

# SEVEN YEARS OF FREEDOM



सत्यमेव जयते

MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA

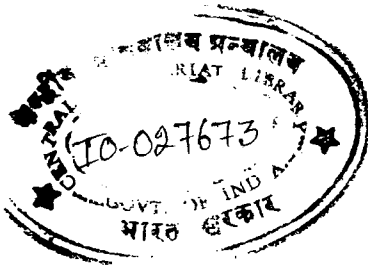
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## FOREWORD

Seven years of freedom have been seven years of endeavour and expansion in Indian education. The first task of the Governments, and still more of the people, was to overcome the heritage of backwardness of the days of pre-independence. Not even 20 per cent of the people were literate. Schooling facilities existed for less than 30 per cent of the children of 6-11 and for still smaller numbers in higher age brackets. Facilities for scientific and technical education were sadly meagre both qualitatively and quantitatively. Within seven years, many of these shortcomings have been overcome and the foundations laid for constructing a truly national system of education needed for resurgent India.

There is, of course, no ground for complacency. Our achievement is far short of our aspirations and even perhaps of our capacity. Nevertheless, judged against the record of other countries in comparable circumstances and within a comparable period, India need not be ashamed of what has been achieved. It must be remembered that free India was born into a world devastated by war. In addition, she had her own difficulties arising out of the partition of the country and grave natural calamities. There was a movement of peoples on a scale unknown in history. At first relief and then rehabilitation of displaced millions was a stupendous task the difficulties of which were enhanced by shortage of food on an unprecedented scale. What has been achieved in spite of these difficulties should serve to enthuse the common man and inspire the Governments and the people to greater efforts in order to realise the objective laid down by our Constitution.

Educational figures in this pamphlet relate to the 31st March 1948 and 31st March 1953, but where a later figure is available this has been incorporated. Annual Reports and Quinquennial and Decennial Reviews have from time to time been published to report on the progress made by the Centre and the States for the periods to which they relate. Valuable as these Reports are, they are apt, because of their wealth of detail, to be heavy reading for the general reader. *Seven Years of Freedom* seeks to give only an overall picture of education in the country since independence, without burdening it with too many figures. For those who want a detailed account, *Progress of Education in India 1947-52* and the *Annual Reports* will supply the information they need. A few tables relating to the progress made in the major stages of education have, however, been inserted as an Appendix for such readers as may wish to have more detailed information than is given in the text but are not willing to study the comprehensive Annual and Quinquennial Reviews.

I am grateful to all my colleagues whose cooperation made the production of this pamphlet possible but I feel I must make special mention of Shri A.N. Basu, Shrimati Muriel Wasi and Shri R.S. Chitkara.

Humayun Kabir  
*Educational Adviser to the  
Government of India.*

NEW DELHI,  
August 11, 1954.

## **PRIMARY AND BASIC EDUCATION**

On the eve of independence barely 30 per cent of our children in the age-group 6-11 were in schools of one kind or another. This was a challenge to a country that believed in and desired to build up a democratic social order. One of the first things that the National Government set out to do upon the attainment of freedom was to make up the leeway and to spread education throughout the length and breadth of the country. Before it was a scheme sponsored by the Central Advisory Board of Education to spread Primary education throughout India within a period of 40 years. But the people and the Government were impatient. The All-India Education Conference convened by the first Education Minister of Free India expressed the view that 40 years was too long to wait and that it should be cut down to 16 years and the pace of progress accelerated. This was a tremendous task and it was made much more difficult by the problem of refugees swarming across the border as a result of the partition of the country, the consequent mass movement of populations, the series of natural calamities that befell the country in the years immediately following independence and the economic depression that ensued. These set-backs notwithstanding, the progress of Primary education since 1947, has been striking as the figures prove.

On the 31st March, 1948, the number of Primary schools in all the major provinces (which constitute the Part 'A' States after independence) was 140,121 and the number of pupils (both boys and girls) in them was 11,000,964. On the corresponding date in 1953 these figures stood at 177,285 and 15,665,056. It will thus be seen that in five years of freedom the number of institutions in Part 'A' States alone increased by nearly 37,000 and the number of pupils increased by 4.6 million.

This is the position as far as the major States of India are concerned. For India as a whole in 1953 the number of Primary schools was 221,082 and the number of pupils in them was 19,296,840.

These figures speak by themselves of the quantitative improvement in Primary education. What of the qualitative advance in this education? In order to achieve a radical qualitative reform of Primary education, the country has adopted principles of Basic education that embodies what we conceive to be the essential features of the right type of education for young children. When Basic education is introduced into all Primary schools, many of the defects that mark the system of Primary education that we inherited will disappear.

The scheme to start Basic schools and to transform existing Primary into Basic schools, has been accepted by the States of the Indian Union.

The Centre has, with this objective, adopted the policy of subsidising the States. But owing to difficulties that are described in a later chapter, progress has not been as rapid as it might have been. Nevertheless, the number of Basic schools in India has steadily increased. In 1950,\* the total number of Junior Basic schools including Basic Primary schools in Uttar Pradesh was 31,711 and in 1953, it was 33,737. One great obstacle in the way of transforming Primary into Basic schools has been the dearth of adequately trained teachers. Basic education makes big demands upon the teacher and calls for standards of training that have not so far been required of teachers in Primary schools. The efforts that are being made at present to provide Basic schools with an adequate number of suitably trained teachers are related elsewhere. Upon an adequate growth of Basic Training institutions depends the success of our National Scheme to educate children between 6-14.

This important transformation apart, the country has sought, over the last seven years, to improve the content of Primary education in various ways. This has to a large extent been achieved by enriching the curriculum, by introducing crafts and other forms of creative activity and by the attempt to improve the quality of textbooks.

Let us look at the picture in another way. To what extent has Compulsory Primary Education expanded in the major States? In 1948, the areas where Primary education was compulsory were 224 towns and 10,010 villages. The corresponding figures for 1953 were 598 towns and 21,260 villages. Awareness of the need for Primary education has evidently touched our people and parents have been willing to make sacrifices in order to obtain education for their children. It is sometimes forgotten that what the child earns by staying away from school, however small this may seem, is even to this day a very substantial contribution to the family income. Parents who recognise that this contribution to the family income is small by comparison with what the child gains in education have taken the first step forward in their own education, and have made the sacrifice that is necessary to the general acceptance of compulsory schooling.

Expenditure on Primary education in our seven years of freedom is another pointer to the development of this aspect of Indian education. On 31st March, 1948, total direct expenditure on Primary schools in Part 'A' States was 187 millions of rupees. On the corresponding date in 1953 it was 349 millions *i.e.* an increase of nearly 87 per cent. For the whole of India, the total annual expenditure on Primary schools calculated upon the 31st March, 1953 was Rs. 437 millions.

This picture of the growth of Primary education in Free India would be neither clear nor complete if we did not mention two other important things. First, with the advent of freedom, there has been an urgent demand for education. People are now eager, as they never were before 1947, to exercise what they know to be a right and to get their children

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\*Figures for 1948 are not available.

educated. In many parts of the country, they have freely contributed land, money and physical labour to the building of village schools. In one district, 600 school houses were put up by the local people themselves. This eagerness for education has been marked even in areas where facilities for education were, before 1947, meagre or non-existent, *e.g.*, in the Tribal Areas of the North-Eastern Frontier Agency not a single school existed before 1947. In 1953, the number of schools was nearly 1,900.

Another indication of the progress of education is in the increase in the percentage of literacy. Omitting the age group 0-5, literacy in 1941 stood at 14.6 per cent. In 1951, *i.e.* at the last census, it was 18.3 per cent. Though exact figures are not yet available, we can safely put the figure at 20 per cent as on 31st March, 1953. This may not seem a dramatic increase, but when we remember that it has occurred over a period marked by war, scarcity, flood, famine and other natural calamities, it is highly significant.

Tables showing the progress of this and other types of education will be found in Appendix A at the end of this pamphlet.



## SECONDARY EDUCATION

Expansion at the Primary stage of education is bound to lead to expansion at the Secondary stage, and there is little doubt that the expansion in Secondary education since independence has been staggering. This progress is evident in the increase in the number of Secondary schools as well as in enrolment at these schools. In 1948, the total number of Secondary schools in the major provinces of India alone (Middle and High schools together) was 12,693. Five years later in 1953, there were 18,497 Secondary schools, *i.e.* an increase of nearly 50 per cent. This progress was especially marked among High schools that increased from 3,995 in the first year to 7,062 in the second, *i.e.* approximately 77 per cent. Corresponding figures for Middle schools for the same period are 8,698 and 11,435 respectively. For the whole of India on 31st March, 1953 the number of Middle schools was 15,232 and that of High schools 8,633.

Primary education does not bring in an economic return in the shape of ready employment ; High school education is believed to be a passport to a livelihood. There is, therefore, a greater demand for Secondary education and this in part explains the remarkable increase in the number of High schools.

Figures of enrolment are arresting. In 1948, there were 1,167,283 students at the Middle schools and 1,786,712 at the High and Higher Secondary schools. In 1953, the figure for Middle schools was 1,521,903 and for High and Higher Secondary schools 2,912,232. In short, in the first six years of freedom, the increase in Middle school enrolment was nearly 30 per cent and the increase in High/Higher Secondary school enrolment was more than 60 per cent. The increase in the number of students who completed the Secondary course during these years is also significant. In 1948, the number of children, who took the School Leaving Certificate or an equivalent examination was 111,744. In 1953, this number rose to 259,144 *i.e.* more than double.

This was in the major States. Enrolment figures for India as a whole on the 31st March, 1953, stood at 2,230,917 for Middle and 3,675,749 for High and Higher Secondary schools giving in all a total of 5,906,666 pupils studying at Secondary schools in the whole country.

Direct expenditure on Secondary schools in the major States in 1948 was Rs. 134.8 millions. In 1953, the figure was Rs. 286.8 millions, that is to say, an increase of more than 110 per cent in the space of six years. Expenditure for India as a whole on 31st March, 1953 was Rs. 368.5 millions.

The Central Government and the States were concerned for the quantitative expansion of Secondary education, but they were even more concerned for its qualitative improvement. For some years past, there has been persistent criticism of the existing system of Secondary education—its unilinear character, its literary bias and its declining standards. Its objectives, it was and is felt, are narrowly conceived and for the majority of pupils it seems to lead to a dead end, for they are fitted neither for Higher education nor, owing to the comparative absence of vocational training at the Secondary stage, for a career.

In a sense, on the quality of Secondary education depends the quality of education as a whole. On the one hand Secondary schools provide teachers for Primary education; on the other, they turn out pupils who go up to colleges and universities where the country's future leaders are shaped and trained. Besides, a large number of young people complete their education at the end of the Secondary stage and from them we hope to recruit our junior leaders of the second and supporting rank of leadership. The importance of Secondary education is, therefore, great for a country such as India, that seeks to usher in a silent and swift social and economic revolution. Conscious of these intricate factors, the Central Advisory Board of Education has pressed for the appointment of a Commission to survey the problem of Secondary education for India as a whole. This Commission was, in fact, appointed in 1952 and submitted a report in 1953, recommending a complete reorientation and reorganisation of Secondary education that included vital changes in the curriculum and in the examination system.

