

EDUCATION IN INDIA

1949-50

Vol. I—Report



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PREFACE

This publication surveys the progress of education in the country during the year 1949-50 and covers for the first time all the States of the Union. The report contains detailed statistics for different States. The consolidated all-India Tables form volume II of the publication.

I take this opportunity to thank all State Governments and other authorities for their help and co-operation in the compilation of this report.

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NEW DELH.;
The 30th June, 1954.

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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 1949 to 31st March 1950.
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 Board Funds all payments or contributions from fees and other sources which are credited to such funds, are deducted.
6. **Local Boards** include District, Municipal and Cantonment Boards, as well as Town Area Committees.
7. **Certified Teachers** are those who have obtained any kind of Teachers' Certificate other than the one granted on the basis of public examination of a Teachers' Training Institution.
8. **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. These include results of private candidates also.
9. **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.
10. **All statistics** refer to recognised institutions only, except where side-headings for unrecognised institutions are entered.
11. *Statistics relating to the State of Jammu and Kashmir have been excluded from the report as the same were not available in complete form. A brief account of the progress in the State is, however, given in the Appendix.*

CHAPTER I

GENERAL SURVEY

The year under review witnessed several outstanding developments in the country. The old feudal order in the States of the Indian Princes had disappeared. With the integration of 600 and odd States into larger units, organization of education was overhauled to meet the needs of modern India. The Constitution of the Sovereign Democratic Republic of India which was adopted in 1949 launched one of the greatest experiments in democracy. Democracy, as is known, requires intelligent public opinion and participation of the common people in all activities of the State. The Constitution, therefore, provided for the introduction of universal, free and compulsory education for all children. This demanded an enormous expansion in the facilities for education. The need for expansion was matched by the need for reorientation and improvements of education at all levels. The Central and State Governments devoted increasing efforts towards both these ends.

With the acceptance of basic education as the national pattern at the elementary level, efforts were made gradually to convert the existing primary schools into basic schools and to open new basic schools. Some of the States re-organised their teachers' training courses and established basic training institutions in which, theoretical instruction was integrally linked up with social and practical work. The Central Ministry of Education prepared schemes for the expansion of basic education in the country on the basis of the Kher Committee's recommendations. Further progress was made in the implementation of the Government of India's pilot scheme launched during the previous year with a view to introducing basic education in the rural areas of Delhi State. Thirty six more basic schools were opened in the school-less villages of Delhi State.

Improvement of secondary education engaged the attention of educationists all over the country. Some of the States initiated reconstruction of the curriculum with a view to giving it a vocational bias. The need for diversified courses led to the opening of new types of high schools devoted to technical, agricultural or commercial education.

The University Education Commission, appointed by the Government of India in 1948 to suggest improvements and extensions in university education needed to meet the present and future requirements of the country, submitted their report in August, 1949. The

Commission surveyed the whole field of university education and proposed far-reaching changes in its objective, content, organization and financing. The recommendations made in the report were under the consideration of the Central and State governments during the year under review.

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, had appointed in 1947 a Scientific Manpower Committee. In their final report submitted in July 1949, the Committee made several recommendations, the most important of which was a five-year plan of development of facilities for education and research in various branches of science, technology, engineering, medicine, agriculture, etc. To implement some of these recommendations, the Central Ministry of Education initiated schemes for the award of practical training stipends and research training scholarships. Provision was also made for grants-in-aid to universities for strengthening their existing research departments in the various sciences.

The scheme of establishing the Eastern Higher Technical Institute at Kharagpur was given a high priority by the Central Government. The buildings given by the West Bengal Government for the use of the Institute were renovated and some staff employed during the year under review. Arrangements were also made to enable the Institute to start functioning from the next academic year.

The All-India Council for Technical Education continued to play an important role in the co-ordination and promotion of technical education in the country. Under the Council's scheme of improvement and development of selected engineering and technological institutions, grants, both recurring and non-recurring, were sanctioned by the Ministry of Education. The different Boards of Technical Studies of the Council made further progress in standardising courses of training on an all-India basis in the various branches of technology, commerce and applied arts.

The Central Government instituted, during the year under review, a scheme of cultural scholarships for students of Indian origin or indigenous students from certain Asian, African and Commonwealth countries for higher education in India. A revised scheme of post-matric scholarships for the scheduled castes, scheduled tribes and other backward classes, involving an expenditure of nearly Rs. 10 lakhs, was also sanctioned. Under the Modified Overseas Scholarships scheme, based on the recommendations of the Roy Committee, scholarships were awarded for advanced studies in foreign countries.

Implementation of the Social Education Plan drawn up by the Central Government in 1949-50 began during the year under review. Known as the 'Guide Plan', it made provision for social education classes run by school teachers and volunteers, for audio-visual aids, social education camps, training of social education workers, post-literacy facilities in the shape of libraries (mobile and stationary) and suitable administrative machinery. Owing to financial stringency, the original budget provision of Rs. one crore had to be curtailed. A sum of Rs. 62.4 lakhs was paid to the States and associations doing social education work. The various State Governments initiated their own social education schemes. Substantial progress was made in the training of teachers and workers, production of literature for neo-literates, starting of libraries and organisation of recreational programmes.

Considerable progress was made during the year in implementation of the main features of UNESCO's programme in India. At the invitation of the Government of India, a seminar to discuss the problems of Rural Adult Education, with special reference to Asian countries, was held at Mysore from 2nd November to 4th December, 1949. The seminar—the first of its kind to be held in Asia—was attended by delegates and observers from 19 countries, international organisations and State governments. The discussions at the seminar resulted in several valuable recommendations for the spread of literacy and social education among adults in Asian countries. Another important event was the first conference of the interim Indian National Commission for co-operation with UNESCO.

The Central Advisory Board of Education continued to give guidance to the educational authorities in the country. In their sixteenth meeting held at Cuttack in January, 1950, the Board reviewed the progress made in the Central and State development schemes. The Board also considered the reports of the various committees appointed by the Government of India and made important recommendations*.

In spite of the enormous difficulties of finance, lack of trained teachers and shortage of suitable buildings which the State governments had to face, there was all-round progress in the various fields of education. A summary of the main developments in different States of the country is given below:

Assam

The State government took over the control of some primary and middle schools in the Hill and the Excluded Areas, and in areas in the plains predominantly inhabited by the tribal people. The

*The proceedings have been published separately (Pamphlet No. 79)

scheme of compulsory primary education was further extended. Six basic training schools were established. The reorganised social education scheme covered for the first time the hill districts of the State. A second Inspector's Circle with headquarters at Gauhati was created. Vocational subjects were introduced in five more government high schools.

Bihar

Primary education was made free by abolishing fees for all students in the primary stage. Three hundred and thirty-three new basic schools were opened. A revised syllabus, which laid increased emphasis on crafts, music, social studies, etc., was introduced up to class IX. Thirty elementary training schools were expanded and six new basic training schools were established. The government provincialised 5 high schools and 13 middle schools and subsidized 17 high schools in the aboriginal area. Under the new comprehensive social education scheme, educational institutions were made responsible for running social education centres. A drafting committee for the preparation of a Draft Bill for the proposed teaching university in Bihar was appointed. Revised pay scales for teachers were introduced in all aided institutions, the additional cost of raising the salaries being met by the government.

The study of Hindi was made compulsory from class IV upwards. Hindi Training Centres were opened in backward areas. For higher research in the field of Hindi language and literature, the Rashtra Bhasha Parishad was established by the State government at Patna.

Bombay

The Bombay Primary Education Act 1947 came into force with effect from 1st April, 1949. The object underlying the Act is to make better provision for the development, expansion, management and control of primary education. Further progress was made in the scheme of compulsory primary education by bringing the next age group of children under compulsion. It was decided to extend the scheme of basic education to six new compact areas. Teaching of crafts was introduced in 885 more primary schools. Two government and eleven non-government high schools introduced the teaching of vocational subjects. Consequent upon the merger of Kolhapur and Baroda in Bombay State one more Educational Division was created at Gujarat.

The Karnatak and Baroda Universities started functioning during the year, and an Act giving statutory recognition to the S.N.D.T. Women's University was passed by the State Legislature.

Madhya Pradesh

A new scheme for the expansion of primary education, which sanctioned the opening of 1,144 new schools, was introduced. Hindi and Marathi were made the media of instruction in the last year class of Intermediate Arts. The social education campaign was intensified and the number of summer camps increased from 451 to 531. Rural Reconstruction work was included in the orbit of social education.

Madras

Forty-four more secondary schools introduced diversified courses of study. Fourteen guide books were published for the benefit of secondary school teachers.

In the field of social education, 6 government and aided rural colleges were established for imparting training to the villagers and workers and 23 training courses were conducted for the training of social education workers. Eleven new basic training schools were opened and 8 ordinary training schools were converted into basic ones. Basic education was introduced in the syllabus for the B.Ed. Course of Andhra University.

Orissa

Two basic training schools were opened. Teaching of Hindi was made compulsory in classes VI to IX in all secondary schools. The Social Education scheme was launched and a six week training course was conducted to train selected teachers. For the welfare of backward classes, several *ashram* and *sewashram* schools were opened. The Utkal university started its first teaching department for providing instruction in French, Spanish and German languages.

Punjab

A State Advisory Board of Education was set up with a view to overhauling the existing system of education, examining the present text-books in schools, and setting up a machinery for the writing of better books. A co-educational basic training school was started and 60 teachers were trained. A refresher course was also organised to acquaint teachers in government service with the basic system of education. The Social Education Scheme was reorganised and a sub-committee was set up to draw a detailed programme for social education.

The Panjab University instituted Master's examinations in Hindi and Panjabi languages. It also introduced these as elective subjects for the Intermediate and Degree examinations in Arts.

Uttar Pradesh

To make primary education compulsory and universal under the five-year plan of the State, a large number of primary schools were opened. The number of mobile training squads was increased to 49. A reorganised Social (Adult) Education Scheme based on the recommendations of the Sidhanta Committee was launched in February 1950. The scheme envisaged:—

- (i) opening of new government adult schools;
- (ii) revision of syllabus for social education;
- (iii) giving special attention to the education of women adults; and
- (iv) preparation of literature for neo-literates, etc., etc.

The scheme of compulsory military training was extended to class XII.

The Lucknow University started a Bachelor's degree course in Indian Medicine and Surgery and a diploma course in Dentistry. The Banaras Hindu University started degree courses in Chemical Engineering and Chemical Technology.

West Bengal

The School Education Committee, constituted during 1948-49, submitted its report and made recommendations regarding organisation, objective and curriculum of secondary education. The new primary (basic) syllabus, proposed by the School Education Committee, was prepared, and introduced in classes I to III of all types of primary schools. The use of text books in classes I and II was discontinued. Sixty-one (42 government sponsored and 19 aided) junior basic schools were established. Five (four primary and one normal) training schools were converted into basic training schools. Also three new basic training schools were sponsored by the government. The grants-in-aid rules were revised with a view to giving graduated scales of pay to teachers of high schools. On the recommendation of Adult Education Committee, the government sanctioned the opening of 500 new centres. A handbook for the guidance of social education workers was prepared.

The Calcutta University started courses for M.A. in Education, I.Sc. and B.Sc. in Nursing, Diploma in Dietetics and Diploma in Town Planning. A State Council of Engineering and Technical Education was constituted to advise Government in matters relating to engineering and technical education and practical training.

Hyderabad

Financial autonomy was accorded to the Osmania University and a separate university fund was created. Annual block grants and income from fees and other sources were credited to this fund.

English was introduced as the provisional medium of instruction in all the professional faculties. The Osmania University abolished the compulsory teaching of Theology and Ethics.

Madhya Bharat

The State was divided into three Educational Regions, each under the control of a Regional Deputy Director. For women's education, the whole State was divided into two regions. Compulsory education was introduced in Shivpuri and Dhar districts as an experimental measure. Eight middle schools were raised to high school standard, and 160 primary schools were upgraded as middle schools. A group of 8 teachers, deputed to Wardha to receive intensive training in basic education, on their return, organised short term summer training courses for the benefit of teachers in service. Basic Education was introduced as a special subject in the L.T. College, Dewas. The Social educational scheme was launched and educational committees were formed to discuss educational problems and to arouse public enthusiasm.

Mysore

Forty-three lower primary schools were converted into a new type of middle schools and 3 new type middle schools were converted into *pucca* middle schools. Teaching of Hindi as a compulsory non-examination subject was introduced in all the high schools of the State. Provision for teaching of practical activity subjects was made in 7 middle schools. A basic training centre was started during the year.

In the field of Social Education, besides regular evening and day classes, 'make your home literate' groups were organised by students of high schools and colleges to educate their family members. Rural leadership training was imparted in the Vidyapeth at Nanjangud on the models of Danish Folk schools.

Pepsu

M.A. classes in Hindi were added to the Ripudaman College, Nabha. A scheme of social education was sanctioned for execution in the near future.

Rajasthan

Prior to the integration of different small princely States in the Union of Rajasthan, the educational administration and organisation in many of these units was quite backward and localised. The task of co-ordinating the educational activities in the various units

of the State was accomplished and the new set up started functioning by February, 1950. The Rajputana University started a teaching department in Economics.

Saurashtra

With the integration of old States, time-scale of pay, courses, text-books and other conditions of service were reorganised. Uniform courses were introduced in primary classes. Teaching of English was replaced by Hindi from Standards I to III of primary and secondary schools. All the four training colleges (including two opened during the year) were converted into basic training colleges. With a view to reorganising all the fields of education seven Advisory Committees were appointed. The Social Education Scheme was launched in October, 1949.

Travancore-Cochin

Unified courses of study were introduced in the primary and middle school stages. English though completely left out at the primary stage, was made a secondary language at the secondary stage. A joint board was constituted for the conduct of examinations for both Travancore and Cochin areas. A new Middle School Certificate Examination and an Upper Secondary Scholarships Examination, to award merit scholarships in high school classes, were introduced during the year. A basic training institution was opened and a board to co-ordinate the work of Social (Adult) education was constituted.

The Travancore University instituted a Faculty of Commerce, a Diploma Course in French, Title of Vidvan in Hindi, degrees of Master of Education and Doctor of Philosophy in the Faculty of Education and the M.Litt. degree in the Faculties of Arts and Oriental Studies.

Ajmer

The distinction between Vernacular and Anglo-vernacular schools was abolished and a uniform curriculum was introduced in all the middle schools.

Bhopal

Teaching of Theology was stopped, and Hindi was made compulsory in Classes V and VI.

Bilaspur

A syllabus committee to draw up a fresh syllabus for primary and secondary education was set up. The committee evolved the syllabus with a bias towards craft education.

Coorg

The State government started an Intermediate college.

Delhi

Compulsory primary education was extended to rural areas of the State. Thirty-six new basic schools were opened. The foundation stone of the permanent building of the Central Institute of Education was laid on 18th April, 1949. The syllabi of the B. T. and M.Ed. courses were revised.

A new branch of social education was set up in the Education Directorate and the programme extended to more rural areas. Eight educational *melas* with the help of mobile units were organised.

Himachal Pradesh

A text-book committee was appointed. The committee prescribed text-books in all subjects for classes I to VIII.

A six-week refresher course in Basic education was organised and 52 teachers and 6 members of inspecting staff were trained.

Kutch

Revised rules for the recognition of schools and grants-in-aid were introduced in the State. A standing committee to advise the government on all educational problems was set up.

Tripura

A school on basic lines was started for tribal boy

Vindhya Pradesh

Six A.V.M. schools and 100 primary schools were opened. Proposals for the introduction of basic and social education were under consideration of the government.

The main features, as revealed by Statistics, are given below:

Institutions

During the year under review, the total number of recognised educational institutions was 2,79,309—2,55,242 for boys and 24,067 for girls. Taking Part 'A' States only, for which comparable figures are available, the increase in 1949-50 in the number of institutions was 27.0 per cent., as compared to 11.6 per cent during 1948-49. The rise, which was shared by almost all types of institutions was due mainly to the implementation of the various State educational development schemes. Besides the recognised institutions, there were in the country 8,913 unrecognised schools and colleges.

The recognised institutions consisted of 26 universities, 6 statutory boards of education, 484 arts and science colleges (including teaching and research institutions), 252 professional and special education colleges, 6,374 vocational and special education schools, 6,682 high (including higher secondary) schools, 12,920 middle schools, 2,04,826 primary schools, 275 pre-primary schools and 47,464 social (adult) education schools and centres. Further break-up of these is given in table I.

Table I—Number of Institutions by Type

Type	For Boys	For Girls	Total
1	2	3	4
Recognised			
• Universities	25	1	26
Boards of Secondary and Intermediate Education	6	..	6
Teaching and Research Institutions . .	17	..	17
Arts and Science Colleges	401	66	467
Colleges for Professional and Technical Education:			
Education (Teachers' Training)	34	14	48
Engineering	23	..	23
Technology	5	..	5
Medicine	32	3	35
Veterinary Science	10	..	10
Agriculture	15	..	15
Forestry	4	..	4
Commerce	21	..	21
Law	20	..	20
Physical Education	5	..	5
Total	169	17	186
Colleges for Special Education :			
Music, Dancing and other Fine Arts . .	6	3	9
Oriental Studies	52	2	54
Sociology	2	..	2
Domestic Science . . . . .	..	1	1
Total	60	6	66

Table I—Number of Institutions by Type (contd.)

1	2	3	4
Schools for General Education :			
High/Higher Secondary	5,685	997	6,682
Middle	11,332	1,588	12,920
Primary	1,90,854	13,972	2,04,826
Pre-primary	210	65	275
Total	2,08,081	16,622	2,24,703
Schools for Vocational Education :			
Teachers' Training	509	211	720
Engineering	19	..	19
Technical and Industrial	390	96	486
Medicine	19	20	39
Agriculture and Forestry	40	1	41
Commerce	409	3	412
Arts & Crafts	40	97	137
Physical Education	164	10	174
Total	1,590	438	2,028
Schools for Special Education :			
Music, Dancing and Other Fine Arts	39	30	69
Oriental	3,441	24	3,465
Social Education	8	4	12
For the Handicapped	68	5	73
For Adults	40,642	6,822	47,464
Reformatory	17	2	19
Others	678	30	708
Total	44,893	6,917	51,810
Total (Recognised)	2,55,242	24,067	2,79,309
Total (Unrecognised)	8,229	684	8,913
Grand Total	2,63,471	24,751	2,88,222

According to managements, the distribution of recognised institutions was: government 85,281 (30.5 per cent), local boards 92,350 (33.1 per cent), aided private bodies 90,903 (32.5 per cent) and unaided private bodies 10,775 (3.9 per cent). The following table gives an idea of the control which the various agencies exercised over different types of institutions:

Table II—Distribution of Recognised Institutions by Managements

Type	Percentage of Institutions Managed by			
	Government	Local Boards	Private Bodies	
			Aided	Unaided
I	2	3	4	5
Universities	11·5	..	88·5	..
Boards Of Education	83·3	..	..	16·7
Arts and Science Colleges	29·5	0·4	53·7	16·4
Professional Colleges	66·1	1·1	21·0	11·8
Special Education Colleges	33·3	1·5	57·6	7·6
Vocational Schools	36·7	2·6	36·1	24·6
Special Education Schools	16·6	0·3	50·2	32·9
Secondary Schools	22·3	25·9	40·8	11·0
Primary Schools	24·2	42·4	30·5	2·9
Pre-Primary Schools	17·5	0·7	58·5	23·3
Social (Adult) Education Schools	62·2	0·8	35·6	1·4
Total	30·5	33·1	32·5	3·9

It will be observed that whereas the primary and secondary education was mainly under the control of local and private bodies, a large majority of the colleges for general education and vocational and special education schools were run by private enterprise. Professional colleges were, however, divided between government and private bodies in the ratio of 3 : 2.

Of the total number of institutions, 1,99,926 or 71·6 per cent were situated in rural areas. Their classification, according to the main types, is shown below:

Type	Number	Percentage of Institutions in Rural Areas to the Total Number of Institutions of that type
Arts and Science Colleges	27	5·8
Professional and Special Education Colleges	10	0·4
Vocational and Special Education Schools	2,849	44·7
Secondary Schools	12,565	64·1
Primary Schools	1,66,895	81·5
Pre-Primary Schools	13	4·7
Social (Adult) Education Schools and Centres	17,507	37·2

RECOGNISED INSTITUTIONS BY MANagements

1949-50

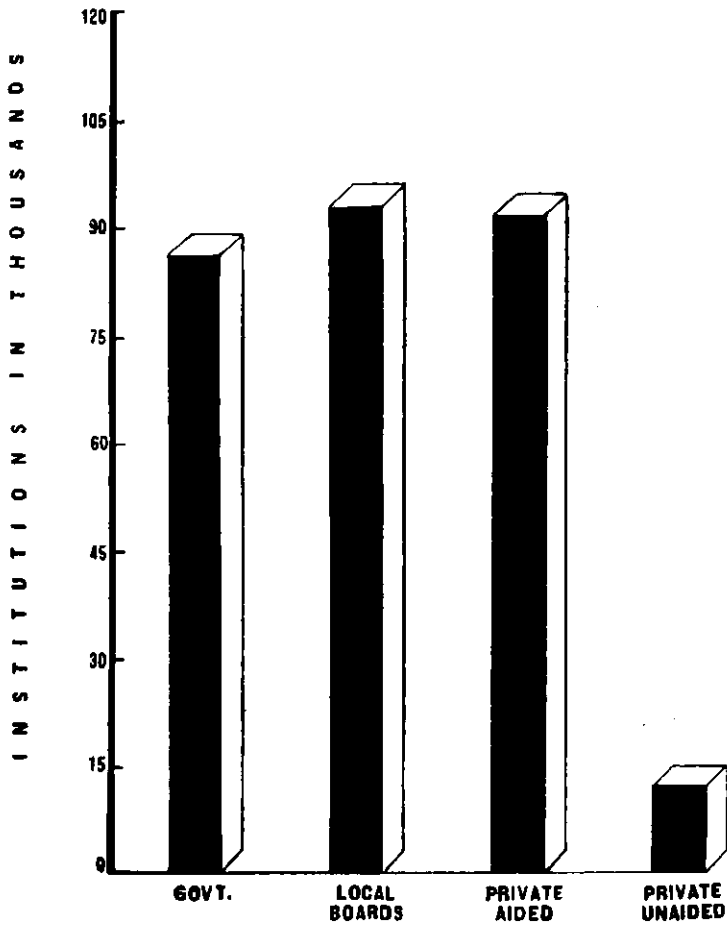


Table III shows the distribution of institutions in the different States. All the Part 'A' States reported an increase, Madhya Pradesh leading in this respect with 25,742 new institutions. This phenomenal rise was mainly the result of the implementation of the social education schemes in the State. Other significant rises were: Uttar Pradesh (21.7 per cent), Orissa (20.4 per cent), Assam (19.3 per cent) and Bombay (17.5 per cent). Delhi (a Part 'C' State) showed an increase of 43.3 per cent due partly to the opening of new basic schools and partly to the starting of schools for displaced students.

Pupils

The total number of pupils on the rolls of recognised institutions was 2,39,88,609, of whom 60,11,320 (or 25.1 per cent) were girls. Considering Part 'A' States only, the number of pupils increased by 17.4 per cent as against 16.6 per cent during the preceding year. 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 13.7 and 11.7 per cent respectively, the corresponding figures for 1948-49 being 13.5 and 9.8 per cent respectively. The arts, science and professional colleges reported an increase of 7.9 per cent.

In addition to the enrolment in recognised institutions, 3,94,026 pupils were under instruction in unrecognised schools and colleges.

The distribution of the enrolment in recognised institutions was:

	Number	Percentage
Arts and Science Colleges (including University Teaching Departments)	3,16,372	1.3
Professional Colleges	46,792	0.2
Special Education Colleges	5,040	0.0
Vocational Schools	1,61,483	0.7
Special Education Schools	1,43,977	0.6
Secondary Schools	47,26,519	19.7
Primary Schools	1,74,18,544	72.6
Pre-Primary Schools	18,055	0.1
Social (Adult) Education Schools	11,51,827	4.8
Total	2,39,88,609	100.0

Table III—Number of Institutions by States

State	Recognised Institutions			Unrecognised Institutions			All Types of Institutions		
	For Boy	For Girl	Total	For Boys	For Girls	Total	For Boys	For Girls	Total
I	2	3	4	5	6	7	8	9	10
Assam . . .	1,412	1,563	12,97	1,003	105	1,108	12,415	1,668	14,083
Bihar . . .	25,319	2,269	27,588	1,285	115	1,400	26,604	2,384	28,988
Bombay . . .	36,795	4,006	40,801	540	12	552	37,335	4,018	41,353
Madhya Pradesh	27,870	5,622	33,492	849	61	910	28,719	5,6	34,402
Madras . . .	40,442	425	40,867	108	..	108	40,550	425	40,975
Orissa . . .	12,141	358	12,499	1,329	1	1,330	13,470	359	13,829
Punjab . . .	4,544	1,199	5,743	164	134	298	4,708	1,333	6,041
Uttar Pradesh .	35,513	3,132	38,645	869	30	899	36,382	3,162	39,544
West Bengal .	17,865	1,400	19,265	359	54	413	18,224	1,454	19,678
Hyderabad . .	7,936	1,152	9,088	81	..	817	8,753	1,152	9,905
Madhya Bharat	4,289	..	4,662	..	..	..	4,289	79	4,662
Mysore . . .	14,025	1,005	15,030	208	..	208	14,233	1,005	15,238
Pepsu . . .	88	142	1,130	57	10	67	1,045	152	1,197
Rajasthan . .	4,139	429	4,568	..	..	..	4,139	429	4,568
Saurashtra . .	2,360	245	2,605	97	12	109	2,457	257	2,714
Travancore-Cochi	5,107	200	5,307	139	15	154	5,246	215	5,461
Ajmer . . .	329	98	42	5	..	5	334	98	432
A. & N. Islands	21	..	21	..	..	..	21	..	21
Bhopal	218	31	249	..	..	..	218	31	249
Bilaspur . . .	32	1	33	..	..	..	32	1	33
Coorg . . .	128	3	13	7	..	7	135	3	138
Delhi . . .	585	203	788	..	..	..	585	203	788
Himachal Pradesh	458	35	493	25	..	25	483	35	518
Kutch . . .	271	38	309	365	135	500	636	173	809
Manipur . . .	470	28	498	..	..	..	470	28	498
Tripura . . .	447	21	468	..	..	..	447	21	468
Vindhya Pradesh	1,538	89	1,627	3	..	3	1,541	89	1,630
India	2,55,242	24,067	2,79,309	8,229	634	8,913	2,63,471	24,751	2,88,222

Table IV—Number of Pupils by Type of Institutions

Type	Boys	Girls	Total
1	2	3	4
Recognised			
Arts and Science Colleges (including Research Institutions and University Departments)	2,77,996	38,376	3,16,372
Colleges for Professional and Technical Education :			
Education (Teachers' Training)	2,423	1,358	3,781
Engineering	9,403	8	9,411
Technology	1,514	27	1,541
Medicine	9,840	1,932	11,772
Veterinary Science	1,481	5	1,486
Agriculture	3,074	8	3,082
Forestry	389	..	389
Commerce	18,098	89	8,187
Law	16,537	142	6,679
Physical Education	155	37	192
Total	42,914	3,606	46,520
Colleges for Special Education :			
Music, Dancing and Other Fine Arts	644	337	981
Oriental Studies	3,790	152	3,942
Sociology	67	50	117
Domestic Science	..	272	272
Total	4,501	811	5,312
Schools for General Education :			
High/Higher Secondary	22,89,069	4,98,227	27,87,296
Middle	15,44,271	3,94,952	19,39,223
Primary	1,25,66,985	48,51,559	1,74,18,544
Pre-Primary	9,485	8,570	18,055
Total	1,64,09,810	57,53,308	2,21,63,118
Schools for Vocational Education :			
Teachers' Training	49,908	16,934	66,842
Engineering	3,090	6	3,096
Technical and Industrial	26,549	7,777	34,326
Medicine	2,438	1,352	3,790

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

1	2	3	4
Schools for Vocational Education—<i>contd.</i>			
Agriculture	1,867	15	1,882
Forestry	53	..	53
Commerce	25,636	1,985	27,621
Arts and Crafts	3,524	6,353	9,877
Physical Education	12,704	1,292	13,996
Total	1,25,769	35,714	1,61,483
Schools for Special Education :			
Music, Dancing and Other Fine Arts	2,563	2,443	5,006
Oriental Studies	94,068	4,691	98,759
Social Education	651	110	761
For the Handicapped	2,313	750	3,063
For Adults	9,84,588	1,66,478	11,51,066
Reformatory	3,492	346	3,838
Others	28,624	4,687	33,311
Total	11,16,299	1,79,505	12,95,804
Total (Recognised)	1,79,77,289	60,11,320	2,39,88,609
Total (Unrecognised)	3,13,552	80,474	3,94,026
Grand Total	1,82,90,841	60,91,794	2,43,82,635

For further details reference may be made to table IV, which gives the enrolment of different classes of institutions during the year under report.

Of the total of 2,39,88,609 pupils on the rolls of recognised institutions, 57,67,635 (24.0 per cent) were studying in government institutions, 98,08,728 (40.9 per cent) in local board institutions, 74,78,860 (31.2 per cent) in aided private institutions, and 9,33,385 (3.9 per cent) in unaided private institutions.

Table V shows the number of pupils, boys and girls, in recognised institutions, classified according to stages of instruction. It will be observed that of the total number of pupils, as many as 93.6 per cent were receiving general education, as compared to 0.4 per cent receiving professional and special collegiate education, 1.3 per cent vocational and special school education and 4.7 per cent social (adult) education. The pupils receiving general education were further distributed as: pre-primary stage 0.1 per cent, primary stage 79.1 per cent, secondary stage 19.5 per cent and collegiate stage 1.3 per cent.

Table V—Number of Pupils in Recognised Institutions by Stages of Instruction .

Stage	Boys	Girls	Total
1	2	3	4
General Education :			
Pre-Primary Stage	13,459	12,306	25,765
Primary Stage	1,27,18,822	50,34,740	1,77,53,562
Secondary Stage	36,58,858	7,08,007	43,66,865
Intermediate	1,75,711	23,540	1,99,251
B.A./B.Sc.	74,301	10,759	85,060
M.A./ M.Sc.	12,033	1,656	13,689
Research	837	85	922
Total	1,66,54,021	57,91,093	2,24,45,114
Professional and Technical Education			
(Collegiate)	75,046	4,055	79,101
Special Education (Collegiate)	4,291	771	5,062
Professional and Technical Education			
(School)	1,26,772	35,760	1,62,532
Special Education (School)	1,32,571	13,163	1,45,734
Social (Adult) Education	9,84,588	1,66,478	11,51,066
Grand Total	1,79,77,289	60,11,320	2,39,88,609

The pupils from rural areas formed 66.2 per cent of the total enrolment. Their proportion in the different types of institutions was: primary and pre-primary schools 80.4 per cent, secondary schools 14.9 per cent, vocational and special education schools (including adult schools) 4.2 per cent and colleges 0.5 per cent.

Table VI gives the number of pupils in the different States. In the case of Part 'A' States, the highest increase (87.3 per cent) was shown by Madhya Pradesh, due mainly to the starting of social (adult) education schools, and least in Madras (6.2 per cent). The intermediate positions were occupied by Bombay (22.8 per cent), Uttar Pradesh (21.2 per cent), Orissa (16.8 per cent), Bihar (15.6 per cent), Assam (14.6 per cent), Punjab (10.5 per cent) and West Bengal (6.7 per cent).

Figures in col. (11) of table VI show the percentage of pupils to the total estimated population. There were wide variations from State to State.

Table VI—Number of Pupils

State	In Recognised Institutions			In Unrecognised	
	For Boys	For Girls	Total	For Boys	For Girls
I	2	3	4	5	6
Assam . . .	7,17,118	89,994	8,07,112	45,793	4,533
Bihar . . .	16,75,619	1,07,398	17,83,017	65,996	3,331
Bombay . . .	34,84,227	5,50,128	40,34,355	25,311	529
Madhya Pradesh . . .	12,44,833	2,08,544	14,53,377	38,224	2,499
Madras . . .	46,40,551	92,845	47,33,396	4,652	..
Orissa . . .	5,79,298	20,308	5,99,606	35,060	63
Punjab . . .	6,59,694	1,36,292	7,95,986	9,264	10,321
Uttar Pradesh . . .	29,99,271	2,73,038	32,72,309	38,849	2,691
West Bengal . . .	17,63,130	1,70,155	19,33,285	23,062	3,310
Hyderabad . . .	5,55,839	1,01,599	6,57,438	25,553	..
Madhya Bharat . . .	2,50,777	38,358	2,89,135	..	..
Mysore . . .	8,27,469	1,00,130	9,27,599	4,208	..
Pepsu . . .	1,17,791	15,547	1,33,338	3,440	846
Rajasthan . . .	3,05,760	42,092	3,47,852	..	..
Saurashtra . . .	2,03,912	50,220	2,54,132	6,626	432
Travancore-Cochin	13,90,969	1,05,162	14,96,131	15,940	1,636
Ajmer . . .	38,983	9,230	48,213	85	..
A. & N. Islands . . .	1,692	..	1,692	..	..
Bhopal . . .	13,267	2,365	15,632	..	..
Bilaspur . . .	4,451	209	4,660	..	..
Coorg . . .	20,687	1,379	22,066	251	..
Delhi . . .	1,14,902	44,518	1,59,420	..	..
Himachal Pradesh . . .	29,448	3,432	32,880	835	..
Kutch . . .	18,617	2,737	21,354	14,222	6,360
Manipur . . .	38,577	2,363	40,940	..	..
Tripura . . .	27,882	1,712	29,594	..	..
Vindhya Pradesh . . .	88,968	5,122	94,090	104	..
India . . .	2,18,13,732	21,74,877	2,39,88,609	3,57,475	36,551

by States

Institutions	In All Institutions			Percent- age of Pupils to Popula- tion	State
	Total	For Boys	For Girls			Total
7	8	9	10	11	12
50,326	7,62,911	94,527	9,57,438	10·1	Assam
69,327	17,41,615	1,10,729	18,52,344	4·7	Bihar
25,840	35,09,538	5,50,657	40,60,195	12·4	Bombay
40,723	12,83,057	2,11,043	14,94,100	7·1	Madhya Pradesh
4,652	46,45,203	92,845	47,38,048	8·7	Madras
35,123	6,14,358	20,371	6,34,729	4·4	Orissa
19,585	6,68,958	1,46,613	8,15,571	6·5	Punjab
41,540	30,38,120	2,75,729	33,13,849	5·4	Uttar Pradesh
26,372	17,86,192	1,73,465	19,59,657	8·1	West Bengal
25,553	5,81,392	1,01,599	6,82,991	3·9	Hyderabad
..	2,50,777	38,358	2,89,135	3·7	Madhya Bharat
4,208	8,31,677	1,00,130	9,31,807	11·5	Mysore
4,286	1,21,231	16,393	1,37,624	4·1	Pepsu
..	3,05,760	42,092	3,47,852	2·3	Rajasthan
7,058	2,10,538	50,652	2,61,190	6·6	Saurashtra
15,576	14,06,909	1,06,798	15,13,798	17·6	Travancore-Cochin
85	39,068	9,230	48,298	6·6	Ajmer
..	1,692	..	1,692	4·2	A. & N. Islands
..	13,267	2,365	15,632	1·8	Bhopal
..	4,451	209	4,660	3·6	Bilaspur
251	20,938	1,379	22,317	13·1	Coorg
..	1,14,902	44,518	1,59,420	10·6	Delhi
835	30,283	3,432	33,715	3·1	Himachal Pradesh
20,582	32,839	9,097	41,936	7·6	Kutch
..	38,577	2,363	40,940	7·6	Manipur
..	27,882	1,712	29,594	5·1	Tripura
104	89,072	5,122	94,194	2·4	Vindhya Praoes
3,94,026	2,21,71,207	22,11,428	2,43,82,635	7·0	India

Expenditure

It is customary to classify expenditure on education under two main heads 'Direct' and 'Indirect'. The former is that outlay which is devoted directly to the maintenance of institutions and remuneration to teachers, while the latter includes hostel and scholarship charges, cost of buildings and equipment, expenditure on direction, inspection and other miscellaneous items, which by their very nature cannot be apportioned to any individual institution or type of institutions. During the year under review, the total expenditure, direct as well as indirect, on education in recognised institutions amounted to Rs. 102.24 crores. Of this amount, Rs. 91.37 crores were expended on boys' institutions and Rs. 10.87 crores on those for girls. Considering Part 'A' States only, the expenditure increased by 26.0 per cent, as compared to 23.7 per cent in 1948-49. The share of the various sources in the total expenditure is shown below:

Table VII—Expenditure on Education by Sources

Source	Amount	Percentage
	Rs.	
Government Funds	57,51,97,005	56.3
Local Board Funds	11,94,88,760*	11.7
Fees	20,66,07,439	20.2
Other Sources	12,11,01,687	11.8
Total	1,02,23,94,891	100.0

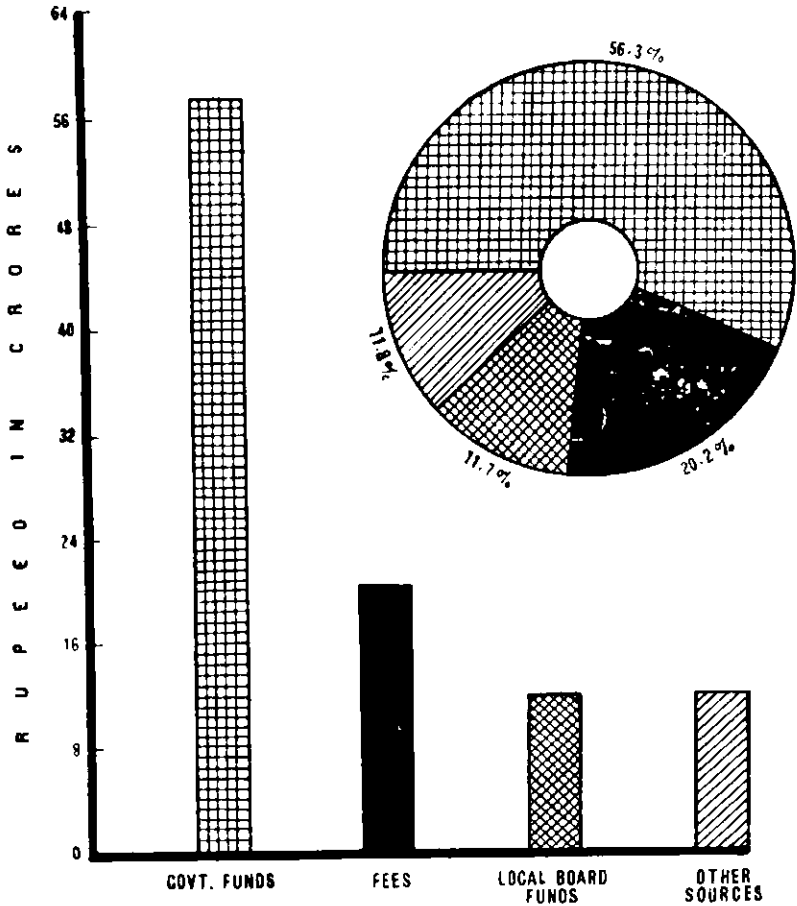
Of the total of Rs. 102.24 crores, Rs. 20.09 crores (or 19.6 per cent) were accounted for by indirect expenditure. The distribution of the rest of the expenditure, according to the main heads, is tabulated below:

	Amount (Rs. in Crores)	Percentage
Universities	4.72	5.7
Boards	0.46	0.6
Arts and Science Colleges and Research Institutions	6.97	8.4
Professional Colleges	3.57	4.3
Special Education Colleges	0.15	0.3
Vocational Schools	3.43	4.2
Special Education Schools	1.45	1.8
Secondary Schools	26.64	32.4
Primary Schools	33.96	41.4
Pre-Primary Schools	0.11	0.1
Social (Adult) Education Schools	0.69	0.8
Total	82.15	100.0

*Includes in this and succeeding tables Rs. 1,38,23,984 paid by Bihar Government as grants to local boards, details of which are not available.

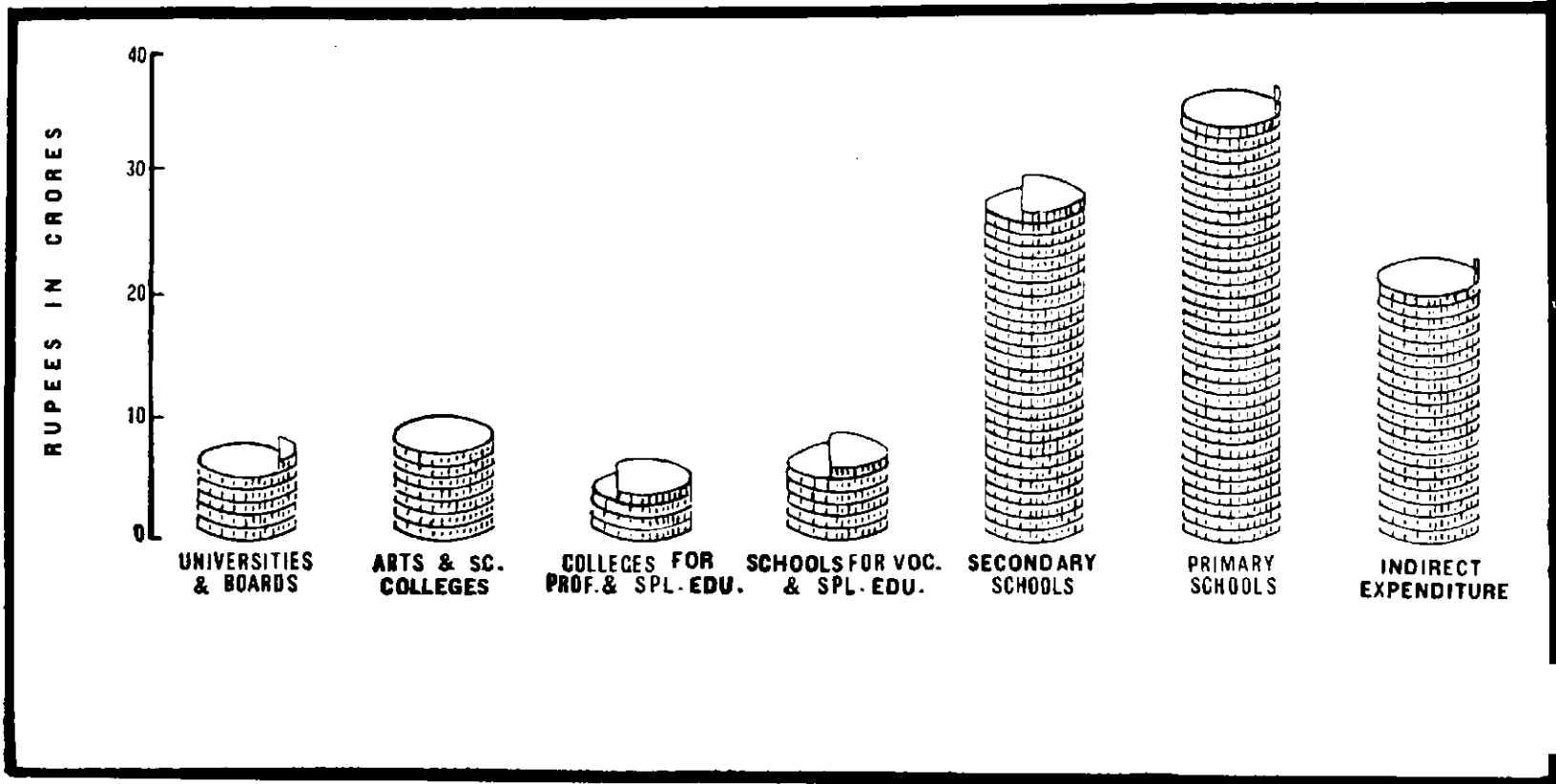
EXPENDITURE ON EDUCATION BY SOURCES

1949-50



EXPENDITURE ON EDUCATION BY HEADS OF CHARGE

1949-50



It will be observed that nearly 41.4 per cent of the total direct expenditure was devoted to primary schools. This figure, however, does not constitute a true index of the importance attached to primary education, since in working out this, the primary classes of secondary schools could not be taken into account.

An analysis of the source-wise figures of expenditure for different types of institutions shows that as much as 66.9 per cent of the total direct expenditure on primary schools was borne by the government, the share of local boards, fees and other sources being 26.2, 2.4, and 4.5 per cent respectively. In the case of secondary schools, fees played a predominant part, meeting 44.2 per cent of the total expenditure, while the government, local boards and other sources contributed to the extent of 37.9, 5.8 and 12.1 per cent respectively. The government contribution towards the expenditure on vocational and technical schools amounted to 77.1 per cent followed by other sources (11.1 per cent), fees (9.9 per cent) and local boards (1.9 per cent). The proportionate distribution of expenditure on universities and colleges was: government 46.1 per cent, local boards 0.3 per cent, fees 36.1 per cent and other sources 17.5 per cent.

The following table gives the detailed break-up of indirect expenditure:

Table VIII—Indirect Expenditure on Education

Item	Percentage of Expenditure met from			
	Govt. Funds	Local Board Funds	Fees	Other Sources
I	2	3	4	5
Direction	99.6	0.4	..	..
Inspection	93.8	6.0	2.1	0.1
Buildings	57.6	9.6	4.4	28.4
Scholarships	76.7	2.3	8.2	12.8
Hostel Charges	52.1	1.3	29.5	17.1
Miscellaneous	72.0	7.2	10.2	10.6
Total	68.1	6.7	8.1	17.1

Of the total direct expenditure, 27.5 per cent (i.e. Rs. 22.60 crores) was spent on government institutions, which constituted 30.5 per cent of the total number of institutions. Local board schools and

colleges accounted for Rs. 23.34 crores (28.4 per cent), although they constituted 33.1 per cent of the total number. The rest of the expenditure (Rs. 36.21 crores or 44.1 per cent) was expended on private institutions, which formed 36.4 per cent of the total number of institutions.

Table IX shows the distribution of the total government expenditure.

