

REVIEW OF EDUCATION IN INDIA
1947-61

FIRST YEAR BOOK OF EDUCATION

**REVIEW OF EDUCATION IN INDIA
(1947-61)**

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FOREWORD

On behalf of the National Council of Educational Research and Training, I have great pleasure in presenting to the public the first year book of education which is devoted to a review of education in India in the post-independence period.

Last year, the Ministry of Education launched the scheme of publishing Year Books of Education. Under this scheme, which has since been taken over by the National Council of Educational Research and Training, it has been decided to bring out an annual volume devoted to some important aspect of Indian education. For the first Year Book which was due for publication in 1961, the subject selected was *A Review of Education in India (1947-61)*. The choice was guided by two main considerations. The year 1961 which marks the close of the second Five Year Plan and the beginning of the third, is well-suited for holding a review of past developments in India and also for projecting a look into the future. Moreover, no comprehensive review of educational developments in India has yet been undertaken although fourteen years have passed since the attainment of independence on August 15, 1947. It was, therefore, felt that a year book of education devoted to a comprehensive review of educational developments since 1947 would supply a real need and might also be of great help in the implementation of the plans of educational reconstruction and expansion for the immediate future.

The compilation of this year book has been a cooperative endeavour of the Government of India and the State Governments. The educational activities of the Government of India are, in the main, discharged by the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs; and these two Ministries have contributed Chapters I and II of the year book. Each of the fifteen State Governments supplied the basic material on which Chapters III—XVII of the year book have been planned and Chapter XVIII is based on the material supplied by six union territories and three centrally administered areas. I take this opportunity to

convey the thanks of the National Council of Educational Research and Training to the Ministries of Education and Scientific Research and Cultural Affairs, to all the State Governments and Administrations of Union Territories and other centrally administered areas, for their prompt and enthusiastic cooperation which has made it possible to bring out the year book in so short a time.

As its title indicates, this year book reviews the main educational developments in the country during the last fourteen years and the story it unfolds is one of substantial advance. The total number of recognised educational institutions in the country has risen from 2,18,171 in 1946-47 to 4,13,656 in 1958-59 and is estimated to have reached 4,60,000 by 1960-61. The total enrolment in recognised educational institutions has risen from 1,82,46,784 (boys 1,39,48,999 and girls 42,97,785) in 1946-47 to 4,14,26,749 (boys 2,96,11,798 and girls 1,18,14,951) in 1958-59 and is estimated to have risen to 43.5 million (boys 30.5 million and girls 13.0 million) in 1960-61. The total expenditure in education rose from Rs. 576.6 million in 1946-47 to Rs. 2,600 million in 1958-59 and to about Rs. 3,200 million in 1960-61. The expansion anticipated in the next five years is even more rapid and is likely to match the expansion in the first and second Five Year Plans put together. This stupendous increase has no precedent in the educational history of this country; nor has it many parallels outside.

This large expansion of educational facilities is shared by all stages of education. At the primary stage, the total enrolment in classes I-V has risen from 14.1 million (or 35 per cent of the total population of the age group of 6-11) in 1946-47 to 34.3 million (or 61.1 per cent) in 1960-61. It is expected to rise further to 49.6 million (or 76.4 per cent of the same age group) by 1965-66. There has been a similar expansion in middle school education. The total enrolment at the middle stage or in classes VI-VIII has increased from 2.04 millions (or 9 per cent of the population in the age group 11-14) in 1946-47 to 6.29 million (or 22.8 per cent) in 1960-61. It is expected to rise further to 9.75 million (or 28.6 per cent) by 1965-66.

The expansion in numbers at the elementary stage has also been accompanied by a considerable improvement in the quality of education. During the last fourteen years, the minimum qualifications for the primary teachers have been raised, facilities for their training have been increased and their pay scales have been improved. The curricula and methods of teaching have undergone changes; basic education has been adopted in a fairly large number of schools; and the school has been brought closer to the local community. A beginning has been made in introducing welfare programmes like midday meals.

In the field of secondary education, the pace of expansion has been very rapid. The total number of secondary schools increased from 5,297 in 1946-47 to 16,600 in 1960-61. It is estimated to rise further to 21,800 by 1965-66. There has been a substantial rise in the number of high schools for girls and those located in rural areas. The number of students has risen from 8,70,000 in 1946-47 (or 3.8 per cent of the children in the age group 14-17) to 2.91 million (or 11.5 per cent) in 1960-61. It is expected to rise further to 4.56 million (or 15.6 per cent) by 1965-66. Here also, a comprehensive programme of qualitative improvement has been in progress. It includes: the conversion of high schools into higher secondary schools; the consolidation and improvement of about 2,100 multipurpose schools that have already been established and the setting up of four regional institutes for the training of teachers for them; the provision of increased facilities for the training of secondary teachers and improvement of training colleges through the establishment of extension services departments; large-scale in-service training of teachers; intensive drive for examination reform; provision of educational and vocational guidance; and improvement in the textbooks and teaching methods of scientific subjects.

The expansion has probably been most rapid in higher education. The number of universities has increased from 19 in 1946-47 to 46 in 1960-61 and is expected to rise to 61 by 1965-66. In 1946-47, there were 297 arts and science colleges, 199 intermediate colleges and 140 professional and technical colleges. In 1960-61, there were 462 university departments, 228 constituent colleges, 1,316 affiliated colleges and

83 recognised research institutions. There are 15 Boards of Secondary and Intermediate Education to which 988 intermediate colleges are affiliated. In addition, there are 581 institutions of higher education which are not affiliated to any university. The increase in the number of students is equally impressive. Enrolment in arts and science colleges has increased from 212,000 in 1946-47 to 840,000 in 1960-61 and is expected to rise to 1,220,000 by 1965-66.

Enrolment in colleges of professional and special education has increased from 44,000 in 1946-47 to 275,000 in 1960-61 and is expected to rise further to 460,000 by 1965-66. Equally great expansion has taken place in agricultural, veterinary and medical education. But by far the largest and most significant developments have occurred in engineering and technical education. In 1947, there were only 38 institutions for degree courses in engineering and technology (with admission capacity of 2,940 students) and only 53 institutions for diploma courses (with admission capacity of 2,670 students). By 1960-61, the number of institutions offering degree courses had increased to 100 and their admission capacity to 13,860. The number of institutions offering diploma courses during the same period had increased to 196 and their admission capacity to 25,570. By the end of the third Plan, the number of institutions offering degree courses will rise to 117 (with an admission capacity of 19,140) and that of institutions offering diploma courses to 263 (with an admission capacity of 37,390).

Measures to improve the quality of higher education have also been taken. The University Grants Commission was set up in 1953 and given a statutory basis in 1956. The salaries of university teachers have been considerably improved, and thanks to the large programme of exchange scholarships, they now have far better opportunities to improve their qualifications than at any time in the past. With substantial assistance from the University Grants Commission, the State Governments and the public, a large number of tuitional buildings, hostels, libraries, laboratories and staff quarters have been constructed. Facilities for post-graduate teaching and research have increased several-fold and more attention is now being paid to student welfare and guidance.

The promotion of scientific and technological research has been given a very high priority and a large number of research institutions, including 20 national laboratories and 3 regional research centres, have been established. The research departments of universities have been considerably strengthened and a strong scientific and technical organisation has been built up. During the second Plan alone, an expenditure of Rs. 72 crores was incurred on scientific and technological research. In the third Plan, a provision of Rs. 130 crores has been made for further developments in addition to the provision of Rs. 75 crores for the continuance of facilities already established.

There has been a great advance in the education of girls. The total enrolment of girls in all educational institutions has increased from 4.3 million in 1946-47 to 13.0 million in 1960-61 and is expected to rise further to 25 million by 1965-66. The gap between the education of boys and girls is being bridged and special facilities are being provided for expanding the education of girls at every stage, particularly by increasing the number of women teachers in primary schools.

There are three other sectors in which considerable progress has to be reported. The first is the provision of scholarships and free-studentships. The State Governments have increased facilities of free education and scholarships very considerably at all stages. The Government of India also has instituted a large number of post-matriculation scholarships which include about 60,000 scholarships a year for Scheduled castes, Scheduled tribes and other Backward classes, national and merit scholarships which number 2,200 at present, 100 scholarships a year for research in humanities and another 100 scholarships a year for advanced studies in the fine arts. There are also scholarships for studies in residential schools. Besides, a large programme of scholarships for studies abroad has developed as a result of wider international contacts. The Government of India has also instituted scholarships for students from other countries, particularly from Asia and Africa, to study in India. In 1946-47, the total expenditure on scholarships was only Rs. 2.2 million. This had increased to about Rs. 145 million in 1960-61. About 4.5 per cent of the total educational expenditure is now spent on the provision of scholarships.

The second sector is that of the development of Hindi. Valuable work has been done in the development of a scientific and technical terminology in Hindi and about 2,95,000 terms—out of a total estimated requirement of about 3,50,000—have been coined; a large programme of publication of Hindi books has been undertaken; and the non-Hindi States are adopting vigorous measures to propagate Hindi.

The third sector is that of the education of the Scheduled castes, Scheduled tribes and other Backward classes. Here, a general programme for their social and economic betterment has been launched and liberal concessions and assistance have been provided for their education at all stages.

Among the various other activities that have grown up, mention may be made of the new programme of social education, the establishment of the Lakshmbai College of Physical Education which provides a three-year degree course and will soon provide facilities for post-graduate study and research, the establishment of the National Institute of Sports at Patiala to train first-rate coaches needed by the country to develop games and sports, the large expansion of the National and Auxiliary Cadet Corps, the expansion of facilities for the education of the handicapped, assistance to voluntary educational organisations, improvement of textbooks and production of suitable literature for children and the new reading public, promotion of educational research and the establishment of the National Council of Educational Research and Training.

These great achievements have been possible because of the new awakening following the attainment of independence, the larger allocations made to education as compared to those in the preceding period and the cooperative understanding that has developed between the Centre and the States in facing common tasks of national reconstruction. The tasks of educational reconstruction, none too easy at any time, are becoming more and more complex as the popular demand for education grows and as the rapidly developing economy brings to light new gaps and deficiencies in the existing system. They lend an added urgency to the task of providing universal and compulsory education, liquidating illiteracy, reorganising secondary education, raising the quality of education generally and, in particular, in the institutions of higher learning, and of

attuning the educational system as a whole to the economic, social and moral goals that the nation has set for itself. At the elementary stage of education the national target was to provide free and compulsory education for all children up to the age of 14 by 1960. It has not however been possible to achieve this target by the due date. A tremendous effort is needed to ensure that the goal is reached within the next decade. In the field of secondary education the facilities available in rural areas and the provision for girls are still far from adequate. The process of reorganising secondary education so that it may serve adequately the needs of the society has to be considerably accelerated. At every stage of education there is still a substantial amount of wastage and stagnation waiting to be eliminated. As an essential element in the general programme of improvement, the status and professional competence of teachers have to be raised and their conditions of employment made commensurate with the importance of their duties.

The people of India have decided to eliminate poverty, inequality and injustice and to create a socialistic democracy in the country. It is now the main responsibility of the schools to prepare citizens who would have the knowledge, skills and values essential for the creation and stabilization of this social order. One of the fundamental tasks of educational reconstruction is to reorient the system so as to ensure that its products are of a quality and standard needed to implement the national decision to build up, by democratic means, a rapidly expanding and technologically progressive economy and a social order based on justice and equality of opportunity.

I am glad that this review is objective enough to invite attention, not only to the great and significant achievements of the last fourteen years in almost every sector of education, but also to the gaps that need to be bridged. The difficulties inherent in the situation cannot be overlooked. Until a self-generating economy gets off the ground, there will be inescapable gaps between the needs and aspirations on the one hand, and the material resources on the other. In consequence, education suffers for want of resources. We spend only about 2.2 per cent of the national income on education at present while most countries spend from 3 to 5 per cent

and some—like U. S. A. or U. S. S. R.—spend even about 7 to 8 per cent. It is also a pity that a substantial proportion of even this limited expenditure is rendered infructuous through wastage and stagnation. Moreover, educational programmes and those of general economic development have to be more closely integrated so that one may support the other.

The main purpose of a 'review' is not only to mirror the past, but also to indicate signposts for the future. This review of the last 14 years, therefore, has also to be used for planning the developments during the next 15 years, 1961-76. The perspectives of the ensuing plans assume that the population of the country will rise to 62.5 million by 1976. In order to provide the minimum basis of a good life for a population of this size and to establish a self-generating economy, it is proposed to raise the national income from Rs. 14,500 crores in 1960-61 to Rs. 34,000 crores in 1975-76 (at 1960-61 prices). This will increase the national income per head of population from Rs. 330 in 1961 to Rs. 530 in 1976. Although this economic development forms the core of the Plan, it cannot be separated from the development of moral, human and spiritual values which alone give meaning to economic progress. It is, therefore, also proposed to stress economic and social integration and, to that end, to educate every individual to be a disciplined, cultured, productive and efficient citizen and also to ensure him the right to work, to equal opportunity and to a minimum level of living.

This task is as difficult as it is challenging and it can be achieved only if intensive and well-planned efforts are directed to developing the human factor in economic growth. Education, properly interpreted, is the development of this human factor and expenditure on education is the most fundamental and, in the long run, the most productive investment that a country can make. For developing and sustaining a self-generating economy, it would not be an unrealistic target to aim at increasing the investment in education from 2.2 per cent of the national income to 4 per cent by 1976, which would imply that the total educational expenditure in the country would rise from Rs. 3.2 billion or Rs. 7.3 per head in 1961 to Rs. 13.6 billion or Rs. 21.7 per head by 1976.

Educational reconstruction needs funds; but it cannot be secured by funds alone. What is of far greater importance is the development of significant educational programmes calculated to produce the type of citizens we need, the development of research and a system of continuous self-evaluation, the recruitment of competent and devoted persons as teachers, the organisation of their training at the highest possible level of efficiency, and the creation of conditions in educational institutions under which teachers and students can live and work together to the best advantage. This is the challenge that faces us all during the next fifteen years, which may well be the most crucial years in the life of this country; and this review would have served its purpose if it can highlight the main elements of the past that might guide us in this great undertaking of the immediate future.

PREM KIRPAL,

Director,

National Council of Educational
Research and Training.

NEW DELHI,
15th August, 1961.

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MEMBERS OF THE GOVERNING BODY OF THE
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING

1. DR. K. L. SHRIMALI, Education Minister, New Delhi.
2. SHRI PREM KIRPAL, Educational Adviser and Secretary to the Government of India, Ministry of Education, New Delhi.
3. SHRI S. BOOTHALINGAM (or his representative), Secretary to the Government of India, Ministry of Finance, New Delhi.
4. SHRI D. S. KOTHARI, Chairman, University Grants Commission, New Delhi.
5. PROF. N. K. SIDHANTA, Vice-Chancellor, Delhi University, Delhi.
6. SHRI RAJA ROY SINGH, Joint Educational Adviser to the Government of India, Ministry of Education, New Delhi.
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11. SHRI B. N. MALHAN, Deputy Secretary to the Government of India, Ministry of Education, New Delhi.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training was constituted as an autonomous organisation under the Indian Societies Registration Act (Act XXI of 1860) on 1st September, 1961.

The main objects for which the Council was established are—

- (a) To undertake, aid, promote and co-ordinate research in all branches of education;
- (b) To organise pre-service and in-service training, mainly at an advanced level;
- (c) In collaboration with the State Governments and other authorities or agencies concerned,
 - (i) to organise extension services for such institutions in the country as are engaged in educational research, training of teachers or provision of extension services to schools;
 - (ii) generally to disseminate improved techniques and practices in educational institutions in the country;
 - (iii) to undertake or organise studies, investigations and surveys relating to educational matters or the appraisal of educational programmes;
- (d) To establish and conduct a National Institute of Education at the Headquarters of the Government of India for the development of research, advanced training (both pre-service and in-service) of educational administrators, teacher-educators and other high level personnel required for education, and the provision of extension services;
- (e) To establish and conduct Regional Institutes in different parts of the country for the development of research, training and extension in general, and for the development of multi-purpose secondary education in particular;
- (f) To take over or amalgamate with any other Society, Institute or Association, having objects wholly or in part similar to the objects of the Society, and to aid any such existing institution in such manner as the Governing Body of the Council may think fit;

- (g) To establish and conduct other institutions as may be required for the furtherance of its objectives in any part of the country;
- (h) To act as a clearing-house for ideas and information on educational research, training and extension;
- (i) To advise the Government of India, the State Governments, and other educational organisations and institutions, on matters relating to education; and
- (j) To undertake the publication of such books, periodicals and other literature as may be necessary for the furtherance of its objects.

The *Members of the Council* will include the Union Minister for Education (*ex-officio* President), the Educational Adviser to the Government of India (*ex-officio* Vice-President), the Vice-Chancellor of the Delhi University (*ex-officio*), the Chairman of the University Grants Commission (*ex-officio*), one representative of each State Government who shall be the Education Minister of the State or his representative, all members of the Governing Body and such other persons, not exceeding 12, as the Government of India may from time to time nominate.

The *Governing Body* of the Council shall include the President of the Council (*ex-officio* President), the Vice-President of the Council (*ex-officio* Vice-President), three persons appointed by the Ministry of Education, Secretary to the Government of India, Ministry of Finance, Department of Expenditure, or his representative, who shall also be the Financial Adviser to the Council, the Director, Joint Director and the Secretary of the Council (*ex-officio*), two members of the Board of Educational Studies to be nominated by the President, Vice-Chancellor of the Delhi University, and one person to be nominated by the Vice-Chancellor of the Delhi University.

One of the most important responsibilities of the National Council of Educational Research and Training is to establish a National Institute of Education at the headquarters of the Government of India for the development of research, advanced training (both pre-service and in-service) of educational administrators, teacher educators and other high-level personnel required for education and the provision of extension services. A beginning in this direction had already been

made in 1948 when the Central Institute of Education was set up. Six other Central institutions were established at Delhi in the following years, *viz.*, the Central Bureau of Text-Book Research (1954), the Central Bureau of Educational and Vocational Guidance (1954), the National Institute of Basic Education (1956), the National Fundamental Education Centre (1956), the Directorate of Extension Programmes for Secondary Education (1959), and the National Institute of Audio-visual Education (1959). The development of these Central institutions, however, was hampered partly because they functioned in an isolated manner and partly because the scale on which their staff, finances or programmes was planned was rather small. It was, therefore, decided to amalgamate all these into a single institution and to place it under the National Council for further development into a National Institute of Education. Detailed plans for this purpose have been prepared and are now under implementation. The necessary financial provision for this purpose has also been made in the third Five Year Plan.

It has also been decided that the National Council shall establish and maintain four Regional Institutes for the development of research, training and extension in general and for the development of multi-purpose secondary education in particular. The necessary financial provision for the establishment of these institutes has been made in the third Five Year Plan. A beginning in this direction would be made by the establishment of Regional Training Colleges for the preparation of teachers for multi-purpose secondary schools, but other activities are proposed to be added very soon. Ultimately, each one of these centres would become a Regional Institute of Education for its area and function, more or less, on the lines of the National Institute of Education at the Centre.

The National Council will operate and also expand all the programmes which were formerly being operated through the seven Central Institutes of Education referred to earlier. In particular, the Council will be responsible for the development of a large-scale programme of improvement and production of text-books and for the development of science education. The Council will also organise a programme of

extension services in training institutions at the primary level, an activity which was hitherto been confined to the secondary level only. In addition, a number of schemes, which were formerly operated from the Ministry of Education, have been transferred to the National Council. Among these, mention may be made of the scheme of grant-in-aid for approved research projects (commonly known as Scheme B-2), publication of the Year Books of Education, publication of educational research conducted in Indian Universities, and organisation of national surveys and investigations.

MINISTRY OF EDUCATION

CHAPTER I

MINISTRY OF EDUCATION

The educational responsibilities of the Government of India are in the main discharged by two Ministries—the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs. While this chapter deals with the sphere of activities of the Ministry of Education, the next chapter describes the activities of the Ministry of Scientific Research and Cultural Affairs.

For convenience of narration, the functions and activities of the Ministry of Education are described here under four broad sections : A—Historical ; B—Organisation and Functions ; C—Educational Programmes ; and D—Unesco and the National Archives.

A—HISTORICAL

The Role of the Government of India in Education prior to 1947. One of the significant trends in the post-independence period has been the active role that the Government of India has assumed in the educational field and the large-scale financial assistance it has given to the States for educational development. In order to appreciate the significance of this great change, it is necessary to review briefly the role of the Government of India in education during the British period.

In 1833, the Government of India was given a unitary form of organisation. Education, like every other subject, thus became a direct Central responsibility and the provinces merely acted as the agents of the Central authority. In 1870, a scheme of decentralisation was introduced under which education became a 'provincial' subject with two limitations : (1) certain fields like 'legislation for universities' were continued as the exclusive concern of the Government of India and in most other fields, general powers of supervision were reserved with the Government of India whose sanction was required for all major decisions ; and (2) the expenditure on education was to be met from revenues assigned for the purpose (which later on came to be called 'contract grants') and

such additional funds as the provinces might be able to raise for themselves. The contract grants were first revised periodically at intervals of about five years, then made quasi-permanent in 1904 and finally made permanent in 1912. The initiative and responsibility for educational development thus passed on to the provinces, although the Centre still retained important supervisory powers.

Curzon made a significant change in this situation. Anxious to reform Indian education, he convened a conference of the Directors of Public Instruction in 1901 and issued a comprehensive Resolution on Educational Policy in 1904. A Universities Commission was appointed in 1902 and the Indian Universities Act was passed in 1904. A vigorous policy of reform was initiated in every sector of education and supported by large financial grants to the provinces outside the usual contracts. This role of active and dominant leadership in policy-making combined with liberal financial assistance held the field till the Government of India Act, 1919, came into force.

Under this Act, education was transferred to the control of Indian Ministers in the provinces who were responsible to their own legislatures. The sphere of responsibility and control of the Government of India was now confined to a few matters such as the Central universities. Consequently, the Centre stopped taking much interest in education and Central grants for education came to an end. The unhappy results of this change were pointed out by the Hartog Committee in 1928. Accordingly steps started being taken after 1931, to revive the Centre's interest in education. In 1935, the Central Advisory Board of Education, which had functioned earlier for two years only (1921-23), was revived and in 1937 the Central Bureau of Education, which had functioned from 1915 to 1923, was re-established. The outbreak of the Second World War, however, halted further progress in this direction. Even so, the Centre had succeeded in preparing the Post-War Plan of Educational Development in India in 1944.

Administrative Machinery at the Centre to deal with Educational Matters prior to 1947. The form and effectiveness of the administrative machinery at the Centre to deal with educational matters has varied from time to time.

MINISTRY OF EDUCATION

Education became a subject in the list of official business for the first time in 1823 when a General Committee on Public Instruction was appointed for Bengal and, as the system of education then contemplated was essentially oriental, this subject was assigned to the Persian Secretary in the Political Department. In 1830, the post of the Persian Secretary was abolished and the subject was transferred to the General Department, although affairs relating to education in the princely states still continued to be dealt with in the Political Department. In 1843, the General Department was designated the Home Department.

In 1857, a separate Education Branch was created under the Home Department to deal exclusively with matters relating to education. This step was rendered necessary because of the enormous increase that had taken place in the work relating to education consequent, among other things, upon the creation of the Universities of Bombay, Calcutta and Madras and the establishment of the Departments of Public Instruction in all provinces. In order to secure uniformity in the system of education in all the territories under the administration of the Government of India, it was resolved, in 1861, that all educational matters which till then were dealt with in the Political Department should also be transferred to the Home Department. In 1879, the Home Department was amalgamated with that of Revenue and Agriculture, and the new Department took over educational matters affecting the whole of British India together with industry, science and art. This arrangement continued till 1881, when, in compliance with the recommendations of the Famine Commission, the Home Department was again separated from that of Revenue and Agriculture.

As a result of the new policies initiated by Curzon, the Central administrative organisation to deal with educational matters began to expand after 1897. The post of a Director-General of Public Instruction to advise the Government of India on educational matters was created in 1899. In the following decade, the work at the Centre relating to education increased to such an extent that, in 1910, a separate Department of Education was created under the control of a

As Education Member of the Executive Council of the Governor-General (and the post of the Director-General of Education was abolished). This Department was to deal mainly with education, examinations, archaeology, census, gazetteers, record office, and all business connected with the preservation and management of public records, Imperial Library, books and publications, and copyright. In 1915, the post of the Educational Commissioner to the Government of India was created and a Bureau of Education was established for the purpose of collecting and collating information about education in India and abroad and for arranging the publication of educational reports on different subjects, including an annual report and a quinquennial report on the progress of education in India.

This expansion, however, soon came to an end. On the transfer of education to provincial control under the Government of India Act, 1919, a new Department of Education and Health was created in 1921 by amalgamating the Medical Section of the Home Department with the Department of Education. In 1923, the Department was combined with Land Revenue, Civil, Veterinary, Agriculture, and a host of other subjects (the reorganised Department was called the Department of Education, Health and Lands) and the Bureau of Education was abolished as a measure of economy.

As a result of the recommendations of the Hartog Committee which lamented the 'divorce' of the Government of India from education, the Central interest in education began to be revived after 1935. The work of the Education wing of the Department of Education, Health and Lands grew considerably in the following years and it was considered expedient, in 1945, to create a separate Department of Education. At the same time, the Educational Adviser to the Government of India (known as the Educational Commissioner prior to 1943) was appointed as Secretary to the new Department.

B—ORGANISATION AND FUNCTIONS

Constitutional Provisions relating to Education. Soon after independence, the role of the Government of India

MINISTRY OF EDUCATION

in education came up for discussion when the Constitution was being framed. Obviously, there could be no room, in an independent country, for Central indifference to education which had been such a marked feature of the preceding decades. On the other hand, it was realised that, in a vast country like India with its immense local diversities, education should largely be a responsibility of the State Governments and local authorities.

Entry 11 of List II of the Seventh Schedule to the Constitution accordingly makes education a State subject. However, this provision is subject to the provisions of Entries 63, 64, 65 and 66 of List I and Entry 25 of List III. These entries are :

List I—Union List

63. The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim University and the Delhi University, and any other institutions declared by Parliament by law to be an institution of national importance.

64. Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

65. Union agencies and institutions for—

- (a) professional, vocational or technical training, including training of police officers; or
- (b) the promotion of special studies or research; or
- (c) scientific or technical assistance in the investigation or detection of crime.

66. Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

List III—Concurrent List

25. VOCATIONAL AND TECHNICAL TRAINING OF LABOUR

It would also be pertinent here to refer to certain provisions of the Directive Principles of State Policy included in the Constitution.

(1) *Primary Education.* Article 45 of the Constitution provides that “the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years.” The

expression 'State' includes the Government of India, the State Governments, and "all local or other authorities within the territory of India or under the control of the Government of India."

(2) *Weaker Sections of the Society.* Similarly, Article 46 of the Constitution also directs that the State (and this expression, as stated above includes the Government of India) "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".

The Constitution places a special responsibility on the Government of India regarding the development of Hindi. Article 351 provides that it is the duty of the Government of India "to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India and to secure its enrichment, by assimilating without interference with its genius, the forms, the style and expression used" in other Indian languages.

It may also be pointed out that Economic and Social Planning (Entry 20 of List III) is a concurrent responsibility of the Centre and the States. Educational planning being an essential element of economic and social planning, the Government of India and the State Governments have to work together in preparing and implementing national plans for the reconstruction of education.

Article 282 of the Constitution also enables the Government of India to give grants-in-aid to the States to develop their educational programmes.

The Constitutional provisions quoted above envisage that while education is in the main a State responsibility, there is also a need to develop a national programme of education in certain essential sectors.

Present Organisation of the Ministry of Education. As organised at present, the Ministry of Education consists of nine Divisions, one each for Administration, Elementary and Basic

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Education, Secondary Education, University Education,[†] Physical Education and Recreation, Hindi, Scholarships, Research and Publications, and Social Welfare. The Ministry also has, jointly with the Ministry of Scientific Research and Cultural Affairs, a cadre of advisory officers which at present consists of 6 Deputy Educational Advisers, 25 Assistant Educational Advisers, 20 Education Officers and 7 Assistant Education Officers.

The Ministry has set up a number of *advisory bodies* which function in different sectors of education. The oldest and the most important of these is the Central Advisory Board of Education. The Board is presided over by the Union Minister of Education and includes all State Education Ministers as members. Until 1949, it was the only body which considered the national problems in education and tendered advice to the Central and State Governments. In the post-independence period, however, the volume of educational activity increased to such an extent that it was felt desirable to constitute a number of other advisory bodies to deal with special sectors of education. At present, there are 15 such bodies, *viz.*, (1) Indian National Commission for Cooperation with Unesco (1949); (2) Advisory Board for Social Welfare (constituted in 1951 and reconstituted in 1954); (3) Board of Scientific Terminology (1950) which has now been converted into the Standing Commission on Scientific and Technical Terminology; (4) Central Board of Physical Education and Recreation (constituted in 1950 and reconstituted in 1956); (5) Hindi Shiksha Samiti (1951); (6) National Board of Audio-Visual Education (1953); (7) All India Council for Sports (constituted in 1954 and reconstituted in 1959); (8) National Advisory Council for the Education of the Handicapped (1955); (9) All India Council for Secondary Education (1955); (10) National Council for Rural Higher Education (1956); (11) Central Committee for Educational Research (1957); (12) All India Council for Elementary Education (1957); (13) Children's Literature Committee (1958); (14) National Council for Women's Education (1959); and (15) Central Sanskrit Board (1959). The institution of these advisory bodies has been found very helpful. They bring official and non-official workers together in the consideration

of educational problems and tender advice to the Central and State Governments on issues which are of importance in formulating educational policies and programmes. They also bring to bear an all-India approach on the discussion of problems entrusted to them.

A practice of holding periodical conferences of State Education Ministers to discuss important educational matters is also growing. So far, six conferences have been held—two in 1949 and one each in 1956, 1957, 1959 and 1960.

Education in Union Territories and Centrally Administered Areas. Probably the oldest function of the Government of India is to administer education in the Union Territories, although the expression 'Union Territory' as such is of recent origin. This function dates back to 1870 when educational authority was decentralised and transferred to provinces but had to be retained with the Central Government for areas like Coorg, which were too small to be given the status of a province. Thus began the concept of a Centrally administered area and throughout the last 90 years, there have always been some areas under the direct administration of the Centre. In 1947, the main Centrally administered areas were only five: Delhi, Ajmer-Merwara, Andaman and Nicobar Islands, Coorg and Panth Piploda. When the erstwhile princely states were integrated with the Indian Union, some of them were treated as Centrally administered areas as a transitional measure so that, by the end of 1949, the number of Centrally administered areas increased to 13 and included, in addition to the five areas already mentioned, Bhopal, Bilaspur, Cooch Bihar, Himachal Pradesh, Kutch, Manipur, Tripura and Vindhya Pradesh. When the Constitution was adopted on January 26, 1950, 11 of these were converted into Part C States. Panth Piploda was merged with Madhya Bharat (a Part B State), and only one area, the Andaman and Nicobar Islands, was left as a Part D State or a Centrally administered area. Very soon afterwards, Cooch Bihar was merged with West Bengal and in 1954, Bilaspur was merged with Himachal Pradesh so that only nine Part C States and one Part D State were left. In 1956, when the States were reorganised, the old categories of Part C and D States were abolished and the Centrally administered areas were

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constituted into 'Union Territories'. Of the nine Part C States, five were merged with other States—Ajmer with Rajasthan, Bhopal and Vindhya Pradesh with Madhya Pradesh, Kutch with Bombay and Coorg with Mysore. The remaining four Part C States, *viz.*, Delhi, Himachal Pradesh, Manipur and Tripura are now designated 'Union Territories'. To these two more have since been added, namely, (1) Andaman and Nicobar Islands and (2) Laccadive, Minicoy and Amindivi Islands (which were hitherto under the Government of Madras), thus making a total of six Union Territories.

The history of the three Centrally administered areas—Pondicherry, N.E.F.A. and N.H.T.A.—is slightly different. Pondicherry became a Centrally administered area after its *de facto* accession to the Indian Union in 1954. N.E.F.A. has always been a Centrally administered area. When the Constitution was adopted in 1950, it was included in the Sixth Schedule to the Constitution under the name of the North East Frontier Tract and still retained its character as a Centrally administered area. In 1950, the Naga Hills District was under the Government of Assam while the Naga Tribal Area was Centrally administered. Both these units have now been amalgamated in the Centrally administered area of N.H.T.A.

The history of educational development in the six Union Territories and three Centrally administered areas is given in detail in Chapter XVIII.

The Clearing House Function. The idea that the Central Government should function as a clearing house for educational information was first put forward by the Indian Education Commission (1882) which recommended that quinquennial reviews of the progress of education in India should be brought out by the Central Government. Accordingly, quinquennial reviews have been published for 1883-87, 1888-92, 1893-97, 1898-1902, 1903-07, 1908-12, 1913-17, 1918-22, 1923-26, 1927-32 and 1933-37. Annual reviews—for those years for which quinquennial review was not published—have also been published since 1913-14. No quinquennial review was published for 1938-42 but a decennial review was brought out for 1938-47.

This tradition has not only been continued but greatly expanded in the post-independence period. The quinquennial or annual reviews published prior to 1947 included data about British India and only some of the 700 princely states which formed one-third of the country.* Educational statistics for the country as a whole were first collected for 1949-50. A statistical unit has now been established at the Centre. The States have also established similar units, mostly as parts of Departments of Education. A scheme for the training of the staff of the statistical units of State Governments and universities is being run by the Ministry of Education. The Government of India brings out three publications every year: (1) *Education in India* (in two volumes); (2) *Education in the States*; and (3) *Education in Indian Universities*. Besides, it also publishes a *Directory of Institutions of Higher Education* which first began as an annual publication, but has now been made biennial.

The publication of periodical statistical data or progress reports is only a part of the clearing house function of the Centre. It also includes the publication of studies and surveys, reports of commissions and committees and such other educational documents as are necessary for broadcasting significant educational developments and ideas. This general publication work was hardly attempted prior to 1870. It was between 1870 and 1882 that it came to be accepted as an important Central function. While this work increased considerably after 1937, it was not until the attainment of independence that a special publications section was created in the Ministry. During the last 14 years, it has brought out about 530 publications. This gives an average of about 38 publications a year as against an average of 1.3 publications per year between 1870 and 1936, or of 3.7 publications per year between 1936 and 1946. Prior to 1947, the Central Government did not publish any educational journal. An important step was taken in 1949 when the *Education Quarterly* was started. Another step forward was taken in 1956 when the quarterly, *Secondary Education*, was instituted. Then came a third, called *Youth* (1957), and recently a fourth quarterly, *Indian*

*Data about the princely states was completely omitted from 1916-17 onwards.

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Journal of Educational Administration and Research (1960), has been added.

Central Financial Assistance. It is now generally agreed that one of the most important educational responsibilities of the Government of India, which follows from its function of social planning, is to equalise educational opportunities as far as possible in all parts of the country and to collaborate with the State Governments in building up a system of national education that would reflect the national consciousness and meet the national needs.

It was in the time of Curzon that a system of Central grants for education was first introduced. This was, however, discontinued when education became a transferred subject in 1921. The system of Central financial assistance was revived in 1951 when the first Five Year Plan was formulated. Under the original proposals, this Plan envisaged a total expenditure of Rs. 170 crores, of which Rs. 44 crores was in the Central sector and Rs. 126 crores in the State sector (inclusive of Central assistance). The actual expenditure incurred, however, was only about Rs. 153 crores (inclusive of an expenditure of Rs. 20 crores on technical education). Of this, Rs. 121 crores was in the State sector (inclusive of Central assistance) and Rs. 32 crores in the Central sector.

The first Plan accepted the pattern of *specific purpose grants* for assistance to States. The Ministry of Education approved a certain number of schemes in every sector of education and fixed the rates of grant-in-aid payable on them. Rates of grant-in-aid varied from scheme to scheme and were different for recurring and non-recurring costs. The total number of schemes was also fairly large and separate accounts were maintained for each.

The second Plan originally envisaged an expenditure of Rs. 307 crores which was later on reduced to Rs. 277 crores (including programmes of technical education and cultural affairs). Out of the outlay for general education, an expenditure of Rs. 38 crores was incurred in the Central sector and of Rs. 158 crores in the State sector (which includes a Central assistance of Rs. 57.71 crores). In addition, the Centre also incurred an expenditure of about Rs. 8 crores in the Union

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Territories. The system of grants-in-aid was considerably simplified. An important innovation introduced was the system of 'ways-and-means advances'. Under this procedure, three-fourths of the Central assistance allocated to a State for the year was paid in nine equal monthly instalments and the balance was paid, after necessary adjustments, in one instalment at the end of the financial year.

The total allocation for education in the third Plan (excluding technical education and cultural programmes) is Rs. 408 crores. The following table shows the allocations for education in the three Plans in an easily comparable form.

Sub-head	Amount (Rs. in crores)			Percentage of Total Provision		
	First Plan	Second Plan	Third Plan	First Plan	Second Plan	Third Plan
1. Elementary Education	85	87	209	63.9	42.6	51.2
2. Secondary Education	20	48	88	15.1	23.5	21.6
3. University Education	14	45	82	10.5	22.0	20.1
4. Other Programmes						
Social Education.	14	10	12	10.5	4.9	2.9
Physical Education and Youth Welfare						
Others							10	11	4.9	2.7
TOTAL	133	204	408	100.0	100.0	100.0

In addition to these provisions under the head "Education", resources to the extent of Rs. 37 crores are expected to be available under the community development programme and about Rs. 42 crores under the programme for the welfare of the backward classes. Thus the total provision for general education in the third Plan is about Rs. 487 crores as against Rs. 250 crores in the second Plan.

One point needs mention in this context. The amounts mentioned above are of allocations from public funds only. They do not include voluntary contributions of the people

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in the form of fees, endowments and donations. Private enterprise had made large financial contributions to the growth of education in the British period. The State has naturally been taking a much larger share in financing education during the last 14 years; nevertheless, the old tradition of private contributions has not only continued but also expanded. This is particularly noticeable in the field of primary education where the local community is coming forward to provide buildings, equipment and midday meals. One of the main programmes in the third Plan is to stimulate local interest in education and to increase the local financial support for it.

C—EDUCATIONAL PROGRAMMES

Partnership in Education between the Central and State Governments. One of the far-reaching developments of the post-independence period is the growth of a 'working partnership' between the Central and State Governments in the national task of educational reconstruction. This is reflected significantly in the procedures that have developed for the preparation of educational plans. The first Five Year Plan covered the period 1951-52 to 1955-56 and has been followed by the second Five Year Plan (1956-57 to 1960-61) and the third Five Year Plan (1961-62 to 1965-66). While the procedures for the preparation of these Plans have, on points of detail, naturally varied from time to time, their broad framework has been fairly constant. The Planning Commission reviews the existing position on a national basis and, in consultation with the Ministries of the Government of India and the State Governments, determines targets and priorities and prepares a tentative Plan-frame for the country as a whole for the consideration and approval of the National Development Council which comprises representatives of the Central and State Governments at the highest level. The State Governments prepare their education plans in the light of their local conditions and needs and within the Plan-frame prepared at the Centre. The draft plans prepared by the States and those prepared by the Centre are then co-ordinated in regard to targets, priorities, bases of approach, programmes, estimates of costs, and 'the internal balances' of the Plan as a whole. Tripartite discussions are held for the purpose between the Planning Commission, the Ministry and

the States before the Plans emerge in final or almost final shape.

For purposes of implementation, the programmes are divided into different categories. Some programmes are treated as State programmes. They are eligible for financial assistance from the Centre but the responsibility for executing them largely rests with the States. The 'Centrally sponsored' programmes are drawn up at the instance or suggestion of the Central Ministry, and have an all-India applicability. These are also implemented through the State Governments, like the schemes in the State sector. Finally, there is a category of 'Central' schemes where the entire programme is worked out and implemented by the Central Ministry. The programmes in each of these three categories are so formulated that they reinforce and supplement the programmes in the other categories.

Just as there is a sharing of responsibility for planning, so there is a sharing of the resources needed for discharging that responsibility. The resources that the States can muster through their taxation and fiscal powers generally fall short of the requirements. The Centre, therefore, assists them in two ways : (i) by a transfer of additional resources made through Finance Commissions which are appointed every five years; and (ii) by grants-in-aid given for development plans as described in the preceding section. The very basis of educational development is thus a partnership—the States providing the main administrative machinery and the Centre providing a part of the finance required.

It would, therefore, become obvious that the planning and implementation of educational programmes in India is now a joint endeavour of the Central and the State Governments. This working partnership has been extended to every sector of education in the post-independence period. A large and varied programme of Central activities in education has naturally grown up as a result of this partnership and the following paragraphs attempt to describe the more important of these in broad outline.

I. ELEMENTARY AND BASIC EDUCATION :

During the last 14 years, the policy of the Govern-

ment of India in the field of elementary education has been directed mainly to providing assistance to State Governments to realise two important objects: (1) provision of free and compulsorily education for all children up to the age of 14; and (2) improvement in the quality of elementary education and, with this end in view, the conversion of all elementary schools into basic schools.

Expansion of Elementary Education. There was a considerable expansion of elementary education between 1947 and 1951, due to vigorous programmes launched by State Governments and popular enthusiasm created by the attainment of independence. The pace of progress was further accelerated in the first Five Year Plan. Each State fixed its own targets and received Central assistance for its expansion programmes on a matching basis. In addition, a special grant (totalling Rs. 9 crores) was given to the backward States by the Finance Commission for the development of primary education. The second Plan also was originally prepared on the same principles and the Central grant-in-aid was continued on the 50 per cent basis. The targets proposed for this Plan, however, clearly showed that the country would not have free and compulsory education for all children in the near future. The situation was reviewed by the Panel on Education set up by the Planning Commission in 1957 and, in the light of its recommendations, it was decided to divide the programme into two stages. The first stage is to cover the entire age-group 6-11 in the third Plan and the second to cover the age-group 11-14 in two or three subsequent Plans.

Four Centrally sponsored schemes were undertaken to speed up the programmes of expansion. The first of these, the *Educational Survey* of the country, was completed in 1958-59 and its main findings have now been published for the country as a whole and separately for each State.* It has been a very useful project and has given a concrete and reliable basis for the expansion and location of primary and middle schools. Its proposals will be implemented during the third Plan and it is hoped that the goal of universal provision of schools will be reached by 1966 when almost every child shall have a school within easy distance from

*See Annexure III for details.

his home. The object of the second scheme, known as *Relief of Educated Unemployment and Expansion of Primary Education*, was to expedite expansion and also to provide school-less habitations with educational facilities. Under this scheme (whose cost during the second Plan was borne entirely by the Centre), about 60,000 teachers were sanctioned, preferably for employment in schools opened in school-less villages. Along with this, 1,190 posts of inspecting officers were sanctioned and, as an inducement to women to go out to work in rural areas, 5,490 quarters for women teachers were provided. The scheme has been very helpful in enrolling more children into schools and in providing educational facilities to backward areas. The third scheme was drawn up to promote the *Education of Girls*. Under this scheme, assistance was given to State Governments to the extent of 75 per cent of the approved expenditure regardless of whether or not the States contributed their quota of 25 per cent. The State Governments could choose one or more of the following nine approved schemes for this purpose in accordance with local conditions: (1) free accommodation for women teachers in rural areas; (2) appointment of school mothers; (3) condensed courses for adult women; (4) stipends for women teachers for training; (5) refresher courses; (6) stipends for high school students to take up teaching; (7) attendance scholarships; (8) exemption from tuition fees; (9) construction of hostels for secondary schools for girls. Grants sanctioned under the scheme totalled Rs. 212.80 lakhs between 1957 and 1961. The fourth scheme related to the *Training of Teachers*. Under this scheme, assistance on a hundred per cent basis was given to State Governments for two purposes: (1) to expand the available accommodation in existing training institutions and (2) to establish new institutions, where needed. In accordance with the programme implemented so far, 276 new training institutions have been established and the total additional accommodation provided is 27,570. The total grant-in-aid sanctioned was Rs. 85 lakhs in 1959-60 and Rs. 247 lakhs in 1960-61.

Mention may also be made of the preparation of 'Model Legislation on Compulsory Primary Education'. One of the basic essentials for a programme of universal education is the

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enactment of a good law for the enforcement of compulsory attendance. The Ministry of Education, therefore, examined all the compulsory education laws in the country as well as in a few selected countries abroad and prepared a model draft bill for compulsory education. The Delhi Primary Education Act based on this document was passed by Parliament in 1960 and it was brought into force on October 2, 1960. The State Governments have since been advised to examine their existing laws in the light of this Act. The States of Andhra Pradesh, Punjab and Mysore have already passed the necessary laws.

In view of the preparations that were made during the second Plan, the third Plan has been drawn up on a larger scale than either the first or the second. In the age-group 6-11, it provides for the enrolment of 146 lakh additional children as against the enrolment of 60 lakhs in the first Plan and 82 lakhs in the second. In the age-group 11-14, it provides for the enrolment of 35 lakh additional children as against the enrolment of 12 lakh children in the first Plan and 20 lakh children in the second. As stated earlier, the total financial provision for the programme is about Rs. 209 crores and almost the whole of it is in the State sector. Compared to the goals that the country has set before itself, these figures are not very impressive. They, however, represent a pace of advance which has no precedent in the history of this country.

Basic Education. The scheme of basic education was first placed before the country by Mahatma Gandhi in 1937. Its main object is to replace the traditional academic and book-centred system with a new one which is activity-centred and built round a productive craft and the physical and social environment of the child. The system visualises that the different subjects of the curricula will be taught, not in isolation, but in close correlation with one another as also with craftwork and the physical and social environment of the child. It emphasises the development of qualities which would help the child to grow into a useful and self-reliant citizen capable of making his contribution to the creation of a socialistic and democratic pattern of society which the nation has set before itself.

The system of basic education has now been accepted as the national pattern of education at the primary stage and, during the last 14 years, attempts have been made to convert as many primary schools to the basic pattern as possible. The schemes drawn up for this purpose are included in the State sector and each State is developing a programme in the light of its own local conditions. During the first and second Plans, the Centre has been giving financial assistance for a variety of programmes such as opening of new junior basic schools, upgrading of junior basic schools to senior basic standard, conversion of non-basic training institutions to the basic pattern (including the provision of hostels and equipment) and organisation of seminars and refresher courses for teachers and headmasters of elementary and basic schools.

Towards the end of the first Plan, the Government of India reviewed the progress of basic education and found that it was not very satisfactory. One of the major difficulties that hindered progress was the existence of controversies over the concept of basic education. With a view to resolving them and giving an authoritative lead on the subject, a brochure entitled *The Concept of Basic Education* was published in 1956. This was followed by another brochure entitled *Understanding Basic Education* which seeks to elucidate the methods and curricula of basic schools. The Government of India also appointed an Assessment Committee on Basic Education under the chairmanship of Shri G. Ramachandran to survey the progress of basic education in the country and to make suitable recommendations for its development in future. One of the main findings of the Assessment Committee was that the 'compact area method' (adopted extensively prior to 1956) had outlived its utility. "The compact area method", said the committee, "has tended merely to create small patches of basic schools here and there without these patches multiplying or spreading quickly or extensively enough. The creation of such patches has led to their remaining in that condition far too long without affecting the surrounding overwhelmingly vast area of elementary education which is non-basic. Also this has resulted in some special conditions being created which make basic education look artificial". The committee suggested, therefore, that "the whole of ele-

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mentary education should be plunged into a programme of conversion step by step which should be completed within a stipulated period." This was to be achieved by the replacement of the vertical process of converting non-basic schools into basic ones by the horizontal process of orienting non-basic schools towards the basic pattern. This programme, the committee felt, would help to reduce the gap between the basic and non-basic schools and enrich the curriculum of the latter through the introduction of a number of basic activities which neither involve much expenditure nor require any specially trained teachers to organise them. √

These recommendations were accepted by the Government of India. In order to help the teachers and administrators in the implementation of the orientation programme, two brochures were published on the subject : *Orienting Primary Schools towards the Basic Pattern* by Shri G. Ramachandran and *Basic Activities for Non-Basic Schools* by the National Institute of Basic Education. Four regional seminars and a national seminar of the officers of State Education Departments were organised to help them to provide necessary guidance in implementing the orientation programme. In the third Plan, it is proposed to carry out this programme on a large scale and to orientate all the non-basic schools to the basic pattern.

Another important measure is the introduction of a common integrated syllabus in all elementary schools. Several States have already introduced the syllabus in their schools. It is hoped that, by 1966, all States would have adopted the measure. Together with the orientation programme, this reform will go a long way to narrow down substantially the existing gap between the basic and non-basic schools.

Although the concept of basic education has been before the country for more than 20 years, there is still much scope for experimentation and research in this field. To meet this need, the Ministry has set up a National Institute of Basic Education (1956). Besides conducting research in problems of basic education, the Institute acts as a clearing house for information concerning basic education, imparts advanced training to inspectors and administrators of basic education

and is engaged in the production of basic education literature. It also publishes *Buniyadi Talim*, a quarterly devoted to basic education.

At the instance of the Indian Public Schools Conference, the Government of India set up a Basic Education Committee for Public Schools to make a first-hand study of the public school system and to make suitable recommendations for the introduction of basic education in the elementary classes of these schools. In its report, the committee has suggested the introduction of basic education in these schools by stages, beginning with a greater emphasis on Indian culture as a background to their educational programmes.

The development of basic education at the primary and middle stages naturally led to its extension to the secondary stage. Accordingly, some post-basic schools have been established in some parts of the country. The Government of India has also been giving assistance to the States and voluntary organisations for upgrading senior basic schools into post-basic schools and improving the existing post-basic schools. The manner in which the post-basic schools can be integrated in the general system of education was examined by a special committee, some of whose recommendations are: (1) post-basic schools should function as part of a common integrated system of multipurpose secondary education; (2) this should be achieved by equating craft work in the post-basic schools with the special or elective subjects in the curriculum of multipurpose schools; and (3) there should be a common external examination for both types of schools.

II. SECONDARY EDUCATION

The Secondary Education Commission. The system of education, as it had developed by 1947, was narrowly academic in character and exclusively geared to the requirements of university entrance. The University Education Commission (1948-49) expressed the emphatic view that reconstruction of university education would not be possible unless secondary education had been remodelled. The Government of India, therefore, appointed a Secondary Education Commission in 1952, under the chairmanship of Dr. A. Lakshmanaswamy Mudaliar, to review the entire field of secondary education

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and to make detailed recommendations for its reconstruction. The report of this Commission is one of the important documents on the subject and has provided the main inspiration for the reconstruction of secondary education during the last eight or nine years.

The three important problems examined by the Commission were: (i) reorganisation of the structural pattern of secondary education; (ii) diversification of the secondary curriculum; and (iii) reform in the examination system. With regard to the first of these, the Commission visualised a pattern of education consisting of eight years of integrated (basic) education, followed by three years of secondary education (with a marked diversification of subjects) and finally, by three years of university education leading to the first degree. This eleven-year school programme was designed to enrich the curriculum and make it terminal for those who are not suited to go to the university. The higher secondary course was to include social studies, general science, three languages and a selected craft as compulsory subjects, and in a majority of schools, a choice of three subjects from the commonly provided groups of electives, namely, humanities and sciences. With regard to the second problem, the Commission recommended the multipurpose school as a corrective to the existing 'single track' system of secondary education. In these institutions, in addition to the core curriculum, provision was also to be made for some of the following seven groups of electives, namely, humanities, sciences, technology, commerce, agriculture, fine arts and home science. Each group offered a range of seven to ten subjects out of which a combination of any three could be selected according to the pupil's interest or aptitude. With regard to the third problem, the Commission expressed the view that the traditional examinations which were restricted in their scope, mechanical in their techniques and unreliable in their conclusions constituted a serious educational problem. It, therefore, suggested that a constant and realistic appraisal of the pupil's progress should be made throughout his school career and that efforts should be made to design new evaluation and testing procedures which would not be a test of memory only, but a measure of the pupil's educational growth.

Higher Secondary and Multipurpose Schools. The two main programmes to implement the recommendations of the Commission were: (1) conversion of high schools into higher secondary schools; and (2) establishment of multipurpose schools. Both these programmes, which were initiated towards the end of the first Plan, were placed in the State sector and received assistance from the Central Government. The number of schools converted to the higher secondary pattern was only 77 at the end of the first Plan; by the end of the second, it had risen to 3,121. The number of multipurpose schools was 374 at the end of the first Plan and 2,115 at the end of the second. The third Plan proposes to make a big effort to convert about 50 per cent of all schools to the higher secondary pattern. In respect of multipurpose schools, the emphasis in the third Plan will be, not on expansion, but on consolidation. To this end four regional training institutes will be set up to train teachers for these schools.

Directorate of Extension Programmes for Secondary Education. The All India Council for Secondary Education was constituted in 1955 to review the progress of secondary education in the country and to advise the States and the Centre about the improvement and expansion of secondary education, and to encourage research in problems of secondary education. In 1959, the Council was reconstituted as a purely advisory body and the Directorate of Extension Programmes for Secondary Education was established as an executive organisation to implement the approved schemes in the field of secondary education.

The most important of the programmes of the Directorate is the 'Extension Services Departments' which have been established in 54 selected training colleges in the country. These centres have been carrying on a very effective programme of in-service training for secondary school teachers through seminars, workshops and allied services. They have kept the teachers abreast of recent developments in educational theory and practice, guided them in the solution of classroom problems and helped them to improve their professional work. They have also helped the training colleges in maintaining close touch with the secondary schools and in orienting the teacher-education programmes to the professional needs of the

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teachers. Over 5,000 schools have been brought under the purview of these extension centres, thus covering nearly one-third of the secondary schools in the country.

Another important programme is the organisation of various types of seminars and conferences on an all-India, regional, and State basis. The primary object of this programme is to bring together headmasters, teachers and educational administrators to discuss problems of common educational interest. Seminars of subject teachers are also held to help them understand the new goals of secondary education and to develop better methods of instruction and improved techniques of evaluation.

The programme of examination reform was launched during the second Plan. The basic assumption on which the reform is based, is that evaluation is an integral part of teaching and learning and should be closely linked to the objectives of the curriculum. Evaluation should, therefore, test how far these objectives have been achieved.

A long-term programme of examination reform has been drawn up under the guidance of Dr. Benjamin S. Bloom, Head of the Board of Examiners, University of Chicago, and a recognised authority on examinations. An Examination Unit consisting of 14 officers trained under Dr. Bloom has been established to implement the programme. During the past two years, the Unit has been introducing a large body of secondary school teachers and educators to the new evaluation techniques and has prepared a large number of test items, reflecting the new objectives. The Boards of Secondary Education have been advised to use the items in the external examinations. Steps have also been taken to establish evaluation units in the States. A training course was organised in 1960 for officers from States in charge of examination reform.

Another programme of the Directorate was aimed^d at encouraging experimentation in schools. Under this scheme, which is implemented in collaboration with State Education Departments and the extension centres, financial assistance is given to enterprising schools which undertake projects intended to bring about improvement in classroom

instruction or school organisation. So far, 125 projects have been admitted for aid with a total grant of about Rs. 62,000.

The Directorate conducted a sampling survey of the multi-purpose schools in the country in 1959. Based on this survey, a programme has been drawn up for the future strengthening of the multipurpose schools, especially in regard to the preparation of teachers in practical subjects.

In order to discover and foster talent in science, a Science Club movement was initiated in 1957-58. Nearly 350 secondary school science clubs have since been organised with financial assistance from the Directorate.

Teaching of English. Another important programme undertaken in the field of secondary education relates to the improvement of the teaching of English. For this purpose, the Government of India established the Central Institute of English at Hyderabad in 1958 in cooperation with the Ford Foundation and the British Council.

The two functions of the Institute are training and research. The Institute has made provision for holding two sessions each year for batches of 60 trainees each. Short courses of six weeks' duration are also organised during summer for teachers of English from arts and science colleges, lecturers from training colleges and educational inspectors. The courses of study so far organised include elementary linguistics and the structure of English, phonetics, methodology of language learning with special reference to English, and interpretation of literature.

On the side of research, the Institute attempts to investigate problems connected with the teaching of English at all levels. During the past two years, the Institute has prepared a draft syllabus in methodology of English for teacher training colleges, pre-university course materials based on research in vocabulary required for the comprehension of prescribed tests in the physical and social sciences, and a comprehensive treatise on the pre-university course in English. The staff of the Institute is currently engaged in research on the graded structural syllabus in English for schools and an accompanying handbook for teachers.

III. UNIVERSITY EDUCATION

The Government of India assumed responsibility for university education in 1855 and its association with the subject has continued unbroken to this date. The first universities were established under Acts of the Central Legislature in 1897. Even when education was provincialised in 1870, the authority to legislate for universities continued to vest in the Centre and it was under Central Acts that the University of Punjab was established in 1882 and that of Allahabad in 1887. It was again the Government of India which appointed the Indian Universities Commission in 1902 and passed the Indian Universities Act in 1904. The Calcutta University Commission (1917-19) was also established by the Government of India. Between 1915 and 1922, it established the Central Universities of Aligarh, Banaras and Delhi. The tradition in Indian education, therefore, has always been in favour of a central authority to develop university education on proper lines.

University Education Commission (1948-49). The reform of university education was one of the earliest problems to attract the attention of the Government of India in the post-independence period. This was due partly to the basic significance of the subject to the development of the country and partly to the fact that no comprehensive survey of university education had been held in India after 1917-19. A University Education Commission was, therefore, set up in 1948 under the chairmanship of Dr. S. Radhakrishnan. The report of the Commission is a very comprehensive document and it has had far-reaching influence on the reconstruction of university education in India in recent years.

Central Universities. The Government of India amended the Acts of Incorporation of the Central Universities in keeping with the recommendations of the University Education Commission. The Visva-Bharati at Shantiniketan, established by poet Rabindranath Tagore "to study the mind of man in the realisation of different aspects of truth from diverse points of view," was constituted as a Central University in 1951.

University Grants Commission. The Constitution classifies the 'co-ordination and determination of standards in

universities' as a Central function. The University Grants Commission is the principal agency created to discharge this constitutional responsibility. The University Education Commission had observed that a committee or commission for allocating both recurring and capital grants to universities from the Centre is fundamental to its proposals for improving and developing university education in India and proposed that early steps should be taken to set up such an organisation. This recommendation was generally endorsed by the Central Advisory Board of Education in India and by the Inter-University Board. Accordingly, the Government of India set up a University Grants Commission in 1953. In the light of experience gained of the working of this organisation, it was decided to give it a statutory basis in 1956. The University Grants Commission Act, 1956, was passed by Parliament in order "to make provision for the co-ordination and determination of standards in universities and for that purpose, to establish a University Grants Commission." Under the provisions of this Act, the first University Grants Commission was constituted in 1956 with Dr. C. D. Deshmukh as its Chairman.

As the primary function of the University Grants Commission is the co-ordination and determination of standards in the universities, it is in the sphere of standards that the Commission has mainly concentrated its activities. It has carried out enquiries into many aspects of higher education including the conditions in which teachers and students live and work in India. Within the limitations of the funds available to it, the Commission has given grants to universities and colleges to improve and expand libraries and laboratories, to promote research in various branches of learning, to build new hostels for students and to provide them with various other facilities. Grants have also been given to improve salaries of teachers in colleges and universities, to enable teachers to publish their researches and, on a small scale, to enable them to travel, meet in conferences and seminars, and to do extension work.

The last 14 years have been a period of great stress and strain, much of which has been reflected in the world

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of the universities. For example, there has been a great expansion in numbers in the universities, and apart from purely physical problems that this has created, there have also been problems of adjustment and discipline. The Commission, therefore, carried out a study of the problem of indiscipline in the universities and has sought to introduce measures that might have an ameliorative impact on the situation. Another important problem is that of emotional integration or of creating a real unity of purpose and attitudes in the minds of university students in spite of the diversities of culture, language, religion, or economic and social background. The Commission held a seminar on this subject with a large representative group of persons from all over the country. This seminar made many recommendations, particularly applicable to education. The Commission has tried to put some of these recommendations into effect by encouraging the study of languages other than one's own mother tongue or regional language, by encouraging extension work and sociological research, and in several other ways. Yet another problem that the universities had to face was to determine the place of English in the educational system and in national life. The Commission has surveyed this problem, made recommendations regarding methods of teaching in the changing situation and offered assistance to strengthen the teaching of English as a foreign language without being the medium of instruction.

For many years, there has been a growing dissatisfaction with the public examinations conducted by our universities, in which there is no clear correlation between the objects of teaching and the aims of examinations, and in which heavy burden is laid on memory without encouraging students to understand and reflect upon the subjects of their study. The whole examination system needed to be carefully looked into and steps needed to be taken to reform it. The Commission, with the help of a committee and a consultant from the U.S.A., has made a study of this question and, in spite of the prevailing conservatism and inertia, it is expected that some reforms will be gradually effected.

According to modern educational thought, extreme specialisation in one limited field of learning is unsatisfactory

and it is held that students should really have a wide and inclusive 'general education' at a fairly high level, even if they wish to specialise in some one field. While the idea of general education has met with general approval in many quarters, people have not agreed upon any one method of trying it out. The Commission, in collaboration with the Ministry of Education, has promoted discussion on this subject. A few study teams were sent to the U.S.A. to observe the experiments in that country and to report on practices there and elsewhere. The Commission has also appointed a committee of its own and steps have already been taken in two or three universities to work out a scheme of general education.

In a large and rapidly growing situation, the impact that the Commission has been able to make on university education in India, with the limited means at its disposal, may not appear impressive. But it has been able to secure a visible improvement in the physical equipment of the universities and many of their colleges, and there is a growing awareness of the importance of high standards of teaching and research. Moreover the problems and needs of universities are now being regularly studied and discussed and the attention of the nation is being constantly drawn to them. This in itself has strengthened the confidence of the people in the future of higher education.

The following grants have been given to the universities by the Commission.

Year	Grants
	Rs.
1954-55	1,78,46,546
1955-56	2,66,15,330
1956-57	3,41,89,635
1957-58	3,46,57,659
1958-59	5,92,51,155
1959-60	7,98,25,152
1960-61	7,68,75,000

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Three-Year Degree Course. A very significant development in university education in the post-independence period has been the institution of the three-year degree course. The University Education Commission and the Secondary Education Commission had both recommended a reorganisation of the national system of education. The recommendations of the Secondary Education Commission were considered by the Conference of Vice-Chancellors convened in 1955. The Central Advisory Board of Education also considered the matter at its meeting held in 1956 and recommended a national pattern of education in which the first eight years of integrated elementary (basic) education are to be followed by three years of higher secondary education and the latter by three years of university education leading to the first degree. The three-year degree course thus became a part of an overall scheme to improve the quality of university and secondary education. A committee was set up in October 1956, under the chairmanship of Dr. C. D. Deshmukh, to work out the estimates of expenditure involved in introducing this important reform. It recommended that the course should be introduced in as many universities as possible during the second Plan itself. The introduction of this reform provides an opportunity to revise the syllabuses, introduce general education courses, reduce overcrowding in colleges, improve teacher-pupil ratio, strengthen laboratories, replenish libraries and, wherever possible, to institute a sound tutorial system. The Universities of Andhra, Osmania, Sri Venkateswara, Bihar, Patna, Jabalpur, Sagar, Vikram, Annamalai, Madras, Marathwada, Nagpur, Poona, S. N. D. T. Indian Women's, Karnatak, Mysore, Utkal, Rajasthan, Calcutta, Jadavpur, Aligarh, Delhi and Visva-Bharati have already implemented the scheme ; other universities are likely to start it in the next few years.

Ceiling on Enrolment. Overcrowding has been a chronic problem in the Indian universities and colleges. The University Education Commission recommended that every college in an affiliating university and every teaching university should deliberately fix a maximum limit to the number of students it admits every year. The limit will vary depending upon the facilities available, but the limit

must be fixed and adhered to, if the quality of education is to be raised. The first concrete step in this direction has been taken under the three-year degree course scheme which makes it obligatory for the colleges receiving assistance to restrict the number of students to 800-1000. Colleges, which were constructed and have facilities for larger numbers, are exempted from this restriction.

Scholarships and Fellowships. A large number of scholarships have been instituted to democratise higher education and to make it accessible, not only to persons belonging to backward classes and tribes, but also to students of merit without adequate means*. The University Grants Commission has also set up a number of post-graduate and research scholarships and fellowships in the universities with a view to stimulating research and attracting suitable persons to teaching and research. Among other programmes initiated, mention may be made of the Prime Minister's Aid to Universities Fund which has been constituted to provide financial assistance to universities out of which small sums may be utilised for helping, on an *ad hoc* basis, deserving and needy students.

Rural Higher Education. The Radhakrishnan Commission recommended "that in the inevitable expansion of higher education in India, a fair proportion of the additional facilities be directed to meeting the needs and developing the opportunities of rural areas." It supported its recommendation by pointing out that "about 85% of the population of India live in villages. This vast population has been scarcely touched by secondary or higher education, except by the permanent withdrawal from village life of those able young people who have left the villages for the universities. The extreme poverty and lack of cultural opportunity in the rural areas is common knowledge. The course of wisdom is not to deny or to ignore this glaring lack, but rather to create the types of educational opportunity which are appropriate to Indian rural life, and to give a quality and range to that life which will remove the disparity which is now a reality."

*See section V *infra*.

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The problem of rural higher education was examined afresh by the Rural Higher Education Committee under the chairmanship of Dr. K. L. Shrimali, which submitted its report in 1955. It suggested the establishment of Rural Institutes to provide facilities for higher education in rural engineering, rural extension and rural hygiene. Rural institutes have since been started in different parts of the country and today their number stands at 11. The main courses available in these institutes are a three-year diploma course in rural services, a three-year diploma course in civil and rural engineering, a two-year degree course in agricultural science and a one-year certificate course for sanitary inspectors. The three-year diploma course in rural services has already been recognised by the State Governments and the Government of India as equivalent to the B. A. degree. The Inter-University Board has also recommended to the universities that they should also give similar recognition to this course. It is gratifying to note that 90% of the graduates coming out of the rural institutes are finding job opportunities and settling in the rural areas instead of running to cities in search of employment.

There is a National Council for Rural Higher Education to advise the Government of India on all matters relating to rural higher education.

Compulsory National Service. For a long time, educationists have felt that the present educational system is not fully attuned to the needs and aspirations of independent India and has not been successful in developing the kind of attitudes which are required for the task of national reconstruction. By and large, students fail to cultivate a positive sense of discipline; they are usually averse to manual labour; they seem to lack a spirit of social service or a sense of social purpose; the idealism or enthusiasm which are usually associated with youth and which are of vital importance for a developing country like India, have also been singularly lacking.

The State Education Ministers' Conference held in New Delhi in August 1959 considered the situation and was unanimous that there was an urgent need for trying out a

workable scheme for national service in view of the fact that education, as it was imparted in schools and colleges today, left something to be desired and that it was necessary to supplement it with a programme which would arouse interest in the social and economic reconstruction of the country. The committee set up under the chairmanship of Dr. C. D. Deshmukh considered the views expressed at the State Education Ministers' Conference and recommended that every student passing out of higher secondary or pre-university stage of education should be required to render compulsory national service for a period of about one year before entering life or continuing with higher education. The main idea behind the proposal is to inculcate in young students a sense of discipline, a spirit of social service and regard for labour. The details of the scheme are now being worked out.

IV. EDUCATION OF GIRLS

The education of girls expanded considerably after independence. A review at the end of the first Plan showed, however, that the situation had not improved to the extent expected. It was noticed that while about 70.3 per cent of the boys were enrolled in primary schools, the proportion of girls enrolled was only 32.4 per cent. The single most important reason for this lag was the inadequate supply of women teachers who could be available only if there was an expansion in the education of girls at the secondary stage. This, in turn, meant more women graduate teachers implying thereby the need of expansion in girls' education at the university stage. Expansion in the education of girls was thus needed at all stages and it was felt that some special measures would have to be adopted to develop it at a faster rate than in the past.

National Committee on Women's Education. The Government of India, therefore, appointed a committee, in 1958, under the chairmanship of Shrimati Durgabai Deshmukh, to suggest, *inter alia*, the special measures necessary to make up the leeway in women's education at primary and secondary levels. This committee submitted its report in 1959 and made a number of recommendations. It suggested that the education of women should be treated as a

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special problem for some years to come and that special programmes should be developed to expand the education of girls at all stages. It also recommended that a special machinery to look after these programmes should be created, both at the Centre and in the States. At the Centre it suggested that there should be a National Council for Women's Education and a special unit to look after the programmes. Similarly, for each State it recommended a State Council for Women's Education and a special officer in the Directorate to look after the educational programmes for girls. In order to secure women teachers for primary schools, particularly for rural areas, the committee recommended that condensed courses for adult women should be organised on as large a scale as possible and that hostels should be attached to secondary schools in order to provide facilities for secondary education to girls from rural areas. The committee also suggested that programmes offering special inducements to girls (such as gifts of free books or clothing or the grant of attendance scholarships) should be included in the third Plan for primary education and that special facilities (such as free quarters or allowances) should be offered to persuade women to become teachers, especially in rural areas.

As recommended by the committee, a National Council for the Education of Women was set up by the Government of India in 1959 under the chairmanship of Shrimati Durgabai Deshmukh. It has held three meetings so far and made a number of recommendations to the Government. A special unit has been created in the Ministry of Education to deal with problems of girls' education. Most of the State Governments too have established State Councils for Women's Education and appointed women officers as Deputy or Assistant Directors of Education in charge of the educational programmes for girls. Reference has already been made earlier to the Centrally sponsored scheme for the expansion of girls' education at the primary stage, which was included in the second Plan and implemented on the lines recommended by the committee.

The Third Plan. Adequate funds for the expansion of girls' education at all stages have been provided in

the third Plan in the State sector. Most of the States have also provided funds for special programmes for girls as recommended by the National Committee on Women's Education. It is hoped that there would be a large expansion of girls' education in the third Plan and that, by 1966, the existing gap between the education of boys and girls would be substantially bridged.

Reference may be made here to two schemes which are in the Central sector in the third Plan. The first is the scheme of condensed courses for adult women which is being operated by the Central Social Welfare Board. This scheme has proved to be of value in preparing women teachers, particularly for rural areas. It has, therefore, been decided to expand it and a sum of Rs. 1.5 crores has been provided in the present Plan for this purpose. The second scheme is to set up a National Institute for giving high level training to women candidates in organisation, administration and management to enable them to take up responsible positions. Women trained on these lines are required for implementing a number of national plans and projects, particularly in the social services, to meet the needs of voluntary organisations and to provide competent personnel to take up positions that are becoming increasingly available to women in the industrial sectors. The Institute will also be a centre of research and act as a clearing house in respect of the problems of education and employment of women.

V. SCHOLARSHIPS :

The Government of India has evolved, during the last 14 years, a large programme of scholarships for studies in India and abroad. These can be broadly divided into five groups: (1) scholarships for students belonging to the backward classes; (2) overseas scholarships instituted by the Government of India for Indian students; (3) scholarships for Indian nationals offered by foreign countries; (4) Government of India scholarships to foreign nationals for study in India; and (5) scholarships available to Indians for studies in India.

Scholarships for the Scheduled Castes, Scheduled Tribes and Other Backward Classes. Prior to 1944, the Govern-

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ment of India had no direct programme for the education of the Scheduled castes, Scheduled tribes and other Backward communities. In that year, a scheme of post-matriculation scholarships was instituted for the Scheduled castes for a period of five years in the first instance and a sum of Rs. 3 lakhs a year was assigned for the purpose. In 1948-49, the scheme was expanded to include the Scheduled tribes and in 1949-50 its benefit was extended to other Backward classes.

The adoption of the Constitution in 1950 made the Government of India specially responsible for the education and welfare of the Scheduled castes and Scheduled tribes. The Government of India, therefore, decided to expand this scheme which has grown in popularity from year to year. The following table gives the number of scholars benefiting from and the yearwise expenditure incurred on the scheme in the post-independence period.

Year	Total number of scholars benefiting from the scheme	Total amount of expenditure incurred on the scheme
		Rs.
1947-48	655	5,39,307
1948-49	731	4,98,303
1949-50	1414	8,56,804
1950-51	2181	12,69,456
1951-52	2834	15,40,942
1952-53	6444	30,52,267
1953-54	11934	61,55,267
1954-55	20658	107,89,000
1955-56	41451	150,53,936
1956-57	39485	187,28,382
1957-58	44962	223,11,674
1958-59	49962	223,11,674
1959-60	61962	257,37,302

The administration of the scheme has been recently decentralised. While all work regarding selections, distribution of scholarships etc., has been entrusted to State Governments, the expenditure on the scheme continues to be borne entirely by the Government of India.

The Government of India also approved an Overseas Scholarship Scheme for Scheduled castes, Scheduled tribes and other Backward classes with effect from 1954-55 when six scholarships were awarded. From 1955-56, the number of awards has been raised to 12 every year, 4 for each class. In addition to this, Government also sanctions passage grants for the backward class students who are in receipt of scholarships for studies abroad and need assistance only for passage costs. Twelve passage grants are available every year for this purpose.

Government of India Scholarships to Indian Students for Studies Abroad. The Government of India instituted, for the first time in 1904, a few scholarships for higher technological studies abroad. These, along with some other scholarships instituted from time to time, were continued till 1921 and then, in view of the Constitutional changes already referred to, transferred to the provinces.

The Government of India stepped into the field again in 1945, when the Overseas Scholarships Scheme was adopted. The primary object of this ambitious scheme was to train personnel for the plans of post-war reconstruction. In 1945, as many as 552 students were sent abroad; but in view of the practical difficulties that arose in the implementation of the scheme, the number of students was curtailed to 402 in 1946 and to 271 in 1947. After the attainment of independence, a number of scholarships have been offered by foreign countries. This called for a revision of the scheme. The scheme was accordingly, modified, first in 1949-50 and then again in 1952-53, and its scope was restricted only to teachers of universities, colleges and comparable institutions of higher education. The main objective of the scheme has been to raise the standard of instruction and research in the country. The scheme has been under suspension since 1959-60 as scholarships offered to India by other countries are adequate

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to meet the training requirements of Indian students in subjects for which proper facilities do not exist in the country.

Union Territories Scholarships Scheme. This is another scholarships scheme which has been continued since the pre-independence days. It began in 1926 when one scholarship was instituted for all the Union Territories. In 1954-55, the number of annual awards was increased to five—one for humanities (given by the Ministry of Education) and four for scientific and technical subjects (given by the Ministry of Scientific Research and Cultural Affairs).

The *Fully Paid Overseas Scholarships Scheme* was introduced in 1956-57 for young and promising persons in the age-group 20-25 who are not in employment. Only 20 awards have been made under this scheme so far. Its operation has since been suspended owing to restrictions on foreign exchange.

The *Foreign Languages Scholarships Scheme* was instituted in 1954-55 to train personnel in selected foreign languages for service under the Government and for teaching in universities. Thirty awards were made in each of the first three years. The scheme was suspended in 1957-58 and 1958-59. It was again revived in 1959-60 but the number of awards was reduced to 20.

Scholarships for Indian Nationals offered by Foreign Countries. Prior to 1947, India had no direct contacts with most of the countries of the world. After the attainment of independence, however, it was soon able to establish direct contacts with a large number of independent nations, most of whom were interested in building up close cultural contacts with India. A common programme adopted in this context is to offer scholarships to Indian nationals.* Generally speaking, these scholarships are *ad hoc* and are available either for the study of the language of the countries concerned or for a subject in which the countries have special facilities. In addition to these bilateral offers of scholarships, a large number of scholarships and fellowships are also available under multilateral and international programmes

*See Appendix at the end of the chapter for details.

such as the United Nations Fellowship Programme, Unesco Programme, Colombo Plan, and Point Four Programme. Some of the well-known organisations and foundations like the U. S. Educational Foundation in India, the British Council, the Ford Foundation, the Imperial Relations Trust, London, also offer scholarships to Indian students.

In this context, mention may also be made of the Commonwealth Education Cooperation Plan which emerged at the Commonwealth Education Conference held at Oxford in July 1959. The delegates drew up a four-fold plan relating to (i) Commonwealth scholarships/fellowships; (ii) training of teachers; (iii) supply of teachers for service in countries of Commonwealth other than their own; and (iv) technical education. The plan was intended "to set in motion constructive efforts to share resources to ever greater common advantage so that all the peoples of the Commonwealth would reap the benefit and the bonds which bind them together would be strengthened by service given and received". Offers of scholarships under the plan have already been received and processed.

Government of India Scholarships to Foreign Nationals for Study in India. To reciprocate the offers of scholarships from foreign governments, the Government of India offers scholarships to foreign nationals for study in India, either on an exchange basis arising out of cultural agreements or through specially instituted schemes. In addition, it has instituted the General Scholarships Scheme for the African countries and those Asian countries where facilities for higher education are not as yet fully developed. The purpose of these scholarships is as much to help these countries with training facilities as to promote relations of goodwill and cultural understanding with them. The scheme was instituted in 1949-50 with 70 scholarships to be awarded annually. The number of awards was increased to 100 in 1952-53 and to 140 in 1956-57. The scheme provides facilities for graduate and post-graduate studies in all fields, including technical and professional.

Scholarships for Studies in India. A system of scholarships connecting all stages of education is indispensable in

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a system of democratic education. The Government of India supports the State programmes in the sector mainly through the following three schemes: (a) national scholarships for talented children; (b) research scholarships; and (c) scholarships for children of political sufferers.

(a) *Scholarships for Talented Children.* The first scheme approved for this purpose was the Scheme of Merit Scholarships in Residential Schools instituted in 1953-54. It is intended to provide facilities of good education in residential schools to gifted boys and girls. Children between the ages of 5 and 12* are eligible and selections are made through a series of tests and interviews. Subject to satisfactory progress, the scholarships are continued till the school leaving stage. Between 60 to 65 scholarships are awarded each year and of these, 17½% are reserved for children belonging to Scheduled castes, Scheduled tribes and other Backward classes. The value of each scholarship is determined by a means test. It is gratifying to note that a fair number of scholars come from the lower income groups.

The second scheme sanctioned for this purpose is that of Merit Scholarships for Post-Matriculation Studies (instituted in 1956-57). Two hundred scholarships are awarded annually, strictly in order of merit, to candidates who secure top positions at the school leaving examination. Subject to satisfactory progress, the scholarships are continued up to the highest stage and scholars are free to take any course of study they choose. The value of awards is determined by a means test. It is found that the majority of the scholars come from the lower income groups.

It is proposed to expand this scheme still further in the third Plan to include national scholarships to be awarded to talented children at the university stage. Two thousand scholarships would be awarded each year. The awards will be made strictly on the basis of merit, at the secondary school leaving stage and also at the post-graduate stage.

(b) *Scholarships for Research.* The University Education Commission drew the attention of the Government of

*Changed to 9 and 12 from 1961-62.

India to the marked preference of students for natural sciences as against arts and emphasised the need to ensure that the humanities were not neglected. The scheme of Research Scholarships in Humanities was introduced in 1953 with this objective. It provides for the award of 100 scholarships each year for research in any branch of the humanities.

(c) *Scholarships for Children of Political Sufferers.* To meet the persistent demand from all political parties that the children of those who had suffered in the freedom struggle should be given assistance for education, the Government of India has instituted a scheme for the grant of scholarships and other educational facilities to the children of political sufferers whose income does not exceed Rs. 300 p.m. The scheme is initially to be implemented by the State Governments with the Government of India sharing the expenditure on a 50 per cent basis. In Union Territories, the entire expenditure is met by the Government of India.

Welfare of Indian Students Abroad. An important Central responsibility in education is the welfare of Indian students abroad. Its origin goes back to 1909 when two bodies known as the Advisory Committee and the Bureau of Information were started under the aegis of the Secretary of State for India. In 1925, a full-fledged Department of Education was created in the office of the High Commissioner for India in London. As the flow of Indian students going to the U.S.A. and Canada increased, an Education Liaison Officer was appointed in the Indian Agency at Washington in 1945.

Since the attainment of independence, the number of Indian students going abroad for higher studies has increased very greatly. It is estimated that by 1947 about 800 students went abroad every year. This increased to about 1,200 by 1952-53, 3,400 by 1955-56, and 3,800 by 1958-59. The total number of students studying abroad has also increased in proportion and at present, it is estimated that about 13,000 Indian students are studying abroad—3,000 in the U.K., 4,500 in the U.S.A., 2,500 in Germany and the rest in about 30 other countries. With this increase in the number of Indian stu-

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dents abroad, steps had to be taken to strengthen the two units already set up in the U.K. and the U.S.A. and to establish two more units, one in Bonn and the other in Nairobi. The first was necessitated by the large increase of Indian students in Germany and the second by the need to operate the Government of India scheme of scholarships to African students and to help the students of Indian origin in East Africa to come to India for higher studies. In other countries, it is the responsibility of the Indian Missions there to look after the welfare of Indian students.

The activities of student welfare undertaken by the educational units of the Indian Missions in the U.K., the U.S.A., and West Germany are varied and include assistance in getting admissions, reception on arrival and arrangements for accommodation and welfare. In particular, they have to assist students in cases of illness or unforeseen distress and in getting passage facilities to India on the completion of their studies. In the case of students in receipt of government scholarships, they have a still greater responsibility because such students are practically 'State wards'. It may also be stated that although these units were set up primarily for student welfare, their functions in practice have gone much beyond. All of them have now become clearing houses of educational information for India and the countries of their location. They also organise a number of activities to promote closer cultural ties between India and these countries, assist visitors from one country to another, and help in arranging programmes for exchange of personnel.

VI. SOCIAL EDUCATION

The New Concept of Social Education. The Government of India did not develop any direct programme in social education prior to 1947. With the attainment of independence, however, the situation changed materially and it was felt that the Centre could no longer remain indifferent to a sector so vital to the growth of democracy. As early as 1948, the Government of India outlined the main objectives and techniques of adult education in the context of the new aspirations of the people. It was obvious that mere 'literacy' could no longer be the sole or even the major

objective of the programme, partly because it had failed to enthuse adults in the past and partly because it was of limited practical utility. It was, therefore, felt that the entire programme should be replanned with the wider objective of making the adult a responsible citizen in the new society that has been taking shape in the post-independence period. This would, no doubt, include literacy; but it would also go much beyond and embrace education in citizenship and health, appreciation of science as applied to everyday life, acquisition of information and skills that would improve vocational efficiency, and development of cultural and recreational programmes. With a view to emphasising this objective of socialising the individual and distinguishing it from the earlier programmes of mere literacy or academic education, the term 'adult education' was abandoned in favour of 'social education'. It has since become widely current in the country.

Development of Social Education (1947-61). During the first four years of independence, the programmes of social education were mainly in the State sector. While every State was making some headway in developing the new concept, some States like Madhya Pradesh organised large-scale and challenging programmes which created immense popular enthusiasm. The main Central activity, during this period, was to co-ordinate and serve as a clearing house, and to provide advisory extension services to workers in the field.

The bulk of social education activity in the country continued to be in the State sector during the first Plan also. By now, however, a few Central schemes had also been initiated. The most important of these was the 'pilot project of intensive development of social education in selected areas'. In each such area, there were to be five community centres, a janata college and an integrated library service. The community centres were to have reading room facilities in addition to adult literacy classes and were also to organise cultural and recreational activities. The janata colleges were to train village leaders through programmes of democratic living and citizenship. The library service was to be organised to reach all the villages in the area and was to be fed by a mobile library unit from a regional library. Under another

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important scheme, a beginning was made in the organisation of a well-knit library system in the country by setting up a State/Central library in each State capital and a district library at each of the district headquarters. The results achieved are briefly summarised in the following table.

	Expenditure incurred (Rs. in lakhs)	No. of institutions set up or assisted
1. Model Community Centres	20.92	160
2. Integrated Library Service	11.91	25
3. Janata Colleges	33.0	23
4. Development of Primary Schools as Schools cum-Community Centres	18.20	454
5. Improvement of Library Service		
State/Central Libraries	103.89	8
District Libraries	33.43	143

The main need that identified itself in the second Plan was the training of personnel required in different fields of social education. The Ministry of Education, therefore, started the National Fundamental Education Centre for the training of district social education officers who were to be in charge of all social education activities within their own districts. The Centre also carries out research in social education, produces proto-type materials for social education organisers and functions as a clearing house of information. It has so far trained 81 district social education officers.

Libraries. The scheme of library development was continued in the second Plan and by 1961, most of the States in India had already established Central libraries at the State level. A good many district libraries have also been set up. With a view to channelising the interest that had been created in the library movement in the first Plan, the Government of India appointed a Library Development Committee which recommended the organisation of a country-wide library service based on suitable statutes and

supported by funds specially raised for the purpose. In the light of its recommendations, it is proposed to extend the work of Central and district libraries down to the block level so that even the block and village libraries can freely draw upon the district and Central libraries to strengthen their services to the reading public. It is obvious that such a library service cannot be run without a large body of trained librarians. For this purpose, the Institute of Library Science has been established in the Delhi University. The Institute offers a three-month refresher course and a one-year diploma course.

The Delhi Public Library was established in October 1951 in cooperation with Unesco. It has since established various departments, including an auditorium, an audio-visual department, and a children's department. It has become a model public library for the whole of South East Asia. Government propose to extend its service to the entire area of Delhi in the third Plan.

Education of Workers. To develop a programme of education for industrial workers, a Workers' Social Education Institute was established at Indore as a pilot project in November 1960. It provides facilities for classroom work, recreation, library work and educational activities for women.

VII. PHYSICAL EDUCATION AND ALLIED ACTIVITIES

Lakshmbai College of Physical Education. A National College of Physical Education was established at Gwalior in 1957 to impart a three-year course in the subject leading to a Bachelor's degree and later on, to provide facilities for advanced study and research. The course of studies in the college, which is called the Lakshmbai College of Physical Education, covers a wide field including training in yogic exercises and indigenous physical activities. The college will eventually provide for an annual intake of 100 students.

Other Programmes of Physical Education. Another important programme initiated is the National Physical Efficiency Drive. This has been based on precise and carefully graded physical efficiency tests. The programme was launched in 1959-60, through the State Governments. It

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tries to activate interest in physical fitness throughout the country and to arouse the enthusiasm of the people for higher standards of physical efficiency and achievement. In the light of the experience gained so far, the Government is now considering certain measures for expanding its scope and coverage.

Other Central programmes to promote the cause of physical education include : (1) scholarships for specialisation in indigenous physical education activities ; (2) grants-in-aid to *Vyayamashalas* and *Akharas* for purchase of equipment and library books at 75 per cent of the approved expenditure; (3) assistance to the promotion of yogic research and (4) preparation of model syllabuses for physical education programmes for boys and girls from the primary to the higher secondary stage.

It is proposed to continue and expand all these schemes in the third Plan. A committee has been constituted under the chairmanship of Pandit H. N. Kunzru, to consider how the various physical education and co-curricular activities that are now carried on in schools can be co-ordinated.

Games and Sports. India has yet to achieve a high place in the world of sports. It is, therefore, the responsibility of the Government of India to make its contribution to the promotion of games and sports. A number of programmes have been drawn up recently for this purpose.

A significant step in this direction has been the establishment of the National Institute of Sports at Patiala, under an autonomous Board of Governors with the primary object of producing first class coaches. These coaches, on completion of their training at the Institute, would work at the national and State levels, and coach young athletes and sportsmen in schools and colleges.

The Rajkumari Sports Coaching Scheme which had been introduced in 1953 to provide coaches of repute for training promising young men and women in different games was transferred to the Ministry of Education in 1957. Grants amounting to Rs. 26,75,000 have since been given for coaching courses in almost all the games in the different parts of the country. The Ministry also conducted 21 coaching

camps attended by nearly 500 teachers and physical instructors drawn from universities and State Education Departments. These trained persons are, in their turn, expected to conduct coaching camps for the benefit of teachers and students in their own institutions. In course of time, it is proposed to enlarge the Rajkumari Coaching Scheme into a National Coaching Scheme under the aegis of the National Institute of Sports, Patiala.

The Government has also been providing assistance for the construction of stadia and guest houses. There is at present a great dearth of stadia in the country, and especially of stadia with guest houses attached. An amount of Rs. 9.5 lakhs was provided in the second Plan for the construction of ten sports stadia and two guest houses.

Sports activities in India are controlled by the national sports federations constituted for different games. In order to secure better administration, grants-in-aid equal to the entire salary of the paid secretaries are given to these federations. So far, five federations and State sports councils have availed themselves of this offer. Grants are also given to national sports federations and national associations to encourage them to participate in international events, to invite foreign teams to play in India, to hold competitions for championships and to arrange coaching camps for talented players. Under this scheme, Indian athletes participated in the Olympic Games at Melbourne in 1956, the Asian Games in Tokyo in 1958, the Commonwealth Games in Cardiff in 1958, and in the Olympic Games at Rome in 1960.

As shortage of playfields has hindered the progress of sports and games, grants are given to States to enable educational institutions to acquire playfields at a cost not exceeding Rs. 5,000 in each case. Grants are also given to States for assisting schools to purchase sports equipment and for popularising sports and games in rural areas.

The Scout Movement. Scouting and guiding in India were formerly controlled by a number of independent associations. In November 1950, they were merged into a single organisation, the Bharat Scouts and Guides. It has two broad sections, one dealing with scouts and affiliated to the IBoy

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Scouts International Bureau, and the other dealing with guides and affiliated to the World Association of Girl Guides and Girl Scouts. The Scout movement has been of great help in promoting discipline and a spirit of selfless service among students.

No programme in this sector was taken up by the Government of India in the first Plan. The schemes for the development of this movement initiated in the second Plan were: (1) In order to provide facilities for holding training camps at various levels, a scheme has been approved for the setting up of an All India Training Centre at a cost of Rs. 5.8 lakhs at Pachmari. (2) An annual recurring grant, subject to a ceiling of Rs. 75,000, is being paid to the Bharat Scouts and Guides to meet its deficit. (3) Financial assistance has been given to the National Association for the construction of a new building for their headquarters. (4) Grants have been sanctioned to cover 50 per cent of the cost of passage for delegations of scouts and guides to participate in the international scout jamborees, conferences and world camps for girl guides. (5) Grants have been given for holding training camps at various levels in different States, especially for the promotion of scouting and guiding in rural areas. About 2,100 camps were held in the second Plan.

In the third Plan, it is proposed to assist the construction of buildings for the National Headquarters and the establishment of a Scout Hostel in Delhi. It is also proposed to expand the movement in rural areas.

National Discipline Scheme. Manifestations of indiscipline, particularly among students, have been a source of anxiety for some time. In the years following partition, they were most marked in the refugee camps and colonies where suffering, loss and destitution had bred frustration and resentment among the inmates. The National Discipline Scheme, introduced in July 1954 by the Ministry of Rehabilitation, was an attempt to arrest this deterioration in refugee camps. Its success was so pronounced that it was decided to extend it to the country as a whole. It is now a general scheme which aims at improving physique, developing character and personality, teaching elementary principles of administration

and organisation, and inculcating cultural sensitivity. Since 1957, the scheme is being administered by a Directorate set up under the Ministry of Education. At the moment over 1,600 instructors, men and women, are imparting instruction in various schools in Jammu and Kashmir, Punjab, Himachal Pradesh, Delhi, Rajasthan, Uttar Pradesh, West Bengal, Bihar, Madhya Pradesh, Gujarat and Maharashtra. The scheme has been recently extended to Andaman and Nicobar Islands. Extension of the scheme to Kerala and Assam is being examined. Approximately 800,000 children in over 1,500 institutions are receiving training under this scheme.

Considering the importance and the proven success of the scheme in canalising the energy of the youth into healthy modes of expression, it is proposed to extend it to more schools during the third Plan. Recently, a Central Training Centre has been started at Sariska Palace, Alwar, where 500 instructors are under training. Three training centres are proposed to be established in different parts of the country in the third Plan.

Labour and Social Service Schemes. On the recommendations of the Central Advisory Board of Education, two schemes of Labour and Social Service Camps have been formulated. Under the first scheme, boys and girls from schools and colleges spend 10 to 30 days in youth camps organised in villages where they render social service and get acquainted with life in rural communities. Each camper contributes four hours of *shramdan* every day. The Central Government meets the entire expenditure on these camps which are organised by universities, State Governments, Bharat Scouts and Guides, Bharat Sevak Samaj and other voluntary organisations.

During the last two years of the first Plan, 1,470 camps were held involving nearly 200,000 campers and costing a sum of Rs. 74.34 lakhs. In the second Plan, 5,426 camps, in which nearly 4.75 lakhs of students participated, were held and over Rs. 1.16 crores were sanctioned towards their expenditure. A plan for the inspection and evaluation of these schemes has also been drawn up.

The purpose of the second or the Campus Work Projects Scheme is to help universities, colleges and schools to

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provide recreational facilities for students, such as gymnasia, stadia, swimming pools, open air theatres, recreation halls—*cum*-auditoria, cinder tracks, pavilions, etc. An essential condition for the grant is that the staff and students should contribute at least 5 per cent of the cost in the form of skilled or unskilled labour and the institutions should bear 25% of the cost involved excluding the cost of student labour. During the first Plan, 57 projects were sanctioned at a cost of Rs. 6.8 lakhs. Another 507 projects have been sanctioned during the second Plan and a sum of Rs. 91.20 lakhs has been paid for their expenditure. Both these schemes are being continued in the third Plan.

Youth Welfare. The objective of 'youth welfare' is to offer young people opportunities to use their leisure profitably and to develop their personal capacities in the most satisfying manner possible. A small beginning was made in the first Plan. During the second Plan, however, an amount of Rs. 37 lakhs has been spent on the various programmes organised for this purpose. These include:

(1) *Youth Festivals.* Six inter-university festivals and a large number of inter-collegiate youth festivals have been organised so far.

(2) *Training in Youth Leadership and Dramatics.* State Governments and universities organise camps for training in youth leadership and dramatics. The Ministry contributes 75 per cent of the expenditure for each camp subject to a maximum of Rs. 3,000. So far, 300 teachers have attended such camps.

(3) *Assistance for Tours.* Assistance is given to students to undertake tours to places of historical, cultural and national importance. The programme has been popular and up to 1960-61, 1,390 institutions received grants, benefiting 40,112 students.

(4) *Youth Hostels.* Grants are given to the Youth Hostels Association of India and to State Governments towards the cost of constructing new hostels subject to a maximum of Rs. 40,000 per hostel.

(5) It is proposed to set up a National Youth Centre in Delhi with adequate facilities for recreational and cultural activities.

VIII. DEVELOPMENT OF HINDI .

The Constitution provides that Hindi should ultimately be the official language of the Union. This momentous decision has two important educational implications: (1) Hindi has to be quickly enriched and developed in such a way that it could be used as the official language of the Union ; and (2) steps have to be taken to propagate Hindi, especially in the non-Hindi areas.

Scientific and Technical Terminology. An important step to enrich Hindi and to make it a suitable medium for modern thought is to develop a standard scientific and technical terminology. It was estimated that about 350,000 new terms would have to be prepared for the purpose. The Ministry of Education, therefore, constituted in 1950 a Board of Scientific Terminology, consisting of eminent scientists and linguists, to prepare a terminology that would be adopted, not only in Hindi, but in other Indian languages as well. As a result of the immense labour put in by a large number of scholars, about 290,000 scientific and technical terms have been prepared so far. With a view to placing this work on a proper basis, the Board has since been replaced by a Standing Commission for Scientific and Technical Terminology. Dr. D. S. Kothari has been appointed the Chairman of the Commission which will consist of six other members, with the Director of the Central Hindi Directorate as non-member Secretary. To secure the active association of the Central Ministries, State Governments, universities and other learned societies with this work, a high level Advisory Board has been constituted to advise the Government of India. The Minister of Education is the Chairman of this Board which consists of (i) a representative each from the Ministries of Education, Scientific Research and Cultural Affairs, Information and Broadcasting, Home Affairs and the University Grants Commission; (ii) a representative of each State Government; (iii) ten members to be nominated by the Ministry of Education to represent universities, learned societies and

other interests; and (iv) the Chairman of the Standing Commission for Scientific and Technical Terminology.

For terminological work pertaining to fields other than science and technology, a Review and Coordination Committee has been established. It consists of eminent experts in the field and the Chairman is Dr. R. D. Sinha Dinkar, M.P. A consolidated glossary of all the terms prepared so far has been compiled. The work of preparing manuals on the basis of the terminologies evolved has also been started. A standard manual on Chemistry has been published. Manuals on Botany, Physics, Agriculture, Commerce, Medicine and Educational Psychology have been written and are being finalised. Manuals relating to Civics, Economics, Education, Engineering, Mathematics and Zoology are under preparation.

Development of Hindi. A number of programmes have been initiated for the development of Hindi. (i) It has been decided to bring out a Hindi encyclopaedia in ten volumes at an estimated cost of Rs. 7 lakhs. The work has been entrusted to the Nagari Pracharini Sabha, Varanasi. The first volume of the encyclopaedia has been published while the second is nearing completion. (ii) The publication of revised and annotated editions of standard Hindi works which are now out of print has been taken up and entrusted to the Allahabad University. (iii) Omnibus volumes of the works of eminent Hindi writers are proposed to be published and the assignment of preparing the first six works has been entrusted to selected scholars and universities. (iv) It has been decided to institute prizes for manuscripts of works on scientific and technical subjects. Another scheme envisages the preparation of histories of sciences. Work of five projects under it has been entrusted to selected universities. (v) It is also proposed to translate about 300 standard textbooks from foreign languages into Hindi in the first instance. The work has been assigned to different universities. (vi) A Basic Grammar of Modern Hindi has been published in English; the Hindi version is under preparation. (vii) The designing of keyboards for Hindi typewriters and teleprinters and the development of a suitable shorthand notation for Hindi and other modern languages has been undertaken. The report of the

Hindi Typewriter and Teleprinter Committee in regard to keyboard for the Hindi typewriter/teleprinter has been published. The keyboard for the typewriter has been finalised. The report for the keyboard for the teleprinter is under consideration. The work of carrying out morpho-phonemic analysis of Hindi and other Indian languages is expected to be completed shortly. As soon as the analysis is over, the work of evolving a suitable notation for Hindi shorthand will be taken up.

In the third Plan, a scheme for the production of popular books in Hindi in cheap editions has been undertaken. As a first step, about 200 titles have been selected and they include translations of well-known world classics, edited reprints of standard works in Hindi and specially commissioned original works.

Propagation of Hindi. For the propagation of Hindi the Government of India has adopted a number of measures. (i) Since it is essential that all government servants should have a good working knowledge of Hindi, a scheme has been drawn up under which facilities are provided to employees of Central and State Governments to learn Hindi. The scheme is being implemented by the Ministry of Home Affairs. (ii) Assistance is given to non-Hindi speaking States for the propagation of Hindi under three schemes. The first scheme envisages the appointment of at least one Hindi teacher in each high and higher secondary school; under the second, each non-Hindi speaking State is assisted towards the opening of a training college in order to provide an adequate number of qualified Hindi teachers; and under the third, grants are given for the purchase of library books in Hindi. (iii) A Kendriya Hindi Shikshan Mandal has been set up as an autonomous body to supervise and control the Kendriya Hindi Shiksha Mahavidyalaya, Agra. This Mahavidyalaya provides facilities for research and training of Hindi teachers on scientific lines and also for the study of advanced Hindi literature and comparative philology of modern Indian languages. (iv) Attempts are being made to develop closer contacts between Hindi-speaking and non-Hindi-speaking areas. For this purpose, lecture tours of eminent writers, visits of debating teams of schools and college students and

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seminars of teachers from the Hindi areas are organised in the non-Hindi areas and *vice versa*. (v) Gifts of Hindi books are made to school and college libraries in the non-Hindi-speaking areas. (vi) Scholarships for post-matriculation are made to school and college libraries in the non-Hindi States. Every year, about 110 awards are made, the distribution among the non-Hindi-speaking States being on the basis of population. Some of the scholars have already completed their post-graduate courses and have found employment with the State Governments concerned. A few have also been absorbed in the Government of India scheme for teaching Hindi to Central government servants in South India.

Central Hindi Directorate. In view of the expansion of activities which took place in the second Plan and the still greater expansion envisaged in the third Plan, a separate Hindi Directorate was established in 1960 as the main executing agency for the programmes of developments.

IX. PRE-PRIMARY EDUCATION AND CHILD WELFARE

Since the attainment of independence, the efforts of the Government have been mainly concentrated on the development of primary, secondary, university and technical education. The development of pre-primary education has, therefore, been left mostly to private effort. In the State sector Governments generally confine themselves to assisting training institutions for teachers, conducting a few pre-primary schools as models, and giving assistance to private organisations conducting pre-primary schools.

The Central activities in this field during the first and second Plans have been on a limited scale. The most important of these is the scheme of *Balwadis* developed by the Central Social Welfare Board. A *Balwadi* combines some programmes of pre-school education with those of child-welfare and is eminently suited for the development of pre-school education in the rural areas. At present, about 4,000 *Balwadis* are conducted as an integral part of the programmes of social welfare projects. Under another scheme, the Centre gives assistance to voluntary organisations for the development of pre-primary education. Under a third scheme, a 'Bal Bhawan' has been established at Delhi as a pilot

project for promoting the Bal Bhawan movement throughout the country. It is managed by an autonomous Board of Governors and has open air and covered theatres, a reading room, rooms for arts and crafts, swimming pools, gymnasium, workshops and other recreational facilities. A National Children's Museum is also being set up in Delhi as an adjunct to the Bal Bhawan. It has now been suggested that the Museum and the Bhawan should be administered by a joint Board.

It is proposed to expand the programme of pre-primary education in the third Five Year Plan considerably and a provision of Rs. 3 crores has been allocated for the purpose. Out of this, a sum of about Rs. 1 crore will be devoted to the strengthening and expansion of *Balwadis* and the remaining amount will be utilised for the development of intensive and integrated projects of child welfare in selected areas.

X. EDUCATION OF THE HANDICAPPED

In 1944, a joint committee of the Central Advisory Boards of Education and Health submitted its report on blindness in India. The recommendations of the committee showed that unless the Central Government intervened it would be difficult to solve some of the most pressing problems in the education of blind children. In 1947, therefore, the Ministry of Education instituted a small unit to deal with the problems of the blind, and the first task assigned to the unit was to implement the recommendations of this report. Later on, the functions of the unit were extended to include the education and welfare of all categories of the handicapped.

Bharati Braille. One of the earliest programmes developed in the Central sector was to produce Braille literature and appliances. For this purpose the Bharati Braille, which is a common Braille code for all Indian languages, was evolved with the assistance of Unesco (1951).

National Centre for the Blind, Dehra Dun. In the same year, a Central Braille Press was established at Dehra Dun and three years later, a small workshop for the manufacture of Braille appliances was added to the press. This workshop is at present making almost all the basic appliances needed for the education of the blind. The appliances,

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as well as Braille literature, are sold at subsidised prices to blind individuals and to institutions for the blind.

Dehra Dun became an important centre of activity for the blind with the establishment in 1943 of St. Dunstan's Hostel for those blinded in war. By the end of 1949, however, the blinded ex-servicemen in the hostel had nearly completed their training. At the suggestion of the Ministry of Defence, the Ministry of Education took over the administration of this institution with effect from 1950. It was renamed the Training Centre for the Adult Blind and admission was thrown open to blind adults from all over the country. The main purpose of this Centre is to impart vocational training to the adult blind with a view to helping them towards economic independence. Today, the Centre has accommodation for 150 men and 35 women. All the trainees are provided free board, lodging and clothes in addition to free tuition. A Model School for Blind Children was also established at Dehra Dun in 1959. At present, only the primary section is working, but it is hoped that eventually the school will develop into a higher secondary school.

In the third Plan, it is proposed to develop the National Centre for the Blind at Dehra Dun by expanding the existing activities and by the addition of a National Braille Library and an After-Care Organisation for the Blind.

Scholarships. In order to assist the handicapped persons to attend educational institutions for normal children, a scheme for awarding scholarships to the blind was approved in 1952-53. These scholarships were meant for general education as well as for technical or professional training. Originally, 50 per cent of the expenditure was to be met by the States concerned; in 1955-56, however, the scheme was revised and the entire expenditure was taken over by the Centre. At the same time, similar schemes were also approved for the deaf and the orthopaedically handicapped. About 630 scholarships have been awarded so far.

Surveys. Exact data regarding the size and nature of the handicapped problem in India are not available as the enumeration of handicapped persons was last carried out in

the 1931 census. Surveys based on random sampling methods have, however, been carried out in Delhi, Bombay and Kanpur. The National Sample Survey of India has also started collecting information in regard to the handicapped in some of its surveys in rural areas.

Employment. A comprehensive scheme for setting up employment offices for the handicapped has been prepared. The main feature of this scheme is the establishment of special employment offices for the physically handicapped in selected areas. Such special offices have been established so far at Bombay, Madras and Delhi. By the end of the third Plan, each State is expected to have one special employment office for the physically handicapped.

Hearing Aids. The National Physical Laboratory has developed indigenous group and individual hearing aids which have been found to be as effective as the imported ones and can be manufactured at a much smaller cost. The possibility of having them commercially produced is now being examined.

Third Plan. Some of the schemes included in the third Plan are: (1) the establishment of a training centre for the adult deaf at Hyderabad on the lines of the Training Centre for the Adult Blind at Dehra Dun; (2) the training of teachers for the handicapped; (3) establishment of a school for the mentally deficient in Delhi; and (4) liberalisation of the grant-in-aid now given to voluntary organisations for work among the handicapped.

XI. EDUCATIONAL RESEARCH

A significant function of the Central Government is the promotion, publication and coordination of educational research. Prior to 1947, hardly anything had been done to perform this function. During the last 14 years, a good deal of useful spade work has been done and the foundations of a sound policy in this sector have been laid.

Central Educational Institutes. The Ministry of Education has attempted to promote educational research in two ways. Firstly, it has established a number of Central in-

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stitutions for promoting research in particular subject areas. In 1948 the Central Institute of Education was established at Delhi, with the object of training teachers and developing research. The institution has established itself as one of the leading training institutions in the country and prepares students for B.Ed., M.Ed. and Ph.D. degrees of the Delhi University. The second institution was the Central Bureau of Educational and Vocational Guidance, established in 1954 and merged in the Central Institute of Education in 1960. It is engaged in helping to develop a guidance movement in the country as a whole. The third institution to be established was the Central Bureau of Textbook Research (reference to it will be made in a later section).* In 1955 was established the All India Council for Secondary Education. The Directorate of Extension Programmes for Secondary Education whose programmes have been described earlier was created in 1959. In 1956, two more institutions established were the National Institute of Basic Education (referred to earlier) and the National Fundamental Education Centre** (which will be described later). The seventh and the youngest institution is the National Institute of Audio-Visual Education established in 1959. It is meant to be a national centre for training, research and extension work in audio-visual education. All these Central institutions have been able to develop some research programmes, but their main contribution so far has been in training and extension.

National Council of Educational Research and Training. A recent review of the working of these institutions has revealed that their research function would perhaps be more effectively performed if the institutions are integrated into a unified organisation with greater resources of personnel and expertise at its command. It has, therefore, been decided to merge all these institutions into a single institution, to be called the National Institute of Education, and to place it under an autonomous organisation called the National Council of Educational Research and Training. The

*See Section XIV *supra*

**See Section X *supra*

Council will consist of the Minister for Education (*ex-officio* President), the Educational Adviser to the Government of India (*ex-officio* Vice-President), the Vice-Chancellor of the Delhi University, the Chairman of the University Grants Commission, one representative of each State Government who shall be the Education Minister of the State (or his representative) and persons, not exceeding 12, to be nominated by the Government of India. It will function, for purposes of day to day administration, through a Governing Body and a Board of Educational Studies. The main objects of the Council are to undertake, aid, promote and co-ordinate research in all branches of education, to organise pre-service and in-service training of educational personnel at an advanced level, to organise extension services, to establish and conduct the National Institute of Education, and to establish and conduct regional institutes in different parts of the country for the promotion of research, training and extension in general and the development of multipurpose secondary education in particular. The Constitution of the Council has been approved and it has been duly registered under the Registration of Societies Act of 1960. The programme of the Council is expected to develop on a large scale in the years ahead for which an adequate provision has been made in the third Plan.

Scheme B-2. Another measure initiated by the Ministry of Education to promote educational research in India has been to give grants-in-aid for approved research projects. This scheme was introduced in 1953-54, and to start with, it was restricted to training colleges working on problems connected with secondary education. Its scope has since been enlarged and grants are now given to institutions other than training colleges and also for research in problems other than those of secondary education. The items of expenditure admissible for grants-in-aid include salary and allowances of research assistants, books and other equipment needed for research, stationery, printing and contingencies. The institution undertaking the project is not required to incur any expenditure directly because grant-in-aid is given on a hundred per cent basis ; but it has to provide free accommodation for the research staff and allow free use of the furniture, library

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and other research equipment available with it. The following table shows the progress of the scheme so far.

Year	Total Grant Sanctioned	Projects in Progress		Total
		Continuing	New	
1953-54	59,498	..	16	16
1954-55	91,894	16	3	16
1955-56	53,896	18	1	19
1956-57	76,067	19	5	24
1957-58	1,20,453	20	15	35
1958-59	1,69,244	31	8	39
1959-60	1,24,327	37	2	39
1960-61	73,061	27	6	33

Fifty-six research projects have been taken up under the scheme so far. Of these, 38 have been completed, 2 had to be stopped on account of unsatisfactory progress and 16 are in progress. Within the modest expenditure incurred, the scheme has shown promising results. It has served to develop a certain research-mindedness in training colleges and other institutions participating in the programme.

XII. OTHER EDUCATIONAL PROGRAMMES

In addition to the schemes described earlier in Sections I—XI, the Ministry of Education has initiated a number of other important schemes, in the Central sector. The more significant of these are briefly described below.

Teachers. One of the important problems that had to be faced in 1947 was the generally low salary scales of teachers. During the last fourteen years efforts have been made continually to improve them. The State Governments and Union Territories have been revising the scales of pay of teachers from time to time. The details of these revisions have been described in the appropriate context in Chapters III—XVIII. Towards the end of the first Plan, the problem was again comprehensively reviewed and it was found that the pay scales of primary and secondary teachers were still very low. A special scheme was, therefore, introduced in the second Plan under which assistance was offered to State

Governments on a 50% basis for upgrading the pay scales of primary and secondary teachers. A good deal of improvement has already been made during the last five years; efforts to improve the pay scales further will continue to be made in the third Plan.

Two other schemes deserve notice in this context. The first is the scheme of National Awards for Teachers introduced in 1958-59. The object of the scheme is to raise the prestige of teachers and to give public recognition to distinguished teachers who have rendered meritorious service to the community in their professional life. The scheme at present has been confined to practising teachers who have put in at least 20 years of recognised service in primary, middle, high and higher secondary schools. The following factors are taken into consideration while making the selection: (a) reputation in the local community; (b) academic efficiency and the desire for its improvement; (c) interest in and love for children; and (d) participation in the social life of the community. The preliminary selections are made by the State Governments and Union Territory Administration; the final selections are made by the Ministry of Education. Each award consists of a Certificate of Merit and a cash sum of Rs. 500. In the first year, the number of awards was limited to 32; it has since been raised to 71. The awards are given away by the President of India at a special annual function held in New Delhi.

The Government of India have adopted, in the third Plan, a scheme of scholarships at the university stage for meritorious children of primary and secondary school teachers.

Assistance to Voluntary Educational Organisations. Voluntary educational organisations have played and are playing a vital role in the development of education in India. While the main responsibility to assist them rests upon the State Governments, the Ministry of Education also gives financial assistance to institutions engaged in experimental work of educational significance. Assistance is usually given for non-recurring expenditure only; but where necessary, recurring grants-in-aid are also given for a limited period.

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The scheme was initiated in 1955 and the extent of assistance given during the last seven years is set out in the following table.

Sl. No.	Field of Education	No. of Institutions Assisted	Total Grant (Rs. in lakhs)
1.	Pre-primary, elementary and basic education	75	22.25
2.	Secondary education	146	52.48
3.	Higher education	4	1.80
4.	Development and propagation of Hindi	11	11.27
5.	Propagation of Sanskrit	56	2.69
6.	Social education and social welfare	132	53.88
7.	Education of the handicapped	39	9.49

Loans are also sanctioned to voluntary organisations for the construction of hostels. This scheme covers institutions conducted by State Governments as well. The amount of the loans is recoverable in easy long-term instalments. The loan is first advanced to the State Governments who assume responsibility for its recovery and they re-sanction it to the institutions concerned. Ordinarily, the loans bear interest; but in circumstances meriting special consideration, there is provision for the grant of a subsidy equal to the amount of interest payable. The total amount of loans sanctioned under the scheme so far comes to Rs. 1.37 crores.

Textbooks. The problem of textbooks has received a good deal of attention in recent years. At the primary stage, a large number of State Governments now produce their own textbooks. Free supply of textbooks is also arranged to some extent*. The Secondary Education Commission which examined the textbooks used in schools remarked that, in general, they showed a serious lack of planning in terms of content, presentation of material and production. They recommended that the States should set up textbook committees to look into this problem and should take steps to remedy the situation. Action on these lines has been taken in several States*.

*The details will be found in the relevant context in Chapters III-XVIII.

The Government of India established a Central Bureau of Textbook Research in 1954 to help remove common defects in textbooks by (a) undertaking research in textbooks and allied problems and (b) making available its findings to the States and other agencies interested in the production of textbooks. As a corollary to its work, the Bureau also undertook studies of syllabuses in different subjects and framed, in cooperation with teachers, a detailed syllabus in social studies and general science for the basic and non-basic schools of Delhi. The Bureau has published a comparative study of the procedures followed in different States in the selection of textbooks and a monograph on the problems of State textbook production in India. It has also developed suitable criteria for the evaluation of textbooks in some of the important subjects at the primary level.

In the third Plan, it is proposed to give high priority to the problem of improving textbooks at all stages. The programmes that are proposed to be undertaken include (1) the production of textbooks at the university stage in India in collaboration with foreign publishers; (2) to expand the Central Bureau of Textbook Research and to bring out model textbooks in a number of subjects, particularly in science; and (3) to adopt measures to improve the quality of textbooks, to increase their supplies and to prolong their life.

Production of Literature. The Ministry of Education is also trying to promote the development of suitable literature for children and teachers, for neo-literates, and for the general reading public in all parts of the country.

Production of Literature for Children. An important Central project in elementary education relates to the production of literature for children. As early as 1954, a prize competition was introduced to encourage authors and publishers to bring out suitable literature for children in the modern Indian languages. Besides awarding prizes to authors, Government also purchases not more than 2,000 copies of each prize winning book for distribution to school libraries, educational institutions, and children's centres. The prize competitions, which are held annually, have not only stimulated the production of children's literature but have also

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raised its quality. This scheme is supplemented by the programme of organising *Sahitya Rachanalayas* to train authors in the technique of writing suitable books for children, and by the production of good and cheap books for children, either directly under the aegis of the Government or through private publishers. Assistance is also given to the Children's Book Trust, Delhi, for setting up a press to produce good books for children at moderate prices.

Production of Literature for Neo-Literates. Through the agency of Idara-e-Talimo-Taraqi, Jamia Millia, New Delhi, the Government of India started a programme of publishing small pamphlets in Hindi for neo-literates in 1950. In a short period of about five years, 181 pamphlets were prepared and 10,000 copies of each were distributed throughout the country. The private publishers have taken up the lead and are now producing literature for the neo-literates on a fair scale.

In 1953 was adopted a scheme to train authors to write for the neo-literates. This programme was initiated with the assistance of the Ford Foundation which helped the Government of India to organise four multilingual literary workshops (later on termed as *Sahitya Rachanalayas*) in four different parts of the country. The Government has now launched its own programme of *Sahitya Rachanalayas*. Each workshop is, however, confined to one language only. To date 17 *Sahitya Rachanalayas* have been organised.

A scheme for the award of prizes to authors of the best books for neo-literates was initiated in 1954. In the following years, seven such competitions were held and 230 prizes of Rs. 500 each and 35 prizes of Rs 1,000 each have been given. The scheme also provides for the bulk purchase of 1,500 copies of each prize book.

A scheme for the publication of an encyclopaedia for the neo-literates was formulated in 1952. The first part of this encyclopaedia in Hindi, called *Gyan Sarovar* was published in 1956 and the second part came out in 1958. Parts III and IV are now ready for press and Part V is under preparation and is expected to be completed in another year. To help the advanced reader to obtain information on various topics of

interest, both scientific and cultural, the preparation of an encyclopaedia called *Hindi Vishwa Bharati*, was subsidised. Seven volumes of this book have already been published.

In 1958, the Ministry of Education, in cooperation with Unesco, announced a scheme for the award of prizes to books for the new reading public. These books were intended to 'bridge' the gap between the neo-literates and the adult readers. In the first competition held under this scheme, authors of four Hindi books and two Bengali books were selected for award of about Rs. 2,200 each. The second competition has been announced recently. The Ministry also cooperates with Unesco in its reading materials project and participates in all the activities planned under it.

Production of Literature for the General Reading Public. The Ministry of Education, in cooperation with various other Ministries, has established an autonomous body called the National Book Trust of India to promote the production of low-priced books in large editions which will cater to the needs of common readers in the Indian languages. Since its inception in 1957, the Trust has published 20 books in various Indian languages.

Development of Sanskrit. Sanskrit holds a unique position in the cultural life of the country and is a potent force for its emotional integration. Its study unfolds before the Indian reader not only the heritage that is common to a large section of the nation but brings him into touch with some of the finest literature in the world. It also brings home to the student the important fact that various languages of India are nearer to each other than some of us are apt to imagine. Thus, for the better integration of Indian national life and for the appreciation and preservation of its culture, Government of India attach a great deal of importance to the study and propagation of Sanskrit. For this purpose, a Sanskrit Commission was appointed under the chairmanship of Dr. Suniti Kumar Chatterji and steps are now being taken to implement its recommendations. As suggested by the Commission, a Central Sanskrit Board has already been set up to advise the Government on the propagation and development of Sanskrit. Another recommendation made by the

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Commission was that a Central Sanskrit Institute should be established, preferably in the South. This matter has been examined carefully in consultation with the University Grants Commission and the Central Sanskrit Board and it has been decided to establish the Central Sanskrit Institute at Tirupathī in Andhra Pradesh. The other programmes undertaken include payment of grant-in-aid to voluntary Sanskrit organisations (including the 'Gurukulas') for propagation and development of Sanskrit, the grant of scholarships to students coming out of Sanskrit *pathashalas* and assistance to the Deccan College Post-Graduate and Research Institute, Poona, for the preparation of a Sanskrit Dictionary based on historical principles.

Promotion of Gandhian Teachings. In view of the vital significance and basic importance of Gandhian teachings and philosophy, it was felt necessary that the students should have opportunities to study them and feel their intellectual and moral stimulus. The Central Advisory Board of Education recommended that Gandhiji's teachings should be included in the curricula of schools and colleges. The Ministry of Education, therefore, appointed a committee in 1955 to examine the question and submit proposals in this regard. At its meeting held in January 1957, the committee recommended that suitable publications should be brought out incorporating Gandhiji's contribution in important fields especially his views on and experiments in education ; that special lectures should be arranged on Gandhian teachings at university and school levels ; and that schools should be encouraged to undertake projects for teaching Gandhiji's ideas. In pursuance of these recommendations, the Ministry of Education brought out two books entitled "Gandhiji's Experiments in Education" and "Gandhiji's Thoughts on Education". Special lectures by Kumari Manuben Gandhi were organised in selected schools in Delhi, Maharashtra, Gujarat, Uttar Pradesh and Orissa. Copies of the Unesco publication "All Men are Brothers" accompanied by a guide note to teachers on how to use the book were distributed to all the secondary schools in the country.

Promotion of Inter-State Understanding. One of the disquieting trends in the nation's life in recent years has been

the upsurge of fissiparous tendencies. Regional and communal conflicts have shown up again and again and have not left the student population untouched. The Government of India considered it vital that these disintegrating tendencies should be countered by inculcating in the students a proper appreciation of the cultural and emotional unity of the country. A programme was, therefore, initiated for bringing together selected students from different States in regional and national camps so that they may learn about the varied contribution which each region makes to enrich the life of the nation. These rallies are held at the time of the Republic Day celebrations at Delhi. In addition, brochures on the different regions of India are prepared and distributed. A book entitled "Guide to West Bengal and Assam" was recently distributed to all the secondary schools along with a guide note to teachers on how to use the book for achieving the objectives of the scheme. Student tours, youth hostels, scouting and guiding, regional and national sports festivals are also encouraged under this scheme.

The problem of national emotional integration has become extremely significant at present. The Ministry of Education has appointed a committee, under the chairmanship of Dr. Sampurnanand, to examine the problem in all its aspects and to make recommendations regarding the manner in which a programme of emotional integration can be promoted through schools. In the light of the recommendations to be made by the committee, a suitable programme is proposed to be launched in the third Plan.

Welfare of Displaced Students from Pakistan. A Central educational activity which began almost simultaneously with the attainment of independence was the welfare of displaced students from Pakistan. The schemes of rehabilitation developed by the Ministry of Rehabilitation for assisting displaced persons to regain normal life included the grant of financial assistance to (i) displaced students from East and West Pakistan; and (ii) students belonging to indigent families displaced from West Pakistan. Under the first scheme, assistance is given generally in the form of freships at the school stage and stipends at the collegiate stage; under the second scheme, it is given in the

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form of scholarships whose value ranges from Rs. 10 to Rs. 60 per month.

It was originally felt that the task of rehabilitation would be completed within ten years from the date of the partition. As this was not possible, it was decided in 1957 that the schemes of rehabilitation should be transferred to the Ministries concerned. The schemes mentioned above were accordingly taken over from the Ministry of Rehabilitation. The total expenditure on these schemes came to Rs. 27 lakhs in 1958-59, Rs. 15.3 lakhs in 1959-60 and Rs. 60.2 lakhs in 1960-61.

The Social Welfare and Rehabilitation Directorate. This organisation was transferred to the Ministry of Education in January 1960. It had been formed in 1947 for the rehabilitation of refugees, particularly unattached and destitute women and children. It now conducts 19 training-cum-production centres in Delhi. On the training side, more than 20,000 trainees have been trained so far in handicrafts like tailoring and cutting, hand embroidery, machine embroidery, knitting, etc. On the production side, the centres employ more than 1,500 wage earners in trades like embroidery, hosiery, leather goods, *khadi*, etc. Sales of the goods produced at the centres are promoted through the refugee handicrafts shop located in Connaught Place, New Delhi, and also through the centres themselves.

Education of the Children of the Employees of the Government of India. The Central Pay Commission recommended that the Government of India should provide facilities for the education of the children of Central government employees who are liable to transfer from one State to another. At present, the education of the children of these employees suffers very greatly because schools teaching through the mother tongue of the children are not always available in places where the parents happen to be posted. It has, therefore, been suggested that the Government of India should maintain a few educational institutions in areas where Central government employees are posted in large numbers and that medium of instruction in these institutions should be Hindi or English. A scheme to this effect is pro-

posed to be implemented in the third Plan.

XIII. THIRD FIVE YEAR PLAN

The Central sector of the third Five Year Plan in education has been drawn up with a programme limit of Rs. 7,200 lakhs. A sum of Rs. 3,700 lakhs has been allocated to the University Grants Commission and the balance of Rs. 3,500 lakhs has been assigned for the programmes of the Ministry of Education. This outlay of Rs. 3,500 lakhs includes Rs. 210 lakhs for elementary and basic education, the most important project in the sector being the organisation of extension service departments in 120 training institutions at an estimated cost of Rs. 90 lakhs. Provision of Rs. 1,088 lakhs has been made for secondary education. This includes Rs. 360 lakhs for the establishment of regional training colleges for training teachers of technical subjects, Rs. 68 lakhs for educational and vocational guidance, Rs. 56 lakhs for examination reform, Rs. 100 lakhs for strengthening multipurpose schools, Rs. 96 lakhs for extension services in training colleges, Rs. 34 lakhs for expansion of the Directorate of Extension Programmes for Secondary Education and Rs. 20 lakhs for the development of the Central Institute of English. A provision of Rs. 315 lakhs has been made for higher education and it includes Rs. 120 lakhs for correspondence courses and evening colleges and Rs. 120 lakhs for rural institutes. Programmes of physical education, games and sports and youth welfare activities have been allocated Rs. 585 lakhs and these include Rs. 120 lakhs for campus work projects, Rs. 85 lakhs for National Discipline Scheme, Rs. 74 lakhs for the National Coaching Scheme, and Rs. 30 lakhs for the Lakshmi-bai College of Physical Education. A sum of Rs. 240 lakhs has been provided for the development of Hindi, and Rs. 75 lakhs for the propagation of Sanskrit. The provision for scholarships is Rs. 400 lakhs, the most important new item being the National Scholarships Scheme (Rs. 307 lakhs). A sum of Rs. 300 lakhs has been provided for programmes of child welfare and pre-primary education. The other programmes include social education (Rs. 92 lakhs); education of the handicapped (Rs. 99 lakhs); National Archives (Rs. 50 lakhs); and audio-visual education (Rs. 31 lakhs). Details about the programmes to be implemented in each of these

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sectors have been indicated in the appropriate context in the preceding paragraphs.

D—UNESCO AND THE NATIONAL ARCHIVES

Indian National Commission for Cooperation with Unesco. India is a founder member of the United Nations Educational Scientific and Cultural Organisation which was established in 1946 and has been participating in the programmes of international cooperation developed by Unesco in the fields of education, science and culture. In accordance with the Constitution of Unesco and with a view to ensuring the active participation of the people in the implementation of Unesco programmes, the Government of India set up in 1949 an Interim Indian National Commission for Cooperation with Unesco, broadly representative of the Government and principal national bodies interested in educational, scientific and cultural matters. The Interim Commission was placed on a permanent footing in 1951. The Union Minister of Education is the President of the Commission. The Commission has held four conferences so far, one each in 1954, 1956, 1958 and 1960.

Unesco has been giving assistance to India under its various programmes to promote the aims and objects of the Organisation in the country and to help its social and economic development. The aid received so far from Unesco amounts to \$4,398,958 under the U. N. Expanded Technical Assistance Programme of Unesco instituted in 1951; \$446,074 under the Participation Programme established on a regular basis in 1955; \$26,000 under the Major Project on Scientific Research on Arid Lands started in 1957; and \$11,500 under the Major Project on Mutual Appreciation of Eastern and Western Cultural Values initiated in 1957. India has also been allocated assistance to the extent of \$2,620,200 from the United Nations Special Fund for two projects, namely, Power Engineering Research Institutes at Bhopal and Bangalore and the Central Engineering Research Institute at Durgapur for which Unesco has been designated the executive agency.

India has been participating in some significant programmes and cooperating in important regional activities sponsored by Unesco. A Regional Research Centre on Social

Implications of Industrialisation in Southern Asia was jointly established by Unesco and India in Calcutta in 1956. The Government is contributing a sum of \$35,000 and Unesco is providing an amount of \$91,000 every year towards the operating costs of the Centre. The scope of work of the Centre has recently been widened to include research in problems of social and economic development in the region. The Centre has recently been shifted to New Delhi and will be known as Unesco Research Centre on Social and Economic Development in Southern Asia. Since the adoption of the Major Project on Scientific Research on Arid Lands in 1957 India has been actively participating in the work of the project. A Central Arid Zone Research Institute was established at Jodhpur to conduct research in the problems of arid lands. India has also been active in promoting the aims and objects of the Major Project on Mutual Appreciation of Eastern and Western Cultural Values and has made some notable contributions to the programmes. It is fully cooperating with Unesco in its regional programme of primary education in Asia which is of vital importance to the region. India has agreed to the location in India of a Unesco Regional Centre for the Training of Educational Administrators, Planners and Supervisors in Asia which is expected to start functioning soon. Unesco already has a regional science office known as South Asia Science Cooperation Office in New Delhi (established in 1948) to co-ordinate and promote activities under the Natural Sciences Programme of the Organisation.

India had the honour of playing host to the ninth session of the Unesco General Conference held in New Delhi in 1956. It was a notable event in the history of India's relations with Unesco.

The National Archives of India. The office, formerly known as the Imperial Records Department, was first established at Calcutta in 1891 and was later transferred to Delhi between 1926-37. It is primarily a repository of all permanent and non-current records of the Government of India, transferred to it by the Ministries for safe custody and future reference. These records continue to be the property of the parent office from which they are received, the Archives serv-

ing only as a custodian for them. Only 22 out of the 232 government agencies have so far transferred their records to the Department and yet, the archival collection now consists of records of historical, administrative, legal and research value, occupying more than 16 miles of shelf space. Numerically, these include over 1,02,625 bound volumes, 57,13,000 unbound documents, 11,000 manuscript maps and 4,150 printed maps—the last being of considerable historical and geographical importance to the country. The Department handles annually about 49,000 requisitions from various government agencies. Papers of the East India Company dating from 1748, copies of interesting documents relating to even earlier years (whose originals are with the Commonwealth Relations Office in London) and several volumes of abstracts of correspondence between the Company and their servants in India between 1707 and 1748 are some of the interesting material stored in the Archives. There are also records throwing light on commercial, political and military matters relating to Central and West Asian countries. Collections of oriental letters for the period 1754 to 1873, most of them in Persian, and a great many in Sanskrit, Arabic, Hindi, Bengali, Oriya, Marathi, Tamil, Telugu, Punjabi, Burmese, Chinese, Siamese and Tibetan are of special historical interest. The Department has also in its custody several documents and manuscripts acquired from private owners. The total number of such non-archival manuscripts is about 1,900 of which 1,200 are in Persian, Arabic or Urdu, 553 in English, 1153 in Sanskrit, 273 in Marathi and the remaining in the other languages. Lord Canning introduced the system of printing records meant for permanent preservation and hence the bulk of the post-Mutiny records (which constitute a considerable proportion of the total accumulation) are printed.

Researchers from all over India and often from foreign countries come to the Archives to study its records. Most of the Ministries and departments allow scholars access to their old records. To help the scholars in the task of locating and consulting relevant records, the Department prepares elaborate reference media in the form of handbooks, press-lists, indexes and calendars. As early as 1911, an ambitious project was launched for calendaring all the Persian records

in the Department and the work is still in progress. Besides, the Department is publishing, *in extenso*, certain important groups of records, like the correspondence between the authorities at Fort William and those at India House. Several volumes of records in Indian languages like Bengali, Telugu and Sanskrit have also been published.

The Government of the former Bhopal State offered in 1939 to hand over as gift to the Government of India their collection of records of national importance on condition that the records were kept in Bhopal. On a plot of land provided by the State Government, a two-storeyed building has been since constructed at a cost of about Rs. 3 lakhs to accommodate over three lakh files and 30,000 volumes of the former State. Records of national value belonging to the other princely states such as Gwalior, Indore and Rewa are also proposed to be shortly placed in the custody of this regional office.

It has been decided to take over the records of national importance belonging to the former State of Hyderabad. The Government of India have accepted the offer of five acres of land by the Osmania University for building the staff quarters and the regional office of the National Archives of India.

On the recommendation of the Indian Historical Records Commission, the National Archives of India began to acquire, in 1948, microfilm copies of foreign records of interest to this country. The Department has so far collected about 900 reels from foreign archival repositories containing over six lakh exposures of microfilms of English, French, Dutch and other records. These microfilm copies supplement the information already available in the records of the Archives and provide rich historical information to research scholars.

Attached to the Department is a library on Modern Indian History and ancillary subjects containing over one lakh volumes which include blue-prints, parliamentary papers and a unique collection of works on the 18th and 19th century India.

Several documents and unpublished historical manuscripts are known to be still lying scattered all over the

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country in private custody, neglected and uncared for. Steps to salvage this valuable material are at present under consideration.

Books dealing with Indian history of the 17th, 18th, 19th and early 20th centuries which are out of print are frequently required for reference in research conducted both by the staff of the National Archives and by other research scholars. It is, therefore, proposed to purchase the available copies of these books at a cost of about Rs. 75,000 during the third Plan.

It is also proposed to set up a museum in the National Archives in order to keep on permanent display a representative selection of such documents as will have the widest popular appeal and to explain their significance with the help of carefully prepared descriptive labels and posters. The museum will also include a representative selection of historical portraits, paintings depicting historical scenes, maps and plans illustrative of the modern period in history and exhibits depicting the history of writing and writing materials.

APPENDIX

Scholarships and Fellowships Offered by Other Countries

Name of the agency which offered scholarships/fellowships	Number of scholarships/fellowships availed of so far	Subjects of study in general
British Council, London	78 scholarships	Post-graduate study/research in English Language and Literature, teaching of English as a foreign language, Economics, Philosophy, History, Law, Public Administration etc. in the U. K.
Canadian Council, Canada	1 fellowship	Post-graduate study in Psychology in Canada.
Canadian Women's Press Club, Canada	1 fellowship	Visiting fellowship for Indian woman journalist.
Imperial Relations Trust (London University Institute of Education), London.	14 fellowships	Investigation in to educational problems of the country at the Institute (the expenditure is borne by the Government of India and the Trust on a 50 : 50 basis).
Indian Women's Education Association, London	2 scholarships	Post-graduate study in Education including Physical Education in the U. K.
Bulgari	1 scholarship	Study of Slav Language and Literature in Bulgaria
Denmark	2 scholarships	Post-graduate study in Folk High School and its application in India.
East Germany	5 scholarships	Study of German Language.

France	23 scholarships	Post-graduate study in French Language and Literature-Islamic Studies, Economics, Philosophy, Sanskrit Stylistics, etc in France.
Norway	1 scholarship	Postgraduate study in Statistics in Norway.
Italy	1 scholarship	Post-graduate study in Commerce in Italy
Spain	1 scholarship	Study of Spanish Language and Literature in Spain
Sweden	3 scholarships	Post-graduate Study in Political Science and Folk High School and its application in India.
Turkey	1 scholarship	Study of Turkish Language and Literature in Turkey
U. K.	3 bursaries	Teacher Training in the U. K.
West Germany	14 scholarships	Post-graduate study in Economics, Physical Education, Philosophy, Statistics and German Language in West Germany.
Philippines University	4 scholarships	Post-graduate study in Political Science, Journalism and History at the University.
Commonwealth Society for the Deaf, U.K.	4 scholarships	Training of the teachers of the deaf at the Cambridge University.
Technical Cooperation Scheme (Colombo Plan)	152 scholarships	Post-graduate study in various subjects under the Humanities as also scientific subjects. etc

Scholarships and Fellowships Offered by Other Countries—(contd)

1	2	3
Technical Cooperation Mission (Point Four Programme)	52 scholarships	Study/Training in the USA.
United Nations (U.N. Social Welfare Fellowships and Scholarships Programme)	138 scholarships/ fellowships	Study/observation in various fields of social welfare abroad.
Unesco	22 fellowships	For specialised study/observation abroad in different fields under the Humanities
Messrs Hellenic Lines Ltd., New York	3 free passages	

**MINISTRY OF SCIENTIFIC RESEARCH
AND
CULTURAL AFFAIRS**

CHAPTER II
MINISTRY OF SCIENTIFIC RESEARCH AND
CULTURAL AFFAIRS

SCIENTIFIC RESEARCH

HISTORY

Prior to World War I, and even several years after, scientific research in India had not attracted the attention it deserved. The need for a strong and well-staffed central research institute was brought to the fore by the outbreak of World War II in September 1939. Many sources of supply of finished products were either entirely stopped or much curtailed, and it was soon realised that if India was to be industrially self-sufficient and an effective source of war supplies, the establishment of a central research organisation was essential. It was, therefore, decided to create the Board of Scientific and Industrial Research that came into existence in 1940.

By 1941, the activities of the Board had reached a stage when it became necessary to direct attention to the commercial utilisation of the results of research. The Government decided in 1942 to create a fund called the Industrial Research Fund for the purpose of fostering industrial development in the country and the Council of Scientific and Industrial Research was constituted as an autonomous body to administer the Fund. In June 1948, a separate Department of Scientific Research was created and the Council was placed under the administrative control of that Department. In January 1951, a separate full-fledged Ministry of Natural Resources and Scientific Research was set up and the scientific surveys that had been conducted earlier under the administrative control of other Ministries, were brought together to function under the new Ministry. The Survey of India, for instance, was transferred from the Ministry of Defence and the Botanical and Zoological Surveys of India from the Ministry of Agriculture to the new Ministry.

In April 1957, the Ministry of Natural Resources and Scientific Research was abolished and a separate Department of Scientific Research and Technical Education was created

under a newly constituted Ministry of Education and Scientific Research. In May, 1958, the existing Ministry of Scientific Research and Cultural Affairs was created. The new Ministry is also responsible for technical education and cultural affairs.

RESEARCH UNDER THE C. S. I. R.

Research work under the Council of Scientific and Industrial Research is carried on in its own laboratories that are generally known as National Research Laboratories. Scientific research has made considerable progress since 1947. The pace of establishment was speeded up after independence and new laboratories were planned and built. With building construction, equipment of laboratories and recruitment of staff were taken in hand. Research work was started—in some cases, in buildings temporarily erected and in a few cases, in neighbouring laboratories which provided the facilities—the important consideration being that work should be taken up without delay or waiting for buildings to be completed.

The Council has at present under it the following 26 national research laboratories.

1. National Chemical Laboratory, Poona.
2. Central Food Technological Research Institute, Mysore.
3. Regional Research Laboratory, Hyderabad.
4. National Aeronautical Laboratory, Bangalore.
5. Central Indian Medicinal Plants Organisation, New Delhi.
6. National Physical Laboratory, New Delhi.
7. Central Road Research Institute, New Delhi.
8. Indian Institute of Biochemistry and Experimental Medicine, Calcutta.
9. National Metallurgical Laboratory, Jamshedpur.
10. Central Glass and Ceramic Research Institute, Calcutta.
11. Central Electrochemical Research Institute, Karaikudi.

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12. Central Public Health Engineering Research Institute, Calcutta.
13. Central Fuel Research Institute, Jealgora.
14. Central Drug Research Institute, Lucknow.
15. Regional Research Laboratory, Assam.
16. National Botanical Garden, Lucknow.
17. Central Mining Research Station, Dhanbad.
18. Central Scientific Instruments Organisation, New Delhi.
19. Central Salt Research Institute, Bhavnagar.
20. Regional Research Laboratory, Jammu.
21. Central Building Research Institute, Roorkee.
22. Central Electronic Engineering Research Institute, Pilani.
23. Central Mechanical Engineering Research Institute, Durgapur.
24. Central Leather Research Institute, Madras.
25. Birla Industrial and Technological Museum, Calcutta.
26. Central Scientific Instruments Organisation, Delhi.

The names of the laboratories give a broad idea of the nature of subjects in which research is being conducted under the auspices of the Council. The programme of work in each laboratory is drawn up in consultation with industrialists and representatives of interested government departments and the laboratories provide facilities for team work and pilot plan investigations.

Technical aid is provided to industry in the form of advice, analytical and testing work and investigations relating to the assessment of raw materials etc. Contacts between research workers and technical personnel from industries are encouraged through symposia, conferences and discussions. Such contacts have proved mutually beneficial, and have helped to broaden the fields for research and development.

ASSISTANCE TO PRIVATE RESEARCH

Side by side with the work carried out in national research laboratories under the auspices of the Council, is the

work conducted by private research institutes that are assisted financially. The major research organisations which receive substantial grants from the Ministry of S. R. and C. A. for their research work are the Indian Association for Cultivation of Science, Calcutta ; the Bose Institute, Calcutta and the Birla Sahni Institute of Paleobotany, Lucknow. The National Institute of Sciences of India is also given financial assistance by the Government to enable it to promote research under its own schemes instituted at various research centres. Financial assistance is also given to a number of scientific societies and institutes for publishing scientific papers of importance and for holding seminars and symposia. Scholarships have been instituted with the help of grants given by the Government at various research institutions, both at national research laboratories and private research institutions.

The Government has also encouraged group discussions of scientists with a view to enabling them to exchange views and to link up the work being done by them. To this end, the Ministry recently organised two summer schools, one in Physics in 1959 and another in Botany in 1960. It is proposed to expand this activity and to hold four summer schools in 1961 in Anthropology, Chemistry, Physics and Zoology.

National Professorships have been instituted to enable outstanding scientists to continue their research work even after they reach the age of superannuation and retire from their appointments. Already, three National Research Professorships have been instituted in Physics.

The Ministry of S. R. and C. A. has also assisted Indian scientists to acquaint themselves with the most recent developments in various fields of science in other countries by becoming members of International Council of Scientific Unions, by sending Indian scientists abroad to attend international scientific conferences and by inviting foreign scientists of repute to annual congresses of Indian scientists. India participated in the International Geophysical Year and is planning to participate in the Indian Ocean Expedition organised by the International Council of Scientific Unions. The Government proposes to participate in the international space research activities under the auspices of the International Council of Scientific Unions.

In December 1953, the National Research Development Corporation was set up to stimulate the development of patents and inventions arising out of researches conducted in research institutions.

The Government is encouraging mountaineering expeditions by Indians by giving financial assistance. A grant of Rs. 50,000 was made for Chou Oyu expedition in 1958-59 and a similar grant of Rs. 6,46,185 for the Indian Mount Everest Expedition in 1959-60.

SCIENTIFIC POLICY RESOLUTION

The Scientific Policy Resolution of the Government is a re-statement of the policy pursued by the Government for the advancement of science and technology. With its emphasis on science education the Resolution recognises that the "dominant feature of the contemporary world is the intense cultivation of science on a large scale and its application to meet a country's requirements."

The Resolution was discussed at the Conference of Vice-Chancellors, leading educationists etc., in July 1958. This Conference made various recommendations to implement the Resolution and the recommendations are being processed in consultation with relevant Ministries of the Government of India, State Governments etc. A scheme of "Merit Promotions and Advance Increments" has been approved by the Government of India to give encouragement to scientific personnel working in various government departments. The scheme is applicable to scientific personnel working in the C. S. I. R., Defence Research and Development Organisation, the Indian Agricultural Research Institute and the Geological Survey of India. It is being extended to the Zoological Survey of India, Botanical Survey of India and the Department of Anthropology.

The University Grants Commission has adopted measures to encourage higher scientific education and research in Indian universities. A Pool has been created for the temporary placement of well-qualified Indian scientists and technologists returning from abroad. Twenty-five per cent of the vacancies in the Pool will be available for persons with outstanding record at the Indian universities. A committee

has been set up to consider the establishment of a Central Institute of Scientific and Technical Information.

CENTRAL BOARD OF GEOPHYSICS

The promotion of geophysical research under the direct control of the Central Board of Geophysics started only during the second Plan period.

An Oceanographic Research Wing was established in August 1958. This Wing carries on researches (a) in all the fundamental aspects of physical oceanography and (b) for bringing about improvements in the methods of observation and instrumentation. The study of the deposits of the continental shelf and eventually the exploration of the sea-bottom by gravity and seismic methods are also envisaged. Since its inception, the Oceanographic Research Wing has regularly collected data on temperature, density and salinity in the coastal waters of Cochin.

At the instance of the Central Board of Geophysics, the Central Marine Fisheries Research Station, Mandapam, has been implementing since 1953 a scheme of collection of surface sea water samples in cooperation with the Merchant Navy, and others along the routes of their vessels plying in the Bay of Bengal, the Arabian Sea, etc. The collected samples are analysed for their chemical constituents.

A Geophysical Research Wing is being established to carry on researches in the methods of geophysical prospecting and for improving field techniques as applied to the exploration for oil, minerals, ground-water, etc., geophysical instrumentation and interpretation of geophysical data.

During the third Plan period, the work in all the three schemes is proposed to be stepped up. In particular, an intensive survey of the Indian seas and collection of additional fundamental data relating to temperature, salinity, water masses, etc., is proposed to be undertaken.

INDIAN SCIENTIFIC LIAISON OFFICE, LONDON

The Indian Scientific Liaison Office, London, established in 1948, collects information regarding scientific research in the various research institutions, universities and industries in the various European countries and sends it in the shape of

weekly science newsletters, bulletins and publications from abroad for circulation in India among various universities, research institutions, etc.

VIJNAN MANDIR SCHEME

A scheme for the establishment of a chain of rural scientific centres known as "Vijnan Mandirs" was initiated by the C.S.I.R. in 1953. In 1955, the responsibility for the administration of the scheme was transferred to the Government of India. So far, 38 *Vijnan Mandirs* have been set up in selected rural areas covered by community development blocks.

The objective of the scheme is to educate the rural population in the methods of science and to make them familiar with the scientific principles involved in their day-to-day life. The Vijnan Mandir Museum contains specimens of local flora and fauna, minerals, rocks and such other materials as are available in villages. Through the agency of *Vijnan Mandirs*, rural science clubs are organised to serve as a means for dissemination of scientific information amongst the rural population. In order to create an interest in scientific matters and also to locate scientific talents in the countryside, various competitions are organised under the auspices of *Vijnan Mandirs* every year.

The *Vijnan Mandir* scheme is an attempt to carry elementary scientific knowledge to the people in rural areas who have been denied the benefits of formal education. Even though the scheme was initiated in 1953, many *Vijnan Mandirs* are still in the process of being set up. By working in close collaboration with community development programmes, it is hoped that these centres will help in developing a scientific outlook in the people and promoting amongst them the knowledge of what science can contribute to the practical tasks of daily life.

SURVEY OF INDIA

The Survey of India, one of the oldest departments of the Central Government, has carried out research in a number of fields.

In the field of Geodesy, the shape of the earth and the best fit of spheroid to suit our country was determined and

a network of geodetic framework and mean sea levels was established. Investigations into the effects of atmospheric refraction on the measured angles, deviations of the plumb line, fluctuations of the mean sea level etc., were carried out *pari passu* with productive work, and with the advancements made in science, technology and instrumentation work is being continued in studying these problems further.

In map drawing and printing, maps were originally prepared in one colour (black) only, and relief was shown by hachures or form-lines. In the course of years, methods of mapping have considerably improved and maps are printed in multi-colours and with contours at regular intervals.

Investigations regarding triangulation surveys, base line measurements, precision levelling, astronomical observations in connection with geodetic operations, gravity and magnetic anomalies, atmospheric refractions and its effect on observations, earth movements, figure, shape, crust and structure of the earth, analysis and predictions of tides and currents, development of improved and speedy computational techniques etc., as related to the geodetic and geophysical fields are carried out in the Geodetic and Research Branch. Results are published from time to time in the annual geodetic reports and in technical and departmental papers.

Surveying by photogrammetric machines was started in this Department during 1954. Experiments and research are being carried out to determine the most economical and efficient scales of photography for different scales of mapping contour intervals and for surveying high hills and inaccessible terrain, where paucity of control combined with high relief present a problem for accurate surveying.

Experiments to depict larger sandy forest and low grass areas by the preparation and use of master negatives are in hand with a view to economising on the costs in drawing such symbols and improving the finish of the map detail.

Developments have been made in the process of (i) renovation of fogged photographic plates and films, (ii) preparation of negative making without the use of cameras from monochrome or colour originals and (iii) photographing line and half tone combined originals.

Experiments and further research in this field are still continuing.

NATIONAL ATLAS ORGANISATION

The need to compile a comprehensive National Atlas of India was long felt, but not undertaken till after independence. In 1953-54, the scheme of preparing the National Atlas of India was worked out and included under the second Five Year Plan, beginning in 1956.

A preliminary Hindi edition of the National Atlas of India published by the National Atlas Organisation in 1957, has already been acclaimed internationally as an "outstanding Atlas". Containing about 103 maps and insets printed on 26 multi-coloured plates, this Atlas gives for the first time an authentic and integrated picture of the country's physical features, economic resources, demographic problems and social conditions. The Organisation is currently engaged in preparing the main edition of the Atlas in English containing as many as 200 plates, mostly on 1:1 million scale, depicting every possible aspect of India's land and people. The Atlas is proposed to be issued in five volumes, comprising 12 separate fascicules.

