

REPORT
ON THE
PROGRESS OF EDUCATION
IN THE
PUNJAB
FOR THE
YEAR 1950—51



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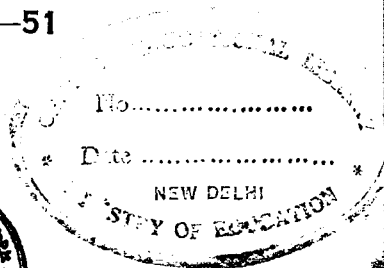
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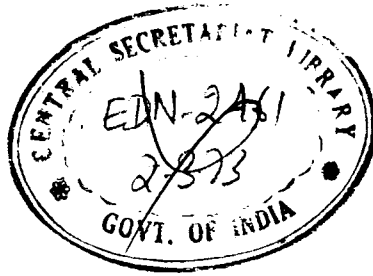
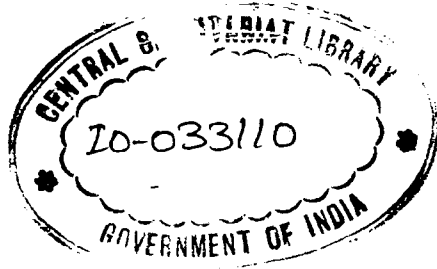
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**Proceedings of the Punjab Government
No. B 4-7/16-53-14479 Dated the 23rd April, 1953.**

Read the report of the Director of Public Instruction, Punjab, for the year ending 31st March, 1951.

Remarks. The year under report witnessed further recovery from the after-effects of the partition and the rehabilitation of disrupted educational institutions from the West Punjab. It is gratifying that there runs through the report a note of returning optimism backed by enthusiasm for more education among the people, both in the towns and in the villages. The recovery though considerable is not yet complete. There is certainly no ground for complacency. There is yet a great deal of unsatisfied demand for education in spite of the rise in the number of recognised and unrecognised institutions. The number of recognised institutions on the 31st March, 1951, was 5963 as against 5743 in the preceding year, registering an increase of two hundred and twenty. The number of unrecognised institutions on the same date was 263 against 298 of the preceding year registering a decline by 33. This shows that the Department of Education has been both prompt and generous taking new institutions of all grades on the list of recognised institutions. Relaxation of rules of recognition in favour of the displaced schools is the main feature of this expansion. The high schools for boys continued to multiply; the year under review registering a further increase of 52 high schools for boys bringing the total to 389. The number of high schools for girls fell from 41 to 40. This is accounted for by the withdrawal of recognition to Lady Noyce Girls School, Phagli (Simla) on its own request.

The number of scholars in all grades of schools and colleges registered a steady rise. As against 2,04,858 boys in

high schools in the preceding year we had 2,18,992 registering an increase of 14,134. Similarly the number of girl students in high schools rose from 18,902 to 19,038. The number of boys in the middle schools fell from 1,63,095 to 1,56,711. This is accounted for by the fact that the middle school has a tendency to grow into a high school in the process of development. The number of girls, however, in middle schools rose from 25,388 to 28,842. This shows that more girls are coming into the middle schools than before. Generally in the villages the girls, it has been observed, leave off after the primary school, but the increasing enrolment in middle schools is an indication of girls pursuing studies beyond the primary stage. The increase in the number of boys on the rolls of primary schools from 2,51,320 to 2,86,253 is again an index of the fact that education is percolating down to the masses and children of parents of lower income groups are coming forward in larger numbers. As most of the primary schools are in small villages these numbers are an index of the growing popularity of education in the country-side. The number of girls in primary schools, too, registered an increase from 97,765 to 1,08,029, not remarkable, but a clear sign of the old prejudice slowly wearing off.

Expenditure. Expenditure on education from all sources and by all the departments put together rose to Rs. 4,87,95,206 as against Rs. 4,30,93,149 of the preceding year.

New Curricula. The new syllabuses introduced during the year under report are expected to improve the tone and quality of primary and middle school education, and it is gratifying to note that steps are being taken to prepare the schools to conform to the Basic Pattern in course of time.

Progressive Education. Another feature of the year under report is the starting of a progressive co educational

Junior Model School at Jullundur. The rapid progress and popularity of the school shows that even middle class parents are willing to spend for the better education of their children. The school has been organised on pay-its-own-way basis.

There is a very encouraging reference in the last chapter entitled "Retrospect and Prospect" on modernising the outlook of the teacher and changing the traditional methods. The traditional methods of teaching must give way to more progressive and scientific methods based on the study and knowledge of child psychology. It is gratifying to note that the teaching is being centred more and more round the instincts and interests of children and the old idea of drilling the children in the skills of reading and writing is being gradually given up.

Social Education. The year under report witnessed a set-back in social education. It became necessary to close down thirty nine centres for insufficiency of funds. The quality and organisation of social education too, remained rather weak on account of the poor calibre of the so-called paid social volunteers who work in the country.

Pre-School Education. It is gratifying to note that a start has been made in pre-school education and a nursery school has been associated with the Government High School for Girls, Jullundur. The Christian School at Moga, too, has a nursery class. The starting of a pre-Kindergarten class by the Parent's Association under the auspices of the Junior Model School, Jullundur in February 1951 is another effort in the same direction. It is expected that experience gathered in the field of Nursery School organisation will be available to the Government for further expansion of this very essential ingredient of progressive education.

Primary Education. The number of primary schools

for boys rose from 3,014 to 3,254 and of girls from 1,019 to 1,061. This is not so gratifying; the increase of 282 in the number of Primary schools is rather slow. The new syllabuses centring round activities and correlated to environment and experience are another significant feature of the year. It is, however, a pity that the primary schools for boys remained largely four year institutions, thus depriving even villages which have primary schools of the advantage of the full primary course of five years.

Single-Teacher Schools. The total number of single-teacher schools for boys rose by 28 to 1051. In hilly parts of the State, perhaps, single-teacher schools will endure but the growth of single teacher schools is not to be contemplated with equanimity.

School Buildings. The school buildings on the whole showed very little improvement. The schools run by voluntary associations are greatly handicapped as donations are getting more and more difficult to raise.

Basic Primary Schools. In the year under report, seventeen Basic Primary Schools, fifteen for boys and two for girls were started. This is a step in the right direction, though the pace of progress is very slow. The enrolment in these schools which stands at 1,978 is also a matter of some satisfaction, but the comparatively high cost of these schools seems clearly to point out that it will not be possible to have any large scheme of opening more Basic primary schools as they are definitely more expensive to maintain. The original idea that these schools will pay part of their maintenance has not materialised. The Basic schools are being maintained by local bodies on cent per cent grant from the Government. Two schools, however, one at Karnal and the other at Oel are being maintained by the Government to serve as Model Basic Primary Schools. The Tarn Taran

experiment, which aims at recovering part of the expenses of maintaining the school from the sale proceeds of what the children produce will be watched with interest. The refresher courses in Basic Education are another noteworthy feature of the year's educational activity.

Teacher Training. The establishment of a second Basic Training School at Satrod (Hissar) shows that the Department of Education is persisting with its plans of extending facilities for training Basic Teachers. It is a pity, however, that the proper organisation of the activities of the school are greatly handicapped by insufficient and improvised accommodation.

General. The direction of the Department remained with Dr. K. C. Khanna, M. A., Ph. D., to whose hard work and steady application goes the credit for whatever modest achievement the Department can claim in reorganisation and recovery.

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

C. L. Kapur,
Secretary to Government, Punjab,
Education Department.

CHAPTER I

General Summary.

The Punjab (I) has not yet completely recovered from the after-effects of the partition. The entire educational apparatus of the State was rudely shaken; and rehabilitation of uprooted population and educational institutions has been and is still an obstinate problem. During the year under report, however, there is reason to strike a more optimistic note.

A large number of the disrupted schools have been re-established, thanks to voluntary effort. The number of primary as well as high schools has gone up. Middle schools registered a slight fall, but that is because some of the uneconomical middle schools have reduced to the primary status and the flourishing among them have become high schools.

The number of primary schools has risen from 3819 in 1947-48 to 4315 and the number of high schools from 309 to 429 in the same period. The number of unrecognised schools has gone up by 59 to 265. All this is very encouraging. In the transitional phase of expansion the number of unrecognised institutions invariably rises.

The number of untrained teachers in schools has increased from 3193 to 4471 during the past three years. Our teacher training is not keeping pace with our growing needs and during the reshuffle of population there has been considerable leakage.

We had five Government Arts Colleges after the partition. By now their number has gone up to ten including the two Training Colleges, one for men at Jullundur and the other for women at Simla. That is only a small proportion of the whole.

The number of colleges of general education maintained by voluntary associations has gone up by 9 to 30.

In the sphere of professional education we started practically from a scratch. We had a Medical College at Amritsar but we had no college of engineering or law or commerce. We have now the University Law College at Jullundur, Commerce college at Dalhousie, Engineering College at Roorkee, Agricultural College at Ludhiana, Veterinary College at Hissar and Training Colleges for graduate teachers at Jullundur and Simla.

The University has no home so far, but it is running two colleges, the Law College and the College of Commerce.

With the quasi-permanent allotment of agricultural land to displaced persons from the West Punjab, most of the deserted villages have been repopulated. A vigorous demand for free and compulsory primary education is being made by the immigrants from the West Punjab but the district boards with their inelastic sources of revenue find it difficult to discharge their added responsibilities.

Buildings of schools damaged during the reshuffle of population have been repaired and white washed. But the condition of buildings and equipment of most of the primary schools is still deplorable.

Demand has been made in some circles that the Government should take over the local body schools. The Government does not favour this view as it would further accentuate centralisation.

New Syllabuses. A very important feature of the year was the publication and partial implementation of the new syllabuses for the Junior Basic, Primary and Middle Departments framed by the Punjab Advisory Board of Education. The curricula were examined and overhauled and detailed syllabi for different subjects and classes were prepared to suit the changed conditions of the country, and

to bring school education into line with more progressive ideas. The distinguishing feature of this scheme of studies is that emphasis has been laid on Health and Recreational Activities. While in the case of Junior Basic Schools, all teaching is to be centred round a basic craft (Agriculture or Spinning and Weaving), the subjects of study in the case of existing Primary schools, both for boys and girls and Primary Departments of the Secondary schools will remain the same. When funds and trained teachers are available, these schools will be gradually converted into Basic schools. This has been accepted as the policy of this State.

Schools. During the year under report, the number of Primary schools increased by 282 to 4315.

A start has been made in the field of Basic Education. Seventeen Junior Basic schools were opened, fifteen for boys and two for girls.

The number of Middle Schools registered a fall of 106 from 1055 to 949. This was because some of the uneconomical schools were reduced to the primary standard and some of the flourishing schools developed into High Schools.

The number of High schools rose to 429, registering an increase of 51.

Scholars. The number of scholars in the Primary schools has increased by 45,197 to 3,94,282.

Enrolment in the Junior Basic schools was 1978 against nil last year.

In the Secondary schools, the number of scholars rose to 423,583, registering an increase of 11,340.

Teachers. The number of teachers in the Primary schools has risen by 1107 to 9799, out of which 8422 are qualified against 7405 in 1949-50, thus showing an increase of 1017 qualified teachers.

For preparing teachers for Junior Basic schools, a Basic Training school was started at Satrod, District Hissar, with an accommodation for two units of 40 each. Jat Heroes' Memorial High School added a Basic Training Class of one unit of forty.

Besides this, a six week Refresher Course in Basic Education was organized at the Basic Training School, Jagraon, for the benefit of the trained teachers in ordinary schools, 40 teachers (28 men and 12 women) attended the course.

A short Refresher Course was also arranged for the inspecting staff to familiarise them with the fundamentals of Basic Education and thus, to enable them to supervise more effectively basic schools. Twenty-four persons attended it.

The staff of the Junior Basic schools had fortyfour men and twenty women.

The number of teachers in the Secondary schools registered an increase of 580 to 12,571, out of whom 9999 were trained and 843 specially certificated, thus leaving the number of unqualified teachers as high as 1729, i.e. 13·8 per cent of the total number. The percentage last year was 11·7. The lag between the supply and demand of trained teachers is increasing.

Methods of Teaching. With the reconstruction of curricula the method of teaching needed readjustment. But, we were greatly handicapped on account of overcrowding in schools and lack of enthusiasm of the teacher who feels that he is not being paid well. The methods still largely remain traditional with all the term and promotion examinations having the rigidity of external examination. The persistent use of help books and catechisms is a disquieting feature.

The new scheme of studies is expected to remedy some of these defects. Radio Receiving sets, film-strip projectors and educational films are being used more and more as audio-visual aids to education.

Medium of Inspection. The State has been linguistically demarcated into Hindi and Punjabi areas. The medium of instruction in each is the regional language of the area. The teaching of the second language is compulsory in the Middle Departments.

Science and mathematics in high classes are still taught in English.

Results. During the year under report, 17,971 candidates appeared in the Middle School Examination, out of whom 12,118 passed while 45,923 appeared in the Matriculation Examination and 25,448 passed. The large proportion of failures is a commentary on the nature and work of preparatory institutions.

Buildings. The buildings, speaking broadly, remained poor and inadequate as before. Lack of funds, scarcity of building material and rise in prices were the main difficulties. In the countryside people evinced great enthusiasm for constructing school buildings by voluntary contributions and the education received a great fillip.

Control. There are three kinds of educational institutions (i) those directly maintained and administered by Government, (ii) those maintained by local bodies and (iii) those by voluntary associations. All Government institutions are directly administered by the Department through their inspecting staff. Local Body schools are indirectly controlled by the Department as, in most cases, powers of appointment, transfer and promotion of teachers rest with the Inspectors, who act in consultation with the Chairman

or the President of the Local Body concerned. Schools run by voluntary associations must have managing committees approved by the Department.

Expenditure. The expenditure on Primary schools rose by Rs. 14,95,269 to Rs. 94,94,918.

The expenditure on the newly started Junior Basic schools was Rs. 32,867.

Expenditure on Secondary schools amounted to Rs. 1,93,61,935 showing an increase of Rs. 16,53,414.

The total expenditure on education in the State increased from Rs. 430,93,149 to Rs. 487,95,206.

Grow More Food. The Grow More Food campaign continued with unabated vigour during the year. All available land was brought under the plough.

Tree Planting. The Planting of trees is an important activity of the schools and the tree planting work was observed in schools from 1st to 7th July. The number of trees planted was 27,492,214. The survival proportion is remarkable.

Assistance to Harijans. The scheme of special assistance to Harijans in the form of freeships and stipends, inaugurated by the Government last year was continued during the year under report. The number of students who received stipends etc. was 19,564. The total amount sanctioned for stipends, freeships and exemptions was Rs. 305,195/-.

Merger of Enclaves from Pepsu. The exchange of some Pepsu enclaves brought with it the responsibility of looking after 14 more schools as there are thirty-two in the enclaves merged while there were eighteen in the enclaves we lost. The buildings and equipment of these schools

are very poor. Nothing could be done to improve them during the year under report.

Training of Teachers. The training of teachers could not receive the attention it deserves. We did make some progress, but it was not commensurate with the needs of the State. The percentage of qualified men teachers rose from 84 to 86.6 and of women teachers fell from 84.5 to 84.2.

Another Basic Training School was started at Satrod (District Hissar). A Basic Training Class was added to the Jat Heroes' Memorial High school, Rohtak, and a Junior Teachers, Class to the District Board High School, Patti.

The number of junior teachers trained during the year was 1,195 as against 994 last year, registering an increase of 201.

University Education. The university is still without a home, but it has been making steady and on the whole satisfactory progress.

The number of colleges in Punjab, Pepsu, and Himachal Pradesh affiliated to it rose from sixty to sixty seven. The number of teachers in the Punjab Colleges rose from 1007 to 1180. Enrolment of scholars rose from 19,886 to 22,444. The total expenditure of the University rose from Rs. 38,60,691 to Rs.42,09,992.

The following new Examinations were instituted:—

- (a) Diploma in Ophthalmic Medicine and Surgery.
- (b) Degree of Doctor of Philosophy in the Medical Faculty.
- (c) Master of Pharmacy in Pharmacognosy.
- (d) Master of Veterinary Science.

In the fields of sports, too, there was all-round increase in the number of participants in the annual tournament.

In the Inter-'Varsity Tournament, the University retained the Basket Ball and won the Volley Ball Trophy instituted this year. The Tennis Team won the North Zone Finals, but lost to the Madras University in the All-India Finals. The hockey Club also won the North Zone Finals but lost to Osmania University in the All-India Finals.

Five members of the Basket Ball Club were selected for the State and All-India Basket Ball Teams. Four of the former blues in Athletics represented India in the First Asian games.

Education Of Women. The education of women, too, has registered distinct progress. The number of Primary Schools has risen from 1019 to 1061, the number of middle schools from 83 to 88 but the number of High schools has fallen from 41 to 40.

The number of students in the primary schools for girls has gone up from 89,411 to 95,543, in the middle schools from 23,139 to 26,702 and in the High schools from 19,660 to 19,417.

The number of women teachers in the primary schools was 2,506 as against 2,322 last year, in the middle schools 835 against 714. In the high schools, however, it fell from 677 to 668.

Sixty three new posts of teachers were sanctioned by the Government during the year.

In the Vernacular Final examination, 5043 girls appeared out of whom 3976 passed as against 4265 and 2831 respectively last year.

In the Matriculation Examination, 6,065 appeared of whom 3,498 passed as against 4,387 and 2,642 respectively last year.

Though no new college was opened during the year enrolment in the colleges for women increased from 811 to 1011.

In co-curricular activities as well, there was distinct progress. The number of girl guides nearly doubled rising from 949 to 1799. Grow More Food Campaign, Tree Planting, Debates, Declamations, Pageants, Dramatics, Excursions, Classical and folk dancing are some of the other activities in which the girls are taking an increasing interest.

In sports, too, they are going ahead. For the first time after the partition, we sent our team at the Inter-University Athletics held at Allahabad and it won the second place. Hockey for women has been introduced during the year under report.

The girls' unit of the National Cadet Corps had a successful camp at Yole.

Social Education. Social education is one of the most pressing needs of the country, and a problem for the Department of Education. It could not receive the attention it deserves due to shortage of funds. Thirty centres for men and nine for women had to be closed down. Voluntary associations, however, did commendable work in this field. The total number of centres, therefore, was 163 (141 for men and 22 for women).

Enrolment fell from 11,109 to 7808 and the number of adults made literate from 9,649 to 7825.

One hundred and seven cinema shows were given by the mobile cinema units.

Centres for women are developing into work centres where tailoring, niwar-weaving and other handicrafts are taught.

The budget for Social Education for the year was Rs. 1,7,5000/- which is too small for a gigantic problem of this kind.

Physical Education. Physical Education has received special attention of the Department. The new syllabus has made it an essential part of Recreational Activities prescribed as a compulsory subject. We have not been able to make any provision for training Instructors in Physical Education, but the problem is receiving serious attention of the Department.

The number of Boy Scouts increased by 9,941 to 55,013. 3,477 scouts and scouters were trained during the year.

Three Rover and Senior Scout camps and three Beginner Scouters' camps were held during the year to provide training.

Eighteen Head Masters attended a Group Scout Masters' course. The number of Girl Guides has gone up from 949 to 1,99 and guide companies from 50 to 93, of Blue Birds from 2007 to 3230 and of Blue Bird Flocks from 136 to 221. We are ahead of all other States.

Rallies of Girl Guides and Blue Birds were held at Simla, Ambala, Karnal, Hissar, Rohtak, Jullundur, Amritsar, Hoshiarpur and Ferozepore.

The number of Junior Red Cross Societies was 3175 as against 2993 last year and membership was 345,773 as against 239,468. Here, again, we lead the whole of India.

CHAPTER II

Educational Services and Inspection

(i) The strength of the gazetted services was as under.—

P.E.S. (I)

Administration (Direction, Inspection, etc)	...	12
College Cadre.	...	14

P.E.S. (II)

Administration (Inspection).	...	22
Collage Cadre.	...	60
Schools.	...	18

During the year under report Dr. K. C. Khanna, M. A., Ph.D., remained Director of Public Instruction and Education Secretary to Government, Punjab. At the headquarters, the following officers held charge of the different branches of educational administration :

1. Shri Mahan Singh, M. Sc. P. E. S. (I),
Deputy Director of Public Instruction, Punjab.
2. Miss V. Edwards, M. A. P. E. S. (I),
Deputy Directress of Public Instruction, Punjab.
3. Dr. Harnam Singh, M. A., Ph. D., P. E. S. (I),
Inspector of Vernacular Education, Punjab.
4. Shri Inder Mohan Verma M. A. P. E. S. (I),
Registrar, Departmental Examinations, Punjab.
5. Shri Deva Singh, M. A., P. E. S. (I)
Inspector of Training Institutions, Punjab.
6. Shri Iqbal Singh, P. E. S. (I),
Officer on Special Duty, N. C. C., Punjab.
7. Shri Ujagar Singh, M. A., LL.B., P. E. S. (II), Assistant Social Education Officer, Punjab.

(ii) INSPECTION.

There are two divisions in this State, each having one Inspector of Schools and one Inspectress of Schools. There are Deputy Inspectors/Inspectress of Schools at the divisional headquarter and district Inspectors/Inspectresses and Assistant Inspectors/Inspectresses of Schools.

Head Office Changes and Transfers

The headquarters office witnessed the following changes during the year 1950—51 :—

1. Dr. Harnam Singh, M. A., Ph. D., P. E. S. (I), Inspector of Vernacular Education went on deputation as Director of Public Instruction, Pepsu, in January, 1951, and Shri I. M. Verma, M. A., P. E. S. (I), Registrar Departmental Examinations was appointed Inspector of Vernacular Education in his place. The place of Shri I. M. Verma, was taken by Shri Iqbal Singh, P. E. S. (I), Officer on Special Duty, N. C. C.

2. Shri Ujagar Singh, M. A. LL. B., P. E. S. (II), Deputy Inspector of Schools, Ambala Division, was appointed Assistant Social Education Officer with effect from July, 1950.

Inspectors. Dr. Trilochan Singh, Ph.D. (London) Bar-at-Law ; P.E.S. (I), remained Inspector of Schools, Jullundur Division while Shri Ghansham Das, B.Sc. (Hons.), B. T., P. E. S. (I), was Inspector of Schools, Ambala Division during the under yearr eport.

Deputy Inspectors. Shri Ujagar Singh, M.A., LL.B , P.E.S. (II), Deputy Inspector of Schools, Ambala Division, was appointed Assistant Social Education Officer, office of Director of Public Insrruction, Punjab, and Shri Balraj Singh, B. A., B. T., P. E. S. (II), Head Master, Government High School, Ludhiana, was appointed Deputy Inspector of Schools, Ambala Division.

The services of Shri S. N. Sehgal, M. A., P. E. S. (II), Deputy Inspector of Schools, Jullundur Division were lent to Himachal Pradesh as Deputy Director of Education. Shri Bhag Singh Gill, P. E. S. (II), Deputy Inspector of Schools, Jullundur Division retired from Government service on superannuation.

District Inspectors. 1. Diwan Dharam Chand, P. E. S (II), District Inspector of Schools, Hissar, retired from Government service with effect from the 19th September,

1950. Shri Bakhshi Ram Bhandari officiated as District Inspector of Schools from the 20th September, 1950, to 19th December, 1950 and Shri Ram Rakha Mal from the 20th December, 1950, to 31st March, 1951.

2. Shri Shiv Singh Bedi, P. E. S. (II), District Inspector of Schools, Gurgaon, was transferred as District Inspector of Schools, Ludhiana, and Shri R. B. Aggarwal, P. E. S. (II), District Inspector of Schools, Ludhiana, as District Inspector of Schools, Gurgaon.

CHAPTER III

Pre-School and Primary Education

(ii) **Pre-School Education.** Pre-school education has not received the attention it deserves. No arrangements exist for such education except at the Mission School, Moga and Nursery School attached to the Government Girls' High and Normal School, Jullundur. There is great demand for admission to these schools, but for lack of accommodation and inadequacy of teaching staff, only a small number of students could be admitted.

On the initiative of some parents, a pre-kindergarten class for children under five years was started at the Junior Model School, Jullundur, in February, 1951. It is managed by the parents, but is housed in one of the school rooms. It has 26 children. The Lady Superintendent acts as honorary supervisor.

So long only rich parents have been alive to the need for pre-school education, perhaps because they alone can afford it, perhaps because their children have no companions at home, may be, they regard them a nuisance at home.

But with growing awareness and the spread of education, the demand is bound to increase. The existence of a

facility also promotes demand. The attention of the Department, at present, is focussed on Primary and Secondary Education. When finances allow, the pre-school education will be taken up.

(ii) Primary Education (Boys) Introduction : Government set up an Advisory Board of Education in December, 1949, with the Hon'ble Minister of Education as Chairman, to review and reorganise the scheme of studies in our Primary and Middle Schools to suit the changed requirements of the country.

The Board set up four Committees on Primary, Secondary, Physical and Social Education and its recommendations were finally approved and published in May, 1950. Although it left the existing Primary Schools in tact, it added a Basic Craft to the subjects of study, so that when funds and trained teachers become available, these schools could be easily converted into Basic Schools. Basic Education has been adopted as the policy of the State.

The new syllabus for Primary schools provides that two periods a day should be devoted to recreative activities involving the co-ordinated use of the hand and the head. They should be correlated to some project and have a centre of interest for the pupils. Different parts of hand-work and study should then be assigned to different groups and the whole class should discuss the result as also plans and programmes of further work.

The activity hour is intended to be used partly for handwork (craft), partly for discussion and partly for instruction in General Science, Arithmetic, and Social Studies. The activities are listed below :-

Class I

Centre of Interest :— Home and Family.

Class Activities :-

Any of the following :-

1. Building and furnishing a play-house.
2. Furnishing a play house and making a family of dolls to live in it.
3. Making and cultivating a vegetable garden or growing flowers in boxes and earthen pots.
4. Keeping pots, or making, and playing with, models of domestic animals.

Class II

(Centre of Interest :-Home and the Neighbourhood).

Class Activities :

Any of the following :—

1. Building a village or town.
2. Building a bazaar.
3. Making a shop.
4. Running a post Office.

Class III

Centre of Interest : Our Clothing.

Class Activities :

Any of the following :—

1. Raising a small plot of cotton and spinning it.
2. Weaving.
3. Making dolls' clothing.
4. Selling cloth in a cloth-shop.

Class IV

Centre of Interest : Our Food.

Class activities.

Any of the following :—

1. Making a Vegetable Garden.
2. Building a kitchen.
3. Cooking a Meal.
4. Making a Book on Our Food.

Compulsory Primary Education. Compulsory Primary Education is fundamental to all schemes of educational reconstruction, but no provision has so far been made to introduce compulsion on a comprehensive basis. Compulsory education for girls has not been introduced at all as the Act of 1940 has remained a dead letter. Some 'areas' have been declared compulsory areas for boys but the number of scholars in these areas is hardly five per cent of the total population, which is not very different from other areas. Speaking generally, compulsion, has remained limited and ineffective. Difficulties are numerous. In certain areas, the demand for primary education is more than the facilities provided. The question of compulsion, therefore, is related to our ability to provide schools. Things are really the other way round. The Government is being compelled to open more schools. There is now an increasing demand for elementary education and the State will have to provide more schools, if adult franchise is to have any meaning.

There is an inherent defect in the present system which seems to be incompatible with any compulsion. We have a uniform standard and the same school hours in all our schools and start detaining students at the very first class. This will have to be modified if our plans for universal primary education are to bear fruit. Compulsory Primary education to be successful will have to be varied and further broadened. The class promotion examinations will need modification and the age-group idea must be tried. Our system is overloaded with examinations. It needs redistribution of emphasis. Mechanical uniformity will not answer the diverse needs of the different parts of the State.

Some of the existing defects will be remedied when all the Primary Schools are converted into Basic schools, as is the policy of the Department.

The present age of compulsion is 6-11. That again is inadequate. Our ultimate aim is to raise it to the age of 14, when a student can be said to have arrived at a stage when he will not relapse into illiteracy.

The Primary School for Boys. Primary education of the child starts at the age of 5 plus and lasts for 4 years upto the age of 9 plus. The Government decision taken in 1948 to make the Primary a five-year course still awaits implementation, in so far as most of the schools for boys have only the first four classes. Finance and scarcity of building material are the chief obstacles.

Size of Classes. There is overcrowding in urban areas. Ordinarily, 50 scholars are permitted in each section of a primary school but owing to shortage of accommodation, the number sometimes rises to 60 or 65. In such condition instruction cannot be expected to be very satisfactory.

Schools. There are 3254 primary schools in the State, registering an increase of 240 over the previous year. They are distributed as follows : -

Year	Govt.	D B.	M. B.	Aided	Un-aided	Total
1949-50	17	2,577	153	214	53	3,014
1950-51	14	2,817	163	188	72	3,254

Enrolment and Average Attendance. The number of scholars rose by 39,060 to a total of 2,98,734. The average attendance rose to 91.4 per cent as against 89.8% of the previous year.

Single-Teacher Schools. The total number of single-teacher schools is 1,051. Last year, the number was 1,023. The policy is to discourage single-teacher schools but there are areas in which they are a necessity, especially in the hilly tracts of Hoshiarpur and Kangra districts, having 'chos'

and 'khuds' cutting up the country and producing the phenomenon the scattered homestead and multi-nuclear villages. Some of the one-teacher schools in the Kangra district are situated in out-of-the-way places and are indispensable as the locality will not sustain a larger school. District Boards have very tight finances and can incur only the minimal expenditure.

Teachers. There are 7,293 men teachers as against 6,370 last year. Out of these 5,999 are trained as against 5,395 in 1949-50, thus, showing an increase of 604.

The scales of pay of teachers in primary schools are as follows :—

S.V. teachers.	Rs. 50-3-80/4-100/5-125
J.V. teachers.	Rs. 40-2-60/3-80/4-110
Gianies and Shastries working as Vernacular teachers.	Rs. 40/- p.m. fixed.
Untrained Matrics.	Rs. 30/- p.m. fixed.
Untrained Middle pass teachers.	Rs. 25/- p.m. fixed.

These scales are prescribed by Government and are paid in local body schools. The schools maintained by voluntary associations, however, generally pay less, but in some cases they pay more.

The District Board, Jullundur, has decided to grant regular increments to refugee teachers and confirm them with effect from the dates of their appointment in Jullundur District. This step is sure to bring satisfaction to a section of the teaching community.

School Buildings. The school buildings are on the whole, neither well-sited and nor well-designed. The public have in a few places put up new and beautiful buildings.

But local bodies, which own nearly 50 per cent of school buildings, have no money either for repairs or for new buildings. In many places, the buildings are rented or they are free gifts of the public. Many of them were not originally constructed as schools, and are thus incapable of giving complete satisfaction.

As a measure of economy, some District Boards have ruled that the residents of a place desirous of having a school, shall have to provide a site for the building and land for the play fields and also contribute some money towards maintenance, and building according to the instructions of the District Engineer and the District Medical Officer of Health.

Expenditure. The total expenditure on primary schools has risen to Rs. 73,42,283 from Rs. 60,70,503. It is met from the following sources :—

Year	Govt.	D.B.	M.B.	Fees	Other sources	Total
1949-50	38,53,295	12,15,500	5,82,541	77,549	3,41,618	60,70,503
1950-51	45,11,678	14,85,533	7,67,275	91,533	4,86,202	73,42,283

The rise in expenditure is due to increase in the number of scholars necessitating the opening of new schools, the employment of additional staff, annual increments and payment to displaced teachers from the West Punjab the salaries they were receiving before the partition.

Wastage. As regards Ambala Division the figures showing the number of boys and girls in standards I and IV in 1950-51 are given below :—

Enrolment on 3-6-47 I	Enrolment on 31-3-51 IV	Leakage
44,298	27,315	16,983

Reliable figures for Jullundur Division are not available due to the excessive reshuffle of population and reallotment of lands on quasi-permanent basis.

Methods of Teaching. Effort has been made to improve the methods of teaching. The play-way method is being adopted more widely, but there is much lee-way yet to make up. The old teacher is not trained in the technique of relating the school lesson to the life of the child or of making the school atmosphere happy and attractive. The concept of education must be broadened. Better opportunities for community life have to be provided. The child should be made to feel that he is a part of society and has to work in a co-operative spirit. Dignity of labour is to be cultivated. Civic sense is to be developed. A desire to understand and sympathise with needs of his neighbours and his fellow citizens is to be fostered. We have to socialise the child by increasing group activities and community life in our schools. We have depended long enough on mere acquisition of information through books. We have now to stimulate the child's interest and curiosity and to awaken in him adventure and initiative.

Medium of Instruction. Before the partition, Urdu used to be the medium of instruction. Gradually Urdu is being replaced by Hindi and Punjabi. Every student learns to read and write both these languages before he finishes his primary education.

