

THIRD ALL INDIA EDUCATIONAL SURVEY

TEACHERS

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SATVIR SINGH



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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FOREWORD

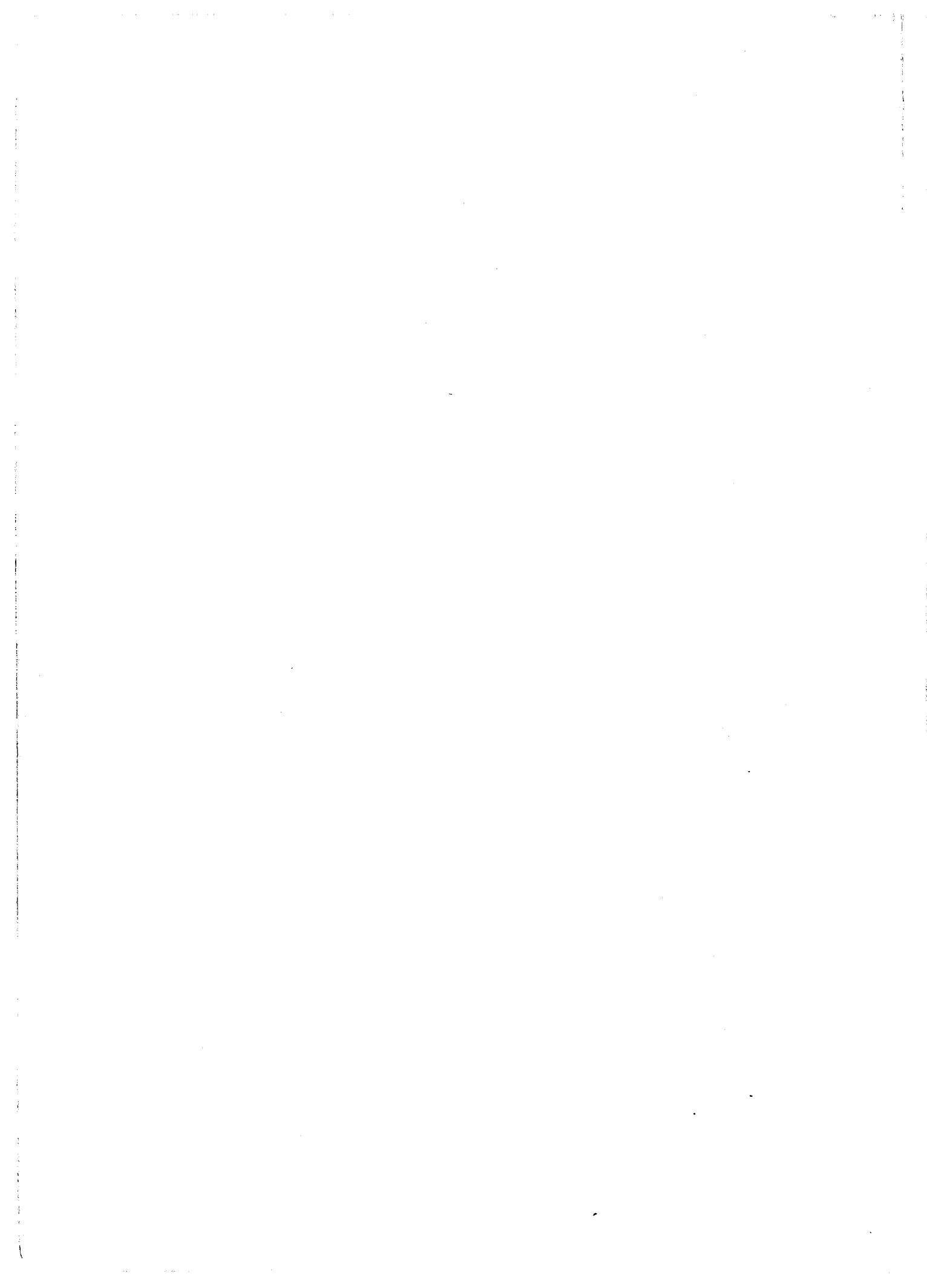
The First and Second All India Educational Survey collected limited information about the teacher. In the Third All India Educational Survey detailed information was collected about the school teacher covering, among other things, qualifications, experience, emoluments, professional and other specialised training, competence and utilisation, teacher participation in professional growth like summer institutes, seminars and workshops, tenure of appointment and mobility of teachers from the teaching profession. Although, from time to time, surveys have been made to collect information about primary, middle and secondary school teachers, this is the first time that a comprehensive census type survey of teachers on an all India basis has been attempted.

Prof. M. B. Buch, Head, Centre for Advanced Studies in Education, M. S. University, Baroda has written the report in collaboration with Shri Satvir Singh, Lecturer, Survey and Data Processing Unit. I am thankful to them.

I hope that this report will be found useful by teachers, teacher educators, educational planners, administrators and research workers.

New Delhi
January 1978

SHIB K. MITRA
Director
National Council of Educational
Research and Training



PREFACE

The Third All India Education Survey was undertaken by the NCERT through the Survey and Data Processing Unit with 31st December, 1973, as the date of reference. The survey was the third in the series of All India Educational Survey, the 1st in 1957 and the second in 1965. Various dimensions of school education which were not considered in the earlier surveys were included in the third survey. Detailed information about the teachers, their status, qualifications, emoluments etc. was collected. The source of data collection about the teachers was the information supplied by the teachers themselves in a especially designed proforma. The data so collected were analysed and tabulated with the help of computers.

The present report is based on the tables developed at the NCERT. The report is divided into eight chapters, viz., the introduction, the number of teachers, age, qualifications, experience and emoluments of teachers, the training status of teachers, teacher competence and its utilisation, their participation in summer institutes and workshops, tenure of appointment and the mobility of teachers from the teaching profession. The present report provides a national picture of the teachers working in schools managed by government and local bodies and private agencies—aided as well as unaided. The state-wise information has been made available to the respective State Governments. In the present report a comparison is made wherever necessary with the data available in the report of the Second All India Educational Survey. It is hoped that the present report will provide useful information to educational administrators and academicians who are concerned about the supply of qualified teachers to the ever-increasing number of primary, secondary and higher secondary schools in the country.

January, 1978

M. B. Buch



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Introduction

The last two decades have witnessed a keen concern of educationists for qualitative improvement and quantitative growth of education and educational facilities in the country. Three major elements of educational development, in focus, have been provision of schooling facility, evolving a school curriculum in consonance with the aspirations of a developing society, and provision of adequate and well-qualified teachers. While all these three aspects are important, the fact remains that in spite of provision of schooling facilities and development of sound curriculum all programmes of education have not been effective enough to achieve the desired aims in the absence of competent and qualified teachers. The Education Commission (1964-66), in their report, have underlined the important role of teacher.

The new role of the teacher demands continuous efforts for improving his professional equipment to cope up with problems arising out of knowledge explosion and consequent changes in the school curriculum. Continuing education of teachers is a new dimension added to the overall preparation of a teacher today. Apart from knowledge explosion, the growing concern of developing countries to make education an instrument of social change has a strong impact on the professional preparation of the teachers. Asian nations are in the process of giving a new shape to education to link it with the problem of rural development, better health and nutrition, and development of productive schemes. This new awareness makes it imperative to have a review and revision of the traditional role of a teacher. In our country during the last decade schooling facilities have expanded to a considerable extent. Continuous efforts are being made to innovate and renovate the school curriculum in the context of national development goals. A number of steps have been taken for improving the quality of teachers. In spite of this it should be con-

ceded that the provisions of adequate number of well-qualified teachers who can play their new roles effectively still continues to be a major problem of Indian education. No doubt considerable headway has been made since December 1965 when the Second All India Educational Survey was undertaken for augmenting the supply of trained teachers and improving their professional qualifications. The position, however, is not satisfactory. The percentage of trained teachers at the primary level was about 74 in 1965, which has grown to about 85 in December 1973. This is equally true about the middle stage. During the same period the percentage of trained teachers at the secondary stage has increased from about 70 per cent to about 85 per cent. The main concern of educationists has been three-fold as far as teachers are concerned: (i) to see that all teachers working in schools are properly trained; (ii) to provide adequate number of teachers to the increasing number of schools; and (iii) to provide for continuing education of trained teachers in view of the impending changes in the school curriculum. Whereas efforts in these directions are afoot, it is found that a new trend of application of educational technology and programmed learning material is slowly appearing on the educational horizon. Its major aim is to supplement the existing efforts for improving school education and teacher preparation. This is yet at its very early stage but the trend is clear that in future increasing use of educational technology will be made in the training of teachers at the pre-service and in-service stage and also for providing him scientifically developed materials for his use as well as for the use of school children. The Third All India Educational Survey has therefore, added new dimensions to its scope, namely, teacher's competency and utilization, and participation of teachers in continuing education programmes.

Number of Teachers

In the educational process the teacher is the most important component. The supply of teachers to work in schools is one of the crucial problems facing educational development in the country. Adequate number of teachers have to be prepared and recruited to man the growing number of schools in the country. In a country like India which is of the size of a subcontinent with a multiplicity of languages, to attract people for this profession from all sections of society is a major administrative problem. Who are the teachers in India? To what extent are women entering the profession of teaching? How many teachers are drawn from the weaker sections of the society? These and various allied questions are discussed in this Chapter.

It may be mentioned here that the information about teachers was collected in two schedules, viz., School Information Blank and Teacher Information Blank. In the School Information Blank, information was sought about the number of teaching posts sanctioned and the number of posts filled-in for different types of schools. In the Teacher Information Blank, the detailed information regarding his/her bio-data, teaching experience, qualifications, workload, emoluments, etc. was collected. While returning the information-blanks from teachers, it was observed that some teachers had not returned their filled-in blanks. As there are schools having more than one stage of school education like middle schools having primary stages also and secondary schools having middle/primary and middle sections attached to them there are teachers teaching at both the stages. In such cases teachers have been apportioned to that particular stage where they are predominantly teaching. It will therefore be observed that while the sanctioned and filled-in teaching posts relate to the schools, the information about teachers relate to the school stage at which they are teaching predominantly. The school-wise distribution

of teaching posts sanctioned and teachers actually working in rural and urban areas are given in table 1 a and 1 b respectively.

PRIMARY SCHOOLS

Out of 12,41,023 posts sanctioned in recognised primary schools, 12,17,786 have been filled, while in unrecognised schools, out of 6,295 sanctioned posts, 6,224 have been filled. In rural areas, in schools run by different managements, namely, government, local bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised, a total of 5,17,771; 4,17,119; 54,384; 7,712 and 1,796 posts have been sanctioned respectively. In all these institutions about 98 per cent to 99 per cent of posts have been filled. On the other hand, the number of posts sanctioned in government, local bodies, private-aided, private-unaided-recognised, and private-unaided-unrecognised schools situated in urban areas are 81,913; 90,616; 48,437; 23,071 respectively. About 98.3 per cent to 98.9 per cent of these posts have been filled. In both rural and urban areas, about one to two per cent of the posts sanctioned are lying vacant.

MIDDLE SCHOOLS

The total number of posts sanctioned in recognised and unrecognised schools are 7,03,294 and 4,079 respectively. Of these, 6,87,970 and 4,035 posts have been filled in recognised and unrecognised schools respectively. In rural areas, the number of posts sanctioned in government, local bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised schools are 2,52,999; 1,76,997; 86,516; 14,686 and 1,690 respectively. Among them, about 96.7 per cent to 99.0 per cent of posts

TABLE 1a

**DISTRIBUTION OF TEACHING POSTS SANCTIONED AND TEACHERS ACTUALLY WORKING
IN RURAL AREAS**

<i>Schools</i>		<i>Government</i>	<i>Local Bodies</i>	<i>Private Aided</i>	<i>Private Unaided Recognised</i>	<i>Private Unaided Unrecognised</i>	<i>Total</i>
Primary	Posts sanctioned	517771	417119	54384	7712	1796	998782
	Posts filled	507996	407912	54053	7667	1775	979403
Middle	Posts sanctioned	252999	176997	86516	14686	1690	532888
	Posts filled	244630	174829	85031	14537	1670	520697
Secondary	Posts sanctioned	70596	43753	122045	10300	1066	247760
	Posts filled	67267	42647	119212	10217	1034	240377
Higher Secondary	Posts sanctioned	56824	3612	85278	2130	255	148099
	Posts filled	54693	3412	81084	2109	253	141551
Total	Posts sanctioned	898190	641481	348223	34828	4807	1927529
	Posts filled	874586	628800	339380	34530	4732	1882028

Note:- The information about the teaching post sanctioned and filled in was sought separately in the school Information Blank and is related to the different types of schools viz., Primary, middle, Secondary and Higher Secondary.

TABLE 1b

DISTRIBUTION OF TEACHING POSTS SANCTIONED AND TEACHERS ACTUALLY WORKING IN URBAN AREAS

<i>Schools</i>		<i>Government</i>	<i>Local Bodies</i>	<i>Private Aided</i>	<i>Private Unaided Recognised</i>	<i>Private Unaided Un recognised</i>	<i>Total</i>
Primary	Posts sanctioned	81913	90616	48437	23071	4499	248536
	Posts filled	80701	89033	47739	22685	4449	244607
Middle	Posts sanctioned	69997	44315	45114	12670	2389	174485
	Posts filled	67721	44022	44717	12483	2365	171308
Secondary	Posts sanctioned	30636	17061	92939	11092	1403	153131
	Posts filled	29796	16765	88083	10882	1403	145526
Higher Secondary	Posts sanctioned	77017	9502	102767	10530	420	200236
	Post filled	73234	9432	100487	10332	420	193905
Total	Posts sanctioned	259563	161494	289257	57363	8711	776388
	Posts filled	251452	159252	281026	56382	8637	756749

have been filled. About one per cent to 3.3 per cent of posts are lying vacant. On the other hand, in urban schools, 69,997; 44,315; 45,114; 12,670 and 2,389 posts have been sanctioned in government, local bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised schools respectively. Out of these, about 96.7 per cent to 99.3 per cent of posts are filled. About 0.7 per cent to 3.3 per cent of posts are lying vacant.

SECONDARY SCHOOLS

In recognised and unrecognised schools, 3,98,422 and 2,469 posts have been sanctioned against which 3,84,869 and 2,437 posts respectively were filled. In rural areas, the number of posts sanctioned in government, local bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised schools are 70,596; 43,753; 1,22,645; 10,300 and 1,066 respectively. Of these, 95.3 per cent to 99.2 per cent of posts were filled. About 0.8 per cent to 4.7 per cent of posts are lying vacant in these schools situated in rural areas. On the other hand, in urban schools, 30,636; 17,061; 92,939; 11,092 and 1,403 posts have been sanctioned in government, local bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised schools. Out of these, 94.8 per cent to 98.3 per cent of posts were filled while in private-unaided-unrecognised schools all the posts were filled. Thus, in recognised schools, 1.7 per cent to 5.2 per cent of posts are lying

vacant. On the whole, majority of sanctioned posts have been filled.

HIGHER SECONDARY SCHOOLS

In all, 3,47,660 and 675 posts have been sanctioned in the recognised and unrecognised schools respectively. Among these, 3,34,783 and 673 posts have been filled in recognised and unrecognised schools respectively. In rural areas, the number of posts sanctioned in government, local-bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised schools are 56,824; 3,612; 85,278; 2,130 and 255 respectively. Of these, 94.5 per cent to 99.2 per cent of posts have been filled. About 0.8 per cent to 5.5 per cent of posts are lying vacant in these schools. On the other hand, in schools situated in urban areas, 77,017; 9,502; 1,02,767; 10,530 and 420 posts are sanctioned in government, local-bodies, private-aided, private-unaided-recognised and private-unaided-unrecognised schools respectively. Of these, 95.1 per cent to 99.3 per cent of posts have been filled in the recognised schools and all the posts in unrecognised schools. Here, 0.7 per cent to 4.9 per cent of posts are lying vacant in recognised schools.

Comparing further the total number of teachers working in recognised and unrecognised schools, it is seen that only 14,291 teachers (about 0.6 per cent out of total 26,03,076) are working in unrecognised schools. Table 2 presents the details.

TABLE 2
DISTRIBUTION OF TEACHERS

Category of schools	No. of teachers in recognised schools	No. of teachers in unrecognised schools	Total
Primary	14, 99, 671 (57.9%)	8, 467 (59.3%)	15, 08, 138
Middle	5, 81, 607 (22.5%)	3, 362 (23.5%)	5, 84, 969
Secondary	3, 83, 882 (14.8%)	1, 742 (12.2%)	3, 85, 624
Higher Secondary	1, 23, 625 (4.8%)	720 (5.0%)	1, 24, 345
Total	25, 88, 785	14, 291	26, 03, 076

Note: The distribution of teachers is according to the stage/section they were teaching predominantly irrespective of the type of schools.

It could be seen from Table-2 that on 31st December 1973, 25, 88,785 teachers were in recognised schools in the country. The corresponding number on 31st December 1965 was 19,09,187 according to the Second All India Educational Survey. During the intervening period of eight years the increase in the teachers force at the school stage in the country was 6,79,598. In terms of percentage the increase during this period is about 36. This is an indication of the tremendous efforts made to man the increasing number of schools with qualified teachers.

DISTRIBUTION OF TEACHERS ACCORDING
TO MANAGEMENT, AREA, CASTE AND SEX

Primary Stage

The distribution of teachers teaching at primary schools according to management, area, caste and sex is presented in Table-3.

A large majority (57.9 per cent) of teachers are teaching at primary stage in recognised schools. The number of teachers in the recognised schools at this stage has increased from 11,95,111 (Second All India Educational Survey 1965) to 14, 99,671 thereby indicating an increase of about 25 per cent of teachers over the number in 1965.

Managementwise Distribution

Amongst 14,99,671 teachers working in recognised primary schools approximately 87 per cent are in schools managed by government and local bodies. The remaining 13 per cent of teachers work in privately managed schools. According to the Second All India Educational Survey (1965) about 81 per cent of the total number of teachers in primary schools were working in schools managed by government and local bodies and the remaining 19% of teachers were employed in privately managed primary schools. In the course of 8 years the government and local bodies between themselves accounted for employing more teachers, the increase being to the extent of about 6 per cent.

Areawise Distribution

Out of 14,99,671 teachers teaching at the primary stage, 11,71,747 (78.1 per cent) and 3,27,924 (21.9 per cent) are teaching in rural and urban areas respectively. The number of teachers in rural areas is nearly four times that of those in urban areas. According to the Second All India Educational Survey (1965), there were 9,30,770 (77.8 per cent) teachers in rural areas and 2,65,341 (22.2 per cent) teachers in urban areas at this stage. Since 1965, there has been 20.6 per cent increase in the number of teachers teaching in rural areas and 19.0 per cent of increase

in that of teachers teaching in urban areas. In unrecognised primary schools, there are 2, 065 (24.4 per cent) and 6,402 (75.6 per cent) teachers who are teaching in rural and urban schools respectively. A majority of teachers teaching at the primary stage in unrecognised schools is in urban areas.

Among the States, Nagaland (94.6 per cent), Himachal Pradesh (92.3 per cent), and Bihar (91.9 per cent) have the largest number of teachers in primary schools in rural areas. Among Union Territories, Goa, Daman and Diu (79.1 per cent) and A and N Islands (79.6 per cent) have the largest number of teachers who are teaching in rural primary schools, while Chandigarh (14.0 per cent) and Delhi (24.9 per cent) have the lowest number of teachers teaching in rural areas (For details see Appendix-1).

Distribution of Teachers from Scheduled castes and Scheduled Tribes.

Out of 14,99,671 primary teachers teaching in recognised schools, there are 1,42,236 (9.5 per cent) and 66,622, (4.4 per cent) teachers belonging to scheduled castes and scheduled tribes respectively. On the whole, nearly 14.0 per cent teachers belong to scheduled caste and scheduled tribes. In unrecognised primary schools, 3.4 per cent teachers belong to scheduled castes and 7.5 per cent are from scheduled tribes. Among scheduled castes teachers at the primary stage and teaching in recognised schools, a total of 1,20,523 (84.7 per cent) are in rural areas, whereas 21,713 (15.3 per cent) are working in urban schools. On the other hand, the corresponding numbers for scheduled tribes teachers are 60,727 (91.1 per cent) for rural schools and 5,895 (8.9 per cent) for urban schools. Thus, a large majority of scheduled castes and scheduled tribes teachers are teaching in rural areas.

In recognised primary schools, about 3.4 per cent of the total number of teachers (8,467) belong to scheduled castes and they are more or less equally distributed between urban and rural schools. However, the distribution of teachers belonging to scheduled tribes working in unrecognised primary schools shows a greater concentration of these teachers in rural schools as compared to urban schools. The figures are 578 out of 8,467 (6.8 per cent) for rural schools and 60 out of 8,467 (0.7 per cent) in urban schools. This among the scheduled castes and scheduled tribes teachers, the former are equally distributed in urban and rural unrecognised primary schools whereas the latter are employed mostly in rural schools. Special provisions have been made for the employment of teachers belonging to scheduled castes and scheduled tribes by the government. All employing agencies in the private sector are also expected to

TABLE 3

DISTRIBUTION OF PRIMARY TEACHERS ACCORDING TO MANAGEMENT, AREA, CASTE AND SEX

Area	Caste	Government		Local Body		Private Aided		Private Unaided (recognised)		Total		Private Unaided (Un recognised)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rural	S-Caste	55220	5536	42358	10217	4513	2102	505	72	102596	17927	123	21
	S-Tribe	26832	3859	20007	3549	3208	995	1864	413	51911	8816	460	118
	Total	503779	98002	404675	73363	48163	34758	7166	1841	963783	207964	1657	408
Urban	S-Caste	3767	2093	4809	5637	1868	2669	313	557	10757	10956	45	102
	S-Tribe	812	831	1017	1479	363	856	148	389	2340	3555	20	40
	Total	54917	54727	50044	61359	26692	51226	7653	21306	139306	188618	1481	4921
Total	S-Caste	58987	7629	47167	15854	6381	4771	818	629	113353	28883	168	123
	S-Tribe	27644	4690	21024	5028	3571	185	2012	802	54251	12371	480	158
	Total	558696	152729	454719	134722	74855	85984	14819	23147	1103089	396582	3138	5329

give due considerations for employment to candidates belonging to scheduled castes and scheduled tribes. An analysis of the data given in Table-3 shows that of the total number of teachers employed in schools managed by government and local bodies about 14.5 per cent are from scheduled castes and scheduled tribes, the corresponding figure for the privately managed schools is about 10.5 per cent. The government and local bodies provide employment to candidates belonging to scheduled castes and scheduled tribes in higher proportion as compared to private agencies running primary schools.

Sexwise Distribution

Of 14,99,671 teachers teaching at the primary stage in recognised schools, 73.6 per cent of teachers are males and 26.4 per cent are females. The second All India Educational Survey (1965) revealed that out of 11,96,111 teachers in recognised primary schools, 77.6 per cent were male teachers and 22.4 per cent female teachers. These figures indicate an increasing trend of women joining the teaching profession at the primary school level.

In unrecognised schools, out of 8,467 teachers, 37.1 per cent teachers are males and 62.9 per cent females. Thus in unrecognised schools the number of female teachers is proportionately higher as compared to the position obtaining in recognised schools.

Among the states, Orissa (93.7 per cent), Manipur (88.1 per cent), Bihar (87.3 per cent), Arunachal Pradesh (87.1 per cent), West Bengal (84.4 per cent), Madhya Pradesh (83.3 per cent), Uttar Pradesh (81.9 per cent) and Assam (81.5 per cent) have a larger per cent of male teachers at the primary stage. On the other hand, the Union Territories of Chandigarh (94.0 per cent), Delhi (55.5 per cent), and Goa, Daman and Diu (54.3 per cent) have a greater proportion of female teachers at the primary stage.

It is interesting to note the trend of women entering the primary schools in urban as well as in rural area over the period of last eight years (1965 to 1973). In 1965, according to the findings of the Second All India Educational Survey female teachers constituted 14.4 per cent of the total teaching force in recognised primary schools in rural areas, the corresponding figure for urban primary schools was 50.7 per cent. In December, 1973 according to the data collected for the Third All India Educational Survey female teachers in rural primary schools constituted 17.7 per cent of the total teaching force in recognised primary schools, the corresponding figure for urban area being 57.5 per cent. These figures indicate that in urban as well as in rural areas there is a clear trend of more women entering the teaching profession at the primary stage. Another trend, which is evident is a rather slow increase in the percentage of women

teachers in rural schools. A similar position obtains in unrecognised primary schools where female teachers constitute about 20 per cent of the total teaching force in rural areas but about 77 per cent of the total teaching force in urban areas.

Middle Stage

The distribution of teachers teaching in middle schools according to management, area, SC&ST and sex is given in Table 4.

Managementwise Distribution

Of 5,81,607 teachers of recognised schools teaching at the middle stage, about 68 per cent are in schools managed by government and local bodies and remaining 32 per cent of the teachers are in privately-managed schools. The corresponding figures in 1965 were 60 per cent in government and local bodies and 40 per cent in privately-managed schools. During the course of 8 years (1965 to 1973) the proportion of teachers in schools managed by government and local bodies has increased by about eight per cent.

Area wise Distribution

Of the total 5,81,607 of teachers teaching at the middle stage, 69.5 per cent and 30.5 per cent are teaching in rural and urban areas respectively. According to the Second All India Educational Survey (1965), these figures were 63.5 per cent and 36.5 per cent respectively.

There are 3,362 teachers teaching at the middle stage in unrecognised schools. Amongst these teachers, 43.9 per cent and 56.1 per cent are teaching in rural and urban areas respectively.

Arunachal Pradesh (96.7 per cent), Nagaland (92.6 per cent), Himachal Pradesh (89.5 per cent), Assam (87.3 per cent), Bihar (81.4 per cent) and Kerala (81.1 per cent) have the largest number of teachers teaching in rural areas. Among the Union Territories, Goa, Daman and Diu (70.4 per cent) has a large number of teachers in rural areas while Chandigarh (94.1 per cent) and Delhi (89.7 per cent) have a large majority of teachers in urban areas.

Distribution of Scheduled Castes and Scheduled Tribes Teachers

Amongst 5,81,607 teachers teaching at the middle stage in recognised schools, 5.4 per cent are teachers belonging to scheduled castes while 2.5 per cent are from scheduled tribes. In unrecognised schools, of 3,362 teachers teaching at the middle stage, 2.9 per cent belong to scheduled castes and 5.4 per cent belong to scheduled tribes.

TABLE 4

DISTRIBUTION OF MIDDLE SCHOOL TEACHERS ACCORDING TO MANAGEMENT, AREA, S—CASTE
S-TRIBE AND SEX

Area	SC/ST	Government		Local Body		Primate Aided (R)		Private Unaided (R)		Total		Private Unaided (Unr.)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rural	S-Caste	9002	1049	8742	1005	3132	418	647	32	21523	2504	77	5
	S-Tribe	4814	635	2273	256	2912	560	461	97	10460	1548	137	22
	Total	166592	27789	87866	12245	72874	21775	14239	966	341571	62775	1365	112
Urban	S-Caste	1865	762	1275	884	1332	793	184	77	4656	2516	16	20
	S-Tribe	328	325	307	244	442	446	79	117	1156	1132	12	12
	Total	40540	28855	15689	14381	33794	31875	4859	7268	94882	82379	651	1234
Total	S-Caste	10867	1811	10017	1889	4464	1211	831	109	26179	5020	93	25
	S-Tribe	5142	960	2580	500	3354	1006	540	214	11616	2680	149	34
	Total	207132	56644	103555	26626	106668	53650	19098	8234	436453	145154	2016	1346

Of the total number of teachers employed at the middle stage in recognised schools managed by government and local bodies about 8.6 per cent belong to scheduled castes and scheduled tribes, the corresponding figure for privately-managed schools being 6.3 per cent. These figures when compared with those at the primary stage indicate that as one moves from the primary stage to the middle stage the proportion of teachers from scheduled castes and scheduled tribes rapidly decreases. This also indicates that as in the case of teachers at the primary stage schools managed by government and local bodies employ proportionately more teachers belonging to scheduled castes and scheduled tribes than privately managed schools.

Sex-wise Distribution

At the middle stage 5,81,607 teachers are teaching in recognised schools. Out of these teachers, 75.0 per cent are males and 25.0 per cent females. According to the Second All India Educational Survey (1965), out of 4,35,939 teachers, 78.0 per cent were male teachers and 22.0 per cent female teachers. There are 3,362 teachers teaching at middle stage in unrecognised schools of which 2,016 are men. This shows a slow but a positive increase in the number of female teachers in proportion to male teachers during the period 1965-1973.

In the States of Assam, Bihar, Madhya Pradesh, Orissa and Rajasthan, the percentage of male teachers is more than eighty.

Of 4,04,346 teachers teaching in rural schools, 84.5 per cent are males and 15.5 per cent females. In urban schools, the percentage of male and female teachers are 53.5 and 46.5 respectively, thereby showing no great disparity between the two sexes. The same trend in rural and urban areas with respect to sex was revealed in the Second All India Educational Survey (1965).

92.4 per cent male and 7.6 per cent female teachers are teaching in unrecognised schools situated in rural areas. In urban areas, 34.5 per cent are male teachers and 65.5 per cent female teachers in such schools. Thus, more male teachers are working in rural schools while more female teachers are teaching in urban areas in the case of unrecognised schools.

Secondary Stage

The distribution of teachers teaching at the secondary stage according to management, area, SC & ST and sex is given in Table-5.

The discussion of this table is given below under four different heads separately.

Managementwise Distribution

Of the total 3,83,882 teachers working in recognised secondary schools, 36.3 per cent are working in schools managed by government and local bodies as against 63.7 per cent working in privately-managed schools. According to the Second All India Educational Survey (1965), out of 2,77,137 teachers, 33.6 per cent teachers were working in schools managed by government and local bodies, as against 66.4 per cent working in privately managed schools. Evidently more teachers were working in privately-managed schools. The same trend is observed in 1973 also.

Area-wise Distribution

The total number of teachers at this stage is 3,83,882. Of these, 56.7 per cent and 43.3 per cent are working in rural and urban schools respectively. The Second All India Educational Survey (1965) showed that 46.5 per cent and 53.5 per cent of teachers were working in rural and urban areas respectively. During the period 1965-1973 the proportion of teachers working in rural areas has increased from 46.5 to 56.7 per cent.

Among the States, Himachal Pradesh (82.9 per cent), Orissa (75.5 per cent), Nagaland (75.2 per cent), Assam (73.7 per cent), Kerala (73.1 per cent) and Bihar (72.2 per cent) claim a great percentage of teachers working in the rural schools.

Amongst 1,742 teachers teaching in unrecognised schools, 56.6 per cent are in rural schools and 43.4 per cent in urban schools.

Distribution according to Scheduled Castes and Scheduled Tribes

Out of 3,83,882 teachers teaching in recognised secondary schools, 11,275 (2.9 per cent) belong to scheduled castes and 5,241 (1.4 per cent) to scheduled tribes. In unrecognised schools, amongst 1,742 teachers, 48 (2.8 per cent) belong to scheduled castes and 182 (10.4 per cent) to scheduled tribes.

Amongst 11,275 teachers belonging to scheduled castes teaching at the secondary stage, 66.2 per cent and 33.8 per cent are in rural and urban schools respectively. On the other hand, of 5,241 teachers from the scheduled tribes, 68.9 per cent and 31.1 per cent are in rural schools and urban schools respectively. These figures indicate that in recognised schools a larger number of teachers belonging to scheduled castes and scheduled tribes are teaching in rural areas as compared to urban areas. In unrecognised schools, of the 48 teachers from scheduled castes, 83.3 per cent are in rural areas and 16.7 per cent in urban areas, while amongst 182 teachers from scheduled tribes 76.4 per cent are teaching in rural schools and 23.6 per cent

TABLE 5

DISTRIBUTION OF SECONDARY TEACHERS ACCORDING TO MANAGEMENT, AREA, S- CASTE S-TRIBES AND SEX

Area	Caste	Government		Local Body		Private Aided		Private Unaided (R)		Total		Private Unaided (Unr.)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rural	S-Caste	1669	195	1346	84	3739	227	195	8	6949	514	32	8
	S-Tribe	605	95	203	17	2269	307	106	11	3183	430	122	17
	Total	47256	7929	26376	1560	113046	14480	6329	557	193007	24526	893	94
Urban	S-Caste	663	297	444	183	1644	436	90	55	2841	971	7	1
	S-Tribe	208	150	66	19	643	462	42	38	959	669	27	16
	Total	26590	13607	10764	5004	68215	34301	3965	3903	109534	56815	354	401
Total	S-Caste	2332	492	1790	267	5383	663	285	63	9790	1485	39	9
	S-Tribe	813	245	269	36	2912	769	148	49	4142	1099	149	33
	Total	73846	21536	37140	6564	181261	48781	10294	4460	302541	81341	1247	495

in urban schools. Here, too, more teachers amongst scheduled castes and scheduled tribes are teaching in rural schools.

Management-wise government and local bodies employed 6,244 teachers belonging to scheduled castes and scheduled tribes. This is about 3.2 per cent of the total number of teachers employed by them. The corresponding figure for privately-managed schools is 4.2 per cent. The percentage of teachers belonging to scheduled castes and scheduled tribes is continuously going down as one moves from the primary to the middle and the secondary stage of education. This is true in case of schools managed by government and local bodies as well as those managed by private agencies. This may be indicative of the paucity of qualified personnel amongst the scheduled castes and scheduled tribes to be eligible to teach at advanced level in school education.

Sex-wise Distribution

Of the 3,83,882 teachers teaching at the secondary stage in recognised schools, 78.8 per cent are males and 21.2 per cent females. According to the Second All India Educational Survey (1965), these figures were 81.7 per cent for male teachers and 18.3 per cent for female teachers. The trend is towards slow but positive increase in the proportion of female teachers entering secondary schools. In unrecognised schools, out of 1,742 teachers, 71.6 per cent are male teachers and 28.4 per cent are female teachers.

Amongst the States, Bihar (93.9 per cent), Manipur (89.2 per cent), Orissa (88.9 per cent), Himachal Pradesh (87.3 per cent), Rajasthan (86.5 per cent), Uttar Pradesh (85.9 per cent) and Andhra Pradesh (83.8 per cent) have majority of male teachers in their schools.

Out of 2,17,533 teachers teaching in recognised schools situated in rural areas, 88.7 per cent are male teachers and 11.3 per cent are female teachers. In urban areas 1,66,349 teachers are working in recognised schools. Of these 65.8 per cent are male teachers and 34.2 per cent are female teachers. In unrecognised schools 987 teachers are teaching in rural schools. Of these 90.5 per cent are male teachers and 9.5 per cent female teachers. On the other hand 755 teachers are working in unrecognised urban schools. Of these 46.9 per cent are male teachers and 53.1 per cent female teachers.

Higher Secondary Stage

The distribution of teachers teaching at higher secondary stage according to management area SC&ST and sex are given in Table-6.

A detailed discussion of the data given in the above

table is given below.

Managementwise Distribution

Of the total of 1,23,625 teachers 43.6 per cent are in schools managed by government and local bodies. Privately-managed schools account for the remaining 56.4 per cent.

Area-wise Distribution

There are 1,23,625 teachers teaching at the higher secondary stage in recognised schools. Out of these 39.3 per cent and 60.7 per cent are in schools situated in rural and urban areas respectively. In unrecognised schools out of 720 teachers 35.7 per cent are in rural areas and 64.3 per cent in urban area.

Amongst the States Maharashtra (94.0 per cent) Meghalaya (81.6 per cent), Andhra Pradesh (75.6 per cent), Karnataka (74.4 per cent), Jammu and Kashmir (72.3 per cent), Punjab (71.2 per cent), Haryana (70.7 per cent) and Tamil Nadu (70.4 per cent) have more teachers working in schools situated in urban areas. The Union Territories of Chandigarh (98.7 per cent), and Delhi (91.0 per cent) have also more teachers in their urban schools. (For details see Appendix IV).

Distribution according to Scheduled Castes & Scheduled Tribes

Of the total teachers working in recognised schools as many as 2,288 (1.9 per cent) and 910 (0.7 per cent) teachers belong to scheduled castes and scheduled tribes respectively.

Amongst 2,288 teachers belonging to scheduled castes; 57.9 per cent and 42.1 per cent are in recognised schools situated in rural and urban areas respectively. On the other hand, of 910 teachers from scheduled tribes 59.4 per cent and 40.6 per cent are working in recognised schools situated in rural and urban areas respectively. The schools managed by government and local bodies employed 1593 teachers belonging to scheduled castes and scheduled tribes out of the total of 53,854. This constitutes about 3 per cent of the total number of teachers. The corresponding percentage in case of privately-managed schools is 2.3. Paucity of qualified personnel amongst scheduled castes and scheduled tribes is probably responsible for this low proportion of teachers belonging to the weaker sections of society.

Sex-wise Distribution

Of the 1,23,635 teachers teaching in recognised schools, 78. per cent are male and 2.9 per cent are female. In unrecognised schools, amongst 720 teachers, 65.3 per cent are male teachers and 34.7 per cent are female teachers.

TABLE 6

DISTRIBUTION OF HIGHER SECONDARY TEACHERS ACCORDING TO MANAGEMENT, AREA, S-CASTE, S-TRIBE AND SEX

Area	Caste	Government		Local Body		Private Aided (R)		Private Unaided (R)		Total		Private Unaided(Unr.)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Rural	S-Caste	514	32	64	4	667	25	20	-	1265	61	2	-
	S-Tribe	260	19	16	-	165	28	43	10	484	57	2	-
	Total	15744	1416	1550	183	26971	1290	1274	116	45539	3005	242	15
Urban	S-Caste	370	81	40	13	328	98	19	13	757	205	1	-
	S-Tribe	111	57	8	4	103	56	13	17	235	134	1	1
	Total	21300	10962	1793	906	25786	10638	2117	1579	50996	24085	228	235
Total	S-Caste	884	113	104	17	995	123	39	13	2022	266	3	-
	S-Tribe	371	76	24	4	268	84	56	27	719	191	3	1
	Total	37044	12378	3343	1089	52757	11928	3391	1695	96535	27090	470	250

Assam (89.0 per cent), Karanataka (88.5 per cent), Rajasthan (87.0 per cent), Bihar (86.3 per cent), Andhra Pradesh (86.2 per cent), Uttar Pradesh (84.6 per cent), Manipur (84.3 per cent), Jammu and Kashmir (82.4 per cent), and Tripura (81.4 per cent) have high percentage of male teachers in their schools (for details see Appendix IV).

Out of 96,535 male teachers teaching in recognised schools, 47.2 per cent and 52.8 per cent are in rural and urban areas respectively. But amongst 27,090 female teachers,

these figures are 11.1 per cent in rural areas and 88.9 per cent in urban areas. Comparatively more female teachers are teaching in urban schools as compared to male teachers. In unrecognised schools, among 470 male teachers, 51.5 per cent and 48.5 per cent are teaching in rural and urban schools respectively. While among 250 female teachers, 6.0 per cent are teaching in rural schools and 94.0 per cent in urban schools.

Age, Qualifications, and Emoluments of Teachers

In the previous chapter factual data about the number of teachers working in urban and rural areas, male and female teachers, teachers belonging to scheduled castes and scheduled tribes have been given. In this chapter the age, qualifications, experience and emoluments of teachers have been dealt with. The problem confronting the country today is to provide adequate and good training to teachers to enable them to discharge their functions effectively. More training facilities have been created and innovative training programmes are being devised. This may take care of new recruits. But, the question of backlog of untrained teachers has to be looked into at the same time. This chapter gives factual data about the number of untrained teachers and their experience in schools to enable the authorities to devise different categories of training programmes on the basis of the recommendations of the Education Commission (1964-66).

AGE

The distribution of teachers according to age and professional training is given in Table 7 for each of the primary, middle, secondary and higher secondary stages.

It is evident from this table that among teachers working at the primary stage, 84.5 per cent are trained and 15.5 per cent are untrained. 70.4 per cent of the untrained teachers are below the age of 35 years. Those between 35 and 49 years are 22.4 per cent of the untrained teachers and the rest of them are of age 50 years and above. 54.1 per cent of trained teachers are below 35 years of age. Only 38.1 per cent of trained teachers belong to the age group of 35 years to 49 years and the rest of them are above 49 years of age.

Among the teachers at the middle stage 85 per cent are trained teachers and 15 per cent are untrained. Of the untrained, 80.2 per cent of teachers are below 35 years,

15.9 per cent of teachers are between 35 to 49 years, and the remaining ones are above 49 years of age. Thus a large majority of untrained teachers are below the age of 35 years. 52.6 per cent of trained teachers are below 35 years of age. 40.2 per cent of trained teachers are in the age group 35-49 years. The remaining ones are above 49 years of age.

At the secondary stage, the percentages of trained and untrained teachers are 83.2 and 16.8 respectively. Among the untrained teachers, 78.9 per cent are below 35 years and 16.0 per cent belong to the age group 35-49 years. The remaining untrained teachers are above the age of 49 years. Here also the majority of untrained teachers are below the age of 35 years. The percentages of trained teachers upto the age of 35 years and 35 to 49 years are 53.6 and 40.2 respectively. The remaining percentage of trained teachers relates to those at the age of 50 years and above.

Lastly, among the teachers working at the higher secondary stage, 65.3 per cent are trained and 23.7 per cent are untrained. A large majority (74.0 per cent) of untrained teachers are below the age of 35 years, 20.2 per cent of untrained teachers are between 35 and 49 years and the rest of the untrained teachers are 50 years of age and above. The percentages of trained teachers upto the age of 34 years, and 35 to 49 years is 40.9 and 50.7 respectively. The rest of them are of the age of 50 years and above.

QUALIFICATIONS

The distribution of total number of teachers and teachers belonging to scheduled castes and scheduled tribes according to their academic qualifications and professional training for all the stages is given in Table-8. Stage-wise description is given below.

TABLE 7

DISTRIBUTION OF TEACHERS ACCORDING TO AGE AND PROFESSIONAL TRAINING

Age	Primary		Middle		Secondary		Higher Secondary	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
Below 20	4940	10405	1860	3138	735	781	191	207
20-24	96980	56584	42658	26153	19937	16822	3110	4611
25-29	267186	56667	98183	27212	69567	22374	12815	10193
30-34	315903	40009	117372	13608	81038	11066	22428	6632
35-39	229852	24215	95521	6596	62370	5226	22148	2962
40-44	155994	15953	65223	4400	41769	2986	16346	1748
45-49	97854	12089	38212	2974	23961	2092	9384	1196
50-54	62112	9075	22813	1918	12197	1559	4492	812
55-59	30285	5348	10597	999	6033	1192	2618	604
60 and above	5898	2322	1794	376	1643	534	828	300
Total	1267004	232667	494233	87374	319250	64632	94360	29265

Primary Stage

Of the 14,99,671 teachers teaching at the primary stage, 12,67,004 (84.5 per cent) teachers are trained and remaining 2,32,667 (15.5 per cent) are untrained. As regards their academic qualifications, it is observed that 4,79,633 (32 per cent) of the teachers possess academic qualifications either middle pass or below and another 0.37 per cent teachers possess other qualifications (unspecified). Thus, it will be observed that only 10,14,512 (67.63 per cent) teachers out of 14,99,671 are academically competent to teach at this stage assuming the acceptable minimum academic qualification as matriculation. If, both academic and professional competence is taken into consideration then 8,55,188 (57 per cent) teachers are fit to teach at this stage.

There are 1,42,236 teachers teaching at this stage who belong to scheduled castes. Of these 1,19,794 (84.2 per cent) teachers are trained and 22,442 (15.8 per cent) are untrained. Among the trained teachers, 97.1 per cent are qualified upto intermediate course, 2.4 per cent are graduates and the remaining are post-graduates. Majority of untrained teachers (92.9 per cent) are qualified upto intermediate.

On the other hand, the teachers belonging to scheduled tribes are 66,621. Of these 43,532 (65.4 per cent) teachers are trained and 23,089 (34.6 per cent) teachers are untrained. Among the trained teachers, 98.2 per cent have qualification up to intermediate, 1.3 per cent are graduates and the rest of them are post-graduates. Majority of untrained teachers (97.1 per cent) are qualified upto intermediate.

On the whole, majority of trained teachers belonging to scheduled castes and scheduled tribes possess qualifications upto intermediate and majority of those who are yet to be trained have also studied upto intermediate.

Middle Stage

There are 5,81,607 teachers teaching at the middle stage. Among these teachers 4,94,231 (85 per cent) are trained teachers and remaining 15 per cent are untrained. Of these teachers 9.45 per cent are middle pass and below and another 0.34 per cent belong to any other group (unspecified). The remaining 3,68,565 (63.3 per cent) teachers are possessing qualification secondary/Higher secondary/Intermediate, 12,238 (21 per cent) graduate and 1,949 (5.8 per cent) post-graduate and above. At this stage in some states the minimum academic qualification prescribed is matriculation while in some others it is university degree. If matriculation is taken as the minimum academic qualification then 5,24,679 (90.2 per cent) teachers are competent to teach at this stage whereas

if degree is taken as the minimum academic qualification then 1,56,114 (26.8 per cent) are competent to teach at this stage. Taking both academic and professional qualification into consideration, with matriculation and teacher training as the minimum prescribed qualification then 4,44,201 (76.3 per cent) teachers are fit to teach at this stage whereas if degree with teacher training is the minimum qualification then, 1,26,130 (28.4 per cent) teachers are fit to teach.

The teachers at this stage who belong to scheduled castes are 31,199. Of them, 84.5 per cent are trained. Among the trained Scheduled Castes teachers, 86.7 per cent are qualified upto intermediate, 11.2 per cent upto graduation and 2.1 per cent above graduation. The majority (68.2 per cent) of untrained teachers are qualified upto intermediate, 28.7 per cent upto graduation and the rest are post-graduates.

The number of scheduled tribes teachers teaching at this stage is 14,296. Of these, only 56.8 per cent of teachers are trained. Among the trained teachers, 85.5 per cent are qualified upto intermediate, 12.0 per cent upto graduation and 2.5 per cent above graduation. The majority of untrained teachers (83.7 per cent) are qualified upto intermediate, 14.9 per cent upto graduation and 1.4 per cent above graduation.

Secondary Stage

At the secondary stage 3,83,882 teachers are teaching of whom 3,19,250 (83.2 per cent) are trained. The minimum qualification prescribed for teaching at this level is a university degree. On the basis of this criteria it is found that 2,50,841 (65.4 per cent) possess a university degree while another 64,572 (16.9 per cent) hold post-graduate degrees. Thus, 68,469 (17.7 per cent) are academically ineligible to teach at this level. If academic qualification alongwith professional competence is taken into consideration then 2,64,072 (68.7 per cent) teachers are eligible to teach at this level.

At this stage, 11,275 teachers belong to scheduled castes. Of these 75.9 per cent are trained. Among the trained scheduled castes teachers, 26.7 per cent are qualified upto intermediate, 61.7 per cent upto graduation and rest of them are post-graduates. Among the untrained teachers, 18.6 per cent are qualified up to intermediate, 72.8 per cent upto graduation and 8.6 per cent above graduation.

There are 5,248 teachers at this stage belonging to scheduled tribes. Of these, 57.4 per cent are trained. Among the trained scheduled tribes teachers, 23.8 per cent are qualified upto intermediate, 64.5 per cent upto graduation and 11.7 per cent above graduation. Among

TABLE 8

DISTRIBUTION OF TOTAL NUMBER OF TEACHERS AND TEACHERS BELONGING TO SCHEDULED CASTES AND SCHEDULED TRIBES ACCORDING TO THEIR ACADEMIC QUALIFICATION AND TRAINING

Stage	Caste	Upto middle		Sec/H.Sec/Inter		Graduate		M.A. & above		Others		Total	
		Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
Primary	Total	409005	70628	786110	139063	58299	19026	10779	2715	2811	1235	1267004	232667
	S-Caste	48463	5889	67853	15000	2852	1350	341	122	285	81	119794	22442
	S-Tribe	25281	11506	17492	10915	554	570	83	56	122	42	43532	23089
Middle	Total	48782	6197	318071	50494	96550	25837	29580	4147	1250	699	494233	87374
	S-Caste	5044	424	17817	2872	2940	1386	522	138	44	12	26367	4832
	S-Tribe	1861	889	5078	4283	974	921	192	73	13	12	8118	6178
Secondary	Total	3562	986	50227	11627	207490	43351	56582	7990	1387	678	319250	64632
	S-Caste	274	42	2011	463	5277	1981	966	226	26	9	8554	2721
	S-Tribe	112	73	605	691	1941	1347	341	11	11	6	3010	2233
Hr.Sec/Inter/PUC/J.C.	Total	398	263	4784	1727	28187	7761	60601	19279	390	235	94360	29265
	S-Caste	29	7	165	78	669	252	751	331	-	6	1614	674
	S-Tribe	12	5	57	50	218	167	233	165	-	1	520	388

the untrained scheduled tribes teachers, 34.1 per cent are qualified upto intermediate, 60.2 per cent upto graduation and 5.7 per cent above graduation. Even at this stage, it may be noted that majority of teachers belonging to scheduled tribes are untrained.

Higher Secondary Stage

In higher secondary schools and independent intermediate, pre-university and Junior Colleges 1,23,625 teachers are teaching. Of these teachers 94,369 (76.3 per cent) are trained. For teaching at this stage the minimum academic qualification is a post-graduate degree. It is observed that only 79,880 (64.5 per cent) possess a post-graduate degree or higher qualifications. The remaining 43,745 (35.5 per cent) do not fulfill the minimum academic qualifications. If professional training is required in addition to the post-graduate degree, then, 60,601 (49.2 per cent) are fully qualified to teach at this stage.

Of the total number of teachers teaching at this stage, 2,288 teachers belong to scheduled castes. Of these, 70.5 per cent are trained. Among the trained scheduled castes teachers, 12.1 per cent are qualified upto intermediate, 41.4 per cent are graduates and 46.5 per cent post-graduates. Among the untrained scheduled caste teachers, 12.6 per cent are qualified upto intermediate, 37.4 per cent are graduates and 50.0 per cent are post-graduates.

908 teachers belonging to scheduled tribes are teaching at the higher secondary stage. Of these, 57.3 per cent are trained. Among the trained scheduled tribes teachers, 13.3 per cent of them have academic qualifications upto intermediate, 41.9 per cent are graduates and 44.8 per cent are post-graduates. Among the untrained teachers, 14.2 per cent have academic qualification upto intermediate, 43.0 per cent are graduates and 42.8 per cent are postgraduates.

Even at this stage, it can be observed that majority of teachers belonging to scheduled tribes are untrained.

TEACHING EXPERIENCE

The statewise distribution of teachers according to area, management and teaching experience is given in Tables 9, 10, 11, and 12. Each stage is discussed separately as under.

Primary Stage

The distribution of primary teachers according to area, management and teaching experience is given in Table 9.

From Table 9, it is evident that the percentage of

teachers teaching in rural and urban areas are 78.1 and 21.9 respectively. The percentage of teachers having less than ten years of experience are 48.1 and 46.5 for rural and urban schools respectively.

Among teachers teaching in schools run by government and local bodies, 46.7 per cent have a teaching experience of less than 10 years and 53.3 per cent have of more than 10 years. On the other hand, among teachers working in private aided and unaided schools, 54.8 per cent have a teaching experience of less than 10 years and 45.2 per cent possess more than 10 years of teaching experience.

Middle Stage

The distribution of middle school teachers according to area, management and teaching experience is given in Table 10.

From Table 10, it will be observed that 69.5 per cent and 30.5 per cent of teachers in this stage are working in schools situated in rural and urban areas respectively. The percentage of teachers having less than 10 years of experience is 49.2 for rural schools and 46.4 for urban schools.

At this stage, 67.7 per cent of teachers are teaching in schools managed by government and local bodies and 32.3 per cent are teaching in private aided and unaided schools. In schools managed by government and local bodies 41.7 per cent have less than 10 years of teaching experience. On the other hand, 62.0 per cent of teachers teaching in private aided and unaided schools have less than 10 years of teaching experience.

Secondary Stage

The distribution of secondary teachers according to area, management and teaching experience is given in Table 11.

From this table it is evident that 56.7 per cent and 43.3 per cent of teachers are teaching in schools situated in rural and urban areas respectively. In rural schools, 58.1 per cent of teachers have teaching experience of less than 10 years, while in urban schools, 48.2 per cent of teachers have less than 10 years of teaching experience.

In schools managed by government and local bodies, 32.7 per cent of teachers are teaching. Among these teachers, 47.1 per cent have less than 10 years of teaching experience. On the other hand, 67.3 per cent of teachers are teaching in private aided and unaided schools. Among these teachers, 57.7 per cent have less than 10 years of teaching experience.

TABLE 9

DISTRIBUTION OF PRIMARY TEACHERS ACCORDING TO AREA, MANAGEMENT AND TEACHING EXPERIENCE

Area	Management	Experience in years								Total
		Upto 1	2-3	4-5	6-9	10-14	15-20	Over 20	Unspec.	
Rural	Govt. & local body	100146	123827	90407	204825	233323	166535	160756	-	1079819
	Private Aided & Unaided	8757	12566	8824	14664	13012	15707	18398	-	91928
Urban	Govt. & local body	13812	19615	15526	39012	51406	39180	42496	-	221047
	Private Aided & Unaided	14900	17950	12504	18936	15546	12770	14271	-	106877
Total	Govt. & local body	113958	143442	105933	243837	284729	205715	203252	-	1300866
	Private Aided & Unaided	23657	30516	21328	33600	28558	28477	32669	-	198850

TABLE 10

DISTRIBUTION OF MIDDLE STAGE TEACHERS ACCORDING TO AREA, MANAGEMENT AND TEACHING EXPERIENCE

<i>Area</i>	<i>Management</i>	<i>Experience in years</i>								<i>Total</i>
		<i>Upto 1</i>	<i>2-3</i>	<i>4-5</i>	<i>6-9</i>	<i>10-14</i>	<i>15-20</i>	<i>Over 20</i>	<i>Unspec.</i>	
Rural	Govt. & local Body	22849	26163	21773	56596	68175	50643	48293	-	294492
	Private Aided & Unaided	15413	19608	14082	22034	16921	12887	8909	-	109854
Urban	Govt. & local Body	5320	7144	6607	17949	24615	19670	18160	-	99465
	Private aided & Unaided	8936	12157	9386	14795	13297	10083	9142	-	77796
Total	Govt. & local Body	28169	33307	28380	74545	92790	70313	66453	-	393957
	Private Aided & Unaided	24349	31765	23468	36829	30218	22970	18051	-	187650

TABLE 11

DISTRIBUTION OF SECONDARY TEACHERS ACCORDING TO AREA, MANAGEMENT AND TEACHING EXPERIENCE

<i>Area</i>	<i>Management</i>	<i>Experience in years</i>								<i>Total</i>
		<i>Upto 1</i>	<i>2-3</i>	<i>4-5</i>	<i>6-9</i>	<i>10-14</i>	<i>15-20</i>	<i>Over 20</i>	<i>Unspec.</i>	
Rural	Govt.& local body	5955	10012	9459	16925	17850	14423	8497	-	83121
	Pvt.Aided & Unaided	13062	20088	18512	32384	26253	14253	9860	-	134412
Urban	Govt. & local body	2800	4811	4973	10541	12614	10768	9458	-	55965
	Pvt.Aided & Unaided	8080	13389	13073	22718	22889	15273	14963	-	110384
Total	Govt. & local body	8755	14823	14432	27466	30464	25191	17955	-	139086
	Pvt. Aided & Unaided	21142	33477	31584	55102	49142	29526	24823	-	244796

TABLE 12

DISTRIBUTION OF HIGHER SECONDARY TEACHERS ACCORDING TO AREA, MANAGEMENT AND TEACHING EXPERIENCE

<i>Area</i>	<i>Management</i>	<i>Experience in years</i>								<i>Unspec.</i>	<i>Total</i>
		<i>Upto 1</i>	<i>2-3</i>	<i>4-5</i>	<i>6-9</i>	<i>10-14</i>	<i>15-20</i>	<i>Over 20</i>			
Rural	Govt. & local body	1479	1973	1519	3340	4190	3873	2519	-	18893	
	Pvt. Aided & Unaided	1525	2711	3040	7118	6930	4456	3871	-	29651	
Urban	Govt. & local body	1536	2664	2749	5991	8747	7708	5566	-	34961	
	Pvt. Aided & Unaided	2050	3632	3704	8083	8905	6618	7128	-	40120	
Total	Govt. & local body	3015	4637	4268	9331	12937	11581	8085	-	53854	
	Pvt. Aided & Unaided	3575	6343	6744	15201	15835	11074	10999	-	69771	

Higher secondary stage

The distribution of higher secondary teachers according to area, management and teaching experience is given in Table 12.

