

**REVIEW OF EDUCATION
IN INDIA
1947-1961**

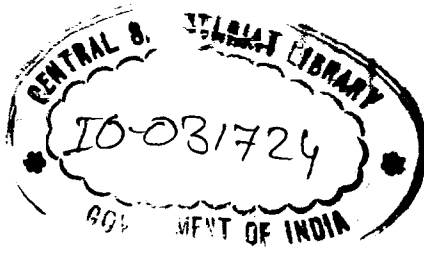
PUNJAB



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CONTENTS

General Information : Pp. 1-3 (partition, area, population, literacy, multicultural production, irrigation schemes, industries, development since independence, community development programmes, etc.). Education Before 11-AA Retrospect : Pp. 3-5 (tradition of learning *Maktabs*, *Madrassah* an *Guurukul* schools, beginning of modern education (1850); first D. P. 1's scheme for an organised system of education, educational picture at the close of 19th century, progress of education 1921-46). Primary Education : Pp. 7 ((drive for more schools, number of primary schools, extension of the primary stage (1948), revised syllabus, training of teachers, revision of pay scales, single teacher schools, compulsory education act, policy of planned development and persuasion, educational survey, provincialisation of primary schools (1957). Basic Education : P. 7. Secondary Education : Pp. 7-11 (progress since independence, number of schools and enrolment in 1947 and 1960, role of voluntary organisations, pupil-teacher ratio, overcrowding, diversified courses, higher secondary schools, multipurpose schools, training of teachers for diversified courses, Higher Secondary Schools in the Third Plan). University Education : Pp. 9-11 (establishment of the Punjab University (1947, progress during 1947-59, Provision of teaching and research facilities, internal assessment, examination research unit, 3-year degree course, youth welfare activities). Technical Education : Pp. 11-13 (progress during last 14 years, facilities at the degree level, industrial schools, schemes in the Second Plan stipends and scholarships, grants-in-aid, Board of Technical Education, expenditure during Second Plan). Social Education : Pp. 13-14 (position at the time of partition, social education programmes initiated in 1949, social education centres, progress of social education). Girls' Education : Pp. 14-1 (expansion in the last 14 years, number of institutions for girls enrolment, disparity between urban and rural areas, stipends and scholarships for girls, proportion of girls to boys in schools). Teaching of Science : P. 16 (provision in primary and middle schools, compulsory study in higher secondary course, equipment, General Science: Diploma Course for teachers, Science College to train science teachers, measures for better science teaching in schools). Scholarships : Pp. 16-17. Physical Education, Games and Sports : P. 17-18 (Physical Education in schools, and College of Physical Education, District officer for physical education, compulsory student participation in games, physical efficiency tests, university department of physical training, Sports Minister, encouragement of games in rural areas). Co-curricular Activities : P. 18. Scouting, Guiding, N.C.C. and National Discipline Scheme : Pp. 18-19. Medical Inspection : P. 20. Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes : Pp. 20-21. Audio-Visual Education : P. 21. Pre-Primary Education : Pp. 21. Education of the Handicapped Children : Pp. 21-22. Development of Hindi, Punjabi and Sanskrit : P. 22. Administration : Pp. 22-24. Conclusion : Pp. 24. Educational Statistics of Punjab : Pp. 25-34.

PUNJAB

1. GENERAL INFORMATION

Originally called the land of the five rivers, the name 'Punjab' became a misnomer in 1947 as a result of its dismemberment into two Punjabs. The Western Punjab which was predominantly Muslim was included in Pakistan along with its three rivers—Jhelum, Chenab and Ravi—and the Eastern Punjab which was predominantly non-Muslim remained in India with two rivers, namely Beas and Sutlej. Partition also resulted in the loss of Lahore, the old capital of the province, and consequently, a new capital had to be built at Chandigarh for the Indian part of the Punjab which had an area of 37,428 sq. miles. In 1956, the State of Pepsu was merged with it thereby increasing its area to 47,084 sq. miles. The present State is divided into 19 districts.

The population of the Punjab, according to the provisional figures of 1961 census is 20,298,151. Of these, only 40·79 lakhs or 20·1 per cent reside in towns (194) and the remaining 79·9 per cent in villages (21,516). The Punjab is amongst the thickly inhabited areas of India, its density of population being 431 persons per square mile. About 66·5% of the people are engaged in agriculture. The percentage of literacy in the State is 23·7 (32·4 per cent for men and 13·7 per cent for women), there being 48,14,911 literates in Punjab according to the census of 1961.

The partition of the Punjab created a desolate scene with deserted fields, dilapidated houses and a shattered economy. Above all, there was the problem of finding food for a large number of displaced persons; the total deficit of food grains was estimated at 35,000 tons a year. An all-out effort was, therefore, made to meet the food shortage by covering almost all aspects of agricultural activity, such as provision of irrigation facilities, reclamation of waste land, application of improved seeds and implements, control of insect pests and diseases and consolidation of holdings. As a result of these activities, there has been a rapid increase in agricultural production. In 1950-51 the State was producing only 32·45

lakh tons of food grains. In 1958-59, the figure stood at 60.78 lakh tons.

Out of a total of over 140 lakh acres of canal-irrigated areas in the undivided Punjab, only 30 lakh acres came to the share of India. Vigorous efforts, therefore, had to be made to extend irrigation facilities to fill the gap created by partition. In addition to the multipurpose Bhakra-Nangal project, a large number of irrigation schemes were undertaken during the first and the second Five Year Plans. By the end of the second Five Year Plan, the total irrigated area in the State was estimated to be over 84 lakh acres.

With the provision of cheap and abundant electric power under the Bhakra-Nangal project, the industries in the State are expected to show a boom. As against 600 factories that existed in the State at the time of partition, there are 3,200 factories today. The small-scale industries, which account for nearly 85% of the total value of the State's industrial output, engage a capital of about Rs. 35 crores and afford employment to about 2,00,000 persons. The main manufacturing activities are bicycle parts, sewing machine parts, hosiery, sports goods, machine tools, agricultural implements, electrical goods and scientific instruments. The bicycle industry, comprising about 470 units and with an annual production of Rs. 2.5 crores, is the most progressive industry.

During the last 14 years, the completion of the Bhakra-Nangal project, the establishment of a modern capital at Chandigarh, the reinforcement of agricultural and industrial economy through a number of measures, the provision of social security for workers, labourers and tenants, the award of a better deal to backward classes and areas, the successful experiment in State-trading in foodgrains, the expansion of the network of roads, canals and power lines, and the provision of greater opportunity to the people to conduct their own affairs through decentralisation, are some of the outstanding features of the State's planned development. The programmes enumerated above are changing the face of the State and a new Punjab is slowly but steadily emerging out of the old.

