CHAPTER II

VOCATIONAL EDUCATION IN INDIA DURING BRITISH PERIOD

According to Mr.Howell, 'Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing.'[1] From the very beginning, the British pursued a policy of indifference to education.They neglected education in India deliberately and vocational education was no exception to it. Even the very few vocational institutions started during the early British period were without any plan or scheme. Mr. Bhagwan Dayal points out, 'There existed in the first half of the 19th century a few crafts schools specially run by the missionaries for training their poor Indian converts in carpentry or smithery to enable them to earn their living.'[2]

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[1]Howell,A.P. 'Education in British India.' Government Printin Calcutta, 1872, p.1.

[2]Bhagwan Dayal, 'The Development of Modern Indian Education,' Orient Longmans Ltd., Bombay, 1955, p.429.

There were no industrial or technical schools for training workers for modern organised industries. When the Britishers felt the need for specialists in various departments, e.g. overseers and engineers for the construction of canals and buildings, lawyers for the judicature, and physicians for the medical and health department, they made provision for such professional education to satisfy their administrative requirements.

Vocational Education from 1800 to 1857

During the period from 1820 to 1857, the Government made arrangements for medical, law and engineering classes with purely ulterior motives and not with any ideas of the good of the Indians.

Medical Education

The Britishers saw that the Indian medical system was based on old traditions and was totally useless for them. Hence, for their own requirements, the East India Company started in 1822, the Calcutta Native Medical Institution for training Indian assistants to medical officers.[1] In 1826, medical classes were attached to the Calcutta Sanskrit College and Madrassah. But these classes were closed in 1835, when the Calcutta Medical College was established to teach medical science on European lines through the medium

[1]Sharp, H. (Ed.) 'Selection from Educational Records, Part I (1781-1839)', Government Printing, Calcutta, 1920, p.184.

of English. In 1845, the Grant Medical College of Bombay was founded and it was affiliated to Bombay University in 1855. In 1851, a medical school in Madras was also raised to the higher status of a college. It may be noticed that the Company Government wanted to continue with the Ayurvedic and Yunani, the two indigenous systems, but Macaulay's and Bentinck's policy of occidentalism invaded the field of medicine also and the Government of Bengal put an end to the Indian system of medical education and enforced the Western system.[1]

Education in Engineering

An engineering class was organised in Bombay in 1824, by the Bombay Native Education Society. Instructions were imparted through the mother tongue in this class. In 1844, a class for training engineers was started in the Elphinstone College but it failed to achieve success. In fact, the impulse for creation of centres of technical training arose out of the necessity for the training of overseers for construction and maintenance of public buildings, roads, canals and ports and for training of artisans and craftsmen for the use of instruments and apparatus needed for the army, the navy, and the survey department.[2] The first engineering college was started in 1847 in Roorkee for the training of Civil Engineers.

[1] Chaube, S.P. 'A History of Education in India', Ram Narain Beni Madho, Allahabad, 1965, p.327.

[2] Mukerji, S.N. (Ed.). 'Administration of Education in India,' Acharya Book Depot, Baroda, 1962, p.233.

In 1856, three more engineering colleges were opened in Calcutta, Madras and Poona.

Legal Education

For dispensing equitable justice to Indians, specialists in Hindu and Muslim Laws were needed, and for this purpose, the Calcutta Madrassa and Benaras Sanskrit College had been established. In 1842, a post of Professor for teaching Law was sanctioned for the Calcutta Hindu College and in the same year a post of Acharya was sanctioned in Madras and Bombay. When the Calcutta University was established in 1857, the degrees of Licentiate in Law and B.L. were instituted. With the establishment of Bombay University, the Bombay Law College became a permanent institution and in Madras regular Law Classes were started when Madras University was established.

Other Institutions

There were some other vocational institutions also. In Madras a 'Survey School' existed as early as 1793. It was attache to the Local Gun Carriage Factory in 1840, and was affiliated to Madras University in 1858. In 1850, an Industrial Art School for 'humanising culture and fine arts' was established by Dr.Hunter in Madras. In Bombay Sir J.J. School of Arts was established in 1856. Though the East India Company did not care for the traihing of the teachers, few training institutions were established. A training school was set up in 1826 in

Madras, in 1847 in Calcutta and in 1852, 1856 and 1857 at Agra, Meerut and Banaras respectively.

