among the Scheduled Castes and Backward Community pupils. Stipends and book grants to the extent of Rs. 64,419 were given during the year.

In Bihar, the number of schools meant specially for the Scheduled Castes increased from 196 to 206. The total number of pupils on the rolls of these schools rose from 7,082 (6,461 boys and 621 girls) to 7,231 (6,585 boys and 646 girls). The pupils of the Scheduled Castes won 11 College, 14 Middle and 27 Primary School scholarships. In addition, about 200 College and 640 School scholarships, at a total cost of Rs. 1,17,083, were awarded from Welfare Funds. The total sum spent from the public funds for the special benefit of the Scheduled Castes was 2,26,132, as against Rs. 1,59,093 in 1947-48. The number of Special schools for the Scheduled Tribes was 866 with an enrolment of 28,620. Besides these, 1,11,208 pupils belonging to Scheduled Tribes were under instruction in other schools. Thirteen College, 11 Middle, 7 Upper and 42 Lower Primary School scholarships were won by pupils of these tribes. The number of scholarships awarded to them from Welfare funds was 767—121 College and 646 School—involving a total expenditure of Rs. 1,05,245.

Bombay recorded a very remarkable progress in the education of Scheduled Castes, the aboriginals and other educationally and socially Backward Classes. The children of these classes continued to receive the special concessions\* sanctioned for them by the Government. The special Backward Class Hostel in Poona provided free boarding and lodging to 79 students. The number of hostels for Backward Classes maintained by private bodies and local boards was 148 and 53 respectively. The former received grants-in-aid, while the entire expenditure on the latter was met by the Government by way of grants to Boards. The Government sanctioned the opening of another 25 Backward Class hostels. The total amount spent by the Government and Local boards on scholarships and free studentships amounted to Rs. 9,64,940.

In C. P. and Berar, pupils of the Backward Classes and aboriginals received free education in Government schools. The number of stipends for them was 74 in the High and 138 in the Middle schools.

In Madras, the measures taken for the advancement of the Harijan and other Backward Class pupils consisted of:

- (i) Maintenance of schools;

- (ii) Provision of scholarships, boarding grants and grants for the purchase of books and clothing and for payment of examination fees;
- (iii) Grant of stipends for the training of teachers;
- (iv) Maintenance of free hostels at important centres; and
- (v) Grant of financial assistance to private bodies engaged in the maintenance of hostels, schools, etc., for the benefit of Harijans.

The total number of Public Elementary schools intended for Harijans rose from 5,800 to 6,014. The supply of mid-day meals to pupils in the schools under the Labour Department was continued. The number of Harijan pupils fed was 85,732 and the total expenditure on the same amounted to Rs. 11,66,903. The number of elementary schools for aboriginal and hill tribes was 355 with an enrolment of 16,401. The number of pupils of these tribes reading in all types of public institutions increased from 18,093 to 25,619.

The Orissa Government encouraged education among Scheduled Castes, aboriginals and hill tribes through the exemption of tuition fees, reservation of scholarships and stipends and free supply of books and slates etc. The total expenditure from Government funds incurred for the benefit of the Scheduled Castes was Rs. 1,46,737, as compared to Rs. 1,21,680 in 1947-48. The number of Special schools for aboriginal and hill tribes increased from 797 to 826 and the enrolment therein from 25,178 to 42,642. In addition to these, there were 2 Elementary Training schools, and 8 Middle schools with vocational classes. The total expenditure on the education of the aboriginals and hill tribes decreased from Rs. 9,23,823 to Rs. 6,64,122.

In order to improve the lot of Harijans and to give them educational facilities, the East Punjab Government launched, in October 1948, a ten-year Harijan Welfare scheme. According to this scheme, Harijan students on the rolls of recognised schools and affiliated colleges in the Province (including students of Camp college, Delhi) were exempted from the payment of tuition fees. They were also granted fees for the university examinations and stipends varying from Rs. 6 p.m. for High school students to Rs. 25 p.m. in the case of those reading for M.A.

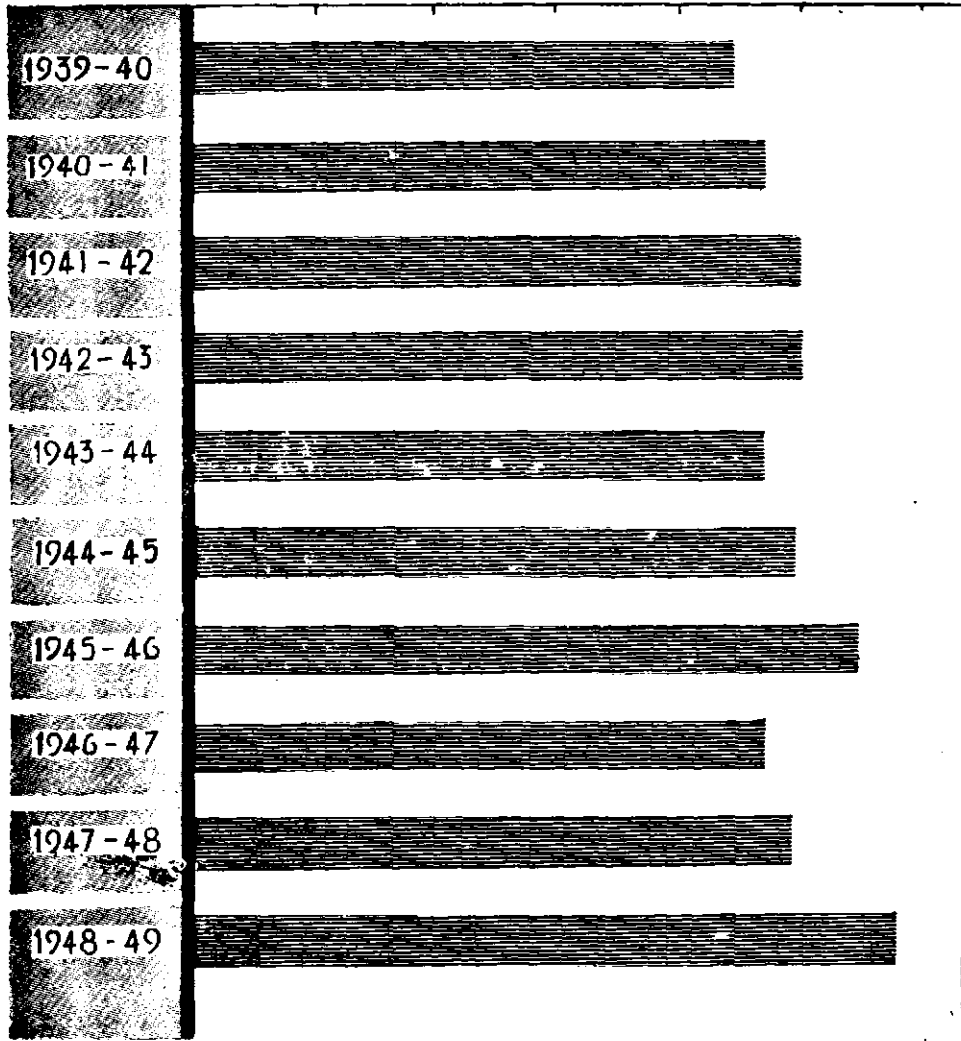
The number of special schools for the Scheduled Castes in U.P. increased from 210 to 246. In addition to free education, there was provision for a large number of stipends in schools and colleges. The total expenditure on the education of Scheduled Castes was Rs. 11,31,215, as against Rs. 7,63,040 in the preceding year.



# PROGRESS OF GIRLS' EDUCATION

PUPILS IN LAKHS

6 12 18 24 30 36 42



The Kutch Government maintained 7 Harijan Primary schools in villages.

The remaining Centrally Administered Areas also provided facilities to Scheduled Castes and Backward Community children but their details are not available.

## 5. Education of Girls

The total number of recognised institutions for girls decreased from 16,951 to 14,044. The decline was due mainly to the new classification of all Primary schools in Madras as boys' schools. Of the total number of institutions, 46 were Arts and Science Colleges, 18 Professional colleges (3 Medical and 15 Teachers' Training), 1,949 Secondary schools, 10,491 Primary schools, 1,084 Adult schools and 456 Vocational and other Special schools

The total number of girls under instruction in these institutions, as well as in those for boys, increased from 35,50,503 to 40,59,181, at the rate of 14.3 per cent, as against 10.5 per cent during the preceding year. It is significant to note that the number of girls increased at a higher rate than that of boys. The proportion of girls in the total enrolment also increased from 24.2 to 24.6 per cent. Nearly 68 per cent of the total number of girls were reading in institutions for boys. The corresponding percentage for Primary schools was 75, as against 30 in Secondary schools, 53 in Arts and Science colleges, 63 in Professional colleges and 22 in Vocational and Special schools.

Besides the institutions mentioned above, there were 760 unrecognised schools and colleges for girls. The total number of girls on the rolls of unrecognised institutions was 73,245.

Table LXXXIII compares the number of girl pupils, according to different stages of General Education, and types of Professional Education in recognised institutions for the years 1947-48 and 1948-49. It will be observed that there was an increase in numbers at almost all the stages and in all the Professional subjects.

The number of girls passing the Matriculation or equivalent examinations increased from 15,391 to 19,915. The output in Intermediate, B.A. and B.Sc. (including Hons.) M.A. and M.Sc. and Professional subjects (degree examinations) was 5,471, 3,248, 509 and 992 respectively, as against 4,680, 2,869, 442 and 852 during the preceding year.

TABLE LXXXIII—Distribution of Girls in Recognised Institutions

Stage/Subject (1)	1947-48 (2)	1948-49 (3)	Increase (+) or Decrease (-) (4)
<b>A. General Education :</b>			
Pre-Primary . . . . .	25,856	35,805	+ 9,949
Primary . . . . .	30,83,971	35,05,712	+4,21,741
Secondary . . . . .	3,67,885	4,21,709	+53,824
Intermediate . . . . .	12,431	14,405	+1,974
B. A./B. Sc. . . . .	6,253	7,262	+ 1,009
M. A./M. Sc. . . . .	992	1,346	+354
Research . . . . .	51	73	+22
<b>TOTAL</b>	<b>34,97,439</b>	<b>39,86,312</b>	<b>+4,88,873</b>
<b>B. Professional Education (Collegiate) :</b>			
Teachers' Training . . . . .	985	1,359	+374
Engineering . . . . .	4	5	+1
Technology . . . . .	6	10	+4
Medicine . . . . .	1,695	1,711	+16
Agriculture . . . . .	9	9	...
Commerce . . . . .	75	72	-3
Law . . . . .	55	100	+45
<b>TOTAL</b>	<b>2,829</b>	<b>3,266</b>	<b>+437</b>
<b>C. Vocational and Special Education (School) :</b>			
Teachers' Training . . . . .	10,966	12,713	+ 1,747
Engineering, Technology and Industry	10,168	10,759	+591
Medicine . . . . .	395	518	+123
Agriculture . . . . .	33	25	-8
Commerce . . . . .	1,010	955	-55
Art . . . . .	134	391	+257
For the Handicapped . . . . .	346	580	+234
Reformatory . . . . .	364	441	+77
For Adults . . . . .	17,574	29,347	+11,773
Others . . . . .	9,245	13,874	+ 4,629
<b>TOTAL</b>	<b>50,235</b>	<b>69,603</b>	<b>+19,368</b>
<b>GRAND TOTAL</b>	<b>35,50,503</b>	<b>40,59,181</b>	<b>+5,08,678</b>

†Includes 12 girls reading in Oriental Colleges.

## 6. Physical Education

In May 1948, the Government of India set up a Committee comprising of prominent Physical Educationists in the country, public men interested in Physical Education and Recreation and officials, under the chairmanship of the Secretary of the Central Ministry of Education with the following terms of reference:

- (i) To determine the location of a Central Institute of Physical Education,
- (ii) To define the purpose and functions of the proposed Institute,
- (iii) To prepare a detailed scheme (including buildings, playgrounds, gymnasias, swimming pools, laboratories, establishment, curricula, etc.) of the proposed Institute,
- (iv) To prepare a programme of Physical Education for the country, with special reference to the question of raising the standard of sports and games, particularly Olympic sports, and
- (v) To prepare a scheme for the creation of a 'Board of Physical Education', empowered to co-ordinate all activities in connection with Physical Education and Recreation in the country.

The Committee *inter-alia* recommended:

- (a) The establishment of a Central Institute of Physical Education for Men and Women teachers with a Degree course of three years' duration and a post-graduate course of one year's duration open to graduates in Physical Education and Recreation, having at least two years' practical experience;
- (b) That the latter part of the degree course should be bifurcated so that students may specialise either in Physical Education or Recreation;
- (c) That expert coaches from abroad should be engaged to train batches of Indian coaches in Athletics etc. to improve the standard of sports and games in the country;
- (d) That the proposed Central Institute should initiate and undertake research work in the field of Physical Education;
- (e) That Provincial and Central Boards of Physical Education should be set up to co-ordinate and intensify all activities in the field of Physical Education and Recreation in the country in their respective spheres, and give expert advice to the respective Governments on all questions of policy etc. that may be referred to them;

- (f) That the Provincial Governments should be urged to intensify their activities in the field of Physical Education and Recreation on the lines recommended by the Committee and arrange to provide mid-day meals to school children;
- (g) That the Central Government should give financial aid to the Provincial Governments to the extent of 30 per cent of the expenditure incurred by them on the implementation of the National Programme of Physical Education;
- (h) That as far as possible, every effort should be made to provide national parks, gymnasia, play-grounds and swimming pools, on an adequate scale in every city and town for the benefit of the people to inculcate into them the urge for development of good physique and to lead healthier and fuller lives;
- (i) That foreign scholarships should be instituted for higher studies in Physical Education and Recreation; and
- (j) That the Central Government should set up a separate section of Physical Education in the Ministry of Education to co-ordinate all these activities.

The above recommendations could not, however, be put into practice owing to financial stringency. It was, therefore, decided to set up initially a Central Board of Physical Education and Recreation for the country and to give financial aid to Physical Education institutions which were already doing useful work in the field.

The following is a review of the facilities in Physical Education provided by the Provinces and Areas during 1948-49:

In Assam, Physical exercises under trained teachers were in practice in schools in urban areas. These, however, could not be extended to schools in rural areas due to lack of trained teachers. All the major games like foot-ball, hockey, volley-ball, cricket, continued to be played in schools and colleges. A number of teachers were deputed for training in Physical Education outside the Province and Physical Training Camps were held at different centres to train Physical instructors for schools.

In West Bengal, 136 clubs and many associations and Youth Welfare Councils were given financial assistance amounting to Rs. 19,000 to provide facilities for a broad physical training programme. The various District Sports Associations held tournaments in foot-ball, hockey and volley-ball. The regular physical training programme in most of the schools was not gone through satisfactorily because of lack of trained leadership. Although physical training during school hours was conducted more or less on a compulsory basis, after-school games

were not compulsory in almost all the schools. The schools in Calcutta were handicapped by lack of space. Sums of Rs. 13,800 and Rs. 2,200 were distributed to boys' and girls' schools respectively for the promotion of Physical Education. Physical efficiency tests were conducted for many High school boys and a large number of them received certificates of efficiency. The Indian School Sports Association and its branches conducted competitions in foot-ball, hockey, athletics, swimming, calisthenics and volley-ball for school children. A Provincial School Camp was organised in the Government College of Physical Education during the winter sports. Most of the colleges suffered due to lack of facilities. There was no organised Physical training in any of the colleges on a compulsory basis although many colleges took part in the inter-collegiate tournaments and competitions.

In Bihar, physical drill continued to be a compulsory subject for all school children. Gymnastics found favour with a certain section of the pupils of the top classes whenever the necessary facilities were available. Many of the High schools continued to be without playgrounds. The dearth of properly trained personnel was keenly felt. A few teachers were deputed to receive training at the Physical Education College, Muzaffarpur, who on return imparted training to students and other teachers.

In Bombay, Physical Education was a compulsory subject in (a) primary and Secondary schools, (b) Primary Training Institutions, and (c) the first and second year classes of Arts, Science and Commerce colleges affiliated to the universities of Bombay and Poona. During the year under report, 4,522 Primary and 889 Secondary schools had playing fields attached to them, as against 4,146 and 828 respectively during the preceding year. The total expenditure on Physical Education incurred by the Government, during the year, amounted to Rs. 5,48,520. The Inspectorate for Physical Education was further strengthened by the creation of 10 new posts of Assistant Deputy Educational Inspectors. The Physical Education Day was again celebrated during the year and 2,31,000 children participated in the demonstrations on that day. The Training Institute for Physical Education, Kandivli, conducted as usual a post-graduate diploma course extending over 9 months. To attract more students to join the institute, a special pay of Rs. 15 p.m. was sanctioned for teachers holding Kandivli diploma. The institute also held short-term courses in Physical Education, extending over two and a half months, for Secondary teachers who could not join the regular diploma course. During the year, 247 teachers received training in these courses. Primary teachers continued to be trained in Physical Education in two stages. In the first stage, four selected teachers from each Taluka were put through an intensive course of two months' duration at suitable centres in each district under the charge of the Assistant Deputy Educational Inspector for Physical Education. M. of Ed.

tion. In the second stage the Primary teachers already trained in Physical Education in the first stage conducted classes in their respective Talukas for a limited number of Primary teachers from the Taluka lasting for about two months. During 1947-48 and 1948-49, the number of primary teachers trained as leaders in the first stage was 677 (624 men and 53 women) and those trained in the 2nd stage was 1,669 (1,517 men and 152 women).

In C.P. and Berar, although Physical Education was a compulsory subject in most of the Primary schools, it was relegated to a second or even a third place for want of qualified and genuinely interested teachers. Range and circle tournaments continued to be organised in the Secondary schools of the districts.

In Madras, the work of promoting Physical Education in all educational institutions was as usual carried out by the Chief Inspector of Physical Education and four Regional Inspectors of Physical Education. These officers inspected 225 schools and visited 191 schools during the year. They also gave full co-operation and useful guidance in the conduct of play festivals and physical activities to various athletic associations. Refresher courses in Physical Education were conducted during the year in the jurisdiction of each of the Regional Inspectors. The total number of teachers who attended the courses was 729. The position in respect of play-grounds on the whole was not satisfactory. The Y.M.C.A. college of Physical Education, Saidapet, Madras, continued to serve as a training centre for teachers. It trained, during the year, 35 teachers (including 4 women) for Diploma course, 53 teachers (including 6 women) for Higher Grade and 56 teachers (including 8 women) for Lower Grade Certificate courses. The Government adopted, as an experimental measure, the revised syllabus on Physical Education in Secondary schools for boys and set up a committee to prepare a separate syllabus for Physical Education for girls.

In Orissa, Physical Education was compulsory in all High schools for boys, though there was provision for games also in all girls' schools. Nine candidates, who were deputed to receive training in the Y.M.C.A. College of Physical Education, Madras, completed their courses. Organised games and sports continued to be popular in all colleges.

In East Punjab, most of the High and Middle schools had qualified Physical Training Instructors. Assistant District Inspectors for Physical Education attached to each district supervised the activities of Primary and Middle schools. During the year, a Physical Training Course for graduate teachers was organised at Tara Devi, where 42 men and 13 women teachers received advanced instruction in Physical

Education. Most of the Primary schools in the Province continued to be without any playing fields. Efforts were, however, made to organise minor and indigenous games. Drill in the lower Primary classes was done through motion stories, while in the upper classes, boys were required to perform exercises.

In U.P., the budget of the Council of Physical Culture was raised from Rs. 1,17,100 to Rs. 4,00,600 during the year under report. The Provincial Government provided two lakhs of rupees for grants-in-aid to local boards, besides sanctioning Rs. 45,600 for the encouragement of indigenous exercises through the revival of *akharas*. Charts were prepared by the Council giving ideal height, weight and muscles by age-group, and circulated among local boards, schools and colleges. Competitions in agility exercises and Physical culture weeks were organised in the districts having Superintendents of Physical Culture. Fourteen new posts of District Superintendents of Physical Culture were sanctioned by the Government. Almost all Secondary schools of the Province had provision for sports and games. Foot-ball, volleyball, hockey, etc. were popular. The Girls' schools, however, made little progress in regard to Physical Education for lack of trained women instructors. The College of Physical Education, Allahabad, conducted the one-year diploma course in Physical Education. Universities of the Province had sufficient provision for Physical Education and sports.

Out-door games were played in all schools of Ajmer-Merwara. The Ajmer Municipality had on their staff two Physical Training instructors, one for boys and another for girls.

A. and N. Islands maintained a Physical Instructor to look after the Physical Education activities of the schools. Annual sports of the Area were well-attended and had the patronage of the Chief Commissioner and other officials. Students had the facilities to play hockey and foot-ball in the evenings. There was, however, no arrangement for games for girl students.

Games constituted a compulsory subject in the schools of Bilaspur.

Coorg held as usual its Inter-High School annual sports competitions for boys and girls.

In Delhi, Physical Training was compulsory in all Secondary schools. Almost all Secondary schools had qualified Physical Instructors. The chief obstacle to make games and sports compulsory was the lack of play-grounds. Two Supervisors of Physical Education (one for boys and the other for girls) attached to the Directorate of Education supervised the carrying out of the syllabus of Physical exercises prescribed for the schools. All the classes in the Primary,



Middle, High and Higher Secondary schools had one period for Physical Education daily. Inter-school sports and tournaments were organised in cricket, foot-ball, hockey, volley-ball, basket-ball, badminton, deck tennis, tug of war and kabaddi. The annual Athletics attracted great attention.

In Kutch, Physical Instruction was a part of the regular education in all Government and recognised schools. Indian games and drill were popular in the schools. Boys reading in Secondary schools also played cricket, foot-ball, volley-ball and took part in inter-school competitive matches.

## 7. Scout Organisations

### (a) Boy Scouts

The two all-India Boy Scout Organisations in the country, namely, the Baden Powell Boy Scout Association and the Hindustan Boy Scout Association continued to do useful work. In view of the urgency and desirability of having a unified organisation for the country, efforts for the merger of the two Associations were continued with great success and it was hoped to have one National Body of scouts known as 'Hind' Scouts. A brief account of the progress made by these Associations in the various Provinces and Areas is given below:

In Assam, due to political changes, scouting made very little progress. The scouts helped in relief and social work and in organising flag days.

The Boys Scout Association of West Bengal received a grant of Rs. 10,950 for work in the schools of the Province.

In Bihar, the Boy Scout Association had a membership of 30,000, as against 25,000 in 1947-48. The number of Hindustan Scouts rose from 15,000 to 17,704. Scouts of these Associations and also of Seva Samiti rendered valuable social service at melas and at the time of Patna and Dinapore floods. The total Government grant to all Scout Associations was Rs. 20,000.

The total strength of the Boy Scouts and of the Hindustan Boys Scouts in Bombay was 27,324 and 20,640 respectively. The corresponding figures for 1947-48 were 24,248 and 22,705. The total Government grant to these bodies amounted to Rs. 11,778.

Both the Hindustan Scout Association and the Baden Powell Scout Association continued to serve the Province of C.P. and Berar. The former received aid from the Government.

An atmosphere of cordial co-operation prevailed, during the year among various scout organisations functioning in Madras. The Boy Scout Associations of Mathurai and South Kanara districts celebrated

their Silver Jubilees. A record number of 164 preliminary training courses (Cub, Scout and Rover branches), including the usual annual special courses for teachers under training in Teachers' Training colleges at Saidapet, Royapetta, and Rajahmundry, were conducted. Other activities of this Association, during the year, included rendering service to pilgrims at various festivals in the Province. The number of scouts enrolled in this association rose from 33,201 to 41,275. The Government grant amounted to Rs. 7,500. The Hindustan Scout Association held rallies in various districts of the Province. Its membership also increased from 23,000 to 30,000.

East Punjab reorganised their scouting movement after a break in the activities of the scouts caused during the previous year by the partition of the Province. Troops and batches of Scouts were formed in almost every Secondary school. There were 675 Scout troops and 1,033 packs with an enrolment of 20,224 and 21,085 respectively. Training camps for boys were held in every district. The scouts rendered social service on the occasion of local fairs and festivals. They also helped in propagating the campaigns of "Grow More Food" and "Grow More Trees".

In U.P., the Hindustan Boy Scout Association had a membership of 54,762. They held 131 rallies and rendered useful social service at fairs and festivals all over the Province. The Haridwar branch of this association continued to serve through a well established free Allopathic dispensary and a Reading Room at Har-ki-Pauri. The Association received a grant of Rs. 22,000 from the Government. The Boy Scouts Association, U.P. had 57 branches with 41,957 members in the Province. Sixteen rank courses held by the Association attracted good attention. In the field of social work, District Associations rendered good service in the local fairs. Scouts of Allahabad, Banaras and Mirzapur did excellent work in rehabilitating the displaced families of the flood-stricken areas.

A number of scouts attended the Pushkar Camp in Ajmer-Merwara and rendered useful service to pilgrims at the fair.

Bilaspur had hitherto not undertaken any scouting activities for lack of trained leadership. Some progress was, however, made in this field during the year.

An Honorary District Scout Master enrolled 367 scouts in Coorg during the year. Most of these were drawn from High and Higher Elementary schools.

Delhi conducted elaborate scouting activities during the year. With the Director of Education and the Supervisor of Physical Education of the Area functioning as Provincial and District Scout Commissioners respectively, the scouts performed their activities under the guidance of scout masters, whose work was supervised by the

Delhi Boy Scout Association. Several schools maintained a number of Scout troops affiliated to the Hindustan Scout Association.

Secondary schools of Himachal Pradesh maintained scout troops who rendered social service at the time of local fairs.

Educational authorities in Kutch paid Rs. 2,000 as honoraria to Scout Masters in some of the Government schools. There were about one thousand scouts and cubs in the Government schools during the year.

### (b) *Girl Guides*

The movement for Girl Guides received good attention in the Secondary schools of the various Provinces of India. All-India Trainers of Girl Guides conducted training tours in some Provinces and popularised the aims of the Girl Guides movement. The Girl Guides Association of India enrolled during the year 23,971 Girl Guides of all ranks, including Commissioners, Secretaries, Guiders, Blue-birds, Rangers, Cadet Rangers and Extension guides. These members conducted a wide range of social activities in schools and institutions, in hospitals and clinics, in refugee camps, in milk and food centres and among the lepers, the blind, the handicapped and the illiterates. The Association maintained good relations with other Guide Associations all over the world and received several distinguished visitors.