Control. There is no change in the position regarding delegation of powers by local bodies to the District and Divisional Inspectors of schools by various District Boards, and Municipal Committees. Control of private schools continues to be in the hands of their respective managements, some of whom expressed willingness to hand over their

institutions to local bodies. Local bodies, however, could not accept the responsibility due to financial stringency.

Relations between the officers of the Education Department and the local bodies delegating powers have remained happy and cordial, there being no conflict or friction.

Reorganisation and Development. As soon as funds permit, the 5th class will be added to the four classes of primary schools which so far do not provide for instruction in the five-year course.

Government policy, further, is gradually to turn all primary schools into Basic schools.

CHAPTER IV

Secondary Education (Boys)

Introduction. A notable feature of the year under report is the execution of the recommendations of the Punjab Advisory Board of Education. Under the revised scheme, English has been eliminated from the V class and made optional in other classes. That is in consonance with the policy to replace English by Hindi as the *lingua franca* and by the regional language of the State. Emphasis has been laid on recreational activities and crafts. Basic Education has been accepted as the future system of education in the State. In the first instance, it is to be introduced in the primary classes only and will be extended to the secondary department when the existing scholars of the Basic Primary Schools reach the secondary stage.

The subject of study for classes from V to VIII are listed below :—

1. Language.
 - (a) Mother tongue.
 - (b) Second regional language
(Hindi or Punjabi or Urdu).

2. **Mathematics.** (Elementary Arithmetic for class V. Algebra, Geometry and Elementary Mechanics for Classes VI to VIII)
(in the case of girls Arithmetic with special emphasis on household accounts).
3. **Social studies** (History and Civics with special reference to current events and Geography with emphasis on trade and commerce).
4. **Every-day Science.**
5. **Recreational Activities**
6. **Practical Arts** (Agriculture with special reference to soil conservation measures)
Or
Domestic Science (for girls only)
Or
Spinning and Weaving
Or
Any other craft or crafts with the previous approval of the Department.
7. **Elective subjects** (for classes VI to VIII only, two subjects to be taken up).
- (i) Classical language.
(ii) Drawing.
(iii) English.
(iv) Music.
(v) Tailoring.
(vi) Needle work (for girls only).

A welcome feature of the new syllabus is the importance

given to arts and crafts and recreational activities. The new curriculum places them on par with other subjects. The importance of craft for the intellectual as well as emotional growth of the child cannot be over-rated. Agriculture has been given a very prominent place. Pupils will be required to carry out all operations of cultivation and gathering of crops. Plots will be allotted to individuals and groups for growing seasonal vegetables and flowers. For practical work, tools for the children according to their age and capacity would be provided. The practical and the theoretical courses for each year would be correlated. The theoretical studies would be based upon practical work done on the farm on observations made outside the class-room. Lessons on crops and vegetables in all classes will be related to the planting season. The crops, agricultural operations, animals and implements of the farmers in the neighbourhood would be utilized for observation and also to make up for what the school plot is not able to provide. It will, therefore, be essential that trips to the neighbouring villages and fields should be made frequently and that a very careful and systematic record of observations should be kept by each pupil. Students should learn the why and wherefore of simple things observed in the garden, the farm and in the neighbouring fields. Pupils will take up one industry allied to agriculture out of the following, according to the locality and facilities available :—

- (a) Poultry farming.
- (b) Silk rearing.
- (c) Sericulture.
- (d) Bee-keeping.
- (e) Vegetable and food preservation.
- (f) Pig farming.

Record of the work done will be kept by the boys in

their note books and assessed at the annual examination along with albums of plants, specimens of fungi and collection of insects in show-cases.

Spinning and Weaving are next in importance, and include :—

Class VI

1. Practice in the following processes will be continued from the Junior Basic stage :—

- (a) Cultivation of cotton in the fields.
- (b) Spinning.
- (c) Carding.
- (d) Dyeing of Yarn.
- (e) Duree and Niwar weaving.

2. In addition the following processes of weaving will be taught :—

- (a) Reeling.
 - (b) Piecing.
 - (c) Warping.
 - (d) Spreading and sizing.
 - (e) Double Warp weaving on the hand loom.
 - (f) Finishing.
3. Dyeing of cloth (four colours).

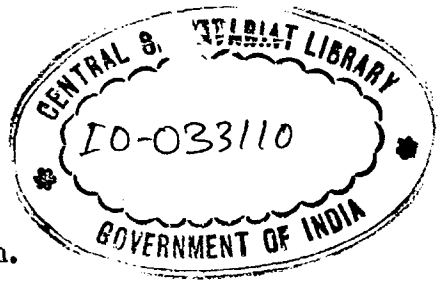
Class VII

1. Practice of the processes already learnt to be continued.

2. Finer Designing in Duree and Niwar making.
3. Weaving of plain cloth or twill with stripe and check effect.
4. Dyeing with fast colours.
5. Simple Calico printing.

Class VIII

1. Practice of the various processes already learnt in classes VI and VII to be continued.



2. Fitting up of simple loom.
3. Designing of prints for cloth.
4. Bleaching, washing of cotton textile and drying, cleaning of woollen garments.
5. Planning and simple calculation of cost for cotton or woollen garments.

The new syllabus for recreational activities is as follows:—

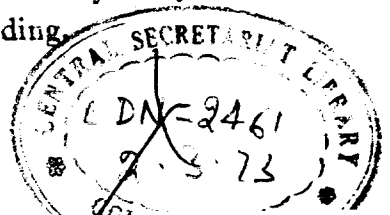
Class VI

Physical Education.

- (a) Free play like follow the leader, finding the partner, vaulting for boys only, crawling under, running round and riding, circle chase.
- (b) Drill done to command by counting and with the accompaniment of music wherever possible.
- (c) Introduce Fancy Marching and "About Turn".
- (d) (i) Competitive games.
(ii). Introdution of athletics.
- (e) More of rhythmic games with music or songs.
- (f) Agility exercises (Cart-wheel, Wheel barrow, forward and backward rolls, leapfrog) for boys only; skipping for girls.
- (g) Folk dancing.
- (h) Introduction of major games.
- (i) Tender foot tests complete, week-end camps, investiture.

Classes VII and VIII

- (a) Free play with ample variation of obstacles and also running, hopping and skipping in a circle. Forming groups of twos, threes, fours etc , on signal, Tug of war in twos, School Boys' frolic, vaulting for boys only and crawling under, running round and riding.
- (b) More of Rhythmic exercises.



- (c) Competitive games.
- (d) Athletic events like running races, long jump, high jump, throws and shot put according to age-groups.
- (e) Major games like Hockey, Football, Volleyball, Net Ball, Badminton and Rugger Touch according to age-groups.
- (f) Scouting and Girls' Guiding. Second Class tests in VII and First Class in VIII. Hikes and camps in both.
- (g) Intensive practice in marching stunts.
- (h) Agility exercises on apparatus like vaulting box. Vaulting buck. and mattresses for boys only, skipping stunts for girls.
- (i) Leadership through Group System in teams and games with Patrol System.
- (j) Folk dancing (Local dances).
- (k) Exercises with light apparatus like dumb bells, wands (Indian Clubs, Flags, Poles, Hoops and Lazium etc.).
- (l) First aid for juniors in Class VIII.
- (m) Physical efficiency tests to be introduced from Class VI onwards.

Teachers. But we cannot perform miracles by merely changing the syllabus. The teacher is by far the most important and influential factor in all education. Curricula, however, progressive, can achieve little unless they are vitalised by the personality of the teacher. The teacher, unfortunately, remains and will for some time remain what he is. The pre-service training is not adequate and in-service courses though started, have not been organised on any large scale. There is dissatisfaction with the scales of pay. The prestige of the profession is low. Teaching is ill paid, and the most maligned of professions. No wonder that the teacher is unhappy and discontented. The revision of grades is an urgent necessity, but the lean finances do not

permit the State to shoulder the burden. The new order in education demands a new type of teacher. To attract the right type of person to the teaching profession, it is necessary to pay adequately. At present after school-course, coaching of students for remuneration and writing of help books occupy his time, to the detriment of sound education.

The grades of pay of the teachers of the various categories are summed up below :—

	<i>Senior Teachers</i>	<i>Junior Teachers</i>
Teachers in Govern- ment Service.	1. 90-5-150. 2. 150-10-220 3. 230-10-300	1. 50-3-80/4-100 2. 105-7-140 3. 140-10-220
Teachers in Local Bodies' Service	1. 80-4-100/5-120 2. 90-5-150 3. 125-5-150/6-180 4. 15-10-270 5. 230-10-300	1. 50-3-80 <u>pause</u> 2 years 4-100- <u>pause</u> 3 years 5-120

In schools maintained by voluntary associations the grades current in Government and local body schools with slight modifications are followed.

The rates of dearness allowances paid to teachers in Government schools are Rs. 25/- p. m. upto a salary of Rs. 50/- Rs. 35/- p m. upto Rs. 100/-, Rs. 40/- upto Rs. 150/-, Rs. 45/- upto Rs. 200/-. The Local Bodies also pay the Govt. rates of dearness allowance to their teachers. In the case of private schools, however, the rates vary from institution to institution. It is, however, obligatory to pay dearness allowance at Government rates in schools permitted to enhance tuition fees.

Teachers in non-Government schools enjoy the benefit of the provident fund to which they contribute one anna per rupee of their monthly salary, an equal amount being contributed by the employers.

During the year under report, 11,098 men teachers were borne on the staff of the schools as against 10,609 in the previous year. Out of this number, 8671 are trained and 809

especially certificated. This leaves the number of untrained uncertificated teachers as high as 1588 i.e. 14.3% of the entire number. The percentage last year was 12. That is mainly because some of the private schools find it economical to employ untrained teachers. There is also a paucity of trained teachers especially of Science, Drawing and Physical Education. If the J. A. V. Class for men teachers is revived, the position will improve considerably. It is also expected that as the old untrained, teachers retire and are replaced by the new trained teachers, the proportion of trained teachers, will be higher.

It is the policy of the department to eliminate the untrained teachers. It gives no grant to the aided schools for the untrained teachers in its employ and so far as possible does not employ untrained teachers in Government or local body schools.

Scheme of School Classes (Boys) :—The secondary school of the State consists of six classes V to X. First four classes constitute a Middle and IX to X the High Department. Most of the secondary schools are only middle schools, which are classified in two categories (i) Those in which the teaching of English is obligatory (ii) Those in which it is optional. Some of the Middle Schools have only two classes i.e. V and VI and are designated as Lower Middle Schools. But the policy of the Department is either to upgrade these schools or to reduce them to the Primary Schools. For such students as do not want to take up English in the Middle Department, provision has been made for special classes in some High Schools to impart instruction in English. Such students after passing the Lower Middle Schools study for one year in the special class and then join the VII class, and those who pass the Middle School have to study for two years in the special classes with a view to join the IX class of a High School. The Department conducts the Middle School

Examination optional in the case of students studying in schools, with English and compulsory in the case of other schools.

At the end of the High School course, the students are required to take the Punjab University Matriculation Examination.

Size of Classes. The Department permits 50 students as the maximum number in a class in secondary schools. Generally, however, secondary schools are overcrowded, and the number in many cases rises upto 65. This is not as it should be, but cannot be helped unless more secondary schools are established or more accommodation is available in the existing schools.

Schools. The number of High Schools has risen to 389, indicating an increase of 52, while the number of middle schools has registered a fall of 111 from 972 to 861. The fall in the middle schools is primarily due to the abolition of a number of uneconomical lower middle schools, which have been reduced to the primary status, and the more flourishing middle schools have developed into High Schools.

The State has, on an average, one High School for every 97 square miles against 111 in the previous year.

Scholars. Progress in enrolment is proportionately much larger than the number of schools. There are 377464 scholars under instruction against 370044, indicating an increase of 7420. This is gratifying, particularly when studied in the context of the financial stringency through which the State is passing. A High School has an average enrolment of 562 and a Middle School of 184.

Model Schools. There is one Model Middle School in every Tehsil. Their number remains the same as in the last year i.e. 52. These schools serve as models to the

neighbouring schools. They are better staffed and equipped. They experiment in modern methods of teaching. Their special features are milkbar, midday meal, the school band and rural reconstruction work.

School Buildings. The schools, particularly those situated in towns, have outgrown their present accommodation. Scarcity and high cost of building material have made the problem very baffling indeed. There is, however, great enthusiasm, almost an afflatus among the masses to put up school buildings by voluntary subscriptions with a view to having their schools upgraded. The Department is harnessing this enthusiasm and encouraging local bodies and voluntary associations to give schools to rural areas. The old building plans of the Department need revision with a view to making them more economical and suitable for different localities.

Expenditure Direct expenditure on Secondary schools has mounted to Rs. 16,953,925/- showing an increase of Rs. 14,06,903/-. The cost per scholar works out at Rs. 44.9 against Rs. 42/- of the previous year. The increase in cost is due primarily to improvement in teachers' scales of salary and dearness allowance.

Methods and Standards of Teaching. Teaching has been handicapped by (i) overcrowding in schools (ii) indifference of the teacher who feels that he does not get enough for his labour and is consequently not putting his heart into the work. He does not ordinarily endeavour to keep himself abreast of modern trends and methods of education. There is urgent need of raising the pay and prestige of the school teachers.

The examinations still loom large in our system. Students use help-books and catechism to pass the examinations. Individual attention to pupils is not possible because of large classes and overcrowding in schools. The Depart-

ment guides the work of the teachers through the inspecting staff as also by organising refresher courses for them. A new scheme of studies has been evolved and it is expected to promote understanding of the subject and discourage cramming. Audio-visual aids to teaching have been introduced in many schools. They have radio receiving sets for the students to listen in. Some schools have projectors for showing educational films. Extra reading committees, literary clubs, dramatic clubs and the other activities supplement class instructions.

Medical Examination :—All high schools have medical examination and follow up treatment of their pupils. Bigger schools have wholtime medical officers and dispensaries. Others have part-time medical officer or combine together to have a joint dispensary with a doctor in charge of it. During the year under report 170326 pupils were medically examined out of whom 34,065 were treated for various diseases or deficiencies as against 97,585 and 15,239 last year.

Teaching of Agriculture :—One hundred and two Secondary schools have agriculture farms or garden plots attached to them for the teaching of agriculture and rural science. A few schools have manual training centres too. Arrangements also exist in schools for hobbies like making of soap, face cream, vaseline, polish, paints, chalks, wood-work, leather work and pottery.

Education in Rural Areas :—It is gratifying to note that education in rural areas is spreading fast. While the number of middle schools on the whole decreased from 938 to 829, the number of high schools situated in villages increased from 151 to 186 and the number of scholars from 2,15,831 to 2,20,079. Re-distribution of the High Schools is under consideration. We have been receiving offers of buildings for starting schools in the countryside. Special grants to local bodies and other institutions for buildings have been given. In certain

backward areas, fee concessions and stipends are given to the children of agriculturists. The Department is fully alive to the need of rural education in the new democratic set-up. Whereas the number of boys per thousand male population attending general schools in urban areas has gone down from 175 to 170, the corresponding number in the rural areas has gone up from 75 to 82.

Medium of Instruction :—Hindi and Punjabi are both recognised as regional languages of this State.

Punjabi is the medium of instruction in Punjabi-speaking areas in all schools upto the matriculation stage and Hindi is taught as a compulsory second language from the last class of the primary Department and upto the Matriculation stage, but in the case of girls, in girls schools, upto the middle classes only. Likewise, Hindi is the medium of instruction in the Hindi-speaking areas in all schools upto the matriculation stage and Punjabi is taught as compulsory second language from the last class of the primary department and upto the Matriculation stage, but in the case of girls, in girls schools, upto the middle classes only.

There will, however, be cases where the parent or guardian of a pupil may wish him/her to get instruction in Hindi in the Punjabi speaking area and in Punjabi in the Hindi-speaking area, on the ground that Hindi/Punjabi and not the regional language is his/her mother tongue. In such cases, without questioning the declaration of the parent or guardian, arrangements are made for instruction in Hindi/Punjabi during the primary stage, provided there are not less than 40 pupils in the whole school wishing to be instructed in Hindi/Punjabi or 10 such pupils in each class. Under these arrangements Hindi/Punjabi will be the medium of instruction for such pupils in the primary stage but the regional language shall be taught as a compulsory language from the 4th class in the case of boys schools and 5th class in the case of girls schools.

In the secondary stage also the medium of instruction of pupils described in the above paragraph will be Hindi/Punjabi if 1/3rd of the total number of pupils in a Government, Municipal or District Board School requests for instruction in Hindi/Punjab. Government will also require aided schools to arrange for instruction in Hindi/Punjabi if desired by 1/3rd of pupils, provided that there are no adequate facilities for instruction in Hindi/Punjabi in the area. If this condition of 1/3rd is not satisfied, then in order to facilitate the switching over to the regional language as medium of instruction in the secondary stage, Hindi speaking/Punjabi speaking pupils will be given the option of answering questions in Hindi/Punjabi for the first two years of the secondary stage. The regional language would, however, be a compulsory subject of study, throughout the secondary stage.

To meet unforeseen situations arising out of the demand for imparting education in a medium other than the regional language, Government may issue further directions for necessary modifications.

In an unaided recognised school the medium of instruction will be determined by the management. It will not be obligatory to provide facilities for instruction in any other medium, but it will be incumbent on it to provide for the teaching of Punjabi or Hindi, as the case may be, as a second language.

Science and Mathematics in High classes are still taught in English.

Control. The secondary schools are maintained by the State Government, local bodies and voluntary associations with State assistance. Government institutions are directly controlled by the Department through the inspecting staff. Local Body schools are indirectly controlled by the

Department as in most cases powers of appointments, transfers and promotions of teachers have been delegated to the inspecting staff who act in consultation with the chairman or the president of the local body concerned. Managing bodies of schools maintained by voluntary associations must be approved by the Department.

Secondary schools with English are supervised by the Divisional Inspector of Schools and the Middle and Primary schools by the District Inspector of Schools.

Scholarships, Stipends and Exemption from Tuition Fees. Middle School scholarships of Rs. 4/- p. m. each are awarded in classes V to VIII on the results of a competitive test held by the inspecting staff at the close of the primary course. These scholarships are payable from local bodies' funds. Scholarships at the rate of Rs. 6/- p. m. are awarded in high classes from the State revenues on the results of the Middle School Examination conducted by the Department. Under the Harijan Welfare Scheme of the Government, Harijan and backward class students are exempted from the payment of tuition fees in all the secondary classes. Besides, the students are given a stipend of Rs. 6/- p. m. in the High Department.

All schools with English are required to exempt poor and deserving students from the payment of tuition fees upto a maximum of 15% of the number on rolls. The maximum limit in the case of other schools is 25%.

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

Examination Results. The results in the Middle School Examination of the Department and the Matriculation of the Punjab University are indicated in the table given below :—

Matriculation Examination.		Middle School Examination			
No.	No.	Pass	No.	No.	Pass
appeared.	passed	%	appeared.	passed.	%
39,860	21,950	55	12,928	8,142	63

CHAPTER V

Basic Education

Introduction. The State had adopted in 1948-49 Basic Education as the goal, but no school had yet been set up and no scheme of studies formulated. The Punjab Advisory Board of Education set up in 1949, recommended the new syllabus with the following objectives in view :—

1. To develop love of truth and moral values.
2. To help the child to develop healthy body and healthy mind.
3. To provide opportunities for the child to develop his personality and to enable him to understand his environment in relation to his basic needs (food shelter, and clothing).
4. To help each pupil to use in his daily life the skills of reading, writing, arithmetic, seeking information and expressing himself creatively and artistically.
5. To develop in the child qualities of good citizenship and to imbue him with patriotic fervour, helping him to take his full share in the life of the home, neighbourhood and country.
6. To develop in the child zeal for the service and betterment of the society, in which he lives.
7. To provide facilities to the child to make his full contribution to the wealth of the nation in learning through purposeful, creative and productive activities, related to the basic craft suited to his environment.

The syllabus is as follows :—

1. **Basic Craft.** Agriculture or Spinning and Weaving
Or
Activities for Primary Schools.
2. **Health and Social Activities and Social Studies.**
3. **Language Mother tongue (Hindi or Punjabi or Urdu)**
4. **Second Regional Language (Hindi or Punjabi or Urdu).**
5. **Arithmetic.**
6. **General Science.**
7. **Recreational Activities, including Physical Education.**

Agriculture has been adopted as the major craft, but it is to be supplemented by other crafts such as spinning and weaving, woodwork or clay-modelling in order that the children may go through a series of integrated experiences of the three basic needs of life, namely, food, shelter and clothing. The pupils are provided with a piece of land as a garden plot and suitable tools for growing vegetables and flowers. Each pupil keeps a diary for recording his daily work in the garden and his observations. As he advances he is put to growing food crops as well as some cotton in addition to vegetables, preferably by corporative effort. Ultimately in V class, food is made the centre of interest and it is made clear to him or her that everyone should make his or her contribution to its production. Visits to neighbouring villages and fields are included and a very careful and systematic record of the observation is kept by each pupil.

In areas where cotton is grown, the children learn all the processes from the growing of cotton to spinning and simple weaving. All these processes are correlated with self expression, work in language, drawing, modelling, music, dramatics and simple arithmetic. As the pupil advances he is put to ginning, dyeing and weaving of Niwar, belts,

tapes and durries. As before, a careful and systematic record is kept by each pupil.

Health and Social Activities include personal and social hygiene, elementary laws of health, manners, civic sense and simple co-operative games.

Social studies are related to the pupil's daily experiences and interests in the immediate environments. The material is presented to the classes round the three primary needs of man, viz, food, shelter and clothing.

Recreational Activities include drawing and painting, clay modelling, handwork inclusive of string-making, book-binding, and toy-making, sewing (for girls only), singing, dancing and dramatics. The objective is to give opportunities for self expression and not mere acquisition of skills. The children are given freedom of choice in subject and material, and interest of the child and not perfection in performance is aimed at; criticism and correction of defects are reduced to the minimum. The following are the pre-requisites for starting a Basic School :—

- (i) A suitable school building with proper arrangement for light, air, water, urinals, latrines and enclosure.
- (ii) Space in the school compound for gardening, outdoor activities and play and in the class room for craft work and other activities.
- (iii) Equipment for class work, library, crafts, creative and recreational activities.
- (iv) Trained and earnest teachers understanding and believing in the objectives in the syllabus.

Training of Teachers. The first step towards implementing the suggested scheme of studies was the training of the teachers. With the help of the Government of India, 11 teachers, 7 men and 4 women, had been trained in (1949—50) at Jamia Millia, Dehli and Wardha and a training school in basic education for primary school teachers had

been started at Jagraon in the Ludhiana District. It is a co-educational institution with both men and women teachers. Forty men and twenty women had been trained there. A Refresher Course had also been organized to familiarize the already trained personnel with fundamentals of basic education. Forty teachers, 24 men and 16 women had attended this course.

During the year under report the Department started another Basic Training School at Satrod, District Hissar. With the school at Satrod each Division has now a Government Basic Training School of its own. Authorities of the Jat Heroes Memorial High School, Rohtak, made a commendable move in starting a training class which is expected to satisfy the needs of the Haryana Districts of the State, i. e. Rohtak, Hissar and Gurgaon. The three institutions provided to arrange for the training of teachers as follows :—

Name	Units	No.
1. Government Co-educational Basic Training School, Jagraon.	3 (two for men and one for women)	80 men and 40 women
2. Government Basic Training School, Satrod (now at Pabra).	2	80 men
3. Jat Heroes' Memorial High and Basic Training School.	1	40 men

Organisation of the Basic Training Schools. The duration of the course is one year and the minimum qualification for admission is a pass in the Matriculation or an equivalent examination. The department decided to give the basic trained teachers an initial start of Rs 50/- in the grade of Rs. 40-2 60/3-90/4-110 meant for the traditional type of teachers. Local bodies, however, felt embarrassed on account of financial stringency. It was, therefore, considered desirable to admit non-matriculates as well to the Basic Training

Schools, who have at least passed the Middle School Examination of the Department. Such admission was allowed as a measure of emergency in training schools, maintained by voluntary associations, until financial resources of local bodies improve.

The training schools are residential institutions, though no adequate arrangements exist to enable the students to lead a corporate life. The students at Satrod are residing in houses, scattered over the village. Their greatest need is a building of their own where they can have Community mess, Community spinning and Community work in the field. Social service is a cardinal part of the training. Each institution is required to select some village in the neighbourhood where the students are trained in organised social work. Agriculture and gardening or spinning and weaving and drawing are the compulsory crafts in the institutions. Besides, there are numerous subsidiary crafts as card-board modelling, clay modelling, house craft, preparation of jams, jellies and squashes, paper making and like of which the trainees can choose according to their tastes and aptitudes. Qualified P. T. Supervisors have been engaged by each institution to conduct morning and school P. T. as also to organise evening games. Among other activities may be mentioned literary societies, dramatic clubs and camp fires.

There is no external examination conducted by the Department. Each institution is required to maintain records of individual progress in all subjects of theory, practice of teaching, as also in the crafts. The candidates are declared successful or otherwise on the basis of these records as also on that of the quarterly examination results. The Department issues a diploma in basic education to successful candidates on the recommendations of the head of the institution. This diploma is made final after three years of satisfactory work in recognised schools. The Department

arranges to supervise the work of the institutions through their inspecting staff and lays down principles to be followed in the training of the teachers in these institutions. It is expected that the institutions would provide efficient training without the need for external examination. The experiment is, however, being watched with interest and without prejudice.

Refresher Course in Basic Education. During the year under review a Refresher Course in Basic Education for six weeks was organised at the Basic Training School, Jagraon, for the benefit of the already trained Junior Teachers. Forty teachers (28 men and 12 women) attended the course. These teachers came mainly from the schools which had possibilities of being converted into the basic pattern.

The Department also felt that it was necessary to familiarise the inspecting staff with the fundamentals of Basic Education, so that they may be in a position to supervise basic schools. A short Refresher Course was, therefore, arranged for the Assistant District Inspectors of Schools and District Inspectresses of schools at the Basic Training School, Jagraon. Twenty-four persons attended the course.

Basic Primary Schools. No basic school could be started during 1949—50. In the year under report, however, seventeen basic primary schools were started, fifteen for boys and two for girls. Enrolment in these schools was 1978. The cost in respect of all these schools worked out to be Rs. 32867. The staff consisted of forty-four men and twenty women.

These schools are run by local bodies on cent per cent grant from the Government. Of these, the one at Karnal (Ambala Division) and the other at Oel (Jullundur Division) are being maintained by the Government to serve as models for each of the two divisions of the State. The former is a big co-educational school with 945 scholars on roll and is a gift of the District Red Cross Society, Karnal, while the latter provides a nucleus for rural uplift activities.

Tarn Taran Experiment. A useful experiment in basic education has been made in the sub-division of Tarn Taran, District Amritsar. The Assistant District Inspector of Schools held a ten days' training camp for teachers in his sub-division to familiarise them with principles of basic education. These teachers have formed a Basic Education Society of the sub-division and introduced spinning in the schools without financial help from the local bodies. The boys were able to spin two maunds of yarn, ranging from six to forty counts, which fetched them Rs. 200/-. With this amount they were able to pay the sums borrowed from the school Red Cross and to earn a small profit. Such experiment will go a long way towards facilitating the conversion of the existing non-basic schools into basic, the ultimate goal of the Department.

The ideology of Basic Education is being disseminated among pupils, teachers and public in general. That will change their outlook on education and give them a new perspective. That will foster in them desire for self-sufficiency and self reliance in the matter of daily needs, especially those of food and clothing. Further progress in the field of Basic Education is possible only if the real implications in its economic, social and educational aspects are appreciated not only by the teachers and the inspecting staff but also by the public in general.

CHAPTER VI

Social Education

Introduction. Social education is a difficult and obstinate problem which has not been solved by the spasmodic efforts of the past. The masses are leading a dull and drab existence oppressed by ignorance, poverty and disease. They

are so absorbed in the struggle for existence that life of the mind has little meaning for them.

So for social education has been more or less synonymous with adult literacy. With the advent of freedom, however, it was necessary to modify and enlarge the concept. Mere literacy will not meet the requirements of the sovereign democratic republic and it has to be supplemented by knowledge of civics, personal and community hygiene, sanitation, simple crafts, information about things of everyday life and cultural and recreational activities. The real problem is to make village life fuller and happier and to prepare the masses to participate actively in group life and to exercise the franchise intelligently and independently. The social education had, therefore, to be retrieved from its narrow concept and transformed into a purposeful drive towards fuller living.

Social Education was adopted in this State under a directive of the Government of India in 1949. A Social Education Officer was appointed in 1949 and his assistant in 1950 to run the scheme. Four Social Education Training Camps for teachers and volunteers were organised and 124 centres including 28 for women were started under the Education Department. A Social Education Sub-Committee of the Provincial Advisory Board of Education drew up a detailed programme for pamphlets, literature, charts and films required for the purpose. The scheme comprised, besides the 3 R's, Health and Hygiene, Geography, Agriculture, Everyday Science and Civics, and for women, needle-work, laundry, cooking and hand work.

Number of Centres. Most of the centres started last year continued functioning till the end of February, 1950. In March, however, 30 centres for men and nine for women had to be closed down due to shortage of funds. The number of social education centres at the end of the year was 95 (76 for

men and 19 for women) as against 134 last year. This was extremely unfortunate but could not be helped. Besides this, 12 centres (9 for men and 3 for women) were organised by the Jails Department and 55 men centres (53 aided and 2 unaided) by voluntary associations. The total number of centres, therefore, was 163 (141 for men and 22 for women). This number is very inadequate. Our target is 500 centres for the whole State (250 for men and 250 for women). A large number of teachers in Secondary schools, the authorities of the Jails and the East Punjab Railway voluntarily carried on Social Education work in their areas. The department has not so far framed any rules for the affiliation and recognition of these centres and it is difficult to measure the success achieved by them.

Organisation. The Social Education Officer assisted by Social Education Supervisors, one for each Division, has been in charge of the Social Education work. Appointment of Social Education Volunteers, their transfer and inspection of the Social Education Centres, has been vested in the Divisional Inspectors/Inspectresses of Schools, District Inspectors of Schools/District Inspectresses of Schools, Assistant District Inspectors of Schools/Assistant District Inspectresses of Schools, who have been submitting reports on the working of the Social Education Centres in their respective jurisdiction.

Scheme of Education. Each of the Social Education Supervisors has a mobile cinema unit and a van with equipment for audio-visual education. The Social Education Supervisor visits the centres and gives film shows and talks and demonstrations. During the year under report 107 cinema shows were given by the mobile cinema units. The gathering at these shows are very large and keen. The centres have been provided with radio sets, petromax lamps, durries, blackboards, chowkies, reading and writing material and library books.

Centres for women are being developed into work

centres. Handicrafts like making of Azarbands and Niwar weaving, Phulkari and needle work and spinning are taught in these centres. In centres for men, crafts like mat making, bamboo craft, rope making and bee-keeping are being taught according to local traditions and the material available. Thus, besides imparting skills in reading and writing, effort is being made to develop these centres into work centres. Recreation as well as information is provided by the radio sets installed in the centres, while the Social Education Supervisor with educational and other films of rural interest gives the masses useful information with audio-visual aids and mobile cinema.

The maximum stay of a Social Education Centre in a locality is two years. The centres, are, thus, shifted from locality to locality. The shifting of centres is done on the recommendation of the Divisional Inspectors or Inspectresses of Schools of the two Divisions. Literacy tests are given at varying intervals of 3 to 6 months according as the centres have pupils ready for the test. The successful candidates will, in future, be given literacy certificates. Some of the activities of the centres are indicated below :—

- | | |
|----------------------|--|
| 1. Vidya Mandal | Literacy and library activity |
| 2. Charcha Mandal. | For discussion of news and views |
| 3. Sankirtan Mandal. | Kathas, recreational activities with the help of radios. |
| 4. Sewa Mandal. | For training people in medical relief and first-aid. |
| 5. Khel Mandal. | For sports and games. |

For every activity, a diary is being made and daily attendance is being recorded and watched.

Each centre has a library. One hundred books form the nucleus of each centre library.

Twenty to thirty books actually remain in circulation.

A monthly Social Education Bulletin is published in bold type containing topics on education and other interesting reading matter for adults.

Government of India supplied 400 pamphlets produced by Idara-i-Talim-o-Taraqi, Delhi.

Great need is being felt for the production of literature in Hindi and Punjabi suitable for the need of adults. Effort is being made to fulfil it.

Expenditure. Education Department budget for the financial year under report for Social Education was Rs. 1,75,000/-. Voluntary organisations engaged in Social Education work are also subsidized by the State Government under this scheme. A sum of Rs. 7,420/- was given to private organisations engaged in such work. The sum is too small. Two cinema vans cannot serve twelve districts of the State effectively. Ideally every district should have a van of its own and at least forty centres, 20 for men and 20 for women. At present our average is less than eight

Scholars. The total enrolment during the year was 7,724 as compared with 11,109 last year and of the adults made literate 7,825 as against, 9,649 last year. The fall in number in both cases is obviously due to the closing down of centres, occasioned by paucity of funds.