Development of Vocational Education from 1857 to 1937

Wood's Education Despatch of 1854 mentioned for the first time the need of giving the people an education of such a character as may be practically useful to the people of India in their different spheres of life,' and suggested the establishment of vocational colleges or such technical schools where education in mechanical and technical work may be given. But nothing substantial was done in the subsequent thirty years and hence the Indian Education Commission of 1882 recommended the introduction of practical subjects in secondary schools so as to divert them into different walks of life. It recommended that a secondary school course should be introduced which would fit boys for industrial and commercial careers. This Hunter Commission stressed the need for diversified courses of study and recommended strongly to the Government of the day with the following words. 'We, therefore, recommend that in the upper classes of high school there be two divisions, one leading to the entrance examination of the universities, the other of a more practical character, intended to fit youths for commercial or non-literary pursuits.'[1] But as the usual, this recommendation was also almost ignored by the Government. Nevertheless, some progress continued in the field of vocational education.

[1]Report of the Indian Education Commission (1882-83), Governmen Printing, Calcutta, p.221.

Education in Engineering and Technology

More and more qualified engineers were required for various branches of the P.W.D., municipalities and local boards, railways, jute and cotton mills, coal mines and industrial firms. So their demand continued to increase and some attempts were made to meet this demand, of course with selfish motives. In 1865, the Poona Engineering College was developed out of the Engineering class. In 1880 an engineering college was opened at Shivpur in Bengal. In 1887, the Victoria Jubilee Technical Institute was started in Bombay. In 1901-02, there were four engineering colleges, and eighteen engineering and survey schools, but not a single institution for technology existed in the whole country.[1] There were not many industrial schools also. In 1901-02 there were only eighty technical or industrial schools with a total strength of only 4,894 pupils in such a vast country.

Here it may be noted that the Famine Commission of 1877-78 had drawn the attention of the Government to the urgent need for developing Indian industries and organising a proper system of technical and industrial training. Again, in the resolution of the 18th June 1888, on the subject of Technical Education, the Government of India pointed out that, ' the

[1]Mukerji, S.N. 'History of Education in India (Modern Period)' Acharya Book Depot, Baroda, 1957, p.280.

education hitherto provided had been too exclusively literary in its bent; that industrial training was required in view of the necessity of securing a greater variety of occupations; and that Technical Education could be provided with advantage at once for industries which had already reached a comparatively advanced stage of development.'[1] There was a popular demand that the Government should develop Indian industries and technical education and at its third session in 1885, the Indian National Congress passed a resolution urging the Government to pay more attention to technical education. Though the immediate results of these demands were negligible, they helped to arouse the sentiment of economic nationalism,' and the provisions for technical education gradually increased. The Government of India Resolution on Educational policy, 1904, pointed out that in 1904, there existed 123 industrial schools in the country teaching 48 trades to 8,405 pupils and points out their chief defects as under :

'A large proportion of the pupils who attend them have no intention of practising the trade they learn, but pass into clerical and other employments, using the industrial schools merely to obtain the general education which they could acquire in ordinary schools at less cost to the State, but at greater cost to themselves.'[2] It is surprising to

[1]Report of the Indian Industrial Commission (1889), Para 135.
[2]Report of the Indian Industrial Commission, 1916-18, p.260.

note that the defects pointed out by the Report some 65 years back hold good even today.

In 1906, a College of Engineering and Technology came up in Jadhavpur. Sir Jamshedji Tata will always be remembered for establishing an institution for post-graduate studies in Engineering and Technology in Bangalore in 1911. The establishment of the Engineering College at Benaras by Pt. Madan Mohan Malavia in 1919 was the next important step in this direction.

It may also be noted that between 1905 to 1917, 113 scholarships of £ 150 a year each were given to Indians for Technical education in England. Moreover, a number of technical institutions such as the Indian School of Mines at Dhanbad, the Harcourt Butler Technological Institute at Kanpur, and the School of Chemical Technology at Bombay, were established between 1921 to 1937. Yet these efforts were too inadequate to meet the needs of India and the students continued to go abroad in large numbers for technical studies. According to the Quinquennial Review of Progress of Education in India, 1932-37, there were '220 Indian students receiving training in various branches of engineering and technology in the universities and colleges in the United Kingdom and Eire' alone. In 1936-37, the total number of technical and industrial institution was 535 with 30,509 students.