In the meanwhile, constructive efforts have been made in various parts of the country to remove some of the manifest defects of the system that we inherited, by the introduction of diversified courses and by the provision of vocational and training courses. In many Secondary schools, the curriculum is being greatly improved by the introduction of such subjects as Civics, Music, Crafts, Agriculture and various types of educative and recreative activities like the Junior Cadet Corps and Voluntary Social Service. New types of High schools devoted to agricultural, technical and vocational education are being established. A new type of Secondary school is also gradually emerging in the shape of the Post-Basic school.

Equally welcome from the standpoint of national education has been the movement in the last seven years towards a change in the medium of instruction. The Conference of Education Ministers, that met in August 1949, decided the main principles of the medium of instruction in Secondary education and these principles are being gradually implemented.

The question of Teacher Training for Secondary schools is discussed later on. One important fact may, however, be mentioned here. Within four months of its accession to power, the National Government established the Central Institute of Education at Delhi with the object of giving teacher training a new orientation and initiating educational research, of which there was very little in pre-1947 India.

Another highly significant step to improve the quality of our Secondary schools was taken when the first Headmasters' Seminar-cum-Summer Camp\* was organised under the auspices of the Central Ministry of Education in 1953. This was the first experiment of its kind that the country had ever made. A school reflects its Headmaster. Upon him depends its tone, its discipline and its creativity. If a Headmaster is apathetic, even the best trained teacher becomes ineffective. If he is live, open to ideas and endowed with initiative, he shapes education and is a major force in educational progress. To this first Seminar, came some 50 Headmasters from 25 States. For six weeks they camped together at Simla, exchanged views and discussed problems relating to their field of work. At the end of this period, physically and mentally refreshed, they returned to their work feeling as they had rarely done before, because, for the first time, people from all parts of India actually engaged in the business of educating Secondary school children had assembled to discuss their problems freely and frankly and to suggest practical remedies capable of immediate implementation. The experiment was an enormous success and the success of this first Seminar has clearly paved the way for similar Seminars on a regional basis.

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\* For details, see Ministry of Education publication—"Headmasters on Secondary Education."

## UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION

The demand for Secondary education over the last seven years has led to a proportionate demand for Higher education, and this has increased steadily since independence. Before the partition of the country, the number of universities in undivided India was 21. In spite of Partition, by 1954 the number had risen to 30 in the Indian Union. In 1948, the total number of colleges in the major States was 414. Of these, the colleges devoted to General education numbered 285. Corresponding figures for 1953 were 679 and 437 respectively.

Enrolment at institutions for General education has also increased very substantially. In 1948, the number of students for General education in the major States of the Union was 179,173 and in 1953 it had shot up to 269,918 indicating that in five years, the number had increased by nearly 50 per cent. The increase in the enrolment for Technical and Professional education during this period has been phenomenal: it rose from 44,604 in 1948 to 94,567 in 1953.

These figures for the whole of India on the 31st March, 1953, were:

Number of Arts and Science colleges.	..	..	606
Number of Technical and Professional colleges.	..	..	314
Number of students receiving General education at University stage.	..	..	350,857
Number of students receiving Technical and Professional education at University stage.	..	..	114,937

Another way of looking at progress in this field is to study the increase in the number of graduates. In 1948, the total number of graduates from Part 'A' States of the Indian Union was 27,000. Of these, graduates in Arts and Science numbered 18,000. The corresponding figures for 1953 are 52,000 and 34,000 respectively.

Expenditure on universities and colleges (General education) in the major States rose from Rs. 58 million in 1948 to 116 million in 1953 *i.e.* expenditure almost doubled. On Professional colleges the expenditure has increased by more than 100 per cent. In 1948 only Rs. 18.2 million was spent on this type of education; in 1953 the amount spent was Rs. 48 million. The corresponding figures for the whole of India on the 31st March, 1953, were Rs. 152.2 million and Rs. 59.4 million respectively.

Of the universities established in our seven years of freedom, several

were on the basis of linguistic regions. By 1952, no major linguistic area of India was without its own university. The question of the medium of instruction at universities was hotly debated. There was on the part of many universities the very natural desire to switch over to the regional language. The Government of India adopted the view that while this was, perhaps, inevitable, the switch-over should be by stages, so as to avoid undue hardship to the teacher and the taught. A Conference of Vice-Chancellors was convened in May, 1948 and made valuable recommendations that were corroborated by and large by the findings of the Indian University Education Commission.

The main problem in the field of University education has not been expansion. Even before 1947, over-crowding at Indian universities and pre-occupation with non-professional, non-technical and urban education was a subject of controversy among educationists and public men. After 1947, it was felt that changed circumstances demanded an exhaustive survey of Indian universities in order to re-model the system in accordance with the country's new needs and aspirations. In 1948, the Indian University Education Commission was appointed under the distinguished chairmanship of Dr. Sarvepalli Radhakrishnan. The Commission surveyed the entire field of University education in the country and submitted its report in 1949. It was a momentous undertaking and touches on every conceivable aspect of the problem. It has already influenced public opinion on University education and as years go by, its influence will be seen in more practical and far-reaching directions.

The Report of the Commission was generally accepted by the Government of India and a committee was appointed to implement its recommendations. The Commission has maintained that universities must provide leadership not only in politics and administration, but also in the various professions, industry and commerce. They must also meet the increasing demand for every type of Higher education, literary and scientific, technical and professional. Recognising the importance of a broad liberal education, the Commission nevertheless stressed the need to develop the faculties of science, technology and agriculture at Indian universities. For a country such as India, expansion of agricultural education was, in the Commission's opinion, one of the highest priorities. It suggested that Agricultural colleges should, wherever possible, be located in rural areas. This would enable students to participate directly in rural life and acquire a first-hand experience of rural environment. It would also meet one of the main criticisms of the existing system of education that it tended to overlook the needs of rural areas. Falling standards of University education were attributed partly to defective teaching in Secondary schools and partly to examination-mania in University education. The need to reconstruct and strengthen the examination system by incorporating modern scientific methods of educational testing and appraisal; the need to recruit men to the services through competitive examinations without insisting upon the possession of a university degree, were all stressed by the Commission.

Among the most important of the Commission's recommendations was the establishment of a University Grants Commission on the lines

of the University Grants Committee in Great Britain to advise on grants from public revenues to universities. In pursuance of this recommendation, the Central Government established a University Grants Committee which for purposes of coordinating University education has recently been replaced by the University Grants Commission with enlarged powers and functions. Large funds have been placed at its disposal, for distribution among Indian universities. It is expected that the Commission, by exercising a healthy if indirect influence will bring about a coordination among universities without which Higher education can never expand effectively and economically. Expansion and research may now be readily financed. Progress in research at universities has already been greatly stimulated by the policy pursued since the attainment of independence. A later Chapter describes progress in research, but the University Grants Commission is likely further to strengthen and sustain such activities.

Mention is also made elsewhere of the establishment of a chain of National Laboratories, a post-independence achievement of enormous significance. These are strictly outside the province of General education, but as important centres of Higher Learning and Research, they are bound to provide a stimulus to higher standards in scientific education. These laboratories can thus satisfy one of the most pressing needs of a country in the midst of an industrial revolution.

## **TECHNICAL AND PROFESSIONAL EDUCATION**

Perhaps the most heartening advance during our seven years of freedom has been in the twin fields of Technical and Professional education. Quantitative inadequacy apart, there was a great qualitative shortage in this field before 1947. In 1947-48 India produced only 930 graduates in Engineering and 320 graduates in Technology. In fact, facilities for advanced training and research at the post-graduate level in Engineering were meagre and in Technology almost unknown.

With independence the realisation that upon technical man-power depends all material progress led to plans to develop industry, commerce, transport, communication, agriculture, public health and numerous other nation-building activities. Facilities for Technical education and training developed to such a large extent in the years following 1947 that admissions to various technical courses increased from 6,600 students in 1947 to 12,700 in 1953, and the outturn increased from 2,700 in 1947 to 6,000 graduates and diploma-holders in 1953. This expansion in educational facilities apart, two aspects of development were significant. First, there was considerable improvement in instructional facilities by way of staff, equipment and building accommodation for the training of a large body of technical students. Second, courses in important and specialised branches of Engineering and Technology were organised.

On the advice of the Council of Scientific and Industrial Research and the All-India Council for Technical Education, the Central Government launched a two-pronged drive. The Council of Scientific and Industrial Research established 11 National Laboratories and Central Research Institutions covering a wide range of subjects. Besides dealing with problems of research in general, testing and standardisation of new products and the provision of expert advice for further development and production of such products, these laboratories and institutions offer facilities and advise scientists, universities, industries and others who are not in a position to carry out, or to complete investigations, independently. Also, they play an important part in disseminating scientific knowledge.

On the recommendations of the All-India Council for Technical Education, the Central Government approved a scheme for the improvement and development of selected institutions at a cost of Rs. 16.2 millions non-recurring and Rs. 2.55 millions recurring. Fifteen institutions offering courses in various branches of Engineering and Technology at the University first degree level were given grants, recurring and non-recurring, for the improvement of instructional facilities. The standard of training at institutions improved as a direct result of this scheme, and the institutions increased their annual admissions to various courses. The scheme was later integrated into a Five-Year Plan of Technical Education that envisages the all-round development of Technical education in the country during the period of the Plan.

The All-India Council also recommended the setting up of four Regional Committees—one for each region, Northern, Eastern, Southern and Western—so as to secure the coordinated development of Technical education in the country. The Eastern and the Western Committees were set up in 1951-52 and *ad hoc* Southern and Northern Committees in 1953. Within a short period, they have secured facilities for practical training in industrial establishments and brought about the beginning of the much needed collaborative effort between educational institutions and industries.

The task of coordination and standardisation of Technical education on an all-India basis was pursued by the All-India Council for Technical Education throughout the seven-year period. A Joint Committee of the Council and the Inter-University Board laid down in detail the pattern and structure of Technical education and training at the University first degree level. The All-India Council for Technical Education, with the help of various Boards of Technical Studies, prepared National Diploma and Certificate Courses in the various branches of Engineering and Technology. At the same time courses for the benefit of employees in Industry and Technical Departments of Government were designed. Special Committees of educationists, leaders of Industry and Commerce and administrators were set up to examine the question of training in Industrial Administration and Business Management.

To consolidate various technical developments and to indicate the nature and scope of further development, the Technical Man-Power Committee was appointed by the All-India Council to review requirements for technical man-power.

Two Committees, one—the Scientific Man-Power Committee and the other—the Overseas Scholarships Committee, were set up to examine problems of Technical education within the country and abroad, and to assist the country in its Scientific and Technical Man-power over the ten year period, 1947-57. The Scientific Man-Power Committee estimated the needs of the Government and industry for various grades of scientific and technical man-power required in connection with the country's industrial and agricultural development on a long-term basis, and recommended grants for expansion and improvement of facilities for Scientific and Technical education and Research.

The Overseas Scholarships Committee recommended that scholars should be sent abroad for training only in subjects for which adequate facilities did not exist within the country, and that steps should be taken to strengthen existing institutions and to establish new ones, so that in course of time it would be increasingly unnecessary to send students abroad.