### 3. National Cadet Corps.

In view of the recommendations made by the N.C.C. Committee the Government of India decided to raise N.C.C. Units in schools and colleges in place of the University Officers' Training Corps. The organisation of the N.C.C. is governed by the N.C.C. Act, 1948 (XXX of 1948) and the rules made thereunder by the Government of India. The N.C.C. Committee laid stress on the fact that the problem it had to tackle was essentially an educational one and that it could be solved adequately only if educational authorities took an active interest in this aspect of training and made it an integral part of University and School Education. The main purpose of the N.C.C. scheme is to inculcate and develop in the youth of this country the qualities of discipline, leadership, resourcefulness and citizenship. This, with the military training to be imparted to the cadets, is expected to help the building up of a reserve of leaders to enable the Armed Forces to find officers rapidly in a national emergency.

The N.C.C. has three Divisions or Wings: (a) the Senior Division for men students of the universities and colleges affiliated to them (b) the Junior Division for boys in the Matriculation or Pre-Matriculation classes of Secondary schools and (c) the Girls' Division for girls in schools and colleges.

The expenditure on the raising and the maintenance of the corps is to be met by Provincial Governments. The Government of India have, however, agreed to bear expenditure on the Central Organisation which is required to exercise general control over the Senior Division of the N.C.C., and to assist the Provinces in the running of the Junior Division and the Girls' Division of the Corps and on the pay and allowances of Officers, J.C.Os. and N.C.Os. of the Regular Army who are posted to N.C.C. units. The Government of India have also accepted the liability of providing, free of cost, arms, ammunition and equipment (except clothing) required for training purposes by the units.

In view of the essentially educational aspect of the scheme, its actual implementation has been entrusted to the Education Department of the Provincial Governments, the Director of Public Instruction, as the Administrative Head of the Department, being responsible for the detailed administration of the scheme.

In the Senior Division, it is proposed to impart training in all the three branches—Army, Navy and Air Force. It is also proposed to arrange for the training in the various branches of the Army—Armoured Corps, Artillery, Engineers, Electrical and Mechanical Engineers, Infantry, Medical Corps and Signals.

For the Junior Division Units, the Government of India appointed Liaison Officers in the Provinces, who were made responsible for the running of Sub-units and for the holding of Annual Camps of the Sub-units.

Most of the Provinces undertook the implementation of the scheme enthusiastically and made good contribution to its smooth functioning. A brief account of the Progress achieved is given below:

In Assam, 8 Government High schools opened the Junior Division of the N.C.C. during the year under report. Twenty-seven High school teachers were trained as Junior Division Officers.

In West Bengal, the N.C.C. Scheme was taken up in right earnest. Three Infantry Battalions and three Technical Units (Engineering, Signal and Medical) were raised during the year and 2,200 and 3,000 cadets joined the Senior and Junior Divisions respectively.

In Bihar, the University Officers' Training Corps were disbanded and the National Cadet Corps were formed in July 1948. The total number of cadets enrolled was 4,467—1,302 in the Senior and 3,165 in the Junior Divisions. They were given training by 214 teachers outside the scheduled school and college hours. The teachers had received the necessary training in the previous years and they performed

this extra job without accepting any extra salary or allowance. The cost of the scheme, excluding that borne by the Government of India, amounted to Rs. 7,29,969.

Bombay also disbanded the U.O.T.C. on 15th July, 1948 and formed the N.C.C. on the same date. During the period May to August, 1948, about 74 teachers from the different colleges in the Province were deputed in three batches for training as officers of the N.C.C. at various Army Centres. A majority of them who completed their training satisfactorily were commissioned in the N.C.C. Also those college teachers who held commissions in the U.O.T.C. and were willing to serve with the N.C.C. were granted commissions, the period of their service and ranks in the U.O.T.C. being taken into account. The regular Army Officers appointed to command these units took over charge towards the end of August. Five units in Bombay held their N.C.C.'s Cadre Training Courses during the October vacation. These courses were followed by Regular Training parades by the various units during the period from November, 1948 to January, 1949. Two units in Poona held their annual camps for a fortnight during X'mas vacation in 1948. The total strength of the 9 units—5 Infantry and 4 Special (*viz.*, Armoured Corps, Medical, Artillery and Engineering) was 2,658—70 officers and 2,588 cadets. More units were looking forward to arrange for various courses during the summer vacation in 1949. Bombay Government agreed to bear half the expenditure incurred by non-Government colleges towards the implementation of the Senior Division of N.C.C. Scheme.

In C. P. and Berar, the U.O.T.C. was disbanded in July, 1948 and the Government adopted the National Cadet Corps scheme with effect from September of the same year. During the year under report N.C.C. was introduced in 25 schools and 15 colleges of the Province. The number of troops formed in the former was 23, each consisting of 90 boys. In the latter, four Battalions with a total strength of 1,154 were formed under the guidance of 37 officers. The scheme was not extended to the girls during the year.

In Madras, the strength of Senior and Junior Divisions was fixed at 2,000 and 4,000 respectively. The Senior Division of the N.C.C. was formed by converting the already existing U.O.T.C. contingencies into units of N.C.C. As regards Junior Division, Government teachers were given training as Junior Division Officers so that the units could be raised in 1949-50.

Orissa secured, under the N.C.C. Scheme, an allotment of two Battalions consisting of six companies of 940 cadets for the Senior Division and 18 troops consisting of 1,730 cadets for the Junior Division. The first Battalion of 522 cadets was raised in July 1948. Twenty-one college teachers were commissioned for the Senior Division, during the year, after successful training with army units at

Ramgarh and Dehra Dun. Forty-four school teachers were similarly trained for the Junior Division and posted to their respective schools. The number of Cadets in the Junior Division was about 1,500.

In East Punjab, 28 Senior Division Officers and 66 Junior Division Officers were trained at five Regimental Centres under the N.C.C. Scheme, during the year. The Government made a provision of Rs. 11 lakhs for the purpose. An Officer on Special Duty and a Liaison officer were appointed to supervise the working of the scheme.

In U.P., 16 Companies of Senior Division and 24 troops of the Junior Division were working at 8 Centres. The allotted strength of the former was 2,502 and of the latter 2,160. Besides the N.C.C. Scheme, U.P. had a Provincial scheme of compulsory Military Education under which the Director of Military Training organised a military Camp at Faizabad, where 165 teachers from 11 towns received training for two months. These teachers subsequently imparted military instruction to 6,900 students of XI Class belonging to 65 institutions of the Province.

In Delhi, the N.C.C. Scheme was introduced during the year under report. Ten teachers selected from different schools were given military training for two months. After completion of the training, they were commissioned as third officers. These officers later formed units in their schools.

Ajmer-Merwara, A. & N. Islands, Bilaspur, Coorg, Himachal Pradesh, Kutch and Panth Piploda had no provision for military training during the year under report.

### **9. Extra Curricular Activities**

Extra-curricular activities like school societies and clubs, craft work, red cross groups, scouting, social service, school magazine, gardening, excursions etc. not only 'give fine opportunities for making school life active, meaningful and creative for children but at the same time provide opportunities for initiative and leadership, and as such the Provincial Governments placed a great emphasis on them.' During the year under review, there was an all-round development and progress in Junior Red Cross activities in schools and great improvement noticed in the quality of their work. The various branches of St. John Ambulance Association conducted First-Aid courses. A large majority of the High schools had debating and literary societies and clubs. Gardening was a popular hobby in almost all the Government schools and Training Institutions. The position with regard to the school magazine was not very satisfactory. Very few schools published their own magazines, although a large number of colleges had arrangements to bring out magazines in some form or the other.

## 10. School Meals

Sufficient attention was not paid to the problem of providing meals or mid-day refreshment to the children in schools.

In Assam, only a few High schools had arrangements for the supply of mid-day meals to the students. Almost all the Government-managed institutions in West Bengal had proper arrangement for the supply of mid-day meals to the students. The general poverty of the students did not enable all private schools to introduce compulsory tiffin in schools on payment of tiffin fees. Only 35 schools had introduced the scheme. A sum of Rs. 16,082 was given to these schools as grant-in-aid for this purpose. In Bihar, only railway schools provided their pupils with mid-day meals. There was no provision by authorities of mid-day meals or refreshments to students in Bombay. Only in a few selected schools in backward areas of some districts, children of backward classes were provided with mid-day meals at Government expense. In C.P. and Berar, the experiment of mid-day meals was carried out in some Primary schools. The scheme of mid-day meals in Madras was confined to pupils in the special schools for Harijans maintained by the Labour Department. In the city of Madras, the Corporation arranged for the supply of mid-day meals in 4 out of 5 schools for Harijans. The number of Harijan pupils benefiting from the scheme during 1948-49 was 85,732, as against 74,419 in the previous year. The expenditure incurred by the Government on these meals increased from Rs. 11,15,705 to Rs. 11,66,903. In East Punjab, there was no regular provision for school meals at Government expenses, except to a certain extent in the case of model schools, where school meals were arranged out of Government Development Fund. The mid-day refreshment in these schools consisted of milk, 'missi' chapaties and curd and sometimes of parched grains. In village schools, pupils were encouraged to bring their own meals to school, where arrangements were made for their storage and eating during the recess period. In Orissa, skimmed milk was provided with mid-day refreshments at the rate of Re. 1 per month per head. In U.P., mid-day meals was regularly supplied in Government schools. The various items were fried, boiled, and sprouted gram, ground-nut, dried and fresh fruits, etc. Milk was supplied to students in schools in Panth Piploda.

There was no provision for mid-day meals in Ajmer-Merwara, A. & N. Islands, Coorg, Delhi and Himachal Pradesh.

## 11. School Medical Service

The provision of Medical Services continued to be unsatisfactory in most of the schools in the Provinces. Bombay's scheme of school Health Service, which provides for a link-up between the Education, Medical and the Public Health Departments of the Province, was

highly commendable. U.P. also made considerable progress in extending its medical services through the collaborated efforts of the School Health Officers, Municipal Health Officers and the District Medical Officers. Other provinces could not launch any ambitious schemes of medical provision in schools owing to lack of funds.

Assam could not institute during the year its proposed scheme of regular medical inspection of all pupils in Primary and Secondary schools, by a properly constituted school medical service for want of funds. Only Government schools had provision for periodical inspection by the local Assistant and Sub-Assistant Surgeons.

In West Bengal, the majority of the residential schools had medical officers to examine pupils and send periodical reports on standard printed forms to parents and guardians. Some of the schools had arrangements for free medical examination and for free treatment of poor children. Work in respect of medical service was comparatively systematic in the European-managed schools.

In Bihar, the School Medical Officers attached to the Education Department of the Province, were unable to visit all the schools—much less to examine all cases of first admissions due to the progressive rise in the number of schools and enrolment. The need for expanding the Medical Staff was keenly felt.

A scheme of School Health Service was launched by Bombay Government during the year under review, through a Chief Medical Officer appointed in the Bombay Medical Service Class I. The Chief Medical Officer submitted, after surveying the situation in some districts of the Province, a scheme providing, as a preliminary measure, for the organisation of 20 units, one in each district, each unit comprising of one Medical Officer in the B.M.S. Class II, one Nurse, one clerk and one peon. Under this scheme, the District Medical Officer was expected to inspect about 5,000 pupils at the Headquarters and the Medical Officers in charge of the Dispensaries in each district were also expected to inspect about 1,000 pupils each, while the subsidised Medical Practitioners were to inspect the school children in their areas. The Scheme envisaged the examination of children once on admission to a Primary school at the age of six and again at the ages of 11, 14 and 17 and re-examination of defective cases for follow-up treatment. There were also proposals during the year for the setting up of an Advisory Board, consisting of the Director of Public Instruction, the Surgeon General and the Director of Public Health, with the Chief Medical Officer as the Secretary. Of the 1,233 Secondary schools in the Province during 1948-49, 594 made arrangements for the medical examinations of their pupils. Of the 45 Local Authorities, 20 were able to introduce suitable schemes for Medical Inspection of School children in the Primary schools under their control. Of the 2,20,713 pupils in these schools, 1,50,680 were examined.



C.P. and Berar did not possess a well-organised school medical service. There was provision for periodical medical inspection of students in urban schools only, where the assistance of the Medical Practitioner was readily available. In most of the schools, a health service was confined to the maintenance of charts recording weight, height and chest measurements of students.

In Orissa, the School Medical Officer examined the health of pupils reading in schools managed by Government. In the case of other schools, the work was entrusted to the District Health Officers and to the Medical Officers incharge of dispensaries in rural areas.

In East Punjab, medical inspection of school children received due attention. In addition to maintaining dispensaries, provision existed in almost all urban High schools for part-time doctors and compounders. In the rural areas, the medical officers of village dispensaries were generally responsible for medical inspection of the school children. The position in rural areas was, however, not satisfactory.

The scheme of medical inspection of schools in selected areas in U.P., was continued under the supervision of the Assistant Director of Public Health, Hygiene, and Publicity Bureau, U.P. The inspecting agency consisted of the whole-time School Health Officers in the big towns, 38 Municipal Medical Officers of Health as *ex-officio* School Health Officers in 38 smaller towns and 42 District Medical Officers of Health for 42 districts. In big towns, 10,359 students out of 65,905 were medically examined during the year, while in the smaller towns 11,821 scholars out of 57,018 could be examined. In the rural areas, only 17,928 scholars out of 9,39,375 had the benefit of medical inspection. Thirteen school clinics worked throughout the year. The common defects found among the school children were mal-nutrition, enlarged tonsils and defective vision.

Ajmer-Merwara had no regular scheme of medical inspection of school pupils during the year. Certain High schools had small clinics for treatment of minor ailments of students.

A Public Health Officer examined all the students in the A. & N. Islands once a year.

In Bilaspur, free medical service and advice was provided to school children. Rural dispensaries rendered full co-operation in this behalf.

In Coorg, all High schools maintained medical officers and charged a medical fee of Re. 1 from each student.

In Delhi, health charts of students were maintained in all recognised schools. First-Aid Boxes were provided to Primary and Vernacular schools. There were clinics attended by part-time dispensers in every Higher Secondary school. Annual medical inspections were

conducted in most of the schools and reports sent to the parents and guardians of pupils.

In Himachal Pradesh, school boys were examined by the Medical Officers of the Area. Ailing students were given medicine free of cost.

Government schools of Kutch provided for medical inspection of pupils and the communication of reports to the parents.

## 12. Libraries

The importance of providing a net-work of well equipped libraries and reading rooms in any large scale schemes of education cannot be overstressed. The provision of such facilities, not only in educational institutions but also for the public at large, is an essential feature of these schemes. During the year under report, all the Government schools and most of the aided ones had libraries. The latter, however, were generally poorly equipped. The condition of some of the non-Government college libraries was also unsatisfactory.

The library development scheme sanctioned by the Bombay Government as a post-war measure deserves mention. The scheme is estimated to cost Rs. 12,84,000 during the first quinquennium and provides for the establishment of a Central Provincial Library and 3 Regional Libraries in addition to 16 District and 172 Taluka and Peta libraries.

The provision of the library and reading room facilities is also an integral part of the Social Education programme. In order to prevent the newly made literate from lapsing into illiteracy, the Governments of Bombay, C.P. and Berar sanctioned schemes of village libraries and reading rooms.

## 13. Facilities for the Education of Displaced Students

The measures\*, which were introduced, during 1947-48, for the benefit of displaced students, were continued during the year under report.

The Central Ministry of Rehabilitation granted Rs. 14 lakhs, through the Punjab Government, for the revival in India of the Punjab University, five colleges and a number of High schools. Financial loans were also given to Indian students abroad, who went on their own expenses but whose resources, were depleted on account of disturbances in India. This helped them in completing the courses they had undertaken.

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\* Reference pages 127-128 of this Ministry publication No. 96 "Education in India, 1947-48".

The special measures adopted by various Provinces for helping the displaced students are described below:

In West Bengal, 49 new schools and five new colleges were started for displaced students during the year and fifty old schools accepted the double shift system. Nearly, 1,800 displaced college students were granted loans and about 5,000 school students were exempted from tuition fees. The Government also accommodated 400 displaced students in the Eden Garden hostel.

Bombay Government granted study loans amounting to Rs. 1,73,673 to 311 displaced college students, during the year under report. Financial concessions were also given to 2,107 school students at a total cost of Rs. 1,59,282. The following concessions were accorded to displaced school pupils reading in standards X and XI:—

- (1) No fees to be charged from them, the loss in fee income being made good by Government;
- (2) Exemption from the payment of examination fees, the amount being made good by Government; and
- (3) A grant up to a maximum of Rs. 75 to be made to each student for books, apparatus and stationery.

The rules of the Bombay University regarding the admission to examinations were relaxed for displaced persons. Government also permitted the free use of the buildings of Elphinstone College, Bombay, during the mornings, for the Jai Hind College, Bombay, which was opened at the commencement of the academic year 1948-49, primarily for displaced students from Sind. Fifty-seven more Primary schools were opened for the children of displaced persons raising their total number to 79.

The East Punjab Government started free schools in all refugee camps of the Province and supplied free stationery to refugee children. These schools cost the Government Rs. 3,82,240 during the year under report. Under the Loans and Grants Scheme of the Government, financial help amounting to Rs. 12,85,518 was given to college students in the form of loans. Schools were awarded free grants to the extent of Rs. 20,32,973. The Government also assisted the displaced teachers from West Punjab in their rehabilitation and sanctioned special grants to District Boards for the restoration of old salaries, which were being drawn by displaced teachers before partition. The concession to grant extension in service to displaced teachers after the age of superannuation was liberally given. The claims of 542 teachers for payment for work in connection with various departmental examinations held in 1947 in the pre-partitioned Punjab were admitted and a sum of Rs. 49,952 was paid to them. The Government established, during the year, one High and one

**Middle school in Simla, to cater for the Secondary Education of girls, living in areas inhabited predominantly by displaced persons. A Junior Model school for children was started at Jullundur. Four displaced women graduates were awarded scholarships of Rs. 75 each for studies in applied social sciences.**

In U.P., instructions were issued to all educational institutions to liberalize the conditions of admission for refugee students. The destitute displaced students were also exempted from payment of fees in both Government and non-Government institutions. The total amount sanctioned in the form of grants to displaced students of classes IX and X towards the purchase of stationery, books etc. during the year came to Rs. 32,000. The displaced students were also exempted from payment of High school examination fees.

In addition to the schools opened in the previous year, Delhi started 2 High and 3 Primary schools for displaced children during the year under report. Two High schools, four Middle schools and one Primary school, which were run by the Women's Section of the Ministry of Rehabilitation, during 1947-48, were taken over by the Director of Education, Delhi. At the close of 1948-49, there were 9 High schools (six for boys and three for girls), 10 Middle schools (seven for boys and three for girls), and 17 Primary schools (15 for boys and two for girls) for the children of displaced persons. No fees were charged. The enrolment in these schools was about 13,000. An extra sum of Rs. 1,26,610 was disbursed to 1,821 students of High classes for books and stationery. An amount of Rs. 27,590 was paid to recognised schools as grant-in-aid for displaced children. Delhi University launched a special Punjab course to accommodate displaced college students. Hindu, Ramjas and Indraprastha colleges were permitted to run double-shift classes with Punjab University courses. East Punjab University Camp College was also established during the year. In Rajpura and Faridabad camps, the work of education was entrusted to the Nai Talimi Sangh, which opened one Middle and 16 Primary, schools in these camps.

#### **14. Indian Students Abroad**

During the year under report, no new foreign scholarships were awarded on account of financial stringency. After completing their studies abroad, 339 scholars (175 Central, 117 Provincial and 47 Provincial Deputationists) returned to India during 1948-49, raising the total number of such scholars to 428 (230 Central, 134 Provincial and 64 Provincial Deputationists). Of these, 95 Central, 56 Provincial scholars and 36 Provincial Deputations were provided with employment. Owing to the non-implementation of the various development plans, the partition of the country and the preference that

had to be given to permanent displaced Government servants, the sponsoring authorities could not employ many of the returned scholars in the posts originally contemplated for them. It was, therefore, decided to release those scholars, who could not be offered employment within three to five months of their return to India, from the condition to serve the Government for at least five years.

The Central Ministry of Rehabilitation continued to give financial loans to the private students abroad to enable them to complete the courses of studies they had taken up and a sum of Rs. 4,32,445 was advanced to 101 such students (58 in U.S.A. and 43 in U.K.) under the scheme. The Ministry of Education also initiated a somewhat similar scheme called 'Partial Financial Assistance Scheme' for private students abroad, whose financial position had deteriorated unexpectedly and due to unforeseen circumstances other than the partition of the country.

**PART II—ALL-INDIA TABLES**

## General Summary of Educational Institutions and Pupils

Area in square miles : 7,45,626		Percentage of Pupils to Population (Estimated)					
		Recognised Institutions		All Institutions			
		1947-48	1948-49	1947-48	1948-49		
Population (Estimated) {		Men 13,55,54,000	Men 12,83,22,000	Men 8.7	9.4	8.8	9.6
		Women 12,83,22,000	Women 12,83,22,000	2.9	3.2	2.9	3.2
		Total 26,38,76,000	All Persons 26,38,76,000	5.9	6.3	6.0	6.5

Type	Number of Institutions			Number of Pupils		
	1947-48	1948-49	Increase(+) or Decrease(-)	1947-48	1948-49	Increase(+) or Decrease(-)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
<b>RECOGNISED</b>						
<i>Boys—</i>						
Universities . . . . .	18	19	+3	•	•	•
Boards of Secondary and Intermediate Education . . . . .	5	5	—0	1,75,007	2,07,982	+32,975
Arts & Science Colleges . . . . .	393	303	—90	44,550	51,800	+7,250
Professional Colleges . . . . .	117	153	+36	16,26,628	18,08,563	+1,81,937
High Schools . . . . .	3,436	4,230	+794	10,08,872	11,07,789	+98,917
Middle Schools . . . . .	7,645	8,163	+518	97,94,100	1,17,24,751	+19,30,651
Primary Schools . . . . .	1,26,982	1,44,421	+17,439	3,25,688	4,63,386	+1,37,703
Vocational & Other Schools . . . . .	9,008	13,029	+4,021	1,89,74,838	1,53,64,971	+36,10,867
<b>TOTAL</b> . . . . .	<b>1,47,602</b>	<b>1,70,823</b>	<b>+23,221</b>	<b>1,89,74,838</b>	<b>1,53,64,971</b>	<b>+36,10,867</b>
<i>Girls—</i>						
Arts & Science Colleges . . . . .	66	46	—20	8,981	11,267	+2,286
Professional Colleges . . . . .	15	18	+3	1,073	1,209	+136
High Schools . . . . .	640	748	+108	1,99,353	2,38,121	+38,768
Middle Schools . . . . .	1,178	1,203	+25	1,85,747	1,88,593	+2,846
Primary Schools . . . . .	13,812	10,491	—3,321	12,74,173	8,75,163	—3,99,010
Vocational & Other Schools . . . . .	1,240	1,540	+300	41,008	56,560	+15,552
<b>TOTAL</b> . . . . .	<b>16,951</b>	<b>16,644</b>	<b>—3,067</b>	<b>17,19,380</b>	<b>13,70,712</b>	<b>—3,49,668</b>
<b>UNRECOGNISED</b>						
<i>Boys</i> . . . . .	6,003	7,835	+1,832	2,61,174	3,21,809	+60,635
<i>Girls</i> } . . . . .	505	760	+255	23,195	36,668	+13,473
<b>TOTAL</b> . . . . .	<b>6,508</b>	<b>8,595</b>	<b>+2,087</b>	<b>2,84,369</b>	<b>3,58,477</b>	<b>+74,108</b>
<b>GRAND TOTAL</b> . . . . .	<b>1,71,061</b>	<b>1,92,968</b>	<b>+21,907</b>	<b>1,69,89,537</b>	<b>1,76,93,461</b>	<b>+7,03,924</b>

\*Included in those shown against Arts &amp; Science Colleges.

