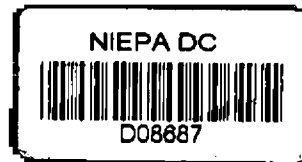


EDUCATION IN INDIA

1960-61



VOL. I--REPORT

MINISTRY OF EDUCATION
GOVERNMENT OF INDIA

Price : (Inland) Rs. 20-50 (Foreign) 47s. 10d. or \$7 38 Cents.

9-1999

PUBLICATION NO. 708

372.95407
IND-60-E

PREFACE

This Annual Report surveys the progress of education in the country during 1960-61. It deals with almost all aspects of education and gives detailed statistics likely to be of interest to planners, educationists, educational administrators and students of education.

The Report is mainly factual except the last Chapter, which gives quinquennial statistical progress and attempts to indicate broad trends of developments in selected fields of education.

The consolidated all-India statistics and appendices on State Directorates and Inspectorates and scales of pay of teachers in primary, middle and high/higher secondary schools are being published in Vol. II. of this publication.

I should like to express my thanks to the Directorates of Education and other educational authorities in the States for their cooperation in supplying the requisite data for this Report.

NEW DELHI :
June 16, 1964

P. N. KIRPAL,
*Educational Adviser to the
Government of India.*

CONTENTS

	PAGE
EXPLANATIONS	ix
CHAPTERS	
I GENERAL SURVEY	1
II EDUCATIONAL ORGANISATION AND PERSONNEL	32
III PRIMARY EDUCATION	39
IV BASIC EDUCATION	65
V SECONDARY EDUCATION	85
VI UNIVERSITY EDUCATION	141
VII TRAINING OF TEACHERS	185
VIII PROFESSIONAL AND TECHNICAL EDUCATION	206
IX SOCIAL EDUCATION	242
X MISCELLANEOUS	252
1. PRE-PRIMARY EDUCATION	252
2. AESTHETIC EDUCATION	254
3. EDUCATION OF THE HANDICAPPED	261
4. EDUCATION OF THE SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD COMMUNITIES	264
5. EDUCATION OF GIRLS	267
6. PHYSICAL EDUCATION AND SPORTS	268
7. YOUTH WELFARE	275
8. SCOUTING AND GUIDING	277
9. NATIONAL AND AUXILIARY CADET CORPS	280
10. SCHOOL MEALS	282
11. EDUCATION OF DISPLACED STUDENTS	283
12. INDIAN STUDENTS ABROAD	284
XI STATISTICAL SURVEY	292

ILLUSTRATIONS

1. PROGRESS OF EDUCATION IN INDIA	
2. INSTITUTIONS BY TYPE, 1960-61	
3. RECOGNISED INSTITUTIONS BY MANAGEMENT, 1960-61	
4. PUPILS RECEIVING GENERAL EDUCATION, 1960-61	
5. EXPENDITURE ON EDUCATION BY SOURCES, 1960-61	
6. EXPENDITURE ON EDUCATION BY HEADS OF CHARGE	
7. COST PER CAPITA (OF POPULATION) ON EDUCATION	
8. SCHOOLS BY MANAGEMENT, 1960-61	
9. WASTAGE AT PRIMARY CLASSES, 1957-58 to 1960-61	
10. PERCENTAGE OF TRAINED TEACHERS IN PRIMARY SCHOOLS	
11. PUPIL-TEACHER RATIO, 1960-61	
12. PERCENTAGE OF TRAINED TEACHERS IN MIDDLE SCHOOLS	
13. PERCENTAGE OF TRAINED TEACHERS IN HIGH/HIGHER SECONDARY SCHOOLS	5 5
14. OUTPUT OF GRADUATES	
15. DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION	
16. SOCIAL EDUCATION	
17. EDUCATION OF THE HANDICAPPED, 1960-61	

TABLES

PAGE

General Survey

I—Number of Institutions by Type	13
II—Number of Institutions by Management	15
III—Number of Institutions by States	16
IV—Number of Pupils in Institutions by Management	17
V—Number of Pupils by Type of Institutions	18
VI—Number of Pupils in Institutions by Stages of Instruction	21
VII—Number of Pupils by States	22
VIII—Expenditure on Education by Sources	24
IX—Expenditure on Education according to Heads of Charge	25
X—Indirect Expenditure on Education by Sources	26
XI—Direct Expenditure on Institutions by Management	26
XII—Distribution of Government Expenditure on Education	28
XIII—Expenditure on Education by States	29

Educational Organisation and Personnel

XIV—Strength of State Educational Services according to Branches	32
XV—State Educational Service—Class I and II	34
XVI—Expenditure on Direction and Inspection	37

Primary Education

XVII—System of School Classes at Primary Stage	45
XVIII—Number of Primary Schools by Management	46
XIX—Number of Primary Schools by States	47
XX—Number of Pupils in Primary Schools	49
XXI—Number of Pupils at the Primary Stage	51
XXII—Educational Facilities for the Children of Age-Group 6-11	52
XXIII—Girls in Primary Schools	53
XXIV—Number of and Enrolment in Single-Teacher Primary Schools	55
XXV—Statistics of Compulsory Primary Education by States	56
XXVI—Number of Teachers in Primary Schools	58
XXVII—Minima and Maxima of Pay Scales of Teachers in Government Primary Schools	60
XXVIII—Direct Expenditure on Primary Schools by Sources	61
XXIX—Direct Expenditure on Primary Schools by States	63

TABLES—(Contd.)

PAGE

Basic Education

XXX—Number of Basic Schools	72
XXXI—Number of Pupils in Basic Schools	74
XXXII—Number of Teachers in Basic Schools	77
XXXIII—Direct Expenditure on Basic Schools by States	79
-Statistics of Basic Teachers' Training Schools	83
-Statistics of Basic Teachers' Training Colleges	84

Secondary Education

XXXVI—System of School Classes at Secondary Stage	95
XXXVII—Minima and Maxima of Pay Scales of Trained Teachers in Government Middle Schools	98
XXXVIII—Minima and Maxima of Pay Scales of Trained Graduates in Government High/Higher Secondary Schools	99
XXXIX—Public Examinations	100
XL—Teaching of Hindi	103
XLI—Teaching of English	105
XLII—Number of Middle Schools by Management	107
XLIII—Number of Middle Schools by States	108
XLIV—Number of Pupils in Middle Schools by Management	109
XLV—Number of Pupils in Middle Schools by States	111
XLVI—Number of Pupils at the Middle Stage	112
XLVII—Educational Facilities for the Children of Age-Group 11-14	113
XLVIII—Girls in Middle Schools	114
XLIX—Number of Teachers in Middle Schools	115
L—Direct Expenditure on Middle Schools by Sources	116
LI—Direct Expenditure on Middle Schools by Management	117
LII—Direct Expenditure on Middle Schools by States	118
LIII—Number of High/Higher Secondary Schools by Management	121
LIV—Number of High/Higher Secondary Schools by States	122
LV—Percentage of High and Higher Secondary Schools by Management	123
LVI—Number of Pupils in High and Higher Secondary Schools by Management	125
LVII—Number of Pupils in High and Higher Secondary Schools by States	126
LVIII—Number of Pupils at High/Higher Secondary Stage	128
LIX—Educational Facilities for Children of Age-Group 14-16/17	129
LX—Girls in High and Higher Secondary Schools	130
LXI—Number of Teachers in High/Higher Secondary Schools	132

TABLES—(Contd.)

PAGE

Secondary Education—(Contd.)

LXII—Direct Expenditure on High/Higher Secondary Schools by Sources	133
LXIII—Direct Expenditure on High and Higher Secondary Schools by Management	135
LXIV—Direct Expenditure on High/Higher Secondary Schools by States	136
LXV—Results of Matriculation/Higher Secondary and Equivalent Examinations	140

University Education

LXVI—Universities in India (Jurisdiction, Type and Faculties)	152
LXVII—Number of Colleges by Management	161
LXVIII—Number of Colleges by States	162
LXIX—Number of Pupils in Universities and Colleges	164
LXX—Number of Pupils receiving General, Professional and Special Education at University Stage by States	165
LXXI—Distribution of Pupils at University Stage	167
LXXII—Number of Girls Studying for Higher Education	169
LXXIII—Pay Scales of Teachers in University Teaching Departments	170
LXXIV—Number of Teachers in Universities and Colleges by States	174
LXXV—Statistics of Evening Colleges	175
LXXVI—Direct Expenditure on Universities and Colleges by Sources	176
LXXVII—Direct Expenditure on Universities and Colleges by States	178
LXXVIII—Number of Passes in Different University Examinations by States	183

Training of Teachers

LXXXIX—Number of Teachers' Training Schools	190
LXXX—Number of Pupils in Teachers' Training Schools	191
LXXXI—Direct Expenditure on Teachers' Training Schools by Sources	192
LXXXII—Direct Expenditure on Teachers' Training Schools by States	193
LXXXIII—Number of Post-Graduate Teachers' Training Colleges	197
LXXXIV—Number of Under Graduate Teachers' Training Colleges	198
LXXXV—Number of Pupils in Teachers' Training Colleges	199
LXXXVI—Direct Expenditure on Teachers' Training Colleges by Sources	200
LXXXVII—Direct Expenditure on Post-Graduate Teachers' Training Colleges by States	203
LXXXVIII—Direct Expenditure on Under-Graduate Teachers' Training Colleges by States	204
LXXXIX—Output in Teachers' Training	205

TABLES—(Contd.)

<i>Professional and Technical Education</i>	PAGE
XC—Statistics of Vocational and Technical Schools by Type	213
XCI—Statistics of Vocational and Technical Schools by States	214
XCII—Statistics of Agricultural Schools	216
XCIII—Statistics of Commerce Schools	216
XCIV—Statistics of Engineering and Technology Schools	217
XCV—Statistics of Forestry Schools	218
XCVI—Statistics of Marine Training Schools	219
XCVII—Statistics of Schools for Medicine	219
XCVIII—Statistics of Schools for Physical Education	220
XCIX—Statistics of Technical, Industrial, Polytechnic and Arts and Crafts Schools	222
C—Statistics of Veterinary Science Schools	223
CI—Statistics of Professional and Technical Colleges by Type	224
CII—Statistics of Professional and Technical Colleges by States	227
CIII—Statistics of Agricultural Colleges	228
CIV—Statistics of Commerce Colleges	230
CV—Statistics of Engineering Colleges	231
CVI—Statistics of Forestry Colleges	233
CVII—Statistics of Law Colleges	234
CVIII—Statistics of Medical Colleges	236
CIX—Statistics of Colleges for Physical Education	237
CX—Statistics of Technological Colleges	238
CXI—Statistics of Veterinary Science Colleges	239
<i>Social Education</i>	
CXII—Statistics of Social Education	250
<i>Miscellaneous</i>	
CXIII—Statistics of Pre-Primary Schools	253
CXIV—Statistics of Pre-Primary Training Schools	254
CXV—Statistics of Schools for Music, Dancing and Other Fine Arts	258
CXVI—Statistics of Colleges for Music, Dancing and Other Fine Arts	259
CXVII—Statistics of Schools for the Handicapped	263
CXVIII—Statistics of Education of Scheduled Castes, Scheduled Tribes and Other Backward Communities	266
CXIX—Distribution of Girls and Boys in Recognised Institutions	269
CXX—Statistics of National Cadet Corps	280
CXXI—Number of Students/Trainees who went abroad during 1960-61 by type of Education	289

TABLES—(Contd.)

PAGE

Miscellaneous—(Contd.)

CXXII—Number of Students/Trainees who went abroad during the year 1960-61 by Countries	290
CXXIII—Indian Students/Trainees who went abroad during 1960-61 by States	291

Statistical Survey

CXXIV—Enrolment in Classes I to VIII, 1955-61	292
CXXV—Educational Facilities for the Age-Group 6-14, 1955-61	293
CXXVI—Number of Primary Schools, 1955-61	293
CXXVII—Number of Primary Schools by Management, 1955-61	294
CXXVIII—Educational Facilities for the Age-Group 6-11, 1955-61	295
CXXIX—Pupils outside the Age-Group 6-11 in Classes I to V, 1955-61	295
CXXX—Wastage and Stagnation, 1955-61	296
CXXXI—Wastage in Different Classes	296
CXXXII—Teachers in Primary Schools	297
CXXXIII—Expenditure on Primary Schools by Sources, 1955-61	297
CXXXIV—Teachers' Salaries in Primary Schools, 1955-61	298
CXXXV—Number of Middle Schools, 1955-61	298
CXXXVI—Number of Middle Schools by Management, 1955-61	299
CXXXVII—Enrolment in Classes VI-VIII, 1955-61	299
CXXXVIII—Teachers in Middle Schools, 1955-61	300
CXXXIX—Direct Expenditure on Middle Schools by Sources, 1955-61	300
CXL—Expenditure on Salaries of Middle School Teachers	301
CXLI—Number of Basic Schools, 1955-61	301
CXLII—Proportion of Junior and Senior Basic Schools, 1955-61	302
XLIII—Enrolment in Basic Schools, 1955-61	302
CXLIV—Expenditure on Basic Schools, 1955-61	303
CXLV—Teachers in Basic Schools, 1955-61	304
CXLVI—Number of High/Higher Secondary Schools, 1955-61	304
CXLVII—Enrolment in Classes IX-X/XI, 1955-61	305
CXLVIII—Teachers in High/Higher Secondary Schools, 1955-61	305
CXLIX—Expenditure on High/Higher Secondary Schools by Sources, 1955-61	306
CL—Salaries of Teachers in High/Higher Secondary Schools, 1955-61	306
CLI—Results of Matriculation and Equivalent Examinations, 1955-61	307
CLII—Number of Institutions for Higher Education, 1955-61	307
CLIII—Enrolment at the University Stage, 1955-61	308

TABLES—(Concl.)

<i>Statistical Survey—(Contd.)</i>		PAGE
CLIV—Enrolment in Colleges for General Education by Stages, 1955-61		308
CLV—Enrolment in Professional Subjects Collegiate Stage, 1955-61 .		309
CLVI—Expenditure on Institutions for Higher Education, 1955-61 .		309
CLVII—Expenditure on Universities and Colleges by Sources, 1955-61 .		310
CLVIII—Examination Results, 1955-61		310
CLIX—Number of Vocational and Special Schools, 1955-61 . . .		310
CLX—Enrolment in Vocational and Special Schools, 1955-61 . .		311

EXPLANATIONS

1. **ACADEMIC YEAR**—For the sake of uniformity the academic year in these tables is taken to coincide with the financial year, *i.e.*, from 1st April, 1960 to 31st March, 1961.

2. **RECOGNISED INSTITUTIONS** are those in which the courses of study followed are those prescribed or recognised by the Government or by a University or by a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency. They are open to inspection and their pupils are ordinarily eligible for admission to public examination and tests held by the Government or the University or the Board.

3. **UNRECOGNISED INSTITUTIONS** are those which do not come under the above definition of recognised institutions.

4. **ENROLMENT**—For definiteness, the enrolment in the institutions on 31st March of the year in question is taken.

5. **EXPENDITURE**—In calculating the expenditure from Government, District Board or Municipal Board Funds, all payments or contributions from fees and other sources which are credited to such funds, are deducted.

6. **LOCAL BOARDS**—Include District, Municipal and Cantonment Boards, as well as Town Area Committees and Janapad Sabhas, Zila Parishads and Territorial Councils.

7. **EXAMINATION RESULTS**—Refer to those students who were educated during the current year. These include results of private candidates also.

8. **INDIRECT EXPENDITURE** represents the amount incurred on direction, inspection, buildings, furniture, scholarships, hostels and other miscellaneous items. Its nature is such that it cannot be apportioned to each type of institution.

9. All statistics refer to Recognised Institutions only.

10. Institutions which were exclusively or mainly meant for girls have been classified as girls' institutions and the remaining as boys' institutions.

CHAPTER I

GENERAL SURVEY

The year under review was the closing year of the Second Five Year Plan. An appraisal of the progress made during this period revealed considerable expansion of education, as indicated below:

I. Number of Institutions	1955—56	1960—61	Percentage Increase
(a) Primary/Junior Basic Schools	2,78,135	3,30,399	19.0
(b) Middle/Senior Basic Schools	21,730	49,663	128.5
(c) High/Higher Secondary Schools	10,838	17,257	59.2
(d) Multipurpose Schools	255	2,115	729.4
(e) Colleges (General, Professional and Special).	1,204	2,140	77.7
(f) Universities	32	45	40.6

II. Enrolment at Different Stages

(a) Primary Stage	2,45,11,331	3,36,31,391	37.2
(b) Middle Stage	48,23,344	74,79,584	55.1
(c) High/Higher Secondary Stage	20,03,261	34,62,709	72.9
(d) University Stage	7,36,124	10,94,991	48.8

III. Percentage of children in different school classes to the population in the corresponding age groups

(a) Classes I-V(6-11 years)	52.9	62.4
(b) Classes VI-VIII (11-14 years)	16.5	22.6
(c) Classes IX-XI (14-17 years)	7.8	10.6

V. Engineering and Technology*

			Percentage Increase
(a) Institutions			
(i) Degree Level	65	100	53.8
(ii) Diploma Level	114	196	71.9
(b) Admission Capacity			
(i) Degree Level	5,890	13,860	135.3
(ii) Diploma Level	10,480	25,570	144.0
(c) Output			
(i) Degree Level	4,020	5,700	41.8
(ii) Diploma Level	4,500	8,000	77.8

*Source—Planning Commission.

Output in Some Other Examinations

M.A./M.Sc.	11,769	23,685	101.2
B.A./B.Sc.	53,989	92,952	92.2
Intermediate/Pre-University	1,31,739	2,08,019	57.9
Higher Secondary	2,219	57,769	2,503.3
Matriculation and Equivalent	3,70,651	5,65,347	52.5

A brief account of the Central activities in selected fields of education during 1960-61 is given below :

Primary Education

As a preliminary to the launching of the programme of universal, free and compulsory primary education during the Third Five Year Plan, three important steps were taken by the Central Government during the year. These were: (i) to publish the Report of the All-India Educational Survey, the findings of which were intended to serve as a guide for the opening of new primary schools in areas where they did not exist, (ii) to pass the Delhi Primary Education Act, 1960, by the Parliament, which was designed to serve as a model legislation for the States and (iii) to organise four regional seminars at Bangalore, Mahabaleshwar, Puri and Chandigarh, to orientate the officers of the State Education Departments in this behalf.

A Centrally sponsored scheme for improving the teaching of science at the elementary stage was implemented as a pilot project during the year. Under this scheme, a Science Consultant was appointed in a number of States to cover about a hundred primary and middle schools in a selected area. The entire expenditure on the scheme was met by the Central Government subject to a maximum of Rs. 4,000/- non-recurring and Rs. 11,580-recurring per year per consultant unit. During 1960-61, a sum of Rs. 74 thousands was sanctioned for this purpose to 8 States.

Basic Education

The rate of conversion of primary schools to basic type being slow due, *inter-alia*, to the lack of funds, the Panel on Education, at their Patna meeting, held during the year, recommended the introduction of those basic activities in primary schools which did not involve costly equipment or large space. This idea was pursued at the four regional seminars held during the year in which the details of the programme were finalised on the basis of the recommendations of the Standing Committee of the Central Advisory Board of Education. The main features of the Programme are : (i) All non-basic training institutions, (ii) a common integrated syllabus be introduced in all basic and non-basic primary schools without any distinction, (iii) all teachers and schools should be oriented to the basic pattern.

In consultation with the Union Public Service Commission, the Government of India recognised, from the year under review, the diploma in teachers' training awarded by the Hindustani Talimi Sangh, Wardha, to graduate teacher-trainees as equivalent to B.T./B.Ed./L.T., etc., for the purposes of employment under the Central Government.

The National Institute of Basic Education continued its research and training programme in the field of Basic Education and undertook new projects and studies in the field.

Secondary Education

In this field a number of schemes were taken up during the Second Plan for the diversification and qualitative improvement of secondary education. Most of these schemes were included in the State sector. The Central Government, however, assisted these schemes in varying degrees from 66 to 80 per cent. Besides, a number of Central Schemes for the improvement of secondary education were also implemented through the Directorate of Extension Programmes for Secondary Education.

One of the steps taken towards the diversification of education at this stage was the conversion of high/higher secondary schools to multipurpose schools. As against 374 multipurpose schools at the end of the First Plan, the figures stood at about 1800 by the end of the year under report. Special measures were also taken to strengthen selected multipurpose schools offering courses in Technology, Agriculture, and Commerce by supplying them with equipment and providing them with consultant services. By the end of January, 1961, 26 courses each in Technology, Agriculture and Commerce were so strengthened. Moreover, to ensure a regular supply of trained teachers for the multipurpose schools, the Union Government took steps to establish four regional training colleges in the country.

Science education in secondary schools assumed particular importance in the context of the national effort for the technological and industrial development of the country. A programme to improve science teaching in secondary schools was, therefore, included in the Second Plan. By 1960-61, all secondary schools had made provision for the teaching of general science. Moreover, 115 Science Clubs and five Central Science clubs were established during the year in addition to the 350 clubs established earlier. To enable these clubs to organise their programme satisfactorily three conferences of sponsors were organised at Jabalpur, Cuttack and Belgaum. Forty sponsors were invited to each of these conferences which discussed various aspects of the movement. A scheme of assessing the work of these Clubs was taken up with the assistance of Extension Service Departments and Science lecturers of training colleges. Two hundred and fifty Science Clubs were assessed during the year.

The scheme for improving the system of examination at secondary stage was continued during the year. Objective tests were devised for more school subjects and training courses were undertaken to prepare teachers and educational administrators in the use of the new methods of assessment. The syllabus of the secondary schools was also being gradually reoriented to the new concept of evolution. In this connection, a workshop of the Coordinators of the Extension Services Centres was held at Delhi.

Higher Education

The problems of numbers at the University stage was sought to be tackled through the reorganisation of secondary education as a terminal stage of education for majority of students by introducing the Three-Year Degree Course in a larger number of colleges and by expanding facilities for vocational and technical education enabling larger number of students to branch off from the mainstream. For qualitative improvement, efforts were made to strengthen laboratories and libraries, improve pay scales and conditions of service of teachers and reduce pupil-teacher ratio. Scholarships for higher studies and research were awarded by the Union Government and the University Grants Commission. The Union Government introduced a scheme for bringing out, in collaboration with foreign publishers, inexpensive editions of standard foreign text books. Indian publishers were also assisted in bringing out cheap editions of text books by Indian authors and translations in Indian languages of foreign text books.

The University Grants Commission gave development grants amounting to Rs. 330.90 lakhs to universities and colleges, of which a sum of Rs. 111.15 lakh was for humanities, and Rs. 219.75 lakhs for Science and Technology. Out of the grant of Rs. 219.75 for Science and Technology, Rs. 118.61

lakhs were utilised by the universities for the improvement of higher scientific education and research. These grants helped the universities to establish 103 post-graduate departments in various branches of Science during the Second Plan period, thus raising their total number to 466.

By the end of the Year under report, 29 universities and 668 colleges had introduced the Three-year Degree course. Grants amounting to Rs. 298 lakhs were paid by the University Grants Commission on this account.

A Conference of the Vice-Chancellors of all the Indian universities, convened on June 15 to 16, 1960, *inter alia*, considered problems relating to Students' Indiscipline, National Service Scheme, Examination Reforms, Moral and Religious Education at the university level, etc. The recommendations of the Conference were circulated to all the State Governments and universities for action.

An advisory Committee was set up to select institutions of higher education of All-India importance to be assisted with grants for development. Institutions which were recommended by the Committee included Shri Aurobindo International Centre of Education, Kamalyadham, S.M.Y.S. Samiti, Lonavala, Kanya Gurukul Mahavidyalaya, Dehra Dun, Gurukul Kangri, Hardwar, and grants were given to them under the scheme.

The project for assistance to Home Science Education and Research under the Indo-U.S. Technical Co-operation Programme was continued. Nine American Technicians were working in the regional demonstrating centres during the year. A Home Science Conference was held in New Delhi in April, 1960, to review and evaluate the achievements under the programme, to plan for the most effective use of the remaining period of this programme which was in the terminal phase and to consider the future development of Home Science in India.

The Government of India has made a standing request to the State Governments to refer proposals for the establishment of new universities to the Central Ministry of Education who would seek the expert advice of the U.G.C. in this regards. Accordingly, the following universities were either newly established or reorganised during the year: University of Burdwan (West Bengal), (2) University of Kalyani (West Bengal), (3) Ranchi University, Ranchi (Bihar), (4) Bhagalpur University, Bhagalpur (Bihar), (5) Bihar University, Muzafarpur (Bihar) (6) Patna University, Patna (Bihar).

During the year under report, eleven Rural Institutes were functioning in the country. These Institutes received grants amounting to Rs. 25.48 lakhs during 1960-61. In accordance with the pattern of education laid down by the Committee on Rural Higher Education, a Sanitary Inspectors' course of one-year duration was introduced in Gandhigram Rural Institute, Madurai and the Vidya Bhawan Rural Institute, Udaipur on experimental basis. The Rural Services Diploma course was recognised by the Government of India and a few State Governments as equivalent to the first degree of a university for purposes of employment.

Technical Education

The Indian Institute of Technology, Kanpur—the last in the chain of four higher technological institutes planned by the Government of India—started functioning in July, 1960, when the first batch of students was admitted to the five-year integrated degree courses in Civil, Mechanical, Electrical and Chemical Engineering and Metallurgy. Six regional colleges sponsored by the

Central Government and five State Colleges and 22 Polytechnics were also started in various States. The number of institutions for degree courses increased to 97 and that for diploma courses to 95. The admission capacity of the institutions was expanded to 13,500 for degree courses and to 25,200 students for diploma courses. Under the merit-cum-means scholarships scheme, 930 new awards were made for first entrants to technical institutions and 1,039 scholarships awarded last year were continued.

Social Education

A notable development in this field was the establishment of a Workers' Social Education Institute at Indore as a pilot project to develop a programme of social education for industrial workers. It provided facilities for classroom work, club activities, library activities and women's educational activities. The Institute of Library Science established at the Delhi University during the Second Plan started training librarians with a view to providing the entire country with a comprehensive library service. The Institute organised during the year a seminar from 3rd October to 14th October, 1960 in which representatives from eight countries of South Asia participated.

The National Fundamental Centre, New Delhi continued its activities during the year. It undertook the preparation of bibliographies on topics connected with social education, projects on topics relating to reading habits and interests of rural folk, investigation into the attitudes of illiterate adults towards literacy and production of social education literature.

Physical Education

The National Physical Efficiency Drive based on carefully graded physical fitness tests, launched by the Union Government earlier, gathered momentum during the year. Efforts were made to expand it to the level of a national movement.

With the object of producing first class coaches in various games and sports, a National Institute of Sports was set up at Patiala.

Education of the Handicapped

One of the major developments in this field was the establishment of the National Centre for the Blind at Dehra Dun to provide an integrated and comprehensive service to the Blind. This centre has developed a number of institutes round it including a National Braille Library, which when fully established, is scheduled to serve these children with all the essential Braille books. The Government of India also assisted the voluntary agencies with grants amounting to Rs. 5 lakhs.

Unesco & India

The Government of India and the Indian National Commission for Cooperation with Unesco extended full cooperation to Unesco in the implementation of its programmes in the field of education, science, culture and mass communication. The fourth conference of the Commission was held in New Delhi on 25th and 26th October, 1960. Besides considering the revised Constitution of the Commission, it approved a number of resolutions to be sponsored by the Indian Delegation at the eleventh session of the Unesco General Conference. These resolutions related to decentralisation of Unesco's work for a more effective implementation of programme and activities, allocation of larger resources for the implementation of the project on Mutua

Appreciation of Eastern and Western Cultural Values, a more representative set by the Unesco Secretariat, cheap production of scientific and technical books in the underdeveloped countries, increased allocation for compulsory Primary education in Asia, etc.

A work plan for compulsory primary education aiming at the provision of universal compulsory and free primary education in the South East Asian Region within a period of 20 years was drawn up at a regional meeting held at Karachi, in December 1959—January, 1960. This was in pursuance of the survey of Primary and Compulsory Education in Asian countries undertaken by Unesco.

Development of Hindi and Sanskrit

The various schemes for the development of Hindi and Sanskrit were continued. The project for the translation and preparation of standard books in Hindi and other languages was started. Another project for the production of popular books in cheap editions was also finalised. Training colleges were opened for training teachers of non-Hindi-speaking States. It was also decided to establish a Standing Commission for Scientific and Technical Terminology.

Development in the States and Territories

A brief account of the important developments in the field of education in various States and territories is given below:—

Andhra Pradesh

The Government decided to introduce the scheme of universal, free and compulsory Primary education for all children of age-group 6-11 years in the Third Five Year Plan. Another important decision was to adopt the University Grants Commission scales of pay for the collegiate staff in all the affiliated Arts, Science and Training colleges with effect from 1st March, 1961.

A committee was constituted to draft a common set of educational rules for the Andhra and Telangana areas. In order to bring about uniformity in curricula and syllabuses for Secondary and Higher Secondary schools in these areas, common integrated curricula and syllabuses were prepared and were being introduced throughout the state.

An ad hoc committee was constituted for selection of Text Books in different subjects for classes IX to XI in the Andhra area. About 50 books were selected by this committee and approved by the Government.

Seminars were organised at the State level and financed by the Directorate of Extension Programmes for Secondary Education, Government of India, for subject teachers in Science, Headmasters and Inspecting Officers, selected Headmasters from different States (All India), etc.

A new scheme was sanctioned for the award of additional concessions to the children and grand children of persons who had taken part in the struggle during 1947-48 for the integration of the erstwhile Hyderabad State with the Indian Union and an amount of about Rs. 35,000 was spent for the purpose. Grants of about Rs. 8 lakhs were sanctioned for establishing 134 boarding houses and orphanages throughout the State. Besides these, over 10 lakhs of rupees were spent as scholarships under various other schemes.

Assam

The teaching of crafts was introduced in middle schools. Provision for the teaching of English was made in vernacular middle and senior basic schools. A scheme of free mid-day meal on experimental basis was introduced in selected areas.

Preliminary steps were taken to start pre-University course in colleges as a step towards the introduction of three year degree course.

Bihar

Free and compulsory primary education was introduced in 40 blocks of the State with effect from 1-6-1960. Under the programme of introducing craft in middle schools, 75 middle schools including 25 in urban areas were provided with the necessary equipments.

Bhagalpur and Ranchi Universities were established. Moreover, with the object of reviving and promoting Sanskrit learning, the Kameshwar Singh Darbhanga Sanskrit University was started at Darbhanga.

The State Government constituted a Committee to revise the syllabus of English method in teachers' training colleges and selecting suitable textbooks for Dip. in Education Class. Besides, a sum of Rs. 49,960 was provided for holding a short training course at the divisional level during summer vacations for training matriculate and intermediate pass teachers of high schools in the method of teaching the English language.

Gujarat

Besides a Nai Talim Sammelan conducted by the Gujarat Nai Talim Sangh, ten seminars of 15 days' duration each were organised for promoting Basic education in the State. These were attended by both teachers and administrators concerned with Basic education.

The Gujarat University decided to introduce the Three-Year degree course and took preliminary steps in this regard. The University also accepted the main recommendations of the Examination Reforms Committee and a system of internal evaluation of the students' work in colleges was accordingly implemented.

An amount of Rs. 21.47 lakhs was paid to District School bodies for the revision of pay scales of primary school teachers.

Jammu & Kashmir

A Committee of experts was constituted to examine and revise syllabi upto VIII class. The revised syllabi were adopted by the text-book Committee and text-books based on the new syllabi were invited.

Kerala

Sections 11,12, 13 and 36 of the Kerala Education Act were amended, *inter alia*, to enable managers of aided schools to appoint teachers of their choice. This amendment also authorised the Manager of aided schools to keep any teacher under suspension for irregularities for a period not exceeding 15 days without the previous sanction of the educational officers.

Madhya Pradesh

A Uniform syllabus based on the basic pattern was introduced in primary schools throughout the State. Quarters for lady teachers were provided in rural areas and hostel buildings were provided to training institutions.

The following revised pay-scales for primary school teachers were introduced with effect from 1st July, 1960.

Qualifications	Revised scale of Pay
Middle Untrained . . .	Rs. 85—2½—100—EB—4—140
Middle Trained . . .	Rs. 90—2½—100—EB—4—140—EB—5—170
Matric Untrained . . .	—Do—
Matric Trained . . .	—Do—

Two advance increments were given to Matric trained men teachers and three advance increments to Matric trained women teachers. Besides dearness allowance from Rs. 10 to Rs. 15 was also given. The Headmasters of primary schools were given additional allowance of Rs. 10 and those of middle schools of Rs. 25 in addition to the revised pay.

Compulsory education for boys only was introduced in 7 more towns and 494 villages and that for both boys and girls was extended to 131 more villages.

The Madhya Bharat and Mahakoshal Boards of Secondary Education were integrated and a single unified Board of Secondary Education was established for the whole State.

Madras

Forty-seven school Improvement Conferences, two Regional Basic Education Conferences, besides a number of one-day conferences for teachers of Basic schools in the compact areas were organised during the year.

The English text book for standards V was published and introduced. Arrangements were made for the publication of the English text-book for standard VI also.

The revised syllabus for the integrated elementary course of seven years' duration was introduced in standard V in all non-basic elementary schools in the State. The nomenclature of Class V and Form V in secondary schools was changed to standard V and standard IX respectively.

A phased programme of expanding compulsory elementary education was taken up. Seminars and workshops for the benefit of elementary school teachers were organised for improving the teaching of Science in elementary schools by the science consultant appointed in the previous year. Under the Scheme of Relief for Unemployed, 1,883 teachers and 30 inspecting officers were appointed and 148 quarters were constructed. The scales of pay of all categories of teachers were revised by merging a portion of the dearness allowance in the revised time scale.

A Committee was constituted to frame the syllabus of the four-year post-basic course. An *ad hoc* committee to assess the attainments of the final year students of the post-basic schools was also constituted. Fifty candidates were presented to this Committee for assessment, of whom 22 passed in lower and 17 in higher courses.

The Annamalai University appointed a special Committee of Experts to go through the existing syllabi of civil, electrical and mechanical engineering at the Pre-professional and Bachelor's degree stages and to suggest modifications therein, if any, for converting them into a Five-year integrated course in the various branches. Another Committee was appointed to recommend syllabi and schemes for the integrated courses in chemical engineering and technology for the B.E. (Chem.) degree.

Maharashtra

In West Maharashtra compulsion was introduced almost universally. In Marathwada and Vidarbha regions, however, it was done only in a few selected towns and villages.

Primary education is free throughout the State and the Government gives grants to local bodies and voluntary agencies for running Primary schools. The facility of free education at all stages was thrown open to the children of the class of people whose annual income from all sources did not exceed Rs. 1200. This very progressive measure was given effect from the 1st June, 1960. During the year under report, the total number of beneficiaries under the scheme of free education was 2,50,846 and the amount reimbursed by the Government for the purpose was Rs. 1,44,68,510 which works out to be Rs. 57.67 per pupil.

Mysore

A uniform Compulsory Primary Education Act was passed and preliminary arrangements were taken up to introduce it with effect from the Third Five Year Plan. The new curriculum for the higher secondary course of 4 years was introduced in all higher secondary schools commencing with standard VIII, while the primary school curriculum was extended to standards III and IV, thus bringing about uniformity in all areas from standards I to IV.

Seminars for primary school teachers were organised at District Headquarters at which the new integrated primary school curriculum was among the subjects discussed. Seminars for secondary school teachers were also organised.

The State Council for the Education of girls and women was set up to advise Government on matters relating to the education of girls and adult women particularly in regard to policies, targets and priorities for this programme.

Orissa

The reconstituted Board of Basic Education recommended that the primary and basic schools should remain as distinct schools and students passing out of post-basic schools may be allowed admission to the Basic Training schools after passing an entrance examination to be conducted by these schools.

An Examination Research Bureau was started by the Board of Secondary Education to carry on research on the system of examinations prevalent in the State and to recommend concrete reforms on the lines suggested by the Secondary Education Commission.

Fifteen training centres were opened in 15 different high schools for imparting one year condensed training to in service primary school teachers having more than 5 years experience and to fresh candidates having passed Class IX.

Punjab

The Compulsory Primary Education Act, 1960 was passed and preliminary steps were taken to introduce compulsion for the children in the age group 6-7 with effect from the 1st April, 1961.

Free education, which was in force upto 7th class during the previous year, was extended to the 8th class in Government schools. Due to the shortage of funds, it could not be extended to non-Government institutions. However, the private institutions were given *ad hoc* grants amounting to Rs. 6 lakhs as compensation for the loss sustained by them due to the introduction of free education in Government schools.

The State Government decided to convert all colleges to the Three-Year Degree course pattern. A sum of Rs. 27.53 lakhs was paid to Government and non-Government colleges for this purpose.

The State College of Education—a new venture in the field of Teachers' Training—was started at Kurukshetra. It is an institution with a four-year concurrent course for General Education and Pedagogy after Matriculation or Equivalent Examinations.

Rajasthan

The Rajasthan Panchayat Samities and Zila Parishads Act, 1959, and the Ajmer Compulsory Education Act, 1952, were enacted. Moreover, the Education Code of Rajasthan, 1957, was passed.

With the introduction of the Three-Year degree course scheme, the old intermediate classes were discontinued in all Government colleges in the State with effect from 1960-61 session and inter-coaching classes were started in ten colleges from July 1961 for those who failed in the Intermediate Examination.

U. P.

To keep the appointment of Vice-Chancellors in various State Universities above politics and groups, Universities Acts were amended with a view to replacing the system of election of Vice-Chancellors by that of selection.

The Agricultural University, Nainital, started functioning with effect from July, 1960.

The scales of pay of teachers of non-Government—aided degree colleges affiliated to the Agra and Gorakhpur Universities and also of the associate colleges of Banaras, Lucknow and Allahabad Universities were revised as under:

Post-Graduate colleges

Principal	Rs. 800—50—1000—EB—50—1200
Head of Dept.	Rs. 350—20—550—EB—25—625
Professor and Asstt. Professor	Rs. 325—20—525—EB—25—625
Lecturer	Rs. 250—15—400—EB—20—500

Degree Colleges

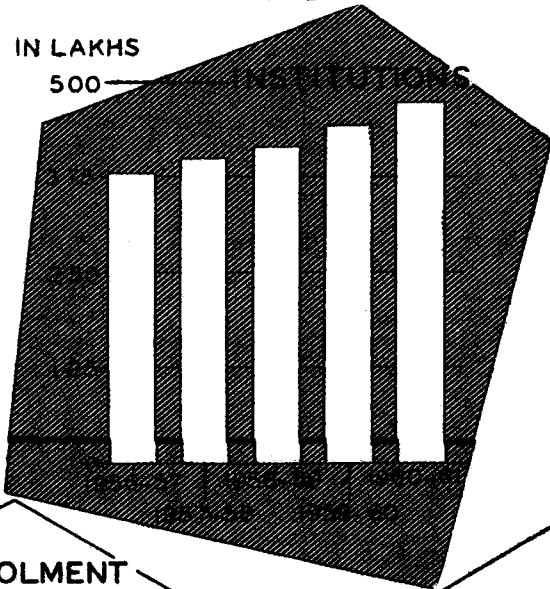
Principal	Rs. 650—40—850—EB—50—900
Prof. and Head of Departments	Rs. 300—20—500—EB—25—600
Asstt. Professors and Lecturers	Rs. 225—15—360—EB—15—450

PROGRESS OF EDUCATION IN INDIA

IN LAKHS

500

INSTITUTIONS



IN CRORES ENROLMENT

5

4

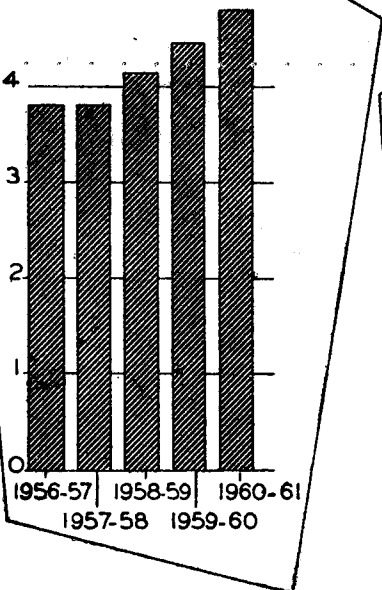
3

2

1

0

1956-57 | 1957-58 | 1958-59 | 1959-60 | 1960-61



EXPENDITURE

IN CRORES

4

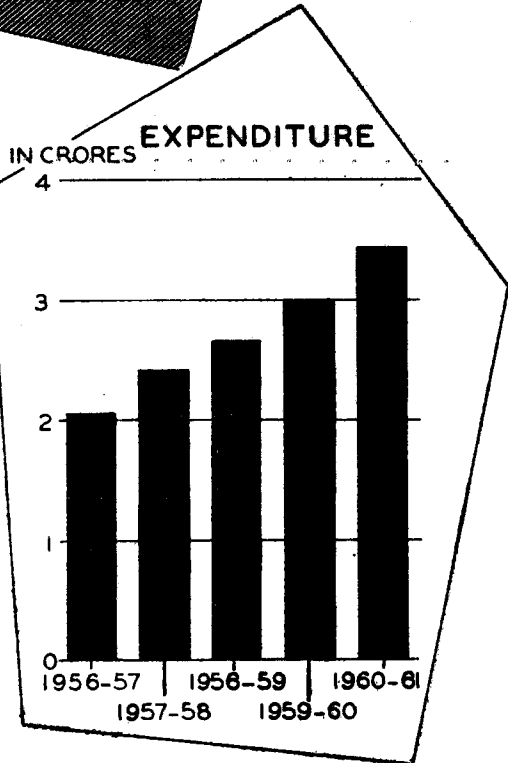
3

2

1

0

1956-57 | 1957-58 | 1958-59 | 1959-60 | 1960-61



The State's University Grants Commission, set up in 1947, was re-constituted and the following functions were added to its terms of reference:

- (i) to advise the State Government regarding establishment of new universities and suggest pattern suited to each one of them;
- (ii) to advise Government on all legislative and academic matters on higher education; and
- (iii) to keep a record of the assets and properties of universities and colleges and to report to Government about the status of the colleges/Universities.

The teachers serving in primary schools under local boards were allowed the dearness allowance at the following rates:—

- (i) Rs. 5.50 p.m. to the teachers drawing pay upto Rs. 50 p.m.
- (ii) Rs. 2.50 p.m. to teachers drawing pay between Rs. 51 and Rs. 70 p.m.
- (iii) Rs. 5 p.m. to the teachers drawing pay between Rs. 71 and Rs. 100 p.m.

West Bengal

Two new Universities—Burdwan and Kalyani, started functioning during the year under report.

The Bureau of Educational and Psychological Research attached to the Daavid Hare Training College carried out two courses a year for training of Career Masters to be attached to secondary schools. During 1960-61, 64 teachers completed the training successfully, thus bringing the total number of career masters to 226.

Under the phased programme to cover school-less villages, 521 additional primary schools were sanctioned.

Craft was introduced in 60 junior high schools and diversified courses in 158 high schools which were upgraded into higher secondary schools.

A. & N. Islands

The Government High School, Port Blair was converted into a full-fledged Higher Secondary Multipurpose School by opening class XI. The upgrading of the Girls' Higher Secondary School was completed.

Deelhi

The Delhi Primary Education Act, 1960 was brought on the Statute Book. The integrated syllabus was also brought into force to provide greater diversity and flexibility with a view to reorientating the traditional system of education towards the basic pattern.

Four more higher secondary schools were converted into multipurpose schools, thus raising their number to 8. Vocational Guidance Units were established at two Government Higher Secondary Schools for providing guidance to students in the selection of courses and choice of careers.

In view of the importance attached to women education a State Council for Women's Education was set up under the chairmanship of Shrimati Raaksha Saran, to advise the Delhi Administration on the problems of girls and women's education at the various stages.

Himachal Pradesh

A Scheme for the introduction of the Three-Year Degree Course was included in the development programme of the Territory, for the year 1960-61. Under this scheme, necessary equipment and apparatus was supplied to 5 Government colleges and grant-in-aid was given to the privately managed colleges at Nahan.

L. M. & A. Islands

The pay scales of teachers were revised to attract competent teachers from outside the Islands. The new scales are as follows:—

1. Matric trained . . . Rs. 118—4—170—EB—5—200—EB—5—225
2. Non-Matric trained . . . Rs. 110—3—131—4—155—EB—4—175—5—180
3. Non-Matric untrained . . . Rs. 80—1—85—2—95—EB—3—110.

The teachers recruited from the mainland were paid 40% of their basic pay as a special pay over and above the revised scales of pay and allowances. Additional remuneration of Rs. 15 per mensem is given to the teachers in-charge of social education centres and reading room-cum-libraries in the islands.

Manipur

The scales of pay of the Government and the T.C. school teachers were revised as follows:—

	Previous scale of Pay	Revised scale of Pay
1. Untrained non-Matriculate . . .	Rs. 30—1—40	Rs. 40—1—60
2. Guru/Basic trained, non-Matric . . .	Rs. 35—1—45	Rs. 50—1—65
3. Non-Matric, Normal passed . . .	Rs. 35—1—45	Rs. 55—1—70—2½—75
4. Matriculate, untrained . . .	Rs. 35—1—45	Rs. 50—1—65
5. Matriculate, Guru/Basic trained . . .	Rs. 35—1—45	Rs. 55—1—70—2½—75

Teachers serving in schools in hill areas were given Hill and Winter Allowances. Ninety per cent deficit grants were given to all aided primary schools according to the new revision of the pay scale.

Pondicherry

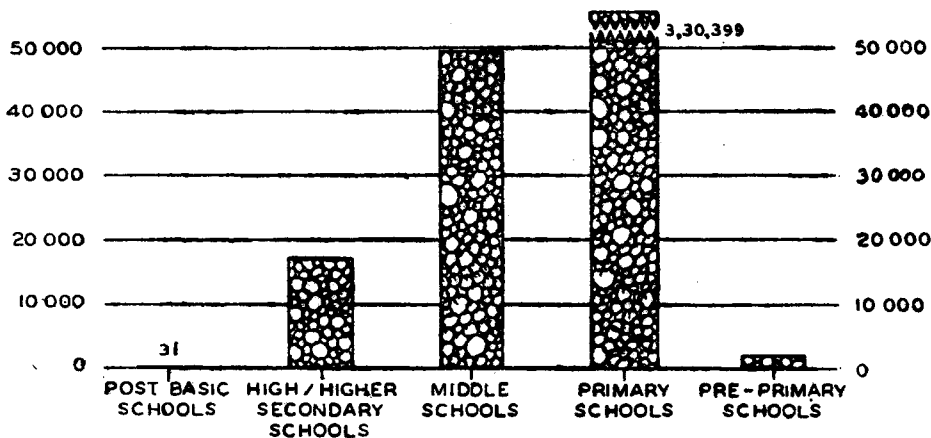
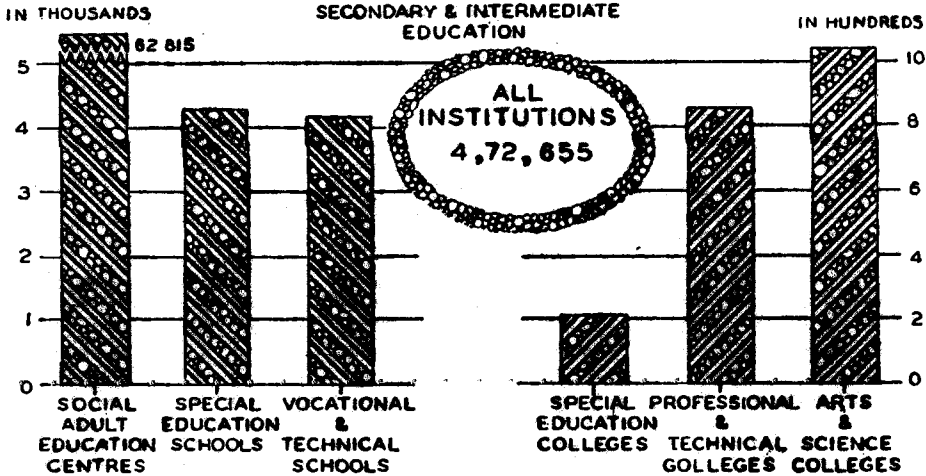
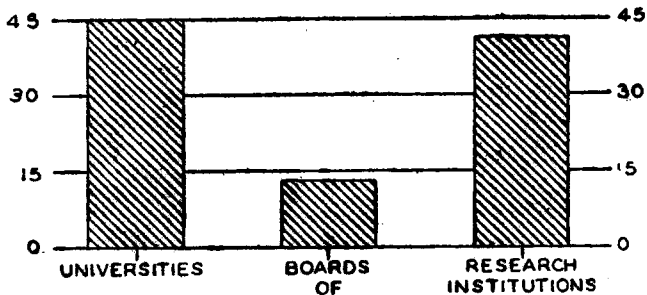
Multipurpose high schools were opened for the first time in the State. Two courses in agricultural and secretarial streams were started, one in each school. Preliminary arrangements for the starting of an Arts College at Pondicherry were also made.

Tripura

The Three-year Degree course was introduced in the colleges. Scales of pay of teachers in the Government college were revised.

To meet the increasing demand for trained teachers in basic schools another Basic Training college was established.

INSTITUTIONS BY TYPE 1960-61



Institutions

During 1960-61, the number of recognised educational institutions increased by 32,944 to 4,72,655 or by 7.5 per cent as against an increase of 6.3 per cent in the previous year. The institutions consisted of 45 universities, 13 boards of secondary and intermediate education, 1,080 arts and science colleges (including 41 research institutions), 852 colleges for professional and technical education, 208 colleges for special education, 17,257 high/higher secondary schools, 49,663 middle schools, 3,30,399 primary schools, 1,909 pre-primary schools, 4,145 vocational and technical schools, 4,269 special education schools and 62,815 schools for adults. Further details, with comparative figures for the previous year, are given in table I.

The increase in the number of institutions was shared by almost all types of institutions except research institutions, technical/industrial/arts & crafts schools and schools for social workers and other special education schools. Research institutions decreased by 1, technical schools etc. by 63, schools for social workers by 1, and the other special education schools by 13. On percentage basis, the highest increase was reported by the pre-primary schools (41.5%). It was followed by schools for special education (20.1%), middle schools (18.5%), colleges for professional education (17.5%), high/higher secondary schools (9.9%), arts and science colleges (9.8%), schools for vocational and technical education (8.0%) and primary schools (3.6%).

Table I—Number of Institutions by Type

Type	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	
1	2	3	4	5	6	7	8
Universities . . .	39	44	1	1	40	45	+5
Boards of Secondary and Intermediate Education . . .	12	13	..	..	12	13	+1
Research Institutions Arts and Science Colleges . . .	42	41	..	..	42	41	-1
Colleges for Professional and Technical Education—	796	874	150	165	946	1,039	+93
Agriculture . . .	32	36	..	..	32	36	+4
Commerce . . .	35	42	..	..	35	42	+7
Education (Teacher's Training)	315	386	86	92	401	478	+77
Engineering . . .	55	66	..	..	55	66	+11
Forestry . . .	3	3	..	..	3	3	..
Law . . .	34	38	..	..	34	38	+4
Medicine . . .	116	129	2	4	118	133	+15
Physical Education	15	19	1	1	16	20	+4
Technology . . .	10	12	..	..	10	12	+2
Veterinary Science.	17	18	..	..	17	18	+1
Others . . .	4*	6†	..	..	4	6	+2
TOTAL . . .	636	755	89	97	725	852	+127

*Includes 2 for Applied Art and Architecture, 1 for Dairy Science and 1 for Co-operation.

†Includes 3 for Applied Art and Architecture, 1 for Dairy Science and 1 for Co-operation and 1 for labour Institute.

Table I—Number of Institutions by Type—*contd.*

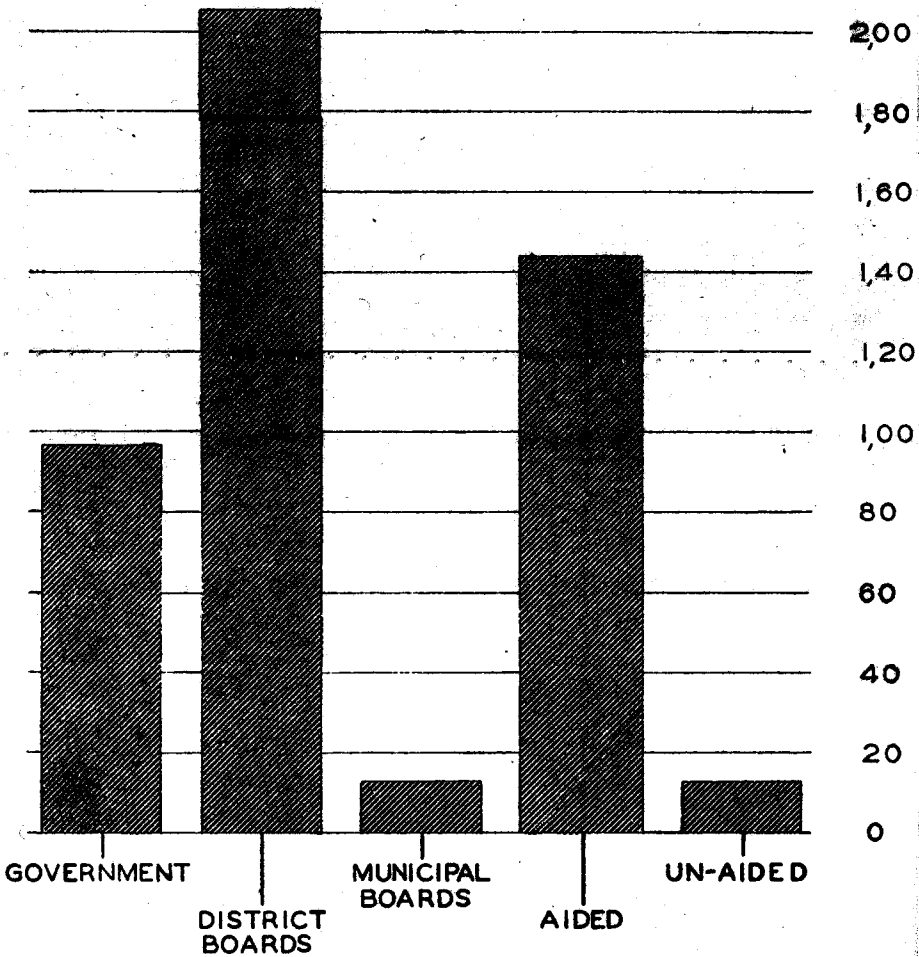
1	2	3	4	5	6	7	8
Colleges for Special Education—							
Home Science . . . . .	..	..	4	4	4	4	..
Music, Dancing and Other Fine Arts	42	47	7	7	49	54	+5
Oriental Studies	99	101	9	10	108	111	+3
Sociology	8	8	..	..	8	8	..
Others	11	31	..	..	11	31	+20
TOTAL	160	187	20	21	180	208	+28
Schools for General Education—							
High/Higher Secondary	13,422	14,736	2,281	2,521	15,703	17,257	+1,554
Middle	37,865	44,997	4,056	4,666	41,921	49,663	+7,742
Primary	3,00,270	3,10,570	18,800	19,829	3,19,070	3,30,399	+11,329
Pre-Primary	1,169	1,679	180	230	1,349	1,909	+560
TOTAL	3,52,726	3,71,982	25,317	27,246	3,78,043	3,99,228	+21,185
Schools for Vocational and Technical Education—							
Agriculture	99	101	1	1	100	102	+2
Commerce	1,092	1,183	3	6	1,095	1,189	+94
Engineering/Technology	124	282	..	1	124	283	+159
Forestry	4	4	..	..	4	4	..
Marine Training	5	5	..	..	5	5	..
Medicine and Veterinary Science	45	49	116	121	161	170	+9
Physical Education	37	41	1	..	38	41	+3
Teachers' Training	805	881	229	257	1,034	1,138	+104
Technical, Industrial and Arts & Crafts	833	727	428	471	1,261	1,198	-63
Others	15	15	..	..	15	15	..
TOTAL	3,059	3,288	778	857	3,837	4,145	+308
Schools for Special Education—							
For the Handicapped	125	138	6	6	131	144	+13
For Social Workers	43	41	6	7	49	48	-1
Music, Dancing and Other Fine Arts	151	174	58	64	209	238	+29
Oriental Studies	3,372	3,462	24	24	3,396	3,486	+90
Reformatory	36	37	8	8	44	45	+1
Social (Adult) Education	44,635	49,672	7,101	13,143	51,736	62,815	+11,079
Others	287	273	34	35	321	308	-13
TOTAL	48,649	53,797	7,237	13,287	55,886	67,084	11,198
GRAND TOTAL	4,06,119	4,30,981	33,592	41,674	4,39,711	4,72,655	32,944

RECOGNISED INSTITUTIONS BY MANAGEMENT

1960-61

ALL INSTITUTIONS
472,655

IN THOUSANDS
220



The distribution of recognised institutions for the years 1959-60 and 1960-61 according to managements is given in table II below:—

Table II—Number of Recognised Institutions by Management

Management	1959-60		1960-61	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	94,100	21.4	96,829	20.5
District Boards	1,91,863	43.6	2,06,286	43.6
Municipal Boards	12,140	2.8	12,687	2.7
Private Bodies—				
Aided	1,28,927	29.3	1,43,985	30.5
Unaided	12,682	2.9	12,868	2.7
TOTAL	4,39,712	100.0	4,72,655	100.0

It will be seen that about one-fifth of the institutions were managed by Government, one-third by private organisations and a little less than one half by local boards. There was hardly any difference in the pattern of this distribution with that in the previous year.

The Statewise break-up of institutions during the year 1960-61 alongwith the comparative figures for the previous year is given in Table III. The increase in the number of institutions was reported by all the States. Among the States, Maharashtra reported the highest increase (13,444). Next in order were : Bihar (2,846), Orissa (2,600), Rajasthan (2,469), Uttar Pradesh (2,348), Andhra Pradesh (2,269), West Bengal (1,391) and Assam (1,144). In other States, the increase ranged from 960 in Punjab to 172 in Gujarat. In Union Territories, the highest increase was reported by Tripura (288) and the lowest by L. M. & A. Islands (3).

The number of recognised institutions in rural areas rose from 3,76,923 to 4,10,028. These constituted 85.7 and 86.8 per cent of the total number of institutions in the country. Their break-up by type of institutions is as follows:—

Institutions in Rural Areas

Type	1959-60	1960-61
Universities	3	4
Research Institutions	3	3
Colleges	215	263
Secondary Schools	41,854	49,464
Primary (including Pre-Primary)	2,88,222	3,01,518
Vocational & Technical Schools	803	984
Social Education Centres	41,557	55,546
Other Special Education Schools	4,266	2,246
TOTAL	3,76,923	4,10,028

Table III—Number of Institutions by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (-)
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	
1	2	3	4	5	6	7	8
Andhra Pradesh	35,718	37,935	765	817	36,483	38,752	+2,269
Assam	17,125	18,286	1,014	997	18,139	19,283	+1,144
Bihar	43,896	46,368	5,187	5,561	49,083	51,929	+2,846
Gujarat	25,038	25,485	2,467	2,192	27,505	27,677	+172
Jammu & Kashmir	2,806	3,007	634	673	3,440	3,680	+240
Kerala	9,702	9,896	228	230	9,930	10,126	+196
Madhya Pradesh	30,788	31,017	2,409	2,514	33,197	33,531	+334
Madras	29,202	29,929	338	364	29,540	30,293	+753
Maharashtra	44,136	52,753	4,989	9,816	49,125	62,569	+13,444
Mysore	31,504	31,860	1,845	1,768	33,349	33,628	+279
Orissa	23,929	26,278	755	1,006	24,684	27,284	+2,600
Punjab	13,597	12,976	3,023	4,604	16,620	17,580	+960
Rajasthan	17,217	19,610	1,041	1,117	18,258	20,727	+2,469
Uttar Pradesh	40,705	42,384	5,393	6,062	46,098	48,446	+2,348
West Bengal	34,490	35,691	2,659	2,849	37,149	38,540	+1,391
A. & N. Islands	83	94	1	1	84	95	+11
Delhi	781	866	506	596	1,287	1,462	+175
Himachal Pradesh	1,419	1,578	44	85	1,463	1,663	+200
L. M. & A. Islands	21	23	5	6	26	29	+3
Manipur	1,907	2,141	176	207	2,083	2,348	+265
Nagaland . . . . .	..	478	..	..	..	478	+478
N.E.F.A.	138	148	..	..	138	148	+10
Pondicherry	305	363	48	59	353	422	+69
Tripura	1,612	1,815	65	150	1,677	1,965	+288
TOTAL	4,06,119	4,30,981	33,592	41,674	4,39,711	4,72,655	+32,944

Enrolment

The total number of pupils under instruction in recognised institutions increased, during the year, by 34.33 lakhs to 4.80 crores, that is at the rate of 7.7 per cent, as against the rate of 7.5 per cent in the previous year. The number of girls in the total enrolment was 1.43 crores or 29.7 per cent.

The institutions under various managements accounted for the total enrolment as shown in table IV below:—

Table IV—Number of Pupils in Recognised Institutions by Management

Management	1959-60		1960-61		Increase (+) or Decrease (—)	
	Number	Percentage	Number	Percentage	Number	Percentage
Government	90,80,015	20.4	97,55,459	20.4	+ 6,75,444	+ 7.4
District Board	1,75,15,113	39.3	1,86,25,754	38.8	+ 11,10,641	+ 6.3
Municipal Board	32,71,348	7.4	34,70,666	7.2	+ 1,99,318	+ 6.1
Private Bodies—						
Aided	1,32,43,397	29.7	1,46,44,094	30.5	+ 14,00,697	+ 10.6
Unaided	14,21,891	3.2	14,68,429	3.1	+ 46,538	+ 3.3
TOTAL	4,45,31,764	100.0	4,79,64,402	100.0	+ 34,32,638	+ 7.7

The above table shows that about one-fifth of the total number of students was enrolled by Government institutions, about one-third by private institutions and a little less than one-half by institutions managed by local boards. Moreover, the enrolment increased in institutions under all managements. The highest percentage increase was, however, reported by aided institutions (10.6%), followed by those under Government management (7.4%), District Board's Management (6.3%), Municipal Board's management (6.1%) and private (unaided) management (3.3%).

The enrolment increased in all types of institutions except in colleges for sociology, commerce schools, schools for marine training, schools for medicine and veterinary science, technical and industrial schools, other professional schools and schools for social workers and Reformatory schools.

Numerically, the highest increase in enrolment was reported by middle schools (17,25,088) followed by high/higher secondary schools (7,48,968) and primary schools (7,20,661). In terms of percentage increase, the order was as follows:—pre-primary schools (27.1 per cent), middle schools (19.4 per cent), colleges for professional education (12.3 per cent), high/higher secondary schools (11.1 per cent), schools for technical and vocational education (10.9 per cent). In other types of institutions, the percentage of increase was less than 10 and ranged between 2.0 per cent in arts and science colleges and 8.7 per cent in schools for special education. The detailed break-up of enrolment in different types of institutions during 1959-60 and 1960-61 is given in Table V.

The number of pupils according to stages of instruction for the year 1959-60 and 1960-61 is given in table VI. Excepting intermediate stage, the enrolment increased at all the stages of education. The decrease of enrolment at the

Table V—Number of Pupils by Types of Institutions

Type	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9
Arts and Science Colleges: (including Research Institutions and University Departments).	6,22,404	6,28,183	1,30,654	1,39,782	7,53,058	7,67,965	+14,907	+2.0
Colleges for Professional and Technical Education :								
Agriculture	9,333	10,601	90	103	9,423	10,704	+1,281	+13.6
Applied Arts and Architecture.	865	1,273	28	164	893	1,437	+544	+60.9
Commerce	26,382	27,403	630	783	27,012	28,186	+1,174	+4.3
Education (Teachers' Training).	28,087	33,381	15,268	17,354	43,355	50,735	+7,380	+17.0
Engineering	34,357	39,625	95	169	34,452	39,794	+5,342	+15.5
Forestry	563	626	..	..	563	626	+63	+11.2
Law	14,589	15,239	619	591	15,208	15,830	+622	+4.1
Medicine	27,435	30,225	6,590	7,799	34,025	38,024	+3,999	+11.8
Physical Education	1,030	1,107	285	299	1,315	1,406	+91	+6.9
Technology	1,395	1,797	71	162	1,466	1,959	+493	+33.6
Veterinary Science	4,967	5,158	33	32	5,000	5,190	+190	+3.8
Others	268	396	1	4	269	400	+131	+48.7
TOTAL	1,49,271	1,66,831	23,710	27,460	1,72,981	1,94,291	+21,310	+12.3

1	2	3	4	5	6	7	8	9
Colleges for Special Education :								
Home Science . . . . .	..	..	2,005	2,089	2,005	2,089	+84	+4.2
Music, Dancing and Other Fine Arts.	3,428	3,492	4,959	5,138	8,387	8,630	+243	+2.9
Oriental Studies	8,347	8,862	2,078	2,657	10,425	11,519	+1,094	+10.5
Sociology	787	775	175	182	962	957	-5	-0.5
Others	1,733	1,991	79	111	1,812	2,102	+290	+16.0
TOTAL	14,295	15,120	9,296	10,177	23,591	25,297	+1,706	+7.2
Schools for General Education:								
High/Higher Secondary	51,58,144	56,85,343	16,04,402	18,26,171	67,62,546	75,11,514	+7,48,968	+11.1
Middle	61,00,907	71,98,410	27,84,883	34,12,468	88,85,790	1,06,10,878	+17,25,088	+19.4
Primary	1,78,68,006	1,82,69,073	80,53,681	83,73,275	2,59,21,687	2,66,42,348	+7,20,661	+2.8
Pre-Primary	50,962	65,181	44,388	56,003	95,350	1,21,184	+25,834	+27.1
TOTAL	2,91,78,019	3,12,18,007	1,24,87,354	1,36,67,917	4,16,65,373	4,48,85,924	+32,20,551	+7.7

Table V—Number of Pupils by Type of Institutions—Contd.

1	2	3	4	5	6	7	8	9
Schools for Vocational and Technical Education:								
Agriculture	7,564	7,662	75	74	7,639	7,736	+97	+1.3
Commerce	97,408	95,422	17,161	17,015	1,14,569	1,12,437	-2,132	-1.9
Engineering	37,383	78,984	187	506	37,570	79,490	+41,920	+111.6
Forestry	154	170	..	..	154	170	+16	+10.4
Marine Training	1,867	1,561	..	..	1,867	1,561	-306	-16.4
Medicine & Vet. Science	4,126	3,799	6,004	6,264	10,130	10,063	-67	-0.7
Physical Education	2,392	2,487	370	375	2,762	2,862	+100	+3.6
Teachers' Training	67,191	84,147	21,785	26,355	88,976	1,10,502	+21,526	+24.2
Technical & Industrial	69,012	45,759	27,069	28,728	96,081	74,487	-21,594	-22.5
Others	2,025	1,933	17	33	2,042	1,966	-76	-3.7
TOTAL	2,89,122	3,21,924	72,668	79,350	3,61,790	4,01,274	+39,484	+10.9
Schools for Special Education:								
For the Handicapped	5,801	6,335	1,891	2,059	7,692	8,394	+702	+9.1
For Social Workers	3,728	3,439	646	638	4,374	4,077	-297	-6.8
Music & Dancing etc.	6,702	6,445	7,793	8,448	14,495	14,893	+398	+2.7
Oriental Studies	1,24,861	1,31,531	14,050	15,635	1,38,911	1,47,166	+8,255	+5.9
Reformatory	7,034	6,840	1,531	1,572	8,565	8,412	-153	-1.8
Social (Adult) Education	11,61,371	11,93,629	2,08,440	3,01,077	13,69,811	14,94,706	+1,24,895	+9.1
Others	6,241	6,613	4,882	5,390	11,123	12,003	+880	+7.9
TOTAL	13,15,738	13,54,832	2,39,233	3,34,819	15,54,971	16,89,651	+1,34,680	+8.7
GRAND TOTAL	3,15,68,849	3,37,04,897	1,29,62,915	1,42,59,505	4,45,31,764	4,79,64,402	+34,32,638	+7.7

PUPILS RECEIVING GENERAL EDUCATION 1960-61

POST GRADUATE



46,465



= 50,000

FIRST DEGREE



2,99,012



= 30,00,000

INTERMEDIATE



4,57,901

SECONDARY



1,09,42,293

PRIMARY



3,36,31,391

PRE-PRIMARY



1,78,642

Table VI—Number of Pupils in Institutions by Stages of Instruction

Stage	Boys		Girls		Total		Increase (+) or Decrease(—)	Percentage Increase (+) or Decrease (—)
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		
1	2	3	4	5	6	7	8	9
General Education:								
Pre-Primary	80,520	96,520	70,493	82,122	1,51,103	1,78,642	+ 27,629	+18·3
Primary	2,16,38,115	2,26,87,340	1,02,65,920	1,09,44,051	3,19,04,035	3,36,31,391	+ 17,27,356	+ 5·4
Middle	49,07,097	55,38,406	15,75,922	19,41,178	64,83,019	74,79,584	+ 9,96,565	+18·0
High/Higher Secondary	24,41,794	27,76,314	5,64,797	6,86,395	30,06,591	34,62,709	+ 4,56,118	+15·2
Intermediate	4,16,036	3,81,384	76,643	76,517	4,92,679	4,57,901	—34,778	—7·1
B.A./B.Sc.	1,96,927	2,35,633	52,439	63,379	2,49,366	2,99,012	+ 49,646	+19·9
M.A./M.Sc.	31,828	36,873	7,664	9,215	39,492	46,088	+ 6,596	+16·7
Post Graduate Dip.	257	365	15	12	272	377	+ 105	+38·6
Research	3,021	3,879	657	768	3,678	4,647	+ 969	+26·3
TOTAL	2,97,15,595	3,17,56,714	1,26,14,550	1,38,03,637	4,23,30,145	4,55,60,351	+ 32,30,206	+ 7·6
Professional Technical (Collegiate).	2,15,740	2,38,987	22,343	26,124	2,38,083	2,65,111	+ 27,028	+11·4
Special Education (Collegiate).	14,857	14,500	6,491	7,355	21,348	21,855	+ 507	+ 2·4
Vocational & Technical Education (School).	3,03,626	3,39,498	78,365	85,549	3,83,991	4,25,047	+ 41,056	+10·7
Social Adult Education	11,61,371	11,93,629	2,08,440	3,01,077	13,69,811	14,94,706	+ 1,24,895	+ 9·1
Special Education (School)	1,55,660	1,61,569	32,726	35,763	1,88,386	1,97,332	+ 8,946	+ 4·7
GRAND TOTAL	3,15,68,849	3,37,04,897	1,29,62,915	1,42,59,505	4,45,31,764	4,79,64,402	+ 34,32,638	+ 7·7

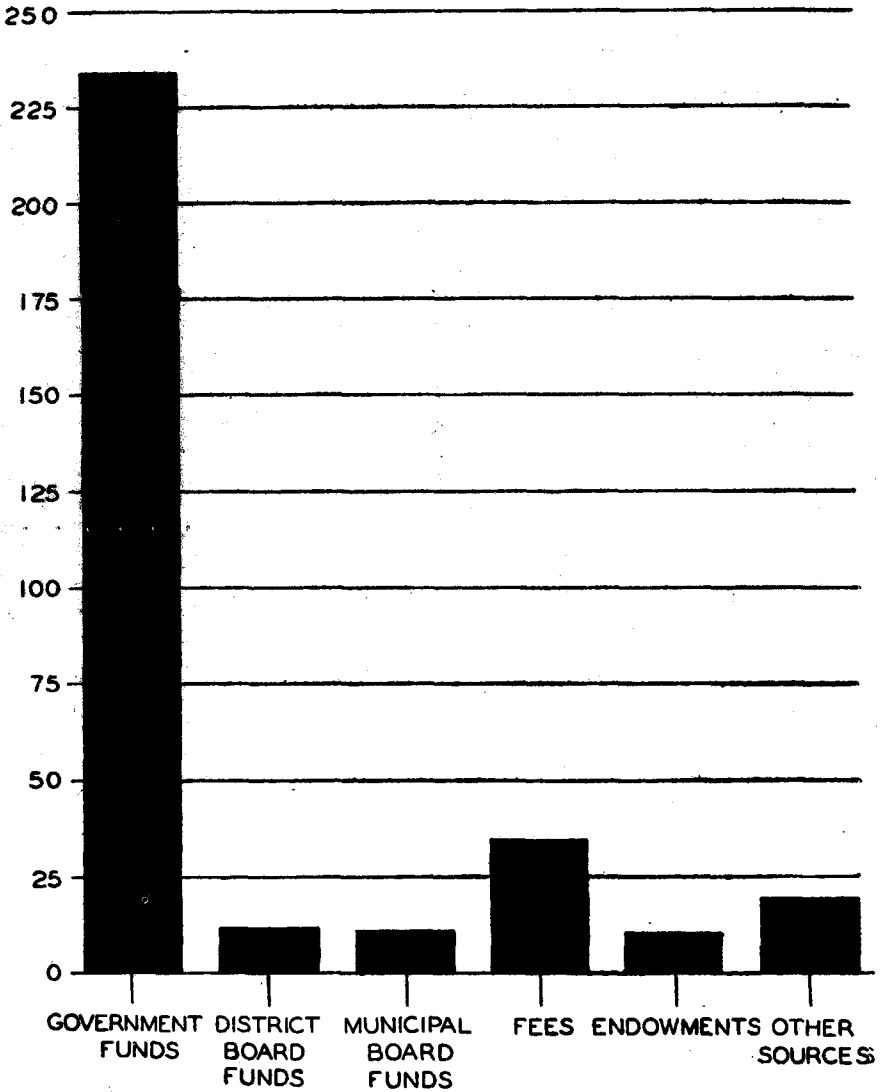
Table VII—Number of Pupils by States

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1959—60	1960—61	1959—60	1960—61	1959—60	1960—61	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	33,58,518	35,65,252	1,48,224	1,63,843	35,06,742	37,29,095	+2,22,353	+6.3
Assam	13,39,351	14,41,079	1,00,009	1,02,903	14,39,360	15,43,982	+1,04,622	+7.3
Bihar	37,79,042	41,36,176	3,21,944	3,66,504	41,00,986	45,02,680	+4,01,694	+9.8
Gujarat	23,66,890	24,91,580	3,50,799	3,80,197	27,17,689	28,71,777	+1,54,088	+5.7
Jammu & Kashmir	2,20,302	2,44,253	63,394	71,521	2,83,696	3,15,774	+32,078	+11.3
Kerala	30,48,057	32,09,756	1,24,559	1,19,826	31,72,616	33,29,582	+1,56,966	+4.9
Madhya Pradesh	21,55,863	22,99,237	2,50,422	2,73,980	24,06,285	25,73,217	+1,66,932	+6.9
Madras	40,31,108	43,10,553	1,30,597	1,41,590	41,61,705	44,52,143	+2,90,438	+7.0
Maharashtra	45,57,054	50,51,937	5,95,519	6,08,390	51,52,573	56,60,287	+5,07,714	+9.9
Mysore	24,71,274	25,86,402	2,93,016	3,07,287	27,64,290	28,93,689	+1,29,399	+4.7
Orissa	12,97,428	16,25,675	40,075	52,015	13,37,503	16,77,690	+3,40,187	+25.4
Punjab	16,19,631	16,84,067	4,07,898	4,71,618	20,27,529	21,55,685	+1,28,156	+6.3
Rajasthan	12,69,805	13,86,578	1,27,772	1,38,779	13,97,577	15,25,357	+1,27,780	+9.1
Uttar Pradesh	47,46,024	49,81,013	5,96,660	6,63,997	53,42,684	56,45,010	+3,02,326	+5.7
West Bengal	34,84,135	36,69,424	3,68,605	4,10,420	38,52,740	40,79,844	+2,27,104	+5.9
A. & N. Islands	5,210	6,011	140	164	5,350	6,175	+825	+15.4
Delhi	2,89,537	3,07,947	1,55,862	1,80,061	4,45,399	4,88,008	+42,609	+9.6
Himachal Pradesh	94,399	1,07,615	6,599	6,774	1,00,998	1,14,389	+13,391	+13.3
L. M. & A. Islands	3,255	3,508	469	601	3,724	4,109	+385	+10.3
Manipur	1,33,272	1,39,531	16,698	21,299	1,49,970	1,60,830	+10,860	+7.2
Nagaland . . . . .	..	47,635	..	..	..	47,635	+47,635	..
N.E.F.A.	6,462	7,155	..	..	6,462	7,155	+693	+10.7
Pondicherry	33,471	36,192	8,806	9,776	42,277	45,968	+3,691	+8.7
Tripura	1,07,538	1,27,176	6,071	7,145	1,13,609	1,34,321	+20,712	+18.2
TOTAL	4,04,17,626	4,34,65,752	41,14,138	44,98,650	4,45,31,764	4,79,64,402	+34,32,638	+7.7

EXPENDITURE ON EDUCATION BY SOURCES

1960-61

IN CRORES



Intermediate level was due to the change-over of a larger number of institutions to the higher secondary pattern and the three-year degree course. Of the total enrolment, 1.7 per cent students were receiving general education of collegiate standard and 0.6 per cent professional, technical and special education of the collegiate level. The break-up of the enrolment at the school level was as follows:—pre-primary stage 0.4 per cent, primary stage 70.1 per cent, middle stage 15.6 per cent, high/higher secondary stage 7.2 per cent and vocational, technical and special education of the school level 4.4 per cent.

The number of pupils from rural areas increased from 3,15,85,893 to 3,43,39,186 and constituted 71.6 per cent of the total enrolment, as against 70.9 per cent in the previous year. The position of enrolment in different types of institutions was as follows : Pre-Primary Schools 0.1 per cent, primary schools 63.0 per cent, secondary schools 84.5 per cent, professional and special schools 4.4 per cent and colleges and universities 1.0 per cent.

The State-wise distribution of the total enrolment for the years 1959-60 and 1960-61 is given in table VII. It will be seen that increase in enrolment was reported by all the States and Union Territories. Numerically, of all the States, Maharashtra reported the highest increase in enrolment (5,07,714), closely followed by Bihar (4,01,694) and Orissa (3,40,187). Jammu & Kashmir reported the lowest increase (32,078). Among the Union Territories, the highest and the lowest increases were reported by Delhi (42,609) and L.M. & A. Islands (385) respectively. On percentage basis, the highest increase among the States was reported by Orissa (25.4 per cent), followed by Jammu and Kashmir (11.3 per cent), Maharashtra (9.9 per cent), Bihar (9.8 per cent) and Rajasthan (9.1 per cent). In other States it ranged from 4.7 per cent in Mysore to 7.3 per cent in Assam. Among Union Territories, the highest percentage increase was reported by Tripura (18.2 per cent) and the lowest by Manipur (7.2 per cent)

Expenditure

During 1960-61 the total expenditure on all recognised institutions amounted to Rs. 344.38 crores, as against Rs. 300.40 crores in the previous year. This gives an increase of 14.6 per cent, as against an increase of 12.9 per cent in 1959-60. Of the total, Rs. 257.36 crores (74.7 per cent) constituted the direct expenditure that is the expenditure incurred on salaries of staff, recurring equipment and contingencies, etc. and the balance of Rs. 87.02 crores (25.3 per cent) indirect expenditure, that is the expenditure incurred on direction and inspection, buildings, scholarships, hostels etc. The corresponding figures for the previous year are : direct expenditure Rs. 227.63 crores and indirect expenditure Rs. 72.77 crores. Another break-up of the total expenditure is that it was Rs. 310.77 crores on institutions for boys and Rs. 33.61 crores on institutions for girls. The corresponding figures for the previous year are : expenditure on institutions for boys Rs. 270.11 crores and expenditure on institutions for girls Rs. 30.29 crores.

The distribution of the total expenditure according to sources from which it was met is given in Table VIII below :—

Table VIII—Expenditure on Education by Sources

Sources	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds	2,02,30,25,814	67·3	2,34,09,13,831	68·0
District Board Funds	10,24,71,168	3·4	11,83,36,226	3·4
Municipal Board Funds	9,46,76,892	3·2	10,65,78,153	3·1
Fees	52,69,70,102	17·5	59,02,58,393	17·2
Endowments	9,21,97,584	3·1	9,80,81,799	2·8
Other sources	16,46,27,463	5·5	18,96,32,738	5·5
TOTAL	3,00,39,69,023	100·0	3,44,38,01,140	100·0

The above table shows that the pattern of expenditure on education as met from different sources remained almost the same during the two years. The government continued to meet nearly two-thirds of the total expenditure, fees accounted for about one-sixth and the rest was shared by local boards and other sources. All the sources incurred larger amounts during the year and the increase was of the order of 15·7 per cent in the case of Government funds, 15·5 per cent from district board funds, 12·6 per cent from municipal board funds, 12·0 per cent from fees, 6·4 per cent from endowments and 15·2 per cent from other sources.

The distribution of expenditure according to heads of charge under direct and indirect expenditure for the years 1959-60 and 1960-61 is given in Table IX.

The total direct expenditure increased by Rs. 29·73 crores or by 13·1 per cent to Rs. 257·36 crores during the year. Of this, 21·2 per cent was incurred on universities and colleges, 0·9 per cent on boards, 26·9 per cent on high/higher secondary schools, 16·8 per cent on middle schools, 28·8 per cent on primary and pre-primary schools, 4·4 per cent on vocational and technical schools and 1·0 per cent on special education schools. It will be seen that the highest share (nearly three-fourths) of the direct expenditure was consumed by schools for general education. The increase in the expenditure, though unevenly distributed, was shared by all types of institutions except research institutions. High/higher secondary schools recorded the highest increase of Rs. 9·01 crores, followed by middle schools (Rs. 7·76 crores), Primary schools (Rs. 3·73 crores), arts and science colleges (Rs. 2·76 crores), professional colleges (2·69 crores), arts and vocational and technical schools (Rs 2·12 crores) and universities (Rs. 1·33 crores). On percentage basis, however, the highest increase was observed in the case of vocational and technical schools (22·8 per cent) followed by middle schools (22·1 per cent), professional colleges (20·5 per cent), special education colleges (18·3 per cent) and arts and science colleges (15·2 per cent). In other types of institutions, the increase was less than 15 per cent.

The indirect expenditure also increased from Rs. 72·77 crores to Rs. 87·02 crores, the rate of increase being 19·6 per cent. On percentage basis, the distribution of this expenditure over various items was as follows :— Direction and Inspection—8·1 per cent, Buildings—49·2 per cent, Scholarships & Stipends—23·0 per cent, Hostel charges—5·0 per cent and Miscellaneous—14·7 per cent. The expenditure on Buildings and Scholarships reported a significant increase of 26·4 per cent and 29·9 per cent respectively.

EXPENDITURE ON EDUCATION

(BY HEADS OF CHARGE)

1960-61

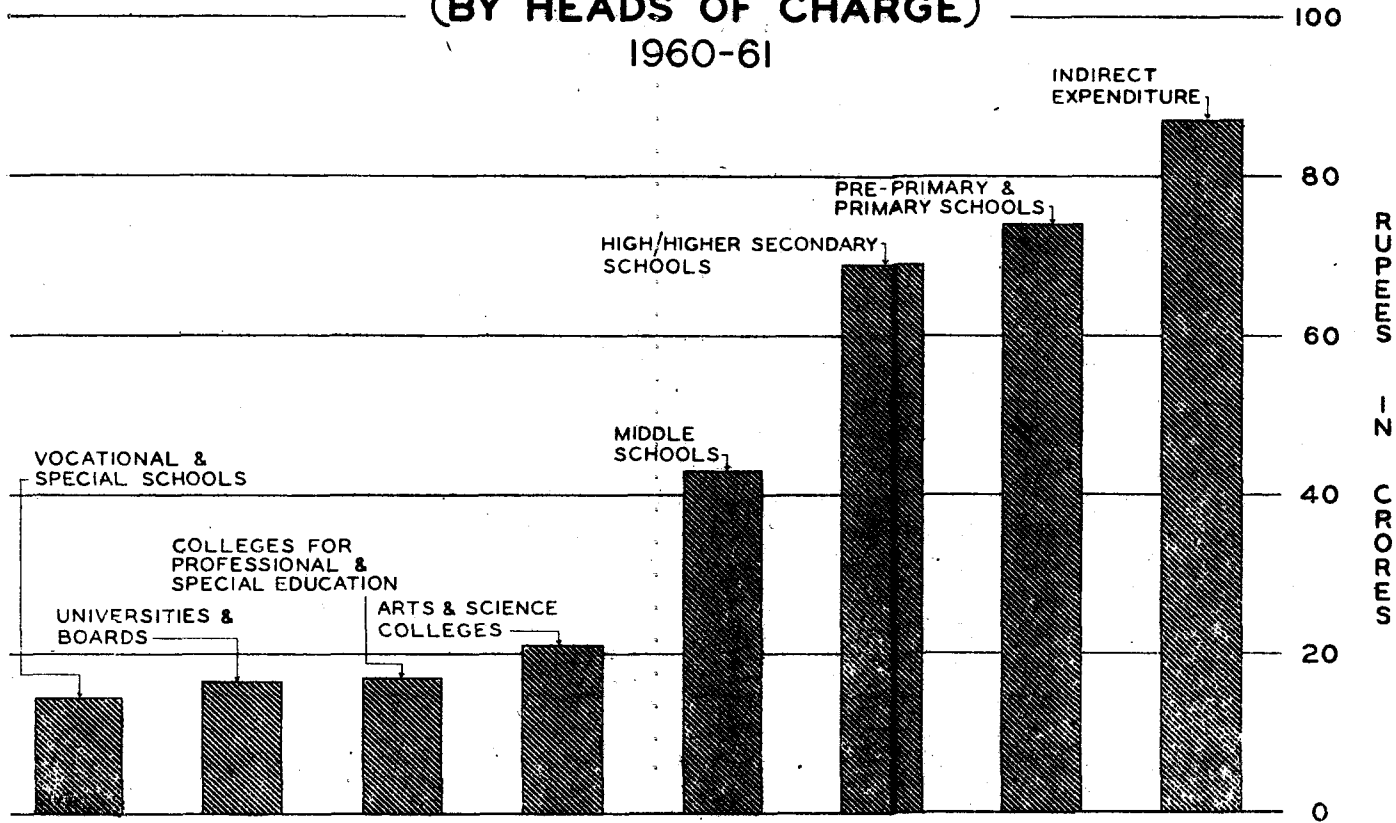


Table IX—Expenditure on Education According to Heads of Charges

HEADS OF CHARGE	1959-60	1960-61	Increase (+) or Decrease (—)	
			Amount	Per-centage
1	2	3	4	5
INDIRECT				
Universities	12,81,08,673	14,13,88,805	+1,32,80,132	+10·4
Boards of Secondary and/or Intermediate Education.	2,37,07,799	2,41,33,188	+4,25,389	+1·8
Research Institutions .	2,84,47,544	2,69,86,144	—14,61,400	—5·1
Arts and Science Colleges	18,15,50,775	20,91,52,724	+2,76,01,949	+15·2
Professional colleges .	13,11,84,212	15,80,40,866	+2,68,56,654	+20·5
Special Education Colleges	77,15,026	91,25,051	+14,10,025	+18·3
High/Higher Secondary Schools	59,90,31,253	68,91,17,389	+9,00,86,136	+15·0
Middle Schools	35,15,94,059	42,92,19,777	+7,76,25,718	+22·1
Primary Schools	69,71,42,290	73,44,61,273	+3,73,18,983	+5·4
Pre-Primary Schools . .	51,15,187	58,73,417	+7,58,230	+14·8
Vocational and Technical Schools	9,29,13,868	11,40,91,613	+2,11,77,745	+22·8
Social (Adult) Education	75,32,744	79,27,765	+3,95,021	+5·2
Special Education Schools	2,22,63,244	2,40,69,504	+18,06,260	+8·1
Total (Direct)	2,27,63,06,674	2,57,35,87,516	+29,72,80,842	+13·1
INDIRECT				
Direction and Inspection	6,44,08,382	7,01,22,599	+57,14,217	+8·9
Buildings	33,86,66,578	42,81,57,734	+8,94,91,156	+26·4
Scholarships	15,40,93,789	20,02,22,078	+4,61,28,289	+29·9
Hostel Charges	4,36,13,512	4,31,48,793	—4,64,719	—1·1
Miscellaneous	12,68,80,088	12,85,62,420	+16,82,332	+1·3
Total (Indirect)	72,76,62,349	87,02,13,624	+14,25,51,275	+19·6
GRAND TOTAL	3,00,39,69,023	3,44,38,01,140	+43,98,32,117	+14·6

Table X below gives the sourcewise distribution of indirect expenditure during 1959-60 and 1960-61.

Table X—Indirect Expenditure on Education By Sources

Source	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds	57,51,52,779	79.0	69,70,08,498	80.1
Local Board Funds	2,38,54,118	3.3	2,77,15,214	3.2
Fees	3,99,22,170	5.5	3,94,06,116	4.5
Endowments	3,47,63,923	4.8	3,66,59,654	4.2
Other Sources	5,39,69,359	7.4	6,94,24,142	8.0
TOTAL	72,76,62,349	100.0	87,02,13,624	100.0

The break up of direct expenditure on institutions under different managements is given in Table XI for the years 1959-60 and 1960-61 :—

Table XI—Direct Expenditure on Institutions by Management

Management	1959-60		1960-61		Percentage Increase (+) or decrease (-)
	Amount	Percentage	Amount	Percentage	
Government	64,73,73,579	28.4	73,27,19,356	28.5	+13.2
District Board	48,39,82,029	21.3	54,38,08,596	21.1	+12.4
Municipal Board	14,20,78,671	6.2	15,80,58,330	6.1	+11.2
Private Bodies : Aided	91,16,62,425	40.1	1,04,00,99,215	40.4	+14.1
Unaided	9,12,09,970	4.0	9,89,02,019	3.9	+8.4
TOTAL	2,27,63,06,674	100.0	2,57,35,87,516	100.0	+13.1

It will be seen that Government institutions, which formed 20.5 per cent of the total institutions, accounted for 28.5 per cent of the total direct expenditure. The institutions under the management of local boards, which were 46.3 % of the total, accounted for 27.2 per cent of the expenditure and the private institutions, which were 33.2 per cent of the total, claimed 44.3 per cent of the total expenditure.

It has been mentioned earlier that the Government expenditure on education was of the order of Rs. 228·18 crores during 1960-61. Table XII gives the distribution of this expenditure over various types of institutions. This table shows that primary schools received the largest proportion of 25·3 per cent of the total amount spent on education by Government, high/higher secondary schools accounted for 14·3 per cent of Government expenditure, middle schools (13·6 per cent), Universities, boards and colleges (12·4 per cent) and scholarships (7·9 per cent). Pre-primary schools, schools for vocational and special education, direction and inspection etc. accounted for the remaining expenditure.

The Statewise details of the total expenditure on education for the year 1959-60 and 1960-61 are given in table XIII. Among the States, Maharashtra reported the highest expenditure (Rs. 48·93 crores), followed by U. P. (Rs. 39·71 crores), West Bengal (Rs. 34·09 crores), Madras (Rs. 31·76 crores). In other States, it ranged from Rs. 2·04 crores in Jammu & Kashmir to Rs. 25·70 crores in Andhra Pradesh. Among Union Territories, Delhi with an expenditure of Rs. 10·13 crores was at the top and L.M. & A. Islands with an expenditure of Rs. 5·18 lakhs was at the other end.

Col(8) of table XIII shows that the increase in expenditure, although uneven, was shared by all the States and Union Territories. The highest increase was reported by Maharashtra (Rs. 8·09 crores), followed by U. P. (Rs. 3·84 crores), Bihar (Rs. 3·61 crores), Madhya Pradesh (Rs. 3·45 crores), Andhra Pradesh (Rs. 3·40 crores) and Madras (Rs. 3·38 crores). In other States, it varied from Rs. 20 lakhs in Jammu and Kashmir to Rs. 2·76 crores in Rajasthan. On percentage basis, however, the highest increase was reported by Rajasthan (27·9 per cent) and the least (6·5 per cent) by West Bengal.

Figures in columns (10)—(14) of table XIII give the percentage of expenditure on education met from different sources. Among the States, the Government contribution was the highest in Jammu and Kashmir, where it was 93·2 per cent. Other States, where Government met more than 75 per cent of the total expenditure, were Kerala (85·4 per cent), Rajasthan (84·7 per cent), Madhya Pradesh (81·6%), Orissa (76·3%), and Assam (75·7%). Government met 59·1 per cent of the total expenditure in U.P., where its share was the lowest among States. In Union Territories, the Government contribution was cent per cent in L.M. & A Islands and N.E.F.A. In others, it varied from 24·3 per cent in Himachal Pradesh to 98·0 per cent in Nagaland.

The share of the local boards in educational expenditure was not significant and varied from 0·3 per cent in Punjab and Rajasthan to 14·3 per cent in Andhra Pradesh. In Territories, however, it was significant in Himachal Pradesh (72·4) and Manipur (62·2%) where the administration of school education rested with the Territorial Council.