At this stage, 35.3 per cent and 60.7 per cent of teachers are teaching in rural and urban schools respectively (vide Table 10). In rural schools, about 46.7 per cent of teachers have less than 10 years of teaching experience, while in urban schools such teachers are 40.5 per cent.

43.6 per cent of teachers who are teaching in schools run by government and local bodies and 56.4 per cent of teachers are in private aided and unaided schools. In the first cluster of teachers, the percentage of teachers having less than 10 years of teaching experience is 39.4 and this percentage in the second cluster is 45.1.

EMOLUMENTS

The distribution of teachers according to qualification and emoluments for different stages and managements is given in Appendices V to VIII. Stagewise discussion is given as under. The split of percentages referred to under each category of each stage refers to the total of that particular category only.

Primary Stage

The emoluments for 99.0 per cent of trained teachers working in government schools are specified. Among them, 93.0 per cent of teachers have qualification upto intermediate, 5.7 per cent are graduates and the remaining are post-graduates. 70.7 per cent of trained teachers qualified upto intermediate have emoluments upto Rs. 300/- PM and 22.3 per cent of such teachers have emoluments above Rs.300/-PM. 2.9 per cent of graduate teachers who have professional degree other than B.Ed. and M.Ed. have emoluments upto Rs. 300/-PM and 1.5 per cent of such teachers have above Rs. 300/-PM as their emoluments. The emoluments of 0.6 per cent of graduate teachers with B.Ed. and M.Ed. degrees is upto Rs. 300/-PM and 0.8 per cent of such teachers draw more than Rs. 300/- PM as their emoluments. The percentage of trained teachers with post-graduate qualification and with emoluments upto and above Rs.300/- PM is 0.7 and 0.5 per cent respectively.

At this stage, untrained teachers are also teaching in government schools. From this category of teachers, the emoluments for 96.4 per cent are specified. Majority of teachers (81.6 per cent) having qualified upto intermediate have emoluments upto Rs. 300/-PM and 7.2 per cent of such teachers draw above Rs. 300/- PM. As

many as 8.1 per cent of untrained graduate teachers get upto Rs. 300/-per month and 0.9 per cent get above Rs. 300/-PM. The percentage of untrained post-graduate teachers whose emoluments is upto Rs. 300/-PM is 1.6 and 0.3 per cent get above Rs.300/- PM as their emoluments.

The emoluments for 99.3 per cent of trained teachers teaching in schools managed by local bodies are specified. Among them, 96.3 per cent of teachers are qualified upto intermediate, 2.9 per cent are graduates and the remaining are post-graduates. 73.0 per cent of teachers having basic qualification upto intermediate get Rs.300/- PM and 23.3 per cent get above Rs. 300/- PM as their emoluments. Among graduate teachers who have professional degree other than B.Ed. and M.Ed., 1.1 per cent get upto Rs.300/- PM and 0.9 per cent get more than Rs.300/- PM as their emoluments. As many as 0.3 per cent of graduate teachers with B.Ed. and M.Ed. as professional degrees draw upto Rs.300/- PM and 0.6 per cent of such teachers draw above Rs.300/- PM. Similar percentages for trained teachers with post-graduate and professional degrees are 0.3 per cent and 0.5 per cent respectively.

Among untrained teachers teaching in schools managed by local bodies, the emoluments for 97.9 per cent of teachers are specified. 87.7 per cent of the untrained teachers with academic qualification upto intermediate have emoluments upto Rs. 300/-PM and 5.8 per cent of such teachers have emoluments more than Rs.300/-PM. Among teachers with graduate and post-graduate degrees, 5.4 per cent and 0.6 per cent respectively are getting upto Rs. 300/- PM and 0.3 per cent and 0.2 per cent respectively are getting above Rs.300/- PM.

The emoluments for 99.2 per cent of trained teachers who are teaching in private-aided schools are specified. The academic qualification of 95.4 per cent of trained teachers is upto intermediate, 3.8 per cent are graduates and 1.0 per cent are post-graduates or have any other qualification. 70.9 per cent of trained teachers with academic qualification upto intermediate, 1.2 per cent of graduate teachers who have professional degree other than B.Ed. and M.Ed., 1.4 per cent of graduate teachers with B.Ed. or M.Ed. as professional degrees and 0.6 per cent of trained teachers with post-graduate and professional degrees get upto Rs.300/-P.M. as emoluments. The percentages for the same groups of teachers drawing more than Rs.300/- P.M. are 24.4, 0.4, 0.7 and 0.4 respectively.

The emoluments of 96.1 per cent of untrained teachers teaching in private-aided-schools are specified. Untrained teachers with academic qualification upto intermediate and who have emoluments upto and above Rs.300/- PM are 81.7 per cent and 4.5 per cent respectively. 10.2 per cent of graduate teachers and 0.7 per cent of teachers with post-

graduate degrees get upto Rs. 300/- per month, whereas 2.6 per cent of teachers with graduation and 0.3 per cent of teachers with post-graduate degrees get more than Rs. 300/- as their monthly emoluments.

The emoluments for 96.1 per cent of untrained teachers teaching in private aided schools are specified. Untrained teachers with academic qualification upto intermediate and who have emoluments upto and above Rs. 300/- are 81.7 per cent and 4.5 per cent respectively. 10.2 per cent of teachers with graduation and 0.7 per cent of teachers with post-graduate degrees get upto Rs. 300/- per month, whereas 2.6 per cent of teachers with graduation and 0.3 per cent of teachers with post-graduate degrees get more than Rs. 300/- PM as their emoluments.

The emoluments for 98.1 per cent of trained teachers teaching in private-unaided schools are specified. The academic qualification of 75.7 per cent of trained teachers is upto intermediate, 18.8 per cent of teachers are graduates and 5.5 per cent of them are post-graduates or have any other qualification. Among the trained teachers 55.7 per cent having academic qualification upto intermediate, and 4.5 per cent of graduate teachers having professional degree other than B.Ed and M.Ed., get upto Rs 300/- PM as emoluments. Percentages for the same groups of teachers drawing more than Rs 300/- PM are 20.0 and 2.0 respectively. Those who draw upto Rs. 300/- PM and more than Rs. 300/- PM among graduate teachers with B.Ed. or M.Ed. as professional degrees are 6.8 per cent and 4.5 per cent respectively. For those who have post-graduate as well as professional degrees, these percentages are 3.6 and 1.6 respectively.

The emoluments of 92.8 per cent of untrained teachers teaching in private-unaided schools are specified. Untrained teachers with academic qualification upto intermediate and who get emoluments upto and above Rs. 300/- PM are respectively 98.5 per cent and 3.4 per cent. Among teachers with graduate and post-graduate degrees, 12.7 per cent and 3.6 per cent respectively are getting upto Rs. 300/- per month and 1.3 per cent and 0.5 per cent respectively are getting above Rs. 300/- per month.

Middle Stage

There are 2,38,385 trained teachers teaching at middle schools managed by government. Of these, the emoluments for 99.2 per cent of them are specified. The academic qualification of 69.0 per cent of trained teachers is upto intermediate, 22.6 per cent of them are graduates and the rest have either a post-graduate degree or any other qualification. 39.9 per cent of trained teachers with academic qualification upto intermediate get upto Rs. 300/- per month and 29.1 per cent get above

Rs. 300/- per month. 3.8 per cent of graduate teachers who have professional degree other than B.Ed. and M.Ed. have emoluments upto Rs. 300/- and 6.0 per cent of such teachers get above Rs. 300/- PM. The monthly emoluments of 2.1 per cent of graduate teachers with B.Ed. or M.Ed. as professional degrees are upto Rs. 300/- and those of 10.6 per cent of such teachers are more than Rs. 300/-. Trained teacher with post-graduate and professional degrees who get upto Rs. 300/- and above Rs. 300/- per month are 1.8 per cent and 6.7 per cent respectively.

The emoluments of 98.1 per cent of untrained teachers in government schools are specified. 50.0 per cent of untrained teachers with academic qualification upto intermediate have upto Rs. 300/- PM; and 12.6 per cent of such teachers have above Rs. 300/- PM as their emoluments. 19.2 per cent of untrained teachers with graduation and 4.9 per cent of with post-graduate degrees get upto Rs. 300/- PM while those who get more than Rs. 300/- PM happen to be 9.2 per cent and 3.2 per cent respectively.

The emoluments for 99.4 per cent of trained teachers teaching in schools managed by local bodies are specified. The academic qualification of 88.4 per cent of these teachers is upto intermediate. 10.2 per cent of them are graduates and the rest are either post-graduates or have any other degree. 15.9 per cent of trained teacher who have academic qualification upto intermediate are getting upto Rs. 300/- per month and 42.4 per cent of such teachers get above Rs. 300/- per month. 2.0 per cent of graduate teachers who do not have either B.Ed. or M.Ed. degree have emoluments upto Rs. 300/- P.M. whereas 1.9 per cent of such teachers draw more than Rs. 300/- P.M. The emoluments of 2.2 per cent of graduate teachers with B.Ed. or M.Ed. as professional degrees are upto Rs. 300/- PM and 4.2 per cent of such teachers draw more than Rs. 300/- P.M. Trained teachers with post-graduate and professional degrees who get upto Rs. 300/- PM and above Rs. 300/- per month are 0.5 per cent and 0.9 per cent respectively.

The emoluments of 98.3 per cent of untrained teachers teaching in schools managed by local bodies are specified. 59.3 per cent of untrained teachers with academic qualification upto intermediate have emoluments upto Rs. 300/PM and 10.7 per cent of such teachers draw above Rs. 300/- PM. Among untrained teachers 23.1 per cent having graduate and 1.8 per cent having post graduate degrees, are getting upto Rs. 300/- per month respectively and 4.4 per cent and 0.7 per cent get above Rs. 300/- per month respectively.

The emoluments for 99.0 per cent of trained teachers teaching in private-aided schools are specified. The

academic qualification of 73.8 percent of them is upto intermediate; 20.7 percent of them are graduates and the rest of them have either a post-graduate degree or any other degree. The percentages of trained teachers with academic qualification upto intermediate having emoluments upto Rs. 300/-PM and above Rs. 300/-PM are 4.66 and 27.1 respectively. Among graduate teachers who do not have either B. Ed. or M. Ed. degree, 4.0 percent and do percent of them have emoluments upto Rs.300/-PM and above Rs.360/-PM respectively. The emoluments of 7.8 percent of graduate qualified teachers with B.Ed. or M.Ed. as professional degrees are upto Rs. 300/- PM. and 6.9 percent are above Rs. 300/- PM. 3.2 percent of trained teachers with post-graduate and professional degrees get upto Rs. 300/- P.M. and 2.4 percent get above Rs. 300/- per month.

The emoluments of 98.0 percent of untrained teachers teaching in private-aided schools are specified. 60.8 percent of untrained teachers with academic qualification upto intermediate have emoluments upto Rs. 300/- PM and 4.9 percent have above Rs. 300/- P.M. Among untrained teachers, 33.5 percent and 3.3 percent with graduation and post-graduate degree, get upto Rs.300/- per month respectively and 6.5 percent and 1.1 percent get above Rs. 300/- per month respectively.

The emoluments of 98.0 percent of trained teachers working in private-unaided schools are specified. Among them, 50.0 percent of teachers have qualification upto intermediate; 35.9 percent are graduates and 14.1 percent have a post graduate or any other degree. The 42.1 percent of trained teachers having academic qualification upto intermediate get upto Rs. 300/- per month and 7.9 percent get above Rs.300/- per month. Of the graduate teachers who do not have either B. Ed. or M. Ed. degree, 7.0 percent and 2.0 percent get upto Rs. 300/- per month and above Rs. 300/- per month respectively. But 18.5 percent of graduate teachers with B. Ed. or M.Ed. degree get upto Rs. 300/- per month and 8.4 percent get above Rs.300/- per month. Among the teachers with post-graduate or any other qualification, 10.0 percent have emoluments upto Rs.300/- PM and 4.1 percent have above Rs.300/- PM.

Among the untrained teachers teaching in private-unaided-schools, emoluments for 96.8 percent of them are specified. Among untrained teachers 58.4 percent having academic qualification upto intermediate have emoluments upto Rs. 300/- PM and 1.3 percent have above Rs. 300/- PM. Untrained graduate and postgraduate teachers who get Rs. 300/- per month are 30.5 percent and 5.7 percent respectively, and who get above Rs. 300/- per month are 2.7 percent and 1.4 percent respectively.

The emoluments for 99.2 percent of teachers who are working in government schools are specified. Among trained teachers 19.2 percent are qualified upto intermediate; 64.5 percent are graduates and 16.3 percent have a post-graduate or any other degree. Among trained teachers 7.2 percent and 11.9 percent having academic qualification upto intermediate get emoluments upto Rs. 300/- and above Rs. 300/- respectively. About 0.8 percent of graduate qualified teachers who do not have B.Ed. or M.Ed. degree get upto Rs. 300/- per month and 4.8 percent get above Rs. 300/- per month. The emoluments of 2.6 percent and 54.6 percent of graduate qualified teachers with B.Ed. or M.Ed. degree are upto Rs. 300/- PM and above Rs.300/- PM respectively. Regarding teachers having post-graduate degree or any other degree, 0.5 percent and 17.6 percent of them have emoluments upto Rs. 300/- PM and above Rs.300/- PM respectively.

Among the untrained teachers, the emoluments for 98.0 percent of them, are specified. Among them, 9.3 percent and 10.0 percent of teachers have qualification upto intermediate who have emoluments upto Rs. 300/- PM and above Rs. 300/- PM respectively. Among untrained teachers 25.3 percent having graduation and 5.7 percent with post-graduate degree get upto Rs. 300/- per month respectively, while the respective percentages of those getting more than Rs. 300/- are 37.7 and 12.0.

The emoluments for 99.2 percent of trained teachers teaching in schools managed by local bodies are specified. Among them, 22.1 percent of teachers are qualified upto intermediate, 66.0 percent of them are graduates and 11.9 percent are post-graduates or with any other degree. Among trained teachers 9.2 percent and 12.9 percent having academic qualification upto intermediate get emoluments upto Rs.300/- PM and above Rs. 300/- PM respectively. 2.0 percent of graduate teachers who are trained but do not have BEd or MEd degree get upto Rs. 300/- per month while 5.1 percent get above Rs.300/- per month, But 5.1 percent and 53.8 percent of graduate teachers with B. Ed. or M. Ed. degree get upto Rs, 300/- per month and above Rs. 300/- per month respectively. Among teachers with post-graduate or any other degree 1.1 percent and 10.8 percent get emoluments upto Rs. 300/- per month and above Rs. 300/- per month respectively.

The emoluments for 98.2 percent of untrained teachers in schools managed local bodies are specified, 11.5, percent and 3.4 percent among untrained teachers having academic qualification upto intermediate get emoluments upto Rs. 300/- PM and above Rs. 300/- PM respectively. Untrained graduates and post-graduate

qualified teachers are 33.9 percent and 3.9 percent and they get upto Rs. 300/-per month and 41.8 percent and 6.2 percent get above Rs.300/-per month respectively

The emoluments for 98.7 percent of trained teachers teaching in private-aided schools are specified. Among them, graduate and post-graduate qualified teachers are 66.1 percent and 18.8 percent respectively. Rest of them have academic qualification upto intermediate. About 6.8 percent and 8.3 percent among trained teachers having qualification upto intermediate get upto Rs. 300/-per month and above Rs. 300/- per month respectively. Among graduate teachers who are trained but do not have B.Ed. or M.Ed. degree, 1.8 percent have emoluments upto Rs.300/-PM and 4.5 percent have above Rs.300/-PM. But 8.6 percent of graduate teachers with B.Ed. or M.Ed. degree get upto Rs.300/-per month and 51.3 percent of such teachers get above Rs.300/- per month. Among the trained teachers with post-graduate of any other degree, 2.8 percent have monthly emoluments upto Rs. 300/- and 16.0 percent have above Rs. 400/-

The emoluments for 98.4 percent of untrained teachers in private-aided schools are specified. As many as 16.5 percent untrained teachers with academic qualification upto intermediate have emoluments upto Rs. 300/-and 3.4 percent get more than Rs. 300/- per month. Untrained graduate teachers and post-graduate qualified teachers are 33.2 percent and 5.4 percent and have emoluments upto Rs. 300/- PM, while 33.8 percent and 7.7 percent of them respectively get above Rs.300/- per month.

The emoluments for 98.3 percent of trained teacher teaching in private unaided school are specified. Among them 13.7 percent of teachers have qualification upto intermediate. 60.0 percent of them are graduates, and 26.3 percent of them have either a post-graduate degree or any others degree. 8.3 percent of teachers who have qualification upto intermediate get upto Rs. 300/-per month and 5.4 percent of such teachers get above Rs. 300/- per month. Among graduate trained teachers, 4.3 percent and 3.2 percent of them have emoluments upto Rs. 300/- PM and above Rs. 300/-PM respectively. These teachers do not have either a B.Ed. or M.Ed. degree. But 20.1 percent of graduate qualified teachers having B.Ed. or M.Ed. degree have emoluments upto Rs. 300/- PM and 32.4 percent have above Rs. 300/- PM. Among trained teachers with post-graduate or any other degree 9.8 percent and 16.5 percent of them have emoluments upto Rs.300/- and above Rs. 300/- respectively.

Among untrained teachers, the emoluments for 97.6 percent of them are specified. Among untrained teachers 15.9 percent and 2.6 percent having qualification upto intermediate, get upto Rs.300/-per month and above Rs. 300/-

per month respectively. The emoluments for 45.9 percent of graduate qualified teachers and 9.7 percent of post-graduate qualified teachers are upto Rs. 300/- PM whereas for 15.1 percent and 7.2 percent of graduate and post-graduate qualified teachers the emoluments are above Rs. 300-PM respectively.

Higher Secondary Stage

For 99.2 percent of teachers teaching in government schools the emoluments are specified. At this stage, 6.9 percent of teachers have academic qualification upto intermediate. Among them 1.6 percent have emolument upto Rs.300/- PM and 5.3 percent have above Rs.300/-PM. The percentage of trained graduate teachers is 26.1 Among them 0.7 percent and 5.1 Percent of teachers get upto Rs.300/-per month and above Rs. 300/- per month respectively and they do not have either B.Ed. or M. Ed. degree. But 0.7 percent and 19.5 percent of trained graduate teachers with B.Ed. or M.Ed. degrees hav emoluments upto Rs. 300/- and above Rs. 300/- respectively. Trained teachers having post-graduate or any other degree and who have emoluments upto Rs.300/-PM and above Rs.300/- PM are 0.9 percent and 66.1 percent respectively.

The emoluments for 99.1 percent of untrained teachers in government schools are specified. 4.7 percent and 3.4 percent of untrained teachers get upto Rs. 300-per month and above Rs.300/-PM respectively. These teachers are qualified upto intermediate. 6.5 percent of graduate qualified teachers and 4.6 percent of post-graduate qualified teachers draw emoluments upto Rs. 300/- PM. The same figures for those getting more than Rs. 300/-PM are 12.8 percent and 68.0 percent respectively.

For the teachers teaching in schools managed by local bodies the emoluments of 98.5 percent of them are specified. At this stage 6.1 percent of teachers have academic qualification upto intermediate. Among them 2.8 percent and 3.3 percent of teachers have emoluments upto Rs. 300/- PM and above Rs. 300/- PM respectively. The percentage of trained graduate teachers is 40.4. Of these teachers, those who do not have either B.Ed. or M. Ed. degree, 1.2 percent and 4.7 percent get upto Rs. 300/- per month and above Rs. 300/-per month respectively. But 3.4 percent of trained graduate teachers having B. Ed. or M. Ed. degree draw emoluments up to Rs. 300/-PM while the percentage of similar teachers drawing more than Rs. 300/- PM is 31.2 percent. Trained teachers having post-graduate or any other degree are 53.5 percents of such teacher, 2.3 percent have emoluments upto Rs.300/-PM and 51.5 percent have above Rs.300/- PM.

The emoluments for 98.6 percent of untrained

teachers in schools managed by local bodies are specified. 7.2 percent of untrained teachers qualified upto intermediate draw emoluments upto Rs.300/- PM and 3.0 percent of similar teachers draw above Rs.300/- PM respectively. Among untrained teachers with graduation and a post-graduate degree, 15.8 percent and 5.0 percent respectively are getting upto Rs.300/- per month and 25.6 percent and 43.3 percent are getting above Rs.300/- per month respectively.

The emoluments for 98.4 percent of trained teachers teaching in private-aided schools are specified. 4.0 percent of trained teachers have qualification upto intermediate. 1.8 percent of these have emoluments upto Rs.300/- PM and 2.2 percent have above Rs.300/- PM. 32.4 percent of trained teachers are graduates without B.Ed. or M.Ed. As many as 1.1 percent and 2.9 percent of such teachers have their emoluments upto Rs.300/- PM and above Rs.300/- PM respectively. On the other hand, 3.2 percent and 25.2 percent of graduate teachers who hold B.Ed. or M.Ed. degree get upto Rs.300/- per month and above Rs.300/- per month respectively. Trained teachers having post-graduate or any other degree are 63.6 percent. Among them 2.6 percent have emoluments upto Rs.300/- PM and 61.0 percent have above Rs. 300/- PM.

The emoluments of 98.2 percent of untrained teachers teaching in private-aided schools are specified. 3.7 percent and 2.2 percent of untrained teachers are qualified upto intermediate and they have emoluments upto Rs. 300/- PM and above Rs.300/- PM respectively. Among untrained teachers, 10.6 percent with graduation and 4.9

percent with a post-graduation degree are getting upto Rs.300/- per month and 18.6 percent and 60.0 percent are getting above Rs. 300/- per month respectively.

The emoluments for 97.7 percent of trained teachers teaching in private-unaided schools are specified. Trained teachers having qualification upto intermediate 6.5 percent of these, 2.6 percent have emoluments upto Rs. 300/- PM and 3.9 percent have above Rs.300/- PM. Trained teachers who are qualified upto graduation are 32.1 percent. Among them, 1.9 percent and 3.5 percent of teachers do not have either B.Ed. or M.Ed. degree and their emoluments are upto Rs.300/- PM and above Rs.300/- PM respectively. On the other hand, 7.5 percent and 19.3 percent of graduate qualified teachers who hold B.Ed. or M. Ed. degree get upto Rs. 300/- per month and above Rs.300/- per month respectively. Trained teachers having post-graduate or any other degree are 1.4 percent. Among them, 8.8 percent have emoluments upto Rs. 300/- PM and 52.5 percent have above Rs. 300/- PM.

The emoluments of 98.1 percent of untrained teachers teaching in private-unaided schools are specified. About 5.1 percent of untrained teachers qualified upto intermediate have emoluments upto Rs 300/- PM and 1.0 percent of such teachers have above Rs 300/- PM as their emoluments. Among untrained teachers with graduation and post-graduation, 12.9 percent and 13.2 percent respectively are having emoluments upto Rs. 300/- PM and 11.3 percent and 56.5 percent have above Rs.300/- PM as their emoluments respectively.

Untrained Teachers and Teachers having Specialised Training

Amongst the teachers working in schools a large majority have obtained formal training in training institutions. This training is imparted on the pedagogical aspect of teaching. There are some teachers who are trained to teach arts, crafts, music, games and sports, etc. Their training is different from the usual pedagogical training. In addition to these two categories of teachers, there are teachers who have not received any type of training. If untrained teachers are working in schools it is necessary to plan training of long or short duration depending upon their age and experience. It is also necessary to expose the teachers of crafts, fine arts, etc. to formal pedagogical training. This Chapter deals with these aspects of teachers.

Agewise and experiencewise distribution of untrained teachers in recognised institutions at different stages are given in Tables 13 to 16.

The stagewise description of these tables is given as under.

Primary Stage

Out of the total number (14,99,671) of primary teachers, 2,32,667 (15.51 percent) are untrained. This constitutes a substantial backlog of untrained teachers. When the relationship of age and teaching experience of these teachers is situated, it is seen that there is a need to provide diversified programmes of training facilities for them. It is observed that there are 43,397 (18.6 percent) teachers who are above the age of 40 years with at least 6 years of experience in the teaching profession. As recommended by the Education Commission (1964-66) only a short course is to be provided to this group of teachers. Again 77,543 (33.3 percent) teachers are below the age of 40 years and have put in at least 6 years of service. For

these teachers a special course has to be designed as recommended by the Education Commission (1964-66). Lastly, 1,10,337 (47.4 percent) teachers are below the age of 40 years and have put in less than 6 years of service. This is the actual backlog and a full training course of one or two years may have to be provided according to the recommendations of the Education Commission (1964-66). There are 1,390 (0.6 percent) untrained teachers who are above 40 years of age with less than 6 years teaching experience. The Education Commission (1964-66) has not made any specific recommendation for this category of teachers. Nevertheless these teachers may also be provided a short course of training.

Middle Stage

There are 87,374 untrained teachers serving in recognised middle schools all over the country. This constitutes 15.02 percent of the total number (5,81,607) of teachers at the middle stage. This backlog consists of those teachers who, according to the Education Commission's recommendations, (a) require a short term training course, (b) require a specially designed training course, (c) require a full time training course of 1 or 2 years' duration and (d) are not covered by any of the categories and some type of training may however be designed for them. It is observed that there are 10,177 (11.6 percent) untrained teachers in middle schools who are above the age of 40 years with more than 6 years of teaching experience and so would require a short term training. Another 26,504 (30.3 percent) teachers who are below 40 years have more than 6 years of teaching experience for whom a specially designed course is essential. Of the remaining 50,693 teachers, 50,203 (57.5 percent) of the total number of teachers in middle schools need to be trained for 1 or

TABLE 14:

DISTRIBUTION OF UNTRAINED TEACHERS IN RECOGNISED MIDDLE INSTITUTIONS AS PER AGE AND EXPERIENCE

Age	Experience (in years)							Unspec.	Total
	Upto 1	2-3	4-5	6-9	10-14	15-20	Over 20		
Below 20	3138	-	-	-	-	-	-	-	3138
20-24	10657	10424	4040	1032	-	-	-	-	26153
25-29	4535	7011	5946	8631	1089	-	-	-	27212
30-34	575	1291	1823	5106	4483	330	-	-	13608
35-39	104	289	370	1370	2612	1666	185	-	6596
40-44	42	104	112	416	1157	1268	1301	-	4400
45-49	19	37	47	184	505	520	1662	-	2974
50-54	9	23	29	94	232	220	1311	-	1918
55-59	4	22	11	46	64	116	736	-	999
60 & above	7	8	16	15	26	33	271	-	376
Total	19090	19209	12394	16894	10168	4153	5466	-	87374

TABLE 13

DISTRIBUTION OF UNTRAINED TEACHERS IN RECOGNISED PRIMARY INSTITUTIONS AS PER AGE AND EXPERIENCE

Age	Experience (in years)							Unspec.	Total
	Upto 1	2-3	4-5	6-9	10-14	15-20	Over 20		
Below 20	10405	-	-	-	-	-	-	-	10405
20-24	24756	22141	7642	2045	-	-	-	-	56584
25-29	12125	13298	8379	19714	3151	-	-	-	56667
30-34	2458	3598	3342	12695	16358	1558	-	-	40009
35-39	492	824	877	3895	9450	7513	1164	-	24215
40-44	131	274	282	1256	3287	4393	6330	-	15953
45-49	62	125	138	537	1464	2043	7720	-	12089
50-54	29	69	65	209	662	1082	6959	-	9075
55-59	33	45	31	124	299	597	4219	-	5348
60 & above	32	35	39	53	134	263	1766	-	2322
Total	50523	40409	20795	40528	34805	17449	28158	-	22667

TABLE 15

DISTRIBUTION OF UNTRAINED TEACHERS IN RECOGNISED SECONDARY INSTITUTIONS ACCORDING TO AGE AND EXPERIENCE

Age	Experience (in years)							Unspec.	Total
	Upto 1	2-3	4-5	6-9	10-14	15-20	Over 20		
Below 20	781	-	-	-	-	-	-	-	781
20-24	7332	6556	2319	615	-	-	-	-	16822
25-29	3446	7464	5901	5062	501	-	-	-	22374
30-34	395	1230	1957	4248	3051	185	-	-	11066
35-39	99	212	321	1152	2203	1147	92	-	5226
40-44	26	75	94	293	731	947	820	-	2986
45-49	10	27	41	132	328	440	1114	-	2092
50-54	4	19	24	75	158	216	1063	-	1559
55-59	3	16	13	56	100	133	871	-	1192
60 & above	1	7	8	24	36	53	405	-	534
Total	12097	15606	10678	11657	7108	3121	4365	-	64632

TABLE 16

DISTRIBUTION OF UNTRAINED TEACHERS IN RECOGNISED HIGHER SECONDARY INSTITUTIONS ACCORDING TO AGE AND EXPERIENCE

<i>Age</i>	<i>Experience (in years)</i>							<i>Unspec.</i>	<i>Total</i>
	<i>Upto 1</i>	<i>2-3</i>	<i>4-5</i>	<i>6-9</i>	<i>10-14</i>	<i>15-20</i>	<i>Over 20</i>		
Below 20	207	-	-	-	-	-	-	-	207
20-24	1946	1822	660	183	-	-	-	-	4611
25-29	1491	3112	2765	2625	200	-	-	-	10192
30-34	183	585	967	3121	1690	86	-	-	6632
35-39	41	102	192	680	1314	577	47	-	2953
40-44	13	23	45	173	439	567	488	-	1748
45-49	8	10	14	50	128	223	763	-	1196
50-54	2	2	2	23	51	95	637	-	812
55-59	2	2	3	11	38	46	502	-	604
60 & above	2	1	3	11	17	28	238	-	300
Total	3895	5659	4651	6877	3877	1622	2675	-	29256

2 years. This leaves 490 (0.6 percent) teachers who are about the age of 40 years and with less than 6 years' experience, for whom some short course may have to be arranged.

Secondary Stage

There are 64,632 (15.6%) untrained teachers teaching in recognised secondary schools. This constitutes 16.84 percent of the total number (3,83,882) of teachers at the secondary stage. However, seen in the context of age and teaching experience of these teachers there appears to be a need to provide a diversified programme of training facilities for them. It is observed that there are 7,995 (12.4 percent) teachers above the age of 40 years and with more than 6 years of experience in teaching profession. As suggested by the Education Commission (1964-66) only a short course is to be provided to this group of teachers. Again 18,256 (28.2 percent) teachers are below the age of 40 years and have more than 6 years of teaching experience. For these teachers a special course has to be designed as recommended by the Education Commission (1964-66). Lastly, 38,013 (58.8 percent) teachers are below the age of 40 years and have less than 6 years of teaching experience. This is the actual backlog in terms of training and a full training course of one or two years may have to be provided according to the recommendation of the Education Commission (1964-66). There are 368 (0.6 percent) untrained teachers who are above 40 years of age with less than 6 years of teaching experience. The Education Commission (1964-66) has not made any specific recommendation for this category of teachers. These teachers may also be provided with a short course of training.

Higher Secondary State

There are 29,256 untrained teachers teaching in recognised higher secondary schools. This forms 23.67 percent of the total number (1,23,625) of teachers teaching at the higher secondary stage. This backlog consists of those teachers who, according to the recommendations of Education Commission (1964-66), (a) require a short term training course (b) require a specially designed training course, (c) require a full-time training course of 1 or 2 years' duration and (d) are not covered by any of these categories and some type of training may be thought of for them. It is observed that there are 4,528 (15.5 percent) untrained teachers in higher secondary schools who are above the age of 40 years with more than 6 years of teaching experience. They require short-term training. Another 10,533 (35.9 percent) teachers who are below 40

years, have more than 6 years of teaching experience for whom a specially designed course is essential. There are 14,073 (48.1 percent) teachers who are below 40 years with less than 6 years of teaching experience. They need training for 1 or 2 years. Lastly, there are 132 (0.5 percent) teachers who are above the age of 40 years with less than 6 years of teaching experience. For them a short course may be arranged.

ACADEMIC QUALIFICATIONS AND OTHER TRAINING

Stage-wise distribution of teachers teaching in recognised schools, according to academic qualifications and specialised training is given in Tables 17 to 20. The details are given below.

Primary Stage

Out of the total number (14,99,671) of primary teachers, 1,51,276 (10.08 percent) teachers have received specialised training. Of these, 47.8 percent teachers are matriculates, 23.1 percent teachers have academic qualification above higher secondary 27.6 percent teachers, have passed out of the middle schools and the rest have not reached the middle stage.

Of these teachers who have received specialised training, 1,07,142 (70.8 percent) teachers are teaching in rural schools. Of these, 49.7 percent teachers are matriculates, 20.5 percent teachers have academic qualification above higher secondary, 28.2 percent teachers have passed out of the middle school and the rest have not reached the middle stage. In urban schools, 44,134 (29.2 percent) teachers are teaching. Regarding their qualifications the corresponding figures are 13.1 percent, 49.6 percent, 26.0 percent and 1.3 percent respectively. It may be observed from here that majority of these teachers teaching in both rural and urban schools are at least matriculates.

Apart from their academic qualification they have had training in other areas too: 23.7 percent of them have training in physical education, 20.4 percent in crafts and 43.7 percent in other fields. The percentage of teachers having training in fine arts, music dance, and home science is 4.2, 4.8 and 2.5 percent respectively. Among teachers working in rural and urban areas, the same trend has been observed regarding the percentage of teachers who have obtained training in different fields.

Middle Stage

Out of the total number (5,81,607) of teachers at this stage, 1,05,276 (18.1 percent) teachers have received specialised training. Of these 45.6 percent teachers are

TABLE 17

DISTRIBUTION OF PRIMARY TEACHERS ACCORDING TO ACADEMIC QUALIFICATIONS AND OTHER TRAINING—FOR RECOGNISED INSTITUTIONS ONLY

Area	Other Training	Academic Qualifications									Total
		Below Middle	Middle	Matric	Hr. Sec.	Intermediate	Graduate	Post-Graduate	Doctorate	Any other	
Rural	Crafts	557	7843	10099	1164	1219	566	115	4	155	21722
	Fine Arts	44	1104	2022	235	775	315	73	2	8	4578
	Music/Dance	98	1021	1885	341	340	248	51	—	22	4006
	Physical Education	294	5858	14964	1422	4208	1262	216	3	106	28333
	Home Science	22	434	1001	119	224	102	22	1	13	1738
	Any Other	710	14002	23292	3410	2454	1978	253	9	436	46564
Urban	Crafts	192	2848	3930	557	637	690	172	4	64	9109
	Fine Arts	31	395	1202	151	521	455	140	—	18	2913
	Music/Dance	52	569	1176	238	347	582	204	2	25	3195
	Physical Education	68	1376	3440	449	954	896	254	3	48	7488
	Home Science	15	230	662	112	302	331	111	2	10	1775
	Any other	215	6042	8631	1188	1399	1667	390	4	118	19654
Total	Crafts	749	10696	14039	1721	1856	1256	287	8	219	30831
	Fine Arts	75	1499	3224	386	1296	770	213	2	26	7491
	Music/Dance	150	1590	3061	579	687	830	255	2	47	7201
	Physical Education	362	7234	18404	1871	5162	2158	470	6	154	35822
	Home Science	37	664	1663	231	526	433	133	3	23	3713
	Any other	925	20044	31923	4618	3853	3645	643	13	554	66218

TABLE 18

DISTRIBUTION OF MIDDLE TEACHERS ACCORDING TO ACADEMIC QUALIFICATIONS AND OTHER TRAINING-FOR RECOGNISED INSTITUTIONS ONLY

Area	Other Training	Academic Qualification									Total
		Below Middle	Middle	Matric	Hr. Sec-ondary	Inter-mediate	Graduate	Post-Gradeate	Doctorate	Any other	
Rural	Crafts	215	5304	8414	863	1272	1542	368	4	46	18028
	Fine Arts	29	1090	2601	297	954	674	219	1	19	5884
	Music/Dance	22	400	854	102	228	357	112	2	15	2092
	Physical Education	137	2063	7793	1084	2973	2608	626	2	35	17321
	Home Science	6	113	395	61	154	204	55	—	2	990
	Any other	89	1885	10651	1668	2229	3520	905	4	206	21157
Urban	Crafts	50	1935	4364	550	780	1098	374	7	31	9189
	Fine Arts	5	503	1778	278	751	840	364	4	28	4551
	Music/Dance	24	353	992	171	264	716	340	6	19	2885
	Physical Education	27	515	3995	651	1165	1378	468	6	25	8230
	Home Science	5	63	386	128	207	473	161	1	5	1429
	Any other	24	828	6791	1174	1326	2543	816	9	75	13586
Total	Crafts	265	7239	12778	1413	2052	2640	742	11	77	27217
	Fine Arts	34	1593	4379	575	1705	1514	583	5	47	10435
	Music/Dance	46	753	1846	273	492	1073	452	8	34	4977
	Physical Education	164	2578	11788	1735	4138	3986	1094	8	60	25551
	Home Science	11	176	781	189	361	677	216	1	7	2419
	Any other	113	2713	17442	2842	3555	6063	1721	13	281	34743

matriculates, 39.6 percent teachers have academic qualification above higher secondary, 14.3 percent teachers have passed out of the middle school and the rest have not reached the middle stage.

Of these teachers who have received specialised training, 65,472 (62.2 percent) are working in rural schools. Among these teachers, academic qualification of 46.9 percent of them is matriculation and 16.6 percent is middle school stage. The percentage of teachers below the middle school stage is 0.8. The academic qualification of 35.7 percent of teachers is above higher secondary. On the other hand, 39,870 (37.8 percent) such teachers are working in schools situated in urban areas. Of these, the percentage of matriculates and middle school stage qualified teachers are 45.9 and 10.5 respectively. Only 0.3 percent of teachers are below the middle school stage and the academic qualification of 43.3 percent of teachers is above higher secondary. From this it is evident that majority of teachers who are teaching at the middle stage in rural and urban schools are at least matriculates.

A number of teachers working at this stage have undergone training in other fields. It is observed that the percentages of teachers who have got training in craft, physical education and any other special field are 25.8 percent, 24.3 percent and 33.0 percent respectively. About 9.9 percent of teachers are trained in fine arts and others in music/dance and home science. Among teachers working in rural and urban areas, the same trend has been observed regarding the percentage of teachers who have had training in different fields

Secondary Stage

Of the total number (3,83,882) of teachers at this stage, 81,335 (20.9 percent) teachers have had specialised training. Among them, majority are graduates and matriculates (39.8 percent and 31.7 percent respectively); 12.4 percent of the teachers are post-graduates, and 0.2 percent of them have doctoral or other degrees; as many as 3.9 percent of these teachers have only passed out of the middle school,

In rural areas 39,876 (49.6 percent) of these teachers are teaching at the secondary stage. Of these, the percentages of teachers who are post-graduates, graduates and matriculates are 10.1, 38.7 and 33.7 respectively. There are 12.0 percent of teachers who have passed either higher secondary or intermediate examination. At this stage, there are middle school pass (4.3 percent) and below middle school pass (0.2 percent) teachers also teaching. The remaining teachers have either a

doctoral degree or any other degree. On the other hand, in urban areas, 40,459 (50.4 percent) teachers are teaching at this stage. Among them, post-graduate teachers are 14.8 percent, graduate teachers are 40.9 percent and matriculates are 29.7 percent. Only 10.6 percent of teachers are higher secondary and intermediate pass. In these schools, middle school pass (3.1 percent) and below middle school pass (0.2 percent) teachers are also teaching. The remaining teachers fall in the category of any other degree. Majority of teachers working both in rural and urban areas at this stage are graduates.

Regarding training in other fields, 30.7 percent of teachers have training in physical education, 13.3 percent in crafts, 11.3 percent in fine arts, 4.5 percent in music/dance and 1.9 percent in home science. The rest have training in other fields. Among the teachers teaching in rural and urban schools, the same trend has been observed regarding the percentage of teachers who have obtained training in different fields

Higher Secondary Stage

Out of the total number (1,23,625) of teachers at this stage, 19,446 (5.5 percent) teachers have received specialised training. Among them, postgraduate and graduate teachers are 49.2 percent and 33.4 percent respectively. 16.2 percent of teachers have qualifications ranging below middle school pass to intermediate. Here, majority of teachers are graduates.

In rural areas, 6,655 (34.2 percent) such teachers are teaching at this stage. Graduates form 36.9 percent and postgraduates form 46.2 percent. The qualification of 16.2 percent of teachers ranges from below middle school pass to intermediate pass. In urban areas, 12,791 (65.8 percent) teachers are teaching at this stage. Graduates form 31.6 percent and post-graduates constitute 50.7 percent. The qualifications of 16.2 percent of teachers ranges from below middle school pass to intermediate pass.

At this stage, too, teachers have acquired training in other areas. They have training in crafts (12.6 percent), fine arts (10.1 percent), music/dance (8.6 percent), physical education (21.1 percent) and home science (4.9 percent). The rest have training in other fields. Amongst the teachers teaching in rural and urban schools, the same trend has been observed regarding the percentage of teachers who have got training in crafts, fine arts, music/dance, physical education, home science and other fields.

TABLE 19

DISTRIBUTION OF SECONDARY TEACHERS ACCORDING TO ACCADEMIC QUALIFICATIONS AND OTHER TRAININGS FOR RECOGNISED INSTITUTIONS ONLY

Area	Other Training	Academic Qualifications									Total
		Below Middle	Middle	Matric	Hr. Secondary	Intermediate	Graduate	Post-Graduate	Doctorate	Any other	
Rural	Crafts	32	707	2047	295	221	1351	349	4	23	5029
	Fine Arts	4	388	1961	202	478	983	334	4	25	4379
	Music/Dance	5	74	742	27	43	465	148	-	10	1014
	Physical Education	31	256	5989	1141	968	4174	961	2	45	13567
	Home Science	-	4	39	7	34	203	70	5	4	366
	Any other	24	282	3176	536	832	8247	2163	10	251	15521
Urban	Crafts	26	521	2125	295	341	1667	561	9	53	5598
	Fine Arts	5	231	1757	205	400	1432	601	5	55	4691
	Music/Dance	9	137	485	76	101	1188	601	5	31	2633
	Physical Education	7	111	4410	864	730	3721	1217	6	29	11095
	Home Science	1	9	100	21	101	684	260	1	5	1182
	Any other	18	233	3123	483	667	7867	2733	9	127	15260
Total	Crafts	58	1228	4172	590	562	3018	910	13	76	10627
	Fine Arts	9	619	3718	407	876	2415	935	9	80	9070
	Music/Dance	14	211	727	103	144	1653	749	5	41	3647
	Physical Education	38	367	10399	2005	1698	7895	2178	8	74	24662
	Home Science	1	13	139	26	135	887	330	6	9	1548
	Any other	42	515	6299	1019	1499	16114	4896	19	378	30781

Table 20

DISTRIBUTION OF HIGHER SECONDARY TEACHERS ACCORDING TO ACADEMIC QUALIFICATIONS AND OTHER TRAINING FOR RECOGNISED INSTITUTIONS ONLY

Area	Other Trainings	Academic Qualifications									Total
		Below Middle	Middle	Matric	Higher Sec.	Inter-mediate	Graduate	Post-Graduate	Doctorate	Any other	
Rural	Crafts	3	41	146	62	64	198	229	-	8	753
	Fine Arts	1	6	46	8	102	133	254	-	6	556
	Music/Dance	1	5	17	7	6	99	141	1	-	277
	Physical Education	5	24	124	46	121	576	645	3	8	1552
	Home Science	-	-	1	4	8	57	40	-	-	110
	Any other	1	22	92	41	69	1393	1767	6	16	3407
Urban	Crafts	5	56	240	98	158	437	671	8	18	1691
	Fine Arts	1	17	121	53	125	346	711	13	19	1406
	Music/Dance	6	16	52	22	54	424	797	6	18	1395
	Physical Education	1	28	245	102	181	900	1057	9	19	2542
	Home Science	-	3	31	45	55	411	298	2	4	849
	Any other	5	21	144	64	119	1525	2957	27	46	4908
Total	Crafts	6	97	388	160	222	635	900	8	26	2444
	Fine Arts	2	23	167	61	227	479	965	13	25	1962
	Music/Dance	7	21	69	29	60	523	938	7	18	1672
	Physical Education	6	52	369	148	302	1476	1702	12	27	4094
	Home Science	-	3	32	49	63	468	338	2	4	959
	Any Other	6	43	236	105	188	2918	4724	33	62	8315

Teacher Competence and Utilisation

If teaching is to be effective, school subjects should be taught by teachers who know the subject and who are trained to teach the subject. It is however well-known that the situation in our schools is alarming due to the absence of these qualities. Often smaller schools find it difficult to adjust the teaching schedule on the basis of teacher's competence in a subject. Training institutions also share the blame. Often teachers are imparted training in those subjects which they never offered at any stage of their own educational career. As a result teachers are generally not properly utilised as far as the teaching is concerned. In this Chapter attempt has been made to probe into the problem of teacher competence and its utilisation in schools.

Area-wise and stage-wise distribution of teachers with subjects taken at post-graduate level and teaching them is given in appendices IX to XII. Stage-wise description is given below.

Primary Stage

All subjects taught at this stage have been classified under eight categories, namely, modern Indian languages, modern European and Asian languages, Oriental languages, tribal languages, physical sciences including mathematics, biological sciences, social sciences and other subjects. Among rural schools 11 percent to 25 percent of teachers are teaching modern European and Asian languages, Oriental languages, biological sciences, social science and other subjects; the same subjects were offered by them at the postgraduate level. Among the teachers offering modern Indian languages, and physical science including mathematics, 42.0 percent and 46.1 percent respectively of them

are teaching these subjects in schools.

In urban schools, 8.5 percent to 25.6 percent are teaching oriental languages, biological sciences, social sciences and other subjects and the same subjects were offered by them at the post-graduate level. Among teachers offering modern Indian languages, modern European and Asian languages, and physical science including mathematics at the post-graduate level, 49.7 percent to 60.0 percent of them are teaching these at the primary stage.

On the whole both in rural and urban schools it is found that upto 25 percent of teachers are teaching the same subjects (oriental languages, biological sciences, social sciences, and other subjects) which were studied by them at the post-graduate level. The other subject category includes home science, music, psychology and any other subject. Here on the whole the competency of teachers does not appear to have been utilised fully.

Middle Stage

The subjects taught at this level by teachers holding post-graduate degree are grouped into eight categories, namely, modern Indian languages, modern European and Asian languages, oriental languages, tribal languages, physical sciences including mathematics, biological sciences, social sciences, and other subjects. Teachers teaching in rural and urban schools have offered one among them at postgraduate level. Among teachers offering modern Indian languages, modern European and Asian languages, oriental language, tribal languages and physical science including mathematics, above 60 percent of them are teaching the same subjects, which had been studied by

them at the postgraduate level, in schools situated both in rural and urban areas. The remaining subjects are taught by 15 percent to 43 percent of teachers in rural areas and 33 percent to 44.3 percent of teachers in urban areas who have got their postgraduate degree in them.

Secondary Stage

At this stage also all the subjects have been grouped into eight categories as mentioned earlier. Both in rural and urban schools, except the subjects falling under the category of other subjects, more than 61 percent of teachers are teaching them who have also got their single postgraduate degree in either of them. Compared to primary and middle stage, at this stage there is greater utilisation of the competency of teachers.

Higher Secondary Stage

All the subjects taught at this stage are placed/grouped into eight categories. All these subjects have been taught by the same teachers who have studied them at the postgraduate level. The percentage of such teachers is above 70 both in rural and urban schools. Thus, the competency of teachers is being used to a great extent in teaching the subjects at this stage.

COMPETENCE IN SCIENCE AND SCIENCE TEACHING AND NON-UTILISATION

The area-wise and stage-wise distribution of teachers according to science qualifications and science teaching is given in Tables 21 to 24. The stage-wise description is given below.

Primary Stage

The distribution of primary teachers according to science qualifications and science teaching is given in Table 21.

There are 14,99,671 teachers teaching at the primary stage in the country. Of these 18.8 percent have not studied science at all, 38.6 percent have studied science upto middle stage, 37.7 percent upto matriculation and 4.6 percent upto higher secondary and intermediate classes. 0.3 percent of these teachers have qualification of B.Sc., M.Sc and Ph.D.

Of the total number of teachers teaching at the primary stage 17.8 percent do not teach science at all and about 82 percent teach science in the primary schools. About 0.2 percent of these teachers teach science in the middle and secondary stages of composite schools.

Good science education would require that teachers who have studied science will teach science in the schools. Again a sound policy of utilising properly qualified people will ensure that teachers qualified to teach science are utilised to teach it in the schools. An analysis of the data, however, reveals that of the teachers who have not studied science at all, about 55 percent teach science though not qualified for the same, whereas of the teachers not teaching science about 29 percent are qualified to teach science but they are not utilised for the purpose. In terms of absolute figures the number of teachers teaching science though not qualified to do so is 1,54,633 and the number of teachers not utilised though qualified is 77,247.

Middle Stage

The distribution of middle stage teachers according to science qualifications and science teaching is given in Table 22.

There are 5,81,607 teachers teaching at the middle school stage in the country. Of these about 18 percent have not studied science at all, 19.2 percent have studied science upto middle, 51.6 percent have studied science upto matriculation, 8.5 percent have studied science upto higher secondary and intermediate classes. 2.7 percent of these teachers possess B.Sc., M.Sc. and Ph.D. degrees

Of the total number of teachers teaching at the middle stage, 48.2 percent do not teach science at all and about 45 percent teach science at the middle stage. About 7 percent of these teachers teach science at primary, secondary, higher secondary and intermediate stages of composite schools. Further, an analysis of available data reveals that of the teachers who have not studied science at all about 16 percent teach science, though not qualified for it, whereas of the teachers not teaching science about 7 percent are qualified to teach science but are not utilised. The number of teachers teaching science though not qualified are 16,963 and the number of qualified teachers not utilised are 18,550.

Secondary Stage

The distribution of secondary school teachers according to science qualifications and science teaching is given in Table 23.

Out of 3,83,882 teachers at this stage about 15 percent have not studied science at all, 7.5 percent have studied science upto middle, 41.2 percent have studied it upto matric, and 14.2 percent have studied science upto higher secondary and intermediate classes. 21.8 percent of these teachers possess B.Sc., M. Sc. and Ph.D. degrees.