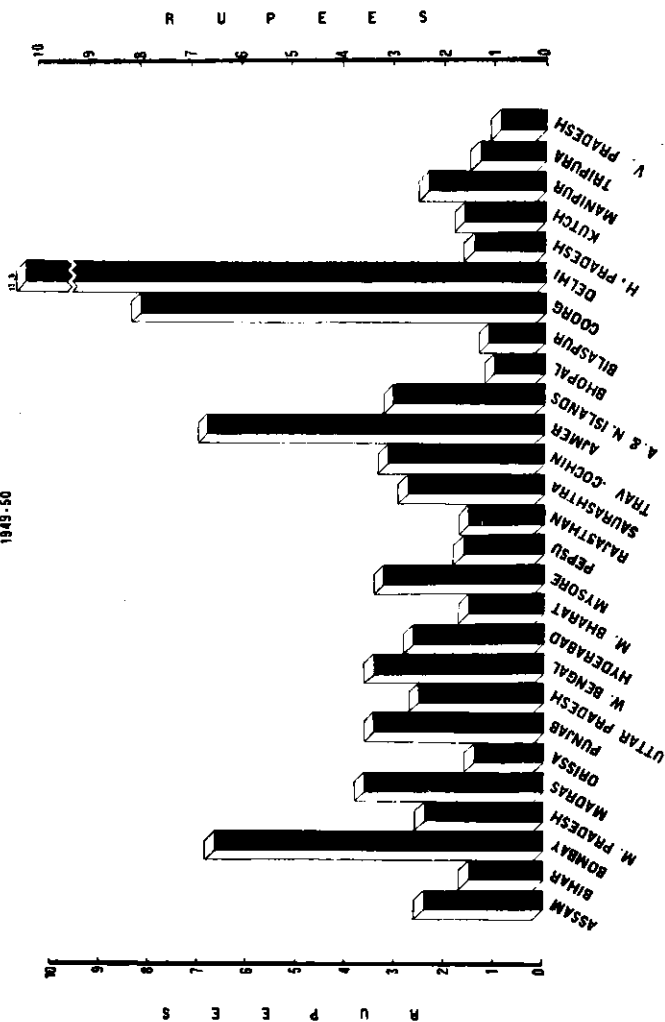
Table IX—Distribution of Government Expenditure on Education

Item	Amount	Percentage
1	2	3
	Rs,	
Institutions for Men	51,74,84,890	90.0
Institutions for Women	5,77,12,115	10.0
Total	57,51,97,005	100.0
Universities	1,60,95,323	2.8
Boards of Secondary and Intermediate Education	1,41,941	0.0
Arts and Science Colleges	2,87,38,399	5.0
Professional Colleges	2,52,71,544	4.4
Special Education Colleges	8,95,217	0.2
Secondary Schools	10,08,05,397	17.5
Primary Schools	22,72,67,918	39.5
Pre-Primary Schools	2,54,322	0.1
Vocational Schools	2,64,50,601	4.6
Special Education Schools	1,25,32,632	2.1
Buildings	4,50,65,060	7.8
Direction and Inspection	2,45,13,790	4.3
Miscellaneous	6,71,91,861	1.7
Total	57,51,97,005	100.0

The average annual cost per pupil amounted to Rs. 42.6. Its distribution over different sources was: government funds Rs. 24.0, local board funds Rs. 5.0, fees Rs. 8.6 and other sources Rs. 5.0.

COST PER CAPITA ON EDUCATION

1949-50



The average cost per pupil in primary schools, secondary schools and colleges for general education (including universities) was Rs. 19.5, Rs. 56.4 and Rs. 369.4 respectively. In professional colleges, the cost varied from Rs. 153.0 in Law colleges to Rs. 2,086.9 in colleges of Forestry. For vocational and special education schools it was highest in Engineering schools (Rs. 673.0) and lowest in schools of Physical education (Rs. 30.4).

The average expenditure per capita of population amounted to Rs. 3.0, of which a little more than half was met from government funds.

The details of expenditure on education in the different States are given in table X. Among the Part 'A' States, the percentage increase in expenditure was highest in Uttar Pradesh (41.0). The next three places were claimed by Bombay (37.3), Assam (37.1) and Bihar (29.8). At the other end of the scale came Orissa (11.2 per cent). In Delhi (a Part 'C' State), the expenditure increased by nearly 64 per cent.

The sourcewise figures of expenditure for the several States are of interest in disclosing their financial systems. Among the Part 'A' States, Orissa provided the highest percentage (72.9) of its total expenditure on education out of government funds. Next in order were: Madhya Pradesh (64.7), Assam (63.9), Bombay (58.4), Madras (54.4), Uttar Pradesh (45.5), Punjab (45.4), Bihar (38.4) and West Bengal (37.5). Among the Part 'B' and Part 'C' States, all obtained more than half of their expenditure from government funds, the proportion being highest in Bilaspur (100.0 per cent) and least in Delhi (54.7 per cent). In the case of local board funds, Bihar provided by far the largest proportion (29.6 per cent) followed by Madras (17.6 per cent) and Hyderabad the least (1.2 per cent). Fees accounted for 37.6 per cent of the total expenditure in West Bengal—the highest reported by any State. The proportion of expenditure from other sources varied from nil in A. and N. Islands and Bilaspur to 20.8 per cent in Uttar Pradesh and 33.6 per cent in Kutch.

The average per capita expenditure in each State is shown in col. (10) of table X. Among the part 'A' States, it was highest in Bombay (Rs. 6.6) and least in Orissa (Rs. 1.4). In the case of Part 'B' States it varied from Rs. 3.2 in Mysore to Rs. 1.5 in Madhya Bharat and Rajasthan. The corresponding range for Part 'C' States was from Rs. 13.6 in Delhi to Rs. 0.9 in Vindhya Pradesh.

This completes a broad outline of the progress made during the year under report. Subsequent chapters deal in detail with the progress achieved in the different fields of education

Table X—Expenditure on

State	On Institutions for Boys	On Institutions for Girls	Total
I	2	3	4
	Rs.	Rs.	Rs.
Assam	1,81,35,538	22,81,812	2,04,17,350
Bihar	5,54,27,864	40,63,667	5,94,91,531
Bombay	19,00,37,064	2,63,48,663	21,63,85,727
Madhya Pradesh	4,41,31,659	61,50,379	5,02,82,038
Madras	18,25,08,309	1,16,85,514	19,41,93,823
Orissa	1,92,54,313	9,09,695	2,01,64,008
Punjab	3,72,52,166	58,40,983	4,30,93,149
Uttar Pradesh	13,83,18,547	1,56,75,430	15,39,93,977
West Bengal	7,04,34,172	1,10,77,100	8,15,11,272
Hyderabad	3,79,24,781	72,01,627	4,51,26,408
Madhya Bharat	99,65,539	16,57,847	1,16,23,386
Mysore	2,29,77,684	26,61,787	2,56,39,471
Pepsu	48,17,832	5,30,341	53,48,173
Rajasthan	2,09,57,207	13,45,361	2,23,02,568
Saurashtra	91,86,681	15,20,288	1,07,06,969
Travancore-Cochin	2,37,40,876	27,08,230	2,64,49,106
Ajmer	40,21,551	8,43,628	48,65,179
A. & N. Islands	1,21,752	..	1,21,752
Bhopal	7,20,974	91,367	8,12,341
Bilaspur	1,35,926	12,468	1,48,394
Coorg	12,99,001	67,276	13,66,277
Delhi	1,50,19,241*	54,84,664	2,05,03,905
Himachal Pradesh.	14,15,169*	1,18,091	15,33,260
Kutch	7,75,123	87,729	8,62,852
Manipur	11,66,589	75,715	12,42,304
Tripura	7,08,639	59,866	7,68,505
Vindhya Pradesh	32,22,673	2,18,493	34,41,166
India	91,36,76,870	10,87,18,021	1,02,23,94,891

*Includes expenditure on direction and inspection on institutions meant for girls.

Education by States

Percentage of Expenditure (in 1949-50) met from				Average Annual Cost per Pupil	Average Annual Cost per Capita	State
Government Funds	Local Board Funds	Fees	Other Sources			
5	6	7	8	9	10	11
63.9	6.0	20.0	10.1	Rs. 25.3	Rs. 2.4	Assam
38.4	29.6	22.4	9.6	33.4	1.5	Bihar
58.4	10.5	21.2	9.8	53.6	6.6	Bombay
64.7	16.4	12.7	6.2	34.6	2.4	Madhya Pradesh
54.4	17.6	16.6	11.4	41.0	3.6	Madras
72.9	5.1	14.2	7.8	33.6	1.4	Orissa
45.4	12.9	29.6	12.1	54.1	3.4	Punjab
45.5	10.3	23.4	20.8	47.1	2.5	Uttar Pradesh
37.5	10.6	37.6	14.3	42.2	3.4	West Bengal
85.7	1.2	3.4	9.7	68.6	2.6	Hyderabad
92.7	..	4.6	2.7	40.2	1.5	Madhya Bharat
80.2	1.5	12.4	5.9	27.6	3.2	Mysore
79.7	..	17.0	3.3	40.1	1.6	Pepsur
84.7	..	2.7	12.6	64.1	1.5	Rajasthan
87.2	..	7.1	5.7	42.1	2.7	Saurashtra
56.4	..	33.9	9.7	17.7	3.1	Trav-Cochin
63.0	3.6	21.2	12.2	100.1	6.7	Ajmer
98.1	..	1.9	..	72.0	3.0	A. & N. Islands
90.7	..	3.5	5.8	52.0	1.0	Bhopal
100.0	..	..	..	31.8	1.1	Bilaspur
74.7	7.3	13.5	4.5	61.9	8.0	Coorg
53.3	14.3	20.6	11.8	128.6	13.6	Delhi
87.2	2.8	5.9	4.1	46.6	1.4	Himachal Pradesh
58.6	..	7.8	33.6	40.4	1.6	Kutch
54.7	..	20.6	24.7	30.3	2.3	Manipur
71.9	..	19.1	9.0	26.0	1.3	Tripura
99.1	..	0.8	0.1	36.6	0.9	Vindhya Pradesh
56.3	11.7	2.20	11.8	42.6	3.0	India

CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This chapter deals with the main changes that took place in the field of (a) Educational Organisation, (b) Educational Services of Education Departments, and (c) Direction and Inspection during the year under report.

Educational Organisation

There was no change in the Educational Organisation in the States or at the Centre, except that the education in the newly created Part 'C' States of Bhopal, Manipur, Tripura and Vindhya Pradesh became the responsibility of the Central Ministry of Education.

Educational Services

The Educational Services of almost all the States consisted of two main cadres (a) State Educational Service divided into Class I and II and (b) Subordinate Educational Service divided into different classes. During the year 1949-50, the total strength of the State Educational Service was 4,011—576 in Class I, 3,231 in Class II and 204 unclassified. Their distribution over different branches is shown below:

Table XI—Distribution of State Educational Service by Branches

Branch	Class I		Class II		Unclassified		Total
	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8
Direction and Inspection	144	13	518	70	18	..	763
Collegiate	359	17	1,915	206	136	5	2,638
School	13	4	288	135	33	12	485
Others	24	2	85	14	..	..	125
Total	540	36	2,806	425	187	17	4,011

Of the 576 posts in Class I, 216 were filled by direct recruits, 261 by promoted officers and 44 by officiating arrangements. The remaining 55 posts were vacant or held in abeyance. In the States, Madras and Mysore had no classification of posts as Class I and Class II. In Madras, however, posts carrying starting salary of Rs 500 and above were shown under class I. The organisation of the State Educational Service in Rajasthan was under the consideration of the government. State-wise details of Educational Service Class I are given in table XII.

During the year under review, the scales of pay of different Educational Services changed only in the State of Orissa. Both the old and the revised scales for this State are given below:

	Old Scale Rs.	Revised Scale Rs.
<i>P.E.S. Class I</i>		
Men's Branch	300—35/2—440—40— 640—EB—40—1000	300—20—320—25—420— 30—570—EB—30— 690—30—780—EB— 40—860
Women's Branch	280—12—400—EB—20— 600—25—700	Do
<i>P.E.S. Class II</i>		
Men's Branch	200—40/2—400—30— 490—EB—30—700	200—15—260—15—435— EB—25—610—EB— 30—700
Women's Branch	200—15—350—EB—15— 500	Do
Chief Inspector of Physical Education	200—15—260—15—435— EB—25—510—EB 30—700	200—15—260—25—435— EB—25—460
<i>Subordinate Educational Service</i>		
Men's Branch—Deputy Inspectors	150—15/2—240	120—5—155—EB—5— 160—10—220—EB— 10/2—250
Women's Branch—Deputy Inspectress	75—5—100—10—150 —SG—150—15—250	120—5—155—EB—5—160— 10—220—EB—10/2—250

Direction and Inspection

It is encouraging to note that there has been marked expansion in the strength of the Education Directorate both at the headquarters and 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 States during 1949-50 is given in Appendix A*.

During 1949-50, total expenditure on Direction and Inspection amounted to Rs. 2,57,96,114 and formed 2.5 per cent of the total educational expenditure. Of this, Rs. 56,85,898 were incurred on Direction and Rs. 2,01,10,216 on Inspection. Whereas the entire expenditure on Direction was met from government funds, the proportionate distribution of cost on Inspection was: government funds 93.7 per cent, local board funds 6.1 per cent, fees 0.1 per cent and other sources 0.1 per cent.

Table XIII gives details of expenditure on Direction and Inspection in different States during the year under report. It will be observed that the proportion of expenditure incurred on this item varied from 1.3 per cent in West Bengal to 5.4 per cent in Assam among Part 'A' States, from 1.0 per cent in Mysore to 5.7 per cent in Madhya Bharat among Part 'B' States, and from 0.5 per cent in Manipur to 8.3 per cent in Vindhya Pradesh among the Centrally Administered States.

*Included in Vol. II.

Table XII—State Educational

State	Total Number of Posts			Number		
	Men	Wo- men	All Per- sons	Direct Recruits		
				Men	Wo- men	All Per- sons
I	2	3	4	5	6	7
Assam	23	1	24	19	1	20
Bihar	46	2	48	12	1	13
Bombay	71	6	77	31	3	34
Madhya Pradesh	39	4	43	21	3	24
Madras*	32	..	32	..	..	..
Orissa	30	2	32	4	..	4
Punjab	19	6	25	1	1	2
Uttar Pradesh	24	1	25	5	..	5
West Bengal	75	7	82	24	4	28
Hyderabad	67	4	71	29	1	30
Madhya Bharat	9	1	10	1	..	1
Mysore	†	†	†	†	†	†
Pepsu	15	2	17	1	1	2
Rajasthan	‡	‡	‡	‡	‡	‡
Saurashtra	46	..	46	34	..	34
Travancore-Cochin	32	..	32	12	..	12
Ajmer	2	..	2	1	..	1
Bhopal	1	..	1	1	..	1
Delhi	1	..	1	1	..	1
Himachal Pradesh	2	..	2	1	..	1
Manipur	2	..	2	2	..	2
Tripura	1	..	1	1	..	1
Vindhya Pradesh	3	..	3	..	..	..
India	540	36	576	201	15	216

*Posts are not classified as such but those with starting salary of Rs. 500 and
†The State had no service designated as State Educational Service, Class I.
‡State Educational Service as such did not exist.

Service Classes I and II

of Posts held by						No. of Posts Vacant or held in Abeyance			State
Promoted Officers			Officiating Arrangements			Men	Wo-men	All Per-sons	
Men	Wo-men	All Per-sons	Men	Wo-men	All Per-sons				
8	9	10	11	12	13	14	15	16	17
4	..	4	..	..	..	..	..	..	Assam
24	1	25	3	..	3	7	..	7	Bihar
30	3	33	..	..	..	10	..	10	Bombay
12	1	13	3	..	3	3	..	3	Madhya Pradesh
30	..	30	2	..	2	..	..	..	Madras*
8	2	10	15	..	15	3	..	3	Orissa
16	5	21	2	..	2	..	..	..	Punjab
17	1	18	..	..	..	2	..	2	Uttar Pradesh
25	2	27	12	1	13	14	..	14	West Bengal
25	3	28	3	..	3	10	..	10	Hyderabad
7	1	8	1	..	1	..	..	..	Madya Bharat
†	†	†	†	†	†	†	†	†	Mysore
12	1	13	..	..	..	2	..	2	Pepsu
†	†	†	†	†	†	†	†	†	Rajasthan
7	..	7	2	..	2	3	..	3	Saurashtra
20	..	20	..	..	..	..	..	..	Travancore-Cochin
1	..	1	..	..	..	..	..	..	Ajmer
..	..	..	..	..	..	..	..	..	Bhopal
..	..	..	..	..	..	..	..	..	Delhi
..	..	..	..	..	..	1	..	1	Himachal Pradesh
..	..	..	..	..	..	..	..	..	Manipur
..	..	..	..	..	..	..	..	..	Tripura
3	..	3	..	..	..	..	..	..	Vindhya Pradesh
241	20	261	43	1	44	55	..	55	India

above have been taken as Class I posts.

Figures in cols. (6) to (9) of table XIII show the extent to which the expenditure on Direction and Inspection was met from different sources. In all the States, except Assam, where a part of the expenditure was met from fees and in Bihar, Madhya Pradesh, Punjab, Uttar Pradesh, West Bengal and Delhi, where local boards also shared the cost, the entire expenditure was borne by the government.

Table XIII—Expenditure on Direction and Inspection

State	Expenditure			Percentage of Total Expenditure on Education	Percentage of Expenditure on Direction and Inspection met from			
	On Direction	On Inspection†	Total		Government Funds	Local Board Funds	Fees	Other Sources
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.					
Assam	1,88,648	9,18,205	11,06,853	5.4	98.5	..	1.5	..
Bihar	1,87,367	14,13,654	16,01,021	2.7	93.6	6.4	..	..
Bombay	6,56,084	35,19,996	41,76,080	1.9	100.0	..	..	..
Madhya Pradesh	2,91,089	14,62,159	17,53,248	3.5	99.1	0.9	..	..
Madras	4,06,564	36,39,171	40,45,735	2.1	100.0	..	..	..
Orissa	1,77,656	6,25,610	8,03,266	4.0	100.0	..	..	..
Punjab	3,54,708	11,88,779	15,43,487	3.6	90.6	9.4	..	..
Uttar Pradesh	7,30,503	38,47,372	45,77,875	3.0	79.6	20.1	..	0.3
West Bengal	2,87,723	7,79,794	10,67,517	1.3	96.9	3.1	..	..
Hyderabad	4,40,978	7,95,414	12,36,392	2.7	100.0	..	..	..
Madhya Bharat	2,92,560	3,73,027	6,65,587	5.7	100.0	..	..	..
Mysore	1,67,259	1,00,497	2,67,756	1.0	100.0	..	..	..
Pepsu	1,07,411	1,18,524	2,25,935	4.2	100.0	..	..	..
Rajasthan	7,26,600	2,46,712	9,73,312	4.4	100.0	..	..	..
Saurashtra	1,15,956	2,95,514	4,11,470	3.8	100.0	..	..	..
Travancore-Cochin	1,57,344	4,54,732	6,12,076	2.3	100.0	..	..	..
Ajmer	35,496	73,933	1,09,429	2.2	100.0	..	..	..
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..
Bhopal	26,311	9,280	35,591	4.4	100.0	..	..	..
Bilaspur	5,179	2,210	7,389	5.0	100.0	..	..	..
Coorg	300	21,900	22,200	1.6	100.0	..	..	..
Delhi	1,54,210*	..	1,54,210	0.7	78.3	21.7	..	..
Himachal Pradesh	76,061*	..	76,061	5.0	100.0	..	..	..
Kutch	11,181	9,243	20,424	2.4	100.0	..	..	..
Manipur	5,901*	..	5,901	0.5	100.0	..	..	..
Tripura . . . . .	..	12,724	12,724	1.7	100.0	..	..	..
Vindhya Pradesh	94,180	1,90,395	2,84,575	8.3	100.0	..	..	..
India	56,97,269	2,00,98,845	2,57,96,114	2.5	95.0	4.8	0.1	0.1

†Includes expenditure on direction on institutions for women.

*Includes expenditure on inspection also.

CHAPTER III

PRIMARY EDUCATION*

During the year under review there was an all-round expansion in the field of primary education, which is reflected in an increase in the number of schools, pupils and teachers. Even more significant than the numbers is the new spirit which has been instilled in this important stage of education. Emphasis is being increasingly shifted from the assimilation of dry and uninteresting bookish information to a group of activities by which children's powers are exercised and their curiosity aroused. Introduction of crafts, gradual conversion of primary schools into basic schools, opening of new basic schools and reorientation of primary teachers' training institutions were some of the important steps taken during the year with a view to changing the traditional pattern of primary education in the country.

System of School Classes

It is known that the duration of the primary stage of education in this country differs from State to State. During the year under report, this stage consisted of three classes in A. and N. Islands, four classes in Bombay, Madhya Pradesh, Punjab, West Bengal, Mysore, Pepsu, Rajasthan, Saurashtra, Ajmer, Bhopal, Delhi, Himachal Pradesh, Manipur and Vindhya Pradesh, five classes in Assam, Madras, Uttar Pradesh, Hyderabad, Madhya Bharat, Travancore-Cochin, Coorg, Kutch and Tripura and six classes in Bihar, Orissa and Bilaspur. In the Punjab, Pepsu and Delhi, however, the girls' primary schools had five classes as against four in the boys' schools.

Administration and Control

The administration and control of primary education continued to be in the hands of one or other of the following agencies: State governments, local boards and private organisations. The main responsibility in most of the Part 'A' States and in Coorg and Delhi rested with local bodies, i.e., district boards in rural areas and municipal committees in towns and cities. In the former princely States

*Although this chapter deals with various problems connected with Primary education, yet the statistics given refer mainly to the primary (including junior basic) schools. The statistics of primary departments attached to a large number of our secondary schools are included in those given in the succeeding chapter on "Secondary Education".

a large number of primary schools were maintained by the government. The State governments exercised control over the schools managed by local bodies through the State Inspectorate of Education under the Director of Public Instruction (or Education).

Schools

During the year under review, the total number of recognised primary schools was 2,04,826 (1,90,854 for boys and 13,972 for girls). Of these 49,602 (24.2 per cent) were managed by government, 78,834 (38.5 per cent) by district boards, 7,990 (3.9 per cent) by municipal boards, 62,561 (30.5 per cent) by aided private bodies and the remaining 5,839 (2.9 per cent) by unaided private organisations. The number of primary schools located in rural areas was 1,66,895. This formed 81.5 per cent of the total number of primary schools and gave, on an average, one school for every 3 villages.

Table XIV compares the number of primary schools in different States during the year under review. Among the Part 'A' States, all of which reported a rise in the number of primary schools, the percentage increase was highest in Madhya-Pradesh (21.8). This was due partly to the opening of new schools under the Backward Area Welfare Scheme in the scheduled areas catering for the needs of aboriginal tribes and partly due to liberal grants paid by the State government to Janapad Sabhas for starting new schools. Next in order came Uttar Pradesh, where the implementation of the plan of opening new schools in pursuance of the five year plan of making primary education compulsory and universal, resulted in an increase of 17.8 per cent in the number of schools. The rises of 15.0 and 12.7 per cent in Assam and Bombay respectively were due mainly to the extension of compulsory primary education schemes. The corresponding percentage increases in the remaining States were: Orissa 10.2, Bihar 6.3, West Bengal 6.0, Madras 2.1 and Punjab 2.0.

Figures in cols. (5) to (9) of table XIV give State-wise idea of the share of governments, local boards and private bodies in the management of primary schools. It will be noted that in the case of Part 'A' States the number of schools managed by government was comparatively smaller, their proportion being highest in Uttar Pradesh (37.6 per cent) and lowest in the Punjab (0.6 per cent). The local boards controlled as many as 90.1 per cent of the schools in the Punjab, followed by Madhya Pradesh (85.2 per cent), Assam (81.0 per cent), Bombay (58.7 per cent) and Uttar Pradesh (53.7 per cent). In Orissa, however, the local board schools formed only 8 per cent of the total number of primary schools. Private schools predominated in Orissa (68.5 per cent), Bihar (62.4 per cent), Madras (48.6 per cent) and West Bengal (46.7 per cent). Most of these schools were,

however, receiving grants from the government. In the Part 'B' States and most of the 'C' States, a great majority of the primary schools were being run by government. The exceptions were Travancore-Cochin, where 42·8 per cent of the schools were controlled by private bodies, and Coorg and Delhi where 81·8 and 61·6 per cent of schools respectively were managed by local boards.

Table XIV—Number of Primary Schools

State	For Boys	For Girls	Total	Percentage of Primary Schools Managed by				
				Government	Distt. Boards	Municipal Boards	Private Bodies	
							Aided	Unaided
1	2	3	4	5	6	7	8	9
Assam	9,209	1,305	10,514	7·5	81·0	..	2·7	8·8
Bihar	20,882	2,091	22,973	2·1	31·4	4·1	57·3	5·1
Bombay	26,390	2,349	28,739	7·1	51·8	6·9	32	1·8
Madhya Pradesh	7,315	579	7,894	10·1	76·4	8·8	2·9	1·8
Madras	37,982	..	37,982	5·1	42·3	4·0	48·5	0·1
Orissa	9,932	223	10,155	23·5	7·2	0·8	61·4	7·1
Punjab	3,014	1,019	4,033	0·6	84·3	5·8	7·6	1·7
Uttar Pradesh	28,609	2,427	31,036	37·6	47·4	6·3	7·9	0·8
West Bengal	14,026	975	15,001	4·0	46·8	2·5	43·4	3·3
Hyderabad	7,233	1,039	8,272	63·6	0·3	..	24·4	11·7
Madhya Bharat	3,702	302	4,004	96·9	..	..	3·0	0·1
Mysore	9,502	585	10,087	85·5	..	..	14·5	..
Pepsu	678	108	786	98·1	..	..	1·9	..
Rajasthan	2,864	331	3,195	91·6	..	..	3·8	4·6
Saurashtra	2,105	223	2,328	95·6	..	..	1·8	2·6
Travancore-Cochin	3,814	3	3,817	57·2	..	..	41·3	1·5
Ajmer	263	81	344	61·4	..	14·5	21·8	2·3
A. & N. Islands	20	..	20	100·0	..	..	..	..
Bhopal	183	26	209	99·0	..	..	0·5	0·5
Bilaspur	26	..	26	100·0	..	..	..	..
Coorg	87	1	88	1·1	77·3	4·5	17·1	..
Delhi	333	143	476	31·3	31·1	30·5	7·1	..
Himachal Pradesh	361	25	386	70·5	9·9	1·0	8·0	10·6
Kutch	216	37	253	56·1	..	..	2·8	41·1
Manipur	374	24	398	51·8	..	..	32·9	15·3
Tripura	392	7	399	95·0	..	..	..	5·
Vindhya Pradesh	1,342	69	1,411	100·0	..	..	..	..
India	1,90,854	13,972	2,04,826	24·2	38·5	3·9	30·5	2·9

Pupils

The total number of pupils in recognised primary schools during 1949-50 was 1,74 lakhs, of whom 48 lakhs were girls. The average daily attendance formed 78.4 per cent of the total enrolment. The distribution of pupils in these schools according to their managements was:

Government	..	38.69 lakhs (22.3 per cent)
Local Boards	..	87.82 lakhs (50.4 per cent)
Aided Private Bodies	..	44.67 lakhs (25.6 per cent)
Unaided Private Bodies	..	3.00 lakhs (1.7 per cent)

The number of pupils from rural areas on the rolls of primary schools was nearly 1.28 crores, which constitutes 73.3 per cent of the total enrolment in primary schools.

Table XV shows the distribution of pupils in the primary schools in different States. There were boys reading in girls schools and *vice versa*, and an increase in the number of pupils was reported by almost all the States. Some States because of the shortage of new buildings and trained teachers had to introduce the shift system in their schools. Among Part 'A' States, Bombay reported the highest increase (23.3 per cent) followed by Uttar Pradesh (21.8 per cent), Madhya Pradesh (17.2 per cent), Assam (14.1 per cent), Punjab (13.3 per cent) and West Bengal (10.4 per cent). In Delhi (a Part 'C' State) a rise of 19,586 or 36.9 per cent took place.

The figures of enrolment given in table XV relate only to primary schools. In order to have an idea of the total number of pupils receiving primary education, it is necessary to include the number of pupils on the rolls of primary departments of secondary schools. Table XVI, where these figures have been tabulated, shows that the number of pupils at the primary stage of education was 177 lakhs—127 lakh boys and 50 lakh girls. This constitutes 74.0 per cent of the total number of pupils under instruction in all stages of education. In examining the State figures, the variation in the number of classes forming primary education, as explained in the beginning of the chapter, should be kept in view.

Figures in col. (4) of table XVI give the percentages of children in the primary classes to the population of school-going age in the different States of the country. The latter figures have been estimated on the assumption that the population in the age-group 6—11 is approximately 12.7 per cent of the total population. It will be noted that on an average only 2 out of every 5 children of school-going age were in schools. Among the States, Travancore-Cochin reported the highest figure of 91.0 per cent, followed by Coorg (71.0 per cent), Bombay (69.6 per cent), Mysore (59.7 per cent),

Table XV—Number of Pupils in Primary Schools

State	In Schools for Boys	In Schools for Girls	Total
I	2	3	4
Assam	5,12,353	64,858	5,77,211
Bihar	10,99,989	77,894	11,77,883
Bombay	28,46,029	4,56,599	33,02,628
Madhya Pradesh	5,81,495	63,660	6,45,155
Madras	40,08,825	..	40,08,825
Orissa	4,30,382	11,585	4,41,967
Punjab	2,59,674	89,411	3,49,085
Uttar Pradesh	22,66,999	2,51,152	24,18,151
West Bengal	11,93,666	83,531	12,77,197
Hyderabad	4,16,510	73,045	4,89,555
Madhya Bharat	1,70,446	18,520	1,88,966
Mysore	5,75,471	64,652	6,40,123
Pepsu	73,948	6,283	80,231
Rajasthan	1,72,293	24,413	1,96,706
Saurashtra	1,53,364	44,808	1,98,172
Travancore-Cochin	11,67,460	123	11,67,583
Ajmer	22,472	6,792	29,264
A. & N. Islands	863	..	863
Bhopal	6,571	1,040	7,611
Bilaspur	2,822	..	2,822
Coorg	6,019	48	6,067
Delhi	48,775	23,903	72,678
Himachal Pradesh	13,553	1,267	14,820
Kutch	14,706	2,509	17,215
Manipur	25,206	1,694	26,900
Tripura	17,993	326	18,319
Vindhya Pradesh	59,632	2,915	62,547
India	1,61,47,516	12,71,028	1,74,18,544

Table XVI—Number of Pupils in Primary Classes

State	Boys	Girls	Total	Percentage of Children in Primary Classes to those of School-going Age (6—11)
I	2	3	4	5
Assam	4,46,204	1,83,091	6,29,295	58·2
Bihar	11,76,973	1,91,607	13,68,580	27·3
Bombay	18,52,092	10,37,277	28,89,369	69·6
Madhya Pradesh	5,68,307	1,56,579	7,24,886	27·3
Madras	23,95,657	14,34,269	38,29,926	55·6
Orissa	3,75,039	1,02,880	4,77,919	26·1
Punjab	3,96,987	1,28,213	5,25,200	32·8
Uttar Pradesh	21,55,667	3,43,250	24,98,917	31·9
West Bengal	10,69,613	3,35,908	14,05,521	45·5
Hyderabad	4,28,007	1,10,579	5,38,586	24·0
Madhya Bharat	1,99,120	34,536	2,33,656	23·4
Mysore	4,03,190	2,09,531	6,12,721	59·7
Pepsu	72,518	12,981	85,499	20·3
Rajasthan	1,76,610	33,683	2,10,293	11·3
Saurashtra	1,25,833	45,672	1,71,505	34·1
Travancore-Cochin	6,20,436	5,97,019	12,17,455	91·0
Ajmer	22,811	10,153	32,964	35·5
A. & N. Islands	851	380	1,231	24·2
Bhopal	9,208	1,537	10,745	10·0
Bilaspur	3,531	357	3,888	23·5
Coorg	9,550	5,780	15,330	71·0
Delhi	61,526	39,913	1,01,439	52·9
Himachal Pradesh	21,895	2,715	24,610	17·9
Kutch	12,699	3,036	15,735	22·5
Manipur	22,373	4,527	26,900	39·2
Tripura	18,478	3,813	22,291	30·3
Vindhya Pradesh	73,647	5,454	79,101	16·1
India	1,27,18,822	50,34,740	1,77,53,562	40·1

Madras (55.6 per cent), Delhi (52.9 per cent) and West Bengal (45.5 per cent). In the other States it was less than 40 per cent, the least (10.0 per cent) being reported by Bhopal.

Co-education

Of the 48,51,559 girls under instruction in primary schools during the year under report, 36,25,535 or 74.7 per cent were enrolled in schools meant primarily for boys (table XVII). This shows that co-education continued to be quite popular at the primary stage. Among the States, leaving out Madras, the A. and N. Islands and Bilaspur, which had no separate schools for girls, the percentage of girls studying in boys' schools was highest in Travancore-Cochin (99.9), followed closely by Coorg (98.0). Next in order were Tripura (89.2), Orissa (89.1), West Bengal (73.8), Mysore (71.1), Assam (63.7), Bombay (61.2), Madhya Pradesh (56.9), Manipur (64.9) and Bihar (56.0). At the other end of the scale came Bhopal and Himachal Pradesh, where there was no co-education. In Pepsu hardly 1.4 per cent of the girls were on the rolls of boys' schools. Some of the other States having very low percentages were: Madhya Bharat (2.4), Punjab (9.7) and Delhi (13.1). It is hardly necessary to emphasise that in view of the financial considerations and other difficulties in regard to the availability of women teachers etc., the policy of establishing mixed schools at the primary stage needs encouragement.

Wastage

There was very little improvement in respect of wastage at the primary stage. The main causes of wastage are the withdrawals from schools of children, especially of the labouring and agricultural classes, as soon as they are old enough to be of economic value to the household, inadequate supply of teachers, ineffective teaching and supervision, admission to schools throughout the year and irregular attendance. The State governments were, however, conscious of this wastage and its causes and planned to take measures to check it.

Single-Teacher Schools

During the year there were 67,762 recognised single-teacher primary schools constituting nearly one-third of the total number of primary schools in the country. The total enrolment in these schools was 25,13,849, which forms about 15 per cent of the corresponding total enrolment.

Table XVIII gives State-wise statistics of single-teacher primary schools. It will be seen that the proportion of these schools was as high as 86.8 per cent in Himachal Pradesh. This was followed by Tripura and Bhopal, where nearly three-fourths of the primary schools were of the single-teacher type and Assam, A. and N. Islands

Table XVII—Girls in Primary Schools

State	No. of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total No. of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls
I	2	3	4	5
Assam	1,03,705	59,092	1,62,797	63.7
Bihar	94,031	73,733	1,67,764	56.0
Bombay	6,95,885	4,40,678	11,36,563	61.2
Madhya Pradesh	80,967	61,258	1,42,225	56.9
Madras	14,73,728	..	14,73,728	100.0
Orissa	86,982	10,599	97,581	89.1
Punjab	9,483	88,282	97,765	9.7
Uttar Pradesh	1,24,924	1,48,780	2,73,704	45.6
West Bengal	2,18,652	77,465	2,96,117	73.8
Hyderabad	22,192	72,194	94,386	23.5
Madhya Bharat	460	18,520	18,980	2.4
Mysore	1,51,538	61,690	2,13,228	71.1
Pepsu	87	6,283	6,370	1.4
Rajasthan	5,215	24,413	29,628	17.6
Saurashtra	9,024	43,264	52,288	17.3
Travancore-Cochin	5,32,349	123	5,32,472	99.9
Ajmer	2,795	6,178	8,973	31.1
A. & N. Islands	261	..	261	100.0
Bhopal . . . . .	..	1,040	1,040	..
Bilaspur	140	..	140	100.0
Coorg	2,344	48	2,392	98.0
Delhi	3,578	23,790	27,368	13.1
Himachal Pradesh . . . . .	..	1,256	1,256	..
Kutch	803	2,509	3,312	24.2
Manipur	2,939	1,588	4,527	64.9
Tripura	2,684	326	3,010	89.2
Vindhya Pradesh	769	2,915	3,684	20.9
Indi	36,25,535	12,26,024	48,51,559	74.7

Table XVIII—Number of and Enrolment in Single-Teacher Primary Schools

State	No. of Single-Teacher Schools	Pupils on Rolls of Single-Teacher Schools	Percentage of Single-Teacher Schools to Total Number of Primary Schools	Percentage of Enrolment in Single-Teacher Schools to Total Enrolment in Primary Schools
1	2	3	4	5
Assam	7,230	2,94,085	68.8	50.9
Bihar	14,115	4,42,632	61.4	37.6
Bombay	14,562	5,63,282	50.7	17.1
Madhya Pradesh	1,927	75,508	24.4	11.7
Madras	4,222	1,91,551	11.1	4.8
Orissa	5,385	1,60,536	53.0	36.3
Punjab	1,478	70,620	36.6	20.2
Uttar Pradesh	4,238	2,63,032	13.7	10.9
West Bengal	582	18,827	3.9	1.5
Hyderabad	3,655	1,33,729	44.2	27.3
Madhya Bharat	2,302	53,997	57.5	29.6
Mysore	5,086	1,59,211	50.4	24.9
Pepsu	†	†	†	†
Rajasthan	†	†	†	†
Saurashtra	1,212	33,984	52.1	17.1
Travancore-Cochin	23	1,265	0.6	0.1
Ajmer . . . . .	..	..	..	..
A. & N. Islands	13	537	65.0	62.2
Bhopal	162	4,528	77.5	59.5
Bilaspur	3	166	11.5	5.9
Coorg	42	901	47.7	18.9
Delhi	61	1,840	12.8	2.5
Himachal Pradesh	335	11,048	86.8	74.5
Kutch	121	3,825	47.8	22.2
Manipur	165	4,775	41.5	17.8
Tripura	311	9,611	77.9	52.5
Vindhya Pradesh	532	14,359	37.7	23.0
India	67,762	25,12,849	32.1	14.4

†Figures are not available.

and Bihar, where single-teacher schools constituted 68.8, 65.0 and 61.5 per cent respectively of the total number of primary schools. In Bombay, Orissa, Madhya Bharat and Saurashtra, their proportion varied between 50 and 60 per cent, while in other States, it was less than 50 per cent, the least being in Travancore-Cochin (0.6 per cent). The enrolment (col. 5) tells a similar story.

In the case of Part 'A' States, the number of single-teacher primary schools decreased in Assam, West Bengal, Madras, Punjab and Uttar Pradesh and increased in Bihar, Bombay, Madhya Pradesh, Orissa and Himachal Pradesh. In Ajmer no single-teacher schools existed at all.

The most obvious difficulty that a single-teacher school has to face is that of keeping the school running when the teacher is absent. In view of this and the wastage generally involved in them, various educational commissions and committees have recommended against the continuance of single-teacher schools. Nevertheless, their number has been continuously on the increase owing mainly to paucity of funds for providing bigger schools and also in some cases to insufficiency of pupils (especially in the sparsely populated areas). The recognition that they are perhaps indispensable in the Indian context has led to efforts to improve their working. The Bihar report in this connection says, "Single-teacher feeder primary schools would continue to be necessary in the sparsely populated areas. More effective training of teachers capable of running more than one class at a time and more thorough, regular and systematic supervision and frequent gatherings of teachers and senior pupils for purposes of exchange of experiences and demonstration and exhibition are the means which the department has in view to raise their standard". Experimental single-teacher schools under competent supervision should help to evolve better teaching techniques and administrative procedure.

Compulsion

During the year under review, compulsory primary education was in force in 385 towns and cities and 18,437 villages. The total number of schools where compulsory attendance of pupils had been introduced was 7,583 in the urban areas and 23,686 in the rural areas. These schools reported a total enrolment of 39,92,687, of whom 2,60,303 (9,20,811 boys and 3,39,492 girls) were on the rolls in urban areas and 27,32,384 (16,95,381 boys and 10,37,003 girls) in rural areas. The percentage of children under compulsion to total number of children of school-going age in the compulsory areas was 72.0. About 6,21,841 guardians were served with notices for not sending their school-going children to schools in areas under compulsion, while attendance orders were passed on 2,38,296. The number of those prosecuted

for violating the regulations of Compulsory Education Acts was 33 thousand for non-enrolment and nearly 86 thousand for non-attendance. The total amount realised as fines was about Rs. 46,000. As many as 1,351 attendance officers were employed to enforce the rules and regulations of Compulsory Education Acts in the various States.

Table XIX gives statistics of compulsory education in the various States. It will be seen that though compulsion was in force in selected areas in all the Part 'A' States and in Mysore, Travancore-Cochin and Delhi, it was not universal. The age-groups of children under compulsion differed from State to State. A brief account of the success achieved in the field of compulsory education in the different States is given below:

In Assam, the scheme of compulsory primary education was further extended. During the year, it covered 10 towns and 1,803 villages. The number of schools, where compulsion had been introduced, was 126 in the towns and 1,639 in the villages with an enrolment of 14,027 and 1,31,210 respectively.

In Bihar, compulsory primary education for boys in the age-groups 6—10 continued to be in force in 17 district towns and 18 villages. The number of schools in the compulsory areas increased from 586 to 604 and the pupils, including girls who could attend voluntarily therein, from 50,825 to 52,888. Nearly 73 per cent of boys of the age of compulsion in the urban areas attended schools. The corresponding percentage in the rural areas was 80.

In Bombay, further progress was made in the scheme of compulsory primary education by bringing the next age-group (9-10 in 15 districts and 8-9 in 4 districts) of children under compulsion. Villages with contiguous sites and with a population over 1,000 in the aggregate were also brought within the orbit of the scheme. The total number of towns under compulsion increased from 104 to 146 and of villages from 5,267 to 6,063. The number of institutions where compulsion was in force also increased by 256 and 2,071 in urban and rural areas respectively. The number of children enrolled was 5,21,000 (3,04,132 boys and 2,16,868 girls) in the former and 12,25,555 (7,11,392 boys and 5,14,163 girls) in the latter, showing a rise of 26.0 and 33.9 per cent respectively over the previous year's figures. Nearly 82 per cent of the children of the compulsory age attended schools.

In Madhya Pradesh, no new areas were brought under compulsion. Compulsory primary education (for boys only) was operative in 34 towns (2 having compulsion in certain wards only) and 1,199 villages. There were 594 schools in the compulsory areas with a total enrolment of 75,712. Nearly 61 per cent of the children liable for compulsion were in schools.

Table XIX—Statistics of compulsory

State	Age group (s) of Children under Compulsion		Number of Areas under Compulsion		Number of Institutions where Compulsion was in force		Number of Children on Compulsion	
	In Urban Areas	In Rural Areas	Town and Cities	Villages	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	1,803	126	1,639	10,339	3,688
Bihar . . .	6—10	6—10	17	18	598	6	48,343	..
Bombay . . .	6—11	6—11	146	6,063	2,537	11,190	3,04,132	2,16,868
Madhya Pradesh .	6—14	6—12	34†	1,199	223	371	36,650	..
Madras . . .	6—12	6—12	29	1,845	1,349	5,830	1,62,335	78,399
Orissa . . .	6—10	6—10	1	24	12	9	905	..
Punjab . . .	6—11	6—11	34	3,128	126	1,494	38,931	..
Uttar Pradesh .	6—11	6—11	86	1,515	2,130	510	2,63,454	10,989
West Bengal .	6—10	..	1*	..	35	..	3,249	..
Mysore . . .	6—11	6—11	11	2,406	267	1,447	16,241	11,417
Travancore-Cochin	5—10	5—10	15	134	126	897	21,619	18,131
Delhi . . .	6—12	6—11	1**	302	54	293	14,613	..
India			385	18,437	7,583	23,686	9,20,811	3,39,492

†In 2 towns, compulsion

*In Ward No. IX of

**In 15 wards of

education in States in India

Rolls in Institutions where was in force			Coercive Measures taken					No. of Attendance officers	State
In Rural Areas		Total	No. of Notices Issued	Number of Attendance Orders Passed	Number of Persons Prosecuted				
Boys	Girls				For Non- Enrollment	For Non- Attendance	Fines Realised		
10	11	12	14	15	16	17	18	19	
82,310	48,900	1,45,237	18,000	2,350	2	..	..	38	Assam
354	..	48,697	75,465	1,165	362	310	25	35	Bihar
7,11,392	5,14,163	17,46,555	2,15,843	1,10,301	4,915	18,116	10,032	41	Bombay
39,062	..	75,712	23,337	5,064	1,456	3,154	4,607	345	Madhya- Pradesh
4,93,373	3,21,427	10,55,534	1,56,774	47,821	13,635	37,979	10,026	60	Madras
736	..	1,641	377	107	..	35	34	1	Orissa
1,18,116	..	1,57,047	39,375	1,119	1,346	680	6,267	18	Punjab
52,636	179	3,27,258	33,610	66,815	10,354	20,290	13,688	301	Uttar Pradesh
..	..	3,249	400	..	..	..	..	1	West Bengal
64,989	38,069	1,30,716	22,255	3,554	1,439	5,005	1,213	50	Mysore
1,28,429	1,11,201	2,79,380	4,338	..	..	..	..	88	Travan- core-Cochin
3,984	3,064	2,6611	21,067	..	..	..	..	4	Delhi
16,95,381	10,37,003	39,92,687	6,21,841	2,38,296	33,509	85,569	45,892	1,351	India

was in force in certain wards only.

Calcutta Corporation.

Delhi City.

In Madras, there was no further extension of compulsory primary education. During the year, the scheme covered 14 towns and 1,845 villages for both boys and girls and 15 towns for boys only. The number of schools was 1,349 in the towns and 5,830 in the villages. The total enrolment in the schools was 10,55,534 (6,55,708 boys and 3,99,826 girls), which is nearly 76 per cent of the total population in the compulsion age-group.

In Orissa, the areas of compulsory education continued to be the same, viz., Parlakimedi Municipality and 24 villages of the Banki Union. The number of schools in the compulsory areas decreased by 1 to 21 and the enrolment by 245 to 1,641. Nearly 94 per cent of the school-going population was in schools.

In Punjab, 34 urban and 3,128 rural areas were covered by the compulsory education scheme for boys only. The total number of schools was 1,620 and the enrolment therein 1,57,047.

In Uttar Pradesh, compulsory primary education for boys between 6 and 11 years of ages was in force in all the municipalities of the State. The number of towns and villages under compulsion was 86 and 1,515 respectively. The number of schools in the compulsory areas was 2,640 with a total enrolment of 3,27,258.

In West Bengal, Ward IX of Calcutta Corporation continued to be the only compulsory education area. The number of schools in the ward decreased from 41 to 35 and the pupils therein (all boys) from 3,603 to 3,249. Nearly 90 per cent of the compulsory age-group (6—10) boys attended schools.

In Mysore, there was no extension of areas under the compulsory primary education scheme. The number of towns under compulsion was 11 and of villages 2,406. The number of schools and pupils was 1,714 and 1,30,716 respectively. The latter was nearly two-thirds of the children in the compulsion age-group (6—11).

In Travancore-Cochin, the scheme of compulsory education, introduced in 1946-47 in the erstwhile State of Travancore, could not be extended further owing to lack of funds. Fifteen towns and 134 villages were covered by the scheme. These had 1,023 schools, which enrolled 2,79,380 pupils—nearly 99 per cent of the total population of children of compulsory age.