## General Summary of Expenditure on Education

Institution/Item  (1)	Total Expenditure			Percentage of Expenditure met from				Average Annual Cost per Pupil				
	1947-48 (2)	1948-49 (3)	Increase (+) or Decrease (-) (4)	Government Funds (5)	Local Board Funds (6)	Fees (7)	Other Sources (8)	To Government Funds (9)	To Local Board Funds (10)	To Fees (11)	To Other Sources (12)	Total (13)
	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.
<b>A. INDIRECT:</b>												
Direction . . . . .	22,17,407	27,85,026	+ 5,67,619	100.0	..	..	..					
Inspection . . . . .	1,45,90,676	1,64,58,893	+ 18,68,317	86.9	11.7	1.2	0.2					
Buildings . . . . .	4,24,86,178	5,61,28,334	+ 1,36,92,156	53.0	9.3	4.9	32.8					
Miscellaneous . . . . .	5,31,37,337	6,40,53,786	+ 1,09,16,449	41.0	4.9	25.5	28.6					
<b>TOTAL</b>	<b>11,23,31,498</b>	<b>13,94,26,039</b>	<b>+ 2,70,44,541</b>	<b>83.4</b>	<b>7.4</b>	<b>19.8</b>	<b>36.4</b>					
<b>B. DIRECT:</b>												
<i>Institutions for Boys—</i>												
Universities . . . . .	1,95,72,042	2,93,47,212	+ 97,75,170	34.8	..	42.9	22.8					
Boards of Secondary and Intermediate Education . . . . .	12,40,766	17,18,319	+ 4,68,553	6.5	..	93.5	..					
Arts & Science Colleges . . . . .	3,73,68,258	3,78,60,996	+ 4,92,738	27.7	0.2	60.7	11.4	50.5	0.8	110.5	20.7	182.0
Professional Colleges . . . . .	1,87,27,657	2,70,48,648	+ 83,20,991	65.4	1.2	23.6	9.8	341.5	6.3	123.3	51.0	522.1
High Schools . . . . .	8,63,00,097	11,79,96,500	+ 3,16,96,403	27.5	4.0	57.5	11.0	17.9	2.0	37.5	7.2	65.2
Middle Schools . . . . .	2,94,58,205	3,42,62,462	+ 48,04,257	36.8	20.7	32.2	10.8	11.2	6.4	10.0	3.8	30.9
Primary Schools . . . . .	15,95,60,584	20,49,95,191	+ 4,54,34,607	63.5	29.3	3.4	3.8	11.1	5.1	0.6	0.7	17.5
Vocational and Special Schools . . . . .	2,57,29,858	3,06,72,130	+ 49,42,272	67.7	3.0	8.8	20.5	44.8	2.0	5.8	18.6	66.2
<b>TOTAL</b>	<b>37,79,66,467</b>	<b>48,39,01,658</b>	<b>+ 10,59,34,991</b>	<b>48.4</b>	<b>15.1</b>	<b>37.3</b>	<b>9.3</b>	<b>15.3</b>	<b>4.8</b>	<b>8.6</b>	<b>3.9</b>	<b>31.5</b>
<i>Institutions for Girls—</i>												
Arts & Science Colleges . . . . .	30,31,435	24,39,970	- 5,91,465	43.1	6.2	38.0	18.7	93.3	0.4	32.4	40.5	216.6
Professional Colleges . . . . .	12,77,651	15,50,489	+ 2,72,788	64.8	0.1	9.9	25.2	831.4	0.8	127.0	323.2	1,282.4
High Schools . . . . .	1,69,82,293	2,17,17,688	+ 47,35,485	41.1	2.5	42.2	14.2	37.5	2.3	38.5	12.0	91.2
Middle Schools . . . . .	64,29,317	75,66,436	+ 11,39,119	47.2	15.2	19.8	17.8	19.0	6.1	8.0	7.1	40.2
Primary Schools . . . . .	2,94,44,490	2,29,24,743	- 65,19,737	46.0	43.0	4.4	6.6	12.0	11.3	1.2	1.7	28.2
Vocational and Special Schools . . . . .	43,29,999	53,82,756	+ 10,52,757	64.2	3.2	12.2	20.4	60.5	3.0	11.5	19.3	94.3
<b>TOTAL</b>	<b>6,14,95,085</b>	<b>6,15,84,082</b>	<b>+ 88,947</b>	<b>46.4</b>	<b>19.0</b>	<b>31.3</b>	<b>12.8</b>	<b>20.3</b>	<b>6.5</b>	<b>9.8</b>	<b>6.7</b>	<b>44.9</b>
<b>GRAND TOTAL (Direct and Indirect)</b>	<b>55,15,43,650</b>	<b>68,48,51,599</b>	<b>+ 13,33,12,479</b>	<b>49.0</b>	<b>12.9</b>	<b>34.1</b>	<b>18.0</b>	<b>20.1</b>	<b>5.7</b>	<b>9.8</b>	<b>5.3</b>	<b>40.9</b>



Table 1—Classification of Educational Institutions

Institution	Institutions for Boys						Institutions for Girls						
	Managed by					Total	Managed by					Total	Grand Total
	Government	District Boards	Municipal Boards	Private Bodies			Government	District Boards	Municipal Boards	Private Bodies			
				Aided	Unaided					Aided	Unaided		
(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	
I—RECOGNISED													
Universities	..	..	..	10	..	10	..	..	..	..	..	..	10
Board of Intermediate Education	4	..	..	..	1	5	..	..	..	..	..	..	5
Colleges													
Arts & Science													
Degree	46	1	2	147	62	248	7	..	..	23	5	85	283
Intermediate	5	..	..	27	23	56	1	..	..	7	8	11	66
Teachers' Training	22	..	..	7	15	44	7	..	..	7	1	15	59
Engineering	2	..	..	3	2	14	..	..	..	..	..	..	14
Technology	2	..	..	1	1	4	..	..	..	..	..	..	4
Medicine	20	..	2	2	1	25	1	..	..	2	..	3	28
Veterinary Science	6	..	..	..	..	6	..	..	..	..	..	..	6
Agriculture	12	..	..	4	..	16	..	..	..	..	..	..	16
Forestry	3	..	..	..	..	3	..	..	..	..	..	..	3
Commerce	1	..	..	8	15	24	..	..	..	..	..	..	24
Law	3	..	..	3	11	17	..	..	..	..	..	..	17
<b>TOTAL</b>	<b>189</b>	<b>1</b>	<b>4</b>	<b>308</b>	<b>180</b>	<b>486</b>	<b>16</b>	<b>..</b>	<b>..</b>	<b>29</b>	<b>9</b>	<b>64</b>	<b>580</b>
Schools for General Education													
High	347	366	187	2,647	733	4,280	135	7	19	545	40	746	4,976
English Middle	334	940	122	2,299	732	4,427	88	27	34	388	36	573	6,000
Vernacular Middle	298	2,376	116	324	363	3,786	109	215	93	208	1	630	4,366
Primary	12,515	68,749	5,936	52,444	4,717	1,44,421	990	4,337	1,492	3,288	384	10,491	1,54,912
<b>TOTAL</b>	<b>13,464</b>	<b>72,730</b>	<b>6,371</b>	<b>57,714</b>	<b>6,656</b>	<b>1,56,314</b>	<b>1,322</b>	<b>4,586</b>	<b>1,628</b>	<b>4,424</b>	<b>470</b>	<b>12,440</b>	<b>1,69,254</b>
Schools for Vocational & Special Education													
Normal & Training	306	16	1	72	10	405	73	..	8	108	8	192	607
Engineering	6	..	..	..	2	8	..	..	..	..	..	..	8
Technology and Industry	132	17	12	185	22	368	9	..	2	126	19	156	624
Medicine	7	..	..	10	2	19	..	..	..	..	..	2	21
Agriculture	17	..	..	4	..	21	..	..	..	1	..	1	22
Commerce	11	..	1	28	290	330	..	..	..	2	..	2	332
Art	8	1	1	6	1	17	..	..	..	..	1	1	18
For the Handicapped	2	..	2	42	3	49	..	..	..	3	..	3	52
For Adults	1,799	44	183	7,251	235	9,462	77	..	..	1,005	2	1,084	10,546
Reformatory	11	..	..	1	..	12	..	..	..	2	..	2	14
Others	78	49	17	1,635	509	2,338	1	..	1	71	24	97	2,435
<b>TOTAL</b>	<b>2,377</b>	<b>187</b>	<b>187</b>	<b>9,294</b>	<b>1,074</b>	<b>13,029</b>	<b>160</b>	<b>6</b>	<b>6</b>	<b>1,320</b>	<b>54</b>	<b>1,540</b>	<b>14,569</b>
—(Recognised)	16,974	72,333	6,668	67,219	7,730	1,79,223	1,403	4,586	1,644	5,733	533	14,044	1,84,267
II—UNRECOGNISED	11	344	14	2	7,444	7,835	..	..	6	..	..	782	8,545
<b>GRAND TOTAL</b>	<b>15,985</b>	<b>172,223</b>	<b>6,682</b>	<b>67,221</b>	<b>15,176</b>	<b>1,78,158</b>	<b>1,403</b>	<b>4,606</b>	<b>1,650</b>	<b>5,739</b>	<b>1,285</b>	<b>14,864</b>	<b>1,92,812</b>

Table II-A—Distribution of Pupils

Institutions	Managed by Government			Managed by District Boards			Managed by Municipal Boards			Managed by Private Bodies
	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>I—Recognised</b>										
<b>Colleges *</b>										
Arts & Science Teachers' Training	82,476	27,869	6,814	61	58	50	996	946	19	1,304
Engineering	1,800	1,683	1,128	..	..	..	..	..	..	13
Technology	3,185	2,547	2,291	..	..	..	..	..	..	32
Medicine	186	182	165	..	..	..	..	..	..	..
Veterinary Science	7,163	6,641	3,614	..	..	..	787	649	45	15
Agriculture	1,018	935	518	..	..	..	..	..	..	..
Forestry	2,578	2,324	1,804	..	..	..	..	..	..	14
Commerce	362	356	362	..	..	..	..	..	..	..
Law	794	687	54	..	..	..	..	..	..	72
	1,769	1,304	480	..	..	..	..	..	..	24
<b>TOTAL</b>	<b>51,271</b>	<b>48,998</b>	<b>17,960</b>	<b>61</b>	<b>58</b>	<b>50</b>	<b>1,783</b>	<b>1,595</b>	<b>64</b>	<b>169</b>
<b>Schools for General Education</b>										
High	1,42,799	1,25,349	10,731	1,72,050	1,53,914	4,769	79,440	71,347	1,081	11,027
English Middle	40,555	35,076	5,187	1,29,013	98,399	2,586	34,023	28,844	196	3,000
Vernacular Middle	44,649	36,534	4,170	3,88,290	3,21,892	20,619	17,533	14,695	764	32
Primary	7,10,320	5,49,952	27,124	61,67,588	45,96,750	18,350	11,19,588	8,64,600	1,729	34,900
<b>TOTAL</b>	<b>9,39,823</b>	<b>7,46,911</b>	<b>47,212</b>	<b>63,56,941</b>	<b>51,70,955</b>	<b>46,324</b>	<b>12,50,534</b>	<b>9,79,488</b>	<b>3,770</b>	<b>50,959</b>
<b>Schools for Vocational and Special Education</b>										
Normal * & Training	30,293	27,349	15,334	663	601	446	36	33	..	72
Engineering	1,263	1,117	516	..	..	..	..	..	..	9
Technology & Industry	9,475	7,671	1,708	490	416	21	373	263	..	104
Medicine	1,238	1,122	383	..	..	..	..	..	89	12
Agriculture	925	848	691	..	..	..	..	..	..	..
Commerce	609	521	..	..	..	..	35	29	..	1
Art	1,532	1,373	27	42	36	..	81	65	..	..
For the Handicaped	124	101	70	..	..	..	66	46	26	11
For Adults	61,397	47,196	462	846	730	136	3,075	2,230	..	2,332
Reformatory	2,267	2,014	1,950	..	..	..	..	..	..	..
Others	5,923	5,177	1,928	3,196	2,264	16	2,025	1,443	..	71
<b>TOTAL</b>	<b>1,15,051</b>	<b>94,489</b>	<b>23,069</b>	<b>5,223</b>	<b>4,047</b>	<b>619</b>	<b>5,691</b>	<b>4,109</b>	<b>115</b>	<b>2,900</b>
<b>TOTAL (Recognised)</b>	<b>11,04,645</b>	<b>8,85,396</b>	<b>87,521</b>	<b>63,62,220</b>	<b>51,75,600</b>	<b>46,993</b>	<b>12,59,058</b>	<b>9,25,198</b>	<b>3,949</b>	<b>54,869</b>
(I—Unrecognised)										
<b>TOTAL</b>	<b>463</b>	<b>362</b>	<b>54</b>	<b>16,154</b>	<b>12,527</b>	<b>..</b>	<b>1,461</b>	<b>1,144</b>	<b>21</b>	<b>..</b>
<b>GRAND TOTAL</b>	<b>11,05,108</b>	<b>8,85,758</b>	<b>87,575</b>	<b>63,78,374</b>	<b>51,87,527</b>	<b>46,993</b>	<b>12,59,519</b>	<b>9,26,342</b>	<b>3,970</b>	<b>54,869</b>

\*Includes University Teaching Departments.

1Represents students of Overseer class of Roorkee University.

## Educational Institution for Boys

Managed by Private Bodies									
Aided		Unaided			Total Number of Pupils	Total of Average Daily Attendance	Total Residents in Approved Hostels	Numbers of Girls included in Col. (17)	Institutions
Number of Daily Attendance	Number of Residents in Approved Hostels	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels					
(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
10,685	25,135	43,878	39,194	5,516	2,07,982†	1,77,272	38,534	12,519	I—Recognised
961	571	1,088	978	344	3,997	3,572	2,043	581	Colleges
8,447	2,146	215	203	222	6,979*	6,197	4,659	5	Arts & Sciences
611	485	57	49	20	899	842	670	10	Teachers' Training
1,741	354	108	89	60	9,937**	9,120	4,073	1,257	Engineering
1,408	1,095	..	..	..	1,018	935	518	..	Technology
6,335	1,561	9,003	8,290	453	4,231	3,727	2,899	9	Medicine
2,160	595	2,863	2,396	650	362	356	362	..	Veterinary
27,393	31,943	37,313	36,199	3,295	17,085	15,362	2,078	72	Science
..	..	..	..	..	7,247	5,860	1,725	96	Agriculture
..	..	..	..	..	2,59,733	2,32,363	67,561	14,549	Forestry
..	..	..	..	..	..	..	..	..	Commerce
..	..	..	..	..	..	..	..	..	Law
..	..	..	..	..	..	..	..	..	TOTAL
..	..	..	..	..	..	..	..	..	School for General Education
10,635	53,159	2,52,213	2,05,263	10,619	18,08,563†	15,62,224	30,259	70,919	High
51,299	11,592	83,303	65,125	4,160	5,96,661	4,78,743	23,721	36,382	English Middle
25,756	2,794	28,224	24,135	3,713	5,11,123	4,23,012	32,060	21,486	Vernacular Middle
89,482	18,030	2,23,381	1,65,689	533	1,17,24,751	89,46,473	60,766	25,79,497	Primary
13,396	28,475	5,92,121	4,69,213	19,925	1,46,41,193	1,14,16,452	1,99,904	37,66,294	TOTAL
..	..	..	..	..	..	..	..	..	Schools for Vocational and Special Schools
7,100	3,168	374	322	235	39,138	35,406	19,132	506	Normal and Training
171	171	143	123	..	1,577	1,411	687	1	Engineering
8,249	2,817	1,360	1,181	13	22,072	17,730	4,648	827	Technology and Industry
1,402	268	165	164	..	2,926	2,688	651	257	Medicine
145	64	..	..	..	1,099	993	755	8	Agriculture
2,326	78	14,771	11,900	..	18,206	14,735	78	836	Commerce
378	10	52	38	..	2,200	1,890	37	261	Arts
1,517	1,074	37	34	22	1,973	1,698	1,192	445	For the Handicapped
41,128	..	7,346	5,433	..	2,75,823	1,96,715	598	4,089	For Adults
102	119	..	..	..	2,388	2,116	2,069	46	Reformatory
57,219	2,897	18,781	10,966	1,193	95,936	77,069	6,034	8,127	Others
13,725	19,966	33,029	30,130	1,463	4,62,326	3,52,500	35,932	15,463	TOTAL
..	..	..	..	..	..	..	..	..	TOTAL (Recognised)
100,016	1,22,183	6,27,363	5,46,531	23,753	1,53,54,371	1,19,86,195	2,20,399	37,33,296	II—Unrecognised
151	..	3,05,516	1,62,343	1,184	3,21,309	1,76,536	1,259	37,003	TOTAL
146,167	1,22,183	6,20,878	7,02,833	23,937	1,56,96,680	1,21,62,731	2,21,653	37,75,399	GRAND TOTAL

Includes 234 boys (74 in Bihar and 160 in Orissa) and 4 girls in Orissa reading Law; 56 men and 10 women students reading in B. T. classes in Assam; 44 boys of Pre-medical course in Bihar; 128 boys reading Technology in Madras and 1126 boys (52 in Punjab and 163 in Orissa and 911 in U. P.) and 12 girls (1 in Punjab, 1 in Orissa and 7 in U. P.) reading in Oriental Colleges and 84 boys reading Commerce in Assam; 293 boys of school Department in a college in Assam and 1504 boys reading in school Department of Inter Colleges in Almer.

Includes 118 boys and 19 girls not reading University Course in Bihar.

Includes 225 boys of Engineering Colleges in Bihar not reading University Course and 195 boys of Roorkee University.

Includes 46 men and 14 women students in training classes in Coorg; 825 boys of continuation (Technical Industrial) classes in U. P.

Includes 11 boys studying Carpentry and Weaving in Coorg.

Table II-B—Distribution of Pu

Institutions	Managed by Government			Managed by District Boards			Managed by Municipal Boards			Number of Pupils
	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<b>I—RECOGNIZED</b>										
<i>Colleges</i>										
Arts & Science	2,344	2,048	548	..	..	..	22	18	..	..
Teachers' Training	522	427	311	..	..	..	..	..	..	..
Medicine . . .	59	55	59	..	..	..	..	..	..	..
<b>TOTAL</b>	<b>2,925</b>	<b>2,525</b>	<b>918</b>	..	..	..	<b>22</b>	<b>18</b>	..	..
<i>Schools for General Education</i>										
High . . . . .	40,589	35,091	1,377	1,634	1,523	56	6,280	5,151	29	1,377
English Middle .	12,946	10,873	147	3,241	2,627	..	6,124	5,153	28	..
Vernacular Middle	22,259	17,379	96	21,357	16,345	33	16,907	12,557	..	..
Primary . . . .	57,068	46,500	657	3,14,434	2,23,304	110	2,97,974	2,17,432	..	..
<b>TOTAL</b>	<b>1,32,892</b>	<b>1,09,843</b>	<b>2,277</b>	<b>3,40,666</b>	<b>2,42,799</b>	<b>199</b>	<b>3,26,695</b>	<b>2,40,292</b>	<b>47</b>	<b>1,377</b>
<i>Schools for Vocational &amp; Special Education</i>										
Normal and Training	5,463	4,697	3,371	..	..	..	135	105	..	..
Technology and Industry	1,221	822	..	..	..	..	33	59	..	..
Medicine . . .	..	..	..	..	..	..	..	..	..	..
Agriculture . .	..	..	..	..	..	..	..	..	..	..
Commerce . . .	..	..	..	..	..	..	..	..	..	..
Art . . . . .	..	..	..	..	..	..	..	..	..	..
for the Handicapped	..	..	..	..	..	..	..	..	..	..
For Adults . . .	2,228	1,707	..	..	..	..	..	..	..	..
Reformatory . .	..	..	..	..	..	..	..	..	..	..
Others . . . . .	31	17	..	..	..	..	72	51	..	..
<b>TOTAL</b>	<b>8,943</b>	<b>7,243</b>	<b>3,371</b>	..	..	..	<b>200</b>	<b>215</b>	..	..
<b>TOTAL (Recognized)</b>	<b>1,44,739</b>	<b>1,19,611</b>	<b>6,566</b>	<b>3,40,666</b>	<b>2,42,799</b>	<b>199</b>	<b>3,26,917</b>	<b>2,40,506</b>	<b>57</b>	<b>1,377</b>
<b>II—UNRECOGNIZED</b>										
<b>TOTAL</b>	..	..	..	1,290	959	..	569	447	..	..
<b>GRAND TOTAL</b>	<b>1,44,739</b>	<b>1,19,611</b>	<b>6,566</b>	<b>3,41,956</b>	<b>2,44,758</b>	<b>199</b>	<b>3,27,486</b>	<b>2,40,972</b>	<b>57</b>	<b>1,377</b>
<b>GRAND TOTAL (Boys)</b>	<b>11,05,113</b>	<b>8,84,796</b>	<b>67,575</b>	<b>68,72,334</b>	<b>51,67,567</b>	<b>66,992</b>	<b>12,59,519</b>	<b>9,36,234</b>	<b>3,970</b>	<b>5,427</b>
<b>GRAND TOTAL All Persons</b>	<b>12,49,843</b>	<b>10,05,271</b>	<b>94,141</b>	<b>72,90,340</b>	<b>54,32,345</b>	<b>47,192</b>	<b>15,37,005</b>	<b>12,27,207</b>	<b>4,027</b>	<b>5,804</b>

## in Educational Institutions for Girls

Managed by Private Bodies					Total Number of Pupils	Total of Average Daily Attendance	Total Residents in Approved Hostels	Number of Boys included in col. (17)	Institutions
Aided		Unaided							
Average Daily Attendance	Number of Residents in Approved Hostels	Number of Pupils	Average Daily Attendance	Number of Residents in Approved Hostels	(17)	(18)	(19)	(20)	(21)
(12)	(13)	(14)	(15)	(16)					
<b>I—RECOGNISED</b>									
<i>Colleges</i>									
7,227	1,667	895	738	289	11,267†	10,021	2,454	..	Arts & Science.
154	123	40	32	29	745	613	463	..	Teachers' Training
381	3,721	..	..	..	464	436	431	..	Medicine
7,762	2,162	935	765	268	12,476	11,070	3,348	..	<b>TOTAL</b>
<i>Schools for General Education</i>									
1,56,594	12,381	7,196	5,884	231	2,38,121	2,03,748	14,074	9,872	High
49,924	4,103	3,180	2,554	356	85,850*	71,131	4,634	5,529	English Middle
31,103	1,542	1,473	1,274	..	1,02,543	78,658	1,671	1,828	Vernacular Middle
1,49,338	903	19,227	15,857	128	8,75,163	6,52,431	1,793	30,134	Primary
2,86,959	18,999	31,028	25,069	715	18,01,577	10,05,963	22,177	47,363	<b>TOTAL</b>
<i>Schools for Vocational and Special Educational</i>									
6,069	3,741	168	147	2	12,287	11,018	7,114	115	Normal and Training
6,336	1,046	935	758	14	10,204	7,975	1,060	273	Technology and Industry
245	251	..	..	..	251	245	251	..	Medicine
17	17	..	..	..	17	17	17	..	Agriculture
74	4	..	..	..	119	74	4	..	Commerce
..	..	130	110	..	130	110	..	..	Art
144	120	..	..	..	161	144	120	26	For the Handicapped
16,137	28	113	56	..	25,821	17,900	26	363	For Adults
376	395	..	..	..	395	376	395	..	Reformatory
4,325	624	1,382	1,153	54	7,375	5,546	678	1,628	Others
33,723	6,224	2,733	2,224	70	56,560	43,405	3,655	2,405	<b>TOTAL</b>
4,28,444	27,315	24,639	23,053	1,053	13,70,713	10,60,438	35,190	49,758	<b>TOTAL (Recognised)</b>
<b>II—UNRECOGNISED</b>									
..	..	34,809	13,346	..	36,668	19,752	..	1,026	<b>TOTAL</b>
4,23,444	27,315	69,498	43,404	1,053	14,07,381	10,80,190	35,190	50,794	<b>GRAND TOTAL</b>
<b>GRAND TOTAL (Boys)</b>									
44,00,187	1,33,133	9,90,378	7,02,833	29,927	1,56,36,089	1,21,02,731	3,91,058	..	<b>GRAND TOTAL (All Persons)</b>
48,38,611	1,50,498	10,50,378	7,49,287	30,990	1,70,93,461	1,33,42,921	5,26,848	..	

†Includes 8 women students of B.T. classes in Assam and 15 women students of Training Department of the University in Bengal, and 663 girl students studying in School Department of Inter Colleges in Ajmer.

\*Includes 21 women students studying in Training Classes in Ajmer.