Reorganisation and Development Recruitment of highly qualified personnel for the Social Education Centres has been engaging the attention of the Department. At present workers are recruited on temporary basis at Rs. 75/- p. m. inclusive of all allowances as the Social Education Scheme in this State is not permanent. The recruited workers seek permanent and more lucrative jobs. Trained Graduates will have to be recruited and given assurance that they will be absorbed in the Department if they put in good work in carrying out the Social Education Scheme.

The greatest difficulty experienced in the centres was the enrolment and bringing together of adults. The programme for the centres has been chalked out, but it cannot

be properly worked unless suitable workers fully conversant with the technique of handling adults are employed. Such workers cannot be found ready-made and have, therefore, to be trained before they can successfully handle the task entrusted to them. Adults cannot be persuaded to come to the centres through the agency of the police. Centres have to be made attractive so that adults may feel tempted to come to the centres at fixed hours. The money spent by the Government and the equipment supplied to the centres will all go waste, if the persons in-charge of the centres are not properly selected and suitably trained. A regular training centre is our greatest need and will have to be set up at an early date. At present we depend on the annual Refresher Courses; but they are not enough. We need efficiently trained workers for a movement which has undergone a complete change as a result of new ideas.

A vast amount of work is awaiting in this field and though the scheme is proving its utility, the progress is very slow. The masses have to be shaken from apathy and ignorance. They have to be made conscious of their rights and duties to the State and trained to work for their social, economic and intellectual betterment. We have to enable villagers to become self-sufficient and intelligent citizens to take their rightful place in the new India. We have to enlist non-official local enthusiasm in the liquidation of illiteracy and to make the people feel that they are an integral part of the democratic State.

One of the problems engaging the attention of the Department has been the wastage and leakage in the literacy drive. It has been observed that attendance falls off during the end of the year due to causes, such as pre-occupation with the harvests, the general poverty of the villagers, the fatalistic attitude of the common man, and more than that

the lack of trained personnel. The transformation of the dull literacy classes of the former days into real social education centres has done much to evoke interest, but a realistic approach to the problem is needed. Some legislation is needed to make the work effective as in the case of Primary Education. For example, if everybody who submits an application for any purpose whatever is required to sign his name instead of putting a thumb impression, to begin with, and ultimately to write out the application himself, it will give a strong impetus to the movement as enjoyment of right will depend upon the effort of the individual. Although to be productive of results, social education must be a spontaneous yearning on the part of people and should depend more on propaganda than on legislation yet some form of mild compulsion is essential at the initial stage in a country where more than 87% of the people can neither read nor write and where nearly one-third of the total number of illiterates of the whole world reside. To reclaim the masses from the cultural apathy which characterises them is a problem which calls for attack on all fronts. This position must be recognised if social education is to yield the results expected of it.

Further, the literacy drive must be linked up with economic betterment. The adult should be made to realise the necessity of becoming literate as a pre-requisite to social betterment.

CHAPTER VII

University Education

Introduction. The Punjab University is both an affiliating and a teaching University. It controls the affiliated colleges by prescribing conditions for affiliation and sends Inspection Committees to enforce them.

It is the aim of the University to revive and establish all teaching departments.

With a view to improving the qualifications of teachers and the standard of teaching and research, the University has a scheme of sending teachers abroad for further studies.

Institutions. The number of colleges in the Punjab, Pepsu and Himachal Pradesh affiliated to the Punjab University in various faculties is 67 as against 60 in the preceding year. Out of these, three colleges are affiliated upto the Intermediate only, 51 upto B. A., 21 for B. Sc. and twenty for Master's degree. Thirty-nine colleges have Honours classes in Arts subjects as against 27 last year.

The number of colleges in the Punjab including the Physical Education Course at Tara Devi and those associated with the University in the Oriental Faculty is 57.

Scholars The number of students on the rolls of affiliated colleges in the Punjab was 22,444, as against 19,886 in 1949-50. Out of these 2,681 were women.

Scholarships and Stipends. During the year, 2534 boys and 147 girl students reading in colleges were in receipt of scholarships, rehabilitation grants and stipends. The total amount drawn by men students was Rs. 4,37,021/- and by women students Rs. 29,113/-.

2929 boys and 201 girls were enjoying full fee concessions as against 1917 boys and 184 girls last year. This means Rs. 2,47,376/- for boys and Rs. 18,603/- for girls as against Rs. 1,49,52/- for boys and Rs. 16,823/- for girls last year.

The percentage of students enjoying full fee concessions to the total enrolment was nearly 14%.

The number of scholarships for the Matriculation Examination has been raised from 50 to 80 when the actual number of candidates taking the examination is 45,000. For every increase of 1000 candidates, there would be an addition of one scholarship.

The number of scholarships for the Intermediate Examination has been raised to 30 if the number of candidates taking the examination is 10,000 or less. For every increase of 500 candidates taking the Intermediate Examination, there would be an increase of one scholarship.

The following scholarships have been instituted:—

a. A scholarship on the result of each Hons. Schools Examination in Physics, Botany and Zoology.

b. A scholarship of Rs. 25/- per mensem on the result of the B. Pharmacy Examination Part I.

c. A Research Scholarship in History for compiling the history of the freedom movement in India.

Expenditure. The total expenditure of the University during the year under report was Rs. 42,09,992/- as against Rs. 38,60,691/- last year. The total direct expenditure on Collegiate Education was Rs. 60,79,085/-.

Changes in Regulations. The Regulations relating to (i) Constitution of Honours and Honours Schools Examinations (ii) Examinations for Certificates in Modern Indian Languages, (iii) Examinations for Diplomas and Literary Titles in Oriental Classical Languages, (iv) Examinations to qualify in English after passing the Examination in an Oriental Classical Language or a Modern Indian Language (v) B. Sc., and M. Sc. Examinations in Agriculture, (vi) Bachelor of Pharmacy Examination, (vii) Bachelor of Teaching Examination, (viii) Degree of Doctor of Philosophy in the Oriental Arts and Science Faculties, (ix) Certificate in Statistics (x) Diploma in individual subjects for specialisation so prescribed for the B. Com. Degree, have been revised.

Some of the important changes are given below :—

(i) The revised scheme of study for the B.V.Sc. Examination has been sanctioned by the Punjab Government. Accordingly admission to the B.V.Sc. class is open to candidates who have passed the Intermediate Examination in the Science Faculty (Medical Students' Group).

(ii) Candidates for the Honours Examination in Oriental Titles and Modern Indian Languages placed under compartment also can now appear at the Supplementary Examination.

(iii) The concession granted to candidates to appear in the supplementary examinations under Illness Regulations in the case of Intermediate Examinations and First Examination in Agriculture has been withdrawn as these Examinations are now held twice a year.

(iv) Teachers of Degree Classes in other Faculties are eligible for election as members of the Board of Studies in the subject which they are teaching.

(v) Officers who hold L.V.P. Diploma of the Punjab Veterinary College, Lahore, and have been permanently absorbed in the Army Veterinary Service, are eligible to appear in the special B. V. Sc. Examination, without undergoing a course of four months at the Punjab Veterinary College, Hissar.

(vi) Indian Army Instructors attached to N.C.C. are permitted to appear in the various examinations of this University, as private candidates.

(vii) A person who has passed an examination from another Indian University has been permitted to take the same examination of this University.

(viii) Candidates who have taken up Military Science as one of their additional optional subject in the University Examinations and have attended 80% of the N.C.C. parades held during the academic session, are granted 5 marks in the said subject to be added to their total.

(ix) (a) Candidates who obtained Intermediate Certificates in lieu of social service in the year 1947 and 1948 and those candidates who joined the 3rd year class on the basis of Principal's test have been allowed to appear in one or more of the following subjects of the Intermediate Examination as additional subjects to enable them to join a Medical or Engineering College, provided they have not already appeared for examination and passed in these subjects :—

- | | |
|--------------------|-----------------|
| (i) English. | (iv) Chemistry. |
| (ii) Physics. | (v) Biology. |
| (iii) Mathematics. | |

(b) Candidates who have been declared to have passed the B.A and B.Sc. Examinations in 1947 and 1948 in lieu of social service without actually appearing in a subject or subjects, are allowed to appear in one or more subjects of the B.A. and B.Sc. Examinations as additional subjects.

(x) Candidates who have been declared to have passed the M.A. examination in 1948 in lieu of social service without actually appearing in a paper have been allowed to appear in that paper and if successful, shall be given a certificate of having passed in that paper, provided that this permission shall not affect the degree already obtained by the candidate in lieu of social service.

(xi) Concessions allowed under Special War Regulations to candidates who left their studies to join the Army will be

withdrawn from December 31, 1951.

(xii) Displaced students from Sindh who have settled down within the territorial jurisdiction of the University or in Delhi are permitted to appear in the examinations as private candidates upto 1955, instead of 1952.

(xiii) Licentiates who possess M.S.M.F. qualification have been allowed to appear in the Final M.B.B.S. Examination of this University after attending a condensed course for 18 months, instead of two years.

(xiv) The following new Examinations have been instituted :—

(a) Diploma in Ophthalmic Medicine and Surgery.

(b) Degree of Doctor of Philosophy in the Medical Faculty.

(c) Master of Pharmacy in Pharmacognosy.

(d) Master of Veterinary Science.

New Scheme of Studies. The new scheme of studies for the Matriculation Examination is yet awaiting sanction of Government.

Teachers. The number of teachers working in colleges in the Punjab was 1,180 as against 1,007 in 1949-50. The scales of pay of teachers in colleges vary. The scales of pay of teachers in Government Colleges are as follows :—

Post	Grade
Lecturers in P.E.S. Class III.	Rs. 150-10-190/200-10-250/10-300- 10-350
Senior Lecturers in P.E.S. Class II.	Rs. 250-25-550/25-750.

Professors and Principals Rs. 350-25-750/40-950/50-1200
in Class I.

These scales are exclusive of the dearness allowance.

Size of Classes. No section in any college consists of more than 100 students.

Medium of Instruction. As part of the policy of changing the medium of examinations from English to Hindi and Punjabi, candidates for the M.A. examination in Sanskrit, Persian, Hindi and Punjabi have been permitted to answer questions in the language of the subject offered or in a language allied to it.

Methods of Teaching. In all colleges, the lecture method is followed. The tutorial system is practised in higher teaching to a certain extent.

Examination Results. The total number of candidates appearing in various examinations has risen from 81,463 in 1950 to 98,059 in 1951; representing an increase of 20%. As many as 8,263 women candidates took the Hindi examinations and 1,161, Punjabi examinations.

The number of candidates appearing in the major examinations of the University is given below. For purposes of comparison, figures of Lahore in 1946 are also given :—

	Year	Matric.	Inter.	B.A.	M.I.L.
Undivided					
Punjab	1946	49,680	13,660	6,448	14,801
Punjab (I)	1950	39,008	13,300	8,505	17,481
	1951	45,870	18,409	9,906	19,870

The total number of women candidates who took the

University examinations in 1951 was 17,486 as against 13,937 in 1950 and 11,015 in 1949.

Results of some Degree and Intermediate Examinations are given below :—

Name of the Examination	No. appeared	No. passed.
M.A.	931	456
M.Sc.	17	17
B.Sc. (Hons.) 3-year course.	66	61
B.A. (Hons.) 2-year course.	153	113
B.A. (Pass).	5,776	3,341
B.Sc. (Pass).	515	165
Intermediate in Arts.	7,513	2,920
Intermediate in Science (Non-Medical).	3,629	1,454

Research. During the year under report, twenty-one theses were received for the award of Doctor's Degree in Research. Of these, 15 theses are under consideration. One has been rejected. The theses of the following five candidates have been accepted for the award of the Degree of Doctor of Philosophy :

1. Shri A.N. Gulati's thesis on 'Microscopical Studies on Cotton Fibre etc. and Zoological Papers' was regarded as "straight-forward account of unrelated and ad hoc investigation".

2. Shri P.C. Sawhney's thesis on "Investigations in

the Importance of Manganese in the Nutrition of animals in India" was regarded as a "notable contribution on this comparatively new and difficult aspect of science"—the author "deserving credit for being able to formulate a basal ration which is low in Manganese content and adequate otherwise".

3. Shri S D. Bhanot's thesis on "A critical Edition of Sam Sanahi of Alam with Introduction, Appendices, etc." was commended for the originality of "subject of research, patient preliminary scrutiny of various documents, careful and sound criticism of chronological data and textual resources".

4. Shri K.R. Prabhakar's thesis on "North-West Frontier Policy of Government of India 1849-99", in spite of some serious omissions, has been commended for the good sense of English style, for the care with which the original records have been studied and for giving coherence and continuity to a very long and complicated story."

5. Shri Pran Nath Chopra's thesis on "Some Aspects of Society and culture during the Mughal Age as depicted by Foreign Travellers (1526-1707)" has been commended for "detailed examination of the information available in the accounts left by European and other foreign observers" and for drawing right inferences from them.

Library. The University started from a scratch after the Partition. Now the total number of volumes in the library is 30,379, consisting of 24,904 in the General Section, and 5,158 in the Oriental Section and 315 manuscripts. New accessions in different Sections are as follows :—

General Section.

Books. 2,240

Serial Publications. 1,391

3,631

3,631

Oriental Section.

Books.	554	
Manuscripts.	71	
	<hr/>	
	625	625
	<hr/>	<hr/>
Total :-		4,256

Three new Departmental Libraries were started during the year ; one at Khalsa College, Amritsar, for the Punjabi Department and two at Government College, Hoshiarpur for University Departments of History and Economics.

Foreign Information Bureau. During the year under report, the Bureau attended to more than 600 enquiries as compared with about 500 enquiries last year for technical training and professional studies within the Republic of India and from students desirous of going abroad. Besides the Universities in the U.K., these enquiries related to the facilities available for Indian students in the Universities of the United States of America, Australia, Canada, New Zealand, France, Japan and Russia. From enquiries made from the Russian Embassy in India it was revealed, however, that the U.S.S.R. does not offer any facilities to Indian students in any branch of studies whether professional or technical.

Applications of five candidates seeking admission in U.K. were forwarded to the High Commissioner for India, London and admission for two of them has so far been obtained.

Arrangements for the conduct of examination on behalf of the Institute of Bankers, London, were made at the Hindu College, Amritsar.

Sports. In spite of the fact that the University possesses no grounds and equipment, it has revived games and sports.

Tournaments in a dozen different games were conducted during the year. Boxing and Gymnastics could not be held for want of sufficient equipment and proper training facilities in most of the colleges.

The following table shows the number of colleges that entered the various events during the year :—

<i>Events</i>	<i>1949-50</i>	<i>1950-51</i>
Basketball	10	15
Wrestling	12	14
Kabaddi	8	7
Gatka	5	4
Volley-ball	16	23
Swimming	4	9
Hockey	34	40
Cricket	14	21
Football	37	40
Tennis	9	10
Relay	8	8
Athletics	32	30
Cross Country Race.	4	4

There is an appreciable increase in the number of entries in most of the activities. Fortyseven colleges out of a total of fifty-four took part in one or more activities and it is hoped that next year the seven remaining colleges would also participate. The championships and trophies have been fairly well contested. The Khalsa College, Amritsar, retained the General Championship for the third year in succession, scoring a total of 22 points. The Mahendra College, Patiala and the D.A.V. College, Jullundur secured 13 and 12½ points respectively winning the second and third places.

In the Inter-'varsity sports, the Punjab University retained the Basketball and also won the Volleyball Trophy

instituted this year. The Tennis Team won the North Zone Finals and lost to the Madras University in the All India Finals. The Cricket XI qualified to meet the Delhi University in the North Zone Finals held in Lucknow but lost by a narrow margin.

The University for the first time entered the Football Tournament but lost to the Calcutta University by a solitary goal.

The Hockey Club won the North Zone Finals at Benaras, but lost at Nagpur to the Osmania University by one goal in the All-India Finals. The University also participated in the Inter-University Athletic Sports at Allahabad.

Five members of the Basketball Club were selected on the State and All-India Basketball Teams and Ranbir Chandra had the unique honour of captaining the Indian Team which took part in the Asian Games at Delhi. Seven of the former Hockey Blues have been selected on the panel from which a final selection for the Indian Olympic Team is to be made. Four of the former Blues in Athletics represented India in the First Asian Games.

The year witnessed marked activity and co-operation in sports on the part of women students but there is still great lee-way to make up. Athletic coaching, if at all, is very poor. This is due to lack of facilities, funds and also to inadequate coaching staff and markers in most of the colleges.

For the first time, the Punjab University team, participated in the Inter-University Sports at Allahabad and secured the second position.

The Senate has sanctioned the appointment of an Assistant Directress of Physical Education and an Assistant

Director of Yogic Physical Education. It is hoped that these posts will be filled soon. In appointing an Assistant Director of Yogic Physical Education, our University has perhaps given a lead to other Universities of the Union of India.

Reorganisation and Development. The University has yet a great lee-way to make up. The number of colleges as well as the number of students has increased since the partition, but the University is still without a home. Its offices are situated at Solan, far away from the educational centres of the State, its teaching Departments are scattered over Hoshiarpur, Ludhiana, Jullundur and Amritsar. The Senate meets at Simla, Ambala and Jullundur. It cannot, therefore, exercise effective control or play its true role in the cultural life of the State.

The most pressing problem of University education is the overcrowding in colleges. There is no restriction on admissions. Colleges sustain themselves largely by income from fees. Instead of putting any restriction on the number, they welcome whoever knocks at their door. The result is that the standard of education and the pass percentage are very low. Unemployment of the educated is on the increase and the futility of the system is becoming manifest. Figures for 1949-50 show that for every 35 students reading in a school, there is one reading in a college as compared with 30 in West Bengal, 50 in U.P., 65 in Bombay, 79 in C.P. and Berar, 82 in Bihar, 101 in Madras, 107 in Assam and 108 in Orissa.

Of the students in colleges, 90.4% were receiving general education, and only 9.6% professional and technical education.

If after the Matriculation, some sifting of the academically fit and unfit is done, the former will join the colleges

and the latter will fit into various trades and industries. There will be proper and proportionate distribution and a huge amount of time, money and energy being wasted on students, who fail year after year, will be saved.

The growth of colleges has been unplanned and haphazard and there is only multiplication of a stereo-type. In some towns, denominational institutions seem to have been opened more in a spirit of rivalry than to meet genuine educational needs of the place. This wasteful tendency must be bridled.

CHAPTER VIII

Professional & Technical Education.

Special institutions are maintained for technical subjects. Some of these institutions are administered by other departments. The standard of instruction and the qualifications for admission vary according to the nature and duration of the courses.

Engineering. There is only one Engineering College called the Punjab Engineering College, Roorkee and one school—Government Engineering School, Kalsia (District Ambala), formerly at Gurdaspur.

The Punjab Engineering College, Roorkee. Due to stringent financial conditions the college could not be shifted to the Punjab and is still functioning at Roorkee on the premises of the Roorkee University (formerly Thomson Engineering College) and makes use of the university lecture rooms, laboratories and workshops by the courtesy of the University authorities and the Government of Uttar Pradesh.

Number and Admission. On 1st April, 1950, 204 students (A & B Classes) were on the rolls of the college.

Forty-two new admissions were made to the 1st Year Engineering Degree Class for the session, 1950-51. Eighty trained students left the college during the year. Thus, the total number of students on the rolls of the college on 31-3-1951 was 166 as shown below :—

Engineering.

1st Year	43
2nd Year	37
3rd Year	46
4th Year	40
	166

The competition for admission continued to be keen as before ; 396 candidates competed for 40 vacancies. In all 42 admissions were made to the 1st Year Engineering Degree Course for the year under report against 41 made during the year 1949-50. These were made largely on the basis of merit and partly by nomination as detailed below :—

Vacancies filled by merit.	16
— do — by Pepsu nominees	5
— do — by Himachal Pradesh nominees	1
— do — by Kashmir nominees	3
— do — by ex-servicemen or their children	6
— do — by Harijan nominees	2
— do — by nomination	9
	42
Total	42

Out of these, nineteen were 1st Class Graduates, five second Class Graduates, twelve 1st Class F.Sc.s, five 2nd Class F.Sc.s. and one 3rd Class F.Sc. All the 16 open by merit vacancies went to 1st Class Graduates.

Syllabi and Courses of Study. The Syllabi of the Engineering Degree Course have been revised with a view to

bringing them into line with modern engineering requirements. Previously the Engineering course for the first two years was common to all the three branches—Civil, Electrical and Mechanical. During the year under report those in the Second year were divided into two groups, (i) Civil (ii) Mechanical and Electrical. In the third year there would be trifucation into Civil, Electrical and Mechanical groups. Similarly the course for practical training has been reduced from two years to one.

Results. (Annual Examination — June, 1950)

<i>Name of the examination.</i>	<i>No. appeared.</i>	<i>No. passed.</i>
First examination in Engineering.	39	37
Second Examination in Engineering.	44	40
Final Examination in Engineering. (Civil)	20	14 (6 with Hons ; 6 in First Division & 2 in Second Division).
(Mechanical)	7	6. (2 with Hons ; 3 in First Division & 1 in Second Divis- sion).
(Electrical)	9	6. (3 with Hons., 1 in 1st Division, and 2 in second Division).

Bi-Annual Examination October, 1950;

<i>Name of the examination</i>	<i>No. appeared.</i>	<i>No. passed.</i>
1st. Examination in Engineering	2	1
2nd Examination in Engineering	4	4

Final Examination in Engineering. (Civil)	7	5 (1 in First Division & 4 in Second Division).
(Mechanical)	1	1 (Second Division)
(Electrical)	3	2 (One in First Division & 1 in Second Division).

Finance. During the year under report 19 students and trainees received loans and sixteen of them stipends. Four Senior stipends, each of the value of Rs 150/- per month, were allotted by the Government of India to those who had graduated in Engineering from this institution. These stipends are tenable for a period of two years. The total expenditure incurred during the year, 1950-51 was Rs. 2,20,528/- less revenue Rs. 58,350/-, i.e. net expenditure Rs. 1,62,178/-.

Government School of Engineering, Kalsia. During the year under report, the school was shifted from Gurdaspur to Kalsia, District Ambala, as the buildings at Gurdaspur were required by the Defence Department, Government of India. The school started functioning at Kalsia in November, 1950. There were two classes — Overseer and Draftsman. To the former the number admitted was 70 (including nominees — two from Kashmir, four from Pepsu and one from Himachal Pradesh and to the latter 28 (including one Kashmir and three Pepsu nominees).

Financial Assistance to Refugee Students. Loans and stipends totalling Rs. 9,028/- and Rs. 13,252/- respectively, were granted during the year under report to displaced students from Pakistan to enable them to continue their studies. The total expenditure amounted to Rs. 1,20,111/-.

COMMERCE.

University College of Commerce. There is only one college of Commerce in the State. It is maintained by the Punjab University. The College continued functioning during the the year 1950-51 at Dalhousie. There is a move to shift it to Jullundur. It is more or less residential institution. The minimum qualification for admission to the B. Com. course is the Intermediate Examination in Arts or Science Faculty of this University or any other recognised University in India. The College prepares candidates for the degree of Bachelor of Commerce. The total number of pupils studying in the college during the year under report was 116 and the expenditure incurred was Rs. 72,273/- (direct and indirect).

AGRICULTURE.

Government Agricultural College, Ludhiana. The College is under the control of the Director of Agriculture, whilst the executive charge is vested in the Principal. It provides courses of instruction in the sciences which have a bearing on agriculture. It is affiliated to the University of the Punjab for the degrees of B.Sc. and M.Sc. in Agriculture. It has a four year course for the B.Sc. and another two year course for the Master's degree.

The total number of students that can be admitted each year is 40 and the minimum qualification for admission is the Matriculation Examination of the Punjab University or any other examination considered equivalent to it. Candidates who fulfil any of the following conditions are eligible for admission to the M.Sc. (Agr.).

a) B.Sc. (Agr.) of the Punjab University.

(b) B.Sc (Honours School) Examination in Chemistry, Botany or Zoology of the Punjab University or the M.Sc.

examination of the Punjab University in one of those subjects ; but such students have to pass the examination in Agriculture and one paper in the subject of Agriculture for the B.Sc. (Agr.) Examination.

The building occupied by the college is too small for the needs of an up-to-date college of Agriculture and a research Institute. An area of 462 acres of land belonging to Muslim evacuees in the village of Habowal situated at a distance of about half a mile from the Ludhiana town has been allotted for the new site. The total enrolment during the year 1950-1951 was 208 and the expenditure incurred Rs. 1,92,935/- (Direct).

College Dairy. Twelve heifers of the Sahiwal breed have been procured from the Indian Council of Agricultural Research, New Delhi, for the purpose of starting a dairy, in which instruction will be imparted to the students in modern methods of dairying.

Training in Horticulture. A small plot of about one kanal and a half has been set apart in the Students' Farm in which some plants have been grown primarily with a view to giving the students some practice and demonstration in breeding, budding and grafting of fruit trees.

MEDICINE.

Govt. Medical College, Amritsar. The college is affiliated to the Punjab University for the M. B. B. S., degree, M. Sc Physiology and Hygiene and D. O. M. S. (Diploma in Ophthalmic Medicine and Surgery). There is considerable demand for admission to the D. T. D. (Diploma in Tuberculosis Diseases) and condensed M. B. B. S. courses, but on account of lack of accommodation in the college hostel and shortage of hospital beds the number of admission to these classes is limited to 6 and 12 respectively. The Dispenser

Dresser and B. pharmacy classes are also very popular.

During the year under review the total number of students on the rolls of the various classes in the college was 550(454 men and 96 women) as against 514 (425 men and 89 women) during the year 194^o-1950.

As in previous year, the admission was made purely on merit and 84 candidates were admitted to the 1st year M.B. B. S., during the year under review, as against 80 during the last year.

The number of students who were awarded scholarships during 1950-1951 was 91 and the amount distributed was Rs. 19,445/-.

The expenditure (direct) incurred during the year 1950-1951 was Rs. 6,63,962/- as against Rs. 6,32,120/- incurred in 1949-1950. An additional expenditure of Rs 5,95,875/- was incurred on the construction of new buildings during the year.

Arya Medical School, Ludhiana. The school is affiliated to the Punjab State Medical Faculty for the L. S. M. F. Diploma. The course for the Diploma is four years and a half. The minimum qualification for admission to this school is Matriculation with science, yet so many F. Sc's. and B.Sc's. come up for admission that Matriculates have but little chance. The equipment both of the school and the hospital has been greatly improved lately. The total number of boys studying in the school during the year under report was 157 including two girls. The direct expenditure incurred was Rs. 1,07,509/-, Income from Government grant Rs. 13,650/-, D. B. grant Rs. 1,000/- and M. B. grant Rs. 1,500.

Women Christian Medical College, Ludhiana. This institution affords instruction for ; -

- (a) L. S. M. F. Diploma of the East Punjab State Medical Faculty.
- (b) L. M. S.
- (c) Certificate of General Nursing of the Punjab Nurses' Registration Council.
- (d) Midwifery Diploma of the Punjab Nurses' Registration Council.
- (e) Dispenser's Training.

Minimum qualification for admission to the L. S. M. F. Course is Matriculation Examination although preference is given to candidates who have passed F. Sc. (medical group) Examination. The course of studies extends over four years. The institution is largely residential. In the final professional L. S. M. F. Examination 20 students sat and 19 were successful. Forty six new students were admitted to the college in October, 1950. Forty nine nurses, 18 midwives and 87 dais were trained during the year under report.

Two large new class-rooms have been added to the college building.

Dayanand Ayurvedic College, Amritsar. This institution was at Lahore before the partition of the Punjab. It was re-established at Amritsar in 1948 and has been recognised by the East Punjab Board of Ayurvedic and Unani systems of medicine. The College awards diploma of Vaid Vachaspati to the successful candidates in the final examination. The total number of students studying in the institution is forty. They are given practical and theoretical training in Ayurvedic as well as in Allopathy and basic sciences. The total amount of (Direct) expenditure incurred during the year 1950-51 was Rs. 25,386/-.

Law College, Jullundur. The college moved down from Simla to Jullundur in the month of September, 1950. With the moving down of the Law College to the plains the

number of students at once rose. The total enrolment was 298 including 7 girls against 100 at Simla in the preceding year. Thirty five students were admitted to the LL. B. (Final) class, fifty four to the LL. B. and 209 to the P. E. L. On 31-3-51 the enrolment fell to 267. The number of boarders on the 1st March, 1951, was 68 as compared to 56 in November, 1949. The total income from college and hostel fees for the year ending 31st March, 1951, amounted to Rs. 83,865/- and the expenditure (direct and indirect) to Rs. 1,05,810/-. The pass percentage in the University Examinations was as follows :—

<i>Examination</i>	<i>No. appeared</i>	<i>No. Passed</i>	<i>Pass percentage</i>
P. E. L. (Annual)	62	34	54.8
Supplementary	28	18	64.3
F. E. L. (Annual)	36	25	69.4
Supplementary	9	6	63.6
LL. B. (Annual)	6	3	42.9
Supplementary	3	1	33.3

The college is rapidly building up a library to which books have been added during the year 1950-51. The total number of volumes in the library on 30-9-51 was 1880.

VETERINARY

Government Veterinary College, Hissar. This college is still located in a part of the building of Government High School, Hissar where Government Degree College is also housed. It has just three lecture rooms, one big Anatomical hall, one Pathology, Bacteriology and Parasitology Laboratory and four laboratories for Pharmacology Animal Husbandry, Physiology and Medicine. There is a hostel attached to the college where accommodation for 50 boarders exist. Practical surgery, shoeing and hospital work are carried out at the Government Livestock Farm and Civil veterinary Hospital, Hissar.

Minimum qualification for admission is the Intermediate Examination (F. Sc.) of an Indian University or its equivalent. The college prepares students for the B. V. Sc. degree of the Punjab University. The total number of students on the rolls of the college was only 51 and the direct expenditure incurred during the year was Rs. 1,92,538/-.

Technical and Industrial Education. There are 35 institutions for imparting industrial education and training in the Punjab as detailed below :—

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Government Institutes	8	1	9
Government Industrial Schools	10	7	17
Recognised Private Institutions.	4	5	9
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Total	22	13	35

These institutions are under the control of Director of Industries, Punjab. Qualifications for admission to these schools vary with trades that the students want to take up. Similarly the period of training in different courses also varies from one to four years. The total number of pupils at various institutions for boys decreased from 1059 to 1012 during the year under report. The fall is due to decrease in the number of special scholarships and lack of funds for the purchase of raw material required in the training institutions.

An idea about the working of the Government Industrial Institutions can be gathered from the following data, giving the names, crafts taught and length of the course.

Serial No.	Name of Institution.	Crafts or trades taught.	Length of course.
1.	Govt. Institute of Dyeing and Calico Printing, Ludhiana.	Dyeing and Calico Printing. 1. Foreman Dyers Class. 2. Artisans Dyeing Class. 3. Calico Printing Class.	2½ years 1½ years 1½ years
2.	Punjab Institute of Textile Technology, Amritsar.	Textile Technology. 1. Higher Class. 2. Artisan Class.	3 years 1 year
3.	Government Hosiery Institute, Ludhiana.	Hosiery. 1. A Class. 2. B. Class. 3. Workmasters Class.	2 years 1 year 1 year
4.	Government Wood Working Institute, Jullundur.	Theoretical and Practical Training in Woodwork by modern methods including the use of the latest power driven machinery. 1. Main course. 2. Special Artisan course in machine work and Machine Shop Practice.	4 years 1 year
5.	Government Technical Institute, Ambala City.	Theoretical and Practical Training in metal work by modern methods, including the use of power machines of mechanical drawing. The practical course aims at the production of pumps, internal combustion engines and other allied objects and covers training in pattern making, forging and welding, fitting, turning, machining and erection, finishing and reconditioning and repairing of automobiles.	4 years 4 years
6.	Govt. Tanning Institute, Jullundur City.	1. Leather Chemistry and Technology "A" Class. 2. Artisan Class "B" Class.	3 years 2 years
7.	Government Central Pottery Agency, Ambala Cantt.	Pottery making.	1 year

Serial No.	Name of Institution.	Crafts or trades taught.	Length of course.
8.	Government Surgical Instruments Centre and Development Laboratory, Sonapat.	Manufacture and repair of surgical instruments. 1. Regular course. 2. Artisan course.	3 years 1 year
9.	Mool Chand Government Industrial School, Ambala Cantt.	1. Brass Casting and Utensils making. 2. Smithy.	3 years 2 years
10.	Government Industrial School, Amritsar.	Tailoring and Cutting.	3 years
11.	Government Industrial School, Ferozepore.	Urban Cottage Industries in Wood and Metal Spare parts for Sewing Machines and Bicycles.	3 years
12.	Government Industrial School, Hoshiarpur.	1. Weaving (Art Silk and mixture weaving), 2. Carpentry.	3 years 2 years
13.	Government Industrial School, Kulu (Kangra).	Wool Spinning and Wool Weaving.	1½ years
14.	Government Industrial School, Ludhiana.	1. Hosiery Machine Building. 2. Carpentry. 3. Smithy.	3 years 2 years 2 years
15.	Government Industrial School, Rewari.	Leather.	2 years
16.	Government Industrial School Rohtak.	1. Cotton Weaving. 2. Carpentry. 3. Smithy.	2 years 2 years 2 years
17.	Government Industrial School, Panipat.	1. Wool Spinning and Wool Weaving.	3 years
18.	Government Industrial School, Hissar.	1. Wool Spinning and Wool Weaving. 2. Carpet Weaving.	1½ years 1½ years

Industrial Institutions for Girls in the Punjab. There are only thirteen Industrial schools for girls, eight Government, four private (aided) and one private (recognised). There has been unusual rush for admission to these schools and admission had to be refused to large numbers for want

of accommodation. Industrial education for girls is becoming very popular and the parents seem to have realised its value in domestic life. A teachers' training class has been started in the Central Craft Institute for Girls, Simla and it is hoped that as more teachers are available, more schools for girls will be started. During the year 1950-51, 274 girl students appeared in the certificate Examination of whom 258 passed. Only seven appeared for the Teachers' Diploma and all the seven got through. Direct expenditure incurred during the year 1950-51 on boys' schools, was Rs. 8,13,021; and on girls' schools, Rs. 1,98,339/-.