Table XII—Distribution of Government Expenditure on Education

Item	1959-60	Percentage of Total Exp.	1960-61	Percentage of Total Expenditure
	Amount		Amount	
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men	1,84,14,69,392	91·0	2,13,48,60,521	91·2
Institutions for Women	18,15,56,422	9·0	20,60,53,310	8·8
TOTAL	2,02,30,25,814	100·0	2,34,09,13,831	100·0
Universities	5,68,34,812	2·8	6,52,51,854	2·8
Board of Secondary and/or Intermediate Education.	2,81,561	0·0	1,93,598	0·0
Research Institutions	2,41,93,177	1·2	2,44,97,168	1·0
Arts and Science Colleges	6,81,48,022	3·4	8,20,57,133	3·5
Professional Colleges	9,14,96,442	4·5	11,17,33,930	4·8
Special Education Colleges	43,99,323	0·2	59,24,536	0·3
High Schools	28,79,88,797	14·2	33,10,31,894	14·1
Middle Schools	25,83,75,406	12·8	31,80,76,587	13·6
Primary Schools	56,31,20,637	27·8	59,12,21,812	25·3
Pre-Primary Schools	12,30,439	0·1	15,74,021	0·1
Vocational Schools	7,16,17,245	3·5	9,05,51,308	3·9
Special Education Schools	2,01,87,174	1·0	2,17,91,492	0·9
Direction and Inspection	6,20,06,396	3·1	6,80,42,466	2·9
Scholarships	14,09,88,913	7·0	18,57,65,624	7·9
Hostel Charges	1,33,01,977	0·7	1,38,08,463	0·6
Buildings	26,39,67,150	13·0	33,36,36,258	14·2
Miscellaneous	9,48,88,343	4·7	9,57,55,687	4·1
TOTAL	2,02,30,25,814	100·0	2,34,09,13,831	100·0

TABLE XIII—EXPENDITURE ON EDUCATION BY STATES 1960-61

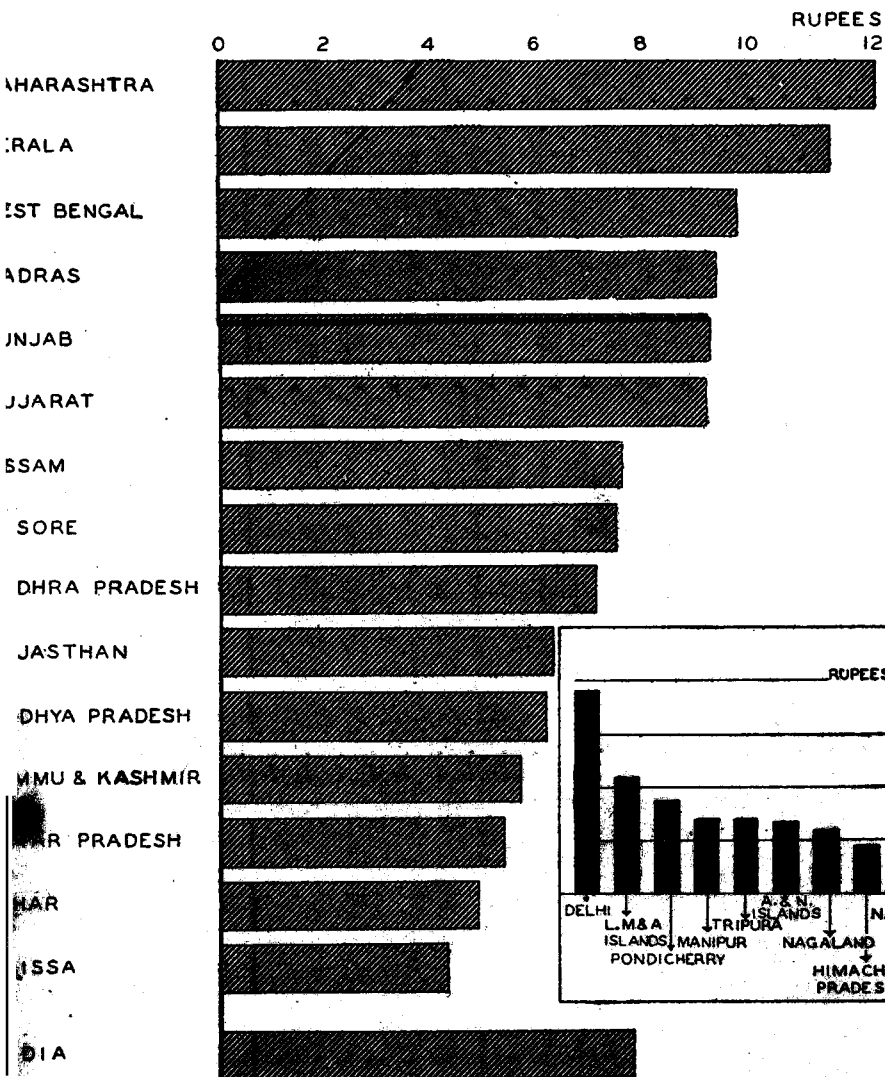
State/Territory	On Institutions for Boys		On Institutions for Girls		Total	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7
Andhra Pradesh	20,79,98,298	23,79,15,835	1,49,62,327	1,90,41,550	22,29,60,625	25,69,57,385
Assam	6,98,23,934	8,29,71,101	57,59,229	67,98,056	7,55,83,163	8,97,69,157
Bihar	17,67,96,306	21,03,35,037	1,28,93,325	1,54,45,510	18,96,89,631	22,57,80,547
Gujarat	15,15,64,229	16,87,44,088	1,76,91,880	2,08,91,123	16,92,56,109	18,96,35,211
Jammu & Kashmir.	1,56,18,796	1,69,66,067	28,12,155	34,75,856	1,84,30,951	2,04,41,923
Kerala	16,07,71,512	18,28,63,213	99,94,439	1,09,57,234	17,07,65,951	19,38,20,447
Madhya Pradesh	15,26,96,939	18,09,40,295	1,79,47,655	2,11,87,777	17,06,44,594	20,21,28,072
Madras	25,93,56,488	29,31,34,216	2,45,22,079	2,45,10,570	28,38,78,567	31,76,44,786
Maharashtra	36,18,79,297	44,30,67,734	4,65,54,733	4,62,48,601	40,84,34,030	48,93,16,335
Mysore	14,84,24,750	16,11,66,710	1,39,03,841	1,55,32,058	16,23,28,591	17,66,98,768
Orissa	5,93,36,594	7,10,80,708	28,89,526	35,28,149	6,22,26,120	7,46,08,857
Punjab	14,09,81,077	15,84,93,606	2,48,16,572	2,98,17,294	16,57,97,649	18,83,10,900
Rajasthan	8,99,96,110	11,60,91,398	91,71,070	1,06,98,959	9,91,67,180	12,67,90,357
Uttar Pradesh	32,25,39,245	35,87,12,575	3,61,89,100	3,83,73,421	35,87,28,345	39,70,85,996
West Bengal	28,00,61,863	29,89,45,300	4,00,10,464	4,19,20,306	32,00,72,327	34,08,65,606
A. & N. Islands	6,57,027	7,16,719	1,80,855	1,33,607	8,37,882	8,50,326
Delhi	6,95,31,316	7,70,66,196	2,01,84,503	2,42,04,393	8,97,15,819	10,12,70,589
Himachal Pradesh	79,95,514	1,13,02,983	4,16,769	4,46,494	84,12,283	1,17,49,477
L.M. & A. Islands	3,30,357	4,98,022	6,325	19,770	3,36,682	5,17,792
Manipur	67,29,824	1,00,47,658	5,28,334	9,34,758	72,58,158	1,09,82,416
Nagaland	..	42,97,567	..	..	..	42,97,567
N.E.F.A.	19,92,028	22,99,484	..	..	19,92,028	22,99,484
Pondicherry	36,41,648	56,82,721	5,36,168	7,34,054	41,77,816	64,16,775
Tripura	1,23,66,980	1,43,80,033	9,07,542	11,82,334	1,32,74,522	1,55,62,367
TOTAL	2,70,10,90,132	3,10,77,19,266	30,28,78,891	33,60,81,874	3,00,39,69,023	3,44,38,01,140

TABLE XIII—EXPENDITURE ON EDUCATION BY STATES 1960-61—(Contd.)

State/Territory	Increase (+) or Decrease (—)		Govt. Fund	Local Board Fund	Fees	Endowments	Other Sources	Average Annual cost per Pupil		Expenditure per Capita
	Amount	Percentage						1959-60	1960-61	
1	8	9	10	11	12	13	14	15	16	17
Andhra Pradesh	+3,39,96,760	+15.2	65.2	14.3	13.1	4.7	2.7	63.6	68.9	7.1
Assam	+1,41,85,994	+18.2	75.7	0.7	17.5	4.9	1.2	52.5	58.1	7.6
Bihar	+3,60,90,916	+19.0	70.8	2.1	19.3	1.3	6.5	46.3	50.1	4.9
Gujarat	+2,03,79,102	+12.0	66.8	6.6	19.8	0.8	6.0	62.3	66.0	9.2
Jammu & Kashmir	+20,10,972	+10.9	93.2	..	4.7	0.5	1.6	65.0	64.7	5.7
Kerala	+2,30,54,496	+13.5	85.4	0.0	9.8	0.2	4.6	53.8	58.2	11.5
Madhya Pradesh	+3,14,83,478	+18.4	81.6	4.0	8.4	1.2	4.8	70.9	78.6	6.2
Madras	+3,37,66,219	+11.9	68.7	12.3	12.9	10.3	0.7	68.2	71.3	9.4
Maharashtra	+8,08,82,305	+19.8	61.3	8.9	21.2	0.6	8.0	79.3	86.4	12.4
Mysore	+1,43,70,177	+8.9	72.0	..	12.4	0.5	11.5	58.7	61.1	7.5
Orissa	+1,23,82,737	+19.9	76.3	2.4	9.7	4.6	7.0	46.5	44.5	4.3
Punjab	+2,25,13,251	+13.6	70.1	0.3	19.2	7.0	3.4	81.8	87.4	9.3
Rajasthan	+2,76,23,177	+27.9	84.7	0.3	9.0	4.7	1.3	71.0	83.1	6.3
Uttar Pradesh	+3,83,57,651	+10.7	59.1	7.0	23.0	1.2	9.7	67.1	70.3	5.4
West Bengal	+2,07,93,279	+6.5	62.6	2.8	27.3	2.3	5.0	83.1	83.5	9.8
A. & N. Islands	+12,444	+1.5	97.4	..	0.9	..	1.7	156.6	137.7	13.4
Delhi	+1,15,54,770	+12.9	61.2	17.6	15.1	1.3	4.8	201.4	207.5	38.1
Himachal Pradesh	+33,37,194	+39.7	24.3	72.4	2.2	0.2	0.9	83.3	102.7	8.7
L.M. & A. Islands	+1,81,110	+53.8	100.0	..	..	..	..	90.4	126.0	21.5
Manipur	+37,24,258	+51.3	27.2	62.2	4.8	4.3	1.5	48.4	68.3	14.1
Nagaland	+42,97,567	..	98.0	..	0.2	..	1.8	..	90.2	11.6
N.E.F.A.	+3,07,456	+15.4	100.0	..	..	..	..	308.3	321.4	6.8
Pondicherry	+22,38,959	+53.6	80.5	..	5.3	2.7	11.5	98.8	139.6	17.4
Tripura	+22,87,845	+17.2	95.0	..	2.8	1.8	0.4	116.8	115.9	13.6
TOTAL	+43,98,32,117	+14.6	68.0	6.5	17.2	2.8	5.5	67.5	71.8	7.8

COST PER CAPITA (OF POPULATION) ON EDUCATION

1960-61



The contribution from fees to the educational expenditure varied from 4.7 per cent in Jammu & Kashmir to 27.3 per cent in West Bengal among the States and 0.2 per cent in Nagaland to 15.1 per cent in Delhi among the Territories.

Endowments and other sources met 12.0 per cent of the expenditure in Mysore, 11.6 per cent in Orissa, 11.0 per cent in Madras 10.9 per cent in U. P., and 10.4 per cent in Punjab. In other States their contribution was less than 10 per cent, the least (2.1 per cent) being in Jammu & Kashmir. In Territories, it ranged from 1.1 per cent in Himachal Pradesh to 14.2 per cent in Pondicherry.

The average amount spent on a pupil by educational administrations increased from Rs. 67.5 to Rs. 71.8 during the year. The expenditure was the highest in Punjab (Rs. 87.4) among the States and in N. E. F. A. (Rs. 321.4) among Territories and the lowest in Orissa (Rs. 44.5) and Manipur (Rs. 68.3) respectively.

The average *per capita* expenditure on education in different States is shown in col. (17) of table XIII. The All India average stood at Rs. 7.8. It, however, ranged from Rs. 4.3 in Orissa to Rs. 12.4 in Maharashtra among the States and from Rs. 6.8 in N.E.F.A. to Rs. 38.1 in Delhi among the Union Territories.

CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This Chapter deals with the main developments that took place during 1960-61 in (a) Educational Organisation, (b) Educational Services and (c) Direction and Inspection in the country.

Educational Organisation

At the Centre, a new division was created in the Ministry of Education on May 9, 1960, under the name of 'Research and Publications Division'. It was responsible, *inter alia*, for the promotion, coordination and publication of educational research and to look after the publications issued by the Ministry. 'The Central Hindi Directorate' was also established in the Ministry to carry out the activities in the field of Hindi education effectively. The work of the Social Welfare and Rehabilitation Directorate in the Ministry of Home Affairs was transferred to the Ministry of Education from January 4, 1960. Besides, the Ministry of Education also took over a considerable amount of work from the Ministry of Rehabilitation.

No major change occurred in the educational set up of the States except that in Jammu and Kashmir, the District Inspector of Leh was invested with administrative powers of the Deputy Director of Education to facilitate speedy execution of educational programmes in that far flung area.

Educational Services

The cadre of the State Educational Services continued to consist of two broad categories, namely, (i) State Educational Service divided into class I and class II and (ii) Subordinate Educational Service with different classes and scales of pay.

The total strength of the State Educational Services (including equivalent posts where such services did not exist) increased from 11,682 in 1959-60 to 12,924 during the year under report. Of these, 1,287 posts were in class I and 11,637 in class II. Their distribution is given in the table below.

Table XIV—Strength of State Educational Services According to Branches

Branches	Class I		Class II		Total
	Men	Women	Men	Women	
Direction and Inspection	282	25	990	137	1,434
Collegiate	820	51	6,462	915	8,248
School	58	6	2,313	571	2,948
Others	45	..	240	9	294
TOTAL	1,205	82	10,005	1,632	12,924

Of the total number of class I posts, nearly 64 per cent were filled by promotion, 23 per cent by direct recruitment and 6 per cent by officiating arrangements, while the remaining 7 per cent were held in abeyance. The corresponding percentages in case of class II posts were 49, 39, 6 and 6 respectively. The statewise distribution of these posts according to classes is given in table XV.

During the year, no major change was reported by the State Governments in the scales of pay of the different educational services.

Direction and Inspection

Due to expansion of education under the five year plans, the number of educational institutions has increased substantially. This has led to an increase in the work of direction and inspection of schools as well. In order, therefore, to cope with this work and to attend to the formulation of schemes under Third Five Year Plan, the direction and inspection staff in the States had to be strengthened. Accordingly, a number of new posts were created during the year.

The total expenditure on Direction and Inspection increased by Rs. 57,14,217 to Rs. 7,01,22,599 during the year and constituted about 2.0 per cent of the total expenditure on education. Of the total expenditure, 97.0 per cent was met from government funds, 2.7 per cent from local board funds and the balance from other sources.

Table XVI gives the distribution of the expenditure on Direction and Inspection for the years 1959-60 and 1960-61. It will be seen that the expenditure on this item increased in all the States except in Gujarat and Madras, where it decreased by 18.0 and 4.2 per cent respectively. The highest increase among the major States was reported by Maharashtra (Rs. 12.78 lakhs) which was followed by Uttar Pradesh (Rs. 9.65 lakhs), Mysore (6.88 lakhs), Bihar (Rs. 6.85 lakhs), Andhra Pradesh (Rs. 4.22 lakhs), Madhya Pradesh (Rs. 3.99 lakhs), Punjab (Rs. 3.71 lakhs), Kerala (Rs. 3.31 lakhs), Rajasthan (Rs. 2.97 lakhs) and Assam (Rs. 2.80 lakhs). In other States it was less than Rs. 2 lakhs. In Union Territories, the increase ranged from Rs. 1.71 lakhs in Himachal Pradesh to Rs. 2,663 in L. M. & A. Islands.

It will be seen from col. (8) of the table—XVI, that among the states the percentage of expenditure on Direction and Inspection to the total expenditure on Education ranged from 4.2 per cent in Jammu & Kashmir to 1.0 per cent in Gujarat. In Union Territories, this percentage varied from 13.3 in NEFA to 0.6 in Delhi.

The percentage of expenditure on Direction and Inspection borne by different agencies is shown in cols. (9) to (11) of table XVI. In a number of States and in all the Union Territories except Himachal Pradesh and Manipur, the entire expenditure on Direction and Inspection was met by government while in other States local boards and "other sources" also contributed towards meeting this expenditure. In Himachal Pradesh and Manipur, the contribution of the Territorial Councils was handsome.

Madhya Pradesh	I	200	10	210	23	3	26	153	6	159	14	1	15	10	..	10
	II	2,275	252	2,527	519	77	596	1,466	150	1,616	210	12	222	80	13	93
Madras	I	52	3	55	7	..	7	31	2	33	13	1	14	1	..	1
	II	246	36	282	22	6	28	165	17	182	42	12	54	17	1	18
Maharashtra	I	*173	10	183	69	5	74	55	5	60	23	..	23	26	..	26
	II	†698	66	764	335	26	361	225	38	263	55	2	57	83	..	83
Mysore	I	103	4	107	5	..	5	85	4	89	1	..	1	12	..	12
	II	367	46	413	41	..	41	258	45	303	2	..	2	66	1	67
Orissa	I	41	1	42	2	..	2	36	1	37	2	..	2	1	..	1
	II	473	37	510	389	24	413	64	13	77	7	..	7	13	..	13
Punjab	I	46	11	57	7	2	9	33	9	42	..	..	..	6	..	6
	II	247	90	337	59	16	75	156	53	209	..	12	12	32	9	41
Rajasthan	I	3	..	3	..	..	..	3	..	3	..	..	..	..	..	..
	II	1,618	256	1,874	999	164	1,163	619	92	711	..	..	..	..	..	..
Uttar Pradesh	I	74	8	82	31	4	35	38	4	42	1	..	1	4	..	4
	II	249	39	288	125	12	137	61	9	70	56	17	73	7	1	8
West Bengal	I	181	7	188	64	5	69	89	2	91	17	..	17	11	..	11
	II	980	160	1,140	457	91	548	351	49	400	124	13	137	48	7	55
A. & N. Islands	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	I	4	..	4	2	..	2	..	..	..	..	..	..	2	..	2
	II	137	95	232	45	31	76	43	36	79	43	21	64	6	7	13
Himachal Pradesh	I	12	..	12	7	..	7	2	..	2	3	..	3	..	..	..
	II	28	1	29	3	1	4	14	..	14	3	..	3	8	..	8
L. M. & A. Islands	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	I	2	..	2	2	..	2	..	..	..	..	..	..	..	..	..
	II	59	2	61	41	1	42	17	1	18	..	..	..	1	..	1

Table XV—State Educational Service—Class I and II—(Contd.)

State/Territory	Total Number of Posts			Number of Posts held by									No. of Posts vacant or held in Abeyance		
				Direct Recruitment			Promoted Officers			Officiating Hands					
	Men	Women	All persons	Men	Women	All Persons	Men	Women	All Persons	Men	Women	All Persons	Men	Women	All Persons
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Class														
Nagaland	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	..	..	..	..	..	..	..	..	..	..	..	..	..	..
N. E. F. A.	I	1	1	2	1	1	..	1	1	..	..	..	..	..	..
	II	17	1	18	8	1	9	9	9	..	..	..	..	..	..
Pondicherry	I	..	..	3	2	..	2	1	..	1	..	..	..	..	..
	II	3	..	3	2	..	2	1	..	1	..	..	..	..	..
Tripura	I	3	..	3	1	1	2	..	2	..	..	1	..	..	..
	II	109	2	111	46	1	47	29	1	30	1	..	1	33	33
INDIA	I	1,205	82	1,287	280	20	300	738	60	818	76	2	78	91	91
	II	10,005	1,632	11,637	3,985	637	4,622	4,866	820	5,686	582	93	675	572	654

*3 Women were holding men's posts.

†1 Woman was holding a man's post.

Table XVI—Expenditure on Direction and Inspection

State/Territory	Expenditure						Percentage of Total expenditure on Education 1960-61	Percentage of Expenditure on Direction and Inspection (1960-61) met from		
	On Direction		On Inspection*		Total			Govt. Funds	Local Board Funds	Other Sources
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61				
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	10,25,301	8,79,041	42,22,255	47,90,193	52,47,556	56,69,234	2.2	100.0	..	..
Assam	4,75,440	5,34,079	20,41,078	22,62,419	25,16,518	27,96,498	3.1	99.8	0.2	..
Bihar	8,67,331	6,95,763	66,32,974	74,89,825	75,00,305	81,85,588	3.6	97.2	1.2	1.6
Gujarat	4,99,816	3,59,376	17,79,265	15,08,417	22,79,081	18,67,793	1.0	98.8	1.2	..
Jammu & Kashmir	2,02,950	2,28,205	5,39,400	6,34,413	7,42,350	8,62,618	4.2	100.0	..	..
Kerala	18,75,864	20,78,274	26,00,338	27,29,295	44,76,202	48,07,569	2.5	100.0	..	..
Madhya Pradesh	12,02,799	8,89,471	28,16,687	35,29,192	40,19,486	44,18,663	2.2	99.9	0.1	..
Madras	9,97,868	10,04,290	40,57,450	38,38,099	50,55,318	48,42,389	1.5	90.5	9.5	..
Maharashtra	12,56,840	15,69,215	36,80,468	46,45,855	49,37,308	62,15,070	1.3	99.7	0.3	..
Mysore	8,48,504	11,70,217	29,90,117	33,56,760	38,38,621	45,26,977	2.6	100.0	..	..
Orissa	3,81,099	3,05,473	11,72,242	13,60,449	15,53,341	16,65,922	2.2	100.0	..	..
Punjab	17,57,126	13,13,935	22,49,676	30,64,295	40,06,802	43,78,230	2.3	98.9	..	1.1

Table XVI—Expenditure on Direction and Inspection—(Contd.)

1	2	3	4	5	6	7	8	9	10	11
Rajasthan	12,14,181	13,19,055	16,29,632	18,21,967	28,43,813	31,41,022	2.5	100.0	..	..
Uttar Pradesh	35,79,694	31,50,720	54,37,216	68,31,410	90,16,910	99,82,130	2.5	93.0	7.0	..
West Bengal	10,60,301	9,60,095	25,72,646	27,92,965	36,32,947	37,53,060	1.1	98.7	1.3	..
A. & N. Islands	25,461	37,224	844	16,245	26,305	53,469	6.3	100.0	..	..
Delhi	4,18,278	4,52,630	4,33,543	1,97,612	8,51,821	6,50,242	0.6	100.0	..	..
Himachal Pradesh	37,358	1,30,639	2,05,077	2,82,798	2,42,435	4,13,437	3.5	5.1	94.9	..
L. M. & A. Islands	4,360	3,107	10,579	14,495	14,939	17,602	4.0	100.0	..	..
Manipur	†4,38,306	†5,41,743	..	..	4,38,306	5,41,743	4.9	71.7	28.3	..
Nagaland . . . . .	..	..	..	1,51,347	..	1,51,347	3.3	100.0	..	..
N.E.F.A.	2,21,110	2,42,310	63,545	64,110	2,84,655	3,06,420	13.3	100.0	..	..
Pondicherry	76,982	99,227	24,240	24,717	1,01,222	1,23,944	1.9	100.0	..	..
Tripura	2,72,596	2,71,014	5,09,545	4,80,618	7,82,141	7,51,632	4.8	100.0	..	..
INDIA	1,87,39,565	1,82,35,103	4,56,68,817	5,18,87,496	6,44,08,382	7,01,22,599	2.0	97.0	2.7	0.3

*Includes expenditure on Direction of Girl's Education.

†Includes Expenditure on Inspection also.

CHAPTER III

PRIMARY EDUCATION

An appraisal of the progress made in the field of Primary education by the end of the year under review, which was also the last year of the Second Five Year Plan, revealed all-round progress in this sector. The number of primary schools registered an increase of 20 per cent (from 2.78 lakhs in 1955-56 to 3.30 lakhs in 1960-61) and the enrolment in classes I-V rose by nearly 40 per cent (from 251.7 lakhs in 1955-56 to 349.94 lakhs in 1960-61) during the plan period. The number of training institutions for primary teachers increased by three-fourths. This led to an improvement in the percentage of trained teachers from 61 to 64.

On the basis of the progress made during the Second Plan in the field of primary education, schemes for the Third Five Year Plan were formulated during the year under report. The provision of universal, free and compulsory primary education in the country was envisaged as the most crucial Programme in the Third Five Year Plan of Education. As a preliminary to the successful implementation of this programme, three important steps were taken by the Central Government during the year :

(i) *Publication of the report on Educational Survey.*—The report on Educational Survey was published during the year. It revealed that about 29 per cent of the rural habitations and about 17 per cent of the rural population were without schooling facilities and the country will need nearly 1 lakh additional primary schools to provide a school within easy walking distance from the home of the child. The report identified places where new schools might be started so that with opening of minimum number of schools maximum population might be served.

(ii) *Model Legislation on Compulsory Primary Education.*—The Delhi Primary Education Act based on the model legislation, prepared during the previous year was passed by Parliament during the year under report and it was brought into force on 2nd October, 1960. The State governments were advised to examine their existing laws in the light of this Act. By the end of the year, Andhra Pradesh and Punjab passed similar Acts, while other State governments were examining the matter.

(iii) *Seminars.*—To orientate the officers of the State Education Departments for the successful implementation of the programme of compulsory primary education during the Third Plan, four regional seminars were organised, at Mangalore, Mahabaleshwar, Puri and Chandigarh. Seminar officers from all States and Union Territories took part in these seminars.

A scheme of research study on an all-India scale in the problem of wastage and stagnation was prepared. The scheme envisaged the investigation of about ten thousand cases of wastage and stagnation in every State with a view to ascertaining at first hand (i) the causes of children leaving school before completion of the primary course; (ii) concrete measures that might prevent or at least reduce, such premature leaving of schools; and (iii) financial implications of such measures. The scheme also envisaged the study of wastage and stagnation among special groups, such as tribal people, girls and backward classes.

The Ministry of Education initiated a special scheme for the promotion of children's literature during the Second Five Year Plan. Under this scheme the following two programmes were adopted:—

- (a) *National Annual Prize Competition for Children's Books*.—In the sixth competition held during the year, five prizes of Rs. 1,000 each and twenty-three prizes of Rs. 500 each were awarded for books in different regional languages.
- (b) *Sahitya Rachanalayas*.—In order to train potential authors of children's books, *Sahitya Rachanalayas* were conducted every year since 1955-56. The actual organisation of *Rachanalayas* was left to the State governments. In each *Rachanalaya*, a number of authors of children's books were brought together for a period of six weeks and given orientation in the production of children's literature. During 1960-61, administrative approvals were issued to the State governments of Madhya Pradesh, Orissa, Rajasthan and West Bengal for organising *Sahitya Rachanalayas* at an expenditure not exceeding Rs. 11,000 each.

The Government of India sanctioned a loan of Rs. 7 lakhs to the Children's Book Trust, New Delhi in order to help the Trust to put up a building and set up a press for the printing of children's books.

A centrally sponsored scheme for the improvement of the teaching of science in primary schools was approved as a pilot project by the Government of India in 1959. It provided for the appointment of Science Consultants in the states with the object of making the teaching of science in primary schools more effective. Under the scheme, the Government of India bore the entire expenditure upto a ceiling of Rs. 4,000 non-recurring and Rs. 11,580 per year recurring per consultant unit. During 1960-61, Rs. 74 thousands were sanctioned for this purpose to eight states.

A brief account of the activities of State Governments in the field of Primary Education is given below :—

Andhra Pradesh

1,832 new Elementary schools were opened during the year. Sanction was accorded for the construction of 40 residential quarters for women teachers in Primary schools.

Assam

To facilitate orientation of primary schools to basic pattern, training centres were organised to train inspecting officers and teachers. Each training course was of 15 days' duration.

Bihar

Free and compulsory primary education was introduced in 40 blocks of the State with effect from June, 1960.

For proper and systematic teaching of science in primary and middle schools, the State Government sanctioned a sum of Rs. 35,953 for conducting a short training course for elementary school teachers during the summer vacations.

For the promotion and development of Primary Education in the State, a grant of Rs. 7,99,920 was sanctioned for the training of untrained teachers and another grant of Rs. 15 lakhs was given for the construction of 600 residential quarters for women teachers.

Gujarat

In the Saurashtra region, Rs. 10 lakhs were spent for the construction of school buildings.

A sum of Rs. 21.47 lakhs was paid to the District School Boards in the State for the revision of pay scales of primary school teachers.

For the training of primary school teachers ten seminars of 15 days' duration each were organised.

Kerala

Hindi was introduced as a compulsory language in Standard VI and English in Standard V.

Sixty teachers participated in the seminar of primary school teachers held at the Basic Training College, Ramavarmapuram from 13th to 17th September, 1960.

Madhya Pradesh

The total number of Primary schools decreased from 25,110 in 1959-60 to 25,044 in 1960-61 due to the conversion of some of them into Middle and Junior Basic schools.

All villages having a population of 500 and more were provided with schools.

Madras

The revised syllabus, for the integrated elementary course of seven years' duration (instead of the present eight-year course) was introduced in standard V of non-basic elementary and secondary schools.

To improve the equipment of secondary grade teachers teaching English in Elementary Schools, the Government organised, with the assistance of the British Council, an English language teaching campaign in which the teachers were trained in the most up-to-date methods of teaching English. After training, the teachers were turned into teams of tutors to provide similar training to other teachers. During the year, three training centres were opened, at Coimbatore, Virudhunagar and Trichirapalli in which 26 primary courses were conducted and 933 graduate teachers were trained.

The Science Consultant conducted seminars and workshops for the benefit of Elementary school teachers for improving the teaching of science in elementary schools.

Forty-seven school improvement conferences were held in various parts of the State during the year.

Maharashtra

The compulsory Primary education for the age-group 7-10 was completed by the end of 1959-60 and extended to the age-group 7-11 during this year. 868 additional teachers were sanctioned for the scheme.

In Vidarbha, grants were paid to the private Primary schools for building and equipment. In the case of the Primary schools run by the Government as many as 300 classrooms were currently under construction.

Mysore

A uniform Compulsory Education Act was passed to replace the varying systems of compulsory education in vogue in the different integrated areas of the State. As a preliminary step for the introduction of this scheme during the Third Plan an enumeration of the children in the age group 5-7 was conducted in February, 1961.

Seminars for primary school teachers were organised at each District headquarters in each of which 50 teachers participated. The new integrated primary school curriculum was the main topic of discussion at the seminars. The syllabus under the integrated curriculum was introduced in standards I and II during the year.

Orissa

Primary schools managed and aided by the District Boards were provincialised with effect from 1-1-1961.

In order to expand facilities for primary education and to reduce overcrowding, an additional quota of 1,000 teachers was sanctioned by the Government of India under the educated unemployment relief scheme. Moreover, 400 school mothers were trained at 14 centres in the State. A State-wise enrolment drive was organised very successfully during the 3rd week of May, 1960.

With a view to improving the supply of trained teachers to primary schools, the following steps were taken:—

- (a) The existing intake capacity of 25 elementary training schools was increased from 30 to 50.
- (b) Fifteen training centres were opened at 15 different high schools in the State for imparting one-year condensed course training to untrained primary school teachers having more than five years' experience and to fresh candidates who passed Class IX.
- (c) Construction of buildings for 21 elementary training schools was taken up and a grant of Rs. 82,000 received from the Government of India was utilised on the supply of equipment and furniture to these schools.
- (d) The value of the stipends given to pupil-teachers in elementary training schools was increased from Rs. 20 to Rs. 25 with effect from 1-7-60.

Punjab

With the passage of the Compulsory Primary Education Act, preliminary arrangements for the introduction of free and compulsory education in the State were taken in hand. A sample survey about the number of children in the relevant age-group was conducted.

Rajasthan

Under the scheme to relieve educated unemployment, 1,400 primary schools were opened in rural areas in the State. A sum of Rs. 62,000 was sanctioned to provide equipment and furniture to primary schools.

Uttar Pradesh

In this state, all Primary schools are Junior Basic schools. During the year 2,034 new Primary schools were established and the total enrolment in Primary schools registered an increase of nearly 2 lakhs of children. Special attention was paid to the expansion of girls' education at this stage.

The number of schools and enrolment increased in both urban and rural areas under compulsion.

West Bengal

Under a phased programme to provide schooling facilities to school-less villages, 521 additional primary schools were sanctioned.

In order to improve science teaching at the elementary stage, a pilot project was taken up and a Science Consultant was appointed.

Andaman and Nicobar Islands

Furniture and equipment worth Rs. 11,770 was supplied to needy primary schools. Craft activity was introduced in one form or the other in almost all primary schools.

Delhi

For the introduction of universal, free and compulsory education for all children in the age-group 6-11, the Delhi Primary Education Act, 1963, was brought on the Statute Book.

Himachal Pradesh

To meet the shortage of trained teachers, a basic teacher training school was opened.

L. M. & A. Islands

In view of the dearth of trained teachers in the Islands, it was felt necessary to provide incentives to attract suitable candidates from the mainland to work as teachers in the Islands. Accordingly, the scales of primary school teachers were revised. The new scales are as under :—

- (i) Matric Trained—Rs. 118—4—170—EB—5—200—EB—5—225.
- (ii) Non-Matric Trained—Rs. 110—3—131—4—155—EB—4—175—5—180.
- (iii) Non-Matric untrained—Rs. 80—1—85—2—95—EB—3—110.

The teachers recruited from the mainland working in Island schools were paid 40% of their basic pay over and above the revised scales of pay and allowances.

Manipur

The scales of pay of primary school teachers working in schools under the Government and Territorial Council were revised as follows :—

	Previous Scale	Revised Scale
(i) Non-Matric, untrained	Rs. 30—1—40	Rs. 40—1—60
(ii) Non-Matric, Guru/Basic trained	Rs. 35—1—45	Rs. 50—1—65
(iii) Non-Matric Normal passed	Rs. 35—1—45	Rs. 55—1—70—2½— 75.
(iv) Matriculate untrained	Rs. 35—1—45	Rs. 50—1—65
(v) Matriculate, Guru/Basic trained	Rs. 35—1—45	Rs. 55—1—70—2½— 75.

Ninety per cent deficit grants were given to all aided primary schools according to revised scales of pay. A number of measures were taken for the improvement of instruction in primary schools. Teaching aids and appliances were provided, orientation seminars were conducted and educational charts were displayed on the school walls. Fifty more school mothers were appointed.

Pondicherry

Under the programme for the expansion of primary education, 29 new primary schools and 72 additional classes were opened with necessary staff and equipment.

Tripura

Under the tribal welfare scheme, 6 new primary schools were started. Craft was introduced in 40 primary schools.

Short course training of elementary school teachers was organised by the Tripura Territorial Council. Seminars were organised at 20 centres and 15 untrained teachers participated in each. Also, a short training course in nature study and general science was conducted for 40 teachers.

System of School Classes

With the exception of Laccadive, Minicoy and Amindive Islands where according to the new scheme, the duration of primary stage was reduced from 5 years to 4 years, the scheme of school classes continued to be the same as in the previous year. The duration of the primary course, however, differed from State to State and in case of 3 States, viz., Gujarat, Maharashtra and Mysore, it was different from region to region. In Pondicherry also, the scheme of school classes varied between French, English and Tamil schools. The duration of the primary course was 5 years in most of the States and 4 years in others.

The names of the classes comprising the primary stage and the duration of the course are indicated in table XVII.

Table XVII—System of School Classes at Primary Stage

State	Name of Classes	Duration (years)
1	2	3
Andhra Pradesh	I, II, III, IV and V	5
Assam	A, B, I, II and III	5
Bihar	I, II, III, IV and V	5
Gujarat		
(i) Gujarat Region	I, II, III and IV	4
(ii) Saurashtra Region	I, II, III and IV	4
(iii) Kutch Region	Infant, I, II, III and IV	5
Jammu & Kashmir	I, II, III, IV and V	5
Kerala	Standards I, II, III and IV	4
Madhya Pradesh	I, II, III, IV and V	5
Madras	Classes I to V of Secondary Schools and Standards I to V of Elementary Schools	5
Maharashtra—		
(i) Erstwhile Bombay State	I, II, III and IV	4
(ii) Erstwhile Madhya Pradesh (Vidarbha Region)	I, II, III and IV	4
(iii) Erstwhile Hyderabad Area (Marathwada Region).	Inf., I, II, III and IV	5
Mysore—		
(i) Erstwhile Mysore State area—		
(a) In Civil areas and Bellary District	I, II, III, IV and V	5
(b) Other areas	Classes I, II, III and IV	4
(ii) Erstwhile Bombay State	I, II, III and IV	4
(iii) Erstwhile Madras and Coorg Area	I, II, III, IV and V	5
(iv) Erstwhile Hyderabad Area	Infant, I, II, III and IV	5
Orissa	I, II, III, IV and V	5
Punjab	I, II, III, IV and V	5
Rajasthan	I, II, III, IV and V	5
Uttar Pradesh	I, II, III, IV and V	5
West Bengal	I, II, III and IV	4
A. & N. Islands	I, II, III, IV and V	5
Delhi	I, II, III, IV and V	5
Himachal Pradesh	I, II, III, IV and V	5
L. M. & A. Islands	Standards I, II, III and IV.	4
Nagaland	A, B, I and II	4
Manipur	A, B, I and II	4
N.E.F.A.	A, B, I, II and III	5
Pondicherry	English Schools Infant, Standard I, II, III and IV	5
Tripura	I, II, III, IV and V	5

Administration and Control

Primary schools continued to be under the administration of any of the three agencies, namely (i) Government—Central or State; (ii) Local Boards including District Boards, Municipal Boards, Territorial Councils, Cantonment Boards, Notified Area Committees, *Panchayat Samitis* and *Zila Parishads*, etc.; (iii) Private organisations—aided or unaided. Among the States, the majority of primary schools were controlled by local boards in 8 States, by State Governments in 4 States and by private bodies in 3 States. In the Union Territories and other areas, the major controlling authorities were the Government and the local boards only. However the private primary schools were everywhere subject to Government supervision which was exercised through periodic inspections etc.

Schools

On 31st March, 1961, there were 3,30,399 primary (including junior-basic) schools in India as against 3,19,070 schools on the same date during the previous year. This gives an increase of 11,329 schools or 3.6 per cent, as compared to an increase of 5.8 per cent during the previous year. Of the total, 3,10,570 schools (or 94.0 per cent) were either co-educational institutions or meant for boys and 19,829 schools for girls.

The distribution of primary schools according to managements is given in Table XVIII below :

Table XVIII—Number of Primary Schools by Management

Management	1959-60		1960-61	
	Number	Percentage	Number	Percentage
Government	70,533	22.1	72,380	21.9
District Boards	1,68,638	52.8	1,75,534	53.1
Municipal Boards	9,217	2.9	9,291	2.8
Private Bodies—				
Aided	66,657	20.9	69,200	21.0
Unaided	4,025	1.3	3,992	1.2
TOTAL	3,19,070	100.0	3,30,399	100.0

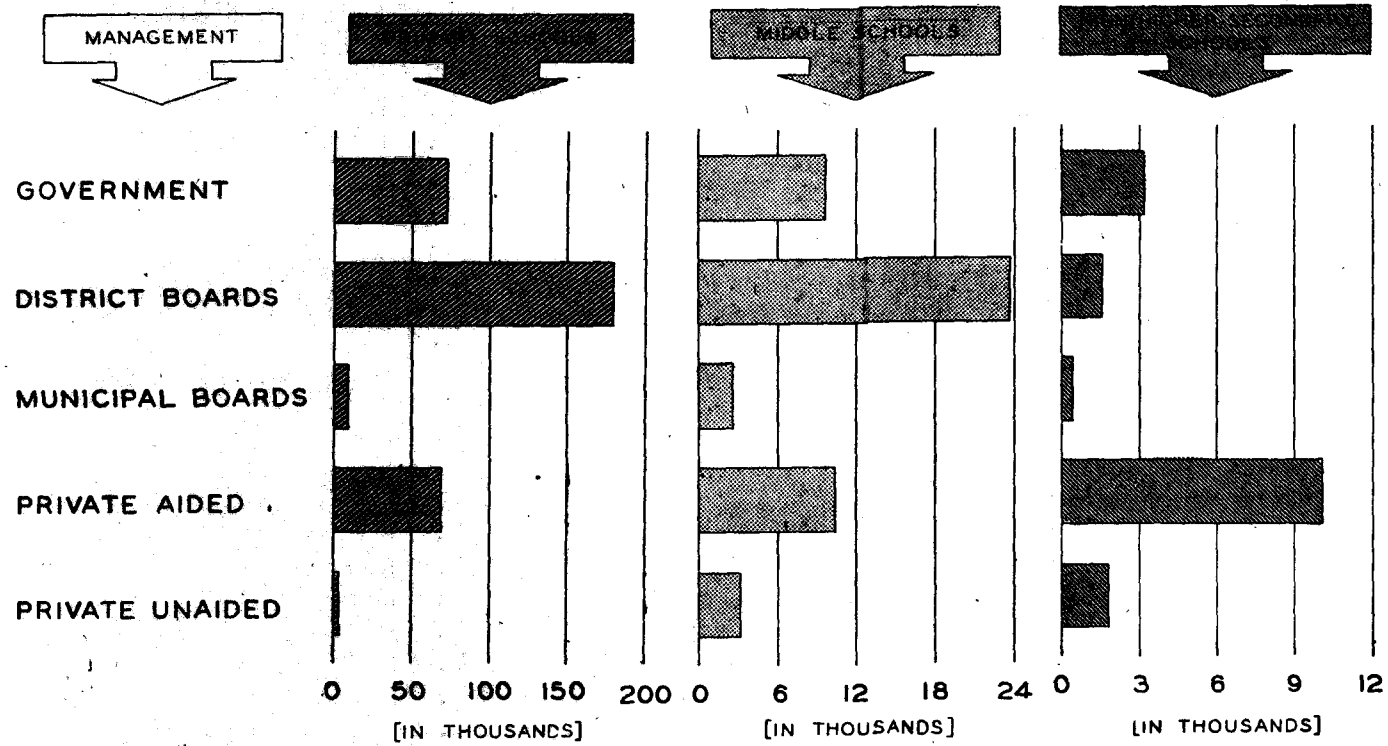
The number of primary schools increased under all managements except those under private unaided bodies. The percentage of increase in schools under district boards and municipal boards was 4.1 and 0.8 respectively. The corresponding percentage increases for the previous year were 20.6 and 10.5. The schools managed by Government and private aided bodies also increased by 2.6 per cent and 3.8 per cent respectively, as against a decrease of 12.4 per cent and 1.7 per cent in these schools during the previous year. The private unaided schools however reported a nominal decrease of 0.8 per cent as against an increase of 8.5 during the previous year.

The number of primary schools in rural areas increased from 2,87,909 in 1959-60 to 3,00,762 in 1960-61. The schools constituted 91.0 per cent of the total number of schools in the country during the year under report, as against 90.2 per cent during the previous year.

The Statewise distribution of primary schools during 1959-60 and 1960-61 is given in Table XIX. It will be seen that the increase in the number of schools was reported by all the States except Mysore where a large decrease was reported due mainly to reclassification.

SCHOOLS BY MANAGEMENT

1960-61



Number of Primary Schools by States

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (-)		Percentage of Primary Schools (1960-61) Managed by				
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage	Government	District Boards	Municipal Boards	Private Bodies	
												Aided	Un-aided
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	32,122	33,613	434	427	32,556	34,040	+ 1,484	+ 4.6	12.2	78.5	3.1	6.1	0.1
Assam	14,344	15,310	671	669	15,015	15,979	+ 964	+ 6.4	9.5	78.9	..	2.7	8.9
Bihar	31,510	33,094	4,091	4,229	35,601	37,323	+1,722	+ 4.8	0.3	26.4	2.6	69.0	1.7
Gujarat	11,144	11,744	277	288	11,421	12,032	+ 611	+ 5.3	4.1	85.9	2.6	4.9	2.5
Jammu & Kashmir	2,237	2,314	517	545	2,754	2,859	+ 105	+ 3.8	99.6	..	..	..	..
Kerala	6,813	6,968	19	24	6,832	6,992	+ 160	+ 2.3	42.5	..	..	57.4	0.1
Madhya Pradesh	25,678	25,936	1,801	1,845	27,479	27,781	+ 302	+ 1.1	60.2	34.9	1.7	2.8	0.4
Madras	23,516	23,711	..	..	23,516	23,711	+ 195	+ 0.8	6.2	64.3	3.6	25.7	0.2
Maharashtra	23,141	24,614	1,099	804	24,240	25,418	+ 1,178	+ 4.9	22.4	62.1	4.9	9.8	0.8
Mysore	22,416	20,220	1,227	882	23,643	21,102	- 2,541	-10.7	63.8	12.8	0.8	22.6	..
Orissa	20,150	21,606	234	252	20,384	21,858	+ 1,474	+ 7.2	26.4	..	0.5	72.5	0.6
Punjab	10,494	10,363	2,205	2,895	12,699	13,258	+ 559	+ 4.4	97.7	..	0.1	1.1	1.1
Rajasthan	12,476	13,934	565	614	13,041	14,548	+ 1,507	+11.6	7.7	89.7	0.4	1.3	0.9
Uttar Pradesh	33,772	35,156	4,277	4,927	38,049	40,083	+ 2,034	+ 5.3	2.5	84.7	6.7	5.1	1.0
West Bengal	26,242	27,009	967	963	27,209	27,972	+ 763	+ 2.8	4.5	80.4	1.9	12.8	0.4
A. & N. Islands	72	76	..	..	72	76	+ 4	+ 5.5	100.0	..	..	..	..
Delhi	405	445	240	275	645	720	+ 75	+11.6	0.3	..	93.3	6.4	..
Himachal Pradesh	1,055	1,121	12	8	1,067	1,129	+ 62	+ 5.8	..	93.1	0.5	6.4	..
L. M. & A. Islands	6	7	4	4	10	11	+ 1	+10.0	100.0	..	..	..	..
Manipur	1,282	1,493	148	167	1,430	1,660	+ 230	+16.1	2.8	66.3	2.3	10.9	17.7
Nagaland	N.A.	407	..	..	N.A.	407	+ 407	..	100.0	..	..	..	..
N. E. F. A.	120	127	..	..	120	127	+ 7	+ 5.8	100.0	..	..	..	..
Pondicherry	206	228	12	11	218	239	+ 21	+ 9.6	80.7	..	..	19.3	..
Tripura	1,069	1,074	..	..	1,069	1,074	+ 5	+ 0.5	0.2	91.1	4.6	2.0	2.1
INDIA	3,00,270	3,10,570	18,800	19,829	3,19,070	3,30,399	+11,329	+ 3.6	21.9	53.1	2.8	21.0	1.2

Among the States, the highest increase (2,034) was reported by Uttar Pradesh and the lowest (105) by Jammu & Kashmir. On percentage basis Rajasthan held the first position by reporting the highest increase (11.6 per cent), while Madras was at the other end of the scale with an increase of 0.8 per cent only. As for the Union Territories except Nagaland whose statistics for 1959-60 are not available the highest and the lowest increases were reported by Manipur (230) and L. M. & A. Islands (1).

Columns (10) to (14) of Table XIX give the percentage of primary schools by managements in different States. Government managed all the schools in A. & N. Islands, L. M. & A. Islands, Nagaland and N. E. F. A.; it managed between 75 and 100 per cent in Jammu & Kashmir (99.0 per cent), Punjab (97.7 per cent) and Pondicherry (80.7 per cent) and between 50 and 75 per cent in Mysore (63.8 per cent) and Madhya Pradesh (60.2 per cent). The management of primary schools by local boards was predominant in 12 States and Union Territories, namely, Tripura (95.1 per cent), Himachal Pradesh (93.6 per cent), Delhi (93.3 per cent), Uttar Pradesh (91.4 per cent), Rajasthan (90.1 per cent), Gujarat (88.5 per cent), West Bengal (82.3 per cent), Andhra Pradesh (81.6 per cent), Assam (78.4 per cent), Manipur (68.6 per cent), Madras (67.9 per cent) and Maharashtra (67.0 per cent). Private organisations controlled majority of schools in the remaining three States of Orissa (73.1 per cent), Bihar (70.7 per cent) and Kerala (57.5 per cent).

Pupils

During 1960-61, the total number of pupils on rolls of primary schools was 2,66,42,348. During the previous year, this number was 2,59,21,687. This gives an increase of 7,20,661 pupils or 2.8 per cent during the year under report, as against an increase of 6.4 per cent during the previous year. Of the total 2,49,14,423 were boy students and 17,27,925 girl students. The distribution of the pupils according to the management of schools in which they were studying is given below.

Number of pupils in Primary Schools by Management

Management	1959-60		1960-61	
	Number	Percentage	Number	Percentage
Government	53,03,801	20.5	54,01,454	20.3
District Boards	1,29,96,139	50.1	1,32,23,525	49.6
Municipal Boards	19,09,709	7.4	18,98,051	7.1
Private Bodies—				
Aided	53,69,922	20.7	57,65,793	21.7
Unaided	3,42,116	1.3	3,53,525	1.3
TOTAL	2,59,21,687	100.0	2,66,42,348	100.0

The schools under all managements, except Municipal Boards, reported increased enrolment. The increase in Government, District Board, private aided and private unaided schools was 1.8 per cent, 1.8 per cent, 7.4 per cent and 3.3 per cent respectively, while that in schools managed by municipal boards decrease of 0.6 per cent.

Table XX—Number of Pupils in Primary Schools

State/Territory	In Schools for Boys		In Schools for Girls		Total		Increase (+) or Decrease (—)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	26,33,551	26,29,197	46,603	48,623	26,80,154	26,77,820	— 2,334	— 0·1
Assam	9,31,239	9,96,694	49,011	49,836	9,80,250	10,46,530	+ 66,280	+ 6·8
Bihar	22,83,550	24,71,528	2,16,041	2,40,463	24,99,591	27,11,991	+2,12,400	+ 8·5
Gujarat	6,80,001	6,59,506	48,242	51,510	7,28,243	7,11,016	— 17,227	— 2·4
Jammu & Kashmir	1,10,197	1,12,781	31,142	35,213	1,41,339	1,47,994	+ 6,655	+ 4·7
Kerala	17,45,678	17,96,779	7,350	7,493	17,53,028	18,04,272	+ 51,244	+ 2·9
Madhya Pradesh	14,62,442	15,31,751	1,44,372	1,49,969	16,06,814	16,81,720	+ 74,906	+ 4·7
Madras	24,34,107	24,96,411	..	..	24,34,107	24,96,411	+ 62,304	+ 2·6
Maharashtra	15,28,000	16,46,234	1,75,041	1,34,695	17,03,041	17,80,929	+ 77,888	+ 4·6
Mysore	16,87,923	11,80,728	1,73,603	95,188	18,61,526	12,75,916	—5,85,610	—31·5
Orissa	10,08,277	13,30,812	17,806	22,826	10,26,083	13,53,638	+3,27,555	+31·9
Punjab	7,76,448	7,91,231	1,83,862	2,00,460	9,60,310	9,91,691	+ 31,381	+ 3·3
Rajasthan	7,67,019	8,26,298	49,935	55,349	8,16,954	8,81,647	+ 64,693	+ 7·9
Uttar Pradesh	34,04,280	35,50,135	3,58,433	4,08,693	37,62,713	39,58,828	+1,96,115	+ 5·2
West Bengal	24,12,652	24,92,869	1,37,411	1,42,120	25,50,063	26,34,989	+ 84,926	+ 3·3
A. & N. Islands	4,299	4,823	..	..	4,299	4,823	+ 524	+12·2
Delhi	1,11,419	1,19,853	60,987	68,303	1,72,406	1,88,156	+ 15,750	+ 9·1
Himachal Pradesh	46,639	51,487	1,071	450	47,710	51,937	+ 4,227	+ 8·9
L.M. & A. Islands	1,482	1,360	455	560	1,937	1,920	— 17	— 0·9
Manipur	88,806	90,851	12,060	15,471	1,00,866	1,06,322	+ 5,456	+ 5·4
Nagaland	..	32,906	..	..	N.A.	32,906	+ 32,906	..
N. E. F. A.	4,203	4,595	..	..	4,203	4,595	+ 392	+ 9·3
Pondicherry	13,185	14,236	719	703	13,904	14,939	+ 1,035	+ 7·4
Tripura	72,146	81,358	..	..	72,146	81,358	+ 9,212	+12·8
INDIA	2,42,07,543	2,49,14,423	17,14,144	17,27,925	2,59,21,687	2,66,42,348	+7,20,661	+ 2·8

The number of pupils coming from rural areas and studying in primary schools was 2,13,13,422 in 1960-61, as against 1,97,00,308 in the preceding year. These figures constituted 80.0 per cent and 76.0 per cent of the total enrolment in primary schools in the two years respectively.

The Statewise distribution of pupils in primary schools is given in Table XX. The enrolment increased in all areas except Andhra Pradesh, Gujarat, Mysore and L. M. & A. Islands. While the decrease in Andhra Pradesh and L.M. & A. Islands was not very significant, that in Mysore was due to decrease in the number of primary schools due to reclassification of these into middle schools.

Among the States, the highest increase was reported by Orissa (3,27,555), followed by Bihar (2,12,400), and Uttar Pradesh (1,96,115). Minimum increase was in Jammu & Kashmir (6,655). Among the Union Territories excepting Nagaland for which figures for 1959-60 are not available, the highest and the lowest increases were reported by Delhi (15,750) and N. E. F. A. (392) respectively. On percentage basis, the increase was the highest in Orissa (31.9 per cent), and the lowest in Madras (2.6 per cent) among States. In Union Territories, it was the highest in Tripura (12.8 per cent) and the lowest in Manipur (5.4 per cent).

To have a better appreciation of the position of enrolment at the primary stage, it is necessary to take into account the enrolment of primary classes wherever they are located, whether in primary schools or in primary departments of middle and high/higher secondary schools. Table XXI gives the number of pupils in such classes in the various States. It will be seen that the number of pupils studying at the primary stage increased from 3,19,04,035 to 3,36,31,391 during the year. This gives an increase of 5.4 per cent, as against an increase of 6.2 per cent during the previous year. The enrolment at the primary stage increased in all the States and Union Territories except Kerala and L.M. & A. Islands. In making inter-State comparison, the variation in the number of classes comprising the primary stage should be kept in view.

In order to facilitate inter-State comparison, the enrolment of classes I to V in all the States irrespective of the prevailing educational system has been given in Table XXII. Further, this enrolment has been studied in comparison with the population of the age-group 6-11 and the resulting percentages have been given in Cols. (5) to (7) of the same table. It will be seen that during the year, educational facilities were available to 62.4 per cent of the school age population.

Co-Education

Of the girls studying at the Primary stage (or girls studying in classes I to V), it is not known how many were on rolls in boys' schools and how many in girls' schools. Accordingly, it is not possible to determine the exact extent of co-education at this level. However, the relevant information is available in respect of primary schools. According to this information, of the total number of 83,73,275 girls studying in primary schools, as many as 68,72,410 girls were enrolled in boys' schools. These constituted 82.1 per cent of the total enrolment. The corresponding percentage for the previous year was 81.2.

The State-wise distribution of girls studying in primary schools is given in Table XXIII. This table shows that in view of there being no separate schools for girls in Madras, A. & N. Islands, Nagaland, N.E.F.A. and Tripura, all the girls studying in these States were reading in boys' schools. Other States where substantial proportion of girls were found to be attending co-educational institutions were Kerala (99.1 per cent.), Himachal Pradesh (97.2 per cent),

Table XXI Number of Pupils at the Primary Stage

State/Territory	Boys		Girls		Total		Increase (+) or Decrease (-)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
	2	3	4	5	6	7	8	9
Andhra Pradesh	17,43,486	18,40,664	10,62,965	11,35,391	28,06,451	29,76,055	+ 1,69,604	
Assam	6,71,012	7,10,842	3,83,399	4,14,742	10,54,411	11,25,584	+ 71,173	+ 6.0
Bihar	22,52,946	24,45,627	6,84,601	7,38,868	29,37,547	31,84,495	+ 2,46,948	+ 8.4
Gujarat	11,16,089	11,61,131	6,18,671	6,59,438	17,34,760	18,20,569	+ 85,809	+ 4.9
Jammu & Kashmir	1,43,856	1,64,808	40,061	44,988	1,83,917	2,09,796	+ 25,879	+ 14.1
Kerala	12,38,410	10,82,592	10,73,508	9,49,638	23,11,918	20,32,230	- 2,79,688	- 12.1
Madhya Pradesh	14,92,967	15,61,778	4,11,770	4,48,914	19,04,737	20,10,692	+ 1,05,955	+ 5.6
Madras	19,50,199	20,53,136	11,85,977	12,80,253	31,36,176	33,33,389	+ 1,97,213	+ 6.3
Maharashtra	21,27,545	22,29,873	12,54,265	13,39,110	33,81,810	35,68,983	+ 1,87,173	+ 5.5
Mysore	12,00,056	12,53,575	7,25,027	7,61,618	19,25,083	20,15,193	+ 90,110	+ 4.7
Orissa	7,86,732	9,70,899	3,00,344	4,39,961	10,87,076	14,10,860	+ 3,23,784	+ 29.8
Punjab	9,67,496	9,76,740	4,22,541	4,62,926	13,90,037	14,39,666	+ 49,629	+ 3.6
Rajasthan	8,31,099	8,99,042	1,92,241	2,15,460	10,23,340	11,14,502	+ 91,162	+ 8.9
Uttar Pradesh	30,86,779	32,24,830	7,96,757	8,68,171	38,83,536	40,93,001	+ 2,09,465	+ 5.4
West Bengal	16,63,736	17,01,350	9,07,151	9,50,967	25,70,887	26,52,317	+ 81,430	+ 3.2
A. & N. Islands	2,075	2,719	1,172	1,717	3,247	4,436	+ 1,189	+ 36.6
Delhi	1,58,665	1,65,656	1,17,423	1,20,730	2,76,088	2,86,386	+ 10,298	+ 3.7
Himachal Pradesh	61,080	67,221	14,375	16,810	75,455	84,031	+ 8,576	+ 11.4
L. M. & A. Islands	1,994	1,920	1,221	1,255	3,215	3,175	- 40	- 1.2
Manipur	66,326	69,069	34,540	37,253	1,00,866	1,06,322	+ 5,456	+ 5.4
Nagaland . . . . .	..	22,306	..	13,339	..	35,645	+ 35,645	..
N. E. F. A.	4,984	5,464	606	709	5,590	6,173	+ 583	+ 10.4
Pondicherry	17,312	18,984	11,509	12,250	28,821	31,234	+ 2,413	+ 8.4
Tripura	53,271	57,114	25,796	29,543	79,067	86,657	+ 7,590	+ 9.6
INDIA	2,16,38,115	2,26,87,340	1,02,65,920	1,09,44,051	3,19,04,035	3,36,31,391	+17,27,356	+ 5.4

Table XXII Educational Facilities for the Children of the Age Group 6-11

State/Territory	Enrolment in Classes I to V			Percentage of enrolment in Classes I to V to Population in the age-group 6-11 years		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	18,40,664	11,35,391	29,76,055	84·3	52·2	68·3
Assam	7,10,842	4,14,742	11,25,584	84·7	50·4	67·7
Bihar	24,45,627	7,38,868	31,84,495	76·0	24·1	50·7
Gujarat	13,06,777	7,23,607	20,30,384	90·1	52·9	72·1
Jammu & Kashmir	1,64,808	44,988	2,09,796	71·0	20·7	46·6
Kerala	12,81,068	11,09,821	23,90,889	98·8	98·8	98·8
Madhya Pradesh	15,61,778	4,48,914	20,10,692	75·0	22·4	49·2
Madras	20,53,136	12,80,253	33,33,389	98·8	65·9	85·5
Maharashtra	24,96,866	14,51,779	39,48,645	95·1	58·4	77·3
Mysore	13,60,639	8,07,203	21,67,842	91·9	55·3	73·8
Orissa	9,70,899	4,39,961	14,10,860	89·3	39·0	63·7
Punjab	9,76,740	4,62,926	14,39,666	65·0	34·7	50·8
Rajasthan	8,99,042	2,15,460	11,14,502	64·0	16·3	40·9
Uttar Pradesh	32,24,830	8,68,171	40,93,001	68·8	19·5	44·7
West Bengal	18,81,457	10,20,693	29,02,150	83·7	45·9	64·9
A. N. Islands	2,719	1,717	4,436	75·5	52·0	64·3
Delhi	1,65,656	1,20,730	2,86,386	90·2	75·5	83·4
Himachal Pradesh	67,221	16,810	84,031	79·6	20·9	50·9
L. M. & A. Islands	2,119	1,277	3,396	99·8	79·8	98·8
Manipur	76,867	40,200	1,17,073	98·8	74·7	98·0
Nagaland	26,874	15,792	42,666	98·8	68·4	90·8
N. E. F. A.	N.A.	N.A.	N.A.	·	·	·
Pondicherry	18,984	12,250	31,234	91·7	58·1	74·7
Tripura	57,114	29,543	86,657	71·8	38·1	45·2
INDIA	2,35,92,727	1,14,01,102	3,49,93,829	82·6	41·4	62·4

Andhra Pradesh (96.5 per cent), Orissa (95.1 per cent), Assam (90.7 per cent), Pondicherry (88.1 per cent), West Bengal (87.3 per cent), Mysore (81.5 per cent) and Maharashtra (80.1 per cent). Only in the States of Jammu & Kashmir Punjab and Delhi, the majority of girls were studying in girls' schools.

Table XXIII Girls in Primary Schools

State/Territory	Number of Girls in Boys' Schools	Number of Girls in Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls
1	2	3	4	5
Andhra Pradesh	9,85,421	35,666	10,21,087	96.5
Assam	3,48,791	35,797	3,84,588	90.7
Bihar	4,73,219	1,64,215	6,37,434	74.2
Gujarat	1,87,664	48,379	2,36,043	79.5
Jammu & Kashmir	1,525	35,213	36,738	4.2
Kerala	8,37,315	7,385	8,44,700	99.1
Madhya Pradesh	2,21,929	1,45,929	3,67,858	60.3
Madras	9,41,670	..	9,41,670	100.0
Maharashtra	5,15,016	1,27,692	6,42,708	80.1
Mysore	3,81,589	86,378	4,67,967	81.5
Orissa	4,06,073	20,760	4,26,833	95.1
Punjab	1,47,839	1,58,242	3,06,081	48.3
Rajasthan	1,03,784	51,199	1,54,983	67.0
Uttar Pradesh	3,99,323	3,88,637	7,87,960	50.7
West Bengal	8,26,359	1,20,030	9,46,389	87.3
A. & N. Islands	1,836	..	1,836	100.0
Delhi	15,128	60,897	76,025	19.9
Himachal Pradesh	8,297	238	8,535	97.2
L. M. & A. Islands	563	560	1,123	50.1
Manipur	24,236	13,017	37,253	65.1
Nagaland	12,128	..	12,128	100.0
N.E.F.A.	441	..	441	100.0
Pondicherry	4,654	631	5,285	88.1
Tripura	27,610	..	27,610	100.0
INDIA	68,72,410	15,00,865	83,73,275	82.1

Wastage

Wastage and stagnation continued to be alarming at the primary stage. This is clear from the fact that as against an enrolment of 100 pupils in class I in 1957-58 there were only 61 students in Class II in 1958-59, 49 students in Class III in 1959-60 and 42 students in Class IV in 1960-61. While taking the first four classes together wastage and stagnation was as high as 58 per cent. In a single year it was the highest from class I to Class II. Between the sexes, it was more pronounced among girls than among boys, the respective figures being 62.4 per cent and 55.6 per cent. Some of the main causes of high incidence of wastage and stagnation were the poor economic conditions of a large number of people, illiteracy of many parents, social prejudices against girls' education, lack of proper educational facilities etc. The State Governments were, however, aware of the problem and efforts were being made to improve the situation in all directions. But in view of the stupendous task, the progress was necessarily slow.

Single-Teacher Schools

Of the total number of 3,30,399 primary schools in 1960-61, 1,45,246 were one-teacher schools. These constituted 44.0 per cent of the total number of schools. During the previous year, the number of single-teacher schools was 1,38,993, which formed 43.6 per cent of the corresponding total number of primary schools. The single-teacher schools thus registered an increase of 6,253 or 4.5 per cent. It is interesting to note that about half of the total increase of 11,329 in the number of primary schools during the year was made up of one-teacher schools.

The single-teacher primary schools had 56,19,928 pupils on rolls in 1960-61. But this enrolment formed only 21.1 per cent of the total enrolment in all the primary schools. The corresponding figures for the previous year were 52,68,693 and 20.3 per cent respectively.

Table XXIV gives the State-wise number of single-teacher primary schools. Only the States of Madhya Pradesh, Madras, West Bengal, and N.E.F.A. reported decrease in the number of one-teacher schools, while in Tripura their number remained unchanged. The proportion of single-teacher schools to the total number of primary schools was the highest in Nagaland (74.4 per cent). Other States where majority of primary schools were one-teacher schools, were Gujarat (72.3 per cent), Jammu & Kashmir (69.0 per cent), A. & N. Islands (64.5 per cent), Pondicherry (64.0 per cent), Maharashtra (63.4 per cent), Bihar (63.3 per cent), Mysore (63.3 per cent), Rajasthan (59.1 per cent), Assam (58.2 per cent), Orissa (55.5 per cent) and Madhya Pradesh (50.1 per cent). Delhi and Kerala were in the happiest position of having almost all the primary schools as multi-teacher schools, the number of single-teacher schools being 0.3 and 0.2 per cent respectively. As regards the percentage of enrolment in single teacher schools to the total enrolment in primary schools, it was the highest in Jammu & Kashmir (62.8 per cent) and the lowest in Kerala and Delhi where it was practically nil.

Compulsion

During the year, compulsory education was in force in varying degrees in all the States, except Jammu & Kashmir and in Delhi among the Union Territories. The areas under compulsion consisted of 1,257 towns and 70,827

WASTAGE AT PRIMARY CLASSES

1957-58 TO 1960-61

EACH FULL SYMBOL = 10 LAKHS
NUMBER OF STUDENTS

YEAR

CLASS
& PERCENTAGE

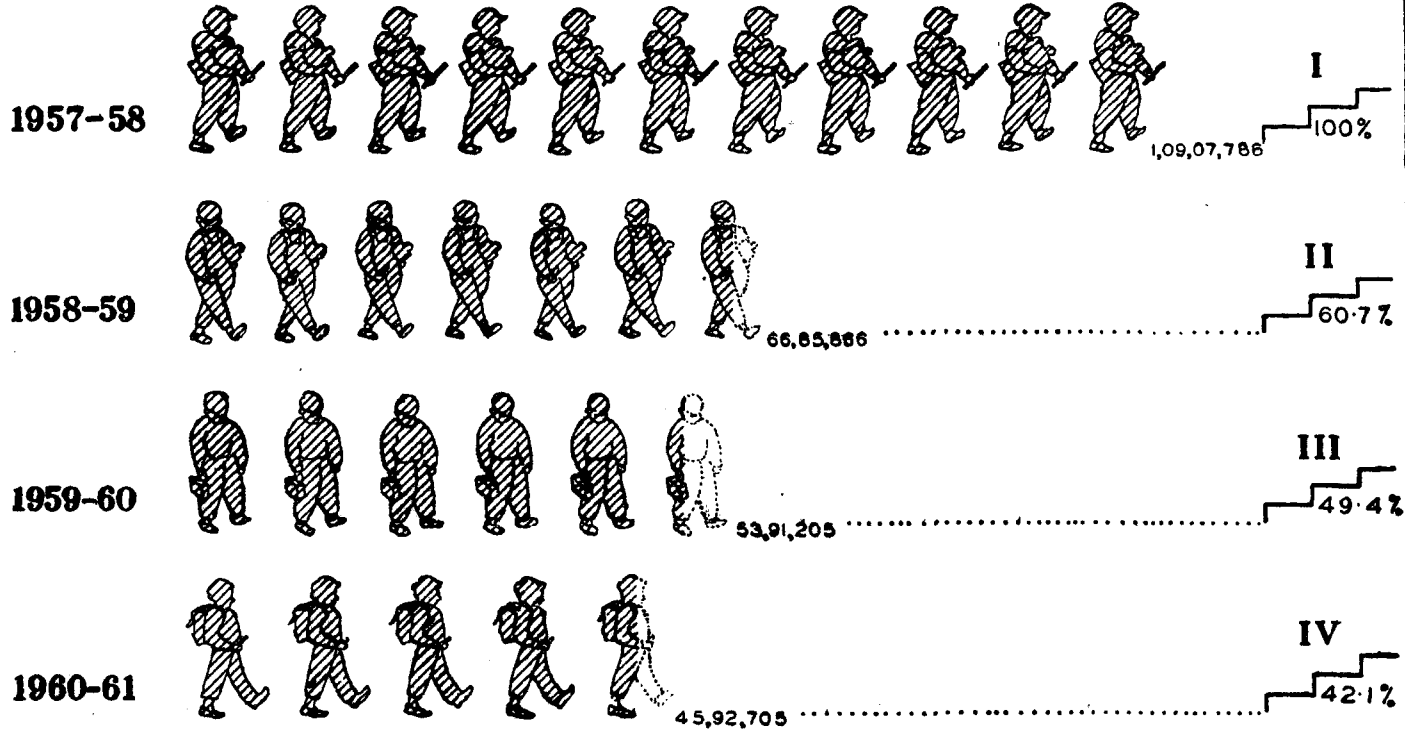


Table XXIV Number of and Enrolment in Single-Teacher Primary Schools

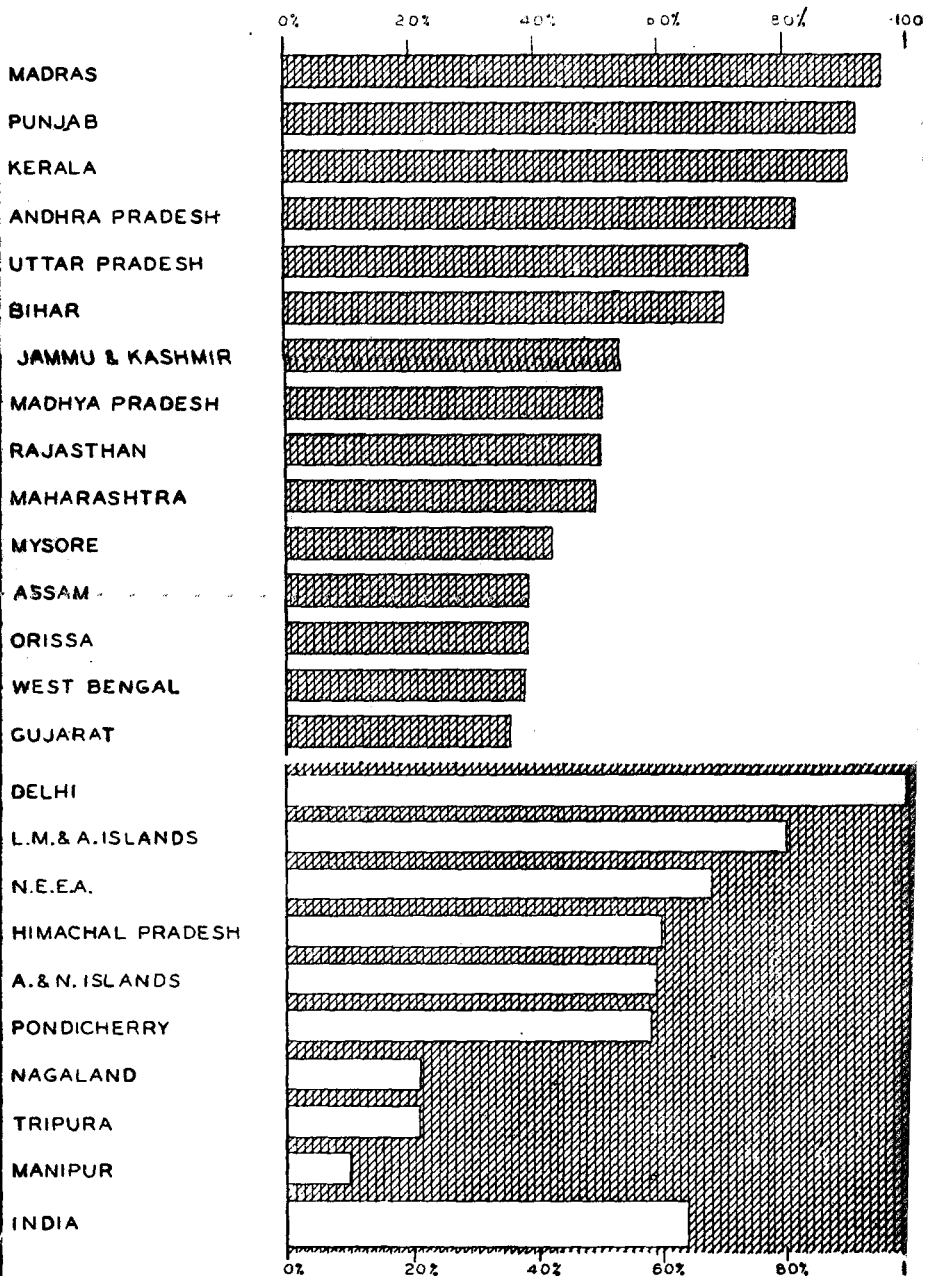
State/Territory	Number of Schools		Number of Pupils		Percentage of Single-Teacher Schools to the Total Number of Primary Schools		Percentage of Enrolment in Single Teacher Schools to the Total Enrolment in Primary Schools	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7	8	9
Andhra Pradesh	12,597	14,614	4,54,609	5,35,500	38.7	42.9	17.0	20.0
Assam	8,565	9,299	3,75,104	4,11,537	57.0	58.2	38.3	39.3
Bihar	22,896	23,628	10,71,685	11,36,867	64.3	63.3	42.9	41.9
Gujarat	8,183	8,703	2,85,195	2,82,709	71.6	72.3	39.2	39.8
Jammu & Kashmir	1,909	1,974	89,471	92,910	69.3	69.0	63.3	62.8
Kerala	7	15	276	722	0.1	0.2	0.0	0.0
Madhya Pradesh	14,354	13,929	4,40,962	4,37,440	52.2	50.1	27.5	26.0
Madras	5,964	4,979	2,50,552	2,01,109	25.4	21.0	10.3	8.1
Maharashtra	15,182	16,126	5,62,146	5,96,342	62.6	63.4	33.0	33.5
Mysore	12,007	13,356	4,08,974	4,66,915	50.8	63.3	22.0	36.6
Orissa	11,703	12,129	3,82,778	4,61,447	57.4	55.5	39.3	34.1
Punjab	4,943	5,002	1,84,466	1,75,090	38.9	37.7	19.2	17.7
Rajasthan	8,162	8,603	2,70,285	2,93,541	62.6	59.1	33.1	33.3
Uttar Pradesh	8,438	8,450	3,36,552	3,52,843	22.2	21.1	8.9	8.9
West Bengal	3,066	2,917	1,22,876	1,22,129	11.3	10.4	4.8	4.6
A. & N. Islands	45	49	1,401	1,589	62.5	64.5	32.6	32.9
Delhi	2	2	99	95	0.3	0.3	0.1	0.1
Himachal Pradesh	151	191	4,378	4,959	14.2	16.9	9.2	9.5
L. M. & A. Islands . . . . .	..	..	..	..	..	..	..	..
Manipur	157	302	3,813	6,890	11.0	18.2	3.8	6.5
Nagaland . . . . .	..	303	..	14,152	..	74.4	..	43.0
N.E.F.A.	29	25	1,072	484	24.2	19.7	25.5	10.5
Pondicherry	136	153	5,415	5,638	62.4	64.0	38.9	37.7
Tripura	497	497	16,584	19,020	46.5	46.3	23.0	23.4
INDIA	1,38,993	1,45,246	52,68,693	56,19,928	43.6	44.0	20.3	21.1

Table XXV Statistics of Compulsory Primary Education By States

State/Territory	Compulsion Age group		No. of Areas Under Compulsion		No. of Schools where compulsion was in force		No. of Pupils under compulsion in			Coercive Measures taken					
	Towns	Villages	Towns	Villages	Towns	Villages	Towns	Villages	Total	No. of Notices Issued	No. of Attendance orders Passed	No. of Prosecutions			No. of Attendance Officers
												For Non-enrolment	For Non-attendance	Fines realised	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	6-11 6-12	6-11 6-12	132	1,341	1,203	2,081	2,05,868	2,82,520	4,88,388	24,521	18,757	7,056	11,595	..	..
Assam	6-11	6-11	15	4,403	147	3,935	27,331	3,46,239	3,73,570	17,981	3,298	343	454	80	83
Bihar	6-10	6-11	16	8,498	805	4,137	1,05,497	3,56,129	4,61,626	6,515	1,067	..	..	..	38
Gujarat	6-11 7-10	6-11 7-10/11	91	12,753	1,121	11,644	3,07,627	7,49,929	10,57,556	1,36,702	49,111	4,380	8,257	1,079	..
Kerala*				156				2,32,524	2,32,524						
Madhya Pradesh	6-14	6-14	245	6,421	1,041	3,605	1,77,085	1,90,651	3,67,736	14,303	5,583	481	1,208	837	127
Madras	6-11 5-10	6-11 5-10	242	5,100	2,525	3,094	7,68,597	5,74,839	13,43,436	1,747	..	..	..	..	..
Maharashtra	6-7/12 6-11/13/14 7-10/11	6-7/12 6-11/12/14 7-10/11	274	15,519	3,283	16,675	8,39,691	12,25,272	20,64,963	2,07,550	45,279	1,312	1,190	244	38
Mysore	6-10 6-11	6-10 6-11	126	4,244	2,025	8,019	2,42,126	6,23,644	8,65,770	14,306	8,039	985	844	389	46
Orissa	6-11	6-11	2	8	27	6	4,060	1,008	5,068	175	175	..	46	104	1
Punjab	6-11	6-11	11	3,910	171	1,013	57,939	1,39,271	1,97,210	49	51	..	..	..	82
Rajasthan	6-11	6-11	6	706	139	547	29,243	37,912	67,155	..	..	..	..	..	17
Uttar Pradesh	6-11	6-11	95	1,687	2,729	598	5,11,898	69,526	5,81,424	1,48,648	70,666	6,238	10,054	23,801	298
West Bengal	6-10	6-11	1	5,743	68	3,123	9,148	3,48,970	3,58,118	1,424	..	..	..	..	3
Delhi	6-7	6-7	1	338	462	338	45,371	20,423	65,794	..	..	..	..	..	4
INDIA			1,257	70,827	15,746	58,815	33,31,481	51,98,857	85,30,338	5,73,921	2,02,026	20,795	33,648	26,534	737

*Information of Towns included in Villages.

PERCENTAGE OF TRAINED TEACHERS IN PRIMARY SCHOOLS 1960-61



villages. The corresponding figures of the previous year were 1,219 towns and 60,478 villages. The number of schools in the compulsory area was 74,561 (15,746 in towns and 58,815 in villages). The corresponding figure for the previous year was 68,863 (15,423 in towns and 53,440 in villages). The number of villages under compulsion exceeds the number of schools in these areas as in certain cases one school caters to a number of villages around it. The number of children on rolls of these schools increased during the year, from 79,81,007 (31,93,577 in schools in urban areas and 47,87,430 in schools in rural areas) to 85,30,338 (33,31,481 in urban schools and 51,98,857 in rural schools).

As regards enforcement of compulsion, 5,73,921 notices were issued to the guardians for non-enrolment and non-attendance of their wards, of which attendance orders were passed in respect of 2,02,026 children. Failure on the part of guardians to respect these orders led to the prosecution of 2,0795 persons for non-enrolment and of 33,648 persons for non-attendance. The amount of money realised by way of fines from them totalled to Rs. 26,534. The staff meant for the enforcement of the compulsory Education Acts consisted of 737 Attendance Officers during the year under report, as against 698 during the previous year.

The Statewise statistics of compulsory education are given in Table XXV.

Teachers

During the year, the number of teachers in primary schools increased from 7,31,474 to 7,41,515. This gives an increase of 1.4 per cent, as against an increase of 5.3 per cent in the previous year. It, however, seems necessary to clarify here that these figures relate only to primary schools and exclude the number of teachers working in primary departments of middle and high/higher secondary schools, whose number is not available.

Of the total number of teachers, women teachers constituted 17.1 per cent — the same proportion as it was in the previous year. The percentage of trained teachers to the total number of teachers improved from 63.8 to 64.1.

Table XXVI gives the Statewise number of teachers in primary schools during 1959-60 and 1960-61. The number of teachers increased in all the States and Union Territories except Andhra Pradesh, Gujarat, Mysore and Delhi. The percentage of trained teachers to the total number of teachers was the highest, as usual, in Delhi (99.3 per cent), followed by Madras (95.9 per cent), Punjab (92.1 per cent), and Kerala (90.8 per cent). Other States with a substantial proportion of trained teachers were Andhra Pradesh (82.9 per cent), L.M. & A. Islands (80.4 per cent) and Uttar Pradesh (74.8 per cent). Manipur with only 10.4 per cent of trained teachers was on the other end of the scale in this regard.

The percentage of trained teachers, however, reported a decline in many States and Union Territories as will be seen from Col. (11) and (12) of Table XXVI.

Table XXVI Number of Teachers in Primary Schools

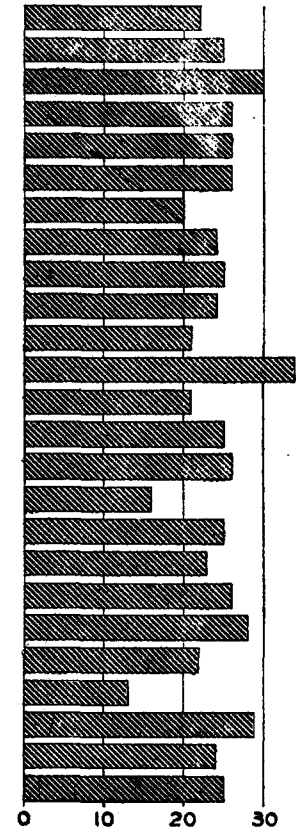
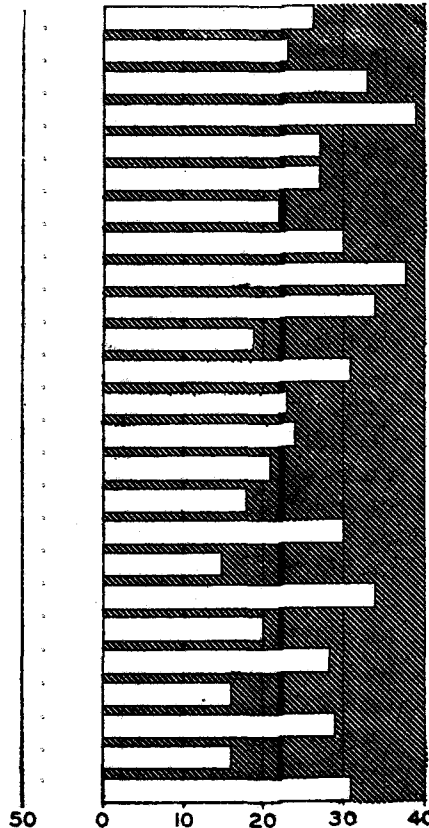
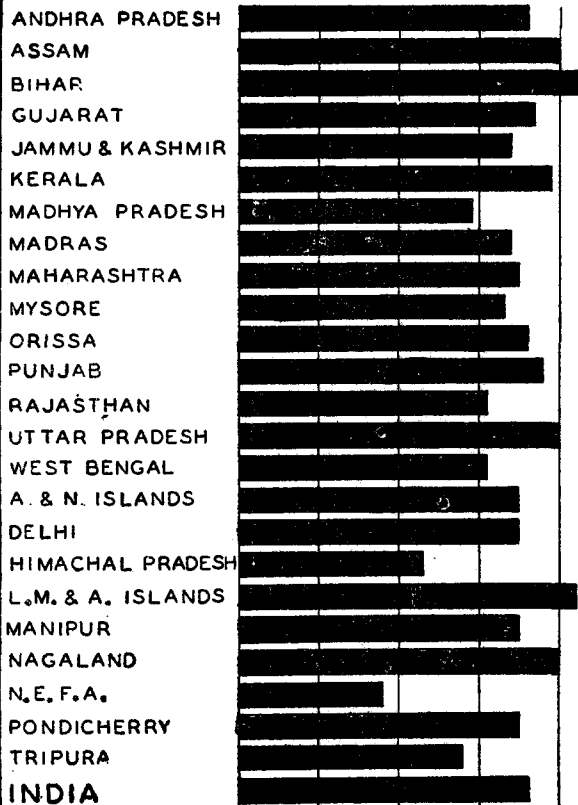
State/Territory	Number of Teachers							Total Number of Teachers in 1959-60	Increase (+) or decrease (-)	Percentage of Trained Teachers		Average Number of Pupils per Teacher	
	Men		Women		All Persons					1959-60	1960-61	1959-60	1960-61
	Trained	Un-trained	Trained	Untrained	Trained	Untrained	Total						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	48,950	11,574	12,317	1,045	61,267	12,619	73,886	77,246	- 3,360	82.8	82.9	35	36
Assam	9,081	13,593	1,284	2,396	10,365	15,989	26,354	24,924	+ 1,430	37.2	39.3	39	40
Bihar	40,145	14,394	2,322	2,802	42,467	17,196	59,663	56,521	+ 3,142	71.8	71.2	44	45
Gujarat	5,108	10,455	1,747	1,955	6,855	12,410	19,265	23,397	- 4,132	36.5	35.6	31	37
Jammu & Kashmir	1,856	1,798	528	222	2,384	2,020	4,404	4,251	+ 153	55.5	54.1	33	34
Kerala	24,581	2,001	17,758	2,269	42,339	4,270	46,609	44,493	+ 2,116	92.8	90.8	59	59
Madhya Pradesh	25,545	25,387	3,562	2,570	29,107	27,957	57,064	54,341	+ 2,723	43.4	51.0	30	29
Madras	47,821	2,726	23,299	322	71,120	3,048	74,168	68,293	+ 5,875	97.9	95.9	36	34
Maharashtra	17,897	22,365	7,163	2,946	25,060	25,311	50,371	48,020	+ 2,351	51.1	49.8	35	35
Mysore	12,951	18,954	3,628	2,658	16,579	21,612	38,191	55,784	- 17,593	46.0	43.4	33	33
Orissa	14,004	22,507	357	457	14,361	22,064	37,325	32,838	+ 4,487	39.7	38.5	30	36
Punjab	17,715	1,551	6,531	552	24,246	2,083	26,329	25,953	+ 376	92.3	92.1	57	58
Rajasthan	13,121	12,469	1,361	1,551	14,482	14,020	28,502	24,976	+ 3,526	49.2	50.8	33	31
Uttar Pradesh	68,669	18,671	5,382	6,332	74,051	25,003	99,054	92,740	+ 6,314	76.6	74.8	41	40
West Bengal	28,822	46,889	3,068	4,953	31,890	51,842	83,732	81,454	+ 2,278	37.2	38.1	31	31
A. & N. Islands	63	39	18	18	81	37	138	132	+ 6	33.3	58.7	33	35
Delhi	3,063	22	2,347	14	5,408	36	5,444	6,867	- 1,423	99.9	99.3	25	35
Himachal Pradesh	1,205	855	181	66	1,386	921	2,307	2,112	+ 195	61.0	60.1	23	23
L. M. & A. Islands	29	3	8	6	37	9	46	45	+ 1	93.3	80.4	43	42
Manipur	403	3,707	43	152	446	3,859	4,305	3,929	+ 376	8.5	10.4	26	25
Nagaland	167	591	5	51	172	642	814	814	+ 814		21.1		40
N. E. F. A.	160	76	12	5	172	81	253	200	+ 53	81.0	68.0	21	18
Pondicherry	218	146	32	36	250	182	432	381	+ 51	59.1	57.9	36	35
Tripura	493	1,889	107	370	600	2,259	2,859	2,577	+ 282	19.4	21.0	28	28
India	3,82,065	2,32,662	93,060	33,728	4,75,125	2,66,390	7,41,515	7,31,474	+ 10,041	63.8	64.1	35	36

PUPIL-TEACHER RATIO 1960-61

PRIMARY

MIDDLE

HIGH/HIGHER SECONDARY



Teacher Pupil Ratio

The average number of pupils per teacher in primary schools was 36, as against 35 in the previous year. Statewise ratios are given in columns (13) and (14) of Table XXVI. This ratio was the highest in Bihar (45) and the lowest in Madhya Pradesh (29) among the States. In Union Territories these positions were occupied by L.M. & A. Islands (42) and N.E.F.A. (18) respectively. These ratios do not take into account enrolment and teachers of primary sections of middle and high/higher secondary schools.

Pay Scales of Teachers

Pay scales of teachers remained unchanged except in Madhya Pradesh, Madras, Uttar Pradesh, L. M. & A. Islands, Manipur, Pondicherry and Tripura. In Madhya Pradesh, revised pay in accordance with the unified scales of pay introduced on 1st April, 1958, was given from 1st July, 1960, to all Government servants. The Headmasters of primary schools were given allowance of Rs. 10 to 15 in addition to the revised pay. An initial start of Rs. 95 was given to the candidates who were trained while in service, two advance increments were given to Matric trained men teachers and three advance increments to Matric trained women teachers. The local and private bodies were also requested to revise the pay of the staff so as to make it at par with Government servants. Grants were paid to them to meet the extra burden. In Madras, scales of pay were revised and made uniform in schools under all managements. In Mysore, the scales were revised with effect from 1st January, 1961. In Uttar Pradesh, the revised rates of D. A. to teachers introduced in 1957-58 were further revised and from April, 1960, enhanced dearness allowances, were given to teachers serving under local bodies. In L. M. & A. Islands, the pay scales were improved to attract competent persons from outside. The teachers recruited from the mainland were paid 40 per cent of their basic pay as special pay over and above the revised scale of pay and allowances. In Manipur, besides the revision of pay-scale of teachers of Government and Territorial Council schools, teachers serving in schools in the hill areas were given hill and winter allowances with retrospective effect from 1st October, 1957. The pay scales of aided primary schools were equated with those of Government schools with effect from 1st April, 1959. In Pondicherry, the staff recruited by the Education Department after 1st November, 1954, was paid at the revised scales of pay of Madras government. In Tripura, the rate of the compensatory allowance was revised with effect from 1st November, 1960.

As a general rule the pay scales of Middle pass and trained teachers only have been included. Primary/Matric pass and trained teachers have also been shown at places. The pay scales in respect of Mysore, Delhi, and Gujarat, as shown in Table XXVII pertain to the year 1959-60. Primary schools managed by Government do not exist in Delhi, Himachal Pradesh and Tripura. Hence the pay scales prevalent in Local Board schools have been included in these cases.

The details of scale of pay of teachers according to qualifications and the management of schools in which employed are given in Appendix B of Vol. II of this report. It will be observed that the pay scales varied not only from State to State but also from management to management within the same State. The minima and maxima of the scales prescribed by the

Table XXVII Minima and Maxima of Pay Scales of School Teachers in Government Primary School

State	Prescribed Minimum Educational Qualifications	Pay Scale		Number of years required to reach the Maximum
		Minimum	Maximum	
1	2	3	4	5
1. Andhra . . .	Passed Middle and Trained	30	60	16
2. Uttar Pradesh . . .	Passed Junior High School and Trained.	35	65	15
3. (a) Kerala . . .	Passed S.S.L.C. and Trained	40	120	17
(b) Mysore . . .	Passed Middle and Trained .	40	80	15
(c) Orissa . . .	Do.	40	50	10
(d) Dadra and Nagar Haveli.	Junior Trained	40	65	20
4. Bihar . . .	Passed Middle and Trained	45	75	15
5. (a) Assam . . .	Passed Middle and Trained	50	65	15
(b) Gujarat . . .	Passed Primary & Junior Trained.	50	90	20
(c) Jammu & Kashmir.	Passed Middle and Trained	50	120	13
(d) Maharashtra . . .	Passed Primary and Junior Trained.	50	70	12
(e) Rajasthan . . .	Passed Middle and Trained	50	75	10
(f) Manipur . . .	Do.	50	65	15
6. (a) Tripura . . .	Do.	55	130	24
(b) Nagaland . . .	Passed Matric and Trained	55	75	17
7. (a) Punjab . . .	Passed Middle and Trained	60	120	13
(b) West Bengal . . .	Do.	60	85	10
(c) Delhi . . .	Do.	60	130	19
(d) Himachal Pradesh	Do.	60	120	13
(e) N.E.F.A. . . .	Do.	60	100	18
8. (a) Madras . . .	Passed Higher Elementary and Trained.	65	90	15
(b) Pondicherry . . .	Do.	65	90	15
9. Madhya Pradesh . . .	Passed Middle and Trained .	90	170	20
10. A. & N. Islands . . .	Do.	100	142	14
11. L. M. & A. Islands	Passed Lower Elementary Examination and trained	110	180	19

State Governments for teachers in Government primary schools and the period in which the maximum of the time scale is reached are given in Table XXVII. The States and Union Territories have been grouped together according to the starting salary.

Expenditure

The total direct expenditure on primary schools increased during the year, from Rs. 69,71,42,290 to Rs. 73,44,61,273. This gives an increase of 5.4 per cent as against that of 9.7 per cent during the previous year. Of the total, Rs. 63,17,05,350 was expended on schools for boys and Rs. 5,27,55,923 on those for girls. During the previous year the corresponding figures were Rs. 61,45,86,549 and Rs. 5,25,55,741 respectively.

The distribution of the total direct expenditure on primary schools according to the sources from which it was met is given in Table XXVIII below.

Table XXVIII—Direct Expenditure on Primary Schools by Sources

Source	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
Government	56,31,20,637	80.8	59,12,21,812	80.5
Dist. Boards	5,51,76,775	7.9	6,01,59,930	8.2
Municipal Boards	4,40,00,667	6.3	4,65,40,455	6.3
Fees	1,66,02,733	2.4	1,71,69,286	2.3
Endowments	63,28,592	0.9	72,78,222	1.0
Other Sources	1,19,12,886	1.7	1,20,91,568	1.7
TOTAL	69,71,42,290	100.0	73,44,61,273	100.0

All sources reported increased expenditure on primary schools during the year. The increase was 9.0 per cent in the case of contribution from District Board funds, 5.8 per cent in that from Municipal Board funds, 5.0 per cent from Government funds, 3.4 per cent from fees and 1.5 per cent each from endowments and other sources. It is interesting to note that although more than 55 per cent of the primary schools were managed by local bodies and only 21.9 per cent by Government only 14.5 per cent of the expenditure was met by local bodies and 80.5 per cent by Government.

The total expenditure on Government, local board, and private primary schools without regard to the source from which this expenditure was met, is given below for the years 1959-60 and 1960-61.

Direct Expenditure on Primary Schools by Management

Management	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government	17,69,62,901	25.4	18,09,40,356	24.6
District Boards	31,33,39,529	44.9	33,39,69,987	45.5
Municipal Boards	6,92,89,816	9.9	7,17,21,195	9.8
Private Bodies—				
Aided	12,79,54,760	18.4	13,72,72,725	18.7
Unaided	95,95,254	1.4	1,05,57,010	1.4
TOTAL	69,71,42,290	100.0	73,44,61,273	100.0

The State-wise distribution of direct expenditure on primary schools is given in Table XXIX. All the States and Union Territories except Mysore reported increase in the expenditure. In Mysore, the decrease was due to the fall in the number of primary schools. Among the States, Madhya Pradesh numerically reported the highest increase (Rs. 64,96,824) and Jammu and Kashmir the lowest (Rs. 1,34,801). The range of increase in expenditure among the Union Territories was represented by Manipur (Rs. 18,75,756) and L. M. & A. Islands (Rs. 14,962). On percentage basis, the highest and lowest increases were reported by Rajasthan (24.0 per cent) and Jammu & Kashmir (3.7 per cent) among the States and by Manipur (104.9 per cent) and Delhi (5.7 per cent) among the Union Territories.

The direct expenditure on primary schools as percentage of total direct expenditure on education as a whole is given in Col. (10) of Table XXIX. These figures show wide inter-State variations which are partly due to variations in the number of classes in primary schools.

The percentage of expenditure on primary schools met from different sources in various States is given in Cols. (11) to (16) of Table XXIX. Government met the entire expenditure in the 4 Union Territories of A. & N Islands, L. M. & A. Islands, Nagaland and N. E. F. A. In 14 States and Union Territories its contribution ranged between 75 per cent and 100 per cent, and in 3 States it was between 50 per cent and 75 per cent. In the remaining Union Territories of Delhi, Himachal Pradesh and Manipur, however, local bodies met major part of the expenditure. Fees accounted for only 11.9 per cent of the expenditure in Maharashtra, where it was the highest. Likewise the share of endowments and other sources in the expenditure was not very significant in any State.

The all-India average annual cost per pupil increased from Rs. 26.9 to Rs. 27.6 during 1960-61. Its distribution according to different sources was : Government funds Rs. 22.2, district board funds Rs. 2.3, municipal board funds Rs. 1.7, fees Rs. 0.66, endowments Rs. 0.3 and other sources Rs. 0.5. The State-wise position about the average annual cost per pupil in primary schools during the years 1959-60 and 1960-61 is given in Table XXIX.

Table XXIX—Direct Expenditure on Primary Schools by States

State/Territory	On Schools for Boys		On Schools for Girls		Total		Increase (+) or Decrease (-)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Amount	Percentage
	2	3	4	5	6	7	8	9
1	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	7,11,17,459	7,39,69,099	18,09,909	20,86,908	7,29,27,368	7,60,56,007	+ 31,28,639	+ 4.3
Assam	1,77,94,483	2,12,07,355	9,63,859	10,70,504	1,87,58,342	2,22,77,859	+ 35,19,517	+ 18.8
Bihar	3,55,35,434	4,04,53,849	34,53,274	39,34,980	3,89,88,708	4,43,88,829	+ 54,00,121	+ 13.9
Gujarat	2,27,96,752	2,65,52,665	17,26,274	21,48,582	2,45,23,026	2,87,01,247	+ 41,78,221	+ 17.0
Jammu & Kashmir	31,56,991	31,84,166	5,08,494	6,16,120	36,65,485	38,00,286	+ 1,34,801	+ 3.7
Kerala	5,15,10,204	5,49,89,284	2,27,924	2,60,527	5,17,38,128	5,52,49,811	+ 35,11,683	+ 6.8
Madhya Pradesh	5,01,40,230	5,57,85,243	54,99,538	63,51,349	5,56,39,768	6,21,36,592	+ 64,96,824	+ 11.7
Madras	6,81,32,836	7,28,02,522	75,89,696	57,64,287	6,81,32,836	7,28,02,522	+ 46,69,686	+ 6.9
Maharashtra	5,72,63,405	6,35,38,790	75,89,696	57,64,287	6,48,53,101	6,93,03,077	+ 44,49,976	+ 6.9
Mysore	5,63,91,034	3,62,41,203	53,40,094	30,06,698	6,17,31,128	3,92,47,901	- 2,24,83,227	- 36.4
Orissa	1,70,09,516	2,01,84,267	83,61,146	4,34,808	1,73,70,662	2,06,19,075	+ 32,48,413	+ 18.7
Punjab	2,75,50,435	2,87,13,345	63,64,591	70,56,822	3,39,15,026	3,57,70,167	+ 18,55,141	+ 5.5
Rajasthan	2,17,00,478	2,73,26,007	20,02,075	20,71,891	2,37,02,553	2,93,97,898	+ 56,95,345	+ 24.0
Uttar Pradesh	6,57,02,967	7,02,94,292	76,25,745	82,21,323	7,33,28,712	7,85,45,615	+ 52,16,903	+ 7.1
West Bengal	6,25,28,097	6,55,07,302	53,18,991	53,59,580	6,78,47,088	7,08,66,882	+ 30,19,794	+ 4.5
A. & N. Islands	2,76,665	3,08,155	..	..	2,76,665	3,08,155	+ 31,490	+ 13.8
Delhi	66,11,734	67,10,144	34,72,749	39,49,552	1,00,84,483	1,06,59,696	+ 5,75,213	+ 5.7
Himachal Pradesh	28,12,190	33,30,889	46,347	16,474	28,58,537	33,47,363	+ 4,88,826	+ 17.1
L. M. & A. Islands	44,433	54,060	6,151	11,486	50,584	65,546	+ 14,962	+ 29.6
Manipur	15,91,082	33,12,598	1,96,360	3,50,600	17,87,442	36,63,198	+ 18,75,756	+ 104.9
Nagaland *	..	16,73,558	..	..	..	16,73,558	+ 16,73,558	..
N.E.F.A.	4,73,269	5,15,509	..	..	4,73,269	5,15,509	+ 42,240	+ 8.9
Pondicherry	5,42,385	5,97,656	42,524	43,432	5,84,909	6,41,088	+ 56,179	+ 9.6
Tripura	39,04,470	44,53,392	..	..	39,04,470	44,53,392	+ 5,48,922	+ 14.1
INDIA	64,45,86,549	68,17,05,350	5,25,55,741	5,27,55,923	69,71,42,290	73,44,61,273	+ 3,73,18,983	+ 5.4

* Separate figures for Boys and Girls are not available.