Of the 200 maps to be included in the English Atlas, final drawing is expected to be completed for about 50 maps during the second Plan period; the remaining 150 will be taken up during the third Plan period. Besides the continuation of the second Plan scheme of completing the National Atlas, the third Plan programme of the Organisation envisages the working of six new schemes, *viz.*, (i) Regional Delineation Scheme, (ii) Cartographic Training Scheme, (iii) Map Reproduction Research Scheme, (iv) Geomorphological Survey Scheme, (v) Research Publications Scheme, and (vi) Land Use and Land Capability Survey Scheme.

BOTANICAL SURVEY OF INDIA

The Botanical Survey of India, established in 1890, has served a real need.

In 1947, the Botanical Survey of India consisted only of the Industrial Section, Indian Museum and the Systematic Division, and Indian Botanical Gardens, Sibpore, Howrah.

Towards the close of 1954, the Survey assumed greater responsibilities in making available to a much wider circle of botanists, university students and scientific workers, material information on the flora and vegetation of the Indian Union through intensive exploration of the hitherto unexplored and under-explored areas.

In addition to the exploration work, the Botanical Survey of India undertakes intensive investigations in Cytotaxonomy, Cytogenetics, Physiology, Economic Botany including Ethno-Botany, Ecology of Plants.

For field work and other scientific work, this Department is divided into the following sections :

(1) A "Headquarter establishment" under the Chief Botanist at Calcutta to control and co-ordinate the activities of the different sections of the Department.

(2) A "Central Botanical Laboratory" at Allahabad for intensive investigation on cytotaxonomical, genetical, physiological, ecological and related subjects and for study on the effects of radio-isotopes on living plants.

(3) "Industrial Section" for the maintenance of galleries of economic plants of India and of a botanical museum on modern lines in Calcutta with fully representative collection of authentic plant specimens and investigation of plant resources, supply of economic and scientific information, visual education and museum services and training in museum methods.

(4) A National Herbarium at Calcutta for housing type specimens and fully representative collection of plants comprising the flora of India (and also of other countries). This wing of the Survey also helps in floristic work, taxonomy, systematic nomenclature and training in modern herbarium.

(5) Four regional circles at Shillong, Poona, Dehra Dun and Coimbatore to explore and map accurately the flora and vegetation of the respective regions, collection of specimens and data in respect of ecological groups and economic plants at regular intervals and during different seasons of the year to bring them up-to-date and revise the flora of the country and collection of fruits, seeds and other representative parts.

off plants in their natural surroundings, for experimental cultivation and introduction, etc.

The Botanical Survey of India is collaborating with universities and similar institutions in the country by giving facilities to research students for the study of problems relating to the flora of India by giving practical instruction to students on the collection and processing of herbarium specimens and by associating research students with the exploration parties of the Survey.

ZOOLOGICAL SURVEY OF INDIA

The Zoological Survey was started in 1916 and its functions are

- to act as the guardian of the National Zoological Collection ;
- to identify zoological specimens for government departments and other institutions and individuals ;
- to obtain the fullest possible information about the systematic and geographical zoology of India ;
- the Director, Zoological Survey of India, to act as the Zoological Adviser to the Government of India ;
- to publish zoological journals, monographs and books ;
- to look after and maintain the six public zoological galleries of the Indian Museum, Calcutta; and
- to advise on matters regarding wild life. (The Director, Zoological Survey of India, acts as the Secretary General of the Indian Board for Wild Life).

The Survey has its headquarters at Calcutta and there are five regional stations at Shillong, Dehra Dun, Jodhpur, Jabalpur and Poona.

The history of some of the collections of the Zoological Survey may, in a way, be traced back to 1814, when the Asiatic Society of Bengal in Calcutta started making collections of Natural History material which formed the basis of the Indian Museum, founded in 1875. From 1907, Dr. N. Anandale, Superintendent of the Natural History Section of the Museum, initiated a series of extensive marine and other faunistic surveys culminating in the creation of the Zoological Survey of India as a Government of India department in

1916. A partial marine survey of Indian waters carried out by the Royal Indian Navy Ship "The Investigator", oceanographic researches on the denizens in the Indian seas carried out by Lt. Col. Seymour Sewell, a series of intensive faunistic surveys of Chilka Lake (Bay of Bengal), the faunistic surveys of the Salt Lakes near Calcutta, special investigations on shell fisheries in Andaman Islands, fish and fisheries, rodents and insects of sorts studied taxonomically, are some of the more important works undertaken by the Zoological Survey of India in the past.

Since independence, the Government of India have been anxious to expand and reorganise the Zoological Survey of India so as to enable it to play its legitimate role in developing the agricultural and industrial economy of the country and to occupy its rightful place among other Indian scientific research organisations. In December 1954, the expansion programme was taken in hand. Some of the features of expansion and reorganisation programme provided, among other things, for a Marine Survey Unit, an Animal Population Studies Unit and a Documentation Service Unit. New scientific sections of Protozoology, Arachnida, Amphibia and Protochordata have been established. Five regional stations have already been established and the sixth will be opened before March 1961. These stations will serve as centres for intensive faunistic surveys and for field and ecological studies of animals. Increased library, identification and advisory service, taxidermy and other facilities have been provided.

The developments envisaged under the third Plan relate chiefly to expansion of the existing scientific sections and divisions and the establishment of new divisions and sections like the Wild Life and Field Ecology Division, the Paleozoology Division, the Soil Zoology Section and the Publication Section. Additional field stations for studies on fresh water and higher altitude animals, etc., will also be established.

DEPARTMENT OF ANTHROPOLOGY

The Department of Anthropology was set up as an independent department in 1945 as it was felt that India would require expert anthropological guidance in integrating her 25

millions of tribal population into the socio-economic-political structure of the country. The Department of Anthropology was planned to cover all the important fields of anthropological and allied research. The Department has its headquarters in Calcutta, and four regional research stations at Shillong, Nagpur, Ootacamund and Port Blair.

The Department has two main Divisions—Cultural Anthropology and Physical Anthropology, each sub-divided into a number of research sections. Cultural Anthropology Division consists of the following sections.

- (i) Social Anthropology (ii) Ethnography (iii) Social Psychology and (iv) Linguistics. Physical Anthropology Division consists of the sections of (i) Human Biology (ii) Comparative Morphology (iii) Somatology and (iv) Biochemistry.

Since 1945, advanced training in all branches of anthropology is imparted to post-graduate students contemplating a research career. So far, 28 students have completed their training, of whom 20 have been absorbed by the Department. Two foreign scientists of Italy and the U.S.A. have been offered facilities to conduct anthropological research in India.

As fundamental and applied researches in science nourish one another and neither can thrive without the other, this Department aims at conducting studies in both theoretical and applied anthropology. The results of such studies would help the administration and social welfare besides contributing to the development of anthropology as a science in its physical as well as cultural aspects. The Department studies not only the tribal groups but also other sectors of the population of India. It is proposed to continue the researches and to extend them on a larger scale to a larger number of tribal and other populations. Such an extended programme is most urgent in view of the fact that the tribes have been undergoing a rapid process of cultural change. Moreover, accurate knowledge about their cultural pattern is indispensable for their integration with the rest of the Indian population.

One of the major projects undertaken by the Department is to define culture-zones of India on the basis of a survey of selected material traits in all the 322 districts of India. Up to September 1961, 263 districts were covered, while the work is proceeding with respect to the remaining 59 districts. When all such information is assembled, distribution maps can be prepared for correlation with language maps or maps showing the distribution of physical types.

Another major project which has been taken up by the Department is a study of the rate of growth of different sections of the population. Reproductive life is being studied on a small but fairly intensive scale in some districts and among the Nicobarese.

Under the third Five Year Plan, the Department is considering the establishment of 20 fellowships of the value of Rs. 400 each per month, which will be distributed among various universities and research institutes. The scholars work in their respective institutions according to plans prepared by the Department.

TECHNICAL EDUCATION

Technical education has to respond continually to both socio-economic changes and scientific and technological advance. Although the first technical institution in India was established well over a century ago, technical education in India remained almost static for a long time. This condition is reflected in a large measure in the lack of scientific and technological progress of the country for many years. It was only when the World War II broke out that the need for technicians for the war effort was felt and some attention was paid to the problem of technical education and training.

An important outcome of war experiences was the formulation of post-war reconstruction plans in all fields. Two vital decisions taken by the Government at about this time exercised a far-reaching influence on the course of the development of technical education in India. One was the establishment of an All-India Council for Technical Education in 1946 to advise on all aspects of improvement and co-ordinated development of technical education. Another was

the appointment of a Scientific Manpower Committee in 1947 to assess the requirements for various categories of scientific and technical personnel and recommend measures to meet them.

The All-India Council carried out a comprehensive survey of technical institutions in the country and formulated a scheme for their immediate improvement and development with financial assistance provided by the Central Government. It also set up Boards of Technical Studies in various fields to prepare courses of a suitable standard, and for various levels of training which could serve as a model for the institutions and facilitate reorganisation of technical education in the country. Four regional committees, one for each region of the country, were set up to survey regional needs, to formulate and implement development programmes in a co-ordinated manner and to help in the establishment of liaison between industry and technical institutions. The Council also initiated various other measures for the development of technical education.

The Scientific Manpower Committee carried out a quantitative and qualitative assessment of the requirements for technical personnel over a ten-year period, estimated existing shortages in training facilities and recommended various measures to meet the requirements. It also established the concept of integrated planning in technical education with a capacity to foresee future requirements for manpower and to meet them through organised effort. Thus, when India achieved independence in 1947, a certain awareness of the importance of technical education to national development was already there in many quarters. The first and second Five Year Plans accorded high priority to technical education and a large financial provision was made both at the Centre and in the States for the establishment of new institutions and for the development of the existing ones.

POSITION IN 1947

In 1947 when India became independent, there were in the country 38 institutions with a total admission capacity of 2,940 students per year for first degree courses. There were also 53 polytechnics with a total admission capacity of 3,670

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students per year for diploma courses. By 1959 the number of institutions for first degree courses had increased to 87 and of polytechnics to 166. The total admission capacity of the institutions had increased to 11,510 students for first degree courses and to 20,370 for diploma courses. The progressive expansion of training facilities over the years is shown below.

Year	Degree Courses			Diploma Courses		
	Number of institutions	Admission capacity	Output of graduates	Number of institutions	Admission capacity	Output of graduates
1947	38	2,940	1,270	53	3,670	1,440
1950	49	4,120	2,200	86	5,900	2,480
1951	53	4,790	2,690	89	6,220	2,630
1955	65	5,890	4,020	114	10,480	4,500
1959	87	11,510	4,480	166	21,370	7,240

Before 1947, there was hardly an institution which provided facilities for post-graduate studies and research in engineering. Indian students had to go abroad for advanced training. Today, over a dozen institutions are there in the country where facilities for post-graduate studies and research work are available for nearly 500 scholars. The fields of study also cover a wide range of subjects, such as Power Engineering, Dam Construction and Irrigation Engineering, Production Engineering, Advanced Electronics, Aeronautical Engineering. Such facilities will be expanded in the next five years so as to provide for about 2,000 scholars.

STRUCTURE OF TECHNICAL EDUCATION

Technical education in India is a four-tiered structure comprising post-graduate courses and research ; first degree courses ; diploma courses ; and vocational or industrial training. Each tier is a self-contained stage intended to serve a specific purpose and neither the diploma courses nor the industrial training courses are a preparation for the next higher tier. For post-graduate courses and research, however, only those candidates who possess a first degree in the relevant subjects are admitted. The objective of the first degree courses is to train technologists, some of whom may eventually become designers, research engineers or specialists in various

fields either after further studies at post-graduate level or experience in the profession. They are not concerned with preparing persons for specific positions or jobs in industry, but seek to give them a broad-based education in the scientific principles and methods underlying technology. They are not concerned either with developing particular technical skills in the students but serve to acquaint them with various productive methods in accordance with constructional requirements in a particular system that consists of an assembly of men, materials and machines.

These objectives are sought to be achieved through a formal course of theoretical and practical studies at an institution over several years. The duration of the course is generally four years with the Intermediate in Science as the minimum admission qualification. The Intermediate in Science, a preparatory stage for university course in science or technology, is of two years' duration after the high school education that extends over a period generally of ten years. A few technological institutions in the country, particularly in the western region have, however, prescribed a three-year (instead of four years) curriculum for the first degree course. It, therefore, takes five to six years for a student to complete the first degree after his high school education.

Secondary education in the country is in the process of reorganisation and the new pattern envisages an eleven-year schooling that prepares candidates for life and for direct entry to the university. The existing Intermediate course is being abolished. As a result of these changes, the first degree courses are being reorganised into a five-year integrated course after higher secondary education. The advantages of a five-year integrated course are four. First, a more fruitful integration of fundamental sciences, technological subjects and liberal arts will be possible. Second, a higher level of scientific and technical competence may be expected since the students can absorb the different subjects in more suitable stages and in right combinations. Third, a five-year tutelage will give the teachers sufficient scope for not rushing students with too much of class work and for developing in them a capacity for growth and maturity. Finally, in these days of specialisation, a five-year curriculum permits of an adequate introduc-

tion to the different specialised fields and prepares the students for post-graduate studies or research.

The first degrees are awarded in the main fields of Technology, Civil Engineering, Mechanical Engineering, Electrical Engineering, Electrical Communication Engineering, Chemical Engineering, Mining, Metallurgy, Textiles Technology, Agricultural Engineering, Leather Technology and Architecture. Courses in Instrument Technology, Automobile Engineering and Aeronautical Engineering are also offered by some institutions at the first degree or equivalent level.

Post-graduate courses leading to a Master's degree or equivalent award are generally of one or two years' duration and provide for specialisation in different branches of technology. A course generally includes formal instruction, project work and independent study of a chosen problem to be presented as a dissertation. Research degrees like the Ph.D. or D.Sc. are awarded on the basis of original research done by candidates at recognised centres.

Next to first degree courses, diploma courses occupy an important position in technical education in India. These courses are conducted by a large number of institutions called polytechnics and are designed to train technicians who will eventually occupy supervisory positions like foreman, overseer, etc., in industry and other technical organisations. Their duration is three years after high school education and they have a practical bias. A view has, however, been advanced in recent years that the practical knowledge and experience required by a technician cannot be given to him adequately in a course that is wholly institution-based, and that as such, the present three-year diploma course does not always produce the right type of personnel. The A.I.C.T.E. has, therefore, designed a sandwich course of four years in which practical training in industry and institutional studies alternate in suitable layers. The student spends stated periods in industry and in an educational institution throughout the course and fulfils the academic requirements for the diploma. He also gains the practical experience necessary for a supervisory position. The scheme has been introduced at selected

centres in cooperation with industry. As training facilities in industry expand, the sandwich course will become an important feature of technical education in India.

The diploma courses are offered in the main fields of Civil, Mechanical and Electrical Engineering. A few institutions also offer Textile Technology, Leather Technology, Mining Engineering and other fields according to regional requirements for technical personnel at this level.

As a matter of established usage, the term "polytechnic" represents today in India technical institutions that conduct diploma courses chiefly in Civil, Mechanical and Electrical Engineering. It indicates at once both the standard of training and the main fields of study. Except for a few institutions that are under the direct control of universities, all polytechnics are affiliated to State Boards of Technical Education in different States. The State Boards prescribe the courses of study, conduct examinations and award diplomas. Uniformity of standards on an all-India basis is maintained through the All-India Council for Technical Education which has formulated national certificate courses to serve as a model for the diploma courses conducted at polytechnics.

An interesting feature of the pattern of technical education is the relative prominence of different fields of study, which is also an indication of the state of industrial development in the country. On the basis of 1959 admissions to degree and diploma courses, distribution of seats between the various fields of technology are given in the following table:

Fields	Number of Seats	
	Degree	Diploma
Civill Engineering	4,192	10,270
Mecchanical Engineering	2,325	4,570
Electrical Engineering	2,329	4,580
Electrical Communication Engineering	375	240
Mining	290	455
Mettallurgy	239	10
Chemical Engineering and Chemical Technology	485	..
Texttile Technology	282	311
Archnitecture	285	..
Other Fields	975	930
	11,777	21,366

Civil Engineering accounts for nearly 37% of the total seats at the first degree level and nearly 50% at the diploma level. Next in order are Electrical and Mechanical Engineering that enjoy equal importance. This distribution is not accidental. It is the result of the development of the institutions over the past 50 years in accordance with the pattern of employment of technical personnel. Civil Engineering so far has constituted the largest field of activity in the country; and in terms of employment potential it has offered the largest scope for graduates and diploma-holders. Owing to the lack of industrial development, particularly in manufacturing industries, Mechanical Engineering, Electrical Engineering, Metallurgy and other branches have been rather restricted in so far as employment opportunities are concerned. In fact, in the recent past—less than ten years ago—there was a serious threat of unemployment among graduates who had qualified in these fields. The position however, is changing very rapidly, thanks to the Five Year Plans in which industrial development is emphasised. The future trend will be for larger numbers of mechanical, electrical, metallurgical, chemical and mining engineers as the industrial development of the country in heavy and light engineering, mining, power, fuel and chemical industries, etc., progresses. Such trends are already noticeable and a stage will be reached in the near future when the demand for civil engineers will stabilise itself at a level not very different from the existing provision of training facilities. The demand for other types of engineers will correspondingly increase. In order to meet the latter as it arises, diversification of courses of study in the existing as well as in the new institutions has to be planned well in advance and adequate provision created for training in various branches.

The Constitution directs the State to provide compulsory education for all children up to the age of 14 *i.e.*, up to three classes below the new higher secondary course that is in process of introduction. The question is, how to provide diversified opportunities for education and training to a majority of students after 14, for gainful occupation in life. A scheme has since been formulated for the establishment of junior technical schools which will offer a three-year inte-

grated course of general education, elementary technical education and technical training in various engineering trades and prepare students to enter industry as skilled workers and operators. Some of the more promising students may enter polytechnics and complete the diploma course in about two years and enter the profession at a higher level.

TECHNICAL INSTITUTIONS FOR DEGREE AND DIPLOMA COURSES

Technical institutions functioning in the country for first degree and diploma courses are classified into government, non-government and university institutions depending upon whether they are financed, and managed by the Central or State Governments, private agencies and universities respectively. There are at present 100 institutions for first degree or equivalent courses and 196 institutions for diploma courses. Except for the higher technological institutes at Kharagpur, Bombay and Madras, the Indian Institute of Science, Bangalore and the Madras Institute of Technology, which are in a class by themselves, all first degree institutions are affiliated to universities and conduct courses as prescribed by them. The higher technological institutes and the Indian Institute of Science, Bangalore award their own degrees. The latter awarded till recently only diplomas and associateships that had been recognised by the Central Government and other authorities but since 1958 the Institute has been empowered to award conventional degrees. The Madras Institute of Technology awards diplomas for courses in Aeronautical Engineering, Instrument Technology, Automobile Engineering, Radio Engineering that are of first degree standard and the diplomas are recognised by the Central Government and other authorities.

Except for the higher technological institutes, practically all technical institutions had till recently a maximum admission capacity of about 120 students per year. As compared to institutions in other technologically advanced countries, our institutions were certainly small units. Perhaps in the past that could not have been helped. For one thing, the demand for engineers and technicians was restricted; for another, regional aspirations for technical institutions could only be fulfilled on the basis of smaller units more widely dispersed.

Also, there was no central planning and co-ordination of technical education that could have laid down definite principles governing the size and scope of work of the institutions. In course of time however it was realised that large-sized institutions were necessary to meet the increasing demand for engineering and that such institutions should function at a national level. The higher technological institutes have therefore been planned for an admission capacity of 300—400 students per year (or a total student enrolment of 1500—2000) at the first degree level. A special scheme has been drawn up, and is in process of implementation, to expand the training capacity of selected existing institutions and develop them into larger units. The establishment of eight large-sized regional engineering colleges has also been planned, each capable of admitting 250 students per year. Some polytechnics capable of admitting up to 300 students per year have been sponsored by the Central Government.

In any scheme of organised development of technical education, super-imposition is necessary; institutions should be related to the needs of a rapid industrial growth. All legitimate demands for provision of technical education facilities require to be met irrespective of other considerations. The aim of the Central Government in this direction is two-fold. A total view of technical education is taken in relation to the Five Year Plans and at the same time no region or area is left without opportunities of advancement for its people. The establishment of higher technological institutions, and the other all-India institutions is planned so as to secure a wider geographical disposal of engineering colleges and polytechnics. The objective is that eventually every one of the districts in the country should have at least one polytechnic and no State is without its own engineering college.

An important feature of technical education in India is the important role played by private enterprise. Of the 296 institutions in the country for first degree and diploma courses, 177 have been established by the Central Government and State Governments, 31 by universities and 88 by private agencies. In quantitative terms, the institutions established by private agencies account for nearly 35% of the total number of seats. A definite policy is also followed by

the Central Government to encourage and assist private agencies. Where a private agency by itself or in association with the State Government concerned raises enough funds to meet 50% of the non-recurring (building and equipment) and 50% of the recurring expenditure for a technical institution, the Central Government provides the balance of the amount required, as grant-in-aid. The Central Government also gives interest-free loans for the construction of hostels. As a result of this policy, seven engineering colleges and 20 polytechnics have been established by private agencies during the first four years of the second Plan period as against eight colleges and 37 polytechnics established by State Governments and universities. Private enterprise therefore constitutes an important factor in the growth of technical education in the country and supplements in a large measure the efforts of the State. In order to ensure that private institutions are run on the right lines and maintain suitable standards, governing bodies that include representatives of the Central Government and State Governments and the All-India Council for Technical Education, have been set up for their management.

POST-GRADUATE STUDIES AND HIGHER TECHNOLOGICAL INSTITUTES

The key to national prosperity lies in the effective combination of men, technology, raw material and capital. Technology is more important than either raw material or capital, for the discovery and the use of new techniques can make up for deficiencies in natural resources and reduce the requirements of the capital. Organised post-graduate studies at institutions specially meant for the training of technologists are, therefore, a necessity.

An important step taken by the Central Government to develop facilities within the country for advanced technological training is to establish four higher technological institutions one in each region, east, west, south and north. A plan for the institutes was first drawn up in 1946 by a special committee under the chairmanship of the late Mr. N. R. Sarkar. The concept behind the institutes is that for the training of the highest possible grade of technologists, who

are required in large numbers, national institutions provided with all the necessary resources and full freedom to adapt themselves to the fast changing situations, were necessary. In addition to the training of technical personnel, the institutions should be the fountain-heads of scientific and technical knowledge and should contribute through research and other activities to the industrial advancement of the country.

The Indian Institute of Technology, Kharagpur was the first higher technological institute to be established and started functioning in 1951. Well equipped and staffed, the Institute provides facilities for the education and training of over 1500 students in under-graduate courses, and 500 students for post-graduate courses and research work. The subjects offered cover a wide range, including Naval Architecture and Marine Engineering, Fuel and Combustion Engineering, Production Technology, Geophysics, Advanced Electrical Communication Engineering, Foundry Engineering, Concrete Technology, and are designed to meet the special requirements of industrial and other developmental projects for high grade technologists. This Institute has been incorporated by an Act of Parliament as an Institution of National Importance.

The other three higher technological institutes are in process of establishment at Bombay, Madras and Kanpur. The Bombay Institute started functioning in 1958 and Madras Institute in 1959, when admissions were made to first degree courses. The Kanpur Institute started in 1960. All these institutes are also being planned on the same comprehensive scale as the Kharagpur Institute and when completed will take the technological education of the country several steps further. Each will be a fully residential institution designed to promote corporate life among students and teachers, and will provide facilities for about 1500—2000 students in the under-graduate courses and for 500 students in post-graduate courses and research. While the nature and level of work of all the institutes is the same, each will pay particular attention to certain special fields of technology that are of importance to the industrial development of the country. Foreign assistance that these institutes are receiving is of great value. The Bombay Institute is being assisted by the Soviet

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Union and the Madras Institute by West Germany. The assistance given by these countries comprises scientific and technical equipment, services of experts for a period of five years and facilities for the training of Indian teachers at universities and institutions in the Soviet Union and West Germany. Similarly, the Kanpur Institute is expected to receive assistance from the U.S.A. The Kharagpur Institute has received assistance from many countries through Unesco, and under the Colombo Plan, Point-Four Programme etc. All the higher technological institutes, therefore, represent a venture in international cooperation and understanding in scientific and technological fields.

Another important centre of post-graduate studies in engineering is the Indian Institute of Science, Bangalore. Established in 1911, the Institute has built up a high reputation in scientific research. In the last ten years, the Institute has become a centre of advanced technology with particular reference to Power Engineering, Aeronautical Engineering, Metallurgy, Internal Combustion Engineering and Electrical Communication Engineering. The Power Engineering Department of the Institute is the only one of its kind in the country and provides facilities for advanced training and research in the various aspects of electrical power generation, transmission and distribution. Similarly, the Aeronautical Engineering Department is the only centre for advanced training and research in aeronautics and related fields. The Department has research, design and testing facilities that are of great value to the aircraft industry. The other subjects offered by the Institute include Soil Mechanics and Foundation Engineering, Automobile Engineering, Industrial Engineering and Foundry Engineering. The Institute provides facilities for over 400 post-graduate students and research scholars.

In an expanding system of education, institutions should have a capacity for growth that has the essential quality of maturity ; to project themselves into the future and anticipate changes ; to prepare their products to meet the challenge of new situations. On the recommendations of the A.I.C.T.E., a deliberate policy has been adopted to encourage as many institutions as possible, depending upon their resources and

abilities, to conduct advanced courses in engineering or to establish research units. A number of institutions, as for instance, Bengal Engineering College, Sibpur, Roorkee University, Guindy Engineering College, Madras, Poona Engineering College etc., that were till recently engaged only in under-graduate work are now offering facilities for advanced studies in engineering. The fields of study include Dam Construction and Irrigational Engineering, Structural Engineering and Concrete Technology, Public Health Engineering, Electrical Machine Design, Mechanical Engineering, Metallurgy and Electronics.

FACILITIES FOR STUDY IN SPECIAL SUBJECTS

One of the most important aspects of technical education is the diversification of the field of training. As industrial development progresses, it creates a need for personnel trained in different fields and possessing diverse skills. It is, therefore, a primary function of technical education to respond continually to new developments in science and technology, identify new technical disciplines and provide training facilities in them. In India, the full impact of scientific and technological advances on technical education has yet to come. Nevertheless, a marked diversification of the field of training is noticeable and new facilities are being added in institutions whose activities were till recently restricted.

Among the facilities created for training in special fields may be mentioned the School of Town and Country Planning, Delhi. The school has been established as a central institution for the post-graduate training of architects, engineers and sociologists in civic design and planning, an activity of great importance to the country. The school also conducts a special course in Housing to provide the much needed personnel for the housing projects undertaken by the Central and State Governments. A department of Architecture is proposed to be added to the school, that will conduct a full-fledged degree course in the subject.

On the recommendations of the Board of Management Studies, specialised courses in Business Management have been organised at four selected centres in the country and in Indus-

trial Administration at three centres. The courses are essentially for persons who are engaged in Management and have to be equipped suitably so that they may become better managers, and for those who possess a minimum amount of practical experience and wish to enter the management field. The Administrative Staff College, Hyderabad that was established in 1957 as a joint and cooperative enterprise of the Central Government and private industry and commerce, offers a three-month course to young administrators from all walks of national life in the principles and techniques of organisation, administration and leadership in civil life.

Technical education and training at secondary level is of special importance. Designed specifically for students who wish to enter industry and other technical occupations, the junior technical schools offer a three-year integrated course in General Education, Technical Education and Technical Training in various engineering trades. The junior technical schools in India are being established.

PRACTICAL TRAINING FOR GRADUATES AND DIPLOMA HOLDERS

The practical work done by students of technical institutions is an integral part of their training in becoming engineers and an important pre-requisite to successful technical studies. Prior to 1949 organised apprenticeship facilities for graduates and diploma holders were available in industry or government departments on an extremely limited scale. Everywhere such facilities were provided by the organisations at the specific request of the candidates or of their institutions, and training was generally not supervised; nor were the trainees paid a stipend. The Scientific Manpower Committee that examined the matter from the standpoint of supply of trained technical manpower for various development projects recommended that the Central Government should assume a primary responsibility for arranging practical training of graduates and diploma holders. The Central Government accepted the recommendation and in 1949 formulated a scheme of Practical Training Stipends and initiated it. Under the scheme, during training a graduate is paid a stipend of Rs. 150 p.m. and a diploma holder Rs. 100 p.m. to enable them to meet expenditure on board and lodging.

Nearly 2,000 training places are secured every year in industry and other organisations.

In our present economic position, many deserving students in indigent circumstances are either unable to continue their technical studies or do so with extreme difficulty. State aid to them in the form of scholarships, stipends, etc., is necessary. Till 1959, the number of scholarships and stipends available at a majority of our technical institutions was extremely small. In order to improve the position, the Central Government in 1959 formulated and implemented a scheme of "Merit-cum-Means Scholarships" for students of all technical institutions. Under the scheme, 1,040 scholarships have been instituted for students in the degree and diploma courses. Each scholarship is tenable for the full course of studies of the student concerned and is of the value of Rs. 75 p.m. for degree students and Rs. 50 p.m. for diploma students. The scholarship holders are either exempted from tuition fees by their own institutions or have their scholarships increased by an amount equal to the fees payable to them.

So far as post-graduate studies and research are concerned, the position is more satisfactory. From the outset the A.I.C.T.E. insisted that at least 50% of the places in post-graduate courses should carry scholarships of the value of Rs. 150 p.m. This was accepted by the Central Government and a provision was accordingly made at all centres of post-graduate studies. After a further review of the matter, the All-India Council recommended recently that all places should carry scholarships and the value of the scholarships should be increased to Rs. 250 p.m. in view of the high cost of education at this level. As a result, nearly 500 scholarships of a reasonably good value are or will shortly be available for post-graduate studies in various branches of technology.

On the recommendations of the Scientific Manpower Committee, the Central Government in 1949 implemented a scheme of Research Training Scholarships to encourage bright young students to do research in basic sciences after M.Sc. or in technology after graduation in that field at universities and other educational centres. Nearly 800 scholarships have

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been instituted so far. Each scholarship is of the value of Rs. 200 p.m. and is tenable for a period of three years for an individual scholar. In addition, 80 National Research Fellowships of the value of Rs. 400 p.m. each have been created for advanced research at post-doctoral level.

FINANCING TECHNICAL EDUCATION

The expenditure on technical education reflects not only the progress achieved in the field, but also the organisational structure. With the growth of the initiative of the Central Government in the development of technical education, funds were provided in an increasing measure every year not only for its own institutions but to State Governments and private institutions. Today the finances for technical education, as a whole, are derived mainly from three sources *viz.*, the Central Government, State Governments and private agencies. During the first Plan period the Centre provided about Rs. 16:33 crores for technical education. A sum of Rs. 40.1 crores was provided for the second Five Year Plan; so far as the States are concerned, the outlay during the first Plan was of the order of Rs. 7.0 crores. In the second Plan they were expected to spend about Rs. 26.66 crores, exclusive of the assistance received from the Centre. Exact figures of the expenditure incurred by private agencies are not readily available, but it is estimated that this sector has contributed on an average Rs. 40-45 lakhs per year in the last three to four years.

The importance of technical education is further exemplified by the fact that a much larger outlay is proposed in the third Five Year Plan. According to the present estimates, an amount of about Rs. 176 crores is required for the expansion of technical education at all levels, as recommended by the Planning Commission.

FOREIGN ASSISTANCE

The aid that has been given by many countries generously and in a spirit of cooperation comprises scientific and technical equipment, the services of experts in various branches of technology and facilities for the training of teachers of Indian institutions abroad.

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The extent of foreign aid provided or promised for technical education in India is given in the following table.

Aid Programme/Country	Technical Aid Promised or Received up to 1960		
	No. of experts	Value of equipment (Rs. in lakhs)	No. of fellowships for training of Indian staff
T.C.M. of the U.S.A.	88	163.27*	1106
Colombo Plan	37	52.08	24
UNESCO and UNTAA	18	13.47	30
U.S.S.R. Aid for Indian Institute of Technology, Bombay under UNESCO Programme	18	166.80	20
U.S.S.R. (for I.I.T. Bombay)	..	36.00	..
West Germany	24	170.00	20
TOTAL	185	601.62	2100

*Exclusive of aid of Rs. 105.7 lakhs provided by the U.S.A. out of the Rupee Fund for I.I.T. Kanpur for buildings and indigenous equipment.

In addition, over 6,500 Indian teachers have been sent abroad under various other Programmes.

SCHOLARSHIPS FOR SCIENCES, TECHNOLOGY AND THE FINE ARTS

The Indian Constitution and the proclamation of India as a democratic socialistic state place the case for a wide-spread network of scholarships beyond dispute. The underlying principle in the allocation of scholarships to groups and individuals is the principle of democratisation. This has all too often been taken to mean that scholarships will be awarded to the poor, irrespective of talent. On the assumption, now generally accepted, that a nation cannot survive, part slave, part free, there is clearly a case for a steady stream of scholarships to backward classes and communities who have to catch up with more advanced classes and communities. Nevertheless, the concept of democratisation through scholarships is not completely met by the regular award of scholarships to backward classes and communities. The democratisation of education through scholarships is based on a

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principle of equity. And equity demands that scholarships will be awarded on merit to those who, for want of opportunity, are not able to do justice to their own proven potentialities or effectively, with such talents, to serve their country.

Since the inception of the Ministry, scholarships and fellowships have been administered under the following schemes for post-graduate studies abroad and at home in scientific and technological subjects and the fine arts. Nearly 480 scholars have been sent abroad by the Ministry of S. R. and C. A. between 1958 and 1960 for advanced research on subjects like Nuclear Physics, Electro-Chemistry, Radio-Chemistry, Pharmaceuticals, Geophysics, Geology, Metallurgy, Electronics, Radio-Astronomy, Oil Technology, Hydraulics, Heat Power Engineering, Agriculture, Veterinary Science etc., to countries such as the U.S.A., the U.K., the U.S.S.R., West Germany, Czechoslovakia, France and so on.

CENTRAL OVERSEAS SCHOLARSHIPS SCHEME

The scheme is meant for universities, colleges and comparable institutions of higher education to afford opportunities to teachers for higher studies abroad and to raise the standard of instruction and research in India. The number of scholarships administered under the scheme is 28.

During 1958, a total of 18 scholars (U. K. 13, U.S.A. 4 and West Germany 1) were sent abroad for higher education under the scheme.

The scheme was not in operation in 1959 and 1960 owing to shortage of foreign exchange.

UNION TERRITORIES OVERSEAS SCHOLARSHIPS SCHEME

The scheme is meant for studies abroad in any country where excellent facilities are available for persons who by birth or domicile belong to the Union Territories of Manipur, Tripura, the Andaman and Nicobar Islands, Delhi, Himachal Pradesh, the Laccadive, Minicoy and Amindivi Islands, and Pondicherry. Four scholarships are given, of which two are reserved for candidates for Territories other than Delhi. (If suitable candidates are not forthcoming from them, the scholarships are considered open.)

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Five scholars were sent abroad under the scheme as follows.

	1958-59	1959-60
U. K.	2	..
U. S. A.	1	2

GOVERNMENT OF INDIA SCHOLARSHIPS IN MUSEOLOGY

These scholarships were instituted with a view to increasing the supply of suitably trained museum personnel and to equip them with a knowledge of the latest organisational methods and techniques. The number of scholarships was two. One scholar each was sent to the U.K. and the U.S.A. This scheme has now been discontinued.

INDO-GERMAN INDUSTRIAL COOPERATION SCHEME

This is a biennial scheme and includes scholarships, free studentships and apprenticeships for the Indian nationals for study in West Germany and fellowships for German nationals for post-graduate study in India. The scheme was initiated in 1952-53 and was included in the second Five Year Plan. The number of scholarships and fellowships awarded under this scheme since its inception, is given below.

	1952-53	1954-55	1956-57
(a) Scholarships to Indian nationals for study/training in West Germany			
(i) For post-graduate study for two years' duration.	43	15	23
(ii) For practical training for a period of six months to one year.	64	53	79
(b) Fellowships to German nationals for study in India for a period of two years.	10	10	10
		allotted to two (including Ministry of Education)	

FOREIGN AWARDS BY GOVERNMENTS AND INSTITUTIONS

The Ministry receives offers of scholarships from various foreign governments to promote cultural relations with India. The following foreign countries have made offers of scholarships. The number of Indian scholars sent during

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the years 1958, 1959 and 1960 to different countries is shown below.

	1958	1959	1960	Total
Austria . . .	2	..	..	2
Australia . . .	..	..	1	1
Belgium . . .	..	1	1	2
Czechoslovakia . . .	..	22	1	23
Denmark . . .	..	1	..	1
France . . .	18	16	15	49
Hungary . . .	..	5	..	5
Israel . . .	1	..	..	1
Italy . . .	1	25	..	26
Japan . . .	3	1	2	6
Netherlands . . .	..	5	..	5
Rumania . . .	..	5	..	5
Spain . . .	..	1	..	1
Sweden . . .	1	..	..	1
Switzerland . . .	2	..	2	4
U.A.R. . . .	..	2	..	2
U.S.S.R. . . .	11	20	5	36
Yugoslavia . . .	..	5	..	5

UNESCO FELLOWSHIP OFFER BY THE GOVERNMENT OF POLAND

India utilised two of the ten fellowships placed at its disposal by the Government of Poland under Unesco sponsorship for special studies in scientific fields during 1958.

UNESCO SCHOLARSHIPS OFFER FROM THE CZECHOSLOVAK COMMISSION FOR COOPERATION WITH UNESCO

The scheme is a part of the Czechoslovak participation in the Unesco Major Project on Mutual Appreciation of Eastern and Western Cultural Values. The number of scholarships for Indian nationals is one only.

AD HOC SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF THE FEDERAL REPUBLIC OF GERMANY AND THE GERMAN ACADEMIC EXCHANGE SERVICE (DAAD) TO INDIAN NATIONALS FOR POST-GRADUATE STUDY IN WEST GERMANY

The Government of the Federal Republic of Germany/German Academic Exchange Service (DAAD), as a gesture of goodwill, have been offering *ad hoc* scholarships

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of one year's duration to Indian nationals for post-graduate study in West Germany since 1954-55. The number of scholarships awarded so far, is given below.

Year	No. of scholarships awarded
1954-55	3
1955-56	4
1956-57	5
1957-58	4
1958-59	13
1959-60	7
1960-61	21 (offered in West (Germany)).

SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF FEDERAL REPUBLIC OF GERMANY/WEST GERMAN ORGANISATIONS DURING THE PRIME MINISTER'S VISIT TO WEST GERMANY

During the Prime Minister's visit to Bonn (West Germany) in July 1956, the Government of the Federal Republic of Germany (West Germany) and various other authorities in that Republic offered scholarships to Indian nationals for study in West Germany. Scholarships were awarded to Indian nationals as shown below.

- (a) Fifty scholarships of two years' duration offered by the Government of Federal Republic of Germany for post-graduate study in West Germany for engineering and technical teachers and teachers in humanities and basic sciences—1957-58.

All the fifty scholarships have been utilised.

- (b) Two scholarships of two years' duration offered by the Hamburg University Students Union for post-graduate study in West Germany—1957-58.

These scholarships have been utilised.

- (c) Ten scholarships offered by the Free Hanseatic City of Hamburg for post-graduate study and research in Medicine, Biology, Chemistry, Geology, Geophysics, Nutrition Chemistry, Mathematics, Meteorology, Oceanography, Physics and Indology, in West Germany—1957-58.

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Nine scholarships have been utilised.

- (d) One hundred scholarships offered by the Hamburg Chamber of Commerce, for practical training in West Germany—1957-58.

Ninety-eight scholarships have been utilised.

- (e) Scholarships offered by the North Rhine Westphalia State Government, Federal Republic of Germany—1957-58.

Offer of 600 scholarships for practical training in industries offered by the North Rhine Westphalia for 1957-58, was withdrawn. In its place the Government of the Federal Republic of Germany offered in 1958-59, 150 scholarships for practical training in Engineering and Technology. These scholarships were converted into :

- (i) Fifty scholarships of one year's duration offered by the Government Federal Republic of Germany, for practical training in West Germany—1959-60.
and
(ii) Fifty scholarships of two years' duration offered by the Government of Federal Republic of Germany for practical training in West Germany—1959-60.

All 50 scholarships under (i) have been utilised. As regards (ii), 45 scholars have already left for West Germany and the remaining five will be going shortly.

SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF DEMOCRATIC REPUBLIC OF GERMANY (EAST GERMANY)

(a) Fifty scholarships for post-graduate study for engineering/technological teachers offered by the Government of East Germany—1957-58. All the fifty scholarships have been utilised.

(b) Thirty scholarships for post-graduate studies in Engineering, Technology and Medicine for 1959-60. Of these 28 scholarships have so far been utilised.

T. C. M. TEACHER TRAINING PROGRAMME

The Government of India have been greatly concerned about the shortage of teachers in the engineering and technological institutions in the country. To add to the pool

of young teachers, the Ministry of S. R. and C. A. sent in 1958 under the T.C.M. Teachers' Training Programme 59 graduates in Engineering and Technology for various post-graduate courses in the universities and institutions of the United States of America.

Encouraged by this experience, the Ministry secured a large number of places in the year 1959 and sent another batch of 145 teachers abroad under the Programme.

For 1960, 60 teachers were selected. Of these, 51 have already left for the U. S. A.

The teachers sent for training under the Programme are required to execute a bond with the Government of India that on completion of their training, they will serve as teachers in technical or engineering institutions designated by the Government for a minimum period of at least three years.

TECHNICAL COOPERATION SCHEME OF THE COLOMBO PLAN (Foreign students coming to India for studies)

This scheme is co-ordinated by the Ministry of Finance (Department of Economic Affairs). The Government of India award scholarships to the countries who are participants in the Colombo Plan for training in India, mainly in scientific and technical subjects. There is no stated limit to the number of scholarships for individual countries. As far as possible, the Government try to meet the entire requirements of foreign governments.

The following are the countries to which scholarships are offered under the scheme.

Australia, Burma, Cambodia, Ceylon, Canada, Vietnam, Indonesia, Laos, Japan, Malaya, Nepal, New Zealand, Pakistan, Phillipines, Singapore, Thailand, U.K. and U.S.A.

The period of a scholarship or fellowship depends upon the duration of the course for which a scholar comes for training.

As far as this Ministry is concerned, 186 scholars are studying in India at present and about 70 scholars are expected to arrive shortly.

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COLOMBO PLAN CORRESPONDENCE SCHOLARSHIPS OFFERED BY
COMMONWEALTH OF AUSTRALIA

The scheme is co-ordinated by the Ministry of Finance (Department of Economic Affairs). The object is to extend to the countries of South East Asia through correspondence training facilities of the type available at technical colleges in Australia. The Ministry of S. R. and C. A. is concerned with only two courses, *viz.*

- (a) Teaching Methods for Technical Instructors, and
- (b) Technical Teachers' Certificate Course.

Only those persons who are employed as teachers or instructors in polytechnics or technical centres under the Director General of Resettlement and Employment and whose candidature is sponsored by their employers are eligible to apply.

The training colleges in Australia send direct instructional material by post to the selected candidates. At the conclusion of the course, which is normally of a year's duration, an examination is held in India and successful candidates are awarded certificates.

COMMONWEALTH SCHOLARSHIPS AND FELLOWSHIPS PLAN 1960

Under the Commonwealth Scholarships and Fellowships Plan, various governments within the Commonwealth offer fellowships and scholarships for post-graduate study, tenable in their countries to men and women from other parts of the Commonwealth. The scholarships aim at providing opportunities for Commonwealth students to pursue advanced courses or undertake research. They are intended for young persons of high intellectual promise who may be expected to make a significant contribution to life in their own countries on their return from studies abroad.

The Plan will operate for five consecutive years in the first instance, beginning from the academic year 1960-61. Following scholarships were offered to Indian nationals for 1960-61.

- (a) Forty scholarships offered by the Government of the United Kingdom for post-graduate study or research in

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Science, Humanities, Engineering, Technology and the Fine Arts. The selected candidates for these scholarships have left for the United Kingdom.

(b) Fourteen scholarships offered by the Government of Canada for study or research in Canada in Science, Social Sciences, Archaeology, Business Administration, Engineering and Medicine—1960-61. The selected candidates for these scholarships have left for Canada.

(c) One fellowship offered by the Government of New Zealand to an outstanding Indian historian for teaching Ancient Indian History and Culture at the University of Wellington. The fellowship has been utilised.

(d) Three (provisional) scholarships offered by the Government of Australia for study in the Basic Sciences, Medicine, Engineering and Humanities. Seven candidates have been nominated. Decision regarding the final selections is awaited.

(e) Two (provisional) scholarships offered by the Government of New Zealand for study in New Zealand in the Basic Sciences, Medicine, Engineering and Humanities. Five candidates have been nominated. Decision regarding the final selection is awaited.

(f) Two (provisional) scholarships offered by the Government of Malaya for study in the Basic Sciences, Medicine and Humanities. Three candidates have been nominated. Decision regarding the final selection is awaited.

(g) Two nominations invited by the Government of Hong Kong for advanced study in the Chinese language. Two candidates were nominated, but neither of them has been selected.

(h) Two scholarships offered by the Governments of Uganda, Tanganyika and Kenya for advanced studies in Medicine, Agriculture and the Humanities. No nominations will be made for these scholarships.

FOREIGN ORGANISATIONS OFFER SCHOLARSHIPS

Hawker-Siddeley Industries Commonwealth Scholarships. The scheme provides for the study of the products and methods of production of the Hawker-Siddeley Industries

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and aims at widening the scope of the engineering profession and strengthening the relationship existing between the U.K. and the Commonwealth countries. During 1956, 1957 and 1958, three scholars were sent *i.e.*, one during each year. It was proposed to send one during 1960. The scholarship is of two years' duration.

Science Research Scholarship of the Royal Commission for the Exhibition of 1851 and Rutherford Scholarships. The scholarships are intended to enable the students who have already completed a full university course and given evidence of capacity for scientific investigation to devote themselves to research work under conditions likely to equip them for practical service in the scientific life of the Commonwealth. The number of scholars sent abroad during the last three years is given below.

1957 .. 2	(One for Exhibition of 1851 scholarship and one for Rutherford scholarship)
1958 .. 1	For Exhibition of 1851 scholarship.
1959 .. 1	.....do.....
1960 .. 1	.....do.....

Each scholarship is tenable ordinarily for two years.

Canada Council Non-Resident Fellowships. The object of the scheme is to take advantage of facilities made available by the Canada Council for post-graduate study and research in Canada. The number of fellowships is 75 to be awarded to the nationals of all countries of the world, including India. The duration of each fellowships is one academic year with possibility of renewal for a second year.

Federation of British Industries Overseas Scholarships. The Federation of British Industries offered six scholarships for Indian nationals for practical training in Engineering in the U.K. for the year 1960. The duration of the scholarships is from six to nine months. Only those candidates who are recommended by their employers are considered for these awards. Scholars have also to contribute £ 100 per annum towards their maintenance allowance. Under the scheme, six scholars were sent to the U.K. in 1958-59.

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International Association for the Exchange of Students for Technical Experience. India is a member of the International Association for the Exchange of Students for Technical Experience and as such receives offers of practical training facilities from member countries and offers the same to them. Selected candidates under the scheme are paid a reasonable remuneration that varies from country to country and firm to firm during the period of their training. As regards the offers received by India the short-term offers have been utilised for Indian students by the High Commission of India in the United Kingdom at London. The work pertaining to long-term offers has also since been entrusted to the High Commission to be utilised for selected candidates from amongst the Indian students already studying in the U.K. or on the Continent. Offers received from the U.S.A. have also been utilised from amongst the Indian students already studying in America.

The number of scholars sent to various countries since 1958 is given below.

	1958	1959	1960	Total
Germany	2	4	5*	11
Austria, Sweden and Germany	1	..	..	1
Finland . . . . .	..	1	1	2
Netherlands	2	..	1	3
Sweden . . . . .	..	1	2	3
U.S.A.	1	..	..	1
Denmark . . . . .	..	..	4	4
France . . . . .	..	..	1	1
Poland . . . . .	..	..	1	1
Switzerland . . . . .	..	..	2	2
Turkey . . . . .	..	..	1	1
Yugoslavia . . . . .	..	..	2	2

*No student was sent direct from India.

Information regarding the number of students nominated for practical experience in the U.S.A. is not available.

India received two scholars from Germany under the scheme, one in 1959 and one in 1960.

EXCHANGE AND RECIPROCAL PROGRAMMES

Exchange Programme of Scholars between India and Yugoslavia. To promote cultural relations between India and Yugoslavia, it has been decided to send five Indian scholars to Yugoslavia for training in shipbuilding, machine-building and electrical industries in exchange for five Yugoslav scholars coming to India for training. The Government of Yugoslavia will pay for the maintenance of Indian scholars in Yugoslavia and the Government of India will pay for maintenance, fees, etc. for the Yugoslavian scholars.

Reciprocal Scholarships Scheme. Under this scheme scholarships are awarded to nationals of those countries that award scholarships to Indian nationals, but countries that are covered under other scholarship schemes operated by the Government of India (except Exchange Programmes) are generally not included under this scheme. The scholarships under the scheme are offered every other year.

Under the 1958-59 scheme, 20 scholarships were offered to Austria, Czechoslovakia, East Germany, Italy, Netherlands, Norway, Rumania, Sweden, Switzerland, the U.S.S.R. and Yugoslavia. Twelve scholars (including two each from the U.S.S.R. and Rumania) from various countries were awarded scholarships under the scheme. Two scholars each from the U.S.S.R. and Rumania were transferred to the Ministry of Education as their subjects of study were the concern of that Ministry. The scheme for 1960-61 is under consideration.

Government of India French Fellowships Scheme, 1960-62. The object of the scheme is to promote cultural relations between India and France through educational contacts. Under the scheme, two fellowships have been awarded to French nationals. The fellowships are tenable for two years, unless terminated earlier. Each selected scholar is required to teach French language and literature for at least four hours a week at the institution where he is placed, in addition to his own studies and research work. The Government of India is responsible for fifty per cent of the fellowship allowance (including passage cost) of each scholar and the institution concerned bears the remaining 50 per cent.

Partial Financial Assistance Scheme. Under this scheme requests for the grant of interest-bearing refundable loans from private students going abroad for advanced studies are considered. The subjects of study falling within the jurisdiction of this Ministry are scientific, medical and technological subjects, fine arts and indology.

The total number of scholars who come within the purview of the Ministry of S. R. and C. A. and who are at present abroad is 362. During the last three years, 49 scholars have returned home on completion of their studies in different countries. Only two of the scholars declined to return to India in view of brighter employment prospects and positions offered to them abroad. Two scholars on return to India expressed dissatisfaction with their employment position and the work entrusted to them. These figures are only tentative as there is no regular machinery at present for evaluating the work of Indian scholars while abroad and the work done by them on return to India.

During the last two years the Ministry has introduced a number of new subjects for Indian scholars, depending on India's needs and the facilities for specialisation offered by the countries concerned. Among the new subjects so introduced may be mentioned Museology, Museum Objects, Maintenance Techniques, Museum Photography and Restoration of Paintings.

Scholarships to Young Workers in Different Cultural Fields. With the object of encouraging young persons of outstanding promise in various cultural fields such as the fine arts, music, dance, drama, etc., the Government of India instituted this scheme in 1953. The scheme seeks to encourage the development of artistic talent among the young and the promising in India.

The number of scholarships under the scheme does not exceed 100 at any one time. No number is specified for any particular field.

Each scholar is paid Rs. 250 per month. This includes, in addition to the scholar's living expenses, his travelling, books, art material or other equipment and tuition or training charges, if any.

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The scheme was included in the second Five Year Plan with a provision of Rs. 15 lakhs which was later reduced to Rs. 10 lakhs. During the first four years of the Plan period, 140 scholars were selected and a sum of Rs. 7.58 lakhs was spent on them.

During the fifth year of the Plan, 23 scholars were selected and sent abroad.

A sum of Rs. 16.95 lakhs (including Rs. 20,000 for advertisements) was proposed for the third Five Year Plan by the Cultural Working Group; but the Planning Commission at a meeting held in March 1960, recommended a reduction to Rs. 10.00 lakhs.

The number of scholarships at any given time during the second Plan period has in fact been less than 100, because some selected scholars always drop out for unforeseen reasons. Efforts are being made now to reduce the number of unutilised scholarships to a minimum. A reserve list is maintained from which candidates are selected for scholarships in case the scholars originally selected drop out. Moreover, extensions are granted for a third year in all deserving cases. To obtain extension, candidates are required to appear for a test performance to demonstrate their suitability.

CULTURAL DEVELOPMENTS IN INDIA SINCE INDEPENDENCE : A RETROSPECT

Few countries can boast of a more ancient, varied and richer culture than that of India. The culture of India is, perhaps, the oldest with an unbroken heritage encompassing over 2,500 years of recorded history. Supreme achievements in different fields of cultural and artistic expression have survived the vicissitudes of time. These ideas and activities represent a rich synthesis of diverse strands and traditions. Unity in diversity is the keynote of Indian culture.

The phenomenal survival of the Indian culture is all the more astonishing because of its almost complete neglect over a period of nearly two centuries. The confusion accompanying the decay of the Mughal empire was not conducive to cultural development. The British regime was even less hospitable to such development. The British policy of neutralism in matters of religion was, understandably, extended

to the field of culture because of the intimate association between the two. Moreover, Indian culture was confronted with the more aggressive Western civilisation, only too conscious of its social and moral superiority as a result of the renaissance and an advanced scientific outlook. Armed with political power, prestige and patronage, the Western culture did not find it difficult to dominate the malleable Indian mind. A new system of education was set up envisaging a planned substitution of the alien culture which could not but cause a complete alienation between the educated class and the ignorant masses. No wonder, as G.R. Garrett, an English historian, has remarked: "The last 150 years have proved the most disappointing and, in some ways, the most sterile in Indian History".

It must, however, be said to the credit of the British that they showed commendable foresight in some important fields of cultural activity. For instance, the Archaeological Survey of India was first set up as early as in 1861. With the arrival of Lord Curzon in 1899 as Governor-General, the Indian Archaeological Department was placed on a firm foundation with a comprehensive plan of work in the fields of exploration, excavation, research, epigraphy, publications and preservation of monuments. As a result of the many explorations and excavations carried out by the Department, knowledge of Buddhist architecture, art and iconography advanced enormously. And, with the momentous discovery of the Indus Valley civilisation in Sind and the Punjab, the frontiers of Archaeology of India were pushed back by 2,000 years.

Similarly, the present National Library in Calcutta owes its foundation to Lord Curzon who formed it in 1902 by the amalgamation of the Calcutta Public Library with the then Imperial Library which itself had been formed in 1891 by an integration of a number of departmental libraries of the Government of India. The new library was intended to be "a library of reference, a working place for students and a repository of materials for the future historians of India in which, as far as possible, every book written about India at any time can be seen and read".

It may also be mentioned that the Indian Museum and Victoria Memorial Hall in Calcutta were established and maintained by the Government of India though they were administered by their respective Boards of Trustees. In addition, small grants were given to a few cultural organisations.

PROBLEM ON THE EVE OF INDEPENDENCE

Independence in August 1947, inevitably spurred the forces of freedom in all spheres of social and cultural life. There was a sudden awareness of a big void in the national life, covered with a veneer of the Western culture. The feeling deepened and the void widened with the sudden withdrawal of the princes from the political scene of the country. And, as feudalism flickered, the fate of Indian culture hung even more in the balance. There was a big vacuum to be filled.

On the other hand, there was a growing cultural consciousness among the common people. The struggle for freedom had awakened national pride in the country's rich cultural heritage. Democratic institutions set up after independence helped the common man to articulate his social and cultural aspirations. There was a resurgence of cultural activity calling for proper direction and guidance. The Central Government had, therefore, to assume direct responsibility for promoting art and culture in the country.

Urgent Priorities. At the same time, the nation was faced with problems of overwhelming magnitude in various walks of life. Besides, the urgent material and technological needs of the country, inevitably, claimed higher priorities. The call for cultural development seemed to be lost in the competing claims of more urgent requirements of food, industry and technology. Therefore, at the beginning there was a natural tendency to concentrate on the material needs of the country. It has, however, been increasingly realised that it would be short-sighted to neglect, in the process of material development, the priceless cultural heritage of the country. In fact, technological and material developments constitute a challenge that in adopting new modes of thinking and living, India does not lose the living link with the cultural traditions

and achievements of the past. The setting up of a separate Ministry of Scientific Research and Cultural Affairs in 1958 provided a powerful impetus to programmes of cultural activity in the country.

DEVELOPMENTS SINCE INDEPENDENCE

Archaeology

Expansion. The Department of Archaeology has made considerable progress since independence. As a result of the integration of the former princely states with the Indian Union, the Department looked after over 4,000 monuments of national importance. In 1951, the Parliament passed an Act for the protection of the monuments of national importance all over the country. The Department also maintained 12 site museums and organised a number of exhibitions. An idea of the expansion of the Department can be had from the fact that its budget provision has increased from Rs. 1.86 million in 1946-47 to Rs. 12.2 million in 1960-61.

Explorations and Excavations. The main problem of Indian Archaeology, after independence, was a search for a Harappan site because all the known sites of this culture were lost to India after partition. Explorations and excavations were, therefore, carried out and sites of Harappan culture brought to light in the Bikaner Division on the Upper Sutlej in the Punjab. Excavations were also carried out at many other places all over the country—at Brahmagiri and Chandravalli in Mysore State; Sisupalgarh and Dhauli in Orissa; Hastinapur, Bahadarabad Jagatgram and Mathura in Uttar Pradesh, Rupar in the Punjab; Amrithamangalam, District Chingleput, in Madras; Lothal, District Ahmedabad; Prakash, District East Khandesh; Tamluk, District Midnapur; Kottura, District Vishakapatnam; Kotla Nihang, Maski and Ujjain, etc.

At the same time, efforts were made to bridge the gulf separating the Harappan culture and the early historical period and this resulted in the discovery of a new ceramic industry known as the Painted Grey Ware. The spread of the chalcolithic culture in Central India and Deccan was traced by excavations at a number of sites in these regions.

The Department also undertook a comprehensive excavation at Nagarjunakonda which is to be submerged as a result of an irrigation scheme.

Other Activities and Schemes. The results of some of the major excavations and explorations were published in a journal called "Ancient India" of which 15 volumes have so far been published from 1954-55 onwards. Important results in different branches of Archaeology are published by the Department in an yearly publication known as "Indian Archaeology—A Review".

In 1958, the Parliament passed the Ancient Monuments and Archaeological Sites and Remains Act, containing many provisions for the better preservation of protected monuments and archaeological excavations. In 1959, the Department started a School of Archaeology with a view to training young persons in Archaeology so that they may be adequately equipped for the profession.

The Department implemented several schemes during this period *i.e.*,—assessment of the importance of monuments, survey plans of monuments, copying of Ajanta paintings, survey of antiquities, historical notes on monuments and guide books on monuments, acquisition of land geo-chronological study, preparation of archaeological atlas, and setting up of libraries.

Museums

National Museum, New Delhi. There are perhaps few countries in the world which have more to show in cultural achievement and yet have done so little to display their rich relics as India. Museums are much neglected institutions in the country. Since independence, however, it has been increasingly realised that museums have a dynamic role to play not only in preserving art objects but also in reviving and strengthening the cultural consciousness of the common people as well as in improving their educational standards.

Pending the construction of a new building in Delhi, a beginning was made in August 1949 by setting up the National Museum in Rashtrapati Bhavan as a concrete expression of India's greatness in culture and art and also to

serve as a model institution for the guidance of other museums in the country. The Museum started with two departments, *viz.*, Art and Archaeology.

The Museum has made rapid progress since its inception. A part of the art collection displayed at the exhibition of Indian Art and Archaeology held in London in 1947-48 was originally the nucleus for the National Museum. The collection has since been enormously enriched.

In 1957 a section for chemical preservation and restoration of art objects was formed. In 1960 two more departments were added—those for display and modelling. A Department of Anthropology is in the offing. A few art exhibitions were organised and a number of publications brought out. The publications included a guide book, four sets of picture postcards, a monograph on Orissa paintings and two collections of paintings—“Nayak—Nayika” and “Kangra Paintings of the Bhagavata Purana”.

A new building was planned to be constructed in three phases at a total estimated cost of about Rs. 12 million. The first phase of the building was completed in June 1960 at a cost of about Rs. 8.6 million and the National Museum was inaugurated in its new premises at the crossing of Rajpath and Janpath roads in December 1960.

National Gallery of Modern Art. Immediately after the establishment of the National Museum, the need for the National Gallery of Modern Art engaged the attention of the Government of India. The Conference on Arts held in 1949 at Calcutta gave a further impetus to this idea by recommending the establishment of a National Gallery. The National Gallery of Modern Art was opened in March 1954 at Jaipur House in New Delhi.

The Gallery now possesses more than 3,000 art objects—paintings, sculptures and other objects of art relating to the period after 1857.

Salar Jung Museum and Library, Hyderabad. The Government of India soon realised that the establishment of one or two national museums in a huge country like India would not suffice. It was, therefore, decided that several national museums should be set up in various parts of the

country to represent different regions of India. In pursuance of this policy the Ministry took over the Salar Jung Museum, Hyderabad in December 1958 to be reorganised and developed as a National Museum for the South.

The Museum was built out of the vast and valuable personal collections of art objects and manuscripts left by the late Nawab Salar Jung. It has nearly 25,000 art objects of varied nature, some of them outstanding pieces not to be found anywhere else in the world, displayed in 77 rooms.

The Salar Jung Library attached to the Museum has more than 50 thousand volumes of manuscripts and printed books in Arabic, Persian and Urdu. The Salar Jung Museum and Library are being reorganised on modern lines. A new building to house the Museum is in the planning stage.

The Indian Museum and Victoria Memorial Hall, Calcutta. These two Museums are amongst the oldest institutions of their kind in the country and are administered by their respective Boards of Trustees. But they are maintained from the funds provided by the Central Government. Both are unique institutions of considerable historical importance and significance, possessing rich collections of art objects and manuscripts. The Government of India have, therefore, been taking a keen interest in their reorganisation and development on modern and scientific lines so that their rich cultural resources are properly preserved and displayed. Accordingly, apart from adequate maintenance grants, the Museums were given substantial financial assistance in connection with their plans for reorganisation and development under the second Plan. The objective is that these two important institutions should be properly developed so as to serve as National Museums for the East.

A six-storeyed fire-proof building estimated to cost Rs. 23 lakhs is under construction to house the inflammable spirit collection of the Zoological Survey of India and other sections of the Indian Museum, Calcutta.

ASSISTANCE TO CULTURAL ORGANISATIONS AND WRITERS

Building Grants to Cultural Organisations. One of the basic approaches of the Central Government to the question

of promoting cultural development has been to encourage and strengthen existing voluntary organisations in the field of culture with suitable financial assistance. Accordingly, several schemes of grants-in-aid were instituted to enable voluntary organisations to fulfil their functions more effectively.

One of the urgent needs of voluntary organisations has always been for suitable accommodation for which they are generally not able to find sufficient funds. The Central Government, therefore, adopted a scheme under which building grants were given to recognised cultural organisations on the basis of 50 per cent of the estimated or actual cost not exceeding Rs. one lakh per institution or equal in amount to their public collections for the purpose, whichever is less.

Assistance for Building Open Air Theatres in the Country. Conference on community development held in 1958 recommended that a number of cultural centres in rural areas may be set up to provide entertainment and encouragement to local people and arts respectively. It was also recommended that such cultural centres should be equipped with open air theatres. Accordingly, the Ministry initiated a scheme under which Central financial assistance was extended to State Governments to enable each of them to set up about five open air theatres in rural areas every year. Non-recurring expenditure not exceeding Rs. 1,150 for each open air theatre is met by the Ministry. In areas where there is a heavy rainfall, the maximum aid per theatre may go up to Rs. 1,500.

Assistance to Theatres. With a view to encouraging more creative activity on the part of established theatre groups in the country, the Ministry announced a scheme under which financial assistance were offered to such organisations to enable them to produce new plays. Recognised theatre organisations, qualifying for Central financial assistance were given a grant of Rs. 7,500 each for the production of not more than two new plays in 1960-61.

Inter-State Exchange of Cultural Troupes. Emotional integration of people living in different parts of the country is one of the paramount needs of the new nation. As one

of the means for promoting such integration, the Ministry started an interesting scheme under which State Governments were encouraged to organise exchange of dance and music troupes, so as to enable people, particularly in rural areas, to get glimpses of the wealth of diverse cultural traditions of the country as well as of their underlying unity. The Ministry paid travelling expenses of the selected troupes from one State to another and a grant not exceeding Rs. 500 for meeting pocket and unforeseen expenses of each member of a troupe. The reports received show that the scheme has been a success.

Assistance to Writers and Artists. There was for a long time, a need felt for some Central assistance to alleviate the suffering of distinguished writers and artists who, in their old age, had fallen into indigent circumstances. The Central Government therefore adopted a scheme under which a monthly allowance not exceeding Rs. 150 each was given to such writers and artists. In special cases lump sum grants were also made. The scheme has subsequently been extended to cover the cases of widows of writers and artists in receipt of such allowances.

NATIONAL AKADEMIES

Conference on Letters and Fine Arts. In addition to giving financial assistance to voluntary organisations, the Government of India also realised the imperative need of giving a more positive lead in the development of literature and arts in the country. Accordingly, separate conferences of distinguished persons representing letters, visual arts, dance, drama and music were held. In the light of the recommendations of these conferences, the Government of India established three National Akademies—Akademi of Dance, Drama and Music (Sangeet Natak Akademi), Akademi of Letters (Sahitya Akademi) and Akademi of Art (Lalit Kala Akademi). A new building to house the three National Akademies is under construction in New Delhi. The main part of the building known as Rabindra Bhavan was inaugurated in May 1961 in time for the Tagore Centenary celebrations.

Sangeet Natak Akademi. The Sangeet Natak Akademi was inaugurated in January 1953. The chief objective of the Akademi is to foster and develop Indian dance, drama

(including films) and music, and to promote through them the cultural unity of the country. The Akademi also co-ordinates the activities of regional organisations, promotes research, sets up training institutions, sponsors festivals and seminars, and encourages cultural exchanges. It has accorded recognition to about 150 voluntary organisations and given grants to some of them. The Akademi also gives awards annually to eminent persons in the fields of dance, drama, films and music.

Lalit Kala Akademi. The Lalit Kala Akademi was inaugurated in August 1954. Its primary function is to encourage study and research in the fields of painting, sculpture, architecture and applied arts. It also co-ordinates the activities of regional or State Academies, promotes cooperation among art associations, encourages exchange of ideas between various schools of art, publishes literature of art, exchange of personnel and art objects, and fosters national as well as international contacts through exhibitions. A significant annual programme of the Akademi is the holding of the national exhibitions of art. The Akademi has published a number of albums and picture postcards of Indian paintings and miniatures.

Sahitya Akademi. The Sahitya Akademi was inaugurated in March 1954. Its objective is to preserve the Indian heritage in letters and to stimulate, by awards and distinctions, new writing, original or in translation. The Akademi has a large and varied programme of publications, including a National Bibliography of Contemporary Works of Literary Merit in Indian languages, anthologies from contemporary writers, a standard work in English and Hindi on the history and development of modern Indian literature, critical editions of Kalidasa's works, anthology of Sanskrit literature and epics and *Puranas*, etc.

The Akademi also gives, annually, awards of Rs. 5,000 each for the most outstanding books in each of the major Indian languages.

2500th Buddha Jayanti. The year 1956 marked the 2500th anniversary of the Buddha's *Parinirvana* and the Government of India celebrated the unique occasion in a befitting manner. A number of cultural functions, including

an exhibition on Buddhist art and a symposium on Buddhism's contribution to art, letters and philosophy, were held in November and December 1956.

As permanent contribution to the celebrations, it was decided to construct an impressive commemorative monument in the midst of an extensive park at an estimated cost of about Rs. 43 lakhs. The monument and the park are both under construction.

Plans for Tagore Centenary Celebrations. Elaborate nation-wide plans were made to celebrate the Tagore Centenary falling in May 1961, reflecting the rich and unique diversity of the great poet's genius and his significant contributions to the various aspects of national development. The plans included organisation of a Tagore exhibition, publication of a selection of Tagore's writings in several volumes in different languages of the country by the Sahitya Akademi, publication of an anthology of 100 songs of Tagore by the Sangeet Natak Akademi, printing of an album of 40 reproductions of Tagore's paintings by the Lalit Kala Akademi and establishment of Chairs in some of the universities and theatres in all State capitals of the country.

Detailed plans for the celebration of the Centenary were also made in most of the foreign countries.

INDOLOGY AND INDIAN LANGUAGES

Institute of Indology. Revival of Indian culture naturally stepped up the demand for indological research in the country. An Indology Committee was set up which recommended, among other things, starting of an Institute of Indology to co-ordinate and supplement all the indological research being done in different government and private institutions including universities, etc. But the recommendation could not be implemented on account of financial stringency. Preliminary steps are, however, being taken to set up the Institute and it may start functioning from the beginning of the third Plan.

Publication of Rare Manuscripts. On one of the recommendations of the Indology committee, the Government of India decided to publish about 20 rare manuscripts of national importance, in Sanskrit, Prakrit, Arabic and Persian.

They also implemented two schemes for grant-in-aid to voluntary organisations to enable them to publish rare manuscripts and catalogues of manuscripts available with them. The Government of India also offered to voluntary organisations to get their old manuscripts treated scientifically to ensure their preservation for posterity.

Development of Modern Indian Languages. On account of the pre-eminence of the English language during the British regime, most Indian languages remained impoverished. The Constitution of India has laid down as a fundamental right that—"Any section of the citizens residing in the territory of India in any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same". From this fundamental right flowed the obligation on the part of the Government of India to develop all Indian languages. This was considered all the more necessary because it was decided, after independence, to adopt these languages as media of instruction in schools and colleges. The Central Government, therefore, included in the second Plan a scheme of development of modern Indian languages except Hindi and Sanskrit for which separate provision was made. A provision of Rs. 2 million was made for the purpose in the second Plan.

Under the scheme, Central financial assistance was given to State Governments and voluntary organisations on the basis of 50 per cent of the estimated expenditure on proposals for publications intended to develop their respective languages, such as encyclopaedias, bilingual dictionaries of Indian languages, bibliographies, and books of knowledge on science, culture, scientific terminology and grammar, etc. Almost all the Plan provision for the scheme was utilised.

The Ministry are also preparing a one-volume encyclopaedia in English which will be translated into various Indian languages.

History of Freedom Movement in India. A Board of Editors (History of Freedom Movement) was set up in 1952 for the purpose. The Board collected considerable amount of relevant material running into 1,33,327 pages consisting of 2,890 items. On the dissolution of the Board

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at the end of three years, the work of another collection was entrusted to the National Archives of India. With the material now available, Dr. Tara Chand has been entrusted with the task of preparing the history. The first volume has been published. Two other volumes are under preparation.

A history of the Indian revolt of 1857 prepared by Dr. S. N. Sen at the request of the Government of India, was also brought out in 1957 to mark the occasion of the 100th anniversary of India's first struggle for freedom.

NATIONAL LIBRARIES AND GAZETTEERS

National Library, Calcutta. The Imperial Library in Calcutta has, since independence, been developed into a national library. The name was accordingly changed to National Library in 1948 and it was shifted from the Metcalfe Hall to its present spacious building and surroundings—Belvedere—in the same year. It was formally opened in its new premises in 1953.

The National Library has made substantial progress since independence. It has been reorganised into 11 divisions including those for preservation, publication and children's library. A significant measure of its development is the big increase in the number of its books from 4 lakhs in 1947-48 to 10 lakhs. An important feature of this development is the acquisition of a large number of books in each of the different Indian languages. Its budget provision has increased from Rs. 0.15 million in 1946-47 to Rs. 1.5 million in 1960-61.

A Bibliography and Reference Division has also been established in the Library with the primary responsibility of compiling the Bibliography of Indology covering all aspects of the cultural activities of the country. The first section of this project "Bibliography of Indian Anthropology" has been published.

Delivery of Books (Public Libraries) Act, 1954. In the year 1954, the Government of India enacted the Delivery of Books (Public Libraries) Act, 1954. Under the Act, the National Library, Calcutta, and three other public libraries designated by the Government were entitled to get a copy each of every book published in India. This Act was subsequently amended so that all the periodical publications in

the country were also included within its purview. The other two libraries benefiting from this Act are—the Connemara Public Library, Madras and the Central Library, Town Hall, Bombay. The third library will be the Central Reference Library proposed to be set up in Delhi.

Central Reference Library. The Government of India formulated a scheme for setting up a Central Reference Library at Delhi under the second Five Year Plan at a cost of Rs. 50 lakhs to co-ordinate liaison work in the library world on a national basis. The scheme will be implemented when a new building, which is being planned, is put up.

One of the main objects of the proposed Library is to compile the Indian National Bibliography on the basis of the material collected under the Delivery of Books (Public Libraries) Act, 1954. A nucleus staff of the Central Reference Library was recruited for this purpose and started functioning at the National Library, Calcutta. The Bibliography, which is published quarterly in the Roman script, covers all Indian publications including the official publications. A number of issues has already come out. In addition to the quarterly issues, an annual issue is also being published. The volume for 1958 is out and that for 1959 is in the press. Arrangements have also been made for bringing out the language fascicules in all the language scripts of the country.

Gazetteers of India. The Imperial and District Gazetteers of India are reference works of inestimable value to the administrator, and an authoritative source of information to the general public. These were last revised in 1909 and are now hopelessly out of date.

The question of revising them has engaged the attention of the Government of India for a long time, but revision was not taken up earlier for want of funds. This was taken up at first by some of the State Governments on their own, Bombay in 1949, Bihar in 1952 and Madras in 1954. A few volumes were prepared, but those which were actually published before the Central Government entered the scene are the District Gazetteers of Gaya, Hazaribagh (Bihar), Poona, Dharwar (Bombay), Tanjore (Madras). The Government felt that the work should not be left entirely to the initiative

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of the State Governments, if we were to have District Gazetteers for all States, and basic uniformity in the preparation of the volumes.

In July 1955, an inter-departmental meeting of officers of the various Ministries of the Government of India and representatives of the State Governments was held to consider the question. On its advice, an expert committee was appointed to formulate a plan for the revision of both the Indian and District Gazetteers. This committee met in November 1955 and on its recommendations, the Government of India launched its programme of revision of the Imperial and District Gazetteers. For the Imperial Gazetteer of India (which is in 26 volumes), the first four volumes were to be revised and the work was to be the sole responsibility of the Central Government. The District Gazetteers' preparation and publication were to be solely the responsibility of the State Governments, but the Central Government would meet 40 per cent of the expenditure incurred by them subject to a total limit of Rs. 20 lakhs for all the States.

The Central Gazetteers Unit was set up in January 1958. A Central Advisory Board was constituted to advise on problems connected with the Gazetteers. The functions of the Central Gazetteers Unit are two-fold : (i) revision of the first four volumes of the Imperial Gazetteer of India as a Central scheme, and (ii) supervision and co-ordination of the work of the revision of District Gazetteers in the States.

The Central Advisory Board formulated the plan of the four India Volumes and submitted it for the approval of the Minister but this could not be finalised till a General Editor was appointed. The Central Advisory Board was re-constituted in August 1959 and the plan of the first volume and a list of contributors came up for consideration at its first meeting and were adopted. Experts of eminence like Dr. C. P. Ramaswamy Aiyar, Dr. S. K. Chatterji, Dr. D. N. Wadia etc., who are well-known authorities in their respective fields, were entrusted with the writing of chapters for the first volume.

The work on the first volume has been taken up and it is expected that it will be ready for the press by the end of 1961. A number of contributors to the volume have already

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in such a short time. The present programmes have been planned mainly to meet certain immediate needs felt in the cultural field. At the same time, behind the surprising spurt of cultural activity since independence, can be discerned some of the lineaments of a comprehensive policy to be forged in the near future. It is too soon yet to attempt to assess the work of all the autonomous bodies set up for promoting cultural development. It may, however, be hoped that with time these new bodies will gather momentum as they gain fresh experience.

The achievement of the Government since independence can be more precisely measured by the great progress of expenditure on cultural activities on the part of the Central Government since independence. The following figures regarding even the few items dealt with by the Central Government before independence speak for themselves.

Subject	Budget provision for 1946-47 (Rs. in millions)	Budget provi- sion for 1960-61 (Rs. in millions)
Archaeology	1·87	12·20
National Library	0·51	1·50
Indian Museum, Calcutta	0·05	0·18
Victoria Memorial Hall, Calcutta	0·10	0·30
Grants to Cultural Organisations	0·06	3·50

Since independence, 12 new cultural schemes have been implemented. The budget provision for 1960-61 for all the cultural activities of the Central Government, excluding those relating to external relations and scholarships amounted to Rs. 32·86 million as against the meagre budget provision of Rs. 2.32 million for similar activities in 1946-47.

Progress under the First and Second Plans. The scope of development is all the greater because of the long neglect of cultural affairs until independence. Even since independence, culture has not been receiving a fair deal, unavoidably though, because of the competing claims of more urgent

problems and priorities. In the first Five Year Plan, five cultural schemes were projected but none of them could be implemented on account of financial stringency. It is actually during the second Plan period, and more so since the setting up of the present Ministry in 1958, that a noticeable progress in the implementation of seventeen cultural schemes has been made. For all cultural schemes of the Central as well as State Governments there was a Plan provision of about Rs. 4.63 crores only representing about 0.1 per cent of the total Plan provision of Rs. 4,500 crores. There is, therefore, a big leeway to make up if the cause of culture is to revive and come into its own.

Apart from lack of funds there were other factors which hampered the progress of cultural schemes in the second Plan—for instance, lack of experience, trained personnel, and foreign exchange, and late start in the implementation of some of them.

Prospects in the Third Plan. Some of these difficulties have been partly overcome. A more adequate financial provision for cultural activities has been proposed for the third Plan—about Rs. 11.5 crores for both the Central Government and the State Governments against about Rs. 4.5 crores in the second Plan. In the third Plan emphasis will be laid on the consolidation of the schemes started and implemented in the second Plan. Essential extensions will be effected in each of these schemes. Some of them will, however, be developed considerably in view of their intrinsic importance. For instance, the schemes of development of modern Indian languages, reorganisation and development of museums, national libraries and gazetteers are expected to receive particular attention because of their special cultural significance as well as long neglect. Nineteen new schemes have been included in the third Plan.

CULTURAL RELATIONS WITH FOREIGN COUNTRIES

Prior to 1947, cultural activities were largely outside the purview of the State. Occasionally Indian literary men, scientists and humanists went abroad on cultural tours, but cultural relations were mainly confined to exchange with Great Britain and countries of the Commonwealth. For example,

in 1947 an Indian art exhibition was sent to London. India had practically no cultural exchanges with other countries.

On attaining independence, the problem faced was not only of projecting India's cultural achievements in foreign countries but also of establishing closer cultural contacts with those countries.

After India attained independence, there arose a number of other more pressing problems and the work relating to cultural relations with foreign countries could not be initiated on a regular basis until 1950-51. The Government of India's cultural activities programme has, however, made considerable headway during these years. The importance given to and the progress made in this field may be observed from the fact that while in 1950-51 the budget provision earmarked for development and promotion of cultural contacts with foreign countries was one lakh of rupees, it has risen to Rs. 32 lakhs during 1960-61.

To meet the growing volume of cultural activities with foreign countries, a separate External Relations Division was created in 1956, that is now charged with the responsibility of planning and implementing the cultural activities programme of the Government of India with foreign countries in collaboration with the Ministry of External Affairs.

The cultural activities programme as it stands covers a wide field, the aim being to make our cultural heritage known to people of other countries, to develop a close understanding of one another's achievement in artistic, literary, cultural and other finer aspects of life and to promote mutual goodwill and understanding.

With this aim in view, India has entered into cultural agreements with 11 countries viz., Turkey, Iraq, Rumania, Japan, Indonesia, Iran, Poland, United Arab Republic, Czechoslovakia, the U.S.S.R. and Yugoslavia. These agreements provide for cultural, scientific and educational cooperation and collaboration between India and the respective countries.

India's cultural activities are, however, not restricted only to countries with whom India has cultural agreements but extend to all countries.

EXCHANGE OF DELEGATIONS

During the post-independence period, India sent cultural, sports and educational delegations to a number of foreign countries.

On the other hand, cultural and other delegations were invited from a number of countries.

Distinguished scholars like Prof. Arnold Toynbee and Dr. Kenneth Bradley from the United Kingdom, Mr. Halador Laxness, noble laureate from Iceland, Dr. Isa Sipeh-budhi from Teheran, Dr. Ahmad Sammans from Syria, Prof. Alfro Siqueiros from Mexico, Dr. Julius Germanus and Prof. Irvin Baktay from Hungary, Prof. Nguyen Khanh Toan, Vice-Minister of Education, Democratic Republic of Vietnam, Mr. R. A. Beijer, under joint sponsorship of Unesco and Government of India, from Stockholm, Prof. Hajime Nakamura and Prof. Masakiyo Miyamoto from Japan, Dr. Grayson Kirk, and Mr. and Mrs. Andor Foldes from America, Prof. and Mrs. Werthiem from the Netherlands, Mr. Chau Sathiene from Laos and Mr. Le-Van from the Republic of Vietnam and Dr. E. D. Vries from the Hague visited India. Indian scholars were also sent to various countries of the world.

INTERNATIONAL CONGRESSES AND FESTIVALS

India participated in various international congresses and festivals either by sending its delegations at government expense or assisting individuals/groups to participate on such occasions.

Special mention may be made of the following international congresses/festivals.

Seventh International Congress of Linguists held in London in September 1952.

Second Conference of World Fellowships of Buddhists held in Tokyo in 1952.

International Seminar on 'Education and the Problems of Daily Living' held in Paris in June-July 1954.

Inaugural Session of Pakistan Philosophical Congress held in Lahore, in April 1954, and subsequent sessions of Pakistan Philosophical Congress held in

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- Karachi in February 1955, in Peshawar in 1956, in
Dacca in 1957.
- Eleventh International Congress of Philosophy at Brus-
sels in January 1955.
- Pan-African Congress on Pre-History held in Livingstom,
North Rhodesia.
- Third International Conference of Students of Architec-
ture held in Paris in April 1955.
- International Congress of Orientalists held in Paris in
July 1948, in Istanbul in September 1951, in the
United Kingdom in July 1954, in Munich in 1957,
and in the U.S.S.R. in 1960.
- Youth Congress held in New York in December 1950.
- Indonesia Language Congress held in October-Novem-
ber 1954.
- Regional Conference of the International Federation of
University Women held in January 1955.
- Third International Conference of University Professors
of English held at Cambridge in 1956-57.
- Edinburgh Festival held in the United Kingdom in
1956-57.
- Two Hundred and Fiftieth Anniversary Celebrations
of Technical University, Prague.
- P. E. N. International Congress held at Tokyo, in
1957-58 and in Frankfurt in July 1959.
- Two Thousand and Five Hundredth Buddha Jayanti
Celebrations held in Thailand in 1957-58.
- Jashan Celebrations in Afghanistan held annually in
August since 1949.
- Two Thousand Five Hundredth Buddha Jayanti Cele-
brations held in Cambodia in 1957-58.
- Ninth International Congress for the History of Reli-
gions held in Tokyo in August-September 1958.
- Gandhi Jayanti Celebrations, Independence Day and Re-
public Day Celebrations in Nepal for the last four
years.

Theatre Des Nations Festival held at Paris in 1959 and 1960.

INDIA ART EXHIBITIONS

Indian art exhibitions were sent to a number of countries and India participated in international art exhibitions in the United Kingdom, Italy, Japan, Burma, British West Indies, Ireland, West Germany, Ceylon, Philippines, Australia, France and the United States of America. Special mention may be made of the "Five Thousand Years of Indian Art Exhibitions" which is still abroad and which has already been shown at Essen, Zurich, Paris and Vienna. This exhibition consists of 920 art objects from the time of *Mohen-jodaro* to present times which have been lent by 30 museums and art galleries in the country. The exhibition has made a great impact on the minds of Europeans.

At the invitation of the Government of India, art exhibitions have also visited India mostly from European countries. India has also organised two Unesco travelling exhibitions of reproductions of Chinese art and Persian miniatures.

PRESENTATION OF BOOKS

Still other activities in the field of cultural contacts with foreign countries have been the exchange of books and library sets relating to the various aspects of Indian life, culture, history, language, literature, philosophy, religion etc. Books were presented to libraries, institutions, scholars etc. in various parts of the world.

Besides books, art objects, audio-visual material, children's equipment, radio sets, etc. were presented to institutions in some countries.

GRANTS

Ad hoc grants have been given to a number of Indo-foreign and other cultural and educational institutions both in foreign countries and in India.

Financial assistance to enable foreign students and scholars to prosecute their studies is also given in some special cases from cultural activities programme. Assistance is given

to African students in India, not covered under the General Cultural Scholarships Scheme, to learn Hindi in their colleges.

SUBSIDY FOR TRANSLATION AND PUBLICATION OF INDIAN CLASSICS INTO FOREIGN LANGUAGES

To encourage the spread of knowledge about India, the Government has encouraged translation and publication of Indian classics and other books into foreign languages. The Government of India bought five manuscripts of the Arabic translation of the *Mahabharata*, *Gita*, *Nala Damayanti*, *Shakuntala* and Indian chronicles translated by Shri Wadli Boustani. The Government have assisted in the publication of Tagore's *Gitanjali* and *Fruit Gathering* in Arabic, *Meghdoot* in Nepalese, Pandit Jawaharlal Nehru's autobiography in Persian, and assisted institutions in Nepal in the translation and publication of Indian books.

RECRUITMENT OF TEACHERS FOR FOREIGN COUNTRIES

At the request of concerned foreign governments Indian teachers were recruited for service in Uganda, Afghanistan, the U.S.S.R., the United States of America, Gold Coast, Nepal, Mauritius, Ethiopia and Fiji.

PROMOTION OF EDUCATION ABROAD

Two endowment funds, one in Ceylon and the other in the British West Indies, were created with liberal grants from the Government of India.

Essay contests were organised in Australia and prizes given to students. Hindi centres were opened in British West Indies, British Guiana, Jamaica, Nairobi and prizes awarded to best students of Hindi (These centres have, however, since been discontinued).

Prizes were also awarded to best students of Hindi and other Indian languages from Japan, Mongolia, China, the U.S.S.R., the United Kingdom, Poland and Czechoslovakia in the shape of a free round trip to India for a month and financial subsidy to a student from the United States of America.

REHABILITATION OF TIBETAN REFUGEES (STUDENTS AND LEARNED LAMAS)

Consequent on the recent disturbances in Tibet, a large number of Tibetan refugees came to India. This Ministry provided educational facilities to 160 students during 1959-60 and it is proposed to provide similar facilities to another 76 Tibetan refugee students.

Twenty-five scholarships of the value of Rs. 50 per month each have also been sanctioned to enable 25 Tibetan refugee Lamas/students to prosecute under-graduate studies at the Sanskrit University, Varanasi, Nava Nalanda Mahavihara and the Namgyal Institute of Tibetology, Gangtok.

With a view to utilising the presence in India of learned Tibetan Lamas, ten fellowships of the value of Rs. 300 per month each have been sanctioned to enable universities/institutions in India to appoint suitable Lamas for research and teaching work. The Delhi University and the Sanskrit University, Varanasi have already appointed one Lama each and the Namgyal Institute of Tibetology, three Lamas.

To make available in India, education on the pattern available in the monasteries in Tibet, a School of Buddhist Philosophy was established at Leh in October 1959.

INTERNATIONAL STUDENTS' HOUSE, DELHI

A society named the International Students' House Society has been set up to put up an International Students' House at Delhi and administrative approval for its construction has been given.

INDIAN COUNCIL FOR CULTURAL RELATIONS

At the unofficial level, the cultural activities programme with foreign countries is looked after by the Indian Council for Cultural Relations, an autonomous body, set up in 1950. The Council is almost entirely financed by the Government of India and the Minister of Scientific Research and Cultural Affairs as its President guides the activities of the Council.

The Council has ten different sections representing different regions and aspects of its work, viz., (1) East Asia Section, (2) West Asia Section, (3) Africa Section, (4) Europe

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Section, (5) West Asia Section, (6) America Section, (7) Carribean Area Section, (8) Persian Language and Cultural Section, (9) Students' Service Unit, (10) Publications Section and Library and Reading Room.

Sending Indian teachers to teach at foreign universities, inviting student-teacher parties and goodwill missions to India, arranging receptions for visiting foreign dignitaries from various parts of the world, presenting books, arranging exchange of students, sending Indian scholars abroad for research and cultural tours, encouraging pen-friendship, translating Indian classics into foreign language, supervising welfare of foreign students studying in India through social gatherings, holiday tours, seminars and rest and recreational camps, etc., publishing two quarterly journals on Indo-Asian culture and subsidising a third journal published by the Iran Society, are some of the more important activities of the Council.

The Council is also running International Students' House at Delhi and Calcutta in rented buildings and a students' Club at Madras.

AZAD BHAVAN

To enable the Indian Council for Cultural Relations to function suitably, it was decided to construct a building of its own. The first phase of the building has been completed and the Council has moved to its new premises.

EVALUATION AND DETAILS OF IMPORTANT PLANS UNDER IMPLEMENTATION

Some of the more important activities undertaken during this period is the project connected with the construction of India House at the Cite Universitaire Paris, and financial assistance for the extension blocks to the Y.M.C.A. Indian Students' Union and Hostel, London.

The India House at the Cite Universitaire, Paris is estimated to cost about Rs. 35,00,000 in all and will provide accommodation to about 97 students when completed.

The London Hostel has been granted a sum of Rs. 4,00,000.

MINISTRY OF S. R. AND C. A.

India has friendly relations with all the countries of the world and consequently there is a demand for more intimate cultural relations from almost all the countries of the world. Owing to limited funds, it has not been possible to meet all these demands. It has also been felt that the practice of collecting a few artistes from different parts of India at the last moment to form a composite delegation of dancers and musicians does not serve our purpose fully. It has, therefore, been proposed that there should be two troupes employed by the Government of India who will be under constant practice within the country and who could be sent to the different parts of the world at short notice.

We have also reached a stage when it has become necessary to review the work that has been done so far and in the light of our experience concentrate on those regions of the world where not much work has been done in the past. For the first time, therefore, a dance and music troupe is visiting the West Asian countries this year (1961) and for the first time also a troupe of artistes was sent to Latin American countries. This has been followed up by sending an exhibition of Indian paintings to these countries.

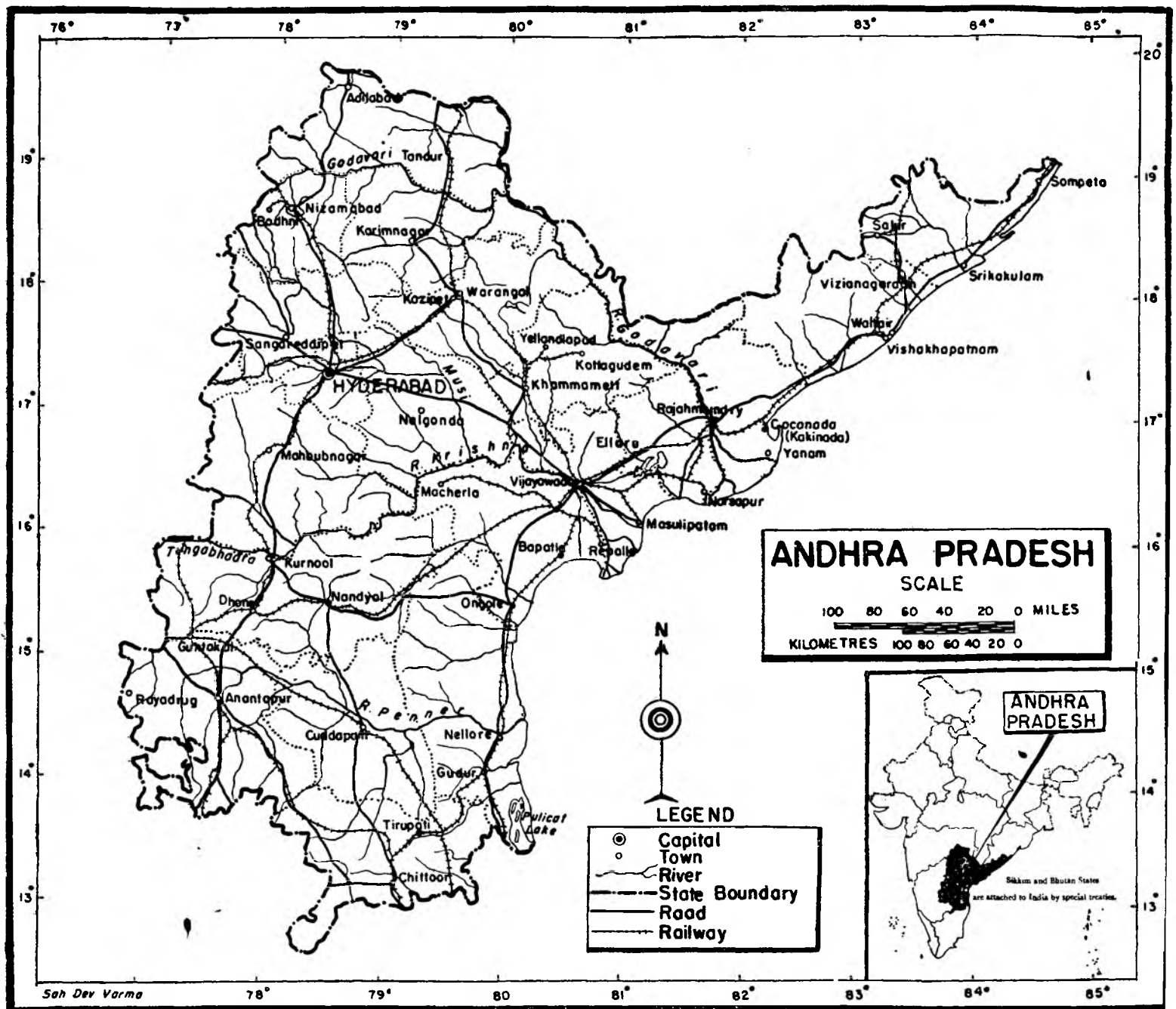
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APPENDIX

Statement showing the progress made in the preparation and publication of District Gazetteers

Sl. No.	Name of State	Approved			Submitted for approval	Under preparation
		Published	In Press	Awaiting Publication		
1	Assam	..	..	..	..	Kamrup
2	Bihar	Champan Gaya Hazaribagh Muzaffarpur Saran Singhbhum	Monghyr Palamau	..	..	Sibsagar. Purnea.
3	Bombay	Poona Dharwar	Broach	..	Kolhapur Surat Ratnagiri	East Khandesh.
4	Kerala	..	..	..	Trivandrum	..
5	Madhya Pradesh	..	..	..	..	Gwalior Khandwa.
6	Madras	Tanjore	Madurai	Coimbatore South Arcot	..	..
7	Mysore	..	Bijapur	South Kanara	Raichur	Chitaldurg.
8	Orissa	..	..	..	..	Koraput.
9	Rajasthan	..	..	Jhalawar	Barmer	..
10	Uttar Pradesh	Lucknow	..	Faizabad	Barabanki Sitapur	..
11	West Bengal	..	..	..	..	Burdwan Malda West Dinajpur
<i>Union Territories—</i>						
1	Delhi	..	..	..	..	Delhi
2	L.M. and A. Islands	..	..	..	..	L.M. and A. Islands.
3	Manipur	Manipur
4	Pondicherry	Pondicherry.
5	Tripura	Tripura.

ANDHRA PRADESH



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CHAPTER III

ANDHRA PRADESH

1. GENERAL INFORMATION

The State of Andhra was brought into existence in 1953 by carving eleven districts out of the composite State of Madras. Most administrative offices of the new State functioned in Madras until 1955 when they were moved to Kurnool. The second reorganisation of the State took place after the linguistic division of the erstwhile Hyderabad State when nine of its Telugu-speaking districts, including the twin cities of Hyderabad and Secunderabad, were added to Andhra. The reorganised State was rechristened 'Andhra Pradesh' and its capital was moved from Kurnool to Hyderabad on November 1, 1956.

Andhra Pradesh has an area of 1,06,052 square miles and a population (according to the provisional figures of 1961 census) of 3,59,77,999 which gives a density of 339 per square mile. About 82 per cent of the population lives in villages which number 26,450 and 67.3 per cent of the population lives on agriculture. The main religious communities in the State are Hindus (275.74 lakhs), Muslims (24.13 lakhs) and Christians (12.34 lakhs)*. The Scheduled castes (45.47 lakhs) and Scheduled tribes (11.50 lakhs) form a sizeable portion of the State's population*. Economically and socially, these communities are still backward, though the younger generation, by virtue of increased educational facilities and numerous other concessions is making rapid progress. The traditional social order is slowly dying and a new one is taking its place. Child-marriages have practically disappeared and 'purdah' is fast becoming a thing of the past. Untouchability too is dying although rather slowly in the rural areas.

Andhra Pradesh is also making good industrial progress, the principal industries of the State being textiles, sugar, paper, cement, cigarettes, rice milling and vegetable oil. There are a number of small-scale industries and six indus-

*Figures refer to the 1951 census.

trial estates in the State. Most big industries are located in towns and cities and so, the urban population is increasing at a very rapid rate.

The principal local bodies in the old framework were the corporations and municipalities in urban areas and the district boards and village panchayats in rural areas.. With the advent of democratic decentralisation, administration at the district and block levels has been vested in *Zilla Parishads* and *Panchayat Samitis* respectively. The latter look after elementary education, public health, communications and other developmental activities at block level while the former deal with secondary education and similar developmental activities at the district level. The main sources of revenue for these local bodies are house tax, professional tax, vehicle tax, education cess, and so on. But the bulk of their income consists of government grants.

Telugu is the regional language of the State while Urdu is spoken extensively in the capital city. Quite a large number of people in the Telangana area speak Hindi, Kannada and Marathi.

2. DEVELOPMENT OF EDUCATION BEFORE 1956

The tradition of learning in Andhra Pradesh is very old. The excavations in the Nagarjuna Sagar Valley have brought to light the remains of a university established by the scholar-saint, Nagarjuna, some 1,700 years ago. Besides this ancient seat of learning, there was a network of oriental institutions which trained *Pandits* in Telugu and Sanskrit and *Moulvis* in Persian and Arabic. Devotion to learning and propagation of spiritual ideals were the hallmarks of this old tradition. There are still a few institutions of this type in Vizianagaram, Tirupathi, Kurnool, Hyderabad and other places. Some of these are recognised and aided by the Government; but a large number function in obscurity, unaided and unrecognised. These schools cannot boast of trained teachers, standardised scales of pay, type-design buildings, modern equipment, and so on. Yet they contribute substantially to the preservation and dissemination of ancient culture.

The State of Andhra Pradesh, as was mentioned earlier, consists of two separate regions—the Andhra area and the

Telangana area. In the Andhra area, pioneer efforts in modern education were made by missionaries in the early years of the 19th century. State enterprise developed only after the creation of the Madras Education Department in 1855 and the establishment of the Madras University in 1857. Up to 1921, the emphasis in official policy was on the spread of secondary and higher education, and primary education was comparatively neglected. With the transfer of education to Indian control in 1921, greater attention began to be paid to mass education. Facilities for primary education were greatly expanded, and compulsory education was introduced in a number of urban and rural areas. In 1926, a separate university (called the Andhra University) was established; and by 1947, the Andhra region had become one of the educationally advanced parts of the country.

The story of education in the Telangana area (which came over from the former Hyderabad State) is very different. This area formed a part of the Nizam's dominions till 1948. It had a university of its own—the Osmania University established in 1917; but on the whole, the State spent very little on education. Judged either by the number of educational institutions or by the number of scholars in attendance, Telangana was one of the most backward areas of the country. Educational development in this area had to wait till the introduction of democratic administration in Hyderabad State in 1948. Substantial progress was made during the next eight years, *i.e.*, from 1948 to 1956, but in spite of the appreciable achievements of this period, the Telangana region continued to be a backward area, so much indeed that the equalisation of educational development in the two regions became one of the special problems facing the new State of Andhra Pradesh on its formation in 1956.

It is a pity that complete statistics regarding the development of education in Andhra Pradesh are not available. No data prior to 1953 are available for the Andhra region. For the Telangana region, the position is even worse and no data are available for the period before 1956. For the State as a whole, therefore, statistical data are available only from 1955-56.

3. PRIMARY EDUCATION

On the formation of Andhra State in 1953, the organisation and administration of primary education continued to be on the pattern of the composite Madras State and the distribution of schools by management was: 54.2 per cent by private managements, 38.5 per cent by local bodies and 7.2 per cent by the State Government. The aided schools were given a 'teaching grant' equal to the salaries of teachers and a maintenance grant amounting to 15 per cent of the annual teaching grant. In the Telangana area, most schools were run by the Government. As has been mentioned earlier, the Telangana area compared unfavourably with the Andhra region in primary as in the other branches of education. The total number of primary schools was small and the acute shortage of teachers (particularly those who knew the regional languages other than Urdu) kept the level of expansion low. But the two regions had one thing in common, namely, the introduction of compulsory education in a few selected areas on an experimental basis. Under the Madras Elementary Education Act, 1920, compulsion had been in force in a few Andhra districts; and in the Telangana region, the Hyderabad Compulsory Primary Education Act, 1952, was in operation in some selected areas in each district and in selected localities of the cities of Hyderabad and Secunderabad.

Reference must be made here to the experiment of the Modified Scheme of Elementary Education introduced in the composite Madras State in 1953. The main object of the scheme was to enrol additional children in the age group 6-12 without additional expenditure to the State, and to remedy the predominantly bookish character of the existing schools. For this purpose, the pupils in the school were divided into two batches, one batch attending the morning session on one day and the afternoon session on the next day, and so on alternately. Every batch was expected to participate, while not at school, in local crafts and other social and practical activities of the community. The scheme, however, ran into difficulties on a number of counts and had soon to be abandoned.

The Andhra Government appointed the Kuppuswamy

Committee in 1954 to suggest ways and means of improving the quality of elementary education without undue additional cost to the State. On one of the recommendations made by this committee, the State Government in 1956 started a campaign to take over all the aided elementary schools in the Andhra area. The scheme met with great success and almost all the aided schools that had been run for decades by private individuals and agencies were handed over to the Government voluntarily. These schools were transferred first to the control of the district boards and municipalities and, under the scheme of democratic decentralisation, to that of the *Zilla Parishads*, *Panchayat Samitis* and municipalities in November 1959.

Another far-reaching reform suggested by the Kuppuswamy Committee referred to the nationalisation of textbooks. This scheme was put through in 1957-58. The State appointed a special officer for this purpose. The textbooks in Telugu for classes I-V and in Mathematics, Science and Social Studies for class V have already been nationalised. The books for the other classes of the elementary schools, as also those of classes VI and IX, are proposed to be nationalised in the next few years.

An educational survey was conducted in the State in 1956-58 to ascertain the extent of additional educational facilities required at the primary and secondary stages. The findings of this survey have set the stage for the introduction of universal education in the third Plan.

In the first and second Plans, the State Government did its best to provide adequate buildings and equipment for the schools. With the advent of democratic decentralisation, primary education is expected to make further progress—quantitatively as well as qualitatively.

Steps have been taken recently to raise the salary scales of primary teachers.

An experimental scheme for the supply of midday meals in 20 selected *Samiti* blocks was implemented in 1959-60. Schools in five to ten villages in each of the 254 *Samiti* blocks are expected to have been brought under the scheme

in 1960-61, and the experiment is being continued during the third Plan.

Facilities for the training of teachers in the State have been increased considerably. Thirty new training schools were opened in 1959-60 and 17 in 1960-61. The system of part-time training for untrained teachers already in service is also being tried out as an experiment in six selected centres in Hyderabad and Secunderabad. Stipends at special rates have been sanctioned in order to attract a larger number of trainees. Schemes for the construction of buildings of training schools in Andhra and Telangana have been taken in hand.

A uniform curriculum and integrated syllabuses of studies were introduced in the State in 1958. The curriculum includes Languages, Mathematics, Science, Social Studies, Physical Training, Arts and Crafts, Moral Instruction and English (optional in higher elementary schools). The project for improving science teaching at the primary school level initiated by the State Government in 1957-58 deserves special mention. The scheme was started in two places, Kurnool and Hyderabad. A consultant and a field worker attached to a training college, conduct visits and guidance programmes in elementary schools within an area of 1000 sq. miles. Among other things, the specialist staff arranges for demonstration lessons and displays of science equipment.

Regarding the general pattern of education, it has been decided that the first seven years of schooling will form an integrated course of elementary education. The elementary stage will be followed by four years of secondary education. The total period of elementary and secondary stages will thus come to 11, instead of 12 years, as at present. The new integrated course of elementary education will be fully introduced in all the schools of the State by 1965-66. It has been further decided that the basic and non-basic schools will have a common syllabus.

The expansion of primary education has, by and large, been quite satisfactory. By 1960-61, there were about 33,500 primary schools and the enrolment in classes I-V was expected to be 27.09 lakhs. In the third Plan, it is proposed to enrol about 20.81 lakhs of additional children and

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to appoint 28,000 additional teachers. This will imply an overall target of 90 per cent enrolment in the age group 6-11. To introduce compulsory education effectively implies educated public opinion and public cooperation. In the years ahead, the Department proposes to go all out to create a favourable climate of opinion and to secure the fullest cooperation of the people of the State for compulsory primary education.

44. BASIC EDUCATION

As a result of the systematic efforts made for the development of basic education in the first and second Plans, the number of junior and senior basic schools has increased to 22,615 and 78 respectively. However, the introduction of compulsion in the third Plan will increase the number of non-basic schools and thus defer the conversion of all primary schools into the basic pattern. One important measure which the State Government has taken to meet this difficulty is the initiation of a programme of orientation of all elementary schools towards the basic pattern. It is expected to be completed by the end of 1961-62.

There is provision in every basic training school for a three-month course for re-training non-basic elementary and secondary teachers. The Post-Graduate Basic Training College, Pentapadu, also conducts a re-training course of five months' duration. It is the policy of the State to train all inspecting officers in basic education.

55. SECONDARY EDUCATION

The following table will show the progress of secondary education in the State.

		1955-56	1958-59	1959-60 (Estimated)	1960-61 (Estimated)
No. of Institutions	High Schools	687	915	945	959
	Higher Secondary Schools	..	33	46	54
	Multipurpose Schools	39	44	48	48
Pupils		1,81,451	1,75,717	1,81,217	1,86,889
Expenditure (Rs. in Lakhs)		274.80	362.46	386.85	412.89

It will be seen that 272 new high schools, 54 higher secondary and 9 multipurpose schools were opened and 75,977 additional pupils enrolled at the secondary stage during the past four years. Public enthusiasm for starting high schools by donating land and money has been greater than its solicitude for primary schools. High schools have sprung up in all sorts of places and quite a number can pride themselves neither on their buildings nor on their equipment. In the Andhra area, the largest number of high schools used to be run by the district boards while in Telangana, most of the schools were managed by the Government. Now all these schools (those in the municipal areas excepted) have been transferred to the control of the *Zilla Parishads*.

Training facilities for teachers of secondary schools are fairly adequate, although some expansion during the third Plan will still be necessary. There are five government training colleges, one private training college for women and two private colleges with training departments. Between them these institutions train about 700 teachers annually. Three training colleges offer courses leading to the Master's degree in Education. To meet the needs of higher secondary schools, each of the three universities in the State is conducting a short certificate course of three months' duration. It is now proposed to make it a one-year course.

Training courses for *Pandits* in Hindi and Telugu are conducted at Hyderabad and Rajamundry. The extension service departments attached to four of the training colleges of the State conduct in-service training, seminars, and week-end courses. A State Educational and Vocational Guidance Bureau has also been started. Among other things, it trains counsellors, guidance officers and career masters for the upgraded high schools. To improve the standards of teaching in the upgraded high schools, a team of five subject inspectors has been appointed. These officers visit schools, give demonstration lessons and conduct seminars for teachers. The pay scales of all categories of secondary teachers have also been improved and made uniform.

Several measures have been introduced to improve the assessment of pupil performance. Cumulative records have

been introduced and a weightage of 25 marks has been provided for taking into account sessional work at the time of the public examination. In annual promotions, equal weightage is given to the class record and the annual examination. Objective type of questions have been introduced in both the external and internal examinations. The setting up of a State evaluation unit is now under consideration of the Government.

Integrated syllabuses for high schools and higher secondary schools have been prepared and introduced throughout the State. With the introduction of the new syllabuses, secondary education in the State is in a better position now to achieve the basic objectives of reorganisation. A number of schools have been converted into multipurpose schools. The main idea behind the diversification of secondary education has been to provide a greater variety of practical education for the vast majority of students who are not suited for higher education. It cannot be claimed as yet, however, that the main purpose of the reform has been met. On the one hand, the pace of conversion of high into higher secondary and multipurpose schools has been slow, owing mainly to shortage of funds and teachers; on the other, the working of the multipurpose schools has left much to be desired inasmuch as they have not fully met the needs of students who, at the end of the secondary school, wish to enter the working world.

6. UNIVERSITY EDUCATION

There are three universities in the State, the oldest being the Osmania University that, until 1950, employed Urdu as the medium of instruction. The Andhra University, Waltair, was incorporated in 1926; and the youngest is the Sri Venkateswara University started in 1954 in the renowned pilgrim centre, Tirupathi. All three are teaching-cum-affiliating universities.

The Osmania University had 16 colleges, 470 teachers and 7,600 pupils (1,640 girls) in 1948-49. In 1959-60, there were 39 colleges, 1,300 teachers and 18,800 students (6,250 girls). It has introduced the three-year degree and the General Education courses. All 23 degree colleges have adopted these courses.

One medical college at Kakinada and 12 degree colleges were affiliated to the Andhra University in 1947. By 1959, the number of university and affiliated colleges had increased to 36—26 in the Humanities and Sciences (including two having classes in Education), two in Education, three in Engineering and Technology, three in Medicine and one each in Law and Agriculture. The pre-university courses were started in 1957 and were followed by the three-year pass and four-year honours degree courses in 1958. The pre-professional course has also been started. Girls' enrolment in the affiliated colleges rose from 880 in 1958 to 2,098 in 1960 and in the university colleges from 77 in 1955 to 106 in 1957. With liberal aid from the University Grants Commission, hostels for girls have been constructed in the University College and in four of the affiliated colleges.

Shri Venkateswara University has 22 affiliated colleges with 799 teachers and 8,433 students (716 girls). It has also started the pre-university, the three-year degree and two-year post-graduate courses. With the starting of the pre-university and the three-year degree courses there was a sharp fall in the strength of colleges. Although the enrollment figures are again registering an upward trend, there is no overcrowding and the teacher pupil ratio has shown definite improvement. All the men's colleges are co-educational; the number of women's colleges has risen from two to six during the post-independence period.

With liberal financial assistance from the State, the Central Government, and the University Grants Commission, the universities have forged ahead in their developmental activities. The change in the pattern of university education has been the most outstanding qualitative achievement of recent years. There has been no serious or widespread indiscipline among students and standards of instruction and examination have been maintained at a high level. The main provisions in the third Plan will relate to the completion of the three-year degree course scheme and to the expansion of facilities for the teaching of science.

7. TECHNICAL EDUCATION

Technical institutions, which were under the control of three independent heads of departments in the erstwhile

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Andhra State, were brought under the control of one department that was in existence in the erstwhile Hyderabad State and was called the 'Department of Technical Education and Training'. The Director of Technical Education is the Head of the Department.

There are 39 government institutions under the direct control of the Director of Technical Education—two engineering colleges, 13 government polytechnics, two mining institutes, one ceramic institute, nine industrial training institutes and 11 other vocational and fine arts institutions. Besides, there are 41 recognised aided institutions (including five polytechnics and one industrial training institute) run by local bodies and private agencies. In addition to the colleges directly under the Department of Technical Education, there are university engineering colleges at Hyderabad and Waltair which had 756 and 526 students respectively in 1959-60.

At the end of the second Plan, the number of engineering colleges, polytechnics and industrial institutes in the State was 8, 19 and 10 and the total intake capacity of the three types of institutions 1,060, 2,473 and 2,012 respectively. The Department of Technical Education has an ambitious programme of expansion. The more important schemes relate to the establishment of a government engineering college, several polytechnics, junior technical schools and industrial training institutes, introduction of post-graduate courses in government engineering colleges, construction of hostels for industrial training institutes and the upgrading of the Domestic Science Training College and the School of Music and Dance.

8. PROFESSIONAL EDUCATION

There are five government and two private medical colleges with a total intake of 850 (1959-60). In addition, facilities are available for the training of a number of categories of workers required for health and medical services such as health inspectors, pharmacists, nurses, auxiliary health workers, radiographers, etc. There is also a college of nursing with an intake capacity of 25. It was established in 1959 with the assistance of the Technical Cooperation Mission.

There are two agricultural colleges—the College of Agriculture at Bapatla with about 330 students (1957-58) and the College of Agriculture, Osmania University, with 2297 students (1959-60).

There is also a veterinary college at Tirupathi with about 300 students on rolls (1959-60). To meet the acute shortage of veterinary graduates, a number of scholarships have been provided at the Osmania Veterinary College, Hyderabad, and the intake of the college has been increased. There are two veterinary schools, one at Vishakhapatnam and the other at Hyderabad, with 230 and 178 students respectively.

9. SOCIAL EDUCATION

Social education programmes are formulated and implemented under the joint auspices of the Education and Community Development Departments. To impart literacy to adults, there are adult schools generally run by teachers trained in adult literacy methods. Trained teachers are paid Rs. 16 while untrained teachers get Rs. 12 per month for this work. There is a government training school at Patamata for training teachers in adult education methods. In 1959-60, there were 1,765 adult education centres in which 35,541 adults were made literate. The Department also maintains two adult education mobile units with an audio-visual unit for intensive propaganda in adult education.

In the community development blocks, a number of social education centres are organised for literacy and other programmes. At block level, the social education organisers are concerned mainly with the post-literacy programmes, such as the running of adult education centres, youth clubs, *Mahila Mandals*, recreation and coaching centres etc. There are 287 social education organisers in the State of whom 246 are trained. Four gazetted officers were trained in social education at the National Fundamental Education Centre, New Delhi, in 1958. It has been decided to train all the district educational officers in social education; the first batch of four officers has already been deputed to the National Centre at Delhi.

There is a janata college at Domakonda. It is a residential institution, which trains the village youth in the art

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of better living and prepares them for local leadership and community service. So far 184 youths have been trained in six batches.

In 1957, a scheme for the production of purposeful literature for neo-literates was undertaken and so far 42 books have been brought out.

There is a fairly well developed library service in the State as the following statistics will bear out.

State Central Library	..	1
State Regional Library	..	1
District Libraries	..	850
Number of Volumes in District Libraries		8,00,000
Circulation		63,05,588
Current Expenditure	Rs. 6,15,650	(approx.)

10. GIRLS' EDUCATION

The following table shows the enrolment of girls at the primary and secondary levels.

	Estimated strength in	
	1955-56	1960-61
Classes I to V	8,54,669	10,79,458
Classes VI to VIII	61,152	81,523
Classes IX to XI	21,755	28,150

Mixed educational institutions are popular at all levels. Parental indifference to girls' education is gradually waning. In the rural areas, girls are still kept at home to help their parents. Many girls who have completed the primary stage are not able to continue with secondary education for want of a middle school in the village. The Government is planning to start at least one middle school for girls at every taluk headquarters. Twenty such schools have already been opened.

As an inducement to girls at the primary stage, some provision has been made for midday meals, free supply of books and stationery, award of attendance scholarships, and for free clothing to poor girls.

With the same object in view, 250 school mothers have also been appointed. To help women teachers take up residence in the rural areas, the construction of 291 residential quarters was taken in hand in 1959-60. Twenty quarters have already been completed. Stipends at Rs. 20 per month have been instituted in the last two classes of high and higher secondary schools for girls who are willing to become teachers after school. This scheme is expected to cover 3,000 girls in 1960-61. Six special training schools for adult women have also been started. These institutions provide for a composite course of three years' duration consisting of general education and teacher training of the elementary grade. The schools are intended for those adult women who, having missed adequate schooling in the early years of their life, now desire to rehabilitate themselves as teachers. The trainees are given stipends during the period of training.

There is a sprinkling of girls in the technical schools and professional institutions—medicine and teaching being the most popular professions. There are a few craft training centres for adult women as well as a domestic science college for girls in Hyderabad.

There are quite a number of women officers in the Directorate—five inspectresses, two district educational officers, one special inspector, five principals and several deputy inspectors and headmistresses.

The problems that remain to be solved with regard to women's education are too numerous and difficult to warrant complacency. Much remains to be done in the countryside to create a strong urge for the education of girls. It is to this task that the departments of education, social welfare and community development will require to address their co-ordinated and untiring efforts.

11. TEACHING OF SCIENCE

As stated earlier, a pilot project for improving the teaching of science in primary schools was started in 1957-58. It has two units—one at Kurnool and the other at Hyderabad—and each unit serves about 100 schools in its area.

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At secondary level, the special subject inspector in science, along with the other inspectors, visits the upgraded schools and gives guidance to teachers. Multipurpose schools have been given liberal grants to equip their laboratories. The departments of extension services attached to four of the training colleges in the State conduct seminars and courses for science teachers from time to time. It is unfortunate that, barring the few multipurpose schools, the thousand and odd ordinary high schools in the State have no science equipment worth the name. This poses a huge financial problem and not a little will depend on the readiness of local bodies to bear at least part of the cost of equipping these schools.

12.. SCHOLARSHIPS

The State follows a generous policy of scholarships and freeships at all stages and for all types of education. Every year, an expenditure of about Rs. 5 lakhs is incurred for the purpose. Education up to class VIII is free in the whole State. Some special scholarships are also provided in the two public schools of the State—the Hyderabad Public School and the Rishi Valley School. The policy of the Department is to increase the number of scholarships, particularly for the Scheduled castes and the Backward classes, so that these communities that have suffered social and economic neglect in the past can improve their lot by having normal access to facilities for higher education.

13. PHYSICAL EDUCATION

Physical education in Andhra is supervised by a Chief Inspector of Physical Education assisted by three regional inspectors. The Inspector of Physical Education in Telangana is assisted by the regional inspector. There is an Inspectress for Physical Education for the whole State and she is assisted by two regional inspectresses. There is also an Inspector of Games to look after games, sports and other youth welfare activities.

Formerly, teachers of physical education were being trained at the Y.M.C.A. College, Saidapet, Madras. In Hyderabad, the Academy of Physical Education run by Shree Hanuman Vyayamasala conducted this training till

1957. Now there is a government college of physical education at Hyderabad and a private college at Vijayawada.

Physical education forms an integral part of the school curriculum, two periods a week being allotted for the purpose. Most secondary schools have trained physical education teachers. The position of physical education equipment in schools is also fairly satisfactory, although the same cannot be said about the provision of playground facilities. Every college has a Director of Physical Education on its staff.

In sports, several athletic meets and tournaments are arranged for boys and girls of different ages. For Hyderabad and Secunderabad, there is an athletic association of which the Director of Public Instruction is the ex-officio president. In the Andhra area, district and regional tournaments are conducted under the supervision of the inspecting officers. This scheme is now to be extended to the Telangana area.

14. N.C.C. AND A.C.C.*

The N.C.C./A.C.C. and N.C.C. Rifles cover over 80 per cent of the secondary and higher educational institutions in the State. The present authorised strength is shown below.

		Boys	Girls
N. C. C. Senior Division (Colleges)	Officers	179	23
	Cadets	9,696	1,035
N. C. C. Rifles	Officers	58	2
	Cadets	11,600	400
N. C. C. Junior Division	Officers	148	66
	Cadets	6,660	2,970

In addition, the Auxiliary Cadet Corps has 2,333 teachers and a strength of 1,19,980 cadets—both boys and girls.

There is an officers' training unit for college students. Glider training is imparted to the senior division cadets of the Air Wing. Selected girl cadets are given training in aero-modelling. Some cadets are also given training in the Himalayan Mountaineering Institute, Darjeeling.

*See Annexure V for a detailed account of the growth of the N. C. C. and A. C. C.

15. SCOUTING

The Bharat Scouts and Guides, Hyderabad, control the scouting activities in the State. There are 39 Scout and Guide districts in the State, with the district educational officers as ex-officio district commissioners. In 1959-60, the enrolment of scouts was 52,948 and that of guides 11,197. The scouts of Andhra Pradesh have made themselves popular by active help and service during floods and pilgrimages. Scout rallies and jamborees are held from time to time and training programmes at different levels are conducted throughout the year.

16. MEDICAL INSPECTION

Secondary schools are permitted to levy a special fee for medical inspection but very few schools seem to be making use of this provision. The doctor who conducts medical examination is paid 75 nP. for the first inspection and 37 nP. for each subsequent examination. There are school health clinics in the district headquarters, staffed by health officers and health visitors. Besides giving medical aid to school children, these clinics disseminate useful knowledge about sanitation and personal and community health. The system of school health clinics, which was in vogue in Telangana for years has now been extended to the Andhra area.

17. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

The Social Welfare Department is in charge of the scholarships and other ameliorative measures for the benefit of Scheduled castes and other Backward classes. The students from these classes are exempt from paying fees at all stages of education. An amount of Rs. 20 lakhs on Scheduled castes and Rs. 1 lakh on Scheduled tribes is being spent annually in giving aid to about 10,000 Scheduled caste and 500 Scheduled tribe students. All eligible students from these communities are given scholarships. Midday meals are also provided to the Scheduled caste and Backward class pupils in the Andhra region.

The students from the other Backward classes are eligible for a half-fee concession and for grant of scholarships at all

stages. Scholarships are awarded on a selective basis—an amount of Rs. 15,00,000 is spent on about 750 children every year.

As a special incentive to pupils belonging to the Scheduled castes, Scheduled tribes, ex-criminal tribes and other Backward classes, board and lodging facilities are offered to them in private subsidised hostels. The value of the government subsidy is Rs. 15 per month per boarder for ten months. There are 381 subsidised hostels in Andhra and 64 in Telangana. The Government has provided Rs. 15,35,800 towards boarding grants every year in the normal budget. The provision in the Plan for this purpose is in addition. Government also manages 54 hostels in Andhra and 28 in the Telangana at a cost of Rs. 11,25,000 every year. Three hostels meant exclusively for tribals were opened during the second Plan.

In the agency area of Andhra region (East Godavari, West Godavari, Srikakulam and Visakhapatnam districts) there is an Agency Educational Officer to look after the education of tribals. The tribal children are given free books and clothing. The administration runs six midday meal centres. A grant of Rs. 50,000 was sanctioned to the Cultural Research Institute, Andhra University, for doing research into tribal dialects and way of life. The expansion of education in the tribal areas, particularly in the Andhra area, has, all things considered, been remarkable.

18. PRE-PRIMARY EDUCATION

At present, there are 38 pre-primary schools (10 government, 7 district and municipal board, 18 aided and 3 entirely private) with a total enrolment of 1,980 pupils as against 17 schools with an enrolment of 1,283 pupils in 1956-57. Nursery schools are generally run as separate institutions although, in some places, they are also attached to primary schools. Till 1953-54, only private agencies maintained pre-primary schools and these schools were all urban as there was no private initiative to start such schools in rural areas. In the existing circumstances, no large-scale expansion of pre-primary education is envisaged in the near future.

There are two pre-basic training schools, one attached to the Post-Graduate Basic Training College, Pentapadu, and the other to the Government Training College, Hyderabad. There is also a proposal to start a Montessori training centre at Hyderabad from this year. Pre-basic trained teachers are allowed the scales of secondary grade or elementary grade teachers depending on whether they hold the senior or the junior pre-basic certificates.

19. EDUCATION OF THE HANDICAPPED

There are five schools for the education of the handicapped children in the State. The Government School for the Blind and Deaf at Hyderabad trains pupils in crafts like tailoring, needle work, book-binding or cane-weaving and in music. The Government School for the Blind at Cuddapah provides for music and for weaving of tape and mats. The Government School for the Deaf and Dumb at Kakinada provides for training in woodwork, printing and tailoring. The two remaining schools are private—the Lutheran School for the Blind at Rentachintala and the School for the Blind at Guntur. The first four of these schools are residential.

In addition to crafts, all these schools provide general education. The school at Hyderabad prepares students for the High School Certificate; the Guntur School has primary classes only; the remaining three schools provide instruction up to standard VIII.

The aided schools get grant-in-aid as the other aided institutions (i.e. 2/3 of the net cost and half of dearness allowance). A few day-scholars also attend these schools. The Department gives the students boarding grants and allowances for clothing, conveyance and books.

A one-year training course was conducted in 1958-59 and 1959-60 for the training of teachers in these schools. Training courses are conducted according to the needs of the State from time to time.

The average cost of educating a blind student is about Rs. 500 per annum. The paucity of human and financial resources has made the task of educating all the handicapped practically impossible. The possibilities of teaching blind

children in normal schools with the help of specially trained teachers may have to be explored in the future.

20. DEVELOPMENT OF HINDI

Hindi is taught as a compulsory subject from class IV in the Telangana area and from class VI in the Andhra area. It can also be studied as an optional subject in classes IV and V in the Andhra area.

In order to train teachers to teach Hindi in the secondary schools of the State, a special training course called 'Hindi Pandits Training Course' was started in 1956. This course is now conducted in two training colleges, one at Rajahmundry and the other at Hyderabad. In addition, there are two recognised diploma courses—*Pracharak* and *Sikshak*—conducted by the Dakshina Bharat Hindi Prachar Sabha, Madras, and the Hindi Prachar Sabha, Hyderabad respectively.

Periodical seminars and workshops are conducted to improve the standard of Hindi in secondary schools. Elocution contests are also held every year for high school and college students. The officers of the Education Department (non-gazetted) are required to pass a Hindi test of the S.S.L.C. standard before completing their probation. Hindi Language and Literature is offered as an optional subject for some competitive examinations conducted by the State Public Service Commission.

Free evening classes in Hindi are also conducted for the benefit of those interested in the study of the language and there are nearly 70 such centres in the State. In addition, there are ten to twelve wholetime *Vidyalayas* where students are prepared for higher examinations in Hindi.

On a scheme sponsored by the Ministry of Home Affairs, Government of India, facilities are provided for Central government employees to learn Hindi. Three centres at Hyderabad, Kurnool and Visakhapatnam have so far been started for this purpose. No special arrangements have been made for the training of State government employees in Hindi. But many of them do attend the free evening classes voluntarily.

21. PROPAGATION OF SANSKRIT

In 1947, there were 13 advanced Sanskrit schools (three for women) training pupils for the Government Sanskrit Entrance Examination and nine Sanskrit colleges (two for women) sending pupils up for various Oriental Titles in Sanskrit and Telugu. All advanced Sanskrit schools were later converted into Sanskrit secondary schools. This has proved to be a step in the right direction and has given a fillip to the spread of the language. There are today 32 (four for women) Sanskrit secondary schools with 4,268 pupils and 269 teachers and a sum of Rs. 3,02,666 was spent on them. There are 17 Sanskrit colleges (two for women) with 540 pupils and 118 teachers and a sum of Rs. 2,61,382 was spent on them. There is also a private college which does not receive any aid from the Government. In addition, there are 12 Sanskrit elementary schools with 632 pupils and 28 teachers and a sum of Rs. 27,647 was spent on them (1960).

A Council of Sanskrit Education was formed in the Telangana area in 1956. It started with six Sanskrit *Pathasalas* and now has 25 recognised *Pathasalas* with 806 pupils and 78 teachers. An expenditure of about Rs. 1,12,000 was incurred on them. The Sanskrit College at Hyderabad, acclaimed as one of the finest in India, is managed by the Council.

22. AUDIO-VISUAL EDUCATION

Audio-visual education was first introduced in the composite Madras State in 1948. Under the scheme, schools were authorised to levy special fees for audio-visual education and to utilise the proceeds for the purchase and maintenance of audio-visual equipment. Equipment is also supplied to schools by the Government on a full or half grant basis. The scheme has since been extended to the Telangana area.

The State Audio-Visual Education Committee advises the Government on matters relating to audio-visual education. There is a special officer to implement the programmes of audio-visual education. A film library and a permanent training centre have been established in the Office of the Director of Public Instruction (1959-60). Further,

teachers are deputed regularly for short-term courses in audio-visual education conducted by the National Institute of Audio-Visual Education, New Delhi. Radio clubs and listening leagues are formed in schools and regular periods are allotted for the purpose. All India Radio, Hyderabad, conducted a special training course for teachers in 1958.

23. EMPLOYMENT

There are 19 employment exchanges in the State and a Directorate of National Employment Service at Hyderabad with two units, viz., an Occupational Information Unit and the State Employment Market Information Unit. The Employment Market Information Unit collects information on the level of employment and employment opportunities from all establishments in the public sector throughout the State. Information from certain establishments in the private sector in Hyderabad and Secunderabad is also collected as a matter of course. The State Occupational Information Unit has compiled a handbook on training facilities offered by the universities, Central and State Governments and private institutions. The Youth Employment Service and Employment Counselling Section attached to the Regional Employment Exchange, Hyderabad, offer vocational guidance to young persons.

There is a close liaison between the Education Department and the employment exchanges. The State Bureau of Educational and Vocational Guidance, that is directly under the control of the Director of Public Instruction, maintains close contact with the vocational guidance units attached to employment exchanges in the State.

24. ADMINISTRATION

The Director of Public Instruction is Head of the Department of Education. He is also Commissioner for Government Examinations and Director of Public Libraries. On the administrative side, the Director is assisted by Deputy Directors, Deputy Commissioners and Assistant Directors. For inspection, he is helped by a number of officers ranging from Deputy Directors at the regional level to deputy inspectors at the *Samiti* level. He also has a number of special officers and inspectors to assist him.

The District Educational Officer may be said to be the corner-stone of educational administration. There are 30 district educational officers, one in each educational district. The revenue districts total 20 only, but some have been cut up into two or even three educational districts. There are in addition, inspectresses to supervise girls' schools, and an Agency Educational Officer for the Agency areas.

Even with the expanded strength of the inspectorate in recent years, district educational officers have found it hard to do justice to their manifold responsibilities that range all the way from the supervision of developmental work at the village level to the inspection of secondary and multipurpose schools designed to improve efficiency of teaching techniques. With the increasing development programmes that the district officers have to direct and implement, they have little time to give to academic work in the thousand and odd secondary schools of the State. The recent creation of the posts of special inspectors assumes in this connection a special significance. It is hoped that the district officers and the special inspectors, between them, will be better able to attend to the academic needs of the schools and that the new accession to the strength of the inspecting staff will go a long way to improve standards of inspection. In order to make him mobile, each district officer has been given a jeep. Steps have also been taken to improve the salary scales of the inspecting officers.

It has been the policy of the Department to provide for some measure of interchange between the inspecting and the teaching staff. This is why the posts of deputy inspectors and schools assistants are borne on a common cadre. At district level, there is a combined cadre of district educational officers, lecturers in training colleges and headmasters of secondary and training schools.

Under the pressure of ever increasing programmes, antiquated rules and procedures governing financial and day-to-day administrative matters are being gradually simplified and brought up to date. Under the Panchayat Samitis and Zilla Parishads Act, certain powers and functions have been assigned to *Panchayat Samitis* and *Zilla Parishads* on educational matters also. The smallest units of local administration have

thus been made responsible for implementing schemes which were hitherto the exclusive concern of the Department..

25. FINANCE

Public contribution to educational programmes has also been encouraging. Such contributions range from donations of land, buildings and equipment by philanthropic people to voluntary labour by the village community for the construction of school buildings. Wherever public contribution in cash or labour is available, the Department contributes its share according to the prevailing grant-in-aid rules.

The State has been spending a large part of its total revenues on education. In 1957-58, the total educational expenditure from State funds was Rs. 11.3 crores and it increased to Rs. 15.4 crores in 1960-61.

26. SUMMING UP AND OUTLOOK IN THE THIRD PLAN

The foregoing account makes it clear that Andhra has made rapid progress in education in the post-independence era and that it has been able to keep up with developmental activities launched in the rest of the country in the first and second Plans. The present tempo of educational activity will continue in the third Plan. Following are some of the more important programmes to be developed during the third Plan.

- (a) Introducing free, universal and compulsory education in the age group 6-11 and increasing educational facilities for children in the age group 11-14 and 14-17. This will involve the enrolment of 12.04 lakhs of additional children in elementary schools. Special efforts are proposed to be made to increase the enrolment of girls. It is estimated that enrolment in the age group 11-14 will be 21.0 per cent of the total population; in the age group 14-17, the corresponding percentage of enrolment would be 10.
- (b) Developing educational facilities in the Telangana area with a view to bringing them on par with the standard of provision in the Andhra area. This will be done partly by training the existing large number of untrained teachers and partly by opening new schools.

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- ((c) Converting about 50 per cent of the secondary schools into higher secondary schools and increasing the number of diversified courses.
- ((d) Devising measures for improving the quality of teaching in all secondary schools. This will include improvement of scales of pay for teachers of upgraded schools, strengthening of the inspectorate and providing vocational guidance.
- ((e) Completing the introduction of the three-year degree course and tackling the problem of increasing numbers in colleges and universities. (It is proposed to increase facilities in affiliated colleges and also to start a new university).
- ((f) Introducing a generous and widespread scheme of scholarships at the secondary and collegiate levels so that no really talented and promising pupil is denied the opportunity of education.
- ((g) Linking education at all stages with training and employment opportunities.
- ((h) Developing certain types of continuation courses and establishing a network of libraries for adolescents and adults.
- ((i) Improving economic and social conditions as well as the professional efficiency of teachers at all levels.

EDUCATIONAL STATISTICS OF ANDHRA PRADESH

I—Number of Institutions

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities	3	..	3	..
Boards of Education	2	..	1	..
Research Institutions . . . . .	..	..	..	..
Colleges for General Education—				
Degree Standard	{ 47	5	54	6
Intermediate Standard			3	..
Colleges for Professional and Technical Education—				
Agriculture and Forestry	2	..	2	..
Commerce	1	..	2	..
Engineering and Technology	3	..	4	..
Law	1	..	1	..
Medicine	5	..	7	..
Teachers' Training—				
Basic	1	..	1	..
Non-Basic	7	2	6	1
Veterinary Science	N.A.	N.A.	3	..
Others	3	..	1	..
Colleges for Special Education	15	2	23	2

Schools for General Education--

Higher Secondary Schools	}	726	81	77	14
High Schools					
Middle Schools				915	99
Basic		44	..	277	2
Non-Basic		237	57	467	81
Primary Schools					
Basic		685	..	2,113	4
Non-Basic		27,853	508	29,012	436
Pre-primary Schools		20	11	38	20

Schools for Vocational and Technical Education--

Agriculture and Forestry		2	..	..	..
Art and Crafts		8	4	..	..
Commerce		111	..	157	..
Engineering		4	..	11	..
Medicine		..	..	..	..
Teachers' Training					
Basic		37	4	47	9
Non-Basic		56	25	59	27
Technology and Industrial		22	..	32	5
Others		4	..	5	..

Schools for Special Education--

For the Handicapped				8	..
Social (Adult) Education	}	3,892	43	1,869	5
Others					
				90	13

Total**33,790****742****35,287****724**

II—Number of Students

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
1	2	3	4	5
A. By Type of Institution—				
Universities	2,106	129	2,999	212
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	41,549	3,538	37,227	4,465
Professional and Technical Colleges	5,866	529	9,117	864
Special Education Colleges	684	191	940	145
Higher Secondary Schools	3,71,809	66,659	66,679	14,697
High Schools			3,83,618	80,107
Middle Schools—				
Basic	9,515	3,149	66,107	16,812
Non-Basic	79,801	19,954	1,02,513	28,465
Primary Schools—				
Basic	61,798	22,031	2,19,338	77,295
Non-Basic	23,28,445	8,26,410	23,33,728	8,82,078
Pre-primary Schools	1,575	739	1,980	937
Schools for Vocational and Technical Education	22,988	3,304	27,132	3,409
Schools for Special Education	1,38,788	7,022	64,526	7,234

B. By Stages/Subjects:

General Education (University Standard)—

Research	154	19	180	37
M. A. and M. Sc.	512	118	829	182
B. A. and B.Sc. (Pass and Hons.)	11,151	1,010	13,128	1,559
Intermediate (Arts and Science)	25,218	2,469	21,141	2,840

Professional Education (University Standard)—

Agriculture and Forestry	267	3	624	21
Commerce	5,980	25	3,676	15
Engineering and Technology	1,367	1	2,562	..
Law	1,566	26	1,827	31
Medicine	1,626	365	2,690	625
Teachers' Training—				
Basic	70	3	65	10
Non-Basic	843	158	849	197
Veterinary Science	N.A.	N.A.	616	4
Other Subjects	346	..	98	6
Special Education (University Standard)	566	102	1,262	156

General Education (School Standard)—

High and Higher Secondary	1,81,451	21,755	1,75,717	26,443
Middle	3,08,807	61,152	3,34,898	71,070
Primary	23,59,394	8,54,669	26,59,076	10,00,831
Pre-Primary	3,178	1,304	4,272	2,047

II—Number of Students—(contd.)

	1	2	3	4	5
Vocational Education (School Standard)—					
Agriculture		227	..	..	..
Arts and Crafts		551	199	74	74
Commerce		6,011	258	9,287	723
Engineering		2,532	..	4,405	..
Medicine		100	2	409	2
Teachers' Training—					
Basic		3,673	391	5,170	667
Non-Basic		7,770	2,442	3,570	1,545
Technology and Industrial		1,805	75	3,924	475
Other Subjects		784	..	1,103	..
Special Education (School Standard)—					
For the Handicapped		1,38,975	7,119	358	70
Social (Adult) Education				56,527	4,527
Other Subjects				7,567	2,563
Total		30,64,924	9,53,665	33,15,904	11,16,720

III—Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls
I	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
<i>A. By Sources</i>				
Government Funds—				
Central	64,83,810	1,49,326	1,11,02,307	3,73,060
State	8,55,71,454	67,59,388	11,87,07,598	73,90,653
District Board Funds	1,64,81,436	70,137	1,85,67,450	1,27,008
Municipal Board Funds	26,77,679	1,85,351	35,93,966	2,84,800
Fees	2,04,31,827	14,86,981	2,05,74,456	18,01,349
Other Sources	1,23,41,442	16,92,521	1,25,84,079	21,83,334
<i>B. By Type of Institutions</i>				
Direct Expenditure on—				
Universities	34,71,791	..	82,74,463	..
Boards	11,41,726	..	13,64,321	..
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	97,96,542	6,68,727	1,11,41,884	9,57,173
Colleges for Professional and Technical Education	40,78,972	64,104	71,85,563	34,008
Colleges for Special Education	2,04,329	12,886	4,97,159	15,791
High and Higher Secondary Schools	2,74,79,813	35,99,351	3,62,46,044	48,92,541

III—Expenditure on Educational Institutions—(contd.)

1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
Middle Schools—				
Basic	2,96,512		24,67,838	24,229
Non-Basic	53,28,278	11,29,476	58,98,710	12,85,566
Primary Schools—				
Basic	15,86,261		59,82,896	18,342
Non-Basic	5,66,05,202	20,02,818	6,21,86,252	17,63,146
Pre-Primary Schools	1,06,608	33,690	1,04,111	58,582
Vocational and Technical Schools	39,16,378	3,31,628	58,90,750	3,53,235
Special Education Schools	15,09,143	2,42,073	15,73,418	1,77,391
<i>Total (Direct)</i>	11,55,21,555	80,84,753	14,88,13,409	95,80,004
Indirect Expenditure—				
Direction and Inspection	38,04,995	61,893	41,55,496	68,887
Buildings	1,22,79,206	11,66,901	1,90,96,562	15,55,280
Scholarships	75,95,696	7,94,007	79,55,558	6,88,465
Hostels	22,48,003	1,81,721	17,20,443	2,67,568
Other Miscellaneous Items	25,38,193	54,429	33,88,388	
<i>Total (Indirect)</i>	2,84,66,093	22,58,951	3,63,16,447	25,80,200
Grand Total	14,39,87,648	1,03,43,704	18,51,29,856	1,21,60,204

IV—Number of Teachers

Item	1955-56		1958-59	
	Total	Women	Total	Women
1	2	3	4	5
Universities and Colleges	N.A.	N.A.	3,971	428
High and Higher Secondary Schools	} 19,561	3,050	20,522	3,236
Middle Schools			7,085	1,464
Primary Schools	78,066	13,503	75,658	13,529
Pre-Primary Schools	59	53	69	56
Vocational and Technical Schools	N.A.	N.A.	1,639	175
Special Schools	N.A.	N.A.	686	113

V—Examination Results

Students Passing—

M.A. and M.Sc.	N.A.	N.A.	421	99
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	5,620	649
Professional (Degree)	N.A.	N.A.	3,198	249
Matriculation and Equivalent Examinations	N.A.	N.A.	31,211	3,797

VI—Number of Institutions in Rural Areas

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities and Colleges	5	..	5	..
High and Higher Secondary Schools	250	..	384	4
Middle Schools	74	1	450	8
Primary and Pre-Primary Schools	24,632	299	27,983	240
Vocational and Special Schools	3,118	1	1,703	5
Total	28,079	301	30,525	257

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
Universities and Colleges	20,480	932	17,400	1,421
High and Higher Secondary Schools	1,37,245	13,776	1,74,607	21,051
Middle Schools	29,269	4,290	85,449	16,539
Primary and Pre-Primary Schools	17,82,337	5,79,840	19,57,569	7,07,933
Vocational and Special Schools	1,19,577	3,956	52,130	3,218
Total	20,88,908	6,02,794	22,87,155	7,49,262

VIII—Number of Students in Selected Classes

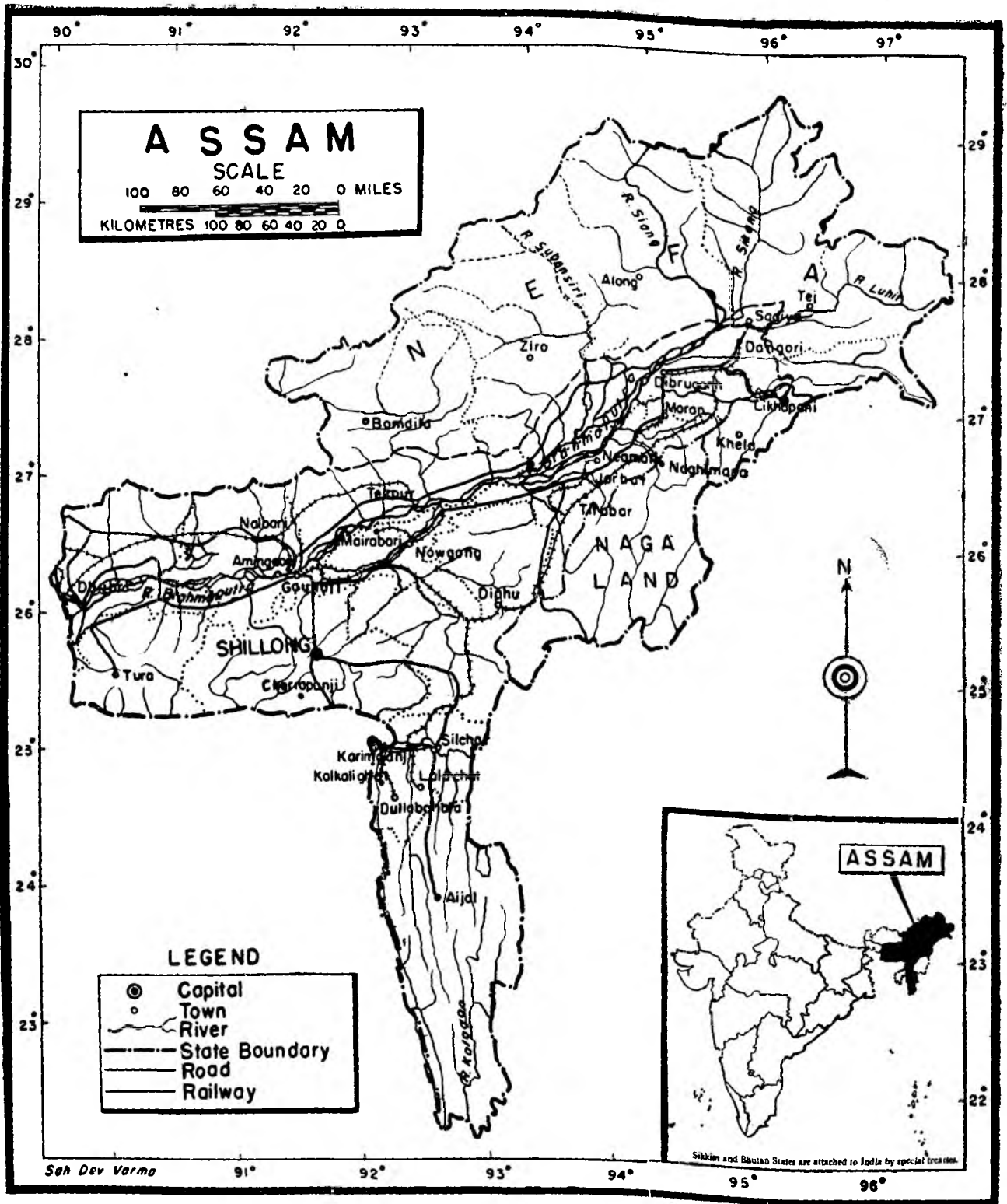
Number of Students in Classes—				
I—V	N.A.	N.A.	26,59,076	10,00,831
VI—VIII	N.A.	N.A.	3,34,898	71,070
IX—XI	N.A.	N.A.	1,75,717	26,304

IX—Some Selected Averages and Percentages

Item	1955-56	1958-59
1	2	3
Cost per Capita on Education (in Rupees)	N.A.	5.4
Cost per Pupil (in Rupees)—		
High/Higher Secondary Schools	73.9	80.5
Middle Schools	63.0	49.6
Primary Schools	24.3	26.7
Number of Pupils per Teacher in—		
High/Higher Secondary Schools	24	22
Middle Schools	31	34
Primary Schools		
Percentage of Trained Teachers in—		
High/Higher Secondary Schools	76.1	78.3
Middle Schools	78.9	61.6
Primary Schools		81.8

ANDHRA PRADESH

ASSAM



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CHAPTER IV

ASSAM

I. GENERAL INFORMATION

The State of Assam comprises the valley of the Brahmaputra down to the point where that river takes a sudden southward curve, a portion of the valley of the Surma, and the intervening range of hills which forms the watershed between them. The valley of the Brahmaputra is an alluvial plain, about 450 miles in length and about 50 miles in breadth. The total area of the valley is 24,391 sq. miles with a population of 1,05,47,120. The hill areas comprising the Garo Hills, Khasi and Jaintia Hills, Naga Hills, Lushai Hills, and the Mixir Hills, comprise about 22,707 sq. miles with a population of 13,12,939*. The district of Naga Hills has recently been formed into an autonomous administrative unit. The State now comprises seven plain districts and four autonomous hill districts.

The innumerable tributaries of Brahmaputra, fed by the heavy rainfall of the region, have cut the valley deep and formed impassable gorges in the hills. Innumerable physical barriers are thus created every few miles. The physical features of Assam have contributed to the growth of a multiplicity of languages in the State ; the 1951 Census Report enumerated 33 languages and dialects indigenous to the State and 20 'other Indian vernaculars' spoken by people who have come to Assam from various parts of India. But the only languages which are spoken by a large number of people are Assamese and Bengali.

Agriculture is the main occupation of the people. Collection of various kinds of forest produce like ivory, musk, honey, timber, bamboo, cane, lac and medicinal herbs for domestic and commercial use also offers employment to many. Many of these products serve as raw materials for a variety of handicrafts for which the people of the State have always been famous. The only major industry in the State, which also is based on agriculture, is tea. Consequently there are

*The figures relate to 1961 census.

no big cities or industrial towns in the State. The urban areas are mostly confined to small towns in the sub-divisional and district headquarters and the vast majority of people (92.5 per cent of the population) live in villages which number 24,815.