Re organisation and Development. Progress of professional and technical education has not kept pace with the needs and requirements of the State both in variety and volume. This is very unfortunate. As only a very limited number of young men and women can find places in technical and professional institutions of the State there is great rush in colleges of general education. It further leads to waste of national resources and individual efforts. Many students altogether unfit for pursuing courses in arts and general science join the University and only add to the problem of educated unemployment. Perhaps, one reason of this is that even lower industrial and technical education is not the concern of the Education Department and over-departmentalisation makes a comprehensive view impossible. It is very necessary that all higher technical education should become the concern of the University and all lower technical and professional training and education the concern of the Education Department. The All India Council for Technical Education has already expressed this view. The multilateral plan of matriculation studies which is now under consideration of the School Board will possibly mitigate some of the defects of the present position, but it is very essential that the entire school education, general as well as technical, should come

under the overall control of the Education Department. The Director of Public Instruction Punjab, can, of course, be assisted by a Deputy Director of Technical Education as in some other States. At present we have only one professional school for every 124 schools of general education, a position which should set us a-thinking.

CHAPTER IX

Training of Teachers

Introduction. Teacher training remained one of our major problems. The new scheme of studies had been introduced in the Primary and Middle Schools during the year under report and a new type of teacher was needed. The conversion of the existing Primary into Basic schools being the declared policy of the Department, the problem of teacher training had to be tackled both regarding numbers and the quality of training. The annual outturn of trained teachers had to be augmented and method improved. The progress in this field was limited.

Teachers. During the year under report, the number of men teachers in the recognised schools of the State was 18361 as against 16970 last year. Of this, 14670 were trained and 1219 certificated against 14222 and 637 last year. The percentage of qualified men teachers rose from 84 to 86.6. Of women teachers, 3231 were trained and 46 certificated as against 3030 and 106 last year. The percentage of qualified women teachers fell from 84.5 to 84.2,

The demand for trained teachers is greater in the secondary schools, and therefore, facilities for training Secondary schools teachers need expansion.

Training Schools. A new Basic Training School was started at Satrod (District Hissar), thus raising the number of schools for men from six to seven. Three of these are maintained by the Government and four by voluntary associations. A Basic Training Class has been added to the Jat Heroes Memorial High School, Rohtak and Junior Teachers' class to the District Board High School, Patti. The former meets the educational needs of the backward Hariana Districts of Rohtak, Hissar and Gurgaon and the latter, of the border schools.

The number of schools/classes for women teachers remained the same, i.e. eight, six of which are Government and two run by voluntary associations.

The number of teachers trained during the year was 1195 (796 men and 399 women) against 994 (587 men and 407 women) in the previous year. Reports from both the Divisions suggest the imperative need for more training institutions for women in the backward districts of Hissar, Ferozepore and Kangra.

Organisation of the Training Schools. The minimum qualification for admission to the junior teachers' class is a pass in the Middle School Examination for boys and the Middle Standard Examination for girls. There is great rush of candidates seeking admission to the training schools. The Department conducts a competitive examination at each District Headquarter under the supervision of the District Inspectors and District Inspectresses. Final selection is made by a Selection Committee, consisting of the Inspector of Training Institutions and the Divisional Inspector of schools in the case of men teachers, and of the Deputy Directress of Public Instruction and the Divisional Inspectress of schools in the case of women teachers. Most of the candidates selected are matriculates. The duration of the course for the Junior

Teachers, Senior teachers and Basic Training class is one year. In the case of J.T. Class for women teachers, however, it is two years. The question of reducing this course as well to one year is engaging the attention of the Department. The Basic Training classes are at present examined by the Head Master. The Government is considering the possibility of replacing it by a more satisfactory arrangement. Eleven teachers, seven men and four women have had training in basic education at Jamia-Millia, Delhi and at Sevagram, Wardha.

All the training institutions have practising primary schools which afford to the pupil-teachers ample opportunities for practice in teaching.

Attention is also paid to physical education of the trainees. P. T. experts have been employed in each institution to look to P. T. work both in the morning and during the school hours, and also organise evening games. Social education, scouting, first-aid, literary clubs, concerts, symposiums, camp fires, are among the various activities of the institutions. All the institutions are residential and so provide enough opportunities for self help and mutual co-operation.

Since Agriculture has been adopted as the main craft in the new curriculum, every training institution is provided with a farm to train the students in agricultural work. Arrangements for training in spinning and weaving have been made at the Basic Training Schools- Other crafts like cardboard modelling, book-binding, rope twisting, dyeing, calico printing, drawing and sketching have also been introduced in all institutions.

Training of Graduate Teachers. The State maintains two colleges for the training of graduate teachers, one at Jullundur for men and the other at Simla for women. The former started after the partition under most trying circumstances, sharing accommodation with the Government Model School,

Jullundur, has now developed into a strong institution. It has 187 students including 34 girls on its rolls as against 133 including 18 girls in the preceding year and against 94 including 7 girls immediately after the partition. For lack of accommodation, however, the college is not entirely residential. The hostel provides accommodation for 93 students only. Social life in the college is developed through community dinners, visits to places of historical and industrial interest and camps. Besides Students Clubs and Societies such as the Arts, Literary Clubs, Study Circle, Translation Society and Science and Hobbies' Clubs have been enriching the life of the college.

The college has a model school under the control and supervision of the Principal, which serves as practice school.

A short Refresher Course for 10 days was organised by the Department under the auspices of the Government Training College. Thirty persons including Deputy Inspectors and Inspectresses, District Inspectors and Inspectresses, Head Masters and Head Mistresses attended the Course.

Another short course in Social Education for graduate teachers and educational administrators was also held in the college during the year and this, too, was attended by thirty officers, men and women.

The Government Training College for Women, Simla, provides training for both graduates and under-graduates. The number of students trained during the year was 32 for the B. T. and 16 for the J.S.T. Courses as against 27 and 17 respectively last year. Among the chief activities of the college may be mentioned Literacy Drive, Fire Drill, Sports and Games, Excursions and Educational Cinema Shows.

The Dev Samaj College for Women, Ferozepore, also has B. T. and J. S. T. classes. During the year under report 52 girls appeared for the B. T. and 63 for the J. S. T. examination.

Arrangements for the training of teachers for Anglo Indian Schools exist at the St. Bedes College, Simla. During the year 22 teachers were trained at this institution.

Reorganisation and Development. The problem of training teachers has assumed great importance in the new programme of expansion and re-organisation. We cannot have compulsory primary education without adequate supply of teachers. The new syllabus needs a re-orientation not only of the methods of teaching but of the personnel of teaching staff as well. The policy of conversion of the ordinary to the basic schools requires adequate and adequately qualified teachers. Standards must be improved. The course of teaching must provide wider scope for community-living, craft training, social service and civic sense. More emphasis has to be laid on practical work and the social aspects of education. We have to give to the pupil teachers a new spirit and a new outlook answering the needs of free India. It is gratifying to note that the new outlook is already producing a new enthusiasm. The technique of correlated teaching is not yet fully understood. The fact is that technique itself is not yet perfected and needs further experimentation.

CHAPTER X

Education of Women

Introduction. The year under report registers steady progress in the education of women. Though it has not been possible to start any new school or college due to financial stringency, voluntary effort has given to the State Girls' schools mostly unrecognised. The number of students has also gone up. We have now one girls' school for 31.4 square miles and 17 villages as compared with 32.7 square miles and 19 villages last year. For every one thousand women, twentyseven attend schools of general education. Last year the proportion was twentyfive.

There is great demand for more schools and colleges. The old prejudice against the education of women is fast disappearing in most parts of the State and people are realising more and more the need of educating girls.

Pre-School Education. The only institution of the kind is the one attached to the Government Girls High and Normal School, Jullundur. It has thirty children and two teachers, one of whom is specially trained in nursery education. Midday meal is provided free.

Primary Schools. The number of primary schools has gone up from 1019 to 1061, the number of students from 89,411 to 95,548 and the number of teachers from 2322 to 2506. Two new District Board Junior Basic Schools have been opened at Ladwa, District Hissar and at Gharota in Gurdaspur and get cent per cent grant. The existing primary schools will be converted into Junior Basic Schools, as trained teachers become available. Thirty women trained teachers pass out every year from the Basic Training School at Jagraon. A six weeks' refresher course was held at the school to train teachers in service. Thirteen women teachers attended it.

Middle Schools. The number of Middle Schools has risen from 83 to 98, the number of students from 23,139 to 26,702 and the number of teachers from 714 to 835.

High Schools. There has been no addition to the number of Government High Schools for Girls and as a result most of the Government Schools are overcrowded, and most of the classes had to be divided up into sections and additional staff provided. There is demand for more High Schools, especially at Amritsar and Jullundur. A number of unrecognised schools have added high classes, but since they did not apply for recognition to escape regulations regarding fees, etc., their number cannot be ascertained with accuracy. The

number of students on rolls during the year was 19,417 as against 19,060 last year but the number of teachers fell from 677 to 668. This shows that the teacher-pupil ratio is widening, a position which calls for remedy.

Staff. Sixty three new posts of teachers were sanctioned by the Government during the year, but most of the schools are still understaffed.

There has been improvement in the method of training and as a result the method of teaching is improving as younger and better trained teacher is replacing the old-fashioned school-mistress. Our aim is to replace all untrained by trained personnel though we have not yet succeeded in our aim due to lack of training facilities.

Results. In the Vernacular Final Examination, 5043 girls appeared of whom 3,976 passed as against 4,265 and 2,831, respectively, last year, and in the Matriculation Examination, 6,065 appeared of whom 3498 passed as against 4387 and 2,642 last year.

Buildings. As stated in the last year's report, 35 of our girls' schools are housed in rented buildings which are very unsatisfactory. Some improvements have been made in the buildings owned by Government. Four class rooms have been added to the Government Girls High School, Jullundur and the same number in the Government Girls High School, Dharamsala. Some of the schools have had their roofs repaired but the buildings are very unsatisfactory; they lack accommodation and in some cases, the sanitary and water arrangements as well.

Co-curricular Activities. The Girl Guide and Blue Bird Movement is rapidly growing. Training Camps were held at Ludhiana, Ambala and Ferozepore under the supervision of the Provincial Trainer. Rallies were held at

Amritsar and Gurdaspur, where 450 girl guides and 801 blue birds and 329 girl guides and 485 blue birds participated. A very high standard of guiding has been achieved. Guide Commissioner's Camp was arranged at Tara Devi from the 1st June to 15th June, 1961. We were fortunate to have Miss, Asha the All-India Trainer on this occasion. She gave useful talks on how to run a company and a flock.

The number of girl guides during the year under report was 1799 as against 949 last year and of blue birds 3230 as against 2007.

Junior Red Cross Work and St. John's Ambulance Societies exist in every district and very useful work is being done both in and outside the schools. Poor children are given help in fees, books, warm clothes and soap. Cash and clothes were sent by these societies for the Assam Refugees and people of the Flood-stricken areas in the Punjab.

The membership rose from 62070 to 76639, but it is still comparatively very low.

Efforts are being made to start Thrift Societies in Small Savings Scheme, in all types of girls schools. Children are being encouraged to buy National Saving Certificates.

In most schools inadequate space and lack of water facilities have hampered the Grow More Food and Tree Planting campaigns, but wherever facilities exist, wheat, corn and vegetables have been grown successfully.

Social Education. There are 19 Social Education Centres of the Education Department for Women. They have been provided with maps, charts and petrol lamps. The women bring their own spinning wheels and the centres are developing into social meeting grounds and work centres. They learn weaving Niwar, Azarbands and durrees.

Women centres are proving more useful, on the whole, than the men centres, perhaps because women have more leisure and are more stay-at-home. Kirtan is the most popular programme. It is unfortunate that instead of adding to their number we cut it down for lack of funds.

These centres are a veritable boon in the Harijan ilaqa. Where there are no girl schools, they serve the twin purpose of girls' schools and adult centres.

College Education. The number of Women's Colleges remains the same (i.e. six) as in the last year. Though admissions to those colleges increased from 811 to 1011 yet many girls had to be refused admission due to lack of accommodation. There is great need of opening Women's Colleges, especially in the Ambala Division.

Honours Classes in History have been started at the Government College for Women, Ludhiana and there is great demand for honours Classes in Philosophy. Tutorial system had resulted in better supervision of work.

Sports. University sports for women were held in February, 1951 at Ludhiana in which all Colleges participated. For the first time after the partition, we sent our team at the Inter-University Athletics held at Allahabad and it won the second place. The latest development is the introduction of hockey.

The National Cadet Corps (Women) had a very successful camp at Yole, which helped to develop better discipline, comradeship and a sense of responsibility.

Co-Curricular Activities. Apart from studies and sports, the college girls take part in Red Cross Work, Grow More Food Campaign, Tree Planting, Literacy Drive, Debates, Declamations, Pageants, Dramatics, Classical and Folk Dancing. A play and a Musical concert were staged at

Government College for Women, Ludhiana. Both attracted large gatherings. Different societies like the Fine Arts, Philosophical and Historical are liberalising the outlook of students. Excursions and historical tours were arranged during the winter. The women students visited Delhi, Agra and Fatehpur Sikri. Our immediate need is provision for the teaching of Music and Art which should form essential part of girls' education.

Results. The results this year as compared with the last year are given below :—

	<i>No. appeared</i>	<i>No. declared successful</i>	<i>Pass percentage</i>
<i>B. A.</i>			
1949-50	533	282	53
1950-51	795	473	60
<i>F. A.</i>			
1949-50	1069	635	59
1950-51	1310	665	51
<i>F. Sc. (Non-Medical)</i>			
1949-50	2	2	100
1950-51	3	2	67
<i>F. Sc. (Medical)</i>			
1949-50	125	47	38
1950-51	180	57	32

Re-organisation and Development. Much remains to be done in the field of women's education. we are going steadily forward but when compared to boys' education, the position is not very encouraging. Here are some of the figures.

There is one Boys' School (high, middle or primary) per 8.3 sq. miles, whereas one girls school per 31.4 square miles,

98 per thousand males attend general schools; the corresponding number for females is 27.

The disparity in rural areas is all the more glaring. That is because there is a general lack of appreciation for girls' education in villages. Whereas there is, on an average, one boys' school for 4 villages, there is one girls school for 17 villages.

89 per thousand females go to town schools but only 11 per thousand go to village schools (the corresponding figures for boys being 34 and 66).

Paucity of women teachers willing to serve in out-of-the-way villages and want of suitable buildings stand in the way of increase in the number of primary schools for girls.

It is time we introduced compulsory primary education for girls as well. Our constitution provides for equal opportunities and makes no distinctions between the two sexes. It is necessary to give them equal opportunities. As it is, the girls have fewer openings for professional careers. The three main careers open to them are teaching, nursing and medicine. In none of them is their number adequate. The only medical college for the State at Amritsar has on its rolls 550 boys and 96 girls in all its courses of study. The Women Christian Medical School at Ludhiana is doing very useful work, but many of our women students have to join Lady Hardinge College, Delhi for the higher medical course. It is gratifying to note that women have begun to take up Police, Railways, Administrative and Secretariat jobs.

Whereas there are 22 Industrial schools for boys, there are only 13 for girls.

CHAPTER XI

Physical Education

Introduction. With independence, Physical Education has assumed greater importance. The new syllabuses recommended by the Punjab Advisory Board of Education make Physical Education part of the Recreational Activities a compulsory subject for Primary as well as Secondary Schools. The subject now has place in the school programme

Syllabus. The new syllabus for the Primary schools includes games through story-play, imitative movements, simple games, action songs, folk dances, agility exercises, file formation, rhythmic movements and drill to command.

The syllabus for the Secondary Schools includes, in addition, competitive sports, athletics, major games, scouting and girl guiding, hikes and camps, exercises with light apparatus like dumb-bells, wands and the like.

Place is also given to indigenous games and rules of these games are being collected and standardised. Community singing and dramatics form part of this activity.

Organisation. Although physical education has been greatly handicapped in some schools for lack of play-grounds, it has been receiving due attention in all those schools where facilities exist. There is also provision for physical training in the school time-table.

Every district has an Assistant District Inspector of Schools for physical education. He supervises and guides physical education of schools by visits and periodic Refresher Courses for teachers. Physical training in Vernacular Middle Schools is entrusted to S.V. Teachers. In all Middle Schools with English, trained and certificated Physical Training Instructors mind this aspect of education. Schools having 500 students or more are required, in addition to have a P. T. Supervisor holding a diploma in Physical Education.

District High School Tournaments both for boys and girls are held in every district under the auspices of the Head Masters' Association.

The winning teams qualify for Divisional Tournaments.

The Assistant District Inspectors for Physical Training also organise Village Clubs to popularise sports among the adult population of the village.

Boy Scouts and Girl Guides. The year under report is a turning point not only in the history of scouting in the Punjab but throughout the Republic of India. It marks the end of the rivalry of two Associations, the Boy Scout Association of India and the Hindustan Scout Association which had worked side by side in uneasy accommodation for the last twenty years and more, and the emergence of an amalgamated National Association named the Bharat Scouts and Guides. The third wing of the Triune Union, the Girls Guide Association of India, has also taken a decision to join the National Association and the complete merger of this association awaits some legal formalities.

The inauguration ceremony of the Punjab Bharat Scouts and Guides was performed by H. E. Sir Chandu Lal Trevedi, on the 11th of March, 1951, in St. Edwards School, Simla.

There are 1,244 groups of scouts in the Punjab-Packs, troops and Rover—Crews. The membership increased by 9,941 from 45,072 in the previous year to 55,013 during the year under report.

Three thousand four hundred and seventy seven scouts and scouters were trained during the year. This does not include scouts and scouters who attended week-end camps all over the State. Amritsar was the only district that was not able to hold its Annual District Camp.

Three Rover and Senior Scouts Camps to train 87 Rovers and Senior Scouts were held at Tara Devi. Three beginners Scouters' Camps to train 184 Scouters were also held. Fourteen head masters from Jullundur Division and four from Ambala Division attended a Group Scout Masters' Course.

Training Courses were held in every training institution of the State, viz., the Christian Normal School, Kharar, Government Normal School, Karnal, Mission Training School, Moga, Basic Schools at Jagraon, and Satrod, Normal Schools, Jullundur and Kurali, and Government Training College, Jullundur. 896 scouters were trained during these courses.

Week-end camps are growing very popular in almost all districts, Ludhiana district leading. In these camps, 451 scouts and 200 cubs were trained.

Scouts all over the State rendered every assistance in the Tree Plantation Week and planted trees.

Grand rallies were held to celebrate the Independence Day and Republic Day in all districts. The annual Cub Rally at Barnes Court, Simla-East, was held in November, 1950.

Social Service was rendered by scouts during fairs. They helped the authorities in the maintenance of law and order, control at the barriers, regulating traffic, life saving at bathing ghats, looking after sanitation and running inquiry offices.

The service rendered at Hardwar during the **Kumb Mela** elicited great admiration.

Tara Devi is attracting scouts and scouters from the Punjab and from the neighbouring States of Pepsu and Himachal.

Girl Guides and Blue Birds. The number of girl guides has gone up from 949 to 1,799, of Guide Companies from 50 to 93, of blue birds from 2007 to 3230 and of Blue Bird Flocks from 136 to 221. It is gratifying to note that the Punjab leads the rest of India both in number and quality of training.

A combined Rally of Girl Guides and the Blue Birds was held in honour of the President's visit to our State in the spacious grounds of the President's Lodge, Simla on the 29th September, 1950. Nearly 700 Girl Guides and Blue Birds from Simla District participated.

Besides this, rallies were also held at Ambala, Karnal, Hissar, Rohtak, Jullundur, Amritsar, Hoshiarpur and Ferozepore.

A notable event of the year was the Commissioners' and Secretaries' Camp Conference and Guiders' Camp at Tara Devi from 1st to 7th June, 1950, under the supervision of Miss Asha Ram, All India Trainer. It was the first of its kind after partition and sixteen Commissioners attended from all over the State. It was followed by the Guiders' Camp from the 7th to 15th June. Thirty six Guiders attended.

Expenditure The income of the year, including the annual Government grant of Rs. 7,000/- was Rs 10,130/15/- and the expenditure Rs. 9,830/14/3.

Junior Red Cross and St. John's Ambulance. The Junior Red Cross teaches the first lessons of service, personal cleanliness and school and community sanitation to school children. The total number of societies was 3475 as against 2993 last year and membership was 345,773 as against 2,09,468. Not only in membership but in the number of groups as well we are ahead of all other States.

The number and membership of groups in girls' schools

continues to be comparatively low although it has registered an increase from 853 to 944 in groups and from 62070 to 76639 in membership during the year under report.

Weekly health parades are held in most of the schools and talks are given on topics relating to health, dietetics and personal hygiene. In some of the schools, small dispensaries are being maintained from the Red Cross Fund. Poor students are helped to pay their tuition fee and to buy books and clothes.

National Cadet Corps. The National Cadet Corps was set up in the State in October, 1948, with the following strength :--

(a) Junior Division : 23 troops (2,070 cadets & 69 officers).

(b) Senior Division.

1st Punjab Battalion, N.C.C., Amritsar.	3 companies (470 cadets & 15 officers)
2nd Punjab Battalion, N.C.C., Jullundur.	3 companies (470 cadets & 15 officers)
3rd Punjab Battalion, N.C.C., Ludhiana.	3 companies (470 cadets and 15 officers)
Independent Company, Rohtak	(154 cadets & 5 officers)
3rd Punjab Battery, Amritsar.	(60 cadets and two officers).

There were, thus, to start with 3,694 cadets (2,070 Junior Division and 1,624 Senior Division) and 121 officers (69 Junior division and 52 Senior division).

Additions to the strength of the corps were made in 1949-50 and 1950-51. The position during the year under report stood as below :—

(a) Junior Division.

61 troops (including 2 units of Air Force).	(5,490 cadets and 183 officers).
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(b) Senior Division.	(2,398 cadets and 77 officers)
Ist Punjab Battalion, N.C.C., Amritsar.	4 companies (625 cadets and 20 officers)
2nd Punjab Battalion, N.C.C., Jullundur.	3 companies (470 cadets and 15 officers)
3rd Punjab Battalion, N.C.C., Ludhiana.	3 companies (470 cadets and 15 officers)
4th Punjab Battalion, N.C.C. Rohtak.	2 companies (315 cadets and 10 officers)
Independent Company at Simla.	154 cadets and 5 officers)
3rd Punjab Armoured Squadron, Ludhiana.	(90 cadets and 3 officers)
8th Punjab Medical Company, Amritsar.	(60 cadets and 2 officers)
3rd Punjab Battery, Amritsar.	(60 cadets and 2 officers)
(c) Girls Division, 3rd Punjab Girls Troop, Ludhiana.	(90 cadets and 3 officers)

Thus, the authorised strength of the National Cadet Corps consisted of 7,973 cadets (5,490 Junior Division including 60 of the Air Force 2,398 Senior Division and 90 Girls Division and 233 officers (183 Junior Division, 77 Senior Division and 3 Girls' Division) as against 3,694 cadets and 121 officers in 1948—49. The strength has thus doubled during the course of two years.

All units held their Annual camps, Senior Division for 15 days and Junior Division for ten days each, except for 3rd Punjab Girls' Troop, 3rd Punjab Armoured Squadron, 8th Punjab Medical Company and Ist Punjab Battalion.

The expenditure incurred on the National Cadet Corps was 8,00,000/- as against Rs. 1,51,200/- in 1948-49 and Rs. 4,41,103 in 1949—50.

School Medical Services. Most of the High Schools in urban areas have their own arrangements for medical inspection and follow-up treatment. Some schools have dispensaries, which are visited twice a week by qualified Medical Officers, assisted by Dispensers. Experiments are being tried to start collective medical inspection scheme in the bigger towns with all high schools as members. The finances of various schools are pooled together for the purpose. A central clinic equipped with medicines and instruments is set up in a central place and a medical officer assisted by a Compounder and a Dispenser, is placed in charge of it. At the district headquarters, a Committee called the Health League is constituted consisting of the Deputy Commissioner, District Inspector of Schools and representatives of local schools.

The central clinic established at Ferozepore is worthy of special mention. Thirteen high schools within the limits of the town and the cantonment are following a cooperative scheme of medical service. A whole-time medical officer is employed. Besides, all schools have their own school dispensaries.

In rural areas, there is, however, no regular scheme for medical inspection of school children. Occasionally, medical tests are conducted by the officers in charge of rural dispensaries.

University Sports. In colleges, sports are increasing in popularity and appeal. Tournaments in the following games were conducted during the year—Cricket, football, hockey, tennis, basketball, wrestling, kabaddi, gatka, volleyball, swimming, relay, athletics, cross country race. Boxing and gymnastics could not be held due to lack of adequate equipment and proper training facilities in most of the colleges.

There was an appreciable increase in the number of entries in most of these activities.

The University retained the Basketball and won the Volleyball Trophy instituted this year. The Tennis Team won the North Zone Finals and lost to the Madras University in the all India Finals. The Cricket XI qualified to meet the Delhi University in the North Zone Finals held in Lucknow but lost by a narrow margin.

The Hockey Club won the North Zone Finals but lost to the Osmania University by one goal in the All India Finals.

Five members of the Basket Ball Club were selected on the State and All-India Basket Ball Teams. Four of the former Blues in Athletics represented India in the First Asian Games.

Women students showed marked interest in sports. For the first time, our hockey team participated in Inter-University Sports at Allahabad and secured the second position. Hockey has been added to the games for women. The Punjab Women's Hockey Association has been formed under the patronage of Lady Trivedi.

The Senate has sanctioned the appointment of an Assistant Directress of Physical Education and an Assistant Director of Yogic Physical Education.

Reorganisation and Development. Physical Education is now a compulsory subject in schools and teachers are gradually realising its importance. But much remains to be done. Our aim is that every school boy should either be a scout or a cub, and every college student a member of the N. C. C. The numbers on both sides have registered increase, but they are still very low.

Our attention so long has been directed to the training of teams and holding of tournaments. They are good in their own way, but we have to cater not merely to the selected few but to all. We must provide facilities for every student. Lack of play-grounds is our major difficulty.

To organise physical education on more systematic lines and to put it on a wider basis, the Department is considering the establishment of a college of Physical Education.

CHAPTER XII

Miscellaneous

1. REHABILITATION :

Rehabilitation is still taxing the ingenuity and resources of the Central and the State Governments. The Education Department has done its bit in rehabilitating disrupted institutions from the West Punjab.

Since the partition, the Government has opened only two Girls' High Schools in Simla and a High School for boys at Dalhousie. The District Boards and Voluntary Associations, however, have done commendable work in the educational recovery of the State. The increase in the number of schools is a source of satisfaction.

496 primary schools have been opened since the partition. Primary education is largely the business of local bodies but they are substantially grant-aided by the State Government.

At the partition we had 309 high schools. During the year under report we had 429, thus registering an increase of 120.

Before the partition there were only five Government Arts and Science Colleges for Men and two Colleges for

Women in this part of the Punjab. The number of Government Colleges at the end of March, 1951, was ten, including two Training Colleges; one for men and the other for women. The number of Arts Colleges maintained by voluntary associations on 31-3-1948 was twenty-one and on 31-3-1951 thirty. The number of scholars in the State on 31-3-1948 was 5,74,060 and on 31-3-1951 was 8,51,633 thus registering an increase of 2,77,573.

The training of teachers has received considerable thought though the present apparatus is not able to cope with the requirements of teacher training of the State. Immediately on the partition, Government started a Training College for men at Jullundur and another for Women at Simla. For training the basic teachers, Basic Training Schools have been established at Jagraon and Satrod, R.S. D. College, Ferozepore, Jat Heroes Memorial College, Rohtak, have been permitted to have classes for preparing candidates for the B. T. degree examination of the Panjab University. There is a considerable lag between the supply and the demand for trained teachers and Government is considering plans for the extension of teacher training.

Financial Help to Displaced Students. Freeships and cash grants @ Rs. 5/- P.A. per head were given to the deserving displaced students in the Primary Schools in the non-compulsory areas and to students in relief camps, women's homes and infirmaries to cover the cost of books and stationery. Deserving displaced students reading in classes V to X were allowed freeships. Those in the Intermediate Classes were given stipends upto Rs. 30/- and in the B.A. Classes to Rs. 40/- per mensem to cover the cost of tuition fee, books, stationery, training material, etc. The number of students benefited and the amount sanctioned are given below :—

	No. benefited.	Amount sanctioned.
Primary Classes	24,577	Rs. 1,05,224/9/-

	No. benefited	Amount sanctioned
Secondary Classes	50,807	Rs. 12,25,473/8/-
Colleges	875	Rs. 1,36,601/2 -
Loans	8	Rs. 1,050/-/-

Besides this, the expenditure on the rehabilitation of disrupted schools was Rs. 3,53,560/- and on Colleges (including Panjab University and V. V. R. Institute at Hoshiarpur) was Rs. 15,57,521.

2. Co-curricular and Extra Curricular Activities.

(a) Grow More Food and Tree Planting :—

In primary schools on account of the inadequacy of space and the age of the pupils, little has been done by way of cultivation of food crops. Lack of water and stray cattle present other difficulties. In most of the secondary schools, however, all available space, not required for games and sports is being utilised for growing cereals and vegetables. The students participate in the preparation of compost and destruction of rats. In certain schools Pohli weeks are observed to destroy this pernicious weed. All classes of the Government High and Normal School for Girls, Jullundur grow vegetables.

With space for growing trees, Van Mohatsava is observed both in rainy and spring seasons, when trees are planted at all the available space by the students and the staff. The problem of keeping the young trees alive during the vacation periods is acute as ever. The experiment of entrusting the care of new plants to students belonging to the village is being tried and its results are being watched.

The number of trees planted during the year under report was 27,49,924.

(b) **Small Savings Scheme.** Every effort is being made to popularise the Small Savings Scheme among students and teachers. In Ambala Division, Rs. 59,325/- were raised under

the scheme against nil during the previous year. Through the efforts of Mian Milap Chand, Assistant District Inspector of Schools, Kangra, Rs. 16,259/8/- were invested in the scheme and he was awarded a 'Letter of Appreciation' by the Central Government

In some of the Girls Schools, Thrift Societies have been established. At the Government Girls High School, Amritsar, funds raised by the Society amounted to Rs. 2,456/10/6. The poor financial circumstances of the teachers seriously hamper the organisation of such societies among them and the investment of larger sums in the Small Savings Scheme.

(c) **Anti-Locust Campaign.** During the year large swarms of locusts visited six districts of the Jullundur Division, viz. Hoshiarpur, Jullundur, Amritsar, Ludhiana, Ferozapore and Gurdaspur. The members of the Inspecting staff, the teacher and the taught acted promptly and assisted the civil authorities vigorously in the campaign against the winged pest. The heaviest work had to be done in Hoshiarpur district where the Director of Public Instruction, Dr. K. C. Khanna, with the members of the Divisional Inspecting Staff, launched the campaign and personally took part in locust destruction sallies for several days. The students dug out and destroyed several thousand maunds of eggs of locusts and saved the State from the menace of hoppers.

(d) **Science Clubs.** Schools are being encouraged to start clubs for propagation of scientific knowledge and more than that for the inculcation of scientific attitude. Students are encouraged to learn by investigation more than by demonstration.

(e) **School Museums.** Some schools have started museums in natural history, geography, and science. Specimens mostly collected by the students while on holiday tours to hill stations or the sea-side are labelled and displayed.

Such museums contain working models, illustrative materials in the form of charts and diagrams and collection of coins, pictures stamps and toys of scientific interest.