Medical and Veterinary Science Education

As it has been previously mentioned, Medical Colleges had already been established at Calcutta, Madras and Bombay. In 1860, one more medical college was started at Lahore. There were also 24 medical schools in 1901-1902. In 1901-2 there were 1,466 students (including 76 girls) in medical colleges and 2,727 (including 166 girls) in medical schools. In 1936-37, there were 30 medical colleges and schools with 6,999 students. Veterinary colleges were also established at Lahore, Bombay and Calcutta in 1882, 1886 and 1893 respectively. During 1902-37 some more institutions were established for this education of which the Imperial Veterinary Institute at Mukteshwar (U.P.) and Veterinary College at Patna (in 1930) are outstanding.

Legal Education

Due to the establishment of courts of Law, the demand for Law specialists increased and legal profession became popular among the youths. By 1937, 14 law colleges had been established. Besides 6 universities and 6 general colleges also imparted legal education. Thus there were in all 26 institutions imparting legal education.

Fine Arts

In 1875 Mayo Art School was established. In 1896, the

Calcutta (Art) School was recognised. Not much progress was made in this direction. In 1901-02, the number of art schools was only 4 and the students 1,220.

Agricultural Education

India is predominantly an agricultural country. Yet the British Government had ignored agricultural education till 1880. The Famine Commission of 1880 and the Agricultural Conference of 1888 advised Government to direct its attention to agricultural education in rural schools. As a result of the recommendations of Dr.J.A. Voelcker of the British Royal Agricultural Society, agricultural education began to receive some attention. The Madras School of Agriculture was raised to the status of a college in 1885, and the Poona Agricultural Branch was developed. Agricultural schools were opened at Coimbatore, Nagpur and Kanpur in 1876, 1890, and 1892 respectively. An Agricultural Branch was also added to the Sibpur Engineering College in 1899. In 1901-02, there were only 5 agricultural colleges in India with 219 students. The Government Resolution of 1904 admitted that the provision for agricultural education was meagre in the country. Agricultural colleges were started at Kanpur, Coimbatore, Sabour and Lyalpur in 1906, 1909, 1909 and 1910 respectively. Pusa Research Institute was established in 1908. In 1923

an animal husbandry and dairying centre was opened at Bangalore. Lord Curzon had played an important role in promotion of agricultural education. In 1928, a Royal Commission on Agriculture was appointed. According to its suggestion, the Indian Council of Agricultural Research and the Indian Agricultural Research Institute were established at New Delhi. However, it was unfortunate that till 1937 there were only 6 agricultural colleges in India, and education given in these institutions was also not given on scientific lines.

The Royal Commission on Agriculture particularly suggested encouragement and reform in the agricultural education in the middle and high schools. It was of the opinion that agricultural education should be given in rural schools, instead of in city schools. The Commission also pointed out that the agricultural middle schools should be established in as large a number as possible. The aim was to 'enrich the middle school course in rural areas by the inclusion of an agricultural training and thus to bring it more in keeping with the environment of the pupils, and the object is to use agriculture as a means of mental discipline and training and as an important accessory to the general subjects taught in these schools.'[1]

[1]The Royal Commission on Agriculture Report, p.65.

In 1936-37 there were 6 agricultural colleges with 1,008 students in the country.

In 1902 there were only two schools imparting instruction in the science of forestry. This shows that the Government was indifferent towards this education. The Forest School at Dehradun (1878) and the Forestry Branch of Poona Engineering College were started for training candidates for subordinate forest services.

Education in Commerce

Commercial education of an advanced type was more or less absent in India for a long period. There was one Commercial Institute at Bombay over and above 15 commercial schools with 1,123 students. These schools provided education in short-hand, typing, book-keeping, correspondence and commercial geography. Some prepared for stenographers also.