Table XXIX—Direct Expenditure on Primary Schools by States—Contd.

State/Territory	Percentage of Expenditure on Primary Schools to total Direct Expenditure on Education	Percentage of Expenditure met from						Average Annual Cost per Pupil	
		Govt. Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1959-60	1960-61
1	10	11	12	13	14	15	16	17	18
Andhra Pradesh	38.4	67.6	27.1	4.7	0.3	0.3	..	27.2	28.4
Assam	33.8	89.3	1.6	0.1	..	8.5	0.5	19.1	21.3
Bihar	30.0	90.2	4.3	2.0	0.1	..	3.4	15.6	16.4
Gujarat	18.9	79.5	5.0	7.9	3.5	0.5	3.6	33.7	40.4
Jammu & Kashmir	21.7	99.8	..	..	0.1	..	0.1	25.9	25.7
Kerala	35.1	99.3	..	..	..	..	0.7	29.5	30.6
Madhya Pradesh	38.1	89.5	4.1	3.6	0.6	0.7	1.5	34.6	36.9
Madras	32.0	78.7	9.7	8.3	0.3	2.9	0.1	28.0	29.2
Maharashtra	19.4	66.4	4.2	12.4	11.9	0.4	4.8	38.1	38.9
Mysore	29.0	91.0	3.5	1.4	0.1	0.1	3.9	33.2	30.8
Orissa	41.9	89.5	5.8	1.1	..	1.4	2.2	16.7	15.2
Punjab	25.6	96.3	..	0.4	0.2	1.3	1.8	35.3	36.1
Rajasthan	29.6	96.0	..	0.4	1.4	1.9	0.3	29.0	33.3
Uttar Pradesh	25.6	74.4	13.3	9.3	0.8	0.1	2.1	19.5	19.8
West Bengal	28.8	79.9	5.0	5.9	8.2	0.6	0.4	26.6	26.9
A. & N. Islands	53.4	100.0	..	..	..	..	..	64.4	63.9
Delhi	13.5	0.1	..	97.0	1.3	0.6	1.0	59.9	56.7
Himachal Pradesh	36.8	..	98.1	0.7	..	0.4	0.8	60.3	64.5
L. M. & A. Islands	33.9	100.0	..	..	..	..	..	26.1	34.1
Manipur	49.8	1.1	95.7	..	..	3.2	..	17.7	34.5
Nagaland	51.4	100.0	..	..	..	..	..	..	50.8
N.E.F.A.	45.7	100.0	..	..	..	..	..	112.6	112.2
Pondicherry	16.1	97.9	..	..	1.6	0.5	..	42.1	42.9
Tripura	50.8	98.8	..	..	0.3	0.9	..	54.1	54.7
INDIA	28.5	80.5	8.2	6.3	2.3	1.0	1.7	26.9	27.6

CHAPTER IV

BASIC EDUCATION

The programmes of Basic Education outlined under the 'Second Five Year Plan' were actively pursued during the year under report, both by the Centre and the States with a view to achieving the targets fixed under the Plan. The limitation of funds, lack of properly trained teachers and other handicaps notwithstanding, quite a number of traditional type of elementary schools were converted into the basic pattern. Moreover, craft was introduced in a large number of primary schools with a view to their eventual changeover to the basic type. To meet the shortage of trained teachers, the intake capacity of the existing basic training institutions was increased, some normal teachers' training institutions were converted to the basic pattern and new basic training institutions were opened. Refresher courses and seminars continued to be organised under the auspices of the Central and State Governments for the benefit of teachers and other personnel working in this field.

The rate of conversion of primary schools to the basic pattern being slow on account of paucity of funds, the Panel on Education, at their Patna meeting held during the year, suggested that the immediate task should be the orientation of all primary schools to the basic pattern by introducing all those activities of Basic schools which did not require costly equipment or large space. This recommendation was pursued at the four regional seminars held at Gandhigram, Bhopal, Puri and Chandigarh in which the details of the programme were finalised on the basis of the recommendations of the Standing Committee of the Central Advisory Board of Education. The main features of the programme are: (a) all non-basic training institutions for primary teachers should be made basic training institutions, (b) a common integrated syllabus should be introduced in all basic and non-basic primary schools without any distinction and (c) all teachers and schools should be oriented to the basic pattern.

In pursuance of the recommendation of the Standing Committee on Basic Education, the Union Ministry of Education appointed a Committee in November 1957 to go into the question of the status of post-basic schools *vis-a-vis* multipurpose schools and to recommend measures for the integration of these two types of schools. The Committee, after due consideration of the problem, made the following recommendations:—

- (1) The study of crafts in post-basic schools should be considered equivalent to the study of the electives in the multi-purpose schools and in doing so, proper standards be laid down for both.
- (2) Necessary assistance should be provided to post-basic schools to enable them to raise their standard of study in humanities and sciences to the same level as is provided for them as electives in the higher secondary schools.
- (3) While selecting schools for conversion to Multi-purpose schools, the post-basic schools, as far as possible should also be given the same consideration as other higher secondary schools.

- (4) A common scheme of examination for post-basic and the multi-purpose schools should be evolved. This should, as far as possible, be the same as of the higher secondary schools.
- (5) During the interim period the Governments should recognise the school final examination of the post-basic schools as equivalent to the final examination of the higher secondary schools for purposes of employment. They should also request the Universities to accord the same recognition to that examination for purposes of admission to institutions of higher learning.
- (6) In order to enable post-basic schools to improve the quality of teachers and strengthen their laboratories, libraries, etc., financial assistance and guidance should be made available on the same basis to them as was being done in the case of higher secondary and multi-purpose schools.
- (7) As a matter of policy, the students passing out of post-basic schools should, in the earlier stages, be given preference in the matter of employment in those special jobs for which their training has specially equipped them.
- (8) The recommendation of the Secondary Education Commission regarding the study of crafts as a compulsory subject should be implemented in all higher secondary and multi-purpose schools with due emphasis on the productive aspect of that work.
- (9) The technique of correlation should be emphasised in higher secondary and multi-purpose schools and employed to the extent possible at that stage.
- (10) Every post-basic school should suitably add the words 'Higher Secondary' to its name.

In consultation with the Union Public Service Commission, the Government of India recognised, from the year under report, the diploma in teachers training awarded by the Hindustani Talimi Sangh, Wardha, to graduate teacher-trainees as equivalent to B. T., B. Ed., L. T. or postgraduate degree/diploma issued by a University or Education Department of the States for the purposes of employment under the Government of India. States were informed accordingly.

The National Institute of Basic Education continued its activities relating to (a) research, (b) training, (c) production of literature, (d) improving current practices in basic schools and (e) studies and investigations. A brief account of these activities is given below :

(a) *Research* :—During the year under review, the following projects were completed :—

- (i) Relative costliness of education in basic and non-basic schools (Pilot study for Delhi);
- (ii) Analysis and evaluation of some integrated syllabi.
- (iii) Basic Education Abstracts No. I and II of 1959 and No. 1 of 1960.

Work on other research projects was in progress. These included (i) analysis and evaluation of language readers for Classes I and II of basic schools of Hindi speaking States; (ii) ensuring standards of achievement in basic schools, (iii) standardisation of a check-list for evaluation of basic schools,

and (iv) a study and evaluation of correlated lesson plans prepared by basic training institutions. Moreover, a classified list of topics for research was prepared on the basis of suggestions received from the State Governments and Principals of post-graduate basic training colleges.

(b) *Training* :—The following programmes were organised during the year under review :—

(i) *Conference of Model Basic Schools of Delhi*:—At the request of the Delhi Municipal Corporation, a Conference of Headmasters and Inspecting Officers of the Model Basic Schools of Delhi was convened from 21st to 27th September, 1960.

(ii) *Workshop for the Improvement of Teacher Education in Post Graduate Basic Training Colleges* :—A workshop on the improvement of teacher education was organised from 15th December, 1960 to 3rd June, 1961, in which the principals of the Post-Graduate Basic Training colleges took part.

(c) *Production of Literature* :— The following publications were brought out:—

(i) *Buniyadi Talim* :—A quarterly journal of Basic Education—four issues of 1960.

(ii) Difficulties of Basic School Teachers.

(iii) Measuring Educational Potentiality of Craft.

(iv) Basic Activities for non-basic schools (Reprint).

(v) Administration of Basic Education.

(vi) Report of the Educational Psychology Seminar.

(vii) Relative Costliness of Education.

(d) *Improving Current Practices in Basic Schools* :— After consultation with Delhi Municipal Corporation, the Senior Basic School, Chhettarpur, was selected for improvement. A two-week workshop of the staff of the school and the concerned supervisory staff of the Corporation was organised with a view to devising the plan of work for the academic session 1960-61.

(e) *Studies and Investigations in Arts and Crafts* :— A UNESCO expert in Arts & Crafts, Shri Musoji Takaki of Japan, joined the Institute early this year. Under his guidance, experiments in the crafts of bamboo, clay modelling, pottery and doll-making were taken up. It was also proposed to start short-term training courses in teaching crafts to craft instructors from different States. Preliminary steps were taken in this regard.

Main Development

A brief account of the activities of the various States and Territories in this field is given below :

Andhra Pradesh

A Basic Education Committee was constituted by the Government to investigate the difficulties experienced in imparting education under the Basic system at the Primary stage, suggest steps to remove them, determine the stage at which crafts should be introduced and make other useful suggestions. The recommendations of the committee were currently under consideration of the Govt.

13 new govt. basic training schools were opened during the year. 2 training section for urdu candidates originally attached to Govt. High Schools were converted to independent basic training schools (Govt.).

Assam

A good number of primary and vernacular middle schools was converted into junior basic and senior basic schools. Training programmes were organised to train teachers under the orientation scheme.

Bihar

With a view to imparting craft teaching to Inspecting Maulvies, the State government approved the scheme of providing half-yearly training to them at the teachers training school, Haveli Kharagpur and decided to give them deputation advance at the rate of Rs. 20 p. m.

Gujarat

Twenty two primary schools were converted to the basic pattern at a cost of Rs. 3.90 lakhs during the year. The State Government sanctioned the construction of 20 craft sheds at a cost of Rs. 88,000. A standardised list of equipment required for basic schools with spinning and weaving as craft was prepared. Moreover, detailed specifications regarding the type of wood to be used, its length, breadth, thickness, etc., were fixed for essential articles and published in a book-form for the guidance of teachers and administrators.

A Principal of a graduate basic training college was deputed for work shop training in Basic Education at New Delhi. Similarly two craft teachers from another graduate basic training college were deputed to Delhi for training in simple crafts.

Jammu & Kashmir

Basic education supervisors were appointed to supervise basic schools and to help in the conversion of the existing traditional primary schools into basic schools.

Kerala

All the primary schools having been oriented according to the five-point programme, no new schools were converted to the basic pattern.

Madhya Pradesh

The existing primary schools were gradually being converted into Junior Basic schools and the new ones were generally opened on the basic pattern. Training facilities for Basic education were increasing because the number of such training institutions went up during the year.

The total number of students and teachers in Basic schools increased by 36,197 and 978 respectively and the total direct expenditure by Rs. 20,65,462.

The number of under-graduate basic training colleges increased by 24 for boys and 3 for girls. 4 non-basic post-graduate training colleges were converted into Basic ones and 1 new such Basic college was opened.

Madras

To reduce the duration of the Basic education course from 8 years to 7 years with a view to bringing it in line with the elementary school course, the State government authorised the Director of Public Instruction to constitute a Committee to go into the question of reorganisation and revision of the Basic education syllabus. Pending finalisation of the syllabus by the

Committee, the Director was requested to take steps to introduce the additional subjects recommended by the *Tamil Nad Basic Education Society* for study in the first five standards of basic schools on an *ad hoc* basis. The Committee was also able to complete its work and submitted the draft syllabus during the year. The Government also constituted another Committee to frame a suitable syllabus for the four year post-basic course.

Under the scheme to retrain elementary and secondary grade teachers in basic education, courses were organised at 25 centres in which 1,894 teachers were retrained. A retraining course of five months' duration was also organised at the Government Post-Graduate Basic Training College Orathnad (Tanjore District) for the benefit of graduate trained teachers. Sixty-four teachers were retrained at this course.

The Government chalked out a programme to train the headmaster and a teacher of every elementary school in the principles and methods of orienting elementary schools to the basic pattern. This programme was spread over a period of three years. During the year under report, more than 16,000 teachers were thus trained against the target of 15,000 teachers.

The State government approved the following proposals :—

- (i) Appointment of Grade I Tamil Pandits in basic training schools;
- (ii) Abolition of posts of Hindi Pandits in basic training schools as there was no provision in the reorganised secondary school course and the integrated elementary course for the teaching of Hindi upto grade VII; and
- (iii) Appointment of Grade I Tamil Pandits in post-basic schools.

Maharashtra

99 full-grade and 735 single-teacher Primary schools in the Marathi speaking districts of west Maharashtra were converted into Junior Basic Schools. The total number of basic schools increased by 534 and the increase in expenditure was Rs. 85 lakhs.

During the year a new graduate basic training college was started. The pay-scales of teachers in non-government basic training colleges were revised with effect from the 1st November, 1959.

Mysore

The new primary school syllabus for the 7-year integrated course was prepared in such a manner as to incorporate all the important features of basic education. The syllabus was introduced in standards III and IV of both basic and non-basic schools in the State during the year under report.

Nine full-fledged basic training institutions were opened under the Centrally sponsored scheme.

Orissa

A seminar on correlated teaching for selected teachers of basic training schools and senior basic schools was held in the Basic Training School, Angul, from the 28th February, 1961 to 3rd March, 1961.

The elementary training school syllabus was revised on basic lines to include the training in crafts in it. This was done to enable the teachers after training to teach the modified syllabus including a craft already introduced in primary schools.

Two junior basic schools were upgraded into senior basic schools.

Punjab

To give fillip to the orientation programme, 3,720 teachers of traditional type of primary schools were given orientation training during summer vacations.

Rajasthan

Two hundred and fifty primary schools in rural areas and 50 in urban areas were converted to the basic pattern.

Fifteen government and one private basic training school were opened.

Uttar Pradesh

In this State all Junior Basic schools are also Primary schools. Under the reorientation scheme of education the Basic pattern was extended also to the Junior High school stage in 1954. The number of such reoriented schools was 2,997.

The increase in the number of Senior Basic schools was 151 as compared to 4 in the previous year.

West Bengal

Fiftyfour junior basic schools and 56 senior basic schools were established. A new post-graduate basic training college was started to cope with the additional requirements of trained personnel.

Delhi

The integrated syllabus was brought into force with a view to reorienting the traditional system of education towards the basic pattern. Ten non-basic primary schools were converted into basic schools and craft was introduced in the middle departments of 7 higher secondary schools.

Himachal Pradesh

Ten primary schools were converted into junior basic schools and 60 new junior basic primary schools were opened. Craft and raw material were supplied to 80 primary schools.

L. M. & A. Islands

Thirty-two teachers were trained in the orientation camp held in February, 1961.

Manipur

The programme of the conversion of primary schools into junior basic schools and the orientation of the elementary schools towards basic pattern was implemented. Two basic primary schools were started.

Pondicherry

Four new junior basic schools were opened. One hundred and fifty non-basic trained teachers were given short-term orientation training course at the Teachers' Training Centre, Pondicherry.

Tripura

Thirtyfive primary schools were converted into junior basic schools and one junior basic school was opened. Crafts were introduced in 40 primary schools. One basic teachers' training college with a capacity of 100 was started.

MAIN STATISTICS

Schools

The total number of basic schools—junior basic, senior basic and post-basic—stood at 80,249, in March 1961, as against 75,345 in March 1960. This gives an increase of 4,904 or 6.5 per cent. Of the total, 65,949 schools (60,030 for boys and 5,919 for girls) were junior basic schools, 14,269 schools (12,932 for boys and 1,337 for girls) were senior basic schools and 31 schools (27 for boys and 4 for girls) were post-basic schools. Similar break up of basic schools in the previous year was : junior basic schools 61,757 (56,526 for boys and 5,231 for girls), senior-basic schools 13,554 (12,252 for boys and 1,302 for girls) and post-basic schools 34 (31 for boys and 3 for girls). Post-basic schools were reported by only three States, namely, Bihar, Madras and Punjab.

As regards management, 78.8 per cent of the junior basic schools were under local boards and the rest were under Government and private-bodies in equal proportion of 10.0 per cent each. Of the senior basic schools, 72.9 per cent were managed by local bodies, 17.8 per cent by private bodies and the remaining 9.3 per cent by Government. Private enterprise was very active in the management of post basic schools, of which 80.6 per cent were under its control. The remaining 19.4 per cent were managed by Government.

The statewise distribution of basic schools is given in Table XXX. Basic schools were in existence in all the States and Union Territories except Jammu & Kashmir, Dadra Nagar Haveli, Goa, Daman & Diu and Nagaland. The number of junior basic schools increased in all the States and Union territories except Kerala, Orissa and Punjab. The decrease in these 3 States was due mainly to the upgrading of junior basic schools to senior basic schools. Among the States, Uttar Pradesh reported the highest increase (2,034), and Andhra Pradesh the lowest (60). Among the Union Territories, the increase varied from 4 in Pondicherry to 133 in Himachal Pradesh.

The number of senior basic schools increased in all the States except Kerala, Mysore, Punjab and Rajasthan. The decrease

Table XXX—Number of Basic Schools

State/Territory	Junior Basic Schools				Senior Basic Schools				Post Basic Schools				Total		Increase (+) or Decrease (-)
	For Boys		For Girls		For Boys		For Girls		For Boys		For Girls		1959-60	1960-61	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	2,466	2,526	6	6	306	336	2	2	2	2	..	..	2,782	2,872	+ 90
Assam	2,308	2,441	80	80	192	199	19	20	..	..	..	..	2,599	2,740	+ 141
Bihar	2,385	2,487	313	333	759	787	9	9	21	15	..	..	3,487	3,632	+ 145
Gujarat	1,587	1,638	69	86	2,598	2,850	322	331	..	..	..	..	4,576	4,905	+ 329
Jammu and Kashmir	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	440	428	..	2	123	83	..	..	2	3	..	..	565	516	- 49
Madhya Pradesh	2,366	2,735	3	2	297	325	..	..	..	..	..	..	2,666	3,062	+ 396
Madras	3,046	3,322	..	..	546	682	..	..	2	3	..	..	3,595	4,008	+ 413
Maharashtra	1,182	1,483	28	30	2,380	2,617	119	113	..	..	1	1	3,709	4,243	+ 534
Mysore	1,890	2,023	49	45	1,189	950	108	109	..	..	..	..	3,236	3,127	- 109
Orissa	361	359	..	..	23	25	..	..	2	2	..	..	386	386	..
Punjab	566	561	211	187	50	49	23	23	..	..	..	..	854	824	- 30
Rajasthan	1,699	1,939	102	102	51	46	11	9	2	2	2	2	1,863	2,096	+ 233
Uttar Pradesh	33,772	35,156	4,277	4,927	3,540	3,674	644	661	..	..	..	..	42,233	44,418	+ 2,185
West Bengal	1,276	1,458	21	32	112	204	21	35	..	..	..	..	1,430	1,729	+ 299
A. & N. Islands	9	23	..	..	..	..	..	..	..	..	..	..	9	23	+ 14
Delhi	170	180	58	68	48	54	23	24	..	..	..	..	299	326	+ 27
Himachal Pradesh	670	799	3	7	7	7	..	..	..	..	..	..	680	813	+ 133
L. M. & A. Islands	..	..	..	..	1	1	..	..	..	..	..	..	1	1	..
Manipur	130	149	11	12	..	..	..	..	..	..	..	..	141	161	+ 20
Nagaland	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
N.E.F.A.	7	83	..	..	..	..	..	..	..	..	..	..	7	83	+ 76
Pondicherry	2	6	..	..	1	1	..	..	..	..	..	..	3	7	+ 4
Tripura	194	234	..	..	29	42	1	1	..	..	..	..	224	277	+ 53
INDIA	56,526	60,030	5,231	5,919	12,252	12,932	1,302	1,337	31	27	3	4	75,345	80,249	+ 4,904

in these States was due mostly to the upgrading of the schools to high schools. Among the States the increase was the highest in Gujarat (261) and the lowest in Orissa (2). In the Union Territories, senior basic schools existed only in Delhi, Himachal Pradesh, L. M. & A. Islands, Pondicherry and Tripura. In Delhi their number increased by 7 and in Tripura by 13. In the rest of them the number remained the same.

The number of post-basic schools decreased by 5 in Bihar and increased by 1 each in Kerala and Madras.

Pupils

At the end of the year 1960-61, the total enrolment in junior basic, senior basic and post-basic schools added up to 97,25,772, as against 90,08,633 in the previous year. Of the former figure, 65,01,134 students (49,23,265 boys and 15,77,869 girls) were studying in junior basic schools, 32,20,298 students (23,19,308 boys and 9,00,990 girls) in senior basic schools and 4,340 students (3,099 boys and 1,241 girls) in post-basic schools. Similar breakdown of the enrolment in the previous year was : junior basic schools, 60,12,956 students, (46,14,055 boys and 13,98,901 girls), senior basic schools 29,91,283 students (21,52,300 boys and 8,38,983 girls) and post-basic schools 4,394 students (3,410 boys and 984 girls). Thus, while in junior basic schools the enrolment increased by 4,88,178 or 8.1 per cent and in senior basic schools by 2,29,015 or 7.7 per cent and that in post basic schools decreased by 54 or 1.2 per cent. Taking all types of basic schools together, there was an overall increase of 7,17,139 students or 8.0 per cent in enrolment, as against an increase of 9.8 per cent in the previous year. These figures do not include the number of students pursuing basic education in non-basic schools as this number is not available.

Table XXXI gives the statewise distribution of pupils reading in junior basic, senior basic and post-basic schools. The number of pupils reading in all types of basic schools increased in all the States and Union Territories, except Kerala, Punjab, and L. M. & A. Islands. The fall in enrolment in L. M. & A. Islands was insignificant, while that in Kerala and Punjab was due to decrease in the number of institutions. Uttar Pradesh topped the list among the States by reporting the highest increase of 2,31,993 pupils and Orissa stood at the other end of the scale with an increase of only 7,943. Among the Union Territories, Tripura with an increase of 9,194 and Pondicherry with an increase of only 158 in the enrolment of basic schools occupied these extreme positions.

Taking each type of basic schools separately, the enrolment in junior basic schools increased in all the States and Union Territories except Punjab. In senior basic schools too, the enrolment increased in all the States and Union Territories except Kerala, Mysore, Punjab, Rajasthan and L. M. & A. Islands. Same was the case with post-basic schools in which the enrolment increased in all the States (wherever such schools existed) except Bihar. In all cases of decrease of enrolment, except L. M. & A. Islands where the decrease was not very significant, the fall in enrolment was due to the decrease in the number of institutions on account of some of them having been upgraded as referred to above.

Table XXXI--Number of Pupils in Basic Schools

State/Territory	In Junior Basic Schools				In Senior Basic Schools			
	Boys		Girls		Boys		Girls	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,72,410	1,83,320	94,543	1,07,873	56,918	62,382	19,227	20,558
Assam	1,30,774	1,38,713	76,349	84,264	23,122	24,226	13,080	14,437
Bihar	1,45,211	1,54,981	44,246	46,737	1,20,304	1,30,780	20,708	23,354
Gujarat	86,958	92,402	37,866	44,814	4,95,326	5,38,365	2,42,428	2,66,949
Jammu & Kashmir	..	..	..	..	..	..	..	..
Kerala	53,611	53,807	42,901	43,969	30,221	20,420	20,640	14,911
Madhya Pradesh	1,56,800	1,81,770	22,705	29,673	62,295	65,941	6,410	7,023
Madras	2,42,423	2,66,718	1,50,302	1,68,963	1,10,341	1,41,463	74,272	94,252
Maharashtra	81,112	1,14,672	31,202	45,877	5,72,697	6,25,924	2,27,490	2,47,133
Mysore	1,12,404	1,41,839	54,053	66,401	2,13,798	2,00,157	91,597	84,655
Orissa	17,073	21,191	6,357	8,814	3,388	4,345	835	1,232
Punjab	48,140	47,978	26,277	23,073	14,887	14,920	5,428	5,057
Rajasthan	1,50,978	1,65,329	34,966	32,834	11,876	8,654	3,740	3,858
Uttar Pradesh	30,55,332	31,70,868	7,07,381	7,87,960	4,11,248	4,46,139	1,02,701	1,03,688
West Bengal	93,157	1,04,604	43,823	54,329	7,304	15,254	2,150	5,330
A. & N. Islands	1,033	1,322	708	978	..	..	..	..
Delhi	17,563	21,870	7,239	8,679	13,048	14,464	6,559	6,459
Himachal Pradesh	25,150	28,845	4,167	5,646	1,131	1,252	176	285
L. M. & A. Islands	..	..	..	..	306	296	20	16
Manipur	7,497	8,690	4,807	4,291	..	..	..	..
Nagaland	..	..	..	..	..	..	..	..
N. E. F. A.	171	2,900	22	250	..	..	..	..
Pondicherry	234	335	43	87	107	120	..	..
Tripura	16,024	21,111	8,944	12,357	3,783	4,206	1,522	1,793
INDIA	46,14,055	49,23,265	13,98,901	15,77,869	21,52,300	23,19,308	8,38,983	9,00,990

Table XXXI—Number of Pupils in Basic Schools—Contd.

State/Territory	In Post-Basic Schools				Total		Increase(+) or Decrease (-)
	Boys		Girls		1959-60	1960-61	
	1959-60	1960-61	1959-60	1960-61			
1	10	11	12	13	14	15	16
Andhra Pradesh	68	107	13	21	3,43,179	3,74,261	+ 31,082
Assam	..	..	..	..	2,43,325	2,61,640	+ 18,315
Bihar	2,843	2,342	88	215	3,33,400	3,58,409	+ 25,009
Gujarat	..	..	..	..	8,62,578	9,42,530	+ 79,952
Jammu & Kashmir	..	..	..	..	..	..	..
Kerala	140	156	34	57	1,47,547	1,33,320	- 14,227
Madhya Pradesh	..	..	..	..	2,48,210	2,84,407	+ 36,197
Madras	119	125	93	110	5,77,550	6,71,631	+ 94,081
Maharashtra	..	..	..	..	9,12,501	10,33,606	+ 1,21,105
Mysore	..	..	..	..	4,71,852	4,93,052	+ 21,200
Orissa	85	98	..	1	27,738	35,681	+ 7,943
Punjab	155	271	756	837	95,643	92,136	- 3,507
Rajasthan	..	..	..	..	2,01,560	2,10,675	+ 9,115
Uttar Pradesh	..	..	..	..	42,76,662	45,08,655	+ 2,31,993
West Bengal	..	..	..	..	1,46,634	1,79,517	+ 32,883
A. & N. Islands	..	..	..	..	1,741	2,300	+ 559
Delhi	..	..	..	..	44,409	51,472	+ 7,063
Himachal Pradesh	..	..	..	..	30,624	36,028	+ 5,404
L. M. & A. Islands	..	..	..	..	326	312	- 14
Manipur	..	..	..	..	12,304	12,981	+ 677
Nagaland	..	..	..	..	..	..	..
N. E. F. A.	..	..	..	..	193	3,150	+ 2,957
Pondicherry	..	..	..	..	384	542	+ 158
Tripura	..	..	..	..	30,273	39,467	+ 9,194
INDIA	3,410	3,099	984	1,241	90,08,633	97,25,772	+ 7,17,139

Teachers

The number of teachers in basic schools increased from 2,55,550 (1,94,303 men and 61,247 women) in 1959-60 to 2,77,938 (2,08,661 men and 69,277 women). This gives an increase of 8.8 per cent, as compared to an increase of 8.3 per cent in the previous year. Of the total number of teachers for the year under report, 1,75,606 were working in junior basic schools, 1,02,083 in senior basic schools and 249 in post-basic schools. The Corresponding number of teachers for the previous year were : Junior basic school teachers 1,59,751, senior basic school teachers 95,539 and post-basic school teachers 260. The decrease in the number of teachers in post-basic schools was due to the decrease in the number of institutions as referred to above. On percentage basis, the number of teachers increased by 9.9 per cent in junior basic schools and by 6.8 per cent in senior basic schools, but decreased by 4.4 per cent in post-basic schools.

The statewide distribution of teachers in basic schools is shown in Table XXXII. The number of teachers increased in all the States and Union Territories except Kerala, and Punjab, where the number decreased due to decrease in the number of institutions.

During 1960-61, trained teachers formed 75.1 per cent of the total number of teachers in basic schools, as against 76.0 per cent in the previous year. This percentage was 75.0 in junior basic schools, 75.3 in senior basic schools and 53.4 in post-basic schools, as compared to 76.2, 75.8 and 53.1 respectively in the previous year. The position in respect of trained teachers was better this year than last year in all the States and Union Territories except in Manipur and Tripura. It was cent per cent in Delhi and L. M. & A. Islands. Ten States and Union Territories had 75 per cent to 100 per cent trained teachers and 8 States and three Territories between 50 per cent and 75 per cent. In the remaining States etc. the untrained teachers were in a majority. In Manipur and Tripura the proportion of trained teacher was as low as 26.3 per cent and 33.8 per cent respectively.

The teacher pupil ratio in basic schools was 1 : 35. It was 1 : 37 in junior basic schools, 1 : 32 in senior basic schools and 1 : 17 in post-basic schools.

Expenditure

The total direct expenditure incurred on all types of basic schools increased during the year, from Rs. 24,96,70,537 to Rs. 28,38,85,201, that is at the rate of 13.7 per cent. Of this, Rs. 15,98,67,971 was expended on junior basic schools, Rs. 12,35,86,125 on senior basic schools and Rs. 4,31,105 on post-basic schools. The corresponding break-up of the expenditure for the previous year was Rs. 13,92,67,311 on junior basic schools, Rs. 10,99,17,999 on senior basic schools and Rs. 4,85,227 on post-basic schools.

The average annual cost per pupil in basic schools worked out as under :—

Junior Basic schools	. . . . .	Rs.	24.6
Senior Basic schools	. . . . .	Rs.	38.4
Post-Basic schools	. . . . .	Rs.	99.3

The Statewise details of the total direct expenditure on basic schools are given in Table XXXIII. The expenditure increased in all the States and Union territories except Kerala. The total direct expenditure on basic schools formed 11.0 per cent of the total direct expenditure on education.

Table XXXII Number of Teachers in Basic Schools

8—8 Edu./64

State/Territory	In Junior Basic Schools				In Senior Basic Schools				In Post-Basic Schools			
	Men		Women		Men		Women		Men		Women	
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	5,517	1,134	1,297	51	1,727	898	318	44	5	4	3	..
Assam	3,290	1,432	663	497	685	579	119	163	..	..	..	..
Bihar	3,837	1,016	76	67	4,547	506	215	18	44	69	2	3
Gujarat	1,598	1,625	570	444	9,348	6,318	3,845	2,965	..	..	..	..
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	1,698	76	1,039	63	688	86	462	83	8	7	3	4
Madhya Pradesh	4,277	2,478	70	56	1,583	948	27	14	..	..	..	..
Madras	8,166	278	4,762	53	4,306	198	3,429	32	15	4	6	3
Maharashtra	2,383	1,532	358	183	15,340	3,746	2,952	1,185	..	..	..	..
Mysore	3,501	2,134	622	277	5,444	850	917	336	..	..	..	..
Orissa	904	11	8	..	201	14	2	1	5	7	..	1
Punjab	1,332	30	548	32	457	15	168	11	16	11	26	3
Rajasthan	3,757	1,912	224	320	397	119	120	12	..	..	..	..
Uttar Pradesh	68,669	18,671	5,382	6,332	15,043	4,014	3,050	1,152	..	..	..	..
West Bengal	3,894	1,144	460	194	355	483	77	96	..	..	..	..
A. & N. Islands	35	6	18	7	..	..	..	..	..	..	..	..
Delhi	776	..	219	..	596	..	227	..	..	..	..	..
Himachal Pradesh	895	576	116	50	63	12	2	3	..	..	..	..
L. M. & A. Islands	..	..	..	..	10	..	1	..	..	..	..	..
Manipur	135	389	8	12	..	..	..	..	..	..	..	..
Nagaland	..	..	..	..	..	..	..	..	..	..	..	..
N. E. F. A.	108	59	12	5	..	..	..	..	..	..	..	..
Pondicherry	12	..	..	..	3	3	..	..	..	..	..	..
Tripura	305	583	97	239	134	230	32	59	..	..	..	..
INDIA	1,15,089	35,086	16,549	8,882	60,927	19,019	15,963	6,174	93	102	40	14

Table—XXXII Number of Teachers in Basic Schools—Contd.

State/Territory	In all Schools			Percentage of Trained Teachers to Total Number of Teachers				Teacher-Pupil Ratio			
	Trained	Untrained	Total	In Junior Basic Schools	In Senior Basic Schools	In Post-Basic Schools	In All Schools	In Junior Basic Schools	In Senior Basic Schools	In Post-Basic Schools	In All Schools
1	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh	8,867	2,131	10,998	85·2	68·5	66·7	80·6	36	28	11	34
Assam	4,757	2,671	7,428	67·2	52·0	..	64·0	38	25	..	35
Bihar	8,721	1,679	10,400	78·3	90·1	39·0	83·9	40	29	22	34
Gujarat	15,361	11,352	26,713	51·2	58·7	..	57·5	32	36	..	35
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..	..
Kerala	3,898	319	4,217	95·2	87·2	50·0	92·4	34	27	10	32
Madhya Pradesh	5,957	3,496	9,453	63·2	62·6	..	63·0	31	28	..	30
Madras	20,684	568	21,252	97·5	97·1	75·0	97·3	33	30	8	32
Maharashtra	21,033	6,646	27,679	61·5	78·8	..	76·0	36	38	..	37
Mysore	10,484	3,597	14,081	63·1	84·3	..	74·5	32	38	..	35
Orissa	1,120	34	1,154	98·8	93·1	38·5	97·1	33	26	8	31
Punjab	2,547	102	2,649	96·8	96·0	75·0	96·1	37	31	20	35
Rajasthan	4,498	2,363	6,861	64·1	79·8	..	65·6	32	19	..	31
Uttar Pradesh	92,144	30,169	1,22,313	74·8	77·8	..	75·3	40	24	..	37
West Bengal	4,786	1,917	6,703	76·5	42·7	..	71·4	28	20	..	27
A. & N. Islands	53	13	66	80·3	..	..	80·3	35	..	..	35
Delhi	1,818	..	1,818	100·0	100·0	..	100·0	31	25	..	28
Himachal Pradesh	1,076	641	1,717	61·8	81·3	..	62·7	21	19	..	21
L. M. & A. Islands	11	..	11	100·0	..	..	100·0	..	28	..	28
Manipur	143	401	544	26·3	..	..	26·3	24	..	..	24
Nagaland	..	..	..	..	..	..	..	..	..	..	..
N. E. F. A.	120	64	184	65·2	..	..	65·2	17	..	..	17
Pondicherry	15	3	18	100·0	50·0	..	83·3	35	20	..	30
Tripura	568	1,111	1,679	32·8	36·5	..	33·8	27	13	..	24
INDIA	2,08,661	69,277	2,77,938	75·0	75·3	53·4	75·1	37	32	17	35

Table—XXXIII—Direct Expenditure on Basic Schools by States

State/Territory	On Junior Basic Schools		On Senior Basic Schools		On Post-Basic Schools	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7
Andhra Pradesh	67,04,459	85,16,429	29,92,249	35,85,554	23,716	31,982
Assam	44,45,911	52,18,243	10,77,105	14,05,790	..	..
Bihar	29,71,968	33,29,097	56,52,863	62,75,846	2,20,728	1,57,423
Gujarat	48,32,124	57,20,078	2,49,03,117	2,67,60,291	..	..
Jammu & Kashmir . . . . .	..	..	..	..	..	..
Kerala	32,51,398	34,20,501	22,98,859	16,11,396	21,061	31,460
Madhya Pradesh	53,58,644	68,01,514	22,41,276	28,63,868	..	..
Madras	99,58,289	1,23,63,480	60,16,984	80,29,627	65,769	68,995
Maharashtra	38,90,912	56,23,077	2,40,14,530	3,07,82,958	..	..
Mysore	50,77,039	64,76,067	95,96,079	85,72,551	..	..
Orissa	9,39,690	9,52,000	2,32,318	2,53,538	11,337	16,662
Punjab	25,44,515	28,23,036	11,06,386	10,10,656	1,42,616	1,24,583
Rajasthan	57,97,909	69,52,378	11,16,146	9,83,026	..	..
Uttar Pradesh	7,33,28,712	7,85,15,615	2,54,31,556	2,73,27,754	..	..
West Bengal	46,93,714	57,26,898	9,43,188	15,08,214	..	..
A. & N. Islands	94,336	1,36,037	..	..	..	..
Delhi	16,20,971	19,06,845	15,26,613	17,22,185	..	..
Himachal Pradesh	17,97,527	22,81,995	73,305	84,469	..	..
L. M. & A. Islands . . . . .	..	..	13,850	21,347	..	..
Manipur	2,56,056	5,75,710	..	..	..	..
Nagaland . . . . .	..	..	..	..	..	..
N. E. F. A.	49,250	3,73,600	..	..	..	..
Pondicherry	6,298	9,796	6,77,725	4,097	..	..
Tripura	16,47,589	21,45,575	3,850	7,82,958	..	..
INDIA	13,92,67,311	15,98,67,971	10,99,17,999	12,35,86,125	4,85,227	4,31,105

Table—XXXIII Direct Expenditure on Basic Schools by States—Contd.

States/Territory	Total		Increase (+) or Decrease (—)	Percentage of Expenditure on Basic Schools to Direct Expenditure on Education	Percentage of expenditure met from				
	1959-60	1960-61			Govt. Funds	Local Board Funds	Fees	Endow- ments	Other Sources
1	8	9	10	11	12	13	14	15	16
Andhra Pradesh .	97,20,424	1,21,33,965	+ 24,13,541	6.1	74.4	24.8	0.5	0.3	0.0
Assam	55,23,016	66,24,033	+ 11,01,017	10.0	99.5	0.0	0.0	0.5	0.0
Bihar	88,45,559	97,62,366	+ 9,16,807	6.6	95.4	0.6	2.0	0.1	1.9
Gujarat	2,97,35,241	3,24,80,369	+ 27,45,128	21.4	87.9	10.4	0.2	0.0	1.5
Jammu & Kashmir	..	..	..	..	..	..	..	..	..
Kerala	55,71,318	50,63,357	— 5,07,961	3.2	99.1	..	0.2	0.0	0.7
Madhya Pradesh	75,99,920	96,65,382	+ 20,65,462	5.9	88.4	9.4	1.0	0.0	1.2
Madras	1,60,41,042	2,04,62,102	+ 44,21,060	9.0	80.9	13.8	0.4	4.6	0.3
Maharashtra	2,79,05,442	3,64,06,035	+ 85,00,593	10.2	86.2	10.8	0.3	0.0	2.7
Mysore	1,46,73,118	1,50,48,618	+ 3,75,500	11.1	89.9	5.4	0.1	0.0	4.6
Orissa	11,83,345	12,22,200	+ 38,855	2.5	97.4	0.4	0.3	0.9	1.0
Punjab	37,93,517	39,58,275	+ 1,64,758	2.8	99.1	..	0.1	0.6	0.2
Rajasthan	69,14,055	79,35,404	+ 10,21,349	8.0	99.3	..	0.6	0.0	0.1
Uttar Pradesh	9,87,60,268	10,58,43,369	+ 70,83,101	34.5	67.0	20.7	8.1	0.5	3.7
West Bengal	56,36,902	72,35,112	+ 15,98,210	2.9	80.5	9.5	7.6	0.6	1.8
A. & N. Islands	94,336	1,36,037	+ 41,701	23.6	100.0	..	..	..	..
Delhi	31,47,584	36,29,030	+ 4,81,446	4.6	..	98.0	1.9	..	0.1
Himachal Pradesh	18,70,832	23,66,464	+ 4,95,632	26.0	..	100.0	..	..	..
L. M. & A. Islands	13,850	21,347	+ 7,497	11.0	100.0	..	..	..	..
Manipur	2,56,056	5,75,710	+ 3,19,654	7.8	1.3	98.7	..	..	..
Nagaland . . . . .	..	..	..	..	..	..	..	..	..
N.E.F.A.	49,250	3,73,600	+ 3,24,350	33.1	100.0	..	..	..	..
Pondicherry	10,148	13,893	+ 3,745	0.3	77.7	..	..	22.3	..
Tripura	23,25,314	29,28,533	+ 6,03,219	33.4	99.7	..	0.2	0.0	0.1
INDIA	24,96,70,537	28,38,85,201	+3,42,14,664	11.0	78.1	15.5	3.5	0.6	2.3

Its statewise details are indicated in col. (11) of Table XXXIII. The variation in the proportion is, *inter alia*, due to the variation in the number of classes in basic schools in the different States/Union Territories.

The source-wise distribution of the total direct expenditure on basic schools is given in Cols. (12) to (16) of Table XXXIII. As compared to the previous year, the share of expenditure met from Government funds in the country as a whole increased from 77.4 per cent to 78.1 per cent, while that from local boards funds, fees and endowments decreased slightly from 15.9 per cent, 3.7 per cent and 0.7 per cent to 15.5 per cent, 3.5 per cent and 0.6 per cent respectively. The contribution of other sources remained unchanged at 2.3 per cent.

The Government met cent per cent expenditure on basic schools in 3 areas, namely, A. & N. Islands, L. M. & A Islands and N. E. F. A. ; between 75 per cent and 100 per cent in 14 States and Union Territories and between 50 per cent and 75 per cent in two States. Local Boards made substantial contributions in Himachal Pradesh (100.0 per cent), Manipur (98.7 per cent) and Delhi (98.0 per cent). The contribution from fees and other sources was not as significant anywhere as that from public funds. The highest contributions from fees, endowments and other sources were, however, 8.1 per cent in Uttar Pradesh, 22.3 per cent in Pondicherry, and 4.6 per cent in Mysore respectively.

Teachers' Training Schools

The number of basic teachers' training schools increased, during the year, from 740 to 843. The number of trainees in these schools as well as in basic training classes attached to other institutions increased from 82,700 (63,671 men and 19,029 women) in 1959-60, to 1,04,492 (80,471 men and 24,021 women) in 1960-61. Of the latter, 45,012 men and 12,640 women qualified for the award of the teachers' training diplomas or certificates. The total direct expenditure on the basic training schools amounted to Rs. 3,11,91,727 during the year, as against Rs. 2,45,72,720 in the previous year. The average annual cost of training a teacher worked out to Rs. 329.1, as compared to Rs. 331.8 during 1959-60.

The break-up of basic training schools by States is given in Table XXXIV. The number of training schools was the highest in Uttar Pradesh (154), followed by Maharashtra (127) and Bihar (100). The least number of training schools among the States was in Jammu & Kashmir (10). Among the Union Territories, Manipur reported 4 schools and Himachal Pradesh 3, while A. & N. Island, Delhi, Nagaland and N.E.F.A. reported one school each. The States of Mysore and Uttar Pradesh and the Territory of Tripura reported a decrease, of one school each.

Teachers' Training Colleges

The number of basic training colleges—post-graduate as well as undergraduate increased by 50 to 235 during the year. Of the total, 41 were post-graduate and 194 undergraduate training colleges. There were 21,512 trainees (16,064 men and 5,448 women) on the rolls of these colleges as well as in the training colleges attached to other institutions and university teaching departments. During the previous year this number was 16,101 (11,629 men and 4,472 women). The total direct expenditure on basic training colleges amounted to Rs 1,07,42,753 (Rs 43,71,163 on post-graduate training college

and Rs.63,71,590 on undergraduate training colleges); corresponding to Rs. 81,18,887 (Rs. 32,32,199 for post-graduate training colleges and Rs. 48,86,688 for undergraduate training colleges) during the previous year. The average annual cost of training a teacher in these colleges worked out to Rs. 887.9 for post-graduate training colleges and Rs. 273.4 for undergraduate training colleges. The corresponding figures for the previous year were Rs. 867.7 and Rs. 262.2 respectively. The output of Degree colleges during 1960-61 was 3, 644 (2,812 men and 832 women) and of post-graduate colleges 69 (60 men and 9 women), as compared to 2,848 (2,150 men and 698 women) and 90 (74 men and 16 women) respectively in 1959-60.

Statewise details of statistics of basic training colleges are given in Table XXXV.

Table—XXXIV Statistics of Basic Teachers' Training Schools

State/Territory	Number of Basic Training Schools	Enrolment*			Total Expenditure	Average Annual Cost Per Pupil	Output†		
		Men	Women	Total			Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	82	8,973	1,570	10,543	22,56,844	206.4	4,308	668	4,976
Assam	21	1,352	257	1,609	4,76,100	295.9	762	160	922
Bihar	100	13,690	2,403	16,093	50,22,394	312.1	N.A.	N.A.	N.A.
Gujarat	64	5,842	2,177	8,019	19,66,359	245.2	2,429	634	3,063
Jammu & Kashmir	10	444	176	620	6,88,621	1,123.4	437	130	567
Kerala	78	3,681	2,660	6,341	9,35,080	164.0	1,559	1,193	2,752
Madhya Pradesh	46	4,461	805	5,266	33,92,489	644.2	8,829	1,650	10,479
Madras	23	4,950	3,597	8,547	2,51,431	114.7	4,560	2,844	7,404
Maharashtra	127	12,558	3,989	16,547	48,18,048	291.2	6,741	1,706	8,447
Mysore	18	1,688	487	2,175	12,35,810	573.5	680	365	1,045
Orissa	..	..	..	..	..	..	..	..	..
Punjab	26	2,679	3,178	5,857	7,26,712	246.9	1,806	1,631	3,437
Rajasthan	55	6,031	547	6,578	32,35,583	501.0	5,648	524	6,172
Uttar Pradesh	154	11,869	1,652	13,521	53,49,661	394.2	5,172	694	5,866
West Bengal	28	1,506	302	1,808	4,06,140	224.6	1,513	292	1,805
A. & N. Islands	1	20	4	24	17,368	723.7	20	4	24
Delhi	1	142	145	287	1,00,311	509.2	72	78	150
Himachal Pradesh	3	218	49	267	1,30,863	490.1	199	44	243
L. M. & A. Islands	..	..	..	..	..	..	..	..	..
Manipur	4	312	23	335	83,699	249.8	240	23	263
Nagaland	1	37	..	37	19,363	523.3	19	..	19
N.E.F.A.	1	18	..	18	78,851	4,380.6	18	..	18
Pondicherry	..	..	..	..	..	..	..	..	..
Tripura	..	..	..	..	..	..	..	..	..
INDIA	843	80,471	24,021	1,04,492	3,11,91,727	329.1	45,012	12,640	57,652

*Includes enrolment in attached classes.

†Includes students who appeared privately.

Table—XXXV Statistics of Basic Teachers' Training Colleges

State/Territory	Number of Basic Training Colleges		Enrolment*			Expenditure		Average Annual Cost per Pupil		Output**					
	Post-graduate	Under-graduate	Men	Women	Total	Post-graduate	Under-graduate	Post-graduate	Under-graduate	Graduate			Post-graduate		
										Men	Women	All Persons	Men	Women	All Persons
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	1	..	48	18	66	28,947	..	438.6	..	..	..	..	..	..	..
Assam	1	..	25	..	25	68,833	..	2,754.1	..	..	..	..	..	..	..
Bihar	3	..	420	32	452	1,276,432	..	611.6	..	634	35	669	..	..	..
Gujarat	2	..	51	15	66	67,349	..	1,020.4	..	..	..	..	..	..	..
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Madhya Pradesh	9	58	5,779	1,193	6,972	17,81,550	26,40,872	1,250.2	488.8	826	195	1,021	60	9	69
Madras	1	99	5,624	3,179	8,803	57,111	25,29,413	2,115.2	170.0	95	18	113	..	..	..
Maharashtra	3	..	100	14	114	1,36,536	..	1,197.7	..	..	..	..	..	..	..
Mysore	1	21	1,327	314	1,841	1,10,417	6,21,850	3,680.6	339.6	30	..	30	..	..	..
Orissa	1	6	354	..	354	56,565	93,119	992.4	313.5	59	..	59	..	..	..
Punjab	10	..	545	448	993	7,45,630	..	449.4	..	587	473	1,060	..	..	..
Rajasthan	4	..	441	62	503	5,72,275	..	918.6	..	465	54	519	..	..	..
Uttar Pradesh	1	4	630	35	665	1,14,396	3,47,592	1,191.6	610.9	52	25	77	..	..	..
West Bengal	2	4	324	81	405	1,84,843	1,00,662	1,339.4	396.3	..	..	..	..	..	..
A. & N. Islands	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	..	..	21	15	36	..	..	..	..	21	15	36	..	..	..
Himachal Pradesh	1	..	40	17	57	1,97,088	..	1,703.3	..	37	17	54	..	..	..
L. M. & A. Islands	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nagaland	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
N. E. F. A.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Tripura	1	2	135	25	160	73,171	38,082	831.5	528.9	6	..	6	..	..	..
INDIA	41	194	16,064	5,448	21,512	43,71,163	63,71,590	887.9	273.4	2,812	832	3,644	60	9	69

*Includes enrolment in attached classes.
 **Includes students who appeared privately.

CHAPTER V

SECONDARY EDUCATION

This chapter deals with the progress made in the field of both middle and high/higher secondary school education. As far as possible, account has been given for these types of schools separately.

One of the striking features of development in secondary education during the Second Five-Year Plan period was the comparatively higher rate of expansion of facilities and their wider scatter in the country. The number of middle schools increased from about 22,000 in the beginning of the Second Five-Year Plan to 50,000 by the end of the Plan period. The enrolment at this stage increased during the same period by about 56 per cent from 48·23 lakhs in 1955-56 to 75·13 lakhs in 1960-61. The expansion in the high and higher secondary school educations was equally impressive. While the number of such institutions increased from 10,838 in 1955-56 to 17,257 in 1960-61, the enrolment in the age group 14-17 rose from nearly 22 lakhs to 32 lakhs.

The Ministry of Education at the Centre continued to pursue a number of programmes for the diversification and qualitative improvement of secondary schools. Almost all these programmes were included in the State sector and Central assistance thereon varied from 50 to 66 per cent according to the nature of schemes. Besides, Rs. 1,80,871 were paid to Voluntary Organisations for the promotion of secondary education in the country. A few Central schemes for the improvement of secondary schools were also implemented through the Directorate of Extension Programmes for Secondary Education, a subordinate office established in the previous year. A brief account of the activities of the Directorate during 1960-61 is given below:—

(i) *Establishment of Multipurpose Schools*—Although as many as 2,147 high/higher secondary schools had been converted into multipurpose schools by the end of the year under report, the progress in this field was beset with a number of difficulties. The major difficulty related to the paucity of trained teachers particularly in practical subjects. The Government of India, therefore, proposed to establish, during the Third Plan period, four regional training colleges to train specialised teachers required for these schools. Meanwhile, the Directorate of Extension Programmes for Secondary Education conducted seminars and workshops for the teachers and headmasters of these schools.

Under the scheme to strengthen selected multipurpose schools offering technology, agriculture and commerce, the schools fulfilling certain criteria formulated by the Directorate were supplied with necessary equipment and guidance by consultants in respective fields. During the year, 26 courses in each of these subjects were thus strengthened.

(ii) *Teaching of Science in Secondary Schools*—Under the programme to improve science education in secondary schools, 115 Science clubs in the States and five Central science clubs were established during the year. These were in addition to the 350 clubs established by the former All-India Council for Secondary Education. To enable these clubs to organise their programmes satisfactorily, three conferences of Sponsors were organised at Jabalpur,

Cuttack and Belgaum. Forty Sponsors were invited to each of these conferences which discussed various aspects of the movement. A scheme of assessing the work of these clubs was taken up with the assistance of extension services departments and Science lecturers of training colleges. Two hundred and fifty Science clubs were assessed during the year.

One of the objects of the programme of science education was to provide general science as an essential part of the programme of studies and by 1960-61, all secondary schools had made provision for it. In nearly 6,000 schools, scientific subjects were provided as electives at a higher level of specialisation.

(iii) Extension Service Programme

Although during the previous year the management of the extension service departments was transferred to the State government or the university or the private organisation managing the training college in which the department was located, the Directorate continued to meet the entire expenditure on this project as before.

Besides, a ten-day workshop of the Co-ordinators of the Extension Service Centres was organised at the Central Institute of Education, Delhi, from 29th February to 9th March, 1960, and was attended by 47 persons. In addition, zonal conferences of Directors and Co-ordinators of the five zones were also held. Two four-week workshops on audio-visual education were held at the National Institute of Audio-visual Education, New Delhi, in May and September, 1960, for the Co-ordinators and Technical Assistants of the Extension Centres.

(iv) Examination Reform—

Work on the scheme for finding ways and means of improving the system of examination was continued during the year. Objective tests for more school subjects were undertaken and training courses were conducted to train teachers and educational administrators in the use of new methods of assessment. The syllabi of the secondary schools were also being gradually reoriented to the new concept of evaluation. Some of the important steps undertaken in this regard, during the year, are given below:—

(a) *Administration of Tests and Item Analysis*—The officers of the examination unit of the Directorate administered about 50 tests in general science, mathematics, social studies and English in selected schools in different States. The answers were then subjected to item-analysis.

(b) *State Level Evaluation Workshops*—About thirty State level and advanced workshops were organised in which over 600 secondary school teachers participated.

(c) *Work with Training Colleges*—It was carried in three phases—

- (i) Extension work concerning 250 lecturers and 1,500 students of B.T./B.Ed. Course.
- (ii) Ten Orientation workshops in which nearly 200 lecturers from 63 training colleges took part.
- (iii) Intensive work in 20 training colleges located in 11 States and covering 175 lecturers and over 2,000 pupil-teachers.

(d) *Training Course on Evaluation for State Officers*—A five-week training course was organised in September-October, 1960, at the Central Institute of Education, Delhi, for 27 Officers from 15 States and Union Territories.

The object of the course was to train the State evaluation personnel to take up the work of examination reform in the States during the Third Plan.

(e) *Studies in Internal Assessment*.—In pursuance of a recommendation of the Conference of Secretaries of the Secondary Education Boards, held during the year, certain aspects of internal assessment were studied further and the results of the investigation were published.

(f) *Publications*.—A number of brochures on examination reforms were published and made available to the State Education Departments, State Boards of Secondary Education and training colleges.

(g) *Syllabi*.—In pursuance of a recommendation of the Conference of the Secretaries of Boards of Secondary Education, a note on the Evaluation Approach was prepared for incorporation in the B.T./B.Ed. syllabi. Some of the training institutions agreed to include it in their teaching practices.

(h) *Seminar on Research in Evaluation*.—A seminar on Research in Evaluation was organised in August-September, 1960. It was attended by 19 lecturers, co-ordinators and headmasters of schools.

Besides the above activities, the Directorate of Extension Programmes for Secondary Education carried out a number of significant programmes viz. experimentation in schools; conducting of seminars and workshops for subject-teachers; studies on English Teaching; Library Organisation in Secondary Schools; studies on craft teaching in secondary schools. It also brought out a number of publications on reforms in secondary education.

The movement for providing educational and vocational guidance to the students in secondary schools made a promising progress during the Second plan. By 1960-61, 12 out of the 15 States had established State Bureaux. These bureaux, in collaboration with the Central Bureau, continued to train Counsellors and Career Masters for secondary schools.

A brief account of the activities of the State governments in the field of secondary education is given below:—

Andhra Pradesh

In the Andhra Region 153 new Middle schools were opened and 96 upgraded to High schools. In the Telangana region, 161 schools were upgraded to Middle schools and 148 upgraded to High schools. Also the numbers of High schools upgraded to Higher Secondary schools during the period were 39 and 9 in these two regions respectively. Besides, 11 and 325 next higher classes of the Middle schools stage and High school stage were opened in the Andhra and Telangana regions respectively. In the Hyderabad city 2 new Night High schools were started.

205 posts of B.Ed. Assistants and 102 posts of grade I Language Pandits were sanctioned to the Govt. schools in the Telangana region.

An amount of Rs. 2,63,000 was paid as building grant to 56 non-government secondary schools in the Andhra area and in the Telangana area building grants amounting to Rs. 2.93 lakhs were paid to 8 aided secondary schools.

Assam

Craft was introduced in middle schools in order to give vocational bias to middle school education. English teachers were appointed in almost all the senior basic and middle vernacular schools.

The State Government took steps to solve the problem of dearth of qualified teachers required for higher secondary and multipurpose schools. This was done with a view to accelerating the pace of conversion of high schools into higher secondary and multipurpose schools.

The following revised scales of pay were sanctioned to the teachers of the Government aided secondary schools from 1-4-1959 with a view to removing the disparity in the pay of the aided secondary school teachers with that of the government secondary school teachers :

- (1) Headmasters : 200-20-300-25-400-(EB)-25-500 (for serving more than 10 years), higher initial pay at Rs. 350 for serving more than 20 years.
- (2) Assistant Headmasters (Graduates) : Rs. 125-7½-155-9-245-(EB)-10-275 (plus special pay of Rs. 50 p.m.).
- (3) Graduate teachers, classical teachers : Rs. 125-7½-155-9-245-(EB)-10-275 with titles including senior final Madrasa.
- (4) Marticulate Craft teachers and Hindi teachers : Rs. 75-3-105-(EB)-4-125.
- (5) Intermediates and Matric Normal : Rs. 75-4-135-5-150.
- (6) Matriculates and simple Normal passed Teachers : Rs. 60-2-80-(EB)-2½-100.
- (7) Under-Matric Craft Teachers: Rs. 60-2-80-(EB)-2½-100.
- (8) Intermediate teachers having experience of 5 years or more of service to thir credit in the same high school : Rs. 100-7-160-(EB)-9-250.
- (9) Undergraduate Headmasters confirmed on or before 1-10-1956 were to be given a charge allowance of Rs. 50 p.m. over and above the grade pay.
- (10) A scale of Rs. 150-7½-180-9-270-(EB)-10-300 was sanctioned to the distinctioned and honours graduates and master degree holder teachers with effect form 1-2-1960 with provision of two advance increments for the B.T. passed among them joining service on or before 1-2-1960.

Bihar

Seventy-five middle schools, including 25 in urban areas, were provided with necessary craft-equipment under the scheme of introducing craft-teaching in middle schools. The State government took over the management and control of the State subsidised Girls High School, Gardanihagh, Patna.

The following grants were sanctioned for improving teaching standards and for the upkeep of secondary schools :

- (a) A sum of Rs. 4 lakhs for the purchase of furniture, equipment, books, etc., for the government multipurpose higher secondary schools.
- (b) A sum of Rs. 29,018 for acquisition of 10.50 acres of land for construction of the building of the proposed Zila school at Dhanbad.

- (c) Rs. 1,37,300 for the construction of additional building of the Sarvodaya Multipurpose Higher Secondary Schools, Haveli.
- (d) A sum of Rs. 25,000 for converting the High School, Saharsa, into a State subsidised school.

Besides, a sum of Rs. 3,924 was sanctioned for organising a 22-day short training course at Mahendru for 48 English teachers of teacher-training schools. A sum of Rs. 50,000 was also allotted to the Secondary Education Board to compensate the loss on account of fee-concessions given to scheduled caste and scheduled tribe students of high schools.

Gujarat

Diversified courses were introduced in non-government schools in the Gujarat District of the erstwhile Bombay State. Besides, loans amounting to Rs. 4 lakhs were advanced to non-government secondary schools. Grants to the tune of Rs. 1.60 lakhs were also paid to voluntary organisations to establish secondary schools.

Under a Centrally sponsored scheme of the Government of India, a seminar on teaching of science was organised at the A. G. Teachers' Training College. Workshops on teaching of English, Science and other subjects were also organised. A seminar of Headmasters was held at Rajpipla with a view to acquainting them with the physical education programme and activities in secondary schools.

Jammu & Kashmir

Science clubs were established in six secondary schools in the year 1960-61. By the end of the year under review, 137 high schools catered for the study of science as an elective subject. A Science Consultant was appointed to look after science teaching in secondary schools. Refresher courses for science teachers of secondary schools were also held.

During the year, a committee of experts met to examine and revise draft syllabi up to VIII class keeping in view the trends in secondary education as well as the changes in coinage and measurement to the decimal and metric systems. The revised syllabi were adopted by the Textbook Committee.

Kerala

Extension Services attached to the training colleges functioned at Trivandrum, Trichur and Calicut. Their activities included in-service training programmes, improvement of science teaching, studies in curriculum planning, encouragement of experimentation in schools, examination reforms and a variety of problems relating to higher secondary and multipurpose schools.

For the qualitative improvement of teaching in secondary schools, the following refresher courses and seminars were conducted.

- (i) A State level seminar of headmasters and graduate teachers was conducted at a cost of Rs. 2,800 in the S.M.V. High School, Trivandrum, from 13-9-1960 to 17-9-1960. Sixty teachers participated in it.
- (ii) A three-day seminar of language teachers was conducted in the Zamorins College High School, Calicut, in September, 1960, in which 35 teachers took part. A sum of Rs. 1,265 was incurred towards meeting the expenditure on this seminar.

- (iii) Twenty-five teachers participated in a seminar of teachers of fine arts, which was organised from 28th to 30th August, 1960 in the High School, Kollengode. A sum of Rs. 975 was spent on this account.
- (iv) The seminar of teachers of diversified courses (Engineering, Commerce, Agriculture, Fisheries, etc.) was conducted from 29th August to 31st August, 1960 at the S.M.V. High School Trivandrum. Twenty teachers took part in it. The expenditure on the seminar amounted to Rs. 880.

Madhya Pradesh

The total number of Higher Secondary schools increased by 276 and that of High schools decreased by 133 due to conversion of many High schools into Higher Secondary ones. The number of Middle schools shows an increase of 245.

A number of non-Government Secondary schools was taken over by the Government on various considerations. The rule for grant in-aid was revised and unified.

Science was introduced as a course of study in all Secondary schools. In the Mahakoshal region education was made free upto the 10th class to the children of political sufferers and those agriculturists having land upto 20 acres.

Maharashtra

The total number of high/higher Secondary schools increased from 2,110 in 1959-60 to 2,468 in 1960-61.

The State Advisory Board for Secondary education continued to function vigorously during the year. The Vidarbha Board of Secondary education introduced the scheme of awarding 20 per cent weightage for the year's work in all subjects offered by candidates at the external public examinations conducted by the Board.

Madras

Under the schemes for the improvement of teaching in secondary schools, 8 schools were selected for the improvement of teaching in science, 54 schools for the improvement of teaching in core subjects and 36 schools for the introduction of crafts.

Two Hindi lecturers each were deputed to attend the seminars of Hindi Teachers organised at Trivandrum and Mysore respectively. Three Headmasters of high schools were deputed to attend an all-India Seminar for selected Headmasters organised by the Government of India at Hyderabad in March, 1961.

Consequent on the adoption of an integrated course of elementary education in elementary and secondary schools, a phased programme for the introduction of the revised syllabus and changing the nomenclature of forms and classes was undertaken. During 1960-61, the revised syllabus was introduced in Form V and its nomenclature was changed as standard IX.

During the year, the scales of pay of all categories of teachers were revised by merging a portion of the D.A. with it.

Mysore

The new higher secondary curriculum as recommended by the Integration Committee of Courses was introduced in all high schools in the VIII standard and with this uniformity was brought about in the first year of the high school stage throughout the State.

Under the programme of conversion of high schools to multipurpose and higher secondary schools, additional grants for equipment were sanctioned and a sum of Rs. 3.13 lakhs was spent on this score. Besides, grants were sanctioned for the construction of additional accommodation in multipurpose high schools and higher secondary schools.

As in the previous year, seminars for secondary school teachers were organised. Moreover, the State Bureau of Educational and Vocational Guidance conducted three training courses of three weeks' duration each and trained 81 teachers of high schools as career masters. For the benefit of students of high schools, the Bureau prepared seven educational monographs furnishing information in different fields.

Orissa

The new course of study prescribed by the Board of Secondary Education was introduced in classes VI to VIII in all schools. The State Government took over all high schools managed or aided by the District Boards.

A refresher course on the teaching of English in the lower classes of high schools was organised in the R.N. Training College, Cuttack, by the Extension Services Department from 3-10-1960 to 9-10-1960. Fifty-six teachers from different high schools attended the courses. Besides, re-orientation courses for teachers of English in M.E. schools and senior basic schools were organised at 28 centres in which 455 teachers took part. A Guide Book in the teaching of English was prepared by the Board and distributed among secondary schools.

Craft subjects such as agriculture, carpentry and tailoring were introduced in selected secondary schools for which Government grant was given. The Examination Research Bureau standardised questions in general science and social studies.

Punjab

The State Government extended the benefit of free education up to class VIII during the year under report.

The Department upgraded 14 high schools to the higher secondary pattern. The elective groups introduced in the upgraded higher secondary schools were : Science 12, Humanities 4. Besides, 15 middle schools for girls and 25 for boys were upgraded into high schools. One hundred new unaided secondary schools were brought on the grants-in-aid list. A sum of Rs. 38.53 lakhs was spent on converting 73 schools into multipurpose higher secondary schools. A sum of Rs. 21,67,033 was given as grants to high/higher secondary schools for the purchase of science material and equipment. Also, a sum of Rs. 6 lakhs was paid to voluntary organisations running secondary schools. Additional staff, equipment and furniture were provided in some of the existing government schools.

The extension services department conducted refresher courses, seminars and workshops to acquaint the teachers of secondary schools with modern technique of teaching.

Rajasthan

During the year, 58 government middle schools, 23 government high schools and 2 private high schools were converted into higher secondary schools. Eight girls' middle schools were also upgraded into high schools only

as higher secondary system was not very popular among girls. Besides, the State Government took over the management of 6 middle schools run by private agencies.

Under the scheme of improvement of teaching facilities (introduction of Science and Commerce subjects) 32 posts of senior teachers, 75 posts of trained graduates, 30 posts of Technical Assistants and 75 posts of Laboratory Bearers were provided to various secondary schools. Besides, sums of Rs. 3,23,520 and Rs. 1,30,000 were sanctioned to different schools for the purchase of equipment, etc., for Science and Commerce subjects. In order to strengthen the science laboratories of the existing high and higher secondary schools, grants amounting Rs. 77,000 were sanctioned for the purchase of additional science equipment.

A sum of Rs. 7.5 lakhs was given as non-recurring grant to Government secondary schools for the fulfilment of conditions laid down by the Board of Secondary Education for equipping themselves.

U. P.

The number of Higher Secondary schools increased from 1,701 in 1959-60 to 1,771 in 1960-61. The Government sanctioned Rs. 4,10,000 for buildings and Rs. 1,10,000 for equipment to the aided Higher Secondary schools.

Special attention was paid to the educational needs of the newly created border districts. In these areas, one Government Junior High school was upgraded to the High school standard in the literary group, and one Government Higher Secondary school and one Government High school were upgraded to the Intermediate standard in the same group. In some cases science was introduced as a Subject in classes IX and X.

West Bengal

During the year, 158 high schools were converted into higher secondary schools, 145 schools were raised to the status of senior basic schools and craft teaching was introduced in 60 junior high schools.

The four extension service departments attached to four post-graduate training colleges organised seminars for headmasters and an education officer, ran a few courses on structural approach to English language and organised seminars for subject teachers.

The Bureau of Educational and Psychological Research attached to the David Hare Training College conducted two courses for the training of Career Masters to be attached to secondary schools. During 1960-61, 64 teachers completed the training successfully thereby bringing the total number of Career Masters trained to 226.

Science clubs were introduced in two more institutions bringing their total number to 14.

A. & N. Islands

The Government High school, Port Blair, was converted into a full-fledged higher secondary multipurpose school. Class X was added to the Senior basic school for girls as a step towards its eventual conversion into a higher secondary school. Necessary staff and equipment were provided for this purpose.

Delhi

Fifteen new higher secondary schools were opened, four aided high schools and two middle schools were upgraded to the higher secondary standard. Four higher secondary schools were converted into multipurpose schools, with humanities, science, home science, fine arts, agriculture & commerce as the courses of study.

A post of Science Consultant was created. Three seminar-cum-workshops for the improvement of teaching in history, economics and science in secondary schools were organised. Thirty teachers of each of these subjects participated in these workshops.

Educational and vocational guidance units were set up in two government higher secondary schools for providing guidance to the students in selection of courses and choice of careers.

Promulgation of new promotion rules with a view to introducing periodical tests; besides the half yearly and annual examinations, maintenance of cumulative records and the introduction of remedial teaching for the weak students in the particular class/classes of the school were some of the other steps taken during the year for improving the system of secondary education in the Territory.

Himachal Pradesh

Two high schools were converted into higher secondary schools, 10 middle schools were upgraded into high schools and 2 new middle schools for girls were opened. The management of one high school was taken over by the Government.

Five seminars on teaching of Science, English and the Languages and on the School Organisation and problems thereof and on Examination and Evaluation (language & social studies) were conducted in Government Basic Training College, Solan.

L. M. & A. Islands

Four primary schools were upgraded into upper primary schools and one upper primary school was raised to the status of a high school.

Manipur

One high school was established, one girl's aided M.E. School was upgraded and recognition was accorded to one private high school during the year. Free education was provided up to class VIII in aided high schools in the Territory. Seminars of subject teachers were also organised.

Pondicherry

Two multipurpose high schools were established and diversified courses in agriculture and secretarial subjects were started therein.

Two primary schools were upgraded into middle schools and three middle schools were raised to the status of high schools. Six high schools were provided with pucca buildings.

Tripura

One high school and five senior basic schools were started in urban areas and craft was introduced in one middle school. Grants were paid to 14 secondary schools for improvement of teaching, to 3 for purchase of books and to 5 for purchase of radio sets.

Seminars were organised for teachers of secondary schools.

System of School Classes

Secondary stage comprises two stages—middle and high/higher secondary. Middle education was provided both in middle schools as well as in most of the high and higher secondary schools having middle classes attached to them. Similarly, high and higher secondary education was provided in high and higher secondary classes of high and higher secondary schools as well as in some of the such classes attached to intermediate colleges. The number of classes comprising middle stage and high and higher secondary stage differed from State to State and in a few States like Maharashtra and Mysore they differed from region to region. The number of classes in these stages are indicated in Table XXXVI.

It will be seen that in most of the States the duration of the middle stage was three years. In some States it had two classes and in others four classes. The high and higher secondary stages had, however, three to four classes generally excepting in Orissa where it had five classes. There was no change in the system of school classes during the year and the number of classes comprising the middle and high/higher secondary stages remained the same except in Jammu & Kashmir, Punjab and Himachal Pradesh where class XI was started on account of the introduction of the higher secondary system. The entire secondary school course was covered in eight years in one State and one Union Territory, in seven years in eight States and one Union Territory, in six years in 6 States and 6 Union Territories and in five years in one State.

Administration and Control

The secondary schools continued to be administered by the three agencies viz, (i) Government—Central and State (ii) local bodies including district boards, municipal boards, cantonment boards, notified area committees, Territorial Councils, Zilla Parishads and panchayat samities. Middle schools were mostly managed by local bodies and high and higher secondary schools by private (aided) agencies. Government exercised some kind of a control over private schools also which was in the form of granting recognition, inspection, prescription of syllabus and provision of grant-in-aid.

Pay Scales of Teachers

The scales of pay of teachers were revised in the States of Madhya Pradesh, Madras, Mysore, Uttar Pradesh, and the Union Territories of L. M. & A. Islands and Manipur. In Madhya Pradesh, the implementation of the scheme of introducing unified scales of pay from 1st April, 1958, revised pay was given from 1st July, 1960 to all government servants. The headmasters of middle schools were given Rs. 25 in addition to the revised pay. The local and private bodies were also requested to revise the scales of pay of their staff so as to bring them at par with those of government servants. Grants were given to them for meeting the extra burden. In Madras, the scales of pay of all categories of teachers were revised with effect from 1st June, 1960, merging a portion of the dearness allowance and making them uniform in schools under all managements. In Mysore, the revised pay scales were introduced with effect from 1st January, 1961. In Uttar Pradesh also the revision of pay scales of teachers was due to the merger of Government share of the dearness allowance with the pay.

Table XXXVI—System of School Classes at Secondary Stage

State/Territory	Middle Stage		High/Higher Secondary Stage		
	Name of Classes	Duration (years)	Names of Classes	Duration (years)	Duration of Secondary Stage
1	2	3	4	5	6
Andhra Pradesh	VI, VII, VIII	3	IX, X, XI, XII	4	7
Assam	IV, V and VI	3	VII, VIII, IX and X	4	7
Bihar	VI and VII	2	VIII, IX, X and XI	4	6
Gujarat—					
(i) Gujarat Region	V, VI and VII	3	VIII, IX, X and XI	4	7
(ii) Saurashtra Region	V, VI, VII and VIII	4	IX, X and XI	3	7
(iii) Kutch Region	V, VI and VII	3	VIII, IX, X and XI	4	7
Jammu & Kashmir	VI, VII and VIII	3	IX, X and XI	3	6
Kerala	Standards V, VI and VII	3	Standards VIII, IX, X and XI	4	7
Madhya Pradesh	VI, VII and VIII	3	IX, X and XI	3	6
Madras	Forms, I, II, III of Secondary Schools/Standards VI, VII & VIII of Higher Elementary Schools	3	Forms IV, V and VI	3	6
Maharashtra—					
(i) Erstwhile Bombay State	V, VI and VII	3	VIII, IX, X and XI	4	7
(ii) Erstwhile Madhya Pradesh (Vidarbha Region)	V, VI, VII and VIII	4	IX, X and XI	3	7
(iii) Erstwhile Hyderabad Area (Marathwada Region)	V, VI and VII	3	VIII, IX, X and XI	4	7

Table XXXVI—System of School Classes at Secondary Stage—(concl'd.)

1	2	3	4	5	6
Mysore—					
(i) Erstwhile Mysore State area					
(a) In Civil areas and Bellary District	Forms I, II and III	3	Forms IV, V and VI	3	6
(b) Other Areas	Classes I, II, III and IV	4	Classes I, II and III	3	7
(ii) Erstwhile Bombay State	V, VI and VII	3	VIII, IX, X and XI	4	7
(iii) Erstwhile Madras and Coorg Area	Forms I, II and III of Secondary Schools/Standards VI, VII and VIII of Higher Elementary Schools.	3	Forms IV, V and VI	3	6
(iv) Erstwhile Hyderabad Area	V, VI and VII	3	VIII, IX, X and XI	4	7
Orissa	VI and VII	2	VIII, IX, X, XI and XII	5	7
Panjab	VI, VII and VIII	3	IX, X and XI	3	6
Rajasthan	VI, VII and VIII	3	IX, X and XI	3	6
Uttar Pradesh	VI, VII and VIII	3	IX and X	2	5
West Bengal	V, VI, VII and VIII	4	IX, X and XI	3	7
A. & N. Islands	VI, VII and VIII	3	IX, X and XI	3	6
Delhi	VI, VII and VIII	3	IX, X and XI	3	6
Himachal Pradesh	VI, VII and VIII	3	IX, X and XI	3	6
L. M. & A. Islands	V, VI and VII	3	VIII, IX and X	3	6
Nagaland	III, IV, V and VI	4	VII, VIII, IX and X	4	8
Manipur	III, IV, V and VI	4	VII, VIII, IX and X	4	8
N.E.F.A.	IV, V and VI	3	VII, VIII, IX and X	4	7
Pondicherry	Forms I, II and III	3	Forms IV, V and VI	3	6
Tripura	VI, VII and VIII	3	IX, X and XI	3	6

The details of pay scale of teachers in middle and high/higher secondary schools according to qualifications are given in appendices B and C of Vol. II of this report. The minima and maxima of the scales of pay prescribed in government middle and high schools for a trained teacher are indicated in Tables XXXVII and XXXVIII. The States have been grouped according to the initial salary offered by them to the teachers.

Public Examinations

The names of Public examinations and classes at the end of which these examinations were conducted in 1960-61 at the Secondary stage in the different States are shown in Table XXXIX. These examinations broadly speaking are of three categories (i) Middle School Leaving Certificate Examination which was generally held at the end of Class VIII (Form III) or Class VII according to the final class of the middle stage in the various States (ii) Secondary School Leaving Certificate Examination (or Matriculation Examination) which was held at the end Class X (Form VI) and in some cases after class XI and (iii) Higher Secondary School Leaving Certificate Examination which was held generally at the end of class XI of the higher secondary schools. In most cases, there were two public examinations at the secondary stage, namely, (i) at the end of the middle stage and (ii) at the end of the high or higher secondary stage.

Teaching of Hindi

The position of teaching of Hindi as a compulsory and as an optional subject in various States and Union Territories remained unchanged except in Madras where it was made compulsory during the year. Teaching of Hindi continued to be compulsory in all other States except Jammu & Kashmir and Nagaland where it was taught as an optional subject. Information regarding the teaching of Hindi is given in Table XL. Hindi was a compulsory subject in all classes in Hindi medium schools, while in others teaching of Hindi was started at the middle stage and carried upto the end of the secondary stage. In certain areas, Hindi continued to be only the optional subject in higher/higher secondary classes.

Teaching of English

Table XLI indicates the position regarding the teaching of English in secondary schools in various States and Union Territories. The table shows wide variations from State to State. The teaching of English was started mostly in the middle classes.

The main statistics of middle school education and high and higher secondary school education are given below.

Middle Schools

During the year 1960-61, there were 49,663 middle schools, of which 44,991 were for boys and 4,666 for girls. The corresponding figures for the previous years were : total number of middle schools 41,921, schools for boys 37,865 and schools for girls 4,056. This gives an increase of 7,742 or 18.5 per cent over the previous year's figures. Of the total, 14,269 schools (12,932 for boys and 1,337 for girls) were senior basic schools, whose account has been given in the preceding chapter.

Table XXXVII—Minima and Maxima of Pay Scale of Trained Teachers in Government Middle Schools, 1960-61

State/Territory	Minimum	Maximum	Number of years required to reach the Maximum
1	2	3	4
	Rs.	Rs.	
Kerala	40	120	17
Andhra	45	120	25
Bihar	50	90	20
Jammu & Kashmir	55	120	12
West Bengal	55	130	24
Orissa	60	90	15
Punjab	60	120	13
Uttar Pradesh	60	120	13
Himachal Pradesh	60	120	13
Rajasthan	60	130	15
Maharashtra	61	140	21
Gujarat	70	150	22
Tripura	70	130	19
Assam	75	125	15
Manipur	75	125	15
Nagaland	75	125	15
N.E.F.A.	75	125	15
Mysore (Revised on 1-1-1961)	80	150	19
Madras	90	140	15
Pondicherry	90	140	15
Madhya Pradesh	95	170	18
Andaman and Nicobar Islands	118	225	24
Delhi	118	225	24
Laccadive, Minicoy and Amindivi Islands	118	225	24

Table XXXVIII—Minima and Maxima of Pay Scale of Trained Graduates in Government High/Higher Secondary Schools

State/Territory	Minimum	Maximum	Number of years required to reach the maximum
1	2	3	4
	Rs.	Rs.	
Jammu & Kashmir	70	90	4
Maharashtra	75	200	21
Kerala	80	165	14
Bihar	100	190	16
West Bengal	100	225	24
Tripura	100	225	24
Andhra	102	200	17
Gujarat	110	200	20
Rajasthan	110	225	14
Punjab	110	250	16
Himachal Pradesh	110	250	16
Orissa	120	250	16
Uttar Pradesh	120	300	20
Manipur	125	275	17
Mysore (Revised on 1-1-1961)	130	250	15
Madras	140	250	15
Pondicherry	140	250	15
Assam	140	275	15
N.E.F.A.	140	275	15
Nagaland	140	275	15
Madhya Pradesh	160	290	17
Andaman and Nicobar Islands	170	380	18
Delhi	170	380	18
Laccadives, Minicoy and Amindivi Islands	170	380	18

Table XXXIX—Public Examinations

State/Territory	Name of the final class at the end of which public examination is held	Name of the Public Examination
1	2	3
<i>Andhra Pradesh</i>	Class VIII	Elementary School Leaving Certificate.
Erstwhile Andhra	Class XI	Secondary School Leaving Certificate.
	Class XII	Higher Secondary and Multipurpose school Leaving Certificate.
Erstwhile Hyderabad	Class XI	Secondary School Leaving Certificate.
	Class XII	Higher Secondary School Leaving Certificate.
<i>Assam</i>	Class VI	Middle School Scholarship Examination.
	Class X	Matriculation Examination.
<i>Bihar</i>	Class XI	Secondary School Leaving Certificate.
	Class XI (Special)	Higher Secondary School Leaving Certificate.
<i>Gujarat</i>		
Erstwhile Bombay	Class VII	Primary School Certificate.
	Class XI	Secondary School Leaving Certificate.
Erstwhile Saurashtra	Class VIII	Shalant or Primary School Certificate.
	Class XI	Secondary School Certificate.
Erstwhile Kutch State.	Class XI	Secondary School Certificate.
<i>Jammu & Kashmir</i>	Class VIII	Middle School Certificate.
	Class X	Matriculation Examination.
<i>Kerala</i>	Standard X	Secondary School Leaving Certificate.
<i>Madhya Pradesh</i>		
Erstwhile Bhopal State	Class VIII	Middle School Certificate.
	Class X	High School Certificate.
Erstwhile Madhya Pradesh.	Class X	Secondary School Certificate.
	Class XI	Higher Secondary School Leaving Certificate.
Erstwhile Vindhya Pradesh.	Class X	High School Certificate.
<i>Madras</i>	Class VIII	Elementary School Leaving Certificate.
	Form VI	Secondary School Leaving Certificate.

Table XXXIX—Public Examinations—(contd).

1	2	3
<i>Maharashtra</i>		
Erstwhile Bombay	Class VII	Primary School Certificate.
	Class XI	Secondary School Certificate.
Erstwhile Madhya Pradesh.	Class X	Secondary School Certificate.
	Class XI	Higher Secondary School Certificate.
Erstwhile Hyderabad	Class X	Secondary School Certificate.
	Class XI	Higher Secondary Certificate Examination.
<i>Mysore</i>		
Erstwhile Mysore State.	Form VI	Secondary School Leaving Certificate.
Erstwhile Bombay State.	Class VII	Primary School Certificate.
	Class XI	Secondary School Certificate.
Erstwhile Madras State.	Standard VIII	Elementary School Leaving Certificate.
	Form VI	Secondary School Leaving Certificate.
Erstwhile Hyderabad State.	Class X	Secondary School Certificate.
Erstwhile Coorg State.	Form III	Common Entrance Examination.
	Form VI	Secondary School Leaving Certificate.
<i>Orissa</i>	Class VII	Middle School Scholarship Examination.
	Class VII	Middle School Common Examination.
	Class XI	High School Certificate.
<i>Punjab</i>	Class X	Matriculation Examination.
	Class XI	Higher Secondary School Examination.
<i>Rajasthan</i>	Class X	Matriculation Examination
	Class XI	Higher Secondary School Examination.
<i>Uttar Pradesh</i>	Class VIII	Junior High School Certificate.
	Class X	High School Certificate and High School Technical Certificate.
<i>West Bengal</i>	Class VI	Central Examination for Girls and Middle Scholarship Examination for boys.
	Class X	High School Certificate.
	Class XI	Higher Secondary School Certificate.
<i>A. & N. Islands</i>	Class X	High School Certificate.

Table XXXIX—Public Examinations—(concl'd.)

1	2	3
<i>Delhi</i>	Class X	High School Certificate.
	Class XI	Higher Secondary School Certificate.
<i>Himachal Pradesh</i>	Class VIII	Middle School Certificate.
	Class X	Matriculation Examination.
<i>L. M. & A. Islands</i>	..	..
<i>Manipur</i>	Class VI	Middle School Certificate.
	Class X	Matriculation Examination.
<i>Nagaland</i>	Class VI	Middle School Leaving Certificate.
	Class X	Matriculation Examination.
<i>N.E.F.A.</i>	Class VI	Middle School Leaving Certificate.
	Class X	Matriculation Examination.
<i>Pondicherry</i>	7th Standard	Primary School Leaving Certificate.
	3 eme annee Tamil School.	Secondary School Leaving Certificate.
	7 eme (French School)	Primary School Leaving Certificate.
	Class 3 eme (French School)	Secondary School Leaving Certificate.
	Form VI (English School)	Secondary School Leaving Certificate.
<i>Tripura</i>	Class VI	Middle Scholarship Examination.
	Class X	High School Certificate.
	Class XI	Higher Secondary School Certificate.

Table XL—Teaching of Hindi

State/Territory	Names of classes in which Hindi is taught as	
	a Compulsory Subject	an Optional Subject
1	2	3
<i>Andhra Pradesh</i>		
Areas of Erstwhile Andhra State	VI to XI	Grade VI to VIII of senior basic schools.
Areas of Erstwhile Hyderabad State	(i) in all classes for students whose mother tongue is Hindi (ii) Class IV to XII for other Students.	
<i>Assam</i>	IV to X . . . . .	..
<i>Bihar</i>	(i) Classes I to XI in Schools where medium of instruction is Hindi (ii) Classes IV to XI in other schools.	..
<i>Gujarat</i>	(i) in all classes of schools where medium of instruction is Hindi (ii) Classes V to XI in other schools.	..
<i>Jammu & Kashmir</i> . . . . .	..	VI to VIII.
<i>Kerala</i>	Standards VI to XI . . . . .	..
<i>Madhya Pradesh</i>	(i) Classes I to XI in schools where medium of instruction is Hindi. (ii) Classes V to XI of other schools.	..
<i>Madras</i>	Standard VIII and IX	Form VI.
<i>Maharashtra</i>		
Areas of erstwhile Bombay State	(i) All classes in schools where medium of instruction is Hindi (ii) Classes V to XI in other Schools.	..
Areas of erstwhile Madhya Pradesh	(i) All classes in schools where medium of instruction is Hindi (ii) Classes V to XI in other schools.	..
Areas of erstwhile Hyderabad State (Marathwada Region)	(i) Classes III to X for those students whose mother tongue is other than Hindi. (ii) All classes for other students.	..

Table XI—Teaching of Hindi—(concl'd.)

1	2	3
<i>Mysore</i>		
Erstwhile Mysore including Civil Area and Bellary District	Forms III to VI	Forms I to VI.
Areas of erstwhile Bombay State (Karnatak Region)	Classes V to VII for non-regional language people.	VIII to XI.
Areas of erstwhile Hyderabad Region (Karnatak)	Classes III to X . . . .	..
Areas of erstwhile Coorg State.	Forms I to VI . . . .	..
Areas of erstwhile Madras State (Karnatak)	..	Forms I to VI.
<i>Orissa</i>	Class VI to IX	Classes X and XI.
<i>Punjab</i>		
Hindi Region	(i) Classes I to VIII	Classes IX and X.
Punjabi Region	(ii) Classes IV to VIII . . . .	..
Erstwhile Pepsu State :		
Hindi Region	(i) Classes I to VIII	Classes IX and X.
Punjabi Region	(ii) Classes III to VIII . . . .	..
<i>Rajasthan</i>	(i) All classes for students whose mother tongue is Hindi	..
	(ii) Classes III to XI in other schools	..
<i>Uttar Pradesh</i>	(i) All classes in Schools where medium of instruction is Hindi	..
	(ii) Classes VI to XII in other schools.	..
<i>West Bengal</i>	Classes V to VI	Classes VII to XI.
<i>A. & N. Islands</i>	In all classes for those students whose mother tongue is Hindi	Classes IX to XI.
	In classes III to VIII for other students.	..
<i>Delhi</i>	Classes I to VIII	Classes IX to XI.
<i>Himachal Pradesh</i>	Classes I to VIII	Classes IX to XI.
<i>Laccadives, Minicoy & Amindivi Islands</i>	Classes VI to X . . . .	..
<i>Manipur</i>	Classes III to VIII	Classes IX and X.
<i>Nagaland</i> . . . . .	..	Classes III to VI.
<i>N.E.F.A.</i>	Classes III to VIII	Classes IX and X.
<i>Pondicherry</i>	Classes VIII to X	Forms I to VI.
<i>Tripura</i>	Classes VI to VIII	Classes IX to XI.

Table XLI—Teaching of English

Names of classes in which teaching of English is Compulsory	No. of Classes
1	2
Andhra Pradesh	
Higher Secondary Schools :— Classes VI to XII	7
Assam	
Classes IV to XI	8
Bihar	
Higher Secondary Schools :— Classes VI to XI	6
Post Basic Schools :— Classes IX to XII	4
Gujarat	
Erstwhile Bombay area : Classes VIII to X	3
Erstwhile Kutch Area : Classes VII to X	4
Jammu & Kashmir	
For Boys—Classes VI to XI	6
For Girls—Classes IX to XI	3
Kerala	
Classes V to XI	7
Madhya Pradesh	
Classes VI to XI	6
Madras	
Secondary Schools—Standard V to X	6
Post Basic Schools—Classes IX to XI	3
Maharashtra	
Classes V to XI	7
Mysore	
Erstwhile Mysore—V to XI	7
Erstwhile Bombay—Classes V to XI	7
Erstwhile Madras—Forms I to VI for academic course only	6
Erstwhile Hyderabad—Classes V to X	6
Erstwhile Coorg—Forms I to VI	6
Orissa	
Secondary Schools :— Classes VI to XI	6
Higher Secondary Schools :— Classes VIII to XII	5
Punjab	
Secondary Schools : Classes VI to X	5
Rajasthan	
Classes VI to XI	6
Uttar Pradesh	
High Schools—Classes IX to XII	4
West Bengal	
Classes V to XI	7

Table XLI—Teaching of English—(concl.)

1	2
<i>A. & N. Islands</i>	
Higher Secondary Schools—Classes IV to XI	8
<i>Delhi</i>	
Higher Secondary Schools—Classes VI to XI (except senior basic schools of rural areas)	6
<i>Himachal Pradesh</i>	
Classes VI to XI	6
<i>L. M. & A. Islands</i>	
Classes V to X	6
<i>Manipur</i>	
Classes III to X	8
<i>Nagaland</i>	
Classes III to X	8
<i>N.E.F.A.</i>	
Classes IV to X	7
<i>Pondicherry</i>	
English Schools—Classes I to XI	11
French Schools—Classes VI to XI	6
Tamil Schools—Standards V to X	6
<i>Tripura</i>	
Classes V to XI	7

The distribution of the middle schools according to management is given in Table XLII below:—

Table XLII—Number of Middle Schools by Management

Management	1959-60		1960-61	
	Number	Percent- age	Number	Percent- age
Government	7,307	17.4	9,695	19.5
District Board	20,547	49.0	23,866	48.1
Municipal Board	2,209	5.3	2,615	5.3
Private Bodies :				
Aided	8,958	21.4	10,444	21.0
Unaided	2,900	6.9	3,043	6.1
TOTAL	41,921	100.0	49,663	100.0

It will be seen that majority of the middle schools were managed by local boards, about one-fifth by Government and one-fourth by private organisations. During the year, middle schools increased under all managements. Numerically, the increase was the greatest among local board schools, while on a percentage basis it was the highest in Government schools.

The number of middle schools in rural areas increased from 34,050 to 40,499 or by 18.9 per cent. These constituted 81.1 per cent of the total number of middle schools in the country as against 81.2 per cent in the previous year.

The Statewise details of the number of middle schools are given in Table XLIII. The number of schools increased in all the States and Union territories except Manipur. Numerically the highest increase among the States was reported by Mysore (3,765). Next to follow were Madras (76), Maharashtra (664), Andhra Pradesh (649), Gujarat (366), Madhya Pradesh (291), Bihar (268), Orissa (195), Rajasthan (160), West Bengal (157), Uttar Pradesh (151) and Assam (110). In other States the increase was less than 100 and ranged from 76 in Jammu & Kashmir to 10 in Kerala. Among the Union Territories, except Nagaland whose statistics for 1959-60 are not available, the highest and the lowest increases were reported by Delhi (40) and N.E.F.A. (2). On percentage basis too, Mysore (172.5 per cent) topped the list among the States and Delhi (26.1 per cent) among the Union Territories.

Columns (10) to (14) of the same table shows the distribution of middle schools by managements. Government managed 19.5 per cent schools in the States and Union Territories. More than 50 per cent in 7 other States and Union Territories. These, in the descending order, were: Nagaland (98.1 per cent), Jammu & Kashmir (97.0 per cent), Punjab (90.3 per cent), Rajasthan (88.5 per cent), A. & N. Islands (66.7 per cent), Pondicherry (64.0 per cent) and Madhya Pradesh (58.2 per cent). Local boards managed more than 50 per cent schools in 5 States and 3 Union territories, namely, Gujarat (93.0 per cent), Maharashtra (90.0 per cent), Tripura (86.8 per cent), Delhi (79.3 per cent), Himachal Pradesh (79.2 per cent), Andhra Pradesh (75.4 per cent), Uttar Pradesh (62.1 per cent) and Manipur (55.6 per cent).

Table XLIII—Number of Middle Schools by States

State/Territory	For Boys		For Girls		Total		Increase(+) or Decrease(-)		Percentage of Schools managed by				
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage	Govt.	D.B.	M.B.	Private Bodies	
												Aided	Un-aided
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	711	1,350	106	116	817	1,466	+ 649	+ 79.4	9.1	69.0	6.4	14.6	0.9
Assam	1,481	1,589	148	150	1,629	1,739	+ 110	+ 6.8	7.5	31.6	0.2	52.6	8.1
Bihar	3,922	4,161	218	247	4,140	4,408	+ 268	+ 6.5	12.8	36.5	2.5	30.9	17.3
Gujarat	5,474	5,795	640	685	6,114	6,480	+ 366	+ 6.0	1.4	85.8	7.2	4.2	1.4
Jammu & Kashmir	386	461	71	72	457	533	+ 76	+ 16.6	97.0	..	..	3.0	..
Kerala	1,904	1,919	19	14	1,923	1,933	+ 10	+ 0.5	28.1	0.1	..	71.8	..
Madhya Pradesh	1,940	2,212	214	233	2,154	2,445	+ 291	+ 13.5	58.2	35.0	1.0	4.9	0.9
Madras	2,832	3,514	15	9	2,847	3,523	+ 676	+ 23.7	3.1	42.1	6.3	48.4	0.1
Maharashtra	8,148	8,813	634	683	8,782	9,446	+ 664	+ 7.6	4.6	78.0	12.0	4.7	0.7
Mysore	1,941	5,329	242	619	2,183	3,948	+ 3,765	+ 172.5	43.5	42.8	2.7	10.9	0.1
Orissa	1,031	1,212	80	94	1,111	1,306	+ 195	+ 17.6	21.1	..	0.8	55.3	22.8
Punjab	1,027	1,071	335	357	1,362	1,428	+ 66	+ 4.8	90.3	..	0.2	3.2	6.3
Rajasthan	1,064	1,214	192	202	1,256	1,416	+ 160	+ 12.7	88.5	..	0.2	9.7	1.6
Uttar Pradesh	3,540	3,674	644	661	4,184	4,335	+ 151	+ 3.6	4.7	57.7	4.4	7.2	26.0
West Bengal	1,830	1,941	372	418	2,202	2,359	+ 157	+ 7.1	1.1	1.1	0.3	84.4	13.1
A. & N. Islands	3	3	..	..	3	3	..	..	66.7	..	..	33.3	..
Delhi	83	94	70	99	153	193	+ 40	+ 26.1	..	..	79.3	20.7	..
Himachal Pradesh	147	172	9	11	156	183	+ 27	+ 17.3	..	79.2	..	20.8	..
L. M. & A. Islands	4	4	..	..	4	4	..	..	100.0	..	..	..	..
Manipur	293	293	21	20	314	313	- 1	- 0.3	..	50.5	5.1	14.4	30.0
Nagaland	N.A.	52	N.A.	..	N.A.	52	+ 52	+ 100.0	98.1	..	..	..	1.9
N.E.F.A.	12	14	..	..	12	14	+ 2	+ 16.7	100.0	..	..	..	..
Pondicherry	24	32	21	21	45	53	+ 8	+ 17.8	64.2	..	..	35.8	..
Tripura	68	78	5	5	73	83	+ 10	+ 13.7	6.0	72.3	14.5	7.2	..
INDIA	37,865	44,997	4,056	4,666	41,921	49,663	+ 7,742	+ 18.5	19.5	48.1	5.3	21.0	6.1

*Includes Senior Basic Schools also.

per cent. Private enterprise was predominant in 4 States, namely, West Bengal (97·5 per cent), Orissa (78·1 per cent), Kerala (71·8 per cent) and Assam (60·7 per cent).