(f) **Hobbies.** Hobbies like photography, stamp collecting, soap making, ink making, cardboard and paper cutting, toy-making, raffia work, basket-making, weaving, knitting, etc., are being pursued in schools after school hours.

3. Aesthetic Education. The new syllabus recommended by the Punjab Advisory Board of Education provides for some aesthetic education. Among the activities for Primary and Secondary Schools are listed the following :

1. Building and furnishing a play-house.
2. Furnishing a playhouse and making a family of dolls to live in it.
3. Making and cultivating a vegetable garden or growing flowers in windows, boxes and pots.
4. Building a village or town.

The health and Social Activities for Junior Basic School include the following :

1. Cleanliness.
2. Cleanliness of environment.
3. Movements to the accompaniment of song.
4. Folk dances.

They depend for their success on the teacher, who as things are, has had no aesthetic training himself and who in most cases is dull and unimaginative. In almost all schools, the students are required to decorate class-rooms, especially on festive occasions. Due care is taken with regard to the fixing of pictures and charts, their selection and arrangement to produce some colour design

Though singing and music are not taught systematically some schools practise singing in chorus

We very much need a school of Arts on the lines of Mayo School of Arts at Lahore and the problem is engaging the attention of the Government in the Department of Industries.

4. ANGLO INDIAN SCHOOLS.

There are seven schools in all, two for boys and five for girls.

Scholars. The enrolment in the boys schools has increased by 64 to 485 and in the girls schools by 70 to 529.

Teachers. There are 74 trained and 14 untrained teachers working in these schools as against 63 and 13 respectively last year.

Results. Twenty five candidates appeared in the Senior Cambridge out of whom 22 passed, while 23 appeared in the Junior Cambridge Examination and 20 passed.

These schools have been allowed to send up candidates for the Punjab University Matriculation Examination. St. Edwards School, Simla, Convent School, Dalhousie and Auckland House School, Simla, sent up 12, 8, and 2 candidates respectively, out of whom 12, 6, and 2 passed.

Hindi and Punjabi Competitive Examination in Anglo-Indian Schools. To encourage the teaching of Hindi and Punjabi, a competitive examination was held and a prize of Rs. 15/- each was awarded to the top student. Each School contributed Rs. 5/- for the purpose.

Expenditure. These schools form a vital part of educational apparatus of the State. They are generally run by Missionary Societies and staffed by individuals who have dedicated their lives to the Mission. Their students come from richer families and are on the whole, more advanced, both physically and educationally, than those of the ordinary

schools. The number being small, the teachers come in closer contact with the students and take keen interest in moulding their character.

5. EDUCATION OF THE HANDICAPPED.

The position with regard to the education of the handicapped remained the same as during the last year. There is only one institute which imparts such education -the School for the Blind, Amritsar. Handicrafts are taught to the blind to enable them to earn their living. During the year under report there were 57 students on rolls as against 50 last year.

6. EDUCATION OF THE SCHEDULED CASTES AND OTHER BACKWARD COMMUNITIES.

There are no special schools for the education of the scheduled castes and backward communities. All facilities are, however, afforded for their admission to Government and recognised institutions run by voluntary associations. Strict notice is taken of any differential treatment. We have 14 primary schools (8 for men and 6 for women) and one Reformatory School for the so-called Criminal Tribes. These are under the control of the Deputy Commissioner, Criminal Tribes, Punjab.

Under the ten year Harijan Welfare Scheme instituted in October, 1948, Harijan students are exempted from the payment of tuition fee. In some schools, books, stationery and other requisites of study are supplied to them out of the Red Cross Fund. In addition to free-ships, stipends at liberal rates are awarded beginning from the 9th class right upto post-graduate classes; the rate of stipend varying from Rs. 6/- to Rs. 25/- per month. Stipends are also given to students joining teacher training institutions of the State. During the year, a sum of Rs. 1,00,000/- was sanctioned as grant-in-aid in lieu of tuition and examination fees and Rs. 2,05,195/- for the award of stipends.

The number of students of scheduled castes and other backwards communities rose from 53,540 in 1949-1950 to 74,885 in 1950-1951. The number in High Schools and Arts and Science Colleges was 13,976 and 575 respectively as against 8,821 and 394 in the previous year.

7. **MIDDAY MEALS.** The stringency of State finances and system of rationing stands in the way of the State providing for midday meals to students. They are, however, encouraged to bring their meals and arrangements are made for them to eat together.

In some districts, skimmed milk is provided for the under-nourished children and for those in famine-stricken areas. In Kangra district, vegetables like carrot, turnips, radish and tomatoes are raised in the school compounds and students are given raw vegetables to eat during recess.

8. **Foreign Studies** Eight men went abroad for further studies, three for science and five for medicine. Four of them went to United Kingdom and four to U. S. A. Of them, five went on their own, while three were awarded scholarships by the Government of the value of Rs. 30,082/-.

9. **Libraries.** Primary schools have no libraries. In all the Anglo-Vernacular Middle Schools and the High Schools, however, libraries have been established and suitable books, newspapers, Magazines and journals provided out of the Union Fund. In some schools full use is not being made of libraries for lack of suitable accommodation, no separate rooms being provided for them.

Grants given to public libraries were as follows :—

Station Library, Simla.	Rs- 3,000/-.
Dwarka Das Library, Simla	Rs. 10,000/-.
India Library Association, Delhi.	Rs. 500/-.
Geeta Library, Kurukshetra.	Rs. 200/-.
Small Town Libraries, Jullundur Division.	Rs 1,950/-.
Total.	Rs. 15,650/-.

10. The Ambala Divisional Conference of District Inspectresses of Schools, Assistant Inspectresses of Schools and the Head Mistresses of Government Girls High, Middle and High and Normal Schools was held at Ambala from 18th to 20th January, 1951. Most of the resolutions passed were of a routine nature relating to grants and contingencies and equipments. On the academic side it recommended that the Geography syllabus for VIII class be revised and shortened and the passing in General Knowledge in the Middle Standard Examination for Girls be made compulsory. It also recommended that adequate staff should be given to the girls schools so that no class should have more than forty girls and no teacher more than 33 periods a week and that sewing machines should be given to Women's Social Education Centres instead of radios.

Education of Women. Education of women is receiving more attention. The figures register a distinct improvement, but girls' schools as well as colleges on the whole are not so well equipped and staffed as the boys' schools. The expenditure on the education of women is only 14% of our total expenditure whereas the percentage of literacy among them is 10% (that among men being 20%). Due attention will be paid to this factor when opening new primary schools.

We have not yet succeeded in making Primary Education compulsory even for boys. Some areas adopt compulsion but since we cannot provide facilities for all, the compulsion on the whole, remains very ineffective. We have not introduced compulsion in the case of girls at all.

It is the policy of the department to encourage co-education but people do not take advantage of it. If, in areas where there are no girls schools, people send their daughters to boys' schools, much progress could be ensured.

Physical education of women needs more attention. Most of our boys schools have instructors for Physical Training, but very few girls' schools have any provision for it. When we have a Physical Training College of our own, more trained women instructors will be available. At present few women graduates come forward to receive training.

CHAPTER XIII

Retrospect and Prospect.

The report surveys the year's progress of education in the State. The achievement has been very limited; but considering the difficulties, there is no occasion for depression. The State has been financially crippled by the partition. There is still considerable economic instability and social insecurity. The recovery, though fairly rapid is not yet complete, and we cannot be very self-complacent about it. There is an atmosphere of returning optimism and the time is not far when achievement will be both more rapid and more substantial.

School Education. There is great awakening among the masses and there is widespread demand from all quarters for free Primary Education. There was a time, when teachers had to canvass for students to keep their schools going. That has already become a matter of history. Now, we have more students than we can accommodate. We need more schools and larger schools. People in the villages, although uprooted and unsettled, have come forward to gift land, free labour and money for buildings for primary schools. Voluntary associations have offered to donate land for play-grounds, if their schools are upgraded. Others have voluntarily come forward to stand sureties to make good deficits, if any. The Government has been trying to utilise this enthusiasm to have more schools. But the demand is straining the resources of the State. If universal primary education is to be a success,

we need more schools. The literate population of the state is 15% and we have adult franchise. The magnitude of the task before us is stupendous. People have the desire to be educated. We have to find the means to fulfil that desire. Compulsory primary education is the responsibility of the State. The Department is alive to that responsibility and proposes to take steps to provide facilities which the finances at its disposal permit.

Local bodies, with their limited and largely inelastic sources of revenue, cannot meet the enormous demand. It is educationally unsound to allow schools to grow without plan and to remain poorly housed and inadequately staffed. If voluntary associations which at present are concentrating their attention on higher education divert their activity to assist the State in the field of primary education, our difficulties will be considerably less.

The period of schooling has also to be raised. It has been found that four year course is not enough. Our ultimate aim is to raise the age of compulsory schooling to fourteen which will ensure more stable results.

The new syllabuses introduced during the year under report are calculated to improve the curriculum of the primary schools with the purpose of converting them into Junior Basic Schools in the course of time and as finances permit and teachers become available. The new syllabuses have been introduced in classes I, II, V and VI (English only), during the year under report. The plan is to implement it gradually in four years.

Another problem before the Department is more rational distribution of schools. A large number of new schools have been opened under the names of the uprooted institutions from the West Punjab. These names, in some cases, have been assumed for earning rehabilitation grant. Some of them have

no members of the old Managing Committees on their present managing bodies and no member of the staff of the old schools. They have just occupied evacuee buildings of Muslim schools. This has caused some bitterness. The Department, in its anxiety to help the displaced institutions, has overlooked minor matters. But it will soon have to scrutinise all cases and exercise stricter control on educational institutions maintained by voluntary associations.

Progressive Education. The co-educational Junior Model School for children, Jullundur, which was started in June, 1949, has made rapid progress during the year under report. It is popular with the intelligentsia of the town and there is great pressure on available accommodation. It is hoped that the school will become self-supporting in the course of the succeeding year. We need more schools of this type for imparting education on modern lines and for training leaders in the different walks of life.

We also need pre-primary schools. There is only one nursery school at present. When the new scheme is fully implemented, it will be time to focus attention on education of the pre-school age group.

It is gratifying that with the change of social and political condition, the educational outlook is undergoing a change. Scholars irk against rigid discipline. New experiments are being tried. It is too early to judge of the results.

The traditional teaching methods are giving place to modern and progressive methods based on the study of child psychology. The paidocentric tendencies are attracting more attention than the studies themselves. Responsibility and freedom are replacing authoritarian discipline. The tendency to stuff the child's mind with more information is

being bridled. His tastes and interests are being more and more studied. The play-way devices and activity methods where the child learns by doing, are being tried. But, we have yet a long way to go. Our system needs complete re-orientation. The prospect is bright. The will is not lacking. The main difficulty, however, is finance

The most glaring defect of the present system is over-regulation and rigidity of formal examinations. All schools are of the same pattern. All follow the same curricula, prepare students for the same examination and have the same standard of performance. There is very little scope for initiative and no freedom of experiment. Success in University examination over-shadows everything.

Training of Teachers The introduction of the New Syllabi in schools has created a new problem. An average J. V. or S. V. teacher is not equal to the task now set to him. He cannot be expected to do justice to the teaching of subjects without special training. The curriculum has been changed; the medium of instruction has been changed from Urdu to Hindi or Punjabi. Provision has also been made for promoting interest in creative arts, and giving practical instruction in Science and crafts and cultivating habits, that will ensure physical, mental and moral health of the pupil and make him a good citizen. It is a heavy task for any teacher, let alone our present Junior teachers. We need a teacher with richer background for the new scheme of studies.

We must attract better type of men and women to the profession by offering them better salaries and by raising their prestige in society. The teacher is not paid well. He is not carefree and cannot devote himself wholeheartedly to his work. No scheme of studies, however perfect, can yield results if there are no worthy teachers to work it. The Government is considering the whole problem.

The scales of pay are inadequate. The standard and duration of training must be varied and improved. A new Junior Basic Training School at Satrod was started during the year. We need more schools for training teachers. It may be mentioned that we sent teachers for further training to Wardha, Shanti Niketan and to Jamia Milia, Delhi. If our plan of converting all existing Primary Schools to Basic Schools is to materialise within a reasonable time, we must reorganise and expand our teacher training. We must also provide sufficient equipment to the schools for the proper teaching of crafts, hobbies and the experimental sciences.

Another difficulty has been facing the department. Ever since the J. A. V. Class for men was abolished, the schools have to employ graduate trained teachers who not only demand higher salaries, but do not relish teaching middle classes. J. A. V. Class for men will have to be revived to reduce the number of untrained teachers in schools.

Social Education. Social education is another need. We started it last year under a directive of the Government of India and achieved moderate results. But, during the year under report, there has been a set-back. We have had to close down 39 centres for lack of funds. The jails and the railway authorities and voluntary associations are doing good work in Social Education, but their effort hardly touches the fringes of the problem. Our target is 500 centres ; at present we have 163 all told.

In the matter of quality of teachers as well, the position is not what it should be. Our need is qualified personnel. We shall have to employ trained graduates and to pay them well, if social education is to succeed. We have to make centres attractive for adults who are immersed in the details of making a living. We have to shake the masses out of their mental lethargy and cultural apathy. It is an uphill task. Our main difficulty is finance. During the year under report we spent Rs.

2 49,028/- on Social Education. Considering the dimensions of the problem and the nature of the task, this sum is very inadequate.

University Education. It is sometimes said that education in the State is topheavy; that we have more Arts colleges than we need and every year the number is increasing. There was a time when these colleges were paying concerns and put no financial strains on the resources of the voluntary associations maintaining them. That is no longer the case, as the number of students taking up science subjects is on the increase and science teaching is expensive. The result is that many of the new colleges are ill-equipped and poorly staffed. Their main anxiety is to increase enrolment. There is, consequently, an indiscriminate admission of the fit and the unfit to these colleges to add to the fee income. That adversely affects standards of teaching. It leads to waste of effort.

We must have more professional teaching. There is great need and demand for it. Majority of our students take up F. Sc., but since the Medical College at Amritsar and Engineering College at Roorkee can absorb only a small number, they are thrown back to colleges of general education. It is also noticed that many students after doing B. Sc., have to take up Arts subjects in the M. A. That means waste of energy and lowering of standard.

The University is trying to revive all the teaching departments for which there was provision in Lahore. But, it cannot make much headway till it has a home. Its present headquarters are miles away from its teaching departments which are distributed over Hoshiarpur, Ludhiana, Jullundur and Amritsar. It has a Camp College in Delhi where it exercises extra-territorial jurisdiction. Its immediate need is a teaching centre, which will materialise only when the University can shift to the new Capital.

Physical Education. We have made considerable

progress in the field of Physical Education. Physical education has been made a part of Recreational Activities which are included in the elementary curricula. Every district has an Assistant District Inspector of Schools for Physical Education. All schools having 500 students or more and all colleges have a qualified Physical Training Supervisor.

There is provision for medical inspection in all schools and colleges and students with defects are given follow-up treatment. Boy Scout and Girl Guide movements are becoming more and more popular. The National Cadet Corps is expanding.

But we are still far from our goal. Many of our schools have no satisfactory play facilities. They do not even have playgrounds. Time has come when we should divert our attention from the Tournaments and First Elevens to the general student community. Every student must take part in some game or the other and we must provide facilities for it. Our need is not merely the health of our boys and girls but all that sports imply—resourcefulness, discipline, comradeship, and above all the spirit of sportsmanship. The attention of the Department is being exercised on the need of having a Physical Training College in the State which will not only supply the teaching personnel, but will be a centre for promoting the Physical well-being of the student community as a whole.

**Statistics of Educational Institutions in the
Punjab for the Year 1950-51.**

I—GENERAL SUMMARY OF EDUCATIONAL INSTITUTIONS,

Area in Square Miles 37,378

Type of Institution	Number of Institutions					
	Boys			Girls		
	Previous Year 1949-1950	Current Year 1950-1951	In Rural Areas (included in column 3)	Previous Year 1949-1950	Current Year 1950-1951	In Rural Areas (included in column 6)
	2	3	4	5	6	7
RECOGNISED—						
Universities ...	1	1	...	...	...	...
Research Institutions ...	...	...	...	...	...	...
Board of Secondary and/or Intermediate Education	...	...	...	...	...	...
Colleges for General Education	32	35	3	4	4	...
Colleges for Professional Education	7	7	...	2	2	...
Colleges for Special Education	4	9	2	...	...	...
High/Higher Secondary Schools	337	389	186	41	40	1
Middle Senior Basic/Junior High Schools	972	861	829	83	88	29
Primary/Junior Basic/Basic Primary Schools	3014	3254	2938	1019	1061	886
Nursery Schools	...	...	...	...	1	...
Schools for Professional Education	29	31	3	21	15	...
Schools for Special Education	148	143	80	29	22	15
Total ..	4544	4730	4041	1199	1233	931
UNRECOGNISED	164	135	92	134	130	61
Grand Total ...	4708	4865	4133	1333	1363	992

Excludes Nilokheri Polytechnic.

SCHOLARS AND TEACHERS.

Total estimated population	Males ...6787000	Total Estimated population of children of School-going Age (Age group 6—17)	Boys 1735530
	Females 5854000		Girls 1480020
	Total 12641000		Total 3215550

Number of Scholars								Number of Teachers	
Boys				Girls				Men	Women
Previous year 1949-1950	Current year 1950-1951	From rural areas (included in column 9)	Number of Married Students of and above the age of 14 (included in column 9)	Previous year 1949-50	Current year 1950-51	From Rural areas (included in column 13)	Number of married students of and above the age of 14 (included in column 13)		
8	9	10	11	12	13	14	15	16	17
11	58	...	...	...	...	...	...	46	...
..
...
16973	18574	8755	1234	1363	1834	209	34	908	64
1162	1408	593	215	200	237	38	19	149	19
176	381	340	59	12	10	...	...	39	1
204858	218992	76957	2873	18902	19038	1276	364	6306	668
163095	156711	147490	686	25388	28842	6214	343	4762	835
251320	286253	226882	172	97765	108029	64884	396	7293	2506
...	...	...	...	...	30	...	...	...	2
1933	2015	793	461	1599	1295	164	375	285	101
8935	7039	4050	2570	2294	887	659	572	114	22
648463	691431	465860	8270	147523	160202	73444	2103	19902	4218
8553	8729	5654	51	11032	12988	3513	63	266	338
657016	700160	471514	8321	158555	173190	76957	2166	20168	4556

II—GENERAL SUMMARY OF

	Rs.		Rs.
Total Revenue of the State	16,78,31,000	Recurring Non Recurring Total	Budgeted 1,90,73,841 Actual 1,88,17,923
Amount spent on Education from State Revenues (including Govt. grants to Local Boards)			Budgeted 28,73,039 Actual 26,59,968
			Budgeted 2,19,46,880 Actual 2,14,77,891

	Expenditure on Education for Boys							
	Previous year (1949-1950)	Current year (1950-1951)	Percentage of Expenditure from					
			Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments etc.	Other Sources
1	2	3	4	5	6	7	8	9
	Rs.	Rs.						
Direction and Inspection	1317931	1310442	91.8	7.4	0.6	...	...	...
Miscellaneous (Including Buildings, Scholarships, Hostel charges etc.)	4157023	6355439	42.8	6.2	3.5	8.8	3.6	35.1
Total ...	5474954	7365881	51.5	6.4	3.0	7.2	3.0	28.9
RECOGNISED—								
Universities	3314208	3364999	23.5	...	...	76.5	...	...
Research Institution	...	...	...	...	...	...	...	...
Board of Secondary and/or Intermediate Education	...	...	...	...	...	...	...	...
Colleges for General Education	4367971	4158962	20.8	...	2.0	60.3	2.5	14.4
Colleges for Professional Education	1356295	1373037	72.8	...	...	24.0	...	3.2
Colleges for Special Education	136744	139767	28.9	...	...	0.5	3.1	67.5
High/Higher Secondary Schools	9153804	10636582	22.6	3.9	2.3	59.3	4.3	7.6
Middle Senior Basic/Junior/High Schools	6393218	6317343	56.2	18.5	0.9	21.5	2.0	0.9
Primary/Junior Basic/Basic Primary Schools	6070503	7342283	61.5	20.2	10.5	1.2	2.3	4.3
Nursery Schools	...	...	...	...	...	...	...	...
Schools for Professional Education	891466	1180971	81.7	0.1	0.3	9.2	0.3	8.4
Schools for Special Education	93003	137758	92.8	...	1.1	...	...	6.1
Total ...	31777212	34651702	41.1	8.8	3.4	38.3	2.5	5.9
UNRECOGNISED	...	164007	...	...	...	17.5	16.3	66.2
Grand Total ...	37252166	42181590	42.8	8.4	3.3	32.9	2.6	10.0

EXPENDITURE ON EDUCATION.

To al Revenue of Local Boards in the State.		Rs. 402,86,745	
Amount spent on Education from the Revenue of Local Boards.	Recurring	Budgeted ..	119,85,719
		Actual ...	111,42,503
	Non-Recurring	Budgeted..	20,19,279
		Actual ..	13,45,124
	Total	Budgeted..	140,04,998
	Actual ...	1,24,87,627	

Expenditure on Education for Girls.

Previous year 1949—1950	Current year 1950 - 1951	Percentage of Expenditure					
		Government Fund	District Board Funds	Municipal Board Funds	Fees.	Endow- ments etc.	Other sources
10	11	12	13	14	15	16	17
	Rs.						
2 5,556	215,721	89.3	3.4	7.3	...	...	...
676,245	11,24,282	34.5	0.9	4.4	12.5	2.6	45.1
...
...
...
273,058	305,990	58.2	...	...	41.1	...	0.7
95,393	101,329	77.3	...	...	21.6	...	1.1
...
13, 2,960	13,92,899	65.2	...	2.6	20.1	3.9	8.1
7,98,539	10,15,111	41.4	4.5	17.9	8.2	7.5	20.5
19,29,206	21,52,695	53.9	18.1	17.3	1.0	1.4	8.3
...	4,638	100.0	...	...	...	...	...
476,476	439,864	79.5	...	1.4	11.2	...	7.9
3,550	25,094	100	...	...	...	...	...
49,39,182	54,37,620	57.5	8.0	11.0	10.7	2.9	9.9
...	157,669	...	...	...	65.7	4.7	29.6
58,40,983	69,35,292	53.4	6.6	9.6	11.9	2.8	15.7

Arts only	{ with only degree Classes	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Others	...	1	...	...	...	2	...	3	...	...	...	...	1	...	1	4
Science only	{ with only Degree Classes	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts and Science	{ with only Degree Classes	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	{ Others	...	5	...	1	3	23	...	32	...	2	...	...	1	...	3	35
Intermediate Calleges .. with only Intermediate Classes		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Others		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...		...	6	...	1	3	25	...	35	...	2	...	...	2	...	4	39

III--EDUCATIONAL INSTITUTIONS BY MANAGEMENT. (Continued)

Type of Institution	For Boys								For Girls								Grand Total		
	Recognised Institutions Managed by							Unrecognised Institutions	Total	Recognised Institutions Managed by								Unrecognised Institutions	Total
	Government		District Board	Municipal Board	Private Bodies		Government			District Board	Municipal Board	Private Bodies							
	Central	State			Aided	Unaided						Central	State	Aided	Unaided				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
<i>Colleges for Professional Education</i>	...	1	...	...	...	...	...	1	...	1	...	...	1	...	...	2	3
Engineering	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Technology		
Medicine	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Veterinary	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Agriculture	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1
Forestry		
Commerce	1	...	...	1	...	...	...	...	...	...	...	...	1		
Law	1	...	...	1	...	...	...	...	...	...	...	...	1		
Applied Art & Architecture		
Total	...	5	...	...	2	...	...	7	...	1	...	...	1	...	...	2	9

INSTITUTIONS FOR BOYS.

Institutions						
Institution	District Board			Municipal Board		
	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels.	Number of Scholars	Average Daily Attendance
7	8	9	10	11	12	13
..
..
..
10
..
..
..
1015	476	320	41
..
..
1025	476	320	41
..
93
126

IV—A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

In Recognised

Institution	Private					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
1	14	15	16	17	18	19
Universities—						
University Departments ...	58	52	32	...	...	...
Research Institutions ...	...	...	...	...	...	...
Colleges for General Education—						
Degree Colleges—						
Arts	{	With only Degree Classes	...	...	...	...
	{	Others	...	...	*551	193
Science	{	With only Degree Classes	...	...	...	...
	{	Others	...	...	...	...
Arts and Science	{	With only Degree Classes	...	...	...	...
	{	Others	3000	2544	660	11867
Intermediate Colleges—						
With only Intermediate classes	...	...	...	...	...	...
Others	...	...	...	...	...	...
Total ...	3000	2544	660	12418	11001	3318
Colleges for Professional Education—						
Education	...	...	...	...	...	...
Engineering	...	...	...	...	...	...

* Included 35 students of Commerce.

INSTITUTIONS FOR BOYS, (Continued)

Institutions			In Unrecognised Institutions			Number of Girls Included in		
Total								
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
20	21	22	23	24	25	26	27	28
†58	52	32	...	...	...	...	...	...
...
...
623	577	203	...	...	...	2	...	2
...
...
...
18874	10409	4841	...	...	...	921	...	921
...
...
19497	16986	5044	...	...	...	923	...	923
187	160	93	...	...	...	34	...	34
166	126	126	...	...	...	...	...	...

† Included 56 Pharmacy etc. students.

IV.A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance
1	2	3	4	5	6
Technology	187	160
Medicine	166	126
Veterinary
Agriculture	550	495
Forestry	51	46
Commerce	208	200
Law
Applied Art & Architecture
Total	1162	1027
<i>Colleges for Special Education</i>					
Music
Dancing
Other Fine Art
Oriental Studies
Physical Education	34	32
Social Education
Total	34	32

INSTITUTIONS FOR BOYS (Continued)

Institutions						
ment	District Board			Municipal Board		
	Number of Resi- dents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Resi- dents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Resi- dents in Approved Hostels
7	8	9	10	11	12	13
...
406
31
104
...
...
...
...
760
...
...
...
...
34
...
34

IV. A DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution		In Recognised					
		Private					
		Aided			Unaided		
		Number of Scholars	Average Daily Attend- ance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Atten- dance	Number of Residents in Approved Hostels
1	14	15	16	17	18	19	
Engineering	
Technology	
Medicine	
Veterinary	
Agriculture	
Forestry	
Commerce	...	116	104	108	...	...
Law	...	267	219	68	...	...
Applied Art and Architec- ture	
Total	...	383	323	176	...	...
<i>Colleges for Special Educa- tion—</i>							
Music	
Dancing	
Other fine Arts	
Oriental Studies	...	52	46	42	305	246	
Physical Education	
Social Education	
Total	...	52	46	42	305	246	

INSTITUTION FOR BOYS. (Continued).

Institutions			In Unrecognised Institutions			Number of Girls Included in		
Total								
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
20	21	23	24	25	26	27	28	29
...	...	...	...	...	...	34	...	34
(a) 550	495	406	...	...	...	...	...	...
51	46	31	...	...	...	...	...	...
208	200	104	..	...	...	96	...	96
...
116	104	108	...	...	...	...	...	...
267	219	68	...	...	...	...	...	...
...	...	...	...	...	...	7	...	7
1545	1,350	936	...	...	...	137	...	137
...
...
...
357	292	264	...	...	...	2	...	2
34	32	34	...	...	...	8	...	8
...
391	324	298	...	...	...	10	...	10

(a) Includes 68 boys and 4 girls reading in Medical School standard.

IV. A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Schol- ars	Average Daily Attendance	Number of Resi- dents in Approved hostels	Number of Schol- ars	Average Daily Attendance
1	2	3	4	5	6
<i>Schools for General Education</i>					
Higher Secondary ...	...	...	...	...	...
High ...	239	239	239	26035	24487
Senior Basic/Junior High ...	...	...	...	...	...
Middle ...	...	...	...	203	197
Junior Basic/Basic Primary ...	...	...	...	352	350
Primary —					
Single-Teacher ...	...	...	...	240	214
Others ...	...	...	...	963	813
Nursery ...	...	...	...	...	...
Total ...	239	239	239	27793	26061
<i>Schools for Professional Edu- cation—</i>					
Training ...	...	...	...	315	506
Engineering ...	...	...	...	196	192
Technology—					
Poly-technic ...	...	...	...	...	...
High ...	...	...	...	...	...
Others ...	...	...	...	...	...
Industry ...	...	...	...	635	537
Medicine ...	...	...	...	...	...
Agriculture ...	...	...	...	50	50

INSTITUTIONS FOR BOYS (Continued).

Institutions						
ment	District Board			Municipal Board		
Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels.	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
7	8	9	10	11	12	13
...
893	30554	29177	1400	11718	10923	154
...
14	148923	135383	2118	2320	2132	...
...	1506	1355	...	...	...	...
...	43714	39109	...	151	116	...
507	178812	163837	40	38967	36236	...
...
1414	403509	368861	3558	53156	49407	154
314	...	...	...	...	...	...
196	...	...	...	...	...	...
...
...
...
112	...	...	...	...	...	...
...
38	...	...	...	...	...	...

IV—A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

In Recognised

Institution	Private					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
1	14	15	16	17	18	19
<i>Schools for General Education</i>						
Higher Secondary ...	475	436	...	170	158	...
High	81651	76314	3968	67771	63346	2207
Senior Basic/Junior High ...	..	..	...	...	...	...
Middle ...	2434	2240	109	4971	4736	...
Junior Basic/Basic Primary	...	...	...	...	...	...
Primary—						
Single-Teacher ...	25.3	2412	...	583	540	...
Others ...	19900	18191	...	10963	9952	...
Nursery	...	..	...	...	...	..
Total ...	107043	99593	4077	84458	78732	2207
<i>Schools for Professional Education - Training</i>						
Engineering	...	...	...	...	...	...
Technology—						
Poly-technic	...	...	...	...	...	...
High	...	...	...	...	...	...
Others	...	...	...	...	...	...
Industry	377	334	53	...	...	...
Medicine	197	179	85	...	...	...
Agriculture	...	...	...	...	...	...

INSTITUTIONS FOR BOYS, (Continued)

Institutions			In Unrecognised Institutions			Number of Girls Included in		
Total								
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
20	21	22	23	24	25	26	27	28
645	594	...	...	...	...	...	...	...
217368	204486	8861	1822	1605	168	364	15	379
...
158851	144688	2241	1155	1028	32	2531	12	2543
1858	1705	...	...	...	...	487	...	487
47271	42391	...	3470	2980	...	1381	289	1670
249605	219029	547	2927	2338	...	11983	404	12387
...
67,198	622893	116.9	9374	7951	200	16746	720	17466
605	584	565	...	...	...	43	...	43
196	192	196	...	...	...	...	...	...
...
...
...
1012	871	165	...	...	...	...	...	...
197	179	85	...	...	...	2	...	2
50	50	38	...	...	...	...	...	...

IV.A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance
1	2	3	4	5	6
Forestry
Commerce
Arts and Crafts
Total	1196	1085
<i>Schools for Special Education</i>					
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—
Mentally Handicapped
Physically Handicapped
For Adults	5556	4818
Reformatory	61	49
Others
Total	5617	4867
Grand Total ...	239	239	239	39405	36193

IV. A DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised					
	Private					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
1	14	15	16	17	18	19
Forestry ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Arts and Crafts ...	...	...	...	...	...	...
Total ...	690	623	254	174	168	135
<i>Schools for Special Education—</i>						
Music ...	...	...	...	...	...	...
Dancing ...	...	...	...	...	...	...
Other Fine Arts ...	...	...	...	...	...	...
Oriental Studies ...	...	...	...	...	...	...
Physical Education ...	...	...	...	...	...	...
Social Education ...	...	...	...	...	...	...
For the Handicapped —						
Mentally Handicapped ...	...	...	...	...	...	...
Physically Handicapped ...	57	44	57	...	...	...
For Adults ...	1218	985	...	125	108	...
Reformatory ...	...	...	...	...	...	...
Others ...	...	...	...	...	...	...
Total ...	1275	1029	57	125	108	...
Grand Total ...	112501	104210	5298	97480	90255	5882

INSTITUTION FOR BOYS. (Continued).

Institutions			In			Number of Girls		
Total			Unrecognised Institutions			Included in		
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
20	21	23	24	25	26	27	28	29
..
..
..
2060	1876	1049	..	..	..	45	..	45
..
..
..
..
..
..
..
..
57	44	57	..	..	..	..	..	..
6940	5949	..	..	..	..	19	..	19
61	49	52	..	..	..	..	..	..
..
7058	6042	109	..	..	..	19	..	19
706807	649523	19117	9374	7951	200	17880	720	18600

IV. A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Schol- ars	Average Daily Attendance	Number of Resi- dents in Approved hostels	Number of Schol- ars	Average Daily Attendance
1	2	3	4	5	6
Universities					
University Department
Research Institutions
<i>Colleges for General Education</i>					
Degree Colleges ...					
Arts { With only Degree Classes Others
Science { With only Degree Classes Other
Art & Science { With only Degree Classes Others	462	425
Intermediate Colleges ...					
With only Intermediate Classes
Others
Total	462	425
<i>Colleges for Professional Edu- cation</i>					
Education	78	76
Engineering

INSTITUTIONS FOR BOYS (Continued).