Training for Teachers

For the training of primary teachers there were 106 normal schools with 3,886 pupil-teachers in 1881-82. For the training of secondary teachers a Government Normal School was started at Madras in 1856 and Lahore Training School was established in 1881. In 1901-02, there were 6 training colleges but the Madras University alone granted the degree in education. There were also 50 training schools

for secondary teachers. The Government Resolution of 1904 stressed the importance of training of teachers and this resulted in the rapid increase in the number of training institution. Teachers' colleges were started at Bombay (1906), Calcutta (1908), Patna (1909) and Dacca (1910). The Jabalpur training class was developed into a training college in 1911. The Hartog Committee of 1929 made some important recommendations about the training of primary teachers.

The table on the next page gives the idea of professional and vocational education in India during the period 1884-85.[1] (TABLE 59)

The following table shows the number of Vocational and Professional Colleges in India during the years 1901-02 and 1921-22.[2]

TABLE 60

Institutions Colleges	1901-02		1921-22	
	No. of Colleges	No. of students	No. of Colleges	No. of Students
Engineering	4	190	5	1,247
Medicine	4	2,767	8	5,234
Law	30	17,651	14	45,929
Education	5	1,466	20	4,065
Agriculture	3	865	6	1,443
Commerce	-	-	5	658
Forestry	-	-	3	-
Veternary	-	-	3	186

[1]Source : Government of India, Memorandum on Technical Education Prior to 1886, p.5.

[2]Mukerji, S.N. 'History of Education in India.' (Modern Period), Acharya Book Depot, 1961, pp.344-45.

TABLE 59

The Professional and Vocational Education in India during the Period 1884-85

	University Education			School Education						Classes in High School in		
	Law	Medical	Engineering	Art	Law	Medicine	Engineering & Surveying	Industrial	Agricultural	Art	Agriculture	Grand Total
Indsitutions	14	3	4	4	1	17	20	42	2	36	8	154
Pupils	113	533	218	655	71	1403	755	1379	142	2713	289	9271

The following table shows the number of vocational schools in India during the years 1901-02 to 1936-37.[1]

TABLE 61

Institutions Schools	1901-02		1921-22		1936-37	
	No.of Schools	No.of Students	No.of Schools	No.of students	No.of schools	No.of students
Engineering (including survey)	31	5,707	16	29,931	10	27,354
Medical	22	41	24	122	31	154
Law	5	1,399	1	1,332	2	2,151
Technical and Industrial	84	1,175	276	1,277	536	1,738
Commercial	10	4,977	134	14,082	371	30,548
Agricultural	4	552	8	7,090	14	13,199
Reformatory	7	211	6	309	16	511
Arts	7	-	8	-	15	-

Financial Aspects of Vocational Education (1901-1937)

It may be pointed out that expenditure on vocational and technical education was increasing gradually. In 1901-02, Rs. 11.98 lakhs were spent on vocational education. This amount increased to Rs. 77.92 lakhs in the year 1936-37. In 1937 in all Rs. 2,805.69 lakhs were spent on all types of education. Thus the percentage of expenditure spent on vocational and technical education was regarded as much insufficient. In 1937, for the total expenditure on vocational

[1] Mukerji, S.N. 'History of Education in India.'(Modern Period), Acharya Book Depot, Baroda, 1961. pp.344-45.

and technical education, 62.1 per cent came from the Government Funds, 0.2 per cent came from the Local Bodies (Municipality), 28.9 per cent came from the collection of fees, and 6.0 per cent came from donation etc. The average annual expenditure per boy was Rs. 357.85 while for a girl it was Rs. 805.5.

Vocational Education from 1937 to 1947 (Under Provincial Autonomy)

In 1936, the Government of India invited Mr.Abbot and Mr. S.H. Wood to visit India and advise on certain problems of educational reorganisation and particularly on problems of Vocational Education.According to them 'Vocational education is a road which leads the adolescent from the region of school to the region of productive employment; and if that road is to be direct and safe, both regions must be explored and charted.' They also emphasised the need for the cautious expansion of vocational education. They remarked, ' We are of the opinion that the expansion of vocational education should be begun with caution and with full regard to the development of organised industry. It would be a great misfortune if a large body of men received a prolonged technical training, and on its completion found that they had no opportunities of using the knowledge they had acquired.'[1] The famous Abbot-Wood Report

[1]Abbot and S.H.Wood. 'Report on Vocational Education in India.' London, Board of Education, p.38.

emphasised the following points :

1. Vocational education should not be attached lesser importance than literary education nor should its standard deteriorate. General and vocational education are not essentially different branches, but the earlier and later phases of a continuous process. Each subject in the vocational school has its origin in the non-vocational school.