Pupils

The number of pupils on rolls of middle schools during the year was 1,06,10,878 (71,98,410 boys and 34,12,468 girls), that is, 17,25,088 pupils more than that of the previous year figures of 88,85,790 (61,00,907 boys and 27,84,883 girls). This gave an increase of 19·4 per cent. Of the total number of pupils, 32,20,298 (23,19,308 boys and 9,00,990 girls) were on rolls of senior basic schools.

The distribution of pupils in middle schools according to managements is given in Table XLIV below

Table XLIV—Number of pupils in Middle Schools by management

Management	1959-60		1960-61	
	Number	Percentage	Number	Percentage
Government	16,59,025	18·7	20,72,670	19·5
District Boards	40,04,372	45·1	47,43,486	44·7
Municipal Boards	10,89,177	12·2	12,71,842	12·0
Private Bodies :—				
Aided	18,28,468	20·6	21,83,888	20·6
Unaided	3,04,748	3·4	3,38,992	3·2
Total	88,85,790	100·0	1,06,10,878	100·0

It will be seen that middle schools increased under all managements. The enrolment increased by 24·9 per cent in Govt. schools, by 18·1 per cent in local board schools and by 18·3 per cent in private bodies schools. The corresponding figures for the previous year were 2·1 per cent, 11·4 per cent and 7·7 per cent respectively.

The number of pupils coming from rural areas and studying in middle schools rose from 61,52,796 (45,07,095 boys and 16,45,701 girls) to 74,00,052 (53,84,967 boys and 20,15,085 girls) and constituted 69·7 per cent of the total number of pupils in middle schools as against 69·2 per cent in the previous year.

The number of pupils reading in middle schools in various States is given in Table XLV. It will be seen that enrolment increased in all the States and Union Territories except A. & N. Islands and L. M. & A. Islands. In both the A. & N. Islands and L. M. & A. Islands, the middle school with the largest enrolment was converted into a high school and in its place a lower primary schools with lesser enrolment was upgraded into middle school. This has resulted in the decrease in enrolment. Among the States

Mysore reported the largest increase of 6,95,860 pupils, followed by Maharashtra (1,91,108), Madras (1,66,682), Andhra Pradesh (1,66,377) and Gujarat (1,54,575). In other States, the increase in enrolment was less than 1 lakh each. In the Union Territories, excepting Nagaland whose statistics for 1959-60 are not available, the highest and the lowest increases were reported by Delhi (8,901) and N.E.F.A. (91). On percentage basis, the highest increase was reported by Mysore (146.7 per cent) among the States and Pondicherry (24.5 per cent) among the Territories.

To have a correct appraisal, it is necessary to take into account only the number of students receiving middle school education, that is, the enrolment in middle classes attached to all types of institutions. These data are given in Table XLVI. The total number of pupils at the middle stage increased from 64,83,019 (49,07,097 boys and 15,75,922 girls) to 74,79,584 (55,38,406 boys and 19,41,178 girls). The enrolment increased in all the States. The inter-State comparison, however, is valid in view of the variation in the number of classes comprising the middle stage in the different States. Table XLVII gives the enrolment in classes VI to VIII uniformly in all the States as compared to the population of the age-group 11—14. On an average, 22.5 per cent of the total population in the age-group was in schools, as against 20.7 per cent in 1959-60.

Co-education

Of the 34,12,468 girls studying in middle schools, 23,52,182 were on rolls in boys' schools and constituted 68.9 per cent of the total number of girls, as compared to 66.8 per cent in the previous year. Table XLVIII gives details of enrolment of girls in middle schools in various States. There were no separate schools for girls in A. & N. Islands, L. M. & A. Islands, Nagaland and N.E.F.A. More than 75 per cent of the girls were reading in boys' schools in Andhra Pradesh, Kerala, Madras and Tripura., and between 50 per cent and 75 per cent in Assam, Bihar, Gujarat, Maharashtra, Mysore, Orissa, Himachal Pradesh and Manipur. In other States and Union Territories, the majority of girls were studying in boys' schools.

Teachers

The total number of teachers in middle schools increased from 2,92,132 (2,22,108 men and 70,024 women) to 3,45,228 (2,61,696 men and 83,532 women). This gave an increase of 18.2 per cent (17.8 per cent in case of men teachers and 19.3 per cent in case of women teachers) as compared to 10.0 per cent in the previous year. Women teachers constituted 24.2 per cent of the total number of teachers as compared to 24.0 per cent in the previous year. Of the total number of teachers, 2,29,606 or 66.5 per cent were trained teachers. There was a nominal improvement in the percentage of trained teachers from the previous year. Women trained teachers constituted 26.7 per cent of the total number of trained teachers and 73.4 per cent of the total number of women teachers. The number of teachers in senior basic schools included in the total number of teachers in middle schools was 1,02,083. Further details about these teachers are given in Chapter IV.

Statewise details of teachers in middle schools are given in Table XLIX. The number of teachers increased in all the States except A. & N. Islands and N.E.F.A. In A. & N. Islands and N.E.F.A. each, the upgrading of a big middle school was the cause of this decline.

Table XLV—Number of Pupils in Middle Schools by States

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,60,480	3,23,763	25,461	28,555	1,85,941	3,52,318	+ 1,66,377	+ 89.5
Assam	1,69,255	1,82,640	18,826	19,294	1,88,081	2,01,934	+ 13,853	+ 7.4
Bihar	6,75,312	7,58,557	45,687	53,466	7,20,999	8,12,023	+ 91,024	+ 12.6
Gujarat	11,57,485	12,86,625	2,24,037	2,49,472	13,81,522	15,36,097	+ 1,54,575	+ 11.2
Jammu & Kashmir	44,230	52,494	12,243	12,751	56,473	65,245	+ 8,772	+ 15.5
Kerala	7,18,700	7,63,571	9,683	7,119	7,28,383	7,70,690	+ 42,307	+ 5.8
Madhya Pradesh	3,99,215	4,34,681	48,665	54,003	4,47,880	4,88,684	+ 40,804	+ 9.1
Madras	9,36,351	11,04,692	4,802	3,143	9,41,153	11,07,835	+ 1,66,682	+ 17.7
Maharashtra	19,94,611	22,17,189	2,51,056	2,19,586	22,45,667	24,36,775	+ 1,91,108	+ 8.5
Mysore	4,07,978	10,09,800	66,438	1,60,476	4,74,416	11,70,276	+ 6,95,860	+ 146.7
Orissa	89,812	1,01,758	5,802	6,816	95,614	1,08,574	+ 12,960	+ 13.6
Punjab	2,29,181	2,42,017	70,624	74,785	2,99,805	3,16,802	+ 16,997	+ 5.7
Rajasthan	2,38,339	2,64,333	50,137	52,042	2,88,476	3,16,375	+ 27,899	+ 9.7
Uttar Pradesh	4,24,341	4,56,926	89,608	92,901	5,13,949	5,49,827	+ 35,878	+ 7.0
West Bengal	1,59,508	1,86,157	32,937	39,506	1,92,445	2,25,663	+ 33,218	+ 17.3
A. & N. Islands	396	288	—	—	396	288	— 108	— 27.3
Delhi	28,977	32,963	26,941	31,856	55,918	64,819	+ 8,901	+ 15.9
Himachal Pradesh	19,574	20,693	1,217	1,409	20,791	22,102	+ 1,311	+ 6.3
L. M. & A. Islands	1,509	1,313	—	—	1,509	1,313	— 196	— 13.0
Manipur	20,653	22,738	2,327	2,867	22,980	25,605	+ 2,625	+ 11.4
Nagaland	—	10,425	—	—	—	10,425	+ 10,425	—
N.E.F.A.	1,367	1,458	—	—	1,367	1,458	+ 91	+ 6.7
Pondicherry	7,814	10,812	4,196	4,143	12,010	14,955	+ 2,945	+ 24.5
Tripura	9,459	10,133	556	662	10,015	10,795	+ 780	+ 7.8
INDIA	78,94,547	94,96,026	9,91,243	11,14,852	88,85,790	1,06,10,878	+ 17,25,088	+ 19.4

Table XLVI—Number of Pupils at the Middle Stage*

State/Territory	Boys		Girls		Total		Increase(+) or Decrease (—)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	2,82,333	3,15,800	80,121	92,085	3,62,454	4,07,885	+ 45,431	+ 12·5
Assam	1,49,517	1,59,079	56,501	60,812	2,06,018	2,19,891	+ 13,873	+ 6·7
Bihar	3,16,935	3,45,587	38,533	44,539	3,55,468	3,90,126	+ 34,658	+ 9·7
Gujarat	3,19,341	3,52,536	1,29,497	1,48,704	4,48,838	5,01,240	+ 52,402	+ 11·7
Jammu & Kashmir	45,601	47,784	9,557	11,643	55,158	59,427	+ 4,269	+ 7·7
Kerala	3,16,561	5,06,486	2,27,549	3,94,121	5,44,110	9,00,607	+ 3,56,497	+ 65·5
Madhya Pradesh	2,30,187	2,67,670	44,058	49,322	2,74,245	3,16,992	+ 42,747	+ 15·6
Madras	4,30,974	4,81,408	1,86,077	2,09,537	6,17,051	6,90,945	+ 73,894	+ 12·0
Maharashtra	6,54,232	7,18,003	2,39,737	2,72,411	8,93,969	9,90,414	+ 96,445	+ 10·8
Mysore	3,37,366	3,42,278	1,34,601	1,37,614	4,71,967	4,79,892	+ 7,925	+ 1·7
Orissa	61,713	74,313	7,808	10,050	69,521	84,363	+ 14,842	+ 21·3
Punjab	3,05,285	3,49,660	79,393	88,941	3,84,678	4,38,601	+ 53,923	+ 14·0
Rajasthan	1,64,806	1,79,499	22,409	27,571	1,87,215	2,07,070	+ 19,855	+ 10·6
Uttar Pradesh	6,76,743	7,01,784	1,05,710	1,22,431	7,82,453	8,24,215	+ 41,762	+ 5·3
West Bengal	5,03,748	5,64,056	1,61,290	2,03,473	6,65,038	7,67,529	+ 1,02,491	+ 15·4
A. & N. Islands	272	360	123	120	395	480	+ 85	+ 21·5
Delhi	57,531	65,975	38,351	46,491	95,882	1,12,466	+ 16,584	+ 17·3
Himachal Pradesh	15,757	16,577	2,615	3,252	18,372	19,829	+ 1,457	+ 7·9
L. M. & A. Islands	215	465	16	42	231	507	+ 276	+ 119·5
Manipur	24,629	25,684	7,164	8,470	31,793	34,154	+ 2,361	+ 7·4
Nagaland	..	6,553	..	3,228	..	9,781	+ 9,781	..
N.E.F.A.	461	505	95	111	556	616	+ 60	+ 10·8
Pondicherry	5,162	5,280	1,835	1,841	6,997	7,121	+ 124	+ 1·8
Tripura	7,728	11,064	2,882	4,369	10,610	15,433	+ 4,823	+ 45·5
INDIA	49,07,097	55,38,406	15,75,922	19,41,178	64,83,019	74,79,584	+9,96,565	+ 18·0

*Includes senior Basic Schools also.

Table—XLVII—Educational Facilities for Age-Group 11-14

State/Territory	Enrolment in Classes VI to VIII			Percentage of enrolment in Classes VI to VIII to population of Age Group 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh . . .	3,15,800	92,085	4,07,885	26·0	7·6	16·8
Assam	1,59,079	60,812	2,19,891	36·4	14·6	25·8
Bihar	4,78,738	56,037	5,34,775	29·3	3·8	17·1
Gujarat	2,78,554	1,08,400	3,86,954	36·6	15·2	26·3
Jammu & Kashmir . . .	47,784	11,643	59,427	37·7	10·1	24·6
Kerala	3,98,290	2,96,973	6,95,263	67·8	49·1	58·3
Madhya Pradesh . . .	2,67,670	49,322	3,16,992	25·5	5·0	15·5
Madras	4,81,408	2,09,537	6,90,945	44·4	19·0	31·6
Maharashtra	5,52,224	1,95,935	7,48,159	39·3	15·3	27·8
Mysore	2,62,566	1,00,910	3,63,476	32·4	13·5	22·5
Orissa	95,213	12,293	1,07,506	16·2	2·1	9·1
Punjab	3,49,660	88,941	4,38,601	44·3	12·6	29·4
Rajasthan	1,79,499	27,571	2,07,070	24·0	4·0	14·5
Uttar Pradesh	7,01,784	1,22,431	8,24,215	27·1	5·2	16·6
West Bengal	3,83,949	1,33,747	5,17,696	31·3	11·5	21·7
A. & N. Islands	360	120	480	18·9	7·5	13·7
Delhi	65,975	46,491	1,12,466	66·6	55·4	61·5
Himachal Pradesh . . .	16,577	3,252	19,829	37·2	7·6	22·7
L. M. & A. Islands . . .	301	22	323	33·4	2·4	17·9
Manipur	17,886	5,517	23,403	65·0	20·1	62·6
Nagaland	4,684	2,216	6,900	33·2	16·2	24·8
N.E.F.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Pondicherry	5,280	1,841	7,121	47·1	16·3	31·6
Tripura	11,064	4,369	15,433	28·5	11·7	20·2
INDIA	50,74,345	16,30,465	67,04,810	33·2	11·3	22·5

Table XLVIII—Girls in Middle Schools

State/Territory	No. of Girls in Boys Schools	No. of Girls in Girls Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to total No. of Girls	
				1959-60	1960-61
1	2	3	4	5	6
Andhra Pradesh	91,874	23,443	1,15,317	61.2	79.7
Assam	48,241	16,734	64,975	72.2	74.2
Bihar	90,100	49,518	1,39,618	63.9	64.5
Gujarat	3,11,161	2,39,894	5,51,055	56.3	56.5
Jammu & Kashmir	436	12,751	13,187	5.0	3.3
Kerala	3,37,030	5,813	3,42,843	97.7	98.3
Madhya Pradesh	34,809	52,595	87,404	37.5	39.8
Madras	4,16,605	2,559	4,19,164	99.0	99.4
Maharashtra	6,46,523	2,16,081	8,62,604	70.9	75.0
Mysore	2,58,240	1,54,780	4,13,020	54.6	62.5
Orissa	10,178	6,706	16,884	59.0	60.3
Punjab	25,429	68,539	93,968	27.5	27.1
Rajasthan	21,190	49,216	70,406	25.1	30.1
Uttar Pradesh	16,918	86,770	1,03,688	19.8	16.3
West Bengal	24,357	39,074	63,431	34.5	38.4
A. & N. Islands	119	..	119	100.0	100.0
Delhi	2,771	27,915	30,686	13.7	9.0
Himachal Pradesh	3,237	1,096	4,333	75.1	74.7
L. M. & A. Islands	147	..	147	100.0	100.0
Manipur	4,078	2,511	6,589	59.7	61.9
Nagaland	3,737	..	3,737	N.A.	100.0
N.E.F.A.	257	..	257	100.0	100.0
Pondicherry	2,098	3,659	5,757	26.0	36.4
Tripura	2,647	632	3,279	82.2	80.7
INDIA	23,52,182	10,60,286	34,12,468	66.8	68.9

PERCENTAGE OF TRAINED TEACHERS IN MIDDLE SCHOOLS 1960-61

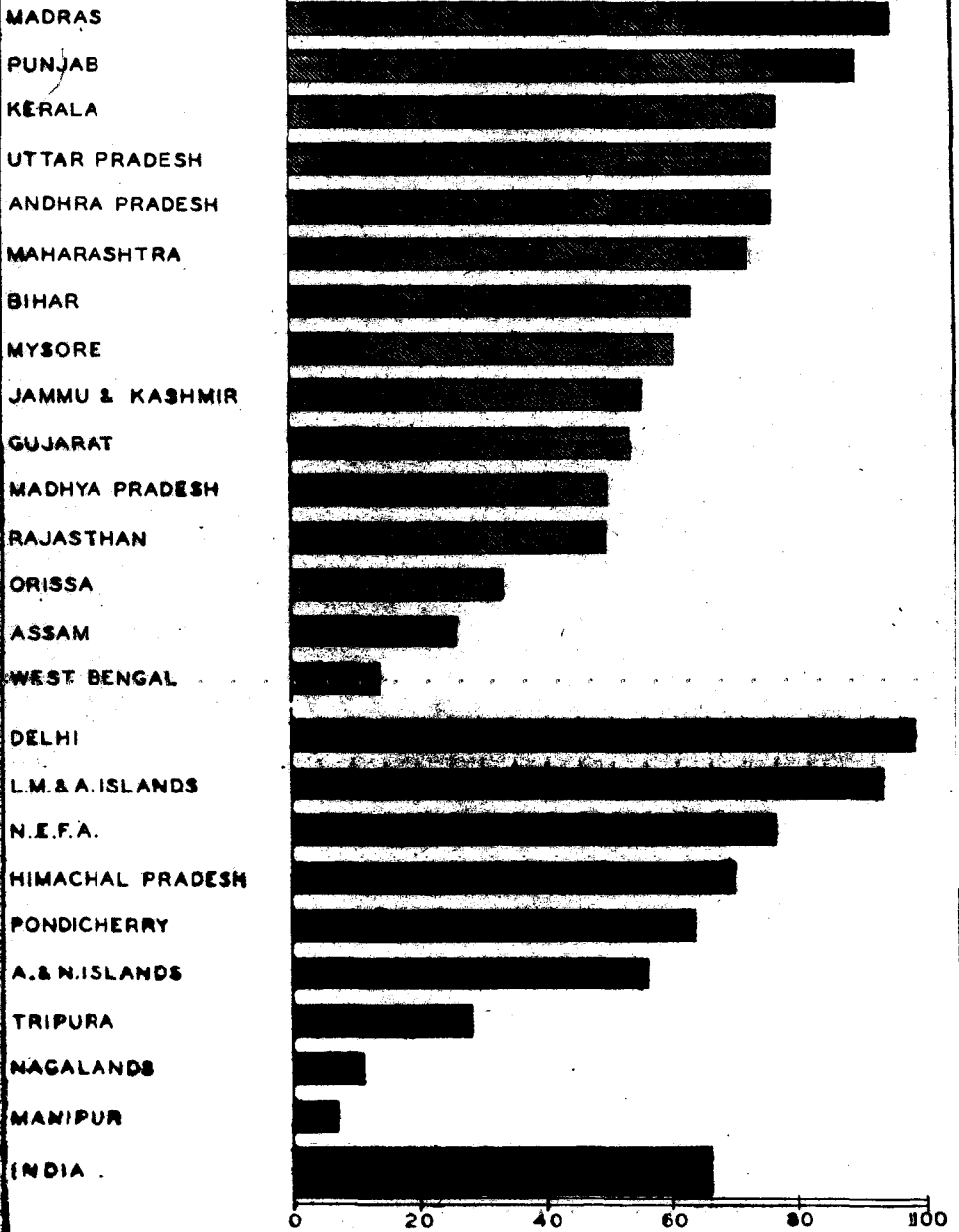


Table XLIX—Number of Teachers in Middle Schools

State/Territory	Men		Women		Total		Increase (+) or Decrease (-)	Number of Trained Teachers		Percentage of Trained Teachers to total Number of Teachers		Number of students per teacher	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
	2	3	4	5	6	7		8	9	10	11	12	13	14
Andhra Pradesh	5,997	10,134	1,740	3,218	7,737	13,352	+ 5,615	4,967	10,286	64.2	77.0	24	26
Assam	7,191	7,850	1,020	1,102	8,211	8,952	+ 741	2,223	2,326	27.1	26.0	23	22
Bihar	21,052	22,859	1,810	2,059	22,862	24,918	+ 2,056	14,132	15,854	61.8	63.6	32	33
Gujarat	23,882	27,845	9,509	11,697	33,391	39,542	+ 6,151	18,516	21,469	55.5	54.3	41	35
Jammu & Kashmir	1,590	2,139	393	273	1,983	2,412	+ 429	1,196	1,368	60.3	56.7	28	27
Kerala	15,690	16,398	11,523	12,301	27,213	28,699	+ 1,486	21,983	22,349	80.8	77.9	27	27
Madhya Pradesh	17,668	19,191	2,396	2,707	20,064	21,898	+ 1,834	9,375	11,116	46.7	50.8	22	22
Madras	18,837	22,087	12,963	14,414	31,800	36,501	+ 4,701	30,712	35,211	96.6	96.5	30	30
Maharashtra	46,071	48,671	13,691	15,568	59,762	64,239	+ 4,477	42,127	46,755	70.5	72.8	38	38
Mysore	11,484	27,315	3,041	7,063	14,525	34,378	+ 19,853	9,711	21,087	66.9	61.3	33	34
Orissa	4,610	5,235	303	352	4,913	5,587	+ 674	1,803	1,895	36.7	33.9	19	19
Punjab	6,987	7,478	2,636	2,856	9,623	10,334	+ 711	8,515	9,359	88.5	90.5	31	31
Rajasthan	10,251	11,375	2,021	2,261	12,272	13,636	+ 1,364	6,000	6,856	48.9	50.3	24	23
Uttar Pradesh	18,172	19,057	4,049	4,202	22,221	23,259	+ 1,038	17,676	18,093	79.5	77.8	23	24
West Bengal	8,682	9,175	1,472	1,692	10,154	10,867	+ 713	1,556	1,612	15.3	14.8	19	21
A. & N. Islands	12	7	10	9	22	16	- 6	9	9	40.9	56.2	18	18
Delhi	952	1,022	946	1,149	1,898	2,171	+ 273	1,873	2,150	98.7	99.2	29	30
Himachal Pradesh	1,027	1,295	144	179	1,171	1,474	+ 303	892	1,043	76.2	70.8	18	15
L. M. & A. Islands	33	36	5	3	38	39	+ 1	38	37	100.0	94.9	40	34
Manipur	1,150	1,224	65	63	1,215	1,287	+ 72	80	95	6.6	7.4	19	20
Nagaland . . . . .	..	357	..	16	..	373	+ 373	..	42	..	11.3	..	28
N.E.F.A.	99	85	1	5	100	90	- 10	68	69	68.0	76.7	14	16
Pondicherry	229	297	190	221	419	518	+ 99	269	331	64.2	63.9	29	29
Tripura	442	564	96	122	538	686	+ 148	158	194	29.4	28.2	19	16
INDIA	2,22,108	2,61,696	70,024	83,532	2,92,132	3,45,228	+ 53,096	1,93,879	2,29,606	66.4	66.5	30	31

The percentage of trained teachers to the total number of teachers during 1959-60 and 1960-61 is indicated in cols. 11 and 12. This percentage improved in the States of Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Punjab, Rajasthan and the Union Territories of A. & N. Islands, Delhi, Manipur and N. E. F. A. In case of Nagaland the statistics for 1959-60 are not available and the comparison, therefore, is not possible. Among other States and Union Territories, Delhi, as usual, reported the highest percentage of trained teachers (99.2 per cent). This was followed by Madras (96.5 per cent), L. M. & A. Island (94.9 per cent), Punjab (90.5 per cent), Kerala (77.9 per cent), Uttar Pradesh (77.8 per cent), Andhra Pradesh (77.0 per cent), N. E. F. A. (76.7 per cent), Maharashtra (72.8 per cent), Himachal Pradesh (70.8 per cent), Pondicherry (63.9 per cent), Bihar (63.6 per cent), Mysore (61.3 per cent), Jammu & Kashmir (56.7 per cent), A. & N. Island (56.2 per cent), Gujarat (54.3 per cent), Madhya Pradesh (50.8 per cent), Rajasthan (50.3 per cent). In other States and Union Territories, untrained teachers outnumbered the trained teachers.

Teacher-Pupil Ratio

The average number of teachers per pupil in middle schools was 31 during the year as compared to 30 in the previous year. This average was exceeded by four States and one Union Territory, namely, Bihar (33), Gujarat (39), Maharashtra (38), Mysore (34) and L. M. & A. Islands (34). Further details are given in col (14) of Table XLIX.

Expenditure

The total direct expenditure on middle schools amounted to Rs. 42,92,19,777, as against Rs. 35,15,94,059 in the previous year. The rate of increase during the year thus worked out at 22.1 per cent, as compared to an increase of 10.4 per cent during the previous year. Of the total direct expenditure, Rs. 38,13,86,255 were expended on schools for boys and Rs. 4,78,33,522 on those for girls. The corresponding break up of the figures for the previous year was : expenditure on middle schools for boys Rs. 30,84,81,159 and expenditure on school for girls Rs. 4,31,12,900. Of the total direct expenditure on middle school referred to above, Rs. 12,35,86,125 were incurred on senior basic schools, further details of which are given in Chapter IV.

The distribution of the total direct expenditure by sources is given in Table L below.

Table—L—Direct Expenditure on Middle Schools by Sources

Source	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds	25,83,75,406	73.5	31,80,76,587	74.1
District Board Funds	1,69,15,927	4.8	2,21,15,310	5.1
Municipal Boards Funds	2,53,33,071	7.2	3,20,35,955	7.5
Fees	2,92,16,245	8.3	3,16,76,684	7.4
Endowments	71,90,777	2.0	71,39,521	1.7
Other Sources	1,45,62,633	4.2	1,81,75,720	4.2
TOTAL	35,15,94,059	100.0	42,92,19,777	100.0

As will be seen, Government was the largest single contributing agency which met nearly three-fourths of the total direct expenditure. Local boards met nearly one-eighth and fees one-fourteenth of the total direct expenditure. The balance came from endowments and other sources. As compared to previous year, the expenditure from government funds, district board funds, municipal board funds, fees and other sources increased by 23·1 per cent, 30·7 per cent, 26·4 per cent, 8·4 per cent and 24·8 per cent while that from endowments decreased by 0·7 per cent.

The break-up of total direct expenditure on middle schools according to various managements is given in Table LI below :

Table LI—Direct Expenditure on Middle Schools by Managements

Management	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government	8,52,79,892	24·2	10,39,98,076	24·2
District Boards	12,94,99,929	36·8	15,77,05,228	36·7
Municipal Boards	4,66,69,985	13·3	5,77,06,185	13·5
<i>Private Bodies—</i>				
Aided	7,75,63,462	22·1	9,62,53,248	22·4
Unaided	1,25,80,791	3·6	1,35,57,040	3·2
TOTAL	35,15,94,059	100·0	42,92,19,777	100·0

The expenditure on middle schools increased under all managements.

The Statewise details of expenditure on middle schools during 1959-60 and 1960-61 are given in Table LII. All the States and Union Territories except N. E. F. A. reported increased expenditure on middle schools. The decrease of expenditure in this area was due to the conversion of big middle schools into high schools as reported earlier. Among the States, the highest increase was reported by Mysore (Rs. 2,00,74,324) and the lowest by Orissa (Rs. 5,42,969) and among the Union Territories, excepting Nagaland whose statistics for 1959-60 are not available, the highest and the lowest increase was reported by Delhi (Rs. 6,87,099) and A. & N. Islands (Rs. 10,381). On percentage basis, the highest and the lowest increase was reported by Mysore (113·1 per cent) and Gujarat (4·2 per cent) respectively among the states and L.M. & A. Islands (41·3 per cent) and Himachal Pradesh (8·0 per cent) among the Union Territories.

The total direct expenditure on the Middle schools constituted 16·7 per cent of the direct expenditure on education. Statewise position in this regard is given in col. (10) of Table LII.

Table LII—Direct Expenditure on Middle Schools by States

State/Territory	On Schools for Boys		On Schools for Girls		Total		Increase (+) or Decrease (—)		Percentage of Expendi- ture on mid- dle schools to total direct expenditure	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Amount	Percentage		
1	2	3	4	5	6	7	8	9	10	
Andhra Pradesh . . .	80,56,206	1,47,28,784	15,45,624	18,98,572	96,01,830	1,66,27,356	+	70,25,526	+ 73.2	8.4
Assam	73,67,278	90,26,758	7,88,201	9,13,774	81,55,479	99,40,532	+	17,85,053	+ 21.9	15.1
Bihar	2,17,10,310	2,43,44,607	19,57,002	20,24,055	2,36,67,312	2,63,68,662	+	27,01,350	+ 11.4	17.8
Gujarat	3,64,31,283	3,72,34,128	73,35,146	83,49,085	4,37,66,429	4,55,83,213	+	18,16,784	+ 4.2	30.0
Jammu & Kashmir	18,25,904	26,69,199	5,03,307	4,85,040	23,29,211	31,54,239	+	8,25,028	+ 35.4	18.0
Kerala	3,02,10,596	3,36,95,472	3,71,986	3,30,281	3,05,82,582	3,40,25,753	+	34,43,171	+ 11.3	21.6
Madhya Pradesh	1,96,00,384	2,30,77,314	27,99,247	26,05,910	2,23,99,631	2,56,83,224	+	32,83,593	+ 14.7	15.7
Madras	3,28,23,453	4,14,78,296	3,28,846	81,93,421	3,31,52,299	4,17,15,942	+	85,63,643	+ 25.8	18.3
Maharashtra	6,61,25,068	8,55,43,791	96,13,981	81,93,421	7,57,39,049	9,37,37,212	+	1,79,98,163	+ 23.8	26.3
Mysore	1,53,23,228	3,25,41,889	24,22,474	52,78,137	1,77,45,702	3,78,20,026	+	2,00,74,324	+ 113.1	28.0
Orissa	53,21,763	57,49,164	4,20,871	5,36,439	57,42,634	62,85,603	+	5,42,969	+ 9.5	13.0
Punjab	1,16,64,525	1,33,11,226	32,99,599	38,12,844	1,49,64,124	1,71,24,070	+	21,59,946	+ 14.4	12.2
Rajasthan	1,39,55,016	1,54,40,866	21,92,948	23,58,959	1,61,47,964	1,77,99,825	+	16,51,861	+ 10.2	18.7
Uttar Pradesh	2,07,01,547	2,22,01,136	47,30,009	51,26,618	2,54,31,556	2,73,27,754	+	18,96,198	+ 7.5	8.9
West Bengal	1,11,42,992	1,23,71,846	23,76,805	27,66,669	1,35,19,797	1,51,38,315	+	16,18,718	+ 12.0	6.2
A. & N. Islands	31,163	41,544	..	..	31,163	41,544	+	10,381	+ 33.3	7.2
Delhi	22,63,813	25,41,038	19,80,052	23,89,926	42,43,865	49,30,964	+	6,87,099	+ 16.2	6.2
Himachal Pradesh	13,09,965	14,10,066	73,454	84,334	13,83,419	14,94,400	+	1,10,981	+ 8.0	16.4
L. M. & A. Islands	50,398	71,233	..	..	50,398	71,233	+	20,835	+ 41.3	36.7
Manipur	10,13,921	12,92,227	1,14,784	1,45,071	11,28,705	14,37,298	+	3,08,593	+ 27.3	19.5
Nagaland	N.A.	8,30,879	..	..	N.A.	8,30,879	+	8,30,879	..	25.5
N.E.F.A.	2,15,628	2,10,482	..	..	2,15,628	2,10,482	—	5,146	— 2.4	18.7
Pondicherry	4,08,382	5,51,476	1,92,352	2,03,334	6,00,734	7,54,810	+	1,54,076	+ 25.6	18.9
Tripura	9,28,336	10,22,834	66,212	93,407	9,94,548	11,16,241	+	1,21,693	+ 12.2	12.7
INDIA	30,84,81,159	38,13,86,255	4,31,12,900	4,70,33,522	35,15,94,039	42,92,19,777	+	7,76,25,718	+ 22.1	16.7

Table LII—Direct Expenditure on Middle Schools by States

State/Territory	Percentage of Expenditure (1960-61) met from						Average Annual Expenditure per pupil	
	Government Funds	District Board funds	Municipal Board funds	Fees	Endowment	Other Sources	1959-60	1960-61
	11	12	13	14	15	16	17	18
Andhra Pradesh	69.1	15.0	5.5	7.6	2.6	0.2	51.6	47.2
Assam	73.3	0.1	0.4	20.0	4.9	1.3	43.4	49.2
Bihar	64.6	3.8	1.3	20.2	1.6	8.5	32.8	32.5
Gujarat	80.8	5.8	9.2	1.6	0.3	2.3	31.7	29.7
Jammu & Kashmir	97.4	..	..	0.9	0.1	1.6	41.2	48.3
Kerala	98.5	..	..	0.3	0.1	1.1	42.0	44.1
Madhya Pradesh	88.8	4.1	0.9	4.0	0.7	1.3	50.0	52.6
Madras	73.7	9.2	10.8	1.6	4.5	0.2	35.2	37.7
Maharashtra	69.5	4.0	15.9	2.8	0.2	7.6	33.7	38.5
Mysore	87.8	3.2	3.5	0.4	0.4	4.7	37.4	32.3
Orissa	59.2	2.6	0.4	17.4	8.2	12.2	60.1	57.9
Punjab	92.6	0.0	0.3	3.1	2.6	1.4	49.9	54.1
Rajasthan	90.1	0.1	0.1	4.1	4.2	1.4	56.0	56.3
Uttar Pradesh	45.8	11.5	3.8	29.2	1.5	8.2	49.5	49.7
West Bengal	39.8	0.7	0.2	47.0	5.5	6.8	70.3	67.1
A. & N. Islands	47.4	..	..	18.5	..	34.1	78.7	144.3
Delhi	0.7	..	89.0	5.0	1.4	3.9	75.9	76.1
Himachal Pradesh	..	97.3	..	..	0.6	2.1	66.5	67.6
L. M. & A. Islands	100.0	..	..	..	..	..	33.4	54.3
Manipur	..	88.9	..	0.9	10.2	..	49.1	56.1
Nagaland	100.0	..	..	..	..	..	..	79.7
N.E.F.A.	100.0	..	..	..	..	..	157.7	144.4
Pondicherry	91.3	..	..	4.0	4.6	0.1	50.0	50.5
Tripura	97.9	..	..	1.0	1.0	0.1	99.3	103.4
INDIA	74.1	5.1	7.5	7.4	1.7	4.2	39.6	40.5

The proportion of the total direct expenditure met from different sources is given in cols. (11) to (16) of Table LII. Substantial part of the expenditure was met from government in almost all the States and Union Territories except in Uttar Pradesh, West Bengal, A. & N. Islands, Delhi, Himachal Pradesh and Manipur. It met all the expenditure in L. M. & A. Islands, Nagaland and N.E.F.A. and more than 90 per cent in Kerala (98·8 per cent), Tripura (97·9 per cent), Jammu & Kashmir (97·4 per cent), Punjab (92·6 per cent.), Pondicherry (91·3 per cent) and Rajasthan (90·1 per cent), between 75 per cent and 90 per cent in Madhya Pradesh (88·8 per cent), Mysore (87·8 per cent), and Gujarat (80·7 per cent) and between 50 per cent and 75 per cent in Madras (73·7 per cent), Assam (73·3 per cent), Maharashtra (69·5 per cent), Andhra Pradesh (69·1 per cent), Bihar (64·6 per cent), and Orissa (59·2 per cent). In other States, its share was less than 50 per cent. Local boards contributed more than 50 per cent in Himachal Pradesh (97·3 per cent), Delhi (89·0 per cent) and Manipur (88·9 per cent). As regards fees, endowments and other sources the greatest contribution was to the extent of 47·0 per cent (West Bengal), 8·2 per cent (Orissa) and 34·1 per cent A. & N. Islands respectively.

The average annual cost per pupil in middle schools increased slightly from Rs. 39·6 to Rs. 40·5. Its distribution from different sources of income was : government funds Rs. 30·0, district board funds Rs. 2·1, municipal board funds Rs. 3·0, fees Rs. 3·0, endowments Rs. 0·7 and other sources Rs. 1·7. The Statewise position of average annual cost per pupil in middle schools during 1959-60 and 1960-61 is given in Cols. (17) and (18) of Table LII.

High and Higher Secondary Schools

The number of high and higher secondary schools (including post basic schools) increased during the year from 15,703 (13,422 for boys and 2,281 for girls) to 17,257 (14,736 for boys and 2,521 for girls). This gives an increase of 9·9 per cent as against an increase of 9·6 per cent in the previous year. Of the total, 4,654 were higher secondary schools, as against 3,763 in 1959-60 and increased by 23·7 per cent. The corresponding increase in the number of high schools was from 11,940 to 12,603 or 5·6 per cent. The number of post basic schools included in higher secondary schools was 31, further details of which are given in Chapter IV.

The number of high and higher secondary schools according to various managements is given in Table LIII on the next page.

The opening of new schools and the upgrading of existing schools resulted in the multiplication of high and higher secondary schools under different managements. It will be seen that while the number of high and higher secondary schools, taken as a whole increased under all managements, that of high schools decreased under the control of municipal boards and private unaided bodies, the percentage of decrease being only 2·7 per cent and 1·6 per cent respectively. The percentage of increase in the number of high and higher secondary schools managed by government, local boards, private organisations was 13·8 per cent, 13·1 per cent, 8·3 per cent respectively. The corresponding figures for the previous year were 1·9 per cent, 27·3 per cent, 9·8 per cent.

Table LIII—Number of High and Higher Secondary Schools by Management

Management	Number of High Schools		Number of Higher Secondary Schools		Total Number of High and Higher Secondary Schools			
	1959-60	1960-61	1959-60	1960-61	1959-60		1960-61	
					Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9
Government .	1,992	2,021	854	1,218	2,846	18.1	3,239	18.8
District Board	1,340	1,498	46	107	1,386	8.8	1,605	9.3
Municipal Board .	330	321	110	140	440	2.8	461	2.7
<i>Private Bodies:</i>								
Aided .	6,815	7,324	2,365	2,774	9,180	58.5	10,098	58.5
Unaided .	1,463	1,439	388	415	1,851	11.8	1,854	10.7
TOTAL .	11,940	12,603	3,763	4,654	15,703	100.0	17,257	100.0

Nearly one-fifth of the schools (both high and higher secondary) were managed by government, one-eighth by local boards and over three-fifths by private bodies. The management-wise distribution of high schools and higher secondary schools separately during the years 1959-60 and 1960-61 is given in cols. (2) to (5) of Table LIII.

The number of high and higher secondary schools in rural areas increased from 7,804 (7,548 for boys and 256 for girls) to 8,965 (8,648 for boys and 317 for girls) and constituted 51.9 per cent (50.1 per cent for boys and 1.8 per cent for girls) of the total number of high and higher secondary schools as against 49.7 per cent (48.1 per cent for boys and 1.6 per cent for girls) in the previous year.

The Statewise distribution of high and higher secondary schools is given in Table LIV. Excepting Nagaland, whose statistics for the previous year are not available, the number of schools increased in all the States. The highest increase was reported by Madras and Maharashtra (149 each) and the lowest by Kerala (10). Among the Union Territories, Delhi reported the highest increase (31) and the lowest increase of 1 was reported by A. & N. Islands, L. M. & A. Islands and N. E. F. A. On percentage basis the highest increase, among the States, was reported by Jammu & Kashmir (30.2 per cent) and the lowest by Kerala (1.1 per cent). These positions among Union Territories were occupied by A. & N. Islands (50.0 per cent) and Manipur (5.6 per cent).

Taking high schools and higher secondary schools separately, it will be seen that while the number of higher secondary schools increased in all the States, that of high schools decreased in Madhya Pradesh, Mysore, Rajasthan and Delhi. This was due to conversion of high schools into higher secondary schools.

Table LIV—Number of High and Higher Secondary Schools by States

State/Territory	Number of High Schools				Number of Higher Secondary Schools				Total No. of High & Higher Sec. Schools		Increase (+) or Decrease (-)		
	1959-60		1960-61		1959-60		1960-61		1959-60	1960-61	Number	Percentage	
	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls	For Boys	For Girls	10	11	12	13	
1	2	3	4	5	6	7	8	9	10	11	12	13	
Andhra Pradesh	886	108	975	109	74	14	116	24	1,082	1,224	+	142	+ 13.1
Assam	394	61	464	64	25	4	28	4	484	560	+	76	+ 15.7
Bihar	1,243	58	1,287	69	132	16	168	17	1,449	1,541	+	92	+ 6.3
Gujarat	893	85	998	101	..	..	..	..	978	1,099	+	121	+ 12.4
Jammu & Kashmir	139	35	181	45	17	1	23	1	192	250	+	58	+ 30.2
Kerala	738	134	749	133	..	..	..	..	872	882	+	10	+ 1.1
Madhya Pradesh	168	34	63	6	358	74	581	124	634	774	+	140	+ 22.1
Madras	915	193	1,040	217	..	..	..	..	1,108	1,257	+	149	+ 13.4
Maharashtra	1,746	213	1,900	204	77	13	80	14	2,049	2,198	+	149	+ 7.3
Mysore	552	106	567	81	6	..	97	33	664	778	+	114	+ 17.2
Orissa	372	30	413	34	4	1	4	1	407	452	+	45	+ 11.1
Punjab	927	244	994	287	132	40	141	51	1,343	1,473	+	130	+ 9.7
Rajasthan	208	35	190	43	198	17	278	26	458	537	+	79	+ 17.2
Uttar Pradesh	..	..	..	..	1,430	271	1,489	282	1,701	1,771	+	70	+ 4.1
West Bengal	1,003	232	920	268	466	146	614	155	1,847	1,957	+	110	+ 6.0
A. & N. Islands	..	..	..	..	1	1	2	1	2	3	+	1	+ 50.0
Delhi	13	9	..	..	145	80	179	99	247	278	+	31	+ 12.6
Himachal Pradesh	54	2	67	2	7	5	9	5	68	83	+	15	+ 22.1
L. M. & A. Islands	..	..	1	..	..	..	..	..	..	1	+	1	..
Manipur	50	4	52	5	..	..	..	..	54	57	+	3	+ 5.6
Nagaland	..	..	12	..	..	..	..	..	..	12	+	12	..
N.E.F.A.	4	..	5	..	..	..	..	..	4	5	+	1	+ 25.0
Pondicherry	20	8	22	9	..	..	..	..	28	31	+	3	+ 10.7
Tripura	18	6	20	6	7	1	7	1	32	34	+	2	+ 6.3
INDIA	10,343	1,597	10,920	1,683	3,079	684	3,816	838	15,703	17,257	+	1,554	+ 9.9

Table LV—Percentage of High and Higher Secondary Schools by Management

11-8 Edu. 64

State/Territory	Percentage of High Schools Managed by					Percentage of Higher Secondary Schools Managed by					Percentage of High and Higher Secondary Schools Managed by				
	Govt.	Distt. Boards	Municipal Boards	Private Bodies		Govt.	Distt. Boards	Municipal Boards	Private Bodies		Govt.	Distt. Boards	Municipal Boards	Private Bodies	
				Aided	Unaided				Aided	Unaided				Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	7.8	70.8	4.3	16.8	0.3	22.9	28.6	7.1	41.4	..	9.6	65.9	4.7	19.6	0.2
Assam	2.7	..	..	86.9	10.4	46.9	..	..	53.1	..	5.2	..	..	85.0	9.8
Bihar	0.8	..	..	56.8	42.4	28.6	..	..	71.4	..	4.2	..	..	58.5	37.3
Gujarat	11.1	1.8	5.9	79.7	1.5	..	..	..	..	..	11.1	1.8	5.9	79.7	1.5
Jammu & Kashmir	90.3	..	..	9.7	..	100.0	..	..	..	..	91.2	..	..	8.8	..
Kerala	28.2	0.3	..	70.4	1.1	..	..	..	100.0	..	28.2	0.3	..	70.4	1.1
Madhya Pradesh	75.4	4.5	..	18.8	4.3	49.8	6.8	6.1	34.2	3.1	52.1	6.3	5.6	32.8	3.2
Madras	5.5	42.1	5.4	45.6	1.4	..	..	..	100.0	..	5.5	42.4	5.4	45.6	1.3
Maharashtra	6.9	1.3	1.6	84.7	5.5	27.7	..	6.4	64.9	1.1	7.8	1.3	1.8	83.8	5.3
Mysore	12.7	12.0	12.3	57.3	5.7	47.7	4.6	6.9	40.8	..	18.5	10.8	11.4	54.5	4.8
Orissa	18.8	..	1.1	51.9	28.2	40.0	..	..	60.0	..	19.0	..	1.1	52.0	27.9
Punjab	54.0	..	0.2	26.3	19.5	31.3	..	..	58.3	10.4	51.1	..	0.2	30.4	18.3
Rajasthan	71.7	..	..	27.5	0.8	82.9	..	..	15.5	1.6	78.0	..	..	20.7	1.3
Uttar Pradesh	..	..	..	..	..	8.3	0.2	2.6	73.0	15.9	8.3	0.2	2.6	73.0	15.9
West Bengal	0.7	..	..	80.9	18.4	4.6	..	0.7	85.4	9.3	2.2	..	0.2	82.7	14.9
Andaman and Nicobar Islands	..	..	..	..	..	100.0	..	..	..	..	100.0	..	..	..	..
Delhi	..	..	..	..	..	56.1	..	..	..	..	56.1	..	..	35.3	4.6
Himachal Pradesh	..	92.8	4.3	2.9	..	..	64.3	35.7	..	..	..	..	..	..	..
L. M. & A. Islands	..	..	..	..	..	..	..	..	..	..	100.0	..	..	..	..
Manipur	100.0	14.0	5.3	68.4	12.3	..	..	..	..	..	..	14.0	5.3	68.4	12.3
Nagaland	66.7	..	..	..	33.3	..	..	..	..	..	..	..	..	..	42.9
N.E.F.A.	100.0	..	..	..	..	..	..	..	..	..	100.0	..	..	..	..
Pondicherry	71.0	..	..	29.0	..	..	..	..	..	..	71.0	..	..	29.0	..
Tripura	..	..	50.0	50.0	..	..	..	62.5	37.5	..	..	..	52.9	47.1	..
INDIA	16.0	11.9	2.6	58.1	11.4	26.2	2.3	3.0	59.6	8.9	18.8	9.3	2.7	58.5	10.7

Table LV gives the proportion of high and higher secondary schools (as also of high and higher secondary schools separately) under different managements in various States during the year. As for high schools, a majority of them were privately managed in all States except Jammu & Kashmir, Madhya Pradesh, Punjab and Rajasthan, where governmental schools predominated. In Manipur and Tripura also, private schools were more than 50 per cent. Government managed cent per cent schools in L. M. & A Islands and N. E. F. A., 71 per cent in Pondicherry and 66.7 per cent in Nagaland among the Union Territories. Local board schools predominated in Andhra Pradesh, Himachal Pradesh and Tripura. As far as higher secondary school are concerned, government managed cent per cent schools in Jammu & Kashmir and A. & N. Islands, and a majority of them in Rajasthan and Delhi. Majority of schools were managed by Local boards in Himachal Pradesh and Tripura. In the rest of the States and Union Territories, private schools were in a majority.

Pupils

The total number of pupils on the rolls of high and higher secondary schools (including post basic schools) increased from 67,62,546 (51,58,144 boys and 16,04,402 girls) in 1959-60 to 75,11,514 (56,85,343 boys and 18,26,171 girls) in 1960-61 or by 11.1 per cent as compared to 9.6 per cent in the previous year. Of the total, 50,15,178 pupils (36,98,100 boys and 13,17,078 girls) were enrolled in high schools and 24,96,336 pupils (19,87,243 boys and 5,09,093 girls) in higher secondary schools as against 47,61,493 (35,54,524 boys and 12,06,969 girls) in high schools and 20,01,053 (16,03,620 boys and 3,97,433 girls) in higher secondary school during the previous year. This gives an increase of 5.3 per cent and 24.8 per cent respectively. The total enrolment of high and higher secondary schools referred to above also includes an enrolment of 4,340 (3,099 boys and 1,241 girls) studying in post basic schools, further details of which are given in Chapter IV.

The distribution of pupils in high and higher secondary schools under different managements is given in Table LVI.

All managements except private unaided bodies shared the increase in enrolment. The increase in enrolment in government schools, district board schools, municipal board schools and private aided bodies schools was 13.6 per cent, 14.8 per cent, 8.5 per cent, and 11.6 per cent, as compared to that of 4.7 per cent, 35.5 per cent, 10.1 per cent and 8.9 per cent in the previous year. The decrease in the enrolment of schools managed by unaided bodies was only 1.4 per cent.

The number of pupils coming from rural areas and studying in high and higher secondary schools was 34,26,662 (29,15,764 boys and 5,10,898 girls), as against 30,06,817 (25,82,791 boys and 4,24,026 girls) in the previous year. This figure constituted 45.6 per cent of the total number of pupils studying in all the high and higher secondary schools as compared to 44.5 per cent for the previous year.

The Statewise distribution of pupils in high and higher secondary schools (as also in high schools and higher secondary schools separately) for the years 1959-60 and 1960-61 is given in Table LVII. The enrolment increased in all the States and Union Territories except in Pondicherry. The highest increase in enrolment was reported among the States by West

Table XVI—Number of pupils in High and Higher Secondary Schools by Management

Management	Number of Pupils in High Schools		Number of Pupils in Higher Secondary Schools		Total number of Pupils in High and Higher Secondary Schools			
	1959-60	1960-61	1959-60	1960-61	1959-60		1960-61	
					Number	Percentage	Number	Percentage
Government	9,75,609	9,91,769	4,16,442	5,89,527	13,92,051	20·6	15,81,296	21·1
District Board	4,54,546	5,02,885	25,143	47,803	4,79,689	7·1	5,50,688	7·3
Municipal Board	1,83,439	1,78,948	72,354	98,704	2,55,793	3·8	2,77,652	3·7
Private Bodies— Aided	27,56,755	29,61,972	13,36,440	16,05,511	40,93,195	60·5	45,67,483	60·8
Unaided	3,91,144	3,79,604	1,50,674	1,54,791	5,41,818	8·0	5,34,395	7·1
TOTAL	47,61,493	50,15,178	20,01,053	24,96,336	67,62,546	100·0	75,11,514	100·0

Table LVII—Number of pupils in High and Higher Secondary Schools by States

State/Territory	IN HIGH SCHOOLS				IN HIGHER SECONDARY SCHOOLS				TOTAL		Increase (+) Decrease (-)	
	For Boys		For Girls		For Boys		For Girls		1959-60	1960-61	Number	Percentage
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	3,57,519	3,71,135	54,456	55,256	67,602	1,07,276	12,634	19,514	4,92,211	5,53,181	+ 60,970	+ 12.4
Assam	1,65,122	1,81,143	24,112	25,367	16,557	18,805	2,986	3,200	2,08,777	2,28,515	+ 19,738	+ 9.5
Bihar	3,68,962	3,84,922	18,899	20,241	82,711	1,09,391	8,403	9,067	4,78,975	5,23,621	+ 44,646	+ 9.3
Gujarat	2,87,282	3,20,495	38,374	44,358	..	..	..	..	3,25,656	3,64,853	+ 39,197	+ 12.0
Jammu & Kashmir	50,016	61,201	16,106	19,163	8,271	9,863	763	1,010	75,156	91,237	+ 16,081	+ 21.4
Kerala	5,35,292	5,93,597	1,00,074	96,855	..	..	..	..	6,35,366	6,90,452	+ 55,086	+ 8.7
Madhya Pradesh	47,460	14,814	14,113	679	1,29,876	2,08,285	30,690	54,308	2,22,139	2,78,086	+ 55,947	+ 25.2
Madras	5,17,490	5,71,373	1,07,420	1,17,799	..	..	..	..	6,24,910	6,89,172	+ 64,262	+ 10.3
Maharashtra	5,79,931	6,46,613	91,976	99,592	59,105	62,537	7,606	9,442	7,38,618	8,18,184	+ 79,566	+ 10.8
Mysore	1,86,273	1,50,865	41,727	27,672	5,307	60,254	..	15,465	2,33,307	2,54,256	+ 20,949	+ 9.0
Orissa	85,135	91,800	5,355	6,128	2,161	2,572	530	575	93,181	1,01,075	+ 7,894	+ 8.5
Punjab	4,02,772	4,29,871	1,09,658	1,30,506	1,21,836	1,44,810	28,901	36,132	6,63,167	7,41,349	+ 78,182	+ 11.8
Uttar Pradesh	86,965	84,402	11,770	..	67,291	93,961	6,859	8,798	1,70,626	1,98,931	+ 28,305	+ 16.6
West Bengal	3,06,816	2,91,354	75,709	90,889	7,28,886	7,64,303	1,35,159	1,47,874	8,63,745	9,12,077	+ 48,332	+ 5.6
A. & N. Islands	..	..	..	..	2,38,516	3,48,684	66,489	76,851	6,77,239	7,78,673	+ 1,01,436	+ 15.0
Delhi	8,454	..	5,601	..	348	351	140	164	488	715	+ 227	+ 46.5
Himachal Pradesh	21,736	25,762	447	458	1,16,441	1,29,082	53,509	68,829	1,84,005	1,97,891	+ 13,886	+ 7.5
L. M. & A. Islands	..	486	..	..	4,156	3,300	3,519	3,693	29,858	35,213	+ 5,355	+ 17.9
Manipur	18,710	19,957	2,216	2,570	..	..	..	..	..	..	+ 486	..
Nagaland	..	4,136	..	..	..	..	..	..	20,926	22,527	+ 1,601	+ 7.7
N. E. F. A.	811	996	..	..	..	..	..	..	..	4,136	+ 486	..
Pondicherry	8,646	6,902	3,390	3,914	..	..	..	..	811	996	+ 185	+ 22.8
Tripura	5,437	7,866	1,521	2,271	3,675	4,227	716	736	12,036	10,816	- 1,220	- 10.1
INDIA	40,40,829	42,59,690	7,20,664	7,55,488	16,42,439	20,40,698	3,58,614	4,55,638	67,62,546	75,11,514	+ 7,48,968	+ 11.1

Bengal (1,01,436), followed by Maharashtra (79,566), Punjab (78,152), Madras (64,262), Andhra Pradesh (60,970), Madhya Pradesh (55,947) and Kerala (55,086). In other States, it was less than 50,000 each and was the least in Orissa (7,894). Among the Union Territories, Delhi topped the list with an increase of 13,886, while N.E.F.A. (185) was on the other end of the scale.

As regards percentage of increase, the highest and lowest positions were occupied by Madhya Pradesh (25.2 per cent) and Uttar Pradesh (5.6 per cent) respectively among the States and by A. & N. Islands (46.3 per cent) and Delhi (7.5 per cent) among the Union Territories.

To understand the correct position in regard to pupils studying at the high and higher secondary stage, it is necessary to exclude the enrolment of primary and middle classes attached to these schools and include enrolment of high and higher secondary classes attached to colleges. Table LVIII gives the Statewise details of number of pupils studying in high and higher secondary stage. For inter-State comparison the number of classes comprising the high and higher secondary stage, as given in the table should be kept in view. The total number of pupils at high and higher secondary stage increased from 30,06,591 (24,41,794 boys and 5,64,797 girls) to 34,62,709 (27,76,314 boys and 6,86,395 girls) or by 15.2 per cent, as compared to 11.5 per cent in the previous year. The number of pupils increased in all the States and Union Territories. Numerically, the highest increase was reported by Kerala (72,183) and the lowest by Rajasthan (3,241) among the States. Among the Union Territories, these positions were occupied by Delhi (13,225) and N.E.F.A. (25). On percentage basis, Madhya Pradesh and Rajasthan reported the highest (22.5 per cent) and the lowest (4.4 per cent) increases among the States, while A & N Islands and Pondicherry reported the highest (57.1 per cent) and the lowest (2.1 per cent) increase respectively among the Union Territories.

Table LIX shows the extent to which educational facilities were available in class IX-XI in the various States in comparison to the population in the age-group 14-17. It shows that 10.6 per cent of children in the population of age-group 14-17 were receiving instruction in the country as a whole. This average was exceeded in 8 States and 3 Union Territories. This percentage was the highest in Delhi (30.5 per cent) and the lowest in Orissa (4.1 per cent).

Co-education

Of the total number of 18,26,171 girls studying in high and higher secondary schools, 6,64,599 girls were studying in boys' schools forming a percentage of 36.4. The corresponding figures for the previous year were 5,70,987 girls in boys' schools and 35.6 per cent respectively. Table LX shows the details of girls studying in boys' schools and girls' schools in various States. Leaving aside L. M. & A. Islands, Nagaland and N.E.F.A., where there were no separate schools for girls, the highest percentage of girls in boys' schools was reported by Kerala (69.4 per cent), followed by Gujarat (52.2 per cent) and Maharashtra (51.9 per cent). In other States and Union Territories, a great majority of girls were reading in girls' schools.

Table LVIII—Number of Pupils at High and Higher Secondary Stage

State/Territory	Boys		Girls		Total		Increase (+) or Decrease (-)	
	1959—60	1960—61	1959—60	1960—61	1959—60	1960—61	Number	Percentage
Andhra Pradesh	1,56,536	1,64,793	29,087	31,391	1,85,623	1,96,184	+ 10,561	+ 5.7
Assam	88,129	99,629	23,330	26,555	1,11,459	1,26,184	+ 14,725	+ 13.2
Bihar	3,80,231	4,40,389	26,111	32,366	4,06,342	4,72,755	+ 66,413	+ 16.3
Gujarat	1,80,650	2,03,149	52,711	63,539	2,33,361	2,66,688	+ 33,327	+ 14.3
Jammu & Kashmir	15,412	16,862	3,295	5,583	18,707	22,445	+ 3,738	+ 20.0
Kerala	1,57,005	1,97,714	1,02,802	1,34,276	2,59,807	3,31,990	+ 72,183	+ 27.8
Madhya Pradesh	88,596	1,06,625	12,981	17,855	1,01,577	1,24,480	+ 22,903	+ 22.5
Madras	1,85,627	2,00,944	60,661	67,028	2,46,288	2,67,972	+ 21,684	+ 8.8
Maharashtra	3,14,152	3,62,425	97,122	1,13,557	4,11,274	4,75,982	+ 64,708	+ 15.7
Mysore	1,35,582	1,59,508	36,371	45,855	1,71,953	2,05,363	+ 33,410	+ 19.4
Orissa	53,318	61,880	4,913	6,107	58,231	67,988	+ 9,677	+ 16.6
Punjab	1,24,059	1,40,599	23,486	29,780	1,47,545	1,70,379	+ 22,834	+ 15.5
Rajasthan	67,175	69,882	6,488	7,022	73,663	76,904	+ 3,241	+ 4.4
Uttar Pradesh	3,04,868	3,19,475	32,259	37,983	3,37,127	3,57,458	+ 20,331	+ 6.0
West Bengal	1,45,670	1,72,651	35,676	45,553	1,81,346	2,18,204	+ 36,858	+ 20.3
A. & N. Islands	112	168	35	63	147	231	+ 84	+ 57.1
Delhi	25,607	35,790	13,108	16,150	38,715	51,940	+ 13,225	+ 34.2
Himachal Pradesh	3,912	4,663	620	729	4,532	5,392	+ 860	+ 19.0
L.M. & A. Islands		35		2		37	+ 37	
Manipur	9,981	11,416	2,132	2,562	12,113	13,978	+ 1,865	+ 15.4
Nagaland		1,535		506		2,041	+ 2,041	
N.E.F.A.	208	228	27	32	235	260	+ 25	+ 10.6
Pondicherry	2,017	2,112	696	659	2,713	2,771	+ 58	+ 2.1
Tripura	2,947	3,921	886	1,242	3,833	5,163	+ 1,330	+ 34.7
INDIA	24,41,794	27,76,314	5,64,797	6,86,395	30,06,591	34,62,709	+4,56,118	+15.2

Table LIX—Educational Facilities for Children of Age-group 14-16/17

State/Territory	Enrolment in Classes IX to X/XI			Percentage of Enrolment in classes IX to XI to population of age-group 14-16/17		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Amdhra Pradesh	1,64,793	31,391	1,96,184	14.4	2.7	8.5
Assam	99,629	26,555	1,26,184	25.4	7.1	16.5
Bihar	3,07,238	20,868	3,28,106	21.5	1.6	11.9
Gujarat	1,31,485	39,674	1,71,159	19.0	6.2	12.9
Jammu & Kashmir	16,862	5,583	22,445	14.3	5.3	10.0
Kerala	1,07,434	71,241	1,78,675	20.1	12.6	16.2
Madhya Pradesh	1,14,625	24,855	1,39,480	12.1	2.8	7.6
Madras	2,00,944	67,028	2,67,972	19.2	6.3	12.8
Maharashtra	2,61,211	77,364	3,38,575	20.4	6.7	13.8
Mysore	1,32,156	36,974	1,69,130	17.4	4.8	11.7
Orissa	40,901	3,864	44,765	7.5	0.7	4.1
Punjab	1,40,599	29,780	1,70,379	19.8	4.7	12.7
Rajasthan	69,882	7,022	76,904	10.1	1.1	5.9
Uttar Pradesh	3,19,475	37,983	3,57,458	13.2	1.8	7.8
West Bengal	1,72,651	45,553	2,18,204	15.1	4.4	10.0
A. & N. Islands	168	63	231	8.4	4.2	6.6
Delhi	35,790	16,150	51,940	38.2	21.0	30.5
Himachal Pradesh	4,663	729	5,392	11.5	1.8	6.7
L.M. & A. Islands	..	..	..	..	..	..
Manipur	11,416	2,562	13,978	48.9	10.5	28.9
Nagaland	1,535	406	1,941	13.0	3.5	8.3
N.E.F.A.	228	32	260	N.A.	N.A.	N.A.
Pondicherry	2,112	659	2,771	19.9	6.1	12.9
Tripura	3,921	1,242	5,163	11.7	3.7	7.8
INDIA	23,39,718	5,47,578	28,87,296	61.7	4.1	10.6

Table LX—Girls in High/Higher Secondary Schools

State	No. of Girls in High Schools			No. of Girls in Higher Secondary Schools			Total Number of Girls in High and Higher Secondary Schools			Percentage of Girls in Boys Schools to total No. of Girls	
	No. of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total Number of Girls	No. of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total Number of Girls	No. of Girls in Boys' Schools	No. of Girls in Girls' Schools	Total No. of Girls	1959—60	1960—61
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh	45,968	50,577	96,545	8,600	18,621	27,221	54,568	69,198	1,23,766	42.4	44.1
Assam	26,143	24,754	50,897	1,079	3,200	4,279	27,222	27,954	55,176	47.4	49.3
Bihar	7,887	19,991	27,878	1,886	9,067	10,953	9,773	29,058	38,831	23.1	25.1
Gujarat	48,215	44,143	92,358	..	..	..	48,215	44,143	92,358	51.3	52.2
Jammu & Kashmir	525	19,134	19,659	10	1,010	1,020	535	20,144	20,679	2.8	2.6
Kerala	2,01,871	88,858	2,90,729	..	..	..	2,01,871	88,858	2,90,729	66.3	69.4
Madhya Pradesh	370	679	1,049	8,379	51,082	59,461	8,749	51,761	60,510	15.1	14.5
Madras	83,928	1,12,640	1,96,568	..	..	..	83,928	1,12,640	1,96,568	41.9	42.7
Maharashtra	1,08,513	97,032	2,05,545	5,679	8,717	14,396	1,14,192	1,05,749	2,19,941	50.7	51.9
Mysore	18,366	25,668	44,034	5,283	14,783	20,066	23,649	40,451	64,100	33.6	36.9
Orissa	5,763	6,068	11,831	62	575	637	5,825	6,643	12,468	46.3	46.7
Punjab	20,300	1,22,910	1,43,210	4,243	34,425	38,668	24,543	1,57,335	1,81,878	12.3	13.5
Rajasthan	1,954	11,344	13,298	2,584	8,702	11,286	4,538	20,046	24,584	19.3	18.5
Uttar Pradesh	..	..	..	12,869	1,41,616	1,54,485	12,869	1,41,616	1,54,485	7.3	8.3
West Bengal	16,079	90,869	1,06,948	8,788	75,536	84,324	24,867	1,66,405	1,91,272	9.5	13.0
A. & N. Islands	..	..	..	23	164	187	23	164	187	7.3	12.3
Delhi	..	..	..	10,200	66,615	76,815	10,200	66,615	76,815	20.7	13.3
Himachal Pradesh	3,380	456	3,836	394	3,693	4,087	3,774	4,149	7,923	41.7	47.6
L.M. & A. Islands	29	..	29	..	..	..	29	..	29	..	100.0
Manipur	1,873	2,570	4,443	..	..	..	1,873	2,570	4,443	43.8	42.1
Nagaland	1,208	..	1,208	..	..	..	1,208	..	1,208	..	100.0
N.E.F.A.	154	..	154	..	..	..	154	..	154	100.0	100.0
Pondicherry	736	3,066	3,802	..	..	..	736	3,066	3,802	32.9	19.4
Tripura	786	2,271	3,057	472	736	1,208	1,258	3,007	4,265	27.8	29.5
INDIA	5,94,048	7,23,030	13,17,078	70,551	4,38,542	5,09,093	6,64,599	11,61,572	18,26,171	35.6	36.4

Teachers

The number of teachers on the staff of high and higher secondary schools increased from 2,67,637 (2,12,325 men and 55,312 women) to 2,96,305 (2,33,958 men and 62,347 women). On percentage basis, the rise works out to 10·7 per cent (10·2 per cent in case of men and 12·7 per cent in that of women). Women teachers constituted 21 per cent of the total number of teachers, as against 20·6 per cent in the previous year. Of the total number of teachers during the year, 1,89,962 or 64·1 per cent were trained teachers as against 1,70,670 or 63·8 per cent during 1959-60. The percentage of trained teachers among the women teachers works out at 73·9 as against 74·4 per cent in the 1959-60.

The number of teachers in high schools and higher secondary schools in various States and Union Territories for the year 1959-60 and 1960-61 are given in Table LXI. The number of teachers increased in all the States and Union Territories except Pondicherry where it decreased slightly. The number of trained teachers too increased in all the States and Union Territories except Pondicherry. The proportion of trained teachers to the total number of teachers improved in many States and Union Territories. In certain others where this percentage declined, the fall was slight.

The percentage of trained teachers was highest in Delhi (94·3 per cent), followed by Madras (92·0 per cent), A. & N. Islands (84·8 per cent), L. M. & A. Islands (84·2 per cent), Punjab (82·7 per cent), Himachal Pradesh (81·3 per cent), Andhra Pradesh (80·5 per cent), Kerala (75·2 per cent), Uttar Pradesh (68·9 per cent), Jammu & Kashmir (67·4 per cent), Mysore (64·6 per cent), Maharashtra (63·1 per cent), Pondicherry (61·5 per cent), N.E.F.A. (60·3 per cent), Gujarat (59·2 per cent) and Orissa (51·9 per cent). In other States and Union Territories, untrained teachers were more than the trained teachers.

Teacher-Pupil Ratio

During the year, the average number of pupils per teacher remained unchanged at 25 as in the previous year. The position in different States and Union Territories in this regard is given in col. (13) and (14) of Table LXI.

Expenditure

The total direct expenditure incurred on high and higher secondary schools including post basic schools amounted to Rs. 68,91,17,389, as against Rs. 59,90,31,253 in the previous year. This gives an increase of 15·0 per cent. Of the total expenditure, Rs. 26,88,25,106 were spent on higher secondary schools and Rs. 4,31,105 on post basic schools forming 39·0 per cent and 0·1 per cent respectively of the total expenditure on high and higher secondary schools. The remaining 60·9 per cent was expended on high schools.

The sourcewise distribution of expenditure on high and higher secondary schools (including post basic school) is given in Table LXII. The pattern of distribution of expenditure met from different sources was practically the same in both high schools and higher secondary schools. It will be observed that nearly one half of the expenditure was met from government funds and two-fifths from fees. The expenditure from government funds, district board funds, municipal board funds, fees, endowments and other sources increased by 14·9 per cent, 24·5 per cent, 7·9 per cent, 14·5 per cent, 6·2 per cent and 22·6 per cent respectively.

Table LXI—Number of Teachers in High/Higher Secondary Schools

State	Men		Women		Total		Increase (+) or Decrease (-)	No. of Trained Teachers		Percentage of Trained Teachers to Total Number of Teachers		Average Number of Students per Teacher	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	18,619	20,798	3,574	4,139	22,193	24,937	+ 2,744	17,834	20,078	80.4	80.5	22	22
Assam	7,111	7,983	1,019	1,185	8,130	9,168	+ 1,038	1,372	1,437	16.9	15.7	26	25
Bihar	15,547	16,607	961	1,041	16,508	17,648	+ 1,140	6,567	6,995	39.8	39.6	29	30
Gujarat	10,668	11,969	1,892	2,239	12,560	14,208	+ 1,648	7,337	8,416	58.4	59.2	26	26
Jammu & Kashmir	2,144	2,760	616	754	2,760	3,514	+ 754	1,792	2,369	64.9	67.4	27	26
Kerala	15,371	16,581	9,770	10,273	25,141	26,854	+ 1,713	18,980	20,188	75.5	75.2	25	26
Madhya Pradesh	8,714	10,971	2,308	2,759	11,022	13,730	+ 2,708	5,303	6,529	48.1	47.6	20	20
Madras	20,089	22,053	6,199	7,064	26,288	29,117	+ 2,829	24,142	26,787	91.8	92.0	24	24
Maharashtra	23,060	24,969	7,190	8,131	30,250	33,100	+ 2,850	18,996	20,886	62.8	63.1	24	25
Mysore	7,652	8,544	2,011	2,090	9,663	10,634	+ 971	6,338	6,873	65.6	64.6	24	24
Orissa	4,040	4,448	333	379	4,373	4,827	+ 454	2,240	2,506	51.2	51.9	21	21
Punjab	15,396	16,701	4,428	5,324	19,824	22,025	+ 2,201	16,203	18,219	81.7	82.7	33	34
Rajasthan	7,358	8,366	887	1,156	8,245	9,522	+ 1,277	3,627	4,161	44.0	43.7	21	21
Uttar Pradesh	28,494	30,222	5,408	5,854	33,902	36,076	+ 2,174	22,771	24,851	67.2	68.9	25	25
West Bengal	21,742	23,441	5,385	5,950	27,127	29,391	+ 2,264	9,338	10,397	34.4	35.4	25	26
A. & N. Islands	22	37	9	9	31	46	+ 15	24	39	77.4	84.8	16	16
Delhi	3,942	4,487	2,751	3,343	6,693	7,830	+ 1,137	6,228	7,386	93.1	94.3	27	25
Himachal Pradesh	867	1,207	255	292	1,122	1,499	+ 377	977	1,219	87.1	81.3	27	23
L.M. & A. Islands	..	17	..	2	..	19	+ 19	..	16	..	84.2	..	26
Manipur	683	757	42	49	725	806	+ 81	86	116	11.9	14.4	29	28
Nagaland	..	127	..	14	..	141	+ 141	..	5	..	3.5	..	29
N.E.F.A.	58	64	13	14	71	78	+ 7	44	47	62.0	60.3	11	13
Pondicherry	302	287	164	160	466	447	- 19	313	275	67.2	61.5	26	24
Tripura	446	562	97	126	543	688	+ 145	158	167	29.1	24.3	21	22
TOTAL	2,12,325	2,33,958	55,312	62,347	2,67,637	2,96,305	+28,668	1,70,670	1,89,962	63.8	64.1	25	25

PERCENTAGE OF TRAINED TEACHERS IN HIGH / HIGHER SECONDARY SCHOOLS 1960-61

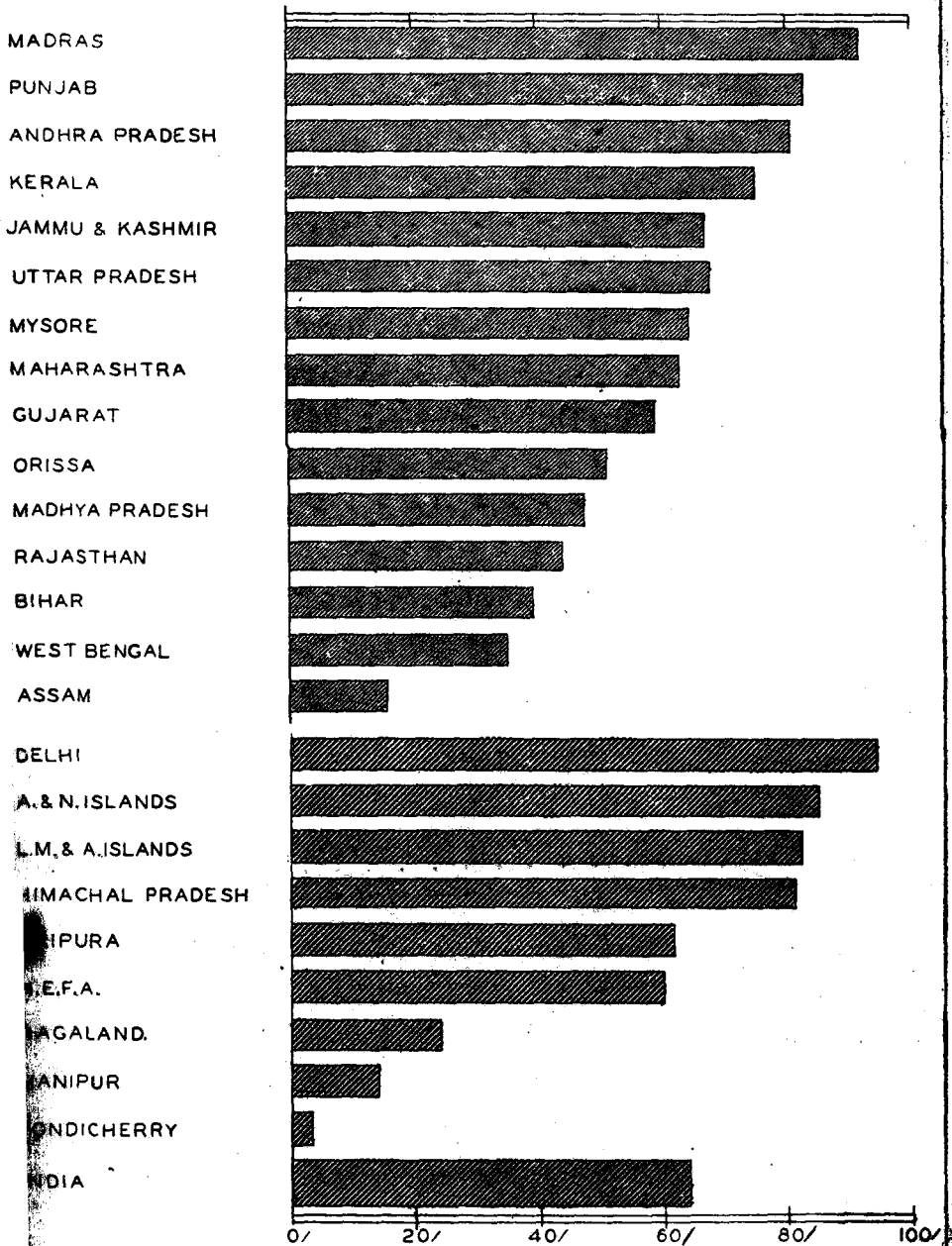


Table LXII—Direct Expenditure on High and Higher Secondary Schools by Sources

Source	On High Schools		On Higher Secondary Schools		On High and Higher Secondary Schools			
	Amount	Percentage	Amount	Percentage	1959—60		1960—61	
					Amount	Percentage	Amount	Percentage
1	2	3	4	5	6	7	8	9
Government Funds	19,68,60,079	46·8	13,41,71,815	49·9	28,79,88,797	48·1	33,10,31,894	48·0
District Board Funds	2,08,19,979	5·0	12,54,357	0·5	1,77,26,169	3·0	2,20,74,336	3·2
Municipal Board Funds	51,82,404	1·2	48,49,401	1·8	92,96,733	1·5	1,00,31,805	1·5
Fees	16,13,30,992	38·4	10,90,63,341	40·5	23,62,14,224	39·4	27,03,94,333	39·2
Endowments	1,43,07,988	3·4	55,38,096	2·1	1,86,79,768	3·1	1,98,46,084	2·9
Other Sources	2,17,90,841	5·2	1,39,48,096	5·2	2,91,25,562	4·9	3,57,38,937	5·2
TOTAL	42,02,92,283	100·0	26,88,25,106	100·0	59,90,31,253	100·0	68,91,17,389	100·0

The break-up of expenditure by various managements on high and higher secondary schools (including post basic schools) is given in Table LXIII. The private schools which formed 69·2 per cent of the total number of high and higher secondary schools accounted for 65·9 per cent of the expenditure, while Government and local board schools, which formed 18·8 per cent and 12·0 per cent of the total number of high and higher secondary schools, accounted for 23·1 per cent and 11·0 per cent of the total direct expenditure on these schools, respectively.

The Statewise details of total direct expenditure on high and higher secondary schools are given in Table LXIV. The expenditure increased in all the States and Union Territories except Tripura. Numerically, Maharashtra, as usual, reported the highest increase of (Rs. 1,29,03,132) followed by Andhra Pradesh (Rs. 1,01,34,086), Madras (Rs. 96,55,161), West Bengal (Rs. 77,99,815), Uttar Pradesh (74,39,363), Punjab (Rs. 64,79,809), and Madhya Pradesh (Rs. 56,42,301). The lowest increase was reported by NEFA (Rs. 18,348).

The percentage of direct expenditure on high and higher secondary schools to the total direct expenditure on education as a whole is indicated in col. (14). These figures show wide inter-State variation.

Cols. (15) to (20) of Table LXIV give the source-wise distribution of direct expenditure on high and higher secondary schools in various States. It will be seen that Government met cent per cent expenditure in A. & N. Islands, L. M. & A. Islands and N.E.F.A., between 75 per cent and 100 per cent in Nagaland (99·1 per cent), Jammu & Kashmir, (94·2 per cent), Tripura (81·9 per cent), Rajasthan (80·5 per cent) and Kerala (80·2 per cent), between 50 per cent and 75 per cent in Madhya Pradesh (70·1 per cent), Pondicherry (67·8 per cent), Punjab (56·2 per cent), Delhi (56·1 per cent), Assam (55·6 per cent), Mysore (54·4 per cent), Orissa (53·1 per cent) and Andhra Pradesh (50·6 per cent). In other States and Union Territories, its share was less than 50 per cent. The contribution of the local boards was significant only in Himachal Pradesh (95·4 per cent) and Manipur (67·9 per cent). Fees accounted for more than 50 per cent of the expenditure in Bihar (60·4 per cent), West Bengal (58·6 per cent), Maharashtra (52·1 per cent), Uttar Pradesh (50·7) and Gujarat (50·1 per cent). The contribution of endowments and other sources ranged from 1·0 per cent in Himachal Pradesh to 11·1 per cent in Mysore.

The all-India average annual cost of educating a pupil in high and higher secondary schools was Rs. 91·7, as against Rs. 88·6 in 1959-60. Its distribution among various sources of income was : government funds Rs. 44·1, district board funds Rs. 2·9, municipal board funds Rs. 1·3, fees Rs. 36·0, endowments Rs. 2·6 and other sources Rs. 4·8. The Statewise details of average annual cost per pupil during 1959-60 and 1960-61 are given in cols. (21) and (22) of Table LXIV. The all-India average for 1960-61 was exceeded in 8 States and 6 Union Territories.

Examination Results

The total number of candidates who appeared at the Matriculation and equivalent examinations was 12,86,971 (10,44,287 boys and 2,42,684 girls), as compared to previous year 12,70,894 (10,29,436 boys and 2,41,458 girls). Of these, 5,66,119 (4,52,153 boys and 1,13,966 girls) were declared successful,

TABLE LXIII—Direct Expenditure on High and Higher Secondary Schools By Management

Management	On High Schools		On Higher Secondary Schools		On High and Higher Secondary Schools			
	1959-60	1960-61	1959—60	1960—61	1959—60		1960—61	
					Amount	Percentage	Amount	Percentage
1	2	3	4	5	6	7	8	9
Government .	7,63,57,594	7,66,96,732	5,93,39,875	8,25,04,770	13,56,97,469	22·7	15,92,01,502	23·1
District Board .	3,79,38,983	4,59,79,232	22,47,502	45,22,406	4,01,86,485	6·7	5,05,01,638	7·3
Municipal Board	1,50,74,103	1,59,53,869	68,56,178	92,25,422	2,19,30,281	3·7	2,51,79,291	3·7
Private Bodies :								
Aided .	23,06,10,190	25,12,98,980	12,72,97,002	15,58,60,798	35,79,07,192	59·7	40,71,59,778	59·1
Unaided .	2,78,24,837	3,03,63,470	1,54,84,989	1,67,11,710	4,33,09,826	7·2	4,70,75,180	6·8
TOTAL .	38,78,05,707	42,02,92,283	21,12,25,546	26,88,25,106	59,90,31,253	100·0	68,91,17,389	100·0

Table LXIV— Direct Expenditure on High/Higher Secondary Schools by States

State/Territory	ON HIGH SCHOOLS				ON HIGHER SECONDARY SCHOOLS			
	for Boys		for Girls		for Boys		for Girls	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
	2	3	4	5	6	7	8	9
Andhra Pradesh	3,08,77,217	3,53,02,915	45,33,278	49,35,635	69,22,928	1,14,47,992	12,48,587	20,29,554
Assam	1,13,08,595	1,41,48,496	18,60,028	22,76,686	17,65,747	22,58,750	2,46,073	3,45,850
Bihar	2,04,12,191	2,16,07,921	13,16,920	14,81,340	56,97,705	75,58,434	8,96,613	10,63,816
Gujarat	2,93,20,599	3,06,24,489	39,48,207	46,90,125	..	..	..	..
Jammu and Kashmir	33,21,404	37,61,810	9,22,332	12,35,787	9,44,683	12,74,836	74,890	80,127
Kerala	3,34,20,845	3,71,03,132	57,92,433	59,83,641	1,46,33,506	2,27,03,922	38,59,643	59,45,003
Madhya Pradesh	53,75,227	18,93,505	11,42,121	1,10,368	60,15,400	72,46,857	8,79,694	10,70,403
Madras	4,29,65,875	5,13,16,594	94,72,790	1,07,77,232	5,90,469	54,43,939	..	14,59,265
Maharashtra	6,43,83,601	7,43,25,046	1,21,14,317	1,36,53,838	2,15,862	2,84,252	65,698	70,030
Mysore	1,69,92,074	1,46,18,054	34,03,183	23,06,897	68,03,313	82,40,967	20,06,405	29,17,204
Orissa	68,93,807	77,26,177	6,17,915	7,08,891	96,35,239	1,36,98,768	10,85,318	15,36,994
Punjab	2,40,43,588	2,69,21,944	58,76,648	71,29,648	7,35,01,117	7,92,84,527	1,38,43,691	1,54,99,644
Rajasthan	81,98,453	80,94,043	11,22,731	13,74,690	2,76,73,115	3,58,01,936	85,08,639	96,80,478
Uttar Pradesh . . . . .	..	..	..	..	1,16,920	1,31,947	39,377	57,977
West Bengal	2,58,69,317	2,36,20,962	58,75,129	66,22,639	1,59,50,127	2,03,98,065	67,12,237	98,44,154
A. & N. Islands . . . . .	..	..	..	..	3,73,692	4,97,336	2,48,249	2,39,144
Delhi	10,50,034	..	8,42,996	..	..	..	..	..
Himachal Pradesh	16,46,226	21,60,735	48,719	52,297	..	..	..	..
L. M. & A. Islands . . . . .	..	54,134	..	..	..	..	..	..
Manipur	9,92,055	11,69,532	1,26,219	1,54,683	..	..	..	..
Nagaland . . . . .	..	6,35,764	..	..	..	..	..	..
N. E. F. A.	1,63,721	1,82,069	..	..	..	..	..	..
Pondicherry	5,89,506	5,94,269	2,35,602	2,58,239	..	..	..	..
Tripura	5,85,966	5,01,090	1,43,838	1,76,966	5,37,640	5,73,464	1,32,969	1,39,471
INDIA	32,84,10,301	35,63,62,681	5,93,95,406	6,39,29,602	17,13,77,463	21,68,45,992	3,98,48,083	5,19,79,114

Table LXIV—Direct Expenditure on High/Higher Secondary Schools by States—Contd.

State/Territory	ON HIGH AND HIGHER SECONDARY SCHOOLS—Contd.		Increase (+) or Decrease (—)		Percentage of Ex- penditure on High & Higher Sec. Schools to total Direct Exp. on Edu.
	1959-60	1960-61	Amount	Percentage	
1	10	11	12	13	14
Andhra Pradesh	4,35,82,010	5,37,16,096	+ 1,01,34,086	+ 23·3	27·1
Assam	1,51,80,443	1,90,29,782	+ 38,49,339	+ 25·4	28·8
Bihar	2,83,23,429	3,17,11,511	+ 33,88,082	+ 29·8	21·4
Gujarat	3,32,68,806	3,53,14,614	+ 20,45,808	+ 6·1	23·3
Jammu and Kashmir	52,63,309	63,52,560	+ 10,89,251	+ 20·7	36·3
Kerala	3,92,13,278	4,30,86,773	+ 38,73,495	+ 9·9	27·4
Madhya Pradesh	2,50,10,497	3,06,52,798	+ 56,42,301	+ 22·6	18·8
Madras	5,24,38,665	6,20,93,826	+ 96,55,161	+ 18·4	27·3
Maharashtra	8,33,93,012	9,62,96,144	+ 1,29,03,132	+ 15·5	27·0
Mysore	2,09,85,726	2,38,28,155	+ 28,42,429	+ 13·5	17·6
Orissa	77,93,282	87,89,350	+ 9,96,068	+ 12·8	18·3
Punjab	3,87,29,954	4,52,09,763	+ 64,79,809	+ 16·7	32·3
Rajasthan	2,00,41,741	2,47,04,495	+ 46,62,754	+ 23·3	24·8
Uttar Pradesh	8,73,44,808	9,47,84,171	+ 74,39,363	+ 8·5	30·9
West Bengal	6,79,26,200	7,57,26,015	+ 77,99,815	+ 11·5	30·8
A. & N. Islands	1,56,297	1,89,924	+ 33,627	+ 21·5	32·9
Delhi	2,45,55,394	3,02,42,219	+ 56,86,825	+ 23·2	38·2
Himachal Pradesh	23,16,886	29,49,512	+ 6,32,626	+ 27·3	32·4
L. M. & A. Islands		54,134	+ 54,134	..	28·0
Manipur	11,18,274	13,24,215	+ 2,05,941	+ 18·4	18·0
Nagaland		6,35,764	+ 6,35,764	..	19·5
N. E. F. A.	1,63,721	1,82,069	+ 18,348	+ 11·2	16·1
Pondicherry	8,25,108	8,52,508	+ 27,400	+ 3·2	21·4
Tripura	14,00,413	13,90,991	— 9,422	— 0·7	15·9
INDIA	59,90,31,253	68,91,17,389	+9,00,86,136	+15·0	26·8

Table LXIV—Direct Expenditure on High/Higher Secondary Schools by States—Contd.

State/Territory	Percentage of Expenditure (1960-61) on High and Higher Secondary Schools met from						Average Annual Cost per pupil in High and Higher Secondary Schools	
	Govt. Funds	D. B. Funds	M. B. Funds	Fees	Endow-ment	Other Sources	1959-60	1960-61
	15	16	17	18	19	20	21	22
Andhra Pradesh	50.6	10.2	2.6	33.2	3.2	0.2	88.5	97.1
Assam	55.6	0.0	0.1	38.5	5.0	0.8	72.7	83.3
Bihar	29.6	..	0.0	60.4	2.0	8.0	59.1	60.6
Gujarat	38.4	0.4	0.8	50.1	1.3	9.0	102.2	96.8
Jammu & Kashmir	94.2	..	..	2.3	0.5	3.0	70.0	69.6
Kerala	80.2	0.0	..	17.5	0.1	2.2	61.7	62.4
Madhya Pradesh	70.1	1.1	1.4	17.1	2.3	8.0	112.6	110.2
Madras	41.5	19.4	3.8	26.6	7.7	1.0	83.9	90.1
Maharashtra	37.4	0.1	0.3	52.1	0.5	9.6	112.9	117.7
Mysore	54.4	2.9	4.3	27.3	2.9	8.2	89.9	93.7
Orissa	53.1	..	0.4	33.0	7.2	6.3	83.6	87.0
Punjab	56.2	..	0.3	32.7	6.9	3.9	58.4	61.0
Rajasthan	80.5	0.0	0.0	12.3	5.9	1.3	117.5	124.2
Uttar Pradesh	40.8	0.0	0.8	50.7	1.0	6.7	101.1	103.9
West Bengal	33.1	0.0	0.0	58.6	3.1	5.2	100.3	97.2
A. & N. Island	100.0	..	..	..	..	..	320.3	265.6
Delhi	56.1	..	9.0	28.1	2.3	4.5	133.4	152.8
Himachal Pradesh . . . . .	..	78.0	17.4	3.6	0.1	0.9	77.6	83.8
L. M. & A. Islands	100.0	..	..	..	..	..	..	111.4
Manipur	1.8	67.7	0.2	17.9	6.2	6.2	53.4	58.8
Nagaland	99.1	..	..	0.9	..	..	..	153.7
N.E.F.A.	100.0	..	..	..	..	..	201.9	182.8
Pondicherry	67.8	..	..	28.2	3.9	0.1	68.6	78.8
Tripura	81.9	..	..	12.8	4.9	0.4	123.4	92.1
INDIA	48.0	3.2	1.5	39.2	2.9	5.2	88.6	91.7

yielding a pass percentage of 44·0 (43·3 per cent for boys and 46·9 per cent for girls). The corresponding figures for the previous year were 5,36,161 (4,29,553 boys and 106,608 girls) and 42·2 per cent (41·7 per cent for boys and 44·1 per cent for girls). The number of students who appeared at the higher secondary school examination was 99,698 (84,554 boys and 15,144 girls), of which 56,997 (46,707 boys and 10,290 girls) came out successful yielding a pass percentage of 57·2 (55·4 per cent for boys and 68·4 per cent for girls). Table LXV gives the details of the examination results in different States and Union Territories.

Scholarships and Stipends

Out of total number of 75,11,514 pupils studying in high and higher secondary schools, 3,90,688 pupils were awarded scholarships and stipends of the total value of Rs. 2,63,37,211. Besides, 9,72,617 pupils received financial concessions of the value of Rs. 4,12,93,497. Freeships were awarded to 10,91,265 pupils and the amount foregone on their account came to Rs. 4,52,94,917.

Table LXV—Results of Matriculation/Higher Secondary and Equivalent Examinations

State/Territory	NUMBER APPEARED IN						NUMBER PASSED IN						Pass Percentage	
	Matriculation and Equivalent Examination			Higher Secondary and Equivalent Examination			Matriculation and Equivalent Examination			Higher Secondary and Equivalent Examination			Matriculation and Equivalent Examination	Higher Secondary Examination
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Andhra Pradesh	73,447	11,750	85,197	8,820	1,116	9,936	26,593	4,335	30,928	2,996	543	3,539	36.3	35.6
Assam	22,884	5,803	28,687	851	125	976	10,963	2,433	13,396	477	61	538	46.7	55.1
Bihar	98,393	5,864	1,04,257	3,340	284	3,624	46,086	3,596	49,682	1,365	140	1,505	47.7	41.5
Gujarat	58,751	15,525	74,276	..	..	..	24,420	6,635	31,055	..	..	..	41.8	..
Jammu & Kashmir	6,370	3,125	9,495	..	28	..	3,551	1,032	4,583	..	9	137	48.2	50.0
Kerala	77,946	48,331	1,26,277	..	..	..	30,025	17,268	47,293	..	..	..	37.5	..
Madhya Pradesh	13,261	2,770	16,031	23,178	3,886	27,064	8,284	1,167	9,451	15,707	2,799	18,506	59.0	68.4
Madras	86,836	22,143	1,08,979	..	..	..	34,170	9,445	43,615	..	..	..	40.0	..
Maharashtra	1,09,294	31,178	1,40,472	5,689	984	6,673	46,757	16,578	63,335	3,018	599	3,617	45.1	54.5
Mysore	60,067	12,798	72,865	2,725	160	2,885	28,884	6,164	35,048	741	64	805	48.1	27.9
Orissa	17,647	1,355	19,002	154	39	193	8,010	704	8,714	69	29	98	45.9	70.5
Punjab	76,899	24,361	1,01,260	8,315	2,067	10,382	43,024	14,966	57,990	5,496	1,505	7,001	57.3	67.4
Rajasthan	40,447	4,524	44,971	8,674	707	9,381	17,949	2,124	20,073	3,394	373	3,767	44.6	40.1
Uttar Pradesh	2,08,316	22,474	2,30,790	..	..	..	88,183	16,092	1,04,275	..	..	..	45.2	..
West Bengal	85,221	28,439	1,13,660	14,890	3,168	18,058	31,121	10,396	41,517	8,573	2,166	10,739	36.5	59.5
A. & N. Islands	54	9	63	24	9	33	13	3	16	7	5	12	25.4	36.4
Delhi	1,758	763	2,521	7,108	2,441	9,549	987	463	1,450	4,474	1,929	6,403	57.8	67.0
Himachal Pradesh	1,686	205	1,891	..	..	..	1,239	149	1,388	..	..	..	73.3	..
Manipur	2,357	412	2,769	..	..	..	894	131	1,025	..	..	..	37.0	..
Nagaland	140	53	193	..	..	..	80	22	102	..	..	..	52.8	..
N. E. F. A.	36	2	38	..	..	..	29	2	31	..	..	..	81.6	..
Pondicherry	454	175	629	214	31	245	234	87	321	55	8	63	51.0	25.7
Tripura	2,023	625	2,648	326	99	425	657	174	831	207	60	267	31.4	62.8
INDIA	10,44,287	2,42,684	12,86,971	84,554	15,144	99,698	4,52,153	1,13,966	5,66,119	46,707	10,290	56,997	44.0	57.2

CHAPTER VI

UNIVERSITY EDUCATION

This chapter deals with general, professional and technical education of the post-matriculation standard, imparted in universities, colleges and other institutions of higher education not affiliated to universities. An account of the progress made in a few selected fields of professional education at the University level is, however, given in some greater detail in subsequent chapters—Teacher Training in chapter VII and Professional and Technical Education in Chapter VIII.

The problem of increasing pressure on admission in universities and colleges continued to receive attention and efforts were made to evolve measures to restrict it. This was sought to be done by reorganising secondary education as a terminal stage of education for a majority of the students, by introducing three-year degree course in a larger number of colleges and by expanding facilities for technical and vocational courses enabling larger number of students to branch off from the main stream.

As for qualitative improvement of higher education, it was sought to be effected through, *inter alia*, strengthening laboratories and libraries, improving pay scales and qualifications of teachers, improving teacher-pupil ratio and expanding hostel facilities. Provision of scholarships (for higher studies) were further increased to enable brilliant but needy students to prosecute university education. The Union Government, in collaboration with foreign publishers, introduced several schemes for providing standard textbooks in low priced editions.

The Central Government continued to carry out its responsibility of maintaining the four Central universities of Aligarh, Banaras, Delhi and Visva-Bharati. As regards the constitutional obligation of maintenance of standards in higher education, the Central Government gave grants to the State Governments, Universities (through U.G.C.) and other institutions of higher education for implementing various schemes of development of higher education included in the Second Five Year Plan. It also conducted significant pilot-projects in higher education, of which perhaps the most important was the one relating to Rural Institutes.