In Delhi, there was no change in the urban areas of compulsory education. Compulsion for boys continued to be in force in 13 wards of Delhi Municipality but the number of schools increased from 39

to 54 and of pupils from 10,532 to 14,613. In the rural area, compulsion had been introduced in 302 villages, as against 199 in 1948-49. These villages had 293 schools with an enrolment of 7,048.

It will be seen from the above account that very little progress was achieved in introducing compulsory primary education in the different States. Illiteracy and economic backwardness of the people, economic value of the child to the parents, lack of adequate educational facilities and ineffective coercive measures were the main causes which hindered the success of the State schemes.

Teachers

During 1949-50, the total number of teachers working in all the primary schools of the country was 5,17,898, of whom only 79,339 (or 15.3 per cent) were women. Of the total number of teachers, 58.3 per cent were trained hands—56.5 per cent men and 68.5 per cent women.

Table XX shows the distribution of teachers in the primary schools in the different States. It will be seen that the proportion of trained teachers was highest in Delhi (95.4 per cent) followed closely by Madras (93.3 per cent). Next to come in order were Travancore-Cochin (84.9 per cent), Punjab (82.8 per cent), Ajmer (7.9 per cent), Bihar (58.0 per cent), Madhya Pradesh (53.0 per cent) and Orissa (51.4 per cent). Bombay, Uttar Pradesh, West Bengal and Himachal Pradesh had 40 to 50 per cent trained teachers. Some of the States reporting very low percentages were: A. & N. Islands (0.0), Manipur (0.1), Bilaspur (1.8), Tripura (8.0), Madhya Bharat (11.2), Assam (16.0), Kutch (16.6), Mysore (19.8), Vindhya Pradesh (20.8), Hyderabad (23.1) and Bhopal (23.5).

Although the number of teachers increased everywhere, the proportion of trained teachers declined in most of the States mainly because it was not found possible to expand facilities for training to the extent demanded by the rapid growth of schools under various development schemes. However, many States, notably Bombay, Madras and Uttar Pradesh made efforts in this direction.

Teacher-Pupil ratio

The average number of pupils per teacher in the primary schools was 34. It will be seen from col. (10) of table XX that the average varied considerably from one State to another.

Table XX—Number of Teachers

State	Men		Women	
	Trained	Untrained	Trained	Untrained
1	2	3	4	5
Assam	2,514	12,368	209	1,881
Bihar	21,738	14,601	785	1,689
Bombay	30,230	39,314	7,970	7,119
Madhya Pradesh	8,990	8,776	1,587	600
Madras	96,205	7,871	28,553	1,139
Orissa	8,385	8,080	225	76
Punjab	5,395	975	1,806	516
Uttar Pradesh	32,894	31,404	1,596	3,143
West Bengal	16,177	23,235	976	993
Hyderabad	3,081	10,373	649	2,076
Madhya Bharat	494	5,014	188	404
Mysore	3,378	14,898	760	1,882
Pepsu	271	611	66	79
Rajasthan	1,840	3,841	383	609
Saurashtra	1,799	3,451	541	753
Travancore-Cochin	11,687	1,733	7,183	1,627
Ajmer	644	165	179	55
A. & N. Islands . . . . .	..	23	..	5
Bhopal	72	193	1	44
Bilaspur	1	54	..	1
Coorg	72	138	6	35
Delhi	1,032	60	638	21
Himachal Pradesh	240	279	14	17
Kutch	75	391	16	66
Manipur	1	847	..	33
Tripura	48	528	1	32
Vindhya Pradesh	449	1,624	6	106
India	2,47,712	1,90,847	54,338	25,001

In Primary Schools

All Persons			Percentage of Trained Teachers	Average Number of Pupils per Teacher	State
Trained	Untrained	Total			
6	7	8	9	10	11
2,723	14,249	16,972	16.0	34	Assam
22,523	16,290	38,813	58.0	30	Bihar
38,200	46,433	84,633	45.1	39	Bombay
10,577	9,376	19,953	53.0	32	Madhya Pradesh
124,758	9,010	1,33,768	93.3	30	Madras
8,610	8,156	16,766	51.4	26	Orissa
7,201	1,491	8,692	82.8	40	Punjab
34,490	34,547	69,037	50.0	35	Uttar Pradesh
17,153	24,228	41,381	41.5	31	West Bengal
3,730	12,449	16,179	23.1	30	Hyderabad
682	5,418	6,100	11.2	31	Madhya Bharat
4,138	16,780	20,918	19.8	31	Mysore
337	690	1,027	32.8	78	Pepsu
2,223	4,450	6,673	33.2	30	Rajasthan
2,340	4,204	6,544	35.8	30	Saurashtra
18,870	3,360	22,230	84.9	53	Travancore-Cochin
823	220	1,043	78.9	28	Ajmer
..	28	28	..	31	A. & N. Islands
73	237	310	23.5	25	Bhopal
1	55	56	1.8	50	Bilaspur
78	173	251	31.1	24	Coorg
1,670	81	1,751	95.4	42	Delhi
254	296	550	46.2	27	Himachal Pradesh
91	457	548	16.6	31	Kutch
1	880	881	0.1	31	Manipur
49	560	609	8.0	30	Tripura
455	1,730	2,185	20.8	29	Vindhya Pradesh
3,02,050	2,15,848	5,17,898	58.3	34	India

Table XXI—Minima and Maxima of Pay Scales of Middle Passed and Trained Primary Teachers in Government Schools

State	Minimum	Maximum	Number of Years required to reach the Maximum
I	2	3	4
	Rs.	Rs.	
Assam	40	55	10
Bihar†	50	90	20
Bombay	40	65	20
Madhya Pradesh	32	60	18
Madras	30	50	20
Orissa	34	44	10
Punjab	40	110	28
Uttar Pradesh	25	45	20
West Bengal†	35	80	22
Hyderabad	56	99	15
Madhya Bharat	40	70	10
Mysore	30	55	15
Pepsu	50	100	15
Rajasthan	40	55	10
Saurashtra	40	65	15
Travancore-Cochin	30	50	15
Ajmer†	68	170	23
A. & N. Islands	50	90	15
Bhopal*	20	25	4
Bilaspur	45	105	20
Coorg	50	90	15
Delhi*	68	170	23
Himachal Pradesh.	40	110	28
Kutch	42	50	4
Manipur	30	55	15
Tripura*	20	40	10
Vindhya Pradesh*	20	25	5

†For passed Matric and Trained.

*Scales relate to untrained teachers.

Pay Scales of Teachers

During the year under review the Central Government sanctioned revised pay scales for teachers in Delhi and Ajmer. In Bihar also revised scales for non-government schools were introduced with effect from 1st April, 1949. There was no change in the remaining States. The scales varied not only from State to State, but even within the same State, there was great disparity in the salaries offered by different managements. The details, according to qualifications of teachers and managements of schools in which they worked, are given in Appendix B*. A study of this appendix will show that the salary grades in a great majority of the States were low as compared to those prevalent in other professions and it was found difficult to attract and retain the right quality of persons in the teaching profession.

An idea of the variation in the pay scales offered in a government school to a middle passed and trained in the different States can be had from table XXI.

Expenditure

The figures of expenditure given below relate to primary schools only and do not take into account the expenditure incurred on primary classes attached to secondary schools. This should be kept in view while making inter-State comparison.

The total direct expenditure on recognised primary schools amounted to Rs. 33.96 crores, of which 3.36 crores were expended on girls' schools. This constitutes 41.3 per cent of the total direct expenditure on all recognised educational institutions during the year. Of the total expenditure, on primary schools, 66.9 per cent was constituted by the government, as compared to 26.2 per cent by local boards, 2.4 per cent by fees and 4.5 per cent by other sources.

The distribution of the direct expenditure on primary schools, according to their managements is tabulated below:

Table XXII—Direct Expenditure on Primary Schools by Managements

Managed by	Amount	Percentage
1	2	3
	Rs.	
Government	7,00,14,096	20.6
Local Boards	19,10,41,869	56.3
Private Bodies :		
Aided	7,45,87,556	21.9
Unaided	39,51,673	1.2
Total	33,95,95,194	100.0

*Included in Vol. II.

Table XXIII—Direct Expenditure

State	On Schools for Boys	On Schools for Girls	Total	Percentage of Total Direct Expendi- ture on Education
1	2	3	4	5
	Rs.	Rs.	Rs.	
Assam	48,78,555	6,16,612	54,95,167	34·4
Bihar	1,47,90,491	12,25,452	1,60,15,943	36·2
Bombay	8,18,30,335	1,52,93,365	9,71,23,700	54·3
Madhya Pradesh	1,14,36,590	19,32,814	1,33,69,404	36·4
Madras	8,95,13,134	..	8,95,13,134	56·0
Orissa	52,50,803	1,85,185	54,35,988	37·2
Punjab	60,70,503	19,29,206	79,99,709	21·8
Uttar Pradesh	2,86,84,229	25,78,324	3,12,62,553	31·5
West Bengal	1,48,08,763	19,58,768	1,67,67,531	24·4
Hyderabad	1,00,81,177	19,86,934	1,20,68,111	40·4
Madhya Bharat	36,40,505	6,88,300	43,28,805	42·0
Mysore	77,09,334	13,13,889	90,23,223	46·3
Pepsu	6,22,102	1,74,631	7,96,733	15·9
Rajasthan	95,16,846	6,87,793	1,02,04,639	49·1
Saurashtra	38,72,706	11,94,570	50,67,276	51·0
Travancore-Cochin	78,04,583	5,937	78,10,520	36·9
Ajmer	10,32,207	3,09,878	13,42,085	30·3
A. & N. Islands	36,164	..	36,164	32·3
Bhopal	1,40,789	38,378	1,79,167	26·5
Bilaspur	60,714	..	60,714	43·1
Coorg	1,21,071	5,878	1,26,949	13·2
Delhi	20,10,947	12,70,162	32,81,109	16·9
Himachal Pradesh	2,48,515	19,439	2,67,954	22·6
Kutch	4,55,178	71,807	5,26,985	68·5
Manipur	2,55,674	20,120	2,75,794	32·5
Tripura	1,87,097	3,635	1,90,732	29·0
Vindhya Pradesh	9,54,308	70,797	10,25,105	45·8
India	30,60,13,320	3,35,81,874	33,95,95,194	41·3

on Primary Schools by States

Percentage of Expenditure met from				Average Annual Cost per Pupil	State
Government Funds	Local Board Funds	Fees	Other Sources		
6	7	8	9	10	11
80.9	11.4	..	7.7	Rs. 9.5	Assam
9.9	84.9	1.0	4.2	13.6	Bihar
67.2	22.3	4.4	6.1	29.4	Bombay
49.5	45.6	0.9	4.0	20.7	Madhya Pradesh
65.3	29.8	1.4	3.5	22.3	Madras
82.1	10.7	0.2	7.0	12.3	Orissa
62.5	30.2	1.1	6.2	22.9	Punjab
69.7	24.7	3.8	1.8	12.9	Uttar Pradesh
50.2	43.0	3.5	3.3	13.1	West Bengal
92.7	6.1	0.3	6.9	24.7	Hyderabad
98.5	..	..	1.5	22.9	Madhya Bharat
98.1	0.1	0.5	1.3	14.1	Mysore
99.7	..	..	0.3	9.9	Pepsu
98.6	..	..	1.4	51.9	Rajasthan
94.1	..	1.3	4.6	25.6	Saurashtra
93.6	..	0.1	6.3	6.7	Travancore-Cochin
70.2	11.7	3.3	14.8	45.9	Ajmer
100.0	..	..	..	41.9	'A. & N. Islands
99.0	..	..	1.0	23.5	Bhopal
100.0	..	..	..	21.5	Bilaspur
32.8	56.5	2.3	8.4	20.9	Coorg
27.1	66.8	1.6	4.5	45.1	Delhi
72.5	14.5	..	13.0	18.1	Himachal Pradesh
55.3	..	5.1	39.6	30.6	Kutch
74.6	..	..	25.4	10.3	Manipur
84.4	..	2.0	13.0	10.4	Tripura
99.9	..	..	0.1	16.4	Vindhya Pradesh
66.9	26.2	3.4	4.5	19.5	India

It will be observed that 56·3 per cent of the total expenditure was incurred on local board schools as against 23·1 and 20·6 per cent on private and government schools respectively. As stated earlier the proportion of primary schools managed by these agencies was 24·2, 42·4 and 33·4 per cent respectively.

On an average, the annual cost per pupil in a primary school worked out to be Rs. 19·5 (Rs. 19·0 in boys' schools and Rs. 26·4 in girl's schools). Its distribution over government funds, local board funds, fees and other sources was Rs. 13·0, Rs. 5·1, Rs. 0·5 and Rs. 0·9 respectively. The cost in government schools came to Rs. 18·1 as compared to Rs. 21·8 in local board schools, Rs. 16·7 in aided private and Rs. 13·2 in unaided private schools.

The State-wise details of expenditure on primary schools, during the year under report, are given in table XXIII. The percentage increase in the expenditure, among the Part 'A' States, was highest in Assam (56·3 per cent), followed by Uttar Pradesh (51·4 per cent). Next in order came Bombay (28·6 per cent), West Bengal (22·4 per cent), Madras (20·6 per cent), Bihar (19·1 per cent), Orissa (17·2 per cent), Madhya Pradesh (13·7 per cent) and Punjab (11·1 per cent).

Figures in col. (5) of table XXIII 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 shown by the different states are due to the variations in their educational system.

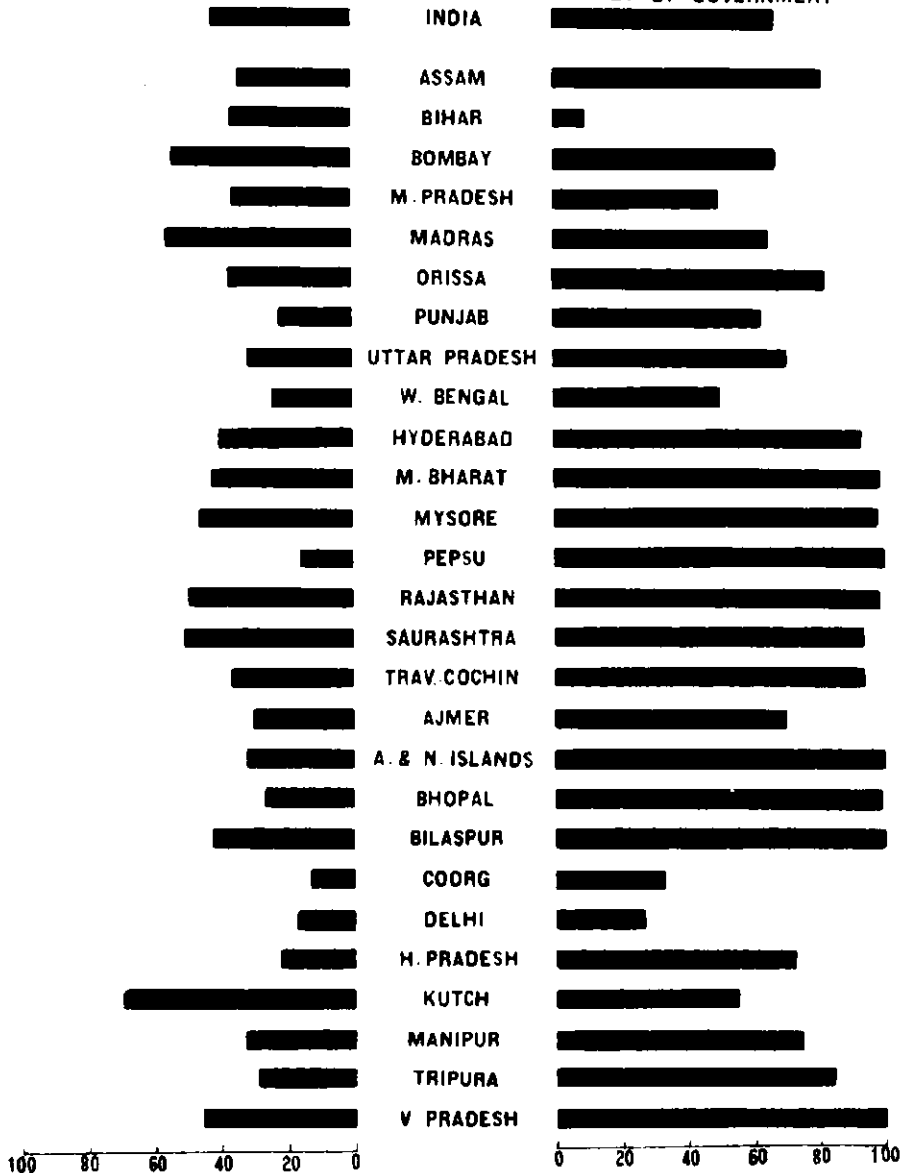
The source-wise distribution of expenditure on primary schools, as given in cols. (6) to (9) of table XXIII, shows that the government met the entire expenditure on primary schools in A. & N. Islands and Bilaspur. Among other States, the proportion of government expenditure was highest in Vindhya Pradesh (99·9 per cent) closely followed by Pepsu (99·7 per cent). In Hyderabad, Madhya Bharat, Mysore, Rajasthan, Saurashtra, Travancore-Cochin and Bhopal, it varied between 90 and 99 per cent. In Tripura, Orissa, Assam, Himachal Pradesh and Ajmer, the government shared to the extent of 84·4, 82·1, 80·9, 72·5 and 70·2 per cent respectively of the total expenditure. In other States, except Madhya Pradesh, Coorg and Delhi, where the percentages of expenditure met from government funds were 49·5, 32·8 and 27·1 per cent respectively, the government's contribution ranged between 50 and 70 per cent. The share of local boards in the primary school expenditure ranged between 0·1 per cent in Mysore and 84·9 per cent in Bihar. Fees played a very minor part here, their contribution being highest in Kutch (5·1 per cent). The percentage of expenditure met from other sources was highest in Kutch (39·6) and least (0·1) in Vindhya Pradesh.

PROPORTION OF EXPENDITURE ON PRIMARY SCHOOLS

PERCENTAGE OF TOTAL
EXPENDITURE ON EDUCATION

1949-50

PERCENTAGE OF EXPENDITURE
MET BY GOVERNMENT



The average annual cost of educating a pupil in a primary school varied considerably from State to State [col. (10) of table XXIII]. Among the Part 'A' States, it was least in Assam (Rs. 9.5) and highest in Bombay (Rs. 29.4). The range for Part 'B' States was between Rs. 6.7 in Travancore-Cochin to Rs. 51.9 in Rajasthan. As regards Part 'C' States, the cost varied from Rs. 10.3 in Manipur to Rs. 45.1 in Delhi and Rs. 45.9 in Ajmer.

Buildings

Primary school buildings in a large number of cases continued to be inadequate, unsuitable and insanitary. Although the government schools had generally their own buildings, most of the local board and private schools were housed either in rented or rent-free buildings, including dharmashalas, temples, mosques, private verandas etc. High cost of building material and paucity of funds at the disposal of local boards and private bodies prevented any large scale construction of new school buildings. In some cases adequate funds even for repairs were not forthcoming.

All the States were unanimous in reporting the problem of housing their schools in buildings fit for school purposes. In the absence of huge amounts of money required for new constructions, a new approach to the problem of primary school buildings is essential. It is hoped that with the help of voluntary gifts of land and labour and a planned building programme it would be possible to improve an admittedly unsatisfactory situation.

New Developments

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

Assam

The Government continued their gradual policy of taking into their own hands the control of primary schools in the Hill areas. Grants-in-aid to the Tea Garden Authorities managing primary schools in the plantation areas, which catered for the needs of the children of the labourers class, were sanctioned. The question of taking over the control of these schools was under the consideration of the State Primary Education Board.

Bihar

The revised pay scales with provision of provident fund for non government school teachers, were brought into operation with effect from 1st April, 1949. The deficit in the school budgets on this account was met by the government by grants. A recurring grant of Rs. 6,98,529 was also sanctioned to enable primary schools to purchase craft material and library books. Fees were abolished

in all primary schools and in the primary classes of high and middle schools from the beginning of the year. The loss incurred on this account in the private schools was to be borne by the government. Article 286 of the Education Code was amended to ensure that schools which teach through a medium other than Hindi should make adequate arrangements for the teaching of Hindi and should have a Hindi teacher on the staff. A scheme for opening 100 Urdu primary schools in Santhal Parganas at an annual cost of Rs. 21,000 was sanctioned by the government.

Bombay

The Bombay, Primary Education Act, 1947 was introduced with effect from 1st April, 1949. The object underlying the Act and the Rules is to make better provision for the development, expansion, management and control of primary education. Under the new set-up, the district local Boards were required to pay a fixed amount equal to 15 times of the cess. The most important change introduced on the administrative side was the constitution of the Staff Selection Committee and an Appellate Tribunal for each school Board. The report on the *ad-hoc* committee appointed towards the end of the last year to examine the various educational administrative, financial and other problems pertaining to the primary stage of education and to determine, among other things, the lines of the relative expansion of the upper primary and lower secondary schools, submitted its report, which was under the consideration of the government. The State Advisory Committee for Primary Education, appointed by the government towards the end of the last year in place of the State Board of Primary Education, continued to function during the year with the same powers, privileges and status as the Board. The new syllabus was extended to Standard III in the lower primary classes. Teaching of crafts was introduced in 885 more primary schools.

Madhya Pradesh

A new scheme for the expansion of primary education was introduced during the year under which the opening of 1,144 new primary schools was sanctioned.

Uttar Pradesh

With a view to making primary education compulsory and universal under the 5-year plan of the State, a large number of primary schools were opened. To make primary education at least partly self-supporting, craft-work was given a new orientation in the schools and some staff was appointed for this purpose.

West Bengal

Direct and indirect grants to primary schools were increased to about Rs. 86 lakhs. A separate grant of Rs. 45 lakhs was given to the district school Boards for improving the pay scales of primary school teachers. The new primary (basic) syllabus was prepared and introduced in classes I to III of all types of primary schools. The use of text books in classes I and II was discontinued. A handbook of suggestions for the use of primary school teachers was prepared. Ground was being prepared for amending the Bengal (Rural) Primary Education Act of 1930 with a view to (a) harnessing larger resources from tax, (b) enabling government to introduce compulsion in restricted areas, and (c) compelling pupils entering the lowest class to stay on till the completion of the course.

Travancore-Cochin

The unified course of studies was introduced with effect from June, 1949. Under the new scheme, English has been completely left out at the primary stage.

It will be seen from the above account that although substantial progress was made during the year much remains to be done to make primary education free, compulsory and universal as provided in the Constitution.

CHAPTER IV BASIC EDUCATION

The year under report witnessed progress in the conversion of the traditional pattern of primary education into basic education. The implementation of schemes formulated during the preceding year resulted both in the opening of new basic schools, and the conversion of some of the existing primary schools into basic schools. Owing to financial stringency and lack of basic trained teachers, the expansion of basic schools was retarded in almost all the States.

Teachers' training courses were reorientated to fit in with the new trends. New basic training institutions were established in some of the States. In the new training schools, theoretical work was integrally related with social and practical training, and community service and community living were made an essential part of teachers' education. In some States, notably Bihar, Bombay, Madras, Orissa and West Bengal, some expansion was made in the available facilities for the training of teachers. The output, however, was still far short of the requirements. All-India organisations like The Hindustani Talimi Sangh, Wardha, Visva-Bharati, Shantiniketan and Jamia Millia, Delhi, did useful work in the training of teachers.

The Central Ministry of Education made a provision of Rs. 50 lakhs in their budget for the year for grants to States for the training of basic teachers. Owing to the deterioration in the financial position, this amount was ultimately reduced to Rs. 13.5 lakhs. The Ministry also made arrangements for the training of 40 teachers at Visva-Bharati and 30 at Jamia Millia.

The Standing Committee of the Central Advisory Board of Education met on 19th November, 1949 to review the progress of basic education in different States and to make recommendations on different problems connected with it. The Committee considered the proposal of the Bihar government that the Central Advisory Board of Education should define more clearly their conception of eight years of basic education in respect of objectives, contents and technique. The Committee agreed that this was necessary in order to maintain greater uniformity of standard among basic schools in different States and accordingly made the following recommendations:

- (i) in a full-fledged junior basic school of 5 grades, the Head Master or Head Mistress should have received one year's training in basic education;

- (ii) at least 50 per cent of the staff of a basic school should have received one year's training in basic education. This period may, if necessary, be reduced to six months in case of teachers already trained in old methods or those who had five years' teaching experience;
- (iii) every teacher who had only 6 months' training in basic education, should, as soon as possible, attend a refresher course of not less than 3 months' duration during the transitional periods;
- (iv) no new basic schools should be started unless trained basic teachers were available for grades I and II. Untrained teachers should have received one year's and trained teachers at least 6 months' training in basic education; and
- (v) every basic school must have sufficient craft equipment and sufficiently large grounds for gardening and other out-door activities.

The Committee expressed dissatisfaction regarding the scarcity of literature for basic school teachers and children and recommended the following steps for removing the deficiency:

- (i) guide books for basic teachers should be published. They should contain useful experiments carried out in the field of basic education, eye-witness accounts of the leading institutions like Santiniketan, Sevagram and Jamia Millia, and practical examples of correlation of school subjects with crafts or physical and social environment of the children;
- (ii) small brochures for the guidance of Supervisors of basic schools should be published. The brochures should deal with matters of assessment with reference to the ideology of basic education, organisation of activities in basic schools, difficulties and problems in basic schools, standard of attainment in crafts, etc;
- (iii) a Directory giving details about the various types of equipment suitable for basic schools should also be brought out. This Directory should also give suggestions regarding ways and means of improving equipment, if necessary; and
- (iv) literature for children in basic schools, especially on **Social Studies and General Science**, should be prepared. In this connection the books in the series "The Basic Science" and the "Basic Social Science" published in America may be profitably studied. **All this literature must be well illustrated.**

The Committee also felt that there should be no external examination at the end of the senior basic school course, but external agencies may be associated to assess the work of each school.

Further progress was made in the preparation of curriculum for basic schools. The Special Committee appointed for the purpose met on 10th and 11th October, 1949, and after scrutinizing the different syllabi followed in the various States made the following general observations:

- (i) In general, children of grades I to III should devote about 2 hours a day on the basic craft, children of grades IV and V, 2½ hours and children of VI to VIII about 3 hours a day. The time assigned for the craft does not mean only the time spent on the actual craft, but also includes planning of craft by the teachers and pupils and time spent on correlation etc;

The times indicated for the crafts are only norms to which the teacher should try to conform, but the object of the teacher should be to exploit to the fullest extent the educational possibilities of a craft;

- (ii) craft work should not, generally, be taken at one stretch but the minimum time devoted at one stretch should not be less than 30 minutes;
- (iii) children should, generally, be taught through one main craft, but they could be introduced to other crafts by way of diversion or subsidiaries;
- (iv) the syllabus on Agriculture and Gardening has been prepared on the assumption that this will be used as a subsidiary craft upto Grade V;
- (v) in view of the facts that much of the work in connection with basic education is experimental and till now experiments on a large scale have not been carried out, it must be made clear to the teacher that he should not follow every single item of the syllabus literally but accept the ideal of basic education as teaching for life and adapt the syllabus accordingly; and
- (vi) syllabi in regard to Leather work, Pottery, Fishery and Home Craft are drawn up in outline only as education through these crafts has not been imparted anywhere. Improvements can be made as and when required.

The Committee also recommended that the Government of India should publish:

- (i) A syllabus for basic schools;
- (ii) A handbook for the guidance of basic teacher;

- (iii) An account of useful experiments in the field of basic education;
- (iv) A bibliography of books of reference in various languages pertaining to basic education; and
- (v) A booklet on correlation practised in schools.

Statistics

Of the total number of 32,182 basic schools, 31,036 were basic primary schools in Uttar Pradesh and 885 junior basic schools and 261 senior basic schools in all other States. According to managements, these were distributed as: government 39·0 per cent, local boards 52·3 per cent, and private bodies 8·7 per cent.

The total number of pupils under instruction in these schools was 25,35,710 (22,38,928 boys and 2,96,782 girls). Of these, 24,18,151 were on the rolls of Uttar Pradesh schools, while 69,225 and 48,334 were studying in junior and senior basic schools respectively in other States.

The total direct expenditure involved on the maintenance of the basic schools was Rs. 3·41 crores—Rs. 3·13 crores on basic primary schools, Rs. 0·15 crores on junior basic and Rs. 0·13 crores on senior basic schools. This gives an average annual cost of Rs. 13·2 per pupil in a junior basic (including basic primary), as against Rs. 26·6 in a senior basic school.

The total number of teachers employed by the basic schools was 73,678—68,667 men and 5,011 women. Nearly half of them were trained teachers.

The details for different States are given in table XXIV.

Main Developments

A brief account of the progress achieved in the field of basic education in the different States is given below:

Assam

To meet the demand for trained teachers, 6 basic training schools were established during the year. Twelve teachers were deputed to undergo training outside the State. Some instructors of primary training institutions were given training in basic education.

Bihar

The government sanctioned a scheme of opening 435 (300 by conversion and 135 new) basic, 12 post-basic and 6 basic training schools. Owing to the late receipt of the sanction, only 333 basic schools could, however, be established. There was a considerable rise in the number of pupils—29,186 in basic and 1,262 in post-basic schools.

Table XIV—Statistics of Junior and

State	Number of Basic Schools			Number of					
	Junior Basic Schools	Senior Basic Schools	Total	In Junior Basic Schools			In Senior Basic Schools		
				Boys	Girls	Total	Boys	Girls	Total
I	2	3	4	5	6	7	8	9	10
Assam . . .	41	..	41	1,674	806	2,480	..	..	..
Bihar . . .	293	140	433	21,019	1,659	22,678	16,186	1,347	17,533
Bombay . . .	16	41	57	566	720	1,286	5,774	3,242	9,016
Madhya Pradesh . . .	..	79	79	..	..	..	19,951	1,735	21,686
Madras . . .	170	..	170	12,718	6,285	19,003	..	..	..
Orissa . . .	94	1	95	4,065	1,104	5,169	72	..	99
Uttar Pradesh . . .	31,036	..	31,036	21,44,447	2,73,704	24,18,151	..	..	..
West Bengal . . .	61	..	61	3,919	1,260	5,179	..	..	..
Mysore . . .	73	..	73	4,403	1,539	5,942	..	..	..
Travancore-Cochin . . .	3	..	3	..	123	123	..	..	..
Delhi . . .	133	..	133	4,109	3,231	7,340	..	..	..
Tripura . . .	1	..	1	25	..	25	..	..	..
India . . .	31,921	261	32,182	21,96,945	2,90,431	24,87,376	41,983	6,351	48,334

NOTE—There were no basic schools in the remaining

Senior Basic Schools

pupils			Expenditure			No. of Teachers			State
Total			On Junior Basic Schools	On Senior Basic Schools	Total	Men	Women	Total	
Boys	Girls	Total							14	15	16	17	18	19	20
11	12	13	14	15	16	17	18	19	20
			Ra.	Ra.	Ra.				
1,674	806	2,480	58,248	..	58,248	71	20	91	Assam
37,205	3,006	40,211	3,87,797	4,39,232	8,27,029	1,706	73	1,779	Bihar
6,340	3,962	10,302	23,577	1,94,709	2,18,286	279	46	325	Bombay
19,951	1,735	21,686	..	6,37,048	6,37,048	785	11	796	Madhya Pradesh
12,718	6,285	19,003	2,74,270	..	2,74,270	736	..	736	Madras
4,137	1,131	5,268	1,58,771	16,645	1,75,416	250	2	252	Orissa
21,44,447	2,73,704	24,18,151	3,12,62,553	..	3,12,62,533	64,298	4,739	69,037	Uttar Pradesh
3,919	12,60	5,179	72,981	..	72,981	203	21	224	West Bengal
4,403	1,539	5,942	71,788	..	71,788	187	1	188	Mysore
..	123	123	5,937	..	5,937	..	9	9	Travancore-Cochin
4,109	3,231	7,340	4,76,617	..	4,76,617	147	89	236	Delhi
25	..	25	8,554	..	8,554	5	..	5	Tripura
22,38,928	2,96,782	25,35,710	3,28,07,093	12,87,634	3,40,88,727	68,667	5,011	73,678	India

States.

The State had 19 basic training schools—one for each district. These schools had a total enrolment of 1,393, as compared to 946 during the previous year. Camps for training officers in basic education were also organised.

Four Superintendents of Basic School Education were appointed to guide and supervise the work of District and Deputy Inspectors of Schools in respect of basic education.

An important feature of the expansion programme was the donation by the people of the State as much as 5,000 acres of land for the construction of school buildings.

Bombay

It was decided to extend basic education to 6 new compact areas. The teaching of crafts was introduced in 885 more primary schools raising the total number of schools teaching craft to 2,200. Of these, 1,768 taught Weaving and Spinning, 161 Kitchen-gardening and Agriculture. 216 Card Board Modelling and 55 Carpentry. Besides these, there were 206 Agricultural Bias Schools. In the short-term refresher courses, 1,232 teachers, as against 972 during 1948-49, were trained in various crafts. The revised syllabus for basic schools was approved by the government.

The training of basic teachers received greater emphasis during the year under report. The three Regional Post-Graduate Basic Training Centres trained 90 graduate teachers for staffing basic training institutions for primary teachers. Teachers for basic schools were trained at the three basic training centres and 7 newly converted primary training institutions. Craft as a compulsory educational institutions was 2,79,309—2,55,342 for boys and 24,067 ing institutions in the State.

The Advisory Board of Basic Education continued to give advice on questions relating to crafts, courses of study, training of teachers, production of literature, etc.

Madhya Pradesh

The experiment of basic education continued to be carried out in the 79 senior basic schools. With the introduction of basic syllabus in class IV during the year under report, only the last three classes of these schools followed the old middle school curriculum. In addition to Spinning, which was the basic craft in all the schools, Agriculture, mostly as a subsidiary craft, was taught in 19 schools. To provide these schools with trained teachers, 2 normal schools were converted into Buniyadi Shikshan Vidyalayas.

Madras

In pursuance of the accepted policy of the government to have basic education in the compulsory stage, it was decided to convert all the existing elementary training schools in the State into basic education institutions as early as possible. The number of junior basic schools increased from 110 in 1948-49 to 170 during the year under report. The corresponding rise in the number of pupils was from 9,780 to 19,003. The rate of building grants to be paid to basic schools was raised from one-half to three-fourths of the actual cost of construction, subject to the maximum of Rs. 9,000 for junior basic and Rs. 15,000 for senior basic schools.

The total number of basic training schools increased from 18 to 37. These had on their rolls 2,766 pupil teachers. Eighty trained graduate teachers and instructing officers and 76 elementary school teachers were retrained. Of the former, 11 were sent for further training at Sevagram for a period of 2 months.

Steps were taken to produce literature for basic education. The editor and the sub-editor at Periyanaickenpalayam and the editor Andhra Desa, appointed by the government to bring out suitable literature in Tamil and Telugu continued to work during the year. Six draft readers in Tamil and a handbook for basic education teachers in Tamil and Telugu were prepared.

The fifth All-India Basic Education Conference held in May 1949 at Periyanaickenpalayam gave an impetus to the progress of basic education in the State.

A separate Advisory Board for Basic Education was constituted.

Orissa

The number of basic schools increased from 37 to 95—94 junior basic and one senior basic. The number of pupils in these schools also registered an increase of 3,247.

For the training of teachers, there were 7 basic training schools with an enrolment of 199. The corresponding figures for the previous year were 5 and 164 respectively. Eight trained graduates were sent for further training in Sevagram.

The Board of Basic Education continued to guide the activities of the State in respect of basic education.

Punjab

In Punjab, the scheme of basic education could not be started owing to financial and other difficulties created by the partition of the country. A beginning, however, was made by imparting training to 11 teachers at Jamia Millia, Delhi. A basic training school

was started at Jagraon and 60 teachers were trained. A refresher course was also organised to acquaint teachers in government service with the basic system of education.

Uttar Pradesh

Primary education in the State continued to be of the basic pattern. Under the Primary Education Expansion Scheme, a large number of new schools were opened. With public cooperation and aid, 2,750 school buildings of approved design were completed.

The basic readers and arithmetic books were revised and printed under government supervision. The Central Pedagogical Institute, Allahabad started experiments with a view to revising the basic curriculum. The Government Basic Training College, Allahabad carried out some experiments in correlation of subjects and in putting correlation on a scientific and psychological basis. A few correlation plans were also framed and worked out. An officer on special duty for marketing was appointed to give impetus to creative craft work in schools and to see that the articles produced were marketable.

West Bengal

The State government decided to reorient the system of primary education by gradually introducing free basic education for children of the age group 6—11. Sixty-one junior basic schools, of which 42 were government sponsored and 19 aided, were set up in places, where the local people agreed to make a free gift of land measuring not less than 2 acres and contribution of Rs. 4,000. The cost of building was shared by the government and the district school boards.

The two basic training colleges trained 80 teachers (52 men and 28 women) mainly for staffing the basic training schools. For increasing the output of trained teachers for junior basic schools, the government converted 5 training schools into basic training institutions and sponsored 3 new schools, thus raising the total number of basic training schools to 10.

Mysore

At the Basic Training Centre, Vidyanagar, 83 trained teachers and 4 Inspectors of Schools were trained in basic education. Of the 73 junior basic schools in the State, 12 were situated in the compact area round about the training centre and the rest in the rural areas.

Travancore-Cochin

A beginning was made in the introduction of basic education by opening a basic training institution at Cherpu. The school was staffed with 6 teachers who were specially trained at Sevagram.

Delhi

With the opening of 36 new schools—against a target of 150—the number of junior basic schools rose to 133. The total enrolment in these schools also went up by 4,786.

The teachers for basic schools continued to be trained at the basic Training Institutes, Delhi and Ajmer and at the Jamia Millia Teachers' Training Institute.

Himachal Pradesh

A six-week refresher course in basic education was organised at Nahan, where 52 teachers and 6 members of the inspecting staff were trained

CHAPTER V

SECONDARY EDUCATION*

The system of secondary education continued to be generally unilateral and predominantly academic in nature. Some States, however, initiated reorganisation and improvement by introducing diversified courses, including some of a vocational or pre-vocational character. Games, crafts and certain types of social activities were increasingly given a place in the school curriculum. The post-basic schools, started by the Bihar Government, carried one stage further the principles of centring education round some selected craft.

System of Classes

The institutions imparting secondary education in this country can be divided into high schools and middle schools. The middle schools are further sub-divided into English schools and Vernacular schools, although this distinction has been abolished in some States. The high schools generally contain middle classes, and in many cases primary departments are also attached to them. Middle schools invariably have primary classes. Apart from this variation in the form of secondary schools, the duration of secondary stage, as also of middle and high stages, differs from State to State. Table XXV gives the names of classes in the middle and high stages of various States.

Administration and Control

The management of secondary schools rests mainly with the local boards and private bodies. The government, besides maintaining some schools, gives grants-in-aid to a large number of schools. In the case of middle schools, including middle classes of high schools, the work of recognition, inspection, prescription of curriculum and sanctioning of grants-in-aid is done by the State Education Departments. In the high schools, however, both the State governments and the universities (including boards of education) exercise their control, the former through the system of grants-in-aid and inspection and the latter through their power to prescribe courses and admit candidates for examinations conducted by them.

*This chapter deals with all recognised secondary schools and as such includes the statistics of primary classes attached to them.

Table XXV—System of School Classes at Secondary Stage

State	Classes at Middle Stage	Classes at High Stage
1	2	3
Assam	IV—V—VI (Vernacular Schools) III—IV—V—VI (English Schools)	VII—VIII—IX—X
Bihar	VI—VII	VIII—IX—X—XI
Bombay	V—VI—VII	VIII—IX—X—XI
Madhya Pradesh	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
Punjab	V—VI—VII—VIII (for Boys) VI—VII—VIII (for Girls)	IX—X
Uttar Pradesh	VI—VII—VIII	IX—X
West Bengal	V—VI	VII—VIII—IX—X ,
Hyderabad	V—VI—VII	VIII—IX—X
Madhya Bharat	VI—VII—VIII	IX—X
Mysore	V—VII—VII—VIII	IX—X—XI
Pepsu	V—VI—VII—VIII (for Boys) VI—VII—VIII (for Girls)	IX—X
Rajasthan	V—VI—VII—VIII	IX—X
Saurashtra	V—VI—VII	VIII—IX—X—XI ✓
Travancore-Cochin	VI—VII—VIII	IX—X—XI
Ajmer	V—VI—VII	VIII—IX—X
A. & N. Islands	IV—V—VI	VII—VIII—IX—X
Bhopal	V—VI—VII—VIII	IX—X
Bilaspur	VI—VII—VIII	IX—X
Coorg	VI—VII—VIII	IX—X—XI
Delhi	V—VI—VII—VIII (for Boys) VI—VII—VIII (for Girls)	IX—X— (High Schools) IX—X—XI (Higher Secondary)
Himachal Pradesh	V—VI—VII—VIII	IX—X
Kutch	V—VI—VII	VIII—IX—X—XI
Manipur	III—IV—V—VI	VII—VIII—IX—X
Tripura	V—VI	VII—VIII—IX—X
Vindhya Pradesh	V—VI—VII—VIII	IX—X

Schools

The total number of recognised secondary* schools, during the year under review, was 19,602 (17,017 for boys and 2,585 for girls) Their distribution according to managements was:

Government	4,371	(22·3 per cent)
District Boards	4,493	(22·9 per cent)
Municipal Boards	587	(3·0 per cent)
Aided Private Bodies	7,994	(40·8 per cent)
Unaided Private Bodies	2,117	(11·0 per cent)

Of the total number of schools, 12,920 were middle and 6,682 high. The following table shows their break-up according to managements:

Table XXVI—Number of Middle and High Schools by Managements

Managed by	Middle Schools		High Schools	
	Number	Percentage	Number	Percentage
I	2	3	4	5
Government	3,338	25·8	1,033	15·4
District Boards	4,041	31·3	452	6·8
Municipal Boards	342	2·6	245	3·7
Private Bodies :				
Aided	3,965	30·7	4,029	60·3
Unaided	1,234	9·6	923	13·8
Total	12,920	100·0	6,682	100·0

It will be observed that (a) nearly 66 per cent of the secondary schools provided instruction upto the middle standard only and of these about one-third were managed by the district boards, and (b) nearly 74 per cent of the high schools were under the control of private bodies.

The number of secondary schools in rural areas was 12,565, which is nearly 64 per cent of the total number of such schools. Considered separately, 75.6 per cent of middle and 41.4 per cent of high schools were located in rural areas.

Table XXVII gives the number of secondary schools (middle and high separately) in different States. Among the part 'A' States, the number of schools increased everywhere, except in Madhya Pradesh and Punjab. In the former, the decrease was due to the counting of a high school and middle classes attached to it as one institution instead of two as hitherto done, while in the latter it was due to

*Includes higher secondary schools.

Table XXVII—Number of Secondary Schools by States

State	Middle Schools		High Schools*		Total
	For Boys	For Girls	For Boys	For Girls	
1	2	3	4	5	6
Assam	745	105	222	32	1,104
Bihar	1,866	103	527	32	2,528
Bombay	370	36	770	147	1,323
Madhya Pradesh	722	70	193	46	1,031
Madras	182	68	815	182	1,247
Orissa	453	36	146	7	642
Punjab	972	83	337	41	1,433
Uttar Pradesh	2,135	450	759	144	3,488
West Bengal	1,030	168	920	153	2,271
Hyderabad	153	35	91	33	312
Madhya Bharat	248	54	41	10	353
Mysore	592	115	156	34	897
Pepsu	224	24	75	7	330
Rajasthan	530	66	146	7	749
Saurashtra	74	13	41	4	132
Travancore-Cochin	576	85	308	80	1,049
Ajmer	32	11	20	4	66
A. & N. Islands . . . . .	..	..	1	..	1
Bhopal	12	2	5	1	20
Bilaspur	4	1	1	..	6
Coorg	27	..	7	2	36
Delhi	48	29	45	17	139
Himachal Pradesh	75	7	20	3	105
Kutch	11	..	5	1	17
Manipur	62	3	7	1	73
Tripura	32	6	15	8	61
Vindhya Pradesh	157	18	12	2	189
India	11,332	1,588	5,685	997	19,602

*Includes higher secondary schools.

Table XXVIII—Management of Middle

State	Percentage of Middle Schools Managed by				
	Government	District Boards	Municipal Boards	Private Bodies	
				Aided	Unaided
I	2	3	4	5	6
Assam	6·4	33·3	2·3	46·1	11·9
Bihar	8·5	36·9	1·9	51·9	0·8
Bombay	11·1	9·9	1·5	69·9	7·6
Madhya Pradesh	24·3	52·1	7·3	12·1	4·2
Madras	13·6	28·4	12·0	44·8	1·2
Orissa	32·5	11·5	0·2	49·7	6·1
Punjab	1·3	89·8	2·0	3·8	3·1
Uttar Pradesh	6·7	56·1	6·1	16·1	15·0
West Bengal	6·3	0·5	0·2	77·1	15·9
Hyderabad	60·6	..	..	16·5	22·9
Madhya Bharat	94·4	..	..	5·0	0·6
Mysore	88·8	..	0·6	9·0	1·6
Pepsu	89·9	..	..	10·1	..
Rajasthan	80·5	..	..	7·9	11·6
Saurashtra	88·5	..	..	9·2	2·3
Travancore-Cochin	38·4	..	..	24·1	37·5
Ajmer	53·5	..	2·3	44·2	..
A. & N. Islands . . . . .	..	..	..	..	..
Bhopal	100·0	..	..	..	..
Bilaspur	100·0	..	..	..	..
Coorg	3·7	96·3	..	..	..
Delhi	31·2	24·7	5·2	38·9	..
Himachal Pradesh	89·0	3·7	..	7·3	..
Kutch	27·3	..	..	18·2	54·5
Manipur	29·2	..	..	44·6	26·2
Tripura	65·8	..	..	5·3	28·9
Vindhya Pradesh	100·0	..	..	..	..
India	25·8	31·3	2·6	30·7	9·6

†I ncludes higher

and High Schools by States

Percentage of High Schools† Managed by					State
Government	District Boards	Municipal Boards	Private Bodies		
			Aided	Unaided	
7	8	9	10	11	12
9·8	..	..	78·0	12·2	Assam
8·8	..	..	91·2	..	Bihar
9·1	0·2	3·9	82·8	4·0	Bombay
26·8	..	12·1	48·1	13·0	Madhya Pradesh
5·8	36·1	6·9	50·6	0·6	Madras
28·1	9·1	0·7	52·3	9·8	Orissa
15·6	15·9	4·0	32·0	32·5	Punjab
12·5	..	2·8	76·5	8·2	Uttar Pradesh
3·1	..	0·3	65·8	30·8	West Bengal
60·5	..	..	32·3	7·2	Hyderabad
78·4	..	..	15·7	5·9	Madhya Bharat
20·5	8·4	33·7	32·1	5·3	Mysore
65·9	..	..	34·1	..	Pepsu
64·7	..	..	22·9	12·4	Rajasthan
73·3	..	..	22·2	4·5	Saurashtra
21·7	..	..	20·6	57·7	Travancore-Cochin
34·8	..	..	65·2	..	Ajmer
100·0	..	..	..	..	A. & N. Islands
83·3	..	..	16·7	..	Bhopal
100·0	..	..	..	..	Bilaspur
55·6	..	..	33·3	11·1	Coorg
25·8	..	4·8	67·8	1·6	Delhi
78·3	..	..	21·7	..	Himachal Pradesh
50·0	..	..	50·0	..	Kutch
25·0	..	..	75·0	..	Manipur
39·1	..	..	34·8	26·1	Tripura
100·0	..	..	..	..	Vindhya Pradesh
15·4	6·8	3·7	60·3	13·8	India

secondary schools.

closing of un-economical and un-wanted middle schools. The additions in the number of schools was highest in Uttar Pradesh (321), followed by Bihar (276), West Bengal (184), Assam (95), Bombay (90), Madras (85) and Orissa (55). The percentage increase was highest in Uttar Pradesh (17.6) and least in Bombay and Madras (7.3 in each).