2. Vocational education is not a matter for the school alone, since it is a specific, and not a general preparation for employment. Industry and commerce must co-operate with educational organisations if the vocational education provided is to be appropriate and adequate. The Report observes that organised co-operation of this kind does not yet exist in India.

3. There should be Junior Vocational Schools for the students who can join them after passing class eight. The period of training in this school should be of three years. The junior schools should be given the status of secondary schools. There should also be Senior Vocational Schools for boys who complete class eleven. The training in this school should be of two years. The Senior Schools should be regarded at par with intermediate colleges.

4. Every province should make a survey of the educational needs of its industries and commerce and thus determine the types of vocational education to be provided, the stage to which each type should be carried, and especially the number of recruits that can be absorbed annually. Until such a survey has been made, it is impossible to do more than prepare an educational framework into which vocational schools and courses of instruction can be fitted.

5. Part-time schools should be opened for persons in various professions. Many young men who are already engaged in business or some other vocations also have the natural ambition either to improve their qualifications or to gain fresh knowledge and skill in order to get promotion.

These recommendations about the vocational education in India in the Abbot-Wood Report attracted the wide attention of the people in the country. But before anything could be done for the implementation of some of these recommendations, the second World War broke out.

The Post-War Plan of Educational Development, (1944) commonly known as the Sargent Report was the first official attempt to plan a national system of education for India after the World War II. In respect to Technical and Vocational Education this Report recommended the training of chief executives and research workers of the future in a Technical Institution like Technology Department of a University of advanced courses; training of minor executives, foremen, charge hands etc. in Technical High Schools of higher courses; training of skilled craftsmen in Junior Technical, Trade or Industrial Schools and semi-skilled and unskilled labour in Senior Basic Schools. The Sargent Education Scheme recommended for two kinds of High Schools. (1) academic High School and (2) professional high school. In the professional high school there should be provision for the teaching of applied sciences,

and vocational and industrial subjects like woodwork, metal work, engineering and drawing etc. as well as subjects of business like book-keeping, short hand, typewriting, accountancy etc. It is also pointed out that such technical, commercial, and arts schools should be opened in which both full-time and part-time students may get admission. In spite of the recommendations of the Abbot-Woods Report and of the Sargent Report, Vocational education did not make any notable progress during 1937 to 1947.

Engineering and Technical Education

In 1936-37 there were only 8 engineering colleges. In 1947, India had 17 engineering colleges with 2,500 students. The demand for more engineering colleges continued. But during 1937-47 technical education made some progress. Due to the Second World War there was greater demand of trained technical men. In 1947, there were 490 technical institutions in the country with 49,740 students. The appointment of Sarkar Committee in 1945, the establishment of All-India Council for Technical Education in 1946 and the appointment of a Scientific Manpower Committee in 1947 were the three important decisions of far-reaching influence by the Government. In 1947, there were 38 institutions for engineering education in India along with 53 polytechnic institutions.

Medical Education

In 1946-47 before the partition there were 26 medical colleges of which 3 were for women in the country. Some universities also made provision for Post-Graduate education in medicine. The following table shows the number of colleges and students in medical education during the year 1946-47 in various provinces:

TABLE 62

Medical and Veterinary Colleges in 1946-47[1]

Province	Number of Colleges		Number of Students	
	For Men	For Women	Men	Women
Delhi	-	1	-	187
West Bengal	4	-	1751	85
United Provinces	1	-	973	84
Orissa	1	-	83	11
East Punjab	1	1	357	344
Madras	6	1	1631	508
Bombay	7	-	1458	360
Bihar	3	1	489	35
Total	23	4	6742	1614

Legal Education

In 1946-47, there were 13 Law Colleges with 5,332 students. The universities of Bombay and Andhra admitted the students after passing the Intermediate Examination also. But other universities admitted only graduates. The legal education continued to be popular among the students.