Table III-A—Expenditure on Educational

Institution	Government Institutions						Government Funds
	Government Funds	District Board Funds	Municipal Board Funds	Fees	Other Sources	Total	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities . . . . .	..	..	..	..	..	..	..
Boards of Secondary and Intermediate Education	1,11,480	..	..	14,06,839	..	17,18,319	..
Colleges							
Arts & Science—							
Degree . . . . .	1,67,13,069	..	..	36,90,253	1,76,480	1,04,70,742	4,060
Intermediate	1,31,015	..	..	14,848	..	1,45,868	..
Teachers Training	15,85,104	..	..	39,846	1,477	16,76,427	..
Engineering . . . . .	37,43,225	..	..	6,23,659	49,495	44,16,579	..
Technology . . . . .	2,27,277	..	..	46,620	..	2,73,897	..
Medicine . . . . .	59,54,962	..	..	1,55,879	1,54,842	75,64,723	..
Veterinary Science	10,95,225	..	..	80,957	22,001	11,98,183	..
Agriculture . . . . .	32,37,705	..	..	2,28,175	22,204	34,88,084	..
Forestry . . . . .	6,93,155	..	..	..	..	6,93,155	..
Commerce . . . . .	..	..	..	1,47,697	..	1,47,697	..
Law . . . . .	..	..	..	2,77,692	..	2,77,692	..
<b>TOTAL</b>	<b>2,34,91,337</b>	..	..	<b>31,62,805</b>	<b>4,26,419</b>	<b>3,20,99,361</b>	<b>4,060</b>
Schools for General Education							
High . . . . .	98,05,998	..	1,620	39,09,440	1,21,484	1,38,38,542	23,78,833
English Middle	14,82,437	..	700	4,14,683	47,063	19,44,823	21,46,773
Vernacular Middle	12,81,599	..	..	16,190	2,110	12,99,899	48,18,170
Primary . . . . .	88,02,019	48,774	..	55,926	94,286	90,01,007	7,75,90,675
<b>TOTAL</b>	<b>2,18,72,053</b>	<b>48,774</b>	<b>2,320</b>	<b>48,96,189</b>	<b>2,64,935</b>	<b>2,60,94,371</b>	<b>8,00,34,451</b>
Schools for Vocational and Special Education							
Normal and Training	66,88,875	..	..	19,590	14,114	67,22,579	34,942
Engineering . . . . .	9,25,349	..	..	1,19,603	12,378	10,57,330	..
Technology & Industry	43,81,820	8,332	1,100	12,31,176	2,39,591	48,62,019	34,211
Medicine . . . . .	4,08,092	..	..	197,286	..	5,05,378	..
Agriculture . . . . .	6,90,271	..	..	12,459	31,487	7,24,217	..
Commerce . . . . .	1,66,045	..	..	30,842	1,379	98,266	..
Art . . . . .	1,570,225	..	..	16,949	3,501	5,95,675	1,420
For the Handicapped	29,657	..	..	..	288	29,945	..
For Adults . . . . .	6,58,216	..	486	..	843	6,59,545	15,872
Reformatory . . . . .	8,88,159	..	..	3,740	780	8,92,679	..
Others . . . . .	15,84,266	..	..	2,291	7,318	15,93,877	16,079
<b>TOTAL</b>	<b>1,63,96,977</b>	<b>8,332</b>	<b>1,586</b>	<b>6,23,986</b>	<b>3,16,679</b>	<b>1,77,41,510</b>	<b>1,92,694</b>
<b>TOTAL(Direct)</b>	<b>6,17,54,367</b>	<b>57,106</b>	<b>3,906</b>	<b>1,20,82,768</b>	<b>10,03,033</b>	<b>7,59,06,162</b>	<b>8,78,41,035</b>

## Institutions for Boys

Local Board Institutions					Private Institutions		Institution (16)
District Board Funds (9)	Municipal Board Funds (10)	Fees (11)	Other Sources (12)	Total (13)	Aided		
					Government Funds (14)	District Board Funds (15)	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	..	..	..	1,00,75,745	..	Universities
..	..	..	..	..	..	..	Board of Secondary and Intermediate Education
..	..	..	..	..	..	..	Colleges
..	16,937	74,778	30,873	1,26,638	33,37,025	11,551	Arts & Science-Degree
..	..	..	..	..	12,46,716	..	Intermediate
..	..	..	..	..	1,06,368	..	Teachers' Training
..	..	..	..	..	12,65,000	..	Engineering
..	..	..	..	..	59,829	..	Technology
..	3,23,157	2,77,204	4,415	6,09,776	13,00,000	..	Medicine Veterinary Science.
..	..	..	..	..	..	..	Agriculture
..	..	..	..	..	..	..	Forestry
..	..	..	..	..	22,078	..	Commerce
..	..	..	..	..	2,413	..	Law
..	3,45,094	3,81,962	35,238	7,56,414	1,48,47,123	11,551	<b>TOTAL</b>
29,13,876	13,21,967	74,01,794	3,27,167	1,43,43,637	1,98,95,436	96,503	Schools for General Education High
23,88,470	9,38,985	33,59,037	1,51,107	89,84,381	26,11,198	3,54,695	English Middle Vernacular Middle & Primary
26,18,812	1,03,461	6,01,904	77,897	81,20,244	75,376	6,727	
3,28,81,950	2,14,12,588	15,68,231	20,60,753	13,55,14,147	4,38,01,685	46,22,998	
4,07,03,117	2,37,76,951	1,23,30,966	26,16,294	16,69,62,469	6,63,83,897	55,96,923	<b>TOTAL</b>
11,821	30,432	4,549	15	81,759	8,46,022	3,542	Schools for Vocational and Special Education (Normal) and Training Engineering Technology & Industry
98,828	1,05,868	16,328	4,013	2,59,248	5,82,511	23,140	Medicine
..	..	..	..	..	23,600	2,800	Agriculture
..	1,200	..	1,818	2,518	11,502	..	Commerce
34,728	1,930	114	10,220	48,412	19,530	..	Art
..	563	..	..	568	2,01,617	8,456	For the Handicapped
345	7,701	..	445	24,363	6,59,678	9,364	For Adults
..	..	..	..	..	31,660	..	Reformatory
26,671	19,373	130	29,515	91,768	13,45,129	84,927	Others
1,72,893	1,67,067	21,121	45,626	5,08,631	37,35,274	1,32,229	<b>TOTAL</b>
4,06,73,510	2,42,89,112	1,33,04,969	28,97,733	16,82,67,454	6,46,66,094	57,24,703	<b>TOTAL (Direct)</b>

Table III-A—Expenditure on Educational

Institutions	Private Institutions						
	Aided				Unaided		
	Municipal Board Funds	Fees	Other Sources	Total	Fees	Other Sources	Total
(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities	..	1,25,81,647	66,82,820	2,93,47,212	..	..	..
Board of Secondary and Intermediate Education	..	..	..	..	..	..	..
<i>Colleges</i>							
Arts & Science Degree	37,695	1,32,66,960	31,42,118	1,98,25,349	47,71,775	7,33,557*	55,05,332
Intermediate	2,420	7,65,466	1,50,858	11,67,453	5,02,138	1,08,476†	6,10,614
Teachers' Training	..	1,15,559	2,83,364	4,65,291	1,12,150	1,590	1,13,749
Engineering	..	7,99,894	1,23,380	11,87,273	1,16,740	12,53,535	13,70,275
Technology	..	30,565	..	90,394	6,178	1,23,586	1,29,764
Medicine	..	2,96,227	55,769	6,51,996	39,249	1,31,789	1,71,038
Veterinary Science	..	..	..	..	..	..	..
Agriculture	..	2,62,772	2,51,303	9,54,030	..	..	..
Forestry	..	..	10,934	2,22,979	6,90,236	57,810	7,48,066
Commerce	..	1,89,967	22,620	96,356	4,31,093	70,610	5,01,703
Law	..	70,923	..	..	..	..	..
<b>TOTAL</b>	<b>40,115</b>	<b>2,82,78,869</b>	<b>1,07,30,180</b>	<b>5,40,67,833</b>	<b>66,69,609</b>	<b>24,80,953</b>	<b>91,50,562</b>
<i>Schools for General Education</i>							
High	3,67,736	4,78,55,873	97,20,092	7,79,35,692	87,03,270	31,75,359**	1,18,78,629
English Middle	1,24,933	49,83,224	18,63,872	1,04,42,972	16,24,643	16,23,477@	32,48,120
Vernacular Middle	2,038	9,719	70,777	1,64,637	3,971	53,415	57,387
Primary	10,31,567	47,29,470	44,29,390	5,86,15,100	5,76,661	12,88,276†	18,64,937
<b>TOTAL</b>	<b>15,26,374</b>	<b>5,75,83,286</b>	<b>1,90,84,181</b>	<b>14,71,58,401</b>	<b>1,09,08,545</b>	<b>61,40,427</b>	<b>1,70,49,972</b>
<i>Schools for Vocational and Special Education</i>							
Normal and Training	1,500	2,02,383	3,33,926	13,87,373	20,444	82,673	1,03,117
Engineering Technology and Industry	..	..	..	..	20,085	7,653	27,738
Medicine	2,15,562	5,47,005	30,63,361	44,37,079	1,87,493	2,25,750	4,13,243
Agriculture	52,449	1,50,473	1,09,437	3,38,764	28,792	23,350	52,142
Commerce	..	9,230	9,217	32,481	..	..	..
Art	11,975	1,41,745	23,200	1,81,447	4,49,313	55,840	5,04,153
For the Handicapped	48,966	18,732	13,969	64,206	863	3,159	4,025
For Adults	..	..	..	..	..	7,915	7,915
Reformatory	31,230	..	84,047	7,34,319	..	10,426	10,446
Others	66,581	3,17,385	4,505	36,165	46,059	5,65,728‡	6,11,793
<b>TOTAL</b>	<b>4,28,923</b>	<b>14,13,543</b>	<b>49,78,132</b>	<b>1,06,87,444</b>	<b>7,53,051</b>	<b>9,81,464</b>	<b>17,34,515</b>
<b>TOTAL (Direct)</b>	<b>19,94,758</b>	<b>8,78,75,791</b>	<b>3,17,92,433</b>	<b>21,18,53,693</b>	<b>1,89,31,305</b>	<b>96,02,974</b>	<b>2,87,34,277</b>

+ Includes Rs. 37,02,044 spent by the Public Works Department on educational buildings

\* Includes Rs. 28,206 from Government Funds.

† Includes Rs. 9,255 from Government Funds.

\*\* Includes Rs. 3,34,163 from Government Funds.

@ Includes Rs. 31,612 from Government Funds, Rs. 1,51,303 from District Board Funds and Rs. 8,199 from Municipal Boards Funds.

‡ Includes Rs. 23,547 from Government Funds, Rs. 49,639 from District Boards Funds and Rs. 770 from Municipal Boards Funds.

§ Includes Rs. 38,916 from Government Funds.

NOTE.—The amounts shown in the footnotes pertaining to Col. (23) represent the contribution from Government Funds and Local Funds towards the Dearness Allowance of the teachers etc. in Unaided Schools.

Direction

Inspection

Buildings

Miscellaneous

**TOTAL (Indirect)**

**GRAND TOTAL (Direct and Indirect)**



Institutions for Boys—*contd.*

Total Direct Expenditure						Institution
Government Funds	District Boards Funds	Municipal Board Funds	Fees	Other Sources	Total	
(25)	(26)	(27)	(28)	(29)	(30)	(31)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,00,75,745	..	..	1,25,81,647	66,89,820	2,93,47,212	Universities
1,11,480	..	..	16,06,839	..	17,18,319	Board of Secondary and Intermediate Education <i>Colleges</i>
1,01,12,370	11,551	54,632	2,17,03,766	40,54,742	3,59,37,061	Arts & Science Degree
3,88,985	..	2,420	12,82,451	2,50,079	19,23,935	Intermedia
16,51,472	..	..	3,17,555	2,86,431	22,55,458	Teachers' Training
40,08,225	..	..	15,39,483	14,26,419	69,74,127	Engineering
2,87,106	..	..	83,363	1,23,586	4,94,055	Technology
62,54,062	..	3,28,157	20,68,499	3,46,815	89,97,533	Medicine
10,95,225	..	..	80,957	22,001	11,98,183	Veterinary Science
36,77,655	..	..	4,90,947	2,73,512	44,42,114	Agriculture
6,93,155	..	..	..	..	6,93,155	Forestry
22,078	..	..	10,27,950	68,744	11,18,772	Commerce
2,413	..	..	7,79,608	93,280	8,75,251	Law
<b>3,59,79,971</b>	<b>11,551</b>	<b>3,55,209</b>	<b>4,35,63,065</b>	<b>1,86,25,379</b>	<b>9,59,75,175</b>	<b>TOTAL</b>
<i>Schools for General Education</i>						
3,24,64,432	80,10,379	16,91,373	6,78,70,377	1,29,59,939	11,79,96,500	High
62,72,020	33,94,477	10,72,867	1,03,86,537	84,94,395	2,46,20,296	English Middle
61,75,145	25,25,639	1,05,499	6,31,784	2,04,199	96,42,166	Vernacular Middle
18,02,17,926	3,76,03,411	2,24,44,875	69,30,288	77,98,691	20,49,95,191	Primary
<b>7,51,39,533</b>	<b>4,65,33,396</b>	<b>2,53,14,914</b>	<b>3,58,18,986</b>	<b>2,44,57,224</b>	<b>26,72,54,153</b>	<b>TOTAL</b>
<i>Schools for Vocational and Special Education</i>						
75,69,839	15,363	31,932	2,46,971	4,30,728	82,94,833	Normal and Training
9,25,349	..	..	1,39,688	20,081	10,85,066	Engineering
49,98,542	1,30,800	3,22,530	9,82,002	35,33,215	99,71,589	Technology and Industry
4,31,692	2,800	52,449	2,76,556	1,32,787	8,96,284	Medicine
7,04,305	..	..	11,689	40,704	7,56,698	Agriculture
77,547	..	1,200	6,21,900	85,737	7,86,384	Commerce
5,91,175	34,728	18,905	36,660	35,849	7,12,317	Art
2,31,274	8,456	49,529	26,533	2,07,111	5,22,953	For the Handicapped
13,33,766	9,709	39,417	..	95,761	14,78,653	For Adults
9,19,819	..	..	3,740	5,285	9,28,844	Reformatory
29,84,383	1,11,698	85,954	3,65,865	16,90,707	62,38,507	Technology
2,07,67,891	3,12,954	5,96,918	27,11,654	62,82,915	3,06,72,180	<b>TOTAL</b>
<b>22,42,77,185</b>	<b>4,68,58,311</b>	<b>2,62,96,799</b>	<b>13,20,93,705</b>	<b>4,43,75,513</b>	<b>48,39,91,458</b>	<b>TOTAL (Direct)</b>
<b>TOTAL INDIRECT EXPENDITURE</b>						
27,75,156	..	..	..	..	27,75,156	Direction
1,31,73,013	9,18,252	7,26,250	1,95,694	39,490	1,50,52,699	Inspection
2,68,32,176	33,43,288	15,95,035	25,16,586	1,59,75,474	5,02,62,558+	Buildings
2,39,17,971	20,91,370	6,57,940	1,34,15,795	1,60,53,235	6,61,36,311	Miscellaneous
<b>4,66,99,315</b>	<b>63,58,910</b>	<b>29,79,235</b>	<b>1,61,23,675</b>	<b>3,20,68,199</b>	<b>12,42,26,724</b>	<b>TOTAL (Indirect)</b>
<b>49,96,76,500</b>	<b>5,32,11,221</b>	<b>2,92,75,034</b>	<b>14,82,21,780</b>	<b>7,64,43,717</b>	<b>60,81,28,182</b>	<b>GRAND TOTAL (Direct and Indirect)</b>

Table III-B—Expenditure on Educational

Institution (1)	Government Institutions						Local Board Institutions
	Government (2)	District Board Funds (3)	Municipal Board Funds (4)	Fees (5)	Other Sources (6)	Total (7)	Government Funds (8)
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>Colleges</i>							
Arts & Science—							
Degree . . . . .	6,88,262	..	..	2,23,935	343	9,12,546	..
Intermediate . . . . .	24,598	..	..	8,363	..	32,961	..
Medicine . . . . .	1,67,572	..	..	..	..	1,67,572	..
Teachers' Training . . . . .	4,92,194	..	..	34,951	523	5,27,668	..
<b>TOTAL</b> . . . . .	<b>12,72,626</b>	<b>..</b>	<b>..</b>	<b>2,67,249</b>	<b>866</b>	<b>16,40,747</b>	<b>..</b>
<i>Schools for General Education</i>							
High . . . . .	38,59,954	..	..	8,34,895	16,791	47,11,640	1,45,663
English Middle . . . . .	13,23,547	..	3,891	95,615	12,197	14,34,750	3,69,464
Vernacular Middle . . . . .	2,25,407	..	800	1,446	..	2,27,653	1,70,315
Primary . . . . .	11,47,104	1,865	..	611	2,176	11,51,756	80,61,064
<b>TOTAL</b> . . . . .	<b>65,56,012</b>	<b>1,865</b>	<b>4,191</b>	<b>9,32,567</b>	<b>31,164</b>	<b>75,25,799</b>	<b>87,46,506</b>
<i>Schools for Vocational and Special Education</i>							
Normal and Training . . . . .	14,49,554	..	..	4,033	1,921	16,55,508	6,440
Technology and Industry . . . . .	2,23,509	..	..	..	..	2,23,509	103
Medicine . . . . .	..	..	..	..	..	..	..
Agriculture . . . . .	..	..	..	..	..	..	..
Commerce . . . . .	..	..	..	..	..	..	..
Art . . . . .	..	..	..	..	..	..	..
For the hand-capped . . . . .	..	..	..	..	..	..	..
For Adults . . . . .	15,361	..	..	..	153	15,514	..
Reformatory . . . . .	..	..	..	..	..	..	..
Others . . . . .	14,440	..	..	..	..	14,440	1,000
<b>TOTAL</b> . . . . .	<b>19,08,864</b>	<b>..</b>	<b>..</b>	<b>4,033</b>	<b>2,074</b>	<b>19,08,971</b>	<b>7,543</b>
<b>TOTAL (Direct)</b>	<b>98,31,598</b>	<b>1,865</b>	<b>4,191</b>	<b>12,03,859</b>	<b>34,163</b>	<b>1,10,75,517</b>	<b>87,54,949</b>

## Institutions for Girls

District Board Funds (9)	Local Board Institutions				Private Institutions		Institution (16)
	Municipal Board Funds (10)	Fees (11)	Other Sources (12)	Total (13)	Aided		
					Government Funds (14)	District Board Funds (15)	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
							<i>Colleges</i>
							Arts & Science—
..	..	..	..	..	2,38,936	2,736	Degree
..	..	..	..	..	92,100	..	Intermediate
..	..	..	..	..	49,703	..	Teachers' Training
..	..	..	..	..	2,95,745	..	Medicine
..	..	..	..	..	8,76,489	2,736	<b>TOTAL</b>
							<i>Schools for General Education</i>
86,777	2,61,664	2,89,059	2,374	7,35,537	49,04,152	12,361	High
1,77,465	5,25,166	88,346	765	11,61,706	13,60,365	76,902	English Middle
70,021	1,14,009	6,956	339	2,61,640	1,18,227	8,026	Vernacular Middle
11,78,906	77,31,195	51,982	1,68,117	1,71,91,264	13,33,679	4,92,678	Primary
15,12,189	86,32,834	2,86,843	1,71,595	1,94,50,147	77,10,423	5,89,987	<b>TOTAL</b>
							<i>Schools for Vocational and Special Education</i>
..	47,730	419	..	54,589	10,10,819	1,080	Normal and Training
952	13,200	264	8,172	22,691	1,64,851	1,918	Technology and Industry
..	..	..	..	..	1,31,000	..	Medicine
..	..	..	..	..	720	..	Agriculture
..	..	..	..	..	3,720	..	Commerce
..	..	..	..	..	..	..	Art
..	..	..	..	..	9,143	..	For the Handicapped
..	..	..	..	..	1,13,080	120	For Adults
..	..	..	..	..	15,689	..	Reformatory
..	2,493	2,508	..	6,001	84,315	1,044	Others
952	63,428	3,191	8,172	83,251	15,12,337	4,112	<b>TOTAL</b>
15,14,121	86,95,457	3,98,034	1,79,787	1,95,23,428	99,06,949	5,98,515	<b>TOTAL (Direct)</b>

Table III-B—Expenditure on Educational

Institution (17)	Private Institutions						
	Aided				Unaided		
	Municipal Board Funds (18)	Fees (19)	Other Sources (20)	Total (21)	Fees (22)	Other Sources (23)	Total (24)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<b>Colleges</b>							
Arts & Science—Degree . . . . .	..	4,61,091	3,53,317	10,56,080	1,59,672	26,026	1,85,698
Intermediate Teacher's Training . . . . .	..	63,243	75,278	2,30,621	12,241	9,823*	22,064
Medicine . . . . .	1,000	85,363	3,12,605	6,94,713	..	..	..
<b>TOTAL</b> . . . . .	<b>1,000</b>	<b>6,39,293</b>	<b>8,18,782</b>	<b>21,38,300</b>	<b>1,75,513</b>	<b>35,849</b>	<b>2,11,362</b>
<b>Schools for General Education</b>							
High . . . . .	1,80,908	77,86,369	27,52,447	1,56,34,237	3,10,290	3,23,984%	6,34,274
English Middle Vernacular Middle . . . . .	1,56,858	12,57,933	10,47,827	38,99,885	27,239	94,983†	1,22,277
Primary . . . . .	4,31,782	8,91,612	12,06,421	43,56,172	75,671	1,49,880@	2,25,551
<b>TOTAL</b> . . . . .	<b>7,38,228</b>	<b>99,56,422</b>	<b>51,50,695</b>	<b>2,42,21,748</b>	<b>4,15,830</b>	<b>5,37,545</b>	<b>19,08,176</b>
<b>Schools for Vocational and Special Education</b>							
Normal and Training Technology and Industry . . . . .	4,645	1,49,571	5,06,358	16,72,423	17,824	12,325	30,649
Medicine . . . . .	77,688	1,32,908	2,02,990	6,79,455	43,273	45,349	88,622
Agriculture . . . . .	..	..	..	720	..	..	..
Commerce . . . . .	..	27,652	959	32,331	..	..	..
Art . . . . .	..	..	..	..	1,209	2,089	3,298
For the Handicapped . . . . .	970	62	12,153	22,828	..	..	..
For Adults . . . . .	6,716	3,323	26,417	1,49,656	1,207	615	1,822
Reformatory . . . . .	..	..	..	15,689	..	..	..
Others . . . . .	6,867	1,31,965	1,40,238	3,44,429	36,545	12,935**	49,480
<b>TOTAL</b> . . . . .	<b>1,01,436</b>	<b>5,41,416</b>	<b>10,06,332</b>	<b>31,66,832</b>	<b>1,00,058</b>	<b>73,818</b>	<b>1,73,871</b>
<b>TOTAL (Direct)</b>	<b>8,30,674</b>	<b>1,11,27,132</b>	<b>70,65,809</b>	<b>2,95,36,679</b>	<b>6,91,201</b>	<b>6,97,307</b>	<b>13,33,403</b>

Direction . . . . .	..	..	..	..
Inspection . . . . .	..	..	..	..
Buildings . . . . .	..	..	..	..
Miscellaneous . . . . .	..	..	..	..

**TOTAL (Indirect) Girls** . . . . .

**GRAND TOTAL (Direct and Indirect) Girls** . . . . .

**TOTAL (Direct) Boys** . . . . .

**TOTAL (Direct) All Persons** . . . . .

**GRAND TOTAL (Direct and Indirect) Boys** . . . . .

**GRAND TOTAL (Direct and Indirect) All Persons** . . . . .

† Includes Rs. 9,44,482 spent by Public Works Department on Educational Buildings.

\* Includes Rs. 7,900 from Government Funds and Rs. 1,600 from Municipal Board Funds.

% Includes Rs. 19,394 from Government Funds.

‡ Includes, Rs. 3,238 from Government Funds, Rs. 220 from District Board Funds and Rs. 1,144 from Municipal Board Funds.

@ Includes Rs. 1,378 from Government Funds, Rs. 10,810 from District Board Funds and Rs. 690 from Municipal Board Funds.

\*\* Includes Rs. 349 from Government Funds.

NOTE.—The amounts shown in the foot-notes pertaining to Col. (23) represent the contribution from Government Funds and Local Board Funds towards the Dearness Allowance of the teachers etc., in Unaided Schools.

## Institutions for Girls—contd.

Total Direct Expenditure						
Government Funds	District Board Funds	Municipal Board Funds	Fees	Other Sources	Total	Institution
(25)	(26)	(27)	(28)	(29)	(30)	(31)
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
9,27,204	2,736	..	8,44,699	3,79,635	21,54,324	<i>Colleges</i>
1,23,698	..	1,000	83,847	76,501	2,85,646	Arts & Science— Degree
5,41,902	..	..	68,147	78,105	6,88,154	Intermediate
4,63,317	..	1,000	85,363	3,12,605	8,62,295	Teachers' Training
20,56,121	2,736	2,600	10,82,056	8,46,896	36,90,400	Medicine
						<b>TOTAL</b>
80,29,163	99,138	4,42,572	91,70,613	80,76,202	2,17,17,688	<i>Schools for General Education</i>
30,56,614	2,54,587	6,86,559	14,69,693	11,51,175	66,18,618	High English— Middle
5,13,949	78,047	1,33,499	31,291	1,93,032	9,49,818	Vernacular Middle
1,05,48,225	16,84,259	81,63,667	10,10,876	15,13,716	2,29,24,743	Primary
230,42,951	21,16,631	94,26,297	1,16,91,463	59,34,125	5,22,10,867	<b>TOTAL</b>
						<i>Schools for Vocational and Special Education</i>
26,66,813	1,030	52,375	1,71,347	5,21,104	34,13,169	Normal and Training
1,88,463	2,870	90,888	1,75,545	3,56,511	10,14,277	Technology and Industry
1,31,000	..	4,550	96,835	17,217	2,49,602	Medicine
720	..	..	..	..	720	Agriculture
3,720	..	..	27,652	959	32,331	Commerce
..	..	..	1,209	2,089	3,293	Art
9,143	..	970	62	12,153	22,323	For the Hand-capped
1,28,441	120	6,716	4,530	27,185	1,66,992	For Adults
15,689	..	..	..	..	15,689	Reformatory
80,104	1,044	9,360	1,71,013	1,52,824	4,14,350	Others
94,24,093	5,094	1,64,859	6,48,693	10,90,042	58,82,756	<b>TOTAL</b>
85,23,165	21,23,331	95,93,756	1,24,22,217	78,71,063	6,15,94,022	<b>TOTAL (Direct)</b>
Total Indirect Expenditure						
9,870	79,443	1,93,891	..	446	9,870	Direction
11,32,414	1,31,095	1,54,452	2,62,637	24,19,635	14,06,194	Inspection
22,97,957	97,494	3,03,454	28,79,613	22,58,426	58,85,776	Buildings
23,75,489	..	..	..	..	79,17,475	Miscellaneous
64,13,729	3,08,032	6,51,797	31,42,250	46,78,507	1,51,99,315	<b>TOTAL (Indirect)</b>
149,41,894	24,31,863	1,02,45,553	1,65,84,467	1,25,49,570	7,67,33,347	<b>GRAND TOTAL</b> (Direct and Indirect) Girls
142,77,185	4,68,68,511	2,62,96,789	13,20,93,705	4,43,75,518	48,89,01,458	<b>TOTAL (Direct)</b> Boys
58,00,350	4,89,82,142	3,58,90,495	14,55,18,922	5,22,46,531	54,54,35,490	<b>TOTAL (Direct)</b> All Persons
49,75,500	5,32,11,221	2,92,75,964	14,82,21,730	7,64,43,717	60,31,23,182	<b>GRAND TOTAL</b> (Direct and Indirect) Boys
50,17,394	5,56,43,034	3,95,21,517	16,47,36,247	8,89,93,287	68,48,61,529	<b>GRAND TOTAL</b> (Direct and Indirect) All Persons

### IV—Distribution of Pupils Receiving General Education

Class	Number of Pupils			Number of Pupils from Rural Areas			Number of Married Pupils				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys of and above the age of 18 years included in col (8)	Girls of and above the age of 14 years included in col (9)
										(11)	(12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>School Education Classes</i>											
Pre-Primary . . .	82,945	35,805	1,18,750	68,686	23,582	92,268	75	7	82	...	2
I . . .	35,32,155	15,45,035	50,77,190	28,23,015	10,07,397	31,30,412	23,660	5,729	29,389	280	114
II . . .	21,70,058	8,24,127	29,94,185	16,63,419	4,79,056	21,42,476	25,300	4,264	29,564	255	274
III . . .	16,41,543	5,56,887	21,98,430	12,42,353	3,06,968	15,49,321	29,721	3,385	33,106	283	192
IV . . .	12,43,651	3,74,835	16,18,486	8,85,861	2,10,008	10,95,869	25,496	2,456	27,952	666	226
V . . .	9,62,172	2,57,961	12,20,133	7,21,010	1,23,839	8,44,849	23,073	2,294	25,367	935	346
VI . . .	7,17,700	1,31,674	8,49,374	4,33,479	40,194	4,73,673	24,610	1,521	26,131	1,792	451
VII . . .	5,57,714	95,834	6,53,548	3,13,938	25,909	3,39,847	20,171	1,831	22,002	2,676	847
VIII . . .	4,30,305	61,269	4,91,574	2,41,448	15,037	2,56,485	20,070	853	20,923	3,016	432
IX . . .	2,75,249	35,361	3,10,610	1,25,217	3,780	1,28,997	10,951	411	11,362	2,901	291
X . . .	2,24,622	27,700	2,52,322	98,734	3,048	1,01,782	11,763	798	12,561	4,720	298
XI . . .	1,12,573	15,373	1,27,946	48,014	1,860	49,874	9,015	316	9,331	4,160	264
XII . . .	30,397	1,365	31,762	21,708	281	21,989	6,376	55	6,431	2,761	38

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>Collegiate Education</i>											
<i>Intermediate</i>											
1st Year . . .	70,426	8,017	78,443	28,732	919	29,651	6,539	197	6,736	4,985	190
2nd Year . . .	57,433	6,388	63,821	18,694	1,016	19,710	6,171	204	6,375	4,755	200
<i>Degree</i>											
1st Year . . .	27,179	3,732	30,911	7,803	729	8,532	4,661	219	4,880	4,296	215
2nd Year . . .	25,555	3,325	28,880	6,525	320	6,845	4,594	284	4,878	4,224	249
3rd Year . . .	1,305	193	1,498	149	1	150	169	..	169	169	..
<i>Post-graduate</i>											
1st Year . . .	5,465	777	6,242	1,661	124	1,785	1,879	159	2,038	1,821	159
2nd Year . . .	4,046	569	4,615	1,241	117	1,358	1,497	121	1,618	1,441	121
Research Scholars . . .	585	73	658	69	2	71	186	11	197	186	11
<b>TOTAL . . .</b>	<b>1,91,994*</b>	<b>23,074†</b>	<b>2,15,068</b>	<b>64,874</b>	<b>3,228</b>	<b>68,102</b>	<b>25,696</b>	<b>1,195</b>	<b>26,891</b>	<b>21,877</b>	<b>1,145</b>
<b>TOTAL (Recognised Institutions) . . .</b>	<b>1,21,73,078</b>	<b>39,86,300</b>	<b>1,61,59,378</b>	<b>87,51,756</b>	<b>22,44,187</b>	<b>1,09,95,943</b>	<b>2,55,977</b>	<b>25,115</b>	<b>2,81,092</b>	<b>46,322</b>	<b>4,920</b>
<b>TOTAL (Unrecognised Institutions)</b>	<b>2,85,232</b>	<b>73,245</b>	<b>3,58,477</b>	<b>1,84,335</b>	<b>45,428</b>	<b>2,29,763</b>	<b>6,163</b>	<b>426</b>	<b>6,589</b>	<b>991</b>	<b>132</b>
<b>GRAND TOTAL</b>	<b>1,24,58,310</b>	<b>40,59,545</b>	<b>1,65,17,855</b>	<b>89,36,091</b>	<b>22,89,615</b>	<b>1,12,25,706</b>	<b>2,62,140</b>	<b>25,541</b>	<b>2,87,681</b>	<b>47,313</b>	<b>5,052</b>

\* Excludes 1,126 boys reading in Oriental Departments.