In order to make the rural administration of the State more effective and democratic the present village panchayats and district boards will be replaced by *Gram Sabhas* and *Zilla Parishads*, with block *Samitis* as links between the two. With effect from November 5, 1959, the Departments of Panchayats and Community Development have been amalgamated in order to step up the pace of rural reconstruction. The community development programme has already covered 146 blocks, comprising 17,840 villages, and embracing about 80% of the total rural population. Under this programme community centres are being opened, wells for drinking water are renovated, village roads are improved, clubs for young farmers are organised, fertilizers are distributed and demonstrations of modern techniques for land cultivation are given. The villagers appreciate these efforts as is manifest from their contributions in the form of land, labour and cash for community development and national extension service schemes. Till the end of March 1959, these contributions amounted to more than Rs. 871.30 lakhs as against an expenditure of Rs. 852.64 lakhs by the State Government.

Achievements of this kind by the people of the Punjab during the last 14 years have made them forget the partition which entailed countless difficulties and untold suffering. The State is now looking forward to the third Plan with greater hope and confidence.

2. EDUCATION BEFORE 1947—A RETROSPECT

The tradition of learning has been strong in the Punjab since ancient times. Old educational centres like the University of Taxila flourished in this area from about 700 B.C. to about 300 A.D. In later times, the Muslims as well as the Sikhs promoted learning by encouraging a network of *Makhtabs*, *Madrassahs*, and *Gurumukhi* schools. When the English took over the Government of the State in 1849, they found that the Hindus, Sikhs and Muslims had three distinct types of educational institutions and that the Punjab was educationally more advanced than most other parts of the country.

The modern system of education began with the creation of the Department of Education in 1856. The first Director of Public Instruction, Lt. William Dealfield Arnold, drew up a scheme for an organised system of education which included the improvement of indigenous schools and the establishment of a primary school at the centre of every six villages, 30 English *Zilla* schools, 4 normal schools and a central college. As a result of this scheme, 2 *Zilla* schools, 60 *Tehsildari* schools and 8 normal schools were established within four years. The first medical school, opened in 1860, was raised to the status of a college in 1961. Education in law and engineering was provided in 1870 and a school of art was set up in 1875.

By the close of the nineteenth century, the province had developed an educational organisation consisting of 2,583 primary schools, 351 secondary schools and 16 colleges for higher education. In addition, there were 3,850 indigenous schools waiting to be absorbed into the general system. At the primary stage, only 105,352 boys (out of the total male population of 12 million) and only 23,367 girls (out of the total female population of 10 million) were attending schools. Higher education for girls was wholly absent. The progress of education was more rapid during the next two decades, but even in 1920, only 2.42% of the population was in schools or colleges.

In 1921, education became a transferred subject under the charge of a Minister and 1937 saw the introduction of provincial autonomy. A bold policy of expansion, economy, efficiency and equality was launched and pursued by the popular Ministers. There was progress in every field of education, and the Punjab soon came to be regarded as one of the most progressive provinces in the country. Particularly impressive was the advance in the field of primary education. A new Primary Education Act was passed and compulsory education for boys and girls was introduced in certain areas. Within a quinquennium of the passing of the Act there were 70 urban and 3,000 rural areas under compulsion. There was, however, considerable wastage; in 1937, the percentage of boys reaching class IV was 28.1: in 1946, it had increased to 45.9.

In 1947 came the partition of the Punjab. This disrupted the normal life of the people. Thousands of uprooted teachers and students had to be rehabilitated and the whole educational system had to be organised *de novo*. Only the invincible spirit of the people enabled them to survive these times and to build up an educational system that is in many ways better than its predecessor.

3. PRIMARY EDUCATION

When India became independent, there was a cry from every part of the State for more primary schools. The Education Department responded to this need and a special drive was launched to open schools in villages which had a population of 500 or more. The object was to make a primary school available to every child at a distance of not more than $1\frac{1}{2}$ miles from its home. The people also gave their unstinted cooperation in the drive. Today there are 12,281 primary schools in the State as against 2,429 in 1947.

In 1948 the State Government decided to extend the duration of the primary course for boys from four to five years. The reform has been fully implemented, except in a few schools in the urban areas where conversion to five-year pattern has not been possible for want of accommodation. (The fifth class in such areas still forms part of the secondary school). As a corollary to this measure, the old syllabus for primary and middle classes was radically overhauled in 1950 and greater emphasis was laid on health, social and recreational activities. This obviously necessitated the employment of a better class of primary teachers.

The minimum qualification for admission into the junior basic training schools has consequently been raised to at least a pass in second division in the Matriculation examination. The period of training has also been increased to two years. Training includes instruction in the pedagogical subjects as well as in the content of different subjects. Keeping in view the enhanced qualifications of a primary school teacher, his pay scale has also been revised. The present scale is Rs. 60-4-80-5-120 (85% of the posts are in this scale and the remaining 15 percent are in the higher scale of Rs. 120-5-175).

To meet the educational needs of the sparsely populated areas, the Government has been encouraging the opening off single-teacher schools. There were 1,122 single-teacher schools in 1947 while today their number is 4,702. Although these schools have their own administrative and organisational problems, there is no gainsaying the fact that they have made a definite contribution to the eradication of illiteracy and to the popularisation of education in the backward and needy tracts of the State. Efforts are now being made to improve their quality and, where feasible, to convert them into double-teacher schools.

The Compulsory Education Act passed before independence is still operative in the State. Compulsion applies to the age group 6-11 and there are 30 urban and 5,584 rural areas under compulsion. The enrolment in the urban schools is 66,882 (boys) and in the rural schools 2,32,901 (boys). So far it has not been necessary to enforce the provisions of the Act strictly since the people themselves are becoming more and more education-minded and are taking greater interest in the schooling of their children than before. Effort has been concentrated on providing educational facilities at the primary stage as close to the habitations as possible so that parents may have no excuse for not enrolling their children. This policy of planned development and persuasion rather than compulsion has paid dividends even in the rural areas where more and more children are now coming to schools.

According to the survey held in 1958-59, 1,457 new primary schools were needed to provide educational facilities within a distance of one mile from the home of every child. Most of these schools will be opened by the end of the second Plan. The provision of these schools will facilitate the introduction of free and compulsory primary education in the State.

Primary education is free in all schools run by the Government.