In pursuance of these recommendations, three schemes—Practical Training Stipends, Research Training Scholarships and Grants to Universities for Higher Scientific Education and Research—came into effect in 1949-50. Between 1949 and 1954, 925 senior stipends, each of the value of Rs. 150 per month and 445 junior stipends, each of the value of Rs. 75 per month, were awarded to Graduates and Diploma Holders in Engineering and Technology for practical training in approved establishments.

To promote Research at universities and other educational centres, 150 senior scholarships, each of the value of Rs. 200 per month and 195 junior scholarships, each of the value of Rs. 100 per month, were sanctioned



between 1949 and 1952. In 1953-54 there were 315 senior scholarships, each of the value of Rs. 200 per month and 238 junior scholarships of Rs. 100 per month.

The third scheme launched between 1949-52 was the allotment of grants amounting to Rs. 5.1 millions to 26 universities. As a direct result of this, universities equipped their scientific laboratories on a large scale and provided for the training of a larger number of research students. In 1951-52, the scope of the scheme was enlarged to improve Technological institutions and research centres at the university level.

The Five-Year Plan of Technical Education envisaged on the one hand, the optimum development of facilities for Technical education at least up to the University first degree level in all regions of the country, and, on the other, the development of facilities for training in certain branches of Engineering and Technology for which no facilities existed in India. A special feature of the Plan was the development of post-graduate education and research in certain selected branches as a first step towards the up-grading of long established and important institutions functioning on a regional basis. The Plan is estimated to cost Rs. 35.5 millions and is being implemented in collaboration with State Governments.

Between 1947 and 1953, on the recommendation of the All-India Council for Technical Education, the Government made grants and loans of Rs. 19.8 millions to various institutions. These institutions made rapid progress and became important centres of Higher Technical education. 47 per cent increase in the number of students enrolled was attained in the short period of the scheme's enforcement.

The All-India Council for Technical Education took the initiative in carrying out the reorganisation of Art education in the country. The Committee of the Applied Art Board also prepared a detailed scheme of training in Printing Technology. On the recommendation of the Council, the Government have approved the establishment of four Regional Schools of Printing in association with the State Governments concerned.

One of the most important events in Technical education since 1947 is the establishment of the Indian Institute of Technology, Kharagpur, near Calcutta in 1951. Conceived on the model of the world-renowned Massachusetts Institute of Technology, this Institute is designed to provide facilities of the highest order for training and research in Engineering and Technology in all important fields. Special mention may be made of the work already begun in the fields of Combustion Engineering, Production Technology, Naval Architecture, Mechanical Handling and Industrial Engineering.

The development of the Indian Institute of Science, Bangalore, is also a noteworthy feature of our seven years of freedom. Before 1947, the Institute had indeed established itself as a centre of Research in the Pure and Fundamental Sciences, but with the formulation and near completion of the Plan for the technological development of the Institute between 1947 and 1952, this organisation became an important centre of Higher Technological Education and Research.

The Delhi Polytechnic, a Central Government institution, provided facilities for training in a wide range of subjects and received recognition

from the University of Delhi for training students for the Bachelor's degree in Electrical Engineering, Mechanical Engineering, Architecture, Commerce and Chemical Technology.

### **Teachers and Teacher Training**

The teacher is the heart of any system of education. He is, in a special sense, the pivot of a democratic system of education. With the acceptance of the objective of universal, free and compulsory Elementary education, the task of securing an adequate supply of suitable teachers assumed enormous importance after 1947. The position was then depressing, for out of 2.8 million teachers necessary to implement a programme of universal Elementary education, only about 561,000 Primary school teachers were available. Qualitatively, the position was even more depressing, for of these 561,000 teachers in Primary schools, only 58.2 per cent were trained.

The present position in relation to teacher training is by no means satisfactory, for the number of institutions is still quite inadequate to the country's need; but anybody who attempts to assess the advance that has been made in the last seven years in terms of the outturn of these institutions and the expenditure on them, cannot be in any doubt that substantial progress has been made. Tables at the end of the pamphlet show the increase in teacher-trainee enrolment and on expenditure on teacher training between 1947-53.

As always, the first step in the solution of a problem of sub-continental dimensions, is awareness of it. This awareness was not generally evident till after independence. The decision to convert Elementary into Basic schools imparted a sense of urgency to the general demand for adequately trained teachers. With the introduction of Basic education, the demand for trained teachers intensified.

So as to harness all potential teachers to the task, quick in-service training was begun on a large scale in 1947. The period of training has varied from State to State, and sometimes a mobile squad of instructors has been sent out to give an orientation course to teachers on the spot. In-service training has tended to break the monotony of the teacher's life. Boredom is, as all teachers know, the greatest enemy of successful teaching. In-service training at regular intervals, even quite far apart, has helped to break this monotony and may go a long way towards improving the quality of teachers in the country.

Noteworthy advances in teacher training during the seven-year period were made in about six States.

The training of teachers in Basic education centres in *Bihar* is an important reorientation of teacher training, as these institutions tend to expand to villages and the community around them. Every centre has a number of villages within its ambit of education and teacher training has covered the training of village leaders. The *Sarvodaya Mahavidyalaya* and the attached Social Education Workers' Training Institute with the college section for the products of the post-Basic schools, promises to be the nucleus of a Rural University and experiments in the training of rural teachers. The Training school at *Bikram* for Matriculates has a pre-Basic school

attached to it and a laboratory for child study, that has to some extent humanised the theoretical study of this subject. The Ford Foundation Extension establishment located in the premises of Bikram Basic Training Centre has enhanced the importance of teacher training in the rural plan.

Special mention may be made also of the *Vinaya Bhawana* or the Teacher Training Institute of Viswa Bharati, *Santiniketan*. A Central Government institution originally intended to train instructors for Basic Training schools, the *Bhawana* has been trying in recent years to evolve a course which will be of somewhat longer duration than the ordinary B.T. and will include in it a consideration of the Philosophy and Principles of Basic as well as conventional education.

Similarly, in response to the need for teacher training institutions at the collegiate level, to meet the requirements of rural India, a rural institute known as the *Shri Govinda Rao Korgaonkar Institute of Rural Education* came into being in a small village in the District of *Kolhapur (Bombay)*. This undertaking is part of the wider project of a Rural University, known as the Sri Mouni Vidyapeeth and has functioned since April, 1952.

The *Vidya Bhavan Teachers' Training College, Udaipur*, has been trying to break down the distinction between the curricula and courses of study of a Basic Training college and that of non-Basic Training institutions. It has sought to achieve this objective by incorporating into its courses of study the non-controversial elements of philosophy and practice of Basic education.

Of the older institutions, the *Nai Talimi Sangh, Sevagram, Shri Ramakrishna Mission Vidyalyaya, Coimbatore* and the *Teachers' Training Institute* at the *Jamia Millia, New Delhi*, deserve special mention as being in the vanguard of the new Basic movement in teacher training.

The Central Institute of Education, mentioned earlier, was started in December 1947, under the control of the Ministry of Education. During the last seven years, the Institute has continued to expand so that today besides training graduate teachers and preparing students for the higher degrees of M. Ed. and Ph. D., it has a well-staffed Research Wing, a Visual Education and School Equipment Unit, and Experimental Nursery and Basic schools attached to it. In 1952, a Child Guidance Centre was opened at the Institute.

## SOCIAL EDUCATION

The spurt of activity in Social education that started with the introduction of provincial autonomy in 1937 was interrupted by the outbreak of World War II, and it was not till after 1946 that the development in programmes of Social education was resumed. By this time, there was a general feeling that the problem of Social education must be approached from a new point of view in the light of experience gained. This had revealed that after the first flush of enthusiasm, adults exhibited a flagging interest in mere literacy. The new programmes had to devise methods which would sustain their interest and at the same time make the education significant to the tasks they have to face.

The new concept of Social education that came in with 1948 was embodied in a five-point programme to provide, first, literacy ; second, a knowledge of the rules of health and hygiene ; third, training for the improvement of the adult's economic status ; fourth, a sense of citizenship with an adequate consciousness of rights and duties ; and, finally, healthy forms of recreation suited to the needs of the community and the individual.

The function of the Ministry of Education in Social education has, from the nature of the case, to be mainly that of guidance, coordination and financial assistance. The actual burden of implementing various schemes has fallen on State Governments, but the Centre in acting as a clearing-house has assisted all State Governments. In discussions at Central Advisory Board of Education meetings, in the coordination of grants by the Ministry to the States for Social education schemes, in the organisation of Adult education conferences, in the promotion of Adult education projects and in the preparation of literature and other adult educational material, the Centre has acted as guide, financier and coordinator.

At its 14th meeting, held at New Delhi in January, 1948, the Central Advisory Board of Education expressed the view that the organisation of Adult education in India had become imperative as a result of the attainment of freedom. The Board established a Sub-Committee under the Chairmanship of Shri Mohan Lal Saksena to make recommendations on the subject. The Saksena Report, finalised in 1948, was adopted by the Board at its 15th meeting in January, 1949. A target for the removal of 50 per cent illiteracy in the next five years was recommended.

In order to implement the recommendations of the Advisory Board and to encourage various types of Social education work, the Ministry of Education gave generous grants-in-aid to various institutions.

The International Seminar of South-East Asian Regions on Rural Adult Education for Community Action was sponsored jointly by the Government of India and Unesco and was held at Mysore in November-December, 1949. The reports which the Government of India later called

for from State Governments regarding the implementation of the recommendations of the Seminar show that the States had attempted to profit by and carry out the recommendations of the Seminar. Further, the project of a Rural Training College, initiated by the Government of India at Delhi, owes its inspiration directly to this Seminar. After the Mysore Seminar, the Ministry of Education began to work out the finance, personnel and other details of the training for rural leaders. The result of this investigation was the establishment of Janata College at Alipur, 11 miles outside Delhi.

The second project sponsored by the Government of India, also at Delhi, pertains to the intensification of literacy work in the rural areas of Delhi State. It was estimated that the State had a rural illiterate population of 124,000 adults in the age-group 12 to 40. Delhi has the advantage of being a small and compact area, with 305 villages in the 484 square miles of the State. Also, it has a good system of Primary and Basic education, backed by training institutions for men at Ajmer and for women at Delhi. On these and other grounds, it was decided to organise an intensive literacy campaign for the liquidation of illiteracy in the State. The project was launched in December, 1950.

Indeed, Delhi State offers an instructive example of a Social education programme stimulated and directly watched over by the Centre. An interesting development is the evolution in recent years of the educational caravan in the State of Delhi. These caravans are units of three or four jeeps with trailers. One serves as a mobile stage, the second as a small travelling library, the third as an exhibition van and the fourth carries a projector. The method adopted is for the caravan to go to a centrally situated village and to organise a combined exhibition of health and hygiene as well as agricultural and industrial products. Physical feats and athletic contests for both children and adults help to attract local interest. Dramas are produced with the help of local talent. They generally deal with local problems that serve to stress the need of education for villagers. After the educational caravan and contests have excited local interest in the Social education programme, a squad of 20 to 30 teachers, men and women, moves into the area for four to six weeks. They organise as large a number of Social education classes as possible for both men and women, so that a breach in the citadel of illiteracy can be made. When these squads move away, local teachers take up the work and continue the programme. Certificates of literacy are generally given at the end of three to six months. Delhi's target is to achieve literacy for 50 per cent of adults of 40 years or below by 1956.