A brief account of some of the important activities of the Central Government in the field of higher education is given below :

1. University Grants Commission

A sum of Rs. 5.90 crores was placed at the disposal of the Commission for grants to universities and colleges. The entire scheme of the three-year degree course was transferred to the Commission during the year. An additional sum of Rs. 70 lakhs was placed at the disposal of the Commission for implementing this scheme.

The University Grants Commission continued to give grants for the building of libraries, laboratories, hostels, etc. under programmes of the Second Plan. Of the total grant of Rs. 12,39.40 lakhs paid during the entire

plan period, Rs. 395.22 lakhs were given for Humanities and Rs. 844.18 lakhs for Science and Technology. The grants paid during 1960-61 (included in the above figures) amounted to Rs. 330.90 lakhs—Rs. 111.15 lakhs for Humanities and Rs. 219.75 lakhs for Science and Technology. Of the grants of Rs. 844.18 lakhs for Science and Technology, Rs. 401.31 lakhs were utilized by the universities for the improvement of higher scientific education and research. The expenditure on this account during 1960-61 only amounted to Rs. 118.61. These grants helped the universities to establish 103 post-graduate departments in various branches of science raising the number of those established during the Plan period from 363 to 466.

During the Second Five Year Plan, the three-year degree course scheme was implemented in 668 colleges affiliated to 25 universities. Besides, the universities of Aligarh, Baroda, Banaras and Visva-Bharati which had no affiliated colleges, also implemented the scheme. Grants amounting to Rs. 298 lakhs were paid to these 29 universities on this account during the Second Plan period. The Commission also paid Rs. 3.90 lakhs as special grants to Colleges which had completed one hundred years of their existence.

During the year, considerable thought was given to the question of General Education in the universities. The Commission appointed a committee to consider ways in which this course would be introduced in the universities and the pattern of assistance that might be made available for this purpose. In pursuance of a recommendation of this Committee, a standing Advisory Committee was constituted in March, 1961, to advise the Commission on the grant of assistance to universities under this scheme.

Under another development scheme, the Commission extended financial assistance to a number of universities and colleges for organising symposia, summer schools and refresher courses and also for holding annual sessions of scientific and other learned societies. Symposia on selected topics such as "Raman and Infrared Spectroscopy" and "Recent Biochemical Approaches to the Study of Plant Metabolism" were organised for the benefit of research workers in these fields. A number of seminars were organised by the universities on subjects like (i) Nuclear Reactions and Reactors; (ii) Modern Development of Plant Physiology; (iii) Theoretical Physics; (iv) Earthquake Engineering (v) Photogrammetry. A few summer schools and refresher courses were also organised in Mathematics and History of Science. The Commission assisted universities for holding the meetings of learned societies such as Indian Science Congress, Indian Academy of Sciences, the First All-India Congress of Zoology and the Indian Mathematical Society. The University Grants Commission also continued to assist the universities in raising Students Aid Fund, in building Staff Clubs and Guest Houses; Non-resident Students' Centres; Health Centres; Students Homes; Hobby Workshops, etc. The scheme of postgraduate scholarships was also continued and 93 scholarships of the value of Rs. 2.50 lakhs were awarded during 1960-61.

2. Rural Institutes

During the year under report, eleven rural Institutes were functioning in the country. These received a grant of Rs. 25.48 lakhs during 1960-61 besides stipends amounting to Rs. 2.63 lakhs.

In accordance with the pattern of Education laid down by the Committee on Rural Higher Education, a health course was considered essential for the rural higher education scheme. In consultation with the Ministry of

Health, it was decided to start a Sanitary Inspector's course of one year duration in Gandhigram Rural Institute, Madurai, and Vidya Bhawan Rural Institute, Udaipur, on an experimental basis. The Ford Foundation came forward to finance the scheme for two years on 100 per cent basis both for recurring and non-recurring expenditure and placed a grant of \$ 79,250 each directly at the disposal of these Rural Institutes for expenditure on staff, equipment, building, etc.

The Rural Services Diploma course was recognised by the Government of India and the Governments of Uttar Pradesh, Madhya Pradesh, Rajasthan, West Bengal, Bihar, Madras, Kerala, Andhra Pradesh, Maharashtra and Punjab as equivalent to the first degree of a university for purposes of employment. The Committee, appointed by the Inter-University Board of India to assess the standard of this Diploma for the purpose of recognition as B.A. degree, visited 9 more Rural Institutes and submitted its report. The Diploma in Civil and Rural Engineering was recognised by the Jammu and Kashmir Government for a period of three years for the purposes of appointments to subordinate posts.

The Fourth Inter-State Seminar was held at Bhopal in July, 1960. Sixty-nine participants including teachers from Rural Institutes, eminent educationists and experts from the Ministries, attended it. The syllabuses for the up-graded course in Agricultural Science and for the Post-Diploma course in Cooperation and Community Development were prepared. The necessity of strengthening research and extension activities in the Rural Institutes was emphasised. The Seminar also recommended increased internalisation of examinations and a revised distribution of time on various subjects.

Under F. Y. 1960 programme of the T. C. M., 20 teachers from the Rural Institutes, who were sent to the U. S. A. in June, 1959, returned to India in July, 1960 after completing one year's training in Extension and Research Methods. The services of Dr. L.M. Ambrose, Professor of Berea College were obtained for 21 months under the programme and he was appointed as Consultant to the Government of India in matters connected with rural higher education.

3. Vice-Chancellors' Conference

A Conference of the Vice-Chancellors of all the Indian Universities was convened by the Ministry of Education on June 15-16, 1960. The Conference considered important problems facing the universities, namely, Student Indiscipline, National Service Scheme, limiting the number of universities and colleges, Examination Reform, Moral and Religious Education at the University Level. The recommendations made by the Conference were circulated to all the State Governments and universities for action.

4. Strengthening of Institutions of Higher Education of All-India Importance

A scheme for giving assistance to all-India Institutions of Higher Education was finalised. An Advisory Committee was set up to assist in the selection of institutions for grants under the scheme; and to advise on the schemes formulated by these Institutions for assistance. The following institutions were assisted on the recommendations of this Committee :

1. Shri Aurobindo International Centre of Education for Physics Chemistry and Biology — laboratory apparatus and Books—
Rs. 1,07,500.

2. Kaivalyadhram S. M. Y. S. Samiti, Lonavla, for Books—Rs. 7,520.
3. Kanya Gurukula Mahavidyalaya, Dehra Dun, for Maintenance—Rs. 25,000.
4. Gurukula Kangri, Hardwar, for Books and Library Furniture—out of the Jubilee grant of Rs. 1,00,000—Rs. 40,000.

5. Home Science Education and Research

The project for assistance to Home Science Education and Research under the Indo-U.S. Technical Cooperation Programme was continued. Nine American technicians were working in the regional demonstrating centres during the year. Under the programme of providing training facilities of this project, four Indian Home Science demonstrators were selected for three months' observation tour and four teachers of Home Science were selected for higher studies/training in U.S.A. Supplies envisaged under the Agreement (books worth \$ 8,700 and equipment worth \$32,000) continued to be received by the beneficiary institutions.

A Home Science Conference was held in New Delhi in April, 1960, to review and evaluate the accomplishments under the programme, to plan for the most effective use of the remaining period of this programme which was in the terminal phase and to consider the future development of Home Science in India. A Home Science Administrators Conference was also held in New Delhi in January, 1960 for an exchange of ideas and experiences gained by administrators who went to U.S.A. on an observation tour.

American technicians helped in the training programmes of Home Science through seminars, workshops and refresher courses.

6. Public Administration Centre at Lucknow University, Lucknow

The project for assistance to the Centre under the Indo-U.S. Technical Cooperation was continued during 1960-61 in so far as the supply of library material was concerned. The supply of books was completed during the year.

7. Indo-U.S. Agreement for Financing an Educational Exchange Programme.

Under the programme for the year 1960-61 administered by the U.S. Educational Foundation in India, 99 students, 20 teachers and 13 university professors and Research scholars were sent from India to U.S.A. and 9 students and 27 professors came to India from the U.S.A. Under the Agreement, the Government of India made a grant of Rs. 4,66,599 to U.S. Educational Foundation in India for taxes and duties paid by it and its American grantees in India who were exempted from the payment of such dues.

8. India Wheat Loan Education Exchange Programme

The budget for the fifth and the final year of the programme was finalised. The allocation of funds was as follows : Books for universities \$1,68,550; Scientific Equipment for Universities \$1,75,000; Exchange of persons between U.S.A. and India \$1,68,550 and Administration \$1,05,028. An uncommitted balance of \$2,38,214 was proposed to be spent on books, scientific equipment and Administration for the fiscal year 1961.

During the year, 5 librarians, in exchange of one, were sent to the U.S.A. to study library technique for a period of five months. Three curriculum scientists were also sent to U.S.A. for three months and two astronomers of Nizamiah Observatory were given extension of eight months in U.S.A.

9. Re-Publication of Text-Books etc. in low priced editions

To meet the increasing demand for low priced text-books and reference books for higher education, the Ministry of Education set up an Inter-ministerial committee to help in drawing up a list of standard books on basic scheme, humanities, medicine, agriculture and veterinary sciences, and engineering and technology. A joint Indo-U.S. Board was set up to develop this scheme and to utilise PL480 funds for the cheap publication of American books in India in low priced edition. In so far as British books were concerned, selected books were being printed in the U.K. with a subsidy given by the British Government.

10. Establishment of New Universities

In order to maintain proper academic standards at the universities, the Government of India requested the State Government to refer proposals for the establishment of new universities to the Central Ministry of Education who would seek the expert advice of the U.G.C. in this regard. Accordingly, the following universities were either recognised or newly established during the year :

West Bengal

1. University of Burdwan.
2. University of Kalyani.

Bihar

1. Ranchi University, Ranchi.
2. Bhagalpur University, Bhagalpur.
3. Bihar University, Muzaffarpur.
4. Patna University, Patna.

11. Rehabilitation Grant to the Punjab University

A sum of Rs. 10 lakhs was sanctioned to the university as the third instalment of the Government of India's contribution for the rehabilitation of the university during the Second Plan period. The total grant given to the university during the Second Plan amounted to Rs. 60 lakhs.

12. Grant-in-aid to the Jamia Millia Islamia

The Jamia Millia Islamia, New Delhi, which is one of the national institutes and provides education from Nursery to the Graduate level in addition to maintaining a Teachers' College and Rural Institute, continued to receive grants on *cover-the-deficit* basis from the Government of India. A sum of Rs. 5,60,000 was sanctioned to the Jamia during 1960-61 towards its maintenance expenses, etc.

13. Grant-in-aid to the Inter-University Board

A sum of Rs. 14,000 was sanctioned to the Board for its maintenance.

14. Loans to Colleges for Construction of Hostels

Loans amounting to Rs. 2,28,000 were sanctioned to four colleges located in four different States.

Loans amounting to Rs. 73,600 were sanctioned to two constituent colleges of Delhi University for the construction of hostels and staff quarters. Besides, a sum of Rs. 50,000 was sanctioned to the Kashi Vidyapeeth as the second instalment of the interest bearing loan of Rs. 1,00,000 for the construction of staff quarters.

15. Technical Education

In the field of Technical education, the Indian Institute of Technology, Kanpur, the last in the chain of four Higher Technological Institutes, planned by the Government of India, started functioning in July, 1960, when the first batch of students was admitted to the five-year integrated degree course in Civil, Mechanical, Electrical and Chemical Engineering and Metallurgy. Six regional colleges sponsored by the Central Government and five State Colleges and 22 Polytechnics were also started in various States. The admission capacity of the institution was expanded to 13,500 for the degree courses and 25,200 for the diploma courses.

Main Developments

A brief account of the development in the field of University education in the different States is given below :

Andhra Pradesh

Andhra University.—A post-graduate course in Rural Studies and a certificate course in Sanskrit for Higher Secondary School teachers, were introduced.

Osmania University.—Certificate Course in Library Science was introduced.

Sri Venkateswara University.—(a) The following new courses were started:

- (i) B. Music and Sangitha Visharada (Title in Music);
- (ii) Natya Visharada (Title in Dancing);
- (iii) M. Ed.

(b) Evening Classes in Pre-University and B.A.

Assam

Gauhati University.—The following courses were started :

- (i) M.Sc. (Agri.) in Agronomy.
- (ii) M.S., M.D. and M.O. in Medicine and Certificate in Teaching (C.T.)

Bihar

Bhagalpur University.—Classes in Pre-University (Arts and Science) and first year of three-year degree course in Arts and Science were started.

Bihar University.—The University switched over to the three-year degree course in Arts, Science and Commerce by starting Pre-University and first year classes in these subjects.

Patna University.—Three-year degree courses in Arts, Science and Commerce and Pre-Engineering and Pre-Medical courses were introduced.

Gujarat

Baroda University.—Post-graduate courses in M.Sc. in Geology, Diploma in Co-operation and M.S.—Branch III—Orthopaedics, were started.

Gujarat University.—The University School of Sciences (providing for post-graduate instruction and research in Mathematics, Chemistry, Physics and Botany) started functioning.

S. V. Vidyapeeth.—B.Ed. course was introduced.

Jammu & Kashmir

Jammu & Kashmir University.—(a) It was decided to start post-graduate departments of Botany and Zoology by September, 1961.

(b) Approval was given for the starting of the following courses in affiliated colleges :

- (i) Pre-University;
- (ii) Three-year degree course in Arts and Science;
- (iii) M.B.B.S.

Kerala

Kerala University.—(a) The following new courses were started :

- (i) M.Sc. (Analytical Chemistry)
- (ii) M.L.
- (iii) Diploma in Nursing
- (iv) Certificate in German.

(b) The revised scheme and syllabus for the B.Ed. examination, as prepared by the Syllabus Revision Committee appointed by the Ministry of Education, was introduced.

Madhya Pradesh

Jabalpur University.—(a) Six new University teaching departments for post-graduate studies and research in (i) English (ii) Economics (iii) History (iv) Philosophy (v) Political Science and Public Administration and (vi) Sociology were established. The University also instituted Department of Law for postgraduate studies and research in law.

(b) Three-year degree courses in Arts, Science, Commerce and Home Science were started.

(c) Post-graduate degree courses in M.S. and M.D. in the Faculty of Medicine and M.V. Sc. in the Faculty of Veterinary Science were instituted.

(d) An optional paper on Criminology was introduced for students of M.A. (Sociology).

Saugar University.—(a) A new university teaching department in Yogic Studies started functioning providing diploma course in Yogic Science.

(b) Degree course in Philology and Linguistics was introduced.

(c) It was decided to discontinue B.T. course and institute B.Ed. course in its place from the session 1961-62.

Vikram University.—(a) Post-graduate teaching departments in Mathematics and Statistics, Botany, Chemistry, Geology, Physics and Zoology started functioning.

- (b) The following new courses were introduced :
- (i) M.A. (Arabic)
 - (ii) B.Sc. (Nursing)
 - (iii) Diploma in Social Work.

Maharashtra

Bombay University.—(a) A new university teaching department in Law was established and a post-graduate degree course in Pharmacy was introduced.

Marathwada University.—(a) The 'centralised' scheme of teaching for post-graduate students in Mathematics was started with the help of selected teachers from affiliated collèges.

- (b) B.E. (Civil Engineering) course was introduced.

Nagpur University.—The following new courses were introduced in the Faculty of Medicine:

- (i) Diploma in Public Health
- (ii) Diploma in Anaesthesiology and Plastic Surgery
- (iii) Diploma in Gynaecology and Obstetrics
- (iv) Degree of Ayurvedic Medicine and Surgery.

Poona University.—(a) Three new university teaching departments of Ancient Indian History and Archaeology, Linguistics and Hindi started functioning.

(b) Agriculture Extension and Agriculture Engineering were added as special branches of study at the M.Sc.(Agri.) examination and the entire M.Sc.(Agri.) course was revised.

S. N. D. T. Women's University.—A scheme of providing M.A. guidance lectures for the benefit of external students was introduced.

Madras

Annamalai University.—M.A. degree course in Linguistics was started.

Madras University.—(a) University teaching departments of Ancient History and Archaeology and Library Science started functioning. These departments provided post-graduate and research degrees in Ancient History and Archaeology and certificate and degree courses in Library Science respectively.

- (b) Diploma course in Criminology and Forensic Science was introduced.

Mysore

Karnatak University.—(a) At the instance of the Mysore Government the Karnatak and Mysore Universities appointed a Committee consisting of the two Vice-Chancellors and the Deans of the various Faculties of the two universities to evolve a common pattern of courses of studies in the two universities in the State.

(b) It was decided to abolish Pass class at the M.A., M.Sc. and M.Com. examinations with effect from the examinations to be held in April-May, 1963. Further it was also decided to allow the Pass class M.As., of the University to appear as private candidates again for the M.A. examination with the same set of subjects, to enable them to improve their academic qualifications.

Mysore University.—New courses of M.Com., M.L., and M.E.(Civil and Mechanical) were introduced.

Orissa

Utkal University.—(a) A new post-graduate teaching department in Zoology started functioning.

(b) The following new courses were introduced :

- (i) Three-year degree course in Arts, Science and Commerce.
- (ii) Pre-professional.
- (iii) M.Sc. Agriculture in Agronomy, Botany and Rural Economics.
- (iv) M.O., M.S., M.Sc. (Anatomy and Physiology), Diploma in Ophthalmology, Diploma in Obstetrics and Gynaecology.
- (v) Diploma in Social Sciences.

Punjab

Kurukshetra University.—Four-year integrated course of B.A./B.Sc. (Education) was introduced.

Punjab University.—(a) Tagore Chair was established.

(b) University teaching department in German started functioning having provision for the certificate course.

(c) The following other new courses were introduced :

- (i) M.Sc. (Anthropology)
- (ii) Graduate degree in Physical Education
- (iii) Diploma in Library Science
- (iv) Pre-University in Arts and Science.

Rajasthan

Rajasthan University.—(a) University teaching departments in Mathematics, Botany, Chemistry, Physics and Zoology providing post-graduate and research facilities started functioning at Jaipur.

(b) Certificate courses in Library Science, French and German were introduced in the respective teaching departments.

Uttar Pradesh

Agra University.—(a) Certificate courses in Proficiency in Foreign Languages and Proficiency in Hindi phonetics were introduced.

(b) A blue print was prepared for the translation of reference books in Hindi for which the University set apart a sum of Rs. 2½ lakhs for a beginning to be made in this direction.

(c) The University accepted the recommendations of the Committee appointed to go into the question of improvement of standards of teaching in the university. The main recommendations of the Committee were :

- (i) Tutorials in degree classes and seminars in post-graduate classes should be made compulsory.
- (ii) In order to increase the research potential, experimental methods in teaching both at the under-graduate and post-graduate level should be introduced in the curriculum.
- (iii) Marks for internal appraisal should be of the same value as prescribed for University Examinations. Students should pass in the internal assessment, otherwise they should not be allowed to appear at the University examination.
- (iv) The recommendation of the University Grants Commission with regard to teacher-pupil ratio of 1:14 should be implemented by all colleges seeking affiliation in post-graduate classes.

Aligarh University.—One-year diploma course of Proficiency in Languages was introduced.

Allahabad University.—(a) Diploma courses in Archaeology, Arabic, Persian, Urdu, Tamil and Bengali were introduced.

(b) A new university teaching department in Applied Physics with M.Sc. (Tech.) course was started.

Banaras University.—(a) The following new courses were introduced;

- (i) Integrated three-year degree courses in Arts, Science and Commerce;
- (ii) Integrated four-year degree courses in Agriculture and Pharmacy;
- (iii) Integrated five-year degree courses in Engineering and Technology;
- (iv) Pre-Professional course in Medicine.

(b) With the establishment of college of Medical Sciences, classes in M.B.B.S. were started.

Gorakhpur University.—A university teaching department in Urdu was established.

Lucknow University.— It was decided to separate Anaesthesiology from the Department of Surgery and to create its separate Department.

Roorkee University.—(a) Post-graduate courses in Applied Sciences, were introduced in the departments of Mathematics, Physics, Chemistry and Geology.

(b) Water Resources Development Centre started functioning as a department of the University.

U.P. Agricultural.— The university started functioning, providing Bachelor's courses in Agriculture & Animal Husbandry and Veterinary Science & Animal Husbandry.

West Bengal

Burdwan University.—The University started functioning, with six teaching departments for post-graduate classes in Bengali, Economics, English, History, Pure Mathematics and Sanskrit.

Calcutta University.—The following new courses were started :

- (i) Pre-University in Arts and Science.
- (ii) Pre-Professional in Agriculture, Engineering and Medicine.

- (iii) Three-year degree course in Arts, Science and Commerce.
- (iv) B.Tech. and M.Tech. in Applied Physics, Radio-Physics and Electronics and Chemical Engineering.
- (v) Diploma in Cardiology (Medicine).
- (vi) M.A. in Archaeology.

Jadavpur University.—Certificate and diploma courses in Languages (French, German and Russian) and diploma course in Sanskrit were started

Visva-Bharati University.—(a) Preparatory course in Arts was introduced.

(b) A four-year diploma course in Music and Dancing was introduced in place of its three-year intermediate course followed by a two-year degree course.

Delhi

Delhi University.—(a) A new university teaching department in Music was started with provision for diploma and B.A. (Hons.) courses.

(b) Post-graduate diploma courses in Linguistics, Child Health and Anaesthesia and certificate course in Tamil were introduced.

Institutions

With the establishment of 5 more universities of Bhagalpur, Burdwan, Kalyani, Ranchi and U. P. Agriculture, the total number of universities rose to 45 during the year. Of these, 9 universities were located in Uttar Pradesh, 5 each in Maharashtra and West Bengal, 4 each in Bihar and Madhya Pradesh, 3 each in Andhra Pradesh and Gujarat, 2 each in Madras, Mysore and Punjab and 1 each in Assam, Jammu and Kashmir, Kerala, Orissa, Rajasthan and Delhi. The remaining Union Territories had no university of their own. Of these 45 universities, one was purely affiliating, 12 residential and teaching, 2 teaching and federal and the remaining 30 teaching and affiliating.

The year of foundation, jurisdiction, type and faculties of each university are given in Table LXVI.

Apart from these 45 universities, there were two institutions deemed to be universities under section 3 of the University Grants Commission Act of 1956. These were the Indian Agricultural Research Institute, New Delhi and the Indian Institute of Science, Bangalore. Moreover, there were two other institutions declared as Institutions of National Importance under Acts of Parliament. These were Institute of Medical Sciences, New Delhi and the Indian Institute of Technology, Kharagpur.

Boards

In addition to the institutions for higher education mentioned above there were 4 Boards which *inter-alia*, conducted Intermediate Examination. Their names are given below :

- (1) Board of High School and Intermediate Education, Uttar Pradesh, Allahabad.
- (2) Board of Secondary Education, Madhya Pradesh, Bhopal.
- (3) Board of Secondary Education, Rajasthan, Jaipur.
- (4) Central Board of Secondary Education, Ajmer.

Table LXVI—Universities in India—Jurisdiction, Type and Faculties

Name and Address	Year of Foundation/Reconstitution	Territorial Jurisdiction	Type	Faculties	Medium of Instruction/Examination
1	2	3	4	5	6
<i>Andhra—</i>					
Andhra University, Waltair	1926	Andhra Pradesh (excluding areas of Osmania and Venkateswara Universities).	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching.	English.
Osmania University, Hyderabad	1918/1947/1950/1959	District of Adilabad, Hyderabad, Karimnagar, Khammam, Mahbubnagar, Medak, Nalgonda, Nizamabad and Warangal in Andhra Pradesh.	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med.; Tech. and Vet. Science.	English or Hindustani (Persian and Devanagri Script).
Sri Venkateswara University, Tirupati	1954	Districts of Anantapur, Chittoor, Cuddappah, Kurnool and Nellore in Andhra Pradesh.	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Med.; Oriental Learning; Teaching and Vet. Sc.	English.
<i>Assam—</i>					
Gauhati University, Gauhati	1948	State of Assam and Union Territory of Manipur.	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Law and Med.	English.
<i>Bihar—</i>					
Bhagalpur University, Bhagalpur	1960	Districts of Bhagalpur, Monghyr, Purnea, Saharsa and Santhal Parganas in Bihar State.	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts & Crafts and Law.	Hindi for all exams. up to B.A., English, Urdu and Bengali also allowed with special permission.

Bihar University, Mu- zaffarpur	1952	Tirhut Division of Bihar State.	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Law and Med.Sc.	Hindi, Urdu, English or Bengali in Pre-Univ. and Degree Courses (Arts, Sc., & Com.), English in others.
Patna University, Patna	1917/1952/ 1960.	Patna Division	Teaching & Affiliating	Arts; Sc.; Com.; Edu.; Engg.; Law., Med. & Vet. Sc.	Hindi in Inter and Degree courses and English in others.
Ranchi University, Ranchi	1960	Dists. of Dhanbad, Haza- ribagh, Palamau, Ranchi & Singhbhum in the Chhota Nagpur Divi- sion of Bihar State.	Teaching & Affiliating	Arts; Sc.; Agri.; Com.; Law and Mineral Tech.	Hindi in Inter and Degree (Arts, Sc. and Com.), English in others.
<i>Gujarat—</i>					
Baroda University, Baroda	1949	Within a radius of 10 miles from the Univer- sity office	Residential & Teaching	Arts; Sc.; Com.; Edu. & Psych.; Fine Arts; Home Sc.; Med.; Social work and Tech. (including Engg.)	English.
Gujarat University, Ah- medabad	1949	State of Gujarat (exclud- ing area of Baroda Uni- versity and Sardar Val- labhbhai Vidyapeeth).	Teaching & Affiliating	Arts (including Edu.); Sc.; Agri.; Ayurvedic Med.; Com.; Law.; Med.; and Tech. (including Engg.)	Gujarati and Hindi in Inter; B.A.; B.Sc.; B.Com.; B.Ed., M.Ed., B. Pharm.; Law Preliminary; First LL.B.; T.D., B.E., and First M.B.B.S.; English: in others.
Sardar Vallabhbhai Vidyapeeth, Vallabh Vidya Nagar	1955	Within a radius of 5 miles from the office of the University.	Teaching & Affiliating	Arts; Sc.; Agri.; Com. & Tech. (including Engg.)	English, Hindi and Gujarati.

Table LXVI—Universities in India—Jurisdiction, Type and Faculties—(Contd.)

1	2	3	4	5	6
<i>Jammu & Kashmir—</i>					
Jammu and Kashmir University, Srinagar	1948	Jammu & Kashmir State	Teaching & Affiliating	Arts.; Sc.; Com.; Edu.; Med.; Oriental learning and Social Sciences.	English.
<i>Kerala—</i>					
Kerala University, Trivandrum	1937/1957	Kerala State	Teaching & Federal	Arts.; Sc.; Agri.; Ayurveda; Com.; Edu.; Engg.; Fine Arts; Law; Med.; Oriental Studies; and Vet. Sc.	English.
<i>Madhya Pradesh—</i>					
Indira Kala Sangeet Vishwavidyalaya, Khairagarh	1956	Not defined	Teaching and Affiliating	Fine Arts	English and Hindi.
Jabalpur University, Jabalpur	1957	District of Jabalpur	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Home Sc.; Law and Vet. Sc.	Hindi and English in I.A.; B.A.; I.Sc.; B.Sc.; I.Com.; B.Com.; M. Com. & B.Ed.; English in others.
Saugar University, Sagar.	1946	District of Balaghat, Bastar, Betul, Bilaspur; Chattarpur, Chindwara, Damoh, Datia, Durg, Hoshangabad, Mandla, Narsinghpur, Nimar, Panna, Raigarh, Raipur, Rewa, Sagar, Sarguja, Satna, Seoni, Shahdol, Sidhi and Tikamgarh in Madhya Pradesh.	Teaching and Affiliating	Arts.; Sc.; Agri.; Com.; Engg. & Tech.; Law; Med.; Physical Edu. and Vet. Sc.	Hindi in B.A.; B.Com. Dip. T., B.Sc.; B.Pharm. English and Hindi in M.A.; M.Sc.; M.Com., B.T. and M.Ed.

Vikram Ujjain	University,	1957	Districts of Bhind, Dewas, Dhar, Guna, Gwalior, Indore, Jhabua, Mand- saur, Morena, Nimar, Raisen, Rajgarh, Rat- lam, Sehore, Shajapur, Shivpuri, Ujjain and Vidisha in Madhya Pradesh.	Teaching and Affiliating	Arts.; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med.; Physical Edu. and Vet. Sc. & A.H.	English and Hindi.
<i>Madras—</i>						
Annamalai University, Annamalai- nagar	University,	1929	Within the radius of 10 miles from University Convocation Hall.	Residential and Teaching	Arts; Sc.; Edu.; Engg. & Tech.; Fine Arts and Oriental Studies.	English (except in Music where the Regional language (Tamil) or the language studied is allowed).
Madras Madras	University,	1857/1904/ 1923/1929	State of Madras (exclud- ing Annamalai Univer- sity area).	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching; Tech. and Vet. Sc.	English.
<i>Maharashtra—</i>						
Bombay Bombay	University,	1857/1928/ 1953	Greater Bombay	Teaching and Federal	Arts; Sc.; Com.; Dentistry; Law; Med. and Tech.	English.
Marathwada University, Aurangabad	Univer- sity,	1958	Districts of Aurangabad, Bhir, Nanded, Osmana- bad and Parbhani in Maharashtra.	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law and Med.	English, Marathi or Hindu- stani (Devnagari Script) in Faculties of Arts, Sc.; Agr. and Com.; English in others.
Nagpur Nagpur	University,	1923	Districts of Akola, Am- ravati, Bhandara, Bul- dhana, Chanda, Nagpur, Wardha and Yeotmal in Maharashtra State.	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg. & Tech.; Law and Med.	English, Hindi and Marathi in Pre-University in Arts and Sc.; B.A. & B.Sc. Hindi and Marathi in Pre-University, B.Com., B.T. & Dip. T.; English in others.

Table LXVI—Universities in India—Jurisdiction, Type and faculties—(Contd.)

1	2	3	4	5	6
Poona University, Poona	1949	Districts of Ahmednagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara; Poona; Ratnagiri, Sholapur; South Satara; Thana and West Khandesh in Maharashtra.	Teaching and Affiliating	Arts; Sc.; Agr.; Ayurvedic Med.; Engg.; Law; Med.; and Mental, Moral and Social Sciences.	English and Marathi in 1st and 2nd Year of B.A.; B.Sc.; B.Com., English in others.
S. N. D. T. Women's University, Bombay	1951*	Not defined	Teaching and Affiliating	Arts; Sc.; Agri.; Com. and Tech. (including Engg.).	English, Hindi and Gujarati.
<i>Mysore—</i> Karnatak University, Dharwar	1949	Districts of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Raichur and some colleges in South Kanara in Mysore State.	Teaching and Affiliating	Arts., Sc.; Agri.; Engg.; Law; Med. and Social Sciences.	English.
Mysore University, Mysore	1916	Districts of Bangalore, Bellary, Chikmagalur, Chitradurga, Coorg, Hasan, Kolar, Mandya, Mysore, Shimoga, South Kanara and Tumkur in Mysore State.	Teaching and Affiliating	Arts.; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med. and Tech.	English and Kannada.
<i>Orissa—</i> Utkal University, Cuttack	1943	Orissa State	Teaching and Affiliating	Arts.; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med.; and Vet. Sc. & A. H.	English.

Punjab—

Kurukshetra University,
Kurukshetra 1956

Within the radius of 10 miles from the University Office.

Residential and Teaching

Arts and Edu.

English, Hindi or Sanskrit for M.A. (Skt.) and English for B.A./B.Sc., Education Courses.

Punjab University,
Chandigarh 1947

State of Punjab (excluding area of Kurukshetra University) and Union Territory of Himachal Pradesh.

Teaching and Affiliating

Arts; Sc.; Agri. & Dairying; Com.; Edu.; Engg. & Tech., Law; Med.; Oriental Learning and Vet. Sc.

English, Hindi, Urdu or Panjabi in I.A., B.A. and B. Com. English in Others.

Rajasthan—

Rajasthan University,
Jaipur 1947

Rajasthan State

Teaching and Affiliating

Arts; Sc.; Com.; Edu.; Engg.; Law and Med. & Pharmaceutic & Vet. Sc.

English or Hindi for B.A. B.Sc. (Home Sc.), M.A. (Except in Math.) B.Com., M. Com., and B. Ed. English in others.

Uttar Pradesh—

Agra University, Agra 1927

State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur, Lucknow and Roorkee Universities).

Affiliating

Arts.; Sc.; Agri.; Com.; Engg.; Law; Med.; Tech. and Vet. Sc. and A.H.

English and Hindi in B.A. B.Com., B.T. M.A. and M.Com. English in others.

Aligarh University,
Aligarh 1921

Within a radius of 15 miles from the University Mosque.

Residential and Teaching

Arts.; Sc.; Com.; Engg. and Tech.; Law; Med. and Theology.

English, Hindi and Urdu in Pre-Univ.; B.A. and B.Com., Urdu in B.U., M.S., English in others.

Allahabad University,
Allahabad 1887

Within a radius of 10 miles from the University.

Residential and Teaching

Arts.; Sc.; Com. and Law

English and Hindi in B.A., B.Sc. and B.Com., English in others.

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

Table LXVI—Universities in India—Jurisdiction, type and faculties—(Contd.)

1	2	3	4	5	6
Banaras Hindu University, Varanasi	1916	Within a radius of 15 miles from the main Temple of the University.]	Residential and Teaching	Arts.; Sc.; Law; Med. & Surgery(Ayurveda); Music & Fine Arts; Oriental Learning; Tech. and Theology.	English and Hindi in B.A., M.A., B.Sc., B. Com.; M.Com., B.Ed., M. Ed. LL.B. and Ayurveda, Hindi in Music and Fine Arts. English in Others.
Gorakhpur University, Gorakhpur	1957	Districts of Azamgarh, Bahraich, Ballia, Basti, Deoria, Ghazipur, Gonda, Gorakhpur & Jaunpur in U.P.	Teaching and Affiliating	Arts.; Sc.; Com. and Law	English and Hindi for undergraduate classes, English for post-graduate classes.
Lucknow University, Lucknow	1921	Within a radius of 10 miles from the University convocation hall.	Residential and Teaching	Arts; Sc.; Ayurveda; Com. Law and Med.	Hindi in B.A., B.Sc. and B.Com.; English in others.
Roorkee University, Roorkee	1949	Not defined	Residential and Teaching	Engg.; Sc. and Architecture.	English.
U. P. Agricultural University, Pant Nagar (Naini Tal)	1960	Not defined	Residential and Teaching	Agri. and Vet. Sc.	English.
Varanasaya Sanskrit Vishawavidyalaya, Varanasi	1958	India and Nepal	Teaching and Affiliating	Sanskrit	Sanskrit in all subjects except in languages and modern subjects like Economics, Geography, History and Politics where Hindi is the medium.

West Bengal

Burdwan University, Burdwan	1960	Districts of Bankura, Birbhum, Burdwan, Hooghly and Purulia in West Bengal.	Teaching and Affiliating	Not yet constituted	English and Bengali in Pre-University, I.A., B.A. B.T., English in other.
Calcutta University, Calcutta	1857/1951/ 1954	State of West Bengal (excluding areas of Burdwan, Jadavpur, Kalyani and Visva-Bharati Universities) and Union Territory of Tripura.	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Fine Arts & Music; Journalism; Law; Med.; Tech. and Vet. Sc.	English.
Jadavpur University, Jadavpur	1955	Within a radius of 2 miles from the University Office.	Residential and Teaching	Arts; Sc.; Engg. and Tech.	English.
Visva-Bharati University, Santiniketan	1951*	Area of Santiniketan in the district of Birbhum in West Bengal.	Residential and Teaching	Not defined	English, Hindi and Bengali for Graduate and Post Graduate courses; Bengali or English for Prep., Bengali and Hindi for Inter.
Kalyani University, Kalyani	1960	Chakdah and Haringhata in Distt. Nadia and Bijpur in 24-Parganas Distt. of West Bengal.	Residential and Teaching	Arts; Sc. and Agriculture	English.
Delhi					
Delhi University, Delhi	1922 1952	Union Territory of Delhi	Teaching and Affiliating	Arts; Sc.; Agri. & Forestry; Edu.; Law; Medical Sciences; Music & Fine Arts; Social Sciences and Tech.	English.

* Was established in 1921 but started functioning as a statutory university under an act passed by the Parliament in 1951.

Colleges

During the year, the total number of colleges affiliated to universities and boards or recognised by State Governments rose from 1893 to 2140. This gives an increase of 13·0 per cent. Of these, 1,080 were arts and science colleges (including 41 research institutions), 852 colleges for professional education and 208 colleges for special education. The corresponding number of these colleges during the previous year was : arts and science colleges 988, (including 42 research institutions) Colleges for professional education 725 and colleges for special education 180. Thus the arts and science colleges registered an increase of 9·3 per cent, the professional colleges and special education colleges increased by 17·5 per cent and 15·6 per cent respectively.

The colleges for women numbered 283. Of these, 165 were arts and science colleges, 97 professional education colleges and 21 special education* colleges. The corresponding number for the previous year was 150, 89 and 20 respectively. The percentage of women's colleges to the total number of colleges comes to 13·2 as against 13·7 per cent in the previous year.

Colleges (including 3 research institutions) in rural areas numbered 266 (251 for men and 15 for women). Of these, 103 (including 5 for women) were arts and science colleges, 129 (including 10 for women) professional education colleges and 34 special education Colleges. These colleges in rural areas constituted 12·4 per cent of the total number of colleges in the country.

Professional colleges were of various types. The largest number among them (478 or 56·1 per cent) belonged to the teacher training type, followed by those for medicine (133 or 15·6 per cent), engineering including architecture (69 or 8·1 per cent), commerce (42 or 4·9 per cent), law (38 or 4·5 per cent), agriculture (36 or 4·3 per cent), physical education (20 or 2·4 per cent) veterinary science (18 or 2·1 per cent), technology (12 or 1·4 per cent) and forestry and others (unspecified)—3 each (0·4 per cent each). Professional education colleges increased by 127 during the year. The increase was shared as follows: Teacher training colleges 77, medical colleges 15, engineering including architecture colleges 12, commerce colleges 7, agricultural colleges 4, law and physical education colleges 4 each, technology 2, and veterinary science and other (unspecified) colleges 1 each.

The 208 colleges for special education consisted of 54 colleges for music, dancing and other fine arts, 111 for oriental studies, 8 for sociology, 4 for domestic science and 31 others.

Table LXVII gives the distribution of colleges according to management.

It will be seen that nearly two-thirds of the colleges were managed by private organisations. Government controlled most of the remaining one-third of the colleges. The control of the local boards was very insignificant (0·3 per cent only). Taking each type of colleges separately nearly three-fourths of the arts and science colleges and special education colleges were managed by private bodies and one-fourth by Government. The management of colleges for professional education was shared by the government and the private bodies in almost equal proportions.

*The special education colleges provided instruction in subjects like music, dancing and other fine arts, oriental Studies, sociology and domestic science.

Table LXVII—Number of Colleges by Management

Management	Arts & Science college		Colleges for Prof. Education		Colleges for special Edu.		Total			
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-1960		1960-1961	
							Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Government	222	232	359	424	45	49	626	33.1	705	32.9
Local Boards	3	2	3	3	2	3	8	0.4	8	0.4
Private :										
Aided	635	681	271	350	118	137	1,024	54.1	1,168	54.6
Unaided	128	165	92	75	15	19	235	12.4	259	12.1
India	988	1,080	725	852	180	208	1,893	100.0	2,140	100.0

Table LXVIII shows the distribution of colleges in different States during the years 1959-60 and 1960-61. There was no college in A & N Islands, L.M&A Island and NEFA. The number of colleges increased in all the States and Union Territories except Nagaland which returned statistics for the first time, and Jammu and Kashmir, Himachal Pradesh and Pondicherry where the number of colleges remained the same as in the previous year. The number of arts and science colleges increased by 20 in Uttar Pradesh, 17 in Maharashtra, 15 in Bihar, 11 in Gujarat, 7 in West Bengal, 6 in Orissa, 4 in Punjab, 3 each in Andhra Pradesh and Delhi, 2 in Mysore and 1 each in Assam, Kerala and Madras. Nagaland reported one college for the first time. In other States and Union Territories, the number of arts and science colleges remained the same. Increase in the number of professional education colleges was reported by Madhya Pradesh (36), Maharashtra (28), Mysore (16), Bihar, Kerala and West Bengal (6 each), Gujarat and Punjab (5 each), Andhra Pradesh and Madras (4 each), Uttar Pradesh and Tripura (3 each) Assam and Rajasthan (2 each) and Orissa (1) while in Jammu and Kashmir, Delhi, Himachal Pradesh Pondicherry and Tripura the number of professional colleges did not change. As for special education colleges, the increase was reported by Manipur (21), Punjab (4), Madhya Pradesh (3) West Bengal (2), and Uttar Pradesh (1) only. But this increase was partly offset by the decrease of one college each, in Madras, Rajasthan and Delhi, resulting in an aggregate decrease of 28.

Pupils

The total number of students enrolled in university teaching departments, colleges and other institutions rose from 9,49,630 (7,85,970 boys and 1,63,660 girls) in 1959-60 to 9,87,553 (8,10,134 boys and 1,77,419 girls) in 1960-61. This gives an increase of 4.0 per cent, as against an increase of 8.4 per cent during the previous year. The number of girls constituted 18.6 per cent of the total enrolment, as against 17.2 per cent in the previous year.

The Statewise break-up of students is given in Table LXIX. Increase in this enrolment was reported by all the States and Union Territories except Punjab, Rajasthan, West Bengal, and Tripura. Except Rajasthan, the decrease

Table LXVIII—Number of Colleges by States

State/Territory	Arts and Science Colleges†		Colleges for Professional Education		Colleges for Special Education		Total		Increase(+) or Decrease(-)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	60	63	29	33	24	24	113	120	+ 7	6.2
Assam . . .	34	35	9	11	1	1	44	47	+ 3	6.8
Bihar . . .	96	111	27	33	7	7	130	151	+21	16.2
Gujarat . . .	43	54	32	37	6	6	81	97	+16	19.8
Jammu & Kashmir.	12	12	4	4	10	10	26	26	..	..
Kerala . . .	45	46	26	32	8	8	79	86	+ 7	8.9
Madhya Pradesh	73	73	67	103	31	34	171	210	+39	22.8
Madras . . .	56	57	147	151	21	20	224	228	+ 4	17.9
Maharashtra . .	80	97	125	153	9	9	214	259	+45	21.0
Mysore . . .	53	55	65	81	7	7	125	143	+18	14.0
Orissa . . .	23	29	19	20	6	6	48	55	+ 7	14.6
Punjab . . .	89	93	42	47	1	5	132	145	+13	9.8
Rajasthan . . .	56	56	20	22	19	18	95	96	+ 1	1.1
Uttar Pradesh . .	113	133	53	56	10	11	176	200	+24	13.6
West Bengal . . .	121	128	45	51	12	14	178	193	+15	8.4
Delhi . . .	22	25	10	10	4	3	36	38	+ 2	5.6
Himachal Pradesh	6	6	1	1	2	2	9	9	..	..
Manipur . . .	2	2	..	..	1	22	3	24	+21	700.0
Nagaland . . .	N.A.	1	..	..	N.A.	..	N.A.	1	+ 1	..
Pondicherry . . .	2	2	2	2	..	..	4	4	..	..
Tripura . . .	2	2	2	5	1	1	5	8	+ 3	60.0
INDIA . . .	988	1,080	725	852	180	208	1,893	2,140	+247	13.0

†Includes Research Institutions also.

in other States was small. In Rajasthan the fall in enrolment was due to the separation of high school section from arts and science colleges and the discontinuation of admissions to the first year of the old two-year degree course. On percentage basis, the highest increase, among the States, was reported by Orissa (12·8 per cent) and the lowest in Bihar (1·0 per cent). Among the Union Territories, the highest and the lowest increases were reported by Himachal Pradesh (21·9 per cent) and Pondicherry (4·8 per cent) respectively.

Of the total of 9,87,553 students, 73,381 (7·4 per cent) were studying in university teaching departments, 2,952 (0·3 per cent) in research institutions, 6,91,632 (70·3 per cent) in arts and science colleges, 1,94,291 (19·7 per cent) in professional and technical education colleges and 25,297 (2·6 per cent) in special education colleges, the corresponding figures for the previous year were U. T. Ds. 67,589 (7·1 per cent), research institutions 3,012 (0·3 per cent); arts and science colleges 6,82,457 (71·9 per cent); colleges for professional education 1,72,981 (18·2 per cent) and colleges for special education 23,591 (2·5 per cent). This represented an increase of 8·6 per cent in the university teaching departments, 1·0 per cent in arts and science colleges, 12·3 per cent in professional colleges and 7·2 per cent in special education colleges but showed a decrease of about 2 per cent in research institutions.

The distribution of enrolment in institutions managed by different agencies was : government 2,49,015 (25·2 per cent), local boards 1,739 (0·2 per cent) and private bodies 7,36,799 (74·6 per cent).

The above data on enrolment relates to universities and colleges as institutions, that is inclusive of enrolment of school classes where they existed. The enrolment figures shown in Table LXX relate to courses of higher education only. It will be seen from this table that the enrolment at the university stage increased from 10,44,918 to 10,94,991 or at the rate of 4·8 per cent. This constituted 2·3 per cent of the total enrolment at all stages of education.

Of the total number of 10,94,991 students at the university stage, 8,08,025 (6,58,134 boys and 1,49,891 girls) or 73·8 per cent were reading for general education, 2,65,111 (2,38,987 boys and 26,124 girls) or 24·2 per cent for professional education and 21,855 (14,500 boys and 7,355 girls) or 2·0 per cent for special education. The corresponding figures for the previous year were : general education 7,85,487 (6,48,069 boys and 1,37,418 girls) or 75·2 per cent, professional education 2,38,083 (2,15,740 boys and 22,343 girls) or 22·8 per cent and special education 21,348 (14,857 boys and 6,491 girls) or 2·0 per cent. The percentage increase of enrolment for general education and professional education was 2·9 and 11·4 respectively and the enrolment for special education increased by 2·4 per cent. It will further be seen that the enrolment at the university stage increased in all the States and Union Territories except Punjab and West Bengal, where the decrease was to the extent of 2·0 per cent and 2·1 per cent only. In Punjab the decrease was due to the introduction of three year degree course. The upgrading of high schools to higher secondary schools in West Bengal resulted in the decrease in the number of admission in Pre-University or intermedidate classes in colleges. Besides, the decrease in West Bengal was also due to phased reduction of strength in colleges as envisaged by the U. G. C.

The details of enrolment according to various stages and courses of studies are given in Table LXXI. It will be seen that the enrolment at the intermediate stage, as far as general education was concerned, decreased and this

Table LXIX—Number of Pupils in Universities and Colleges

State/Territory	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	53,269	54,774	3,082	3,447	56,351	58,221	+ 1,870	+ 3.3
Assam	25,112	26,401	1,447	1,410	26,559	27,811	+ 1,252	+ 4.7
Bihar	86,244	86,353	3,071	3,861	89,315	90,214	+ 899	+ 1.0
Gujarat	42,179	47,686	2,587	2,667	44,766	50,353	+ 5,587	+12.5
Jammu & Kashmir	7,137	7,441	3,004	3,229	10,141	10,670	+ 529	+ 5.2
Kerala	33,432	38,762	5,267	6,298	38,692	45,060	+ 6,361	+ 1.6
Madhya Pradesh	47,847	50,938	2,844	3,135	50,691	54,073	+ 3,382	+ 6.7
Madras	60,773	64,243	12,497	14,032	73,270	78,275	+ 5,005	+ 6.8
Maharashtra	1,03,831	1,11,538	4,353	4,422	1,08,184	1,15,960	+ 7,776	+ 7.2
Mysore	48,553	48,884	4,640	4,892	53,193	53,776	+ 583	+ 1.1
Orissa	12,608	14,209	435	510	13,043	14,719	+ 1,676	+12.8
Punjab	58,514	57,910	7,546	8,078	66,060	65,988	- 72	- 0.1
Rajasthan	38,490	34,187	4,635	3,660	43,125	37,847	- 5,278	-12.2
Uttar Pradesh	97,970	1,07,135	5,334	5,410	1,03,304	1,12,545	+ 9,241	+ 8.9
West Bengal	1,31,315	1,25,228	15,021	17,344	1,46,336	1,42,572	- 3,764	- 2.3
Delhi	16,945	18,500	3,995	4,665	20,940	23,165	+ 2,225	+10.6
Himachal Pradesh	844	1,029	..	..	844	1,029	+ 185	+21.9
Manipur	1,975	2,354	..	..	1,975	2,354	+ 379	+19.2
Nagaland	N.A.	52	..	..	N.A.	52	52	..
Pondicherry	1,186	1,243	..	..	1,186	1,243	+ 57	+ 4.8
Tripura	1,630	1,605	18	21	1,648	1,626	- 22	- 1.3
India	8,69,845	9,00,472	79,776	87,081	9,49,630	9,87,553	+ 37,923	+ 4.0

Table LXX—Number of pupils receiving General, Professional and Special Education at University Stage by States

State/Territory	General Education						Professional Education					
	Boys		Girls		Total		Boys		Girls		Total	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	32,887	33,649	5,303	5,838	38,190	39,487	15,044	15,583	1,283	1,452	16,327	17,035
Assam	18,802	19,793	3,427	3,524	22,229	23,317	4,126	4,354	108	122	4,234	4,476
Bihar	69,372	67,971	5,179	5,961	74,551	73,932	13,872	15,107	391	476	14,263	15,583
Gujarat	21,381	24,162	6,574	7,291	27,955	31,453	13,731	15,357	750	1,006	14,481	16,363
Jammu & Kashmir.	6,284	6,423	1,547	1,741	7,831	8,164	347	423	121	155	468	578
Kerala	20,841	23,119	9,495	11,481	30,336	34,600	6,527	8,068	993	1,438	7,520	9,506
Madhya Pradesh	20,247	19,704	4,056	3,333	24,303	23,037	17,472	20,778	1,267	1,788	18,739	22,566
Madras	29,422	31,069	7,237	8,020	36,659	39,089	21,150	22,364	5,217	5,562	26,367	27,926
Maharashtra	54,895	56,970	17,523	18,616	72,418	75,586	26,709	30,846	4,120	4,898	30,829	35,744
Mysore	27,023	25,407	6,443	6,724	33,466	32,131	15,425	17,323	1,459	1,696	16,884	19,019
Orissa	8,315	9,411	1,127	1,232	9,442	10,643	2,686	3,118	211	273	2,897	3,391
Punjab	45,545	42,095	9,119	9,795	54,664	51,890	7,016	8,258	1,859	2,007	8,875	10,265
Rajasthan	15,890	15,988	3,450	3,698	19,340	19,686	11,871	11,770	252	288	12,123	12,058
Uttar Pradesh	1,78,444	1,88,900	24,202	28,347	2,02,646	2,17,247	29,387	31,949	1,802	2,012	31,189	33,961
West Bengal	86,343	80,167	27,637	28,238	1,13,980	1,08,405	25,633	28,140	1,623	1,912	27,256	30,052
Delhi	9,201	9,987	4,433	5,332	13,634	15,319	4,105	4,710	791	894	4,896	5,604
Himachal Pradesh	552	652	176	222	728	874	38	52	15	17	53	69
Manipur	1,384	1,493	198	231	1,582	1,724	282	278	15	12	297	290
Nagaland	..	44	..	8	..	52	..	..	..	..	..	..
Pondicherry	100	75	23	28	123	103	175	230	60	76	235	306
Tripura	1,141	1,055	269	231	1,410	1,286	144	279	6	40	150	319
India	6,48,069	6,58,134	1,37,418	1,49,891	7,85,487	8,08,025	2,15,740	2,38,987	22,343	26,124	2,38,083	2,65,111

Table LXX—Number of Pupils Receiving General, Professional and Special Education at University Stage by States—(contd.)

State/Territory	Special Education						Grand Total					
	Boys		Girls		Total		Boys		Girls		Total	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	14	15	16	17	18	19	20	21	22	23	24	25
Andhra Pradesh	1,330	947	168	184	1,498	1,131	49,261	50,179	6,754	7,474	56,015	57,653
Assam	14	18	..	..	14	18	22,942	24,165	3,535	3,646	26,477	27,811
Bihar	2,706	2,755	65	53	2,771	2,808	85,950	85,833	5,635	6,490	91,585	92,323
Gujarat	458	550	378	550	836	1,100	35,570	40,069	7,702	8,847	43,272	48,916
Jammu & Kashmir	81	140	156	184	237	324	6,712	6,986	1,824	2,080	8,536	9,066
Kerala	374	388	174	144	548	532	27,742	31,575	10,662	13,063	38,404	44,638
Madhya Pradesh	1,011	1,385	1,087	1,558	2,098	2,943	38,730	41,867	6,410	6,679	45,140	48,546
Madras	2,131	1,851	614	805	2,745	2,656	52,703	55,284	13,068	14,387	65,771	69,671
Maharashtra	1,133	682	605	692	1,738	1,374	82,737	88,498	22,248	24,206	1,04,985	1,12,704
Mysore	343	236	62	51	405	287	42,791	42,966	7,964	8,471	50,755	51,437
Orissa	423	382	65	106	488	488	11,424	12,911	1,403	1,611	12,827	14,522
Punjab	176	311	107	73	283	384	52,737	50,664	11,085	11,875	63,822	62,539
Rajasthan	358	362	18	19	376	381	28,119	28,120	3,720	4,005	31,839	32,125
Uttar Pradesh	2,204	2,596	581	555	2,785	3,151	2,10,035	2,23,445	26,585	30,914	2,36,620	2,54,359
West Bengal	1,459	1,215	1,804	1,741	3,263	2,956	1,13,435	1,09,522	31,064	31,891	1,44,499	1,41,413
Delhi	590	551	580	590	1,170	1,141	13,896	15,248	5,804	6,816	19,700	22,064
Himachal Pradesh	54	64	9	22	63	86	644	768	200	261	844	1,029
Manipur	6	60	6	14	12	74	1,672	1,831	219	257	1,891	2,088
Nagaland	..	..	..	..	..	..	..	44	..	..	..	521
Pondicherry	..	..	..	..	..	..	275	305	83	104	358	409
Tripura	6	7	12	14	18	21	1,291	1,341	287	285	1,578	1,626
INDIA	14,857	14,500	6,491	7,355	21,348	21,855	8,78,666	9,11,621	1,66,252	1,83,370	10,44,918	10,94,991

Table LXXI—Distribution of Pupils at University Stage

Stage/Subject	Boys		Girls		Total		Increase(+) or Decrease (-)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Number	Percentage
1	2	3	4	5	6	7	8	9
General Education								
Intermediate/Pre-University Course	4,16,036	3,81,384	76,643	76,517	4,92,679	4,57,901	-34,778	- 7.1
B.A./B.Sc.	1,96,927	2,35,633	52,439	63,379	2,49,366	2,99,012	+49,646	+19.9
M.A./M.Sc.	31,828	36,873	7,664	9,215	39,492	46,088	+ 6,596	+16.7
Research	3,021	3,879	657	768	3,678	4,647	+ 969	+26.3
Post Graduate Diploma	257	365	15	12	272	377	+ 105	+38.6
TOTAL	6,48,069	6,58,134	1,37,418	1,49,891	7,85,487	8,08,025	+22,538	+ 2.9
Professional Education								
Agriculture	13,170	15,699	125	149	13,295	15,848	+ 2,553	+19.2
Commerce	73,806	77,448	680	864	74,486	78,312	+ 3,826	+ 5.1
Engineering/Technology	40,066	47,464	176	374	40,242	47,838	+ 7,596	+18.9
Forestry	614	683	..	..	614	683	+ 69	+11.2
Law	25,277	26,336	648	805	25,925	27,141	+ 1,216	+ 4.7
Medicine	29,484	32,164	7,131	8,238	36,615	40,402	+ 3,787	+10.3
Physical Education	655	745	143	159	798	904	+ 106	+13.3
Teachers' Training	25,968	31,606	13,167	15,202	39,135	46,808	+ 7,673	+19.6
Veterinary Science	5,143	5,498	36	47	5,179	5,545	+ 366	+ 7.1
Others	1,557	1,344	237	286	1,794	1,630	- 164	- 9.1
TOTAL	2,15,740	2,38,987	22,343	26,124	2,38,083	2,65,111	+27,028	+11.4
Special Education								
Music, Dancing and Other Fine Arts	2,545	2,819	3,429	3,499	5,974	6,318	+344	+ 5.9
Oriental Studies	7,935	8,427	879	959	8,814	9,386	+572	+ 6.5
Other Subjects	4,377	3,254	2,183	2,897	6,560	6,151	-409	- 6.2
TOTAL	14,857	14,500	6,491	7,355	21,348	21,855	+ 507	+ 2.4
GRAND TOTAL	8,78,666	9,11,621	1,66,252	1,83,370	10,44,918	10,94,991	+50,073	+ 4.8

was due mainly to the abolition of first year class of the intermediate stage and the introduction of the three year degree course in some States.

Among the various professional and technical courses, commerce attracted the largest number of students (78,312), followed by engineering & technology (47,838), teacher training (46,808), medicine (40,402), law (27,141), agriculture (15,876), veterinary science (5,545), physical education (904) and forestry (683). Other professional and technical courses enrolled 1,602 pupils in all. As compared to the enrolment in the previous year, the highest increase on percentage basis was reported by teacher training (19·6 per cent) followed by agriculture (19·4 per cent) engineering & technology (18·9 per cent), physical education (13·3 per cent) and forestry (11·2 per cent). In other subjects the increase in enrolment ranged from 10·3 per cent in medicine to 4·7 per cent in law.

As for special education, oriental studies enrolled the highest number of pupils (9,386), followed by music, dancing & other fine arts (6,328) and other subjects (6,151).

Co-education

Of the total number of 1,77,419 girls studying in universities, colleges and other institutions of higher education, 91,019 or 51·3 per cent were enrolled in co-educational institutions. In arts and science colleges (including university teaching departments and research institutions) out of the total number of 1,39,782 girls, as many as 70,187 or 50·2 per cent were studying in institutions for boys. The corresponding number in professional and special education colleges was 20,832 or 55·3 per cent.

The Statewise details of girls studying in co-educational institutions are shown in Table LXXII. It will be seen that there were no separate Arts & Science Colleges for girls in Himachal Pradesh, Manipur, Nagaland, Pondicherry and Tripura. Among these Union Territories, only Tripura had professional and special education college for girls. Besides, among the States, Assam was the only exception which did not have any separate colleges for girls for professional and special education. In Bihar, Jammu & Kashmir, Madras, Mysore, Punjab, Rajasthan, West Bengal and Delhi a great majority of girls were studying in girls' colleges.

Teachers

The total number of teachers in university teaching departments, colleges and other institutions of higher education increased from 55,278 (including 6,812 women) to 62,229 (including 7,832 women). This represents an overall increase of 12·6 per cent as compared to 7·8 per cent in 1959-60. Of the total, 5,589 teachers were working in university teaching departments, 36,170 in colleges for general education, 17,914 in colleges for professional education and 2,556 in colleges for special education. Table LXXIII gives Statewise details of these teachers.

Pay Scales of Teachers

The pay scales of teachers continued to vary from State to State and within the same State in private colleges from college to college. The scales of pay of different categories of teachers in university teaching departments are given in Table LXXIV.

Table LXXII—Number of Girls Studying for Higher Education

State/Territory	In Arts and Science Colleges*				In Colleges for Professional & Special Education			
	No. of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total No. of Girls	Percentage of Girls in Boys' Colleges to total No. of Girls	No. of Girls in Boys' Colleges	No. of Girls in Girls' Colleges	Total No. of Girls	Percentage of Girls in Boys' Colleges to total No. of Girls
1	2	3	4	5	6	7	8	9
Andhra Pradesh	2,695	3,329	6,024	44.7	1,360	118	1,478	92.0
Assam	2,136	1,410	3,546	60.2	100	..	100	100.0
Bihar	2,253	3,775	6,028	37.4	355	86	441	80.5
Gujarat	5,099	2,212	7,311	69.7	1,147	427	1,574	72.9
Jammu & Kashmir	186	1,559	1,745	10.7	151	1,280	1,431	10.6
Kerala	5,577	6,099	11,676	47.8	1,432	199	1,631	87.8
Madhya Pradesh	2,007	1,812	3,819	52.6	2,769	1,323	4,092	67.7
Madras	1,527	7,189	8,716	17.5	1,593	6,800	8,393	19.0
Maharashtra	15,562	3,638	19,200	81.1	4,486	776	5,262	85.3
Mysore	2,733	4,037	6,770	40.4	1,216	855	2,071	58.7
Orissa	781	453	1,234	63.3	451	57	508	88.8
Punjab	3,941	7,268	11,209	35.2	2,310	810	3,120	74.0
Rajasthan	984	3,607	4,591	21.4	338	34	372	90.9
Uttar Pradesh	8,036	4,742	12,778	62.9	1,125	643	1,768	63.6
West Bengal	13,893	14,878	28,771	48.3	1,460	2,315	3,775	38.7
Delhi	2,003	3,587	5,590	35.8	290	1,068	1,358	21.4
Himachal Pradesh	222	..	222	100.0	39	..	39	100.0
Manipur	243	..	243	100.0	94	..	94	100.0
Nagaland	8	..	8	100.0	..	..	..	..
Pondicherry	70	..	70	100.0	76	..	76	100.0
Tripura	231	..	231	100.0	40	14	54	74.1
India	70,187	69,595	1,39,782	50.2	20,832	16,805	37,637	55.3

*Includes enrolment in University Teaching Departments and Research Institutions.

Table LXXIV—Pay Scales of Teachers in University Teaching Departments

University	Lecturer	Reader	Professor
1	2	3	4
	Rs.	Rs.	Rs.
Agra*	300—20—500—EB—25—800	..	800—50—1,250.
Aligarh	250—20—350—EB—25—500	300—25—800	800—50—1,250.
Allahabad	300—20—500—EB—25—800	..	800—50—1,250.
Andhra	(i) 250—25—500 (ii) 210—15/2—300	(i) 500—30—800 (ii) 300—30/2—420—40/2—500	(i) 800—50—1,250. (ii) 500—40/2—700.
Annamalai	(i) 180—10—300 (Engg. & Tech.) (ii) 150—10—300 (Others)	250—25—400—20—500	(i) 400—25—700—EB—40—900 (Engg. & Tech.). (ii) 400—20—700.
Banaras	(i) 350—350—380—380—30— 590—EB—30—770—40—850 (ii) 250—20—450—25—600 (Others).	(i) 600—40—1,000—50/2—1,150 (Tech. College). (ii) 500—25—800 (Others).	(i) 1,000—50—1,740 (Tech. Colleges). (ii) 800—50—1,250 (Others).
Baroda	(i) 500—30—800 (Medicine) (ii) 250—15—400—EB—20— 500—25—600 (Medicine). (iii) 250—20—350—25—500 (Others).	500—25—800.	(i) 1,300—70—1,440—60—1,500 (Medicine). (ii) 1,000—50—1,400 (Medicine). (iii) 800—50—1,250 (Others).
Bhagalpur	200—20—220—25—320—EB— 25—670—EB—20—750.	350—25—650—EB—35—1,000	850—50—1,250.
Bihar	£	£	£
Bombay	300—25—600	500—25—800	800—50—1,250.
Burdwan	(i) 300—25—750 (ii) 250—25—500	500—25—800	800—50—1,250.

Calcutta	250—25—500—EB—25—600	500—50/2—700	800—50—1,200.
Delhi	250—25—500—30—560	500—25—800	800—40—1,000—EB—50—1,250.
Gauhati	250—20—450—25—600	500—25—800	800—40—1,000—50—1,250.
Gorakhpur	300—20—500—EB—25—800		800—50—1,250.
Gujarat	250—25—500	500—25—800	800—50—1,250.
Jabalpur	250—25—500	500—30—800	800—50—1,250.
Jadavpur	(i) 350—350—380—30—590— EB—30—770—40—850 (Engg. & Tech.) (ii) 250—25—500 (Others).	(i) 600—40—1,000—50/2—1,150 (Engg. & Tech.) (ii) 500—25—800 (Others).	(i) 1,000—50—1,500 (Engg. & Tech.) (ii) 800—50—1,250 (Others).
Jammu & Kashmir	250—25—600	500—25—600—40—800	800—50—1,250.
Karnatak	250—20—350—25—500	500—25—800	800—50—1,250.
Kerala	250—25—500	500—25—800	800—50—1,250.
Kurukshetra	(i) 300—25—650 (ii) 250—20—450—25—650.	500—30—800	
Lucknow	(i) 250—25—400—30—700—50 850 (Non-clinical). (ii) 300—20—500—25—800 (Others).	(i) 600—30—900 (Non-clinical) (ii) 500—30—800 (Clinical).	(i) 1,100—40—1,340 (Non-clinical). (ii) 900—40—1,140 (Clinical). (iii) 800—50—1,250 (Others).
Madras	200—15—350—20—450—25— 500	400—25—600	750—50—1,000.

*Scales relate to University Colleges.

There is no classification of teachers according to designation. Teachers are appointed in class I and class II Services.

Class I—Rs. 350—25—650—EB—35—1,000.

Class II—Rs. 200—20—220—25—320—EB—25—670—EB—20—750.

Table LXXIV—Pay Scales of Teachers in University Teaching Departments—(Contd.)

1	2	3	4
	Rs.	Rs.	Rs.
Marathwada	250—20—350—25—500 . . . . .	. . . . .	800—50—1,250.
Mysore*	200—10—250—20—450	250—20—350—25—500	(i) 700—40—900—50—1,000. (ii) 400—25—550—30—700—40—820.
Nagpur	(i) 250—25—500 (ii) 225—225—250—15—400.	(i) 500—25—800 (ii) 400—50—600—40—800.	(i) 800—50—1,000—50—1,250. (ii) 800—40—1,000—50—1,250.
Osmania*	250—20—450—EB—25—550	400—25—550—EB—30—700	600—40—1,000—EB—50—1,200.
Punjab	250—20—450—25—650	500—30—800	800—50—1,250.
Patna	200 to 750	300—1,000; 350-750; 350-800	850—1250
Poona	250—20—500	500—25—800	800—50—1,250.
Rajasthan	300—25—500—EB—30—770	550—40—950	900—50—1,400.
Ranchi	200—20—220—25—320—EB— 25—670—EB—20—750.	350—25—650—EB—35—1,000	850—50—1,250.
Roorkee	250—25—400—EB—30—700— EB—50—850.	500—50—1,000—EB—50—1,200	(i) 2,000—100—2,500. (ii) 1,750—50—2,000. (iii) 1,350—50—1,750.
S. V. Vidyapeeth	250—20—350—25—500	500—25—800	800—50—1,250.
Saugar	300—25—600—EB—30—900	500—30—800—EB—30—30—40—900	900—50—1,350.

S, N, D. T. Women's*	(i) 200—15—350 (ii) 150—15—250.	500—30—800	300—20—500.
Sri Venkateshwara *	250—25—500	400—25—600	750—50—1,000.
U.P. Agricultural	250—25—400—EB—30—700— EB—50—850.	..	1,000—50—1,400.
Utkal	(i) 360—25—435—EB—25—610 —EB—30—700. (ii) 200—15—260—EB—25—435 —EB—25—610—EB—30— 700.	(i) 510—30—570—EB—30—690—30— 780—EB—40—860. (ii) 300—20—320—25—420—30—570— —EB—30—690—30—780—EB—40— 860.	(i) 800—50—1,250. (ii) 600—40—960.
Vikram	(i) 300—20—600 (ii) 250—20—500.	700—40—1,100	1,000—50—1,250.
Visva Bharati*	(i) 200—20—400—EB—25—450 (ii) 150—15—270—EB—15—300	400—25—700	700—50—1,000—50—1,250.

*Scales relate to University Colleges.

Table LXXIII—Number of Teachers in Universities and Colleges by States

State/Territory	In University Teaching Departments		In Colleges for* General Education		In Colleges for Professional Education		In Colleges for Special Education		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	All Persons
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh	358	12	2,601	433	1,062	137	207	10	4,228	592	4,820
Assam	116	4	788	67	275	8	18	..	1,197	79	1,276
Bihar	241	5	2,598	237	846	17	81	2	3,766	261	4,027
Gujarat	79	6	1,372	183	1,045	42	115	34	2,611	265	2,876
Jammu & Kashmir	22	1	293	44	54	9	82	55	451	109	560
Kerala	27	5	1,636	534	501	94	55	9	2,219	642	2,861
Madhya Pradesh	191	4	1,855	180	1,465	112	305	42	3,816	338	4,154
Madras	347	10	2,182	705	1,924	542	170	25	4,623	1,282	5,905
Maharashtra	257	12	3,036	675	2,529	216	132	30	5,954	933	6,887
Mysore	61	1	1,847	278	1,347	151	118	1	3,373	431	3,804
Orissa	39	4	555	60	297	12	83	..	974	76	1,050
Punjab	146	7	2,067	421	890	137	32	10	3,135	575	3,710
Rajasthan	41	4	1,524	263	606	14	223	2	2,394	283	2,677
Uttar Pradesh	2,089	159	3,161	331	837	107	149	3	6,236	600	6,836
West Bengal	1,003	22	4,309	732	1,790	114	324	52	7,426	920	8,346
Delhi	297	19	702	199	456	144	15	43	1,470	405	1,875
Himachal Pradesh	..	..	94	9	10	1	16	..	120	10	130
Manipur	..	..	67	4	..	..	103	2	170	6	176
Nagaland	..	..	4	..	..	..	..	..	4	..	4
Pondicherry	..	..	31	12	73	8	..	..	104	20	124
Tripura	..	..	78	3	42	..	6	2	126	5	131
India	5,314	275	30,800	5,370	16,049	1,865	2,234	322	54,397	7,832	62,229

*Includes Research Institutions.

Evening Colleges

During the year, 95 colleges ran evening courses, as against 8 colleges in the previous year. Of these, 74 were affiliated to universities and the rest non-affiliated. The total number of students enrolled in the colleges decreased from 35,521 to 34,714 (including 3,240 girls). The number of teachers in these colleges increased from 1,489 to 1,726. The Statewise statistics of these colleges are given in Table LXXV. These statistics are, however, already included in the data on students and teachers given in the earlier paragraphs.

Table LXXV—Statistics of Evening Colleges

State/Territory	No. of Colleges	Number of Pupils on Rolls			Number of Teachers		
		Boys	Girls	Total	Men	Women	Total
1	2	3	4	5	6	7	8
Andhra Pradesh	1	7	..	7	25	2	27
Assam	18	5,759	20	5,779	299	9	308
Bihar	8	3,160	149	3,309	157	13	170
Gujarat	1	267	2	269	8	..	8
Kerala	1	303	23	326	12	..	12
Madhya Pradesh	12	1,623	117	1,740	73	7	80
Madras	1	85	4	89	24	5	29
Maharashtra	3	2,071	75	2,146	53	2	55
Punjab	4	389	40	429	20	3	23
Rajasthan	1	170	1	171	12	..	12
Uttar Pradesh	18	3,035	731	3,766	142	5	147
West Bengal	19	10,670	1,940	12,610	661	36	697
Delhi	6	3,667	75	3,742	131	4	135
Manipur	2	268	63	331	21	2	23
TOTAL	95	31,474	3,240	34,714	1,638	88	1,726

Expenditure

The expenditure on colleges for general, professional and special education and other institutions of higher education including universities and research institutions increased from Rs. 47,70,06,230 in 1959-60 to Rs. 54,46,93,590 in 1960-61. This gives an increase of 14.2 per cent. Of the total, universities accounted for an expenditure of Rs. 14,13,88,805 (25.9 per cent), arts and

science colleges including research institutions Rs. 23,61,38,868 (43·4 per cent), professional education colleges Rs. 15,80,40,865 (29·0 per cent) and special education colleges Rs. 91,25,051 (1·7 per cent). The corresponding figures for the previous year were : universities Rs. 12,81,08,673 (26·9 per cent), arts and science colleges and research institutions Rs. 20,99,98,319 (44·0 per cent), colleges for professional education Rs. 13,11,84,212 (27·5 per cent) and colleges for special education Rs. 77,15,026 (1·6 per cent). The percentage of increase in the expenditure was of the order of 10·4 per cent in 1960-61 and 10·6 per cent in 1959-60 in respect of universities, 12·4 per cent in 1960-61 and 14·3 per cent in 1959-60 in respect of arts and science colleges including research institutions, 20·5 per cent in 1960-61 and 17·2 per cent in 1959-60 in respect of professional education colleges and 18·3 per cent in 1960-61 and 9·2 per cent in 1959-60 in respect of special education colleges.

The distribution of the total direct expenditure among the various sources of income is given in Table LXXVI below.

Table LXXVI—Total Direct Expenditure on Universities and Colleges by Sources

Source	1959-60		1960-61	
	Amount	Per-centage	Amount	Per-centage
	Rs.		Rs.	
Government Funds	24,50,71,776	51·4	28,94,64,621	53·1
Local Board Funds	28,34,856	0·6	20,96,106	0·4
Fees	16,64,77,088	34·9	18,92,47,494	34·7
Endowments	1,93,15,888	4·0	2,12,03,930	3·9
Other Sources	4,33,06,622	9·1	4,26,81,439	7·9
TOTAL	47,70,06,230	100·0	54,46,93,590	100·0

Government grants and fees constituted the most important source of income for running universities, colleges and other institutions for higher education. These formed 53·1 per cent and 34·7 per cent respectively of the total direct expenditure on these institutions. The contribution of local boards was insignificant (0·4 per cent). The remaining expenditure was met from endowments (3·9 per cent) and other sources (7·9 per cent).

The break-up of the total direct expenditure on universities and colleges according to management was : government colleges Rs. 17,86,53,411 (32·8 per cent), local board colleges Rs. 23,16,909 (0·4 per cent), and private bodies colleges Rs. 36,37,23,270 (66·8 per cent). The corresponding percentages for the previous year were 33·1 per cent, 0·7 per cent and 66·2 per cent respectively.

The average annual cost per pupil in arts and science colleges (excluding research institutions) was Rs. 339·4 as against Rs. 306·4 in 1959-60. The cost also increased in colleges for professional education from Rs. 758·4 to Rs. 813·4 and in colleges for special education from Rs. 327·0 to Rs. 360·7. In the case of professional education colleges, the cost varied considerably from one type of education to another as shown in cols. (15) and (16) of Table CI of Chapter VIII.

The distribution of the total direct expenditure on universities, arts and science colleges (including research institutions), professional and special education colleges in the different States during the years 1959-60 and 1960-61 is shown in Table LXXVII. It will be seen from cols. (12) and (13) of this table that the expenditure increased in all the States and Union Territories except Delhi.

Maharashtra led all the States by reporting the highest increase in the expenditure on higher education. This was of the order of Rs. 1,11,14,362, followed by Uttar Pradesh (Rs. 87,81,230) and West Bengal (Rs. 65,63,012). The lowest increase was reported by Jammu & Kashmir (Rs. 2,99,035). On percentage basis, however, the first position was occupied by Kerala (29·4 per cent) and the last by Madras (7·0 per cent). Among the Union Territories, the first and the last positions were occupied by Pondicherry (131·0 per cent) and Manipur (17·7 per cent).

The variations in the total direct expenditure incurred on universities and colleges to the total direct expenditure on education in different States are indicated in col. (15). It varied from 13·3 per cent in Kerala to 27·0 per cent in West Bengal among the States and from 1·9 per cent in Nagaland to 40·9 per cent in Pondicherry among the Union Territories.

Cols. (16) to (20) of Table LXXVII indicate the extent to which the total direct expenditure on universities and colleges in different States was met from various sources. As far as the States are concerned, Government contributed major share of the expenditure in 8 States, varying from 50·2 per cent in Madras to 74·1 per cent in Jammu & Kashmir. In other States, its share was less, the least being in Punjab (30·9 per cent). Fees met between 22·2 per cent of the expenditure in Jammu & Kashmir to 47·7 per cent in Punjab. The share of endowments and other sources varied from 2·9 per cent in Assam to 24·1 per cent in Andhra Pradesh. The contribution of the local boards was insignificant in all the States. In all the Union Territories, major share of the expenditure was borne by the Government, the largest being in Himachal Pradesh (87·5 per cent) and the least in Pondicherry (51·5 per cent).

Figures in cols. (21) to (23), give the average annual cost per pupil in arts and science colleges (excluding research institutions), professional colleges and special education colleges. There were, as usual, wide variations from State to State.

Scholarships and stipends

A brief account of the various schemes of scholarships, stipends and other financial assistance that were in force during 1960-61 for the poor and deserving students pursuing higher studies is given below :—

(i) A sum of Rs. 2·22 crores was given to States and Union Administrations for the implementation of the Scheme for the award of scholarships to Scheduled Castes, Scheduled Tribes and other Backward Classes students for Post-Matriculation studies in India. In addition, the State Governments also utilised funds from their own resources. Under this scheme, 42,071 scholarships were awarded to Scheduled Caste students, 6,877 to Scheduled Tribes students and 14,421 to other Backward Class students involving an expenditure of Rs. 1,67,82,412; Rs. 30,95,814 and Rs. 87,97,490 respectively.

Table LXXVII—Direct Expenditure on Universities and Colleges by States

States/Territory	Universities		Arts & Science Colleges*		Colleges for Professional Education		Colleges for Special Education		Total	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	1,07,95,932	1,29,19,326	1,42,15,701	1,57,48,843	87,13,994	1,02,35,474	5,13,900	5,82,116	3,42,39,527	3,94,85,759
Assam	26,78,000	29,81,475	40,78,433	46,10,736	26,43,386	32,21,944	8,711	24,271	94,08,530	1,08,38,426
Bihar	50,29,181	45,42,899	1,39,15,632	1,52,28,061	68,78,073	88,73,701	2,34,247	3,39,640	2,60,77,133	2,81,86,301
Gujarat	78,50,414	1,09,97,477	1,01,65,324	1,15,93,570	72,85,362	85,88,532	6,42,235	9,66,061	2,59,43,355	3,21,05,640
Jammu & Kashmir	8,60,265	8,63,341	14,77,652	16,37,934	6,35,401	7,38,577	2,49,746	2,56,247	32,17,064	35,16,099
Kerala	32,87,167	46,37,492	90,78,737	1,16,42,271	36,52,847	44,82,240	1,66,358	1,77,725	1,61,85,109	2,09,39,728
Madhya Pradesh	46,60,001	66,60,722	1,19,13,641	1,29,29,981	1,10,96,250	1,33,17,983	9,41,490	10,81,876	2,86,11,292	3,39,80,562
Madras	94,04,208	93,79,490	1,49,51,064	1,54,67,535	1,34,09,034	1,54,89,912	5,62,201	6,71,015	3,83,26,527	4,10,07,952
Maharashtra	1,24,76,984	1,34,03,734	2,33,50,245	2,73,92,209	1,85,56,002	2,45,64,108	9,64,816	11,03,158	5,53,48,847	6,64,63,208
Mysore	29,57,974	33,95,603	1,30,07,295	1,34,90,350	65,97,888	89,77,394	2,48,755	2,88,170	2,28,11,127	2,61,31,517
Orissa	10,99,692	10,80,761	33,36,280	37,77,921	18,97,482	25,59,390	1,94,742	2,20,304	65,28,206	76,38,376
Punjab	93,88,222	98,25,238	1,28,73,959	1,49,96,165	74,63,334	94,80,337	18,074	1,04,052	2,97,43,593	3,44,05,982
Rajasthan	17,20,277	19,94,278	90,84,033	1,06,96,884	44,86,083	59,02,325	6,28,729	6,67,420	1,59,19,122	1,92,60,907
Uttar Pradesh	3,69,79,532	4,03,75,085	2,51,41,404	3,02,38,275	87,42,889	89,44,404	7,23,889	8,11,180	7,15,87,714	8,03,68,844
West Bengal	1,45,35,504	1,43,83,143	2,61,96,216	3,12,75,737	1,81,92,405	1,96,84,720	8,55,626	10,27,163	5,97,79,751	6,63,42,763
Delhi	43,85,320	39,48,741	1,58,67,684	1,28,23,529	1,01,49,199	1,26,80,169	7,22,534	7,03,402	3,11,24,757	3,01,65,841
Himachal Pradesh	..	..	5,16,562	8,10,629	57,873	97,088	..	35,970	5,74,435	9,63,487
Manipur	..	..	3,84,845	4,36,797	..	..	14,517	33,325	3,99,362	4,70,122
Nagaland	..	..	..	61,200	..	..	..	..	..	61,200
Pondicherry	..	..	58,888	7,99,067	6,47,385	8,22,874	..	..	7,06,473	16,31,941
Tripura	..	..	3,84,724	5,21,174	79,916	1,65,494	10,566	12,156	4,74,306	6,98,824
India	12,81,08,673	14,13,88,805	20,99,98,319	23,61,38,868	13,11,84,212	15,86,40,866	77,15,026	91,25,051	47,70,06,230	54,46,93,590

* Includes Research Institutions also.

Table LXXVII—Direct Expenditure on Universities and Colleges by States (contd.)

State/Territory	Increase (+) Decrease (—)		% of Total Direct Expenditure on Education		Percentage of Expenditure (1960-61) met from					Average Annual Cost Per Pupil (1960-61)		
	Amount	Per- centage	1959-60	1960-61	Govt. Funds	Local Board Funds	Fees	Endow- ments	Other Sources	In Arts and Science Colleges	In Colleg- es for Prof. Education	In Colleg- es for Special Education
1	12	13	14	15	16	17	18	19	20	21	22	23
Andhra Pradesh	+ 52,46,232	+ 15.3	15.7	20.0	48.9	0.1	26.9	10.5	13.6	371.3	893.9	643.2
Assam	+ 14,29,896	+ 15.2	18.1	16.4	52.1	0.1	44.9	1.7	1.2	194.0	1,268.5	1,348.4
Bihar	+ 21,09,168	+ 8.1	19.9	19.0	48.7	0.0	43.4	0.9	7.0	208.5	689.7	587.6
Gujarat	+ 61,62,285	+ 23.8	19.2	21.2	42.5	0.9	45.3	0.6	10.7	376.6	530.0	738.0
Jammu & Kashmir	+ 2,99,035	+ 9.3	14.5	20.1	74.1	..	22.2	1.6	2.1	204.1	1,347.4	132.9
Kerala	+ 47,54,619	+ 29.4	11.5	13.3	47.2	..	43.9	0.0	6.9	312.8	630.1	323.7
Madhya Pradesh	+ 53,79,270	+ 16.8	20.2	20.8	68.7	0.1	22.6	1.7	6.9	421.4	812.7	245.4
Madras	+ 26,81,425	+ 7.0	19.1	18.0	50.2	0.0	34.9	13.9	1.0	361.6	489.9	360.6
Mgharashtra	+ 1,11,14,362	+ 20.0	18.1	18.6	40.5	2.4	47.1	1.0	9.0	353.4	733.1	586.8
Mysore	+ 33,40,390	+ 14.6	17.5	19.3	54.3	0.1	38.9	..	6.7	399.5	507.1	153.3
Orissa	+ 11,10,170	+ 17.0	15.6	15.9	64.2	..	25.6	2.8	7.4	347.5	883.1	375.9
Punjab	+ 46,62,399	+ 13.7	20.3	24.6	30.9	0.2	47.7	16.7	4.5	281.4	917.9	113.8
Rajasthan	+ 33,41,785	+ 21.0	19.4	19.4	65.4	..	34.8	8.2	1.6	365.0	1,033.5	314.1
Uttar Pradesh	+ 87,81,230	+ 12.3	25.6	26.2	59.2	0.0	24.2	1.4	15.2	443.2	1,042.9	420.1
West Bengal	+ 65,63,012	+ 11.0	26.5	27.0	57.8	0.0	37.1	0.8	4.4	274.7	1,505.3	297.4
Delhi	+ 9,38,916	+ 3.1	46.4	38.1	76.3	0.0	17.9	0.8	5.0	795.0	2,928.7	1,070.6
Himachal Pradesh	+ 3,89,052	+ 67.7	7.8	10.6	87.6	..	12.4	..	0.1	914.9	1,703.3	648.5
Manipur	+ 70,760	+ 17.7	8.4	6.4	53.9	1.9	41.1	3.1	..	216.9	..	90.0
Nagaland	+ 61,200	..	..	1.3	81.7	..	..	..	..	1,176.9	..	..
Pondicherry	+ 9,25,468	+ 131.0	25.5	40.9	51.5	..	3.3	..	18.3	852.8	2,721.8	..
Tripura	+ 2,24,518	+ 47.3	6.0	8.0	76.4	..	22.9	0.2	0.5	377.4	738.8	578.9
Total	+6,76,87,360	+ 14.2	20.3	21.2	53.1	0.4	34.7	3.9	7.9	339.4	813.4	360.7

(ii) 23 scholarships each of the value of Rs. 250 were awarded to students under the scheme of scholarships to young workers in different cultural fields, for pursuing studies in cultural subjects such as Hindustani Music, Bharat Natyam, Kathakali, Karnatak Music and Fine Arts etc.

(iii) With a view to deriving benefit from the presence of a large number of refugee Tibetan Lamas in India, eight Fellowships of the value of Rs. 300 per month each were instituted at the (i) Sanskrit University, Varanasi, (2) Namgyal Institute of Tibetology, Gangtok, (3) Visva-Bharati, Santiniketan and (4) Delhi University, Delhi for conducting research work in Sanskrit, Pali and Tibetan languages.

(iv) Twenty five scholarships of the value of Rs. 50 per month were sanctioned for the under-graduate Tibetan Lama students in India for completing their studies at degree level at the Sanskrit University, Varanasi, Nar Nalanda Maha Vihara and Namgyal Institute of Tibetology, Gangtok.

(v) 122 Tibetan refugee students continued to enjoy educational facilities, including free food and clothing at the Inchey School, Gangtok.

(vi) In order to assist poor but meritorious students, 930 scholarships were awarded to the fresh entrants to technical institutes. 1,040 scholarships sanctioned in 1959 were also continued.

(vii) As many as 20 fresh scholars were selected and 7 scholars selected during the earlier years continued their work at various research centres for Science and Technology under the Research Fellowship Scheme.

(viii) Two hundred scholarships were offered under the Government of India Scheme of Post-Matric Merit Scholarships.

(ix) One hundred scholarships were offered to students who had taken a Master's or equivalent degree and wanted to pursue advance research in any branch of Humanities.

(x) One hundred and ten scholarships were available to students from non-Hindi speaking States for University Education in Hindi.

(xi) To promote research in various branches of Science and Technology the scholarships sanctioned earlier under the Research and Training scholarship Scheme were continued and some new scholarships were sanctioned.

(xii) The scheme of instituting 100 post-graduate merit scholarships of the value of Rs. 100 each to enable the deserving students to continue their post-graduate academic work in any Science subject that was approved by U.G.C. in 1958-59, was implemented in 1960-61 while 50 more such scholarships were created during 1960-61 raising the total number of such scholarships to 150. The amount of Rs. 0.25 lakhs was sanctioned during 1960-61 for the purpose. Besides, 93 scholarships of the value of Rs. 200 p.m. for post-graduate research work in Science subjects were awarded and a sum of Rs. 2.50 lakhs was paid.

(xiii) The U.G.C. scheme of awarding 80 post-graduate and 50 research scholarships of the value of Rs. 100 and Rs. 200 respectively to enable the deserving and talented students to continue their post-graduate studies in Humanities and Social Science was continued during the year under review.

(xiv) Under the scheme under which the U. G. C. had instituted 70 Post-Doctorate fellowships of the value of Rs. 300 per month and 40 senior research fellowships of the value of Rs. 500 per month for continuing study and research in Science, Engineering and technological subjects, and which was implemented in 1959-60, Rs. 0.69 lakhs in the form of fellowships was paid to 38 candidates in the year under report. Besides, U. G. C. instituted during the year 30 research fellowships in engineering and technological subjects of the value of Rs. 400 per month. 19 candidates were awarded fellowships and an amount of a little over Rs. 0.44 lakhs was paid. Each of these fellowships carried in addition to the monthly fellowships a grant of Rs. 1,000 per annum as contingent expenditure.

(xv) The Students' Aid Fund Scheme, sponsored by the U. G. C. to render financial assistance to poor and deserving students was continued. During the year 642 institutions received grants amounting to Rs. 8 lakhs on this account.

(xvi) In pursuance of the decision of Government of India that the schemes relating to the award of scholarships from all sources be dealt with by the Ministry of Education, the U. G. C. decided during the year under report to transfer the scheme of scholarships to the Ministry of Education in the Third Plan period, *i. e.*, with effect from April, 1961.

Besides, Indian students continued to receive assistance for higher studies abroad and so also foreign students for studies in India. The various Central and other schemes for the purpose that were continued during the year were : (i) Agatha Harrison Fellowship, (ii) Central Overseas Scholarships Scheme, (iii) Foreign Language Scholarship Scheme, (iv) Fully Paid Overseas Scholarship Scheme, (v) Programme for Exchange of Scholars between India and China, India and Rumania (vi) Overseas Scholarship and Passage Grant for Scheduled Castes, Scheduled Tribes and other Backward communities (vii) Union Territories Overseas Scholarships, Scholarships and fellowships instituted under United Nations and UNESCO, the Commonwealth Education Co-operation Plan and Programmes for exchange of scholars between India and other foreign countries, scholarships offered by (i) Foreign Governments and (ii) Foreign institutions.

During 1960-61, the total expenditure on scholarships and stipends in universities and colleges amounted to Rs. 5,78,58,945. A sum of Rs. 1,66,39,504 was expended on other financial concessions and an amount of Rs. 1,42,63,329 was foregone on account of free studentships.

Examination Results

Table on page 182 gives the results of intermediate, degree and post-graduate examinations held during 1959-60 and 1960-61.

The Statewise details of the results of these examinations is given in Table LXXVIII.

RESULTS OF EXAMINATION

Examination	Number Appeared		Number Passed		Pass Percentage	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61
	2	3	4	5	6	7
Pre-University (Arts & Science)	1,53,885	2,14,997	64,848	92,288	42·2	42·9
*I.A.	2,36,146	2,01,340	87,615	80,754	37·1	40·1
I.Sc.	96,188	84,370	41,526	34,977	43·2	40·0
B.A. (Pass/Hons.)	1,35,347	1,42,273	58,452	65,138	43·2	45·8
B.Sc. (Pass/Hons.)	50,506	61,666	22,397	27,814	44·3	45·1
M.A.	19,854	23,276	16,343	18,948	82·3	81·4
M.Sc.	5,010	6,304	3,971	4,737	79·3	75·1
Pre-Professional	13,920	7,475	6,145	4,670	44·1	62·5
Professional Subjects†	83,843	93,417	53,354	60,163	60·5	64·4

*In Andhra Pradesh and Madras, I.A. includes I.Sc. also.

†The figures relate to degree and equivalent diploma examinations.

OUTPUT OF GRADUATES 1960-61

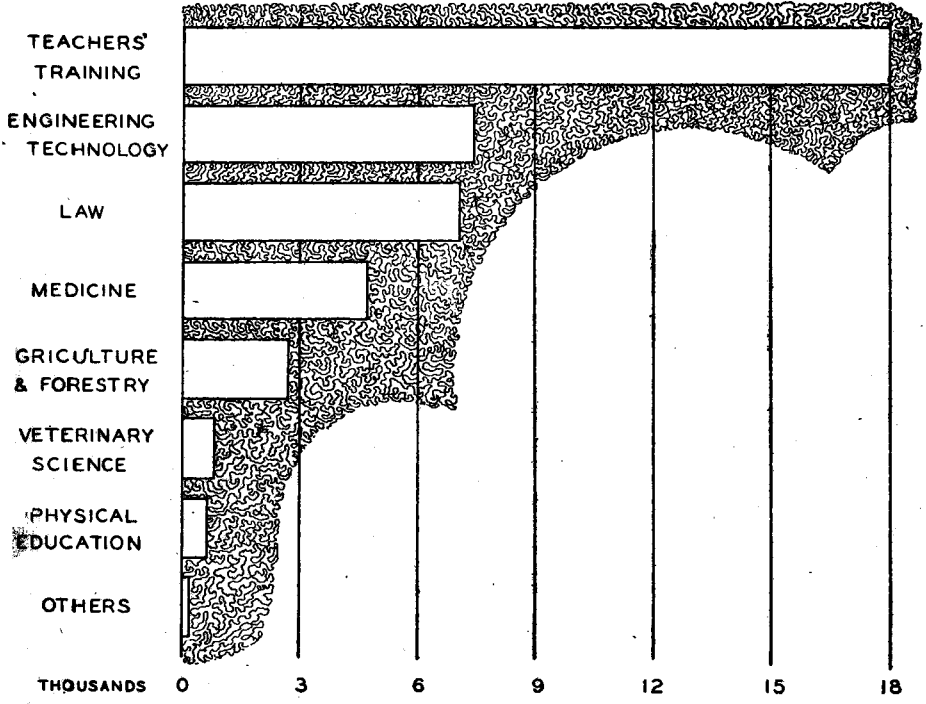
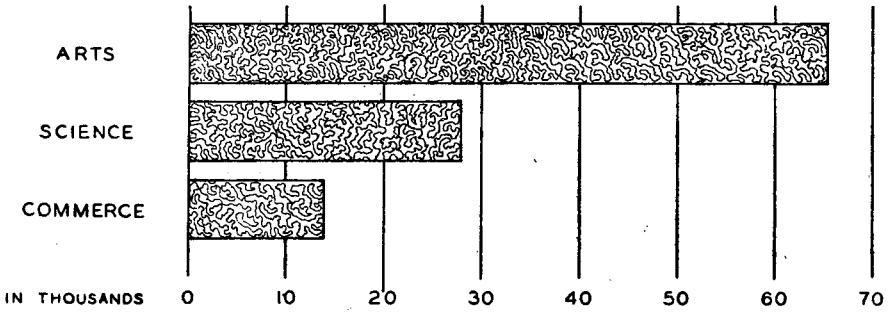


Table LXXVIII—Number of Passes in different University Examinations 1960-61

State/Territory	Intermediate Arts			I.Sc.			B.A./B.A. (Hons.)			B.Sc./B.Sc.(Hons.)			M.A.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	379	42	421*	..	..	..	2,444	447	2,891	1,830	392	2,222	200	61	261
Assam	3,266	682	3,948	1,218	66	1,284	1,073	243	1,316	294	25	319	167	43	210
Bihar	5,852	425	6,277	1,436	18	1,454	6,434	776	7,210	1,255	41	1,296	1,711	146	1,857
Gujarat	2,982	1,324	4,306	2,313	260	2,573	2,591	1,212	3,803	887	83	970	300	140	440
Jammu & Kashmir	331	203	534	785	119	904	260	104	364	234	40	274	59	27	86
Kerala	..	..	..	..	..	..	1,272	513	1,785	2,055	886	2,941	203	107	310
Madhya Pradesh	6,061	698	6,759	471	54	525	2,713	769	3,482	630	81	711	980	270	1,250
Madras	151	12	163*	..	..	..	1,754	429	2,183	2,261	665	2,926	353	102	455
Maharashtra	1,846	2,831	4,677	2,612	661	3,273	4,438	3,167	7,605	3,364	755	4,119	939	499	1,438
Mysore	..	..	..	..	..	..	1,515	636	2,151	2,265	425	2,690	294	77	371
Orissa	634	54	688	262	17	279	902	113	1,015	255	10	265	117	17	134
Punjab	5,171	2,218	7,389	4,002	95	4,097	4,533	2,124	6,657	831	64	895	1,421	433	1,854
Rajasthan	3,411	607	4,018	578	60	638	1,861	493	2,354	488	48	536	784	252	1,036
Uttar Pradesh	17,367	5,914	23,281	11,637	678	12,315	9,046	3,104	12,150	3,779	267	4,046	5,380	1,537	6,917
West Bengal	12,376	5,122	17,498	6,873	571	7,444	5,205	3,264	8,469	2,918	292	3,210	1,055	557	1,612
Delhi	..	..	..	..	..	..	691	721	1,412	274	54	328	500	217	717
Himachal Pradesh	32	35	67	31	1	32	16	13	29	3	..	3	..	..	..
Manipur	320	27	347	47	3	50	94	3	97	24	3	27	..	..	..
Nagaland	7	..	7	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	..	1	1	14	1	15	13	5	18	..	..	..	..	..	..
Tripura	286	87	373	87	7	94	121	26	147	54	2	36	..	..	..
INDIA	60,472	20,282	80,754	32,366	2,611	34,977	46,976	18,162	65,138	23,681	4,133	27,814	14,463	4,485	18,948

*Includes Science also.