One of the most significant programmes carried out in the second Plan in the field of primary education has been the taking over by the Government of all primary schools run by the local bodies. These bodies unfortunately did not

PUNJAB

run their schools efficiently. They were dilatory in supplying their needs; accommodation provided in a majority of cases was inadequate and the supply of furniture and appliances insufficient; the advice of inspecting officers was frequently ignored; the members of the municipal and district boards treated education casually as one of their many cares rather than as a special responsibility; the standard of instruction was low; the teachers were dissatisfied with their service conditions; there was a constant friction between the local bodies and the Department which complained that the former failed to discharge their duties towards education. On the other hand, the local bodies constantly complained that their finances did not permit them to undertake any systematic planning of education. Government examined the matter closely and decided that the local control of primary schools, which had been in force for more than three quarters of a century, should come to an end. More than 10,000 schools run by the local bodies were thus provincialised with effect from 1st October 1957. This has improved the condition of teachers and has also helped in raising standards.

4. BASIC EDUCATION

The State has followed a two-fold policy to promote basic education—the opening of new basic schools and the conversion of traditional schools to the basic pattern. In 1955, all the teacher training institutions were transformed to the basic pattern in order to produce a greater number of teachers for the basic schools. A common syllabus of studies was introduced in the basic and the non-basic schools. Pending the availability of equipment and better trained teachers, the introduction of craft in the non-basic schools has been postponed. However, during the first and second Plans, the Government opened 767 new basic schools and converted another 332 to the basic pattern. The pace of conversion has been slow but considering the difficulties involved, this is perhaps inevitable.

5. SECONDARY EDUCATION

Although secondary schools were greatly disrupted in the wake of partition, the progress of secondary education has been phenomenal in the last 14 years. The number of

high schools, higher secondary schools and middle schools today is 1,153, 141 and 1,358 respectively as against 255 high schools and 981 middle schools in 1946-47. The number of scholars under instruction is 7,07,451 boys and 2,15,543 girls at present as against 2,74,017 boys and 23,153 girls in 1947..

Secondary schools are fairly evenly distributed throughout the State. Only a few districts like Kangra and Hissaar have had less than their share and have yet to make up some leeway. Schools in border areas have been admitted to a special grant-in-aid code and conditions of recognition have been considerably relaxed in their case. In spite of difficulties, voluntary organisations continue to play an important role in education in the State. They control as many as 8331 secondary institutions as against 1821 managed by the Government.

In the urban secondary schools, the size of the classes is often unmanageable, 60 to 70 students per class being quite a common feature of such schools. Lean finances have stood in the way of building new classrooms or extending the present accommodation. This overcrowding is the main cause of the falling standards at this stage. Teachers do not, and perhaps cannot, pay individual attention to their pupils. This leads to cramming and the attachment of excessive importance to examinations. Students use help books and catechism to secure an easy pass which is very disquieting.

Secondary education, which was once regarded as the privilege of a few, is now within the reach of many. Parents, no matter what their social or economic status, desire that all their children should have education at least up to the secondary stage. The popular government does its best to meet this demand by opening or assisting new schools.

The Secondary Education Commission appointed by the Government of India in 1952 had complained that in the past secondary education had been too narrowly 'college-preparatory' and that it had in no way served the ends of those who did not wish or were otherwise unsuited to go to the university. Among many recommendations for reorganising secondary education, the Commission recommended the introduction of diversified courses to suit different

PUNJAB

aptitudes and the institution of the 11-year higher secondary schools. The addition of one more year to secondary education is calculated to make the stage truly terminal and complete in itself. Many higher secondary schools are planned to be of the multipurpose type with a number of streams such as Humanities, Science, Agriculture, Home Science, Commerce, Fine Arts and Technology. To implement the programme of conversion of high schools into multipurpose schools, a sum of Rs. 239·32 lakhs was provided in the second Plan. It has not been possible to utilise the amount fully and the expenditure is not likely to exceed Rs. 140·50 lakhs. One hundred and sixty-eight high schools—55 government and 113 non-government—have been converted to the new pattern so far.

There is an acute shortage of trained teachers, particularly in Technology, Commerce, Home Science and Fine Arts. The present scales of pay are also too low to attract properly qualified teachers. One step to meet the situation has been the provision of Rs. 20 lakhs in favour of the Punjab University for the preparation of science graduates for the M.Sc. degree. These teachers will then be available for handling the science courses in the higher secondary schools. Regarding Agriculture, an understanding has been reached with the Agriculture Department to provide the requisite number of agriculture graduates. Concerning Commerce, Fine Arts and Technology, it has been decided to introduce the subjects in a limited number of schools, depending on the supply of qualified teachers.

It is proposed to convert only 340 high schools (170 government and 170 non-government) into higher secondary schools during the third Plan. Each of these schools will provide at least Humanities and the Science group of electives. A provision of Rs. 416.22 lakhs has been made in the third Plan for this purpose.

6. UNIVERSITY EDUCATION

With the partition of the province, the only university, situated in Lahore, which served the whole of the undivided Punjab, the N.W.F.P., Jammu and Kashmir and the British Baluchistan went over to West Pakistan. An ordinance had,

therefore, to be issued by the Punjab Government in 1947 to bring the present Punjab University into existence. Immediately after its establishment, it arranged for the examination of a large number of displaced students and for the continuation of the post-graduate studies of those who were studying in the university at Lahore. From this humble beginning, the Punjab University has made considerable progress. There has been a phenomenal increase in the number of candidates appearing in the university examinations. In March 1947, the number of students registered for the Matriculation examination at Lahore was about 50,000 and this included students belonging to the undivided Punjab and several other areas. The number of candidates who appeared in the Matriculation examination of the Punjab University in March 1959 was 1,24,235. The number of candidates who took the Intermediate and the Degree examinations of the Punjab University at Lahore in 1947 was 13,660 and 6,448 respectively. The corresponding figures for the new Punjab University in 1959 were 19,409 and 11,661 respectively. Figures for examinations in the post-graduate, professional, technical and specialised courses are equally impressive.

There has been a steady increase in the number of colleges affiliated to the university. From 53 colleges in 1947, the number rose to 115 in 1958-59. Similarly, the number of students attending the various arts, science, professional and technical colleges and departments was 25,376 in 1947; it is 62,381 now.

Created at a time of great economic strain, the university had no 'home' till 1955 when it shifted to Chandigarh. With the help of the University Grants Commission and the State Government, it has constructed its own buildings, including laboratories, teaching departments, hostels, and residential quarters for the staff. The university campus, extending over 300 acres of land in the clean and picturesque environment of Chandigarh is a great inspiration to its alumni. All the teaching departments which had been scattered in five different places earlier, have now been shifted to Chandigarh and despite handicaps and limitations, every effort has been made to see that the university does not lag behind in promoting scholarship and research. During the last 14 years,

PUNJAB

4 students obtained the D.Sc. and 105 the Ph.D. degree. At present, 120 students are carrying on research in the different faculties. The research contribution of some of the members of the teaching departments has won international recognition.