In 1949, to meet the demand for suitable Social education literature, the Government accepted the offer of the Adult Education Department, Jamia Millia, New Delhi, to place the literature developed at its own centre as well as its services at the disposal of the Government. A generous grant was given to this organisation at the end of March 1950 to bring out Adult education pamphlets and posters in Hindi. Each pamphlet in a form approved by the Ministry is published in an edition of 10,000 copies and distributed to State Governments. About 160 pamphlets have been published under this scheme. In order further to encourage the production

of suitable literature for neo-literate adults a scheme was adopted by which the Central Government will buy at least 1,000 copies of each approved book. Prizes will be given to the 20 best of these approved books.

Realising the importance of Audio-Visual education in Primary, Secondary as well as Social education, the Government of India called a Conference of Experts in this field in 1951-52. This Conference laid down certain principles and a programme of development. In accordance with this programme, a training course in Audio-Visual education was conducted at Delhi between 1952-53 under the direction of Unesco Experts and a similar course was held at Mysore. To these training courses came representatives from most Indian States and were trained in economical methods for producing simple Audio-Visual aids and for writing for neo-literate adults. A number of literary workshops were organised for this purpose with the cooperation of the Ford Foundation. The Central Institute of Education has produced a modern cheap filmstrip projector which, it is expected, will help in spreading Audio-Visual education in the countryside.

The Central Social Welfare Board has been set up to stimulate and coordinate the activities of the various bodies working for social welfare and to give financial assistance to deserving organisations. A programme has also been drawn up to encourage the development of welfare activities in rural areas.

Other Ministries of the Central Government have also done useful work in the last seven years in various fields of Social education. Special mention must be made of the work done by the Ministry of Labour in training industrial workers and the impressive work of the Defence Forces.

The Armed Forces have, in many countries, been centres of Adult education and to this India is no exception. Even before independence, provision to impart literacy to men in the Forces existed, but after independence much greater emphasis was laid on civic virtues and moral values in educational work among them.

Since 1947, the aim of Army education has been to educate the individual as a man, as a soldier, and as a citizen, i.e. to provide a form of fundamental Adult education for soldiers. The Army provides for the soldier both general and individual education. The first is found in subjects of general use throughout the army and seeks to develop the mental and moral qualities of the soldier. The second looks upon the soldier as an individual and sets out to satisfy, as far as possible, his varied needs. The progressive reduction of illiteracy in the Army is clear from the fact that the number of illiterates in the ranks on the 28th February, 1949 was 19,344 ; on the 28th February, 1950, 7,636 and on the 28th February, 1951, 5,183. Illiteracy was almost wiped out by 1951-52.

Schemes of Social education both in the Navy and Air Force have also expanded substantially in the course of the last seven years. The Indian

Navy recruits only men and boys who are fully literate in English or Hindi and most of these have reached a standard approaching the Matriculation before entering. The problem of illiteracy does not, therefore, arise. The aim is to give General education designed to ensure that men have the necessary background, Technical education on the basic theory of navigation, and so on, and Welfare education to develop the latent talent of the candidates with a variety of extra-curricular activities.

The Education Branch of the Indian Air Force was formed as a combatant branch and educational training has been designed to meet the needs of the individual as a member of the service and as a citizen. No Airman in the Force can be promoted to the rank of Corporal or Sergeant till he has passed the requisite educational test. Reference and Technical libraries are well maintained. The Welfare Educational Scheme covers the less academic and vocational sides of education.

## THE FEDERAL LANGUAGE

It is unnecessary today to argue the case for replacing English by an Indian language. The Constitution of India has laid down that Hindi in Devanagari script shall be the official language of the Union and shall be developed so that it may become a medium of expression of all the elements of the composite culture of India. With this object in view the Government of India, in 1949, sent a letter to State Governments, requesting them to make Hindi a compulsory subject in Secondary schools. Many States have already taken steps to implement this recommendation and the study of the Federal language is spreading in our schools all over the country.

The University Education Commission recommended that students at the University stage should become conversant with the Federal language. This recommendation is also in process of being implemented, though slowly because of the nature of things.

For the purpose of compiling dictionaries of Scientific Terms in Hindi, a Board of Scientific Terminology consisting of eminent scientists and philologists was set up in 1950. There are now 17 Committees of Experts dealing with various sciences working under the guidance of the Board on this important project. Lists of technical terms for Secondary schools relating to Mathematics, Physics, Chemistry, Botany and Social Sciences, which were first published as provisional lists for inviting comments, are now being finalised and are expected to be published soon. Similar lists on other subjects, *e.g.*, Agriculture, Zoology, Medicine, Defence, Railways, Finance are also being prepared. Steps are also being taken to prepare simple popular books on the lines of 'Science for the Citizen' and 'Mathematics for the Million' on the basis of the terminologies evolved.

The Government of India instituted a scheme of prizes worth Rs. 29,000 for the best Hindi books, original as well as translations into Hindi from other languages, and Hindi books in the field of children's literature. As has been mentioned earlier, a series of pamphlets on various subjects especially suitable for neo-literates has been published since March, 1950.

The Central Government has under preparation a People's Encyclopedia that will supply information about the modern world to the common citizen in simple Hindi. The first volume is ready for press.

A Committee has been set up to prepare a model basic grammar of the Hindi language. The work of collecting words common to Hindi and regional languages has been nearly completed in connection with the



scheme to prepare a dictionary of words common to Hindi and other regional languages.

The *Nagri Pracharani Sabha*, Banaras has been offered a substantial grant for bringing out a revised and enlarged edition of its standard Hindi dictionary. Grants have also been made for the preparation of a concise English-Hindi Dictionary on the lines of the Concise Oxford Dictionary of current English. A grant of Rs. 25,000, spread over five years, has been offered to the *Nagri Pracharani Sabha*, Banaras, for the publication of cheap editions of Hindi classics.

A provision of Rs. 500,000 has been made under the First Five-Year Plan for the promotion of Hindi, particularly in non-Hindi-speaking areas. The Government of India have approved a scheme for the propagation of Hindi in the Eastern States of the Union, including Assam, Manipur, Orissa, Tripura and West Bengal. Recently, the Hindi Shiksha Samiti has been reconstituted and will now include representatives from non-Hindi as well as Hindi-speaking States.

The problem of evolving a language to meet the various requirements of modern life in science, literature and administration is a difficult one and must inevitably be solved slowly. But the work recorded here makes it clear that sound foundations have been laid for the progress that must follow steadily and without interruption.

## **THE DEMOCRATISATION OF EDUCATION**

The Preamble to the Constitution of India defined our position as a democratic state, when the State pledged itself to secure to all its citizens justice, liberty, equality of status and opportunity and fraternity. The directive principles of State policy amplified this position in three clauses whereby the State undertook to promote the welfare of the people by securing a just social, economic and political order, to provide within a period of ten years of the commencement of the Constitution for free compulsory education for all children up to the age of 14, and to promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes.

In short, with independence and the Constitution that embodied its triumph, the democratisation of education had begun. This process of flinging wide the gates of learning to the millions is many-sided, and one of the most important of its aspects is the introduction on a large scale of scholarships, at all stages of education.

There are at least two ways of using scholarships to equalise educational and economic opportunity. One is to award them to the deserving irrespective of class or community and so to maintain standards of excellence. The other is to make scholarships available to those who, for historic reasons, have been denied the opportunity of education. Under the first, fall the Government of India Merit Scholarships in Public Schools, Scholarships for Research in the Humanities, Science and Technology and a variety of Overseas Scholarships. Under the second come Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes.

### **Public School Scholarships**

In 1947, there were about 35 schools in India, including those formerly known as Chiefs' Colleges that were run on the lines of English Public Schools. The majority of these schools had adapted the Public School system to Indian conditions. They offered the Secondary school child the special benefits of character training, training in citizenship and the chance to develop qualities of leadership. The general levelling-up of Secondary education was, as mentioned earlier, a target of reform in our seven-year period, but it was recognised that this process would take time, and that till it was achieved, the facilities that Public Schools offer must be made available to all students, irrespective of the social and economic status of their parents.

In order to make available the benefits of Public School education to poor but able students, who would otherwise have been unable to secure them, the Government of India instituted in 1953 a scheme of scholarships tenable at schools, that are members of the Indian Public Schools Conference. The awards, which are made on an all-India basis are open to all children in the age group 5+ to 11+ with a 17½ per cent reservation

for children belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. The scholarships once awarded will be continued, subject to satisfactory progress, until the scholars complete their school-leaving examination courses. The value of each scholarship depends upon the income of the parents or guardians, and in suitable cases also covers the clothing expenses, the pocket money and even the travelling expenses of the scholar.

For the academic year 1953-54, 57 candidates were selected out of over 1,000 applicants ; of the 57, 11 were from the Scheduled Castes, Scheduled Tribes and Other Backward Classes.

### **Scholarships for Research in Humanities, Science and Technology**

The University Education Commission in its report drew the attention of the Government of India to the marked trend among students to shift from the Arts to the Natural Sciences. This was so particularly among the better class of students and emphasised the dangers to which society stood exposed by an unbalanced development of material knowledge, power and energy, with a more or less complete absence of a widespread influence of the Humanities. In order to remedy these defects and to secure an uninterrupted supply of young workers, with the right bias and aptitude for study in Humanities, the Government of India in 1953 instituted a scheme for the award of Research Scholarships.

The Scheme envisages the grant of not more than 100 scholarships under Humanities annually, of the value of Rs. 200 per month each, to First Class M.A.s (or persons holding an equivalent degree) for higher studies and research in any branch of the Humanities. The scholarships are normally tenable for a period of two years in the assigned field of research at a university or approved research centre. The selections are made on the recommendations of an *ad hoc* Selection Committee appointed by the Government of India.

The Scheme was approved by the Government in August 1953 and applications for scholarships were invited in September 1953. Out of about 500 applicants, 27 were selected for scholarships. Selections for 1954 are now in process of completion.

With the imminence of independence, an ambitious programme for training Indian students overseas was prepared in 1945. It was substantially modified in 1949-50 since when it has been confined to teachers of universities and other comparable institutions. Under the original scheme, 891 scholars (both Central and State) were sent abroad during the period 1945 to 1948. Of these, 848 have returned. Very satisfactory reports about the work of the scholars who went abroad under the various Overseas Scholarships Schemes and have returned are being received, and it is hoped that in years to come, many of these persons will be leaders in the specialised field of their interest.

In order to give opportunities to the Centrally Administered Areas in the country, which, as the name indicates, were the special responsibility of the Central Government, the Government of India instituted in 1926 a scheme to award one scholarship every year to the most meritorious post-graduate student domiciled in those areas. Owing to the increase

in the area of the Centrally Administered States, as also to the output of graduates from them after independence and the introduction of the new Constitution, the Government of India have recently increased the number of awards every year from one to five.

### **Foreign Scholarships**

Since independence, a large number of countries have offered scholarships to Indian nationals for higher studies or research in different fields according to the facilities available in these countries. Up to March 1954, about 375 Indian nationals have benefitted by such awards made through or in association with the Ministry of Education. The latter include about 150 scholars who were awarded Fellowships/Scholarships by the United Nations and Unesco, under their Technical Assistance and other Programmes.