Of the total number of teachers teaching at the second-

TABLE 21

DISTRIBUTION OF PRIMARY TEACHERS ACCORDING TO SCIENCE QUALIFICATIONS AND SCIENCE TEACHING—FOR RECOGNISED INSTITUTIONS ONLY

Area	Teaching of Science at	SCIENCE QUALIFICATION								Total
		Not Studied	Middle	Matric	Hr. Sec.	Intermediate	B. Sc.	M. Sc.	Ph.D.	
RURAL	Not teaching	96994	43231	46444	3406	1448	143	8	7	191681
	Primary	129864	409054	389558	37846	9650	1802	59	36	977869
	Middle	169	887	938	56	7	13	2	-	2072
	Secondary	12	8	72	6	-	3	-	-	101
	Hr. Secondary	4	-	-	8	1	1	-	-	14
	Inter	1	2	1	4	2	-	-	-	10
	TOTAL	227044	453182	437013	41326	11108	1962	69	43	1171747
URBAN	Not teaching	30623	18447	22436	2054	997	289	12	3	74861
	Primary	24478	107759	105469	9286	3802	1746	72	9	252621
	Middle	48	101	140	8	7	7	-	1	312
	Secondary	30	17	23	3	2	13	-	-	88
	Hr. Secondary	11	4	4	1	-	2	-	-	22
	Inter	16	3	1	-	-	-	-	-	20
	TOTAL	55206	126331	128073	11352	4808	2057	84	13	327924
TOTAL	Not teaching	127617	61678	68880	5460	2445	432	20	10	266542
	Primary	154332	516813	495027	47132	13452	3548	131	45	1230490
	Middle	217	988	1078	64	14	20	2	1	2384
	Secondary	42	25	95	9	2	16	-	-	189
	Hr. Secondary	15	4	4	9	1	3	-	-	36
	Inter	17	5	2	4	2	-	-	-	30
	TOTAL	282250	579513	455086	52678	15916	4019	153	56	1499672

TABLE 22

DISTRIBUTION OF MIDDLE STAGE TEACHERS ACCORDING TO SCIENCE QUALIFICATIONS AND SCIENCE TEACHING—FOR RECOGNISED INSTITUTIONS ONLY

AREA	Teaching of Science at	SCIENCE QUALIFICATIONS								Total
		Not studied	Middle	Matric	Hr. Sec.	Intermediate	B.Sc.	M.Sc.	Ph.D.	
RURAL	Not teaching	59881	35826	79078	6342	4201	656	22	5	186011
	Primary	4053	12579	13017	1086	539	216	10	1	31501
	Middle	9067	32765	115952	12908	7809	7973	213	6	186693
	Secondary	13	14	44	6	5	29	2	-	113
	Hr. Secondary	5	2	2	2	1	6	3	-	21
	Inter	2	1	1	-	2	1	-	-	7
	TOTAL		73021	81187	208094	20344	12557	8881	250	12	404346
URBAN	Not Teaching	27690	18132	41083	3808	2670	804	39	3	94229
	Primary	986	3188	4533	396	258	129	4	-	9494
	Middle	2818	9015	46488	5502	4100	5121	415	10	73469
	Secondary	11	6	10	2	4	11	-	-	44
	Hr. Secondary	5	3	2	1	2	4	2	-	19
	Inter	3	-	2	-	1	-	-	-	6
	TOTAL		31513	30344	92118	9709	7035	6069	460	13	177261
TOTAL	Not teaching	87571	53958	120161	10150	6871	1460	61	8	280240
	Primary	5039	15767	17550	1482	797	345	14	1	40995
	Middle	11886	41780	262440	18410	11909	13094	628	16	260162
	Secondary	24	20	54	8	9	40	2	-	157
	Hr. Secondary	10	5	4	3	3	10	5	-	40
	Inter	5	1	3	-	3	1	-	-	13
	TOTAL		104534	111531	300212	30053	19592	14950	710	25	581607

TABLE 23

DISTRIBUTION OF SECONDARY STAGE TEACHERS ACCORDING TO SCIENCE QUALIFICATIONS AND SCIENCE TEACHING-FOR
RECOGNISED INSTITUTION ONLY

Area	Teaching of Science at	SCIENCE QUALIFICATIONS								Total
		Not Studied	Middle	Matric	Hr. Sec.	Intermediate	B.Sc.	M.Sc.	Ph.D.	
RURAL	Not teaching	34675	15165	77760	6194	13561	5827	101	5	153288
	Primary	154	563	861	61	71	64	2	-	1776
	Middle	313	978	4170	719	1308	888	34	-	8410
	Secondary	631	271	5147	861	7672	38374	1060	4	54020
	Hr.Secondary	5	2	3	-	4	17	5	-	36
	Inter	1	-	1	-	-	1	-	-	3
	TOTAL		35779	16979	87942	7835	22616	45171	1202	9	217533
URBAN	Not teaching	22380	10625	63990	5799	11256	4969	128	4	119151
	Primary	90	303	444	51	55	55	1	1	1000
	Middle	201	522	2696	493	760	973	45	1	5691
	Secondary	441	206	3023	732	4930	29500	1625	12	40469
	Hr.Secondary	5	-	2	1	4	18	6	-	36
	Inter	-	-	-	-	-	1	1	-	2
	TOTAL		23117	11656	70155	7076	17005	35516	1806	18	166349
TOTAL	Not teaching	57055	25790	141750	11993	24817	10796	229	9	272439
	Primary	244	866	1305	112	126	119	3	1	2776
	Middle	514	1500	6866	1212	2068	1861	79	1	14101
	Secondary	1072	477	8170	1593	12602	67874	2685	16	94489
	Hr.Secondary	10	2	5	1	8	35	11	-	72
	Inter	1	-	1	-	-	2	1	-	5
	TOTAL		59896	28635	158097	14902	39621	80687	3008	27	383882

TABLE 24

DISTRIBUTION OF HIGHBR SECONDARY TEACHERS ACCORDING TO SCIENCE QUALIFICATIONS AND SCIENCE TEACHING—FOR
RECOGNISED INSTITUTIONS ONLY

Area	Teaching of Science at	SCIENCE QUALIFICATIONS								TOTAL
		Not studied	Middle	Matric	Hr.Sec.	Intermediate	B.Sc.	M.Sc.	Ph.D.	
RURAL	Not teaching	14142	6221	9714	1711	1935	780	110	1	34614
	Primary	121	137	123	42	19	10	5	-	457
	Middle	181	295	548	306	263	269	35	-	1897
	Secondary	75	32	218	105	312	805	95	-	1642
	Hr.Secondary	125	60	140	265	264	4439	2157	9	7459
	Inter	59	25	16	25	339	1603	405	3	2475
	TOTAL		14703	6770	10759	2454	3132	7906	2807	13	48544
URBAN	Not teaching	24255	9473	12524	3230	3330	1741	344	20	54917
	Primary	91	112	123	42	34	23	4	-	429
	Middle	231	228	602	282	267	438	89	3	2140
	Secondary	77	43	202	135	350	1081	315	13	2216
	Hr.Secondary	249	95	244	455	352	5185	4656	61	11297
	Inter	88	28	24	57	485	2686	708	6	4082
	TOTAL		24991	9979	13719	4201	4818	11154	6116	103	75081
TOTAL	Not teaching	38397	15694	22238	4941	5265	2521	454	21	89531
	Primary	212	249	246	84	53	33	9	-	886
	Middle	412	523	1150	588	530	707	124	3	4037
	Secondary	152	75	420	240	662	1886	410	13	3858
	Hr.Secondary	374	155	384	720	616	9624	6813	70	18756
	Inter	147	53	40	82	824	4289	1113	9	6557
	TOTAL		39694	16749	24478	6655	7950	19060	8923	116	123625

dary stage, about 71 percent do not teach science at all, and about 25 percent teach science at the secondary stage. About 4 percent of these teachers teach science at other stages, viz. primary, middle, higher secondary and intermediate, as part of composite schools.

Of the teachers who have not studied science at all, 3.1 percent of them teach science though not qualified to teach science. But on the other hand, about 4 percent are qualified to teach science but are not utilised.

Higher Secondary Stage

The distribution of teachers for the higher secondary stage according to science qualification and science teaching is given in Table 24.

Out of 1,23,625 teachers at the higher secondary stage about 32 percent have not studied science at all, 13.5 percent have studied science upto middle, 19.8 percent have studied science upto matriculation, 11.8 percent have studied science upto higher secondary and intermediate classes, 15.4 percent have studied science upto graduate level. 7.3 percent of these teachers possess qualifications of M.Sc. and Ph.D.

Of the total number of teachers teaching at the higher secondary stage, about 72 percent do not teach science at all, and about 25 percent teach science at the higher secondary and intermediate stages only. About 3 percent of these teachers teach science at other stages, viz., primary middle and secondary, in composite schools.

Of the teachers who have not studied science at all, 3.3 percent (1292) of them teach science though not qualified. On the other hand about 0.5 percent (475) who are M.Sc.s and Ph.D.s, and qualified to teach science at the secondary stage but are not utilised.

TIME DEVOTED TO DIFFERENT ACTIVITIES

The distribution of average time per week devoted to different activities by qualified science teachers, B.Sc., M.Sc., and Ph.D. is given in Table 25. At the primary stage, science teachers with B.Sc., M.Sc. and Ph.D. qualifications devoted 57.7 percent of the total time to teaching of non-science subjects including mathematics. They devote 11.5 percent of time for correction work. As much as 15 percent to 19 percent of time is devoted to teaching of science subjects. Time devoted to co-curricular activities is 8 percent to 11 percent.

At the middle stage, teachers with B. Sc. degree devote 40.7 percent of the total time to teaching of non-science subjects including mathematics, and science teachers with M.Sc. and Ph.D. degrees devote 32.1 percent of the total time for teaching non-science subjects including mathe-

matics. Time devoted for teaching science subjects by both the groups range from 30 percent to 36 percents. For correction work 15 percent to 18 percent time is being devoted by qualified science teachers. Time devoted to co-curricular activities is 7 percent. Rest of the time is devoted to other activities.

At the secondary stage 38.5 percent and 30.8 percent of time is devoted in teaching non-science subjects including mathematics by science teachers with B.Sc., M.Sc. and Ph.D. qualifications and devote 34.6 percent and 42.3 percent of time respectively in teaching science subjects. For correction work, 15.4 percent of time is devoted by both the groups. Time devoted to co-curricular activities is 7.7 percent of the total time. The rest of the time is devoted to other activities.

At the higher secondary stage, science teachers with B.Sc., M.Sc. and Ph.D. qualifications devote 46.1 percent and 50.0 percent of the total time respectively in teaching science subjects. Time devoted to teaching non-science subjects including mathematics is 26.9 percent and 17.9 percent of qualified science teachers with B.Sc., M.Sc. and Ph.D. degrees respectively. 15 percent to 18 percent of time is devoted by the qualified science teachers for correction work. About 7 percent of time is devoted to co-curricular activities. The rest of the time is devoted to other activities.

The distribution of average time per week devoted to different activities by teachers other than B. Sc., M. Sc., and Ph. D. and teaching science is given in Table 26.

At the primary stage, 14.3 percent of time is devoted to teaching science subject; 64.3 percent of time is devoted to teaching non-science subjects including mathematics; 10.7 percent of time is devoted in correction work and 7.1 percent of time is devoted to co-curricular activities. The rest of the time is devoted to other activities.

At the middle stage, 18.5 percent of time is devoted in teaching science subjects, 59.3 percent for teaching non-science subjects including mathematics, 11.1 percent for correction work and 7.4 percent for co-curricular activities. The rest of the time is devoted to activities which are not covered above.

Of the total time, 25.9 percent and 48.1 percent is devoted to teaching science and non-science subjects including mathematics respectively at the secondary stage. For correction work, 14.8 percent of time and for co-curricular activities 7.4 percent of time is devoted. The rest of the time is devoted to other activities.

At the higher secondary stage, 29.6 percent of time is devoted for teaching science subjects, 40.7 percent for tea-

TABLE 25

AVERAGE TIME PER WEEK DEVOTED TO DIFFERENT ACTIVITIES BY QUALIFIED SCIENCE TEACHERS-B.SC. M.SC. AND PH.D.

<i>Highest Stage of Teaching</i>	<i>Science Qualifications</i>	<i>Total No. of Teachers</i>	<i>AVERAGE TIME PER WEEK DEVOTED TO ACTIVITY</i>					<i>TOTAL</i>
			<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	
Primary	B.Sc.	4179	5	15	3	2	1	26
	M.Sc. & Ph.D.	225	4	15	3	3	1	26
Middle	B.Sc.	15101	8	11	4	2	2	27
	M.Sc.& Ph.D.	749	10	9	5	2	2	28
Secondary	B.Sc.	80941	9	10	4	2	1	26
	M.Sc. & Ph.D.	3052	11	8	4	2	1	26
Higher Sec. & Inter	B.Sc.	19143	12	7	4	2	1	26
	M.Sc. & Ph.D.	9096	14	5	5	2	2	28

A=Time devoted to teaching of Science subjects (excluding Mathematics)

B=Time devoted to teaching of Non-Science subjects (including Mathematics)

C=Time devoted to correction work

D=Time devoted to Co-curricular activities

E=Time devoted to activities not covered above.

TABLE 26

AVERAGE TIME PER WEEK DEVOTED TO DIFFERENT ACTIVITIES BY TEACHERS OTHER THAN B.Sc., M.Sc .AND PH.D. TEACHING SCIENCE

<i>Highest Stage of Teaching</i>	<i>Total No.of Teachers</i>	<i>Average Time Per Week Devoted to Activity</i>					<i>TOTAL</i>
		<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	
Primary	1234393	4	18	3	2	1	28
Middle	288635	5	16	3	2	1	27
Secondary	39136	7	13	4	2	1	27
Higher Sec. and Inter	9060	8	11	4	2	2	27

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A =Time devoted teaching of science subjects (excluding Mathematics)

B =Time -evoted to teaching of non-science subjects (including Mathematics)

C =Time devoted to correction work

D =Time devoted to co-curricular activities

E =Time devoted to activities not covered above.

TABLE 27

DISTRIBUTION OF TEACHERS WORKING PREDOMINENTLY AT VARIOUS STAGES AS PER AVERAGE TIME PER WEEK DEVOTED TO DIFFERENT ACTIVITIES

<i>Highest State of Teaching</i>	<i>Teachers Teaching Science/Non-Sc.</i>	<i>Total No. of Teachers</i>	<i>Average Time Per Week Devoted To Activity</i>					<i>TOTAL</i>
			<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	
Primary	Science	1238300	4	18	3	2	1	28
	Non-Science	269838	-	18	3	2	1	24
	Total	1508138	3	18	3	2	1	27
Middle	Science	302941	5	16	3	2	1	27
	Non-Science	282028	-	17	4	3	2	26
	Total	584969	2	17	4	2	2	27
Secondary	Science	112069	9	10	4	2	1	26
	Non-Science	273555	-	17	4	3	2	26
	Total	385624	3	15	4	2	2	26
Higher Sec. & Inter	Science	34288	12	7	4	2	1	26
	Non-Science	90057	-	16	5	3	2	26
	Total	124345	3	13	5	2	2	25

A=Time devoted to teaching of science subjects (excluding Mathematics)

B=Time devoted to teaching of non-science subjects (including mathematics)

C=Time devoted to correction work

D=Time devoted to co-curricular activities

E=Time devoted to activities not covered above.

ching non-science subjects including mathematics, 14.8 percent for correction work and 7.4 percent of time for co-curricular activities. Rest of the time is devoted to other activities.

On the whole, bulk of time of these teachers is devoted for teaching non-science subjects including mathematics at all stages.

The distribution of teachers working at various stages in terms of average time per week devoted to different activities is given in Table 27.

From this table, it is clear that irrespective of stage

non-science teachers devote bulk of their time (above 62%) for teaching non-science subjects including mathematics, whereas science teachers devote above 59 percent of time to teaching non-science subjects including mathematics at primary and middle stages but above 35 percent of time for teaching science subjects at secondary and higher secondary stages. Irrespective of stage, 11 percent to 15 percent of time is devoted for correction work by both science and non-science teachers. At all stages, 7 percent to 11 percent of time is devoted to co-curricular activities by both science and non-science teachers.

Participation of Teachers in Summer Institutes and Workshops

The last decade has witnessed serious efforts at developing new curricula in consonance with the aspirations of the people, their needs and goals of national development. The new curriculum at the school stage has to focus attention on such problems as linking education with problems of rural development, health and nutrition, and development of work-oriented skills. Such a educational programmes, to be effectively implemented, require specially equipped teachers. A new programme of teacher education will help to prepare new teachers who are professionally equipped to discharge their functions effectively in the context of their new role. There is an urgent need to update more than two million teachers who have received some type of training before they joined their professions. The problem facing educational administrators is the organisation of programmes of continuing education of inservice teachers. To provide a structural base to the programme of continuing education of teachers the government of India have established the National Council of Teacher Education. The department of Teacher Education of the National Council of Educational Research and Training acts as the secretariat to the National Council of Teacher Education. This is the apex body planning programmes of teacher preparation, both at the preservice and the inservice levels. The state boards of Teacher Education, the State Councils of Educational Research Training and/or the State Institutes of Education alongwith the colleges of education and the university departments of education organise extension/in-service education programmes for teachers working in schools. The problem is nevertheless very complex because of the new demands of society makes on education and the logistics of the situation. Even though Education Commission (1964-66) recommended a duration of atleast one month for inservice education every five years, the country is far from fulfilling this target. What is the exact position of the participation

of teachers in various programmes of inservice education organised all over the country? The Third Educational Survey attempted to collect factual data of the existing status of teachers participation in seminars, workshops and other programmes of inservice education.

Distribution of primary, middle, secondary and higher secondary teachers who attended summer institutes and workshops according to area, management and sex is given in Tables 28 to 31. Stagewise description of these data is as under:

PRIMARY STAGE

The distribution of primary teachers who attended summer institutes/workshops according to the area, management and sex are given in Table 28. Area-wise description and managementwise description are presented separately.

Summer institutes and workshops have been attended by 2,05,229 primary teachers. Out of the total number of primary teachers only 3.4 percent of teachers have attended summer institutes and 10.64 percent of them have attended workshops. The percentages of male and female teachers attending summer institutes are almost equal (3.06 percent and 3.01 percent respectively). The position is similar in respect of workshops (10.9 per cent and 9.93 per cent respectively).

Table 28 indicates that only 2.75 percent of the teachers teaching in rural areas have attended summer institutes, whereas there is a better representation by teachers of urban areas (4.08 percent). Workshops are better attended by teachers of both rural and urban areas (10.18 percent and 12.3 percent respectively) in comparison with summer institutes. The trend of teachers of urban areas representing better than those of rural areas is repeated even in respect of workshops (12.3 percent as against 10.18 percent).

TABLE 28

DISTRIBUTION OF PRIMARY TEACHERS, WHO ATTENDED SUMMER INSTITUTES/WORKSHOPS ACCORDING TO AREA, MANGEMENT AND SEX

<i>AREA</i>	<i>Programme</i>	<i>GOVERNMENT</i>		<i>LOCAL BODY</i>		<i>PRIVATE AIDED (RECOGD.)</i>		<i>PRIVATE UNAIDED (RECOGD.)</i>		<i>TOTAL</i>	
		<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>
RURAL	Summer Institutes	2230	18262	1620	12117	565	1721	42	156	4457	32256
	Workshops	6004	48565	8564	60956	2652	9355	82	364	17302	119240
URBAN	Summer Institutes	2800	5402	2223	4309	1783	2729	676	952	7482	13392
	Workshops	5520	11785	8832	16771	6282	9785	1460	2000	22094	40341
TOTAL	Summer Institutes	5030	23664	3843	16426	2348	4450	718	1108	11939	45648
	Workshops	11524	60350	17396	77727	8934	19140	1542	2364	39396	159581

These data throw light on two issues: (i) more teachers from urban areas than rural areas have attended summer institutes and workshops, and (ii) workshops are better represented by teachers than are summer institutes.

Managementwise Description

It is evident from Table 28 that 3.08 percent of teachers from government and local bodies managed schools have attended summer institutes. When teachers from private schools are considered, their representation is slightly lower than those of the former kind (2.8 percent). Teachers from both government and private schools have attended workshops almost to the same extent (10.61 percent and 10.82 percent). A general observation that could be made from the above description is that a larger number of government school teachers than private school teachers have attended summer institutes and workshops.

MIDDLE STAGE

Table 29 represents the distribution according to area and management of teachers at the middle stage who have attended summer institutes/workshops.

As many as 1,17,393 teachers teaching at the middle stage have attended summer institutes and workshops. Of the total number of middle stage teachers in India (55,81,607), only as few as 5.72 percent of them have attended summer institutes and 14.47 percent of them has attended workshops. Male teachers have represented both summer institutes and workshops better than female teachers (6.06 percent as against 4.68 percent in summer institutes and 15.46 percent as against 11.47 percent in workshops). These data indicate that workshops are better attended by teachers than summer institutes.

Area-wise and management-wise attendance of teachers in summer institutes and workshops are discussed below.

Area-wise Description

A trend identical to that of primary teachers is noticeable in the case of teachers at the middle stage also. In other words, 7.18 percent and 17.33 percent of teachers of urban areas have attended summer institutes and workshops respectively, whereas the percentage of teachers of rural areas attending them is comparatively lower (5.07 percent and 13.21 percent respectively). Again, there is a vast difference between the summer institutes and workshops in regard to the attendance of teachers; workshops are attended by a larger number of teachers than those who attended summer institutes.

Managementwise Description

Table 29 also indicates, as in the case of primary teachers,

that teachers from government schools have attended summer institutes and workshops in larger numbers than those from private schools (6.44 percent and 16.17 percent as compared to 4.20 percent and 10.90 percent). The fact that workshops are better attended than summer institutes in the case of primary teachers is found to be equally true in the case of teachers at the middle stage also.

SECONDARY STAGE

The data regarding attendance of secondary teachers in summer institutes/workshops are presented schematically in Table 30. Area-wise and management-wise distribution are discussed separately in the following paragraphs.

It is evident from the Table that 1,10,427 teachers at the secondary level attended summer institutes and workshops, forming a percentage of 28.77 of the total population of secondary teachers in the country. Further, it can be seen that workshops are attended by a higher percentage of teachers than are summer institutes (19.27 percent compared to 9.50 percent). When sex of the teachers is considered the trend observed at the primary and the middle stages seems to reappear here also. Attendance in summer institutes and workshops is dominated by male teachers (10.28 percent male teachers as compared to 6.61 female teachers in summer institutes, 20.49 percent male teachers as compared to 14.71 percent female teachers in workshops). Furthermore, workshops are better attended by teachers than are summer institutes, as was seen earlier.

Area-wise Description

Considering rural and urban areas, it is seen that as high as 11.20 percent and 21.78 percent of the teachers have attended summer institutes and workshops respectively. The percentage of teachers from rural areas attending summer institutes and workshops is comparatively lower (8.20 percent and 17.34 percent respectively). Table 30 clearly indicates that more teachers from urban areas have attended the summer institutes and workshops than those from rural areas.

Managementwise Description

One can notice a change in the trend of representation in summer institutes and workshops by teachers of government and private schools from the previous stages. The percentage of teachers attending summer institutes and workshops from both the government and private schools is almost the same (9.22 percent and 9.66 percent respectively). But in the case of workshops, there has been a better participation by the teachers of government schools than by those of private schools (21.82 percent compared

TABLE 29

DISTRIBUTION OF MIDDLE STAGE TEACHERS, WHO ATTENDED SUMMER INSTITUTES/WORKSHOPS ACCORDING TO AREA, MANAGEMENT & SEX

AREA	PROGRAMME	GOVERNMENT		LOCAL BODY		PRIVATE AIDED (RECOGD.)		PRIVATE UNAIDED (RECOGD.)		TOTAL	
		Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Summer Institutes	934	11941	490	5482	411	2765	28	323	1863	20511
	Workshops	2574	29872	1559	14846	1198	7770	49	940	5380	53428
URBAN	Summer Institutes	2056	6186	688	1750	1801	4145	384	656	4929	12737
	Workshops	5356	14312	2071	4668	4976	10320	864	1417	13267	30717
TOTAL	Summer Institutes	2990	18127	1178	7232	2212	6910	412	979	6792	33248
	Workshops	7930	44184	3630	19514	6174	18090	913	2357	18647	84145

TABLE 30

DISTRIBUTION OF SECONDARY TEACHERS, WHO ATTENDED SUMMER INSTITUTES/WORKSHOPS ACCORDING TO AREA,
MANAGEMENT AND SEX

AREA	PROGRAMME	GOVERNMENT		LOCAL BODY		PRIVATE AIDED (RECOG.)		PRIVATE UNAIDED (RECOG.)		TOTAL	
		Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Summer Institutes	314	5044	49	1572	574	10841	31	386	968	17843
	Workshops	845	11342	213	4740	1016	20885	48	753	2122	37720
URBAN	Summer Institutes	1040	4671	356	1533	2678	11611	332	812	4406	18627
	Workshops	2813	10777	9975	3496	5386	20622	669	1342	9843	36237
TOTAL	Summer Institutes	1354	9715	405	3105	3252	22452	363	1198	5374	36470
	Workshops	3658	22119	1018	8236	6402	41507	717	2092	11965	73957

TABLE 31

DISTRIBUTION OF HIGHER SECONDARY TEACHERS WHO ATTENDED SUMMER INSTITUTES/WORKSHOPS ACCORDING TO AREA, MANAGEMENT AND SEX

AREA	PROGRAMME	GOVERNMENT		LOCAL BODY		PRIVATE AIDED (RECOG.)		PRIVATE UNAIDED (RECOG.)		TOTAL	
		Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Summer Institutes	91	2234	9	86	71	1814	3	66	174	4200
	Workshops	317	5173	18	211	173	3973	14	171	522	9528
URBAN	Summer Institutes	1429	5939	86	309	770	3588	169	534	2454	10370
	Workshops	4155	12845	187	565	2168	7415	364	925	6874	21750
TOTAL	Summer Institutes	1520	8175	95	395	841	5402	172	600	2628	14570
	Workshops	4472	18018	205	776	2341	11388	378	1096	7396	31278

to 17.81 percent). Again it is seen that teachers have attended workshops to a greater extent than they have attended summer institutes.

HIGHER SECONDARY STAGE

Distribution of higher secondary teachers who attended summer institutes/workshops according to area and management is presented schematically in Table 31.

This Table shows that 45, 848 teachers at the higher secondary stage have attended summer institutes and workshops. These form 37.08 percent of the total population of higher secondary teachers in the country. Among these 11.78 percent of them have attended summer institutes and 25.30 percent of them workshops. As regards the sex of these teachers, in respect of summer institutes more male teachers have attended them than female teachers 12.37 percent as against 9.70 percent. But in respect of workshops, the trend is reversed, the representation seems to be better by female teachers than by male teachers (27.30 percent as against 24.74 percent). It is evident from the Table that workshops have scored over the summer institutes in respect of attendance by teachers.

Area-wise and management-wise description of teachers at the secondary stage is discussed in the following paragraphs.

Area-wise Description

The Table also indicates that more number of teachers from urban areas have attended summer institutes than those from rural areas (13.81 percent as against 8.65 percent); similar is the case with regard to workshops (28.97 percent as against 19.63 percent). It can be observed here that a larger gap exists in respect of attendance between teachers of urban areas and teachers of rural areas than at any other stages as discussed earlier.

Management-wise Description

It is seen from the Table that 15.91 percent and 34.90 percent of teachers from government schools have attended summer institutes and workshops respectively whereas only 8.60 percent and 17.89 percent of the teachers from private schools have attended these. It will be observed that the difference between the attendance of teachers from government schools and that of teachers from private schools is larger than that of any other stage.

Tenure of Appointment

The total number of teachers working at the primary stage in the country is about 1.5 millions. Normally a majority of teachers will be working on full time and permanent basis. Some of the teaching posts are however, created on an ad-hoc basis with temporary placement of teachers. There are a few subjects where teachers are appointed on a part-time basis. The Third All India Educational Survey collected data on the tenure of appointment of teachers working in primary, middle, secondary and Higher Secondary schools.

Teachers are working on full-time and part-time basis under various managements at different school stages. Their distribution and description for each stage is given below.

PRIMARY STAGE

Distribution of primary teachers according to tenures, management and sex working on full-time/part-time basis is given in Table 32.

At this stage there are 14,99,671 teachers. Of these, 99.3 percent teachers are working on full-time basis and only 0.7 percent teachers are working on part-time basis. Among full-time teachers, the percentages of permanent, quasipermanent, temporary and ad-hoc are 71.8, 8.5, 18.6 and 1.1 respectively. As expected, a large majority of teachers are working on a permanent basis in schools.

Area-wise Distribution

Of the total number of full-time teachers about 78 percent work in rural areas and about 22 percent work in urban areas. The corresponding figures for part-time teachers are 72 percent in rural areas and 28 percent in urban areas.

Of the total number of teachers working in rural areas only 0.66 percent are working on part-time basis. Their actual number is 7,720. Of this 1,612 are female teachers. In urban areas 2,974 teachers are working on part-time basis. This constitutes 91 percent of the total teaching force in urban areas. The number of female teachers working on part-time basis in urban schools is 1,684. The obvious conclusion is that the system of part-time teachers in schools has not been accepted at the primary level in the country. This is not to plead that there should be a sizable number of part-time teachers. The point that is made out here is if human resources in the community-rural and urban-are to be utilised schools may have to utilise even those human resources who can function only on part-time basis. This is specially true in case of women who have household chores to look after and have to bring up small children and there for they can work comfortably only on part-time basis.

Among full-time teachers the percentage of teachers working on permanent, quasi-permanent, temporary and ad-hoc basis are 70.8, 8.8, 19.2 and 1.2 respectively from rural areas and 75.5, 7.1, 16.5 and 0.9 percent respectively from urban areas. Majority of teachers in the rural and urban schools are permanent. Nearly one percent of teachers both in rural and urban areas are working on ad-hoc basis.

Management-wise Distribution

Of the total number of teachers working in primary schools managed by government and local bodies only 0.6 percent are part-time teachers whereas the corresponding figure for school under private management is 1.6 percent. The same picture is obtained in respect of teachers working on temporary and ad-hoc basis. In schools managed by government and local bodies

TABLE 32

DISTRIBUTION OF PRIMARY TEACHERS ACCORDING TO TENURES, MANAGEMENT AND SEX WORKING FULL-TIME/PART-TIME

AREA	Working	Tenure	Government		Local Body		Private Aided (Recog.)		Private Unaided (Recog.)		Total	
			Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Full-time	Permanent	54823	442761	47059	313065	27796	65676	681	2665	130359	824167
		Quasi-permanent	16281	55850	8199	40705	3178	5730	109	354	27767	102639
		Temporary	22527	87127	17168	120135	3394	10301	974	5422	44063	222985
		Ad-hoc	3301	10787	738	3006	86	240	38	203	4163	14236
		Total	96932	596525	73164	476911	34454	81947	1802	8644	206352	1164027
	Part-time		1070	5256	199	1127	304	974	39	363	1612	7720
URBAN	Full-time	Permanent	39298	83940	47423	86350	39901	60514	11006	14564	137628	245368
		Quasi-permanent	6660	9747	4726	7469	2866	4152	1465	1848	15717	23216
		Temporary	7595	13822	8796	16795	7735	12065	7807	10995	31933	53677
		Ad-hoc ¹	774	1324	268	505	246	366	368	494	1656	2689
		Total	54327	108833	61213	111119	50748	77097	20646	27901	186934	32054
	Part-time		400	811	146	284	478	821	660	1058	1684	94297
TOTAL	Full-time	Permanent	94121	526701	94482	399415	67697	126190	11687	17229	267987	1069535
		Quasi-permanent	22941	65597	12925	48174	6044	9882	1574	2202	43484	125855
		Temporary	30122	100949	25964	136930	11129	22366	8781	16417	75996	276662
		Ad-hoc	4075	12111	1006	3511	332	606	406	697	5819	16925
		Total	151259	705358	134377	588030	85202	159044	22448	36545	393286	1488977
	Part-time		1470	6067	345	1411	782	1795	699	4121	3296	10694

only 19.59 percent of teachers are on temporary and ad-hoc basis whereas in private schools this percentage is 20.49.

MIDDLE STAGE

Distribution of middle teachers according to tenures, management and sex working on full-time/part-time basis is given in Table 33.

The total number of teachers teaching at the middle stage is 5,81,607. Out of these, 98.7 percent are working on full-time basis and 1.3 percent on part-time basis. Examining tenure-wise distribution of teachers working on full-time basis, it is observed that 69.2 percent, 9.6 percent, 20.1 percent and 1.1 percent of them are working on permanent, quasipermanent, temporary and ad-hoc basis respectively. Majority of full-time teacher are working on permanent basis and only 20.0 percent of them are working on temporary basis.

Area-wise Distribution

Of the total number of full-time teachers working at the middle stage about 69 percent are employed in schools in rural areas and 31 percent in urban areas. Among the total number of teachers working at the middle stage in rural areas about 1.4 percent are working on part-time basis, the corresponding percentage for the urban areas is 1.1. Among the part-time teachers in rural areas about 27 percent are female teachers whereas in the urban areas female teachers constitute about 34 percent of the total number of part-time teachers. In absolute numbers the total numbers of part-time female teachers in rural areas is only 1,543 out of the total strength of middle school teachers in rural areas which is 3,98,694. The total number of part-time female teachers in urban areas is 1,041 out of 1,991 part-time teachers of both sexes and 1,75,270 middle school teachers in urban areas.

Management-wise Description

It is observed that among full-time teachers, 68.1 percent, are working in schools managed by government and local bodies, and 31.9 percent are working in private institutions. Corresponding percentages for part-time teachers are 41.4 percent, and 58.6 percent. Majority of teachers working on full-time basis are in government institutions while among part-time teachers, majority of them are employed in private schools.

In schools managed by government and local bodies 18.6 percent of the teachers employed by them are working on temporary and ad-hoc basis whereas in schools managed by private agencies about 25.7 percent belong

to this category.

SECONDARY STAGE

Distribution of secondary teachers according to tenures, management and sex working on full-time/part-time basis is given in Table 34.

At this stage there are 3,83,882 teachers. Among these, 98.7 percent are working on full-time basis and 1.3 percent on part-time basis. Among full-time teachers, 70.1 percent are permanent, 19.2 percent are temporary, 1.0 percent are working on ad-hoc basis and the remaining are working on quasi-permanent basis.

Area-wise Distribution

Out of the total number of full time teachers about 57 percent work in rural schools and the remaining 43 percent work in urban schools, whereas the corresponding percentages for part-time teachers are about 43 in rural areas and 57 in urban areas.

Of the total number of teachers working in rural areas only 0.97 percent are on part-time basis. The actual number is 2,097. Of them 353 are female teachers. In urban areas 2,839 teachers are working on part-time basis. This constitutes 1.74 percent of the total teaching force in urban areas. The number of female teachers working on part-time basis in urban schools is 820.

Management-wise Description

It is found that among full-time teachers about 36 percent are working in schools managed by government and local bodies and about 64 percent are working in private institutions. Corresponding percentages for part-time teachers are about 14 and 86. Majority of teachers working on full-time basis as well as on part-time basis are in private institutions.

In schools managed by government and local bodies about 9 percent of teachers are working on temporary and ad-hoc basis, whereas in schools managed by private agencies about 2.4 percent work on temporary and ad-hoc basis.

HIGHER SECONDARY STAGE

Distribution of higher secondary teachers according to tenures, management and sex working on full-time/part-time basis is given in Table 35.

Of the total of 1,23,625 teachers, at this stage 99.3 percent are teaching on full time basis and 0.7 percent on part-time basis. Among teachers working on full-time basis, 78.5 percent of them are permanent, 6.7 percent quasi-permanent, 14.1 percent temporary and the remainder

TABLE 33

DISTRIBUTION OF MIDDLE STAGE TEACHERS ACCORDING TO TENURES,
MANAGEMENT AND SEX WORKING FULL-TIME/PART-TIME

AREA	Working	Tenure	Government		Local Body		Privated Aided (Recog.)		Private Unaided (Recog.)		Total	
			Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Full-time	Permanent	15379	138797	6196	61537	15185	60709	445	5071	37205	266114
		Quasi-permanent	4484	20974	1499	12850	2566	7023	49	861	8598	41708
		Temporary	6662	29574	4005	23389	3131	24389	409	8383	14207	85735
		Ad-hoc	893	3344	224	1357	84	326	21	110	1222	5137
		Total	27418	192689	11924	99133	20966	92447	924	14425	61232	398694
	Part-time	371	1692	321	978	809	2202	42	780	1543	5652	
URBAN	Full-time	Permanent	19844	51514	10145	22091	24523	50795	4143	6464	58655	130864
		Quasi-permanent	3695	7359	1130	2362	1586	3140	486	813	6897	13674
		Temporary	4800	9587	2921	5253	5026	10383	2351	4265	15098	29488
		Ad-hoc	335	586	105	219	174	300	74	139	688	1244
		Total	28674	69046	14301	29925	13309	64618	7054	11681	81338	175270
	Part-time	181	349	80	145	566	1051	214	446	1041	1991	
TOTAL	Full-time	Permanent	35223	190311	16341	83628	39708	111504	4588	11535	95860	396978
		Quasi-permanent	8179	28333	2629	15212	4152	10163	535	1674	15495	55382
		Temporary	11462	39161	6926	28642	8157	34772	2760	12648	29305	115223
		Ad-hoc	1228	3930	329	1576	258	626	95	249	1910	6381
		Total	56092	261735	26225	129058	52275	157065	7978	26106	142570	573964
	Part-time	552	2041	401	1123	1375	3253	256	1226	2584	7643	

TABLE 34

DISTRIBUTION OF SECONDARY TEACHERS ACCORDING TO
TENURES, MANAGEMENT AND SEX WORKING FULL TIME/PART TIME

AREA	Working	Tenure	Government		Local Body		Primate Aided (Recog.)		Privated Unaided (Recog.)		Total	
			Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Full-time	Permanent	3739	31436	912	15062	9762	91684	342	3987	14755	142169
		Quasi-permanent	1622	9976	304	6728	1583	7651	26	487	3535	24842
		Temporary	2063	11873	305	5828	2813	26032	155	2194	5336	45927
		Ad-hoc	439	1556	25	232	77	676	6	34	547	2498
		Total	7863	54841	1546	27850	14235	126043	529	6702	24173	215436
	Part-time	66	344	14	86	245	1483	28	184	353	2097	
URBAN	Full-time	Permanent	8065	26154	3082	10462	26526	81324	2701	5422	40374	123362
		Quasi-permanent	2125	5793	565	1842	1523	3927	230	461	4443	12023
		Temporary	3170	7600	1275	3253	5471	14532	794	1528	10657	26913
		Ad-hoc	232	471	53	117	199	543	37	81	521	1212
		Total	13539	40018	4975	15674	33719	100326	3762	7492	55995	163510
	Part-time	68	179	29	94	582	2190	141	376	820	2839	
TOTAL	Full-time	Permanent	11804	57590	3994	25524	36288	173008	3043	9409	55129	265531
		Quasi-permanent	3747	15769	869	8570	3106	11578	256	948	7978	36865
		Temporary	5180	19473	1580	9081	8284	40564	949	3722	15993	72840
		Ad-hoc	671	2027	78	349	276	1219	43	115	1068	7310
		Total	21402	94859	6521	43542	47954	226369	4291	14194	80168	378946
	Part-time	134	523	43	180	829	3673	169	560	1173	4936	

TABLE 35

DISTRIBUTION OF HIGHER SECONDARY TEACHERS ACCORDING TO TENURES, MANAGEMENT
AND SEX WORKING FULL-TIME/PART-TIME

AREA	Working	Tenure	Government		Local Body		Pvt.Aided (Recog.)		Pvt.Unaided (Recog.)		Total	
			Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
RURAL	Full-time	Permanent	561	10230	150	1488	1118	25636	71	814	1900	38168
		Quasi-permanent	200	1807	12	58	41	699	4	92	257	2656
		Temporary	587	4790	18	167	120	1674	36	420	761	7051
		Ad-hoc	58	261	2	5	3	53	2	12	65	331
		Total	1406	17088	182	1718	1281	28063	113	1338	2982	48207
	Part-time	10	72	1	15	9	198	3	52	23	337	
URBAN	Full-time	Permanent	6285	20941	673	2147	9257	32418	1134	2710	17349	58216
		Quasi-permanent	1734	4354	73	188	267	830	68	176	2142	5548
		Temporary	2731	6413	148	339	982	2807	327	697	4188	10256
		Ad-hoc	161	430	5	10	21	73	11	27	198	540
		Total	10911	32138	899	2684	10527	36128	1540	3610	23877	74560
	Part-time	51	124	7	15	111	296	39	86	208	521	
TOTAL	Full-time	Permanent	6846	31171	823	3635	10375	58054	1205	3524	19249	96384
		Quasi-permanent	1934	6161	85	246	308	1530	72	268	2399	8205
		Temporary	3318	11203	166	506	1102	4481	363	1127	4949	17307
		Ad-hoc	219	691	7	15	24	126	13	39	263	871
		Total	12317	49226	1081	4402	11808	64191	1653	4948	26859	122767
	Part-time	61	196	8	30	120	494	42	138	231	858	

ining are working on ad-hoc basis.

Area-wise Distribution

Out of the total number of full-time teachers about 39 percent work in rural schools and the remaining 61 percent work in urban schools. The corresponding figures of part-time teachers are about 39 percent and 61 percent respectively.

Of the total number of teachers working in rural areas only 0.7 percent are on part-time basis. Their actual number is 337. Of these 23 are female teachers. In urban areas 521 teachers are working on part-time basis. This constitutes about 0.7 percent of the total teaching force in urban areas. The number of female teachers

working on part-time basis in urban schools is 208.

Management-wise Description

It is observed that among full-time teachers, about 44 percent are working in schools managed by government and local bodies, and about 56 percent are working in private institutions. The corresponding figures for part-time teachers are about 26 percent and 24 percent respectively.

In schools managed by government and local bodies about 23 percent of the teachers are working on temporary and ad-hoc basis, whereas in schools managed by private agencies about 8 percent are working on temporary and ad-hoc basis.

Mobility of Teachers from Teaching Profession

In comparison to many other professions teaching has been perceived as a profession which offers minimum challenges and minimum scope for climbing the professional ladder. Coupled with this is the stark reality that in the hierarchy of professions teaching profession occupies a very low position indeed. This is true in terms of the status which the teaching profession enjoys as well as the monetary rewards it provides. Teaching is relatively a less specialised field and this has led to the entry of a number of persons in the profession who are ineffectively trained or even untrained. And, later when they find themselves misfits, they shift to other vocations due to frustration caused by both psychological maladjustments and financial difficulties. It is universally recognized that in developing countries people enter the teaching profession when they find themselves incompetent and unable to join other more challenging or lucrative professions. Teacher education institutions in developing countries do not have well-developed criteria for screening prospective teachers for entry into teacher training and thus unfortunately many misfits enter the profession.

Professional training should normally result in the trainees developing a close identification with the profession which may result into sustained and prolonged linkage with the profession. One of the goals of any programme of preparing teachers is to develop a positive and favourable attitude to the teaching profession, as a result of which the teacher will be fully involved in the profession resulting in educating himself continuously and leading to his professional growth. Probably, the teacher training programme in vogue is not sufficiently effective for—development of positive and favourable attitudes towards teaching. This may also partially explain the mobility of teachers from the teaching profession.

An attempt was made in the Third All India Educational Survey to find the extent of mobility of teachers from

the teaching profession at all stages of school education, viz. primary, middle, secondary and higher secondary.

PRIMARY STAGE

The distribution of primary teachers who shifted to other vocations after their first appointment as teachers is given in Table 36.

At this stage of education in all 10,873 teachers have changed their profession which comes to 0.73% of the total number of teachers.

As the table shows in schools managed by government and local bodies out of the total number of male and female teachers 0.60 percent male and 0.53 percent of female teachers changed their profession respectively. When compared to this the mobility percentage is quite high in private schools which comes to 1.83 and 1.47 for male and female teachers respectively. It can be seen from the table that both in government and private schools more male teachers are changing their profession than female teachers.

MIDDLE SCHOOL STAGE

In Table 37, sex and management-wise figures regarding the mobility of teachers from middle schools are given. Out of the total number of teachers working in middle schools in the country 0.93% left teaching profession to join other vocations. In the schools managed by government or local bodies out of the 3,10,687 male teachers and 83,270 female teachers 0.62 percent male teachers and 0.52 percent female teacher moved out of the teaching profession. These figures are relatively high among the teachers working in private schools. Among the total number of male and female teachers working in private schools 1.76 percent and 1.33 percent respecti-

TABLE 36

DISTRIBUTION OF PRIMARY SCHOOL TEACHERS SHIFTED TO OTHER VOCATIONS

<i>Management</i>	<i>Sex</i>	<i>Total No of teachers</i>	<i>Mobility of teachers (No.)</i>	<i>Percentage of Mobility</i>
Government and Local body	Male	10,13,415	6,106	0.60
	Female	2,87,451	1,520	0.53
Private (aided and unaided)	Male	89,674	1,639	1.83
	Female	198805	1,608	1.47
TOTAL		14,99,671	10,873	0.73

TABLE 37

DISTRIBUTION OF MIDDLE SCHOOL TEACHERS SHIFTED TO OTHER VOCATIONS

<i>Management</i>	<i>Sex</i>	<i>Total number of teachers</i>	<i>Number of teachers changing profession</i>	<i>Mobility percentage</i>
Government and local body	Male	3,10,687	1,929	0.62
	Female	83,270	437	0.52
Private (aided and unaided)	Male	1,25,766	2,210	1.76
	Female	61,884	820	1.33
TOTAL		5,81,607	5,396	0.93

tively left their profession opting for some other vocation. It is evident from the table that mobility from the teaching profession is higher among teachers working in private schools and also more among male teachers when compared to female teachers.

SECONDARY SCHOOL STAGE

The distribution of secondary school teachers who opted out of the teaching profession is given in Table 38. Out of the total number of teachers working at secondary stage the mobility percentage is 1.73. When separately considered the mobility percentage is higher among private school teachers (2.22 percent for male teachers and 1.36 percent for female teachers) when compared to that among government school teachers (1.27 percent for male teachers and 0.96 percent for female teachers). It is seen from the table that mobility of male teachers from the teaching profession is more than that of female teachers.

HIGHER SECONDARY STAGE

Distribution of higher secondary school teachers who have shifted from the teaching profession to join other vocations is given in Table 39. Among the total number of higher secondary school teachers 1.50 percent have changed the teaching profession. It can be seen from the table that the percentage of teachers working in private schools is relatively high when compared to the per-

centage of government school teachers as far as the mobility of teachers from the teaching profession is concerned. Out of the total of 40,387 male teachers and 13,467 female teachers working in schools managed by government and local bodies 1.39 percent and 0.74 percent respectively have changed the teaching profession. This is comparatively low when compared to the mobility percentage of male and female teachers working in private schools (1.80 and 1.29 respectively).

At the higher secondary stage also it can be seen that the mobility percentage is more among male teachers when compared to female teachers.

Certain general observations can be made concerning the mobility percentages of teachers at different stages of school education. It is evident that mobility percentage is relatively high in male teachers and also among private school teachers. The higher mobility percentage among male teachers may be attributed to the fact that according to Indian conditions the responsibility to maintain the family rests largely on the males and hence they shift from the teaching profession to other vocations which are more challenging, and lucrative. Female teachers on the other hand being mostly housewives get satisfied with peaceful and quite professions like the teaching profession.

Many private schools especially those which are unaided do not provide job security to teachers. Monetary benefits may also be comparatively low in private schools. This explains the relatively higher mobility percentages found among private school teachers.

TABLE 38

DISTRIBUTION OF SECONDARY SCHOOL TEACHERS SHIFTED TO OTHER VOCATIONS

<i>Management</i>	<i>Sex</i>	<i>Total number of teachers</i>	<i>Number of teachers changing professions</i>	<i>Mobility percentage</i>
Government and local body	Male	1,10,988	1,413	1.27
	Female	28,100	270	0.96
Private (aided and unaided)	Male	1,91,555	4,251	2.22
	Female	53,241	726	1.36
Total		3,83,882	6,660	1.73

TABLE 39

DISTRIBUTION OF HIGHER SECONDARY SCHOOL TEACHERS SHIFTED TO OTHER VOCATIONS

<i>Management</i>	<i>Sex</i>	<i>Total number of teachers</i>	<i>Number of teachers changing profession</i>	<i>Mobility percentage</i>
Government and local bodies	Male	40,387	563	1.39
	Female	13,467	100	0.74
Private (aided and unaided)	Male	56,148	1,012	1.80
	Female	13,623	176	1.29
Total		1,23,625	1,851	1.50

Summary

The Third All India Educational Survey collected a large amount of factual data about teachers in primary, middle, secondary and higher secondary schools. The data have been collected on various dimensions such as male and female teachers working in rural and urban areas, management of schools, teacher's qualification, training status, age, experience, emoluments, participation in inservice education programmes, tenure and mobility, their competence and its utilisation particularly with reference to science teaching etc. Special efforts have been made to study the status of teachers belonging to scheduled castes and scheduled tribes. Some of the major findings are summarised here.

- 1 There are 26,38,777 teachers working in all stages of schools in the country.
- 2 Out of the total number of teachers in the country, female teachers constitute 25.24 percent, and the male teachers 74.76 percent.
- 3 There are 1,86,998 teachers belonging to scheduled castes, their percentage being 7.23. The teachers belonging to scheduled tribes are 87,069, their percentage being 3.36.
- 4 Management-wise 74.94 percent of teachers are employed in schools managed by government and local bodies. 25.05 percent in schools managed by private agencies.
- 5 Of the total teaching force, part-time teachers constitute 0.94 percent and teachers having a permanent tenure constitute 71.83 percent.
- 6 The percentage of trained teachers is 84. The

remaining 16 percent are untrained.

- 7 The percentage of teachers who have migrated from the teaching profession is 0.95.
- 8 47.81 percent of teachers have participated in some form of inservice programmes.
- 9 Of the total number of teachers in the country, 47.38 percent teachers teach at the primary stage of education, 26.02 percent at the middle stage, 14.4 percent at the secondary stage and 12.2 percent at the higher secondary stage.
- 10 There are 1,49,967 primary stage teachers teaching at the primary stage, 78.1 percent teaching in the rural areas, and 21.9 percent teaching in the urban areas.
- 11 Of the teachers teaching at the primary stage in rural areas, female teachers number 2,07,964 (16.5 percent) and male teachers number 9,63,783 (83.5 percent).
- 12 Of the teachers teaching at the primary stage in urban areas female teachers number 1,88,618 (54.5 percent) and male teachers number 1,39,306 (45.5 percent).
- 13 The percentage of teachers belonging to scheduled castes teaching at the primary stage is 9.48 percent in the country as a whole, 8.03 percent in rural areas and 1.44 percent in urban areas.
- 14 The percentage of teachers belonging to scheduled tribes teaching at the primary stage is 4.44 percent

in the country as a whole, 4.04 percent in rural areas and 0.39 percent in urban areas.

- 15 Management-wise, government and local bodies combined employ 86.74 percent in the country as a whole and private agencies employ 13.26 percent of the total teaching force.
- 16 Of the total number of teachers teaching at the primary stage 12,67,007 (84.5 percent) are trained and 2,32,667(15.5 percent) teachers are untrained.
- 17 The total number of untrained scheduled castes and scheduled tribes teachers are 22,442 and 23,089 respectively.
- 18 Amongst the untrained teachers, 1,11,727 (48.02 percent) teachers are having less than 6 years of service, and 53.3 percent have more than 10 years.
- 19 Of the total number of primary teachers 2,05,229 (13.68 percent teachers have participated in inservice education programmes during the last two years and 12,94,442(86.32 percent) have not participated in any inservice education programme during this period.

Middle Stage

- 20 There are 5,81,607 teachers teaching at the middle stage 4,04,346 (69.52 percent) are teaching in rural areas, and 1,77,261 (30.48 percent) are teaching in urban areas.
- 21 Of the teachers teaching at the middle stage in rural areas female teachers number 62,775 (15.52 percent) and male teachers number 3,41,571 (84.48 percent).
- 22 Of the teachers teaching at the middle stage in urban areas female teachers number is 82,379 (46.48 percent) and male teachers number 94,882 (53.52 percent).
- 23 The percentage of teachers belonging to scheduled castes teaching at the middle stage is 5.36 percent in the country as a whole, out of this 77.01 percent are in rural areas and 22.99 percent are in urban areas.
- 24 The percentage of teachers belonging to scheduled tribes, teaching at the middle stage is 2.46 as a whole in the country, out of which 83.99 percent are in

rural areas and 16.01 percent in urban areas.

- 25 Management-wise, government and local bodies combined employ 3,93,957 (67.73 percent) in the country as a whole, and private agencies employ 1,87,650 (32.27 percent) of the total teaching force.
- 26 Of the total number of teachers teaching at the middle stage, 4,94,233 (84.98 percent) are trained and 87,374 (15.02 percent) teachers are untrained. The total number of untrained scheduled caste and scheduled tribes teachers is 4,832 and 6,178 respectively.
- 27 Amongst the untrained teachers 50,693 (58.02 percent) teachers have an experience of less than six years.
- 28 Of the total number of middle school teachers 1,17,393 (20.18 percent) teachers have participated in inservice education programmes during the last two years and 4,64,304 (79.72 percent) have not participated in any inservice education programme during this period.

Secondary Stage

- 29 There are 3,83,882 teachers teaching at the secondary stage 2,17,533 (56.67 percent) teaching in rural areas, and 1,66,349 (43.33 percent) teaching in urban areas.
- 30 Of the teachers teaching at the secondary stage in rural areas female teachers number 24,526 (11.27 percent) and male teachers number 7,93,007 (88.73 percent).
- 31 Of the teachers teaching at the secondary stage in urban areas female teachers number 56,815 (34.15 percent) and male teachers number 1,09,534 (65.85 percent).
- 32 The percentage of teachers belonging to scheduled castes teaching at the secondary stage is 2.94 in the country as a whole, out of this 66.19 percent are in rural areas and 33.81 percent in urban areas.
- 33 The percentage of teachers belonging to scheduled tribes, teaching at the secondary stage is 1.37 as a whole in the country, out of which 68.93 percent in rural areas and 31.07 percent in urban areas.
- 34 Management-wise, government and local bodies com-

bined employ 1,39,086 (36.23 percent) in the country as a whole and the private agencies employ 2,44,796 (6.77 percent) of the total teaching force.

35 Of the total number of teachers teaching at the secondary stage, 3,19,250 (84.4 percent) are trained and 64,632 (15.6 percent) teachers are untrained. The total number of untrained scheduled castes and scheduled tribes teachers are 2,721 (4.21 percent) and 2,233 (3.45 percent) respectively.

36 Amongst untrained teachers 38,381 (59.38 percent) teachers have an experience of less than six years.

37 Of the total number of secondary teachers 1,10,427 (28.76 percent) teachers have participated in inservice education programmes during the last two years and 2,73,455 (71.24 percent) have not participated in any inservice education programme during the same period.

Higher Secondary Stage

38 There are 1,23,625 teachers teaching at the higher secondary stage, 48,544 (39.26 percent) teaching rural areas, and 75,081 (61.74 percent) teaching in urban areas.

39 Of the teachers teaching at the higher secondary stage in rural areas female teachers number 3005 (6.19 percent) and male teachers number 45,539 (93.81 percent).

40 Of the teachers teaching at the higher secondary stage in urban areas female teachers number 24,085 (32.08 percent) and male teachers number 50,996 (67.92 percent).

41 The percentage of teachers belonging to scheduled castes teaching at the higher secondary stage is 1.85 in the country as a whole, out of which 57.95 are in rural areas and 42.05 in the urban areas.

42 The percentage of teachers belonging to scheduled tribes teaching at the higher secondary stage is 0.74 as a whole in the country, out of which 59.45 are in rural areas and 40.55 are in urban areas.

43 Management-wise, government and local bodies combined employ 53,854 (43.56 percent) in the country as a whole and private agencies employ 69,771 (56.44 percent) of the total teaching force.

44 Of the total number of teachers teaching at the Higher secondary stage 94,390 (76.33 percent) are trained and 29,265 (23.67 percent) teachers are untrained. The total number of untrained scheduled castes and scheduled tribes teachers is 674 and 388 respectively.

45 Amongst the untrained teachers 14,205 (48.54 percent) teachers have an experience of less than six years.

46 Of the total number of higher secondary teachers 45,848 (37.09 percent) teachers have participated in inservice education programmes during the last two years and 77,777 (62.91 percent) have not participated in any inservice education programme during the same period.

Science teachers and Science teaching

1 Of the total number of teachers teaching at the primary stage 2,82,250 (18.8 percent) have not studied science at all. But of these teachers 1,54,342 (55 percent) teachers teach science at the primary stage.

2 Of the total number of primary teachers (12,17,421) 81.17 percent are qualified to teach science at the primary stage but of these teachers 29 percent are not being used to teach science.

3 Of the total number of teachers teaching at the middle stage, 17.97 percent have not studied science at all. But of these teachers 16 percent, (16,963) teachers teach science at the middle stage.

4 Of the total number of middle school teachers 2.7 percent are qualified to teach science at the middle stage but of these teachers 7 percent (18,550) are not being used to teach science.

5 Of the total number of teachers teaching at the secondary stage 58,896 (15.34 percent) teachers have not studied science at all. But, of these teachers 1,072 (1.8 percent) teachers teach science at the secondary stage.

6 Of the total number of secondary teachers 21.8 percent are qualified to teach science at the secondary stage, but, of these teachers 4 percent are not being used to teach science.

7 Of the total number of teachers teaching at the higher

secondary stage 32 percent have not studied science at all. But 3.3 percent of these teachers teach science at the higher secondary stage.

- 8 Of the total number of higher secondary teachers 7.3 percent are qualified to teach science at the higher secondary stage, but 0.5 percent of these teachers are not being used to teach science.