Table XXVIII shows the distribution of controlling authorities of middle and high schools in different States.

Pupils

During the year under report, the total number of pupils under instruction in all recognised secondary* schools was 47,26,519 (38,33,340 boys and 8,93,179 girls) and the average daily attendance for the same was 85.1 per cent. The distribution of pupils in schools managed by different agencies was:

Government	9,84,640	(20.8 per cent)
Local Boards	10,12,099	(21.4 per cent)
Private Bodies—		
Aided	22,29,117	(47.2 per cent)
Unaided	5,00,663	(10.6 per cent)

Of the total number of pupils, 19,39,223 (15,44,271 boys and 3,94,952 girls) were reading in middle schools and 27,87,296 (22,89,069 boys and 4,98,227 girls) in high schools.

The number of pupils on rolls in secondary schools from rural areas was 23.7 lakhs, which worked out to be nearly half of the total enrolment.

Table XXIX gives the number of pupils in recognised secondary schools in different States. A comparison with the previous year's figures will show that all the part 'A' States, except West Bengal, registered a rise in the number of pupils. The decrease of 14,863 pupils in West Bengal was due to the fact that under the new scheme the primary sections of several schools were detached and were treated as separate units. On percentage basis, the increase was highest (25.6) in Bombay and least (7.1) in the Punjab.

To have an idea of the correct figures of enrolment at the secondary stage it is necessary to exclude pupils attending primary classes of secondary schools and include those reading in the high classes of intermediate colleges. This has been done in table XXX. The total number of pupils at the secondary stage of instruction was 43,66,865 (36,58,858 boys and 7,08,007 girls), which is 18.2 per cent of the total enrolment in all institutions. In making inter-State comparison of enrolment in secondary stage it is necessary to keep in view the inter-State variation in the number of classes at that stage (table XXV).

*Includes higher secondary schools.† -

Table XXIX—Number of Pupils in Secondary Schools

State	In Middle Schools		In High Schools*		Total
	For Boys	For Girls	For Boys	For Girls	
1	2	3	4	5	6
Assam	89,440	11,035	77,729	10,723	1,88,927
Bihar	2,68,268	16,274	1,98,151	11,604	4,94,297
Bombay	41,099	3,499	3,08,276	46,461	3,99,335
Madhya Pradesh	1,43,087	9,169	81,693	12,298	2,46,247
Madras	37,974	9,997	4,80,745	68,538	5,97,254
Orissa	42,833	3,384	41,717	2,176	90,110
Punjab	1,65,344	23,139	2,04,700	19,060	4,12,243
Uttar Pradesh	2,44,662	66,945	3,11,878	48,897	6,72,382
West Bengal	1,15,853	24,997	3,29,513	53,842	5,24,205
Hyderabad	50,736	9,849	54,106	16,210	1,30,901
Madhya Bharat	55,309	13,915	11,897	5,258	86,379
Mysore	1,03,997	20,970	47,025	10,102	1,82,094
Pepsu	21,202	4,376	19,780	3,104	48,462
Rajasthan	71,546	12,929	39,227	3,474	1,27,176
Saurashtra	21,776	3,334	22,091	1,801	49,002
Travancore-Cochin	88,143	49,237	1,01,727	52,386	2,91,493
Ajmer	4,754	865	8,535	762	14,916
A. & N. Islands . . . . .	..	..	829	..	829
Bhopal	3,103	440	2,226	489	6,258
Bilaspur	1,066	209	526	..	1,801
Coorg	9,741	..	4,534	1,331	15,606
Delhi	16,777	10,475	38,240	8,088	73,580
Himachal Pradesh	9,334	832	6,376	1,333	17,875
Kutch	1,912	..	1,301	228	3,441
Manipur	6,178	203	4,593	466	11,440
Tripura	3,589	674	5,461	712	10,436
Vindhya Pradesh	22,835	1,918	4,788	289	29,830
India	16,40,558	2,98,665	24,07,664	3,79,632	47,26,519

*Includes higher secondary schools.

Table XXXI—Girls in Secondary* Schools

State	No. of Girls in Boys' Schools	No. of Girls in Girl's Schools	Total number of Girls	Percentage of Girls in Boys' Schools to Total No. of Girls
I	2	3	4	5
Assam	18,984	21,034	40,018	47·4
Bihar	11,528	26,497	38,025	30·3
Bombay	38,522	48,576	87,098	44·2
Madhya Pradesh	18,775	20,845	39,620	47·4
Madras	37,253	73,873	1,11,126	33·5
Orissa	3,341	5,540	8,881	37·6
Punjab	2,938	41,352	44,290	6·6
Uttar Pradesh	4,395	1,11,812	1,16,207	3·8
West Bengal	12,139	76,497	88,636	13·7
Hyderabad	802	25,189	25,991	3·1
Madhya Bharat	582	19,163	19,745	2·9
Mysore	8,507	30,095	38,602	22·0
Pepsu	54	7,480	7,534	0·7
Rajasthan	840	16,403	17,243	4·9
Saurashtra	1,103	5,135	6,238	17·7
Travancore-Cochin	64,202	1,01,623	1,65,825	38·7
Ajmer	526	1,577	2,103	25·0
A. & N. Islands	235	..	235	100·0
Bhopal	39	929	968	4·0
Bilaspur	40	209	249	16·1
Coorg	4,673	835	5,508	84·8
Delhi	3,444	17,839	21,283	16·2
Himachal Pradesh . . . . .	..	2,165	2,165	..
Kutch	190	228	418	45·5
Manipur	360	641	1,001	35·0
Tripura	486	1,386	1,872	26·0
Vindhya Pradesh	91	2,207	2,298	4·0
India	2,34,049	6,59,130	8,93,179	26·2

*Includes higher secondary schools.

Table XXX—Number of Pupils in Secondary Classes

State	Boys	Girls	Total	Percentage of Children in Secondary Stage to those of School-going Age
I	2	3	4	5
Assam	1,16,976	19,635	1,36,611	12·5
Bihar	2,89,418	14,182	3,03,600	6·0
Bombay	6,25,740	1,85,876	8,11,616	19·4
Madhya Pradesh	1,41,250	25,266	1,66,516	6·2
Madras	6,25,568	1,50,585	7,76,153	11·2
Orissa	50,576	3,582	54,158	2·9
Punjab	2,22,225	13,842	2,36,067	14·6
Uttar Pradesh	5,17,766	43,851	5,61,617	7·1
West Bengal	3,47,036	48,845	3,95,881	12·7
Hyderabad	72,022	9,770	81,792	3·6
Madhya Bharat	39,415	4,279	43,694	4·3
Mysore	1,67,197	42,299	2,09,496	20·3
Pepsu	42,343	2,565	44,908	10·6
Rajasthan	1,01,920	13,769	1,15,689	6·2
Saurashtra	61,092	11,778	72,870	14·4
Travancore-Cochin	1,40,343	1,01,155	2,41,498	22·0
Ajmer	11,913	1,639	13,552	14·5
A. & N. Islands	345	116	461	9·0
Bhopal	2,576	456	3,032	2·8
Bilaspur	703	32	735	4·4
Coorg	4,167	2,106	6,273	28·8
Delhi	37,701	8,394	46,095	23·8
Himachal Pradesh	7,349	693	8,042	5·8
Kutch	4,227	694	4,921	7·0
Manipur	10,439	1,001	11,440	16·5
Tripura	5,395	1,069	6,464	8·7
Vindhya Pradesh	13,156	528	13,684	2·8
India	36,58,858	7,08,007	43,66,865	9·9

Table XXXI—Girls in Secondary* Schools

State	No. of Girls in Boys' Schools	No. of Girls in Girl's Schools	Total number of Girls	Percentage of Girls in Boys' Schools to Total No. of Girls
I	2	3	4	5
Assam	18,984	21,034	40,018	47·4
Bihar	11,528	26,497	38,025	30·3
Bombay	38,522	48,576	87,098	44·2
Madhya Pradesh	18,775	20,845	39,620	47·4
Madras	37,253	73,873	1,11,126	33·5
Orissa	3,341	5,540	8,881	37·6
Punjab	2,938	41,352	44,290	6·6
Uttar Pradesh	4,395	1,11,812	1,16,207	3·8
West Bengal	12,139	76,497	88,636	13·7
Hyderabad	802	25,189	25,991	3·1
Madhya Bharat	582	19,163	19,745	2·9
Mysore	8,507	30,095	38,602	22·0
Pepsu	54	7,480	7,534	0·7
Rajasthan	840	16,403	17,243	4·9
Saurashtra	1,103	5,135	6,238	17·7
Travancore-Cochin	64,202	1,01,623	1,65,825	38·7
Ajmer	526	1,577	2,103	25·0
A. & N. Islands	235	..	235	100·0
Bhopal	39	929	968	4·0
Bilaspur	40	209	249	16·1
Coorg	4,673	835	5,508	84·8
Delhi	3,444	17,839	21,283	16·2
Himachal Pradesh . . . . .	..	2,165	2,165	..
Kutch	190	228	418	45·5
Manipur	360	641	1,001	35·0
Tripura	486	1,386	1,872	26·0
Vindhya Pradesh	91	2,207	2,298	4·0
India	2,34,049	6,59,130	8,93,179	26·2

*Includes higher secondary schools.

Table XXXII—Numbers of

State	In Middle Schools				In High Schools*			
	Men		Women		Men		Women	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained
1	2	3	4	5	6	7	8	9
Assam	810	2,239	116	318	568	2,450	69	323
Bihar	4,592	6,237	478	279	2,709	4,153	306	170
Bombay	711	1,322	143	150	6,639	6,000	1,695	1,297
Madhya Pradesh	3,168	1,541	285	145	1,552	2,166	365	321
Madras	1,315	276	435	80	15,600	3,836	3,209	466
Orissa	1,080	1,266	110	38	859	1,097	84	8
Punjab	4,404	502	594	120	4,423	1,271	630	47
Uttar Pradesh	8,310	2,786	1,063	1,067	6,890	6,911	1,726	816
West Bengal	1,603	3,809	287	630	2,361	10,254	685	1,378
Hyderabad	1,142	1,208	228	291	1,115	1,340	458	404
Madhya Bharat	420	2,490	166	336	243	500	79	81
Mysore	1,461	2,050	106	536	447	1,324	254	158
Pepaw	304	683	75	88	656	563	79	60
Rajasthan	1,217	2,840	231	346	1,525	835	161	109
Saurashtra	106	665	37	78	199	730	25	37
Travancore-Cochin	2,244	790	1,110	383	2,988	2,551	1,462	982
Ajmer	157	64	55	8	248	96	33	14
A. & N. Islands	..	..	..	..	9	11	2	11
Bhopal	67	99	2	22	20	82	12	18
Bilaspur	1	19	4	6	11	5	..	..
Coorg	119	58	17	20	101	54	36	13
Delhi	412	44	307	25	976	188	397	67
Himachal Pradesh	178	96	11	28	182	83	28	27
Kutch	1	59	..	..	10	43	1	3
Manipur	1	251	..	4	6	131	1	7
Tripura	24	139	3	11	39	191	9	28
Vindhya Pradesh	344	743	4	102	59	192	3	8
India	34,511	52,276	6,967	5,111	59,444	47,057	11,803	6,953

* Include higher

Teachers in Secondary Schools

In All Schools			Percentage of Trained Teachers to Total Number of Teachers			Teacher-Pupil Ratio			State
Trained	Un-trained	Total	In Middle Schools	In High Schools	In All Schools	In Middle Schools	In High Schools	In All Schools	
10	11	12	13	14	15	16	17	18	19
1,563	5,330	6,893	26.6	18.7	22.7	29	26	27	Assam
8,085	10,839	18,924	43.8	41.1	42.7	25	29	26	Bihar
9,188	8,769	17,957	36.1	53.3	51.2	19	23	22	Bombay
5,670	4,173	9,843	69.0	43.5	57.6	28	21	25	Madhya Pradesh
20,579	4,658	25,237	83.3	81.4	81.5	23	24	24	Madras
2,133	2,409	4,542	47.7	46.0	47.0	19	21	20	Orissa
10,051	1,940	11,991	88.9	79.3	83.8	34	35	34	Punjab
18,889	11,580	30,469	72.7	52.7	62.0	22	22	22	Uttar Pradesh
4,936	16,071	21,007	29.9	20.8	23.5	22	26	25	West Bengal
2,943	3,243	6,186	47.6	47.4	60.7	21	21	21	Hyderabad
908	3,407	4,315	17.2	35.7	21.0	20	19	20	Madhya Bharat
2,468	4,068	6,536	40.6	32.1	37.8	29	26	28	Mysore
1,114	1,394	2,508	33.0	54.1	44.4	22	17	19	Pepsu
3,134	4,130	7,264	31.2	64.1	43.1	18	16	18	Rajasthan
367	1,510	1,877	16.1	22.6	19.6	28	24	26	Saurashtra
7,804	4,706	12,510	74.1	55.7	62.4	30	19	23	Travancore-Cochin
493	182	675	74.6	71.9	73.0	20	24	22	Ajmer
11	22	33	..	33.3	33.3	..	25	25	A. & N. Islands
110	221	331	36.3	29.1	33.2	19	19	19	Bhopal
16	30	46	16.7	68.8	34.8	43	33	39	Bilaspur
273	145	418	63.6	67.2	65.3	46	29	37	Coorg
2,092	324	2,416	91.2	84.3	86.6	35	28	30	Delhi
399	234	633	60.4	65.6	63.0	32	24	28	Himachal Pradesh
12	105	117	1.7	19.3	10.3	32	27	29	Kutch
8	393	401	0.4	4.8	2.0	25	35	29	Manipur
69	369	438	15.3	16.1	15.8	24	24	24	Tripura
410	1,045	1,455	29.2	23.7	28.2	21	19	21	Vindhya Pradesh
1,03,725	91,297	1,95,022	52.6	53.6	53.2	25	24	24	India

secondary schools.

Figures in column (5) of table XXX give the proportion of enrolment at secondary stage to the corresponding school-going age population (estimated at 12.8 per cent of the total population). It will be observed that about 9.9 per cent of the total number of school-going age children were at the secondary stage of instruction. Among the States, the proportion was highest in Coorg (28.8 per cent) and least in Vindhya Pradesh (2.8 per cent).

Co-education

Of the total of 8,93,179 girls under instruction in secondary schools, 2,34,049 or 26.2 per cent were reading in schools for boys. This indicates that on the whole mixed secondary schools were not very popular. Turning to States (table XXXI), it will be seen that apart from A. and N. Islands, where there were no separate girls' schools, the proportion of girls on rolls in boys' institutions was highest (84.8 per cent) in Coorg. On the other end came Himachal Pradesh where there was not a single mixed school in the whole of the State. Some of the other States, having great prejudice against co-educational institutions at this stage were: Bhopal, Hyderabad, Madhya Bharat, Pepsu, Punjab, Rajasthan, Uttar Pradesh and Vindhya Pradesh.

Teachers

The total number of teachers working in the secondary* schools was 1,95,022 (1,64,288 men and 30,734 women). Of these, 53.2 per cent (51.7 per cent men and 61.1 per cent women) were trained hands. The teachers employed in middle schools were 78,865 as compared to 1,16,157 in high schools. The proportion of trained teachers was 52.6 per cent in middle and 53.6 per cent in high schools.

Table XXXII gives the State-wise details of secondary school teachers. Although the number of teachers increased in almost all the part 'A' States, the proportion of trained teachers decreased everywhere excepting Madhya Pradesh and Uttar Pradesh. It was highest in Punjab (83.2 per cent) followed closely by Madras (81.5 per cent) and least in Assam (22.7 per cent). In case of the Part 'B' States, the percentage of trained teachers varied from 19.6 per cent in Saurashtra to 62.4 per cent in Travancore-Cochin. Among the part 'C' States, the corresponding range lay between 2.0 per cent in Manipur to 86.6 per cent in Delhi.

Teacher-Pupil Ratio

Figures in columns (16) to (18) give the teacher-pupil ratio in the secondary schools of different States. It will be observed that for the country as a whole, there were 24 pupils per teacher, separate figures for middle and high schools being 25 and 24 respectively.

*Includes higher secondary schools.

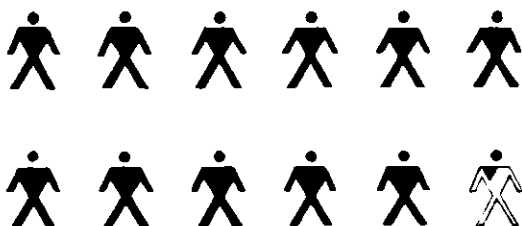
TEACHER-PUPIL RATIO

1949-50

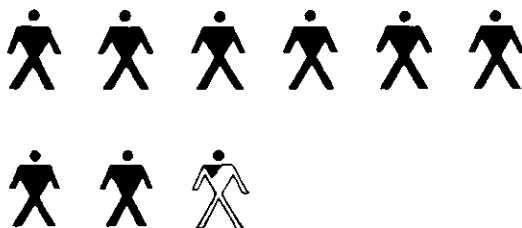
EACH SYMBOL = 3 PUPILS



PRIMARY SCHOOLS



MIDDLE SCHOOLS



HIGH SCHOOLS

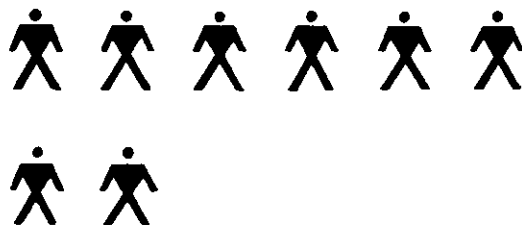


Table XXXIII—Minima and maxima of Pay-Scales of Trained Graduate Teachers in Government Schools

State	Minimum	Maximum	Number of Years required to reach the Maximum
I	2	3	4
	Rs.	Rs.	
1. Mysore	70	150	14
2. (a) West Bengal	75	175	24
(b) Bombay	75	200	21
3. Saurashtra	77	200	20
4. (a) Madhya Bharat	80	170	11
(b) Coorg	80	220	22
(c) Travancore-Cochin	80	125	10
5. Madras	85	175	13
6. (a) Pepsu	90	140	10
(b) Punjab	90	150	12
(c) Himachal Pradesh	90	150	12
(d) Vindhya Pradesh	90	200	11
7. (a) Kutch	100	135	7
(b) Bihar	100	190	16
(c) Rajasthan	100	200	15
(d) Assam	100	250	19
8. Madhya Pradesh	110	200	18
9. (a) Orissa	120	250	20
(b) Uttar Pradesh	120	300	20
(c) Ajmer	120	300	20
(d) A. & N. Islands	120	300	20
(e) Delhi	120	300	20
10. Bilaspur	140	250	16
11. Hyderabad	154	280	16

Among the States, the average varied from 18 in Rajasthan to 39 in Eilaspur.

Pay Scales of Teachers

During the year under report, there was no major change in the pay scales of secondary school teachers, except in Bihar and Orissa, where improved time scales of pay with provision for dearness allowances and provident fund contributions for teachers working in aided schools were introduced during the year. The State-wise details of pay scales of middle and high school teachers, according to their qualifications and according to the managements of the schools are given in Appendix C*. It will be seen that, as in the case of primary schools, the social status, the salaries, and the general service conditions of teachers require to be greatly improved.

Table XXXIII compares the minima and maxima of the salary scales offered to a trained graduate teacher in government high schools in the various States. For facilitating comparison, the States have been grouped together according to the starting salary offered by them. It will be observed that the minimum varied from Rs. 70 in Mysore to Rs. 154 in Hyderabad. As regards the maximum of the scale, the range was from Rs. 135 in Kutch to Rs. 300 in Uttar Pradesh, Ajmer, A. and N. Islands and Delhi.

Expenditure

During the year under report the total direct expenditure on secondary** schools amounted to Rs. 26.64 crores, which forms 32.4 per cent of the total direct expenditure on all types of institutions. Of the total amount, Rs. 22.49 crores were spent on schools for boys and Rs. 4.15 crores on those for girls. The middle schools accounted for Rs. 6.18 crores, as against Rs. 20.46 crores expended on high schools.

The source-wise distribution of the secondary school expenditure is given below:

Table XXXIV—Direct Expenditure on Secondary Schools by Sources

Source	Amount	Percentage
1	2	3
	Rs.	
Government Funds	10,08,05,397	37.9
Local Board Funds	1,53,86,585	5.8
Fee	11,78,70,925	44.2
Other Sources	3,23,35,198	12.1
Total	26,63,98,105	100.0

* Included in vol. II.

** Includes higher secondary schools.

The above figures show the dependence of our secondary schools on the students as a source of income in the form of fees.

According to managements of the schools, the distribution of the total expenditure came to:

	Amount	Percentage
	Rs.	
Government	6,00,52,992	22.5
Local Boards	4,04,99,544	15.2
Private Bodies :		
Aided	14,61,44,395	54.9
Unaided	1,97,01,174	7.4
Total	26,63,98,105	100.0

It will be observed that 54.9 per cent of the total expenditure was incurred on aided private schools, as compared to 22.5 per cent on government, 15.2 per cent on local board and 7.4 per cent on unaided private schools. As remarked earlier, the proportion of these schools to the total number of schools was 40.8, 22.3, 25.9 and 11.0 per cent respectively.

The average annual cost per pupil reading in a secondary school amounted to Rs. 56.4 (Rs. 55.6 in a boy's school and Rs. 61.2 in a girls' school). It was distributed over different sources of income as: government funds Rs. 21.4, local board funds Rs. 3.3, fees Rs. 24.8 and other sources Rs. 6.8. The average cost in a government school was Rs. 61.0, as against Rs. 40.0 in a local board school, Rs. 65.6 in a private aided school and Rs. 39.4 in a private unaided school.

Table XXXV shows the distribution of expenditure on secondary schools in different States. Among the part 'A' States, the expenditure increased everywhere. The percentage increase was highest in Assam (34.1) and least in Punjab (7.1).

Figures in col. (5) of table XXXV show the proportion of total direct expenditure devoted to secondary schools in different States. Among the Part 'A' States, the highest proportion was reported by Punjab (48.2 per cent) and the least by Bombay (24.1 per cent). In the case of the Part 'B' States, the proportion varied from 28.1 per cent in Mysore to 66.9 per cent in Pepsu. The range of variation in the part 'C' States was from 28.1 per cent in Kutch to 71.3 per cent in Himachal Pradesh. A good deal of difference could be accounted for by the non-uniformity in the number of classes in the secondary schools.

Table XXXVI—Results of Matriculation and Equivalent Examinations

State	Number Appeared			Number Passed			Pass Percentage
	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8
Assam	7,281	871	8,152	3,056	444	3,500	42.9
Bihar	30,584	875	31,459	14,208	560	14,768	46.9
Bombay	50,998	10,754	61,752	19,459	4,787	24,246	39.3
Madhya Pradesh	11,497	1,998	13,495	5,881	1,172	7,053	52.3
Madras	64,153	7,693	71,846	24,167	3,562	27,729	38.6
Orissa	6,157	269	6,426	2,889	164	3,053	47.5
Punjab	30,820	4,402	35,222	16,463	2,657	19,120	54.3
Uttar Pradesh	60,087	5,734	65,821	32,479	3,014	35,493	53.9
West Bengal	36,972	6,182	43,154	12,527	2,105	14,632	33.9
Hyderabad	10,214	967	11,181	4,031	455	4,486	40.1
Madhya Bharat	1,889	100	1,989	1,262	84	1,346	67.7
Mysore	11,925	2,003	13,928	7,008	1,423	8,431	60.5
Pepsu	2,774	167	2,941	1,802	129	1,931	65.7
Rajasthan	6,571	476	7,047	3,880	222	4,102	58.2
Saurashtra	4,620	315	4,935	1,739	116	1,855	37.6
Travancore-Cochin	15,808	7,542	23,350	9,089	4,424	13,513	57.9
Uttar Pradesh	1,465	120	1,585	990	78	1,068	67.4
A. & N. Islands	24	3	27	6	..	6	22.2
Bhopal	180	26	206	92	19	111	53.9
Bilaspur	83	1	84	45	1	46	54.8
Coorg	349	142	491	90	45	135	27.5
Delhi*	2,309	349	2,658	1,362	219	1,581	59.5
Himachal Pradesh	341	23	364	265	17	282	77.5
Kutch	137		142	81	2	83	58.4
Monipuy	260	5	265	131	1	132	49.8
Tripura	710	81	791	173	12	185	23.4
Vindhya Pradesh	555	23	578	288	9	297	51.4
India	3,58,763	51,126	4,09,889	1,63,463	25,121	1,89,184	46.2

*Includes results of higher secondary examination.

For details of source-wise percentage of expenditure in the different States, reference may be made to figures given in cols. (6) to (10) of table XXXV.

The average annual cost per pupil (col. 11) was the highest in Ajmer (Rs. 129.2) followed by Bombay (Rs. 107.9) and the least in Travancore-Cochin (Rs. 27.1).

Examination Results

The total number of candidates (regular and private) who appeared for the Matriculation and equivalent examinations held during the year was 4,09,889 (3,58,763 boys and 51,126 girls), of whom 1,89,184 (1,63,463 boys and 25,721 girls) were declared successful. This gives a pass percentage of 46.2. Table XXXVI gives details for the different States.

Medium of Instruction

During the year under review, the medium of instruction at the secondary stage was the regional language in almost all the States. Where minorities existed, provision was generally made to give instruction in their mother tongue, provided a minimum number of pupils was available.

The Provincial Education Ministers' conference held in New Delhi on 19th and 20th August, 1949 discussed in detail the question of medium of instruction in schools. After examining carefully the complaints received from the linguistic minorities in the States, the Conference passed the following resolution unanimously:

"The medium of instruction and examination in the junior basic stage must be the mother tongue of the child and where the mother tongue is different from the Regional or State language, arrangements must be made for instruction in the mother tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother tongue will be the language declared as such by the parent or guardian. The Regional or State language, where it is different from the mother tongue, should be introduced not earlier than class III and not later than the end of the junior basic stage. In order to facilitate the switch over to the Regional language as medium 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."

"In the secondary stage, if the number of pupils, whose mother tongue is a language other than the Regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother tongue of the pupils. Such

schools if organised and established by private societies or agencies, will be entitled to recognition and grants-in-aid from government according to the prescribed rules. The government will also provide similar facilities in all government, municipal and district board schools where one-third of the total number of pupils of the school request for instruction in their mother tongue. The government will also require aided schools to arrange for such instruction, if desired by one-third of the pupils, provided that there are no other adequate facilities for instruction in that particular language in the area. The regional language, will, however, be a compulsory subject throughout the secondary stage".

"The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different languages".

The Government of India forwarded these recommendations to the State governments for implementation.

Free Places, Scholarships and Stipends

All the States provided free studentships for needy and poor students reading in secondary schools. The number of free places available generally varied from 10 to 20 per cent of the total number of students on rolls. In addition, children belonging to scheduled castes, scheduled tribes and other backward classes received free education in many States. Scholarships were awarded to brilliant students on the result of public examinations conducted at the end of the primary and middle stages.

Buildings and Equipment

The position with regard to school buildings and equipment continued generally to be unsatisfactory. Although grants for construction of buildings were given by most of the States, very little progress could be made owing to scarcity of building material, rise in prices and inadequate finances at the disposal of local boards and private bodies.

Main Developments

A brief account of the main developments in the field of secondary education in different States is given below:

Assam

Vocational subjects were introduced in 5 more government high schools. The State government took over the control of some middle schools in areas predominantly inhabited by the plains tribal people. Grants were sanctioned to non-government high schools to

compensate the loss of fee income on account of free studentships to tribal and scheduled caste pupils. A new principle of grants-in-aid to high schools was introduced with a view to improving the scale of pay of teachers.

Bihar

Revised scales of pay for teachers of aided schools were introduced. Grants for starting the teaching of agriculture and science in selected private high schools in the State were sanctioned. The State government decided to provincialize 14 middle and 5 high schools. A revised syllabus which laid increased emphasis on craft, music, social studies and extra-curricular activities, was introduced upto class IX. Hindi was made the medium of instruction in the middle and high stages.

Bombay

The government after careful consideration decided to retain English as an optional subject in standard VII. The teaching of craft was further extended so as to cover the course of studies for standard VI. Two more government high schools introduced vocational subjects. The Committee appointed by the government, during 1948-49, to examine the various educational, administrative and financial problems pertaining to the middle stage of education submitted its report, which was under consideration in the government.

Madras

Forty-four schools introduced diversified courses of study, during the year under report, raising the total number of such schools to 92. The scheme of reorganisation of secondary schools introduced during the previous year in forms I and IV became effective in Forms II and V also. With a view to enabling the teachers to get acquainted with the general principles of the re-organised scheme of studies, 4 in service courses, in which 1,389 teachers participated, were organised. Fourteen guide books were published by the Education Department for the benefit of secondary school teachers.

Orissa

Teaching of Hindi was made compulsory in classes VI to IX in all secondary schools. The rates of tuition fees were made uniform in all classes of secondary schools.

West Bengal

The grants-in-aid rules were revised with a view to giving graduated scales of pay to teachers of high schools. The School Education Committee, which was constituted during 1948-49 to consider and report on the organisation, objective and curriculum of

secondary education, submitted its report in May, 1949. Some of the main recommendations of the Committee were:

- (i) the objective of secondary education should be a self-contained system of life education suited to the varying aptitudes, abilities and needs of adolescent pupils, and its scope and character should not be unduly restricted by the requirements of university education;
- (ii) secondary schools in the State should be of two types, senior basic or junior high schools upto class VIII and high school proper which might be of both the unilateral (academic or technical) and multilateral types;
- (iii) a new machinery for the planned development and better administration of secondary education was proposed to be created by the establishment of an independent Board of Secondary Education.

Mysore

Hindi was introduced as a compulsory non-examination subject in all high schools. Teaching of practical subjects like tailoring, agriculture and weaving was introduced in 7 middle schools.

Travancore-Cochin

The Cochin Board for Public Examinations and the Travancore S. L. C. Board were abolished and a joint Board for both the areas was constituted. It was decided to hold a common upper secondary scholarship examination to award merit scholarships in high school classes. From June, 1949 a unified course of studies was introduced in the lower secondary stages and in Form IV.

Himachal Pradesh

A scheme for conducting examination of the top most classes of all secondary schools by the Inspector or external examiners was introduced.

CHAPTER VI

University Education*

The momentum gained in the expansion of higher education in the country in the two preceding years was fully maintained during the year under report, in spite of growing financial stringency.

The most outstanding event in the sphere of university education in the country during the year 1949-50 was the publication of the report of the University Education Commission, appointed by the Government of India in November, 1948, "to suggest improvements and extensions needed for the present and future requirements of the country". The Commission noted with great concern, "the marked deterioration of the standards in teaching and examinations and increasing dissatisfaction with the conduct of university administration and election to university authorities". It also observed "that with the increasing complexities of society and its shifting pattern, the universities have to change their objectives and their methods if they are to function effectively in our normal life". The Commission accordingly formulated a comprehensive policy for a thorough re-organization of university education.

According to the Commission the main aims and objectives of university teaching are:

- (a) the transmission of the intellectual and ethical heritage of humanity to the young;
- (b) the enrichment of this heritage and expansion of the boundaries of knowledge; and
- (c) the development of personality.

For the attainment of these objectives, the Commission made comprehensive and far-reaching suggestions in regard to the teaching staff, maintenance of high standards of teaching, reorganisation of courses of study, proper development of post-graduate training and research, reform of the various branches of professional education and of the present system of examinations, imparting of religious instruction, physical welfare of students, their corporate life, social service and discipline, women's education, constitution and control of universities, finances, central universities and establishment of new universities, including those in the rural areas.

*This chapter deals with university education, both general and professional. The latter is, however, discussed in greater detail in a subsequent chapter.

The recommendations made in the report remained under the consideration of the Central and State governments during the year under review. Most of these were accepted by the Central Government early in the succeeding year, after a special meeting of the Central Advisory Board of Education, held at New Delhi in April, 1950, had approved them.

The Universities of Aligarh, Banaras and Delhi, which have been established by Central Acts, continued to receive from the Government of India (Ministry of Education), normal maintenance grants, besides grants for specific objects. A sum of Rs. 45,05,238, distributed as follows, was paid during the year 1949-50:—

	Rs.
Aligarh University	10,29,625
Banaras University	24,22,798
Delhi University (including colleges)	10,52,815

Besides this, grants amounting to Rs. 24,71,875 were sanctioned to universities and 3 non-university institutions under the scheme of the All India Council for Technical Education initiated in 1947-48 for improvement and strengthening of selected engineering and technological institutions. A sum of Rs. 20,50,000 was also paid to 11 universities for development of Research training facilities in Post-graduate and Research Departments in science subjects. This scheme was started in pursuance of the recommendations of the Scientific Manpower Committee. A scheme for award of Research Training Scholarships was also launched by the Central Ministry of Education by which scholarships were allotted to universities and institutions in order to promote research development in universities and educational institutions in the basic sciences and technology. The expenditure involved during the year was Rs. 75,000.

Administration and Control

The management of institutions of higher learning rested mainly with the government and private bodies. Whereas a large majority of the arts and science colleges were run by private enterprise, the control of professional colleges was shared between the government and the private bodies in the ratio of 2:1. The universities exercised their control over the various institutions by prescribing courses and admitting candidates for examinations conducted by the universities.

Institutions

(a) Universities

With the coming into existence of the Universities of Baroda, and Karnatak, and the S.N.D.T. Women's University obtaining statutory

recognition during the year under report, the total number of universities rose to 26*. According to States, these were distributed as follows: Uttar Pradesh 6, Bombay 5, Madras 3, Madhya Pradesh 2, and Assam, Bihar, Delhi, Hyderabad, Orissa, Punjab, Mysore, Rajasthan, Travancore-Cochin and West Bengal one each.

Table XXXVII gives the year of foundation and type of each university. It will be seen that out of 26 universities, 8 were teaching and residential, one (Delhi) teaching and federative, 15 teaching and affiliating and 2 (Agra and S.N.D.T. Women's) purely affiliating. The University of Karnatak though shown as a teaching and affiliating university, could not start its academic work during the year. The Universities of Rajputana and Utkal, which had hitherto been purely of the affiliating type, started departments of teaching. Poona University which came into existence during the preceding year, also established nine teaching departments.

Table XXXVII—Universities in India

Name and Address	Year of Foundation; Reconstitution	Type
1	2	3
Agra University, Agra	1927	Affiliating
Aligarh Muslim University, Aligarh	1921	Residential and Teaching
Allahabad University, Allahabad	1887/1921	Residential and Teaching
Andhra University, Waltair	1926	Teaching and Affiliating
Annamalai University, Annamalainagar	1929	Residential and Teaching
Banaras Hindu University, Banaras	1916	Residential and Teaching
Baroda University, Baroda	1949	Residential and Teaching
Bombay University, Bombay	1857/1928	Teaching and Affiliating
Calcutta University, Calcutta	1857/1904	Teaching and Affiliating
Delhi University, Delhi	1922	Teaching and Federative
Gauhati University, Gauhati	1948	Residential and Teaching
Karnatak University, Dharwar	1950	Teaching and Affiliating
Lucknow University, Lucknow	1921	Residential and Teaching
Madras University, Madras	1857/1904 1923/1929	Teaching and Affiliating
Mysore University, Mysore	1916	Teaching and Affiliating
Nagpur University, Nagpur	1923	Teaching and Affiliating

*Excludes the University of Jammu & Kashmir, which is dealt with in Appendix.

TABLE XXXVII—Universities in India—contd.

Name and Address	Year of Foundation/Reconstitution	Type
1	2	3
Osmania University, Hyderabad	1918	Residential and Teaching
Panjab University, Solan (Simla Hills)	1947	Teaching and Affiliating
Patna University, Patna	1917	Teaching and Affiliating
Poonā University, Poona	1948	Teaching and Affiliating
Rajputana University, Jaipur	1947	Teaching and Affiliating
Roorkee University, Roorkee	1948	Residential and Teaching
Saugar University, Sagar	1946	Teaching and Affiliating
S.N.D.T. Women's University, Bombay	1951*	Affiliating
Travancore University, Trivandrum	1937	Teaching and Affiliating
Utkal University, Cuttack	1943	Teaching and Affiliating

(b) Boards†

Besides the universities, there were 9 Boards of Education which conducted Examinations as shown below :

(i) Board of High School and Intermediate Education, Ajmer, Bhopal and Vindhya Pradesh	High School and Intermediate
(ii) Board of High School and Intermediate Education, Uttar Pradesh	High School and Intermediate
(iii) Board of Secondary Education, Bombay	Secondary School Certificate
(iv) Board of Higher Secondary Education, Delhi	Higher Secondary, Higher Secondary Technical and High School Certificate
(v) Board of Secondary Education, Hyderabad	Secondary Certificate
(vi) Board of High School Education, Madhya Pradesh	High School Certificate
(vii) Board of Secondary Education Madras	Secondary School Leaving Certificate
(viii) Mysore Secondary Education Board	Secondary School Leaving Certificate
(ix) Board of Public Examinations, Travancore Cochin	Secondary School Leaving Certificate

*Was established in 1916 but started functioning as a statutory university in 1951 under an Act passed by the Bombay Government in 1949.

†Include three Boards viz., in Hyderabad, Mysore and Travancore Cochin, which form part of the Education Departments.

(c) Colleges

During the year under review, there were in all 719 recognised colleges, including institutions of higher learning, which awarded their own diplomas. These were classified as: arts and science 467, professional education 186 and special education (music, fine arts, oriental studies etc.) 66. Of the total number of colleges, 89 (66 arts and science, 17 professional education and 6 special education) were meant exclusively for women. The following table shows the colleges, according to their managements:

Table XXXVIII—Number of Colleges by Managements

Management	Arts and Science Colleges	Colleges for Professional Education	Colleges for Special Education	Total
1	2	3	4	5
Government	143	123	22	288
Local Boards	2	2	1	5
Private Bodies:				
Aided	260	79	35	374
Unaided	79	22	5	106
Total	484	186	66	736

It will be observed that (a) nearly three-fourths of the arts and science colleges were managed by private bodies, (b) two out of every three professional colleges were controlled by the government, (c) the share of the local boards in the management of institutions of higher education was insignificant, and (d) the proportionate distribution of institutions according to managements was: government 39.1 per cent, local boards 0.7 per cent and private bodies 60.2 per cent.

Facilities for higher education in rural areas continued to be extremely inadequate. None of these areas had any university. Of the 37 colleges located there, 27 were for general education and 10 for professional and special education. This constitutes 5 per cent of the total number of colleges.

Table XXXIX gives the distribution of arts and science, professional and special education colleges over different States.

Table XXXIX—Number of Colleges by States

State	Arts and Science Colleges*	Professional Colleges	Special Education Colleges	Total
I	2	3	4	5
Assam	17	3	..	20
Bihar	31	13	..	44
Bombay	57	43	1	101
Madhya Pradesh	17	18	..	35
Madras	62	22	31	115
Orissa	14	2	3	19
Punjab	36	10	3	49
Uttar Pradesh	41	20	2	63
West Bengal	79	17	6	102
Hyderabad	11	6	..	17
Madhya Bharat	12	4	3	19
Mysore	22	9	5	36
Pepsu	10	1	..	11
Rajasthan	24	7	7	38
Saurashtra	3	1	..	4
Travancore-Cochin	22	3	1	26
Ajmer	5	1	..	6
Bhopal	1	..	2	3
Coorg	1	..	..	1
Delhi	13	6	2	21
Himachal Pradesh	1	..	..	1
Manipur	1	..	..	1
Tripura	1	..	..	1
Vindhya Pradesh	3	..	..	3
	484	186	66	736

*Includes Research Institutions providing teaching facilities.

Among the part 'A' States, the number of colleges remained stationary in Assam and Orissa and increased elsewhere. Of all the States, Madras had the largest number of institutions, viz. 115. Next in order were: West Bengal (102), Bombay (101), Uttar Pradesh (63), Punjab (49), Bihar (44), Rajasthan (38), Mysore (36) and Madhya Pradesh (35). Among the other part 'A' and 'B' States, the number of colleges varied from 4 in Saurashtra to 26 in Travancore-Cochin. In the case of part 'C' and 'D' States, A. & N. Islands, Bilaspur and Kutch continued to be without any institution for higher education. Coorg, Himachal Pradesh, Manipur and Tripura had one college each, Bhopal and Vindhya Pradesh 3 each, Ajmer 6 and Delhi 18. The college in Coorg was established during the year under report. West Bengal had the largest number of arts and science colleges (77), Bombay the largest number of professional colleges (43) and Madras the largest number of colleges for special education (31).

Among the part 'A' States, the government managed the highest number of colleges in Orissa, where 13 out of 19 colleges were under their control. The local board controlled 2 professional colleges in Bombay, one arts and science and one special education college in Madras and one arts and science college in Punjab. The proportion of private colleges was highest in Assam (85.0 per cent) followed closely by West Bengal (78.0 per cent), Uttar Pradesh (73.0 per cent) and Madras (71.2 per cent). In Bihar, Madhya Pradesh and Punjab, there was a smaller proportion of private aided colleges. In case of the part 'B' and 'C' States, most of the colleges, except those in Delhi and Ajmer, were run by the government.

Pupils

During the year under report, the total number of pupils on the rolls of recognised colleges, university teaching departments and other institutions of higher learning was 3,68,204 (3,25,411 boys and 42,793 girls). Of the total number, 26,494 were reading in the university teaching departments, 2,89,878 in arts and science colleges, 46,520 in professional colleges and 5,312 in colleges for special education. The average daily attendance in arts and science colleges was 87.5 per cent of the total enrolment, the corresponding figure for professional colleges and those for special education being 87.6 and 77.9 per cent respectively. According to the managements of the institutions, the distribution of enrolment was: government 1,12,757 (30.6 per cent), local boards 1,989 (0.5 per cent) and private bodies 2,53,458 (68.9 per cent).

The total number of pupils from rural areas was 84,736—72,452 in arts and science colleges and 12,284 in professional and special

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Table XL—Number of Pupils in Universities and Colleges

State	Boys	Girls	Total
I	2	3	4
Assam	7,303	815	8,118
Bihar	22,710	819	23,529
Bombay	41,811	7,797	49,608
Madhya Pradesh	9,283	1,278	10,561
Madras	45,009	5,180	50,189
Orissa	6,094	380	6,474
Punjab	18,322	1,575	19,897
Uttar Pradesh	43,704	4,568	48,272
West Bengal	60,574	7,104	67,678
Hyderabad	7,087	785	7,872
Madhya Bharat	6,423	614	7,037
Mysore	14,034	1,845	15,879
Pepsu	2,624	1,842	4,466
Rajasthan	11,408	1,122	12,530
Saurashtra	1,379	156	1,535
Travancore-Cochin	13,963	4,023	17,986
Ajmer	2,784	830	3,614
Bhopal	375	58	433
Coorg	96	14	110
Delhi	8,339	1,927	10,266
Himachal Pradesh	155	2	157
Manipur	256	5	261
Tripura	740	41	781
Vindhya Pradesh	938	13	951
India	3,25,411	42,793	3,68,204

education colleges. They formed 23·0 per cent of the total enrolment in universities and colleges.

The State-wise details of enrolment are given in table XL. It will be observed that all the part 'A' States, except Punjab and Uttar Pradesh, showed an increase in the enrolment. The percentage of increase was highest in Orissa (24·1) and least in Madras (7·0). Next to Orissa, in descending order, came Bombay (22·2), West Bengal (17·4), Madhya Pradesh (17·3), Bihar (14·3) and Assam (12·2). The decrease of 12·1 per cent. in Punjab was due to the exclusion of statistics of the enrolment of the Punjab University Camp College, Delhi. The decrease of 10·1 per cent. in Uttar Pradesh was due to the inclusion of enrolment in Classes XI and XII in higher secondary schools instead of in intermediate colleges with effect from the year 1949-50. There was a marked rise in enrolment in Himachal Pradesh (89·9 per cent) and Delhi (83·8 per cent).

The above figures, however, do not give an exact picture of the enrolment at the higher stage of education, because these include pupils of school classes attached to some colleges and exclude those studying in the intermediate classes (XI and XII) of higher secondary schools in Uttar Pradesh.

The distribution of the students at the university stage has been shown in table XLI. It will be observed that the total enrolment for general, as well as, for professional and special education was 3,83,085 (3,42,219 boys and 40,866 girls). This constituted nearly 1·6 per cent of the total enrolment at all stages of education. Of the total number of pupils, 2,98,922 or 78·0 per cent were receiving general education, as against 84,163 or 22·0 per cent reading for professional and special education. For further break-up according to faculties reference may be made to figures in the table.

The total number of girl students going in for higher education was 40,866 (36,040 for general education, 4,055 for professional education and 771 for special education) or nearly 10·6 per cent of the total enrolment.

The distribution of students receiving general and professional education in the different States is given in table XLII.

Table XLI—Distribution of Pupils at University Stage

Stage/Subject	Boys	Girls	Total
I	2	3	4
A. General Education :			
Intermediate	1,75,711	23,540	1,99,251
B.A./B.Sc.	74,301	10,759	85,060
M.A./M.Sc.	12,033	1,656	13,689
Research	837	85	922
Total	2,62,882	36,040	2,98,922
B. Professional and Special Education:			
Education (Teachers' Training)	3,141	1,620	4,761
Engineering	10,898	8	10,906
Technology	1,234	19	1,253
Medicine	10,819	2,016	12,835
Veterinary Science	1,481	5	1,486
Agriculture	4,525	13	4,538
Forestry	389	..	389
Commerce	31,997	111	32,108
Law	10,407	226	10,633
Physical Education	155	37	192
Music, Dancing and Other Fine Arts	477	299	776
Oriental Studies	3,715	146	3,861
Other Subjects	99	326	425
Total	79,337	4,826	84,163
India	3,42,219	40,866	3,83,085

Co-education

Out of a total of 38,376 girls studying in arts and science colleges, 20,080 or 52.3 per cent were on the rolls of institutions meant for boys. In the case of professional and special education colleges, the proportion of girls in boys' colleges was 62.9 per cent. The colleges for girls, however, had no boys on their rolls. The extent to which co-education was in existence in the boys' colleges in the different States is shown by figures in cols. (5) and (9) of the table XLIII.