Special mention must be made of the agreement between India and the U.S.A. by which the U.S. Education Foundation in India has been set up with an equal number of representatives nominated by the Governments of India and the U.S.A. The Foundation offers every year facilities to about a hundred Indians and thirty Americans—Professors, researchers, school teachers and students for specialised study and/or research in the States and India respectively.

One of the most important aspects both of the advance of Technical, Scientific and Professional education since 1947, and the widening of opportunity to all capable of using it, is the award of valuable scholarships for advanced technical training abroad by the Government of India as well as by foreign organisations.

The T.C.M. Programme (Point Four Programme) for training in the United States has been in operation since 1952. So far 14 persons—teachers, administrators, etc.—have gone for training under the scheme in 1952-53, and 12 of them have returned.

The Colombo Plan for training in various countries has functioned since 1951. Since the inception of the Scheme, 96 persons have gone abroad through the Ministry of Education. 57 have so far returned. In 1954-55, about 50 teachers of universities and comparable institutions have been recommended for training. Under this Plan, during 1952-53, 75 foreign scholars from South and South-East Asian countries came to India for study. 50 scholars are expected to arrive in 1954-55.

The Indo-German Industrial Cooperation Scheme—the main emphasis of which is on practical training—has functioned since 1952-53. In 1952-53, 67 persons employed in various Industrial organisations were sent for training in West German industries in those special branches in which Indian industries most required trained personnel. In the same year, 40 persons were sent for post-graduate studies to West German universities and institutions especially in technical subjects. In 1952-53, the Government of India offered ten fellowships to German nationals for post-graduate studies in India in Indian Philosophy, Religion and Languages.

For the first time in 1951-52, the Federation of British Industries

offered seven scholarships for Indian engineers to receive practical training in British industries. Five engineers were, in fact, sent for training.

The Brush Aboe Group Companies, England offer one scholarship a year for a period of two years from 1952-53 for training Indian nationals in Electrical and Chemical Engineering.

Since 1953, India has become a member of the International Association for the Exchange of Students for Technical Experience. This is mainly to afford practical training facilities to Indian students, technicians and engineers, in countries where facilities cannot otherwise be arranged.

### **Scholarships for Scheduled Castes, Scheduled Tribes etc.**

A democracy cannot attain its full stature if any section of the community remains educationally or otherwise backward and weak. A democratic state must, therefore, adopt special measures for the promotion of the educational interests of all such sections, for it is only through education that individuals and groups can develop their natural virtues of body, mind and spirit.

The Government of India sanctioned in the year 1944 a grant of Rs. 300,000 a year for a period of five years for scholarships to Scheduled Castes for post-matriculation studies. In the year 1948-49 another grant of Rs. 50,000 was sanctioned for scholarships to the Scheduled Tribes.

The Government decided to make progressive expansion in the scheme from the year 1949-50 and also decided to extend the scope of the scheme to cover Other Backward Classes. The grants made for the purpose since then have been Rs. 1.0 million for 1949-50, Rs. 1.2 million for 1950-51, Rs. 1.5 million for 1951-52, Rs. 3.0 million for 1952-53, Rs. 6.2 million for 1953-54 and Rs. 7.5 million for 1954-55. The increase of the grant from Rs. 0.35 million in 1948-49 to Rs. 7.5 million in 1954-55 is a not inconsiderable achievement and is an earnest of the Government's solicitude for the welfare of these classes.

The number of scholarships awarded has increased from 655 in 1947-48 to 11,934 in 1953-54.

Figures collected for the 1953-54 scholarships have also revealed that about 95 per cent of the scholarship-holders belong to the income group below Rs. 150 per month.

Between 1947 and 1953, no students of these backward classes were sent abroad under the scheme as suitable candidates were not available at that time. In the year 1953-54, it was felt that a fair number of students from these communities with excellent qualifications were available and could profit from advanced studies abroad. The Government therefore decided in 1953-54 to award six overseas scholarships to students belonging to these communities. Preference is given to advanced study in the subjects of Medicine, Engineering, Agriculture, Science and Technology but candidates intending to pursue other courses are also considered. The six candidates selected by the Services Commission have been offered scholarships abroad for the forthcoming session beginning in October, 1954. Twelve such scholarships are being awarded in 1954-55 and they will continue to be awarded for the next five years.

Provision has also recently been made under the scheme for the grant of sea passage to students of these classes who may be awarded merit scholarships for studies abroad.

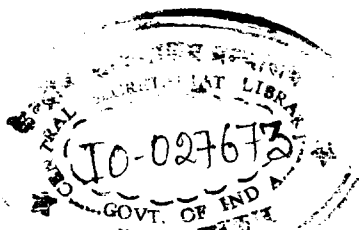
### The Education of Women and Girls

The democratisation of education is also one of equalising opportunity between the sexes. The education of girls and women within the last seven years provides ample evidence of our determination to do this.

One notable and welcome development between 1947 and 1954 is the growth in the number of educational centres for adult women. Experience has proved that married women, whether in villages or towns, do take kindly to adult literacy campaigns. Wherever suitable opportunities have been offered, women have taken full advantage of them.

The overall figures for women's education at all stages between 1947-48 and 1953-54 show an impressive advance. This has taken place all over India generally, but is particularly noticeable in about seven States. The number of institutions reserved for women in 1947-48 was 16,951 and the number in 1952-53 was 21,617; the total enrolment of girl students in institutions of all kinds in the country in 1947-48 was 3,550,503 and in 1952-53 it was 6,633,234. Expenditure on institutions for women in the first year was Rs. 76,566,300 and in the last was Rs. 144,045,034.

In *Bihar*, the total number of girl students in recognised institutions for girls rose from 83,829 in 1946-47 to 114,966 in 1951-52. In *Bombay*, enrolment of girls at the Secondary stage rose from 62,629 in 1946-47 to 96,143 in 1951-52, *i.e.*, roughly 46 per cent. The number of women receiving higher education in 1951-52 was 9,167 as against only 5,177 in 1946-47. The number of trained women teachers at the Secondary stage in *Bombay* rose from 1,968 in 1946-47 to 3,391 in 1951-52. In *Madras*, an increase is reported of nearly 120 per cent in Primary Schools for girls and 14.2 per cent in Secondary schools since independence. The number of women teachers in Elementary schools rose from 14,676 in 1946-47 to 34,622 in 1951-52 *i.e.*, it has more than doubled. The number of students at Professional colleges for women was 261 in 1946-47 and 407 in 1951-52. In the *Punjab*, the number of girls at Primary schools shot up from 72,153 in 1947-48 to 116,883 in 1951-52. The education of girls in *Uttar Pradesh* has been made an integral part of the general scheme of education since independence. The total expenditure on girls' education in 1947-48 was Rs. 7,335,638 and in 1951-52 Rs. 15,256,042. The number of Primary schools has nearly doubled since 1947-48 and enrolment has increased by more than 100,000. In *Vindhya Pradesh*, in 1947-48, there were practically no institutions for girls; in 1951-52 there were 125 Primary schools, 17 Anglo-Vernacular Middle and five High Schools exclusively for girls.



## CULTURAL AND INTERNATIONAL ACTIVITIES

Before 1947, cultural activities were largely outside the purview of the State. Occasionally Indian literary men, scientists and humanists went abroad on cultural tours, but cultural relations were mainly confined to exchanges with Great Britain and Countries of the Commonwealth. After 1947, the question of relations with other countries was taken up on a much wider scale. The Indian Council of Cultural Relations was established in 1950 to revive and strengthen cultural relations between India and other countries by promoting wider knowledge and appreciation of their languages, literature and art, by establishing close contacts between universities and cultural institutions and by adopting all other measures to promote cultural relations.

One evidence of the growing interest in India of contact with foreign countries and of the interest of such countries in India is seen in the large number of Scholarships and Fellowships or Travel Grants, to which reference has already been made, that have been instituted in the seven years of freedom.

With the object of promoting cultural relations with neighbouring countries and of offering educational facilities to students of countries that are not so well equipped in this respect, the Government of India initiated in 1949-50 a scheme for the award of 70 scholarships every year to students of Indian origin domiciled abroad and indigenous students of certain Asian, African and other Commonwealth Countries. The number of such countries is at present 34. A hundred fresh awards are now made annually, the term of the scholarships depending on the length of the course. 350 scholars have come to India under this scheme up to March 31, 1954, and of these about 200 are still here. About 100 more scholars have been selected and will be arriving in India for study during the current academic year. Names of countries that have benefitted under this scheme are given in Appendix B.

The Scheme has been well received abroad. Some countries have reciprocated and others have suggested that the number of scholarships should be increased. More and more students from neighbouring countries are coming to India for their education either on scholarships or at their own expense. In 1953, about 1,500 students from abroad were studying at universities and institutions of higher learning in this country.

As has been indicated earlier, various countries, organisations and institutions in the world have, since independence, offered scholarships to Indian nationals to undertake study or do research in those countries in the specialised fields in which facilities are available. To reciprocate this gesture of goodwill the Government of India have instituted a scheme for the award of scholarships to the nationals of these countries for

post-graduate study in India in subjects for which facilities are available here and particularly in Indian Philosophy, Indian History and Culture. Appendix C gives the names of countries covered by the scheme.

With a view to strengthening cultural contacts between India and other countries, the Government of India have recently instituted a scheme to award scholarships to Indian nationals for specialisation in some of the major languages of Asia and Europe. The scheme will also train Indian teachers employed at universities and other institutions teaching foreign languages and thus provide better teaching facilities in those institutions. 30 scholarships are to be given every year for the following languages: Arabic, Chinese, French, German, Italian, Japanese, Persian, Russian, Spanish and Turkish. The scheme has already come into force.

### **History of Philosophy**

One of the most notable cultural achievements of the seven years under review was the publication under the sponsorship of the Government of India of *The History of Philosophy, Eastern and Western*. This is in many respects a unique work. In its broad sweep, it surveys the philosophical development of mankind as a common heritage and makes a comparative study of the philosophies of the East and the West. The initiative in this project came from the Minister of Education who suggested to the All-India Educational Conference that the Government should undertake the preparation of a history of philosophy of the world. He pointed out the real need for such a history of Eastern and Western Philosophy. It is well known that most of the current histories written by Europeans either altogether ignore or make merely a passing reference to the contribution of India. On the other hand, most books by Indians deal exclusively with Indian philosophy. The result is that people fail to realise the continuity in the development of human thought and the value of the Indian contribution to the evolution of modern philosophy. A true evaluation of India's place in the world of philosophy is necessary, not only from the point of view of knowledge but also in order to acquire a proper appreciation of the meaning of Indian civilisation and culture in the context of the modern world. The book appeared in 1952 and has been exceedingly well received.

### **Academies—Dance, Drama and Music, Letters, Paintings and Sculpture etc.**

As the patronage of art by the princes and landed gentry of the country ceased after independence, there was grave danger that the talents of gifted artists might be diverted into more lucrative but nationally less enriching channels. To prevent such a contingency after independence, the Government of India became the direct patron of art and culture within the country. The most important decision taken by it in this connection relates to the establishment of three Academies.