APPENDIX I

DISTRIBUTION OF PRIMARY TEACHERS ACCORDING TO AREA, CASTE AND SEX

<i>State</i>	<i>Sex</i>	<i>RURAL</i>			<i>URBAN</i>			<i>TOTAL</i>		
		<i>S-Caste</i>	<i>S-Tribe</i>	<i>Total</i>	<i>S-Caste</i>	<i>S-Tribe</i>	<i>Total</i>	<i>S-Caste</i>	<i>S-Tribe</i>	<i>Total</i>
1. Andhra Pradesh	Male	6662	821	62093	668	62	8750	7330	883	70843
	Female	4000	163	13949	1576	121	12093	5576	284	26042
2. Assam	Male	2565	3600	29229	111	31	1406	2676	3631	30635
	Female	571	651	5408	109	83	1537	680	734	6945
3. Bihar	Male	6714	7155	87906	269	194	5722	6983	7349	93628
	Female	369	1545	10669	83	464	2952	452	2009	13621
4. Gujarat	Male	6114	5933	49975	1036	294	10706	7150	6227	60681
	Female	1303	1737	14997	1328	519	18275	2631	2256	33272
5. Haryana	Male	1278	76	16326	40	2	955	1318	78	17281
	Female	89	22	5204	17	6	3821	106	28	9025
6. Himachal Pradesh	Male	870	355	8503	7	-	113	877	355	8616
	Female	131	53	3464	19	4	886	150	57	4350
7. Jammu & Kashmir	Male	313	7	7550	12	-	1163	325	7	8713
	Female	64	2	2888	16	2	2397	80	4	5285
8. Karnataka	Male	2353	210	35240	447	42	6719	2800	252	41959
	Female	227	11	4416	405	47	9239	623	58	13655
9. Kerala	Male	1417	120	30105	161	7	3296	1578	127	33401
	Female	1270	55	33458	323	7	7999	1593	62	41457
10. Madhya Pradesh	Male	8658	9679	82508	652	272	12426	9310	9951	94934
	Female	323	417	7116	185	102	11927	509	519	19043

APPENDIX I (Contd.)

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
11. Maharashtra	Male	12137	3612	81354	2046	548	18321	14183	4160	99675
	Female	2298	444	17451	2249	995	30536	4547	1439	47987
12. Manipur	Male	147	3368	8057	-	65	698	147	3433	8755
	Female	26	317	818	1	38	361	27	355	1179
13. Meghalaya	Male	44	2790	3022	1	47	115	45	2837	3137
	Female	11	1163	1193	4	307	440	15	1470	1633
14. Nagaland	Male	20	2863	2974	2	44	66	22	2906	3040
	Female	3	835	899	2	125	155	5	960	1054
15. Orissa	Male	3753	5014	59318	167	138	4500	3920	5152	63818
	Female	139	318	2510	51	111	1791	190	429	4301
16. Punjab	Male	2561	41	19863	66	6	1336	2627	47	21199
	Female	541	41	15464	182	15	7387	723	56	22851
17. Rajasthan	Male	1594	939	33222	346	66	8127	1940	1005	13449
	Female	51	51	3393	40	9	5865	91	60	9258
18. Tamil Nadu	Male	12115	335	69278	2179	80	15383	14294	415	84661
	Female	4947	139	28618	3612	158	30776	8559	297	59394
19. Tripura	Male	294	478	3427	5	5	171	299	483	3598
	Female	14	64	746	3	22	604	17	86	1350
20. Uttar Pradesh	Male	21421	925	170869	1366	148	20308	22787	1073	191177
	Female	985	207	23195	336	128	19181	1321	335	42376

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
21. West Bengal	Male	11192	2233	96079	929	133	14043	12121	2366	110122
	Female	471	234	8662	288	111	11715	759	345	20377
22. A & N Islands	Male	30	17	408	—	—	36	30	17	444
	Female	1	2	126	—	—	101	1	2	227
23. Arunachal Pradesh	Male	41	172	730	—	8	32	41	180	762
	Female	2	16	67	—	5	21	2	21	88
24. Chandigarh	Male	4	—	12	3	—	37	7	—	49
	Female	8	—	102	11	5	663	19	5	765
25. Dadra & Nagar Haveli	Male	5	84	140	—	—	—	5	84	140
	Female	2	20	105	—	—	—	2	20	105
26. Delhi	Male	218	9	2323	231	7	4226	449	16	6549
	Female	68	7	1338	92	15	6819	160	22	8157
27. Goa, Daman & Diu	Male	11	5	1305	3	—	175	14	5	1480
	Female	5	—	1200	3	—	486	8	—	1686
28. L.M.A. Islands	Male	2	61	105	—	—	—	2	61	103
	Female	1	15	37	—	—	—	1	15	37
29. Mizoram	Male	5	1004	1044	2	140	152	7	1144	1196
	Female	2	286	291	1	152	162	3	438	453
30. Pondicherry	Male	58	5	820	8	1	324	66	6	1144
	Female	5	1	180	19	4	429	24	5	609
Total	Male	102596	51911	963783	10757	2340	139306	113353	54251	1103089
	Female	17927	8816	207964	10956	3555	188618	28883	12371	396582

APPENDIX II

DISTRIBUTION OF MIDDLE TEACHERS ACCORDING TO AREA, CASTE AND SEX

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
1. Andhra Pradesh	Male	822	88	18745	288	32	6540	1110	120	25285
	Female	176	9	1778	307	21	5008	483	30	6786
2. Assam	Male	617	968	10649	56	46	1155	673	1014	11804
	Female	49	108	994	28	16	541	77	124	1535
3. Bihar	Male	568	969	25413	80	100	4445	648	1069	29858
	Female	25	254	1194	44	271	1736	69	525	2930
4. Gujarat	Male	912	686	7309	147	46	2102	1059	732	9411
	Female	128	133	1779	103	49	2426	231	182	4205
5. Haryana	Male	208	20	5762	20	4	777	228	24	6539
	Female	7	5	1385	8	2	1212	15	7	2597
6. Himachal Pradesh	Male	344	124	5396	6	5	273	350	129	5669
	Female	28	8	996	4	—	477	32	8	1473
7. Jammu & Kashmir	Male	170	4	5861	21	—	1405	191	4	7266
	Female	14	1	1231	5	—	1499	19	1	2730
8. Karnataka	Male	1293	172	27368	412	52	8362	1705	224	35730
	Female	123	6	3487	206	43	8112	329	49	11599
9. Kerala	Male	745	34	21910	162	5	3817	907	39	25727
	Female	314	18	18464	116	6	5565	430	24	24029
10. Madhya Pradesh	Male	1315	1215	23044	228	54	7361	1543	1269	30405
	Female	59	117	1868	29	22	4341	88	139	6209

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
11. Maharashtra	Male	6235	1545	53581	1097	340	14112	7332	1885	67693
	Female	544	127	6797	549	244	13445	1093	371	20242
12. Manipur	Male	19	521	1639	—	26	376	19	547	2015
	Female	5	39	135	—	10	150	5	49	284
13. Meghalaya	Male	21	664	793	2	68	135	23	732	928
	Female	2	251	265	1	137	206	3	388	471
14. Nagaland	Male	27	1209	1619	1	39	78	28	1248	1697
	Female	3	163	210	—	52	67	3	215	277
15. Orissa	Male	286	715	14659	19	50	1643	305	765	16302
	Female	19	77	539	8	40	667	27	117	1206
16. Punjab	Male	633	23	7348	104	8	1985	737	31	9333
	Female	114	7	3550	75	2	2970	189	9	6520
17. Rajasthan	Male	854	325	20033	181	35	6714	1035	360	26747
	Female	17	15	1749	17	4	2999	34	19	4748
18. Tamil Nadu	Male	2813	81	25056	1070	31	13011	3883	112	38067
	Female	629	28	7449	858	61	14259	1487	89	21708
19. Tripura	Male	72	66	1488	6	3	196	78	69	1684
	Female	7	17	217	1	6	207	8	23	424
20. Uttar Pradesh	Male	2307	254	50643	510	78	13711	2817	332	64354
	Female	143	45	5641	81	69	9121	224	114	14762
21. West Bengal	Male	1184	61	10341	136	11	2484	1320	72	12825
	Female	87	8	1971	37	9	2083	124	17	4054

APPENDIX II (Contd.)

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
22. A & N Islands	Male	5	2	138	—	—	28	5	2	166
	Female	—	—	36	—	—	43	—	—	79
23. Arunachal Pradesh	Male	5	40	257	—	—	8	5	40	265
	Female	—	—	10	—	1	1	—	1	11
24. Chandigarh	Male	4	—	11	8	—	101	12	—	112
	Female	2	—	18	4	1	357	6	1	375
25. Dadra & Nagar Haveli	Male	2	18	69	—	—	—	2	18	69
	Female	—	1	23	—	—	—	—	1	23
26. Delhi	Male	32	3	611	85	6	3431	117	9	4042
	Female	2	2	279	27	9	4293	29	11	4572
27. Goa, Daman & Diu	Male	4	1	627	—	—	215	4	1	842
	Female	—	—	440	—	1	233	—	1	673
28. L.M.A. Islands	Male	3	24	73	—	—	—	3	24	73
	Female	—	6	23	—	—	—	—	6	23
29. Mizoram	Male	4	628	658	4	117	133	8	745	791
	Female	3	103	109	—	53	61	3	156	170
30. Pondicherry	Male	19	—	470	13	—	284	32	—	754
	Female	4	—	138	8	3	300	12	3	438
Total	Male	21523	10460	341571	4656	1156	94882	26179	11616	436453
	Female	2504	1548	62775	2516	1132	82379	5020	2680	145154

APPENDIX III

DISTRIBUTION OF SECONDARY TEACHERS ACCORDING TO AREA, CASTE AND SEX

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
1. Andhra Pradesh	Male	545	65	18789	242	28	9757	787	93	28546
	Female	73	3	890	204	17	4627	277	20	5517
2. Assam	Male	347	609	8982	83	68	2487	430	677	11469
	Female	24	29	507	23	35	891	47	64	1398
3. Bihar	Male	74	315	16041	22	78	5097	96	393	21138
	Female	1	93	202	15	157	1164	16	250	1366
4. Gujarat	Male	291	411	11818	227	132	10736	518	543	22554
	Female	32	58	1130	84	30	3710	116	88	4840
5. Haryana	Male	103	20	6640	17	3	1978	120	23	8618
	Female	7	4	1171	2	1	1290	9	5	2461
6. Himachal Pradesh	Male	78	25	2294	7	1	270	85	26	2564
	Female	1	6	339	3	—	273	4	6	612
7. Jammu & Kashmir	Male	44	—	2351	9	—	1042	53	—	3393
	Female	3	—	221	1	—	836	4	—	1057
8. Karnataka	Male	74	30	8392	105	21	7980	179	51	16372
	Female	4	—	646	25	4	3678	29	4	4324
9. Kerala	Male	126	13	13653	38	—	3938	164	13	17591
	Female	69	13	9265	29	2	4498	98	15	13763
10. Madhya Pradesh	Male	—	—	—	—	—	—	—	—	—
	Female	—	—	—	—	—	—	—	—	—
11. Maharashtra	Male	1935	347	26188	1080	236	25161	3015	583	51349
	Female	57	22	1987	160	129	14333	217	151	16320

APPENDIX III (Contd.)

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
12. Manipur	Male	6	142	823	—	24	411	6	166	1234
	Female	3	3	57	—	6	93	3	9	150
13. Meghalaya	Male	15	143	311	2	97	250	17	240	561
	Female	—	79	93	5	104	228	5	183	321
14. Nagaland	Male	11	216	522	—	47	101	11	263	623
	Female	1	39	74	1	50	96	2	89	170
15. Orissa	Male	118	235	11291	16	41	2786	134	276	14077
	Female	7	16	665	6	23	1086	13	39	1751
16. Punjab	Male	340	4	6018	100	4	2331	440	8	8349
	Female	58	3	1597	67	3	2028	125	6	3625
17. Rajasthan	Male	118	46	5922	45	13	4531	163	59	10453
	Female	—	2	168	2	3	1467	2	5	1635
18. Tamil Nadu	Male	784	27	13702	591	35	13690	1375	62	27392
	Female	90	8	2014	245	20	7488	335	28	9502
19. Tripura	Male	27	22	354	—	—	103	27	22	457
	Female	1	—	40	—	5	92	1	5	132
20. Uttar Pradesh	Male	263	62	19848	102	28	11200	365	90	31048
	Female	7	5	562	25	18	4524	32	23	5086
21. West Bengal	Male	1628	83	17460	148	25	4784	1776	108	22244
	Female	74	20	2409	71	33	3757	145	53	6166
22. A & N Islands	Male	—	—	—	—	—	—	—	—	—
	Female	—	—	—	—	—	—	—	—	—
23. Arunachal Pradesh	Male	—	—	—	—	—	—	—	—	—
	Female	—	—	—	—	—	—	—	—	—

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
24. Chandigarh	Male	4	—	13	2	1	165	6	1	178
	Female	1	—	16	1	—	222	2	—	238
25. Dadra & Nagar Haveli	Male	1	7	46	—	—	—	1	7	46
	Female	—	—	6	—	—	—	—	—	6
26. Delhi	Male	—	—	—	—	—	—	—	—	—
	Female	—	—	—	—	—	—	—	—	—
27. Goa, Daman & Diu	Male	3	3	844	—	1	432	3	4	1276
	Female	—	—	389	—	—	256	—	—	645
28. L.M.A. Islands	Male	—	13	52	—	—	—	—	13	52
	Female	1	—	16	—	—	—	1	—	16
29. Mizoram	Male	8	343	402	1	75	83	9	418	485
	Female	—	27	31	—	28	28	—	55	59
30. Pondicherry	Male	6	2	251	4	1	221	10	3	472
	Female	—	—	31	2	1	150	2	1	181
Total	Male	6949	3183	193007	2841	959	109534	9790	4142	302541
	Female	514	430	24526	971	669	56815	1485	1099	81341

APPENDIX IV

DISTRIBUTION OF HIGHER SECONDARY TEACHERS ACCORDING TO AREA, CASTE AND SEX

<i>State</i>	<i>Sex</i>	<i>RURAL</i>			<i>URBAN</i>			<i>TOTAL</i>		
		<i>S-Caste</i>	<i>S-Tribe</i>	<i>Total</i>	<i>S-Caste</i>	<i>S-Tribe</i>	<i>Total</i>	<i>S-Caste</i>	<i>S-Tribe</i>	<i>Total</i>
1. Andhra Pradesh	Male	16	3	663	31	7	1787	47	10	2450
	Female	3	—	31	4	2	361	7	2	392
2. Assam	Male	37	42	935	15	11	534	52	53	1468
	Female	1	3	57	5	3	125	6	6	182
3. Bihar	Male	1	—	151	—	—	75	1	—	226
	Female	—	—	—	—	1	36	—	1	36
4. Gujarat	Male	12	9	152	9	3	191	21	12	343
	Female	2	—	21	5	1	120	7	1	141
5. Haryana	Male	5	1	426	11	2	814	16	3	1240
	Female	—	1	63	—	1	366	—	2	429
6. Himachal Pradesh	Male	18	11	681	3	2	333	21	13	1014
	Female	1	—	80	1	—	275	2	—	355
7. Jammu & Kashmir	Male	3	—	252	5	—	573	8	—	827
	Female	—	—	24	—	—	152	—	—	176
8. Karnataka	Male	7	2	626	15	3	1677	22	5	2303
	Female	1	1	40	—	—	258	1	1	298
9. Kerala	Male	2	1	602	1	—	219	3	1	821
	Female	5	—	275	—	—	237	5	—	512

APPENDIX IV (Contd.)

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
10. Madhya Pradesh	Male	319	278	10484	123	56	10541	442	334	21025
	Female	8	35	512	23	21	4596	31	56	5108
11. Maharashtra	Male	3	—	91	38	4	1093	41	4	1184
	Female	—	—	2	4	3	371	4	3	373
12. Manipur	Male	1	20	111	—	10	152	1	30	263
	Female	—	—	13	—	2	36	—	2	49
13. Meghalaya	Male	—	2	9	1	6	30	1	8	39
	Female	—	—	—	—	7	10	—	7	10
14. Nagaland	Male	—	1	3	—	2	2	—	3	5
	Female	—	1	1	—	1	1	—	2	2
15. Orissa	Male	1	1	67	—	3	115	1	4	182
	Female	—	—	3	—	7	46	—	7	49
16. Punjab	Male	43	—	801	45	2	1574	88	2	2375
	Female	9	—	182	19	1	978	28	1	1160
17. Rajasthan	Male	21	8	1763	18	7	2910	39	15	4673
	Female	—	—	64	1	—	635	1	—	699
18. Tamil Nadu	Male	25	1	231	16	1	396	41	2	627
	Female	5	1	53	14	—	279	19	1	332
19. Tripura	Male	21	10	690	9	2	439	30	12	1129
	Female	2	3	63	3	7	195	5	10	258

APPENDIX IV (Contd.)

State	Sex	RURAL			URBAN			TOTAL		
		S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total	S-Caste	S-Tribe	Total
20. Uttar Pradesh	Male	91	40	13684	59	38	11837	150	78	25521
	Female	3	6	234	17	21	4403	20	27	4637
21. West Bengal	Male	591	38	12079	245	41	9443	836	79	21522
	Female	17	4	925	79	31	5167	96	35	6092
22. A & Islands	Male	—	—	90	2	—	75	2	—	165
	Female	—	—	16	—	2	42	—	2	58
23. Arunachal Pradesh	Male	2	3	110	—	1	40	2	4	150
	Female	—	1	4	—	—	3	—	1	7
24. Chandigarh	Male	2	—	2	1	—	55	3	—	57
	Female	—	—	—	—	—	100	—	—	100
25. Dadra & Nagar Haveli	Male	—	—	2	—	—	—	—	—	2
	Female	—	—	—	—	—	—	—	—	—
26. Delhi	Male	44	4	790	110	14	6032	154	18	6822
	Female	4	1	328	30	10	5266	34	11	5594
27. Goa, Daman & Diu	Male	—	—	7	—	—	1	—	—	8
	Female	—	—	3	—	—	4	—	—	7
28. L.M.A. Islands	Male	—	5	19	—	—	—	—	5	19
	Female	—	—	6	—	—	—	—	—	6
29. Mizoram	Male	—	4	5	—	20	22	—	24	27
	Female	—	—	—	—	13	14	—	13	14
30. Pondicherry	Male	—	—	12	—	—	36	—	—	48
	Female	—	—	5	—	—	9	—	—	14
Total	Male	1265	484	45539	757	235	50996	2022	719	96535
	Female	61	57	3005	205	134	24085	266	191	27099

APPENDIX V

DISTRIBUTION OF PRIMARY TEACHERS IN GOVERNMENT SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	TOTAL MONTHLY EMOLUMENTS											Total	
		Prof. Qual.	Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	67	993	155	61494	1855	110	16	3	222	84	6259	
R	Middle	1	549	25245	40626	16908	21699	2385	84	13	7	1052	108568	
		2	69	495	3211	1724	2711	229	43	10	3	102	8597	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	154	1017	6564	11289	5392	63	19	1	11	271	24781	
A	Matric or Equivalent	1	2558	53144	41485	49465	49087	3931	184	50	12	2496	202412	
		2	2987	998	19824	46701	21147	1319	47	10	1	740	93774	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	179	617	1718	2412	1769	96	25	2	6	125	6949	
I	Higher Secondary or Equivalent	1	405	1089	4466	10801	8814	173	22	6	9	213	25998	
		2	292	79	1954	3931	2247	147	19	1	2	45	8717	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	78	163	497	634	392	17	9	—	2	12	1804	
N	Intermediate or equivalent	1	985	37785	13300	6892	7396	465	24	5	10	564	67425	
		2	321	539	2524	6062	2159	180	23	2	4	90	11904	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	78	258	334	506	403	18	10	—	3	19	1629	
E	Graduate or Equivalent	1	205	6483	3602	3949	6376	381	21	4	12	171	21204	
		2	76	133	614	1921	1819	159	8	3	3	27	4763	
		3	237	622	1046	1560	3802	650	70	15	5	75	8082	
		4	—	2	6	7	21	9	2	—	1	1	49	
		5	22	183	242	95	142	23	—	2	2	9	720	
D														

APPENDIX V (Contd.)

		TOTAL MONTHLY EMOLUMENTS											
Training	Academic Qualification	Prof. Qual.	Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified	Total
T	Post-Graduate or Equivalent	1	14	1229	727	460	884	41	2	4	110	21	3392
		2	5	25	60	167	330	21	2	2	6	2	620
		3	36	223	389	427	1053	247	40	12	13	24	2464
R		4	1	1	15	7	28	10	2	2	—	—	66
		5	5	44	18	23	30	9	3	1	3	3	139
A	Doctorate	1	—	2	3	3	6	—	—	—	4	—	18
		2	—	—	1	2	—	—	—	—	1	—	4
		3	1	1	3	3	6	1	2	1	3	—	21
I		4	—	—	1	—	—	1	1	—	—	—	3
		5	1	—	—	—	1	—	—	—	—	—	2
N	Any other	1	3	43	58	83	117	7	—	—	14	5	330
		2	1	2	15	33	181	13	—	—	7	1	253
		3	—	1	3	6	14	2	—	—	3	1	30
E		4	3	2	3	8	2	—	—	—	—	—	18
		5	3	9	45	93	101	1	1	—	1	1	255
D													
U	Below Middle		266	1257	790	512	419	3	7	1	114	77	3446
N	Middle		1377	8645	6138	4944	2826	54	20	4	50	2421	26479
T	Matric		2207	8917	14395	7033	2689	63	12	3	6	822	36147
R	Higher Secondary		1579	2254	7055	3274	515	8	3	—	2	116	14806
A	Intermediate		957	2306	3283	1633	383	24	2	2	—	102	8692
I	Graduate		397	1552	3823	2089	759	76	5	—	5	67	8773
N	Post-Graduate		65	207	557	406	130	11	4	—	3	12	1395
E	Doctorate		—	1	1	4	1	1	—	—	1	—	9
D	Any other		10	40	118	153	90	5	1	—	4	7	428

- Professional Qualifications :
1. J.V./J.B.T. or Equivalent
 2. S.V./C.T. or Equivalent
 3. B.T./L.T./B.Ed. or Equivalent
 4. M.Ed.
 5. Any other

DISTRIBUTION OF PRIMARY TEACHERS IN LOCAL BODIES SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL
QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

TOTAL MONTHLY EMOLUMENTS													
<i>Training</i>	<i>Academic Qualifications</i>	<i>Prof. Qual.</i>	<i>Upto 150</i>	<i>151 - 200</i>	<i>201 - 250</i>	<i>251 - 300</i>	<i>301 - 450</i>	<i>451 - 600</i>	<i>601 - 750</i>	<i>751 - 900</i>	<i>Over 900</i>	<i>Unspecified</i>	<i>Total</i>
T	Below Middle	1	-	-	-	-	-	-	-	-	-	-	-
		2	-	-	-	-	-	-	-	-	-	-	-
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	67	1197	1282	2199	2346	32	24	5	12	92	7256
R	Middle	1	487	43004	59255	22978	12880	298	197	133	13	421	139666
		2	12	144	407	1628	1338	19	9	6	2	29	3594
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	335	1130	5846	27805	26315	1308	460	4	13	606	63822
A	Matric or Equivalent	1	758	10083	33950	27908	20562	2250	795	281	41	1328	97956
		2	4431	3161	23871	61219	26489	1114	202	17	5	343	120852
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	99	683	1794	1964	1597	96	17	5	2	103	6360
I	Higher Secondary or Equivalent	1	111	2139	4419	4139	3900	931	65	38	6	270	16018
		2	347	423	5469	7361	2426	76	15	3	-	40	16166
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	19	245	277	146	85	14	-	-	2	14	802
N	Intermediate or Equivalent	1	77	1008	1400	1266	2339	958	215	90	14	98	7465
		2	99	96	1105	1116	969	189	36	14	3	15	3642
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	9	70	143	69	98	53	7	5	4	5	363
E	Graduate or Equivalent	1	40	620	1553	805	1907	1053	159	69	10	87	6303
		2	31	47	652	1360	947	249	29	11	6	21	3353
		3	40	212	543	845	1600	1044	119	54	4	50	4511
		4	-	2	1	1	9	6	-	-	-	-	19
		5	11	165	180	46	59	18	4	1	-	4	488
D	Postgraduate graduate or Equivalent	1	4	31	56	85	277	158	21	9	4	9	654
		2	-	4	9	24	82	47	9	2	-	-	177
		3	10	21	88	101	358	350	36	7	5	24	1000
		4	1	3	8	4	13	17	6	-	1	1	54
		5	1	9	11	11	17	5	-	-	-	1	55

APPENDIX V (Contd.)

TOTAL MONTHLY EMOLUMENTS														
Training	Academic Qualifications	Prof. Qual.	Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified	Total	
T	Doctorate	1	-	1	1	5	5	3	1	-	3	-	19	
		2	-	-	-	2	-	-	-	-	-	-	2	
R		3	-	-	-	-	3	3	-	1	1	-	5	
		4	-	-	-	-	-	-	-	-	-	-	8	
A		5	-	-	2	2	1	-	-	-	-	-	-	
I	Any other	1	7	39	91	233	242	4	1	2	8	6	633	
N		2	3	4	20	54	68	-	-	-	5	51	155	
		3	-	1	3	7	9	1	-	-	-	-	22	
E		4	-	2	1	15	13	-	-	-	-	-	-	31
D		5	9	21	22	293	345	7	-	2	1	14	784	
U	Below Middle		122	792	630	380	392	9	8	2	76	51	2462	
N	Middle		936	8402	8309	4990	2215	68	26	4	43	668	25661	
T	Matric		1803	18006	15612	3502	1794	96	18	8	13	750	41602	
R	Higher Secondary		315	5359	2546	297	113	14	3	1	3	215	8866	
A	Intermediate		163	1235	1234	165	105	13	1	1	-	36	2953	
I	Graduate		453	1880	1871	378	213	23	4	-	5	74	4901	
N	Post-graduate		13	64	111	45	37	2	3	-	-	1	276	
E	Doctorate		-	-	2	-	2	-	-	-	-	-	4	
D	Any other		4	41	88	112	133	2	1	-	-	6	387	

- Professional Qualifications:
1. J.V./J.B.T. or equivalent
 2. S.V./C.T. or equivalent
 3. B.T./L.T./B.Ed. or equivalent
 4. M.Ed.
 5. Any other

APPENDIX V

DISTRIBUTION OF PRIMARY TEACHERS IN PRIVATE AIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

		TOTAL MONTHLY EMOLUMENTS											
Training	Academic Qualifications	Prof. Qual.	Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified	Total
T	Below Middle	1	-	-	-	-	-	-	-	-	-	-	-
		2	-	-	-	-	-	-	-	-	-	-	-
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	86	129	192	179	306	6	1	-	6	16	921
R	Middle	1	592	3288	19030	5475	5667	77	7	2	3	134	34275
		2	31	68	157	275	1750	16	3	1	-	28	2327
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	247	343	1649	2372	1738	77	5	2	1	107	6541
A	Matric or Equivalent	1	701	1853	4868	3340	2033	320	52	23	9	248	13447
		2	435	1199	9288	27237	17131	374	20	8	1	286	55979
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	197	228	680	936	525	42	6	1	3	58	2576
J	Higher Secondary or Equivalent	1	71	341	724	564	219	40	10	2	-	22	1993
		2	49	173	1318	2463	975	38	5	-	-	21	5042
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	15	74	121	74	39	9	-	-	-	7	339
N	Intermediate or Equivalent	1	339	570	445	245	228	88	13	1	-	32	1961
		2	77	126	344	330	301	56	10	-	1	8	1253
		3	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-
		5	81	57	91	40	49	14	-	-	5	4	341
E	Graduate or Equivalent	1	108	212	260	162	194	68	15	3	2	17	1041
		2	33	59	173	238	222	39	6	3	-	4	777
		3	184	308	815	502	655	212	55	9	1	45	2786
		4	2	1	2	7	9	4	2	-	1	-	28
		5	77	91	88	52	40	8	3	1	-	6	366
D	Post Graduate or Equivalent	1	17	25	24	23	26	7	3	1	-	4	130
		2	6	10	6	8	10	9	2	1	-	2	54
		3	104	101	120	93	170	81	31	7	2	18	727
		4	2	3	2	2	9	15	2	3	-	7	45
		5	16	17	13	8	11	2	-	1	-	1	69

APPENDIX V (Contd.)

Training	Academic Qualifications	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified		
T	Doctorate	1	-	-	1	-	-	-	-	-	-	-	-	1
		2	-	-	-	-	-	-	-	-	-	-	-	-
R		3	1	-	-	-	-	-	-	-	-	1	-	2
		4	-	-	-	-	2	-	-	-	-	-	-	2
A		5	-	1	-	1	-	-	-	-	-	-	-	2
I														
N	Any other	1	2	9	17	13	43	-	-	-	1	-	-	55
		2	2	2	11	20	57	-	-	-	1	-	-	93
E		3	2	-	2	2	4	-	-	-	3	1	-	14
		4	-	-	1	13	12	-	-	-	-	-	2	28
D		5	8	5	12	-	-	-	-	-	-	-	4	29
U	Below Middle		517	146	151	142	44	1	2	-	15	29	-	1047
N	Middle		1631	1451	1657	1131	367	37	9	-	19	597	-	6899
T	Matric		2001	3455	3824	1540	488	34	5	1	1	261	-	10610
R	Higher Secondary		310	1001	1213	326	61	6	3	1	-	49	-	2970
A	Intermediate		699	557	665	259	91	7	-	2	1	59	-	2340
I	Graduate		517	861	956	374	168	22	2	-	5	60	-	2965
N	Post-graduate		133	101	142	49	47	9	1	1	-	9	-	492
E	Doctorate		-	-	3	-	-	-	-	1	1	-	-	4
D	Any other		117	29	50	55	10	-	-	-	1	6	-	268

- Professional Qualifications:
1. J.V./J.B.T. or equivalent
 2. S.V./C.T. or Equivalent
 3. B.T./L.T./B.Ed. or equivalent
 4. M.Ed.
 5. Any other

APPENDIX V

DISTRIBUTION OF PRIMARY TEACHERS IN PRIVATE UNAIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualifications	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Unspecified	Total
			UP to 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900			
T	Below Middle	1	-	-	-	-	-	-	-	-	-	-	-	-
		2	-	-	-	-	-	-	-	-	-	-	-	-
		3	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	80	45	47	20	22	4	-	-	-	1	5	224
R	Middle	1	526	233	176	100	92	25	2	-	-	2	19	1175
		2	42	11	26	17	33	1	-	-	-	-	2	132
		3	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	189	78	136	173	203	49	13	2	1	23	867	
A	Matric or Equivalent	1	1197	460	657	430	513	112	15	3	-	-	85	3472
		2	650	401	852	827	1420	278	53	15	1	38	4535	
		3	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	316	107	176	117	128	40	6	1	1	19	910	
I	Higher Secondary or Equivalent	1	99	62	142	66	80	21	2	1	-	-	10	483
		2	96	102	263	208	286	58	6	1	1	7	1029	
		3	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	37	43	32	19	22	6	3	-	1	3	166	
N	Intermediate or Equivalent	1	710	220	126	59	64	34	5	1	2	35	1256	
		2	121	76	88	88	197	57	15	-	2	6	648	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	181	37	34	28	41	12	2	1	1	11	346	
E	Graduate or Equivalent	1	184	77	61	39	72	30	10	1	4	13	491	
		2	74	30	63	90	162	41	16	4	1	3	484	
		3	463	275	262	319	562	204	63	22	16	59	2245	
		4	3	6	4	5	6	3	1	1	4	3	36	
		5	156	48	46	32	38	16	8	1	1	7	353	
D	Post-Graduate or Equivalent	1	22	15	13	6	7	4	1	2	-	2	72	
		2	13	8	8	2	7	3	2	1	-	-	44	
		3	218	97	105	83	130	64	15	6	5	32	755	
		4	8	4	5	3	6	10	2	4	7	1	50	
		5	58	10	11	10	16	5	1	3	-	3	117	

APPENDIX V (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS									Unspecified	Total
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900		
T R A I	Doctorate	1	-	-	-	-	-	-	-	-	-	-	-
		2	-	-	1	-	-	-	-	-	-	-	1
		3	-	-	1	-	3	1	-	-	-	-	5
		4	-	-	-	-	-	-	-	-	-	-	-
		5	-	1	-	-	-	-	-	-	-	-	-
N E D	Any other	1	4	1	8	5	2	2	1	-	-	-	23
		2	3	1	9	2	-	-	-	-	2	-	17
		3	2	-	2	1	3	2	-	-	-	-	10
		4	11	3	10	3	1	1	-	-	-	2	31
		5	-	-	-	-	-	-	-	-	-	-	-
U	Below Middle		604	69	39	28	15	2	-	1	5	29	792
N	Middle		2488	295	249	139	99	23	3	1	3	542	3842
T	Matric		3688	710	763	402	248	40	6	5	2	398	6262
R	Higher Secondary		549	285	276	120	42	4	1	-	-	63	1340
A	Intermediate		1700	279	181	93	47	14	-	-	-	161	2475
I	Graduate		1164	367	382	191	168	34	9	3	6	63	2387
N	Post-graduate		284	69	67	31	44	16	5	-	1	12	529
E	Doctorate		1	2	-	-	1	1	-	-	1	-	-
D	Any other		91	19	18	8	6	1	-	-	1	8	152

- Professional Qualifications :
1. J.V./J.B.T. or equivalent
 2. S.V./C.T. or equivalent
 3. B.T./L.T./B.Ed. or equivalent
 4. M.Ed.
 5. Any other

DISTRIBUTION OF MIDDLE TEACHERS IN GOVERNMENT SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualifications	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 — 200	201 — 250	251 — 300	301 — 450	451 — 600	601 — 750	751 — 900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	—
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	10	19	109	181	227	46	10	3	14	10	629	
R	Middle	1	50	289	3502	2260	1604	253	30	9	3	74	8074	
		2	5	15	189	479	679	312	65	—	—	14	1755	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	65	35	780	3408	2998	129	23	1	4	51	7494	
A	Matric or Equivalent	1	145	722	4605	10935	12622	1133	80	8	2	360	30612	
		2	627	216	4971	30925	21723	1459	112	12	4	250	60299	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	116	83	486	2025	3038	463	99	9	5	45	6369	
I	Higher Secondary or Equivalent	1	55	36	670	3392	4017	115	14	2	3	124	8428	
		2	92	12	636	4036	2550	163	11	1	—	19	7520	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	23	6	100	399	668	161	22	5	2	23	1409	
N	Intermediate or Equivalent	1	115	923	5301	4372	5703	355	31	4	5	205	17014	
		2	84	325	1636	4230	6228	413	38	7	2	93	1306	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	19	76	176	371	859	229	96	7	8	31	1872	
E	Graduate or Equivalent	1	74	258	2153	2865	6408	532	137	19	5	104	12555	
		2	15	62	679	2669	5171	788	99	16	3	47	9549	
		3	112	929	1288	2640	14378	8455	1806	283	109	300	30300	
		4	—	1	6	9	71	64	17	2	2	1	173	
		5	17	46	81	198	607	248	66	15	4	9	1291	
D	Post-Graduate or Equivalent	1	13	82	753	825	1677	209	55	6	8	18	3646	
		2	3	9	97	308	962	196	39	7	2	11	1634	
		3	25	219	558	1016	4717	5017	1248	246	101	130	13277	
		4	—	6	7	12	134	250	67	16	8	7	507	
		5	2	8	21	39	123	79	23	2	2	4	303	

APPENDIX VI (Contd.)

Training	Academic Qualifications	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total
			Upto 150	150—200	201—250	251—300	301—450	451—600	601—750	751—900	Over 900	Unspecified	
T	Doctorate	1	—	—	1	5	3	3	3	—	2	—	17
R		2	—	—	—	—	4	1	4	—	1	—	10
A		3	—	1	1	7	23	17	31	3	6	—	89
		4	—	—	—	—	3	2	2	1	1	—	4
I		5	—	—	—	—	1	2	1	—	—	—	9
N	Any other	1	—	5	21	49	65	14	—	—	7	2	163
		2	—	1	11	42	118	15	3	—	2	—	192
E		3	—	2	4	19	58	26	4	—	—	—	113
		4	—	—	—	1	—	1	—	—	—	—	2
D		5	—	2	13	45	49	10	1	—	—	—	120
U	Below Middle		4	17	55	67	60	9	4	1	32	7	256
N	Middle		80	194	538	599	521	28	9	1	21	151	2142
T	Matric		317	473	2405	2397	1291	88	8	—	13	117	7109
R	Higher Secondary		129	81	1400	979	332	22	3	—	2	46	2994
A	Intermediate		211	385	1291	1051	626	56	7	3	4	56	3690
I	Graduate		282	447	1789	2266	1747	436	91	11	8	72	7149
N	Post-graduate		26	57	433	557	475	130	77	13	4	17	1789
E	Doctorate		—	1	1	1	1	—	—	—	1	—	5
D	Any other		2	2	38	96	91	14	2	1	—	6	252

Professional Qualifications :

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX VII

DISTRIBUTION OF SECONDARY TEACHERS IN GOVERNMENT SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Quali.	TOTAL MONTHLY EMOLUMENTS										Total	
			upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	—
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	2	—	6	24	59	32	1	—	1	1	1	126
R	Middle	1	1	8	39	159	168	25	2	1	1	2	406	
		2	—	2	18	84	84	33	4	1	—	—	226	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	8	7	56	264	300	55	4	—	—	2	696	
A	Matric or Equivalent	1	7	33	170	588	993	154	8	1	1	33	1988	
		2	23	5	157	1626	2576	612	29	2	2	25	5057	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	40	19	152	1288	1913	380	60	2	4	32	3890	
I	Higher Secondary or Equivalent	1	4	1	18	116	181	17	—	—	2	9	348	
		2	5	4	28	379	533	93	8	—	—	4	1064	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	4	8	31	235	385	48	8	2	—	4	725	
N	Intermediate or Equivalent	1	—	4	28	90	325	55	5	1	4	6	521	
		2	5	5	46	255	582	133	17	1	—	9	1053	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	8	7	14	103	389	129	24	3	2	4	688	
E	Graduate or Equivalent	1	6	8	26	126	729	222	24	3	2	29	1175	
		2	13	3	24	323	1647	704	92	9	3	15	2833	
		3	37	573	180	1442	28216	15668	3036	714	101	297	50264	
		4	—	—	—	9	81	91	42	15	3	1	242	
		5	17	15	20	154	543	231	32	8	2	18	1040	
D	Post-graduate or Equivalent	1	—	1	1	22	147	68	15	2	1	6	263	
		2	2	—	4	20	218	208	55	5	3	3	518	
		3	10	81	45	235	5103	5339	1772	828	129	136	13678	
		4	1	1	3	11	213	413	168	134	29	6	979	
		5	5	—	5	15	82	74	29	6	2	3	—	

APPENDIX VI (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified		
T R A I	Doctorate	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	1	—	—	—	—	—	—	1
		3	—	—	—	—	2	1	—	—	—	1	—	4
		4	—	—	1	—	—	—	—	—	—	—	—	1
		5	—	—	—	—	—	—	—	—	—	—	—	—
N E D	Any other	1	1	1	6	21	25	—	—	—	1	—	—	55
		2	1	—	30	43	32	—	—	—	—	—	—	106
		3	—	1	10	12	6	—	1	—	1	—	—	31
		4	—	—	—	1	—	—	—	—	—	—	—	1
		5	7	1	21	28	30	1	1	—	—	—	—	89
U N T R A I N E D	Below Middle Middle Matric Higher Secondary Intermediate Graduate Post-Graduate Doctorate Any other		11 149 377 65 114 559 20 — 2	7 78 158 92 89 114 5 — 8	14 463 1738 276 393 625 27 — 41	26 444 887 138 217 938 49 1 25	36 380 365 38 124 414 45 — 11	1 11 8 2 6 6 5 — 1	1 26 13 3 — 2 3 — —	1 — — — — — — — —	12 5 1 — 1 — 1 — 2	4 56 39 17 12 35 5 — 1	113 1612 3586 631 956 2693 160 — 91	

Professional Qualifications : 1. J.V./J.B.T. or equivalent
 2. S.V./C.T. or equivalent
 3. B.T./L.T./B.Ed. or equivalent
 4. M.Ed.
 5. Any other

APPENDIX VI

DISTRIBUTION OF MIDDLE TEACHERS IN PRIVATE AIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qual.	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified		
T	Below Middle	1	-	-	-	-	-	-	-	-	-	-	-	-
		2	-	-	-	-	-	-	-	-	-	-	-	-
		3	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	24	22	42	61	48	2	1	-	7	6	213	
R	Middle	1	145	321	500	416	334	13	-	-	-	18	1747	
		2	9	32	53	163	204	7	3	2	2	5	479	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	453	220	921	1172	988	23	11	-	3	38	3829	
A	Matric or Equivalent	1	252	620	932	1355	1022	68	11	3	2	79	4344	
		2	385	571	4773	21842	21358	576	14	2	2	215	49738	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	331	335	1409	2645	1552	89	11	5	2	73	6452	
I	Higher Secondary or Equivalent	1	32	75	158	261	170	10	4	-	3	19	732	
		2	54	68	775	2866	2343	67	3	-	1	27	6204	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	38	43	119	193	182	24	6	3	1	12	621	
N	Intermediate or Equivalent	1	371	2474	2334	1112	478	70	4	4	-	159	7006	
		2	84	298	1038	1555	1718	154	7	3	2	52	4911	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	102	235	391	418	371	58	22	7	4	38	1646	
E	Graduate or Equivalent	1	91	569	1015	591	363	77	10	2	4	49	2771	
		2	42	88	484	896	1186	202	19	1	2	36	2956	
		3	297	1176	3613	4070	6180	1284	437	120	55	226	17458	
		4	2	2	13	10	22	27	9	4	-	1	90	
		5	112	144	293	444	383	71	18	3	4	22	149	
D	Post-graduate or Equivalent	1	13	90	200	125	87	42	9	2	-	19	587	
		2	3	14	106	117	108	39	15	-	3	7	412	
		3	96	408	1194	1032	1303	444	241	71	45	81	4915	
		4	3	4	11	14	31	19	13	2	6	3	106	
		5	16	41	49	52	86	27	8	2	3	5	289	

APPENDIX VI (Contd.)

Training	Academic Qual.	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total.
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified	
T	Doctorate	1	—	—	—	—	1	1	—	1	—	—	3
		2	—	—	—	—	2	—	—	—	1	—	3
R		3	1	—	1	5	3	4	5	2	3	—	24
		4	—	—	—	—	—	3	2	3	2	—	10
A		5	1	—	—	—	—	1	—	—	1	—	3
I	Any other	1	3	7	6	7	15	1	1	—	5	1	46
N		2	2	2	21	46	62	6	—	—	7	—	146
		3	—	4	11	14	12	—	—	—	—	4	45
E		4	—	—	—	1	2	—	—	—	—	—	—
D		5	4	10	17	41	22	4	—	—	1	—	99
U	Below Middle		20	11	24	28	16	2	1	—	7	2	111
N	Middle		266	233	329	447	170	12	7	1	23	164	1652
T	Matric		1563	3698	5556	2992	699	23	2	5	3	157	14698
R	Higher Secondary		421	636	845	451	179	9	3	1	—	44	2589
A	Intermediate		1249	1658	2359	1655	768	41	1	—	2	126	7859
I	Graduate		1191	1708	2592	3948	2401	211	12	7	10	197	12277
N	Post-graduate		108	313	280	304	311	48	20	7	4	23	1418
E	Doctorate		3	1	1	2	—	1	1	—	—	—	9
D	Any other		26	32	77	142	40	2	—	—	1	3	323

Professional Qualifications :

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX VI

DISTRIBUTION OF MIDDLE TEACHERS IN PRIVATE UNAIDED SCHOOLS ACCORDING TO PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified		
T	Below Middle	1	-	-	-	-	-	-	-	-	-	-	-	-
		2	-	-	-	-	-	-	-	-	-	-	-	-
		3	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	8	6	3	3	-	-	1	-	-	-	2	23
R	Middle	1	141	73	37	34	7	-	-	-	-	7	299	
		2	9	4	3	-	1	-	-	-	-	-	17	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	42	13	17	23	34	12	1	-	-	4	146	
A	Matric or Equivalent	1	463	317	150	82	75	21	2	-	-	18	1128	
		2	199	105	290	292	402	103	10	6	-	10	1417	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	136	49	59	40	69	21	8	1	-	3	386	
I	HigherSecondary or Equivalent	1	36	25	28	17	16	8	2	1	-	3	136	
		2	43	49	100	98	103	26	2	-	-	8	429	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	17	11	15	12	21	10	1	1	-	6	94	
N	Intermediate or Equivalent	1	1311	1192	222	63	38	18	-	1	-	62	2907	
		2	108	126	106	54	108	65	10	2	2	14	595	
		3	-	-	-	-	-	-	-	-	-	-	-	
		4	-	-	-	-	-	-	-	-	-	-	-	
		5	232	118	44	18	26	10	8	1	1	16	474	
E	Graduate or Equivalent	1	230	230	82	37	44	21	4	2	-	15	665	
		2	57	48	71	61	92	63	11	2	3	3	411	
		3	734	906	770	493	739	385	134	24	33	76	4294	
		4	4	6	1	2	5	4	9	1	-	3	35	
		5	140	61	59	32	44	26	3	3	-	6	374	
D	Post-graduate or Equivalent	1	32	34	17	7	12	8	-	-	1	5	116	
		2	12	15	18	9	12	13	2	-	1	5	87	
		3	312	360	348	262	256	143	63	25	9	44	1822	
		4	8	8	9	9	13	10	3	2	4	2	68	
		5	46	21	10	9	20	11	7	4	2	5	135	

APPENDIX VI (Contd)

Training	Academic Qual.	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified		
T	Doctorate	1	2	1	—	—	—	—	—	—	—	—	—	3
		2	—	—	1	—	—	—	—	—	—	—	—	1
R		3	—	1	3	4	4	5	1	—	—	—	—	18
		4	—	—	—	—	1	—	1	2	—	—	—	4
A		5	1	—	1	1	—	1	—	1	—	—	—	5
I	Any other													9
		1	3	2	—	—	3	—	—	1	—	—	—	
N		2	2	2	—	3	3	—	—	—	—	—	—	10
		3	—	2	1	1	2	1	—	—	—	—	—	7
E		4	—	—	—	—	—	—	—	—	—	—	—	—
D		5	2	1	2	3	2	—	—	—	—	1	11	
U	Below Middle		13	6	2	1	1	—	—	—	1	—	24	
N	Middle		457	46	17	28	8	3	1	—	6	21	287	
T	Matric		1352	358	172	95	44	8	2	—	2	57	2090	
R	Higher Secondary		198	99	71	30	11	4	1	1	—	30	445	
A	Intermediate		2694	739	180	75	35	14	—	2	2	106	3847	
I	Graduate		1724	731	501	353	226	48	10	3	2	120	3718	
N	Post-graduate		330	154	60	51	91	35	16	2	2	21	762	
E	Doctorate		1	1	—	1	—	—	—	—	—	—	3	
D	Any other		12	2	5	3	2	1	—	—	1	4	30	

Professional Qualification :

1. J.V./J.B.T. or Equivalent
2. S. V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

DISTRIBUTION OF SECONDARY TEACHERS IN GOVERNMENT SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS
AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Quali.	TOTAL MONTHLY EMOLUMENTS										Total	
			upto 150	151 — 200	201 — 250	251 — 300	301 — 450	451 — 600	601 — 750	751 — 900	Over 900	Unspeci-fied		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	—
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	2	—	6	24	59	32	1	—	1	1	126	
R	Middle	1	1	8	39	159	168	25	2	1	1	2	406	
		2	—	2	18	84	84	33	4	1	—	—	226	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	8	7	56	264	300	55	4	—	—	2	696	
A	Matric or Equivalent	1	7	33	170	588	993	154	8	1	1	33	1988	
		2	23	5	157	1626	2576	612	29	2	2	25	5057	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	40	19	152	1288	1913	380	60	2	4	32	3890	
I	Higher Secondary or Equivalent	1	4	1	18	116	181	17	—	—	2	9	348	
		2	5	4	38	379	533	93	8	—	—	4	1064	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	4	8	31	235	385	48	8	2	—	4	725	
N	Intermediate or Equivalent	1	—	4	28	90	325	55	5	1	4	6	521	
		2	5	5	46	255	582	133	17	1	—	9	1053	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	8	7	14	103	389	129	24	3	2	4	688	
E	Graduate or Equivalent	1	6	8	26	126	729	222	24	3	2	29	1175	
		2	13	3	24	323	1647	704	92	9	3	15	2833	
		3	37	573	180	1442	28216	15668	3036	714	101	297	50264	
		4	—	—	—	9	81	91	42	15	3	1	242	
		5	17	15	20	154	543	231	32	8	2	18	1040	
D	Post-graduate or Equivalent	1	—	1	1	22	147	68	15	2	1	6	263	
		2	2	—	4	20	218	208	55	5	3	3	518	
		3	10	81	45	235	5103	5339	1772	828	129	136	13678	
		4	1	1	3	11	213	413	168	134	29	6	979	
		5	5	—	5	15	82	74	29	6	2	3	221	

APPENDIX VII (Contd.)