The University has decided to introduce progressively the system of internal assessment. So far, internal assessment has been introduced in the Matriculation and the higher secondary, the Bachelor of Education and the engineering examinations. Before long a cumulative record card for each student will be maintained in the college concerned and will show his progress in different subjects. Merit will then be determined, not entirely by a student's performance in the final examination, but also by his sessional work during the year. The university also proposes to set up a unit for examination research.

With the reorganisation of education at the secondary stage, it has become necessary to reorganise university education on the three-year degree pattern. The switch-over has already been completed in all the 94 colleges of the State with the liberal aid of Rs. 12,92,000 from the Government of India. For the interim period, when there will be two streams of candidates, one coming from the high schools and the other from the higher secondary schools, the colleges have been allowed to retain the preparatory or pre-university classes. A provision of Rs. 11.00 lakhs has been made in the third Plan to complete the conversion of all degree colleges in the State into three-year degree colleges.

The cultural aspects of university life have also received special attention. The university maintains a whole-time staff to organise the youth welfare activities on a planned basis.

7. TECHNICAL EDUCATION

Facilities for technical education in the undivided Punjab were meagre and even these were concentrated in the area now included in West Pakistan. Except for one medical college at Amritsar, and a few industrial schools in the eastern districts, all the technical and professional institutions of agriculture, engineering, veterinary science, law,

medicine, commerce and teacher training were lost to India at the time of partition. Facilities for technical and professional education in the truncated State had, therefore, to be built up from scratch. Judged against this background, the progress made during the last 14 years has been truly phenomenal. At the graduate level, there are 33 colleges for professional education including 4 for women. The faculties in which these institutions impart training include Teacher Training, Law, Medicine, Engineering, Agriculture, Commerce, Physical Education, Veterinary Science and Animal Husbandry. Courses have also been instituted in Pharmacology, Geology and Dairying. Except for one engineering college and a few teacher training colleges, all other technical and professional colleges are run either by the Government or by the university.

At the school level, the State maintains medical, technical, industrial and engineering, and pedagogic schools. There are 41 industrial schools for boys, including industrial training institutes and vocational training centres. Besides, the Government maintains a full-fledged art and craft school. Art and craft classes are also attached to seven schools run by voluntary organisations. The number of industrial schools for girls is 32. These had an enrolment of 2,105 and accounted for an expenditure of Rs. 4.38 lakhs in 1958-59.

Mention should also be made of the 15 new schemes that have been launched during the second Plan. These schemes include opening of junior technical schools, the reorganisation of existing industrial schools and arts and crafts institutions and the reorganisation of seven diploma schools for girls. To encourage promising boys and girls, a number of stipends and scholarships, tenable in technical institutes and industrial schools have been instituted by the Government. Provision has also been made to give grants-in-aid to private institutions. This has been necessary because, in the past, the voluntary organisations have been rather shy of venturing in the field of technical and professional education.

Government has also set up a Board of Technical Education (1958) with the express object of co-ordinating the activities of the various departments concerned with technical education, and for maintaining a satisfactory standard of

teaching in technical education. There was a provision of Rs. 2.40 crores for technical education in the second Plan of which Rs. 72.69 lakhs had already been spent during the first three years of the Plan.

8. SOCIAL EDUCATION

At the advent of independence, the foundations of social education in the State were not quite strong. Although efforts in this direction had started in the twenties of the present century, not much headway was made by 1947. In 1927, there were 3,784 social education centres with an enrolment of 98,414. The enrolment increased to 1,16,204 in 1941-42 but began to decline soon after. At the time of partition, only 577 adults were under instruction in the 23 centres which came to India. Work at these centres was in the charge of local school teachers who were paid a small remuneration for the purpose. This did not prove to be a satisfactory arrangement. Teachers who had to do a full days work at school failed to bring any industry or enthusiasm to this additional part-time work. The centres did not attract adults and the entire approach to the problem of social education was, therefore, reorganised.

Social education programmes were started, almost *de novo*, in 1949 when a class I officer was appointed to organise them. Four social education training camps for teachers and volunteers were conducted in December 1949 and were followed by the opening of 134 social education centres (including 28 for women) in 1950. The centres were supplied radio sets, petromax lamps, *durries*, blackboards, reading and writing materials and library books. Whole-time social education teachers and volunteers were appointed and the social education programme was made comprehensive: it embraced literacy, civic education, health education, education for communal harmony, recreational and cultural activities, training in simple crafts, general knowledge and everyday science. Two mobile cinema units and films were purchased and a social education sub-committee was set up under the auspices of the Provincial Advisory Board of Education. Steps were taken to secure the co-operation of other departments

and to make the social education centres the focal point of all reconstruction work.

With the expansion of activities, the staff for social education has also increased. At present, there is an Assistant Director of Social Education at the headquarters. Under him, there are social education supervisors in each division; and each social education supervisor has a mobile cinema unit and a van for audio-visual education. He visits the centres and arranges film shows, talks and demonstrations.

In addition to their literacy work, the social education centres are also being developed as work centres. In the centres for women, handicrafts like knitting pyjama strings, *niwar* weaving, *phulkari*, needlework and spinning are taught to students. In centres for men, crafts like mat-making, bamboo-craft, rope-making and bee-keeping are being taught according to local conditions and the availability of materials.

The budget for social education has been mounting every year. In 1948-49, the expenditure totalled Rs. 20,074; but by 1958-59, it had gone up to Rs. 14,48,890. Expenditure on social education is shared by the Central Government, the State Government and the municipal committees in the ratio of 2:1:1. The State Government is also giving liberal aid to the voluntary organisations working in this field.

Social education has made good progress so far. There are, at present, 836 centres for men with an enrolment of 11,239 and 257 for women with an enrolment of 12,166. There is also a janata college for the training of social education workers. However, this progress can by no means be regarded as commensurate, either with the needs of the people or with the expenditure incurred. Irregularity of attendance on the part of adults and the resulting wastage continue to pose serious problems for the organisers.

9. GIRLS' EDUCATION

The education of girls had not made as much progress as that of boys in the undivided Punjab. It has, however, taken big strides in the last 14 years. The prejudice against girls' education has largely disappeared, and there is a grow-

PUNJAB

ing clamour for more and more schools and colleges for girls. Even the prejudice against co-education is fast disappearing.

At the time of partition there were only 935 institutions for girls (as against 3,648 for boys) in the State of East Punjab. By 1951, their number had risen to 1,213. The first two Plans have given a further fillip to the spread of education among girls. In 1951, there were 1,061 primary schools for girls while now their number is 1,748. The number of middle schools for girls in 1951 was 98; it is 337 now. In the matter of high schools, there has been an increase from 48 to 261; and the number of colleges has risen from 6 to 17 during the same period. The enrolment has also gone up phenomenally: there were 1,60,202 scholars in the girls' institutions in 1951; now their number is 5,22,284.