Sometime in 1945 the Asiatic Society of Bengal, put forward proposals for the establishment of a National Cultural Trust which would be charged with the task of stimulating and promoting the culture of the country in all its aspects and of representing the various cultural elements of Indian



life. The Society suggested that the proposed Trust should operate through appropriate agencies. There should be, for this purpose, three academies, namely, an Academy of Letters to deal with Indian languages, literature, philosophy and history, an Academy of Arts (including graphic, plastic and applied) and Architecture, and an Academy of Dance, Drama and Music. The objectives of these Academies would be to develop, promote and foster studies in the subjects in which they dealt, with a view to maintaining the highest possible standards of achievement. The Academies were also intended to concern themselves with the preservation and development of traditional Indian culture in relation to literature, architecture, sculpture, painting, music, dramatic art and dancing.

In pursuance of these recommendations, it was decided to have three conferences, with representatives of visual arts, men of letters, and representatives of dance, drama and music. The first of the conferences, on Arts, was held in 1949 and those on Dance, Drama and Music and on Letters, in 1951. Positive recommendations were made, in the shape of resolutions, calling upon the Government to set up the three academies.

The *Sangeet Natak Akadami* was constituted by a resolution of the Ministry of Education in May, 1952 and was inaugurated in January, 1953. The objective of the *Akadami* is to preserve our heritage in dance, drama and music and to enrich it. The chief task that the *Akadami* has set itself is the establishment of Regional Academies, with a view to coordinating regional activities in dance, drama and music. Academies have been formed in Assam, Bhopal, Bihar, Hyderabad, Madhya Bharat, Saurashtra and Rajasthan. The *Akadami* has built up an impressive library of rare records of vocal and instrumental music, books, documentary films and musical instruments. It has accorded recognition to about 54 institutions and given generous grants to various organisations. Its awards for music and folk dances in 1953-54 are likely to stimulate effort in these allied arts. The first National Festival of Music was sponsored by the *Akadami* in March, 1954.

The *Sahitya Akadami* was constituted by a resolution of the Ministry of Education in December, 1952 and inaugurated in March 1954. Its objective is to preserve our heritage in letters and to stimulate, by awards and distinctions, new writing, original or in translation. The *Akadami's* immediate task is to publish or sponsor the publication of a national bibliography of contemporary works of literary merit in Indian languages, to sponsor the publication of Anthologies from contemporary writers and a standard work in English and Hindi on the history and development of modern Indian literatures. The *Akadami* will concern itself not only with the languages listed in the Indian Constitution, but with literary products in other Indian languages and English by Indian nationals.

The *Lalit Kala Akadami* was set up by a resolution of the Ministry of Education in October 1953 and inaugurated in August 1954. Its function is to encourage and promote study and research in the field of painting, sculpture, architecture and applied arts, to coordinate the activities of regional or State Academies and to promote cooperation among Art Associations.

Another evidence of the Government's desire to be a patron of art and culture is the 1953-scheme in accordance with which, for three years in the first instance, scholarships to the value of Rs. 250 per month, and nor-

mally tenable for two years, are awarded to young workers of outstanding promise in various fields of cultural activity,—Fine Arts, Music, Dance, Drama and Films.

In addition to what has been mentioned so far, several important events in the world of Art have occurred during our seven years of freedom on the initiative of the Central Ministry of Education. The Government set up as an interim measure the *Bharat Kala Samiti* to advise it in all matters pertaining to art. The *Samiti* has decided to sponsor a critical and comprehensive history of Indian art and has taken in hand, as an immediate measure, the publication of a Moghul Album, a contemporary Art Album and a set of coloured picture-postcards. At the instance of Unesco, the Central Ministry have assisted the New York Graphic Society in bringing out an Album of 32 colour reproductions of Ajanta paintings.

Special mention may be made also of the creation of a fund, called the 'National Art Treasure Fund' maintained by contributions from the Central and State Governments, from private organisations and individuals. In August 1949, the National Museum was set up at Rashtrapati Bhavan and specimens of Indian art from the earliest times to today have been assembled under one roof. In March, 1954, the National Gallery of Modern Art was inaugurated, and Jaipur House, New Delhi, was acquired to stock and display masterpieces of modern Indian painting. Every effort is being made to enrich the collection and to make it fully representative.

### **Anthropology, Archaeology, Archives and Library**

The Central Ministry of Education also deal with the Departments of Anthropology and Archaeology, the National Archives of India and the National Library. A brief report on the progress of each of these Departments during the period under review is given below.

The most important activity of the Anthropological Department during the last seven years was its move from the temporary war-time location at Banaras to the Indian Museum, Calcutta. Considerable progress was made in setting up efficient laboratories and the Departmental library. Field work was undertaken amongst various tribes on social and physical anthropology, linguistics, folk-lore, nutrition and psychology. Systematic investigations were instituted particularly in Assam, Tripura and the Andaman and Nicobar Islands. So as to facilitate an intensive study of the areas, two Sub-Stations of the Department were opened, one at Port Blair and the other at Shillong.

As a result of the integration of the former Princely States with the Indian Union, all archaeological monuments and sites of national importance were taken over by the Union Department of Archaeology. The total number of monuments of national importance looked after by the Department is over 4,000. In addition to conserving these monuments, the Department has carried out excavations and explorations of ancient sites and maintained 12 archaeological museums.

Excavations were carried out at Brahmagiri and Chandravalli in Mysore State, Sisupalgarh and Dhauli in Orissa, Hastinapur, Bahadurabad and Jagatgram (Asvamedha Site) in Uttar Pradesh, Rupar in East Punjab, besides small-scale excavations at various important sites through-

out India such as at Sanur, Sengamedu and Pallavamedu (Madras), Cochin, Salihundam (Andhra), Bahal, Amreli and Rangpur (Western India). Sites of Harappan culture were brought to light in the Bikaner Division and on the upper Sutlej in the Punjab.

The "Imperial Record Department" was renamed as the National Archives of India soon after Independence. Its budget has risen from Rs. 639,600 in 1947 to Rs. 1,005,600 in 1954-55. The number of sections has expanded from four in 1947 to 16 in 1954. The acquisition of records from 1947 till 1951 was 16,585 bundles and 33,961 volumes of records; while from 1952 to 1954 the acquisition was 5,626 bundles and 1,062 volumes of records. The microfilming of records which started on a systematic basis only in 1950 has risen from 22,000 negative exposures per annum (1950) to 350,000 negative exposures per annum (1954). In 1948, 17,550 requisitions from borrowing agencies were attended to; in 1954 (January to July), this number had risen to 29,958.

The Imperial Library, established in 1902, was renamed as the National Library by a special enactment soon after the attainment of independence. A significant development in its history took place when 'Belvedere Mansion', formerly the dwelling of Viceroys, was converted into the Library's permanent habitation. The holdings of the library, that cover practically all subjects, increased considerably owing to acquisitions by purchase and gifts. From 1953 onwards the Library has received one copy of all books and periodicals published in India. It acts as a centre for Inter-Library loan within the country as well as outside. The Reading Room is open on all but three days a year from 7 a. m. to 10 p.m.

### **Indian National Commission**

The Indian National Commission for Cooperation with Unesco was originally established as an interim Commission in 1949. Later on, its constitution was revised and a permanent Commission was established in 1952. The establishment of the National Commission was a visible symbol of the importance of international exchanges in the field of culture and of the recognition that the cause of freedom, peace and progress depends upon the education of the younger generation and closer contacts between all peoples in education, science and culture.

Since 1949, important Conferences have been held under the auspices of Unesco, and valuable projects have been started. In 1949, the year of the interim National Commission's inception, the Government collaborated with Unesco in organising an Asian Seminar of Rural Education in Mysore. In 1951, it held a Round Table Conference on the Concept of Man and the Philosophy of Education in East and West. In the same year, as has been mentioned earlier, Unesco experts were invited to advise the Government in implementing their programme of Social and Rural education. As a result of this, the Janata College at Alipur was set up. At the request of the Government of India, Unesco sent out an exploratory mission for the use of Audio-Visual Aids in education. In cooperation with Unesco, the Government of India conducted training courses for the production of films and filmstrips, charts and pictures for literates and neo-literates. With the help of Unesco, the Government of India set up

in 1951 a Public Library Project in New Delhi. In 1952, Unesco placed at the disposal of the Government, the services of an expert for the production of suitable literature for neo-literates. In 1953, an International Seminar was held on the "Contribution of Gandhian Outlook and Techniques to the Solution of Tensions within and among Nations".

The Government of India have also cooperated with Unesco in its programme of exchange of persons. Necessary facilities for students in other countries have been arranged. The Government have welcomed the establishment of specialised training centres in Fundamental education at Mysore and have collaborated with Unesco in various programmes and associated projects in Fundamental and Adult education.

In order to promote international understanding, the Ministry of Education and the Indian National Commission have jointly encouraged various youth organisations. The United Nations Students Association of India was helped to hold an Asian Students Convention in 1952, and the National Commission helped the Indian Federation of United Nations Associations to organise a Regional Seminar on the Teaching of United Nations and its Special Agencies.

In the field of cultural activity, an important joint project was undertaken for the translation of classics. The Commission appointed a committee for this purpose. In 1953, it was decided to participate in Unesco's projects for the translation of Indian classics into European languages. Necessary funds have been provided by the Government and the preliminaries of this project have been completed.

The Government of India have also entered into two agreements with Unesco for the expanded programme of Technical Assistance of the United Nations. Experts, fellowships and equipment to assist the development of educational, technical and scientific institutions in the country have been received. Under this programme, the services of Indian experts have been provided to many countries.

The first Conference of the permanent Indian National Commission was convened in 1954. As the Indian National Commission has always felt that Unesco's programme requires to be reorientated towards the needs and aspirations of the undeveloped areas of the world, fraternal delegates from Asian and African countries were invited. Ten delegations and one observer participated. Important recommendations were made and resolutions adopted on the peaceful utilisation of atomic energy, the contribution of Gandhian ideas to the solution of international tensions, the need to disseminate Asian and African culture and the peaceful co-existence of different ideas and systems.

## CONCLUSION

Our story of the progress of education in the seven years of freedom is now almost over. Before this narrative is closed, there is one aspect of the story which could not be described elsewhere and may be briefly recounted here. It relates to the overall expenditure on education. On 31st March, 1947, the major States and Centrally Administered Areas together spent about Rs. 205 million on education. The Central Budget was considerably less than Rs. 20 million. The figures for three recent years, 1951-52, 1952-53 and 1953-54 show that the total budget provisions for education by the Central and State Governments together were Rs. 741, Rs. 826 and Rs. 934 million respectively, so that even in the course of these three years, the amount has increased by about 25 per cent. In 1953-54 the amount provided for education was nearly 8.5 per cent of the total national budget. The total national expenditure on education from all sources, governmental or otherwise, has also increased considerably. This was about Rs. 551 million on 31st March, 1948 and rose to Rs. 1350 million in 1953. This is, undoubtedly, an appreciable increase, but in view of the estimate of Rs. 4,000 million that is needed to finance a truly national system of education, it is also an indication of the gap that remains to be bridged.