Training	Academic Qual.	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspect. fied	
T	Doctorate	1	—	—	—	—	2	5	—	—	1	—	8
		2	—	—	—	—	—	2	1	1	—	—	4
R		3	—	—	—	1	15	35	7	4	1	1	64
		4	—	—	—	—	2	4	2	2	1	—	11
A		5	—	—	—	—	1	2	1	—	1	1	6
I													
N	Any other	1	—	—	2	6	26	9	2	—	1	1	47
		2	—	—	—	13	91	44	8	—	—	4	160
E		3	—	—	—	7	71	47	4	3	—	2	134
		4	—	—	—	—	2	1	1	2	—	—	6
D		5	—	1	1	11	24	17	5	2	—	1	62
U	Below Middle		3	—	3	2	14	3	1	—	10	2	38
N	Middle		3	10	24	38	57	19	3	1	4	41	200
T	Matric		31	23	88	110	230	60	7	—	4	5	558
R	Higher Secondary		8	2	21	36	46	7	2	—	—	1	123
A	Intermediate		16	39	69	124	198	27	5	3	—	8	489
I	Graduate		206	73	281	1209	1832	726	56	11	5	62	4461
N	Post-graduate		19	9	34	320	410	225	71	34	7	22	1149
E	Doctorate		—	1	—	—	3	2	1	—	2	1	10
D	Any other		1	1	4	10	46	30	5	1	1	—	99

- Professional Qualification :
1. J.V./J.B.T. or equivalent
 2. S.V./C.T. or equivalent
 3. B.T./L.T./B.Ed. or equivalent
 4. M.Ed.
 5. Any other

APPENDIX VII

DISTRIBUTION OF SECONDARY TEACHERS IN LOCAL BODIES SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 650	751 - 900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	—
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	—	—	1	10	13	2	—	—	3	—	—	29
R	Middle	1	2	10	68	80	186	1	—	—	—	—	5	352
		2	—	—	—	3	5	—	—	—	1	—	9	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	20	17	123	141	212	2	1	—	—	—	1	517
A	Matric or Equivalent	1	5	6	43	175	268	9	1	1	—	—	8	516
		2	12	19	299	696	1992	93	2	—	—	—	30	3143
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	24	19	223	426	736	54	1	1	—	—	15	1499
I	Higher Secondary or Equivalent	i	1	1	8	31	43	—	—	—	—	—	1	85
		2	—	7	174	288	526	17	—	—	—	—	2	1014
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	—	4	91	116	179	6	2	—	—	—	1	399
N	Intermediate or Equivalent	1	1	5	15	17	34	1	—	—	—	—	1	74
		2	2	3	54	105	283	27	1	—	—	—	4	479
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	1	2	21	41	103	11	3	2	—	—	3	197
E	Graduate or Equivalent	1	2	8	26	44	218	19	6	2	2	2	7	334
		2	5	5	111	335	1236	122	5	—	—	—	6	1825
		3	30	371	288	1193	14418	4920	509	106	14	153	22002	
		4	1	3	2	3	29	56	29	8	2	—	1	134
		5	16	10	53	137	259	38	6	2	—	—	8	529
D	Post-graduate or Equivalent	1	—	3	4	4	29	8	—	—	—	—	—	48
		2	—	1	5	21	134	21	3	1	—	—	1	187
		3	8	23	48	146	1839	1346	239	73	5	39	3766	
		4	—	1	1	6	31	98	44	21	3	—	8	213
		5	1	—	3	10	24	15	1	2	—	—	3	59

APPENDIX VII (Contd)

<i>Training</i>	<i>Academic Qual.</i>	<i>Prof. Qual.</i>	TOTAL MONTHLY EMOLUMENTS										<i>Total</i>
			<i>Upto 150</i>	<i>151-200</i>	<i>201-250</i>	<i>251-300</i>	<i>301-450</i>	<i>451-600</i>	<i>601-750</i>	<i>751-900</i>	<i>Over 900</i>	<i>Unspecified</i>	
T	Doctorate	1	--	--	--	--	--	--	--	1	--	--	1
		2	--	--	--	--	--	2	--	1	--	--	3
R		3	--	--	--	--	3	3	--	--	--	--	6
		4	--	--	--	--	1	1	--	1	--	--	3
A		5	--	--	--	--	--	--	--	--	--	--	--
I													
N	Any other	1	--	1	4	3	11	--	--	--	--	--	19
		2	--	--	3	13	35	3	--	--	--	--	54
E		3	--	--	4	46	8	--	2	--	--	--	64
		4	--	--	--	2	--	--	1	--	--	--	3
D		5	1	1	12	8	25	1	2	--	--	1	51
U	Below Middle		2	--	1	3	2	1	--	--	5	--	14
N	Middle		6	4	12	29	28	1	--	--	4	6	90
T	Matric		25	22	113	96	75	9	1	--	--	8	349
R	Higher Secondary		7	9	55	45	17	1	--	--	--	2	136
A	Intermediate		18	22	119	100	57	2	--	--	--	6	324
I	Graduate		289	185	344	1232	2412	76	11	3	4	76	4632
N	Post-graduate		9	21	33	70	314	20	6	1	1	10	485
E	Doctorate		--	--	--	2	--	--	--	--	--	--	2
D	Any other		2	2	11	25	21	5	--	--	--	2	68

Professional Qualification :

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or equivalent
3. B.T./L.T. B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX VII

DISTRIBUTION OF SECONDARY TEACHERS IN PRIVATE AIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			upto 150	151—200	201—250	251—300	301—450	451—600	601—750	751—900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	11	1	15	27	33	3	2	—	2	1	95	
R	Middle	1	4	12	44	75	81	4	1	1	—	2	224	
		2	2	—	5	19	32	14	1	—	—	—	73	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	56	33	104	284	310	31	3	1	3	21	846	
A	Matric or Equivalent	1	83	44	141	471	783	62	5	2	3	26	1620	
		2	394	100	484	2704	5578	484	25	2	3	67	9841	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	229	113	592	2207	3279	358	18	2	3	106	6897	
I	Higher Secondary or Equivalent	1	7	9	22	54	52	6	1	—	2	4	157	
		2	20	7	98	494	650	43	3	—	—	8	1323	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	18	22	93	272	383	49	9	2	—	10	858	
N	Intermediate or Equivalent	1	30	110	210	210	283	24	—	1	2	16	886	
		2	83	93	410	842	1272	83	5	1	—	27	2816	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	66	134	261	455	770	123	14	4	—	39	1868	
E	Graduate or Equivalent	1	28	72	145	285	690	299	93	25	13	41	1691	
		2	177	59	182	583	3145	1164	54	9	1	62	5436	
		3	527	1431	2301	11243	63113	23112	4.07	1052	136	1289	108411	
		4	6	24	8	24	262	339	181	98	35	19	996	
		5	172	166	379	980	2022	460	45	13	8	72	4317	
D	Post-graduate or Equivalent	1	6	23	62	87	190	84	27	16	6	18	519	
		2	25	14	37	99	535	285	31	4	3	18	1051	
		3	98	370	741	2987	15026	7473	1794	527	95	521	29632	
		4	7	24	12	46	374	595	330	152	40	32	1612	
		5	15	25	68	168	427	136	25	5	4	14	887	

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900	Unspecified		
T R A I N E E D	Doctorate	1	—	—	1	—	—	—	—	—	—	—	—	1
		2	—	—	—	—	4	2	—	—	1	—	7	
		3	—	—	3	5	35	19	6	5	6	3	81	
		4	1	—	—	1	4	2	3	6	2	2	21	
		5	—	—	—	1	2	2	—	—	—	—	5	
	Any other	1	—	2	5	13	25	5	—	—	1	2	53	
		2	6	4	8	23	131	46	5	—	4	5	232	
		3	1	1	4	28	116	33	5	1	2	7	198	
		4	—	—	—	—	3	2	—	—	—	—	5	
		5	5	5	20	44	148	30	5	1	1	3	262	
U N T R A I N E E D	Below Middle		4	3	3	7	10	2	1	—	15	1	46	
	Middle		52	52	76	126	105	22	1	2	19	98	553	
	Matric		372	497	686	740	564	51	2	—	14	67	2993	
	Higher Secondary		118	128	180	163	85	12	—	—	1	14	701	
	Intermediate		497	971	1573	1370	636	46	5	—	1	98	5197	
	Graduate		1653	1951	3752	7960	14108	1382	89	26	18	557	31496	
	Post-graduate		187	327	629	1060	2899	341	61	11	7	111	5633	
Doctorate		3	2	2	4	16	3	2	—	—	1	33		
Any other		32	30	82	141	137	38	4	—	—	5	469		

Professional Qualification:

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX VII

DISTRIBUTION OF SECONDARY TEACHERS IN PRIVATE UNAIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			upto 150	151 — 200	201 — 250	251 — 300	301 — 450	451 — 600	601 — 750	751 — 900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	2	—	—	—	—	—	—	—	—	—	—	2
R	Middle	1	3	1	6	4	3	1	—	—	—	—	—	18
		2	—	—	3	—	1	—	—	—	—	—	1	5
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	4	3	4	4	9	2	2	—	1	1	—	30
A	Matric or Equivalent	1	12	8	13	18	29	7	3	—	—	—	3	93
		2	56	32	58	90	165	30	9	—	3	5	448	
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	42	17	48	44	66	20	8	—	1	5	—	251
I	Higher Secondary or Equivalent	1	2	2	2	6	5	1	1	—	—	—	—	19
		2	8	5	19	19	35	14	5	—	3	1	—	109
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	16	9	14	12	15	5	—	—	—	3	—	74
N	Intermediate or Equivalent	1	24	51	17	15	11	1	—	—	—	—	2	121
		2	11	14	20	29	45	18	4	2	2	2	—	147
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	19	25	27	20	27	4	2	1	1	1	—	127
E	Graduate or Equivalent	1	19	56	32	16	21	6	3	2	1	2	—	158
		2	17	21	35	29	106	47	11	6	2	8	—	282
		3	203	499	531	839	1880	951	305	89	54	71	—	5422
		4	3	3	1	5	16	14	17	10	13	4	—	86
		5	52	53	45	68	69	35	9	2	8	12	—	353
D	Post-graduate or Equivalent	1	3	11	9	8	11	5	—	2	2	1	—	52
		2	7	5	8	3	20	15	3	1	1	—	—	63
		3	70	185	214	383	778	375	163	91	41	43	—	2343
		4	2	3	4	5	20	29	39	15	24	6	—	147
		5	6	22	15	16	21	11	5	—	3	4	—	103

APPENDIX VII (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151—200	201—250	251—300	301—450	451—600	601—750	751—900	Over 900	Unspecified		
T R A I N E D	Doctorate	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	1	—	1
		3	—	—	—	1	3	1	1	—	—	1	—	7
		4	—	—	—	—	2	—	1	—	—	4	1	8
		5	—	—	1	—	—	1	1	—	—	1	1	5
U N D E R	Any other	1	—	—	1	—	—	—	—	—	—	—	—	1
		2	2	—	2	1	—	—	—	—	1	—	6	
		3	—	—	5	1	6	4	1	—	—	—	17	
		4	—	—	1	—	—	—	—	—	—	—	1	
		5	2	4	1	1	2	1	1	—	—	—	12	
U N D E R	Below Middle		1	1	—	1	—	1	—	1	1	—	6	
	Middle		15	6	1	3	8	—	—	—	1	5	39	
	Matric		83	42	32	29	34	6	1	—	5	8	240	
	Higher Secondary		19	11	13	17	6	3	—	—	—	1	70	
	Intermediate		153	119	82	36	36	3	2	—	1	15	447	
	Graduate		531	507	354	679	525	75	16	11	4	60	2762	
	Post-graduate		92	137	63	80	173	68	31	6	8	13	671	
	Doctorate		2	1	1	—	1	1	—	1	—	—	7	
Any other		9	8	6	7	3	5	3	—	1	—	42		

Professional Qualifications :

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX VIII

DISTRIBUTION OF HIGHER SECONDARY TEACHERS IN GOVERNMENT SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151—200	201—250	251—300	301—450	451—600	601—750	751—900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	—	—	1	1	11	1	2	—	2	—	18	
R	Middle	1	—	1	2	18	47	9	1	2	1	—	81	
		2	—	—	—	6	15	9	—	—	—	—	30	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	1	2	—	2	33	32	7	1	1	3	82	
A	Matric or Equivalent	1	2	5	20	93	216	66	5	3	1	7	418	
		2	—	1	5	37	143	38	15	—	—	1	240	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	3	—	6	35	146	140	68	30	14	7	449	
I	Higher Secondary or Equivalent	1	5	1	23	113	108	16	3	1	2	5	277	
		2	1	—	7	29	42	12	2	1	—	1	95	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	1	1	5	29	74	90	34	7	3	4	248	
N	Intermediate or Equivalent	1	1	9	30	78	216	28	4	—	1	8	375	
		2	—	—	5	26	142	40	6	2	1	1	223	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	1	—	3	29	85	98	82	24	10	7	339	
E	Graduate or Equivalent	1	4	4	22	162	670	96	60	15	13	7	1053	
		2	—	1	7	64	457	157	55	13	7	3	764	
		3	3	39	35	231	3364	2436	1394	480	200	79	8261	
		4	—	1	—	1	20	32	30	19	6	3	112	
		5	1	2	6	23	138	208	125	43	24	7	577	
D	Post-graduate or Equivalent	1	2	2	5	54	402	146	79	38	17	6	751	
		2	—	—	4	25	316	247	163	82	20	4	861	
		3	8	23	42	181	3496	8139	6193	3310	1555	159	23106	
		4	2	—	1	7	100	470	634	413	170	14	1811	
		5	1	4	6	13	70	228	134	66	36	7	565	

APPENDIX VIII (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Unspecified	Total
			Upto 150	151-200	201-250	251-300	301-450	451-600	601-750	751-900	Over 900			
T	Doctorate	1	—	—	—	—	1	1	2	—	1	—	5	
R		2	—	—	1	—	1	5	6	9	2	—	24	
A		3	—	2	1	—	10	43	90	43	27	1	217	
I		4	—	—	—	—	1	6	13	9	12	—	41	
N		5	—	—	—	1	1	2	2	2	1	—	9	
E	Any other	1	—	1	—	1	14	5	1	1	4	—	27	
D		2	—	—	—	—	15	3	4	1	2	—	25	
		3	—	—	—	1	30	46	26	16	1	1	121	
		4	—	—	—	—	3	—	1	2	1	—	7	
		5	—	—	1	2	6	6	3	4	1	—	23	
U	Below Middle		—	—	1	3	6	1	1	—	11	—	23	
N	Middle		—	—	7	9	20	7	2	3	1	11	60	
T	Matric		2	2	25	21	60	18	8	1	3	2	142	
R	Higher Secondary		5	7	83	90	38	11	3	1	1	3	242	
A	Intermediate		3	4	49	67	52	16	10	5	1	1	208	
I	Graduate		8	13	194	313	678	203	120	24	12	10	1575	
N	Post-graduate		10	15	87	254	996	2882	978	436	119	39	5816	
E	Doctorate		—	—	—	1	7	26	23	9	5	—	71	
D	Any other		—	2	2	—	14	18	3	6	2	3	50	

Professional Qualifications :

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX VIII

DISTRIBUTION OF HIGHER SECONDARY TEACHERS IN LOCAL BODIES SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total
			Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified	
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	
		5	—	—	—	1	4	—	—	—	—	—	5
R	Middle	1	1	1	1	3	8	—	—	—	—	—	14
		2	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	
		5	1	—	2	1	6	—	—	—	—	1	11
A	Matric or Equivalent	1	—	1	6	13	12	3	2	—	—	—	37
		2	—	—	4	10	16	—	—	1	—	—	31
		3	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	
		5	—	—	5	10	5	4	—	—	—	1	25
I	Higher Secondary or Equivalent	1	—	2	5	3	3	1	—	—	—	—	14
		2	—	—	—	2	4	1	—	—	—	—	7
		3	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	
		5	—	1	—	2	7	2	—	3	1	2	18
N	Intermediate or Equivalent	1	—	2	6	4	5	1	—	—	—	—	18
		2	—	1	2	2	10	1	—	—	—	—	16
		3	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	
		5	—	—	—	4	8	1	2	—	—	4	19
E	Graduate or Equivalent	1	2	2	1	7	22	28	3	1	—	3	69
		2	—	1	1	4	32	13	4	—	—	1	56
		3	4	5	19	85	713	184	103	32	10	14	1169
		4	—	—	—	—	3	3	1	1	—	—	8
		5	—	—	1	23	35	11	6	2	—	2	80
D	Postgraduate or Equivalent	1	—	1	2	2	18	17	6	1	1	1	44
		2	—	—	2	5	25	34	12	1	—	—	79
		3	4	3	11	38	625	551	192	92	18	22	1556
		4	1	—	—	2	8	23	25	8	6	1	74
		5	1	—	—	3	20	19	8	2	1	—	54

APPENDIX VIII (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 – 200	201 – 250	251 – 300	301 – 450	451 – 600	601 – 750	751 – 900	Over 900	Unspecified		
T R A I N E R S	Doctorate	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	1	—	1	—	—	—	2	
		3	—	—	—	—	1	4	—	1	—	—	6	
		4	—	—	—	—	—	—	—	1	—	—	1	
		5	—	—	—	—	—	—	—	—	—	—	—	
U N D E R T E A C H E R S	Any other	1	—	—	1	—	—	1	—	—	—	—	—	2
		2	—	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	1	3	—	—	—	—	4	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	—	—	—	4	1	—	—	—	—	—	5	
U N D E R T E A C H E R S	Below Middle		—	—	—	—	1	—	—	—	2	—	3	
	Middle		1	2	3	2	4	—	—	—	2	2	16	
	Matric		3	3	3	8	6	—	—	1	—	—	24	
	Higher Secondary		2	12	7	4	4	1	—	—	—	—	30	
	Intermediate		—	4	9	9	6	2	—	1	—	—	31	
	Graduate		3	4	21	129	237	15	3	—	—	5	417	
	Post-graduate		4	2	14	23	230	145	31	10	4	7	470	
	Doctorate		—	—	—	—	—	2	—	1	2	—	5	
	Any other		—	—	3	4	4	1	—	—	—	—	12	

Professional Qualification :

1. J.V./J.B.T. or equivalent
2. S.V./C.T. or Equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M. Ed.
5. Any other

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DISTRIBUTION OF HIGHER SECONDARY TEACHERS IN PRIVATE AIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified		
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	1	1	3	1	10	3	—	—	1	—	—	20
R	Middle	1	4	3	2	4	8	1	—	1	1	—	25	
		2	—	—	1	—	5	2	—	—	—	—	8	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	10	6	12	23	27	5	2	—	3	2	90	
A	Matric or Equivalent	1	5	3	23	40	59	4	6	2	1	1	144	
		2	1	3	9	32	63	10	3	1	1	2	125	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	8	10	45	100	135	29	13	17	6	9	362	
I	Higher Secondary or Equivalent	1	1	3	10	19	15	7	—	1	—	—	56	
		2	—	2	4	7	16	3	—	—	—	—	32	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	6	11	13	51	55	21	13	4	2	4	180	
N	Intermediate or Equivalent	1	1	26	44	52	64	10	1	1	2	6	207	
		2	—	3	24	44	57	15	6	2	2	2	155	
		3	—	—	—	—	—	—	—	—	—	—	—	
		4	—	—	—	—	—	—	—	—	—	—	—	
		5	9	17	37	108	178	79	17	8	5	10	468	
E	Graduate or Equivalent	1	5	11	34	69	171	39	16	11	3	8	367	
		2	1	6	28	54	237	69	14	8	6	9	442	
		3	31	83	212	1117	8297	1976	717	327	87	146	12993	
		4	—	2	2	6	38	13	11	12	4	2	90	
		5	11	13	49	234	529	126	63	18	5	16	1064	
D	Post-graduate or Equivalent	1	1	11	32	28	220	157	50	13	8	7	527	
		2	3	5	17	19	204	330	130	50	25	18	801	
		3	44	69	200	623	9675	9330	3287	1479	724	438	25869	
		4	1	1	1	8	177	232	135	115	77	13	760	
		5	6	9	29	54	550	391	115	28	20	22	1224	

APPENDIX VIII (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified		
T R A I N E R S	Doctorate	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	1	—	1	2	—	—	2	—	6	
		3	1	—	—	1	21	39	30	10	16	2	120	
		4	1	—	—	—	2	2	1	3	10	1	20	
		5	—	—	—	—	1	1	2	3	4	1	12	
N E W E N T R E E S	Any other	1	—	1	—	3	5	—	—	—	3	—	12	
		2	—	—	1	1	6	—	—	—	2	—	10	
		3	—	—	2	4	36	28	8	4	1	1	84	
		4	—	—	—	1	1	2	3	—	—	—	7	
		5	—	—	4	7	31	2	1	—	—	1	46	
U N T E R M E D I A T E S	Below Middle		—	1	2	—	5	—	—	—	7	1	16	
	Middle		2	7	10	30	46	8	4	—	7	21	135	
	Matric		22	21	37	94	93	9	6	—	5	5	292	
	Higher Secondary		9	28	38	34	37	10	—	—	1	6	163	
	Intermediate		49	54	80	147	114	41	5	1	2	9	502	
	Graduate		126	212	271	1303	3038	236	50	10	11	95	5352	
	Post-graduate		97	136	200	375	4737	4698	969	176	84	187	11659	
	Doctorate		1	2	—	1	23	31	11	4	3	1	77	
	Any other		12	2	12	39	66	13	4	1	1	4	154	

- Professional Qualification :
1. J.V./J.B.T. or equivalent
 2. S.V./C.T. or equivalent
 3. B.T./L.T./B.Ed. or equivalent
 4. M. Ed.
 5. Any other

APPENDIX VIII

DISTRIBUTION OF HIGHER SECONDARY TEACHERS IN PRIVATE UNAIDED SCHOOLS ACCORDING TO ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND TOTAL MONTHLY EMOLUMENTS

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Unspeci- fied	Total
			upto 150	151- 200	201- 250	251- 300	301- 450	451- 600	601- 750	751- 900	Over 900			
T	Below Middle	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	—	—	—	—	—	—	—	—	—
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	—	—	—	—	1	—	—	—	—	—	—	1
R	Middle	1	—	1	—	—	1	1	—	—	—	—	—	3
		2	—	—	—	—	—	1	—	—	—	—	—	1
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	2	—	2	1	1	—	2	1	—	—	—	9
A	Matric or Equivalent	1	5	5	1	1	3	1	2	1	—	—	—	19
		2	2	—	—	—	12	3	1	—	—	—	—	18
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	6	4	1	1	9	14	2	1	2	1	—	41
I	Higher secondary or equivalent	1	—	1	—	1	—	4	—	1	—	—	1	8
		2	1	—	—	1	—	3	2	1	—	—	—	10
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	2	4	—	3	3	4	5	2	—	—	3	26
N	Intermediate or Equivalent	1	6	8	5	3	4	2	1	1	1	1	—	32
		2	—	1	2	1	4	5	1	1	1	—	—	16
		3	—	—	—	—	—	—	—	—	—	—	—	—
		4	—	—	—	—	—	—	—	—	—	—	—	—
		5	1	4	4	6	7	6	3	3	1	—	—	35
B	Graduate or Equivalent	1	—	7	2	1	3	2	1	—	1	2	—	19
		2	2	4	5	5	14	11	4	2	1	1	—	49
		3	22	49	53	121	292	177	85	35	29	16	—	879
		4	—	—	—	—	4	5	2	3	3	1	—	18
		5	12	5	10	11	28	25	12	8	3	2	—	116
D	Post-graduate or Equivalent	1	—	—	1	1	6	9	3	—	2	—	—	22
		2	2	—	4	5	9	8	6	2	6	1	—	43
		3	19	51	53	126	485	437	219	117	167	40	—	1714
		4	1	2	—	2	18	37	14	10	35	3	—	122
		5	4	5	6	2	24	38	15	9	11	3	—	117
D	Doctorate	1	—	—	—	—	—	—	—	—	—	—	—	—
		2	—	—	—	1	—	—	1	—	—	—	—	2
		3	—	—	—	1	—	6	7	7	7	1	—	29
		4	—	—	—	—	1	1	—	1	1	—	—	4
		5	—	—	—	—	—	—	—	—	2	—	—	2

APPENDIX VIII (Contd.)

Training	Academic Qualification	Prof. Qual.	TOTAL MONTHLY EMOLUMENTS										Total	
			Upto 150	151 - 200	201 - 250	251 - 300	301 - 450	451 - 600	601 - 750	751 - 900	Over 900	Unspecified		
T R A I N E D	Any other	1	-	-	-	-	-	-	-	-	-	1	1	2
		2	1	-	-	-	-	-	-	-	-	-	-	1
		3	-	1	1	-	-	2	2	2	-	-	-	8
		4	-	-	-	-	-	-	-	-	-	-	-	-
		5	1	-	-	1	1	-	-	3	-	-	-	6
U N T A I N E D	Below Middle		2	-	-	-	-	-	-	-	-	-	-	2
	Middle		1	3	-	1	2	-	-	-	-	1	8	
	Matric		8	5	4	2	2	1	-	-	-	-	22	
	Higher Secondary		10	3	5	4	3	1	-	-	-	-	26	
	Intermediate		11	17	7	3	5	1	1	-	-	-	45	
	Graduate		61	62	37	56	136	31	15	6	2	10	416	
	Post-graduate		38	37	68	71	375	361	106	43	51	20	1170	
	Doctorate		1	-	-	-	2	2	4	-	1	1	11	
	Any other		3	1	1	1	-	1	1	-	1	1	10	

Professional Qualification

1. J.V./J.B.T. or equivalent
5. S.V./C.T. or equivalent
3. B.T./L.T./B.Ed. or equivalent
4. M.Ed.
5. Any other

APPENDIX IX

DISTRIBUTION OF PRIMARY TEACHERS WITH SUBJECTS AT PSTO-GRADUATE LEVEL AND TEACHING THE SAME IN RURAL AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching Subject	Not Applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	-	1	-	-	1	2	-	-	1
	Bengali	15	68	4	35	2	60	28	25	15
	Gujarati	4	46	4	37	4	58	10	25	11
	Hindi	202	1701	26	278	14	198	738	533	430
	Kannada	1	2	-	-	-	1	1	1	-
	Maithili	-	-	-	2	-	1	-	-	-
	Malayalam	-	3	-	1	-	1	2	1	-
	Manipuri	-	-	-	-	-	-	-	-	-
	Marathi	2	14	2	12	1	20	4	8	2
	Oriya	-	4	-	-	-	-	1	3	-
	Punjabi	13	54	2	8	1	14	15	29	10
	Sindhi	-	1	-	2	-	-	-	1	-
	Tamil	-	2	1	3	-	-	1	-	1
	Telugu	1	10	-	-	-	-	5	4	1
Urdu	5	49	-	6	-	17	17	26	6	
Any other	-	4	-	5	2	4	1	3	-	
Modern European and Asian Languages	English	14	74	12	53	15	88	20	36	18
	French	-	-	-	-	-	-	-	-	-
	Portuguese	-	2	-	-	-	-	-	1	1
	Nepali	1	2	-	1	-	-	-	-	2
	Any other	-	2	-	1	-	-	-	-	2
Oriental Languages	Arabic	1	10	-	2	-	8	1	3	6
	Persian	1	6	-	5	-	7	2	3	1
	Sanskrit	25	208	5	84	6	114	46	110	52
	Any other	1	2	-	4	-	2	-	1	1
Tribal Languages	Lushai/Mizo	-	-	-	-	-	-	-	-	-
	Santhali	-	-	-	1	-	-	-	-	-
	Any other	-	-	-	1	-	-	-	-	-
Physical Sciences including Maths.	Chemistry	1	8	1	1	-	9	4	2	2
	Mathematics	-	10	-	-	-	10	5	3	2
	Physics	-	8	2	2	1	11	3	3	2
	Any other	-	-	-	-	-	-	-	-	-
Biological Sciences	Agriculture	-	1	-	3	-	4	1	-	-
	Botany	6	13	-	1	1	4	5	7	1
	Psychology	8	14	1	1	1	6	-	13	1
	Zoology	6	9	1	1	-	1	4	5	-
	Any other	-	4	-	2	-	1	-	2	2

APPENDIX IX (Contd.)

Type	Subject	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree Female	Single Degree Total	Double Degree Female	Double Degree Total	Triple Degree Female	Triple Degree Total	Teaching Subject	Not Teach- ing Subject	Not Appli- cable
Social Sciences	Economics	60	511	8	65	3	39	17	345	149
	Geography	4	95	-	7	1	9	32	41	22
	History	63	549	12	88	6	44	138	303	108
	Political Science	129	1040	10	107	6	39	71	724	245
	Commerce	-	80	-	13	-	3	4	53	23
	Any other	43	219	5	40	-	8	13	130	76
Other Subjects	Home Science	4	5	-	-	1	1	3	1	1
	Music	3	5	1	1	-	1	2	2	1
	Philosophy	7	22	1	3	-	4	2	14	6
	Any other	1	3	-	2	-	3	-	1	2
TOTAL		621	4861	49	439	22	264	1196	2462	1203

APPENDIX IX

DISTRIBUTION OF PRIMARY TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN URBAN AREA

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching subject	Not Applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	—	—	—	—	—	—	—	—	—
	Bengali	54	72	8	20	4	23	40	20	12
	Gujarati	14	33	41	67	26	46	12	14	7
	Hindi	914	1623	168	310	106	205	824	505	294
	Kannada	2	7	1	2	—	—	2	4	1
	Maithili	—	—	—	—	—	—	—	—	—
	Malayalam	2	4	1	3	2	2	3	—	1
	Manipuri	—	—	—	—	—	—	—	—	—
	Marathi	21	27	18	33	14	28	15	9	3
	Oriya	—	—	—	—	1	1	—	—	—
	Punjabi	20	25	5	6	10	12	5	13	7
	Sindhi	1	1	—	1	1	3	—	1	—
	Tamil	1	2	2	3	2	3	2	—	—
	Telugu	1	5	—	—	—	—	2	1	2
Urdu	78	154	12	27	10	33	65	58	31	
Any other	2	2	1	2	2	4	1	1	—	
Modern European and Asian Languages	English	160	258	60	113	73	132	132	94	32
	French	1	1	1	1	1	1	—	1	—
	Portuguese	—	—	—	—	—	—	—	—	—
	Nepali	—	—	—	—	—	—	—	—	—
	Any other	2	2	—	1	—	—	—	1	—
Oriental Languages	Arabic	1	8	—	4	—	5	1	5	2
	Persian	3	10	1	14	4	10	1	5	4
	Sanskrit	83	141	59	102	34	95	39	77	25
	Any other	—	1	2	3	3	3	—	1	—
Tribal Languages	Lushai/Mizo	1	1	—	—	—	—	—	—	1
	Santhali	1	1	—	—	—	—	—	—	1
	Any other	1	1	2	2	—	—	—	—	1
Physical Sciences including Maths.	Chemistry	10	15	1	1	3	4	6	8	1
	Mathematics	9	21	3	4	3	7	15	6	—
	Physics	1	7	—	2	4	7	6	1	—
	Any other	2	2	—	—	1	1	—	2	—

APPENDIX IX (Contd.)

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching Subject	Not Applicable
		Female	Total	Female	Total	Female	Total			
Biological Sciences	Agriculture	—	3	—	2	1	4	2	1	—
	Botany	7	8	2	3	5	7	2	5	1
	Psychology	62	66	17	20	15	22	7	45	14
	Zoology	16	23	1	1	2	3	6	15	2
	Any other	4	4	1	1	—	—	—	3	1
Social Sciences	Economics	254	489	43	94	28	57	20	366	103
	Geography	27	81	15	27	9	11	22	50	9
	History	350	636	54	100	33	52	157	390	89
	Political Science	439	836	72	142	22	39	85	642	109
	Commerce	4	39	2	12	—	4	—	34	5
	Any other	213	308	41	65	12	14	32	195	81
Other Subjects	Home Science	5	5	7	7	5	5	—	4	1
	Music	16	21	19	20	4	5	5	14	2
	Philosophy	42	50	15	21	3	6	1	38	11
	Any other	4	6	1	2	1	4	1	4	1
TOTAL		2828	4999	338	619	148	286	1511	2633	855

APPENDIX IX

DISTRIBUTION OF PRIMARY TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN BOTH RURAL AND URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching	Not Applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	—	1	—	—	1	2	—	—	1
	Bengali	69	140	12	55	6	83	68	45	27
	Gujarati	18	79	45	104	30	104	22	39	18
	Hindi	1116	3324	194	588	120	403	1562	1038	724
	Kannada	3	9	1	2	—	1	3	5	1
	Maithili	—	—	—	2	—	1	—	—	—
	Malayalam	2	7	1	4	2	3	5	1	1
	Manipuri	23	41	20	45	15	48	19	17	5
	Oriya	—	4	—	—	1	1	1	3	—
	Punjabi	33	79	7	14	11	26	20	42	17
	Sindhi	1	2	—	3	1	3	—	2	—
	Tamil	1	4	3	6	2	3	3	—	1
	Telugu	2	15	—	—	—	—	7	5	3
	Urdu	83	203	12	33	10	50	82	84	37
Any other	2	6	1	7	4	8	2	4	—	
Modern European and Asian Languages	English	174	332	72	166	88	220	152	130	50
	French	1	1	1	1	1	1	—	1	—
	Portuguese	—	2	—	—	—	—	—	1	1
	Nepali	1	2	—	1	—	—	—	—	2
	Any other	2	4	—	2	—	—	—	1	2
Oriental Languages	Arabic	2	18	—	6	—	13	2	8	8
	Persian	4	16	1	19	4	17	3	8	5
	Sanskrit	108	349	64	186	40	209	85	187	77
	Any other	1	3	2	7	3	5	—	2	1
Tribal Languages	Lushai Mizo	1	1	—	—	—	—	—	—	1
	Santhali	1	1	—	1	—	—	—	—	1
	Any other	1	1	2	3	—	—	—	—	1
Physical Sciences Including Maths	Chemistry	11	23	2	2	3	13	10	10	3
	Mathematics	9	31	3	4	3	17	20	9	2
	Physics	1	15	2	4	5	18	9	4	2
	Any other	2	2	—	—	1	1	—	2	—

APPENDIX IX (Contd.)

<i>Type</i>	<i>Subjects</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree</i>		<i>Double Degree</i>		<i>Triple Degree</i>		<i>Teaching Subject</i>	<i>Not Teaching</i>	<i>Not Applicable</i>
		<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>			
Biological Sciences	Agriculture	—	4	—	5	1	8	3	1	—
	Botany	13	21	2	4	6	11	7	12	2
	Psychology	70	80	18	21	16	28	7	58	15
	Zoology	22	32	2	2	2	4	10	20	2
	Any other	4	8	1	3	—	1	—	5	3
Social Sciences	Economics	314	1000	51	159	31	96	37	711	252
	Geography	31	176	15	34	10	20	54	91	31
	History	413	1185	66	188	39	96	295	693	197
	Political Science	568	1876	82	249	28	78	156	1366	354
	Commerce	4	119	2	25	—	7	4	87	28
	Any other	256	527	46	105	12	22	45	325	157
Other Subjects	Home Science	9	10	7	7	6	6	3	5	2
	Music	19	26	20	21	4	6	7	16	3
	Philosophy	49	72	16	24	3	10	3	52	17
	Any other	5	9	1	4	1	7	1	5	3
TOTAL		3449	9860	387	1058	170	550	2707	5095	2057

APPENDIX X

DISTRIBUTION OF MIDDLE TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN RURAL AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching Subject	Not applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	3	12	—	2	1	5	5	5	2
	Bengali	33	149	1	55	4	63	123	14	12
	Gujarati	—	18	2	30	2	30	4	9	5
	Hindi	438	4665	59	809	38	350	2817	1207	641
	Kannada	—	14	—	12	1	5	8	5	1
	Maithili	1	10	—	3	—	—	5	3	2
	Malayalam	3	17	—	1	—	1	12	4	1
	Manipuri	—	2	—	—	—	—	1	1	—
	Marathi	5	46	3	28	3	31	29	13	4
	Oriya	—	9	—	2	—	1	3	4	2
	Punjabi	42	242	5	21	5	29	81	132	29
	Sindhi	—	—	—	2	1	1	—	—	—
	Tamil	1	4	—	7	1	8	2	1	1
	Telugu	5	46	—	1	1	4	33	12	1
	Urdu	15	126	3	25	2	29	64	50	12
Any other	1	15	1	18	1	3	5	8	2	
Modern European and Asian Languages	English	53	395	21	193	29	242	289	67	39
	French	—	—	—	—	—	1	—	—	—
	Portuguese	—	—	—	—	—	—	—	—	—
	Nepali	—	—	—	—	—	2	—	—	—
	Any other	—	—	—	1	—	2	—	—	—
Oriental Languages	Arabic	2	19	—	3	—	8	8	8	3
	Persian	1	31	—	9	—	7	22	7	2
	Sanskrit	59	727	18	263	17	185	498	141	88
	Any other	1	6	1	11	1	3	2	2	2
Tribal Languages	Lushai/Mizo	—	1	—	—	—	1	1	—	—
	Santhali	—	—	—	—	—	—	—	—	—
	Any other	—	—	1	3	—	3	—	—	—
Physical Sciences including Maths.	Chemistry	6	56	1	4	4	20	42	10	4
	Mathematics	13	117	—	5	1	15	87	24	6
	Physics	2	40	1	2	2	13	31	6	3
	Any other	1	7	—	—	—	1	1	5	1

APPENDIX X (Contd.)

<i>Type</i>	<i>Subjects</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree</i>		<i>Double Degree</i>		<i>Triple Degree</i>		<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not applicable</i>
		<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>			
Biological Sciences	Agriculture	1	55	—	11	1	9	31	15	9
	Botany	10	47	2	4	5	8	26	14	7
	Psychology	13	43	2	12	6	25	2	33	8
	Zoology	8	45	—	4	4	5	25	12	8
	Any other	—	5	—	1	—	—	—	3	2
Social Sciences	Economics	144	1616	14	241	9	80	160	1106	350
	Geography	23	526	1	78	8	29	309	164	53
	History	190	2182	26	306	13	94	1157	779	246
	Political Science	265	2787	26	405	13	83	638	1670	479
	Commerce	2	136	—	35	—	4	12	97	27
	Any other	50	395	7	93	3	13	33	270	92
Other Subjects	Home Science	3	6	2	3	2	4	1	3	2
	Music	4	11	3	9	—	—	3	6	2
	Philosophy	15	74	3	15	1	6	8	46	20
	Any other	2	10	1	1	1	8	3	6	1
TOTAL		1415	14712	102	1364	60	477	6581	5962	2169

APPENDIX X

DISTRIBUTION OF MIDDLE TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subjects	Not Teaching Subjects	Not Applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	2	5	1	1	1	1	4	—	1
	Bengali	58	102	12	26	6	23	78	13	11
	Gujarati	10	18	25	40	9	26	12	4	2
	Hindi	1535	3484	299	734	104	297	2165	937	382
	Kannada	3	20	2	8	7	10	16	4	—
	Maithili	2	5	1	2	—	1	3	2	—
	Malayalam	1	6	2	4	3	3	1	3	2
	Manipuri	—	—	—	—	—	—	—	—	—
	Marathi	46	81	40	65	18	34	61	19	1
	Oriya	2	6	1	1	1	1	5	1	—
	Punjabi	64	119	11	18	15	25	64	50	5
	Sindhi	—	—	—	—	—	1	—	—	—
	Tamil	8	16	3	4	8	18	3	12	1
	Telugu	12	45	1	7	2	6	31	14	—
Urdu	101	261	18	70	7	35	131	103	27	
Any other	1	3	—	1	1	5	1	1	1	
Modern European and Asian Languages	English	296	655	98	238	104	264	502	128	25
	French	1	3	6	6	2	6	—	3	—
	Portuguese	—	—	—	—	—	1	—	—	—
	Nepali	—	—	—	—	1	1	—	—	—
	Any other	2	3	1	3	2	3	2	1	—
Oriental Languages	Arabic	6	17	1	8	2	8	8	9	—
	Persian	5	27	9	42	2	14	10	11	6
	Sanskrit	291	586	103	262	43	141	441	91	54
	Any other	1	5	4	7	1	3	2	3	—
Tribal Languages	Lushai/Mizo	—	—	—	—	—	1	—	—	—
	Santhali	—	—	—	—	—	—	—	—	—
	Any other	1	2	—	—	—	—	2	—	—
Physical Sciences including Maths	Chemistry	58	131	3	5	6	23	98	23	10
	Mathematics	75	252	8	19	6	18	220	28	4
	Physics	11	89	2	6	3	16	62	21	6
	Any other	1	9	—	2	1	3	4	4	1

APPENDIX X (Contd.)

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree Female	Single Degree Total	Double Degree Female	Double Degree Total	Triple Degree Female	Triple Degree Total	Teaching Subjects	Not Teaching Subjects	Not Applicable
Biological Sciences	Agriculture	1	19	1	4	1	4	8	8	3
	Botany	47	75	4	6	8	11	50	20	5
	Psychology	95	127	20	28	26	42	19	84	24
	Zoology	76	108	3	8	6	6	69	32	7
	Any other	7	12	1	1	1	1	5	6	1
Social Sciences	Economics	421	1265	63	234	42	91	204	878	183
	Geography	105	318	18	55	10	24	214	73	31
	History	670	1645	100	295	41	89	866	655	124
	Political Science	690	1768	107	316	20	62	485	1109	174
	Commerce	15	107	2	37	—	4	25	73	9
	Any other	333	520	59	112	7	17	60	375	85
Other Subjects	Home Science	12	14	7	8	5	6	4	9	1
	Music	40	59	15	23	4	8	39	13	7
	Philosophy	58	104	18	30	7	15	16	68	20
	Any other	5	11	1	4	1	3	4	5	2
TOTAL		5168	12102	535	1370	178	457	5994	4893	1215

APPENDIX X

DISTRIBUTION OF MIDDLE TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN BOTH RURAL AND URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching Subject	Not applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	5	17	1	3	2	6	9	5	3
	Bengali	91	251	13	81	10	66	201	27	23
	Gujarati	10	36	27	70	11	56	16	13	7
	Hindi	1973	8149	358	1543	142	647	4982	2144	1023
	Kannada	3	34	2	20	8	15	24	9	1
	Maithili	3	15	1	5	—	1	8	5	2
	Malayalam	4	23	2	5	3	4	13	7	3
	Manipuri	—	2	—	—	—	—	1	1	—
	Marathi	51	127	43	93	21	65	90	32	5
	Oriya	2	15	1	3	1	2	8	5	2
	Punjabi	106	361	16	39	20	54	145	182	34
	Sindhi	—	—	—	2	1	2	—	—	—
	Tamil	9	20	3	11	9	26	5	13	2
	Telugu	17	91	1	8	3	10	64	26	1
Urdu	116	387	21	95	9	64	195	153	39	
Any other	2	18	1	19	2	8	6	9	3	
Modern European and Asian Languages	English	349	1050	119	431	133	506	791	195	64
	French	1	3	6	6	2	7	—	3	—
	Portuguese	—	—	—	—	—	1	—	—	—
	Nepali	—	—	—	—	1	3	—	—	—
	Any other	2	3	1	4	2	5	2	1	—
Oriental Languages	Arabic	8	36	1	11	2	16	16	17	3
	Persian	6	58	9	51	2	21	32	18	8
	Sanskrit	350	1313	121	525	60	326	939	232	142
	Any other	2	11	5	18	2	6	4	5	2
Tribal Languages	Lushai/Mizo	—	1	—	—	—	2	1	—	—
	Santhali	—	—	—	—	—	—	—	—	—
	Any other	1	2	1	3	—	3	2	—	—
Physical Sciences including Maths	Chemistry	64	187	4	9	10	43	140	33	14
	Mathematics	88	369	8	24	7	33	307	52	10
	Physics	13	129	3	8	5	29	93	27	9
	Any other	2	16	—	2	1	4	5	9	2

APPENDIX X (Contd.)

<i>Type</i>	<i>Subject</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree</i>		<i>Double Degree</i>		<i>Triple Degree</i>		<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not Applicable</i>
		<i>Female</i>	<i>Total</i>	<i>Femal</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>			
Biological Sciences	Agriculture	2	74	1	15	2	13	39	23	12
	Botany	57	122	6	10	13	19	76	34	12
	Psychology	108	170	22	40	32	67	21	117	32
	Zoology	84	153	3	12	10	11	94	44	15
	Any other	7	17	1	2	1	1	5	9	3
Social Sciences	Economics	565	2881	77	475	51	171	364	1984	533
	Geography	128	844	19	133	18	53	523	237	84
	History	860	3827	126	601	54	183	2023	1434	370
	Political Science	955	4555	133	721	33	145	1123	2779	653
	Commerce	17	243	2	72	—	8	37	170	36
	Any other	383	915	66	205	10	30	93	645	177
Other Subjects	Home Science	15	20	9	11	7	10	5	12	3
	Music	44	70	18	32	4	8	42	19	9
	Philosophy	73	178	21	45	8	21	24	114	40
	Any other	7	21	2	5	2	11	7	11	3
TOTAL		6583	26814	637	2734	238	934	12575	10855	3384

APPENDIX XI

DISTRIBUTION OF SECONDARY TEACHERS WITH SUBJECT AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN RURAL AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching Subject	Not Applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	8	56	1	13	1	5	49	4	3
	Bengali	161	893	5	59	1	41	809	55	29
	Gujarati	10	172	22	257	4	51	126	33	13
	Hindi	329	4905	64	1162	24	349	4051	729	125
	Kannada	6	63	1	38	—	15	52	9	2
	Maithili	—	41	1	18	—	4	33	8	—
	Malayalam	24	170	6	34	1	11	136	27	7
	Manipuri	—	—	—	1	1	1	—	—	—
	Marathi	50	454	21	217	3	86	381	66	7
	Oriya	11	156	—	15	—	17	94	42	20
	Punjabi	50	305	6	56	11	51	104	181	20
	Sindhi	—	1	—	1	—	4	—	1	—
	Tamil	5	173	1	25	5	64	47	117	9
	Telugu	4	253	1	35	—	9	191	61	1
Urdu	12	237	—	66	—	48	162	64	11	
Any other	—	20	1	28	—	6	14	5	1	
Modern European and Asian Languages	English	123	1559	36	630	35	477	1320	190	49
	French	2	2	1	6	—	3	2	—	—
	Portuguese	—	—	—	2	—	—	—	—	—
	Nepali	—	4	—	1	—	5	4	—	—
	Any other	—	2	—	2	—	6	1	1	—
Oriental Languages	Arabic	—	57	—	27	—	26	42	9	6
	Persian	1	152	—	57	1	25	136	15	1
	Sanskrit	83	1606	51	645	7	177	1398	170	38
	Any other	3	12	1	21	—	7	3	9	—
Tribal Languages	Lushai/Mizo	—	—	—	1	—	2	—	—	—
	Santhali	—	—	—	—	—	—	—	—	—
	Any other	—	1	—	2	—	1	—	—	1
Physical Sciences including Maths.	Chemistry	7	333	4	44	6	87	251	68	14
	Mathematics	59	1050	4	67	3	65	951	74	25
	Physics	9	399	5	49	2	67	314	64	21
	Any other	2	37	—	3	—	1	10	22	5

APPENDIX XI (Contd.)

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGRBBS						NO. WITH SINGLE POST-GRADUATE DEGRBB		
		Single Female	Degree Total	Double Female	Degree Total	Triple Female	Degree Total	Teaching Subject	Not Teach- ing Subject	Not Appli- cable
Biological Sciences	Agriculture	—	35	—	6	2	5	17	13	5
	Botany	14	137	5	24	5	25	99	31	7
	Psychology	14	109	4	35	8	48	27	65	17
	Zoology	21	144	2	15	3	11	118	24	2
	Any other	2	19	1	6	—	1	8	9	2
Social Sciences	Economics	114	2263	27	484	12	174	1316	805	142
	Geography	21	885	4	130	7	59	701	166	18
	History	252	3984	36	657	11	213	2909	920	156
	Political Science	165	2638	24	554	7	140	1472	977	189
	Commerce	—	316	2	96	—	14	205	90	21
	Any other	45	615	8	180	1	41	154	413	48
Other Subjects	Home Science	1	8	2	5	—	—	1	6	1
	Music	6	19	2	4	—	2	9	10	—
	Philosophy	49	284	7	47	4	30	92	145	47
	Any other	2	25	—	7	6	25	7	16	2
TOTAL		1665	24594	178	2916	57	833	17816	5714	1065

APPENDIX XI

DISTRIBUTION OF SECONDARY TBACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree Female	Single Degree Total	Double Degree Female	Double Degree Total	Triple Degree Female	Triple Degree Total	Teaching Subject	Not Teaching Subject	Not Applicable
Modern Languages	Assameese	14	36	—	1	1	2	22	7	7
	Bengali	299	514	21	63	7	28	468	28	18
	Gujarati	114	309	238	513	35	104	237	51	26
	Hindi	1550	4882	559	1709	147	505	3957	794	131
	Kannada	39	131	17	77	14	45	101	29	1
	Maithili	4	14	7	22	2	15	11	2	1
	Malayalam	27	85	2	14	1	6	69	13	3
	Manipuri	1	1	—	1	—	—	1	—	—
	Marathi	371	909	310	631	32	144	773	134	2
	Oriya	28	76	2	11	2	4	57	15	4
	Punjabi	91	195	8	27	20	37	115	72	8
	Sindhi	—	2	2	5	3	6	2	—	—
	Tamil	43	238	10	39	28	80	94	126	18
	Telugu	60	300	9	50	4	13	236	64	—
	Urdu	140	532	81	345	17	110	392	132	8
Any other	4	7	10	26	5	17	5	2	—	
Modern European and Asian Language	English	704	2071	333	947	211	660	1751	271	49
	French	6	8	31	44	8	12	4	4	—
	Portuguese	—	1	—	1	—	—	—	—	1
	Nepali	—	1	—	—	—	2	1	—	—
	Any other	5	8	2	11	2	7	3	4	1
Oriental Languages	Arabic	4	39	2	29	5	30	24	11	4
	Persian	19	10	76	289	12	67	75	22	3
	Sanskrit	445	1283	405	1141	87	279	1069	175	39
	Any other	5	14	20	78	2	13	9	4	1
Tribal Languages	Lushai/Mizo	—	—	—	—	—	—	—	—	—
	Santhali	—	1	2	4	—	—	—	1	—
	Any other	2	5	1	5	1	3	5	—	—
Physical Sciences including Maths.	Chemistry	113	509	12	67	29	126	428	67	14
	Mathematics	226	1301	16	93	19	108	1165	119	17
	Physics	49	492	17	84	18	83	407	68	17
	Any other	10	44	5	10	2	5	21	18	5

APPENDIX XI (Contd.)

<i>Type</i>	<i>Subject</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree Female</i>	<i>Degree Total</i>	<i>Double Degree Female</i>	<i>Degree Total</i>	<i>Triple Degree Female</i>	<i>Degree Total</i>	<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not Applicable</i>
Biological Sciences	Agriculture	6	23	1	8	—	—	14	9	—
	Botany	93	240	13	36	19	45	206	29	5
	Psychology	104	204	82	136	36	95	38	142	24
	Zoology	113	282	20	39	12	25	235	39	8
	Any other	20	36	6	14	2	5	25	9	2
Social Sciences	Economics	562	1956	136	596	70	245	1020	826	110
	Geography	161	658	36	148	22	71	546	99	13
	History	953	3016	238	755	80	256	2197	737	82
	Political Science	657	2061	175	636	58	188	1084	889	88
	Commerce	6	402	3	128	—	23	287	108	7
	Any other	408	929	124	290	18	60	258	599	72
Other Subjects	Home Science	28	31	22	24	10	10	15	13	3
	Music	48	79	20	34	11	13	56	19	4
	Philosophy	174	338	54	110	16	53	91	212	35
	Any other	9	32	4	5	—	12	19	11	2
TOTAL		7715	24395	1566	4648	356	1204	17588	5974	833

APPENDIX XI

DISTRIBUTION OF SECONDARY TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN BOTH RURAL AND URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGRBES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree Female	Single Degree Total	Double Degree Female	Double Degree Total	Triple Degree Female	Triple Degree Total	Teaching Subject	Not Teaching Subject	Not Applicable
Modern Indian Languages	Assameese	22	92	1	14	2	7	71	11	10
	Bengali	460	1407	26	122	8	69	1277	83	47
	Gujarati	124	481	260	770	39	155	358	84	39
	Hind i	1879	9787	623	2871	171	854	8008	1523	256
	Kannada	45	194	18	115	14	60	153	38	3
	Maithili	4	55	8	40	2	19	44	10	1
	Malayalam	51	255	8	48	2	17	205	40	10
	Manipuri	1	1	—	2	1	1	1	—	—
	Marathi	421	1363	331	848	35	230	1154	200	9
	Oriya	39	232	2	26	2	21	151	57	24
	Punjabi	141	500	14	83	31	88	219	253	28
	Sindhi	—	3	2	6	3	10	2	1	—
	Tamil	48	411	11	64	33	144	141	243	27
Telugu	64	553	10	85	4	22	427	125	1	
Urdu	152	769	81	411	17	158	554	196	19	
Any other	4	27	11	54	5	23	19	7	1	
Modern European and Asian Languages	English	827	3630	369	1577	246	1137	3071	461	98
	French	8	10	32	50	8	15	6	4	—
	Portuguese	—	1	—	3	—	—	—	—	1
	Nepali	—	5	—	1	—	7	5	—	—
	Any other	5	10	2	13	2	13	4	5	1
Oriental Languages	Arabic	4	96	2	56	5	56	66	20	10
	Persian	20	252	76	346	13	92	211	37	4
	Sanskrit	528	2889	456	1786	94	456	2467	345	77
	Any other	8	26	21	99	2	20	12	13	1
Tribal Languages	Lushai/Mizo	—	—	—	1	—	2	—	—	—
	Santhali	—	1	2	4	—	—	—	1	—
	Any other	2	6	1	7	1	4	5	—	1
Physical Sciences including Maths	Chemistry	120	842	16	111	35	213	679	135	28
	Mathematics	285	2351	20	160	22	173	2116	193	42
	Physics	58	891	22	133	20	150	721	132	38
	Any other	12	81	5	13	2	6	31	40	10

APPENDIX XI (Contd.)

<i>Type</i>	<i>Subjects</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree Female</i>	<i>Single Degree Total</i>	<i>Double Degree Female</i>	<i>Double Degree Total</i>	<i>Triple Degree Female</i>	<i>Triple Degree Total</i>	<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not Applicable</i>
Biological Sciences	Agriculture	6	58	1	14	2	5	31	22	5
	Botany	107	377	18	60	24	70	305	60	12
	Psychology	118	313	86	171	44	143	65	207	41
	Zoology	134	426	22	54	15	36	353	63	10
	Any other	22	55	7	20	2	6	33	18	4
Social Sciences	Economics	676	4219	163	1080	82	419	2336	1631	252
	Geography	182	1543	40	278	29	130	1247	265	31
	History	1205	7000	274	1412	91	469	5106	1657	238
	Political Science	822	4699	199	1190	65	328	2556	1866	277
	Commerce	6	718	5	224	—	37	492	198	28
	Any other	453	1544	132	470	19	101	412	1012	120
Other Subjects	Home Science	29	39	24	29	10	10	16	19	4
	Music	54	98	22	38	11	15	65	29	4
	Philosophy	223	622	61	157	20	83	183	357	82
	Any other	11	57	4	12	6	37	26	27	4
TOTAL		9380	48989	1744	7564	413	2037	35404	11688	1898

APPENDIX XII

DISTRIBUTION OF HIGHER SECONDARY TEACHERS WITH SUBJECT AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN RURAL AREAS

Type	Subject	NO. OF TEACHERS WITH POST-GRADUATE DEGREES				NO. WITH SINGLE POST-GRADUATE DEGREE				
		Single Female	Degree Total	Double Female	Degree Total	Triple Female	Degree Total	Teaching Subject	Not Teaching Subject	Not Applicable
Modern Indian Languages	Assameese	1	22	—	4	—	2	18	4	—
	Bengali	125	1079	7	123	3	49	1018	44	17
	Gujarati	1	5	—	9	2	8	4	1	—
	Hindi	188	3315	43	1597	7	326	2880	370	65
	Kannada	7	68	—	18	—	9	68	—	—
	Maithili	—	1	—	—	—	—	1	—	—
	Malayalam	4	33	1	2	—	5	31	2	—
	Manipuri	2	5	2	2	2	3	5	—	—
	Marathi	1	11	—	5	—	4	4	4	3
	Oriya	—	1	—	2	—	1	1	—	—
	Punjabi	10	59	3	12	3	23	42	15	2
	Sindhi	—	—	—	3	—	1	—	—	—
	Tamil	1	3	1	2	—	5	—	3	—
	Telugu	1	54	—	6	—	4	51	3	—
Urdu	1	63	—	30	—	28	46	15	2	
Any other	—	4	1	9	—	1	2	—	2	
Modern European and Asian Languages	English	120	2295	36	958	13	271	2142	122	31
	French	—	1	—	4	—	2	—	—	—
	Portuguese	—	—	—	—	—	—	—	—	—
	Nepali	—	1	—	—	—	—	1	—	—
	Any other	—	—	—	3	—	2	4	—	—
Oriental Languages	Arabic	1	31	—	7	—	13	18	7	3
	Persian	—	9	—	15	—	13	7	1	—
	Sanskrit	90	1193	19	696	4	153	1096	78	19
	Any other	—	—	—	7	—	5	3	1	—
Tribal Languages	Lushai/Mizo	—	—	—	1	—	1	—	—	—
	Santhali	—	1	1	1	—	—	1	—	—
	Any other	—	1	—	1	—	—	1	—	—
Physical Sciences including Maths	Chemistry	37	1152	2	61	3	38	1100	43	10
	Mathematics	39	1655	2	107	1	26	1580	64	11
	Physics	18	1140	1	84	1	29	1087	39	14
	Any other	—	30	—	11	—	3	18	8	4

APPENDIX XII (Contd.)

<i>Type</i>	<i>Subjects</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree</i>		<i>Double Degree</i>		<i>Triple Degree</i>		<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not Applicable</i>
		<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>			
Biological Sciences	Agriculture	—	134	—	27	—	8	121	11	2
	Botany	29	517	1	38	1	14	485	25	7
	Psychology	11	118	4	48	3	17	92	26	—
	Zoology	44	540	3	34	2	14	505	30	5
	Any other	1	18	—	5	—	1	9	6	3
Social Sciences	Economics	99	2269	11	774	1	121	1857	355	57
	Geography	9	1375	2	328	—	48	1242	118	15
	History	153	2982	28	877	5	150	2577	361	44
	Political Science	103	2402	21	944	4	119	1950	401	51
	Commerce	5	637	—	145	—	21	560	67	10
	Any other	27	450	9	307	—	48	285	138	27
Other Subjects	Home Science	8	11	3	7	1	2	10	—	1
	Music	5	12	1	10	—	1	12	—	—
	Philosophy	50	304	6	79	1	19	228	56	20
	Any other	2	18	—	17	—	18	15	3	—
TOTAL		1193	24024	104	3710	19	542	21177	2421	425

APPENDIX XII

DISTRIBUTION OF HIGHER SECONDARY TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGREES						NO. WITH SINGLE POST-GRADUATE DEGREE		
		Single Degree		Double Degree		Triple Degree		Teaching Subject	Not Teaching Subject	Not Applicable
		Female	Total	Female	Total	Female	Total			
Modern Indian Languages	Assameese	5	29	—	3	—	—	23	2	4
	Bengali	506	1264	44	163	10	62	1171	59	34
	Gujarati	8	19	15	33	6	29	11	4	4
	Hindi	2086	5484	731	2630	190	760	4752	629	103
	Kannada	24	149	5	43	5	31	142	6	—
	Maithili	—	1	1	5	1	4	1	—	1
	Malayalam	3	12	1	7	1	4	11	1	—
	Manipuri	—	1	—	1	—	—	1	—	—
	Marathi	52	134	10	27	5	17	99	31	4
	Oriya	4	6	1	5	1	2	4	2	—
	Punjabi	109	203	33	62	34	70	154	44	5
	Sindhi	1	2	3	7	5	6	2	—	—
	Tamil	11	25	1	12	4	11	18	6	1
	Telugu	26	160	6	36	3	21	155	5	—
	Urdu	105	315	24	143	20	113	255	56	4
Any other	5	12	11	28	6	15	7	4	1	
Modern European and Asian Languages	English	1438	4767	367	1767	155	756	4388	312	67
	French	1	3	7	20	6	15	2	1	—
	Portuguese	—	—	2	3	—	3	—	—	—
	Nepali	1	3	1	3	—	2	2	1	—
	Any other	2	5	4	17	6	11	3	2	—
Oriental Languages	Arabic	7	37	4	11	7	25	27	8	2
	Persian	11	50	5	57	5	37	36	13	1
	Sanskrit	831	1734	337	1197	72	328	1604	105	25
	Any other	2	17	2	15	4	15	14	3	—
Tribal Languages	Lushai/Mizo	—	1	—	—	—	1	1	—	—
	Santhali	6	6	—	2	—	—	5	1	—
	Any other	2	6	—	4	—	1	6	—	—
Physical Sciences including Maths.	Chemistry	417	2327	15	156	6	98	2214	91	22
	Mathematics	493	3128	22	242	9	92	2972	126	30
	Physics	276	2379	18	215	5	65	2252	106	21
	Any other	10	60	5	16	1	7	44	13	3

APPENDIX XII (Contd.)