Table LXXVIII—Number of passes in different University Examinations 1960-61—(Contd).

State/Territory	M.Sc.			Research (including Prof. & Other subjects)			Prof. (Degrees & equivalent Diploma only)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	17	18	19	20	21	22	23	24	25
Andhra Pradesh.	285	51	336	35	4	39	3,361	394	3,755
Assam	67	4	71	..	..	..	478	29	507
Bihar	315	18	333	19	1	20	3,684	162	3,846
Gujarat	204	25	229	15	1	16	2,200	239	2,439
Jammu and Kashmir	8	..	8	..	..	..	163	103	266
Kerala	124	47	171	5	..	5	2,312	801	3,113
Madhya Pradesh	161	12	173	3	1	4	3,592	256	3,848
Madras	386	110	496	21	4	25	3,880	539	4,419
Maharashtra	476	60	536	533	213	746	5,571	920	6,491
Mysore	405	47	452	10	3	13	3,068	239	3,307
Orissa	28	2	30	..	..	..	704	53	757
Punjab	74	7	81	14	1	15	2,772	1,431	4,203
Rajasthan	176	45	221	..	..	..	2,000	77	2,077
Uttar Pradesh	1,033	105	1,138	177	28	205	10,941	1,144	12,085
West Bengal	298	76	374	92	17	109	7,438	539	7,977
Delhi	67	21	88	35	10	45	774	232	1,006
Himachal Pradesh	..	..	..	..	..	..	37	17	54
Manipur	..	..	..	..	..	..	26	4	30
Nagaland	..	..	..	..	..	..	..	..	..
Pondicherry	..	..	..	..	..	..	..	..	..
Tripura	..	..	..	..	..	..	44	..	44
INDIA	4,107	630	4,737	959	283	1,242	53,045	7,179	60,224

CHAPTER VII

TRAINING OF TEACHERS

Qualitative improvement of education depends largely on the adequate supply of trained teachers. Not only for the training of existing untrained teachers, but also in view of heavy programmes of educational expansion proposed for the Third Five Year Plan, the need for increasing facilities for teacher training became all the greater. With this end in view, strenuous efforts were made by the States to expand these facilities as much as possible within the Second Plan itself. This was done both by increasing the intake capacity of the existing training institutions as well as by opening new institutions. Refresher courses, orientation courses, and seminars were also conducted to improve the efficiency of the working teachers. As a result of these efforts, the percentage of trained teachers improved from 61 to 64 at the primary level and from 60 to 68 at the secondary level. The significance of these efforts will be better appreciated if the total increase in the number of trained teachers in primary and secondary schools during the Second Plan period is considered which was more than 2.70 lakhs. The actual number of teachers trained during these five years will be still greater if the number of trained teachers who replaced the trained teachers who either retired or died or left service were also taken into consideration.

The extension service departments of training colleges continued to do good work in this field. Their number stood at 54 at the end of 1960-61—the same as in 1959-60. These departments provided consulting services to secondary schools and covered nearly 5,000 of them, which came to nearly one-third of the total number of high and higher secondary schools in the country.

During the year, nine seminars for subject teachers and six seminars for headmasters were organised by N.C.E.R.T. In addition, three follow-up workshops of headmasters, two conferences and a seminar-cum-training course for headmasters of multipurpose schools were also conducted. A working group of selected teachers of technology, agriculture and commerce met to prepare institutional material for teachers of these subjects. It was proposed to establish 4 regional training colleges for training teachers in various subjects of diversified courses introduced in multipurpose schools. The first National Seminar of primary school teachers was organised at New Delhi in October 1960 under the auspices of the Central Government.

A brief account of the developments in the field of teacher training in the various States and Union Territories, is given below.

Andhra Pradesh

Orientation training was given to the untrained primary teachers for a period of 2 months. The Government sanctioned stipends at the rates of Rs. 35 p. m. for Secondary Grade Training and Rs. 30 p. m. for Higher Elementary Grade Training in the Andhra Region. These rates were already sanctioned in the Telangana region in the previous year. Provision was made also for Senior Training classes in the Training Sections opened for freshers at 10 centres in the Telangana region.

The Government Training college at Kurnool introduced the M. Ed. degree course for the first time during this year.

Assam

Training centres were organised to orientate primary teachers. The training at these centres lasted for nearly 15 days and each batch consisted of 50 teachers. Steps were also taken to increase facilities for the training of teachers for newly established multipurpose schools.

Bihar

The State Government constituted a Committee to revise the syllabus of English, method in teacher training colleges and to select suitable text books for diploma in education course. The following grants were sanctioned for improving facilities for teacher training in the State :

- (a) Rs. 3,000 for conducting a 15-day training course in Cooperation in teacher schools.
- (b) Rs. 49,960 for holding a short term training course, at the divisional level during summer vacations, for training matriculate and intermediate passed teachers of high schools in the new method of English Language.
- (c) Rs. 60,000 for producing books and equipment to improve senior training schools.
- (d) Rs. 38,200 for upgrading Women's training classes at Muzaffarpur and Gaya into Junior Teacher Training Schools.
- (e) Rs. 71,250 for imparting reorientation training to 2,250 teachers of primary and middle schools.
- (f) Rs. 3,924 for organising a 22-day training course in the method of English teaching for 48 English teachers of teacher training schools.

Gujarat

One secondary training college and 9 training schools for primary school teachers were opened. The training schools included one for women teachers also. The intake capacity of graduate teacher training college, Porbander was increased from 50 to 100. About 840 primary teachers and 550 fresh primary examination passed candidates were given training at a cost of Rs. 8.81 lakhs.

The extension service departments attached to two training colleges provided facilities for inservice training of secondary school teachers, besides organising seminars and workshops for subject teachers.

Jammu & Kashmir

Refresher courses were organised for primary and secondary school teachers in the training institutions in the State.

Kerala

The Extension Departments of Training Colleges at Trivandrum, Trichur and Calicut conducted refresher courses, seminars and conferences for the training of teachers. To meet the shortage of craft teachers for basic schools, 13 centres were organised in the State, at which 520 teachers were trained.

Madhya Pradesh

A provision of Rs. 7.03 lakhs was made in the Third Five Year Plan for construction of 13 buildings for teachers' training institutions. The work of construction of 5 hostel buildings for training institutions under a provision of Rs. 2.30 lakhs made in the Second Five Year Plan was carried over to be completed in the Third Plan period.

Madras

Under the scheme of retraining in Basic education, retraining course of 5 months' duration were organised at 25 centers in the State at which 1,894 teachers were retrained. A retraining course of 5 months' duration was also organised at the Government Post-Graduate Basic Training College, Orthanad (Tanjore District) for the benefit of graduate trained teachers. Sixtyfour graduate trained teachers were retrained in two batches in this course.

With the help of the British Council, the State Government organised an English language teaching course for training the teachers. Three training centres were organised which conducted 26 Primary courses and trained 933 graduate teachers. These trained personnel in turn conducted secondary courses and trained 2,048 secondary grade teachers in the method of teaching English.

Maharashtra

The Government gives scholarships and stipends to the teacher trainees during the period of training. A scheme was introduced to grant loans to primary teachers deputed for training at their own cost. 4 short term-training courses were organised for secondary teachers and 31 teachers were trained.

The number of trained primary teachers in the State increased to 70,956 in 1960-61 which constituted 63 percent of the total number of primary teachers. In the case of secondary teachers the percentage was 62.1.

Mysore

Nine basic teacher training institutions were opened during the year. The syllabus of teacher training institutions (both basic, non-basic) was revised and made uniform. The new syllabus was of the basic pattern for non-basic training institutions, while in the case of basic institutions, although the syllabus was the same, more emphasis was laid on craft teaching. Short orientation training courses were also continued and 150 teachers were retrained during the year.

Orissa

One secondary training school and 11 elementary training schools were opened. Besides, the intake capacity of 25 elementary training schools was increased from 30 to 50 each. Fifteen training centres were also opened at 15 different high schools in the State for imparting one-year condensed

training to primary school teachers with more than five years' experience and to fresh candidates who passed class IX. A refresher training course for 30 women teachers was organised in the Ravenshaw Girls' School, Cuttack.

A sum of Rs. 82,000 was sanctioned for the purchase of equipment and teaching aids for newly established elementary teachers' training schools.

Punjab

A State College of Education was started at Kurukshetra with a 4-year course of Education covering general education and pedagogy.

Rajasthan

Fifteen Government and one private B.S.T.C. schools were opened and a sum of Rs. 35,000 was sanctioned for providing equipment and furniture to these schools.

Uttar Pradesh

During the year under review 4,720 primary teachers were trained in normal schools and 1,146 secondary teachers were trained in Junior Training colleges. 4120 teachers got training in Teacher's Training Colleges and in B. Ed. and M. Ed. classes of the Universities. 48 women teachers were admitted to the Government Nursery Training College which prepares teachers for Nursery Schools and 56 women teachers were admitted for training in the Government College of Home Science.

West Bengal

A new post-graduate Basic training college was started and a B.T. department was added to the St. Xaviers College, Calcutta. To meet the shortage of science teachers for newly upgraded higher secondary schools, two more colleges introduced the condensed training course, thus bringing the total number of such colleges to 5.

A. & N. Islands

The teacher training school, opened in the previous year, admitted the second batch of 20 teachers for training during the year.

Himachal Pradesh

One Basic training school was started at Rajpura (Chamba District). Two refresher-cum-training courses were organised.

L. M. & A. Islands

Thirty two teachers were trained in the orientation camp held in February, 1961.

Manipur

Two training schools were started during the year.

Pondicherry

In view of the conversion of primary schools towards basic pattern, batches of graduate and non-graduate teachers were deputed to undergo retraining course in basic education at the basic training centres in Madras State. Under the reorientation programme, 50 non-basic trained teachers were given short-term reorientation training towards basic education at the Teachers' Training Centre, Pondicherry.

Tripura

A basic training college was established. Twenty-two untrained teachers were sent out of the territory for the B.T./B. Ed. training course. Two English teachers of secondary schools and one lecturer of the Basic Training College were deputed for training at the Central Institute of English, Hyderabad. The craft training centre was upgraded into a craft training college. A 30-day course for primary and basic schools teachers in nature study and general science was organised at the Basic Training College, Agartala.

TRAINING SCHOOLS

Institutions

During the year, there were in all 1,138 training schools—basic as well as non-basic—as against 1,035 during 1959-60. This gives an annual increase of 10·1 per cent. Of the total number of training schools in 1960-61, 765 (67·2 per cent) were managed by Government, 17(1·5 per cent) were managed by local boards, 295 (25·9 per cent) by private aided bodies and 61 (5·4 per cent) by private unaided bodies. The corresponding figures for the previous year were : training schools managed by Government 671 (64·9 per cent), those managed by local boards 17(1·6 per cent), private aided 274 (26·5 per cent) and private unaided 72 (7·0 per cent). Besides the training schools, training facilities of school standard were also provided in some training colleges and a few secondary schools.

A comparative statement giving the Statewise distribution of training schools during 1959-60 and 1960-61 is given in Table LXXIX. It shows that there were no training schools in L.M. & A Islands, Pondicherry and Tripura. Increase in the number of training schools was reported by all the States and Union Territories except Madhya Pradesh, Mysore, Uttar Pradesh and Tripura. The decrease in Madhya Pradesh and Uttar Pradesh was due to the closure of one school each while that in Mysore and Tripura was due to the reclassification of a training school as an undergraduate training college. The number of training schools neither increased nor decreased in A. & N. Islands, Delhi and NEFA. The highest increase was reported by Gujarat (19) and the lowest by Assam, Jammu & Kashmir, Himachal Pradesh and Nagaland (1 each). Other States where the increase in the number of training schools was significant were : Rajasthan (16), Maharashtra (14), Bihar (14) and Orissa (12).

The management-wise distribution of training schools is given in Cols. (9) to (12) of Table LXXIX. Government managed cent per cent schools in Jammu & Kashmir, A. & N. Islands, Delhi, Himachal Pradesh, Manipur, Nagaland and N.E.F.A.; it managed more than seventy-five per cent in Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh and between 50 per cent and 75 per cent in Andhra Pradesh, Gujarat, Mysore, Punjab and West Bengal. Private enterprise predominated in running training schools only in Kerala, Madras and Maharashtra, where their share was 60·3 per cent, 53·1 per cent and 60·4 per cent respectively. Local boards managed training schools only in four States, but excepting Assam, the number of such schools was insignificant.

Table LXXIX—Number of Teachers Training Schools

State/Territory	For Men		For Women		Total		Increase (+) or Decrease (—)	Number of Schools in 1960-61 managed by			
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		Government	Local Boards	Private Bodies	
										Aided	Un-Aided
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh	86	95	43	42	129	137	+ 8	102	..	35	..
Assam	29	30	6	6	35	36	+ 1	17	12	4	3
Bihar	85	96	23	26	108	122	+14	101	..	19	2
Gujarat	43	55	16	23	59	78	+19	39	..	34	5
Jammu & Kashmir	7	8	2	2	9	10	+ 1	10	..	..	..
Kerala	59	63	17	17	76	80	+ 4	31	..	49	..
Madhya Pradesh	42	41	7	7	49	48	— 1	46	..	2	..
Madras	7	9	18	23	25	32	+ 7	15	..	17	..
Maharashtra	119	128	42	47	161	175	+14	61	3	97	14
Mysore	21	20	4	4	25	24	— 1	14	..	10	..
Orissa	66	76	4	6	70	82	+12	80	..	2	..
Punjab	15	14	8	12	23	26	+ 3	15	..	2	9
Rajasthan	37	51	2	4	39	55	+16	53	..	2	..
Uttar Pradesh	129	128	27	27	156	155	— 1	121	1	5	28
West Bengal	51	55	10	11	61	66	+ 5	48	1	17	..
A. & N. Islands	1	1	..	..	1	1	..	1	..	..	..
Delhi	1	1	..	..	1	1	..	1	..	..	..
Himachal Pradesh	2	3	..	..	2	3	+ 1	3	..	..	..
Manipur	3	5	..	..	3	5	+ 2	5	..	..	..
Nagaland . . . . .	..	1	..	..	..	1	+ 1	1	..	..	..
N. E. F. A.	1	1	..	..	1	1	..	1	..	..	..
Tripura	1	..	..	..	1	..	— 1	..	..	..	..
India	805	881	229	257	1,034	1,138	+ 104	765	17	295	61

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

State/Territory	Men		Women		Total		Increase(+) or Decrease (—)
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	
1	2	3	4	5	6	7	8
Andhra Pradesh	8,365	10,685	3,526	4,049	11,891	14,734	+ 2,843
Assam	1,964	2,108	403	385	2,367	2,493	+ 126
Bihar	9,773	13,985	2,113	2,875	11,886	16,860	+ 4,974
Gujarat	4,259	6,129	1,878	2,557	6,137	8,686	+ 2,549
Jammu & Kashmir	408	444	187	194	595	638	+ 43
Kerala	3,102	3,681	2,381	2,718	5,483	6,399	+ 916
Madhya Pradesh	5,088	4,461	806	879	5,894	5,340	— 554
Madras	4,970	5,942	4,229	4,995	9,199	10,937	+ 1,738
Maharashtra	10,973	13,250	5,119	5,415	16,092	18,665	+ 2,573
Mysore	2,736	2,299	743	731	3,479	3,030	— 449
Orissa	3,498	4,601	120	140	3,618	4,741	+ 1,123
Punjab	2,215	2,711	2,465	3,424	4,680	6,135	+ 1,455
Rajasthan	4,018	6,031	197	547	4,215	6,578	+ 2,363
Uttar Pradesh	9,613	11,869	1,539	1,722	11,152	13,591	+ 2,439
West Bengal	1,852	2,155	592	693	2,444	2,848	+ 404
A. & N. Islands	8	20	11	4	19	24	+ 5
Delhi	138	142	143	145	281	287	+ 6
Himachal Pradesh..	175	218	25	49	200	267	+ 67
Manipur	209	344	12	30	221	374	+ 153
Nagaland	..	37	..	..	..	37	+ 37
N. E. F. A.	20	18	..	..	20	18	— 2
Tripura	94	..	24	..	118	..	— 118
INDIA	73,478	91,130	26,513	31,552	99,991	1,22,682	+ 22,691

*Includes enrolment in attached classes.

Pupils

The number of teacher trainees studying in training schools as well as in training classes attached to other institutions rose from 99,991 in 1959-60 to 1,22,682 in 1960-61. This gives an increase of 22·6 per cent. as against an increase of 11·7 per cent in the previous year. As many as 67,767 trainees (52,538 men and 15,228 women) completed the training successfully. The corresponding figure for the previous year was 54,446 trainees (42,620 men and 11,826 women).

The Statewise distribution of trainees in training schools and in the attached training classes is given in Table LXXX. All the States and Union Territories, except Madhya Pradesh, Mysore, NEFA and Tripura, reported an increase in their number. While the fall in enrolment in N. E. F. A. was insignificant, that in Madhya Pradesh, Mysore and Tripura was due to decrease in the number of institutions as mentioned above. The highest increase was reported by Bihar (4,974), followed by Andhra Pradesh (2,843), Maharashtra (2,573), Gujarat (2,549), Uttar Pradesh (2,439), Rajasthan (2,363), Madras (1,738), Punjab (1,455) and Orissa (1,123). In other States and Union Territories it was less than 1,000, the least being 5 in Andaman and Nicobar Islands.

Expenditure

The total direct expenditure incurred on training schools (excluding that on attached training classes) amounted to Rs. 3,48,11,129 during 1960-61. This gives an increase of 25·6 per cent over the previous year's expenditure of Rs. 2,77,25,644. Of the total, 2,84,09,333 were expended on schools for men and Rs. 64,01,796 on schools for women. The corresponding figures for the previous year were Rs. 2,27,33,010 and Rs. 49,92,634 respectively. The percentage of expenditure on schools managed by different agencies was : Government 83·4, local boards 1·0, private bodies 15·6. The corresponding figures for the previous year were: expenditure on government schools 81·3 per cent, on local boards schools 1·2 per cent and on private schools 17·5 per cent.

The distribution of expenditure according to different sources of income is given in Table LXXXI below.

Table LXXXI—Direct Expenditure on Teacher Training Schools by Sources

States	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government funds	2,47,15,232	89·1	3,14,70,007	90·4
Local Board funds	94,471	0·3	1,10,395	0·3
Fees	14,90,835	5·4	18,56,188	5·3
Endowments	4,65,760	1·7	3,51,820	1·0
Other Sources	9,59,346	3·5	10,22,719	3·0
TOTAL	2,77,25,644	100·0	3,48,11,129	100·0

Table—Direct expenditure on Teachers' Training Schools by States

State/Territory	On Schools for Men		On Schools for Women		Total		Increase (+) or Decrease (—)	
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Amount	Percentage
	2	3	4	5	6	7	8	9
1	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	23,34,574	23,20,569	4,87,062	6,14,071	28,21,655	29,34,640	+ 1,13,004	+ 4.0
Assam	7,12,117	7,22,632	63,753	66,566	7,75,870	7,89,198	+ 13,328	+ 1.7
Bihar	27,52,301	45,22,289	5,45,202	8,13,691	32,97,503	53,35,980	+ 20,38,477	+ 61.8
Gujarat	11,89,470	15,45,135	4,50,660	5,39,120	16,40,130	20,84,255	+ 4,44,125	+ 27.1
Jammu & Kashmir	4,92,461	5,58,389	96,930	1,30,232	5,89,391	6,88,621	+ 99,230	+ 16.8
Kerala	6,80,269	7,78,721	1,63,805	1,63,179	8,44,074	9,41,900	+ 97,826	+ 11.6
Madhya Pradesh	27,21,411	30,44,971	2,73,162	4,17,883	29,94,573	34,62,854	+ 4,68,281	+ 15.6
Madras	92,070	99,728	1,97,923	2,53,665	2,89,993	3,53,393	+ 63,400	+ 21.9
Maharashtra	29,99,678	38,98,495	12,16,366	14,55,863	42,16,044	53,54,358	+ 11,38,314	+ 27.0
Mysore	14,22,547	15,03,489	1,52,527	1,65,054	15,75,074	16,68,543	+ 93,469	+ 5.9
Orissa	4,18,771	6,06,279	30,267	43,104	4,49,038	6,49,383	+ 2,00,345	+ 44.6
Punjab	4,76,281	4,46,017	2,14,112	2,80,695	6,90,393	7,26,712	+ 36,319	+ 5.3
Rajasthan	20,02,145	30,09,653	92,381	2,25,930	20,94,526	32,35,583	+ 11,41,057	+ 54.5
Uttar Pradesh	36,25,376	43,46,350	8,64,894	10,59,496	44,90,270	54,05,846	+ 9,15,576	+ 20.4
West Bengal	4,69,323	5,67,491	1,43,590	1,73,247	6,12,913	7,40,738	+ 1,27,825	+ 20.9
A. & N. Islands	12,205	17,368	..	..	12,205	17,368	+ 5,163	+ 4.2
Delhi	74,549	1,00,311	..	..	74,549	1,00,311	+ 25,762	+ 34.6
Himachal Pradesh	79,134	1,30,863	..	..	79,134	1,30,863	+ 51,729	+ 65.4
Manipur	55,469	92,369	..	..	55,469	92,369	+ 36,900	+ 66.5
Nagaland	..	19,363	..	..	..	19,363	+ 19,363	..
N.E.F.A.	1,02,658	78,851	..	..	1,02,658	78,851	— 23,807	— 23.2
Tripura	20,201	..	..	..	20,201	..	— 20,201	..
INDIA	2,27,33,010	2,84,09,333	49,92,634	64,01,796	2,77,25,644	3,48,11,129	+70,85,485	+25.6

Table LXXXII—Direct Expenditure on Teachers' Training Schools by States—(Contd.)

State	Average Annual Cost per Pupil	Percentage of Expenditure (1960-61) met from				
		Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources
1	10	11	12	13	14	15
Andhra Pradesh	196·0	91·4	..	3·0	5·1	0·5
Assam	316·6	97·2	..	0·6	1·6	0·6
Bihar	316·5	97·8	0·0	0·0	0·1	2·1
Gujarat	240·0	81·0	0·5	11·3	0·5	6·7
Jammu & Kashmir	1,123·4	100·0	..	..	..	..
Kerala	163·6	78·2	..	19·6	0·2	2·0
Madhya Pradesh	648·5	98·7	..	0·8	..	0·5
Madras	115·5	61·9	..	2·5	32·0	3·6
Maharashtra	287·6	75·2	1·0	13·6	0·2	10·0
Mysore	647·7	93·4	..	4·1	..	2·5
Orissa	137·0	98·5	..	..	0·3	1·2
Punjab	246·9	80·9	..	14·9	1·5	2·7
Rajasthan	501·0	93·7	..	5·3	0·3	0·7
Uttar Pradesh	396·9	94·4	0·2	3·9	0·4	0·1
West Bengal	260·1	89·9	4·7	2·2	1·0	2·2
A. & N. Islands	723·7	100·0	..	..	..	..
Delhi	509·2	99·7	..	0·3	..	..
Himachal Pradesh	490·1	100·0	..	..	..	..
Manipur	247·0	99·8	..	..	0·2	..
Nagaland	523·3	100·0	..	..	..	..
N.E.F.A.	4,380·6	100·0	..	..	..	..
Tripura . . . . .	..	..	..	..	..	..
INDIA	315·0	90·4	0·3	5·3	1·0	3·0

As usual, nearly nine-tenths of the expenditure was met by Government, of the remaining expenditure, almost one half was met from fees and the balance from local boards, endowments and other sources. Comparing with the previous year's figures, expenditure from Government funds increased by 27·3 per cent, from local boards funds by 16·9 per cent, from fees by 24·5 per cent and from other sources by 6·6 per cent, while that from endowments decreased by 24·5 per cent.

The average annual cost per pupil in training schools rose from Rs. 311·7 (Rs. 315·1 in schools for men and Rs. 294·5 in schools for women) to Rs. 315·0 (Rs. 317·8 in schools for men and Rs. 303·2 the schools for women) during the year. This was distributed among various sources of income as : Government funds Rs. 284·8, local boards funds Rs. 1·0, fees Rs. 16·8, endowments Rs. 3·2 and other sources Rs. 9·3. Col. (10) of Table LXXXII indicates the average annual cost per pupil in a training school in the various States and Union Territories.

The Statewise details of expenditure on training schools are given in Table LXXXII. The increase in expenditure was reported by all the States and Union Territories, except N.E.F.A. and Tripura. Cols. (11) to (15) of Table LXXXII indicate the extent to which the expenditure on teacher training schools was met from different sources in the States and Union Territories. The Government met cent per cent expenditure on this account in Jammu and Kashmir, A. & N. Islands, Himachal Pradesh, Nagaland and N.E.F.A., between 90 per cent and 100 per cent in 10 States and Union Territories, between 80 per cent and 90 per cent in 3 States, between 70 and 80 per cent in 2 States and between 60 and 70 per cent in one State. Thus, Government contributed the lion's share in the expenditure on training schools in all the States and Union Territories, the least being in Madras (61·9 per cent). The contribution of local boards was generally very small. The share of fees and of other sources (including endowments) where it was 19·6 per cent was significant only in Kerala in Madras where it was 35·6 per cent.

TRAINING COLLEGES

Institutions

The number of teachers' training colleges—postgraduate as well as undergraduate—increased by 77 to 478 during the year. This gives an increase of 19·2 per cent, as against an increase of 71·4 per cent in the previous year. One-half (239) of the number of training colleges were managed by Government, while the other half (239) were managed by private organisations. The latter figure includes 28 unaided colleges also. Of the total number of 478 colleges, 147 were degree and postgraduate colleges and the remaining 331 undergraduate colleges. Besides these colleges, training of teachers was also done in 45 arts and science colleges and in 11 teaching departments of universities.

The distribution of postgraduate and undergraduate training colleges in the various States is given in Tables LXXXIII and LXXXIV. It will be seen that there were no training colleges in A. & N. Islands, L. & N. Islands, Manipur, Nagaland and N.E.F.A. In none of the States and Union Territories

the number of training colleges decreased from the previous year. Among the post-graduate training colleges, the highest increase of 5 was reported by Kerala. Other States reporting significant increases were West Bengal 3 and Maharashtra 2. Similarly, Madhya Pradesh reported the highest increase of 27 in the number of under-graduate training colleges to be followed by Maharashtra (13) and Mysore (12). The increase in Madhya Pradesh was due to the reclassification of some of the training schools as undergraduate training colleges during the year under report.

Pupils

The training colleges, the university teaching departments of education and the training classes of collegiate standard attached to other institutions in all enrolled 46,808 students (31,606 men and 15,202 women) during 1960-61, which was 7,673 students more than that in the previous year. This gives an increase of 19.5 per cent, as compared to an increase of 60.2 per cent during the previous year. The break-up of the enrolment figures according to post-graduate and under-graduate courses is not available.

The Statewise details of enrolment in training colleges, university teaching departments of education and attached training classes of college standard but excluding the enrolment of training classes of school standard attached to training colleges are given in Table LXXXV. All the States and Union Territories, except Bihar, Jammu and Kashmir and Manipur reported increased enrolments. The decrease in those cases was not very significant. The largest increase (2,810) reported by Madhya Pradesh was due to an increase in the number of institutions as a result of reclassification of some training schools as undergraduate training colleges during the year as mentioned earlier. Some of the other States reporting a substantial increase in this enrolment were: Uttar Pradesh (999), Mysore (878) and Maharashtra (831).

Expenditure

The total direct expenditure on training colleges increased from Rs. 1,78,81,935 to Rs. 2,15,14,328 that is at the rate of 18.8 per cent during 1960-61 as against the rate of increase of 50.1 per cent in the previous year. Of the total Rs. 1,29,22,658 accounted for the expenditure on degrees and post-graduate colleges and Rs. 85,91,670 on those of undergraduate colleges. The corresponding figures for the previous year were Rs. 1,10,65,982 and Rs. 68,15,953 respectively.

Government colleges accounted for 70.1 per cent of the total direct expenditure of training colleges, private aided colleges 28.8 per cent and the private unaided colleges the remaining 1.1 per cent. Similar percentage for degree and postgraduate colleges were: Government colleges 65.7, private aided colleges 33.8 and private unaided colleges 0.5 and for undergraduate colleges: Government colleges 76.7, private aided colleges 21.3 and private unaided colleges 2.0. The details of direct expenditure on the all training colleges according to the various sources of income is given in Table LXXXVI.

Table LXXXIII—Number of Post-Graduate Teachers' Training Colleges.

State/Territory	For Men		For women		Total		Increase (+) or Decrease (-)	Number of Colleges in (1960-61) Managed by		
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		Government	Private Bodies	
									Aided	Un-aided
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	7	7	1	1	8	8	..	6	2	..
Assam	2	2	..	..	2	2	..	2	..	..
Bihar	4	4	1	1	5	5	..	3	2	..
Gujarat	5	6	..	..	5	6	+1	3	3	..
Jammu & Kashmir	2	2	..	..	2	2	..	2	..	..
Kerala	11	16	2	2	13	18	+5	4	14	..
Madhya Pradesh	8	9	1	..	9	9	..	9	..	..
Madras	12	12	4	4	16	16	..	7	9	..
Maharashtra	13	15	1	1	14	16	+2	6	9	1
Mysore	8	9	1	1	9	10	+1	5	4	1
Orissa	2	2	..	..	2	2	..	2	..	..
Punjab	18	19	4	4	22	23	+1	6	17	..
Rajasthan	4	4	..	..	4	4	..	2	2	..
Uttar Pradesh	6	7	3	3	9	10	+1	4	5	1
West Bengal	8	11	2	2	10	13	+3	4	9	..
Delhi	1	1	..	..	1	1	..	1	..	..
Himachal Pradesh	1	1	..	..	1	1	..	1	..	..
Tripura	1	1	..	..	1	1	..	1	..	..
INDIA	113	128	20	19	133	147	+14	68	76	3

Table LXXXIV—Number of Under-Graduate Teachers' Training Colleges

State/Territory	For Men		for Women		Total		Increase (+) Decrease (-)	Number of Colleges (in 1960-61) managed by		
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		Government	Private Bodies	
									Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11
Gujarat	2	1	..	1	2	2	..	..	2	..
Madhya Pradesh	30	54	2	5	32	59	+27	59	..	..
Madras	71	73	40	42	111	115	+4	64	50	1
Maharashtra	59	73	4	3	63	76	+13	2	60	14
Mysore	20	30	10	12	30	42	+12	21	11	10
Orissa	9	10	1	1	10	11	+1	11	..	..
Punjab . . . . .	..	2	1	1	1	3	+2	2	1	..
Uttar Pradesh	5	5	5	5	10	10	..	6	4	..
West Bengal	4	5	3	3	7	8	+1	1	7	..
Pondicherry	1	1	..	..	1	1	..	1	..	..
Tripura	1*	4	..	..	1	4	+3	4	..	..
INDIA	202	258	66	73	268	331	+63	171	135	25

*Hindi Teachers Training Institute.

Table LXXXV—Number of Pupils in Teacher's Training Colleges†

State	Territory	Men		Women		Total		Increase(+) or Decrease (—)
		1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	
	1	2	3	4	5	6	7	8
Andhra Pradesh		779	850	254	284	1,033	1,134	+101
Assam		149	165	42	26	191	191	..
Bihar		574	551	132	126	706	677	—29
Gujarat		566	644	192	331	758	975	+217
Jammu & Kashmir		148	135	103	104	251	239	—12
Kerala		1,062	1,309	463	726	1,525	2,035	+510
Madhya Pradesh		3,503	5,836	840	1,317	4,343	7,153	+2,810
Madras		7,197	7,554	4,186	4,447	11,383	12,001	+618
Maharashtra		2,361	2,807	2,173	2,558	4,534	5,365	+831
Mysore		2,580	3,297	1,026	1,187	3,606	4,484	+878
Orissa		723	770	65	93	788	863	+75
Punjab		1,456	1,555	1,466	1,525	2,922	3,080	+158
Rajasthan		418	441	62	62	480	503	+23
Uttar Pradesh		2,992	3,874	1,182	1,299	4,174	5,173	+999
West Bengal		1,224	1,390	796	866	2,020	2,256	+236
Delhi		70	100	128	155	198	255	+57
Himachal Pradesh		38	40	15	17	53	57	+4
Manipur		51	40	9	8	60	48	—12
Pondicherry		47	64	27	31	74	95	+21
Tripura		30	184	6	40	36	224	+188
	INDIA	25,968	31,606	13,167	15,202	39,135	46,808	+7,673

†Includes enrolment in University Teaching Departments training and classes attached to arts and science colleges and excludes pupils in training classes of school standard in training colleges,

Table LXXXVI—Direct Expenditure on Teachers' Training Colleges by Sources.

Source	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
Government Funds	1,35,80,599	75.9	1,67,59,745	77.9
Local Board Funds	2,623	0.0	..	..
Fees	22,95,248	12.8	27,61,482	12.8
Endowments	10,11,974	5.7	10,65,642	5.0
Other Sources	9,91,491	5.6	9,27,459	4.3
TOTAL	1,78,81,935	100.0	2,15,14,328	100.0

The above statement shows that (a) Government funds met more than three-fourths of the total expenditure and fees one-eighth. The balance came from endowments and other sources. Local boards did not incur any expenditure on training colleges. (b) As compared to the previous year's figures, all the sources, except local boards and other sources, reported increased expenditure and their respective increases were, Government funds 23.4 per cent, fees 20.3 per cent and endowments 5.3 per cent. The decrease in the expenditure met from other sources was 6.5 per cent.

The break-up of the above expenditure into that on Post-Graduate and Under-Graduate training colleges is given below :-

Direct Expenditure on Post-Graduate Training Colleges by Sources.

Sources	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	80,49,156	72.7	95,87,215	74.2
Fees	18,14,765	16.4	22,13,625	17.1
Endowments	4,88,935	4.4	5,25,398	4.1
Other Sources	7,13,126	6.5	5,96,420	4.6
TOTAL	1,10,65,982	100.0	1,29,22,658	100.0

The expenditure met from all the sources except other sources increased during the year.

Direct Expenditure on Under-Graduate Training Colleges by Sources.

Source	1959-60		1960-61	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government Funds	55,31,443	81.2	71,72,530	83.5
Local Board Funds	2,623	0.0	..	..
Fees	4,80,483	7.0	5,47,857	6.4
Endowments	5,23,039	7.7	5,40,244	6.3
Other Sources	2,78,365	4.1	3,31,039	3.8
TOTAL	68,15,953	100.0	85,91,670	100.0

By and large, the pattern of expenditure in both the above cases was the same except that the contribution of fees in the case of undergraduate colleges was comparatively much lower, which is understandable.

The details of the total direct expenditure on degrees and post-graduate colleges and on undergraduate colleges in the various States for the year 1959-60 and 1960-61 are given in Table LXXXVII and LXXXVIII. The expenditure in respect of post-graduate colleges increased in all the States and Union Territories, in case of undergraduate colleges it decreases only in U.P. As regards post-graduate colleges, the highest increase was reported by Kerala (Rs. 2,66,381) followed by Punjab (Rs. 2,47,335) and Gujarat (Rs. 2,05,995). Similarly, the highest increase in the expenditure of under-graduate training colleges was returned by Madhya Pradesh (Rs. 11,17,541), followed by Mysore (Rs. 3,74,084), and Madras (Rs. 2,24,658). The increase in Madhya Pradesh was due to the reclassification of some of the training schools as undergraduate training colleges during the year.

The percentage of expenditure on degree and post-graduate colleges and degree colleges met from various sources of income in various States and Union Territories is given in cols. (11) to (14) of Table LXXXVII. In the case of degree and post-graduate colleges Government met cent per cent expenditure in Assam, Jammu & Kashmir and Himachal Pradesh. It met 99.8 per cent of the expenditure in Tripura, 99.0 per cent in Madhya Pradesh, 95.8 per cent in Orissa, 93.3 per cent in Delhi and 93.0 per cent in Bihar. In all other States, Government's contribution was more than 50 per cent except in Kerala and Punjab where it was 42.6 per cent and 45.7 per cent respectively. In these very two States, fees made a considerable contribution towards the expenditure. Contributions from endowments were generally low except in Madras and those from other sources were also low except in Mysore and Maharashtra.

Similarly, columns (11) to (14) of Table LXXXVIII give the percentage of expenditure on undergraduate colleges met from various sources. Government met 100 per cent expenditure on these colleges only in Pondicherry, 98·5 per cent in Madhya Pradesh, 97·8 per cent in Orissa, 96·7 per cent in U.P., 96·5 per cent in Tripura and 91·1 per cent in West Bengal. Leaving aside Maharashtra, where Government met only 29·1 per cent of the expenditure on undergraduate training colleges, the Govt. contribution was more than 58 per cent in all other States in which such colleges existed. In Maharashtra, fees accounted for as much as 64·5 per cent of the expenditure. Other States where contribution from fees was significant were Punjab (41·5 per cent) and Gujarat (27·7 per cent). Endowments supported training colleges only in Madras where they met 19·1 per cent of the expenditure. Other sources contributed significantly only in Gujarat 72·3 per cent.

The average annual cost per student in training colleges (both Post-Graduate and Under Graduate) in 1960-61 came to Rs. 424·1 (Rs. 459·9 in men's colleges and Rs. 294·8 in women's colleges), as against Rs. 412·5 (Rs. 445·4 in men's colleges and Rs. 299·7 in women's colleges) in the previous year. The 1960-61 cost was made up of Rs. 330·4 incurred from Govt. Funds, Rs. 54·4 from fees, Rs. 21·0 from endowments and Rs. 18·3 from other sources. Similar figures for the previous year were : from Government funds Rs. 313·1, from fees Rs. 52·8, from endowments Rs. 23·5 and from other sources Rs. 23·1. The average annual cost per trainee in Post-Graduate training colleges was Rs. 733·7 (Rs. 768·9 in men's colleges and Rs. 539·5 in women's colleges). The overall figure of Rs. 733·7 was made up of Rs. 544·3 from Government funds, Rs. 125·7 from fees, Rs. 29·8 from endowments and Rs. 33·9 from other sources. Similarly, the average annual cost per student in undergraduate colleges was Rs. 259·4 (Rs. 274·2 in men's colleges and Rs. 215·2 in women's colleges). Of this, Rs. 216·5 were contributed from Government funds, Rs. 16·5 from fees, Rs. 16·4 from endowments and Rs. 10·0 from other sources.

Column (10) of Tables LXXXVII and LXXXVIII gives cost per trainee in post-Graduate and Undergraduate training colleges in the different States. These figures reflect considerable inter-State variations.

Out-put

During the year, in all, 1,07,001 pupil teachers (79,863 men and 27,138 women) successfully completed the teacher training course of degree, diploma and certificate standard, as compared to 81,718 teacher trainees (60,633 men and 21,085 women) in the previous year. Of these, as many as 67,766 teachers (52,538 men and 15,228 women) qualified as primary school teachers and the remaining 39,235 (27,325 men and 11,910 women) as secondary school teachers. Of the latter, 528 teachers (359 men and 169 women) received post-graduate degree in teacher training, 17,972 teachers (12,458 men and 5,514 women) Bachelor's degree and equivalent diplomas and the rest 20,735 teachers (14,508 men and 6,227 women) undergraduate diplomas and certificates.

The Statewise details of output in teacher training are given in Table LXXXIX Columns (2) to (10) give statistics of secondary school teachers and columns (11) to (13) that of primary school teachers.

Table LXXXVII—Direct Expenditure on Post-Graduate Teachers' Training Colleges by States

State	Territory	For Men		For women		Total		Increase (+) or decrease (-)		Average Annual Cost per pupil	Percentage of Expenditure (1960-61) met from			
		1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Amount	Percentage		Govt. Funds	Fees	Endowment	Other Source
1		2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh		6,76,245	Rs. 6,98,905	Rs. 1,12,018	Rs. 1,15,528	Rs. 7,88,263	Rs. 8,14,433	Rs. +26,170	+3.3	782.4	71.4	6.2	11.1	11.3
Assam		1,88,525	2,47,413	..	..	1,88,525	2,47,413	+58,888	+31.2	2,689.3	100.0	..	..	..
Bihar		2,92,146	3,39,730	40,340	40,031	3,32,486	3,79,761	+47,275	+14.2	588.8	93.0	5.8	..	1.2
Gujarat		3,94,692	6,00,687	..	..	3,94,692	6,00,687	+2,05,995	+52.2	837.8	68.0	21.3	..	10.7
Jammu & Kashmir		2,38,371	2,40,718	..	..	2,38,371	2,40,718	+2,347	+1.0	1,074.6	100.0	0.0	..	..
Kerala		5,18,875	7,74,987	68,916	79,185	5,87,791	8,54,172	+2,66,381	+45.3	425.2	42.6	55.9	..	1.5
Madhya Pradesh		15,81,565	17,81,550	88,981	..	16,70,546	17,81,550	+1,11,004	+6.6	1,250.2	99.0	1.0	..	0.0
Madras		8,61,393	9,12,321	2,57,377	3,30,369	11,18,770	12,42,690	+1,23,920	+11.1	732.3	78.3	5.0	15.6	1.1
Maharashtra		9,86,386	11,29,208	47,684	76,390	10,34,070	12,05,598	+1,71,528	+16.6	725.0	54.2	31.4	1.2	13.2
Mysore		4,72,722	5,94,884	37,058	36,612	5,09,780	6,31,496	+1,21,716	+23.9	787.4	74.8	11.2	..	14.0
Orissa		1,25,248	1,32,967	..	..	1,25,248	1,32,967	+7,719	+6.2	722.6	95.8	2.2	0.1	1.9
Punjab		11,33,969	13,53,772	2,19,763	2,47,295	13,53,732	16,01,067	+2,47,335	+18.3	442.0	45.7	42.0	8.2	4.1
Rajasthan		5,28,918	5,72,275	..	..	5,28,918	5,72,275	+43,357	+8.2	918.6	79.0	14.5	6.5	0.0
Uttar Pradesh		5,28,062	6,61,904	2,08,573	2,38,488	7,36,635	9,00,392	+1,63,757	+22.2	882.7	76.2	16.3	..	7.5
West Bengal		6,93,901	8,37,336	2,49,830	2,95,034	9,43,731	11,32,370	+1,88,639	+20.0	725.9	86.3	6.6	5.1	2.0
Delhi		3,86,856	4,14,810	..	..	3,86,856	4,14,810	+27,954	+7.2	2,880.6	93.3	6.7	..	..
Himachal Pradesh		57,873	97,088	..	..	57,873	97,088	+39,215	+67.8	1,703.3	100.0	..	..	..
Tripura		69,695	73,171	..	..	69,695	73,171	+3,476	+5.0	831.5	99.8	..	..	0.2
INDIA		97,35,442	1,14,63,726	13,30,540	14,58,932	1,10,65,982	1,29,22,658	+18,56,676	+16.8	733.7	74.2	17.1	4.1	4.6

Table LXXXVIII—Direct Expenditure of Under-graduate Teachers' Training Colleges by States

State/Territory	For Men		For women		Total		Increase (+) or Decrease (-)		Average Annual cost per Pupil	Percentage of Expenditure (1960-61) met from				
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Amount	Percentage		10	Govt. Funds	Fees	Endowments	Other sources
											11	12	13	14
1	2	3	4	5	6	7	8	9						
Gujarat	3,186	800	..	2,476	3,186	3,276	+90	+2·8	25·6	..	27·7	..	72·3	
Madhya Pradesh	15,00,061	25,17,101	1,24,478	2,24,979	16,24,539	27,42,080	+11,17,541	+68·8	502·0	98·5	1·3	..	0·2	
Madras	16,98,081	18,99,728	9,04,516	9,27,527	26,02,597	28,27,255	+2,24,658	+8·6	158·1	75·7	1·4	19·1	3·8	
Maharashtra	4,04,631	4,70,412	89,172	94,184	4,93,803	5,64,596	+70,793	+14·3	171·5	29·1	64·5	0·0	6·4	
Mysore	7,87,886	11,16,402	1,91,285	2,36,853	9,79,171	13,53,255	+3,74,084	+38·2	329·5	83·4	5·0	..	11·6	
Orissa	1,50,813	1,64,465	7,273	15,527	1,58,086	1,79,992	+21,906	+13·9	265·1	97·8	..	..	2·2
Punjab . . . . .	..	35,148	20,259	14,798	20,259	49,946	+29,687	+146·5	328·6	58·0	41·5	..	0·5
Uttar Pradesh	5,14,448	3,66,679	1,81,204	1,78,086	6,95,652	5,44,765	-1,50,887	-21·7	678·4	96·7	2·1	..	1·2	
West Bengal	1,11,273	1,07,679	8,8821	93,903	2,00,094	2,01,582	+1,488	+0·7	523·5	91·1	3·6	..	5·3	
Pondicherry	29,245	32,600	..	..	29,245	32,600	+3,355	+11·5	343·2	100·0	..	..	..
Tripura	9,321	92,323	..	..	9,321	92,323	+83,002	+890·5	678·8	96·5	..	..	3·5
INDIA	52,08,945	68,03,337	16,07,008	17,88,333	68,15,953	85,91,670	+17,75,717	+26·1	259·4	83·5	6·4	6·3	3·8	

Table LXXXIX—Out-put in Teachers' Training

State/Territory	Post-Graduate Standard			Graduate Standard			Under-Graduate Standard			School Standard			Total Out-put 1960-61			Out put during 1959-60	Increase (+) or Decrease (-)	Percentage Increase (+) or Decrease (-)
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	All persons			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Andhra Pradesh	11	5	16	765	239	1,004	..	..	..	5,902	1,805	7,707	6,678	2,049	8,727	6,112	+2,615	+42.8
Assam	..	4	4	65	18	83	30	1	31	990	217	1,207	1,085	240	1,325	1,669	-344	-20.6
Bihar	18	4	22	738	119	857	..	..	..	6,561	1,154	7,715	7,317	1,277	8,594	5,137	+3,457	+67.3
Gujarat	16	7	23	288	149	437	1,013	266	1,279	4,058	1,255	5,313	5,375	1,677	7,052	4,195	+2,857	+68.1
Jammu & Kashmir	..	..	..	144	103	247	..	..	..	437	148	585	581	251	832	771	+61	+7.9
Kerala	11	6	17	1,284	718	2,002	..	..	..	1,559	1,244	2,803	2,854	1,968	4,822	3,195	+1,627	+50.9
Madhya Pradesh	60	9	69	829	195	1,024	4,468	878	5,346	5,144	874	6,018	10,501	1,956	12,457	9,231	+3,226	+34.9
Madras	11	8	19	885	378	1,263	3,708	1,928	5,636	2,638	2,094	4,732	7,242	4,408	11,650	11,465	+185	+1.6
Maharashtra	65	51	116	830	466	1,296	1,581	1,557	3,138	6,980	2,128	9,108	9,456	4,202	13,658	12,740	+918	+7.2
Mysore	42	6	48	550	178	728	2,641	1,031	3,672*	914	401	1,315	4,147	1,616	5,763	3,789	+1,974	+52.1
Orissa	10	..	10	231	32	263	267	25	292	1,925	76	2,001	2,433	133	2,566	2,090	+476	+22.8
Punjab	15	5	20	1,337	1,340	2,677	287	292	579	1,834	1,877	3,711	3,473	3,514	6,987	4,433	+2,554	+57.6
Rajasthan	19	..	19	465	54	519	..	..	..	5,648	524	6,172	6,132	578	6,710	4,688	+2,022	+43.1
Uttar Pradesh	74	42	116	3,032	977	4,009	110	116	226	5,172	694	5,866	8,388	1,829	10,217	7,565	+2,652	+35.1
West Bengal	7	22	29	889	417	1,306	203	42	245	2,170	579	2,749	3,269	1,060	4,329	3,730	+599	+16.1
A. & N. Islands	..	..	..	..	..	..	..	..	..	20	4	24	20	4	24	16	+8	+50.0
Delhi	..	..	..	68	111	179	..	51	51	86	82	168	154	244	398	244	+154	+62.3
Himachal Pradesh	..	..	..	37	17	54	..	..	..	199	44	243	236	61	297	220	+77	+35.0
Manipur	..	..	..	15	3	18	20	6	26	264	28	292	299	37	336	205	+131	+63.9
Nagaland	..	..	..	..	..	..	..	..	..	19	..	19	19	..	19	19	+19	+100.0
NEFA	..	..	..	..	..	..	..	..	..	18	..	18	18	..	18	15	+3	+20.0
Pondicherry	..	..	..	..	..	..	29	13	42	..	..	..	29	13	42	53	-11	-20.8
Tripura	..	..	..	6	..	6	151	21	172	..	..	..	157	21	178	155	+23	+14.8
INDIA	359	169	528	12,458	5,514	17,972	14,508	6,227	20,735	52,538	15,228	67,766	79,863	27,138	1,07,001	81,718	+25,283	+30.9

*Includes some of the School results for which separate figures are not available.

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

This Chapter deals with Professional and Technical Education except Teacher Training which is discussed in the preceding chapter.

The tempo of expansion of facilities in this field was largely maintained and even accelerated in certain directions during the year. Besides opening new institutions, particularly for engineering and technical education, the intake capacity of some of the existing ones was enlarged. For qualitative improvement, facilities for research were increased and laboratories were strengthened.

Some of the important activities of the Central Government in this field of education are given below :—

Engineering and Technical Education

Indian Institute of Technology, Kanpur.—The last in the chain of four Higher Technological Institutes, started functioning in July, 1960. One hundred students selected on an all-India basis were admitted to the five-year integrated courses in Civil Engineering, Mechanical Engineering, Electrical Engineering, Chemical Engineering and Metallurgy.

The Institute is being established with the assistance of the Government of the United States of America. The assistance promised till the year under report comprises scientific and technical equipment worth about Rs. 60.6 lakhs the services of expert Professors for a total period of 20 years and facilities for the training of Indian teachers of the Institute at technical institutions in the United States for periods upto three years. The U. S. Government also offered Rs. 50.67 lakhs as rupee expenditure on the project that comprises local cost of contractual services, development of land, cost of buildings and purchase of indigenous equipment.

The Government of Uttar Pradesh agreed to give free of cost 1,045 acres of land at Kanpur for the establishment of the Institute. Pending the construction of its own building, the Institute started its activities at the Hercourt Butler Technological Institute, Kanpur.

Indian Institute of Technology, Bombay.—The institute, which started functioning in 1958, made further progress with its construction programme. The institute also started five new post-graduate courses in the fields of Technology of 'Cellulose and Paper', 'Automation', 'Structural Mechanics', 'Design of Electrical Machines and Switch Gear' and 'Machine Tool Design'. There are twelve post-graduate being courses conducted at the Institute.

The Institute had eleven Professors from U. S. S. R. & other countries serving on its staff. Scientific and technical equipment worth about Rs. 88.9 lakhs was received by the Institute till the year under report under UNESCO Technical Assistance Programme and from U.S.S.R.

Indian Institute of Technology, Madras.—The Institute, which started functioning in 1959, made further progress with its construction programme. The Institute moved part of its activities to its own buildings constructed on the Guindy site. The Institute, which is being assisted by the Government of the Federal Republic of Germany, had six German Professors serving on its staff. Equipment worth about Rs. 24 lakhs as part of the German assistance promised, was received by the Institute till the year under report.

Regional Engineering Colleges.—Of the eight large-sized Regional Engineering Colleges sanctioned by the Central Government under the Second Five-Year Plan to expand Technical Education, one started functioning in 1959 at Warangal and six more started during the year under report at Bangalore, Bhopal, Nagpur, Jamshedpur, Durgapur and Srinagar.

Technical Education in the States Sector.—The revised Second Five Year Plans of States provided for the establishment of nine engineering colleges and 67 polytechnics including polytechnics sanctioned by the Central Government. Eight colleges and 41 polytechnics started in the first four years of the plan period and one college and 19 polytechnics started during the year under report. The rest were in the process of establishment.

Under the 'Open Door Policy', two engineering colleges and three polytechnics were set up by private agencies with assistance from the Central Government and State Governments.

As a result of the various schemes undertaken by the Central Government, the State Governments and other agencies for the expansion of technical education, the number of institutions increased to 102 for degree courses and 195 for diploma courses. The admission capacity of the institutions also increased to 13,800 for degree courses and 25,800 for diploma courses. The revised targets set under the Plan were reached.

Merit-cum-Means Scholarships.—The scheme was initiated in 1959 when 1039 scholarships were sanctioned for degree and diploma courses. The scheme was continued and 930 new scholarships were instituted for fresh entrants to degree and diploma courses in the year. Each scholarship is tenable for 12 months in the year and is of the value of Rs. 75 per month for degree courses and Rs. 50 per month for diploma courses.

Technical Teachers' Training Programme.—In order to meet a serious shortage of teachers at technical institutions, the Central Government instituted in 1959 a programme of training selected candidates as teachers for engineering colleges and other technological institutions. The programme of training was started at five selected institutes viz. Indian Institute of Technology, Kharagpur; Roorkee University, Roorkee; College of Engineering, Poona; College of Engineering, Guindy; and Bengal Engineering College, Sibpur. The programme of training extends over a period of two to three years and covers three distinct aspects viz. a course of advanced studies or research in a selected branch, participation in actual teaching work of the college as understudy to a Professor including a course in educational Psychology and practical training in Industry. In 1959, 146 candidates were selected under the scheme, of whom 105 joined. In the year under report 111 fresh candidates were selected, of whom 89 joined.

Practical Training.—Under the Scheme of Practical Training of Graduates & Diploma holders, 2,387 training places were secured during the year in various establishments and were allotted to candidates holding degrees or diplomas in different branches of Engineering/Technology.

The Central Government has also assumed responsibility for the practical training of mining engineering graduates in order to enable them to fulfil the statutory requirements for Mine Manager's Competency Certificates. Pending the setting up of a permanent Directorate of Practical Training for the purpose, a temporary unit was set up under the charge of Professor Training of the Indian School of Mines and Applied Geology, Dhanbad.

Grants and Loans.—Grants amounting to Rs. 715 lakhs and loans amounting to Rs. 204 lakhs were sanctioned to State Governments, private agencies and other organisations for various schemes of development of Technical Education.

Medical Education

The scheme for the establishment of new colleges and the expansion of the existing ones included in the Second Five Year Plan, was continued during the year. The Central Ministry of Health decided to meet the entire expenditure for increasing the intake capacity of medical colleges from 100 to 150. Seven medical colleges were offered financial assistance during the year under this scheme. Besides, financial assistance was provided to 25 private medical colleges either for establishment or for expansion during the year. An *ad-hoc* grant of Rs. 3 lakhs was sanctioned to the Medical College, Warangal, a private institution. In addition, the Maulana Azad Medical College was opened at New Delhi under the management of the Central Government. The intake capacity of the Lady Hardinge Medical College was raised from 70 to 80.

For Jammu & Kashmir, the system of reservation of seats in the Medical and Dental colleges was continued. In all, 39 seats in the regular M.B., B.S. course and 18 seats in the B.D.S. course were reserved for the State candidates. Similar arrangements existed in some of the medical colleges for the students belonging to Union Territories and wards of the Central Government employees.

Under the Central Scheme of the Second Plan, to supply equipment to medical colleges and research institutions, equipment worth Rs. 30,954 was supplied to the K. G. Medical College, Lucknow, and the Lady Linlithgow Sanatorium, Kasauli.

Agricultural Education

The Central Government continued to perform its activities of promoting, guiding and co-ordinating agricultural research in India through the agency of Indian Council of Agricultural Research, the various Central Research Institutes and the Commodity Committees.

Main Developments

A brief account of the important developments in the field of professional and technical education (other than teachers' training) in the various States and Union Territories is given below :

Andhra Pradesh

Various certificate courses for teachers were conducted by the Universities from April to June, 1960 and in all 211 teachers were deputed to undergo the courses. 22 branch and assistant librarians working under various local library authorities were deputed to undergo a short certificate course in Library Science at the Osmania University.

Bihar

The State Government sanctioned a recurring grant of Rs. 2,614 to the agricultural farm attached to the Reformatory School, Hazaribag. It also gave a sum of Rs. 20,800 for running the Agricultural Training Centres attached to the Senior Training School, Nagarpura for one year more.

Gujarat

One college of Agriculture was started at Junagadh in June 1960. Two polytechnics, one at Patan and the other at Porbandar, and one Industrial Training Institute (at Baroda) were also established during the year.

Jammu & Kashmir

One Engineering College, one medical college and one polytechnic were established and two Agricultural Colleges, one at Sohere (Kashmir) and the other at R. S. Pora (Jammu) were in the process of being opened. Approval was also accorded for the opening of an Ayurvedic College at Jammu.

Madhya Pradesh

The number of colleges for Professional Education increased from 67 in 1959-60 to 103 in 1960-61 due mainly to opening of new Undergraduate Basic Training Colleges.

Madras

The Institute of Film Technology, Madras, the Srinivasa Subbaraya Polytechnic, Sirkeli, and the Rajagopal Polytechnic, Gudiyattam, North Arcot were started.

The Kilpauk Medical College, hitherto known as Government College of Integrated Medicine, Kilpauk, Madras introduced a course in allopathy from the year under report.

Maharashtra

During the year under review 28 new Colleges for Professional Education were started which include 14 Secondary Teachers' Certificate Institutes, 4 Commerce Colleges, 2 Engineering Colleges and 1 Agriculture College.

The University of Bombay held for the first time the Master of Veterinary Science examination.

Orissa

Kendrapara Engineering School was started in the private sector of the Plan.

The management of the Orissa School of Mining Engineering, Keonjhar, was taken over by the Department of Industries with effect from April, 1960.

Punjab

Special development and expansion schemes were approved for some of the engineering and technological institutions in the State, under which their intake capacity was raised. Private technical institutions were paid Rs. 5.39 lakhs as grant-in-aid.

The money kept for advancing loans to poor and deserving students under the Punjab Engineering Education Loan Rules was raised from Rs. 6 lakhs to Rs. 10 lakhs. Loans were granted to students pursuing studies in Chemical Engineering at the Panjab University and to Punjabi students prosecuting studies in Agricultural Engineering, Automobile Engineering, Aeronautic Engineering, Marine Engineering, Mining Engineering and Metallurgy. These loans did not carry any interest and were repayable in seven years.

The displaced students from West Pakistan studying in various technical institutions throughout India were granted financial assistance amounting to Rs. 1.15 lakhs in the shape of stipends under the Rehabilitation Scheme.

U. P.

The U. P. Agricultural University at Pant Nagar (Nainital) started functioning in July, 1960.

Manipur

The Industries Department opened 17 industrial schools, the Agriculture Department, one Agricultural School, the Medical Department and one Auxiliary/Nurse/Midwifery Training School.

Pondicherry

A School of Nursing was started. Necessary machinery and equipment were procured with a view to converting an Arts and Craft School into a Junior Technical School. Preliminary arrangements were also made to start a polytechnic to meet the demand for technical education in the Territory.

Tripura

The intake capacity of the Polytechnic Institute at Narsingarh was increased from 60 to 120 during the year. As laboratory facilities were not available, a batch of students of this institute was sent to the Jadavpur Polytechnic, Calcutta for a week's training.

Vocational and Technical Schools*Institutions*

Table XC—gives important statistics about various types of vocational and technical schools. The number of such schools increased by 308 to 4,145 or by 8.0 per cent during the year. Of the total, 1,729 schools (41.7 per cent) were managed by Government, 39 schools (1.0 per cent) by local bodies and 1,107 schools (26.7 per cent) by private aided and 1,270 schools (30.6 per cent) by private unaided organisations. The distribution of these schools according to type of education was : technical, industrial arts and crafts schools, 1,198 (29.0 per cent), Commerce schools 1,189 (28.9 per cent), teacher training schools, 1,138 (27.5 per cent), engineering and technology schools 283 (6.8 per cent), medical schools 158 (3.8 per cent), agricultural schools 102 (2.5 per cent), physical education schools 41 (1.0 per cent) schools for veterinary science 12 (0.3 per cent), forestry schools 4 (0.0 per cent), marine training schools 5 (0.1 per cent) and others (unspecified) schools 15 (0.4 per cent). Besides, facilities for engineering courses also existed in some of the technical and industrial schools and those for teacher training in some high and higher secondary schools.

Vocational and technical schools of all types except forestry schools, marine training schools and others (unspecified) schools reported increase in their number during the year, while the number of these three types of schools remained the same as during the previous year. Teacher training reported the highest increase of 104, followed closely by commerce with an increase of 94 and technical industrial arts & crafts schools with an increase of 88. Medical schools increased by 8, engineering and Technology schools by 8, physical education schools by 3, agricultural schools by 2 and veterinary science schools by 1.

Enrolment

The various vocational and technical schools, including vocational and technical classes attached to schools for general education as well as colleges for professional education reported a total enrolment of 4,25,047 (3,39,498 boys and 85,549 girls), that is, 41,056 more than that in 1959-60. This gives an increase of 10.7 per cent, as compared to an increase of 11.9 per cent

during the previous year. The break-up of the total enrolment according to the type of education for the years 1959-60 and 1960-61 is as follows :—

Type of Education	1959-60		1960-61	
	Number of students	Percentage to total enrolment	Number of students	Percentage to total enrolment
Agriculture	7,639	2.0	7,736	1.8
Commerce	1,15,057	30.0	1,12,824	26.5
Engineering/Technology	58,018	15.1	86,302	20.3
Forestry	154	0.0	170	0.0
Marine Training	1,867	0.5	1,561	0.4
Medicine	10,471	2.7	10,702	2.5
Physical Education	3,349	0.9	3,444	0.8
Teacher Training	99,991	26.0	1,22,682	28.9
Technical, Industrial & Arts & Crafts	83,617	21.8	75,694	17.8
Veterinary Science	1,065	0.3	1,166	0.3
Others	2,763	0.7	2,766	0.7
TOTAL	3,83,991	100.0	4,25,047	100.0

All types of vocational education, except commerce, marine training and medicine reported larger enrolment during 1960-61 than that during the previous year. During 1960-61, teacher training attracted the largest number of pupils, as against commerce ranking first during 1959-60. Engineering and Technology, however, maintained their positions. Teacher training, engineering etc. commerce and technical courses together accounted for well over 94 per cent of the enrolment leaving a small margin for all the other vocations.

Expenditure

The total direct expenditure on vocational and technical schools (excluding attached classes) increased from Rs. 9,29,13,868 to Rs. 11,40,91,613 or at the rate of 22.8 per cent during the year, as against an increase of 13.1 per cent during 1959-60. This expenditure constitutes 4.4 per cent of the total expenditure on all types of institutions.

Of the total direct expenditure on vocational and technical schools 79.4 per cent was met from government funds, 0.6 per cent from local board funds, 13.6 per cent from fees, 1.9 per cent from endowments and the remaining 4.5 per cent from other sources. The corresponding figures for the previous years were : government funds 77.1 per cent, Local Boards funds 0.7 per cent, fees 14.2 per cent, endowments 2.4 per cent and other sources 5.6 per cent.

Table XC—Statistics of Vocational and Technical Schools by Type

Type	Number of Institutions*		Number of Pupils†				Expenditure		Percentage of Expenditure (1960-61) met from					Average Annual Cost per Pupil	
	1959-60	1960-61	Boys		Girls		1959-60	1960-61	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1959-60	1960-61
			1959-60	1960-61	1959-60	1960-61									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Agriculture	100	102	7,564	7,662	75	74	37,92,851	46,54,099	87.9	..	1.5	..	10.6	496.5	601.6
Commerce	1,095	1,189	97,880	95,790	17,177	17,034	42,75,677	45,11,580	4.9	..	89.1	1.3	4.7	37.3	40.1
Engineering	275	283	57,684	85,864	334	438	3,32,38,815	4,03,85,444	77.4	0.0	18.6	1.9	2.1	465.1	508.1
Forestry	4	4	154	170	..	..	48,494	94,882	100.0	..	..	..	..	314.9	558.1
Medicine	150	158	4,413	4,166	6,058	6,536	41,78,113	35,32,519	69.8	5.3	9.8	0.8	14.3	457.4	389.9
Physical Education.	38	41	2,837	2,929	512	515	5,03,554	5,72,230	29.8	3.9	43.0	1.9	21.4	182.3	199.9
Teachers' Training.	1,034	1,138	73,478	91,130	26,513	31,552	2,77,25,644	3,48,11,129	90.4	0.3	5.3	1.0	3.0	311.7	311.4
Technical, Industrial and Arts and Crafts.	1,110	1,198	56,191	46,584	27,426	29,110	1,63,67,929	2,25,97,372	79.9	1.7	5.8	3.9	8.7	263.2	303.4
Veterinary Science	11	12	1,065	1,166	..	..	3,04,061	4,46,636	100.0	..	..	..	..	311.7	444.9
Others	15	15	2,493	2,476	270	290	10,48,930	9,07,644	88.5	..	5.3	5.2	1.0	513.7	461.7
Marine Training	5	5	1,867	1,561	..	..	14,29,800	15,78,078	98.5	..	1.5	..	..	765.8	1010.9
INDIA	3,837	4,145	3,05,626	3,39,498	78,365	85,549	9,29,13,868	11,40,91,613	79.4	0.6	13.6	1.9	4.5	256.8	284.3

*Excludes classes attached to schools for General Education.

†Includes pupils in classes attached to schools for general education and those reading in colleges for school courses.

Table XCI—Statistics of Vocational and Technical Schools by States

State/Territory	Number of Institutions*		Number of Pupils†				Expenditure		Percentage of Expenditure (1960-61) met from				
	1959-60	1960-61	Boys		Girls		1959-60	1960-61	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources
			1959-60	1960-61	1959-60	1960-61							
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	364	387	29,676	30,641	4,937	5,470	72,44,131	83,81,862	81·8	0·3	9·1	7·1	1·7
Assam	97	97	7,170	7,129	1,081	1,071	29,14,266	33,75,690	91·4	0·2	6·3	0·5	1·6
Bihar	217	230	22,679	28,561	3,067	3,991	80,77,583	1,07,41,360	96·3	0·1	1·4	0·5	1·7
Gujarat	279	328	20,601	27,758	6,614	7,550	54,80,796	68,71,582	77·5	1·4	14·4	0·4	6·3
Jammu & Kashmir	9	10	408	444	187	194	5,89,391	6,88,621	100·0	..	..	..	..
Kerala	174	190	9,960	12,036	4,580	4,988	31,40,279	33,81,511	71·1	..	24·0	0·2	4·7
Madhya Pradesh	155	144	10,062	9,089	1,472	1,683	64,07,478	71,95,803	96·5	..	2·7	0·2	0·6
Madras	515	542	40,642	42,057	11,177	12,031	51,57,344	65,87,465	48·3	2·4	28·8	14·6	5·9
Maharashtra	799	887	51,988	54,141	20,881	19,931	1,69,10,615	2,15,44,147	72·3	1·0	16·7	0·3	9·7
Mysore	246	270	29,041	29,592	4,102	4,696	57,50,284	66,98,941	75·2	..	20·3	0·2	4·3
Orissa	124	138	6,955	8,558	499	519	22,90,493	28,51,417	85·1	0·0	10·6	1·5	2·8
Punjab	149	160	11,456	12,659	5,317	6,640	54,36,323	63,86,022	73·3	0·1	20·2	2·1	4·3
Rajasthan	51	68	6,084	8,419	206	568	29,77,484	48,96,926	92·7	..	6·4	0·3	0·6
Uttar Pradesh	276	285	19,523	27,373	4,212	5,394	90,84,217	1,21,44,499	83·7	0·9	10·0	0·6	4·8
West Bengal	326	337	34,697	35,810	8,802	9,509	90,35,231	95,54,742	69·0	0·8	24·4	1·7	4·1
A. & N. Islands	2	2	24	20	11	4	26,990	24,713	100·0	..	..	..	..
Delhi	10	10	3,108	3,224	512	640	15,72,475	15,06,587	99·8	..	0·2	..	..
Himachal Pradesh	3	4	231	330	25	49	1,14,446	3,04,889	92·9	..	7·1	..	..
Manipur	10	31	516	890	74	228	2,17,047	3,70,133	99·5	..	0·4	0·1	..
Nagaland	..	2	..	60	..	..	..	52,658	100·0	..	..	..	..
N.E.F.A.	1	1	20	18	..	..	1,02,658	78,851	100·0	..	..	..	..
Pondicherry	2	2	120	103	123	18	54,297	64,428	100·0	..	..	..	..
Tripura	28	20	665	586	486	375	3,30,040	3,88,766	80·0	..	5·5	..	14·4
INDIA	3,837	4,145	3,05,626	3,39,498	78,365	85,549	9,29,13,868	11,40,91,613	79·4	0·6	13·6	1·9	4·5

*Excludes classes attached to Schools for General Education.

†Includes enrolment in attached classes.

Of the total expenditure, engineering and technology schools claimed the largest proportion, that is, 35.4 per cent. Teacher Training Schools accounted for 30.5 per cent of the total expenditure and technical, industrial and Arts & Crafts schools 19.8 per cent. The share of other types of schools in the total expenditure on vocational and technical schools was : agricultural schools 4.1 per cent, commerce schools 4.0 per cent, medical schools 3.1 per cent, marine training schools 1.3 per cent, others (unspecified) schools 0.8 per cent, physical education schools 0.5 per cent, veterinary science schools 0.4 per cent and forestry schools 0.1 per cent. The amount expended on forestry schools was insignificant.

Taking all types of schools together, the average annual cost per pupil increased from Rs. 256.8 to Rs. 284.3. As in the previous year, the average annual cost was the highest in marine training (Rs. 1,010.9) and the least in commerce (Rs. 40.1). Table XCI gives the combined statistics of all the vocational and technical schools in various States and Union Territories.

A brief account of each type of vocation, except teacher training which has already been discussed in the previous chapter and other (unspecified) schools, is given below :—

Agricultural Schools

The number of agricultural schools rose from 100 to 102. This was the net result of the increase reported by the State of Bihar (2), Gujarat (1), Maharashtra (7), Mysore (2), and Manipur (1) and the fall in the number of such schools in Madhya Pradesh (9), Rajasthan (1) and Uttar Pradesh (1). Of the total, 87 schools (85.3 per cent) were managed by Government and the remaining 15 (14.7 per cent) by private organisations, of which 9 (8.8 per cent) were in receipt of aid from public funds.

The number of students receiving agricultural education of the school standard increased from 7,639 (7,564 boys and 75 girls) to 7,736 (7,662 boys and 74 girls) in 1960-61. The total direct expenditure on the schools also increased from Rs. 37,92,851 to Rs. 46,54,099. Of this, 87.9 per cent was met by Government, 1.5 per cent from fees and 10.6 per cent from other sources. The average annual cost per pupil amounted to Rs. 601.6 as compared to Rs. 496.5 in 1959-60. Table XCII gives statistics of these schools in the various States.

Commerce Schools

There were in all 1,189 Commerce schools in the country during the year 1960-61, as compared to 1,095 in 1959-60. This increase was shared by all the States except Assam and Kerala where the number decreased by 2 and 7 respectively and Madhya Pradesh, Orissa and West Bengal where it remained unchanged. The highest increase was reported in Maharashtra State (42), followed by Madras and Mysore (18 each), Gujarat (14), Andhra Pradesh (10), and Bihar (1). The decrease of 2 in Assam was due to the amalgamation of one school and closure of another. The decrease of 7 in Kerala was due to the exclusion of the statistics of these schools as they did not have any educational content. Kashmir, Kerala, Punjab, Rajasthan, Uttar Pradesh and the Union Territories did not run any commerce schools during the year. Of the total number of commerce

Table XCII—Statistics of Agricultural Schools

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Assam	1	94	..	94	65,542	697·3
Bihar	20	1,681	10	1,691	8,43,082	498·5
Gujarat	10	603	..	603	4,02,132	666·9
Madhya Pradesh	12	386	..	386	63,978	165·7
Maharashtra	35	2,477	6	2,483	19,72,146	794·3
Mysore	10	771	58	829	7,47,948	902·2
Uttar Pradesh	10	1,384	..	1,384	4,21,221	304·4
West Bengal	2	160	..	160	85,034	531·5
Manipur	1	13	..	13	24,116	1,855·1
Tripura	1	93	..	93	28,900	310·8
INDIA	102	7,662	74	7,736	46,54,099	601·6

*Includes enrolment in attached classes.

Table XCIII—Statistics of Commerce Schools

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	189	8,707	707	9,414	4,27,702	45·4
Assam	23	2,249	341	2,590	1,75,614	67·8
Bihar	24	2,641	46	2,687	1,23,572	46·0
Gujarat	69	9,361	1,056	10,417	1,37,970	13·2
Madhya Pradesh	1	28	..	28	2,231	79·7
Madras	415	22,745	5,445	28,190	8,93,070	31·7
Maharashtra	240	18,931	4,848	23,779	12,03,731	51·0
Mysore	153	15,399	2,756	18,155	6,69,334	36·9
Orissa	2	34	..	34	5,905	173·7
Punjab . . . . .	..	18	..	18	..	..
Rajasthan . . . . .	..	122	..	122	..	..
West Bengal	73	15,555	1,835	17,390	8,72,451	50·3
INDIA	1,189	95,790	17,034	1,12,824	45,11,580	40·1

*Includes enrolment in attached classes.

schools, 18 (1·5 per cent) were managed by government, 145 (12·2 per cent) by private aided bodies and 1,026 (86·3 per cent) by private unaided bodies.

Commerce schools as well as commerce class attached to other institutions enrolled 1,12,824 students (95,790 boys and 17,034 girls) during 1960-61, as against 1,15,057 students (97,880 boys and 17,177 girls) in the previous year. During the same period, the total direct expenditure on commerce schools

increased from Rs. 42,75,677 to Rs. 45,11,580. Of this 4.9 per cent was met from government funds, 89.1 per cent from fees, 1.3 per cent from endowments and 4.7 per cent from other sources. The contribution of local bodies was insignificant. The average annual cost per pupil in these schools amounted to Rs. 40.1 as against Rs. 37.3 in 1959-60. The Statewise details of commerce schools are given in Table XCIII.

Engineering/Technology Schools

Under this category are covered only those schools which had at least one post-matriculation course. The number of such schools increased by 8 to 283 during the year. The increase in the number of schools was reported by Andhra Pradesh (3), Bihar (2), Gujarat (6), Kerala (5), Madhya Pradesh (2), Madras (3), Orissa (3), Rajasthan (2) and West Bengal (1) and Delhi (1) and the decrease by Maharashtra (15), Mysore (1), Punjab (2) and Uttar Pradesh (3). The number of schools remained the same in other States. The decrease in Maharashtra, Mysore, Punjab and Uttar Pradesh was due mainly to reclassification of institutions with under-matriculation courses at technical, industrial, arts & crafts schools. Besides, in Punjab and Uttar Pradesh one school each was closed down. Of the total number of schools, 198 (70.0 per cent) were managed by Government and 73 (25.8 per cent) by private aided and 12 (4.2 per cent) by private unaided organisations. Apart from these engineering schools, some technical schools and engineering colleges also had provision for engineering education of school standard.

Table XCIV—Statistics of Engineering and Technology Schools

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh	28	6,849	1	6,850	38,99,866	464.7
Assam	5	1,199	..	1,199	11,58,735	966.4
Bihar	23	6,504	..	6,504	33,95,753	481.3
Gujarat	11	5,737	4	5,741	23,62,847	516.1
Kerala	22	6,821	216	7,037	20,05,669	285.0
Madhya Pradesh	13	2,218	..	2,218	23,51,963	1,060.4
Madras	23	6,884	..	6,884	31,39,860	472.3
Maharashtra	18	14,325	146	14,471	39,75,892	830.6
Mysore	20	6,754	..	6,754	25,31,424	356.9
Orissa	12	2,620	..	2,620	14,87,512	575.9
Punjab	44	8,410	..	8,410	40,51,114	481.7
Rajasthan	5	900	..	900	10,13,556	1,126.2
Uttar Pradesh	28	5,891	46	5,937	31,39,155	705.0
West Bengal	24	8,214	..	8,214	46,58,304	393.4
Delhi	3	2,024	22	2,046	7,54,592	423.2
Himachal Pradesh	1	112	..	112	1,74,026	1,553.8
Manipur	2	217	3	220	1,48,575	675.3
Tripura	1	185	..	185	1,36,601	738.4
INDIA	283	85,864	438	86,302	4,03,85,444	508.1

*Includes enrolment in attached classes.

The number of pupils in engineering and technology schools and attached classes was 86,302 (85,864 boys and 438 girls), as compared to 69,667 (69,235 boys and 432 girls) during the previous year. The total direct expenditure on these schools increased during the year from Rs. 3,32,38,815 to Rs. 4,03,85,444. Of this, Government met 77.4 per cent, fees 18.6 per cent, endowments 1.9 per cent and other sources 2.1 per cent. The share of local boards was insignificant. The average annual cost per pupil was Rs. 508.1 as compared to Rs. 465.1 in 1959-60.

The detailed statistics of engineering schools in various States are given in Table XCIV.

Forestry Schools

During the year, there were only four forestry schools in the country—2 in Gujarat and 2 in Maharashtra. During the previous year also their number was the same. These schools were managed by Government. These schools enrolled 170 pupils (all boys) during 1960-61, as compared to 154 in the previous year. The total direct expenditure on these schools increased from Rs. 48,494 to Rs. 94,882. This gives an average annual cost per pupil of Rs. 558.1 as compared to that of Rs. 314.9 during 1959-60. The whole of the total direct expenditure was met from government funds.

The Statewise statistics of these schools are given in Table XCV.

Table XCV—Statistics of Forestry Schools

State	Number of Institutions	Number of Pupils			Expenditure	Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Gujarat	2	77	..	77	71,372	926.9
Maharashtra	2	93	..	93	23,510	252.8
INDIA	4	170	..	170	94,882	558.1

Marine Training Schools

The number of marine training schools, during the year, was 5, the same as in the previous year. These schools existed in Andhra Pradesh, Gujarat, Maharashtra and West Bengal. Four of these five schools were managed by Government and one by private organisation. The number of pupils receiving training in these schools was 1,561 (all boys), as compared to 1,867 in 1959-60. The enrolment increased in Maharashtra and decreased in all other States. The total direct expenditure on these schools was Rs. 15,78,078, as compared to Rs. 14,29,800 in the previous year. Of this, 98.5 per cent was met from government funds, and 1.5 per cent from fees. The average annual cost per pupil rose from Rs. 765.8 to Rs. 1,010.9 during the year.

The details of statistics of these schools in various States are given in Table XCVI.

Table XCVI—Statistics of Marine Training Schools

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . . .	2	620	..	620	4,34,374	700·6
Gujarat . . .	1	380	..	380	2,17,509	572·4
Maharashtra . . .	1	162	..	162	6,11,681	3,775·8
West Bengal . . .	1	399	..	399	3,14,514	788·3
INDIA . . .	5	1,561	..	1,561	15,78,078	1,010·9

Schools for Medicine

The number of medical schools increased from 150 to 158. Increase in the number of schools was reported by Gujarat (2), Maharashtra (7), Manipur(1), Pondicherry (1). The number of schools remained the same in Madhya Pradesh, Uttar Pradesh and Tripura but decreased in Mysore by two and in Punjab by 1. The decrease in Mysore was due to the closure of two Nursing schools and that in Punjab to the reclassification of a school providing instruction in L. S. M. F. course as a college. Government managed 94 (59·5 per cent) of these and local boards 4 (2·5 per cent). The rest were managed by private organisations, of which 33 (20·9 per cent) were under aided bodies and 27 (17·1 per cent) under unaided bodies. Besides these schools, some of the medical colleges also had provision for medical courses of school standard.

Table XCVII—Statistics of Schools for Medicine

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . . .	..	420	1	421	..	..
Gujarat . . .	22	228	997	1,225	3,05,036	285·3
Kerala . . .	..	80	198	278	..	..
Madhya Pradesh . . .	5	28	154	182	75,861	416·8
Madras . . .	..	204	10	214	..	..
Maharashtra . . .	78	1,335	3,308	4,643	20,09,931	432·9
Mysore . . .	19	321	571	892	2,65,415	297·6
Punjab . . .	16	210	640	850	2,15,978	285·7
Rajasthan . . .	..	135	11	146	..	..
Uttar Pradesh . . .	2	163	1	164	16,603	448·7
West Bengal . . .	10	793	310	1,103	4,88,193	443·8
Delhi . . .	1	204	141	345	1,38,335	981·1
Manipur . . .	3	45	69	114	12,205	107·1
Pondicherry . . .	1	..	18	18	2,762	153·4
Tripura . . .	1	..	107	107	2,200	20·6
INDIA . . .	158	4,166	6,536	10,702	35,32,519	389·9

*Includes enrolment in attached classes.

The total enrolment in medical schools and attached classes rose to 10,702 (4,166 boys and 6,536 girls), as against 10,471 (4,413 boys and 6,058 girls) during the previous year. The total direct expenditure on these schools alone decreased from Rs. 41,78,113 to Rs. 35,32,519. The distribution of this expenditure according to various sources of income was : government funds 69·8 per cent, local board funds 5·3 per cent, fees 9·8 per cent, endowments 0·8 per cent and other sources 14·3 per cent. The average annual expenditure per student came down to Rs. 389·9 from Rs. 457·4 in the previous year.

The Statewise statistics of medical schools are given in Table XCVII.

Schools of Physical Education

The schools for physical education increased by 3 from 38 to 41. This overall increase was due to increase of 5 schools in Maharashtra, and the decrease of one school each in Andhra Pradesh and Madhya Pradesh. In Andhra Pradesh, one school was closed down, while one school was upgraded as college in Madhya Pradesh. Of the total number of schools, 39 (95·2 per cent) were managed by private aided bodies and 1 each (2·4 per cent each) by Government and local bodies. Besides these schools, some colleges also provided education of the school standard.

The number of pupils in schools for physical education as well as attached classes increased from 3,349 (2,837 boys and 512 girls) to 3,444 (2,929 boys and 515 girls). Of the total direct expenditure of Rs. 5,72,230 on schools of physical education (as against Rs. 5,03,554 in 1959-60), 29·8 per cent was met from government funds, 3·9 per cent from local boards funds, 43·0 per cent from fees, 1·9 per cent from endowments and 21·4 per cent from other sources. The average annual cost per pupil was Rs. 199·9 as compared to Rs. 182·3 in the previous year. Statewise statistics of these schools are given in Table XCVIII.

Table XCVIII—Statistics of Schools for Physical Education

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
					Rs.	Rs.
Andhra Pradesh . . . . .	..	25	9	34	..	..
Bihar	1	82	12	94	2,700	87·1
Gujarat	3	279	76	355	1,05,593	297·4
Madhya Pradesh	1	107	38	145	4,984	34·4
Madras	1	339	119	458	25,580	406·0
Maharashtra	17	557	198	755	3,34,139	442·6
Mysore	17	1,417	63	1,480	81,307	54·9
Orissa	1	33	..	33	17,927	543·2
Rajasthan . . . . .	..	40	..	40	..	..
Uttar Pradesh . . . . .	..	50	..	50	..	..
INDIA	41	2,929	515	3,444	5,72,230	199·9

*Includes enrolment in attached classes.

Technical, Industrial and Arts and Crafts Schools (excluding Polytechnics)

This category of institutions covers only those schools which had provision for only those courses for which minimum admission qualification was less than matriculation. During the year, there were 1,198 technical, industrial and arts and crafts schools in the country, as compared to 1,110 during the previous year. Increase in the number of such schools was reported by Andhra Pradesh (3), Gujarat (9), Kerala (14), Maharashtra (28), Mysore (8), Punjab (11), Uttar Pradesh (14), West Bengal (5), Manipur (17), while Nagaland reported one school for the first time. The number of schools remained the same in Rajasthan and A. & N. Islands while it decreased in Assam (by 1), Bihar (by 6), Madhya Pradesh (by 3), Madras, Orissa, Delhi and Pondicherry (by 1 each) and Tripura (by 7). The increase in Maharashtra and Uttar Pradesh was due mainly to the reclassification of some of the vocational and technical schools (having below matriculation as the minimum admission requirements) as belonging to this category rather than to the category of engineering schools. The decrease in Bihar, Madhya Pradesh, Orissa, Madras and Pondicherry was either due to closure of the schools or due to reclassification. Of the total number of schools, 538 (45.0 per cent) were managed by Government, 171 (14.4 per cent) by local boards, 505 (42.1 per cent) by private aided bodies and 138 (11.5 per cent) by private unaided bodies. The enrolment in the schools as well as in classes attached to various engineering schools and polytechnics increased from 83,617 (56,191 boys and 27,426 girls) to 75,694 (46,584 boys and 29,110 girls). The total direct expenditure on these schools, also increased from Rs. 1,63,67,929 to Rs. 2,25,97,372. Of this 79.9 per cent was met by government, 1.7 per cent by local boards, 5.8 per cent by fees, 3.9 per cent by endowments and 8.7 per cent by other sources. The average annual cost per pupil increased from 263.2 to Rs. 303.4. The Statewise statistics of these schools are given in Table XCIX.

Veterinary Science Schools

There were in all 12 schools for veterinary science in the country during 1960-61, as compared to 11 in the previous year. These were located in the States of Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh, Maharashtra and Manipur only. The increase of one school was reported by Madhya Pradesh. All these schools were managed by Government. Besides these schools, some of the veterinary colleges also had provision for veterinary science courses of school standard.

The enrolment in veterinary science schools as well as in attached classes increased from 1,065 (all boys) to 1,166 (all boys). The total direct expenditure incurred on these schools also increased from Rs. 3,04,061 to Rs. 4,46,636. The entire expenditure was met from government funds. The average annual cost per pupil increased from Rs. 309.0 to Rs. 444.9.

The detailed statistics of veterinary science schools in various States are given in Table C.

Table XCIX—Statistics of Technical, Industrial and Arts & Crafts Schools

State/Territory	No. of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	29	3,000	703	3,703	Rs. 5,50,478	Rs. 265·0
Assam	32	1,479	345	1,824	11,86,601	650·5
Bihar	38	3,355	1,048	4,403	8,83,020	233·3
Gujarat	125	4,243	2,858	7,101	10,62,816	149·7
Kerala	88	1,454	1,856	3,310	4,33,942	131·1
Madhya Pradesh	61	1,522	594	2,116	6,37,541	301·3
Madras	71	5,943	1,462	7,405	21,75,562	332·6
Maharashtra	310	1,913	6,001	7,914	53,31,356	380·6
Mysore	27	2,631	517	3,148	7,34,970	308·0
Orissa	41	1,270	379	1,649	6,90,690	418·9
Punjab	74	1,170	2,576	3,746	13,92,218	356·1
Rajasthan	8	1,141	4	1,145	6,47,787	565·8
Uttar Pradesh	90	7,523	3,374	10,897	31,61,674	303·4
West Bengal	161	8,512	6,671	15,183	23,95,508	216·2
A. & N. Islands	1	..	..	..	7,345	..
Delhi	5	854	332	1,186	5,13,349	458·3
Manipur	18	140	122	262	76,489	291·9
Nagaland	1	23	..	23	33,295	1,447·6
Pondicherry	1	103	..	103	61,666	598·7
Tripura	17	308	268	576	2,21,065	383·8
INDIA	1,198	46,584	29,110	75,694	2,25,97,372	303·4

*Includes enrolment in attached classes.

Table C—Statistics of Schools for Veterinary Science

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	2	335	..	335	Rs. 1,34,802	Rs. 402.3
Bihar	1	159	..	159	1,04,633	658.1
Gujarat	3	120	..	120	27,393	228.3
Madhya Pradesh	1	62	..	62	98,000	1,580.6
Maharashtra	4	271	..	271	75,768	279.5
Punjab . . . . .	..	140	..	140	..	..
West Bengal . . . . .	..	22	..	22	..	..
Manipur	1	57	..	57	6,040	106.0
INDIA	12	1,166	..	1,166	4,46,636	444.9

*Includes enrolment in attached classes.

Professional and Technical Colleges

The total number of professional and technical colleges increased, during the year, by 127 (17.5 per cent) to 852. Of these, 424 (49.8 per cent) were managed by Government, 350 (41.0 per cent) by private aided bodies, 75 (8.8 per cent) by private unaided bodies and 3 (0.4 per cent) by local boards. Besides, professional and technical education was also provided in University teaching departments and in some of the arts and science colleges and research institutions. The distribution of professional and technical colleges by type of education was : teacher training colleges 478 (56.1 per cent), medical colleges 133 (15.6 per cent), engineering and technological colleges 81 (9.5 per cent), commerce colleges 42 (4.9 per cent), law colleges 38 (4.5 per cent), agricultural colleges 36 (4.2 per cent), physical education colleges 20 (2.3 per cent), colleges of veterinary science 18 (2.1 per cent), forest colleges 3 (0.4 per cent) and other (unspecified) colleges 3 (0.4 per cent).

Table CI—gives the distribution of professional and technological colleges by type of education. It will be seen that but for forest colleges, whose number remained unchanged, all other types of colleges registered an increase in their number. Teacher training colleges reported the highest increase (77), followed by medical colleges (15), engineering colleges (12), commerce colleges (7), agricultural colleges and law and physical education colleges (4 each), technological colleges (2) and veterinary science and other (unspecified) colleges (1 each). The increase in teacher training colleges was partly due to the re-classifications as undergraduate colleges of some of the teacher training institutions which were previously returned as teacher training schools.

Table CI—Statistics of Professional and Technical Colleges by Type

Type	Number of Institutions*		Number of Pupils†				Expenditure		Percentage of Expenditure (1960-61) met from				
	1959-60	1960-61	Boys		Girls		1959-60	1960-61	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources
			1959-60	1960-61	1959-60	1960-61							
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Agriculture	32	36	13,170	15,699	125	149	1,06,90,277	1,30,44,613	76.5	0.2	12.0	0.9	10.4
Commerce	35	42	73,806	77,448	680	864	46,52,789	59,57,798	18.5	0.0	74.5	3.1	3.9
Engineering	57	69	36,051	42,830	156	333	3,30,89,011	4,00,59,569	65.1	..	27.5	2.8	4.6
Forestry	3	3	614	683	..	..	8,13,348	11,33,048	30.0	..	70.0	..	..
Law	34	38	25,277	26,336	648	865	25,04,260	26,70,701	3.8	..	92.0	0.4	3.8
Medicine	118	133	29,484	32,164	7,131	8,238	5,04,70,924	5,90,11,097	75.9	2.6	15.0	3.2	3.3
Physical Education	16	20	655	745	143	159	8,83,155	14,08,279	81.8	..	11.3	3.5	3.4
Teachers' Training	401	478	25,968	31,606	13,167	15,202	1,78,81,935	2,15,14,328	77.9	..	12.8	5.0	4.3
Technology	10	12	4,015	4,634	20	41	37,46,277	63,42,778	85.7	0.0	6.0	4.0	4.3
Veterinary Science	17	18	5,143	5,498	36	47	60,89,182	65,11,486	85.9	..	10.4	0.0	3.7
Others	2	3(a)	1,557	1,344	237	286	3,63,054	3,87,169	93.2	..	6.4	..	0.4
TOTAL	725	852	2,15,740	2,38,987	22,343	26,124	13,11,84,212	15,80,40,866	70.7	1.0	20.9	3.0	4.4

*Excludes University Teaching Departments and classes in professional and technical subjects attached to Arts and Science colleges,

†Includes enrolment in University Teaching Departments and classes attached in professional and technical subjects,

(a) Includes 1 cooperative college and 1 labour Institute of Bombay and 1 Dairy Science College of Punjab,

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION

1960-61

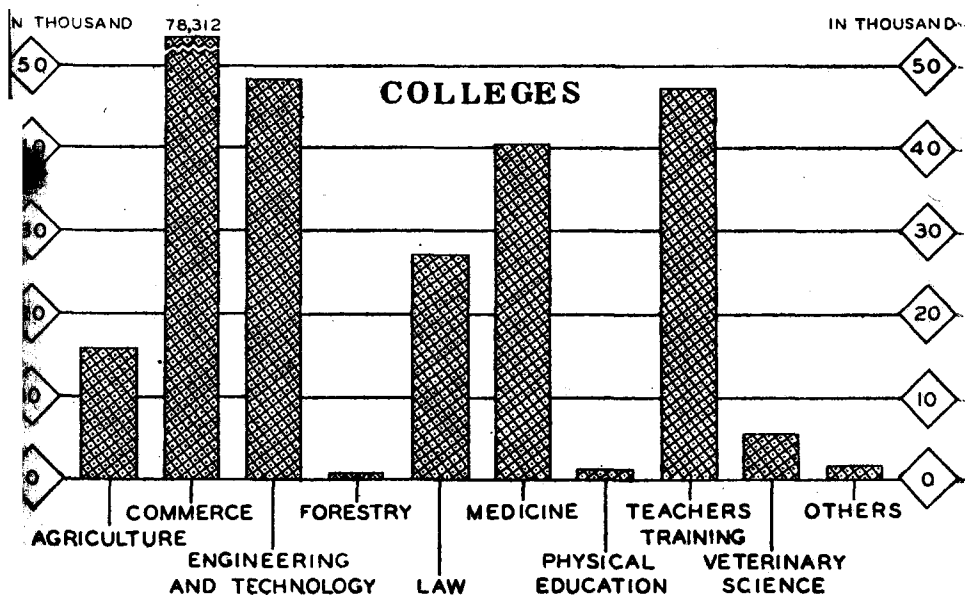
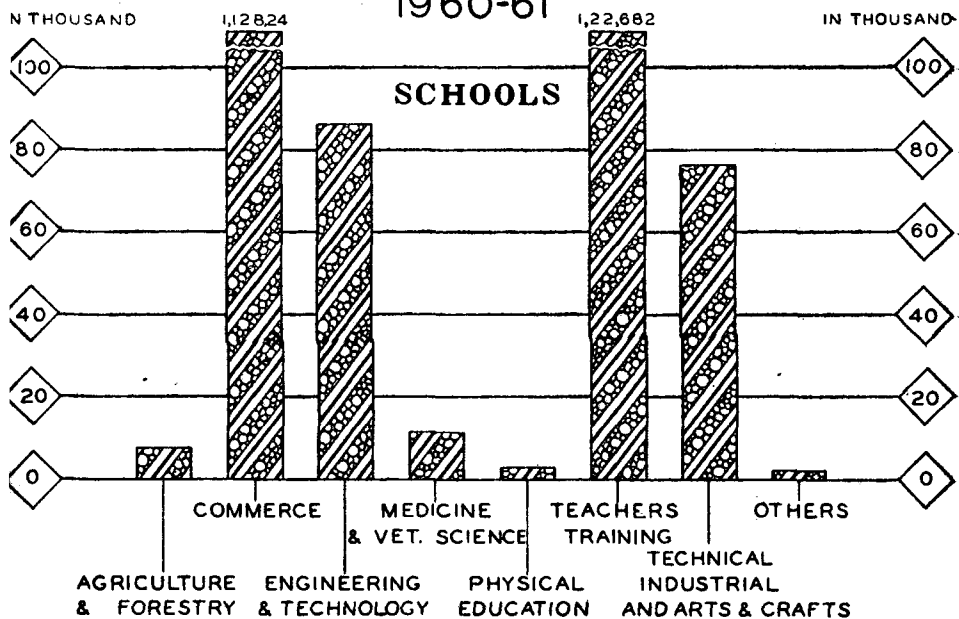


Table CI—Statistics of Professional and Technical Colleges by Type—*contd.*

Type	Average Annual Cost per Pupil		Output (Degrees and Equivalent Diplomas)		
	1959-60	1960-61	Boys	Girls	Total
	15	16	17	18	19
Agriculture	1,134.5	1,218.7	3,197	21	3,218
Commerce	172.2	211.4	16,098	172	16,270
Engineering	936.2	971.6	7,056	15	7,071
Forestry	1,444.7	1,810.0	61	..	61
Law	164.7	168.7	6,977	185	7,162
Medicine	1,483.3	1,551.9	4,287	983	5,270
Physical Education	671.6	1,001.6	530	106	636
Teachers' Training	412.5	424.1	12,817	5,683	18,500
Technology	2,555.4	3,237.8	925	4	929
Veterinary Science	1,217.8	1,254.6	914	3	917
Others	1,349.6	967.9	183	7	190
INDIA	863.5	813.4	53,045	7,179	60,224

Pupils

The total number of pupils receiving professional and technical education in colleges for professional and technical education, university teaching departments and attached classes rose from 2,38,083 (2,15,740 boys and 22,343 girls) to 2,65,111 (2,38,987 boys and 26,124 girls) during the year. This yields an increase of 11.4 per cent, (10.8 per cent for boys and 16.9 per cent for girls) as compared to an increase of 18.0 per cent in 1959-60. Their enrolment constituted 24.2 per cent of the total enrolment at the university stage. Commerce as usual attracted the largest number of students, their number being 78,312 or 29.5 per cent. Next to follow were : teacher training 46,808 (17.7 per cent), engineering 43,163 (16.3 per cent), medicine 40,402 (15.2 per cent), law 27,141 (10.2 per cent), agriculture 15,848 (6.0 per cent), veterinary science 5,545 (2.1 per cent), technology 4,675 (1.8 per cent)-physical education 904 (0.3 per cent), forestry 683 (0.3 per cent) and other subjects 1,630 (0.6 per cent).