Table XLII—Number of Students Receiving General, Professional and Special Education, at University Stage (by States)

State	General Education			Professional and Special Education		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Assam . . .	6,388	795	7,183	915	20	935
Bihar . . .	16,025	719	16,744	6,426	100	6,526
Bombay . . .	30,450	7,000	37,450	11,361	797	12,158
Madhya Pradesh .	5,805	929	6,734	3,478	349	3,827
Madras . . .	33,370	4,233	37,603	11,639	947	12,586
Orissa . . .	5,205	338	5,543	889	42	931
Punjab . . .	16,803	1,323	18,126	1,519	252	1,771
Uttar Pradesh . .	55,819	5,454	61,273	14,011	833	14,844
West Bengal . . .	43,033	6,652	49,685	17,541	452	17,993
Hyderabad . . .	5,469	689	6,158	1,428	96	1,524
Madhya Bharat . .	2,588	329	2,917	1,501	67	1,568
Mysore . . .	10,339	1,725	12,064	3,218	112	3,330
Pepsu . . .	2,366	189	2,555	150	2	152
Rajasthan . . .	8,101	496	8,597	1,705	9	1,714
Saurashtra . . .	1,276	156	1,432	103	..	103
Travancore-Cochin	12,796	3,916	16,712	935	107	1,042
Ajmer . . .	856	105	961	244	9	253
Bhopal . . .	239	58	297	136	..	136
Coorg . . .	96	14	110	..	..	..
Delhi . . .	4,264	859	5,123	2,051	632	2,683
Himachal Pradesh	155	2	157	..	..	..
Manipur . . .	256	5	261	..	..	..
Tripura . . .	740	41	781	..	..	..
Vindhya Pradesh	443	13	456	87	..	87
India . . .	2,62,882	36,040	2,98,922	79,337	4,82	84,163

Table XLIII—Number of Girls Studying for Higher Education

State	In Arts & Science* Colleges				In Professional and Special Education 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
I	2	3	4	5	6	7	8	9
Assam	411	393	804	51.1	11	..	11	100.0
Bihar	220	529	749	29.4	70	..	70	100.0
Bombay	6,329	677	7,006	90.3	791	..	791	100.0
Madhya Pradesh	695	236	931	74.7	187	160	347	53.9
Madras	1,846	2,446	4,292	43.0	500	388	888	56.3
Orissa	164	178	342	48.0	38	..	38	100.0
Punjab	644	719	1,363	47.2	120	92	212	56.6
Uttar Pradesh	1,694	2,311	4,005	42.3	194	369	563	34.5
West Bengal	4,068	2,677	6,745	60.3	265	94	359	73.8
Hyderabad	214	476	690	31.0	95	..	95	100.0
Madhya Bharat	285	135	420	67.9	194	..	194	100.0
Mysore	446	1,283	1,729	25.8	116	..	116	100.0
Pepsu	116	1,726	1,842	6.3	..	..	..	..
Rajasthan	152	961	1,113	13.7	9	..	9	100.0
Saurashtra	156	..	156	100.0	..	..	..	..
Travancore-Cochin	2,137	1,787	3,924	54.5	99	..	99	100.0
Ajmer	47	776	823	5.7	7	..	7	100.0
Bhopal	58	..	58	100.0	..	..	..	..
Coorg	14	..	14	100.0	..	..	..	..
Delhi	323	986	1,309	24.7	82	536	618	13.3
Himachal Pradesh	2	..	2	100.0	..	..	..	..
Manipur	5	..	5	100.0	..	..	..	..
Tripura	41	..	41	100.0	..	..	..	..
Vidhya Pradesh	13	..	13	100.0	..	..	..	..
India	30,080	18,296	38,376	52.3	2,778	1,639	4,417	62.9

Teachers

The number of teachers in the universities and colleges is not available according to States. Table XLIV, however, shows the distribution of teachers in the teaching departments, constituent and affiliated colleges of different universities. It will be seen that the total number of teachers employed in universities and their affiliated and constituent colleges, during the year under review, was 19,062.

*Include enrolment to university teaching departments and research institution.

Table XLIV—Number of Teachers in Universities and Colleges

University	Number of Teachers in								
	University Teaching Departments		Constituent Colleges		Affiliated Colleges		All Institutions		
	Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10
Agra . . . . .	..	..	..	..	1,482	42	1,482	42	1,524
Aligarh	176	1	..	26	..	..	176	27	203
Allahabad	190	17	14	..	..	..	204	17	221
Andhra . . . . .	..	..	112	..	888	29	1,000	29	1,029
Annamalai	144	7	..	..	..	..	144	7	151
Banaras . . . . .	..	..	321	30	66	14	387	44	431
Baroda . . . . .	..	..	143	5	..	..	143	5	148
Bombay	47	1	..	..	1,417	93	1,464	94	1,558
Calcutta	345	3	..	..	2,163	434	2,508	437	2,945
Delhi	78	1	254	101	..	..	332	102	434
Gauhati	48	1	4	..	366	31	418	32	450
Karnatak . . . . .	..	..	..	..	259	10	259	10	269
Lucknow	246	5	31	56	..	..	277	61	338
Madras	55	3	688	192	1,792	202	2,535	397	2,932
Mysore . . . . .	..	..	575	57	210	25	785	82	867
Nagpur	14	..	25	2	370	30	409	32	441
Osmania . . . . .	..	..	417	46	8	..	425	46	471
Panjab	46	..	68	1	978	90	1,092	91	1,183
Patna	19	1	..	..	802	40	821	41	862
Poona	9	..	376	17	271	7	656	24	680
Rajputana	4	..	..	..	562	25	566	25	591
Roorkee	31	..	..	..	..	..	31	..	31
Sauger	63	..	..	..	205	11	268	11	279
S.N.D.T. Women's . . . . .	..	..	19	8	5	3	24	11	35
Travancore	12	1	199	54	373	33	584	88	672
Utkal	7	..	..	..	293	17	300	17	317
India	1,534	41	3,246	595	12,510	1,136	17,290	1,772	19,062

This number exceeds 13,975 reported for 1948-49 by 5,087 or 36.4 per cent. Of the total staff, 1,575 were in the teaching departments of the universities, 3,841 in the constituent colleges and 13,646 in the affiliated colleges. Women teachers constituted nearly 9 per cent of the total strength, as compared to 7 per cent in the previous year. This shows that the number of women staff members continued to increase gradually. Of the total of 19,062 teachers, 14,181 or nearly 75 per cent were meant for general education and the rest for professional education.

Scales of Pay of Teachers

The great disparity in the pay scales of university and college teachers continued during the year under report. Except for Bihar, where the scales in aided colleges were revised as shown below, there was no improvement in the grades:

Teaching staff	Old Scale	Revised Scale
<i>Colleges admitted upto Intermediate Standard</i>		
	Rs.	Rs.
Principals	250—40/2—450	350—15—500
Lecturers	150—15/2—225—EB— 10—265	175—11—230—EB—12— 350—10—400
<i>Colleges admitted upto Degree Standard</i>		
Principals	450—40—800	500—30—850
Lecturers	150—15/2—225— 10—375	200—12—260—EB—15— —410—18—500

The University Education Commission (1948) considered this question in great detail and recommended the following grades for university and college teachers:—

Universities

Professors	Rs. 900—50—1,350
Readers	Rs. 600—30—900
Lecturers	Rs. 300—25—600
Instructors or Fellows	Rs. 250.
Research Fellows	Rs. 250—25—500

Affiliated Colleges (with Post-graduate classes)

Lecturers	Rs. 200—15—320—20—400—25—500
Senior Posts	Rs. 500—25—800 (two in each college)
Principals	Rs. 800—40—1,000

Affiliated Colleges (without Post-graduate classes)

Lecturers	Rs. 200—15—320—20—400
Senior Posts	Rs. 400—25—600 (two in each college)
Principals	Rs. 600—40—800

Table XLV gives the pay scales of different categories of university teachers during 1949-50. It will be observed that almost everywhere the grades compare unfavourably with those mentioned above. Although the starting pay of Rs. 300 was offered to a lecturer by the Universities of Aligarh (in the senior grade), Allahabad, Baroda (in the senior grade), Panjab (in the senior grade), Lucknow, Osmania, Rajputana, Roorkee and Utkal, the maximum of Rs. 600 was provided only by Osmania, Rajputana and Roorkee. In other universities, both the minimum and maximum of a lecturer's scale were much lower than those recommended by the Commission. In Annamalai and Mysore, the minimum was as low as Rs. 100! As

Table XLV—Pay Scales of Teachers in University Teaching Departments

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Aligarh . . .	(i) 300—20—500 (ii) 210—15—300	500—25—800	800—40—1,000 (Selection) 50—1,250.
Allahabad . . .	300—20—480—EB 20—500	500—25—800	800—50—1,250
Andhra* . . .	(i) 210—15/2— 300 (ii) 125—15/2— 200	(i) 400—40/2— 600 (ii) 200—30/2— 320—40/2—400	(i) 750—50/2—1,000 (ii) 400—40/2—600—50/3 —700
Annamalai . . .	Engg. & Tech. : 180—10—300	..	(i) 400—25—700—EB— 40—900 (ii) 250—15—400—EB— 20—500 (Asstt. Prof.)
	Others: (i) 150—10—250 (ii) 100—10—150	200—10—300	(i) 500—25—700 (Selec- tion Grade) (ii) 250—15—400—EB— 20—500
Banaras* . . .	..	..	University Professors : (i) 1,000—50—1,750 (Tech., Engg., Mining and Met.) (ii) 800—50—1,250 (Others) Professors : (i) 600—40—1,000(Tech., Engg., Mining and Met.) (ii) 500—25—800 (Others) Asstt. Professors : (i) 300—20—600 (Tech., Engg., Mining and Met.) (ii) 250—15—400—20— 600 (Others)
Baroda* . . .	(i) 300—15—450 (ii) 200—15—350	400—25—650	700—50—1,000
Bombay . . .	200—20—400—25 —500	400—25—700	800—50—1,000

*The scales relate to University Colleges.

Table XLV—Pay Scales of Teachers in University Teaching Departments—contd.

University	Lecturer	Reader	Professor
1	2	3	4
Calcutta	Rs. (i) 200—25—500 (ii) 150—15—300	Rs. 500—50/2—700	Rs. 800—50/2—1,000
Delhi	200—15—290—20 —410—25—560	500—25—800	800—40—1,000—(Selec- tion)—50—1,250
Gauhati	250—25/2—600	500—50/2—700	700—50/2—1,000
Lucknow	Medicine : 280—15—400 Others : 300—20—480—EB 20—500	(i) 600—30—900 (ii) 500—30—800 500—25—800	(i) 1,100—40—1,340 (ii) 900—40—1,140 800—50—1,250
Madras	(i) 200—15—350— 20—450—25— 500 (ii) 150—10—250	400—25—600	750—50—1,000
Mysore* †	(i) 200—10—250 (ii) 150—10—200 (iii) 100—10—150	..	(i) 700—30—850 (ii) 400—25—700 (iii) 350—25/2—400 (Asstt. Professor) (iv) 250—25/2—350 (Asstt. Professor)
Nagpur †	225—225—250— 15—400	400—50—600—40 —800	(i) 800—100—1,000 (ii) 800—50—1,000
Osmania †	300—20—400—25— 600—EB—40—800	‡	700—50—1,200—EB —75—1,500
Panjab	(i) 300—25—650 (ii) 250—15—460	510—30—750	800—50—1,250
Patna	200—40/2—400— EB—30—700	300—35/2—440— 40—640—40— 1,000	850—50—1,250
Poona	250—10—400	350—15—500	500—20—600
Rajputana	300—25—600	600—40—800	800—40—1,000—50— 1,250
Roorkee	300—30—600	600—40—1,000	1,250—50—1,750
Saugar	(i) 250—20—450 (ii) 200—10—300	400—30—640—40— 800	..
Travancore	(i) 275—10—325 (ii) 225—10—275 (iii) 175—10—225	..	450—50—750
Utkal	300—20—500(Lan- guages)	..	600—40—960 (Law)

*The scales relate to University Colleges.

†The scales are in O.S. Currency.

‡Lecturers crossing the efficiency bar are designated as Readers.

regards Readers, they started on Rs. 200 in Annamalai and Andhra; on Rs. 300 in Patna; on Rs. 350 in Poona; on Rs. 400 in Baroda, Bombay, Madras, Nagpur, Osmania and Saugar; on Rs. 500 in Aligarh, Allahabad, Calcutta, Delhi, Gauhati and Lucknow; on Rs. 510 in Panjab and on Rs. 600 in Rajputana and Roorkee, while the maximum for them varied from Rs. 300 to Rs. 1,000. The Professor's scale was lowest in Annamalai (Rs. 250—500). Next came Andhra (Rs. 400—700), Mysore (Rs. 400—700), Travancore (Rs. 450—750), Poona (Rs. 500—600) and Banaras (Rs. 500—800). In the remaining universities, except the Engineering University of Roorkee, where the grade was Rs. 1,250—50—1,750, the minimum of the scale ranged between Rs. 700 and Rs. 850 and the maximum between Rs. 1,000 and Rs. 1,250.

Teachers in the affiliated colleges were generally paid at lower rates. Their scales vary so much from one college to another that it is almost impossible to attempt a comparison.

The importance of the teacher—his salary and status in society—has been stressed by all commissions and committees as they felt that the only way to recruit and retain some of the ablest persons in the universities is to make the university services as attractive as the all-India services.

Expenditure

During the year under review, the total direct expenditure on universities and recognised colleges amounted to Rs. 15.41 crores. Of these, Rs. 14.64 crores (95.0 per cent) were spent on institutions for boys and Rs. 0.77 crores (5.0 per cent) on those for girls. The universities accounted for Rs. 4.72 crores (30.6 per cent) as compared to Rs. 6.97 crores (44.2 per cent) expended on arts and science colleges, Rs. 3.57 crores (23.2 per cent) on professional colleges and Rs. 0.15 crores (1.0 per cent) on colleges for special education. The proportion of the total direct expenditure incurred on institutions for higher education worked out to be 18.8 per cent. The following table gives the details of expenditure by sources of income:

Table XLVI—Direct Expenditure on Universities, Research Institutions and Colleges by Sources

Source	Amount	Percentage
I	2	3
	Rs.	Rs.
Government Funds	7,10,00,483	46.1
Local Board Funds	4,77,432	0.3
Fees	5,55,74,640	36.1
Other Sources	2,70,44,591	17.5
TOTAL	15,40,97,146	100.0

Table XLVII—Direct Expenditure on

State	Universities:	Arts and Science Colleges*	Professional Colleges	Colleges for Special Education	Total	Percentage of Total Direct Expenditure on Education
x						
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	
Assam	7,98,126	15,80,611	6,31,543	..	30,10,280	18·8
Bihar	15,92,839	37,61,962	20,64,354	..	74,19,155	16·8
Bombay	63,00,207	1,19,40,141	78,67,824	1,60,316	2,62,68,488	14·7
Madhya Pradesh	13,00,320	22,47,959	29,63,329	..	65,11,608	17·7
Madras	47,95,637	1,02,38,561	47,83,466	2,86,058	2,01,03,722	12·6
Oriisa	6,44,937	18,62,477	5,46,891	76,074	31,30,379	21·4
Punjab	33,14,208	46,41,029	15,04,369	84,063	95,43,669	26·0
Uttar Pradesh	1,91,07,785	57,22,207	38,53,805	1,24,781	2,88,08,578	24·4
West Bengal	43,06,610	84,08,433	48,46,380	1,20,057	1,76,81,480	25·7
Hyderabad	17,84,789	27,45,178	11,17,574	..	56,47,541	18·9
Madhya Bharat . . . . .	..	12,30,594	2,87,021	98,053	16,15,668	15·7
Mysore	1,85,086	26,59,363	8,29,914	1,08,444	37,82,807	19·4
Pepsu . . . . .	..	8,21,949	26,830	..	8,47,779	16·9
Rajasthan	16,02,809	27,29,638	4,42,964	1,58,262	39,33,673	18·9
Saurashtra . . . . .	..	5,66,803	92,000	..	6,58,803	6·6
Travancore-Cochin	7,83,731	31,39,365	3,40,242	33,101	42,96,439	20·4
Ajmer . . . . .	..	6,62,894	39,722	..	7,02,616	15·8
Bhopal . . . . .	..	1,13,517	..	34,261	1,47,778	21·9
Coorg . . . . .	..	2,16,846	..	..	2,16,846	22·6
Delhi	16,58,260	39,62,691	34,61,254	2,34,067	93,16,272	47·9
Himachal Pradesh . . . . .	..	62,340	..	..	62,340	5·3
Manipur . . . . .	..	37,194	..	..	37,194	4·4
Tripura . . . . .	..	1,28,352	..	..	1,28,352	19·5
Vindhya Pradesh . . . . .	..	2,25,679	..	..	2,25,679	10·1
India	4,71,75,344	6,97,05,783	3,56,98,482	15,17,537	15,40,97,146	18·8

* Includes Research Institutions

Universities and Colleges by States

Source-wise Percentage of Expenditure on Universities and Colleges				Average Annual Cost per Pupil			State
Government Funds	Local Board Funds	Fees	Other Sources	In Universities and Colleges for General Education	In Professional Colleges	In Colleges for Special Education	
8	9	10	11	12	13	14	15
				Rs.	Rs.	Rs.	
57.1	..	33.9	9.0	224.8	1,559.4	..	Assam
59.9	..	35.8	4.3	193.1	569.3	..	Bihar
32.4	1.0	52.4	14.2	298.3	662.4	2,968.8	Bombay
64.3	..	26.9	8.8	361.5	887.5	..	Madhya Pradesh
40.2	0.1	40.6	19.1	256.8	740.5	230.7	Madras
62.4	..	35.2	2.4	327.8	2119.7	415.7	Orissa
27.1	1.0	60.5	11.4	253.1	1076.1	553.0	Punjab
32.7	0.3	21.9	45.1	202.4	1709.0	186.0	Uttar Pradesh
42.9	..	46.6	10.5	138.3	635.3	470.8	West Bengal
99.9	..	0.1	..	419.5	835.3	..	Hyderabad
79.0	..	19.0	2.0	210.7	698.3	121.3	Madhya Bharat
64.4	0.4	27.0	8.2	157.7	271.7	165.6	Mysore
72.5	..	24.8	2.7	184.7	1519.4	..	Pepsu
69.5	..	14.6	15.9	253.7	419.5	230.4	Rajasthan
72.7	..	26.5	0.8	395.8	893.2	..	Saurashtra
36.8	..	55.2	8.0	186.8	368.2	182.9	Travancore-Cochin
63.8	..	29.2	7.0	186.6	640.7	..	Ajmer
92.1	..	7.9	..	382.2	..	251.9	Bhopal
91.2	..	8.8	..	1971.3	..	..	Coorg
71.6	0.1	18.7	9.6	253.1	1530.2	698.7	Delhi
75.0	..	25.0	..	397.1	..	..	Himachal Pradesh
14.2	..	85.8	..	142.5	..	..	Manipur
36.7	..	63.3	..	164.3	..	..	Tripura
89.7	..	10.3	..	237.3	..	..	Vindhya Pradesh
46.1	0.3	36.1	17.5	225.0	767.4	285.7	India

providing teaching facilities.

It will be seen from the above table that nearly half of the expenditure was met from Government funds, the second main sources of income being the students' fees, which accounted for nearly two-fifths of the expenditure. The distribution of the expenditure, according to the managements of institutions, was:

Government	5,85,60,942	(38·0 per cent)
Local boards	8,90,583	(0·6 per cent)
Aided Private Bodies	8,57,59,646	(55·7 per cent)
Unaided Private Bodies	88,85,975	(5·8 per cent)

The average annual cost in arts and science colleges amounted to Rs. 225·0.

The distribution of expenditure on universities, arts and science colleges and colleges for professional and special education in the different States is shown in table XLVII.

The proportion of the total direct expenditure incurred on university and collegiate education is given in col. (7) of table XLVII. Delhi spent nearly 48 per cent of its total direct expenditure on higher education. Among the part 'A' States, the proportion of expenditure on universities and colleges varied from 12·6 per cent in Madras to 26·0 per cent in the Punjab. The corresponding range for part 'B' States was from 6·6 per cent. in Saurashtra to 20·4 per cent in Travancore-Cochin.

Figures in col. (12) to (14) of table XLVII give the average annual cost per student in arts and science, professional and special education colleges. The wide disparities are due to various factors like wide differences in the number of pupils, salaries of teachers and the expenditure on research projects.

The source-wise percentages of expenditure on higher education in the different States are given in cols. (8) to (11) of table XLVII. Among the part 'A' States, the share of the government was highest in Madhya Pradesh with 64·3 per cent and least in the Punjab with 27·1 per cent. The share of the local boards was negligible. Fees accounted for 60·5 per cent. of the expenditure in the Punjab followed by Bombay (52·4 per cent), West Bengal (46·6 per cent) and Madras (40·6 per cent). The lowest contribution from fees was in Uttar Pradesh (21·9 per cent). The percentage of expenditure met from other sources varied from 2·4 in Orissa to 45·1 in Uttar Pradesh. In case of the part 'B' States, most of the expenditure was met from government funds, except in Travancore-Cochin, where fees alone accounted for more than half the total expenditure on university and collegiate education.

Scholarships, Stipends, etc.

Almost all the universities and governments have provision for awarding open scholarships on the basis of university examinations. Besides this, research studentships or stipends are also available. Free places to the extent of 10 to 15 per cent of the total enrolment were granted to poor and deserving students by the universities and colleges. The Government of India offered scholarships for higher studies under the following schemes:

- (a) Modified Overseas Scholarships Scheme;
- (b) Scheme for the award of scholarships to students belonging to scheduled castes, scheduled tribes and other backward classes pursuing post-matriculation studies;
- (c) Cultural scholarships for Indian and indigenous students belonging to the Commonwealth and other foreign countries studying in India for higher education.

A scheme of practical training stipends was initiated during the year to assist graduates and diploma-holders in Engineering and Technology to undergo organised practical training for a period of two years. A sum of Rs. 1,50,000 was sanctioned on stipends during the year under review.

Medium of Instruction

English continued to be the medium of instruction, as well as the medium in examinations, in most of the universities. In a few universities, however, Hindi or the regional language was introduced as an alternative medium of instruction and/or medium of examinations. The position in the different universities during 1949-50 is given below:

Agra	English. Students for B.A. and B. Com. had the option to answer questions in either English or Hindi
Aligarh	English
Allahabad	In Post-graduate classes : English. In Degree Classes English and Hindi. Students had the option to answer in either language
Andhra	English
Annamalai	English. Tamil, which was introduced as an alternative medium of instruction, had to be given up owing to lack of response from the students
Banaras	For I.A., I.Sc., I. Com. and B.A. : English and Hindi. Students had the option to answer questions in either language. For other examinations : English
Baroda	English
Bombay	English
Calcutta	English. For certain subjects in Inter., B.A., B.Com. and B. Sc. (Pass Degree) examinations students had the option to answer questions in English or Bengali
Delhi	English

Gauhati	English
Karnatak	English
Lucknow	For B.A., B. Com., and B. Sc. : English and Hindi. Students had the option to answer questions in these and for the Law examinations in either of the two languages.
Madras	English. The colleges were, however, permitted to impart instruction in the regional language of the area. A few colleges, which tried this in respect of certain subjects as an experimental measure, dropped it because the response was poor.
Mysore	English
Nagpur	For I.A. and I. Com. : Hindi and Marathi. For other examinations : English
Osmania	General education: English and Hindustani (in Devanagari or Persian script). Professional education: English
Panjab	English
Patna	General education : Hindi. Professional education : English
Poona	English
Rajputana	For I. A., I. Com., B.A. and B. Com. : The Candidates have the option to answer questions in English or Hindi
Roorkee	English
Saugor	English
S.N.D.T. Women's	A Modern Indian language—the mother-tongue of the pupil (Marathi, Gujrati, Hindi and Sindhi were in use during the year)
Travancore	English
Utkal	English

The University Education Commission, which 'devoted much anxious thought' to the problem of a medium of instruction in the universities made the following specific recommendations:

- (i) that the Federal language be developed through the assimilation of words from various sources and the retention of words which have already entered into Indian languages from different sources, thereby avoiding the dangers of exclusiveness;
- (ii) that international technical and scientific terminology be adopted, borrowed words be properly assimilated, their pronunciation be adapted to the phonetic system of the Indian language and their spelling fixed in accordance with the sound symbols of Indian scripts;
- (iii) that for the medium of instruction for higher education English be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties;
- (iv) that (a) pupils at the Higher Secondary and University stages be made conversant with three languages—the regional language, the Federal language and English

- (the last one in order to acquire the ability to read books in English);
- and (b) higher education be imparted through the regional language with the option to use the Federal language as the medium of instruction either for some or for all subjects;
- (v) that for the Federal language, one script, Devanagari, be employed and some of its defects removed;
- (vi) that immediate steps be taken to develop the Federal and Regional languages;
- (a) A board consisting of scientists and linguists should be appointed to prepare a scientific vocabulary of words which will be common to all Indian languages and also to arrange for the preparation of books in different sciences to be rendered into all Indian languages;
- (b) Provincial governments should be required to take steps to introduce the teaching of the Federal language in all classes of higher secondary schools, in degree colleges, and in Universities; and
- (vii) that English be studied in high schools and in the universities in order to keep in touch with the living stream of ever-growing knowledge.

Examination Results

The following table gives the examination results for the year 1949-50:

Table XLVIII—Results of University Examinations

Examinations	No. Appeared	No. Passed	Pass Percentage
1	2	3	4
Intermediate Arts*	99,535	41,652	41.8
Intermediate Science	45,079	17,631	39.1
B.A. (Including Hons.)	37,536	19,212	51.4
B. Sc. (Including Hons.)	20,012	9,533	47.6
M.A.	6,018	4,525	75.2
M. Sc.	1,440	1,078	74.8
Professional Subjects†	28,024	16,919	60.4

*Includes Intermediate Science students (appeared and passed) in the States of Madras, Rajasthan and Ajmer.

†Degree Examinations only.

Table XLIX—Number of Passes in Different University Examinations by States

State	Intermediate (Arts and Science)			B.A. & B.Sc. (Pass & Hons.)			M.A. & M.Sc.			Research Degrees			Professional (Degree Subject only)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Assam	608	115	723	344	44	388	51	4	55	..	..	..	154	10	164
Bihar	3,317	163	3,480	1,567	85	1,652	307	16	323	..	..	..	957	14	971
Bombay	5,983	1,530	7,513	3,838	1,515	5,353	380	116	496	39	4	43	2,674	256	2,930
Madhya Pradesh	1,132	331	1,463	847	191	1,038	302	44	346	2	1	3	658	59	717
Madras	10,568	1,439	12,007	4,266	736	5,002	207	47	254	15	6	21	2,154	303	2,457
Orissa	1,087	60	1,147	452	27	479	20	1	21	..	..	..	158	8	166
Punjab	2,670	636	3,306	2,287	292	2,579	132	18	150	..	..	..	271	72	343
Uttar Pradesh	11,593	1,511	13,104	4,538	787	5,325	2,194	287	2,481	26	..	26	4,084	184	4,268
West Bengal	5,513	1,058	6,571	1,834	242	2,076	566	114	680	27	..	27	2,103	140	2,243
Hyderabad	1,432	164	1,596	560	73	633	59	14	73	..	..	..	378	29	407
Madhya Bharat	449	45	494	328	28	356	89	5	94	..	..	..	258	3	261
Mysore	2,365	351	2,716	747	170	917	55	11	66	..	..	..	484	19	503
PePsi	261	36	297	128	11	139	14	3	17	..	..	..	36	2	38
Rajasthan	908	104	1,012	528	44	572	139	16	155	1	..	1	584	7	591
Saurashtra	144	19	163	221	25	246	14	2	16	..	..	..	..	..	..
Travancore-Cochin	2,279	604	2,883	971	318	1,289	31	13	44	1	..	1	314	55	369
Ajmer	268	36	304	72	7	79	42	1	43	..	..	..	53	7	60
Bhopal	29	9	38	28	5	33	..	..	..	..	..	..	..	..	..
Delhi	186	25	211	393	89	482	248	32	280	1	..	1	349	64	413
Himachal Pradesh	30	2	32	8	..	8	..	..	..	..	..	..	..	..	..
Manipur	48	1	49	19	..	19	..	..	..	..	..	..	..	..	..
Tripura	77	12	89	18	3	21	..	..	..	..	..	..	..	..	..
Vindhya Pradesh	84	1	85	57	2	59	9	..	9	..	..	..	18	..	18
India	51,031	8,252	59,283	24,051	4,694	28,745	4,859	744	5,603	112	11	123	15,687	1,232	16,919

Although the number of candidates appearing in the different examinations increased everywhere the pass percentage dropped in almost all the cases, except in the M.Sc. examination. Of the total number of 99,535 candidates taking Intermediate Arts examination in 1950, 41,652 or 41.8 per cent were successful. In the Intermediate Science examination this percentage was still less. This wastage of manpower and energy and funds of students and their parents deserve serious consideration. The number of candidates declared successful at the B.A. and B.Sc. examinations was 28,745, which is 49.9 per cent of the candidates taking these examinations. The pass percentage in the M.A. and M.Sc. examinations and professional subjects was 75.1, 74.8, and 60.3 respectively.

Table XLIX gives the number of passes, during the year, in the Intermediate, B.A., B.Sc., M.A., M.Sc., and professional courses examinations in the different States.

New Developments

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

Assam

The Gauhati University established the Department of Geology to provide instruction upto the B.Sc. standard.

Bihar

The Patna University started the Department of Ancient Indian History and Culture. It also established the Shri Krishna Readership, for which the State government donated a sum of Rs. one lakh and the State's Chief Minister a sum of Rs. 85 thousand. Under this Readership it is proposed to invite for about 3 months in a year a scholar of international standing in some branch of Social Sciences to deliver lectures to the students and to guide and train them in research. The State government appointed a committee for the preparation of a draft bill for the proposed teaching university in Bihar. Revised pay scales of teaching staff of aided colleges were sanctioned at a heavy recurring cost to the government. The government also paid liberal grants to private colleges for increasing facilities for the teaching of science and for the construction of buildings. To help deserving students, the percentage of free studentships in aided colleges was raised from 7½ to 12½.

Bombay

The Karnatak and Baroda universities started functioning during the year under report. The Gujarat University Act and the S.N.D.T. Women's University Act were passed by the State legislatures. The former related to the establishment of a new regional university,

while the latter granted statutory recognition to the Women's University formed in 1916 to provide education 'especially suited to the needs and requirements of women'. The Bombay University instituted the new degrees of B.Arch., B.Sc. (Nursing), B.Sc. (Medical) and M.Sc. (Medical). The University of Poona established nine departments, mainly for post-graduate teaching and research.

Madhya Pradesh

The Nagpur University established a Department of Local Self Government. The University decided to institute the system of supplementary examinations for the benefit of failed students. For the first time, during the year under report, the instruction in the 1st year class of Intermediate Arts was given in Hindi and Marathi.

Madras

The Y.M.C.A. college of Physical Education, Madras, opened classes for the newly instituted diploma course in physical education. The Andhra University introduced courses for the degrees of M.L. and D.L. in the Faculty of Law. The courses of study in Music in the Annamalai University were revised so as to lead to the award of a Bachelor's degree in the subject.

Orissa

The Utkal University started its first teaching department for providing instruction in the French, Spanish and German languages. The University took over the law classes attached to Ravenshaw College and constituted these into a separate college under its control.

Punjab

The Punjab University instituted Master's examinations in Hindi and Panjabi languages. It also introduced these as elective subjects for the Intermediate and Bachelor's examinations in Arts. Regulations governing the admission of private candidates were liberalised.

Uttar Pradesh

The Agra University instituted the Faculty of Engineering. The Aligarh University decided to hold supplementary and compartmental examinations for the High School, Intermediate, B.A. and B.Sc. (Pass) examinations. The Banaras University started degree courses in Chemical Engineering and Chemical Technology. The Lucknow University started a Bachelor's degree course in Indian Medicine and Surgery and a diploma course in Dentistry.

West Bengal

The Calcutta University started, during the year, these courses: M.A. in Education, I.Sc. and B.Sc. in Nursing and Diplomas in Dietetics and Town Planning.

Hyderabad

For the first time in the history of Osmania University affiliation was granted to a privately managed college (Vivek Vardhini College, Hyderabad). Following the decision taken in the previous year, English was introduced as the medium of instruction in all the professional faculties. The university abolished the compulsory teaching of Theology and Ethics.

Mysore

Some of the important amendments carried out in the existing ordinances, during the year, are (i) inclusion of Latin among the optional subjects for B.A. degree, (ii) introduction of the compartmental system for the B.Com. degree, and (iii) provision for a course of survey work for B.Sc. (Hons.) and M.Sc. in Geology.

Rajasthan

The Rajputana University, which had hitherto been purely of the affiliating type, started a teaching department in Economics. The University introduced Pharmaceutical courses at the Intermediate and Bachelor's stages.

Travancore-Cochin

The Travancore University instituted a Faculty of Commerce, Diploma course in French, Title of the Vidvan in Hindi, degrees of Master of Education and Doctor of Philosophy in the Faculty of Education and the M.Litt. degrees in the Faculties of Arts and Oriental Studies.

Coorg

The State government started an Intermediate college during the year under report.

Delhi

The Delhi University revised the B.T. and M.Ed. syllabi so as to permit of more intensive field work and to include a greater range of subjects for specialisation.

CHAPTER VII

TRAINING OF TEACHERS

The training of teachers occupies a key position in any system of education. With further progress in the provision of compulsory education in the various States, the need for trained teachers was keenly felt everywhere. Although in almost all the States there was a significant increase in the output of trained teachers, the supply failed to keep pace with demand with the result that nearly 43 per cent of the teachers in our primary and secondary schools remained untrained.

There was no substantial change in the set-up of training institutions. Normal and Training Schools (including Basic Training Schools), Diploma Institutions and Training Colleges continued to train teachers for primary, middle and high schools respectively. To meet the growing demand of basic education many States converted their ordinary normal schools into basic training schools. In some States, where this conversion was not feasible, teaching of craft, as a compulsory subject, was introduced in the training institutions. Various training institutions and States organised short-term training courses in addition.

A brief account of the progress achieved in teachers' training is given below under two separate heads, *viz.*, Training Schools and Training Colleges:

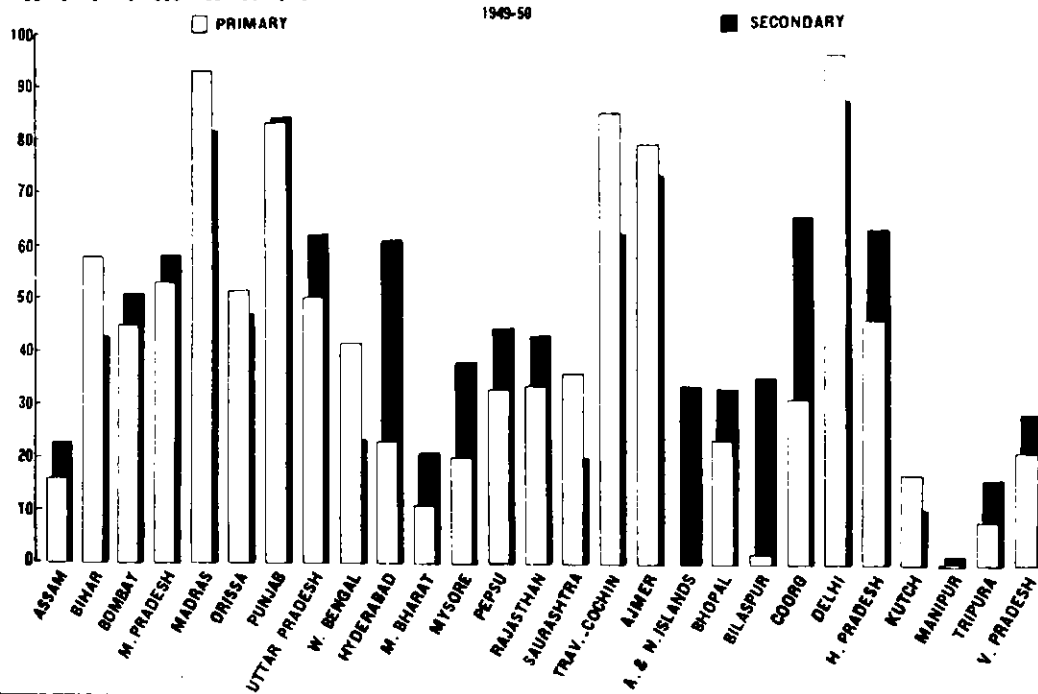
Training Schools

Institutions

During the year under report, there were in all 720 training (including basic training) schools—509 for men and 211 for women. In addition, provision for the training of teachers existed in some secondary schools, which had training classes attached to them. Of the total number of schools, 448 (62.2 per cent) were under the management of government, as against 17 (2.4 per cent) under local boards and 255 (35.4 per cent) under private bodies.

Table L shows State-wise details of the training schools. Among the Part 'A' States, the number of schools increased in Uttar Pradesh (from 98 to 119), Bombay (from 91 to 103), Madras (from 169 to 178), Punjab (from 10 to 14), Assam (from 27 to 30), Madhya Pradesh (from 21 to 22); it remained stationary in Orissa and decreased in West Bengal (from 57 to 53) and Bihar (from 83 to 78). Madras

PERCENTAGE OF TRAINED TEACHERS IN PRIMARY & SECONDARY SCHOOLS



claimed the highest number of schools i.e., 178, of which nearly one-half were for women. Next came Uttar Pradesh with 119 schools (including Mobile Training Squads), Bombay with 103 schools, Bihar with 78 schools and Wes: Bengal with 53 schools. Punjab had only 14 schools, the least among Part 'A' States. Among Part 'B' States, particular mention may be made of Travancore-Cochin, which had 42 training schools. A. and N. Islands, Bhopal, Bilaspur, Coorg, Manipur and Tripura continued to be without any training school.

Cols. (5) to (8) of table L show the distribution of training schools according to different managements. Except in Assam, Bombay and Travancore-Cochin, a great majority of the institutions were controlled by the government. The share of the local boards in the administration of training schools was very insignificant, except in Assam, where 13 out of 30 schools were under their management. The proportion of private institutions was highest in Travancore-Cochin (71.4 per cent), followed by Bombay (66.0 per cent) and Madras (47.2 per cent). In Travancore-Cochin, 23 of the 30 private schools were not even receiving grants-in-aid.

Pupils

The total number of pupils under training, including those reading in attached classes, was 67,046. Of these, 16,980 or nearly 25 per cent were women. The distribution of pupils, according to the managements of the schools, was: government 71.9 per cent, local boards 1.3 per cent, and private bodies 26.8 per cent. The total number of teachers trained during the year was 32,784—25,127 men and 7,657 women.

Table LI gives the enrolment and turn out of teachers for different States. Among the Part 'A' States, both Bihar and Uttar Pradesh reported an increase of nearly 50 per cent. In the former, it was due mainly to the increase in the annual intake of candidates in 30 (out of 55) elementary training schools, while in the latter expansion in the Mobile Training Squads, which "visited each village and gave training to the young teachers in the environment in which they lived and worked", helped to increase the numbers. The highest number of pupils under training was returned by Madras (21,430). Next came Uttar Pradesh (16,509) and then Bombay (11,027). Punjab had the least enrolment (994) among the Part 'A' States. Among the Part 'B' States, mention may be made of Travancore-Cochin and Mysore with 2,609 and 1,290 teachers under training respectively.

Expenditure

The total direct expenditure on training schools amounted to Rs. 1,60,63,672, of which Rs. 1,19,09,436 were incurred on institutions for men and Rs. 41,54,236 on those for women. The government

Table L.—Number of Teachers' Training Schools*

State	For Men	For Women	Total	No. of Schools Managed by			
				Government	Local Board	Private Bodies	
						Aided	Unaided
I	2	3	4	5	6	7	8
Assam	25	5	30	9	13	8	..
Bihar	67	11	78	64	..	12	2
Bombay	66	37	103	33	2	61	7
Madhya Pradesh	14	8	22	17	..	3	2
Madras	90	88	178	94	..	83	1
Orissa	26	4	30	27	..	3	..
Punjab	6	8	14	8	..	3	3
Uttar Pradesh	95	24	119†	101	1	13	4
West Bengal	42	11	53	39	1	12	1
Hyderabad	8	3	11	7	..	2	2
Madhya Bharat	2	1	3	3	..	..	..
Mysore	7	4	11	10	..	1	..
Pepsu	1	..	1	1	..	..	..
Rajasthan	9	3	12	11	..	1	..
Saurashtra	4	1	5	4	..	1	..
Travancore-Cochin	41	1	42	12	..	7	23
Ajmer	2	1	3	3	..	..	..
Delhi . . . . .	..	1	1	1	..	..	..
Himachal Pradesh	1	..	1	1	..	..	..
Kutch	1	..	1	1	..	..	..
Vindhya Pradesh	2	..	2	2	..	..	..
India	509	211	720	448	17	210	45

* Excludes training classes attached to secondary schools.

† Includes mobile training squads.

Table LI—Number of Pupils* in Teachers' Training Schools

State	Men	Women	Total	Output		
				Men	Women	Total
1	2	3	4	5	6	7
Assam	1,178	155	1,333	673	68	741
Bihar	3,246	511	3,757	1,446	354	1,800
Bombay	7,826	3,201	11,027	3,237	1,094	4,331
Madhya Pradesh	2,037	673	2,710	889	270	1,159
Madras	13,644	7,786	21,430	5,950	3,029	8,979
Orissa	939	86	1,025	462	30	492
Punjab	587	407	994	589	262	851
Uttar Pradesh	15,141	1,368	16,509	8,208	563	8,771
West Bengal	1,156	330	1,486	838	94	932
Hyderabad	649	226	875	386	121	507
Madhya Bharat	48	64	112	46	33	79
Mysore	1,020	270	1,290	272	110	382
Pepsu	72	33	105	51	29	80
Rajasthan	658	76	734	438	73	511
Saurashtra	271	188	459	258	176	434
Travancore-Cochin	1,189	1,420	2,609	1,180	1,221	2,401
Ajmer	143	47	190	..	..	..
Bhopal	18	..	18	8	..	8
Coorg	46	14	60	39	11	50
Delhi . . . . .	..	96	96	..	92	92
Himachal Pradesh	58	13	71	28	13	41
Kutch	12	16	28	12	14	26
Vindhya Pradesh	128	..	128	117	..	117
India	50,066	16,980	67,046	25,127	7,657	32,784

*Includes enrolment in training classes attached to secondary schools.

schools accounted for 75.6 per cent of the total expenditure, as compared with 1.5 per cent by local board, 21.6 per cent by private aided and 1.3 per cent by private unaided schools. The distribution of the total expenditure according to various sources of income is given below:

Table LII—Direct Expenditure on Teachers' Training Schools by Sources

Source	Amount	Percentage
1	2	3
Government Funds	Rs. 1,42,54,164	88.7
Local Board Funds	53,543	0.33
Fees	7,05,450	4.4
Other Sources	10,50,515	6.6
Total	1,60,63,672	100.0

It will be seen from the above table that the major portion of the expenditure was met from government funds.

The average annual cost of training a teacher amounted to Rs. 240.3 (Rs. 229.2 in schools for men and Rs. 278.8 in schools for women). Its distribution over different sources of income was:

Government funds	Rs. 213.2
Local Boards Funds	Rs. 0.8
Fees	Rs. 10.6
Other sources	Rs. 15.7

The cost worked out to be Rs. 252.9 in a government school, Rs. 279.2 in a local board school, Rs. 217.8 in an aided private school and Rs. 102.1 in an unaided private school.

Table LIII distributes the expenditure on training schools according to States. It will be seen that fees contributed to the extent of 29.6 per cent of the total expenditure in Travancore-Cochin, 16.3 per cent in Bombay, 15.3 per cent in Pepsu and 12.4 per cent in Punjab.

Fees and Stipends

Training was provided free in government schools. Besides, the trainees received stipends of varying amounts. Free hostel accommodation was also provided in some schools. In non-government schools, fees of pupils belonging to scheduled castes and other backward communities was paid by the government.

Table LIII—Direct Expenditure on Teachers' Training Schools by States

State	On Schools for Men	On Schools for Women	Total	Percentage of Expenditure met from			
				Government Funds	Local Boards Funds	Fees	Other Sources
I	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.				
Assam	3,83,480	25,530	4,09,010	98·6	0·2	..	1·2
Bihar	9,69,760	91,429	10,61,189	97·9	..	0·2	1·9
Bombay	17,77,070	8,37,125	26,14,195	70·8	0·4	16·3	12·5
Madhya Pradesh	6,27,926	2,65,672	8,93,598	96·5	..	0·7	2·8
Madras	32,54,320	18,06,702	50,61,022	86·8	..	2·1	11·1
Orissa	4,14,775	70,245	4,85,020	99·0	..	..	1·0
Punjab	1,40,780	58,614	1,99,394	76·6	..	12·4	11·0
Uttar Pradesh	21,49,000	4,91,530	26,40,530	96·2	0·3	1·9	1·6
West Bengal	2,62,153	1,28,298	3,90,298	85·7	8·6	2·6	3·1
Hyderabad	5,28,888	66,348	5,95,236	96·7	..	0·8	2·5
Madhya Bharat	44,410	9,840	54,250	100·0	..	..	..
Mysore	3,11,436	50,742	3,62,178	98·7	..	1·1	0·2
Pepsu	6,572	..	6,572	84·7	..	15·3	..
Rajasthan	3,01,458	31,254	3,32,712	100·0	..	..	..
Saurashtra	4,03,430	69,254	4,72,684	97·8	..	..	2·2
Travancore-Cochin	2,34,589	9,840	2,44,429	68·2	..	29·6	2·2
Ajmer	28,099	38,277	66,376	100·0	..	..	..
Delhi . . . . .	..	1,03,536	1,03,536	100·0	..	..	..
Himachal Pradesh	9,551	..	9,551	100·0	..	..	..
Kutch	12,523	..	12,523	100·0	..	..	..
Vindhya Pradesh	49,216	..	49,216	100·0	..	..	..
India	1,19,09,436	41,54,236	1,60,63,672	88·7	0·3	4·4	6·6

Training Colleges Institutions

During the year under report, there was 48 training (including basic training) colleges for graduates and under-graduates. Of these, 34 were for men and 14 for women. Most of the colleges for men, however, admitted women. In addition, facilities for the training of teachers at this level were provided by the Education Departments of the Universities of Aligarh, Allahabad, Banaras, Baroda, Calcutta, Gauhati and Lucknow and some arts and science colleges, which had training classes attached to them. The government controlled 35 of the training colleges, besides giving grants to 12 (out of 13) privately managed institutions.