<i>Type</i>	<i>Subjects</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Female</i>	<i>Degree Total</i>	<i>Double Female</i>	<i>Degree Total</i>	<i>Triple Female</i>	<i>Degree Total</i>	<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not Applicable</i>
Biological Sciences	Agriculture	2	114	—	28	—	10	104	7	3
	Botany	348	1094	21	70	9	33	1030	51	13
	Psychology	228	380	66	139	16	46	241	120	19
	Zoology	371	1186	26	83	11	28	1103	73	10
	Any other	20	49	4	14	2	4	34	15	—
Social Sciences	Economics	1070	3530	255	1397	60	306	2840	635	55
	Geography	327	1513	57	361	16	95	1362	142	19
	History	1309	3900	307	1347	81	302	3248	584	68
	Political Science	1164	3195	363	1422	62	283	2471	647	67
	Commerce	26	1470	3	475	3	70	1344	97	29
	Any other	298	681	152	468	28	98	396	263	22
Other Subjects	Home Science	72	78	18	18	14	14	61	13	4
	Music	139	191	74	93	12	18	158	32	1
	Philosophy	232	447	54	167	14	59	292	121	34
	Any other	18	44	1	10	8	14	35	7	2
TOTAL		12066	40211	1538	6511	301	1327	35095	4438	678

APPENDIX XII

DISTRIBUTION OF HIGHER SECONDARY TEACHERS WITH SUBJECTS AT POST-GRADUATE LEVEL AND TEACHING THE SAME IN BOTH RURAL AND URBAN AREAS

Type	Subjects	NO. OF TEACHERS WITH POST-GRADUATE DEGRRES				NO. WITH SINGLE POST-GRADUATE DEGREE				
		Single Female	Degree Total	Double Female	Degree Total	Triple Female	Degree Total	Teaching Subject	Not Teach- ing Subject	Not Applicable
Modern Indian Languages	Assameese	6	51	-	7	-	2	41	6	4
	Bengali	631	2343	51	286	13	111	2189	103	51
	Gujarati	9	24	15	42	8	37	15	5	4
	Hindi	2274	8799	774	4227	197	1086	7632	999	168
	Kannada	31	217	5	61	5	40	210	6	1
	Maithili	-	2	1	5	1	4	2	-	-
	Malayalam	7	45	2	9	1	9	42	3	-
	Manipuri	2	6	2	3	2	3	6	-	-
	Marathi	53	145	10	32	5	21	103	35	7
	Oriya	4	7	1	7	1	3	5	2	-
	Punjabi	119	262	36	74	37	93	196	59	7
	Sindhi	1	2	3	10	5	7	2	-	-
	Tamil	12	28	2	14	4	16	18	9	1
	Telugu	27	214	6	42	3	25	206	8	-
Urdu	106	378	24	173	20	141	301	71	6	
Any other	5	16	12	37	6	16	9	4	3	
Modern European and Asian Languages	English	1558	7062	403	2725	168	1027	6530	434	98
	French	1	4	7	24	6	17	2	1	-
	Portuguese	-	-	2	3	-	3	-	-	-
	Nepali	1	4	1	3	-	2	3	1	-
	Any other	2	5	4	20	6	13	7	2	-
Oriental Languages	Arabic	8	68	4	18	7	38	45	15	5
	Persian	11	59	5	72	5	50	43	14	1
	Sanskrit	921	2927	356	1893	76	481	2700	183	44
	Any other	2	21	2	22	4	20	17	4	-
Tribal Languages	Lushai/Mizo	-	1	-	1	-	2	1	-	-
	Santhali	6	7	1	3	-	-	6	1	-
	Any other	2	7	-	5	-	1	7	-	-
Physical Sciences including Maths.	Chemistry	454	8479	17	217	9	136	3314	134	32
	Mathematics	532	4783	24	349	10	118	4552	190	41
	Physics	294	3519	19	299	6	94	3339	145	35
	Any other	10	90	5	27	1	10	62	21	7

APPENDIX XII (Contd.)

<i>Type</i>	<i>Subjects</i>	<i>NO. OF TEACHERS WITH POST-GRADUATE DEGREES</i>						<i>NO. WITH SINGLE POST-GRADUATE DEGREE</i>		
		<i>Single Degree</i>		<i>Double Degree</i>		<i>Triple Degree</i>		<i>Teaching Subject</i>	<i>Not Teaching Subject</i>	<i>Not Applicable</i>
		<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>	<i>Female</i>	<i>Total</i>			
Biological Sciences	Agriculture	2	248	—	55	—	18	225	18	5
	Botany	377	1611	22	108	10	47	1515	76	20
	Psychology	239	498	70	187	19	63	333	146	19
	Zoology	415	1726	29	117	13	42	1608	103	15
	Any other	21	67	4	19	2	5	43	21	3
Social Sciences	Economics	1169	5799	266	2171	61	427	4697	990	112
	Geography	336	2888	59	689	16	143	2604	260	34
	History	1462	6883	335	2224	86	452	5825	945	112
	Political Science	1267	5597	384	2366	66	402	4421	1048	118
	Commerce	31	2107	3	620	3	91	1904	164	39
	Any other	325	1131	161	775	28	146	681	401	49
Other Subjects	Home Science	80	89	21	25	15	16	71	13	5
	Music	144	203	75	103	12	19	170	32	1
	Psychology	282	751	60	246	15	78	520	177	54
	Any other	20	62	1	27	8	32	50	10	2
TOTAL		13259	64235	1642	10221	320	1869	56272	6859	1103

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

T

THIRD ALL INDIA EDUCATIONAL SURVEY

TEACHER INFORMATION BLANK

6

INSTRUCTIONS

1. This blank is to be filled in by all the teachers (including Principal/Headmaster) working in the school.
2. Information on items 1 to 8 is filled by the school office. Please check it for correctness.
3. This form is to be processed mechanically like SCHOOL INFORMATION BLANK (SA) (3). It is therefore, necessary that the instructions regarding filling up the form given in that blank are followed while filling this form as well.
4. Item 8—Code number given against your name is your serial number in the teachers register. If your name is at serial number 3, the response in this case will be written in the squares as

0	0	3
---	---	---
5. Item 17—Your highest qualification may not be covered by the general nomenclature as matric, intermediate, graduate, etc., given in the item. But it may be equivalent to one of these. For instance, a teacher who passed Sahitya Ratna in U.P. is held equivalent to a post-graduate. Such a teacher will put a tick mark in the brackets against alternative(vii) of the item. The same applies to other alternatives in general qualifications and also professional qualifications listed in item 18 (b).
6. Item 19—In case you are a post-graduate, you are required to encircle the serial number(s) of the subject(s) you had offered at the post-graduate level.
7. Item 24—Time devoted to each activity is to be rounded off to the nearest hour.
8. Item 25—Information on this item is to be supplied on the basis of teaching load. In case you are teaching at more than one school stage, put a tick mark (✓) against the stage where your teaching load is maximum. In case teaching load is equally divided among the different stages at which you teach, put a tick mark (✓) against the highest of these stages.
9. Item 26—This item is applicable to teachers working in schools where some classes are recognised and others are unrecognised.

**THIRD ALL INDIA EDUCATIONAL SURVEY
TEACHER INFORMATION BLANK**

T

6

1. Union Territory

--	--

2. District.....

0	
---	--

3. Block (Taluk/Tehsil)/City/Town

--	--

4. Name of the Village
(For schools in rural areas)

5. Name of the School.....

--	--	--	--

6. Area in which the school is located

- (i) Rural ()
- (ii) Urban ()

7. Management

- (i) Government ()
- (ii) Local body ()
- (iii) Private aided ()
- (iv) Private unaided recognised ()
- (v) Private unaided unrecognised ()

8. Name of the teacher

--	--	--	--

**(Information above this line is to be supplied by officer of the school).

9. Sex

- (i) Male ()
- (ii) Female ()

10. Whether you belong to

- (i) Scheduled Caste ()
- (ii) Scheduled Tribe ()
- (iii) Other than S.C. or S.T. ()

11. Age (rounded to the nearest year as on 31-12-1973) []
12. Total teaching experience (rounded to the nearest year as on 31-12-1973) []
13. (a) Did you shift to any other vocation after your first appointment as a teacher ?
- (i) Yes ()
- (ii) No ()
- (b) If yes, give the duration of the break (rounded to nearest year) []
14. Working
- (i) Full-time ()
- (ii) Part-time ()
15. Tenure
- (i) Permanent ()
- (ii) Quasi-permanent/Regular ()
- (iii) Temporary ()
- (iv) Adhoc ()
16. Total monthly emoluments including allowances (rounded to the nearest Rupees) []
17. Give your highest general qualification
- (i) Below middle ()
- (ii) Middle or equivalent ()
- (iii) Matric or equivalent ()
- (iv) Higher Secondary/P.U.C. or equivalent ()
- (v) Intermediate or equivalent ()
- (vi) Graduate or equivalent ()
- (vii) Post-graduate or equivalent ()
- (viii) Doctorate (Ph.D.) ()
- (ix) Any other (specify) ()
18. (a) Are you trained?
- (i) Yes ()
- (ii) No ()
- (b) If yes, give your highest professional qualification
- (i) J.V./J.B.T./equivalent ()
- (ii) S.V./C.T./equivalent ()
- (iii) B.T./L.T./B.Ed./equivalent ()
- (iv) M.Ed. ()

(c) Other training(s)

(i) Certificate/Diploma in Craft

(ii) Certificate/Diploma in Fine Arts

(iii) Certificate/Diploma in Music/Dance

(iv) Certificate/Diploma in Physical Education

(v) Certificate/Diploma in Home Science

(vi) Any other [Specify]

19. (a) Have you attended any summer institute?

(i) Yes

()

(ii) No

()

(b) Have you attended any seminar or workshop?

(i) Yes

()

(ii) No

()

20. Please encircle the serial numbers offered at post-graduate [Master's degree] level, if any.

(a) **Modern Indian Language**

01. Assameese

02. Bengali

03. Gujarati

04. Hindi

05. Kannada

06. Maithili

07. Malayalam

08. Manipuri

09. Marathi

10. Oriya

11. Punjabi

12. Sindhi

13. Tamil

14. Telugu

15. Urdu

16. Any other Modern Indian Language

(b) **Modern European and Asian Languages**

17. English

18. French

19. Portuguese

20. Nepali

21. Any other

(c) **Classical Oriental Languages**

22. Arabic

23. Persian

24. Sanskrit

25. Any other Classical oriental language

(d) **Tribal Languages**

26. Lushai/Mizo

27. Santhali

28. Any other Tribal language

(e) **Physical Sciences Including Mathematics**

- | | |
|---------------|--|
| 29. Chemistry | 30. Mathematics |
| 31. Physics | 32. Any other Physical Science Subject |

(f) **Biological Sciences**

- | | |
|--|-------------|
| 33. Agriculture | 34. Botany |
| 35. Psychology | 36. Zoology |
| 37. Any other Biological Science Subject | |

(g) **Social Sciences**

- | | |
|---------------|------------------------------|
| 38. Economics | 39. Geography |
| 40. History | 41. Political science |
| 42. Commerce | 43. Any other social subject |

(h) **Other Subjects**

- | | |
|------------------|-----------|
| 44. Home Science | 45. Music |
| 46. Philosophy | |

21. Are you teaching any of the subject(s) in which you took your post-graduate degree(s)?

- | | |
|----------------------|-----|
| (i) Yes | () |
| (ii) No | () |
| (iii) Not applicable | () |

22. (a) Have you studied Science ?

- | | |
|---------|-----|
| (i) Yes | () |
| (ii) No | () |

(b) If yes, up to what level ?

- | | |
|--|-----|
| (i) Middle | () |
| (ii) Matric or equivalent | () |
| (iii) Higher Secondary or equivalent | () |
| (iv) Intermediate/P.U.C. or equivalent | () |
| (v) B. Sc. | () |
| (vi) M. Sc. | () |
| (vii) Ph. D. | () |

23. (a) Are you teaching Science?

- | | |
|---------|-----|
| (i) Yes | () |
| (ii) No | () |

(b) If yes, up to what level ?

- | | |
|-------------------------------------|-----|
| (i) Primary | () |
| (ii) Middle | () |
| (iii) Matric or equivalent | () |
| (iv) Higher Secondary or equivalent | () |
| (v) Intermediate | () |

24. (a) Total time (in clock hours) per week devoted to the teaching of Science subjects (excluding Mathematics) only. |
- (b) Total time (in clock hours) per week devoted to the teaching of non-science subjects (including Mathematics) |
- (c) Total time (in clock hours) per week devoted to correction work |
- (d) Total time (in clock hours) per week devoted to co-curricular activities |
- (e) Time devoted (in clock hours) per week devoted to activities not covered above. |
25. Stage at which teaching predominantly.
- (i) Primary ()
- (ii) Middle ()
- (iii) Secondary ()
- (iv) Higher Secondary or equivalent ()
- (v) Intermediate ()
26. (a) Whether any unrecognised classes are being run in the school.
- (i) Yes ()
- (ii) No ()
- (b) If yes, are you teaching unrecognised classes?
- (i) Yes ()
- (ii) No ()
- (c) If yes to 26(b), stage at which you are teaching predominantly unrecognised classes.
- (i) Primary ()
- (ii) Middle ()
- (iii) Secondary ()
- (iv) Higher Secondary or equivalent ()
- (v) Intermediate ()

Third All-India Educational Survey

Hostel Facilities For Scheduled Castes

L.R.N. SRIVASTAVA



**NATIONAL COUNCIL
OF EDUCATIONAL RESEARCH AND TRAINING**

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FOREWORD

The post-independence era saw several development schemes to promote education amongst the economically backward classes in the society. The schemes covered, among other things, free clothing, free supply of textbooks and scholarships and freeships. These schemes not only acted as incentives to enrol children belonging to these communities in schools, they also promoted retention of these students in schools. However, these schemes generally accounted for in the annual schemes provided for in the State budget but no attempt seems to have been made to find out the hostel facilities available to the pupils belonging to the Scheduled Castes at the school stage. During the Third Survey an attempt was made to find out the hostel facilities available to the pupils belonging to the Scheduled Castes at the school stage. The survey covers the hostels located in rural and urban areas for boys and girls, intake capacity, number of inmates, agencies running these hostels, conditions of the hostel buildings, number of residents at various school stages, type of facilities like electricity, drinking water, library and special coaching. I am thankful to Dr L.R.N. Srivastava, Department of School Education, who was responsible for bringing out this report and also to the State Survey Officers who have extended their full co-operation in supplying the necessary data.

Being the first survey of its kind, it is hoped that the report will provide some interesting and useful information.

New Delhi
November 1977

SHIB K. MITRA
Director

P R E F A C E

By now three All-India Educational Surveys have been completed. The Advisory Committee of the Second All-India Educational Survey had recommended that surveys should be a regular feature and they should be undertaken from time to time, particularly in the penultimate year of every plan, so that base line data are available for the next plan. For some reason or the other this could not be done for the Fifth Plan. The Third All-India Educational Survey began in 1973. The main objectives of the Survey were to study the provisions of adequate schooling facilities for children ; to collect data for preparation of District Development Plans for educational growth ; and to locate pockets of low enrolment and reasons thereof. Considering the volume of work done, it can be safely asserted that the Third Survey has, by and large, achieved its objectives.

In addition to collecting and interpreting considerable data on different aspects of educational development in the country it was also intended to prepare a number of thematic reports on special aspects of educational growth. The present report on Hostel Facilities for Scheduled Castes is one such report.

It was indeed a pleasant experience writing this report. The data available for this report have revealed many interesting features of hostel facilities for students belonging to Scheduled Castes. At first it appeared that the report would be bulky because there were as many as seventeen tables. Thirteen States and two Union Territories have reported existence of hostel facilities for Scheduled Castes and for each State and Union Territory there were a number of variables. But when I began analyzing the tables it did not appear difficult to draw the appropriate inferences. Though I have not gone into greater details of the facilities available, at the same time, I have not withheld any important information which the reader should possess for any useful purpose.

Help and assistance of a number of persons have gone into the preparation of this report. I take this opportunity of expressing my sincere gratitude to Prof. Shib K. Mitra, Director, National Council of Educational Research and Training, for having given me the opportunity of writing this report.

I am also thankful to my colleague Shri K.N. Hiriyaniah, Head of the Survey and Data Processing Unit, for having provided me all facilities for writing this report.

Shri C.L. Kaul, Lecturer in the same Unit, has compiled the national tables. He has also helped in clarifying certain matters during the course of preparation of this report. I am indeed grateful to him.

I will be failing in my duty if I do not express my thanks and gratitude to different officers at block, district and state levels of the concerned state governments and union territory administrations involved in this survey who have put in hard work to see that all necessary information is properly collected and tabulated.

Thanks are also due to Shri Y.K. Oberai, Personal Assistant, for giving me competent stenographic assistance. Shri R.C. Sharma has typed the report.

Though a number of reports on educational facilities to Scheduled Castes have been prepared from time to time by various authorities, it is, perhaps, for the first time that a full-scale report on hostel facilities available to Scheduled Caste students has been prepared. This report can be used in several ways, particularly in preparing future plans for expansion of hostel facilities in the concerned states and union territories. If this report is of some use to the state governments and union territory administrations and, ultimately, to the beneficiaries of hostel facilities, I shall consider my effort amply rewarded.

New Delhi
31 August 1977

L.R.N. SRIVASTAVA

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Introduction

The Social Background

Indian society is basically ascriptive as opposed to achieving. Social status, prestige, position and everything else depend more on the coincidence of birth than on the achievement of an individual. Caste determines the position of an individual in the social hierarchy irrespective of the fact whether one is capable of occupying that position or not. The problem of educational backwardness of the Scheduled Castes has its origin in the traditional *varnashram* pattern of the Hindu society. This pattern practically divided the entire population into four rigid and water-tight compartments entry into one of which from the other was inconceivable. For, once a person was born in one of the *varnas* he continued to be its member till his death.

Brahmins, at the top of this social hierarchy, assigned to themselves the task of learning the scriptures and disseminating religious knowledge to and performing rituals for the other members of the society. In order to equip themselves with the knowledge of the scriptures, they had to read and write and, as such, were entitled to education and sacred lore. This position of the Brahmins invested them with special prestige as compared to the members of the other *varnas*.

The Kshatriyas, at the second rung of the social ladder, were assigned the task of ruling and defending the country. For this purpose they had to acquire the knowledge of weaponry and learn the art of fighting. This role entitled them also to the advantages of education and brought them power.

The third *varna* of the Vaisyas was a class of merchants and businessmen to whom was assigned the task of sale and purchase of commodities, of carrying on business inside and outside the country, of keeping accounts and so on and so forth. For this also the knowledge of reading, writing and arithmetic was essential. This occupation brought them wealth.

The position of the Shudras, who were the fourth and lowest *varna*, was unenviable. They were assigned the menial

jobs and led a life of servitude. They were assigned to work for the members of the first three *varnas* in different types of occupations. To perform these occupations it was neither considered desirable nor necessary to impart education to them. This brought them only poverty, misery and frustration.

This stratification of society into different *varnas* and assigning different occupations to them gradually led to the creation of independent endogamous groups interested in their own well-being. Gradually, this rigid system assumed serious proportions and reports of atrocities perpetrated on the Shudras for any deviation from the assigned tasks began to come to light.

This state of affairs continued for centuries and at no time it was considered desirable or appropriate to extend the benefit of education to the Shudras. Gradually, social and religious reformers began to realize their sad plight and expressed their concern at the miserable position of this class of people in the Hindu society. Voices were raised for improving their lot and extending to them the benefits of education.

During the British rule, though the government recognized the pitiable condition of these people, it did not make any serious effort, besides giving some marginal educational facilities to them, to bring them in the mainstream of the Indian society. The government was, perhaps, more interested in maintaining a *status quo* rather than improving the lot of these people at the risk of antagonizing the vast majority of people of the higher *varnas*. Even when the portals of educational institutions in the country were thrown open to members of this *varna*, education continued to be a virtual monopoly of the Brahmins and some other higher castes. Even as late as 1911 the percentage of literacy was very high among the Brahmins. The 1911 Census reveals that the literacy percentage among the Brahmins of Madras was as high as 71.9, those of Mysore 70.7, of Cochin 62.1, of Bombay 59.1 and of Travancore 57.1. These percentages

of literacy were much higher than that of the general population of India during that year which was only 10.6. Thus, from the ancient period to the present times, the Brahmins have maintained their educational superiority to the complete denial of educational facilities to the members of the lowest *varna*.

In the late nineteenth and early twentieth centuries the social, religious and political leaders began to project, through different forums, the dismal picture of the Shudras. They suffered from the stigma of untouchability. They were not only excluded from the social life of the people of the higher castes but were also denied the right of economic and educational development.

The strong caste prejudices of the high castes against them and their hopeless educational condition during the thirties have been forcefully brought out by the Indian Statutory (Simon) Commission in its Report of the Auxiliary Committee. It said :

‘The education of these classes raises a question of great difficulty and importance since their children are, in many places, “actually excluded from the ordinary public schools on the ground of caste alone...” While it is true that caste prejudice is in many areas rapidly disappearing, it is difficult to exaggerate the disadvantages under which members of the depressed classes suffer in some places. In certain areas, an “untouchable” still causes pollution by presence as well as by contact, and in these areas many of the public roads and wells cannot be used in daylight by the depressed classes. Publicly managed schools are not infrequently located on sites which are entirely inaccessible to the depressed classes, and even in those areas in which their children are admitted to the ordinary schools it often happens that the depressed class pupils are made to sit separately in the class-room or even outside the school building.’

They were, so to say, outside the pale of the core Hindu culture and religion. There is no wonder that J.H. Hutton, the Census Commissioner during the thirties, characterised them as the ‘exterior castes’. For a long time they continued to be referred to as untouchables. Mahatma Gandhi, in order to remove this stigma of untouchability, referred to them as Harijans, the children of God. But in course of time this word itself was stigmatised and it became synonymous with untouchables.

In earlier Indian writings and literature, particularly in the beginning of the current century, they began to be referred to as the ‘Depressed Class’. But this was an omnibus term and included, besides the untouchables, other backward classes and even the tribes. The term

Scheduled Caste appeared for the first time in the Government of India Act of 1935. In 1936 the Government of India (Scheduled Castes) Order was promulgated. This order specified certain castes and tribes as Scheduled Castes in the then provinces of Bengal, Bihar, Bombay, Central Provinces and Berar, Madras, Orissa, Punjab and United Provinces. In 1950 this list of Scheduled Castes was modified and revised. The criterion adopted for including different communities in this list was their social, economic and educational backwardness arising out of the traditional stigma of untouchability. From then onwards the list has been reviewed and modified from time to time.

Constitutional Safeguards

When the Constitution of India was being drafted great concern was felt for the Scheduled Castes. It was realized that they were at such a low level of development in practically all fields that, unless the government came to their help by making special provisions in the Constitution, nothing could be done for their development. It goes to the credit of B.R. Ambedkar, the indefatigable champion of the causes of Scheduled Castes, to have highlighted their sad plight in the Constituent Assembly. He was mainly instrumental in providing different types of facilities, protections and privileges to the members of the Scheduled Castes. An extract of his speech in the Constituent Assembly on 25th November, 1949 is worth reproducing. He said :

‘On the 26th January, 1950 we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In politics we will be recognising the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principles of one man one value. How long shall we continue to live this life of contradictions ? How long shall we continue to deny equality in our social and economic life ? If we continue to deny it for long, we will do so only by putting our political democracy in peril. We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy which this Assembly has so laboriously built up.’

It is for the present generation to evaluate how far these social and economic contradictions have been removed and, if not, what measures are required to remove them. The fact remains that at least at the political level the makers of the Constitution in all their sincerity strove to remove the inequalities.

There are two important articles of the Constitution, relevant to our subject, which are worth reproducing here. Article 341 of the Constitution provides that

1. 'The President may with respect to any State or Union Territory, and where it is a State, after consultation with the Governor, thereof, by public notification, specify the castes, races or tribes or parts of the groups within castes, races or tribes which shall for the purposes of this Constitution be deemed to be Scheduled Castes in relation to that State or Union Territory, as the case may be.' And
2. 'Parliament may by law include in or exclude from the list of Scheduled Castes specified in a notification issued under clause (1) any caste, race or tribe or part of or group within any caste, race or tribe, but save as aforesaid a notification issued under the said Clause shall not be varied by any subsequent notification.'

Article 46 provides that

'The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.'

Earlier Development

All the programmes aimed at the amelioration of the socio-economic and educational conditions of the Scheduled Castes emanate from the latter constitutional provision. The main emphasis of the State governments and Union Territory administrations have been on providing equality of opportunities to the members of the Scheduled Castes so that, within the given period of time, they are able to reduce the gap that exists between them and the members of the higher caste groups and come at par with them. Initially, it was envisaged that a period of ten years would be enough to bring these communities at par with other communities and then it would be possible to do away with the special provisions of the Constitution. But at the expiry of the first ten years it was found that the progress made by the Scheduled Castes did not warrant the withdrawal of the constitutional protections and privileges. So they were extended upto 1970 and again upto 1980. It is doubtful whether by the end of 1980 it would be possible to bridge the gap between them and the members of the higher caste groups, and it may not be surprising if these provisions are again extended upto 1990.

Under these constitutional provisions the State govern-

ments have, within their resources—both financial and human—tried to extend to the Scheduled Castes as much special facilities as possible. Efforts have been made in all directions to see that the children of the Scheduled Castes not only go to schools but also receive all types of educational facilities so that they are able to prosecute their studies. For this purpose hostels have been opened and stipends given. Different kinds of scholarships, stipends, book grants, uniforms and other types of facilities have also been extended. There is no question of any lack of sincerity on the part of the governments but the problem is so complicated and multi-faceted that governments alone have not been able to remove the disparities that exist between them and the members of the higher castes. Assistance of all the agencies is required in this endeavour. The role of the voluntary agencies cannot be underestimated in this context. But, inspite of all the efforts made by the government and the voluntary agencies, not much can be done unless the whole attitude of the society is changed. The stigma of untouchability has not yet been removed though much work has been done at the political level to do away with it. It is for the people themselves to pick up the gauntlet and do their best to banish this scourge from the country. Not much can be done unless the people feel a sense of oneness with the Scheduled Castes and are able to understand and appreciate their problems. In this task the Social Welfare departments and different organizations engaged in social welfare have a dominant role to play. Only time can tell how much progress has been made in changing the attitude of the members of the higher caste groups toward the members of the Scheduled Castes.

It will be seen in the discussions that follow with regard to the provision of hostel facilities for children of the Scheduled Castes in different States and Union Territories that mere opening of hostels is not enough. There have been reports from different States that in mixed hostels where the students of both Scheduled Castes as well as other castes live the members of the latter do not take meals with those of the former. Even the servants doing menial work in the hostels occasionally refuse to clean the utensils of the students belonging to the Scheduled Castes. The students of the higher castes too have not changed substantially. This attitude is a serious hurdle in solving the problem of untouchability. In many hostels the students of Scheduled Castes have to cook their food separately. This naturally creates cleavage between the two communities and the gap goes on widening instead of narrowing. It is true that opening of separate hostels for Scheduled Castes has eased this problem to some extent but then there are again criticisms on this account too. It has been argued that opening separate hostels for Scheduled Castes tends to keep the two communities apart. But whether or not this criticism is valid, the fact remains that the students of Scheduled

Castes feel much at ease in hostels meant for them where they are free from the stress and strain of caste barriers and where they can concentrate on their studies.

Development during the Post-Independence Period

During the last 30 years considerable development has been made in bringing in increasing number students of the Scheduled Castes into the fold of education. Provision of hostel facilities have been an important item in any plan the governments have formulated for their educational development. In all the Five-Year Plans special emphasis has been given to the expansion of hostel facilities for both boys and girls. This has been done with an idea of providing better environment and bringing together the students scattered through many villages at one place so that they may avail themselves of all the educational facilities.

The Task Force on Education and Employment of Backward Classes constituted by the Planning Commission in 1972 had clearly indicated in its report the emphasis given to the expansion of hostel facilities to Scheduled Caste students, particularly girl students, and the task that lay ahead in this field. It says :

‘In all the earlier plans, special emphasis had been given to the expansion of hostel facilities for both boys and girls to provide a better environment to students and to enable students living in scattered areas to avail themselves of the facilities for middle and higher education. Boarding grants are given for this purpose...Since Scheduled Caste and Scheduled Tribe girls have been lagging behind in the field of education, the urgency of providing extra educational facilities was realized towards the end of Second Five Year plan. With this end in view, the scheme of girls’ hostels was introduced for the first time as a centrally sponsored programme in the Third Plan. The hostels were to be put up in rural and semi-rural areas alone having concentration of Scheduled Caste/Tribe population where schooling facilities for girls were inadequate. The scheme could not make much headway as the local/non official organizations were reluctant to take it up under the existing terms and conditions prescribed for the implementation of the scheme and make some changes liberalising its implementation and extending it to cover both pre-matric and post-matric education. It is necessary, however, that an integrated plan for meeting the requirements of hostel facilities for girls is prepared for each State.’

It is hoped that the State governments have prepared

such plans and are extending these facilities.

It will also be seen in the course of this report that the government cannot fight this battle single-handed. A large number of hostels have been opened and run by a number of voluntary organizations. Some of them receive grants from the government, while some others do not. It will also be seen in the discussion on the hostel facilities that, as mentioned in the Report referred to above, the girls lag far behind the boys in the field of education. Special attention needs to be paid to the opening of girls’ hostels. It is well understood that there are a number of social and other reasons which keep the girls away from schools. In a community in which the parents are not very keen to send their boys to school it is difficult to expect that they will do so in case of their girls. Further, among these communities it is widely believed that the real place of girls is in the household, particularly in the kitchen, rather than in schools. Even those girls who are sent to school are withdrawn immediately after they become nubile.

It is, therefore, of utmost importance that more efforts should be made to provide as much facilities to girl students as possible so that a large number of them are attracted to schools. Girls have been one of the weakest links in the process of universalization of primary education and unless much educational facilities, including a large number of hostels, are provided to them it will not be possible to make substantial progress in the direction of achieving the goal of universalization of primary education.

In the ultimate analysis it is the importance of identifying oneself with the members of the Scheduled Castes that will provide the key to the problem of their educational development. Unless the members of the higher caste groups put themselves in the shoes of the members of the Scheduled Castes they would hardly appreciate their problems and much less provide solutions to their problems. The members of higher caste groups have to establish empathy with those of the Scheduled Castes so that an identity of views is obtained. What Gopal Krishna Gokhale said almost half a century ago about the people of these communities is relevant even today. He said:

‘All fair-minded persons will have to admit that it is absolutely monstrous that a class of human beings with bodies similar to our own, with brains that can think and with hearts that can feel, should be perpetually condemned to a low life of utter wretchedness and servitude, and mental and moral degradation, and that permanent barriers should be placed in their way so that it should be impossible for them even to overcome them and improve their lot. This is deeply

revolting to our sense of justice. I believe one has only to put oneself mentally in their place to realize how grievous this injustice is ?

Have we done so ?

The Third All-India Educational Survey

In order to understand the problems of educational backwardness of the Scheduled Castes it is essential that we must have with us adequate data on the present position of their educational development. From time to time efforts have been made to collect such data in fragments but it was not until 1957 that an earnest effort was made to collect them on an all-India level, when the Ministry of Education of the Government of India conducted the First Educational Survey. The main objective of the survey was to assess the availability of educational facilities. From 1947 to 1957 considerable work was done in the field of educational development and it was quite possible that some imbalances might have been created in the process.

This survey tried to locate these imbalances but nothing much by way of collection of data on educational development of the Scheduled Castes was done.

The National Council of Educational Research and Training conducted in 1965 the Second Educational Survey in order to revise the data already collected through the earlier survey. The scope and coverage of this survey was much wider and it attempted to cover all types of education—general, professional and vocational—and at all levels—right from pre-primary to university. Special emphasis was laid on the study of facilities available to students, particularly those belonging to the backward classes.

The Third All-India Educational Survey was conducted in 1973 by the National Council of Educational Research and Training. It was a comprehensive survey and included, besides many other topics, the provision of hostel facilities to the students belonging to Scheduled Castes and Scheduled Tribes. It was primarily a status survey which made an attempt to find out the number of hostels in the country, number of residents in them and the different types of physical facilities available in these hostels for Scheduled Caste students.

The date of reference of the survey was 31st December, 1973.

Procedure of the Survey

The survey was conducted from New Delhi. In each state a State Survey Unit was established and in each district a District Survey Officer was appointed. The basic data were collected at the district level and compiled

at the State level by the State Survey Unit. The State Survey Unit in its turn passed on the state data to the National Council of Educational Research and Training which compiled the national tables. In addition to the general information collected in this survey, it was also decided to prepare a number of thematic reports on important aspects of educational development in the country. The present report on hostel facilities is one in this series.

Limitations of the Survey

As already indicated, it was a status survey and so did not cover the qualitative aspects of the problem. It was the first attempt to study the position of hostel facilities for Scheduled Castes on an all-India basis, but no attempt was made to relate the number of hostels with enrolment of Scheduled Caste students. This may not even be necessary because all the hostels may not necessarily be located in the Scheduled Caste areas. It is particularly so in case of hostels located in urban areas where students from different villages would be coming to reside and therefore they may not be the permanent residents of those urban areas.

The Information Blanks for hostels for Scheduled Castes were canvassed to all the States and Union Territories but reports were received only from the States of Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal and the Union Territories of Dadra and Nagar Haveli and Pondicherry.

The States of Assam, Himachal Pradesh, Jammu and Kashmir, Manipur, Meghalaya, Nagaland, Orissa and Punjab and the Union Territories of Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Delhi and Goa, Daman and Diu do not have hostels exclusively for Scheduled Caste students. As such, no information about the hostel facilities for Scheduled Castes is given by these States and Union Territories in the present report. Mizoram and Lakshadweep did not supply any information; presumably they do not have such hostels. Since these two State and Union Territory have no Scheduled Caste population, there is perhaps no necessity of opening separate hostels for them.

The information regarding the State of Uttar Pradesh is also not complete. From only 45 districts information was received and analyzed. No information was received from the nine districts of Bulandshahr, Etah, Allahabad, Pratapgarh, Bareilly, Saharanpur, Meerut, Agra and Etawah. Therefore, whatever information is presented with regard to the State of Uttar Pradesh, it is only in respect of the 45 districts and not for the State as a whole.

From Bihar also only 12 districts responded and whatever information has been given in this report relates only to the 12 responding districts of Patna, West Champaran, Gopalganj, Samastipur, Palamau, Sitamarhi, Nawada, Hazaribagh, Gaya, Darbhanga, Siwan and Monghyr. While analyzing the tables of Bihar it appeared that, as compared to other States, data regarding adequate number of hostels, students and hostel facilities are not available in view of the high percentage of Scheduled Caste population in the State. But this may be explained by the fact that the information relates only to 12 districts.

In all the hostels of Tripura students belonging to Scheduled Castes and Scheduled Tribes are admitted on a priority basis. If there is any vacancy left after admitting

them, students of other communities are admitted. In view of this, all the hostels enumerated in the Survey have been reported in the concerned tables as hostels for Scheduled Caste students though there is no hostel exclusively for such students.

There are 17 tables in all. A summary of each table has been incorporated as statement in the text of the report. The detailed tables have been given in appendix I. The Information Blank, convassed for collecting information on hostel facilities for Scheduled Castes, has been given in appendix II.

We now turn to the detailed analysis of the number of hostels, number of inmates therein, and the different types of hostel facilities available to them.

Hostel Facilities for Scheduled Castes

Population of Scheduled Castes

The Scheduled Castes constitute an important segment of the Indian population. They are spread over the entire country except the State of Nagaland and the Union Territories of Andaman & Nicobar Islands and Lakshadweep. Their population varies not only according to their birth and death rates, but also because of their inclusion in or exclusion from the schedule appended to the Constitution of India. In 1951 the population of the Scheduled Castes was 5,22,04,649 as against the total population of 36,11,51,669. In 1961 their population rose to 6,44,17,366 against the country's total population of 43,90,72,582. In 1971 their population was 7,99,95,896 and the population of India was 54,79,49,809.

During the twenty-year period from 1951 to 1971 their population has registered a significant rise but the percentages of their population to the total population of the country have been fluctuating. In 1951 it was 14.45 per cent of the total population. In 1961 it rose to 14.67 but in 1971 it fell to 14.60. Though the difference is not great, the declining trend is apparent.

Statement 1 shows that in Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Dadra and Nagar Haveli and Pondicherry, the 15 States and Union Territories reporting the existence of hostels for Scheduled Castes, their population is 7,05,71,450 which is 14.67 per cent of the total population in these States and Union Territories. In the above 13 States their population is 7,04,97,197 which is also 14.67 per cent of the total population of these States. In the two Union Territories their population is 74,253 forming 13.60 per cent of the total population

It may be noted that only the four States of Uttar Pradesh, West Bengal, Bihar and Tamil Nadu account for as much as 53.29 per cent of the total Scheduled Caste population in the country.

STATEMENT 1

Population

<i>States/Union Territories</i>	<i>Total Population</i>	<i>Scheduled Castes Population</i>	<i>Per cent of SC Population to Total Population</i>
Andhra Pradesh, Bihar, Gujarat, Haryana, Karnataka, Kerala, Madhya Pradesh, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal	48,04,77,574	7,04,97,197	14.67
Dadra and Nagar Haveli, Pondicherry	5,45,877	74,253	13.60
Total of above States and Union Territories	48,10,23,451	7,05,71,450	14.67
All-India Total	54,79,49,809	7,99,95,896	14.60

The highest population of Scheduled Castes in the reporting States is in Uttar Pradesh which is about 185.4 lakh constituting 20.99 per cent of the State's total population. There are four more States namely, Haryana, Rajasthan, Tamil Nadu and West Bengal where the population of Scheduled Castes is more than 15 per cent. Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh and Tripura have population from 10 to 15 per cent. Gujarat, Kerala and Maharashtra have less than 10 per cent population of Scheduled Castes. The very low percentage of Scheduled Caste population in Maharashtra may perhaps be explained by the fact that, in the past, a large number of persons belonging to Scheduled Castes have been converted to Buddhism and are known as Neo-Buddhists. Therefore, they are no longer enumerated as Scheduled Castes. This can be substantiated by the Scheduled Caste population during the 1951 and 1961 censuses. In 1951 their population in the composite Bombay State was

51,30,245. In 1961 it fell down to 35,94,169 (13,67,255 in Gujarat and 22,26,914 in Maharashtra).

Of the two Union Territories reporting the existence of hostels for Scheduled Castes, Pondicherry has Scheduled Caste population of 72,921 constituting 17.29 per cent of its total population. This percentage compares favourably with other States having large concentration of Scheduled Caste population. Dadra and Nagar Haveli has the smallest Scheduled Caste population which is only 1,332 forming only 1.79 per cent of the total population (Table 1).

Irrespective of the fact whether the Scheduled Caste population in a given State or Union Territory is high or low, the importance of providing different types of educational facilities to them cannot be underestimated in view of the constitutional safeguards, protections and privileges given to them. It is incumbent upon the State governments and Union Territory administrations to provide educational facilities to as large an extent as possible. Provision of hostel facilities is one such measure which the governments can profitably take. It will be examined in the subsequent paragraphs how adequate these facilities are.

Number of Hostels and Residents

Hostels for Scheduled Castes are located both in rural as well as in urban areas. There are as many as 2,113 hostels in rural areas and 1,801 in urban areas of the reporting States and Union Territories. From Statement 2 it will be seen that out of a total of 3,914 hostels 53.99 per cent are in rural and 46.01 per cent in urban areas. Considering the very high percentage of Scheduled Caste population in rural areas, which is 88.05 per cent of their total population in the country, the number of hostels located in rural areas is proportionately much less than that in urban areas. Evidently proportionately more hostel facilities are available in urban areas than in rural areas. This also leads to the conclusion that development of education is at a slower rate in rural than in urban areas.

STATEMENT 2
Number of Hostels and Residents

Area	No. of Hostels	Percentage	No. of Residents	Percentage
Rural	2,113	53.99	78,297	45.42
Urban	1,801	46.01	94,088	54.58
Total	3,914	100.00	1,72,385	100.00

Similarly, the number of residents in rural and urban

areas is not in the same proportion as the number of hostels. As against 53.99 per cent hostels in rural areas there are only 45.52 per cent residents in them. The opposite is the case with regard to the urban residents. Obviously urban hostels are more crowded than rural hostels.

Uttar Pradesh, with the highest Scheduled Caste population, does not have the highest percentage of hostels. In fact it ranks only eighth in the ranking of States having hostels with only 3.2 per cent of the total number of hostels. Maharashtra, having the lowest Scheduled Caste population (only six per cent) has the second highest number of hostels i.e. 1,020 forming 26.06 per cent of the total number of hostels. Andhra Pradesh with 14.51 per cent Scheduled Caste population gets the place of pride in having as many as 1,036 or 26.46 per cent of the total number of hostels. It is both surprising and depressing to note that Haryana having as high as 18.88 per cent of Scheduled Caste population has just two hostels for Scheduled Castes and that too in the urban areas. It is not known whether the State government of Haryana have any scheme of opening more hostels for Scheduled Castes or not. From the data supplied by them it appears that there is no adequate hostel facility for Scheduled Castes in the State who form only a little less than one-fifth of the total population of the State.

One inference can perhaps be derived from these data: either the State government do not propose to open separate hostels for Scheduled Castes or there is provision for admission of Scheduled Caste students in the general hostels. But, since two hostels have been opened for Scheduled Castes in urban areas, one would expect that the State government would pay attention to the demands of students living in rural areas and open hostels there also.

The States of Andhra Pradesh, Gujarat, Kerala, Maharashtra, Tripura and West Bengal have more than 50 per cent of their hostels located in rural areas, whereas in the remaining States more than 50 per cent of the hostels are in urban areas. All the 15 hostels in Dadra and Nagar Haveli are located in rural areas. (It has no urban population). Pondicherry has judiciously distributed its hostels equally between rural and urban areas.

In 3,914 hostels in the above States and Union Territories there are as many as 1,72,385 students, that is, an average of 44 students per hostel. Just as in the case of number of hostels, the number of residents is also not the highest in Uttar Pradesh which has the highest population of Scheduled Castes. The place of pride this time goes to Maharashtra which has as many as 48,149 residents in its hostels. It has already been seen that Maharashtra ranks only second in the number of hostels.

The position between Maharashtra and Andhra Pradesh is reverse in case of number of residents. Andhra Pradesh has the second highest number of residents when the number of hostels is the highest there. Tamil Nadu and Karnataka also have sufficient number of residents in their hostels in proportion to the number of hostels in them. Haryana again, though having the third highest population of Scheduled Castes, has the lowest number of students in its two hostels. There are just 70 residents in them. Dadra and Nagar Haveli can boast of perhaps the highest number of residents in its hostels which have about 74 students per hostel (Table 2).

Accommodation in Hostels

As already indicated rural areas have higher percentage of hostels than urban areas. But the intake capacity and the number of residents vary in inverse proportion to the number of hostels in rural and urban areas. It would appear from Statement 3 that, whereas rural areas have higher percentage of hostels, the intake capacity is less than what it is in the urban areas. In rural hostels it is only 45.96 per cent whereas in urban hostels it is 54.04 per cent. Similarly, the percentage of residents living in rural hostels is only 45.42 and that in urban hostels is 54.58. The average number of occupants per hostel is thus less in rural areas than in urban areas. Whereas the average number of occupants per hostel in all the reporting States and Union Territories is 44, in rural areas it is 37 and in urban 52.

STATEMENT 3
Seat Accommodation in Hostels

	Areas		Total
	Rural	Urban	
No. of Hostels	2,113	1,801	3,914
Percentage of Hostels	53.99	46.01	100.00
Intake Capacity	82,889	97,452	1,80,341
Percentage of Intake Capacity	45.96	54.04	100.00
Actual Number of Residents	78,297	94,088	1,72,385
Percentage of Residents	45.42	54.58	100.00
Average No. of Occupants per Hostel	37	52	44

The reason for less intake capacity in rural hostels may be attributed to less accommodation provided in these hostels. But it seems equally true that the intake capacity in the hostels is not fully utilized. Whereas in all the hostels there is an intake capacity of 1,80,341, the number of residents in these hostels is only 1,72,385. That is to say only 95.58 per cent of the total intake capacity is utilized. The case of hostels in rural and urban areas is similar. Whereas the intake capacity of hostels in rural areas is 82,889 the actual number of residents is 78,297. The corresponding figures for urban areas are 97,452 and 94,008. Thus only 94.46 per cent of the total intake capacities of hostels of rural areas and 96.46 per cent of urban areas are utilized.

It would appear from the above figures that, even though facilities of hostel accommodation are available for a large number of students, they are not utilized fully either in rural or in urban areas. There are slight short-falls in the number of residents in the hostels in relation to the number of seats available. This appears to be an anomalous situation. On the one hand, it is made out that the number of seats available in hostels for Scheduled Castes is not enough and so they are not able to prosecute their studies, on the other hand, many seats in the hostels still go unutilized. It would not be possible, however, to determine the exact causes of non-utilization of the full intake capacity of these hostels just from these figures.

The average number of occupants per hostel in the reporting States and Union Territories is 44. The States of Karnataka, Maharashtra, Tamil Nadu and the Union Territories of Dadra and Nagar Haveli and Pondicherry have a higher average ranging from 45 in Karnataka to 74 in Dadra and Nagar Haveli. The hostels of Tamil Nadu and Dadra and Nagar Haveli are particularly crowded. Andhra Pradesh maintains the national average. Other States have lower averages than the national average ranging from 41 in Bihar to 18 in West Bengal. Thus the hostels of West Bengal are the least crowded. But in absence of any data on the size of the hostels it is not possible to say as to which of the States provide more accommodation to their residents in the hostels and which one less.

The average number of occupants in rural hostels is much less than in urban hostels—37 against 52. The State averages of occupants in rural hostels in Bihar, Maharashtra, Rajasthan, Tamil Nadu, Dadra and Nagar Haveli and Pondicherry are higher than the national average; whereas in Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Tripura, Uttar Pradesh and West Bengal they are lower. Rural hostels of Andhra Pradesh maintain the national average.

The average number of residents is more in urban areas than in rural areas in all the reporting States and Union

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Territories except Bihar. Kerala hostels have the same averages in both rural as well as urban areas. Haryana has no hostel in rural areas and Dadra and Nagar Haveli in urban areas. Madhya Pradesh has the lowest average (22) and Tamil Nadu the highest (78). It is noteworthy that, though Tamil Nadu has the third highest number of hostels and residents, it has the highest average of occupants in its hostels. Only the urban hostels of Andhra Pradesh, Maharashtra, Tamil Nadu and Pondicherry have higher averages of occupants than the national average. Thus in almost all the States urban hostels are more crowded than rural hostels (Table 3).

Type of Hostels

In both rural as well as urban areas there are two types of hostels. One type is attached to only one school and the other type is attached to more than one school. Out of a total of 3,910 hostels only 28.7 per cent are such which cater to the needs of only one school each, whereas 71.3 per cent cater for more than one school.

Statement 4 shows that in rural areas about two-fifths of the hostels are attached to only one school each and the remaining three-fifths are for more than one school. The position in urban areas is quite different. For every hostel attached to only one school there are as many as six hostels which are meant for more than one school. This disparity may be attributed to the much larger number of schools in urban areas than in rural areas.

STATEMENT 4

Types of Hostels

Type	Number of Hostels in		
	Rural Areas	Urban Areas	Total
Attached to only one school	858	267	1,125
Attached to more than one school	1,253	1,532	2,785
Total	2,111	1,799	3,910

Analyzing the figures State-wise, it is seen that in most of the States more number of hostels are attached to more than one school. In the States of Andhra Pradesh, Bihar, Gujarat, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and West Bengal there are more hostels which cater to the needs of more than one school. The opposite is the case in the State of Uttar Pradesh and Dadra and Nagar Haveli. In Tripura all the 72 hostels are meant for only one school each whereas in Pondicherry all the six hostels are meant for more than one school.

The position is more or less similar in rural areas except in Gujarat and Maharashtra, where rural areas have a larger number of hostels which cater to the needs of more than one school. All the 51 rural hostels of Tripura are for only one school each. All the three rural hostels of Pondicherry are for more than one school. In the urban areas also the position is the same. More hostels are attached to more than one school in a large majority of States, except in West Bengal where all the eight hostels in urban areas are attached to only one school each, as also the 21 urban hostels of Tripura which are attached to only one school each and all the three urban hostels in Pondicherry attached to more than one school. It seems that Tripura is the only State where all the hostels are meant for only one school each (Table 4). This may be because the schools may be situated at longer distance from each other and the students of these schools may not find it convenient to reside in one common hostel at a distant place.

The overall picture that emerges is that a larger number of hostels cater to the needs of more than one school. This may be because in such States hostels which admit students studying in different schools may be located in central places and thus convenient for students from different schools. Time and again recommendations have been made at different platforms that students, particularly belonging to Scheduled Castes and Scheduled Tribes, should not have to walk for more than a mile to attend schools. Provision of hostel facility to such students whose villages are at a much longer distance than one mile, therefore, becomes imperative. It is thus presumed that students from different villages who either do not have schools in their villages or whose schools are at longer distance from the villages, have the hostels at a central place from where they can easily attend their schools.

Hostels for Boys and Girls

The overall position of enrolment in India today is that in almost every State enrolment of boys is higher than that of girls. It is particularly so in the rural areas where there are socio-economic compulsions under which very few girls attend schools. This is partly because the parents do not understand the importance of girls' education, and partly because there are scanty facilities available for girl students in schools or in hostels.

In case of girls studying in middle schools the problem is still more serious because as soon as the girls become nubile the parents generally withdraw them from the schools and get them married. Also, for girls of this age, there are certain minimum facilities of toilet etc., which are absolutely necessary. Very few of the schools provide such facilities. This also prevents a large number of girls from going to schools. It is, therefore, not surprising that

there are much larger number of hostel facilities for boys than for girls.

It is seen from Statement 5 that out of 3,914 hostels in the reporting States and Union Territories as many as 3,082, that is 78.74 per cent, hostels are meant exclusively for boys. Only 768, that is 19.62 per cent, hostels are for girls. This is almost one-fourth of the number of hostels for boys. Surely, the enrolment of girls in the schools covered by these hostels may not be only one-fourth of the enrolment of boys. Thus, proportionately less hostel facilities are available to girls than to boys. Co-educational hostels are 48 in number which constitute 1.22 per cent of the total number of hostels. There are also 13 hostels meant mainly for boys but girls may also be admitted there, and three hostels which are meant exclusively for girls but a few boys may also be admitted there. These two latter categories of hostels account for only 0.42 per cent of the total number of hostels.

STATEMENT 5

Number of Hostels meant for Boys and Girls

Hostels meant for	Number of Hostels in		Total
	Rural Areas	Urban Areas	
Boys exclusively	1,790	1,292	3,082
Girls exclusively	281	487	768
Both for Boys and Girls	32	16	48
Boys mainly but some girls can also be admitted	8	5	13
Girls mainly but some boys can also be admitted	2	1	3
Total	2,113	1,801	3,914

In all the States there are more hostels for boys than for girls. The national ratio of hostels for boys and girls which is 4:1 is not available in any of the States or Union Territories. In Andhra Pradesh, Gujarat, Kerala, Tamil Nadu and West Bengal the ratio between boys' and girls' hostels is approximately 3:1. In some other States the number of girls' hostels is even less than one-fourth the number of boys' hostels. Uttar Pradesh has just five girls' hostels as against 119 boys' hostels; in Dadra and Nagar Haveli girls' hostels are only one-eleventh of the

boys' hostels; Bihar and Haryana have not even a single girls' hostel. There is not a single State where girls' hostels outnumber boys' hostels.

Co-educational hostels are only in seven States and Union Territories—Tamil Nadu (20) and Andhra Pradesh (14) having the highest number of them. Only in Karnataka, Maharashtra and Uttar Pradesh hostels meant for boys admit girls also. Karnataka is the only State where there are three hostels meant for girls which admit boys also. All other States and Union Territories draw a blank in this respect.

Analyzing the rural-urban position of hostels for boys and girls, it is seen that in rural areas the number of boys' hostels is more than the number of girls' hostels. Out of 3,082 hostels for boys as many as 1,790 are in rural areas and only 1,292 in urban areas. The opposite is the case of girls' hostels. Out of 768 hostels for them, only 281 are in rural areas and 487 in urban areas. Two-thirds of the hostels meant for both boys and girls are in rural areas and one-third in urban areas. This shows that parents have less inhibition in allowing their girls to reside in hostels alongwith boys in rural areas than in urban areas. It is also true in case of hostels meant primarily for boys but also admitting girls. There are eight such hostels in rural areas against five in urban areas. Of the three hostels for girls admitting boys, two are in rural and one in urban areas.

Both rural as well as urban areas have more hostels for boys than for girls. All the 20 co-educational hostels of Tamil Nadu are located in rural areas. Of the 14 such hostels of Andhra Pradesh only four are in rural areas and 10 in urban areas. Out of the seven hostels in Karnataka meant for boys but where girls can also be admitted, three are in rural and four in urban areas; all the five such hostels in Maharashtra are in rural areas. Uttar Pradesh has only one such hostel which is located in an urban area. Of the three hostels in Karnataka meant for girls but where boys can also be admitted two are in rural areas and one in urban area (Table 5).

Management of Hostels

The hostels located in rural as well as in urban areas are managed and controlled by a number of agencies namely, the Education Department, Social Welfare Department, Local Bodies, Private-Aided Agencies, Private-Unaided Agencies and various other agencies. From the figures given in Statement 6, it appears that the Social Welfare Department has taken up in a big way the main responsibility of opening and managing hostels for Scheduled Castes. Out of 3,914 hostels as many as 1,993 hostels are managed by it. These hostels are fairly evenly distributed between rural and urban areas. There are 1,077 hostels in rural and 916 in urban areas.

STATEMENT 6
Management-wise Distribution of Hostels

Management	Number of Hostels in		
	Rural Areas	Urban Areas	Total
Education Department	116	148	264
Social Welfare Department	1,077	916	1,993
Local Bodies	68	65	133
Private-Aided Agencies	683	469	1,152
Private-Unaided Agencies	14	8	22
Any other	155	195	350
Total	2,113	1,801	3,914

The Private-Aided agencies come next. They manage these hostels with grants from the government. They have under their management as many as 1,152 hostels. As against 683 hostels in rural areas, they manage 469 in urban areas. 'Other Agencies' managing hostels occupy the third place. They have to their credit as many as 350 hostels. That is to say, they manage about nine per cent of the total number of hostels. But their hostels are only slightly more in urban areas (195) than in rural areas (155).

It is not clear as to why the Education Department lags so far behind the above three in managing hostels. The opening of hostels cannot be delinked from the opening of schools. After all, when schools are opened at different places, complementary arrangements should also follow for providing them hostel facilities wherever necessary. Whereas in the reporting States and Union Territories the Education Department runs and manages a large number of schools, it does not shoulder equal responsibility in opening and managing hostels. The number of hostels run and managed by it is far behind the number of hostels managed by the other three departments and agencies. It has a total of only 264 hostels under its management. The Education Department also, like the 'Other Agencies', has a larger number of hostels in urban areas (148) than in rural areas (116).