† Excludes 12 girls of Oriental Colleges.

## V—Distribution of Pupils Receiving Professional and Special Education

Subject	Number of Pupils			Number of Pupils from Rural Areas			Number of Married Pupils			Boys of and above the age of 18 years included in col (8)	Girls of and above the age of 14 years included in col (9)
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>School Education</i>											
Normal and Training . . .	38,792	12,713	51,505	29,973	3,634	33,607	20,455	2,462	22,917	18,495	2,203
Engineering . . .	1,801*	1	1,802	636	..	636	174	..	174	153	..
Technology and Industry . . .	22,354†	10,758	33,112	4,440	1,241	5,681	2,243	2,761	5,004	1,987	2,737
Medicine . . .	2,787	518	3,305‡	343	9	352	364	20	384	361	19
Agriculture . . .	1,091	25	1,116	731	17	748	164	..	164	164	..
Commerce . . .	17,370	955	18,325	2,042	3	2,045	1,004	39	2,043	1,912	39
Art . . .	1,939	391	2,330	93	21	114	110	24	134	110	24
For the Handicapped . . .	1,554	580	2,134	149	68	217	9	1	10	8	1
For Adults . . .	2,72,097	29,347	3,01,444	2,23,793	20,853	2,44,646	1,43,954	14,611	1,58,565	1,35,015	14,027
Reformatory . . .	2,340	441	2,781	423	..	423	26	..	26	26	..
Others . . .	89,501§	13,874	1,03,375	41,986	2,743	44,729	15,448	624	16,072	12,798	531
<b>TOTAL . . .</b>	<b>4,51,626</b>	<b>69,603</b>	<b>5,21,229</b>	<b>3,04,609</b>	<b>28,589</b>	<b>3,33,198</b>	<b>1,84,951</b>	<b>20,542</b>	<b>2,05,493</b>	<b>1,71,029</b>	<b>19,581</b>



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<i>Collegiate Education</i>											
Education	3,472	1,359	4,831	1,345	86	1,431	2,411	189	2,600	2,223	182
Engineering	6,749	5	6,754	2,186	..	2,186	515	..	515	365	..
Technology	1,017	10	1,027	282	..	282	103	1	104	53	4
Medicine	8,656	1,711	10,367	2,256	193	2,449	1,112	114	1,226	1,108	11
Veterinary Science	1,013	..	1,013	646	..	646	270	..	270	270	..
Agriculture	4,222	9	4,231	1,480	..	1,480	391	..	391	365	..
Forestry	362	..	362	222	..	222	157	..	157	157	..
Commerce	17,097	72	17,169	5,226	..	5,226	1,722	6	1,728	1,626	2
Law	7,385	100	7,485	2,328	4	2,332	2,536	9	2,545	2,530	9
<b>TOTAL</b>	<b>49,973</b>	<b>3,266</b>	<b>53,939</b>	<b>15,971</b>	<b>289</b>	<b>12,254</b>	<b>9,217</b>	<b>319</b>	<b>9,536</b>	<b>8,697</b>	<b>308</b>
<b>GRAND TOTAL</b>	<b>5,01,599</b>	<b>72,669</b>	<b>5,74,448</b>	<b>3,20,580</b>	<b>28,872</b>	<b>3,49,452</b>	<b>1,94,168</b>	<b>20,861</b>	<b>2,15,929</b>	<b>1,79,726</b>	<b>19,889</b>

\* Includes 225 boys of Engineering College in Bihar not reading University Course.

† Includes 825 boys of continuation classes in U.P., and 11 boys of Carpentry and Weaving classes in Coorg.

‡ Includes 118 boys and 10 girls not reading University Course in Bihar.

§ Includes 14 boys in Hafiz class in Assam.

|| Includes 44 boys of Pre-Medical Course in Bihar.

¶ Excludes M.A. and M.Sc. students studying law as well.

## VI-A—Men Teachers in Primary and Secondary Schools<sup>1</sup>

Institution	Trained Teachers						Untrained Teachers					Grand Total
	Graduates	Passed Matric or Equivalent Examinations	Passed Middle	Passed Primary	With Lower Qualifications	Total	Graduates		Non-Graduates		Total	
							Certificated*	Uncertificated	Certificated*	Uncertificated		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<i>Primary Schools :</i>												
Government . . . . .	11	736	5,941	1,20	7	7,985	1	...	5,302	7,601	12,904	20,889
Local Boards . . . . .	36	6,917	93,795	28,925	311	1,29,984	453	532	11,194	51,228	63,407	1,93,391
Private Aided . . . . .	117	5,195	52,408	6,199	216	64,135	167	225	12,615	29,213	42,220	1,06,355
Private Unaided . . . . .	9	111	1,348	233	1	1,702	7	15	919	5,104	6,045	7,747
<b>TOTAL</b>	<b>173</b>	<b>12,959</b>	<b>1,53,492</b>	<b>36,647</b>	<b>535</b>	<b>2,03,806</b>	<b>628</b>	<b>772</b>	<b>30,030</b>	<b>93,146</b>	<b>1,24,576</b>	<b>3,28,382</b>
<i>Middle Schools :</i>												
Government . . . . .	114	635	1,428	102	12	2,291	17	46	169	825	1,057	3,348
Local Board . . . . .	371	2,206	13,470	176	175	16,488	96	132	964	3,910	5,102	21,590
Private Aided . . . . .	381	2,150	2,751	115	175	5,572	278	353	3,051	5,497	9,179	14,751
Private Unaided . . . . .	137	374	939	14	6	1,470	105	234	736	2,319	3,394	4,864
<b>TOTAL</b>	<b>1,003</b>	<b>5,455</b>	<b>18,588</b>	<b>407</b>	<b>368</b>	<b>25,821</b>	<b>496</b>	<b>765</b>	<b>4,920</b>	<b>12,551</b>	<b>18,732</b>	<b>44,553</b>
<i>High Schools :</i>												
Government . . . . .	2,504	1,202	356	27	69	4,158	263	615	362	926	2,166	6,324
Local Board . . . . .	2,408	3,761	602	41	1,187	8,089	285	386	238	1,336	2,245	10,334
Private Aided . . . . .	10,551	8,112	1,573	410	1,575	22,221	3,627	5,151	4,992	9,596	23,366	45,587
Private Unaided . . . . .	1,315	839	455	13	18	2,640	1,387	1,074	1,426	2,155	6,042	8,682
<b>TOTAL</b>	<b>16,868</b>	<b>13,914</b>	<b>2,986</b>	<b>491</b>	<b>2,849</b>	<b>37,108</b>	<b>5,562</b>	<b>7,226</b>	<b>7,018</b>	<b>14,013</b>	<b>33,819</b>	<b>70,927</b>
<b>GRAND TOTAL</b>	<b>18,044</b>	<b>32,328</b>	<b>1,75,066</b>	<b>37,545</b>	<b>3,752</b>	<b>2,66,735</b>	<b>6,686</b>	<b>8,763</b>	<b>41,968</b>	<b>1,19,710</b>	<b>1,77,127</b>	<b>4,43,862</b>

\*Certificated teachers are those who have obtained any form of Teachers' Certificate other than the one granted on the basis of Public Examination of a Teachers' Training Institution.

Table VI-B - Women Teachers in Primary and Secondary Schools

Institution	Trained Teachers						Untrained Teachers					Grand Total
	Graduates	Passed Matric or Equivalent Examination	Passed Middle	Passed Primary	With Lower Qualifications	Total	Graduates		Non-Graduates		Total	
							Certificated*	Uncertificated	Certificated*	Uncertificated		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<i>Primary Schools :</i>												
Government . . . . .	1	145	1,254	352	11	1,763	7	8	212	614	841	2,604
Local Board . . . . .	18	910	12,959	5,870	42	19,799	109	40	1,255	7,677	9,081	28,880
Private Aided . . . . .	101	2,077	13,899	1,689	110	17,876	54	108	1,323	3,762	5,249	23,125
Private Unaided . . . . .	15	40	169	107	..	331	..	4	69	610	683	1,014
<b>TOTAL</b> . . . . .	<b>135</b>	<b>3,172</b>	<b>28,281</b>	<b>8,018</b>	<b>163</b>	<b>39,769</b>	<b>170</b>	<b>160</b>	<b>2,861</b>	<b>12,663</b>	<b>15,854</b>	<b>55,623</b>
<i>Middle Schools :</i>												
Government . . . . .	57	266	759	84	24	1,190	17	9	57	147	230	1,420
Local Board . . . . .	27	155	904	111	15	1,212	31	12	213	451	707	1,919
Private Aided . . . . .	197	794	1,139	147	32	2,309	131	111	500	895	1,687	3,996
Private Unaided . . . . .	18	41	48	5	2	114	15	2	80	100	197	311
<b>TOTAL</b> . . . . .	<b>299</b>	<b>1,256</b>	<b>2,850</b>	<b>347</b>	<b>73</b>	<b>4,825</b>	<b>244</b>	<b>134</b>	<b>850</b>	<b>1,593</b>	<b>2,821</b>	<b>7,646</b>
<i>High Schools :</i>												
Government . . . . .	629	688	317	4	112	1,750	87	98	110	131	426	2,176
Local Board . . . . .	96	150	25	1	29	301	26	27	30	54	137	438
Private Aided . . . . .	2,154	2,582	685	189	359	5,969	544	722	704	1,359	3,329	9,298
Private Unaided . . . . .	63	46	13	1	2	125	120	34	79	61	294	419
<b>TOTAL</b> . . . . .	<b>2,942</b>	<b>3,466</b>	<b>1,040</b>	<b>195</b>	<b>502</b>	<b>8,145</b>	<b>777</b>	<b>881</b>	<b>923</b>	<b>1,605</b>	<b>4,186</b>	<b>12,331</b>
<b>GRAND TOTAL</b> . . . . .	<b>3,376</b>	<b>7,894</b>	<b>32,171</b>	<b>8,560</b>	<b>738</b>	<b>52,739</b>	<b>1,191</b>	<b>1,175</b>	<b>4,634</b>	<b>15,861</b>	<b>22,861</b>	<b>75,600</b>

\*Certificated teachers are those who have obtained any form of Teachers' Certificate other than the one granted on the basis of Public Examination of a Teachers' Training Institution.

## VII—Examination Results

Examination  (1)	Boys						Girls					
	Number Appeared			Number Passed			Number Appeared			Number Passed		
	Regular (2)	Private (3)	Total (4)	Regular (5)	Private (6)	Total (7)	Regular (8)	Private (9)	Total (10)	Regular (11)	Private (12)	Total (13)
<b>DEGREE EXAMINATIONS</b>												
<i>Arts and Science</i>												
D. Litt. . . . .	10	3	13	10	1	11	..	..	..	..	..	..
Ph. D. . . . .	100	13	113	97	8	105	9	..	9	6	..	6
D. Sc. . . . .	6	1	7	6	..	6	..	..	..	..	..	..
M. Litt. . . . .	2	..	2	1	..	1	4	..	4	3	..	3
M. A. . . . .	2,830	961	3,791	2,287	598	2,885	472	164	636	355	103	458
M. Sc. . . . .	1,038	29	1,067	773	7	780	54	..	54	48	..	48
B. A. (Hons.) . . . .	2,583	222	2,805	1,819	162	1,981	747	51	798	587	37	624
B. Sc. (Hons.) . . . .	2,711	155	2,866	1,792	76	1,868	202	8	210	148	5	153
B. A. (Pass) . . . .	14,766	7,279	22,045	7,370	2,801	10,171	2,285	1,768	4,053	1,436	772	2,208
B. Sc. (Pass) . . . .	7,266	2,389	9,655	3,533	780	4,313	349	176	525	189	70	259

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<i>Oriental Learning</i>												
M. O. L. . . . .	..	17	17	..	11	11	..	1	1	..	..	..
B. O. L. . . . .	5	54	59	4	28	32	..	4	4	..	4	4
<i>Education</i>												
M. Ed. . . . .	50	3	53	37	3	40	28	..	28	21	..	21
B. E. B. T. and L. T. .	2,297	145	2,382	1,901	110	2,011	796	64	860	666	51	717
<i>Engineering</i>												
Bachelor of E. E. . . .	142	6	148	119	5	124	..	..	..	..	..	..
Bachelor of C. E. . . .	548	9	557	434	10	444	..	..	..	..	..	..
Bachelor of M. E. . . .	119	17	136	95	14	109	..	..	..	..	..	..
B. Sc. (Engg.) . . . .	193	..	193	162	..	162	..	..	..	..	..	..
Bachelor of High Ways .	8	1	9	7	..	7	..	..	..	..	..	..
Bachelor of Mining and Metallurgy . . . .	56	..	56	54	..	54	..	..	..	..	..	..
Bachelor of Mech. and Elect. Engg. . . . .	136	..	136	108	..	108	..	..	..	7	..	..
Bachelor of Tele-Communication.	12	..	12	12	..	12	..	..	..	..	..	..

VII—Examination Results—contd.

Examination	Boys						Girls					
	Number Appeared			Number Passed			Number Appeared			Number Passed		
	Regular	Private	Total	Regular	Private	Total	Regular	Private	Total	Regular	Private	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
<i>Technology</i>												
Master of Technology	37	..	37	36	..	36	..	..	..	..	..	..
Bachelor of Technology	199	7	206	177	7	184	1	..	1	1	..	1
<i>Medicine</i>												
M. D.	323	13	336	42	3	45	46	1	47	13	..	13
M. S.	93	17	110	33	5	38	1	1	2	..	1	1
M. B. B. S.	2,276	182	2,458	1,064	94	1,158	373	62	435	156	40	196
L. M. S.	..	..	..	..	..	..	15	..	15	8	..	8
B. D. S.	29	..	29	16	..	16	2	..	2	..	..	..
B. Sc. (Pharmacy)	22	..	22	6	..	6	..	..	..	..	..	..
B. S. Sc.	2	..	2	2	..	2	..	..	..	..	..	..
F. C. P. S.	27	..	27	6	..	6	6	..	6	4	..	4
M. C. P. & S.	10	..	10	5	..	5	1	..	1	..	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Diploma in Ophthalmology	17	..	17	13	..	13	..	..	..	..	..	..
Diploma in Venereal Diseases	4	..	4	2	..	2	..	..	..	..	..	..
Diploma in Laryngology and Otolology.	4	..	4	1	..	1	..	..	..	..	..	..
Diploma in Public Health	52	..	52	42	..	42	..	..	..	..	..	..
Diploma in Gynaecology and Obstetrics	13	..	13	9	..	9	37	..	37	24	..	24
Diploma in Child Maternity	18	..	18	13	..	13	4	..	4	4	..	4
Diploma in Ophthalmic Medi- cine and Surgery	21	..	21	12	..	12	..	..	..	..	..	..
Diploma in Medical Radiology and Electrology.	5	..	5	5	..	5	..	..	..	..	..	..
D. P. B.	100	..	100	57	..	57	11	..	11	5	..	5
<i>Veterinary</i>												
B. V. Sc.	133	8	141	83	3	86	..	..	..	..	..	..
<i>Agriculture</i>												
Master of Agriculture	119	13	132	106	12	118	..	..	..	..	..	..
Bachelor of Agriculture	950	14	964	853	13	866	..	1	1	..	1	1
Bachelor of Agr. Eng. E. E.	8	..	8	6	..	6	..	..	..	..	..	..
Bachelor of Agr. Eng. C. E.	92	1	93	89	3	92	..	..	..	..	..	..
Bachelor of Agr. Eng. M. E.	6	4	10	3	..	3	..	..	..	..	..	..

VII—Examination Results—contd.

Examination  (1)	Boys						Girls					
	Number Appeared			Number Passed			Number Appeared			Number Passed		
	Regular (2)	Private (3)	Total (4)	Regular (5)	Private (6)	Total (7)	Regular (8)	Private (9)	Total (10)	Regular (11)	Private (12)	Total (13)
<i>Commerce</i>												
M. Com . . . . .	390	28	418	366	11	377	..	..	..	..	..	..
B. Com. . . . .	7,620	1,447	9,067	4,124	389	4,513	12	4	16	8	3	11
<i>Law</i>												
Master of Law . . . .	15	12	27	2	2	4	1	..	1	..	..	..
Bachelor of Law . . .	3,937	278	4,215	2,681	132	2,813	26	12	38	19	4	23
Intermediate Examinations												
Intermediate Arts . .	38,514	25,695	64,209	18,400	10,736	29,136	4,866	4,366	9,232	2,978	1,921	4,899
Intermediate Science .	20,993	1,270	22,263	9,334	434	9,768	797	128	925	513	59	572
Science, Diploma or Certificate in Teaching .	3,357	914	4,271	2,451	449	2,900	1,477	66	1,543	1,176	48	1,224
Licentiate of Civil Engineering . . . . .	212	..	212	120	..	120	1	..	1	1	..	1
Licentiate in Medicine School Examinations . . . . .	53	..	53	20	..	20	..	..	..	..	..	..
Licentiate of Agriculture . . . . .	1,159	49	1,208	738	24	762	1	..	1	1	..	1



(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Intermediate or Diploma in Commerce	5,691	458	6,149	2,943	162	3,105	29	..	29	16	..	16
Diploma in Public Administration	25	..	25	24	..	24	..	..	..	..	..	..
Veterinary Examinations School Examinations	149	..	149	98	..	98	..	..	..	..	..	..
(a) <i>On completion of Higher Secondary Course</i>												
Higher Secondary	1,056	31	1,087	680	11	691	160	8	168	127	2	129
Higher Secondary Technical	33	..	33	22	..	22	..	..	..	..	..	..
(b) <i>On completion of High School Course</i>												
Matriculation/S.S.C./School Final etc.	1,97,963	56,852	2,54,815	1,34,703	34,404	1,69,107	20,444	9,107	29,551	14,767	4,754	19,521
Anglo-Indian and European High School.	247	..	247	196	..	196	167	..	167	150	..	150
Cambridge School Certificate	448	189	637	310	72	382	401	10	411	242	2	244
(c) <i>On completion of Middle School Course</i>												
Cambridge Junior	507	82	589	302	30	332	358	5	363	239	4	243
Anglo-Indian and European Middle	364	..	364	297	..	297	357	..	357	326	..	326
Anglo Vernacular Middle	1,69,549	1,396	1,70,945	1,30,593	692	1,31,285	20,596	588	21,184	16,805	367	17,172
Vernacular Middle	1,15,929	10,663	1,26,592	37,196	1,841	39,037	44,826	5,001	49,827	7,661	851	8,512

VII—Examination Results—contd.

Examination (1)	Boys						Girls					
	Number Appeared			Number Passed			Number Appeared			Number Passed		
	Regular (2)	Private (3)	Total (4)	Regular (5)	Private (6)	Total (7)	Regular (8)	Private (9)	Total (10)	Regular (11)	Private (12)	Total (13)
<i>(d) On completion of Primary Course</i>												
Upper Primary . . . .	4,71,447	9,437	4,80,883	3,86,941	4,103	3,91,044	71,504	1,707	73,211	51,781	739	52,520
Lower Primary . . . .	6,42,352	1,301	6,43,653	5,23,486	1,181	5,24,667	1,16,607	273	1,16,880	80,937	245	81,182
<i>(e) On completion of Vocational Course</i>												
For Teacher's Certificate—												
Vernacular Higher . . .	4,355	521	4,876	3,729	257	3,986	1,725	166	1,891	1,274	84	1,358
Vernacular Lower . . .	9,995	357	10,352	6,541	157	6,698	4,062	7	4,069	2,840	5	2,845
European Women Teachers	..	..	..	..	..	..	8	..	8	8	..	8
Primary Teacher's Certificate	..	..	..	..	..	..	64	11	75	58	10	68
At Engineering Schools .	857	1,477	2,334	598	987	1,585	..	..	..	..	..	..

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
At Technical and Industrial Schools . . . . .	2,487	2,223	4,710	2,168	1,629	3,797	1,375	1,064	2,439	1,103	589	1,692
At Medical Schools . . . . .	633	21	654	346	19	365	124	..	124	89	..	89
At Agricultural Schools . . . . .	66	..	66	56	..	56	17	..	17	17	..	17
At Commercial Schools . . . . .	2,464	9,501	11,965	1,686	3,955	5,641	201	280	481	126	97	223
At Art Schools . . . . .	1,002	55	1,057	733	27	760	86	3	89	63	2	65
At Other Schools . . . . .	10,894	116	11,010	8,300	69	8,369	1,574	..	1,574	1,103	..	1,103

## VIII—Statistics of Educational

Type of Institution (1)	Number of Institutions and Pupils							
	Government		District Board		Private Bodies		Total	
	Institutions (2)	Pupils (3)	Institutions (4)	Pupils (5)	Institutions (6)	Pupils (7)	Institutions (8)	Pupils (9)
<b>I. Recognised:</b>								
For Boys								
Arts and Science Colleges	2	255	...	...	21	5,087	23	5,342
Professional Colleges	3	906	...	...	1	59	4	65
High Schools	51	17,608	191	84,295	1,552	4,93,640	1,794	5,95,543
Middle Schools	416	46,617	3,205	4,70,259	3,056	3,22,941	6,677	8,39,817
Primary Schools	10,734	5,38,057	59,781	51,91,124	45,448	24,45,463	1,15,963	81,74,644
Training Schools*	247	18,716	13	653	58	5,630	318	24,999
Agricultural Schools	9	422	..	..	3	105	12	527
Schools for Adults	1,744	58,725	44	846	6,767	1,88,035	8,555	2,47,606
Other Schools	79	3,650	41	865	1,367	45,895	1,487	50,410
<b>TOTAL</b>	<b>13,285</b>	<b>6,84,956</b>	<b>63,275</b>	<b>57,48,042</b>	<b>58,27</b>	<b>35,06,855</b>	<b>1,34,833</b>	<b>99,39,859</b>
For Girls								
Arts and Science Colleges	..	..	..	..	1	20	1	20
Professional Colleges	..	..	..	..	..	..	..	..
High Schools	9	1,877	101	10,699	76	11,055	186	23,631
Middle Schools	24	1,960	77	8,605	148	17,717	249	28,282
Primary Schools	699	30,133	3,977	2,74,244	2,664	1,01,938	7,340	4,06,315
Training Schools*	39	3,449	..	..	60	3,607	99	7,058
Agricultural Schools	..	..	..	..	1	17	1	17
Schools for Adults	68	1,994	..	..	817	18,352	885	20,346
Other Schools	..	..	..	..	24	1,302	24	1,302
<b>TOTAL</b>	<b>839</b>	<b>39,413</b>	<b>4,155</b>	<b>2,93,548</b>	<b>3,791</b>	<b>1,54,008</b>	<b>8,785</b>	<b>4,86,969</b>
<b>TOTAL (Recognised)</b>	<b>14,124</b>	<b>7,24,369</b>	<b>67,430</b>	<b>60,41,590</b>	<b>62,064</b>	<b>36,60,863</b>	<b>1,43,618</b>	<b>1,04,26,822</b>
<b>II. Unrecognised:</b>								
For Boys							6,290	2,36,286
For Girls							640	24,567
<b>TOTAL (Unrecognised)</b>							<b>6,930</b>	<b>2,60,853</b>
<b>GRAND TOTAL (All Institutions)</b>							<b>1,50,548</b>	<b>1,06,87,675</b>

\*Includes statistics relating to training schools, whether situated in urban or in rural areas in which the majority of the students are being trained for employment in rural areas. It does not include the returns, of training institutions located in rural areas, the majority of the students in which are trained for schools in urban areas.