The standard of living in the villages is very low. Pressure on land, especially as a result of the influx of people from outside the State, is increasing and is continuing to depress the standard of living still further. But thanks to the developmental programme undertaken in recent years, things are likely to change rapidly for the better in the days to come. The oil finds in Upper Assam, in particular, have opened up vast prospects of industrial growth in the State. The third Five Year Plan envisages production of power on a large scale and quite a few industries, based on forest produce and natural gas, are being planned.

The principal religions of the people are Hinduism, Islam and Christianity. A very large portion of the tribal population, both in the hills and in the plains, follow traditional forms of religion which vary from pure animism to a combination of animism and Hinduism. There is a fairly large Scheduled caste population in the State. The post-independence period, as will be described later, has seen large-scale expansion of education among the comparatively backward sections of the population.

2. REVIEW OF EDUCATION PRIOR TO 1947

Modern education in Assam is comparatively of recent origin. Towards the close of the eighteenth century, when the neighbouring State of Bengal had already become familiar with the system of western education, Assam was still in the midst of political confusion created by civil wars, insurrection and repeated invasions by the Burmese. Its status as an appendage to the administration of Bengal (which came to an end only as late as 1874) delayed the advent of the modern system of education still further.

The establishment of an English School at Gauhati (now known as the Collegiate School) was the first landmark in the spread of western education in Assam. The school developed very quickly and its strength went up from 58 in 1835

to 30 in 1840. More schools followed and the missionaries made a significant contribution to the spread of education. The American Baptist missionaries had set up 14 schools in Sibagar by 1844; the Welsh Mission had established half a dozen schools in K. and J. Hills by 1853; during the next decade, several more schools were established in the other districts. In 1874, when Assam was separated from Bengal and formed into an independent province, it had 603 schools (primary schools 513, middle vernacular schools 71, middle English schools 11; and higher English schools 8). Separation of Assam from Bengal was immediately followed by two important developments: the creation of a Directorate of Public Instruction and the recognition of Assamese as a medium of instruction. Till 1873, the medium of instruction at the primary stage had been Bengali and despite repeated public representations and recommendations of high officials, the Government of Bengal had refused to concede that Assamese was a language distinct from Bengali. In 1873, on the recommendation of some high officials having local knowledge and the American Baptist Mission, the Lt. Governor decided that 'Assamese should be the language of the courts and schools in Assam'. One effect of the decision was to greatly increase enrolment in primary and secondary schools.

The establishment of the Cotton College in 1901 was another important landmark in the history of modern education in Assam. Before that date, Calcutta was the nearest centre of higher education; but utter inadequacy of transport and communications was a great handicap and not many students from Assam succeeded in taking advantage of the facilities there*. The opening of the Cotton College and the subsequent spread of higher education also led to a demand for large-scale expansion at the lower levels and created opportunities for private enterprise in education. The national movement, which started with the partition of Bengal and gained momentum as the years rolled by, strengthened the patriotic interest in education. The data for 1912-31, show that enrolment in primary schools had doubled itself; that

*The regular steamer service between Assam and Bengal along the Brahmaputra was started only in 1883 and the Assam Bengal Railway line opened for traffic only in 1905.

in secondary schools trebled itself while facilities for higher education had increased by nearly five times during this period.

Following the inauguration of the new Constitution in 1937, one Ministry was succeeded by another within a few years. The quick ministerial changes left their mark on the educational policy and administration of the province. Being so close to the eastern theatre of war, Assam suffered in other ways also. Under the exigencies of the military situation, school buildings were requisitioned to house hospitals or military personnel and rising prices of daily necessities and dearth of paper presented a dismal outlook for education. These handicaps apart, the period 1937-42 is not without its bright spots. It saw the launching of a mass literacy movement; a beginning was made with compulsory primary education in certain municipal areas; elementary science was made a compulsory subject of study in classes VII and VIII, and all the important Indian languages spoken in the State (Bengali, Assamese, Hindi and Urdu) were made the media of instruction and examination in high schools.

The next five years—1942-47—saw considerable interest in primary education. Increased grants were sanctioned to local bodies for its expansion and a census of the population of the school-going age was taken to ascertain the possibility of introducing compulsory primary education in the State. The Assam Primary Education Bill of 1946 which sought to transfer the control of primary education from local boards to separate regional school boards was introduced in the legislature. A scheme of basic education was prepared and a large number of scholarships was created at all stages, especially for the children of tribal, Scheduled and other backward communities. The mass literacy programme which had been languishing for want of funds was placed on a stable footing. The following table shows the progress made in education by 1947.

Type of Institutions	Number of Institutions	Number of Scholars	Expenditure Rs.
Colleges	22	4,923	13,47,170

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Type of Institutions	Number of Institutions	Number of Scholars	Expenditure Rs.
Private Colleges	1	91	16,895
Secondary Schools	1,095	1,76,586	45,95,308
Primary Schools	9,884	5,06,056	32,78,729
Special Schools	881	20,864	4,28,368

(These figures which relate to pre-partition Assam are different from those given in subsequent paragraphs for 1947-48 which refer only to the area that remained in India after partition.)

3. PRIMARY EDUCATION

The development of primary education in the post-independence period has been phenomenal. Against 7,574 institutions and 3,93,247 scholars in 1947-48 there were 13,593 institutions and 8,90,449 scholars in 1958-59. It is estimated that at least 55% of the children in the age group 6-11 were in schools by the end of the second Plan. The expenditure on primary education during the period under review has gone up eight times. According to the revised scales, the minimum basic pay of an untrained teacher is Rs. 40 and that of a trained teacher Rs. 50 per mensem.

Training of teachers leaves much to be desired. Out of 23,062 teachers in 1958-59, only 36.7% were trained. A scheme for raising the annual intake of the existing training institutions and for establishing 12 more new institutions has been taken up. It is expected that, by the end of the third Plan, at least 50% of the teachers would be trained. The average pupil-teacher ratio for the State is 39:1. The existence of a large number of single-teacher schools with enrolment significantly below 40 has made it impossible to maintain even this ratio in the comparatively bigger schools.

The minimum qualification for a primary school teacher is a pass in the middle school examination or its equivalent; but even this minimum has had to be relaxed in the backward areas. Steps have been taken to organise sandwich courses of in-service training to improve the basic competence of the under-qualified teachers. In addition, the Department of Education has initiated a programme of extensive in-service training by organising monthly gatherings of teachers. Litera-

ture for the guidance of the teachers in conducting both curricular and co-curricular activities has also been published.

A scheme for decentralising the administration of primary education in order to make the *Anchalik* and *Gramm Panchayats* increasingly responsible for it has been proposed.

4. BASIC EDUCATION

An educational conference which was attended, amongst others, by Shrimati Asha Devi and Shri Aryanayakam was convened in 1946. It prepared a scheme of basic education for this province and under it, teachers were deputed for training to Jamia Millia, Delhi and to Sevagram, Wardha. A few basic training schools were established and some basic schools set up near them or attached to them as practising schools.

The State Advisory Board of Basic Education, at its meeting held in November 1950, adopted a resolution for the introduction of basic education on a statewide basis. All the government training centres were consequently converted to the basic pattern. As more and more basic-trained teachers became available, additional basic schools were started and as many of the existing primary schools as possible converted to the basic pattern. In 1958-59, the State had 2,111 junior basic schools with 1,83,915 pupils and 4,976 teachers; 158 senior basic schools with 25,344 pupils and 982 teachers, and 20 basic training centres with 1,321 pupil-teachers.

When the experiment of basic education was first started in a few compact areas, or close to the teacher training centres under the constant supervision and guidance of the training school staff, it progressed very well; but its extension to the other areas has revealed that good craft work and correlated teaching are not easy of attainment in most of the schools. It seems the demands which the new system makes on the ingenuity and resourcefulness of the teacher are far greater and exacting than those under the prevailing system; the experiment needs the services of young persons with high intellectual and social qualities. In this context, the programme of orienting the primary schools to the basic pattern appears to be of special significance. Although conceived as a short-term measure for the transitional period only, the

sscheme has caught the imagination of the teachers and super-
 vising officers alike. This programme, which seeks to de-
 velop and improve the traditional schools on basic lines in
 two stages, has good prospects of success.

55. SECONDARY SCHOOLS

In 1947-48, there were 191 high schools and 426 middle
 English schools. By 1958-59, these figures had risen to 459
 and 1,543 respectively. The number of pupils in these schools
 also registered an increase from 1,06,889 in 1947-48 to 3,53,938
 in 1958-59. The expenditure on higher secondary schools
 alone during the period increased from Rs. 25.71 lakhs to
 Rs. 134.63 lakhs. The expansion of secondary education since
 independence has indeed been phenomenal.

During 1947-48, the number of trained and untrained
 teachers in secondary schools was 1,332 and 3,867 respectively.
 By 1958-59 the figures had increased to 3,424 and 12,816 res-
 pectively. During the same period, the number of normal
 schools for the training of junior grade teachers of secondary
 schools increased from 2 to 5 and their annual intake from
 60 to 180. Besides the teacher training department of the
 Gauhati University, a government training college was
 established in 1956; but the additional facilities thus provided
 have been more than offset by the rapid increase in the number
 of secondary schools. The overall position of teacher train-
 ing continues to be as unsatisfactory as before.

Prior to 1949, there were no regular scales of pay for the
 large number of teachers employed in the non-government
 secondary schools and grants-in-aid were paid by the Govern-
 ment on an *ad hoc* basis. The managing committees used
 to pay their teachers whatever emoluments they could afford.
 In 1949, the State Government revised the system of grant-in-
 aid and, for the first time, guaranteed a minimum pay to
 teachers in the aided secondary schools. The minimum,
 however, was too meagre to effect any substantial improve-
 ment in the situation. Government, therefore, agreed to the
 model scales of pay suggested by the Pay Committee (1956)
 and undertook to offer grant-in-aid on the basis of 100%
 deficit. The subsequent revision of the pay scales in 1959
 has equalised the emoluments of government and aided

school teachers. The present scales of pay are Rs. 125-2/275 for graduate teachers with a senior scale of Rs. 150-300 for those with higher qualifications. The pay of non-graduate junior teachers varies from Rs. 60 to 125 according to qualifications.

The programme of gradual conversion of high schools into higher secondary and multipurpose schools has been in operation since 1956. The number of higher secondary schools and multipurpose schools in 1958 stood at 14 and 19 respectively. The pace of conversion has been slow, mainly because of the shortage of teachers qualified to teach the elective courses. Lack of textbooks in the new subjects in the mother tongue of the pupils and the inadequate supplies of equipment, particularly for the science and engineering courses, have been the other major hurdles.

To overcome the general shortage of qualified teachers for secondary schools, a number of measures have been adopted. These include in-service training of teachers in science subjects; increased provision of scholarships for higher studies in Humanities, Science, Fine arts, Agriculture and Home Science; and deputation of teachers for post-graduate studies. The Gauhati University has also instituted a post-graduate vacation course in science subjects for the teachers of secondary schools.

In respect of textbooks the State Government has instituted prizes for the best books in subjects which do not ordinarily attract commercial publishers on account of limited demand. The publication of the selected books has also been undertaken.

The rising capital cost on school and hostel buildings has been a source of great concern. Government has, therefore, created a standing loan fund to help the aided secondary schools with suitable loans for this purpose. The loans are to be repaid in easy instalments out of a part of the income from tuition fees earmarked for the purpose.

6. UNIVERSITY EDUCATION

By the end of the last century, Assam had only two second grade (intermediate) arts colleges—one at Sylhet and the other at Gauhati. These were affiliated to the Calcutta:

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University. The college at Gauhati was taken over by the State Government in 1901 and that at Sylhet, in 1912. The two colleges soon developed into first grade colleges offering instruction in arts and science up to the degree standard. During the next three decades, there was considerable expansion of higher education. By 1947, the State had 22 colleges with nearly 5,000 students on rolls.

After independence, Assam set up her own university under the inspiring patronage of Shri G. N. Bardoloi, the then Chief Minister. Although the Government College at Sylhet, along with certain other aided colleges has since been lost to the State on account of partition, the loss has been more than made up by the new colleges that have come up in different towns of the State. Immediately after partition, there were 15 colleges in the State with 5,216 students; in 1958-59, there were 29 colleges with 19,517 students. The expenditure during the period also rose from Rs. 7,66,497 in 1947-48 to Rs. 23,82,433 in 1958-59.

In spite of the fact that the service conditions of teachers in the government colleges are fairly attractive, better prospects elsewhere have attracted away many an experienced teacher of the Government College, Gauhati. First class M.As. and M.Sc.s are also showing preference in favour of the administrative and other superior services. The staffing of colleges with competent teachers has, therefore, become a serious problem in the State. It is hoped that the introduction of the scales of pay recommended by the U.G.C. will help to tide over the crisis to some extent.

7. TECHNICAL AND PROFESSIONAL EDUCATION

Facilities for technical and professional education in the State were woefully inadequate before independence. At the school level, there were only two industrial schools (established by the missionaries in 1907) at Kohima and Shillong. At the college level, such facilities were completely non-existent. While a few seats used to be reserved in the Sibpur Engineering College, Calcutta, for students from Assam and the State Government offered stipends to students for training in Forestry, Veterinary Science, Medicine and Agriculture in Bengal and other provinces, the facilities were utterly

inadequate to meet the personnel requirements of the State. After independence, therefore, a good deal of attention had to be paid to the development of facilities for technical and professional education in the State.

In 1947-48, there were only 22 schools of vocational and technical education in the State. By 1958-59 the number of such schools had increased to 54—3 engineering and surveying, 25 technical and industrial, 2 arts and crafts, 24 commercial, 1 agricultural, 1 forestry and 1 polytechnic. The total enrolment in these schools during the period increased from about 1,600 to 5,325 and the total expenditure from about Rs. 1.337 lakhs to Rs. 20.80 lakhs. At the college level, there are 7 institutions today—two medical colleges, one ayurvedic college, one law college, one college of agriculture and two engineering colleges. The facilities for engineering studies in the State are to some extent supplemented by the All India and Regional Institutes of Technology situated in other parts of the country.

8. SOCIAL EDUCATION :

In 1937, a Mass Literacy Officer was appointed and a central committee was also formed with the Honourable Minister for Education as the Chairman and the Director of Public Instruction, inspectors of schools and some prominent legislators as members. Two types of literacy courses were organised—a pre-literacy course which aimed at teaching the illiterates to read, write and to work out simple sums and a post-literacy course. Attention was also paid to the organisation of continuation classes, provision of rural libraries and reading rooms and publication of literature suited to the needs of the neo-literates.

The campaign began very well. In one year, as many as 2,910 centres with 1,46,257 persons in attendance were started. Of these, 1,19,522 persons appeared for the prescribed literacy test and 99,654 passed (96,373 men and 3,281 women). In spite of this initial success, the dimensions of the campaign had to be curtailed considerably on account of the financial difficulties created by the war. In 1947, there were only 470 literacy schools with an enrolment of 10,202. After independence some of the original enthusiasm of 1937 returned and the scope of the programme was enlarged into

'social education'. In 1958-59, there were 717 social education centres with an enrolment of 24,971 and the State spent Rs. 1.39 lakhs on them.

Programmes of social education include literacy, training in sanitary habits, *safai* work, improved methods of cultivation and citizenship training. For further education, the State runs about 500 rural libraries which are regularly supplied with departmental publications on social education. The topics dealt with in these publications relate among others to health and hygiene, home economics, agriculture, cottage industries, citizenship, etc. Exhibitions and rallies in which all the nation-building departments of the State participate are also organised frequently for the benefit of neo-literates and rural masses. The Department also arranges a large number of filmshows of an educational character every year.

9. GIRLS' EDUCATION

Barring a few missionary efforts, girls' education was practically neglected till about the end of the second decade of this century. With the introduction of diarchy in 1921, education became a transferred subject and both the people and the Government began to take an active interest in the education of girls. After the inauguration of provincial autonomy in 1937, the movement for expanding facilities for girls' education received a further impetus. The statistics of girls' institutions (including enrolment) for the years 1921-22, 1936-37 and 1946-47 given in the following table will show the all-round progress made in this sector during the twenty-five years immediately preceding independence.

Type of Institutions	1921-22		1936-37		1946-47	
	No.	Enrolment	No.	Enrolment	No.	Enrolment
Colleges	..	..	1	143	4	336
High Schools	3	576	13	3,826	31	9,768
Middle Schools	30	2,812	54	9,285	114	1,2258
Primary Schools	343	24,082	793	68,048	1,464	56,998
Special Schools	3	78	4	314	62	1852

(The enrolment figures include girls reading in boys' institutions also.)

REVIEW OF EDUCATION IN INDIA: 1947-61

After independence, all nation-building activities including girls' education began to receive their due measure of public attention. The following statistics for 1958-59 will give some idea of the progress made in the field of girls' education.

Type of Institutions	1958-59		Expenditure
	No.	Enrolment	Rs. s.
Colleges	4	2,914	2,67,189.22
High Schools	61	45,805	19,65,233.33
Middle Senior Basic Schools	149	53,954	7,43,374.4
Primary and Junior Basic Schools	672	3,21,533	10,54,160.0
Pre-Primary Schools	15	675	41,413.3
Professional Schools	17	831	1,32,411.1
Special Schools	47	3,957	26,528.8

One significant feature of girls' education in the State is the very large number of girls studying in the boys' institutions. The two main reasons for this large extent of co-education are the lack of separate facilities for girls' education at all levels and the convenience of pupils.

Owing to the dearth of qualified women teachers, particularly in the rural areas, it is often very difficult to staff girls' institutions exclusively with women teachers. Consequently men teachers are sometimes appointed in girls' institutions. The following table shows the distribution of women teachers in different grades of schools in the year 1958-59.

Schools	Women Teachers
High	1,020
Senior Basic	162
Middle	738
Junior Basic	942
Primary	2,056
Nursery	51
Total	4,969

In order to promote girls' education, the Government is following a very liberal policy in the award of scholarships,

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free studentships and other concessions. Considering the growing awareness of the people and the need to expand facilities for girls' education at all levels, the present tempo of expansion is likely to continue for many years. It may also be mentioned that there is a separate unit of supervisors, headed by a woman officer of the rank of an Assistant Director of Education, to look after the needs and interests of girls' education in the State.

110. TEACHING OF SCIENCE

In order to meet the growing demand for science the Government is taking steps to provide for the teaching of science in the reorganised higher secondary and multipurpose schools. Liberal assistance is also given to the non-government high schools and colleges for the teaching of science. The acute shortage of teaching personnel in schools and colleges has been a major block in the expansion of science education.

111. SCHOLARSHIPS

Provision of scholarships and free studentships on a liberal scale has been an important feature of the educational policy of the State. The scholarships provided in the pre-independence period and those provided at present are shown in the following table.

Category	No. of Scholarships	
	1947	At present
(a) Primary scholarships tenable in secondary schools	405	932
(b) Middle (English/Vernacular/Madrassah) scholarships tenable in the secondary schools	104	391
(c) Junior scholarships awarded on the results of the Matriculation Examination	98	167
(d) Senior scholarships awarded on the results of the first degree examination	30	63
(e) Post-graduate scholarships awarded on the results of the first degree examination	2	36
(f) Technical scholarships tenable in the engineering colleges	5	52

It is not only the number, the value of the scholarships has also been increased in recent years. Besides, a large number of unclassified scholarships are annually awarded to deserving students for different courses of study in subjects like Music and Fine Arts, Journalism, Library Science, Printing and Technology. A special scholarship scheme has also been instituted under which scholarships are granted to the poor and deserving students as well as to the children of political sufferers. Under Centrally sponsored schemes, special scholarships have also been granted for pre-matric and post-matric studies to students belonging to the backward communities. The number of free studentships in schools and colleges has been considerably increased. Education has also been made free for students belonging to the Scheduled castes and Scheduled tribes (hills and plains) up to the degree course.

12. PHYSICAL EDUCATION

Although physical exercise and drill form part of the syllabus for all children up to class VIII, the State has no programme of physical education in the broad sense of the term. One difficulty which hinders progress is that no special branch for it has yet been created in the Directorate of Education. Although the State is divided into four zones and each is placed under an Inspector of Physical Education, most of the schools are without any specialist teacher in physical education. The physical training class in the school time-table often comes in the afternoon. In the absence of any provision for midday meals, drill and games are found exhausting by some children; lack of medical inspection aggravates the situation further.

Recently, the State Sports Council has shown considerable interest in developing playground facilities for schools.

13. SCOUTING AND GUIDING

The Boy Scout movement made good progress in Assam under the auspices of the Indian Boy Scouts' Association, but it suffered a serious setback during the Second War. After the formation of Bharat Scouts and Guides, the movement has once again come into its own. A regular programme for the training of scouters, guiders and patrol leaders has been taken up and training camps are being held every year in

each of the divisions. In addition, two regular camp sites are also being maintained.

The Assam contingent of scouts and guides have successfully participated in each of the three all-India scout and guide jamborees held at Hyderabad in 1953, at Jaipur in 1956 and at Bangalore in 1960. But for the launching of parallel movements like the N.C.C. and the A.C.C., the Boy Scout and Girl Guide movement would have progressed much faster.

14. N.C.C. AND A.C.C.

The National Cadet Corps scheme was introduced in 1948-49. On 31st March 1960, the N.C.C. organisation was as follows : (a) 15 senior division units with a total authorised strength of 54 N.C.C. officers and 2,014 cadets; (b) 97 troops of the junior division (boys) with a total authorised strength of 97 N.C.C. officers and 4,365 cadets ; and (c) five senior wing and 13 junior wing troops of the girls' division with a total authorised strength of 18 N.C.C. officers and 810 cadets. The total strength of the organisation at present is thus 169 officers and 8,089 cadets.

Two more schemes have been added to the N.C.C., *viz.* the Auxiliary Cadet Corps and the N.C.C. Rifles Companies. The Auxiliary Cadet Corps had a total strength of 116 officers and 6,960 cadets in 1959-60. The authorised strength of officers and cadets in the five Rifles Companies in the same year was 5 and 1,000 respectively. Another important development is the organisation of officers training unit (1959-60) with the main object of providing facilities to deserving cadets for a career in the armed forces.

15. PRE-PRIMARY EDUCATION

The progress of pre-primary education in the State has been very slow. In 1942, there were two infant schools in the province ; in 1947 also there were only four. However, after independence, pre-primary education has been receiving a much greater measure of attention. In 1958-59, there were 25 schools with an enrolment of 1,394. A number of other schools also had pre-primary classes attached to them. The total number of pupils in both the pre-primary schools and the pre-primary classes in 1958-59 was 6,642. One difficulty

in this sector has been the absence in the State of training facilities for pre-primary teachers. Government, however, does award two stipends every year for Montessori training in Madras.

While the Government gives grant-in-aid to pre-primary schools, it does not run any institutions of its own. It seems that, for some time to come, the main responsibility for running such schools will have to rest with voluntary organisations.

16. EDUCATION OF THE HANDICAPPED

In 1941, a Deaf and Dumb School was established at Sylhet with an enrolment of 18 (including 10 girls). On partition the school (which was the first school of its type in the State) went over to Pakistan. At present, there are two such schools in the State—the Bawri Devi Saraogi Deaf and Dumb School at Gauhati and the Shankar Mission Blind School at Nowgong. The two institutions together cater to the needs of some 60 to 70 children. The Department proposes to assist in the development of these two schools in the third Plan.

17. AUDIO-VISUAL EDUCATION

With a view to ensuring proper development of audio-visual education in the State, the Government has set up an Audio-Visual Education Board with the Director of Public Instruction as its Chairman.

18. DEVELOPMENT OF HINDI

Hindi is introduced in class IV and is taught as a compulsory subject up to class VIII. At the higher secondary stage, it is compulsory up to class X but optional in class XI.

A Hindi training centre is being run by the Education Department with an annual intake of 125. Some 70 to 80 trainees pass out every year. Considering that the great number of secondary schools are still short of Hindi teachers, this output is very small. To meet the shortage of qualified Hindi teachers for secondary schools it is proposed to expand the present centre and to open one more Hindi training centre in the third Plan. The proposal for opening a Hindi training college in the State with a hundred per cent grant

from the Centre is also under the active consideration of the Department at present.

The Education Department recognises the *Visharad* and *Kvid* examinations conducted by the Assam Rashtrabhasha Prachar Samiti, Gauhati, and Rashtrabhasha Prachar Samiti, Wardha, respectively for recruitment of Hindi teachers.

Recently, Assamese has been declared as the official language of the State. Within five years from now, official work of the Government will begin to be done in Assamese. According to the provisions of the Official Language Act, Hindi is to be used only for certain specific purposes. A proposal for teaching Hindi to the State government employees is under consideration.

Programmes concerning the propagation of Hindi in the State are being implemented in collaboration with the Assam Rashtrabhasha Samiti. While the Samiti is responsible for the propagation of Hindi among the masses, the Government is responsible for its development in secondary and training schools. The Samiti receives grant-in-aid from the Government in operating its Hindi programmes.

10. PROPAGATION OF SANSKRIT

While no special steps have been taken for the promotion of Sanskrit studies in recent years, there are more than a 100 *tols* in the State devoted to the teaching of Sanskrit. The general interest in the teaching of Sanskrit seems to be on the decline. In 1947, there were 234 *tols* in the State; in 1959 the number was only 108! Responsibility for co-ordinating the work of these *tols* is that of the Assam Sanskrit Board set up in 1926. The Board conducts examinations, awards degrees and diplomas, gives stipends and sanctions grant-in-aid to the *tols*. The subjects of study taught in the *tols* include, *inter alia*, *Vyakarana*, *Karmakanda*, *Natya Jyotisha*, *Vedas*, *Sankhya* and *Smriti*. Mr. Cunningham, in his report for 1929-30, says: "The Pandits are generally poor. So is the case with their pupils. In spite of it, it is found that almost every Pandit bears the expenses of some of his pupils". These old traditions of poverty, learning and discipline continue to inspire the work of the *tols* to this day.

Provision also exists for the optional study of Sanskrit in secondary schools and colleges.

20. EDUCATION OF THE SCHEDULED CASTES AND TRIBES

Scheduled castes, Scheduled tribes and other backward communities constitute about 60% of the total population of Assam. The Scheduled tribes of the State—the Khasis, the Garos, the Lushais and the Mikirs—inhabit hill districts that go by the names of the respective tribes. The Lushais now call themselves the Mizos and their district, Mizoram. These people, numbering about 12 lakhs, live in scattered villages in their respective hills which, under the Sixth Schedule of the Constitution, enjoy a wide range of district autonomy. Primary education in each hill district is in the charge of the respective district council, a body representative of the tribe concerned.

It was the Christian missionaries who, during the closing decades of the last century, first took the initiative in spreading education among the hill tribes. Government followed suit. The measures adopted by the Government included establishment of special schools, grant of special facilities to the tribal children for attending the ordinary schools, exemption from fees, award of scholarships and grants to private agencies. The number of all schools (lower primary, upper primary, middle English, training and technical) in 1931-32 in the K. and J. Hills was 218, in the Naga Hills 156, in the Lushai Hills 129, and in the Garo Hills, 201. A vast majority of these schools were under the management of the Christian missions. The salutary principle of language teaching in the hill schools, as recommended by the Hunter Commission, had not been followed in the schools. The only exceptions were the Naga Hills and the North Kachar Hills where Assamese and Bengali respectively were taught as second languages. But nothing similar was done in the other three hill districts *viz.*, the Khasi Hills, Lushai Hills and Garo Hills.

In 1935, the Government of Assam reconsidered their policy towards the missions. Mr. G. A. Small, the then Director of Public Instruction of Assam, reported: "The general policy is at present for Government to take over the responsibility for education from the missions as early as

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possible. While acknowledgement must be made of the debt owed to the missions for their work as pioneers in the field of education, it must also be recognised that the missions have interested themselves in education solely with the object of proselytising. People of some of the hill tribes have refused education because it brought Christianity with it, and it is unfair that they should be deprived of education because they are unwilling to abandon their tribal customs". He suggested that the grant made to the missions should be withdrawn and that money so saved should be utilised towards the establishment of government schools in the hills. This proposal was accepted by the popular Government which divested the missions of their educational responsibilities in the hills and withdrew all grants made to them for the purpose. With the money thus made available, Government took over the existing primary schools and opened new ones. For the other schools run by the missionaries, however, the grants-in-aid continued to be paid as before. Since then, education in the hills has been progressing rapidly. Every sub-division town in the hill district has a government high school and Shillong in the K. and J. Hills has become an important centre of learning. There are several colleges in Shillong, including two for girls. There are also more than a dozen high schools in Shillong, of which as many as eight are meant solely for girls. The Khasi Hills leads all the other districts of the State in point of girls' education. The statistical data concerning educational institutions in the four autonomous hill districts in 1946 and 1959 are shown below.

Number of Institutions by Managements

Type of Institutions	Government		Aided		Private		District		Total	
	1946	1959	1946	1959	1946	1959	1946	1959	1946	1959
Colleges	..	..	4	7	..	1	..	..	4	8
High Schools	6	9	8	16	1	37	..	..	15	62
M. E. Schools	17	40	16	108	27	81	..	..	60	229
L. P. Schools	287	701	47	218	179	987	..	550	513	2456

Expenditure incurred by the State Government on the spread of education in the autonomous districts of Assam in 1959-60 was Rs. 60,45,236.

There are a number of other educational schemes for Scheduled castes and Scheduled tribes under Article 275 of the Constitution which have been implemented in the first and second Plans. The amount spent on such schemes for hill tribals and plain tribals during the first Plan (1951-56) was Rs. 33.92 lakhs and Rs. 28.69 lakhs respectively. Expenditure on the schemes for hill tribes and plain tribes during the second Plan is estimated to be Rs. 70 lakhs and Rs. 112 lakhs respectively. The main items of expenditure under these schemes relate to the construction of college, school and hostel buildings, quarters for teachers, and grant of scholarships for Scheduled caste or tribe students. The amount spent on education under the removal of untouchability scheme during the first Plan was Rs. 1.36 lakhs; the expenditure during the second Plan was several times larger.

The Scheduled tribe pupils of the Assam Hills receive free education and are also given stipends and other financial concessions. Nearly 97% of the pupils benefit from these provisions. All Scheduled caste, Scheduled tribe and a large number of other backward community students are also receiving scholarships for post-matric education from funds given by the Government of India. During 1959-60, about Rs. 20 lakhs were spent for this purpose, of which about Rs. 4 lakhs were contributed by the State Government.

After independence, the administration of primary education has been transferred to the district councils. At the request of the councils in the hills, however, the Government is still controlling the management of primary education in their areas. It has been recently decided to transfer the management of primary education to the district councils at a very early date.

21. EDUCATED UNEMPLOYMENT IN ASSAM

Educated unemployment is not as acute in Assam as in some other States of India; but it has been on the increase during the last decade. The number of matriculates and persons with higher educational qualifications registered with the employment exchanges in 1960 recorded a 250 per cent increase over the figure for 1952. Nearly 80 per cent of these applicants are matriculates, 7½% graduates and the

rest under-graduates. Presuming that about 50% of the educated unemployed only register their names with the employment exchanges, it can be estimated that the total number of educated unemployed in Assam is roughly about 10,000 of whom about 800 are graduates, 8,000 matriculates and the rest under-graduates.

The main reasons for the steep raise in the number of educated unemployed in Assam are the great expansion in secondary and collegiate education, popular preference for clerical and other white-collar jobs and the geographical as well as occupational immobility of vast sections of the population. Placements effected by the employment exchanges are mostly in clerical jobs and do not constitute even 10% of the new registrants. It is a pity that geographical immobility has led to a certain amount of unemployment even among educated persons belonging to the Scheduled castes and Scheduled tribes for whom otherwise ample job opportunities are available in the country.

An annual study of urban and rural unemployment in Assam has recently been instituted by the employment exchanges. The study for the year 1959 has revealed that about one-third of the unemployed matriculates of Assam reside in the rural areas. This only underlines the need for developing suitable economic programmes in the rural areas during the third Plan.

To deal with the problem of educated unemployment, the Department of Education has launched a scheme employing educated persons as teachers in schools by opening additional sections in them. This, together with the opening of new schools, has led to a steady improvement in the situation although additional employment opportunities have fallen far short of the need. The Department has also started a scheme for vocational guidance and counselling in schools. The employment exchanges in Assam have taken in hand a similar scheme for rendering guidance to school leavers. These two schemes, it is hoped, will go some way in diverting the educated to profitable occupations and in reducing the volume of unemployment in the State. In order that the work of counselling can be done more effectively, the employment exchanges in Assam have introduced a scheme

for the regular collection of information regarding unemployment on the one hand, and job opportunities in industry and occupations on the other.

Government has taken steps to increase the number of employment exchanges in the State. While there were five employment exchanges only in Assam in 1952, there were as many as 14 in 1960, covering all the district headquarters and certain important sub-divisional and industrial towns. More exchanges are likely to be opened during the third Plan.

22. PERSONNEL

The State continues to suffer from an acute shortage of technical and professional personnel. While the supply of personnel in certain occupations has increased several-fold, the State suffers from want of doctors and subsidiary medical practitioners, engineers, veterinary doctors and agricultural graduates. While the out-turn of craftsmen and semi-skilled workers has increased significantly in recent years, the efforts for increasing the out-turn of technical personnel of a higher order—degree holders—have fallen far short of the requirements. It is for this reason that the Government has found it necessary to set up a separate Directorate of Technical Education. It is hoped the new Directorate will go a long way in ensuring training and supply of high-grade personnel in different developmental fields.

23. ADMINISTRATION AND FINANCE

To cope with the increasing work of expansion and re-organisation of education in the State, the administrative machinery has been considerably strengthened and the number of inspecting officers increased. As the set-up stands at present, the Director of Public Instruction is in overall charge of the Education Department. To relieve him of some of his administrative and financial responsibilities, the post of the Deputy Director of Public Instruction has been upgraded to that of the Additional Director of Public Instruction. The Director and the Additional Director of Public Instruction are assisted by six Assistant Directors of Public Instruction. In addition, the following officers are attached to the Directorate : (1) Secretary, Middle School Scholarships Examination Board; (2) Secretary, Textbook Committee; (3)

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State Hindi Education Officer; (4) Special Officer for Basic Education; (5) Secretary, State Advisory Board for Basic Education; and (6) the Social Education Officer.

There are six divisional inspectors of schools (formerly only two) in the six divisions (also called circles) into which the State is divided. The divisional inspectors of schools are responsible for all educational matters, academic and administrative, from the primary school to high school stage in their respective divisions. They are assisted in their work by assistant inspectors whose number has since been increased from 10 to 19. The inspectors of schools control the deputy inspectors of schools who are in charge of educational matters up to the middle school standard at the sub-divisional level. Each sub-division is further divided into circles and is placed under a sub-inspector of schools who is generally assisted by one or two assistant sub-inspectors of schools in the inspection of primary and basic schools. The number of sub-inspectors of schools has since been increased considerably. It has also been decided not to appoint assistant sub-inspectors of schools any more and gradually to upgrade all the posts of assistant sub-inspectors of schools into those of sub-inspectors of schools. In most of the major sub-divisions, additional deputy inspectors of schools have been appointed to relieve the deputy inspectors of schools of some of their administrative and supervisory responsibilities.

The expenditure on administration and direction comes to about 3.38% of the entire educational budget.

The expansion of educational facilities at all levels since independence has indeed been spectacular. The following data for 1948 and 1959 will bear that out.

	1948	1959
Colleges	18	29
High Schools	210	459
M. E. Schools	450	1,137
M. V. Schools	328	648
L. P. Schools	9,140	14,940
Special Schools	640	953
No. of Scholars	7,44,000	4,01,326
No. of Teachers	18,837	42,389
Budget	Rs. 99,07,921	Rs. 4,78,16,000

This record of achievement is all the more remarkable when one considers the extreme degree of under-development of her people, paucity of resources, acute shortage of trained teaching personnel and natural calamities (like floods) against which the State has perpetually to contend.

24. OUTLOOK FOR THE THIRD PLAN

The total provision for education in the third Plan is of the order of Rs. 13.7 crores. Some of the important schemes at the primary stage relate to the appointment of 11,000 additional teachers and enrolment of 4.4 lakh additional children. It is expected that by the end of the third Plan, 83% of children in the age group 6-11 will be attending school as against 66% in 1960-61. In the group 11-14, it is proposed to enrol 1.2 lakh additional children during the third Plan. This will increase the percentage of school-going children at this stage to 40. At the secondary stage the target of enrolment is 18% of the relevant age group. In all some 60,000 additional pupils will be enrolled at this stage during the third Plan.

It is also proposed to convert 100 high schools into higher secondary schools. The percentage of trained secondary teachers is expected to be 30 by the end of the third Plan. Another important scheme in the field of secondary education relates to the establishment of a Secondary Education Board which will take over the affiliation of secondary institutions and examination of students in such institutions from the Gauhati University.

The Plan also includes several other schemes relating to university education, scholarships, expansion of N.C.C., promotion of Hindi, physical education, youth welfare, etc.

EDUCATIONAL STATISTICS OF ASSAM

I—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	15	3	17	3	23	4
Intermediate Standard	2	..	4	..	6	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry	1	..	1	..	1	..
Commerce . . . . .	..	..	..	..	..	..
Engineering & Technology . . . . .	..	..	..	..	2	..
Law	1	..	1	..	1	..
Medicine	1	..	2	..	2	..
Teachers' Training—						
Basic . . . . .	..	..	..	..	1	..
Non-Basic	1	..
Veterinary Science	1	..	1	..
Others
Colleges for Special Education	1	..	1	..

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Educational Statistics of Assam—(contd.)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools . . . . .	..	..	..	..	..	22	2
High Schools	269	35	376	45	437	59	
Middle Schools—							
Basic	1	..	28	2	157	13	
Non-Basic	916	105	1,329	142	1,386	136	
Primary Schools—							
Basic	90	7	612	13	2,111	74	
Non-Basic	10,608	1,259	11,998	806	11,482	598	
Pre-primary Schools	1	1	20	14	25	15	
Schools for Vocational & Technical Education—							
Agriculture & Forestry . . . . .	..	..	2	..	2	..	
Arts & Crafts	1	1	..	..	2	1	
Commerce	7	..	17	..	23	..	
Engineering . . . . .	..	..	2	..	3	..	
Medicine . . . . .	..	..	..	..	..	..
Teachers' Training—							
Basic	} 30	3	19	2	20	2	
Non-Basic			15	3	14	3	
Technology & Industrial	12	4	21	9	25	11	
Others . . . . .	..	..	..	..	..	..
Schools for Special Education—							
For the Handicapped	1	..	1	..	2	..	
Social (Adult) Education . . . . .	..	..	739	48	717	41	
Others	1,497	118	128	5	130	6	
Total	13,454	1,536	15,335	1,092	16,598	965	

II—Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institution—						
Universities	803	63	1,016	112	1,464	128
Research Institutions . . . . .	..	..	..	..	..	..
Arts & Science Colleges	7,149	872	11,976	1,637	19,517	2,914
Professional & Technical Colleges	502	16	1,243	32	1,945	104
Special Education Colleges . . . . .	..	..	12	..	12	..
Higher Secondary Schools . . . . .	..	..	..	..	14,567	2,110
High Schools	95,301	13,899	1,39,752	28,064	1,79,627	43,695
Middle Schools—						
Basic	119	60	3,508	1,373	25,324	8,703
Non-Basic	1,05,736	20,930	1,22,603	34,046	1,45,923	45,251
Primary Schools—						
Basic	5,729	1,910	44,807	16,439	1,83,915	67,724
Non-Basic	6,14,658	1,98,701	7,18,044	2,52,419	7,06,534	2,53,809
Pre-primary Schools	29	16	829	407	1,394	675
Schools for Vocational and Technical Education	2,607	354	5,713	575	7,514	831
Schools for Special Education	43,803	4,045	47,541	4,911	29,294	3,957

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II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects :							
General Education (University Standard)—							
Research	4	..	..	..
M.A. and M.Sc.		199	24	326	41	744	119
B.A. and B.Sc. (Pass and Hons.)		1,864	316	3,254	418	4,434	608
Intermediate (Arts & Science)		5,293	585	8,047	1,220	14,278	2,295
Professional Education (University Standard)—							
Agriculture & Forestry		76	..	130	..	208	..
Commerce		553	..	1,102	..	1,385	11
Engineering & Technology	380	..
Law		187	2	283	..	374	3
Medicine		239	14	475	32	560	51
Teachers' Training—							
Basic		} 43	10	230	70	18	..
Non-Basic						184	18
Veterinary Science	232	..	235	..
Other Subjects	126	41
Special Education (University Standard)							
		41	..	12	..

General Education (School Standard)—

High and Higher Secondary	43,386	5,417	67,532	10,863	98,029	18,974
Middle	1,07,337	18,010	1,45,621	34,531	1,86,413	48,244
Primary	6,70,719	2,12,031	8,15,365	2,86,874	9,66,200	3,51,429
Pre-primary	130	58	1,025	540	6,642	3,320

Vocational Education (School Standard)—

Agriculture and Forestry . . . . .	..	..	118	..	112	..
Arts and Crafts	25	13	..	..	26	16
Commerce	485	19	1,701	140	2,883	267
Engineering . . . . .	..	..	650	..	1,036	..
Medicine . . . . .	..	..	..	..	..	..
Teachers' Training—						
Basic	} 1,391	136	1,262	165	1,321	245
Non-Basic			825	70	868	132
Technology & Industrial	706	186	1,157	200	1,268	171
Other Subjects . . . . .	..	..	..	..	..	..

Special Education (School Standard)—

For the Handicapped	13	6	35	13	78	20
Social (Adult) Education . . . . .	..	..	44,066	4,295	24,971	3,026
Other Subjects	43,790	4,039	3,563	603	4,245	911

Total 8,76,436 2,40,866 10,97,044 3,40,075 13,17,030 4,29,901

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III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
<i>By Sources</i>						
<i>Government Funds—</i>						
Central	46,203	3,983	32,88,393	31,8,439	79,61,689	4,03,130
State	1,33,23,227	16,74,814	2,80,37,305	20,85,152	4,49,46,943	31,48,493
District Board Funds	19,09,965	2,10,607	3,71,218	24,384	4,02,447	17,551
Municipal Board Funds	1,30,842	62,093	1,04,873	52,599	90,569	40,546
Fees	50,49,789	4,18,147	78,16,272	8,61,280	1,26,62,941	13,55,190
Other Sources	24,17,111	3,41,853	34,34,582	4,98,860	42,14,128	4,88,936
<i>By Type of Institutions</i>						
<i>Direct Expenditure on—</i>						
Universities	9,60,855	..	14,47,037	..	27,56,885	..
Boards . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Collges	14,18,964	88,192	20,23,153	1,55,933	33,82,433	2,67,892
Colleges for Professional & Technical Edu- cation	7,55,163	..	11,46,731	..	22,80,687	..
Colleges for Special Education . . . . .	..	..	6,372	..	7,269	..
High and Higher Second- ary Schools	50,67,279	7,06,059	93,52,960	12,40,432	134,62,950	19,65,233

Middle Schools—

Basic	12,061	11	1,20,404	8,648	7,56,553	47,482
Non-Basic	25,05,366	3,29,240	47,98,576	5,26,699	65,91,412	6,95,892

Primary Schools—

Basic	1,34,178	10,244	10,91,134	30,187	42,60,606	1,79,254
Non-Basic	64,09,146	7,68,625	95,10,383	6,92,775	1,40,99,803	8,74,906
Pre-Primary Schools	516	516	37,365	6,483	76,132	41,413
Vocational and Tech. Schools	6,60,107	52,883	21,40,624	92,750	32,24,618	1,32,411
Special Education Schools	2,99,426	22,806	3,68,550	18,123	4,10,317	26,528

<i>Total (Direct)</i>	1,82,23,061	19,78,565	3,20,43,289	27,72,030	5,13,09,662	42,31,011
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Indirect Expenditure—

Direction and Inspection	13,28,939	3,90,084	16,19,969	53,891	21,71,460	..
Buildings	9,96,904	1,68,732	53,46,676	4,78,261	1,00,29,302	6,23,408
Scholarships	4,86,232	58,757	21,92,069	3,10,974	44,48,859	4,94,147
Hostels	2,22,023	14,186	4,18,761	92,049	6,24,991	29,336
Other Miscellaneous Items	16,19,978	1,01,173	14,31,879	1,33,509	16,94,440	75,944

<i>Total (Indirect)</i>	46,54,076	7,32,932	1,10,09,354	10,68,684	1,89,69,052	12,22,835
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Grand Total	2,28,77,137	27,11,497	4,30,52,643	38,40,714	7,02,78,717	54,53,846
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IV—Number of Teachers

Item	1950—51		1955—56		1958—59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges .	375	43	623	34	983	75
High and Higher Secondary Schools	38,05	423	5,583	628	7,521	1,020
Middle Schools	3,662	416	5,699	697	7,396	900
Primary Schools	17,164	1,977	20,252	2,388	23,062	2,998
Pre-Primary Schools	2	1	31	27	54	51
Vocational and Technical Schools	216	30	383	46	523	39
Special Schools	227	22	404	22	1,044	63

V—Examinations Results

Students Passing						
M.A. & M.Sc.	56	5	77	8	162	17
B. A. and B. Sc. (Pass & Hons.)	432	50	878	151	1,416	189
Professional (Degree)	193	8	232	11	390	27
Matriculation and Equivalent Examinations	3,021	446	6,085	907	9,882	1,767

VI—Number of Institutions in Rural Areas

Item	1950—51		1955—56		1958—59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities and Colleges	..	..	5	..	7	..
High and Higher Secondary Schools	177	9	259	10	322	17
Middle Schools	810	68	12,67	111	1,445	113
Primary & Pre-primary Schools	10,342	1,188	12,369	786	13,324	611
Vocational and Special Schools	1,416	79	860	54	828	46
Total	12,745	1,344	14,760	961	15,926	787

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	1,562	130	5,504	297	8,244	495
High & Higher Secondary Schools	56,525	3,237	96,460	13,190	1,42,652	25,232
Middle Schools	89,815	14,781	1,15,287	30,022	1,54,052	46,714
Primary & Preprimary Schools	5,84,575	1,82,799	7,29,486	2,55,249	8,47,576	3,03,369
Vocational & Special Schools	44,338	3,518	49,830	4,696	32,353	3,742
Total	7,76,815	2,04,465	9,96,567	3,03,454	11,84,857	3,79,552

VIII—Number of Students in Selected Classes

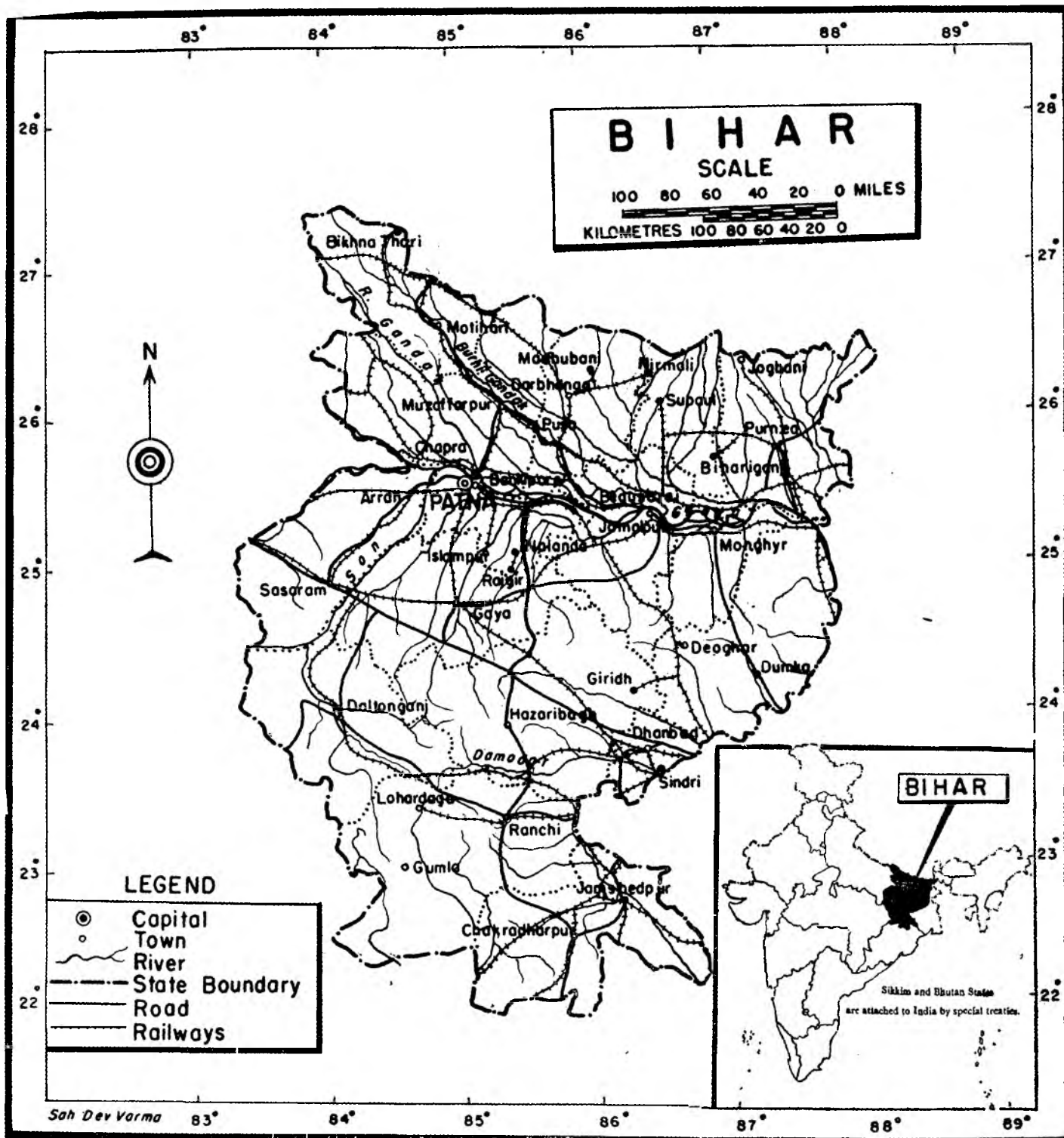
Number of Students in Classes						
I-V	6,70,719	2,12,031	8,15,365	2,86,874	9,66,200	3,51,429
VI-VIII	1,07,337	18,010	1,45,621	34,531	1,86,413	48,244
IX-XI	35,711	4,416	55,023	9,092	80,891	16,306

IX—Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
1	2	3	4
Cost per Capita on Education (in Rupees)	2.5	4.3	6.2
Cost per Pupil (in Rupees)—			
High/Higher Secondary Schools	53.2	66.9	69.1
Middle Schools	23.8	39.0	
Primary Schools	10.5	13.9	
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	25	25	24
Middle Schools	29	22	
Primary Schools	36	38	
Percentage of Trained Teachers in—			
High/Higher Secondary Schools . . . . .	..	..	N.A.
Middle Schools	22.1	22.9	28.1
Primary Schools	‡20.0	31.8	36.7

‡ Primary and Pre-Primary.

BIHAR



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CHAPTER V

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11. GENERAL INFORMATION

The composite province of Bihar and Orissa was carved out of Bengal in 1911-12 and Bihar became a separate province in 1936-37. Seraikela and Kharsawan were merged with it in 1948-49 while parts of the districts of Purmandal and Manbhum (now Dhanbad) were transferred to West Bengal in 1955-56. The State now has an area of 67,198 square miles and is divided into 17 districts. It falls into two main natural divisions: North Bihar, South Bihar and Chotanagpur. North Bihar is separated from the rest of the State by the Ganges. It is the most thickly populated part of the State and is liable to ravages of floods and draughts. It is traversed by the Kosi, aptly described as Bihar's "River of Sorrow". South Bihar broadly consists of the plains to the south of the Ganges. The plateau of Chotanagpur rises to about 2,000 feet above the sea level at its highest. Although its soil is poor and communications inadequate, it is one of the richest mineral tracts in the country.

According to the census of 1961, Bihar has a total population of 464.57 lakhs of which 39.15 lakhs (or 8.4 per cent) reside in towns and 425.42 lakhs (or 91.57 per cent) in villages which number about 71,000. The average density of population is 691 per square mile. The economy of the State is primarily rural and agricultural and about 86 per cent of the population live on agriculture. In spite of four canal systems (the biggest being the Soane Canal) operating in the State, with a total mileage of 1,1,889 and other major and minor irrigation projects, agriculture still largely a 'gamble in monsoon'.

Bihar has the largest concentration of a variety of mineral resources. Copper, kyanite, mica and manganese are found in considerable quantities and a substantial portion of the nation's output in coal, ore and asbestos is found in Bihar. These are being rapidly exploited and the State is now taking big strides on the road to industrial development. The more

important of the projects in this sector are the Tata Steel Works and its associated concerns, the Sindri Fertilizers, the D. V. C. Power Station, the emerging fourth steel plant at Bokaro, the heavy machinery plant near Ranchi and the Barauni Oil Refineries.

Majority of the people in the State are Hindus; the Muslims and Christians come next in order of numbers. There are also a few Sikhs, Jains and Buddhists. Bihar has a large population of backward classes. According to the census of 1951, the population of Scheduled castes was 50.57 lakhs (or 12.57 per cent of the total population), that of the Scheduled tribes 40.49 lakhs (or 10.06 per cent) and that of the other Backward classes 62.76 lakhs (or 15.60 per cent).

The principal languages spoken in the State are Hindi, Urdu, Bengali, Oriya and Maithili, besides several dialects like Magadhi and Bhojpuri. In tribal areas, the chief spoken languages are Ho, Santhali, Mundari and Oraon. Except for the dialects, all these languages are recognised as media of instruction at the elementary stage of education.

The percentage of literacy in 1951 was 12.2 (men 20.66 and women 3.7). By 1961, it had increased to 18.2 (29.6 for men and 6.8 for women). Owing to a variety of factors, Bihar has remained backward in education, particularly in the sphere of girls' education. The evil practices of child-marriage and 'purdah' have not as yet disappeared completely. It is only in the last few years that intensive efforts to develop education in Bihar have been made. A welcome slackening of the prejudice against girls' education has also become noticeable.

2. DEVELOPMENT OF EDUCATION PRIOR TO 1947

Bihar has an age-old tradition of learning. Pataliputra, Nalanda, Vaishali and Mithila were famous seats of learning during the ancient period and attracted students, not only from all over India, but from other countries as well. Although this glory remained only a memory in later years, the tradition of classical learning was kept alive by the Sanskrit *toles* or *Pathashalas* and the Arabic *Madrassahs*. These and the more numerous group of elementary indigenous schools and *Makhtabs* were the only educational institutions

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at the beginning of the 19th century when the foundations of the modern system of education began to be laid.

The earliest schools for English education were started at Purnea, Bhagalpur, Arrah and Chapra in the wake of the well-known Resolution of the Government of India in 1835, deciding to spread western science and literature through the medium of English. After the Wood's Despatch of 1854, more schools, both government and aided, began to be established and education went on making a steady, although slow progress till 1921. In January 1863 was established the Patna College which, to this day, has functioned as the nerve-centre of higher education and cultural activity in the State. The Patna Training College was opened in 1908. The Temple Medical School was established at Patna in 1874. In July 1925, the P. W. Medical College, Patna, came into existence and the Temple Medical School was shifted to Darbhanga where, in 1946-47, it was raised to the status of a medical college. The Bihar School of Engineering was established about 1896 and raised to the status of an engineering college in July 1924. With the constitution of the new province of Bihar and Orissa, educational activity was stimulated further and the period 1912-21 is memorable on account of preparation of the Education Code (1912), the constitution of a school examination board to regulate the examinations of training schools in 1913, establishment of a provincial textbook committee, foundation of the provincial research society in 1915, and establishment of the Patna University in 1917.

In 1921, education was made a transferred subject with a Minister appointed from amongst the elected members of the legislature. The first programme of compulsory primary education was introduced in Ranchi municipal area in 1920-21. The School Leaving Certificate Examination for high schools was instituted in 1921 (this was abolished later in 1934-35). In 1922-23, the Board of Secondary Education was constituted and, in the same year, was set up the Madarsa Examination Board for controlling the teaching of Urdu, Persian and Arabic. During 1926, the old L. T. Examination was abolished and a one-year course for a diploma in Education and a two-year course for the B. Ed. degree were in-

roduced. In 1935-36, provision was made for the degree of Master of Education. The first science college was opened in July 1927 and the first veterinary college in 1930.

With the introduction of provincial autonomy in 1937, the tempo of progress rose further. A big drive for literacy was launched in the State and the scheme of basic education was adopted with great enthusiasm. The mother tongue was adopted as the medium of instruction at the primary and secondary stages. A women's college was opened in 1940 at Patna by a mission and in August 1946 was started the Government Degree College for Women. The first arts school was opened at Patna in 1939.

By 1946-47, there had been a good deal of educational expansion at all levels. Patna University had 23 colleges for general education with 12,767 scholars and 7 for professional education with 1,682 scholars. There was also a Board of Secondary Education with 1,951 secondary schools and an enrolment of 3,43,408 scholars. The number of primary schools stood at 20,260 with 9,06,396 scholars. The total direct expenditure on education came to Rs. 67,45,827 of which 30,84,920 was contributed by the Government.

A most encouraging part of the history of education in the State has been the remarkable contribution made by many a private individual who donated large sums of money for such purposes as the opening of schools and colleges, establishment of educational endowments and trusts, installation of university Chairs in different subjects, institution of scholarships and stipends for higher studies and of prizes and medals for excelling in various university examinations. The names of Maharajadhiraja Darbhanga, the Maharaja Bahadur of Hathua, the Raja Bahadur of Benaili, Raja Deokinandan Prasad Singh (Monghyr), Shri Ganesh Dutta Singh, Maharani of Bettiah, deserve special mention in this regard.

3. PRIMARY EDUCATION

Prior to independence, only 21 per cent of children in the age group 6-11 were attending school. Largely as a result of the expansion undertaken during the first Plan, the number of institutions increased to 27,995 by 1955-56 (including 2,647 schools for girls) and the percentage of school-going

children (6-11) increased to 35. Supreme efforts to increase enrolment were made in the second Plan and intensive enrolment drives were organised. Consequently, there has been a large increase in the enrolment of children, particularly of girls. In 1960-61, the enrolment at the primary stage was estimated to be 32 lakhs (including 8 lakhs of girls) or 54 per cent of the children in the age group 6-11. The enrolment at the middle stage was estimated to be 5.5 lakhs (including 60,000 girls) or 19.4 per cent of the population in the age group 11-14.

There were 69 schools for the training of men teachers and 10 for women teachers in 1947-48. By the end of the second Plan, the number of training schools is expected to have increased to 113 (including 30 for women) with an annual intake of 200 each. Out of these, as many as 101 are managed by the State Government. The annual output of trained teachers is expected to rise to 8,500 from the second year of the third Plan. This output will, by and large, be adequate for meeting the teacher requirements of the State. The teacher-pupil ratio was 1:28 in 1947-48. It has decreased gradually and is now estimated to be 1:45.

The State Government has felt greatly concerned about the low scales of pay of primary teachers and it has been its endeavour to improve them. The scales of pay have been revised thrice during the post-independence period. Following are the scales in force at present.

Trained Matriculate	Rs. 50—90
Trained Non-Matriculate	Rs. 40—75
Untrained Matriculate	Rs. 40—60
Untrained non-Matriculate	Rs. 30—40

A few handbooks for the guidance of teachers have been brought out by the Bihar Basic Education Board.

Wastage in primary schools continues to be high. Upgrading of lower primary schools into five-class upper primary schools, provision of light midday meals in a few selected areas, conversion of schools to the basic type, and appointment of better qualified teachers are some of the measures taken by the Government to reduce the extent of this evil.

In order to improve the efficiency and supervision of schools, each Anchal-cum-Development block has been provided with a sub-inspector of schools. In some of the bigger blocks, two sub-inspectors have been provided. The number of deputy inspectors of schools has also been increased. On an average, there is now one deputy inspector for every 40 middle schools.

The present tempo of expansion will be continued and expanded during the third Plan. It is proposed to enrol 166 lakhs of additional children at the primary stage. This will increase the total enrolment at this stage to 48 lakhs or 72.5 per cent of the total population in the age group 6-11. At the middle school or senior basic stage, the total enrolment will increase to 9.25 lakhs or 26.7 per cent of the total population in the age group 11-14. The total Plan expenditure on elementary education will be of the order of Rs. 20 crores.

4. BASIC EDUCATION :

Bihar has always looked upon basic education as a special message of Mahatma Gandhi. The first popular Ministry set up under the Government of India Act, 1935, launched the experiment in April 1939 by starting 35 basic schools opened in and around the village of Brindaban in the Champaran district. The Governor's rule that followed the resignation of the popular Ministry soon afterwards prevented an expansion of the programme; but it was kept going with 27 schools. When the popular Ministry resumed power in April 1946, the experiment was taken up with renewed vigour and by March 1949, the number of basic schools had increased to 100 and that of basic training schools from 1 to 13.

The year 1949-50 would always remain a landmark in the history of basic education in Bihar since it was during this year that a comprehensive plan of expansion was worked out and launched. As many as 333 new basic schools, 12 new post-basic schools and 6 new basic training schools were added under the scheme in that year. In 1950-51, a basic training college (later renamed Sarvodaya Mahavidyalaya) was started at Turki for training graduates in the methodology of basic education. Till 1952-53, all basic institutions in

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the State were government-managed; in 1953-54, local bodies and private organisations also stepped into the field and started basic schools with a grant-in-aid from the Government.

The following table indicates the progress of basic education since independence.

	Institutions		Enrolment		Direct expenditure		Cash income from productive activities	
	1946-47	1959-60	1946-47	1959-60	Rs.	Rs.	Rs.	Rs.
Post Basic Schools	1	21	119	2,931	4,240	2,13,584	..	41,374
Basic Schools	36	3,466	3,755	4,24,821	1,65,576	86,34,730	8,972	1,45,080
Basic Training Colleges	..	3	..	479	1,18,182	2,37,295	..	2,687
Basic Training Institutions	3	83	181	11,003	..	29,43,982	1,211	53,089
	40	3573	4055	4,39,234	2,87,998	1,20,29,591	10,183	2,42,230

*Figures for 1959-60 are not available.

As recommended by the Bihar Basic, Middle and Primary Education Enquiry Committee, under the chairmanship of Shri K. G. Saiyidain, Bihar has accepted the proposal for the development of a unified system of elementary education. Accordingly, an integrated syllabus for classes I to VII for all elementary (primary, middle, basic) and high schools in the State was prepared and introduced in classes I to III in 1959, in class IV in 1960 and in class V in 1961. This is the first major step towards the ultimate conversion of all non-basic schools into fully basic institutions.

5. SECONDARY EDUCATION

Secondary education has been taking big strides since independence. In 1946-47, the total enrolment in classes IX to XI was only 59,218. By 1960-61, it had increased to about 3.10 lakhs. The total number of secondary teachers increased from 14,335 in 1946-47 to 38,723 in 1959-60, and during the same period, the percentage of trained teachers increased from 48 to 53. As against only one teachers' training college with an enrolment of 90 during 1946-47, the State has now 5 such colleges (including one for women) with an enrolment of 676 (including 125 women).

New scales of pay as recommended by the Bihar Pay Revision Committee were introduced in government higher

and middle schools in 1948-49. The pay scales of certain categories of teachers in such schools were further revised during 1956-57. In order to enable the private schools to pay the prescribed dearness allowance to teachers and to qualify for earning the government grant on this account, their managements were allowed to increase the rates of tuition fees by 10 per cent in 1947-48 (and again by 25 per cent in 1949-50).

The higher secondary courses were introduced in 8 high schools during 1957-58. By 1959-60, as many as 148 schools had been converted into higher secondary schools of which 80 (51 government and 29 non-government) are of the multipurpose type. This number is likely to have risen to about 200 by the end of the second Plan. About 300 students appeared for the first higher secondary examination in 1960 and about 3000 appeared at the second examination in 1961.

It is rather early to assess the results of this reorganisation. The percentage of failures at the higher secondary examination has been considerable and most of those who passed the examination appeared as anxious to join the university as the products of ordinary secondary schools. Some difficulty was also experienced by the students of higher secondary schools in 1960 in securing admissions to certain colleges at Patna. It is expected, however, that there would in future be no discrimination between the pre-university students and higher secondary students in the matter of admission to higher courses. The training of teachers of scientific and vocational subjects and supply of standard equipment pose another difficult problem. It is also felt that the higher secondary syllabus is heavier than the pre-university syllabus and that the number of compulsory subjects in the final examination is much too large and the examination load disproportionately heavy. These problems, including the revision of the syllabus, are now receiving attention.

During 1955-56, the Government set up a Bureau of Educational and Vocational Guidance at Patna. A number of schools have since been provided with teachers who have been trained as school counsellors at the Bureau.

During 1949-50, the Government decided to take up the production and supply of textbooks under the control of the

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Department itself. The Bihar Textbook Committee, constituted in December 1949 had published, till the end of 1958-59, 908 textbooks in different subjects for classes I to XI. The Bihar Basic Education Board has also published books for use in basic and post-basic schools. Books published by private publishers, if found suitable, are also approved as textbooks.

The Secondary School Examination and Higher Secondary School Examination are public examinations, qualifying for admission to the pre-university and first year degree classes respectively of the university. In high schools for Anglo-Indians, the final 'School Certificate Examination' is conducted by the University of Cambridge Local Examinations Syndicate through the Council for the Indian School Certificate Examination, New Delhi. A radical change in the examination system was the introduction of a system under which a progress record is maintained for every pupil in the two highest classes. Twenty per cent of the marks in every paper at the final Secondary School Board Examination are reserved for internal assessment.

There are four extension service centres attached to the four training colleges for men in the State. The centres have been arranging conferences, discussions, symposia, demonstrations and lectures.

6. UNIVERSITY EDUCATION

On the basis of the recommendations of Radhakrishnan Commission, the State Government took a number of important decisions with a view to reorganising higher education. These include : (a) establishment of a purely teaching university at Patna; (b) establishment of four regional teaching-cum-affiliating universities ;(c) provision of facilities for the teaching of science in at least one college in each district; (d) subsidising the establishment of one women's college in every division; (e) transfer of the general control of higher education to autonomous universities; and (f) introduction of the three-year degree course (involving the abolition of the Intermediate examination). By 1960-61 almost all these decisions had been implemented.

Two universities came into being on 2nd January 1952, *viz.*, the Patna University which was reorganised as a purely teaching university within the limits of the Patna Municipal Corporation and the Bihar University as an affiliating-*cum*-teaching university for the rest of the State. The government colleges at Patna, Ranchi and Muzaffarpur were transferred to the control of the Patna and Bihar universities respectively. During the same year, the conduct of the Matriculation examination was transferred from the university at Patna to the Bihar Secondary School Examination Board which was established as a statutory body. In 1960-61, effect was given to the proposal to have a regional university for each division. Accordingly, the Patna University was given jurisdiction over the Patna division; the Bihar University was restricted to the Tirhut division; and new universities were established at Bhagalpur (for the Bhagalpur division) and at Ranchi (for the Chotanagpur division). A Sanskrit university has been founded at Darbhanga (January 1961) with a view to revitalising the entire system of Sanskrit education in the State.

Side by side with the opening of higher secondary schools, arrangements have been made for starting pre-university classes in the various colleges. The first batch of students joined the three-year degree course in 1960.

The pay scales of teachers in non-government intermediate and degree colleges were very low in 1946-47. Consequently they had to be revised twice. The present scale prescribed by the Bihar University for lecturers is Rs. 200-20-220-15-300-EB-20-500. The pay scales of teachers in government colleges are as follows.

Bihar Educational Service Class I (both for men and women)	Rs. 350-25-650-EB-35-1000
Bihar Educational Service Class II (both for men and women)	Rs. 200-20-220-25-320-EB 25-670-EB-20-750

The pay scales of teachers of constituent colleges of the Patna and Bihar universities are identical with the government scales.

Since independence, the number of institutions of higher education increased from 33 with 14,600 scholars in 1946-47

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to 130 with 79,059 scholars in 1958-59 and it was about 89,000 in 1960-61. The total direct expenditure on institutions for higher learning increased from Rs. 39 lakhs during 1946-47 to Rs. 232 lakhs during 1958-59.

7. SOCIAL EDUCATION

A large-scale literacy campaign was launched by the Education Department in April 1938. Mass literacy committees were constituted at State, district and sub-divisional levels with sub-inspectors of schools in charge of literacy work in their areas. The initial tempo of the movement could not be maintained in later years. Even so, there were 1,931 literacy centres attended by 91,167 adults in 1946-47.

During the post-independence period, the adult education programmes have gained both in depth and extent. In 1959-60, there were 6,944 centres with 2,61,960 adults in attendance and the Government contributed Rs. 12 lakhs towards the total expenditure. The programme of social education is no longer confined to literacy but includes also (i) cleanliness and sanitation, (ii) health and medical aid, (iii) culture and recreation, (iv) reform in social customs and behaviour, (v) economic betterment, and (vi) publication and publicity.

Great stress is being laid upon the development of libraries. One central State library, 17 district libraries (one in each district), 11 sub-divisional libraries, 17 children's libraries at State and district headquarters, 18 mobile libraries and 500 circulating libraries have been organised under the supervision and control of the Superintendent of Libraries so far. Short training courses in librarianship are organised at the district and divisional levels. A monthly journal called 'Pustakalaya' is published by Rajya Pustakalaya Sangh. In 1959-60 the State incurred an expenditure of Rs. 3.1 lakhs on the development of libraries.

The Adult Education Board with the Education Minister as President and the Deputy Director of Education (Social) as Secretary advises the State Government on matters concerning social education. The departmental staff for social education includes one social education organiser for each division, one district social education organiser in each

district and two social education organisers in each Anchalcum-Development blocks. There is also a special officer for propaganda and publications. Three janata colleges and three social workers' training institutes train workers for social education.

8. GIRLS' EDUCATION

There has been great progress in the field of girls' education. In 1946-47, there were 1,964 primary schools, 118 secondary schools and 3 colleges for girls; in 1959-60, their number stood at 4,091,292 and 12 respectively. Enrolment has also been increasing rapidly. It is estimated that, by the end of the second Plan, the number of girls enrolled was 8 lakhs (or 26.9 per cent of the age group 6-11) at the primary stage, 60,000 (or 4.2 per cent of the age group 11-14) at the middle stage, and 20,000 (or 1.5 per cent of the age group 14-17) at the high school stage. In the colleges, their enrolment increased from 284 in 1946-47 to 2,374 in 1958-59.

The State pays handsome subsidies to institutions for girls. Girls attending boys' schools are exempted from tuition fees at the middle stage and are charged lower rates of fees in girls' middle and high schools.

A number of steps have been taken recently to meet the shortage of women teachers. These include establishment of additional training schools for women with assistance from the Centre, enlargement of the intake capacity of the existing institutions, award of a stipend of Rs. 25 p.m. to each trainee, institution of special stipends for girls who are willing to serve as teachers after training, and organisation of condensed courses.

There is a woman Deputy Director in charge of girls' education at the Directorate. Besides, there is a district inspectress in each of the 17 districts. For the supervision of girls' middle and primary schools and social education centres, there are 41 posts of sub-divisional deputy inspectresses of schools.

9. TEACHING OF SCIENCE

The teaching of science at the university level has received considerable attention during the post-independence

period. While there were only 8 colleges affording facilities for the teaching of science during 1946-47, there were 51 at the end of 1958-59 (1 college teaching up to the M.Sc., 16 up to the B.Sc., and 34 up to the I.Sc.). The number of students in the science courses increased nearly eightfold from 2,141 in 1946-47 to 16,325 during 1958-59.

Arrangements for the teaching of science at the secondary stage existed only in a few government schools at district headquarters. The position has greatly improved since. General Science is now compulsory in all schools while elective science is taught in a large number of high and higher secondary schools.

10. SCHOLARSHIPS

In 1946-47 the total expenditure on scholarships, stipends and financial concessions was only Rs. 4.57 lakhs (inclusive of Rs. 3.4 lakhs spent from State funds). In 1958-59, the total expenditure came to Rs. 107.41 lakhs (inclusive of Rs. 100.73 lakhs spent from State funds). The figures are inclusive of the expenditure incurred on scholarships, stipends and other financial concessions given to Scheduled castes, Scheduled tribes and other Backward classes.

At the primary stage, only 20% of the students were granted freships in 1946-47. Primary education is now free in the entire State. The percentages of students awarded freships in middle schools, high schools and colleges for general education have increased from 10, 10 and 7½ in 1946-47 to 15, 15 and 12½ respectively. In 1946-47, there were 1,163 merit scholarships of the value ranging from Rs. 3 p.m. to Rs. 5 p.m. each. In 1959-60, there were 1,557 such scholarships and their value varied from Rs. 3 p.m. to Rs. 15 p.m. Further increase in the number and rates of scholarships is under contemplation. At the university stage, there were in 1946-47, 92 junior scholarships (of the value ranging between Rs. 7 and Rs. 20 p.m.) awarded on the basis of the Matriculation examination and 34 senior scholarships (of the value ranging between Rs. 7 and Rs. 25 p.m.) awarded on the basis of the Intermediate examination in arts and science. In 1956-57, there were 156 junior college merit scholarships of the value ranging from Rs. 40 to Rs. 45 p.m. available for one year in pre-university classes on the result of the secondary

school examination and 73 merit scholarships of Rs. 50 p.m. each available for 3 years (in the three-year degree course) on the result of the higher secondary school examinations and the pre-university examination in arts, science and commerce.

The number of merit-cum-poverty stipends in schools for general education in 1946-47 was only 714 and their value ranged from Rs. 3 p.m. to Rs. 10 p.m. each. At present their number is 2,850 and their value ranges from Rs. 10 p.m. to Rs. 20 p.m. each. During the pre-independence days, there was practically no provision for awarding merit-cum-poverty stipends at the university stage. Now, there are 1,516 such stipends with rates varying from Rs. 20 to Rs. 40 p.m. each.

A scheme for granting educational stipends to children of political sufferers has been in force since 1959-60. Under this scheme 108 stipends varying from Rs. 20 to Rs. 40 p.m. and 716 stipends varying from Rs. 10 to Rs. 30 p.m. were available during 1960-61 at the college and school levels respectively.

There are also some scholarships and stipends (including loan scholarships) available for students at the university stage. These are awarded by the universities according to the terms of the trusts and endowments created for that purpose.

During the last decade the number of students receiving other financial concessions such as book grants, exemptions from payment of tuition or examination fees, money grants for payment of fees etc., has increased considerably. In 1958-59, 39,288 students (36,621 boys and 2,667 girls) were in receipt of such concessions in schools and colleges, the total amount involved being nearly Rs. 10 lakhs.

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

Scheduled caste students reading in schools are exempted from payment of tuition fees. Subject to the application of the prescribed means test, the exemption holds good at the university stage also. They are exempted from payment of admission fees in colleges, hostel rent in hostels managed by

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the Government, and examination fees in university or secondary school board examinations. Book grants and petty grants for purchase of reading and writing materials are also given to deserving students.

Till recently Scheduled tribe students at the secondary stage (including those studying in middle, senior basic and post-basic schools) were required to pay about half of the prescribed rate of tuition fees. From the financial year 1960-61, however, they have been given full exemption. At the post-matriculation stage, all Scheduled tribe students are eligible for stipends. They are also paid tuition fees and other compulsory charges levied by the colleges. No admission fee is charged to college students and they are exempted from the payment of examination fees at the university and secondary school certificate examinations.

Students belonging to Backward communities among Hindus receive assistance in such forms as stipends, book grants, and payment of fees for university examination or college tuition. Backward Muslim communities receive assistance towards the opening of *Maktabs*, libraries and hostels, award of stipends and book grants to students reading in schools and colleges and payment of examination and tuition fees. There is a special scheme for the education of Tharus in the district of Champaran under which primary and middle schools are opened and maintained in the Tharu areas. Government have also sanctioned the upgrading of two of the existing Tharu middle schools into high schools.

Quite a large number of hostels have been constructed by the Government all over the State for the benefit of students belonging to Scheduled castes, Scheduled tribes and other Backward communities. Some of these are directly managed by the Government while others are placed under the management of *Seva Mandals*. No rent is charged in these hostels and boarders get free service in addition to free medical attendance. In deserving cases, other facilities are also provided *e.g.*, hostel allowance or free food and vegetable allowance. Although the hostels are primarily meant for students belonging to backward classes, students belonging to other communities are also allowed, even encouraged, to join them.

The number of schools (the majority of which are primary schools) specially meant for the Backward classes has increased considerably. In 1946-47, there were 1,066 such institutions with 34,080 students. In 1958-59, the number of institutions was 2,229 and that of students 99,903. The total enrolment of students belonging to Backward classes in all kinds of institutions in 1946-47 was 1,56,460 (university stage 338; high school stage 5,051; middle school stage 9,043; primary stage 1,40,537; in professional and special institutions 1,491). By 1958-59, the figures had increased to 20,71,660 (university 21,794; high 1,57,088; middle 2,54,932; primary 14,96,825; nursery 159 and in professional and special institutions 1,40,862).

12. PHYSICAL EDUCATION, GAMES AND SPORTS, YOUTH WELFARE

A Board of Health and Physical Education was set up in 1957 to advise the Government on matters relating to physical education. The supervisory staff of physical education consists of 17 deputy superintendents of physical education, one for each district, and one lady superintendent in charge of physical education in girls' high schools. Physical education now forms an integral part of the school programme and, on an average, three hours a week are devoted to physical training. It has been decided that every high school should have one graduate instructor specially trained in physical education. It is estimated that 150 schools had been so covered by the end of the second Plan. Facilities for the training of teachers in physical education are provided at the Government College of Health and Physical Education, Patna, which was established in 1951, and at the aided schools of health and physical education at Muzaffarpur and Dhanbad.

The general direction of games and sports has been entrusted to a Special Officer for Sports. Coaches have been appointed to spot young talent and train young athletes and players in football, hockey and cricket. In addition, two permanent coaching bases are located at two of the educational institutions at Patna.

Sports festivals are held at State, divisional, district and sub-divisional levels and a sum of Rs. 50,000 is sanctioned

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annually for the purpose. A sports stadium-cum-guest house is under construction at Patna.

There is a lady School Medical Officer for medical inspection of children in government high and middle schools for girls. Schools run by the Tata Iron and Steel Company, a few non-government high schools, Anglo-Indian secondary schools and government post-basic schools provide for regular medical inspection of their students. Hostels attached to all government high schools employ part-time medical officers on their staff.

An Assistant Director of Youth Welfare is in charge of youth welfare programmes. So far 22 youth hostels have been set up in the State. Youth movement is also being organised on an intensive scale in 23 post-intensive development blocks through the formation of youth clubs.

113. N.C.C AND A.C.C.

The strength of the N.C.C. and A.C.C. has been increasing very rapidly in recent years. In 1959-60, there were 2,310 A.C.C. officers and 1,38,600 cadets at the school stage. In the N.C.C., there were 245 officers and 11,025 cadets at the school stage and 143 officers and 7,560 cadets at the university stage. Besides, about 21,000 college students are receiving training in N.C.C. Rifle companies at present.

114. PRE-PRIMARY EDUCATION

In the pre-independence period, pre-primary education was provided only in some of the Anglo-Indian secondary schools and residential schools run by the Christian missionary organisations. Even after independence, pre-primary education has, in the main, continued to be the concern of the voluntary organisations.

In 1959-60, there were 15 pre-primary schools (13 for boys and 2 for girls) with an enrolment of 790, exclusive of 168 enrolled in the nursery or pre-primary departments of other schools. Since 1946-47, the Government conducts one pre-basic school. The State has no facilities for the training of pre-primary teachers. A provision of Rs. 8.3 lakhs has been suggested for assistance to voluntary organisations running such institutions in the third Plan.

15. EDUCATION OF HANDICAPPED CHILDREN

Before independence, there were two schools for blind children and two for deaf-mutes. There are now five schools for the blind and deaf-mutes with 381 students and 41 teachers (1959-60). Of these, 143 students were in receipt of stipends.

Prior to 1959-60, government policy was against direct enterprise in this field. It has now been decided, however, to provincialise some of the privately managed schools. The Patna Blind School was provincialised in 1959-60. The Deaf and Dumb School, Patna, is also likely to be provincialised soon.

16. AUDIO-VISUAL EDUCATION

A Board of Audio-Visual Education was set up in 1954 and reconstituted in 1957. The departmental staff for this sector consists of one audio-visual officer, one production officer and one film librarian. There is a State film library and, at present, 208 high and higher secondary schools have the necessary facilities for screening educational films. Grants-in-aid are given to schools for purchase of audio-visual equipment.

17. DEVELOPMENT OF HINDI

Hindi was declared to be the State language in 1948. The Bihar Official Language Act, passed in 1950, directed that Hindi was to replace English completely by 29th November 1957. To facilitate this, the translation of codes, manuals etc. was taken in hand, non-Hindi government servants were trained in noting and drafting in Hindi, and arrangements were made for training in Hindi typewriting; and for supply of Hindi typewriters to all officers. Owing to several practical difficulties, however, the Act could not be enforced until November 1960. Hindi has now been adopted as the medium for a very large part of government business.

To co-ordinate various programmes in regard to the development of Hindi, a new department has been set up. It has brought out several publications to popularise technical terms in Hindi. A committee of Hindi scholars has also

been set up to examine the appropriateness of Hindi words and expressions published by the Government of India and the State Government and wherever necessary, to suggest revisions.

The Rashtrabhasha Parishad established by the Government in 1949-50 is engaged in the publication of important works of research in Hindi language and literature, collection of Hindi folklore, award of prizes for important works in Hindi, translation of important works in other languages into Hindi and arrangement of lectures by eminent men of letters in Hindi.

18. PROPAGATION OF SANSKRIT

In 1946-47, there were 377 Sanskrit *tols* (including one Sanskrit college managed by the Government) with 10,746 pupils and 733 primary Sanskrit schools with 25,844 pupils. On the recommendations of the Sanskrit Reorganisation Committee, the teaching of Sanskrit has been reorganised. There is now one government Sanskrit high school in each district, and one government Sanskrit college in each division. Government have also decided to establish Sanskrit middle schools at each of the sub-divisional headquarters of the State. Teaching up to *Uttar Madhyama* (high secondary stage) is imparted in Sanskrit high schools while courses about *Uttar Madhyama* are taught in Sanskrit colleges.

The establishment of the Mithila Institute at Darbhanga for post-graduate studies and research in Sanskrit in 1950-51 was an important step for the promotion of Sanskrit. The establishment of a Sanskrit university at Darbhanga in 1960-61, to which reference was made earlier is yet another momentous step in the same direction.

Despite these steps, the progress is not very satisfactory. The number of primary Sanskrit schools went down to 500 in 1959-60 although the number of pupils had increased to 35,590. The number of *tols* has remained more or less constant and their enrolment was only 19,406 in 1959-60. The number of Sanskrit colleges increased from 1 to 4; but the enrolment has fallen from 235 in 1947-48 to 168 in 1959-60.

19. EDUCATED UNEMPLOYMENT

The problem of educated unemployment has been growing in magnitude for some time now. In 1960, the number of registrations with employment exchanges was 38,686 of which 29,701 were matriculates, 5,786 intermediate passed, and 3,199 graduates. The number of placements during the year was only 2,219. At the end of the year, there were 19,545 names still on the live registers of whom 14,747 were matriculates, 2,940 intermediate passed and 1,858 graduates. These figures really understate the magnitude of the problem because not every unemployed person takes care to get himself registered. It has also to be noted that the single largest group among the educated unemployed persons consists of matriculates most of whom seek only clerical appointments.

20. ADMINISTRATION AND FINANCE

With the all-round expansion in education outlined above, the staff of the Bihar Education Department had to be considerably strengthened. In 1946-47, the Department had only 340 officers (6 for direction and 334 for inspection); their number in 1959-60 stood at 1,115 (24 for direction and 1091 for inspection). It must be noted, however, that despite the great expansion which the administrative set-up has undergone in recent years, the percentage of expenditure on direction and inspection in relation to the total educational expenditure of the State has actually decreased from 12.04 per cent in 1946-47 to 5.95 per cent in 1958-59.

Seminars, camps, conferences and short refresher courses are organised from time to time with a view to improving the efficiency of the administrative staff. Whenever an appointment is made by direct recruitment, the recruit is put through his paces by being required in the first instance to work as an understudy to selected officers for specified lengths of time. The first grade training colleges are also used for training the fresh recruits.

A building research unit was set up in the Directorate during the first Plan and placed under an assistant engineer, loaned by the Public Works Department. This unit, which was placed on a permanent footing during the second Plan, has been instrumental in expediting construction of primary,

middle and training school buildings by drawing plans and estimates and through effective supervision of construction work.

Under the Bihar Local Self-Government (Amending and Validating) Act, 1954, certain powers relating to education have been withdrawn from local boards and a District Education Fund has been created in each district to be operated by the District Superintendent of Education.

Under the Bihar Primary Education (Amendment Act IV) of 1959, local bodies have been authorised to levy a cess of $6\frac{1}{4}$ per cent of the house tax for utilisation on expenditure and expansion of free primary education in their areas.

In 1946-47, the total expenditure on education was Rs. 2.99 crores and the State's share came to Rs. 1.14 crores (or 38.43 per cent). The corresponding figures for 1958-59 were Rs. 16.47 crores and Rs. 10.50 crores respectively. The State's share in the total expenditure has thus increased to 63.83 per cent. In 1947-48, the total State expenditure on education was 8.4 per cent of the total State budget. In 1958-59, this accounted for 9.54 per cent.

21. THE THIRD PLAN

The third Five Year Plan, besides maintaining the present tempo of expansion, will address itself to consolidation and the completion of tasks started in the second. It is proposed to enrol 16 lakhs of additional children in the age group 6-11. This will increase the enrolment percentage at this level to 72.6 (90.4 for boys, and 54.7 for girls). In the 11-14 age group, the target is to enrol 3.75 lakhs of additional children raising the percentage of enrolment to 26.7 (42.6 for boys and 10.7 for girls). The total output of trained primary teachers will be increased to 40,000. Other programmes of primary education include doubling the number of scholarships and construction of rent-free quarters for women teachers in rural areas.

In the age group 14-17, it is proposed to increase the enrolment by 1.90 lakhs, increasing the percentage of enrolment to 17.3 (30.3 for boys and 4.2 for girls). Of the 1,850 recognised secondary schools, 950 will be either higher secondary or multipurpose by the end of the third Plan. Other

schemes include provision of hostel accommodation for 1,000 girls and installation of sanitary fittings for girls in boys' institutions.

At the university stage, the number of scholars is expected to increase from about 89,000 in 1960-61 to about 1,09,000 in 1965-66. The proportion of science students is likely to increase from 23.6 per cent in 1960-61 to 30 per cent by the end of the Plan. Other important schemes in the university sector include the institution of 1,250 merit-cum-poverty scholarships, development of a number of institutes of post-graduate research, development of Nava Nalanda Mahavihara for post-graduate studies and research in Prakrit and Budhology, development of Vaishali Institute for post-graduate studies and research in Jainology and Ahimsa and the establishment of a government college of music at Patna for meeting the need for music teachers for secondary and elementary schools.

EDUCATIONAL STATISTICS OF BIHAR

I—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	2	..	2	..
Boards of Education . . . . .	..	..	..	..	1	..
Research Institutions . . . . .	..	..	3	..	4	..
Colleges for General Education—						
Degree Standard	25	3	} 54	5	59	5
Intermediate Standard	6	2			14	1
Colleges for Professional and Technical Education—						
Agriculture and Forestry	1	..	2	..	2	..
Commerce	1	..	2	..	2	..
Engineering and Technology	3	..	5	..	5	..
Law	2	..	3	..	3	..
Medicine	4	..	7	..	7	..
Teachers' Training—						
Basic	} 2	..	3	..	3	..
Non-Basic			2	1	2	1
Veterinary Science	1	1	..
Others	3	..	3	..	2	..
Colleges for Special Education	1	..	6	..

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I—Number of Institutions (Contd.)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools			146	13
High Schools		643	35	940	43	1,143	53
Middle Schools—							
Basic		224	4	573	7	729	7
Non-Basic		1,948	113	2,619	157	3,139	186
Primary Schools —							
Basic		300	2	1,401	4	2,259	107
Non-Basic		23,399	2,123	26,594	2,643	29,782	3,395
Pre-Primary Schools		4	..	10	..
Schools for Vocational and Technical Education—							
Agriculture and Forestry		1	1	18	1	17	1
Arts and Crafts		15	9	13	9	21	9
Commerce		16	..	16	..	19	..
Engineering		1	..	4	..	14	..
Medicine	
Teachers' Training —							
Basic		84	10	61	3	62	6
Non-Basic				21	10	25	11
Technology and Industrial		28	4	29	4	29	5
Others		8	..	2	..	3	..
Schools for Special Education—							
For the Handicapped		7	1			6	..
Social (Adult) Education		2,900	13	4,890	265	6,617	705
Others		416	..			498	3
Total		30,038	2,320	37,272	3,152	44,632	4,508

II—Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institution—						
Universities	637	42	2,458	171	3,889	291
Research Institutions . . . . .	..	..	74	1	122	..
Arts and Science Colleges	21,897	808	40,026	2,318	64,769	3,936
Professional and Technical Colleges	3,681	96	7,484	213	9,823	309
Special Education Colleges	150	20	54	..	456	2
Higher Secondary Schools . . . . .	..	..	..	..	76,697	7,475
High Schools	2,27,082	13,501	2,69,929	18,829	3,53,333	25,653
Middle Schools—						
Basic	33,719	3,355	80,400	8,557	1,28,834	18,043
Non-Basic	2,87,832	26,441	3,26,314	37,107	4,95,461	73,662
Primary Schools—						
Basic	31,068	3,240	82,699	10,412	1,50,981	27,995
Non-Basic	12,13,247	1,81,517	14,42,759	2,60,443	20,29,626	4,76,620
Pre-Primary Schools . . . . .	..	..	191	73	627	262
Schools for Vocational and Technical Education	8,648	1,095	14,758	1,252	18,874	1,882
Schools for Special Education	1,27,008	986	1,81,408	13,901	2,57,790	28,505

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II Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects							
General Education (University Standard)—							
Research		11	1	23	1	163	18
M.A. and M.Sc.		1,084	53	2,057	152	3,318	250
B.A. and B.Sc. (Pass and Hons.)		5,025	223	8,898	627	15,998	1,240
Intermediate (Arts and Science)		12,442	541	27,557	1,690	45,291	2,696
Professional Education (University Standard)—							
Agriculture and Forestry		102	..	336	..	537	..
Commerce		4,241	..	6,155	1	6,284	..
Engineering and Technology		507	..	1,076	..	2,717	..
Law		952	1	1,076	2	1,077	4
Medicine		1,162	79	1,467	139	1,756	215
Teachers' Training—							
Basic		130	16	334	14	453	35
Non-Basic				193	70	199	55
Veterinary Science		188	..	N.A.	N.A.	634	..
Other Subjects		150	20	769	2	224	12
Special Education (University Standard)		95	32	72	5	2,486	49

General Education (School Standard)—

High and Higher Secondary	1,05,255	3,583	1,43,795	6,154	3,52,393	20,896
Middle	2,23,107	11,338	2,76,944	18,128	3,09,826	31,502
Primary	14,64,586	2,13,133	17,81,027	3,10,943	25,72,455	5,76,989
Pre-Primary . . . . .	..	..	520	196	845	340

Vocational Education (School Standard)-

Agriculture and Forestry	9	9	1,676	14	1,475	48
Arts and Crafts	326	204	274	173	437	211
Commerce	1,189	11	2,397	22	2,203	43
Engineering	295	..	951	..	3,020	..
Medicine	49	..	29	..	..	..

Teachers' Training—

Basic	} 4,467	573	6,312	301	6,226	639
Non-Basic						
Technology and Industrial	2,136	273	2,282	348	4,450	551
Other Subjects	641	25	160	..	332	..

Special Education (School Standard)-

For the Handicapped	296	87	} 1,81,408	13,901	2,34,511	26,678
Social (Adult) Education	1,11,891	718				
Other Subjects	14,633	181				

Total	19,54,969	2,31,101	24,48,554	3,53,277	35,91,282	6,64,635
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III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
<i>A. By Sources</i>						
Government Funds—						
Central	20,80,993	58,444	37,85,382	79,311	55,37,922	1,12,882
State	2,48,82,246	17,78,104	5,10,84,894	32,08,129	10,56,81,075	81,71,830
District Board Funds	1,71,54,689	8,71,289	2,37,95,573	11,99,432	18,80,564	2,71,375
Municipal Board Funds	25,47,259	4,85,329	34,73,144	6,40,237	10,92,982	3,40,465
Fees	1,67,47,024	5,90,955	2,33,53,904	8,13,162	3,38,95,597	12,93,872
Other Sources	71,04,639	6,76,962	1,61,20,519	8,38,590	1,72,49,990	13,45,255
<i>B. By Type of Institutions</i>						
Direct Expenditure on —						
Universities	21,65,015	..	37,12,119	..	48,66,036	..
Boards	..	..	..	..	17,05,300	..
Research Institutions	..	..	2,25,273	..	2,24,685	..
Arts and Science Colleges	44,79,287	3,09,676	76,37,196	4,39,726	1,15,17,303	6,60,097
Colleges for Professional and Technical Education	23,06,380	..	46,55,708	39,041	64,34,303	41,938
Colleges for Special Educa- tion	..	..	24,026	..	2,26,384	..
High and Higher Secondary Schools	1,23,81,491	9,62,540	1,80,68,560	14,22,259	2,48,67,432	20,53,949

Middle Schools—

Basic	9,24,819	24,209	37,30,576	58,859	51,75,486	78,571
Non-Basic	90,15,160	7,72,983	1,18,73,822	11,23,982	1,53,28,404	14,15,871

Primary Schools—

Basic	1,70,95,128	12,88,427	14,77,345	4,834	26,43,947	68,389
Non-Basic			2,07,38,918	16,17,737	3,20,31,021	30,12,046
Pre-Primary Schools			21,283		52,432	
Vocational and Technical Schools			39,23,708	2,46,251	63,15,454	3,89,633
Special Education Schools	46,17,676	1,65,655	24,56,282	64,485	30,45,497	1,61,998
<i>Total (Direct)</i>	5,29,84,956	35,23,490	7,85,44,816	50,17,174	11,44,33,684	78,82,492

Indirect Expenditure—

Direction and Inspection	17,69,558	78,520	27,59,986	93,353	56,82,250	2,93,959
Buildings	81,60,848	2,80,081	2,34,28,227	10,33,928	2,02,33,866	20,64,477
Scholarships	22,12,230	95,345	67,31,520	2,78,909	1,07,40,894	6,95,997
Hostels	8,54,637	1,47,797	13,95,665	1,54,307	20,67,781	1,30,449
Other Miscellaneous Items	45,34,621	3,34,950	87,53,202	2,01,190	1,15,79,655	4,68,305
<i>Total (Indirect)</i>	1,75,31,894	9,37,593	4,30,68,600	17,61,687	5,03,04,446	36,53,187
Grand Total	7,05,16,850	44,61,083	12,16,13,416	67,78,861	16,47,38,130	1,15,35,679

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	1,332	67	N.A.	N.A.	3,206	175
High and Higher Secondary Schools	8,108	511	28,663	1,943	14,922	869
Middle Schools	12,607	894			20,833	1,567
Primary Schools	40,512	2,570	46,933	3,405	52,242	4,185
Pre-Primary Schools . . . . .	..	..	8	2	28	22
Vocational and Technical Schools	548	81	N.A.	N.A.	1,105	129
Special Schools	1,136	8	N.A.	N.A.	2,012	54
<i>V—Examination Results</i>						
Students Passing—						
M.A. and M.Sc.	355	18	N.A.	N.A.	1,676	98
B.A. and B. Sc. (Pass and Hons.)	1,793	74			4,460	190
Professional (Degree)	922	16			2,454	102
Matriculation and Equivalent Examinations	14,405	742			49,279	3,288

VI—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities and Colleges	8	..	19	..	20	..
High and Higher Secondary Schools	462	4	725	4	1,028	9
Middle Schools	2,093	56	2,935	74	3,564	94
Primary & Pre-Primary Schools	22,364	1,822	26,604	2,316	30,257	3,142
Vocational and Special Schools	2,961	26	4,589	245	6,611	675
Total	27,888	1,908	34,872	2,639	41,480	3,920

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	17,755	297	32,985	735	53,165	1,350
High and Higher Secondary Schools	1,54,245	1,963	1,83,471	2,668	3,21,858	10,921
Middle Schools	2,96,003	20,443	3,69,260	27,930	5,54,492	61,702
Primary and Pre-Primary Schools	11,75,564	1,45,407	14,10,108	2,28,538	20,06,730	4,49,554
Vocational and Special Schools	1,11,791	1,322	1,76,098	11,040	2,49,018	25,662
Total	17,55,358	1,69,372	21,71,922	2,70,911	31,85,263	5,49,198

VIII—Number of Students in selected Classes

Number of Students in Classes—						
I—V	13,43,394	2,02,607	N.A.	N.A.	25,72,455	5,76,983
VI—VIII	2,96,352	19,872	N.A.	N.A.	4,17,730	39,055
IX—XI	1,25,673	4,824	N.A.	N.A.	2,43,765	13,270

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IX—Some Selected Averages and Percentages

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	1950-51	1955-56	1958-59
	2	3	4
Cost per capita on Education	Rs. 1.7	N.A.	N.A.
Cost Per Pupil—			
High/Higher Secondary Schools	40.7	N.A.	57.8
Middle Schools	30.9	N.A.	32.8
Primary Schools	19.7	N.A.	15.9
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	28	N.A.	30
Middle Schools	26	N.A.	42
Primary Schools	31	N.A.	
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	40.0	N.A.	39.8
Middle Schools	45.0	N.A.	59.8
Primary Schools	57.7	N.A.	73.1

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CHAPTER VI

GUJARAT

II. GENERAL INFORMATION

The State of Gujarat came into being on 1st May 1960 as a result of the bifurcation of the Bombay State into the States of Maharashtra and Gujarat under the Bombay State Reorganisation Act of 1960. It consists of 17 districts—11 districts of the old Bombay State, all the five districts of the former Saurashtra State and the district of Kutch. The total area of the State is 72,137 sq. miles and its headquarters are located at Ahmedabad. Prior to 1947, the area now included in the State consisted of three distinct units. The biggest unit was directly under British rule and consisted of the Gujarati-speaking districts of the old Bombay province. The second unit consisted of the bigger and better administered princely states like Baroda, Bhavnagar, Gondal, Junagadh, etc. The third unit comprised very small States, each consisting of a few villages. The disparity in the size and efficiency of the administrative units resulted in great differences in the level of progress in social, economic, political and educational spheres; the removal of such disparities has been a major concern of the Government since 1947.

Geographically, the State can be divided into two natural regions: the level ground in the South and the coastal belt and the hilly tracts in the North. The State has a long coast line dotted with many good ports such as Okha and Kandla. The average rainfall varies between 10 in the northern region to 45 in the southern. On account of the utter inadequacy and uncertainty of rainfall in the northern region, famines are quite common. The coastal region has a comparatively moderate climate, while the climate in the hinterland and in the north is severe, both in winter and summer.

The total population of the State, according to the 1961 census, is 2,06,21,283 out of which 52,80,450 (or 25 per cent) live in cities and towns and 1,53,40,833 (or 75 per cent) in villages. The average density of population in the State comes

to 225 persons per square mile, but it is not evenly distributed. It ranges from 41 persons per square mile in Kutch district to 753 persons per square mile in Kaira district. Because of various measures taken by the Government for the improvement of the rural areas, the picture of the average Gujarati village has been changing very fast during the last 12 years or so. In point of sanitation and water supply, transport and communications, education, medical and other services, the Gujarati village of today is a much better place to live in than ever before.

The main religions followed in the State are Hinduism, Islam, Christianity and Jainism. The vast majority of the people (over 85 per cent) are Hindus. Gujarati is the most important language in the State and is spoken by nearly 90 per cent of the people. Other important languages spoken by the minorities are Hindi, Urdu, Kachchi, Marathi and Sindhi.

There is a fair proportion of people belonging to the Scheduled castes and tribes. In 1951, there were 9,72,570 persons belonging to Scheduled castes and 20,64,522 to Scheduled tribes out of a total population of 1,62,62,135. If the number of the semi-backward people belonging to communities such as Baraiya, Dharala, Koli and Fisherman were to be included, the figures would increase further.

Per capita income for the year 1954-55 was Rs. 272. This increased to Rs. 292 in 1955-56. The total revenue and expenditure for the State estimated in the budget for 1960-61 were Rs. 48.62 crores and Rs. 50.55 crores respectively.

Textiles is the most important industry in the State. Ahmedabad is the biggest centre of this industry, not only in Gujarat, but in India as a whole. Other important centres are Bhavnagar, Broach, Baroda and Kalol. Chemical industry is chiefly located at Ahmedabad, Bulsar and Baroda. There are cement factories in Sevalia, Porbunder and Sikka and a number of engineering factories and vegetable oil mills are located at different places in the State. Two factories manufacturing rubber and glass goods are located at Baroda, which is gradually developing into an important industrial centre. In Anand, the dairy industry has developed on modern lines.

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The recent findings of oil are likely to change the entire economic life of the State. Besides these industries, there are factories for producing salt and its preparations, manure, colours, starch, non-ferrous metals, etc. in the State. Many cottage industries like *khaddar*, dairy, tanning, earthenware, matches, pen-knives, etc. have been making noticeable progress. To help farmers and small industries there are quite a number of cooperative societies, banks and markets. A programme for the establishment of more industrial estates is in progress.

The tradition of art and culture in the State is both old and strong. The people of Gujarat are well known for folk dance, music, drama and other cultural activities. A large number of festivals centring round the life of Lord Krishna, are celebrated every year throughout the State; people participate in these festivities with great joy and abandon.

The economic, social and cultural conditions of the State of Gujarat compare favourably with those of any of the other States of India. It has vast potentialities of industrial, agricultural and commercial growth; and the people of the State, who have already shown great enterprise and initiative, are determined to develop them to the fullest extent possible.

2. A BRIEF HISTORICAL REVIEW OF EDUCATION PRIOR TO 1947

At the close of the eighteenth century, an extensive system of indigenous education existed in all parts of the State. The educational establishments of this period were of two types—elementary and higher. The elementary schools were more numerous and aimed at providing a grounding in the 3 R's. The teachers were generally poor and were often paid in kind rather than in cash. Some of these schools were attached to religious institutions; but there were also a number of teachers who ran their own schools as a commercial proposition for the education of the children of such parents as cared to send them there. The indigenous schools of higher learning present a picture which is even more thrilling. At Vallabhipur (near Bhavnagar), a great university at which thousands of scholars used to gather for higher education flourished for many centuries. The town of Surat which,

for several centuries, was the biggest and most important town in Gujarat, was well-known for its *Pathashalas* conducted by learned *Pandits* and for a *Madrassah* which was managed by the Bohra community. Some of these ancient traditions have survived to this day.

During the nineteenth century the Christian missions entered the field by opening a number of schools and did valuable work in the education of girls and backward classes. Notable among these were the Free Church of Scotland and the Irish Presbyterian Mission. Soon after the British Government adopted the policy of encouraging education by establishing and aiding schools. Taking a cue from the British Government, the erstwhile princely states such as Baroda, Bhavnagar, Gondal, Rajkot, Probundar and Wadhwan also did commendable work in the field of education. Some of the States were even more progressive than the British Government and made a start in compulsory education long before any of the British provinces thought about it. Maharaja Sayajirao of Baroda, for instance, started an experiment in compulsory education as early as 1892-93 in Amreli and the surrounding nine villages. The Maharaja of Gondal made primary education compulsory for girls. In most of the princely states, education used to be free up to the secondary stage and this went a long way in popularising education among the masses.

It was through private enterprise, however, that education made its best progress in Gujarat during the last hundred and fifty years. Here was found a good combination between the charitable businessman who gave funds for education and the devoted self-sacrificing educator who brought ideals to bear on it. A number of distinguished scholars, teachers and public men have contributed to the growth of education in Gujarat. Prominent among them are Shri Chunilal G. Shah, Shri Motibhai Amin, His Highness Sayajirao III, Shri Nanabhai Bhatt, Shri Gijubhai Badheka, Kaka-saheb Kalelkar, Shri Kishorilal Mashruwala, Shri Nairaharibhai Parikh, Shri Maganbhai Desai, Shri Dilkhush Diwanji, Shri Babalbhai Mehta and above all, Mahatma Gandhi. Shri C. G. Shah was the founder of the Sarvajanic Education Society of Surat which has played a prominent part in the

educational development of the Surat city and district. Shri Motibhai Amin, besides being the father of the library movement in Gujarat, founded the Charotar Education Society (1916) which has been doing pioneering work in education in Kaira district. His Highness Sayajirao III of Baroda had tremendous faith in education as a means of renewing the intellectual and material vitality of the country and introduced compulsory primary education in the State as early as 1906. The educational contributions of Mahatma Gandhi are far too well-known to need a restatement. The work started by him in Gujarat has been carried on, in one way or another, by stalwarts like Shri Maganbhai Desai, Kakasaheb Kalelkar, Narharibhai Parikh, Kishorilal Mashuruwala, Dilkhush Diwanji, Babalbhai Mehta and many others. The Daxina Murti Institute of Bhavnagar is a monument to the services rendered by Shri Nanabhai Bhatt, and to Shri Gijubhai Badheka, popularly known as the 'Mother with moustache', goes the credit of doing pioneering work in pre-primary education and making Montessori a household name in Gujarat.

By the time independence came, Gujarat had already developed a good tradition in education and the stage was set for the supreme educational effort which began soon after 1947. The progress of education after independence is described in the following sections.

3. PRIMARY EDUCATION

Primary education has made good progress after independence particularly during the first and second Plans. During the first Plan, the number of elementary schools rose from 9,579 to 15,322 and the number of pupils in them from 12.14 to 16.38 lakhs. By the end of the second Plan, the number of schools and pupils is estimated to have increased to about 18,000 and 21.00 lakhs respectively. In the third Plan, a provision of Rs. 6.88 crores has been proposed for providing free and compulsory education for the age group 6-11. It is hoped that about 80 per cent of the children in this age group will be in school by 1965-66.

In order to achieve the targets of the third Plan, a number of new training schools have been started during the last two years of the second Plan. There are at present 64 training institutions for primary teachers in the State, out

of which 4 are co-educational and 20 exclusively for women. The estimated output of trained teachers during the third Plan is 3,700 teachers per year. The number is expected to meet the Plan requirements of the State adequately.

Allied to the problem of the supply of trained teachers is the problem of school buildings. To reduce the overall cost of buildings, four standard designs have been prepared and several measures to stimulate local initiative in the construction of school buildings taken. In the well-to-do areas, people are expected to contribute 40 per cent of the expenditure in cash towards the cost of buildings. In the backward areas, people are exempted from any contribution in cash, provided contributions in the form of building material and labour are forthcoming. A special scheme has been prepared to provide residential accommodation for teachers, particularly women teachers.

Even during a period of such phenomenal expansion, the State government has not ignored the need to improve the quality of education. As one of the important factors determining the quality of education is the economic and social status of teachers, pay scales of primary teachers have been revised. The present scales compare not unfavourably with the general run of scales in the rest of the country. Subscription to the provident fund is compulsory for all primary school teachers recruited after 1923. Some of the teachers recruited before 1923, and teachers from the old Baroda and Saurashtra States as well as those in the Kutch district area, however, are entitled to pensionary benefits. The State has under consideration a scheme for the extension of pensionary benefits to all categories of primary school teachers during the third Plan.

The primary curriculum has been revised from time to time to make it more adequate to the needs of the children and society. The new curriculum, as revised in 1955, applies both to the basic and the non-basic schools. It is simpler and is calculated to stimulate observation and independent thinking in pupils. It provides many points of educational contact with the physical, social and cultural environment of the child and is better adapted to the technique of correlated teaching.

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Attention is also being paid to the preparation of suitable literature, both for teachers and pupils. Workshops for the production of literature for children have been organised from time to time. A few picture books and nursery rhymes are expected to be brought out shortly.

The selection and prescription of textbooks is done by the Government from amongst those submitted by publishers. In the language subjects, the Government has got suitable textbooks specially prepared for the first four primary standards.

With the expansion of education, the problem of wastage and stagnation has assumed menacing proportions. Partly because of economic and social difficulties and partly because of lack of interest in education, many children leave school prematurely—that is—before even completing the fourth standard. A very large number of children also repeat classes, owing mostly to unsuitable home environment. The figures of wastage and stagnation show that there is as much as 50 per cent wastage in the case of boys and 70 per cent in the case of girls. It is proposed to make a careful study of the entire problem by developing suitable pilot projects.

4. BASIC EDUCATION

In Gujarat, basic education was first introduced in 1939 in 13 schools of Surat district. This "compact area" introduction paved the way for the later expansion of basic education. In 1948, a graduate basic training centre was started in Ahmedabad. (This was later shifted to Dabka and from Dabka to Rajpipla). This centre as well as the one started later at Porbunder (since shifted to Mangrol) supply basic-trained graduates to the training institutions and the inspectorate. In so far as the conversion of primary schools to basic schools is concerned, primary schools are first transformed into craft schools as a transitional measure and then converted into full-fledged basic schools. All the first grade schools *i.e.* schools with standards I-VII had been converted into craft schools and all the training schools for primary teachers into basic training schools by 1954-55.

In Saurashtra, Shri Nanabhai Bhatt and his colleagues have done a great deal to develop basic education. A unique feature of this programme is the establishment of junior and

senior *Lokshalas*. The former is a type of residential senior basic school and the latter, a residential post-basic school with agriculture and dairy science as the main crafts. Similar to the senior *Lokshalas* of Saurashtra are the upper *Bunniyadi Vidyalyayas* (post-basic schools) in other parts of the State. Saurashtra has also a *Gram Vidyapeeth* or a rural university at Sanosara and a janata college at Trapaj near Bhavnagar.

The total number of basic schools in the State in 1958-59 was 4,435 against a total of 17,095 primary schools. Paucity of funds has been the main hurdle in the way of conversion of primary schools into basic schools. However, efforts to orientate primary schools towards the basic pattern by introducing simple crafts like bamboo-work, cane-work, knitting, etc., and activities like mass prayer, school assembly, daily *safai* and cultural programmes have continued apace. It is hoped to convert 1500 additional primary schools into basic schools by 1965-66.

5. SECONDARY EDUCATION

Secondary education has undergone considerable expansion during the last few years. As against 559 secondary schools with 1,85,051 pupils in 1950-51, there were 795 institutions with 2,95,031 pupils in 1958-59. Establishment of multipurpose schools, training of secondary teachers, building of hostels for secondary students, sanction of loans to private management for the construction of school and hostel buildings have also received a fair share of attention during the post-independence period. In 1957-58, there were 99 multipurpose schools in the areas now constituting the Gujarat State. Apart from Humanities, these schools had a total of 123 courses of which 17 were for Science and 34 for Technology. While the control of the technical high schools and polytechnic institutions vests in the Department of Technical Education, the diversified courses in Agriculture, Commerce, Home Science, Fine Arts and Humanities are in the charge of the Education Department.

Besides the two graduate basic training centres—one at Rajpipla and the other at Mangrol—there are four training colleges, one each at Baroda, Anand, Ahmedabad and Porbunder. There are also institutions which prepare women

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teachers for the B.T. degree of the S.N.D.T. University. For under-graduates, there is ample provision for courses leading to Secondary Teachers' Certificate and Teachers' Diploma examinations.

There are no special facilities in the State for the training of teachers of multipurpose schools. However, two courses of the duration of about 4 months each were organised in 1958-59 for teachers of the new subjects. The departments of extension services attached to the training colleges at Baroda and Ahmedabad familiarise secondary teachers with the techniques of evaluation, new type tests, newer and better methods of teaching English, Mathematics, Science and Social Studies, use of audio-visual aids and the project method. Some extension work is also undertaken by the Graduate Basic Training Centre at Rajpipla.

The recommendations of the Integration Committee for Secondary Education appointed in 1953 regarding pay scales of teachers, rates of grants, rates of fees, etc., have been accepted by the Government. This has brought relief to both teachers and school managements. During 1959-60, about a crore of rupees were spent in paying maintenance grants at the revised rates.

Gujarat has not found it necessary to nationalise textbooks. The Department selects the best books out of those submitted by the private publishers. The arrangement, which is based on free enterprise, is working well. The secondary schools of Gujarat are affiliated to the Secondary School Certificate Examination (or briefly the S.S.C.E.) Board of Gujarat which conducts the S. S. C. examination. The scheme of examinations conducted by this Board is analogous to that of the S.S.C.E. Board of Bombay State.

The mother tongue of the child is the medium of instruction in the State. Some of the schools, in places like Ahmedabad, Baroda, etc., are permitted to use Hindi and/or English as media of instruction to meet the requirements of non-Gujarati children.

Government has been concerned about the fall in standards of English at the secondary stage. In order to prevent the standards from deteriorating further, the Government

has decided to increase the number of periods allotted to English from 8 to 12 per week. A committee has also been set up to revise the English syllabus.

The State has a Vocational Guidance Institute and a sub-bureau. In many schools there are career masters to assist adolescent school leavers in the choice of careers. The training colleges at Baroda and Ahmedabad offer a course in vocational guidance at the M.Ed. degree. The training colleges at Baroda, Ahmedabad, Anand and Porbunder provide for an optional paper in that subject at the B.Ed. level.

The third Plan will see further expansion and improvement of secondary education in the State. It provides for extending the revised pay scales to teachers in government secondary schools, assistant masters in primary training colleges and to inspecting officers for primary schools, for buildings, furniture and equipment to government schools and for the grant of loans to non-government secondary schools for the construction of school buildings and hostels. Another scheme in the Plan envisages the conversion of one secondary school into a higher secondary school in each district. It is also proposed to organise refresher courses for secondary teachers and to give short-term training to teachers from multi-purpose schools.

6. UNIVERSITY EDUCATION

Principal Robertson of the Gujarat College and Lord Sydenham, the Governor of Bombay, had expressed the necessity of having a university for Gujarat at Ahmedabad as early as 1909-1910. But the realisation of the ideal had to wait until 1949 when a unitary residential university was established at Baroda under the name of the Maharaja Sayajirao University. The teaching-cum-affiliating University of Gujarat came into being in 1950. As recommended by the Indian Universities Commission of 1948, steps have also been taken in Gujarat to establish rural universities. The Vallabh Vidyanagar University at Anand is the first of such universities. A few institutions in Gujarat are also affiliated to the S.N.D.T. University, Bombay.

There is no uniform policy in the matter of medium of instruction in the different universities: the Gujarat University at Ahmedabad uses Gujarati; the M.S. University at

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Baroda employs English; the Vallabh Vidyanagar at Anand uses Hindi.

During the last few years the number of institutions of higher learning has more than doubled and that of scholars, more than trebled. Against 39 institutions with 13,687 scholars in 1950-51, there were 79 institutions with 40,201 scholars in 1958-59. The State also has a number of colleges of special education including those for fine arts, social work, and home science.

The Agricultural College at Anand has adequate facilities for post-graduate training, research and extension in agriculture. There are two colleges of medicine and surgery, one at Ahmedabad, and the other at Baroda, three ayurvedic colleges (one at Surat, another at Nadiad and the third at Jamnagar) and one college of pharmacy at Ahmedabad. There are five law colleges, two at Ahmedabad, one at Surat, one at Nadiad and one at Rajkot. There are six commerce colleges and a number of colleges of teacher training and physical education.

The State has a number of research institutions. The S. B. J. Institute of Learning and Research in Ahmedabad conducts research in Sanskrit, Ancient Indian Culture and Persian. The B. M. Institute of Psychology and Child Welfare, also at Ahmedabad, is a private organisation devoted to service-cum-research. The institute also runs a child guidance clinic and a mental hygiene clinic. Besides, there is a physical research laboratory and the Ahmedabad Textile Industries Research Association at Ahmedabad. A post-graduate training centre at Jamnagar conducts research in ayurveda.

The M. S. University of Baroda has introduced the three-year degree course and also provides for a course in general education.

The Gujarat University has been progressively limiting the strength of its colleges to 1500 each and that of a class or division to 100 each. The idea is to foster a closer contact between the teacher and the taught and thereby improve the standards of instruction and discipline. The bold step of using the regional language as the medium of university education has by now been extended to the M.A. and Ph.D. degrees.

The N. C. C. has been gaining ground, both among men and women teachers. The pay scales of teachers in the affiliated colleges have been revised on the recommendation of the Joint Board of Vice-Chancellors of Statutory Universities in the State of Bombay.

7. TECHNICAL EDUCATION

Although the mill industry in Ahmedabad started as early as 1857, the growth of technical education in the State has been very slow. There were no technical schools before 1901 and in 1922-23, there were only 15 institutions with 600 pupils. After 1930, however, technical education has been growing apace. By 1954, there were four engineering colleges, one each at Baroda, Ahmedabad, Morvi and Amalind with a total strength of 2,737 students and six technical institutions one each at Bhavnagar, Rajkot, Ahmedabad, Surat, Patan and Amreli training 1,444 students in all. The growth of technical education after 1954 has been even more spectacular. During 1960-61, the intake capacity of technical institutions was nearly 1,000 students at the degree level and nearly 1,500 students at the diploma level.

Even these facilities are not adequate to meet the requirements of the State. It is proposed, therefore, that, wherever possible, the intake capacity of the engineering colleges, polytechnics, technical high schools and industrial training institutions should be substantially increased in the third Plan. On account of the rising cost of technical education, it is proposed to grant loans and scholarships to deserving candidates, both at the diploma and degree levels. Some of the other schemes proposed for the third Plan include the establishment of a Board of Technical Education, standardisation of pay scales of technical posts in government technical institutions including colleges, creation of five posts of professors for research work in government engineering colleges, introduction of post-graduate courses in government engineering colleges, establishment of an engineering college at Surat, construction of hostels in engineering colleges and polytechnics, establishment of three new polytechnics, increasing the number of open merit scholarships in engineering colleges, technical institutions and polytechnics, open-

ing of new multipurpose technical high schools and the establishment of a polytechnic for girls.

8. SOCIAL EDUCATION

Social Education in the form of night schools first began in 1882 in Gondal State. However, there was no organised agency for adult education in the State till 1937, although individual workers like Shri Gijubhai Badheka (at Bhavnagar), Dr. Lauback (in the Panchmahals) and Shri Jugatram Dave (at Vedchhi Ashram in the Surat district) had carried out experiments in the methods of teaching adults to read.

With the assumption of power by the Congress party in 1937, a Provincial Board for Adult Education was appointed under the chairmanship of S. R. Bhagwat. A sub-committee for Gujarat was appointed under the chairmanship of Shri Jugatram Dave.

Programmes of social education have come into special prominence after independence. There are at present three agencies working in this field—Education Department, Development Department and the City Social Education Committee in Ahmedabad. In Saurashtra and Kutch, agencies like Maldhari Sangh, Backward Class Board, Social Welfare Department and the district local boards also take some interest in social education. At present, there are 2,278 social education classes in the State—1,200 social education classes in Saurashtra *i.e.* in the Rajkot division and 1,078 in Gujarat *i.e.* in the Ahmedabad division. The literacy percentage (including all ages) during the 1961 census was 30·3, 40·8 for men and 19·1 for women.

The Janata College at Trapaj in Saurashtra organises short-term courses of two months' duration for village leaders and imparts training in general knowledge and developmental activities. Valuable work in the field is also being done by the Saurashtra youth *Mandals* and *Mahila Mandals*. Besides each community development block is provided with men and women social education organisers who organise youth clubs, farmers' clubs, *Mahila Mandals*, *Bhajan Mandals*, children's welfare centres, and camps.

As an ally to the programmes of social education a system of circulating libraries has been evolved. Efforts are also being made to prepare suitable literature for neo-literates.

It must be admitted that the programmes of social education have not contributed much towards the liquidation of illiteracy, mainly because the old emphasis on literacy has gone. The present programmes instead seek to offer opportunities of learning which, besides being interesting in themselves, are related to the felt needs of the rural people.

9. GIRLS' EDUCATION

The great awakening among the people for social reconstruction after independence has resulted in an unprecedented expansion of educational facilities for girls; at all stages of education. True the traditional social prejudice against the education of girls dies hard; but the splendid work done by Kasturba Smarak Nidhi and the State Social Welfare Board, as well as the growing desire on the part of women for economic independence, have contributed in no small measure to overcoming this prejudice. There are today 8 institutions in the State exclusively for the higher education of girls. Out of these 3 are affiliated to the Gujarat University, 4 to the S.N.D.T. University and the eighth (which is a college for home science) is the Faculty of Home Science in the M.S. University of Baroda.

At the primary stage there is no separate inspecting staff for the inspection of girls' primary schools. The inspection of girls' secondary schools and women's training colleges, however, is a responsibility of the inspectress of girls' schools. For Saurashtra, there is an assistant inspectress of girls' schools (G.E.S. Class II).

In spite of the great progress which girls' education has made in recent years, much leeway has yet to be made up. At the primary stage, the problem of wastage among girls is very serious. At the secondary and university stages, facilities for girls' education have to be considerably expanded.

10. TEACHING OF SCIENCE

The teaching of science at the primary stage starts from the very beginning of the school course. The basic method of correlated teaching has helped to make the subject more

meaningful. At the secondary stage, liberal grants have been given, particularly to some of the multipurpose schools, for equipping their laboratories. Two difficulties have, however, stood in the way of improving the methods of science teaching: (a) paucity of trained science teachers and (b) inadequate syllabuses needing revision and lack of suitable textbooks. Steps are being taken to overcome these. A scheme for the expansion of facilities for science at the collegiate stage providing for 10,000 additional admissions to the science classes has also been formulated and included in the third Plan.

11. SCHOLARSHIPS

Free ships, stipends, scholarships and other concessions granted by the State fall into three main categories: (1) those granted on the basis of social backwardness, (2) those intended to overcome the barrier of parental poverty, and (3) those given in recognition of merit.

With regard to the first of these groups, Backward class pupils are exempted from the payment of fees and in deserving cases, receive lump sum aid for the purchase of books and equipment in all primary and secondary schools. No fees are charged to them at the examinations conducted by the Government, and even the S.S.C. examination fees are reimbursed in deserving cases. Backward class candidates studying in primary training schools are awarded stipends of Rs. 20 per month each. In arts and science colleges, such students are given scholarships of the value of Rs. 25 per month each. For technical and higher studies, the value of the scholarships is Rs. 40 p.m. each. These awards are subject to the condition that the scholar concerned should not be in receipt of any scholarship from the Government of India. The Faculty of Social Work, M.S. University of Baroda and the M.D. Samaj Seva Mahavidyalaya, Ahmedabad exempt them from all tuition and examination fees. There is also a scheme for the award of overseas scholarships to deserving Backward class students. In Kutch, Backward class pupils receive scholarships varying from Rs. 5 to 10 p.m. at the secondary stage and from Rs. 20 to 40 p.m. if they undergo vocational training in agriculture, spinning and weaving, carpentry, tailoring and leather work.

The object of the second group of scholarships is to equalise educational opportunity. Pupils whose guardians' total annual income does not exceed Rs. 900 are granted free studentships in most educational institutions. The scheme has recently been extended to students whose parents' total annual income does not exceed Rs. 1,200. The extension is, however, confined to the secondary stage only. Subject to certain conditions, the Government have also decided to grant half free studentships to students coming from families in the income group (Rs.) 1200—1800. Free studentships are given to the children of women teachers whose total income does not exceed Rs. 100 p.m. Government have been extending free studentships in secondary schools to the extent of 3½ per cent of total enrolment, expenditure on this account during the year 1959-60 being Rs. 2,89,901.

The third group of scholarships consists of those given on merit. Three hundred and fifty sets of high school and middle school scholarships are awarded annually in addition to 51 sets of scholarships given to bright and deserving students from rural areas. Merit-cum-poverty scholarships for higher education are awarded to the bonafide Saurashtrians, there being 180 scholarships of the value of Rs. 50 and Rs. 30 p.m. each. Subject to the availability of the course opted for, it is obligatory for a scholarship-holder to join one of the colleges in Saurashtra. Besides these, several merit scholarships are awarded in government and non-government colleges as also a number of merit free studentships in non-government colleges.

12. PHYSICAL EDUCATION

Physical education has been a compulsory subject in schools since 1937-38. After 1947, three special committees were appointed under the chairmanship of Swami Kuvalyanand to look into the problem of physical education. Most of the recommendations made by these committees have been accepted by the Government.

The State Inspector for Physical Education is responsible for the supervision of physical education in the State. All primary and secondary schools follow a regular syllabus of physical education. Generally one period per day is reserved

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for physical education in the lower standards and four periods per week in the higher standards.

The C. P. Vyayam Mahavidyalaya at Rajpipla and the Ahmedabad College of Physical Education train teachers of physical education at the certificate and diploma levels.

There are about 10,000 scouts and guides in the State. The popularity which Scouting enjoyed at one time seems to be on the wane.

The National Cadet Corps consisting of three divisions was introduced in 1948. Its junior division which was abolished in 1953, has since been reinstated. The Auxiliary Cadet Corps has been in existence since 1954.

The National Discipline Scheme sponsored by the Government of India was introduced in 1958-59. The scheme is in operation in 165 secondary schools and the total number of children under it is about 50,000. The total number of instructors working under the scheme is 208 and the total annual expenditure on the scheme comes to Rs. 55,000.

A number of private agencies work for the promotion of games and sports. Government gives grants to them at the rate of 30% of approved expenditure. A proposal to constitute a State Sports Council is now under examination.

Medical inspection of children is compulsory at the ages of 8, 11 and 14. In primary schools, however, there is neither any regular provision for inspection nor for any follow-up work. The only exception is the Ahmedabad Municipal Corporation which maintains a school medical service and runs a children's clinic on efficient lines. In secondary schools, children are examined either by a government doctor or by a private practitioner. Government gives grants to private schools for this purpose. Even here, there is no follow-up work.

The provision for physical education in the third Plan seeks, *inter alia*, to improve playground facilities in secondary schools and to expand and improve training facilities for teachers of physical education. It is also proposed to organise a number of refresher courses, seminars and conferences in

physical education for teachers and headmasters of secondary schools.

13. EDUCATION OF BACKWARD CLASSES

In accordance with the provisions of the Constitution, the education of backward classes has been given special attention. The following table shows the number of backward class pupils who were in receipt of scholarships, stipends and other financial concessions in primary and secondary schools in 1958-59.

	Scheduled Castes				Scheduled Tribes			
	No. of pupils		Total value (Rs.) per annum for		No. of pupils		Total value (Rs.) per annum for	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary Schools	41457	18360	68079	20401	31965	9219	80685	27519
Secondary Schools	8131	3791	587590	41286	2983	463	203840	207660
TOTAL	49588	22151	655669	61987	34948	9682	284525	235179

In order to spread education among these classes, 'Ashram' schools (a kind of residential basic school) have been opened for Scheduled tribes in Scheduled areas and 'Ashram schools-cum-Sanskar kendras' for *Vimochit Jatis* in both urban and rural areas. The number of 'Ashram' schools in the State is 42. Of these, 39 are managed by voluntary bodies receiving grant-in-aid on 100 per cent basis for non-recurring expenditure and 80 per cent basis for recurring expenditure. A few more government 'Ashram' schools are likely to be started shortly.

Some of the other measures adopted for the spread of education among the backward classes are: (1) sanction of building grants for schools in the backward areas; (2) sanction of special allowances to teachers working in schools in the Scheduled areas, inclusive of a bonus for every student passing the Primary School Certificate Examination; (3) reservation of seats in government secondary schools and in engineering, medical and veterinary colleges; (4) setting up

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of special hostels with house-masters and supervisors, with a view to improving results, preparing backward class pupils for the higher services and for enabling them to take the competitive examinations successfully; and (5) payment of liberal grants to voluntary agencies for establishing hostels for boys and girls belonging to these classes.

The third Plan provides for the further expansion of educational facilities for backward classes. The total expenditure on different schemes is likely to be of the order of Rs.. 575 lakhs.

14. EDUCATION OF THE HANDICAPPED

As in other fields, educational facilities for the handicapped too have undergone considerable expansion during the post-independence period. Against 4 schools for the blind with 68 scholars in 1947-48, there were 10 schools with 350 scholars in 1960-61. Similarly, against 2 institutions for the deaf and the dumb with 119 scholars in 1947-48, there were 7 schools with 430 scholars in 1960-61. Recently, a home (with accommodation for 100 children) has been set up for the orthopaedically handicapped children. There is also a home for the mentally handicapped with accommodation for 25 children. Suitable maintenance grants are given to students in institutions for the handicapped.

There are hardly any facilities available in the State for training teachers of the handicapped. Resources permitting, it is proposed to set up an institution for this purpose during the third Plan.

With a view to facilitating the rehabilitation of the handicapped in the society, a beginning has been made with the establishment of a sheltered workshop for the blind. If necessary, a similar workshop for the deaf and dumb will also be set up.

The State Government is keenly aware of the need to expand educational facilities for the handicapped. Its policy, however, is to assist voluntary organisations to come forward rather than to take over the responsibility directly. It is also watching with interest the Ahmedabad experiment of educating handicapped children in normal schools. If the experiment succeeds, it will be extended to the other areas.

15. PRE-PRIMARY EDUCATION

There exists a fair number of pre-primary institutions in the State, particularly in the urban areas. An important institution of this kind is the Bal Bhawan at Rajkot. Besides serving as a laboratory for the observation of child behaviour, it seeks to develop aptitudes of children by providing them with a rich fare of creative and recreational activities.

Most of the pre-primary institutions are maintained by private organisations and only a few of them receive financial assistance from the State. Most of them work on the Montessorian principles. Some pre-basic schools working on the lines of basic education have also come up and are becoming increasingly popular.

In 1957, the Bombay Government appointed a committee on pre-primary education. The committee was to review the existing syllabuses in force in different regions of the State and to make recommendations for a common syllabus for pre-primary schools and pre-primary training colleges in the whole of the Bombay State. The recommendations of the committee were implemented in 1958-59. At present there are six pre-primary training colleges in the State, all non-government. They are given grant at the rate of 50% of approved expenditure.

16. AUDIO-VISUAL EDUCATION

The audio-visual section of the Education Department of the former Bombay State (set up in 1920) had done pioneering work in the field. It arranged educational exhibitions, organised short-term training courses in audio-visual education for teachers, supplied radio sets and 16 mm film projectors to educational institutions, and ran a circulating library of films for schools and colleges. Four mobile units had also been functioning, one each in the districts of Rajkot, Bhavnagar, Saurandranagar and Kutch. It was against this background that the new State of Gujarat had to set up a separate office of visual education under the charge of an inspector of visual education.

Apart from maintaining the services inherited from the erstwhile Bombay unit, the new office will survey the needs of primary and secondary schools in the State in respect of

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audio-visual education, organise seminars, exhibitions and short-term training courses, and encourage the development of film libraries and museums at suitable places. Among other schemes under consideration is the establishment of a centre for the production of cheap projected and non-projected aids and a puppet theatre.

17. DEVELOPMENT OF HINDI

There is a great deal of enthusiasm among the people of the State for learning Hindi and the Government is giving all possible encouragement in the matter. Every government employee (from Class IV servants to the gazetted officers) is required to pass a prescribed examination in Hindi. It is a compulsory subject of study from standards V to X as well as at the Primary School Certificate Examination and the Primary Teachers Certificate Examination. Though optional, a large number of students offer the subject at the S.S.C. examination. All the three universities in the State have introduced Hindi as a compulsory subject in almost all the examinations. The universities also recognise Hindi as an alternative medium of instruction.

Private agencies such as Rashtra Bhasha Prachar Mandal, Wardha, and the Gujarat Vidyapeeth, Ahmedabad, conduct classes and hold examinations in Hindi. These examinations are very popular. Government also gives grants for the conduct of Hindi classes and courses and for the purchase of Hindi books for libraries.

18. PROPAGATION OF SANSKRIT

Sanskrit has been accorded pride of place at all stages of education. There are a number of Sanskrit *Pathashalas*, both government and non-government, which have been doing useful work in the propagation of Sanskrit. The non-government *Pathashalas* receive grant-in-aid from the Government. In secondary schools Sanskrit is introduced in standard IX although, in some secondary schools, a beginning is made in standard VIII. It is obligatory for a student to have taken Sanskrit at his S.S.C. examination if he wishes to join an arts course in a university. The study of Sanskrit is also essential for those who wish to enter the *Brahmanic* professions or qualify for entrance into the ayurvedic colleges

and courses for *Vaidyas*. A number of private agencies run courses and hold examinations in Sanskrit.

A standing committee has been appointed to advise the Director of Education in matters relating to the recognition of and grant-in-aid to Sanskrit institutions and the determination of the equivalence and standards of Sanskrit examinations conducted by these institutions. In the third Plan, provision has been made to give more liberal grants-in-aid to recognised Sanskrit *Pathashalas*.

19. EDUCATED UNEMPLOYMENT

As in other areas, the situation in Gujarat also is a little anomalous in this regard. On the one hand, there are shortages of several categories of workers such as engineers (civil, mechanical and electrical), doctors, nurses and mid-wives, on the other there are several thousand educated people without employment!

The number of persons on the live registers of employment exchanges on 30th September 1960 was 23,155. Of these 19,856 were matriculates, 1,538 intermediates, 28 engineering graduates and 1,783 others. In order to tackle the problem of unemployment satisfactorily, it will be necessary, among other things, to increase the number of existing exchanges, to strengthen their programmes, to open additional vocational guidance units, to translate career pamphlets into Gujarati and to open university employment bureaus in the three universities of the State. Necessary provision for these purposes has already been suggested in the third Plan.

The schools are even now making a valuable contribution to the solution of the unemployment problem. The State Bureau of Vocational Guidance disseminates information regarding employment possibilities, undertakes psychological testing, and to a limited extent provides for training and research in guidance. Career masters in schools are charged with the task of educating students about the careers open to them. A number of teachers take post-graduate training in vocational guidance at the training colleges at Ahmedabad and Baroda. The B. M. Institute of Child Development, Ahmedabad, also provides vocational guidance on payment.

GUJARAT

20. ADMINISTRATION

At the head of the Department is the Director of Education who is assisted by a Joint and three Deputy Directors. The position of Class I and Class II officers (administration) as on the 1st of May 1960 was as follows.

Gujarat Education Service (Class II)

Administrative Branch

1. Teaching	55
2. Inspecting	42
3. General	13
Collegiate Branch	95

Total (GES Class II) 205

Gujarat Education Service (Class I)

Administrative Branch

1. Direction	6
2. Inspection	9
3. Training Institutions and other posts in Collegiate Branch	11
Total (GES Class I)	<u>26</u>

At the district level, there are educational inspectors who (with the exception of a few smaller districts where Class II officers have been appointed) are Class I officers. They are assisted by deputy educational inspectors (who are Class II officers) and assistant deputy educational inspectors (who are non-gazetted officers).

21. FINANCE

Since the new State of Gujarat came into being only during the financial year 1960-61, it is not possible to give figures of expenditure on education for the previous years. During the 11 months of this financial year, out of a total estimated revenue for the whole State of Rs. 48.62 crores, Rs. 9.44 crores have been earmarked for education. This works out at 19.4%.

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Given below are the detailed budget estimates for the 11 months from 1st May 1960 to 31st March 1961.

	Rs.
A University	70,29,200
B Secondary	1,42,67,300
C Primary	6,21,30,400
D Special	64,11,900
E General	46,96,900
F Charges in England	7,500
Gross total	9,45,43,200
E—General—Q. Scholarships	1,30,200
NET TOTAL	9,44,13,000

From the above, it will be seen that the major portion of the expenditure is incurred on primary education which is as it should be. In the field of secondary education, encouragement is given to non-government educational enterprise (about 80% of the secondary schools in the State are managed by non-government agencies) and the Government pays very liberal grants for maintenance as well as for non-recurring expenditure on buildings and equipment. The three universities in the State also receive liberal financial assistance; in fact, their total deficit is met by the State. The non-government colleges receive grant-in-aid from 10 to 50% of their admissible expenditure.

22. SUMMARY AND OUTLOOK FOR THE THIRD PLAN

With the excellent traditions which the State has developed in the field of education and with the great awakening among the people which has been brought about during the last fourteen years, education is bound to make rapid progress in Gujarat in the years to come. During the third Plan, however, the programme undertaken by the State is not as large as it should have been. This is due mainly to two reasons: (1) the need to make some necessary adjustments consequent upon the separation of Gujarat from the old State of Bombay, and (2) the limitations of finance so inescapable in a newly born State. It is felt however, that larger contributions from the public would be forthcoming during the third Plan and that with the economic development of the State, the progress of education would become much faster than what is contemplated at present.

EDUCATIONAL STATISTICS OF GUJARAT STATE

(1959-60)

I—Number of Institutions

	Total	For Girls
Universities	3	..
Boards of Education . . . . .	..	..
Research Institutions	7	..
Colleges for General Education—		
Degree Standard	35	7
Intermediate Standard	1	..
Colleges for Professional and Technical Education—		
Agriculture and Forestry	1	..
Commerce	7	..
Engineering and Technology	4	..
Law	5	..
Medicine	7	..
Teachers' Training—		
Basic	2	..
Non-Basic	3	..
Veterinary Science
Others
Colleges for Special Education	6	..

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1—Number of Institutions—(Contd.)

	Total	For Girl
Schools for General Education—		
Higher Secondary Schools . . . . .	..	..
High Schools	978	85
Middle Schools—		
Basic	2,920	322
Non-Basic	3,195	318
Primary Schools*—		
Basic	1,656	69
Non-Basic	10,017	218
Pre-Primary Schools	329	..
Schools for Vocational and Technical Education—		
Agriculture and Forestry	11	..
Arts and Crafts	60	44
Commerce	55	..
Engineering	1	..
Medicine	20	20
Teachers' Training—		
Basic	46	13
Non-Basic . . . . .	..	..
Technology and Industrial	59	..
Others	19	3
Schools for Special Education—		
For the Handicapped	12	2
Social (Adult) Education	8,888	1,487
Others	66	21
TOTAL	28,413	2,610

*Includes Single-teacher Schools

II—Number of Students

	Total	Girls
A. By Type of Institutions—		
Universities	379	92
Research Institutions	237	32
Arts and Science Colleges	16,721	3,777
Professional and Technical Colleges	15,495	844
Special Education Colleges	973	504
Higher Secondary Schools . . . . .	..	..
High Schools	3,25,656	78,473
Middle Schools—		
Basic	7,37,754	2,42,428
Non-Basic	6,43,865	2,52,772
Primary Schools—		
Basic	1,24,824	37,866
Non-Basic	6,13,004	1,98,322
Pre-Primary Schools	27,643	12,126
Schools for Vocational and Technical Education	25,262	6,495
Schools for Special Education	2,00,890	37,114
B. By Stages/Subjects—		
General Education (University Standard)—		
Research	237	32
M.A. and M.Sc.	642	153
B.A. and B.Sc. (Pass and Hons.)	8,735	2,228
Intermediate (Arts and Science)	6,386	1,678
Professional Education (University Standard)—		
Agriculture and Forestry	584	3
Commerce	5,678	54
Engineering and Technology	4,227	19

		<i>II—Number of Students—(Contd.)</i>	Total	Girls
Law			2,200	236
Medicine			2,200	384
Teachers' Training—				
Basic			73	11
Non-Basic			533	137
Veterinary Science
Other Subjects
Special Education (University Standard)			1,136	515
General Education (School Standard)—				
High and Higher Secondary			3,25,656	78,473
Middle			13,81,619	4,95,200
Primary			7,37,828	2,36,188
Pre-Primary			27,643	12,126
Vocational Education (School Standard)—				
Agriculture and Forestry			584	..
Arts and Crafts			4,408	2,672
Commerce			9,113	837
Engineering			530	..
Medicine			1,033	985
Teachers' Training—				
Basic			5,572	1,591
Non-Basic
Technology and Industrial			2,619	162
Other Subjects			1,396	248

Special Education (School Standard)—

Social (Adult) Education	1,95,883	34,202
For the Handicapped	532	172
Other Subjects	4,475	2,740
TOTAL	27,32,703	8,70,845

III—Expenditure on Educational Institutions

	For Boys Rs.	For Girls Rs.	Total Rs.
A. By Sources—			
Government Funds—			
Central			
State			
District Board Funds			
Municipal Board Funds			
Fees			
Endowments etc.			
Other Sources			
B. By Type of Institutions—			
Direct Expenditure on—			
Universities			
Boards			
Research Institutions			
Arts and Science Colleges			
Colleges for Professional and Technical Education			
Colleges for Special Education			
Post-Basic-Schools			

III—Expenditure on Educational Institutions (Contd.)

	For Boys Rs.	For Girls Rs.	Total Rs.
Higher Secondary Schools			
High Schools			
Middle Schools—			
Basic			
Non-Basic			
Primary Schools—			
Basic			
Non-Basic			
Pre-primary Schools			
Vocational and Technical Schools			
Special Education Schools			
	<i>Total (Direct)</i>		
Indirect Expenditure—			
Directions and Inspection			
Buildings			
Scholarships			
Hostels			
Other Miscellaneous Items			
	<i>Total (Indirect)</i>		
	Grand Total		

IV—Number of Teachers

	Total	Women
Universities and Colleges	2,573	234
Post-Basic Schools . . . . .	..	..
High/Higher Secondary Schools	12,554	1,892
Middle Schools	N.A.	N.A.
Primary Schools	19,544	3,417
Pre-Primary Schools	628	439
Vocational and Technical Schools	1,378	301
Special Education Schools	8,017	1,073

V—Examination Results

	Total	Girls
Number of Students passing—		
M.A. and M.Sc.	467	68
B.A. and B.Sc. (Pass and Hons.)	4,305	932
Professional (Degree)	1,460	79
Matriculation and Equivalent Examinations	28,983	5,839

VI—Number of Institutions in Rural Areas

	Total	For Girls
Universities and Colleges	8	1
High and Higher Secondary Schools	497	13

VI—Number of Institutions in Rural Areas (contd.)

	Total	For Girls
Middle Schools	5,267	318
Primary and Pre-Primary Schools	10,583	163
Vocational and Special Education Schools	38	3
TOTAL	16,393	498

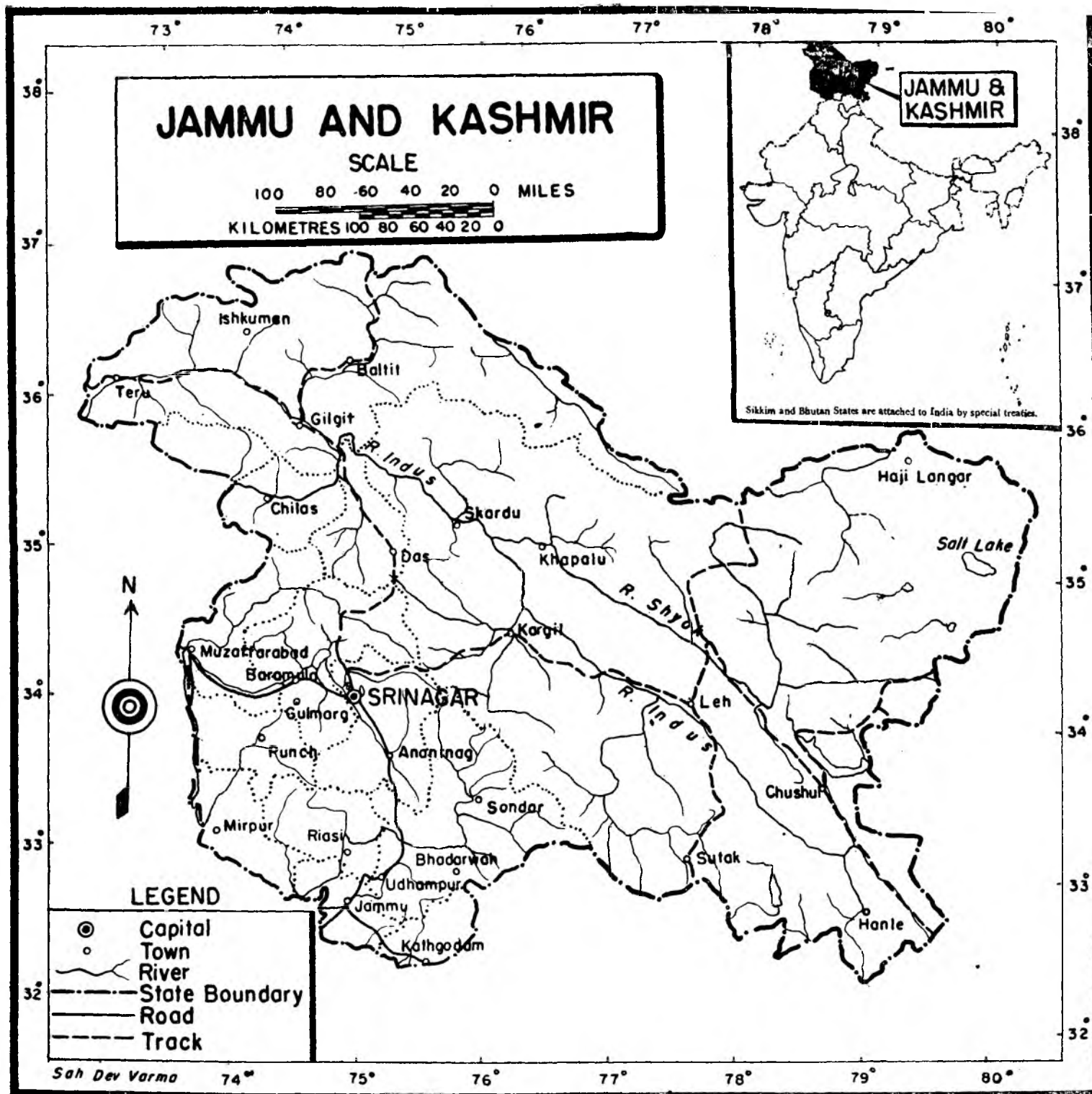
VII—Number of Pupils from Rural Areas

	Total	Girls
Universities and Colleges	16,072	1,274
Higher and Higher Secondary Schools	1,08,806	14,314
Middle Schools	8,08,366	1,92,990
Primary and Pre-Primary Schools	5,09,804	1,58,523
Vocational and Special Schools	1,67,745	17,059
TOTAL	16,10,793	3,84,160

VIII—Number of Students in Selected Classes

Number of Students in classes—	Total	Girls
Classes I-V	19,23,637	6,74,578
Classes VI-VIII	3,43,031	93,484
Classes IX-XI	1,50,023	32,547

JAMMU AND KASHMIR



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CHAPTER VII

JAMMU AND KASHMIR

I. GENERAL INFORMATION

The State of Jammu and Kashmir, situated in the extreme north of India, covers an area of 86,023 sq. miles. According to the census of 1941, it had a population of four million people (77·11% Muslims; 20·13% Hindus; 1·64% Sikhs; and 1·01% Buddhists). After the partition of India in 1947, part of the territory of the State, with a population of roughly a million people, was forcibly occupied by Pakistan. Population of the remaining area—three million in all—was, according to the provisional figures of the census of 1961, 35,83,585.