[1]Source: Chaube, S.P. 'A History of Education in India,' Allahabad, 1965, p.569.

Agricultural Education

Though some progress was made in agricultural education during 1937 to 1947, it was not much in comparison to the needs of the country. In 1946-47 there were 18 agricultural colleges with 1,551 students. The following 12 new institutions were opened to encourage agricultural education in the country :

1. Agricultural Department at Balwant, Rajput College, Agra in 1941.
2. Agricultural Department at Jat College in Lakhoti (U.P.) in 1941.
3. India Dairy Research Institute, Bangalore in 1944.
4. College of Agriculture at Benaras University in 1945.
5. Agricultural College, Baptala (Madras) in 1945.
6. Bihar Agricultural College, Sabar, in 1945.
7. Agricultural College and Research Institute, Habel at Bangalore in 1946.
8. Osmania College of Agriculture at Hyderabad in 1946.
9. Government Agricultural College, Amritsar in 1947.
10. College of Agriculture at Anand (Bombay) in 1947.
11. Central College of Agriculture, Delhi in 1947.
12. College of Agriculture, Dharwar (Bombay) in 1947.

It may be pointed out that every year out of one million agriculturalists in the country only 3 graduates in

agriculture were produced. It is as clear as daylight that the Government policy in agricultural education was too narrow and insufficient to meet the tremendous needs of this vast country.

Education in Trade and Commerce

In1946-47, there were 14 colleges providing commercial education with 7,783 students. There were also 296 commercial schools with 12,496 pupils imparting some form of commercial education. The following table shows the number of commercial institutions and schools in various provinces of the country in the year 1946-47.

TABLE 63

Commercial Colleges and Schools in 1946-47[1]

Provinces	Colleges		Schools	
	No. of colleges	No. of Students	No. of Schools	No. of Students
West Bengal	7	3,787	8	675
Bihar	-	-	14	812
Orissa	-	-	2	36
East Punjab	-	-	5	73
Assam	-	-	4	203
Central Provinces and Berar	2	624	-	-
United Provinces	-	-	1	30
Madras	-	-	227	9795
Bombay	5	3,372	35	812
Total	14	7,783	296	12,496

[1]Source : Chaube, S.P. 'A History of Education in India,' Allahabad, 1965, p.570.

The following table indicates the progress of vocational and professional education in India from 1937 to 1947:[1]

TABLE 64

Progress of Vocational Education in India (1937-47)

	1936-37	1946-47	Increase in percentage
1. Law Colleges :			
(a) No. of Institutions	20	13	35 (decrease)
(b) No. of students	6,780	5,332	21.3(decrease)
2. Medical Colleges :			
(a) No. of Institutions	11	26	136.3
(b) No. of students	4,936	8,356	70.5
(ii) Medical Schools:			
(a) No. of Institutions	22	25	13.6
(b) No. of students	2,727	4,395	61.6
3. (i) Commerce Colleges :			
(a) No. of Institutions	8	14	75
(b) No. of students	1,336	7,783	407.7
(ii) Commerce Schools :			
(a) No. of Institutions	357	296	17.1(decrease
(b) No. of students	12,586	14,784	17.4
4. Agricultural Education :			
(a) Agricultural Colleges	6	17	137.5
(b) No. of students	1,008	1,500	48.4
5. Engineering Colleges :			
(a) No. of Institutions	8	17	112.5
(b) No. of students	2,194	2,500	13.7
6. Technical,Engineering and Industrial Schools :			
(a) No. of Schools	546	490	10.2(decrease
(b) No. of students	29,097	27,940	4.0(decrease

[1]Source: Desai,D.M. 'Arvachin Bhartiya Kelavani No Vikas' (Development of Modern Education in India), The M.S.University of Baroda Press, Baroda,1969,p.332.

Note: At times few numbers vary in different tables because the sources are different. However, they do not make any change in the general assessment of the situation.

Financial Aspects of Vocational and Professional Education in India (1937-47)

In 1937, Rs. 77.92 lakhs were spent on vocational and technical education in India; In 1946 this amount was increased to Rs. 151.21 lakhs. Even then the percentage of expenditure on vocational and technical education remained only 3.3 of the total amount spent on education. It is undoubtedly true that this percentage is too insignificant for such a vast country. In 1946, the average amount spent annually on boys was Rs.372.4 and for girls Rs. 1,066.5 for vocational and technical education. Out of this total expenditure in 1946 on vocational education, 62.2 percent came from the Government Funds, 26.9 percent from the fees and 9.5 percent from donations etc.