# APPENDICES

**APPENDIX A**  
**Table I**  
**STATISTICS OF PRIMARY SCHOOLS**

State	Number		Enrolment		Expenditure	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
					Rs.	Rs.
Assam	7,574	11,478	393,247	660,803	2,576,963	8,182,371
Bihar	20,850	24,628	998,138	1,170,435	12,373,463	18,866,594*
Bombay	21,084	28,996	2,078,913	3,439,875	55,334,236	109,571,894
Madhya Pradesh	5,812	8,627*	465,359	703,402*	11,321,316	14,804,226**
Madras	36,933	40,145	3,674,644	4,377,664	66,811,096	106,830,472
Orissa	8,302	10,670	364,363	503,994	4,785,963	6,992,566
Punjab	3,819	5,416	244,373	490,859	5,480,013	11,905,433
Uttar Pradesh	21,797	31,962	1,737,816	2,743,692	16,363,817	49,128,341
West Bengal	13,950	15,363	1,044,111	1,574,332	11,568,942	22,590,121
Hyderabad	+	10,288*	+	610,363*	+	19,183,506*
Jammu & Kashmir	+	+	+	+	+	+
Madhya Bharat	+	4,909	+	261,231	+	6,906,083
Mysore	+	10,678	+	636,467	+	14,953,445

Pepsu	..	+	975	+	56,070	+	1,718,695	
Rajasthan	..	+	4,757	+	291,229	+	12,779,532	
Saurashtra	..	+	2,657	+	231,713	+	6,991,746	
Travancore-Cochin	..	+	4,098*	+	1,196,147*	+	11,275,972*	
Ajmer	..	312	481*	22,840	41,281*	702,937	2,682,765*	
A & N Islands	..	19	22	819	982	34,046	66,905	
Bhopal	..	+	397	+	15,329	+	527,115	
Bilaspur	..	+	31	+	2,047	+	91,153	
Coorg	..	94	95	6,300	6,479	219,756	148,348	
Delhi	..	248	540	37,350	97,718	1,432,516	6,568,991	
Himachal Pradesh	..	+	506*	+	20,587*	+	353,174*	
Kutch	..	+	276	+	20,946	+	582,884	
Manipur	..	+	572	+	37,473	+	476,783	
Tripura	..	+	637	+	33,976	+	826,344	
Vindhya Pradesh	..	+	1,878	+	71,746	+	2,083,543	
<b>Total</b>			<b>140,794</b>	<b>221,082</b>	<b>11,068,273</b>	<b>19,296,840</b>	<b>189,005,064</b>	<b>437,089,002</b>

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Figures relate to 1950-51.



**Table II**  
**STATISTICS OF SECONDARY SCHOOLS**

State	Number		Enrolment		Expenditure	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
					Rs.	Rs.
Assam	.. 933	1,414	159,375	194,428	4,120,267	9,768,430
Bihar	.. 2,097	3,445	384,144	567,175	12,797,300	25,343,001*
Bombay	.. 1,199	1,488	308,541	441,916	25,784,867	52,551,763
Madhya Pradesh	.. 1,062	1,132*	187,065	293,335*	8,523,133	12,895,068**
Madras	.. 1,064	1,742	494,968	796,638	25,999,003	51,974,015
Orissa	.. 484	760	69,182	105,569	2,919,069	6,404,795
Punjab	.. 1,454	1,428	310,395	483,432	13,534,170	22,583,006
Uttar Pradesh	.. 2,497	4,459	517,825	935,112	20,542,668	68,060,652
West Bengal	.. 1,903	2,629	522,500	616,530	20,612,142	37,239,573
Hyderabad	.. +	363*	+	176,196*	+	16,174,053*
Jammu & Kashmir	.. +	+	+	+	+	+
Madhya Bharat	.. +	434	+	112,483	+	6,248,406
Mysore	.. +	938	+	199,568	+	9,419,320
Pepsu	.. +	397	+	119,717	+	5,969,799

Rajasthan	..	+	941	+	184,012	+	7,631,183
Saurashtra	..	+	156	+	59,458	+	3,803,770
Travancore-Cochin	..	+	1,267*	+	374,831*	+	14,482,705*
Ajmer	..	68	57*	12,523	10,856*	1,375,494	1,531,689*
A & N Islands	..	1	1	700	928	28,254	77,925
Bhopal	..	+	52	+	10,098	+	829,439
Bilaspur	..	+	14	+	4,119	+	134,900
Coorg	..	31	59	11,345	20,872	198,994	756,098
Delhi	..	106	187	42,035	110,263	2,734,461	10,286,087
Himachal Pradesh	..	+	118*	+	21,321*	+	1,153,182*
Kutch	..	+	19	+	4,045	+	251,389
Manipur	..	+	77	+	13,827	+	527,009
Tripura	..	+	80	+	14,658	+	787,192
Vindhya Pradesh	..	+	208	+	35,279	+	1,601,701
Total		12,899	23,865	3,020,598	5,906,666	139,169,822	368,486,150

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Figures relate to 1950-51.

**Table III**  
**STATISTICS OF UNIVERSITY EDUCATION**  
**(Number of Institutions)**

State	No. of Universities		No. of Arts and Science Colleges		No. of Technical and Professional Colleges		Total No. of Colleges	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
Assam ..	1	1	16	17	1	4	17	21
Bihar ..	1	2	23	38	7	19	30	57
Bombay ..	1	6	35	71	29	60	64	131
Madhya Pradesh ..	2	2	15	21*	12	19*	27	40*
Madras ..	3	3	82	82	26	68	108	150
Orissa ..	1	1	14	14	2	6	16	20
Punjab ..	1	1	29	46	11	13	40	59
Uttar Pradesh ..	5	6	16	56	21	25	201	81
West Bengal ..	1	2	55	92	20	28	75	120
Hyderabad ..	1	1	+	16*	+	9*	+	25*
Jammu & Kashmir ..	..	1	+	+	+	+	+	+
Madhya Bharat ..	..	..	+	23	+	9	+	32
Mysore ..	1	1	+	23	+	15	+	38

Pepsu	..	..	..	+	10	+	1	+	11
Rajasthan	..	1		+	34	+	20	+	54
Saurashtra	..	..	..	+	3	+	2	+	5
Travancore-Cochin		1	1	+	26*	+	6*	+	32*
Ajmer	..	..	..	5	7*	1	..*	6	7*
A. & N. Islands	..	..	..	..	..	..	..	..	..
Bhopal	..	..	..	+	2	+	1	+	3
Bilaspur	..	..	..	..	1	..	..	..	1
Coorg	..	..	..	..	1	..	..	..	1
Delhi	..	1	1	5	16	2	8	7	24
Himachal Pradesh		..	..	..	1*	..	..*	..	1*
Kutch	..	..	..	..	..	..	..	..	..
Manipur	..	..	..	+	1	+	..	+	1
Tripura	..	..	..	+	2	+	1	+	3
Vindhya Pradesh..		..	..	+	3	+	..	+	3
<b>Total</b>		<b>21</b>	<b>30</b>	<b>295</b>	<b>606</b>	<b>132</b>	<b>314</b>	<b>427</b>	<b>920</b>

+ Figures are not available.

\* Figures relate to 1951-52.

**Table IV**  
**STATISTICS OF UNIVERSITY EDUCATION**  
**(Enrolment)**

State	For General Education**		For Technical and Professional Education**		Total	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
Assam ..	5,097	8,621	136	1,741	5,233	10,362
Bihar ..	15,000	21,275	1,836	8,758	16,836	30,033
Bombay ..	27,654	47,326	9,224	16,450	36,878	63,776
Madhya Pradesh ..	5,880	9,201*	2,502	5,072*	8,382	14,273*
Madras .. ..	35,444	51,078	5,955	20,337	41,399	71,415
Orissa .. ..	3,840	5,183	311	1,341	4,151	6,524
Punjab .. ..	14,435	23,819	1,532	2,806	15,967	26,625
Uttar Pradesh ..	33,683	49,151	12,138	21,994	45,821	71,145
West Bengal .. ..	38,140	54,264	10,970	16,068	49,110	70,332
Hyderabad ..	+	8,386*	+	3,009*	+	11,395*
Jammu & Kashmir ..	+	+	+	+	+	+
Madhya Bharat ..	+	4,837	+	3,301	+	8,138
Mysore ..	+	14,603	+	4,721	+	19,324

Pepsu	..	+	3,466	+	172	+	3,638
Rajasthan	..	+	12,782	+	2,596	+	15,378
Saurashtra	..	+	2,370	+	395	+	2,765
Travancore-Cochin	..	+	22,621*	+	1,732*	+	24,353*
Ajmer	..	793	1,404*	79	466*	872	1,870*
A. & N. Islands	..	..	..	..	..	..	..
Bhopal	..	+	444	+	301	+	745
Bilaspur	..	..	18	..	..	..	18
Coorg	..	..	231	..	..	..	231
Delhi	..	3,272	7,825	960	3,409	4,232	11,234
Himachal Pradesh	..	..	229*	..	..*	..	229*
Kutch	..	..	..	..	..	..	..
Manipur	..	+	365	+	..	+	365
Tripura	..	+	626	+	110	+	736
Vindhya Pradesh	..	+	732	+	158	+	890
Total		183,238	350,857	45,643	114,937	228,881	465,794

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Includes enrolment in attached classes.

**Table V**  
**STATISTICS OF UNIVERSITY EDUCATION**  
**(Direct Expenditure)**

State	Universities and Arts & Science Colleges		Colleges for Technical and Professional Education		Total	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Assam ..	766,497	2,768,724	15,814	2,176,137	782,311	4,944,861
Bihar ..	3,658,641	6,056,598*	1,191,580	2,815,665*	4,850,221	8,872,263*
Bombay ..	9,978,472	22,525,229	4,275,141	11,848,681	14,253,613	34,373,910
Madhya Pradesh ..	2,332,189	3,966,165**	921,065	2,985,004**	3,283,254	6,951,169**
Madras ..	9,973,883	19,021,508	4,911,428	7,929,204	14,885,311	26,950,712
Orissa ..	1,794,013	3,357,728	482,235	631,325	2,276,248	3,989,053
Punjab ..	2,652,040	9,924,316	802,981	2,066,199	3,455,021	11,990,515
Uttar Pradesh ..	17,845,208	30,098,299	2,774,980	6,525,540	20,620,188	36,623,839
West Bengal ..	9,010,029	18,405,743	2,837,094	11,064,411	11,847,123	29,470,154
Hyderabad ..	+	6,654,825*	+	2,263,071*	+	8,917,896*
Jammu & Kashmir ..	+	+	+	+	+	+
Madhya Bharat ..	+	2,986,128	+	974,967	+	3,961,095

Mysore	..	+	5,115,060	+	1,157,245	+	6,272,305	
Pepsu	..	+	1,076,038	+	26,520	+	1,102,558	
Rajasthan	..	+	4,199,609	+	2,008,091	+	6,207,700	
Saurashtra	..	+	631,021	+	414,717	+	1,045,738	
Travancore-Cochin	..	+	5,427,107*	+	992,926*	+	6,420,033*	
Ajmer	..	169,742	777,072*	59,900	..*	229,642	777,072*	
A. & N. Islands	..	..	..	..	..	..	..	
Bhopal	..	+	232,275	+	1,200	+	233,475	
Bilaspur	..	..	40,617	..	..	..	40,617	
Coorg	..	..	87,825	..	..	..	87,825	
Delhi	..	1,791,021	7,818,453	1,733,090	3,550,925	3,524,111	11,369,378	
Himachal Pradesh	..	..	99,865*	..	..*	..	99,865*	
Kutch	..	..	..	..	..	..	..	
Manipur	..	+	52,971	+	..	+	52,971	
Tripura	..	+	473,302	+	3,544	+	476,846	
Vindhya Pradesh	..	+	388,843	+	..	+	388,843	
Total			59,971,735	152,185,321	20,005,308	59,435,372	79,977,043	211,620,693

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Figures relate to 1950-51.