Geographically, the State is divided into four natural regions. The first—Jammu Province—consists of the plains and the Kandi area of low-lying hills not more than 1,500 feet above the sea level. The second region is sub-mountainous and constitutes the area of outer hills that rise from 1,500 feet to 5,000 feet. It includes Kishtwar, Baramulla, Doda, Rajouri and Poonch. This area is flanked on the north by the Pir Panjal range which rises from 9,000 to 10,000 feet and separates the Kashmir Valley from the Jammu Province. This physical barrier has now been overcome by the construction of the Jawahar tunnel that is a mile and a half long and provides an all-weather link with the Valley. The population is scattered and the density does not exceed 1 per sq. mile. The third region is the heart of Kashmir—the Kashmir Valley. This is about 300 miles long and ten miles wide and lies in the lap of the Himalayas at an average height of about 5,000 feet. The density of the population, according to 1941 figures is 220 persons to the square mile. The fourth region is reached after crossing the Zaskar range, the height of which varies from 17,000 to 22,000 feet. This plateau with an average height of 17,000 feet above sea level occupies roughly three-fourths of the total area of the State. The population is scanty—hardly four to five persons to the square mile.

The climatic conditions vary from the arctic cold of Ladakh in the north to the extreme heat of the plains in the south. Jammu Province has a tropical monsoon climate ; the Valley of Kashmir has a cold temperate climate ; and the plateau region suffers the same extremes of climate as Tibet.

The State is predominantly agricultural. The urban population is about 16·8 per cent and about 90 per cent of the villages have a population of 500 or less. Of the entire surface area of the State, one quarter is covered by forests, a little more than a quarter is under cultivation ; and the rest is rocky and barren.

The occupational distribution of the people in 1941 showed that 81 per cent of the people live on agriculture, animal husbandry, horticulture and forestry ; 7·4% on cottage industries and 2·9% earn their living by engaging in trade and commerce. Industry is mainly domestic and of a subsidiary nature. The peasant supplements his income by silk-worm rearing, bee-keeping, sheep-rearing, basket-making and by weaving woollen tweeds and blankets. The cottage industries such as the making of shawls, carpets and felts, wood-carving, papier mache, metal work and wicker-work provide a means of livelihood to 7% of the population. A few small-scale industries such as weaving of silk and woollens, tanning etc., have sprung up ; but these do not play an important part in the economy of the State. The forest and the tourist industries are the major sources of the State's revenue.

Jammu Province is predominantly Hindu, Kashmir predominantly Muslim, and Ladakh predominantly Buddhist. Scheduled castes numbering about four lakhs live in Jammu Province. 'Purdah' is prevalent among the upper classes of Kashmir Muslims ; but with the spread of education, its grip on the minds of the people seems to be gradually weakening.

There are about two to three lakhs of nomads—mainly Gujars and Bakarwalls—who inhabit the sub-mountainous region of the State. In summer, they move with their herds to the upper reaches of the Kashmir Valley. With autumn, they pack up and come down.

The old social structure is cracking under the stress of agrarian reform. The abolition of absentee landlordism and the revised State Tenancy Acts have done much good to the

tillers of the soil who form the bulk of the State's population. A new social relationship between the erstwhile masters (zamindars) and their tenants is developing rapidly.

2. EDUCATION PRIOR TO 1950

Kashmir has always been renowned for learning and art. Buddhism flourished from the 3rd century B. C. to the 6th century A. D., and it was from here that the Buddhist faith spread into Tibet, China and Central Asia. In the 6th or 7th century A. D., the great *Shaiva* philosophy was expounded here by Vasugupta and other luminaries and held sway over Kashmir until the 14th century A. D. It was in this era that Kashmir produced Kalhan, the great historian poet ; Patanjali, the grammarian ; Charak, the physician and other famous philosophers. Sanskrit manuscripts of this period written in *Sharda* script provide the authentic material of research. A number of centres of learning flourished during this period and the fame of some, such as Sharda and Harwan, spread far and wide and attracted scholars from outside India.

Muslim divines like Syeed Bilal Shah, popularly known as Bulbul Shah, and Shah Hamdan came from Persia in the 14th century A. D. and brought Islam with them. It was under the influence of Bulbul Shah that the then King Rinchan of Kashmir embraced Islam in 1324 A. D. and became the first Sultan. He founded an institution which later produced scholars like Gani and Mohsin Fani. Gani's name will be remembered with honour as long as Persian poetry is loved and honoured ; and Mohsin Fani is famous for his great book on religions known as *Dabistan-Mazhib*. The second Sultan continued the patronage of learning and letters. He founded the Jamia Masjid College which had a hostel and provision to teach Philosophy, Mathematics, Logic and Theology. Later, a university (Dar-ul-Alum) was established by Sultan Zain-ul-Abdin. The university was of a residential type and drew eminent scholars from Baghdad, Bokhara and Persia. It had a bureau whose task was to translate books from Sanskrit and Arabic into Persian. As a result of the contact of Hinduism with Islam, a new school of thought, known as Sufism, emerged. The teachings of the new cult were propagated by Muslim divines and saints like Sheikh

Noor-ud-Din. They lived a life of self-abnegation and extreme tolerance and the Sanskrit word *Rishi* was used frequently to denote the high spiritual position that they occupied.

In 1596, when Akbar conquered Kashmir, Sufism was still alive. Later, in Dara Shikoh's time, a university of Sufism was established under the leadership of Akhnud Mullah Shah Badakhshani. It was here that the *Upanishads* and other scriptures were translated into Persian. The building of this university stands to this day on a spur of a mountain overlooking the Dal Lake, and is known by the name "Pari Mahal".

From the Moghuls, Kashmir passed to the Afghans ; but during the Afghan rule that lasted 66 years, education and learning suffered a setback. In 1819, Maharaja Ranjit Singh defeated the last Afghan Governor of Kashmir and annexed this State to his dominions. The Sikhs ruled over Kashmir from 1819 to 1846 when the British conquered it and made it over to Gulab Singh, a Dogra chief, who had earlier taken service under Maharaja Ranjit Singh.

Maharaja Gulab Singh (1846-56) spent his years mainly in consolidating his power. His son Ranbir Singh was, however, a great patron of oriental learning. He established a Sanskrit *Pathashala* at Jammu and entered the Punjab University as its first Fellow in 1882. The earliest available Administration*Report for 1875 records that the State maintained 14 *Madrassahs* and *Pathashalas* and about 240 rural schools. The total number of scholars in all types of schools was 7,213 and the total expenditure on education Rs. 93,309. The courses of study in these institutions included Sanskrit with 759 students ; Persian and Arabic with 1,311 ; English with 59 ; and Dogri with 5,084 scholars. No exact information is available regarding the indigenous *Maktabs* and *Pathashalas*; but there is little doubt that many such institutions operated in the precincts of temples, *Viharas* and mosques.

It was at the beginning of the present century under the third Maharaja Pratap Singh that the system of education in its present form was first introduced. The lead in Kashmir, as in the rest of India, was given by Christian missionaries.

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The first English school was started by the Church Missionary Society of England at Srinagar in 1880. The Government followed suit and opened, in 1890 a high school at Jammu, a middle school at Srinagar and eight primary schools. A separate Department of Education was organised in 1905. The Theosophical Society also stepped in and Dr. Annie Besant helped to lay the foundation of the present S. P. College which was first started as a department of Hindu College at Banaras. Soon afterwards, another college known as the Prince of Wales College was founded in Jammu. The following statistics contained in the report of 1916 show the extent of the private and governmental enterprise in education.

Year	No. of private schools	Enrolment	No. of government schools	Enrolment
1904-05	188	2,849	133	9,814
1914-15	333	8,475	360	27,311

Compulsory education (for boys only) was introduced in April 1931 for the first time in the cities of Srinagar and Jammu and was later extended to the town areas of Sopore and Baramulla in Kashmir Province and Mirpore and Udhampur in Jammu Province. The regulations provided for the setting up of attendance committees whose members were expected to popularise education among the masses by personal influence. The committees did not, however, function properly and the Act soon became defunct because of the inadequate machinery to enforce compulsion. The number of pupils in all types of schools (including 842 primary schools) had however risen to 76,416 or 10.6 per cent of the school-age population (6-14) by 1931.

Another landmark in the development of education in the State was reached when the Government appointed an Education Reorganisation Committee in 1938 under the chairmanship of Sri K. G. Saiyidain, then Director of Education. A 25-year plan was drawn up with the object of providing a system of universal free and compulsory education all over the State. Existing curricula and methods were examined. The committee recommended the reorganisation of the five-

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year primary course into a seven-year course and also suggested that education should be imparted through the medium of a productive craft. The position with regard to different types of institutions and scholars studying in them in 1947 was as follows.

	No. of schools			No. of scholars		
	for boys	for girls	total	boys	girls	total
Primary schools	1291	280	1571	78190	11917	90167
Middle schools	153	50	203	29797	7419	27216
High schools	46	8	54	17124	1166	18290
				Total	1,45,613	

These figures relate to the undivided Kashmir and they indicate that about 18 per cent of the children of school-going age (6-14) were in attendance.

In 1950, the State Government set up another reorganisation committee with Shri A. A. Kazmi, then Director of Education, as Chairman. It recommended, *inter alia*, the elimination of the middle schools and the reorganisation instead of the primary course into an independent unit of seven years' duration. The emphasis during this period moved from craft-centred basic education to activity-centred education.

3. PRIMARY EDUCATION (1951-1960)

The expansion of primary education has been very rapid after 1950. By the end of the second Plan, the number of children in classes I-V was expected to be about 2 lakhs or 40% of the total number of children in the age group 6-11 and the number of primary schools to have more than doubled. But the State is still a long way from the introduction of compulsory primary education. There are several difficulties: the physical terrain of the country, the poor means of communication and the inaccessibility of the far-flung areas, the special needs of the mobile population, social prejudice against women's education and above all, the poverty of the masses. In view of these obstacles the target for enrolment in the third Plan is only 60% of the children in the age group 6-11.

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Primary education is almost entirely a State responsibility. There is little private enterprise. Even local bodies like municipalities, town areas committees or panchayats do not maintain any schools of their own.

The minimum qualification prescribed for recruitment as a teacher is the matriculation. For women candidates and those coming from backward areas, however, the condition may be relaxed in individual cases with the special sanction of the Government. The duration of the training course for primary teachers is one year and the curriculum includes a craft in order to enable teachers to work in activity schools. Until 1947, there were only two training schools, one at Srinagar and the other at Jammu, with arrangements to train only 200 teachers. With the expansion of primary education, training facilities have been expanded. The total number of training schools at present is 10 (exclusive of the two training classes attached to high schools at Leh and Kargil) with a total output capacity of 650 every year. Two of the training schools—one at Jammu and the other at Srinagar—are meant exclusively for women.

The present position of trained and untrained teachers in the primary schools, junior and senior, is shown in the following table.

	(Primary) Junior Elementary			(Central and Middle) Senior Elementary		
	Total	Trained	%	Total	Trained	%
Men teachers	2860	1442	50.4	1590	905	56.9
Women teachers	691	517	74.8	246	181	73.6
Total	3551	1959	55.2	1836	1086	59.

It will be seen that about 40 to 45 per cent of the existing teachers are untrained. A large number of additional teachers is also needed to expand facilities for primary education. In order to cope with the work of training, not only the backlog of existing untrained teachers, but also the additional teachers to be recruited under the programmes of expansion, it is proposed to increase the intake capacity of the training schools in the State by 300 additional seats during the third Plan.

4. BASIC EDUCATION

The first phase in the development of basic education began in 1939 with the opening of a training school at Srinagar and two basic schools, one at Srinagar and the other at Jammu. The State Government also decided to convert 30 primary schools into the basic pattern every year. This policy continued until 1945 when there were two basic training schools and 152 basic schools functioning all over the State. Basic reorientation was also given to primary education by introducing craft activities in a number of other schools. But thereafter, the enthusiasm for basic education waned for some time until 1956 when the drive to reorganise education on basic lines was renewed. At present 1,185 activity basic schools function in different parts of the State. The majority of schools provide for agriculture ; and in the other schools, crafts are selected according to the local needs and circumstances.

In order to supervise the progress of basic education in the State effectively, two basic supervisors have been appointed. Model basic schools have also been set up in each *tehsil* of the State. They are located at central places in order to give an opportunity to teachers working in the non-basic schools to study their working. Refresher and orientation training courses are conducted every year and teachers are acquainted with the new technique of basic activity education. The Department has also brought out a few guide books on basic education for the use of the primary school teachers.

5. PRIMARY SCHOOL BUILDINGS

Before 1947, the Department initiated a policy of obtaining rent-free buildings for its primary schools. In fact a rent-free building was made a condition for opening a new school. This policy did not however help much. The houses obtained were often unsuitable ; and sometimes a cowshed was all that could be secured.

Early in 1950 a small beginning was made by putting up school houses with local initiative. Village school committees and *tehsil* boards were set up for the purpose and after a successful experiment at one or two places, a movement was launched throughout the State to construct school houses

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with the help of the people of the locality. The villagers at many places showed great enthusiasm by donating land and by contributing in voluntary labour or in cash. The State Government subsidised voluntary effort by providing such building material as was not locally available and wherever possible, also supplied free timber. As a result of this movement, hundreds of school buildings have sprung up in the State. The movement has conferred another benefit on the people ; it has inculcated in them a sense of pride in the school. They no longer regard it as belonging to the Government, they feel that it belongs to them and, in a very real sense, is their own. The movement has gone a long way to create an 'educational consciousness among the rural and backward areas of the State.

The Government has spent about Rs. 40 lakhs during the second Plan in raising school buildings with the help of the local people. The assistance received from the Central Government for this purpose has been of great value. The Department has also constructed model school houses in one or two villages in every *tehsil* at a cost of Rs. 1,500 or Rs. 2,500.

6. SECONDARY EDUCATION

The following table will indicate the progress of secondary education since independence.

Year	No. of high schools		Total number of high schools	No. of students on rolls		Total enrolment
	Government	Aided		Government	Aided	
1946-47	Boys	23	54	9699	926	17,124
	Girls	4		6259	240	
1959-60	Boys	125	174	41,573	8,443	65,711
	Girls	28		12,073	36,107	

Before 1947, high schools were opened mostly in the urban areas. Even some important towns and *tehsil* headquarters were without any high schools. After 1947, the policy has been to open as many high schools in the rural areas as possible. At present, there is hardly a big village that does not have a high school for boys. There were only four high schools for girls before 1947. Every one of the *tehsil* headquarters has a girls' high school now. The advance

in secondary education has been more rapid than in any other field of education. The number of high schools, which was only 54 in 1946-47, has risen to 179 (including 24 higher secondary schools) at present.

The higher secondary scheme was introduced in 1948 and the State is committed to the eventual conversion of all high schools into the higher secondary pattern. Twenty-four high schools have already been converted during the second Plan; 50 more are proposed to be so converted during the third Plan. A faster pace of conversion is not possible because of several handicaps, such as lack of trained personnel and lack of funds to provide accommodation for classes, farms, workshops and laboratories. Every higher secondary school offers at least three electives of which two are the Humanities and Science; the third elective is Agriculture or Commerce or the Technical group of studies. There is only one girls' higher secondary school with Home Science as the third elective.

There are two post-graduate training colleges for teachers, one at Srinagar and the other at Jammu, in addition to a private college at Srinagar which has a training department attached to it. Their total capacity is to train 250 teachers every year. The two colleges maintained by the Government offer facilities mainly for the in-service training of teachers.

7. UNIVERSITY EDUCATION

The beginnings of college education date back to 1906 when the first college was set up at Srinagar as a result of the Theosophist enterprise. It was taken over by the Government in 1912-13 and affiliated to the Punjab University at Lahore. Soon after, another college, known as the Prince of Wales College, was opened at Jammu. In 1948, the State had four government and four private colleges, of which one (at Jammu) was for women and one (at Srinagar) for oriental studies. The total enrolment in these institutes stood at 3,029.

In 1953 education was made free from the primary to the post-graduate stage. In consequence, the number of private and government colleges has since risen to 15 (12

JAMMU AND KASHMIR

government and 3 private) and the enrolment has shot up to 7,799. In addition there are 9 private colleges of oriental studies where scholars are prepared for degrees in classical and modern Indian languages. Against Rs. 6 lakhs spent on collegiate education in 1953, the expenditure in 1959-60 was Rs. 21 lakhs.

Until 1947, all high schools and colleges in the State were affiliated to the Punjab University at Lahore. After partition, the University of Lahore was included in Pakistan and it therefore became necessary for the State to have a university of its own. The University of Jammu and Kashmir came into being in November 1948. Until 1956, the sphere of its activities was restricted to the conduct of the various examinations and to laying down regulations and syllabuses for the different courses. In 1956, however, the university took over post-graduate teaching from the affiliated colleges and started post-graduate departments of English, Economics and Geology. In 1958, post-graduate teaching was started in three new subjects, namely Hindi, Urdu and Mathematics. Six more departments, namely, for Physics, Chemistry, Botany and Zoology, Education and Commerce are proposed to be opened in the third Five Year Plan.

8. TECHNICAL AND PROFESSIONAL EDUCATION

Technical and vocational education in Jammu and Kashmir had its remote origins in the apprenticeship system which has persisted to this day. The first school of crafts was opened in 1876, and was intended only for destitute children and orphans. A technical school known as the Shri Amarsingh Technical Institute was started in 1912 at Srinagar, followed by another in Jammu known as Sri Pratap Technical Institute. Before 1947, six more schools had been started in six important towns of the State, namely, Kishtwar, Bhandarwah, Samba, Mirpur, Baramulla and Anantnag. These schools were primarily intended to promote the development of arts, crafts and cottage industries. The Education Reorganisation Committee (1938) found that these schools were not popular and that they were not playing the expected role in the development of arts and crafts. In pursuance of the recommendations of the committee, the control of technical schools was transferred from the Industries Department to

the Department of Education in 1940. It was then proposed to reorganise these institutions into efficient secondary vocational schools. Unfortunately nothing could be achieved owing to the outbreak of the Second World War.

The schools continued to languish till 1947 when most of them were disrupted by the raids that followed. Immediately after 1947, the six *mofussil* schools were closed down and their equipment and teachers were accommodated in the local high schools. In 1950, the two institutions at Jammu and Srinagar were also amalgamated with two high schools which were converted into multipurpose high schools.

A planned and serious attempt to introduce technical education in the State is thus of very recent origin. A polytechnic was established in 1958 in Srinagar, with courses in electrical, mechanical and civil engineering. Another polytechnic on the same pattern has recently been opened at Jammu. Government has also started two industrial training institutes, one at Srinagar and the other at Jammu, with a total intake capacity of 164 trainees for a number of engineering and non-engineering trades. The duration of the training in these two institutes is from six to nine months. On successful completion of their training, the candidates are awarded certificates under the Craftsmen Training Scheme sanctioned by the Central Ministry of Labour and Employment. The expenditure on these two institutes is shared by the State and the Centre in the ratio of 40:60.

To produce technologists at the higher level, a regional engineering college has been started at Srinagar (1959). The college is managed by an autonomous board of governors drawn from the Centre and the State and is affiliated to the Jammu and Kashmir University. Government has also opened a medical college at Srinagar with a capacity to train 90 doctors every year. The first batch of graduates in medicine is likely to come out in 1965. Two agricultural colleges—one at Sopore (Kashmir) and the other at Ranbir-singhpora (Jammu) have also been started during the current year.

9. SOCIAL EDUCATION

The Department of Education organised its first literacy drive some 25 years ago. The outbreak of World War II,

however, abruptly suspended the programme that had as yet made little headway. It was resumed in 1949-51. By his time, however, the concept of social education had undergone an important change. The exclusive emphasis on literacy had been abandoned and the term 'social education' was given a wider connotation to include, in addition to literacy, citizenship training, elementary knowledge about health and hygiene, information about better methods of farming, co-operation, and organisation of healthy recreational programmes. By the end of 1951, 120 community centres were functioning in the State. Unfortunately this scheme too was suddenly abandoned in 1951-52.

The inauguration of the community development programmes has revived social education programmes once again. The Ministry of Community Development has appointed social education officers at block level, who are charged with opening social education centres in panchayat houses. These centres, planned to serve as community centres, are equipped with radio sets and suitable literature for the neo-literates. It is likely that the control and administration of these centres may be transferred to the Education Department in the near future.

10. EDUCATION OF GIRLS

The progress of girls' education is uneven. There continues to be considerable disparity between the enrolment of boys and that of girls. At the primary stage, for instance, there is only one girl at school to every four boys; at the secondary stage there is only one girl to every three boys. However, progress during the last 12 years has been rapid and the enrolment of girls has risen from 12,083 in 1947-48 to 51,924 in 1960 in all girls' schools. The progress in secondary education has been even faster. This is all to the good because it will enable the State to recruit women teachers for appointment in rural areas.

Because of the enormous leeway to be made up in girls' education, the Government proposes to organise special enrolment drives for girls and to intensify its programmes of social education among rural women during the third Five Year Plan.

11. TEACHING OF SCIENCE

General Science is a compulsory subject of study from class III to class X of all higher secondary schools. A science consultant is attached to the Directorate to supervise the teaching of science in all the institutions at school level.

An increasing number of students is opting for science at the secondary and college levels. The teaching of sciences has been provided for in 115 high and 24 higher secondary schools. At the college level, the number of students who have offered Science is 3,895 as against 3,514 in the Humanities. The university has already provided for post-graduate teaching in Geology and proposes to provide similar facilities in Physics, Chemistry, Zoology and Botany very shortly.

12. SCHOLARSHIPS

All tuition fees in schools and colleges were abolished in 1953. In addition, about 2,000 scholarships are provided, costing about Rs. 1 to 1.5 lakhs a year. Special scholarships of Rs. 50 p.m. each are provided for students coming from the frontier districts of Kargil and Ladakh to Srinagar for higher education. Liberal loan scholarships and study leave allowances are granted to students prosecuting technical, medical or scientific education in different parts of the country and abroad.

13. PHYSICAL EDUCATION

The Directorate has a special section for physical education with one Assistant Director in charge. He is assisted by a sports assistant and scout organiser. Provision has been made for appointing physical instructors in all colleges and some high schools. The provincial and district officers have itinerant physical instructors attached to their offices.

The Physical Education Unit organises physical displays, athletic meets and tournaments at the district and zonal levels. It also organises youth camps and youth rallies. Youth hostels have been provided at Jammu, Srinagar and certain other places. Scouting has been revived and a special officer has been put in charge. Facilities for medical inspection are provided on a limited scale. The colleges at Jammu and Srinagar have two medical officers attached to them

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to look after the health of both resident and non-resident students.

A Sports Council has been formed at State level with the Prime Minister as Chairman. A stadium has been constructed at Srinagar and another is under construction at Jammu.

14. N.C.C. AND A.C.C.

The N.C.C. was first organised in the State in 1954 when a senior division Army Wing and one sub-troop of senior sub-division for girls was started in Jammu and a similar unit formed in Srinagar. Within five years, this organisation has expanded into two batallions and includes five companies of senior Defence Army Wing, two sub-troops of senior division (girls' wing), 22 companies of junior division (boys' wing), ten sub-troops of junior division (girls' wing) and 38 sections of Auxiliary Cadet Corps. Besides 15 companies of N.C.C. Rifles have been raised ; an Air Wing for 50 senior cadets has also been started.

The overall strength of a sub-troop is 45, that of a troop of junior division (boys) is 180, that of a junior division (girls) is 45, and that of an A.C.C. section is 60. The strength of the N.C.C. Rifles is 200 cadets.

15. HINDI AND SANSKRIT

Facilities to further teaching of Hindi and Sanskrit are provided in schools and colleges. These subjects can be taken up as elective subjects from class VI onwards in schools and colleges. Post-graduate arrangements for teaching Hindi have also been made by the university which conducts three special examinations in Hindi, namely, *Ratna/Prajna*, *Bhushan/Visharad* and *Prabhakar/Shastri*.

The medium of instruction up to class VIII is simple Urdu with the option to use books written in Persian or Devanagari script.

16. EDUCATION OF THE HANDICAPPED

The Ramakrishna Mission is running a school for the deaf, dumb and the blind at Srinagar which is known as Abhidanand Home. A school for blind children is also being run by a private organisation at Jammu.

17. AUDIO-VISUAL EDUCATION :

An audio-visual unit was first set up in the Department in 1957. To start with, it functioned in Kashmir Valley in summer and in the Jammu Province in winter. Audio-visual education was also introduced in that year in the teacher-training colleges.

In 1959, a separate audio-visual unit was set up for Jammu Province. There are thus two audio-visual units in the State now and each has a well-equipped mobile van. They visit schools, give demonstrations, and prepare audio-visual aids on different school subjects.

Steps are being taken to provide as many high schools as possible with radio sets. This will enable the students to listen to educational broadcasts.

18. RESEARCH AND PUBLICATION DEPARTMENT

In 1949, the research section of the Archaeology Department and a textbook section set up for the nationalisation of textbooks up to the middle standard were added to the Department. During the last 11 years, the Department has been able to produce 98 textbooks in 15 subjects. It also handles the distribution of over six lakhs of books every year.

The Department has brought out more than six dozen works on Kashmir *Shaivism*, history and Persian literature. About a dozen books on history, literature and music are expected to be out shortly. The Department has secured more than 3,000 Sanskrit and Persian manuscripts, over 200 micro-films of very valuable manuscripts, and about 500 paintings or illustrations, mostly done in the State. A descriptive catalogue of manuscripts and art pieces will be brought out soon. Mention should also be made of the *Kashmir Research Bi-Annual* started recently.

19 ADMINISTRATION

The State is divided into 30 *tehsils*. Each *tehsil* has one Education Officer in charge of primary and middle schools. On an average, there are about 85 primary, central and middle schools under each *tehsil* officer.

All the headmasters of high schools and the *tehsil* education officers in a district are equal in status and they are

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placed under the administrative control of the District Inspector. There are nine district inspectors, five in Jammu and four in Kashmir. The district inspectors, together with the principals of higher secondary schools (who are equal to the district inspectors in status) in each province are responsible to the Deputy Director of the province. There are two Deputy Directors, one for Jammu and the other for Kashmir. For women's education, there is one Deputy Directress for the whole State. Under her, there are three zonal inspectresses in Kashmir and three in Jammu. The status of a zonal inspectress is equal to that of a headmistress of a high school.

The two provincial Deputy Directors and the Deputy Directress (Women's Education) together with the principals of all the degree colleges are under the administrative control of the Director of Education. The Director of Education is responsible to the Education Secretariat and is assisted by one Deputy Director of Education at the centre, a Special Officer in charge of Statistics, an Assistant Director for Physical Education and a Science Consultant.

20. FINANCE

The budget allotment for general education for 1959-60 was Rs. 68,70,000. The total revenues of the State for the same year amounted to Rs. 13 crores. General education, therefore accounted for 13 per cent of the total budget of the State. The following is the break-up of the sums earmarked for education under different heads during 1959-60.

Normal	Plan	Total allo- cation	Percentage of expendi- ture	
Primary Education	23,28,000	17,93,000	41,21,000	24.4
Secondary Education	55,25,000	14,95,000	70,20,000	41.6
Colleges and University . . .	15,48,000	5,40,000	20,88,000	12.3
Administration . . .	5,21,000	2,27,000	7,48,000	4.4
Library	24,000	30,000	54,000	0.3
Buildings for Schools and Colleges		13,25,000	13,25,000	7.8

REVIEW OF EDUCATION IN INDIA: 1947-61

	Normal	Plan	Total allo- cation		Percentage of expendi- ture
Scholarships . . .			1,30,000	1,30,000	0.7
Grant-in-aid . . .		5,96,000		5,96,000	3.5
Miscellaneous . . .		2,93,000	68,000	3,61,000	2.1
Physical Education and N. C. C.		1,08,000	3,19,000	4,27,000	2.5
		1,09,43,000	59,27,000	1,68,70,000	100.0

Besides the normal allocation for education every year, the State Government proposes to spend about Rs. 3.75 crores on the development of education during the third Plan. The proposed distribution on different branches of education will be as under.

	Rs. (crores)
Elementary education	2.07
Secondary education	0.93
University and colleges	0.43
Administration and other heads	0.32
	<hr/>
	3.75
	<hr/>

EDUCATIONAL STATISTICS OF JAMMU AND KASHMIR

1—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	5	2	7	2	8	2
Intermediate Standard	4	..	5	..	4	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	1	..	1	..
Engineering and Technology . . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine	1	..	..	..	..	..
Teachers' Training—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic	1	..	2	..	2	..
Veterinary Science
Others
Colleges for Special Education	4	1	9	5	10	6

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I—Number of Institutions—(contd.)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools	8	1
High Schools	56	6	113	26	153	32	
Middle Schools—							
Basic . . . . .	..	..	..	..	..	..	..
Non-Basic	139	37	255	43	292	50	
Primary Schools—							
Basic . . . . .	..	..	..	..	..	..	..
Non-Basic	1,115	175	1,882	270	2,574	415	
Pre-primary Schools . . . . .	..	..	..	..	..	..	..
Schools for Vocational and Technical Education—							
Agriculture and Forestry . . . . .	..	..	..	..	..	..	..
Arts and Crafts . . . . .	..	..	..	..	..	..	..
Commerce . . . . .	..	..	..	..	..	..	..
Engineering . . . . .	..	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..
Teachers' Training—							
Basic	1	..	..	..	8	2	
Non-Basic . . . . .	..	..	7	..	..	..	..
Technology and Industrial . . . . .	..	..	..	..	..	..	..
Others . . . . .	..	..	..	..	..	..	..
Schools for Special Education—							
For the Handicapped . . . . .	..	..	..	..	1	..	..
Social (Adult) Education	120	..	..	..	..	..	..
Others . . . . .	..	..	..	..	..	..	..
Total	1,446	21	2,282	346	3,062	508	

II—Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institution—						
Universities . . . . .	..	..	..	..	179	50
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	2,779	252	5,045	689	6,612	1,248
Professional and Technical Colleges	145	159	887	157	315	74
Special Education Colleges . . . . .	..	..	816	668	1,534	1,231
Higher Secondary Schools . . . . .	..	..	..	..	6,433	1,026
High Schools	12,280	1,303	46,193	11,224	64,027	15,974
Middle Schools—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic	19,720	5,449	42,320	7,195	52,484	9,180
Primary Schools—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic	53,557	6,748	86,769	12,510	1,29,532	21,071
Pre-Primary Schools . . . . .	..	..	..	..	..	..
Schools for Vocational and Technical Education	140	19	265	70	359	99
Schools for Special Education	2,477	47	..	..	15	..

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects General Education (University Standard)—							
Research . . . . .	..	..	..	..	..	..	..
M.A. and M.Sc.	15	7	72	12	179	50	
B.A. and B.Sc. (Pass and Hons.)	713	73	1,233	192	1,556	341	
Intermediate (Arts and Science)	1,806	172	3,700	485	5,022	902	
Professional Education (University Standard)—							
Agriculture and Forestry . . . . .	..	..	..	..	..	..	..
Commerce . . . . .	..	..	32	..	127	..	..
Engineering and Technology . . . . .	..	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..	..
Medicine . . . . .	..	..	..	..	..	..	..
Teachers' Training—							
Basic . . . . .	..	..	..	..	..	..	..
Non-Basic	145	25	157	34	222	79	
Veterinary Science . . . . .	..	..	..	..	..	..	..
Other Subjects . . . . .	..	..	..	..	..	..	..
Special Education (University Standard)	245	134	364	216	225	157	

General Education (School Standard)—

High and Higher Secondary	} 85,557	13,500	12,707	1,856	16,736	2,458
Middle			33,502	5,209	58,984	8,186
Primary			1,26,317	24,022	1,66,904	29,628
Pre-Primary			2,724	..	10,788	7,761

Vocational Education (School Standard)—

Agriculture and Forestry	..	..	..	..	..	..
Arts and Crafts	..	..	..	..	..	..
Commerce	..	..	..	..	..	..
Engineering	..	..	..	..	..	..
Industry	..	..	..	..	..	..
Medicine	..	..	..	..	..	..

Teachers' Training—

Basic	..	..	..	..	359	99
Non-Basic	140	19	1,255	263	..	..
Technology and Industrial	..	..	8	..	100	100
Other Subjects	..	..	..	..	..	..

Special Education (School Standard)—

For the Handicapped	..	..	..	..	15	..
Social (Adult) Education	2,400	..	..	..	..	..
Other Subjects	77	47	224	224	273	192

Total	91,098	13,977	1,82,295	32,513	2,61,490	49,953
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III—Expenditure on Educational Institutions

Item	1950—51		1955—56		1958—59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
A. By Sources						
Government Funds—						
Central . . . . .	..	..	35,300	11,366	98,012	44,427
State	36,31,947	7,67,108	86,75,297	13,84,907	1,43,34,796	21,57,778
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..	135	135
Fees	56,474	1,035	3,83,438	12,962	6,77,665	17,580
Other Sources . . . . .	..	..	4,96,220	2,39,633	5,05,650	2,34,154
B. By Type of Institutions						
Direct Expenditure on—						
Universities	33,500	..	3,60,187	..	7,89,154	..
Boards . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	5,25,069	61,643	11,07,545	1,59,688	14,58,979	1,73,695
Colleges for Professional & Technical Education	60,719	..	1,79,699	..	2,54,479	..
Colleges for Special Education . . . . .	..	..	95,593	42,443	1,63,224	97,287
High and Higher Secondary Schools	6,77,856	1,43,343	20,98,266	4,41,603	43,03,112	8,39,367

Middle Schools—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Basic						
Non-Basic	6,94,457	2,50,786	17,03,065	3,13,785	18,81,698	3,80,861
Primary Schools—						
Basic						
Non -Basic	14,61,378	2,57,671	19,51,544	2,71,933	31,48,375	4,40,278
Pre-Primary Schools					3,437	3,437
Vocational and Technial Schools	7,842		1,50,000		4,12,531	32,078
Special Education Schools	30,000				4,180	
<i>Total (Direct)</i>	34,90,821	7,13,443	76,45,899	12,29,452	1,24,19,169	19,67,003
Indirect Expenditure—						
Direction and Inspection	1,97,600	54,700	2,90,640	53,900	7,29,600	81,000
Buildings			12,48,110	2,42,025	16,89,557	3,26,424
Scholarships			1,75,241	69,701	24,510	6,583
Hostels			2,375		36,926	9,100
Other Miscellaneous Items			2,27,990	53,790	7,16,496	63,964
<i>Total (Indirect)</i>	1,97,600	54,700	19,44,356	4,19,416	31,97,089	4,87,071
Grand Total	36,88,421	7,68,143	95,90,255	16,48,868	1,56,16,258	24,54,074

IV--Number of Teachers

Item	1950—51		1955—56		1958—59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	210	10	364	49	475	93
High and Higher Secondary Schools	921	86	2,242	408	2,503	545
Middle Schools	1,178	309	1,505	256	1,555	367
Primary Schools	2,162	214	2,191	309	3,866	526
Pre-Primary Schools . . . . .	..	..	..	..	..	..
Vocational and Technical Schools	31	3	79	3	64	14
Special Schools	120	1	..	..	4	..

V--Examination Results

Students Passing—

M.A. and M.Sc.	3	..	22	2	29	6
B.A. and B.Sc. (Pass and Hons.)	249	16	462	87	581	103
Professional (Degree)	23	3	152	31	416	142
Matriculation and Equivalent Examinations	1,313	38	2,889	524	589	3,437

VI--Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities and Colleges	2	..	..	..	2	..
High and Higher Secondary Schools	49	2	60	12	92	10
Middle Schools	117	23	184	21	260	30
Primary and Pre-Primary Schools	1,058	146	1,678	225	2,112	351
Vocational and Special Schools . . . . .	..	..	..	..	2	..
Total	1,226	171	1,922	258	2,468	391

VII--Number of pupils from Rural Areas

	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	74	..	1,665	31	1,763	80
High and Higher Secondary Schools	8,464	384	21,076	4,107	43,815	3,668
Middle Schools	N.A.	N.A.	27,132	2,198	41,418	3,877
Primary and Pre-Primary Schools	N.A.	N.A.	61,978	7,588	1,08,063	16,361
Vocational and Special Schools . . . . .	..	..	163	27	133	49
Total	8,538	384	1,12,014	13,951	1,95,192	24,035

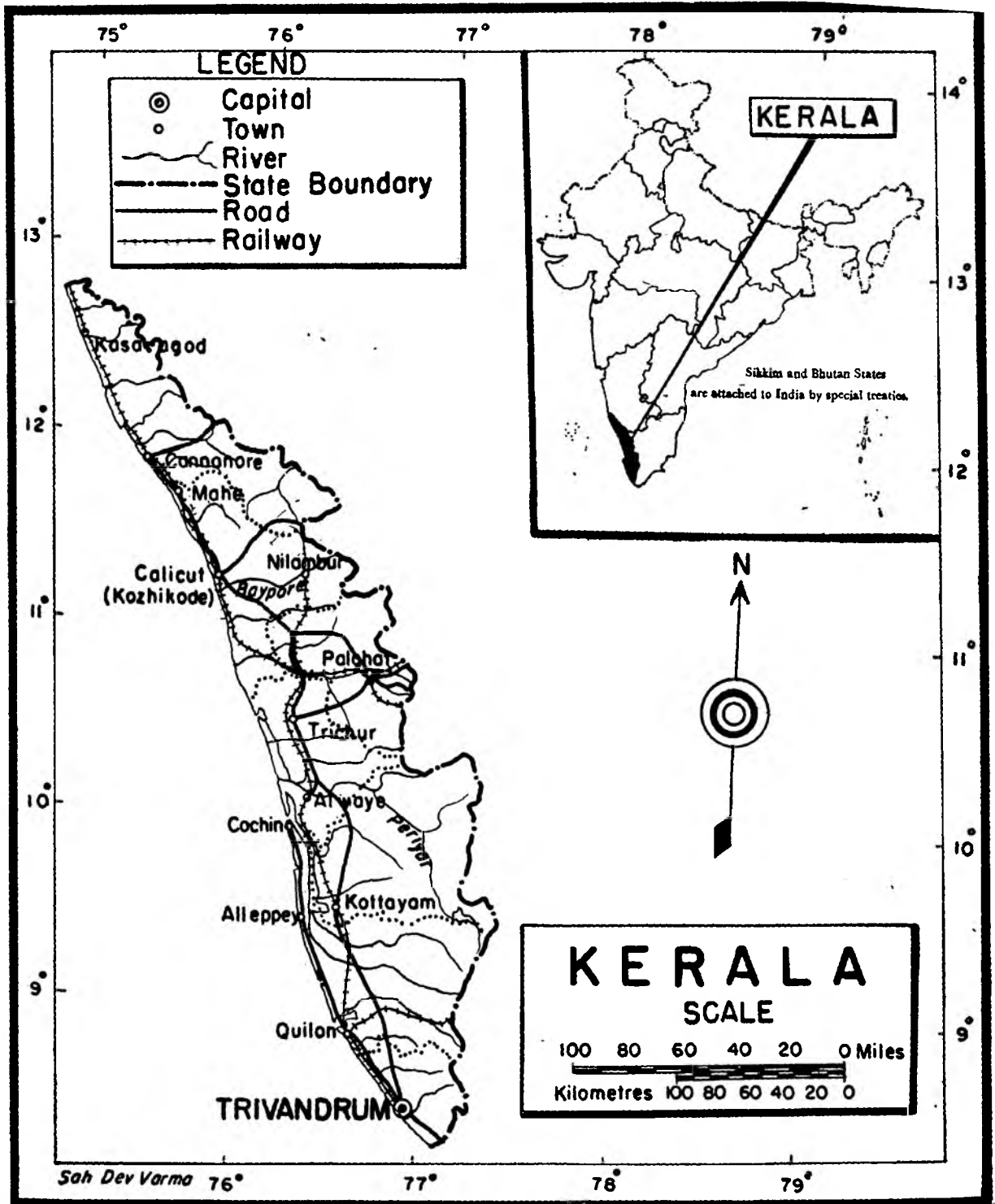
VIII--Number of Students in Selected Classes

Number of Students in Classes—						
I—V	N.A.	N.A.	1,26,317	24,022	1,66,904	29,628
VI—VIII	N.A.	N.A.	33,502	5,209	58,984	8,186
IX—XI	N.A.	N.A.	14,565	2,115	18,960	2,875

IX--Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
1	2	3	4
	Rs.	Rs.	Rs.
Cost per Capita on Education	0.8	2.1	N.A.
Cost per Pupil—			
High/Higher Secondary Schools	54.2	96.5	61.1
Middle Schools	33.9	40.2	35.85
Primary Schools	27.3	22.5	24.31
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	13	21	28
Middle Schools	17	28	34
Primary Schools	25	40	34
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	N.A.	57.7	61.2
Middle Schools	N.A.	49.8	61.1
Primary Schools	N.A.	49.2	54.9

KERALA



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CHAPTER VIII

KERALA

1. GENERAL INFORMATION

The present State of Kerala came into existence on the 1st of November 1956. It comprises the erstwhile princely states of Travancore and Cochin (excluding a small area transferred to Madras) and the Malabar district and the Kasargod taluk of the Madras State. It covers a total area of 15,003 sq. miles and is divided into nine districts with 55 taluks.

The three natural divisions of the State are the highland, the midland and the lowland. The highland is the region of the Western Ghats. It gets about 200 inches of rain and is covered by forests which abound in a large variety of flora and fauna. The forests are rich in teak, rosewood, black-wood and sandal wood, besides many varieties of soft wood. The fauna includes elephant, bison, tiger, leopard, bear etc. High grade tea and cardamom are grown in the higher altitudes while, in the lower areas, cash crops like pepper, rubber, ginger etc., are cultivated. The midlands occupy a position between the coastal region and the highlands and grow paddy, sugarcane and other similar crops. The coastal region has vast stretches of coconut groves and deposits of minerals like monosite, ilmenite and zircon. The continuous line of backwaters, connected by a system of canals, adds to the beauty of the land.

The total population of the State is 168.75 lakhs at present and is expected to rise to 194.90 lakhs in 1965-66. The density of population is 1125 per sq. mile (as against the all-India figure of 384 per sq. mile and is the highest in the States. Nearly 85 per cent of the population lives in the rural areas.

The State is predominantly agricultural. Cottage industries are fairly well developed; but the number of large factories is very small. A small number of people live on the fishing and coir industries. Though the State is economically backward and the people poor, Kerala is educationally the most progressive State in India.

Malayalam is the main language of the State and is the mother tongue of nearly 95 per cent of the people.

2. DEVELOPMENT OF EDUCATION PRIOR TO 1947

The history of education in the State is practically the history of education in the erstwhile states of Travancore and Cochin.

Travancore.—In ancient and medieval Travancore, the main agencies of education were the Sanskrit *Pathashalas* and the Arabic *Madrassahs*, some of which have survived to this day. Modern education may be said to have started in 1817 with the declaration of Rani Parvathi Bai which gave support to indigenous schools. In 1834, an English school was opened at Trivandrum and a little later a few district schools were also started as feeders to it. This was the beginning of the State system of English education. However, the missionaries had started English schools even earlier. A proclamation of the Maharaja of Travancore issued in 1844 gave preference to persons with English education in the matter of recruitment to public service and consequently, modern education in English began to spread very rapidly.

The next important period in the history of education in the State was the stewardship of Sir T. Madhav Rao who was the Dewan of the State from 1858 to 1872. The main achievements of this period were the creation of the Vernacular Education Department, the starting of an arts college, the establishment of scores of vernacular and English schools, the opening of girls' schools and the formation of a textbook committee for the preparation of textbooks. The lead thus given was maintained throughout and Travancore soon became the most advanced State in India in education.

The Statham Committee of 1933 recommended against the immediate introduction of compulsory primary education because of its prohibitive cost. But the Papworth Committee reconsidered the matter and recommended in 1945 that universal compulsory education should be introduced in the State, area by area. When Sir C. P. Ramaswamy Iyer became the Dewan of the State, he evolved a scheme for nationalising primary education with the principal object of bringing all primary education under the direct control of the State. The

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scheme was introduced in some taluks of the State, but it failed to make much headway on account of the stiff opposition put up by the private managements.

Cochin. The origin of modern education in Cochin may be traced to the administration of Colonel Munro. In 1818, in accordance with a proclamation issued at his instance, Government established 33 vernacular schools which were the first State schools in Cochin. In the same year, the first mission school was opened by Rev. J. Dawson. Two years later, English schools were opened at Trichur and Trippunithura. Still another school was started in 1845 at Ernakulam. In 1868, candidates were first presented for the Matriculation examination of the Madras University. In 1892, the Vernacular and English Departments were amalgamated and placed under a superintendent. Finally in 1898, high schools, both private and government, were brought under the direct control of the Dewan of the State. As in Travancore, education made a very rapid progress in Cochin also and very soon, it also became one of the most advanced States in India in education.

Malabar. A word should also be said here about the history of education in Malabar. The Basen Mission has done great service to the cause of education in this area. Dr. Gundert, who compiled the first Malayalam dictionary, was a pioneer in this mission. Primary education in Malabar has been under the local bodies in keeping with the Madras pattern as against Cochin and Travancore where it was directly under the State. As compared to Travancore and Cochin, education in this area developed rather slowly.

3. PRIMARY EDUCATION

Even in 1947, Kerala was far ahead of the other States in literacy. But the progress in primary education after the attainment of independence has been phenomenal as the following table will show.

	1948†	1959
Number of schools	3,829	6,786
Number of pupils	9,89,615	17,61,379
Number of teachers	18,662	43,344
Budgetary allocation	Rs. 55,74,237	Rs. 3,55,99,321

†Malabar figures excluded.

The percentage of children receiving primary education is 14·8 of the total population in Kerala as against 8·2 in India as a whole. The difference between the urban and the rural areas at this stage has almost disappeared. The percentage of enrolment in the urban areas is 15·4 and that in the rural areas 14·6. The teacher-pupil ratio in 1948 was about 1:50; it has since improved to about 1:40. The cost of primary education per pupil is about Rs. 25 per annum.

The duration of elementary education was reduced from 8 to 7 years on the introduction of the eleven-year pattern (seven years of elementary education followed by four years of secondary education) in 1959; but the eleventh standard has not been started as yet. At the lower primary stages, the revised curriculum includes a study of the regional language, Arithmetic, General Knowledge, Physical Education and a simple useful craft selected according to local conditions. The curriculum is calculated to orientate the primary schools to the basic pattern. The syllabus at the upper primary stage includes the regional language, English, Hindi, Mathematics, General Science, Social Studies, Physical Education and a craft. Hindi is introduced in class VI as a compulsory language and English in class V.

Textbooks were completely nationalised even in the erstwhile States of Travancore and Cochin, and the same policy has been continued in the new State.

The scheme of free midday meals for all children was first started at the lower primary stage in Cochin State. It was introduced in Travancore State in 1946 but was confined to the compulsory areas only. During 1958-59, the scheme was extended to the districts of Alleppey and Kozhikode. About 350,000 pupils benefited from this scheme and an amount of Rs. 53 lakhs was spent on it in that year. A proposal to extend the programme to the entire State is under consideration.

Teachers are recruited by the Public Service Commission for government schools and by their managements in private schools. The minimum qualification for a primary school teacher is a pass in the S.S.L.C. and T.T.C. examinations.

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No distinction is made between men and women in the matter of recruitment and there is a good number of women teachers in primary schools. During 1958-59, there were 17,400 women as against 23,790 men teachers in the State.

Attempts have been made at improving the salary scales and other conditions of service of teachers. In 1957, a common scale of pay, *viz.*, Rs. 40-3-55-4-75-EB-5-120 was introduced for all primary teachers—whether government or private—and it compares favourably with the scales given to employees of equivalent qualifications in the other government departments. Private school teachers have also been given security of tenure under the Private Secondary School Scheme introduced in 1950. The Kerala Education Act has gone further in improving the service conditions of private school teachers.

The Travancore Compulsory Education Act was promulgated in 1945 and the scheme was extended stage by stage till eleven taluks were covered by 1951-52. In Malabar, compulsory primary education was introduced in Tellicherry and Kozhikode municipalities in the year 1922 under the Madras Elementary Education Act of 1920 and was gradually extended to Fort Cochin and Palghat municipalities. Primary education is already free and the introduction of compulsory primary education for the age group 6-11 in the State as a whole is the main programme proposed for the third Plan. It may be stated that, while the all-India target of enrolment of children in the 6-11 age group during the third Plan is only 80 per cent, the percentage of children of this age group who are in schools is already 85 in Kerala.

4. BASIC EDUCATION

Basic education was first introduced in the State in private schools in 1946. Government accepted the basic system in 1958. As recommended by the Training Schools Reorganisation Committee, a common curriculum on the basic pattern was formulated and introduced in training schools. There is also a post-graduate college for basic training at Trichur with an annual intake of 40 trainees. The number of pupils in basic schools, however, is still but a small proportion of the total school enrolment. The following figures about the number of pupils as on 31st March 1959 indicate the leeway

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that has to be made up. It must be admitted, however, that the progress of basic education has been very slow as the following figures regarding the number of pupils under instruction in basic schools (as on 31st March 1959) will show.

	Government Schools		Private Schools		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Pre-basic	..	..	192	187	192	187
Junior basic	37,329	30,277	26,226	19,280	63,555	49,557
Senior basic	3,062	1,961	8,644	6,138	11,706	8,099
Post-basic	..	..	119	15	119	15
Basic training schools	2,024	1,159	886	998	2,910	2,157

5. SECONDARY EDUCATION

The following table shows the progress made in the development of secondary education in the post-independence period :

	1948†	1960
Number of schools	334	871
Number of pupils	1,33,149	2,08,427
Number of teachers	6,236	13,970
Budgetary allotments	Rs. 1,45,35,834	Rs. 3,11,83,100

Facilities for the training of secondary teachers were expanded considerably during the period under review. There were only two secondary training colleges in the State before independence. With the growing demand for trained teachers, several new colleges have since been started and more than 2,000 teachers are now trained annually. Extension service centres have been opened in the training colleges at Trivandrum, Trichur and Calicut. The activities of these departments include the organisation of in-service training programmes, improvement of science teaching, studies

†Malabar figures excluded.

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in curriculum planning, encouragement of experimentation in secondary schools, examination reforms and problems relating to higher secondary and multipurpose schools. These activities have already made considerable impact on secondary education in the State.

Pay scales and other conditions of service of secondary teachers have also been revised. Given below is a comparative picture of the scales of pay (revised successively in 1952, 1955 and 1957) of teachers, headmasters, assistant secretaries and lecturers before and after independence.

	1947	1960
	Rs.	Rs.
Headmaster	275-325	250-400
Assistant Secretary	275-325	475-700
High Grade Teacher	125-175	80-165/150-250
Lecturers	125-175	250-500

Teachers in private schools are paid by the Government directly and are given the same scales of pay as those in government schools.

In pursuance of the recommendations of the Secondary Education Commission, attempts have been made to diversify education at the secondary stage. Accordingly one of the main reforms introduced in the field of secondary education has been the establishment of multipurpose schools. Out of the 112 schools converted to the higher secondary pattern, 61 are multipurpose. They offer a diversity of educational programmes calculated to meet varying aptitudes and interests of students. Nineteen of the multipurpose schools have courses in Agriculture, 5 in Home Science, 4 in Fine Arts, 12 in Commerce and 21 in Technology. The courses of studies in these schools aim at giving a practical bias to education rather than developing any specific vocational competencies.

The diversification of education imposes on schools the additional responsibility of giving proper guidance to pupils in the choice of courses and careers. This aspect of the matter

has also been given some attention. Government has established a Bureau of Educational Research and attached it to the office of the Director of Public Instruction. The Bureau has a guidance wing which is formulating plans for training guidance officers. It is proposed that trained guidance officers and career masters should be made available to all educational institutions as early as possible.

The problem of producing good textbooks for secondary schools has received the earnest attention of the State. In the past only language textbooks were prepared by the textbook committees; but recently, textbooks in other subjects have also been nationalised. Books for supplementary reading are selected from those presented by private publishers, by a special committee appointed for the purpose.

Attempts are being made to reduce the domination of examinations. Formerly there were two external examinations, one at the end of the middle school stage and the other at the end of the high school stage. The external examination at the end of the middle school stage has now been abolished.

The elective system has been tried at the secondary stage and found wanting. It was discovered that students of class IX knew very little of the subjects from among which they were required to choose their electives and that it was very taxing for them to take the final examination in three electives, three languages and three compulsory subjects. It was, therefore, decided in 1958 to give up the elective system, except in the case of practical subjects having vocational significance. A new curriculum has since been formulated for secondary schools. It provides for the elective system only in practical subjects with vocational significance and is designed to offer a rich and varied fare of learning experiences to the pupils.

A good curriculum alone cannot go far in improving the quality of education. An adequate supply of equipment is equally essential. In the last year of the first Plan, a number of high schools were equipped for improving the teaching of core subjects, particularly science. The scheme was in operation in the second Plan and is also proposed to be continued in the third. The average cost of equipping a

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school in the third Plan has been estimated at Rs. 7,500, the subsidy to the private schools being calculated at 50 per cent. A total of 560 schools (160 government and 400 private) are proposed to be equipped under the scheme in the third Plan.

A word about art education in the State. The Department of Education has taken particular care to see that education in fine arts is given due attention. There are three music academies in the State at Trivandrum, Palghat and Trippunithura, imparting instruction in both vocal and instrumental music. The Music Academy at Trivandrum has a Dance Wing also. There is another school of dancing at Trippunithura. Kerala Kalamandalam gives instruction in *Kathakali*, *Ottanthullal* and *Mohiniattam*. There is a painting school at Mavelikkara named after the famous painter, Ravi Varma. The training given by these institutions is of a very high order.

6. UNIVERSITY EDUCATION.

In Travancore, all colleges were under the control of the University of Travancore. In Cochin, the Maharaja's College, Ernakulam and Government College, Chittur, were directly under the control of the Government. In 1956, these were placed under the control of the Education Department. The academic control of government colleges was vested in the Travancore University while the other colleges continued to be affiliated to the Madras University.

The University of Travancore became the Kerala University in September 1957 by an Act passed by the State Legislature. Under this Act, all the colleges which were till then managed by the university were transferred to the Government and only three departments of study and research remained with the university. It is proposed to establish two more university centres in the third Plan, one at Ernakulam and the other at Calicut.

On the eve of independence, Travancore had 6 government colleges and 4 private colleges; Cochin had 3 government colleges and 2 private colleges. Malabar had 3 government colleges and 2 private colleges. At present, there are 45 arts and science colleges and 30 colleges of professional education. The latter include: 2 law colleges,

18 training colleges, 2 medical colleges, 4 engineering colleges, 1 agricultural college, 1 veterinary college and 2 ayurvedic colleges.

During the second Plan, the university started post-graduate departments in Education, Politics and Psychology and also undertook the expansion of the existing departments of Applied Chemistry, Biological Oceanography, and Statistics, with financial assistance from the University Grants Commission.

The third Five Year Plan is likely to see further expansion in the field of university education. Some of the schemes proposed for implementation during this period include: opening of one medical and two engineering colleges; institution of B.Sc. and M.Sc. degree courses in Geology in the Government Victoria College, Palghat; institution of a degree course in Sociology in the Brennen College, Tellicherry and of a post-graduate course in Politics in the Maharaja's College, Ernakulam. It is also proposed to start a post-graduate course in Commerce in the Government College, Chittur.

The increasing demand for highly qualified personnel and the attractive prospects offered in positions outside the universities have resulted in an acute shortage of qualified university teachers, particularly in the basic sciences. With a view to attracting better teachers, the scales of pay of university teachers have been revised. The scale of pay for the lecturers has been raised to Rs. 250-25-500. Readers are in the scale of Rs. 500-25-800 and professors in that of Rs. 800-50-1000. The proposal of the University Grants Commission to raise the scale of pay of lecturers to Rs. 350-850 is now under consideration.

A number of scholarships have been instituted for deserving students. These include six senior research fellowships of the value of Rs. 250 p.m. each, 30 junior research fellowships of the value of Rs. 125 p.m. each, and 27 senior research scholarships of Rs. 200 p.m. each under the Government of India scheme. The University Grants Commission has also awarded one post-graduate scholarship of the value of Rs. 150 p.m. and one research scholarship of the value of Rs. 100 p.m.

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The three-year degree course has been introduced in all the colleges. General Education courses have also been started in all the colleges (1959-60). Facilities for the teaching of Home Science are available in five women's colleges in the State.

Eligibility for college admissions is generally determined by the Board for Public Examinations. In the case of university colleges, only those securing more than 40 per cent in English and who have not appeared more than twice in the qualifying examination, are admitted. A proposal to delegate this authority to the colleges and to decide the eligibility for admission on the basis of marks in the Secondary School Leaving Certificate is under consideration.

The University of Kerala is seriously concerned about improving the standards of instruction and examination at the university stage. It is proposed to introduce the tutorial system in four selected colleges and give special attention to improving the standards of instruction in English.

On the whole, however, university standards in this part of the country are well maintained and there is no serious problem of student indiscipline.

7. TECHNICAL EDUCATION

Facilities for technical education were far from satisfactory in the beginning of the second Plan and compared very unfavourably with the facilities for general education. There was only one engineering college with an intake of 100 students (The Engineering College, Trivandrum) and only three diploma-level institutions with a total intake of 240 students (The polytechnics of Kalamassery and Kozhikode and the Technological Institute, Trichur). During the last five years, however, there has been a very great expansion in this field.

Government set up a separate Department of Technical Education in 1957. All technical institutions in the State have since been transferred to the control of the new Department.

The intake of students in the Engineering College at Trivandrum has been increased from 100 to 219. Three engineering colleges—one in the public sector at Trichur and

two in the private sector at Quilon and Palghat—with an intake of 120 students each have also been started. Post-graduate courses have been started in Electrical Machine Design, Hydraulics, Irrigation and Flood Control, and Structural Engineering in the Engineering College, Trivandrum. At the diploma level, seven new institutions offering instruction in Civil, Mechanical and Electrical Engineering have been started, each with an intake of 120 students. Five of these have been established in the private sector with aid from the Government of India and the State Government. The facilities in the three old polytechnics at Kalamassery, Trichur and Kozhikode have been expanded so as to raise their total intake capacity from 240 to 470 per year. At present, there are 11 polytechnics in the State with a total intake capacity of 1,430.

Under the Centrally sponsored scheme for the establishment of junior technical schools, nine such institutions—one in each revenue district—have been set up with a total intake of 540 per year. The junior technical schools provide technical education for boys in the age group 14-17. The idea is that students who are not likely to benefit from a literary or academic curriculum at this stage should be given vocational training for the occupations of their choice.

There are 12 industrial schools under the Department of Industries with a total intake of 804. These offer certificate and diploma courses in Electric Wiring, Gas Welding, Metal Casting, Foundry, Fitting and Erecting, Cabinet Making, General Mechanics, Coir Work, Fine Arts, Mat Weaving, Toy Making, Smithy, Handloom Weaving, etc. The duration of the courses varies from 2 to 5 years. Reference should be made here to the work of orientation centres established by the Labour Department as part of an all-India programme for solving the unemployment problem. Nearly 2,500 men are given training in different crafts in these centres. The present duration of the training is six months. There is also a good number of craft and production-cum-training centres in the community development blocks and national extension areas.

The existing facilities for technical education are quite inadequate to meet the needs of the State. While Kerala is

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without question the most progressive State in India in respect of general education, it does not have adequate facilities for technical education. It is, therefore, proposed to expand the programmes of technical education further during the third Plan. Two engineering colleges and four more polytechnics will be established during the next five years and new courses such as Tele-communication, Chemical Engineering, Clay Technology, etc., will be introduced. The State is also planning to increase the enrolment in the existing industrial training institutes by 1,000 and to set up six new institutes. It is estimated that the total enrolment in the existing and the new institutes would increase to 2,500.

8. SOCIAL EDUCATION

Administration of social education is under the Deputy Director for Social Education who is assisted by five district social education officers, each in charge of two revenue districts. There is a social education organiser and a *Mukhaya Sevika* in each community development block. These officers are under the dual control of the block development officer and the district social education officer.

There is no institution in the State for training the social education personnel. The social education organisers are usually trained at one of the all-India Social Education Organiser's Training Centres while the district social education officers are trained at the National Fundamental Education Centre, New Delhi. There is provision, however, for refresher and orientation courses. While the latter are the responsibility of the district social education officers, the former are organised by the Extension Training Centre, Kottarakkara.

The Department has also published a few books for neo-literates. The State central library and almost all other libraries in the Travancore-Cochin area are affiliated to the "Grandhasala Sangham". The organisation of libraries is a responsibility of the Sangham which also recommends grants to them. In Malabar, the libraries work under the Library Act of Madras. A proposal to integrate the library system in the entire State is under consideration.

There are eight distributing libraries attached to important public libraries in different parts of the State. These are provided with vans to facilitate the distribution of books.

A word here should be said about the administration of social education in the C.D. and N.E.S. Blocks. At present the Education Department exercises only a technical control over the social education programmes in such areas; the administrative control vests in the Development Department. This dual control has not worked satisfactorily in the past. It will be worthwhile to look into the matter and evolve a simpler and a more rational arrangement.

9. GIRLS' EDUCATION

Kerala is an exception to the general rule in this country that women are backward in education. Thanks to the facilities for girls' education in the past, Kerala is today the most advanced State in India in this regard. Even before independence, encouragement was given to girls' education by reducing the scale of fees to half the prevailing rate. At present, girls account for about 42.5 per cent of the school population (about 41 per cent in secondary schools and 45 per cent in primary schools) and 30 per cent of the enrolment in arts and science colleges. The percentage of women students in medical colleges is 27 and that in teacher training schools and colleges 45 and 26 respectively. There is also no shortage in the supply of women teachers. The only exception to this picture of all-round progress is provided by the educational backwardness of some communities where resistance to sending girls to schools has not yet been overcome. The State is making special efforts to overcome this resistance through a liberal award of scholarships.

10. TEACHING OF SCIENCE

The State has undertaken a fairly large programme of improvement in the teaching of science. Seven departmental schools were equipped at a cost of Rs. 1,05,000 per school during 1955-56; and seven more departmental and 12 private schools were equipped at a cost of Rs. 50,000 per school. During the second Plan, 93 departmental and 150 private schools were selected for improvement of science teaching at a cost of Rs. 20,000 per school. The extension service

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departments of the training colleges organise seminars for the teaching of General Science and also arrange for the in-service training of science teachers. Science clubs have been organised in a large number of secondary schools with a view to popularising science and scouting scientific talent among secondary school children. A pilot project for the improvement of science teaching in primary schools has also been started.

The present efforts to improve the teaching of science at the primary and secondary levels will continue during the third Plan and three more pilot projects for the improvement of science teaching in primary schools are proposed to be started. Each project will work in a centre for two years and will then be shifted to a new centre. An amount of Rs. 65 lakhs has been proposed in the third Plan for equipping 160 government and 400 private high schools at the rate of Rs. 7,500 per school. Private schools will be subsidised at the rate of 50 per cent.

11. SCHOLARSHIPS

Education is completely free in the State up to class VIII. Even in classes IX and X, education is free for students belonging to the Scheduled castes, Scheduled tribes and other Backward classes. A number of half freeships are also awarded to poor and deserving students.

A large number of scholarships are awarded at all levels of education in the State. At present, there is provision for the award of 80 merit and 30 poverty scholarships of Rs. 5 p.m. in upper secondary schools and 12 merit and 100 poverty scholarships of Rs. 3 p.m. in lower secondary schools. Besides, 92 scholarships are awarded to students belonging to Backward and Depressed classes. To attract Muslim girls to schools, scholarships are awarded to them at the rate of Rs. 5 p.m. in Travancore and Rs. 3 p.m. in upper secondary and Rs. 2 p.m. in lower secondary schools in Cochin.

The scholarships indicated above are awarded in the Travancore and Cochin areas. In Malabar, the scholarships which were in existence at the time of integration are being continued for the present. If necessary, these awards will be

revised after the rules relating to the award of scholarships in these areas of the State have been replaced by common and unified rules.

In addition to these scholarships, other scholarships awarded by the Education Department include: (1) two scholarships of Rs. 2,000 per annum to two cadets of Military College, Dehra Dun, for a period of five years; (2) one scholarship of Rs. 2,000 per annum to a pupil in the Rishi Valley Public School; (3) six scholarships of the total value of Rs. 7,000 per annum to pupils in Lawrence Public School; (4) two scholarships of Rs. 50 per mensem for two years for pupils undergoing training in the cadet training ship, Dufferin; (5) three scholarships of Rs. 50 p.m. for Marine Engineering and (6) 175 endowment scholarships and prizes.

At the collegiate level, 16 Maharaja's university scholarships are given for the degree courses in Arts (3), Science (6), Engineering (3), Medicine (2), Veterinary Science (1) and Agriculture (1). There are 10 more scholarships for science students and 4 for women students (Lady Willingdon Scholarships). There are, in addition, 11 special and endowment scholarships offered for different university courses.

12. PHYSICAL EDUCATION

A State Sports' Council, consisting of government nominees and representatives of almost all the sports associations in the State, was established in 1954. Besides coordinating the activities of the various sports associations, it also advises the Government in the distribution of grants to sports clubs. A recurring grant of Rs. 60,000 is given by the State Government and another of Rs. 60,000 by the Central Government for equipment and coaching.

Almost all the associations hold coaching camps in the different parts of the State with fully qualified coaches. Two of these coaches are appointed and paid under the Rajkumari Sports' Coaching Scheme.

While there is an Advisory Board for Physical Education and Recreation (created in 1959), the State has no separate inspectorate for physical education. Many schools are without any adequate playground facilities. The problem of playgrounds is especially acute in the urban areas.

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At present there are two physical education colleges in the State, one at Trivandrum and the other at Kozhikode. The former was started in 1954 and the latter in 1957. In 1960-61 their total enrolment was 16 students in the diploma course and 140 students in the certificate course.

There is a School Athletic Association in the State to promote school athletics. It organises inter-school athletic meets and is given a recurring grant of Rs. 5,000 by the Government. In addition, inter-district athletic meets are held throughout the State. These offer ample opportunities to the public to participate in sports activities.

In the third Plan a provision of Rs. 50 lakhs has been suggested for the promotion of physical education.

13. SCOUTS AND GUIDES

The Scouting and Guiding movement is very well established in the State and forms an essential part of the school programmes. Camping and hiking are very popular among students. Training camps for scout masters, cub masters and guiders are conducted regularly in different parts of the State. A full-time Organising Commissioner is responsible for organising the movement in accordance with the recommendations of the State Committee, set up for this purpose. A grant of Rs. 25,000 per annum is given by the State Government to the Scouting and Guiding Organisation.

14. N. C. C. AND A. C. C.

At present, there are four battalions in Kerala under the command of No. 11 Circle Cadet Corps, Kerala. The first Kerala battalion has its headquarters at Trivandrum, the second and third at Ernakulam and the fourth at Kozhikode. There are 27 junior division Army Wing troops under the first battalion, while the strength of the junior division troops under the second, third and fourth battalion is 12, 23 and 37 respectively. The number of senior division cadets under the command of the four battalions is 2,708. In addition, there are 30 junior division troops of girls and 360 senior girl cadets. The strength of the cadets of the Naval Wing is 240. An Air Wing is expected to start in Trivandrum shortly.

The State Government have encouraged the organisation of A.C.C., particularly in schools where there are no facilities for developing the N.C.C. It has also been decided that N.C.C. troops in future will be started only in schools where the A.C.C. has been functioning successfully. An amount of Rs. 75 lakhs has been suggested for the expansion of N.C.C. in the third Plan.

15. MEDICAL INSPECTION

The question of medical inspection has been engaging the serious attention of the Government for some time past. It has since been decided to implement a scheme under which every pupil will be thoroughly examined by a competent medical officer once a year and if necessary, will receive adequate medical attention in the nearest government hospital or dispensary. The scheme envisages the establishment of 200 medical inspection units throughout the State. Each unit will cover the lower primary schools within a radius of five miles and will be manned by a part-time medical inspector. Almost all the units have already started working in the State; the remaining few units will also start working as soon as a decision on their location has been taken.

At the university stage, students are given a regular medical check-up for which a small fee is charged.

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

All students belonging to Scheduled castes, Scheduled tribes and poor students of Backward communities are exempted from the payment of fees at all levels of education. Besides, lump sum grants for the purchase of books and clothing are paid to students belonging to Scheduled castes and Scheduled tribes. Board and lodging expenses of the students living in approved hostels are also met and in addition, each student is paid Rs. 5 per month as pocket money. Those who do not get admission in approved college hostels are granted monthly stipends of Rs. 45. Pupils studying in high schools are given lump sum grants at the rate of Rs. 90 and those studying in upper primary classes, at the rate of Rs. 25. Students studying in standard V are given lump sum grants at the rate of Rs. 15, those in standard IV at the

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rate of Rs. 4 and those in classes I to III at the rate of Rs. 3. Financial assistance is also given to students of the Scheduled castes and Backward communities studying in occupational institutions and industrial training centres.

Students belonging to other Backward communities and Christian converts are given free tuition on production of income and community certificates. During 1959-60, 1,87,000 students of Scheduled castes and Kudumbis and 26,187 students of Christian converts from Scheduled castes and tribes were in receipt of this concession. Substantial financial assistance is also given to students in the professional colleges; those receiving training in institutions outside the State get all their expenses reimbursed.

There are 186 welfare schools which are intended exclusively for Scheduled caste and Scheduled tribe children and 83 schools maintained exclusively for the tribal children. The children attending these schools are provided with clothes, books and midday meals, free of cost. Quite a number of night schools (101) and libraries (117) are maintained for the benefit of the adults in localities where Harijans live in large numbers. There are 26 hostels for Harijan students.

17. PRI-PRIMARY EDUCATION

There are 95 nursery or kindergarten schools in the State of which 3 are directly under the Government, 10 are aided, 4 are unaided and 78 are both unaided and unrecognised. More than 1,300 boys and girls attend these schools. There are two nursery training schools—one at Trivandrum (run by the State Council for Child Welfare) and the other at Alleppey. About 60 women teachers are trained in them every year. During the third Plan it is proposed to start three new training institutions for pre-primary teachers and to assist the one at Trivandrum. The proposed outlay for this purpose is Rs. 50 lakhs.

18. EDUCATION OF THE HANDICAPPED

In 1947, there were only two schools for the deaf and dumb in the State—one at Trivandrum and the other at Thrivala. Today there are 8 institutions, of which 3 are for the deaf and dumb, 4 for the blind and 1 for the deaf, dumb and blind. Most of these institutions are residential.

Altogether 312 students (249 boys and 63 girls) are receiving education in these institutions. There is a training class attached to the School for the Blind at Trivandrum to train teachers for schools of the handicapped.

To promote the welfare of the handicapped, a committee was set up in 1952 under the chairmanship of the Director of Public Instruction. It has been collecting funds by the sale of flags. The first flag day was held in 1956 when Rs. 53,046 were collected. The second flag day was held in 1960.

19. AUDIO-VISUAL EDUCATION

There are four officers in charge of audio-visual education in the State. Each officer has a mobile audio-visual unit and a film library under him. The mobile units tour around in their respective districts organising film shows in educational institutions. The film shows serve as an effective medium of training the masses in the responsibilities of democratic citizenship and have been very useful in popularising Hindi.

The officers in charge of audio-visual education work under the district educational officers of Trivandrum, Kottayam, Trichur and Kozhikode.

There are a number of schools having modern audio-visual aids such as 16 m.m. projector, projection lanterns, stereoscopes, etc. Films and filmstrips are distributed to such schools and audio-visual seminars are conducted to train their teachers.

During the third Plan, it is proposed to have five more mobile audio-visual units, thus providing one unit for each revenue district. It is also proposed to build up a central film library at the State headquarters.

20. DEVELOPMENT OF HINDI

Hindi is introduced as a compulsory subject at the upper primary stage. It is taught for five years and is allotted three periods a week.

Till 1959-60 training was given to Hindi teachers through a six-month training course. It is proposed to open a training college for Hindi teachers with provision for

diploma for graduates only) and certificate courses. Hindi is a compulsory subject in the Secondary School Leaving Certificate examination. It is also proposed to introduce the teaching of Hindi in some of the government colleges. A special officer is responsible for the co-ordination of programmes concerning the teaching of Hindi.

21. PROPAGATION OF SANSKRIT

There were 40 Sanskrit schools in the State during pre-independence period. These have since been reorganised on the lines recommended by the Education Reorganisation Committee. Scholarships of Rs. 15 p. m. each are given to two of the best students in each class. But in spite of the encouragement extended by the Government, the number of students desirous of studying Sanskrit is on the decline. There are three Sanskrit colleges in which pre-university and degree courses have been started. There are also three colleges of oriental studies (Sanskrit).

22. EDUCATED UNEMPLOYMENT

According to a survey conducted by the Department of Statistics, the number of the educated unemployed is estimated to be 5,800. Of these only 54,308 persons have registered their names with the employment exchanges. Data regarding the number and qualifications of the registrants—men and women—are given in the table below.

(Data as on 23rd June 1960)

Qualifications	Men	Women	Total
1. Those who have passed the Matriculation but not the Intermediate Examination (including pre-university course)	35,157	14,515	49,672
2. Those who have passed the Intermediate Examination but not completed the degree course.	1,343	429	1,772
3. Those with one or more degrees :			
(a) Engineering	28	0	28
(b) Medicine	26	14	40
(c) Others	2079	717	2,796
GRAND TOTAL	38,633	15,675	54,308

There are nine employment exchanges—one in each district—in addition to the University Employment Bureau working on similar lines. Vocational guidance units are located at Trivandrum and Ernakulam and each unit has two officers—a youth employment officer and an employment counselling officer.

The Education Department is having its own programmes of vocational guidance. A Co-ordination Committee for vocational guidance has been functioning under the chairmanship of the Manpower officer of the State. The committee has decided to arrange for the dissemination of employment market information and distribution of literature published by the National Employment Service to schools. The committee is also arranging for the translation of the career pamphlets prepared by the Director General of Rehabilitation and Employment Exchanges, Ministry of Labour, New Delhi into the regional language, and to explore the apprenticeship opportunities available in different industries, both private and public.

23. ADMINISTRATION:

The Minister for Education is the head of administration for education in the State. The administration of education in the State is organised in four main units under the overall supervision and control of the Ministry of Education, namely, the three Directorates—one for Public Instruction, another for Collegiate Education and the third for Technical Education—and the University.

(a) *Directorate of Public Instruction.* The Directorate deals with primary, secondary and special schools and is under the Director of Public Instruction who is assisted by a Joint Director and two Deputy Directors—one for social and general education and the other for textbooks, examination and planning. He is also being assisted by an administrative assistant and a basic education officer. Other officers who assist him in the administration include : Secretary for the Board for Public Examinations, a Special Officer for textbooks and a financial assistant.

The State is divided into 17 educational districts, each under a district educational officer who is responsible for

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the administration and efficiency of schools in his jurisdiction. Each district educational officer is assisted by a personal assistant. The districts are further divided into sub-districts, each under an assistant educational officer who is responsible for the supervision and administration of the lower primary and upper primary schools under him. There are 119 assistant educational officers in the State.

(b) *Directorates of Collegiate and Technical Education.* The Director of Collegiate Education controls and supervises the departmental colleges in the State and is directly responsible to the Government. The Director of Technical Education is also directly responsible to the Government and is in charge of the administration of engineering colleges, polytechnics and junior technical schools.

(c) *University.* The university is an autonomous body administered by a syndicate largely elected. With the formation of the Directorate of Collegiate Education, the direct control exercised by the university is confined to certain departments of post-graduate studies only.

The total estimated expenditure on education for 1960-61 came to Rs. 14.73 crores, of which a sum of Rs. 19.80 lakhs was for direction and Rs. 26.08 lakhs for inspection. The expenditure on administration and supervision items accounts for 3.1 per cent of the total expenditure. The present inspection load is much too heavy and it is not always possible for an inspector to inspect a school annually or even biennially. To be effective, school inspections should be carried out frequently and with thoroughness. It is, therefore, necessary that the number of educational districts should be increased and the inspectorate suitably strengthened. There is also a proposal for strengthening the Planning Unit of the Directorate and for the creation of more posts in the inspectorate during the third Plan.

24. FINANCE

Kerala spends 37 per cent (the highest in the world) of its total budget for education. The details of the present educational expenditure are as follows.

University Education	Rs.	95,76,400
Secondary Education	Rs.	3,11,83,100

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Primary Education	Rs. 8,74,9,0300
Special Schools	Rs. 82,13,600
General.	Rs. 1,13,05,000
TOTAL . Rs. <u>14,73,30,400</u>	

Of the total, expenditure amounting to Rs. 11,44,00,300 is spent as non-Plan and Rs. 3,29,30,100 on Plan schemes. (In the former Travancore State, the expenditure on education was Rs. 1.53 crores.)

25. CONCLUSION

Kerala stands first in India in the field of general education. Primary education is free and compulsory education has been introduced in 27 out of the 55 taluks in the State. As many as 85 per cent of the children of school-going age are attending school at the primary stage. Midday meals are provided for necessitous children of lower primary classes in some of the districts and it is proposed to extend the programme throughout the State in the third Plan. Similar progress has been made in secondary and collegiate education also. In the field of women's education also, Kerala stands first, with girls accounting for 42.5 per cent of the total enrolment in schools. There is no dearth of trained teachers or of women teachers. This progress, good as it is, has posed two major problems. The first is the problem of educated unemployment which has become extremely acute; the second is the difficulty experienced in financing the continuously growing expenditure on schools and colleges. The total expenditure on education in Kerala is Rs. 9.5 per head of the population (1960-61), whereas the corresponding all-India figure is only about Rs. 5. This growing financial burden can be sustained only by developing and mobilising new sources of revenue.

EDUCATIONAL STATISTICS OF KERALA

I—Number of Institutions

Item	1950-51*		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	18	3	40	10	43	10
Intermediate Standard	4	..			2	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry . . . . .	..	..	1	..	1	..
Commerce . . . . .	..	..	..	..	1	..
Engineering and Technology	1	..	1	..	3	..
Law	1	..	2	..	2	..
Medicine . . . . .	..	..	2	..	3	..
Teachers' Training—						
Basic	} 1	..	..	..	2	..
Non-Basic	4	1
Veterinary Science	13	2
Others	3	..	1	..
Colleges for Special Education	1	..	7	..	8	..

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I—Number of Institutions (Contd)

	1	2	3	4	5	6	7
Schools for General Education—							
Higher Secondary Schools		} 703	126	2†	..
High Schools	466	102					
Middle Schools—							
Basic	}	617	110	84	..	123	..
Non-Basic				854	..	1,775	22
Primary Schools†							
Basic	}	3,968	7,059	344	..	441	..
Non-Basic				8	..	12	2	13	15
Pre-Primary Schools . . . . .							..
Schools for Vocational and Technical Education—							
Agriculture and Forestry		3	..	..	..	..	..
Art and Crafts		1	..	113	21	62	20
Commerce		42	..	122	..	11	..
Engineering		4	..	5	..	9	..
Medicine . . . . .		..	..	..	..	..	..
Teachers' Training—							
Basic	}	57	7	18	2	54	10
Non-Basic				69	15	..	..
Technology and Industrial		145	41	13	11	8	1
Others		3	..	..	..	..	..
Schools for Special Education—							
For the Handicapped		4	..	} 392	} 14	7	..
Social (Adult) Education		124	..			134	..
Others		64	3			10	..
Total		5,533	266	9,849	202	9,918	211

*The Statistics relate to the erstwhile Travancore-Cochin State. †Post Basic schools. ‡Includes Single-teacher Schools.

II—Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
Type of Institution—						
Universities	90	9	126	18	125	29
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	21,277	4,671	34,163	8,190	33,231	9,688
Professional and Technical Colleges	975	96	2,666	432	4,683	820
Special Education Colleges	232	32	764	121	682	226
Higher Secondary Schools . . . . .	..	..	} 4,04,028	1,71,699	196*	15*
High Schools	2,59,027	95,215			5,75,888	2,40,111
Middle Schools—						
Basic . . . . .	..	..	27,279	10,690	44,788	18,246
Non-Basic	98,258	47,000	1,67,172	71,606	6,41,809	2,82,368
Primary Schools—						
Basic	417	157	53,500	24,018	98,968	48,240
Non-Basic	11,17,885	5,09,461	18,30,979	8,47,894	16,62,411	7,69,264
Pre-Primary Schools	551	298	1,085	550	803	403
Schools for Vocational and Technical Education	9,357	4,406	24,745	10,776	10,806	3,550
Schools for Special Education	8,606	2,532	19,416	2,609	5,527	1,058

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II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects							
General Education (University Standard)—							
Research		64	9	58	7	29	7
M.A. and M.Sc.		169	55	301	91	543	164
B.A. and B.Sc. (Pass and Hons.)		5,806	1,290	10,326	2,415	16,157	5,144
Intermediate (Arts and Science)		14,796	3,316	22,106	5,674	14,422	4,275
Professional Education (University Standard)—							
Agriculture and Forestry	50	..	314	17
Commerce		532	10	1,710	23	1,766	40
Engineering and Technology		260	..	386	..	1,301	39
Law		356	22	538	32	342	27
Medicine		61	..	468	122	976	244
Teachers' Training—							
Basic		} 198	..	..	..	..	..
Non Basic			74	582	246	1,469	465
Veterinary Science	283	11
Other Subjects	216	8	186	49
Special Education (University Standard)—							
General Education (School Standard)—		232	32	789	121	650	221
High and Higher Secondary		1,07,167	35,373	1,95,052	81,166	2,14,582	82,268
Middle		2,05,622	79,495	3,74,885	1,59,803	5,33,817	2,23,441
Primary		11,62,538	5,36,861	19,12,592	8,84,704	22,73,813	10,51,579
Pre-Primary		814	402	1,514	784	1,539	787

Vocational Education (School Standard)—

Agriculture and Forestry	83	..	..	..	..	..
Arts and Crafts	2,975	1,407	4,652	2,903	2,534	1,850
Commerce	1,564	264	10,215	3,276	960	215
Engineering	382	1	661	17	2,506	46
Medicine . . . . .	..	..	189	22	192	31
Teachers' Training—						
Basic	} 3,115	1,786	3,149	1,334	4,202	1,882
Non-Basic			5,072	2,485	..	..
Technology and Industrial	1,338	948	996	761	1,585	89
Other Subjects . . . . .	..	..	..	..	..	..

Special Education (School Standard)—

For the Handicapped	128	32	} 19,416	2,609	314	63
Social (Adult) Education	3,498	760			3,932	354
Other Subjects	4,980	1,740			1,443	710

Total 15,16,675 6,63,877 25,65,923 11,48,603 30,79,857 13,74,018

*Relates to post-basic schools.

III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
1	2	3	4	5	6	7
A. By Sources						
Government Funds—						
Central	10,180	2,290	11,52,187	57,037	79,92,584	1,41,977
State	2,22,77,842	13,02,899	5,09,79,534	41,30,070	12,84,51,549	56,55,637
District Board Funds . . . . .	..	..	8,35,464	34,165	..	..
Municipal Board Funds . . . . .	..	..	2,76,061	23,379	18,871	..
Fees	85,24,415	13,19,398	1,62,73,762	18,15,497	1,46,67,844	17,24,456
Other Sources	30,92,457	3,75,131	68,72,989	10,60,373	69,36,752	8,70,749
B. By Type of Institutions						
Direct Expenditure on—						
Universities	10,92,702	..	15,38,272	..	19,68,812	..
Boards . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	33,14,317	3,12,532	68,68,442	9,55,123	80,07,255	11,16,896
Colleges for Professional and Technical Education	3,95,699	..	12,17,372	28,341	27,52,222	61,752
Colleges for Special Education	34,907	..	1,56,461	..	1,66,033	..
High and Higher Secondary Schools	81,18,263	17,41,264	1,82,12,272	36,95,976	3,34,33,659	53,11,635

Middle Schools—										
Basic	.	.	.	.	28,75,636	5,09,153	6,41,627	..	20,06,568	..
Non-Basic	.	.	.	.			47,25,361	..	2,46,31,635	3,67,684
Primary Schools—										
Basic	.	.	.	.	12,074	..	9,27,716	..	30,07,445	..
Non-Basic	.	.	.	.	1,13,73,592	..	2,44,47,834	..	4,48,37,093	1,70,125
Pre-Primary Schools	.	.	.	.	28,288	..	41,434	9,688	26,045	..
Vocational and Technical Schools	.	.	.	.	8,87,869	1,67,355	16,94,827	97,416	20,67,801	1,46,300
Special Education Schools	.	.	.	.	3,25,198	14,583	3,89,675	23,850	4,52,258	..
<i>Total (Direct)</i>		.	.	.	2,84,58,545	27,44,887	6,08,61,293	48,10,394	12,33,56,026	71,74,392
Indirect Expenditure—										
Direction and Inspector	.	.	.	.	6,25,593	56,017	19,96,641	45,981	33,31,943	..
Buildings	.	.	.	.	22,18,591	1,13,893	67,02,900	8,81,387	1,84,65,973	5,08,025
Scholarships	.	.	.	.	6,78,703	14,127	42,51,188	10,60,695	54,09,960	4,67,156
Hostels	.	.	.	.	2,51,940	70,794	5,79,534	1,41,749	6,83,244	1,33,984
Other Miscellaneous Items	.	.	.	.	16,71,522	..	19,98,441	1,80,315	68,19,654	1,09,262
<i>Total (Indirect)</i>		.	.	.	54,46,349	2,54,831	1,55,28,704	23,10,127	3,47,10,774	12,18,427
Grand Total		.	.	.	3,39,04,894	29,99,718	7,63,89,997	71,20,521	15,80,67,600	83,92,819

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	1,062	176	N.A.	N.A.	2,320	497
High and Higher Secondary Schools	} 14,595	4,070	} 25,771	8,840	22,822	8,672
Middle Schools					25,401	10,520
Primary Schools					43,344	18,007
Pre-primary Schools	22,186	7,071	45,747	16,344	38	29
Vocational and Technical Schools	701	146	N.A.	N.A.	725	183
Special Schools	503	115	N.A.	N.A.	269	39

V—Examination Results

Students Passing—						
M. A. and M.Sc.	60	19	N.A.	N.A.	267	69
B. A. and B. Sc. (Pass and Hons.)	1,795	406	N.A.	N.A.	4,575	1,510
Professional (Degree)	408	68	N.A.	N.A.	2,329	474
Matriculation and Equivalent Examinations	19,685	5,560	N.A.	N.A.	23,604	7,586

VI—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities and Colleges	1	..	6	..	1	..
High and Higher Secondary Schools	311	59	448	61	626	55
Middle Schools	551	71	748	..	1,717	14
Primary and Pre-Primary Schools	3,295	..	5,822	1	6,303	10
Vocational and Special Schools	238	23	420	32	227	14
Total	4,396	153	7,444	94	8,874	93

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	6,278	1,276	14,999	2,694	20,623	5,117
High and Higher Secondary Schools	1,53,683	75,298	2,14,961	70,919	4,26,211	1,69,425
Middle Schools	75,466	35,282	1,13,866	37,011	5,97,214	2,60,902
Primary and Pre-Primary Schools	9,06,011	4,08,560	10,30,202	5,12,312	15,63,642	7,27,726
Vocational and Special Schools	11,654	3,445	11,946	4,227	10,785	2,755
Total	11,53,092	5,23,861	13,85,974	6,27,163	26,18,475	11,65,913

VIII—Number of Students in Selected Classes

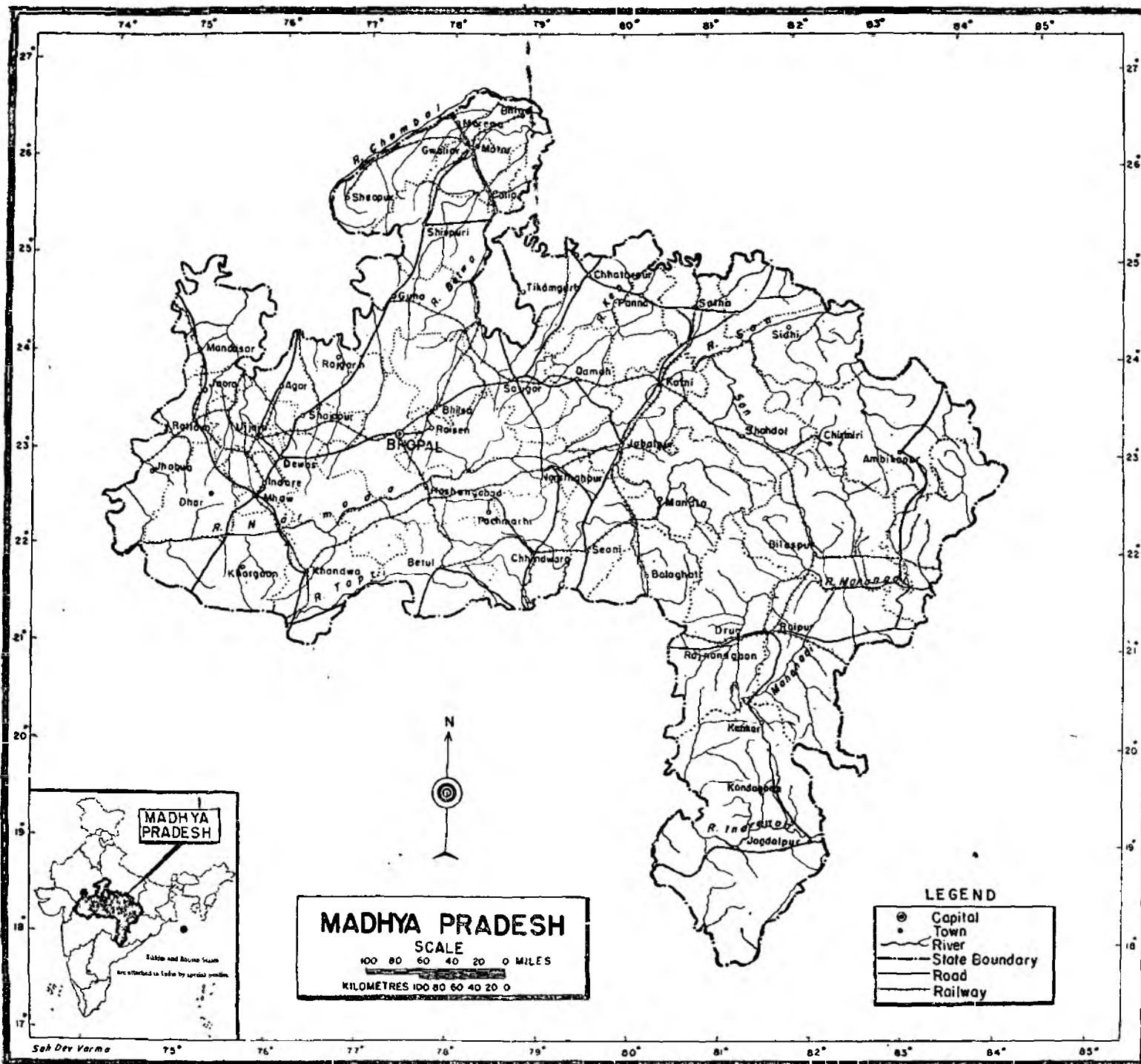
Number of Students in Classes—							
I-V	N. A.	{ 11,62,470	5,36,808	N.A.	N.A.	22,73,813	10,51,579
VI-VIII		{ 2,05,622	79,495	N.A.	N.A.	5,33,817	2,23,441
IX-XI		{ 1,07,167	35,373	N.A.	N.A.	2,14,582	82,268

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IX—Some Selected Averages and Percentages

	1950-51	1955-56	1958-59
1	2	3	4
	Rs.	Rs.	Rs.
Cost per Capita on Education	3·7	5·1	N.A.
Cost per Pupil—			
High/Higher Secondary Schools	} 30·8	45·1	58·0
Middle Schools		27·6	38·8
Primary Schools		10·2	13·5	27·2
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	} 24	} 23	25
Middle Schools			27
Primary Schools			50	41	41
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	} 63·3	} 72·1	74·7
Middle Schools			82·9
Primary Schools			85·4

MADHYA PRADESH



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CHAPTER IX

MADHYA PRADESH

1. GENERAL INFORMATION

The present State of Madhya Pradesh was formed on the first of November 1956, as a result of the general reorganisation of States undertaken in that year. It is centrally situated and is truly called the 'heart land' of the Indian Union. The State consists of five distinct areas : (1) 17 districts of and (5) Sironi sub-division of Kotah district of Rajasthan. Mahakshhal : (2) the whole of erstwhile Bhopal State consisting of 2 districts ; (3) the entire Madhya Bharat region comprising 16 districts except Sunel in Mandsaur district ; (4) the whole of Vindhya Pradesh consisting of 8 districts ; and (5) Sironi sub-division of Kotah district of Rajasthan. There are now 43 districts and 190 *tehsils* in the State which has an area of 1,71,210 sq. miles and a population of 3,23,94,000 living in 202 towns and 82,178 villages. In area, Madhya Pradesh is the biggest State of the Indian Union and in order of population the seventh, the density per sq. mile being only 189.

The physical features of the State are characterised by great variety. It has low-lying areas of Gird, Bundelkhand and Baghalkhand in the north ; the Malwa Plateau, rich in black cotton soil, in the west ; the alluvial fertile valley of Narbad in the centre ; the Satpura ridges covered with luxuriant forests in the south ; and the famous rice-growing plains of Chattisgarh in the east. The chief mountains are the Vindhyas and the Satpuras, the mountains of Bastar being an extension of the Eastern Ghats. Most of the State is a fertile plateau of an average height of 1,600 to 2,000 ft. above sea level. The annual rainfall averages from 40" to 60" and the climate is hot and dry. The State is rich in minerals : coal is found in Betul, Chhindwara and Surguia districts ; manganese in Chhindwara, Balaghat and Bastar districts ; and iron in Balaghat and Shahdol districts. Of the total area 31.38% is covered with forest, 35.04% is under cultivation and the remaining 33.58% is fallow.

Owing to under-development of industries, the predominantly agricultural character of the economy, the urban

population is comparatively small and in 1960-61 was estimated at 46.29 lakhs or 14.29 per cent of the total population. The bulk of the population is rural and lives in small scattered habitations.

The main religions of the State are Hinduism which covers 94 per cent of the population and Islam which covers another 3 per cent. Jainism, Sikhism, Christianity and others come next in order of importance. The 'purdah' system is still prevalent in some places and is gradually dying out. Though child-marriage is prohibited by law, it is still practised in the rural and backward areas. People in such areas are very reluctant to send their daughters to school. Scheduled castes and Scheduled tribes form a sizable chunk of the total population—about 29 per cent. Economically and socially, these communities are very backward, although there has been some improvement in their condition after independence. The evil of untouchability has nearly vanished.

The main occupation of the people is agriculture which is practised by 78 per cent of the population. Steps are being taken to industrialise the State as rapidly as possible. Some of the important industries which have already come up include heavy electricals, iron and steel, textiles, rayon products, sugar, cement, paper and ceramics.

Hindi is the most important language in the State and is spoken by about 77 per cent of the population. Other languages spoken by more than a lakh of people are : Rajasthan, Marathi, Urdu, Sindhi and Gujarati. The tribal people mostly speak dialects which have neither any script nor any literature. The development of these languages is one of the important educational problems facing the State Government.

2. DEVELOPMENT OF EDUCATION PRIOR TO 1956

It is necessary to give a brief outline of the development of education in the five different areas which were merged together to form the present State of Madhya Pradesh on November 1, 1956, *viz.*, Mahakoshal, Bhopal, Madhya Bharat and Vindhya Pradesh.

(1) *Mahakoshal*. The Mahakoshal region formed a part of the old Central Provinces (also designated later on as

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Madhya Praesh). The history of its educational development, therefore, follows broadly the pattern of educational development in British India. Pioneering work in education was first started by missionaries; then came State intervention and private enterprise. In 1863-64 was created the Department of Education. In 1921, education was transferred to Indian control under diarchy and 1937 saw the introduction of provincial autonomy. Compulsory primary education was introduced in a few selected areas under the Central Provinces and Berar Primary Education Act, 1920. In 1923, the University of Nagpur was established and it looked after the interests of this area until 1946 when thanks to the generous donation given by the late Sir Harisingh Gour, a separate university was established at Sagar. In 1948, a comprehensive scheme of decentralisation was adopted and a statutory local body, known as the *Janapad*, was created for each *tehsil*. It was placed in charge of a number of activities, including the establishment and maintenance of primary schools. These schools received grants-in-aid whose basis varied from scheme to scheme. Between 1953 and 1956, secondary education was reorganised on the lines of the Report of the Secondary Education Commission. As the following statistics will show, by 1955-56 the overall educational progress in Mahakoshal had reached a fairly good level.

	No. of Institutions	Enrolment		
		Boys	Girls	Total
Primary schools	8,190	4,35,789	1,11,052	5,46,841
Middle schools	661	1,14,656	19,734	1,34,390
Secondary schools	180	63,656	13,343	76,999
Schools of professional, vocational, technical and special education.	1,587	28,418	3,492	31,910
Colleges of general education	13	3,842	521	4,363
Colleges of professional, technical and special education	10	2,153	225	2,378

(2) *Madhya Bharat*. The former Madhya Bharat State was formed in 1948 by integrating the princely states of

Central India. Its area was 46,478 square miles and, according to 1951 census, its population 79.54 lakhs. The index of literacy (excluding the age group 0-9) was 13.1% (20.8% for men and 4.4 per cent for women).

Education in Madhya Bharat made considerable progress between 1948 and 1956. The total number of institutions increased from 3,455 in 1948-49 to 9,069 in 1955-56, and that of scholars from 2,12,486 (1,84,514 boys and 27,972 girls) to 5,74,741 (4,69,311 boys and 1,05,430 girls). The total educational expenditure rose from Rs. 1.16 crores in 1949-50 to Rs. 3.20 crores in 1955-56.

Primary education for the age group 6-11 made spectacular progress during this period. The number of primary schools increased from 3,182 to 7,722; enrolment from 2,33,656 to 4,59,834; and direct expenditure on primary education from Rs. 43.29 lakhs to Rs. 106.85 lakhs. The percentage of trained primary teachers was no doubt only 21.2 in 1955-56, but it has to be noted that it was only 9 in 1949-50 and that the number of primary teachers had increased from 5,508 in 1949-50 to 12,574 in 1955-56. The number of middle schools increased from 207 (with an enrolment of 36,606) in 1949-50 to 438 (with an enrolment of 65,771) in 1955-56. There were no basic schools in 1948-49; in 1955-56 there were 442 junior basic schools with 35,686 pupils.

The number of secondary schools increased from 43 in 1948-49 to 104 in 1955-56 and their enrolment from 7,088 (6,234 boys and 854 girls) (in 1949-50) to 16,605 (14,157 boys and 2,448 girls). Total expenditure on secondary education rose from Rs. 16.24 lakhs to Rs. 30.03 lakhs.

In 1949-50, there were in all 12 arts and science colleges in Madhya Bharat. By 1955-56, their number had increased to 30, women's colleges increasing from 1 to 4. Their enrolment rose from 2,917 in 1949-50 (inclusive of 329 girls) to 6,338 in 1955-56 (inclusive of 1,241 girls). Professional and technical education also made considerable headway during this period. As against 4 colleges—2 for medicine and 2 for teacher training—in 1949-50, there were 8 colleges in 1955-56—4 for medicine, 1 for engineering, 1 for agriculture, 1 for teacher training and 1 for veterinary science. Besides, profes-

sional courses in Commerce and Law were also offered by some of the arts and science colleges.

(3) *Bhopal*. Bhopal was taken over by the Central Government on June 1, 1949, became a part C State in 1950, and was merged in Madhya Pradesh in 1956. It had an area of 6,87½ sq. miles and, according to 1951 census a population of 8,36,774.

In 1949-50, Bhopal had only 249 recognised educational institutions of all kinds with an enrolment of 15,632 and an expenditure of about Rs. 12 lakhs. In 1955-56, it had a total of 1,544 educational institutions with an enrolment of 63,856 pupils (54,637 boys and 9,219 girls). Total expenditure on education in 1955-56 was almost Rs. 100 lakhs.

Primary education made considerable progress during the period under review. The number of primary schools rose from 209 (with 11,614 pupils and 337 teachers) in 1949-50 to 1,367 (with 53,996 pupils and 2,492 teachers) in 1955-56. The number of middle schools rose from 14 (with 1,616 pupils) to 86 (with 4,839 pupils). There was not a single basic school in 1949-50; but by 1955-56, as many as 97 basic schools had come into being. One drawback in this expansion, however, was the increase in the percentage of untrained teachers—it was as high as 90% in 1955-56!

In 1949-50, there were 6 high schools with 517 pupils. This number rose to 22 with 1,540 pupils in 1955-56. In 1949-50, there was only one college. By 1955-56, another college had come into existence, the number of students increasing to 895, of whom 126 were girls. Prior to 1949-50, Bhopal had no provision for professional and technical education. By 1955-56, however, three colleges—one each for medicine, education and agriculture—had been established. As regards technical and professional education at the school level, the State had 15 institutions during 1955-56, as against only 2 in 1949-50.

(4) *Vindhya Pradesh*. This State arose out of the merger of a number of erstwhile princely states which after passing through various phases of integration were constituted into a part 'C' State in 1950. It had an area of 23,603 sq. miles and an estimated population of 36.90 lakhs (1951 cen-

sus). Only 8.1 per cent of the people (excluding the age-group 0-9) were literate.

Between 1949-50 and 1955-56, Vindhya Pradesh made considerable progress in education. The total number of institutions rose from 1,627 to 4,449; the number of scholars from 94,090 to 2,76,209; and total educational expenditure from Rs. 34.41 lakhs to Rs. 130.52 lakhs. The one weakness of this expansion, however, was that the enrolment of girls increased only from 6,071 to 26,305 and, even in 1955-56, only 6% of teachers were women! The traditional vicious circle—lack of women teachers holding up the enrolment of girls and low enrolment of girls leading to a shortage of women teachers—was the main obstacle in the expansion of girls' education.

Primary schools increased from 1,411 (with 83,896 pupils and 2,185 teachers) to 3,642 (with 2,28,392 pupils and 5,610 teachers) during the period under review. The middle schools increased from 175 with 7,588 pupils to 242 with 23,371 pupils. High schools increased from 16 with 1,340 pupils to 46 with 5,876 pupils. There was no basic school in 1949-50. By 1955-56, as many as 106 schools had been established.

In 1955-56 Vindhya Pradesh had 6 colleges—2 first grade and 4 intermediate, as against 3 including 2 first grade colleges in 1949-50. All these colleges were co-educational and were government managed. They enrolled 1,191 students during 1955-56, as against 456 during 1949-50. There were also 8 schools for vocational education: 1 for agriculture, 2 for industry, 1 for technology and 4 for teacher training. School classes for some of the professional subjects like Commerce and Engineering were also being conducted in certain other types of institutions. The total enrolment in professional schools and classes stood at 585 in 1955-56.

In 1956, when the present State of Madhya Pradesh was formed, it had to face two important educational problems. On the one hand, it had to evolve a common integrated system of education in place of the five different systems which it had inherited as a legacy of the past. On the other, it had to bring about large-scale expansion and qualitative improve-

ment of education in all sectors because in spite of the advance made between 1947 and 1956, the State was still, comparatively speaking, backward in education. This latter task was made all the more difficult because of four factors : (1) the low economic development of the State ; (2) the comparatively large population of Scheduled castes and Scheduled tribes ; (3) the existence of large forest areas and small scattered habitations ; and (4) the general under-development of girls' education.

3. PRIMARY EDUCATION

Considerable progress has been made in the present State of Madhya Pradesh in the field of primary education since 1956. At the time of reorganisation, the duration of the primary course in Mahakoshal region was four years only while, in the rest of the State, it was five years. Now the duration of the primary course is uniformly five years in all parts of the State and a unified syllabus, on the pattern of basic education is followed in all schools of the State.

In 1955-56, the State had 20,983 primary schools and a total enrolment of 13,56,486 (with 41,309 teachers). During the second Plan, a big drive was launched for the expansion of primary education. An educational survey of the State was carried out and schools were opened in almost all places with a population of 500 and above and in a large number of habitations with even less than 500 people. The results have been very encouraging. During the last five years, the total number of primary schools has increased to about 31,000 and the total enrolment at this stage to about 20 lakhs (boys 16 lakhs, and girls 4 lakhs). This roughly works out at an enrolment of 74 per cent for boys and 19 per cent for girls.

As stated earlier, one of the major weaknesses of the development of education in Madhya Pradesh has been the low percentage of trained teachers. The situation in this respect, unsatisfactory as it was in 1947, had deteriorated further with the large expansion that had taken place between 1947 and 1956. One of the most important programmes undertaken for the qualitative improvement of primary education in the second Plan, therefore, related to the enlargement of facilities for the training of primary teachers. For this purpose, 9 new institutions were established by the State

from its own funds and 50 new institutions with assistance from the Government of India under the Centrally sponsored scheme for the expansion of teacher training facilities. The total number of training institutions for primary teachers thus increased from 44 in 1956 to 103 in 1961. It is estimated that the percentage of trained teachers rose from 28 in 1955-56 to 50 in 1960-61 and is expected to rise further to 75 by 1965-66. The duration of the training course for primary teachers is one year at present. It is proposed to increase it to two years as early as possible. A beginning in this direction may first be made with under-matriculate teachers.

Steps have also been taken to improve the qualifications of primary teachers. The prescribed minimum qualification for primary teachers is the Secondary School Leaving Certificate ; relaxations are made only in the case of women and teachers from backward communities. The measure has served to raise the level of general education among primary teachers. The scales of pay of primary teachers which prevailed in the princely states that merged into Madhya Pradesh varied from area to area and were very low. Further, teachers under different managements, such as government, local bodies or voluntary organisations, were paid at different rates. All these anomalies have since been removed by the introduction of a common and uniform scale of pay for all primary teachers in the State. The scale compares very favourably with those in other States.

Different laws had been enacted in different areas for compulsory primary education. For instance, Mahakoshal had the C. P. and Berar Primary Education Act of 1920 which was later on replaced by the Madhya Pradesh Compulsory Primary Education Act of 1956. The Bhopal State Compulsory Primary Education Act, 1956, is in force in the areas of the erstwhile State of Bhopal ; the United State of Gwalior, Indore and Malwa (Madhya Pradesh) Compulsory Primary Education Act, 1949, is in force in the concerned areas; the Madhya Pradesh Primary Education Act, 1956, is in force in the Mahakoshal region ; and the Vindhya Pradesh Primary Education Act, 1952 is in force in the Vindhya Pradesh area. Most of this legislation had been technically defective and needed improvement. It has, therefore, been decided

to enact a new and comprehensive legislation for compulsory primary education for the State as a whole.

There is no uniform pattern in the State for the administration of primary education. In the Mahakoshal area, the *Janapad Sabhas* administer primary education while in the rest of the State, it is directly under the Education Department. It is now proposed to introduce a uniform pattern of administration for primary education in the State, broadly on the line of 'democratic decentralisation'.

There is a separate section in the Directorate of Education for the production and selection of literature for teachers and student in primary schools. Textbooks in certain subjects in primary and middle schools have already been nationalised and further plans for the production of better and cheap textbooks drawn up. The scheme of midday meals has been introduced in the tribal areas and in a few other selected places.

In the third Five Year Plan, it is proposed to enrol 10 lakh additional children and to raise the total enrolment at the primary stage to 30 lakhs—20 lakh boys and 10 lakh girls. This will imply that, by 1965-66, 83 per cent of boys and 44 per cent of girls would be at school. To achieve this target, additional 2,700 primary teachers will be appointed at the rate of 5,540 teachers a year. Provision has been made for the appointment of inspecting officers on the basis of one assistant inspector for every 50 schools. The construction of 4,160 quarters for women teachers has been provided for. It is also proposed to assist the local community for putting up 27,700 classrooms at the rate of Rs. 1,000 per classroom.

For the age group 11-14, the State had 1,430 middle schools and a total enrolment at this stage of 2,13,312 in 1955-56. By the end of the second Plan, the number of middle schools had increased to about 2,500 and their enrolment to about 3.27 lakhs—2.73 lakh boys and 54,000 girls. It is proposed to set up about 850 additional middle schools and to raise the enrolment at this stage to about 4.96 lakhs—4.16 lakh boys and 80,000 girls—in the third Plan. This will raise the percentage of enrolment from 16.3 in 1960-61 to 19.8 in 1965-66—32.5 per cent for boys and 6.5 per cent for girls.

4. BASIC EDUCATION

In 1955-56, the State had 1,110 junior basic and 194 senior basic schools with 86,451 and 45,002 scholars respectively. During the second Plan, a fair number of primary schools were converted to the basic pattern. In 1960-61 the total number of basic schools was about 2,250 and the total number of scholars in these schools about 1.75 lakhs. It is proposed to convert 384 additional primary and 192 additional middle schools in the third Plan so that each *tehsil* would have at least two more junior basic and one more senior basic school. Almost all training institutions in the State have been converted to the basic pattern and now basic education can be expected to advance at a faster rate in the years to come.

5. SECONDARY EDUCATION

In 1955-56, the total number of secondary schools in the State was 353 and the enrolment at the secondary stage 50,380 (43,333 boys and 7,047 girls). During the last five years, there has been a good deal of expansion ; in 1960-61, the total enrolment at the secondary stage was estimated at 78,000 (67,000 boys and 11,000 girls).

In 1955-56, there were two Boards of Secondary Education in the State, each of which had its own course of studies. In 1959, both these Boards were replaced by a single Board of Secondary Education for the State as a whole with its headquarters at Bhopal.

Madhya Pradesh has accepted the recommendations of the Secondary Education Commission and has launched a big drive for the conversion of high schools into higher secondary schools. During the second Five Year Plan, 250 government high schools (out of a total of 310) were converted into higher secondary schools. Private high schools are given grants-in-aid on a 75 per cent basis for converting themselves into higher secondary schools. Of the higher secondary schools, 71 are for girls—38 government and 33 non-government. Facilities for secondary education are now available in every *tehsil* of the State.

Government has taken over a number of non-government secondary schools on account of various considerations such as backwardness of the area, financial difficulties of the

management, etc. The rules of grants-in-aid to secondary schools have also been revised and unified.

In 1955-56, the scales of pay of teachers in the four regions of the State were all different, those in the Mahakoshal area being the highest. The removal of these disparities and the introduction of a common uniform pay scale for all areas, therefore, were matters of some urgency. The recommendations of the Pay Commission, came in handy and provided occasion for an upward revision of the scales of pay of secondary teachers. The present scales compare favourably with those in other States.

Facilities for the training of secondary teachers have also been improved. There are now 10 post-graduate basic training colleges in the State with an annual output of about 1,200 teachers at the B.Ed. level and of about 70 teachers at the M.Ed. level. Except in the Mahakoshal region, teachers sent for training continue to receive their pay throughout the period of training. Provision for extension and guidance services has been made at four post-graduate basic training colleges. These have made a useful contribution through raising the standard of teaching in secondary schools through in-service programmes of teacher education.

There are at present 26 multipurpose schools in the State.

By the end of the third Plan *i.e.*, by 1965-66, enrolment at the secondary stage is expected to rise to about 1,10,000—95,000 boys and 15,000 girls. Even with this expansion, however, the percentage of children enrolled in secondary schools to the total population of children in the age-group 14-17 would be 5.2 only in this State as against the all-India target of 15 per cent. The third Plan also proposes to convert 21 secondary schools into multipurpose higher secondary schools—(19 boys' schools and 2 girls' schools). This will provide at least one multipurpose higher secondary school for boys in each district and at least one girls' multipurpose higher secondary school in each division. Eighty high schools will be taken up for conversion into higher secondary schools. Provision has also been made for the establishment of an additional training college with an annual intake of 128. There is a scheme to establish one hostel in each *tehsil* for boys and two hostels for girls in each district by 1965-66.

In all some 144 hostels (120 for boys and 24 for girls) have been proposed for the third Plan. A special scheme has been proposed for granting scholarships to poor but meritorious students. Only those students whose parental income is less than Rs. 500 per month and who secure a first class at the Board or University examinations will be eligible for these scholarships.

6. UNIVERSITY EDUCATION

Reference has already been made to the University of Sagar which was established in 1946. It has made considerable progress during the last fifteen years. Originally, its jurisdiction included the Mahakoshal area only; but it has since been extended to Vindhya Pradesh also. It has four faculties—Arts, Science, Education, Engineering and Technology—and in 1960-61, it had 26 teaching departments and 45 colleges affiliated to it.

Three more universities have been established in the State since 1947. The Indira Kala Sangeet Visva-Vidyalaya, Khairagarh, was established in 1956. It has one teaching department and seven institutions affiliated to it. In 1957 was established the Jabalpur University whose jurisdiction extends to the district of Jabalpur only. It has faculties in Arts, Science, Agriculture, Commerce, Education, Engineering, Home Science, Law, Medicine and Veterinary Science. In 1960-61, it had six teaching departments and 19 affiliated colleges. In 1957 was established the fourth university in the State, *viz.*, the Vikram University of Ujjain. All colleges in the Madhya Bharat and Bhopal regions are affiliated to the Vikram University. It has faculties in Arts, Science, Agriculture, Education, Engineering, Law, Medicine, Physical Education, Veterinary Science and Animal Husbandry. In 1960-61, it had 46 colleges affiliated to it.

Owing to the establishment of these four universities, it has become possible to restrict the affiliation of colleges in the State to universities situated in the State itself. The three-year degree course has been introduced in all the colleges and scales of pay of university teachers have been revised. Except in technical colleges, no student was refused admission in any of the government colleges during the last two years. In 1955-56, there were six districts in the State without

any facilities for higher education. Degree colleges have since been opened by the Government in these areas. There is a popular demand for additional universities at Raipur, Gwalior, Indore and Rewa. It is, therefore, proposed to establish at least two more universities during the third Plan. It is also proposed to open post-graduate and research departments in different subjects at the divisional headquarters. Three new colleges are to be opened. It is proposed to have hostels at the seven divisional headquarters with a capacity of 200 boys each. It is similarly proposed to have girls' colleges at the remaining two divisional headquarters during the third Plan and six hostels at suitable places with a capacity of 150 girls each.

7. TECHNICAL EDUCATION

Technical education made significant progress in Madhya Pradesh during the second Plan. There are at present 5 engineering colleges, which can admit 375 students for civil engineering, 175 each for electrical and mechanical engineering, 45 each for automobile engineering and tele-communications, and 15 each for mining and metallurgy. There are 13 polytechnics with a capacity of 1,085, besides 21 very well equipped vocational and technical schools.

Considering the size of the area of the State and its immense potential for industrial development, the figures quoted above are by no means sufficient for its needs. A fairly large programme for the development of technical education has, therefore, been visualised under which it is proposed to open fifteen additional polytechnics and five additional engineering colleges in the third Plan. Each college will have an intake of 120. Five junior technical schools will be opened as also technical institutions for women, one at each of the divisional headquarters. The courses proposed for women's institutions include confectionary, hosiery, weaving and dyeing, tailoring, calico printing, fruit preservation, preparation and preservation of food and cottage industries. The demand for technical personnel is so great that the question of any unemployment among trained technical personnel does not arise. A large number of trained persons from other States, on the other hand, have found employment in the State.

8. EDUCATION OF GIRLS

Owing to historical and social reasons, education of girls has lagged behind considerably in Madhya Pradesh. The overall picture of girls' education in 1955-56 was not very happy. There were only 8 colleges for girls—6 for general education and 2 for professional and special education ; 65 high or higher secondary schools ; 154 middle schools ; 1,389 primary schools ; and 170 special schools in the State. The enrolment of girls was 2,576 at the university stage ; 7,047 at the secondary stage ; 26,274 at the middle stage ; 2,46,324 at the primary stage ; 4,870 in special schools ; and 1,076 in professional and vocational schools. The total enrolment of girls was only 2,89,818 as against 14,25,704 of boys.

During the second Plan, an intensive effort was made to expand facilities for girls' education broadly on the lines recommended by the Government of India and the National Council for Girls' Education. A State Council for Women's Education has also been established. Composed as it is of prominent social workers from all parts of the State, the Council, it is hoped, would enable the Government to arouse and tap popular enthusiasm for girls' education. A Deputy Director for women's education has also been appointed. She works as Secretary of the State Council and is in overall charge of all programmes for the development of women's education.

It is estimated that by 1960-61, the number of girls' primary schools had risen to about 2,000, that of middle schools to about 210, that of high schools to 35 and that of higher secondary schools to 71. Enrolment of girls at the primary stage is also expected to have risen to 4 lakhs ; that at the middle stage to 54,000 and that at the secondary stage to 11,000. Compared to the task that lies ahead, these figures, to be sure, leave much to be desired. They do, however, imply considerable advance over the situation in 1947.

It is proposed to emphasise girls' education to a still greater extent in the third Five Year Plan. The enrolment of girls at the primary stage is proposed to be increased to 10 lakhs, that at the middle stage to 80,000 and that at the secondary stage to 15,000. Special emphasis is also proposed to be laid on the recruitment and training of women teachers.

and on the construction of residential quarters for them and hostels for girls at the secondary and university stages.

9. SOCIAL EDUCATION

Programmes of social education are being developed as part of the community development programmes. The entire area of the State has been divided into a number of community development blocks, each block covering about 100 villages with a population of 65,000. In view of the complexity of problems and low density, special multipurpose blocks with a smaller population have been created in the tribal areas. In each block there is a special functionary, the social educational organiser who is principally in charge of the development of social education programmes. Another functionary, the *Mukhya Sevikā*, looks after social education programmes for women. Considering the prevailing extent of illiteracy, and the magnitude of the problem as a whole, the work done so far is like a drop in the ocean.

The State has undertaken a programme for the development of libraries. There is a chief librarian at the State level. A number of district libraries have been developed during the second Plan and 10 additional district libraries are proposed to be established in the third Plan.

10. TEACHING OF SCIENCE

In the revised curricula of primary and secondary schools, adequate emphasis has been placed on the teaching of science. A pilot project for the improvement of teaching of science in primary schools has been taken up under the Centrally sponsored scheme of the Government of India. A science consultant, in Class I of the State Educational Service, has been appointed and put in charge of the experiment. The experiment is being tried in a compact group of about 100 primary schools.

In every higher secondary school, three out of six teachers are meant for science. Government schools have been adequately equipped for science and grants-in-aid have been given to non-government schools for providing facilities for the teaching of science. Most of the higher secondary schools in the State offer facilities for this subject. There is a great dearth of science graduates to work as teachers in secondary

schools and training institutions. It is proposed, therefore, to pay special attention to the personnel problem in the third Plan.

Facilities for the study of science at the university stage are also being increased.

11. SCHOLARSHIPS AND FREESHIPS :

Scholarships are awarded in secondary schools on the basis of merit-*cum*-poverty. Freeships are provided on a more liberal scale. Children of government servants or employees of local bodies are entitled to free education if their parental income is less than Rs. 100 p.m. and to a half free-ship if their monthly income does not exceed Rs. 200 p.m. Education between the ages 6 and 14 is completely free.

12. PHYSICAL EDUCATION

Physical education forms an integral part of the primary and secondary curriculum. In order to train teachers of physical education for secondary schools, a college of physical education is maintained at Shivpuri. It was strengthened and developed during the second Plan. Facilities for physical education are provided at the collegiate stage also.

A beginning with the medical inspection of school children has been made in the urban areas. Defects coming to light in the course of medical inspection are recorded and communicated to parents. The follow-up work, however, is not very effective. In the rural areas, it has not been possible to organise any programme of medical inspection as yet.

13. GAMES AND SPORTS

There is a State Olympic Association with branches at divisional and district levels. An officer of the Directorate has been placed in special charge of games and sports. The State organises tournaments every year at the district, divisional and State levels for which an amount of Rs. 200, Rs. 500 and Rs. 11,000 respectively, is sanctioned every year. Teachers who are good in games are deputed to coaching camps organised by the Government of India. So far teachers have been deputed to the coaching camps for basket-ball, badminton, volley-ball, wrestling and table-tennis held at Patna, Bombay, Patiala, Madras and Lucknow respectively.

14. SCOUTING AND GUIDING

There is a State Council of Scouts and Guides and the number of scouts and guides at present is 15,160 and 5,290 respectively. Every year, a number of training camps, scout camps and *shramdan* camps are organised and a Scout Week is observed throughout the State. On the whole, scouting and guiding are quite popular.

15. N.C.C. AND A.C.C.

The Organisation of National Cadet Corps was started with a view to inculcating a spirit of discipline and leadership among the youth of the country. The movement has made good progress. The present strength of junior troops in Madhya Pradesh is 204 with 199 N.C.C. officers and 6,673 cadets. A.C.C. is very popular at the secondary stage. There are at present about 920 sections of the A.C.C. with 46,000 cadets.

16. PRE-PRIMARY EDUCATION

Pre-primary education is being developed mostly by voluntary organisations. The number of pre-primary schools was only 4 in 1947; it has since increased to 47 (1955-56) with 3,621 pupils (1,970 boys and 1,651 girls). The private management and local bodies controlling these institutions receive generous grant-in-aid from the State Government. The teachers are mostly women. There are two institutions in the State for the training of pre-primary teachers—one run by the Government at Jabalpur with an intake of 60 and the other run by a private agency at Indore also with an intake of 60.

During the third Plan, it is proposed to start 35 government pre-primary institutions in selected towns and cities. An equal number of non-government institutions will also be opened. These will receive grant-in-aid from the Government on a 75% basis. The total number of government and non-government pre-primary schools by the end of the third Plan is expected to increase to 239. These institutions will provide facilities for nearly 17,000 children in the age group 3-6.

17. EDUCATION OF THE HANDICAPPED CHILDREN

In 1947, there were only two institutions for handicapped children. The number of these institutions has since increased to four (two at Indore, one at Gwalior and one at Bhopal) with a total enrolment of 132. These institutions get grants-in-aid of the total value of Rs. 12,500 from the State Government. A few scholarships are also given to students residing in hostels.

18. DEVELOPMENT OF HINDI

Hindi is the official language of the State. Its use in official correspondence is being progressively increased. Hindi is also the medium of instruction in secondary schools and colleges up to the degree standard.

19. SANSKRIT EDUCATION

A Sanskrit Advisory Board has been established for the development of Sanskrit education. The Board has recommended that the syllabus for institutions imparting education in Sanskrit should be comprehensive and should, besides Sanskrit, include some of the modern subjects. It has appointed a sub-committee to examine the syllabuses, textbooks, administrative and financial conditions of institutions imparting education in Sanskrit and to make recommendations for their reorganisation and improvement. It has also recommended that the question of equivalence between degrees and certificates awarded by these institutions and those awarded by other boards and universities should be taken up for examination immediately.

Sanskrit is a compulsory subject of study at the middle stage.

20. AUDIO-VISUAL EDUCATION

A Board of Audio-Visual Education was established in 1956 for the development of audio-visual education in the State. Audio-visual education has also been introduced as a subject in the teacher training colleges. Multipurpose higher secondary schools are equipped with projectors, tape recorders, cameras, charts and posters.

The Audio-Visual Unit, which has been placed under a special officer attached to the Directorate, works in close association with the extension services departments of the

training colleges at Bhopal, Khandwa, Raipur, Jabalpur and Dewas. The unit undertakes *inter alia* the training of teachers in the use of audio-visual methods of education and in the handling of audio-visual equipment.

21. EDUCATED UNEMPLOYMENT

There are seven employment exchanges in the State and as many as 54,983 persons applied to them for jobs. No survey has so far been made in this respect by the Education Department.

22. EDUCATION OF THE BACKWARD CLASSES

According to the census of 1951, the population of Scheduled castes in Madhya Pradesh was 34,90,761 and that of Scheduled tribes 38,65,254 and the two together formed about 28 per cent of the total population. Economically and socially, these communities are very backward and special efforts are needed to spread education among them and to raise their standard of living. The problem is particularly difficult in the case of Scheduled tribes, most of whom live in thinly populated forest areas which are difficult of access. The situation is aggravated by the fact that they speak dialects which have neither a script nor any literature.

The Government of Madhya Pradesh has created a Tribal Welfare Department to look after the education and welfare of Scheduled tribes. As is well known, a narrow educational approach to this problem is not likely to succeed ; if good results are to accrue, education must go hand in hand with general ameliorative measures for their social and economic betterment. This comprehensive approach is now being made by the Tribal Welfare Department. As a result of the measures adopted during the last fifteen years, some improvement in the condition of these people has become distinctly noticeable.

A number of measures have been adopted for the spread of education among these communities. Education up to the secondary stage is completely free for Scheduled caste and Scheduled tribe children. At the university stage, seats are reserved for them in institutions of higher education and almost all students at the post-matriculation stage are in receipt of scholarships awarded under the Government of

India scheme of Backward Class Scholarships. A number of hostels have been established where students from these classes are given free board and lodging. Assistance is also given in the form of books and clothing and towards examination fees. A large number of government posts are reserved for these people. There are also a number of 'Ashram' schools which form an interesting experiment in the education of Scheduled tribe children.

23. ADMINISTRATION

The State has had to face a series of difficult problems in organising its Education Department. In the regions of Vindhya Pradesh and Madhya Bharat, the Department of Education had to be built up between 1947 and 1956 by the integration of the staff of several education departments of the erstwhile princely states which had merged into them. Hardly had this process been over when another process of integration began in 1956 immediately after the creation of the present State. The problems posed by this continued process of integration have taken a good deal of time and energy, and it is a matter of some gratification that most of these have by now been satisfactorily resolved.

The Education Department, as it is organised at present, is divided into two main branches—Collegiate Education and Non-Collegiate Education. The Collegiate Education branch deals with all institutions of the university standard and with the four State universities. The Secretary to the Government of Madhya Pradesh in the Education Department is the head of this branch. The Non-Collegiate branch has a Joint Director of Public Instruction (Technical) who looks after all technical education below the university level and a Director of Public Instruction who looks after all the other institutions. At the State level, the Director of Public Instruction is assisted by two Deputy Directors, two Assistant Directors, a Superintendent for textbooks, a Superintendent for audio-visual education and an Officer on Special Duty for planning. The State is divided into four regions, each of which is under an officer of the status of a Deputy Director of Public Instruction, although the actual designation varies from region to region. Under the divisional officers are the district

inspectors of schools. Each district inspector is assisted by a number of assistant district inspectors of schools. As stated earlier, there is a separate department for the education of girls.

24. CONCLUSION

It will be seen from the foregoing account that most of the areas now included in the State of Madhya Pradesh were educationally backward in 1947. This backwardness was ubiquitous but was particularly marked in girls' education, secondary education and university education. The State was called upon to put in a Herculean effort for expanding and improving the existing facilities in the face of several handicaps such as the low economic standard of the people, small and scattered habitations, and a very large population of Scheduled castes and Scheduled tribes. In spite of these initial and continuing handicaps, however, the State has been able to achieve a good deal of expansion during the last 14 years, particularly during the second Five Year Plan.

Despite its past achievements, it will not be possible for the State to wipe out all its deficiencies which are due to a century of neglect and under-development even by the end of the third Plan. It is, however, hoped that the drive for educational development started during the second Plan will gather momentum during the third Plan and that education in Madhya Pradesh would soon be on a par with that in the other States of the Indian Union.

EDUCATIONAL STATISTICS OF MADHYA PRADESH

I—Number of Institutions

Item	1955-56		1958-59*	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities	1	..	4	..
Boards of Education	1	..	2	..
Research Institutions . . . . .	..	..	1	..
Colleges for General Education—				
Degree Standard	51	6	59	5
Intermediate Standard . . . . .					17	3
Colleges for Professional and Technical Education—				
Agriculture and Forestry	3	..	4	..
Commerce	1	..	2	..
Engineering and Technology	2	..	4	..
Law	2	..	3	..
Medicine	7	..	9	..
Teachers' Training—				
Basic	1	..	3	..
Non-Basic	4	1	6	1
Veterinary Science . . . . .	..	..	2	..
Others	2	..	1	..
Colleges for Special Education	9	1	25	1

Schools for General Education—													
Higher Secondary Schools	.	.	.	.	.	.	.	.	.	353	65	277	47
High Schools	.	.	.	.	.	.	.	.	.			286	50
Middle Schools—													
Basic	.	.	.	.	.	.	.	.	.	194	..	301	..
Non-Basic	.	.	.	.	.	.	.	.	.	1,236	154	1,595	208
Primary Schools													
Basic	.	.	.	.	.	.	.	.	.	1,110	1	2,228	3
Non-Basic	.	.	.	.	.	.	.	.	.	19,873	1,388	24,144	1,730
Pre-Primary Schools	.	.	.	.	.	.	.	.	.	47	24	120	72
Schools for Vocational and Technical Education—													
Agriculture and Forestry	.	.	.	.	.	.	.	.	.	21	..	22	..
Art and Crafts	.	.	.	.	.	.	.	.	.	23	5	17	6
Commerce	.	.	.	.	.	.	.	.	.	1	..	1	..
Engineering	.	.	.	.	.	.	.	.	.	4	..	10	..
Medicine	.	.	.	.	.	.	.	.	.	4	2	5	3
Teachers' Training													
Basic	.	.	.	.	.	.	.	.	.	28	2	55	6
Non-Basic	.	.	.	.	.	.	.	.	.	11	5	3	2
Technology and Industrial	.	.	.	.	.	.	.	.	.	28	5	44	4
Others	.	.	.	.	.	.	.	.	.	3	..	4	..
Schools for Special Education—													
For the Handicapped	.	.	.	.	.	.	.	.	.			4	..
Social (Adult) Education	.	.	.	.	.	.	.	.	.	2,755	170	1,113	33
Others	.	.	.	.	.	.	.	.	.			136	4
Total										25,775	1,829	30,507	2,178

*Figures are provisional for 1958-59.

II.—Number of Students

Item	1955-56		1958-59*	
	Total	Girls	Total	Girls
1	2	3	4	5
By Type of Institution—				
Universities	1,069	77	1,739	107
Research Institutions . . . . .	..	..	16	1
Arts and Science Colleges	27,144	4,008	34,126	4,640
Professional and Technical Colleges	3,818	312	8,190	752
Special Education Colleges	1,292	402	3,847	1,952
Higher Secondary Schools	1,33,692	28,749	1,05,448	20,827
High Schools				
Middle Schools				
Basic	45,002	3,268	70,555	5,166
Non-Basic	2,58,455	42,586	3,29,670	63,077
Primary Schools				
Basic	86,451	7,081	1,64,817	18,940
Non-Basic	10,86,024	1,95,177	13,30,371	2,81,958
Pre-Primary Schools	3,466	1,564	8,667	4,187
Schools for Vocational and Technical Education	8,471	1,045	11,196	1,291
Schools for Special Education	60,638	4,649	38,655	2,586

B. By Stages/Subjects

General Education (University Standard)—

Research	54	10	232	16
M.A. and M.Sc.	1,199	125	2,221	327
B.A. and B.Sc. (Pass and Hons.)	3,765	533	6,931	1,191
Intermediate (Arts and Science)	8,127	1,367	13,300	2,187

Professional Education (University Standard)—

Agriculture and Forestry	407	..	1,013	..
Commerce	3,302	23	5,033	7
Engineering and Technology	865	1	1,954	2
Law	1,017	18	1,017	9
Medicine	1,030	126	1,888	325

Teachers' Training—

Basic	64	15	292	37
Non-Basic	575	177	1,101	249

Veterinary Science . . . . .	..	..	570	3
Other Subjects	332	..	53	1

Special Education (University Standard)	599	181	2,314	1,182
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General Education (School Standard)—

High and Higher Secondary	50,380	7,047	73,777	9,771
Middle	2,13,312	26,274	2,46,342	37,721
Primary	13,56,486	2,46,324	17,76,208	3,65,168
Pre-Primary	3,621	1,651	8,080	3,944

*Figures are provisional for 1958-59.

II.—Number of Students

Item	1955-56		1958-59*	
	Total	Girls	Total	Girls
I	2	3	4	5
By Type of Institution—				
Universities	1,069	77	1,739	107
Research Institutions . . . . .	..	..	16	1
Arts and Science Colleges	27,144	4,008	34,126	4,640
Professional and Technical Colleges	3,818	312	8,190	752
Special Education Colleges	1,292	402	3,847	1,952
Higher Secondary Schools	} 1,33,692	28,749	1,05,448	20,827
High Schools			86,138	21,007
Middle Schools				
Basic	45,002	3,268	70,555	5,166
Non-Basic	2,58,455	42,586	3,29,670	63,077
Primary Schools				
Basic	86,451	7,981	1,64,817	18,940
Non-Basic	10,86,024	1,95,177	13,30,371	2,81,958
Pre-Primary Schools	3,466	1,564	8,667	4,187
Schools for Vocational and Technical Education	8,471	1,045	11,196	1,291
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Other Subjects	332	..	53	1
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General Education (School Standard)—

High and Higher Secondary	50,380	7,047	73,777	9,771
Middle	2,13,312	26,274	2,46,342	37,721
Primary	13,56,486	2,46,324	17,76,208	3,65,168
Pre-Primary	3,621	1,651	8,080	3,944

*Figures are provisional for 1958-59.

II—Number of Students—(contd.)

REVIEW OF EDUCATION IN INDIA : 1947-61

	1	2	3	4	5
Vocational Education (School Standard)—					
Agriculture and Forestry		541	..	713	2
Arts and Crafts		733	233	442	266
Commerce		36	..	31	..
Engineering		664	..	1,666	..
Medicine		644	79	222	94
Teachers' Training—					
Basic		3,512	367	6,156	594
Non-Basic		843	228	191	137
Technology and Industrial		1,448	125	1,326	158
Other Subjects		236	44	507	62
Special Education (School Standard)—					
For the Handicapped		61,730	4,870	155	36
Social (Adult) Education				32,368	1,231
Other Subjects				7,332	1,771
Total		17,15,522	2,89,818	21,93,345	4,26,491

III—Expenditure on Educational Institutions

Item	1955-56		1958-59*	
	Total	On Institutions for Girls	Total	On Institutions for Girls
	1	2	3	4
A. By Sources				
Government Funds—				
Central	41,84,205	92,071	43,02,613	2,47,321
State	928,22,572	85,55,643	11,98,26,976	1,43,20,956
District Board Funds	40,33,171	1,57,400	49,37,169	2,65,856
Municipal Board Funds	24,96,672	4,59,568	31,94,405	8,14,945
Fees	90,91,116	6,70,197	1,27,79,008	11,15,245
Other Sources	62,90,440	8,42,212	1,07,25,630	9,56,207
B. By Type of Institutions				
Direct Expenditure on—				
Universities	24,61,902	..	32,92,238	..
Boards	4,30,442	..	15,79,825	..
Research Institutions . . . . .	..	..	94,237	..
Arts and Science Colleges	63,70,657	3,86,032	95,27,664	7,54,991
Colleges for Professional and Technical Education	45,94,445	95,499	83,98,656	91,843
Colleges for Special Education	2,80,719	69,345	8,28,954	2,66,775
High and Higher Secondary Schools	1,17,51,388	21,09,017	2,03,80,667	37,16,581

III—Expenditure on Educational Institutions—(contd.)

	1	2	3	4	5
Middle Schools—					
Basic		21,41,760	..	26,96,377	..
Non-Basic		1,19,88,217	16,49,517	1,75,55,040	26,03,922
Primary Schools—					
Basic		20,50,849	8,959	48,87,290	44,824
Non-Basic		3,02,73,742	34,60,606	4,54,23,494	52,19,284
Pre-Primary Schools		2,33,236	84,654	5,31,709	2,35,518
Vocational and Technical Schools		31,95,020	2,63,660	57,22,378	5,31,149
Special Education Schools		16,34,389	78,243	11,40,786	73,478
<i>Total (Direct)</i>		7,74,06,766	82,05,532	12,20,59,315	1,35,38,365
Indirect Expenditure—					
Direction and Inspection		46,80,104	8,59,644	40,41,501	2,76,311
Buildings		2,17,34,656	8,10,148	1,95,53,574	30,71,936
Scholarships		74,58,990	4,91,469	56,99,273	2,73,324
Hostels		11,57,626	2,02,357	8,46,216	1,43,158
Other Miscellaneous Items		64,80,034	2,07,941	35,65,922	4,17,436
<i>Total (Indirect)</i>		4,15,11,410	25,71,559	3,37,06,486	41,82,165
Grand Total		11,89,18,176	1,07,77,091	15,57,65,801	1,77,20,530

*Figures are provisional for 1958-59.

IV—Number of Teachers

Item	1955-56		1958-59*	
	Total	Women	Total	Women
1	2	3	4	5
Universities and Colleges	N.A.	N.A.	3,032	275
High and Higher Secondary Schools	20,828	2,828	9,629	2,000
Middle Schools			18,164	2,172
Primary Schools	41,309	3,835	50,637	5,027
Pre-Primary Schools	240	213	360	320
Vocational and Technical Schools	N.A.	N.A.	1,001	93
Special Schools	N.A.	N.A.	1,170	100

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V—Examination Results

Students Passing—				
M.A. and M.Sc.	N.A.	N.A.	922	131
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	2,450	516
Professional (Degree)	N.A.	N.A.	2,180	162
Matriculation and Equivalent Examinations	N.A.	N.A.	24,037	3,581

*Figures are provisional for 1958-59.

VI—Number of Institutions in Rural Areas

Item	1955-56		1958-59*	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities and Colleges . . . . .	..	..	5	..
High and Higher Secondary Schools	65	..	195	5
Middle Schools	1,088	20	1,538	49
Primary and Pre-Primary Schools	19,130	1,059	24,707	1,326
Vocational and Special Schools	3,239	150	1,154	27
Total	23,522	1,229	27,599	1,407

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
Universities and Colleges	6,570	107	6,516	132
High and Higher Secondary Schools	47,786	2,085	47,291	2,147
Middle Schools	2,57,685	26,171	3,04,232	26,089
Primary & Pre-Primary Schools	10,11,323	1,46,964	12,01,989	1,96,596
Vocational and Special Schools	61,825	3,088	42,212	736
Total	13,85,189	1,78,415	16,02,240	2,25,700

VIII—Number of Students in Selected Classes

Number of Students in Classes—				
I-V	} N.A.	N.A.	17,76,208	3,65,168
VI-VIII			2,46,342	37,721
IX-XI			73,777	9,771

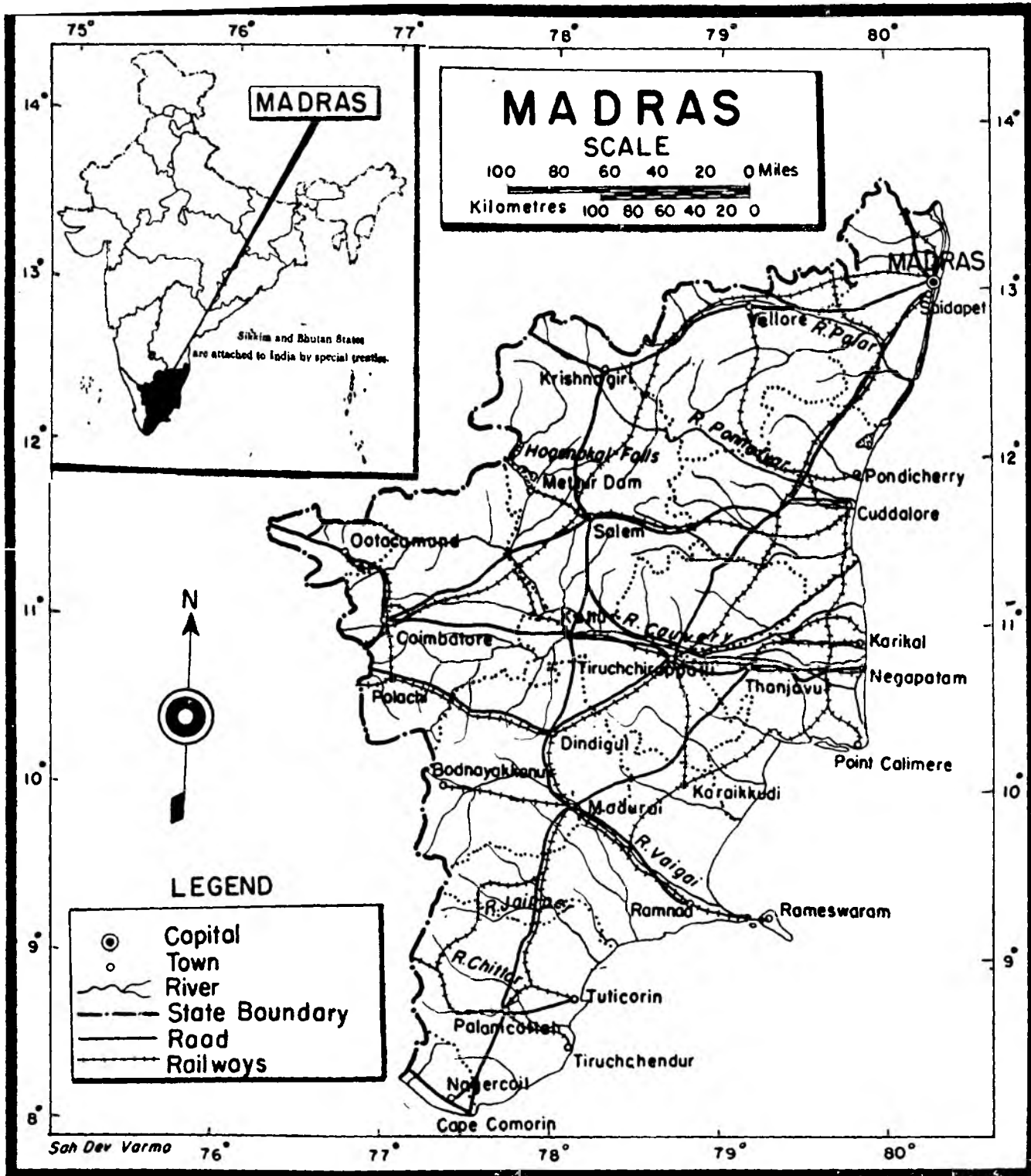
*Figures are provisional for 1958-59.

IX—Some Selected Averages and Percentages

Item	1955-56	1958-59*
1	2	3
	Rs.	Rs.
Cost per capita on Education		
Cost per pupil—	N.A.	N.A.
High/Higher Secondary Schools	87·9	106·4
Middle Schools	46·6	50·6
Primary Schools	27·6	33·6
Number of Pupils per Teacher in—		
High/Higher Secondary Schools }	21	20
Middle Schools }		22
Primary Schools }	28	30
Percentage of Trained Teachers in—		
High/Higher Secondary Schools }	40·2	46·5
Middle Schools }		44·2
Primary Schools }	28·8	40·6

*Figures are provisional for 1958-59.

MADRAS



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CHAPTER X

MADRAS

1. GENERAL INFORMATION

The State of Madras lies in the extreme south of the Indian peninsula. It extends about 500 miles from north to south and about 330 miles from east to west at the broadest end. The terrain consists mostly of level country, except in the west where it rises to great heights. The population is mainly concentrated in the plains, the hills having scattered habitations. Although the overwhelming majority of the population speaks Tamil, there are linguistic groups speaking other languages like Telugu, Malayalam, Kanarese, etc. Of the total population, 73 per cent live in villages of which there are about 18,000 in the State. As in other parts of the country, the rural population depends largely on agriculture. On the social side, one finds that while a few sections of the population are highly advanced educationally and economically, there are many others very backward in both these respects. The Scheduled castes and tribes number 52 lakhs and their educational advancement will call for the most strenuous efforts on the part of the Government and the people of Madras.

In October 1953, the old Madras State was partitioned and the new Andhra State comprising the districts of Srikulam, Visakhapatnam, Godavari East, Godavari West, Krishna, Guntur, Cuddapah, Kurnool, Anantapur, Nellore, Chittoor and a part of Bellary was formed. (The remaining portion of Bellary district was merged with the Mysore State). The area of the residuary Madras State was 60,362 sq. miles and its population, according to the 1951 census, 357,34,489 (men 177,10,244 and women 180,24,245). The State was again reorganised on 1st November 1956, with the formation of the Kerala State. Consequent on this reorganisation, the entire Malabar districts and the Kasargoda taluk of South Kanara district were merged with the new Kerala State; the remaining portion of the South Kanara district and the Kollegal taluk of Coimbatore district were merged with the Mysore State; the Kanyakumari district of the former

Travancore-Cochin State was integrated with the reorganised Madras State. The Madras State, as it stands today, comprises the districts of Madras, Chingleput, South Arcot, Thanjavur, Madurai, Ramanathapuram, Tirunelveli, Kanyakumari, North Arcot, Salem Tiruchirapalli, Coimbatore and the Nilgiris. Its area is 50,132 sq. miles and according to the 1961 census its population is 3,36,50,917 (men 1,69,14,454 and women 1,67,35,463).

The total revenue of the State for the year 1959-60 was Rs. 7,308 lakhs. The amount spent on general education during the year was Rs. 1,329 lakhs which works out at 18.2 per cent of the total revenue.

2. BRIEF HISTORICAL REVIEW OF EDUCATION PRIOR TO 1947

In 1826, Sir Thomas Monroe, the then Governor of Madras, constituted a Board to organise a system of public instruction in the State. It had authority to establish two principal schools in each collectorate and one inferior school in each taluk and also to enquire and report on the measures to be adopted for the general advancement of education. The progress of education during the next thirty years was very slow. A real fillip to education was given only in 1855 when a Department of Public Instruction was instituted and Sir Alexander Arbuthnot appointed as the first Director of Public Instruction in Madras. In the same year, a set of grant-in-aid rules was published with the object of assisting private enterprise in the field of education.

The next important landmark in the educational history of the State was the introduction of the Town Improvement Act and the Local Board Act of 1871. The local bodies that were created as a result of these Acts received appropriations which they were at liberty to utilise for a number of constructive purposes, including education. Consequently, schools were established in most 'unions' which consisted of one or more villages so situated that a school was not more than $2\frac{1}{2}$ miles distant from the house of any rate-payer. In 1911, the Government decided to subsidise the opening of new elementary schools in villages containing more than 500 inhabitants. In pursuance of this policy, liberal subsidies (out of an Imperial grant of Rs. 50 lakhs) were sanctioned to district boards and

municipalities to enable them to open new elementary schools for boys and girls.

The passing of the Government of India Act in 1919 which brought in 'diarchy' was an important event. Under this Act, education became a 'transferred' subject under the control of a Minister answerable to the legislature. However, finance was listed as a 'reserved' subject to be administered by a member of the Governor's Executive Council. Notwithstanding this handicap, the Government of Madras passed the Madras Elementary Education Act, 1920, which inaugurated a new era in the history of elementary education in the province. The Act provided for the levy of an education cess on land tax or property tax and for an equal contribution by the Provincial Government to each local body for the advancement of elementary education. There was also provision for the introduction of compulsion in suitable areas with the previous sanction of the Provincial Government. The District Municipalities Act and the Local Boards Act came into force during the year 1920. These Acts afforded greater freedom to local bodies in the matter of finance. They also removed elementary education from the purview of district boards and entrusted it to taluk boards and municipalities. Moreover, under the provisions of these Acts, the power of according recognition to aided elementary schools (which had hitherto vested in the Education Department) was transferred to the district educational councils, which were *ad hoc* bodies formed under the Elementary Education Act. This scheme of decentralisation, however, was not very successful. The taluk boards were consequently abolished in 1934 and elementary schools went back to the care of the district boards.

The year 1939 saw the abolition of the district educational councils and the transfer to the departmental officers of the power to recognise schools and sanction grant-in-aid to privately managed schools. By 1947, the State had made good progress in primary education, its principal achievements in this field being (1) the holding of an educational survey as early as 1924 and the provision of schools for a large number of habitations; (2) large enrolment of children in the age group 6-14 (3) increased enrolment of girls; (4)

increase in the proportion of trained teachers and the improved quality of training provided in training institutions ; and (5) the creation of an efficient inspectorate for the supervision of primary schools.

The progress of secondary and higher education during this period was also very satisfactory. Voluntary effort, both missionary and Indian, began early and grew very rapidly. During the early phases of their history, the growth of both secondary and university education depended almost entirely on voluntary effort.

In the field of secondary education, the developments in Madras were similar to those in other parts of India. The Matriculation of the Madras University dominated the entire school course until it was replaced by a secondary school leaving examination ; and although the expansion of secondary schools was rapid, most of the institutions were of the academic type which prepared the students either for the university or for clerical jobs. These faults apart, the secondary schools of this period were distinguished by four features : low costs ; general efficiency, particularly in English ; good general education and professional training of teachers ; and a much larger extent of diversification of courses than in several other parts of the country.