Vocational Education among Girls (1921-1947)

In the beginning women education was completely ignored. But by and by the parents became conscious about educating their daughters. The period of 1921 to 1947 was significant for the progress of women education. The women themselves were inspired by the national movement and had come to realise their own role and importance in the society. Gandhiji did a lot to better their position. More and more girls begun to take training and education in Teachers' Colleges, Medical Colleges

and in commercial and engineering schools. The following tables show the steady progress made by girls in professional colleges and vocational schools during the period from 1921-1947.

TABLE 65

Number of Girls in Professional Colleges(1921-47)[1]

Colleges	Number of Girls	
	1921-22	1946-47
Medical Colleges	197	1,729
Law Colleges	-	59
Engineering and Technological Colleges	-	6
Teachers' Training Colleges	67	1,024
Commerce College	2	77
Agricultural College	-	8
Total	266	2,903

Increase in a Number of Girls in Various Vocational Schools in India (1921-1947)[2]

TABLE 66

Vocational and Professional Schools	Number of Girls	
	1921-22	1946-47
Teachers' Training Schools	3,903	11,125
Art Schools	32	151
Medical Schools	334	434
Technical and Industrial Schools	2,744	11,004
Agricultural schools	79	-
Commerce schools	308	933
Other Careers	3,170	22,729
Total	10,575	46,376

[1,2]Source: Desai,D.M. 'Arvachin Bhartiya Kelvani no Vikas', (Development of Modern Education in India), The M.S. University of Baroda, 1969,p.389.

From these two tables it will be noted that during this period of 25 years, the number of girls taking professional and vocational education has increased by 440 per cent. Yet there was a great disparity between the per cent of boys and girls receiving education at different stages. Only seven girls received vocational education as against 100 boys. Here it may be noted that in 1941 only 6 per cent of women were literate against 22.6 per cent of men in the country. In 1947 in primary schools 36 girls received education against 100 boys, in middle schools, 22 girls against 100 boys, in high schools, 14 girls against 100 boys and in University (higher) education 12 girls received education against 100 boys. So girls receiving vocational education against 100 boys should not surprise us. It was very necessary to encourage vocational education for girls also.

Reasons for Slow Development of Vocational Education in India during the British Period

During the British period, professional and technical education was generally neglected mainly because the British Government had no large scale programme of developing the economy of the country or of reducing its poverty.[1] On the contrarary the Britishers feared that the development of vocational education would prove detrimental to the trade of England. In fact, the relation between the English and the Indian people

[1] Nurullah and Naik. 'A Students' History of Education in India', Macmillan and Co. Ltd., Bombay, 1962, p.396.

was that of the ruler and the ruled. Hence they were hot interested in the development and advancement of the Indians.

For the British Government the aim of education was to produce competent clerks who can be loyal to them and propagate Western knowledge. Hence they developed the whole educational system with a narrow outlook. They did not come for the good of the individual, the society or the country. It can be safely said that the English system of education simply nourished British imperialism and created a gulf between the educated and the uneducated.' It was difficult to draw from this system any inspirations for reconstruction, nevertheless, some sparks were ignited iby this very system and these later on flared up into a conflagration.[1]

Again a large amount of money was needed for the systematic development of vocational education.The Government was not prepared to spend more on education, either general or vocational. That they were able to educate only about 15 percent of the people during their rule of 175 years is a clear proof of the failure of their educational system.

The Indians themselves are also responsible for this sad state of affairs in the vocational education. They have preferred to remain indifferent to vocational education. They have always attached greater importance to general academic education. The

[1]Chaube, S.P. 'A History of Education in India', Allahabad, 1965, p.626.

sons and daughters of educated families always preferred admission in the colleges after completing their secondary education. Vocational education was looked down by the rich for quite a long time. The caste system had also its share for this position. The educated Indians had developed a hatred for manual work which they considered of lower type. Only some professional education of medicine, law or engineering had high respect in the society.