Local Bodies also take upon themselves the responsibility of managing hostels. These bodies may be municipalities and notified area committees in urban areas and Panchayat Samities in rural areas. It is not clear whether the hostels managed by Local Bodies are meant for students studying in the schools also managed by them or the schools managed by the other departments and

agencies. But it is encouraging to note that they manage as many as 133 hostels which are more or less evenly distributed between urban (68) and rural (65) areas.

Credit is due to such Private-Unaided agencies who run and manage hostels on their own without any assistance from the State governments. Though the number of hostels managed by them is not high, the very fact that they do manage to run some hostels is indeed creditable. They have 14 hostels in rural areas and eight in urban areas.

From Statement 6 it appears that hostels are not evenly distributed between rural and urban areas, as, out of 3,914 hostels 2,113 (53.98 per cent) are in rural areas and 1,801 (46.02 per cent) in urban areas. It may however be mentioned here that, since the enrolment of Scheduled Caste boys and girls would be proportionately much higher in rural areas, the former require more hostels than the latter.

The State-wise analysis of the management of hostels reveals that the number of those managed by Social Welfare Department exceeds those managed by other agencies in almost all the States and Union Territories except Maharashtra, Uttar Pradesh and West Bengal. Maharashtra has a large number of hostels managed by Private-Aided agencies. Out of 1,022 hostels, they account for as many as 813. Social Welfare Department accounts for only 131 and Local Bodies 74 hostels.

Education Department has set up and managed no hostels in the States of Bihar, Gujarat, Haryana, Madhya Pradesh, Maharashtra and Tamil Nadu and the Union Territory of Pondicherry. However, the Education Department of Rajasthan surpasses all the other States and Union Territories in managing hostels. Out of 155 hostels in the State as many as 147 are managed by it. The remaining eight are managed by Local Bodies. Other agencies in this State do not have even one hostel to their credit. Out of the two hostels in Haryana, one is managed by Private-Aided and the other by Private-Unaided agencies.

Similarly, Social Welfare Department has no hostel in Haryana, Tripura, Rajasthan, West Bengal and Dadra and Nagar Haveli. The highest number of hostels under this Department is in Andhra Pradesh where, out of 1,036 hostels as many as 953 are managed by it. The highest number of hostels managed by Local Bodies is in Maharashtra. Out of a total of 133 hostels managed by them, as many as 74 are in this State. The next highest number is in Karnataka (16) and Andhra Pradesh (12). There are no hostels under them in Bihar, Haryana, Kerala, Tripura, Tamil Nadu, Dadra and Nagar Haveli and Pondicherry. Almost half of the total number of hostels managed by 'Other Agencies' are in Madhya Pradesh. Tamil Nadu follows close behind Madhya Pradesh with 102 hostels managed by such agencies. Andhra Pradesh, Kerala, Madhya Pradesh, Maharashtra,

Tamil Nadu, Uttar Pradesh and Pondicherry also have some hostels managed by 'Other Agencies'.

The hostels managed by Private-Unaided agencies are located in seven out of 15 States and Union Territories. The largest number is in Andhra Pradesh and Dadra and Nagar Haveli—both having six hostels each. Tripura and Uttar Pradesh have three hostels each, Madhya Pradesh two, and Haryana and Maharashtra one each.

It is thus seen that the Social Welfare Department, the Private-Aided agencies and 'Other Agencies' are the three main agencies which manage hostels for Scheduled Castes. A majority of hostels managed by the first two agencies are in rural areas, whereas a majority of the hostels managed by 'Other Agencies' are in urban areas. Hostels managed by the Education Department are also there in urban areas, particularly in the State of Rajasthan which accounts for 94 hostels out of 148 managed by this Department in the urban areas of all the States. So also in rural areas of Rajasthan where it has 53 hostels out of the total 116 managed by Education Departments. Bulk of the urban hostels managed by Education Department are in Rajasthan, Karnataka and Tripura whereas in rural areas they are in Rajasthan and Tripura in that order. Most of the hostels of Local Bodies are in Maharashtra where they have 42 and 32 in rural and urban areas respectively (Table 6).

The different agencies have their own criteria for opening and managing hostels. Some prefer to open in some State and not in others. Some have more number of hostels in urban areas, and some others in rural areas. From the figures given in Statement 6 it is not possible to correlate the number of hostels with the population of Scheduled Castes and their enrolment in schools in the different States and Union Territories. There are cases where States having less population of Scheduled Castes have a large number of hostels and *vice versa*. Noteworthy instances are those of Bihar, Haryana, Tripura, West Bengal and Pondicherry. The percentages of Scheduled Caste population in them are 14.10, 18.88, 12.39, 19.89 and 17.29. All these percentages are very near to or higher than the All-India percentages of population of Scheduled Castes, but the percentages of hostels managed by different agencies in them are proportionately very small. Bihar has only 0.82 per cent, Haryana 0.05 per cent, Tripura 1.8 per cent, West Bengal 1.8 per cent and Pondicherry just 0.15 per cent hostels for Scheduled Castes.

Location of Hostels

Hotels could be located either within or outside the campus of the school whose students reside there. The advantage of having a hostel within the campus is two-fold—students do not have to walk long distances to attend school and their supervision is better. But the loca-

tion may largely depend upon the availability of space and suitable building for the hostel within the campus. More often than not suitable buildings are not available within the campuses and buildings have to be acquired on rent outside the campuses.

It is not surprising, therefore, that, out of a total number of 3,910 hostels, a large majority, that is 2,227, are located outside the campuses of any of the institutions in the case of hostels attached to more than one institution. It means that most of the hostels are away from the schools. Only 261 hostels are within the campuses of one of the many institutions to which a hostel is attached. In the case of hostels attached to only one institution, the distribution is fairly balanced between those that are within the campuses and those that are outside the campuses. The former are 746 in number and the latter 676.

Most of the hostels that are outside the campuses and are attached to more than one institution are in urban areas. Out of 2,227 such hostels, 1,264 are in urban areas and 963 in rural areas. Hostels attached to more than one institution but located in the campus of one of the institutions are, as already indicated, very few in number. Out of a total of 261 such hostels 116 are in rural and 145 in urban areas.

Out of 676 hostels attached to only one institution each and located outside the campus, 471 are in rural areas and 205 in urban areas. Such hostels which are attached to only one institution and are located within the campus are 746 in number. Out of them 561 are in rural areas and 185 in urban areas.

Thus, it appears from Statement 7 that both rural as well as urban hostels attached to more than one institution are in most of the cases outside the campus of any of the institutions. Hostels attached to only one institution whether within the campus or outside it are largely located in rural areas.

In the reporting States and Union Territories, hostels attached to only one institution and within the campuses of institutions are unevenly distributed. Maharashtra has the highest number of such hostels which number 255. Kerala has just five such hostels and this is the lowest among all the States and Union Territories. No other State, except Andhra Pradesh, has more than 100 such hostels.

Hostels attached to only one institution but located outside the campus have also the same pattern of distribution. Here also Maharashtra has the highest number of such hostels (329) and Bihar the lowest (one).

In case of hostels attached to more than one institution and located within the campus of one of the institutions, Andhra Pradesh occupies the top position with 98 out of the total of 261 such hostels. Maharashtra occupies the second place with 58 hostels. Gujarat and Karnataka have 34 each and Kerala 15 such hostels. All the other

States and Union Territories, except West Bengal and Pondicherry which have no such hostels, have less than ten such hostels.

STATEMENT 7
Location of Hostels

Location	Rural Areas	Urban Areas	Total
Within the campuses of institutions in case of hostels attached to only one institution	561	185	746
Outside the campuses of institutions in case of hostels attached to only one institution	471	205	676
Within the campuses of one of the institutions in case of hostels attached to more than one institution	116	145	261
Outside the campuses of any of the institutions in case of hostels attached to more than one institution	963	1,264	2,227
Total	2,111	1,799	3,910

Hostels attached to more than one institution but located outside the campuses constitute 56.95 per cent of the total number of hostels. A large number of such hostels are located in Andhra Pradesh, Maharashtra, Karnataka, Tamil Nadu, Madhya Pradesh and Rajasthan which together account for 92.59 per cent of such hostels. West Bengal has none and the other States and Union Territories have the remaining 7.41 per cent of such hostels.

Analyzing the State-wise rural-urban distribution of different types of hostels, it is seen that hostels attached to one institution and located within the campuses are more in rural areas than in urban areas in the States of Andhra Pradesh, Bihar, Gujarat, Kerala, Madhya Pradesh, Tripura, Tamil Nadu, Uttar Pradesh, West Bengal and Dadra and Nagar Haveli.

Only in Karnataka and Rajasthan the opposite is the case.

More than 50 per cent of the rural hostels attached to one institution and located outside the campuses are in Maharashtra alone. It has also the highest number of

such hostels in urban areas. In other States the distribution of such hostels in more rural-oriented.

Andhra Pradesh, Gujarat, Karnataka and Maharashtra account for a larger number of hostels attached to more than one institution and located within the campuses both in rural as well as urban areas. Other States have only a sprinkling of such hostels.

Except Madhya Pradesh, Maharashtra and Rajasthan, all other States and Union Territories have more hostels in rural areas than in urban areas catering to the needs of more than one institution and located outside the campuses of the institutions (Table 7).

Type of Hostel Buildings

From Statement 8 it will be seen that a large number of hostels have pukka buildings. Out of a total of 3,914 hostels as many as 2,636 have pukka buildings and 693 have partly pukka buildings. This means that as many as 3,329 or 85 per cent hostels have fairly permanent structures. Only 393 hostels have cutcha buildings, 54 have thatched huts and 138 have other types of structures.

It is often stated that, in many Scheduled Caste and Scheduled Tribe habitations particularly in the isolated rural areas, schools do not have buildings and classes are held under a tree, in an open verandah or other unprotected places. Whatever may be the condition of the schools, the fact remains that most of the hostels meant for Scheduled Caste students have permanent structures.

It could be expected that the pukka buildings would largely be in urban areas but, from the given statement, it appears that rural hostels do not lag far behind the urban ones in having pukka structures. As against 1,381 pukka hostels in urban areas there are as many as 1,255 pukka structures for hostels in rural areas. The number of partly pukka buildings in rural areas exceeds those in urban areas. Out of 623 such building as many as 479 are in rural areas. Cutcha buildings can reasonably be expected to be in rural areas. But even urban areas have one-third of the total number of cutcha hostels. It is surprising that even in hostels in urban areas there are thatched huts. Out of a total number of 54 thatched huts for the hostels almost 30 per cent are in urban areas. The type of schools whose students reside in these thatched hostels are not known. It is also not clear as to why thatched huts have to be used as hostels in urban areas when a number of other alternative arrangements could be possible. Other types of hostel buildings are 138 in number out of which 79 and 59 are in rural and urban areas respectively.

Andhra Pradesh, Maharashtra, Tamil Nadu, Karnataka, Madhya Pradesh, Rajasthan, Uttar Pradesh and Gujarat in that order have the largest number of pukka hostels. Out of 2,636 such hostels they alone

account for as many as 2,469. Other States and Union Territories have between two (Haryana) and 80 (Kerala) pukka hostels. Partly pukka buildings dominate in Maharashtra and Andhra Pradesh. Other States and Union Territories have between one (Pondicherry) and 61 (Karnataka) partly pukka buildings. Haryana and Kerala have no such buildings.

Maharashtra has again the largest number of cutcha hostel buildings followed by Karnataka, Andhra Pradesh, Tamil Nadu and Madhya Pradesh. Other States and Union Territories have among themselves a total of only 20 such buildings. 50 per cent of the thatched huts are in Andhra Pradesh. The rest are in Tripura, Karnataka Maharashtra, Tamil Nadu, Rajasthan and Dadra and Nagar Haveli. Others have none.

STATEMENT 8
Types of Hostel Buildings

Types of Hostel Buildings	No. of Hostels in		Total
	Rural Areas	Urban Areas	
Pukka	1,255	1,381	2,636
Partly pukka	479	214	693
Cutcha	262	131	393
Thatched huts	38	16	54
Any other	79	59	138
Total	2,113	1,801	3,914

Andhra Pradesh, Gujarat, Kerala, Maharashtra, Tripura and West Bengal have a larger number of pukka and partly pukka hostel buildings in rural areas than in urban areas. The position in the other States is the opposite. The number of cutcha hostels in rural areas is double the number in urban areas. Except Karnataka and Kerala all other States and Union Territories have more cutcha hostels in rural than in urban areas. Haryana, Kerala and Pondicherry have no cutcha hostels in their rural areas and Bihar, Gujarat, Haryana, Rajasthan, Uttar Pradesh, West Bengal, Dadra and Nagar Haveli and Pondicherry have no cutcha hostels in their urban areas. Only Andhra Pradesh, Karnataka, Maharashtra, Tripura, Tamil Nadu and Dadra and Nagar Haveli have hostels in thatched huts in their rural areas, whereas Andhra Pradesh, Karnataka, Maharashtra, Rajasthan and Tripura have thatched hostels in their urban areas (Table 8).

Other types of hostels are mostly in the States of Andhra Pradesh, Karnataka, Tamil Nadu and Madhya Pradesh which account for 134 out of a total of 138 such hostels. The remaining four are in Maharashtra

(three) and Gujarat (one). Information regarding building material used in the other type of hostels is not available.

Condition of Hostel Buildings

The condition of hostel buildings has been divided in four categories namely, satisfactory and adequate, satisfactory but inadequate, unsatisfactory but adequate, and unsatisfactory and inadequate.

From Statement 9 it is seen that the condition of most of the hostels is satisfactory and adequate. Such hostels comprise about 63 per cent of the total number. Out of a total of 3,914 hostels condition of as many as 2,463 is satisfactory and adequate. The condition of a further 842 hostels is satisfactory though inadequate. Thus the condition of as many as 3,305 hostels out of 3,914 is satisfactory.

This position goes to the credit of the State governments who have maintained these hostels satisfactorily. The condition of 303 hostels is unsatisfactory though adequate. Only 306 hostels are such where the condition is both unsatisfactory as well as inadequate.

The same pattern is available in case of rural and urban areas. In both these areas there are a large number of hostels whose condition is satisfactory and adequate. It is praiseworthy that such hostels whose condition is satisfactory and adequate are in larger number in rural areas than in urban areas. The same pattern obtains in respect of hostels whose condition is satisfactory but inadequate. Out of 842 such hostels as many as 480 are in rural areas and only 362 in urban areas. It is also noticed at the same time that a majority of hostels whose condition is satisfactory and adequate are in rural areas. Similar is the case with those hostels whose condition is satisfactory but inadequate.

STATEMENT 9
Condition of Hostel Buildings

Condition	No. of Hostels in		Total
	Rural Areas	Urban Areas	
Satisfactory and adequate	1,250	1,213	2,463
Satisfactory but inadequate	480	362	842
Unsatisfactory but adequate	194	109	303
Unsatisfactory and inadequate	189	117	306
Total	2,113	1,801	3,914

Many of the hostels located in rural areas whose condition is satisfactory and adequate are in the States of Andhra Pradesh, Maharashtra and Tamil Nadu. The position is the same in case of such hostels in urban areas. Karnataka State has more such hostels in urban areas than in rural areas. All the hostels of Haryana and Pondicherry fall in the category of satisfactory and adequate. In Kerala and West Bengal there is not a single hostel whose condition can be described as unsatisfactory but adequate. In terms of number, Andhra Pradesh has the highest number of hostels whose condition is unsatisfactory and inadequate and they constitute more than 11 per cent of the total number of hostels in that State. In terms of percentage Madhya Pradesh, Tripura, Uttar Pradesh and West Bengal have more than 10 per cent of their hostels whose condition is unsatisfactory and inadequate. In some of the urban hostels of some States, the condition is unsatisfactory but adequate. In the urban areas of Madhya Pradesh, Tripura, Rajasthan and Uttar Pradesh there are more than 10 per cent of the hostels whose condition is unsatisfactory and inadequate. May be, these hostels are not under proper management or are too far away from the concerned supervising authority which is responsible for their unsatisfactory condition.

Perhaps Kerala can take the credit of having the highest percentage of hostels whose condition is both satisfactory as well as adequate, irrespective of the fact whether these hostels are located in rural or urban areas. Out of its 82 hostels 75 are in this category—39 in rural and 36 in urban areas. Further, it has five such hostels—three in rural and two in urban areas—whose condition is satisfactory though inadequate. It has only two hostels in urban areas whose condition is unsatisfactory and inadequate. But this forms only 2.5 per cent of the total number of its hostels. Andhra Pradesh, Gujarat, Haryana, Rajasthan, Tamil Nadu and Uttar Pradesh are the other States where the condition of 60 per cent or more of the hostels is satisfactory and adequate. Andhra Pradesh has the larger number of hostels—115 out of 1,036—where the condition is unsatisfactory and inadequate.

Haryana, Kerala, Uttar Pradesh and Pondicherry have not even a single hostel in rural areas where the condition is unsatisfactory and inadequate. Similarly, Haryana, West Bengal, Dadra and Nagar Haveli and Pondicherry have no such hostel in urban areas. Also a noteworthy situation exists in West Bengal where the condition of all its eight urban hostels is satisfactory and adequate. The two hostels of Haryana also belong to this category. The condition of one-third of the hostels of Dadra and Nagar Haveli is unsatisfactory though adequate and all these are located in rural areas. However, it has no hostel in urban areas precluding a comparative study of the condition of hostels in rural vis-a-vis urban areas (Table 9).

Seating Capacity

In all the hostels in the reporting States and Union Territories as many as 1,80,341 students can be admitted. It appears from Statement 10 that neither in rural nor in urban areas the capacity of hostels has been utilized. The percentage of utilization of seats in these hostels is only 95.58, as out of 1,80,341 seats only 1,72,385 have been filled up. The position is a little better in urban areas than in rural areas. In the former, the actual number of residents in all the hostels comprises 96.54 per cent of the total intake capacity, whereas in the latter this percentage falls down to 94.46.

On the one hand it is clamoured that there are not enough hostels and enough seats in them for Scheduled Castes, on the other it appears that wherever seats are available they are not fully utilized. The reasons for this shortfall in the number of residents may be several but it is not within the purview of our discussion to go into the details of these reasons.

STATEMENT 10
Seating Capacity in Hostels

Capacity	Rural Hostels	Urban Hostels	Total
Intake capacity in all the hostels	82,889	97,452	1,80,341
Actual number of residents in all the hostels	78,297	94,088	1,72,385

Maharashtra and Tamil Nadu are the only two States where the actual number of residents exceeds the total intake capacity of the hostels. These excess number of residents are distributed in both rural as well as urban areas in case of Tamil Nadu and only in urban areas in case of Maharashtra. Haryana has only two hostels, and even there as many as 28 seats are vacant. It is not understood why, in spite of having such a small number of hostels, the seats have not been fully utilized. It is also surprising that both the hotels are in urban areas where accommodation for students outside the hostels must be more expensive than in the hostels. West Bengal comes nearer to utilizing its full intake capacity as out of its 1,292 seats as may as 1,271 are occupied. Whereas in its urban hostels there is a vacancy of 20 seats, in its rural hostels the actual number of residents is more than the number of seats its hostels can offer.

Rural hostels of Andhra Pradesh, Bihar, Maharashtra Tripura and West Bengal have higher intake capacity than their urban counterparts. Of these States rural hostels of

Bihar have less number of residents than urban hostels. The rural hostels of Pondicherry have the same intake capacity as urban hostels which is 112, but the actual number of residents in urban hostels is higher than in rural hostels (Table 10).

In both these cases the number of rooms and the number of residents are more in urban hostels than in rural hostels.

Type of Seating Accommodation in Hostels

In the hostels of the reporting States and Union Territories different types of accommodation are available to the residents namely, single-seated, two-seated, three-seated and more than three-seated rooms. From Statement 11 it is seen that the total number of rooms in all these hostels is 10,923 out of which rural hostels account for 4,924 and urban hostels, 5,999. In these rooms as many as 1,72,385 residents live. Out of them 78,297 are in rural hostels and 94,088 in urban hostels.

As the number of rooms is more in urban as compared to those in rural hostels, proportionately the number of residents is also more in urban than in rural hostels. A majority of the rooms are more than three-seated as out of 10,923 rooms as many as 8,877 rooms have more than three seats each, 1,063 rooms have three seats each, 674 rooms have two seats each and 309 rooms are each single-seated.

The distribution of rooms with more than three seats each is approximately evenly balanced between rural and urban areas. Out of a total of 8,887 rooms, rural hostels account for 4,111 rooms and urban hostels for 4,766 rooms. In the case of three-seated rooms also urban hostels account for a larger number of rooms than the rural hostels. As against 602 three-seated rooms in urban hostels there are only 461 three-seated rooms in rural hostels. The same position obtains in the case of two-seated and single-seated rooms. The former account for 384 rooms in urban and 290 in rural areas, and the latter 247 rooms in urban and only 62 in rural areas. The distribution of these rooms between rural and urban areas is more or less even in case of two-seated, three-seated and more than three-seated rooms but in case of single-seated rooms the variation between rural and urban hostels is great. For every single-seated room in rural hostels there are as many as four such rooms in urban hostels.

When the number of residents in these rooms is analyzed, it is seen that in the single-seated rooms there are more residents in rural than in urban areas. Whereas the number of single-seated rooms in rural hostels is one-fourth of the number of such rooms in urban hostels, the number of residents is more than double. The position is the same in respect of two-seated rooms. Here also their number is more in urban areas but the number of residents is more in rural areas. Only in the case of three-seated rooms and more than three-seated rooms the number of residents varies according to the number of rooms.

STATEMENT 11

Seating Accommodation in Hostels

Type of Rooms	Total No. of Rooms			No. of Students Residing in		
	Rural Hostels	Urban Hostels	Total	Rural Hostels	Urban Hostels	Total
Single-seated rooms	62	247	309	941	415	1,356
Two-seated rooms	290	384	674	2,017	1,278	3,295
Three-seated rooms	461	602	1,063	2,016	2,592	4,608
More than three-seated rooms	4,111	4,766	8,877	73,323	89,803	1,63,126
Total	4,924	5,999	10,923	78,297	94,088	1,72,385

The average number of residents in the reporting States and Union Territories does not show any uniform pattern. In Haryana, which has the lowest number of hostels with 34 rooms, there are an average of two residents per room. In Madhya Pradesh there are about five residents per room and in Pondicherry a little less than 10 residents per room. Karnataka has the most crowded accommodation as in its 437 rooms there are as many as 19,588 residents. This works out to about 45 residents per room. Since the size of the rooms is not available, it is not possible to say as to how crowded these rooms are. But in no case it is desirable to accommodate as many as 45 residents in one room. This would be too cramped for students to concentrate on their studies.

The peculiar feature of hostels of Haryana is that they have seven rooms with more than three seats each out of the total number of 34 rooms. But in these seven rooms, which ought to be fairly big as they are meant for more than three residents, there are only five residents. Presuming that one student is occupying one room, two rooms may still be vacant. Its 16 two-seated rooms with 34 residents are more than fully utilized. These figures also show that the hostels of Haryana, for some reason or other, do not attract residents as even its two hostels are not fully occupied. Kerala is the only State which has no three-seated rooms and West Bengal is the only State which has

no single-seated rooms. Other reporting States and Union Territories have all the four types of accommodation. All types of rooms in the hostels of Karnataka are overcrowded. Even in its single-seated rooms there are, on an average, 13 students per seat and 14 students per seat in its two-seated rooms. In its three-seated rooms there are more than eight students per seat and in more than three-seated rooms 100 students per room. Thus the problem of accommodation in hostels of Karnataka is rather acute. However big the rooms may be, to accommodate 13 students in one single-seated room and 100 students in each of the more than three-seated rooms is nothing sort of packing students like sardines.

The position of accommodation in Kerala is fairly satisfactory with regard to its two-seated rooms only as these rooms have less number of students than the number of seats. In 30 such rooms there are only 22 residents, but in each of its single-seated rooms there are two residents. Only Bihar, Gujarat, Haryana, Maharashtra, Tripura, Rajasthan and Tamil Nadu have one student each in their single-seated rooms. In Dadra and Nagar Haveli there are as many as 53 students in its two single-seated rooms, 65 in two double-seated rooms and 40 in its one three-seated room. The position is much worse in its more than three-seated rooms, as in 26 such rooms there are no fewer than 957 students.

Such overcrowding is certainly not conducive to home study as the students hardly get any elbow room to move about in such rooms, much less for concentrating on their studies. It is doubtful whether it has been possible for the State governments whose hostels have overcrowded rooms to provide even beds to their residents, as it is not understood as to how 53 beds can be spread out in two rooms meant for just two residents in Dadra and Nagar Haveli. It would appear that, by and large, all the rooms are overcrowded as the average number of residents in all the reporting States and Union Territories is 16 per room. Even when we consider this problem of accommodation area-wise the situation remains exactly the same as in both rural as well as urban areas the average number of residents per room is also 16.

As regards distribution of single-seated rooms in rural and urban areas in the States and Union Territories, it is seen that urban areas are in a slightly better position. Only Tripura, West Bengal, Dadra and Nagar Haveli and Pondicherry have no single-seated rooms in any of their hostels in urban areas, whereas as many as six States and Union Territories namely, Haryana, Madhya Pradesh, Maharashtra, Uttar Pradesh, West Bengal and Pondicherry have not even one single-seated room in any of their hostels in rural areas. In Kerala the urban-rural difference seems to be rather peculiar. Whereas its single-seated rooms in rural areas are crowded with an average of a little more

than five residents per room, all its 14 single-seated rooms in urban areas are vacant without a single resident in them. Why all these rooms are lying vacant is inexplicable. The States of Bihar, Gujarat, Haryana, Maharashtra, Tripura, Rajasthan and Tamil Nadu have scrupulously adhered to the norm of one seat one resident, as in all their single-seated rooms the number of residents is exactly the same as the number of rooms. This norm is maintained in case of both rural as well as urban hostels. This norm has been maintained in case of double-seated rooms in urban hostels also by the States of Bihar, Gujarat and Rajasthan ; Haryana has two residents in excess of the capacity and West Bengal just one. In the urban hostels of Karnataka for 16 double-seated rooms there are as many as 332 residents, that is, on an average of more than 20 residents per room (Table 11b). In the case of rural hostels of Dadra and Nagar Haveli there are 65 residents in two double-seated rooms, that is, as many as 32 residents per room (Table 11a). In the case of three-seated rooms, only Bihar, Haryana, Rajasthan and Tamil Nadu have three residents per room. Gujarat, Maharashtra and Uttar Pradesh have less than three residents per room. All other States and Union Territories have more than three residents per room in their hostels.

The dimensions of the rooms which are supposed to accommodate more than three residents per room are not known. Moreover the variation in the number of residents in the different States is on a wide scale. At one end of the scale is Haryana which has just five residents in its seven more than three-seated rooms. At the other end is Karnataka where there are 100 residents per room. In between there are States like Gujarat, Kerala, Madhya Pradesh, Tripura, Rajasthan, Uttar Pradesh, West Bengal and Pondicherry which have less than 10 residents per room. Other States and the Union Territory of Dadra and Nagar Haveli have more than 10 residents per room (Table 11c).

Stage-wise Number of Residents in Hostels

The hostels in the reporting States and Union Territories cater to the needs of students at different stages namely, Pre-Primary, Primary, Middle, High/Higher Secondary and other courses. It is heartening to note that there are hostels even for pre-primary children who must necessarily be under six years of age. In all there are 33 residents at this stage, out of whom 12 are boys and 21 girls. All the residents belong to the Scheduled Castes. It is surely a praiseworthy effort to open hostels for small children and, that too, for girls. Normally children below six years of age cannot be expected to walk a long distance to attend schools. It is, therefore, safe to assume that the schools in which they are studying are far off from their homes and so hostel facilities have been provided for them. Their parents also deserve kudos

for sending their small children to live in hostels away Scheduled Caste girls for 3,121 girls of other castes. The ratio from them. between Scheduled Caste boys and girls is more than 5:1.

STATEMENT 12
Stage-wise Number of Residents in Hostels

Stage	Total Number of Residents in all Hostels								
	Boys			Girls			Total		
	S. C.	Others	Total	S. C.	Others	Total	S. C.	Others	Total
Pre-Primary	12	—	12	21	—	21	33	—	33
Primary	13,710	4,381	18,091	4,778	1,767	6,545	18,488	6,148	24,636
Middle	38,550	12,146	50,696	10,174	3,528	13,702	48,724	15,674	64,398
High/Higher									
Secondary	49,115	17,278	66,393	9,539	3,121	12,660	58,654	20,399	79,053
Other Courses	3,456	582	4,038	159	68	227	3,615	650	4,265
Total	1,04,843	34,387	1,39,230	24,671	8,484	33,155	1,29,514	4,22,871	1,72,385

Though Primary schools are far greater in number than Middle and High/Higher Secondary, the number of hostels catering to the needs of their students is in the reverse order. The number of primary school students residing in hostels is the lowest; those at High/Higher Secondary stage highest and those at Middle stage is between the two ends. Statement 12 shows that in the reporting States and Union Territories there are as many as 24,636 residents at Primary stage. Out of them almost three-fourths are boys and one-fourth girls, their respective number being 18,091 and 6,545. It appears that these hostels are meant for residents belonging to Scheduled Castes as well as non-Scheduled Castes as the students of the latter are also fairly well represented in these hostels. For 18,484 Scheduled Caste residents there are as many as 6,148 non-Scheduled Caste residents. Sex-wise distribution of these residents also indicates a fairly large number of residents of non-Scheduled Castes.

At the Middle stage also the ratio of the residents of Scheduled Castes and non-Scheduled Castes is almost 3:1, that is, 48,724 residents belonging to Scheduled Castes and 15,674 to non-Scheduled Castes making a total of 64,398 residents. At this stage also boys heavily outnumber girls. For 50,696 boys there are only 13,702 girls. The community-wise break-up of the residents is—38,550 boys of Scheduled Castes and 12,146 of other castes; and 10,174 girls of Scheduled Castes and 3,528 of other castes.

The largest number of residents are at High/Higher Secondary stage. They constitute as much as 45.85 per cent of the total number of residents. Here also, the residents of Scheduled Castes and non-Scheduled Castes are in the ratio of approximately 3:1. For 49,115 Scheduled Caste boys there are 17,278 boys of other castes and 9,539

Residents taking 'Other Courses' account for about 2.47 per cent of the total inmates of these hostels. But in this case the Scheduled Caste inmates heavily outnumber those of other castes. For 3,615 Scheduled Caste inmates there are only 650 inmates belonging to other castes. Girls also are few in number as compared to boys. Their number is about 5.5 per cent of the total number of boys. Girls of other castes are 42.7 per cent of the girls of Scheduled Castes. However, girls belonging to Scheduled Castes are only 4.60 per cent of the Scheduled Caste boys.

Only the States of Karnataka, Maharashtra and Rajasthan have hostels for Pre-Primary school children. Of them Karnataka accounts for 23 inmates, Rajasthan six and Maharashtra four. As already indicated, all these inmates belong to Scheduled Castes (Table 12 a).

At the Primary stage, Andhra Pradesh has the highest number of residents. Out of a total of 24,636 residents in all the reporting States and Union Territories, it alone accounts for 11,334. Maharashtra and Tamil Nadu have about 3,500 residents each in their hostels. Karnataka and Gujarat have respectively 1,884 and 1,272 residents; Tripura having the lowest number, 99. Only in Bihar and Uttar Pradesh the entire population of inmates in the hostels belongs to the Scheduled Castes and all of them are boys. Tripura, on the other hand, has not a single boy or girl belonging to the Scheduled Castes. In Bihar again there is not a single non-Scheduled Caste girl. In Rajasthan, out of a total of 909 residents, there is just one boy and no girl belonging to other castes; and in Kerala one boy and no girl belonging to other castes.

In Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan and Tamil Nadu the inmates belonging to Scheduled Castes heavily outnumber those belonging to

other castes. The same distribution pattern is seen in case of boys and girls, the former outnumbering the latter. Only in Dadra and Nagar Haveli boy and girl residents belonging to other castes are in excess of the number of inmates belonging to Scheduled Castes. Out of 989 inmates there are only 15 belonging to Scheduled Castes. But this low number of residents of Scheduled Castes is understandable because Scheduled Caste population is only 1,332 there (Table 12 b).

At the Middle stage also Andhra Pradesh exceeds all other States in its total number of inmates. Out of a total of 64,398 inmates there are as many as 17,629 belonging to this stage. The States having more than 10,000 inmates are Maharashtra and Tamil Nadu in that order. Karnataka has a little less than 9,000. Rajasthan has a little over two thousand inmates, and Kerala and Madhya Pradesh have between 1,000 and 2,000 inmates. All the other States have less than 1,000 inmates. According to caste-wise distribution of inmates, however, the pattern seen in case of inmates at the Primary stage is not found here.

In some States, the inmates of other castes are fairly well represented. Out of a total of 64,398 residents at this stage the Scheduled Caste residents number 48,724 and non-Scheduled Castes residents 15,674. In Bihar again all its residents belong to Scheduled Castes, and all of them are boys. Uttar Pradesh follows Bihar only in case of girl residents. It has not a single non-Scheduled Caste girl resident in its hostels. Among the boys, there are only 13 who belong to non-Scheduled Castes as against 466 belonging to Scheduled Castes. Only in Tripura the residents belonging to other castes are larger in number than those belonging to Scheduled Castes. In all other States the Scheduled Caste residents dominate (Table 12c).

At the High/Higher Secondary stage, the number of residents is the highest. Here again Andhra Pradesh leads the rest of the States and Union Territories. Tamil Nadu occupies the next position. Haryana has the lowest number of residents (67). All of them are boys and out of them 55 belong to Scheduled Castes and 12 to non-Scheduled Castes. Bihar has not a single girl resident. Dadra and Nagar Haveli has no girls belonging to the Scheduled Castes. The boys heavily outnumber the girls and residents of non-Scheduled Castes outnumber the residents of Scheduled Castes. Out of 126 residents as many as 124 belong to other castes of whom 120 are boys.

Girls belonging to Scheduled Castes heavily outnumber those belonging to other castes. Their number in the decreasing order is: Andhra Pradesh—2,948, Tamil Nadu—2,648, Karnataka—1,369, Maharashtra—1,216, Gujarat—607, Kerala—353, West Bengal—147 and in the rest less than 100. Girls of other castes are very few in the States like Kerala (69), Uttar Pradesh (20), West Bengal (17), Pondicherry (14), Rajasthan (five), Madhya Pradesh and

Dadra and Nagar Haveli (four). The Scheduled Caste girls are 75.34 per cent of the total number of girls and 12.06 per cent of the total number of residents. The latter percentage is by no means a happy picture of their representation in the hostels (Table 12d).

One may conclude from this that girls are not getting suitable facilities for living in hostels away from their villages and the taboo against girls going to schools and living in hostels is not breaking. This prejudice against the girls is a major factor responsible for the very low enrolment of girls in schools, and it is considered that lack of hostel facilities further aggravates the situation. It is good that many of the States are concerned about this low attendance of girls in their schools and are making efforts to provide hostel facilities to them to enable them to prosecute higher studies. Since girls constitute one of the weakest links in the process of universalization of education, adequate educational facilities are needed to be given to them in order to attract more of them to schools. It will not be too much to say that unless girls are given sufficient encouragement to attend schools the goal of universalization will remain a distant dream.

As already indicated, the residents attending 'Other Courses' are very few in number and bulk of them are in Uttar Pradesh, Karnataka and Tamil Nadu. Pondicherry, Haryana and Rajasthan have less than 10 residents attending 'Other Courses'. Their number there is just five, three and one respectively. None of them is a girl and none belonging to other castes except in Pondicherry where out of five, two belong to them. West Bengal too has no resident belonging to other castes and no girls either. The highest number of girls at this stage is in Maharashtra followed by Andhra Pradesh and Tamil Nadu (Table 12e).

Superintendents in Hostels

For efficient running of hostels it is necessary that they should be supervised and maintained by able superintendents. The reporting States and Union Territories have, according to their conveniences, appointed either full-time or part-time superintendents for their hostels. It is seen from Statement 13 that out of a total of 3,914 hostels in them as many as 3,835 have superintendents. Though no information is available about the remaining 79 hostels, it is presumed that they have no superintendents. Out of these 79, as many as 43 are in rural and 36 in urban areas. How these hostels are managed without superintendents is best known to the States. Out of the 3,835 hostels having superintendents, 2,983 have full-time superintendents. The distribution of these 2,983 hostels is fairly even between rural and urban areas. There are 1,561 full-time hostel superintendents in the former and 1,422 in the latter. The number of hostels with part-time superintendents is less than one-third the number of hostels with full-time superintendents. Out of 852 such

hostels, there are as many as 509 in rural and 343 in urban areas.

The necessity of having superintendents would be more acutely felt in rural areas than in urban areas in near future. There would be very few persons other than the superintendents who would be able to exercise any kind of control over the residents of the hostels. Also, it is an established fact that Scheduled Caste students need proper and adequate guidance and supervision in their home-studies, partly because they are the first-generation learners and their parents are not able to give them any academic assistance, and partly because there are very few reading facilities available in rural areas.

To meet these demands of the Scheduled Caste students, it is imperative that sufficient help by way of getting their home-work done, guiding them and providing them with suitable reading facilities be made available. This can only be done when their education is properly supervised and guided by an efficient and experienced teacher who is not only conversant with their day-to-day problems of education but is also sympathetic to their needs and aspirations. From this point of view the positioning of more full-time superintendents in rural areas is justified and commended. In those hostels where there are no superintendents it would be worthwhile to appoint even part-time superintendents to begin with.

Analyzing the data State-wise it is seen that, of all the States, Andhra Pradesh has the largest number of hostels having full-time superintendents. Out of 1,031 hostels with superintendents in the State as many as 1,011 have full-time and only 20 part-time superintendents. These 1,011 full-time superintendents are distributed in such a way that the distribution is heavily in favour of rural areas. Against 654 full-time superintendents in rural hostels there are only 357 in urban hostels.

STATEMENT 13

Number of Hostels having Superintendents

Tenure of Hostel Superintendents	Number of Hostels in		
	Rural Areas	Urban Areas	Total
Full-time	1,561	1,422	2,983
Part-time	509	343	852
Total	2,070	1,765	3,835

Maharashtra ranks second in having a large number of hostels with superintendents but here the distribution

of full-time superintendents between rural and urban areas is evenly balanced. Out of its 1,022 hostels with superintendents 709 have full-time and 313 part-time; and out of 709, there are 394 in rural and 315 in urban hostels.

Gujarat, Kerala, Tamil Nadu and Pondicherry also have full-time superintendents more or less equally divided between rural and urban areas. In Bihar, Madhya Pradesh, Tripura, Uttar Pradesh and West Bengal hostels have more part-time than full-time superintendents. In Bihar the number of part-time superintendents is eight against seven full-time; in Madhya Pradesh 160 against 82; in Tripura 39 against 17; in Uttar Pradesh 50 against 40 and in West Bengal 68 against three. Tamil Nadu appears to be the keenest of all the States in appointing full-time superintendents. All its 486 superintendents are full-time. Of them 237 are in rural and 249 in urban hostels. The same is the case with Pondicherry where all the six hostels have full-time superintendents and they are equally divided between rural and urban areas. Both the hostels of Haryana which are located in urban areas have full-time superintendents. Bihar has a pattern of its own. It has no part-time superintendent in rural areas and no full-time superintendent in urban areas. West Bengal has a surprisingly low number of hostels with full-time superintendents. Out of its 71 hostels with superintendents only three have full-time superintendents (Table 13).

The posting of part-time superintendents may perhaps be linked with the low number of residents in the hostels. But since we have no information about residents hostel-wise, we are not in a position to say whether part-time superintendents are posted only in those hostels which have very few residents in them. Other probable reason for posting part-time superintendents may be the reluctance of teachers to act as full-time superintendents. Whatever may be the reason, the fact remains that 22.21 per cent of superintendents are part-time. To what extent it affects the running of the hostels cannot be indicated.

Drinking Water Facility in Hostels

Hostels, in order to cater to the needs of their inmates, will have to provide a number of basic facilities so that the inmates have basic conveniences and are able to concentrate on their studies and are not required to fritter away their energy on looking for the basic requirements of their daily life for most part of the day. Provision of drinking water is one such facility which every hostel must provide. It is essential not only to provide drinking water to the inmates of the hostels but also to ensure that the water is potable. There are various sources from which drinking water can be provided to them. They include water from running tap, well inside the campus or in the village, river, stream, the village tank etc. It goes without saying that the provision of taps providing running water in

the campus of the hostel is the best. This not only provides water always or most of the time at regular hours but is also convenient and healthy. There are less chances of contamination of tap water than of water from other sources.

From Statement 14 it would appear that provision of water through tap is not very satisfactory or encouraging in the reporting States and Union Territories. Out of a total of 3,912 hostels (no information about one rural and one urban hostels available), only 1,287, that is 32.89 per cent, provide tap water. It may be reasonably expected that this facility would be available more in urban than in rural areas, and the position is precisely so. There are as many as 1,050 hostels in urban areas against 236 in rural areas where tap water is available.

The next convenient source of water is the well. The hostellers draw water from two types of wells, one located within the campus of the hostel and the other outside the campus but within the village. Undoubtedly the former type of wells are more convenient as they would be nearby and could be looked after by the inmates properly. The largest number of hostels account for such wells. Out of 3,912 hostels as many as 1,550, that is 39.62 per cent, have wells in the compound. About two-thirds of these wells are located in the rural and one-third in the urban hostels.

As many as 751 hostels have to depend on the village well. Here again, the distribution of such hostels is heavily in favour of rural areas where there are as many as 602 such hostels, urban areas accounting for only 149. Thus the residents of these 751 hostels must be greatly inconvenienced with regard to water for drinking and other purposes since for all these purposes like drinking, bathing, washing clothes and cooking food etc., they would be required to draw water from the village wells. A good deal of time must be wasted in fetching water from them.

Quite a few hostels do not have even this facility, and the inmates have to go to the nearby running stream to fetch water. There are 110 such hostels which depend on running streams for their water supply. About one-fourth of such hostels are in urban and three-fourths in rural areas.

Tanks also provide water to as many as 75 hostels—53 in rural and 22 in urban areas. It is not clear whether these tanks are used only by the residents of the hostels or by the entire village where the hostel is situated. Without having a clear idea in this regard, it cannot be said whether the water they provide is fit for human consumption or not. But chances are that the tank water would be more vulnerable to contamination than water from other sources, particularly when the tank is used for other purposes also. Besides these sources, there

are other sources also from where water is drawn by the inmates. 139 hostels have to depend upon such sources. Out of them 87 are in rural and 52 in urban areas.

STATEMENT 14
Drinking Water Facility in Hostels

Sources of Drinking Water	Number of Hostels in		
	Rural Areas	Urban Areas	Total
Running tap water	237	1,050	1,287
Well within compound	1,051	499	1,550
Village well	602	149	751
Running stream	82	28	110
Tank	53	22	75
Any other	87	52	139
Total	2,112	1,800	3,912

Maharashtra is way ahead of all other States in providing drinking water through running taps to its hostels. Of the total number of 1,287 hostels in the reporting States and Union Territories providing such water as many as 375 are in Maharashtra. Andhra Pradesh, Karnataka and Tamil Nadu follow much behind with 236, 196 and 145 hostels respectively but most of such hostels in these States are located in urban areas. Maharashtra, Karnataka, Andhra Pradesh and Tamil Nadu have respectively 309, 180, 179 and 125 urban hostels having this facility. The corresponding rural hostels number only 66, 16, 57 and 20. Bihar and Haryana have not a single hostel in rural areas where this facility is available. It is praiseworthy that all the three rural hostels in Dadra and Nagar Haveli provide water from running taps. West Bengal is the only State where more rural than urban hostels have this facility. All other States have given more emphasis on provision of this facility to their urban hostels. Pondicherry has the unique distinction of providing running tap water to all its six hostels, three of which are in rural and three in urban areas.

In the matter of providing drinking water well within the compound of the hostel, Andhra Pradesh takes the lead. Out of a total number of 1,550 such hostels, there are as many as 598 in Andhra Pradesh. Tamil Nadu, Maharashtra and Karnataka occupy the second, third and fourth position respectively. A large proportion of such hostels are located in rural areas. Except Gujarat, Karnataka, Madhya Pradesh and Rajasthan, all other

States and Union Territories have more hostels with such facilities in rural than in urban areas. Gujarat and Karnataka have just one such hostel more in urban than in rural areas, Madhya Pradesh eight more and Rajasthan two more.

Hostels in all the States have to depend upon the village well also for getting water. As expected, more hostels drawing water from village wells are situated in rural than in urban areas. However, urban hostels in Haryana, Kerala, Tripura, Tamil Nadu, West Bengal, Dadra and Nagar Haveli and Pondicherry do not have to depend upon village wells at all.

Andhra Pradesh, Karnataka, Madhya Pradesh and Maharashtra alone account for 86.57 per cent of the urban hostels drawing water from village wells. Similarly they account for 500 rural hostels out of a total of 602 drawing water from village wells.

Running streams would be expected to be used only in rural areas. Out of 110 hostels depending upon this source of water supply as many as 82 are in rural areas and, out of them, as many as 44 are in Maharashtra and 10 in Karnataka. The rest have six or less than six such hostels. Karnataka and Uttar Pradesh are the only States where more urban hostels depend on running streams. Such urban hostels in Karnataka are, in fact, double the number of rural hostels. It is not clear why hostels situated in urban areas have to depend on running streams.

Village tank is also the source of supply of drinking water. Out of a total number of 3,912 hostels 75 depend on tanks for drawing water. Out of them 53 are in rural and 22 in urban areas. Rural areas of West Bengal are dotted with village tanks, and, naturally, more than 50 per cent of rural hostels drawing water from village tanks are in this State alone. Other States have only a sprinkling of such hostels.

There are 139 hostels depending on other sources of water. The States of Andhra Pradesh, Gujarat, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal come in this category (Table 14).

Electricity in Hostels

A large percentage of Scheduled Caste population is concentrated in rural areas. Similarly, a large number of Scheduled Caste students, particularly at the Primary and Middle stages of schooling, study in rural areas. It is well-known that a majority of our villages have no electricity. Even now kerosene oil continues to be an important and major source of lighting. It is also a well-known fact that, on many occasions, scarcity of kerosene oil has been faced by the rural students. Many Scheduled Caste students cannot afford to buy enough kerosene oil. This causes irregularity in their studies and prevents them from

doing their home-work at night. In many villages, particularly in the isolated and far off corners of the country, there is no lighting in night as there is no lighting arrangement except the kitchen fire and, perforce, students cannot study at night. In such villages people finish their meals in the twilight of the evening and go to bed at night fall. Under such circumstance, provision of electricity is considered necessary and a concrete step towards improving the conditions of people and providing one of the most important facilities to students.

It is by no means a mean achievement for the reporting States and Union Territories, as is evident from Statement 15, to have provided 70.69 per cent of their hostels with electricity. Out of a total of 3,914 hostels as many as 2,767 have supply of electricity. Not only this. Even hostels in rural areas have this facility, though their number (1,251) is less than that of such hostels (1,516) in urban areas.

STATEMENT 15
Electricity in Hostels

Number of Rural Hostels having Electricity	1,251
Number of Urban Hostels having Electricity	1,516
Total	2,767

It is clear that the hostels in urban areas are only slightly more in number than those in rural areas with this facility. But it cannot be denied that to have electricity in as many as seven-tenths of the total number of hostels speaks volumes of the serious intention of the concerned State governments and Union Territory administrations to provide this facility to their hostels. It will not be presumptuous to expect that in the near future this gap between rural and urban hostels in the matter of provision of electricity will be narrowed down, if not bridged completely.

Of all the States and Union Territories Andhra Pradesh has the highest number of hostels with electricity, as 28.55 per cent of the total number of hostels having electricity are in this State. Maharashtra, Tamil Nadu and Karnataka also account for as many as 17.42, 16.18 and 15.78 per cent respectively of hostels with electricity. Other States and Union Territories account for the remaining 22.07 per cent of the hostels having electricity. Madhya Pradesh, Gujarat and Rajasthan also have more than 100 hostels having electricity. Haryana, Karnataka and Pondicherry have achieved cent per cent electrification of

their hostels. Other States which are very near to this target are Gujarat and Rajasthan.

Analyzing the rural-urban situation with regard to provision of this facility in the reporting States and Union Territories it is seen that Andhra Pradesh, Gujarat and West Bengal have a greater number of rural hostels with electricity than urban hostels. This in itself is a creditable effort. This also is indicative of the concern State governments are showing for providing electricity to their rural hostels. Pondicherry again has judiciously divided this facility equally between its rural and urban hostels. There are three hostels each in rural and urban areas with this facility.

It is but natural to expect that this facility would be available more in urban areas than in rural areas. But one cannot but recognize the fact that the hostels in rural areas have not altogether been neglected. In many States this facility is more or less equally divided between urban and rural hostels. Both hostels of Haryana having electricity are in urban areas and all the six such hostels of Dadra and Nagar Haveli are in rural areas. The gap between rural and urban areas is wider in the States of Karnataka, Madhya Pradesh, Rajasthan and Uttar Pradesh (Table 15).

It is hoped that, with more and more areas coming under the rural electrification programme, this gap will be narrowed down, and the students residing in hostels will be able to study in better and continuous supply of light. As this is one of the essential requirements on which the progress of the students depends, one can safely assume that with increasing provision of electricity in the hostels, particularly in the rural hostels, residents will be able to better their performance.

Library Facility in Hostels

It is well known that students, particularly those belonging to the Scheduled Castes, do not have much supplementary reading material. They are fortunate if they get all their textbooks in time. Rural schools normally do not get all the reading material due to lack of communication, paucity of funds, lack of interest on the part of teachers, and various other factors. In the absence of books, magazines, periodicals and other reading material students become lazy and waste their time in other activities. It is well-known that students some times get bored with their dull, dry and uninteresting textbooks and they need some diversion. But in the absence of any reading material available in the schools they look for other alternatives which on many occasions do not prove too attractive or healthy. In this background the provision of library facilities with a good number of books, particularly stories meant for children, is most essential. But unfortunately the picture that emerges from the data as available in Statement 16 is rather dismal.

Out of a total of 3,914 hostels there are only 1,205 hostels having library facilities. Out of them a large number (743) are situated in urban areas. Only 462 hostels in rural areas have libraries. This would appear to be meagre and quite inadequate in view of the actual need of the students. In urban areas there are various other sources of acquiring knowledge and obtaining entertainment viz, radio, television, cinema, theatre etc. But in rural areas books are the only source. Hence the necessity of opening libraries in rural hostels is much greater than in urban hostels.

STATEMENT 16
Library Facility in Hostels

Number of Rural Hostels having Libraries	462
Number of Urban Hostels having Libraries	743
Total	1,205

Karnataka heads the list of States and Union Territories which provide library facility to their hostels. Out of a total of 1,205 hostels having libraries as many as 437 are in Karnataka alone. Maharashtra occupies the second place with 268 hostels and Andhra Pradesh and Gujarat jointly occupy the third place with 103 such hostels each. Madhya Pradesh, Rajasthan and Uttar Pradesh have between 50 and 100 hostels providing this facility. Tamil Nadu and Kerala have respectively 37 and 13 such hostels. Bihar, Haryana, Tripura, Dadra and Nagar Haveli and Pondicherry have less than 10 such hostels. It is staggering that the State of West Bengal, where so much emphasis is given on art and culture, has not a single hostel with a library. Therefore this situation is rather puzzling. Is it because it has never struck the authorities that hostels should have at least a handful of books for their residents? The real reason can be best known to the State government. Suffice it to say here that in this regard the situation in this State is both discouraging and surprising.

Analyzing the rural-urban position with regard to library facility in the hostels it is seen that in the States of Andhra Pradesh, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh there are more urban than rural hostels equipped with libraries. In the remaining States there are more rural hostels with libraries and this calls for both acclaim and emulation. Dadra and Nagar Haveli has only two hostels with libraries and both are in rural areas. Pondicherry seems to be very considerate with regard to its six

Hostels and time and again it is found that it equally divides all the facilities between its rural and urban hostels. Here also three hostels in urban and three in rural areas have library facilities (Table 16).

Arrangement for Special Coaching in Hostels

Scheduled Caste students are first-generation learners. In most of the cases their parents are illiterate. Their villages also are composed of a large number of illiterate persons. They are more often than not isolated and do not have good and regular means of communication. The teacher, perhaps, is the only educated person in the whole village and he has to act as a friend, philosopher and guide to the parents as well as to the students. People are, by and large, unaware of the benefit of education and, therefore, are less keen on sending their children to schools.

It is also an accepted fact that Scheduled Caste children are an economic asset to the family and the parents do not like to deprive themselves of the economic benefit the children would bring home by working in the cultivation fields and other family occupations. Education thus assumes a secondary role in their lives since the people live in the environment where education does not occupy an important place. Conditions are unfortunately not created wherein educational development can take roots.

Villages are, by and large, devoid of any educational facilities worth the name. May be, there is a derelict building going in the name of school without any reading material or audio-visual teaching aids. The economic condition of the parents is such that they can hardly afford to purchase books or other reading material like story books, journals, magazines, newspapers etc. for their children. The type of teaching available in the schools is fairly well known and it hardly needs any mention. Even at home the children do not have any facility for doing their home work. Conditions conducive to regular home-study just do not exist even if children have a full set of textbooks and stationery which is rather rare. They may not have lighting facility at home and, even if they are willing to study at home, its lack prevents them from such pursuits.

There is also the question of academic guidance to be given to the students. Since the parents are illiterate, they cannot help their children in their studies. The teacher also is not in a happy position to help the students in their home-study. More often than not there would be a single teacher in the village and he may have his own preoccupations. At times he lives in a village far away from the school where he is posted. All these factors combine to create a number of difficulties for Scheduled Caste students in prosecuting their studies. The teaching at schools is not enough to improve their knowledge and

skill to pass their examinations and the result is that there is a high percentage of wastage and stagnation among these students.

Against this background the importance of suitable arrangements for special coaching of these students assumes great significance. It may not be out of place to mention here that arrangements of special coaching for preparing such students for All-India services do exist. But there is no adequate facility at the school stage. Leaving aside day-scholars even hostellers do not have adequate facilities for special coaching. This position is corroborated by the reporting States and Union Territories from the data provided by them.

It is seen from Statement 17 that out of a total number of 3,914 hostels there are only 1,602 or 40.93 per cent hostels in which arrangements exist for special coaching. Proportionately larger number of hostels having this facility are located, as usual, in urban areas. There are as many as 828 such hostels there and only 774 in rural areas.