Table LIV shows the distribution of training colleges in different States. It will be seen that Uttar Pradesh led all other States in having as many as 9 colleges.

Pupils

The total number of pupils under instruction in training colleges, university teaching departments and training classes attached to arts and science colleges was 4,761 (3,141 men and 1,620 women). Of these, 3,363 (2,456 men and 907 women) qualified for the award of a degree or an equivalent diploma, while 1,502 (988 men and 514 women) passed certificate examinations. Figures for different States are given in table LV.

Expenditure

The total expenditure incurred on the maintenance of training colleges alone amounted to Rs. 33,55,159, of which Rs. 26,70,092 were spent on institutions for men and Rs. 6,85,067 on those for women. The government colleges accounted for 83.4 per cent of the total expenditure, as against 16.1 and 0.5 per cent respectively by aided and unaided colleges. According to sources, the distribution of the total expenditure was: government funds Rs. 27,82,000 (82.9 per cent), fees Rs. 2,98,390 (8.9 per cent) and other sources Rs. 2,74,769 (8.2 per cent).

The average annual cost of training a teacher came to Rs. 887.4 (Rs. 909.1 in a college for men and Rs. 811.7 in a college for women). Its distribution over different sources of income was: government funds Rs. 735.8, fees Rs. 78.9 and other sources Rs. 72.7. The training cost per head was Rs. 912.4 in a government college, Rs. 802.2 in a private aided college and Rs. 397.3 in a private unaided college.

The State-wise details of expenditure on training colleges are given in table LVI.

Table LIV—Number of Teachers' Training Colleges*

State	For Men	For Women	Total	Number of Colleges Managed by			
				Government	Local Boards	Private Bodies	
						Aided	Unaided
I	2	3	4	5	6	7	8
Bihar	1	..	1	1	..	..	..
Bombay	8	..	8	6	..	2	..
Madhya Pradesh	4	2	6	4	..	1	1
Madras . . . . .	..	4	7	3	..	4	..
Orissa	1	..	1	1	..	..	..
Punjab	1	2	3	2	..	1	..
Uttar Pradesh	4	5	9	8	..	1	..
West Bengal	3	1	4	3	..	1	..
Hyderabad	1	..	1	1	..	..	..
Madhya Bharat	2	..	2	2	..	..	..
Mysore	1	..	1	1	..	..	..
Rajasthan	2	..	2	1	..	1	..
Travancore-Cochin	1	..	1	1	..	..	..
Ajmer	1	..	1	..	..	1	..
Delhi	1	..	1	1	..	..	..
India	34	14	48	35	..	12	1

*Excludes University teaching department and training classes attached to arts and science colleges.

Table LV—Number of Pupils* in Teachers' Training Colleges

State	Men	Women	Total	Output†					
				Degrees or Equivalent Diplomas			Certificates		
				Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Assam	39	9	48	26	10	36	..	..	..
Bihar	84	13	97	91	3	94	..	..	..
Bombay	429	132	561	401	159	560	191	137	328
Madhya Pradesh	513	291	804	161	55	216	149	106	255
Madra	404	210	614	267	216	483	..	..	..
Orissa	40	8	48	28	5	33	..	..	..
Punjab	115	150	265	97	64	161	..	..	..
Uttar Pradesh	671	488	1,159	775	154	929	463	176	639
West Bengal	253	182	435	158	110	268	49	34	83
Hyderabad	57	22	79	55	21	76	29	7	36
Madhya Bharat	104	3	107	56	3	59	39	..	39
Mysore	64	16	80	61	13	74	..	..	..
Pepsu	97	2	99	31	2	33	48	..	48
Rajasthan	68	2	70	48	2	50	20	..	20
Travancore-Cochin	101	47	148	102	45	147	..	..	..
Ajmer	55	7	62	53	7	60	..	..	..
Delhi	47	38	85	46	38	84	..	54	54
India	3,141	1,620	4,761	2,456	907	3,363	988	514	1,502

*Includes pupils in training classes attached to arts and science colleges

†Includes private candidates also.

Table LVI—Direct Expenditure on Teachers' Training Colleges by States

State	On Institutions for Men	On Institutions for Women	Total	Percentage of Expenditure met from			Average Annual Cost per Pupil
				Govt. Funds	Fees	Other Sources	
I	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.				Rs.
Bihar	69,418	..	69,418	100·0	..	..	715·6
Bombay	6,05,101	..	6,05,101	71·9	17·2	10·9	1,078·6
Madhya Pradesh	5,57,375	36,815	5,94,190	85·3	5·7	9·0	739·0
Madras	3,52,585	2,99,990	6,52,575	77·4	8·8	13·8	1,062·8
Orissa	30,895	..	30,895	99·1	0·9	..	643·6
Punjab	90,366	95,393	1,85,759	75·9	24·1	..	825·6
Uttar Pradesh	2,33,671	1,95,486	4,29,157	94·0	1·1	4·9	797·7
West Bengal	2,00,823	57,383	2,58,206	94·6	1·8	3·6	981·8
Hyderabad	1,02,853	..	1,02,853	100·0	..	..	1,301·9
Madhya Bharat	51,382	..	51,382	100·0	..	..	480·2
Mysore	87,565	..	87,565	93·4	6·6	..	1,094·6
Rajasthan	63,609	..	63,609	58·9	..	41·1	908·7
Travancore-Cochin	48,503	..	48,503	66·1	33·4	0·5	327·7
Ajmer	39,722	..	39,722	37·8	40·1	22·1	640·7
Delhi	1,36,224	..	1,36,224	91·9	8·1	..	1,602·6
India	26,70,092	6,85,067	33,55,159	82·9	8·9	8·2	887·4

New Developments

The following is a brief account of the new developments in the field of teachers' training in different States during the year under report.

Assam

To meet the growing need of trained teachers, an additional section in the second year class was opened at Jorhat Normal School. Six basic training schools started functioning during the year.

Bihar

Thirty elementary training schools were expanded by providing admission in each for 50 trainees annually instead of 20. It was hoped that with this expansion the annual output of trained teachers would increase from 1,100 to 1,500. The rate of monthly stipend to teachers under training in these schools was raised from Rs. 8 to Rs. 14. Six new basic training schools were established. Patna Training College introduced Sanskrit Methodology as a new methods subject. The number of seats for women candidates for the diploma class of the college was increased by 6.

Bombay

All the primary training institutions introduced craft as a compulsory subject in addition to general theory and principles of basic education. The recommendations of the Committee appointed to revise the syllabus of basic training institutions were approved by the government. The new syllabus, besides giving an important place to Craft, Health and Hygiene activities and to activities of social and community life, made provision for a short stay in some village and for field work in villages with the object of developing close contact with the villagers, and promoting real understanding of their problems through actual experience and work. With a view to giving short course training to direct recruits, as well as to teachers with long service who were too old to undergo a regular course of training, a refresher training college was opened at Jamkhandi. Two batches of direct recruits numbering 89 were put through a two months' course and one batch of 39 over-age permanent teachers completed a three months' training course. The short-term course conducted at the Partap High School, Idar, trained 76 teachers. To meet the immediate needs of craft teaching in schools and to equip teachers already trained in the old way for the new set-up, several short-term courses were organised. The number of teachers trained in the various crafts was:

Spinning	...	...	519
Weaving	...	...	312
Spinning and Weaving	...	...	25
Cardboard-modelling and Wood-work	...	...	223
Kitchen-gardening and Agriculture	...	...	135

In order that inspecting officers should have some knowledge of the crafts being taught in primary schools and some insight into the underlying principle of basic education, short courses of three-months duration were organised at five places.

Madras

Eight ordinary training schools (4 for men and 4 for women) were converted into basic training schools during the year. In addition, 11 new basic training schools (10 for men and 1 for women) were established, thus raising the number of such schools to 37 (28 for men and 9 for women). To meet the emergency due to shortage of teachers, the government instituted a shortened course of training for graduate secondary grade trained teachers. The duration of the course was three months and three such courses were conducted. The number trained was 93, of whom 88 came out successful. The rules regarding qualification for admission of teachers for secondary-grade training were relaxed. Basic education was introduced in the syllabus for the B.Ed. courses at the Andhra University. Permission was granted to the Teachers' Training College, Saidapet and the Lady Willingdon Training College, Madras to offer Basic Education as an optional subject for the B.T. course.

Orissa

The elementary training schools were closed with a view to replacing them by basic training schools.

Punjab

A co-educational basic training school was started during the year. Sixty teachers (40 men and 20 women) were trained. A refresher course was organised to acquaint the teachers in government schools with the basic system of education.

Uttar Pradesh

It was decided to hold the teachers' certificate examination annually for women teachers and for teachers in the constructive schools. Consequently the Government (C.T.) Training College for men at Bareilly was converted into a training college for women and all private C.T. colleges, with the exception of two, ceased to function as such. The Government Basic Training College, Allahabad carried out some experiments in correlated scheme of subjects and in putting correlation on a scientific and psychological basis. A few correlation plans were also framed and worked out. The number of Mobile Training Squads was increased to 49. These squads continued to impart intensive practical training to the untrained young teachers of primary schools in the villages.

West Bengal

One normal school and four primary training schools—all government managed—were converted into basic training schools. In addition, three government sponsored basic training schools (one new and two reconditioned) were started.

Hyderabad

A scheme making it obligatory on private institutions to send

their teachers for training was under the consideration of the Osmania University and the Education Department.

Madhya Bharat

A group of 8 selected teachers was deputed to Wardha to receive intensive training in basic education. These teachers on their return trained 126 men and 28 women teachers. Short-term training courses were organised for teachers who had put in 10 years' or more service and who were above 35 years of age.

Mysore

The Special Teachers' Training Centre at Vidyanagar continued to train untrained teachers of primary schools. A basic training centre was also started in the State with a view to training teachers in basic education.

Pepsu

It was decided to open Drawing Masters' Training class in Brijendra College, Faridkot and S.V. class in the Normal School, Faridkot. The admissions to the B.T. class were raised from 40 to 60, and to the J.V. class from 125 to 150.

Saurashtra

Five training camps were organised. To meet the shortage of basic trained teachers primary training colleges were converted into basic training colleges.

Travancore-Cochin

The government sanctioned the opening of a basic training institution at the rural development centre Cherpu.

Coorg

Three graduate teachers were sent for basic training at Allahabad.

Delhi

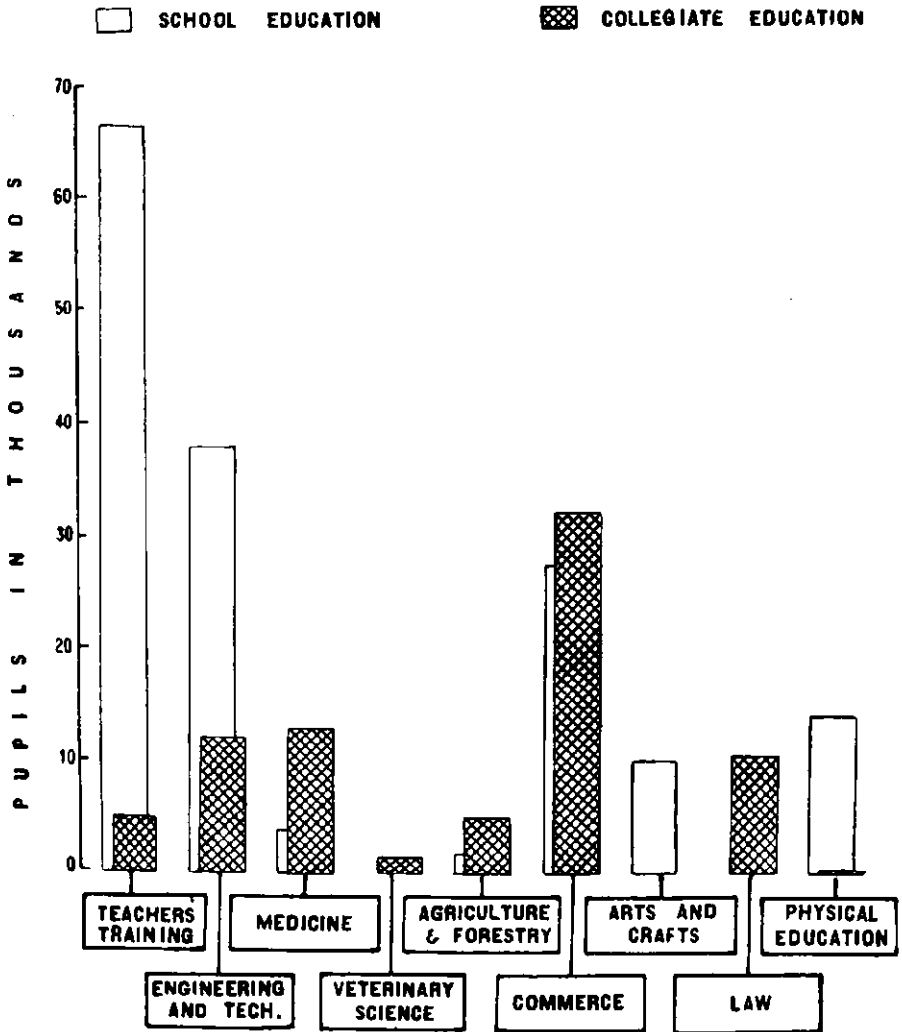
The foundation stone of the new building of the Central Institute of Education was laid by the Prime Minister on the 18th April, 1949. With a view to developing the institute into a first class teachers' training and research centre, the Government of India decided to associate with it the interested government departments, local educational institutions and other interests concerned, and accordingly a governing body, consisting of the Educational Adviser (Chairman), and an officer of the Ministry of Education (Secretary) and 11 members, including 4 eminent educationists, was established. The schemes for starting an Experimental Basic School and a Psychology Wing in the Institute were approved.

Himachal Pradesh

A six weeks' refresher course in Basic education was organised at Nahan by the staff of Jamia Millia, Delhi, where 52 teachers and 6 members of the inspecting staff were trained. Fourteen teachers (4 for B.T., 4 for J.A.V. and 6 for basic training) were sent outside the State for training.

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION

1949-50



CHAPTER VIII

Professional and Technical Education

During the year under report, there was an all round improvement and expansion of facilities for technical education. Efforts were made by the various State governments to turn out trained personnel in greater numbers. Substantial progress was made in the establishment of the Eastern Higher Technical Institute at Kharagpur (now called the Indian Institute of Technology). The nine buildings provided for the institute by the West Bengal Government were renovated. The Director was selected and some staff appointed. It was intended that the Institute, which will be one of the biggest centres of research and advanced instruction in Technology in the East, should start functioning from the academic session following i.e., 1950-51.

The University Education Commission, to which a reference has been made in an earlier chapter, examined in detail the existing facilities for professional and technical education in the country. The Commission remarked that "our leaders have drawn up ambitious plans for the industrialisation of the country involving expenditure of crores of rupees. They wish to improve communications, develop system of irrigation, and distribute electricity to the villages. They have large schemes for the improvement of health and sanitation. If these schemes are to be realised, we have to increase the number of professional colleges—agricultural, medical and engineering—to produce the requisite number of graduates and set up throughout the country technical schools which will supply the much larger number of technicians needed for the purpose. For a fuller realisation of the democratic principles of justice and freedom for all, we need growth in science and technology. The presence of the suffering millions, tired, discontented, mentally inefficient is a challenge to us. Where human action can remove the evils, inaction has the guilt of vice". The Commission made valuable suggestions for improving the courses and equipment, strengthening the teaching staff, and introducing new professional courses.

The Scientific Manpower Committee, appointed by the Government of India in 1947 to assess the country's requirements of scientific and technical manpower for various purposes, and to suggest suitable measures for meeting the requirements, submitted their final report

in July, 1949. In order to bridge the gap between the requirements and the expected availability of manpower for the ten-year period the committee made several recommendations, the most important of which was a five-year plan of development of facilities for education and research in various branches of science, technology, engineering, medicine, agriculture, etc.

In pursuance of the recommendations of the Committee, the following schemes were initiated by the Central Ministry of Education during 1949-50:

(i) *Practical Training Stipends Scheme*—This scheme was initiated with the object of enabling graduates and diploma holders, passing out of Engineering and Technological Institutions, to undergo a specified period of practical training, in approved industrial establishments, so that they may be "conditioned" for gainful employment. Two kinds of stipends were awarded, *viz.*, Senior Stipends each of the value of Rs. 150 per mensem for graduates and Junior Stipends each of the value of Rs. 75 per mensem for diploma holders. Two hundred and fifty senior and 200 Junior stipends were allotted to institutions in proportion to their output. The total expenditure involved amounted to Rs. 1,50,000.

(ii) *Research Training Scholarships Scheme*—The objective of this scheme was to attract brilliant young persons to pursue research in basic sciences in universities and other institutions of higher learning, so as to ensure a steady flow of research workers for national laboratories and for industrial research organisations. In this case also there were two kinds of scholarships, senior at Rs. 200 per mensem and junior at Rs. 100 per mensem tenable for a period of three years. Fifty Senior and 100 Junior scholarships were sanctioned for the various universities and institutions. A sum of Rs. 75,000 was spent on this scheme during the year under report.

(iii) *Development of Higher Scientific Education*—With a view to promoting research and advanced work in universities, grants were given to them for the strengthening of departments which had a nucleus for research or post-graduate work. Owing to the limitation of funds, such grants could not be given for starting new departments. Grants amounting to Rs. 20,50,000 were made to 11 universities.

The All-India Council for Technical Education continued to advise the Central Government on the various issues relating to the co-ordination and promotion of technical education in the country. Its Boards of Technical Studies made further progress in the preparation of curricula and schemes of examinations for the award of All-India

diplomas and certificates in the various branches of technology, commerce and applied arts. Examinations were also conducted by the Council for the award of:

- (1) All-India Diploma in Electrical Engineering,
- (2) All-India Diploma in Chemical Technology,
- (3) All-India Diploma in Commerce,
- (4) All-India Certificate in Electrical Engineering,
- (5) All-India Certificate in Commerce, and
- (6) All-India Intermediate Certificate in Architecture.

Affiliation was granted to the Bengal Engineering College, Sibpur, for an All-India Diploma Course in Architecture.

Under the scheme of the Council for the development of existing Engineering and Technological Institutions in the country, 15 institutions received grants and loans as under:—

(i) Non-recurring—

	Rs.
(a) Buildings	9,10,000
(b) Equipment	5,63,000
(ii) Recurring	9,99,000
(iii) Interest-free Loan	51,000

Special mention may be made of the National Laboratories and Central Research Institutions, established by the Council of Scientific and Industrial Research. Besides the promotion of research in general, testing and standardisation of new products and provision of expert advice for further development and production of such products, these laboratories and institutions offer facilities and advice to scientists, universities, industries and others who may not be in a position to carry out or complete investigations on their own.

Vocational and Technical Schools

The institutions imparting education other than at a university level in vocational and technical subjects can be classified into the following types of schools: (a) Teachers' Training, (b) Engineering, (c) Technical, (d) Industrial, (e) Medical, (f) Agricultural, (g) Forestry, (h) Commercial, (i) Arts and Crafts and (j) Physical Education. Facilities for some of those vocational studies are also available in a number of schools for general education, where vocational courses are combined with academic ones. In addition, school classes are also attached to some professional colleges. The standard of instruction and qualifications for admission to different courses vary according to the nature and duration of the courses.

Table LVII—Statistics of Vocational and Technical Schools by Type of Institution

Type of School	No. of Institutions	No. of Pupils†			Expenditure	Percentage of Total Expenditure on Vocational and Technical Schools	Percentage of Expenditure met from				Average Annual Cost per Pupil
		Boys	Girls	Total			Government Funds	Local Board Funds	Fees	Other Sources	
I	2	3	4	5	6	7	8	9	10	11	12
					Rs.						Rs.
Teachers' Training	720	50,066	16,980	67,046	1,60,63,672	46.8	88.7	0.3	4.4	6.6	240.3
Engineering	19	3,864	6	3,870	20,83,657	6.1	80.0	1.0	13.7	5.3	673.0
Technological and Industrial	486	6,549	7,777	34,326	1,09,43,919	31.9	70.3	4.0	8.9	16.8	318.8
Medical	39	2,438	1,352	3,790	17,34,476	5.0	63.9	4.3	21.7	10.3	457.6
Agricultural	30	1,867	15	1,882	10,89,462	3.2	93.8	1.1	1.0	5.1	578.0
Forestry	2	53	..	53	21,724	0.1	100.0	..	..	..	409.9
Commercial	412	25,697	1,985	27,682	10,50,147	3.1	8.0	..	25.5	16.2	38.0
Arts and Crafts	137	3,534	6,353	9,887	8,90,006	2.6	53.0	..	22.4	18.4	90.1
Physical Education	174	12,704	1,292	13,996	4,25,142	1.2	30.0	..	8.0	55.6	130.4
India	2,028	1,26,772	35,760	1,62,532	3,43,02,205	100.0	77.0	1.9	9.9	11.1	212.4

† Includes enrolment in attached classes.

Table LVIII—Statistics of Vocational and Technical Schools by States

State	No. of Schools	No. of Pupils†			Expenditure
		Boys	Girls	Total	
1	2	3	4	5	6
					Rs.
Assam	44	1,905	310	2,215	6,07,866
Bihar	139	7,230	890	8,120	20,51,985
Bombay	524	33,771	12,349	46,120	82,91,739
Madhya Pradesh	42	3,990	826	4,816	15,05,591
Madras	529	34,086	9,309	43,395	82,89,477
Orissa	65	2,385	460	2,845	9,90,358
Punjab	50	1,994	1,599	3,593	13,67,942
Uttar Pradesh	199	17,681	2,327	20,008	41,83,711
West Bengal	158	8,027	2,354	10,381	17,81,084
Hyderabad	42	2,097	983	3,080	14,90,985
Madhya Bharat	4	124	64	188	1,05,850
Mysore	70	6,257	641	6,898	9,28,618
Pepsu	3	88	91	179	13,217
Rajasthan	12	658	76	734	3,32,712
Saurashtra	13	942	210	1,152	11,98,243
Travancore Cochin	115	4,465	2,989	7,454	6,85,829
Ajmer	4	211	47	258	70,362
A. & N. Islalands	..	..	..	..	..
Bhopal	2	162	..	162	11,537
Bilaspur	..	..	..	..	..
Coorg	..	56	14	70	..
Delhi	6	408	191	599	2,89,923
Himachal Pradesh	1	58	13	71	9,551
Kutch	2	27	17	44	21,134
Manipur	..	..	..	..	..
Tripura	1	3	..	3	5,750
Vindhya Pradesh	3	147	..	147	67,741
India	2,028	1,26,772	35,760	1,62,532	3,43,02,205

† Includes pupils in attached classes.

Institutions

During the year under review, there were 2,028 (1,590 for boys and 438 for girls) recognised vocational and technical schools. Of these, 745 were managed by government, 53 by local boards and 1,230 by private bodies. Their distribution, according to the vocations taught, was: teachers' training 720, technology and industry 486, commerce 412, physical education 174, arts and crafts 137, agriculture 39, medicine 39, engineering 19, and forestry 2.

Pupils

The total number of pupils on the rolls of vocational and technical schools, including attached classes, was 1,62,532 (1,26,772 boys and 35,760 girls). The pupils receiving teachers' training constituted 41·3 per cent of the total enrolment as against 23·5 per cent studying engineering, technology and industry, 17·0 per cent commerce, 8·6 per cent physical education, 6·1 per cent arts and crafts, 2·3 per cent medicine and 1·2 per cent agriculture and forestry.

Expenditure

The total direct expenditure on vocational and technical schools amounted to Rs. 3,43,02,205, of which the largest amount (46·8 per cent) was expended on training institutions and the smallest (0·1 per cent) on schools of forestry. Intermediate positions were occupied by engineering, technological and industrial schools (38·0 per cent), medical schools, (5·0 per cent), agricultural schools (3·2 per cent), commercial schools (3·1 per cent), arts and crafts schools (2·6 per cent), and schools for physical education (1·2 per cent). Of the total expenditure, 77·1 per cent was met from government funds, 1·9 per cent from local board funds, 9·9 per cent from fees and 11·1 per cent from other sources. The proportion of expenditure on vocational and technical schools formed 4·2 per cent of the total direct expenditure on education. The average annual cost per pupil for all types of schools came to Rs. 212·4. It varied from Rs. 30·4 in a physical education school to Rs. 673·0 in an engineering school.

The distribution of institutions, enrolment and expenditure, according to various types of schools and States is given in tables LVII and LVIII.

The succeeding paragraphs give a brief account of each type of vocation separately, except teachers' training, which has already been discussed in the preceding chapter.

Engineering Schools

Of the 19 engineering schools, 16 were managed by government and 3 by private bodies. The total number of pupils under instruction was 3,870, including 6 girls. The total direct expenditure on all the engineering schools amounted to Rs. 20,83,657, of which nearly 80

per cent was met from government funds. The total average annual cost per pupil came to Rs. 673·0. State-wise details about these schools are given in table LIX.

Table LIX—Statistics of Engineering Schools

State	No. of institutions	N. of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Bihar	1	301	..	301	49,891	1,187·9
Bombay	5	925	..	925	9,15,997	990·3
Madhya Pradesh	1	242	1	243	1,61,912	666·3
Oriss	1	199	..	199	1,18,602	596·0
Punjab	1	95	..	95	65,981	694·5
Uttar Pradesh	5	611	..	611	2,88,235	553·2
West Bengal	3	287	..	287	2,52,190	878·7
Hyderabad	1	190	..	..	..	..
Mysore	1	524	..	524	93,339	178·1
Travancore Cochin	1	487	5	492	1,37,510	528·9
India	19	3,864	6	3,870	20,83,657	673·0

Technical and Industrial Schools

During the year under review, there were 486 technical and industrial schools of which 190 were controlled by government, 21 by local boards and 275 by private bodies. The total number of pupils attending these institutions was 34,326 (26,549 boys and 7,777 girls). Of the total direct expenditure of Rs. 1,09,43,919 nearly 70 per cent was contributed by the government. The total average annual cost per pupil amounted to Rs. 318·8.

Table LX gives State-wise statistics of technical and industrial schools.

Medical Schools*

There were 39 Medical Schools attended by 3,790 students (2,438 boys and 1,352 girls) during the year under review. Of the schools,

*Includes Public Health, Dentistry, Nursing and Veterinary Science Schools.

Table LX—Statistics of Technical and Industrial Schools

State	No. of institutions	No. of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Assam	10	457	133	590	1,82,677	309·6
Bihar	31	2,219	117	2,336	8,31,015	355·7
Bombay	61	4,896	275	5,171	23,47,232	453·9
Madhya Pradesh	15	929	72	1,001	2,18,140	217·9
Madras	80	5,962	895	6,857	23,08,867	336·
Orissa	16	351	97	448	2,25,728	503·9
Punjab	32	1,059	1,064	2,123	7,38,336	347·8
Uttar Pradesh	71	1,707	959	2,666	12,08,373	453·3
West Bengal	80	5,263	1,936	7,199	9,26,987	128·8
Hyderabad	26	1,010	743	1,753	6,40,504	365·4
Madhya Bharat	1	76	..	76	51,600	678·9
Mysore	16	1,572	161	1,733	2,87,614	166·0
Pepsu	2	16	58	74	6,645	90·0
Saurashtra	3	161	..	161	5,77,964	3,589·8
Travancore-Cochin	36	376	1,194	1,570	2,06,339	131·4
Ajmer	1	68	..	68	3,986	58·6
Delhi	4	408	73	481	1,63,387	339·7
Vindhya Pradesh	1	19	..	19	18,525	975·0
India	486	26,549	7,777	34,326	1,09,43,919	318·8

19 were for boys and 20 for girls. Their distribution, according to managements, was: government 25, local boards one and private bodies 13. It is significant to note that in Bombay alone the number of schools showed an increase of 15 over the previous years' figure of 11. The total direct expenditure on all these schools amounted to Rs. 17,34,476 of which nearly two-thirds was met from government funds alone. The average annual cost per pupil amounted to Rs. 457·6.

State-wise statistics about these schools are given in table LXI.

†Includes enrolment in attached classes.

Table LXI—Statistics of Medical* Schools

Year 1949-50	State	No. of Insti- tutions	No. of Pupils			Expenditure	Average Annual Cost per Pupil
			Boys	Girls	Total		
1	2	3	4	5	6	7	
Bombay		26	709	1,010	1,719	Rs. 6,65,361	Rs. 387·1
Madhya Pradesh		1	119	11	130	1,05,057	808·1
Madras		1	513	79	582	3,01,358	517·8
Punjab		3	192	128	320	3,64,231	1,138·2
Uttar Pradesh		1	53	..	53	420	7·9
West Bengal		3	425	6	431	1,18,205	274·3
Mysore		1	272	84	356	62,656	176·0
Saurashtra		1	137	22	159	93,960	590·9
Bhopal		1	18	..	18	228	12·7
Delhi		1	..	22	22	23,000	1,045·5
India		39	2,438	1,352	3,790	17,34,476	457·6

Agricultural Schools

During the year under review, there were 39 agricultural schools, of which 38 were for boys and 1 for girls (in Bihar). The government controlled 55 of these schools leaving the rest to private management. The total number of students attending these schools was 1,882—1,867 boys and 15 girls. The total direct expenditure on all these schools came to Rs. 10,89,462, giving an average annual cost per pupil as Rs. 578·9. Of the total expenditure, about 93·8 per cent was met from government funds.

Table LXII gives State-wise statistics about agricultural schools during the year 1949-50.

School for Forestry

There were only two schools for forestry—one each in Bombay and Orissā—during the year under report. The enrolment in these schools, both of which were managed by government, was 53 boys—23 in Bombay and 30 in Orissā. The total expenditure on these schools amounted to Rs. 21,724, of which Rs. 10,311 were spent by Bombay Government and the remaining Rs. 11,413 by Orissā Government. The average annual cost per pupil in Bombay and Orissā was Rs. 448·3 and Rs. 380·4 respectively, the total average cost being Rs. 409·9.

*Includes Public Health, Dentistry, Nursing and Veterinary Science Schools.

Table XLII--Statistics of Agricultural Schools

State	No. of Institutions	No. of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Bihar	1	..	15	15	Rs. 3,468	Rs. 231·2
Bombay	18	1,009	..	1,009	7,89,917	782·9
Madhya Pradesh	2	190	..	190	22,996	121·0
Madras	2	90	..	90	32,028	355·8
Orissa	2	81	..	81	57,648	711·7
Uttar Pradesh	1	130	..	130	43,091	331·5
West Bengal	2	76	..	76	24,725	325·3
Hyderabad	1	17	..	17	34,509	2,030·0
Mysore	5	116	..	116	35,440	305·5*
Saurashtra	1	50	..	50	22,705	454·1
Travancore-Cochin	4	108	..	108	22,935	212·4
India	39	1,867	15	1,882	10,89,462	578·9

Commercial Schools

The total number of commercial schools, during the year 1949-50, was 412 (409 for boys and 3 for girls), of which 8 were managed by government and the remaining 404 by private bodies. Besides this, some secondary schools had also commercial classes attached to them. There were in all 27,682 pupils (25,697 boys and 1,985 girls) receiving commercial education. The total direct expenditure incurred on commercial schools amounted to Rs. 10,50,147, of which more than 75 per cent was contributed from fees alone. The total average annual cost per pupil came to Rs. 38·0, showing that commercial education continues to be the cheapest of all types of vocational education.

State-wise details about commercial schools are given in table LXIII.

Schools for Arts and Crafts

There were, during the year under report, 137 arts and crafts schools—Bombay having the largest number, *viz.*, 102. Of the total number of schools, 40 were for boys and 97 for girls. The distribution of these schools, according to managements, was: government 19, local boards 13, and private bodies 105. Besides these, there were arts and crafts classes attached to certain schools for general educa-

Table LXIII—Statistics of Commercial Schools

State	No. of Institutions	No. of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Assam	3	258	9	267	Rs. 15,486	Rs. 58·0
Bihar	14	1,153	20	1,173	50,993	43·5
Bombay	54	5,188	935	6,123	3,05,128	43·2
Madras	264	13,421	559	13,980	4,31,588	30·9
Orissa	2	41	..	41	4,634	113·0
Punjab	..	61	..	61	..	..
Uttar Pradesh	2	36	..	36	3,062	85·1
West Bengal	3	181	..	181	12,944	71·5
Hyderabad	1	82	..	82	45,223	551·5
Mysore	35	2,683	112	2,795	86,523	31·0
Saurashtra	3	323	..	323	30,930	95·8
Travancore-Cochin	31	2,270	350	2,620	63,636	24·3
India	412	25,697	1,985	27,682	10,50,147	38·0

tion. The number of pupils studying arts and crafts totalled 9,887 (3,534 boys and 6,353 girls). This was the only vocational course in which girls predominated. The total expenditure on arts and crafts schools amount to Rs. 8,90,006, of which about 53·0 per cent. was met from government funds. The average annual cost per pupil came to Rs. 90·1.

Table LXIV shows State-wise statistics of arts and crafts schools for the year 1949-50.

Schools for Physical Education

During the year under review, there were 174 schools, including gymnasiums, imparting instruction in physical education. Of these, 164 were for boys and 10 for girls. Bombay had the largest number of such schools, viz., 154. The distribution of these schools, according to managements, was: government 2, local boards 1 and private bodies 171. The total number of students attending these schools was 13,996 (12,704 boys and 1,292 girls). The direct expenditure on all these institutions totalled Rs. 4,25,142, of which 30·3 per cent was contributed from government funds. The average annual cost per pupil came to Rs. 30·4.

† Includes enrolment in attached classes.

State-wise statistics about the above schools are given in table LXV.

Table LXIV—Statistics of Schools for Arts and Crafts

State	Institu- tions	No. of Pupils†			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Assam	1	12	13	25	Rs. 693	Rs. 27·7
Bihar	12	118	227	345	49,328	143·0
Bombay	102	2,168	5,754	7,922	3,98,325	50·3
Madras	4	456	..	456	1,54,614	339·1
Orissa	10	207	277	484	70,169	145·0
West Bengal	3	258	61	319	48,005	150·6
Hyderabad	1	126	..	126	1,32,222	1,049·4
Travancore-Cochin	1	35	20	55	10,980	199·6
Bhopal	1	126	..	126	11,309	89·8
Coorg	..	10	..	10	..	..
Kutch	1	15	1	16	8,611	538·2
Tripura	1	3	..	3	5,750	1,916·7
India	137	3,584	6,853	9,887	8,90,006	90·1

Table LXV—Statistics of Schools for Physical Education

State	No. of Institu- tions	No. of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
West Bengal	11	381	21	402	Rs. 7,577	Rs. 18·8
Bihar	2	193	..	193	6,101	31·6
Bombay	154	11,027	3,174	12,201	2,45,273	20·1
Madhya Pradesh	1	473	69	542	1,04,888	193·5
Orissa	3	537	..	537	17,144	31·9
Hyderabad	2	23	14	37	43,291	1,170·0
Mysore	1	70	14	84	868	10·3
India	174	12,704	1,292	13,996	4,25,142	30·4

†Includes enrolment in attached classes.

Professional and Technical Colleges

The Professional and Technical courses in which facilities for higher education were available in this country are: Teachers' Training, Engineering (Civil, Electrical, Mechanical, Aeronautical, Naval, Automobile, Internal Combustion, Mining, Metallurgy, Tele-communications, Highways, etc.), Technology (including Chemical, Leather, Printing, Textile and Sugar), Architecture and Applied Art, Medicine (including Public Health, Pharmacy, Dentistry, Ayurveda and Unani-Tibia), Veterinary Science, Agriculture (including Dairy Science and Fisheries), Forestry, Commerce, Law, Library Science, Journalism, Physical Education, Civil Aviation and Mercantile Marine. Instruction for these courses is provided in professional and technological colleges and university teaching departments, in classes attached to arts and science colleges (mostly for law, commerce and teachers' training) and in some institutions of an all-India character. The minimum admission qualifications vary from the Matriculation certificate to the Bachelor's degree and the duration of the courses from one year to five years.

Arrangements for post-graduate training and research in most of the professional subjects existed in the teaching universities and in all-India Institutions. Stipends and scholarships were available for students taking up advanced training and research.

Institutions

During the year under review, there were 186 colleges imparting professional and technical education. This number excludes university teaching departments and classes attached to certain arts and science colleges. Of the total number of colleges, 48 provided instruction in teachers' training, 35 in medicine, 23 in engineering, 21 in commerce, 20 in law, 15 in agriculture, 10 in veterinary science, 5 each in technology and physical education and 4 in forestry. The distribution of these institutions according to managements was: government 123, local boards 2 and private bodies 61. The colleges meant exclusively for women numbered 17—14 for teachers' training and 3 for medicine.

Pupils

The total number of pupils on the rolls of professional and technical colleges, university teaching departments and attached classes was 79,101, consisting of 75,046 boys and 4,055 girls. This constitutes nearly one-fifth of the total enrolment at the university stage. Commerce with 32,108 students continued to be the most attractive of all the professional courses. Next in order were medicine 12,835, engineering 10,906, law 10,633, education (teachers' training), 4,761, agriculture 4,538, veterinary science 1,486, technology, 1,253, forestry 389 and physical education 192.

Table LXVI—Statistics of Professional and Technical Colleges by Faculties

Subject	No. of Institutions*	No. of Pupils †			Output (Degrees & Equivalent Diplomas)			Expenditure		Percentage of Expenditure met from				Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total	Amount	Percentage of total Expenditure on Professional and Technical Colleges	Govt. Funds	Local Board Funds	Fees	Other Sources	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.						Rs.
Teachers' Training	48	3,141	1,620	4,761	2,456	907	3,363	33,55,159	9.4	82.9	..	8.9	8.2	887.4
Engineering	23	10,898	8	10,906	1,658	..	1,658	75,69,626	21.2	72.0	..	20.6	7.4	804.3
Technology	5	1,234	19	1,253	314	2	316	16,35,577	4.6	88.7	..	7.1	4.2	1,061.4
Medicine	35	10,819	2,016	12,835	1,498	252	1,750	1,29,89,922	36.4	69.5	2.0	22.5	6.0	1,103.5
Veterinary Science	10	1,481	5	1,486	193	..	193	28,38,825	7.9	96.8	..	1.6	1.6	1,910.4
Agriculture	15	4,525	13	4,538	1,143	1	1,144	53,89,007	9.5	68.8	..	12.2	19.0	1,090.6
Forestry	4	389	..	389	195	..	195	8,11,823	2.3	100.0	..	..	..	2,086.9
Commerce	21	31,997	111	32,108	5,334	15	5,349	18,28,410	5.1	18.6	..	70.0	11.4	323.3
Law	20	10,407	226	10,633	2,988	51	3,039	10,21,937	2.9	8.0	..	84.3	7.7	153.0
Physical Education	5	155	37	192	146	37	183	2,58,196	0.7	98.2	..	1.5	0.3	1,344.8
India	186	75,046	4,055	79,101	15,925	1,265	17,190	3,56,98,482	100.0	70.8	0.7	21.0	7.5	767.4

*Includes university teaching departments and classes in professional and technical subjects attached to arts and science colleges.

†Includes enrolment in university teaching departments and classes in professional and technical subjects attached to arts and science colleges.

Table LXVII—Statistics of Professional and Technical Colleges by States

State	No. of institutions	No. of Pupils†			Expenditure
		Boys	Girls	Total	
1	2	3	4	5	6
					Rs.
Assam	3	915	20	935	6,31,543
Bihar	13	6,386	70	6,456	20,64,354
Bombay	43	11,327	777	12,104	78,67,824
Madhya Pradesh	18	3,478	349	3,827	29,63,329
Madras	22	10,383	805	11,188	47,83,466
Orissa	2	707	41	748	5,46,891
Punjab	10	1,367	252	1,619	15,04,369
Uttar Pradesh	20	13,071	719	13,790	38,53,805
West Bengal	17	17,352	386	17,738	48,46,380
Hyderabad	6	1,428	96	1,524	11,17,574
Madhya Bharat	4	1,276	31	1,307	2,87,021
Mysore	9	3,062	98	3,160	8,29,914
Pepsu	1	132	2	134	25,830
Rajasthan	7	1,018	9	1,027	4,42,964
Saurashtra	1	103	..	103	92,000
Travancore-Cochin	3	783	78	861	3,40,242
Ajmer	1	244	9	253	39,722
Delhi	6	1,927	313	2,240	34,61,254
Vindhya Pradesh . . . . .	..	87	..	87	..
India	186	75,046	4,055	79,101	3,56,98,482

Expenditure

The total direct expenditure on professional and technical colleges amounted to Rs. 3.57 crores. This is 23.2 per cent of the total expenditure on universities and colleges and 4.3 per cent of the total direct expenditure on all types of education. Of the total expenditure, 70.8 per cent was met from government funds, 0.7 per cent from local board funds, 21.0 per cent from fees and 7.5 per

†Includes enrolment in attached classes.

cent from other sources. The proportion of the total expenditure on professional and technical education was lowest on physical education colleges (0·7 per cent) and highest on medical colleges (36·4 per cent). The average annual cost per pupil in all types of professional colleges was Rs. 767·4. It varied from Rs. 153·0 in a law college to Rs. 2,086·9 in a forestry college.

Output

The total number of pupils obtaining degrees and equivalent diplomas in professional and technical education was: 17,190—15,925 boys and 1,265 girls.

Tables LXVI and LXVII give further details of higher professional and technical education.

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 establishment of one more engineering college in Bombay State (Engineering College, Paroda), the number of engineering colleges rose to 23. Of these, 15 were managed by government and 8 by private bodies. The former figure includes two Centrally Administered Institutions, viz., Nautical Engineering College, Bombay and Indian Schools of Mines and Applied Geology, Dhanbad. In addition, the teaching departments of the universities of Aligarh, Annamalai, Banaras and Roorkee provided facilities for engineering education. The total number of pupils under instruction was 10,906, including 8 girls. The total expenditure on the engineering colleges amounted to Rs. 75,69,626. Of this, 72·0 per cent was contributed by the government, while 20·6 and 7·4 per cent was met from fees and other sources respectively. The average annual cost per pupil amounted to Rs. 804·3. The total number of students declared successful at the degree and equivalent diploma examinations was 1,658.

State-wise details of engineering colleges are given in the table LXVIII.

Technological Colleges

Five colleges (one each in Bombay, Madhya Pradesh, Madras, Mysore and Delhi), besides the Universities of Annamalai, Banaras and Bombay, provided instruction in technological courses. Of the colleges, 3 were managed by the government and 2 by private bodies. The total enrolment in all these institutions was 1,253, of whom 19 were girls. The total expenditure on the 5 colleges alone amounted to Rs. 16,35,577, giving an annual average cost of Rs. 1,061·4

Table LXVIII—Statistics of Engineering Colleges

State	No. of Institutions*	No. of Pupils†			Output (Degrees only)			Expenditure**	Average Annual Cost per Pupil††
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Bihar	2	463	..	463	116	..	116	6,25,935	866·9
Bombay	8	1,434	3	1,437	211	..	211	19,77,061	1,375·8
Madhya Pradesh	1	324	..	324	42	..	42	9,20,198	2,840·1
Madras	3	2,091	4	2,095	377	..	377	11,13,675	682·0
Punjab	1	204	..	204	26	..	26	2,81,687	1,380·8
Uttar Pradesh . . . . .	..	1,353	..	1,353	296	..	296	..	..
West Bengal	2	2,384	1	2,385	239	..	239	16,23,181	680·6
Hyderabad	2	480	..	480	48	..	48	4,44,829	663·9
Mysore	2	1,400	..	1,400	185	..	185	2,74,138	195·8
Rajasthan	1	195	..	195	63	..	63	66,215	339·6
Travancore-Cochin	1	209	..	209	42	..	42	2,42,707	550·4
Delhi . . . . .	..	361	..	361	13	..	13	..	..
India	23	10,898	8	10,906	1,658	..	1,658	76,59,626	804·3

Table LXIX—Statistics of Technological Colleges

State	No. of Institution*	No. of Pupils†			Output (Degrees)			Expenditure**	Average Annual Cost per Pupil††
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Bombay	1	337	12	349	80	2	82	76,726	623·8
Madhya Pradesh	1	45	..	45	24	..	24	53,184	984·9
Madras	1	341	..	341	28	..	28	2,81,758	1,444·9
Uttar Pradesh . . . . .	..	289	..	289	105	..	105	..	..
West Bengal . . . . .	..	§	§	§	27	..	27	..	..
Hyderabad . . . . .	..	15	..	15	10	..	10	..	..
Mysore	1	108	7	115	33	..	33	66,040	574·3
Delhi	1	99	..	99	7	..	7	11,57,869	1,098·5
India	5	1,234	19	1,253	314	2	316	16,35,577	1,061·4

* Excludes University Teaching Departments.

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

** On colleges alone.

†† In colleges alone.

§ Enrolment already included in Engineering Colleges. Exact number not known.

per pupil. Of the total cost nearly 89 per cent was met from government funds. The number of students obtaining degrees in technological courses was 316.

State-wise statistics about the technological colleges are given in table LXIX.

In addition to the above mentioned institutions and departments, the following institutions of all-India character provided training and research facilities in different branches of technology:

- (i) Harcourt Butler Technological Institute, Kanpur;
- (ii) Indian Institute of Science, Bangalore;
- (iii) Indian Institute of Sugar Technology, Kanpur; and
- (iv) Madras Institute of Technology, Madras (established during the year under report-training only).

Agricultural Colleges

Of the 15 agricultural colleges, 12 were managed by the government and 3 by private bodies. In addition to these, arrangements for providing agricultural education exist in classes attached to a few arts and science colleges located in the Punjab, Pepsu, Madhya Pradesh, Uttar Pradesh, Delhi and Vindhya Pradesh and in some all-India Institutions. The total number of pupils under instruction was 4,538—4,525 boys and 13 girls. The total cost of maintaining the agricultural colleges came to Rs. 33,89,007, of which nearly two-thirds was contributed by the government. The average annual cost per pupil worked out to be Rs. 1,099.6. The number of students who passed the B.Sc. and M.Sc examinations in agriculture, including agricultural engineering, was 1,144.

State-wise statistics of the agricultural education will be found in table LXX.

The Indian Council of Agricultural Research, New Delhi stimulates, administers and co-ordinates agricultural research in the country. The Statistical Branch of the Council provides facilities for training and research in statistical methodology as applied to agricultural and animal husbandry problems. The Indian Agricultural Research Institute, New Delhi is the premier institute for research and post-graduate training in agriculture. Some other research institutions of all-India nature are mentioned below:

Agriculture

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

Fisheries

- (i) Central Inland Fisheries 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.