And now a word about higher education. The University of Madras was established in 1857 along with those of Calcutta and Bombay. It began as an affiliating university and it was only in the present century that it assumed teaching functions. The second university in the State, the Annamalai University, was established in 1929. By 1946-47, a large number of colleges of general and professional education had been established and a good deal of expansion in the field of higher education had already taken place.

3. PRIMARY EDUCATION

The expansion of educational facilities had begun in the post-war period itself ; but it was not until the attainment of independence that the movement gained momentum. The year 1948-49 began with 15,303 elementary schools in the districts composing the present Madras State, excluding Kanyakumari district. Today the number of elementary

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schools in the same area is 26,166. This increase of about 11,000 elementary schools in a little more than a decade is the most remarkable feature of educational development in the State during this period. Today every village with a population of 300 and over has an elementary school.

At the beginning of the year 1948-49, the number of pupils in all the elementary schools in the present Madras State (excluding Kanyakumari district) was 16,31,849. The number has since risen to 32,19,568 and the total number of pupils in all elementary schools (including Kanyakumari district) to 33,43,638. The percentage of enrolment in the age group 6-11 is 88·3 for boys, 52·5 for girls and 70·3 for both. A very important factor in this great spread of education has been the provision of free meals for school children.

School Meals. As education spread, more and more poor parents desired to educate their children. But on account of abject poverty many could not send their children to school. Past experience had shown that penal provisions are ineffective as a means of enrolling poor children. Other means, therefore, had to be found. One such means is the provision of midday meals. It has been found to be very effective as an incentive for attendance. The measure has been applied extensively throughout the State. Government's share is limited to the recurring expenditure and does not exceed 6 naye paise per meal per day. The local committee has to meet the balance of the recurring expenditure amounting to not less than 4 naye paise per meal per day and the entire non-recurring expenditure. The Government of India meet 50% off the State Government's expenditure on the scheme. The scheme covers 26,176 elementary schools (out of a total of 26,674) and as many as 9·6 lakh children are benefiting from the scheme. (The number includes the children fed entirely out of government or corporation funds without any local voluntary contribution).

School Uniforms. As school after school organised the supply of free school meals the attendance of children at these schools showed improvement. But even in centres, where provision for midday meals was made on a large scale, it was found that a number of children, particularly girls, fought shy of school for want of proper clothing. Lack

of suitable clothes kept away many a child, who was otherwise quite willing to attend. In recent months, therefore, efforts have been made in a concerted manner to organise free supply of clothing to poor children. The response of the people to this movement has been very favourable, partly because the idea of *vastradan* is old and familiar and partly because the beneficiaries are school children. The people are coming forward generously to provide free clothes to poor children.

A further development in the free clothing scheme has been the idea that children in receipt of free clothing should wear the same uniform. Even when the number of children wearing such uniforms is small, it has a great effect on the tone of the school. A few children coming in uniform have often succeeded in persuading others to adopt it. As many as 3,04,087 children have received gifts of at least one uniform. The total value of the gifts received so far comes to Rs. 16,80,568. The local communities are now being requested to provide at least two sets of clothes to every child so that he can afford a change.

School Improvement Movement. A large number of elementary schools in the past suffered for want of suitable accommodation, equipment, teaching aids and other facilities necessary for efficient instruction. It was clear that such deficiencies could never be made good fully and quickly, if one were to depend solely on the resources of the Government and the local bodies. It was decided, therefore, to tap for this purpose the resources of the local community.

The idea was first tried out in February 1958 in a small area in Chingleput district. A detailed and elaborate survey was first made of the conditions and requirements of every single elementary school in that area. The teachers of each school were then asked to make informal contacts with the people of the area, explaining to them the basic needs of the local school. Everywhere the community came forward to assist the local school. Projects to the value of Rs. 15,000 were undertaken and gifts in kind and cash amounting to Rs. 1,300 were presented at the first School Improvement Conference of this area.

The striking success of this experiment and the enthusiasm exhibited by the people encouraged the Government to extend the movement to other parts of the State. Between February 1958 and December 1960, 133 such conferences had been held in different parts of the State. A total number of more than 1,50,000 projects of school improvement have been undertaken by the people themselves. The total value of the schemes is estimated to exceed Rs. 630 lakhs. Schemes worth Rs. 400 lakhs have been carried out so far. What is most significant about this movement is not the donations given by the rich, but the fact that it is a real people's movement to which every individual, rich or poor, literate or illiterate, is keen to contribute according to his means.

Stagnation and Wastage. Irregular attendance, inadequate attention and ineffective teaching in the school are some of the well-known causes of stagnation. Stagnation leads to frustration and results in premature withdrawals called wastage. Inadequate attention and ineffective learning on the part of the child have often stemmed from starvation and lack of proper educational facilities at home. It is futile, for instance, to expect a child to concentrate on his lesson when he is hungry. Teaching in elementary schools has also been ineffective because these have never been equipped properly for their day-to-day work. Often the school may have no chart, map or model and sometimes even the black board is missing! It is hoped the provision of free meals, free books, free uniforms and adequate equipment will go some way in controlling the twin evils.

Compulsory Primary Education. The measures relating to free meals, free books, etc. described above can also be expected to help in the achievement of the two objectives of compulsory education, namely, universal enrolment and universal retention.

It is important to remember that the idea of compulsory education is not new. The Madras Government had, as far back as 1920, enacted an Elementary Education Act which provided for the introduction of compulsion. The initiative to introduce compulsion in any area under this Act was left to the local authority concerned. Taking advantage of this provision, compulsion was actually introduced in 7 municipi-

palties as early as 1922-23. It was progressively extended to more municipalities and rural areas and there were, in 1947-48, 1831 towns and villages under compulsion in the composite Madras State.

However, it is to be admitted that this early attempt at compulsion did not succeed very much ; the number of defaulters was too large to be tackled effectively by the penalties in force. The problem is colossal and the Government feels that despite the Constitutional directive which enjoins upon each State to endeavour to provide, within 10 years of the commencement of the Constitution, free and compulsory education for all children up to the age of 14, the goal can be reached only in stages. It has, therefore, been decided to provide free and compulsory education for the age group 6-11 in the first instance.

For this purpose the habitations in the State have been divided into three groups, each covering approximately one-third of the population. During 1960-61 compulsory primary education has been introduced for the age group 6-7 in one of the three groups of habitations. This will be extended in that area to the age groups 7-8, 8-9 and so on in the succeeding years. The entire population in the age range 6-11 in these habitations will be brought under compulsion by the end of 1964-65.

The second group of habitations will be taken up in 1961-62. The entire population of 6 to 11 in this group of habitations will have been brought under compulsion by 1965-66. Likewise the third group of habitations will be taken up in 1962-63. But during that year two age groups, namely, 6-7 and 7-8 will be compulsorily enrolled in order that the phased programme of bringing all children in the age range 6-11 to school may end by the close of the third Plan *i.e.*, by 1965-66. By the end of the third Plan, compulsion will thus be in force for all children in the age group 6-11 throughout the State.

Although compulsion for the present has been restricted to the age group 6-11, provision for increased enrolment at the next higher stage *i.e.*, 11 to 14, has also been made by the opening of VI, VII and VIII standards in a large number of elementary schools. In 1959-60, there were 2,710 higher

elementary and senior basic schools catering to the needs of children in the age group 11-14.

In view of the prevailing hunger for education and the proved possibility of midday meals, free supply of books, slates and uniforms and of programmes of school improvement through voluntary effort, it is hoped that the programme of compulsion will succeed much better than in the past.

Pattern of Elementary Education. Formerly, the primary stage of education consisted of five years from standards I to V followed by a course of three years, called standards VI to VIII if it formed part of or was continuation of a primary school, and forms I to III, if it formed part of a secondary school. The syllabuses for standards VI to VIII and forms I to III were also not identical in all respects. As recommended by certain important committees, however, it was decided in 1957 to do away this parallelism and to have only one integrated course of seven years for the first stage of education. Under the revised pattern, a common syllabus is followed during the first seven years of schooling throughout the State. One notable feature of this syllabus introduced in 1960-61 is the compulsory study of English right from standard V.

Teachers. Good buildings, standard equipment, well-fed children and sound syllabuses do not by themselves make for good education. The key to the whole business of teaching and learning is the teacher. Nothing good can happen in the school unless the teacher is contented and commands the respect due to him. The Madras Government have been fully alive to this problem and have in recent years paid special attention to the improvement of the status and the service conditions of the teacher.

The triple benefit scheme for elementary school teachers was introduced in 1955. Under the scheme, every teacher is entitled, in addition to the government contribution to his provident fund account (which he was already eligible for), to a pension on retirement. It is also compulsory for him to take out an insurance policy for a minimum amount depending on his salary. This scheme of Provident Fund-cum-Insurance-cum-Pension has since been extended to

teachers in all types of recognised schools. Education upto the end of the high school stage for children of teachers in all types of schools has also been made free.

Though revisions in the salary structure of teachers have been made from time to time, the revision of pay scales of teachers (under all managements), from the school year 1960-61 has been the single most important revision so far and has resulted in a marked increase in their emoluments. The salaries of teachers in Madras, it need hardly be recalled, had always been lower than in many other parts of the country; now they compare favourably with scales of pay in the other States.

The introduction of Teachers' Service Registers to record the history and terms of contract between teachers and their managements, the tightening up of rules relating to service conditions and the provision for appeal against unjust treatment have improved the morale of the teacher and added to his general sense of security.

4. BASIC EDUCATION

A beginning was made with basic education in 1947-48 when it was introduced in 17 elementary schools. Since then, it has spread steadily. Despite the fact that a good number of basic schools had gone over to the other States on account of the reorganisation of States in 1953 and 1956, there were at the end of 1959-60, 3,231 basic schools with an enrolment of 3,19,871 boys and 2,01,275 girls. Conversion of elementary schools into basic schools and the necessary re-training of ordinary teachers in basic education have gone on steadily over these years.

One of the most constructive steps taken to promote basic education has been the publication of 29 reading books—not textbooks—for grades II to V. It is proposed to bring out at least 50 such books. A guide to the use of these books for basic school teachers has also been published. Another significant step has been the re-training, on the lines of basic education, of all gazetted officers who are or are likely to become inspecting officers of basic schools.

As the process of conversion of elementary schools into basic schools has necessarily to be spread over a period of

several years, it was decided to orient the elementary schools to the basic pattern by holding periodical seminars for the teachers of elementary schools. It is expected that by 1961-62 all such schools will have been oriented to the desired pattern.

A government post-graduate basic training college has been functioning since 1957-58. It is affiliated to the Madras University.

5. SECONDARY EDUCATION

While we have programmed for compulsory and free education upto standard V, it has to be admitted that this is hardly the level of education that will meet adequately the requirements of the future citizens of this country and for the age in which they will have to live and play their part. It is necessary that more and more students continue their education till they complete at least the secondary course. Towards this end, a large number of new high schools has been opened all over the State during the second Plan.

In 1947, the number of high schools for the districts composing the present Madras State was 471. It has since increased to 1,231. The new high schools and the additional sections opened in the existing schools have enabled the enrolment in the higher forms to increase to about 2,74,000 (1960-61). A most gratifying feature of this expansion has been that most of the new schools are located in the rural areas.

One important reason for the recent increase in enrolment at this level has been the extension of fee concessions to a large number of children. Education is free up to standard VIII or form III for all poor children, irrespective of caste. It is also free up to the S.S.L.C. stage for a large majority of poor students whose parents belong to certain occupational classes. A proposal to make education free up to the S.S.L.C. stage for all poor students, irrespective of class or occupation, is under active consideration.

Liberal provision of scholarships and free midday meals in a number of high schools too have contributed in no small measure towards the stepping up of enrolment at the secondary stage. During 1958-59, the number of scholarships awarded was 26,700, the total value of the awards being Rs. 12,75,000.

Pattern of Secondary Education. Secondary schools ordinarily consist of forms I to VI leading up to a public government examination at the end of the school course.

The Madras Government have accepted the principle that the duration of the entire school course including both the elementary and the secondary stages should be 11 years. The elementary stage which provides for an integrated course of seven years is to be followed by four years of higher secondary education. At the post-elementary or the higher secondary stage, there is provision for an academic stream and for a number of diversified courses like Engineering, Textile Technology, Agriculture, Secretarial Course, Home Science, etc. So far, 224 high schools have been converted into multi-purpose schools by the introduction of at least two elective courses in addition to the academic course. Under the three-language formula which has been accepted by the State Government, academic students have compulsorily to take examination in three languages viz., the regional language or the mother tongue, Hindi or any other Indian language (not taken under the regional language group) and English or any other non-Indian language. The study of the core subjects like Mathematics, Social Studies and General Science is compulsory. It may be mentioned that there is no provision in this State for the teaching of Science as an elective course.

Medium of Instruction. The regional language is ordinarily the medium of instruction in high schools. However, the linguistic minorities in Madras State have been given the right to educate their children through their own mother-tongue, provided a specified—fairly low—minimum strength for each stage is available. In actual fact there are as many as seven other media, besides the regional language being used at this stage.

Grant-in-aid. Madras State has always followed the policy of allowing different types of management to run schools, elementary or secondary. Consequently, the number of government schools at both the primary and secondary stages is quite small. A large number of schools both primary and secondary is run by local authorities like district boards, municipalities, panchayats and panchayat unions. A

good number—though not so large—is also run by private managements like missions, religious denominations, corporate bodies and even individuals (in the case of many elementary and a few high schools). A most important recent development in the matter of school management has been the constitution of panchayat unions for each development block which are now taking over the management of all district board schools in their areas.

The existence of a good number of privately managed schools in the State has necessitated provision of grants-in-aid to such institutions. Aided elementary schools receive every month the entire salary and dearness allowance of the teachers as teaching grant from the Government. In addition they receive a 'maintenance grant' annually towards their maintenance and upkeep. In the case of aided secondary schools, the net expenditure is borne by the management and the Government in the proportion of 1:2.

Teacher Training. There are three grades of teacher training. The minimum educational qualification required for the lowest grade is a pass in form III or standard VIII. This is called the elementary grade. If the pattern of training is basic, then it is called the 'junior basic grade'. The minimum educational qualification for the next grade is a pass in S.S.L.C. or Matriculation examination. This is known as the secondary or senior basic grade, depending on the pattern of training. For the highest grade of training, the minimum admission qualification is a degree of a recognised university.

The duration of the first two grades of training is two academic years each. The duration of the post-graduate training course is one academic year. The elementary and secondary grade teachers—junior and senior basic teachers as well—are mostly meant for elementary schools while the trained graduate teachers are meant for the high schools.

The present provision of facilities for training teachers of all grades can be considered to be fairly adequate. As against 156 training schools (including 76 for women) in the composite State of Madras in 1946-47, today there are 146 training schools (including 61 for women) for the present State which is much smaller in size. These institutions turn

out some 85,000 teachers every year. As regards training colleges, their number today is 17 (including 4 for women) as against only 6 in 1947 for the much bigger Madras State. The annual out-turn of these institutions exceeds 1300 trained teachers.

A monthly stipend of Rs. 18 each is given to trainees of the secondary, junior basic and senior basic grades. Elementary grade trainees get a monthly stipend of Rs. 12 only.

Because of the increased provision of training facilities and stipends to trainees, Madras is today in the fortunate position of having 96.7% of its teachers trained in the elementary schools and 90.4% trained in the secondary schools.

6. UNIVERSITY EDUCATION .

The Madras University which was founded in 1857 is one of the oldest universities in India. Over the years the popular desire for higher education has grown to enormous proportions and new universities have had to be started. By 1947, two more universities had come into being, namely, the Andhra University and the Annamalai University. Consequent upon the partition of the old Madras State in 1953 the Andhra University went over to Andhra State leaving the present Madras State with two universities, namely, Madras and Annamalai.

Madras University. The Madras University had been developing steadily for nearly a century. Its expansion during the brief period following 1947, however, has been even more spectacular. There were only 19 colleges for men with a total strength of 15,429, in 1947. In 1959, there were as many as 42 colleges for men with a strength of 32,296. The expansion in women's education has been even more striking. As against 5 colleges for women in 1947 with a strength of 1,236, there were in 1959, 16 colleges for women with a strength of 5,631. Facilities for professional education in education, engineering and medicine have also undergone considerable expansion. The number of general and professional colleges in the Madras University during the year 1958-59 was as follows.

Professional Colleges	For Men	For Women
Arts, Science and Commerce	42	16
Education	12	4

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<u>Professional Colleges</u>	<u>For Men</u>	<u>For Women</u>
Engineering	6	..
Medicine	4	..
Agriculture	1	..
Veterinary	1	..
Law	1	..
Physical Education	2	..
Music	1	..
Oriental Learning	15	..

Until 1956, education in the Madras University consisted of an intermediate course of two years, followed by a two-year degree course or a three-year Honours degree course and a post-graduate course of two years after the first degree. The University decided to change this pattern by abolishing the intermediate stage in 1956-57 and the Honours degree courses in 1958-59. The reorganised pattern consists of a one-year pre-university course followed by a degree course of three years and a post-graduate course of two years after the first degree.

The main faculties of the university are : Faculty of Arts comprising the departments of Languages other than English, Philosophy, Psychology, History, Economics, Politics, Geography and Journalism ; Faculty of Science comprising the departments of Mathematics, Statistics, Physics, Chemistry, Botany, Zoology and Physiology, Geology, Home Science and Anthropology ; Faculty of Oriental Learning comprising the departments of Tamil, Sanskrit, Oriya with Marathi, Hindi, Bengali, Burmese, Sinhalese, Hebrew with Syriac, Arabic, Persian, Urdu, Telugu, Kannada and Malayalam ; Faculty of Fine Arts comprising the departments of Drawing, Painting and Sculpture, Indian Music and Western Music ; Faculties of Law, Medicine, Engineering, Agriculture, Veterinary Science, Technology and Commerce.

There are 21 university departments of study and research relating to the humanities, sciences and languages.

Apart from teaching and research, extension lectures for the benefit of general public, and vacation lectures and refresher courses for the benefit of school teachers are also organised regularly by the university.

The medium of instruction in all subjects excepting the languages is English. There is, however, provision in the regulations of the university to permit colleges to teach the optional subject under Part III of the B. A. degree courses in an India language after due notice to the university. This provision has been taken advantage of by the Government Arts College, Coimbatore by changing over from 1960-61 to Tamil as the medium of instruction for the three-year degree course in the humanities.

Annamalai University. The Annamalai University which was established in 1929 owes its foundation to the foresight and philanthropy of the late Dr. Raja Sir Annamalai Chettiar of Chetti Nadu. Unlike the Madras University, it is a unitary residential university and has no affiliated colleges. Prior to 1947, it had four faculties: (1) Faculty of Arts comprising the departments of English, History and Politics, Economics and Philosophy, (ii) Faculty of Science comprising the departments of Mathematics, Physics, Chemistry, Botany and Zoology, (iii) Faculty of Oriental Learning comprising the departments of Tamil, Sanskrit and Music and (iv) Faculty of Engineering and Technology.

The post-independence period has seen the creation of the following new departments: Department of Research in Tamil language and literature; Department of Sociology; Department of Commerce; Department of Agriculture; Department of Geology; Department of Statistics; Department of Fine Arts and Department of Education.

The pattern of education was reorganised in 1957-58 when as in the Madras University, the intermediate stage was abolished and the pre-university course introduced. The latter is followed by a three-year degree course.

7. PROFESSIONAL AND TECHNICAL EDUCATION :

The number of medical colleges (allopathic) in the State in 1958-59 was 4 and the total number of scholars under instruction was 2,252 men and 681 women. The course of studies leading to the degree of Bachelor of Medicine and Surgery is of 5½ years' duration including one year of the pre-medical course. Medical colleges are under the administrative control of the Director of Medical Services.

The Madras Veterinary College is the only institution of its kind in the State. It is affiliated to the University of Madras and teaches for the Bachelor's and Master's degrees in Veterinary Science. Bachelor's course extends over a period of four years and the Master's over two years (after the Bachelor's degree). The strength of the college in 1958-59 was 446 men and 7 women.

There is one agricultural college in the State. It is situated in Coimbatore and offers the following degree courses: Bachelor of Science (Agriculture) (3 years); post-graduate M.Sc. and Ph.D. by research; and post-graduate M.Sc. Examination. The strength of the college in 1958-59 was 491 men and 19 women.

The intake of engineering colleges has increased from 512 in the pre-independence period to 1,157 in 1960-61. In 1958-59 there were six engineering colleges affiliated to the Madras University in addition to the Engineering Department of the Annamalai University.

The number of polytechnics which was 8 with an intake of 710 before independence has since increased to 21 with a total intake of 2,910. On a lower level, there were 53 industrial schools and 15 schools for arts and crafts in 1958-59.

8. SOCIAL EDUCATION

While attending to the educational needs of the younger generation, the Government has not neglected those of the adults. A three-year course for adults has been in operation for some time now. In 1959, there were 1422 such schools with 41,573 adults in attendance.

With a view to providing neo-literates with suitable reading material, special literary workshops have been organised. Out of the books produced in these workshops, 44 have been published so far and these have proved very popular.

The Madras State was the first to pass a Public Library Act in 1948 which set forth the principles for the expansion of the library movement in the State. The Act provided for the constitution of a local library authority for each district. Each district authority, the city of Madras excepted, was provided with separate funds derived from the library cess of six pies (3 nP.) per rupee on property or house tax collected

by local bodies, augmented by an equal contribution by the State Government. This organisation has enabled the establishment of a district central library in each district and of a network of branch libraries in centres with a population of 5,000 and over and delivery stations in several villages with a population of 1,000 and above. In 1954, the number of branch libraries in the State was just one and there were no delivery stations at all ; today there are 454 branch libraries and 575 delivery stations in the State.

9. EDUCATION OF GIRLS AND WOMEN

At the primary stage, the State follows a policy of co-education. Separate primary schools for girls were abolished in 1948 and all primary schools thrown open to all children, regardless of sex. This policy has worked quite satisfactorily at this stage. The approach at the secondary level is different, provision of separate schools for girls being the accepted policy. However, girls are free to join boys' schools wherever separate schools for them are not available.

To stimulate the enrolment of girls, special fee concessions and scholarships have been awarded in large numbers both in elementary and secondary schools, and subjects like Domestic Science, Dancing and Music, Drawing and Painting have been introduced in several girls' high schools. In 1960-61, there were 222 secondary schools, 61 training schools, 15 colleges for general education and 4 training colleges exclusively for women. It has also been proposed to construct 327 quarters for women teachers in rural areas with a view to enabling them to serve in remote villages which are lacking in suitable housing facilities.

10. PHYSICAL EDUCATION

Right from the beginning, the authorities have been attaching great importance to physical education. Adequate provision of playground facilities is an essential condition of recognition for a high school and managements are required to collect a special games fee to provide for games and athletics. The appointment of qualified physical training instructors in secondary schools has also been insisted upon. Interest in physical education has been further stimulated by the organisation every year of sports and games competitions at the

district and State levels in connection with the Republic Day celebrations. The Government sanctions annually a sum of Rs. 1,50,000 for these competitions.

There are three colleges of physical education in the State for training physical training staff for colleges and high schools.

Adequate attention has been given to scouting, guiding and junior Red Cross activities in schools. These activities have helped children to develop self-reliance and a spirit of social service. In 1950, all the scout and guide organisations that existed in the State were merged to form 'the Bharat Scouts and Guides'. This is now the sole organisation devoted to the promotion of scouting and guiding in the State.

11. N.C.C. AND A.C.C.

National Cadet Corps units were formed in this State in the very first year of the inception of the Corps in 1949. The Army Wing, the Air Wing and the Naval Wing are all represented in the educational institutions of the State. Several girls' colleges and a large number of girls' high schools have girls' divisions of the N.C.C. and A.C.C. The two Corps are extremely popular in schools and colleges. The number of high schools with junior divisions of the N.C.C. is 250 while almost all colleges have a senior division each.

112. MEDICAL INSPECTION

Medical inspection is compulsory in the pre-university class and in the first year of the degree course in colleges. In addition to this, several colleges have provided a scheme of free medical attendance to their students. In high schools, medical inspection is permissive; and managements are allowed to levy a special fee for this purpose. There is no scheme of medical inspection of pupils in the elementary schools, excepting those under the Madras Corporation.

113. EDUCATION OF SCHEDULED CASTES, TRIBES AND BACKWARD CLASSES

A separate department of Government has been specially set up under the name of Harijan Welfare Department to look after the welfare of the Scheduled castes, Scheduled tribes and Backward classes. The main functions of this

Department are the maintenance of schools, provision of scholarships and grants for boarding, provision of books and clothing, and maintenance of free hostels for the benefit of children of these classes. There are 1,228 elementary and basic schools maintained by the Department with an enrolment of 83,001 boys and 47,473 girls.

All Scheduled caste children studying in the Harijan welfare schools are given free midday meals. The Department also maintains for Scheduled castes and tribes a high school for boys and a high school for girls. Scheduled caste children are admitted without any discrimination to all schools, public and private. In 1958-59, the total number of Scheduled caste pupils studying in all types of institutions was 5,34,808—3,72,689 boys and 1,62,119 girls.

There were 48 elementary schools meant specially for Scheduled tribe children, with an enrolment of 1848 boys and 758 girls. Scheduled tribe children too have free access to all other schools, the total number of pupils of the Scheduled tribes reading in all types of institutions being 9,249 boys and 4,497 girls (1958-59).

There were 488 elementary and basic schools meant chiefly for some of the Backward communities. The total number of Backward class pupils reading in these and other schools was 11,63,308 boys and 5,79,360 girls (1958-59).

14. PRE-PRIMARY EDUCATION

While concentrating on school-age children, the value of pre-primary education has not been forgotten. There were 28 schools in the State in 1958-59 for pre-primary education. There are also four training schools for the training of teachers of pre-primary schools.

15. EDUCATION OF THE HANDICAPPED

There are 13 schools in the State for the handicapped, 5 for the deaf and dumb, 4 for the blind and 4 for the crippled. The total number of students in them was 463 boys and 313 girls in 1958-59. The curriculum in these institutions combines general education with vocational training. The Government School for the Blind at Poonamallee is a high school and prepares students for the S.S.L.C. examination.

16. AUDIO-VISUAL EDUCATION

For the past ten years, there has been an Audio-Visual Education Officer in the Office of the Director of Public Instruction. He maintains a State film library and a complete set of audio-visual equipment. He organises periodical courses for training teachers in the handling of audio-visual equipment. About 475 teachers have been trained during the last three years.

A large number of high schools in this State have audio-visual equipment such as radios, film and filmstrip projectors, tape-recorders and loudspeakers. The number of schools having film projectors, filmstrip projectors, radios and tape recorders is 254, 560, 655 and 164 respectively.

17. ANGLO-INDIAN SCHOOLS

In conformity with the Constitutional guarantee given to Anglo-Indians, Anglo-Indian schools have been continued and are governed by a special code of regulations. The medium of instruction in these schools is English. These schools are also taken advantage of by non-Anglo-Indian parents who wish to educate their children through the English medium. It is provided that at least 40% of the annual admissions to every Anglo-Indian school should be from children of non-Anglo-Indian communities. In practice, percentage of such children in Anglo-Indian schools is higher than 40. There are 45 Anglo-Indian schools (of all grades) in the State and one training school for women. The strength of the schools was 9,627 boys and 8,880 girls in 1958-59.

18. ORPHANAGES AND BOARDING HOMES

Orphanages arranging for the education of orphans are eligible for grant-in-aid. The grant payable to an orphanage should not exceed 3/4 of the net boarding charges subject to a maximum of Rs. 10 per child per mensem in the case of institutions in plains and Rs. 15 in the hill areas. There are 269 such orphanages in the State.

19. ORIENTAL EDUCATION

Institutions for oriental education in the State are of three categories—elementary schools, secondary schools and colleges. They teach in one or other of the three languages

—Tamil, Sanskrit and Arabic. There were 2 elementary schools, 7 secondary schools and 15 colleges of this type in 1958-59.

20. DEVELOPMENT OF HINDI

The training of Hindi teachers is conducted in two Hindi Pracharak Vidyalayas, one at Trichy for men and the other in Madras for women. Government also sanction stipends to candidates undergoing training at these *Vidyalayas*. In addition, there is a Rashtra Bhasha Visharad Vidyalaya at Tiruchirapally, opened in 1957-58.

21. ADMINISTRATION

The organisation of the Department of Public Instruction includes the Director of Public Instruction at the head, 4 Deputy Directors, 1 Deputy Commissioner for Government Examinations, 2 technical personal assistants at headquarters, 2 divisional inspectors, 24 district educational officers (each in charge of an education district), 4 inspectresses of girls' schools (each in charge of girls' high schools and women's training schools in their Circle), and a number of deputy inspectors each in charge of a range. The enormous increase in the number of schools that has taken place in recent years has necessitated strengthening of the administrative staff. As against 32 district educational officers in the composite State, there are now 24 district educational officers in the present Madras State which is less than half the size of the composite State. There has been a similar increase in the number of deputy inspectors. The present number of deputy inspectors is 282 whereas it was 285 in the year 1947 in the entire composite Madras State.

22. EDUCATIONAL BUDGET

A study of the increase in educational expenditure over a period of time can give a rough idea of educational progress. The budget of the State's Education Department increased from about Rs. 7.00 crores in 1947-48 to Rs. 11.24 crores in 1952-53. For the year 1953-54, when Andhra was carved out of it, the budget of the residuary State was only Rs. 4.71 crores. It has since been continually rising and now stands at a figure which is almost double of what it was in

1947-48 for the composite State. The actual expenditure rose from Rs. 7.05 crores in 1947-48 to Rs. 12.23 crores in 1952-53 and to Rs. 14.85 crores in 1959-60. Central assistance for education was only Rs. 7.00 lakhs in 1952-53. It has since gone up to Rs. 126.86 lakhs in 1959-60.

23. SUMMING UP

We may end this brief review of educational progress in the Madras State during the post-independence period on a note of optimism. These years have witnessed unprecedented expansion and much fruitful endeavour to improve the quality of education. This expansion and endeavour at qualitative improvement are not confined to any particular level; they embrace all levels of education. A new era of cooperation between the Government and the people has been ushered in. Though much has been achieved, much still remains to be done. One can rely on the inspiration and experience of these last few years to carry the State forward with confidence and courage on the long and arduous road to the goal of 'sound education for all'.

EDUCATIONAL STATISTICS OF MADRAS

I. Number of Institutions

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities	2	..	2	..
Boards of Education	1	..	1	..
Research Institutions . . . . .	..	..	..	..
Colleges for General Education—				
Degree Standard	} 54	15	56	15
Intermediate Standard			2	1
Colleges for Professional and Technical Education—				
Agriculture and Forestry	2	..	2	..
Commerce . . . . .	..	..	..	..
Engineering and Technology	5	..	7	..
Law	1	..	1	..
Medicine	6	..	6	..
Teachers' Training—				
Basic . . . . .	..	..	1	..
Non-Basic	12	2	15	4
Veterinary Science . . . . .	..	..	1	..
Others	2	..	2	..
Colleges for Special Education	17	..	21	..

Schools for General Education—

Higher Secondary Schools	}	816	162	3	1
High Schools				1,009	184
Middle Schools—					
Basic		239	..	471	..
Non-Basic		173	19	2,265	14
Primary Schools					
Basic		1,677	..	2,671	..
Non-Basic		20,706	..	19,840	..
Pre-Primary Schools		28	28	28	28

Schools for Vocational and Technical Education—

Agriculture and Forestry . . . . .	..	..	..	..
Art and Crafts	17	17	15	15
Commerce	324	..	367	..
Engineering . . . . .	..	..	2	..
Medicine . . . . .	..	..	..	..
Teachers' Training—				
Basic	72	22	104	37
Non-Basic	73	42	33	21
Technical and Industrial	40	1	68	1
Others . . . . .	..	..	..	..

Schools for Special Education—

For the Handicapped	}			13	..	
Social (Adult) Education			1,227	6	1,422	..
Others					40	8
Total		25,494	314	28,469	329	

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II. Number of Students

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
1	2	3	4	5
<i>A. By Type of Institution—</i>				
Universities	2,786	231	3,880	338
Research Institutions				
Arts and Science Colleges	37,326	5,579	38,157	6,959
Professional and Technical Colleges	8,420	1,083	11,212	1,484
Special Education Colleges	827	102	2,052	275
Higher Secondary Schools	} 4,64,983	1,14,692	218	99
High Schools			5,74,809	1,58,264
Middle Schools—				
Basic	66,555	24,262	1,56,914	64,401
Non-Basic	40,053	12,035	7,25,583	2,69,452
Primary Schools—				
Basic	1,75,178	63,762	3,36,819	1,27,172
Non-Basic	24,88,575	8,98,625	19,87,656	7,26,238
Pre-Primary Schools	1,861	861	2,117	1,004
Schools for Vocational and Technical Education	42,699	9,337	55,565	12,618
Schools for Special Education	38,269	4,979	49,075	7,989

B. By Stages/Subjects

General Education (University Standard)—

Research	34	11	192	44
M.A. and M.Sc.	579	107	1,073	213
B.A. and B.Sc. (Pass and Hons.)	11,112	1,805	18,731	3,657
Intermediate (Arts and Science)	22,060	3,715	16,678	2,866

Professional Education (University Standard)—

Agriculture and Forestry	444	8	1,054	19
Commerce	5,091	12	2,399	4
Engineering and Technology	2,286	..	4,492	4
Law	1,258	19	948	17
Medicine	2,814	640	3,998	883
Teachers' Training—				
Basic . . . . .	..	..	27	..
Non-Basic	1,034	164	1,144	355
Veterinary Science . . . . .	..	..	632	7
Other Subjects	381	8	56	13

Special Education (University Standard)

General Education (School Standard)—

High and Higher Secondary	1,94,231	39,344	2,34,439	55,844
Middle	4,65,900	1,28,062	5,65,763	1,70,438
Primary	25,74,227	9,45,515	29,81,301	11,19,125
Pre-Primary	2,713	1,310	2,484	1,193

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II. *Number of Students—Contd.*

1	2	3	4	5
Vocational Education (School Standard)—				
Agriculture and Forestry . . . . .	..	..	..	..
Arts and Crafts	947	942	770	760
Commerce	20,265	2,122	27,807	4,647
Engineering	4,319	..	3,363	..
Medicine	224	6	115	5
Teachers' Training—				
Basic	4,869	1,259	13,176	4,563
Non-Basic	10,223	5,047	4,748	2,669
Technical and Industrial	2,883	218	6,924	378
Other Subjects	392	79	507	110
Special Education (School Standard)—				
For the Handicapped	} 37,841	4,898	776	313
Social (Adult) Education			41,573	6,442
Other Subjects			6,019	1,073
Total	33,67,532	11,35,548	39,44,057	13,76,293

III. Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
I	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
A. By Sources				
Government Funds—				
Central	70,68,328	4,68,759	1,21,90,695	10,67,578
State	10,43,90,299	71,26,646	14,22,87,417	86,43,608
District Board Funds	1,55,43,188	1,19,356	2,16,66,271	2,29,002
Municipal Board Funds	78,80,139	1,69,716	1,20,91,260	2,47,783
Fees	2,92,30,472	36,17,683	4,09,73,831	66,00,096
Other Sources	1,97,76,446	33,52,207	3,10,43,700	47,94,345
B. By Type of Institutions				
Direct Expenditure on—				
Universities	61,01,948	..	81,45,724	..
Boards	14,47,993	..	14,51,326	..
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	88,87,902	16,42,375	1,28,03,971	27,43,686
Colleges for Professional and Technical Education	60,84,374	1,19,446	1,03,50,763	2,81,556
Colleges for Special Education	2,60,236	..	5,10,284	..
High and Higher Secondary Schools	3,50,33,341	60,03,335	4,66,50,640	83,00,915

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III. Expenditure on Educational Institutions—(Contd.)

1	2	3	4	5
Middle Schools—				
Basic	22,07,146	..	53,77,832	..
Non-Basic	21,71,322	3,62,522	2,55,69,571	3,28,455
Primary Schools—				
Basic	41,59,443	..	89,95,540	..
Non-Basic	6,45,12,359	..	5,41,61,554	..
Pre-Primary Schools	1,23,669	1,23,669	1,60,939	1,60,939
Vocational and Technical Schools	46,83,340	10,89,161	68,81,072	11,29,178
Special Education Schools	12,50,151	98,538	15,85,584	1,33,805
<i>Total (Direct)</i>	13,69,23,224	94,39,046	18,26,44,800	1,30,78,534
Indirect Expenditure—				
Direction and Inspection	39,57,604	1,01,869	45,95,025	..
Buildings	2,17,63,870	20,95,672	3,54,75,922	23,66,019
Scholarships	85,02,502	20,50,900	1,16,28,550	23,41,297
Hostels	73,45,273	11,66,880	1,70,60,928	37,96,562
Other Miscellaneous Items	53,96,399	..	88,47,949	..
<i>Total (Indirect)</i>	4,69,65,648	54,15,321	7,76,08,374	85,03,878
Grand Total	18,38,88,872	1,48,54,367	26,02,53,174	2,15,82,412

IV. Number of Teachers

Item	1955-56		1958-59	
	Total	Women	Total	Women
1	2	3	4	5
Universities and Colleges . . . . .	..	..	4,473	839
High and Higher Secondary Schools	} 23,854	5,787	24,200	5,552
Middle Schools			29,789	11,751
Primary Schools	84,148	27,221	65,347	21,048
Pre-Primary Schools	77	72	95	89
Vocational and Technical Schools	N.A.	N.A.	2,552	430
Special Schools	N.A.	N.A.	443	170

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V. Examination Results

Students Passing—				
M.A. and M.Sc.	N.A.	N.A.	539	116
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	4,651	940
Professional (Degree)	N.A.	N.A.	3,850	493
Matriculation and Equivalent Examinations	N.A.	N.A.	30,829	7,145

VI. Number of Institutions in Rural Areas

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities	17	1	26	2
High and Higher Secondary Schools	178	1	337	9
Middle Schools	140	2	1,848	2
Primary and Pre-Primary Schools	19,037	2	19,942	2
Vocational and Special Schools	1,147	11	1,453	14
Total	20,519	17	23,606	29

VII. Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
Universities and Colleges	18,994	2,129	19,386	2,174
High and Higher Secondary Schools	1,90,640	34,646	2,01,176	38,736
Middle Schools	76,317	24,707	4,23,375	1,33,997
Primary and Pre-Primary Schools	21,21,809	7,37,642	16,00,663	5,49,193
Vocational and Special Schools	63,987	7,136	58,698	9,929
Total	24,71,747	8,06,260	23,03,298	7,34,029

VIII. Number of Students in Selected Classes

Number of Students in Classes—

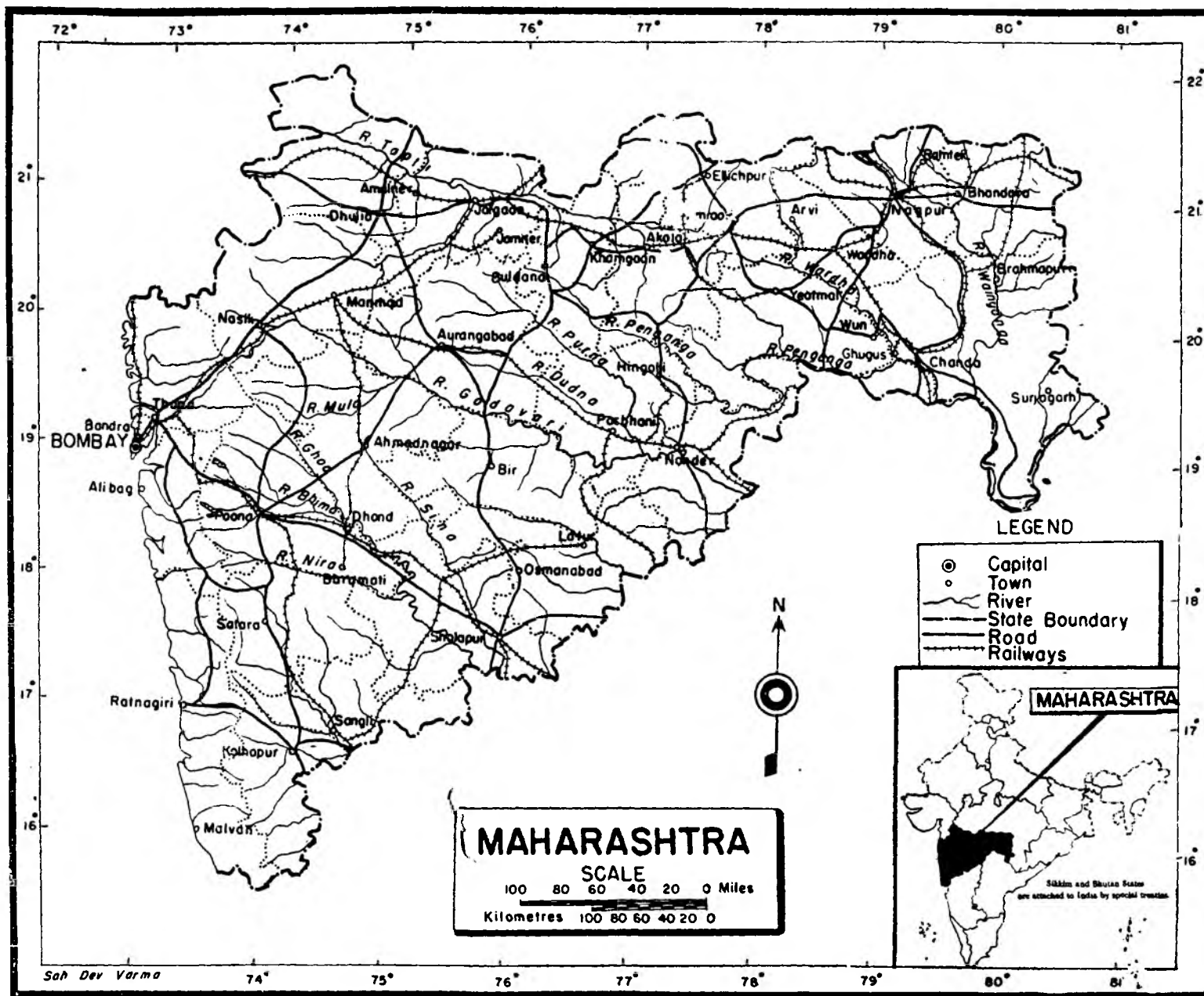
I-V	N.A.	N.A.	25,74,227	9,45,515
VI-VIII	N.A.	N.A.	4,65,900	1,28,062
IX-XI	N.A.	N.A.	1,94,231	39,344

IX. Some Selected Averages and Percentages

	1	2	3
		1955-56	1958-59
		Rs. N.A.	Rs. N.A.
Cost per Capita on Education		
Cost per Pupil—			
High /Higher Secondary Schools	75.3	81.1
Middle Schools	41.1	35.1
Primary Schools	25.8	27.2
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	} 24.0	24
Middle Schools		30
Primary Schools		31.7	36
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	} 87.6	90.8
Middle Schools		96.1
Primary Schools		92.4

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CHAPTER XI MAHARASHTRA

1. GENERAL INFORMATION

The new State of Maharashtra, formed on May 1, 1960, has three component parts : Western Maharashtra, Vidarbha and Marathwada. Western Maharashtra, comprising the 13 districts of the erstwhile Bombay State has two administrative divisions—the Bombay division of seven districts and the Poona division of six districts. Vidarbha forms a separate administrative division of eight districts taken over from the old Madhya Pradesh State. Marathwada, the fourth administrative division, consists of five districts carved out of the ex-Hyderabad State. The State has an area of 1,18,884 sq. miles. Agriculture is the main occupation of the people accounting for about two-thirds (63.97%) of the population. About 68% of the State's land is cultivable, of which about 58% (as against 44.5% for the Indian Union) is actually under crops. About 17 per cent of the land is covered by forests, a large part of which lies in the districts of Thana, Nasik, Nagpur, Bhandara and Chanda.

With the exception of Greater Bombay and a few cities like Nagpur, Sholapur and Poona, the State has, on the whole, an under-developed economy. A large proportion of factories and joint stock companies of the State—44% factories and 82% (of 4,000) joint stock companies—are in Greater Bombay. The rich natural resources of most parts including Konkan and Marathwada, are yet to be exploited. Recently, a large number of small and medium-sized manufacturing concerns have sprung up in different parts, particularly in southern Maharashtra. The total number of factories in the State at present is about 8,000 and these employ about seven lakh workers.

According to the 1961 census the State has a population of 395.04 lakhs. Of this, 110.29 lakhs (or 27.9 per cent) live in 369 towns and cities and the remainder in 35,505 villages. Hindus form 89.4% of the population, Muslims 7.65%, Christians 1.36%, Jains 1.07% and Zoroastrians 0.26%. The traditional barriers of castes and sub-castes among the Hindus

are slowly but surely lifting under the impact of industrialisation and increased opportunity for education and social reform. Even the Scheduled castes are becoming conscious of their rights. A large majority of the people—about 79 per cent—speak Marathi which is the regional language. Other important languages spoken in the State are Urdu (10 per cent), Telugu (4 per cent), Hindi (1 per cent), and Gujarati (0.8 per cent). Provision exists, both in towns and in villages, for instruction through the mother tongue of the child, provided the prescribed condition of a minimum number of pupils speaking the language concerned is fulfilled.

The density of population varies from one region to another, the figure per sq. mile for the State as a whole being 332. The number of rural habitations as well as their size shows large variations from region to region. The educational survey of the State carried out in 1956 disclosed that there were 9,165 habitations in Marathwada, 13,180 in Vidarbha and 31,544 in Western Maharashtra. About 40 per cent of these have a population of less than 200. By and large, it is the forest areas that abound in small and scattered habitations. The presence of such habitations in the forest areas makes the provision of educational facilities both costly and difficult.

2. REVIEW OF EDUCATION PRIOR TO 1947

Each of the three regions of the State—Western Maharashtra, Vidarbha and Marathwada—was till recently part of a different political unit and has had a distinct educational history of its own. In Western Maharashtra, the foundation of modern system of education was laid by Mountstuart Elphinstone, the Governor of Bombay (1819-27), who founded the Hindu College in Poona (which later became a typical institution for the study of English, Sanskrit and Marathi), the Central English School at Bombay, besides a number of primary schools and training classes for primary teachers. He also helped to found the Bombay Native Education Society which addressed itself to the development of education in this area from 1827 to 1840. The Society was succeeded by the Board of Education in 1840 (1840-55) and finally by the Department of Education in 1855. As in other parts of India, the missionaries have also been quite active

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in this area and have considerable pioneering work to their credit, particularly in the popularisation of English education, study of Indian languages and the education of girls.

The progress of education between 1855 and 1901 was slow but steady. The University of Bombay was established in 1857; a local fund cess at one anna a rupee of land revenue was introduced for primary education; a regular grant-in-aid code was enacted for payment of grants to private schools; girls' education was encouraged and training colleges for women teachers established; primary education was transferred to local bodies, and special facilities began to be provided for the education of backward communities.

The tempo of progress between 1901 and 1921 was much higher. The Bombay University was reconstituted (1904); large grants were made for primary education; secondary education was brought under the control of the Government; the grant-in-aid code was revised; military training was introduced; provision was made for training secondary teachers by the establishment of the Secondary Training College, Bombay; the Indian Women's University was founded by Dr. D. K. Karve (1916) and the first law for compulsory free primary education in British India—the Patel Act—was passed (1918).

During 1921 to 1947, the Indian people obtained the right to control education, first under diarchy and then under provincial autonomy. The period of diarchy saw many important developments such as the reorganisation of the Department, reconstitution of the Bombay University, opening of a number of colleges particularly professional, the introduction of mother tongue as a medium of instruction for certain subjects at the secondary school stage, encouragement of private enterprise in secondary education, passing of the Primary Education Act of 1923 and setting up of a machinery for the introduction of compulsory free primary education and establishment of the Visual Education and the Backward Class Departments. The period following diarchy was one of provincial autonomy. Progress of education during this period was even more rapid. Shri B. G. Kher, who was the Chief and Education Minister from 1937-1940 and again from 1946 to 1952, touched almost every field of education

and touched nothing that he did not reform or expand. The Bombay Primary Education Act was entirely overhauled in 1938 and in 1947 was passed a more comprehensive Act.

The four western districts of Vidarbha began as an independent unit and were merged later on with the Central Provinces which already included the four eastern districts. The growth of education* in Vidarbha, therefore, followed the same broad pattern as in the old province of Central Provinces and Berar which later on came to be named as Madhya Pradesh. The Education Department started functioning from 1864 and it worked under the Chief Commissioner till 1888, when the first Inspector General of Education was appointed. As an early attempt to start a school imparting English education, mention may be made of the school started in Nagpur by Rev. S. Hislop which has since developed into the Hislop College. In 1891, a teachers' training institute was opened at Nagpur which was later moved to Jabalpur. Nagpur University was started in 1923 and the University Training College at Nagpur in 1946.

The five districts of Marathwada formed a part of the ex-Hyderabad State. Education in this area was extremely under-developed and the first big step to expand and improve it was not taken until 1950 when a democratic administration was set up in Hyderabad. To this day Marathwada has remained the most backward part of the State educationally.

Equalisation of educational opportunity in the three regions, the evolution of a common integrated pattern of education for the State as a whole, qualitative improvement of education in all its sectors—these were the main educational problems that had to be faced in Maharashtra in the post-independence period.

3. PRIMARY EDUCATION

In Western Maharashtra, the primary course is of seven years' duration, the first four years—standards I-IV—forming the lower primary or junior basic stage and the next three years, standards V-VII, forming the upper primary or senior basic stage. In Vidarbha, the primary course is of four years' duration. This is followed by a middle school course of three years. In Marathwada, the primary course is of five

years and is followed by a middle school course of three years.

In Marathwada, primary education is administered directly by the State and most of the primary schools are State-managed. In Western Maharashtra, it is the responsibility of the local authorities—municipalities in the urban and district school boards in rural areas. In Vidarbha, the agencies responsible for primary education are municipalities in the urban areas and *Janapads* (which are local bodies constituted for each *tehsil*) in the rural areas. The State grants-in-aid to these different local bodies also vary from area to area. In the face of this great variety of administrative practices, it is but natural that the pace of educational progress should also vary enormously from one part to another.

In Marathwada, there were 2,422 primary schools with 1,37,465 pupils in 1949-50. On March 31, 1960, the number of schools stood at 5,269 (out of which 5,150 were government schools) and the number of pupils at 3,40,615 (of these only 77,773 were girls). In Vidarbha, there were 3,977 primary schools with 3,52,135 pupils in 1950-51. In 1960, the number of schools stood at 7,556 and that of pupils at 7,50,750. In Western Maharashtra, considerable progress had already been made during 1938-1947 and so expansion in the post-independence period was not so steep. Taking the State as a whole, there were 32,934 primary schools with 39,39,710 pupils in 1960. Of these, only 5,829 schools with 17,95,485 pupils were full-fledged primary schools with standards I-VII; the remaining 24,094 schools (with 16,86,994 pupils) had standards I-IV or even less. As the Government does not encourage separate schools for girls at this stage, the number of girls' schools in 1960 was only 1,729! The number of single-teacher schools in 1960 was 14,680 with 5,38,826 pupils. Of the total enrolment, about 11.09 lakhs were from the Bombay division (3.22 lakhs being from Greater Bombay itself), 8.73 lakhs from the Poona division, 5.44 lakhs from the Nagpur division and only 2.67 lakhs from the Aurangabad division.

Compulsory primary education has made the best progress in Western Maharashtra where it has been introduced in all urban areas and in all villages with a population of

500 and above, including a number of smaller habitations. About 84 per cent of children of school-going age are enrolled in these areas. In Vidarbha, compulsory primary education was introduced in 1956, in one town for boys and girls and in 29 towns and 193 villages for boys only. Only 55.9 per cent of children liable for compulsion attended schools in these areas. In 1958-59, compulsion was extended to all the urban areas and to 96 N.E.S. blocks in the rural areas. In Marathwada, compulsion was introduced very recently in Aurangabad and 191 villages, but only about 46% of the children liable for compulsion have been enrolled in schools. On March 31, 1960, 230 out of 369 urban areas and 15,374 out of 35,505 villages with a total population of 235.2 lakhs were under compulsion. The total enrolment in these areas was 11,49,562 boys (out of a total of 13,52,928) and 7,55,430 girls (out of a total of 9,73,690). Expenditure on compulsion during the year amounted to Rs. 556.1 lakhs. In Western Maharashtra, all areas (excepting a few very tiny habitations) were under compulsion by the end of the second Plan.

Along with the increase in the number of schools and pupils, there has been a proportionate increase in the number of teachers, particularly women teachers. About 28% of the primary school teachers in 1960 were matriculates or with higher basic qualifications. On March 31, 1960, there were 1,07,344 teachers, giving a pupil-teacher ratio of 39:1. On an average, 22% of the teachers were women (the percentage in 1948 was only 18). The percentage of trained teachers for the State as a whole is 62. But it is only 23% in Marathwada and only 55% in Vidarbha. The percentage for Western Maharashtra is 70.

The importance of the training of teachers was recognised very early in this State. All the training colleges now run a two-year course on basic lines. The training institutions are residential and single-sex, and in most cases are situated in the rural areas. Assisted by liberal grants-in-aid and encouraged by the policy of 'deputation', there are now a large number of private institutions taking part in the training of teachers. In 1959-60, the State had 161 training institutions (119 for men and 42 for women) with a total enrolment of 16,092 trainees (10,973 men and 5,119 women).

With a view to improving the lot of teachers and attracting better qualified persons, scales of pay have been considerably improved. The senior teachers are now placed in the grade of Rs. 56-100 (reached in 18 years) while the junior ones get Rs. 50-90 (reached in 20 years). Besides, teachers are entitled to dearness and house-rent allowances (according to rules) and enjoy the benefit of provident fund (except confirmed teachers in Marathwada who are eligible for pensionary benefits).

To improve the housing conditions of schools and to elicit local cooperation in the matter, district building committees have been constituted and lump sum grants are placed at their disposal to be utilised according to a planned programme. Cheap type-plans have also been evolved. Since 1953-54, loans from the teachers' (accumulated) provident fund are being advanced for the construction of school buildings. (These bear interest at 4 per cent and are repayable in 20 equal annual instalments). The scheme has brought about appreciable acceleration in the construction of buildings. In 1959-60, the building loan in Western Maharashtra amounted to Rs. 23,75,716 and from 1953 to 1960, as many as 2,880 classrooms had been constructed under this scheme. About 600 rooms are expected to have been constructed during 1960-61.

In Marathwada, *Gram Panchayats* are allowed to undertake construction under the supervision of the P.W.D. owing to the paucity of contractors. In Vidarbha, grants for construction of school buildings are given to local authorities at 50% of the cost. As a result of all these measures, the school building situation has shown some improvement recently. A few school buildings are also being constructed in N.E.S. blocks from the community development funds.

Primary education is free in all areas of the State. In Western Maharashtra, the regional language readers for standards I-IV are published departmentally. Textbooks in other subjects and for other standards are selected, after informal consultation with the district school boards concerned, from among the books scrutinised and approved from time to time by the textbook committees. Frequent changes in textbooks are discouraged.

4. BASIC EDUCATION

The experiment of basic education was started in Maharashtra almost immediately after Mahatma Gandhi placed his scheme before the nation. But it got a setback during 1942-46 due to several reasons such as heavy recurring and non-recurring expenditure, difficulties in the disposal of the finished products, unsympathetic attitude of the people and want of support resulting from the absence of a popular ministry. Basic education is now regarded as the accepted pattern of education and the entire system of elementary education is being reorganised accordingly. To provide suitably qualified personnel to supervise basic schools and work in primary training colleges, a graduates' basic training college was started at Bordi (since shifted to Dhulia). A new reorientated syllabus, introducing almost all the activities and programmes of basic schools except crafts, was introduced in 1955 in all primary schools. This great change could be brought about because of the conversion of all primary training colleges to the basic pattern.

In the beginning an experiment was tried in which an ordinary primary school was converted to the basic pattern in two stages—it was first made into a 'craft' school and then converted into a basic school proper. But the experiment did not succeed. Primary schools are now being converted into basic schools directly; the only condition to which such conversion is subject is the availability of equipment and additional accommodation. Articles produced by children are sold at concessional rates to pupils and teachers. The time allotted for craft work has been reduced and the concept of correlated teaching has been put on a realistic basis. Basic schools are treated on a par with other schools in respect of staffing, supervision and general administration so that the additional cost on their account has been substantially reduced. The gap between the ordinary primary schools and the basic schools has already become very narrow.

Though basic education took root in Western Maharashtra and Vidarbha a long time ago, it started in Marathwada only after 1954. Its progress in this area, therefore, has not been so rapid as in the other two regions.

5. SECONDARY EDUCATION

The most important event in the development of secondary education in Western Maharashtra during the post-independence period was the creation of a statutory Board to conduct the Secondary School Certificate Examination. Earlier the requirements of the Matriculation examination which was really the entrance examination of the university had dominated the secondary curriculum much too viciously and the secondary stage had been functioning merely as 'preparatory' to the university without having any significance of its own. The establishment of the Board liberated secondary education for the first time from the pernicious domination of the university.

Another important development relates to the revision of pay scales of secondary teachers and rules governing grant-in-aid to private educational institutions. Scales of pay were revised, first in 1948-49 and again in 1959 when they were made uniformly applicable to all schools, government as well as non-government. The position regarding grant-in-aid had been equally unsatisfactory in the past. The amount of aid admissible to private institutions used to fluctuate from year to year according to the availability of funds. Naturally with so much uncertainty surrounding government aid voluntary organisations were not in a position to plan their effort in the field of education systematically. The rules were accordingly revised and placed on a firm footing—the rural schools getting 33 1/3% and the urban 30% of their admissible recurring expenditure. In 1959 the percentage of government contribution in respect of two categories of schools were raised to 45% and 40% respectively.

A word should also be said here regarding the place of English in the secondary curriculum. Formerly the study of English used to be compulsory in standards V—XI. In 1949 it was decided to abolish the subject from classes V—VII. However, the public opinion asserted itself against the measure and as a concession to public demand the subject was allowed to be taught in these standards but outside school hours. As the concession failed to meet the public demand in any great measure, the subject has been reintroduced in class V and above.

In Vidarbha, the Secondary Education Act was passed in 1951, one of its main features being the creation of a school code which stabilised the service conditions of teachers. From 1958, standard XI in all high schools (except multipurpose schools and higher secondary schools) was discontinued. The ordinary secondary course now is of six years while that in higher secondary schools or multipurpose schools is of seven years. The former leads to the Secondary School Certificate Examination and then to the pre-university course while the latter leads to the Higher Secondary School Certificate Examination and thence to the university. Both these examinations are conducted by the Vidarbha Board of Secondary Education. Up to 1955, the pay of teachers in non-government schools varied from place to place and employer to employer, the minimum for a graduate being only Rs. 50. Revised and uniform scales were, therefore, introduced in 1956. Another distinctive achievement in this area is the wide variety of fee concessions introduced in the post-independence period. The grants to private schools also underwent revision in 1955. Boys' schools in urban and rural areas have been getting 75 and 85 per cent; and girls' schools 80 and 90 per cent respectively of their net deficit. English is taught on a voluntary basis in classes V—VII but is compulsory in classes VIII—XI.

In Marathwada, the middle stage lasts for three years (standards V—VII), the high school stage also for three years (standards VIII—X) and the higher secondary stage in multipurpose schools (standards VIII—XI) for four years. English is compulsory throughout the secondary stage. In 1952, the old Hyderabad State revised scales of pay for secondary teachers. These are comparatively higher than those in other parts of the State.

In Western Maharashtra, private enterprise in the field of secondary education is 'characterised by a dynamism and vitality which constitute an invaluable asset in the development of secondary education'. In Vidarbha, private effort is comparatively less developed; in Marathwada it is even more negligible because the Nizam's Government did very little to encourage private enterprise.

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On the whole secondary education has expanded very considerably in the post-independence period. In Marathwada, there were 60 boys' schools and 12 girls' schools with a total enrolment of 23,611 boys and 5,012 girls in 1947-48. In Vidarbha, there were 208 boys' and 42 girls' schools with an enrolment of 78,991 pupils (69,114 boys and 9,877 girls) in 1950-51. (Unfortunately the data for Western Maharashtra are not available). As against this, the total enrolment in secondary schools as on March 31, 1960, is shown below.

	Schools			Pupils			Expenditure in lakhs (Rs.)	
	Boys	Girls	Total	Boys	Girls	Total	State	Total
Bombay	682	95	777	2,23,508	1,03,112	3,26,620	135	428
Poona	504	41	545	1,14,268	36,979	1,51,247	58	177
Nagpur	484	75	559	1,46,800	44,585	1,91,385	82	173
Aurangabad	210	19	229	63,602	13,785	77,387	50	63
Total	1,880	230	2,110	5,48,178	1,98,461	7,46,639	324	841

Of the 2,110 schools, only 140 schools (77 for boys and 63 for girls) were higher secondary. The following table gives the distribution of the multipurpose schools as in 1958-59.

Region	No. of Schools	Agri-culture	Com-merce	Home Sci-ence	Fine Arts	Sci-ence	Huma-nities	Tech-nical	Total No. of courses
Western Maharashtra	82	14	15	15	12	..	..	27	55
Vidarbha	17	10	3	2	1	10	17	2	45
Marathwada	19	9	3	1	1	8	8	7	37
Total	118	33	21	18	14	18	25	36	137

The total number of secondary teachers, as on March 31, 1960, was 30,661 out of whom 19,189 or about two-thirds were trained. The proportion of trained teachers was much higher among women (about 75%) than among men (about 59%). The percentage of trained teachers was highest in Western Maharashtra (75%) followed by Marathwada and Vidarbha with 45% and 42% respectively. Until recently, the training facilities were very poor in Vidarbha and Marathwada. A secondary training college with an intake of 100 has recently been started at Aurangabad; a private college

has also come up there. Prior to 1947, Vidarbha had only one training college (at Nagpur). In recent years, four additional training colleges have been started—one at Amravati (1955), one at Akola (1956), one at Chanda (1958) and the fourth at Wardha (1959). The annual output of these colleges is about 300 teachers. In Western Maharashtra, there are nine secondary training colleges (two of which are graduate basic) with an annual output of about 850 to 900 teachers. There are three diploma training institutes with an annual output of about 330 teachers and six T. D. classes attached to S. T. colleges or arts and science colleges with an annual output of about 450 teachers. In the 60 S. T. C. institutes nearly 2,500 teachers were enrolled in 1959-60 excluding those who took the examination privately. Specialised training institutions for teachers of physical education, Hindi, handicrafts and drawing as also for teachers in Anglo-Indian schools have also been established.

Owing to shortage of accommodation, several schools are held in shifts. To encourage the construction of school buildings, the Government gives building and site grants as well as loans at a reasonable rate of interest. The accommodation for secondary schools leaves much to be desired although the standard is somewhat better than that of the primary schools.

6. UNIVERSITY EDUCATION

The University of Bombay, established in 1857, was the only statutory university in Western Maharashtra till 1949 when the University of Poona was created. The S.N.D.T. Indian Women's University started by Dr. D. K. Karve in 1916 was given statutory recognition in 1949. The Bombay University now has its jurisdiction over Greater Bombay only, the rest of Western Maharashtra forming the jurisdiction of the Poona University. The S.N.D.T. Women's University has no such limits to its jurisdiction; institutions affiliated to it exist in Maharashtra as well as in Gujarat. The Nagpur University in Vidarbha was established in 1923 and is still the only university serving that area. The colleges in Marathwada, which were formerly affiliated to the Osmania University are now affiliated to the Marathwada University (established in 1958 with its headquarters at Aurangabad).

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The Bombay University was originally established merely as an examining body. In 1859, it held its first Matriculation examination when 132 candidates appeared and 22 passed. In 1862, four out of six candidates passed the first B.A. examination. The university library was started in 1878 and science degrees in 1881. Women were for the first time admitted to its degrees in 1883. The Indian Universities Act of 1904 and later the Bombay University Acts of 1928 and 1953 brought about important changes in the constitution, jurisdiction and powers of the university. Prior to 1947, the university had three departments—the Department of Sociology (1919), the Department of Economics (1921) and the Department of Chemical Technology (1934). It has since added several new departments such as Civics and Politics, Statistics, Library, Law and Experimental Psychology. The post of a Rector was created in 1956 and an Emeritus Professorship in 1958-59. The former is meant to assist the Vice-Chancellor and the latter to promote research.

The Poona University is a teaching university for the colleges in Poona city and an affiliating one for the remaining area. It has 21 departments. At the post-graduate level it follows the principle of “centralised instruction”. It introduced the three-year degree course in 1959 and lays great stress on research. It has undertaken a programme of publishing standard books in Marathi and also of preparing an authoritative terminology in Marathi. From March 1956, students are being progressively allowed the option to answer their papers in Marathi.

The S.N.D.T. Indian Women's University is meant exclusively for women and has three faculties—Arts, Home Science and Nursing. The pre-university class was started in 1959 as a first step towards the introduction of the three-year degree course. Marathi and Gujarati are the media of instruction and examination and the study of English or Hindi is compulsory. It manages a college and a school each in Poona and Bombay. Four colleges in Gujarat besides another in Bombay are affiliated to it. Women play a prominent part in the management of the university.

The Nagpur University is both a teaching and affiliating university. It introduced the three-year degree course in the

faculties of Arts, Science, Commerce and Agriculture and the pre-professional courses in Engineering, Technology, Medicine and Pharmacy in 1958-59. Besides three constituent colleges, *viz.*, the University College of Law (1925), the Laxminarayan Institute (1942) and the University Training College (1945), it has eight other departments. English, Hindi and Marathi are allowed as media at several examinations while the last is being used in an increasing measure as the language of its administration.

The Marathwada University is also an affiliating and teaching university. It started by affiliating nine colleges in Marathwada ; their number has since increased to 18. It has eight faculties and two departments, namely, Economics, Marathi Language and Literature. The three-year degree course has already been introduced in Arts, Science and Commerce.

All the universities have their own libraries. The Bombay, Poona and Nagpur universities have their own hostels while the Marathwada University is planning to have one. The universities also organise a number of welfare programmes for their students as well as extra-mural or extension services. They all receive liberal financial assistance from the State.

The great progress made by higher education in the State can be seen from the following statistics of higher education as on 31st March, 1960.

	No. of Institutions	Students		Expenditure	
		Men	Women	Total	Rs. (in lakhs)
University	5	..	..	..
University Departments	25	2,170	374	2,544	124.76
Research Institutions	16	269	75	344	17.88
Arts and Science	64	55,661	17,424	73,085	214.37
Agriculture	4	1,465	6	1,471	18.60
Architecture	1	528	21	549	1.38
Applied Art	1	384	124	508	1.25
Commerce	10	8,624	430	9,054	15.38
Engineering	5	3,978	11	3,989	35.47
Law	8	4,441	242	4,683	7.46

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	No. of Institutions	Students		Expenditure	
		Men	Women	Total	Rs. (in lakhs)
Technology	2	396	0	396	21.69
Fine Arts	1	339	162	501	1.82
Medical (All Branches)	16	3,925	1,143	5,068	67.41
Oriental	3	161	12	173	0.30
Cooperation	1	206	1	207	1.89
Yoga	1	10	0	10	0.06
Home Science	1	0	385	385	0.69
Social Sciences	1	120	49	169	3.51
Rural Institutes	2	495	18	513	3.25

7. TECHNICAL EDUCATION .

There is an independent department of technical education under its own Director, which functions under the control of the Education Department of the Secretariat. It controls engineering colleges, polytechnics, technical high schools, industrial training institutes and vocational high schools. The following table gives the number of institutions in the State together with their intake.

Type of Institutions	No. of Institutions	Intake Capacity
Engineering Colleges	7	932
Polytechnics	20	2,195
Technical High Schools	39	3,582
Vocational High Schools	3	597
Industrial Training Institutions	15	4,042

Eleven of the districts have so far been covered by government and non-government polytechnics, the intention of the Government being to provide at least one polytechnic in each district. The benefit of technical high schools has been extended to all districts except Chanda, Buldana, Bihar, Osmanabad and Parbhani. In the industrial training institutes, about 4,500 seats were available in 1960-61. The National Apprentice Training Scheme and evening classes

for industrial workers provide about 800 and 500 seats respectively. Government also conducts an apprentice scheme under which young men are given practical training in industrial workshops and textile mills and theoretical instruction in evening classes specially conducted for the purpose. In 1958-59 there were 414 apprentices in Engineering, Weaving, Spinning, Dyeing and Typography. The Directorate of Technical Education also controls Sir J. J. School of Architecture, Bombay (with an intake of 80 for the degree and 50 for the diploma course), Sir J. J. Institute of Applied Art, Bombay (with an intake of 50 for the diploma course) and the School of Printing Technology (with an intake of 25 each for Letter Press and Litho Offset courses). It also runs several trade schools.

8. PROFESSIONAL EDUCATION

For agricultural education, the State conducts four colleges at Poona, Nagpur, Akola and Parbhani. The number of high schools providing instruction in agriculture is 48. Special agricultural schools providing a two-year diploma course have also been established in several districts. Besides, there are extension training centres to train Gram Sevaks and poultry schools at Khadki, Dhulia and Kolhapur.

Commercial education is provided in 10 commerce colleges of which 7 are in Western Maharashtra and 3 are in Vidarbha. Besides, there are a number of commercial high schools and other institutions which prepare students for government diploma and certificate examinations.

Legal education is provided in eight colleges of which one is conducted by the Government. Medical education is provided in 16 colleges with a total enrolment of about 5,000. There are several schools for the training of nurses and midwives. Veterinary education is provided in two colleges. Besides, there are specialised institutions for training in various branches such as fine arts, social work and cooperation.

9. SOCIAL EDUCATION

In Western Maharashtra, a Regional Social Education Committee prepares literature for adult education, trains workers, recognises and aids social education classes. The

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inspection of social education centres and classes is a responsibility of the inspectorate. In the N.E.S. and community development blocks, social education is the responsibility of the block development officer. An independent organisation called the Bombay City Social Education Committee functions in the city of Bombay. It gets 50% of its admissible expenditure as grant-in-aid from the State. Similar city social education committees have also been established in Sholapur, Jalgaon and Poona.

The old Madhya Pradesh Government had launched a vigorous scheme of social education in its area including Vidarbha, but unfortunately, the tempo of the drive could not be maintained for long. In 1952, the work was transferred to the district welfare officers. After reorganisation of States in 1956, efforts were made to revitalise the scheme; but unfortunately these have not been very successful.

In Marathwada, the scheme had just made a beginning at the time of reorganisation. In the block areas, a number of classes had been started, but in the non-block areas, the progress was not satisfactory. In 1958, therefore, a social education officer was appointed for the region to intensify the drive.

Judged by the scale of activities in 1947-48, the expansion of social education programmes has been very great and programmes have also been enriched in quality. The following figures give the position of social education in 1959-60.

Division	Classes		No. of Adults		Total Enrolment	Expenditure (Rs. in lakhs)
	Men	Women	Men	Women		
Western Maharashtra	7,741	2,575	1,50,955	46,810	1,96,865	9.82
Vidarbha	1,075	169	22,296	3,659	25,955	1.00
Marathwada	866	28	23,972	1,235	25,207	0.26
Total	9,682	2,772	1,96,323	51,704	2,88,027	8.68

10. GIRLS' EDUCATION

The education of girls has made appreciable progress since independence. In spite of this advance, however, there

is still a wide gap between the education of boys and girls. In 1960, there were 35 girls for every 100 boys at the primary stage, 27 girls for every 100 boys at the secondary stage and 23 girls for every 100 boys in the arts and science colleges. Efforts are now being made to bring as many girls to schools as possible. More women teachers are being employed and greater facilities are being provided for their training. It is interesting to note that public opinion in Maharashtra has never been hostile to co-education which is widely practised at all stages of education.

There is a university exclusively for girls. In addition, five colleges of general education and six of professional education are meant exclusively for girls. At the school stage, 13 out of 118 multipurpose schools, 213 out of 1959 high schools, 515 out of 6,283 middle schools and 1,729 out of 32,934 primary schools are meant for girls. Besides, there are several special institutions for women.

Whenever girls are admitted to secondary schools for boys, it is obligatory for the schools to have women teachers on the staff, to provide separate retiring and toilet rooms for them and to make provision for suitable optional subjects. In Western Maharashtra, there is no separate inspectorate for girls' primary schools. The secondary schools, however, are inspected by the inspectresses of girls schools. In Vidarbha, the inspectress of schools inspects the girls' high schools, while three district inspectresses inspect the middle schools. Primary schools for girls are inspected by assistant district inspectresses of schools.

11. TEACHING OF SCIENCE

The study of science has been given its due place in the school curriculum at the primary and secondary stages. At the primary stage, it forms part of 'general knowledge' in the lower standards but is studied as a separate subject in the higher standards. In secondary schools, General Science is now compulsory up to class XI (except in the two highest standards for those who opt for Commerce or Fine Arts). In addition, Physics, Chemistry and other sciences can be studied as elective subjects. It has also been laid down that, in secondary schools, the teaching of science should be

entrusted to science graduates only ; in higher secondary schools, the science teacher is required to have even higher qualifications.

The main difficulty which hinders progress in this field is the dearth of science teachers, particularly in Marathwada and in the rural areas. Even in Western Maharashtra where the supply of science graduates is a little better, they are not quite at home in teaching General Science because their own training in subjects like Physics and Chemistry has been without any inter-correlation. In order to equip the science teachers better for their jobs the extension services departments in the training colleges organise in-service training programmes like seminars, short-term courses, discussion groups and workshops.

Facilities for the teaching of and for research in science are being continually expanded at the university stage. The output of science graduates is increasing rapidly. It is hoped the present shortage of science teachers will disappear soon.

Liberal grants have been given in recent years to secondary schools for equipment of laboratories. Science clubs are being organised to create interest in science among pupils. Science weeks and scientists' days are celebrated and a number of other programmes for popularising science are organised by some of the schools. Some schools encourage their pupils to build apparatus with their own hands, some have hobby workshops, some are developing their own museums and some organise nature study rambles or visits to museums. The Natural History Society has been assisting schools in this regard by issuing pamphlets and guiding student-visits to museums and to other interesting places outside the State. The All India Radio arranges talks for students, teachers and the general public on scientific subjects. Through their extra-mural activities, the universities are also doing useful work in the popularisation of science among lay people.

12. SCHOLARSHIPS

Primary education is free in all parts of the State. In Vidarbha, education is free up to 14 for all children; it is also free beyond for those whose parents' annual income is less than Rs. 1,200.

There are several sets of middle and high school scholarships in Western Maharashtra awarded on the results of special competitive examinations conducted for the purpose. There are also special scholarships for children of agricultural classes in agricultural high schools. All concessions and scholarships that existed prior to reorganisation have been continued in Vidarbha and Marathwada and, in addition, some of the scholarship schemes of the old Bombay State have also been introduced. No fees are charged in Vidarbha to children whose parents' income is below Rs. 100 p.m. and only half fees are charged to those whose income is between Rs. 100 and Rs. 200 p.m. In Marathwada, *Riyayati* scholarships at the rate of Rs. 20 per annum in a primary school, Rs. 40 in a middle school, Rs. 60 in a high school and Rs. 80 in a college continue to be available to deserving but needy students.

At the collegiate stage, there are a number of scholarships in government colleges. Some of the private colleges also award scholarships and freeships. A limited number of research fellowships in different subjects, particularly in science, are also available.

13. PHYSICAL EDUCATION

Maharashtra has a long tradition of physical education. Government believes that physical education should go hand in hand with academic education. Physical education forms an integral part of the syllabus for primary and secondary schools and is also provided for at the college level.

For the training of physical education teachers for secondary schools, an Institute of Physical Education was established at Kandivali in 1939. It conducts a nine months' diploma course for graduates. The Hanuman Vyayamshala at Amravati has been conducting courses for teachers in Vidarbha. In addition, there is a certificate course for matriculates or S.S.C. passed students. For primary teachers, a comprehensive course in physical education forms part of general training: besides a short-term course of eight weeks for untrained teachers is being conducted at suitable centres.

The Department organises holiday camps, seminars, and coaching camps for teachers at places like Mahabaleshwar,

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Karla and Bhore where camping sites have been developed for the purpose. A physical education day is celebrated annually with a view to educating public opinion in favour of physical education. Schools and colleges are encouraged to have their own gymnasiums. Private gymnasiums are recognised and given grant-in-aid. To carry out research in *yoga*, Swami Kuvalayanand has founded a research centre at Kaivalyadharam at Lonavala. The centre receives substantial grant-in-aid both from the Centre and the State Government.

14. N.C.C., A.C.C. AND SCOUTING

The Scout movement is very popular among boys and girls. The Maharashtra State Bharat Scouts and Guides is the apex of the organisation and conducts a large number of programmes for scouts and guides. It gets a grant-in-aid from the State. There are at present 33,275 scouts and 15,327 guides in the State.

Facilities for joining the senior N.C.C. are available in all colleges, including colleges in the *mofussil* area of the old Bombay State. Junior N.C.C. was first introduced in a few secondary schools, but as its benefits could reach only a few students, it was discontinued in favour of A.C.C. which has since been introduced in a large number of schools. A beginning with the National Discipline Scheme has also been made in a few secondary schools.

15. GAMES AND SPORTS

Games and sports form an integral part of school work at all levels. In cities and towns, there is a great shortage of suitable playgrounds. Government, therefore, assists institutions to have their own playgrounds. Universities conduct inter-collegiate and inter-university tournaments in which colleges and universities participate enthusiastically. A State sports festival is organised every year. Winners of the inter-village sports held at the taluka level compete at the district level; and winners of the district level compete at the State meet in which more than a thousand competitors participate.

16. MEDICAL INSPECTION

There is no regular scheme for medical inspection at the primary stage. However, the Bombay Municipal Corporation has made provision for systematic medical inspection of

children in its primary schools. There is also a good programme of follow-up work ; guardians are informed of the defects noticed and children are given treatment in a special clinic in the K. E. M. Hospital in Bombay. A few other municipalities and private bodies are also trying to follow the example of the Bombay Municipal Corporation. At the secondary stage, the rules lay down that medical inspection should be carried out periodically ; but excepting a few schools that have a systematic arrangement for the purpose, not much is being done. In Marathwada, there is provision for an annual medical inspection of children in primary and secondary schools. In Vidarbha, there is provision for medical inspection at the secondary stage. At the collegiate level, medical inspection is compulsory for all.

There is no provision for school meals. The Bombay Municipal Corporation, however, provides 6 oz. of toned milk and snacks to about 63,000 undernourished children on all working days at 428 centres and maintains regular records of their health. Skimmed milk powder from the UNICEF is distributed to about 1,000 schools.

17. EDUCATION OF THE BACKWARD CLASSES

The backward class population in Maharashtra is fairly large. Children of these classes are granted freeships at every stage and seats are reserved for them in secondary schools, colleges and in other institutions. Other things being equal, they are given preference in admission to government institutions. In the Scheduled areas, schools are started even in comparatively smaller habitations and grants are given for construction of school buildings and hostels. Teachers willing to work in such areas are granted several concessions. Scholarships, free board and lodging in hostels, lump sum grants for books and examination fees, prizes for passing certain examinations, etc., are some of the other inducements offered to children from the backward classes.

In 1959-60, 5,11,119 children (of whom 1,33,102 were girls) of the Scheduled castes and 1,89,516 children (of whom 44,099 were girls) of the Scheduled tribes and 3,61,877 children of other Backward classes were under instruction. In all, 1,08,555 boys and 23,137 girls were in receipt of concessions

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of one kind or another valued at Rs. 80,88,211 and Rs. 9,30,373 respectively.

The former category of 'other Backward classes' which was defined on the basis of caste has now been done away with. Instead, anyone whose income is below Rs. 1,200 per annum is assured of free education for his children at all levels.

18. PRE-PRIMARY EDUCATION

Pre-primary education has progressed well as a voluntary activity in Western Maharashtra and Vidarbha. Government gives grant-in-aid to pre-primary schools on certain conditions. In 1959-60, there were in all 436 institutions with a total number of 28,509 children and 1,086 teachers. Their distribution is given in the following table.

Division	Schools	Pupils			Teachers				Expenditure (Rs. in lakh)	
		Boys	Girls	Total	Trained		Total		Total	State
					Men	Wo- men	Men	Wo- men		
Bombay	149	6,570	5,744	12,314	47	422	55	514	8.42	0.23
Poona	97	3,528	2,850	6,378	5	100	12	235	2.66	0.25
Nagpur	177	4,801	4,215	9,016	3	266	4	312	4.39	0.79
Auranga- bad	13	478	373	801	2	15	7	25	0.39	0.11
Total	436	15,377	13,132	28,509	57	803	78	1,086	15.85	1.38

Though not a pre-primary institution, mention may be made of the Bal Bhavan, Bombay, which conducts very instructive and interesting activities for young children. It has 1352 badge holders and the average daily attendance is about 250.

There are 12 training institutions for pre-primary teachers with an enrolment of 692.

19. HANDICAPPED CHILDREN

For the socially handicapped children, there were 12 reformatory schools with 2,022 children in 1959-60. The expenditure on these institutions came to Rs. 9.36 lakhs. Of

the 12 institutions, 10 were in Western Maharashtra and one each in Vidarbha and Marathwada. For the physically handicapped children, there are 12 institutions in all (two for girls only) in Western Maharashtra, with an enrolment of 1,047 students (of whom 223 are girls). Total expenditure on these schools in 1959-60 came to Rs. 4.06 lakhs. In Vidarbha, there are six institutions with a total strength of 235. There are no institutions for the physically handicapped in Marathwada. For the mentally defective, there are three institutions in the Bombay division with 291 children (including 101 girls) and a total expenditure of Rs. 2.87 lakhs (including Rs. 1.37 lakhs from State funds).

20. DEVELOPMENT OF HINDI

The importance of Hindi was recognised in Western Maharashtra quite early. It is a compulsory subject from standard V onwards. In Vidarbha, which formed part of the old Madhya Pradesh, Hindi naturally got equal status with Marathi since 14 out of its 22 districts were Hindi-speaking. Hindi is compulsory in standards V—X in the non-Hindi schools. The Nagpur University has introduced Hindi and Marathi as media of instruction for some of its examinations. In Marathwada, Hindi is compulsory from standard III onwards in the non-Hindi schools. Passing of the departmental examination in Hindi has been made compulsory for government servants. The Hindi *Prachar Sabhas* have been conducting Hindi classes and examinations throughout the State and thus helping in the propagation of the Federal language.

21. PROPAGATION OF SANSKRIT

Western Maharashtra has a long tradition of oriental studies and possesses such well-known institutions as the Bombay Branch of Royal Asiatic Society, Bombay; the Deccan College of Post-Graduate and Research Institute, Poona; the Veda Shastrottejak Sabha, Poona; the K. R. Cama Oriental Research Institute, Bombay; the Bhandarkar Oriental Institute, Poona; the Dharmahosh Mandal, Wai; the Tilak Maharashtra Vidyapeeth, Poona; the Kaivalyadharm, Lonavala; the Vaidik Sanskrit Mandal, Poona; and the Bharatiya Vidya Bhavan, Bombay. There are also a

number of Sanskrit *Pathashalas* which have been doing valuable work in the field of research and study of Sanskrit and allied oriental languages. All the universities in the State have been giving due importance to the study of Sanskrit and other oriental languages. The Nagpur University holds special examination in Sanskrit. Government gives grants to Sanskrit *Pathashalas*.

22. VISUAL EDUCATION

In Western Maharashtra, visual education has taken great strides. There is an inspector of visual education in class I at the State level. The Visual Education Department has now 112 magic lanterns, 706 sets of and more than 30,000 lantern slides, 50 silent, 107 sound and 63 filmstrip projectors, 2,572 films and a couple of thousand filmstrips. It has produced a few educational films also. Besides arranging demonstrations in schools and training colleges, it distributes films and filmstrips among schools and training colleges from its library according to a planned schedule. It also conducts short-term training courses for teachers.

23. VOCATIONAL GUIDANCE

A State Vocational Guidance Bureau was established in 1950 for collecting and disseminating occupational information, for training school teachers in educational and vocational guidance and for undertaking allied activities. In 1957, it was converted into a Vocational Guidance Institute, with emphasis on training and research. A branch was also opened at Poona. The Institute has three main sections : (a) Occupational Information Section, (b) the Psychological Section dealing with counselling, and (c) the Training Section conducting courses for career masters and school counsellors. The Institute has published a good deal of useful literature on the subject.

24. ADMINISTRATION.

At the secretariat level, there is a Department of Education and Social Welfare. Under it come the Directors of Education and Technical Education. The former is in overall charge of general education while the latter controls and administers technical and craft education. The J. J. Group

of Art Institutions function directly under the Secretariat. The following officers function at the State level in addition : Research Officer, Inspector of Visual Education, Inspector for Commercial Education, Inspector for Drawing, Inspector of Physical Education, Special Officer for Social Education, and Vocational Guidance Officer.

The State is divided into four regions each of which is in the charge of a Deputy Director. In Western Maharashtra, each district has its own educational inspector in class I who is assisted by a deputy educational inspector in class II and a number of assistant deputy educational inspectors (A.D.E.Is.) in class III according to the number of primary schools, the ideal being to have one A. D. E. I. in charge of about 50 schools. There are two or three A.D.E.Is including women for physical education in each district. There are no special women inspectors for girls' schools at the primary school stage, although wherever possible, the women A.D.E.Is. are called upon to inspect girls' schools. There are two inspectresses of girls' schools for the inspection of secondary schools for girls and training institutions for women. In Marathwada, the old administrative pattern has been done away with and a system similar to that in Western Maharashtra has been introduced. In Vidarbha, the old pattern still continues substantially. Below the Deputy Director at Nagpur, there are four divisional superintendents of education for secondary schools. The district inspectors inspect middle schools while assistant inspectors do primary schools. For girls' education there is an inspectress of girls' schools with assistants for each district. The question of introducing an integrated administrative pattern for the entire State is now under consideration.

The total expenditure on education during 1959-60 came to about Rs. 4,084.34 lakhs out of which Rs. 2,182.54 lakhs was from State funds.

25. CONCLUSION

The more important aspects of the State's educational policy may be briefly summarised here. The first of these relates to the provision of universal compulsory and free primary education throughout the State. This involves the organisation of a number of programmes such as the develop-

ment of primary education in the comparatively less developed areas of Vidarbha and Marathwada, the establishment of schools in all school-less villages on the lines indicated by the educational survey, increasing the enrolment of girls, expansion and improvement of training institutions for primary teachers and free supply of books and writing materials and provision of midday meals. The State proposes to reach this goal in two stages: the first stage covering the age group 7-11 and the second the age group 11-14. The second major aspect of the educational policy of the State is to see that poverty is no bar to education. The State has already made education free at all stages to children of parents whose annual income is less than Rs. 1,200. It has also instituted a large number of freeships and scholarships. The third major aspect of the State's policy is to promote technical education because the future prosperity of the State depends mainly on industrialisation and the availability of technical personnel. Last but not the least, due emphasis is placed on physical education and military training which have a long and well-established tradition in Maharashtra.

As stated earlier, the level of educational development reached in different regions of the State has, due to historical reasons, varied considerably. A major programme proposed during the third Five Year Plan, therefore, concerns educational integration of all parts of the State and aims at equalising educational opportunity in the different regions.

The third Five Year Plan of the State provides for a total expenditure of Rs. 390 crores, of which a sum of Rs. 32 crores has been allotted to education. This will be supplemented to a considerable extent by local contributions. The State has undertaken a major programme of democratic decentralisation. As this programme is implemented the local enthusiasm for education should increase and local contributions are expected to be forthcoming on a much larger scale than at present. The State hopes that with this increased local participation, it will be able to tackle successfully many of its educational problems. The new State of Maharashtra is heir to a glorious tradition of educational pioneering. Its endeavour in the years ahead will be to strengthen and expand that tradition.

EDUCATIONAL STATISTICS OF MAHARASHTRA

I—Number of Institutions

Item	1959-60	
	Total	For Girls
I	2	3
Universities	5	1
Boards of Education	2	..
Research Institutions	16	..
Colleges for General Education—		
Degree Standard	58	4
Intermediate Standard	6	1
Colleges for Professional and Technical Education—		
Agriculture and Forestry	4	..
Commerce	10	..
Engineering and Technology	7	..
Law	8	..
Medicine	14	..
Teachers' Training—		
Basic	3	..
Non-Basic	74	5
Veterinary Science	2	..
Others	3	..
Colleges for Special Education	9	1

Schools for General Education—

Higher Secondary Schools	90	13
High Schools	1,959	213
Middle Schools—		
Basic	2,499	119
Non-Basic	6,283	515
Primary Schools		
Basic	1,210	28
Non-Basic	23,030	1,071
Pre-Primary Schools	436	..

Schools for Vocational and Technical Education—

Agriculture and Forestry	30	..
Art and Crafts	N.A.	N.A.
Commerce	198	1
Engineering	..	..
Medicine	71	56
Teachers' Training		
Basic	113	28
Non-Basic	48	14
Technology and Industrial and Arts and Crafts	315	127
Others	24	1

Schools for Special Education—

For the Handicapped	27	2
Social (Adult) Education	12,454	2,772
Others	117	17

Total	49,125	4,989
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MAHARASHTRA

II—Number of Students

Item	1959-60	
	Total	Girls
I	2	3
By Type of Institution—		
Universities	2,544	374
Research Institutions	344	75
Arts and Science Colleges	73,085	17,424
Professional and Technical Colleges	29,751	3,865
Special Education Colleges	1,751	626
Higher Secondary Schools	66,711	12,418
High Schools	6,71,907	1,84,403
Middle Schools		
Basic	8,00,187	2,27,490
Non-Basic	14,45,480	5,59,945
Primary Schools		
Basic	1,12,314	31,202
Non-Basic	15,90,727	5,75,738
Pre-Primary Schools	28,509	13,132
Schools for Vocational and Technical Education	70,128	20,843
Schools for Special Education	2,58,426	55,237

B. By Stages/Subjects

General Education (University Standard)—

Research	561	127
M.A. and M.Sc.	4,109	1,037
B.A. and B. Sc. (Pass and Hons.)	26,850	6,574
Intermediate (Arts and Science)	40,445	9,387

Professional Education (University Standard)—

Agriculture and Forestry	1,712	6
Commerce	10,960	422
Engineering and Technology	3,194	33
Law	4,764	242
Medicine	4,879	1,182

Teachers' Training—

Basic	90	9
Non-Basic	4,440	2,164
Veterinary Science	333	2
Other Subjects	128	21

Special Education (University Standard)

1,429 545

General Education (School Standard)—

High and Higher Secondary	4,56,638	1,05,111
Middle	8,81,575	2,36,815
Primary	33,48,011	12,49,162
Pre-Primary	28,782	13,204

II—Number of Students (contd.)

	1	2	3
Vocational Education (School Standard)—			
Agriculture		2,393	2
Arts and Crafts		N.A.	N.A.
Commerce		24,376	5,378
Engineering		10,039	187
Medicine		4,676	3,193
Teachers' Training—			
Basic		13,847	3,491
Non-Basic		2,245	1,628
Technology and Industrial and Arts and Crafts		13,226	6,786
Other Subjects		1,108	216
Special Education (School Standard)—			
For the Handicapped		1,573	364
Social (Adult) Education		2,48,027	51,704
Other Subjects		10,243	3,362
Total		2,55,442	76,311

III—Expenditure on Educational Institutions

Item	1959-60	
	Total	On Institu- tions for Girls
1	2	3
	Rs.	Rs.
A. By Sources		
Government Funds—		
Central	2,93,88,650	9,69,738
State	21,82,54,117	2,27,22,382
District Board Funds	73,99,208	3,42,836
Municipal Board Funds	2,75,47,605	63,50,889
Fees	9,12,82,432	1,08,42,906
Other Sources	3,45,62,018	53,25,982
B. By Type of Institutions		
Direct Expenditure on—		
Universities	1,24,76,984	3,83,920
Boards	17,91,701	..
Research Institutions	43,87,384	..
Arts and Science Colleges	2,15,58,544	9,04,803
Colleges for Professional and Technical Education	1,85,56,802	1,36,856
Colleges for Special Education	9,64,816	69,114
High and Higher Secondary Schools	8,33,93,012	1,29,94,011

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III—Expenditure on Educational Institutions—(contd.)

	1	2	3
		Rs.	Rs.
Middle Schools—			
Basic		2,40,14,530	14,05,336
Non-Basic		5,17,24,519	82,08,645
Primary Schools—			
Basic		38,90,912	1,18,279
Non-Basic		6,09,62,189	74,71,417
Pre-Primary Schools		15,85,927	..
Vocational and Technical Schools		1,69,10,615	34,07,951
Special Education Schools		35,47,997	5,16,742
		Total (Direct)	30,57,64,932
			3,56,17,074
Indirect Expenditure—			
Direction and Inspection		49,37,308	1,69,429
Buildings		3,82,03,595	31,72,552
Scholarships		2,70,77,594	58,96,512
Hostels		40,23,442	9,16,351
Other Miscellaneous Items		2,84,26,159	7,82,815
		Total (Indirect)	10,26,68,098
			1,09,37,659
		Grand Total	40,84,34,030
			4,65,54,733

IV—Number of Teachers

Item	1959-60	
	Total	Women
1	2	3
Universities and Colleges	4,823	676
High and Higher Secondary Schools	30,250	7,190
Middle Schools	59,762	13,691
Primary Schools	48,020	10,036
Pre-Primary Schools	1,164	1,086
Vocational and Technical Schools	4,761	1,066
Special Schools	834	192

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V—Examination Results

Students Passing—

M.A. and M.Sc.	1,660	416
B.A. and B.Sc. (Pass and Hons.)	6,751	2,513
Professional (Degree)	4,492	673
Matriculation and Equivalent Examinations	46,688	12,249

VI—Number of Institutions in Rural Areas

Item	1959-60	
	Total	For Girls
I	2	3
Universities and Colleges	6	..
High and Higher Secondary Schools	709	7
Middle Schools	6,973	170
Primary and Pre-Primary Schools	21,536	408
Vocational and Special Schools	8,901	1,308
Total	38,125	1,893

VII—Number of Pupils from Rural Areas

	Total	Girls
Universities and Colleges	24,230	2,086
High and Higher Secondary Schools	1,86,398	18,218
Middle Schools	14,44,605	4,52,704
Primary and Pre-Primary Schools	11,74,274	3,73,079
Vocational and Special Schools	1,66,217	21,207
Total	26,95,724	8,67,291

VIII—Number of Students in Selected Classes

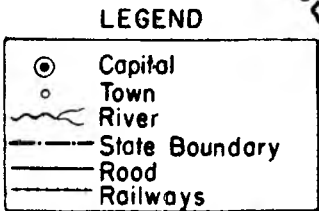
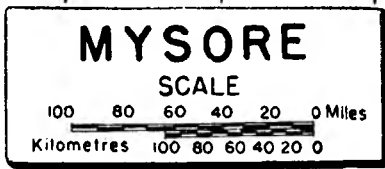
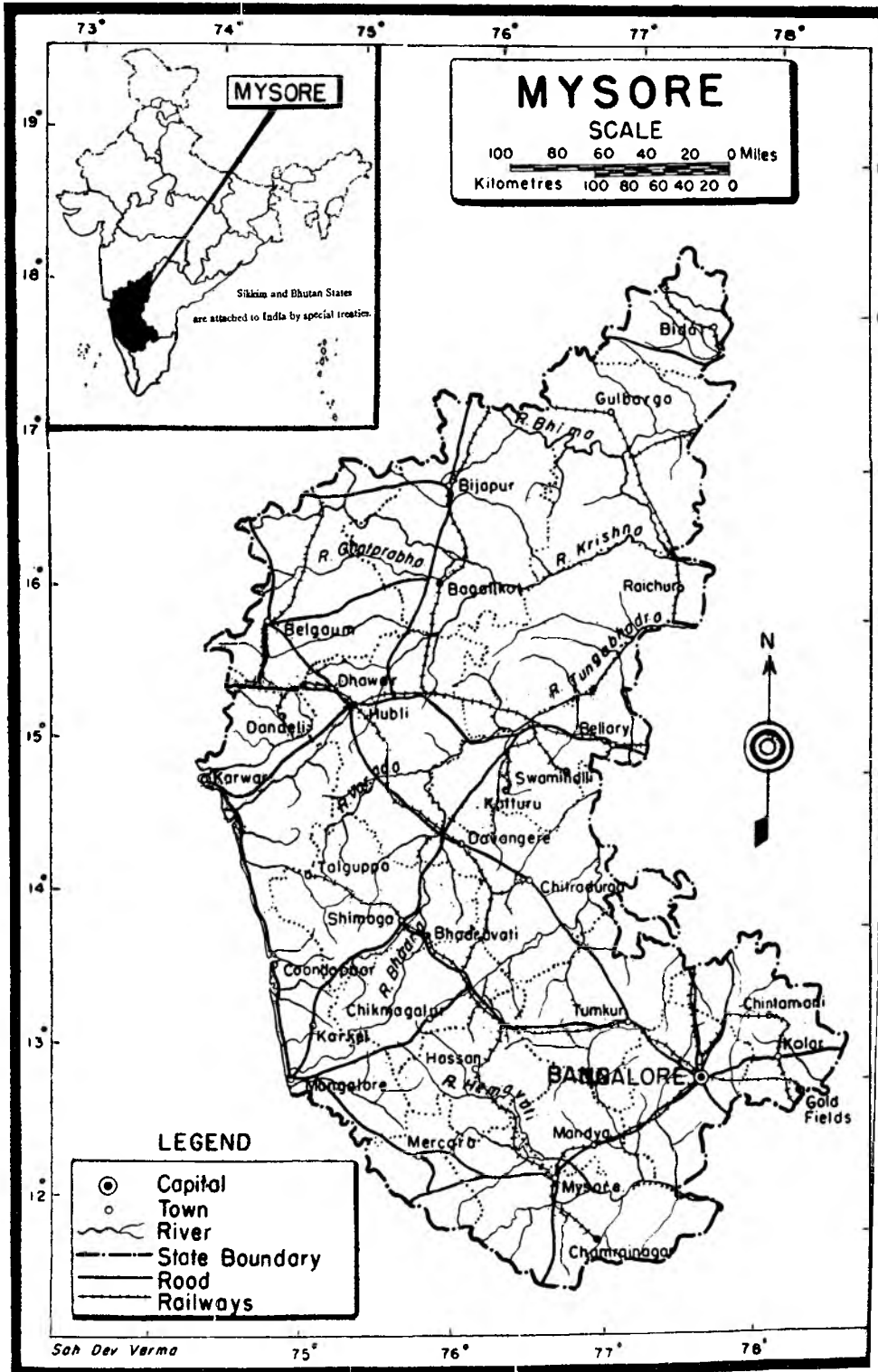
Number of Students in Classes—

I—V	37,28,207	13,53,602
VI—VIII	6,68,144	1,71,390
IX—XI	2,89,873	66,096

IX—Some Selected Averages and Percentages

1	1959-60 2
Cost per Capita on Education	N.A.
Cost per Pupil—	
High/Higher Secondary Schools	112.9
Middle Schools	33.7
Primary Schools	38.1
Number of Pupils per Teacher in—	
High/ Higher Secondary Schools	24
Middle Schools	38
Primary Schools	35
Percentage of Trained Teachers in—	
High/Higher Secondary Schools	62.8
Middle Schools	70.5
Primary Schools	51.1

MYSORE



CHAPTER XII

MYSORE

1. GENERAL INFORMATION

Before its merger in the Indian Union, Mysore was a leading and progressive princely state. When the Constitution was adopted in 1950, it became a Part B State; in 1956, all the Kannada-speaking territories were merged together to form the new Mysore State of today. It has an area of 74,122 square miles divided into 19 revenue districts which include ten districts of the old Mysore State, four districts of the erstwhile Hyderabad State, one district of the former Madras State, and Coorg which was formerly a Centrally administered area.

The population of the State in 1961 was 2,35,47,081 which gives a density of 318 persons per sq. mile. Owing to industrialisation, Mysore is fairly urbanised, the population of its 288 towns being 51,87,105 or 22 per cent. The remaining 78 per cent of the people live in villages which number 25,880. A large majority of people are Hindus and form about 90 per cent of the total population. Muslims form about 8 per cent and Christians, Jains and others account for the remaining 2 per cent. There are several castes and sub-castes among the Hindus, although the dominant communities are only two—the Lingayats and the Vokkaligars. According to the 1951 census, the number of people belonging to Scheduled castes was 25,83,142 (or 13·3 per cent of the total population) and that of persons belonging to Scheduled tribes 80,402 (or 0·4 per cent). With the spread of education, the system of 'purdah' is fast disappearing. Social prejudice against the education of girls is fading away. Mysore, it may be mentioned, was the first State in India to legislate against child-marrige. Legislation to liquidate untouchability has also been passed. It has largely disappeared in urban areas, although its hold on the people of rural areas is still fairly strong.

Kannada, Telugu, Marathi, Urdu and Tamil are the main languages of the State. Kannada, which is spoken by the largest number of people, is the regional language.

2. A HISTORICAL REVIEW OF THE DEVELOPMENT OF EDUCATION

Modern education in the old Mysore State began at the time of its administration by the British Commission (1831-81). On the basis of the Despatch of 1854, Mr. Devereux, the then Judicial Commissioner, prepared a scheme under which a Department of Education was created and the first modern educational institutions—a primary school in each taluk, four Anglo-vernacular schools (one for each of the four divisions), and a central college for the State as a whole were established. Another important event of this period was the *Hobli* scheme introduced by Mr. Rice, the then Director of Public Instruction, under which each *Hobli* (a small group of neighbouring villages) was provided with a school.

The year 1881 saw the restoration of the hereditary dynasty. The rulers that came proved to be very enlightened with the result that education made all-round progress during the next 40 years (1881-1920). Some of the important events of this period were : (1) In order to correct the literacy bias of the matriculation course, manual training was made an integral part of the secondary curriculum in 1907; (2) a momentous decision to locate the Indian Institute of Science in Bangalore was taken in 1911; (3) to ensure popular support for the furtherance of education, an Economic Conference of officials and non-officials was established in the same year; (4) an Elementary Education Regulation seeking to introduce compulsory education in the State was passed in 1913; (5) in the same year, secondary education was placed on a sounder footing by the institution of the Secondary School Leaving Certificate Examination; (6) the University of Mysore which owed its birth to the labours of the then far-sighted Dewan, Dr. M. Visweswaraiya, came into being in 1916; (7) the starting of a Mechanical Engineering School at Bangalore and the Chamarajendra Technical Institute at Mysore, the establishment of government commercial schools in Bangalore and Mysore, and the creation of an agricultural school at Hebbal laid the foundation of vocational and technical education in the State; (8) a number of normal schools for the training of

MYSORE

primary teachers were established and in 1914 the Normal School at Mysore was raised to the status of a college; and (9) a Panchama Boarding School was established at Mysore in order to encourage the education of the Scheduled castes.

During the ten years from 1920 to 1930, the cardinal note of educational policy was consolidation rather than expansion. In pursuance of this policy, further extension of compulsory primary education was suspended; inefficient aided village schools were taken over by the Government and the management of village schools was entrusted to the panchayats in 1927-28; Manual Work, Nature Study and Drawing were introduced in the curricula at the primary and secondary stages; the medium of instruction in middle schools was changed from English to mother tongue; and as many as 23 vocational subjects were introduced under the optional part of the high school curriculum. Two other remarkable developments of this period were the establishment of intermediate colleges in 1928-29 and municipal high schools in 1929.

Owing to the general economic depression, not much progress was registered during 1930-40. In the field of primary education, the Mysore Elementary Education Regulation of 1930 was enforced and the control of elementary education was transferred to local bodies, *viz.*, district boards and municipalities. It was expected that this arrangement would result in a progressive expansion of primary education and that it would pave the way for compulsory education at the end of ten years. Unfortunately, the expectation was completely belied; instead of expansion, there was a slight retrogression. In other sectors of education too, there was hardly any progress and the only outstanding event was the establishment of Sri Krishnarajendra Silver Jubilee Technological Institute in 1938. Mention should perhaps be made of the revision of the high school curriculum in 1937 under which a number of sub-groups such as Humanities, Mathematics and Science, Industrial Arts, Commercial Arts, Agriculture, etc., were introduced as optionals and mother tongue was adopted as the medium for teaching in high schools also.

The seven years between 1940 and 1947 were characterised by great public enthusiasm for education and witnessed several significant developments. The Economic Conference was revived in 1945; Government resumed control of primary education by passing the Elementary Education Act of 1941 and launched a big programme of opening primary schools; to meet the increasing demand for middle school education in rural areas, new-type middle schools were started in 1942; the popular demand for new high schools, which had become more insistent during this period, was met partly by the opening of government institutions and partly by increasing the number of municipal high schools; in the field of technical education, Sri Jayachamarajendra Occupational Institute was established at Bangalore in 1943. This increase in the educational enterprise of the Government and local bodies was happily matched by a parallel spurt of voluntary effort.

On the eve of independence the old Mysore State was one of the advanced States of India educationally. In 1956, it had to take over some areas from Bombay and Coorg, which were also, comparatively speaking, advanced. The region of Hyderabad-Karnatak that came in simultaneously was much less developed. The main educational problems which the new Mysore State had to face on its formation were two: (1) development of the Hyderabad-Karnatak region; and (2) the creation of an integrated system of education out of the five different systems that were brought together as a result of reorganisation.

3. PRIMARY EDUCATION

In 1947-48, Mysore had 9,285 primary schools with 5,19,556 pupils and 18,345 teachers. The teacher-pupil ratio was 1:28 and the annual cost per pupil Rs. 13.45. After reorganisation, the number of primary schools rose in 1956-57 to 20,999 with 14,68,378 pupils and 46,369 teachers. The teacher-pupil ratio rose to 1:32 and the cost per pupil to Rs. 25.7. It is estimated that by the end of 1960-61 there were 22,385 schools with 15,55,000 pupils and 52,390 teachers. This implies that about 65 per cent of the children in the age-group 6-11 were in schools at the end of the second Plan. In the third Plan, it is proposed to enrol 10 lakh additional

children and to raise the percentage of enrolment to 90 in this age group.

Children in the age group 11-14 attend upper primary schools (classes V—VII) in the Bombay-Karnatak and ex-Mysore areas and middle schools (classes VI—VIII) in the Hyderabad-Karnatak area. In addition middle school education is also provided in full-fledged primary schools which teach classes I—VII or I—VIII or in composite high and higher secondary schools which teach classes I—XI. The total enrolment in classes VI—VIII in all types of institutions was expected to be 3·5 lakhs (or 22·4 per cent. of the total population in the age group 11-14) at the end of 1960-61. It is proposed to enrol two lakh additional children in this age group during the third Plan raising thereby the percentage of enrolment to 28 by 1965-66.

On the advice of the Educational Integration Advisory Committee, it has now been decided that the primary course should be of seven years' duration and that the age of admission should be six plus. A new syllabus has been prepared for this course and it is being introduced in all areas of the State according to a phased programme spread over four years. The programme commenced in 1959-60 and will be completed by 1962-63.

The condition of primary school buildings is far from satisfactory. In 1957-58, out of 20,844 primary schools, 10,010 were housed in unsuitable buildings. In 1958-59, 46·5 per cent of government buildings were either *kutchha* or unsuitable. Of the rented buildings, nearly 43 per cent were unsuitable. Even when funds are available, construction is often delayed because the Department of Public Instruction has no control over the construction programmes. It is now proposed to appoint a special engineer who will assist the Director of Public Instruction in clearing technical bottlenecks in building programmes. In order to bring down the cost of buildings, a simple type-design has also been prepared. In the rural areas, the population is expected to contribute about 40 per cent of the cost of building of a school or to give a rent-free building for the purpose. Though the scheme has not made much headway, the response has not been discouraging either.

In 1947-48, there were six teacher training institutions in the old State of Mysore. After reorganisation, their number increased to 44 in 1956 and to 66 in 1960-61. Even with this increase it has not been possible to arrange for the training of all the untrained teachers. It is, therefore, proposed that, during the third Plan, eight more teacher training institutions should be opened. It is expected that the proportion of trained teachers will increase to 77 per cent by 1965-66.

Government has also been alive to the need of increasing the pay scales of teachers. The scales have already undergone two revisions during this period—the last revision occurring in 1957. Considering the present cost of living, it must be admitted that even the revised pay scales can by no means be considered adequate.

The State publishes some of its own textbooks. There is a Primary Textbook Committee which selects and prescribes non-departmental textbooks. The number of departmental publications is small (out of a total of about 1,000 textbooks prescribed, only about 50 are departmental). Though there has been considerable improvement in textbook production, much remains to be done. With a view to encouraging research in this field and bringing out good textbooks, the Government have set up an Educational Research Bureau.*

A Primary Education Board set up by the Government advises it on all matters relating to primary education.

Local communities are taking a lot of interest in the management of primary schools. A short while ago reference was made to the scheme of school buildings in rural areas. In addition, a '*Bhudan* for schools' movement has been launched. The movement has roused considerable public enthusiasm; more than 15,000 acres of land have already been donated for schools; It is proposed to intensify the movement during the third Plan.

The State has made a beginning with midday meals. The scheme is being run on a very modest scale at present; however, a larger provision has been proposed in the third

* See Section 21 for details.

Plan. Wastage and stagnation, though somewhat less prevalent than before continue to be serious problems. Measures taken to control them include: award of attendance scholarships, provision of midday meals and free distribution of slates and books. With the introduction of compulsory education in the third Plan, the extent of wastage and stagnation is expected to be reduced further.

4. BASIC EDUCATION

Basic education was first introduced in a small area in Bombay-Karnatak in 1938-39 under the Government of Bombay. In the former Mysore State also, similar experiments were initiated on the eve of independence. In 1947-48, there were 13 basic schools with 628 pupils. By the end of 1956-57, *i.e.*, after reorganisation the number of basic schools had risen to 1,737 with 2,98,328 pupils and 8,739 teachers. By the end of 1959-60, the number of basic schools had further increased to 3,097 with 4,60,200 pupils and 13,327 teachers. During 1960-61, the syllabus for teacher training institutions was revised with a view to improving the training of teachers for basic and basic-oriented schools. It has also been decided that in future all training institutions should be of the basic type. It is expected that, when more and more teachers come out of these training institutions, it would be possible to convert a large number of the existing non-basic primary schools to the basic pattern.

5. SECONDARY EDUCATION

In 1947-48, Mysore had 127 high schools with 32,736 pupils and 1,539 teachers. At the end of 1959-60, there were 707 secondary schools with 2,18,200 scholars and 8,900 teachers. On an average, there is a high school for every 32 primary schools, serving an area of 105 square miles.

There has been a marked increase in the percentage of trained teachers, due largely to increase in the number of teacher training institutions and to the enlargement of their intake capacity. It is hoped that by the end of the third Plan, almost all secondary teachers will have become trained. Provision is also made in the third Plan for the training of teachers for multipurpose high schools and for deputing teachers for post-graduate courses in arts and science.

With a view to improving the standards of instruction in different subjects, subject inspectors have been appointed in Science, Mathematics, English, Languages and Social Studies.

Secondary education in the State has been reorganised in the light of the recommendations made by the Secondary Education Commission, the Mysore Educational Reform Committee and the Educational Integration Advisory Committee. The reorganised system of secondary education consists of four years comprising standards VIII to XI. The eighth standard is an exploratory year and instruction in the electives begins only from the ninth standard. Detailed syllabuses for these standards were framed on the pattern of the syllabuses issued by the All India Council for Secondary Education and were introduced in standard VIII in 1960-61. They will be introduced successively in standards IX, X and XI in 1961-62, 1962-63 and 1963-64 respectively.

High schools are being gradually converted into multipurpose high schools or higher secondary schools. At present, there are 61 multipurpose high schools and 69 higher secondary schools. Out of the 61 multipurpose schools, 6 schools have been preparing candidates for the eleventh standard public examination. Six more schools were expected to send candidates for the final examination during 1960-61. Provision has been made for the conversion of a large number of high schools into higher secondary schools during the third Plan. It is hoped that about 50 per cent of the high schools in the State will be either multipurpose schools or higher secondary schools by 1965-66. Since it will not be possible to convert all schools into multipurpose or higher secondary schools, it has been decided to conduct a public examination at the end of the tenth standard also. Students passing this examination will be eligible for admission to the pre-university course or the eleventh standard elsewhere.

6. UNIVERSITY EDUCATION

The large expansion of primary and secondary education during the post-independence period has naturally pressed on the university stage. This will be clear from the following account of the two universities of the State—the University of Mysore and the Karnatak University.

University of Mysore. In the year 1947-48, there were 23 colleges under the control of the university; in 1960-61 there were 58. Besides, the university maintains the University Library, the Oriental Research Institute and the Department of University Publications and Extension Lectures. In 1916, when the university was first set up, it had only two faculties, *viz.*, Arts and Science. Today it has ten faculties : Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine, Technology and Fine Arts. The number of students studying in the university has risen from 8,312 in 1947-48 to 33,121 in 1959-60. The number of candidates who received degrees in the various examinations was only 1,166 in 1949. By 1959, it had risen to 5,057 registering an increase of more than 2000. The total number of teachers working in the university is 1,682.

The Mysore University has been reorganised and a new Mysore University Act has been passed on the basis of the recommendations made by Dr. C. R. Reddy, the Educational Reform Committee and the Indian Universities Commission. The Act has gone a long way in conferring autonomy on the university in academic and administrative matters. The two-year courses in B. A., B. Sc., and B. Com. were re-patterned into three-year courses in 1958-59, and provision was made for starting the pre-university courses. One important feature of the reorganisation scheme, both in the Mysore University and the Karnatak University, has been the inclusion of General Education in the curriculum for the pre-university and degree courses. Under this scheme, arts students will have to offer General Science and science students, Social Sciences, on a compulsory basis. Mention should also be made of the introduction of Kannada as one of the media of university instruction. It was introduced as an optional medium of instruction for the pre-university class in 1957-58 and for the degree courses in 1958-59. A number of textbooks in Kannada have also been brought out to facilitate the change of medium.

For improving standards of teaching and research at the university level, it was essential to revise the pay scales of teachers. With this end in view the Government

approved the following pay scales with effect from January 1, 1957.

Professors—Class I	Rs.	700-40-900-50-1000 ;
Professors—Class II	Rs.	400-25-550-30-700-35-820 ;
Readers	Rs.	250-20-350-25-500 ;
Lecturers	Rs.	200-10-250-20-450.

The University Grants Commission has agreed to meet 80 per cent of the cost of upgrading the scales.

During the first Plan, the University Grants Commission gave a small grant-in-aid to the university towards the purchase of equipment, books and journals on scientific, technical and other subjects and for the improvement of post-graduate teaching and research. The second Plan had a provision of Rs. 156.77 lakhs for this purpose; the expenditure was shared by the University Grants Commission and the Government of Mysore.

The following are some of the new schemes which the university contemplates to implement during the third Plan; (1) establishment of a college of fine arts; (2) expansion of the Department of University Publications and Extension Lectures and the University Press; (3) institution of diploma courses in foreign languages; (4) establishment of a college of home science in Bangalore; (5) improvement of physical education and recreation facilities; and (6) construction of staff quarters and hostels.

With a view to freeing the university from the responsibility of direct administration of under-graduate colleges and enabling it to concentrate on the maintenance of standards and development of research facilities at the post-graduate level, the Government of Mysore has transferred the control of colleges (except three) to a separate Directorate for Collegiate Education created for the purpose. Following the recommendations of the University Education Integration Committee under the chairmanship of Dr. Lakshmanaswamy Mudaliar, the university has also decided to set up a separate department for each branch of study. All the departments are to be located at the headquarters of the university.

Karnatak University. The Karnatak University which is a teaching-cum-affiliating university was started in

1949. It had only 12 colleges under its jurisdiction to start with; today (1960) it has 30 affiliated and 2 constituent colleges. There were only two post-graduate departments in 1951-52; now there are 16 (9 in Humanities and Social Sciences and 7 in Natural Sciences). In addition, provision has also been made for post-graduate instruction in Education, Commerce, Marathi, Law and Agriculture in some of the colleges.

The strength of students in affiliated colleges rose from about 3,000 in 1949 to 12,547 in 1960. There are 533 students and 43 teachers in the post-graduate departments. The three-year degree course in arts and science has been introduced with effect from June 1959. Out of 32 colleges under the university, 18 impart instruction in arts and science, the remaining 14 being professional institutions. All the 32 colleges are co-educational.

To implement the decision of the University Grants Commission that no college should have more than 800—1000 students on its rolls, the university has split up the Karnatak College at Dharwar (a government college whose management was taken over the university in 1958) into two colleges known as the Karnatak Arts College and the Karnatak Science College. Recruitment of highly qualified and experienced persons for the post-graduate departments and deputation of selected teachers for advanced studies abroad are some of the steps taken by the university towards the improvement of standards. Further, the scales of pay recommended by the University Grants Commission have been adopted (1957-58) in respect of the posts of professors, readers, lecturers and demonstrators.

The university runs an Information Bureau to help students with information about facilities for higher education in India and abroad. It has also a Publication and Extra-Mural Studies Board which is responsible for bringing out university journals, textbooks in Kannada and popular literature.

7. TECHNICAL EDUCATION

As was pointed out earlier, the Government of Mysore had started a number of technical institutions in the pre-independence period. However, these early beginnings of

technical education were hardly adequate to meet the industrial needs of the State. Not only did technical education require expansion, it had also to be broad-based and reorganised in accordance with the changing conditions and the latest developments in science and technology.

The State has now a separate Directorate of Technical Education (set up in 1959). There is also a Board of Technical Education and Training presided over by the Minister for Education. The Director of Technical Education is Secretary to the Board.

Before the attainment of independence in 1947, there were only 3 engineering colleges and 2 polytechnics in the ex-Mysore area. At the time of States' reorganisation in 1956 there were 6 engineering colleges with an intake of 430 candidates and 14 polytechnics with an intake of 1,464. At present (1960-61) the number of engineering colleges is 10 with an intake of 1,320 and that of polytechnics 24 with an intake of 3,080. The all-India target of having at least one polytechnic in each district has already been achieved in Mysore.

In all the engineering colleges, courses are provided in Civil, Mechanical and Electrical Engineering. The Sri Krishna Rajendra Silver Jubilee Technological Institute, Bangalore, offers courses in Textile Technology at the degree, diploma and certificate levels. In the polytechnics, the courses provided are extremely varied and differ from institute to institute.

At the public examinations conducted by the Board of Technical Examinations during 1959, 6,445 candidates appeared for different diploma examinations of which 4,309 passed, yielding a pass percentage of about 67. The number of candidates appearing for the different certificate examinations was 809 of whom 707 or 87 per cent passed. The number of candidates who took the artisan and craft courses was 54 of whom 42 or 78 per cent passed.

An outlay of Rs. 2.72 crores was provided in the second Plan for technical education. In the third Plan, an outlay of Rs. 5.6 crores has been proposed. Some of the physical targets proposed for the third Plan are : (1) additional in-

take of 330 at the degree level; (2) additional intake of 330 at the diploma level; (3) introduction of post-graduate courses; (4) starting of four junior technical schools and two polytechnics; (5) introduction of special degree courses in Mining, Metallurgy and Chemical Engineering; (6) institution of evening/part-time courses; and (7) establishment of an engineering college.

The demand for technical education is growing from year to year. Parents seem to be losing faith in arts and purely general courses at higher levels. In 1960, as many as 4,490 applications were received for the 810 seats in the six engineering colleges in the State and only 18 per cent of the applicants were able to secure admission.

Rural Artisan Training Institutes. The Department of Industries and Commerce organises rural artisan courses for the training of youth in the improved cottage industry techniques. These courses are available in rural artisan training institutes which are under the administrative charge of the Joint Director of Industries and Commerce, Rural Industrialisation, Bangalore. Each district has a rural artisan training institute. At the end of the second Plan, there will be 21 such institutes in the State. The intake of each institute is 100 to 125 at the rate of 20 to 25 candidates per craft. At present 1,575 rural artisans are undergoing training in these institutes in different crafts. The Chamajendra Technical Institute started in Mysore as early as 1913 is now the biggest of these institutes offering as many as 13 craft courses. Candidates of the age group 14-30 possessing general educational qualification up to primary fourth standard (or some times even a lower qualification) are admitted for training. Students from artisan families are given preference. The period of training for all the courses is one year after which a trainee is required to undergo 'in-service' training in a production centre for a period of six months before taking the final examination. During training, students are given stipends worth Rs. 20 to Rs. 30 p.m. After training, each candidate is provided with a standard tool kit appropriate to his trade and not exceeding Rs. 250 in value. The amount spent on the kit is treated as interest-free loan and is recovered in easy instalments. In the third Plan,

the number of rural artisan training institutions is proposed to be raised to 31.

8. SOCIAL EDUCATION

There is no uniform pattern of administration for social education in the State. In the ex-Mysore area, social education is in charge of the Mysore State Adult Education Council. In Coorg area, there is a district social education officer. In the Bombay-Karnatak area, it is under the Regional Social Education Committee, Belgaum. In the development blocks, social education is directly in the charge of the Government. In order to co-ordinate the work of the different agencies engaged in this work, a Mysore State Social Education Council has been formed recently and is expected to start functioning in the near future.

The Mysore State Adult Education Council has been in existence for a long time and has rendered outstanding service. Since the inception of the Council, 40,312 adult literacy classes have been organised and 4,36,646 adults made literate. The Council also runs follow-up clubs and rural libraries. At present, there are 2,429 rural libraries functioning under the control of the Council and 12 libraries which supply books to member libraries. The Council has so far published 125 small booklets for the benefit of neo-literates. It also publishes a weekly called 'Belaku' for adults and neo-literates. It has seven mobile units which show and interpret to the rural masses films depicting rural problems, classical dances, music, sculpture, health, hygiene, agriculture and sanitation. The Council is running six *Vidayapeeths* on the model of Folk High Schools of Denmark for training young men for rural leadership. In 1959-60, 128 leaders were trained in these institutions. A major portion of the expenditure of the Council is met by the State Government—about Rs. 4.75 lakhs every year. The Council also receives aid from the Ford Foundation, Unesco and Mellemfolkelight, Samvirke, Denmark.

9. GIRLS' EDUCATION

In 1947-48, in the ex-Mysore area, there were 532 girls' primary schools, 99 girls' middle schools and 20 girls' high schools; the number of girls in the three types of institutions being 1,13,745, 4,589 and 1,221 respectively. In

1956-57, just after reorganisation there were 1,250 girls' primary schools, 221 girls' middle schools and 91 girls' high schools, the number of girls in attendance being 4,21,763, 50,928 and 12,957 respectively.

There are five colleges exclusively meant for women in the Mysore University. The strength of women students in the university was 1,177 in 1947-48; it rose to 5,768 in 1959-60 recording an increase of more than 400 per cent. A similar increase has also taken place in the Karnatak University.

The Mysore State Social Welfare Board has lately been organising condensed courses for women between the ages of 20 and 35. Women attending these courses are allowed to appear for the final class examination at the end of the primary stage in a recognised school along with the regular candidates. Two years later they become eligible for appearing privately in the S. S. L. C. examination.

A State Council for Women's Education has been set up to advise on all matters relating to the education of women.

Though there has been an appreciable increase in the enrolment of girls, the position can by no means be regarded as satisfactory. It is estimated that by the end of the second Plan, not more than 7·80 lakh of girls in the age group 6-11 (out of a total 15·08 lakhs), were in schools. This gives a percentage of only 51·7 as against 87 in the case of boys. With the introduction of compulsory primary education in the third Plan, however, a larger number of girls is expected to attend.

In the ex-Mysore area education for girls is free in classes I to VIII; and in classes IX to XI they are charged only half the tuition fee. In addition, attendance scholarships in the form of clothes, books and stationery are given to deserving girls in classes I to VIII. A major reason for poor enrolment in the higher classes, particularly in the rural areas, was the non-availability of separate high schools for girls. It is, therefore, proposed to open more separate schools for girls with hostel facilities. Subjects like Home Science, Music, Fine Arts, etc., which are particularly popular among girls have also been introduced.

10. TEACHING OF SCIENCE

In the new syllabus for primary schools which was introduced in 1959-60, General Science is a compulsory subject in classes I to VII. While many schools are lacking in laboratory facilities it is hoped that by 1961-62, most of them will have the minimum equipment required for the teaching of science. It is also proposed to arrange refresher courses for teachers of science. A pilot project for the teaching of science in primary schools is in progress in Coorg. It covers about 100 primary schools and tries to improve the quality of science teaching by trying out new experiments, demonstrating new techniques of teaching, and by preparing and improving teaching aids.

According to the new secondary syllabus which was introduced in standard VIII in 1960-61, General Science is a compulsory subject in classes VIII to X. From the ninth standard, science is also taught as an elective subject. A pupil can take one of the following combinations under this group: (1) Mathematics, Physics and Chemistry; (2) Physics, Chemistry and Biology; and (3) Physics, Mathematics and Biology. For equipping science laboratories, grants were given to all schools during 1959-60. Adequate provision for this purpose has also been made in the third Plan. It is hoped that by 1965-66, most of the schools will have fairly well-equipped laboratories for the teaching of science.

There is a great demand for science as an optional subject at the secondary stage since a pass in the subject is essential for admission to the technical and science courses in universities. For the S.S.L.C. Examination of 1959, more than 65 per cent of the total number of candidates offered science as an optional subject.

11. SCHOLARSHIPS

Excepting in a few private institutions education at the primary stage is free in the State. In high schools, full fee concessions are granted to pupils, the annual income of whose parents does not exceed Rs. 1,200. Pupils belonging to Scheduled castes and Scheduled tribes in high schools and colleges have been exempted from paying tuition fee in schools

and colleges. The University of Mysore too awards free studentships to poor and deserving students.

There are a large variety of scholarships tenable from the primary to the college level; but their number, value, duration and modes of award vary from area to area. During 1959-60, in all 15,541 scholarships for boys and girls were awarded in ex-Mysore area. Out of this, 3,831 scholarships were awarded to Scheduled caste boys and girls. In Hyderabad-Karnatak area, *Riyayati* scholarships are open to all communities (with an additional provision for Backward classes, Scheduled castes and tribes) in high and middle schools and are awarded on the basis of a common competitive examination. In Coorg, scholarships are awarded in secondary schools, senior basic schools, junior basic schools with additional provision for Backward classes and Scheduled castes and tribes. In South Kanara and Bellary districts, general scholarships are awarded in high and middle schools with an additional allotment for backward communities. Several overseas scholarships from government and non-government funds are also being awarded to promising students for study abroad.

A liberal provision of Rs. 14,97,949 has been made for scholarships in the budget for 1960-61. A major portion of the provision *viz.*, Rs. 10,56,495 has been set apart for Backward class scholarships. The Mysore University has provided a sum of Rs. 1,92,400 for awarding scholarships to students of backward communities. In the years to come, the State policies in the matter of scholarships and fee concessions are likely to be liberalised further.

12. PHYSICAL EDUCATION

There is a State Sports Council with the Minister of Education as Chairman for advising the State on matters relating to physical education, games and sports. Physical education, which used to be an extra-curricular activity in the past, is now an integral part of the scheme of studies at all levels. A Superintendent of Physical Education is attached to the Directorate of Education and is in charge of physical education in primary and secondary schools. At the university level also, physical education is organised systematically.

There is a Director of Physical Education in the Mysore University and a Board to advise the university on matters relating to sports, athletic meets, physical culture activities and inter-collegiate sports meets.

The Department has opened 26 gymnasia with 76 qualified instructors during the second Plan. A number of private *Vyayamshalas* have also come up and are receiving grant-in-aid from the Government. For effective supervision of physical education, one physical education inspector has been given to each district.

There are five institutions which are imparting training in physical education—the Government College of Physical Education at Bangalore (which trains graduates for a diploma in physical education) and four other institutions for training under-graduates for a certificate. In 1960, 38 candidates qualified in the diploma examination and 129 in the certificate examination.

13. (a) SCOUTING AND GUIDING

There is a State Council for the promotion of scouting and guiding. During 1958-59, there were 715 packs, 933 troops and 71 crews, their strength being 12,555, 21,027 and 1,491 respectively. In the girl guide section, there were 122 flocks, 111 companies and 4 teams with a strength of 2,965, 3,153 and 53 respectively. The Council receives an annual grant of Rs. 25,000 from the State Government.

(b) NATIONAL CADET CORPS

During 1948-49, there were 10 senior officers with 315 senior cadets in N.C.C. In 1955-56, the strength was 22 senior officers with 770 senior cadets and 22 junior officers with 720 junior cadets comprising the Army, Air, Medical, Engineering and Girls' divisions. The total number of officers at the end of 1959-60 in senior and junior divisions was 191 and that of cadets 10,783 both boys and girls.

(c) A. C. C.

The A.C.C. movement has also developed very rapidly. In 1956, there were 350 teachers with 27,500 cadets; in 1959, there were 647 officers with 38,820 cadets in the boys section

and 67 teachers with 4,020 cadets in the girls section, giving a total of 714 officers with 42,840 cadets.

The estimated expenditure on N.C.C. and A.C.C. for 1960-61 was Rs. 7,61,132. A provision of Rs. 29.67 lakhs has been suggested in the third Plan for this purpose.

(d) BHARAT SEVA DAL

The Bharat Seva Dal was started in 1950 as a non-party and non-communal organisation. During the last seven years, it has trained 74,000 volunteers, both boys and girls. Physical training courses are run by the organisation at four levels—*Prathama*, *Madhyama*, *Kendranaiḱ* and *Utchasinaiḱ*. Persons who obtain *Kendranaiḱ* certificates are eligible for being appointed as physical culture instructors in high and middle schools.

(e) GAMES AND SPORTS

Athletic meets are organised at the district, divisional and State levels by the State Sports Council.

(f) MEDICAL INSPECTION

The scheme of medical inspection is in operation in selected centres. The executive head of the scheme of medical inspection is the Chief Medical Inspector of Schools in Bangalore. At the university level, every student is examined once a year. During 1959-60, 71,196 children out of a total of 100,504 on rolls were examined at the 190 centres where the scheme was in operation. Compulsory medical fees at enhanced rates have been levied at the primary and secondary levels. It is now proposed to run the scheme on a universal self-supporting basis.

14. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

In 1947-48, the ex-Mysore area had 450 separate schools for Backward classes with a strength of 11,006 pupils. In State in 1956-57, the number of Scheduled caste pupils studying in other schools. With the formation of the new Mysore State in 1956-57, the number of Scheduled caste pupils studying in primary, middle and high schools had risen to 1,60,495 and by 1958-59, it had risen further to 1,73,811. During the

same year, there were 486 separate primary schools with 19,923 scholars and 2 senior primary schools with 219 pupils.

Ever since the State's reorganisation in 1956, the administration has been doing its best for the educational advancement of Scheduled castes and tribes. With a view to stepping up their enrolment, a regular drive is launched throughout the State at the beginning of each academic year. Free distribution of clothes, books, slates and pencils to poor and deserving children is a special feature of the drive. To attract students to middle and high schools, hostels are being opened by the Department throughout the State at taluk headquarters and other important places. During 1958-59, there were 106 government hostels (37 for girls) and 73 aided hostels with a total strength of 836 boarders in ex-Mysore area. In the other areas, there were 72 aided hostels with a strength of 2,067 boarders and 10 government hostels with a strength of 608 boarders.

The rates of scholarships as also the rates of hostel grants vary from one integrated area to another. A proposal to adopt uniform rules for recognition and payment of grants to aided hostels as also for the award of scholarships is now under consideration.

Liberal provision for scholarships to students of these classes has also been made in the two universities. Besides, 20 per cent of the seats have been reserved for them in all the institutions under their control. A general exemption from the payment of tuition, admission and examination fees in all grades of institutions has been granted to these communities.

It should be clarified that the basic approach of the Government is against the establishment of separate schools and hostels for children belonging to these classes. As far as possible, the Government would prefer them to study along with the children of the other communities in the general schools and hostels. As a first step in this direction, the Government has taken a decision to encourage the admission of Scheduled caste students to general hostels controlled or assisted by the Government by reserving 10 per cent of the seats for them. They have also decided to encourage the admission of

non-Harijan students to the hostels meant for Scheduled castes and tribes by meeting half the cost of the boarding charges in Harijan hostels.

15. PRE-PRIMARY EDUCATION

Pre-primary education is managed by private organisations. In the ex-Mysore area, the number of pre-primary institutions in 1947-48 was 30 (with 1,674 pupils); in the other areas also pre-primary education was equally undeveloped. During 1956-57, the number of pre-primary schools stood at 100 with 5,893 pupils. Two years later, that is by 1958-59, the number had risen to 139 schools with 9,442 pupils. The Mysore Education Reform Committee of 1953 had recommended that the responsibility of starting and maintaining pre-primary schools should continue to be left to private agencies and local bodies. Accordingly, most of the schools have continued to be non-government and are located in cities and towns.

The State Government appointed some time ago a Pre-Primary Education Committee which is expected to submit its report shortly. A provision of about Rs: 2 lakhs has been made in the third Plan for assistance to private pre-primary schools. It is also proposed to start 20 model pre-primary schools at district headquarters at a cost of Rs. 12.75 lakhs.

Though there are a few training institutions for teachers of pre-primary schools, the existing facilities are far from adequate. More training institutions are needed if an impetus is to be given to the opening of pre-primary schools.

16. EDUCATION OF THE HANDICAPPED

In the pre-independence period, there were two government institutions for the handicapped—one at Mysore and the other at Hubli. There has been no increase in the number of these institutions although their enrolment has slightly increased from 120 in 1947-48 to 200 in 1959-60. The school at Mysore has its own Braille Press where printing is done by the blind boys. Music is an important subject of study. Other vocational subjects provided for include : spinning, weaving, fret-work, basket-making, rattan-work, carpentry, tailoring, mat-weaving and thread making. Last

year a special department under a separate Deputy Director was created to deal with problems connected with the education of the handicapped. In the third Plan a provision of Rs. 18.37 lakhs has been made for this purpose.

17. AUDIO-VISUAL EDUCATION

The scheme of audio-visual education was started in 18 government high schools in ex-Mysore area in 1930. The Bombay-Karnatak area comprising four districts had the benefit of the Bombay scheme of audio-visual education. After the reorganisation of the State, more secondary schools have been brought under this scheme and special fees have been levied in order to make it self-supporting. In 1960-61, 120 secondary schools were taking advantage of the scheme. Out of these, nearly 90 high schools have 16 mm sound or silent film projectors, 25 have filmstrip projectors and 5 have epidiascopes.

To guide and promote the development of audio-visual education, an Advisory Board consisting of 18 members has been set up in the State. A special officer is the Secretary of the Board. There is a central film library attached to the office of the Director of Public Instruction, two regional film libraries in Dharwar and Gulbarga attached to the offices of the respective Deputy Directors of Public Instruction, and a district film library attached to the office of the district educational officer, Coorg. In addition, radio sets have been supplied to high schools at the rate of 50 sets a year; 363 radio sets are operating at present in the various institutions. In the coming years, it is proposed to extend the scheme to all schools, including primary schools.

18. DEVELOPMENT OF HINDI

Even during the pre-independence period, Hindi was taught at all levels, both as a second language and as an optional subject. Since independence, however, the State Government has taken a number of steps to promote the study of Hindi. In ex-Mysore area, Hindi was made compulsory in all the three high school classes in 1948. Of late, it has been taught as a compulsory subject at the middle stage also in certain selected areas. In the Bombay-Karnatak area,

Hindi was made a compulsory subject of study at the primary stage in 1948. At the secondary stage also, Hindi has become a popular subject. Although it was not a compulsory subject for the S.S.L.C. Examination of 1959, about 16,000 candidates offered Hindi as an optional subject. In the new primary and secondary curriculum adopted for the State as a whole, study of Hindi is compulsory from classes VI to X; it is also compulsory for the public examination at the end of the tenth standard. At the university stage, Hindi can be offered, both as a second language and as an optional subject.

During the last two years, a number of special Hindi classes have been opened at different places for the benefit of government employees. In addition, grants are being given to voluntary associations to conduct free Hindi classes all over the State. A provision of Rs. 3.30 lakhs has been suggested in the third Plan for running more Hindi classes for adults and officials. Another important development in this field has been the setting up of the Hindi Board of Studies and Examinations (1952) to advise the Government on steps to be taken for the promotion and development of Hindi.

A Hindi Shikshak Training course for training Hindi teachers has been started at the Government Training College (for men), Mysore, in addition to a Hindi Vidwan course run in the same college. Another training course in Hindi is being run at the S. T. College, Belgaum.

19. PROPAGATION OF SANSKRIT

Before independence, Sanskrit could be offered both as a second language and as an optional subject at the secondary stage. In the S.S.L.C. Examination of 1959, about 9,000 pupils out of a total of about 50,000 who took the examination, offered Sanskrit as a second language. In the ex-Mysore area, it can be offered as an optional subject at the middle stage also. In the new curriculum introduced in 1960-61, Sanskrit at the secondary stage can be taken under a composite course in lieu of the regional language or the mother tongue. It can also be offered as an elective.

There are two Sanskrit colleges in the State which train candidates for several *Vidwat* examinations. There is a Sanskrit college at Udipi where candidates are trained for *Siromani* examination. There are a number of Sanskrit and *Veda Pathashalas*. One important scheme of reorientating *Pathashalas* was implemented in South Kanara in 1948, by starting oriental high schools. The candidates can enter the university after completing this course. In the new set-up, it is proposed to bring these schools in line with higher secondary schools. In 1947-48, the total number of *Pathashalas* was 82 with a strength of 2,080 pupils. During 1958-59, there were 88 Sanskrit *Pathashalas*, 11 *Veda Pathashalas*, 10 Sanskrit schools and 4 oriental high schools. The total number of pupils was 3,474—2,773 boys and 701 girls.

There is a Board of Sanskrit Studies and Examinations which advises the Department on all matters connected with Sanskrit education and examinations. The several public examinations conducted are *Prathama*, *Kavya*, *Sahitya*, *Madhyama* and *Uthama*, both in Shastras and Vedas. The total number of candidates who took these examinations in 1959 was 1048.

At the university level, Sanskrit can be offered both as a second language and as an optional subject. Provision has been made for post-graduate courses leading to the Master's and Doctor's degrees in Sanskrit.

While the Government has been doing everything to encourage the study of Sanskrit, it must be admitted that the results have not been commensurate with the expenditure. This is perhaps due to lack of popular enthusiasm for the subject.

20. EDUCATED UNEMPLOYMENT

With the large output of secondary school leavers and graduates year after year, the problem of educated unemployment has assumed serious proportions. With a view to affording help to educated persons in need of employment, the Government of Mysore has started a Department of National Employment Service which has 15 employment exchanges at present. During 1958, eight employment

exchange offices registered 65,049 cases in need of employment and arranged for 6,562 placements. At the end of the same year, the number of applicants on the live registers of employment exchanges including both educated and uneducated persons was 40,507. The Department of National Employment Service has also appointed counselling officers for advising the educated unemployed in the choice of careers. It has also set up an Employment Market Information Service which collects and disseminates information regarding employment opportunities. The Department of Labour has started a craftsman training scheme under which educated but unemployed persons are given training in different crafts. The Department of Education has set up a Bureau of Educational and Vocational Guidance (December 1959) to offer educational guidance to school children particularly at the high school level.

21. STATE EDUCATIONAL RESEARCH BUREAU

An important development in the field of education in the post-independence period has been the setting up of an Educational Research Bureau (July 1958). It has been started to undertake research in curriculum and has been entrusted with the preparation of guide-books for teachers and text-books for children. The present staff is quite small and consists of a Director, two Assistant Directors, and a research assistant. During its brief existence of two years, the Bureau has finalised syllabuses for standards I to IX, prepared Kannada Readers for standards I to IV, guide-books in Kannada for standards I and II, and lists of technical terms in Kannada for Mathematics, Astronomy, Physics, Chemistry, Biology and Home Science. Further, it has conducted a *Sahitya Rachanalaya* sponsored by the Centre for training teachers in the art of writing for children. It is now engaged on the preparation of syllabuses for standards X and XI, Kannada Readers for standards V and VI, non-Kannada Readers for standards I and II, and Kannada work-books for standards I and II. It is also proposed to bring out a research journal. The post of the Director of the Bureau has been upgraded and brought on a par with that of Deputy Director of Public Instruction.

22. ADMINISTRATION

The State has separate Directorates for General, Collegiate and Technical Education. The Director of Public Instruction is the head of the Education Department (General). He is assisted by a Joint Director in charge of primary education. There is a Deputy Director at the headquarters and an officer of the same status in charge of the State Educational Research Bureau. The Director of Public Instruction is also the Commissioner for Examinations and in this work, he is assisted by a Deputy Commissioner of the status of a Deputy Director. The State is divided into five educational divisions, each under a Deputy Director. The Deputy is in overall charge of the educational administration of his division. He inspects about 25 per cent of the high schools, all range and district education offices, training institutions and special institutions of his division. There are 20 educational districts in the State, each under a district educational officer who is in charge of the administration of primary education of his district and is assisted by an assistant educational officer. He inspects middle schools in his district and such high schools and range offices as are assigned to him by his Deputy Director. There are about 310 educational range offices, each in charge of an inspector of schools who inspects all the primary and rural middle schools of his range. Each inspector has, on an average, 70 primary schools with about 165 teachers to look after.

Attached to the office of the Director of Public Instruction, there are special officers for audio-visual education, Sanskrit education, commercial education, Hindi education, home science, educational and vocational guidance, physical education, practical instruction and agriculture. The total expenditure on administration and direction during 1958-59 was Rs. 38 lakhs, forming 4 per cent of the total expenditure on education.

The load of work on the administrative officers has been very heavy. It has, therefore, been proposed to strengthen the existing administrative set-up further during the third Plan. A provision of Rs. 102.85 lakhs has been suggested for the purpose. It is also proposed to create educational subdivisions to provide relief to the district educational officers

and to appoint deputy inspectors in all big educational ranges. The transfer of school buildings, equipment, etc., to the charge of village panchayats after they assume charge of education in their areas may perhaps afford further relief to the administrative officers.

23. FINANCE

The State has been setting apart a large portion of its revenues for education. In 1947-48, the total gross voted expenditure of the State was Rs. 1,127 lakhs out of which Rs. 160.3 lakhs or 14 per cent was allotted to education. In the same year, the total actual expenditure on education was Rs. 214.97 lakhs, the State's contribution being Rs. 172.37 lakhs *i.e.*, about 80.2 per cent.

The expenditure on education has since been increasing steadily. The following comparative statement will give an idea of the growth of expenditure on education from year to year.

Year	Total gross voted expenditure (Rs. in lakhs)	Gross voted expenditure for education (Rs. in lakhs)	Percentage
1947-48	1,127.00	160.3	14.2
1955-56	3,942.55	446.48	11.3
1956-57	5,814.06	487.53	8.4
1960-61	12,904.8	1321.2	10.3

Expansion of educational facilities at all levels has made the people of the State very education-minded. The State of Mysore is optimistic about its future and hopes that with the combined efforts of the Government and her people she will continue to be in the vanguard of educational advance in the country.

EDUCATIONAL STATISTICS OF MYSORE

I—Number of Institutions

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities	2	..	2	..
Boards of Education . . . . .	..	..	..	..
Research Institutions	4	..	3	..
Colleges for General Education—				
Degree Standard	} 42	4	40	4
Intermediate Standard			10	..
Colleges for Professional and Technical Education—				
Agriculture and Forestry	2	..	2	..
Commerce	4	..	4	..
Engineering and Technology	6	..	8	..
Law	4	..	5	..
Medicine	4	..	5	..
Teachers' Training—				
Basic	2	..	9	1
Non-Basic	8	1	28	10
Veterinary Science . . . . .	..	..	1	..
Others . . . . .	..	..	..	..
Colleges for Special Education	7	..	7	..

Schools for General Education==

Higher Secondary Schools	} 486	83	4	11
High Schools				
Middle Schools—			613	101
Basic	694	60	1,226	105
Non-Basic	864	126	870	131
Primary Schools—				
Basic	501	12	1,622	75
Non-Basic	20,191	1,161	1,2683	1,359
Pre-Primary Schools	95	4	139	..

Schools for Vocational and Technical Education—

Agriculture and Forestry	6	..	7	..
Art and Crafts	11	8	40	9
Commerce	99	..	129	..
Engineering	2	..	3	..
Medicine	9	4	12	9
Teachers' Training—				
Basic	22	4	18	3
Non-Basic	22	8	6	1
Technology and Industrial	57	8	42	4
Others	5	..	17	..

Schools for Special Education—

For the Handicapped	} 2,867	231	3	..
Social (Adult) Education				
Others					148	257	8

Total **26,016** **1,714** **32,957** **2,077**

MYSORE

II— Number of Students

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
1	2	3	4	5
A. By Type of Institutions—				
Universities	131	5	291	25
Research Institutions	455	13	584	24
Arts and Science Colleges	27,368	4,244	30,147	5,513
Professional and Technical Colleges	8,186	385	14,529	1,511
Special Education Colleges	1,287	176	1,596	163
Higher Secondary Schools	1,70,865	40,627	4,210	..
High Schools			2,07,219	52,754
Middle Schools—				
Basic	1,79,376	41,984	2,83,468	83,322
Non-Basic	1,51,419	36,667	1,56,065	45,259
Primary Schools—				
Basic	44,990	13,879	1,34,895	41,701
Non-Basic	14,54,993	5,28,665	16,88,842	5,68,181
Pre-Primary Schools	5,474	2,605	9,442	4,396
Schools for Vocational and Technical Education	23,102	3,071	29,229	3,684
Schools for Special Education	60,836	5,135	1,09,714	11,808

B. *By Stages/Subjects*

General Education (University Standard)—

Research	130	11	168	17
M.A., and M.Sc.	499	67	694	106
B.A. and B.Sc. (Pass and Hons.)	8,154	1,271	10,129	1,998
Intermediate (Arts and Science)	18,423	2,861	18,116	3,374

Professional Education (University Standard)—

Agriculture and Forestry	442	1	759	1
Commerce	2,383	22	3,758	38
Engineering and Technology	3,029	8	3,830	7
Law	742	13	1,099	34
Medicine	1,038	140	2,116	300
Teachers' Training—				
Basic				
Non-Basic	52	1	694	107
Veterinary Science	646	192	2,796	898
Other Subjects . . . . .	..	..	89	1

Special Education (University Standard)

General Education (School Standard)—

High and Higher Secondary	1,29,053	23,731	1,40,245	28,807
Middle	3,33,396	81,915	3,25,411	88,457
Primary	15,39,098	5,56,156	20,09,043	6,73,953
Pre-Primary	5,474	2,605	9,442	4,396

II—Number of Students (Contd.)

	1	2	3	4	5
Vocational Education (School Standard)—					
Agriculture and Forestry		516	..	341	..
Arts and Crafts		203	168	1,336	361
Commerce		9,437	983	14,892	1,913
Engineering		2,728	..	4,782	..
Medicine		1,049	203	951	440
Teachers' Training—					
Basic		2,649	502	2,407	416
Non-Basic		2,236	732	1,084	254
Technology and Industrial		4,350	381	3,055	396
Other Subjects		612	163	1,553	62
Special Education (School Standard)—					
For the Handicapped		} 61,698	5,287	191	26
Social (Adult) Education				1,01,614	9,647
Other Subjects				9,163	2,262
Total		21,28,482	6,77,456	26,70,231	8,18,341

III—Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
1	2	3	4	5
A. By Sources				
Government Funds—				
Central	61,58,319	1,43,971	1,09,48,816	96,552
State	6,68,05,602	67,41,434	9,46,07,427	1,03,00,769
District Board Funds	24,39,916	1,74,259	50,09,367	5,72,960
Municipal Board Funds	21,66,326	4,97,039	37,14,907	1,77,409
Fees	1,26,47,757	10,77,225	1,80,60,184	15,26,189
Other Sources	66,06,245	8,94,699	1,32,46,951	15,98,467
B. By Type of Institutions				
Direct Expenditure on—				
Universities	16,79,388	..	30,09,344	..
Boards . . . . .	..	..	..	..
Research Institutions	20,16,241	..	32,89,789	..
Arts and Science Colleges	57,39,622	4,34,979	74,86,424	5,92,512
Colleges for Professional and Technical Education	31,02,786	92,591	56,82,555	2,24,840
Colleges for Special Education	2,26,630	..	2,48,895	..
High and Higher Secondary Schools	1,44,39,096	22,54,901	1,87,03,354	32,50,331

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III—Expenditure on Educational Institutions (Contd.)