Despite this progress of girls' education in the State, it must be admitted that there is a great disparity in the matter between the rural and the urban areas. This is due mainly to the fact that women teachers are reluctant to go to and work in the rural areas because of uncongenial surroundings and lack of residential accommodation. A scheme for the construction of residential quarters for women teachers in the rural areas has accordingly been included in the third Five Year Plan.

To provide educational opportunity to poor but deserving girls and to promote girls' education in general the Punjab University, the State Government and several philanthropic societies have instituted scholarships and stipends and other kinds of financial assistance to meritorious girls at different stages of education. The Department awards 216 middle school scholarships and 118 high school scholarships. Ten per cent of girls on rolls in the junior basic training schools receive stipends. Thirty-eight government scholarships are awarded to girls on the results of the Matriculation examination and a similar number on the results of the Intermediate examination. Apart from these scholarships and stipends, 10 per cent of the girls enjoy full-fee concession and another 10 per cent half-fee concession.

Much, however, still remains to be done to bring the education of girls on a par with that of boys. The leeway to be made up can be indicated by the fact that while the

number of boys per thousand attending schools for general education is 134·7, the number for girls is only 56·3.

10. TEACHING OF SCIENCE

Provision for the teaching of science has been made in primary and middle schools. In the high schools, science is still taught as an elective subject but in accordance with the recommendations of the Secondary Education Commission, General Science has been made a compulsory subject in the higher secondary course. Additional grants of Rs. 25,000 each have been given to a large number of high schools for the purchase of scientific equipment. The paucity of properly qualified science teachers was acutely felt and the Punjab University instituted a two years' General Science Diploma course in some of the training colleges in order to prepare science teachers. The shortage is still great and the Department of Education has, therefore, approached the Punjab University to start a science college which should ensure an adequate supply of science teachers for the schools.

Science clubs, subsidised by the Government of India, have been started in several schools. In the third Plan, it is proposed to undertake a pilot project to improve the teaching of science at the elementary stage through the appointment of science consultants. To help teach this subject better, seminars, workshops and conferences are being frequently organised by the training colleges in the State.

11. SCHOLARSHIPS

Education up to fifth class was made free all over the State in all government institutions in 1957. The policy was progressively extended to the eighth class by 1960. Funds permitting, the State now proposes to make education free up to Matriculation in all government institutions.

At present, all the recognised schools are required to grant full-fee and half-fee concession up to a maximum of 10% of the number on rolls. Children of teachers whose income does not exceed Rs. 100 p.m. are not charged tuition fee. Fee concessions and stipends are granted to the children of peasants and soldiers. Harijans and other backward classes are also exempted from the payment of tuition fee in all types of educational institutions.

PUNJAB

For brilliant students there is a large number of scholarships. Merit scholarships, tenable from classes V to VIII, are awarded district-wise on the results of a competitive test held by the inspecting staff at the close of the primary course. Scholarships are also awarded in the high school classes, both to boys and girls, on the result of the middle school examination conducted by the Department. The Punjab University and the Government have made a liberal provision for scholarships to be awarded on the results of the Matriculation, Intermediate and Degree Examinations. The University has also provided for the award of stipends to athletes. Both the university and the State Government are keen to extend these concessions further to cover a larger number of students.

112. PHYSICAL EDUCATION, GAMES AND SPORTS

The Punjab is known throughout the country for the interest its people take in games and sports. Physical education goes on side by side with academic instruction in all the schools and colleges. All high and middle schools have qualified physical training supervisors and instructors. Mass drill, play for all, games, sports and athletics form an integral part of the school programme.

In order to supply properly trained and qualified physical training supervisors, the Government maintains a College of Physical Education in which graduates are prepared for a diploma course in physical education. In order to broaden this training, a three-year diploma course for the intermediate-passed students has also been instituted from this year.

Every district has an assistant district inspector of schools for physical education. He not only guides and supervises physical education in the schools of the district, but also organises athletic meets and tournaments at the district level. These tournaments have become a regular feature and are of great value in promoting qualities of sportsmanship among students.

Participation in organised games in the evening is compulsory in schools and colleges for two days a week. In some of the colleges, in addition to the organised games in

the evening, morning P.T. is also compulsory for the resident students. Physical efficiency tests for different age groups have also been introduced.

The university maintains a separate department of physical training for men and women. It encourages games and sports by offering liberal grants to its affiliated colleges. It organises tournaments in different games and has also been organising a number of coaching camps for training the students.

The State Government's concern for improving standards in games and sports is well known. This is the only State in India which has a Sports Minister in the Cabinet. For the encouragement of games in the rural areas, a large number of village sports clubs and young farmers clubs have been set up in the villages, especially in the national extension blocks and community project areas. The Government gives liberal aid to these clubs. In some of the districts, rural sports organisers have also been appointed. As a consequence of these measures, an increasing number of tournaments and sports meets are held every year.

13. CO-CURRICULAR ACTIVITIES

Co-curricular activities have become an integral part of school programmes these days. Students are given every encouragement to develop their powers of self-expression by participating in school debates and dramatic performances. Facilities for the pursuit of hobbies like photography, soap making, ink making, cardboard and paper cutting, clay modelling, basket making, weaving, knitting, book binding etc. are also being provided in many of the schools. A few schools have even built up their own museums for the study of natural history.

14. SCOUTING, GUIDING, N.C.C. AND NATIONAL DISCIPLINE SCHEME

Scouting and guiding are very popular in the State. The movement is subsidised by the Government.

The National Cadet Corps was initiated in the State in October 1948, when a Class I officer was appointed for the purpose. To start with, there were 3,694 cadets (2,070 junior division and 1,624 senior division) and 121 officers (69

PUNJAB

junior division and 52 senior division). Now there are 28 units consisting of 147 officers and 6,351 cadets in senior division, 6 troops of senior wing (girls division) consisting of 18 officers and 810 cadets, and 276 troops of junior division Army Wing consisting of 276 officers and 9,108 cadets. The expenditure incurred in 1958-59 on the N.C.C. was Rs. 18,76,008 as against Rs. 1,51,200 in 1948-49.

Besides military training and the holding of camps, a noteworthy feature of the programme of work for the cadets is social service. This generally comprises construction of *kutchha* roads, clearing footpaths, improving the condition of canal banks and the cleaning of villages.

During the second Plan, a provision of Rs. 23.74 lakhs was made for the expansion of the N.C.C. The provision has been increased to Rs. 34 lakhs in the third Plan.