## Institutions in Rural Areas

Expenditure on Institutions (Direct or Indirect)				Number of Teachers			
From Government Funds	From District Boards Funds	From Other Sources	Total	In Govt. Institutions	In District Board Institutions	In Private Institutions	Total
(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Rs.	Rs.	Rs.	Rs.				
4,08,616	3,000	26,02,533	30,14,149	22		320	342
7,22,098	3,882	2,68,207	9,94,187	88	..	14	102
79,58,023	25,48,646	2,24,75,817	3,29,82,488	814	3,681	18,712	23,20
99,66,572	65,01,002	79,36,895	2,44,04,469	2,182	16,937	14,261	33,380
9,91,97,608	3,26,76,903	72,85,032	13,91,59,543	16,991	1,52,595	86,115	2,55,701
58,71,448	20,223	6,03,948	64,95,619	1,283	60	510	1,853
13,95,232	..	9,237	14,4,0469	62	..	17	79
11,56,403	9,425	24,277	11,90,105	1,750	43	6,840	8,633
9,82,281	1,04,311	9,54,921	20,41,513	191	18	2,706	2,915
12,76,58,283	4,18,67,392	4,21,60,867	21,16,86,542	23,383	1,73,334	1,29,495	3,26,212
..	19,893	..	19,893	..	..	6	6
..	..	..	..	..	..	..	..
6,33,431	1,78,888	6,14,157	14,26,476	117	435	681	1,233
5,83,401	2,36,307	4,66,779	12,86,487	118	339	915	1372
51,03,661	15,46,789	3,97,461	70,47,911	1,085	7,731	4,064	12,880
15,84,413	1,030	3,72,005	19,57,448	274	..	357	631
720	..	2,928	3,648	..	..	1	1
66,047	..	1,163	67,210	68	..	817	885
43,966	1,660	56,648	1,02,274	..	..	56	56
30,15,539	19,84,567	19,11,141	1,19,11,347	1,662	8,505	4,897	17,064
13,56,73,922	4,38,51,959	4,40,72,008	22,35,97,889	25,045	1,81,839	1,36,392	3,43,276

## **PART III - APPENDICES**

APPENDIX I

Provincial Educational Directorate and Inspectorate, 1948-49

Province/Area	Designation	No. of Posts (3)	Educational Qualifications	Scales of Pay	Duties
(1)	(2)	(3)	(4)	(5)	(6)
Assam	<i>Men's Branch</i>			Rs.	
	Director of Public Instruction	1	M.A., B.L. (Cal.)	1,000—1,500	Is responsible for the control and efficient management of the Deptt.
	Asstt. D. P. I. : (a) General	2 (1vacant)	M.A. (Cal.); M.A. in Education (Lond.).	250—750 + Spl. pay Rs. 150	Assists and advises the D.P.I.
	(b) Sanskrit Education	1	M. A. (Cal.)	250—750	Inspects Sanskrit tols and advises the D. P. I. regarding Sanskrit Education
	Inspector	1	M.A. (History) ; M.A. (Sanskrit), B.L.	250—750 + Spl. Pay Rs. 150	Is responsible generally for the administration of Primary and Secondary Education ; inspects High and Training schools and supervises the work of Deputy Inspector of schools
	Asstt. Inspector (a) General	2	M.Sc., B.T. and B.A., B.T.	175—450 + Spl. Pay Rs. 50	Inspects Primary and Middle schools including Board Vernacular schools
	(b) For Plains Tribals	1	B.A.	175—450 + Spl. Pay Rs. 50	Encourages and is incharge of Education for Plains Tribal People

APPENDIX I

Provincial Educational Directorate and Inspectorate, 1948-49—*contd.*

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
	(c) For Hill People	1	M.A., B.T.	Rs. 175—450 + Spl. Pay Rs. 50	Encourages education among Hill People
	(d) For Muslim Education	1	M.A. (in Arabic)	175—450 + Spl. Pay Rs. 50	Inspects Islamia schools and classes; encourages education among Backward Muslims
	Deputy Inspector]	17	B.A. or B.Sc., and B.T.	175—400	Inspects Primary and Middle schools, including Board Vernacular schools
	Sub-Inspector	54	Ditto	100—250	Assists Deputy Inspector in the inspection of Vernacular schools
	Asstt. Sub-Inspector	56	Matric and Normal passed	75—120	Assists Sub-Inspector
<i>Women's Branch</i>					
	Inspectress	1	T.D. (Lond.), T.C. (Lond.)	200—600 + Spl. Pay Rs. 100	Is generally responsible for the administration of Girls' schools. Inspects Girls' schools and Training classes for school mistresses
	Asstt. Inspectress	2	M.A., B.T., or B.A., B.T.	175—400 + Spl. Pay Rs. 50	Inspects Girls' schools under supervision of the Inspectress



(1)	(2)	(3)	(4)	(5)	(6)
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West Bengal

			<i>Men's Branch</i>	Rs.	
	Director of Public Instruction	I	Highest available academic qualifications with administrative capability and experience	Not yet fixed (an <i>ad-hoc</i> pay of Rs. 2,250 is being paid since 1-3-48)	Is incharge of the Department of Public Instruction
	Asstt. D.P.I.	I	High academic degree with experience in administrative work	300—50/2—600—600— EB—650—50/2— 700—700—EB—775 —75/2—1000/- (B.S.E.S. Scale).	Assists the D.P.I.
	Chief Inspector :	I	Not prescribed yet	Ditto	The existing higher inspection work has been entrusted for the present
	(a) For Primary Education				
	(b) For Secondary Education	I		Ditto	
	Deputy Chief Inspector :	I		Ditto	
	(a) For Primary Education				
	(b) For Secondary Education	I		Ditto	
	(c) For Basic Education	I		Ditto	
	Asstt. Inspector (Special Duties)	I		B.E.S. 150—200—50/2—300— 40/2—380—EB—40/2 500—50/2—550— 550—EB—50/2—700	

APPENDIX I

Provincial Educational Directorate and Inspectorate, 1948-49—contd.

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
	Reader and Secretary, West Bengal Text Book Committee and Registrar of Publications	1	At least an M.A. with good knowledge in vernacular languages	Ditto	Not yet prescribed.
	District Inspector	14	At least Trained Graduate, preference being given to M.A. or M.Sc. candidates	Ditto	Is incharge of the District and inspects schools
	Addl. District Inspector	2	Honours Degree of an Indian or Foreign University	Ditto	Assists the above and tours various schools
	Sub-Inspector	94		75—175	Is incharge of a particular circle of a Dist. and also responsible for all educational matters of Primary schools
			<i>Women's Branch</i>		
	Chief Inspectress (Women's Education)	1	Newly created post; Qualifications not yet laid down	B.S.E.S. 300—40/2—500—500— EB—40/2—700	Duties not yet laid down by Government
	Asstt. Inspectress	6	Graduate of an Indian or European University with a degree or diploma in teaching	B.E.S. 150—30/2—240—20/2— 420	Inspects schools and organises the education for girls in schools
			<i>Men's Branch</i>		
Bihar . . . . .	Director of Public Instruction	1	An eminent educationist with experience and administrative ability of high order	1,300—100—2,000	Controls the whole department and is immediately responsible to Govt.

(1)	(2)	(3)	(4)	(5)	(6)
Bihar—contd.				Rs.	
	Deputy D.P.I.	1	Graduate or M.A. having wide experience and administrative ability	350—25—650—EB—35—1000 (+ Spl. Pay Rs. 150)	Helps the Director in the official duties
	Special Officer incharge Primary and Girls' Education	1	Ditto	Ditto	Is responsible for Primary and Girls' Education and advises the D.P.I. in this behalf
	Inspector	4	A trained Graduate having wide experience and administrative ability	350—25—650—EB—35 1,000	Is responsible for the inspection of all institutions (other than the colleges) and inspects mainly Secondary schools
	District Inspector	16	Trained Graduate	200—20—220—25—320— EB—25—670—EB— 20—750	Inspects High, Middle, Upper Primary and Elem. Trg. schools
	Supdt. of Sanskrit Studies	1	A distinguished Sanskrit scholar, having good knowledge of English and administrative ability	200—20—220—25—320 EB—25—670—EB— 20—750	Inspects Sanskrit schools and pathshalas, and advises the Director regarding Sanskrit Education
	Supdt. of Islamic Studies	1	An Alim or Fazil of a recognised madrassa and well versed in Islamic Theology besides possesssing B.A. degree with Arabic as a special subject	Ditto	Inspects madrassas and advises on Persian and Arabic Education

**APPENDIX I—**  
**Provincial Educational Directorate and Inspectorate, 1948-49—contd.**

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
	Inspector of Students' Residences	1	The post is a new one, which has not been filled yet. A trained graduate in the Subordinate Educational Service is at present officiating	Ditto	Supervises college school hostels and the residences of students who do not live with their guardians or parents
	Deputy Inspector	52	Trained Graduate	150—10—230—EB—15—35c	Inspects Middle, Upper Primary and Elem. Trg. schools. Supervises the work of Sub-Inspectors and Inspecting Maulavis
	Asstt. Supdt. of Sanskrit Studies	1	Acharya in Sanskrit and Graduate in English	150—10—230—EB—15—350	Inspects Tols and pathshalas
	Sub-Inspector of Schools	242	Trained Graduate	100—5—130—EB—6—190	Inspects Lower Primary schools
	Inspecting Maulavi	25	Maulavi Examination passed	Ditto	Inspects madrassas and assists the Supdt.
	Spl. Inspecting Officer for Mohammadan Education	4	Trained Graduate	100—5—130—EB—6—190	Inspects any kind of schools having Mohammadan pupils
	Spl. Inspecting Officer for Depressed classes	1	Matriculate or I.A. or Graduate trained in Primary Course	75—4—95—EB—5—120—3—150	Inspects Primary schools

(1)	(2)	(3)	(4)	(5)	(6)	
Bombay			<i>Women's Branch</i>			
	Inspectress	1	Trained Graduate having good experience and administrative ability of a high order	350—25—650—EB—35—1,000	Inspects High and Training schools ; Supervises the work of Inspectress of schools	
	District Inspectress	7	Trained Graduate	200—20—220—25—320—EB—25—670—EB—20—750	Inspects Middle schools and Special classes for the teaching of needle work	
				<i>Men's Branch</i>		
	Director of Public Instruction	1	Not available	2,000—100—2,500	Is incharge of direction and administration	
	Deputy Director of Public Instruction	3	Ditto	1 in the scale : 320—40—640—E.B.—40 1,210 (plus Spl. Pay Rs. 150).  2 in the scale : 350—30—650—EB—45—1100 (plus Spl. Pay Rs. 150).	Assists the D.P.I. in the official duties	
Divisional Educational Inspectors :	5	Ditto	350—30—650—EB—45—1,100	Inspects Secondary and Special schools, and Primary Training institutions		
(a) for Drawing and Craft work	1	Ditto	Ditto	Inspects all Secondary schools so far as teaching of drawing and craft work is concerned		

APPENDIX I

Provincial Educational Directorate and Inspectorate, 1948-49—contd.

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
	(b) for Visual Education	1	Not available	Rs. 350—30—650—EB— 45—1,100	Is in charge of Visual Education in all institutions
	(c) For Physical Education	1	Ditto	Ditto	Is in charge of Physical Education in all institutions
	Asstt. Educational Inspector	4	Ditto	Ditto	Inspects secondary and Special schools for boys
	Ditto	6	Ditto	220—15—400—EB—20 —500—EB—25—650	Ditto
	Deputy Educational Inspector	24	Ditto	Ditto	Inspects Primary schools
	Deputy Educational Inspector (for Urdu Schools)	3	Ditto	Ditto	Inspects Urdu Primary schools for boys
	Asstt. Deputy Educational Inspector : (a) Ordinary	371	Ditto	168 in the scale 70—200 203 in the scale 61—140	Inspects Primary schools
	(b) for Physical Education	32	Ditto	70—200	Inspects Secondary and Primary schools so far as this subject is concerned
	(c) for Craft Work	19	Ditto	61—140	Supervises and Inspects Primary schools so far as instruction in craft work is concerned

(1)	(2)	(3)	(4)	(5)	(6)
	Basic and Craft Supervisor	8	Not available	3 in the scale 61—140 5 in the scale 40—5/2—50	Supervises and Inspects Primary schools so far as instruction in craft work is concerned
	Craft Organiser	5	Ditto	160—10—250	Ditto
	Administrative Officer of District School Boards	20	Ditto	19 in the scale 220—650 1 in the scale 160—10—250	Inspects the schools concerned
	Administrative Officer of Municipal School Boards	16	Ditto	1 in the scale 220—650 7 in the scale 160—10—250 8 in the scale 70—200	Ditto
<i>Women's Branch</i>					
	Inspectress	2	Not available	350—30—650—EB—45 1,100	Inspects Secondary and Special schools for girls and Training institutions for women
	Asstt. Inspectress	4	Ditto	220—15—400—EB—20 —500—EB—25—650	Inspects Secondary and Special schools for Girls
	Inspectress of Urdu (Girls) Schools	1	Ditto	Ditto	Inspects Urdu Primary schools

**APPENDIX I**

**Provincial Educational Directorate and Inspectorate, 1948-49—contd.**

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
C. P. & Berar	Asstt. Deputy Inspectress	32	Not available	17 in the scale 70—200 15 in the scale 61—140	Inspects Primary schools for Girls
<i>Men's Branch</i>					
	Director of Public Instruction	1	B.A. or B.Sc., and B.T., with considerable administrative experience and capability	1,250—50—1,500	Directs and is in charge of the whole Department
	Deputy D.P.I. :				
	(a) Development	1	Ditto	350—350—25—500—500 —EB—25—700—700 —EB—30—850—(plus Spl. Pay Rs. 150)	Advises the D.P.I. on postwar educational development schemes
	(b) Secondary, Basic and Primary Education	2	Ditto	Ditto	Assists and advises the Director
	(c) Technical Education	1	Ditto	Ditto	Ditto
	(d) Social Education	1	Ditto	Ditto	Helps the D.P.I. in the smooth and successful implementation of Social Education, Started recently
	(e) Literature	1	Ditto	Ditto	Ditto
	Officer on Spl. Duty Military Education	1	Ditto	Ditto	Helps in the implementation of Military Education in institutions concerned



(1)	(2)	(3)	(4)	(5)	(6)
	Divisional Supdt.	8	B.A. or B. Sc., and B.T., with considerable administrative experience and capability	350—350—25—500—500 —EB 25—700—700 —EB 30—850—(plus Spl. Pay Rs. 150)	Controls the Secondary Education in the divisions concerned
	District Inspector	22	B.A. or B.Sc. and B.T.	225—225—250—15—400	Inspects Primary schools in the various districts
	Addl. District Inspector	22	Ditto	Ditto	Is responsible for Social Education Work
	Asstt. District Inspector	121	Ditto	100—100—5—150—150— EB—5—200	Inspects Primary schools
			<i>Women's Branch</i>		
	Inspectress	3	Trained Graduate (B.A. B.T.) with administrative experience	350—350—25—500—500 EB—25—700—700— EB—30—850	Controls Secondary Education for girls in the Circle and inspects such schools
	District Inspectress	7	B.A., B.T.	225—225—250—15—400	Controls Primary Education for girls and inspects such schools
	Asstt. District Inspectress	8	B.A., B.T.	125—125—5—170—EB— 6—200	Inspects Primary schools
			<i>Men's Branch</i>		
Madras	Director of Public Instruction	1	None prescribed in the statutory rules	1,500—100/2—1,800	Is in-charge of the Department and acts as Commissioner for Government Examinations

## APPENDIX I

### Provincial Educational Directorate and Inspectorate, 1948-49— contd.

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scale of Pay (5)	Duties (6)
	Joint D.P.I.	1	Name prescribed in the statutory rules	Rs. 1,000—100/2—1,200	Assists the D. P. I. in the administration of the department Ditto
	Deputy D.P.I.	2	Ditto	600—100/2—1,000 (plus-Spl. Pay Rs. 50)	
	Divisional Inspector	4	None prescribed in the statutory rules	600—100/2—1,000	Controls and Supervises Elementary Education in the Division
	District Education Officer	28	Direct Recruit : First or 2nd class M.A., B.A. (Hons.) or B.Sc. (Hons.) In addition to a Teaching degree Promotee : A university degree in Arts with a Teaching degree	230—30/2—260—40/2— 500—50/2—700	Inspects Secondary and Training schools and Controls elementary schools
	P.A. to D.P.I.	1	Ditto	Ditto	Assists the Director
	Inspector of Oriental Schools	1	Ditto	Ditto	Inspects Sanskrit schools
	Chief Inspector of Physical Education	1	B.A. or B.Sc. with a diploma of the Y.M.C.A. College of Physical Education and a foreign degree or diploma	Ditto	Inspects Physical Educational activities in schools and supervises the work of Regional Physical Directors
	Adviser to Government on Manual Training	1	First class Manual Trg. Diploma of the Teachers' College Saidapet, or a diploma of a Polytechnic	Ditto	Post held in abeyance and so the duties are not yet assigned

(1)	(2)	(3)	(4)	(5)	(6)
	Deputy Inspector :				
	(a) Senior Cadre	228	{ Trained Graduate I Grade { Trained Graduate II Grade	Rs. 165-5-205-10-245 85-5-125-10-175	Inspects Elementary schools
	(b) Junior Cadre	171	Trained Graduate or Secondary Grade Trained Teacher (for promotee)	60-4-100-5-120	Ditto
	Basic Education Officer	1	B.A. or B.Sc. or B. Com. with a Teaching degree and training in Basic Education.	280 fixed	Inspects Basic Trg. schools and attends to matters relating to Basic Education
<i>Women's Branch</i>					
	Inspectress	6	Direct Recruit: M.A., B.A. (Hons.) or B.Sc. (Hons.) with a Teaching degree Promote: A university degree plus a Teaching degree	230-30/2-260-40/2-500-50-700	Inspects Secondary and training schools for girls
	Inspectress of European Schools	1	Ditto	Ditto	Inspects European schools
	Woman Specialist in Physical Education	1	A University degree with a diploma in Physical Edn.	230-30/2-260-40/2-500-50-700	Organises and advises on Physical Educational activities
	Deputy Inspectress	54	{ Trained Graduate Grade I { Trained Graduate Grade II	165-5-205-10-245 85-5-125-10-175	Inspects Elementary schools

**APPENDIX I**

**Provincial Educational Directorate and Inspectorate, 1948-49—contd.**

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scale of Pay (5)	Duties (6)
Orissa	Director of Public Instruction	1	<i>Men's Branch</i> Trained M.A. with a foreign degree or diploma	Rs. 1,300—100—1,800	Is responsible for the efficient management of the Education Deptt. Assists the D.P.I.
	Deputy D.P.I.	1	Ditto	300—25/2—440—640— EB—400 1,000	Delivers extra-mural general lectures in colleges
	Special Officer for Extra-Mural Activities	1	M.A.	Consolidated pay of Rs. 850	
	Inspector	3	Trained graduate or M.A. with a foreign degree or diploma	300—20—320—25—420— 30—570—EB—30—690 —30—780—EB—40— 860	Is responsible for the efficient inspection of all schools. Inspects mainly High schools and supervises the work of subordinate officers
	Organiser, Basic Education	1	Ditto	Ditto	Is responsible for the spread of Basic Education
	District Inspector	12	Graduate or M.A. holding a degree or diploma in Teaching	200—15—260—25—435— EB—25—610—EB—30— 700	Inspects Middle and Elem. Trg. schools, and supervises the work of his subordinate officers
	Suptd. of Sanskrit Studies	1	Ditto	Ditto	Inspects Sanskrit Tols and schools, and advises the D.P.I. on all questions relating to Sanskrit Education

(1)	(2)	(3)	(4)	(5)	(6)
	Chief Inspector of Physical Education	I	Graduate or M.A. with diploma in Physical Education	Rs. 200—15—260—25—435— EB—25—610—EB—30 —700	Organises Physical Education in colleges and High schools and advises the D.P.I.
	Deputy Inspector	29	Graduate or M.A. with a diploma or degree in Teaching	120—5—155—EB—5— 160—10—220—EB— 10/2—250	Inspects Middle and Elem. Trg. schools. Supervises the work of Sub-Inspectors
	Sub-Inspector	117	Trained Intermediate or Matriculate	120—5—155—EB—5— 160—10—220—EB— 10/2—250	Inspects Primary and indigenous schools
	Spl. Inspecting Officer (Mohammadan Education)	I	Graduate or M.A. with a degree or diploma in Teaching	Ditto	Inspects madrassas, Urdu schools, Persian classes and is responsible for the growth of Mohammadan Education
	Inspector of Students' Residences	I	Ditto	Ditto	Supervises the residences of students, who neither live with their parents nor in hostels attached to colleges and schools
	Inspector of Physical Education	I	Graduate or M.A. with training in Physical Education	Ditto	Organises Physical Education in Secondary schools for boys

## APPENDIX I

### Provincial Educational Directorate and Inspectorate, 1948-49—contd.

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
	Senior Spl. Inspecting Officer for Education of Depressed Classes	1	Graduate or M.A.	Rs. 120—5—155—EB—5— 160—10—220—EB— 10/2—250	Inspects Primary schools for the Scheduled Caste and does propaganda work for the spreading of education among the Scheduled Classes
	Junior Spl. Inspecting Officer	1	Trained or Untrained Matriculate	50—2—70	Ditto
	Inspecting Maulavi	1	Fazil or Alim	50—2—70	Inspects Urdu Primary schools
	Assistant Supdt. of Sanskrit Studies	1	Graduate or M.A. with good knowledge in Sanskrit	70—2—74—3—98—4— 110—EB—5—140	Inspects Sanskrit Tols and Primary Sanskrit schools
<i>Women's Branch</i>					
	Inspectress	1	Graduate or M.A. holding a degree or diploma in Teaching	300—20—320—25—420— 30—570—EB—30— 690—30—780—EB— 40—860	Is responsible for the efficient inspection of all recognised institutions and advises the D.P.I. on Female Education
	District Inspectress	1	Graduate or M.A. holding a degree or diploma in Teaching	200—15—240—25—435— EB—25—610—EB—30— 700	Inspects Middle and Primary schools for girls, spl. classes for the teaching of Needle work and Zanana schools

(1)	(2)	(3)	(4)	(5)	(6)	
East Punjab	Deputy Inspectress	2	Graduate or M.A. holding a degree or diploma in teaching	Rs. 120—5—155—EB—5— 160—10—220—EB— 10/2—250	Inspects Middle and Primary schools for girls, spl. classes for the teaching of Needle work and Zanana schools	
	Inspectress of Physical Education	1	Graduate or M.A. with Training in Physical Education	Ditto	Organises Physical Education in Secondary schools for girls	
				<i>Men's Branch</i>		
	Director of Public Instruction	1	M.A.	2,150—100—2,750	Is in-charge of the Education Deptt. of the Province	
	Deputy D.P.I.	1	M.A., Ph. D.	1,250—50—1,500	Assists the D.P.I. in the efficient administration of the Deptt.	
	Inspector of Training Institutions	1	M.A.	350—1,200	Is responsible for the efficient inspection of all types of Trg. institutions	
	Inspector of Vernacular Education	1	M.A., Ph.D	Ditto	Is responsible for the efficient organisation of Vernacular Education	
Registrar, Departmental Examinations	1	M. Sc.	350—1,200	All work connected with the examinations conducted by the Deptt.		
Officer on Spl. Duty	1	B. A., B.T.	Ditto	Ditto		

APPENDIX I

Provincial Educational Directorate and Inspectorate, 1948-49—contd.

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
				Rs.	
	Inspector	2	M. A.	350—1,200	Inspects all types of schools— Secondary Primary etc.
	Deputy Inspector	5	B.A., B.T.	250—750	
	District Inspector	14	B.A. or B.Sc. or M.A. and B.T.	250—750	Inspects Primary and Vernacular Middle schools
	Asstt. District Inspector	77	Not available	(i) 230—10—270—EB —10—300	Supervises and Inspects Boys' education in the Dist. concerned
				(ii) 150—10—190—EB —10—220	
	District Inspector for Physical Training	13	Not available	(iii) 90—5—150 Ditto	
	Deputy D.P.I.	1	M.A.	900—1,100	Supervises Physical Trg. in the schools of the Dist.
	Inspectress	2	Graduate with a degree in Teaching	400—850	Assists the D.P.I. and advises on Girls' education
	Deputy Inspectress	2	Graduate with a degree in Teaching	260—650	Inspects all schools for girls and other classes for Needle work etc.
			<i>Women's Branch</i>		Inspects all schools for girls and other classes for Needle work etc.



(1)	(2)	(3)	(4)	(5)	(6)
Uttar Pradesh	District Inspectress	13	Not available	Rs. (a) 3 in the scale of— 260—20—500—EB—30 —650 (b) 10 in the scale of— (i) 230—10—270—EB —10—300 (ii) 150—10—190—EB —10—220	Supervises and Inspects Girl's Primary Edu- cation  Ditto
	Asstt. District Inspectress	10	Not available	(i) 230—10—270—EB— 10—300 (ii) 150—10—190—EB— 10—220	Supervises and Inspects Girls Primary Educa- tion Ditto
	Asstt. Inspectress for Dom- estic Science	2	Not available	Ditto	Is incharge of Domestic Science Education
	Asstt. Inspectress for Physi- cal Education	1	Not available	Ditto	Inspects Physical Trg. in schools for girls
<i>Men's Branch</i>					
	Director of Education	1	Post-Graduate degree with a degree or diploma in Teaching	1,500 fixed	Is responsible for the efficient running of the Deptt.
	Deputy Director of Edu- cation	7	Ditto	500—50—1000—EB— 50—1,200 (plus Spl. Pay Rs. 100)	Assists the Director in the discharge of his duties
	District Inspector	49	For eight posts : Post- Graduate with L. T. or B.T. Remaining 41 posts: 1st or 2nd class post-Graduate degree	8 in scale 500—50—1000 EB—50—1200 41 in scale 250—25— 400—EB—30—700— EB—50—850	Inspects High and Nor- mal schools, Inter- colleges, and Hindu- stani schools

APPENDIX I

Provincial Educational Directorate and Inspectorate, 1948-49—contd.