	1	2	3	4	5	
Middle Schools—						
Basic		53,05,918	4,64,974	1,13,87,951	10,11,749	
Non-Basic		63,14,417	10,05,622	85,03,291	14,25,315	
Primary Schools—						
Basic		14,38,262	71,232	42,18,561	4,25,259	
Non-Basic		356,24,439	42,81,913	4,94,87,058	60,21,910	
Pre-Primary Schools		1,43,152	6,927	2,46,575	..	
Vocational and Technical Schools		42,80,377	3,10,968	47,97,154	2,49,849	
Special Education Schools		6,98,058	59,699	8,11,467	52,408	
		<i>Total (Direct)</i>	8,10,08,386	90,43,806	11,78,72,418	1,32,54,173
Indirect Expenditure—						
Direction and Inspection		14,32,034	..	36,12,538	..	
Buildings		67,40,619	2,22,304	87,87,913	3,27,688	
Scholarships		26,21,848	1,32,581	48,78,560	4,22,832	
Hostels		6,89,747	39,682	8,10,991	50,105	
Other Miscellaneous Items		43,31,531	90,254	96,25,232	2,17,548	
		<i>Total (Indirect)</i>	1,58,15,779	4,84,821	2,77,15,234	10,18,173
		Grand Total	9,68,24,165	95,28,627	14,55,87,652	1,42,72,346

IV—Number of Teachers

Item	1955-56		1958-59	
	Total	Women	Total	Women
1	2	3	4	5
Universities and Colleges	N.A.	N.A.	4,034	412
High and Higher Secondary Schools	} 17,904	3,248	8,718	1,773
Middle Schools			12,947	2,590
Primary Schools	47,552	8,023	52,835	8,612
Pre-Primary Schools	161	156	269	258
Vocational and Technical Schools	N.A.	N.A.	1,522	90
Special Schools	N.A.	N.A.	5,697	178

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V—Examination Results

Students Passing—

M.A. and M.Sc.	N.A.	N.A.	325	47
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	3,047	487
Professional (Degree)	N.A.	N.A.	1,685	148
Matriculation and Equivalent Examinations	N.A.	N.A.	31,722	5,545

VI—Number of Institutions in Rural Areas

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities and Colleges	1	..	..	..
High and Higher Secondary Schools	86	..	196	..
Middle Schools	866	25	1,350	2
Primary and Pre-Primary Schools	16,838	664	17,347	672
Vocational and Special Schools	2,706	212	5,127	241
Total	20,497	901	24,020	915

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
	Universities and Colleges	9,273	569	10,794	924
High and Higher Secondary Schools	57,448	7,733	56,385	7,793
Middle Schools	1,10,793	28,524	2,47,429	80,689
Primary and Pre-Primary Schools	9,78,716	3,38,206	11,63,927	3,34,224
Vocational and Special Schools	52,665	4,447	95,266	9,454
Total	12,08,895	3,79,479	15,73,801	4,33,084

VIII—Number of Students in Selected Classes

Number of Students in Classes—

I-V	N.A.	N.A.	20,09,043	6,73,953
VI-VIII	N.A.	N.A.	3,25,411	88,457
IX-XI	N.A.	N.A.	1,39,452	28,807

IX—Some Selected Averages and Percentages

Item	1955-56	1958-59
1	2	3
Cost per Capita on Education	N.A.	N.A.
Cost per Pupil—		
High/Higher Secondary Schools	84.5	88.5
Middle Schools	35.1	45.3
Primary Schools	24.7	29.5
Number of Pupils per Teacher in—		
High/Higher Secondary Schools	..	24
Middle Schools	28	34
Primary Schools	32	35
Percentage of Trained Teachers in—		
High/Higher Secondary Schools	..	65.8
Middle Schools	61.4	65.0
Primary Schools	44.9	43.1

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ORISSA



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CHAPTER XIII

ORISSA

1. GENERAL INFORMATION

The province of Orissa first came into being in 1936. For the next ten years, it had only six districts—Cuttack, Puri, Balasore, Sambalpur, Ganjam and Koraput. After the merger of the feudatory states in 1947, new areas were added increasing the number of districts to thirteen, the seven new districts being Baudh-Phulbani, Dhenkanal, Sundergarh, Balangir, Mayurbhanj, Kalahandi and Keonjhar. The State has an area of 60,162 sq. miles and a population of 1,75,65,645 (1961 census). Of these, the Hindus are 97.7 per cent, the Muslims 1.2 and the Christians 1.0 per cent.

Geographically, Orissa has two very distinct regions: (1) a belt of nearly flat country, 20 to 50 miles in breadth, extending along the coast of the Bay of Bengal, and (2) an undulating area broken by ranges of hills, in the interior. The State has rich mineral resources and a network of rivers of which the Mahanadi, the Baitarani and the Brahmani are the biggest. The climate is temperate.

The State has a number of handicaps which impede educational progress. Orissa is the least urbanised State in India and about 94 per cent of its population lives in villages which number nearly 50,000. The State is predominantly agricultural and the conditions of life in the villages are very primitive and far from satisfactory. Secondly, the number of persons belonging to Scheduled tribes and Scheduled castes is very large—it stood at 29,67,334 (20.3%) and 26,30,763 (18.0%) respectively in 1951. The number and the backwardness of these classes have been a real impediment to the progress of education. Besides, social life is also under-developed. Child marriages are quite common, although the custom is gradually dying out; the prejudice against the education of girls is still strong; and untouchability also has not been completely banished. Lastly, Orissa is the poorest State in India; the per capita income in 1951 was Rs. 190 only as against Rs. 248 for India as a whole (This has gone up to Rs. 237 in 1961 but is still very low as compared to the

all-India average of Rs. 312.) It is owing to these handicaps that Orissa has remained educationally backward.

However, things have been changing rapidly since 1947. Cottage industries are being developed. A few big factories have recently been started at Joda, Rourkela, Hirakud, Brajaraj Nagar, Rajanagpur and Rayagada. Fishing is becoming an important industry in the coastal areas. The Hirakud dam has been completed and the steel plant at Rourkela is almost complete. As successive Plans develop the economy of the State, social conditions would also improve and the spread of education gain in momentum.

The principal language in the State is Oriya which is spoken by about 82 per cent of the people. Tribal dialects are spoken by 12.6 per cent (mostly by the hill tribes). Telugu, Hindi, Urdu and Bengali are the other languages spoken by small but significant minorities.

2. EDUCATION PRIOR TO 1947

In the second century B.C., Orissa was well known for Jaina culture under the great king Kharvela who took personal interest in education. This high tradition was continued till the seventh century A. D. as testified to by the famous Chinese traveller, Yuang Chang. After Orissa lost her freedom in 1560, political disunity and successive invasions made it a battleground of Maratha and Muslim armies and education and culture suffered heavily. By the beginning of the nineteenth century, the situation had worsened to such an extent that famous historians like Sterling and Hunter found no school worth the name in Orissa and, in the Bengal District Gazetteer of Puri, Orissa was described as Boetia of India!

The first modern school in Orissa was started by the missionaries in 1822. The first college was started at Cuttack in 1876. Compulsory primary education was enforced in a limited area in the wake of the Bihar and Orissa Primary Education Act of 1921. The first training college was started in 1923-24. However, the overall progress of education was very slow and halting. In 1936-37, when Orissa became a separate province, it had 5 colleges (3 intermediate colleges,

1 training college and 1 degree college), 32 high schools (both aided and unaided), 122 middle English schools (both aided and unaided) and 47 elementary (up to class VIII) and M.E. schools. In 1943 was established the Utkal University. All sectors of education from that year began to make faster progress than in the past. But on account of the paucity of finances and the social and other difficulties referred to earlier, the overall position continued to be far from satisfactory. On the eve of independence, the percentage of children of the age group 6-11 who were enrolled in schools was only 16 and the position of secondary and university education was even worse. There was only one engineering school, one medical college, one college for women ! The integration of the erstwhile princely states made this picture darker because these were even more backward in education than the original districts of Orissa and had a much larger tribal population.

The only silver lining in this gloomy picture was the work of a few individuals who strove tirelessly to improve the educational lot of Orissa. Among these pioneers, mention must be made of Utakalamani Gopabandhu Das, the famous Congress leader of Orissa, and the late Shri M.S. Das. While the latter drew the attention of the people to the significance of women's education and technical and vocational education, the former started an experimental school at Sakshigopal (Puri). Sakshigopal High School has attracted much notice by virtue of its emphasis on character development and the devotion and competence of its teachers. The school has produced a number of important persons who have left their mark on the culture and history of Orissa.

3. PRIMARY EDUCATION

The period following independence has been unprecedented expansion at the primary level. In 1947-48, there were in all 6,814 primary schools with an enrolment of 3,69,387 scholars and 16,529 teachers. By 1958-59, the figures had increased respectively to 18,176, 8,97,394 and 30,341. The total expenditure during the same period rose from Rs. 54.4 lakhs in 1949-50 to Rs. 169.4 lakhs in 1958-59. The per capita cost of primary education increased from Rs. 12.3 to Rs. 22.0.

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The two most important reasons for this expansion have been the special efforts made by the State Education Department to increase enrolment at this stage—including the organisation of enrolment drives—and the operation of special schemes calculated to promote girls' education. It is estimated that against the original target of 45% of children in the age group 6-11, 55 per cent children were in school by the end of the second Plan. This has been most encouraging. There is a good chance that the target of 70 per cent enrolment laid down for the third Plan may be exceeded and that by the end of 1965-66, some 75 per cent of the children in the age group 6-11 would be in school.

Until 1958, the primary schools in Orissa consisted of six classes, one pre-primary and five primary. In 1958, it was decided to drop the pre-primary class, thus reducing the number of primary classes to five. In the same year, a common course of studies was introduced in all primary schools. The present curriculum is considered to be adequate; but the programme of conversion of schools to the basic pattern has slowed down for want of funds. Twice before—once in 1952-53 and again in 1956-57—Government had tried to assist each primary school to introduce a 'craft' with a flat rate grant-in-aid of Rs. 25 per school, but without much success. In the present financial circumstances it is not possible to assist the schools on a more liberal basis.

The salary scales of primary teachers in Orissa were notoriously low before 1947. These have since been revised as follows.

	Rs.
Trained Matriculate	50-2-90 (starting salary Rs. 60)
Untrained „	50-2-90
Trained non-Matriculate	40-1-50-2-60

The salary scales in the aided institutions are somewhat lower. Teachers in government schools enjoy pensionary benefits and general provident fund facilities. Non-government teachers are entitled to the contributory provident fund facilities.

The intake capacity of the training institutions has greatly increased in recent years. In 1960-61, these institutions had a total intake capacity of 2,900; in 1961-62, it is

proposed to provide 800 additional seats in 40 elementary training schools. This will increase the total intake capacity of the schools to 3,700. The problem of the large number of existing untrained teachers is sought to be solved on an emergency basis by the organisation of condensed courses of one year's duration each.

The extent of wastage in primary schools continues to be large, although there has been some reduction in its size during the last decade or so. As against a wastage of 55 per cent in the case of boys and 70.6 per cent in that of girls in 1948-49, the figures in 1958-59 were 47.8 per cent for boys and 59.6 per cent for girls. The main reason for this reduction is the provision of better supervision. The provision of midday meals which has already been introduced in primary schools in selected blocks and is likely to be extended further is also expected to assist in controlling the evil. A pilot study into the extent and causes of wastage is in progress at the moment.

4. BASIC EDUCATION

In 1950-51, there were 137 basic institutions in the State with 9,751 pupils and 366 teachers. In 1958-59, their number stood at 385 (including two post-basic and 23 senior basic schools) with 27,019 pupils and 1,089 teachers. The rate of conversion of primary schools into basic schools has been very slow, due mainly to the fact that the per capita cost in basic schools is very much higher than that in the primary schools. It may also be stated that the State has taken care to see that students passing out from junior and senior basic schools are admitted to the corresponding classes in high schools without any difficulty.

In 1958, the Board of Secondary Education in Orissa decided to treat the post-basic schools as equivalent to higher secondary schools. This has served to bridge the gulf between the basic and the non-basic schools to some extent.

It should be of interest to mention that originally there was no provision for the teaching of English in the senior basic schools. The position had to be reviewed in 1958 due to the great pressure from parents; now the senior basic schools provide for the teaching of English in the same manner as the ordinary non-basic secondary schools.

5. SECONDARY EDUCATION

The progress of secondary education in Orissa was considerably retarded due to the financial difficulties created by the war. The establishment of the Utkal University in 1943, however, increased the supply of graduates and thereby gave a fillip to the progress of secondary education. Within a few years, more and more qualified teachers began to be available for secondary schools.

In 1947-48 the State had 106 high schools and 286 middle schools with 1,381 teachers and 61,136 students and the Government incurred an expenditure of Rs. 24.89 lakhs on secondary education. By 1958-59, the number of high schools had increased to 345 and that of middle schools to 946 (with 8,306 teachers and 1,65,521 students) and the Government incurred an expenditure of Rs. 109.18 lakhs. The expansion has obviously been remarkable and has contributed in no small measure to the equalisation of educational opportunity. The present tempo of expansion will continue during the third Plan. It is estimated that the present number of students in the top four classes of the high schools (estimated at 65,000) will double itself by 1965-66. This will be achieved by a two-fold process: by the opening of new schools and by increasing the average enrolment per school. For financial reasons, the Government is inclined to prefer the second alternative.

The growth of facilities for the training of secondary teachers has not unfortunately kept pace with this expansion so that there has been an increase in the number of untrained teachers. In 1947-48, there were only 700 untrained teachers, but their number had increased to 5,428 in 1958-59!

In order to meet the situation effectively, it is proposed to increase the intake of training colleges from 200 to 440 during the third Plan. It is also proposed to increase the annual intake of the secondary training schools from 220 to 570. These new targets will be reached by increasing the number of seats in the existing institutions and by opening additional colleges and schools.

Seven high schools (including two multipurpose schools) have been upgraded to higher secondary schools during the second Plan. The pace of conversion has been slow, mainly

because of the lack of qualified teachers. A scheme for giving condensed training of one year to the teachers of higher secondary schools in the Utkal University is now being worked out and may prove to be of some value.

Textbooks used in the State are generally published by private publishers. The Board of Secondary Education has, however, undertaken the publication of textbooks in English and Sanskrit for the high school classes. The structural pattern of teaching English has been introduced at the initial stages and in collaboration with the British Council a handbook for the use of teachers of English at these stages has also been prepared by the Board of Secondary Education. The Board has also started an Examination Research Bureau with a view to evaluating and reforming the present system of examination. A Vocational Guidance Bureau has been set up and attached to the R. N. Training College, Cuttack. It has been supplying occupational information to schools and has organised career conferences in a number of high schools.

The courses of studies for the High School Certificate Examination have been framed on the all-India pattern, the idea being to make the secondary stage truly terminal. It seems, however, that the parents are determined not to regard the High School Certificate Examination as terminal. Every attempt is made to see that their wards go in for higher education; it is only when a student fails to command the necessary funds that his education is terminated. It must be mentioned that the situation in Orissa is somewhat different from that in other parts of the country. Because of the low number of students at the collegiate level, the need to restrict admissions to colleges has not arisen in this state as yet.

To improve the efficiency of management and teaching of aided schools, the Government took over 79 such schools as full-deficit aided schools during 1958-59 and 1959-60 and the question of taking over more schools is under examination.

6. UNIVERSITY EDUCATION

When the new State of Orissa was formed in 1936, there were only five colleges in the State (the Ravenshaw College,

three intermediate colleges and one teachers' training college) and the State had no university of its own. It was only after the foundation of the Utkal University in 1943 that higher education began to expand—slowly in the beginning but rapidly after independence. In 1947-48, there were 11 arts and science colleges and 1 medical college affiliated to the university. In 1960-61, their number was 36! The total number of students in colleges in 1947-48 was 3,885 out of which 219 were girls. The figures for 1958-59 were 8,850 boys and 1,049 girls. The present enrolment is of the order of 11,000. As the main responsibility for producing the trained manpower required for the different developmental projects in the State devolves on the university, it is proposed to increase the collegiate enrolment to about 23,000 by the end of the third Plan.

The Utkal University has made good progress in setting up post-graduate departments and professional colleges during the last ten years. Post-graduate teaching in History and Physics was started in the Ravenshaw College in 1950-51. The Geology Department (at the degree level only) and the Colleges of Agriculture and Veterinary Science started functioning in 1954-55. The Basic Training College at Angul was started in 1955. A year later, *i.e.* in 1956-57 came the College of Engineering at Burla. Post-graduate departments were also started in Philosophy, Psychology, Anthropology, Statistics, Political Science, Zoology and History during the second Plan period. A diploma course in Statistics has been instituted and it is proposed to start another in Library Science. It is also proposed to introduce diploma courses in subjects like Fine Arts, Ceramics and Applied Chemistry.

The university is going to have a new campus at Bhubaneswar with new buildings for the post-graduate departments, hostels for students, a separate administrative block, a university library and staff quarters. With the commencement of post-graduate teaching in the new campus, all post-graduate classes now functioning in the affiliated colleges are expected to cease functioning.

English continues to be the medium of instruction and examination in colleges and the university has no intention to change it in the near future. Steps are, however, being

taken to write textbooks in regional languages. With the introduction of the three-year degree course in 1959-60, university examinations are now being held at the end of every year. This has resulted in a general toning up of the standards, as the average student is now devoting more time to his studies than before. At the pre-university stage of education, 20 per cent of the marks have been reserved for sessional work. This is also going to have a salutary effect on standards.

There have been incidents of minor student indiscipline during the 17 years of the university's existence. In 1951-52, for instance, students in the government colleges went on a strike as a protest against the enhancement of tuition fees. In 1955-56 when the States Reorganisation Commission report was published, students again struck work and picketed. Besides these, occasional strikes have also taken place. Several measures have been adopted to combat this evil, one of the most important being to restrict the maximum strength of a college to 1,000 students. The main idea is to bring about a close personal contact between teachers and the taught. The measures should go a long way in improving the tone of discipline among university students.

7. TECHNICAL EDUCATION

The responsibility for providing vocational and professional education is shared by a number of departments. The Industries Department controls industrial and technical training; medical education is a charge of the Health Department; commercial education is in the hands of the Education Department; higher education in engineering is controlled by the Utkal University; and the Departments of Agriculture and Veterinary Services provide for higher education in agriculture and veterinary science respectively. It will not be incorrect to say that, in the main, the entire initiative for developing and co-ordinating vocational and professional education in the State has lain with the Government.

In 1947-48, there were 21 institutions of vocational and professional education (1 engineering school, 16 technical and industrial schools, 1 medical college, 1 medical school and 2 commercial schools) and the total number of students

studying in them was 1,277. These facilities were totally inadequate and, for many years, the State had had to recruit its doctors and engineers from outside. The inadequacy became even more pronounced when projects such as the dam at Hirakud, the steel plant at Rourkela, the development of mining belts in the district of Keonjhar requiring a large number of engineers and technicians were undertaken for execution. The Government has tried to meet this situation in two ways. In the first instance, it has tried to reserve seats for the Oriya students in the technical and professional institutions outside Orissa. This method has been adopted specially in the case of students wishing to undergo post-graduate training in subjects for which facilities are not available in the State itself. Secondly, the State has tried to expand its own facilities for vocational and professional education to the utmost extent. A reference, among others, to the establishment of an agricultural college (Krishi Mahavidhyalaya, Bhubaneswar) in 1954-55, a veterinary and animal husbandry college in 1955 and the Engineering College at Burla in 1956 was made earlier. An ayurvedic college known as the Gopabandhu Ayurved Vidyapeetha was set up in 1950. It provides for a four-year degree course in *ayurveda* and surgery. A medical college has recently been started at Burla as an extension of the S.C.B. Medical College at Cuttack.

The engineering schools train overseers and provide for courses in Civil, Electrical and Mechanical branches of engineering. They also provide a four-year diploma course (inclusive of one year of practical training) for matriculates or others having equivalent qualifications. In 1960, the number of such schools was 5, out of which 4 were managed by the Government and 1 by a private body. In 1956, an Automobile and Diesel Mechanics Training Institute was started at Khannagar, Cuttack. The course provides training for 18 months followed by practical training for six months.

The Balasore Technical School, managed by missionaries, provides instruction in commerce and higher technical subjects. In 1957, the Government started the Industrial Training Institute at Berhampur and a Government Mining Institute at Keonjhar.

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The eight industrial training institutes in the State provide training to electricians, draughtsmen, surveyers, motor mechanics, plumbers, welders, fitters, turners, blacksmiths, carpenters, machinists, moulders and pattern-markers. The 21 industrial schools under the Director of Industries provide training in a number of local industries. Prior to 1958, there were four agricultural schools. Three of them were converted into schools for training workers under the programme of community development while the fourth trains field workers. Besides, there are two commercial schools which admit matriculates and 17 schools for art and craft education, besides the Art and Crafts School at Khallikote.

As a result of this expansion in vocational and professional education, the State has had a four-fold increase in the facilities available in this sector since 1947-48. In so far as medicine, veterinary science, agriculture and engineering at the degree level are concerned, the existing institutions are for the first time beginning to meet a major portion of the State's requirements.

The third Plan envisages the establishment of a regional college of engineering at Rourkela. The college will provide additional places for Oriya graduates for higher technical education. There is also need for a college of forestry and for the development of post-graduate teaching in engineering, veterinary science, agriculture, mining and metallurgy. The starting of an agricultural university at Bhubaneswar in the near future should prove to be an epoch-making event, not only for education, but also for the State's agriculture.

8. SOCIAL EDUCATION :

Social education was first taken up seriously in 1949 when the Education Department set up 708 adult education centres manned by teachers of high, middle and primary schools. After the inauguration of the Five Year Plans, the major responsibility for organising programmes of social education was transferred to the Department of Community Development. The supervision of social education in the block areas is done by the district social education organisers. There are 13 such organisers, one for each district. As against 708 centres in 1949, there were 3,400 adult education

centres in 1959-60. In 1958-59, 89,093 adults (80,303 men and 8,790 women) were enrolled in these centres and more than 60,000 (70%) were made literate. In addition, a number of youth clubs and *Mahila Mandals* have also been organised in the community development areas. A proposal to set up a janata college at Angul is now under consideration.

While the main responsibility to organise social education in the State is that of the Department of Community Development, the responsibility of co-ordinating social education programmes as well as of giving technical advice in the field is that of the Department of Education. The Education Department is also responsible for social education in such areas as have not yet been covered by the community development programmes.

The Education Department has a Social Education Officer with a Production Officer (for literature) and an Audio-Visual Officer to assist him. There are three district organisers of social education, one each in the districts of Dhenkanal, Mayurbhanj and Puri. Ten more posts of organisers are likely to be created, so that each district can have at least one organiser.

The Education Department has brought out a number of books for neo-literates. These have been distributed to all the adult education centres in the State and are used as follow-up literature. It has prepared an Oriya alphabet chart, a graded series of 'Aloka Pathe'—a primer for neo-literates—and a number of dramas and short stories for adults. Posters, gramophone records, short plays and documentary films too have been prepared. An Audio-Visual Education Board for the State was set up during the second Plan.

An important deficiency in social education has been the lack of adequate library facilities in rural areas. As late as 1952-53, for instance, there were only 585 village libraries. The Education Department is now organising an integrated library service at Angul and encouraging the village library movement through grants-in-aid. This policy has paid rich dividends. By 1958-59, the number of village libraries had risen to 2,348 and is now estimated to be about 3,000. It is also proposed to set up a State library at Bhubaneswar.

The programme of social education proposed for the third Plan includes : (1) stepping up of the production of literature for neo-literates ; (2) opening of 10 mobile village libraries ; (3) the setting up of more village libraries with grants-in-aid from the Government; and (4) making of about 1,30,000 adults literate in areas not covered by the Community Development Department.

9. GIRLS' EDUCATION

Despite the progress which girls' education in Orissa has made in the post-independence period, particularly under the two Five Year Plans, much leeway remains to be made up. The task is difficult as well as challenging. In 1947-48, there was 1 college, 7 high schools, 21 middle, 192 primary and 4 special schools exclusively for girls. In 1958-59 the institutions for girls included 1 degree college, 1 intermediate college, 1 higher secondary school, 24 high schools and 64 middle and 223 primary schools. Apart from this expansion, a number of concrete steps have also been taken to encourage the education of girls. These include: (1) All girls have been exempted from the payment of tuition fees in primary and middle classes. They get a half or full free studentship in high schools depending on whether or not their parents are paying any income or agricultural tax. At the collegiate stage they are entitled to half free studentship if their parents are not assessed for income or agricultural tax. (2) The State Government has taken advantage of the assistance available from the Centre and started certain Centrally sponsored schemes in the field of girls' education. (3) There is a woman Deputy Director of Education in charge of girls' education at the headquarters and three deputy inspectresses of schools for the entire State. (4) The greatest difficulty in expanding facilities for girls' education arises from the shortage of women teachers. In a bid to overcome this handicap rates of stipends for women pupil-teachers were enhanced and condensed courses for adult women organised during the second Plan. It is proposed to have one-year condensed training courses for women who have read up to class X or above and are willing to become teachers during the third Plan.

It is estimated that, at the end of the second Plan, only 25 per cent of the girls in the age group 6-11 were attending

school. The programme of compulsory primary education in this State, therefore, is largely a programme of bringing more girls to schools. The schemes to be implemented during the third Plan towards this end include : (1) award of attendance scholarships ; (2) construction of quarters for women teachers ; (3) appointment and training of school mothers ; (4) organisation of condensed courses for adult women and refresher courses for women teachers ; (5) provision of sanitary facilities in primary schools and (6) organisation of enrolment drives. It is estimated that the enrolment ratio of girls to boys at the end of the second Plan was 1:7 at the middle stage and 1:9 at the high school stage. These ratios are proposed to be increased to 1:4 and 1:5 respectively during the third Plan.

10. TEACHING OF SCIENCE :

General Science has been compulsory for the high school examination since 1947. It also forms part of the curriculum at the middle school stage and is taught as part of School Hygiene and Physiology in the upper primary schools.

A number of concrete measures have been taken to strengthen and improve the teaching of science. These include : (1) sanction of non-recurring grants for construction of laboratories and purchase of equipment ; (2) establishment of science clubs in schools ; (3) organisation of seminars and refresher courses for science teachers ; and (4) appointment of science consultants to guide science teachers.

The greatest single difficulty in expanding and improving the teaching of science at the secondary stage is the paucity of science graduates. As it is, the output of science graduates is very limited in Orissa; and of those who take a degree in science, a large number prefer to join industry or go in for advanced training in professions other than teaching. The non-availability of equipment for laboratories has also sometimes created difficulties.

11. SCHOLARSHIPS .

Ten per cent of students enrolled in high schools and 12½ per cent of the students in colleges are in receipt of free studentships. Scheduled caste and Scheduled tribe pupils are

exempted from payment of tuition fees. Poor and deserving students receive stipends and lump sum grants from the Government through the Tribal and Rural Welfare Department. Pupils in primary schools are supplied with reading and writing materials. Four merit scholarships tenable in public schools are also awarded by the State Government.

Before the second Plan, scholarships used to be awarded on the basis of merit alone as judged by the examination results at different stages. In order to provide opportunities to poor and meritorious students, an elaborate scheme for awarding merit-*cum*-poverty scholarships was formulated and introduced during the second Plan. Ten post-graduate scholarships of the value of Rs. 40 per month, 40 college scholarships of the value of Rs. 30 per month, 250 junior college scholarships of the value of Rs. 25 per month, 400 middle scholarships of the value of Rs. 10 per month and 600 upper primary scholarships of the value of Rs. 10 per month have been awarded to deserving candidates each year since 1956-57. As a result of the institution of these and other scholarships (including the award of Government of India scholarships to students belonging to Scheduled castes and Scheduled tribes and other Backward classes) there is hardly any meritorious student today who is not in receipt of some financial benefit under one scheme or another.

It is proposed to double the number of merit-*cum*-poverty scholarships and to increase the number of merit scholarships during the third Plan. It is also proposed to institute special scholarships for girls at all stages and to award a large number of maintenance stipends for meritorious students residing in school and college hostels.

12. PHYSICAL EDUCATION

There is a Chief Inspector of Physical Education, three zonal inspectors and one inspectress in charge of physical education in the State.

Physical education is taught as a compulsory subject in all primary and secondary schools. Government colleges and schools are often staffed with qualified teachers of physical education ; a large number of aided institutions, however, are

without them. Many schools are without adequate play-ground facilities ; nor have they the resources to buy sports equipment. In order to remedy the situation, a number of important measures were taken during the second Plan. Recurring and non-recurring grants were given to high schools for the purchase of sports materials and acquisition of play-grounds. In 1954-55, a phased programme was developed for sending teachers in batches to the Y.M.C.A. College of Physical Education, Madras. A College for Physical Education was also started in 1957 with 50 students (out of which 32 candidates were awarded stipends).

The State Government has accepted the coaching scheme sponsored by the Ministry of Education. It organises athletic meets to foster love of sport in young people. The construction of the Barabati Stadium at Cuttack and the meets sponsored by the Orissa Olympic Association have helped significantly in the popularisation of games and sports in the State.

Among voluntary organisations working in the field, mention should be made of the Kalinga Gymnasium which imparts physical training to youth, and the All Orissa Wrestling and *Kabadi* Associations formed recently to promote these activities in the State.

13. SCOUTING, GUIDING, N.C.C. AND A.C.C

The N.C.C. movement was introduced in this State in 1948-49 with only one battalion. Today, there are 14 divisions including senior, junior Naval and Air Wings with a total strength of nearly 8,000 cadets. A new unit with an authorised strength of 3,000 cadets, called N.C.C. Rifles, was raised during 1959-60. The A.C.C. was introduced in 1955. In 1960-61, the authorised strength for this corps was 12,000. Both the National and Auxiliary Cadet Corps are likely to be expanded further during the third Plan.

The Boy Scouts and Guides Association began to function in 1950 with a grant of Rs. 2,000 from the State Government. For scouting and girl guiding, the schools in the State are affiliated to the Bharat Scouts and Guides. The Scout movement has not been very popular, partly because of organisational difficulties, and partly because the membership is voluntary and students have to pay for their own dress. The com-

petition which it has had to face from the N.C.C. and A.C.C. has also served to undermine its popularity. The appointment of a whole-time Provincial Organiser of Scouting may stabilise and help the movement to find its feet.

The inter-university youth festivals, the Youth Hostel movement and projects organised under the auspices of the State Youth Welfare Board are the other important activities calculated to develop a sense of discipline and social service in young people. The programmes are financially supported by the State Government.

14. GAMES AND SPORTS

The Orissa Olympic Association and the State High School Athletic Association have assisted in promoting and co-ordinating sports and physical activities among students. A mass demonstration of 1,600 boys and girls of 41 high schools was held for the first time in 1951-52. Thereafter, inter-State, inter-district and inter-school and college meets have been organised regularly every year.

The Orissa Sports Council was formed in 1959. In the same year was formed the Basket Ball Association. The Orissa Gymnastic and Weight Lifting Associations were also formed about the same time. The State Council of Sports and the other associations mentioned above are likely to receive substantial grants from the State during the third Plan.

15. MEDICAL INSPECTION

The existing facilities for medical inspection of students in schools and colleges are totally inadequate. Prior to 1956, there was only one school medical officer for the whole State and this work was confined to secondary schools only. In 1955-56, a woman medical officer was appointed to look after the medical inspection of girls in secondary schools. Primary schools do not have the benefit of medical inspection as yet.

There is provision for medical attendance to students residing in government hostels. Colleges are permitted to appoint their own medical officers if they so desire. College students are given a routine medical check-up once in two years. After each medical examination in a college or a

school, the parents are informed of any serious disease or defects detected in their wards.

Sanitary facilities in schools and colleges are very inadequate and steps are being taken to improve them. There is also provision for lecturers on first aid in all government high schools.

16. EDUCATION OF THE BACKWARD CLASSES -

While tribal students are free to join ordinary schools, the Tribal and Rural Welfare Department maintains special schools for them, known as 'Sevashrams' and 'Ashrams'. The former teach up to the primary standard and the latter up to the middle standard. No separate schools are maintained for the Scheduled caste and other Backward class pupils.

Free distribution of clothes, slates and books, award of stipends and scholarships to deserving candidates, exemption from payment of fees in schools and colleges, maintenance of orphanages and boarding houses, starting of vocational classes and opening of hostels are some of the measures taken to popularise education among the tribal people. These facilities will not only be continued but expanded during the third Plan. The programmes of compulsory primary education will also be of great value in bringing more tribal children to school.

Scheduled caste students are exempted from payment of tuition fee in all types of educational institutions. Besides, poor students receive stipends and lump sum grants from the Government. The students from other Backward classes enjoy facilities in respect of scholarships and stipends and also get concessions admissible to them under the Government of India scholarships scheme.

The measures listed above have done a good deal in spreading education among the backward sections of the population. In 1957-58, the total number of students belonging to Scheduled castes, Scheduled tribes and other Backward classes in all types of institutions was as follows : university 2 ; colleges 894 ; high schools 15,858 ; middle schools 18,469 ; junior basic schools 12,054 ; senior basic schools 990 ; post-basic schools 4 ; primary schools 2,91,186 ; training schools 694 ; training colleges 11, engineering schools 198 ; technical

schools 455 ; music and dancing institutions 63 ; art and crafts schools 69 ; oriental schools and colleges 260 ; medical and veterinary colleges 88 ; and agricultural college 84.

The State Government is not in favour of teaching the tribal students at the primary stage through the medium of tribal dialects. Apart from the difficulty of using these dialects as media of instruction, such a policy would handicap the students seriously at the secondary and university stages where the medium is Oriya and English respectively.

17. PRE-PRIMARY EDUCATION

There were no separate nursery or kindergarten schools till 1958-59. Three of the Anglo-Indian and European schools, however, had kindergarten classes attached to them which were attended by 19 boys and 48 girls. In 1958-59, the Government encouraged the St. Joseph Convent to open a nursery school at Bhubaneswar. The number of such schools thus went up to 4, the number of children attending them being 55 (33 boys and 22 girls. In 1959-60, another nursery class was started under the auspices of the Red Cross Organisation in a building of the old Government House at Cuttack. It will be seen that the main initiative for organising pre-primary education has been left entirely to voluntary organisations. The Government gives grants to such institutions, wherever possible, but has no intention of entering the field directly. This policy will continue in the third Plan also.

18. EDUCATION OF THE HANDICAPPED

There was a deaf and dumb school in the State with 4 boys and 1 girl on its rolls in 1953. The institution was in receipt of a grant from the Government and was located at Cuttack. It was shifted to Bhubaneswar in 1953 and taken over by the Government. In 1958-59, there were 18 stipendiary scholars in the school and 3 teachers (trained at the Deaf and Dumb School, Calcutta) including the principal. In 1960-61, the management of the school was transferred to the State Council of Child Welfare which has also opened a school for the blind in 1959-60.

19. AUDIO-VISUAL EDUCATION

A reference to the work done in the field of audio-visual education by the social education branch of the Department

was made earlier. Reference was also made to the establishment of the Audio-Visual Board in 1957-58. Since 1958, the Government has been stressing the need for imparting training in the preparation and use of audio-visual materials as an integral part of teacher training. The Extension Services Department of the R. N. Training College, Cuttack organises courses for training teachers in the use of audio-visual aids like projectors, cameras, etc. Schools and colleges can borrow films from the film library of the Public Relations Department at Bhubaneswar. A few films are also available in the Directorate.

The Public Relations Department has been encouraging schools to have radio sets. The All-India Radio, Cuttack, broadcasts special programmes for children.

20. DEVELOPMENT OF HINDI

Hindi is compulsory from class VI to class IX. It is also taught as an optional subject for the High School Certificate Examination. In some government colleges, facilities are provided for teaching Hindi as a Modern Indian Language.

In 1956 the Government started a Hindi Training Institute to train Hindi teachers for secondary schools. It runs a ten-month course and has provided 230 high schools with Hindi teachers during the second Plan.

The most important non-official organisation devoted to the spread of Hindi in the State is the Rashtra Bhasha Prachar Sabha affiliated to the parent organisation at Wardha. Mention should also be made of the Hindi Rashtra Bhasha Parishad, Puri.

No steps have been taken so far to compel government servants to pass any prescribed Hindi tests. There is, however, a Paribhasa Committee which is engaged in compiling the Hindi equivalents of Oriya words. It is proposed to provide more Hindi teachers to schools and to increase the existing training facilities during the third Plan.

21. DEVELOPMENT OF SANSKRIT .

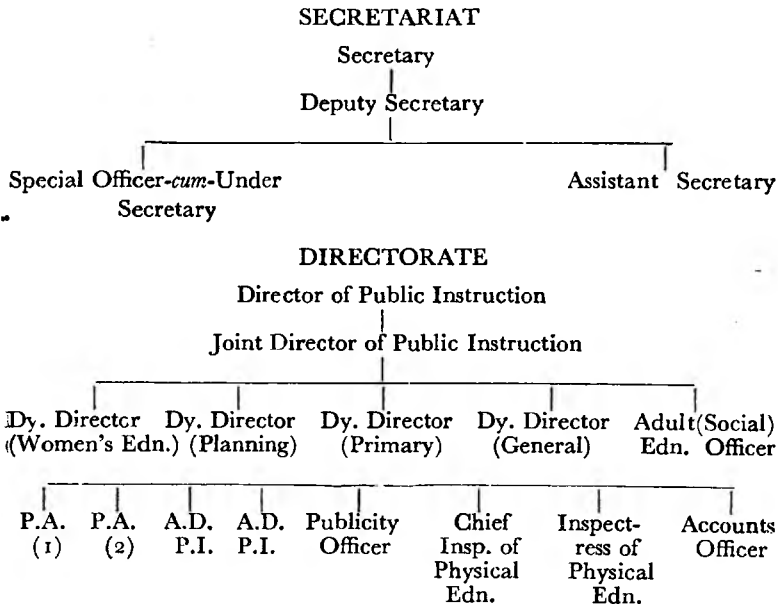
In 1958-59, there were 4 colleges and 148 *zols* teaching Sanskrit. The responsibility for the supervision of Sanskrit education rests with the Superintendent of Sanskrit

Studies. In 1957-58, a revised syllabus was introduced in the *Prathama* and *Madhyama tols* as a result of which English, History, Geography, Mathematics, Civics, and Hindi are now included in the *Prathama* and *Madhyama* examinations. The measure has also led to the appointment of matriculates and intermediates in the *Prathama* and *Madhyama tols* respectively.

The Sanskrit Council is agitating for stipends and better scales of pay for teachers in Sanskrit institutions. The scales of pay of certain categories of teachers have been revised recently and the Inspectorate for Sanskrit Education has been strengthened by the appointment of additional officers.

22. ADMINISTRATION

The administrative set-up in the Secretariat and the Directorate is as shown in the chart below.



There are 7 divisional inspectors under whom there are district inspectors of schools who control the deputy inspectors and sub-inspectors of schools. By January 1960, there were 13 district inspectors of schools, 3 district inspectresses of schools, 13 district social organisers, 1 Organiser of Basic

Education, 1 Superintendent of Sanskrit Studies, 30 deputy inspectors of schools, 1 Special Inspecting Officer for Muslim Education and 257 sub-inspectors of schools and 70 assistant sub-inspectors of schools.

The budget estimate for the year 1960-61 was Rs. 4,80,87,943 out of which an amount of Rs. 2,20,39,787 was meant for non-Plan expenditure. Out of this total budget, the total expenditure incurred on supervision and direction was Rs. 21,27,790 which works out at 4.4% of the total provision.

The experiment of appointing trained non-matriculantes as assistant sub-inspectors of schools has been discontinued and only trained graduates are being appointed to the posts now.

The interchangeability of the inspecting with the teaching staff has long been accepted as a principle of sound educational administration. Accordingly, transfers take place from time to time, from teaching to the administrative branch and *vice versa*.

The responsibility for constructing school buildings rests with the Public Works Department. As this Department is overworked, delays in the construction of school buildings occur frequently. It is proposed to solve the problem by setting up a separate Engineering Wing in the Directorate of Education and to make it fully responsible for all construction work in the Department.

Expenditure on education during the post-independence period has been rising steadily, particularly after the inauguration of the first Plan in 1950-51. The total expenditure on education in 1950-51 was Rs. 2.25 crores; in 1958-59 the figure was Rs. 5.77 crores. About 80 per cent of the expenditure is contributed by the Government ; fees account for about 9 per cent ; local bodies for about 1 per cent and other sources for the remaining 10 per cent.

Private effort plays a substantial role in education, particularly in the opening of new colleges and schools. Grant-in-aid at approved rates is given to institutions set up by voluntary organisations. Private institutions generally raise their share of expenditure by levying extra fees. Special relaxa-

tions in the grant-in-aid rules are made in the case of educational institutions for girls and institutions in the more backward areas where there is limited or no public contribution.

23. SUMMING UP AND OUTLOOK IN THE THIRD PLAN

Although there has been considerable expansion of education at all levels in the last decade, Orissa still remains backward educationally. The following data will give some idea of the lag from which Orissa suffers at the primary, middle and high school (or higher secondary) stages.

The figures below are estimates of enrolment percentages at different stages in Orissa and India as a whole in 1961.

		Age group			
6-11		11-14		14-17	
Orissa	India	Orissa	India	Orissa	India
50.00	60.00	8.30	28.00	3.00	12.00

Intensive efforts over a number of years would be necessary to make good this lag. The present educational awakening in the masses is a good augury for the future. It is hoped that the educational advance of Orissa would be far more rapid in the next ten or fifteen years and that Orissa would soon cease to be a backward State.

EDUCATIONAL STATISTICS OF ORISSA

I—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education . . . . .	..	..	1	..	1	..
Research Institutions . . . . .	..	..	..	..	..	..
Colleges for General Education—						
Degree Standard	10	1	11	1	11	1
Intermediate Standard	4	..	3	..	8	1
Colleges for Professional and Technical Education—						
Agriculture and Forestry . . . . .	..	..	1	..	1	..
Commerce . . . . .	..	..	..	..	..	..
Engineering and Technology . . . . .	..	..	..	..	1	..
Law . . . . .	..	..	..	..	1	..
Medicine	2	..	2	..	2	..
Teachers' Training—						
Basic . . . . .	..	..	1	..	7	..
Non-Basic	1	..	1	..	4	..
Veterinary Science . . . . .	..	..	1	..	1	..
Others . . . . .	..	..	..	..	..	..
Colleges for Special Education	3	..	3	..	6	..

Schools for General Education—							
Higher Secondary Schools . . . . .	..	..	1*	..	6†	..
High Schools	172	7	258	13	345	24	
Middle Schools—							
Basic	1	..	16	..	23	..	
Non-Basic	501	33	672	44	923	64	
Primary Schools							
Basic	136	..	367	..	360	..	
Non-Basic	9,665	219	14,003	210	17,816	223	
Pre Primary Schools . . . . .	..	..	..	..	..	..
Schools for Vocational and Technical Education							
Agriculture and Forestry	1	..	5	..	1	..	
Arts and Crafts	6	..	10	8	17	10	
Commerce	2	..	2	..	2	..	
Engineering	1	..	4	..	5	..	
Medicine	1	1	..	..	..	..
Teachers' Training							
Basic . . . . .	..	..	6	..	..	..
Non-Basic	28	5	31	2	58	3	
Technology and Industrial	13	1	18	2	26	2	
Others	1	..	..	..	1	..
Schools for Special Education—							
For the Handicapped	1	..	1	..	1	..	
Social (Adult) Education	613	5	1,616	32	2,798	264	
Others	509	1	1,247	6	175	8	
TOTAL	11,672	273	18,281	318	22,597	600	

*Post-Basic School. †Includes 4 Multipurpose and 2 Post-Basic Schools.

II Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
<i>A. By Type of Institution---</i>						
Universities	479	6	296	7	174	14
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	5,803	383	5,617	498	7,970	898
Professional and Technical Colleges	324	34	606	73	1,929	151
Special Education Colleges	207	7	239	4	591	205
Higher Secondary Schools . . . . .	..	..	45	3	2,503	515
High Schools	47,923	3,400	65,345	7,111	84,772	10,173
Middle Schools						
Basic	231	102	2,184	430	3,792	726
Non-Basic	47,798	5,619	55,949	7,676	78,315	9,923
Primary Schools						
Basic	9,520	2,453	21,325	5,734	23,158	6,252
Non-Basic	4,36,103	1,01,368	6,22,549	1,53,297	8,21,381	2,14,813
Pre-Primary Schools . . . . .	..	..	..	..	..	..
Schools for Vocational and Technical Education	1,966	302	3,821	359	6,424	418
Schools for Special Education	47,304	1,432	91,639	9,328	94,571	9,237

B. By Stages/Subjects

General Education (University Standard)—

Research	1	..	19	1	22	3
M. A. and M.Sc.	146	18	213	21	389	38
B. A. and B.Sc. (Pass and Hons.)	1,647	93	1,334	129	1,873	239
Intermediate (Arts and Science)	3,844	272	3,778	347	5,373	632

Professional Education (University Standard)—

Agriculture and Forestry . . . . .	..	..	57	..	171	..
Commerce	165	..	250	..	404	..
Engineering and Technology . . . . .	..	..	..	..	272	..
Law	479	6	238	..	203	2
Medicine	261	29	390	57	428	110

Teachers' Training—

Basic . . . . .	..	..	48	..	359	3
Non-Basic	63	5	80	16	351	36
Veterinary Science . . . . .	..	..	31	..	145	..
Other Subjects . . . . .	..	..	..	..	..	..
Special Education (University Standard)	207	7	420	13	496	55

General Education (School Standard)—

High and Higher Secondary	24,870	1,463	36,142	2,596	50,618	4,236
Middle	31,074	2,157	41,326	3,429	59,175	6,357
Primary	4,85,631	1,09,322	6,80,979	1,65,358	8,97,394	2,29,510
Pre-Primary . . . . .	..	..	8,783	2,868	6,734	2,299

II Number of Students—(contd.)

	1	2	3	4	5	6	7
Vocational Education (School Standard)—							
Agriculture and Forestry		26	..	344	..	28	..
Arts and Crafts		207	107	200	137	199	150
Commerce		42	1	200	1	49	3
Engineering		191	..	562	..	1,428	..
Medicine		64	26	..	..	..	..
Teachers' Training—							
Basic	366	..	..	..
Non-Basic		1,047	99	1,666	98	2,984	100
Technology and Industrial		389	69	673	123	1,722	165
Other Subjects	40	..
Special Education(School Standard)—							
For the Handicapped		8	1	14	1	18	4
Social (Adult) Education		31,793	629	46,610	2,673	89,093	8,790
Other Subjects		15,211	802	44,892	6,652	5,612	693
Total		5,97,388	1,15,106	8,69,615	1,84,520	11,25,580	2,53,325

III.—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
I	2	3	4	5	6	7
A. By Sources—						
Government Funds—						
Central	69,626	489	11,59,924	3,552	38,04,057	48,742
State	1,57,46,804	8,07,685	3,18,75,789	11,75,229	4,26,74,682	21,99,421
District Board Funds	9,56,142	38,777	5,62,777	4,492	1,63,725	15,950
Municipal Board Funds	72,571	14,852	1,28,382	18,379	2,79,373	73,455
Fees	27,42,885	46,247	36,53,026	60,134	53,33,285	69,181
Other Sources	29,53,572	89,326	34,27,836	1,34,559	54,61,242	2,48,453
B. By Type of Institutions						
Direct Expenditure on—						
Universities	6,81,598	..	7,87,465	..	8,86,878	..
Boards . . . . .	..	..	25,883	..	3,02,301	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	17,25,051	72,403	20,37,207	90,882	28,81,304	1,31,753
Colleges for Professional and Tech- nical Education	6,44,801	..	6,70,771	..	16,73,333	..
Colleges for Special Education	62,600	..	75,050	..	172,286	..

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III—Expenditure on Educational Institutions—(Contd.)

	1	2	3	4	5	6	7
High and Higher Secondary Schools		32,13,388	2,37,070	50,35,158	4,09,935	69,66,070	6,48,402
Middle Schools—							
Basic		8,608	..	1,20,193	..	1,84,422	..
Non-Basic		21,16,271	1,53,467	29,74,925	2,13,718	46,81,104	3,25,427
Primary Schools—							
Basic		2,69,454	..	8,10,429	..	9,78,806	..
Non-Basic		59,70,985	2,15,252	1,03,36,655	2,45,013	1,59,63,387	3,70,323
Pre-Primary Schools
Vocational and Technical Schools		11,27,688	90,729	9,50,820	58,298	21,62,912	77,381
Special Education Schools		10,36,365	9,956	22,39,743	75,522	11,90,602	94,624
<i>Total (Direct)</i>		1,68,56,809	7,78,877	2,60,64,299	10,93,368	3,80,43,405	16,47,910
Indirect Expenditure—							
Direction and Inspection		8,01,562	59,166	12,02,252	38,687	15,15,877	44,699
Buildings		22,44,536	69,849	83,64,716	1,22,973	85,21,477	4,18,688
Scholarships		15,39,375	55,419	24,52,273	84,612	59,15,033	3,84,062
Hostels		2,15,730	7,467	7,84,234	46,600	16,21,216	1,08,011
Other Miscellaneous Items		8,83,588	26,598	19,39,960	10,105	20,99,356	51,832
<i>Total (Indirect)</i>		56,84,791	2,18,499	1,47,43,435	3,02,977	1,96,72,959	10,07,292
Grand Total		2,25,41,600	9,97,376	4,08,07,734	13,96,345	5,77,16,364	29,55,202

IV.—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	376	22	462	27	771	47
High and Higher Secondary Schools	2,247	122	3,011	213	4,043	316
Middle Schools	2,569	155	3,197	201	4,275	256
Primary Schools	16,525	317	23,584	390	30,341	575
Pre-primary Schools . . . . .	..	..	..	..	..	..
Vocational and Technical Schools	252	23	303	19	552	24
Special Schools	938	..	2,314	20	1,936	201

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V.—Examination Results

Students Passing—

M.A. and M.Sc.	23	4	57	7	103	14
B.A. and B.Sc. (Pass and Hons.)	510	31	543	49	1,005	60
Professional (Degree)	198	11	292	19	399	38
Matriculation and Equivalent Examinations	3,162	152	4,582	329	7,902	548

VI.—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
I	2	3	4	5	6	7
Universities and Colleges	2	..	1	..	9	..
High and Higher Secondary Schools	134	..	186	..	259	1
Middle Schools	473	20	642	22	893	42
Primary and Pre-Primary Schools	9,571	182	13,978	158	17,713	172
Vocational and Special Schools	1,111	7	2,871	44	2,986	275
Total	11,291	209	17,678	224	21,160	490

VII.—Number of Pupils from Rural Areas

	Total		Girls		Total		Girls	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Universities and Colleges	2,283	122	3,977	207	7,579	483	4,029	8,387
High and Higher Secondary Schools	36,591	1,266	42,490	1,866	58,827	4,029	8,387	2,01,729
Middle Schools	42,538	3,319	52,473	5,401	78,051	19,378	1,43,383	9,378
Primary and Pre-Primary Schools	3,60,885	85,460	6,16,584	1,49,832	7,92,505	2,01,729	1,43,383	19,378
Vocational and Special Schools	41,885	1,065	94,265	9,385	1,43,383	19,378	1,43,383	19,378
Total	4,84,182	91,232	8,09,789	1,66,691	10,80,349	2,34,006	10,80,349	2,34,006

VIII.—Number of Students in Selected Classes

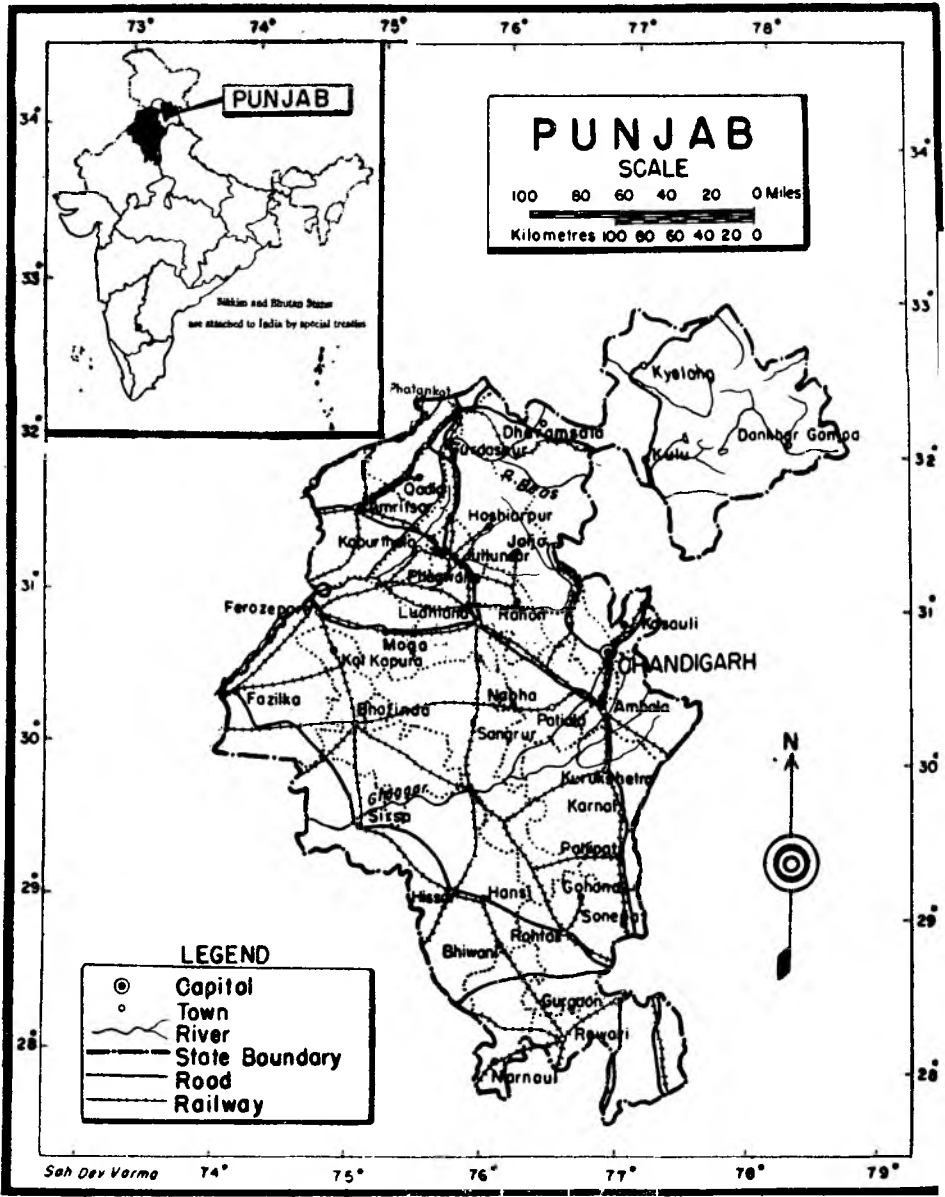
Number of Students in Classes—							
I—V	4,60,569	1,06,754	6,50,542	1,62,289	8,97,394	2,29,510	2,29,510
VI—VIII	56,136	4,725	71,763	6,498	76,341	7,857	7,857
IX—XI	20,923	1,283	30,564	2,198	33,444	2,736	2,736

IX.—Some Selected Averages and Percentages

	1950-51	1955-56	1958-59
1	2	3	4
Cost per Capita on Education	1.5	2.7	N.A.
Cost per Pupil—			
High/Higher Secondary Schools	67.1	77.0	79.8
Middle Schools	44.2	53.2	59.3
Primary Schools	14.0	17.3	22.0
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	21	22	22
Middle Schools	19	18	19
Primary Schools	27	27	28
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	46.4	} 44.4	52.3
Middle Schools	42.4		40.1
Primary Schools	51.5		40.0

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PUNJAB



CHAPTER XIV

PUNJAB

1. GENERAL INFORMATION

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

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

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

production. In 1950-51 the State was producing only 32.45 lakh tons of food grains. In 1958-59, the figure stood at 60.78 lakh tons!

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

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

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

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

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

2. EDUCATION BEFORE 1947—A RETROSPECT

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

The modern system of education began with the creation of the Department of Education in 1856. The first

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

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

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

In 1947 came the partition of the Punjab. This disrupted the normal life of the people. Thousands of uprooted

teachers and students had to be rehabilitated and the whole educational system had to be organised *de novo*. Only the invincible spirit of the people enabled them to survive these times and to build up an educational system that is in many ways better than its predecessor.

3. PRIMARY EDUCATION

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

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

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

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

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

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

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

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

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

4. BASIC EDUCATION

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

5. SECONDARY EDUCATION

Although secondary schools were greatly disrupted in the wake of partition, the progress of secondary education

has been phenomenal in the last 14 years. The number of high schools, higher secondary schools and middle schools today is 1,153, 141 and 1,358 respectively as against 255 high schools and 981 middle schools in 1946-47. The number of scholars under instruction is 7,07,451 boys and 2,15,543 girls at present as against 2,74,017 boys and 23,153 girls in 1947.

Secondary schools are fairly evenly distributed throughout the State. Only a few districts like Kangra and Hissar have had less than their share and have yet to make up some leeway. Schools in border areas have been admitted to a special grant-in-aid code and conditions of recognition have been considerably relaxed in their case. In spite of difficulties, voluntary organisations continue to play an important role in education in the State. They control as many as 831 secondary institutions as against 1821 managed by the Government.

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

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

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

aptitudes and the institution of the 11-year higher secondary schools. The addition of one more year to secondary education is calculated to make the stage truly terminal and complete in itself. Many higher secondary schools are planned to be of the multipurpose type with a number of streams such as Humanities, Science, Agriculture, Home Science, Commerce, Fine Arts and Technology. To implement the programme of conversion of high schools into multipurpose schools, a sum of Rs. 239.32 lakhs was provided in the second Plan. It has not been possible to utilise the amount fully and the expenditure is not likely to exceed Rs. 140.50 lakhs. One hundred and sixty-eight high schools—55 government and 113 non-government—have been converted to the new pattern so far.

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

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

6. UNIVERSITY EDUCATION

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

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

There has been a steady increase in the number of colleges affiliated to the university. From 53 colleges in 1947, the number rose to 115 in 1958-59. Similarly, the number of students attending the various arts, science, professional and technical colleges and departments was 25,376 in 1947; it is 62,331 now.

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

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

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

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

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

7. TECHNICAL EDUCATION

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

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

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

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

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

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

8. SOCIAL EDUCATION

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

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

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

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

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

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

9. GIRLS' EDUCATION

The education of girls had not made as much progress as that of boys in the undivided Punjab. It has, however, taken big strides in the last 14 years. The prejudice against girls' education has largely disappeared, and there is a growing clamour for more and more schools and colleges for girls. Even the prejudice against co-education is fast disappearing.

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

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

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

Much, however, still remains to be done to bring the education of girls on a par with that of boys. The leeway to be made up can be indicated by the fact that while the number of boys per thousand attending schools for general education is 134·7, the number for girls is only 56·3.

10. TEACHING OF SCIENCE

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

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

11. SCHOLARSHIPS

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

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

For brilliant students there is a large number of scholarships. Merit scholarships, tenable from classes V to VIII, are

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

12. PHYSICAL EDUCATION, GAMES AND SPORTS

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

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

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

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

students. Physical efficiency tests for different age groups have also been introduced.

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

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

13. CO-CURRICULAR ACTIVITIES

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

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

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

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

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

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

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

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

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

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

15. MEDICAL INSPECTION AND NUTRITIONAL NEEDS OF SCHOOL CHILDREN

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

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

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

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

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

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

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

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

17. AUDIO-VISUAL EDUCATION

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

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

18. PRE-PRIMARY EDUCATION

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

19. EDUCATION OF THE HANDICAPPED CHILDREN

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

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

20. DEVELOPMENT OF HINDI, PUNJABI AND SANSKRIT

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

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

21. ADMINISTRATION

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

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

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

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

To meet the difficulties created by partition, special grants on a liberal scale were made to the Punjab by the Central Government for all administrative services. Whilst it is not possible to give separate figures for the amounts spent on education, it is known that large allocations out of the Central grants were made towards the establishment of the new university and for the rehabilitation of displaced educational institutions. During the first Plan period, a sum of Rs. 407.56 lakhs was spent on education. The State's

allocation for education in the second Plan was Rs. 1,232.56 lakhs. The allocation for educational schemes in the third Plan is about Rs. 20 crores.

22. CONCLUSION

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

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

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

EDUCATIONAL STATISTICS OF PUNJAB

I—Number of Institutions

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

PUNJAB

I—Number of Institutions—(Contd.)

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

*Represents data for the erstwhile Punjab and PEPSU States,

II—Number of Students

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

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II—Number of Students—(contd.)

	1	2	3	4	5	6	7
B. By Stages/Subjects							
General Education (University Standard)—							
Research		2	..	71	4	92	2
M.A. and M.Sc.		903	87	1,351	218	1,490	337
B.A. and B.Sc. (Pass and Hons.)		5,911	538	10,002	1,778	12,848	2,838
Intermediate (Arts and Science) .		16,255	1,401	26,876	3,635	36,913	5,094
Professional Education (University Standard)—							
Agriculture and Forestry		369	..	522	..	784	..
Commerce		184	..	208	2	205	..
Engineering and Technology		166	..	323	..	1,299	..
Law		267	7	567	1	750	7
Medicine		535	93	996	220	1,394	319
Teachers' Training—							
Basic	844	270	859	326
Non-Basic		462	255	2,339	847	2,775	1,348
Veterinary Science		51	..	..	..	362	..
Other Subjects		34	8	310	8	131	10
Special Education (University Standard)							
		301	2	150	21	156	30

General Education (School Standard)—							
High and Higher Secondary	59,317	2,479	110,533	11,019	1,37,671	18,229	
Middle	2,43,409	15,534	3,06,506	42,620	3,59,453	64,492	
Primary	6,60,805	1,57,410	12,25,303	3,32,922	13,70,577	4,12,112	
Pre-Primary	33	33	1,868	895	682	252	
Vocational Education (School Standard)—							
Agriculture and Forestry	50	..	131	..	..	..
Arts and Crafts . . . . .	..	..	411	28	110	..
Commerce	100	..	131	..	209	..	
Engineering	234	..	805	..	2,816	..	
Medicine	410	147	345	104	928	215	
Teachers' Training—							
Basic . . . . .	..	..	6,005	1,465	4,579	2,139
Non-Basic	1,464	458	1,115	636	76	63	
Technology and Industrial	2,807	1,145	4,153	1,229	7,158	2,108	
Other Subjects . . . . .	..	..	143	..	187	..
Special Education (School Standard)—							
For the Handicapped	57	..	13,587	3,851	{ 229 23,405 785	{ 10 12,166 139	
Social (Adult) Education	9,695	1,002					
Other Subjects	382	..					
Total	10,04,203	1,80,599	17,15,595	4,01,773	19,68,923	5,22,236	

PUNJAB

III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
A. By Sources	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Fund—						
Central	12,84,570	5,515	75,17,220	4,67,672	1,36,59,835	11,91,902
State	2,59,47,760	44,33,720	4,80,80,181	94,62,107	7,72,99,556	1,42,85,284
District Board Funds	39,85,884	4,54,295	69,35,054	10,51,269	4,89,464	30,901
Municipal Board Funds	20,46,730	6,62,337	36,78,057	12,70,795	4,08,766	1,04,728
Fees	1,60,60,377	7,38,527	3,09,87,206	21,83,155	3,68,00,827	26,82,576
Other Sources	67,69,041	12,90,065	1,17,16,045	36,25,986	1,51,04,121	26,60,765
B. By Type of Institutions						
Direct Expenditure on—						
Universities	33,64,999	..	57,56,811	..	92,57,440	..
Boards . . . . .	..	..	..	..	..	..
Research Institutions . . . . .	..	..	..	..	..	..
Arts and Science Colleges	53,67,167	4,08,675	97,32,251	8,23,761	1,16,82,317	11,48,184

Colleges for Professional and Technical Education	14,97,659	1,01,329	40,29,235	7,55,191	73,03,423	1,96,820
Colleges for Special Education	1,39,767	..	..	..	18,853	..
High and Higher Secondary Schools	1,46,30,397	16,33,732	2,85,68,442	50,51,466	3,76,47,817	70,46,219
Middle Schools—						
Basic . . . . .	..	..	1,25,373	3,014	7,49,764	1,94,364
Non-Basic	89,62,766	12,44,988	1,10,80,975	24,21,623	1,29,31,100	27,02,036
Primary Schools—						
Basic	32,867	1,698	11,92,977	2,43,087	22,56,999	5,49,602
Non-Basic	1,04,51,893	23,52,078	2,48,44,080	43,82,992	2,77,38,880	51,88,576
Pre-Primary Schools	4,638	4,638	13,226	13,226	14,610	14,610
Vocational and Technical Schools	18,86,184	4,45,348	27,86,742	4,07,964	49,09,877	7,39,838
Special Education Schools	1,81,933	25,654	3,83,853	77,088	8,31,364	2,10,908
<i>Total (Direct)</i>	4,65,20,270	61,88,140	8,85,13,965	1,41,79,412	11,53,42,444	1,79,91,157
Indirect Expenditure—						
Direction and Inspection	18,11,963	2,39,053	27,75,628	3,38,590	37,61,984	5,23,610
Buildings	36,40,419	3,57,154	93,94,076	24,77,465	1,67,08,337	14,35,658
Scholarships	16,01,908	1,64,358	53,09,673	3,58,549	62,16,313	4,78,425
Hostels	6,67,161	1,46,025	15,13,159	4,43,927	10,49,050	3,01,773
Other Miscellaneous Items	18,52,641	4,89,729	14,07,262	2,03,131	6,84,441	2,25,533
<i>Total (Indirect)</i>	95,74,092	13,96,319	2,03,99,798	38,81,662	2,84,20,125	29,64,999
Grand Total	5,60,94,362	75,84,459	10,89,13,763	1,80,61,074	14,37,62,569	2,09,56,156

IV—Number of Teachers

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

V—Examination Results

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

VI—Number of Institutions in Rural Areas

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

PUNJAB

VI—Number of Pupils from Rural Areas

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

VIII—Number of Students in Selected Classes

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
Number of Students in Classes—						
I—V	7,31,596	1,57,510	N.A.	N.A.	13,70,577	4,12,112
VI—VIII	15,534	1,72,718	N.A.	N.A.	3,59,453	64,492
IX—XI	60,701	2,645	N.A.	N.A.	1,37,671	18,229

IX—Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
Cost Per Capita on Education	Rs. 3.5	N.A.	N.A.
Cost per Pupil -			
High/Higher Secondary Schools	Rs. 50.6	53.2	59.0
Middle Schools	Rs. 38.8	49.2	47.4
Primary Schools	Rs. 23.7	29.5	31.9
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	33	34	34
Middle Schools	34		
Primary Schools	40		38
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	71.0	73.2	82.1
Middle Schools	76.1		
Primary Schools	75.6		91.0

RAJASTHAN



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CHAPTER XV
RAJASTHAN

1. GENERAL INFORMATION

The present State of Rajasthan, which had to pass through several stages of integration, has been formed by the merger of 19 princely states of various sizes and differing topographical features and geographical conditions. The Aravelli Ranges which lie athwart the State divide it into two natural regions. The north-western region, which comprises three-fifths of the total area, is a mere sandy desert with Luni as the only river of consequence. The population of this region is, therefore, sparse and its economy depends largely on sheep-rearing and cattle-breeding. The Rajasthan Canal Project will, it is hoped, revolutionise the economy of this area. The south-eastern region, which comprises two-fifths of the area, consists of rocky woodlands and is more fertile. It is drained by two rivers, Banas and the Chambal. The Chambal Project will improve the economy of this region and open out new prospects of better and more secure life. These two regions may be further sub-divided into four geographical units: the dry area, the hilly area, the plateau, and the plains. Conditions of life vary enormously from area to area and as many of the rural habitations are situated in inaccessible places, educational facilities cannot be uniformly distributed easily and cheaply. On the one hand, there are regions inhabited by tribal people and backward classes who are extremely shy of innovations and modern developments and who have just begun to shed their age-old prejudices; on the other, there are fertile and irrigated regions where farmers are comparatively better off and are also more willing to accept education and change. The level of educational development, therefore, is not equal in all parts of the State.

Occupationally, the people of Rajasthan follow the general all-India distribution—69·7 per cent are engaged in agricultural occupations and 30·3 per cent in non-agricultural occupations. The total population of Rajasthan has grown

from 1.03 crores in 1921 to 2.01 crores in 1961 (1.05 crores men and 0.96 crores women). The Jats, Rajput Kshatriyas, Jains, Brahmins and *Bania* castes form the main bulk of the Hindus and constitute about 80 per cent of the total population. They include Scheduled castes who number about 16.1 lakhs and Scheduled tribes which number about 3.2 lakhs (1951 census figures). The remaining 20 per cent consist mostly of Muslims living in scattered groups throughout the State. The Hindus of all castes are evenly distributed in all parts of the State. Caste system prevails rigidly among certain people, although signs of its gradual decline have been visible in the post-independence period. The systems of 'purdah' and child-marriage are being steadily discarded.

In the post-independence period, the development schemes of Rajasthan have tapped the natural resources of the State and industrialisation is making rapid progress. Rajasthan is rich in mineral resources and when industries are fully developed, they will bring about appreciable changes in the economy of the State and lead to rapid urbanisation. This will affect occupational distribution considerably. A number of projects of economic development have already been completed and these have resulted in the movement of population and development of towns. The multipurpose Chambal Project and the Rajasthan Canal Project are examples in point. Several other projects of the same type are either in progress or are contemplated to be undertaken during the third Plan.

Hindi is spoken by all the people of Rajasthan, although a few dialects closely allied to Hindi are also spoken in some parts of the State. Immediately after the partition of India, refugees from Sind and Punjab flocked into Rajasthan and were settled in the western and northern regions of the State. The educational responsibility of the State has, therefore, increased and Sindhi and Punjabi have also been included in the list of languages taught in schools at present.

The main festivals in the State are the same as those in other parts of India. Rajasthan is, however, noted for community fairs which are held throughout the year, and more particularly during the rainy season, when men and women in gay costumes flock to a neighbouring tank or well or

temple and treat themselves to feasts, songs and dances. The Bhils of Udaipur and the Sansies of Ganganagar have their own traditional ways of celebrating the festivals with folk songs and folk dances. The State is also noted for its gifted artists who can execute artistic works of superb imagination.

2. A BRIEF HISTORICAL REVIEW OF EDUCATION PRIOR TO 1947

The available data regarding education in Rajasthan in ancient times is extremely scanty. It may, however, be affirmed that ancient Rajasthan was not without some form of education and that learned Brahmins lived in different parts of the State such as Pushkara in Ajmer, Osian and Phalodi in Jodhpur, and Nathdwara in Udaipur. The southern limits of Rajasthan are close to Ujjain which was one of the greatest centres of learning in ancient times. Naturally the educational and cultural influence of Ujjain has had its impact on Rajasthan. Mathura and Vrindavan, which lie on the eastern border of Rajasthan, have also contributed largely to the education of Rajasthan in ancient times.

During the Muslim rule in Northern India, scholars flocked to different princely states of Rajasthan for protection and subsistence. They carried their temple-gods with them and the temples they established continued to be the venue of popular education in the medieval times. Nathdwara, Kota, Kankroli, Alwar and Chittor were the chief places where learned *Pandits* found shelter and spread their cultural influence among the people.

Historically there is a close connecting link between the system of education in ancient Rajasthan as propagated and inspired by Ujjain, Mathura and Vrindavan and modern educational developments like the Sanskrit schools and colleges founded by Maharaja Jai Singh of Jaipur. Throughout this period, the princes of Rajasthan fostered education and helped to maintain an unbroken continuity of cultural progress. It is true that the extent of interest shown by individual princes depended on their personality, the natural resources of the area, and their political, economic and social relations with the neighbouring states. However, there was not a single princely state in Rajasthan where *Pathshalas* and

Makhtabs were not fostered. Rajasthan, therefore, has had an age-old love for education and the present-day administrators had only to divert this innate educational urge into more fruitful channels to build up a modern system of education.

Modern education in Rajasthan began in the middle of the 19th century, first at Alwar in 1842, then at Jaipur in 1845 and then at Bharatpur in 1858. Other princely states followed suit and, by the end of the century, the teaching of English and modern education had been introduced at the capitals of most of these states. At the turn of the century, there were as many as 647 educational institutions of which 510 were maintained by the states, 103 by private individuals and 34 by missionaries. These institutions included 4 colleges, 86 secondary schools, 545 primary schools (including 53 schools for girls) and 12 special schools. About 37,670 scholars received education in these institutions. The progress of education during the latter half of the 19th century was undoubtedly very slow. This was mainly due to the fact that the large communities of Mahajans, agricultural farmers and sheep breeders did not take any deep interest in modern education. The Mahajans of Rajasthan usually carry on internal trade and commerce in all parts of the country and the indigenous system of primary education known as *Nanika* was quite adequate for their purpose. Even the meagre opportunities offered by the state education departments were not taken advantage of by the bulk of the population. Only the middle class people such as the Brahmins, the Kaysthas and the Agarwals profited from the facilities offered by the education departments. It was also for this reason that Udaipur and Jodhpur, which are mainly inhabited by the middle class people, came to be in the vanguard of educational progress in Rajasthan.

This indifference to the modern system of education continued even in the present century and constituted one of the major problems in the State. The economically solvent people, the Mahajans, had no use for education, and they were also not the permanent residents of Rajasthan. The lower middle class and the labourers were economically dependent on the Mahajan communities and like them, were

uninterested in education. The upper middle class was interested ; but it received education in schools and colleges outside the State. Consequently, the progress of education in Rajasthan lagged behind that of many other states in India.

This position was considerably changed by the efforts of a band of learned scholars who worked in a number of pioneering institutions such as the Sawai Mansingh Medical College of Jaipur, the Poddar Deaf and Dumb School of Jaipur, Vanasthali Vidyapeeth for Girls, Jaipur, the Vidya Bhawan Society of Udaipur, the Rajasthan Mahila Vidyalaya and the University of Rajputana (now known as the University of Rajasthan). A great part was also played by the educational institutions and workers of Ajmer that served as a model for the other princely states of Rajasthan in educational matters. Between 1936 and 1947, the princely states were already vying with each other in developing education. Every sector of education made remarkable progress during this period, the percentage of adult literacy increasing from 4.65 in 1931 to 8.95 in 1951. On the eve of independence therefore, Rajasthan was emotionally ready for launching a new and more vigorous drive for educational expansion at all levels. It is true that a number of difficult problems had to be confronted by the authorities at this time and these included : (1) lack of interest in education on the part of a majority of the people ; (2) lack of proper educational facilities at all levels ; (3) difficulties in securing good administrators and teachers ; (4) lack of adequate transport facilities or roads ; (5) social evils like 'purdah', child-marriage and traditional ways of life among nomadic and tribal people like the Sansies, Baories, Bhils and Gada-Lohars. However, with the integration of the states and the establishment of a popular, democratic government, there was an unprecedented upsurge of creative activity. The post-independence period, therefore, begins on a note of hope and enthusiasm for Rajasthan and marks the beginning of an era of rapid development in all sectors, especially in education which is the foundation of all other progress.

3. PRIMARY EDUCATION

On the eve of the integration of the princely states, Rajasthan had 2,864 primary schools for boys and 331 for

girls, but immediately after integration, the number of the boys' primary schools rose to 3,563 and that of girls' schools to 372. This increase of 740 schools clearly testifies to the popular enthusiasm for education which has since continued unabated. In 1960-61, there were as many as 13,909 primary schools for boys and 573 for girls. The progress is most heartening. That the number of girls' schools has not increased proportionately is due partly to the fact that all primary schools in Rajasthan are co-educational, the official policy being to eliminate the separate primary schools for girls, and partly to the comparatively smaller enrolment of girls, specially in rural areas, which does not warrant the opening of separate schools for girls.

According to the survey report, the total number of primary schools required for rural areas in Rajasthan is 17,272, against the existing number of 12,687. This means that 4,585 more schools will need to be opened in the third Plan. In urban areas, the additional requirement of educational institutions at the primary stage is estimated to be 563.

The enrolment of boys in 1949-50 was 1,76,610 and that of girls 33,683. The total enrolment at the primary stage thus came to 2,10,293 by 1960-61. It is estimated that the total enrolment rose by more than 400 per cent and reached 11,50,000—of which about 9.5 lakhs were boys and 2.0 lakhs girls. The increase in the number of pupils has been steady and commensurate with the increase in the number of schools. The annual enrolment drives which have been organised in all parts of the State have made no mean contribution in creating in the rural public a new educational consciousness.

Corresponding to the steady increase in enrolment and the number of schools, the number of teachers also increased from 6,666 in 1949 to 20,252 in 1959. The estimated number of teachers in primary schools by the end of second Plan was about 27,000 which gives a teacher-pupil ratio of about 1:32. The training of primary school teachers has also progressed side by side with the increase in their number. The number of institutions for the training of primary teachers has gone up from 12 in 1949 to 56 in 1960-61.

Teachers for primary schools are recruited by advertisement and selection is made by a specially constituted body at the district level. After selection, the candidates are sent up for a year's training on a stipendiary basis. An untrained teacher is not absorbed in permanent service. The same procedure is adopted for the recruitment of women teachers for whose training special training schools have been established.

The following scales of pay are in force for the primary teachers—trained matriculates: Rs. 68—130; untrained matriculates: Rs. 50—80; and trained middle passed: Rs. 57—75. In addition, the teachers get dearness allowance at the same rates as government servants and are also entitled to pension. These scales of pay and allowances compare very favourably with those obtaining in other States and are in accordance with the recommendations of the Government of India.

There has been a great effort on the part of writers in Rajasthan to produce suitable literature for teachers and children. A number of good books have been published. Some of them have been appreciated even outside the State. All textbooks for primary schools have been nationalised and the results have been satisfactory—the quality of books has improved and the costs have gone down.

One of the most important events in the development of primary education in Rajasthan was the introduction of democratic decentralisation on 2nd October 1959. Rajasthan was the first State in India to accept the recommendations of the Balwantrai Mehta Committee. In accordance with them *Panchayat Samitis* have been established in all the blocks and the entire control of primary education has been handed over to them. Care has, however, been taken to see that the service conditions of primary teachers are not adversely affected. The sub-inspectors of primary schools have now become *ex-officio* members of the block teams and the services of one such officer have been placed at the disposal of each *Panchayat Samiti*. The *Samitis* also get grant-in-aid on account of teachers' salaries and allowances on a hundred per cent basis, but for all other items of expenditure, they are expected to

raise matching contributions. It is hoped that this bold experiment will lead to both qualitative and quantitative improvement in primary education.

Primary schools in Rajasthan are either full-fledged basic schools or primary schools oriented to the basic pattern. The curriculum followed in all schools is an integrated curriculum as is the case in other parts of the country. Looking to the general standard of these schools and the standard of education in the middle schools, the present curriculum is considered to be adequate, but in the context of instruction imparted in the present higher secondary schools, the curriculum seems to be rather inadequate. It is felt that more attention will have to be given to the study of English, Mathematics and General Science in future.

Most of the primary schools are provided with fairly satisfactory buildings, playgrounds and school gardens. The policy of the State Government is to reserve or provide sufficient land for the schools, but it is for the local people to provide necessary school buildings for opening new primary schools. The State Education Department and the district development boards used to give aid at 50 per cent for the construction of school buildings; but since the introduction of democratic decentralisation, it is the *Panchayat Samitis* that are mainly responsible for the construction of school buildings.

Attempts have been made in some districts to provide midday meals to school children and the experiment is being gradually extended to other parts of the State.

The wastage at the primary stage has been reduced from 55.3 in 1956 to 46.0 in 1959. It has been observed that children of the economically backward people have to earn in order to supplement their parents' income and are forced to drop out from school for economic reasons. This wastage is being checked in two ways—by awarding adequate scholarships to such children and also by raising the economic standard of the people through development schemes. The wastage caused by traditional prejudice and conservatism is being prevented through intensive educational propaganda.

Expenditure on primary schools for boys during 1949-50 was Rs. 95,16,846 and on primary schools for girls Rs. 6,87,793. This has since increased to Rs. 2,04,46,710 (Rs. 1,85,50,332 on schools for boys and Rs. 18,96,378 on schools for girls). It is estimated that expenditure on primary education was about Rs. 3 crores at the end of the second Plan.

The third Five Year Plan envisages the opening of 4,165 new primary schools and the employment of additional 17,500 teachers for these and 1,026 teachers for the basic schools. There will be an increase of 50 inspecting officers also. At the end of the third Plan, the total enrolment in primary schools is expected to be 21 lakhs (14 lakh boys and 7 lakh girls) which means an overall enrolment of 70 per cent of children in the age group 6-11 (90 per cent for boys and 50 per cent for girls). Special efforts are proposed to be made to enrol as many girls as possible. For this purpose, special attention will be given to the recruitment of women teachers; 4,835 school mothers will also be appointed. It has further been proposed to construct 3,138 quarters for women teachers in the rural areas. The total expenditure on elementary education (which includes primary and middle stages) is estimated at Rs. 1089.85 lakhs.

4. BASIC EDUCATION (1947-48 TO 1960-61)

The scheme for the gradual conversion of primary into basic schools was first introduced in the State in 1953-54, when 5 senior basic schools and 16 junior basic schools for boys were opened. In 1960-61, there were 48 senior basic schools for boys and 10 for girls, and 2,002 junior basic schools for boys and 92 for girls. A total amount of Rs. 8,82,132 was spent on senior basic schools for boys and girls during the year 1958-59 and Rs. 38,17,933 on junior basic schools for boys and girls for the same period. The ratio of enrolment in basic and non-basic schools was approximately one to five in 1958-59. This appears to be somewhat discouraging no doubt, but it should not be forgotten that all the non-basic schools of the State have already been oriented to the basic pattern and that their curriculum is the same as in the basic schools. Moreover, the teachers in the non-basic or oriented schools are also basic-trained. There is therefore no unbridge-

able gap between the basic and the non-basic schools of Rajasthan. Funds permitting, all the non-basic schools can be switched over to the basic pattern without any serious difficulty.

5. SECONDARY EDUCATION (1947-48 TO 1960-61)

On the eve of the integration of the princely states into the union of Rajasthan, there were only 146 high schools and 530 middle schools for boys and 7 high schools and 66 middle schools for girls. Their number has progressively increased during the last 14 years. In 1960-61, the number of high and higher secondary schools in Rajasthan was 458 for boys and 67 for girls and that of middle and senior basic schools 1,177 for boys and 191 for girls. The number of multipurpose schools (1960-61) is 62, of which 55 are for boys and 7 are for girls.

The enrolment of boys at the secondary stage during this period has increased from 58,125 to 2,44,722 (1,66,200 at the middle stage and 78,522 at the high school/higher secondary stage) and that of girls from 9,063 to 32,378 (24,800 at the middle stage and 7,478 at the high/higher secondary stage). The expenditure on high and higher secondary schools has correspondingly increased from Rs. 33,25,060 for boys' schools and Rs. 3,11,243 for girls' schools in 1949 to Rs. 1,50,85,715 for boys' schools and Rs. 20,17,318 for girls' schools in 1959. At the middle stage, the increase is from Rs. 20,88,188 for boys' schools and Rs. 1,32,227 for girls' schools in 1949 to Rs. 1,11,50,032 for boys' schools and Rs. 18,12,040 for girls' schools in 1959. The budget estimate for secondary education for 1960-61 was Rs. 375 lakhs.

In 1949, the number of teachers was 2,630 in high schools and, 4,634 in middle schools. It rose to 7,204 in high and higher secondary schools and 10,517 in middle schools in 1959. Of these 7,204 teachers in high/higher secondary schools, 6,432 are men and 772 are women; of the total of 10,517 teachers in middle schools, 8,830 are men and 1,687 are women. Trained teachers account for 44.3 per cent in high/higher secondary schools and 49.9 per cent in middle/senior basic schools.

The average annual cost per pupil is Rs. 112.6 for high or higher secondary schools and Rs. 51.4 for middle or senior basic schools.

The State Government has revised the salary scales and improved the service conditions of teachers in the light of the recommendations of the Pay Commission. The pay scales now obtaining in Rajasthan compare favourably with those prevailing in the other parts of the country.

It will be seen from the account given above that secondary education in Rajasthan has progressed both quantitatively and qualitatively. Increase in the number of higher secondary and multipurpose schools within the short period of five years (1955-60) augurs well for the progress of education in the State. In 1960-61, the number of higher secondary and multipurpose schools was 295 while that of the high schools was 230 only. The policy of the State is to gradually convert middle and high schools into higher secondary schools and in doing so, preference is given to schools located in the rural areas.

Textbooks for high and higher secondary schools are selected and approved by the Rajasthan Board of Secondary Education through a special committee of educationists. Some textbooks are also published by the Board itself.

Examinations at the end of the school stage are conducted by the Board of Higher Secondary Education, Rajasthan. The system of examination has remained almost unchanged during the period under review. The traditional essay type examination still dominates, although slight variations in the type and number of questions have been introduced in recent years.

In view of the importance of guidance at the secondary stage, the State Government has set up a Bureau of Educational and Vocational Guidance at Bikaner. Considering the short supply of trained personnel for field work, the programmes of the Bureau have been confined to a limited number of schools and for students of classes VIII and X only. The results of this experiment are being watched with interest.

Extension services centres have been established at Bikaner and Udaipur, and are attached to the teacher training colleges at these places. Special conveyance facilities have been provided to both the training colleges in order to enable them to assist schools within a radius of 50 miles. Teachers from schools within this area are invited to give demonstration lessons and participate in various educational activities calculated to develop a better understanding of the recent trends in education. The gains accruing from the extension services have been very substantial indeed.

Although there has been considerable overall expansion in the education of girls in the State, the position of their enrolment in the middle and secondary stages has not been very satisfactory. Social conservatism and early marriages are responsible for this to a considerable extent. The old conditions are gradually changing and parents are now taking a keener interest in the education of girls. One of the main difficulties which impedes progress in this sector is the paucity of women teachers, especially for the rural schools. With the provision of better amenities of life in the rural areas during the third Plan, a larger number of women teachers is likely to be available for teaching in the rural areas.

Education in the new higher secondary and multipurpose schools has a two-fold object—it is both terminal and preparatory for higher education. However, the policy of preventing unsuitable students from proceeding further for higher education seems to have failed. Most of the students coming out from the higher secondary schools continue to prefer to go in for college education as before.

In the beginning, people were somewhat hostile to higher secondary education, but with the increase in the number of such schools, the attitude is changing and is becoming more favourable. Although there is not much difficulty in the training of teachers for these schools, some difficulty is still experienced in recruiting teachers of subjects like Science, English, Domestic Science, Music and Crafts. The supply of equipment, stores, furniture, and teaching aids to the high and higher secondary schools has not presented any serious difficulty so far.

6. UNIVERSITY EDUCATION (1947-48 TO 1960-61)

The University of Rajasthan was established in 1947 and continues to be the sole university in the State. A Board of Secondary Education, however, has been in existence since 1957. The number of colleges for general, professional and special education has increased substantially in the last few years. In 1960-61, Rajasthan had 13 (12 for boys and 1 for girls) degree colleges and 7 intermediate colleges (6 for boys and 1 for girls), 2 agriculture colleges 4 training colleges, 2 medical colleges, 6 ayurvedic colleges, 1 college of physical education, 1 veterinary college, 2 commerce colleges, 2 engineering colleges, 16 Sanskrit colleges, 1 rural institute and 1 music college. The number of graduates per lakh of population was estimated to be 12 at the end of the second Plan as against 9 at the end of the first Plan.

In 1949, the number of scholars in the university teaching department was 26 (all boys), for general education 10,761 (9,650 boys and 1,111 girls), for professional education 1,056 (1,047 boys and 9 girls) and for special education 687 (all boys). In 1958-59, the enrolment in the university teaching department was 665 (636 boys and 29 girls), for general education 35,885 (30,277 boys and 5,608 girls), for professional education 4,690 (4,470 boys and 220 girls), and for special education 2,183 (2,087 boys and 96 girls). It will thus be seen that the progress of education at the university stage has been very rapid in the post-independence period.

Increase in the number of teachers during this period has also been very great. The number of teachers at the university teaching department have risen from 5 to 27; in the colleges for general education from 54 to 395, and in the colleges for special education from 82 to 210.

The expenditure figures also show a proportionate increase from Rs. 6,02,809 to Rs. 15,04,830 in the university teaching department ; from Rs. 27,29,638 to Rs. 85,77,439 in the colleges for general education ; from Rs. 4,42,964 to Rs. 38,65,051 in the professional colleges, and from Rs. 1,58,262 to Rs. 5,19,997 in the special colleges.

The three-year degree course has been adopted by the university, and introduced in 19 colleges so far. New departments for subjects like Sociology, Geography, Philosophy, Drawing and Painting, Science, History and Sanskrit were opened in some of the colleges. These reforms have also led to an increase in the strength of the teaching staff. One hundred and fortyone new posts were sanctioned in 1959-60 and 40 more in 1960-61.

The expansion of education at the collegiate level has created new problems in its wake. It is now a serious concern for the Department to provide proper checks on admissions to colleges so that only deserving candidates are admitted. The State Government has already imposed certain restrictions on admissions with a view to checking deterioration in academic standards. It is now incumbent on a student to secure at least 45% marks for admission to the Science Faculty and at least 40% marks for admission to the Faculties of Arts and Commerce. For better administration of collegiate institutions, a separate College Directorate was created in 1949 and placed under a Director of College Education in 1959. The standard of laboratories and libraries in colleges is on the whole satisfactory. Attention is also being given to the improvement of examination results at this stage. Other steps taken to improve collegiate education include the introduction of tutorials in English in the first year of the three-year degree course and in the pre-university classes, and improvement in the pay scales of university teachers.

While it is rather early to evaluate the results of the three-year degree course as a whole, it may be stated that the courses in General Education which have been introduced in this scheme are found to be very heavy. The planning of these courses has left much to be desired. Another difficulty has been that, while no single teacher can possibly be expected to teach the entire course, it has not been possible to distribute it successfully among a group of teachers.

7. TECHNICAL EDUCATION (1947-48 TO 1960-61)

A Directorate of Technical Education was created in 1957 to look after technical education below the collegiate level.

RAJASTHAN

Rajasthan has two engineering colleges—a government college at Jodhpur and a private college at Pilani. For diploma courses in engineering, there are six polytechnics at Jodhpur, Ajmer, Udaipur, Kotah and Alwar, with a total intake of 820—40 for mining, 300 for civil engineering, 210 for electrical engineering, 210 for mechanical engineering and 30 for draftsmanship. In addition to these institutions, there are six industrial centres at Jaipur, Ajmer, Bikaner, Kotah, Jodhpur and Udaipur with a total intake of 600. The total output of technical personnel in Rajasthan is about 150 engineers with degrees in engineering and about 1400 engineers with diplomas or certificates. The output seems to be sufficient for the present to meet the personnel requirements of the State.

8. EDUCATION OF GIRLS (1947-48 TO 1960-61)

In 1949, there were 4 colleges for general education, 7 high schools, 66 middle schools, 331 primary schools, 3 schools for professional education and 18 schools for special education exclusively meant for girls. In 1960-61, there was 1 post-graduate college, 9 degree colleges, 1 intermediate college, 1 college for special education, 24 higher secondary schools, 43 high schools, 10 senior basic schools, 181 middle schools, 92 junior basic schools, 481 primary schools, 2 nursery schools, 4 S.T.C. schools, 2 schools for professional education and 210 schools for special education (including adult centres). The all-round progress of girls' education during the brief period of 11 years has indeed been remarkable.

In 1949, the number of girl students was 2 in the university, 1,111 in colleges of general education, 3,489 in high schools, 13,754 in middle schools, 29,628 in primary schools, 76 in schools for professional education and 259 in schools for special education. The enrolment increased tremendously in the wake of independence and the number of girl students in 1959 was 29 in the university, 5,608 in colleges of general education, 220 in colleges for professional education, 36 in colleges for special education, 6,424 in higher secondary schools, 10,863 in high schools, 52,571 in middle schools, 1,765 in senior basic schools, 18,684 in junior basic schools, 85,318 in primary schools, 248 in nursery schools, 154 in schools for professional education and 6,607 in schools for

special education. The total enrolment thus rose from 48,328 in 1949 to 1,88,587 in 1959 registering an increase of nearly 300 per cent. The total direct expenditure for girls' institutions also rose to Rs. 70,24,813 in 1959 as against Rs. 13,45,361 in 1949. The number of women teachers in 1949 was very small, but it rose to 3,137 in 1956 and to 4,929 in 1959. The State Government has instituted a number of scholarships for girls so that no deserving student need discontinue her education on financial grounds. Professional and vocational education among women is expanding and the number of scholars has increased from 76 to 164.

In order to expand the education of girls, a special administrative machinery has been created. This consists of a Deputy Director of Education (Women) with headquarters at Bikaner and 2 Assistant Directors (Women) at Ajmer and Jodhpur and 6 deputy inspectresses of girls' schools in the six divisional headquarters at Jaipur, Kotah, Ajmer, Udaipur, Jodhpur and Bikaner. The main difficulty in the way of expansion of educational facilities for girls is the paucity of women teachers. To solve this to some extent, the State Government has lowered the minimum qualification for the recruitment of women teachers for rural schools to a pass in the middle school examination or in recognised Hindi examinations of equivalent standard.

9. TEACHING OF SCIENCE

The study of science has been introduced in a large number of schools. Special grants have been given to government and private institutions for the purchase of laboratory equipment. The problems that confront the State in the improvement and extension of the teaching of science are mainly two: (i) the short supply of qualified science teachers; and (ii) the inadequate supply of scientific materials and equipment.

10. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

The total number of students belonging to Scheduled castes, Scheduled tribes and other backward communities is 1,95,760 (1,83,395 boys and 12,365 girls) out of whom 1574

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boys and 274 girls live in approved hostels. The amount spent on scholarships for these classes is Rs. 7,97,840 for 19,811 boys and Rs. 51,566 for 925 girls.

The present State policy is to discourage separate schools for the backward classes. However, as these people live in isolated groups, most of the schools where they receive education are not attended by children of other classes. It is found that students of these classes do not generally go in for higher education, mainly because they desire to start earning as early as possible and easily find jobs under the Government. The State Government has, therefore instituted a number of scholarships for higher education for all deserving students belonging to the backward classes.

Nothing has been done so far to develop the tribal dialects and the present policy is to educate the tribal children through the medium of Hindi.

11. PRE-PRIMARY EDUCATION

The main work in the field of pre-primary education is being done by private enterprise which the State assists liberally. The enrolment in private pre-primary schools was 800 in 1960, with a total staff of 25 teachers. The direct effort of the State in this field was first made in 1955-56 when 2 schools for boys and 1 school for girls were started. The number of pre-primary schools for boys has since increased to 6 and that for girls to 2. On the whole, the progress in this sector has been very slow.

12. EDUCATION OF THE HANDICAPPED

There are two institutions in Rajasthan, one at Jaipur and the other at Ajmer, for the education of the blind, the deaf and the dumb. The enrolment at these institutions was only 31 in 1950-51; it has since risen to 95 in 1960-61. The institution at Ajmer is residential but the one at Jaipur admits day scholars also. The total strength of the staff of these two institutions is 14. The staff is fully trained. The curriculum of the schools includes some useful crafts and their total annual expenditure is about Rs. 99,000 at present as against Rs. 10,000 ten years ago.

13. DEVELOPMENT OF HINDI

Rajasthan is a Hindi-speaking State and Hindi has been adopted as the language of administration. At present all office work up to the district level is done in Hindi. All employees aspiring to permanent service are required to pass the high school or equivalent examinations in Hindi. Efforts are also being made to translate manuals of office procedure and other literature on administration into Hindi.

There is a sizable voluntary effort in the State directed towards the propagation of Hindi. The Nagri Pracharini Sabha in Bikaner, the Sahitya Sada-Varta at Jaipur, the Kurrunam Sahitya Parishad at Jodhpur, the Bharathendra Samiti at Kotah, the Banger Sahitya Parishad at Dungarpur, the Vidyapith and Lok Kala Mandir at Udaipur, are some of the private institutions devoted to the spread and development of Hindi. The State gives liberal financial assistance to these organisations.

The medium of instruction up to the secondary stage is Hindi but Sindhi students who speak English or Sindhi have the option to write their answers in their mother tongue. At the university stage, both Hindi and English are used as media. The practice differs from college to college and from subject to subject. About 90 per cent of the students, however, write their answers in Hindi in most of the subjects. About 50% of the examinees take up Hindi in their college examinations.

The number of the non-Hindi speaking people in Rajasthan is very small; even so, the facilities available to children of linguistic minorities to be instructed in their own mother tongue up to the middle stage are reasonably adequate.

14. PROPAGATION OF SANSKRIT

Soon after integration, the post of an inspector of schools for Sanskrit *Pathashalas* was created. The grants-in-aid to Sanskrit institutions were also liberalised. Consequently, the number and status of the Sanskrit institutions has grown from year to year and in 1959, there were as many as 26 colleges and 101 schools with 9,575 students.

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The Government of Rajasthan appointed an advisory committee for the advancement of Sanskrit in the State and on the recommendation of this committee, a separate Directorate of Sanskrit Education was created in 1958. A new Department of Oriental Studies has recently been opened in the University of Rajasthan and liberal grants have also been given to the Sanskrit libraries. Sanskrit examinations like the *Praveshika*, *Madhyama* or *Upadhyaya*, *Shastri* or *Acharya* have been equated respectively to Matriculation, Intermediate, B.A. or M.A. examinations. The doors of government service have thus been opened to the Sanskrit scholars also.

The State has given financial assistance to the All India Sanskrit Sammelan and the Rajasthan Sanskrit Sammelan. It has also adopted a scheme for granting pension and special rewards to the Sanskrit scholars.

15. SOCIAL EDUCATION

A scheme of social education was first launched in the State in 1949. It emphasised the eradication of illiteracy, although health and civic education formed part of the course. In 1955, the scheme was reorganised to include literacy work, *shramdan*, cultural activities, celebration of festivals and fairs, and training camps for social education workers and village leaders.

In the original scheme of 1949, an Adult Education Section was created in the Education Department and placed in charge of an Adult Education Officer who was assisted by two deputies. There were seven social education guides, one in each inspectorate, and under them they had 15 organisers. Later on, three special social education organisers were also appointed. The post of a Deputy Director of Social Education was created and he was put in charge of the entire social education programme. Later on, the posts of Adult Education Officer, social education guides and social education organisers were abolished ; posts of district social education officers were newly created ; and the social education organisers in the community development (or national extension service) blocks were made the main agencies for the development of social education.

During the first Plan, the number of adult literacy centres rose from 190 with a total enrolment of 10,395 to 245 with a total enrolment of 15,240. During the same period, the number of urban social education centres rose from 89 with a total enrolment of 2,239 to 172 with a total enrolment of 9,667. During the second Plan, social education programmes were expanded still further. The total number of literacy centres in 1959 was 1,642 and the total number of adults-made literate was 48,663. Seven hundred and eighty four reading rooms and 932 community centres have also been functioning. The "Purohit Pranali" for adult literacy was introduced on an experimental basis in some villages. The results obtained were very encouraging.

There are 5 divisional libraries, 24 district libraries, 7 *tehsil* libraries and 16 reading rooms in the State. Other institutions for social education include 1044 *Mahila Mandals* with a membership of 13,597 and 905 youth clubs with a membership of 29,820. A youth hostel has been established at Mount Abu. Seven hundred and forty one training camps for village leaders were organised and 41,929 leaders were trained. The State maintains a library for films and filmstrips and six mobile cinema vans organise shows in educational institutions. Three hundred and forty three radio sets have so far been installed in schools. Health fortnights, baby-shows, mass cleanliness campaigns, house decorating drives, soak-pit digging campaigns, etc. are also organised in the villages as part of this programme.

The total expenditure on social education (including libraries) during the year 1959 came to Rs. 7,44,696.

16. PHYSICAL EDUCATION

There is one physical training college in the State with an intake of 29 in the diploma course and 39 in the certificate course. Not only is no tuition fee charged from the students, but they are also paid stipends of Rs. 30 p.m. each for the diploma course and Rs. 20 p.m. each for the certificate course. The minimum qualification for admission to the diploma course is a Bachelor's degree while matriculates are admitted to the certificate course.

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The entire system of imparting physical education is being reorganised at present, keeping in view the broad outlines laid down by the State Advisory Board of Physical Education and Recreation.

17. SCOUTING, N.C.C. AND A.C.C.

The number of scouts and guides is on the increase. At present, Rajasthan has 6 divisional and 79 local associations. Camps are regularly held at State, divisional and district levels.

The senior division of N.C.C. has 60 officers and 3409 cadets; the junior division has 160 officers and 5652 cadets, and the girls' division has 52 officers and 2340 cadets. The budget provision for 1959 was Rs. 14,05,911.

A.C.C. is also in vogue in the schools. There are 1700 officers and 1,02,000 cadets at present.

18. GAMES AND SPORTS

There is an Advisory Board of Physical Education and Recreation in the State and there are two deputy inspectors of schools (physical education) to look after games and sports. Games, tournaments and athletic meets are conducted every year at district, divisional and State levels. Special efforts are made to see that talent is discovered, encouraged and specially rewarded. A major problem relating to games and sports is the non-availability of playgrounds, especially in urban areas, where enrolment is increasing by leaps and bounds. The State Government has decided to reserve land, wherever possible, for this purpose.

19. SCHOOL HEALTH SERVICE

In some schools, part-time doctors have been appointed to carry out periodic medical examination of students and to attend to them for minor ailments. The hospital authorities give all possible assistance to educational institutions for this purpose.

20. SCHOLARSHIPS

A reference has already been made to the scholarships for the backward classes. In addition, scholarships are given to deserving and meritorious students, displac-

ed persons and children of ex-service men and military personnel who died in active service. Assistance for purchase of books, stationery and other materials is also given to needy students. In 1960, the total value of scholarship awards came to Rs. 1,52,494 and these were given to 6,803 boys and 667 girls in middle schools ; a sum of Rs. 11,616 was given to 447 boys and 79 girls of senior basic schools ; Rs. 2,76,002 were given to 3,949 boys and 190 girls of high schools ; and Rs. 2,06,211 were given to 2,654 boys and 287 girls of higher secondary schools. Besides, freeships and other financial concessions amounting to Rs. 3,32,927 were given to 16,698 boys and 788 girls. In the colleges, a total amount of Rs. 2,08,093 was spent in scholarship awards for 2140 boys and 103 girls.

21. AUDIO-VISUAL EDUCATION

A scheme of audio-visual education had been adopted in the erstwhile State of Ajmer in 1952-53. After the merger of Ajmer with Rajasthan on November 1, 1956, this scheme was extended to the State as a whole. A Board for Audio-Visual Education was established in 1958.

The Audio-Visual Education Officer, Rajasthan (in the grade of Rs. 250-500) is in charge of the Audio-Visual Section. A film library has now been built up and is growing very rapidly. The section organises training courses in the handling, operation and minor repairs of audio-visual aids from time to time. In the third Plan, a sum of Rs. 7 lakhs has been provided to develop this scheme further.

22. EDUCATION DEPARTMENT

The Department of Education consists of two sections—the College Section and the Primary and Secondary Education Section. Each section is managed and controlled by a separate Director with a separate establishment. The Director of Education (Colleges) has his headquarters at Jaipur and is assisted by a Deputy Director of Education who controls the office and also inspects colleges under instructions from the Director. The Director of Primary and Secondary Education has his headquarters at Bikaner and is assisted by two Deputy Directors at the headquarters and five Deputy Directors in the five Divisions, besides one Deputy Director of Social Education and one Deputy Director for Nationalised

Textbooks both of whom are stationed at Jaipur. Under the five Deputy Directors in the divisions, there are 27 district inspectors of schools. Until recently, there was a cadre of sub-deputy inspectors who used to help the deputy inspectors in the administration and supervision of primary schools. With the introduction of democratic decentralisation, the sub-deputy inspectors have been transferred to the *Panchayat Samitis*, except in urban areas where primary education is still under the direct control of the Department.

The total expenditure on administration and direction in 1959-60 was Rs. 52,44,271 which works out at 3.5 per cent of the total expenditure on education.

23. OUTLOOK IN THE THIRD PLAN

It will be seen from the foregoing review that education in Rajasthan has made great progress, qualitatively and quantitatively since 1947, especially in the first and second Plans. During the first Plan, the total expenditure on educational development was Rs. 409.54 lakhs. In the second Plan, it rose to Rs. 1125 lakhs. In 1960-61, the total educational budget was Rs. 9,87,31,000 which works out at 21.5 per cent of the total State budget of Rs. 45,79,22,000, as against an educational provision of 17 per cent only in 1955-56.

At the end of the second Plan, there were 14,482 primary schools (in addition to 1,125 primary sections in the middle schools) providing educational facilities to 11.5 lakh children (9.5 lakh boys and 2.0 lakh girls) in the age group 6-11. This means an increase of 6,299 schools and 6,13,638 children during the second Plan, and an increase in the percentage of enrolment from 24.1 in 1955-56 to 46.9 in 1960-61. The third Plan proposes to provide facilities for the education of 70% children in the age group 6-11 (90% boys and 50% girls) and 30% children in the age group 11-14. To achieve these targets, 4165 new primary schools will be opened and 17,500 additional teachers appointed, thereby providing additional educational facilities to about 8 lakhs of children in the age group 6-11. The total enrolment in 1965-66 in the age group will thus be 19.5 lakhs against the total estimated population of 27.6 lakhs. Similarly, 500 new middle schools and continuation classes in 324 schools will be started for

children of the age group 11-14. This will raise the percentage of enrolment in this age group from 13.9 in 1960-61 to 30 in 1965-66.

As a result of upgrading the middle schools and the conversion of high into higher secondary schools, 7.3% children in the age group 14-17 were attending school at the end of the second Plan, as against 3.8% at the end of the first Plan. The objectives for the third Plan will be : (1) to remove the disparity between the number of boys and girls (12.9% boys and 1.2% girls) by providing greater facilities for girls' education and (2) to strengthen and develop science courses.

In the field of university education, the emphasis will be on the training of personnel for the development of industry and technology, the preparation of qualified teachers, the training of personnel for administration and business enterprise, and the establishment of research, survey and statistical facilities. In order to ensure equality of opportunity, a liberal provision of scholarships and study loans in India and abroad has been made. It is proposed to improve library and laboratory facilities in the colleges and to open new colleges in the headquarters towns of the districts where they do not exist at present. The Rajasthan College started during the second Plan would be developed into a residential college. A new university is proposed to be established at Jodhpur.

Schemes costing Rs. 68.00 lakhs have been proposed for social education. A provision of Rs. 50.83 lakhs has been made for N.C.C. and A.C.C., and of Rs. 35 lakhs for sports. Other important schemes are Sanskrit education (Rs. 8 lakhs) and the development of Archives (Rs. 3 lakhs).

The total financial outlay in the third Plan is expected to be Rs. 2798.38 lakhs—Rs. 1089.85 lakhs for elementary education, Rs. 599.39 lakhs for secondary education, Rs. 465.70 lakhs for university education, Rs. 188.09 lakhs for other educational schemes, and Rs. 455.38 lakhs for technical education.

EDUCATIONAL STATISTICS OF RAJASTHAN

I—Number of Institutions

Item	1955—56		1958—59	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities	1	..	1	..
Boards of Education	1	..	2	..
Research Institutions . . . . .	..	..	..	..
Colleges for General Education—				
Degree Standard	} 52	8	37	7
Intermediate Standard			19	4
Colleges for Professional and Technical Education—				
Agriculture and Forestry	2	..	2	..
Commerce . . . . .	..	..	2	..
Engineering and Technology	2	..	2	..
Law . . . . .	..	..	..	..
Medicine	5	..	7	..
Teachers' Training—				
Basic	2	..	4	..
Non-Basic	1
Veterinary Science	1	..
Others	1	..	1	..
Colleges for Special Education	17	1	18	1

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I—Number of Institutions—(contd.)

	1	2	3	4	5
Schools for General Education—					
Higher Secondary Schools		} 273		161	15
High Schools			19	242	32
Middle Schools—					
Basic		14	..	43	7
Non-Basic		892	140	1,097	162
Primary Schools					
Basic		604	33	1,374	89
Non-Basic		7,579	551	9,845	464
Pre-Primary Schools		3	1	8	2
Schools for Vocational and Technical Education—					
Agriculture and Forestry		1	..	1	..
Art and Crafts		2	..	2	..
Commerce	
Engineering		3	..
Medicine	
Teachers' Training—					
Basic		13	2	28	2
Non-Basic	
Technology and Industrial		3	..	2	..
Others	
Schools for Special Education—					
For the Handicapped		} 1,378		2	..
Social (Adult) Education			209	1,340	209
Others			106	1	1
Total		10,746	964	14,3560	995

II—Number of Students

Item	1955—56		1958—59	
	Total	Girls	Total	Girls
1	2	3	4	5

By Type of Institution—

Universities	598	8	665	29
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	31,181	3,960	35,885	5,608
Professional and Technical Colleges	2,289	116	4,690	220
Special Education Colleges	2,060	55	2,183	96
Higher Secondary Schools			58,793	6,424
High Schools		8,985	93,120	10,863
Middle Schools—	1,03,456			
Basic	2,986	86	9,532	1,765
Non-Basic	1,70,781	37,866	2,44,232	52,571
Primary Schools—				
Basic	35,858	5,665	1,12,973	18,684
Non-Basic	3,60,141	57,820	5,25,560	85,318
Pre-Primary Schools	222	81	575	248
Schools for Vocational and Technical Education	1,595	162	3,374	154
Schools for Special Education	34,357	5,495	38,920	6,607

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II--Number of Students--(contd.)

	1	2	3	4	5
B. By Stages/Subjects—					
General Education (University Standard)—					
Research		54	5	44	5
M.A. and M.Sc.		1,030	156	1,520	311
B.A. and B.Sc. (Pass and Hons.)		3,572	498	5,486	997
Intermediate (Arts and Science)		9,111	1,192	10,304	1,695
Professional Education (University Standard)—					
Agriculture and Forestry		149	..	550	..
Commerce		4,684	3	6,629	14
Engineering and Technology		541	..	988	..
Law		1,061	4	953	12
Medicine		893	91	1,089	142
Teachers' Training—					
Basic		239	15	437	74
Non-Basic		72	10	..	..
Veterinary Science	281	..
Other Subjects		128	1	20	..
Special Education (University Standard)		570	18	1,046	21

General Education (School Standard)—

High and Higher Secondary	39,708	2,996	65,423	5,465
Middle	1,07,266	11,405	1,59,088	19,110
Primary	5,36,362	97,525	8,30,745	1,52,928
Pre-Primary	2,262	686	2,103	967

Vocational Education (School Standard)—

Agriculture and Forestry	90	..	107	..
Arts and Crafts	108	..	91	7
Commerce . . . . .	..	..	..	..
Engineering	203	..	540	..
Medicine . . . . .	..	..	115	10
Teachers' Training—				
Basic	1,177	162	2,455	147
Non-Basic . . . . .	..	..	..	..
Technical and Industrial				
Other Subjects	294	..	487	..
	103	..	102	..

Special Education (School Standard)—

For the Handicapped	} 35,847	5,532	91	5
Social (Adult) Education			30,745	5,428
Other Subjects			9,063	1,249

Total 7,45,524 1,20,299 11,30,502 1,88,587

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III—Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
1	2	3	4	5
<i>A. By Sources—</i>				
Government Funds—				
Central	54,78,839	4,63,977	46,47,449	3,66,361
State	3,68,41,206	40,74,144	6,64,50,678	67,24,623
District Board Funds	9,58,890	2,788	5,53,578	40
Municipal Board Funds	77,872	425	1,43,319	24,353
Fees	46,77,582	2,69,320	66,19,012	4,00,355
Other Sources	41,69,858	5,00,518	54,17,846	9,28,873
<i>B. By Type of Institutions—</i>				
Direct Expenditure on—				
Universities	9,97,612	..	15,04,830	..
Boards	5,05,278	..	17,64,936	..
Research Institutions . . . . .	..	..	..	..
Arts and Science Colleges	66,42,380	6,45,904	85,77,439	10,97,632
Colleges for Professional and Te- chnical Education.	17,69,522	..	38,65,051	..
Colleges for Special Education	3,43,718	5,207	5,19,997	9,056

High and Higher Secondary Schools	1,01,03,711	8,56,831	1,71,03,033	20,17,318
Middle Schools—				
Basic	1,58,248	..	8,82,132	94,571
Non-Basic	87,83,867	14,92,840	121,59,940	17,17,469
Primary Schools—				
Basic	21,80,728	1,71,556	38,17,933	4,30,901
Non-Basic	1,08,97,473	15,19,642	1,66,28,778	14,65,478
Pre-Primary Schools	36,937	1,375	84,691	7,914
Vocational and Technical Schools	8,73,774	37,655	24,44,098	83,258
Special Education Schools	9,57,750	82,341	11,65,546	1,01,216
<i>Total (Direct)</i>	4,42,50,998	48,13,351	7,05,18,404	70,24,813
Indirect Expenditure—				
Direction and Inspection	17,93,280	56,529	27,53,955	1,51,914
Buildings	37,68,717	3,91,126	60,43,046	9,76,329
Scholarships	8,72,754	26,457	18,96,048	98,920
Hostels	2,23,210	7,500	4,12,220	13,239
Other Miscellaneous Items	12,95,288	16,209	22,08,209	1,79,399
<i>Total (Indirect)</i>	79,53,249	4,97,821	1,33,13,478	14,19,792
Grand Total	5,22,04,247	53,11,172	8,38,31,882	84,44,605

IV—Number of Teachers

Item	1955-56		1958-59	
	Total	Women	Total	Women
1	2	3	4	5
Universities and Colleges	N.A.	N.A.	2,327	234
High and Higher Secondary Schools	12,940	1,502	7,204	872
Middle Schools			10,517	1,687
Primary Schools	14,732	1,624	20,252	2,165
Pre-Primary Schools	11	11	25	23
Vocational and Technical Schools	N.A.	N.A.	409	11
Special Schools	N.A.	N.A.	566	37

V—Examination Results

Students Passing—				
M.A. and M.Sc.	N.A.	N.A.	901	149
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	2,189	461
Professional (Degree)	N.A.	N.A.	77	1,548
Matriculation and Equivalent Examinations	N.A.	N.A.	22,007	1,921

VI—Number of Institutions in Rural Areas

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities and Colleges	1	..	3	1
High and Higher Secondary Schools	51	1	105	2
Middle Schools	576	28	796	24
Primary and Pre-Primary Schools	6,943	360	10,134	348
Vocational and Special Schools	1,011	127	1,108	127
Total	8,582	516	12,146	502

VII—Number of Pupils from Rural Areas

	Total	Girls	Total	Girls
Universities and Colleges	6,906	5	9,977	107
High and Higher Secondary Schools	29,612	422	40,280	827
Middle Schools	97,664	8,832	1,50,384	14,990
Primary and Pre-Primary Schools	2,82,661	31,552	4,63,358	43,918
Vocational and Special Schools	14,742	1,364	20,959	3,028
Total	4,31,585	42,175	6,84,958	62,870

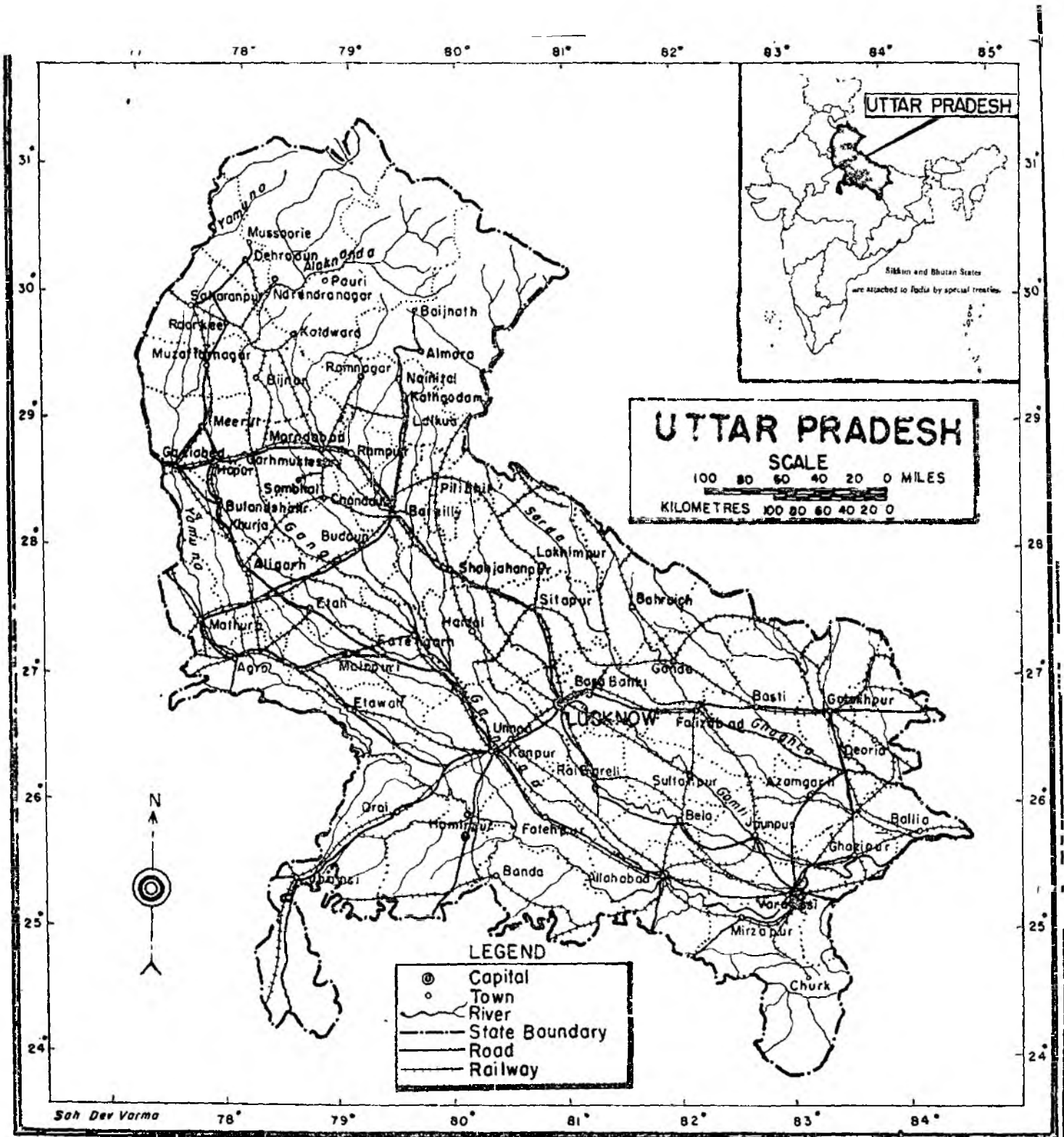
VIII—Number of Students in Selected Classes—

Number of Students in Classes—				
I-V	N.A.	N.A.	8,30,745	1,52,928
VI-VIII	N.A.	N.A.	1,59,088	19,110
IX-XI	N.A.	N.A.	65,423	5,465

IX—Some Selected Averages and Percentages

	1955-56	1958-59
I	2	3
Cost per Capita on Education	N.A.	N.A.
Cost per Pupil—		
High/Higher Secondary Schools	97.7	112.6
Middle Schools	51.5	51.4
Primary Schools	33.0	32.0
Number of Pupils per Teacher in—		
High/Higher Secondary Schools	} 21	21
Middle Schools		25
Primary Schools		27	32
Percentage of Trained Teachers in—		
High/Higher Secondary Schools	} 40.1	44.3
Middle Schools		49.9
Primary Schools		40.0

UTTAR PRADESH



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CHAPTER XVI

UTTAR PRADESH

1. GENERAL INFORMATION

Uttar Pradesh, the State with the largest population in India, has an area of 1,13,454 square miles. According to the provisional census figures of 1961, the total population of the State was 7,37,52,914 of which 94,76,118 (or 12.85 per cent) lived in the urban and 6,42,76,796 (or 87.15 per cent) in the rural areas. There are 1,11,722 villages, 2,57,468 hamlets and 486 towns in the State. Sixteen towns have a population of over one lakh. The State represents 18 per cent of the total population of the country, but occupies only 9 per cent of its area. The density of population is 6500 persons per square mile.

The climate of Uttar Pradesh is essentially monsoonal with a long dry season and extremes of temperature. The rainfall averages below 40 inches in the eastern plains, the mountains in the north getting more than the average. Fluctuations in the time and amount of rainfall are common and result in draughts in some years and in devastating floods in others.

The distribution of population according to religions reveals that Hindus form the majority, with Muslims, Jans, Christians and others following in that order. The Scheduled castes numbering 11,479,102 form 18.02 per cent of the total population (1951 census). They are economically and socially very backward. Untouchability has lost much of its former acuteness but its complete eradication is yet to be achieved. Child marriage and 'purdah' are fast disappearing. Prejudice against girls' education, especially against education in mixed schools, still persists, particularly in the rural areas. The rigidity of the caste system has considerably slackened in modern times although denominational institutions are still quite common.

The State has a rich cultural heritage. As the birth place of Rama and Krishna, the great heroes of the two most popular Hindu epics, and also of the Buddha, the founder of

one of the greatest religions of the world, Uttar Pradesh has many places of pilgrimage such as Ayodhya, Hardwar, Mathura, Badrinath (the seat of one of the four 'Maths' founded by Shankaracharya), Varanasi, Sarnath and Prayag which are held in reverence by millions of people. The State is also fortunate in having at Agra the peerless architectural gem, the Taj. Other famous monuments of the Moghul period include the abandoned city of Fatehpur and Akbar's forts at Allahabad and Agra. The ghats on the banks of the Ganges at Varanasi have a charm of their own. The State is well known for the exquisite embroidery and *zari* work of Lucknow and Varanasi.

The pace of industrialisation in the State has been slow. About 74.2 per cent of the people still depend upon agriculture. Of others 8.4 per cent are engaged in production of one kind or another, 5.0 per cent in commerce, 1.4 per cent in transport and 11.0 per cent in other services. The per capita income is below the national average. The pressure of population on land is great and is almost twice the average for the country as a whole.

Educationally, the State is divided into 54 districts. The educational districts coincide with revenue districts. For better supervision, inspection and control of educational institutions for boys, the districts are grouped into eight regions. For purposes of girls' education, the State is divided into regions which are co-terminous with those for boys' except that two of the latter (Kumaon and Bareilly) together constitute one region for girls' education.

The local bodies (corporations, municipalities and *Antarim Zilla Parishads*) are charged with the responsibility of administering primary and junior high school education in the urban and rural areas. The supervisory staff in each *Antarim Zilla Parishad* is provided by the Department of Education. It consists of a deputy inspector of schools and a number of sub-deputy inspectors of schools. The corporations and municipalities have their own education superintendents. These officers are subordinate to the presidents of the local bodies. Under the existing Municipal and *Antarim Zila Parishad* Acts, the local bodies have full powers to

administer, develop and encourage primary education within their respective areas. As regards educational finance, the local bodies have to make provision out of their existing appropriations; they have no authority to levy an educational cess. They are, however, assisted by the Education Department by means of liberal grants-in-aid every year. These take the shape of contract grants towards the expenditure incurred by the local bodies on education, recurring grants for school libraries, maintenance grants for specific purposes and grants for purposes such as introduction of subjects like wood-craft, agriculture, general science etc., and purchase of raw materials for craft subjects.

Hindi is the State language. Facilities exist for the study of regional and foreign languages. At the primary stage, instruction is given through the child's mother tongue, which in most cases is Hindi. It is also given through Urdu where the number of children whose mother tongue is Urdu is large enough for the purpose.

2. BRIEF REVIEW OF EDUCATION PRIOR TO 1947

Known variously through the ages as Antarvedi, Madhyadesha, North-Western Provinces and the United Provinces of Agra and Oudh, Uttar Pradesh has a more or less continuous tradition of teaching and learning. Varanasi, Prayag, Kanauj and Mathura have been renowned places of Sanskrit learning for centuries past. Famous centres of Persian and Arabic education like Deoband and Jaunpur flourished in the Middle Ages and have maintained their reputation to this day. Nor was elementary education neglected. The *Pathashala* and the *Maqtab* served the common man and taught him the rudiments of reading, writing and arithmetic. These institutions, which flourished under the patronage of the local communities, continued well into the nineteenth century until they were gradually supplanted and their place taken up by the modern schools.

Modern education in Uttar Pradesh may be said to have begun in 1818 when the first English school was opened in Varanasi, thanks to the munificence of Raja Jag Narayan Ghoshal. Other institutions of modern education soon followed—the Agra College that became an important nucleus of the Agra University, came into existence in 1824 with the

help of a gift from Gangadhar Shastri; the Engineering College at Roorkee in 1847; and the St. John's College, Agra in 1852. All these colleges were affiliated to the Calcutta University when it started functioning in 1857. The demand for English education which had been increasing steadily gained further encouragement from the Report of the Hunter Commission (1883). Not only were new colleges started at Lucknow, Allahabad, Kanpur, Varanasi and Aligarh, a university was also established at Allahabad in 1887. In 1902, this university had 32 affiliated colleges which included three in Rajputana, two in Central India and one in the Central Provinces.

During the same period, primary education also made some headway. Uttar Pradesh was the first State to levy a cess for primary education and to establish a network of primary schools, called the *Halkabandi* schools, under the lead given by its Lieutenant Governor, Thomason. But these and other new schools that came to be established could hardly make up for the loss of indigenous schools which had virtually disappeared by the end of the nineteenth century. In the meantime and as recommended by the Hunter Commission, the control of primary education was transferred to the local bodies. This helped the progress of primary education. The Government of India Resolution of 1904 gave a further fillip by emphasising the need to expand facilities for primary education. A Primary Education Act under which education could be made compulsory in municipalities for boys and girls was passed in 1919. However, in spite of these measures, the rate at which primary education progressed continued to be rather slow till 1921.

With the introduction of diarchy in 1921, education became a transferred subject. The noted liberal leader and journalist, the late Shri C. Y. Chintamani, became the first Minister of Education. The District Board Primary Education Act permitting the introduction of compulsion in rural areas as well was passed in 1926. Between 1922 and 1937, 36 municipalities and 25 rural areas found it possible to introduce compulsory education. This period saw even more important changes in the organisation of secondary and university education. Acting upon one of the most important recom-

recommendations of the Sadler Commission, a Board of High School and Intermediate Education was set up under the relevant Act, passed in 1921. The Board was assigned the task of conducting public examinations at the end of the high school and intermediate stages. The measures relieved them of the responsibility of conducting examinations below the degree stage. Intermediate education thus came to be regarded as part of school education, at best preparatory but by no means part of university education. Meanwhile, three new universities came into existence—the Banaras Hindu University (1916), the Aligarh Muslim University (1920), and the Lucknow University (1920). To them was added, in 1927, a fourth—the Agra University. It should be stated that only the 'provincial' universities—Allahabad, Lucknow, Agra—were affected by the organisational changes indicated above; the other two, Aligarh and Banaras, remained unaffected as they were under Central control.

With the advent of provincial autonomy and popular ministries in 1937, education in the State experienced a new life. Under the inspired guidance of Dr. Sampurnanand, the then Education Minister, a number of new schemes were taken up and it was planned to introduce important changes in all important spheres of education. Unfortunately, the resignation of the Congress ministries in 1939 brought matters to a standstill and it was not until 1947 that educational planning could be resumed seriously on a scale commensurate with the needs of the State.

3. PRIMARY EDUCATION

Primary education in the State covers a period of five years and is administered by local bodies, both in rural and urban areas. About 12,000 new schools were opened between 1947 and 1951 in an attempt to provide primary education facilities to every child within a radius of $1\frac{1}{2}$ miles. As a result, the total enrolment of primary schools during this period increased from 15.76 lakhs to 27.27 lakhs, the percentage of children enrolled to total school-going population increasing from 22.6 to 35.7. Unfortunately this tempo of expansion could not be maintained during the first Plan (1951-56), due mainly to financial stringency.

Efforts to expand primary education were resumed in the second Plan. An educational survey of the State was carried out and an intensive effort was made to increase enrolment. It is estimated that, by 1961, there were about 40 lakhs of children in primary classes as against 28 lakhs in 1956.

The textbooks at the primary stage have been nationalised. So far textbooks in Hindi and Arithmetic for classes I, II and III have been produced. A very close scrutiny of the syllabus for primary stage has been undertaken side by side. A revised syllabus is likely to be introduced very soon. A comprehensive handbook for teachers in two volumes has also been prepared.

The State Government continues to be concerned about the low salary scales of primary teachers although it has tried to improve them from time to time. The present scales are as follows.

Headmaster	Rs. 51-66 p.m.
Assistant Master (Trained)	Rs. 42-56 p.m.
Assistant Teacher (Untrained)	Rs. 26 p.m. (exclusive of dearness allowance of Rs. 13.50 up to Rs. 46 and of Rs. 14.50 above Rs. 46)

The total allocation for primary education has been steadily increasing. In 1946-47, this was Rs. 121 lakhs. The figure rose to Rs. 332 lakhs in 1950-51, to Rs. 425 lakhs in 1955-56 and to Rs. 587 lakhs in 1959-60.

The number of primary teachers increased from 43,468 in 1948 to 88,556 in 1959. In spite of this the pupil-teacher ratio, which stood at 35:1 in 1955-56 has since increased to 40:1. The minimum qualification for a primary school teacher is the Junior High School Examination Certificate. A candidate desiring appointment as a primary school teacher has to undergo a two-year training course in a basic school. On an average, 3,000 teachers are trained every year in the 117 basic normal schools of the State. The number includes 48 training schools opened in 1959 under the Government of India scheme. The proportion of trained teachers in 1959 was 93 for men and 83 for women.

While there is no difficulty in regard to the availability of men teachers, the position in regard to women teachers continues to be unsatisfactory. Recruitment of women teachers is particularly difficult for schools in rural areas. The main problem is that while girls in the urban areas are very reluctant to work in the rural areas, the number of girls in schools in the rural areas is quite inadequate to meet the personnel needs of such areas. The seriousness of the situation may be judged from the fact that, of the total number of 7,000 girls in the junior high schools in 1959, not more than 1,700 were in the terminal class (VIII).

4. BASIC EDUCATION:

On the recommendations of the Acharya Narendra Deo Committee, the Government of Uttar Pradesh launched a big drive for the expansion of basic education in 1938. By 1945, most of the teachers had been trained in basic education. The programme for the conversion of primary schools to basic schools was intensified after 1947 with the result that all primary schools in the State are now run as basic schools.

In 1959, there were 36,364 junior basic schools and 108 basic normal schools to train primary teachers. In rural areas, where land is no problem, agriculture is the main craft in basic schools. In urban areas where hardly any land is available, provision is made for other crafts. In girls' schools, provision is made for crafts suitable for girls.

With a view to converting the junior high schools to the basic pattern, agriculture and other crafts (such as wood-craft, tailoring, metal-craft) were introduced in such schools under a State-wide scheme of reorientation launched in 1954. Under this scheme, about 21,000 acres of land and Rs. 32 lakhs in cash were received in donation from the public. Facilities for the training of teachers of junior high schools were provided in three government basic training colleges. The scheme has progressed very well and the income from the farm produce in the year 1959-60 stood at about Rs. 9 lakhs. *Yuvak Mangal Dals* have been attached to these schools and efforts are now under way to develop them into community centres.

5. SECONDARY EDUCATION

The Reorganisation of education carried out in 1948 laid down the organisation of pre-university education into three stages covering twelve years in all: (1) primary or junior basic stage consisting of classes I-V; (2) the senior basic or the junior high school stage consisting of classes VI-VIII; and (3) higher secondary stage consisting of classes IX-XII.

A number of reforms were introduced at the junior high school stage. The distinction between Hindustani and Anglo-Hindustani schools was done away with. All junior high schools now conform to the same pattern with English as an optional and Hindi as a compulsory subject of study. Agriculture and crafts were introduced compulsorily as basic subjects in the curricula in about 3,000 institutions. The total acreage of improved and reclaimed lands attached to these schools in 1958-59 amounted to 10,000 and 13,000 respectively. About 2,730 extension teachers and 2,558 extension guides, appointed in schools under this scheme, are piloting the project.

The higher secondary schools were to provide four types of courses: literary, scientific, constructive and aesthetic. In the second Plan, the recommendations of the second report of the Acharaya Narendra Deo Committee were implemented to a large extent and secondary schools were strengthened in respect of playgrounds, buildings, libraries, equipment etc. A Bureau of Psychology was established at Allahabad in 1948. With its gradual expansion, educational and vocational guidance to students is being provided on an ever-expanding scale.

The total number of recognised institutions at the junior high school stage rose from 1,850 (with an enrolment of 2,47,841 and 11,381 teachers) in 1946-47 to 4,073 (with an enrolment of 4,88,230 and 21,574 teachers) in 1958-59. At the higher secondary stage, the progress has been even more remarkable. The number of institutions for boys was 415 (with an enrolment of 25,663) in 1946-47. By 1958-59, there were 1,376 institutions for boys (with an enrolment of

6,73,981) and 256 institutions for girls (with an enrolment of 1,24,311).

The programme for the conversion of secondary schools to multipurpose schools has made good progress. Out of a total number of about 1,700 recognised high schools and intermediate colleges, as many as 902 have been converted into multipurpose institutions.

In order to meet the supply of trained graduate teachers for secondary schools, the Department of Education is maintaining four government training colleges at the graduate level. Besides, there are eight aided and recognised L.T. training colleges. The universities of Allahabad, Aligarh, Varanasi, Lucknow and Gorakhpur maintain Education Departments or teacher training colleges of their own. The number of B.T. or B.Ed. colleges in 1958-59 was 18 with an enrolment of 1,636 students. In all, about 3,000 trained graduate teachers are being produced annually and the output seems to be sufficient to meet the needs of the State. The government colleges of physical education for men and women at Rampur and Allahabad respectively and the College of Home Science at Allahabad afford specialised training in their respective spheres.

Extension services departments have been started at seven selected training colleges including teacher training departments of universities. They are doing useful work and have helped to tone up teaching in secondary schools. The English Language Teaching Institute, established with the cooperation of the British Council and financial assistance of the Nuffield Foundation in 1956 and attached to the Government Central Pedagogical Institute at Allahabad is doing good work and assisting in the improvement of teaching of English.

In order to improve their service conditions, pay scales of teachers in aided schools were revised in 1959. In order to further build harmonious relations between teachers and their managements, the Intermediate Education Act, 1921, was amended making it obligatory for all recognised institutions to have the headmaster/principal and two other teachers

as *ex officio* members of the managing committee with the right to vote.

6. UNIVERSITY EDUCATION

Before 1947, there were only five universities in the State—Allahabad, Banaras, Lucknow, Aligarh and Agra. They are all unitary, teaching and residential, except the University of Agra which was created as a purely affiliating body to relieve the University of Allahabad of the latter's affiliating functions. It has taken up teaching functions since and has started two institutions, namely, K. M. Institute of Hindi Studies and Linguistics, and the Institute of Social Sciences.

Three universities were established after 1947: Roorkee (1949), Gorakhpur (1956), and Varanaseya Sanskrit (1956). The Roorkee University, which grew out of the Thomason Engineering College, is mainly an engineering university. The Gorakhpur University was created to relieve the University of Agra of its affiliating functions in the eastern area of the State. It combines affiliation with teaching. Varanaseya Sanskrit University too is teaching as well as affiliating and is unique in as much as it is the only university in India teaching through the medium of Sanskrit.

Established independently without a charter of the Government, the Gurukul at Hardwar has the status of a university.

The number of affiliated degree colleges was 41 in 1949-50 but 90 in 1958-59. Of these, the State Government runs three : post-graduate degree colleges at Gyanpur (Varanasi) and Nainital and a degree college at Rampur. Several new departments have been added to the universities and a number of degree colleges set up in recent years.

The number of teachers in universities and degree colleges was 5,577 in 1959-59, as against 2,465 in 1949-50. The number of scholars was 87,837 in 1958-59 as against 45,364 in 1949-50. The enrolment of girls at the university stage increased from 1,545 in 1949-50 to 7,514 in 1958-59.

The problem of numbers at the university stage has become very acute. Institutions are extremely overcrowded

making any contact between the teacher and the taught virtually impossible. Unrest among students has been on the increase, leading at times to acts of indiscipline. Steps taken to meet this situation include the appointment of deans of student welfare and the institution of the tutorial system. It is felt that unless something can be done to reduce the overcrowding at the university stage, no permanent solution can be found to the problem of falling standards and student indiscipline.

In the universities of Allahabad, Agra and Lucknow, the posts of readers and lecturers have been abolished and replaced by posts of assistant professors. The step has raised the maximum of the salary of former lecturer to that of the salary of the former reader. In the newly constituted universities of Gorakhpur, Roorkee and Varanaseya Sanskrit, the new pattern of scales is being followed from the start. The salaries of teachers in degree colleges and post-graduate degree colleges have also been raised.

The question of reorganising university education by making the first degree a three-year course is now engaging the attention of the Government.

7. TECHNICAL EDUCATION

Most of the universities in Uttar Pradesh offer courses in applied sciences. By maintaining high standards, they have raised and maintained the professional status of the engineer. Apart from a full-fledged engineering university at Roorkee and the three departments of Civil, Electrical and Mechanical Engineering of the Aligarh Muslim University, the State has six colleges of engineering and technology—three affiliated to the Agra University and three to the Banaras University. These institutions offer a variety of courses in different branches of engineering and technology and have a total intake capacity of about 1,000.

Recently, the Board of High School and Intermediate Education, U.P., has introduced engineering courses in the high school (technical) and intermediate (technical) examinations. The duration of the course is four years, with General Engineering at the high school stage (classes IX and X) branching off into Mechanical Engineering or

Electrical Engineering in classes XI and XII. Successful students are first appointed as apprentices in factories or workshops; thereafter, they are expected to be absorbed as skilled foremen.

There are forty vocational institutes, polytechnic schools and training centres which offer courses in Civil, Mechanical and Electrical Engineering and in different vocations. There is a State Board of Technical Education and Training which is charged with the responsibility of maintaining uniform standards at the diploma level.

8. SOCIAL EDUCATION

Social education in Uttar Pradesh is now mainly the concern of the Planning Department.

An interesting experiment in the field has been the establishment of two squads for social education in the second Plan. Their activities include organisation of literacy classes and celebration of social and civic functions. The total expenditure on the scheme during the second Plan was estimated at about Rs. 3.5 lakhs.

A mobile library was established in 1957-58. The Department also gives grants-in-aid to private rural libraries.

Against one mobile van for educating people through film shows in 1947-48, there are five now. Every year, some 400 film shows and talks are held for the benefit of the rural people.

A scheme of publication of literature for neo-literates was taken up during the second Plan. Some 40 publications are expected to have been issued by 1960-61. Mention should also be made of a magazine in simple Hindi for the neo-literates which has been published regularly since 1950.

9. EDUCATION OF GIRLS

The number of different types of girls' schools and their enrolment for 1947-48 and 1958-59 can be seen in the table below.

	1947-48	1958-59
1. No. of Junior Basic Schools for Girls	1,899	3,492
2. Enrolment in Junior Basic Schools	2,03,348	6,33,244

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	1947-48	1958-59
3. No. of Junior High Schools for Girls	485	618
4. Enrolment in Junior High Schools	82,791	89,014
5. No. of Higher Secondary Schools for Girls	110	256

A large number of scholarships are awarded to girls at all stages of education.

By 1959 only 10 per cent of the girls in the rural areas were under instruction at the primary stage. However, the enrolment of girls in girls' primary schools in rural areas is on the whole satisfactory; it is only in mixed schools that the attendance of girls poses a problem. The main task, in so far as girls' education in rural areas is concerned; is of providing primary schools with women teachers. Unfortunately, the number of women teachers available for rural primary schools is extremely limited. While urban girls are not generally willing to go and work in rural areas, the question of recruiting rural girls as teachers does not arise since, due to insufficient attendance, not many are available for the purpose. It is the challenge set by this vicious circle that has to be faced now.

10. TEACHING OF SCIENCE

There has been a good deal of co-ordinated effort towards the expansion and improvement of facilities for the teaching of science. The teaching of General Science in the junior high schools was introduced in 220 schools at the end of the first Plan and has since been extended to 310 additional institutions in the second. It is proposed to expand the programme further during the third Plan. The teaching of science has also been strengthened in a number of higher secondary multipurpose schools.

To encourage the brighter pupils, scientific research competitions have come to be held annually. Another significant move has been the organisation of 'science clubs' throughout the State. There has been a continuous stream of

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seminars, workshops and refresher courses to provide an edge to the teaching of science in schools. Guide books for teachers of science in primary and junior high schools have also been published.

The main problems of science teaching in the coming years would relate to the supply of qualified teachers and laboratory equipment necessary for the ever-increasing number of students going in for science.

11. SCHOLARSHIPS

An adequate provision of scholarships at different stages is necessary for the equalisation of educational opportunity. The following table gives the necessary data for 1947-48 and 1960-61.

	1947-48		1960-61	
	No. of Awards	Budget Provision	No. of Awards	Budget Provision
Primary Schools	1,340	51,700	368	25,700
Secondary Schools	928	6,61,500	8,104	18,12,100
Arts (Degree) Colleges	165	61,640	1,107	4,26,500
Total	2,433	7,74,840	9,579	22,64,300

The State Government also provides books and the following types of stipends to eligible pupils.

	Funds Provided (1956-57)
1. Stipends for the wards of those who participated actively in the freedom struggle.	Rs. 1,94,640
2. Middle Class Stipends	Rs. 88,500
3. Destitute Stipends	Rs. 29,000

In all the junior high and higher secondary schools of the State, 10 per cent and 15 per cent of the students respectively are awarded freeships and half freeships. No tuition fee is charged in classes I to V of the junior basic schools and in class VI of the junior high or higher secondary schools.

12. PHYSICAL EDUCATION

Every student receives physical training for at least three periods a week in the junior high school classes and two periods a week in the higher secondary school classes. The Educational Code lays down that a whole-time qualified P.T. instructor will be provided in every higher secondary school. For an intermediate college the P. T. teacher should be a graduate holding a diploma in physical education. For a high school the P.T. teacher should have passed the Intermediate examination and should hold a certificate in physical education. Untrained P.T. teachers of recognised high schools are considered qualified if they have undergone three months' training at the Government College of Physical Education, Rampur.

To train physical education teachers, there are four colleges of physical education in the State. Two of these are managed by the Government (one at Rampur for men and the other at Allahabad for women), and two by private agencies—the Christian College of Physical Education, Lucknow, and the College of Physical Education, Samodhpur. Besides, Kashi Vyayamshala and Jhansi Vyayamshala are recognised by the Department for conducting short-term courses for teachers of junior high schools.

13. SCOUTS AND GUIDES, N.C.C. AND A.C.C.

Out of a total of 8 lakh students in the higher secondary schools, 82,000 are enrolled in scouting and guiding, 11,000 in N.C.C. and 80,000 in A.C.C. Besides, a number of *Yuvak Mangal Dals* are functioning in the rural areas. Bharat Sevak Samaj also organises social service training camps for youths between 15 to 25 years.

The organisation of the Pradeshiya Shiksha Dal, formerly called the P.E.C., is one of the several measures taken by the State Government for the promotion of youth welfare. Although it does not attempt to provide as intensive a training as the N.C.C. its field is akin and the number of students much larger. The scheme had a modest beginning in 1948 when, in the first instance, it was confined only to 11 important towns of the State. By 1955, it had been extended to all the district headquarters towns. In 1958 was

passed a Bill, called the Pradeshiya Shiksha Dal Vidheyak. The Dal is growing from strength to strength every year and the total number of students receiving training under the programme is well over 62,000 at present.

The scheme is run by the *Nirdeshak*, Sainik Shiksha Evam Samaj Sewa, who is under the administrative control of the Director of Education. The whole State has been divided into 17 zones and each zone has been placed under the charge of an officer called the Commandant, Pradeshiya Shiksha Dal. In institutions, the training is looked after by the teachers specially trained for the job.

Two central camps are held every year, a camp for a fortnight at Faizabad for 2,000 students and another for one month in summer at some hill station for 500 students. The cadets attending these camps are given advanced training in drill, weapons and leadership.

14. GAMES AND SPORTS

There is a Council of Sports and Physical Education at the State level. Each year, the Uttar Pradesh Olympic Association conducts a State athletic meet and sends selected athletes to participate in the All-India Athletic Meet.

Youth rallies are held every year in different districts. Boys and girls from primary and secondary schools take part in them in large numbers. The selected athletes and competitors meet again in the regional meet where selections are made for the State *Yuvak Samaroh*.

Every year, in the month of January, the State *Yuvak Samaroh* is held at Lucknow in which 3,000 boys and girls from different regions take part. It is one of the most popular functions held in the State capital.

15. SCHOOL HEALTH SERVICE

In each of the 14 bigger cities of the State, a whole-time school health officer has been appointed for regular medical inspection of students in all the recognised institutions in these cities. In other towns, this function is performed by the municipal or district health officer.

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The State Government appointed a School Health Reorganisation Committee some time ago. The report of the committee is now under consideration.

16. EDUCATION OF THE BACKWARD CLASSES.

There are no Scheduled tribes in Uttar Pradesh. The main problem relates to the social and economic uplift of the Harijans. A Directorate of Harijan Welfare was set up in 1950-51. Education from the lowest primary class to the university stage is free for Harijan students.

Non-recurring assistance and stipends are also given to them at all stages of education. There were 7,63,450 Scheduled caste students receiving free education in 1960-61 at an estimated cost of Rs. 60 lakhs. In 1960-61, a sum of Rs. 46.83 lakhs was earmarked for 50,683 pre-matric and Rs. 47.53 lakhs for 15,907 post-matric students.

Programmes of technical training for Harijan students have been greatly expanded. Harijan youths are being trained in the work of tracers and *mistries* at the headquarters of different executive engineers under the guidance of the Chief Engineer, Public Works Department. Ten per cent of the total intake in all the institutions (whether run directly or recognised by the Department) are reserved for Harijan students. The Directorate of Harijan Welfare has also been running technical training centres at Bakshí-ka-talab (Lucknow), Gorakhpur and Nainital. The distribution of students in these institutions, all of whom receive stipends, is 70 per cent Harijan, 15 per cent Backward class and 15 per cent others.

The State Government gives grants towards the maintenance of schools, hostels, libraries, and night schools for Harijans. There are more than 500 such institutions. A provision of Rs. 5.3 lakhs was made during 1960-61 for this purpose.

17. PRE-PRIMARY EDUCATION

During 1949-50, there were only two nursery schools in the State with 319 children on rolls. Today, there are 150 nursery schools. Nursery classes are also conducted in three normal schools for girls. A sum of Rs. 10,000 is provided every year in the normal budget as non-recurring assistance

to the nursery and kindergarten schools. During the second Plan, there was a provision of Rs. 5 lakhs for regular assistance to pre-primary schools. Some 25 institutions are receiving grant-in-aid under this scheme.

The Government runs a nursery training college at Allahabad for the training of nursery teachers. It is proposed to strengthen the college during the third Plan. There is also a private nursery training college recognised by the Department.