Expenditure

The total direct expenditure on professional and technical colleges amounted to Rs. 15,80,40,866 as against Rs. 13,11,84,212 in the previous year. This gives an increase of 20.5 per cent, as compared to an increase of 17.2 per cent in the previous year. Of the total expenditure, 70.7 per cent was met from government funds, 1.0 per cent from local board funds, 20.9 per cent from fees, 3.0 per cent from endowments and 4.4 per cent from

other sources. The expenditure of professional and technical colleges constituted 30·7 per cent of the total direct expenditure on universities and colleges and 6·1 per cent of the total direct expenditure on education as a whole.

Medical colleges accounted for the highest proportion (37·3 per cent) of the total direct expenditure on professional and technical colleges and other (unspecified) colleges the lowest (0·3 per cent). The intermediary positions were occupied by engineering colleges (25·3 per cent), teacher training colleges (13·6 per cent), agricultural colleges (8·3 per cent), veterinary science colleges (4·1 per cent), technological colleges (4·0 per cent), commerce colleges (3·8 per cent), law colleges (1·7 per cent), physical education colleges (0·9 per cent) and forestry colleges (0·7 per cent).

Columns (10) to (14) of Tables—CI show the sourcewise distribution of expenditure on each type of institution. More than two-thirds of the expenditure was financed by government in colleges for agriculture, teacher training, medicine, physical education, technology, and veterinary science and between 50 per cent and 75 per cent in colleges for engineering. Education in the remaining types of colleges, viz., commerce, forestry and law was largely financed by fees.

The average annual cost per pupil in all types of professional and technical colleges decreased from Rs. 863·5 to Rs. 813·4. It varied from Rs. 168·7 in law colleges to Rs. 3,237·8 in technological colleges.

Out Put

During the year, 60,224 students (53,045 boys and 7,179 girls) received professional degrees and equivalent diplomas, as against 53,304 (47,188 boys and 6,166 girls) during 1959-60. The largest number of 18,500 students graduated in Teachers Training followed by Commerce 16,270, Law 7,162, engineering 7,071, medicine 5,270, agriculture 3,218, technology 929, veterinary science 917, physical education 636 and forestry 61.

Further details of professional and technical education in each State are given in Table CII.

A brief account of each type of professional and technical education, except teacher training which has already been discussed in Chapter VII, is given below :

Agricultural Colleges

With the opening of one college each in Bihar, Gujarat, Maharashtra and Uttar Pradesh, the number of agricultural colleges increased from 32 to 36. Besides, some of the university teaching departments and arts and science colleges also had provision for agricultural education. There was no agricultural college in Jammu & Kashmir and the Union Territories. Of the total number of agricultural colleges, 26 (72·2 per cent) were managed by government, 3(8·3 per cent) by private aided bodies and 7(19·5 per cent) by private unaided bodies. The number of pupils in these colleges, University teaching departments and attached classes increased from 13,295 (13,170 boys and 125 girls) in 1959-60 to 15,848 (15,699 boys and 149 girls) in 1960-61, that is at the rate of 19·2 per cent. The increase in enrolment was reported by all the States except Andhra Pradesh and West Bengal. The decrease in these States was insignificant. The total direct expenditure on all these colleges increased by 22·0 per cent from Rs. 1,06,90,277 to Rs. 1,30,44,613 of which 76·5 per cent was met from Government.

Table CII—Statistics of professional and Technical Colleges by States

State/Territory	Number of Institutions		Number of Pupils				Expenditure		Percentage of Expenditure (1960-61) met from				
			Boys		Girls				Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	29	33	15,044	15,583	1,283	1,452	87,13,994	1,02,35,474	64.9	..	20.1	4.9	10.1
Assam	9	11	4,126	4,354	108	122	26,43,386	32,21,944	89.4	..	10.0	..	0.6
Bihar	27	33	13,872	15,107	391	476	68,78,073	80,75,701	72.3	..	24.9	1.6	1.2
Gujarat	32	37	13,731	15,357	750	1,006	72,85,362	85,88,532	50.8	..	42.6	0.3	6.3
Jammu & Kashmir	4	4	347	423	121	155	6,35,401	7,58,577	89.1	..	10.7	0.0	0.2
Kerala	26	32	6,527	8,068	993	1,438	36,52,847	44,82,240	63.5	..	34.2	0.0	2.3
Madhya Pradesh	67	103	17,472	20,778	1,267	1,788	1,10,96,250	1,33,17,983	82.1	0.0	13.4	1.4	3.1
Madras	147	151	21,150	22,364	5,217	5,562	1,34,09,054	1,54,89,912	69.9	..	17.4	11.6	1.1
Maharashtra	125	153	26,709	30,846	4,120	4,898	1,85,56,802	2,45,64,108	61.2	6.1	27.1	0.9	4.7
Mysore	65	81	15,425	17,323	1,459	1,696	65,97,103	89,77,394	59.1	..	36.5	..	4.4
Orissa	19	20	2,686	3,118	211	273	18,97,492	25,59,390	82.9	..	8.0	0.2	8.9
Punjab	42	47	7,016	8,258	1,859	2,007	74,63,338	94,80,537	60.3	0.0	23.7	10.5	5.5
Rajasthan	20	22	11,871	11,770	252	288	44,86,083	59,02,325	72.4	..	17.3	8.1	2.2
Uttar Pradesh	53	56	29,387	31,949	1,802	2,012	87,42,949	89,44,404	64.2	0.4	23.4	2.1	9.9
West Bengal	45	51	25,633	28,140	1,623	1,912	1,81,92,405	1,96,56,720	82.1	0.0	12.3	0.3	5.3
Delhi	10	10	4,105	4,710	791	894	1,01,49,199	1,26,90,169	89.8	0.0	7.6	0.7	1.9
Himachal Pradesh	1	1	38	52	15	17	57,873	97,088	100.0	..	..	..	..
Manipur . . . . .	..	..	282	278	15	12	..	..	..	..	..	..	..
Pondicherry	2	2	175	230	60	76	6,47,585	8,32,874	93.5	..	6.5	..	..
Tripura	2	5	144	279	6	40	79,016	1,65,494	98.0	..	..	..	2.0
INDIA	725	852	2,15,740	2,38,987	22,343	26,124	13,11,84,212	15,80,40,866	70.7	1.0	20.9	3.0	4.4

Table CIII—Statistics of Agricultural Colleges

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	2	889	32	921	9,89,212	1,427·4	194	8	202	17	..	17
Assam	1	302	..	302	4,60,158	1,614·6	45	..	45	..	..	..
Bihar	3	707	1	708	10,52,285	1,486·3	158	..	158	32	..	32
Gujarat	2	940	14	954	6,42,159	821·2	44	1	45	..	..	..
Kerala	1	259	30	289	3,86,403	1,797·2	63	6	69	..	..	..
Madhya Pradesh	5	1,365	..	1,365	18,72,311	1,376·7	180	..	180	76	..	76
Madras	1	936	26	962	4,42,644	728·0	149	4	153	38	..	38
Maharashtra	5	1,946	5	1,951	23,07,230	1,384·9	184	1	185	55	1	56
Mysore	2	690	..	690	8,18,310	1,223·2	160	..	160	16	..	16
Orissa	1	387	..	387	3,79,168	979·8	38	..	38	..	..	..
Punjab	1	1,168	..	1,168	7,44,968	1,219·3	130	..	130	41	..	41
Rajasthan	2	858	1	859	10,09,311	1,452·2	115	..	115	..	..	..
Uttar Pradesh	9	4,687	27	4,714	16,39,126	862·2	1,147	..	1,147	206	..	206
West Bengal	1	234	1	235	3,01,328	2,430·0	22	..	22	11	..	11
Delhi . . . . .	..	319	12	331	..	..	..	..	..	76	..	76
Himachal Pradesh . . . . .	..	12	..	12	..	..	..	..	..	..	..	..
INDIA	36	15,699	149	15,848	1,30,44,613	1,218·7	2,629	20	2,649	568	1	569

*Includes enrolment in attached classes.

funds, 0·2 per cent from local board funds, 12·0 per cent from fees, 0·9 per cent from endowments and 10·4 per cent from other sources. The average annual cost per pupil in these colleges increased from Rs. 1,134·5 to Rs. 1,218·7. During the year, 2,649 candidates (2,629 boys and 20 girls) were awarded Bachelor's degree and 569 candidates (568 boys and 1 girl) Master's degree in agriculture. The corresponding figures for the previous year were 2,172 (2,157 boys and 15 girls) and 387 (385 boys and 2 girls) respectively.

The detailed statistics of agricultural colleges are given in Table CIII.

Commerce Colleges

The number of commerce colleges increased during the year by 7 to 42. Of these, 28 or 66·7 per cent were managed by private aided bodies and 8 or 19·0 per cent by private unaided bodies. The remaining 6 colleges (14·3 per cent) were controlled by government. Besides, some university teaching departments and arts and science colleges also provided facilities for the teaching of commerce. Increase in the number of commerce colleges was reported by Maharashtra (4), and Gujarat, Madhya Pradesh and Rajasthan (1 each).

The commerce colleges, university teaching departments and commerce classes in arts and science colleges together enrolled 78,312 students (77,448 boys and 864 girls) during the year, as compared to 74,486 students (73,806 boys and 680 girls) enrolled in the previous year. The enrolment increased in all States, except Andhra Pradesh, Assam, Bihar, Madhya Pradesh, Mysore, Rajasthan and Tripura.

The total direct expenditure on commerce colleges amounted to Rs. 59,57,798 as against Rs. 46,52,789 in 1959-60. Thus the increase comes to 28·0 per cent. About two-thirds (74·5 per cent) of this expenditure was met from fees, while government funds, endowments and other sources contributed 18·5 per cent, 3·1 per cent and 3·9 per cent of the expenditure respectively. The average annual cost per pupil increased from Rs. 172·2 to Rs. 211·4. As many as 13,933 students (13,787 boys and 146 girls) qualified for the award of Bachelor's degrees and 2,337 students (2,311 boys and 26 girls) qualified for the award of Master's degree in commerce. The corresponding figures for the previous year were : B. Com. 12,923 (12,805 boys and 118 girls) and M. Com. 2,136 (2,126 boys and 10 girls).

Detailed statistics of commerce education in various States are given in Table CIV.

Engineering (including architecture) Colleges

The number of engineering colleges increased by 12 to 69, including 3 colleges for architecture. Of the total, 35 (50·8 per cent) were managed by government, 30 (43·4 per cent) by private aided organisations and 4 (5·8 per cent) by private unaided bodies. Besides, the teaching departments of the universities of Aligarh, Annamalai, Banaras, Madras, Roorkee and Utkal, the Indian Institute of Science, Bangalore, and some of the technological colleges also provided facilities for engineering courses. The engineering colleges existed in all the States and, among the Union Territories in Delhi only. Maharashtra reported the highest increase of 3 colleges, followed by Bihar, Madhya Pradesh and Mysore (2 colleges each) and Assam, Kerala and West Bengal (1 each).

Table CIV—Statistics of Commerce Colleges

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost Per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	1	3,912	23	3,935	45,284	133·6	851	5	856	80	1	81
Assam . . . . .	..	1,819	1	1,820	..	..	158	1	159	21	..	21
Bihar	2	5,865	3	5,868	3,61,258	147·2	989	..	989	133	1	134
Gujarat	8	6,777	91	6,868	10,43,592	191·4	617	17	634	52	17	69
Jammu & Kashmir	1	157	..	157	38,585	245·8	19	..	19	..	..	..
Kerala	1	2,090	54	2,144	39,576	121·4	494	11	505	..	..	..
Madhya Pradesh	3	5,979	9	5,988	3,62,026	243·0	899	1	900	226	..	226
Madras . . . . .	..	2,559	4	2,563	..	..	767	..	767	49	..	49
Maharashtra	14	13,270	544	13,814	24,67,249	227·6	1,372	86	1,458	191	6	197
Mysore	4	4,691	56	4,747	5,24,252	165·0	868	7	875	17	1	18
Orissa . . . . .	..	493	..	493	..	..	138	..	138	..	..	..
Punjab	2	258	..	258	1,49,001	671·2	41	..	41	1	..	1
Rajasthan	3	6,631	5	6,636	3,13,778	289·1	759	3	762	206	..	206
Uttar Pradesh . . . . .	..	8,562	2	8,564	..	..	1,907	..	1,907	880	..	880
West Bengal	2	12,664	64	12,728	2,66,724	143·1	3,639	13	3,652	424	..	424
Delhi	1	1,406	4	1,410	3,46,473	444·2	220	1	221	31	..	31
Manipur . . . . .	..	220	4	224	..	..	11	1	12	..	..	..
Tripura . . . . .	..	95	..	95	..	..	38	..	38	..	..	..
INDIA	42	77,448	864	78,312	59,57,798	211·4	13,787	146	13,933	2,311	26	2,337

*Includes enrolment in attached classes.

Table CV—Statistics of Engineering Colleges

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	5	3,511	7	3,518	22,24,032	878·0	383	..	383	..	..	..
Assam	2	508	..	508	7,69,824	1,515·4	45	..	45	..	..	..
Bihar	7	4,005	1	4,006	38,24,859	984·8	670	..	670	..	..	..
Gujarat	4	3,516	24	3,540	28,10,440	598·1	606	2	608	15	..	15
Kerala	4	2,138	65	2,203	11,63,741	616·4	166	..	166	15	..	15
Madhya Pradesh	6	2,928	9	2,937	18,43,845	627·8	450	1	451	3	..	3
Madras	8	5,170	3	5,173	47,11,114	977·8	814	..	814	68	..	68
Maharashtra	9	3,032	159	3,191	41,41,575	759·6	649	7	656	7	..	7
Mysore	9	4,813	12	4,825	21,20,994	444·8	727	..	727	114	..	114
Orissa	1	451	..	451	4,42,014	980·1	86	..	86	..	..	..
Punjab	3	1,677	1	1,678	20,72,254	1,235·0	315	..	315	1	..	1
Rajasthan	2	1,551	..	1,551	16,67,989	1,127·8	138	..	138	4	..	4
Uttar Pradesh	2	3,385	12	3,397	9,24,232	1,566·5	724	2	726	30	..	30
West Bengal	5	5,060	32	5,092	93,01,853	2,507·2	864	3	867	99	..	99
Delhi	2	1,085	8	1,093	20,40,803	1,111·5	63	..	63	..	..	..
INDIA	69	42,830	333	43,163	4,00,59,569	971·6	6,700	15	6,715	356	..	356

*Includes enrolment in attached classes.

The total number of pupils on rolls of the colleges and attached classes rose during the year from 36,207 (36,051 boys and 156 girls) to 43,163 (42,830 boys and 333 girls), that is, at the rate of 19.2 per cent as compared to an increase of 11.4 per cent in the previous year. Increase in enrolment was reported by all the States. The total direct expenditure on engineering (including architecture) colleges increased from Rs. 3,30,89,011 in 1959-60 to Rs. 4,00,59,569 in 1960-61. This gives an increase of 21.1 per cent. and was distributed among various sources as government funds 65.1 per cent, fees 27.5 per cent, endowments 2.8 per cent and other sources 4.6 per cent. The average annual cost per pupil rose from Rs. 936.2 to Rs. 971.6. During the year, 6,715 candidates (6,700 boys and 15 girls) qualified for the award of Bachelor's degree and 356 candidates (all boys) for Master's degree in engineering, as compared to 5,562 (5,561 boys and 1 girl) and 323 (all boys) in the previous year.

Detailed statistics of engineering colleges in various States are given in Table CV.

Forestry Colleges

The number of forest colleges in the country on 31st March, 1961 was 3, the same as on the same date during the previous year. These colleges were located only in two States—one in Madras and two in Uttar Pradesh. All the three colleges were managed by Government. The number of pupils on rolls of these colleges increased from 614 to 683. All of these students were boys. The total direct expenditure incurred on these colleges was Rs. 11,33,048 as against Rs. 8,13,348 in the previous year. This gives an increase of 39.3 per cent. Major part of the expenditure (70 per cent) was met from fees, while the remaining 30 per cent came from government funds. The average annual cost of educating a pupil in these colleges was Rs. 1,810.0 as compared to Rs. 1,444.7 in the previous year. During the year 61 boys graduated for Bachelor's degrees, as against 97 in the previous year.

The Statewise details are given in Table CVI.

Law Colleges

The number of law colleges increased, during the year, from 34 to 38. Of this, 32 colleges (84.2 per cent) were managed by private bodies (18 or 47.4 per cent by aided and 14 or 36.8 per cent by unaided bodies). The remaining 6 (15.8 per cent) were run by government. There were no law colleges in Jammu & Kashmir, Rajasthan and Union Territories. Besides these colleges, facilities for the teaching of law were provided in the teaching departments of Aligarh, Allahabad, Banaras, Bombay, Delhi, Gorakhpur, Lucknow, Madras, Rajasthan, Saugar and Utkal Universities as well as in some of the arts and science colleges.

The number of pupils on the rolls of the law colleges, teaching departments and attached classes increased from 25,925 students (25,277 boys and 648 girls) in 1959-60 to 27,141 (26,336 boys and 805 girls) in 1960-61. The enrolment increased in all the States except Andhra Pradesh, Madras, Maharashtra, Delhi, Rajasthan and Uttar Pradesh. The decrease in Madras was insignificant. In Maharashtra, it was due to restriction of admissions.

The total direct expenditure on law colleges increased from Rs. 25,04,260 to Rs. 26,70,701. Of this, 92.0 per cent was met from fees. The remaining expenditure was distributed among the different sources as : government

Table CVI—Statistics of Forestry Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Rangers			Superior Forest Officers		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	1	192	..	192	3,36,952	1,755.0	94	..	94	..	..	..
Uttar Pradesh	2	491	..	491	7,96,096	1,834.3	77	..	77	61	..	61
INDIA	3	683	..	683	11,33,048	1, 810.0	171	..	171	61	..	61

*Includes enrolment in attached classes.

Table CVII—Statistics of Law Colleges

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	2	1,688	40	1,728	1,49,057	995.7	562	18	580	15	..	15
Assam	1	514	4	518	46,102	89.0	41	..	41	..	..	..
Bihar	4	1,495	4	1,499	2,18,974	153.9	380	..	380	..	..	..
Gujarat	5	1,469	50	1,519	3,81,829	194.2	205	5	210	3	1	4
Kerala	2	406	31	437	1,27,980	292.9	106	10	116	1	..	1
Madhya Pradesh	5	1,950	16	1,966	2,06,982	288.3	534	8	542	..	..	..
Madras	1	1,152	32	1,184	1,59,108	134.4	414	9	423	10	..	10
Maharashtra	8	4,300	263	4,563	7,99,372	184.1	1,131	71	1,202	23	3	26
Mysore	6	1,213	41	1,254	2,45,470	195.7	294	13	307	4	..	4
Orissa	1	330	2	332	33,424	100.7	121	1	122	..	..	..
Punjab	1	1,024	19	1,043	1,49,912	143.7	465	5	470	1	..	1
Rajasthan . . . . .	..	712	13	725	..	..	123	1	124	1	..	1
Uttar Pradesh	1	5,448	64	5,512	87,134	179.3	1,709	17	1,726	15	..	15
West Bengal	1	3,938	212	4,150	65,357	103.7	621	18	639	..	1	1
Delhi . . . . .	..	697	14	711	..	..	197	4	201	1	..	1
INDIA	38	26,336	805	27,141	26,70,701	168.7	6,903	180	7,083	74	5	79

*Includes enrolment in attached classes.

funds 3·8 per cent, endowments 0·4 per cent and other sources 3·8 per cent. The average annual cost per pupil in these colleges came to Rs. 168·7 as compared to Rs. 164·7 in the previous year. As many as 7,083 students (6,903 boys and 180 girls) qualified for the award of Bachelor's degree in law and 79 students (74 boys and 5 girls) for the Master's degree in law. The corresponding figures for the previous year were : LL.B./B. L. 6,602 (6,427 boys and 175 girls) and LL.M./M. L. 66 (64 boys and 2 girls).

The detailed statistics of law colleges in various States are given in Table CVII

Medical Colleges

The number of medical colleges increased by 15 to 133. These included colleges for allopathy, ayurveda, unani, tibbi, dentistry, nursing, public health and pharmacy. All the States and Union Territories of Delhi and Pondicherry had medical colleges of one or more types. Besides, facilities for the teaching of medical science were also available in some of the research institutions and the teaching department of Aligarh, Banaras, Lucknow and Patna Universities and for the teaching of pharmacy in the teaching departments of Bombay, Nagpur, Punjab, Patna and Saugar Universities. Of the total number of medical colleges, 71 (53·4 per cent) were managed by government, 3 (2·2 per cent) by local boards, 51 (38·4 per cent) by private aided bodies and 8 (6·0 per cent) by private unaided bodies. The number of colleges in the States either increased or remained the same as in the previous year. The highest increase was reported by Andhra Pradesh and Madhya Pradesh (3 each), followed by Bihar, Gujarat and Punjab (2 each) and Assam, Maharashtra and Rajasthan (1 each).

These colleges together with the university teaching departments, research institutions and attached classes enrolled 40,402 pupils (32,164 boys and 8,238 girls), as compared to 36,615 pupils (29,484 boys and 7,131 girls) in the previous year. This gives an increase of 10 per cent. Increase in enrolment was reported by all the States and Union Territories except West Bengal where the decrease was not very significant.

The total direct expenditure incurred on medical colleges increased from Rs. 5,04,70,924 to Rs. 5,90,11,097, that is, at the rate of 16·9 per cent. Its distribution among the various sources was : government funds 75·9 per cent, local boards funds 2·6 per cent, fees 15·0 per cent, endowment 3·2 per cent and other sources 3·3 per cent. The average annual cost of educating a pupil came to Rs. 1,551·9 as compared to Rs. 1,483·3 in the previous year. As many as 4,726 students (3,793 boys and 933 girls) were awarded Bachelor's degree and 544 students (494 boys and 50 girls) Master's degree in medicine. The corresponding figures for the previous year were 4,425 (3,625 boys and 800 girls) and 479 (418 boys and 61 girls) respectively

The statistics of medical colleges according to various States are given in Table CVIII.

Colleges for Physical Education

The number of colleges for physical education increased from 16 to 20. This was due to the opening of 3 colleges in Maharashtra and the upgrading of one school to college standard in Madhya Pradesh. Of these, 12 (60·0 per cent) were managed by government and 8 (40·0 per cent) by private aided bodies. There were 904 students (745 boys and 159 girls) on the rolls.

Table CVIII—Statistics of Medical Colleges

State/Territory	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	12	3,559	1,046	4,605	53,55,629	1,140.0	264	107	371	81	6	87
Assam	3	706	67	773	13,56,409	1,754.7	94	6	100	..	..	..
Bihar	9	1,917	341	2,258	18,20,948	926.7	244	32	276	78	6	84
Gujarat	9	1,979	481	2,460	30,79,569	1,261.6	211	38	249	33	..	33
Jammu & Kashmir	1	131	51	182	4,79,274	2,633.3	..	..	..	..	..	..
Kerala	3	1,249	424	1,673	15,37,177	906.4	106	37	143	..	..	..
Madhya Pradesh	12	1,959	431	2,390	33,06,713	1,433.3	168	37	205	22	5	27
Madras	6	3,303	1,024	4,327	49,69,661	1,202.7	367	110	477	32	1	33
Maharashtra	15	3,726	1,316	5,042	74,96,068	1,545.6	636	208	844	63	7	70
Mysore	5	2,120	400	2,520	27,39,581	1,087.1	236	34	270	..	..	..
Orissa	3	484	178	662	11,14,605	1,683.7	48	20	68	..	..	..
Punjab	10	1,770	430	2,200	41,23,521	1,840.0	198	58	256	20	3	23
Rajasthan	9	1,287	207	1,494	18,36,732	1,222.8	93	18	111	12	1	13
Uttar Pradesh	15	3,263	466	3,729	25,25,335	1,081.1	624	67	691	93	9	102
West Bengal	14	3,540	651	4,191	65,81,518	1,672.6	478	58	536	52	..	52
Delhi	6	1,005	680	1,685	98,88,083	6,286.1	26	103	129	8	12	20
Pondicherry	1	166	45	211	8,00,274	3,792.8	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
INDIA	133	32,164	8,238	40,402	5,90,11,097	1,551.9	3,793	933	4,726	494	50	544

*Includes enrolment in attached classes.

Table CIX—Statistics of Colleges for Physical Education

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put of Graduates		
		Boys	Girls	Total			Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	1	20	3	23	45,145	792.0	20	3	23
Bihar	1	63	..	63	58,845	467.0	59	..	59
Gujarat	1	17	2	19	26,980	1,420.0	17	1	18
Kerala	2	115	68	183	57,844	316.1	7	12	19
Madhya Pradesh	2	141	..	141	5,64,890	4,006.3	18	..	18
Madras	2	56	15	71	1,47,014	315.5	57	24	81
Maharashtra	4	67	9	76	1,40,035	1,842.6	62	10	72
Mysore	1	23	..	23	1,07,505	4,674.1	..	N.A.	..
Punjab	1	53	21	74	48,217	651.6	45	20	65
Rajasthan	1	26	..	26	44,069	667.7	26	..	26
Uttar Pradesh	3	129	27	156	1,26,673	1,005.3	199	30	229
West Bengal	1	35	14	49	41,062	838.0	20	6	26
INDIA	20	745	159	904	14,08,279	1,001.6	530	106	636

*Includes enrolment in attached classes.

Table CX—Statistics of Technological Colleges

State/Territory	Number of Institutions	Number of Pupils†			Expenditure	Average Annual Cost per pupil	Out-put					
		Boys	Girls	Total			Graduates			Post-graduates		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh . . . . .	..	298	1	299	..	..	22	..	22	19	1	20
Assam	1	51	24	75	1,27,639	1,701·9	..	..	..	..	..	..
Bihar . . . . .	..	*	*	*	..	..	65	..	65	16	..	16
Gujarat . . . . .	..	*	*	*	..	..	56	1	57	..	..	..
Madhya Pradesh . . . . .	..	50	..	50	..	..	..	..	..	..	..	..
Madras . . . . .	..	770	..	770	..	..	79	..	79	3	..	3
Maharashtra	2	1,057	6	1,063	45,03,059	6,864·4	180	2	182	23	..	23
Mysore	1	158	..	158	2,07,334	1,249·0	40	..	40	..	..	..
Punjab	1	232	..	232	1 37,554	968·7	38	..	38	..	..	..
Uttar Pradesh	2	1,102	..	1 102	4,44,779	1,312·0	67	..	67	16	..	16
West Bengal	5	916	10	926	9,22,413	1,587·6	138	..	138	109	..	109
Delhi . . . . .	..	..	..	..	..	..	54	..	54	..	..	..
INDIA	12	4,634	41	4,675	63,42,778	3,237·8	739	3	742	186	1	187

†Includes enrolment in attached classes.

*Enrolment included under Engineering Colleges.

Table XXI—Statistics of Veterinary Science Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduate			Post-graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
						Rs.						
Andhra Pradesh	2	743	4	747	6,12,682	1,034.9	77	1	78	..	..	..
Assam	1	289	..	289	2,14,399	741.9	9	..	9	..	..	..
Bihar	2	504	..	504	3,58,771	711.8	100	..	100	4	..	4
Kerala	1	408	24	432	3,15,347	878.4	59	1	60	..	..	..
Madhya Pradesh	2	544	4	548	6,37,586	1,163.5	98	..	98	29	..	29
Madras	1	637	6	643	6,53,474	1,016.3	102	..	102	20	..	20
Maharashtra	2	330	2	332	7,02,480	2,115.9	63	..	63	..	..	..
Mysore	1	217	..	217	2,29,197	1,056.2	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Orissa	1	203	..	203	2,77,220	1,365.6	32	..	32	..	..	..
Punjab	1	340	..	340	2,53,774	528.7	98	..	98	5	..	5
Rajasthan	1	264	..	264	4,58,171	1,735.5	39	..	39	..	..	..
Uttar Pradesh	2	828	2	830	9,55,872	1,766.9	111	..	111	46	..	46
West Bengal	1	191	5	196	8,42,513	3,864.7	22	1	23	..	..	..
INDIA	18	5,498	47	5,545	65,11,486	1,254.6	810	3	813	104	..	104

*Includes enrolment in attached classes.

of these colleges in March 1961, as compared to 798 (655 boys and 143 girls) in 1960. The enrolment increased in all the States except Bihar, Maharashtra and Mysore.

The total direct expenditure on colleges for physical education increased from Rs. 8,83,155 to Rs. 14,08,279 or by 59.5 per cent. A huge increase was reported by Madhya Pradesh and Mysore. In Madhya Pradesh the increase was on account of increased expenditure on pay of staff. The total direct expenditure was met from the various sources as : government funds 81.8 per cent, fees 11.3 per cent, endowments 3.5 per cent and other sources 3.4 per cent. The average annual cost per pupil increased from Rs. 671.6 to Rs. 1,001.6. During the year, 636 students (530 boys and 106 girls) graduated in physical education, as against 368 (323 boys and 45 girls) in the previous year.

The Statewise statistics of these colleges are given in Table CIX.

Colleges For Technology

With the opening of one more college—Indian Institute of Technology Kanpur—in Uttar Pradesh and University College of Engineering and Technology, Jadavpur in West Bengal, the number of colleges for technology increased from 10 to 12. These colleges existed only in Assam, Maharashtra, Mysore, Punjab, Uttar Pradesh and West Bengal. Besides, some of the research institutions and the University teaching departments also provided for technological courses. Of the total number of colleges 7 (58.3 per cent) were managed by Government and 3 (25.0 per cent) by private aided and 2 (16.7 per cent) by private unaided bodies. The total enrolment in these colleges, university teaching departments and attached classes increased from 4,035 (4,015 boys and 20 girls) to 4,675 (4,634 boys and 41 girls).

The total direct expenditure on technological colleges increased from Rs. 37,46,277 to Rs. 63,42,778 or by 71.0 per cent. The initial expenditure incurred on the opening of two colleges viz. Institute of Technology, Kanpur in Uttar Pradesh and University College of Engineering and Technology, Jadavpur in West Bengal was mainly responsible for the huge increase in the total direct expenditure. Of the total direct expenditure, 85.7 per cent was met from government funds, 6.0 per cent from fees, 4.0 per cent from endowments and 4.3 per cent from other sources. The average annual cost of educating a pupil was Rs. 3,237.8 as against Rs. 2,555.4 in the previous year. The number of students who qualified for the award of Bachelor's degree and Master's degree in technology was 742 (739 boys and 3 girls) and 187 (186 boys and 1 girl) as compared to 783 (773 boys and 10 girls) and 163 (all boys) in the previous year.

The detailed statistics of colleges for technology are given in Table CX.

Colleges for Veterinary Science

With the opening of one more college in Bihar, the number of colleges of veterinary science increased by 1 to 18. Of these, 17 (94.4 per cent) were managed by government and 1 (5.6 per cent) by private aided body. These colleges existed in all the States except Gujarat and Jammu & Kashmir. There were no colleges of veterinary science in any of the Union Territories. The number of students in these colleges increased from 5,179 (5,143 boys and 36 girls) to 5,545 (5,498 boys and 47 girls). The enrolment increased in all the states except Maharashtra, Madhya Pradesh, Punjab, Rajasthan

and West Bengal. The decrease in enrolment in these states was negligible. The total direct expenditure increased from Rs. 60,89,182 to Rs. 65,11,486. This was distributed among various sources as : government funds 85·9 per cent, fees 10·4 per cent, and other sources 3·7 per cent. The contribution by endowments was insignificant. The average annual cost per pupil was Rs. 1,254·6 as against Rs. 1,217·8 in the previous year. During 1960-61, 813 students (810 boys and 3 girls) qualified for the award of Bachelor's degree and 104 (all boys) for the award of Master's degree in veterinary science. The corresponding figures for the previous year were 912 (906 boys and 6 girls) and 46 (all boys) respectively.

The Statewise statistics of colleges for veterinary science are given in Table CXI.

CHAPTER IX

SOCIAL EDUCATION

In view of the priority claims of school and college education on the available resources, 'Social Education' was allotted limited funds in the Second Five Year Plan. The activities of the Central Government in this field were, therefore, confined to the conduct of 'pilot projects' which would pave the way for bigger projects to be undertaken in the future. A brief account of the progress made on these projects during the year under report is given below :

1. National Fundamental Education Centre :

The Centre was established in 1956 with the object of conducting research, imparting training to high level personnel and for serving as a clearing house of ideas and information on social education. During the year, it conducted the fourth and fifth raining courses in which, in all, 25 Social Education Officers were trained. Moreover, the Centre also took up a number of activities through its various organs, that is the Library, the Audio-visual Unit, the Home Science Unit, etc. It completed the project on 'Village Meeting Places and Community Centres'. Besides projects on topics relating to "reading habits and interest of village people", "attitude of illiterate adults towards literacy" and "village superstitions and taboos" were on hand. A film on 'Social Education for Community Action' was prepared.

2. Social Education for Industrial Workers :

To develop a programme of education and recreation for industrial workers, a Workers' Social Education Institute was established at Indore as a pilot project. It provided facilities for classroom work, club activities, library service and women's educational activities. An advisory board has been set up for the Institute.

3. Library Service :

With the establishment of State Central Libraries in a number of States and District Libraries in many Districts, it was proposed to extend library service to the Block level. This was bound to create demand for a body of trained librarians. In order to meet this demand, an Institute of Library Science was established at the Delhi University. During the year, the Institute conducted the second one-year diploma course with effect from July, 16, 1962, in which 14 trainees from various States took part. The Institute was also entrusted with the responsibility of conducting a Regional Seminar on Library Development in South Asia, held under the joint auspices of Unesco and the Ministry of Education. Representatives of eight countries from South Asia participated in the Seminar.

It was proposed to develop Delhi Public Library as a Central Library for the public library system in Delhi. The service, when developed, was to serve as a model for the development of Library Service in States.

4. Literature for Social Education :

The production of Social education literature falls into two categories, namely, (a) literature for neo-literates and (b) literature for the new reading public.

Literature for Neo-Literates : To keep alive the reading habits among neo-literates, the Government of India had been holding a competition every year for selecting books for neo-literates in all Indian languages. The seventh competition was held during the year. Out of 316 entries, 40 books and manuscripts were selected and awarded prizes of Rs. 500 each. Five books out of these were to receive additional Rs. 500 each. Moreover, 1,500 copies of each of these books were purchased for distribution in the Community Development Blocks.

With a view to training authors for the production of appropriate literature for neo-literates, the Ministry of Education had been organising *Sahitya Rachnalayas* in which writers were oriented to the art of writing for neo-literates. During the Second Plan, ten such *Rachnalayas* were held in various parts of the country through State Governments which trained about 200 authors. During the year, the scheme was under revision in the light of assessment made in 1959 of the work of these *Rachnalayas*.

The Hindustani Cultural Society, Allahabad was entrusted to prepare and publish eight graded books in Hindi for neo-literates. By the end of the year under review, 4 manuscripts were prepared and were being examined.

For the New Reading Public : Midway between the neo-literate adult and the fully literate adult is a *stage of literacy* which has come to be called "the New Reading Public". To promote literature for this class of persons, the Ministry of Education, with the assistance of Unesco, organised the first competition for books in 1958 and awarded prizes of approximately Rs. 2,400 each to the authors of 6 books in Hindi and Bengali. During the year, arrangements were being made to purchase 1,500 copies of each of these books for distribution to libraries.

In addition to the above schemes, the Ministry of Education also took direct responsibility for the production of certain types of books, the need for which was pronounced and which could not be produced by the ordinary publisher for want of finance. Under this scheme, the Ministry undertook a phased programme of producing Hindi encyclopaedias, namely, '*Gyan Sarovar*' and '*Hindi Vishwa Bharti*'. '*History of India*' and '*Story of Life*', were other two publications for neo-literates which were prepared under this scheme.

The Ministry of Education was also operating a scheme of producing 'Basic and Cultural Literature' on behalf of the Ministry of Community Development and Cooperation. During 1960-61, two books were selected in a competition and awarded prizes. These books, written in Hindi, were purchased and other language additions were under preparation.

5. Schemes of Setting up Experimental Adult Schools :

The scheme of setting up experimental adult schools, started in 1957, was completed during Sept. 1960. A sum of Rs. 60,000 was released to Jamia Millia Islamia as fifth instalment for the completion of this project. The report on the project has since been received.

6. Expert Committee on Janta Colleges:

The Standing Committee on Social Education of Central Advisory Board of Education considered the recommendation of the Committee on Rural Education about Janta Colleges and set up a small Committee to go into the causes of failures of these colleges.

7. Assistance to Voluntary Organisations:

Grants amounting to Rs. 3.35 lakhs were given to voluntary organisations for strengthening and developing their activities in the field of Social Education.

8. (a) Cooperation with International Agencies:

Unesco convened the World Conference on Adult Education at Montreal (Canada) from August 21 to 31, 1960. Two delegates from India attended it.

The Government of Canada offered training facilities for two Indian librarians at Toronto Public Library under the Colombo Plan. The offer was accepted.

(b) Ford Foundation Aid for Mysore State Vidyapeeth Programme:

The Mysore State Adult Education Council started the Vidyapeeth programme in Mysore State with the cooperation of Ford Foundation. The primary object of starting these Vidyapeeths was to train village youth for rural leaderships. Four Vidyapeeths were established by 1960 and the setting up of the fifth was going apace. Three such Vidyapeeths were proposed to be established during the Third Plan.

(c) Cooperation with Unesco:

The Ministry of Education has been cooperating with Unesco for several years in the working of its project for producing reading material. During 1960-61, however, the Ministry drew up its own proposals and sent them to Unesco for approval. These proposals included (i) Guidance and help to the literature producing agencies in India to better their production and output through training and discussion and (ii) assignment of books to private publishers for publication in Indian languages.

9. Audio-Visual Education:

The National Institute of Audio-Visual Education, established in 1959, continued to function as a training, production and research centre and as a clearing house for information relating to audio-visual education. The Central Film Library, with a membership of 1,427 institutions, lent out 9,572 films and 178 filmstrips to its member institutions. A quarterly journal, entitled "Audio-Visual Education" continued to foster interest in the use of audio-visual techniques among teachers and social education workers. A Hindi section was also added to the journal. The production of prototype instructional material was also undertaken.

A brief account of the activities of the State Governments and administrations of Union Territories in the field of Social Education, is given below :

Andhra Pradesh

A special night school was established at Dendulur wherein facilities for the boys of the working class having the age of 14 and above could have education upto Class VIII.

The Janta College at Domkonda had facilities to train the village youths in socio-economic life and to create in them the true spirit of leadership.

The Office of the Special Officer for Basic and Social Education was abolished and the work relating to this Office was entrusted to the District Educational Officers, Hyderabad City and Hyderabad District.

Many schools were provided with radio sets, projectors, films, filmstrips and tape recorders.

Assam

Fourteen Social Education Workers' Training camps of 5 days' duration each were held in which 373 men and 37 women workers participated. The contents of these courses, *inter alia*, included, subjects like Adult Psychology, Method of Teaching Adults, Library Service, Social Service, etc. Besides, Bharat Sevak Samaj organised 2 training camps of 10 days' duration each for social workers.

Two books for neo-literates, entitled *Rahu Ketur Katha* and *Nari Sangathan* were published, and three books were translated into Khasi and Mizo languages. A sum of Rs. 1,521 was spent for the publication of these books. Publication of the bi-monthly departmental magazine '*Janisikshya*' was continued and 7,383 copies of the journal were circulated. All the above books were supplied free to the social education centres, rural libraries and community centres through District Social Education Officers. Besides, books worth Rs. 26,250 were purchased and distributed to the village libraries and community centres in the State. "*Deepak*," a monthly magazine for children, was distributed to 400 libraries free of cost.

Bihar

The following grants were paid by the State Government for promoting social education in the State:

(i) Rs. 33,320 for running social education centres in primary schools.

(ii) Rs. 3,30,260 for running 337 social education centres under the scheme of "Relief to Educated Unemployment".

(iii) Rs. 5,000 to the Patna University for Film Library. Twenty-seven educational films were added to the State Film Library, thus bringing the total number of films in the library to 238.

Gujarat

The Regional Social Education Committees continued to publish their monthly magazines in the regional languages, besides publishing suitable literature for neo-literates. They also continued undertaking literacy programmes at a large scale.

The State Government organised Writers' camp to train authors for producing literature for neo-literates. It also made available funds for the actual production of this literature.

The Inspectorate for Visual Education purchased eight 16 MM projectors, twenty-six 35 MM filmstrip projectors, twenty-seven 16 MM sound films, five hundred thirty seven 35 MM filmstrips, one pentascope, 7 books and eighteen radios. During the year, 70 magic lantern lectures and 1,160 film shows were arranged by the Government and private institutions.

Jammu & Kashmir

Audio-Visual mobile units were established, one each at Jammu and Srinagar. These units, which were equipped with a mobile library, educational charts and recording apparatus, served as centres for adults to read books and listen recorded speeches and music and see film shows.

Kerala

Four mobile audio-visual units continued to serve as centres for promotion of education through visual aids. Besides organising film shows in schools and distributing filmstrips, etc., these units served as training centres for school teachers who handled audio-visual equipments.

Madhya Pradesh

A beginning was made in the field of audio-visual education—radio set, tape recorders, projectors, films and filmstrips were supplied to selected institutions. An audio-visual unit was already functioning under the Education Directorate.

Madras

The activities of the State Government in this field continued to be carried on in C. D. Blocks and N. E. S. areas. Admission to adult-education courses was restricted to the age group 8-18. As usual, the citizenship training courses were organised for the benefit of senior secondary grade students in the Secondary Training Schools. Similar training courses were organised in training colleges also.

Under the scheme to equip schools with a minimum audio-visual equipment consisting of a 16 MM film projector, a 35 MM filmstrip projector and a radio set, 12 schools were equipped with 16 MM projectors, 34 with 35 MM filmstrips projectors and 17 with radio sets, this brought the total number of such schools to 511,519 and 668 respectively.

A sum of Rs. 15,000 was sanctioned to the State Film Library. Forty-two films were added to it during the year thus raising the total stock of films in it to 1,110. The total number of filmstrips in the Library was 1560. Nearly 8,061 film shows were organised in educational institutions. The film library attached to the Directorate of Public Instruction imparted training to teachers

in handling audio-visual equipments. Besides, four training courses in audio visual education were organised for the benefit of graduate teachers teaching in secondary schools in which 123 teachers were trained. The State Film Library produced eleven 35 MM filmstrips for use in educational institutions.

Maharashtra

The programme for adult literacy was intensified and gaining momentum with the passage of every year. During the year under review new Social Education classes were opened and Gram Shikshan campaigns were conducted vigorously. A Gram Shikshan campaign initiated in 1958-59 in the Satara district resulted in 1,09,000 adults being made literate by 1960-61. In Vidarbha alone 1,500 Social Education classes were conducted during the year.

Mysore

Under the scheme of expansion of audio visual education, a sum of Rs. 82,073 was spent on the purchase of films and filmstrips as a continuous process for the establishment of a Visual Education Library and Film Library in the State.

A sum of Rs. 25,000 was provided for the Central Education Library and Rs. 10,000 for the regional and district libraries to enable them to purchase necessary books and equipment.

Orissa

Effective measures were taken to bring about coordination and integration in the work being done in the field of social education by the Community Development Department, and the Education Department by adopting a common programme consisting of shisu rajjas, mahila samities, discussion groups, sports, youth clubs, film shows, dramatic performances etc.

The Education Department produced 4 books for the neo-literates and reprinted two others. Besides, four effective multi-coloured posters were produced and 5,000 copies of each of the posters were distributed among the social education centres of the C. D. and N. E. S. blocks through District Social Education Organisers.

Two films namely, 'The way of life' and 'Community neighbours' were purchased for A. V. Film Units. Besides, 282 copies of 32 mm filmstrips on Family Planning were purchased for distribution to social education agencies.

A sum of Rs. 75,000 was given to 3,000 village libraries on the basis of the approved expenditure incurred by them during the year under report. Further, a sum of Rs. 15,765 was spent for integrated library services organised at Angul.

Punjab

Social education was promoted by the establishment of social education centres in the State. These centres, besides conducting literacy courses, organised group discussions, debates, social lectures, health talks, sanitation week, dramatic activities. A new post of Social Education Organiser was created at the Headquarters.

U. P.

A Social Education week was organised from January 23 to January 26, 1961, throughout the State in order to carry out literacy and library propaganda, cultural activities and other functions.

An amount of Rs. 75,000 was allotted for the purchase of books and magazines for the Education Expansion Department libraries located in the Primary and Junior High Schools. A sum of Rs. 1,000 was provided in the budget for the private rural libraries. A provision of Rs. 45,000 was made for the publication of the monthly magazine *Nav-Jyoti* and for the supply of magazines for the Reading Rooms scattered all over the State. Under the Scheme of Social Education by Mobile Squads, two camps were held and 471 adults were made literate. A Social Education camp was organised during the Magh Mela for the benefit of pilgrims. In the field of neo-literate literature five books of about 5,000 copies each were brought out during the year under a provision of Rs. 10,000.

All round development was also observed in the field of Audio-visual education.

West Bengal

Thirty seven social education organisers were sent up for training to different training centres.

A *Sahitya Rachanatalaya*, with 20 writers as participants, was organised. Twenty books for children were produced.

A course on audio-visual education was introduced in eight secondary teacher training colleges and grants were sanctioned to them for setting up full-fledged audio-visual units. The Government also sanctioned the establishment of community halls at important centres to provide facilities for cultural and recreational activities.

A. & N. Islands

Social education centres in the Territory organised adult literacy classes and literacy seminars and carried on other social service activities, such as child welfare, youth welfare and women welfare, besides audio-visual education programmes.

Delhi

An Audio-Visual Expert Training Unit was set up in the Teacher's Training Institute, Darya Ganj, Delhi. One Technical Assistant and one Artist were provided to impart training to the pupil-teachers in Audio Visual Aids.

Himachal Pradesh

During the year, the programme of total literacy drive was implemented in one of the selected blocks, namely, Paonta block of District Sirmur and 5,000 adults were made literate.

A seminar for teachers in audio-visual education was organised at Nahan. The Audio-Visual Education Officer gave practical demonstration in audio-visual aids to educational institutes. Audio-visual equipment was supplied to various institutions.

L. M. & A. Islands

Social Service leagues continued to function in the Social Education Centres in the Islands. Three additional youth clubs were started during the year.

Manipur

A competition on books for neo-literates was held. The best books were purchased and distributed to the community centres.

The Audio-Visual Education Unit distributed radios to 8 high schools. Charts on general knowledge were drawn on schools walls and relief maps were constructed in schools compounds. Film shows were also organised.

Tripura

A mobile unit was attached to the Janta College for which necessary equipment was purchased and a Van was also procured. Literatures for the neo-literates was published at a cost of Rs. 3,520.

The Central Film and Mobile Libraries were expanded by adding 15 films and 2,063 books.

Schools/Classes/Centres

The total number of social education schools and classes increased by 11,079 to 62,815 (49,672 for men and 13,143 for women) during the year. Of these 8,436 were managed by Government 5,275 by local boards and 49,104 by private bodies. The total number of adults on rolls also increased from 13,69,811 (11,61,371 men and 2,08,440 women) in 1959-60 to 14,94,706 (11,93,629 men and 3,01,077 women) in 1960-61. Of these 6,28,601 men and 1,74,326 women were awarded literacy certificates. The total expenditure incurred on these centres/classes amounted to Rs. 1,07,91,394 during the year, as against Rs. 1,13,06,194 in the previous year. About 88 per cent of the expenditure on these centres was met by Government and the rest by local boards and other sources in the ratio of 1: 2.

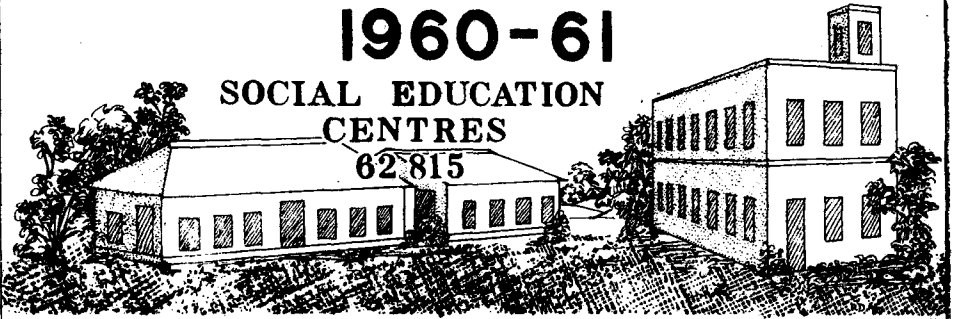
Table CXII gives the main statistics of social education in different states and territories for the years 1959-60 and 1960-61.

Table CXII—Statistics of Social Education

State	Number of Schools/Classes/ Centres			Number of Adults on Rols						
	1959-60	1960-61	Increase (+) or Decrease (—)	Men		Women		All Persons		
				1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	Increase (+) or Decrease (—)
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	1,393	1,358	— 35	41,969	35,389	3,564	2,675	45,533	38,064	— 7,469
Assam	700	676	— 24	17,076	19,438	4,885	5,367	21,961	24,805	+ 2,844
Bihar	7,021	7,711	+ 690	2,32,023	2,65,732	28,307	37,531	2,60,330	3,03,263	+ 42,933
Gujarat	8,263	7,211	— 1052	1,52,867	1,19,928	31,991	26,025	1,84,858	1,45,953	— 38,905
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..
Kerala	16	..	— 16	396	..	42	..	438	..	— 438
Madhya Pradesh	2,342	1,872	— 470	48,366	37,846	3,159	3,808	51,525	41,654	— 9,871
Madras	1,248	949	— 299	28,906	21,160	5,786	4,272	34,612	25,432	— 9,180
Maharashtra	12,454	23,658	+ 11,204	1,96,323	2,61,107	51,784	1,31,167	2,48,027	3,92,274	+ 1,44,247
Mysore	6,132	5,001	— 1,131	78,561	74,662	7,597	6,186	86,158	80,788	— 5,370
Orissa	2,438	3,292	+ 854	87,726	69,922	9,644	15,825	97,370	85,747	— 11,623
Punjab	914	1,098	+ 184	7,816	5,676	14,922	17,184	22,738	22,860	+ 122
Rajasthan	3,235	3,936	+ 701	56,528	64,685	5,870	6,053	62,398	70,738	+ 8,340
Uttar Pradesh	459	498	+ 39	11,183	12,114	1,963	1,352	13,136	13,466	+ 330
West Bengal	4,241	4,523	+ 282	1,80,190	1,85,827	31,018	33,121	2,11,208	2,18,948	+ 7,740
A. & N. Islands	4	11	+ 7	112	300	8	25	120	325	+ 205
Delhi	172	187	+ 15	3,435	3,193	3,981	5,551	7,416	8,744	+ 1,328
Himachal Pradesh	158	253	+ 95	4,126	2,600	345	1,054	1,471	3,654	+ 2,183
L. M. & A. Islands	12	13	+ 1	264	349	14	278	41	390	+ 112
Manipur	78	88	+ 10	1,452	1,761	419	372	1,871	2,133	+ 262
Nagaland	4	4	+ 4	..	40	..	16	..	56	+ 56
N. E. F. A.	..	..	..	..	..	..	..	..	..	..
Pondicherry	38	61	+ 23	1,485	1,809	291	241	1,726	2,050	+ 324
Tripura	418	415	— 3	13,647	10,151	3,020	3,211	16,637	13,362	— 3,275
INDIA	51,736	62,815	+ 11,079	11,61,371	11,93,629	2,08,440	3,01,077	13,69,811	14,94,706	+ 1,24,895

SOCIAL EDUCATION 1960-61

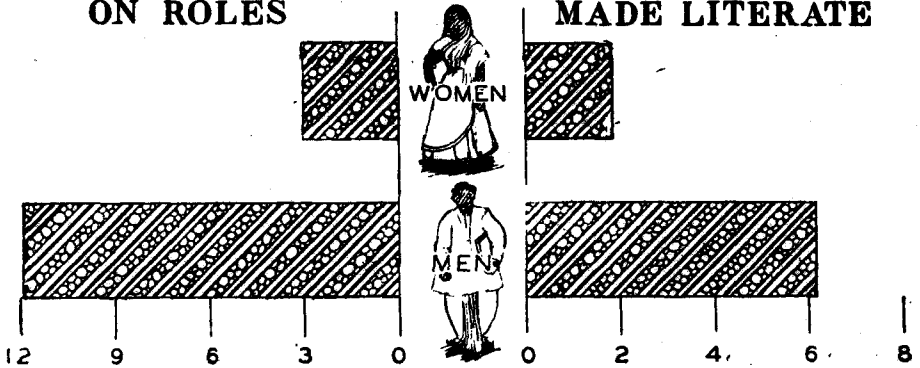
SOCIAL EDUCATION
CENTRES
62,815



ADULTS (IN LAKHS)

ON ROLES

MADE LITERATE



EXPENDITURE

Rs 1,07,91,394

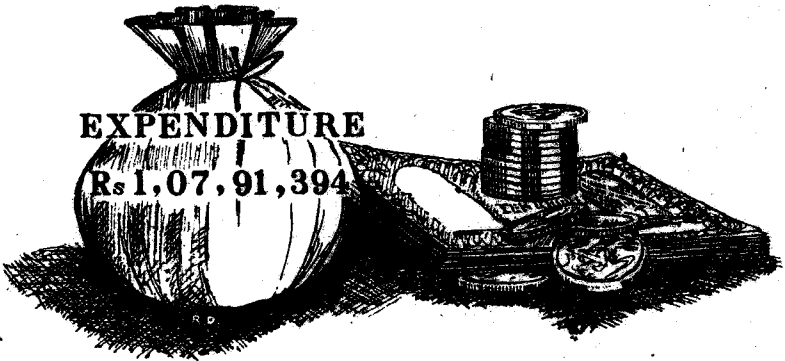


Table CXII—Statistics of Social Education (Contd.)

State	No. of Adults made literate			No. of Teachers	Total Expenditure on Social Education				Percentage of expenditure on Social Education to Total Exp. on Edu.	Percentage of Expenditure met from			
	Men	Women	All Persons		1959-60	1960-61	Increase (+) or Decrease (-)			Govt. Funds	District Board Funds	Municipal Board Funds	Other Sources
							Amount	Percentage					
1	12	13	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh	22,382	2,062	24,444	1,444	2,13,882	2,01,111	- 12,771	- 5.9	0.8	74.1	22.4	3.4	0.1
Assam	14,324	3,989	18,313	676	92,825	1,14,781	+ 21,956	+ 23.6	0.1	100.0	..	..	..
Bihar	1,88,964	25,763	2,14,727	7,755	12,29,939	15,76,664	+ 3,46,725	+ 28.2	0.7	97.2	..	1.2	1.6
Gujarat	41,654	8,920	50,574	5,339	4,84,077	3,85,607	- 98,470	- 20.3	0.2	58.6	33.2	3.2	5.0
Jammu & Kashmir . . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..
Kerala . . . . .	..	..	..	..	2,303	..	- 2,303	- 100.0	0.0	..	..	..	..
Madhya Pradesh	24,945	1,820	26,765	1,872	5,54,796	5,91,462	+ 36,666	+ 6.6	0.3	98.9	..	0.0	1.1
Madras	2,493	336	2,829	1,103	3,82,966	2,95,775	- 87,191	- 22.7	0.1	96.1	..	..	3.9
Maharashtra	1,06,570	78,631	1,85,201	18,560	9,27,747	7,74,357	- 1,53,390	- 16.5	0.2	66.3	..	..	33.7
Mysore	23,314	2,254	25,568	5,001	4,79,823	4,92,291	+ 12,468	+ 2.6	0.3	80.9	..	8.0	11.1
Orissa	46,007	9,645	55,652	2,889	4,56,955	7,41,969	+ 2,85,014	+ 62.3	1.0	99.6	..	..	0.4
Punjab	3,719	15,142	18,861	584	4,21,068	3,98,871	- 22,197	- 5.3	0.2	94.4	..	1.0	4.6
Rajasthan	64,685	6,053	70,738	3,936	5,45,829	5,77,652	+ 31,823	+ 5.8	0.5	100.0	..	..	..
Uttar Pradesh	9,627	1,030	10,657	498	96,547	95,019	- 1,528	- 1.6	0.0	93.4	..	4.4	2.2
West Bengal	64,493	11,213	75,706	5,404	41,90,098	31,63,322	- 10,26,776	- 24.5	0.9	85.5	0.7	0.6	13.2
A. & N. Islands	300	25	325	11	15,841	23,422	+ 7,581	+ 47.9	2.8	100.0	..	..	..
Delhi	1,719	3,244	4,963	187	4,36,675	3,57,388	- 79,287	- 18.1	0.4	60.9	..	39.1	..
Himachal Pradesh	1,956	938	2,894	166	36,727	39,833	+ 3,106	+ 8.4	0.3	99.7	..	..	0.3
L. M. & A. Islands	99	6	105	20	7,608	2,280	- 5,328	- 70.0	0.4	100.0	..	..	..
Manipur	1,450	282	1,732	88	8,573	15,645	+ 7,072	+ 82.4	0.1	100.0	..	..	..
Nagaland	30	5	35	4	..	500	+ 500	+ 100	0.0	100.0	..	..	..
N. E. F. A. . . . .	..	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	1,075	123	1,198	67	10,131	12,122	+ 1,991	+ 19.6	0.2	98.5	..	..	1.5
Tripura	8,795	2,845	11,640	473	7,11,784	9,31,323	+ 2,19,539	+ 30.8	6.0	98.1	..	..	1.9
INDIA	6,28,601	1,74,326	8,02,927	56,077	1,13,06,194	1,07,91,394	- 5,14,800	- 4.6	0.3	88.2	1.6	2.3	7.9

CHAPTER X

MISCELLANEOUS

1. Pre-Primary Education

Pre-primary education is a preparatory stage of education which precedes the formal education that commences at the primary stage. It usually covers the age-range 3 to 5 or 6 years and is provided for in pre-primary and pre-basic schools as well as in such classes attached to some of the primary/junior basic and secondary schools.

The number of pre-primary schools increased from 1,349 in 1959-60 to 1,909 during the year and gives an increase of 41.5 per cent. This excludes the number of pre-primary classes attached to other institutions whose number is not available. It also excludes the Balwadis conducted by the C. S. W. B. or the Community Development Organisation. Out of the total number of pre-primary schools, 1,010 or 52.9 per cent were conducted by private aided organisation, 344 or 18.0 per cent by private unaided bodies, 308 or 16.1 per cent by government and the remaining 247 or 13.0 per cent by local boards.

The number of pupils in pre-primary and pre-basic schools as well as in such classes attached to other institutions increased to 1,78,642 (96,520 boys and 82,122 girls) from 1,51,013 (80,520 boys and 70,493 girls) in the previous year. This gives an increase of 18.3 per cent (19.9 per cent in boys and 16.5 per cent in girls) as compared to an increase of 10.1 per cent (7.2 per cent in boys and 12.6 per cent in girls) in 1959-60.

The total direct expenditure on pre-primary schools (excluding that in attached classes) increased during the year from Rs. 51,15,187 to Rs. 58,73,417 or by 14.8 per cent. Its source-wise distribution was : Government funds 26.8 per cent, local board funds 9.0 per cent, fees 37.2 per cent and endowments and other sources 27.0 per cent. The corresponding percentages for the previous year were : Government funds : 24.1; local board funds 9.7; fees 39.7 and endowments and other sources 26.5.

The number of teachers in pre-primary schools during 1960-61 was 4,006 (407 men and 3,599 women) as against 3,486 (390 men and 3,096 women) in 1959-60. This gives an increase of 11.3 per cent. Of the total the number of trained teachers was 2,666 or 66.6 per cent in 1960-61 corresponding to 2,330 teachers (66.8 per cent) in 1959-60. Women constituted 89.8 per cent of the teaching staff and of the women teachers 59.7 per cent were trained teachers.

Facilities for the training of teachers for pre-primary schools existed in 7 States only and the total number of training schools in these States was 30. Their distribution among these States was : Maharashtra 13, Gujarat 7, Madras 4, Kerala and Madhya Pradesh 2 each and Andhra and Uttar Pradesh 1 each. The increase of 2 in number of such school was reported by Maharashtra only. Mysore did not report any pre-primary training school but facilities for such training existed in some of the primary and secondary training schools in the State. Of the 30 pre-primary teacher training schools, 21 (70.0 per cent) were managed by private aided bodies, 4 (or 13.3 per cent) by private unaided bodies and the remaining 5 schools (or 16.7 per cent) by government.

Table — Statistics of Pre-Primary Schools

State	Number of Schools		Number of Pupils						Expenditure	
			Boys		Girls		Total		1959-60	1960-61
	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61	1959-60	1960-61		
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	45	47	3,771	3,774	2,980	2,855	6,751	6,629	1,17,203	1,43,035
Assam	34	43	3,549	3,821	3,449	3,726	6,998	7,547	71,013	71,159
Bihar	15	18	490	664	468	579	958	1,243	63,749	83,896
Gujarat	306	358	25,265	30,075	16,745	19,341	42,010	49,416	9,83,784	11,46,527
Jammu & Kashmir . . . . .	..	..	5,610	4,783	10,770	9,268	16,380	14,051	..	..
Kerala	13	22	795	693	799	676	1,594	1,369	35,918	42,578
Madhya Pradesh	126	169	4,840	5,765	4,614	5,981	9,454	11,746	5,54,352	6,46,946
Madras	27	28	1,435	1,704	1,339	1,670	2,774	3,374	1,61,394	2,09,363
Maharashtra	436	527	15,578	18,895	13,204	15,545	28,782	34,440	15,85,927	16,94,955
Mysore	172	201	6,039	7,172	6,121	6,396	12,160	13,568	2,92,356	4,23,719
Orissa . . . . .	..	..	31	89	19	67	50	156	..	..
Punjab	4	5	551	691	522	753	1,073	1,444	18,814	18,641
Rajasthan	15	15	1,151	2,046	983	1,301	2,134	3,347	1,43,515	1,39,238
Uttar Pradesh	58	73	3,924	4,871	2,974	3,654	6,898	8,525	6,32,307	7,31,518
West Bengal	62	78	3,851	3,922	3,329	3,371	7,180	7,293	3,51,053	3,92,792
A. & N. Islands	1	..	877	437	529	242	1,406	679	N.A.	N.A.
Delhi	13	24	1,825	733	1,025	562	2,850	1,295	57,577	65,735
Himachal Pradesh	2	2	40	40	28	35	68	75	2,670	5,140
L. M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..	..
Manipur	1	1	3	7	7	4	10	11	4,284	4,080
Pondicherry	17	30	850	1,139	552	962	1,402	2,101	15,742	30,618
Tripura	2	268	45	5,199	36	5,134	81	10,333	23,529	23,477
INDIA	1,349	1,909	80,520	96,520	70,493	82,122	1,51,013	1,78,642	51,15,187	58,73,417

The pre-primary training schools together with the training classes attached to other institutions enrolled, 1,901 trainees (179 men and 1,722 women). The total direct expenditure on pre-primary training schools increased from Rs. 4,58,212 to Rs. 4,90,088 or by 7.0 per cent. Its source-wise distribution was : Government funds 58.5 per cent, Local Boards 0.2 per cent, fees 24.9 per cent, endowments 6.0 per cent and other sources 10.4 per cent. The average annual cost of educating a teacher-trainee in such schools was Rs. 284.8, as against Rs. 267.6 in 1959-60.

The detailed statistics of pre-primary training schools in various States are given in Table. CXIII.

Table CXIII—Statistics of Pre-Primary Teachers Training Schools

State/Territories	No. of Institutions	Number of Pupils			Total Direct Expenditure	Average Annual cost per Scholar
		Boys	Girls	Total		
Andhra Pradesh	1	34	72	106	7,959	117.0
Gujarat	7	143	359	502	89,779	178.8
Kerala	2	..	58	58	6,820	117.6
Madhya Pradesh	2	..	74	74	70,365	950.9
Madras	4	..	305	305	42,256	138.5
Maharashtra	13	2	664	666	2,16,724	325.4
Mysore . . . . .	..	..	52	52	..	..
Punjab . . . . .	..	..	68	68	..	..
Uttar Pradesh	1	..	70	70	56,185	1,170.5
INDIA	30	179	1,722	1,901	4,90,088	284.8

2. Aesthetic Education

Facilities for aesthetic education, which included the study of music, dancing, other fine arts, etc., was provided in some of the secondary schools for girls and in a few colleges and universities. Extra-curricular activities conducted by literary and dramatic clubs and students' union in the colleges also helped in the promotion of aesthetic education. Voluntary organisation working in the field also contributed towards its development.

The three Akademies namely, the Sahitya Akademy, the Sangeet Natak Akademi and the Lalit Kala Akademi, which were functioning under the Central Ministry of Scientific Research and Cultural Affairs, continued their acti-

vities for the promotion of their respective arts. The Government of India paid the following grants to these akademies during the year :

- Sahitya Akademi Rs. 7,00,000
 Sangeet Natak Akademi Rs. 10,00,000
 Lalit Kala Akademi Rs. 5,00,000

A brief account of the activities of these Akademies is given below :

Sahitya Akademi.—The following are some of the important projects which were either completed or were in hand during the year :

(i) *A Bibliography of Indian literature* from the beginning of the present century to the end of 1963.

(ii) *A Who's Who of Indian Writers.*

(iii) *Critical Appreciation of Kalidasa's works.*

(iv) *Anthology of Sanskrit Literature.*

(v) *Anthology of Pali Poetry.*

(vi) *Anthology of Indian Poetry.*

(vii) *Bhartiya Kavita.*

(viii) *Contemporary Indian Short Stories.*

(ix) *Histories of Literature.*

(x) *Contemporary Indian Literature.*

(xi) *Contemporary Hindi Literature.*

(xii) *Collected works of Sardar Pooran Singh.*

(xiii) *Collected works of the late Maulana Abul Kalam Azad.*

(xiv) *Tagore Bibliography*

(xv) *Dictionaries.*

Besides, the Akademi brought out two six-monthly journals, one in English entitled "Indian Literature" and the other in Sanskrit entitled "Sanskrita Pratibha".

Besides, another important activity of the Sahitya Akademi related to the translation of wellknown foreign classics into major Indian languages under the programme "Unesco's Major Project of Mutual Appreciation of Eastern and Western Cultural Values" whereby a gift of 5000 dollars worth of printing paper was made available to the Akademi. The Akademi also decided (i) to sponser language translation of an anthology of Yugoslav short studies and an anthology of Rumanian short stories and (ii) to publish a translation of selected writings of the distinguish writings of the distinguished Mongolian Poet Dr. Natsagdorzh in Hindi and some other Indian languages.

In connection with Poet Rabindranath Tagore's birth centuary to be celebrated in 1961, the Akademi published some of his select writing's in two series. Besides, a selection of Tagore's writings was also prepared for publication in Manipuri, Nepalese and Tibetan.

The Sahitya Akademi gave annual awards of Rs. 5,000 each to the most outstanding books of literary quality in each of the major Indian languages. It also sanctioned financial assistance to 27 publications in various Indian languages and also assisted in the publication of some other works by purchase of copies thereof.

Lalit Kala Akademi

The Lalit Kala Akademi organised the National Exhibition of art from 14th January, 1961 to 9th February, 1961, in New Delhi. It was subsequently shown at Madras, Hyderabad and Bombay as travelling exhibition. The Akademi purchased, for its collection, 26 exhibits of the value of Rs. 12,935 from this exhibition adding to its permanent collection of 3 sculptures, 17 paintings and 6 graphic works. In addition 4 exhibits were purchased by the National Gallery of Modern Art, New Delhi, and two Paintings by Her Majesty the Queen of England during Her Majesty's visit to the National Exhibition of Art in 1961.

The Akademi also received and organised exhibitions from abroad which included an exhibition on Rumanian Architecture and the other "Bulgarian Art and Culture through photographs".

The Akademi organised an exhibition of Indian Graphics in Poland under the Major Project on the Mutual Appreciation of Eastern and Western values by sending a collection of 118 graphics. Besides, the Akademi also organised an exhibition of Miniature Paintings selected from the collection of Shri Moti Chandra Khajanchi at Delhi, Calcutta, Shanti-niketan and Bombay.

Under the programme of Exchange of Artists, one Artist from the People's Republic of Bulgaria, visited India from 5th January to 5th February, 1961 and this was reciprocated by the visit of an Indian Artist to Bulgaria.

The Akademi published 8 books and journals namely Ravi Varma, Hebbar, Chavda, Lalit Kala No. 6, Lalit Kala No. 7, Miniature Painting, Seminar on Architecture and Artists Directory. The Recognition Subcommittee of the Akademi, accorded recognition to Chitra Kala Sangam (New Delhi) and Indian Society of Oriental Art (Calcutta). Besides, a total subvention of Rs. 93,000 was made among 22 organisations and Institutions including a grant of Rs. 5,000 each to the 3 State Akademies of Madhya Pradesh, Rajasthan, Jammu & Kashmir and of Rs. 10,000 to the State Akademy of Orissa.

Under the programme Survey and Copying, the Akademi started frescoes copying programmes at Bagh Caves.

Sangeet Natak Akademi

As usual, the Sangeet Natak Akademi participated in the Folk Dance Festival held during the Republic Day Celebrations in January, 1960 at New Delhi. Akademi's running trophy and runners-up prizes were presented to the successful competitors in February, 1961. The Bihar contingent, made up of members of the Oraon tribe received the trophy for its 'Karna Jadura' dances, which were adjudged to be the best. Runners-up prizes (shields) were given to four contingents from Assam for 'Habajani' from Gujarat for 'Dandia Ras' from Madhya Pradesh for 'Gendi' (still dance) and from Orissa for 'Chadaya'. Besides the runners-up prizes, Madhya Pradesh was given a replica of the trophy which it had won in the previous year's competition. A silver cup was given as a special prize to the Mysore folk dancers for their item 'Balakat'.

The Akademi published two quarterly bulletins one for April, 1960 and the other for July, 1960.

The Akademi disbursed a sum of Rs. 5,73,250 as financial assistance to number of institutions working in the field of Music Dance and Drama. Besides, the Akademi spent Rs. 2,50,000 on the National School of Drama & Asian Theatre Institute, New Delhi and Rs. 17,000 on the Manipur Dance College, Imphal, the two institutions run by it.

As a part of its programme of awarding two prizes to the given from time to time for the best drama script and the best play production in order to encourage dramatic activity in general and writing and production of new plays in particular, a completion in Tamil Play production was organised from 28th November to 1st December, 1960 by the Madras State Sangita Natak Sangam, Madras, on behalf of the Sangeet Natak Akademi. None of the four competitors in the field could, however, qualify themselves for the prize. The result of the Best Drama Script competition in Tamil was not out till the end of the year.

Some additions were made by the Akademi to the library books and gramophone records to facilitate the work of research scholars in the fields of music, dance and drama.

Statistics

The statistics of institutions of music and dancing and other fine arts are given in Table CXV and Table CXVI. A brief account of institutions under each type is given below :—

Schools for Music and Dancing

The number of schools for music and dancing increased from 167 to 189.

Besides these schools, facilities for music and dancing courses of school standard also existed in some of the colleges for music and dancing. The schools for music and dancing as well as such classes attached to other institutions enrolled 13,938 students (4,357 boys and 9,581 girls), as against 13,528 (4,538 boys and 8,990 girls) in the previous year.

The total direct expenditure on the schools for music and dancing increased from Rs. 12,30,045 to Rs. 14,37,928. Its sourcewise distribution was : Government funds 39.3 per cent, local board funds 1.5 per cent, fees 32.8 per cent, endowments 5.1 per cent and other sources 21.3 per cent. The average annual cost of educating a pupil in these schools was Rs. 129.1.

Schools for Other Fine Arts

The number of schools for other fine arts stood at 49 during the year as against 42 in the previous year. Besides some colleges provided facilities for other fine arts of school standard. The number of pupils in these schools as well as in attached classes decreased from 4,215 (3,595 boys and 620 girls) to 4,034 (3,281 boys and 753 girls).

The total direct expenditure on schools for other fine arts was Rs. 8,46,686, as against Rs. 7,84,418 in the previous year. Of this, 58.6 per cent was met from Government funds, 1.6 per cent from local board funds 27.0 per cent from fees, 3.9 per cent from endowments and 8.9 per cent from other sources. The average annual cost of educating a pupil was Rs. 225.2.

Colleges for Music and Dancing

The number of colleges for Music and Dancing increased by 4 to 45.

Table CXV—Statistics of Schools for Music, Dancing and Other Fine Arts

State	Schools for Music and Dancing				Schools for Other Fine Arts			
	Number of Institutions	Number of Pupils *			Number of Institutions	Number of Pupils*		
		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9
Andhra Pradesh	11	209	644	853	2	47	8	55
Assam	13	48	111	159	..	..	..	..
Bihar	..	..	..	..	1	80	1	81
Gujarat	9	556	403	959	9	235	230	465
Kerala	6	159	456	615	5	110	58	168
Madhya Pradesh	3	548	848	1,396	..	160	47	207
Madras	1	3	77	80	3	500	32	532
Maharashtra	53	824	1,239	2,063	18	1,051	161	1,212
Mysore	24	611	1,291	1,902	4	362	61	423
Orissa	21	352	767	1,119	2	102	50	152
Punjab	..	..	..	..	1	136	1	137
Rajasthan	4	136	270	406	1	44	23	67
Uttar Pradesh	10	225	816	1,041	..	..	..	..
West Bengal	30	593	2,324	2,917	1	388	40	428
Delhi	2	37	273	310	1	17	40	57
Manipur	..	45	47	92	1	49	1	50
Tripura	2	11	15	26	..	..	..	..
INDIA	189	4,357	9,581	13,938	49	3,281	753	4,034

* Includes attached classes also.

Table CXVI—Statistics of Colleges for Music, Dancing and Other Fine Arts

State	Colleges for Music & Dancing				Colleges for Other Fine Arts			
	No. of Institutions	No. of Pupils*			No. of Institutions	No. of Pupils*		
		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1	2	21	23	1	184	41	225
Assam	..	..	..	..	..	..	..	..
Bihar	1	26	15	41	..	..	..	..
Gujarat	1	279	159	438	1	79	14	93
Jammu & Kashmir	..	..	..	..	..	..	..	..
Kerala	..	..	..	..	..	..	..	..
Madhya Pradesh	20	677	588	1,265	4	138	37	175
Madras	2	68	249	317	..	..	..	..
Maharashtra	..	..	..	..	1	205	116	321
Mysore	..	..	..	..	..	..	..	..
Orissa	2	39	103	142	..	..	..	..
Punjab	..	..	..	..	..	..	..	..
Rajasthan	1	3	13	16	..	..	..	..
Uttar Pradesh	6	336	399	735	..	..	..	..
West Bengal	9	299	1,554	1,853	2	234	117	351
A. & N. Islands	..	..	..	..	..	..	..	..
Delhi	..	235	47	282	..	..	..	..
Himachal Pradesh	..	..	..	..	..	..	..	..
L. M. & A. Islands	..	..	..	..	..	..	..	..
Manipur	1	8	12	20	..	..	..	..
Nagaland	..	..	..	..	..	..	..	..
N. E. F. A.	..	..	..	..	..	..	..	..
Pondicherry	..	..	..	..	..	..	..	..
Tripura	1	7	14	21	..	..	..	..
INDIA	45	1,979	3,174	5,153	9	840	325	1,165

*Includes attached classes also.

Apart from these colleges, facilities for the teaching of music and dancing existed in the teaching departments of the University of Annamalai, Delhi, Indira Kala Vishwavidyalaya Madras, Patna, Varanasya Sanskrit Vishwavidyalaya and Vishwa Sangeet Bhavan of Calcutta.

The total number of pupils on rolls of music and dancing colleges as well as in Universities teaching departments rose from 4,809 (1,690 boys and 3,119 girls) to 5,153 (1,979 boys and 3,174 girls). This figure excludes the number of students receiving instruction in courses of school standard in these institutions.

The total direct expenditure on colleges for music and dancing increased from Rs. 12,65,866 to Rs. 15,24,781 during the year of which 58·9 per cent was met by government, 0·2 per cent by local boards, 23·8 per cent from fees, 9·4 per cent from endowments and 7·7 per cent from other sources. The average annual cost of educating a pupil amounted to Rs. 142·6.

Colleges for Fine Arts (excluding Music and Dancing)

There were 9 colleges for fine arts in the country as against 8 in the previous year. Besides, facilities for the teaching of fine arts existed in the teaching departments of the universities of Baroda, Gorakhpur, Madras and Visva Bharati.

The number of pupils in colleges for fine arts as well as in the University teaching departments was 1,165 (840 boys and 325 girls). This number, however, excludes the number of students reading in fine arts classes of school standard attached to the colleges for fine arts.

The total direct expenditure on colleges for fine arts increased from Rs. 7,29,994 to Rs. 9,35,816. Its distribution among the various sources of income was : government funds 86·4 per cent, fees 13·0 per cent, endowments 0·2 percent and other sources 0·4 percent. The average annual cost of educating a pupil was Rs. 552·4.

A brief account of the developments in the field of Aesthetic Education in the different States and Union Territories is given below :

Gujarat

The first Gujarat State Art Exhibition was held in Ahmedabad from 12th February to 26th February, 1961.

The Education Department arranged festivals like Bhavi Sangeet, Dramas at Surat, Baroda, Ahmedabad and Bhuj. It also awarded prizes to the best written plays, both for adults and children. Financial assistance to artists in indigent circumstances was also given. A sum of Rs. 2·15 lakhs was sanctioned by the Government for carrying out these activities. Under the Government of India's scheme of Inter State Exchange of Cultural Troups shows of Rajasthan troupes were arranged at Baroda, Surat and Navsari.

Maharashtra

Sir J. J. School of Art, Bombay introduced sketching in clay in its department of sculpture and Modelling. The Government of Maharashtra continued to set aside a part of the Revenue from entertainment tax for the encouragement of dramatic art. This was done through award of prize to the best written and published dramas, organisation of dramatic compe-

titions in primary and secondary schools and organisation of training camps for primary teachers in the art of dramatics.

Orissa

In August, 1960 an All India Music Conference was organised by the Bhubaneswar Music Conference Committee under the auspicious of Orissa Sangeet Natak Committee at Kalamandap, Bhubaneswar to synchronize with the Independence Day celebration. Besides, a cultural show of *Gotipua Sakhinatcha* and *Sankirtana* was organised in Bhubaneswar on 28th and 29th March, 1960 in order to make a comparative study of Bharat Natak Natyam and Oddissi dance and to patronise traditional dances of the State.

Tripura

Two music schools and one college for fine arts were started during the year. There were no such institutions in the Territory in the previous year.

3. Education of the Handicapped

The education of the Handicapped children is provided in schools for the mentally handicapped children and the schools for the physically handicapped children. A brief account of these schools is given below :

Schools for the Mentally Handicapped Children

During the year, there were, in all, 5 schools for the mentally handicapped children in the country—the same as in the previous year. These were functioning in the States of Gujarat (1), Maharashtra (3) and West Bengal (1). Similar facilities available in the school for the Deaf, Lucknow, were also continued. The total number of children on the rolls of these institutions increased from 380 (254 boys and 126 girls) in 1959-60 to 410 (270 boys and 140 girls). The number of teachers in these schools however decreased from 58 to 52 and the total expenditure thereon from Rs. 2,67,070 to Rs. 1,93,725 in 1960-61. The distribution of this expenditure according to the various sources of income was : government 63.4 per cent, local boards 1.1 per cent, fees 34.0 per cent, and endowments and other sources 1.5 per cent. The corresponding percentage for the previous year were 71.3, 1.3, 26.0 and 1.4 respectively.

Schools for the Physically Handicapped Children

During 1960-61 there were 139 schools for the physically handicapped children, as against 126 in the previous year. Their break up is as follows : schools for the blind 79, schools for the deaf-mute 46 and schools for the crippled 14. The schools for the physically handicapped were reported by all the States and the Union Territories of Delhi and Pondicherry. Increase in the number of schools was reported by the States of Bihar (1), Gujarat (3), Maharashtra (3), Madras (1) and West Bengal (1). Of the total 37, or 26.6 per cent schools for the physically handicapped were managed by Government 2 or 1.4 per cent by local boards 95, or 68.4 per cent by private aided bodies, and 5 or 3.6 per cent by private unaided organisations.

The schools for the physically handicapped enrolled 7,984 children (6,081 boys and 1,903 girls) during 1960-61 as against 7,312 children (5,547 boys and 1,765 girls) in 1959-60. This gives an increase of 9.2 per cent. The break-up of the enrolment according to three types of schools is as follows : Schools for the blind 3,865, schools for the deaf-mute 3,358 and schools for the crippled 761. The total expenditure (Direct and Indirect) on schools for the physically handicapped increased from Rs. 30,16,037 to Rs. 42,88,537

Of this, 67·1 per cent was met from Government funds, 2·5 per cent from local boards funds, 1·4 per cent from fees, 9·7 per cent from endowments and 19·3 per cent from other sources.

The total strength of the teaching staff of all the schools for the physically handicapped was 1,034 during the year, as against 957 in the previous year. Of these, 598 were working in schools for the blind, 392 in those for the deaf-mute and 44 in those for the crippled. Training facilities for the teachers for the deaf continued to be provided by the training sections of the Deaf and Dumb schools located in Lucknow and Calcutta.

State-wise statistics of schools for the physically handicapped children are given in table CXVII.

The schools for the blind generally imparted elementary education coupled with vocational training in crafts like weaving, chair-caning, candle-making, toy-making, drawing, carpentry, tailoring, etc., so that the students could take up these vocations to earn their living after going out of the school. Music, vocal and instrumental, was also taught in almost all the schools. The elementary education was provided free and by means of a Braille Code adopted to regional languages.

The Training Centre for the Adult Blind, Dehra Dun, established in 1950 for imparting two years' training to adult blind men and women chiefly in crafts, with a view to helping them towards economic independence, continued its activities during the year. In view of the difficulties experienced by the blind trained in cottage industries in securing employment, training in light engineering works and trades like cycle repairing, elementary carpentry assembly work, etc., was introduced. The centre had a strength of 150 blind men and 35 blind women on its rolls. The trainees were provided free board, lodging, clothing and tuition. Variety entertainments, picnics, etc., continued to be a regular feature of the extra-curricular activities.

The National Association for the Blind, established some eight years ago to act as a coordinating agency and to provide a forum for the representatives of institutions for the blind to meet and discuss common problems in periodic conferences, continued to undertake valuable experimental work in this field. Accordingly, at the request of the National centre for the Blind, Madras, one of the trainees of the Men's section of the Training centre for the Adult Blind, Dehra Dun, was sent as an Inspector to the workshop opened by the Association. Five more trainees were also directed to join as workers in the workshops at Madras.

The Sheltered workshop attached to the Training Centre for the Adult Blind, Dehra Dun, employed four weavers and five chair caners on a piece-rate basis and provided them free furnished residential accommodation, a free cook and free medical aid and as these trainees could not be immediately placed in open employment.

A notable feature in the field of education for the blind was the establishment of the *Tata Agriculture Training Centre for the Blind* at Phansa in Gujarat State. Its primary object was to train the blind in simple agricultural occupations like sowing, weeding, composing and so on. The trainees were also taught simple rural crafts like basket making, rope making, etc. The centre was sanctioned financial assistance by the Government of India to cover a part of the cost of construction of building for this project.

EDUCATION OF THE HANDICAPPED 1960-61

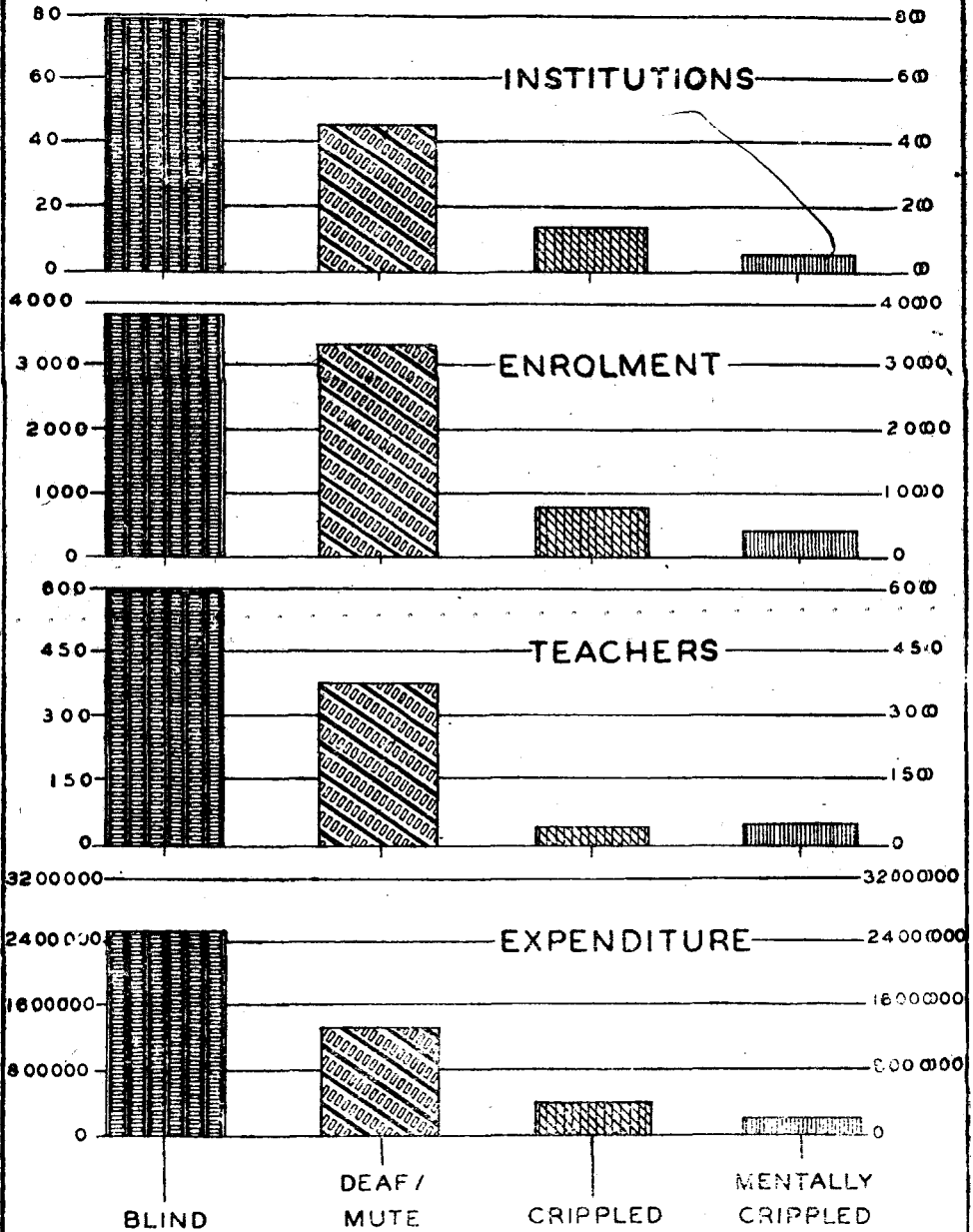


Table CXVII—Statistics of Schools for the Hindicapped

State	Number of Schools				Number of Pupils					Total Expenditure	Number of Teachers	
	For the Physically Handicapped			For the Mentally Handicapped	Total	For the Physically Handicapped			For the Mentally Handicapped			Total
	Blind	Deaf-Mute	Crip-pled			Blind	Deaf-Mute	Crip-pled				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	4	2	3	..	9	152	170	94	..	416	1,54,792	55
Assam	1	1	..	..	2	36	45	..	..	81	41,739	19
Bihar	6	2	..	..	8	289	81	..	..	370	1,56,457	44
Gujarat	12	4	..	1	17	389	305	..	29	723	4,58,899	99
Jammu & Kashmir	1	..	..	..	1	15	..	..	..	15	5,792	4
Kerala	4	3	..	..	7	111	236	..	..	347	1,79,751	50
Madhya Pradesh	3	1	..	..	4	126	65	..	..	191	58,366	35
Madras	5	5	4	..	14	458	857	376	..	1,691	5,03,734	163
Maharashtra	12	10	6	3	31	714	459	240	307	1,720	9,28,836	225
Mysore	3	..	..	..	3	239	..	..	..	239	1,19,703	32
Orissa . . . . .	..	1	..	..	1	..	29	..	..	29	7,138	3
Punjab	5	1	1	..	7	201	20	51	..	272	4,20,565	45
Rajasthan	2	..	..	..	2	113	..	..	..	113	80,301	15
Uttar Pradesh	13	10	..	..	23	547	427	..	..	974	5,77,200	134
West Bengal	4	5	..	1	10	237	386	..	74	697	4,41,436	103
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	3	1	..	..	4	226	278	..	..	504	3,40,669	59
Himachal Pradesh . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
L.M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Manipur . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Nagaland . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	1	..	..	..	1	12	..	..	..	12	6,879	1
Tripura . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
INDIA	79	46	14	5	144	3,865	3,358	761	410	8,394	44,82,257	1,086

The Model school for the Blind Children, Dehra Dun.—One of the important units of the National Centre for the Blind continued to function during the year. A new class, namely Primary V, was added to the school. Nine more people joined the school during 1960-61 increasing its total strength to thirty-four.

The Central Braille Press, Dehra Dun, whose main object is to produce Braille literature in Indian languages, printed in Braille 65 titles in Hindi, Gujarati, Marathi, Tamil, Telugu, Bengali and English. It also continued to publish the quarterly journal in Braille entitled "Alok".

The workshop for the Manufacture of Braille Appliances continued to manufacture the basic Braille appliances like Braille slate and arithmetic frames spare style, chess and draught boards needed for the education of the blind. During the year, the United Nations provided the services of an Expert to assist in the development of this workshop.

The two centres for the training of teachers for the deaf continued to function. During the year, assistance was given to the All-India Federation of the Deaf for the establishment of a school for photography for the deaf. This institution when established would be the first institution of its kind in the country.

Under the scheme to establish network of employment offices for the physically handicapped as part of National Employment Service two offices were working during the year at Madras and Bombay. The number of placements made by the Madras office since its inception in 1954 was 13 including two for blind women and that by the Bombay office 100 for the blind-deaf and orthopaedically handicapped children. Under the same scheme it was decided to establish an office in Delhi also.

The Survey on the incidence of handicapped in Greater Delhi, undertaken by the Delhi School of Social work, was completed. Similar survey for Bombay and Kanpur were also completed, while that for a village near Nagpur was in progress.

Under the scheme of assistance to Voluntary organisations working in the field, grants amounting to Rs. 5,11,033 were given. These grants were made for developmental activities through the State Governments.

The scheme of awarding scholarships to blind, deaf and orthopaedically handicapped students was continued. During the year 517 fresh awards were made bringing the total number of scholarship holders to 1795.

4. Education of the Scheduled Castes, Scheduled Tribes and other Backward Classes

The students belonging to Scheduled Castes, Scheduled Tribes and other Backward Classes continued to receive educational concessions under the various schemes of Central and State Governments. These concessions included the award of scholarships and financial concessions, exemption from the payment of tuition fees, examination and some other fees, opening of institutions in localities predominantly inhabited by them, reservation of seats in schools, colleges and hostels, etc. Besides, rules regarding admission

to certain examinations relaxed in their favours were also continued. In some States, special staff was appointed to look after the education and welfare of the children belonging to these classes.

The scheme for the award of scholarships to students belonging to Scheduled Castes, Scheduled Tribes and other Backward classes for post-matriculation studies in India, decentralised last year, was continued to be administered by the State Governments and Union Administrations. The entire expenditure on this scheme was, however, met by the Central Government who sanctioned a sum of Rs. 2.22 crores to States/Administrations for the purpose. In addition, the State Governments also contribute funds from their own resources. The number of beneficiaries under this scheme, during the year, was : Scheduled Caste students 42,071, Scheduled Tribes students 6,877 and Other Backward Classes students 14,421. The total expenditure incurred thereon was : Scheduled Castes Rs. 1,67,82,412, Scheduled Tribes Rs. 30,95,814 and Other Backward Classes Rs. 87,97,490. Thus 63,369 scholarships awarded to these Classes were supported with an expenditure of Rs. 2,86,75,716. The previous year's figures are : Scholarships 61,962 and expenditure Rs. 2,57,37,302. These scholarships covered tuition fee, and books and stationery, maintenance, etc.

Under the Overseas Scholarships Scheme for students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes, 14 Scholarships were awarded during the year. Six scholars of 1958-59 proceeded abroad during 1960-61 and 6 of earlier batches returned after completing their studies abroad.

In addition to the above scheme, 12 passage grants—four to each category of backward classes—under the scheme of Passage-Grants for Scheduled Castes, Scheduled Tribes and Other Backward classes are made available every year to candidates in receipt of merit scholarships which do not cover the passage cost. Under this scheme, four students belonging to Other Backward Classes were awarded passage grant for onward Journey during the year. One Scheduled Tribe candidate was also awarded return passage grant from U.S.A to India.

During 1960-61, the number of institutions predominantly meant to cater to Scheduled Castes, Scheduled Tribes and Other Backward Classes was 8,013 as against 8,401 during the previous year. This excludes the figure for Orissa which was not available. Besides, students belonging to backward classes were also admitted in other institutions. The total expenditure incurred on institutions mainly concerned with the education of these classes increased from Rs. 1,96,65,737 to Rs. 2,32,57,627 that is by 18.3 per cent.

The total number of students belonging to these classes in all institutions was 1,57,53,588 (excluding Orissa) with 1,17,34,975 boys and 40,18,613 girls as against 1,53,68,116 with 1,16,07,018 boys and 37,61,098 in the previous year. Of these, 12,19,603 students (9,48,545 boys and 2,71,058 girls) received scholarships, stipends and other financial concessions worth Rs. 7,78,18,494.

Besides, large number of students also received full or partial free studentships.

The Statewise details of the statistics of the education of students belonging to these classes are given in Table CXVIII.

Table CXVIII—Statistics of Education of the Scheduled Castes, Scheduled Tribes and other Backward Classes

State	Number of Institutions specially meant for Scheduled Castes etc.	Total Number of Pupils			Number of Pupils getting Scholarships and Stipends			Total Expenditure on Scholarships, Stipends and Other Financial Concessions	Total Expenditure on Institutions specially Meant for pupils belonging to Scheduled Castes etc.
		Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	..	12,87,283	6,25,267	19,12,550	99,150	21,579	1,20,729	90,77,694	..
Assam	1	5,74,759	2,98,055	8,72,814	45,066	12,593	57,659	40,10,647	5,950
Bihar	2,083	21,80,370	4,01,905	25,82,275	84,547	9,933	94,480	98,36,365	18,86,717
Gujarat	..	5,01,520	1,87,193	6,88,713	39,603	9,050	48,653	31,09,529	..
Jammu & Kashmir	..	12,383	2,398	14,781	2,446	264	2,710	1,07,050	..
Kerala	..	7,81,234	5,88,075	13,69,309	1,73,185	1,35,969	3,09,154	59,02,090	..
Madhya Pradesh	1,634	5,28,458	81,369	6,09,827	56,247	6,326	62,573	35,76,753	63,72,276
Madras	1,758	17,28,439	9,04,474	26,32,913	83,657	25,744	1,09,401	1,09,05,829	56,49,577
Maharashtra	..	8,09,152	3,11,285	11,20,437	1,02,307	19,112	1,21,419	87,57,802	..
Mysore	19	1,72,154	75,579	2,47,733	13,600	2,574	16,174	10,30,272	2,10,724
Orissa	..	..	..	..	..	..	..	..	..
Punjab	10	3,34,325	64,083	3,98,408	43,237	2,706	45,943	46,67,242	1,25,756
Rajasthan	..	2,58,775	21,278	2,80,053	26,452	1,117	27,569	9,87,042	..
Uttar Pradesh	607	16,33,295	1,61,563	17,94,858	1,06,812	8,377	1,15,189	85,16,029	10,59,726
West Bengal	..	7,11,551	2,09,437	9,20,988	33,260	6,612	39,872	50,80,730	..
A. & N. Islands	95	4,003	2,162	6,165	20	4	24	20,208	5,72,054
Delhi	..	61,787	19,261	81,048	23,284	5,059	28,343	12,67,280	..
Himachal Pradesh	..	16,157	2,740	18,897	2,293	305	2,598	1,08,384	..
L.M. & A. Islands	29	2,769	1,340	4,109	2,420	1,299	3,719	15,417	1,92,978
Manipur	1,154	33,935	14,304	48,239	902	306	1,208	1,92,623	27,42,832
Nagaland	474	30,522	17,097	47,619	178	51	229	38,982	32,54,558
N.E.F.A.	148	6,303	852	7,155	5,851	779	6,630	3,39,686	11,28,389
Pondicherry	..	21,670	10,597	32,267	24	4	28	25,557	..
Tripura	1	44,131	18,299	62,430	4,004	1,295	5,299	2,45,283	56,090
INDIA	8,013	1,17,34,975	40,18,613	1,57,53,588	9,48,545	2,71,058	12,19,603	7,78,18,494	2,32,57,627

5. Education of girls

The Second meeting of the National Council for Women's Education held in 1960, examined the progress of girls' education during the Second Plan period and felt that there was a wide gap between the enrolment of boys and girls. The Council recommended that the feasible target for the Third Plan would become more than trebling the rate of increase at the primary stage and doubling that at the middle stage. The feasible target at the Secondary stage would be 5% of girls in the less educationally backward States and 10% of girls in the remaining States. The Council, therefore, recommended that a special programme for girls should be taken up to improve the situation. This programme, the Council suggested should provide for increasing the number of women teachers (which helped to increase the enrolment of girls) and the grant of inducements to girls for coming to school, such as attendance scholarships, stipends, free uniforms, provision of hostels facilities or subsidised transport, construction of staff quarters or payment of village allowance to women teachers, appointment of school mothers, etc. Moreover, the Council emphasised that in the normal programme, the needs of girls should also be taken care of adequately by specifying physical targets separately for boys and girls.