In 1954 it was decided to organise Auxiliary Cadet Corps units in all the educational institutions of the State. A scheme to that end was accordingly included in the second Plan. A.C.C. is now taken up as a regular subject in the institutions to which such troops have been allotted. Out of the authorised strength of 1,200 N.C.C. sections, 1,169 sections are in operation in which 59,030 cadets are receiving training. For the A.C.C. cadets, labour and social service camps are held frequently and boys are engaged on activities like construction of roads, digging of soak-pits, manure-pits, canals and water reservoirs, construction or desilting of drainage and improvement of village schools and playgrounds. The programmes for girls centre round sanitation drives, environmental hygiene, child welfare, home-nursing, planning and repairs of kitchen and kitchen gardens.

The target before the Government is that every school boy should either be a scout or a cub, and every school or college student, either a member of the N.C.C. or A.C.C.

A beginning was also made with the National Discipline Scheme in 1957. Several teachers were given three months' training and posted in selected government schools in order to tone up discipline in these institutions. At present the scheme is functioning in 120 high schools.

15. MEDICAL INSPECTION AND NUTRITIONAL NEEDS OF SCHOOL CHILDREN

Medical assistance to school children both by way of diagnosis and treatment is very inadequate at present. It is virtually non-existent in the village schools, though the children of the urban areas are slightly better off. High schools are permitted to charge a small medical fee to the students, the amount thus realised being used for medical inspections and follow-up treatment. Some of the larger schools have whole-time medical officers. Sometimes, the high schools pool their income to have a central clinic with a regular medical officer and staff to look after the medical inspection of the schools. Such an arrangement is generally looked after by a committee called the Health League. The membership of the committee includes the Deputy Commissioner, the district inspector of schools and representatives of the schools concerned. Schools having a central clinic maintain a medical record of every individual student and bring to the notice of the parents any defects discovered by the medical officer.

The District Red Cross and Hospital Welfare Society has been supplying milk powder and rice to the under-nourished children in a number of places. A few schools also supply free milk to needy children out of the school Red Cross Fund.

16. EDUCATION OF THE SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

Ever since partition, the Education Department has been paying increasing attention to the education of backward classes. A Harijan Welfare Scheme was initiated in 1948. It was reorganised in 1953-54 to cover all students from the Scheduled and Backward classes without any distinction of religion. A Special Officer has been appointed at the headquarters to look after this scheme which entails an expenditure of the order of Rs. 20 lakhs.

Under the scheme no tuition fee is charged to students belonging to these classes, and liberal stipends are also awarded from class IX up to the post-graduate level.

In some schools, books, stationery and other requisites are supplied to these students out of the Red Cross Fund.

The question of expanding educational facilities in the backward areas of Lahaul and Spiti, which remain snow-bound and sealed off for more than six months in a year, had been completely neglected in the past. It is now receiving the earnest attention of the State Government. The areas now have a number of primary and middle schools, besides a high school at Keylong.

The total number of scholars, belonging to all backward communities in different types of educational institutions in the State is 2,59,287 of which 34,242 are girls. These figures give some idea of the solicitude of the State Government for the uplift of these classes.

17. AUDIO-VISUAL EDUCATION

Most of the high schools have radio sets and students listen to school broadcasts with profit. Some of the schools have film projectors also and show educational films to children.

An Audio-Visual Education Centre was set up in Chandigarh during the second Plan. The State Board of Audio-Visual Education controls and guides the activities of the centre. It has so far imparted training in the use of audio-visual material to 200 teachers through 18 seminars and courses.

18. PRE-PRIMARY EDUCATION

The importance of pre-primary education cannot be denied, but it has not received so far the attention it deserves. Only rich parents are alive to the need for pre-school education perhaps because they alone can afford it, and pre-primary classes generally maintain themselves through fees and are to be found in the urban areas only. Since government is pre-occupied with the development of education for the age group 6-11, for a long time pre-primary education will have to depend exclusively on voluntary enterprise.

19. EDUCATION OF THE HANDICAPPED CHILDREN

No steps have so far been taken by the Government or by the voluntary organisations for setting up any institution

for the mentally handicapped children. Two private organisations are, however, running orphanages for the deaf, the dumb and the blind. The blind children are given training in music both instrumental and vocal and in the caning of chairs and polishing furniture. The State Council for Child Welfare has recently started an institution in Chandigarh for the benefit of the physically handicapped children.

20. DEVELOPMENT OF HINDI, PUNJABI AND SANSKRIT

Before partition, there were over 200 institutions imparting instruction in Sanskrit/Hindi/Punjabi in the State. Their number, after partition, dwindled down to less than 50. Even the institutions which survived were not financially sound and it was feared that if monetary assistance was not provided to them they also would close down. Government, therefore, decided to assist the *Pathashalas* and a provision of Rs. 2.50 lakhs was included for the purpose in the second Plan. A provision of Rs. 2 lakhs has been made for giving grants to these institutions during the third Plan.

Government is anxious to promote the development of Hindi and Punjabi and it has established two full-fledged departments for the purpose. It has also under consideration a proposal to set up a separate Punjabi university.

21. ADMINISTRATION

It will be of interest to know that, unlike many other provinces, the Director of Public Instruction in the Punjab enjoyed the double status of being the Director and the Education Secretary to Government from 1860 to 1957. In 1957, the two posts were separated. The Secretary who is assisted by a Deputy Secretary and an Under Secretary, keeps liaison between the Directorate of Education and the Government. The Director of Public Instruction who is in charge of administration controls the Department through his staff at the headquarters and three divisional inspectors of schools. At the headquarters there are, besides the Joint Director of Public Instruction, a Deputy Directress of Public Instruction, a Deputy Director (Planning), a Deputy Director (Colleges), a Deputy Director (Schools), an Assistant Director (Schools), an Assistant Director (Social Education), an Assistant Director (N. C. C.), a Registrar (Departmental Examinations),

PUNJAB

a Special Officer to look after the National Discipline Scheme and a woman officer to look after the National Discipline Scheme for women. The divisional inspectors discharge their functions through a number of divisional deputy inspectors. There is a district inspector and an inspectress to control, supervise and guide the schools for boys and girls respectively in each district.

The work of the Department has increased very considerably on account of the taking over of more than 10,000 schools run by the local bodies. The Department of Education, however, has not been made responsible for all forms of education. It only administers, controls and supervises general education. Various branches of technical education are entrusted to technical departments and, as such, fall under the control of the Ministers in charge of those departments. Thus, engineering education comes under the Minister of Public Works, agricultural education under the Minister of Agriculture, medical education under the Minister for Health and Medical Services and industrial education under the Minister of Industries. Such multiple control of education is not very satisfactory from the administrative point of view; a better co-ordination of the educational programmes of the different departments is necessary. Since the staff of the Department at the headquarters is overworked, some decentralisation of responsibility is also necessary in the interest of education.

Recognising the importance of public opinion on the general policy and programmes of education, the Government has constituted an Advisory Board of Education. The composition of the Board reflects the different interests in the State.