Table LXX—Statistics of Agricultural Colleges

State	No. of Institutions	No. of Pupils			Output (Degrees only)			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Assam	1	56	..	56	..	..	..	86,396	1,542.8
Bihar	1	102	..	102	29	..	29	1,38,030	1,353.2
Bombay	3	848	3	851	292	1	293	9,89,521	1,162.8
Madhya Pradesh	1	248	1	249	37	..	37	94,530	508.2
Madras	2	472	5	477	153	..	153	3,42,705	718.5
Punjab	1	343	..	343	51	..	51	2,74,043	1,548.3
Uttar Pradesh	2	1,766	..	1,766	451	..	451	8,73,023	1,100.9
Hyderabad	1	125	..	125	34	..	34	1,35,601	1,084.8
Mysore	1	225	4	229*	30	..	30	80,514	649.3
Pepsu . . . . .	..	18	..	18	..	..	..	..	..
Rajasthan	1	23	..	23	..	..	..	91,464	3,976.7
Delhi	1	270	..	270†	66	..	66	2,83,180	1,685.6
Vindhya Pradesh . . . . .	..	29	..	29	..	..	..	..	..
India	15	4,525	13	4,538	1,143	1	1,444	33,89,007	1,099.6

Forestry Colleges

With the opening of a college of forestry in Bombay, which aims primarily at training Rangers of the Forest Department, the number of colleges of forestry rose to 4. The Indian Forest College, Dehra Dun offers a Superior Forest Service Course of two years' duration for training officers of the forest departments of the State Governments. The Indian Rangers' College, 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 continued to function at two places, Dehra Dun and New Forest (near Dehra Dun). The Madras Forest College, Coimbatore had

*Includes 101 boys and 4 girls studying Dairy Research at Indian Dairy Research Institute, Bangalore.

†Includes 102 boys studying Agriculture of I.A.R.I., New Delhi.

provision for two courses, viz., the Superior Forests Service Course and the Rangers' course. Except for the College at Bombay, all the colleges were under the direct control of the Central Ministry of Agriculture. The total number of pupils under instruction in all the four colleges was 389. The total expenditure amounted to Rs. 8,11,823, giving an average annual cost of Rs. 2,086.9 per pupil. The number of persons passing out during the year was 195.

The statistics of the forestry colleges according to States are given in table LXXI.

Table LXXI—Statistics of Forestry Colleges

State	No. of Institutions	No. of Pupils			Output			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Bombay	1	30	..	30	..	..	..	36,105	1,203.5
Madras	1	173	..	173	96	..	96	3,69,566	2,136.5
Uttar Pradesh	2	186	..	186	99	..	99	4,06,152	2,183.6
India	4	389	..	389	195	..	195†	8,11,823	2,086.9

The Forest Research Institute, Dehra Dun, provided facilities for post-graduate research and training to government officers and persons deputed by industries and firms.

Medical Colleges

The total number of medical colleges (including dentistry, pharmacy, nursing, public health, ayurveda and unani-tibbia, was 35, of which 32 were for boys and the remaining 3 for girls. Their distribution, according to managements, was: government 27, local boards 2 and private bodies 5. Facilities for higher education were also provided by the Medical Faculties of the Universities of Aligarh, Banaras and Lucknow. The total number of pupils under instruction was 12,835—10,819 boys and 2,016 girls. The total direct expenditure on the medical colleges amounted to Rs. 1,29,89,922. Of this 69.5 per cent was met from government funds, as against 2.0, 22.5 and 6.0 per cent contributed by local board funds, fees and other sources respectively. The average annual cost per pupil came to Rs. 1,103.5. The number of students getting degrees in medicine was 1,746, of whom 248 were girls.

State-wise details of Medical Colleges are given in table LXXII.

†Includes 126 passes (64 in Madras and 62 in Uttar Pradesh) of Rangers' course.

Besides the above mentioned colleges, some of which provided facilities for research also, there were four important all-India Research Institutes in the field of Medicine and Public Health, viz., the All India Institute of Hygiene and Public Health, Calcutta; the Central Drugs Laboratory, Calcutta; the Central Research Institute, Kasauli and the Malaria Institute of India, Delhi. An account of the activities of these institutions is given in this Ministry's publication No. 117 "Education in Centrally Administered Institutions in India, 1949-50."

Table LXXII—Statistics of Medical Colleges

State	No. of Institutions	No. of Pupils			Output (Degrees)			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Assam	1	154	10	164	..	..	..	5,45,147	3,324.1
Bihar	4	1,104	57	1,161	129	11	140	8,40,315	723.8
Bombay	7	1,816	456	2,272	268	74	342	26,76,435	1,178.0
Madhya Pradesh	1	302	49	351	..	..	..	7,95,426	2,266.2
Madras	6	1,680	559	2,239	254	83	337	16,05,900	717.2
Orissa	1	181	29	210	33	3	36	5,15,996	2,457.1
Punjab	1	425	89	514	43	8	51	5,27,641	1,026.5
Uttar Pradesh	1	1,142	158	1,300	167	10	177	6,24,015	1,824.6
West Bengal	6	2,874	174	3,048	532	25	557	23,01,775	755.2
Hyderabad	1	326	73	399	50	8	58	3,32,841	834.2
Madhya Bharat	2	277	27	304	..	..	..	2,35,639	775.1
Mysore	1	260	64	324	22	4	26	1,98,196	611.7
Rajasthan	1	174	6	180	..	..	..	1,18,332	637.4
Delhi	2	104	265	369*	..	26	26	16,72,264	6,334.3
India	35	10,819	2,016	12,835	1,498	252	1,750	1,29,89,922	1,103.5

*Includes 104 boys and 1 girl of Malaria Research Institute of India, Delhi which is a Research Institution.

Veterinary Science Colleges

The total number of veterinary science colleges was 10 with an enrolment of 1,486, including 5 girls. Of the total expenditure of Rs. 28,38,825, nearly 97 per cent was met from the government funds. On an average the annual cost per pupil came to Rs. 1,910.4. One hundred and ninety three students qualified for the award of a degree or an equivalent diploma.

State-wise statistics of veterinary science colleges are given below:

Table LXXIII—Statistics Veterinary Science Colleges

State	No. of Institutions	No. of Pupils			Output (Degrees and Equivalent Diplomas)			Expenditure	Average Annual Cost Per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Bihar	1	199	..	199	49	..	49	2,33,516	1,173.4
Bombay	1	170	..	170	29	..	29	90,714	533.6
Madhya Pradesh	1	109	..	109	..	..	..	2,46,809	2,264.3
Madras	1	480	5	485	42	..	42	3,32,454	685.5
Punjab	1	62	..	62	19	..	19	1,01,767	1,641.4
Uttar Pradesh	3	240	..	240	12	..	12	14,12,393	5,885.0
West Bengal	1	156	..	156	32	..	32	3,19,722	2,049.5
Hyderabad	1	65	..	65	10	..	10	1,01,450	2,560.8
India	10	1,481	5	1,486	193	..	193	28,38,825	1,910.4

The Indian Veterinary Research Institute, Izatnagar, with its branch at Mukteswar, is one of the largest veterinary institutes in the world. The institution is concerned with (a) research and investigations into animal diseases, (b) preparation of anti-sera, vaccines and other such biological products, and developing improved methods for keeping their qualities and of preservation and concentration, (c) studying questions of nutrition in relation to Indian fodder crops, genetics, poultry management and other allied matters and (d) offering facilities for advanced training in various branches of Animal Husbandry. About a dozen courses, including the two years' course leading to the award of the Associateship of the I.V.R.I., were offered at the institute.

Law Colleges

During the year, the total number of law colleges was 20. Facilities for legal education were also provided by teaching departments of some universities and some arts and science colleges, which had law classes attached to them. The government managed 7 of the colleges, leaving the rest to private control. The total enrolment for law was 10,633—10,407 boys and 226 girls. The total expenditure incurred on law colleges amounted to Rs. 10,21,937, of which nearly 85 per cent was met from fees alone. The average annual cost in a law college amounted to Rs. 153.0. The number of students declared successful at degree examinations in law was 3,039.

State-wise statistics of law colleges are given in table LXXIV.

Table LXXIV—Statistics of Law Colleges

State	No. of Institutions	No. of Pupils†			Output (Degrees only)			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Assam	1	184	1	185	13	..	13	..	..
Bihar	2	774	..	774	191	..	191	95,056	136·0
Bombay	6	1,761	68	1,829	376	8	384	3,58,875	196·2
Madhya Pradesh	4	788	7	795	204	..	204	74,702	111·2
Madras	1	827	13	840	358	4	362	84,833	131·7
Orissa . . . . .	..	340	4	344	77	..	77	..	..
Punjab	1	99	1	100	13	..	3	71,051	710·5
Uttar Pradesh . . . . .	..	1,949	62	2,011	835	20	855	..	..
West Bengal	2	1,504	29	1,533	153	2	155	1,92,226	125·4
Hyderabad . . . . .	..	233	1	234	83	..	83	..	..
Madhya Bharat . . . . .	..	359	1	360	111	..	111	..	..
Mysore	1	253	5	258	84	2	86	63,864	247·5
Rajasthan	1	423	1	424	209	5	214	32,298	76·1
Travancore-Cochin	1	312	23	335	124	10	134	49,032	146·4
Delhi . . . . .	..	543	10	553	149	..	149	..	..
Vindhya Pradesh . . . . .	..	58	..	58	18	..	18	..	..
India	20	10,407	226	10,633**	2,988	51	3,039	10,21,937	153·0

Commercial Colleges

Twenty-one colleges (5 managed by government and 16 by private bodies), besides commercial classes attached to a number of arts and science colleges and some university teaching departments, provided instruction in commercial courses. The total enrolment in these institutions was 32,108—the highest in professional education. The total expenditure on the commercial colleges amounted to Rs. 18,28,410, nearly three-fourths of which was met from fees. On an average the annual cost per pupil worked out to be Rs. 223 3. The output of graduates and post-graduates in commerce was 5,349.

The statistics of these colleges according to different States are given in table LXXV.

Physical Education Colleges

There were 5 colleges for physical education—on each in West Bengal, Bihar, Bombay and Punjab and Uttar Pradesh—attended by 192 students (155 boys and 37 girls). The college in Bihar was managed by a private body, while the rest were controlled by the government. The total expenditure amounted to Rs. 2,58,196 of which nearly 98 per cent was met from government funds. The

†Includes enrolment in university law departments and attached classes

*Not available.

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

average annual cost in a physical education college amounted to Rs. 1344.8.

Table LXXV—Statistics of Commercial Colleges

State	No. of Institutions	No. of Pupils*			Output (Degrees) only			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
I	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Assam . . . . .	..	482	..	482	115	..	115	..	..
Bihar	1	3,641	..	3,641	352	..	352	59,479	94.9
Bombay	7	4,442	87	4,529	942	15	957	9,38,952	207.3
Madhya Pradesh	3	1,149	1	1,150	172	..	172	1,84,290	219.7
Madras . . . . .	..	3,915	9	3,924	634	..	634	..	..
Orissa . . . . .	..	146	..	146	20	..	20	..	..
Punjab	1	95	..	95	9	..	9	9,740	121.7
Uttar Pradesh	2	5,439	2	5,441	1,406	..	1,406	71,861	460.6
West Bengal	1	10,165	..	10,165	1,038	..	1,038	1,03,898	457.7
Hyderabad . . . . .	..	127	..	127	88	..	88	..	..
Madhya Bharat . . . . .	..	536	..	536	91	..	91	..	..
Mysore	2	752	2	754	69	..	69	59,597	79.0
Pepsu	1	..	..	17	5	..	5	25,830	1519.4
Rajasthan	1	135	..	135	264	..	264	71,046	433.2
Saurashtra	1	103	..	103	†	†	†	92,000	893.2
Travancore-Cochin . . . . .	..	161	8	169	46	..	46	..	..
Ajme . . . . .	..	189	2	191	..	..	..	..	..
Delhi	1	503	..	503	83	..	83	2,11,717	306.4
India	21	31,997	111	32,108	5,334	15	5,349	18,2,410	223.3

State-wise details are given in table LXXVI:

Table LXXVI—Statistics of Colleges for Physical Education

State	No. of Institutions	No. of Pupils			Output			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total	Boys	Girls	Total		
I	2	3	4	5	6	7	8	9	10
								Rs.	Rs.
Bihar	1	19	..	19	12	..	12	2,605	137.1
Bombay	1	60	16	76	60	16	76	1,18,334	1,557.0
Punjab	1	24	22	36	23	12	35	52,681	1,463.4
Uttar Pradesh	1	36	9	45	36	9	45	37,204	826.8
West Bengal	1	16	..	16	15	1.	15	47,372	2960.8
India	5	155	37	192	146	37	183	2,58,196	1,344.8

*Includes enrolment in university teaching departments and commerce classes attached to arts & science colleges.

†Not available.

CHAPTER IX

SOCIAL EDUCATION

“Literacy is not an end in itself but a means to better, happier and healthier living conditions”. The realisation of this truth enlarged the scope of Adult Education which till 1948, had been equated with the removal of illiteracy. Since then, Adult Education, that now became known as “Social Education”, has aimed at training in citizenship. This implies a knowledge of Hygiene and Civics (cleanliness and the maintenance of sanitary conditions), of History and Geography, of Social Institutions and the elements of Ethics and Aesthetics. Training in these subjects, it is reasonable to assume, creates a sense of community in which the many-sidedness of human beings is developed. Today, the need to expand social education is regarded as an urgent problem, upon the solution of which depends to a large extent the prosperity and progress of the Indian Union.

Implementation of the Social Education Plan drawn up by the Government of India in 1948-49 began in 1949-50. Known as the “Guide Plan” it made provision for social education classes run by school teachers and volunteers, for audio-visual aids, social education camps, the training of social education workers, post-literacy facilities in the shape of libraries, mobile and stationery, and suitable administrative machinery.

The Conference of Provincial Educational Ministers, that met in February, 1949 approved the Plan. Upon its recommendation, one crore of rupees were made available in the Central Budget for 1949-50. Of this sum, ten lakhs of rupees were reserved for activities at the Centre and 90 lakhs were earmarked for distribution among the Provinces in proportion to their illiterate population. The State governments were required to contribute to their social education fund an amount atleast equal to that which they had received from the Centre for a space of three years. But 1949-50, like 1948-49, was a year of financial stress, and the situation was so serious that even the austerity programme, so economically planned, had to be drastically curtailed. Instead of a sum of Rs. 90 lakh an amount of Rs. 62.41 lakh was distributed as below:

- (i) Rs. 59.66 lakhs were paid to Provinces on the basis of expenditure actually incurred by them by 31st August, 1949, and their firm commitments, and
- (ii) Rs. 2.75 lakhs as grants-in-aid to associations doing social education work.

The details were as under:

Grants to Provinces

	RS.
Assam	4,00,000
Bihar	5,00,000
Bombay	10,36,000
Madras	8,43,000
Madhya Pradesh	6,44,000
Orissa	3,04,534
Punjab	2,00,000
Uttar Pradesh	11,59,231
West Bengal	8,79,000
Total	59,65,765

Grants-in-aid by the Centre

(i) Indian Adult Education Association	20,000
(ii) Idara-i-Talim-o-Taraqqi for its social education centres	25,000
(iii) Idara-i-Talim-o-Taraqqi for Preparation of social education literature in Hindi	2,25,000
(iv) Delhi School of Social Work for doing field work in Social Education	5,000
Total	2,75,000

At a meeting of State Officers-in-charge of Social Education, held on July 25, 1949, with a view to co-ordinating more closely the social education work in the States, a sub-committee was appointed to prepare a hand-book for teachers and social workers on the subject of teaching and treatment of adults. The other recommendations of the meeting were:

(i) *Duration of Course*—The course to be followed by social education classes should be covered in 180 hours or in 90 working days of two hours each, and that each centre may conduct three such courses a year.

(ii) *Age-Group*—The social education programme should cover the age-group 12-40.

(iii) *Pupil-Teacher Ratio*—Normally there should be 30 adults in a class for every teacher. If a social education centre is located in a school with two or more teachers, the work may be divided among them.

(iv) *Teachers*—Social education workers should ordinarily be recruited from primary and, in some cases, secondary school teachers, but if suitable volunteers are forthcoming their services should be utilized.

The committee felt that no hard and fast rules could be laid down for payment to teachers engaged in social education work. It, however, emphasized that emoluments in different States should not

vary to an extent that would create wide differences in their per capita cost of social education schemes. The committee further recommended that social education teachers or volunteers should be trained in the work they were required to do. To this end, the training in the States should be organised in three ways:

- (a) teaching of adults should form a compulsory part of the curriculum in all teachers' training colleges or normal schools;
- (b) short-term refresher courses in social education should be organised to train volunteers and teachers participating in the field work of social education; and
- (c) mobile units for training such workers should be sent to places where social education centres are located in numbers.

(v) *Organisation and Administrative set-up*—Each State should have a well organised machinery for the execution and supervision of a social education programme. There should be a senior education officer attached to the Director of Public Instruction at the State headquarters and a Special Officer for social education posted in every circle of a District Inspector.

(vi) *Follow-up Post-Literacy Work*—Each State should make adequate arrangements for post-literacy follow-up work by maintaining libraries, mobile and stationary, and suitable literature, including bulletins, journals, charts, posters and educational films for neo-literates.

During its Third General Conference, held at Beirut, in November-December, 1948, UNESCO was invited by the Government of India to hold a Seminar in 1949 to discuss the problems of Rural Adult Education with special reference to Asian countries. The invitation was accepted by UNESCO in March, 1949, and the proposed Seminar was held at Mysore from 2nd November to 4th December, 1949. This was the first International Seminar of its kind to be held in Asia, and the second regional seminar sponsored by UNESCO on Adult Education. The Seminar was attended by delegates and observers from 19 countries, international organisations and State Governments.

The work of the Seminar was conducted in four groups. The subjects discussed in these groups were: (a) Literacy and Adult Education (b) Health and Home Life (c) Economic Aspects of Rural Adult Education, and (d) Social and Citizenship Aspects of Rural Adult Education. Besides the group meetings, there were 14 general meetings of the Seminar devoted to matters of common interest to all participants in connection with the work and conduct of the groups, as well as the Seminar as a whole.

The Central Ministry of Education organised an Adult Education Exhibition as part of the Seminar, and a large number of exhibits received from State governments and foreign countries, were displaced.

Valuable papers were read at the Seminar by various delegates and the discussions resulted in several recommendations, the more important of which may be stated as follows:

(a) *Recommendations falling within the purview of the Government of India*—(i) to coordinate research work undertaken in various parts of the country;

(ii) to establish a special department to conduct and stimulate activities connected with rural adult education;

(iii) to set up advisory bodies for visual education for:

(a) making local films and film strips,

(b) purchasing and exchanging films and film strips,

(c) establishing a Central Film Library, and

(d) preparing and encouraging the preparation of other forms of visual aids;

(iv) to conduct research in indigenous medicines and cures and propagation of the results;

(v) to conduct all-India seminars;

(vi) to conduct research in methods of teaching Hindi;

(vii) to establish a centre for the production of simple literacy material;

(viii) to develop institutes of the Vidyapeeth type; and

(ix) to promote studies in various problems of adult education.

(b) *Recommendations falling within the purview of State Governments*—(i) to secure public cooperation for adult education by establishing representative Adult Education Committees, which will act as advisory and co-ordinative bodies, with women members on all such bodies;

(ii) to conduct regional seminars with a view to devising practical means for the implementation of recommendations made by the seminar and discussing the special problems of adult education in that region;

(iii) to coordinate the activities of all departments that can contribute towards the progress of rural adult education;

(iv) to establish a special department to conduct and stimulate activities connected with rural adult education;

(v) to conduct regional training courses for literacy teachers;

(vi) to provide adequate library facilities in rural areas;

(vii) to organise broadcasts for rural adults and provide and maintain radio sets in villages;

(viii) to set up advisory bodies on visual education for

(a) making local films and film strips,

(b) purchasing and exchanging films and film strips,

(c) establishing film libraries, and

(d) preparing and encouraging the preparation of other forms of visual aids;

(ix) to prepare reading material, including follow-up literature;

(x) to utilize students under proper leadership for suitable type of social education work;

(xi) to conduct research in indigenous medicines and cures and in the nutritive values of indigenous foods, and study and popularize simple and effective methods of combating prevalent diseases and of simple usable materials in child care;

(xii) to train rural workers in first-aid, home nursing, fire services, treatment of communicable and contagious diseases (human and animal), better agricultural methods and citizenship and impart knowledge of documents used in rural areas, folklore, local traditions and folk songs;

(xiii) to assist, wherever possible, in building new villages so as to demonstrate the advantages of good planning, good service, and the construction of hygienic houses;

(xiv) to build a model house in a village with simple improvements and suitable furnishing at economic cost; and

(xv) to popularize the use of the products of cottage industries in preference to imported goods.

A brief account of progress made in the field of social education in different States during the year under review is given below:

Assam

The Old Mass Literacy Scheme was reorganised and named the Social (Adult) Education Scheme. The new scheme covered for the first-time the hill districts of the State. Besides imparting general education to adults, organisation of libraries, provision of courses for citizenship, encouragement of recreational activities and introduction of handicrafts and cottage industries through social education centres were taken up. Four social education rallies and exhibitions were arranged in different parts of the State and these helped to create better understanding amongst hill tribes and plains' people. For the implementation of the scheme, a specially trained officer was appointed and the existing inspecting staff strengthened

by recruiting 12 more Sub-Inspectors and 16 Assistant Sub-Inspectors. A departmental film library was established and two sets of 16 m.m. cinema projectors and generators were purchased.

During the year under report, 28,628 adults (25,557 men and 3,071 women) were on the rolls of 1,180 adult schools and centres. The corresponding figures for the previous year were: schools and centres 528 and enrolment 15,814 (13,843 men and 1,971 women). The number of adults made literate during the year was 19,198 (17,106 men and 2,092 women). As a result of post-literacy programme, 674 libraries (including 175 mobile ones) and 378 reading rooms catered for the needs of adult literates.

The total expenditure on social education amounted to Rs. 1,69,829, as against Rs. 73,496 expended last year.

Bihar

The 11-year old 'Mass Literacy Programme' was reorientated in January, 1950. Under the reorganised Adult (Social) Education Scheme, educational institutions were made responsible for running social education centres through squads of students working under the guidance of teachers as squad leaders. A few private organisations and jails were also included in the scheme as agencies of social education work. In every district one special sub-Inspector of schools was put in-charge of adult education work. Some adult education centres served as village welfare centres where discussions regarding the betterment of village life were conducted. During the year under review, there were 1,467 centres with 64,649 adults on their rolls, of whom 31,075 were made literate. The corresponding figures for 1948-49 were 1,850, 49,747 and 30,888 respectively.

The publication branch of the Education Department printed and published books suited to the needs of adults. The Hindi weekly 'Roshni', published under the auspices of the Adult Education Board, continued to supply necessary material for neo-literates. Six *Mod-mandlies* (moving entertainment parties) educated the masses through healthy entertainment programmes. Four film projectors and 222 radio sets were purchased during the year.

The total expenditure on social education amounted to Rs. 2,77,403, showing an increase of Rs. 1,43,595 over the previous year's figure.

Bombay

The main work in the field of social education in the State continued to be carried out in the compact areas initiated under the Post-War Reconstruction Scheme. During the year under report, their number rose from 74 to 103. The total number of social education centres, including those in non-compact areas in the State, was 9,877, as against 9,221 in the previous year. The number of adults

under instruction decreased from 2,24,499 to 2,21,310 (1,92,099 men and 29,211 women). Of these, 1,31,939 (1,13,151 men and 18,788 women) were made literate, as compared to 1,00,804 made literate during the previous year. For post-literacy follow-up work, social education 'days' and 'weeks' were observed throughout the State and 3,340 village libraries and 422 reading rooms provided easy literature, including monthly magazines, in regional languages. The total expenditure on social education amounted to Rs. 10,84,567, recording an increase of Rs. 2,73,694 over the previous year's figure.

As many as ten training classes (seven in Government Training Colleges and three managed by Karnatak Committee) were organised and 601 teachers were trained at a total cost of Rs. 12,655.

The three Social Education Committees set up for the three linguistic regions of the State continued to function during the year. The government decided to appoint committees for every district to whip up local enthusiasm by personal contacts. Accordingly at the end of the year, there were 17 such committees, eight for Maharashtra, five for Gujarat and four Karnatak.

Social education in the State was placed under the general guidance of the Educational Adviser to the Government of Bombay. Besides offering help and guidance to three Regional Committees, under which 17 District Committees worked, he tendered his advice on problems relating to (i) continued education of workers, (ii) the establishment of model school and community centres, (iii) the establishment of country colleges on the Danish Folk School model, (iv) social service through students and (v) the organisation of public lecturers at Taluka places as a part of higher education.

Madhya Pradesh

The work of social education, which began in 1948-49 was continued in the shape of regular courses of five months each, known as the 'Monsoon Course' and the 'Winter Course'. The campaign was intensified and the number of summer camps increased from 451 to 531 during the year. Nearly 1,000 social education teachers at a flat salary of Rs. 58 per month and 1,000 citizenship teachers, each earning Rs. 10 as monthly allowance, were appointed to work in the field.

Rural reconstruction work was adopted as an essential part of the activity and social education teachers and citizenship teachers were given a detailed plan of work. Some of the important item of the Social Education Village Reconstruction Programme were:

- (i) the improvement of roads, ways, lanes, and lighting arrangements for the villages;

- (ii) removal of dirt and obstacles from the existing roads and canals and cleanliness of public places like temples, ghats, playgrounds, wells and surroundings of the wells to ensure supply of pure drinking water;
- (iii) the construction of soak pits, and removal of the manure heaps from the premises of the houses;
- (iv) the establishment of reading rooms, clubs and *akharas* for adults, and writing of simple sayings on walls;
- (v) the improvement of agriculture, through construction of manure pits, use of improved fertilizers and encouragement for cooperative effort in agriculture and construction of kitchen garden and planting of trees;
- (vi) the opening of consumers' cooperative societies and cooperative credit societies;
- (vii) systematic propaganda against the drinking habits of the people; and
- (viii) the encouragement of cultural activities like *bhajans*, *kirtans*, stories and folk songs and organization of village exhibitions.

A plan of circulating libraries was also prepared, according to which 750 libraries were to be established in the State for the purpose of follow-up work. Forty-seven folders (26 in Hindi and 21 in Marathi) and seven pamphlets (four in Hindi and three in Marathi) were published during the year for the benefit of neo-literates. Social Education Vans fitted with a 16 mm projector, an epidioscope, a gramophone, a radio, a film strip projector and a complete public address system were provided to some of the districts.

The number of social education centre increased during the year from 6,479 to 24,467. Correspondingly, the number on the rolls of these centres rose from 2,83,504 to 4,23,408 in case of men and from 88,549 to 1,22,035 in case of women. The number of adults made literate was 3,16,403, as against 1,80,340 in 1948-49. The total expenditure on social education rose from Rs. 16,11,467 to Rs. 32,56,656.

Madras

Two types of courses were conducted in adult literacy schools: (i) literacy courses running for four months to cover the literacy portion and the rest of the syllabus for first year as far as possible and (ii) intensified courses during the next two years. The number of adult education centres at the end of the year increased from 10 to 846 and the enrolment therein rose from 400 to 22,813 (22,265 men and 548 women), of whom 8,551 (8,345 men and 206 women) were made literate. Twenty three training courses were conducted during the year in different linguistic areas, and 651 men and 110 women were trained for social education work.

The most remarkable feature of the year was the establishment of six Government Rural Colleges (three for men and three for women) and one aided college for men for imparting training to the villagers and workers. The State had 1,580 village libraries and 741 reading rooms to cater for the needs of neo-literates. Five Austin W.B. two-ton Chassis along with necessary equipment such as projectors, amplifiers, gramophones, etc. were purchased. The total expenditure on social education increased from Rs. 1,714 to Rs. 1,82,702.

Orissa

The social education scheme was launched with the appointment of one Social Education Officer, 12 District Organisers and 6 Lady Supervisors to control and guide the social education work in the State. Early in May, 1949, a six-week training course was conducted to train selected teachers, both men and women. By October, 1949, the scheme was in full swing. By the end of the year, 50,155 adults (47,735 men and 2,420 women) received instruction in two, three-monthly courses conducted at 1,161 centres, as compared to 7,834 adults and 328 centres in 1948-49. As many as 18,124 adults (17,002 men and 1,132 women) were made literate, as against 3,300 during the previous year. To encourage teachers, the government paid them Re. one for every adult made literate besides Rs. five per month as honorarium. The total expenditure rose from Rs. 16,434 to Rs. 3,59,218 during the year.

Punjab

The social education scheme was reorganised in August, 1949. One Social Education Officer was appointed to organise and supervise the centres. In December, 1949, four training camps for the education of teachers and volunteers were held and with the help of whole-time teachers, 175 centres were started from January 1, 1950. The total number of adults under instruction was 11,109, (8,815 men and 2,294 women), of whom 9,649 (7,761 men and 1,888 women) were made literate, as against 5,003 rendered literate during the previous year.

A Social Education Sub-Committee was set up, which drew up a detailed programme regarding pamphlets, literature sports, charts and films, etc. Two mobile cinema units with films worth Rs. 2,000 were purchased. The total expenditure on social education rose from Rs. 2,261 to Rs. 1,93,759 during the year.

Uttar Pradesh

A new scheme was launched in February, 1950, the main features of which were:

(i) New Government Adult Schools (1,500 in all) with part-time teachers were opened. The syllabus of social education was revised

and enlarged. Equipment for teaching as well as for recreational activities was provided to all adult schools in the State;

(ii) fifty-one Superintendents of social education and 102 men and 8 women organisers were appointed to supervise the working of social education;

(iii) special attention was given to the education of women adults, and for this purpose an Assistant Education Expansion Officer (women) was appointed;

(iv) for the production of suitable literature for adult schools and newly made literates a special officer (Editor of Publication) was appointed;

(v) an officer for the supervision of village libraries, reading rooms, physical education and cultural activities was appointed;

(vi) a Film Production Section was added to the department so that useful films satisfying local needs might be prepared. Two officers were appointed for this section;

(vii) for literacy propaganda in the State five more Propaganda Officers were appointed and six more vans fully equipped with projectors, radios, gramophones, etc. were purchased;

(viii) the Organizers were given training in social education work. A camp was organized at the headquarters for the purpose; and

(ix) a museum of social education including rural arts and crafts was established at the headquarters.

During the year 71,193 adults (69,850 men and 1,343 women) were under instruction in 2,360 centres, as against 61,062 adults in 1,860 centres during 1948-49. The Education Department maintained 1,872 libraries and 3,323 reading rooms. Cultural activities such as music and dance were encouraged.

West Bengal

In pursuance of the recommendations of Adult Education Committee, the government sanctioned the establishment of 500 new centres. Out of 483 centres, which actually functioned during the year, 90 were complete centres intended to impart both literacy instructions and social and cultural education to the masses. Each of these centres was managed by two teachers—literacy teacher and a social education teacher. The remaining 393 one-teacher centres worked for the elimination of wide-spread illiteracy.* The total enrolment in all the centres was 16,037. Besides, 334 centres that were run by voluntary non-official organisations, had 10,039 adults on the rolls. The total number of adult schools and centres, and enrolment therein during 1948-49 was 369 and 11,742 respectively. The number

of adults made literate during the year was 11,233. There were 420 libraries and 312 reading rooms which provided post-literacy facilities. Of these, 126 selected libraries received subsidies to the extent of Rs. 30,000. In each district one Social Education Officer was appointed to supervise and guide the social education activities. A sum of Rs. 15,000 was placed at the disposal of District Social Education Advisory Councils to arrange dramatics and other folk recreational performances. A film library fitted with modern equipment for audio-visual aids was set up at the headquarters. For the guidance of teachers a hand-book containing instructions in regard to the method, approach and technique of adult education was published by the Education Directorate.

The total expenditure on social education rose from Rs. 30,238 to Rs. 1,87,166 during the year under report. The grant-in-aid given to the centres amounted to Rs. 27,440.

Hyderabad

The State had 200 social education centres (173 for men and 27 for women). The total number of adults on their rolls was 9,895 (9,232 men and 663 women), of whom 4,904 (4,518 men and 386 women) were made literate by the end of the year 1949-50. Fifty libraries and 576 reading rooms supplied follow-up material to neo-literates.

Madhya Bharat

The social education scheme was launched with the formation of educational committees which discussed educational problems and aroused public enthusiasm. Interest in social education was created by the use of audio-visual aids such as films, etc. By the end of the year, the number of social education centres was 231 and 5,040 adults (all men) were made literate.

Mysore

The Mysore State Adult Education Council continued its activities during the year under report. The Council held three types of classes, viz., (a) regular evening classes for adults within the age-group 20—28, (b) regular day classes for persons between the age-group 10—15 and women and labourers working in factories and (c) 'Make Your Home Literate' groups conducted mainly by students of high schools and colleges for the illiterate members of their families.

Beside literacy classes, the 'post-literacy follow-up' programme was conducted by (i) book clubs or *Vaidya Mandirs*, (ii) tutorial classes, and (iii) *Janatha Siksha Kendras*. As many as 32,103 men and 2,072 women were made literate during the year in 3,793 centres, including nine adult night schools. The Council had under its con-

trol 2,163 rural libraries, as against 1,898 in the previous year. Of 1,67,091 books and journals in these libraries 1,03,954 books and journals were in circulation among the readers of literacy classes. About 160 film shows were held and steps were taken to inculcate in the people a love for folk art.

Rural leadership training was imparted in the Vidyapeeth at Nanjangud on the models of Danish Folk Schools. During the year, 15 teachers completed the course.

Pepsu

An ambitious scheme of social education was sanctioned for execution in the near future. It was intended to launch the scheme by opening 200 centres, mostly in depressed class areas.

Rajasthan

Three covenanting units namely Jaipur, Jodhpur, and Bikaner did useful work in the field of social education with the aid of projectors, magic lanterns, radios and other audio-visual appliances. During the year, 404 centres imparted instruction to 8,987 adults (8,732 men and 255 women), of whom 3,970 were made literate.

Saurashtra

The scheme of social education was launched late in October, 1949. One Assistant Director of Education (Adult), a Central Adult Education Advisory Committee and 5 Advisory Local Committees were set up. Immediately after that an 11-day training camp was organised for teachers and 100 primary school teachers were trained in the camp. By the end of the year, 93 centres were organised by these teachers and 2,484 adults (2,411 men and 73 women) were imparted instruction, of whom 1,730 men and 38 women were made literate.

Travancore-Cochin

The State Government constituted a Board consisting of eight members to co-ordinate the work of different agencies and to implement the Adult Education Scheme. The main work of adult education continued to be carried out by night schools and libraries. By the end of the year, 210 centres had on their rolls 3,530 adults (2,905 men and 625 women), of whom 2,935 were made literate.

Ajmer

The scheme for social education was under the consideration of the State government. The Adult School, Beawar, the only institution for social education in the State, had 20 adults on its rolls.

Delhi

In order to implement the social education programme outlined by the Central Ministry of Education, a training camp was organised in May, 1949, to train social education workers. After two months' training, 25 workers were finally selected and posted as social education organisers in 25 different villages. These organisers with the help of *sewaks* trained by them covered 50 villages in Najafgarh area by the end of February, 1950. During the year, five big and three small educational *melas* were held. At these *melas*, exhibitions were arranged by various Development Departments of the State. Sports competitions, dramas and film shows aroused keen interest among the villagers. The purchase of four vans to fit up an educational caravan was sanctioned. It was hoped to intensify the programme of social education with the help of the caravan during 1950-51.

Kutch

The State had 36 centres with an enrolment of 637 adults.

Tripura

Thirty-five adults (24 men and 11 women) received instruction in two schools. Of these only three adults were made literate.

The Centrally Administered Areas of A. & N. Islands, Bhopal, Coorg, Himachal Pradesh, Manipur and Vindhya Pradesh had no programme of social education. Some of these, however, prepared schemes and submitted them to the Government of India for necessary sanction.

It will be evident from what has been stated that though progress has been slow, it has been steady. It is not too much to hope that before long the adult illiterate or neo-literate of India will, through social education, be able to take his rightful place as a demos in a democratically ordered society.

Statistics

During the year 1949-50, the total number of social education schools, centres and classes was 47,464. These imparted instruction to 11,51,066 adults (9,84,588 men and 1,66,478 women), of whom 6,57,479 (5,45,211 men and 1,12,268 women) were made literate. The total expenditure, direct as well as indirect, on social education amounted to Rs. 85.66 lakhs.

Table LXXVII gives some important statistics of social education in different States during the year 1949-50.

TABLE LXXVII—Statistics

State	No. of Centres/ Classes/ Schools	Number of Adults on Rolls		
		Men	Women	Total
1	2	3	4	5
Assam	1,180	25,557	3,071	28,628
Bihar	1,467	64,368	281	64,649
Bombay	9,877	1,92,099	29,211	2,21,310
Madhya Pradesh	24,467	4,23,408	1,22,035	5,45,443
Madras	846	22,265	548	22,813
Orissa	1,161	47,735	2,420	50,155
Punjab	175	8,815	2,294	11,109
Uttar Pradesh	2,360	69,850	1,343	71,193
West Bengal	817	25,235	841	26,076
Hyderabad	200	9,232	663	9,895
Madhya Bharat	231	5,040	..	5,040
Mysore	3,793	74,342	2,617	76,959
Rajasthan	404	8,732	255	8,987
Saurashtra	93	2,411	73	2,484
Travancore-Cochin	210	2,905	625	3,530
Ajmer	1	20	..	20
Bilaspur	1	37	..	37
Coorg	3	88	18	106
Delhi	140	1,788	172	1,960
Kutch	36	637	..	637
Tripura	2	24	11	35
India	47,464	9,84,588	1,66,478	11,51,066

of Social (Adult) Education

Number of Adults made Literate during the year			Total Expenditure† on Social Education.	State
Men	Women	Total		
6	7	8	9	10'
17,106	2,092	19,198	Rs. 1,69,829	Assam
30,914	161	31,075	2,77,403	Bihar
1,13,151	18,788	1,31,939	10,84,567	Bombay
2,32,481	83,922	3,16,403	32,56,656	Madhya Pradesh
8,345	206	8,551	1,82,702	Madras
17,002	1,132	18,134	3,59,218	Orissa
7,761	1,888	9,649	1,93,759	Punjab
54,679	879	55,558	18,40,321	Uttar Pradesh
11,018	215	11,233	1,87,166	West Bengal
4,518	386	4,904	76,297	Hyderabad
5,040	..	5,040	22,160	Madhya Bharat
32,103	2,072	34,175	4,87,130	Mysore
3,800	170	3,970	1,26,328	Rajasthan
1,730	38	1,768	15,511	Saurashtra
2,689	246	2,935	17,647	Travancore-Cochin
20	..	20	112	Ajmer
37	..	37	722	Bilaspur
..	..	..	1,104	Coorg
2,178	72	2,250	2,64,894	Delhi
637	..	637	1,731	Kutch
2	1	3	630	Tripura
5,45,211	1,12,268	6,57,479	85,65,887	India

†Includes Indirect Expenditure.

CHAPTER X

MISCELLANEOUS

This chapter deals with certain miscellaneous items which have not been included in the preceding chapters.

1. Pre-Primary Education

Very little progress was made in the field of pre-primary education during the year under report. As the State governments were not in a position to invest large sums of money in education at this stage, private initiative and enterprise continued to dominate the field. Most of the existing schools were concentrated in the towns and catered for the children of the richer classes.

The proportion of properly trained teachers in these schools was almost negligible. With the exception of Bombay, which had 4 centres for training teachers in Montessori and Nursery methods, and of Madras, where three institutions trained teachers for pre-primary children, no State in the country offered facilities for the training of teachers of this category. In Bombay, a common examination for the Pre-Primary Teachers' Certificate was instituted during the year.

Special mention may be made of a Committee appointed by the government of Bombay to examine the conditions under which the pre-primary institutions in the State were working. The Committee suggested among other things an increase in the rate of grant given to pre-primary schools; and accordingly this was raised to 40 per cent of admissible expenditure, on the condition that the tuition fee charged did not exceed Rs. 3 per month.

The total number of recognised pre-primary schools in the country during the year was 275. Of these, 48 were managed by government, 2 by local boards and 225 by private bodies. The total number of students under instruction at this level, including those in pre-primary classes attached to primary and secondary schools, was 25,765 (13,459 boys and 12,306 girls). These schools employed 705 teachers, of whom nearly 73 per cent were women. The total expenditure on the maintenance of these schools amounted to Rs. 10,95,574, in which the share of the government, local boards, fees and other sources was 23.2, 1.2, 38.6 and 37.0 per cent respectively.

State-wise statistics of pre-primary education are given in table LXXVIII.

Table—LXXVIII Statistics of Pre-Primary Schools*

State	Number of Schools	Number of Pupils	Expenditure	Number of Teachers
I	2	3	4	
Assam . . . . .	..	232	Rs. ..	..
Bihar . . . . .	..	..	..	..
Bombay	125	9,864	5,20,825	364
Madhya Pradesh	6	277	23,024	19
Madras	23	1,364	90,925	86
Orissa . . . . .	..	..	..	..
Punjab . . . . .	..	..	..	..
Uttar Pradesh	2	2,411	45,072	17
West Bengal	11	1,532	2,55,832	68
Hyderabad . . . . .	..	78	..	..
Madhya Bharat	22	870	15,336	29
Mysore	54	2,915	57,265	54
Pepsu . . . . .	..	31	..	..
Rajasthan . . . . .	..	119	..	..
Saurashtra	16	3,832	57,412	36
Travancore-Cochin	11	688	†	20
Ajmer . . . . .	..	..	..	..
A. & N. Islands . . . . .	..	..	..	..
Bhopal . . . . .	..	74	..	..
Bilaspur . . . . .	..	..	..	..
Coorg	3	177	7,575	3
Delhi . . . . .	..	1,184	..	..
Himachal Pradesh . . . . .	..	..	..	..
Kutch	1	17	2,600	4
Manipur . . . . .	..	..	..	..
Tripura . . . . .	..	..	..	..
Vindhya Pradesh	1	100	19,708	5
India	275	25,765	10,95,574	705

*Includes pupils reading in pre-primary classes attached to primary and secondary schools.

† Figures are not available.

2. Aesthetic Education

Efforts to encourage the teaching of Music, Art and Crafts, continued, hampered though they were by the dearth of trained teachers.

Among the activities of the Central Ministry of Education in the field of aesthetic education, may be mentioned grants of Rs. 25,000 each to the Central College of Karnataka Music, Madras, and the National Academy of Hindustani Music, Lucknow.

In Assam, the Gauhati School of Art, the only institution of the kind in the State, had an enrolment of 25, including 13 girls. There were 4 music schools, of which 2 received aid from the Government.

In Bihar, the School of Art at Patna provided facilities for training in Fine Arts, Commercial Art, Clay-Modelling and other similar Elementary Courses. It had 38 students on its rolls, as against 28 in the previous year. Drawing continued to be a compulsory subject in Classes VIII and IX and an optional subject for the Matriculation examination. Music formed a regular feature of the revised syllabus in high and middle schools, specially of girls. Dancing was also introduced in government high schools. Private institutions like the Bharatiya Nritya Kala Mandir, Patna, the Arts and Artists, Patna, the Geetali Jantri Sangh, Ranchi, organised regular classes in dancing and these were attended by a large number of school boys and college students. The Department of Music of the Patna University provided regular diploma and certificate courses in music. Besides basic schools, where teaching was predominantly craft-centred, schools for general education also introduced courses in arts and crafts.

Sir J. J. School of Art, the premier art institution in the State of Bombay, continued to impart instruction in Drawing and Painting, Sculpture, Architecture, Training of Art Teachers, Commercial Art and Crafts. The school had on its rolls 1,008 students during the year. Drawing and Art were made compulsory subjects throughout the primary stage and in the secondary stage upto standard IX. Although the government grant for Drawing decreased from Rs. 44,838 to Rs. 34,851, the number of schools receiving this grant rose from 375 to 452 during the year. An important recommendation of the Art Education Committee (1947) was given practical effect during the year, when the Government appointed two Assistant Inspectors for Art and Craft. With their appointment, the inspection of Drawing in secondary and primary schools improved, becoming both more intensive and frequent than in the past, when there was a single officer for the whole State. The number of institutions teaching music in

the State increased from 17 to 23, of which 2 were managed by government. The number of pupils receiving instruction in these institutions increased from 706 to 1,048. Crafts were introduced in a large number of schools.

The Nagpur School of Art in Madhya Pradesh, provided instruction in Drawing and Painting for examinations conducted by the J.J. School of Art, Bombay. Drawing, Painting, Needle-work, Wood-work, Metal-work and Music were included as optional subjects in the High School Certificate examination and were taught in several schools. Several private institutions, two of which were of considerable standing, taught music and dancing. Under the revised syllabus, hand-work was included in the primary school curriculum.

In Madras, the School of Arts and Crafts, Madras, the Municipal Art School, Mathurai and the Teachers' College, Saidapet, provided instruction in Arts and Crafts. The total enrolment of these institutions, during the year, was 456. The State had 3 music colleges and 3 music schools in addition to the Faculty of Music in the Annamalai University. Music, under the diversified course of studies, was introduced as a special subject in the Rajah's High School, Kollangode, the number of scholars taking the course being 58. Manual Training was discontinued, during the year under report, in all secondary schools in the State in Forms I and II. Instead, one of the three compulsory crafts, viz., Handloom Weaving, Wood-work, Gardening and Agriculture, was taken up in all but a few schools, which could not get satisfactory instructors. Handicrafts and pre-vocational subjects continued to be taught in elementary schools.

In Orissa, Drawing was taught in all the schools. In the absence of a recognised institute for Art, government-sponsored candidates were sent for training outside the State. The Sangita Bidyalaya at Cuttack continued to impart instruction in music to girls. The Kala Mandir at Boirani held music classes for both boys and girls. Bratachari and other forms of dancing were taught in some schools of the State. In all government secondary schools for girls, dancing was encouraged by holding special classes under a teacher appointed for this purpose.

In Uttar Pradesh, the Government School of Art and Crafts, Lucknow, continued to provide facilities for art education. Provision also existed at the Government Training College for Women, Agra, for students to specialise in Art and Craft. In the Home Science College for Women, Art was taught and was correlated with more or less every subject for which instruction was provided. During the year under report, 113 higher secondary schools taught music as one of the main subjects. All government higher secondary

schools had music teachers. The Marris College of Music, Lucknow, and the Prayag Sangit Samiti, Allahabad were the two important institutions of music in the State. The total number of students under instruction was 236 in the former and 400 in the latter. The Samiti started B.T. classes for training teachers in music. Allahabad University also had provision for the teaching of music, for which it offered two diploma courses—Junior and Senior.