Institutions						
ment	District Board			Municipal Board		
Number of Resi- dents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Resi- dents in Approved Hostels.	Number of Scholars	Average Daily Attendance	Number of Resi- dents in Approved Hostels
7	8	9	10	11	12	13
..
..
..
..
..
..
..
..
112
..
..
112
54
..

IV.A—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance
1	2	3	4	5	6
Technology	78	76
Medicine
Veternary
Agriculture
Forestry
Commerce
Law
Applied Art & Architecture
Total	78	76
<i>Colleges for Special Education</i>					
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

IV. B DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised					
	Private					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
1	14	15	16	17	18	19
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art & Architecture
Total	22	21	22	...	..	...
<i>Colleges for Special Education</i>						
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

IV. B—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Schol- ars	Daily Average Attendance	Number of Resi- dents in Approved hostels	Number of Schol- ars	Daily Average Attendance
1	2	3	4	5	6
<i>Schools for General Education:—</i>					
Higher Secondary
High	10,264	9,025
Senior Basic/Junior High
Middle	2,378	2,060
Junior Basic/Basic Primary
Primary :—					
Single-Teacher	184	149
Others ...	35	21	...	...	...
Nursery	30	26
Total ...	35	21	...	12,856	11,260
<i>Schools for Professional Educa- tion :—</i>					
Training	145	142
Engineering
Technology—
Poly-technic
High
Others
Industry	710	649
Medicine
Agriculture

INSTITUTIONS FOR GIRLS, (Continued)

Institutions			In Unrecognised Institutions			Number of Boys Included in		
Total								
Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Column (20)	Column (23)	Total
20	21	22	23	24	25	26	27	28
...
*19417	17525	970	4841	4489	...	743	75	818
...
(a)26702	24623	527	1214	1195	...	391	...	391
120	87	...	...	..	...	...	...	...
24593	21724	...	1891	1539	...	149	...	149
70835	63870	14	4397	3912	...	1221	...	1221
30	26	...	...	...	...	...	...	...
141697	127855	1511	12343	11135	...	2504	75	2579
145	142	142	...	...	...	...	...	...
...
...
...
...
963	899	...	...	...	...	...	...	...
142	122	142	...	...	...	...	...	...
...

*Includes 179 students in Teachers' Training Classes attached to High Schools.

(a) Includes 32 students in a Training Class.

IV.B—DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised				
	Central Government			State Govern-	
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance
1	2	3	4	5	6
Forestry
Commerce
Arts and Crafts
Total	855	791
<i>Schools for Special Education:—</i>					
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped :—					
Mentally Handicapped
Physically Handicapped
For Adults	868	743
Reformatory
Others
Total	868	743
Grand Total ...	35	21	...	15119	13 295
Grand Total (Boys) ...	239	239	239	39,405	36,193
Grand Total (All persons)...	274	260	239	54,524	49,488

IV. B DISTRIBUTION OF SCHOLARS IN EDUCATIONAL

Institution	In Recognised					
	Private					
	Aided			Unaided		
	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels	Number of Scholars	Average Daily Attendance	Number of Residents in Approved Hostels
1	14	15	16	17	18	19
Forestry ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Arts and Crafts ...	...	...	...	...	...	...
Total ...	341	318	142	54	54	...
<i>Schools for Special Education—</i>						
Music ...	...	...	...	...	...	...
Dancing ...	...	...	...	...	...	...
Other Fine Arts ...	...	...	...	...	...	...
Oriental Studies ...	...	...	...	...	...	...
Physical Education ...	...	...	...	...	...	...
Social Education ...	...	...	...	...	...	...
For the Handicapped:—						
Mentally Handicapped ...	...	...	...	...	...	...
Physically Handicapped ...	...	...	...	...	...	...
For Adults ...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	...	...
Others ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Grand Total ...	32257	29706	988	5683	5201	272
Grand Total (Boys) ...	112501	104210	5298	97480	90255	5882
Grand Total (All persons) ...	144758	133916	6286	103163	95456	6154

V.A—EXPENDITURE ON EDUCATIONAL

Institution	Government			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
<i>University :-</i>	Rs.	Rs	Rs	Rs-
University Departments. ...	...	...	...	...
<i>Research Institutions.</i>	...	...	...	...
<i>Boards of Secondary and/or Intermediate Education—</i>	...	...	...	...
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only ...	...	...	...	...
{ Degree Classes	...	...	...	...
{ Others	...	38,852	...	...
Science { With only ...	...	...	...	...
{ Degree Classes	...	...	...	...
{ Others	...	...	...	...
Arts & Science { With only ...	...	...	...	...
{ Degree Classes	...	...	...	...
{ Others	...	738,021	...	...
Intermediate Colleges—				
With only Intermediate Classes	...	...	...	...
Others	...	..	...	...
Total	...	776,873	...	...
<i>Colleges for Professional Education—</i>				
Education	...	65,111	...	...

INSTITUTIONS FOR BOYS

Institutions				District Board Institutions.			
Fees.	Endowments etc.	Other Sources	Total	Government Funds.		District Board Funds	Municipal Board Funds
				Central	State		
6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...
9,086	47,938	...	...	...	...
...
...
...
510,068	...	336	12,48,425	...	...	...	...
...
...
519,154	...	336	12,96,363	...	...	...	...
...
29,670	94,781	...	...	...	...

V.A.—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
1	14	15	16	17
<i>Universities—</i>	Rs.	Rs.	Rs.	Rs.
University Departments
<i>Research Institutions</i>
<i>Boards of Secondary and/or Intermediate Education—</i>
<i>Colleges for General Education—</i>				
Degree Colleges		
Art { With only
Degree Classes
Others
Science { With only
Degree Classes
Others
Arts & Science { With only
Degree Classes
Others
Intermediate Colleges —
With only Intermediate Classes
Others
Total
<i>Colleges for Professional Education</i>				
Education

V.A - EXPENDITURE ON EDUCATIONAL

Institution	Government			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Engineering	162,919	..	...
Technology
Medicine	435,205	..	...
Veterinary	178,479	...	...
Agriculture	157,870	..	...
Forestry
Commerce
Law
Applied Art & Architecture
Total	999,584	...	...
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education	40,325	...	...
Social Education
Total	40,325	...	...

INSTITUTIONS FOR BOYS

Institutions				District Board Institutions.			
Fees.	Endowments etc.	Other Sources	Total	Government Funds		District Board Funds	Municipal Board Funds
				Central	State		
6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
50,400	213,319	...	...	...	...
...
99,650	534,855	...	...	...	...
14,059	192,538	...	...	...	...
35,065	192,935	...	...	...	...
...
...
...
...
228,844	12,28,428	...	...	...	..
...
...
...
...	40,325	...	...	...	...
...
...	40,325	...	...	...	...

V.A—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
1	14	15	16	17
	Rs.	Rs.	Rs.	Rs.
Engineering
Technology
Medicine
Verterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total
<i>Colleges for Special Education</i>
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V.A—EXPENDITURE ON EDUCATIONAL

Institution	Government			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
<i>Schools for General Education—</i>				
Higher Secondary ...	...	...	...	..
High ...	167,472	14,29,730	...	...
Senior Basic/Junior High ...	...	...	...	...
Middle ...	...	15,321	...	...
Junior Basic/Basic Primary ...	...	6,041	...	...
Primary—				
Single-Teacher ...	...	7,747	...	...
Others ...	...	36,252	...	...
Nursery ...	...	...	..	...
Total ..	167,472	14,95,091	...	...
<i>Schools for Professional Education—</i>				
Training ...	...	106,310	...	...
Engineering ...	...	70,645	...	...
Technology:—				
Poly-technic ...	...	...	...	...
High ...	...	...	...	...
Others ...	...	...	...	...
Industry ...	...	744,983	...	...
Medicine ...	...	...	...	...
Agriculture ...	...	3,928	...	...

INSTITUTIONS FOR BOYS

Institutions				District Board Institutions.			
Fees.	Endowments etc.	Other Sources	Total	Government Funds.		District Board Funds	Municipal Board Funds
				Central	State		
6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
717,874	436	659	23,16,171	...	235,928	396,921	2,000
...
3,988	19,309	...	34,93,219	11,66,262	550
...	6,011	...	25,011	117	...
...	7,747	...	6,71,064	281,891	...
13,533	49,785	...	32,92,959	11,76,085	13,390
...
735,395	436	659	23,99,053	...	77,18,181	30,21,276	15,940
...	...	417	1,06,727	...	...	...	...
15,040	85,685	...	...	...	...
...
...
...
...	...	4,369	7,49,352	...	...	...	...
...
576	4504	...	...	...	...

V.A—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
1	14	15	16	17
<i>Schools for General Education—</i>				
Higher Secondary	...	...	...	...
High	722890	20436	2744	1380919
Senior Basic/Junior High ...	...	...	...	...
Middle ...	1188158	97219	13137	5958545
Junior Basic/Basic Primary ...	...	...	...	25128
<i>Primary—</i>				
Single-Teacher ...	6194	10000	490	969639
Others ...	22682	7161	12173	4524450
Nursery ...	...	...	...	...
Total ...	1939924	134816	28544	12858681
<i>Schools for Professional Education—</i>				
Training ...	...	...	...	...
Engineering ...	...	...	...	...
<i>Technology—</i>				
Poly-technic ...	...	...	...	...
High ...	...	...	...	...
Others ...	...	...	...	...
Industry ..	...	...	...	...
Medicine ...	...	...	...	...
Agriculture ...	...	...	...	...

V.A—EXPENDITURE ON EDUCATIONAL

Institution	Government			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Forestry
Commerce
Arts & Crafts
Total	925866	...	...
<i>Schools for Special Education</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education For the Handicapped— Mentally Handicapped
Physically Handicapped
For Adults	110914	...	...
Reformatory	6100	...	...
Others
Total	117014	...	...
GRAND TOTAL ...	167472	4354753	...	...

INSTITUTIONS FOR BOYS

Institutions				District Board Institutions.			
Fees.	Endowments etc.	Other Sources	Total	Government Funds.		District Board Funds	Municipal Board Funds
				Central	State		
6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
15616	...	4786	946268	...	...	...	...
...
...
...
...
...
...
...
...
...	110914	...	...	...	...
...	6100	...	...	...	...
...
...	117014	...	...	...	...
1499009	436	5781	6027451	...	7718118	3021276	15940

V.A—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
	11	15	16	17
	Rs.	Rs.	Rs.	Rs.
Forestry
Commerce
Arts and Crafts
Total
<i>Schools for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the handicapped—
Mentally Handicapped
Physically Handicapped
For Adults
Reformatory
Others
Total
Grand Total	1939924	134816	28544	12858681

V. A—EXPENDITURE ON EDUCATIONAL

Institution	Aided			
	Government Funds		Board District Funds	Board Municipal Funds
	Central	State		
27	28	29	30	31
<i>Universities—</i>	Rs.	Rs.	Rs.	Rs.
<i>University Departments</i> ...	400000	391670	...	...
<i>Research Institutions</i> ...	...	...	...	...
<i>Bo rds of Secondary and/or Inter- mediate Education</i> ...	...	...	...	...
<i>Colleges for General Education:—</i>				
<i>Degree Colleges—</i> ...				
Arts { With only Degree Classes Others ...	...	...	...	...
Science { With only Degree Classes Others ...	...	...	...	...
Arts & Science { With only Degree Classes Others ...	...	73000	...	6200
<i>Intermediate Colleges—</i>				
<i>With only Intermediate Classes</i> ...	...	...	...	...
<i>Others</i> ...	...	...	...	...
Total ...	...	73000	...	6200
<i>Colleges for Professional Education:—</i>				
<i>Education</i> ...	...	...	...	...

INSTITUTIONS FOR BOYS—(Contd.)

Private Institutions

Aided			Unaided		
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc.
32	33	34	35	36	37
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2573349	3364999	...	...
...
...
...
...
...	67059	3724
...
...
...
394468	83553	105782	663003	1446876	15831
...
...
394468	83553	105782	663003	1513935	19555
...

V.A.—EXPENDITURE ON EDUCATIONAL

Institution	Total			
	Unaided		Government Funds	
	Other Sources	Total	Central	State
I	38	39	40	41
<i>Universities —</i>	Rs.	Rs.	Rs.	Rs.
University Departments ...	...	...	400000	391650
Research Institutions ...	...	...	...	...
Boards of Secondary and/or Intermediate Education ...	...	...	...	...
Colleges for General Education—				
Degree Colleges—				
Arts { With only Degree Classes ...	...	...	...	...
{ Others ...	23556	94339	...	38852
Science { With only Degree Classes ...	...	...	...	...
{ Others ...	...	...	...	...
Arts & Science { With only Degree Classes ...	...	...	...	...
{ Others ...	464681	1927388	...	828517
Intermediate Colleges —				
With only Intermediate Classes	...	...	...	..
Others	...	...	...	...
Total ...	488237	2021727	...	867369
<i>Colleges for Professional Education</i>				
Education ...	...	...	...	65111

INSTITUTIONS FOR BOYS—(Contd.)

Direct Expenditure

District Board Funds	Municipal Board Funds	Fees	Endowments etc.	Other Sources	Total	Total Expenditure on salaries of teachers already included in col. (47)]
42	43	44	45	46	47	48
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	..	2573349	..	..	3364999	530027
..
..
..
..	..	76145	3724	23556	142277	111867
..
..
..
..	82268	2430717	99384	575799	4016685	2827617
..
..
..	82268	2506862	103108	599355	4158962	2939484
..	..	29670	..	..	94781	60012

V. A—EXPENDITURE ON EDUCATIONAL

Institution	Aided			
	Government Funds		Board District Funds	Board Municipal Funds
	Central	State		
27	28	29	30	31
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art & Architecture
Total
<i>Colleges for Special Education</i> ...				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Special Education
Total

INSTITUTIONS FOR BOYS—(Contd.)

Private Institutions

Aided			Unaided		
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc.
32	33	34	35	36	37
..
..
..
..
..
..
27399	..	43324	70723	..	..
73886	73886	..	..
..
101285	..	43324	144609	..	..
..
..
..
535	..	69416	69951	140	4398
..
..
535	..	69416	69951	140	4398

V.A.—EXPENDITURE ON EDUCATIONAL

Institution	Total			
	Unaided		Government Funds	
	Other Sources	Total	Central	State
I	38	39	40	41
Engineering	162919
Technology
Medicine	435205
Veterinary	178479
Agriculture	1:7870
Forestry
Commerce
Law
Applied Art & Architecture
Total	999584
<i>Colleges for Special Education</i>				
Music
Dancing
Other Fine Arts
Oriental Studies ...	24953	29491	...	...
Physical Education	40325
Social Education
Total ...	24953	29491	...	40325

INSTITUTIONS FOR BOYS—(Contd.)

Direct Expenditure						
District Board Funds	Municipal Board Funds	Fees	Endowments etc.	Other Sources	Total	Total Expenditure on salaries of teachers already included in col. (47)]
42	43	44	45	46	47	48
...	...	50400	...	...	213319	145152
...
...	...	99650	...	...	534855	463389
...	...	14059	...	...	192538	51069
...	...	35065	...	...	192935	91988
...
...	...	27399	...	43324	70723	45923
...	...	73886	...	..	73886	51552
...
...	...	330129	...	43324	1373037	909085
...
...
...	...	675	4398	94369	99442	92446
...	40325	11918
...
...	...	675	4398	94369	139767	140364

V. A—EXPENDITURE ON EDUCATIONAL

Institution	Aided			
	Government Funds		Board District Funds	Board Municipal Funds
	Central	State		
	27	28	29	30	31
<i>Schools for General Education:—</i>	Rs.	Rs.	Rs.	Rs.
Higher Secondary	12000	..	...
High	468214	19684	75605
Senior Basic/Junior High
Middle	15849	478	3885
Junior Basic/Basic Primary
Primary :—				
Single-Teacher	6629	3448	257
Others	117368	23995	38192
Nursery
Total	...	620060	38605	117939
<i>Schools for Professional Education:—</i>				
Training	5100	...	...
Engineering
Technology
Poly-technic
High
Others
Industry	17000	...	1800
Medicine	16650	1000	1500
Agriculture

INSTITUTIONS FOR BOYS—(Contd.)

Private Institutions					
Aided			Unaided		
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc
32	33	34	35	36	37
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10151	...	34276	56427	4684	...
2471035	188207	314801	3528546	2110236	251550
...
31265	...	24271	75748	109308	23572
...
38	11536	8089	29997	...	1211
8692	91918	139647	419812	17846	48200
...
2521181	291661	521084	4110530	2242074	324533
11423	...	6616	23139	15000	...
...
...
...
...
20484	2790	21595	63669	...	...
46568	1083	66094	132895	...	...
...

V.A.—EXPENDITURE ON EDUCATIONAL

Institution	Total			
	Unaided		Government Funds	
	Other Sources	Total	Central	State
1	38	39	40	41
<i>Schools for General Education:—</i>				
Higher Secondary ...	Rs. ...	Rs. 4684	Rs. .	Rs 12000
High ...	457755	2819541	167472	2218237
Senior Basic/Junior High ...	...	...	...	...
Middle ...	21789	154669	...	3550290
Junior Basic/Basic Primary ...	...	...	...	31052
Primary :—				
Single-Teacher ...	2901	4112	...	686081
Others ...	143612	209658	...	3794554
Nursery ...	...	...	...	...
Total ...	626057	3192664	167472	10292214
<i>Schools for Professional Education—</i>				
Training ...	...	15000	...	111410
Engineering ...	...	...	...	70645
Technology—				
Poly-technic ...	...	...	...	...
High ...	...	...	...	...
Others ...	...	...	...	...
Industry ...	...	...	...	761983
Medicine ...	...	...	...	16650
Agriculture ...	...	...	...	3928

INSTITUTIONS FOR BOYS—(Contd.)

Direct Expenditure						
District Board Funds	Municipal Board Funds	Fees	Endowments etc.	Other Sources	Total	Total Expenditure on salaries of teachers already included in col. (47)]
42	43	44	45	46	47	48
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	14835	...	34276	61111	58411
408720	246031	6297907	461145	775959	10575471	8491450
...
1166740	61056	1359269	120791	59197	6317343	5329042
117	...	...	...	-	31169	25523
285339	2811	6232	22747	11480	1014720	858552
1200080	764434	85351	147279	304696	6296394	5352128
...
3060996	1074362	7763594	751962	1185608	24296208	20115106
...	...	26423	...	7033	144866	103263
...	...	15040	...	...	85685	38760
...
...
...
...	1800	20484	2790	25964	813021	355688
1000	1500	46568	1083	66094	132895	52972
...	..	576	...	...	4504	2506

V. A—EXPENDITURE ON EDUCATIONAL

Institution	Aided			
	Government Funds		Board District Funds	Board Municipal Funds
	Central	State		
	27	28	29	30	31
	Rs.	Rs.	Rs.	Rs.
Forestry
Commerce
Arts & Crafts
Total	38750	1000	3300
<i>Schools for Special Education :—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped—				
Mentally Handicapped
Physically Handicapped	3400	..	1500
For Adults	7420	..	...
Reformatory
Others
Total	10820	...	1500
TOTAL (Direct) ...	400000	1134280	39605	128939

INSTITUTIONS FOR BOYS—(Contd.)

Private Institutions

Aided			Unaided		
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc.
32	33	34	35	36	37
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
78475	3873	94305	219703	15000	...
...
...
...
...
...
...
...	...	7560	12460	...	...
...	...	864	8284	...	...
...
...
...	...	8424	20744	...	...
5669293	379087	842335	8593539	3771149	348486

V.A.—EXPENDITURE ON EDUCATIONAL

Institution	Total			
	Unaided		Government Funds	
	Other Sources	Total	Central	State
1	38	39	40	41
	Rs.	Rs.	Rs.	Rs.
Forestry
Commerce
Arts & Crafts
Total	15000	...	964616
<i>Schools for Special Education :—</i>				
Music
Dancing
Other Fine Arts
Oriental studies
Physical Education
Social Education
For the Handicapped :—				
Mentally Handicapped
Physically Handicapped	3400
For Adults	118334
Reformatory	6100
Others
Total	127834
TOTAL (Direct) ...	1139247	5258882	567472	13683592

INSTITUTIONS FOR BOYS—(Contd.)

Direct Expenditure						
District Board Funds	Municipal Board Funds	Fees	Endowments etc.	Other Sources	Total	Total Expenditure on salaries of teachers already included in col. (47)]
42	43	44	45	46	47	48
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
1000	3300	109091	3873	99091	1180971	553189
...
...
...
...
...
...
...	1500	...	...	7560	12460	8791
...	...	...	...	864	119198	86570
...	...	...	...	...	6100	5100
...
...	1500	...	...	8424	137758	100461
30619:6	1161430	13285700	863341	2030171	34651702	25251716

V-A—EXPENDITURE ON EDUCATIONAL

Heads	Government Funds		District Board Funds
	Central	State	
Direction ... ..	...	361647	...
Inspection ... ..	...	842043	97910
Buildings ... ..	...	1434796	161362
Scholarships & Other Financial Concessions	75672	755720	68975
Hostel Charges ... ..	...	113785	32169
Miscellaneous .. ...	...	212998	109177
TOTAL (Indirect) ...	75672	3720989	469593
GRAND TOTAL (Direct and Indirect)	643144	17404581	3531589

INSTITUTIONS FOR BOYS (Concl'd).

Municipal Board Funds	Fees.	Endowments etc.	Other Sources	Total
...	...	...	...	361647
8842	...	...	...	948795
65057	215550	190639	981560	3048964
18276	7416	10921	327995	1264975
633	151376	6372	135152	439487
130155	156756	11200	681727	1302013
222963	531098	219132	2126434	7365881
1384393	13814798	1082473	4156605	42017583

V-B-EXPENDITURE ON EDUCATIONAL

Institution	Government			
	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
<i>Universities—</i>	Rs.	Rs.	Rs.	Rs.
<i>University Departments</i>	...	...	...	...
<i>Research Institutions</i>	...	...	...	...
<i>Boards of Secondary and/or Intermediate Education—</i>	...	...	...	...
<i>Colleges for General Education—</i>				
<i>Degree Colleges—</i>				
Arts { With only ...	...	...	...	...
{ Degree Classes	...	...	...	...
{ Others ...	...	...	...	...
Science { With only ...	...	...	...	...
{ Degree Classes	...	...	...	...
{ Others	...	...	...	...
Arts & Science { With only ...	...	...	...	...
{ Degree Classes	...	178120	...	...
{ Others ...	...	...	...	...
<i>Intermediate Colleges—</i>			...	...
<i>With only Intermediate Classes</i>	...	...	...	...
<i>Others</i> ...	...	...	...	...
Total —	...	178120	...	...
<i>Colleges for Professional Education</i>				
<i>Education</i> ...	...	74623	...	...

INSTITUTION FOR GIRLS

Institutions				District Board Institutions			
Fees.	Endowments etc.	Other Sources	Total	Government Funds		District Board Funds	Municipal Board Funds
				Central	State		
6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...
...
...
...
...
45750	223870	...	...	...	...
...
...
45750	223870	...	...	...	...
7925	82548	...	...	...	...

V.B.—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
1	14	15	16	17
<i>University :—</i>	Rs.	Rs.	Rs.	Rs.
<i>University Departments</i> ...	...	...	...	...
<i>Research Institutions.</i>	...	...	...	...
<i>Boards of Secondary and/or Intermediate Education—</i> ...	...	...	...	...
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree ...	...	...	...	...
Classes	...	...	...	...
Others	...	...	...	...
Science { With only Degree ...	...	...	...	...
Classes	...	...	...	...
Others	...	...	...	...
Arts & Science { With only Degree ...	...	...	...	...
Classes	...	...	...	...
Others	...	...	...	...
Intermediate Colleges—				
With only Intermediate Classes...	...	...	...	...
Others	...	...	...	...
Total	...	...	...	...
<i>Colleges for Professional Education—</i>				
Education	...	...	...	...

V-B-EXPENITDURE ON EDUCATIONAL

Government				
Institution	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art and Architecture
Total	74623	...	...
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V.B. — EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
	14	15	16	17
	Rs.	Rs.	Rs.	Rs.
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry ...	—
Commerce
Law
Applied Art and Architecture
Total
<i>Colleges for Special Education :—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-B-EXPENITDURE ON EDUCATIONAL

Government				
Institution	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
<i>Schools for General Education—</i>				
	Rs.	Rs.	Rs.	Rs.
Higher Secondary
High	814263	...	...
Senior Basic/Junior High
Middle	192180	...	...
Junior Basic/Basic Primary
Primary -	..			
Single-Teacher	6713	...	..
Others ...	4813	...	...	...
Nursery	4638	...	...
Total ...	4813	1017794	...	...
<i>Schools for Professional Education—</i>				
Training	26900	...	...
Engineering
Technology—				
Poly-technic
High
Others
Industry	177688	...	...
Medicine
Agriculture

V.B.—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
1	14	15	16	17
<i>Schools for General Education :—</i>	Rs.	Rs.	Rs.	Rs.
Higher Secondary ..	...	...	...	...
High ..	...	...	...	...
Senior Basic/Junior High ..	...	...	...	...
Middle ..	2659	...	4	150367
Junior Basic/Basic Primary ..	...	...	...	1698
Primary—				
Single-Teacher ..	1	...	...	476701
Others ..	366	...	20	900394
Nursery ..	...	...	...	...
Total ..	3026	...	24	1529160
<i>Schools for Professional Education:—</i>				
Training ..	...	...	...	...
Engineering ..	...	...	...	...
Technology—				
Poly-technic ..	...	...	...	...
High ..	...	...	...	...
Others ..	...	...	...	...
Industry ..	...	...	...	...
Medicine ..	...	...	...	...
Agriculture ..	...	...	...	...

V-B-EXPENITDURE ON EDUCATIONAL

Government				
Institution	Government Funds		District Board Funds	Municipal Board Funds
	Central	State		
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Forestry
Commerce
Arts & Crafts
Total	204588	...	...
<i>Schools for Special Education -</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Handicapped -				
Mentally Handicapped
Physically Handicapped
For Adults	25094	...	...
Reformatory
Others
Total	25094	...	...
Grand Total ...	4813	1500219	...	...

INSTITUTION FOR GIRLS

Institutions				District Board Institutions			
Fees.	Endowments etc.	Other Sources	Total	Government Funds		District Board Funds	Municipal Board Funds
				Central	State		
6	7	8	9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..
..
..
..	204588	..	..	..	..
..
..
..
..
..
..
..
..	25094	..	..	..	..
..
..
..
..	25094	..	..	..	..
144174	..	537	1649743	..	1102324	423236	550

V.B.—EXPENDITURE ON EDUCATIONAL

Institution	District Board Institutions			
	Fees	Endowments etc.	Other Sources	Total
	14	15	16	17
	Rs.	Rs.	Rs.	Rs.
Forestry
Commerce
Arts & Crafts
Total
<i>Schools for Special Education :—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
For the Haadicapped—				
Mentally Handicapped
Physically Handicapped
For Adults
Reformatory
Others
Total
Grand Total ...	3026	...	24	1529160

V. B—EXPENDITURE ON EDUCATIONAL

Institution	Aided			
	Government Funds		Board	Board
	Central	State	District Funds	Municipal Funds
27	28	29	30	31
<i>Universities—</i>	Rs.	Rs.	Rs.	Rs.
<i>University Departments</i>	...	...	...	...
<i>Research Institutions</i>	...	...	...	...
<i>Boards of Secondary and/or Intermediate Education—</i>	...	...	...	...
<i>Colleges for General Education—</i>				
<i>Degree Colleges—</i>				
Arts { With only Degree Classes	...	...	...	...
Arts { Others	...	...	...	...
Science { With only Degree Classes	...	...	...	...
Science { Others	...	...	...	...
Arts and Science { With only Degree Classes	...	...	...	...
Arts and Science { Others	...	...	...	...
<i>Intermediate Colleges—</i>				
With only Intermediate Classes	...	...	...	...
Others	...	...	...	...
Total	...	...	...	...
<i>Colleges for Professional Education</i>				
Education	...	3660	...	...

INSTITUTIONS FOR GIRLS—(Contd.)

Private Institutions

Aided			Unaided		
Fees	Endowments etc.	Other Sources	Total	Fees	Endowments etc.
32	33	34	35	36	37
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...
...
...	32251	...
...
...
...
...	47750	...
...
...
...	80001	...
...
14011	...	1110	18781	...	...

V.A.—EXPENDITURE ON EDUCATIONAL

Institution	Total			
	Unaided		Government Funds	
	Other Sources	Total	Central	State
1	38	39	40	41
<i>University :—</i>	Rs.	Rs.	Rs.	Rs.
<i>University Departments</i> ...	...	...	...	...
<i>Research Institutions.</i>	...	...	...	...
<i>Boards of Secondary and/or Intermediate Education—</i> ...	...	...	...	...
<i>Colleges for General Education—</i>				
Degree Colleges—				
Arts { With only Degree ..	...	...	...	...
Classes				
{ Others	122	32373	...	...
Science { With only Degree ...	...	...	...	...
Classes	...	...	...	...
{ Others	...	...	...	...
Arts & Science { With only Degree ...	...	...	...	...
Classes	...	...	...	...
{ Others	1997	49747	...	178120
Intermediate Colleges—				
With only Intermediate Classes	...	...	...	...
Others	...	...	...	...
Total	2119	82120	...	178120
<i>Colleges for Professional Education—</i>				
Education	...	...	...	78283

INSTITUTIONS FOR GIRLS—(Contd.)

Direct Expenditure

District Board Funds	Municipal Board Funds	Fees*	Endowments etc.	Other Sources	Total	Total Expenditure on salaries of teachers already included in col. (47)]
42	43	44	45	46	47	48
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
...
...
...
...	...	32251	...	122	32373	28402
...
...
...	...	93500	...	1997	273617	187277
...
...
...	...	125751	...	2119	305990	215679
...
...	...	21936	...	1110	101329	57542

V. B—EXPENDITURE ON EDUCATIONAL

Institution	Aided			
	Government Funds		Board District Funds	Board Municipal Funds
	Central	State		
	27	28	29	30	31
	Rs.	Rs.	Rs.	Rs.
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art & Architecture
Total	3660	...	..
<i>Colleges for Special Education—</i>				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V.B.—EXPENDITURE ON EDUCATIONAL

Institution	Total			
	Unaided		Government Funds	
	Other Sources	Total	Central	State
1	38	39	40	41
	Rs.	Rs.	Rs.	Rs.
Engineering
Technology
Medicine
Veterinary
Agriculture
Forestry
Commerce
Law
Applied Art & Architecture
Total	78233
Colleges for Special Education —				
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
Total

V-B—TOTAL

HEADS	Government Funds	
	Central	State
Direction & Inspection ... ..	...	192583
Buildings† ... ..	...	193689
Scholarships & other Financial Concessions ...	702	120180
Hostel Charges ... ..	...	18808
Miscellaneous ... ..	...	54376
TOTAL (Indirect)	702	579636
GRAND TOTAL (Direct and Indirect)	5515	3699466
TOTAL (Direct)—Boys	567472	15683592
TOTAL (Direct)—All Persons	572285	16803422
GRAND TOTAL (Direct & Indirect)—Boys	643144	17404581
GRAND TOTAL (Direct and Indirect)—All Persons ...	648659	21104047

†Amount spent by the Public Works Department=Rs. 140624/-

INDIRECT EXPENDITURE.

District Board Funds	Municipal Board Funds	Fees	Endowments etc.	Other Sources	Total
7328	15810	...	...	...	215721
4420	34600	32805	8263	54247	328024
1965	480	9568	6657	23846	163398
...	672	94082	8763	23700	146025
4193	13845	3439	5455	405527	486835
17906	65407	139894	29138	507320	134000
454295	662337	721424	188846	1045740	6777623
3061996	1161430	13283700	863341	2030171	34651702
3498485	1758360	13865230	1023049	2568591	40089322
3531589	1384393	13814798	1083473	4156605	42017583
3985384	2046730	14536222	1271319	5202345	48795206

VI-A—DISTRIBUTION OF SCHOLARS RECEIVING GENERAL

Age Group		School Education					
		No. of Students in Classes					
		Nursery	I	II	III	IV	V
1	2	3	4	5	6	7	
Below 5	Boys	...	395	...	...	...	...
	Girls	30	56	...	...	...	...
5—6	Boys	...	26818	306	102	...	...
	Girls	...	10631	291	...	...	...
6—7	Boys	...	54523	14434	598	467	4
	Girls	...	17094	2466	55	7	...
7—8	Boys	...	36964	35600	4887	962	388
	Girls	...	13363	6458	1279	123	7
8—9	Boys	...	17901	28701	15589	4235	960
	Girls	...	9357	6976	4960	1114	97
9—10	Boys	...	7268	17767	26300	17788	3501
	Girls	...	5856	4772	5441	3282	511
10—11	Boys	...	3020	10462	23748	19797	12448
	Girls	...	3027	3231	4566	4609	2667
11—12	Boys	...	799	2740	13851	13714	17483
	Girls	...	1241	1880	3063	3649	3019
12—13	Boys	...	126	770	5998	8484	11912
	Girls	...	433	922	1730	2380	2680
13—14	Boys	...	31	183	2350	4900	8131
	Girls	...	180	270	731	1183	1769
14—15	Boys	...	10	64	615	1534	4351
	Girls	...	25	96	293	513	942

EDUCATION BY CLASSES AND AGE GROUPS.