**Table VI**  
**STATISTICS OF TECHNICAL AND VOCATIONAL**  
**EDUCATION (SCHOOL)**

State	Number of Schools		Enrolment‡		Expenditure	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
					Rs.	Rs.
Assam ..	29	1,186	1,708	46,055	223,078	1,336,219
Bihar ..	115	2,453	6,375	83,736	1,530,088	4,529,028*
Bombay ..	257	20,124	22,178	450,230	4,752,262	11,887,112
Madhya Pradesh ..	42	81*	3,987	6,673*	1,103,650	4,013,149**
Madras ..	496	3,859	34,839	158,321	9,024,105	7,598,799
Orissa ..	46	1,286	1,599	45,012	625,997	2,497,809
Punjab ..	44	203	2,629	12,700	510,711	2,139,281
Uttar Pradesh ..	162	1,439	8,513	66,342	2,219,194	11,706,860
West Bengal ..	158	2,393	9,893	129,910	2,224,036	8,287,610
Hyderabad ..	+	579*	+	39,215*	+	3,279,071*
Jammu & Kashmir	+	+	+	+	+	+
Madhya Bharat ..	+	344	+	10,143	+	573,146
Mysore ..	+	1,998	+	13,555	+	1,871,289

Pepsu	..	+	1,007	+	16,537	+	206,789	
Rajasthan	..	+	356	+	11,818	+	916,954	
Saurashtra	..	+	185	+	6,361	+	1,483,820	
Travancore-Cochin..		+	522*	+	16,976*	+	1,411,931*	
Ajmer	..	5	107*	188	2,946*	59,643	195,252*	
A. & N. Islands	...	+	..	+	..	+	..	
Bhopal	...	+	4	+	217	+	25,176	
Bilaspur	..	+	7	+	185	+	24,511	
Coorg	..	..	59	45	1,465	..	58,983	
Delhi	..	7	871	853	31,979	171,105	807,806	
Himachal Pradesh..		+	2*	+	182*	+	56,224*	
Kutch	..	+	38	+	583	+	50,196	
Manipur	..	+	29	+	3,169	+	53,811	
Tripura	..	+	9	+	785	+	16,368	
Vindhya Pradesh	..	+	24	+	929	+	435,852	
Total			1,391	39,165	92,807	1,156,024	22,443,869	65,463,046

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Figures relate to 1950-51.

‡ Includes enrolment in attached classes.

**Table VII**  
**STATISTICS OF TECHNICAL AND PROFESSIONAL EDUCATION (COLLEGIATE)**

	Number of Colleges		Enrolment‡		Expenditure	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
					Rs.	Rs.
Assam ..	1	4	136	1,741	15,814	2,176,137
Bihar ..	7	19	1,836	8,758	1,191,580	2,815,665*
Bombay ..	29	60	9,224	16,450	4,275,141	11,848,681
Madhya Pradesh ..	12	19*	2,502	5,072*	921,065	2,985,004**
Madras ..	26	68	5,955	20,337	4,911,428	7,929,204
Orissa ..	2	6	311	1,341	482,235	631,325
Punjab ..	11	13	1,532	2,806	802,981	2,066,199
Uttar Pradesh ..	21	25	12,138	21,994	2,774,980	6,525,540
West Bengal ..	20	28	10,970	16,068	2,837,094	11,064,411
Hyderabad ..	+	9*	+	3,009*	+	2,263,071*
Jammu & Kashmir	+	+	+	+	+	+
Madhya Bharat ..	+	9	+	3,301	+	974,967
Mysore ..	+	15	+	4,721	+	1,157,245
Pepsu ..	+	1	+	172	+	26,520

Rajasthan ..	+	20	+	2,596	+	2,008,091
Saurashtra ..	+	2	+	395	+	414,717
Travancore-Cochin	+	6*	+	1,732*	+	992,926*
Ajmer ..	1	..*	79	466*	59,900	..*
A. & N. Islands ..	..	..	..	..	..	..
Bhopal ..	+	1	+	301	+	1,200
Bilaspur ..	..	..	..	..	..	..
Coorg ..	..	..	..	..	..	..
Delhi ..	2	8	960	3,409	1,733,090	3,550,925
Himachal Pradesh	..	..*	..	..*	..	..*
Kutch ..	..	..	..	..	..	..
Manipur ..	+	..	+	..	+	..
Tripura ..	+	1	+	110	+	3,544
Vindhya Pradesh..	+	..	+	158	+	..
<b>Total</b>		<b>132</b>	<b>314</b>	<b>45,643</b>	<b>114,937</b>	<b>20,005,308</b>
						<b>59,435,372</b>

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Figures relate to 1950-51.

‡ Includes enrolment in attached classes.

**Table VIII**  
**STATISTICS OF TEACHER TRAINING INSTITUTIONS**

State	Training Schools				Training Colleges			
	Enrolment‡		Expenditure		Enrolment‡		Expenditure	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
			Rs.	Rs.			Rs.	Rs.
Assam ..	388	1,596	96,302	550,195	40	91	..	..
Bihar ..	2,061	4,130	531,833	1,676,537*	94	185	59,473	113,521*
Bombay ..	7,797	11,216	1,753,624	2,992,994	295	1,143	179,619	696,929
Madhya Pradesh	2,697	1,593*	698,344	656,469**	522	518*	350,291	544,346**
Madras ..	17,993	29,714	4,053,466	2,744,277	464	1,189	517,120	773,494
Orissa ..	1,080	1,033	417,765	497,532	19	95	27,357	45,144
Punjab ..	598	1,617	110,609	183,528	196	725	118,532	219,996
Uttar Pradesh	4,615	9,151	1,532,877	3,012,404	1,297	2,308	416,978	620,323
West Bengal ..	1,364	1,613	399,899	493,868	195	592	120,728	353,748
Hyderabad ..	+	1,130*	+	1,391,201*	+	120*	+	132,239*
Jammu & Kashmir	+	+	+	+	+	+	+	+
Madhya Bharat	+	470	+	185,588	+	101	+	70,650
Mysore ..	+	1,231	+	792,498	+	86	+	57,495

Pepsu	..	+	551	+	28,548	+	69	+	..
Rajasthan	..	+	918	+	516,855	+	144	+	98,417
Saurashtra	..	+	741	+	456,318	+	..	+	..
Travancore-Cochin		+	3,536*	+	354,006*	+	307*	+	104,552*
Ajmer	..	157	287*	55,743	98,391*	79	..*	59,900	..*
A. & N. Islands	..	..	..	..	..	..	..	..	..
Bhopal	..	+	45	+	10,230	+	..	+	..
Bilaspur	..	+	40	+	12,326	..	..	..	..
Coorg	..	33	78	..	..	..	..	..	..
Delhi	..	112	351	36,751	86,597	61	258	16,017	157,511
Himachal Pradesh		+	182*	+	56,224*	..	..*	..	..*
Kutch	..	+	44	+	24,400	..	..	..	..
Manipur	..	+	30	+	9,967	+	..	+	..
Tripura	..	+	..	+	..	+	..	+	..
Vindhya Pradesh		+	180	+	63,452	+	..	+	..
<b>Total</b>	..	38,895	71,477	9,687,213	16,894,405	3,262	7,931	1,866,015	3,996,367

‡ Includes enrolment in attached classes.

+ Figures are not available.

\* Figures relate to 1951-52.

\*\* Figures relate to 1950-51.

**Table IX**  
**STATISTICS OF SOCIAL EDUCATION**

State	No. of Schools		Enrolment		Expenditure	
	1947-48	1952-53	1947-48	1952-53	1947-48	1952-53
					Rs.	Rs.
Assam	452	985	14,287	39,131	61,430	146,936
Bihar	1,534	1,864	68,556	58,619	121,765	656,376*
Bombay	5,199	19,327	124,581	387,260	484,825	1,020,356
Madhya Pradesh	16	21,383**	933	513,502**	225,089	1,171,832**
Madras	10	3,083	401	89,009	1,044	515,121
Orissa	2	503	40	16,874	120	84,721
Punjab	23	152	577	7,094	1,173	105,746
Uttar Pradesh	1,779	96	59,003	2,459	636,481	21,894
West Bengal	416	1,279	12,175	77,099	27,673	348,063
Hyderabad	+	325*	+	16,346*	+	55,862*
Jammu & Kashmir	+	+	+	+	+	+
Madhya Bharat	+	268	+	5,412	+	40,394
Mysore	+	1,809	+	34,192	+	115,043
Pepsu	+	1,000	+	15,000	+	48,437

Rajasthan	..	+	220	+	7,954	+	144,520
Saurashtra	..	+	144	+	3,400	+	33,905
Travancore-Cochin	..	+	164*	+	3,457*	+	67,452*
Ajmer	..	.. 1	102*	20	2,523*	114	50,606*
A & N. Islands	..	..	..	..	..	..	..
Bhopal	..	+	..	+	..	+	..
Bilaspur	..	+	6	+	145	+	12,185
Coorg	..	..	57	..	1,295	..	18,186
Delhi	..	7	860	98	30,911	400	418,966
Himachal Pradesh	..	+	.. *	+	.. *	+	.. *
Kutch	..	+	35	+	488	+	4,796
Manipur	..	+	..	+	..	+	..
Tripura	..	+	2	+	43	+	1,491
Vindhya Pradesh	..	+	..	+	..	+	..
<b>Total</b>			<b>9,439</b>		<b>53,664</b>		<b>280,671</b>
					<b>1,312,213</b>		<b>1,560,114</b>
							<b>5,082,888</b>

+ Figures are not available.

\*\* Figures relate to 1950-51.

\* Figures relate to 1951-52.



**APPENDIX B**

1. Aden
2. Afghanistan
3. British East Africa (Kenya, Tanganyika, Uganda and Zanzibar)
4. British West Indies
5. Burma
6. Egypt & Sudan
7. Ethiopia
8. Gold Coast
9. Indonesia
10. Iran
11. Iraq
12. Israel
13. Japan
14. Libya
15. Madagascar
16. Malaya
17. Mauritius
18. Nepal
19. Nigeria
20. Northern Rhodesia
21. Nyasaland
22. Philippines
23. Saudi Arabia
24. Sierra Leone
25. Sikkim & Bhutan
26. South Africa
27. Southern Rhodesia
28. Surinam
29. Syria
30. Tibet
31. Thailand
32. Trust territories (Italian Somaliland, Ruanda, Urundi and Togoland)
33. Turkey
34. Transjordan

**APPENDIX C**

1. Belgium
2. Italy
3. Mexico
4. Netherlands
5. Norway
6. Sweden
7. Yugoslavia