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
	Inspector of European Schools	1	A first or 2nd class Post-Graduate degree	Rs. 250—25—400—EB—30 700—EB—50—850	Inspects all types of European schools
	Inspector of Arabic Madrasahs	1	A Post-Graduate degree in Arabic	Ditto	Inspects Persian and Arabic Madrasahs
	Inspector of Sanskrit Pathshalas	1	A Post-Graduate degree in Sanskrit	Ditto	Inspects Sanskrit Pathshalas
	Inspector of Mohammadan Schools	1	A Post-Graduate degree in Urdu or Persian language	Ditto	Assists in organising Muslim Education
	Deputy Inspector (including 5 inspectors for Mohammadan Schools)	54	A Graduate with a degree or diploma in Education	200—10—250—EB—10 —310—EB—14—450	Inspects Hindustani and Training schools in his Jurisdiction
	Sub Deputy Inspector	318	Ditto	120—8—200—EB—10—300	Inspects Hindustani schools in his jurisdiction
<i>Women's Branch</i>					
	Asstt. Director of Education	1	Post-Graduate with B.T. or L.T.	500—50—1000—EB—50 —1200	Assists the Director on Female Education
	Inspectress (Regional)	5	A Post-Graduate degree with a degree or diploma in Education	250—25—400—EB—30 —700—EB—50—850	Inspects all Indian High schools and Inter. colleges for girls in the region
	Asstt. Inspectress	49	A Graduate with a degree or diploma in Education	120—8—200—EB—10—300	Inspects Hindustani Middle schools and Training classes for girls in the District

(1)	(2)	(3)	(4)	(5)	(6)
<b>Ajmer-Merwara</b>					
			<i>Men's Branch</i>	Rs.	
	Director of Education	1	Not prescribed	1,000—50—1,400	Is incharge of Education Deptt. of the whole Area
	District Inspector	1	M. A. or M.Sc. with a foreign degree or diploma in Teaching	400—25—500—30—800	Is incharge of Vernacular Education and assists the Director in the inspection of High schools
	Asstt. District Inspector	3	A Graduate or M. A. with a degree or diploma or certificate in Teaching	180—10—300—25/2—350	Inspects Vernacular Primary schools and assists the superior officer in the inspection of Middle schools
			<i>Women's Branch—</i>		
	Inspectress	1	A Graduate with a degree or diploma in Teaching	400—25—500—30—800	Inspects all girls schools in the province, and assists the Director of Education
<b>A. &amp; N. Islands</b>	...	...	...	...	...
<b>Bilaspur</b>	Education Officer	1	B. A., B. T.	250—15—400—20—500	Is incharge of the Deptt. of Education and inspects schools. Is also the headmaster of G. B. High school
<b>Coorg</b>	District Education Officer	1	B. A. with a foreign diploma or degree in Education	400—25—500—30—800	Is responsible for the efficient administration of the Department and inspection of High and Middle schools. Is member-in-charge of education in the council

APPENDIX I  
Provincial Educational Directorate and Inspectorate, 1948-49—*contd.*

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)	
Delhi.	Asstt. Education Officer	1	Graduate with a degree or diploma in Teaching	Rs. 180—10—320—15/2—350	Inspects Primary schools	
	<i>Men's Branch</i>					
	Director of Education	1	M.A.	1,000—50—1,400	Administers and controls the Education Deptt., inspects High, Higher Secondary and European schools in Delhi and New Delhi	
	Asstt. Director of Education	2	(i) Trained Graduate (ii) Trained Graduate with Basic Training	400—25—500—30—800 (one is still on the old scale 250—25—700 and has been recommended for the revised scale)	One assists the Director in planning and drawing schemes for the post-war educational development like extension of Education Basic schools etc. The other assists the Director in the administration and inspection of schools and is also the <i>ex-officio</i> Secretary of the Board of Secondary Education	

(1)	(2)	(3)	(4)	(5)	(6)
	District Inspector	2	Not available	Rs. 400—25—500—30—800	Administers Vernacular Education in the Province. Inspects Primary and Middle schools maintained by the Distt. Boards and Municipal Committees
			<i>Women's Branch</i>		
	Asstt. Director of Education	1	Not available	Revised : 400—25—500—30—800 The present A. D. E. is drawing Punjab grade 200—20—400—25—500	Is directly responsible for Girls' Education in the province and inspects all girls' institutions
			<i>Men's Branch</i>		
Himachal Pradesh	Director of Education	1	M. A. with a foreign degree or diploma in Teaching	600—40—1000—1000—1050—1050—1100—1100—1150	Is responsible for the efficient running of the Education Deptt.
	District Inspector	3	B. A. or M. A. and B. T.	250—25—550—EB—25—750	Inspects all schools and assists the Director in the official duties
			<i>Women's Branch</i>		
	Inspectress	1	B. A., B. T.	260—20—500—EB—30—650	Inspects all girls' schools and assists the Director regarding girls' Education

**APPENDIX I**  
**Provincial Educational Directorate and Inspectorate, 1948-49—contd.**

Province/Area (1)	Designation (2)	No. of Posts (3)	Educational Qualifications (4)	Scales of Pay (5)	Duties (6)
Kutch	Education Officer	1	Graduate or M. A. with a degree or diploma in Teaching	Rs. 350—25—500	Is responsible for the efficient administration of the Deptt. and inspection of all schools
	Asstt. Education Officer	1	B. A. or B. A. (Hons.) or M. A.	240—15—300	Inspects Middle schools and Upper Primary schools and conducts examinations
	Deputy Education Officer	1	B. A., B. T.	100—5—135	Inspects Primary schools and is responsible for conducting examinations in these schools
	Asstt. Deputy Education Officer	1	Experience as a Vernacular Teacher	80—2—100	Ditto

**APPENDIX II**  
**Scales of Pay of Primary School Teachers**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	• Others
(1)	(2)	(3)	(4)	(5)	(6)
<b>ASSAM</b>					
Government	Head Master/Asstt. Teacher	(i) Passed Middle and Normal Trained	40—1—45—EB—2—55	K. and J. Hills 25 per cent of pay. Rest of Assam 20 per cent of pay	Rs. 6 as additional pay
		(ii) Passed Middle and Guru Trained	35—1—40—EB—1—45		
		(iii) Passed Middle	30—1—35—EB—1—40		
District Boards	Ditto	Passed Middle	12 fixed	Rs. 3	Rs. 5 as additional pay
Municipal Boards	Ditto	Ditto	15 fixed	Rs. 3	Ditto
private Bodies	Ditto	†	There were no fixed scales of pay	†	†
<b>WEST BENGAL</b>					
Government	Head Master	Passed Matric	50—4/2—78—EB—4/2 —90—5/2—100	Rs. 25 for pay up to Rs. 50 and Rs. 35 for pay between Rs. 51 and 100	
	Asstt. Teacher	(i) Passed Matric	Ditto		
		(ii) Passed Vernacular Middle	35—4/2—75—EB—5/2 —80		

†Not available

**APPENDIX II**  
**Scales of Pay of Primary School Teachers—contd.**

Management (1)	Type of Teacher (2)	Minimum Qualifications (3)	Scales of Pay (4)	Allowances	
				Dearness (5)	Others (6)
<b>WEST BENGAL—contd.</b>					
Calcutta Corporation	Head Master	Passed Matric and Trained	Rs. 80—5—100 (10 yrs.) —5—130	Rs. 35 for pay upto Rs. 100 and Rs. 40 for pay above Rs. 101	..
	Asstt. Head Teacher	Ditto	60—4—80—EB— (10 yrs.)—4—100		..
	Asstt. Teacher	Ditto	45—5—50—4—70 (10 yrs.)—4—90		..
District Boards	Head Master/Asstt. Teacher	(i) Ditto	29 fixed	Rs. 5/8	Rs. 2 as Head Teacher's Allowance
		(ii) Passed Matric or Passed Middle and Trained	21 fixed	Ditto	..
		(iii) Passed Middle	17 fixed	Ditto	..
<b>BIHAR</b>					
Government	Head Master	Passed Matric and Trained	50—2—70—EB—2—90	†	Rs. 10 as Head Teacher's Allowance
	Asstt. Teacher	(i) Passed Matric and Trained	50—2—70—EB—2—90		
		(ii) Passed Middle	45—2—55—EB—2—75		
Local Boards	Head Master/Asstt. Teacher	(i) B. A./B. Sc. and Trained	75—4—95—EB—5— 120—3—150	†	



(1)	(2)	(3)	(4)	(5)	(6)
		(ii) B. A./B. Sc. or Passed Inter. and Trained	Rs. 50-2-70-E B -2-90	}	
		(iii) Passed Inter. or Passed Matric and Trained	40-1-50-E B -1-60		
		(iv) Passed Matric or Passed Middle and Trained	30-1/2-40		
		(v) Passed Upper Primary and Trained	25-1/2-35		
		(vi) Passed Middle or Upper/Lower Primary	20-1/2-30		
Private Bodies	Head Master/Asstt. Teacher	Same as in Local Board schools			
<b>BOMBAY</b>					
Government	Head Master	Passed Primary School Certificate Examination and Trained	(a) 65-2 1/2-90 (b) 40-1-50-EB-1 1/2-65	}	} Rs. 5 House Rent for pay below Rs. 55 and Rs. 7 for pay range 55-100
	Asstt. Teacher	(i) Ditto	Ditto		
		(ii) Passed Primary School Certificate Examination	35-35-1-40		
Local Boards	Head Master/Asstt. Teacher	Same as in Government schools		†	Ditto
Private Bodies	Head Master/Asstt. Teacher	(i) Passed Primary School Certificate Examination and Trained	25-1-30-2-40	†	Ditto

†Not available

**APPENDIX II**  
**Scales of Pay of Primary School Teachers—contd.**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)
<b>BOMBAY—contd.</b>					
Private Bodies	Head Master/Asstt. Teacher	(ii) Passed Primary School Certificate Examination and Trained	Rs. 20—1—30	†	Rs. 5 House Rent for pay below Rs. 55 and Rs. 7 for pay range Rs. 55—100
<b>C. P. and BERAR</b>					
Government	Head Master	Passed Middle and Trained	45—2 1/2—50—2—60 —EB—2—80	<i>In Nagpur and Jubbulpore cities</i> —Rs. 20 for pay below Rs. 28 ; Rs. 25 for pay range Rs. 28—44 and Rs. 30 for pay range Rs. 45—150. <i>In other places</i> Rs. 18 for pay below Rs. 28 ; Rs. 23 for pay range Rs. 28—44 ; Rs. 28 for pay range Rs. 45—150 ; Rs. 11. for pay range Rs. 451—500 and Rs. 501—750 respectively	
	Head Mistress	Ditto	50—3—80—EB—2 1/2 —100		
	Asstt. Teacher :				
	Men	(i) Passed Middle and Trained	30—1—40—EB—2—60 (starting salary Rs. 32)		
		(ii) Passed Middle	30—1—35		
	Women	(i) Passed Middle and Trained	40—2—60—EB—2—70 —2 1/2—75 (starting salary Rs. 44)		
	(ii) Passed Middle	40—2—50			
Local Boards/Private Bodies	Head Master/Asstt. Teacher.	Passed Middle and Trained	30 (minimum)		

## MADRAS

Government

Head Master/Asstt.  
Teacher

- (i) Passed Secondary School Certificate Examination and Trained
- (ii) Passed Higher Elementary Examination and Trained
- (iii) Passed Lower Elementary Examination and Trained

45-3-60-2-90

30-1-50

23-1-35

Rs. 18 for pay upto Rs. 20, Rs. 19 for pay between Rs. 20 and 40, Rs. 22 for pay between Rs. 40 and 60 and Rs. 24 for pay between Rs. 60 and 100

Local Boards

Head Master/Asstt.  
Teacher

- (i) Passed Secondary School Leaving Certificate Exam. and Trained
- (ii) Passed Higher Elementary Exam. and Trained
- (iii) Passed Lower Elementary Exam. and Trained

40-1-55-2-75

30-1-45

23-1-30

†

†Not available

## APPENDIX II

### Scales of Pay of Primary School Teachers—*contd.*

Management  (1)	Type of Teacher  (2)	Minimum Qualifications  (3)	Scales of Pay  (4)	Allowances		
				Dearness  (5)	Others  (6)	
<b>MADRAS—<i>contd.</i></b>						
Private Bodies	Head Master/Asstt. Teacher	(i) Passed Secondary School Exam. and Trained	Rs. 35—1—45	}	†	-
		(ii) Passed High Elementary Exam. and Trained	25—1/2—30			
		(iii) Passed Lower Elementary Exam. and Trained	18 fixed			
		(iv) Passed Lower Elementary Exam.	4 fixed			
<b>ORISSA</b>						
Government	Head Master/Asstt. Teacher	(i) Passed Matric and Trained	60—2—70	}	Rs. 18	..
		(ii) Passed Matric or Passed Middle and Senior Trained	50—2—70			
		(iii) Passed Middle and Higher Elementary Trained	34—1—39—EB—1—44			
		(iv) Passed Middle and Lower Elementary Trained	24—1/2—34			
Rs. 12						

(1)	(2)	(3)	(4)	(5)	(6)
Local Boards . . .	Head Master/Asstt. Teacher	(i) Passed Matric or Passed Middle and Trained	25—1/2—30	}	†
		(ii) Passed Middle and Trained	20—1/2—25		
Private Bodies . . .	Head Master/Asstt. Teacher	Same as in Local Board schools			
<b>EAST PUNJAB</b>					
Government . . .		There are no Government Primary schools in the Province			
Local Boards . . .	Head Master/Asstt. Teacher	(i) Passed Middle and S. V. Trained	50—3—80—p/3—4— 100—p/2—5—125	}	Rs. 25 for pay upto Rs. 50, Rs. 35 for pay between Rs. 51 and 100, and Rs. 40 for pay between Rs. 101 and 150
		(ii) Passed Middle and J. V. Trained	40—2—60—p/3—3—90 —p/2—4—110		
Private Bodies . . .	Head Master/Asstt. Teacher	Same as in Local Board schools			
<b>UNITED PROVINCES</b>					
Government . . .	Head Master	Passed Middle and Trained	60—2—70—EB—3— 100	}	25 per cent of pay for pay upto Rs. 50 and 20 per cent. of pay for pay above Rs. 50
(Model Primary Schools)	Asstt. Teacher	Ditto	45—2—65—EB—3—80		
Local Boards . . .	Head Master	Passed Middle and Trained	40—1—45—EB—1— 50—EB—1—55		
	Asstt. Teacher	(i) Ditto	25—1—30—EB—1— 40—EB—1—45		
		(ii) Passed Middle	30 fixed		

†Not available

**APPENDIX II**  
**Scales of Pay of Primary School Teachers—contd.**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)
Private Bodies	Head Master/Asstt. Teacher	†	Rs. <b>UNITED PROVINCES—contd.</b> † <b>AJMER</b>	†	†
Government	Head Master	(i) Passed Matric and Trained	68—4—120—EB—5—170	Rs. 25 for pay upto Rs. 50, Rs. 35 for pay between Rs. 51 and 100, Rs. 40 for pay between Rs. 101 and 150 and Rs. 45 for pay between Rs. 151 and 200	Rs. 15 as Head Teacher's Allowance
		(ii) Passed Middle and Trained	50—2—60—3—90		
	Asstt. Teacher	(i) Passed Matric and Trained	68—4—120—EB—5—170		
		(ii) Passed Matric or Passed Middle and Trained	50—2—60—3—90		
		(iii) Passed Middle	(a) 40—2—60 (b) 35—1—40		
Local Boards	Head Master/Asstt. Teacher	†	There were no fixed scales of pay Pay ranged from Rs. 20 to Rs. 40	†	†
Private Bodies	Head Master/Asstt. Teacher	†	Ditto.	†	†

(1)	(2)	(3)	(4)	(5)	(6)
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**A. and N. ISLANDS**

Government . . .	Head Master	Passed Matric and Trained	68-4-120-5-170	} Rs. 25 for pay upto Rs. 50, Rs. 35 for pay between Rs. 51 and 100, Rs. 40 for pay between Rs. 101 and 150, and Rs. 45 for pay between Rs. 151 and 200	One third of pay as special pay for Head Master
	Asstt. Teacher	(i) Ditto .	68-4-120-5-170		
		(ii) Passed Middle .	50-2-60-3-90		
		(iii) With lower qualifications	35-1-40-2-60		

Local Boards/Private Bodies

There are no such schools in the Area

**BILASPUR**

Government . . .	Head Master	Passed Matric and Trained/Untrained	55-3-85-EB-4- 125-5-130	} Rs. 25 for pay upto Rs. 50, Rs. 35 for pay between Rs. 51 and 100 and Rs. 40 for pay between Rs. 101 and 150
	Asstt. Teacher	Passed Middle and Trained or Passed Matric (untrained)	45-2-55-3-85-EB- -4-105	

Local Boards . . .

There are no such schools in the Area

Private Bodies . . .	Head Master	Passed Matric	60 fixed	†	..
	Asstt. Teacher	Passed Middle	45-2-75	†	..

†Not available.

**APPENDIX II**  
**Scales of Pay of Primary School Teachers—contd.**

Management (1)	Type of Teacher (2)	Minimum Qualifications (3)	Scales of Pay (4)	Allowances	
				Dearness (5)	Others (6)
<b>COORG</b>					
Government . . .	Head Master/Asstt. Teacher	(i) Passed Matric and Trained	68—4—120—5—170	} Rs. 25 for pay upto Rs. 50, Rs. 35 for pay between Rs. 51 and 100, Rs. 40 for pay between Rs. 101 and 150 and Rs. 45 for pay between Rs. 151 and 200	..
		(ii) Passed Middle and Trained	50—2—60—3—90		
		(iii) Passed Middle	35—1—40—2—60		
Local Boards . . .	Head Master/Asstt. Teacher	Same as in Government schools			
Municipal Boards . . .	Head Master/Asstt. Teacher	(i) Passed Matric and Trained	30—3/2—45—2/2—55	} Same as in Government schools	..
		(ii) Passed Middle and Trained	23—2/2—45		
		(iii) Passed Middle	20 fixed		
Private Bodies . . .	Head Master/Asstt. Teacher	(i) Passed Matric and Trained	68 fixed	..	..
		(ii) Passed Middle and Trained	50 fixed	..	..



(1)	(2)	(3)	(4)	(5)	(6)
<b>DELHI</b>					
Government . . .	Head Master (a) Schools with 3 to 5 classes	Passed Matric and Trained	68-4-120-5-170	} Rs. 25 for pay upto Rs. 50, Rs. 30 for pay between Rs. 51 and 100 and Rs. 40 for pay between Rs. 101 and 150	Rs. 20 as Head Master's Allowance
	(b) Schools with 1 or 2 Classes	Passed Middle and Trained	50-2-60-3-90		Rs. 10 as Head Masters' Allowance
	Asstt. Teacher . . .	(i) Passed Matric and Trained	68-4-120-5-170	} Rs. 45 for pay between Rs. 151 and 200	..
		(ii) Passed Middle and Trained	50-2-60-3-90		
		(iii) Passed Middle	35-1-40-2-60		
Local Boards . . .	Head Master/Asstt. Teacher	Same as in Government schools			
Private Bodies(Aided)	Head Master/Asstt. Teacher	Same as in Government schools			
Government . . .	Head Master/Asstt. Teacher	(i) Passed Middle and S. V. Trained	50-3-80-4-100	} Rs. 25 for pay upto Rs. 50 and Rs. 35 for pay between Rs. 51 and 150	
		(ii) Passed Middle and J. V. Trained	40-2-60-3-90		
		(iii) Passed Matric	40 fixed		
Local Boards . . .	Head Master/Asstt. Teacher	(iv) Passed Primary	30 fixed		
		†	†	†	†

†Nos available

## APPENDIX II

### Scales of Pay of Primary School Teachers—contd.

Management  (1)	Type of Teacher  (2)	Minimum Qualifications  (3)	Scales of Pay  (4)	Allowances	
				Dearness  (5)	Others  (6)
<b>DELHI—contd.</b>					
Private Bodies(Aided)	Head Master/Asstt. Teacher	†	Rs. †	†	†
Private Bodies (Unaided)	Head Master	Passed Middle and J.V. Trained	75—5—100	} There was no uniformity in rates of Dearness Allowance	..
	Asstt. Teacher	Passed Primary	25		
<b>KUTCH</b>					
Government	Head Master (a) Taluk Headquarter schools (b) Other schools	Passed Matric and Trained	62-2-80	} Rs. 25 for pay upto Rs. 50 and Rs. 35 for pay between Rs. 51 and 100	Rs. 5 as Head Teacher's Allowance
	Asstt. Teacher	Passed Middle and Trained.	50—2—62		Rs. 5, if Braoda Trained and Rs. 3, if Bhuj Trained as Head Teacher's Allowance
		(i) Passed Middle and Trained (ii) Passed Middle	42—2—50 30—2—42		
Local Boards		There are no Local Board schools in the Area			
Private Bodies	Head Master/Asstt. Teacher	†	There were no fixed scales of pay Pay ranged from Rs. 15 to Rs. 50	†	†

(1)	(2)	(3)	(4)	(5)	(6)
<b>PANTH PIPLODA</b>					
Government	Head Master/Asstt. Teacher	(i) Passed Matric and Trained (ii) Passed Middle and Trained (iii) Passed Middle	68-4-120-5-170 50-2-60-3-90 35-1-40-2-60	Rs. 25 for pay upto Rs. 50 ; Rs. 35 for pay range Rs. 51-100; Rs. 40 for pay range Rs. 101-150; and Rs. 45 for pay range Rs. 151-200	..

†Not available

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers**  
**A—Middle Schools**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)
<b>ASSAM</b>					
Government	Head Master/Asstt Teacher	(i) Passed Matric and Trained	75—2 1/2—100—EB —4—120	K & J Hills—20 per cent of pay. Rest of Assam—17 1/2 per cent of pay.	..
		(ii) †	40—1—50—EB—2 1/2 —65	Ditto	..
District Boards	Ditto	†	12 fixed	Rs. 5	Rs. 5 as additional pay
Municipal Boards and Private Bodies.	Ditto	†	15 fixed	Rs. 5	Ditto
<b>WEST BENGAL</b>					
Government	Head Master	B.A./B.Sc. and Trained	75—8/2—115—5/2— 125—EB—5/2— 135—10/2—175	Rs. 25 for pay upto Rs. 50 ; Rs. 35 for pay range Rs. 51—100 ; Rs. 40 for pay range Rs. 101—150 ; Rs. 45 for pay range Rs. 151—200 and Rs. 50 for pay range Rs.	
	Asstt. Teacher	(i) Passed Inter and Trained	50—4/2—78—EB— 4/2—90—5/2—100		
		(ii) Passed Matric or equivalent Exam.	35—4/2—75—EB —5/2—80		

(1)	(2)	(3)	(4)	(5)	(6)
Rs.					
<b>WEST BENGAL—contd.</b>					
Local Boards and Private Bodies (Aided)	Head Master	Passed Inter. or equivalent Exam.	35 to 50	†	Rs. 5 as additional Pay
	Asstt. Teacher	Passed Middle and Trained	(a) 25 to 30 (b) 15 to 25	†	Ditto
Private Bodies (Unaided)	Head Master	Passed Intermediate	30 to 35	†	Ditto
	Asstt. Teacher	Passed Matric or Passed Middle and Trained	15 to 25	†	Ditto
<b>BIHAR</b>					
Government	Head Master	Passed Matric and Trained (3 years trained)	60—2—80—EB—2—100	†	Rs. 15 as special allowance
	Asstt. Teacher	Ditto.	60—2—80—EB—2—100	†	...
Local Boards and Private Bodies	Head Master	(i) B.A./B.Sc. and Trained	75—4—95—EB—5—120—EB—3—150	†	...
	Asstt. Teacher	(ii) B.A./B.Sc. and Passed Inter. and Trained	60—2—80—EB—2—100 Ditto	†	...
<b>BOMBAY</b>					
	†	†	†	†	†

†Not available

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**A—Middle Schools—contd.**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances		
				Dearness	Others	
(1)	(2)	(3)	(4)	(5)	(6)	
Rs.						
<b>C. P. &amp; BERAR</b>						
Government . (Vernacular)	Head Master	†	50—3—80—EB—2 1/2 —100	} <i>In Nagpur and Jubbulpore cities—</i> Rs. 20 for pay below Rs. 28 ; Rs. 25 for pay range Rs. 28 to 44 and Rs. 30 for pay range Rs. 45 to 150 <i>In other places—</i> Rs. 18 for pay below Rs. 28 ; Rs. 23 for pay range Rs. 28 to 44 ; Rs. 28 for pay range Rs. 45 to 150		
	Head Mistress	†	60—5—100—EB—5 —125			
	Asstt. Teacher (Men)	†	45—2 1/2—50—2—60 —EB—2—80			
	Asstt. Teacher (Women)	†	50—3—80—EB—2 1/2 —100			
Government . (English)	Head Master	Passed Matric and Trained	125—5—175			
	Head Mistress	Ditto	150—5—200			
	Asstt. Teacher (Men)	Ditto	60—60—3—84—84 —EB—4—120			
	Asstt. Teacher (Women)	Ditto	70—70—3—94—EB —4—130			
Local Boards and Private Bodies	Head Master/Asstt. Teacher	†	†	†	†	

(1)	(2)	(3)	(4)	(5)	(6)
-----	-----	-----	-----	-----	-----

Rs.