2. The Council also considered the special programme for the education of girls and women in the Third Plan and regarded the allocation of funds for the purpose to be inadequate. The Council, therefore, recommended that allocation in respect of this sector should be appreciably increased. This suggestion was subsequently endorsed by the Education Panel of the Planning Commission and the State Education Ministers' conference

3. The Centrally sponsored scheme for the expansion of girls' education and training of women teachers at the elementary stage, initiated in 1957, had a budget provision of Rs. 90 lakhs during the year. Of this, a sum of Rs. 68.50 lakhs was allotted to State Governments on the basis of the number of girls *not* in schools.

During the year, the total number of girls studying in all types of institutions, including co-educational institutions, increased from 1,29,62,915 to 1,42,59,505 or by 10.0 per cent. The corresponding increase in the number of boys was from 3,15,68,849 to 3,37,04,897 or by 6.8 per cent. Thus, despite the expansion of girls' education at a higher rate than that of boys, there were only 42 girls in educational institutions to every 100 boys enrolled there. Of the total number of girls, only 29.2 per cent were studying in institutions meant exclusively for them, while the rest were studying in co-educational institutions. By type of education, the break down of the girls' enrolment was 96.8 per cent in general education, 2.4 per cent in special education and the remaining 0.8 per cent in professional and technical education. The corresponding figures for boys are: general education 94.2 per cent, special education 4.1 per cent and professional and technical education 1.7 per cent. For a comparison between the enrolment of girls and boys according to stages of general education and types of professional, technical and special education, reference may be made to Table CXIX.

During the year, there were 41,674 recognised institutions for girls, as against 33,592 in the previous year. Their distribution according to types is as follows : The figures in the parenthesis relate to the previous year : Universities 1(1), arts, and science colleges 165(150), professional colleges 97(89)

special education colleges 21 (20), high and higher secondary (including post basic) schools 2,521 (2,281), middle (including senior basic) schools 4,666(4,056), primary (including junior basic) schools 19,829 (18,800), pre-primary schools 230(180), vocational and technical schools 857(778), adult education centres 13,143(7,101) and special education schools 144(136). The total expenditure incurred on the institutions for girls and women increased, during the year, from Rs. 30,28,78,891, to Rs. 33,60,81,874 or by 11·0 per cent, as against an increase of 14·1 per cent in the previous year.

As regards output, 1,24,256 girls passed the matriculation and equivalent examinations during 1961 as compared to 1,13,123 in 1960. The output in intermediate, degree and post-graduate examinations also increased as shown below:

Examination	1959-60	1960-61
Intermediate	25,091	22,893
B.A. & B.Sc.	18,554	22,205
M.A. & M.Sc.	4,186	5,115
Professional Subjects (Degree only)	6,166	7,173

6. Physical Education and Sports

Physical Education formed an integral part of the school and college activities. Arrangements for games, sports, mass drill, etc., existed in almost all secondary schools and colleges. Most of these institutions had physical training instructors on their staff for such activities. Annual inter-school and inter-college tournaments were conducted. Moreover, various sports organisations in the States also organised sports meets. Shortage of trained instructors and paucity of playing grounds particularly in urban areas, however, continued to hinder progress in this field.

Training—During the year, 20 colleges and 41 schools(excluding gymnasias) provided facilities for training of physical instructors in the country. The statistics of the institutions are given in Table VIII. Refresher and short-term training courses were also organised in some of the States for training physical instructors.

The Lakshmbai College of Physical Education, Gwalior, which was started in 1957, provided a 3 year courses leading to a degree in physical education. The first batch of 23 graduates came out of the college during the year and all of them were reported to have been absorbed in suitable posts. Due to limitation of facilities, the college continued to restrict admissions to men only.

The Scheme of strengthening of Physical Education Training Institutions was intended to improve physical education training institutions by payment of non-recurring grants for development of playgrounds, purchase of library books/equipment, construction of gymnasias, hostel, administrative blocks, etc. The assessment of needs of these institutions was completed by all the Regional Visiting Committees appointed for the purpose and the implementation of these recommendations was taken up. Grants totalling to Rs. 2,46,480 were sanctioned to 13 institutions during 1960-61.

Table CXIX—Distribution of Girls and Boys in Recognised Institutions

Stage/Subject	Number of Girls on Rolls		Increase(+) or Decrease(-)	Percentage Increase(+) or Decrease(-)	Number of Boys on Rolls		Increase(+) or Decrease(-)	Percentage Increase(+) or Decrease(-)
	1959-60	1960-61			1959-60	1960-61		
1	2	3	4	5	6	7	8	9
A. General Education:								
Pre-Primary	70,493	82,122	+ 11,629	+16.5	80,520	96,520	+ 16,000	+19.9
Primary	1,02,65,920	1,09,44,051	+ 6,78,131	+ 6.6	2,16,38,115	2,26,87,340	+10,49,225	+ 4.8
Secondary	21,40,719	26,27,573	+ 4,86,854	+22.7	73,48,891	83,14,720	+ 9,65,829	+13.1
Intermediate	76,643	76,517	— 126	— 0.2	4,16,036	3,81,384	— 34,652	— 8.3
B.A./B.Sc.	52,439	63,379	+ 10,940	+20.9	1,96,927	2,35,633	+ 38,706	+19.7
M.A./M.Sc.	7,664	9,215	+ 1,551	+20.2	31,828	36,873	+ 5,045	+15.9
Research	657	768	+ 111	+16.9	3,021	3,879	+ 858	+28.4
Post-Graduate Diplomas	15	12	— 3	—20.0	257	365	+ 108	+42.0
TOTAL	1,26,14,550	1,38,03,637	+11,89,087	+ 9.4	2,97,15,895	3,17,56,714	+20,41,119	+ 6.9

Table CXIX—Distribution of Girls and Boys in Recognised Institutions—(contd.)

Stage/Subject	Number of Girls on Rolls		Increase(+) or Decrease(—)	Percentage Increase (+) or Decrease(—)	Number of Boys on Rolls		Increase(+) or Decrease(—)	Percentage Increase (+) or Decrease(—)
	1959-60	1960-61			1959-60	1960-61		
1	2	3	4	5	6	7	8	9
<i>B. Professional Education (College) :</i>								
Agriculture/Forestry	125	149	+ 24	+ 19.2	13,784	16,575	+ 2,791	+20.2
Commerce	680	864	+ 184	+ 27.1	73,806	77,448	+ 3,642	+ 4.9
Engineering and Technology	176	374	+ 198	+112.5	40,066	47,464	+ 7,398	+18.5
Law	648	805	+ 157	+ 24.2	25,277	26,336	+ 1,059	+ 4.2
Medicine and Veterinary Science	7,167	8,285	+ 1,118	+ 15.6	34,627	37,662	+ 3,035	+ 8.8
Physical Education	143	159	+ 16	+ 11.1	655	745	+ 90	+13.7
Teachers' Training	13,167	15,202	+ 2,035	+ 15.5	25,968	31,606	+ 5,638	+21.7
Others	237	286	+ 49	+ 20.7	1,557	1,151	— 406	—26.1
TOTAL	22,343	26,124	+ 3,781	+ 16.9	2,15,740	2,38,987	+23,247	+10.8
<i>C. Special Education (Collegiate) :</i>								
Home Science and Needle Work	1,590	2,422	+ 832	+ 52.3	..	..	..	..

Music, Dancing and Other Fine Arts	3,429	3,499	+ 70	+ 2.0	2,545	2,819	+ 274	+10.8
Oriental Studies	879	959	+ 80	+ 9.1	7,935	8,427	+ 492	+ 6.2
Sociology	304	208	— 96	— 31.6	1,132	762	— 370	—32.7
Others	289	267	— 22	— 7.7	3,245	2,492	— 753	—23.3
TOTAL	6,491	7,355	+ 864	+ 13.3	14,857	14,500	— 357	— 2.4
<i>D. Vocational and Technical Education (School) :</i>								
Agriculture and Forestry	75	74	— 1	— 1.4	7,718	7,832	+ 114	+ 1.5
Commerce	17,177	17,034	— 143	— 0.8	97,880	95,790	— 2,090	— 2.1
Engineering, Technology, Industry and Arts & Crafts	27,760	29,548	+ 1,788	+ 6.4	1,13,875	1,32,448	+ 18,573	+16.3
Medicine and Veterinary Science	6,058	6,536	+ 478	+ 7.9	5,478	5,300	— 178	— 3.2
Physical Education	512	515	+ 3	+ 0.6	2,837	2,929	+ 92	+ 3.2
Teachers' Training	26,513	31,552	+ 5,039	+ 19.0	73,478	91,130	+ 17,652	+24.0
Others	270	290	+ 20	+ 7.4	4,360	4,069	— 291	— 6.7
TOTAL	78,365	85,549	+ 7,184	+ 9.2	3,05,626	3,39,498	+ 33,872	+11.1

Table CXIX—Distribution of Girls and Boys in Recognised Institutions—(contd.)

Stage/Subject	Number of Girls on Rolls		Increase(+) or Decrease(-)	Percentage Increase(+) or Decrease(-)	Number of Boys on Rolls		Increase(+) or Decrease(-)	Percentage Increase(+) or Decrease(-)
	1959-60	1960-61			1959-60	1960-61		
1	2	3	4	5	6	7	8	9
<i>E. Special Education (Schools):</i>								
Music, Dancing and Other Fine Arts	9,610	10,334	+ 724	+ 7.5	8,133	7,638	- 495	- 6.1
For the Handicapped	1,658	1,829	+ 171	+10.3	5,250	5,728	+ 478	+ 9.1
Oriental Studies	14,323	16,107	+ 1,784	+12.5	1,25,272	1,32,627	+ 7,355	+ 5.9
Social Workers	646	638	- 8	- 1.2	3,728	3,439	- 289	- 7.8
Social (Adult) Education	2,08,440	3,01,077	+ 92,637	+44.4	11,61,371	11,93,629	+ 32,258	+ 2.8
Reformatory	1,531	1,572	+ 41	+ 2.7	6,984	6,790	- 194	- 2.8
Others (including Home Science)	4,958	5,283	+ 325	+ 6.6	6,293	5,347	- 946	-15.8
TOTAL	2,41,166	3,36,840	+ 95,674	+39.7	13,17,031	13,55,198	+ 38,167	+ 2.9
GRAND TOTAL	1,29,62,915	1,42,59,505	+12,96,590	+10.0	3,15,68,849	3,37,04,897	+21,36,048	+ 6.8

National Physical Efficiency Drive.

This Scheme which is based on graded physical fitness tests was launched for the first time in January 1960 for activating interest among the public in physical fitness and to arouse their enthusiasm for higher standards of physical efficiency and achievement. The scheme was continued during the year with the following revised pattern:

- (a) Testing Centres to be set up in all educational institutions of the level of high/higher secondary schools and above as also in recognised Gymnasias, akharas, vyayam-shalas, sports-clubs, recreation centres, etc., having necessary amenities.
- (b) The practice of giving grants to the State Governments for the establishment of testing centres at the rate of Rs. 3,000 per centre was discontinued.
- (c) The test to be held periodically as and when a certain number of persons wished to undertake them and in the beginning efforts to be made to hold the tests at least four times a year at each testing centre.

The State Governments were requested to take up implementation of the Drive on a wider scale. An expenditure of over Rs. 60,000 was incurred on the preparation of 20,000 medals for distribution to 3-star winners.

The Central Advisory Board of Education at its 28th meeting held in January, 1961 made the following recommendations in this connection:

- (a) the Central Government should continue to give Rs. 300 per centre to enable the State Governments to establish a large number of centres to provide adequate facilities for the National Physical Efficiency Drive;
- (b) that special attention should be paid to encourage non-school going youth to undergo the National Physical Efficiency Tests in larger number. For this purpose, it was recommended that same amount should be spent on publicising the scheme among the non-student youth; and
- (c) that steps should also be taken to popularise the scheme among women, both school-going and non-school going. Special facilities to trained women desirous of participating should also be made available through women's clubs or girls schools, etc.

These recommendations were under consideration.

Development of Vyayam-shalas and Akharas

Under this scheme, grants amounting to Rs. 34,259 were paid to *Vyayam shalas, Akharas*, sports' club, recreation centres etc. for the purchase of library books, equipment, etc., on the basis of 75 per cent of the expenditure.

Scholarships for Higher Studies in Physical Education

This scheme provided for the award of four scholarships each of the value of Rs. 200 per mensem, tenable for one year, for specialisation in certain selected indigenous physical education activities. Three candidates were recommended by the Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation during 1960-61 for yoga, wrestling and folk dances.

Promotion of Yoga

Financial assistance of Rs. 1,08,547 was sanctioned to Kaivalyadham Shreeman Madhava Yoga Mandir Samiti, Lonavala (Poona) and the Vishwaketan Yoga Asharm, Delhi Branch, for promotion of Yogic research and also popularisation of yogic system of physical culture among the public.

The Government of India set up a committee of medical experts to evaluate the therapeutical claims of Yoga and make recommendations for the scientific development of institutions engaged in these activities.

Sports

The following steps were taken for the development of sports and games:

Improvement of Standards in Sports

The establishment of the National Institute of Sports at Patiala with the object of producing first class coaches was a significant step in this direction. During the year, the first *ad-hoc* training course was started in March, 1961 covering Athletics, Gymnastics, Wrestling, Cricket, Volleyball, Football and Hockey. Grants amounting to Rs. 7,75,000 were sanctioned to the Institute, of which a sum of Rs. 5,00,000 was intended for payment to the Punjab Government towards the cost of Motibagh Palace Estate which was purchased from them for locating the Institute.

National Coaching Scheme

A sum of Rs. 3,81,575 was incurred on the Raj Kumari Sports Coaching scheme under which 79 coaches were working during the year.

Assistance to National Sports Federations/Associations

Grants amounting to Rs. 7,42,749 were paid to various National Sports Federations/Associations and State Sports Councils for holding coaching camps, national championships, purchase of sports equipment, for participation in International meet, the deputation of Indian teams abroad, visit of foreign teams to India, etc. This also included a grant of Rs. 2,39,690 paid to the India Olympic Association for deputation of the Indian Contingent to the Olympic Games held at Rome.

Construction of Stadia

Grants amounting to Rs. 4,32,365 were paid to the Governments of Assam, Bihar, Madhya Pradesh, Madras, Maharashtra, Mysore, Kerala and West Bengal towards its share of the Central assistance for the construction of stadia, etc. Moreover, a sum of Rs. 1,05,690 was sanctioned to various State Governments for the construction of Rifle Shooting Ranges.

Games and Sports in Rural Areas

Grants amounting to Rs. 20,70,000 were sanctioned during the year to the State Governments for giving it to educational institutions for the acquisition of play-fields and purchase of sports equipment as well as popularisation of sports and games in rural areas.

Olympic Games :

India participated in Athletics, Hockey, Football, Wrestling, Weight-lifting And Shooting at the XVII Olympiad held at Rome during the year.

Mountaineering

The All India Council of Sports constituted in August, 1960 a Sub-Committee under the chairmanship of General K. S. Thimayya to study all aspects of Mountaineering as a sport and to suggest measures for its promotion in the country. The Committee, *inter-alia*, recommended that an All India Skiing club be set at Kufri in Himachal Pradesh. To implement this recommendation, an expert was invited from Italy to advise Government on the feasibility of setting up the proposed skiing club. The proposal has been kept in abeyance.

National Discipline Scheme

The National Discipline Scheme aimed at infusing, in younger generations, a sense of discipline, self-reliance, patriotism, good citizenship, and tolerance and making them healthy in body and mind through a planned programme of physical training, mental training, training of cultural development, etc.

An important land mark in the field was the setting up of the Central Training Institute at Sariska, Alwar, in October, 1960 with a view to imparting a uniform and systematic training to National Discipline Scheme Instructors. Prior to the establishment of this Institute, the instructors were trained only in batches in short duration camps. The institution had a provision for the training of 600 instructors at a time. The first batch was expected to be out in May, 1961 after completion of 9-month training.

The scheme made a record progress during the year 1960-61 in the number of institutions covered and in the number of children trained from 662 and 5,86,651 in 1959-60 to 2,100 and 13,01,612 respectively in 1960-61. An expenditure of Rs. 30.33 Lakhs was incurred in this connection. In addition to the staff already covered under the scheme, *viz.*, Maharashtra, Madhya Pradesh, Jammu & Kashmir, Punjab, Uttar Pradesh, West Bengal and Delhi the scheme was extended to Andaman and Nicobar Islands and Kerala State.

7. Youth Welfare

The main aim of youth welfare programmes was to inculcate the spirit of nation-hood in the youth and to promote inter-State understanding among them. It also sought to provide welfare services to youth who were not attending educational institutions. A total provision of Rs. 10 lakhs was made for carrying out activities, a brief account of which is given below:

Youth Festivals

On the recommendation of the Conference of the Vice-Chancellors of the universities held in June, 1960 that the inter-universities youth festivals should not be held on an elaborate scale, the Government of India dropped the idea of organising such a festival during 1960-61. The proposal to organise the festival on a modest scale was, however, under consideration. In order to extend the benefits of the festivals to all sections of the students in the universities the Inter-Collegiate Youth Festivals were continued to be organised by the individual universities. Fifty per cent of the expenditure on these festivals subject to a maximum of Rs. 5,000 was met by the Government of India. Under this scheme, Grants amounting to Rs. 26,000 were given to 8 universities.

Youth Leadership and Dramatic Training Camps

Under this scheme, camps were organised for the benefit of university and college teachers with a view to imparting training in the technique of conducting Youth Welfare activities in the educational institutions. Two such camps were held—one at Lovedale, Nilgiris in June, 1960 and the other at Varanasi in October, 1960. These involved an expenditure of Rs. 7,176 and Rs. 3,046 respectively. A third camp was organised at Mahabaleshwar from 20th December, 1960 to 3rd January, 1961 on which a sum of Rs. 6,452 was spent. Grants amounting to Rs. 8,000 were given to the Punjab and Gujarat Universities and Sardar Vallabhai Vidyapeeth for organising similar camps on the basis of 50 per cent of the expenditure subject to a maximum of Rs. 3,000.

Students Tours

Under this scheme financial assistance was offered to batches of students in various educational institutions through the State Governments for visiting places of historical interest, scenic beauty or architectural grandeur. The Central assistance covered full expenditure on account of rail and bus fare of students. Out of the total provision of Rs. 3.80 lakhs, a sum of Rs. 3.20 lakhs was allotted to various States on the basis of the number of institutions in each State and a sum of Rs. 60,000 was kept aside for grants to Union Territories.

Youth Hostels

In order to provide cheap food and accommodation to the students on tour, it was proposed to set up a network of youth hostels in the country and the State Governments were given assistance to meet the entire cost on the construction of a youth hostel in the state subject to a maximum of Rs. 40,000 provided it conformed to the minimum standards prescribed in this behalf. Grants amounting to Rs. 80,000 were sanctioned to the Government of West Bengal, Kerala, Bihar, Orissa and Mysore. The Youth Hostel Association of India was also given a grant of Rs. 15,000 towards their administrative expenditure.

Youth Welfare Boards and Committees

The scheme of providing financial assistance to the extent of 50 per cent of the administrative expenditure to the universities for setting up a Committee on Youth Welfare in their camps was continued during the year. Out of a provision of Rs. 40,000, Grants amounting to Rs. 25,743 were given to the Universities of Bhagalpur, Patna, Kerala, Annamalai, Punjab, Agra and Jadavpur for the purpose.

Non-Students Youth Clubs and Centres

Under this scheme, registered youth clubs and organisations, devoted to the welfare of non-student Youth, were offered assistance for the purchase of equipment, etc., to meet 50 per cent of the approved expenditure, subject to a maximum of Rs. 5,000. A sum of Rs. 26,217 was sanctioned to various non-student youth clubs and centres in the country.

National Project for Child Welfare—Bal Bhavan and Children's Museum

During the year, the building of the Bal Bhavan was constructed at Kotla Road, New Delhi. A sum of Rs. 2 lakhs was given to the Bhavan for this purpose. In addition, another grant of Rs. 1 lakh was given to it for meeting the recurring expenditure. The Bal Bhavan provided amenities like open-air theatre, swimming pool, library and hobby centre for the benefit of children.

Alongwith the establishment of the Bal Bhavan, a proposal was formulated for starting a new Children's Museum. An estimate of Rs. 18 lakhs prepared by the C.P.W.D. for constructing a suitable building for it was approved by the *ad-hoc* Committee on Children's Museum.

Labour and Social Service Scheme

The Labour and Social Service Scheme was implemented in two parts (a) Labour and Social Service Camps, (b) Campus Work Projects. The Labour and Social Service Camps aimed at inculcating a sense of dignity of manual labour among the students and other youths and giving them an opportunity to get into contact with village life and offer "Shramdan" for the improvement of rural areas. A number of camps of 10 to 30 days duration were conducted in villages at which works like repair and construction of approach and road links, village tanks, building of play-grounds, repairs and construction of school buildings and *Panchayat Ghars*, digging of soak pits, manure pits and wells etc. were carried out. The girl campers rendered environmental services like personal hygiene, home nursing, child care, care of sick, sewing, tailoring etc. A sum of Rs. 26.87 lakhs was sanctioned to various agencies, that is Bharat Sevak Samaj, Bharat Scouts and Guides, the N.C.C. Directorate (for A.C.C. camps), State Governments and Universities for conducting camps.

The Campus Work Projects provided physical and recreational amenities in educational institutions, such as gymnasias, stadia, swimming pools, open-air theatres, recreation halls-cum-auditoria, cinder tracks, pavilions etc. One of the conditions for the Grants was that the staff and students would contribute at least 5 per cent of the cost in the form of skilled or unskilled labour and the institutions to bear 25 per cent of the cost involved excluding the cost of student labour. The remaining 75 per cent of the cost was met by the Government of India. The grants were paid in instalments depending on the progress of construction work. During the year, a sum of Rs. 25,39,937 was sanctioned for 142 new projects approved during 1960-61 and as 2nd, 3rd and 4th (or final) instalment of the projects approved during the years 1957-58 to 1959-60. During the year, 58 projects were finally completed which comprised of 34 recreation halls-cum-auditoria, 5 swimming pools, 5 gymnasias, 4 open-air theatres, 2 pavilions and 8 stadia.

8. Scouting and Guiding

The Bharat Scouts and Guides continued to receive grants for its various activities from the Central Government. During the year, grants amounting to Rs. 3,81,843 were paid for the construction of the National Training Centre, Pachmarhi, the organisation of training camps at various levels, the holding of the third All India National Jamboree at Bangalore, the deputation of Indian Scouts and Guides abroad, the meeting of organisational expenses

of the National Headquarters, the construction of a swimming pool and an open-air pavilion in Delhi by the Delhi State Bharat Scouts at their camping site near Humayun's Tomb. Proposals for financial assistance for the establishment of a World Training Centre for Guides and the construction of the National Headquarters' building were under consideration.

The Bharat Scouts and Guides which aim at promoting discipline and a spirit of selfless service among students, continued its various activities as briefly detailed below:

Training

The Training of adult leaders at the All-India Training Centre, Pachmarhi and in many State Training Centres continued to expand both numerically and in scope and variety of courses. (Over 313 scouters/guiders took training in Himalaya Wood Badge training.)

The All India training centre at Pachmarhi was developed further. More amenities were provided and essential buildings were constructed.

Conferences

The annual conference of All-India Guide and Scout Commissioner and Secretaries were held jointly in February, 1961. It was attended by 24 scout Commissioners, 23 guide Commissioners and 13 Secretaries and Joint Secretaries. The conference was also attended by Lady Baden Powell the Chief Guide of the world.

Third All-India Jamboree

At the invitation of the Mysore Bharat Scout and Guides, the Third All India Jamboree was held at Bangalore from 26th to 31st December, 1960 in which about 10,000 Scouts and Guides and over 200 Rovers participated. Contingents from other countries were also represented at this Jamboree.

Sea Scouts

With the holding of the Sea Scoutmasters Training camp at the National Defence Academy, Khadakvasla in December, 1960, the Sea Scouts movement received a great momentum. The training camp was attended by 20 Sea Scouts from 8 States. Their total strength was 181.

Air Scouts

The development of Air Scouting continued to be hampered on account of lack of opportunities and necessary facilities. Their total strength stood at 42 only.

Handicapped Scouts and guides

With the appointment of more Headquarter Commissioners, the handicapped section reported steady progress. In West Bengal, a Blind Scout troop competed in State competition with their sighted brother Scouts. The branch provided the much needed opportunities for rehabilitation to the physically and mentally handicapped by providing facilities of learning various trades and vocations.

Guiding Amongst Displaced persons

Punjab and West Bengal organised guiding among displaced persons. In Punjab, Golden Jubilee of Guiding was celebrated in October, 1960. A Divisional Jubilee Rally was held at the Guide House, Jullundur in which 40 Refugee Guides took part. A contingent of Refugee Guides participated in the Third All India Jamboree held at Bangalore. A refugee guide was selected to be sent to U. K. to participate in the jubilee Association organised by the Girl Guide Association, London. In all, there were 520 Refugee Guides. In West Bengal, two Rangers Camps and two Patrol Leaders camps were organised, besides week-end camps social service camps, camps for First and Second class badges and a get-together camp. The Refugee Guides participated in various Rallies and did social work in various fields including nursing work at the Government Hospital at Hooghly. Thirty four Guides won different proficiency badges. Four hundred Guides participated in the Rally in honour of the Chief Commissioner (Guides).

Social Services

The Scouts and Guides put in social services during *melas*, festivals and at the time of natural calamities like floods, etc.

International Events

India was represented at the 17th World Conference of the World Association of the Girl Guides and Girl Scouts at Athens in May, 1960, Second Far East Regional Conference held at Rangoon in October-November, 1960, First Far East Professional Scouters Training Conference at Rangoon in October 1960, Third Far East "Training the Team" Course at Pedro, Ceylon in March, 1961, International Commissions (Guides) Meeting in Athens (Greece) in May, 1960, Golden Jubilee of Guiding in U. K., the Training Conference in Phillipines in January-February, 1961 and Third World Indaba at Ommen in August, 1960.

Camps

The Second all-India Rangers course was held at the National Training centre Pachmarhi from 15th to 23rd February, 1961 in which 41 Rangers from 13 States participated. The theme of the Camp was 'Adventuring to Explore'. The various projects, that were given to Rangers were "Path finding", "Folk Lure", "Camp Craft", "Flora and Fauna". The Second All India Rover Camp was also held at Pachmarhi, from 15th to 23rd February, 1961. Rovers were assigned the projects of "Camp Craft", "Nature Craft", "Handicraft" and "Path finding".

Study Circle

The first Study Circle of the State Organising Commission was held at Poona from 27th May to 4th June, 1960 in which 16 State Organising Commissioners from 16 State Bharat Scouts and Guides took part. Subjects like Labour Service Camps, section of Scouts and Scoutress and Leaders to attend Jamborees outside India, etc., were discussed.

Awards

A number of awards were made to members of the movement by the National Commissioner in consultation with the National Executive Committee in recognition of their services of the most exceptional character. The silver Elephant award was given to two State Commissioners of Andhra Pradesh, Silver Star to three ladies and silver Medal to four persons.

Publications

“Bharat Scout and Guide” the official journal continued to be published. The States continued to bring out their own magazines and periodicals.

9. National and Auxiliary Cadet Corps

During 1960-61 all wings of the National Cadet Corps and Auxiliary Cadet Corps reported progress in strength as well as in organisation. An account of these is given below:

Strength

During the year, the strength of the N.C.C. was 5,611 officers and 2,70,436 cadets, as against 5,246 officers and 2,35,418 cadets in the previous year. This gives an increase of 7.0 percent in the officer cadre and of 14.9 per cent among the cadets. The Auxiliary Cadet Camps during the year consisted of 17,364 teachers and 10,10,069 cadets.

The Division-wise distribution of N.C.C. is given in Table CXX below.

Table CXX—Statistics of National Cadet Corps.

Division	Officers		Cadets	
	1959-60	1960-61	1959-60	1960-61
Senior Division	1,908	2,064	93,738	1,10,821
Junior Division	2,726	2,893	1,14,140	1,30,185
Girls' Division	612	654	27,540	29,430
TOTAL	5,246	5,611	2,35,418	2,70,436

Training of N.C.C. Officers

(a) *Army Wing*.—As a result of the expansion of the N.C.C. training, commitment of the N.C.C. Officers' Training school, Kamptee had to be increased; and accordingly 10 pre-Commission Training and 6 Refresher courses were conducted by the school during the year. In these courses, 908 Officer-Cadets (including 90 Lady Officer-Cadets) completed pre-commission training, while 372 N. C. C. Officers (including 45 Lady Officers) attended refresher training courses.

(b) *Naval Wing*.—Seven Senior Division and 26 Junior Division officer cadets received pre-commission training at I. N. S. Venduruthy, Cochin. Besides, 5 Senior Division and 27 Junior Division Naval Wing Officers attended refresher training courses.

(c) *Air Wing*.—Seventeen Senior Division and 30 Junior Division Officer Cadets completed their pre-commission training at the Air Force Station, Hyderabad, while 7 Senior Division and 69 Junior Division Air Wing Officers received refresher training.

Camps

In the past, camps of N. C. C. (Senior Division) were held for each unit separately. With a view to effecting improvement in administration and training in these camps, it was decided to group two or more units in the Annual Training Camps. Besides, A.C.C. also conducted its camps. An account of these camps is given below:

(a) *Social Service Camps.*—During the year 26 Social Service Camps were organised in which 334 officers and 10,825 Senior Division N.C.C. cadets participated. These camps helped in constructing rural roads, desilt tanks and improving irrigation channels in the Community Development areas. The girl-cadets helped village families in home nursing, child care and general education. Besides, 100 A.C.C. labour and social service camps were held up to 15th February, 1961 in which 2,064 A.C.C. teachers and 47,939 cadets took part and 15 more such camps were to be organised before the 31st March, 1961.

(b) *All-India Summer Camps.*—In order to enable cadets to have an opportunity of living and getting training with cadets of neighbouring states, 4 All India Summer Camps were held—one each at Dharamsala, Secunderabad, Mt. Abu and Shillong. Equal number of boys and girls of the Senior Division participated in them.

(c) *Advance Leadership camps.*—Eight advance leadership courses were organised at Kodaikanal, Ranikhet, Pahalgam, Dalhouse, Darjeeling, Mt. Abu, Shillong and Mysore during April, May and June, 1960. Eight N.C.C. officers and 227 cadets participated in camps. Training in these camps included basic military subjects, hill climbing, trekking, long range patrolling and outdoor exercises. These camps intended to develop the physical and mental capacity, initiative, resourcefulness and powers of leadership amongst the cadets and enabling them to take quick and independent decisions where situation warranted.

(d) *Naval Wing Camps.*—During the year, Senior Division Naval Wing Camps were organised at Bombay, Cochin, Visakhapatnam and Jamnagar, in which 42 N.C.C. officers and 2,520 cadets participated. Camps for the Junior Division Naval Wing were held in their respective Circles and were attended by 5298 N.C.C. officers and 27 cadets. One officer and 17 cadets of the senior Division Naval Wing joined the Summer Cruise Exercises of the Indian Fleet from 24th May to 7th June, 1960.

(e) Thirty-eight N.C.C. officers and 2,266 cadets participated in the Air Wing camps of the Senior Division held at Jullundur, Kanchrapara and Madras. Junior Division camps of the Air Wing were also held in their respective Circles and these camps were attended by 153 officers and 6,557 cadets.

(f) *Public School camps.*—All the Public School Troops were grouped into 4 zones and separate camps were held for them at Dehra Dun, Banagalore, Jaipur and Ranchi. These camps were attended by 48 officers and 2,180 cadets.

Republic Day Parade and National Cadet Corps

Thirty-one N.C.C. officers and 1,000 cadets including 2 Boys' Bands and 1 Girls Band took part in the Republic Day celebrations in Delhi on 26th January, 1961. Inter-Circle competitions and Annual N.C.C. Rally were organised on this occasion.

Co urses at Himalayan Mountaineering Institute

Twenty-four Senior Division cadets received mountaineering training at the Himalayan Mountaineering Institute, Darjeeling. This Institute *inter alia* aimed at awakening interest in and love of mountaineering and imparting practical and theoretical training in mountaineering technique.

Officers Training Units

During the year, 195 cadets were enrolled in the Officers Training Unit (N.C.C.) and three O.T.U. camps were held, the first at CHAKRATA during May-June, 1960 and, second and third at BANGALORE from 10th Oct. 60 to 7th Jan. 61. A total of 141 cadets attended these camps.

Visit of N.C.C. Cadets to U. K.

At the invitation of the U. K. War Office Centenary Committee 4 NCC, cadets one each from the Army, Navy, Air Force and CTU participated in the Cadets Corps Centenary Celebrations in the U.K. from 15th July to 30th July, 1960. Visits were arranged by the Combined Cadet Corps Association to Royal Navy, Army and Air Force Establishments in the U.K. and the cadets were shown round the schools and Cadet Corps Units. At a shooting competition there, one of the Indian cadets won a first prize.

10. School Meals

The scheme of providing mid-day meals to children in primary schools apart from its importance from the health point of view, was intended to provide incentives to poor children to come to schools in larger numbers. The meal was generally supplied free to students, but in certain cases a nominal fee was charged from them. Generally, the cost of this scheme was shared between the State Govt. and the public. Local bodies and private organisations also sometimes contributed towards this expenditure. In basic schools, garden produce was utilized for providing refreshment to students. International organisations like UNICEF and voluntary organisations like CARE, Church World service, or Catholic Relief services also supplied milk powder to be served to school children as mid-day meal.

2. The scheme of mid-day meals for primary school children was in operation in selected areas in the States of Andhra Pradesh, Assam, Gujarat, Kerala, Madras, Maharashtra, Mysore, Orissa and Uttar Pradesh and in the Union Territories of A & N Islands, Delhi, Himachal Pradesh, L.M. & A. Islands, Manipur, Pondicherry and Tripura. The salient features of this programme in some of the States is briefly given below :

In *Andhra Pradesh*, a sum of Rs. 3.58 lakhs was sanctioned for the supply of free mid-day meal to school children in 254 samithi blocks. In *Gujarat*, the distribution of UNICEF milk powder was introduced in a large number of schools situated in Scheduled areas, Community Project Areas, Community Development Projects and the National Extension Service Blocks. In *Kerala*, the scheme was continued in Lower Primary (class I to IV) in Non-Plan areas and was conducted for 4½ months in Plan areas, *viz.* Alleppey and Kozhikode revenue Districts. This year, the Government has waived the condition of 20 per cent public contribution and as a result tangible progress was made in the implementation of the scheme. The State Government provided

a sum of Rs. 19·40 Lakhs in the budget for this purpose. In *Madras*, the scheme made phenomenal progress during the year. The number of schools covered under this scheme was 24,586 and the number of children fed was 8,87,589. The corresponding figures for the previous year are: schools covered 23,136 and children benefited 7,74,869. The expenditure incurred on it amounted to Rs. 82·75 lakhs. Besides, mid-day meal was provided in 94 aided elementary schools in *Madras* entirely out of donations and in 434 primary schools in *Kanyakumari District* entirely out of State funds and the total number of pupils fed in all these institutions was 25,794. The supply of meal at the rate of 15 Paise per meal per pupil to the children in the schools maintained by the Harijan Welfares Department was continued in 832 schools and 84,560 pupils were served. The *Madras Corporation* also provided midday meal to 33,880 children studying in its 307 elementary schools at the rate of 9 Paise per meal per pupil. On the whole, 26,303 primary schools out of 27,098 primary schools in the State were covered by this scheme. The total number of children fed was 10,31,823. In *Maharashtra*, 52,140 certified under-nourished children were continued to be given 6 oz. toned pasteurised milk in sealed bottles. In addition, free supply of powdered milk to the pupils of standards I and II of *Colaba group of schools* from *Lion's Club of Bombay* was also continued. In *Mysore*, a sum of Rs. 3 lakhs was provided for this programme which was intended to benefit about 24,000 pupils.

In *A. & N. Islands*, snacks worth 6 Paise perchild and UNICEF milk were distributed to the children free of cost. In *Himachal Pradesh*, the mid-day meal scheme was introduced in 24 selected schools as an experimental measure. 60 per cent of the cost on scheme was met by the Territorial Council and the remaining 40 per cent was raised through voluntary public contributions. In *L. M. & A. Islands*, the school children were supplied mid-day meals free at a total cost of Rs. 50,019. In *Manipur*, Chira gur, soya beans, grams and skimmed milk were supplied to 93 primary schools. Besides, mid-day tiffin programme was in force on the basis of equal contribution from the Administration and the public. This scheme was later transferred to the Territorial Council with a provision of Rs. 50,000. In *N.E.F.A.*, the programme was in operation in all the schools, financed from local resources. Some of the schools maintained milk cows donated by the villagers for this purpose. In *Pondicherry*, the supply of mid-day meal to poor school going children was further extended. About a thousand additional children were brought under this programme. The total Government cost amounted to Rs. 3·77 lakhs. In *Tripura*, the school meal system was introduced in 40 primary, junior basic and middle schools with about 3,800 students.

11. Education of the Displaced Students

The schemes concerning the grant of financial assistance to displaced students from East and West Pakistan and to those belonging to indigent families from West Pakistan were continued and the following provisions were made for them during the year:

- (i) For Displaced students From East Pakistan Rs. 47·50 lakhs. From West Pakistan Rs. 12·00 lakhs;
- (ii) For students belonging to indigent families from West Paksitan Rs. 75,000;

Besides, concessions regarding the recovery and remission of educational loans advanced to college students were also continued.

During the year, 137 school-going children of displaced widows were granted financial assistance at the rate of Rs. 10 to Rs. 15 p. m. each to enable them to continue their studies. Deserving students of displaced families were also granted stipends to complete courses in general, professional and technical education in colleges. Moreover, 207 students of indigent families of displaced persons from West Pakistan received financial assistance at the rate of Rs. 10 p.m. to Rs. 60 p.m. each for education and training in professions like nursing, gramsewaks' teaching, etc.

The work relating to educational loans advanced to displaced students from West Pakistan in the Union Territory of Delhi was taken over by the Ministry of Education from the Ministry of Rehabilitation with effect from December 1, 1960. Out of the total sum of Rs. 7,26,736 advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate, New Delhi, a sum of Rs. 3,99,393 was recovered upto 31st March, 1961.

The work relating to Homes, Infirmaries and children's institutions for displaced persons from East Pakistan was also taken over by the Ministry of Education from the Ministry of Rehabilitation in two instalments with effect from October, 1 and December 1, 1960. Each Home/Infirmary normally had a Bal Mandir school to provide primary education. Some of the Homes had also middle schools attached to them. The policy of gradual liquidation of Homes/Infirmaries by rehabilitating the able-bodied inmates through various schemes of vocational/technical training and education was continued. *Ad-hoc* rehabilitation aid was given to them at the time of their dispersal from the Homes/Infirmaries.

The administrative control of the Homes/Infirmaries as well as children's institutions rests with the State Governments' concerned but the expenditure thereon was continued to be borne by the Government of India. Fresh admissions to these institutions were not allowed.

Under the Indo-Pakistan agreement on the issue of educational certificates to displaced persons, the Government of India had disposed of all except 32 fresh applications. As against this, the number of old and fresh applications which remained to be disposed of by the Government of Pakistan were 270 and 627 respectively on 31-3-61.

12. Indian Students Abroad

1: The number of Indian students going abroad for higher studies and training is on the increase. Partly, it is due to the increasing demand for technicians and other personnel with specialised training generated by the rapid industrialisation of the country. But this demand has to be regulated on account of the foreign exchange difficulties. This is done in two ways. Firstly, the Government have initiated a number of scholarship schemes under which students in specific fields are selected for study abroad. Secondly, as regards students who wish to go abroad on their own resources, facilities are generally provided to those who go in for study/specialisation in fields for which facilities are not available within the country. Moreover, Indian students also go abroad under scholarship etc. awarded by the U.N. and its specialised Agencies, under multilateral programmes such as the Common-

Wealth Education Co-operation Plan, under exchange programmes with foreign Governments, etc. A brief account of the facilities provided under various schemes is given below:—

A. Government of India Schemes

1. *Central Overseas Scholarships Schemes*

Under this scheme, meant for teachers of colleges, universities and comparable institutions of higher education, no fresh award has been made since 1958-59. Six scholars of the 1958-59 batch continued their studies abroad while the remaining two returned after completing their studies. It was decided that the scheme should not be implemented as a large number of scholarships fellowships were made available from other sources.

2. *Fully paid Overseas Scholarship Schemes*

The scheme envisaged the awarding of four scholarships for study in Humanities, science, engineering, technology and medicine to young and brilliant persons of the age-group 20-25 who were not in employment. No fresh awards have however, been made after 1957-58 owing to restrictions on foreign exchange. The scholar who went abroad during 1958-59 continued her studies in Humanities.

3. *Agatha Harrison Fellowship*

This fellowship was instituted in 1956-57 in the memory of the late Miss. Agatha Harrison and provides for the study for 5 years of Asian problems with special reference to India at St. Anthony' College, Oxford. The scholar who was sent in 1956-57, continued his work there during the year.

4. *Foreign Language scholarship scheme*

Under this scheme, which provides for the award of up to twenty scholarships every year for specialisation in various languages, ten scholarships were awarded for 1960-61—2 each in Arabic, Chinese and Japanese and 1 each in French, Italian, Persian and Swahili. Eleven scholars of 1959-60 proceeded abroad during the year, while 4 scholars of the earlier batches returned after completing their studies abroad.

5. *Programme for Exchange of Scholars between India and China*

No fresh award was made under this programme during 1960-61. However, four scholars of the 1958-59 batch who were sent to China for the study of the Chinese language, continued their studies during 1960-61.

6. *Programme for Exchange of Scholars between India and Rumania*

Two scholars were awarded scholarships in 1960-61 for study of Rumanian language in Rumania.

7. *Overseas scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Class Students.*

Under this scheme, 12 scholarships four each of the three categories of backward classes are available every year. It was, however, decided that this number be increased by 2 every year during 1960-61 to 1964-65. Accordingly 14 scholarships were awarded during the year under this scheme. Six scholars of 1958-59 also proceeded abroad during 1960-61 and 6 of early batches returned after completing their studies abroad.

8. *Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward class students.*

This scheme provided for 12 passage grants to be awarded every year to backward class students (4 to each of the three categories) in receipt of merit scholarships. Under this scheme, only six Other Backward students were awarded passage grants during 1960-61.

9. *Union Territories Overseas Scholarship Schemes*

Five scholarships for Post Graduate study abroad are available every year for persons, who by birth or domicile, are natives of any of the Union Territories. During 1960-61, five scholarships were awarded; one for Humanities and four for Scientific, Engg.; Technological; Fine Arts and medicine subjects. The scholars of 1958-59 and 1959-60 continued their studies abroad.

In addition to above, various State Governments and industrial concerns awarded scholarships to their employees for further education and training abroad. The details of scholarships/fellowships/passage grants offered to Indian national for studies, abroad by foreign governments and international organisations during the 1960-61 are given below :—

Name of the awarding authority	Number of scholarships/fellowships offered
1. French Government	(i) 9 scholarships for post-graduate studies in Humanities in France. (ii) 2 scholarships for six months specialised training in theatre Art, Music, Painting and sculpture (iii) 9 scholarships for post-graduate studies in selected branches of Science and Technology, viz. Biology, Medical Sciences Agriculture, Veterinary Science Architecture and Fine Arts for a period of one academic year of 8 to 9 months.
2. Bulgarian Government	(i) 1 scholarship for post-graduate study of Slave language. (ii) 2 scholarships for post graduate study/research in Agriculture and Veterinary science.
3. Danish Government	2 scholarships for post-graduate study of Adult Education.
4. Spanish Government	1 scholarship for post-graduate study of Spanish language.
5. Swedish Government	2 scholarships for post-graduate study of Folk High School Movement and its implementation in India and 10 Scholarships for post-graduate study/research in any branch of science, Engineering and Technology.
6. Turkish Government	(i) 1 scholarship for study of Turkish language. (ii) 1 scholarships for study of Fine Arts.

7. West German Govern -
ment. (i) 12 scholarship for post-graduate study in the Humanities.
(ii) 60 scholarships for practical training in Science/Engineering/Technological subjects were received. 49 scholars left for West Germany during the period 1960-61. 2 more Indian scholars were sent to West Germany for practical training in industries under the Indo-German Industrial Co-operation Scheme.
8. Austria Government 1 scholarship for study/training in Engineering and Medicine.
9. The Government of Cze-
choslovak Socialist
Republic 5 scholarships for post-graduate study/research in Geology,Pharmaceutics,Metallurgy, Automobile Engineering, Precision Engineering and optics & Engineering Geology.
10. Italian Government 6 scholarships for post-graduate study/research in Fine Arts, Town Planning and Animal Husbandry.
11. Government of Nether-
lands. (i) 5 fellowships for Aerial Survey, Architecture, Development of small scale Industries & Hydraulic Engg.
(ii) 1 Fellowship for 9 months for studies in Painting, Sculpture and Graphic Art.
112. Norwegian Government 1 scholarship for post-graduate research in Agriculture and allied Sciences.
113. U.S.S.R. Government (i) 50 scholarships for postgraduate study-research in Humanities, Agriculture, Medicine and selected branches of Science, Engg. and Technology.
(ii) 1 scholarship for training of teachers in special technical subjects and specialisation in the Russian language under the Bilateral Agreement signed between Government of India and Government of U.S. S.R. in December 1958.
(iii) 24 scholarships for study in Engineering Agriculture and Medicine in the People Friendship University, Moscow.
114. Yugoslavia Government 10 scholarships for two years—4 for training in Architecture, 2 for Metallurgy, 2 for Sculpture and 2 for Art and painting.
115. Belgium Government 4 Scholarships for Post-Graduate study/research in Textile and Chemical Engineering/Technology and Medicine.
116. Japanese Government 6 Scholarships for Architecture, Ceramics, Japanese language and Literature, Budhist Culture, Civilization, Electrical Engineering and Physics.

- | | |
|--|--|
| 17. Rumanian Government | 2 Scholarships for Research/Specialization in Agriculture and Electrical Engineering. |
| 18. Switzarland Government | 5 Scholarships for studies in any branch of Science, Engineering and Technology. |
| 19. U. A. R. Government | 2 Scholarships in Applied Microbiology and Electro Chemistry. |
| 20. British Council, London | 14 scholarships for post-graduate study in the Humanities. |
| 21. Canadian Council | 1 fellowship for post-graduate study of Psychology. |
| 22. Canadian Women's Press Club | 1 Visiting fellowship for an Indian woman journalist. |
| 23. Hellenic Lines, New York. | 10 free passages for study in U. S. A. |
| 24. Imperial Relations Trust (London University Institute of Education), London. | 2 fellowships for investigation in the live educational problems of the Country (the expenditure was shared equally by the Government of India and Trust) |
| 25. United Nations (U. N. Social Welfare Scholarship/Fellowship, Programme.). | Five fellowships for study/observation in social welfare fields. |
| 26. U. N. E. S. C. O. | 5 fellowships including 2 each for Regional Cultural Studies and Journalism and 1 for Production of Books. |
| 27. International Association for the Exchange of students for Technical Experience. | 11 scholarships to Indian students for practical training in various countries on the continent : 8 from Germany, 1 from Yugoslavia, 1 from Switzerland, 1 from U. A. R. |
| 28. Commonwealth Scholarship Scheme (i) for U. K. (ii) for Canada. | 35 Scholarships for Technical Education/Cultural Relation, 14 scholarships for Technical Education/Cultural Relation. |
| 29. T. C. M. Programme. | 59 scholarships for Teacher Training. |
| 30. Federation of British Industries Overseas Scholarships (for U. K.). | 3 scholarships. |
| 31. Hawker Siddley Industries Scholarships (for U. K.) | 1 scholarship. |
| 32. Royal Commission, London Exhibition of 1851 Scholarship. | 1 scholarship. |

The Commonwealth Education Cooperation Plan included a four fold programme of awarding scholarships/fellowships, (ii) training teachers, (iii) supplying teachers for service in other commonwealth countries and (iv) providing facilities for technical education. Under this Plan, offers of

scholarships were received from some of the Commonwealth countries and were availed of as follows :—

(i) U. K.—39 candidates were selected against 40 awards received. 35 candidates took up the awards finally, 3 candidates declined the offer and one candidate sought postponement for the next year.

(ii) Canada—15 candidates were selected and 14 took up the awards.

Under this Plan, separate awards were also made for teacher training. Of the bursaries offered by the U. K. Government for 1960-61, 3 candidates were nominated. One candidate was selected by U. K. authorities but he declined the award. Three teachers (two from West Bengal and one from Punjab) were selected.

The statistics of students who went to foreign countries during 1960-61 for higher studies in various branches of education are given in Table CXXI.

Table CXXI—Number of students/trainees who went abroad during 1960-61 by type of Education

Subject	Boys	Girls	Total
Arts	356	107	463
Science	480	54	534
Education	80	43	123
Engineering	1,833	6	1,839
Architecture & Design	107	3	110
Technology & Industry	1,537	5	1,542
Medicine & Veterinary Science	976	152	1,128
Agriculture and Forestry	152	..	152
Law	43	3	46
Commerce	642	19	661
Journalism	6	5	11
Banking & Insurance	26	..	26
Fine Arts	5	3	8
Nursing	3	34	37
Library Science	16	2	18
Others	624	85	709
Total	6,886	521	7,407

Professional and technical subjects like Engineering, Technology and Industry, Medicine and Veterinary Science, Commerce, Agriculture and Teacher's Training were the most favourite fields of study for these students. On percentage basis, their distribution was as follows : Technology and Industry 20.8 per cent, Engineering (including Architecture and Design) 26.3 per cent, Medicine and Veterinary Science 15.2 per cent, Commerce 8.9 per cent, Agriculture 2.1 per cent and Teachers' Training 1.7 per cent.

The U. S. A. attracted the largest number of Indian students their percentage to the total number of students who went abroad being 37.9 per cent. Next come U. K. (34.8 per cent), West Germany (13.6 per cent), Canada (2.9 per cent), France (1.7 per cent), Japan and Switzerland (1.3 per cent each), France (1.2 per cent), Italy (1.0 per cent), etc. The percentage of students who went to other countries was less than one per cent. Details may be seen in table CXXII.

The details of these students according to the States of their origin are given in Table CXXIII. The largest number of students went from Maharashtra

(1,957) followed by West Bengal (1,819), Delhi (624), Uttar Pradesh (548) Punjab (448), Madras (342), Bihar (326), the last being from Himachal Pradesh (6).

Every year, Indian students go abroad for higher education and training. Their stay abroad depends largely on the duration of their courses. On the one hand fresh students go abroad and on the other hand most of these who complete their studies come back.

The largest number of Indian student was in the U. S. A. (5,533), followed by those in U. K. (2,832) and West Germany (2,419), Canada and Australia also attracted a sizeable number of students viz 388 and 146 respectively. In other countries, the number of students/trainees was less than 100. The largest number of these students was pursuing courses and practical training in Engineering and Technology (3,514 or 29.3 per cent), followed by Medicine and Veterinary Science (1,673 or 14.0 per cent), Arts subjects (1,152 or 9.6 per cent) and Applied Science (1,083 or 9.0 per cent).

Table CXXII—Number of Students/Trainees who went abroad during 1960-61 by countries.

Name of the country	Boys	Girls	Total
Afghanistan	2	..	2
Argentina	1	..	1
Australia	79	4	83
Austria	22	1	23
Belgium	6	..	6
Canada	201	11	212
Ceylon	14	..	14
Czechoslovakia	19	..	19
Denmark	11	..	11
East Germany	10	..	10
Finland	..	..	..
France	113	11	124
Hungary	2	..	2
Indonesia	4	..	4
Ireland	2	..	2
Italy	74	3	77
Japan	93	4	97
Malaya	5	..	5
Netherlands	52	2	54
Newzealand	9	2	11
Norway	4	..	4
Pakistan	..	..	..
Philippines	5	..	5
Poland	7	..	7
Rumania	..	..	..
South Rhodesia	..	..	..
Spain	2	..	2
Sweden	27	..	27
Switzerland	75	22	97
Thailand	3	..	3
U. A. R.	7	..	7
U. S. A.	2,581	217	2,798
U. K.	2,348	232	2,580
U. S. S. R.	54	..	54
West Germany	1,006	11	1,017
Yugoslavia	4	..	4
Other Countries	44	1	45
Total	6,886	521	7,407

Table CXXIII—Number of Students/Trainees who went abroad during 1960-61 by States

Name of the State	Boys	Girls	Total
Andhra Pradesh	242	17	259
Assam	67	6	73
Bihar	316	10	326
Gujarat	234	22	256
Jammu & Kashmir	26	1	27
Kerala	180	57	237
Madhya Pradesh	112	6	118
Madras	302	40	342
Maharashtra	1,806	151	1,957
Mysore	242	11	253
Orissa	54	3	57
Punjab	436	12	448
Rajasthan	43	4	47
Uttar Pradesh	517	31	548
West Bengal	1,722	97	1,819
Delhi	573	51	624
Himachal Pradesh	6	..	6
Pondicherry	8	2	10
India/Total	6,886	521	7,407

CHAPTER XI

STATISTICAL SURVEY

The object of this chapter is to study the trends in selected fields of education as revealed by the statistics for the quinquennium ending in 1960-61. Since this study is largely statistical, it does not aim at qualitative assessment of educational development during the period. Also, the study does not envisage reflecting regional variations and disparities as comparable data pertaining to all the States is not available for the entire period.

Elementary Education

The progress made in the matter of enrolling larger number of boys and girls in classes I-VIII during the period under review is given in Table CXXIV below:

Table CXXIV—Enrolment in Classes I-VIII, 1955-61

Year	Number of pupils in Classes I—VIII (In lakhs)			Percentage of girls to Total	Percentage of increase from the previous year		
	Boys	Girls	Total		Boys	Girls	Total
1955-56	209.54	85.07	294.61	28.9	6.9	11.0	8.0
1956-57	220.95	93.54	314.49	29.7	5.4	10.0	6.8
1957-58	232.40	98.58	330.98	29.8	5.2	5.4	5.2
1958-59	252.14	109.83	361.97	30.3	8.5	11.4	9.4
1959-60	269.17	119.55	388.72	30.8	6.8	8.9	7.4
1960-61	286.16	130.17	416.33	31.3	6.3	8.9	7.1

The above table shows that :

- (a) the total enrolment in classes I-VIII, as also the enrolment of boys and girls separately in these classes, has been increasing from year to year during the entire period. In absolute terms, the average increase has been of the order of over 24 lakhs a year—over 15 lakhs in case of boys and 9 lakhs in case of girls.
- (b) Comparatively girls were more backward in education than boys—they constituted not even one-third of the total enrolment. It is, however, gratifying that girls' education has been progressing at a faster rate than that of boys—the percentage of annual increase in 1960-61 being 8.9 in case of girls as against 6.3 in case of boys.

In so far as the numbers go, the pace of expansion of educational facilities has been fairly rapid. Let us now examine this expansion against the background of increasing population of children of the school-going age. This comparison between the students in classes I to VIII and the population

in the age-group 6 to 14 years has been done and the resulting percentages have been indicated in the following table.

Table CXXV—Educational Facilities for the Age-group 6-14, 1955-61

Year	Percentage of pupils in classes I—VIII to the total population in the age-group 6-14		
	Boys	Girls	Total
1955-56	54.1	23.1	39.1
1956-57	55.9	24.9	40.9
1957-58	60.2	26.9	43.9
1958-59	61.1	28.3	45.2
1959-60	63.3	29.9	47.1
1960-61	66.3	32.0	49.7

The above table records only this much improvement that out of every 10 children while only 4 were going to school in 1955-56, in 1960-61 their number increased to 5. In the case of boys the position was a little better, where as against every two boys in school in 1960-61 there was only one who was not coming to the school. The case of girls was just the opposite, namely, for every girl attending the school there were two who were not attending it.

The above table also shows that the percentage of students to population improved from 39.1 in 1955-56 to 49.7 in 1960-61, that is by a little more than 10 points in 5 years.

At this rate, the country will need at least two decades after 1960-61 to go anywhere near the goal of universal education for children up to the age of 14 years. If this period is to be shortened, the rate of progress will have to be improved.

Primary Education

Primary education has expanded rapidly during the quinquennium ending in 1960-61. Growth in the number of primary schools is shown in Table CXXVI below:—

Table CXXVI—Number of Primary Schools, 1955-61

Year	Primary Schools		Primary Schools for girls		Single Teacher Schools		Percentage of single teacher schools to total No. of primary schools
	Number	Increase from previous year	Number	Percentage of Girls Schools to total No. of schools	Number	Percentage of increase from the previous year	
1955-56	2,78,135	14,509	15,230	5.5	1,11,220	9.7	40.0
1956-57	2,87,298	9,163	16,065	5.6	1,16,272	4.5	40.5
1957-58	2,98,247	10,949	16,433	4.5	1,23,248	6.0	41.3
1958-59	3,01,564	3,317	16,735	5.5	1,29,193	4.8	42.8
1959-60	3,19,070	17,506	18,800	5.9	1,38,993	7.6	43.6
1960-61	3,30,399	11,329	19,829	6.0	1,45,191	4.5	43.9

The number of primary schools increased by over 52,000 during the Second Five Year Plan period, that is at the rate of 10,400 schools per annum. On an average there was one primary school for a population of about 1,300.

Of the total number of primary schools, only about 6 per cent were meant for girls. In view of the lack of funds, shortage of women teachers, thin scatter of population in certain regions, the prevalence of co-education at this level of education is a development in the right direction.

The above table also shows that the number of single-teacher primary schools has been progressively increasing not only in terms of absolute numbers but also in proportion to the total number of primary schools. Although, in the context of our situation establishing single-teacher schools is a necessity, its unrestricted multiplication must be avoided.

The distribution of primary schools according to management is given in Table CXXVII below :—

Table CXXVII—Number of Primary Schools by Management, 1955-61

Year	Total No. of Primary Schools	Number of Primary Schools Managed by			Percentage of Govt. managed schools	Percentage of local bodies managed Schools	Percentage of Private Schools
		Govt.	Local Bodies	Private Bodies			
1	2	3	4	5	6	7	8
1955-56	2,78,135	64,827	1,42,223	71,085	23·3	51·1	25·6
1956-57	2,87,298	64,098	1,52,064	71,136	22·3	52·9	24·8
1957-58	2,98,247	77,724	1,48,275	72,248	26·1	48·7	24·2
1958-59	3,01,564	81,939	1,48,301	71,324	27·2	49·1	23·2
1959-60	3,19,070	70,533	1,77,855	70,682	22·1	55·7	22·2
1960-61	3,30,399	72,380	1,84,825	73,194	21·9	55·9	22·2

Majority of primary schools were managed by local boards. This trend is likely to continue in view of the policy of decentralisation of administration in the States. Government and private organisations shared the remaining primary schools almost in equal proportion. Public bodies managed more than three-fourths of the primary schools and private agencies the remaining one-fourth.

The enrolment in classes I-V during the five years under discussion is given in Table CXXVIII

Table CXXVIII—Education Facilities for the Age-Group 6-11, 1955-61

Year	Enrolment in class I-V (In lakhs)			Percentage of enrolment in class I-V to children in the age group 6-11 years		
	Boys	Girls	Total	Boys	Girls	Total
1955-56	175.28	76.39	251.67	72.0	32.8	52.8
1956-57	184.51	82.62	267.13	73.7	34.5	54.5
1957-58	194.04	87.66	281.70	76.1	36.2	56.7
1958-59	210.14	97.42	307.57	76.0	37.5	57.3
1959-60	222.96	105.24	328.19	81.4	40.5	61.5
1960-61	234.68	113.47	348.15	80.9	42.0	62.0

The above table shows that about 96.5 lakhs more children were on the rolls of classes I-V in 1960-61 than those five years previous to that. This figure includes 59.4 lakh boys and 37.1 lakh girls. The average annual increase in enrolment works out at about 12 lakh boys and 7.4 lakh girls. The gap between the enrolment of boys and girls continued to be very wide.

The same table also gives the percentage of enrolment in classes I-V to the population of children in the age-group 6-11 years. As against about 81 per cent of boys, only about 42 per cent of girls in the said age-group were availing of the school places. This gives an overall percentage of 62.0 only. The problem of primary education is, therefore, mainly the problem of girls' education.

It seems relevant to mention here that not all the students of class I-V shown in the above table actually belong to the age-group 6-11 years. A substantial part of this enrolment belongs to other ages. Table CXXIX below indicates the extent to which the enrolment of classes I-V falls outside the age-group 6-11 years.

Table CXXIX—Pupils Outside the Age-Group 6-11 in Classes I-V, 1955-61

Year	Enrolment in classes I-V (in lakhs)			Pupils below 6 and above 11 in classes I-V (In lakhs)			Percentage of Pupils below 6 and above 11 in classes I-V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1955-56	175.28	76.39	251.67	42.67	16.46	59.13	24.3	21.5	23.5
1956-57	184.51	82.62	267.13	44.27	17.79	62.05	24.0	21.5	23.2
1957-58	194.04	87.66	281.70	46.14	18.20	64.34	23.8	20.8	22.8
1958-59	210.14	97.42	307.57	48.68	19.47	68.14	23.2	20.0	22.2
1959-60	222.96	105.24	328.19	51.66	21.41	73.07	23.2	20.2	22.3
1960-61	234.68	113.47	348.15	54.00	23.05	77.05	23.0	20.3	22.1

The above table shows that as much as about 22 per cent of the facilities in classes I-V are being utilised by children not belonging to the age-group 6-11 years. It is, however, a matter for some satisfaction that this percentage is steadily on the decline.

Wastage (including stagnation) is the greatest malaise from which primary education suffers at present. It consists in the failure on the part of the students to complete primary education course of say four years in a matter of four years. The following table sheds some gleaming light on the problem:—

Table CXXX—Wastage and Stagnation, 1955-61

Years	Enrolment in class I three years previously (in lakh)			Enrolment in class IV during the year (in lakhs)			Numerical Wastage and Stagnation (in lakhs)			Wastage and Stagnation in percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
1955-56	50.23	23.72	73.95	23.45	8.71	32.16	26.78	15.01	41.79	53.3	63.3	56.5
1956-57	54.67	26.20	80.87	25.10	9.57	34.67	29.57	16.63	46.20	54.1	63.4	57.1
1957-58	61.89	29.23	91.12	26.57	10.29	36.86	35.32	18.94	54.26	57.1	64.8	59.5
1958-59	66.60	32.98	99.58	28.69	11.51	40.20	37.91	21.47	59.38	58.9	65.1	59.6
1959-60	67.71	35.12	102.83	30.01	12.47	42.48	37.70	22.65	60.35	55.7	64.5	58.7
1960-61	72.42	36.66	109.08	32.53	14.01	46.54	39.89	22.65	62.54	55.1	61.8	57.3

The above table shows that, out of every 100 children who join class I, 57 either drop out or fail once or more than once before reaching class IV. Wastage is also heavier among girls than among boys.

Let us now examine how the above wastage is distributed over the various classes. Taking the enrolment of class I in a particular year as 100, the following table gives the indices of enrolment in class II in the following year, in class III in the next following year and in class IV in the still next following year.

Table CXXXI—Wastage in Different Classes

Class	1953-57 Batch			1954-58 Batch			1955-59 Batch			1956-60 Batch			1957-61 Batch		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
II	62	58	61	62	58	61	61	55	59	61	56	58	62	58	61
III	51	45	49	51	45	49	50	43	48	50	44	49	51	46	49
IV	43	35	40	43	35	40	43	35	40	44	36	41	45	38	43

The above table shows that out of a hundred pupils in class I in 1957-58, for instance, only 61 were in class II in 1958-59, 49 in class III in 1959-60 and 43 in Class IV in 1960-61. The wastage was, therefore, the heaviest from class I to class III although it was no less serious in the subsequent classes.

Teacher holds a pivotal position in an educational system. Table CXXXII below gives the number of teachers working in primary schools.

Table CXXXII—Teachers in Primary Schools, 1955-61

Year	No. of teachers in Primary Schools (In thousands)			Increase or decrease from previous year (in thousands)	Percentage of Women Teachers	No. of Trained Teachers (in thousands)	Percentage of Trained Teachers
	Mean	Women	Total				
1955-56 .	574	117	691	+15	16.9	423	61.2
1956-57 .	589	121	710	+19	17.1	442	63.5
1957-58 .	602	127	729	+19	17.4	463	63.5
1958-59 .	577	118	695	-34	16.9	443	63.7
1959-60 .	606	125	731	+36	17.1	467	63.8
1960-61 .	615	127	742	+11	17.1	475	64.1

The number of teachers in primary schools increased by 51,000 in 5 years or by over 10,000 per annum. While the proportion of women teachers remained almost static at one-sixth of the total strength, the percentage of trained teachers continued to improve steadily.

The following table gives the distribution of direct expenditure in primary schools by sources.

Table CXXXIII—Expenditure on Primary Schools by Sources, 1955-61

Year	Expenditure met from (In Crores of Rupees)					Percentage of expenditure met from Government and Local Boards funds
	Govt. funds	Local Board funds	Fees	Other sources	Total	
1955-56 .	39.55	10.75	1.75	1.68	53.73	93.6
1956-57 .	43.56	11.50	1.80	1.62	58.48	94.2
1957-58 .	52.36	10.75	1.76	1.84	66.71	94.6
1958-59 .	51.78	8.36	1.57	1.86	63.57	94.6
1959-60 .	56.31	9.92	1.66	1.82	69.71	95.0
1960-61 .	59.12	10.67	1.72	1.94	73.45	95.0

The above table shows that, barring 5 to 6 per cent, the entire expenditure was met from public funds (that is Government and local bodies).

Of the direct expenditure, salaries of teachers claimed the lion's share as is clear from the table given below:—

Table CXXXIV—Teachers' Salaries in Primary Schools, 1955-61

Year	Total Direct Expenditure (In crores of Rupees)	Teachers' Salaries	Percentage of Teachers' salaries to total Direct Expenditure	Average salary per Teacher per annum	Salary Index with 1955-56 as base
1955-56 . . .	53.73	45.04	83.8	651.5	100.0
1956-57 . . .	58.48	49.28	84.3	694.0	106.5
1957-58 . . .	66.71	56.92	85.3	780.6	119.8
1958-59 . . .	63.57	58.78	86.2	788.5	121.0
1959-60 . . .	69.71	61.29	87.9	838.4	128.7
1960-61 . . .	73.45	64.72	88.1	872.8	134.0

The direct expenditure on primary schools increased by about Rs. 20 crores or 36.7 per cent to Rs. 73.45 crores in 5 years. The salary of teachers was the major item in it and constituted about 88 per cent of the total expenditure.

The average annual salary of a primary school teacher reflects a rising trend. It improved by 34 per cent in 5 years.

Middle School Education

The following table gives the number of middle schools in the country from 1955-56 to 1960-61:—

Table CXXXV—Number of Middle Schools, 1955-61

Year	Number of Middle Schools			Percentage of increase from the previous year	Percentage of Middle Schools for Girls
	For Boys	For Girls	Total		
1955-56 . . .	19,393	2,337	21,730	25.5	10.8
1956-57 . . .	21,871	2,615	24,486	12.7	10.7
1957-58 . . .	24,141	2,874	27,015	10.3	10.6
1958-59 . . .	35,835	3,762	39,597	46.6	9.5
1959-60 . . .	37,865	4,056	41,921	5.9	9.7
1960-61 . . .	44,997	4,666	49,663	18.5	9.4

The following points emerge from the above table :

- (i) The number of middle schools more than doubled in the course of five years;
- (ii) Hardly ten per cent of the schools were meant for girls only, showing that a large majority of middle schools were co-educational institutions.

The distribution of middle schools by management is shown in the following table:—

Table CXXXVI—Number of Middle Schools by Management 1955-61

Year	Number of Middle Schools Managed by				Percentage of Govt. Schools	Percentage of local Boards Schools	Percentage of Private Schools
	Government	Local Boards	Private Bodies	Total			
1955-56	4,961	3,988	7,781	21,730	22.8	41.4	35.8
1956-57	5,164	10,830	8,492	24,486	21.1	44.2	34.7
1957-58	6,807	10,928	9,280	27,015	25.2	40.2	34.3
1958-59	7,314	20,991	11,292	39,597	18.5	53.0	28.5
1959-60	7,307	22,756	11,858	41,921	17.4	54.3	28.3
1960-61	9,695	26,481	13,487	49,663	19.5	53.3	27.2

The above table shows that the increase in the number of middle school managed by local boards has been spectacular during this period. The result is that in 1960-61, majority of the schools were controlled by them.

Trends in the enrolment of classes VI-VIII between 1955-56 and 1960-61 are revealed in the table given below:—

Table CXXXVII—Enrolment in Classes VI-VIII, 1955-61

Year	Pupils in Classes VI-VIII (in Lakhs)			Percentage of girls to total	Percentage of enrolment in Classes VI-VIII to children in the age group 11-14		
	Boys	Girls	Total		Boys	Girls	Total
1955-56	34.26	8.67	42.93	20.2	25.4	6.9	16.5
1956-57	36.44	9.92	46.36	21.4	26.4	7.7	17.3
1957-58	38.35	10.93	49.28	22.2	29.2	8.8	19.3
1958-59	42.00	12.41	54.41	22.8	30.9	9.7	20.7
1959-60	46.21	14.31	60.52	23.6	30.5	10.2	20.7
1960-61	51.48	16.70	68.18	24.5	36.4	12.4	24.7

This table shows that, during the period under review, the total strength of classes VI-VIII increased by 25 lakhs, of which boys were about 17 lakhs and girls about 8 lakhs. The position of girls in the total enrolment in these classes improved from 20.2 per cent to 24.5 per cent.

The above table also gives the percentage of enrolment in classes VI-VIII to the population in the age range 11-14 years. In 1960-61, facilities for middle school education were available only for one-fourth of the population of the corresponding age-group. Another draw-back at this level was the wide gap between the enrolment of boys and girls. Girls were not even one-third of the boys on rolls.

The data about teachers in middle schools is given in the following Table:—

Table CXXXVIII—Teachers in Middle Schools, 1955-61

Year	Number of Teachers			Percentage of Women Teachers to Total	Trained Teachers	Percentage of Trained Teachers
	Men	Women	Total			
1955-56	1,24,550	23,844	1,48,394	16.1	86,776	58.5
1956-57	1,35,467	31,096	1,66,563	18.7	1,00,077	60.1
1957-58	1,48,054	37,019	1,85,073	30.0	1,16,021	62.7
1958-59	2,05,774	59,907	2,65,681	22.5	1,74,857	65.8
1959-60	2,22,108	70,024	2,92,132	24.0	1,93,879	66.4
1960-61	2,61,696	83,532	3,45,228	24.2	2,29,606	66.5

The number of middle school teachers increased by 132.6 per cent in 5 years. The average annual increase comes to about 40 thousand.

The strength of women teachers multiplied three and a half times during the same period. Their proportion to the total number of teachers improved from 16.1 per cent in 1955-56 to 24.2 per cent in 1960-61.

Two out of every three teachers were trained teachers.

With the increase in the number of middle schools and the strength of teachers working therein, it is but natural that the cost of running these schools should also increase. Table CXXXIX gives the data about direct expenditure on middle schools by sources.

Table CXXXIX—Direct Expenditure on Middle Schools by Source, 1955-61

Year	Total Direct Expenditure (Rs. in crores)	Percentage of Expenditure met from			
		Government Funds	Local Boards Funds	Fees	Other Sources
1955-56	15.41	62.9	12.9	16.2	8.0
1956-57	17.15	60.5	11.6	14.6	13.3
1957-58	20.77	72.3	8.8	12.2	6.7
1958-59	31.83	73.3	12.0	8.6	6.1
1959-60	35.16	73.5	12.0	8.3	6.2
1960-61	24.92	74.1	12.6	7.4	5.9

The total direct expenditure on middle schools rose by 178.5 per cent in 5 years. Government has been assuming larger share of responsibilities in meeting this expenditure. The percentage of expenditure met from fees has been declining. There was hardly any significant improvement in the percentage of expenditure met from local board funds or other sources.

Of the total direct expenditure on middle schools, a very substantial part goes towards meeting the salaries of middle school teachers. The trends in this regard are indicated in Table CXL.

Table CXL—Expenditure on Salaries of Middle School Teachers, 1955-61

Year	Direct Expenditure on Middle Schools	Expenditure of Salaries on Middle School Teachers	Percentage of Teachers Salaries to Total Direct Expenditure	Average Annual Salary for Teachers	Salary Index with 1955-56 as base
	(Rs. in Crores)			Rs.	
1955-56	15.41	12.00	77.9	809	100
1956-57	17.15	12.06	70.3	832	103
1957-58	20.77	17.01	81.9	919	114
1958-59	31.83	26.71	83.9	1,005	124
1959-60	35.16	30.30	86.2	1,037	128
1960-61	42.92	36.51	85.1	1,058	131

It shows that teachers' salaries accounted for about 85 per cent of the total expenditure on middle schools, leaving a small part for equipment and contingencies. In spite of it, the average annual salary of a teacher did not go beyond Rs. 11,058 *i.e.*, Rs. 88 per month.

The last column shows the indices of salaries of teachers with 1955-56 as the base (100). The average salary index rose to Rs. 131 in 1960-61. This does not take into account the increase in the cost of living during the same period.

Basic Education

Basic education consists of an integrated course of 8 years' duration—Junior basic of 5 years and senior basic of 3 years. But this pattern is not uniform in all the States. Table CXLI below shows the increase in the number of basic schools during the period under report.

Table CXLI—Number of Basic Schools, 1955-61

Year	Number	Junior Basic Schools			Number	Senior Basic Schools		
		Percentage of Schools Managed by				Percentage of Schools Managed by		
		Government	Local Boards	Private Bodies		Government	Local Boards	Private Bodies
1955-56	42,971	13.4	76.2	10.4	4,842	16.6	74.5	8.9
1956-57	46,881	11.7	77.6	10.7	6,897	13.1	79.4	7.5
1957-58	52,039	13.7	74.3	12.0	7,819	15.0	75.5	9.5
1958-59	57,069	13.8	74.3	11.9	12,739	11.7	71.6	16.7
1959-60	61,757	10.6	78.3	11.1	13,554	9.7	73.4	16.9
1960-61	65,949	10.7	78.7	10.6	14,269	9.3	72.9	17.8

The number of junior basic schools increased by about 23,000 or by 53 per cent in five years. During the same period, the number of senior basic schools multiplied threefold.

An overwhelming majority of junior basic schools (75 to 80 per cent) are managed by local boards and the rest are almost equally distributed between Government and private managements. In so far as senior basic schools are concerned, the management pattern has been almost similar to that of junior basic schools.

Table CXLII compares the number of junior basic schools with the total number of primary schools (basic as well as non-basic) and senior basic schools with the total number of middle schools (basic as well as non-basic).

Table CXLII—Proportion of Junior and Senior Basic Schools, 1955-61

Year	Junior Basic Schools	Primary Schools (Basic and Non-Basic)	Junior Basic Schools as % of Primary Schools	Senior Basic Schools	Middle Schools (Basic and non-basic)	Senior Basic Schools as % of Middle Schools
1955-56	42,971	2,78,135	15.4	4,842	12,730	22.3
1956-57	46,881	2,87,298	16.3	6,897	24,486	28.1
1957-58	52,039	2,98,247	17.4	7,819	27,015	28.9
1958-59	57,069	3,01,564	18.9	12,739	39,597	32.2
1959-60	61,757	3,19,070	19.4	13,554	41,921	32.3
1960-61	65,949	3,30,399	20.0	14,269	49,663	28.7

The above table shows that, in spite of substantial increase in the number of junior and senior basic schools, their proportion to primary and middle schools did not go beyond twenty per cent and twenty nine per cent respectively.

The enrolment of junior and senior basic schools is given in Table below:—

Table CXLIII—Enrolment in Basic Schools, 1955-61

Year	Enrolment in Junior Basic Schools (in lakhs)			Enrolment in Senior Basic Schools (in lakhs)			Percentage of enrolment in Junior Basic Schools to that of Primary Schools	Percentage of enrolment in Senior Basic Schools to that of Middle Schools
	Total	Girls	Percentage of Girl	Total	Girls	Percentage of Girls		
1955-56	37.30	7.69	20.6	13.30	3.54	26.6	16.27	344.88
1956-57	41.28	8.61	20.9	17.31	4.88	28.2	17.26	359.51
1957-58	48.13	10.33	21.5	19.77	5.86	29.6	19.42	399.07
1958-59	54.50	12.14	22.3	27.55	7.56	27.4	22.36	313.72
1959-60	60.13	13.99	23.3	29.91	8.39	28.1	23.23	313.66
1960-61	65.02	15.78	24.3	32.20	9.01	28.0	24.40	340.35

The following points emerge from the above table :

- (i) The total enrolment in junior basic schools increased by 74.3 per cent in the course of 5 years while that in senior basic schools became two and half times. This compares favourably with the increase in the number of junior and senior basic schools.
- (ii) The proportion of girls improved from 20.6 per cent in 1955-56 to 24.3 per cent in 1960-61 in so far as junior basic schools are concerned and from 26.6 per cent in 1955-56 to 28.0 per cent in 1960-61 in the case of senior basic schools.
- (iii) Only 24.4 per cent of the pupils in primary schools were studying in junior basic schools and 30.4 per cent of the pupils in middle schools were in senior basic schools.

Table CXLIV gives the expenditure on basic schools and the extent to which it was shared by the various sources.

Table CXLIV—Expenditure on Basic Schools, 1955-61

Year	Total Expenditure (in crores of Rupees)	Percentage of Expenditure met from				Percentage of expenditure on Basic Schools to that on Primary/Middle Schools
		Government funds	Local Boards Funds	Fees	Other Sources	
<i>Junior Basic Schools</i>						
1955-556 . . .	8.11	74.0	21.0	3.8	1.2	15.1
1956-557 . . .	9.11	75.7	20.1	3.1	1.9	15.6
1957-558 . . .	10.85	78.9	18.4	0.8	1.9	16.3
1958-559 . . .	12.50	79.0	18.7	0.3	2.0	19.7
1959-660 . . .	14.04	78.9	19.0	0.4	1.7	20.1
1960-661 . . .	16.14	79.1	18.5	0.6	1.8	22.0
<i>Senior Basic Schools</i>						
1955-556 . . .	4.06	80.5	13.3	2.5	3.7	26.3
1956-557 . . .	5.09	83.5	11.4	2.1	3.0	29.7
1957-558 . . .	6.26	82.9	12.6	2.0	2.5	30.1
1958-559 . . .	10.27	75.4	11.7	8.7	4.2	32.3
1959-660 . . .	10.99	75.6	20.3	1.0	3.1	31.3
1960-661 . . .	12.36	77.1	11.4	7.2	4.3	28.8

While the expenditure on junior basic schools almost doubled between 1955-56 and 1960-61, that on senior basic schools nearly trebled during the same period.

Although basic schools are predominantly managed by local bodies, a very substantial part of the expenditure is met from Government funds.

The following table gives the number of teachers in basic schools :—

Table CXLV—Teachers in Basic Schools, 1955-61

Year	Teachers in Junior Basic Schools		Percentage of Trained to Total	Teachers in Senior Basic Schools		
	Total	Trained		Total	Trained	Percentage of Trained Teachers
1955-56	1,11,347	87,061	78·2	39,672	31,624	799·7
1956-57	1,19,366	93,400	78·2	52,552	38,684	733·6
1957-58	1,34,927	1,05,704	78·3	57,846	43,869	755·8
1958-59	1,48,361	1,15,181	77·6	87,437	66,087	755·6
1959-60	1,59,751	1,21,704	76·2	95,539	72,461	755·8
1960-61	1,75,606	1,31,638	75·0	1,02,083	76,890	755·3

The strength of teaching staff in junior basic schools increased by 64,600 teachers or 68 per cent in 5 years, while that in senior basic schools by about 62,000 or 157 per cent. The percentage of trained teachers was steadily declining in both junior basic and senior basic types of schools. This points out to the need for increasing the training facilities in basic education.

High and Higher Secondary Education

Education at this stage is provided in upper classes of High/Higher Secondary schools and in the school classes attached to some colleges. The number of colleges having school classes is not available.

Table CXLVI gives the number of high/higher secondary schools in the country.

Table CXLVI—Number of High/Higher Secondary Schools, 1955-61

Year	Number of High and Higher Secondary Schools		Percentage of Girls' Schools	Percentage of Schools managed by		
	Total	For Girls		Govt.	Local Boards	Private Bodies
1955-56	10,888	1,583	14·6	14·9	12·9	772·2
1956-57	11,805	1,758	14·9	15·3	13·0	771·7
1957-58	12,639	1,889	15·0	19·0	10·1	770·9
1958-59	14,326	2,103	14·7	19·5	10·0	770·5
1959-60	15,703	2,281	14·5	18·1	11·6	770·3
1960-61	17,257	2,521	14·6	18·8	12·0	669·2

The following points emerge from the data given above :

- (i) The number of High/Higher Secondary Schools increased by more than 6,000 or by 58·5 per cent in 5 years between 1955-56 and 1960-61.
- (ii) Girls' schools also increased almost in the same proportion, but they constituted only about 15 per cent of the total number of such institutions.

- (iii) According to management, high/higher secondary education is predominantly a private enterprise which controlled about 70 per cent of the schools. The remaining institutions were run by Government and local boards, Government having a larger share.

Table CXLVII—Enrolment in Classes IX-X/XI, 1955-61

Year	Enrolment in classes IX-X/XI (In lakhs)			Percentage of enrolment to population in the age-group 14-16/17		
	Boys	Girls	Total	Boys	Girls	Total
1955-56	15.39	3.18	18.57	12.2	2.7	7.4
1956-57	16.63	3.44	20.07	14.6	3.0	9.1
1957-58	17.93	3.90	21.83	14.7	3.4	9.2
1958-59	19.36	4.23	23.59	15.7	3.5	9.7
1959-60	20.70	4.52	25.22	14.7	3.5	9.3
1960-61	23.31	5.41	28.72	18.0	4.4	11.4

Table CXLVII gives the progress of enrolment in classes IX-X/XI. The enrolment in these classes increased by more than ten lakhs, of which about 8 lakhs were boys and more than 2 lakhs girls.

The above table also indicates the enrolment in classes IX-X/XI as percentage of population in the age-group 14-16/17. It shows that the existing facilities are just enough to cater to one-ninth of the total population in the age-group. The position of girls' education was much worse.

Teachers in high and higher secondary schools are shown in Table CXLVIII.

Table CXLVIII—Teachers in High/Higher Secondary Schools, 1955-61

Year	Total Number of Teachers	No. of Women Teachers	Percentage of Women Teachers	Number of Trained Teachers	Percentage of Trained Teachers
1955-56	1,89,794	35,085	18.5	1,13,338	59.1
1956-57	2,05,617	39,146	19.0	1,25,845	61.2
1957-58	2,21,695	43,203	19.5	1,39,175	62.8
1958-59	2,45,555	49,277	20.1	1,55,288	63.2
1959-60	2,67,637	55,312	20.7	1,70,670	63.8
1960-61	2,96,305	62,347	21.0	1,89,962	64.1

While the total number of teachers increased by 1,06,511 or 56 per cent in 5 years, the number of women teachers rose by 27,262 or 78 per cent. The percentage of women teachers to the total number of teachers improved from 18.5 in 1955-56 to 21.0 in 1960-61. During the same period, the percentage of trained teachers improved from 59.1 to 64.1.

Table CXLIX gives the cost of running high/higher secondary schools together with the distribution of this cost over the various sources from which it was met.

Table CXLIX—Expenditure on High/Higher Secondary Schools by sources, 1955-61

Year	Total Expenditure (Rs. in crores)	Percentage of Expenditure met from			
		Government funds	Local Board Funds	Fees	Other Sources
1955-56	37.62	39.9	4.2	46.7	9.2
1956-57	41.59	42.0	4.1	44.1	9.8
1957-58	46.47	44.4	4.5	41.5	9.6
1958-59	52.51	45.9	3.8	41.1	9.2
1959-60	59.90	48.1	4.5	39.4	8.0
1960-61	68.91	48.0	4.7	39.2	8.1

The following points emerge from the above data :

- (i) The total expenditure on high/higher secondary schools has been rising rapidly.
- (ii) In the earlier part of the period under review, income from fees was the biggest source of meeting this expenditure and Governmental contribution took the second position, but afterwards the trend was reversed.
- (iii) "Other sources" contributed less than 10 per cent of the total cost while the share of the local boards was insignificant. Like primary and middle schools, the bulk of the total direct expenditure on high/higher secondary schools was expended on paying salaries to teachers. This is borne out in Table CL.

Table CL—Salaries of Teachers in High/Higher Secondary Schools, 1955-61

(Rupees in crores)

Year	Total Expenditure on high/higher secondary schools	Expenditure on Teachers' salaries	Percentage of expenditure on Teachers' Salaries	Average Annual Salary, per teacher
1955-56	37.62	27.08	72.00	11,427
1956-57	41.59	29.01	71.44	11,411
1957-58	46.47	33.31	71.68	11,503
1958-59	52.51	37.93	72.23	11,545
1959-60	59.90	46.05	76.9	1,721
1960-61	68.91	49.81	72.3	1,681

The above table shows that teachers' salaries account for about 70 to 77 per cent of the total expenditure on these schools. The rest was spent on equipment and contingencies.

The above table also gives the average annual salary of a high/higher secondary school teacher. It improved from Rs. 1,427 to Rs. 1,681 i.e. by 17.7 per cent in five years.

The output in matriculation and equivalent examinations is given in Table CLI below :—

Table CLI—Results of Matriculation and Equivalent Examinations, 1955-61

Year	Number Appeared	Number Passed	Pass Percentage	No. of Girls included in Col. (3)	Percentage of Girls among Matriculates
1955-56	9,20,026	4,29,494	46.7	72,328	16.8
1956-57	10,12,309	4,66,764	46.1	83,046	17.8
1957-58	10,79,966	5,21,552	48.3	91,179	17.5
1958-59	11,75,706	5,30,136	45.1	92,818	17.5
1959-60	13,49,465	5,72,198	42.4	1,13,123	19.8
1960-61	14,48,440	6,61,501	45.7	1,34,498	20.3

The number of candidates appearing in these examinations has been rising continuously so that there has been an increase of more than 50 per cent in their number in five years from 1955-56 to 1960-61. The number of candidates passing out in these examinations has also been rising. However, it is a matter of great concern that more than half of the candidates fail in these examinations. Of the candidates who passed, girls constitute only 20.3 per cent in 1960-62, as against 16.8 per cent five years earlier.

Higher Education

Table CLII covers both the universities and the colleges attached to them as well as the institutions of higher education which are not affiliated to these universities.

Table CLII—Number of Institutions for Higher Education, 1955-61

Year	Universities	Research Institutions	Colleges and Institutions		
			For General Education	For Professional Education	For Special Education
1955-56	32	34	712	346	112
1956-57	33	41	773	399	128
1957-58	38	43	817	489	148
1958-59	40	42	878	542	168
1959-60	40	42	946	725	180
1960-61	45	41	1,039	852	208

In the course of 5 years between 1955-56 and 1960-61, the number of universities increased by 13, research institutions having teaching functions by 7, colleges for general education by 327, colleges for professional education by 506 and colleges for special education by 96.

The enrolment at the university stage is given in the following table.

Table CLIII—Enrolment at the University Stage, 1955-61

(Figures in Lakhs)

Year	General Education		Professional and Technical Education		Special Education		All Higher Education		
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	% of Girls
1955-56	5.75	0.84	1.49	0.09	0.12	0.03	7.36	0.96	13.1
1956-57	6.25	0.96	1.62	0.11	0.14	0.04	8.01	1.11	13.9
1957-58	6.62	1.07	1.82	0.14	0.18	0.04	8.62	1.25	14.5
1958-59	7.35	1.25	2.02	0.16	0.21	0.06	9.58	1.47	15.3
1959-60	7.85	1.37	2.38	0.22	0.21	0.06	10.44	1.65	15.8
1960-61	8.07	1.50	2.64	0.26	0.21	0.07	10.92	1.83	16.8

The following points emerge from the above data :

- (i) The total enrolment at the university stage increased by 3.56 lakhs of which the largest share of 2.32 lakhs went to general education, 1.15 lakhs to professional education and 9,000 to special education.
- (ii) Girls constituted about 19 per cent of the enrolment for general education, 10 per cent of that of professional education and about 33 per cent of that of special education.

The following table gives the distribution of enrolment under colleges for general education by stages of education.

Table CLIV—Enrolment in Colleges for General Education by Stages, 1955-61

(Enrolment in Lakhs)

Year	Total	Intermediate		Degree		Post-Graduate and Research	
		Number	Percentage	Number	Percentage	Number	Percentage
1955-56	5.75	3.96	68.9	1.51	26.2	0.28	4.9
1956-57	6.25	4.26	68.1	1.68	26.9	0.31	5.0
1957-58	6.62	4.39	66.3	1.89	28.6	0.34	5.1
1958-59	7.35	4.87	66.3	2.08	28.3	0.40	5.4
1959-60	7.85	4.93	62.8	2.49	31.7	0.43	5.5
1960-61	8.07	4.58	56.8	2.99	37.0	0.50	6.2

Of the total enrolment, 56.8 per cent of students were studying at the intermediate level, 37.0 per cent at the degree level and the remaining 6.2 per cent at the post-graduate and research level.

The subject-wise enrolment in colleges for professional education is given in table CLV. It seems relevant to mention here that in view of the varying duration of these courses intersubject comparison is not valid.

Table CLV—Enrolment in Professional Subjects, Collegiate Stage, 1955-61

Year	Agriculture	Commerce	Education	Engineering and Technology	Law	Medicine	Others	Total
1955-56	5,877	58,918	14,280	19,858	20,268	25,072	4,721	1,48,994
1956-57	7,051	61,303	17,261	21,905	20,817	27,289	5,838	1,61,464
1957-58	9,304	63,206	22,051	28,391	22,598	30,317	6,286	1,82,153
1958-59	10,871	66,582	24,422	35,255	24,055	32,950	7,554	2,01,689
1959-60	13,295	74,486	39,135	40,242	25,925	36,615	8,385	2,38,083
1960-61	15,848	78,312	46,878	47,838	27,141	40,402	8,079	2,64,498

The following points emerge from the above table :

- (i) All subjects have reported increase in enrolment during the period under review.
- (ii) The largest increase is observed in teachers' training, followed by engineering and technology, commerce and medicine. The increase in the enrolment of agricultural and law courses was comparatively small.

Expenditure on universities and other institutions of higher education given in Table CLVI below :

Table CLVI—Expenditure on Institutions for Higher Education, 1955-61

(In crores of Rupees)

Year	Universities	Boards of Education	Research Institutions	Colleges for General Education	Colleges for Professional Education	Colleges for Special Education	Total
1955-56	7.98	1.32	1.39	11.65	7.00	0.36	29.70
1956-57	9.20	1.50	1.75	12.82	7.79	0.49	33.55
1957-58	9.80	1.76	2.94	14.12	8.84	0.62	38.08
1958-59	11.56	2.05	2.53	15.84	11.19	0.70	43.87
1959-60	12.81	2.37	2.84	18.16	13.12	0.77	50.07
1960-61	14.14	2.41	2.70	20.92	15.80	0.91	56.88

All types of institutions have shown rising trend in their expenditure.

The distribution of expenditure on universities and colleges by sources is given in Table CLVII below :—

Table CLVII—Expenditure on Universities and Colleges by Sources, 1955-61

Year	Total Expenditure (Rs. in Crores)	Percentage of Expenditure met from			
		Government funds	Local Boards funds	Fees	Other Sources
1955-56	28.38	47.6	0.3	39.4	12.7
1956-57	32.05	48.7	0.3	38.4	12.6
1957-58	36.32	51.0	0.3	38.1	10.6
1958-59	41.82	51.6	0.3	35.9	12.2
1959-60	47.70	51.4	0.6	34.9	13.1
1960-61	54.47	53.1	0.4	34.8	11.7

Government funds and fees are the major sources which support higher education in the country. Private sources also share the expenditure though not in a very big way. The contribution of local boards has been practically nil.

The output of graduates in arts, science and professional subjects is given in table CLVIII :—

Table CLVIII—Examination Results, 1955-61

Year	B.A./ B.Sc.	Professional subjects (First Degree only)					
		Agriculture	Commerce	Education	Engg. & Tech.	Law	Medicine
1955-56	53,989	882	8,504	10,364	4,316	5,584	3,307
1956-57	64,517	1,176	10,316	12,592	4,484	5,666	3,570
1957-58	73,179	1,798	11,878	14,363	4,854	5,856	4,014
1958-59	75,662	1,900	12,751	15,208	4,860	6,458	3,666
1959-60	80,849	2,172	12,923	15,758	6,345	6,602	4,425
1960-61	90,919	1,826	13,083	12,839	6,459	5,242	3,711

Vocational and Special School Education

The number of vocational and special schools is given in Table CLIX.

Table CLIX—Number of Vocational & Special Schools, 1955-61

Year	Agriculture	Commerce	Engg. Tech. and Industry	Medicine	Teachers' Training	Adult Schools	Others
1955-56	77	898	158	82	930	46,091	5,825
1956-57	94	829	179	109	916	44,058	5,908
1957-58	105	877	226	115	901	45,961	6,197
1958-59	102	966	951	124	974	47,586	4,560
1959-60	100	1,095	1,385	150	1,034	51,736	4,223
1960-61	102	1,189	1,481	158	1,138	62,811	4,350

Adults schools formed the largest single group of institutions in this category. Engineering and technical schools, commerce schools and teachers' training schools were the other types of schools having significant numbers. Engineering and medical schools, which reported steady increase in number during the period under report, the number of other types of institutions has been fluctuating.

Table CLX—Enrolment in Vocational and Special Schools, 1955-61

Year	Agriculture	Commerce	Engg. & Technology	Medicine	Teachers' Training	Adult Education	Others
5-56 . . .	5,129	79,223	35,611	5,142	83,467	12,78,827	2,62,944
6-57 . . .	6,116	79,889	41,938	6,569	83,218	12,04,985	2,77,318
7-58 . . .	8,184	84,666	51,405	7,457	77,342	12,06,630	2,90,314
8-59 . . .	7,411	98,754	1,11,921*	10,688	89,514	12,57,760	2,04,777
9-60 . . .	7,639	1,15,057	1,41,635*	10,471	99,991	13,69,811	1,94,358
0-61 . . .	7,736	1,12,824	1,65,930*	10,670	1,22,612	14,84,479	2,02,416

This figure includes Industry as well.

The enrolment of Vocational and Special schools is given in the table above. Among schools for adults and 'other schools' the professions which attracted the largest number of students are engineering and technology, commerce and teachers' training.

THE END

9-1991

NIEPA - DC



G1999