To meet the difficulties created by partition, special grants on a liberal scale were made to the Punjab by the Central Government for all administrative services. Whilst it is not possible to give separate figures for the amounts spent on education, it is known that large allocations out of the Central grants were made towards the establishment of the new university and for the rehabilitation of displaced educational institutions. During the first Plan period, a sum

of Rs. 407.56 lakhs was spent on education. The State's allocation for education in the second Plan was Rs. 1,232.56 lakhs. The allocation for educational schemes in the third Plan is about Rs. 20 crores.

22. CONCLUSION

At the dawn of freedom, the Punjab faced a crisis—cultural, social, economic and educational. Partition brought colossal problems in its wake, and the entire educational system had to be reorganised *de novo*. In spite of these tremendous odds, the progress of education has been phenomenal during the last 14 years. The number of educational institutions rose from 5,027 in 1947 to 16,025 in 1959 and the enrolment from 5,52,709 to 19,68,923.

The private sector has played a laudable role in the spread of education. In the field of secondary and higher education, its contribution is not less significant than that of the State. But since the State is largely inhabited by the refugees from Pakistan and since private philanthropy and charity have never been the same as before partition, some of the voluntary organisations are asking for the nationalisation of their schools. The State Government is seriously considering the proposals, particularly those from schools which are finding it financially impossible to continue any longer.

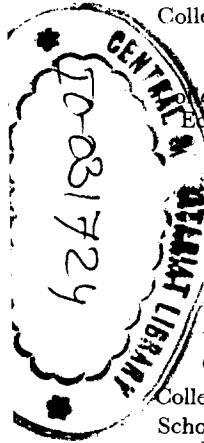
During the last 14 years, the people of the State have acquired a new outlook, more consistent with and better suited to our present-day national requirements. A new and a better system of education is slowly taking shape. The benefits of free education have been extended up to the eighth standard and primary education has been reorientated. Secondary education is in the process of transformation and everything is being done to make the stage truly "terminal" by the introduction of a definite practical bias in the secondary curriculum. University education has been both expanded and improved. If the peaks and uplands have not been scaled, they have at least been clearly glimpsed.

EDUCATIONAL STATISTICS OF PUNJAB

I—Number of Institutions

Item	1950-51*		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	2	..
Boards of Education . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	47	5	73	9	76	12
Intermediate Standard	2	1			5	1
Colleges for Professional and Technical Education—						
Agriculture and Forestry	1	..	1	..	1	..
Commerce	2	..	2	..	2	..
Engineering and Technology	1	..	2	..	4	..
Law	1	..	1	..	1	..
Medicine	1	..	4	1	5	..
Teachers' Training—						
Basic . . . . .	..	..	6	1	8	1
Non-Basic	3	2	5	2	9	3
Veterinary Science	1	..	..	..	1	..
Others	1	..	3	..	2	..
Colleges for Special Education	3	..	..	..	1	..
Schools for General Education—						
Higher Secondary Schools	3	..	1,029	145	141	36
High Schools	519	49			1,153	225

*Represents data for the erstwhile Punjab and PEPSU States.



PUNJAB

I—Number of Institutions—(Contd.)

	1	2	3	4	5	6	7
Middle Schools—							
Basic . . . . .	..	..	6	1	59	18	
Non-Basic	1,194	113	1,015	248	1,299	319	
Primary Schools—							
Basic	17	2	395	83	708	187	
Non-Basic	5,084	1,166	11,938	1,618	11,573	1,561	
Pre-Primary Schools	1	1	2	2	3	3	
Schools for Vocational and Technical Education—							
Agriculture and Forestry	1	..	1	..	..	..
Arts and Crafts . . . . .	..	..	9	1	1	..	
Commerce . . . . .	..	..	..	..	..	..
Engineering	1	..	2	..	6	..	
Medicine	3	..	2	..	7	1	
Teachers' Training—							
Basic . . . . .	..	..	16	2	22	8	
Non-Basic	7	1	1	..	..	..
Technical and Industrial	38	14	41	16	82	32	
Others . . . . .	..	..	..	..	2	..	
Schools for Special Education—							
For the Handicapped	1	..	..	..	7	..	
Social (Adult) Education	329	36	600	..	837	580	
Others	3	..	..	90	8	1	
Total	7,270	1,391	15,155	2,219	16,025	2,988	

II—Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institution—						
Universities	58	..	265	26	569	36
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	24,491	3,043	41,617	7,246	54,241	10,161
Professional and Technical Colleges	1,678	237	4,508	949	8,042	1,794
Special Education Colleges	391	10	..	..	98	22
Higher Secondary Schools	851	35	5,36,775	78,742	1,10,196	23,280
High Schools	2,88,173	24,550					5,28,211	1,13,146
Middle Schools—						
Basic . . . . .	..	..	2,487	23	14,848	4,186
Non-Basic	2,30,918	34,833	2,25,376	67,215	2,73,739	78,931
Primary Schools—						
Basic	1,978	607	35,386	9,918	75,929	24,557
Non-Basic	4,41,149	1,14,716	8,48,005	2,32,245	8,65,780	2,50,411
Pre-Primary Schools	30	30	64	35	123	95
Schools for Vocational and Technical Education	4,469	1,536	7,546	1,532	12,128	3,008
Schools for Special Education	10,017	1,002	13,566	3,842	25,019	12,609

PUNJAB

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects							
General Education (University Standard)—							
Research		2	..	71	4	92	2
M.A. and M.Sc.		903	87	1,351	218	1,490	337
B.A. and B.Sc. (Pass and Hons.)		5,911	538	10,002	1,778	12,848	2,838
Intermediate (Arts and Science) .		16,255	1,401	26,876	3,635	36,913	5,094
Professional Education (University Standard)—							
Agriculture and Forestry		369	..	522	..	784	..
Commerce		184	..	208	2	205	..
Engineering and Technology . . .		166	..	323	..	1,299	..
Law		267	7	567	1	750	7
Medicine		535	93	996	220	1,394	319
Teachers' Training—							
Basic	844	270	859	326
Non-Basic		462	255	2,339	847	2,775	1,348
Veterinary Science		51	..	..	..	362	..
Other Subjects		34	8	310	8	131	10
Special Education (University Standard)		301	2	150	21	150	30

General Education (School Standard)—

High and Higher Secondary	59,317	2,479	110,533	11,019	1,37,671	18,229
Middle	2,43,409	15,534	3,06,506	42,620	3,59,453	64,492
Primary	6,60,805	1,57,410	12,25,303	3,32,922	13,70,577	4,12,112
Pre-Primary	33	33	1,868	895	682	252

Vocational Education (School Standard)—

Agriculture and Forestry	50	..	131	..	..	..
Arts and Crafts . . . . .	..	..	411	28	110	..
Commerce	100	..	131	..	209	..
Engineering	234	..	805	..	2,816	..
Medicine	410	147	345	104	928	215

Teachers' Training—

Basic . . . . .	..	..	6,005	1,465	4,579	2,139
Non-Basic	1,464	458	1,115	636	76	63
Technology and Industrial	2,807	1,145	4,153	1,229	7,158	2,108
Other Subjects . . . . .	..	..	143	..	187	..