**MADRAS**

† | † | † | † | † | †

**ORISSA**

Government . . .	Head Master	(i) B.A./B.Sc. and Trained	120—5—150—EB —5—160—10—220 —EB—10/2—250	} Rs. 12 for pay upto Rs. 44, Rs. 18 for pay range Rs. 45—100, Rs. 20 for pay range Rs. 101—200, Rs. 22 for pay range Rs. 201—250, and Rs. 24/- for pay range Rs. 251—300	
		(ii) Passed Inter. and Trained	70—2—80—4—100		
		(iii) Passed Matric and Trained	60—2—70		
	Asstt. Teacher	(i) Passed Inter. and Trained	70—2—80—4—100		
		(ii) Passed Matric and Trained or Passed Inter.	60—2—70		
		(iii) Passed , Matric	50—2—70		
Local Boards and Private Bodies	Head Master/Asstt. Teacher	†	†	†	†

**EAST PUNJAB**

Government . . .	Head Master Head Mistress English Teacher	} B.A. or B.Sc. and B.T.	(i) 90—5—150 (with a start of Rs. 100 for an M.A., B.T.)	} Rs. 25 for pay upto Rs. 50, Rs. 35 for pay range Rs. 51—100, Rs. 40 for pay range Rs. 101—150, Rs. 45 for pay range Rs. 151—200
			(ii) 150—10—190—EB—10—220	

†Not available

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**A—Middle Schools—contd.**

Management (1)	Type of Teacher (2)	Minimum Qualifications (3)	Scales of Pay (4)	Allowances	
				Dearness (5)	Others (6)
<b>Rs.</b>					
<b>EAST PUNJAB—contd</b>					
Government—contd.	Asstt. Teacher	Passed S. V. and Trained † †	(iii) 230—10—270—EB—10—300 (i) 50—3—80—EB—4—100 (ii) 105—7—140 (iii) 140—10—220	Rs. 50 for pay range Rs. 201—250, Rs. 60 for pay range Rs. 251—300, and Rs. 70 for pay range Rs. 301—400	..
Local Boards and Private Bodies	Head Master/Asstt. Teacher	†	There is no uniformity in the scales of pay in these aided as well as unaided schools. The Government do not approve, however, for purposes of grant-in-aid pay beyond Rs. 350/- for the Head Master of an aided school. Schools under the management of Local Boards have various scales, but some such schools have introduced scales prevalent in the Government schools.		..



(1)	(2)	(3)	(4)	(5)	(6)
<b>Rs.</b>					
<b>UNITED PROVINCES</b>					
Government . . .	Head Master	H.T.C.	60-2-70-EB-3- 100	Rs. 25 for pay upto Rs. 50	..
	Asstt. Teacher	H.T.C.	45-2-65-EB-3- 80	Rs. 20 for pay Rs. 51- 150	
Local Boards . . .	Head Master	H.T.C.	50-2-60-EB-3- 75	} 25 percent of pay for pay upto Rs. 50 and 20 percent of pay for pay above Rs. 50	..
	Asstt. Teacher (English)	H.T.C.	45-2-55-EB-2- 75		..
	Asstt. Teacher (Others)	H.T.C. or P.T.C.	35-2-45-EB-3- 60		..
<b>AJMER</b>					
Government . . .	Head Master . . .	B.A./B.Sc. and Trained or B. A./B.Sc. with 5 years experience	(i) 100-8-140-10- 200 ( in schools with six classes)	} Rs. 25 for pay upto Rs. 50	..
	Asstt. Teacher	(i) B.A./B.Sc. and Trained or Un- trained	80-5-120-EB-8 -200-10/2-320	} Rs. 35 for pay range Rs. 51-100 ; Rs. 40 for pay range Rs. 101-150 ; Rs. 45 for pay range Rs. 151-200 ; Rs. 50 for pay range Rs. 201-250 ; and Rs. 60 for pay range Rs. 251-300	..
	Head Master/Asstt. Teacher	(ii) Passed Inter. or Matric and Trained	68-4-120-EB-5 -170		..
Local Boards and Pri- vate Bodies	Head Master/Asstt. Teacher		Same as for Government schools		

†Not available

APPENDIX III

Scales of Pay of Secondary School Teachers—*contd.*

A—Middle Schools—*contd.*

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)

Rs.

A. & N. ISLANDS

There are no Middle Schools in the Area

BILASPUR

Government	(i) Boys' Schools : Head Master	Passed Matric and Trained or Passed Intermediate	64—4—80—5—150	} Rs. 25 for pay upto Rs. 50 ; Rs. 35 for pay range Rs. 51—100 ; Rs. 40 for pay range Rs. 101—150 ; Rs. 45 for pay range Rs. 151—200 and Rs. 50 for pay range Rs. 201—250
	Asstt. Teacher	Passed Matric or Middle and Trained or Untrained	45—2—55—3—85— EB—4—105	
Local Boards & Private Bodies	(ii) Girls' School : Head Mistress	Passed Matric and Trained	200—10—250	}
	Senior Mistress	Passed S. V. Middle	64—4—80—5—150	
	Asstt. Mistress	Passed S. V. or J. V.	(i) 55—3—85—4 —125—130 (ii) 45—2—55—3— 85—4—120	

There are no schools under these managements

(1)	(2)	(3)	(4)	(5)	(6)	
				Rs.		
		<b>COORG</b>				
Government	Head Master/Asstt. Teacher	(i) Passed Matric and Trained	68-4-120-5-170	Rs. 25 for pay up to Rs. 50 ; Rs. 35 for pay range Rs. 51-100 ; Rs. 40 for pay range Rs. 101-150 and Rs. 45 for pay range Rs. 151-200	..	
		(ii) Passed Middle and Trained	50-2-60-3-90			
		(iii) Passed Middle	35-1-40-2-60			
Local Boards ;						
(i) Municipal Boards	Head Master/Asstt. Teacher	Same as in Government schools				
(ii) Distt. Boards	Head Master / Asstt. Teacher	(i) Passed Matric and Trained	30-3/2-45-2/2-55	Same as in Government schools	..	
		(ii) Passed Middle and Trained	23-2/2-45			
		(iii) Passed Middle	20 fixed			
Private Bodies	Head Master	Passed Matric and Trained	68 fixed	..	..	
	Asstt. Teacher	Passed Middle and Trained	50 fixed	..	..	
		<b>DELHI</b>				
Government	Head Master	B. A./B. Sc. and Trained or B.A./B.Sc. with 5 years' experience	(i) 140-10-200-10-300 (ii) 100-8-140-10-200	Rs. 25 for pay up to Rs. 50 Rs. 35 for pay range Rs. 51-100 Rs. 40 for pay range Rs. 101-150 Rs. 45 for pay range Rs. 151-200 Rs. 50 for pay range Rs. 201-250 and Rs. 60 for pay range Rs. 251-300	..	
	Asstt. Teacher	(i) B.A./B.Sc. and with less than 5 years' experience	80-5-120-8-200-10/2-220			
		(ii) Passed Matric and Trained	68-4-120-5-170			
		(iii) Passed Middle and Trained	50-2-60-3-90			
		(iv) Passed Middle	35-1-40-2-60			
Local Board and Private Bodies	Head Master/Asstt. Teacher	Same as for Government Schools				

†Not available.



(1)	(2)	(3)	(4)	(5)	(6)
Government	Head Master (Bhuj School)	B.A./B.Sc. and Trained	Rs. KUTCH 135—6—200	Rs. 25 for pay up to Rs. 50 ; Rs. 35 for pay range Rs. 51—100 ; Rs. 40 for pay range Rs. 101—150 ; Rs. 45 for pay range Rs. 151—200 ; Rs. 50 for pay range Rs. 201—250 ; and Rs. 60 for pay range Rs. 251—300	Rs. 8 as Special allowance for Head Master Bhuj School Rs. 5 as Special allowance for trained Head Master
	Head Master (Other School)	Passed Matric and Trained or Passed Matric	62—2—80		
	Asstt. Teacher	Ditto	50—2—62		
Local Boards	There are no schools under local boards				
Private Bodies	Head Master/ Asstt. Teacher	†	No Scales are fixed for teachers in these schools. Pay ranges from Rs. 70 to Rs. 265 for Graduates and Rs. 30 to 60 for Matrics	†	†

#### PANTH PIPLODA

There are no Middle schools in this Area.

†Not available.

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**B—High Schools**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)
<b>ASSAM</b>					
Government	Head Master/Asstt. Head Master	B.A. or B.Sc. and Trained	Rs. 175—15—250—20— 350—EB—25—400	K and J Hills—20 per cent of Pay. Rest of Assam—17½ per cent. of Pay Ditto	Rs. 50 as Special pay to Asstt. Head Master
	Asstt. Teacher	B.A. or B.Sc. and Trained	100—10—130—EB— 6—190—EB—10—250		
Local Boards		There are no Local Board schools in the Province.			
Private Bodies (Aided and Unaided)	Head Master/Asstt. Teacher	†	No fixed scales of pay exist in these schools	†	†
<b>WEST BENGAL</b>					
Government	Asstt. Head Master	B. A. or B.Sc. and B. T.	130—10/2—140— 20/2—220	Rs. 35 for pay range Rs. 51—100 ; Rs. 40 for pay range Rs. 101—150 ; Rs. 45 for pay range Rs. 151—200 and Rs. 50 for pay range Rs. 201—250 Ditto	Rs. 10 as <i>ad interim</i> increase in pay
	Asstt. Teacher	B.A. or B.Sc. and B.T.	75—8/2—115—5/2— 125—EB—5/2—135— 10/2—175		

(1)	(2)	(3)	(4)	(5)	(6)
Non-Government (Aided)	Head Master Asstt. Teacher	Ditto Ditto	Starting pay ranges from 150 to 200 75-5/2-120-EB- 10/2-120	Minimum Rs. 5 from Government. Ditto	..
<b>BIHAR</b>					
Government	Head Master/ Mistress  Asstt. Teacher	B.A./B.Sc. and Trained  B.A./B.Sc. and Trained	200-20-220-25- 320-EB-25-670- EB-20-750  (i) 150-10-230-EB- 15-350 (ii) 100-5-130-EB- 6-190	†  †  †  †  †  †  †  †	The Head-Master of the school with hostel gets free quarter. .. .. .. .. .. .. .. .. ..
		Passed Intermediate and Trained	70-3-85-EB-4- 105-2-125	†	..
		Passed Matric and Train- ed (Selection Grade)	60-2-80-EB-2- 100	†	..
		Passed Matric and Train- ed (Ordinary Grade)	50-2-70-EB-2- 90	†	..
		With lower qualifications (Selection Grade)	50-2-70-EB-2 -90 for Men and 60-2-80-EB- 2-100 for Women	†  †	.. ..
		With lower qualifications (Ordinary Grade)	45-2-55-EB-2-75	†	..

†Not available.

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**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**B—High Schools—contd.**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances		
				Dearness	Others	
(1)	(2)	(3)	(4)	(5)	(6)	
			Rs.			
		<b>BIHAR—contd.</b>				
Local Boards and Private Bodies	Head Master	B.A./B.Sc. and Trained	(i) 200—5—250 (in schools with more than 500 pupils)	†	..	
			(ii) 175—5—225 (in schools with 201 to 500 pupils)	†	..	
			(iii) 150—5—200 (in schools upto 200 pupils)	†	..	
	Asstt. Teacher	(i) B.A./B.Sc. and Trained	75—4—95—EB—5—120—3—150	†	..	
			(ii) Passed Intermediate and Trained, or B.A./B.Sc.	60—2—80—EB—2—100	†	..
			(iii) Passed Matric and Trained, or Passed Intermediate	45—2—55—EB—2—75	†	..





**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**B—High Schools—contd.**

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)
Local Boards and Private Bodies	Asstt. Teacher	<b>BOMBAY—contd.</b>			
		(i) B.A./B. Sc. and Tra-	Rs. The maximum and minimum should be Rs. 160 and 74 respectively. The maximum should be reached in 20 to 23 years, and the minimum annual increment should be Rs.	†	..
		(ii) B.A./B.Sc. (Untrained)	4- 70—2—74	†	..
		(iii) Passed Matric and Trained	The maximum and minimum should be Rs. 120 and 56 respectively, and the maximum should be reached in 22 to 25 years. The annual increments should not be less than Rs. 2 for the first 10 years, and not less than Rs. 3 for the later years.	†	..
		(iv) Passed Matric (Untrained)	50—3/2—56	†	

(1)	(2)	(3)	(4)	(5)	(6)
Government	Head Master (in schools for boys)	B.A. or B.Sc. and B. T.	250—10—300	<i>In Naepur and Jubbulpore cities—</i> Rs. 20 for pay below Rs. 28; Rs. 25 for pay range Rs. 28 to Rs. 44 and Rs. 30 for pay range Rs. 45 to 150  <i>In other places—</i> Rs. 18 for pay below Rs. 28; Rs. 23 for pay range Rs. 28 to 44 ; Rs. 28 for pay range Rs. 45 to Rs. 150  <i>All areas—</i> Rs. 30, Rs. 35, Rs. 40, Rs. 50, Rs. 60, Rs. 70 and Rs. 85, for pay ranges Rs. 151—200, Rs. 201—250, Rs. 251—300, Rs. 301—350, Rs. 351—400, Rs. 401—450, Rs. 451—500 and Rs. 501—750 respectively	
	Head Mistress (in schools for girls)	B.A. or B.Sc. and B. T.	225—225—250—20—350—EB—15—500—EB—20—600		
	Asstt. Teacher (in schools for boys)	(i) B.A. or B. Sc. and B.T. (ii) Passed Matric and Trained	100—100—5—150—150—EB—5—200 (Starting salary Rs.110) 60—60—3—84—84—EB—4—120		
	Asstt. Teacher (in schools for girls)	(i) B.A. or B. Sc. and B.T. (ii) Passed Matric and Trained	125—125—5—170—EB—6—200 (Starting salary Rs.135) 70—70—3—94—EB—4—130		
Non-Government	Head Master	M.A. or B.A. or B. Sc. and B.T.	(a) 150—10—250 (b) 125—5—200	†	

† Not available.

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**B—High Schools—contd.**

Management (1)	Type of Teacher (2)	Minimum Qualifications (3)	Scales of Pay (4)	Allowances	
				Dearness (5)	Others (6)
Non-Government	Asstt. Teacher	C. P. & BERAR—contd.			
		(i) B.A. or B. Sc. and Trained	Rs. (a) 70—4—150 (b) 50—3—80 —4—120	†	..
		(ii) B.A. or B.Sc. (un-trained)	(a) 70—2—90 (b) 40—2—60—3—90	†	..
		(iii) Passed Intermediate and Trained	(a) 50—2—90	†	..
		(iv) Passed Intermediate (Untrained)	(a) 50—1—65	†	..
Government	Head Master/ Head Mistress (M.E.S.) Head Master/ Head Mistress (Madras Educational Sub. Service)	†	MADRAS 230—30/2—260—40/2 —500—50/2—700	†	
		†	Grade I : 165—5— 205—10—245 Grade II : 85—5— 125—10—175	†	Rs. 25 and Rs. 10 (Special pay) for those incharge of schools with a strength of over 500 and those i/c of schools with less than 500 pupils respectively

(1)	(2)	(3)	(4)	(5)	(6)
<b>MADRAS—contd.</b>					
Local Boards	Asstt. Teacher	†	Grade I : 165—5— 205—10—245 Grade II : 85—5—125 10—170	†	..
	Head Master	B.A./B.Sc. and B.T.	110—10/2—175	†	..
	Asstt. Teacher	(i) B.A./B.Sc. and L.T. (ii) Passed Matric and Trained	75—5—145 45—2—85	†	..
Private Bodies	There are no standard scales of pay				
<b>ORRISA</b>					
Government	Head Master	B.A. or B.Sc. and Trained	200—15—260—25—435 —EB—25—610—EB 30—700		..
	Asstt. Teacher	(i) B.A. or B.Sc. and Trained  (ii) Passed Intermediate and Trained (iii) Passed Matric and Trained or Passed Intermediate (iv) Passed Matric or Passed V. M. and Trained	120—5—150—EB—5— 160—10—220—EB 10/2—250  70—2—80—4—100 50—2—70—EB—2—90 (with an initial start of Rs. 60) 50—2—70—EB—2—90	Rs. 12 for pay upto Rs. 44 ; Rs. 18 for pay range Rs. 45—100 ; Rs. 20 for pay range Rs. 101—200 ; Rs. 22 for pay range Rs. 201—250; and Rs. 24 for pay range Rs. 251—300	..

† Not available.

APPENDIX III

Scales of Pay of Secondary School Teachers—*contd.*

B—High Schools—*contd.*

Management	Type of Teacher	Minimum Qualifications	Scales of Pay	Allowances	
				Dearness	Others
(1)	(2)	(3)	(4)	(5)	(6)
			Rs. ORISSA— <i>contd.</i>		
Government	Asstt. Teacher	Passed Hggher Elementary and Trained or Passed Vernacular Middle	34—1—39—EB—1—44	Rs. 12 for pay upto Rs. 44 ; Rs. 18 for pay range Rs. 45—100 ; Rs. 20 for pay range Rs. 101—200 ; Rs. 22 for pay range Rs. 201—250; and Rs. 24 for pay range Rs. 251—300	
		Passed Lower Elementary and Trained	24—1/2—34		
Local Boards and Private Bodies (Aided)	Head Master	B.A. or B.Sc. and Trained	130—10—200—EB—10—250		
	Asstt. Teacher	(i) B.A. or B.Sc. and Trained	100—5—150—EB—8—190—EB—10/2—210		
		(ii) B.A. or B.Sc. (Untrained)	60—3—90—EB—5/2—120		
		(iii) Passed Intermediate and trained	60—3—90—EB—5/2—100		
		(iv) Passed Matric and Trained or Passed Inter	50—2—70—3/2—85		
		(v) Passed Matric	40—2—60—EB—2—80		
		(vi) Passed Middle and Trained	35—1—45—EB—2—55		



### APPENDIX III

#### Scales of Pay of Secondary School Teachers—*contd.*

#### B—High Schools—*contd.*

Management  (1)	Type of Teacher  (2)	Minimum Qualifications  (3)	Scales of Pay  (4)	Allowances	
				Dearness  (5)	Others $\frac{2}{3}$  (6)
<b>Rs.</b>					
<b>UNITED PROVINCES—<i>contd.</i></b>					
Private (Aided)	Asstt. Teacher	(i) B.A./B.Sc. & Trained	120—6—168—EB—8—200	†	†
		(ii) Passed Intermediate and Trained	75—5—110—EB—6—140—EB—7—175	†	†
		(iii) B.A./B.Sc.	2/3rd of the scale 120—6—168—EB—8—200	†	†
		(iv) Passed Intermediate	2/3rd of the scale 75—5—110—EB—6—140—EB—7—175	†	†
<b>AJMER</b>					
Government, Local Boards and Private Bodies (Aided)	Head Master	B.A. or B.Sc. and B.T.	250—10—300—20—400—EB—20—500	Rs. 25 for pay upto Rs. 50 Rs. 35 for pay range Rs. 51—100;	
	Asstt. Teacher	(i) M.A. or M.Sc. and B.T., or M.A. with 3 years college (lecturing) experience or M.A. with 7 years	200—10—250—15—325—EB—15—400	Rs. 40 for pay range Rs. 101—150; Rs. 45 for pay range Rs. 151—200, Rs. 50 for pay range	



(1)	(2)	(3)	(4)	(5)	(6)		
Government	Head Master Asstt. Teacher	<p style="text-align: center;">Rs. <b>AJMER—contd.</b></p> <p>schools (teaching) experience or B.A. (Hons.) with 8 years teaching experience or B.A./B.Sc. with 12 years teaching experience</p> <p>(ii) B.A./B.Sc. and B.T. or B.A./B.Sc. with 5 or more year's experience</p> <p>(iii) B.A./B.Sc. (Untrained) with less than 5 years' experience or Passed Intermediate and Trained</p> <p>(iv) With lower qualifications</p>	<p style="text-align: center;">120—8—200—EB—10 300</p> <p style="text-align: center;">80—5—120—EB—8— 200—10/2—220</p> <p style="text-align: center;">68—4—120—EB—5— 170</p>	<p>Rs. 201—250; Rs. 60 for pay range Rs. 251—300 and Rs. 70 for pay range Rs. 301—400</p>	<p style="text-align: center;">..</p> <p style="text-align: center;">..</p> <p style="text-align: center;">..</p>		
			<p style="text-align: center;"><b>A. &amp; N. ISLANDS</b></p> <p>M.A. or B.A. and B.T.</p> <p>(i) B.A. and Trained</p> <p>(ii) Passed Matric and Trained</p> <p>(iii) Passed Middle and Trained</p>	<p style="text-align: center;">300—20—400</p> <p style="text-align: center;">80—5—120—200—10— 300</p> <p style="text-align: center;">68—4—120—5—170</p> <p style="text-align: center;">50—2—60—3—90</p>	<p style="text-align: center;">Ditto</p>	<p>33 per cent of basic pay</p> <p style="text-align: center;">Ditto</p> <p style="text-align: center;">Ditto</p> <p style="text-align: center;">Ditto</p>	

† Not available.

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**B—High Schools—contd.**

Management (1)	Type of Teacher (2)	Minimum Qualifications (3)	Scales of Pay (4)	Allowances	
				Dearness (5)	Others (6)
<p style="text-align: right;">Rs.</p> <p style="text-align: center;"><b>A. &amp; N. ISLANDS—contd.</b></p> <p style="text-align: center;">There are no schools under these managements</p>					
<b>BILASPUR</b>					
Government	Head Master	B.A. or B.Sc. and B.T.	250—15—400—20—500	Rs. 25 for pay upto Rs. 50; Rs. 30 for pay range 51—100 ; Rs. 35 for pay range 101—150; Rs. 40 for pay range Rs 151—200 ; Rs. 45 for pay range Rs. 201—250; Rs. 50 for pay range Rs. 251—300; Rs. 60 for pay range Rs. 301—400; Rs. 70 for pay range 401—500.	
	Second Master	B.A. or B.Sc. & B.T.	210—10—250		
	Asstt. Teacher	(i) B.A. or B.Sc. and Trained (ii) Passed Matric and Trained (iii) Passed Matric or Passed Middle and Trained	140—8—220—10/2—250 55—3—85—EB—4—125—5—130 45—2—55—3—85—EB—4—105		
<p style="text-align: center;">There are no schools under these managements</p>					
<b>COORG</b>					
Government	Head Master	B.A. or B.Sc. and B.T. or L.T. or B.Ed.	200—10—300	Rs. 25 for pay upto Rs. 50; Rs. 35 for pay range 51—100 ; Rs. 40 for pay range 101—150 ;	
	Asstt. Teacher	(i) B.A. or B.Sc. and B.T. or L.T. or B.Ed.	80—5—120—EB—8—200—10/2—220		

(1)	(2)	(3)	(4)	(5)	(6)	
		<b>COORG—contd.</b>				
		(ii) Passed Matric and Trained	68—4—120—5—170	{ Rs. 45 for pay range Rs 151—200; Rs. 50 for pay range 201—250 and Rs. 60 for pay range 251—300		
		(iii) Passed Middle/Higher Elementary and Trained	50—2—60—3—90			
<b>Local Boards</b>		There are no schools under such managements				
<b>Private Bodies (Aided)</b>	Head Master	B.A./B.Sc. or B.A./B.Sc. and Trained	(i) Rs. 80 (fixed pay) (ii) Rs. 150 (fixed pay)	† †	.. ..	
	Asstt. Teacher	(i) B.A./B.Sc. or B.A./B.Sc. & Trained	Rs. 80 (fixed)	†	..	
		(ii) Passed Matric and Trained	Rs. 68 (fixed)	†	..	
		(iii) Passed Higher Elementary and Trained	Rs. 50 (fixed)	†	..	
		<b>DELHI</b>				
<b>Government/Local Boards Private Bodies (Aided)</b>	Head Master	B.A./B.Sc. and Trained or M.A. and Trained	(i) 200—10—300 (ii) 300—20—400 (iii) 400—20—500	{ Rs. 25 for pay upto Rs. 50; Rs. 35 for pay range Rs. 51—100; Rs. 40 for pay range Rs. 101—150; Rs. 45 for pay range Rs. 151—200; Rs. 50 for pay range Rs. 201—250; Rs. 60 for pay range Rs. 251—300 and Rs. 70 for pay range Rs. 301—400.	.. .. ..	
	Head Master (Higher Secondary schools)	M.A. and B.T. or B. Ed.	350—25—500—30—590		..	

† Not available

**APPENDIX III**  
**Scales of Pay of Secondary School Teachers—contd.**  
**B—High Schools—contd.**

Management (1)	Type of Teacher (2)	Minimum Qualifications (3)	Scales of Pay (4)	Allowances	
				Dearness (5)	Others (6)
			Rs.		
		<b>DELHI—contd.</b>			
	Asstt. Teacher	(i) M.A., and Trained (ii) B.A./B.Sc. and Trained (iii) B.A./B.Sc. with Junior teaching qualification like S.V. J.A.V., etc. (iv) Passed Matric and Trained (v) With lower qualifications	200—10—250—15—400 80—5—120—8—200—10—300 (with an initial start of Rs. 120) 80—5—120—8—200—10/2—220 68—4—120—5—170 35—1—40—2—60	Rs. 25 for pay upto Rs. 50 Rs. 35 for pay upto Rs. 51—100 Rs. 40 for pay range Rs. 101—150; Rs. 45 for pay range Rs. 151—200; Rs. 50 for pay range Rs. 201—250; Rs. 60 for pay range Rs. 251—300; and Rs. 70 for pay range Rs. 301—400	
		<b>HIMACHAL PRADESH</b>			
Government	Head Master/Head Mistress	M.A. or B.A./B.Sc. and B.T.	(i) 90—5—150 (ii) 150—10—190—EB—10—220 (iii) 230—10—270—EB—10—300	Ditto Ditto Ditto	.. .. ..
	Asstt. Teacher	Passed S.V. and Trained † †	(i) 50—3—80—EB—4—100 (ii) 105—7—140 (iii) 140—10—220	Ditto Ditto	.. ..

(1)	(2)	(3)	(4)	(5)	(6)
Local Boards		There are no schools under such managements			
Private Bodies	†	†	†	†	†
<b>KUTCH</b>					
Government	Head Master	B.A. or B.Sc. and B.T.	(i) 166—13—230 (for schools at Bhuj) (ii) 150—8—230 (for other schools)	Ditto	} Rs. 8 (B.T. allowance)
	Asstt. Teacher	B.A. or B.Sc. and B.T.	(i) 135—6—200 (ii) 100—5—135	} Rs. 25 for pay upto Rs. 50; Rs. 35 for pay range Rs. 51—100; Rs. 40 for pay range Rs. 101—150; Rs. 45 for pay range Rs. 151—200 and Rs. 50 for pay range Rs. 201—250	} Rs. 8 (B.T. allowance)
Local Boards/Private Bodies (Aided) Private Bodies (Unaided)	<p style="text-align: center;">There are no schools under these managements</p> <p style="text-align: center;">No fixed scales exist in these schools. Pay varies from Rs. 70 to Rs. 265 for Graduates and Rs 30 to Rs. 60 for Matriculates</p> <p style="text-align: center;"><b>PANTH PIPLODA</b></p> <p style="text-align: center;">There is no High school in this Area</p>				

† Not available