18. EDUCATION OF THE HANDICAPPED CHILDREN

There are 22 aided institutions for the deaf, dumb and blind in the State. The total value of grants given to them in 1958-59 came to about Rs. 1 lakh. There is also a provision for the award of stipends to students in these institutions. Two government institutions for the blind (one at Gorakhpur and the other at Lucknow) and two institutions for the deaf and dumb (one at Agra and another at Bareilly) are being run by the Education Department. There is also a training college for teachers of the deaf and dumb.

The Bureau of Psychology at Allahabad has set up a wing for child guidance which deals with mentally handicapped children. During the last five years, some 215 cases were referred to this unit. Children are also referred to the district psychological centres in Meerut, Kanpur, Bareilly, Varanasi and Lucknow. It has not been possible to make any special provision for schools or hostels for mentally handicapped children so far.

19. DEVELOPMENT OF HINDI

Hindi in Devnagari script was declared the State language of Uttar Pradesh in October 1947. In 1950, the Uttar Pradesh Language Act provided that all the Bills introduced in or Acts passed by the Legislature would be in Hindi. In 1951 was passed the Uttar Pradesh Official Language Act providing that all orders, rules, regulations, by-laws, etc. would be issued in Hindi. In 1952 was taken the decision that, as far as possible, all government work should be done in Hindi. A Language Division has been set up in the Secretariat for the promotion of Hindi. It was also

declared that Hindi would be the language of the civil and criminal courts.

Hindi is compulsory subject of study at all stages up to the intermediate classes and is also the medium of instruction and examination at the secondary stage. Textbooks in different subjects are being published in Hindi to meet the educational requirements of the situation.

There are several notable institutions and organisations working for the promotion and development of Hindi. Some of these organisations conduct Hindi examinations, with centres spread all over the country.

A Hindi Samiti has been established. A Hindi Literature Fund has been in existence since 1948. It is proposed that original works should be produced and eminent works from other languages translated into Hindi. A number of books under these categories have already been published. It has also been provided that literary or scientific works of outstanding merit should be rewarded and writers and scholars given pecuniary assistance out of this Fund.

20. PROMOTION OF SANSKRIT

Sanskrit is being taught in the oriental institutions called *Pathashalas*. The number of *Pathashalas* is 1,100. Of these 556 are aided at present as against 180 in 1947. The *Pathashalas* are affiliated to the Sanskrit University.

The inspection of Sanskrit *Pathashalas* is the responsibility of an inspector who is assisted with five assistant inspectors, one for each region.

21. AUDIO-VISUAL EDUCATION:

In all institutions, from the primary to the higher secondary stage, a small audio-visual education fee is levied and the proceeds are utilised for the provision and maintenance of audio-visual aids.

A State Board of Audio-Visual Education was established in 1954. District audio-visual associations have been established in 32 districts. The extension services departments which have been started in six training colleges are equipped with modern audio-visual aids and hold seminars and training courses for the teachers of high schools.

The Audio-Visual Section of the Education Expansion Department had by March 1961 produced more than 50 films and 30 filmstrips. Many of these have won acclaim outside the State. It has also a good film library.

22. EDUCATION AND EMPLOYMENT

There are 42 employment exchanges in the State, of which one is Regional Employment Exchange situated at Kanpur, nine sub-regional employment exchanges, 27 district employment exchanges and five sub-offices. Several more district employment exchanges are expected to be started in the near future.

Employment and Training Department is opening guidance and university bureaux to help the educated unemployed. It has already opened two university bureaux, one at Aligarh and the other at Varanasi and attached five vocational guidance units to the employment exchanges. It is also proposed to set up three more university bureaux and four vocational guidance units in the near future.

23. ADMINISTRATION

The Director of Education has his headquarters at Allahabad and a camp office at Lucknow where he resides. He is assisted by the Joint Director of Education who holds charge of the headquarters office with five senior Deputy Directors of Education, one of whom is a woman. As was stated earlier, the State is divided into eight educational regions, each in the charge of a Regional Deputy Director and a Regional Inspector of Girls' Schools. A district inspector of schools assisted by a deputy inspector of schools and a number of sub-deputy inspectors (there is one such officer for about 60 basic schools) supervises the educational activities of his district. An assistant (or deputy) inspectress of girls' schools is in charge of girls' institutions of the same level in each district. In six bigger districts, the district inspector of schools is assisted by an associate inspector of schools.

The hill areas of Uttar Pradesh have been very backward in education. In order to ensure a rapid development of these areas, three new districts of Uttar Kashi, Chamoli and

Pithoragarh have been created under a new division named Uttara Khand.

In 1950-51, the expenditure on direction and inspection was 5.2 per cent of the entire educational budget. Although the education budget for the subsequent years has been steadily rising, there has been no corresponding rise in the percentage of expenditure on direction and inspection. For the year 1960-61, the total budget provision for education was Rs. 17.22 crores out of which the expenditure provided under direction and inspection was Rs. 62.16 lakhs or about 3.6 per cent.

24. FINANCE

The State budget for education has increased from Rs. 7.37 crores (or 14.1 per cent of the total budget) in 1950-51 to Rs. 17.22 crores (or 12.9 per cent of the total budget) in 1960-61. These figures exclude provision included in the P.W.D. budget (for buildings of government institutions) and expenditure by other government department on education.

Voluntary effort in the State has made a significant contribution to education and is very marked in the field of secondary education. The number of private higher secondary schools is 1,444 as against 127 run by the Government. Of these 1,240 are given maintenance grants by the Government. In assessing the aid due, a contribution by the management equal to one-fourth of the increments in teachers' salaries is taken into account. While sanctioning non-recurring grants for buildings, furniture, library etc., the managements are required to spend from their own resources also. The initiative for the expansion of secondary education in the State has almost entirely been with private bodies.

25. A RETROSPECT AND A PROSPECT

The State has, in recent years, taken a lead in many areas of educational development, such as the adoption and development of basic education at the primary and junior high school stages; expansion of education at the primary and secondary stages at a rapid pace; diversification of secondary education; development of university and technical education

by starting new universities and institutions where needed and by consolidating the older ones. Schemes already implemented include the Prantiya Shiksha Dal which is a scheme for inculcating a spirit of military discipline and service among the youth, schemes of social education and audio-visual education, provision of guidance services for secondary school pupils (through the State Bureau of Psychology and its branches) and a scheme of establishing central and district libraries. Nevertheless, much remains to be accomplished. There are marked deficiencies in a number of areas due to historical, economic and other factors which it has not been possible to remove so far. The draft third Five Year Plan has been drawn up with the object of reducing these deficiencies to the utmost extent compatible with the resources available.

Of all problems the most urgent is that concerning the provision of universal primary education for the age group 6-11. The percentage of children in the age range 6-11 who were in school by the end of the second Plan is estimated to be about 39—60 per cent for boys and 18 per cent for girls. Much leeway has, therefore, to be made up particularly in the case of girls. The enrolment targets proposed for the third Plan are 82 per cent for boys and 43 per cent for girls. Nearly 59 per cent of the total outlay of the third Plan is earmarked for the expansion of education at the primary stage.

At the junior high school stage (11-14 years), nearly 1,100 junior high schools (including 225 for girls) will be either opened or assisted with grant-in-aid. It is expected that 11.60 lakh or 23 per cent of the children in the age group 11-14 will be in school by the end of the third Plan. Special attention is being paid to schemes for expansion of girls' education, so that women teachers for primary schools for the fourth and subsequent Plans may be available in sufficient numbers. Besides, junior high schools (now known as senior basic schools) will be further strengthened in agriculture, craft and science courses.

At the secondary stage, the number of higher secondary schools is expected to increase from 1,800 to nearly 2,100 during the third Plan. Their enrolment during the same

period is likely to go up from 5.12 to nearly 7.40 lakhs (or roughly 13 per cent of the population in the age group 14-18). All unaided recognised higher secondary schools will be placed on the regular grant-in-aid list during the next five years.

In respect of university education, it is proposed to set up new universities at Meerut, Kanpur and Nainital and to develop a suitable programme of assistance to the present universities. The third Plan will also seek to make a beginning with the three-year degree course.

Facilities for teacher training, particularly at the primary stage, will be expanded. Special training institutions such as the Nursery Training College, College of Home Science and College of Physical Education will be further developed. The English Language Teaching Institute, Allahabad, is proposed to be put on a permanent footing.

Of the other schemes included in the third Plan, mention may be made of the provision of nearly 4,300 scholarships at the secondary stage and a number of bursaries at the degree and post-graduate stages for meritorious but poor students. These will imply a total outlay of Rs. 81 lakhs, including Rs. 5 lakhs for girls at the secondary stage. The P.E.C., N.C.C., and A.C.C. schemes will be further developed to inculcate a spirit of military discipline, social service and manual labour in boys and girls. It is proposed to build a special girls' division of P.E.C. to be called the Rani Lakshmi Bai Division. Schemes of social education, audio-visual education and improvement of State and district libraries will also be taken up to secure a more balanced development of education in the State.

EDUCATIONAL STATISTICS OF UTTAR PRADESH

I—Number of Institutions

	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	6	..	6	..	8	..
Boards of Education	1	..	1	..	1	..
Research Institutions . . . . .	..	..	4	..	5	..
Colleges for General Education—						
Degree Standard	40	6	65	8	90	14
Intermediate Standard . . . . .	..	..	..	..	..	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry	4	..	4	..	7	..
Commerce	5	..	1	..	..	..
Engineering and Technology	1	..	2	..	3	..
Law . . . . .	..	..	..	..	1	..
Medicine	1	..	12	..	15	..
Teachers' Training—						
Basic . . . . .	..	..	5	..	5	..
Non-Basic	9	5	14	8	15	9
Veterinary Science	3	..	1	..	2	..
Others . . . . .	..	..	1	..	3	1
Colleges for Special Education	4	..	7	..	11	..

School for General Education—							
Higher Secondary Schools	987	154	1,474	221	1,632	256	
High Schools . . . . .	..	..	..	..	..	..
Middle Schools—							
Basic . . . . .	..	..	..	..	..	..
Non-Basic	2,854	468	3,640*	512*	4,073	618	
Primary Schools							
Basic	31,979	2,520	31,898	2,696	36,364	3,492	
Non-Basic . . . . .	..	..	..	..	..	..
Pre-Primary Schools	6	..	26	7	51	14	
Schools for Vocational and Technical Education—							
Agriculture and Forestry	1	..	3	..	8	..	
Art and Crafts . . . . .	..	..	..	..	..	..
Commerce	1	..	..	..	..	..
Engineering	11	..	12	..	24	..	
Medicine . . . . .	..	..	2	..	2	..
Teachers' Training—							
Basic . . . . .	..	..	97	18	108	20
Non-Basic	134	24	..	..	..	..
Technology and Industrial	67	7	71	28	82	35	
Others . . . . .	..	..	1	..	..	..
Schools for Special Education—							
For the Handicapped	12	1	14	1	21	1	
Social (Adult) Education	1,339	96	1,402	124	534	133	
Others	1,401	3	1,149	10	1,161	13	
Total	38,866	3,281	39,012	3,633	44,226	4,606	

*All are Junior High schools.

II—Number of Students

	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
<i>A. By Type of Institution—</i>						
Universities	20,776	1,671	27,418	2,802	32,618	3,755
Research Institutions . . . . .	..	..	366	..	392	1
Arts and Science Colleges	29,798	2,504	50,599	4,874	55,219	6,855
Professional and Technical Colleges	3,515	468	4,803	692	7,655	858
Special Education Colleges	1,051	304	1,656	525	2,171	768
Higher Secondary Schools	4,17,405	57,825	6,44,129	87,599	7,98,292	1,24,311
High Schools . . . . .	..	..	..	..	..	..
Middle Schools—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic	3,48,137	69,798	4,27,025	71,759	4,88,230	89,014
Primary Schools—						
Basic	27,27,404	3,35,229	27,37,827	4,84,596	35,23,562	6,33,244
Non-Basic . . . . .	..	..	..	..	..	..
Pre-Primary Schools	806	162	2,498	991	5,234	2,176
Schools for Vocational and Technical Education	19,977	1,437	14,627	2,740	17,931	3,363
Schools for Special Education	72,745	2,241	71,336	4,787	72,204	6,259

B. By Stages/Subjects

General Education (University Standard)—

Research	325	32	812	112	1,052	160
M.A. and M.Sc.	6,143	477	8,783	1,052	11,800	1,698
B.A. and B.Sc. (Pass and Hons.)	16,575	1,349	32,510	3,847	39,751	5,656
Intermediate (Arts and Science)	51,896	4,718	1,13,442	11,236	1,34,332	13,921

Professional Education (University Standard)—

Agriculture and Forestry	1,988	14	1,853	13	3,217	23
Commerce	5,483	32	9,232	2	8,639	..
Engineering and Technology	1,201	..	1,938	..	3,611	4
Law	2,815	60	4,075	34	4,973	59
Medicine	1,461	184	3,581	329	3,823	405

Teachers' Training—

Basic . . . . .	..	..	355	22	716	38
Non-Basic	1,568	510	2,483	873	2,915	1,012
Veterinary Science	254	1	648	..	665	..
Other Subjects	196	19	395	46

Special Education (University Standard)

	1,714	380	2,614	429	3,396	684
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General Education (School Standard)—

High and Higher Secondary	1,32,394	7,768	2,62,319	20,164	3,17,505	28,957
Middle	5,02,059	42,347	6,36,496	68,338	7,35,582	95,327
Primary	28,18,532	4,08,056	28,04,841	5,43,773	36,32,006	7,09,930
Pre-Primary	4,284	2,033	7,540	3,073	6,129	2,519

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
Vocational Education (School Standard)—							
Agriculture and Forestry		138	..	391	..	1,027	..
Arts and Crafts
Commerce		33	..	..	..	..	..
Engineering		1,554	..	3,749	1	5,683	44
Medicine	29	2	137	8
Teachers' Training—							
Basic	5,900	700	7,559	1,060
Non-Basic		15,805	639	..	..	..	..
Technology and Industrial		2,732	798	5,855	2,038	5,389	2,279
Other Subjects	193	..	735	227
Special Education (School Standard)—							
For the Handicapped		371	72	540	103	891	202
Social (Adult) Education		37,811	1,899	12,623	2,491	14,304	2,922
Other Subjects		34,478	270	59,286	2,714	57,276	3,423
Total		36,41,614	471,639	39,82,284	6,61,363	50,03,508	8,70,604

III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
A. By Sources						
Government Funds—						
Central	86,61,519	29,339	1,83,39,900	2,42,977	3,23,97,965	1,42,409
State	6,52,57,254	77,88,762	10,48,00,059	1,09,37,945	15,63,22,534	1,66,50,322
District Board Funds	1,09,74,126	7,62,061	1,33,66,593	11,14,072	1,66,31,200	13,59,820
Municipal Board Funds	75,62,443	25,88,700	77,08,233	25,34,518	91,89,006	29,71,547
Fees	3,99,80,104	34,74,754	7,24,00,440	70,16,290	7,85,24,999	76,47,993
Other Sources	3,08,42,455	18,03,165	3,70,68,823	25,40,779	4,12,13,961	36,63,794
B. By Type of Institutions						
Direct Expenditure on—						
Universities	1,93,48,221	..	2,99,80,125	..	4,06,21,281	..
Boards	21,63,269	..	56,72,700	..	61,16,031	..
Research Institutions . . . . .	..	..	40,73,539	..	86,24,498	..
Arts and Science Col- leges	63,69,797	11,24,369	1,16,83,735	5,97,334	1,54,73,659	9,75,281
Colleges for Profes- sional and Technical Education	51,62,945	2,42,140	54,77,715	3,61,802	77,98,991	4,25,959
Colleges for Special Education	2,24,416	..	3,24,590	..	6,90,762	..

III. Expenditure on Educational Institutions—(contd.)

1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High and Higher Secondary Schools	4,00,25,563	60,46,726	6,48,08,910	1,05,26,079	8,11,83,559	1,27,45,307
Middle Schools—						
Basic	..	..	..	..	..	..
Non-Basic	1,33,49,900	28,40,536	1,84,67,633	32,77,803	2,41,12,806	44,40,162
Primary Schools—						
Basic	3,60,67,144	34,01,848	5,34,63,945	49,14,192	6,73,86,713	64,89,470
Non-Basic	..	..	..	..	..	..
Pre-Primary Schools	1,09,553	..	2,47,625	60,856	5,31,429	1,96,221
Vocational and Technical Schools	47,55,734	6,50,009	59,77,917	8,25,285	81,13,135	8,91,089
Special Education Schools	73,27,350	1,29,511	57,29,453	1,80,711	48,92,377	1,91,843
Total (Direct)	13,49,03,892	1,44,35,139	20,59,07,887	2,07,44,062	26,55,45,241	2,63,55,332
Indirect Expenditure—						
Direction and Inspection	46,25,824	3,03,093	54,76,719	3,76,086	84,30,314	5,34,906
Buildings	1,02,19,816	6,04,164	1,60,71,596	8,95,853	2,92,01,795	26,97,286
Scholarships	48,66,142	4,37,407	1,16,31,885	9,27,121	1,68,52,845	12,15,149
Hostels	14,03,312	83,284	33,20,775	8,96,796	42,77,495	10,27,015
Other Miscellaneous Items	72,58,915	5,83,694	1,12,75,186	5,46,663	99,71,975	6,06,197
Total (Indirect)	2,83,74,009	20,11,642	4,77,76,161	36,42,519	6,87,34,424	60,80,553
Grand Total	16,32,77,901	1,64,46,781	25,36,84,048	2,43,86,581	33,42,79,665	3,24,35,885

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges .	3,058	205	4,481	370	5,577	489
High and Higher Secondary Schools	18,227	2,774	28,671	4,130	32,439	5,215
Middle Schools	14,505	2,900	19,996	3,262	21,574	3,884
Primary Schools	70,299	5,189	77,575	6,934	88,556	8,984
Pre-Primary Schools	22	14	184	149	290	255
Vocational and Technical Schools	1,251	182	1,702	282	1,919	327
Special Schools	5,483	101	5,858	185	6,000	222

UTTAR PRADESH

V—Examination Results

Students Passing—

M.A. and M.Sc.	3,216	268	4,476	746	17,516	3,566
B.A. and B.Sc. (Pass and Hons.)	5,620	698	11,015	1,813	14,892	2,705
Professional (Degree)	5,256	294	6,002	458	47,956	5,485
Matriculation and Equivalent Examinations	58,874	4,323	78,414	8,931	88,229	10,353

VI—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities and Colleges . . . . .	..	..	2	..	13	..
High and Higher Secondary Schools	305	1	592	2	646	3
Middle Schools	1,984	130	2,876	195	3,157	231
Primary and Pre-Primary Schools	23,710	1,604	28,400	1,897	32,248	2,427
Vocational and Special Schools	1,698	80	1,063	119	1,134	120
Total	27,697	1,815	32,933	2,213	37,198	2,781

VII—Number of Pupils from Rural Areas

Universities and Colleges	17,770	214	33,499	566	40,854	968
High and Higher Secondary Schools	1,56,418	2,882	2,84,868	2,724	3,71,762	6,316
Middle Schools	2,34,113	9,961	3,10,726	16,799	3,45,519	19,142
Primary and Pre-Primary Schools	22,01,964	1,27,361	21,98,605	3,00,204	28,27,140	3,82,204
Vocational and Special Schools	39,802	2,466	54,979	2,842	56,492	3,120
Total	26,50,067	1,42,884	28,82,677	3,23,135	36,41,767	4,11,750

VIII—Number of Students in Selected Classes—

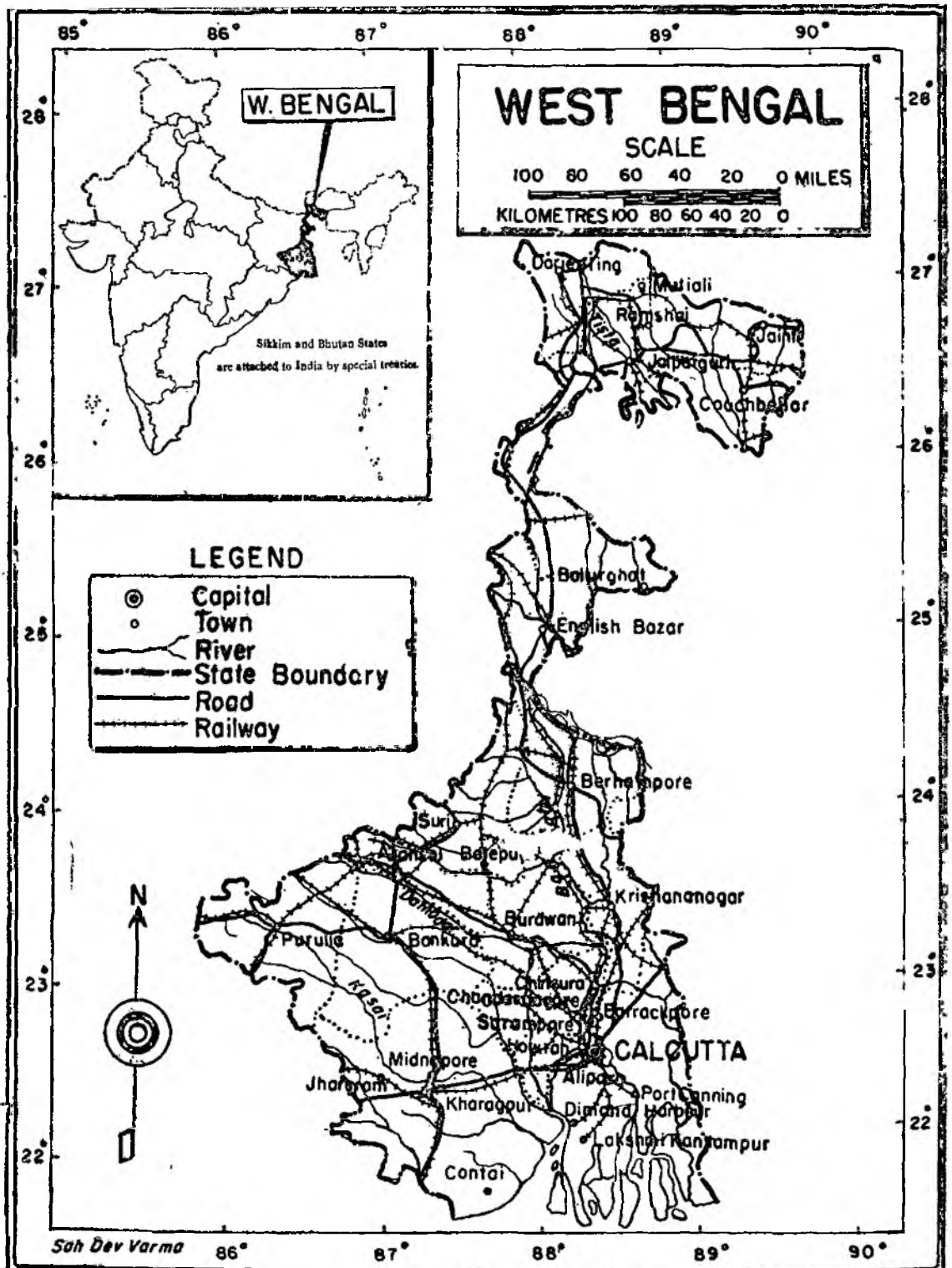
Number of Students in Classes—						
I—V	28,18,532	4,08,056	28,04,841	5,43,773	36,32,006	7,09,930
VI—VIII	5,02,059	42,347	6,36,496	68,338	7,35,582	95,327
IX—XI	1,52,299	9,284	3,11,435	24,983	3,85,948	35,750

IX—Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
1	2	3	4
Cost per Capita on Education (in Rs.)	2.6	3.8	4.7
Cost per Pupil (in Rs.)—			
High/Higher Secondary Schools	95.9	100.6	101.7
Middle Schools	38.3	43.2	49.4
Primary Schools	13.3	19.5	19.1
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	23	22	22
Middle Schools	24	21	23
Primary Schools	39	35	40
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	52.2	58.7	66.3
Middle Schools	74.0	77.6	78.5
Primary Schools	53.0	80.9	78.5

UTTAR PRADESH

WEST BENGAL



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CHAPTER XVII

WEST BENGAL

1. GENERAL INFORMATION

In 1947-48 West Bengal had an area of 28,215 sq. miles and 14 districts. The present area of the State is 33,928 sq. miles (on account of the merger of Cooch Bihar in January 1950 and Purulia and some portions of Purnea in November 1956) and it has 16 districts with a total population of 3,49,67,634, the density being 1,031 per sq. mile. There has been a considerable increase in the urban population due to the influx of the refugees from East Bengal ; but still about 77 per cent of the total population lives in the 38,471 villages of the State. The construction of new roads, control of malaria, electrification and the development of educational facilities have improved the living conditions in rural areas considerably, although they still leave much to be desired.

According to the 1951 census, Hindus numbered 195·10 lakhs (or 74·2%), Muslims 49·27 lakhs (18·7%) and the Christians 1·75 lakhs (0·7%). The Santals and other hill tribes numbered a little more than a lakh. The caste system, untouchability and 'purdah' have lost their former hold. Child marriages have become rare and the prejudice against women's education is disappearing very fast.

Bengali is the most important language in the State and according to the 1951 census, it was spoken by 210 lakhs of people—or about 80 per cent of the population. Hindi was spoken by 15·78 lakhs (6·0%), Santali by 6·63 lakhs (2·5%) and Urdu by 4·57 lakhs (1·7%). Still smaller minorities speak Oriya (1·82 lakhs) and Nepali (1·74 lakhs).

The most difficult problem faced by the State immediately after independence related to the rehabilitation of refugees (their number on 30th November 1960 stood at 32 lakhs!) An important consequence of the influx was the overcrowding of the existing educational institutions and the creation of an emergency in which several new institutions had to be established to cope with the abnormal situation. The Refugee Relief and Rehabilitation Department in West Bengal has

already spent Rs. 1,489·35 lakhs on the education of the displaced persons in addition to the expenditure incurred by the State Government from its own resources.

2. EDUCATION PRIOR TO 1947

In ancient times, Buddhist *Viharas* and *Sangharamas* flourished in Bengal and Bihar. Nalanda, Vikramsila, Odantapuri, Tamralipta and Jagaddala were famous centres of learning, attracting scholars not only from different parts of the country, but even from abroad. With the passage of time, the Buddhist centres of learning decayed while those of the Brahmins became more prominent and, in the form of *zols* and *Pathashalas*, have helped to maintain the ancient tradition of Sanskrit learning to this day. Later on, Muslim centres of learning known as the *Madrassahs* came into existence and some very important centres of Muslim learning grew up in Dacca and Murshidabad. In addition to these, there had always been in Bengal a very large number of the humbler institutions—elementary schools for the Hindus and the *Maktabs* for the Muslims—devoted to the elementary education of the masses. Towards the end of the 18th century Adam estimated their number at about a hundred thousand.

The British authorities in India tried to revive the indigenous system of education and Warren Hastings founded the Calcutta Madrassah in 1781. A college at Fort William was founded by Lord Wellesley in 1800 for imparting training in oriental and Indian languages. Later, a Sanskrit college was also opened in Calcutta in 1824. However, it is important to remember that very little was done during the early period of the British rule to promote the education of the masses.

Meanwhile, two positive forces contributing to the spread of modern education appeared on the scene. One was the 'semi-rationalist' movement led by Raja Ram Mohan Roy, the great Indian reformer and David Hare, the philanthropist, who in 1817 opened a college 'to instruct the sons of the Hindus in the European and Asiatic languages and Science'. (In 1855, this college was absorbed in the Presidency College, Calcutta). This led to the establishment of English schools in all parts of Bengal. The other was the educational activities of the Christian missionaries who printed books in the

language of the people, thereby giving an immense fillip to the development of Bengali literature and also opened English schools and colleges. The first missionary college in India, the Serampore College, was founded by the Baptists in 1818. In 1830 was opened the General Assembly's Institution—the present Scottish Church College, Calcutta, by Alexander Duff. The spread of English education thus initiated was further strengthened by the decision to use English as the medium of instruction in education (1835), the adoption of English as the language of the courts and administration (1837), throwing open of posts under the Government to educated Indians (1844), and by the creation of a separate Department of Education (1855).

The Calcutta University, the premier university in the East, was established in 1857 on the model of the London University and teaching functions were assigned to it under the Universities Act of 1904. This ultimately led to the development of a number of departments, especially in post-graduate teaching and research, under the able stewardship of the late Sir Asutosh Mukherjee. In 1919, the Calcutta University Commission, under the chairmanship of Sir Michael Sadler, submitted its report suggesting a number of far-reaching reforms covering almost all branches of education. As a result of the recommendations of this body, the Dacca University was established in 1921 and a Board of Intermediate and Secondary Education was set up for the Dacca University area. Due to various difficulties, however, the recommendations of the Commission concerning the Calcutta University itself could not be implemented.

The Bengal Primary Education Act of 1919 empowered the municipalities to introduce compulsory primary education within their areas. In 1921, education became a transferred subject and the Provincial Government assumed full charge of the Department. The period from 1921 to 1937 was however full of financial difficulties which hindered educational expansion and reconstruction. Even so, the Bengal (Rural) Primary Education Act was passed in 1930. It led, *inter alia*, to the establishment of district school boards as statutory bodies and made them responsible for primary education in rural areas. During this period, English was replaced by

the mother tongue as the medium of instruction in secondary schools. Besides, a great deal of surveying was undertaken and the ground for launching a comprehensive scheme of educational reconstruction at a later date was prepared.

The outbreak of the Second World War in 1939 and the terrible famine of 1943 slowed down the tempo of educational advancement considerably. Despite these difficulties, however, a number of important schemes and reforms were carried out. These included institution of scholarships and stipends for backward classes and appointment of a special officer to promote their interests, making primary education free in large areas, abolition of a great number of useless schools, introduction of revised curricula, appointment of district officers for physical education, opening of 48 basic schools in Palba area and the establishment of a basic training school at Balarampur (Midnapore).

The main educational problems facing the State on the eve of independence were: (1) introduction of free and compulsory primary education; (2) provision of minimum of education for the illiterate adults in order to equip them for the responsibilities of democratic citizenship; (3) reform of education at the primary and secondary levels; (4) development of technical and scientific education; (5) implementation of the reforms suggested by the Sadler Commission and above all (6) to relate education to life at all levels. To these were added the major problems created by the heavy influx of refugees from East Bengal.

3. PRIMARY EDUCATION

The local bodies, to whom the task of organising and administering primary education was entrusted under the Bengal Primary Education Act of 1919 and the Bengal (Rural) Primary Education Act of 1930, could not make much headway owing to communal dissensions and shortage of funds. The position, however, began to change for the better after independence. In 1948, the State appointed a School Education Committee to consider and report on the curriculum, organisation and objectives of education at the primary and secondary stages. On the basis of the recommendations of this committee, the State initiated a phased

programme for the introduction of free, universal and compulsory primary education in the rural areas. In 1947-48 there were 13,950 primary schools with a total enrolment of 10,44,111. In 1958-59, there were 26,290 schools with a total enrolment of 24,65,445. In the next two years, about 1,500 new schools were added and the enrolment increased by 3,50,000. During the same period (1948-59) the number of primary teachers in the rural areas rose from 35,430 to 75,003 and the expenditure on primary education from Rs. 1.15 crores to Rs. 6.37 crores. During the last two years, about 3,000 additional teachers have been appointed, resulting also in a proportionate increase in the total expenditure.

As was stated earlier, primary education in the rural areas is controlled by the district school boards set up under the provisions of the Bengal (Rural) Primary Education Act of 1930. In Calcutta, the City Corporation and in other municipal areas, the municipal boards control primary education. Private schools in the municipal areas, however, are recognised and aided by the State. In the two new districts of Cooch Behar and Purulia, district school boards have not yet been set up and the administration of primary schools is directly under the State Education Department.

The curriculum of the primary school has been strengthened in recent years by the introduction of basic school activities like gardening, 'environmental' studies and craft work. There are no textbooks for classes I and II; only picture books of easy nursery rhymes and tales are used in these classes. Textbooks in Language, Arithmetic, Geography and Nature Study for classes III to V are being revised under the supervision of the Education Department and the publication of such textbooks has also been undertaken by the Government. These are supplied free to the pupils in areas where compulsory primary education has been introduced.

Facilities for the training of primary teachers have been considerably increased—there are 70 institutions today (1960-61) with an intake of 4,840 as against 54 institutions with an intake of 1,364 in 1947-48. But still the out-turn from the existing training institutions is not at all adequate and the proportion of untrained teachers continues to be a source of

concern. More training institutions are proposed to be started during the third Plan.

Special steps have been taken in the post-independence period to improve the economic and social status of teachers. Before independence, a matric-trained teacher used to get Rs. 32.50 only and certain categories of untrained teachers got only Rs. 20.50 per month! At present, the minimum emoluments of an untrained primary teacher are Rs. 52.50 while a matric-trained teacher gets a minimum of Rs. 67.50 per month plus an additional Rs. 5 per month if he is employed as a head teacher. These are proposed to be increased still further in the third Plan. Benefits of contributory provident fund and retirement gratuity have also been introduced and secondary education for the children of primary teachers has been made completely free.

4. BASIC EDUCATION

Basic education in the State has made good progress during the period under review. While there was no basic school in 1947-48, the number of such institutions in 1960-61 was 1,490 with an enrolment of 1,56,000.

A junior basic school in a rural area ordinarily possesses six *bighas* of land for agriculture. The school building, according to the approved type plan, costs between Rs. 9,000 and Rs. 12,000, 12½% of the cost being contributed by the local community. As far as practicable, open air classes are encouraged. The school building is used for junior basic classes in the morning; for junior high or senior basic classes during the day; and as a community centre for women and recreational centre for young children in the afternoon. It is also utilised for various educational and welfare activities. The basic school can now be said to have really become a living centre of community life and development.

The State has 31 under-graduate institutions for the training of basic school teachers, in addition to a post-graduate basic training college with 210 seats.

5. SECONDARY EDUCATION

It has been accepted by the State Government that primary or junior basic stage of school education shall be of five years' duration, that the junior high or the senior basic

stage shall be of three years and that the next or higher secondary stage shall be of three years. It has been accordingly proposed to remodel the existing secondary schools on the pattern of one or the other of the following four types : (1) a fully reorganised and integrated secondary school with 11 classes (I to XI); (2) a high school of 6 classes (VI to XI) ; (3) an integrated junior high or senior basic school consisting of 8 classes (I to VIII) ; and (4) a high school of 3 classes (IX to XI) with diversified courses. It is obvious that several years will be needed to reorganise all secondary schools on these lines. In the transitional period, therefore, students coming out of the existing 10-class high schools are being required to attend a pre-university course. The secondary curriculum has also been revised and diversified with a view to making it more serviceable to the differing abilities and aptitudes of adolescents.

A number of other important schemes and programmes in secondary education have also been implemented during the post-independence period : (1) A Board of Secondary Education was formed in 1951 and the administration of secondary education in the State was transferred to it from the university. (2) Education up to the age of 14 has been made free for girls in the rural areas. (3) Pay scales of secondary teachers have been improved twice, once in 1954 and again in 1957. (4) As the number of untrained teachers in the State is very large, the Government has undertaken to train all of them at its own cost. (5) With a view to attracting trained teachers to rural areas, a 'rural allowance' tenable in villages without teachers' quarters has been instituted. (6) Grants on 'deficit' basis are being sanctioned to high schools which fulfil conditions laid down by the Board in this behalf. (7) Hostels are being sanctioned to "area schools" *i.e.*, schools with good potential to attract students from the surrounding villages. (8) Craft has been introduced as a compulsory subject in the new curriculum and necessary grants for this purpose are being given to schools. (9) Seminars and refresher courses for teachers are being organised in large numbers throughout the State.

In 1947-48, there were 1,923 secondary schools with an enrolment of 5,22,500. In 1959-60, the number of such schools

(including 585 higher secondary and 172 senior basic schools) was 4,079 with a total enrolment of 8,09,200. During the same period, the number of teachers increased from 17,631 to 35,670 and the teacher-pupil ratio improved from 1:30 to 1:22. Direct expenditure out of State funds rose from Rs. 40 lakhs in 1947-48 to Rs. 279 lakhs in 1959-60.

6. UNIVERSITY EDUCATION :

In 1947-48, the Calcutta University was the only university in the State. Now there are five—Calcutta, Jadavpur, Visva-Bharati (set up by the Government of India), Burdwan and Kalyani. One or two more universities are proposed to be set up during the third Plan. The State is encouraging these universities to plan their offerings carefully so that the facilities available at the different university centres can become truly complementary. The university at Burdwan will have a technological bias while the university at Kalyani will specialise in agricultural and biological sciences. It is expected that the distribution of students of West Bengal over a number of universities with diverse educational facilities will lead to better conditions of teaching and ensure better standards of instruction, examination and research.

In 1947-48, there were only 55 colleges for general education in the State—41 for men and 14 for women and only 37 of these taught up to the degree standard. There are now 125 colleges of which 121 teach up to the degree standard. The number of women's colleges is 29. It is expected that during the third Plan, five new colleges will be started, two for women and three for men.

Much attention has been paid, during the post-independence period, to increasing the facilities for science studies and there are now 105 degree colleges and 2 intermediate colleges which offer courses in science. Of the total enrolment of 1,20,331 in the colleges 41,633 (39,003 men and 2,630 women) have offered science. By the middle of the third Plan, the total number of students at the university stage is estimated to go up to 1:80 lakhs and nearly 50% of these are expected to go in for science. It is also proposed to provide more courses in subjects like Home Science, Home Economics, Child Psychology, etc.

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Another important development during the period under review has been the extension of Honours courses. Twenty-five aided and ten government colleges now offer facilities at the Honours level.

The introduction of the three-year degree course was taken up early during the second Plan. Ninety-four colleges have already been given assistance under the scheme (total State share is Rs. 70.55 lakhs) for provision of additional accommodation and for purchase of furniture, equipment, and books. The programme is expected to be completed by the second year of the third Plan. New pay scales have been introduced in all the degree colleges. A programme for the construction of staff quarters was also taken up and arrangements have been made for the construction of 316 quarters so far.

One of the main causes of student unrest seems to be the lack of even the minimum educational facilities, both in colleges and in the homes of students. The Government has, therefore, launched a scheme of setting up Day Students Homes in Calcutta, each with an intake of 1,000 students. The Homes supply textbooks as well as reference books to those who have no means to buy them and offer facilities for quiet study to those whose homes have no privacy. Admission to the Home is free and the attending students get subsidised meals at a cheap rate. The annual cost of running a Home comes approximately to Rs. 66,000. The success of the scheme has impressed the U.G.C. who have sponsored a similar project for the establishment of non-residential students' centres in selected colleges. The U.G.C. project, however, does not provide for subsidised meals. So far four non-residential centres have been set up under the U.G.C. scheme.

With the assistance of the U. G. C., the Jadavpur University has recently taken up a project for building an industrial estate within its campus. The project is estimated to cost about Rs. 5 lakhs and is meant to enable the students to earn while they learn.

A special problem in West Bengal is the excessive overcrowding in some of the Calcutta colleges. In accordance with the scheme introduced by the U. G. C., these colleges

have now taken up a phased programme for reducing their strength. This and the appointment of additional staff for the three-year degree course scheme are likely to improve the teacher-student ratio significantly. It is not possible to assess, at this stage, the extent to which the pressure on admissions to the university courses will lessen as a result of the introduction of the 11-year school and the three-year degree courses. For the present, the State is trying to meet the situation by providing additional seats in the existing colleges, by setting up or helping to set up new colleges and also by introducing alternative courses of study in technical and professional institutions. The Government believes that it will not be fair to the student community to debar them from admission to institutions of higher learning without making satisfactory alternative arrangements for absorbing the overflow of secondary schools.

For better utilisation of facilities for collegiate education in the districts and for providing facilities for higher education in the remote rural areas, 44 students' hostels have been set up—3 under the State plan and 41 under the scheme of the U.G.C. Of these, 16 are for girls. For the hostels under the U.G.C. scheme the State Government has accepted the responsibility for paying matching grants amounting to Rs. 30.65 lakhs.

An interesting feature of post-independence development in collegiate education in the State has been the taking over or establishment of colleges on a sponsored basis. While the management of such colleges rests with private governing bodies, the entire deficit is met by the Government. The system has encouraged voluntary effort inasmuch as such voluntary organisations no longer have to worry about funds. There are 44 sponsored colleges in the State at present including one under the Jadavpur University and 11 set up specially to meet the needs of refugee students.

7. TECHNICAL EDUCATION

Before independence, there was hardly any provision for technical education at the pre-collegiate level. By the end of the first Plan, however, 9 polytechnics had been established with a total capacity of about 2,000 students. The State now has 20 polytechnics for various courses (including Mining

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Engineering, Printing Technology, etc.) with a total capacity of 9,300 students. In seven polytechnics facilities have also been provided for the draftsman's course and they turn out about 200 draftsmen annually. The State has also set up 11 junior technical schools which aim at the diversification of educational opportunity at the middle stage. Two centres have been set up to train craft teachers for the basic and secondary schools. An institution has also been set up for training supervisors for the engineering industries. (This will provide a sandwich course to persons working in industry.)

In regard to engineering education at the under-graduate and post-graduate levels, the intake of the Bengal Engineering College was raised to 200 at the beginning of the second Plan. Under the scheme of expansion of training facilities for under-graduate studies the intake and the total capacity for enrolment have since been raised to 430 and 1,680 respectively. At the instance of the Government of India, post-graduate facilities for research in engineering (with an intake of 30 students) have also been introduced in the college under the relevant Centrally sponsored scheme. In consequence of the reorganisation of secondary education, the under-graduate course at the college has been revised and a five-year integrated course has been introduced (1960-61). The Regional Engineering College, Durgapur, established under a Centrally sponsored scheme has started functioning (1960-61). Pending construction of teaching and residential accommodation at Durgapur, arrangements have been made for teaching and workshop training in the Bengal Engineering College. The College of Engineering and Technology under the Jadavpur University is also being developed with assistance from the Centre. A Chemical Engineering Department has already been developed and its present intake is 370.

8. SOCIAL EDUCATION

The programmes of social education are in the charge of the Chief Inspector (Social Education) who is assisted at the headquarters by the Assistant Chief Social Education Officer. Directly under the Chief Inspector of Social Education, there are district social education officers who organise and supervise social education programmes in the district. In each development block, there are two social education

organisers (one man and one woman) in charge of the social education programme under the community development project. While administratively the organisers are under the community development administration they receive technical guidance from the district social education officers who are responsible to the Education Department.

The objectives of the programmes of social education now under implementation include: (i) promotion of literacy and social education, including training of social education personnel; (ii) provision of facilities for post-literacy education and development of library services; and (iii) promotion of community activities and cultural and recreational programmes. The progress made in these and allied directions during the period under review is briefly indicated below.

(a) *Literacy*: In 1949-50, there were 579 adult education centres. Their number went on increasing from year to year until it reached 3,101 in 1960-61. The number of adults who attended these centres in that year was 2,08,170 of which 86,459 were made literate.

(b) *Literacy Workshop*. The first literacy workshop for the production of suitable literature for neo-literates and children was organised in 1954. Three such workshops have been organised so far and altogether 52 books have been produced.

(c) *Library Service*. A scheme providing financial assistance to the public libraries was first introduced in 1950-51 and is being continued. It envisages a State library at the top as the central directing and controlling authority with district libraries and a network of lower level libraries (such as block libraries, area libraries and rural libraries) spread all over the State. Besides the State library, the libraries set up so far include 19 district libraries, 24 area libraries and 364 rural libraries.

(d) *Promotion of Community Activities*. Twelve model community centres and 46 school-cum-community centres offering suitable opportunities for educational, cultural and recreational activities to the rural people have been set up. A scheme seeking to promote and improve the folk-recreational performances was introduced in 1950-51. Under it, grants are given to recognised and well-known folk-

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recreational institutions. The scheme has provided encouragement to healthy recreative activities and has helped in the revival of some of the useful indigenous media of mass education. In 1958-59, 1,420 performances were given by these institutions and these were attended by nearly five lakhs of people. For ensuring a regular supply of trained *Kathaks* and *Kirtanias*, three training institutions have also been established.

9. GIRLS' EDUCATION

A State Council for Women's Education has been set up and a woman officer (of the rank of Assistant Director of Public Instruction) has been placed in charge of planning and co-ordination of women's education. A Chief Inspector of Women's Education is in charge of secondary education for girls. The following table shows the growth of girls' education in West Bengal during the post-independence period.

Education of Girls and Women

Type of institutions	1947-48		1958-59	
	No. of institutions for girls	No. of girl students	No. of institutions for girls	No. of girl students
1. Universities and research institutions	—	286	—	2,296
2. Colleges for general education	14	3,799	23	25,205
3. Colleges for professional education	2	211	5	1,132
4. Colleges for special education	—	—	4	1,835
5. High/higher secondary schools	108	35,887	342	1,34,995
6. Middle/senior basic schools	132	28,979	299	39,085
7. Primary/junior basic schools	1,234	2,25,899	939	8,53,739
8. Pre-primary schools	—	—	7	1,531
9. Schools for professional education	29	1,821	87	8,546
10. Schools for special education	6	2,948	653	32,948
Total	1,525	2,99,830	2,359	11,01,312

In order to give a fillip to girls' education a number of important measures have been taken. (1) Staff quarters have been constructed for women teachers, mainly in rural areas. (2) Hostel accommodation for girls has been provided at school and collegiate levels. In all, 35 hostels have been sanctioned at the school level and 16 at the college level. (3) Tuition has been made free for girls reading in classes VI to VIII in the rural areas. As a result of this measure which was introduced in 1958-59, attendance went up by nearly 60% during 1959-60. Expenditure on the scheme during 1959-60 came to Rs. 19.0 lakhs and nearly 46,000 students are estimated to have benefited from the scheme. (4) Special grants were made towards payment of examination fees and purchase of books by needy girls in classes V to X. (5) A stipend scheme has been introduced for meeting the cost of tuition, maintenance and books etc., for girls who wish to become teachers. The total number of students helped under the scheme up to date is 145. (6) A scheme of attendance scholarships has been introduced with a view to encouraging attendance at the primary level. (7) Recruitment of a much larger percentage of women teachers at the primary stage has been accepted as a general policy. (8) A scheme for the appointment and training of school mothers has been started. The measure has been extremely successful in persuading parents to send their daughters to school. Three training centres have been sanctioned during the second Plan for their training and out of the 138 successful trainees the majority have already been absorbed in schools.

For promoting girls' education at the university stage, special amenities for girl students are being provided in all mixed institutions. A programme for starting more colleges for girls was taken up during the second Plan and is continuing during the third Plan. Women are now going in for professional and vocational education in larger numbers.

10. TEACHING OF SCIENCE

General Science is now a compulsory subject for all students appearing at the School Final Examination. Provision has also been made for teaching elements of Geology, Physics, Chemistry, Biology, Physiology and Hygiene as electives in the 10-class high schools. Elective science courses have been

sanctioned to 386 upgraded 11-class schools. General Science is a core subject in 11-class high schools and is taught up to class X to all students while Elective Science is taught in classes IX to XI to those who opt for it. Resources permitting, it is proposed to sanction science courses to all the upgraded schools in the third Plan. The State gives grants to secondary schools for setting up or equipping science laboratories with a view to improving the quality of science teaching.

There is a dearth of qualified teachers to teach elective science courses in upgraded schools. To tide over the difficulty, the State has introduced a contents training course of six months' duration—both theoretical and practical—in Physics, Chemistry and Biology in five colleges. Every year 350 existing science teachers complete this course. After training, the teachers become eligible for teaching Elective Science in the upgraded schools. It is expected that all the existing science teachers of high schools will have completed the course by the end of the third Plan.

11. SCHOLARSHIPS

During the pre-independence period, the total annual provision for scholarships and stipends did not exceed Rs. 1.51 lakhs. The State has decided to increase the number of scholarships and stipends sufficiently so as to ensure that no meritorious student is prevented from pursuing his studies for reasons of poverty alone. As a result of this policy, the total number of recipients had increased to 40,630 and the total cost risen to Rs. 93,55,917 by 1958-59. The cost from the State funds alone worked out at Rs. 51,33,870 (which is 3.39 per cent of the total expenditure on education). The details and value of scholarships awarded to students in different types of institutions are given in the following table.

Type of Institutions	Total award of scholarships and stipends			
	Number		Total value p.a. (in Rs.)	
	boys	girls	boys	girls
Colleges for general education	8,599	1,112	27,50,454	2,83,429
Colleges for professional education	3,282	398	21,42,693	2,65,139

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Type of Institutions	Total award of scholarships and stipends			
	Number		Total value p.a. (in Rs.)	
	boys	girls	boys	girls
Colleges for special education	201	46	47,216	13,991
Schools for general education	13,951	4,890	9,10,609	3,80,948
Schools for professional education	6,525	1,136	21,60,459	3,36,592
Schools for special education	384	106	50,892	13,465
	32,942	7,688	80,62,323	12,93,564

12. PHYSICAL EDUCATION

In 1947, the post of Physical Director was abolished and that of Chief Inspector (Physical Education) and Youth Welfare Officer were created. At this time, the Government College of Physical Education, Calcutta, offered a diploma course for men (only). There were about 100 trained physical education teachers in schools. About 1,000 youth clubs and youth organisations were actively functioning, but their activities were neither controlled nor co-ordinated by the State associations.

Nothing of any special significance took place during the first Plan except that a women's recreational centre was established at the Hastings House, Alipore, Calcutta. The second Plan, however, witnessed several important developments in this field. The Government College was renamed Post-graduate Training College for Physical Education and was shifted from Calcutta to Banipur, 24 Parganas, where new buildings for the college and the hostels have been built. A women's wing offering diploma and certificate courses has been added. Provision has also been made for a certificate course for men. The total intake of the college has been raised from 20 to 60.

Sixteen new posts of district officers for physical education and youth welfare have been created. There are two

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officers now to organise, guide and supervise physical education in each district. Among other things, these officers make arrangements for the coaching of students and youths in their respective jurisdictions. Specialised coaching, however, is organised through the different State sports associations. Funds have been made available for the construction of stadia, gymnasias, swimming pools, pavilions etc., for non-student youth clubs and associations. A significant achievement is the construction of two stadia—one at Jalpaiguri and the other at Bangkura—for which a sum of Rs. 1,31,868 was sanctioned.

A total amount of Rs. 1,20,500 has been sanctioned for the provision of playgrounds for schools in the rural areas. Thirty-four playgrounds have so far been acquired or purchased.

13. YOUTH WELFARE

Fourteen youth hostels have been set up during the second Plan at selected natural beauty spots and places of interest. They provide free accommodation ; but the campers have to arrange for their own meals and pay a nominal charge for beds. Grants-in-aid are given to educational institutions organising youth tours and hikes.

Youth camps are organised as part of the social education programmes. The campers participate in activities such as construction and repairing of roads, reclamation of derelict tanks, clearing of jungles, filling up of dug-outs and stagnant pools. Educational talks and discussions and social and cultural functions are also arranged. In 1958-59, 60 camps were organised in which 2,750 campers took part.

14. N.C.C. AND A.C.C.

The National Cadet Corps has 59 units in the senior division (boys) besides 2 Naval units and 2 Air units and 380 units in the junior division (boys). In the girls' division it has 13 senior and 33 junior units. The present strength of officers and cadets is as follows.

Category	Senior	Division	N.C.C.	Rifles	Junior	Division
	Boys	Girls		Boys	Girls	Boys	Girls
Officers	163	13	—	—	262	19
Cadets	7903	577	3807	279	12224	907

The most important development in the National Cadet Corps Organisation during the second Plan has been the organisation of (a) the Officers Training Unit, and (b) the National Cadet Corps Rifles. The Officers Training Unit prepares potential National Cadet Corps cadets for regular commission in the army. West Bengal has been allotted one company of three platoons each consisting of 31 cadets (total 93) to be raised in three successive years beginning from 1959-60. The National Cadet Corps Rifles cater for the students who are desirous of getting military training. Fifteen units of 200 cadets each (3,000 cadets) form a group commanded by a major from the regular army. Two groups (6,000 cadets) were allotted to this State in 1959-60 and eight groups in 1960-61.

The organisation of the Auxiliary Cadet Corps was taken up in 1957. So far, 45 women and 369 men teachers have been trained. An equivalent number of sections (4.4) has been raised, bringing the total number of sections to 934 consisting of 51,303 cadets including 2,333 girls. The second Plan target was 1,440 sections with 86,400 cadets.

15. HIMALAYAN MOUNTAINEERING INSTITUTE, DARJEELING

The Himalayan Mountaineering Institute, Darjeeling, was established in 1954 for imparting practical training in mountaineering and to promote mountaineering as a sport in India. A Physiological Research Section of the Institute has been started for conducting research on high altitude physiology.

The Institute, jointly sponsored by the Government of India and the Government of West Bengal, is under the management of an Executive Council with the Prime Minister of India as its President and the Chief Minister, West Bengal, as its Vice-President. Shri Tenzing Norkay of Mount Everest fame is the Director of Field Training at the Institute.

The Institute holds annually four basic courses of training, each of about six weeks' duration. It has so far trained over 500 candidates from all over India in 24 basic courses. The Institute also organised six advanced courses in the form of expeditions to higher altitudes. A number of rock-climbing courses were also organised in Bombay, Punjab, Kashmir

and other parts of India by a group of touring instructors from the Institute.

116. MEDICAL INSPECTION OF SCHOOL CHILDREN

Regular health examination of the students is done in many schools. Some schools have their own health clinics. The cost of medical inspection is met either by charging a small fee to the students or by drawing on the voluntary service of medical practitioners.

117. EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES

A separate department, called the Tribal Welfare Department, was set up by the Government after independence to look after the welfare of the Scheduled castes, Scheduled tribes and other Backward classes. At the primary stage, Scheduled caste children attend schools in large numbers. At the secondary stage, however, there is a wide gap between the number of the Scheduled caste and non-Scheduled caste children. Only 13.94% of Scheduled caste students of the age group 11-16 attended classes in 1957-58 as against 32.30% in the general population. The gap in the post-secondary stage is wider still. As regards the Scheduled tribes, only 36.90% of the age group 6-10 attended primary schools in 1957-58 which is less than half of the percentage for the general population.

Arrangement is made to teach the tribal pupils in their own mother tongue at the primary stage provided at least 40 such pupils in a school or 10 in a class are available for the purpose. Steps have been taken to appoint, wherever necessary, qualified tribal teachers or non-tribal teachers with knowledge of tribal languages. Arrangements have also been made for the training of tribal teachers. Admission qualifications for training and minimum qualifications for appointment as primary teachers have been relaxed for tribal candidates.

A Cultural Research Institute has been established by the State Government to study different aspects of the tribal life with a view to preserving the good features of tribal culture. The Institute also advises the Government on various problems concerning the Scheduled tribes.

Subject to the availability of resources, every encouragement is being given to the Scheduled tribes and other Backward classes to send their children in larger numbers to schools and colleges. Progress is slow, but steady and unmistakable.

18. PRE-PRIMARY EDUCATION

Pre-primary education in this State has, for the most part, been organised by private enthusiasts. Out of a total of 65 pre-primary schools at present operating, only 2 are managed by the Government. During the first and the second Plans, however, the State Government has encouraged a number of these institutions with liberal grants.

Most of the pre-primary schools operate in the urban areas. A few schools have recently been started in the rural areas. It has been observed that attendance in the primary and the basic schools in the rural areas served by these pre-primary schools is better and more regular than in the areas where there are no such schools.

There are two recognised training institutions in the State for training pre-primary teachers. Their annual intake is 60.

19. EDUCATION OF THE HANDICAPPED

There are at present 5 institutions for the deaf and dumb and 4 institutions for the blind in the State. Of the 5 institutions for the deaf and dumb, the Calcutta Deaf and Dumb School and Muk Vadhira Vidyamandir, Calcutta, receive maintenance grants while the others have been developed on a sponsored basis. These schools can accommodate about 500 students (boys and girls) and have hostel accommodation for 50% of the total enrolment. Of the 4 institutions for the blind, only one institution, *viz.*, Blind Boys' Academy, Ramkrishna Mission Ashram, Narendrapur, is established on a sponsored basis and the rest are in receipt of maintenance grants. These institutions can accommodate about 300 students most of whom (boys and girls) reside in attached hostels. Government has spent a good amount of money towards the transcription of Braille books at the Home for the Blind, Narendrapur. Government has also sanctioned a capital grant of Rs. 93,000 in favour of the Calcutta Blind School towards the cost of a building needed for the Braille press, library and reading room, and for providing additional

residential accommodation for girls. A proposal for the development of the Blind Boys Academy, Ramakrishna Mission Ashram, Narendrapur is now under consideration.

A teachers' training department has been opened at the Calcutta Deaf and Dumb School for the training of teachers of deaf and dumb schools. The duration of the course is one year.

There is only one institution, *viz.*, Bodhi Peeth, Calcutta, for the mentally handicapped children (boys and girls). This is a residential institution and can accommodate 75 students. It receives a maintenance grant from the Government.

20. AUDIO-VISUAL EDUCATION

A film library with a mobile unit is attached to the Education Directorate at the State headquarters. Also nine mobile and ten non-mobile audio-visual education units have been set up under the auspices of certain well-known voluntary organisations. They have been functioning actively. In 1958-59, they gave 1,320 shows which were attended by more than 5 lakhs of people.

21. DEVELOPMENT OF HINDI

Hindi has been introduced in all secondary schools in the State. Part-time Hindi teachers are sanctioned for schools where the existing staff is unable to take up this work. A steadily increasing number of candidates are offering Hindi in the School Final Examination.

The University of Calcutta has a full-fledged Hindi Department which teaches up to the M.A. standard. There is also an under-graduate language teaching department where Hindi is taught to non-Hindi speaking students.

A number of private organisations are also working to develop and propagate Hindi in the State. Eleven voluntary organisations run Hindi teaching centres in different parts and four prepare students for the Hindi examinations conducted by Rashtrabhasha Prachar Samiti, Wardha, Hindustani Prachar Sabha, Wardha, Hindi Sahitya Sammelan, Allahabad and Prayag Mahila Vidyapith.

Facilities for the training of Hindi teachers are also provided by non-official organisations. Two Hindi teachers' training diploma classes are being run in Calcutta by the West Bengal Rashtrabhasha Prachar Samiti. Another Hindi teachers' diploma class has been opened in Midnapur by the Contai Seva Sangha. The State Government is giving financial assistance to both these agencies for this work. A Hindi teachers' training college run under the auspices of West Bengal Rashtrabhasha Prachar Samiti is also given financial assistance by the State Government.

22. PROPAGATION OF SANSKRIT

Sanskrit has all along been a compulsory subject at the secondary stage. Facilities for teaching the subject at the university stage have also been adequate. Since 1950, facilities for research and post-graduate studies in Sanskrit have been available at the Sanskrit College, Calcutta.

For teaching Sanskrit on the traditional lines there were about 200 *tols* in West Bengal in 1947. The number has since increased to about 1,500. Examinations for the *tol* students are conducted by the Bangiya Sanskrita Sikaha Parishad, Calcutta. About 12,000 students appeared at the different examinations of the Parishad in 1960. Formerly most of the *tols* were supported by grants from local zamindars. On the acquisition of the zamindari estates by the Government, these grants stopped and the *tols* found themselves in financial difficulty. The Government is now considering the question of sanctioning maintenance grants to these institutions.

It is also proposed to modernise the curriculum of the *tols* on the lines of the secondary curriculum. The idea is to enlarge it by including certain non-Sanskritic subjects. With this end in view provision for teaching the new subjects has already been made in the four government Sanskrit *tols* in this State.

Grants have also been given to private bodies such as Sanskrit Visva Parishad, Bombay, to the Bhandarkar Institute for Oriental Studies, Poona, and to the Kalidasa Samaroha Celebration Committee in the Madhya Pradesh for the promotion of Sanskrit learning. There is also provision for a

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number of old-age literary pensions to Sanskrit *Pandits* and for the publication of Sanskrit books and periodicals.

23. ADMINISTRATION

The Education Department of the Secretariat is headed by the Education Minister who is a member of the State legislature. He is assisted by a Deputy Minister and a Secretary. Before independence, the post of the Secretary was always held by a member of the Indian Civil Service. In April 1948, however, the State made a departure from this policy and offered the appointment to an educationist who has held it since.

The Education Directorate consists of a Director of Public Instruction who is assisted by three Assistant Directors and five chief inspectors—one each for primary education, secondary education, women's education, technical education and social welfare.

Expenditure on direction and inspection in West Bengal has been very low for many years. The expenditure in 1947-48 for instance was Rs. 9.46 lakhs which worked out at 1.69 per cent of the total educational expenditure. Again in 1958-59 it was only Rs. 28.21 lakhs which worked out at 0.99 per cent of the total expenditure! The present staffing of the Directorate and the inspectorate is obviously quite inadequate for the increased responsibilities of the Department. If its efficiency is not to suffer, the Department will have to be considerably strengthened during the third Plan. It may also be necessary to strengthen the technical unit attached to the Directorate for the approval of building plans and estimates as well as for the supervision of construction work.

24. FINANCE

The total expenditure on education in 1947-48 was Rs. 559 lakhs of which the State bore only Rs. 187 lakhs or 6.01 per cent of the total State budget. In 1958-59, this had risen to Rs. 2,847 lakhs of which the State bore Rs. 1,514 lakhs. In 1960-61, the State proposed to spend Rs. 1,731 lakhs (or 11.82 per cent of the total State budget) on education. It will be apparent from these figures that the percentage of government contribution (State and Central) to the total expendi-

ture has progressively gone up during the post-independence period.

Increase in the government contributions, however, does not imply any non-utilisation of the voluntary effort. A minimum of 12½% local contribution for all non-recurring projects is generally insisted upon. Apart from this, it is the policy of the State Government to enlist voluntary effort towards the organisation and management of educational institutions and to ensure for them freedom from financial worry by arranging to pay deficit grants.

As regards special taxation for education, the Rural Primary Education Act of 1930 provides for the imposition of an education cess for meeting a portion of the cost of primary education. No other educational tax has been imposed in the State.

25. OUTLOOK IN THE THIRD PLAN

The third Five Year Plan of the State, like the first two Plans, aims at a balanced development of education in the State. Some of its main features are indicated below.

(a) *Primary and Basic Education.* The State is expected to have a population of about 4.07 crores in 1965-66, as against 3.50 crores in 1960-61. This gives an estimated number of 50.88 lakh children in 1965-66 as against 43.75 lakh children in the age group 6-11 in 1960-61. As it is proposed to enrol 71.5 per cent children in the age group 6-11 during the third Plan as against 65.8 per cent at the end of the second Plan, it will be necessary to provide additional facilities for about 6 lakh children by 1965-66. It is expected that during the third Plan the annual output of trained teachers will rise to 5,000 per year. As regards the 11-14 age group, it is estimated that about 21 per cent of the children were in schools by 1960-61. It is proposed to increase this percentage to 32 by 1965-66.

(b) *Secondary and University Education.* About 11.2 per cent of the children in the age group 14-17 are estimated

to have been in the high or higher secondary schools by the end of 1960-61. This is sought to be raised to about 21·5 per cent by the end of the third Plan. The three-year degree course will be introduced in all the colleges and increased emphasis will be placed on the development of science studies and facilities for Honours courses. The student population at the under-graduate level by the end of third Plan is likely to reach 1·80 lakhs. Other important features of the Plan will be : (i) liberal provisions for higher education for girls, (ii) development of residential accommodation in the colleges, (iii) provision of improved amenities for students inclusive of scholarships and stipends to the needy and the meritorious, (iv) better facilities for research and higher studies, and (v) provision of staff quarters.

(c) *Technical Education.* West Bengal is primarily an industrial State whose future in no small measure will depend on the availability of qualified engineers, technologists, supervisors and skilled craftsmen in large numbers.

Apart from consolidating the existing facilities for technical education, therefore, it is proposed to have three additional engineering colleges with a capacity of 2,450 students, eight polytechnics and another institution for a sandwich course during the third Plan. It is also proposed to have 15 more junior technical schools in the State.

(d) *Social Education.* At the end of the second Plan, there were estimated to be over 4,000 social education centres in the 200 development blocks, annually attended by 4,00,000 people of whom nearly 1,50,000 became literate. The target for the third Plan is to open 341 new blocks covering the entire rural area in West Bengal with about 5,000 social education centres, and a large number of block libraries and Anchal panchayat libraries.

EDUCATIONAL STATISTICS OF WEST BENGAL

I—Number of Institutions

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	3	..	3	..
Boards of Education . . . . .	..	..	1	..	1	..
Research Institutions	3	..	4	..	4	..
Colleges for General Education—						
Degree Standard	54	11	} 95	18	103	22
Intermediate Standard	36	4			10	1
Colleges for Professional and Technical Education—						
Agriculture and Forestry . . . . .	..	..	1	..	1	..
Commerce	1	..	1	..	2	..
Engineering and Technology	3	..	9	..	8	..
Law	2	..	1	..	1	..
Medicine	8	..	10	..	14	..
Teachers' Training—						
Basic	} 4	1	2	..	5	..
Non-Basic			4	1	12	5
Veterinary Science	1	..	..	..	1	..
Others	1	..	2	..	1	..
Colleges for Special Education	23	3	9	3	12	4

Schools for General Education—							
Higher Secondary Schools	..	..	} 1,579	285	544	134
High Schools	1,107	150					
Middle Schools—							
Basic	..	..	51	..	94	7
Non-Basic	1,261	177	1,692	234	1,949	292	
Primary Schools—							
Basic	86	..	589	5	1,078	21	
Non-Basic	14,697	750	24,046	953	25,212	918	
Pre-Primary Schools	12	8	18	2	41		
Schools for Vocational and Technical Education—							
Agriculture and Forestry	1	..	2	..	2	..	
Arts and Crafts	..	..	5	3	7	5
Commerce	33	1	54	1	67	1	
Engineering	8	..	14	..	20	..	
Medicine	3	..	11	1	10	2	
Teachers' Training							
Basic	..	..	13	1	17	1
Non-Basic	53	10	46	10	38	9	
Technology and Industrial	83	14	145	56	149	69	
Others	23	..	1	..	1	..	
Schools for Special Education—							
For the Handicapped	7	..	} 4,779	434	9	..	
Social (Adult) Education	832	46					
Others	870	29					
Total	19,213	1,204	33,187	2,007	35,591	2,359	

II—Number of Students

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institutions—						
Universities	2,441	496	8,006	1,673	11,228	2,272
Research Institutions	101	5	376	14	539	24
Arts and Science Colleges	51,330	6,498	87,374	14,386	1,18,815	25,205
Professional and Technical Colleges	8,348	330	8,703	639	12,242	1,132
Special Education Colleges	1,406	463	2,114	1,277	3,039	1,835
Higher Secondary Schools . . . . .	..	..	..	..	2,51,243	60,150
High Schools	3,93,251	61,395	5,61, 9	1,08,586	3,78,426	74,845
Middle Schools						
Basic . . . . .	..	..	4,218	469	8,050	1,309
Non-Basic	1,39,276	35,252	1,50,370	28,658	1,67,340	37,776
Primary Schools						
Basic	8,803	2,231	64,412	18,899	1,15,413	36,745
Non-Basic	14,07,723	3,52,547	21,90,377	6,98,793	23,50,032	8,16,994
Pre-Primary Schools	1,673	877	1,813	769	3,150	1,531
Schools for Vocational and Technical Education	15,571	2,654	31,200	7,574	40,327	8,540
Schools for Special Education	63,524	6,552	2,28,993	26,591	2,25,516	32,948

B. By Stages/Subjects

General Education (University Standard)—

Research	116	4	240	27	241	44
M.A. and M.Sc.	1,905	458	2,466	765	3,404	1,308
B.A. and B.Sc. (Pass and Hons.)	10,189	1,867	19,528	4,475	27,601	7,589
Intermediate (Arts and Science)	30,799	4,381	60,713	9,929	83,750	17,659

Professional Education (University Standard)—

Agriculture and Forestry	186	..	179	5	220	3
Commerce	9,846	2	8,092	11	10,581	47
Engineering and Technology	2,068	4	3,538	5	4,785	18
Law	1,622	31	2,296	30	3,527	85
Medicine	3,658	211	4,278	433	4,509	534
Teachers' Training—						
Basic . . . . .	..	..	126	24	334	66
Non-Basic	439	165	923	337	1,492	634
Veterinary Science	128	..	..	..	299	2
Other Subjects	13	..	278	5	276	68

Special Education (University Standard)

1,532	547	2,385	1,166	3,103	1,602
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General Education (School Standard)—

High and Higher Secondary	2,22,536	27,084	1,43,453	24,314	1,59,301	30,854
Middle	2,01,556	33,602	5,52,201	1,08,117	6,21,890	1,36,403
Primary	15,25,518	3,90,851	22,73,308	7,22,245	24,86,656	8,59,349
Pre-Primary	1,673	877	3,760	1,744	6,362	3,013

WEST BENGAL

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
Vocational Education (School Standard)—							
Agriculture and Forestry		38	..	171	..	166	..
Arts and Crafts	446	344	503	462
Commerce		4,262	474	11,545	1,013	16,221	1,596
Engineering		1,724	..	3,020	..	6,004	..
Medicine		871	20	1,008	183	1,067	303
Teachers' Training—							
Basic	748	121	1,002	179
Non-Basic		1,505	331	1,308	415	1,003	344
Technology and Industrial		6,123	1,839	12,969	5,775	14,404	5,846
Other Subjects		1,565	..	694	..	602	..
Special Education (School Standard)—							
For the Handicapped		414	112	} 2,29,382	26,845	644	214
Social (Adult) Education		35,944	1,736				
Other Subjects		27,217	4,704				
Total		20,93,447	4,69,300	33,39,055	9,08,328	36,85,360	11,01,312

III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
1	2	3	4	5	6	7
A. By Sources						
Government Funds—						
Central	98,14,569	60,993	1,61,67,871	3,42,013	2,32,32,244	6,84,181
State	3,99,74,448	43,00,608	10,58,36,681	1,00,18,927	15,64,97,982	1,47,45,115
District Board Funds	69,82,227	1,36,623	57,73,673	1,51,223	41,68,810	89,078
Municipal Board Funds	26,24,633	8,87,229	35,76,585	13,34,830	45,71,908	15,11,374
Fees	3,67,93,317	52,32,231	6,04,76,254	1,08,12,996	7,73,71,796	1,42,24,065
Other Sources	1,39,86,158	26,08,378	1,76,00,937	27,41,215	2,40,35,275	38,76,740
B. By Type of Institutions						
Direct Expenditure on—						
Universities	35,18,953	..	84,88,989	..	1,15,29,410	..
Boards . . . . .	..	..	11,16,081	..	21,40,462	..
Research Institutions	22,41,957	..	16,14,931	..	20,46,416	..
Arts and Science Colleges	1,01,02,501	9,45,696	1,40,96,164	15,21,589	2,10,43,242	28,03,542
Colleges for Professional and Technical Education	64,95,347	78,451	1,18,81,298	92,638	1,57,37,702	3,80,503
Colleges for Special Education	2,66,880	29,308	4,44,522	85,516	8,05,685	1,23,610

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III—Expenditure on Educational Institutions—(contd.)

	1	2	3	4	5	6	7
High and Higher Secondary Schools	2,76,65,638	52,11,834	4,57,98,199	96,40,949	5,87,82,578	1,23,38,980	
Middle Schools—							
Basic . . . . .	..	..	2,18,933	..	6,42,463	66,545	
Non-Basic	58,21,956	13,09,549	86,93,428	12,38,874	1,22,43,908	20,47,206	
Primary Schools—							
Basic	2,02,148	..	19,00,666	23,347	38,64,500	1,29,334	
Non-Basic	1,83,15,283	18,55,973	4,83,95,013	44,70,535	5,98,77,760	49,45,951	
Pre-Primary Schools	1,09,510	85,984	1,75,362	1,01,388	3,25,005	1,32,057	
Vocational and Technical Schools	32,50,994	3,17,447	64,98,552	8,45,718	85,66,497	10,41,372	
Special Education Schools	30,05,749	5,31,880	48,43,549	8,20,798	49,38,161	8,14,434	
<i>Total (Direct)</i>	8,09,96,916	1,03,66,122	15,41,65,687	1,88,41,352	20,25,43,789	2,48,23,534	
Indirect Expenditure—							
Direction and Inspection	11,33,678	91,447	20,13,456	1,07,879	28,21,337	1,31,197	
Buildings	1,59,56,801	8,72,221	2,51,00,633	32,53,037	4,74,11,141	52,99,655	
Scholarships	37,63,136	3,40,945	1,14,19,597	17,20,713	1,88,46,722	31,30,578	
Hostels	35,38,710	10,67,421	24,54,191	5,24,078	32,60,199	8,22,605	
Other Miscellaneous Items	47,86,111	4,87,906	1,42,78,437	9,54,145	1,49,94,827	9,22,984	
<i>Total (Indirect)</i>	2,91,78,436	28,59,940	5,52,66,314	65,59,852	8,33,34,226	1,03,07,019	
Grand Total	11,01,75,352	1,32,26,062	20,94,32,001	2,54,01,204	28,98,78,015	3,51,30,553	

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges	3,772	311	N. A.	N. A.	7,215	695
High and Higher Secondary Schools	15,228	2,166	} 29,005	4,570	25,203	4,752
Middle Schools	6,268	940			9,418	1,185
Primary Schools	43,192	2,055	71,746	5,232	77,102	6,788
Pre-Primary Schools	82	73	79	73	159	145
Vocational and Technical Schools . .	864	113	N.A.	N.A.	2,205	406
Special Schools	2,211	125	N.A.	N.A.	3,500	545

V—Examination Results

Students Passing—						
M.A. and M.Sc.	878	163	N.A.	N.A.	1,429	477
B.A. and B.Sc. (Pass and Hons.) . .	2,676	412	N.A.	N.A.	8,500	2,083
Professional (Degree)	2,381	126	N.A.	N.A.	6,372	497
Matriculation and Equivalent Examinations	16,640	2,515	N.A.	N.A.	39,201	8,571

VI—Number of Institutions in Rural Areas

	Total	For Girls	Total	For Girls	Total	For Girls
Universities and Colleges	28	..	13	..	27	1
High and Higher Secondary Schools	652	11	843	18	959	46
Middle Schools	1,084	87	1,482	119	1,771	180
Primary and Pre-Primary Schools . .	13,051	313	22,055	369	23,521	329
Vocational and Special Schools . . .	1,263	28	3,836	240	4,259	544
Total	16,078	439	28,229	746	30,537	1,100

VII—Number of Pupils from Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
Universities and Colleges	22,325	845	42,022	3,658	50,410	3,545
High and Higher Secondary Schools	1,67,930	3,946	2,39,801	10,890	2,77,093	20,064
Middle Schools	1,07,712	16,832	1,22,759	14,440	1,39,831	21,906
Primary and Pre-Primary Schools	12,16,746	2,52,630	18,69,547	5,47,386	20,36,481	5,93,770
Vocational and Special Schools	52,669	2,815	2,14,870	14,970	1,99,258	23,543
Total	15,67,382	2,77,068	24,88,999	5,91,344	27,03,073	6,62,828

VIII—Number of Students in Selected Classes

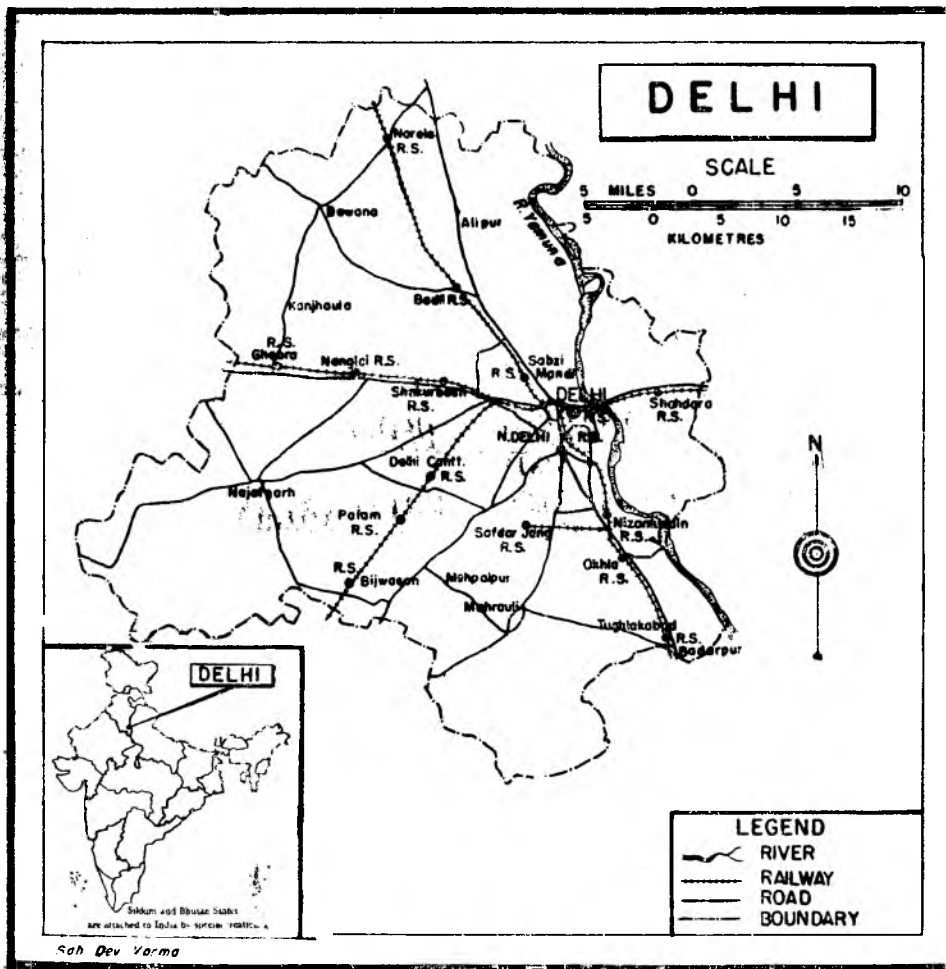
Number of Students in Classes—						
I-V	16,33,787	4,09,814	N.A.	N.A.	27,10,114	9,23,236
VI-VIII	2,21,130	31,403	N.A.	N.A.	4,18,432	92,516
IX-XI	94,501	10,304	N.A.	N.A.	1,59,301	30,854

IX—Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
Cost per capita on Education (in Rupees)	4.4	N.A.	8.7
Cost per Pupil (in Rupees)—			
High/Higher Secondary Schools	70.4	81.6	93.4
Middle Schools	41.8	57.7	73.5
Primary Schools	13.1	22.3	25.9
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	26	25	25
Middle Schools	22		19
Primary Schools	33	31	32
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	25.6	26.9	33.4
Middle Schools	30.6		14.9
Primary Schools	41.0	34.6	37.0

WEST BENGAL

**UNION TERRITORIES
AND
CENTRALLY ADMINISTERED AREAS**



Sah Dev Varma

CHAPTER XVIII

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

The Government of India is directly responsible for education in the six Union Territories of (1) Delhi, (2) Himachal Pradesh, (3) Manipur, (4) Tripura, (5) Andaman and Nicobar Islands and (6) Laccadive, Minicoy and Amindivi Islands, and in the Centrally administered areas of North East Frontier Agency (NEFA), Pondicherry and Naga Hills and Tuensang Area (NHTA) which is shortly to be elevated to Statehood under the name of 'Nagaland'. A review of the development of education in these areas in the post-independence period is given in the following survey.

1. DELHI

In all the Union Territories, Delhi occupies a unique position due to its significance as the capital of the Indian Union, and the complexity of its educational problems due mainly to the prevailing high cost of living, the rapid growth in its population and the varied occupational and linguistic composition of the people.

1. *General Information.* Delhi has an area of 573 sq. miles and a population of 26.44 lakhs according to the 1961 census. In 1900, the population of Delhi was only about 2 lakhs. Its significance began to increase after 1911 when it became the capital of India and especially after 1930 when New Delhi was formally opened. During the last 14 years, there has been a spectacular increase in its population. A large part of this increase has been contributed by the influx of displaced persons from West Pakistan and the rest is due to its development as a political, industrial, commercial, and educational centre of great importance. Since people from practically all parts of the country are in the federal civil service and reside in Delhi, the population of the Territory has become truly cosmopolitan. Almost every important language in the Union is spoken here and also used as medium of instruction in some of its schools. The Territory is almost exclusively urban, although the 'rural' areas include 258 villages. Because of their proximity to the capital, most of the

villages have developed a semi-urban or suburban character.

Besides being the nerve-centre of the country's political life, Delhi is also fast becoming an important industrial centre. With about 900 registered factories, its important industries include textiles, engineering, chemicals, iron and steel, sports, hosiery, leather work, rubber and sports goods, and food products. Industrial estates have been developed at Okhla, Shahdara, Najafgarh and Badli. Delhi is famous for ivory carving, gold and silver embroidery and brass, copper and pottery work. A very large number of small and cottage industries have also grown up and an industrial finance corporation has been set up to assist them. In keeping with its metropolitan character, Delhi has become one of the most important rail, road and air centres in the country.

On the eve of independence, Delhi was a Centrally administered area. On the adoption of the Constitution in January 1950, it became a Part C State and on 1st November 1956, it became a Union Territory. Its administration is presided over by a Chief Commissioner who is under the Ministry of Home Affairs. Unlike Himachal Pradesh, Manipur or Tripura, there is no Territorial Council in Delhi. Nevertheless the people enjoy a large measure of self-government through its three local bodies—the Delhi Cantonment Board, the New Delhi Municipal Committee and the Delhi Municipal Corporation. The establishment of the Corporation in 1958 to replace a large number of small and comparatively less efficient local bodies which had existed earlier was an event of great significance for the future development of this area. Primary education is now in the charge of the local bodies and it is one of their obligatory functions.

As a result of the unprecedented growth of population, vast areas of land belonging to the Government and private individuals have been occupied indiscriminately during the last twelve years with the result that a large number of slums have appeared all over Delhi. In order to cope with the problem and also to meet the existing and future needs of the city, a Master Plan has been prepared. It is hoped

that, with its adoption, the available land will be put to a much better use than in the past. There will be a dispersal of government offices, enlargement of existing business and commercial centres, the establishment of additional shopping centres to cater to the needs of the new residential areas, development of new and planned industrial areas at suitable places, and exploration of the possibility of removing some of the existing industries from within the residential areas with a view to earmarking the land thus obtained for residential, recreational and educational purposes. It is also hoped that, with the implementation of the Master Plan, adequate building space would become available for educational institutions, existing or proposed.

2. *Historical Background.* Till 1913, education in Delhi was looked after by the divisional inspector and inspectress of schools of the Ambala Division of the Punjab Education Department. An independent office of the Superintendent of Education and a lady Assistant Superintendent was created in November 1916. The Superintendent of Education was later on placed in charge of Education in Delhi, Central Indian Agency and Ajmer Merwara. About the close of 1948, the designation of the Superintendent was changed into that of 'Director of Education, Delhi' and he was relieved of his responsibility for the Central Indian Agency and Ajmer Merwara. The Delhi University was established in 1922 and in 1926, the Board of Secondary Education was created as an autonomous body for controlling and conducting high and higher secondary school examinations. In 1945-46, Delhi had only 7 colleges, 43 higher secondary schools, 56 middle schools and 231 primary schools. The total enrolment in these institutions was 3,324 at the collegiate level, 23,250 at the secondary stage and 44,407 at the primary stage. The total educational expenditure was about Rs. 70.64 lakhs. As the following survey will reveal, there has been an unprecedented expansion of facilities at all levels during the post-independence period.

3. *Primary Education.* Before independence, the control and administration of primary education was in the hands of a multiplicity of local bodies—the District Board, the Delhi Municipal Committee, the New Delhi Municipal Com-

mittee, the Cantonment Board and a number of notified area committees. Standards left a good deal to be desired in every respect—training of teachers, buildings and equipment.

During the last twelve years, there has been tremendous expansion of facilities at this level. The enrolment in classes I—V has risen from 58,149 in 1947-48 to about 2.91 lakhs in 1960-61. The enrolment in classes VI—VIII has increased from 14,911 in 1947-48 to about 1,02,000 in 1960-61.

The primary syllabus has been revised twice since independence; a common integrated syllabus is now followed in all primary schools. The present syllabus gives their rightful place to Social Studies and General Science and also emphasises art and manual work. Formerly the duration of the course for boys was four years and for girls five years. Now a common primary course of five years has been adopted for boys and girls alike.

The scale of pay for primary teachers has been substantially improved and is now among the best in India. The present scale for a trained matriculate is Rs. 118—225. The supply of trained teachers is adequate and the recruitment of unqualified teachers is now a thing of the past.

A scheme for the provision of free milk has been introduced in selected schools. Dry milk powder is supplied free by the Red Cross Society and the cost of fuel, sugar and utensils, etc., is met by the Delhi Municipal Corporation.

The problem of school buildings presents a serious difficulty. In spite of the massive building programmes undertaken, a large number of schools are still held in tents and the expedient of the double-shift system has stayed longer than was intended. Efforts are, however, being made to adopt a comprehensive building programme and to eliminate the tents as quickly as possible. In the third Plan, it is proposed to introduce universal education; provision has consequently been made for an additional enrolment of 1,17,000 children in the age group 6-11 and 63,000 in the age group 11-14. The Delhi Primary Education Act was passed by Parliament in 1960 and now serves as a model for legislation on the subject.

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4. *Basic Education.* The scheme of basic education was introduced in the rural areas of Delhi in 1948 when 150 junior basic schools were opened in July that year. All the remaining primary schools in rural areas were converted to the basic pattern during the next six years. By 1954-55, practically every one of the Delhi villages had either a junior or a senior basic school.

In the urban areas also, a number of junior basic schools have been started several of which have already been raised to the senior basic standard. Enrolment in the basic schools of Delhi increased from 8,680 in 1948-49 to 44,675 in 1959-60.

To supply the basic schools with properly trained teachers, two teacher training institutes were approved in 1947-48—one for boys at Ajmer and the other for girls at Delhi. The Training Institute at Ajmer was later handed over to Ajmer Administration and a separate basic training institute for boys was started in Delhi in 1957-58. This has since been merged with the Teacher Training Institute for girls. The duration of the training course has also been increased from one to two years. Nearly two thousand teachers have been trained in these institutions during the last eleven years.

5. *Secondary Education.* The number of middle schools rose from 61 in 1947-48 to 159 in 1959-60, the number of middle schools for girls rising from 16 to 59 during the same period. In 1947-48, there were 10 high and 35 higher secondary schools. Today, there are 299 higher secondary schools of which 9 are of the multipurpose type. Enrolment at the secondary stage rose from 6,325 in 1947-48 to 37,878 in 1958-59. The number of teachers increased from 893 to 12,140 in the same period.

Simultaneously with this rapid expansion of secondary education a number of concrete steps have been taken to enrich its content and to improve its standard. These include the provision of increased facilities and equipment for the teaching of science, improvement of the school libraries, introduction of remedial teaching after school hours, improving the remuneration of teachers and the appointment of better

qualified teachers, organisation of programmes for the in-service training of teachers and supervisors, increasing use of audio-visual aids, including regular radio broadcasts and even lessons on television, provision of vocational guidance in a number of schools, and the introduction of a better examination system through the assignment of credits to sessional work.

One of the most difficult problems at the secondary stage relates to the provision of adequate school buildings. With the phenomenal increase in enrolment during the last decade, the double-shift system had perforce to be adopted and several schools were housed in tents. These emergency measures have been necessary in spite of the fact that 26 school buildings were constructed during the first Plan and 95 buildings during the second. These are in addition to a number of temporary structures and prefabricated buildings put up recently.

6. *University Education.* The University of Delhi was incorporated as a unitary teaching and residential university by an Act of the Central Legislature in 1922. There were then three colleges in Delhi, *viz.*, St. Stephen's College, Hindu College and Ramjas College. These were affiliated to the university and were in course of time expected to be transformed into residential units. The original conception of a unitary teaching university had, however, to be given up gradually in favour of that of a federal university. Subject to the control and co-ordinating influence of the university, the colleges remain as autonomous teaching units, working in cooperation with one another and with the university.

In 1933, a memorable step was taken in the development of the university on these new lines. The old Viceregal Lodge, with its extensive gardens was handed over to the university, and sites were earmarked for the constituent colleges in the area known as the Old Viceregal Estate, by the Government of India on condition that each constituent college should be prepared to forego some measure of its autonomy in order to share in, and contribute to the life and government of the university as a whole. This envisaged the establishment of a federal university with its constituent

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colleges situated on the campus. That vision has been largely realised, since as many as eleven important colleges and institutions recognised by the university, are located in the university area and two more are expected to find their place in the campus soon.

The Delhi University Amendment Act of 1952 has made the university a teaching and affiliating university. As the university has lost a considerable area of its campus for reasons beyond its control, there is no room in the campus for the location of new colleges which are required to meet the growing demands for higher education. It has, therefore, been decided to modify the original ideal of campus colleges and allow new colleges to be located outside the campus, in the newly developed areas of the capital. Accordingly, the Desh-bandhu College located at Kalkaji (about 15 miles from the campus) has been affiliated to the university. The territorial jurisdiction of the university which was limited to an area of 10 miles' radius from the Convocation Hall now extends to the entire area of Delhi Administration.

The phenomenal growth of the Delhi University will be seen from the following statistics.

	1922	1947-48	1960-61
1. Colleges	3	7	28
2. Faculties	3	4	9
3. Departments	..	11	34
4. Students (total)	800	4,182	20,774
5. University Teachers	2	..	245
6. Teachers in Colleges	76	173	920
7. Girl Students	5	712	6,487

Since independence, 43 new courses have been instituted by the University of Delhi. The study of Hindi is compulsory for students whose mother tongue is not Hindi. English is, at present, the medium of instruction except in Hindi and other Modern Indian Languages. Under-graduate students have the option to answer questions in B.A. (Pass) and qualifying examinations in Hindi. Attempts are also being made by some colleges of this university to impart instruction in a few subjects through the medium of Hindi.

There were only three foreign students in the university in the academic year 1947-48. The present number of foreign students is 291. Of these, 142 are from Africa, 42 from Thailand, 17 from Nepal, 7 from Malaya, 7 from Burma and 6 from West Indies.

The three-year degree course for the under-graduate students was first planned and introduced in this country by the University of Delhi in 1943. The course is obviously the concomitant of the higher secondary school course of eleven years, of which three years are meant for the higher secondary stage. Pending the introduction of the three-year higher secondary course in all the schools of Delhi, provision was made for admitting students passing the high school examination to the preparatory class in the colleges. Owing to a variety of circumstances the transitional period for running the preparatory class which was expected to be only five years—has already run to 20 years. It has now been decided to abolish the class from 1962-63. The prevailing opinion about the three-year degree course as well as the three-year higher secondary course is that the two courses have helped raise the standard of education both in schools and colleges.

The university has provision for the award of Ph.D. in the faculties of Arts, Science, Law, Medical Science, Education, Social Sciences and Music. The number of students doing research in various departments in 1960-61 was 638 as against 80 in 1947-48.

In recent years, the number of persons seeking admission to the colleges has far exceeded their intake capacity. In the circumstances, admissions have become competitive.

Serious problems of discipline have not arisen in the university ; stray cases which have occurred once in a while have been suitably dealt with.

In order to develop intellectual initiative and self-reliance among students a tutorial system was introduced in 1958 with the help of a grant from the Ford Foundation. In the first instance, it was confined to the final year students of the B.A. (Honours) course. The students meet their tutors in groups of four for an hour once a week with some definite

written work which forms the basis of discussion. The general feeling is that the tutorial work has contributed materially in raising the standards of Honours work.

7. *Social Education.* The Social Education Branch of the Delhi Directorate was started eleven years ago with the object of removing adult illiteracy from the rural areas. Its scope has since been enlarged to include extension and training for the promotion of health, culture, recreation and vocational competence. The programmes of social education are implemented largely through the organisation of social education or community centres, model community centres, school-cum-community centres, mobile educational caravans equipped with audio-visual aids, library services, the rural broadcasts and community listening services, organisation of youth clubs and *Mahila Samitis*, etc. Achievements in the field of social education have been quite significant. The literacy classes alone have so far enrolled more than one lakh of adults out of which over 56 thousand have been made literate.

8. *Girls' Education.* The education of girls has made steady progress in all directions. The number of primary schools for girls increased from 65 in 1947-48 to 238 in 1960-61 and the number of girls in primary classes from 17,605 to 1,10,256. The number of secondary schools for girls increased from 30 in 1947-48 to 153 in 1960-61 and the enrolment of girls in secondary classes from 10,061 to 50,200. The total expenditure on institutions for girls increased from Rs. 22.8 lakhs in 1947-48 to about Rs. 2.4 crores in 1960-61. At present about 78 per cent of the girls in the age group 6-11 and 41 per cent of the girls in the age group 11-14 are attending schools. There is no shortage of women teachers except in certain subjects like Mathematics, Physics, Chemistry, Biology and Domestic Science. Practical and cultural subjects like domestic science, music, painting, dancing, etc., attract a larger number of girls and have helped reduce wastage among them. A large number of educational centres for adult women have also been set up in Delhi in recent years. A State Council for Women's Education set up recently advises on programmes relating to the education of girls.

9. *Teaching of Science.* At present science is being taught in 178 higher secondary schools which have nearly 19,000 science students on rolls with 567 science teachers. Special grants have been given to schools for equipment. During the third Plan, it is proposed to provide science equipment to 70 more schools and also to set up a Science Centre (at a cost of Rs. 7 lakhs). The Centre will have a Science Museum and provide guidance and in-service training to science teachers.

10. *Scholarships.* The following types of scholarships are awarded to encourage deserving students.

- (a) *Military Scholarships.* The children and dependents of all soldiers on active service, or who have been killed or incapacitated while on active service and whose income does not exceed Rs. 2,000 per annum are granted scholarships ranging between Rs. 2 and 7 per mensem up to the eighth class.
- (b) *Charitable Scholarships.* These include (i) one scholarship up to Rs. 20 p.m. to be awarded to a deserving candidate; (ii) one scholarship of Rs. 40 p.m. for study in the Indian Institute of Mines and Applied Geology, Dhanbad; (iii) four scholarships of Rs. 40 p.m. each for study in the College of Technology, Varanasi; (iv) four scholarships of Rs. 50 p.m. each for a period of four years for higher studies in a college; (v) eighteen scholarships of the monthly value of Rs. 920 in aggregate for studying at the Jamia Millia Rural Institute, New Delhi; (vi) fifty industrial school scholarships awarded to students of the Industrial School, Delhi; and (vii) four scholarships of Rs. 22 p.m. each awarded to displaced orphan students.
- (c) *Open Scholarships.* There are 40 middle school scholarships of the value of Rs. 10 p.m. each awarded every year on the basis of competitive examinations at the end of primary and middle stages respectively.
- (d) *Other Scholarships.* These include (i) two scholarships of Rs. 1,000 per annum for study in any of the recognised public schools and (ii) special faci-

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lities in the form of exemption from fees and payment of stipends for the education of displaced students. Besides, the dependents of political sufferers, whose income from all sources does not exceed Rs. 300 p.m. are also exempt from the payment of tuition fee and are given yearly stipends ranging between Rs. 12 and Rs. 40.

11. *Physical Education.* Physical education forms an integral part of the primary and secondary curriculum and is compulsory for every child. Every secondary school has a qualified physical training instructor on its staff. A Board of Physical Education and Recreation has been constituted to suggest ways and means to develop suitable programmes of physical education in schools. The National Discipline Scheme has been adopted in a number of schools and has made good progress.

12. *Games and Sports.* The Delhi Council for Sports and Games was constituted in 1955. In spite of the paucity of playing fields and the introduction of the double-shift system in schools, athletics, games and sports are very popular. Annual inter-school tournaments attract more than 14,000 active participants from nearly 200 schools. Every year a number of coaching camps under expert guidance are organised for training young athletes and sportsmen.

13. *Education of the Scheduled Castes, Scheduled Tribes and Other Backward Communities.* The following schemes have been introduced for the benefit of students belonging to the above classes.

- (a) *Primary Stage.* Free tuition and stipends of Rs. 30 per annum to students (whose guardians' income is less than Rs. 200 p.m.) for the purchase of books, stationery, etc.
- (b) *Secondary Stage.* Free tuition and stipends at rates between Rs. 30 and Rs. 60 p.a. (according to the class in which the student is studying).
- (c) *University Stage.* Exemption from fees if the income of the guardians is below Rs. 300 p.m. and in addition, scholarships under the Government of India scheme.

14. *Pre-Primary Education.* The Administration neither provides pre-primary schools nor gives financial assistance to such schools. But there is a large number of private pre-primary schools. These charge fairly high fees and are generally availed of by children from well-to-do homes.

15. *Education of Handicapped Children.* With the exception of one school for the blind, with about 30 children, and a school for the deaf and dumb, with an enrolment of about 40, there was no provision in Delhi for the education of the handicapped prior to 1947. Significant progress has, however, been made in the last 14 years. There are now four institutions for the blind which impart education through the Braille system and also teach a number of handicrafts, such as handloom weaving, canework, knitting and candle work. Two of these institutions also provide sheltered workshop facilities to their ex-students. No fees are charged in these schools.

The Lady Noyce School for the Deaf and Dumb has been provincialised and raised to the middle standard. Hearing aids have been introduced, the number of teachers and crafts increased, and hostel facilities provided. The enrolment has gone up to 200. Education in the school is free. A training department for teachers has also been added to the institution.

Two occupational therapy schools for the orthopaedically handicapped have been started under private management. They are well equipped and have about a hundred children on rolls. One of them has a training department also.

Facilities for the care and training of the mentally deficient are still very meagre. This year, the Directorate of Social Welfare has started a home for the mentally deficient children.

16. *Audio-Visual Education.* Radio is becoming increasingly popular and special school broadcasts are listened to regularly in about 110 schools. A film library is also being maintained in the Directorate. An experimental scheme for the introduction of television has been taken in hand with the help of the Ford Foundation. About 250 television sets will be installed in higher secondary schools in the near future.

An Advisory Board for Audio-Visual Education has been set up and the training of teachers in audio-visual education has become a regular feature in the Teacher Training Institute. During the third Plan it is proposed to establish a full-fledged Audio-Visual Section in the Directorate and to assist the schools on a 50 per cent basis towards the purchase of audio-visual equipment.

17. *Development of Hindi.* Hindi has now been made compulsory in the higher secondary examinations. Hindi classes are run by the Delhi Administration to provide facilities for teaching Hindi to non-Hindi-speaking government employees. Hindi typewriters have been introduced in government officers. Administration gives *ad hoc* grants to voluntary organisations engaged in the work of propagating Hindi.

18. *Propagation of Sanskrit.* There are about ten Sanskrit *Pathshalas* in Delhi which impart instruction in Sanskrit and prepare students for the Sanskrit examinations of the Banaras Sanskrit University and other bodies. *Ad hoc* grants are given to organisations and individuals engaged in the propagation of Sanskrit. It is proposed to give financial assistance at the rate of Rs. 5,000 per *Pathashala* per year in the third Plan.

19. *Administration.* Education up to secondary stage is under the charge of the Delhi Administration and is supervised by six senior Class I officers. Work relating to physical education the Territory has been divided into three educational zones. Each zone has an inspector of schools and an inspectress of schools assisted by deputy and assistant inspectors and inspectresses.

At the headquarters, the Director of Education is assisted by six senior Class I officers. Work relating to physical education, scouting, games and sports is supervised by a deputy inspectress for physical education. There is also a deputy inspectress for domestic science for girls' schools.

20. *Finance.* As the following table will show expenditure on education under the Delhi Administration has risen by leaps and bounds during the last twelve years.

REVIEW OF EDUCATION IN INDIA: 1947-61

Year	Total Expenditure of Delhi Adminis- tration	Total Expenditure on Education of Delhi Administration	Percentage (3) of (2)
1	2	3	4
	Rs.	Rs.	Rs.
1948-49	2,36,37,167	36,14,245	15.3
1951-52	3,10,72,466	46,36,442	14.9
1955-56	7,43,89,171	1,76,59,615	23.7
1960-61	13,58,15,000	2,71,09,400	20.0

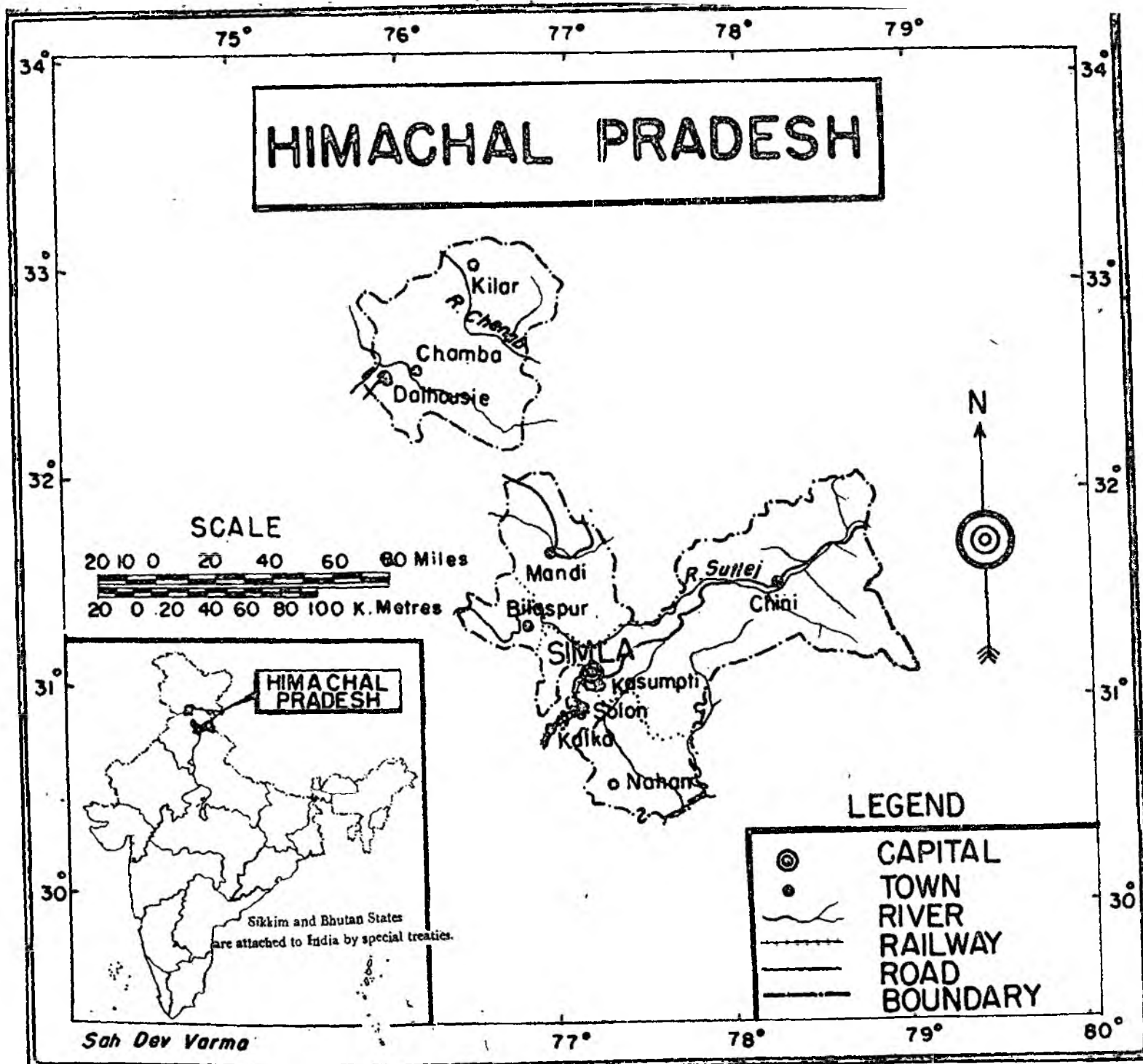
The figures above exclude expenditure on capital works as well as expenditure incurred on education by the three local bodies.

21. *Outlook for the Third Plan.* In the first Plan, the emphasis was on primary education. The second Plan provided additional educational facilities at all levels, from primary to the higher secondary and introduced measures for improving the quality of instruction and for reorganising secondary education according to the recommendations of the Mudaliar Commission. The second Plan also saw the establishment of the Municipal Corporation of Delhi which has assumed responsibility for education up to middle standard and materially supplemented the finances available for education.

The following is the break-up of funds tentatively allotted to education in the third Plan.

	Adminis- tration	N.D.M.C.	D.M.C.	Total
(Rupees in crores)				
Elementary Education	1.60	0.51	5.49	7.60
Secondary Education	4.79	..	0.02	4.80
University Education	..	..	..	..
Other Education Schemes	0.42	..	..	0.42
Total	6.81	0.51	5.51	12.82

The third Plan differs from the first two Plans inasmuch as it lays more emphasis on the training and welfare of teachers and on improving the standard of instruction in schools. Lately the Parliament has enacted a law for provid-



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ing free and compulsory education up to primary stage in Delhi; its enforcement will be one of the major objectives in the third Plan.

II. HIMACHAL PRADESH

1. *General Information.* Himachal Pradesh was formed by the merging of 31 Simla Hill States in April 1948. Bilaspur was integrated in 1954. From April 1948 to November 1956, Himachal Pradesh was a Part C State under a Chief Commissioner; it became a Union Territory on the 1st November 1956.

Himachal Pradesh has an area of 10,879 sq. miles and is divided into six districts. It lies in a terrain whose height ranges from 1,200 feet to 22,000 feet above sea level. The average annual rainfall is 53 inches. The areas of Kinnaur in Mahasu district and of Pangi in Chamba district are dry zones, with negligible rainfall but heavy snowfall. During winter months, considerable portions of the territory remain snow-bound.

The population of 13.49 lakhs (1961 census) resides in some 8,384 villages and 11 towns and is mainly rural. The average density of population per square mile is 124. Hinduism is the main religion. According to the 1951 census the Hindus numbered 10.89 lakhs (98.15 per cent) as against 15,253 Muslims (1.37 per cent) 5,019 Sikhs (0.45 per cent) and 317 Christians (0.03 per cent). The number of people belonging to Scheduled castes, Scheduled tribes and Vimo-chit Jaties was 2,51,745 (22.7 per cent of the total population).

Economically, Himachal Pradesh is a backward region. The standard of living is low and pursuits of life in the interior primitive. Agriculture is the main occupation followed by some 93 per cent of the people. There are only a few big and relatively well-established industrial concerns like Nahan Foundry, Nahan; Resin and Turpentine Factory, Nahan; and Dyer Meakin Breweries at Solan. Among other registered industrial production units are the Sugar Factory at Paonta, Gun Factory at Mandi and Tea Estate at Chauntra. There are two salt mines, one located at Drang and the other at Gumma, both in the Mandi district. Development

of village, small-scale and indigenous industries has registered marked progress during the last ten years. Production-cum-training centres for textiles, woodwork, sports goods, pottery, leather goods, etc., were established in the first Plan. An industrial estate is being established at Solan.

Himachal Pradesh is predominantly a Hindi-speaking area. According to the 1951 census, 11,08,283 people (or 99.9 per cent) spoke Hindi. A very small number of people spoke other languages: Pashto (502), Kashmiri (340), Tibetan (116), others (71).

2. *Brief Review of Educational Development prior to 1948.* Of the traditional educational institutions that existed in 1947, four may be mentioned : Phagu Gurukula residential institution in Sirmur district, Sanskrit Vidyalaya at Sundernagar, Sanatan Dharam Pathashala at Chamba, and Tarni Sanskrit Pathashala at Solan. These institutions catered to a very small number of students and provided facilities—not always adequate—for higher studies in Hindi and Sanskrit. Out of these four, the two institutions at Solan and Sundernagar have been taken over by the Education Department. During 1958-59, the enrolment in these two institutions was 142.

The credit for doing pioneering educational work in the erstwhile states of the Pradesh goes to certain progressive institutions and imaginative individuals. Among institutions, the names of the Arya Samaj, Chamba, the Sanatan Dharam Sabha, Chamba, the Dayanand Vidya Pracharni Sabha and Kalishthan Mandir Trust deserve mention. Among the notable persons who have contributed significantly to the cause of education in the Pradesh are Pandit Ram Saran who opened a girls' school in Chamba ; Shri Satya Nand Stoke, an American missionary, who embraced Hinduism and gave a fillip to educational work in Mahasu district; Shri Ram Dayal, a landlord of Kotgarh, who became the first headmaster of Kotgarh School; and Shri Pratap Singh Negi who established a high school and a number of middle schools in Sirmur district. Not a little of the progress of education in the present century is due to the early efforts of these pioneers.

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Himachal Pradesh was faced with many educational problems on the eve of independence. Development of education in the different constituent units (erstwhile states of the Pradesh) had been far from uniform. The disparity between the urban and rural areas in respect of education was just appalling. Facilities for education of women were almost non-existent. The teachers were few and mostly untrained, with meagre scales of pay. Schools were housed in unsatisfactory structures and were poorly equipped. There was no college in any of the integrated units and only eight of them could boast of a high school each. Facilities for technical and professional education were non-existent. Enrolment at all levels was extremely low and there was no organised machinery for the control and supervision of schools. Worst of all, the public at large was apathetic to education. The two major problems which the Administration faced at the dawn of independence were : (i) expansion and improvement of educational facilities in keeping with the needs of the people of Himachal Pradesh and (ii) the development of an integrated system of education and educational administration in the entire Territory.

3. *Primary Education.* As the following statistics will show, primary education has expanded a good deal during the last twelve years.

	1950-51	1958-59
1. No. of Primary Schools		
(a) For Boys	377	966
(b) For Girls	22	13
2. Pupils		
(a) Boys	14,912	38,254
(b) Girls	79	76,451
3. Teachers	611	1,911
4. Budgetary Allocations	Rs. 2,85,009	Rs. 11,50,210
5. Per Capita Cost	Rs. 18.2	Rs. 48
6. Pupil-Teacher Ratio	26:1	25:1
7. Teacher Training Institutions . . . . .	..	2

With a view to improving the quality of textbooks and reducing their cost, it has been proposed to nationalise textbooks at the primary stage after the textbooks now in use have run for the normal span of three years.

Middy meals were introduced in 24 selected schools on an experimental basis during 1960-61. The cost of each meal was estimated at 10 nP. and was shared between the Administration and the parents in the ratio 3:2. Resources permitting, it is proposed to extend the facility gradually to the entire Territory.

The number of women teachers has steadily increased over the last ten years but it is still far from satisfactory. The pay scales of the teachers have been improved and brought on a par with the rates of pay existing in the Punjab. Adequate compensatory allowance is given to teachers working in remote and inaccessible areas. A scheme for the introduction of group insurance of teachers is under consideration.

The programme of primary education in the third Plan includes the additional enrolment of 40,000 children, thereby raising the enrolment of children in the age group 6-11 to 75 per cent by 1965-66. It is proposed to open 476 new schools for the purpose and to organise special enrolment drives.

4. *Basic Education.* There are 464 junior basic schools with an enrolment of 20,587 pupils and 9 senior basic schools with an enrolment of 1,948 pupils in the Territory (1958-59). There is one post-graduate basic training college and three basic training schools for the training of basic teachers. One more training school is being opened shortly. The training college has an annual intake of 53 trainees and has an extension service department. It is proposed to increase the intake capacity of the college during the third Plan.

5. *Secondary Education.* The progress of secondary education from 1950-51 onwards can be seen from the following data.

	Middle Schools				High Schools			
	1950-51		1958-59		1950-51		1958-59	
	M.	W.	M.	W.	M.	W.	M.	W.
	1	2	3	4	5	6	7	8
1. Number of Institutions	80	8	131	10	20	4	56	5
2. Pupils	80,244	943	14,774	3,828	7,312	1,502	2,17,58	5,583

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	1	2	3	4	5	6	7	8
3. Teachers.	359	33	903	135	310	73	806	190
4. Budgetary Position	Rs.6,66,162	Rs.9,95,406		Rs.5,55,029			Rs.17,60,157	
5. Per Capita Cost	Rs. 65.4	Rs. 53.7		Rs. 62.7			Rs. 62	

Fourteen high schools (5 for girls and 9 for boys) have been converted into higher secondary multipurpose schools, 1 with four streams, 10 with two streams each and 3 with two streams each. It is proposed to convert 15 more high schools into higher secondary multipurpose schools during the third Plan. The Punjab University, to which the high schools are affiliated, has decided to abolish the Matriculation Examination from 1965. If the university sticks to this deadline, all the high schools will have to be converted to the higher secondary pattern by the end of 1964.

The position with regard to the supply and recruitment of teachers has steadily improved, although there is an acute shortage of trained graduate teachers in science, arts and crafts, technical subjects, physical education, domestic science and music. Salary scales of secondary teachers have been improved and brought on a par with those prevalent in the Punjab.

6. *University Education.* In 1948, there was no institution of higher learning in Himachal Pradesh. At present there are six degree colleges, one government college each at Mandi, Bilaspur, Chamba, Solan and Rampur and one aided college at Nahan. The S.D.B. College, Simla is also on the grant-in-aid list as it caters to the needs of the students of this Territory.*

Enrolment in the five government colleges was 576 in 1958-59 (which includes 117 women). The staff numbered 100 and the expenditure stood at Rs. 3.95 lakhs. The three-year degree course has come into force from 1961.

* All the six colleges in the Himachal Pradesh are co-educational.

In the third Plan, provision has been made for expanding the existing colleges, awarding scholarships (including eight for girls) for different stages of university education, and for constructing college buildings at Chamba, Solan and Rampur and a hostel building at Chamba. The construction of the college and hostel building in the Bilaspur New Township will also be completed during the third Plan.

7. *Technical and Professional Education.* There are two industrial training institutes, one at Mandi and the other at Solan. A polytechnic institute at Sundernagar was started in 1959-60 to provide education in Civil, Electrical and Mechanical Engineering up to the diploma level. It is proposed to increase its intake to 120 in the third Plan. Besides, five scholarships will be given to students studying for degree courses in engineering outside the Territory.

The existing facilities for technical education in the Territory are very inadequate. In many of the technical and vocational branches, students have to seek admission to institutions in other States. Government awards scholarships to bright and deserving students.

8. *Social Education.* Social education in the Territory is under the administrative control of the Development Department and is being organised in the C. D. and N. E. S. blocks. In 1959-60, there were 172 social education classes, 82 *Mahila Samitis* and 209 youth clubs. So far 42,674 adults have been made literate. There are 5 district libraries 1 central State library, 2 community centres and 12 Pargana libraries in Bilaspur district. It is proposed to expand the library services considerably in the third Plan.

9. *Girls' Education.* Some idea of the expansion of girls' education can be had from the statistics given in the table below.

	1950-51	1958-59
(a) Number of Institutions		
(i) Primary	22	13
(ii) Middle	8	10
(iii) High	4	5

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	1950-51	1958-59
(b) Number of Pupils		
(i) Primary	792	6,451
(ii) Middle	943	3,828
(iii) High	1,502	5,888
(c) Number of Teachers		
(i) Primary	N.A.	183
(ii) Middle	33	135
(iii) High	73	190

The number of women teachers is very inadequate. With a view to increasing the supply of women teachers, all available matriculate girls are offered employment and after a year or so, sent for training. It is also proposed to train women teachers outside Himachal Pradesh in drawing, physical education, domestic science and fine arts as no facilities for training in these subjects are available in the Territory itself.

10. *Teaching of Science.* General Science has been included as a compulsory subject in the curriculum for primary and middle classes. It is both a core and an elective subject in the higher secondary classes. Facilities for teaching Physics, Chemistry and Biology are adequate at the pre-university and degree levels. A science consultant has recently been appointed and is at present working on a pilot project for teaching science in about 100 schools in Chamba district. The main difficulty in the programme is the acute shortage of trained science teachers, particularly women teachers.

11. *Scholarships.* An attempt is being made to equalise educational opportunity by removing and lowering financial barriers. Up to the middle standard, education is free for all. After that, liberal freeships, half freeships, stipends, merit scholarships and Government of India Backward classes scholarships are given to ensure that poverty is no barrier to education. A provision of Rs. 0.68 lakhs at the university stage and Rs. 1.50 lakhs at the secondary stage for award of merit scholarships has been recommended for the third Plan. In view of the economic backwardness of the majority of people

in the Territory, the policy of awarding scholarships at present needs to be liberalised further.

12. *Physical Education.* The Himachal Sports Council was formed in 1959 to advise the Administration on matters relating to sports and physical education. Physical education is a compulsory non-examination subject in schools. All colleges have qualified directors of physical education. There is however, a great shortage of trained physical instructors in schools. Playground facilities are also lacking in many schools. It is proposed to remove these deficiencies to some some extent in the third Plan.

13. *N.C.C. and A.C.C.* There are at present three senior division troops with 150 boys and 40 junior division troops with a membership of about 1,500 and 41 units of A.C.C. with a total membership of 2,800 in the Territory. N.C.C. Rifles have also been recently started in the Government College, Solan and Guru Ram Rai College, Nahan. The N.C.C. and A.C.C. have adversely affected the progress of the Scouting movement in the Territory. Its popularity seems to be on the wane.

14. *Games and Sports.* Besides the Himachal Sports Council, there is also the Himachal Schools Sports Association (formed in 1958) working in the Territory. Besides being an advisory body on matters relating to games and sports, the Association is also responsible for the conduct of athletic and sports meets at regional, district and State levels every year for both boys and girls. Provision for organising coaching camps, giving grants-in-aid to sports associations, organising student tours and constructing youth hostels has been made in the third Plan.

15. *Education of the Backward Classes.* A Harijan Welfare Advisory Board and a Tribal Advisory Committee have been constituted at the State level for the welfare of these classes.

Enrolment of backward class pupils in the pre-matric stage increased from 4,203 in 1951-52 to 12,511 in 1956-57. By the end of second Plan, it had increased much further. Provision has been made in the third Plan for expanding educational facilities for these classes by building cosmopolitan

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hostels and teachers' quarters, by awarding scholarships, arranging midday meals and by providing aid towards books, stationery, etc. The Administration does not think it advisable to have schools and hostels exclusively for Scheduled castes as it encourages unhealthy segregation and social stratification.

16. *Pre-primary Education.* There were no facilities for pre-primary education in Himachal Pradesh in 1948-49. At present, there are two institutions, both maintained by the Territorial Council, one at Bilaspur and the other at Mandi, with a total enrolment of 70.

17. *Development of Hindi.* Hindi is the language of administration and courts up to the district level. It is also the medium of instruction in schools and colleges.

18. *Audio-Visual Education.* The Audio-Visual Education Section was started in July 1956 under the supervision and control of the Audio-Visual Education Officer. An Audio-Visual Board was established in 1957. A library of audio-visual aids has also been established. Besides there is a fully-equipped mobile cinema van and a jeep fitted with a trailer for the organisation of audio-visual programmes at different places.

19. *Administration.* The Education Development of the Administration is under the control of the Director of Education who is also the *ex officio* Secretary to the Himachal Pradesh Administration for education. It is directly concerned with education at the university level, grant of recognition and aid to private schools, training of teachers, scholarships, planning and development and certain special schemes such as audio-visual education, seminars for teachers, etc.

The Himachal Pradesh Territorial Council which came into being on 15th August 1957, has been entrusted with the management of education up to the higher secondary stage. It has a Principal Education Officer who is assisted by four education officers and a Registrar of Departmental Examinations at the headquarters. Two inspectors of schools, and six district inspectors of schools assist him in the field.

Total expenditure on education in 1959-60 amounted to Rs. 75,23,603. The amount spent on direction and inspection during the same year was Rs. 3,35,866 which works out at 4.8 per cent of the total expenditure.

20. *Conclusion.* The progress of education in Himachal Pradesh during the last 14 years has been phenomenal. In 1948, there were only 12 government high schools, 2 government and 1 private middle school, 3 lower middle schools and only 9 primary schools. There were no colleges, training institutes, technical schools, industrial training schools or polytechnics. As against this, at the end of the second Five Year Plan, there were 1520 elementary schools (including 73 non-government institutions) of which about 700 were junior basic schools. Besides, there were 148 middle schools (including 7 senior basic schools and 30 non-government institutions). At the secondary stage, the number of high and higher secondary schools was 62 and 24 respectively including 5 private institutions. At the university stage, there were 6 degree colleges (including 1 non-government college), 1 polytechnic, and 1 post-graduate basic training college. There were 3 teacher training schools and 1 central State library with 5 district libraries.

The schemes included in the third Plan will take the Territory one step further on the road to educational prosperity. Some of the salient schemes of the third Plan are : opening of 500 primary schools; recruitment of 1200 primary teachers ; construction of 600 primary school buildings ; upgrading of 85 primary schools to middle standard and of 18 middle and 15 high schools to higher secondary standard ; improvement of science teaching at secondary stage ; and introduction of the three-year degree course in 5 colleges. Besides, it is proposed to construct several hostels and staff quarters and to award scholarships to poor but deserving students. The total outlay for education in the third Plan is Rs. 239.45 lakhs.

III. MANIPUR

1. *General Information.* From time immemorial, Manipur had existed as an independent kingdom till 1891 when it became an Indian State under the British Government. After independence, the first general election was held in

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1948 and a popular Government was set up in that year. The Legislative Assembly and the Government were, however, dissolved on the integration of the State with the Indian Union on 15th October 1959. It then became a Part C State and in 1956 was converted into a Union Territory.

Manipur has an area of 8,628 sq. miles divided into ten sub-divisions. Nearly nine-tenths of the State consists of hills which rise up to 10,000 feet above sea level and are covered with ever-green forests. The valley which is drained by Imphal, the most important river, is 2,600 ft. above the sea level. There are many lakes, the largest being the Loktak which measures about 40 sq. miles. The alluvium in the valley forms one of the deepest and richest soils in the world and the average rainfall of Imphal is about 178 cm.

According to the census of 1951 the total population of the Territory was 5,77,635 of which 99.5 per cent lived in rural areas. The number of villages at that time was 1,601. The density of population was 67 per sq. mile and the religious distribution of the population was 3,47,325 Hindus (60.13 per cent), 37,197 Muslims (6.44 per cent), 68,394 Christians (11.84 per cent), 150 Jains, 50 Sikhs, 33 Buddhists and 1,24,486 people (21.55 per cent) of other religions (tribal). The institution of caste exists but the system is not rigid. There is no 'purdah' system and women in Manipur enjoy greater freedom than in many other parts of India. Child marriages are almost non-existent and the prejudice against girls' education is quickly dying out. The number of Scheduled caste people in the Territory was only 28,647 in 1951 and there is no serious problem of untouchability in the Territory.

The occupational distribution of the population according to the 1951 census was : 83.4 per cent in agriculture; 7.0 per cent in production other than cultivation; 4.2 in commerce; 0.5 per cent in transport; and 4.9 per cent in other services.

There are two local bodies: the Manipur Territorial Council and the Imphal Municipal Board. The former is a body of 30 elected members and 2 nominated members and is in charge of education up to the secondary stage. The

Administration gives quarterly lump sum grants to the Council. The Imphal Municipal Board consists of 12 elected members and its expenditure is met from municipal taxes and government subsidies.

Manipuri is the most important language of this Territory and is spoken by 3,77,191 persons or 65.3 per cent of the population. It is also the medium of inter-communication between different sections of people. There are at present about 64 minor dialects spoken in the Hills, the chief among them being Tangkhul (34,534), Kabui (18,386), Mao (14,495), Thadou (8,281) and Hmar (9,793).

2. *Historical Development prior to 1959.* Ancient and medieval Manipur was a land of chivalry and constant warfare. In spite of their constant occupation with military activities, the Manipur kings were patrons of learning as is evidenced by the ancient literature (in archaic Manipuri language and script) in subjects like history, astronomy, medicine, moral instruction, etc.

Modern education in Manipur began with the opening of a middle English school in 1877-78 by the then Political Agent, Sir James Johnstone. The school building was constructed by the then Maharaja, Sir Chandrakiriti Singh. Further progress was slow; in 1900, there were only one middle English school and 17 primary schools with an enrolment of 1,000. The Education Department was opened in 1910 with a deputy inspector of schools and two inspecting *Pandits*.

The following table shows the progress of education in the first half of the present century.

Year	Colleges	High Schools	Middle Schools	Primary Schools	Special Schools
1901-02	1	17	..
1921-22	..	1	3	97	..
1936-37	..	5	6	215	..
1947-48	1	6	13	278	13

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The total enrolment in 1947-48 was 60 in colleges, 3,705 in high schools, 1,360 in middle schools and 25,400 in primary schools. The educational expenditure rose from Rs. 16,377 in 1901-02 to Rs. 3.61 lakhs in 1947-48.

During the Second World War, the people of Manipur came in contact with people from the different Allied nations and became keenly aware of their educational backwardness. There was a great awakening in the minds of the people and it manifested itself in a growing demand for more and more schools from every nook and corner of the Territory. Some of the important problems the Government had to face at the time of the integration related to the provision of schools, reconstruction of school buildings that had been destroyed during the war, provision of more buildings, furniture and equipment, and supply of teachers.

Keenly conscious of their backwardness in education the people of Manipur began to start schools at different places soon after the termination of the Second World War. The Government took over or gave grants-in-aid to deserving private schools.

3. *Primary Education.* The progress of primary education since integration with the Indian Union has been phenomenal.

The comparative statistics given below speak for themselves.

Year	No. of Primary Schools	Enrolment in Primary Schools	Teachers	Actual Expenditure	Per Capita Cost	Pupil-Teacher Ratio	No. of Training Institutions	No. of Teachers under Training
				Rs.	Rs.			
1947-48	278	25,400	507	1,84,457	7.22	50:1	..	..
1949-50	374	26,900	881	2,75,794	10.22	31:1	..	..
1958-59	1,227	90,180	2,996	15,72,819	17.43	30:1	1	80
1960-61	1,600	1,00,000	4,500	21,00,000	21.00	22:1	4	320

Schools in Manipur follow the same curriculum as in Assam. The construction of government school buildings is undertaken by the P.W.D. while in the case of the aided and private schools, the managements make their own arrangements. In some cases, the Government gives building grants in kind also. Midday meals were introduced in 1959-60 on a 50 per cent basis and about 8,000 children have benefited under the scheme so far. Reorientation of elementary schools towards the basic pattern has been carried out in more than 500 schools. Revised scales of pay have been introduced for teachers and their children are given free studentships. During the first Plan, 60 primary school teachers received *Guru* training and 50 teachers were trained in basic education. During the first four years of the second Plan, 400 teachers were trained in basic education and the number of training institutions had increased to 4 by 1960-61. All women teachers (except a few who are unwilling) have been trained. At present 320 primary school teachers receive training in basic education every year and nearly half of the present teachers will have received training by the end of the third Plan.

A scheme for the production of literature for children has been introduced recently. Book competitions are held every year in which writers of books of special interest to teachers and children are given merit awards.

4. *Basic Education.* The following comparative statement will show the progress of basic education in this Territory.

Year	No. of Junior Basic Schools	Enrolment	Number of Teachers	Expenditure
				Rs.
1947-48	..	..	..	..
1953-54	1	40	5	3,630
1958-59	100	8,783	305	1,12,680
1960-61 (Estimated)	143	12,300	405	1,65,800

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In spite of the expansion indicated above, the atmosphere and attitudes appropriate to the 'basic' idea have yet to be developed in schools and teachers. The Education Department is taking measures to improve the situation by training teachers, by supplying adequate craft equipment and other materials to schools, by holding reorientation seminars and so on. Planting of green hedge round the compound, growing of fruit plants and food crops, vegetable gardening, etc., have been introduced in many schools.

5. *Secondary Education.* The following table shows the progress of secondary education.

Year	No. of Schools	Enrolment	Teachers	Expenditure (in Rs.)
(a) Middle Schools				
1947-48	13	1,360	76	45,162
1949-50	65	6,381	259	2,16,153
1958-59	186	18,022	816	5,95,561
1960-61 (Estimated)	300	27,500	1,080	7,83,000
(b) High Schools				
1947-48	6	3,705	111	1,25,622
1949-50	8	5,059	145	1,92,422
1958-59	53	16,646	650	8,08,866
1960-61 (Estimated)	60	17,300	690	8,12,000

Until 1951-52, there was no training institute for secondary teachers. In 1952-53, one normal training institute was opened and 60 under-graduate/matriculate teachers were given training. The institute was closed at the end of 1955-56 and graduate teachers were deputed for B.T./B.Ed./B.Ed. (Basic) training outside Manipur. In 1959-60, B.T. and C.T. (Certificate in Teaching) classes were opened in the Government D. M. College and 30 graduate and 30 under-graduate teachers were given training. The pay scales of government teachers have been revised and extended to teachers of aided schools.

Attempts made in the second Plan for the conversion of high schools into higher secondary and multipurpose schools did not succeed on account of the shortage of qualified teachers and certain other obstacles.

There are two public examinations in secondary schools, one at the end of the middle school stage and the other at the end of the high school stage. The former is conducted by a Board under the Territorial Council and the latter by the Gauhati University.

6. *University Education.* The following table shows the progress of higher education in this Territory.

Year	No. of Colleges	Enrolment	Teachers	Expenditure
				Rs.
1947-48	1	60	7	6,000
1958-59	2	1,824	50	1,81,466
1960-61 (Estimated)	3	2,000	60	2,18,000

Except for girls and Scheduled caste and Scheduled tribe students who are given preference, admission in the Government College is given only on the basis of performance in an admission test.

It has not been possible to introduce the three-year degree course so far. Tutorials and group discussions are a regular feature of the work in colleges. The pay scales for lecturers in Assam have been adopted in the Territory. No case of indiscipline has been reported so far.

7. *Technical Education.* There are at present two technical schools, the Adimjati Technical Institute (established in 1956-57) and the Industrial Training Institute (established in 1959-60). The former provides two courses, each of three years' duration in (i) Weaving and (ii) Civil Engineering. It was originally meant for tribal students only; but now a few non-tribal students are also admitted. The Industrial Training Institute has introduced the following six trade courses, each of three years' duration; (i) drafts-

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man, (ii) surveyor, (iii) electrician, (iv) carpenter, (v) blacksmith and (vi) fitter.

The students of Adimjati Technical Institute are given free board and lodging as well as textbooks. All the tribal students of the Industrial Training Institute are given stipends at the rate of Rs. 25 p.m. A few merit scholarships at the rate of Rs. 30 p.m. are also awarded.

There is also an arts and crafts training-cum-production centre at Thoubal with an annual intake of 50 students. Its students are given stipends at the rate of Rs. 30 p.m. Steps have been taken for opening more training-cum-production centres in different parts of the Territory.

8. *Social Education.* The Social Education Unit was first set up in the Thoubal Community Development Block in 1953-54. In 1954-55 another unit in the Education Department was started under an officer known as the Director of Youth Welfare and Social Education Officer. The following data will give some idea of the progress made in social education.

Year	No. of Literacy Centres	No. of Adults (made literate)	Mahila Mandals	Youth Clubs
1953-54	160	3,106	..	61
1958-59	141	2,349	138	89
1960-61	150	2,500	150	100

There are 52 community centres and 100 village libraries in the Union Territory. So far, 34 books for neo-literates have been produced. Social education campaigns organised by the high school and college students in block and non-block areas have been very successful and the Administration proposes to organise them regularly.

9. *Girls' Education.* The following table shows the progress of girls' education.

Year	Primary				Secondary			
	No. of Schools	Scho-lars	Women Teachers	Scholar-ships	No. of Schools	Scho-lars	Women Teachers	Scholar-ships
1947-48	24	2,500	28	..	4	1,300	20	28
1958-59	77	32,974	114	100	18	7,322	77	326
1960-61 (Estimated)	130	35,000	150	100	25	8,000	100	350

In order to increase the enrolment of girls at secondary and university stages, the number of scholarships (merit and attendance) for girls has been increased. Scales of tuition fee for girls in classes IX and X have been reduced. Preference is given to girls for admission to colleges. Transport facilities for college girls have also been provided.

One deputy inspectress of schools and two assistant inspectresses of schools have been appointed to the inspecting staff of the Territorial Council to look after the education of girls.

10. *Teaching of Science.* General Science has been made compulsory up to class VIII. It is optional in classes IX and X. For the purchase of scientific equipment and materials, grants-in-aid are given to high schools. In the Government D.M. College, provision has been made to teach almost all science subjects up to the degree classes. The number of students taking up science has increased to about 400 (1960-61). Dearth of qualified teachers is the main hurdle in the expansion of facilities for the teaching of science.

11. *Scholarships.* Education has been made free up to class VIII for all. Special scholarships and stipends are given to Scheduled caste and Scheduled tribe students and education at all stages has been made free for them. The following table gives details of scholarships during the last ten years.

Year	Primary @Rs. 0.50	Middle @Rs. 5.00 and @Rs. 1.00	Secondary @Rs. 7.00 and @Rs. 2.00	College @Rs. 20.00 and @Rs. 25.00	Post- Graduate @Rs.75.00	Others: varying from Rs.3 to Rs.75
1949-50	..	47	63	11	N.A.	N.A.
1958-59	100	329	398	293	16	171
1960-61	100	350	400	300	24	200

12. *Physical Education.* The Director of Youth Welfare is in charge of physical education which is compulsory in all the schools but is not an examination subject. It is also compulsory in the first year class of the Government D.M. College. There is no facility for training instructors in

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physical education in this Territory. The provision of playground facilities leaves much to be desired. The Administration has given grants to 39 schools for the purchase and development of playgrounds.

13. *N.C.C. and A.C.C.* The National Cadet Corps was started in 1954-55. In 1956-57 was started the Auxiliary Cadet Corps and in 1959-60 the N.C.C. Rifles. Nearly one-twelfth of the secondary school students and one-twentieth of the students at the university stage are covered under these schemes. Schemes for raising the N.C.C. unit to a three-company battalion and for raising more troops in the junior N.C.C. division and in A.C.C. have been included in the third Plan.

14. *Games and Sports.* Up to 1954 athletic meets were organised by voluntary agencies. In 1955-56, the Education Department started organising sports meets for school students at nine different centres. These meets are now an annual feature. In 1958-59, students from Manipur participated for the first time in the Fourth National School Games held in Delhi and won three Gold Medals. The Territory secured the third position in the country. In 1959-60, the Mainpur contingent won one Gold Medal and the national championship in football.

Steps have also been taken recently for the constitution of a Sports Council.

15. *Education of the Backward Classes.* A statement of schools, enrolment, scholarships and hostels for the Scheduled tribes over the last ten years is given below.

Year	No. of Schools	Enrolment	Scholarships	Hostels
1947-48	125	7,064	..	..
1958-59	784	39,072	316	61
1960-61 (Estimated)	900	42,000	440	70

During the second Plan, 72 tribal writers were given subsidies for the production of literature in tribal dialects.

The Administration does not feel the necessity of having separate schools and hostels for children of Scheduled castes in the non-scheduled areas. This policy has resulted in a large number of Scheduled caste students freely mixing with students of other communities, thus helping in the removal of untouchability.

16. *Pre-Primary Education.* The Administration opened one Montessori school in 1957-58 as an experiment, with two trained teachers. The experiment was found to be expensive and as such no further scheme for the opening of any more such schools has been proposed in the third Plan.

17. *Development of Hindi.* Hindi has been introduced in some newly opened primary schools in the tribal areas, but no public examination is held at this stage. Hindi is a compulsory subject in all the middle and high schools from class III to class VIII. It is optional in the matriculation classes. There is one Hindi Training Institute for the training of Hindi teachers. Three voluntary Hindi organisations are given grants-in-aid for the propagation of the language. Books in Hindi are distributed free of charge to school libraries and three centres have been opened to train non-Hindi-knowing government employees.

18. *Propagation of Sanskrit.* Scholarships are provided for the study of Sanskrit in the existing Sanskrit *toles*.

19. *Audio-Visual Education.* There is an Audio-Visual Education Officer in charge of audio-visual education. Educational charts, maps, radio sets with loud speakers and gramophones have been distributed to a number of schools and tribal hostels.

20. *Administration.* The Director of Education is the head of the Department. He is assisted by one Deputy Director of Education, a Special Officer for Planning and Statistics, one inspector of schools, three deputy inspectors of schools, nine assistant inspectors of schools, one Director of Youth Welfare, and one Audio-Visual Education Officer. The Territorial Council has an Education Department under a Principal Officer (Education) who is assisted by two inspectors of schools, six deputy inspectors of schools and 31

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assistant inspectors of schools. The expenditure on administration and direction in 1958-59 was Rs. 2.69 lakhs or 5.7 per cent of the total expenditure (Rs. 46.84 lakhs) on education. The distribution of the inspecting staff between the Territorial Council and the Administration is uneven and needs revision.

21. *Finance.* A source-wise distribution of expenditure on education for the years 1949-50 and 1958-59 is given below.

Source	1949-50	1958-59
	Rs.	Rs.
Central Government	..	40,495
State Government	6,78,784	34,14,798
Municipal Board	..	1,680
Fees	2,56,463	8,42,160
Endowment	2,06,615	3,28,744
Other Sources	1,00,442	56,849
TOTAL	12,42,304	46,84,726

22. *Summing Up and Outlook in the Third Plan.* Some of the major schemes to be taken up during the third Plan period are indicated below.

- (a) *Primary Education.* In order to extend educational facilities to 30,000 additional children in primary schools, 1,000 additional teachers are to be appointed; Rs. 40 lakhs have been allotted for this purpose. An additional allotment of Rs. 71,000 has been proposed for special programmes for girls' education at the primary stage. For opening middle/senior/basic schools, a sum of Rs. 9.31 lakhs has been allotted and another sum of Rs. 1 lakh has been earmarked for special educational programmes for girls at this stage. Other provisions include Rs. 1 lakh for orientation of elementary schools towards the basic pattern; Rs. 2.50 lakhs for training of senior basic school teachers; and Rs. 5 lakhs for the expansion of the existing training institutions.

- (b) *Secondary Education. Fifteen* (9 Government and 6 aided) high schools will be converted into higher secondary schools, and one high school will be converted into a multipurpose school at a cost of Rs. 19.30 lakhs. Other provisions include Rs. 11.70 lakhs for the introduction of elective science in secondary schools; Rs. 5.50 lakhs for purchase of library books; Rs. 50,000 for playgrounds; and Rs. 1.62 lakhs for scholarships and stipends to graduate teachers for post-graduate studies.
- (c) *University Education.* The Government D. M. College will be improved at an estimated cost of Rs. 3.25 lakhs. A provision of Rs. 1 lakh has been suggested for the expansion of girls' education at this stage.
- (d) *Other Schemes.* Provision has been made for the improvement of the District Library and the Children's Library-cum-Museum (Rs. 0.50 lakhs), for N.C.C., A.C.C., etc. (Rs. 2 lakhs), for grants-in-aid to Hindi schools and Sanskrit *Pathashalas* (Rs. 2.5 lakhs) and for strengthening administration (Rs. 1 lakh).

IV. TRIPURA

1. *General Information.* Tripura, the easternmost unit of the Indian Union, has an area of 4,036 sq. miles, divided into ten administrative sub-divisions and forty-five revenue *tehsils*. The territory is in the main hilly, more than half the surface being covered by hills and hillocks. There is a heavy summer rainfall of over eighty inches a year which makes the summer hot and moist; the winter is cool and comparatively dry. Inadequacy of communications is a major problem. During the last ten years about 500 miles of motorable roads have been constructed and in many places, telegraph and telephone lines have been laid. This has helped ease the situation somewhat.

The population of the Territory, according to the census of 1951, was 6,39,029 and that of Agartala, the capital and the only urban area, 42,595. The population has considerably increased since, due mainly to the immigration of refugees

from Pakistan. The present population is 11,41,492 according to the census of 1961. As a result, the composition of the population (which was almost wholly tribal till the last quarter of the 19th century) has greatly changed. The distribution of population according to 1951 census was Scheduled tribes 1,92,293 (30.1 per cent) Scheduled castes 46,371 (7.3 per cent) ; backward communities 30,349 (4.7 per cent) ; and others 3,70,016 (57.9 per cent).

According to the 1951 census there were 480,662 Hindus, 1,36,960 Muslims, 15,403 Buddhists, 5,262 Christians and 762 others. Most of the tribals have taken to Hinduism though tribal beliefs and customs still play a dominant role in their lives. Of the tribals, the Tripuris and their sub-groups form a large majority. They are mostly Hindus, and have taken largely to cultivation. The Chakmas and the Maghs profess Buddhism, while most of the Lushais and the Kukis are Christians. The tribals speak various dialects, Tripuri being the most widely spoken dialect. Except the Lushais who have their language written in the Roman script, other tribals have no written language. Attempts are being made to develop Tripuri into a written language. Bengali has been the official language here for a long time and the contact of local people with Bengal has been close throughout history. Bengali is widely understood and is used as the medium of instruction in all schools, excepting those situated in the Lushai-speaking areas.

Agriculture is the main occupation of the people both in the plains and the hills. Non-agriculturists earning a living from industry, trade and commerce, transport and services formed about 25 per cent of the population in 1951. Tea is the only organised industry in Tripura with 53 small gardens covering an area of about 35,000 acres under crop and a labour force of about 10,000.

Though the State acceded to India on the eve of independence in August 1947, the old administrative set-up was allowed to continue till its merger in the Indian Union in October 1949. It was first constituted into a Part C State with a Chief Commissioner at the head and then made into a Union Territory in 1956. With a view to associating the

people with administration, the Tripura Territorial Council consisting of 30 elected and two nominated members was created in 1957. Supervision and control of almost all schools up to the secondary stage is now in the hands of the Territorial Council.

2. *Review of Education till 1947.* Modern education began in Tripura during the reign of Maharaja Bir Chandra Manikya (1877-1896) who initiated many progressive reforms on the pattern of the British administration. This enlightened ruler who patronised learning and art was one of the first to discern and acclaim the genius of Rabindranath Tagore when the latter was more or less unknown. He was followed by Maharaja Radhakishore Manikya (1897-1909) who continued the progressive policies of his predecessor. It was during his regime that a number of schools, including a high school, came to be established at different places. The reign of the next ruler Maharaja Bir Bikram Kishore Manikya saw further extension of the educational facilities. He passed a compulsory education law for the State in 1932 and introduced compulsion in the Agartala municipal area. During his rule, an ambitious scheme known as the *Vidyapattan* was outlined with the object of starting colleges for arts, science, medicine, agriculture and technology; but it could not be completed owing partly to limited resources and partly to his untimely death in 1947.

3. *Primary Education.* In 1946, Tripura had 32 lower primary schools (teaching up to class IV), 86 *Pathashalas* (teaching up to class II), and one reformatory (primary) school in the Central Jail. There were 5,641 students in these besides another 3,000 or so reading in the primary classes of 22 government middle English schools and 51 private schools. The enrolment in the age group 6-11 was about 12.2 per cent of the total population in that group. Most of the teachers were untrained and few of them had any schooling beyond the primary stage. Their pay scales were poor and varied from Rs. 10-20 to Rs. 30-50. The classes were large. Only about 4 per cent of the State revenues was spent on education.

During the last 13 years or so the picture has changed enormously. In March 1961, the last year of the second Plan,

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the anticipated position was as follows : total enrolment in the 6-11 group 81,000 (54,000 boys and 27,000 girls); 1,100 schools including 229 junior basic; 2,750 teachers including 610 trained teachers; total expenditure on primary education Rs. 47.27 lakhs (35 per cent of the expenditure on education) ; per capita cost of primary education Rs. 47.83 (taking direct expenditure into account only); and teacher-pupil ratio 11:35 (excluding schools in the interior). The third Plan will thus start with an enrolment of 64 per cent at the primary stage, 83 per cent for boys and 45 per cent for girls. The target for the third Plan is to enrol 15,000 additional boys which will raise their enrolment to 96 per cent and 35,000 girls which would raise their enrolment to 90 per cent. The cost of this programme is estimated at Rs. 92.4 lakhs. The number of additional schools to be opened would be well over 300 and about 4,000 additional teachers will have to be employed.

The minimum qualification for primary teachers is matriculation (the non-matriculate teachers number less than 10 per cent). The scale of pay for primary teachers compares favourably with that in the other States. The first basic training college in the Territory was started in 1954, with training facilities for 50 teachers. Two more training institutions have been added since, and accommodation in each is being increased to 130 so that from 1962, about 400 trained teachers will be trained every year. The percentage of trained teachers at the end of the third Plan will increase to about 60. It is also proposed to increase the period of training to two years.

Midday meals are proposed to be introduced in primary schools on a subsidised basis, the people contributing 50 per cent of the cost and the Government contributing the other half.

4. *Basic Education.* The junior basic schools form about 21 per cent of the total number of primary schools at present. However, the salient features of basic education are being introduced in as many schools as possible through the organisation of a systematic orientation programme. An area of about 25 sq. miles around the Basic Training College, Agartala, was developed as the intensive basic education

area during the second Plan. All the schools in this area have been converted to the basic pattern and the enrolment in the 6-11 age group has already reached 97 per cent. About 150 additional schools are proposed to be converted to the basic pattern during the third Plan. It is hoped by the end of the third Plan the basic schools will constitute 50 per cent of the total number of primary schools.

In order to meet the shortage of craft teachers a training institute has been started at Agartala. Craft has also been introduced in 200 non-basic schools. Two guide books for teachers have been brought out by the Education Directorate.

5. *Secondary Education.* In 1947, Tripura had nine high schools, all managed by the Government, including one high school for girls, and the total enrolment was about 500, girls forming a very small portion of the total. By 1960-61, the number of schools had increased to 23, of which 8 were multipurpose higher secondary schools. Six high schools and one multipurpose higher secondary school are meant exclusively for girls. The enrolment in high and higher secondary schools stood at 4,500 (3,500 boys and 1,000 girls) in 1960-61. The high and higher secondary schools in Tripura are affiliated to the Board of Secondary Education, West Bengal. The total expenditure on secondary education was Rs. 1.79 lakhs in 1949-50 and has since increased to Rs. 20.19 lakhs in 1960-61. By the end of the third Plan, there will perhaps be 38 high and higher secondary schools in this Territory, two-thirds of which are proposed to be raised to the higher secondary status. A beginning with the provision of guidance facilities has been made with the appointment of one psychologist and one statistical assistant in the Department. The service is proposed to be expanded during the third Plan.

The most acute problem in the field of secondary education is the shortage of qualified teachers in the high and the higher secondary schools. A scheme has been taken up to depute annually about 20 graduate teachers of high/higher secondary schools at government cost, for B.T./B.Ed. training outside the Territory. A number of teachers have already returned from training under the scheme. Ten post-

graduate stipends per year were provided in the second Plan. During the third Plan, the number of such stipends is proposed to be increased to 50 per year.

6. *University Education.* There are two arts and science colleges in Tripura teaching up to the degree standard—the Maharaja Bir Bikram College, Agartala, established by the Government in 1957, and the Shri Ram Krishna Mahavidyalaya, Kailasahar, established by a private organisation in 1960. In both the colleges provision has been made for pre-university classes and the three-year degree course. In the third Plan, Rs. 20·10 lakhs have been provided for the extension of facilities for science teaching and introduction of post-graduate classes in some arts subjects in the M.B.B. College and for scholarships and stipends to post-graduate students. The Ramkrishna Mahavidyalaya will also receive financial assistance in the third Plan.

7. *Technical Education.* Prior to 1947, there was only a small training centre (Silpasram) for turning out artisans in trades like carpentry, smithy, etc. Some industrial training centres, especially for the displaced persons, were started soon after independence. In 1958 was started a polytechnic which provides three-year courses in Electrical, Mechanical and Civil Engineering up to the licentiate standard and has an annual intake of 60 students. Another industrial training institute was started in 1959-60.

To provide facilities for technical education at the degree level to the brighter students passing out of higher secondary schools with science and technology, 18 seats in different engineering colleges and universities all over India are reserved every year for students of this Territory.