VI	VII	VIII	IX	X	XI	XII	Total
8	9	10	11	12	13	14	15
...	...	...	...	...	...	...	395
...	...	...	...	...	...	...	86
...	...	...	...	...	...	...	27226
...	...	...	...	...	...	...	10922
...	...	...	...	...	...	...	70026
...	...	...	...	...	...	...	19622
...	...	...	...	...	...	...	78801
...	...	...	...	...	...	...	21230
22	...	...	...	...	...	...	67408
2	...	...	...	...	...	...	22506
1298	241	2	...	...	...	...	74155
48	...	...	..	...	...	...	19990
4678	1521	21	18	...	...	...	75713
397	83	4	...	...	...	...	18584
11882	3462	788	...	...	...	...	64719
1406	361	34	...	3	...	...	14656
15340	8906	3741	765	...	...	...	56042
1709	1079	389	14	6	...	...	11342
9797	10557	7988	3003	751	...	...	47691
1204	1322	820	129	13	...	...	7621
5749	8746	8880	5413	3138	1	...	38501
575	78	941	258	87	...	...	4512

VI-A—DISTRIBUTION OF SCHOLARS RECEIVING GENERAL

Age group.		Collegiate						
		No. of students in Intermediate Classes				No. of students		
		Arts		Science		Arts		
		1st year	2nd year	1st year	2nd year	1st year	2nd year	3rd year
1	16	17	18	19	20	21	22	
Below 5	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
5-6	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
6-7	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
7-8	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
8-9	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
9-10	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
10-11	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
11-12	Boys	...	...	...	...	...	...	...
	Girls	...	...	...	...	...	...	...
12-13	Boys	...	...	1	...	...	...	...
	Girls	...	...	...	...	...	...	...
13-14	Boys	13	4	7	1	...	...	...
	Girls	2	...	...	...	...	...	...
14-15	Boys	110	30	152	29	...	...	...
	Girls	13	3	10	...	...	...	...

VI-B-DISTRIBUTION OF SCHOLARS RECEIVING GENERAL

Age group		School					No. of students	
		Nursery	I	II	III	IV		V
			2	3	4	5		6	7
15—16	{ Boys	...	179	16	197	421	1356	
	{ Girls	...	6	37	106	157	438	
16—17	{ Boys	...	99	8	60	98	481	
	{ Girls	...	3	3	10	70	187	
17—18	{ Boys	...	56	2	11	20	109	
	{ Girls	...	...	...	...	9	31
18—19	{ Boys	...	34	...	3	5	5	
	{ Girls	...	...	...	1	1	4
19—20	{ Boys	...	...	...	...	2	2
	{ Girls	...	...	...	...	...	2
20—21	{ Boys	...	...	...	...	1	...
	{ Girls	...	...	...	...	...	...
21—22	{ Boys	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...
22—23	{ Boys	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...
23—24	{ Boys	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...
24—25	{ Boys	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...
Over 25	{ Boys	...	...	...	...	...	...
	{ Girls	...	...	...	...	...	...
Total	{ Boys	...	148223	111053	94309	72428	61131	
	{ Girls	30	61272	27402	22235	17097	12354	

EDUCATION BY CLASSES AND AGE GROUPS (Contd.)

Education

in Classes

VI	VII	VIII	IX	X	XI	XII	Total
8	9	10	11	12	13	14	15
2802	4697	6146	6775	5193	15	...	27797
240	448	536	284	266	...	...	2518
853	2136	3747	2980	5086	5	...	17553
53	219	335	210	234	...	...	1326
104	277	1723	3105	3892	...	...	9299
18	56	115	96	175	...	...	500
25	56	198	1621	2127	...	...	4074
4	23	95	51	98	...	...	277
4	17	81	451	975	...	...	1532
1	5	15	17	36	...	...	76
2	...	21	214	449	...	2	687
...	...	11	9	19	...	...	39
...	...	1	9	13	...	...	23
...	...	...	...	1	...	...	1
...
...
...
...
...
...
...
...
...
...
52546	40616	33337	26354	21624	21	...	661642
5659	4378	3295	1068	938	...	...	155728

VI-A-DISTRIBUTION OF SCHOLARS RECEIVING GENERAL

Age groups		Collegiate						
		No. of students in Intermediate Classes				No. of students		
		Arts		Science		Arts		
		1st year	2nd year	1st year	2nd year	1st year	2nd year	3rd year
1	16	17	18	19	20	21	22	
15-16	Boys ...	528	215	605	181	4	...	...
	Girls ...	159	63	39	12	...	...	...
16-17	Boys ...	976	605	984	740	85	36	...
	Girls ...	185	103	62	41	13	6	...
17-18	Boys ...	779	905	720	1063	324	113	...
	Girls ...	91	87	24	38	75	23	...
18-19	Boys ...	481	649	321	631	610	371	...
	Girls ...	40	70	8	23	96	65	...
19-20	Boys ...	246	404	158	365	514	428	...
	Girls ...	17	22	4	7	44	54	...
20-21	Boys ...	149	225	72	138	248	360	...
	Girls ...	9	7	2	6	16	40	...
21-22	Boys ...	66	143	28	66	109	213	...
	Girls ...	3	4	...	1	7	12	...
22-23	Boys ...	20	47	13	25	42	72	...
	Girls ...	...	...	...	1	5	7	...
23-24	Boys ...	4	20	3	4	26	34	...
	Girls ...	...	...	...	...	3	2	...
24-25	Boys ...	1	4	1	1	7	18	...
	Girls ...	1	...	...	...	2	...	...
Over 25	Boys ...	...	...	1	3	...	18	...
	Girls ...	1	...	...	...	...	...	...
Total	Boys ...	3373	3251	3066	3247	1969	1663	...
	Girls ...	521	359	149	131	261	209	...

AND EDUCATION BY CLASSES AND AGE GROUPS 1950-51 (Contd).

Education									
in Degree Classes			No. of students in Post-Graduate Classes				No. of Research students		Total
Science			Arts		Science		Arts	Science	
1st year	2nd year	3rd year	1st year	2nd year	1st year	2nd year			
23	24	25	26	27	28	29	30	31	32
..	..	..	..	..	..	..	..	..	1533
..	..	..	..	..	..	..	..	..	273
15	4	..	..	..	..	..	..	..	3445
2	..	..	..	..	..	..	..	..	412
128	61	..	..	..	..	..	..	..	4093
6	3	..	..	..	..	..	..	..	347
191	140	..	21	9	..	..	..	..	3424
..	1	..	9	1	..	..	..	..	313
175	115	..	65	27	..	..	..	..	2497
1	1	..	11	6	..	..	..	..	167
64	115	..	78	40	..	6	..	..	1495
..	4	..	8	9	..	..	..	..	101
13	42	45	63	51	3	9	..	..	851
..	1	3	5	5	..	..	..	..	41
4	12	2	48	58	..	25	..	..	368
..	..	..	3	7	..	1	..	..	24
3	2	4	24	41	..	..	..	..	165
..	..	..	1	..	..	..	..	..	6
..	3	..	34	20	..	..	..	1	90
..	..	..	..	..	..	..	..	..	3
..	1	..	27	33	..	2	..	1	86
..	..	..	..	1	..	1	..	..	4
593	495	51	360	279	3	42	..	2	18394
9	10	3	38	29	..	2	..	..	1719

VI-B—DISTRIBUTION OF SCHOLARS RECEIVING PROFES-

Age Group	School							
	Training		Engineering & Technology		Medicine		Agriculture	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
Below 10 ...	...	...	94	...	...	...	...	...
10—11 ...	...	...	53	...	...	...	...	...
11—12 ...	...	...	46	...	...	...	...	...
12—13 ...	...	...	23	1	...	...	...	...
13—14 ...	...	...	24	21	...	...	...	...
14—15 ...	...	...	47	67	...	...	...	...
15—16 ...	...	17	78	96	...	...	...	...
16—17 ...	...	40	140	148	4	...	...	...
17—18 ...	15	62	152	183	34	7	4	...
18—19 ...	100	85	135	106	69	17	11	...
19—20 ...	139	58	114	70	52	28	7	...
20—21 ...	289	39	115	50	32	25	4	...
21—22 ...	80	15	100	34	26	5	6	...
22—23 ...	74	9	57	19	17	24	4	...
23—24 ...	37	8	20	19	15	24	3	...

SIONAL AND SPECIAL EDUCATION BY AGE GROUPS

Education											
Commerce		Arts & Crafts		Music Dancing & Other Fine Arts		Oriental Studies		Other Subjects		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	11	12	13	14	15	16	17	18	19	20	21
..	2	..	8	..	104	..
..	5	..	9	2	67	2
..	17	..	10	11	73	11
..	22	..	35	26	80	27
..	21	..	49	39	94	60
..	3	..	52	51	102	118
..	3	..	300	31	381	144
..	4	..	344	51	492	239
9	539	49	753	301
18	636	52	969	260
27	615	44	954	200
16	456	117	912	281
4	441	68	657	122
4	369	43	525	95
2	469	55	546	106

VI-B—DISTRIBUTION OF SCHOLARS RECEIVING PROFES-

		Collegiate									
Age group	Education		Engineering & Technology		Medicine & Veterinary		Agriculture		Commerce		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
	22	23	24	25	26	27	28	29	30	31	
Below 10	
10—11	
11—12	
12—13	
13—14	
14—15	2	...	...	...
15—16	...	1	...	...	...	...	35	...	...	...
16—17	...	15	...	...	...	...	55	...	...	...
17—18	...	20	2	...	15	6	63	...	8	...	
18—19	...	24	10	...	43	10	61	...	20	...	
19—20	...	2	33	15	...	57	8	52	...	39	
20—21	...	25	40	28	...	75	11	29	...	30	
21—22	...	26	33	35	...	78	8	23	...	19	
22—23	...	29	24	39	...	78	12	22	...	12	
23—24	...	12	14	21	...	44	1	7	...	10	

SIONAL AND SPECIAL EDUCATION BY AGE GROUPS

Education									
Law		Music Dancing & Other Fine Arts		Oriental Studies		Other Subjects		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
32	33	34	35	36	37	38	39	40	41
...
...
...
...
...
...	29	...	...	...	31	...
...	34	...	...	...	69	1
...	38	...	...	...	93	15
1	38	...	...	...	127	26
6	35	...	...	...	175	34
13	2	...	...	37	...	...	2	215	45
38	4	...	...	29	2	...	3	254	60
46	13	...	...	3	240	44
49	5	...	3	...	287	36
35	7	...	5	...	141	25

VI-B—DISTRIBUTION OF SCHOLARS RECEIVING PROFES-

Age Group	School							
	Training		Engineering & Technology		Medicine		Agriculture	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
24—25 ...	21	14	7	22	10	6	4	...
25—26 ...	14	10	2	16	2	10	...	...
26—27 ...	5	6	...	20	2	1	...	...
27—28 ...	3	3	...	14	...	...	1	...
28—29 ...	2	5	...	15	...	...	5	...
29—30 ...	4	3	1	11	...	...	...	...
30—31 ...	3	3	...	16	...	...	1	...
31—32 ...	2	7	...	13	...	...	...	...
32—33	1	3	...	7	...	...	...	...
33—34	3	4	...	4	...	...	...	...
34—35 ...	1	4	...	6	...	1	...	...
Over 35 ...	3	4	...	5	...	...	...	...
Total—	796	399	1208	963	263 (a)	148 (b)	50 (c)	...

(a) All agricultural students.

(b) Includes 4 from Medical College, Amritsar.

(c) Includes 68 from Medical College Amritsar.

SIGNAL AND SPECIAL EDUCATION BY AGE GROUPS

Education											
Commerce		Arts & Crafts		Music Dancing & Other Fine Arts		Oriental Studies		Other Subjects		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	11	12	13	14	15	16	17	18	19	20	21
...	441	49	483	91
...	307	55	325	91
...	295	15	302	42
...	255	24	259	41
...	226	15	233	35
...	112	9	117	23
...	94	16	98	35
...	106	3	108	23
...	139	8	140	18
...	180	10	183	18
...	134	2	135	13
...	418	42	421	51
80	77	...	7039	887	9513	2397

VI-B—DISTRIBUTION OF SCHOLARS RECEIVING PROFES-

Age group	College									
	Education		Engineering & Technology		Medicine & Veterinary		Agriculture		Commerce	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	22	23	24	25	26	27	28	29	30	31
24—25 ...	6	15	12	...	24	6	4	...	10	...
25—26 ...	12	10	4	...	21	3	2	...	3	...
26—27 ...	13	7	...	...	21	2	...	...	...	...
27—28 ...	10	5	...	...	10	4	...	...	...	...
28—29 ...	2	4	...	...	8	3	...	...	...	...
29—30 ...	2	4	...	...	4	5	...	...	...	...
30—31 ...	1	...	...	...	3	1	...	...	...	...
31—32 ...	6	...	...	...	2	1	...	...	...	...
32—33 ...	...	...	...	...	3	1	...	...	...	...
33—34 ...	...	...	...	...	4	...	...	...	...	...
34—35 ...	...	...	...	...	...	...	...	...	...	...
Over 35 ...	7	...	...	...	3	...	...	...	...	...
Total :-	153	249	166	...	493 51 Vet.	92	355	...	151	...

1. Students shown in column 24 are Engineering students only.

2. Out of 487 students in column 26 there are 62 Veterinary students.

SIONAL AND SPECIAL EDUCATION BY AGE GROUPS

Education									
Law		Music, Dancing & Other Fine Arts		Oriental Studies		Other Subjects		Total	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
32	33	34	35	36	37	38	39	40	41
23	1	...	...	6	...	9	...	94	22
18	2	...	3	...	65	13
17	2	...	6	...	59	9
4	24	9
3	13	7
2	8	9
1	5	1
2	2	...	...	...	12	1
1	4	1
1	1	...	...	...	6	...
...
...	10	...
260	7	...	...	278	2	26	8	1882	358

VII—A—TEACHERS IN SCHOOLS

Institution	Train-			
	Graduate		Passed Intermediate, or Matriculate	
	Men	Women	Men	Women
1	2	3	4	5
<i>Nursery Schools</i> ...	...	2	...	...
<i>Basic Schools -</i>				
Junior Basic/Basic Primary ...	1	...	13	5
Senior Basic/Junior High ...	...	...	...	...
<i>Total</i> ..	1	...	13	5
<i>Primary Schools -</i>				
Recognised -				
Government ...	3	4	5	2
Dist Board ...	...	...	477	9
Municipal Board ...	1	...	166	9
Private { Aided ...	..	1	45	11
{ Unaided ...	1	4	32	4
Unrecognised ...	...	...	...	1
<i>Total</i> ...	5	9	725	36
<i>Middle Schools -</i>				
Recognised -				
Government ...	4	13	1	25
District Board ...	175	2	425	10

FOR GENERAL EDUCATION

ed					Untrained			
Non-Matriculate		Total			Graduate			
Men	Women	Men	Women	All persons	Certificated		Uncertificated	
					Men	Women	Men	Women
6	7	8	9	10	11	12	13	14
...	...	...	2	2	...	...	...	...
28	14	42	19	61	...	...	...	...
...
28	14	42	19	61	...	...	...	...
14	6	22	12	34	...	1	...	1
4406	1247	4883	1256	6139	3	...	3	...
53	356	740	365	1105	...	...	...	...
162	181	207	193	400	1	...	2	1
72	48	105	56	161	...	...	...	2
23	31	23	32	55	...	...	...	...
5250	1869	5980	1914	7894	4	1	5	4
3	53	8	91	99	1	...	1	...
3270	142	3870	154	4024	43	...	99	2

VII-A—TEACHERS IN SCHOOLS

Institution	Un-			
	Passed Intermediate or Matriculate			
	Certificated		Uncertificated	
	Men	Women	Men	Women
	15	16	17	18
<i>Nursery Schools</i> ...	...	...	...	...
<i>Basic Schools—</i>				
Junior Basic/Basic Primary ...	...	...	1	...
Senior Basic/Junior High ...	...	...	...	...
<i>Total</i> ...	...	...	1	...
<i>Primary Schools—</i>				
<i>Recognised—</i>				
Government ...	...	...	1	...
District Board ...	23	7	106	7
Municipal Board ...	8	2	22	3
Private { Aided ...	17	4	22	5
{ Unaided ...	...	...	6	2
Unrecognised ...	...	...	13	...
<i>Total</i> ...	48	13	170	17
<i>Middle Schools—</i>				
<i>Recognised—</i>				
Government ...	...	...	...	...
District Board ...	41	...	76	...

FOR GENERAL EDUCATION

trained									
Non Matriculate				Total			Grand Total		
Certificated		Uncertificated		Men	Women	All persons	Men	Women	All persons
Men	Women	Men	Women						
19	20	21	22	23	24	25	26	27	28
...	...	...	...	..	...	...	...	2	2
...	...	1	1	2	1	3	44	20	64
...
...	...	1	1	2	1	3	44	20	64
...	...	...	...	1	2	3	23	14	37
220	33	392	266	747	313	1060	5630	1589	7199
37	10	42	55	109	70	179	849	435	1284
80	53	169	104	291	167	458	498	360	858
21	2	117	46	144	52	196	24	108	357
11	36	123	82	147	118	265	170	150	320
369	134	843	553	1439	722	2161	7419	2636	10055
...	...	1	...	3	...	3	11	91	102
70	...	243	3	572	5	577	4442	159	4601

VII—A —TEACHERS IN SCHOOLS

Institution	Train-			
	Graduate		Passed Intermediate, or Matriculate	
	Men	Women	Men	Women
1	2	3	4	5
Municipal Board ...	7	16	10	18
Private { Aided ...	7	21	16	49
Private { Unaided ...	31	5	27	6
Unrecognised ...	...	...	5	4
Total :—	224	57	484	112
<i>High/Higher Secondary Schools --</i>				
Recognised —				
Government ...	447	131	159	69
Dist. Board ...	225	..	194	...
Municipal Board ...	79	2	46	2
Private { Aided ...	585	66	452	49
Private { Unaided ...	455	...	321	...
Unrecognised ...	6	27	4	8
Total :—	1797	226	1176	128
Grand Total :—	2027	294	2398	281

RESULTS—Contd.

No. Passed		Girls					
		No. Appeared			No. Passed		
Private	Total	From Recogni- sed Insti- tutions	Private	Total	From Recogni- sed Insti- tutions	Private	Total
6	7	8	9	10	11	12	13
...
...
31	211	146	36	182	107	22	129
...
...
...	19	...	...	...	...	...	...
...	21	...	...	...	...	...	...
...	10	...	...	...	...	...	...
...	9	...	...	...	...	...	...
...	13	...	...	...	...	...	...
...
...
1	1	...	...	...	...	...	...
...	59	29	...	29	16	...	16

VIII—EXAMINATION

Name of Examination	Boys			
	No. Appeared			From Re- cognised Institutions
	From Recog- nised Insti- tutions	Private	Total	
1	2	3	4	5
M. C. P. and S.
M. S. M. F. or M. M. F.
D. G. O.
F. C. P. S.
B. D. S.
D. O. M. S.	12	...	12	12
M. S.	3	3	...
M. Obstetrics
D. Hyg.
B. Hyg.
D. P. H.
D. O.
B. Sc. (Sanitary)
B. Sc. (Pharmacy)	10	...	10	8
D. T. D.	8	...	8	5
Others

VIII—EXAMINATION

Name of Examination	Boys			
	No. Appeared			From Re- cognised Institutions
	From Recog- nised Insti- tutions	Private	Total	
1	2	3	4	5
<i>Veterinary—</i>				
M. Sc. (Vet.) ... ..	...	...	...	...
B. Sc. (Vet.)	6	...	6	6
Others ... ..	...	...	...	...
<i>Agriculture—</i>				
Master of Agriculture ... ..	...	...	...	...
Bachelor of Agriculture	73	...	73	53
Others ... ..	...	...	...	...
<i>Technology—</i>				
Master of Technology ... ..	...	...	...	...
Bachelor of Technology ... ..	...	...	...	...
Others ... ..	...	...	...	...
<i>Commerce—</i>				
M. Com. ... ..	...	...	...	..
B. Com. (Hons.)	45	...	45	23
B. Com. ... ..	...	...	...	...

RESULTS—Contd.

		Girls					
No. Passed		No. Appeared			No. Passed		
Private	Total	From Recognised Institutions	Private	Total	From Recognised Institutions	Private	Total
6	7	8	9	10	11	12	13
...
...	6	...	...	...	...	...	...
...
...
...	58	...	...	...	...	...	...
...
...
...
...
...
...	28	...	...	...	...	...	...
...

VIII—EXAMINATION

Name of Examination	Boys			
	No. Appeared			From Re- cognised Institutions
	From Recogn- ised Insti- tutions	Private	Total	
1	2	3	4	5
<i>Law—</i>				
Doctor of Laws ... ..	...	...	...	...
Master of Laws	3	...	3	...
Bachelor of Laws { Pass	71	...	71	46
{ Final	52	...	52	31
<i>Oriental learning—</i>				
M. O. L. ... ..	...	3	3	...
B. O. L. ... ..	...	...	...	...
<i>Appl ed Art & Architecture—</i>				
Diploma or Degree ... ..	...	...	...	...
INTERMEDIATE, AND OTHER EQUIVALENT EXAMINATIONS				
Intermediate in Arts	3407	2318	5725	1186
Intermediate in Science (F. Sc. Non- Medical)	1954	922	2876	656
Intermediate in Medicine (F. Sc. Medical)	794	185	979	333
Cambridge Higher Certificate ... ..	...	...	...	...
Diploma in Civil Engineering ... ..	...	...	...	...
Licenciate of Civil Engineering ... ..	...	...	...	...
Licence, Diploma or Certificate in Teaching ... ..	...	...	...	...
Diploma or certificate in Veterinary Science ... ..	...	...	...	...
Diploma in Medicine (L.S.M.F. & L.M.S.)	43	...	43	18
Intermediate or Diploma in Commerce ... ..	...	...	...	...
Licenciate of Agriculture ... ..	...	...	...	...
Intermediate or Diploma in Law ... ..	...	...	...	...
Diploma in Indian Music ... ..	...	...	...	...
Diploma in Physical Education	26	...	26	22
Diploma in Oriental Studies, Junior Secondary Teachers Certificate and Teachers Training Certificate	362	5082	5444	148

RESULTS—Contd.

No Passed		Girls					
		No. Appeared			No. Passed		
		From Recognised Insti- tutions	Private	Total	From Recognised Insti- tutions	Private	Total
6	7	8	9	10	11	12	13
...
...	46	1	...	1	1	...	1
...	31	...	...	...	...	...	...
3	3	...	...	...	...	...	...
...
...
738	1924	652	604	1256	225	152	377
406	1062	1	...	1	...	...	...
52	385	72	13	85	47	4	51
...
...
...
...
...	18	20	...	20	19	...	19
...
...
...
...
...	22	8	...	8	7	...	7
2361	2509	332	4318	4650	95	1900	1995
...	...	70	37	107	50	14	64

VIII—EXAMINATION

Name of Examination	Boys			
	No. Appeared			From Re- cognised Institutions
	From Recog- nised Insti- tutions	Private	Total	
1	2	3	4	5
<i>School Examinations On Completion of High School Course—</i>				
Higher Secondary ... ..	...	...	...	...
Higher Secondary (Technical) ...	...	...	...	...
Matriculation	21463	10693	32156	13498
School Final ... ..	...	...	...	...
School Leaving Certificate etc. ...	...	...	...	...
Anglo-Indian and European High School	...	...	...	...
Cambridge Senior	13	...	13	11
<i>On Completion of Basic or Middle School Course—</i>				
Senior Basic/Junior High ... ..	...	...	...	...
Middle	25064	1290	26354	20711
Anglo-Indian and European Middle...	...	...	...	...
Cambridge Junior	13	...	13	10
<i>On Completion of Primary or Junior Basic School Course—</i>				
Upper Primary	74232	...	74232	67874
Lower Primary ... ..	...	...	...	...
Junior Basic/Basic Primary ...	...	...	...	...

RESULTS—Contd.

		Girls					
No. Passed		No. Appeared			No. Passed		
Private	Total	From Recogni- sed Insti- tutions	Private	Total	From Recogni- sed Insti- tutions	Private	Total
6	7	8	9	10	11	12	13
...
...
4064	17562	938	2618	3556	760	1183	1943
...
...
...
...	11	12	...	12	11	...	11
...
592	21303	2580	1351	3931	2223	963	3186
...
...	10	10	...	10	10	...	10
...	67874	12291	...	12291	11268	...	11268
...
...

VIII -- EXAMINATION

Name of Examination	Boys			
	No. Appeared			From Re- cognised Institutions
	From Re- cog- nised Insti- tutions	Private	Total	
i	2	3	4	5
<i>On Completion of Professional and Special School Course— For Teachers' Certificates— Matriculate</i>	160	...	160	160
Non-Matriculate	764	147	911	653
In Engineering	98	...	98	97
In Technology ... ..	...	...	...	...
In Industry	300	...	300	218
In Medicine ... ..	...	...	...	...
In Agriculture	48	...	48	47
In Commerce	80	...	80	44
In Music and Dancing ... ..	...	...	...	...
In Arts and Crafts ... ..	...	...	...	...
In Other Fine Arts .. ...	...	...	...	...
In Oriental Studies... ..	...	...	...	...
In Physical Education .. ...	...	...	...	...
In Social Education ... ..	...	...	...	...
In Other Schools ... ..	...	...	...	...

IX—PROGRESS OF

Type of Area under Compulsion	Year (s) in which compulsion was introduced	Age Group (s) of children under compulsion	Number of Towns/cities or Villages under compulsion	Total estimated population of the children of school-going age in area (s) under compulsion during the current year	Number of Institutions where compulsion is in force	Number of Students on Rolls under compulsion	
						Boys	Girls
1	2	3	4	5	6	7	8
Urban (Towns and Cities)							
For Boys only ...	1919	6—11	34	56555	132	43276	..
For Girls only ...	...	...	...	...	...	...	...
For Both Boys and Girls ...	...	...	...	...	...	...	...
TOTAL ...	1919	6—11	34	56555	132	43276	...
Rural (Villages)							
For Boys only ...	1919	6—11	3481	182655	1486	118848	...
For Girls only ..	...	...	...	...	...	...	...
For Both Boys and Girls ...	...	...	...	...	...	...	...
TOTAL ..	1919	6—11	3481	182655	1486	118848	...
GRAND TOTAL ..	1919	6—11	3515	239210	1618	162124	...

COMPULSORY EDUCATION

Percentage of Enrolment under compulsion to total population given in column (5)	Percentage of Average Daily Attendance	Coercive Measures taken during the current year					No. of Attendance Officers	Total Expenditure
		No. of Notices issued	No. of Attendance orders passed	Prosecutions				
				For Non-Enrolment	For Non-Attendance	Fines Realised		
9	10	11	12	13	14	15	16	17
76.5	69.4	1806	582	117	12	Rs. 415	10	Rs. 242402
..
..
76.5	69.4	1806	582	117	12	415	10	242402
65.1	82.4	9365	1410	1383	518	3092	7	233348
..
..
65.1	82.4	9365	1410	1383	518	3092	7	233348
67.8	78.9	11171	1992	1500	530	3507	17	475750

X - EDUCATION IN

Type of Institution	Number of Institutions in Rural Areas			
	Recognised			
	Government	District Board	Private	Total
1	2	3	4	5
<i>For Males—</i>				
Colleges for General Education ...	...	...	3	3
Colleges for Professional & Special Education ...	...	...	2	2
Schools for General Education—				
High/Higher Secondary ...	7	61	118	186
Middle ...	1	801	27	829
Senior Basic/Junior High ...	...	...	...	...
Primary ...	9	2775	141	2925
Junior Basic/Basic Primary ...	...	13	...	13
Nursery ...	...	...	...	...
<i>Total</i> ...	17	3650	286	3953
Schools for Professional and Special Education —				
Training ...	2	...	1	3
Agriculture ..	...	...	...	...
Arts and Crafts ...	...	...	...	...
Music, Dancing and Other Fine Arts ...	...	...	...	...
For Adults ...	77	...	2	79
Others (Reformatory) ...	1	...	...	1
<i>Total</i> ...	80	...	3	83

RURAL AREAS

Unrecognised	Number of Scholars on Rolls in					Expenditure (Direct & Indirect on)
	Recognised Institutions				Unrecognised Institutions	Recognised Institutions
	Government	District Board	Private	Total		Government Funds
6	7	8	9	10	11	12
...	...	...	757	757	...	47757
...	...	...	97	97	...	...
7	4015	24464	44643	73122	923	542346
9	155	142610	4192	146957	777	3340450
...
76	312	215044	9663	225019	3822	3938939
...	...	1506	...	1506	...	25011
...
92	4482	383624	58498	466604	5522	7846746
...	211	...	116	327	...	102385
...
..
...
...	3853	...	125	3978	...	109731
...	61	...	...	61	...	24100
...	4125	...	241	4366	...	236116

X—EDUCATION IN

Type of Institution	Expenditure (Direct & Indirect) on			
	Recognised Institutions			
	District Board Funds	Fees	Other Sources	Total
	13	14	15	16
<i>For Males</i>	Rs.	Rs.	Rs.	Rs.
Colleges for General Education ...	...	87826	104663	244246
Colleges for Professional & Special Education ... ..	...	...	19999	19999
Schools for General Education—				
High/Higher Secondary	345623	2181752	653823	37134
Middle	1037540	1231417	147194	5756601
Senior Basic/Junior High ... ..	...	...	...	..
Primary	1538977	27425	116138	5621479
Junior Basic/Basic Primary	117	...	...	25128
Nursery ... ..	...	...	...	...
<i>Total</i> ...	2922257	3440594	917155	15126752
Schools for Professional and Special Education—				
Training ... ..	...	11423	7033	120741
Agriculture ... ..	...	...	...	..
Arts & Crafts ... ..	...	...	...	...
Music, Dancing & Other Fine Arts ... ..	...	...	...	..
For Adults ... ..	...	...	...	109731
Others (Reformatory) ... ..	...	..	...	24100
<i>Total</i> ...	...	11423	7033	254572

RURAL AREAS (Contd).

Unrecognised Institutions	No. of Teachers in					Unrecognised Institutions	
	Recognised Institutions				Total		Unrecognised Institutions
	Government	District Board	Private	Total			
17	18	19	20	21	22		
Rs							
...	...	..	43	43	...
...	...	...	9	9	...
24149	130	853	1398	2381	37		
13742	5	4299	165	4469	36		
...		
18120	11	5452	261	5724	89		
...	...	45	...	45	...		
...		
56011	146	10649	1824	12619	162		
...	18	...	10	28	...		
...		
...		
...		
...	77	...	2	79	...		
...	5	...	...	5	...
...	100	...	12	112	...		

X—EDUCATION IN

Type of Institution	Number of Institutions in Rural Areas			
	Recognised			
	Government	District Board	Private	Total
1	2	3	4	5
<i>For Females</i>				
Colleges for General Education ...	...	...	...	...
Colleges for Professional and Special Education ...	...	...	...	...
Schools for General Education— High/Higher Secondary ...	...	...	1	1
Middle ...	6	15	8	29
Senior Basic/Junior High ...	...	...	...	...
Primary ...	6	843	35	884
Junior Basic/Basic Primary ...	...	2	...	2
Nursery ...	...	...	...	...
<i>Total</i> ...	12	860	44	916
Schools for Professional and Special Education— Training ...	...	...	...	...
Agriculture ...	...	...	...	...
Arts and Crafts ...	...	...	...	...
Music, Dancing and Other Fine Arts ...	...	...	...	...
For Adults ...	15	...	...	15
Others ...	...	...	...	...
<i>Total</i> ...	15	...	...	15
GRAND TOTAL ...	124	4510	338	4972

RURAL AREAS

Unrecognised	Number of Scholars on Rolls in					Unrecognised	Expenditur (Direct & Indirect) on
	Recognised Institutions				Government Funds		
	Government	District Board	Private	Total		Recognised Institutions	
6	7	8	9	10	11	12	
...	
...	
1	...	...	532	532	215	8675
15	444	2998	1187	4629	601	148167	
...	
45	184	56834	2948	59966	2590	921509	
...	...	120	...	120	...	1698	
...	
61	628	59952	4667	65247	3406	1080049	
...	
...	
...	
...	647	...	...	647	...	17429
...	
...	647	...	...	647	...	17429
153	9882	443576	64260	517718	8928	9228097	

X—EDUCATION IN

Type of Institution	Expenditure (Direct & Indirect) on			
	Recognised Institutions			
	District Board Funds	Fees	Other Sources	Total
1	13	14	15	16
<i>For Females</i>				
Colleges for General Education	...	...	...	...
Colleges for Professional and Special Education	...	...	...	...
Schools for General Education—High/Higher Secondary	997	7079	16650	33401
Middle	40736	8712	74962	272577
Senior Basic/Junior High	...	...	...	..
Primary	348935	148	52038	1322630
Junior Basic/Basic Primary	..	...	...	1698
Nursery	...	...	...	...
<i>Total</i>	390668	15939	143650	1630306
Schools for Professional and Special Education—Training	...	...	...	..
Agriculture	...	...	...	...
Arts and Crafts	...	...	...	...
Music, Dancing and Other Fine Arts	...	...	...	...
For Adults	...	...	...	17429
Others	...	...	...	...
<i>Total</i>	...	...	...	17429
GRAND TOTAL	3312925	3555782	1196500	17293304

Concessions to Students at Different Stages of Education.