Special Education (School Standard)—

For the Handicapped	57	..	13,587	3,851	{ 229 23,405 785	10
Social (Adult) Education	9,695	1,002				12,166
Other Subjects	382	..				139

Total 10,04,203 1,80,599 17,15,595 4,01,773 19,68,923 5,22,236

PUNJAB

III—Expenditure on Educational Institutions.

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
A. By Sources	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Fund—						
Central	12,84,570	5,515	75,17,220	4,67,672	1,36,59,835	11,91,902
State	2,59,47,760	44,33,720	4,80,80,181	94,62,107	7,72,99,556	1,42,85,284
District Board Funds	39,85,884	4,54,295	69,35,054	10,51,269	4,89,464	30,901
Municipal Board Funds	20,46,730	6,62,337	36,78,057	12,70,795	4,08,766	1,04,728
Fees	1,60,60,377	7,38,527	3,09,87,206	21,83,155	3,68,00,827	26,82,576
Other Sources	67,69,041	12,90,065	1,17,16,045	36,25,986	1,51,04,121	26,60,765
B. By Type of Institutions						
Direct Expenditure on—						
Universities	33,64,999	..	57,56,311	..	92,57,440	..
Boards . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	53,67,167	4,08,675	97,32,251	8,23,761	1,16,82,317	11,48,184

Colleges for Professional and Technical Education	14,97,659	1,01,329	40,29,235	7,55,191	73,03,423	1,96,820
Colleges for Special Education	1,39,767	..	..	..	18,853	..
High and Higher Secondary Schools	1,46,30,397	16,33,732	2,85,68,442	50,51,466	3,76,47,817	70.46.210
Middle Schools—						
Basic . . . . .	..	..	1,25,373	3,014	7,49,704	1,94,364
Non-Basic	89,62,766	12,44,988	1,10,80,975	24,21,623	1,29,31,100	27,02,036
Primary Schools—						
Basic	32,867	1,698	11,92,977	2,43,087	22,56,999	5,49,602
Non-Basic	1,04,51,893	23,52,078	2,48,44,080	43,82,992	2,77,38,880	51,88,576
Pre-Primary Schools	4,638	4,638	13,226	13,226	14,610	14,610
Vocational and Technical Schools	18,86,184	4,45,348	27,86,742	4,07,964	49,09,877	7,39,838
Special Education Schools	1,81,933	25,654	3,83,853	77,088	8,31,364	2,10,908
<i>Total (Direct)</i>	4,65,20,270	61,88,140	8,85,13,965	1,41,79,412	11,53,42,444	1,79,91,157
Indirect Expenditure—						
Direction and Inspection	18,11,963	2,39,053	27,75,628	3,38,590	37,61,984	5,23,610
Buildings	36,40,419	3,57,154	93,94,076	24,77,465	1,67,08,337	14,35,658
Scholarships	16,01,908	1,64,358	53,09,673	3,58,549	62,16,313	4,78,425
Hostels	6,67,161	1,46,025	15,13,159	4,43,927	10,49,050	3,01,773
Other Miscellaneous Items	18,52,641	4,89,729	14,07,262	2,63,131	6,84,441	2,25,533
<i>Total (Indirect)</i>	95,74,092	13,96,319	2,03,99,798	38,81,662	2,84,20,125	29,64,999
Grand Total	5,60,94,362	75,84,459	10,89,13,763	1,80,61,074	14,37,62,569	2,09,56,156

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	1,436	109	N.A.	N.A.	3,117	400
High and Higher Secondary Schools	8,639	869	22,546	4,085	18,905	3,818
Middle Schools	6,880	1,017			9,289	2,436
Primary Schools	10,944	2,659	22,740	4,364	24,780	6,095
Pre-Primary Schools	2	2			6	6
Vocational and Technical Schools	424	111	4	4	1,143	272
Special Schools	152	22	..	..	701	396

V—Examination Results

Students Passing—						
M.A. and M.Sc.	574	39	N.A.	N.A.	1,658	351
B.A. and B.Sc. (Pass and Hons.)	3,383	577	N.A.	N.A.	8,276	2,091
Professional (Degree)	582	149	N.A.	N.A.	3,981	1,127
Matriculation and Equivalent Examinations	22,477	2,088	N.A.	N.A.	58,414	11,331

N.A. = Not available.

VI—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
Universities and Colleges	5	..	9	2	11	2
High and Higher Secondary Schools	214	1	548	15	693	36
Middle Schools	1,050	29	864	123	1,160	220
Primary and Pre-Primary Schools	4,609	955	11,626	1,429	11,553	1,505
Vocational and Special Schools	244	23	437	23	733	548
Total	6,122	1,008	13,484	1,592	14,150	2,311

VII—Number of Pupils from Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	10,174	247	17,950	1,185	14,460	1,859
High and Higher Secondary Schools	94,890	1,305	2,47,256	7,946	2,41,811	9,715
Middle Schools	1,88,911	6,351	1,79,865	26,128	2,31,805	37,504
Primary and Pre-Primary Schools	3,30,133	68,973	7,77,982	1,73,020	8,30,674	1,36,491
Vocational and Special Schools	7,017	887	8,658	1,287	16,184	9,518
Total	6,31,125	77,763	12,31,711	2,09,566	13,34,934	1,95,087

PUNJAB

VIII *Number of Students in Selected Classes*

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
Number of Students in Classes—						
I—V	7,31,596	1,57,510	N.A.	N.A.	13,70,577	4,12,112
VI—VIII	15,534	1,72,718	N.A.	N.A.	3,59,453	44,49-
IX—XI	60,701	2,645	N.A.	N.A.	1,37,671	18,229

IX—*Some Selected Averages and Percentages*

Item	1950-51	1955-56	1958-59
Cost Per Capita on Education	Rs. 3.55	N.A.	N.A.
Cost per Pupil—			
High/Higher Secondary Schools	Rs. 50.66	53.2	59.0
Middle Schools	Rs. 38.88	49.2	47.4
Primary Schools	Rs. 23.77	29.5	31.9
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	33.3	34	34
Middle Schools	34.4		31
Primary Schools	40.0	39	38
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	71.00	73.2	82.1
Middle Schools	76.11		89.9
Primary Schools	75.66	73.1	91.0

N.A. = Not available.