It seems that State governments and Union Territory administrations have three different types of schemes for providing special coaching to students that is, special coaching for weak students, for bright students and for all students. Much larger number of hostels provide special coaching for all students. Out of 1,602 hostels, 1,079 do so. Out of 1,079 hostels providing special coaching for all students, 570 are located in rural and 509 in urban areas. It is only here that the facilities exceed in rural areas. Under the special coaching scheme for bright students there are as many as 102 hostels of which only 31 are in rural and 71 in urban areas. This means that many bright students may not be able to do better due to lack of special coaching facility in rural hostels. The need for such a facility is more urgently felt for weak students who, without such coaching, are unable to fair well in their examinations. But there are only 421 hostels out of 1,602 providing such facilities to them. Here again the urban areas get a larger share of the hostels with this facility than the rural areas, the former having 248 such hostels and the latter only 173.

It is not known what arrangements for special coaching have been designed—whether the same school teachers are engaged for special coaching or other teachers on either full-time or part-time basis are engaged or whether some monetary help is given to the students to get special coaching by private tutors. Whatever may be the position it is good that State governments and Union Territory administrations are paying attention to this programme and are making arrangements in this regard in their hostels.

The State government of Karnataka is way ahead of other States in providing facility of special coaching in

its hostels. Out of 1,609 hostels providing such facilities Karnataka alone has 437. But the States of Maharashtra, Andhra Pradesh and Tamil Nadu do not lag far behind and they have as many as 327, 321 and 285 such hostels respectively. Gujarat and Kerala have between 50 and 70 hostels; Madhya Pradesh, Rajasthan, Dadra and Nagar Haveli and Uttar Pradesh have between 10 and 50 such hostels; and Bihar, Tripura, Haryana and Pondicherry have less than 10 such hostels. In West Bengal again the picture is disappointing. There is not a single hostel which provides special coaching to its inmates. It is surprising that, just like absence of any library facilities in the hostels of West Bengal, there is a complete lack of this facility also here. The reasons however are difficult to determine. Even Haryana, which has only two hostels, provides such arrangements in one of them though it is available to the residents of the urban hostel and is meant for all categories of students.

STATEMENT 17

Number of Hostels having Arrangement for Special Coaching

Type of Students	Rural Areas	Urban Areas	Total
Weak Students	173	248	421
Bright Students	31	71	102
All Students	570	509	1,079
Total	774	828	1,602

Considering the highest percentage of population of Scheduled Castes in Uttar Pradesh it is surprising that out of its 127 hostels only 13 provide this facility and that too mostly in urban areas as out of 13, as many as 11 are located there. It has only two hostels in urban areas providing this facility to weak students. Bihar too does not present a happy picture as out of its 32 hostels only seven provide the facility, five of which are in urban and only two in rural areas. The facility available is for all categories of students. If the States and Union Territories having smaller population of Scheduled Castes are able to provide this facility there is no reason why the States having a larger population should be unable to do so. Dadra

and Nagar Haveli with such a small population of Scheduled Castes is able to provide such facility in all of its 15 hostels which is more than the number available in Uttar Pradesh, the biggest State of India with the highest population of Scheduled Castes.

Here again, as in case of other facilities, the rural areas comparatively get less attention than the urban areas as the number of hostels providing this facility in rural areas is only 774 as against 828 in urban areas. Majority of these hostels, however, provide this facility to all categories of students. Only the States of Maharashtra, Karnataka and Kerala and the Union Territory of Dadra and Nagar Haveli provide this facility to their bright students in rural areas, whereas in urban areas the States of Karnataka, Maharashtra, Madhya Pradesh, Uttar Pradesh and Gujarat do so. Bihar, Haryana and West Bengal do not provide such facility exclusively for their weak students in either rural or urban hostels.

It is thus seen that there is a great backlog in extension of this facility of special coaching to the students of Scheduled Castes. More than 59 percent hostels in the reporting States and Union Territories do not have any such arrangement. Those who have also distribute them indiscriminately between rural and urban areas (Table 17).

There does not seem to be a single pattern of distribution of the hostels providing this facility in rural and urban areas. It would be apparent that students living in urban hostels would be in much better position of obtaining special coaching than the students living in rural hostels. It is also a fact that the facilities available to the former are more than those available to the latter. There is an urgent need, therefore, to provide such facilities in larger measure in rural than in urban areas. Much greater effort needs to be made to provide this facility to as large a number of rural hostels as possible so that the students studying there do not have to face larger number of disadvantages as compared to those living in urban areas. If this is not done, rural areas will continue to be neglected for quite some time to come. Such of the facilities that can be given without much effort and expenditure should be given to the students expeditiously. It is hoped that the concerned governments in the States and Union Territories will pay adequate attention to the development of education in rural areas also.

Conclusions and Recommendations

We have travelled through thirteen States and two Union Territories and taken stock of the number of hostels, number of residents therein and the various types of physical facilities available to Scheduled Caste students in these hostels. It is time we glanced back at the data contained in the report. They have thrown up a number of interesting features from which some conclusions can be derived. A few recommendations based on the conclusions may also be made, so that in future more and better hostel facilities are provided to the Scheduled Caste students.

The number of hostels in the reporting States and Union Territories has varied. States having a larger population of Scheduled Castes do not have hostels in the same proportion. On the other hand, States having smaller population have taken keener interest in providing more hostels and better facilities. Attention may be drawn particularly to the position in Uttar Pradesh and Bihar where there are very high percentages of Scheduled Caste population. Even though data are not available for the entire State, the facilities available are not in proportion to their population. It may, therefore, be suggested that such States may provide facilities to their Scheduled Caste students at least in proportion to their population, if not more. Even though data on enrolment of Scheduled Castes are not available, it may be safely assumed that all the students studying in Primary, Middle and High/Higher Secondary schools and in need of hostel facilities do not get them. On a rough estimate it may be said that only a limited number of students on the roll are able to secure such facilities for themselves. It would be appropriate to provide hostel facilities to as many students as possible who are actually in need of them.

Though the number of hostels in rural areas is larger than in urban areas, the inmates there are less than those in urban areas. May be, it is because the hostels in rural areas are not very attractive and lack the minimum facilities. Since more than 80 per cent of the Scheduled Caste population is in rural areas it would not be too much to

say that much attention needs to be paid to opening of more hostels with necessary amenities there. If these facilities are available there it is certain that students will not be driven to far off towns. Only when hostels are not available nearby, students have perforce to go to towns to continue their studies. This creates a number of problems, including a great financial burden on the parents who, in most cases, are unable to supplement the meagre stipends that the students get. There have been many cases when students under such circumstances have had to discontinue their studies.

There are two types of hostels in the States : those which are exclusively for Scheduled Castes and the other mixed where students of Scheduled Castes as well as non-Scheduled Castes reside. The merits and defects of separate hostels for Scheduled Castes have time and again been discussed from different platforms. It may be said that there are both advantages as well as disadvantages in having separate hostels for Scheduled Castes. The advantage is that when in such hostels their admission is assured, they do not face humiliation at the hands of others and they can concentrate better on their studies. The disadvantage is that they do not get a chance to mix with non-Scheduled Caste students and thus there is no opportunity of mutual understanding of each other's problems. Thus a compromise could be reached whereby it would be possible to continue with both types of hostels. But, in order to have a closer contact between the two communities, it would be desirable to reserve certain percentage of seats for non-Scheduled Caste students in hostels meant for Scheduled Castes and *vice versa*. Thus in both the hostels the admission of students of both the communities can be ensured and they would come closer and would be able to understand each other's problems.

In both rural as well as urban hostels it has been seen that the actual number of residents is less than the intake capacity of the hostels. It is not clear from the available data how this intake capacity is determined. Whatever may be the criterion for fixing up the intake capacity, the

fact remains that this presents an anomalous situation. It is often heard that enough hostels are not available for students of Scheduled Castes, but here it is seen that in almost all the States their intake capacity is more than the actual number of residents, and in hostels in every State many seats go vacant.

One reason for the seats going vacant may be the great distance of hostels from schools in a particular place and non-availability of seats for Scheduled Caste students in them. A Scheduled Caste student coming to an urban area for the first time finds himself at sea. He does not know where to go and what to do. There is also no machinery for disseminating information on the distance and location of hostels and availability of seats for Scheduled Caste students. It is suggested, therefore, that as soon as a Scheduled Caste student is selected for admission in a hostel he should be immediately informed and given sufficient time to take his admission.

The number of schools are far in excess of the number of hostels. In most cases one hostel caters to the needs of many schools. This results in the over-crowding of hostels and denial of seats to many deserving students. Therefore the number of hostels catering to the needs of only one school is to be increased. At least each high school should have a hostel attached to it.

There are very few hostels for girls. This proves the general lack of educational facilities for them. To promote their education it is necessary that more hostels are opened at every stage, particularly in those areas where the enrolment of girls is high. In this matter help of voluntary agencies may be sought. The Central Social Welfare Board may also be approached to open hostels for girls in vulnerable areas.

But, while encouraging voluntary agencies in opening girls' hostels, or for that matter any kind of hostels, care may be taken to ensure that they do not impose their philosophy and ideology on the inmates. It has been reported from certain States that in hostels run by voluntary agencies inmates have to conform to a certain type of behaviour and live a particular way of life dictated by the management. In some, certain type of food is insisted upon. Such restrictions are in fact small irritants and do not serve any long term purpose and voluntary agencies should be required not to insist upon any restrictions which run counter to the way of life of the inmates.

It is well known that parents are not willing to send their girls outside the village. This is also a factor for discontinuance of their education after they reach a certain age. If hostels at a central place for a group of villages are opened it would be convenient and reassuring for the parents to send their girls there.

One fails to understand why Education Department has not paid adequate attention to opening and running

of hostels. If dissemination and organization of education is its responsibility, running of hostels too would come under its purview. But in most of the States this Department has lagged far behind other departments and agencies running hostels. It is recommended that more and more hostels may be opened by this department so that the pressure on other departments and agencies is reduced and this department with its tremendous resources and manpower is able to provide more hostels and the attendant facilities to Scheduled Caste students.

Large number of hostels are located outside the campuses of schools. It is not known what distances the students have to travel between their hostels and schools, particularly in the urban area. If they have to travel by bus to and fro it will naturally deplete their already meagre purse.

The condition of school buildings, by and large, is satisfactory and a large majority of hostel buildings have pukka and semi-pukka buildings. But it is also surprising to note that even in urban areas some cutcha buildings and thatched huts are used as hostels. It is inconceivable what has prevented the authorities to at least hire pukka and semi-pukka buildings in urban areas. It goes without saying that hostels are part and parcel of schools. If schools are to exist for all time to come hostels too are going to exist as necessary concomitants. Therefore, a long-term policy of hostel buildings is called for. Permanent hostel buildings have several advantages. If adequate funds are not available for construction of hostel buildings, loans from appropriate agencies may be taken. The possibility of forming House Buildings Co-operative Societies may also be explored.

The condition of hostel buildings is generally reported as satisfactory and adequate. It is not clear as to how the terms 'satisfactory' and 'adequate' have been defined but it may be presumed that when the condition of a hostel is described as satisfactory and adequate the basic minimum facilities are available there. It has been reported from many States that students living in hostels do not even get any cot and have to sleep on the floor. This is corroborated by the fact that in some States as many as a hundred residents live in a room meant for more than three students. It is conceded that it may not be possible to provide all the comforts of life to the students in the hostels but the barest minimum in the form of one cot, one table and one chair may be provided to them. It is not desirable to herd as many as a hundred students in a room. It would surely not be possible to place a hundred cots in a room howsoever big it may be. If the students have to live under such condition it will neither be educationally sound nor physically desirable. Therefore, it is suggested that such crowding of rooms should, as far as possible, be avoided and atleast sufficient elbow room should be

provided to students.

Over-crowding in the hostels has been a common phenomenon in the States, particularly in the rooms which are meant for three or more students. When it is said that a room is meant for more than three students it is normally meant that it is meant for four to ten students. It cannot mean that a room can meet the requirements of as many as 100 students. This is in spite of the fact that the intake capacity of many hostels is more than the actual number of residents. Perhaps it may be possible to revise and rearrange the seats and distribute the students in such a way that no particular room is overcrowded.

The stipends available to the students were fixed in many cases long time ago and they have not been revised for a number of years. Prices and cost of living have risen alarmingly and in many States the rate of stipend is ridiculously low. It is impossible for a stipendiary to make two ends meet with this small amount. Authorities should revise the rate of stipend in realistic terms and at least try to link it with the price situation obtaining at present. The quality of food which is available to the students should be improved and arrangement may be made for providing a balanced diet to them. This should be applicable to all the hostels and it may be ensured that whatever be the rate of stipend the students get a balanced diet.

It is heartening to note that many States have opened hostels even for Pre-Primary students. Such students would normally be less than six years of age. How far away these hostels are from their schools is not known. It is also not known whether the hostels are within the campuses of schools or outside. If they are outside then how the children are transported to their schools and back to hostels is also not known. Whatever may be the position, it is a good sign and such hostels should be encouraged in other States also.

It is well understood that the enrolment of students is much larger at Primary and Middle stages than at High/Higher Secondary stage. Therefore, there is immediate need of more hostels at Primary and Middle stages. It is also a fact that a large number of students drop out after completing Primary and Middle stages of schooling. Therefore, there may be hostels at least for a group of Primary and Middle schools. For all students of Primary and Middle schools living within a radius of 15 kilometres hostel facilities may be provided at a central place.

It is absolutely necessary to provide regular and constant supervision and superintendence for the maintenance of hostels. In addition to other normal qualifications required of a superintendent, he must be above all caste considerations. He has to deal with Scheduled Caste students who suffer from social disadvantages. The superintendent must be sympathetic to the students and should have a good understanding of their problems. If

he himself is biased and not fair it will be difficult for him to attract and hold the interests of the inmates of his hostel. To have a proper supervision full-time superintendents would be absolutely necessary. In case of girls' hostels, even if their number is few, it is necessary to give them protection in all possible ways and for this full-time wardens or superintendents are necessary.

Drinking water is one of the cheapest but most important items in the list of daily requirements of hostel students. In a few hostels drinking water is available through running taps while in many others students have to depend largely on wells, tanks and running streams which are often contaminated. Village wells have also been causes of caste frictions and fights. It may be ensured that the village well from where the Scheduled Caste residents draw their water are free from such caste frictions and they are able to draw water freely and without resistance from the members of the higher castes. Provision of tap water will solve many of the social problems and also save a lot of time.

It has been emphasized that Scheduled Caste students, by and large, live in villages where facilities of home study at night are limited. Provision of electricity will immensely improve their chances of doing well at the examinations, because they will have enough night time to study. It is true that with only 35 per cent villages in India having electricity it would not be possible to electrify all the hostel buildings in rural areas. But there is no reason why all the urban hostels should not be provided with electricity. As and when villages get electrified connections may be given to the hostels.

One can not overemphasize the necessity of having libraries in the hostels. As already indicated, besides textbooks not much reading material is available to students. There is a total absence of newspapers, magazines, journals, story books and other literature for them. One cannot expect full-fledged libraries in the hostels for a limited number of residents, but a couple of hundred books on folk-tales, folk-songs, short novels etc. can easily be provided to each hostel. There are no diversions or entertainments in the villages to which the students can be attracted after their school hours. In the absence of such diversions like reading of light literature they spend their time in various undesirable activities which must be stopped.

It is well-known that Scheduled Caste students are first generation learners. In most cases their parents are illiterate and are unable to help them at home in their studies. There are no other places or persons in the village from whom they can get such facility. Teacher is, perhaps, the only person in the village who can help them but to expect that he would be able to attend to all the students freely and voluntarily will be expecting too much.

There cannot be any improvement in the educational development of Scheduled Castes unless coaching centres are opened for them. If there is a need for opening of coaching centres for preparing students for the All-India and State Services and other jobs there is an equally great need for coaching facilities at the school level, particularly at High/Higher Secondary level. Hostel superintendents with a little incentive may perhaps be used for providing tuition to the Scheduled Caste students. If this facility cannot be extended to students of all classes at least it can be provided to those appearing at the final

Primary, Middle and Secondary school examinations.

Hostel facilities are one of the most important links in the chain of facilities provided to Scheduled Caste students for improving their educational standard and for reducing the gap that exists between them and the other students. It does not need a research study to prove that hostels have been very useful in providing better education to students, and if the goal of universal primary education is to be achieved, hostel facilities could provide the necessary wherewithal in achieving this goal.

Appendices

APPENDIX I
TABLE 1

Population and percentage of Population of Scheduled Castes in States and Union Territories having Hostels for Scheduled Castes

S. No.	States/Union Territories	Total population (1971 Census)	Population of Scheduled Castes	Population of Scheduled Castes as percentage of total population
1.	Andhra Pradesh	4,35,02,708	57,74,548	13.27
2.	Bihar	5,63,53,369	79,50,652	14.10
3.	Gujarat	2,66,97,475	18,25,432	6.83
4.	Haryana	1,00,36,808	18,95,933	18.88
5.	Karnataka	2,92,99,014	38,50,034	13.14
6.	Kerala	2,13,47,375	17,72,168	8.30
7.	Madhya Pradesh	4,16,54,119	54,53,690	13.09
8.	Maharashtra	5,04,12,235	30,25,761	6.00
9.	Tripura	15,56,342	1,92,860	12.39
10.	Rajasthan	2,57,65,806	40,75,580	15.81
11.	Tamil Nadu	4,11,99,168	73,15,595	17.75
12.	Uttar Pradesh	8,83,41,144	185,48,916	20.99
13.	West Bengal	4,43,12,011	88,16,028	19.89
14.	Dadra & Nagar Haveli	74,170	1,332	1.79
15.	Pondicherry	4,71,707	72,921	17.29
All India*		54,79,49,809	7,99,95,896	14.60

Sources : 1. Census of India 1971, Series 1, Paper 1 of 1975, Scheduled Castes and Scheduled Tribes, Table C-VIII Parts A and B, 1975.
2. Census of India 1971, Series 1, Paper 3 of 1972, Economic Character of Population, Selected Tables, 1972.

* This is the total of not only the above 15 States and Union Territories but of all the States and Union Territories of India.

TABLE 2

Number of Hostels for Scheduled Castes and Number of Residents in them

S No.	States/Union Territories	Percentage of Scheduled Caste Population according to 1971 Census	Rural		Urban		Total	
			No. of Hostels	No. of Residents	No. of Hostels	No. of Residents	No. of Hostels	No. of Residents
1.	Andhra Pradesh	13.27	671	23,523	365	21,620	1,036	45,143
2.	Bihar	14.10	15	648	17	657	32	1,305
3.	Gujarat	6.83	73	2,306	56	2,451	129	4,757
4.	Haryana	18.88	—	—	2	70	2	70
5.	Karnataka	13.14	134	4,939	303	14,649	437	19,588
6.	Kerala	8.30	42	1,459	40	1,397	82	2,856
7.	Madhya Pradesh	13.09	88	1,523	154	3,362	242	4,885
8.	Maharashtra	6.00	608	25,704	414	22,445	1,022	48,149
9.	Tripura	12.39	51	1,147	21	525	72	1,672
10.	Rajasthan	15.81	55	2,065	100	4,083	155	6,148
11.	Tamil Nadu	17.75	237	11,876	249	19,369	486	31,245
12.	Uttar Pradesh	20.99	58	902	69	2,983	127	3,885
13.	West Bengal	19.89	63	973	8	298	71	1,271
14.	Dadra & Nagar Haveli	1.79	15	1,115	—	—	15	1,115
15.	Pondicherry	17.29	3	117	3	179	6	296
Total Percentage			2,113	78,297	1,801	94,088	3,914	1,72,385
			53.99	45.42	46.01	54.58	100.00	100.00

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TABLE 3
Seat Accommodation in Hostels for Scheduled Castes

S. No.	States/Union Territories	Rural				Urban				Total			
		No. of Hostels	Intake Capacity	No. of Residents	Average number of occupants per Hostel	No. of Hostels	Intake Capacity	No. of Residents	Average No. of occupants per Hostel	No. of Hostels	Intake Capacity	No. of Residents	Average No. of occupants per Hostel
1.	Andhra Pradesh	671	25,526	23,523	35	365	23,065	21,620	59	1,036	48,591	45,143	44
2.	Bihar	15	692	648	43	17	653	657	39	32	1,345	1,305	41
3.	Gujarat	73	2,541	2,306	32	56	3,650	2,451	44	129	6,191	4,757	39
4.	Haryana	—	—	—	—	2	98	70	35	2	98	70	35
5.	Karnataka	134	6,030	4,939	37	303	15,844	14,649	48	437	21,874	19,588	45
6.	Kerala	42	1,509	1,459	35	40	1,530	1,397	35	82	3,039	2,956	35
7.	Madhya Pradesh	88	1,929	1,523	17	154	3,843	3,362	22	242	5,772	4,885	20
8.	Maharashtra	608	25,780	25,704	42	414	21,882	22,445	54	1,022	47,662	48,149	47
9.	Rajasthan	55	2,074	2,065	38	100	4,337	4,083	41	155	6,411	6,148	40
10.	Tamil Nadu	237	11,410	11,876	50	249	18,657	19,369	78	486	30,067	31,245	64
11.	Tripura	51	1,407	1,147	22	21	604	525	25	72	2,011	1,672	23
12.	Uttar Pradesh	58	1,450	902	16	69	2,757	2,983	43	127	4,207	3,885	31
13.	West Bengal	63	970	973	15	8	322	298	37	71	1,292	1,271	18
14.	Dadra & Nagar Haveli	15	1,361	1,115	74	—	—	—	—	15	1,361	1,115	74
15.	Pondicherry	3	210	117	39	3	210	179	60	6	420	296	49
Total		2,113	82,889	78,297	37	1,801	97,452	94,088	52	3,914	1,80,341	1,72,385	44

TABLE 4
Types of Hostels for Scheduled Castes

S. No.	States/Union Territories	Rural			Urban			Total		
		Attached to only one school	Attached to more than one school	Total	Attached to only one school	Attached to more than one school	Total	Attached to only one school	Attached to more than one school	Total
1.	Andhra Pradesh	164	507	671	33	332	365	197	839	1,036
2.	Bihar	6	9	15	1	16	17	7	25	32
3.	Gujarat	47	26	73	11	45	56	58	71	129
4.	Haryana	—	—	—	—	2	2	—	2	2
5.	Karnataka	14	120	134	12	291	303	26	411	437
6.	Kerala	11	31	42	3	37	40	14	68	82
7.	Madhya Pradesh	42	44	86	31	121	152	73	165	238
8.	Maharashtra	328	280	608	81	333	414	409	613	1,022
9.	Rajasthan	25	30	55	17	83	100	42	113	155
10.	Tamil Nadu	76	161	237	33	216	249	109	377	486
11.	Tripura	51	—	51	21	—	21	72	—	72
12.	Uttar Pradesh	54	4	58	16	53	69	70	57	127
13.	West Bengal	27	36	63	8	—	8	35	36	71
14.	Dadra & Nagar Haveli	13	2	15	—	—	—	13	2	15
15.	Pondicherry	—	3	3	—	3	3	—	6	6
Total		858	1,253	2,111	267	1,532	1,799	1,125	2,785	3,910

TABLE 5
Hostels meant for Boys and Girls

S. States/Union No. Territories	Rural						Urban						Total					
	Boys only	Girls only	Both Boys and Girls	Boys mainly but Girls can also be admit- ted	Girls mainly but Boys can also be admit- ted	Total	Boys only	Girls only	Both Boys and Girls	Boys mainly but Girls can also be admit- ted	Girls mainly but Boys can also be admit- ted	Total	Boys only	Girls only	Both Boys and Girls	Boys mainly but Girls can also be admit- ted	Girls mainly but Boys can also be admit- ted	Total
1. Andhra Pradesh	535	132	4	—	—	671	232	123	10	—	—	365	767	255	14	—	—	1,036
2. Bihar	15	—	—	—	—	15	17	—	—	—	—	17	32	—	—	—	—	32
3. Gujarat	52	19	2	—	—	73	43	11	2	—	—	56	95	30	4	—	—	129
4. Haryana	—	—	—	—	—	—	2	—	—	—	—	2	2	—	—	—	—	2
5. Karnataka	111	18	—	3	2	134	195	103	—	4	1	303	306	121	—	7	3	437
6. Kerala	36	5	1	—	—	42	24	16	—	—	—	40	60	21	1	—	—	82
7. Madhya Pradesh	83	5	—	—	—	88	128	26	—	—	—	154	211	31	—	—	—	242
8. Maharashtra	553	48	2	5	—	608	311	101	2	—	—	414	864	149	4	5	—	1,022
9. Rajasthan	53	2	—	—	—	55	94	6	—	—	—	100	147	8	—	—	—	155
10. Tamil Nadu	184	33	20	—	—	237	162	87	—	—	—	249	346	120	20	—	—	486
11. Tripura	48	3	—	—	—	51	15	6	—	—	—	21	63	9	—	—	—	72
12. Uttar Pradesh	57	1	—	—	—	58	62	4	2	1	—	69	119	5	2	1	—	127
13. West Bengal	50	13	—	—	—	63	5	3	—	—	—	8	55	16	—	—	—	71
14. Dadra & Nagar Haveli	11	1	3	—	—	15	—	—	—	—	—	—	11	1	3	—	—	15
15. Pondicherry	2	1	—	—	—	3	2	1	—	—	—	3	4	2	—	—	—	6
Total	1,790	281	32	8	2	2,113	1,292	487	16	5	1	1,801	3,082	768	48	13	3	3,914

TABLE 6
Management-wise Distribution of Hostels for Scheduled Castes

S. States/Union No. Territories	Rural						Urban						Total								
	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total	Education Deptt. Local Bodies Social Welfare Deptt. Private Aided Agencies Private Unaided Agencies Any other Total					
1. Andhra Pradesh	...	11	626	22	2	10	671	1	1	327	27	4	5	365	1	12	953	49	6	15	1,036
2. Bihar	...	...	15	...	...	...	15	...	...	17	...	...	...	17	...	...	32	...	...	...	32
3. Gujarat	...	5	53	15	...	...	73	...	3	24	29	...	...	56	...	8	77	44	...	...	129
4. Haryana	...	...	...	...	...	...	...	...	...	...	1	...	...	2	...	...	...	1	...	...	2
5. Karnataka	6	2	91	35	...	...	134	27	14	215	47	...	...	303	33	16	306	82	...	...	437
6. Kerala	4	...	8	9	...	...	42	2	...	10	4	...	...	24	...	...	40	6	...	18	82
7. Madhya Pradesh	...	1	23	...	...	64	88	...	7	35	1	2	109	154	...	8	18	13	...	45	82
8. Maharashtra	...	42	70	495	1	...	608	...	32	61	318	...	...	414	...	74	58	1	2	173	242
9. Rajasthan	53	2	...	...	...	...	55	94	6	...	...	...	...	100	147	8	131	813	1	3	1,022
10. Tamil Nadu	...	...	180	5	...	52	237	...	...	189	10	...	...	249	...	...	369	15	...	102	486
11. Tripura	41	...	...	7	3	...	51	15	...	...	6	...	...	21	56	...	...	13	3	...	72
12. Uttar Pradesh	4	...	9	36	2	7	58	7	1	37	21	1	2	69	11	1	46	57	3	9	127
13. West Bengal	...	5	...	58	...	...	63	2	1	...	5	...	...	8	...	...	...	63	...	...	71
14. Dadra & Nagar Haveli	8	...	...	1	6	...	15	...	...	...	...	...	...	8	...	...	...	1	6	...	15
15. Pondicherry	...	...	2	...	...	1	3	...	...	1	...	...	2	3	...	...	3	...	...	3	6
Total	116	68	1,077	683	14	155	2,113	148	65	916	469	8	195	1,801	264	133	1,993	1,152	22	350	3,914

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TABLE 7
Location of Hostels for Scheduled Castes

S. States/Union No. Territories	Rural					Urban					Total				
	a	b	c	d	Total	a	b	c	d	Total	a	b	c	d	Total
1. Andhra Pradesh	104	64	41	462	671	28	21	57	259	365	132	85	98	721	1,036
2. Bihar	6	...	1	8	15	4	1	1	11	17	10	1	2	19	32
3. Gujarat	42	5	18	8	73	8	3	16	29	56	50	8	34	37	129
4. Haryana	...	...	...	...	...	...	...	...	2	2	...	...	...	2	2
5. Karnataka	9	9	15	101	134	15	13	19	256	303	24	22	34	357	437
6. Kerala	4	7	6	25	42	1	5	9	25	40	5	12	15	50	82
7. Madhya Pradesh	12	37	4	33	86	12	27	1	112	152	24	64	5	145	238
8. Maharashtra	194	245	27	142	608	61	84	31	238	414	255	329	58	380	1,022
9. Rajasthan	4	21	2	28	55	9	8	2	81	100	13	29	4	109	155
10. Tamil Nadu	29	60	...	148	237	13	32	2	202	249	42	92	2	330	486
11. Tripura	45	6	...	...	51	17	2	1	1	21	62	8	1	1	72
12. Uttar Pradesh	43	10	1	4	58	12	6	6	45	69	55	16	7	49	127
13. West Bengal	63	...	...	...	63	5	3	...	...	8	68	3	...	...	71
14. Dadra & Nagar Haveli	6	7	1	1	15	...	...	...	...	...	6	7	1	1	15
15. Pondicherry	...	...	...	3	3	...	...	...	3	3	...	...	...	6	6
Total	561	471	116	963	2,111	185	205	145	1,264	1,799	746	676	261	2,227	3,910

1. Information about 2 hostels is not known
2. Information about 2 hostels is not known
- a. Within the campuses of institutions in case of hostels attached to only one institution
- b. Outside the campuses of institutions in case of hostels attached to only one institution
- c. Within the campuses of one of the institutions in case of hostels attached to more than one institution
- d. Outside the campuses of any of the institutions in case of hostels attached to more than one institution

TABLE 8
Type of Hostel Buildings

S. States/Union No. Territories	Rural						Urban						Total					
	a	b	c	d	e	Total	a	b	c	d	e	Total	a	b	c	d	e	Total
1. Andhra Pradesh	436	165	29	20	21	671	317	34	4	7	3	365	753	199	33	27	24	1,036
2. Bihar	13	1	1	...	...	15	15	2	...	...	...	17	28	3	1	...	...	32
3. Gujarat	61	10	1	...	...	73	50	6	...	...	...	56	111	16	1	...	1	129
4. Haryana	...	...	...	...	...	...	2	...	...	...	...	2	2	...	...	...	...	2
5. Karnataka	78	14	31	3	8	134	199	47	35	4	18	303	277	61	66	7	26	437
6. Kerala	42	...	...	...	...	42	38	...	2	...	...	40	80	...	2	...	...	82
7. Madhya Pradesh	51	15	15	...	7	88	126	10	7	...	11	154	177	25	22	...	18	242
8. Maharashtra	283	183	137	3	2	608	254	83	73	3	1	414	537	266	210	6	6	1,022
9. Rajasthan	51	3	1	...	...	55	99	...	...	1	...	100	150	3	1	1	...	155
10. Tamil Nadu	146	22	25	4	40	237	194	22	7	...	26	249	340	44	32	4	66	486
11. Tripura	11	24	9	7	...	51	10	7	3	1	...	21	21	31	12	8	...	72
12. Uttar Pradesh	57	...	1	...	...	58	67	2	...	...	...	69	124	2	1	...	...	127
13. West Bengal	15	37	11	...	...	63	7	1	...	...	...	8	22	38	11	...	...	71
14. Dadra & Nagar Haveli	9	4	1	1	...	15	...	...	...	...	...	...	9	4	1	1	...	15
15. Pondicherry	2	1	...	...	...	3	3	...	...	...	...	3	5	1	...	...	...	6
Total	1,255	479	262	38	79	2,113	1,381	214	131	16	59	1,801	2,636	693	393	54	138	3,914

Note : a—Pukka, b—Partly Pukka, c—Cutcha, d—Thatched huts, e—Any other

TABLE 9
Condition of Hostel Buildings

S. No. States/Union Territories	Rural					Urban					Total				
	a	b	c	d	Total	a	b	c	d	Total	a	b	c	d	Total
1. Andhra Pradesh	434	133	23	81	671	272	58	1	34	365	706	191	24	115	1,036
2. Bihar	11	3	—	1	15	7	6	3	1	17	18	9	3	2	32
3. Gujarat	59	10	1	3	73	46	6	2	2	56	105	16	3	5	129
4. Haryana	...	...	...	...	...	2	...	...	...	2	2	...	...	...	2
5. Karnataka	64	55	11	4	134	187	85	22	9	303	251	140	33	13	437
6. Kerala	39	3	...	...	42	36	2	...	2	40	75	5	...	2	82
7. Madhya Pradesh	43	17	10	18	88	86	40	8	20	154	129	57	18	38	242
8. Maharashtra	301	195	82	30	608	239	121	46	8	414	540	316	128	38	1,022
9. Rajasthan	41	9	3	2	55	79	7	3	11	100	120	16	6	13	155
10. Tamil Nadu	159	18	47	13	237	192	23	23	11	249	351	41	70	24	486
11. Tripura	15	15	10	11	51	8	5	1	7	21	23	20	11	18	72
12. Uttar Pradesh	50	6	2	...	58	48	9	...	12	69	98	15	2	12	127
13. West Bengal	25	14	...	24	63	8	...	...	...	8	33	14	...	24	71
14. Dadra & Nagar Haveli	6	2	5	2	15	...	...	...	...	...	6	2	5	2	15
15. Pondicherry	3	...	...	...	3	3	...	...	...	3	6	...	...	...	6
Total	1,250	480	194	189	2,113	1,213	362	109	117	1,801	2,463	842	303	306	3,914

Note : a—Satisfactory & adequate, b—Satisfactory but inadequate, c—Unsatisfactory but adequate, d—Unsatisfactory & inadequate

TABLE 10
Seating Capacity in Hostels

S. No. States/Union Territories	Rural		Urban		Total	
	Intake capacity in all the Hostels	Actual No. of Residents in all the Hostels	Intake capacity in all the Hostels	Actual No. of Residents in all the Hostels	Intake capacity in all the Hostels	Actual No. of Residents in all the Hostels
1. Andhra Pradesh	25,526	23,523	23,065	21,620	48,591	45,143
2. Bihar	692	648	653	657	1,345	1,305
3. Gujarat	2,541	2,306	3,650	2,451	6,191	4,757
4. Haryana	—	—	98	70	98	70
5. Karnataka	6,030	4,939	15,844	14,649	21,874	19,588
6. Kerala	1,509	1,459	1,530	1,397	3,039	2,856
7. Madhya Pradesh	1,929	1,523	3,843	3,362	5,772	4,885
8. Maharashtra	25,780	25,704	22,882	22,445	47,662	48,149
9. Rajasthan	2,074	2,065	4,337	4,083	6,411	6,148
10. Tamil Nadu	11,410	11,876	18,657	19,369	30,067	31,245
11. Tripura	1,407	1,147	604	525	2,011	1,672
12. Uttar Pradesh	1,450	902	2,757	2,983	4,207	3,885
13. West Bengal	970	973	322	298	1,292	1,271
14. Dadra & Nagar Haveli	1,361	1,115	—	—	1,361	1,115
15. Pondicherry	210	117	210	179	420	296
Total	82,889	78,297	97,452	94,088	1,80,341	1,72,385

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TABLE 11 (a)

Seating Accommodation in Hostels in Rural Areas

S. No.	States/Union Territories	Single-Seated rooms		Two-seated rooms		Three-seated rooms		More than three-seated rooms		Total	
		No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing
1.	Andhra Pradesh	—	—	—	1,498	—	400	—	21,625	—	23,523
2.	Bihar	7	7	8	16	8	24	38	601	61	648
3.	Gujarat	14	14	19	38	41	123	385	2,131	459	2,306
4.	Haryana	—	—	—	—	—	—	—	—	—	—
5.	Karnataka	17	809	10	28	38	324	69	3,778	134	4,939
6.	Kerala	8	44	—	—	—	—	144	1,415	152	1,459
7.	Madhya Pradesh	—	—	59	95	21	62	230	1,366	310	1,523
8.	Maharashtra	—	—	24	48	63	189	2,031	25,467	2,118	25,704
9.	Rajasthan	3	3	16	32	37	111	221	1,919	277	2,065
10.	Tamil Nadu	4	4	27	66	100	300	434	11,506	565	11,876
11.	Tripura	7	7	27	36	29	82	176	1,022	239	1,147
12.	Uttar Pradesh	—	—	80	59	64	163	200	680	344	902
13.	West Bengal	—	—	18	36	59	198	150	739	227	973
14.	Dadra & Nagar Haveli	2	53	2	65	1	40	26	957	31	1,115
15.	Pondicherry	—	—	—	—	—	—	7	117	7	117
Total		62	941	290	2,017	461	2,016	4,111	73,323	4,924	78,297

TABLE 11 (b)

Seating Accommodation in Hostels in Urban Areas

S. No.	States/Union Territories	Single-seated rooms		Two-seated rooms		Three-seated rooms		More than three-seated rooms		Total	
		No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing
1.	Andhra Pradesh*	—	...	...	227	...	106	...	21,287	...	21,620
2.	Bihar	2	2	10	20	26	78	74	557	112	657
3.	Gujarat	34	34	2	4	8	15	343	2,398	387	2,451
4.	Haryann	1	1	16	34	10	30	7	5	34	70
5.	Karnataka	66	214	16	332	121	982	100	13,121	303	14,649
6.	Kerala	14	...	30	22	...	...	125	1,375	169	1,397
7.	Madhya Pradesh	58	62	77	160	80	279	475	2,861	690	3,362
8.	Maharashtra	21	21	33	70	35	99	1,608	22,255	1,697	22,445
9.	Rajasthan	9	9	11	22	47	141	645	3,911	712	4,083
10.	Tamil Nadu	5	5	54	108	125	375	828	18,881	1,012	19,369
11.	Tripura	...	...	8	16	22	95	82	414	112	525
12.	Uttar Pradesh	37	67	120	248	75	226	422	2,442	654	2,983
13.	West Bengal	...	...	7	15	53	166	33	117	93	298
14.	Dadra & Nagar Haveli	...	...	...	...	...	...	24	179	24	179
15.	Pondicherry	...	...	...	...	...	...	...	...	...	...
Total		247	415	394	1,278	602	2,592	4,766	89,803	5,999	94,088

* In case of Andhra Pradesh there is no information on number of rooms

TABLE 11 (c)

Seating Accommodation in Hostels in Rural and Urban Areas

S. States/Union No. Territories	Single-seated rooms		Two-seated rooms		Three-seated rooms		More than three-seated rooms		Total	
	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing	No. of Rooms	No. of Students residing
1. Andhra Pradesh	...	...	...	1,725	...	506	...	42,912	...	45,143
2. Bihar	9	9	18	36	34	102	112	1,158	173	1,305
3. Gujarat	48	48	21	42	49	138	728	4,529	846	4,757
4. Haryana	1	1	16	34	10	30	7	5	34	70
5. Karnataka	83	1,023	26	360	159	1,306	169	16,899	437	19,588
6. Kerala	22	44	30	22	...	...	269	2,790	321	2,856
7. Madhya Pradesh	58	62	136	255	101	341	705	4,227	1,000	4,885
8. Maharashtra	21	21	57	118	98	288	3,639	17,722	3,815	48,149
9. Rajasthan	12	12	27	54	84	252	866	5,830	989	6,148
10. Tamil Nadu	9	9	81	174	225	675	1,262	30,387	1,577	31,245
11. Tripura	7	7	35	52	51	177	258	1,436	351	1,672
12. Uttar Pradesh	37	67	200	307	139	389	622	3,122	998	3,885
13. West Bengal	...	...	25	51	112	364	183	856	320	1,271
14. Dadra & Nagar Haveli	2	53	2	65	1	40	26	957	31	1,115
15. Pondicherry	...	...	...	...	...	...	31	296	31	296
Total	309	1,356	674	3,295	1,063	4,608	8,877	1,63,126	10,923	1,72,385

TABLE 12 (a)

Stage-wise Number of Residents in Hostels—Pre-Primary

S. States/Union No. Territories	Boys			Girls			Total		
	S. C.	Others	Total	S. C.	Others	Total	S. C.	Others	Total
1. Karnataka	11	...	11	12	...	12	23	...	23
2. Maharashtra	1	...	1	3	...	3	4	...	4
3. Rajasthan	...	...	...	6	...	6	6	...	6
Total	12	...	12	21	...	21	33	...	33

TABLE 12 (b)

Stage-wise Number of Residents in Hostels—Primary

S. States/Union No. Territories	Boys			Girls			Total		
	S. C.	Others	Total	S. C.	Others	Total	S. C.	Others	Total
1. Andhra Pradesh	6,318	1,771	8,089	2,128	1,117	3,245	8,446	2,888	11,334
2. Bihar	381	...	381	...	...	...	381	...	381
3. Gujarat	716	120	836	368	68	436	1,084	188	1,272
4. Karnataka	1,059	277	1,336	472	76	548	1,531	353	1,884
5. Kerala	96	1	97	29	9	38	125	10	135
6. Madhya Pradesh	227	38	265	239	3	242	466	41	507
7. Maharashtra	1,923	848	2,771	522	144	666	1,445	992	3,437
8. Rajasthan	813	1	814	95	...	95	908	1	909
9. Tamil Nadu	1,996	427	2,423	921	175	1,096	2,917	602	3,519
10. Tripura	...	92	92	...	7	7	...	99	99
11. Uttar Pradesh	170	...	170	...	...	...	170	...	170
12. Dadra & Nagar Haveli	11	806	817	4	168	172	15	974	989
Total	13,710	4,381	18,091	4,778	1,767	6,545	18,488	6,148	24,636

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TABLE 12 (c)

Stage-wise Number of Residents in Hostels—Middle

S. No.	States/Union Territories	Boys			Girls			Total		
		S.C.	Others	Total	S.C.	Others	Total	S.C.	Others	Total
1.	Andhra Pradesh	9,790	3,283	13,073	3,338	1,218	4,556	13,128	4,501	17,629
2.	Bihar	244	—	244	...	...	...	244	...	244
3.	Karnataka	5,750	884	6,634	1,791	345	2,136	7,541	1,229	8,770
4.	Kerala	583	174	730	244	59	303	827	206	1,033
5.	Madhya Pradesh	1,425	144	1,569	123	2	125	1,548	146	1,694
6.	Maharashtra	9,530	5,187	14,717	1,169	832	2,001	10,699	6,019	16,718
7.	Rajasthan	1,752	296	2,048	66	34	100	1,818	330	2,148
8.	Tamil Nadu	8,533	1,726	10,259	3,293	924	4,217	11,826	2,650	14,476
9.	Tripura	77	421	498	16	78	94	93	499	592
10.	Uttar Pradesh	466	13	479	28	...	28	494	13	507
11.	West Bengal	312	22	334	90	30	120	402	52	454
12.	Pondicherry	88	23	111	16	6	22	104	29	133
Total		38,550	12,146	50,696	10,174	3,528	13,702	48,724	15,674	64,398

TABLE 12 (d)

Stage-wise Number of Residents in Hostels—High/Higher Secondary

S. No.	States/Union Territories	Boys			Girls			Total		
		S.C.	Others	Total	S.C.	Others	Total	S.C.	Others	Total
1.	Andhra Pradesh	8,429	3,258	11,687	2,948	1,143	4,091	11,377	4,401	15,778
2.	Bihar	454	1	455	—	—	—	454	1	455
3.	Gujarat	2,367	232	2,599	607	121	728	2,974	353	3,327
4.	Haryana	55	12	67	—	—	—	55	12	67
5.	Karnataka	4,847	1,503	6,350	1,369	300	1,669	6,216	1,803	8,019
6.	Kerala	998	192	1,190	353	69	422	1,351	261	1,612
7.	Madhya Pradesh	2,084	208	2,292	88	4	92	2,172	212	2,384
8.	Maharashtra	16,872	8,962	25,834	1,216	622	1,838	18,088	9,584	2,384
9.	Rajasthan	2,655	361	3,016	63	5	68	2,718	366	3,084
10.	Tamil Nadu	7,693	1,608	9,301	2,648	679	3,327	10,341	2,287	12,628
11.	Tripura	231	583	814	44	123	167	275	706	981
12.	Uttar Pradesh	1,897	133	2,030	15	20	35	1,912	153	2,065
13.	West Bengal	449	84	533	147	17	164	596	101	697
14.	Dadra & Nagar Haveli	2	120	122	—	4	4	2	124	126
15.	Pondicherry	82	21	103	41	14	55	123	35	158
Total		49,115	17,278	66,393	9,539	3,121	12,660	58,654	20,399	79,053

TABLE 12 (e)

Stage-wise Number of Residents in Hostels—Other Courses

S. No.	States/Union Territories	Boys			Girls			Total		
		S.C.	Others	Total	S.C.	Others	Total	S.C.	Others	Total
1.	Andhra Pradesh	245	81	326	47	29	76	292	110	402
2.	Bihar	223	2	225	...	...	...	223	2	225
3.	Gujarat	147	5	152	6	...	6	153	5	158
4.	Haryana	3	...	3	...	...	...	3	...	3
5.	Karnataka	792	100	892	...	...	...	792	100	892
6.	Kerala	57	9	66	7	3	10	64	12	76
7.	Madhya Pradesh	283	5	288	11	1	12	294	6	300
8.	Maharashtra	79	149	228	59	31	90	138	180	318
9.	Rajasthan	1	...	1	...	...	...	1	...	1
10.	Tamil Nadu	467	128	595	23	21	27	490	132	622
11.	Uttar Pradesh	1,036	101	1,137	6	...	6	1,042	101	1,143
12.	West Bengal	120	...	120	...	...	...	120	...	120
13.	Pondicherry	3	2	5	...	...	...	3	2	5
Total		3,456	582	4,038	159	68	227	3,615	650	4,265

TABLE 13

Number of Hostels having Superintendents

S. No.	States/Union Territories	Rural			Urban			Total		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
1.	Andhra Pradesh	654	17	671	357	3	360	1,011	20	1,031
2.	Bihar	7	...	7	...	8	8	7	8	15
3.	Gujarat	65	4	69	51	5	56	116	9	125
4.	Haryana	...	...	...	2	...	2	2	...	2
5.	Karnataka	75	59	134	232	71	303	307	130	437
6.	Kerala	30	12	42	36	4	40	66	16	82
7.	Madhya Pradesh	17	71	88	65	89	154	82	160	242
8.	Maharashtra	394	214	608	315	99	414	709	313	1,022
9.	Rajasthan	45	10	55	78	22	100	123	32	155
10.	Tamil Nadu	237	...	237	249	...	249	486	...	486
11.	Tripura	13	29	42	4	10	14	17	39	56
12.	Uttar Pradesh	13	23	36	27	27	54	40	50	90
13.	West Bengal	...	63	63	3	5	8	3	68	71
14.	Dadra & Nagar Haveli	8	7	15	8	7	15
15.	Pondicherry	3	...	3	3	...	3	6	...	6
Total		1,561	509	2,070	1,422	343	1,765	2,983	852	3,835

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TABLE 14
Drinking Water Facility in Hostels

S. No.	States/Union Territories	Running Tap Water			Well within Compound			Village Well			Running Stream			Tank			Any other			Total		
		Ru-ral	Ur-ban	Total	Ru-ral	Ur-ban	Total	Ru-ral	Ur-ban	Total	Ru-ral	Ur-ban	Total	Ru-ral	Ur-ban	Total	Ru-ral	Ur-ban	Total	Ru-ral	Ur-ban	Total
1.	Andhra Pradesh	57	179	236	451	147	598	153	30	183	4	4	8	...	...	...	6	5	11	671	365	1,036
2.	Bihar	...	5	5	8	7	15	1	3	4	5	...	5	1	2	3	...	...	...	15	17	32
3.	Gujarat	25	33	58	11	12	23	23	3	26	4	...	4	9	3	12	1	5	6	73	56	129
4.	Haryana	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
5.	Karnataka	16	180	196	57	58	115	45	42	87	10	20	30	6	3	9	...	...	...	134	303	437
6.	Kerala	2	10	12	33	30	63	3	...	3	4	...	4	...	...	...	...	...	...	42	40	82
7.	Madhya Pradesh	10	82	92	20	28	48	49	39	88	...	1	1	...	1	1	9	3	12	88	154	242
8.	Maharashtra	66	309	375	220	73	293	253	18	271	44	1	45	3	...	3	22	13	35	608	414	1,022
9.	Rajasthan	22	75	97	2	4	6	26	9	35	...	1	1	2	4	6	3	7	10	55	100	155
10.	Tamil Nadu	20	125	145	178	117	295	8	...	8	6	...	6	...	6	6	25	1	26	237	249	486
11.	Tripura	3	6	9	18	9	27	13	...	13	3	...	3	5	3	8	9	3	12	51	21	72
12.	Uttar Pradesh	2	36	38	34	12	46	12	5	17	...	1	1	...	...	...	10	15	25	58	69	127
13.	West Bengal	8	5	13	13	2	15	12	...	12	...	...	...	27	...	27	2	...	2	62*	7*	69*
14.	Dadra & Nagar Haveli	3	...	3	6	...	6	4	...	4	2	...	2	...	...	...	...	...	...	15	...	15
15.	Pondicherry	3	3	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3	6
Total		237	1,050	1,287	1,051	499	1,550	602	149	751	82	28	110	53	22	75	87	52	139	2,112	1,800	3,912

* No information about one rural and one urban hostels

TABLE 15
Electricity Facility in Hostels

S. No.	States/Union Territories	Rural	Urban	Total
1.	Andhra Pradesh	470	320	790
2.	Bihar	6	10	16
3.	Gujarat	64	55	119
4.	Haryana	—	2	2
5.	Karnataka	134	303	437
6.	Kerala	23	26	49
7.	Madhya Pradesh	56	138	194
8.	Maharashtra	221	260	481
9.	Rajasthan	37	89	126
10.	Tamil Nadu	202	246	448
11.	Tripura	12	14	26
12.	Uttar Pradesh	12	47	59
13.	West Bengal	5	3	8
14.	Dadra & Nagar Haveli	6	—	6
15.	Pondicherry	3	3	6
Total		1,251	1,516	2,767

TABLE 16
Library Facility in Hostels

S. No.	States/Union Territories	Rural	Urban	Total
1.	Andhra Pradesh	43	60	103
2.	Bihar	6	2	8
3.	Gujarat	58	45	103
4.	Haryana	—	2	2
5.	Karnataka	134	303	437
6.	Kerala	9	4	13
7.	Madhya Pradesh	29	68	97
8.	Maharashtra	118	150	268
9.	Rajasthan	27	43	70
10.	Tamil Nadu	13	24	37
11.	Tripura	2	...	2
12.	Uttar Pradesh	18	39	57
13.	West Bengal	...	...	...
14.	Dadra & Nagar Haveli	2	...	2
15.	Pondicherry	3	3	6
Total		462	743	1,205

TABLE 17
Number of Hostels having Arrangements for Special Coaching

S. No.	States/Union Territories	Rural				Urban				Total			
		Weak Students	Bright Students	For all Students	Total	Weak Students	Bright Students	For all Students	Total	Weak Students	Bright Students	For all Students	Total
1.	Andhra Pradesh	47	...	171	218	28	...	75	103	75	...	246	321
2.	Bihar	...	...	2	2	...	...	5	5	...	...	7	7
3.	Gujarat	2	...	17	19	3	1	29	33	5	1	46	52
4.	Haryana	...	...	...	...	...	...	1	1	...	...	1	1
5.	Karnataka	42	12	80	134	120	45	138	303	162	57	218	437
6.	Kerala	1	1	32	34	3	...	29	32	4	1	61	66
7.	Madhya Pradesh	1	...	8	9	7	8	25	40	8	8	33	49
8.	Maharashtra	39	16	127	182	48	15	82	145	87	31	209	327
9.	Rajasthan	3	...	2	5	9	...	3	12	12	...	5	17
10.	Tamil Nadu	30	...	116	146	27	...	112	139	57	...	228	285
11.	Tripura	2	...	3	5	1	...	...	1	3	...	3	6
12.	Uttar Pradesh	...	...	2	2	2	2	7	11	2	2	9	13
13.	West Bengal	...	...	...	...	...	...	...	...	...	...	...	...
14.	Dadra & Nagar Haveli	5	2	8	15	...	...	...	...	5	2	8	15
15.	Pondicherry	1	...	2	3	...	...	3	3	1	...	5	6
Total		173	31	570	774	248	71	509	828	421	102	1,079	1,602

APPENDIX II

Information Blank for Hostels for Scheduled Castes

(The information is to be given as on 31.12.73)

HSC

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1. State/Union Territory.....
2. District.....
3. Are there any hostels for Scheduled Castes in your district ?
 - (i) Yes
 - (ii) No

If yes, give information on the following items

4. Number of hostels for Scheduled Castes

Type	Number of Hostels in		Total
	Rural Areas	Urban Areas	
(i) Attached to only one school			
(ii) Attached to more than one school			
Total			

5. For whom hostels are meant

Hostels are meant	Number of Hostels in		Total
	Rural Areas	Urban Areas	
(i) Exclusively for boys			
(ii) Exclusively for girls			
(iii) Both for boys and girls			
(iv) Mainly for boys but some girls can also be admitted			
(v) Mainly for girls but some boys can also be admitted			
Total			

6. Management

Number of hostels managed by	Number of Hostels in		Total
	Rural Areas	Urban Areas	
(i) Education Department			
(ii) Local Bodies			
(iii) Social Welfare Department			
(iv) Private Aided Agencies			
(v) Private Unaided Agencies & Philanthropic Organizations			

vi) Any other

Total

7. Location of Hostels

Location	Number of Hostels in		Total
	Rural Areas	Urban Areas	

(i) Within the campuses of institutions in case of hostels attached to only one institution

(ii) Outside the campuses of institutions in case of hostels attached to only one institution

(iii) Within the campus of one of the institutions in case of hostels attached to more than one institution

(iv) Outside the campus of any of the institutions in case of hostels attached to more than one institution

Total

8. Number of hostels having following types of buildings

Type	Number of Hostels in		Total
	Rural Areas	Urban Areas	

(i) Pukka

(ii) Partly pukka

(iii) Thatched huts

(iv) Cutch

(v) Any other

Total

9. Condition of buildings

Hostel buildings which are	Number of Hostel Buildings		Total
	Rural Areas	Urban Areas	

(i) Satisfactory and adequate

(ii) Satisfactory but inadequate

(iii) Unsatisfactory but adequate

(iv) Unsatisfactory and inadequate

Total

- 14. (i)(i) Number of rural hostels having full-time Superintendents _____
- (ii)(ii) Number of urban hostels having full-time Superintendents _____
- (iii)(iii) Number of rural hostels having part-time Superintendents _____
- (iv)(iv) Number of urban hostels having part-time Superintendents _____
- 15. (i)(i) Number of rural hostels having electricity _____
- (ii)(ii) Number of urban hostels having electricity _____
- 16. DD Drinking water facility

Source of drinking water	Number of Hostels in		
	Rural Areas	Urban Areas	Total
(i)(i) Running tap water			
(ii)(ii) Well within compound			
(iii)(iii) Village well			
(iv)(iv) Running stream			
(v)(v) Tank			
(vi)(vi) Any other			

- 17. LL Library facility
 - (i)(i) Number of rural hostels having libraries _____
 - (ii)(ii) Number of urban hostels having libraries _____
- 18. NN Number of hostels having arrangement for special coaching

Type of students	Number of Hostels in		
	Rural Areas	Urban Areas	Total
(i)(i) Weak students			
(ii)(ii) Bright students			
(iii)(iii) All students			

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