Total Value per Annum		Free Studentships				Other Financial Concessions			
		No.		Yearly Amount Foregone		No.		Yearly Amount Foregone	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.			Rs.	Rs.			Rs.	Rs.
...	...	12	...	1404	...	...	...	...	...
...
...
13936	2583	86	11	7624	1296	2	31	386	2184
...
...
...
342005	14975	2759	172	232896	15718	687	73	36481	4107
...
...
355941	17558	2845	183	240520	17014	689	104	36867	6.91

XI Scholarships, Stipends, Free Studentships And Other Financial

Type of Institution	Scholarships and					
	Central Government				State	
	No.		Total Value per Annum		No.	
	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7
<i>Colleges for Professional Education</i>			Rs.	Rs.		
Education ... ..	...	...	...	...	7	11
Engineering	10	...	15286	..	6	...
Technology ... ..	...	...	...	...	...	..
Medicine	3	...	2026	...	23	3
Veterinary ... ..	...	...	...	...	...	...
Agriculture	5	...	4961	...	90	...
Forestry ... ..	...	...	...	...	...	...
Commerce ... ..	...	...	...	...	...	...
Law	3	...	3392	...	1	...
Applied Art & Architecture ...	...	...	...	...	...	...
<i>Total</i> ...	21	...	25665	...	127	19
<i>Colleges for Special Education—</i>						
Music ... ..	...	...	...	...	...	..
Dancing ... ..	...	...	...	...	...	...
Other Fine Arts ... ..	...	...	...	...	...	...
Oriental Studies ... ..	...	...	...	...	...	...
Physical Education ... ..	...	...	...	...	10	2
Social Education ... ..	...	...	...	...	...	...
<i>Total</i> ...	...	...	...	...	10	2

XI—Scholarships, Stipends, Free Studentships And Other Financial

Type of Institution	Scholarships & Stipends awarded by				Total of All Scholarships & Stipends	
	Others					
	No.		Total Value per Annum		No	
	Boys	Girls	Boys	Girls	Boys	Girls
18	19	20	21	22	23	
<i>Colleges for Professional Education</i>			Rs.	Rs.		
Education	2	4	169	1459	9	15
Engineering ... ..	...	...	...	...	16	...
Technology ... ..	...	...	...	...	...	...
Medicine	4	1	3144	783	33	10
Veterinary	6	...	4198	...	6	...
Agriculture	4	...	2527	...	109	...
Forestry ... ..	...	...	...	...	...	...
Commerce ... ..	...	...	...	...	1	...
Law	1	...	600	...	5	...
Applied Art & Architecture ...	...	...	...	...	...	...
<i>Total</i> ...	17	5	10638	2242	179	25
<i>Colleges for Special Education—</i>						
Music ... ..	...	...	...	...	...	...
Dancing ... ..	...	...	...	...	...	...
Other Fine Arts ... ..	...	...	...	...	...	...
Oriental Studies	10	...	965	...	10	...
Physical Education ... ..	...	...	...	...	10	2
Social Education ... ..	...	...	...	...	...	...
<i>Total</i> ...	10	...	965	...	20	2

Concessions to Students at Different Stages of Education.

Total Value per Annum		Free Studentships				Other Financial Concessions			
		No.		Yearly Amount Foregone		No.		Yearly Amount Foregone	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.			Rs.	Rs.			Rs.	Rs.
900	8163	29	11	1380	900	1	...	40	...
17879	..	...	...	...	...	...	...	...	...
...
15741	3032	54	6	5421	634	49	9	13765	2489
4198	...	...	...	...	...	...	...	...	...
34490	...	...	...	...	...	...	...	...	...
...
240	...	...	...	...	...	...	...	...	...
4793	...	...	...	...	...	...	...	...	...
...
78241	11195	83	17	6801	1534	50	9	13805	2489
...
...
...
965	...	1	1	55	55	97	...	6359	...
1874	360	..	...	...	...	...	...	...	...
...
2839	360	1	1	55	55	97	...	6359	...

XI – Scholarships, Stipends, Free Studentships And Other Financial

Type of Institution	Scholarships and					
	Central Government				State	
	No.		Total Value per Annum		No.	
	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7
<i>Schools for General Education:—</i>						
Higher Secondary
High ...	112	...	4335	...	3920	185
Senior Basic/Junior High
Middle	613	114
Junior Basic/Basic Primary
<i>Primary—</i>						
Single-Teacher	12	5
Others	169	27
Nursery
<i>Total</i> ...	112	...	4335	...	4714	331
<i>Schools for Professional Education—</i>						
Training	316	174
Engineering ...	3	...	13252	...	104	...
<i>Technology—</i>						
Poly-technic
High
Others
Industry	482	152

XI—Scholarships, Stipends, Free Studentships And Other Financial

Type of Institution	Scholarships & Stipends awarded by				Total of All Scholarships & Stipends	
	Others					
	No.		Total Value per Annum		No	
	Boys	Girls	Boys	Girls	Boys	Girls
18	19	20	21	22	23	
<i>Schools for General Education—</i>						
Higher Secondary ...	...	...	...	...	...	...
High ...	1270	56	57155	3969	6738	331
Senior Basic/Junior High ...	...	...	...	...	...	...
Middle ...	287	30	13514	2084	1771	162
Junior Basic/Basic Primary ...	...	...	...	...	..	...
<i>Primary—</i>						
Single-Teacher ...	...	...	...	...	12	5
Others ...	18	4	394	240	225	31
Nursery ...	...	...	..	...	...	...
<i>Total</i> ...	1575	90	71063	6293	8746	529
<i>Schools for Professional Education—</i>						
Training ...	6	...	1080	...	333	174
Engineering ...	1	...	1457	...	109	...
<i>Technology—</i>						
Poly-technic ...	...	...	...	...	...	...
High ...	...	...	...	...	...	...
Others ...	...	...	...	...	...	...
Industry ...	...	...	...	...	482	152

Concessions to Students at Different Stages of Education.

Total Value per Annum		Free Studentships				Other Financial Concessions			
		No.		Yearly Amount Foregone		No.		Yearly Amount Foregone	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
24	25	26	27	28	29	30	31	32	33
Rs.	Rs.			Rs.	Rs.			Rs.	Rs.
288999	22414	24744	2469	560668	14264	8897	688	194130	17818
...
84669	8611	19075	484	224180	5642	2405	391	23651	2929
...
156	60	365	...	508	...	86	...	168	...
2539	552	10751	82	18853	1641	828	1319	2929	6592
...
376363	31637	54435	3035	804209	21547	12216	2398	220878	27339
30492	26338	5	...	420	...	...	...	...	...
17303	...	...	...	...	...	...	...	...	...
...
...
79807	33269	115	158	1468	1408	...	...	...	...

XI Scholarships, Stipends, Free Studentships And Other Financial

Type of Institution	Scholarships and					
	Central Government				State	
	No.		Total Value per Annum		No.	
	Boys	Girls	Boys	Girls	Boys	Girls
	2	3	4	5	6	7
Medicine ...	3	...	774	...	11	27
Agriculture
Forestry
Commerce
Arts and Crafts
<i>Total</i> ...	6	...	14026	...	913	353
<i>Schools for Special Education—</i>						
Music
Dancing
Other Fine Arts
Oriental Studies
Physical Education
Social Education
<i>For the Handicapped—</i>						
Mentally Handicapped
Physically Handicapped
For Adults
Reformatory	1	...
Others
<i>Total</i>	1	...
GRAND TOTAL ...	227	2	77966	1136	6897	746

Comcessions to Students at Different Stages of Education.—Contd.

Stipends awarded by

Government		Institution itself				Local Boards			
Total Value per Annum		No.		Total Value per Annum		No.		Total Value per Annum	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
8	9	10	11	12	13	14	15	16	17
3743	5446	2	31	100	8290	..	..	..	..
..
..
..
..
113212	65053	13	31	2044	8290	1	..	400	..
..
..
..
..
..
..
..
..
..
..
..
..
..
12
..
12
546879	101686	1611	135	68998	12724	1480	71	93901	7063

XI—Scholarships, Stipends, Free Studentships and Other Financial

Type of Institution	Scholarships & Stipends awarded by				Total of all Scholarships & Stipends	
	Others					
	No.		Total Value per Annum		No.	
	Boys	Girls	Boys	Girls	Boys	Girls
	18	19	20	21	22	23
Medicine ...	16	1	612	480	32	59
Agriculture ...	...	...	...	...	...	...
Forestry ...	...	...	...	...	...	...
Commerce ...	...	...	...	...	...	...
Arts and Crafts ...	...	...	...	...	...	...
<i>Total</i> ...	23	1	3149	480	956	385
<i>Schools for Special Education—</i>						
Music ...	...	...	...	...	...	...
Dancing ...	...	...	...	...	...	...
Other Fine Arts ...	...	...	...	...	...	...
Oriental Studies ...	...	...	...	...	...	...
Physical Education ...	...	...	...	...	...	...
Social Education ...	...	...	...	...	...	...
For the Handicapped—						
Mentally Handicapped ...	...	...	...	...	...	...
Physically Handicapped ...	...	...	...	...	...	...
For Adults ...	...	...	...	...	...	...
Reformatory ...	...	...	...	...	1	...
Others ...	...	...	...	...	...	...
<i>Total</i> ...	...	...	...	...	1	...
GRAND TOTAL ...	2022	107	158484	11964	1237	1061

Concessions to Students at Different Stages of Education.— Contd.

Total Value per Annum		Free Studentships				Other Financial Concessions			
		No.		Yearly Amount Foregone		No.		Yearly Amount Foregone	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
24	25	26	27	28	29	30	31	32	33
5229	1 216	15	...	360	...	2	...	180	...
...
...
...
...
132831	73823	135	158	2248	1408	2	...	180	...
...
...
...
...
...
...
...
...
...
...
...
...
12
...
12
946227	134573	57511	3394	1055237	41558	13054	2511	278089	36119

XII—A—EDUCATION

178

Managing Body	No. of Regular Schools for			No. of Literacy Centres/Classes* for			No. of Scholars on Rolls in				No. made Literate				Average Duration of Literacy Course (in months)	No. of Teachers			
							Regular Schools		Literacy Centres/Classes		During the Previous Year		During the Current Year			Specially Trained			
	Men	Women	Both	Men	Women	Both	Men	Women	Men	Women	Men	Women	Men	Women		Honorary		Paid	
																Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Government ...	...	...	...	85	22	..	...	...	5537	887	7452	1713	5173	1371	6—12	...	...	10	13
District Board ...	...	...	...	..	...	...	...	...	...	..	...	...	...	...	..	...	...	...	...
Municipal Board ...	...	...	...	1	...	...	...	...	41	...	...	...	...	...	..	...	...	...	..
Private {	Aided ...	...	...	53	...	...	...	...	1218	...	220	175	1179	...	...	42	...	...	...
	Unaided ...	...	...	2	...	...	...	...	125	...	35	...	102	...	...	...	...	...	...
TOTAL	...	...	...	141	22	...	...	...	0921	887	7707	1898	6454	1371	...	42	..	10	13

*Include Night classes if any.

OF ADÜLIS

Managing Body	No. of Teachers				Total Expenditure from				
	Others				Government Funds	District Board Funds	Municipal Board Funds	Other Sources	Total
	Honorary		Paid						
	Men	Women	Men	Women					
21	22	23	24	25	26	27	28	29	
Government ...	...	...	75	9	240583	...	...	161	240744
District Board ...	...	...	...	...	...	...	...	...	...
Municipal Board ...	1	...	...	...	...	...	...	...	...
Private {	Aided ...	...	11	...	7420	...	...	864-	...
	Unaided ...	2	...	...	...	...	...	...	8284
TOTAL ...	3	...	86	9	248003	...	...	1025	249028

XII—B—LIBRARIES AND READING ROOMS

Managing Body	Number of Libraries				Number of Reading Rooms	No. of Books and Journals (Back Number) in the Library				No. of Books and Journals added during the current year			
	Stationary	Moving	Branches	Total		Stationary	Moving	Branches	Total	Stationary	Moving	Branches	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Government ...	13	...	...	13	...	1844	...	...	1844	264	...	...	264
District Board ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Municipal Board ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private {	Aided ...	...	...	...	...	...	...	...	...	...	...	...	-
	Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	13	...	...	13	...	1844	...	...	1844	264	...	...	264

FOR ADULTS

Managing Body	No. of Books Journals etc. issued during the current year from the Library				No. of Special Books and Pamphlets on Adult Education published during the current year by			Average Daily Attendance in the Reading Rooms			Total Expenditure on Libraries & Reading Rooms during the current year.
	Stationary	Moving	Branches	Total	State Govt.	Others in the State	Total .	Men	Women	Total	
	15	16	17	18	19	20	21	22	23	24	25
Government ...	3458	...	...	3458	...	...	...	Not	Available	...	2505
District Board ...	...	...	...	...	...	...	...	...	...	...	...
Municipal Board ...	...	...	...	...	...	...	...	...	...	...	...
Private {	Aided	...	...	...	...	...	...	...	...	...	...
	Unaided
TOTAL ...	3458	3458	Not	available	...	2505

XIII—A—EDUCATIONAL INSTITUTIONS &

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Institutions for	Recognised Institutions Managed by								Unrecognised Institutions
	Government		Local Boards		Private Bodies				
					Aided		Unaided		
	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls		For Boys
1	2	3	4	5	6	7	8	9	10
Mentally Handicapped
Physically Handicapped									
The Blind	1	...	...	...	...
The Deaf-Blind
The Deaf
The Deaf-Mute
The Handicapped in ... Speech
The Crippled
Others
TOTAL	1	...	...	...	...
GRAND TOTAL	1	...	..	...	...

TEACHERS FOR THE HANDICAPPED

Institutions for	Unrecog- nised Institutions	Total		Number of Teachers					
				Specially Trained		Others		Total	
		For Girls	For Boys	For Girls	Men	Women	Men	Women	Men	Women
	11	12	13	14	15	16	17	18	19
Mentally Handicapped
Physically Handicaped-									
The Blind	...	1	...	..	...	13	...	...	...
The Deaf-Blind
The Deaf
The Deaf Mute
The Handicapped in Speech
The Crippled
Others
TOTAL	...	1	...	...	...	13	...	...	...
GRAND TOTAL	...	1	...	...	...	13	...	...	...

AND SCHOLARSHIPS, ETC., FOR THE HANDICAPPED

Institutions for	Total			Number employed after completion of Course		Scholarships & Stipends awarded during the year by								Free Studentships and other Financial Concessions awarded			
						Government				Others				For Boys		For Girls	
	Maximum Capacity	No. on Rolls		Boys	Girls	For Boys		For Girls		For Boys		For Girls		Number	Yearly amount foregone	Number	Yearly amount foregone
		Boys	Girls			Number	Total value per annum	Number	Total value per annum	Number	Total value per annum	Number	Total value per annum				
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
Mentally Handicapped	...	..	..	...	...	...	...	...	...	...	...	...	...	Rs.	...	Rs.	..
Physically Handicapped																	
The Blind	60	57	...	4	...	...	...	...	...	...	...	...	60	11123	...	...	..
The Deaf-Blind	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
The Deaf	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
The Deaf-Mute	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
The Handicapped in Speech	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
The Crippled	..	...	...	...	..	...	...	...	...	...	...	...	..	..	...	...	..
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
TOTAL	60	57	..	4	...	...	...	...	...	...	...	...	60	11123	...	...	..
GRAND TOTAL	60	57	...	4	...	...	...	...	...	...	...	...	60	11123	..	..	..

INSTITUTIONS FOR THE HANDICAPPED

Other Institutions						All Institutions					
Expenditure from					Total	Expenditure from					Total
Government Funds	Local Board Funds	Fees	Endowments etc.	Other Sources		Government Funds	Local Board Funds	Fees	Endowments etc.	Other Sources	
8	9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...
3400	1500	...	...	25750	30650	3400	1500	...	...	25750	30650
...
...
...
...
...
3400	1500	...	..	25750	30650	3400	1500	...	...	25750	30650
3400	1500	...	..	25750	30650	3400	1500	...	...	25750	30650

XIV—A—INSTITUTIONS AND EXPENDITURE FOR THE EDUCATION OF THE SCHEDULED CASTES AND OTHER BACKWARD COMMUNITIES.

Type of Institution	Number of Institutions								Total Expenditure on Institutions											
	For Boys				For Girls				For Boys						For Girls					
	Recognised		Unrecognised		Recognised		Unrecognised		Govt. Funds	Local Board Funds	Fees	Endowments etc.	Other Sources	Total	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	Total
	Govt.	Non-Govt.	Unrecognised	Total	Govt.	Non-Govt.	Unrecognised	Total												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Nursery Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools ...	8	...	...	8	6	...	...	6	11274	...	...	...	...	11274	7184	...	...	...	...	7184
Jr. Basic/Basic Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Senior Basic/Junior High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
High/Higher Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Institutions ...	1	...	...	1	...	...	...	...	24100	...	...	...	...	24100	...	...	...	...	...	...
TOTAL ...	9	...	...	9	6	...	...	6	35374	...	...	...	...	35374	7184	...	...	...	...	7184

**XIV—B—SPECIAL GOVERNMENT STAFF FOR EDUCATION OF SCHEDULED
CASTES AND OTHER BACKWARD COMMUNITIES**

Designation of Staff	Number belonging to				Minimum Academic Qualifications	Scales of Pay	Duties	Total number of staff belonging to scheduled castes and other backward communities in other educational or Research Institutions
	Scheduled castes and other backward communities		Others					
	Men	Women	Men	Women				
1	2	3	4	5	6	7	8	9
Teachers	14	6	Junior Teachers Certificate	S. T. 50-3/80- 4/100/5-125 J. T. 40-2-60/3- 90/4-110	Teaching	...

**XIV-C—ENROLMENT, STIPENDS AND EXAMINATION
AND OTHER BACK-**

Type of Institution.	Number of Scholars						Number of Students	
	In Institutions for Scheduled Castes and Backward Communities only		In other Institutions		Total		Attached to Institutions for Scheduled castes & Backward communities only	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
Arts & Science Colleges ...	...	...	571	4	571	4	...	..
Schools for General Education—								
Nursery ...	...	...	...	...	...	...	...	...
Primary ...	284	184	35672	6842	35956	7026	...	...
Junior Basic/Basic Primary	...	...	105	49	105	49	...	...
Middle ...	...	...	14278	2320	14278	2320	...	...
Senior Basic/Junior High...	...	...	...	...	...	...	...	...
High ...	...	...	13488	488	13488	488	...	...
Higher Secondary ...	...	...	...	...	...	...	...	...
Total ...	284	184	64114	9703	64398	9887	...	...
Institutions for Professional and Special Education—								
Training ...	...	...	16	9	16	9	...	...
Engineering ...	...	...	10	...	10	...	...	...
Technology and Industry...	...	...	81	8	81	8	...	...
Medicine and Veterinary ..	...	...	3	...	3	...	...	...
Agriculture and Forestry	...	...	2	...	2	...	...	...
Commerce ...	...	...	...	...	...	...	...	...
Law ...	...	...	3	...	3	...	...	...
Music and Dancing	...	...	...	...	...	...	...	...
Arts and Crafts	...	...	...	...	...	...	...	...
Oriental Studies	...	...	...	...	...	...	...	...
Others ...	61	...	405	2	466	2	...	...
Total ...	61	...	520	19	581	19	...	...
GRAND TOTAL ...	345	184	64634	9722	64979	9906	...	...

RESULTS FOR THE EDUCATION OF THE SCHEDULED CASTES WARD COMMUNITIES

in Approved Hostels		Students getting Stipends and other Financial Concessions				Examination Results*			
Attached to other Institutions		Number		Total Value per annum		Number appeared		Number passed	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	11	12	13	14	15	16	17	18	19
42	...	505	4	Rs. 100006	Rs. 1436	184	2	95	2
...
...	...	10017	103	10839	431	34424	2120	30207	1955
...	...	...	...	...	...	92	49	82	45
70	2	3895	22	32557	775	13606	656	11964	551
...
206	...	4936	5	124280	600	12873	130	11464	91
...
318	2	19353	134	267682	3212	61179	2957	53812	2644
1	2	1	3	284	612	15	8	15	7
10	...	8	...	5879	...	4	...	4	...
4	...	55	2	8832	284	22	1	19	1
3	..	3	...	2026	...	3	...	3	...
1	..	2	...	1374	...	1	...	...	...
...
1	...	2	...	1104	...	3	...	3	...
...
...
...
...	...	1	...	12	...	195	...	138	...
20	2	72	5	19511	896	243	9	182	8
338	4	19425	139	287193	4138	61422	2956	53994	2652

XV—A—EDUCATION OF CRIMINAL TRIBES

Institutions for Criminal Tribes	Number of Schools for		Number of Scholars		Number of Teachers				Expenditure			Examination Results			
	Boys	Girls	Boys	Girls	Trained		Untrained		From Govt. Funds	From Other Sources	Total	Number Appeared		Number Passed	
					Men	Women	Men	Women				Boys	Girls	Boys	Girls
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Primary Schools ...	8	6	284	184	9	6	...	...	Rs. 18458	Rs. ...	Rs. 11458	36	16	32	13
Middle Schools ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	..	...	..	...	...	...	...	...	...	...
Other Schools (Reformatory) ...	1	...	61	...	5	...	...	...	Rs. 24100	Rs. ...	Rs. 24100	...	...	...	...
TOTAL ...	9	6	345	184	14	6	...	...	Rs. 42558	Rs. ...	Rs. 42558	36	16	32	13

XV—B—IN-MATES OF SETTLEMENTS OR HOMES FOR THE CRIMINAL TRIBES

	Number of In-mates receiving training in Crafts									After Release Information				
	Carpentry	Leather work	Weaving and Knitting	Tailoring	Black and Tin Smithing	Farming	Masonry	Others	Total	Total Number Released during the year	Total Number Employed	Number of those who took to Crafts taught at School	Number of those who lapsed to Crime	Number about whom no information is available
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Boys ...	40	3	14	4	...	...	...	...	61	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL ...	40	3	14	4	...	...	...	...	61	Not available				

XVI -A—DISTRIBUTION OF SCHOLARS GOING

Name of Country	Number of Scholars who went							
	Arts Subjects		Science Subjects		Education		Engineering	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
U. S. A.
Canada
Other North American Countries
South America
U. K.	3	..	..	..	..	..
France
Germany
Russia
Other European Countries
Australia
Africa
China
Japan
Iran
Afghanistan
Other Asian countries
Total	3	..	..	..	..	..

The above information is based on the figures supplied by the Heads of Departments and the Punjab University. A large number of private people obtained passports for going abroad for further studies but no definite information is available about them.

ABROAD FOR FURTHER STUDIEDS

abroad for advanced studies in

Architecture and Design		Technology and Industry		Medicine and Veterinary Science		Agriculture and Forestry	
Men	Women	Men	Women	Men	Women	Men	Women
10	11	12	13	14	15	16	17
..	4	..	..	..
..
..
..
..	1	..	..	..
..
..
..
..
..
..
..
..
..
..
..
..
..	5	..	..	..

XVI-B—SCHOLARSHIPS FOR

Country	Scholarships			
	Central Government			
	Men		Women	
	No.	Yearly amount	No.	Yearly Amount
1	2	3	4	5
		Rs.		Rs.
U. S. A.
Canada
Other North American countries
South America
U. K. ...	1	*10000	...	...
France
Germany
Russia
Other European Countries
Australia
Africa
China
Japan
Iran
Afghanistan
Other Asian Countries
TOTAL ...	1	10000	...	...

*Half the amount contributed by the Punjab University.

XVI-B—SCHOLARSHIPS FOR

Country	Scholarships awarded by			
	Foreign Bodies			
	Men		Women	
	No.	Yearly Amount	No.	Yearly Amount
	14	15	16	17
		Rs.		Rs.
U. S. A. ...	2	20082	...	...
Canada
Other North American Countries
South America
U. K.
France
Germany
Russia
Other European Countries
Australia
Africa
China
Japan
Iran
Afghanistan
Other Asian Countries
TOTAL ...	2	20082	...	...

FOREIGN STUDIES

Total of all Scholarships						No of students who went Abroad at their own expenses		
Men		Women		All Persons				
Number	Yearly Amount	Number	Yearly Amount	Number	Yearly Amount	Men	Women	Total
18	19	20	21	22	22	24	25	26
	Rs.		Rs.		Rs.		Rs.	
2	20082	...	...	2	20082	2	...	2
...
...
...
1	10000	...	...	1	10000	3	...	3
...
...
...
...
...
...
...
...
...
...
...
...
3	30082	...	...	3	30082	5	...	5

		Total Number of Posts			Number of		
					Direct Recruitment		
		Class I	Class II and Others	Total	Class I	Class II and Others	Total
1	2	3	4	5	6	7	
Direction	Men ...	6	1	7	...	...	...
	Women ...	1	...	1	...	...	...
	All Persons	7	1	8	...	...	...
Inspection	Men ...	2	18	20	...	...	...
	Women ...	2	4	6	...	...	...
	All Persons ...	4	22	26	...	...	...
Teaching--							
Collegiate	Men ...	11	48	59	1	...	1
	Women ...	3	10	13	...	...	...
	All Persons ...	14	58	72	1	...	1
School	Men ...	...	10	10	...	3	3
	Women ...	...	8	8	...	...	...
	All Persons ...	...	18	18	...	3	3
Others	Men ...	...	...	...	...	...	...
	Women ...	...	...	...	...	...	...
	All Persons ...	...	...	...	...	...	...
Total	Men ...	19	77	96	1	3	4
	Women ...	6	22	28	...	...	...
	All Persons ...	25	99	124	1	3	4

EDUCATIONAL SERVICE

Posts filled up by						Number of posts vacant or held in abeyance			Remarks if any
Promoted Officers			Officiating Arrangements			Class I	Class II and Others	Total	
Class I	Class II and Others	Total	Class I	Class II and Others	Total				
8	9	10	11	12	13	14	15	16		17
5	1	6	1	...	1	1	...	1	...
1	...	1	...	...	...	...	...	...	...
6	1	7	1	...	1	1	...	1	...
2	11	13	...	7	7	...	...	...	...
2	2	4	...	2	2	...	...	...	...
4	13	17	...	9	9	...	...	...	...
6	34	40	4	14	18	...	2	2	...
3	9	12	...	1	1	...	...	...	...
9	43	52	4	15	19	...	2	2	...
...	7	7	...	...	...	...	...	...	...
...	8	8	...	...	...	...	...	...	...
...	15	15	...	...	...	...	...	...	...
...
...
...
13	53	66	5	21	26	1	2	3	...
6	19	25	...	3	3	...	...	...	...
19	72	91	5	24	29	1	2	3	...

XVIII—STATE EDUCATIONAL DIRECTORATE AND INSPECTORATE*

Designation	No. of Posts	Prescribed Minimum Educational Qualifications	Scales of Pay	Duties
1	2	3	4	5
1. Director of Public Instruction.	1	Officers possessing high academic qualifications are appointed to this post.	2000—75—2300	1. All cases of leave, appointments, promotions, transfers, dismissals and appeals and memorials, pensions etc. relating to P.E.S. (I and II) and other gazetted officers (b) Transfers and appointments etc. of the Heads of Govt institutions and office establishments. (c) All important matters relating to Education in the State
2. Deputy Director of Public Instruction.	1	—Do—	1250—50—1500	2. (i) All cases of leave, appointments, promotions, pensions, transfers & dismissals of (a) Clerical establishments (b) Non-gazetted posts for males, Assembly questions etc. (ii) To assist. D.P.I. in all other important matters relating to education in the state
3. Inspector of Vernacular Education (A. H Q. Officer. Secy. Advisory Board for Books.	1	—Do—	350—40—750/40—950 —50—1200	3. All cases connected with (a) Collegiate Education (b) University matters (c) Primary Education (d) Local body Schools (e) Grant-in-aid to local body schools for Primary Education

XVIII=STATE EDUCATIONAL DIRECTORATE AND INSPECTORATE*

Designation	No. of Posts	Prescribed Minimum Educational Qualifications	Scales of Pay	Duties
1	2	3	4	5
4. Registrar Departmental Examination (A. H. Q. Officer)	1	Officers possessing high academic qualifications are appointed to this post.	—Do—	4. All work connected with the examinations Conducted by the Education Department.
5. Inspector of Training Institutions (A.H.Q. Officer)	1	—Do—	—Do—	5. All cases connected with (a) Secondary Education (b) Admissions, Fees (c) Fines, complaints, etc. (d) Training of teachers (e) Inspection of training institutions. (f) Harijan Welfare scheme and other miscellaneous work including Rehabilitation.
6. Officer on Special Duty, N.C.C. Temporary (A.H.Q. Officer).	1	—Do—	—Do—	6. All work connected with N. C. C. units
7. Divisional Inspector of Schools	2	—Do—	—Do—	7. Head of a Divisional Office. All work connected with the schools for boys in division

XVIII—STATE EDUCATIONAL DIRECTORATE AND INSPECTORATE

Designation	No. of Posts	Prescribed Minimum Educational Qualifications	Scales of Pay	Duties
1	2	3	4	5
8. Asstt. Social Education Officer (Temporary) (A.H.Q. Officer)	1	Officers possessing high academic qualifications are appointed to this post.	250—25—550/25—750	8. All work connected with (a) Social (Adult) Education (b) New Syallabus for Junior Basic, Primary and Middle Departments (c) Educational Statistics
9. Deputy Inspector of Schools	5	— Do —	— Do —	9. To assist a Divisional Inspector of Schools in the discharge of his duties
10. Deputy Inspector of Schools for Rural Science,	1	— Do —	— Do —	10. All work connected with Rural Sciences, Agricultural Farms and Grow More Food campaign in schools in the state.
11. Distt. Inspector of Schools	12	Trained Graduates	— Do —	11. All work connected with the Middle & Primary Schools for boys in a district
12. Assistant District Inspector of Schools	12	B.A., B.T., D.P.E. or B.A., D.P.E.	230—10—270/10 300	To inspect primary and middle schools in a Sub-Division & to assist the Inspector of Schools in the inspection of Middle Schools
13. —Do— ...	59	— Do —	150—10—190/10 220	— Do —
14. —Do— ...	16	— Do —	90—5—150	— Do —

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Designation	No. of Posts	Prescribed Minimum Educational Qualifications	Scales of Pay	Duties
1	2	3	4	5
1. Deputy Directress of Public Instruction (W).	1	Same as No. 1 for Men	900—40—1100	1. All work connected with the appointments, promotions, transfers, of women and admissions of girls and all work connected with education of girls in the State
2. Divisional Inspectress of Schools	2	—Do—	400—25—625/650—25—850	2. All work connected with Schools for girls in Division
3. Deputy Inspectress of Schools	2	—Do—	260—20—500/30—650	3. To assist an Inspectress of Shools in the discharge of her duties
4. Distt. Inspectress of Schools	1	Trained Graduates	—Do—	4. All work connected with the School for girls upto middle standard in a Dist. To assist the Inspectress of schools in the inspection of high schools
5. —Do—	10	—Do—	230—10—270/10—300	5. —Do—
6. Assistant District Inspectress of Schools	1	—Do—	—Do—	6 To inspect Primary Schools and the work connected therewith, and to assist the Inspectress and District Inspectress of Schools in the inspection of High and Middle Schools.
7. —Do—	—	—Do—	150—10—190/10—220	7. —Do—
8. Assistant Inspectress of ... Schools for Domestic Science.	2	Diploma in Domestic Science from Lady Irwin College, Delhi	230—10—270/10—300	8. To inspect Domestic Science work in Girl Schools
9. Assistant Inspectress of ... Schools for Physical Education.	1	B.A., B.T., D.P.E.	—do—	9. To inspect Physical Education work in Girl Schools.