The Government School of Art, Calcutta, and Kala Bhavana, Visva Bharati, continued to be important centres of art education in West Bengal. The Calcutta School provided instruction in Fine Art, Indian Art, Lithography, Commercial Art, Wood-Engraving, Modelling, Draftsmanship, Drawing, Painting and Composition and had on its rolls 317 students. The Kala Bhavana maintained its standard as a centre of Art and Culture and attracted students from all over the country. The State had 4 music colleges, including 1 for girls, and 16 music schools—6 for boys and 10 for girls. Instruction on Rabindra Sangit, Kirtan and the Indian Classical music of the Vishnupur type was imparted to the students of these institutions. As in the previous year, Sangit Bhavana, Shantiniketan, was the centre of Rabindra Sangit, while classical music of the Vishnupur type was taught in the music institutions of Bankura and Birbhum. Although there was only one dancing institution with 73 girls on its rolls, dancing played an important part in the Bratachari system of training and was taught in some schools of Bankura and Birbhum. Santhal dances were practised in many primary schools in the Midnapore district. For teaching of crafts, there were 2 schools for boys and one for girls with an enrolment of 258 and 61 respectively. The Basic Training College at Baigachi had also craft classes for teachers.

The State of Hyderabad made provision for the teaching of drawing in every school.

In Madhya Bharat, the Indore school of Art prepared students for the J.J. School of Art examinations in Drawing and Painting. The State had one music college and five music schools. Both instrumental and vocal music were included in the courses offered by these institutions.

In Rajasthan, the Kala Sansthana, Jaipur, which was under the control of the Education Department, imparted instruction in Music, Drawing, Painting and Sculpture. The Happy School at Alwar and the Sangeet School at Jhalawar also provided facilities for training in Art, Music and Dancing.

In Travancore-Cochin, music was introduced and taught systematically in all girls' and mixed schools. Drawing also formed a subject of study in all schools. Arts and Crafts were given special prominence in teachers' training institutions.

Arts and Crafts formed a part of the compulsory course of studies in training institutions in Ajmer. Music was taught in almost all the girls' high schools. The State had one music college affiliated to the Music College of Gwalior.

In Delhi, the Sarda Ukil School of Art and the Sangeet Bharati were two recognised centres of art education. The former imparted teaching in the Indian style of Painting, Outdoor Studies and Commercial Art, while the latter trained students in various styles of Dancing (Bharatnatyam, Kathak and Manipuri) and Music (classical, light, sitar, violin, tabla etc.).

3. Education of the Handicapped

Handicapped Children generally fall into two broad categories:

- (i) Those who suffer from mental defects, and
- (ii) Those who suffer from physical disabilities.

For the first category, there was only one institution in the country, which was located at Bodhna (Jhargram) in West Bengal and had on its rolls 40 children. The total expenditure on the institution amounted to Rs. 18,411, of which nearly 97 per cent was contributed by the State government. The main aim of this institution was to watch the physical and mental development of the children and to give them special psychological and psychoanalytical treatment for readjusting them in society in their limited ways.

For the second category of children, there were 72 institutions. Of these, 36 were for the blind, 30 for the deaf-mute and 6 for the crippled. These institutions had on their rolls 3,023 children—2,299 boys and 724 girls. They were distributed over different institutions as: for the blind 1,333, for the deaf-mute 1,354 and for the crippled 336. The total expenditure on these institutions amounted to Rs. 8.99 lakhs. The government met 48.9 per cent of this expenditure, as against 6.2 per cent by local boards, while the contribution from fees and other sources was 5.4 and 39.5 per cent respectively.

Table LXXIX gives detailed statistics for different States.

The schools for the blind provided instruction by means of a Braille code adapted to regional languages. Besides imparting elementary school education, training was imparted in small trades like spinning, weaving, basket-making, chair-canning, knitting, etc. Music, both vocal and instrumental, having a special attraction for the blind, provision for its teaching existed in all the institutions. For deaf-mutes, lip-reading and articulation formed the main features

Table LXXIX—Statistics of Educatio

State	No. of Schools					Enrolment	
	For the Physically Handicapped			For the Mentally Handicapped	Total	For the Physically	
	The Blind	The Deaf-mute	The Crippled (lepers)			The Blind	The Deaf Mute
I	2	3	4	5	6	7	8
Assam . . . . .	..	I	..	..	I	..	II
Bihar	2	2	2	.	6	92	36
Bombay	7	7	..	..	14	301	280
Madhya Pradesh	2†	I	..	..	3	48	9
Madras	6	5	4	..	15	286	484
Orissa . . . . .	..	I	..	..	I	..	..
Punjab	I	..	..	..	I	50	..
Uttar Pradesh	7	4	..	..	II	186	60
West Bengal	3	4	..	I	8	133	216
Hyderabad . . . . .	..	I	..	..	I	..	69
Madhya Bharat	I	..	..	..	I	26	..
Mysore	I	I	..	..	2	99	18
Rajasthan	I*	..	..	..	I	16	..
Saurashtra	2	..	..	..	2	24	..
Travancore-Cochin	I	2	..	..	3	29	81
Ajmer	I	..	..	..	I	15	..
Delhi	I	I	..	..	2	28	82
India	36	30	6	I	73	1,333	1,354

†Includes deaf-blind

of the Handicapped

in Schools			Total Expenditure*	Number of Teachers	
Handicapped The Crippled (lepers)	For the Mentally Handicapped	Total			
	10	11	12	13	14
..	..	11	Rs. 2,635	2	Assam
141	..	269	52,742	25	Bihar
..	..	581	1,17,157	89	Bombay
..	..	57	33,441	18	Madhya Pradesh
195	..	965	1,40,716	142	Madras
..	..	8	2,100	1	Orissa
..	..	50	16,024	13	Punjab
..	..	246	1,21,292	28	Uttar Pradesh
..	40	389	2,06,142	81	West Bengal
..	..	69	58,696	13	Hyderabad
..	..	26	3,200	7	Madhya Bharat
..	..	117	25,718	18	Mysore
..	..	16	16,738	3	Rajasthan
..	..	24	7,158	4	Saurashtra
..	..	110	22,685	18	Travancore-Cochin
..	..	15	4,112	2	Ajmer
..	..	110	68,558	11	Delhi
336	40		8,99,114	475	India

*Includes indirect expenditure.

of instruction. The curriculum in these schools included the teaching of the three R's and training in tailoring, carpentry, and certain useful arts and crafts.

The Central Ministry of Education made considerable headway in its scheme to establish a Braille Printing Press in Dehra Dun with the object of producing Braille literature in Indian languages for the blind. A training Centre for adult blinds was started by the Ministry in Dehra Dun on the 1st of January, 1950 by taking over the administration of St. Dunstan's Hostel for the Indian War Blinded. Its chief aim is to impart vocational training to blind adults with a view to helping them towards economic independence. The centre was residential with a capacity of 120 seats and had arrangements for teaching of Braille typewriting, music and various handicrafts such as weaving, mat-making, socks knitting, wool spinning, etc. During the year, there were 41 inmates, who received free instruction and free board and lodging.

During the year, two issues of the periodical "Deepavali" were published, which were devoted to the education and welfare of the blind. The Government of India also gave grants-in-aid to the 'Convention of the Teachers of the Deaf in India' for bringing out a quarterly periodical 'Deaf in India'. Financial aid was also given to 14 schools for the blind for transcribing books in uniform Indian Braille.

Among the States, the only notable feature was the introduction by the Madras government of a diploma course for special teachers for the blind.

4. Education of the Scheduled Castes, Scheduled Tribes and Other Backward Communities.

During the year under report, the Government of India approved a revised scheme for college scholarships to include students of Schedule Castes, Scheduled Tribes and other Backward Classes. A sum of Rs. 10 lakhs—Rs. 6 lakhs for scholarships to Scheduled Castes and Rs. 4 lakhs for the remaining Backward Classes—was sanctioned. Out of 6,000 candidates who applied for the award of fresh scholarships, 1,178 candidates were selected as under:

Scheduled Castes	647
Aboriginals and Hill Tribes	148
Other Backward Communities	383

In addition to these, 318 old scholarships were renewed.

The State governments continued their policy of spreading education among Scheduled Castes, Scheduled Tribes and Other Backward Communities by the grant of special facilities in the form

of scholarships, exemption from payment of school, hostel and examination fees, free lodging, clothing, books etc., provision of mid-day meals and reservation of seats in schools and colleges.

The total number of institutions meant specially for children of these castes and communities was 13,936 with an enrolment of 6,80,705. Besides these, 38,14,397 students were under instruction in other institutions. The total expenditure incurred on the special institutions alone amounted to Rs. 1.54 crores, of which nearly 76 per cent. was contributed by the government. The State-wise details are given in table LXXX.

The total number of students receiving scholarships and other financial concessions was 4,77,118. This involved a total expenditure of Rs. 67,68,905.

5. Education of Girls

During the year under report, there were 24,067 recognised educational institutions for girls. Their classification, according to main types was: university 1, arts and science colleges 66, professional and special colleges 23, secondary schools 2,585, primary schools 13,972, pre-primary schools 65, vocational and special schools 533 and adult schools 6,822. The total direct expenditure involved in the maintenance of these institutions amounted to Rs. 9.10 crores.

The total number of girls under instruction in these institutions, as well as in those intended for boys was 60,11,320, which is 25.1 per cent of the total enrolment. Their stage-wise distribution is given in table LXXXI.

Nearly 65 per cent of the girls were reading in institutions for boys. The corresponding figures for primary schools, secondary schools, arts and science colleges, professional and special colleges and vocational and special schools were 74.7, 26.2, 52.3, 62.9 and 7.2 per cent respectively.

The number of girls passing the Matriculation and equivalent examination, during the year, was 25,721. The number for some other examinations was: Intermediate (Arts and Science) 8,252, B.A. and B.Sc. (including Hons.) 4,694, M.A. and M.Sc. 640 and Professional Subjects (First degree) 1,169.

An important step in the expansion of girls' education was granting of statutory recognition to Shreemati Nathebai Damodher Thackessey Indian Women's University at Bombay. The University was founded in 1916 to provide education 'especially suited to the needs and requirements of women

Table LXXX—Statistics of Education of the Scheduled

State	Number of Institutions meant for Scheduled Castes and Tribes and Other Backward Communities	En-	
		In Institution for Scheduled Castes and Tribes and Other Backward Communities	In Other Institutions
I	2	3	4
Assam	2,701	81,152	44,264
Bihar	1,767	49,555	7,17,678
Bombay	834	34,191	7,00,990
Madhya Pradesh	369	26,642	1,67,328
Madras	4,849	3,50,071	7,92,648
Orissa	1,376	27,215	87,690
Punjab	15	491	53,049
Uttar Pradesh	261	9,909	5,05,130
West Bengal	577	34,459	3,33,238
Hyderabad	213	12,613	27,983
Madhya Bharat . . . . .	..	..	16,598
Mysore	449	12,349	69,150
Pepsu	2	213	3,919
Saurashtra . . . . .	..	..	592
Travancore-Cochin . . . . .	..	..	2,88,884
Bhopal	4	164	1,642
Coorg . . . . .	..	..	1,859
Kutch	8	459	250
Manipur	498	40,940	..
Vindhya Pradesh	13	282	1,505
India†	13,936	6,80,705	38,14,397

† Excludes Rajasthan, Ajmer, A. & N. Islands, Bilaspur, Delhi,

Castes, Scheduled Tribes and Other Backward Communities

Total	Expenditure on Institutions meant for Scheduled Castes and Tribes and Other Backward Communities	Students getting Scholarships and other Financial Concessions		State
		Number	Total Value	
5	6	7	8	9
1,25,416	Rs. 14,38,950	977	Rs. 64,694	Assam
7,67,233	5,74,764	12,645	8,24,045	Bihar
7,35,181	9,38,339	1,38,387	15,00,960	Bombay
1,93,970	9,53,557	17,699	3,53,650	Madhya Pradesh
11,42,719	76,10,099	13,718	5,20,236	Madras
1,14,905	7,30,147	35,915	4,42,804	Orissa
53,540	61,152	9,384	2,46,692	Punjab
5,15,039	91,488	70,615	11,20,285	Uttar Pradesh
3,67,697	9,85,400	9,971	5,21,110	West Bengal
40,596	4,87,352	6,327	4,57,606	Hyderabad
16,598	..	10,826	84,061	Madhya Bharat
81,499	2,56,130	1,598	60,495	Mysore
4,132	1,800	452	10,716	Pepsu
592	..	592	29,369	Saurashtra
2,88,884	..	1,44,185	4,38,170	Travancore Cochin
1,806	2,184	1,806	17,998	Bhopal
1,859	..	1,859	67,049	Coorg
709	7,369	15	1,380	Kutch
40,940	12,42,304	124	7,279	Manipur
1,787	5,697	23	306	Vindhya Pradesh
44,95,102	1,53,86,732	4,77,118	67,68,905	India†

Himachal Pradesh and Tripura, figures for which are not available.

Table LXXXI—Distribution of Girls in Recognised Institutions

Stage/Subject	Enrolment
(1)	(2)
A. General Education :	
Pre-Primary	12,306
Primary	50,34,740
Secondary	7,08,007
Intermediate	23,540
B.A./B.Sc.	10,759
M.A./M.Sc.	1,656
Research	85
Total	57,91,093
B. Professional and Special Education (Collegiate):	
Teachers' Training	1,620
Engineering	8
Technology	19
Medicine and Veterinary	2,021
Agriculture and Forestry	13
Commerce	111
Law	226
Music, Dancing and other Fine Arts	299
Oriental Studies	146
Other Subjects	363
Total	4,826
C. Vocational and Special Education (School):	
Teachers' Training	16,980
Engineering, Technology and Industry	7,783
Medicine	1,352
Agriculture and Forestry	15
Commerce	1,985
Arts and Crafts	6,353
Music, Dancing and other Fine Arts	2,559
Oriental Studies	4,949
Other Subjects	1,73,425
Total	2,15,401
India	60,11,320

6. Physical Education

Physical education, which includes all forms of physical activities and games that promote the development of the body and mind, is an indispensable part of all health programmes. Realising the importance of this type of education, the Central Ministry of Education established a Central Advisory Board of Physical Education and Recreation in March, 1950 to draw up a plan of physical education for schools and colleges and to co-ordinate all activities in that connection. The Ministry gave grants to certain institutions for the useful work done by them, the most important being the contribution of Rs. 10,000 to the Hanuman Vyayam Prasarak Mandal Amraoti, for sending a team of athletes to the Lingiad at Stockholm (Sweden) held in August, 1949. The Ministry also undertook to share with the Ministry of External Affairs some portion of the expenditure incurred by the Hockey and Foot-ball teams, which, at the instance of the Government of India, visited Kabul in August, 1949 to play friendly matches on the occasion of the Afghan Jashan celebrations.

Physical education continued to receive due attention from the States. Modern games like hockey, cricket, volley-ball, foot-ball, basket-ball etc. were played in almost all the secondary schools and colleges. Inter-school and inter-college tournaments were conducted in all the States. An account of the physical education activities of the different States, during the year, is given below:

In Assam, there was provision for physical education under trained teachers in schools in urban areas. Owing to lack of trained teachers, this facility could not be extended to schools in rural areas. During the year under report, 3 teachers were deputed for training to the College of Physical Education, Calcutta.

In Bihar, drill continued to be a regular feature in all the schools, and facilities and equipment for games were provided in most of the schools and colleges. The Physical Training College at Muzaffarpur continued to impart physical training to prospective teachers. There were a large number of private institutions, like *akharas*, which were engaged in the promotion of physical culture. A State Organisation called the Bihar Provincial Sharirik Shiksha Mandal, received a grant of Rs. 1,000 from the State government during the year.

In Bombay, the Board of Physical Education, which is an advisory body for all matters of policy in regard to physical education, held three meetings during the year under review. Every secondary school was required to keep a certain number of graduate trained teachers for carrying out the physical education programme. During the year, 76 candidates (60 men and 16 women) completed the

training for the diploma course of the Training Institute for Physical Education, Kandivli. The Institute also conducted two short-term courses for non-graduate teachers, in which 120 men and 26 women were trained. Two private institutions, similarly trained 34 men and 17 women in short-time courses. The programme of training primary teachers in physical education continued to be the same as in the previous year, that is, of training a few selected teachers, who in their turn would train primary teachers in other areas. The total number of such trained teachers rose to 3,210 this year.

In Madhya Pradesh, physical education was a compulsory subject at all stages of education. Physical training instructors were trained at teachers' training institutions and every government high school and most of the private schools had trained physical instructors. Districts and Divisional tournaments were revived during the year.

In Madras, the work of promoting physical education in all educational institutions was as usual carried out by the Chief Inspector of Physical Education assisted by the four Regional Inspectors, who inspected 259 schools, besides visiting 72 schools. The expert committee appointed by the Madras Government for the revision of the syllabus in physical education for boys in secondary schools submitted its report and the revised syllabus was approved by the government. The State government sanctioned Rs. 500 for preparing illustrations for inclusion in the Manual of Instructors for physical education teachers.

In Orissa, one Chief Inspector, one Inspectress and three Inspectors for physical education were appointed to organise physical culture in educational institutions of the State.

In the primary schools in the Punjab, physical training, games and sports were conducted by the class teacher and in the middle schools by a member of the staff who had undergone training in physical education. There was hardly any high school in the State which was without a permanent P.T.I. Mass drill, class-wise drill, athletics and sports continued to be encouraged in all the schools.

In Uttar Pradesh, two colleges of physical education (one each at Allahabad and Lucknow) continued to train instructors in physical education. Besides, sixty-three women teachers underwent a refresher course in physical education during the year. Two posts of District Superintendent of Physical Education were filled for Lucknow and Allahabad. Physical education in girls' schools made appreciable progress in 1949-50.

The District Organisers of physical education in West Bengal organised many tournaments and gave assistance in all matters relating to physical education in schools. They helped in coaching the athletes. Tests of physical proficiency for high school boys were carried out in each district and certificates were awarded to students who attained a certain standard of fitness. A grant of Rs. 10,000 was distributed to the Indian Schools Sports Association and its district branches for conducting competitions in various games and other athletic activities. During the year, 16 instructors for high schools and colleges were trained in Government College of Physical Education for Men in Calcutta. Teachers for primary and middle schools were also trained in short courses conducted by the District Organisers. Altogether 140 clubs and associations connected with the work of physical education, received a grant of Rs. 1,800 from the State government. Demonstration tours of experts of basketball, volley-ball, gymnastics, swimming and wrestling were undertaken in some districts. According to the West Bengal Director's report regular physical training programme in most of the schools was not satisfactorily followed. The after-school games, which are the most important part of the whole programme, were not compulsory in almost all the schools. Many schools suffered from lack of trained leadership and playing space.

In Hyderabad, physical exercises, including mass drill, were practised in all secondary schools in accordance with an approved syllabus. In primary schools a separate syllabus was followed. There were two colleges—one for men and one for women—for physical education. The total enrolment in these colleges was 37-23 men and 14 women. The maintenance of these institutions cost Rs. 43,296. The total expenditure on physical education in the State was about Rs. 3.7 lakhs.

In Madhya Bharat, physical education formed a compulsory subject in all the secondary schools. In the primary schools, P.T. was done and games played wherever local conditions permitted.

In Mysore, satisfactory arrangements were made for imparting training in physical activities in all secondary schools of the State.

In Pepsu, every college was provided with a Director of physical education and every school with a P.T.I. or a Drill Master. To organise this aspect of education, a Physical Training Inspector was appointed, who was assisted by two Assistant Inspectors.

In Rajasthan, physical education was compulsory in most of the secondary schools. Divisional sports were organised in almost all the Divisional Inspectorates.

In order to give an impetus to physical education in Saurashtra, the Government provided one Physical Education Instructor to each of the five districts and one organiser for Olympic Games.

In Travancore-Cochin, many schools took part in the school sports and tournaments, conducted by the Athletic Associations of Travancore and Cochin States. The girls' inter-school sports were also held during the year as usual.

In Ajmer, games were played regularly in almost all the high schools. A large number of students took part in the annual sports, organised by the Rajputana Olympic Association.

In the A. and N. Islands, students were encouraged to participate in all the major games. The annual school sports' tournament was held as a grand school festival in February, 1950, where both boys and girls participated and prizes worth Rs. 500 were given to the best athletes.

In Bhopal, Swedish drill and Calisthenics were compulsory for all students. Games and sports were played after school hours under the supervision of the games instructors. Inter-school games and sports competitions were held as usual. Short-term courses for training of teachers were organised.

In Bilaspur, physical education was compulsory for all school children.

In Coorg, Physical Training Instructors and a Director of Physical Education were sent for training in the Y.M.C.A. College of Physical Education, Madras. Annual games and sports were held.

In Delhi, physical training was compulsory twice a week for all classes of schools. Half a dozen schools of the State had their own playgrounds, while others had rented playgrounds, but these were insufficient to cope with the needs. Inter-school tournaments were held in cricket, foot-ball, volley-ball, hockey, basket-ball, athletics etc. Besides a number of schools, private clubs and other institutions took part in the Annual Swimming and Athletic Championships organised by the Delhi Olympic Association.

In Himachal Pradesh, students were required to take part in games, sports and athletics and inter-school tournaments were arranged.

Physical instruction was a part of school education in all government and recognised schools in Kutch. Besides Indian games and drill, modern games were also popular in secondary schools.

In Tripura, sports and games were organised and drill classes conducted in every school.

Facilities for games and sports were provided in every institution in Vindhya Pradesh. During the year under report, a dozen tournaments took place in which teams from different institutions participated.

7. Scout and Guide Activities

(a) Boy Scouts

During the year under review, the progress of the scout movement in the country was accelerated and it gained in popularity. Besides, carrying out their usual activities of parades, rallies, camps, hikes etc., the scouts actively co-operated with the State and local authorities in the matters of adult education, prohibition and national savings schemes, and in the grow-more-food and grow-more-trees campaigns. They also rendered appreciable social service on important occasions like fairs and festivals. The two important scout organisations, viz., the Hindustan Scout Association and the Boy Scout Association continued to render good service as social service organisations and attracted a large number of pupils of all ages in their fold. A brief account of the activities of these Associations and the progress made in the field of scouting in the different States is given below:

In Bihar, the number of Boy Scouts increased from 30,000 to 39,276 during the year. The total strength of the Hindustan Scout Association was 18,817, as against 17,704 in 1948-49. The two Associations received a grant of Rs. 16,000 from the State government.

Owing to the merger of Kolhapur, the strength of the Boy Scout Association of Bombay increased by nearly 8,000 to 35,673. The number of Hindustan Scouts, however, decreased from 20,640 to 18,531. The State government contributed Rs. 25,500 to the funds of these Associations. The Baroda Scout Organisation, which had a membership of 21,914, functioned independently and received a grant of Rs. 26,526. The Boy Scout Association sent one contingent of Rovers Scouts to the Fourth World Rover Meet at Skejah, Norway.

In Madras, the membership of the Boy Scout Association rose from 41,275 to 49,153. To meet the great demand for trained scouts, the Association held 46 courses during the year under report, including as in the previous year, special training courses for the Teachers' College, Saidapet, the Meston Training College, Royapetta and the Government Training College, Rajahmundry. The Tuticorin Scout Association celebrated its silver jubilee, in which 2,000 scouts and guides took part. "The South Indian Boys' Scout"—the official journal of the Association—continued to be popular and the Telugu Supplement was revived forming a new feature of the magazine. The Association received a grant of Rs. 7,500 from the Government.

The enrolment under the Hindustan Scout Association increased from 29,907 to 32,208. Fifteen training courses were held during the year at which 297 men and 124 women were trained as scout masters, cub-masters and flock leaders. Under the auspices of the Association, two regional conferences of scouters were held. The government sanctioned a grant of Rs. 10,500 to the Association.

To bring the Scout Organisation to an up-to-date standard in Orissa, the Hindustan Scout Association organised 3 scout masters' training camps. The strength of the Association during the year was 16,000 and it received a grant of Rs. 1,000 from the government. Scouting was also organised under the Boy Scout Association. The government sanctioned a grant of Rs. 1,000 for this Association.

The number of scouts and cubs in the Punjab increased from 41,305 to 58,779. Scout Training Camps were held in almost all the districts.

In Uttar Pradesh the total strength of the Boys Scout Association increased from 41,957 in 1948-49 to 42,024 during the year under report. A Wood Badge course was organised at Lucknow and seven training camps were held at other places to train scouts and cub-masters and patrol leaders. The provincial rally of the Association attracted a large number of scouts from about 20 districts. The State government sanctioned a grant of Rs. 1,000 to the Association. The membership of the Hindustan Boy Scout Association was 47,252, as against 54,762, in the preceding year. About 150 rallies were held during the year and a number of trips were undertaken. About 1,500 scout masters and 1,200 patrol leaders were trained in over 50 training camps organised during the year. The 'Har-ki-Pauri' Centre of the Association at Hardwar continued to render valuable service by maintaining a free dispensary and a reading room. The government grant to the Association amounted to Rs. 20,000. In addition, the Council of Physical Culture gave Rs. 2,000 for its activities in respect of physical culture.

The West Bengal government sanctioned a sum of Rs. 10,950 as grants-in-aid to the Boy Scout Association for equipment and camp expenses.

Hyderabad had 228 scout troops with 6,805 scouts, rovers, cubs etc.

In Madhya Bharat, the total number of scouts was 5,704. Many scout camps and rallies were organised during the year.

In Mysore, the number of boy scouts increased from 42,994 to 44,495. The district scout councils of the State organised 12 training camps. Scout rallies were held at Kolar, Bangalore, Mysore and Hussam in connection with the inauguration of the Indian Republic.

With the formation of the Rajasthan Union, all scouts associations were merged and placed under a Provincial Organisation with the Director of Education as Provincial Commissioner. A large number of primary schools had their own cub-packs, while almost all secondary schools and colleges had their own scout and rover troops. Periodical rallies were held to promote corporate life.

Scout associations of the erstwhile States of Travancore and Cochin were integrated and a sub-committee was formed to find out ways of combined management. The State had 651 trained cub-masters and 1,157 scout masters. There were in all 243 groups consisting of scout troops, cub-packs and rovers crew.

In Bhopal, there was a Boy Scout Association working in coordination with the Education Department. The scouts in the schools numbered 600. Their activities were guided by scout masters who received allowances for the work.

In Coorg, the Boy Scout Association had a membership of 655.

In Delhi, the Boy Scout Association conducted the annual wolf competition. A central training camp was organised by the Hindustan Scout Association.

There was a separate department for scouting in Kutch and the government spent about Rs. 2,000 in paying honorarium to scout masters in some of the government schools. There were 850 cubs and scouts in government schools.

In Tripura, there were 50 members of the Boy Scouts Association at Agartala.

In Vindhya Pradesh, scouting was made compulsory for all students. A camp was held at Shiva Rampur for scouters.

(b) Girl-Guides

The Girl-Guide and Blue-Bird movement continued to be popular among girl students with the result that the number of girl-guides increased everywhere. The All India Girl-Guide Association and the Girl-Guide section of the Hindustan Scout Association arranged training courses, rallies, camps, hikes, etc. The guides and guiders took keen interest in social work and welfare activities.

8. National Cadet Corps

The National Cadet Corps Scheme, which was introduced during the previous year, with the main purpose of inculcating and developing in the youth of this country, the qualities of discipline, leadership, resourcefulness and citizenship, continued to make satisfactory progress. Both the Senior Division (for men students of the universities and colleges) and the Junior Division (for boys in the secondary

schools) attracted a large number of students. To meet the shortage of officers, a number of college and school teachers were trained and commissioned. All the units and sub-units held their annual training camps. Some of them also organised cadre camps for the training of non-commissioned officers. A brief account of the National Cadet Corps in different States is given below:

In Assam, the Senior Division of the N.C.C. had 2 units with 272 cadets. The Junior Division consisted of 8 troops, each having 90 cadets and 3 officers. Twelve college and 24 school teachers were commissioned in the Senior and Junior Division respectively.

The total number of cadets in the N.C.C. in Bihar was 4,467—1,302 in the Senior Division and 3,165 in the Junior Division. The State government sanctioned Rs. 9,94,993 towards the cost of the scheme.

With the raising of 7 new units (two infantry and five technical), during the year under report, the Senior Division of the N.C.C. in Bombay had 16 units with 87 officers and 3,438 cadets. In the Junior Divisions, the number of sub-units was 134 and of cadets 4,020. Twenty-seven college and 34 school teachers were commissioned in the Senior and Junior Divisions respectively. The State government sanctioned a grant of Rs. 96,000 for non-government institutions participating in the scheme. The total expenditure incurred by the State government on both the Divisions amounted to Rs. 8,38,159.

In Madhya Pradesh, the sanctioned strength of the Senior Division of the N.C.C. was 1,636. During the year under report, a Girl's Division of 20 girl cadets was raised. In the Junior Division, 141 sub-units enlisted 4,290 cadets. Eighteen school teachers were commissioned after training. A proposal to grant some concession to the cadets at the High School Examination was under the consideration of the government.

The Senior Division of the N.C.C. in Madras consisted of 48 commissioned officers, 254 non-commissioned officers and 1,075 cadets. The Junior Division had 51 sub-units with a cadet enrolment of 1,530.

In Orissa, a 2-company Battalion of the Senior Division and 11 troops of the Junior Division were added to the existing 4-company Battalion of the former and 9 troops of the latter. The number of officers and cadets in these divisions was:

	Officers	Cadets
Senior	22	850
Junior	48	1,700

Five officers of the Senior Division were deputed for a six weeks' refresher course. A special refresher course was conducted at Cuttack for 26 officers of the Junior Division.

The following figures give an idea of the progress in enrolment of the N.C.C. in the Punjab:

Division	1948-49		1949-50	
	Officers	Cadets	Officers	Cadets
Senior Division	52	1,624	72	2,24
Junior Division	66	1,980	140	4,200

The State government spent Rs. 4,41,103 on the scheme.

In Uttar Pradesh, there were 19 companies of the Senior Division and 44 troops of the Junior Division. Their Cadet strength was 2,974 and 4,051 respectively. Besides this, the State scheme of Compulsory Military Education was extended to class XII also. The number of trained teachers and cadets under training during the year was 350 and 17,000 respectively.

West Bengal had 4 Infantry and 4 Technical units in the Senior Division. The total number of cadets enlisted in the N.C.C. was 6,404—2,984 in the Senior Division and 3,420 in the Junior Division.

In Hyderabad, the N.C.C. Scheme did not come into force. The Officers' Training Corps continued to function with 4 officers and 312 cadets.

In Madhya Bharat, the N.C.C. scheme was implemented during the year under report by raising one unit of the Senior and 3 troops of the Junior Division.

The Senior Division of the N.C.C. in Mysore had 233 cadets in the Infantry Battalion and 60 in the Engineering Platoon. The number of officers was 10.

Rajasthan had three battalions in the Senior Division of the N.C.C. with a total strength of 986 cadets. The total expenditure incurred by the State government amounted to Rs. 2,72,735. Permission to raise 9 troops of the Junior Division was obtained from the Government of India.

Saurashtra had 2 companies of the Senior Division with 250 cadets and 7 officers. In the Junior Division there were 400 cadets and 18 officers.

In Ajmer, the Government College had one independent Company consisting of 154 cadets and 5 officers. In the Junior Division, there were 450 cadets and 15 officers.

In Coorg, the Junior Division of the N.C.C. was started in three high schools with a total strength of 360 cadets.

In Delhi, the Senior Division consisted of 4 companies and 645 cadets. In the Junior Division there were 8 troops with 720 cadets and 24 officers.

Vindhya Pradesh had one Senior Division Independent company of the N.C.C. in Darbar College, Rewa with 150 cadets and 4 commissioned officers. The Junior Division had 3 troops with 270 cadets. Two Senior Division and 7 Junior Division Officers were deputed for the refresher course.

The N.C.C. scheme was not in force in Travancore-Cochin, Pepsu, A. and N. Islands, Bilaspur, Bhopal, Himachal Pradesh, Kutch, Manipur and Tripura. In Pepsu, however, a comprehensive scheme for setting up N.C.C. units in colleges and schools was under the consideration of the government.

9. Extra-Curricular Activities

Extra-curricular activities formed an integral part of education in most of the schools and colleges. Students took keen interest in various social, cultural, aesthetic and athletic activities. Debates, seminars, study circles, indoor games, dramatics, gardening and tree planting, excursions, hiking, scouting, red cross work and school magazine were some of the major extra-curricular activities of the students. In some universities, students started Employment Bureaux and Welfare Committees to help poor students. All colleges and universities had Students' Unions, which organised debates, lectures, cooperative stores, social services, free reading rooms etc., for the benefit of the students. Some colleges had separate debating societies to provide facilities for the students to get themselves trained in logical arguments and methodical thinking. During college and school annual functions, various societies organised mushairas, kavi sammelans, concerts, games etc. Almost all the colleges and some of the schools published their own magazines. St. John Ambulance and Junior Red Cross Societies, which were helpful in including a sense of personal and social worth, were very popular among students.

10. School Meals

The scheme of providing mid-day meals was in force in a very small number of schools. On account of the paucity of funds and rationing of food-stuffs, the States found it difficult to arrange for mid-day meals in more schools. The position in the different States is summarised below:

Assam and Bihar

The mid-day meal system was in force only in a few high schools.

Bombay

Mid-day meals were provided to children of backward classes in a few selected primary schools in backward areas of some districts. The Bombay Corporation supplied milk to under-nourished children in its Primary schools.

Madhya Pradesh

Primary schools started in the scheduled areas under the Tribal Area Welfare Scheme had arrangements for supply of mid-day meals.

Madras

Mid-day meals were supplied to children in 1,228 elementary schools run by the Harijan Welfare Department. The number of children fed under the scheme was 87,339. The Madras Corporation also provided mid-day meals to 8,928 poor children of 136 elementary schools under their management. In addition, the Corporation distributed milk to 6,759 pupils reading in 84 elementary schools.

Orissa

The government contribution to the high schools for mid-day tiffin was discontinued.

Punjab

Only model schools in the State had arrangements for the supply of mid-day meals. The expenditure was met from the government development fund.

U.P.

Some of the higher secondary schools provided mid-day meals to their pupils.

West Bengal

Arrangements for the supply of mid-day tiffin were in existence in almost all the institutions under the direct control of the government. As regards privately managed institutions, only 41 schools participated in the scheme and a sum of Rs. 19,000 was paid to them as tiffin-grant.

Hyderabad

A scheme involving a recurring expenditure of Rs. 1,23,420 for providing mid-day meals in schools in scarcity areas and to poor and under-nourished pupils of schools at the headquarters was prepared.

Mysore

The State had a scheme for providing mid-day meals to children in primary and secondary schools. The government agreed to give 49 M. of Edu.

grants to schools which were prepared to bear half the total cost. In compulsory education areas and also in slum areas, the entire cost was met by the government. The sanctioned grants amounted to Rs. 75,000 for primary and Rs. 35,000 for secondary schools.

Travancore-Cochin

In the erstwhile Travancore State, mid-day meals were provided in 7 out of 9 taluks, where compulsory primary education was in force. In the Cochin area, a mid-day meal was provided in almost all the primary schools.

Himachal Pradesh

Two high schools in the Sirmur district provided mid-day meals to students who were recommended by the School Medical Officer.

11. School Medical Service

A system of medical inspection of school children was in force in many States but could not be said to be functioning effectively. Shortage of funds, paucity of trained personnel, absence of school clinics, lack of follow-up work and ineffective cooperation between the school authorities and the parents were the main causes, which hindered the progress of this essential and important part of the school programme. A brief summary of the position in different States is given below:

In Assam, government schools were periodically visited by local Assistant and Sub-Assistant Surgeons. There was, however, no arrangement for medical inspection of pupils in other schools. A scheme of regular inspection of all pupils from primary to high schools by a properly constituted school medical service could not be introduced for want of funds.

In Bihar, the School Medical Officers conducted routine medical examinations of the students of high schools. Special arrangements for medical service existed in hostels attached to government institutions.

In Bombay, the post of Chief Medical Officer was abolished owing to financial stringency and the scheme of a School Health Service, introduced during the year, went into abeyance soon after.

In Madhya Pradesh, annual medical inspection of all high school students was carried out by qualified doctors. Government doctors on tours inspected primary school children from time to time.

In Madras, only a few secondary schools had a programme of medical examination and they levied a special fee for medical service. Adequate provision for medical inspection was not made in

any elementary schools other than those managed by the Madras Corporation. The Corporation employed four medical inspectors and three medical inspectresses for this purpose.

Medical examination was conducted in 31 schools in Orissa by school medical officers. Of the 3,471 cases examined, 2,268 or 65.4 per cent were found defective and recommended for special treatment. During the year under report, one per cent of the students examined were found to have patches of leprosy, but as their cases were not serious, they were not asked to vacate the schools.

In the Punjab, there was a satisfactory arrangement for the medical inspection and treatment of high school children in urban areas. Some of these schools had medical officers, whole and part-time, and maintained dispensaries of their own. In the rural areas, there was no regular scheme of medical inspection. During the year under report, 1,56,390 students were examined, of whom 38,926 were found suffering from various defects. Of the latter, 33,942 were treated.

In Uttar Pradesh, the junior high and the higher secondary schools were visited by the District or the Municipal Medical Officer of Health. In the rural areas, however, the provision for medical inspection was not adequate. Fourteen big towns in the State had whole-time School Health Officers in charge of school clinics. These officers carried out medical inspection of 31,236 students during the year. In addition, 35 Municipal and 38 District Medical Officers of Health examined 11,040 and 21,809 students respectively.

In West Bengal, hostels attached to government colleges and schools had adequate arrangements for affording medical assistance to the boarders. In the majority of the residential schools also, there were arrangements for the medical examination of the pupils, and medical reports were sent periodically to parents and guardians.

In Hyderabad, medical inspection of children was conducted in the government secondary schools at the headquarters and in the districts for which there were 6 medical officers, including 2 lady doctors. Two clinics were also in existence at the headquarters for the benefit of children. Under the rules in force, every pupil was required to undergo a medical test 4 times during his school career.

Madhya Bharat had a regular scheme to examine students medically at least once a year. There was one medical inspector in each region.

In Mysore, medical inspection was in force in all the government schools in the city of Bangalore and in 95 mofussil centres, in 17 girls' high schools and for girls studying in all the boys' high schools.

Periodical medical examination of children was conducted in some schools in Pepsu.

In Rajasthan, there was a whole-time Medical Officer to look after the health and hygiene of schools in Jaipur City. In other places, the medical officer incharge of local dispensaries also worked as a part-time medical officer for the schools in his area. Regular medical examination was conducted in these schools and reports sent to the parents and guardians but this facility on the whole was limited and schools in distant parts had no arrangements for medical examination and inspection.

In Saurashtra, a scheme for the medical inspection of school children was under the consideration of the government.

In the Cochin area of the State of Travancore-Cochin, pupils of secondary schools were examined by two medical inspectors and one inspectress. The medical unit, created for the medical inspection of children of primary schools in the compulsory areas in Travancore, was disbanded during the year and the medical inspection work was entrusted to the medical department.

In Ajmer, only a few high schools in the urban areas had schemes of their own for the medical inspection of their students for which some of them charged a nominal fee.

The government of Bhopal had under consideration a scheme of the Education Department to have their own doctors and a separate dispensary for medical aid to the students.

In Bilaspur, free medical service and advice were provided to school children. Rural dispensaries rendered full cooperation in this behalf. A scheme for half-yearly medical examination of every high school student was under the consideration of the government.

The Sub-Assistant Surgeons conducted medical examination of students in all schools in Coorg.

In Delhi, annual medical examination of children was conducted in most of the schools. All the high and higher secondary schools maintained their own dispensaries for first-aid and minor treatment.

An arrangement for medical examination of school children existed in some schools of Sirmur and Chamba districts of Himachal Pradesh. State Medical Officers examined the school children and rendered them free medical aid.

In Kutch, only students of government schools in towns were medically examined.

12. Facilities for the Education of Displaced Students

Displaced students continued to derive benefits from various schemes introduced during 1947-48 for the grant of loans and other financial concessions besides relaxation of rules regarding admission.

During the year under review, the Ministry of Rehabilitation, Government of India, spent Rs. 40.50 lakhs towards educational grants to schools and colleges, and stipends and loans to students. The Ministry of Labour provided training facilities in various technical and vocational trades to 1,225 persons in 98 technical institutions spread all over the country at a cost of Rs. 13.13 lakhs.

Following is a brief account of the facilities for education provided by some of the State governments to displaced students:—

West Bengal had, during the year, 340 government sponsored primary schools for the education of the displaced children. These schools had an enrolment of 25,843 pupils and employed 1,045 displaced teachers. The total expenditure on the maintenance of these schools amounted to Rs. 4 lakhs. Besides this, the government gave capital gratuity to 65 high schools (Rs. 5.39 lakhs), loans to 12 colleges (Rs. 5.16 lakhs) and grant for purchase of books, payment of fees etc. to school and college students (Rs. 9.60 lakhs). The number of college students helped with loans was 1,594.

The Bombay Government granted loans amounting to Rs. 2,04,911 to 322 college students and financial concessions to the extent of Rs. 3,26,690 to 2,246 school students. A special grant of Rs. 5,000 was paid to National College, Bandra, which was started during 1949-50 mainly for the benefit of displaced students from Sind. Ten secondary and 44 primary schools were opened during the year for the convenience of children of displaced persons raising their number to 30 and 123 respectively. A special Deputy Educational Inspector and 4 additional Deputy Educational Inspectors were appointed to inspect these schools.

The Government of Madras placed the unspent balance of Rs. 55,806 from the Prime Minister's National Relief Fund at the disposal of the Director of Public Instruction for giving financial assistance to displaced students from Pakistan. Several displaced students reading in Medical, Engineering and Arts colleges were granted loans annually on an average upto Rs. 1,200 per student. During the year 1949-50, 26 displaced students reading in colleges,

52 reading in secondary schools and 52 reading in elementary schools, were assisted by way of an allowance for purchase of books and exemption from payment of tuition, special and examination fees. The elementary school at Avadi having been closed owing to the permanent rehabilitation of refugees there, a new school at Perambur was opened during the year for the benefit of refugees settled there.

In the Punjab, loans of the value of Rs. 4,82,172 and free grants to the tune of Rs. 19,99,725 were sanctioned to 1,506 college and 42,413 school students respectively. The students in the camp schools continued to receive reading and writing material.

In Saurashtra, 28 schools (26 primary and 2 secondary) were being run by the government for the education of the displaced children. The total expenditure on the education of displaced students was Rs. 1,31,374.

In the A. and N. Islands, 2 primary schools were opened for the children of Bengali refugee settlers.

The number of government refugee schools in Delhi State on 31st March, 1950 was 37 (15 primary, 9 middle and 13 high). The State government incurred Rs. 7,68,237 on the maintenance of the schools, Rs. 61,109 on free grants to 812 students for purchase of books etc. and Rs. 1,824 on continuation scholarships to those displaced students who were in receipt of government scholarships in Pakistan.

The Government of Vindhya Pradesh awarded scholarships to the extent of Rs. 2,000 to the displaced students. Schools were opened in various refugee camps on which an expenditure of Rs. 10,400 was incurred. Twenty displaced students of matriculation classes received financial assistance of Rs. 75 each for the purchase of books, stationery etc.

13. Indian Students Abroad

During the year under report, the Central Ministry of Education decided to implement the Modified Overseas Scholarships Scheme based on the recommendations of the Roy Committee. Forty students were accordingly awarded scholarships for studies in foreign countries. Out of these, only two left by the end of the year. The main objective of the new scheme is to provide training in subjects for which facilities are not available in the country. Besides, the States also had their own scholarship schemes.

Under the Partial Financial Assistance Scheme initiated during the previous year by the Central Ministry of Education for helping

private students abroad, loans amounting to Rs. 1,12,211 were sanctioned. The Central Ministry of Rehabilitation also gave loans amounting to Rs. 2,33,199 to 55 displaced students abroad in order to enable them to complete their studies.

In addition to the Central and State scholars, a large number of other students went abroad either on their own expenses or on scholarships from private agencies. Their statistics are not available.

After completing studies, 269 scholars (153 Central and 116 States) returned to India during the year under review.

APPENDIX

JAMMU AND KASHMIR*

New Developments

Although the year under report was devoted mainly to rehabilitation and exploration, a few schemes were introduced and some plans considered to make education more responsive and sensitive to changed conditions. A brief account of the main developments is given below:

- (a) With a view to providing facilities for education at the infant stage, 3 model kindergarten schools were started as an experimental measure. These schools met with great success.
- (b) Kashmiri was introduced as the medium of instruction at the primary stage in the Kashmiri-speaking area.
- (c) As recommended by the Script Reform Committee set up by the Government during the preceding year, the Kashmiri language was given a script of its own. Various Script Training Centres were set up to train teachers in the new script.
- (d) Two multi-purpose high schools were established. Subjects like wood-carving, paper machie, spinning and weaving and crafts like smithy and carpentry were introduced.
- (e) In view of the scheme of starting multi-purpose high schools, the State government decided to close down all technical schools.
- (f) The syllabi at the various stages were re-examined with a view to improving them to suit the changed conditions.
- (g) Proposals regarding improving and enlarging the training institutions were under the consideration of the State Government.
- (h) The State Education Department examined the possibility of starting post-graduate classes in some of the colleges.
- (i) Eighty social education centres were established.
- (j) The Text-Book Advisory Board, constituted by the government to print and market its own text books, compiled 96 books on different school subjects.

*The account excludes the occupied areas of the State.

Organisation and Control

The organisation and direction of education in the State was under the Director of Education. He was assisted by one Deputy Directress, 2 Inspectors, 9 Assistant Inspectors and 4 Assistant Inspectresses.

Main Statistics

The following table shows the main statistics of institutions, enrolment, teachers and expenditure during the year under report:

Type of Institution	No. of Institutions		No. of pupils	No. of Teachers	Expenditure
	Government	Private (Aided)			
I	2	3	4	5	6
Universities	1	..	..	..	Rs. 1,12,892
Arts and Science Colleges	3	3	2,319	128	} 5,07,898
Oriental Colleges . . . . .	..	4	151	15	
Teachers' Training Colleges	1	..	121*	8	
Teachers' Training Schools	1	..	31	23	75,304†
High Schools	28	25	9,063	675	7,18,160†
Middle Schools	128	25	18,999	1,282	7,92,300†
Primary Schools	1,301	40	68,335	2,068	17,38,800†
Social (Adult) Education Centres	80	..	1,932	80	30,000
Total	1,543	97	1,00,951	4,279	46,31,884††

*Includes 80 pupils of diploma class.

†Figures relate to government expenditure on Government institutions only and exclude those relating to indirect expenditure.

††Includes Rs. 2,53,200 on account of grants-in-aid to private institutions and Rs.4,03,330 as indirect expenditure.