8. *Social Education.* Programmes of social education were introduced in 1953-54 when 15 centres for social education were opened and 30 social education workers appointed for the purpose. The work has greatly expanded since. There are about 400 social education centres with 600 social education workers (both men and women) today. There is a Social Education Section in the Education Directorate with two Deputy Directors (one for youth programmes and the other for women's programmes), one inspector of social edu-

cation and one chief social education organiser. A janata college has also been established for the training of social education workers.

A library service has been in existence since 1953-54 and consists of a central library at Agartala town, eight branches at sub-divisional headquarters, and mobile units to serve the rural areas.

9. *Girls' Education.* Enrolment of girls at primary, middle and secondary stages has been rising steadily. Special scholarships are awarded to girls on the basis of scholarship examinations and 30 per cent of the school stipends are earmarked for them. Education of girls is free at both the primary and secondary stages. Girls coming from poorer sections of the rural people are also given clothing in certain schools. Appointment of a number of school mothers recently is expected to step up the enrolment of girls further. Hostel facilities for girls are provided at the secondary and collegiate stages and special stipends have been instituted for them at the university stage.

Women teachers are in short supply, particularly in rural areas. A programme for imparting a condensed course of training to 60 selected women from rural areas annually has been taken up recently.

For supervision of women's programmes, there is a woman Deputy Director in the Department. There is also an inspectress of schools and an assistant inspectress of schools under the local Territorial Council for the inspection and supervision of girls schools.

10. *Scholarships.* In April 1959, education was made free for all up to the middle stage i.e., up to class VIII. At the secondary stage, education is free for girls and students belonging to the backward communities. For all practical purposes, therefore, Tripura has now reached a stage when it may be said that education is free up to the school leaving stage.

Prior to 1947, the number of scholarships awarded to students at different stages of education was very small. There is now provision for 200 school stipends for poor and

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meritorious students at the school stage. Of these, 55 per cent are earmarked for students from the backward communities. Boarding-house stipends for about 250 tribal students at the average rate of Rs. 30 p.m. are also granted each year.

At the post-matriculation stage, maintenance stipends are awarded to meritorious and poor students who are permanent residents of this Territory. For educational courses not provided in Tripura, students are sent to other States of the Indian Union and are generally awarded stipends of the value ranging from Rs. 60 to Rs. 90 per month.

11. *Physical Education.* There is a Board to advise the Administration on matters relating to physical education and other youth welfare activities. A post of Superintendent of Physical Education (who is assisted by an assistant inspector of physical education) has also been created. The colleges and the high and higher secondary schools have posts of physical instructors and games teachers. Physical education is a compulsory subject of study for teacher trainees. There is also a full-fledged training institute for physical education in this Territory.

Grants were given for the construction of five gymnasias during the second Plan. Clubs are given grants towards the maintenance and purchase of equipment every year. A beginning has also been made with the physical efficiency drive scheme in this Territory.

12. *Scouts and Guides, N.C.C. and A.C.C.* Scout troops have been raised in several high schools; one girl-guide unit has also been established.

The N.C.C. and A.C.C. were introduced in 1953-54. The senior division N.C.C. has now four units for boys, and two units for girls. The junior division has 15 units for boys and 7 units for girls. The A.C.C. consists of 42 units with 2,040 boys and 480 girls. Five additional junior divisions (N.C.C.) and an equal number of A.C.C. units are proposed to be raised during the third Plan.

13. *Games and Sports.* The Tripura Sports Council advises the Administration on the organisation of games and sports. Athletic meets for school students on zonal and sub-zonal basis and sports meets for village adults are organised

every year. Sports meets are also held on the Bengali New Year's Day.

14. *School Health Service.* A school health service has been in existence since 1954-55. It now has three medical officers who have been posted in three areas. In selected block development areas, children of primary schools are given free milk, thanks to the help of the UNICEF.

15. *Education of Backward Communities.* Enrolment of Scheduled caste, Scheduled tribe and other backward community children has been increasing steadily. It rose from 7,471 in 1950-51 to 16,135 in 1954-55 and to 41,001 in 1958-59.

An important activity for tribal welfare is the provision of hostels. In 1950-51, there were 220 boys in hostels, of whom 114 studied in primary schools. With the recent expansion of primary education, the need for hostels has shifted from the primary stage to the secondary. In 1958-59, there were 407 students residing in free hostels and a great majority of them were in receipt of stipends.

Steps are also being taken to foster the revival of culture of different tribes inhabiting Tripura. Grants are given to cultural organisations for the revival of folk arts. A number of cultural centres have been opened at places where tribal people live in large numbers.

Cash rewards for teachers and others for acquiring proficiency in the tribal dialects have been instituted and a Tripuri-Bengali-English dictionary has been published. Attempts are also being made to bring out suitable primers in Tripuri so that some of the tribal students at least may have primary education through their mother tongue. Teachers in the basic training colleges of Tripura have to undergo courses in the Tripuri dialect so that their work with the tribal students may be more effective.

16. *Pre-Primary Education.* A well-equipped government nursery school was established in the first Plan. During the second Plan, the Central Social Welfare Board started a number of *Balwadis* in rural areas. These have been very popular and thanks to the collaboration of the Central

Social Welfare Board, the Education Directorate and the Tribal and Labour Welfare Department, these have already covered 375 villages of this Territory. One-fifth of the population is proposed to be covered by the end of the third Plan.

17. *Audio-Visual Education.* The Social Education Section of the Education Directorate has a film library with a number of full-length pictures, about 300 documentaries, and some filmstrips. The mobile units organise audio-visual programmes, including film shows and puppet shows in all parts of the Territory.

18. *Propagation of Hindi.* Prior to 1947, the number of Hindi-knowing people in Tripura was negligible. In 1952, a number of Hindi teachers were appointed in some secondary schools for the first time. Towards the end of the first Plan, some 'Hindi Prachar' centres came into existence, and a Hindi Teachers' Training Institute was started at Agartala by the Education Directorate. Recently, the institute has been raised to the status of a training college which will provide training in both contents and methods. Hindi Prachar and teaching centres run by voluntary organisations are given grants by the Education Department. Candidates prepared by such organisations appear at the examinations conducted by the Rashtrabhasha Prachar Samiti, Wardha. Facilities have also been arranged for government employees in the Territory to learn Hindi. A mobile library service for distribution of suitable Hindi books to the Prachar and teaching centres has also been created. Hindi has been declared to be a compulsory subject of study at the middle stage and the post of a Hindi Education Officer has been created in the Directorate.

19. *Propagation of Sanskrit.* Prior to independence, the State Government ran four Sanskrit *chautuspathis* which prepared students for different Sanskrit examinations. In 1953, thanks to the initiative of the Tripura Territorial Council, the *chautuspathis* were merged into a Sanskrit college. Provision has been made for offering stipends to students of the Sanskrit college.

After independence, about 15 Sanskrit *Pathashalas (tols)* came into existence as a result of the initiative of displaced

Sanskrit scholars from Pakistan. The Education Department gives maintenance grants to these institutions.

20. *Administration.* The Education Directorate was created in 1953. The Director of Education who is also the *ex officio* Secretary of Education Department of the Administration is in overall charge of education in Tripura. The cost of direction and inspection is about 5 per cent of the total expenditure on education.

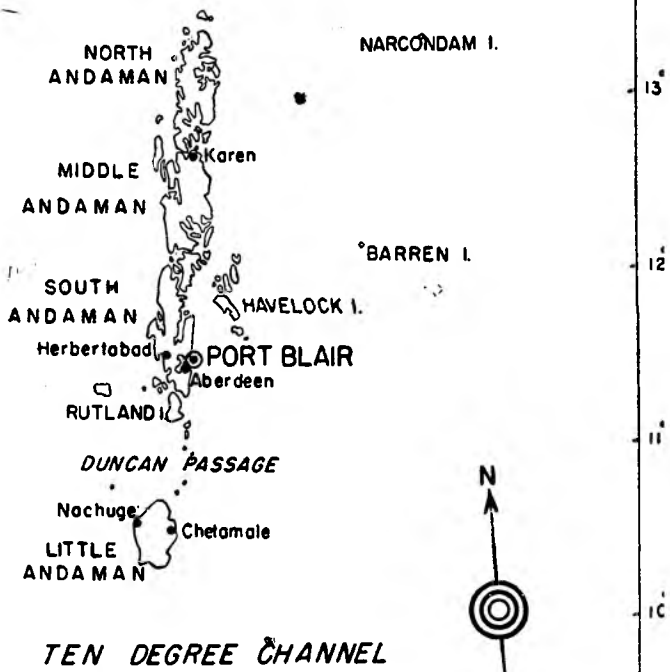
The Tripura Territorial Council has a post of a Principal Officer for Education, two posts of Deputy Principal Officers and an inspectorate consisting of sub-inspectors, assistant inspectors and inspectors of schools. Besides, there are three subject inspectors for improving the quality of teaching in secondary schools.

21. *Finance.* In 1946, the total budget provision for education in Tripura was Rs. 2 lakhs. There has been a steady increase in expenditure on education ever since. It stood at Rs. 8.5 lakhs (or 18.6 per cent) in 1950-51, at Rs. 19 lakhs (or 20.8 per cent) in 1953-54 and at Rs. 73 lakhs (or 27 per cent) in 1957-58. The second Plan provided Rs. 112 lakhs (or 12.5 per cent of the total Plan outlay) for education. The third Plan envisages a total expenditure of Rs. 240 lakhs for education out of a total estimated Plan expenditure of Rs. 1,632 lakhs for Tripura. This works out at 14.7 per cent of the total provision.

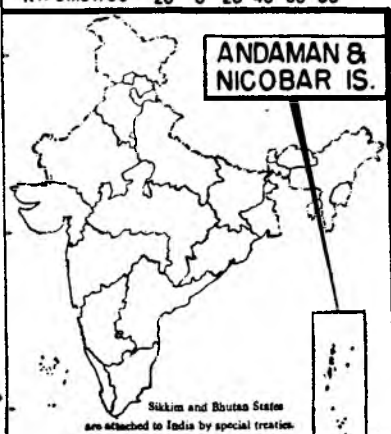
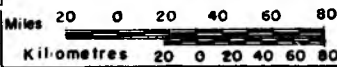
V. ANDAMAN AND NICOBAR ISLANDS

1. *General Information:* The area of Andaman and Nicobar islands is 3,215 square miles. Though these islands form one administrative unit (one district only), they consist of two separate groups of islands. The Andamans consist of a chain of islands stretching from Landfall Island in the north to the Little Andaman in the south, in an arc stretching over some 200 miles of sea. About 80 miles to the south of Little Andaman is Car Nicobar, the northernmost part of the Nicobar group of islands continuing in an arc for another 200 miles to Great Nicobar which is only some 120 miles distant from the northern tip.

ANDAMAN AND NICOBAR ISLANDS (INDIA)



SCALE



Saikh Dev Verma 91° 92° 93° 94°

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Every island is covered with thick jungles and most of them excepting Car Nicobar are hilly. Since all the islands lie between 6° and 14° of north latitude the climate is tropical. The temperature variation throughout the year is only from 85° F to 95° F. The average rainfall is 123 inches and is spread over the whole year, the only dry quarter being January to March.

The total population of the islands in 1951 was 30,971 which with constant immigration, increased to 73,438 in 1961. The rural population in 1951 was 74·1 per cent of the total population. There is only one town *viz.*, Port Blair, and it accounts for about a quarter of the total population. The density of population is 15·3 per sq. mile and the sex ratio 62 males to 38 females. The main religions are Christianity, Islam, Hinduism, Buddhism, and Sikhism. The caste system exists but is not very rigid and inter-caste or inter-communal marriages are fairly frequent. There is no 'purdah' and no untouchability. According to the 1951 census there were no Scheduled castes and Scheduled tribes in the Territory; a few castes have recently been declared as Scheduled tribes.

The population of the islands has become truly cosmopolitan and many languages and dialects are spoken at present. According to the census of 1951 the population was divided linguistically into ten major groups: Bengali (2,363); Burmese (1,584); Hindi (975); Malayalam (2,815), Nicobarese (11,097); Tamil (1,573); Telugu (1,044); Urdu (862); Hindustani (4,139); and Oraon (1,061).

The main occupations of the people are agriculture, labour, business and service. Neither industrialisation nor urbanisation have made much headway in these islands.

For administrative purposes the Territory is divided into three sub-divisions and six *tehsils*.

2. *Development of Education Prior to 1947.* The first significant attempt to colonize the islands was made in 1858 when a large number of prisoners of the so-called 'Sepoy Mutiny' were removed to the Andamans. The penal settlement thus established continued to exist till 1942. As would be easily understood, not much thought was given to the

educational development of the settlement during these years. This period of neglect was followed by the worst years of Japanese occupation—from 1942 to 1945. It was only after the attainment of independence in 1947 that the educational needs of the islands started receiving earnest attention.

The first primary school in the islands was opened in the last quarter of the 19th century at Port Blair. It followed the syllabus of the Punjab Education Department and Urdu was the medium of instruction. In the first decades of the present century, this institution was upgraded into a middle school and in the following decade, it was raised to the status of a high school with English as the medium of instruction and Urdu as a major language. In the meantime, a girls' primary school was established which was later on combined with the high school in 1933. With the passage of time, the convict population spread to the interior of the Andamans and eight primary schools were founded to cater to the needs of their children. Most of these schools also employed Urdu as the medium of instruction. Gradually the need to open schools with other media arose. The Mopla Rebellion caused the transportation of a large number of Moplas who spoke Malayalam; the Karen settlers and the Burmese convicts posed their own educational problems. Consequently schools with Malayalam, Karenin, Buremese and English as media of instruction had to be provided.

The high school at Port Blair was first affiliated to the Rangoon University; but with the separation of Burma from India, this affiliation was transferred to the Calcutta University in 1936.

During the Japanese occupation of these islands (March 1942 to October 1945), the medium of instruction was changed from Urdu to Japanese and the number of students also decreased to a very great extent. But with the re-occupation of the Andaman and Nicobar Islands in October 1945, the old system was restored.

Till 1947, there was no Education Department and the Deputy Commissioner of the islands was also the controlling officer for education in his capacity as the President of the Education Advisory Committee. He was also the President of the High School Managing Committee.

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3. Primary Education. The following table will give some idea of the growth of primary education during 1948-60.

	1948-49	1950-51	1955-56	1959-60
No. of Primary Schools	19	19	30	75
No. of Students	843	854	1,697	4,129
No. of Teachers	N.A.	51	60	114
Teacher Training Institute	..	..	..	1
Expenditure on Primary Education (in Rupees)	34,852	53,992	89,018	2,84,837
Per Capita Cost (in Rupees)	41.34	63.22	52.45	68.98
Pupil-Teacher Ratio	..	17:1	28:1	36:1

On the eve of the second Plan, a committee was appointed to enquire into the condition of education in the islands. This committee (commonly known as the "Basu Committee") submitted its report in 1955. The committee, *inter alia*, recognised the importance of primary education and made several important recommendations. These were accepted and a sum of Rs. 4.59 lakhs was allocated for primary education in rural areas in the second Plan.

By the end of the second Plan the number of primary schools had increased from 37 in 1955-56 to 76 in 1959-60. The curriculum followed in these schools is the same as in West Bengal. The textbooks are procured from the mainland and are not printed here. Buildings pose a more difficult problem and so far it has been possible to provide permanent buildings to only about 30 per cent of the rural schools.

The greatest problem is the shortage of qualified teachers. So far, most of the trained teachers have come from the mainland. The teachers who come from the mainland, are often not prepared to face the rigours of life in the islands and are prone to leave jobs and return to the mainland at the earliest opportunity. It was felt, therefore, that it would be much better to recruit untrained matriculates available in

the islands and then to train them in a local teachers' training school. Accordingly a junior basic teachers' training school was established at Port Blair in 1958-59 for training 20 primary school teachers every years.

During the third Plan the number of school-going children will increase very considerably, owing to the decision to introduce free and compulsory education for the age group 6-11 (excepting for some Scheduled tribes like Jarwas who still live in primitive conditions). This will require the opening of at least 40 new primary schools. The climatic conditions rule out the possibility of conducting classes in the open air and it is, therefore, proposed to construct permanent school buildings for all schools. It has further been proposed that all the primary schools in the islands will be converted to the basic pattern. Compulsory attendance shall be enforced in specified areas as and when facilities for such education are provided. It is hoped that the programme of universal, compulsory and free primary education will be implemented throughout the Territory before the end of the third Plan.

4. *Basic Education.* The Andamans Education Committee had recommended that primary schools in the headquarters area should be converted to the basic pattern and that basic education should be introduced in schools of the rural areas also as quickly as possible. A good deal of progress in the matter has since been made. In 1960 there were 21 basic oriented schools with 66 teachers and 2522 students on roll.

A senior basic school for girls has also been opened. It is proposed that in the third Plan all the primary schools should be oriented towards the basic pattern.

5. *Secondary Education.* Recently the Government High School at Port Blair has been upgraded into a higher secondary multipurpose school. It was a co-educational institution until 1959 when a separate school was established for girls. Another higher secondary school has also been started in Car Nicobar. In addition, there are two senior basic or middle schools teaching up to standard VIII only.

As was mentioned earlier, the recruitment of teachers poses a very difficult problem on account of the past asso-

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ciations of the place with the settlement of criminal and political convicts. Even the recruitment of teachers for the mainland has been most difficult. It is hoped that as conditions of life improve, there will be improvement in the supply of teachers also.

While both Hindi and Urdu are used as media in the secondary schools at present, it has been proposed that the medium of instruction at the post-primary stage in future should be Hindi alone.

It is proposed to provide hostel facilities in all secondary schools teaching beyond class V. This is necessary in view of the difficulties of communication in the islands.

An idea of the growth of secondary education in these islands can be had from the following table.

	1948-49	1950-51	1955-56	1957-58	1958-59
Number of pupils	777	898	1108*	1047	984
Number of teachers	..	15	42	48	20
Expenditure (in Rs.)	52,811	31,374	1,17,248	1,37,700	98,250

6. *Technical Education.* In pursuance of a recommendation made by the Andamans Education Committee a trade school was inaugurated at Port Blair on 14th November 1958. The annual intake of the school is 20 out of which 4 seats are reserved for Nicobarese students. It provides courses for (1) motor mechanics, (2) machinists (turners) and (3) wiremen. The duration of these courses is two years and the minimum qualification for admission is standard VIII. The school is headed by a Superintendent who is assisted by two instructors. Considerable expansion of the institution is contemplated in the third Plan.

In addition, the Cottage Industries Department offers vocational training at its industrial centres in blacksmithy, carpentry, cane and bamboo work, tailoring and garment-making, *Amber Charḳha*, shell craft and coir industry. The

*Includes primary and middle sections attached to the high school.

number of seats available for each trade is ten. For the coir industry, however, only five seats are available. The apprentices get stipends. The duration of the training is one year.

7. *Social Education.* The movement of social education in these islands is of very recent origin. It was only in 1958 that a social education organiser was appointed and four social education centres were set up. Some additional centres have been opened recently. The programmes at these centres are rich and varied and include running of literacy classes and libraries, recreational and cultural activities, child and youth welfare programmes, and special vocational programmes for women.

8. *Girls' Education.* There were no separate institutions for girls until 1959 when a girls' higher secondary school was established at Port Blair. Girls' education in the rural areas, especially in the new areas, presents a very difficult problem due to the social backwardness of the people. It is, however, encouraging to note that the enrolment of girls during the last decade has been increasing although a little slowly. In 1949-50, there were only 18 women teachers and 496 girls in school in the islands; by 1958-59 the number of teachers had increased to 47 and that of girls to 874.

The third Plan provides special incentives for the spread of girls' education. Prizes, stipends and help in kind will be given to girls in order to attract them to educational institutions. Girls from rural areas will also be given maintenance stipends if they care to stay in hostels attached to secondary institutions.

9. *Scholarships.* Education has been free in this Territory at all stages since 1959. As no facilities are available here for studies at the post-secondary stage, local students are given stipends for higher education—general as well as technical and professional—on the mainland. The number of scholarships sanctioned increased from 6 in 1956-57 to 45 in 1959-60. It is proposed to increase the number of scholarships during the third Plan.

10. *Physical Education.* Physical education is receiving considerable attention in the islands. It is a compulsory but non-examination subject in the higher secondary schools and is in the charge of a graduate instructor trained in physical

education. It is a compulsory subject in the primary schools also and trained peripatetic teachers have been appointed to look after it in the rural areas. An Advisory Board of Physical Education and Recreation has also been appointed recently.

The greatest difficulty in organising games and sports in the islands is the lack of playgrounds. There are only six good grounds in the islands, none of which belongs to the Education Department. There is also need for a well-equipped gymnasium.

Scouting and N.C.C. (Army and Navy) are popular. There is a scout troop attached to the higher secondary multi-purpose school under the charge of a trained scout master. In addition to this, there are three N.C.C. (Army troops)—two for boys and one for girls. Besides, there is a Naval N.C.C. troop for boys.

Every year a batch of students is taken to the mainland on an educational tour. The tribal students of Nicobar are also given opportunities to visit the mainland.

Sports meets for schools are held every year. In addition the local Central Sports Board organises annual sports meets and tournaments of various kinds. The national physical efficiency drive scheme launched recently has proved to be very popular.

11. *Education of Backward Classes.* Among Scheduled tribes, only the Nicobarese have shown some interest in education so far. There are 12 primary and one senior basic school in the Nicobar group of islands. The senior basic school has recently been upgraded to a higher secondary school. In order to encourage education amongst these classes, several facilities such as supply of books and stationery, award of merit scholarships, provision for midday meals, provision for hostels etc., are offered. Seats have been reserved for them in the trade school. Nicobarese and Hindi are the media of instruction in the schools of Nicobar. Much difficulty is experienced in getting qualified Nicobarese teachers mainly because Nicobarese is not a developed language and has no script of its own.

12. *Pre-Primary Education.* The Modern Preparatory School at Port Blair offers pre-primary education. Since its inception in 1946 it has been managed by a private body. The school receives grant-in-aid from the Government.

13. *Development of Hindi.* Ten Hindi centres prepare non-Hindi speaking government employees and private persons for examinations conducted by the Rashtrabhasha Prachar Samiti, Wardha. The Rashtrabhasha Prachar Samiti, Port Blair is conducting *Pravesh*, *Parichay* and *Kovid* examinations at the authorised examination centres in this Territory. Incentives in the shape of prizes and awards are also given to propagate the language amongst the masses.

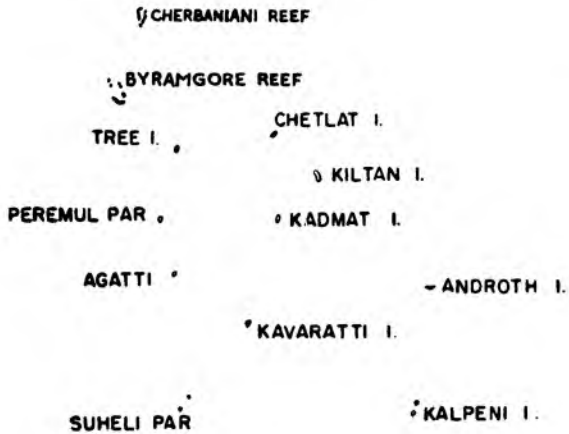
Hindi is the language of the courts. As a subject of instruction it is introduced in class III. It is also the medium of instruction in teachers' training and higher secondary schools.

14. *Third Plan.* During the second Plan, Rs. 27,40,000 were earmarked for education in these islands. It has been proposed that during the third Plan Rs. 57 lakhs should be spent for education. It is hoped that the third Plan will not only consolidate the gains of the second, but also open up new avenues of educational progress.

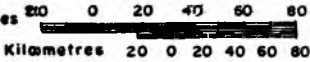
VI. LACCADIVE, MINICOY AND AMINDIVI ISLANDS

1. *General Information.* The Territory of the Laccadive, Minicoy and Amindivi Islands is a group of 19 small coral islands and a few sand banks lying scattered between 8 degree and 12 degree north latitude in the Arabian Sea to the west of the State of Kerala. The total area of these islands is about 10.76 square miles and the population, which is entirely rural, 24,000 (1961 census). These islands were formerly part of the composite Madras State and were constituted into a separate Union Territory in November 1956. The islands are unapproachable between May and September because of heavy monsoons. Communications with the mainland even during the remaining months are far from satisfactory. Country crafts which mainly depend upon wind and weather are the chief means of transport. The Administration usually charters a motor vessel during these months to expe-

LACCADIVE, MINICOY AND AMINDIVI ISLANDS (INDIA)

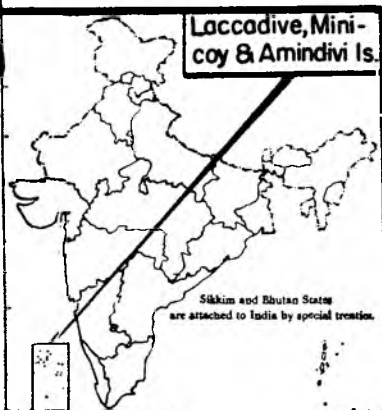


SCALE



NINE DEGREE CHANNEL

EIGHT DEGREE CHANNEL



Sah Dev Varma

72°

73°

74°

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dite developmental work in the islands. For inter-island travel a small motor launch is already available. A proposal to purchase a motor vessel for the Administration is now under consideration.

The inhabitants of Laccadive and Amindivi islands form one ethnic group and are akin to the people of Kerala. The people of Minicoy are more akin to those of Maldives, ethnically and culturally. The population is almost entirely Muslim although there is no 'purdah'. In the Laccadive and Amindivi islands, the people speak Malayalam with local variations. In Minicoy island the language spoken is Mahl which is said to be allied to primitive Sinhalese. For purposes of development programmes, the entire population of the islands has been declared as Scheduled tribes.

The people of Minicoy are good sailors and fishermen. Many of them seek employment as *Khalasis* and *Serangs* in the merchant navy. In the islands, many of them make a living by catching bonito (Tuna) fish and by drying, smoking and exporting it to other places. Coconut and coir are the other industries. Menfolk of the Laccadives and Amindivi islands, particularly amongst the upper classes are generally lazy so that the burden of winning bread for the family has to be borne by the womenfolk.

An Administrator is in charge of the administration of this Territory. He is assisted by a Secretary and certain other departmental officers. In the Laccadive islands and Minicoy, the administration of civil and criminal justice is in the hands of the local official called Amin. He is assisted by a body of Karanavans nominated by the Administration. Amin is selected for appointment from among the Karanavans. In Amindivis, the administration of justice is in the hands of a *Tahsildar* who is assisted by a body of elders called *Moopans* or *Muktissers*. On the whole, the people of these islands are very law-abiding and serious offences are few and far between. This may be judged from the fact that there was no police force until 1958, when the first and the only police station in the islands was opened in Minicoy.

The total revenues from the islands come to about Rs. 20,000 only. As compared to the expenditure which the Government incurs on the administration and development

of these islands, the amount is very insignificant. Under the second Five Year Plan, a sum of Rs. 75 lakhs was provided for development programmes in education, agriculture, industries, fisheries, animal husbandry, etc. This has contributed a good deal towards the economic and social development of the islands ; the third Plan will develop their economy and life further.

2. *A Review of Educational Development up to 1947.* *Maḳtābs* attached to mosques appear to have existed in the islands from very early times. Nevertheless, the islanders have all along been extremely backward educationally.

The first primary school was established at Kalpeni in 1884. During the next six years, four additional schools were started at Kavarathy, Agathy, Androth and Minicoy. In 1905, a trained teacher was recruited and another school started at Ameni. By 1920, however, the schools at Androth and Minicoy had been closed and the islands had only four schools.

The state of affairs on the eve of independence was not much different. The only silver lining was a few scholarships given to intelligent students from the islands to prosecute studies at the secondary and collegiate stages on the mainland.

3. *Primary Education.* Between 1947 and 1956, the Government of Madras did a good deal to expand education in these islands. But its efforts were considerably hampered by the inaccessibility of the islands and the unwillingness of people from the mainland to work in them. In 1956-57, when the Union Territory was first formed, there were 9 elementary schools with 1521 pupils and 28 teachers. Progress during the last four years has been very rapid, enrolment having increased to 3,222 by 1959-60. The number of schools increased to 15 (which includes 4 girls' schools and 5 primary schools) and the number of teachers to 92.

The schools follow the curriculum and textbooks followed in Kerala. Provision has also been made for teaching coir twisting, brush-making, weaving chain mats, etc., by appointing a coir instructor in each school.

While Mahl, the mother tongue of the people of Maldives, spoken by the Minicoites, is taught as a subject in the

primary school at Minicoy the medium of instruction is Malayalam, mainly because of the absence of trained personnel and literature in Mahl.

All the dilapidated school buildings have been repaired. It is now proposed to build *pucca* buildings for the schools. The scheme of free midday meals for pupils has been introduced. The entire expenditure is met from State funds.

4. *Secondary Education.* The first high school ever, which is a residential institution, was established by the Government at Ameni in June 1960. One more high school is proposed to be opened during the third Plan.

Prior to the establishment of this high school, the policy of the Government was to offer scholarships to as many students as possible in order to enable them to go to the mainland for secondary and higher education. As soon as the proposed high school in the islands comes into existence, the present scheme of scholarships may be discontinued.

5. *Scholarships.* Scholarships are liberally granted to students who have no facilities for secondary and higher education in the islands. Reference has already been made to the scheme of scholarships at the secondary stage. At the university stage, the Government of Madras had exempted the students of these islands from the payment of tuition fee and, in addition, had awarded them a monthly stipend of Rs. 40 each to cover other expenses. The rate of the scholarship has since been enhanced to Rs. 60 p.m. So far, 19 students have availed themselves of these facilities and there are two graduates at present.

For the first time in the history of the islands, a student hailing from Minicoy joined an engineering college in 1958-59; two more have joined since. The first ever student to join the pre-medical course was in 1959-60. Two more joined in 1960-61. They all get a scholarship of Rs. 60 p.m. each.

6. *Social Education.* The first programme of social education was started in 1958-59 when a Social Education Unit was established in each island. A number of youth welfare and sports clubs have also been organised. There were nine adult literacy centres in 1959-60. About 400 adults have been made literate so far.

7. *Girl's Education.* The islanders were originally opposed to girls' education on religious grounds. This opposition, however, is dying out fast. To attract more girls to schools and to retain them on rolls, women are given preference for employment as teachers. There are 16 women teachers today. As an incentive a special supply of clothing has been arranged for girls attending primary schools.

8. *Physical Education.* At the primary stage no special teachers are appointed for physical education. It is the responsibility of the class teacher. There is a great lack of playground facilities. This is due largely to the excessive plantation of coconut trees. A physical education teacher holding a degree in general education and a diploma in physical education has been appointed in the recently started secondary school.

An inter-school athletic meet was arranged in 1959. To make children and the public sports-minded, sports equipment is supplied to schools and youth clubs.

9. *Teaching of Hindi.* Hindi is compulsory from standard VI onwards. It has not yet been made the medium of official communication, but steps have been taken to teach it to the non-Hindi-speaking employees in the office of the Administrator.

10. *Administration.* There is only one Assistant Educational Officer for the islands who administers and supervises all the educational institutions in the islands and advises the Administrator on educational matters. An additional post of an Education Officer is proposed to be created soon to strengthen the Department.

11. *Pay Scales of Teachers.* Teachers are given pay scales at the Central rates. An additional allowance of 40 per cent of the basic pay is offered to serve as an incentive. It is also proposed to provide residential facilities for teachers.

12. *Education in the Third Plan.* Out of a total outlay of Rs. 73.4 lakhs for the second Five Year Plan of the Territory, an amount of Rs. 12.4 lakhs was set apart for education. The provision for education in the third Plan is substantially larger. Some of the schemes proposed in the third Plan are: (1) provision for the enrolment of 2,000

additional children in primary schools ; (2) special measures for stepping up the enrolment of girls ; (3) scholarships to be awarded at the university stage and for technical and professional education ; (4) the development of the existing high school and the establishment of an additional high school at Androth ; (5) organisation of labour and social service camps and educational tours of students and teachers to the mainland ; and (6) construction of school buildings and teachers' quarters.

VII. N.E.F.A.

1. *General Information.* The North East Frontier Agency extends over a vast area comprising six divisions. It is inhabited by diverse tribal people speaking different dialects. Some tribes like the Khamptis and the Adis have already made good progress educationally while others like the Idus and the Taroans (Digarus) have been slow in appreciating the need of education. By and large a definite educational consciousness has been growing of late in the people of the Agency.

Before 1947 there was no separate educational set-up in N.E.F.A. and the Political Officers of the area were required to look after all matters relating to education. The educational facilities provided were extremely limited—two lower primary schools and one middle English school were the only educational institutions in the area.

2. *Primary Education.* There are at present 120 lower primary schools as against 2 that existed in 1947. They consist of five classes, viz., classes A, B, I, II and III. The mother tongue of the tribal pupils has been made the medium of instruction and textbooks have been prepared in various tribal languages. Assamese which is introduced in class I of the primary stage is the medium of instruction from class IV onwards.

All the primary schools in a division are administered by the Education Department through the Assistant Education Officer (now designated Divisional Inspector of Schools) under the agency of the Political Officer. The Director and the Assistant Director of Education also pay occasional visits to schools.

All the existing lower primary schools are being gradually converted to the basic pattern. For this purpose, tribal students with educational qualifications up to middle (English) standard are being trained in basic education in the Basic Training Institute at Changlang in the Tirap Frontier Division. On completion of training, they are posted to primary schools in the interior so as to teach tribal children in their own mother tongue. A number of orientation courses for teachers have also been held in different divisions. These have been of great value in orienting the schools on basic lines.

3. *Secondary Education.* In 1947, there were no high schools in any of the divisions. The middle school at Pasighat in the Pasighat sub-division, however, was a flourishing school. It was decided, therefore, to raise it to the high school standard. The proposal met with good response from the people of that area belonging mainly to the Minyong, Padam and Gallong tribes. Very soon, a new building was constructed. The school was also given proper equipment and qualified staff. The school has since been affiliated to the Gauhati University.

Simultaneously, steps have been taken to establish high schools in other divisions also. At present, there are five full-fledged high schools inclusive of the one at Pasighat. The other four schools are : Government H. E. School, Bomdi La, Kemeng Frontier Division ; Government H. E. School, Tezu, Lohit Frontier Division ; Government H. E. School, Along, Siang Frontier Division ; and Government H. E. School, Doimukh, Subansiri Frontier Division.

Each high school is equipped with a science laboratory, a good library and sports equipment. Every care has been taken to appoint the best available persons as headmasters and teachers in these schools. The headmasters have been placed in Class II (gazetted) scale.

A hostel is attached to each high school with separate arrangements for boys and girls. Students staying in the hostels are given free board and lodging. Textbooks are also free for students. The standards of instruction and examination in the high schools are satisfactory.

4. *Social Service.* Social Service is a subject in the school curriculum which includes social activities such as cleaning

of the school, repair of school buildings, cleaning of jungle around the school and maintenance of the school field. On Saturday, which is observed as a social service day, all students and teachers assemble together and a social service programme is carried out. Besides, annual social service camps are organised in every division, in which a number of schools participate. The main purpose of the camps is to inculcate a sense of discipline and a spirit of service in students, to introduce the villagers to clean and hygienic ways of living, to enable them to appreciate the value of community work and to foster self-reliance in them.

5. *Girls' Education.* There are no separate girls' institutions in NEFA. However, as stated already, separate hostels for girls have been attached to high schools and each placed under a woman Assistant Superintendent. In the beginning there was very little interest in the tribal people to educate their girls. Today the position is much better; a number of girls are coming forward to study in primary, middle and high schools. Looking at the increasing enrolment of girls in schools every year and the fact that some are even continuing their studies at the higher stages, the educational future of the people of NEFA looks bright.

6. *Teaching of Science.* Science is a compulsory subject in all high schools. As stated earlier, every high school has been equipped with an up-to-date science laboratory under the supervision of a trained science teacher. There is provision for the teaching of General Science at the middle stage. At the primary stage Nature Study is a compulsory subject.

7. *Scholarships.* Poor and deserving students used to be granted scholarships in primary and secondary schools before 1956-57. However, with the provision of free education, free hostel facilities, free clothing, free books and slates, etc., the practice of awarding scholarships has since been discontinued. There is provision, however, for 25 primary scholarships of Rs. 5 p.m. each and 10 middle English scholarships of Rs. 7 p.m. each.

8. *Extra-Curricular Activities.* Divisional school tournaments are held every year at divisional headquarters. The

annual inter-divisional tournament is held at one of the divisional headquarters. The main object of these tournaments is to encourage brotherly feeling amongst students of different tribes and to inculcate in them a spirit of true sportsmanship. Great stress is laid on indigenous games. A book called the "Games of NEFA" has also been brought out.

9. *Medical Care.* Medical officers of the respective divisions visit their schools regularly. Medical examination of students is held every six months. Wherever possible, special medical treatment is also given to them.

10. *Development of Hindi.* Steps have been taken for the development of Hindi among the tribal people. Hindi is taught in all classes beginning from class III upwards. Textbooks in different dialects of NEFA for use in the lower primary schools are published in the Devanagri script*. Regular classes in Hindi for the non-Hindi-knowing government employees are held at the divisional headquarters.

11. *Administration.* The Director of Education, NEFA is in charge of education in the NEFA. There is a divisional inspector of schools in each division to assist him. Since the introduction of 'single line administration' in the Agency, the divisional inspectors of schools have been placed under Political Officers who are the heads of their respective divisions. The Political Officers keep the Director of Education informed about the progress and development of education in their divisions. To assist the Director of Education, there is one Assistant Director of Education and one inspector of schools at the headquarters. The Textbook Production Branch controls the production of textbooks in tribal languages.

Educational administration in NEFA has its own special problems. As most of the schools are at a distance of three to ten days' march from the respective divisional headquarters and are spread out over a vast area, the divisional inspectors of schools are not able to visit and inspect more than a few schools every year. As a result the school problems, technical or otherwise, have to be handled mostly by the local administrative officers. This arrangement can hardly

*Khampti textbooks will be in traditional Tai script.

be regarded as satisfactory. It is necessary to strengthen the inspecting staff considerably.

12. *Conclusion.* Despite the stress on quality, education in NEFA has undergone considerable expansion. At present there are 129 primary schools, 14 middle schools, and 5 high schools. In the third Plan, a provision of Rs. 80 lakhs has been recommended for further educational development. The main proposals include the establishment of 6 per-primary schools at the divisional headquarters, the opening of 58 junior basic schools, the conversion of 22 existing primary schools to the basic pattern, training of teachers, establishment of 8 M. E. schools, production of textbooks in the tribal languages, and the establishment of one high school at the proposed headquarters of the Commissioner, NEFA.

VIII. PONDICHERRY

1. *General Information.* The State of Pondicherry, comprising the erstwhile French settlements of Pondicherry, Karaikal, Mahe and Yanam and covering an area of about 186 square miles with a total population of 3:17 lakhs, merged *de facto* with the Indian Union on November 1, 1954. The *de jure* transfer has yet to take place.

The settlement of Pondicherry is situated on the Coromandel coast and Pondicherry town, the capital of the State, is 105 miles south of Madras. The area of the settlement is 112 sq. miles with a population of 2:23 lakhs. There are about 97 villages and 117 hamlets in the settlement and the density of population is 1,987 per sq. mile. The most important industry is textiles. Pondicherry is a really cosmopolitan town, her people speaking French, English, Tamil, Hindi, Bengali, Urdu, Marathi and several other languages. The average rainfall is about 48 inches and the soil is suitable for the cultivation of a number of crops.

A hundred miles down further south from Pondicherry on the east coast lies the settlement of Karaikal with a comparatively more compact area of 62 sq. miles and a total population of about 71,000, giving a density of 1138 persons per sq. mile. It is mainly a rural area with about 64 villages and 29 hamlets. The normal rainfall is 45 inches and the soil is suitable mainly for the cultivation of rice.

The territory of Mahe is situated on the Malabar Coast at a distance of about 400 miles from Pondicherry. This settlement comprises six villages and has an area of 4 sq. miles with a population of about 18,000, giving a density of 4,573 persons per sq. mile. The normal rainfall is 153 inches. The soil is fertile and very good for horticulture.

The territory of Yanam, situated in the State of Andhra at a distance of about 600 miles north-east of Pondicherry is a narrow stretch of land covering about 8 sq. miles. It consists of four villages and has a population of about 6,000. The normal rainfall is 49 inches and the main occupation of the people is agriculture.

The State is divided into 16 communes—eight in Pondicherry, six in Karaikal, one in Mahe and one in Yanam. Each commune is administered by a Municipal Council which consists of a Mayor, one or more assistants and municipal councillors. The members of the Council are elected by universal suffrage every six years.

Although French is the official language of the State, English is gaining ground steadily. The territories of Pondicherry and Karaikal are situated in the Tamil-speaking area while Mahe and Yanam are situated in the Malayalam and Telugu-speaking areas respectively.

2. *Brief Review of Education up to 'de facto' Transfer.* Before the advent of the French in Pondicherry the system of education here was the same as in the surrounding areas. French education was first introduced in the beginning of the eighteenth century. For various reasons, it did not make much progress up to 1870, the year in which the Third Republic was established in France. Under the new regime, an eminent educationist, Mr. Granbanlan, was deputed to Pondicherry to conduct an on-the-spot study of the local conditions and to prepare a scheme for the development and spread of the French language there. As a result the French Brevet and Baccalaureat examinations were instituted. These were meant to enable the Pondicherrians to qualify for employment under the French Government. The Department of Education, which had so far been a section of the Secretariat, was separated as an independent unit in 1898 and Mr. Perdiou was appointed the first Director of Education. Another

celebrated educationist who is responsible for the progress of French education is Mr. Valmary who was the Director of Education for more than two decades at the beginning of this century. The fathers of the foreign missions (Catholics) have also contributed a great deal to the development of education in this area.

It is important to remember that English education has been developing alongside of the French from the beginning. Since independence, the study of the English language has gained momentum and is attracting a much larger number of students than before. Education in the vernacular was imparted only up to the elementary stage during the early days of the French rule. But it was taught up to the secondary stage in later years. The medium of education was French and its change-over to the Indian languages and English presented a difficult and challenging problem at the time of the *de facto* merger in 1954.

3. *Primary Education.* There are 314 primary schools in the State at present as against 157 schools on November 1, 1954. The strength of pupils has increased from 15,900 to 29,000 and that of teachers from 554 to 900 since the *de facto* transfer. There is one teachers' training centre although another is proposed to be started in Karaikal next year. The budget allotment for primary education in 1954 was Rs. 6,90,000. By 1958-59 it had increased to Rs. 11,07,510. The teacher-pupil ratio also increased from 29:1 at the time of the merger to 31:1 in 1958-59 and to 32:1 in 1959-60.

The curriculum and type designs for school buildings followed are more or less the same as in the Madras State.

With a view to attracting pupils to primary schools and to minimising wastage, a number of school canteens have been opened. Out of the total strength of 23,750 in public primary schools, 20,663 pupils are fed in these canteens.

The Centre Pedagogique (Pedagogic Centre) started after the *de facto* transfer, trains teachers for primary schools. The intake of the Centre has been doubled and it is proposed to increase it further in the third Plan. There is no shortage of trained teachers.

The concept of basic education is relatively new and was first introduced in the State only two years ago.

4. *Secondary Education.* Secondary education is imparted in French schools (with French medium) coaching for the French Brevet examination (1st cycle), English schools (with English medium) preparing for the Matriculation Examination of the University of Madras and in high schools (with Tamil medium) leading to the S.S.L.C. Examination of the Madras State. Some of the Tamil-medium schools have been converted into higher secondary schools and multipurpose schools.

The budget allotment for secondary education in 1954 was Rs. 2.88 lakhs; it was Rs. 3.90 lakhs in 1958-59.

5. *University Education.* Secondary education in French (2nd cycle)—(Collegiate education) is imparted in the College Francais (French College) which is run by the French Government and in the College Moderne (Modern College) which is managed by the State Government. The former prepares for the Baccalaureat Examination (I and II Parts) and the latter for Part I of this Examination only. It is proposed to open a first grade college with English as the medium of instruction during the third Plan.

The number of colleges in 1954 was 2 with 40 teachers and 1,110 students. It is now 3 with 1,420 students and 60 teachers.

There is an Institute of Indology at Pondicherry managed by the French Government which is also engaged in research in the natural sciences.

6. *Technical Education.* There is a school of arts and crafts which offers a three-year course in eight subjects. Students are given certificates on the completion of their courses. The strength of the school on November 1, 1954, was only 31; at present, it is 114. It is proposed to open a polytechnic in the third Plan.

7. *Social Education.* There is one important library in each of the settlements of Pondicherry, Karaikal and Mahe which is open to the public. Besides, there are two rural libraries—one in Mahe and the other in Yanam. There were no adult schools in existence at the time of the merger; but

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in 1958-59, there were 40 such schools with an enrolment of 1,506. In 1959-60 the number of adult schools stood at 50. About 3,050 unlettered adults have been made literate since 1954. It is proposed to open a number of social education centres, branch libraries and libraries for women and children in the third Plan.

8. *Girls' Education.* There are 41 institutions for girls at present with an enrolment of 13,500, as against 38 on November 1, 1954, with a strength of 5,700. Education is free to all girls up to the secondary stage and scholarships are awarded liberally to girls for post-matriculation studies. To encourage the education of girls, a State Council for Women's Education has been formed recently.

9. *Scholarships.* Education in French is free at all levels. It is free for girls also in all types of schools. Boys studying in schools preparing for the Matriculation or the S.S.L.C. and children of non-gazetted staff of the State drawing a pay not exceeding Rs. 300 p.m. are also exempted from the payment of school fees up to III Form and VI Form respectively.

Stipends ranging from Rs. 5 to Rs. 30 p.m. are granted to students studying in French secondary schools provided they come out successful in the competitive examination held for the purpose. Scholarships are also awarded to students belonging to the Backward classes for pre-matric as well as post-matric studies. During 1960-61 scholarships were renewed for 65 students and fresh ones awarded to 172 students. Of the candidates benefiting from this scheme, 107 are pursuing professional and technical studies.

10. *Physical Education.* Physical education is given due attention and occupies its rightful place in the curriculum. Trained instructors have been put in charge of physical education in schools. A scheme of inter-school tournaments and athletic competitions has also been initiated.

11. *School Health.* A scheme for the compulsory medical inspection of school children once a year has been introduced recently. A scheme for providing midday meals to poor pupils in public schools is already in operation. It is

proposed to extend it to private schools in the third Plan. It is also proposed to improve the quality of meals in respect of vitamins and proteins. A scheme for the introduction of health education covering health supervision, health inspection, health guidance and recreation in the educational curriculum and to correlate it with physical education is under way.

12. *Pre-Primary Education.* There were no pre-primary schools in existence before 1954. At present there are 27 such schools which receive aid from the Government. For each new school an equipment grant of Rs. 400 (non-recurring) and a monetary grant of Rs. 600 (recurring) are given. In the third Plan it is proposed to open 10 more pre-primary schools—5 in the public sector attached to existing primary schools and 5 in the private sector.

13. *Education of the Handicapped.* There are no government schools in the State at present imparting education to the handicapped children. It is, however, proposed to open two schools in the third Plan—one for the blind and the other for the deaf and the dumb. It is also proposed to award scholarships to handicapped children to study in the neighbouring States. The Blind Relief Association in the State receives grants from both the State and Central Governments.

14. *Development of Hindi.* The Dakshina Bharat Hindi Prachar Sabha which receives substantial grants from the Government is conducting Hindi classes for students as well as adults in different centres in the State. Hindi has already been introduced as a second language in one of the Matriculation high schools and will gradually be introduced in all S.S.L.C. schools also. Evening classes in Hindi are held for students and government employees desirous of appearing for the *Prabodh* Examination.

15. *Administration.* The Director of Public Instruction is the executive head of the Department of Education. He is assisted by two Deputy Directors—one in charge of development schemes and the other in charge of administration. In the outlying settlements of Karaikal, Mahe and Yanam, he is represented by a delegate to whom some of his powers have been delegated. In Pondicherry, there are two senior

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inspectors—one called the Permanent Delegate who is in charge of French and Tamil schools and the other called the Inspector of Schools who is in charge of schools coaching for the S.S.L.C and Matriculation examinations and their feeder schools. Besides, there are two more inspectors—one for physical education and the other for canteens. With the introduction of free and compulsory education shortly, the inspectorate will be further strengthened by the appointment of a district educational officer and five deputy inspectors. A woman officer of the status of District Education Officer will shortly be put in charge of the education of girls.

A comparative yearwise statement of expenditure on education in the State is given below.

Year	Expenditure (Rs. in lakhs)
1954-55	12.58
1957-58	23.28
1958-59	24.48
1959-60	28.00
1960-61	40.22

A sum of Rs. 58.95 lakhs has been provided for education in the budget estimates for 1961-62. The entire expenditure on education is met by the Government. A provision of Rs. 167.5 lakhs has been suggested for education in the third Plan.

IX. N.H.T.A. OR NAGALAND

Nagaland, the future sixteenth State of the Indian Union covers an area of approximately 6,331 sq. miles and has a population of 3,69,000. This area has been passing through abnormal times for the last several years and consequently, the schemes launched in education during the first Five Year Plan and the earlier part of the second Plan did not make much impression. It was only at the end of 1957, when the new Administrative Unit was formed that a "Three-Year Plan" was drawn up and submitted to the Planning Commission. Thus, the third Five Year Plan for Nagaland has to make up for the short fall of the two Plans.

The Nagas are very keen on having education for their children. Usually, they construct primary school buildings themselves, make their own furniture, and even contribute the pay of teachers and then approach the Government to take over the school. This example of people's co-operation and contribution has a magnificent lesson for a country which is faced with the gigantic problem of introducing universal compulsory primary education. The universal demand in Nagaland is that each of its 718 villages should have a primary school, that the primary schools in bigger villages should be upgraded into middle English schools, and that each tribe should have at least one high school of its own.

Brief Historical Review of Education up to 1957. Education in Nagaland goes back to the year 1882 when the present Clark Memorial High School at Impur was established. Till 1948, this school remained the oldest and the largest middle English school in Nagaland, and in 1949 it was further upgraded to the high school standard. One of the most beneficial results of the earlier educational activities was the preparation of textbooks in Roman script in the various tribal dialects, of which two main dialects, AO and Angami, have been recognised as vernaculars by the Gauhati University for the Matriculation Examination from 1963.

By December 1957, when the new Administrative Unit for the present Nagaland was formed, only the following educational institutions had survived the disturbed times.

Category of Schools	Classes Taught	Total No. of Schools
1. Primary	A,B, I and II	302
2. Upper Primary	A,B, I to IV	10
3. Middle English	A,B, I to VI	21
4. High English	A,B, I to X	3
	Total	336

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The Three Year Plan has been effective to a great extent and the statistics of schools and enrolment at the close of the second Five Year Plan, 1961, are as follows.

Category of Schools	Classes	Total No.	Total Enrolment
1. Primary	A,B, I, II	428	17,991
2. Upper Primary	A,B, I to IV	19	2,522
3. Middle English	A,B, I to VI	56	10,100
4. High English	A,B, I to X	7	4,072
5. Intermediate Arts College (aided)	1st year Arts, 2nd year Arts	1	44
Total		511	34,729

Existing Position. A few brief comments on the existing educational position will not be out of place. At the primary stage, there are no basic schools as such. But an attempt is being made to impart a basic bias to all schools by introducing agriculture, cane and bamboo craft, community life, recreational activities including local songs and dances, and compulsory social service. At the secondary stage also, an attempt is being made to introduce, wherever possible, agriculture and carpentry as vocational activities. There is adequate provision for the teaching of science in all the high schools of Nagaland. There is a junior technical institute at Kohima where training in different occupations and trades is imparted. Some night schools are run in the block areas for propagation of adult education under the supervision of the block development officers. All the schools in Nagaland are co-educational. The enrolment of girls in educationally advanced AO and Angami areas is quite encouraging; but in the other areas, the girls have not yet been enrolled in large numbers. There is a fair provision for award of scholarships at all stages of education. Hindi is a compulsory subject in all middle and high schools from class IV onwards.

Administration. Till the close of the second Five Year Plan, the administration of education was vested in the three district inspectors of schools with headquarters at Kohima, Mokokchung and Tuensang, who were assisted in their work by sub-inspectors and assistant sub-inspectors of schools. There was no central authority to co-ordinate and supervise the work of the district inspectors of schools. An inspector of schools for Nagaland has since been appointed and he has joined his duties towards the end of March 1961. The creation of a Directorate of Education for Nagaland is now under the consideration of the Government of India.

Third Five Year Plan. The third Five Year Plan for Nagaland has provided Rs. 100 lakhs for education. The principal schemes included in the Plan are : (1) taking over of 177 private lower primary schools ; (2) upgrading of 58 government lower primary schools into upper primary schools ; (3) taking over of 35 private middle schools ; (4) upgrading of 13 government middle schools into high schools ; (5) upgrading of existing 7 high schools into higher secondary schools ; (6) taking over of private colleges ; (7) opening of 2 training centres for primary teachers ; (8) institution of a large number of stipends and scholarships at all levels ; (9) deputation of secondary teachers for training outside the Territory ; and (10) printing and publication of books in all the tribal languages.

EDUCATIONAL STATISTICS OF DELHI

I—Number of Institutions

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
	1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education	1	..	1	..	1	..
Arts and Science Colleges	13	2	17	2	20	3
Colleges for Professional Education	7	3	8	2	11	2
Colleges for Special Education	1	..	2	1	3	1
Secondary Schools	139	46	275	93	350	129
Primary Schools	476	143	538	181	607	234
Pre-Primary Schools . . . . .	..	..	5	..	8	..
Schools for Vocational Education	6	3	10	5	8	3
Schools for Special Education	144	6	199	78	207	89
Total	788	203	1,056	362	1,216	461

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

II—Number of students

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
Collegiate Education—						
Research	53	1	398	66	689	128
M.A./M.Sc.	1,404	119	2,405	345	2,485	487
B.A. and B.Sc. (Pass. and Hons.)	3,353	731	6,756	1,707	7,532	2,276
Intermediate Arts and Science	220	7	1,138	..	3,847	885
Agriculture and Forestry	298	1	279	2	289	4
Commerce	503	..	942	1	1,219	3
Engineering and Technology	553	1	748	4	1,054	6
Law	553	10	934	24	872	28
Medicine and Veterinary	369	265	646	340	963	450
Teachers' Training:						
Basic	85	..	64	..	75	14
Non-Basic . . . . .	..	38	181	119	205	145
Others (Professional) . . . . .	..	..	..	..	55	1
Special Education (University Standard)	415	318	811	408	1,082	489
School Education—						
Secondary Stage	46,095	8,394	92,757	31,915	1,30,382	44,493
Primary Stage	1,01,439	39,913	1,85,875	76,327	2,25,506	94,057
Pre-Primary Stage	1,184	780	3,191	1,191	3,805	1,406
Vocational Education	599	191	2,057	603	3,018	615
Special Education	2,297	386	11,644	4,541	10,451	6,018
Total	1,59,420	51,155	3,13,826	1,17,593	3,93,529	1,51,505

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	1,07,29,967	24,63,546	3,22,02,585	76,71,650	4,34,07,649	88,18,761
District Board Funds	2,58,380	..	1,46,857	2,400	..	..
Municipal Board Funds	26,04,480	12,44,046	60,54,851	26,38,777	1,07,57,670	43,20,321
Fees	42,22,913	9,44,675	91,18,999	17,06,881	1,16,82,924	21,64,182
Endowments	5,26,627	1,90,779	9,84,280	2,63,965	7,34,231	3,63,699
Others	18,96,644	6,43,996	36,91,988	8,04,599	57,53,953	17,92,957
Total	2,02,39,011	54,87,042	5,21,99,560	1,30,88,272	7,23,36,427	1,74,59,920

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	2,416	796	5,626	2,245	7,242	2,852
Primary and Pre-Primary Schools	1,751	659	2,925	1,249	4,601	2,020
Total	4,167	1,455	8,451	3,594	11,843	4,878

V—Examination Results

	Total	Girls	Total	Girls	Total	Girls
M.A. and M.Sc.	280	32	366	105	558	178
B.A. and B.Sc. (Pass. and Hons.)	482	89	1,001	291	1,683	599
Professional (degree)	370	60	830	133	1,072	141
Matriculation and Equivalent Examination	1,581	219	4,578	1,374	5,959	1,740

EDUCATIONAL STATISTICS OF HIMACHAL PRADESH

I—Number of Institutions

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges	1	..	3	..	4	..
Colleges for Professional Education . . . . .	..	..	1	..	1	..
Colleges for Special Education . . . . .	..	..	..	..	..	..
Secondary Schools	105	10	167	14	202	15
Primary Schools	386	25	808	16	979	13
Pre-Primary schools . . . . .	..	..	..	..	2	..
Schools for Vocational Education	1	..	3	..	2	..
Schools for Special Education . . . . .	..	..	155	1	67	..
TOTAL	493	35	1,138	31	1,257	28

II—Number of Students

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
Collegiate Education—						
Research . . . . .	..	..	..	..	..	..
M.A./M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	31	..	76	10	142	41
Intermediate Arts and Science	126	2	288	41	483	88
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	..	..	..	..
Engineering and Technology . . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine and Veterinary . . . . .	..	..	..	..	..	..
Teachers' Training—						
Basic . . . . .	..	..	24	..	46	12
Non-Basic . . . . .	..	..	..	..	..	..
Others (Professional) . . . . .	..	..	..	..	..	..
Special Education (University Standard) . . . . .	..	..	..	..	..	..
School Education—						
Secondary Stage	8,042	693	145,00	1,644	20,308	3,013
Primary Stage	24,712	2,782	59,732	8,898	70,345	12,854
Pre-Primary Stage . . . . .	..	..	24	8	70	36
Vocational Education	28	..	352	40	196	46
Special Education . . . . .	..	..	3,612	456	800	77
Total	32,939	3,477	78,608	11,097	92,390	16,167

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	12,72,506	77,554	5,100,695	310,889	6,386,735	299,458
District Board Funds	30,738	3,556	..	..	..	..
Municipal Board Funds	8,184	..	35,529	20,352	..	..
Fees	70,324	1,326	2,78,193	5,698	176,076	3,256
Endowments . . . . .	..	..	75,565	8,660	12,050	..
Others	9,837	..	7,326	1,058	87,030	..
Total	13,91,589	82,436	54,97,308	3,46,657	66,61,891	3,02,714
<i>IV—Number of Teachers</i>						
Secondary Schools	627	91	1,628	222	2,034	325
Primary and Pre-Primary Schools	501	31	1,631	108	1,913	185
Total	1,128	122	3,259	330	3,947	510
<i>V—Examination Results</i>						
M.A. and M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	19	3	34	11
Professional (degree) . . . . .	..	..	..	..	..	..
Matriculation and Equivalent Examinations	282	17	851	98	1,304	152

EDUCATIONAL OF STATISTICS OF MANIPUR

I—Number of Institutions

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges	1	..	2	..	2	..
Colleges for Professional Education . . . . .	..	..	..	..	..	..
College for Special Education . . . . .	..	..	1	..	1	..
Secondary Schools	53	4	110	6	239	18
Primary Schools	407	20	878	38	1,327	77
Pre-Primary Schools . . . . .	..	..	..	..	1	..
Schools for Vocational Education . . . . .	..	..	4	..	5	..
Schools for Special Education	24	..	100	..	311	7
Total	485	24	1,095	44	1,886	102

II—Number of Students

	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
Collegiate Education—						
Research . . . . .	..	..	..	..	..	..
M.A./M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	93	2	191	8	455	30
Intermediate Arts and Science	168	3	935	66	1,172	129
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	68	1	190	4
Engineering and Technology . . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine and Veterinary . . . . .	..	..	..	..	..	..
Teachers' Training—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic . . . . .	..	..	..	..	..	..
Others (Professional) . . . . .	..	..	..	..	..	..
Special Education (University Standard) . . . . .	..	..	147	41	8	4
School Education—						
Secondary Stage	4,494	363	18,090	2,744	36,759	7,452
Primary Stage	42,536	2,037	67,712	17,791	98,029	32,844
Pre-Primary Stage . . . . .	..	..	..	..	18	..
Vocational Education . . . . .	..	..	264	51	251	22
Special Education	2,031	..	6,440	865	3,666	1,155
Total	49,322	2,405	93,847	21,567	1,40,548	41,640

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
	1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	3,43,747	66,942	15,59,998	1,00,578	33,72,920	1,85,197
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	1,320	360	1,680	480
Fees	1,29,795	7,838	5,69,994	24,460	8,42,160	51,041
Endowments	6,600	..	1,56,767	2,056	3,28,744	14,166
Others	21,264	2,970	18,014	..	56,849	2,242
Total	5,01,406	77,750	23,06,093	1,27,454	46,02,353	2,53,126

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	295	11	748	29	1,466	77
Primary and Pre-Primary Schools	762	49	1,972	50	3,301	114
Total	1,057	60	2,720	79	4,767	191

V—Examination Results

M.A. and M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	27	1	112	8
Professional (degree) . . . . .	..	..	1	..	9	..
Matriculation and Equivalent Examinations	131	2	560	38	743	106

EDUCATIONAL STATISTICS OF TRIPURA

I—Number of Institutions

	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
I	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges	1	..	2	..	2	..
Colleges for Professional Education . . . . .	..	..	1	..	2	..
College for Special Education . . . . .	..	..	..	..	1	1
Secondary Schools	61	14	117	11	114	11
Primary Schools	399	7	1,001	7	1,067	..
Pre-Primary Schools . . . . .	..	..	1	..	1	..
Schools for Vocational Education	1	..	4	2	25	2
Schools for Special Education	6	..	350	20	458	48
Total	468	21	1,476	40	1,670	62

II—Number of Students

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
<i>Collegiate Education</i>						
Research . . . . .	..	..	..	..	..	..
M.A./M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	79	11	201	20	301	49
Intermediate Arts and Science	702	30	921	75	1,131	207
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	76	..	135	..
Engineering and Technology. . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine and Veterinary . . . . .	..	..	..	..	..	..
Teachers' Training :						
Basic . . . . .	..	..	16	2	4	1
Non-Basic . . . . .	..	..	..	..	14	7
Others (Professional) . . . . .	..	..	..	..	..	..
Special Education (University Standard). . . . .	..	..	..	..	14	12
<i>School Education—</i>						
Secondary Stage	6,464	1,069	17,148	3,550	13,906	3,300
Primary Stage	22,291	3,813	56,182	13,369	75,232	23,565
Pre-Primary Stage . . . . .	..	..	45	14	49	22
Vocational Education	3	..	340	220	831	338
Special Education	55	12	12,692	1,347	22,584	4,760
Total	29,594	4,935	87,621	18,597	1,14,201	32,261

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
I	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	5,52,627	45,916	63,01,640	4,03,847	1,05,78,097	9,39,190
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..	..	..
Fees	1,47,039	7,950	4,15,097	13,608	6,33,237	24,316
Endowments	39,448	..	1,443	..	2,63,421	9,812
Others	29,391	6,000	3,22,882	10,870	1,20,444	3,829
Total	7,68,505	59,866	70,41,062	4,28,325	11,59,5199	9,77,147

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	438	45	783	102	995	152
Primary and Pre-Primary Schools	609	33	2,290	232	2,515	384
Total	1,047	78	3,073	334	3,510	536

V—Examination Results

M. A. and M. Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	21	3	58	4	98	13
Professional (degree) . . . . .	..	..	24	..	24	1
Matriculation and Equivalent Examinations	185	12	546	69	702	137

EDUCATIONAL STATISTICS OF A. & N. ISLANDS

I—Number of Institutions

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges . . . . .	..	..	..	..	..	..
Colleges for Professional Education . . . . .	..	..	..	..	..	..
Colleges for Special Education . . . . .	..	..	..	..	..	..
Secondary Schools	1	..	3	..	5	1
Primary Schools	20	..	37	..	55	..
Pre-Primary Schools . . . . .	..	..	..	..	..	..
Schools for Vocational Education . . . . .	..	..	..	..	2	..
Schools for Special Education . . . . .	..	..	..	..	4	..
Total	21	..	40	..	66	1

II—Number of Students

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
<i>Collegiate Education—</i>						
Research
M.A./M.Sc.
B.A. and B.Sc. (Pass and Hons.)
Intermediate Arts and Science
Agriculture and Forestry
Commerce
Engineering and Technology
Law
Medicine and Veterinary
Teachers' Training :						
Basic
Non-Basic
Others (Professional)
Special Education (University Standard)
<i>School Education—</i>						
Secondary Stage	461	116	447	93	490	131
Primary Stage	1,231	380	1,855	595	2,706	1,003
Pre-Primary Stage	832	353	983	401
Vocational Education	38	5
Special Education
Total	1,692	496	3,134	1,041	4,217	1,540

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
1	2	3	4	5	6	7
Government Funds	1,19,380	..	2,52,465	..	5,36,809	22,472
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..	..	..
Fees	2,372	..	22,087	..	1,859	224
Endowments . . . . .	..	..	5,458	..	..	..
Others . . . . .	..	..	316	..	310	..
Total	1,21,752	..	2,80,326	..	5,38,978	22,696

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	33	13	55	18	51	23
Primary and Pre-Primary Schools	28	5	60	19	103	24
Total	61	18	115	37	154	47

V—Examination Results

M.A. and M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	..	..	..	..
Professional (degree) . . . . .	..	..	..	..	..	..
Matriculation and Equivalent Examinations	61	..	27	8	19	..

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

EDUCATIONAL STATISTICS OF L. M. & A. ISLANDS

I—Number of Institutions

Item	1958-59	
	Total	Girls
I	2	3
Universities . . . . .	..	..
Boards of Education . . . . .	..	..
Arts and Science Colleges . . . . .	..	..
Colleges for Professional Education . . . . .	..	..
Colleges for Special Education . . . . .	..	..
Secondary Schools	4	..
Primary Schools	7	1
Pre-Primary Schools . . . . .	..	..
Schools for Vocational Education . . . . .	..	..
Schools for Special Education	5	..
Total	16	1

II—Number of Students

Item	1958-59	
	Total	Girls
I	2	3
<i>Collegiate Education—</i>		
Research . . . . .	..	..
M.A./M.Sc. . . . .	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..
Intermediat Arts and Science . . . . .	..	..
Agriculture and Forestry . . . . .	..	..
Commerce . . . . .	..	..
Engineering and Technology . . . . .	..	..
Law . . . . .	..	..
Medicine and Veterinary . . . . .	..	..
<i>Teachers' Training—</i>		
Basic . . . . .	..	..
Non-Basic . . . . .	..	..
Others (Professional) . . . . .	..	..
Special Education (University Standard) . . . . .	..	..
<i>School Education—</i>		
Secondary Stage	145	10
Primary Stage	2,620	875
Pre-Primary Stage . . . . .	..	..
Vocational Education . . . . .	..	..
Special Education	122	..
Total	2,887	885

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

III—Expenditure on Educational Institutions

Source	1958-59	
	Total	On Institutions For Girls
I	2	3
Government Funds	3,01,358*	..
District Board Funds . . . . .	..	..
Municipal Board Funds . . . . .	..	..
Fees . . . . .	..	..
Endowments . . . . .	..	..
Others . . . . .	..	..
Total	301,358*	..

IV—Number of Teachers

	Total	Women
Secondary Schools	36	7
Primary and Pre-Primary Schools	40	5
Total	76	12

V—Examination Results

M. A. and M. Sc. . . . .	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..
Professional (degree) . . . . .	..	..
Matriculation and Equivalent Examinations . . . . .	..	..

*Includes expenditure of one primary school for girls also.

CHAPTER XIX
REVIEW OF EDUCATION IN INDIA
(1947-61)

Educational conditions in the country on the eve of independence presented a picture with large gaps and inadequacies both in quantity and in quality. Quantitatively the deficiencies which stood out conspicuously were the low enrolment in the age group 6-14, the inadequate attendance of girls, the unequal development of education among different classes of society and different parts of the country and the low percentage of literacy among adults. Educational facilities in rural areas, which account for more than 80 per cent of the population of the country, were totally inadequate. The system was largely based on the broad ideals of spreading western science and literature among a small minority of the population and of training persons for services under the Government. It was excessively academic and book-centred and failed to promote social, cultural, economic or political development on proper lines. Technical and scientific education was far too under-developed. The dominance of external examinations was pronounced at every stage; and stagnation and wastage formed a distinct characteristic of every sector, particularly at the primary stage. Free India was, therefore, called upon to attempt simultaneously two major tasks of educational reconstruction: (1) to expand the existing system of education sufficiently to provide free and compulsory education for all children up to the age of 14 and to provide for the resulting necessary expansion at the secondary and university stages; and (2) to reduce some of the glaring evils of the educational system and make it a worthy instrument of social and economic reconstruction.

This momentous undertaking is now being attempted by the Government of India, the State Governments and Union Territory Administrations, local bodies and a large number of voluntary organisations. The primary aim of this Year Book has been to give a brief and objective account of what

has been or is being done to achieve these two goals.* In this concluding chapter, it is proposed to sum up the main results of this national endeavour and to indicate the significant trends and problems that have arisen in Indian education since 1947.

2. *Controlling Agencies*. Before 1947, the Government of India had very little to do with education. There were two categories of authorities which dealt with educational matters. The first category comprised the British Indian provinces (which numbered 11) and the Centrally administered areas (which numbered 5). These accounted for about two-thirds of the whole of India, for which full data were available in the annual and quinquennial reports on education. The second category consisted of about 700 princely states which varied in size and population and which together accounted for about one-third of the entire country. Some of these, like Baroda, Cochin, Mysore or Travancore were well advanced in education and even ahead of the British Indian provinces, while most others were generally under-developed. Data about educational developments in most of them were not available.

(a) *Central State Relationship*. A major administrative achievement of the post-independence period is the disappearance of the princely states. When the Constitution was adopted in 1950, the old British Indian provinces became Part A States and the princely states were mostly amalgamated into Part B and Part C States. Under the States Reorganisation Act of 1956, the distinction between States in Parts A, B and C was done away with and the entire country was divided into 14 States** and 6 Union Territories. This administrative reorganisation has made it possible to develop education rapidly in all areas and to work out a programme of equalisation of educational opportunity for the country as a whole. It has also made it possible to get full data about educational development in all parts of the country. Since 1949-50, educational statistics for the whole of India are being collected and published annually.

*For Central activities in education, see Chapters I and II; for educational development in States, see Chapters III-XVII and for those in Union Territories and Centrally Administered Areas, see Chapter XVIII.

**This number has since increased to 15.

Another significant development of the post-independence period is the evolution of a working partnership between the Centre and the States in the field of educational reconstruction. The case for such a partnership can be easily established. "Considering the vastness of our country and its varied economic and social conditions," observes Dr. K. L. Shrimali, "a decentralised system of education is best for us. It will lead to greater national solidarity if the initiative and leadership continues to remain at the State level. It is also a guarantee against regimentation in thinking and a most effective means of guaranteeing freedom of speech and discussion and of protecting schools against the propaganda of any political party which may be in power at the Centre. At the same time, we must realise that there are great dangers involved in unco-ordinated development of a decentralised system of education—and there are many for a democratic society like ours. Let us not close our eyes to the fact that the nation as a whole has as much stake in education as the States. 'The harmful results of the educational deficiencies cannot be quarantined within State boundaries'. There are many aspects of our national life, such as health, defence, the functioning of a democratic system of government, which if not entirely dependent on education, are closely connected with it. Therefore, the Central Government can hardly be indifferent towards them. . . . The test of Indian statesmanship is whether a pattern of education can be evolved where a working partnership is established between the Central and State Governments, since both have responsibilities for the education of children."*

The history of the last fourteen years shows that such a working partnership has gradually emerged. Prior to 1947, the Government of India had no direct programme of educational reconstruction. There was also little co-ordination between educational development in the British Indian provinces over which the Centre had hardly any authority in educational matters and that in the princely states which were absolutely sovereign in internal matters like education. This unhappy situation is now a thing of the past. The

* K. L. Shrimali : *Problems of Educational Reconstruction in India*, Pp. 4-5.

Government of India has developed a large programme of educational expansion and improvement in almost every sector.*

The Centre and the States now work together in the preparation of educational plans. The different programmes of educational development are divided in two main categories: the 'Central' schemes which are implemented by the Government of India and the 'State' schemes which are initiated and implemented by the States and financially assisted by the Government of India on an agreed basis. There is also a third category of 'Centrally sponsored' schemes. These have an all-India applicability, are implemented through the State Governments and assisted from funds provided in the Central sector. The planning and implementation of educational programmes in India has thus become a joint endeavour of the Central and State Governments.**

(b) *Role of Local Bodies.* Prior to 1947, there were two distinct traditions in the role of local bodies in education. In the British Indian provinces, the general policy of the Government was to transfer increasing powers to local bodies in order to meet the growing public demand for self-government. In 1882, the Indian Education Commission recommended that the administration of primary education should be transferred to local bodies. This recommendation was broadly accepted and local control in primary education soon became established in British India. As the local bodies became more democratic in character, larger powers were transferred to them and, between 1920 and 1926, they were given very large powers over the administration of primary education. The Hartog Committee, which examined this issue, reported in 1928 that the local bodies had not always used the authority given to them in the best interests of primary education. Between 1930 and 1947, therefore, some of the powers given to local bodies in the administration of primary education were withdrawn by one or two States and were restricted by some others. In spite of these small changes, however, the local bodies may be said to have been

*See Chapters I and II for details.

**See Chapter I, Pp. 15—16

broadly in charge of primary education throughout British India in 1947.

The situation in the erstwhile princely states was, however, entirely different. There was no urge in these areas to transfer powers to local bodies on the ground of 'self-government'. Education was mostly a State function and the local bodies had very little to do with it.

In the post-independence period, therefore, both the trends have been at work—the trend to give wider powers to local bodies in the administration of primary education as well as the trend to make education a direct responsibility of the State.* In 1948, the old Madhya Pradesh Government created a statutory local body, called the *Janapad*, in each *tehsil* and placed it in charge of a number of activities, including the establishment and maintenance of primary schools. Bihar, on the other hand, withdrew several powers given to the local bodies in the administration of primary education in 1954. In 1957, Punjab made a revolutionary change and provincialised all the primary schools which were formerly run by the local bodies. In 1959, Rajasthan took a step exactly in the opposite direction and introduced democratic decentralisation under which statutory local bodies, called the *Panchayat Samitis*, were created for blocks of about 100 villages and the entire control of primary schools was handed over to them. In the same year, Andhra Pradesh adopted the system of democratic decentralisation and transferred primary education to the *Panchayat Samitis* and even secondary education to the *Zilla Parishads*. Madras has also decided to adopt the scheme of democratic decentralisation and to transfer primary education to the control of *Panchayat Samitis*, but subject to certain restrictions, the most important of these being that inspection and supervision will remain with the State. Maharashtra had undertaken a still bolder experiment in democratic decentralisation under which statutory local bodies are proposed to be created at the district level and placed in charge of all developmental activities

*See relevant portions in Chapters concerning Madhya Pradesh, Bihar, Punjab, Rajasthan and Andhra Pradesh.

within the district, including primary and secondary education. Other States too are examining the issue. The general trend now is in favour of associating local bodies with the administration of education in general and of primary education in particular, although the exact form of this association may vary from State to State. It is too early to evaluate the results of this general trend or of the relative merits of the several different forms it is assuming in practice.

(c) *Role of Voluntary Organisations.* Voluntary effort has played an important role in the development of education in India. As was but natural, Government assumed a leading role in educational development in the post-independence period, particularly in sectors like primary education or technical education where the expenditure involved was ordinarily too large to be within the range of voluntary effort. But realising the great contribution which voluntary organisations had made in the past for educational development in the country and also their potential value for future programmes of educational reconstruction, several efforts have been made in recent years to provide greater assistance and encouragement to voluntary organisations. In all the States, the rules of grant-in-aid have been revised and liberalised. Of special interest is the scheme of 'deficit grants' initiated in West Bengal under which the entire deficit of voluntary organisations in conducting primary and secondary schools is paid to them as grant-in-aid.* It has also evolved a system of 'sponsored' voluntary institutions which get financial assistance on a hundred per cent basis for their approved educational activities. There are now 'sponsored' colleges, technical institutions and training schools for primary teachers. The Centre also initiated, in 1955, a scheme of assistance to voluntary organisations doing pioneer or significant work, to enable them to develop existing services or undertake new ones.**

3. *Elementary Education.* In the post-independence period, two main considerations have guided the policy in

*See Chapter XVII, P.678

**See Chapter I, Pp. 62-63

the field of elementary education : (1) to expand educational facilities rapidly so as to provide universal education at the earliest possible opportunity; and (2) to raise the quality of education by improving the quality of teachers, syllabuses, teaching methods and textbooks and by providing land, buildings, equipment and welfare services like midday meals.* The Government of India and the State Governments have decided to adopt basic education as the national pattern of education at the primary stage and to convert all primary schools into basic schools as early as possible. This programme will be described in detail in the next section.

(a) *Universal Provision of Schools.* The first step in any programme of elementary education is to ensure a universal provision of schools. A good deal of work has been done in this direction. An educational survey of the country was carried out in 1958 and 1959 in order to determine the number and location of all habitations and to ascertain the new schools that will have to be opened in order to provide a school within walking distance from the home of every child.** During the last 14 years, a sustained intensive effort has been made to provide school-less villages with educational facilities. The number of primary schools increased from 1,72,661 in 1946-47 to 342,000 in 1960-61. This drive will be continued in the third Plan which aims at providing a school within easy accessible distance from the home of every child. The number of middle schools increased from 12,843 in 1946-47 to 39,600 in 1960-61. During the third Plan, it will rise further to 57,700 and there will be a middle school within 3 to 5 miles of every habitation.

(b) *Enrolment.* The next step in the programme of elementary education is to provide for universal enrolment, *i.e.*, to enrol every child of school-going age. In this sector, the progress has necessarily been slower because enrolment depends, not only on the provision of schools, but also on social and economic factors. The following table shows

*For details see Chapter I, Pp. 16-22, and relevant portions in Chapters III—XVIII. See also relevant Tables in Annexure VII.

**See Annexure III for details.

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the growth of enrolment at the primary stage during the post-independence period.

Table No. 1—Enrolment in Elementary Education

Year	Total Enrolment in classes I-V (in lakhs)	Percentage of Enrolment in classes I-V to total population in the age group 6-11	Total Enrolment in classes VI-VIII (in lakhs)	Percentage of Enrolment in classes VI-VIII to total population in the age group 11-14
1946-47				
Boys	106.3	53.1	17.2	15.4
Girls	34.8	17.4	3.2	2.9
Total	141.1	35.0	20.4	9.0
1950-51				
Boys	137.7	59.8	25.9	20.7
Girls	53.8	24.6	5.3	4.5
Total	191.5	42.6	31.2	12.7
1955-56				
Boys	175.3	70.3	34.2	25.5
Girls	76.4	32.4	8.7	6.6
Total	251.7	52.9	42.9	16.5
1960-61 (Estimated)				
Boys	233.8	80.5	48.2	34.3
Girls	109.6	40.4	14.7	10.8
Total	343.4	61.1	62.9	22.8
1965-66 (Plan target)				
Boys	301.2	90.4	70.0	39.9
Girls	195.2	61.6	27.5	16.5
Total	496.4	76.4	97.5	28.6

The figures for 1946-47 include statistics from several areas which now form part of Pakistan and exclude those from the areas of the princely states now included in the Indian Union.

It will be seen that the total enrolment in classes I to V increased by about 50.4 lakhs between 1946-47 and 1950-51. It increased further by 60.2 lakhs in the first Plan, by 81.7 lakhs in the second Plan and is expected to increase by 153

lakhs during the third Plan. The total increase between 1946-47 and 1965-66 will be about 250 per cent over the enrolment in 1946-47. The increase in the middle stage is smaller in absolute numbers but proportionately even greater. The enrolment at this stage increased by 10.8 lakhs between 1946-47 and 1950-51, by 11.7 lakhs in the first Plan and by 20 lakhs in the second Plan. It is expected to rise by 34.6 lakhs in the third Plan. The total increase in middle school enrolment between 1946-47 and 1965-66 will thus be about 378 per cent over the enrolment in 1946-47. The rate of increase in enrolment at the primary and middle stages during the post-independence period has thus been faster than that in any earlier period of Indian educational history.

Judged, however, by the target which India has set before itself, *viz.*, the provision of free and compulsory education for all children in the age group 6-14 years, these figures show that the country has still a long way to go. For example, the total enrolment in classes I-V increased only from 35 per cent of the population in the age group 6-11 in 1946-47 to 61.1 per cent of the age group in 1960-61; and it is expected to increase only to 76.4 per cent of the age group by 1965-66. Similarly the enrolment in classes VI-VIII increased only from 9 per cent of the age group 11-14 in 1946-47 to 22.8 per cent of the age group in 1960-61 and is expected to increase only to 28.6 per cent of the age group by 1965-66. On this basis, it may be possible to reach almost universal enrolment in the age group 6-11 in the fourth Plan and at least two more Plans would be needed to provide universal enrolment in the age group 11-14.

(c) *Qualitative Improvement.* A good deal has been done to improve the quality of primary education. During the last 14 years steps have been taken to raise the minimum qualifications of primary teachers.* In 1946-47, the average primary teacher had only completed the middle school course. Since 1947, however, State Governments have been progressively raising his qualifications. Matriculates are now given preference in recruitment as primary teachers; and in

* For general education, professional training and remuneration of teachers, see Table No. 22 in Annexure VII.

some areas, all new recruitment is restricted solely to matriculates, exceptions being made only in the case of women or candidates from the backward communities. In 1949-50, the total number of matriculate teachers working in primary schools was 45,534 or 8.8 per cent of the total number of teachers. In middle schools, the total number of matriculate teachers in the same year was 35,228 or 44.7 per cent. By 1958-59, the total number of matriculate teachers had increased to 2,11,092 (or 30.5 per cent) in primary schools and to 1,22,958 (or 50.9 per cent) in middle schools. With the expansion that is now taking place in secondary and collegiate education, it should soon be possible to prescribe the completion of secondary school as the minimum qualification for primary teachers and to recruit a fair number of graduates as teachers in middle schools.

The position in respect of the professional training of primary teachers has also improved considerably in the post-independence period in spite of the unprecedented expansion that has taken place. In 1949-50 only 58 per cent of the primary teachers were trained (3,02,050 out of a total number of 5,17,898 teachers). In middle schools only 52.6 per cent of the teachers were trained (41,478 out of a total number of 78,865 teachers). Due to the increasing emphasis placed by the Centre and the States on the training of teachers* during the first two Plans, the percentage of trained teachers in primary and middle schools at the end of the second Plan was estimated at 65. The present stress on teacher training will continue during the third Plan. The percentage of trained teachers by 1965-66 is expected to increase to 75. This increase will occur despite the increase in the total number of teachers in primary and middle schools from 11.4 lakhs at the end of the second Plan to 16.26 lakhs at the end of the third.

There has been some improvement in the pay scales of teachers. In 1946-47, salaries of primary teachers were very low. In 1949-50, the average salary of a primary teacher was

*As many as 276 new training institutions were set up and the total accommodation in training institutions was increased by 27,570 under a Centrally sponsored scheme implemented in 1959-60 and 1960-61. See Chapter I, P. 18.

Rs. 479 and that of a middle school teacher Rs. 570 per year. By 1958-59, these had increased respectively to Rs. 761 and Rs. 1,077.

There has been considerable improvement in curricula, textbooks and teaching methods during the last 14 years. In almost all States, curricula have been revised and improved. Several States have now introduced the integrated syllabuses which combine the essential features of the traditional syllabus with those of the basic syllabus. Most of the States now produce their own textbooks at the primary stage; a few do it at the middle school stage also. The quality of textbooks has generally improved. Their prices have risen to some extent; but the rise is small as compared to the overall rise in the cost of living. The influence of basic education has percolated to most schools; and although they may not all have been formally converted to the basic pattern, most of the schools now include a good deal of activity and emphasise extra-curricular programmes.

Another important programme that has grown up in recent years is that of midday meals for children in primary schools. At present, about 40,000 schools provide midday meals to about 24.61 lakhs of children. The largest number of these are in Madras (9.44 lakhs) and in Kerala (7.43 lakhs). But most other States have also made a beginning. With the help of UNICEF, which gives milk powder free of charge, milk is distributed to about 6 lakhs of primary school children. In the third Plan, the programme is proposed to be extended still further.

It is often said that the standards in primary education have fallen. It is difficult to support this view for there is no objective evidence to establish it. There are, on the other hand, several considerations which indicate that, other things being equal, standards in primary education should have risen rather than fallen. There has been, as stated already, substantial improvement in the general education and professional training of teachers; their pay scales have been improved; the syllabuses have been revised and better teaching methods have been adopted. Thanks to programmes of mobilising community support for primary education and to

the introduction of activities popularised by the basic system of education, the school is now closer to the community. Even stagnation and wastage, though substantial, are less than they were ten years ago. For a proper appraisal of the situation, it would be necessary to make a scientific study of the problem of standards.

(d) *Some Problems and Trends*. A point on which there is general dissatisfaction in the country is the delay in providing free and compulsory education for all children up to the age of 14 years. The demand for universal education is now almost a century old. The British Government refused to accept it as a practicable goal of educational policy on financial and administrative grounds. The Plan for Post-War Educational Development in India (1944) proposed a programme, spread over 40 years, for its realisation. Public opinion in the country, however, could not accept so long a period and consequently the Kher Committee recommended that this goal should be reached in 16 years. The Constitution went a step ahead and directed that it should be reached in a period of 10 years. Against this background of eagerness to provide universal education as quickly as possible, it is rather painful to realise that ten years have already passed since the commencement of the Constitution and that it may easily take another 15 years to reach the goal.

On the other hand, there is a strong feeling in certain quarters that the most important problem in primary education today is not expansion but consolidation and improvement. In this context, reference is generally made to the prevalence of large-scale wastage and stagnation. In an efficient system of education, children reading in class V in any given year must be almost equal to those who entered class I five years previously. In India, out of every 100 pupils that enter class I, only about 35 reach class V five years later. The position at the middle school stage is a little better—out of every 100 pupils who enter class VI, 60 reach class VIII three years later—although this too is far from satisfactory. This huge drop off, due either to premature withdrawal or to retardation, implies a large waste of public expenditure to say nothing of the waste of time and energy

of the children themselves. It is, therefore, argued that any large-scale expansion of primary education under these conditions is undesirable and that a programme of qualitative improvement which will result in a reduction of this waste should have a priority over that of mere expansion. While the need for consolidation is immediately conceded, it is doubtful if it would be practicable to adopt a policy of mere "containment" when the urge for education is as widespread as at present.

The processes of expansion and improvement, it seems, will have to be pursued side by side. Experience of the growth of primary education in other countries shows that the pressure for expansion is very intense till an enrolment of about 75 to 85 per cent of the children is reached and that the emphasis shifts to qualitative improvement thereafter. In India, the emphasis so far has inevitably been on expansion. But if international experience is any guide, this emphasis should shift to consolidation and improvement from the fourth Plan onwards.

4. *Basic Education*. Basic education* aims at improving the traditional system by shifting the emphasis from book learning to the life of the child and his community. It correlates learning with the physical and social environment of a child and with some craft activity. Work in the school is so organised as to inculcate right habits of work, a spirit of cooperation, self-help, dignity of labour and other desirable traits so that, on growing up, a child would become a useful member of the society and contribute his best towards the progress and welfare of the community.

The scheme was placed before the country by Mahatma Gandhi in 1937. It was first taken up, on an experimental basis, in the provinces where popular Ministries had come to power under the Government of India Act, 1935. The resignation of the Ministries soon afterwards prevented its further expansion. However, when they came back to power in 1946, the experiment was again taken up in earnest. The usual approach now made was to select 'compact areas'

* For details see Chapter I, Pp. 19-22, and relevant sections of Chapters III—XVIII.

for intensive experimentation in basic education. During the first Plan, the Centre also offered assistance, on a matching basis, to State Governments for the development of basic education. In 1956, the Centre established the National Institute of Basic Education* and had the progress of basic education in the country reviewed by the Assessment Committee on Basic Education**. The committee recommended that the compact area method should be abandoned as it had retarded, rather than helped, the development of basic education. It also suggested that the scheme of orientating all schools to the basic pattern, which aimed at introducing certain simple but significant activities of basic schools into non-basic schools, should be quickly implemented as a first step in the ultimate conversion of all schools to the basic pattern. Four regional seminars and a national seminar were held to initiate the officers of the State Education Departments in the programme. It is proposed to introduce the integrated syllabus in all primary schools and to convert all training institutions for primary teachers to the basic pattern.

The total provision included in the third Five Year Plan for schemes of basic education is about Rs. 25 crores. The following table gives the statistical information regarding the progress achieved so far, as well as the targets fixed for the third Plan.

Table No. II—Progress of Basic Education

	1950-51	1955-56	1960-61	1965-66
			(Estimates)	(Targets)
1	2	3	4	5
Junior Basic Schools	33,379	42,971	1,00,000	1,53,000
Junior Basic Schools as percentage of the total number of Primary (including Junior Basic) Schools.	15.9	15.4	29.2	36.9
Senior Basic Schools	388	4,842	11,940	16,700

* See Chapter I, Pp. 21-22.

** See Chapter I, Pp. 20-21.

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1	2	3	4	5
Senior Basic Schools as percentage of Middle (including Senior Basic) Schools.	2.9	22.3	30.2	28.9
Children in Basic Schools as percentage of the total number of Children in Classes I-VIII.	13.1	17.2	23.3	Not known
Basic Training Schools	114	520	715	1,424
Basic Training Schools as percentage of the total number of Training Schools	15	56	70	100

The progress of basic education is hindered by a number of practical difficulties. There is the resistance from those who have been nurtured in a predominantly academic tradition. Difficulties also arise when a concept which is essentially dynamic in character is treated much too rigidly and is sought to be enforced in disregard of the existing needs. The recent direction of policy has been to strive for two practical ends. "The greatest need at present is" said Dr. K. L. Shrimali in his address to the Nai Talim Sangh Conference at Raipur, "to draw up a modest programme which is acceptable to public opinion in rural as well as urban areas. We should start a national campaign to see that, within a period of two or three years, every school, private or public, rural or urban, might implement this programme. Such a task is not impossible since there are some aspects of basic education, such as cleanliness, co-operative work, association with the recreational and cultural activities of the community, and simple craft work whose importance is universally recognised.... When we have consolidated our position, we can move more confidently towards a full-fledged programme of basic education. The approach that I am suggesting may not achieve spectacular results straightaway but it will gradually lead us out of the confusion and frustration into which many educationists find themselves at the present moment. While this work is going on we should give freedom and encouragement to all those pioneering institutions which are carrying

on full-fledged experiments in basic education.... I shall be happy if we can come to agreement with regard to the minimum programme for basic education so that we can orient all our schools towards the basic pattern and the Government, both at the Centre as well as in the States, and the people can make a joint effort to improve our educational system. I would venture to add that this can be achieved only by creating a proper educational climate in which, instead of criticising one another, we can work together in a spirit of cooperation.”* Accordingly, Government is trying to determine a “minimum essential programme” of basic education and to extend it to all primary schools as quickly as possible as the *first* step in the conversion of all primary schools to the basic pattern. This minimum essential programme, as now decided, consists of (1) the orientation of all primary schools to the basic pattern as recommended by the Allahabad Seminar; (2) the adoption of all activities of basic schools (other than those that need a craft) in all primary schools; and (3) the conversion of all training schools for primary teachers to the basic pattern. The second part of the programme, as now implemented, is to give all encouragement to promising experiments in basic education.

5. *Secondary Education.* The expansion at the secondary stage has been even greater than that at the elementary.** The following table will show the increase that has taken place in the number and enrolment of secondary schools during the last 14 years and also the further increase anticipated in the third Plan.

Table No. III—Progress of Secondary Education

	1949-50	1958-59	1960-61	1965-66
			Estimates	(Targets)
1	2	3	4	5
1. No. of Secondary Schools				
Boys	5,685	12,231	13,100	18,000
Girls	997	2,103	2,500	3,800
Total	6,682	14,334	15,600	22,600

* K. L. Shrimali : *op. cit.* Pp. 58-59.

** For details see Chapter I, and relevant portions of Chapters III-XVII. See also Tables Nos. 27, 28 and 29 in Annexure VII.

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	1	2	3	4	5
2. Enrolment at the Secondary Stage (in lakhs)					
Boys		9.41	20.43	23.9	35.7
Girls		1.42	4.35	5.2	9.7
Total		10.83	27.78	29.1	45.4
3. Percentage of Enrolment at the Secondary Stage to the Total Population in the age group 14-17.					
Boys		8.5	15.1	18.4	23.7
Girls		1.3	3.2	4.2	6.9
Total		5.0	9.2	11.5	15.6

It will be seen that the total number of secondary schools has increased from 6,682 in 1949-50 to 16,600 in 1960-61. It is expected to rise further to 21,800 by 1965-66. One good feature of this expansion is that a large increase has taken place in the secondary schools in rural areas or for girls. The former have risen from 2,764 in 1949-50 to 6,757 in 1958-59 and may increase to 10,500 by 1965-66; the latter have increased from 997 in 1949-50 to 2,500 in 1960-61 and may increase to 3,800 by 1965-66. The increase in enrolment is equally great. The total enrolment at the secondary stage has increased from 10.83 lakhs (or 5 per cent of the population in the age group 14-17) in 1949-50 to 24.78 lakhs (or 9.2 per cent) in 1958-59 and to 29.1 lakhs (or 11.5 per cent) in 1960-61. It is expected to rise still further to 45.6 lakhs (15.6 per cent) by 1965-66.

Opinion is divided regarding the desirability or otherwise of this very rapid increase in the number and enrolment of secondary schools. According to one view, expansion of secondary education in India is still far below the level reached in advanced countries. In some of these, secondary education is already universal and in others, as many as 60 to 70 per cent of the children in the age group 14-17 are enrolled in full-time or part-time instruction. It is, therefore, argued

that a good deal of further expansion is still needed at the secondary stage in India.

The other view is that, in the present stage of its economic development, it would be wrong for India to adopt standards of countries like the U.S.A. or the U.S.S.R. which have made secondary education almost universal. A more realistic target would be to provide secondary education for about 30 per cent of the children who complete the primary course—a target which is generally adopted by developing countries. It is estimated that, at present, about 60 per cent of the students who complete the middle school proceed to secondary education—a situation which cannot but lead to difficulties of employment in the present stage of economic development. It is, therefore, argued that a selective basis of admissions should be adopted at the secondary stage.

The general trend of development in India is towards broadening of secondary education. The possibility of adopting selective admissions to secondary schools is rather remote. Expansion of secondary education is likely to be even more rapid in the future, owing especially to the trend to provide free education up to the matriculation stage.

(b) *Reorganisation.* The secondary schools in India began with the sole object of teaching the English language, developed a purely academic curriculum and prepared students for the university Matriculation examination which dominated their entire teaching. These defects were noticed as early as 1882 and attempts began to be made to reduce the dominance of the Matriculation and to provide diversified courses. These, however, did not succeed and, by 1947, secondary education in India had become a 'single track' system which tried to 'fit a boy for a college and almost unfit him for everything else'. The great need of the hour, it was realised was to reorganise secondary education, to diversify its content and to make it really terminal so that a large majority of its students would be prepared for and diverted to different walks of life. As early as 1949, the University Education Commission expressed its conviction that a reorganisation of secondary education was a condition precedent to the proper development of higher education.

The Government of India, therefore, appointed the Secondary Education Commission under the chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952. The report of this Commission is the fundamental document on the basis of which secondary education is being reorganised at present.

(c) *Higher Secondary Schools.* The most significant recommendation of the Commission was that the total period of school education (which would precede a three-year degree course) should be eleven years—eight years of primary and three years of higher secondary. The Commission, therefore, recommended that one year should be added to the ten-year secondary schools to convert them into higher secondary schools. This recommendation was accepted by the Government of India and most State Governments. In the first Plan, 77 secondary schools were converted into higher secondary. During the second Plan, the number was raised to 3,121. A far bigger effort is proposed to be made in the third Plan and about 50 per cent of the schools are proposed to be raised to the higher secondary status by 1965-66.

(d) *Multipurpose Schools.* Another important recommendation of the Commission was the establishment of multipurpose schools to diversify secondary education and to prepare children for different walks of life. During the first Plan, 374 multipurpose schools were established and their number increased to 2,115 at the end of the second Plan. In the third Plan, emphasis will be laid on consolidation and improvement (of multipurpose schools) rather than on expansion. Four regional institutes would be established for the training of teachers for these schools.

(e) *Educational and Vocational Guidance.* The adoption of a diversified secondary curriculum underlines the need to provide educational and vocational guidance. Some of the State Governments have, therefore, established bureaus of educational and vocational guidance at the State level to train guidance personnel. In 1947, there was not even one State bureau of educational and vocational guidance. Today such bureaus exist in all States except Jammu and Kashmir, Madras and Punjab. The Government of India established a Central Bureau of Educational and Vocational Guidance in

1954.* A good deal of literature on the subject has been produced by the Central and State bureaus and also by the employment exchanges. The movement has made a promising beginning and will be expanded further in the third Plan.

(f) *Secondary School Leaving Examination.* Another major evil in secondary education has been the dominance of the written external examination at the end of the secondary course. Historically, this examination was first held by universities who conducted it, not as a test of completing the secondary school, but as an admission test for higher education. The disadvantages of this position are obvious and although the problem had been discussed since 1882, it was only in the early years of this century that separate Boards began to be established to conduct the secondary school leaving examination in place of the former matriculation examination conducted by the universities. The Calcutta University Commission recommended that the Intermediate examination also should be transferred to such Boards. In 1947, there were six Boards of Secondary and/or Intermediate Examination—Madras (1911), Mysore (1913), Vidarbha (1922), Uttar Pradesh (1922), Delhi (1926), and Ajmer (1929). Since 1947, nine more Boards have been established: Kerala (1949), West Bengal (1951), Bihar (1952), Orissa (1956), Andhra Pradesh (1957), Rajasthan (1957), Madhya Pradesh (1959), Gujarat (1960), and Maharashtra (1960).** It is only in three States, Assam, Jammu and Kashmir and Punjab, that such Boards have not been set up as yet. In these the Matriculation examination is still held by universities concerned.

The establishment of independent Boards to conduct the secondary school leaving examination is an advance in itself. What is more important is that some of them have already started taking action to reform the examination by introducing objective and objective based tests and allocating a certain percentage of marks to sessional work. Some of them have even set up research units to study the examination problems.

*See Chapter. I, P. 59.

** The Ajmer Board is now being constituted as a Central Board and when that happens, the functions of the Delhi Board will be taken over by the new Board and the Delhi Board will be wound up.

(g) *Directorate of Extension Programmes for Secondary Education.* One of the most important measures adopted by the Government of India to improve secondary education was the establishment of the All India Council for Secondary Education, in 1955. In 1959, this was made an advisory body and the Directorate of Extension Programmes for Secondary Education was created as an executive agency to implement the Council's programmes. The Directorate now conducts a number of programmes of qualitative improvement including (1) in-service training of secondary teachers, (2) establishment of extension services departments which have been established in 54 training colleges, (3) opening of science clubs and (4) encouragement to research and experimentation.* The Directorate has also set up an examination reform unit to study the problems of examination reform.

(h) *Teaching of English and Science.* Special measures have been adopted to improve the teaching of Science and English—the two very important subjects in secondary curriculum. For research and training of teachers in improved methods of teaching English, two institutions have been established—the Central Institute of English, Hyderabad, and the English Language Teaching Institute, Allahabad. The teaching of science is being improved by the States through such measures as the provision of courses in general and elective science, emergency or in-service training of science teachers, and improvement of laboratory and other facilities. It is proposed to expand this programme in the third Plan so as to provide facilities for the teaching of General Science as a compulsory subject in all secondary schools and for the teaching of elective science in about 45 per cent of the institutions. A number of subsidiary programmes necessary for the success of this major scheme will also be undertaken.

(i) *Teachers.* There has been considerable improvement in the training of secondary teachers. The number of training colleges has increased from 48 in 1949-50 to 233 in 1958-59 and their enrolment from 3,781 to 24,428. The percentage

* See Chapter I, Pp. 24-26

of trained teachers has increased from 53·6 in 1949-50 to about 65 in 1960-61 and is likely to increase further to 75 by 1965-66. The quality of training has been raised through such measures as revision of syllabuses, orientation of teacher-educators and above all, through the establishment of extension services departments. The proportion of graduate teachers has increased from 41·6 per cent in 1949-50 to 47·9 per cent in 1958-59. The pay scales of teachers have also been improved, the average salary of a secondary teacher rising from Rs. 1,162 in 1949-50 to Rs. 1,555 in 1958-59.

Consolidation apart, the main feature of the development of secondary education in the post-independence period is unprecedented expansion. This has created and continues to create its own problems and is making reforms more and more difficult. It is for this reason that besides providing for the necessary expansion, the third Plan includes the following programmes: (1) the establishment of higher secondary and multipurpose schools, (2) the provision of educational and vocational guidance, (3) vitalisation of training colleges and organisation of large-scale in-service training programmes for teachers, (4) improved teaching methods, (5) raising the qualifications and salaries of teachers, (6) examination reform and (7) more liberal provision of buildings (especially hostels) and equipment (especially for libraries and laboratories).

6. *Higher Education.* There has been a phenomenal expansion in higher education in the post-independence period.*

(a) *Establishment of New Universities.* In 1947, the total number of universities was 19. Today, the number is 46. Of the new universities, Visva-Bharati University at Shantiniketan, West Bengal was established by the Government of India in 1951. This places on a permanent basis the great work started by poet Rabindranath Tagore. Andhra Pradesh established the Shri Venkateswara University in 1954

* See sections on University Education in Chapters I, III-XVII and those on Scientific Research and Technical Education in Chapter II. See also relevant Tables in Annexure VII.

in the renowned pilgrim centre, Tirupathi. Assam, which had no university in 1947, established the Gauhati University in 1948. Bihar had only one university in 1947. It adopted the principle of establishing a separate university for each division and has since established three new universities: Bihar University established in 1952, and the Bhagalpur and Ranchi Universities in 1960. In addition, it has recently established a Sanskrit university at Darbhanga. In Gujarat, there was no university in 1947. Now there are three: The Maharaja Syajirao University at Baroda (1949), the Gujarat University (1949), and the Vallabh Vidyapeeth (1955). Jammu and Kashmir established its own university in 1948. Madhya Pradesh had only one university in 1947. It has since established three more: the Indira Kala Sangeet Visva Vidyalyaya, Khairagarh (1956); Jabalpur University (1957); and Vikram University (1957). In Maharashtra, there were two universities in 1947. Since 1947, two more have been established: Poona (1949) and Marathwada (1958). The State has also given statutory recognition to the S.N.D.T. Indian Women's University which had been functioning as an unrecognised institution since 1916. Mysore had one university in 1947 and it established one more, the Karnatak University in 1949. As the old University of Punjab was included in Pakistan, Punjab had to establish a new university of its own in 1947. Another university was established in Kurukshetra in 1956. U. P. had five universities in 1947 and has since established four more: Roorkee (1949), Gorakhpur (1957), Varanaseya Sanskrit Mahavidyalaya (1958), and U.P. Agricultural University (1960). West Bengal had one university in 1947. It has established three more: Jadavpur (1955), Burdwan (1960) and Kalyani (1960). Besides, there are two institutions of national importance, *viz.*, All India Institute of Medical Sciences, New Delhi and Indian Institute of Technology, Kharagpur, both of which were established after 1947.*

This increase in the number of universities has been essential in view of the large expansion that has taken place in higher education in recent years.

* See Annexure I for details,.

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(b) *Institutions of Higher Education.* In 1946-47, there were 297 arts and science colleges, 199 intermediate colleges, and 140 colleges of professional and technical education in the country. The great expansion that has taken place during the last 14 years can be seen from the fact that in 1961, there were 462 university departments, 228 constituent colleges, 1,316 affiliated colleges and 83 recognised post-graduate research institutions. Besides, there were 15 Boards of Secondary and/or Intermediate Education (as against 6 in 1946-47) which affiliated 988 intermediate colleges. There were also 581 institutions of higher education which were not affiliated to any university.

(c) *Enrolment.* Increase of enrolment in institutions of higher education has also been unprecedented. The following table gives the necessary data.

Table No. IV—Total Enrolment in Institutions of Higher Education (in lakhs).

Year	Enrolment in Arts and Science Colleges (including Intermediate Colleges)	Enrolment in Colleges of Professional and Technical Education	Enrolment in Colleges of Special Education.	Total Enrolment
1	2	3	4	5
1946-47				
Men	1.92	0.41	..	2.33
Women	0.20	0.03	..	0.23
Total	2.12	0.44	..	2.56
1949-50				
Men	2.63	0.75	0.04	3.42
Women	0.36	0.04	0.01	0.41
Total	2.99	0.79	0.05	3.83
1958-59				
Men	6.09	1.86	0.15	8.10
Women	1.25	0.16	0.06	1.47
Total	7.34	2.02	0.21	9.57
1960-61 (Estimates)				
Men	6.90	2.30	0.18	8.38
Women	1.50	0.20	0.07	1.77
Total	8.40	2.50	0.25	10.15
1965-66 Targets				
Men	9.70	3.70	0.30	13.70
Women	2.50	0.50	0.10	3.10
Total	12.20	4.20	0.40	16.80

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It will be seen that the expansion in higher education has been even greater than that at the secondary stage. Some aspects of this expansion, *e.g.*, the increasing enrolment of girls, are welcome.* So also is the growth in professional and technical education which was sadly neglected before 1947. The rapid expansion in colleges of general education (inclusive of commerce colleges whose problem is more or less similar) is, however, a different matter. The following figures show the expansion of institutions and their enrolment.

	No. of Arts, Science and Commerce Colleges	Enrolment (in lakhs)
1949-50	488	3.31
1958-59	913	8.00
1960-61 (Estimates)	1050	9.00
1965-66 (Targets)	1400	13.00

Reasons for this phenomenal expansion are: (1) the great expansion that is now taking place at the secondary stage; (2) the absence of diversification in secondary schools; (3) non-availability of adequate employment opportunities for those who complete the secondary school; (4) tradition and social bias in favour of university education and (5) the general pressure for facilities at the university stage based on the assumption that higher education must be available to all those who seek it. Whatever the reasons, there is no gainsaying the fact that the admission of unsuitable students to universities creates difficult problems such as (1) over-crowding in colleges and universities; (2) establishment of a large number of new and comparatively inefficient institutions; (3) lowering of standards in respect of instruction, examination, qualifications of teachers, buildings, and equipment; (4) student unrest and indiscipline; (5) increase in wastage and stagnation and (6) increasing unemployment amongst graduates and under-graduates.

*Another feature is that the total enrolment in science classes has increased from 140,000 in 1950-51 to 3,23,000 in 1960-61. Because of the large increase in enrolment in arts courses, however, the proportion of science students has fallen from 38.1 per cent in 1949-50 to 35.8 per cent in 1960-61.

The need for adopting some sort of selective basis for admissions has, therefore, become very urgent and it would not be in the interest, either of university education or of the country as a whole, to allow the present 'open door' policy to continue for any length of time. This has been well emphasised by the University Grants Commission* which observes:

"Yet another aspect of this question is related to standards of university education and our conception of what we should aim at in providing for university education for a selected body of youth in the country. Our good students are as good as any students in any part of the world. But we have even at the present time in our universities far too many unfit students who have come in merely because they did not know what else to do and because sufficiently strict standards were not applied in admitting them to the university. The failure rate at the first degree examination in India is deplorably high. Nearly half of all the students who enter the universities, including the pre-university class, are not able to complete their first-degree course successfully during the normal span of time provided for that course, and this is all the more disquieting when we remember that on an average half the number of boys and girls who complete their secondary education fail in the school leaving or equivalent examination. It is certainly possible that this failure rate in higher education could be reduced by more careful tuition of students and by improving the facilities provided. But it is too facile a criticism to say that if students fail it is the fault of the teachers. If the available resources were applied more scientifically to the need of training young people at the higher levels of education, we could obtain much better results. But in order to train young people to high intellectual standards at the university stage they should come to the university with the right kind of preparation and with the right intellectual equipment and what is more important, the right motivation. There is enough evidence to show that a great many of the students who actually enter our universities and many who seek to enter them do not in fact have the necessary intellectual and emotional preparation for university education. When, therefore, we speak of selective admission to the universities we are not thinking merely of the physical problem of numbers but also of the far more important consideration of standards in the universities. In a country like ours, there should be no needless waste of effort due to the wrong kind of young people in too large numbers entering the portals of the universities—young people for whom some other form of training would be far less frustrating and more fruitful. . . . In the absence of adequate facilities to absorb young men

* Report of the University Grants Commission, 1959-60, P. 2

in different professions and vocations on the completion of Secondary education, a very large proportion of the students who pass the School Final or Higher Secondary Examination tend to seek admission to colleges and universities. Many of them being ill-equipped for higher education, the wastage of time, energy and money involved is appalling. This is a problem of national importance and speedy efforts must be made to solve it".³²

(d) *Qualitative Improvement.* The problem of university education was comprehensively reviewed by the University Education Commission appointed under the chairmanship of Dr. S. Radhakrishnan (1948-49). The report of the Commission is a document of great significance and has been the basis of all important reorganisation of university education attempted in the post-independence period.

One of its major recommendations was that a University Grants Committee or Commission should be established in India on the lines of the University Grants Committee in England. This recommendation was accepted and a University Grants Commission was set up towards the end of 1953 under executive orders and was given a statutory form in 1956. During the first five years of its existence, the Commission has made a valuable contribution to the development of university education in India. ** It has assisted universities and colleges to provide improved facilities in teaching and research, to improve the salaries of teachers, to construct buildings, hostels, libraries, laboratories and staff quarters, to publish the findings of research and generally to improve the standards of teaching. It has made special studies of some important problems which now face the universities such as national emotional integration, student indiscipline, examination reform, teaching of English and so on and advised universities in the matter. The Commission has also assisted in the introduction of a three-year degree course. This reform has already been adopted by a very large number of universities. When fully implemented, it would go a long way in improving the quality of university education.

Another important development in university education in the post-independence period is the large increase in

* *Ibid.* Pp. 4-6.

** For details see Chapter I, Pp. 27-32.

facilities for research and post-graduate study. In 1949-50, the total number of students reading at the post-graduate level was 13,689 and that of students engaged in research 922. By 1958-59, these increased to 35,872 and 3,819 respectively. It must also be pointed out that facilities for post-graduate study and research are now available in a very large number of scientific, industrial and technological subjects in which hardly any facilities existed before 1947. The Council of Scientific and Industrial Research now controls 26 national laboratories or regional training centres most of which have been established after 1947. They conduct research in subjects like physics, chemistry, drugs, roads, fuel, leather, glass and ceramics, aeronautics, electronic engineering, etc.* Prior to 1947, facilities for post-graduate study and research in engineering hardly existed in the country and consequently students had to go abroad for advanced training. Today, the four higher technological institutions at Kharagpur, Bombay, Madras and Kanpur provide ample facilities for advanced work. When fully developed they will provide post-graduate and research facilities for 2,000 students. The Indian Institute of Science, Bangalore, has been greatly expanded since 1947. It is now deemed to be a university under Section 3 of the University Grants Commission Act, 1956 and provides facilities for post-graduate study and research for over 400 students. Similar facilities, though on a much smaller scale, are being provided by engineering colleges also. The fields of study cover a very wide range and include subjects such as power engineering, dam construction and irrigation, production engineering, advanced electronics, aeronautical engineering, etc.* The facilities available for post-graduate studies and research in Indian universities, both in the humanities and science, have also expanded very considerably. A large number of scholarships are awarded for post-graduate study and research in India and abroad, both in scientific and technical subjects and in the humanities.**

Educational research had hardly made any progress prior to 1947. The Government of India has set up a number of institutions for research. These include the Central

* See Chapter II, Pp. 82-83.

** See Chapters I and II for details.

Institute of Education, the Central Bureau of Textbook Research, the Central Bureau of Educational and Vocational Guidance, the National Institute of Basic Education, the National Fundamental Education Centre, and the National Institute of Audio-Visual Education. These together with the Directorate of Extension Programmes for Secondary Education have recently been combined to form a National Institute of Education which has been placed under an autonomous body called the National Council of Educational Research and Training. The Ministry of Education has also been operating, since 1953-54, a scheme of grants-in-aid for research in educational problems.* Some educational research is done in training colleges and university departments of education also. By and large, however, educational research in this country is still in its infancy. It is proposed to support educational research more liberally in the third Plan.

Considerable improvement has been made in the salaries of university teachers. University teachers now have far better opportunities for improving their qualifications than at any time in the past, thanks to the schemes of scholarships and exchange of personnel offered by advanced countries. The buildings and equipment of universities and colleges have considerably improved, due partly to the liberal grants-in-aid given by the University Grants Commission and partly to generous donations from the public.

One of the most important needs of higher education is the provision of scholarships which will bring talented students to the universities and give them opportunity for higher education. In 1947, provision for such scholarships was extremely meagre. Now the situation is considerably better. The scheme of post-matriculation merit scholarships instituted in 1956-57 provides for 200 awards a year to be made strictly on merit. The scheme of national scholarships included in the third Plan provides for 200 awards a year, also to be made on merit. These will be given at the secondary school leaving and post-graduate stages. Besides these, States and universities have instituted their own scholarships for realising the ideal of "equality of educational opportunity."

* See Chapter I, Pp. 60-61.

A significant experiment undertaken in the field of higher education is that of Rural Institutes which have been established to develop higher education for rural areas. Eleven institutions have been established so far and they provide three-year courses in rural services and rural engineering, a two-year course in agriculture and a one-year course for sanitary inspectors.* Extension work in rural areas and research in rural problems are two other important functions of the institutes.

A problem, which has assumed prominence in recent years, is that of the medium of instruction. In 1835, English was adopted as the medium of instruction at all stages of education. By 1882, the situation had changed and English had ceased to be the medium at the primary stage, although it continued to be the medium at the high school stage. Between 1921 and 1947, the use of English as the medium of instruction at the high school stage was also abandoned gradually. At first, modern Indian languages were adopted as alternative media of examination; then they were used as media of instruction in a few easier subjects; and finally their use as media of instruction was extended to all subjects, inclusive of science and mathematics. In the post-independence period, therefore, the problem of the medium of instruction had to be tackled at the university stage only. There is a growing desire to see that the regional languages are adopted as media of instruction in place of English. The demand has educational justification and its strength will increase as English is gradually replaced by Hindi and other Indian languages as the media of official business in the country. While the replacement of English by Hindi and the other Indian languages eventually can be taken for granted, it is necessary that the change should be brought about gradually and without jeopardising educational standards. Some of the steps that would be necessary in this context are: (1) preparation of a scientific terminology, textbooks and other aids in the Indian languages; (2) emphasising the study of English as a subject so that students can freely draw upon books in English as

* See Chapter I, P. 33.

source material; (3) adopting suitable measures for exchange of university students and teachers; and (4) safeguarding the sense of national unity among university students. This is a field to which the most intensive and careful efforts of the authorities concerned and teachers will have to be devoted in the immediate future.

(e) *Maintenance of Standards.* The problem of falling standards in higher education has been engaging the attention of the Government and the public for some years past. There can be no doubt that the maintenance of the highest standards possible in university education is of fundamental importance, not only to the raising of standards at other levels of education, but to the raising of standards in all walks of life. Any decline in standards in higher education would, therefore, be a matter of the gravest concern to the Government and the people.

There is a general feeling that there has been a sharp fall in the standards, which has not yet been arrested. No objective evidence is available and the statement is based largely on opinions of teachers and others concerned with higher education. If the position in university education today is compared with that about 25 or 30 years ago, it will at once become evident that there has been a considerable increase in the number of good and high level institutions, in the band of competent and devoted teachers, and in the number of first-class students. The quality and quantity of research, post-graduate teaching and experimental work show a significant advance. In professional and technical colleges also, the standards have not only been maintained but also raised. This is particularly true in colleges of medicine, agriculture, engineering and technology. These factors, by themselves, should make for higher standards. Unfortunately, side by side with this progress, there is the disquieting spectacle of a fairly large number of new and comparatively weaker institutions, admissions of a large number of inadequately prepared students, increasing overcrowding in colleges and of the rising tide of student indiscipline. It is with reference to these aspects of the problem that the question of standards has to be examined.

The root cause of all these problems, according to the University Grants Commission, is the lack of proportion between the rate at which facilities in general collegiate education are expanding and that at which enrolment is increasing. The former is necessarily small and slow because the funds available are limited; while the latter is large and rapid. The only remedy seems to be for each institution of higher education to raise the standard of its teachers, buildings and equipment, and in the light of the facilities actually available to fix a limit to the maximum number of students to be admitted. In order that such a policy can be implemented, public opinion should be educated to accept the view that university education is meant only for those who have the necessary aptitude, ability and attainment and that the higher education of the misfit is a dis-service, both to the individual and to the society.

The problem of student indiscipline also needs a mention here. This has almost assumed an 'epidemic' form and, during the last few years, "serious disturbances have taken place in different universities. While the students start agitation for different and usually frivolous reasons, the events take more or less the same pattern. Students have demanded reduction in fees, free entry to cultural shows or tournaments, admission of undeserving students to the universities, the dismissal of some teachers, banning the publication of a report or book, the cancellation of action taken by invigilators for adoption of unfair means in examinations, etc. When the university authorities refuse to accept their demands, they start strikes and hunger strikes, stage processions and meetings, and indulge in defiance of law and physical violence which have ultimately led in some cases to police intervention and closure of the universities. This is a sad story and it continues to repeat itself".* The causes of this evil are complex: (1) mal-adjustment and instability which are inevitable accompaniments of a period of rapid change when traditional values and institutions are disintegrating without new bonds and loyalties taking their place; (2) the absence of an effort to evolve moral and religious values; (3) uncertainty about the future and dread of unemployment; (4)

* K. L. Shrimali : *op. cit.* Pp. 95-96.

failure of parents to control their children or of teachers to win the respect, affection and confidence of their students; (5) faulty, weak or vacillating administration; (6) indiscipline in the society at large; (7) overcrowding, inordinate and uncontrolled expansion, and falling standards; and (8) opportunist politics which tries to exploit students. The causes which lie within the university system will gradually disappear as standards rise. But the deep-rooted social, economic and political factors are more difficult to be dealt with. The ultimate cure of the evil, therefore, has to be planned on a long-term basis. In the meanwhile, it is essential to deal tactfully but firmly with the situations as they arise.*

7. *Professional and Technical Education.* Prior to 1947, professional and technical education in India was not developed because the very concept of industrialisation was absent. One of the most satisfactory and outstanding achievements of the post-independence period is the large-scale expansion and development brought about in the field of professional and technical education. How large and significant this expansion is can be seen from Table V. It will be seen that expansion in the fields of agriculture, medicine, engineering and technology and teacher education has been outstanding.

8. *Education of Girls.* In the post-independence period, the education of girls has been progressing more rapidly than at any time in the past. Table VI shows the progress achieved between 1949-50 and 1958-59.

It will be seen that the enrolment of girls has almost doubled between 1949-50 and 1958-59. Fast as this progress is, there was a feeling in the country that the gap between the education of boys and girls is not being bridged rapidly enough. The Government of India, therefore, appointed, in 1958, a committee under the chairmanship of Smt. Durgabai Deshmukh, to review the expansion of girls' education in the post-independence period** and to recommend, *inter alia*, the measures that would be necessary

* Cases of indiscipline have also taken place at the secondary stage. But their extent is very small and what has been said here of these problems applies, *mutatis mutandis*, to the secondary stage as well.

**For details see Chapter I, Pp. 34-35, and the relevant sections relating to girls' education in Chapters III-XVIII. Also See relevant Tables in Annexure VII.

Table No. V— Growth of Professional Colleges and Schools (1949-50 to 1958-59)

Type of College or School	1949-50				1958-59			
	Institutions		Enrolment		Institutions		Enrolment	
	College Standard	School Standard	College Standard	School Standard	College Standard	School Standard	College Standard	School Standard
<i>Group A</i>								
1. Agriculture	15	39	4,538	1,882	29	102	10,871	7,411
2. Arts and Crafts		137		9,887		374		15,696
3. Commerce	21	412	32,108	27,682	35	966	66,613	98,754
4. Engineering	23	19	10,906	3,870	55	118	31,707	46,406
5. Forestry	4	2	389	53	3	5	589	237
6. Industrial and Technical		486		34,326		696		45,403
7. Law	20		10,633		32		24,055	
8. Medicine	35	39	12,835	3,790	109	124	32,840	10,688
9. Physical Education	5	20	192	1,795	15	38	745	3,639
10. Teacher Training	48	720	4,761	67,046	213	974	24,428	89,504
11. Technology	5		1,253		9	137	3,373	19,814
12. Veterinary Science	10		1,486		17	10	5,137	1,093
13. Others					2	19	1,292	4,201
	186	1,874	79,101	1,50,331	539	3,563	2,01,620	3,42,846

Table V : (continued)

	1	2	3	4	5	6	7	8	9
<i>Group B</i>									
14. Fine Arts		9	69	776	5,436	44	209	6,086	18,087
15. Oriental Studies		54	3,465	3,861	1,04,568	102	3,374	9,421	1,31,739
16. Social Work		2	12	117	761	7	51	1,338	4,525
17. Others		1	708	272	33,311	14	313	4,340	11,017
		66	4,254	5,026	1,44,076	167	3,947	21,185	1,65,368
GRAND TOTAL		252	6,128	84,127	2,94,407	706	7,510	2,22,805	5,08,214

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Table No. VI.—Education of Girls

Type of Institution or Stage	1949-50		1958-59	
	No. of girls enrolled	No. of girls enrolled to every 100 boys	No. of girls enrolled	No. of girls enrolled to every 100 boys
General Education (University Standard).				
Research	85	10	606	19
M.A. and M.Sc.	1,656	14	6,691	23
B.A. and B.Sc. (Pass and Hons).	10,759	14	42,214	25
Intermediate (Arts and Science).	23,540	13	75,168	18
TOTAL	<u>36,040</u>	14	<u>1,24,679</u>	20
Professional Education (Uni- versity Standard).	4,055	5	15,863	9
Special Education (Uni- versity Standard).	771	18	5,973	39
General Education (School Standard)				
High and Higher Secondary.	7,08,007	19	4,81,006	22
Middle . . . . .		..	13,64,107	30
Primary	50,34,740	40	94,82,256	46
Pre-Primary	12,306	91	62,605	83
TOTAL	<u>57,55,053</u>	35	<u>1,13,89,974</u>	42
Vocational Education (School Standard)	35,760	28	70,298	26
Special Education (School Standard).	1,79,641	16	2,08,164	17
GRAND TOTAL	60,11,320	33	1,18,14,951	40

to close the existing gap between the education of boys and girls at the primary and secondary stages. This committee made a series of important recommendations, the most important of which were: (1) The education of girls should be treated as a special problem for some years to come and funds should be provided for developing special programmes for bringing about a more rapid expansion in the education of girls at the primary and secondary stages. (2) National and State councils for the education of girls and women should be established to advise the Government of India and State Governments on the development of the education of girls. (3) A special machinery should be created at the Centre and in the States to develop the programmes of girls' education. Action on these recommendations has already been taken. In 1957-58, the Ministry of Education introduced a Centrally sponsored scheme under which assistance was given to State Governments to implement some special programmes for the development of the education of girls at the primary and secondary stages.* A National Council for the Education of Women has been established at the Centre and a special unit to deal with the problems of girls' education has been created in the Ministry of Education. Most of the State Governments have established State councils for the education of girls and they have also appointed special officers at the State level to look after educational programmes for girls. In the third Plan, it is proposed to expand girls' education further and it is hoped that the gap between the education of boys and girls would have been materially reduced by 1965-66.

9. *Free Studentships and Scholarships.* Article 45 of the Constitution directs that the State shall endeavour to provide free and compulsory education for all children up to the age of 14 years. Realising that some time must elapse before compulsory education can be provided for all children, State Governments have taken action, during the last 14 years, to provide free education** at least for as many children as possible. In Jammu and Kashmir and in the Union Terri-

* Chapter I, P. 18.

**For details of free education and scholarships, see relevant sections in Chapters I—XVIII. See also Table No. 24 in Annexure VII.

tories of A. and N. Islands or L. M. and A. Islands, education at all stages is free to all children. In Maharashtra and Gujarat, education has been made free at all stages to children whose parents have an annual income of less than Rs. 1,200. Primary education (classes I-IV or I-V as the case may be) is now free throughout the country, except in a small number of private schools which charge fees. Madhya Pradesh has made education free to all children in the age group 6-14 and this concession is also available in the Vidarbha area of Maharashtra State which formerly formed part of Madhya Pradesh. Even at the middle school or upper primary or higher elementary stages (classes VI-VIII or V-VII as the case may be), several States have made education free (*e.g.* Andhra Pradesh, Gujarat, Kerala, Maharashtra, Mysore, Punjab and the remaining Union Territories). Others have provided liberal concessions. For instance, in Bihar, 15 per cent of the students at this stage get free studentships; in Madras, all poor students are admitted free; in U.P. no tuition fee is charged in class VI and 10 and 15 per cent of the students get free studentships and half-free studentships respectively in classes VII and VIII. Even at the secondary stage, the trend now is to extend free education, at least to all poor students. In Mysore, secondary education is free to children of all parents whose annual income is less than Rs. 1,200. Madras and Punjab are considering proposals to make education free up to the end of the secondary stage. At the university stage also, a liberal provision of free studentships is being made in all areas.

This provision of free education is supplemented by a large programme of scholarships. An integrated scheme of scholarships under which promising students at one stage are assisted to continue their studies at the next higher stage builds up a 'ladder from the gutter to the university' and is essential in a democratic system of education as a powerful tool of equalising educational opportunity. During the last fourteen years, all State Governments have increased the number and amounts of scholarships tenable at all stages and have been incurring much larger expenditure on scholarships than at any time in the past. To supplement these programmes in the State sector, the Govern-

ment of India have also evolved a large programme of scholarships for studies in India and abroad. Mention has already been made of the scheme of post-matriculation scholarships for talented students and of the research scholarships in humanities and science. Other general scholarships instituted include: (1) merit scholarships in residential schools; (2) scholarships for study abroad which comprise the General Overseas Scholarships Scheme, the Overseas Scholarships for Union Territories, the Fully Paid Overseas Scholarships Scheme, the Foreign Language Scholarships Scheme, etc; (3) scholarships for the children of political sufferers; (4) scholarships to young workers in different cultural fields; and (5) post-matriculation scholarships for the children of primary and secondary teachers.*

In 1946-47, the total expenditure on scholarships was only Rs. 22.5 lakhs or 0.39 per cent of the total educational expenditure. In 1958-59, this rose to Rs. 1286.99 lakhs or 4.8 per cent of the total educational expenditure.

10. *Education of the Backward Classes.* The Constitution guarantees certain privileges to the Scheduled castes and Scheduled tribes which form weaker sections of the society at present and which need some protection for a few years to come. Seats in legislatures have been reserved for them; consistently with the maintenance of the efficiency of administration, their claim to protected appointments under the Government is also protected. A special officer looks after the interests of these classes and reports to the President on the working of the safeguards provided for them. Conscious of the great need to help these classes, the Central and the State Governments have undertaken a large-scale programme for their general welfare and education.**

A major handicap of the Scheduled castes is the tradition of untouchability. State Governments have, therefore, passed laws making the observance of untouchability an offence. During the last 14 years, this evil has been greatly reduced. The educational concessions given to the Scheduled castes

*For details see Chapter I, Pp. 39-42 and Chapter II, Pp. 110-123.

**For details see relevant sections in chapters I—XVIII. See also Table No. 60 in Annexure VII.

include: (1) free tuition at all stages; (2) *ad hoc* grants for purchase of books; (3) provision of hostels where board and lodging is given free of charge; and (4) where necessary grant of stipends. Special schools for these classes are not usually encouraged; but they are maintained if and where needed.

The main handicaps of the tribal people are their poverty, their habitation in forest or inaccessible areas and the large number of dialects they speak (which do not have a script or a literature). The assistance given to them for the development of education is broadly on the same pattern as that given to Scheduled castes. But there are two main points of difference: (1) A programme of preparing textbooks in the tribal languages or of teaching the tribal languages to the teachers working in tribal areas has been taken up; and (2) a new type of institution, called the *Ashram School* has been organised for tribal children. It is a residential school which tries to develop and impart a type of education which is more suited to tribal life than that given in the ordinary schools.

In every State or Union Territory, there are a few classes, other than Scheduled castes or Scheduled tribes, which are also socially, educationally and economically depressed and, therefore, need protection. These other backward classes are also given educational concessions on the above lines.

In this connection, special mention has to be made of the scheme of Central scholarships for Scheduled castes, Scheduled tribes and other Backward classes. These scholarships are given to post-matriculate students. The scheme made a humble beginning in 1944 when it was applicable to the Scheduled castes only. Even in 1947-48 only 655 scholarships were awarded at a cost of Rs. 5.4 lakhs. In 1948-49 the scheme was extended to the Scheduled tribes and in 1949-50 to the other Backward classes. It has expanded very greatly since then and in 1959-60 as many as 61,962 scholarships were sanctioned at a cost of Rs. 257.4 lakhs. The scheme has played a very important role in the education of the backward classes. Its administration has recently been decentralised and handed over to the States although the entire expenditure on it continues to be borne by the Government of India.

As a result of all this assistance, the education of the backward classes is making fairly rapid progress. In 1949-50 the total number of pupils from backward classes enrolled in all institutions was 44.95 lakhs. By 1958-59 the total enrolment of children belonging to the backward classes increased to 144.04 lakhs. Good as this progress is, these classes have still a fairly long way to go if their education is to be on a par with that of the more advanced classes of society.

11. *Social Education*. The problem of adult illiteracy in India is stupendous. The census of 1951 returned a literacy percentage of 16.6 only (24.9 for men and 7.9 for women). This has risen only to 23.7 (33.9 for men and 12.8 for women) in 1961. The number of adult illiterates is estimated at about 20 crores at present.

Countries faced with a problem of this type generally attempt to solve it in one or both of two ways: (1) by developing a rapid programme of compulsory primary education, and (2) by organising mass literacy campaigns. In India, an attempt to organise intensive literacy campaigns was made in a few selected areas soon after independence.* But this could not be kept up; and by and large, the policy since has been to concentrate on the first method. However, adult literacy has never been totally ignored. The general view has been that, while the State cannot think of goading every adult to be literate within a prescribed period, it should nevertheless provide the means of instruction to such persons as may desire to become literate or to study further. Adult literacy centres or classes are, therefore, organised wherever conditions are favourable and adults come forward to learn. On an average, 50,000 adult classes or centres are run every year; they enrol about 12 lakhs of adults and the average annual expenditure on the programme as a whole comes to about Rs. 80 lakhs.

The main development of the post-independence period, therefore, is not to be sought in the size of its literacy effort, but in the new concept of 'social' education that has been evolved to replace the earlier idea of adult education or adult

* Intensive campaigns for mass literacy were organised in Assam, Bihar and Madhya Pradesh.

literacy. Social education, as now defined, includes literacy. But it goes much beyond and tries to adjust the adult to the new society in which he has to live. Its present connotation covers literacy, education in citizenship and health, understanding of science as applied to everyday life, acquisition of information and skills that would improve vocational efficiency, development of hobbies, and organisation of cultural and recreational programmes. In order to give this wider and deeper programme a proper background to develop, social education in this sense of the term has since 1952 been treated as an integral part of the community development movement. In each community development block of about 100 villages there are two functionaries—the social education organiser and the *Mukhya Sevika*—who look after social education activities among men and women respectively. To supervise their work and to give them technical guidance, posts of district social education organisers have been created in several States. In addition, there is usually an officer at the State level to guide and supervise social education work in the State as a whole.

Both the Centre and the States have developed programmes to train these and other categories of workers in social education. The National Fundamental Education Centre trains district social education organisers.* The Ministry of Community Development and Cooperation has established special institutions to train social education organisers and *Mukhya Sevikas*. Village leaders are trained in a number of janata colleges which have been established by the State Governments.

It has to be remembered that the entire programme of community development, which aims to make the community self-reliant and progressive, is essentially a programme of social education in the current sense of the term. Every officer of the block team is engaged, in a way, in the task of social education and the programme has had considerable impact on rural life, especially in changing the attitudes of the village people and in persuading them to adopt new techniques of production and better ways of living.

*See Chapter I, P. 45

Mention must be made here of certain other programmes of social education that have developed in the last fourteen years. The first is the Central scheme of producing literature for neo-literates which includes (1) the publication of pamphlets, (2) the conduct of an annual prize competition for good books, (3) a scheme of *Sahitya Rachanayalas* for training authors, (4) participation in the Unesco project of literature for the neo-literates, and (5) the publication of suitable encyclopaedias. Several State Governments have evolved their own programmes of producing literature for the neo-literates broadly on the lines of this scheme. Another important programme is the Workers' Social Education Institute established at Indore in 1960 with a view to developing a programme of social education for industrial workers.

The library movement has made good progress since 1947. The National Library at Calcutta has been expanded and developed further.* Madras has given a splendid lead by passing a special law for the development of libraries and also by levying a special cess for it.** Several other States have tried to organise a network of libraries consisting of State level central libraries and other libraries at district, block area and village levels. The Delhi Public Library is being conducted as a pilot project in integrated library service. A Library Development Committee appointed by the Government has examined the problem in detail and, as a first step in the organisation of a nationwide movement for libraries, an Institute of Library Science has been established in the Delhi University to train librarians.

12. *Physical Education and Allied Activities.* Physical education has received much greater attention in the post-independence period than at any time in the past.† It now forms an integral part of the syllabuses of primary and secondary schools in all areas. Each State and Union Territory has its own syllabus; and as an aid in improving standards, the Ministry of Education has prepared model syllabuses in physical education for all schools from the primary to the higher secondary stage.

*See Chapter II, P. 135.

**See Chapter X, Pp. 411-412.

†For details see Chapter I, Pp. 46-52, and relevant sections in Chapters III—XVIII. See also Tables Nos. 42, 55 and 59 in Annexure VII.

Attempts are also being made to provide schools with teachers trained in physical education. In primary schools it is not generally possible, except in big urban schools, to provide special teachers for physical education. Training in physical education, therefore, forms part of the general training programme for primary teachers in most areas. In some States, short-term training courses for primary teachers are also arranged. At the secondary stage, attempts are now being made to provide a trained physical education teacher to every school and, with this end in view, training facilities have been considerably increased in recent years. These are of two types : a diploma course of one year for graduates and a certificate course of the same duration for under-graduates. In 1949-50, there were only 5 colleges of physical education with an enrolment of 192 students and there were only 20 schools of physical education with a total enrolment of 1,795 students (excluding Bombay for which correct data were not available). By 1958-59 the number of colleges of physical education had increased to 15 with an enrolment of 745 and that of the schools of physical education to 38 with an enrolment of 3,639. In several States every school has been provided with a trained instructor in physical education. The Government of India has also tried to support these attempts to provide trained physical education teachers in two ways: (1) by the establishment of a national institution *viz.*, the Lakshmi Bai College of Physical Education at Gwalior which provides a three-year degree course in physical education and will eventually provide facilities for post-graduate training and research also; and (2) by providing direct grants-in-aid to training institutions in physical education to improve their services.

Schools are eligible to receive grants-in-aid for purchase of games and sports equipment. The main difficulty lies in providing playgrounds. Existing conditions in this respect are far from satisfactory especially in the urban areas. In the second Plan, a small Centrally sponsored scheme was initiated to assist schools to acquire playgrounds. A much greater effort, however, is needed to develop this sector.

Another important development of recent years is the organisation of a special inspectorate for physical education

in every State, except Kerala. The organisation naturally varies from State to State. Usually, there is an officer at the State level (except in one or two States) and below him, there are officers at various levels. The inspectorate generally includes women officers for girls' institutions. There is a Central Advisory Board of Physical Education and Recreation in the Ministry of Education. Some States have also set up similar advisory boards for their areas.

Arrangements for medical examination and treatment at the school stage are, by and large, unsatisfactory. Andhra Pradesh has school health clinics, staffed by health officers and health visitors, at district headquarters. Bihar has a lady School Medical Officer for medical inspection of children in government high and middle schools for girls. Mysore has a Chief Medical Inspector of Schools who operates the scheme in selected centres. Orissa has two medical officers—a man and a woman—for the entire State. Uttar Pradesh has appointed a whole-time School Health Officer in each of the 14 big cities of the State. Madhya Pradesh has made a beginning by organising medical inspection of school children in urban areas. Even in States where a beginning has been made with the provision of medical services, follow-up work leaves much to be desired.

Big Corporations like Ahmedabad, Bombay, Calcutta or Madras which run primary schools also maintain good school health services. Barring these exceptions, there is hardly any provision for medical inspection in the primary schools of this country.

Secondary schools are permitted, in some States, to levy a special fee for purposes of medical examination. In some States like Maharashtra or Gujarat, schools have to arrange for the medical inspection of children and are given grant-in-aid on the expenditure incurred. Punjab reports an interesting cooperative enterprise of the schools. In some areas, the high schools pool their income and have a central clinic with a whole-time staff to look after the medical inspection of schools. Some of the well-to-do secondary schools have a planned programme of medical inspection and treatment and maintain their own clinics.

At the university stage, there are fairly adequate arrangements for compulsory physical training and for periodical medical inspection of students.

Mention may also be made here of the National Plan for Physical Education prepared by the Ministry of Education and of the National Physical Efficiency Drive that it has organised in all parts of the country. The former has become a kind of blueprint for the development of physical education; the latter, it is hoped, would stimulate interest in physical education among the people at large and help in improving standards.

(b) *Games and Sports*. India has yet to achieve a high status in the world of sports. Her relatively low status, in the opinion of a special committee that recently investigated into the problem, is due not so much to falling standards as to sheer inability to keep abreast of the progress that is being made in other countries. Both the Centre and the States have, therefore, taken up programmes for the development of games and sports. The main objects of these programmes are : (1) to encourage games and sports, (2) to spot talent in sports, and (3) to provide efficient coaching.

The Government of India has constituted an all-India Council of Sports under the chairmanship of the Maharaja of Patiala. A National Institute for Sports has been established at Patiala with the primary object of preparing first-rate coaches for the country. Another useful programme is the Rajkumari Coaching Scheme under which coaching courses in almost all games have been held in different parts of the country. It is now proposed to expand it gradually into a National Coaching Scheme under the aegis of the National Institute of Sports. Assistance is given to schools to purchase playfields and to national sports associations or federations to invite foreign teams, to send Indian teams for participation in international events, to arrange for the coaching of talented players and to improve their administration by the appointment of whole-time paid secretaries. Construction of stadia with guest houses attached has also been assisted.

The State Governments have been encouraging games and sports in a variety of ways. In almost all States, sports

meets are held annually at several levels, culminating finally in a meet at the State level. Schools are assisted to acquire playfields and equipment. Coaching classes are organised and construction of stadia is undertaken or assisted.

(c) *Scouts and Guides, National Discipline Scheme and Youth Welfare.* Scouting and guiding was formerly looked after by a number of associations. An important event of the post-independence period has been the establishment of the Bharat Scouts and Guides as a single national organisation in charge of the movement. This association gets an annual grant from the Government of India which also assists it in sending delegations of scouts to international events and in the holding of training camps. An all-India training centre is now being set up at Pachmari under a Central scheme in the second Plan. The State Governments have their own programmes of assisting and developing the Scout and Guide movement in their areas. These include assistance to State-level organisations and encouragement of the movement in schools, particularly in rural areas.

The object of the National Discipline Scheme is to build up good physique in boys and girls, to develop character and personality, to teach elementary principles of administration and organisation, and to inculcate cultural sensitivity. It was first introduced in refugee camps and, in view of its success, has been extended to selected schools. The scheme is now being operated in most States and Union Territories and approximately 8 lakhs of children in about 1,500 institutions are being trained under it.

In the Central sector, two important schemes of social service are being operated for the last seven years, namely, Youth Camps and Campus Works Projects. Under the first scheme, boys and girls from schools and colleges spend 10 to 30 days in youth camps organised in villages where they render social service, do *shramdan* for four hours a day, and get acquainted with conditions of rural life. About 7,000 camps involving 6.75 lakhs of campers have been held so far. Under the second scheme, grants are given to schools, colleges and universities to construct campus works like gymnasias, stadia, open air theatres or cinder tracks with partial help of labour

contributed by the students and staff. About 560 projects at a cost of Rs. 98 lakhs have been sanctioned so far.

Under another Central scheme, assistance is given to such programmes of youth welfare as organisation of youth festivals, training of youth in leadership and dramatics, organising tours of young persons to places of historical, cultural or national importance, and the establishment of youth hostels. Some of the State Governments are also developing similar programmes of youth welfare on their own.*

Recently a committee has been set up under the chairmanship of Pandit H. N. Kunzru to co-ordinate the various activities in the field of physical education, improvement of discipline and youth welfare. Its report is awaited.

13. *Development of Hindi.* English was adopted as the official language of India in 1835. Prior to 1947, the Government of India had hardly taken any steps to replace it by an Indian language. The problem was taken up immediately after independence. In 1950, the Constitution decided that Hindi in Devnagari script (with the international form of numerals) should be the official language of the Union. As required by Article 344 of the Constitution, an Official Language Commission was appointed under the chairmanship of the late Shri B. G. Kher. The report of the Commission was considered by the Committee of Parliament on Official Language; and on receipt of its report, the directions of the President under Clause (6) of Article 344 of the Constitution were issued. The directions provide for a progressive use of Hindi, in addition to English, as the official language of the Union.

One of the important responsibilities of the Government of India, therefore, is to enrich, develop and propagate the Hindi language. As Article 351 of the Constitution provides: "It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all elements of the composite culture of India and to secure its enrichment, by assimilating

*See also Annexure V for a detailed account of the N.C.C. and A.C.C.

without interfering with its genius, the forms, style and expressions used in Hindustani and in other languages of India". During the last 14 years, a good deal of work has been done to discharge these Constitutional obligations of the Government of India.

For the enrichment of Hindi, the most important project undertaken is to develop a standard scientific and technical terminology for Hindi and other Indian languages. For this purpose, a Board of Scientific and Technical Terminology was set up in 1950 and it has recently been replaced by a Standing Commission for Scientific and Technical Terminology under the chairmanship of Dr. D. S. Kothari. Out of a total estimated requirement of 350,000 new terms, about 290,000 scientific and technical terms have already been prepared. For the development of Hindi, a number of programmes have been undertaken. These include: (1) publication of a Hindi encyclopaedia in ten volumes of which the first is already published and the second is nearing completion; (2) translation into Hindi of a large number of standard books from foreign languages; (3) publication of revised and annotated editions of standard Hindi works and omnibus volumes of the works of eminent Hindi writers; (4) publication of a basic grammar of modern Hindi in English and Hindi; (5) designing of keyboards for Hindi typewriters and teleprinters; and (6) the development of a shorthand in Hindi and other Indian languages.

The problem of the propagation of Hindi is mainly a problem of the non-Hindi speaking areas. For this purpose, the Government of India is giving assistance to non-Hindi-speaking States for appointment of Hindi teachers in all secondary schools and for the establishment of training colleges for Hindi teachers. It has also established a Kendriya Hindi Shiksha Mahavidyalaya at Agra to provide facilities for the training of Hindi teachers on scientific lines and for the study of advanced Hindi literature and comparative philology of modern Indian languages. Scholarships for post-matriculation studies in Hindi are also given to residents of non-Hindi States in order to create a pool of personnel necessary for the propagation of Hindi in their areas. A

scheme has also been drawn up under which facilities are provided to employees of the Central and State Governments to learn Hindi.

The State Governments have undertaken several programmes for the enrichment, development and propagation of Hindi. The Hindi-speaking States are adopting it as the official language and are also trying to introduce it as a medium of instruction at the university stage. Bihar and Uttar Pradesh are also making other important contributions to the development of Hindi. Bihar has set up a new department for the development of Hindi which is assisting in the development of technical terms. The Bihar Rashtra Bhasha Parishad is engaged in the publication of literature, in the collection of Hindi folklore, and in the translation of important works from other languages into Hindi*. Uttar Pradesh has set up a Language Division in the Secretariat for the promotion of Hindi. A Hindi Literature Fund has been created to assist the production of literary and scientific works of outstanding merit in Hindi. A Hindi Samiti has been established and it has already published a number of important books.** In the non-Hindi-speaking States, the propagation of Hindi is attempted mainly by its introduction in schools and colleges. Some States have made the study of Hindi compulsory at certain stages. The training of Hindi teachers is emphasised and grants-in-aid are given to voluntary organisations for the propagation of Hindi.

14. *Other Educational Programmes.* The preceding sections describe in detail the major areas in educational development to which the attention of the Central and State Governments has been directed in the post-independence period and which have taken up more than ninety per cent of the total educational resources of the country. There are a number of other areas where for want of resources work has largely been of a pilot and experimental character. Brief notes on the more important of these programmes as they have developed in the post-independence period are given in the following paragraphs.

*See Chapter V, Pp. 244-245.

**See Chapter XVI, Pp. 636-637.

(a) *Education of the Handicapped.* In 1947, there was no Central activity in this field and the total number of institutions for the handicapped in the country as a whole was 58 with an enrolment of 1,749. In 1958-59, the number of institutions increased to 128 with an enrolment of 6,340 (4,765 boys/men and 1,575 girls/women).

Apart from this increase in educational facilities, the other significant developments during the last fourteen years have been : (1) the standardisation of the *Bharati Braille* which is a common Braille code for all Indian languages; (2) establishment of a Central Braille Press and Workshop for the manufacture of Braille appliances at Dehra Dun; (3) establishment of the Training Centre for the Adult Blind and a Model School for Blind Children at Dehra Dun ; (4) institution of a system of scholarships for the handicapped; (5) establishment of special employment offices for the handicapped at Bombay, Delhi and Madras; (6) conduct of sample surveys regarding the handicapped in Bombay, Delhi and Kanpur; and (7) liberal assistance to voluntary educational associations for the development of education of the handicapped. Programmes for the handicapped will be expanded considerably in the third Plan in which a sum of Rs. 99 lakhs has been provided for the purpose.

(b) *Pre-Primary Education.* Pre-primary education has mainly been an activity in the private sector and has been mostly supported by fees. The number of recognised pre-primary schools was 275 (with an enrolment of 9,485 boys and 8,570 girls) in 1949-50 but it had increased to 1,190 (with an enrolment of 82,313 (44,671 boys and 37,642 girls) by 1958-59. Total expenditure on these institutions rose from Rs. 10.96 lakhs in 1949-50 to Rs. 44.67 lakhs in 1958-59. These figures have to be understood, however, in the context of three limitations. In the urban areas, a large number of pre-primary schools do not care to seek recognition and, therefore, go unreported. Secondly, these figures do not include the enrolment in pre-primary classes attached to other schools which is estimated at about 55,000. Thirdly, they do not include the statistics of about 4,000 *Balwadis* (which combine child welfare activities with pre-school education) which are

conducted by the Central Social Welfare Board in rural areas. It would be a safe estimate to assume that there are about 6,000 pre-primary schools and classes and *Balwadis* at present with a total enrolment of about 3 lakhs.*

A movement to establish *Bal Bhawans* or children's play centres is slowly gathering momentum. Some States have already established *Bal Bhawans*. The Centre conducts a *Bal Bhawan* at Delhi to which a children's museum is also being added.

Pre-primary education will receive greater attention in the third Plan. The State Plans generally include provisions for conducting a few model schools, for assistance to private agencies and for development of facilities for the training of pre-primary teachers. At the Centre, a provision of Rs. 3 crores has been made for strengthening *Balwadis* and for the development of intensive pilot projects of child welfare in selected areas.

(c) *Cultural Developments*. Prior to 1946-47, the cultural activities conducted or assisted by the Government of India were very limited. When a national government came to power after independence, the public naturally expected it to assume greater responsibility for the cultural development of the country. A large and varied programme of cultural development is, therefore, now being implemented by the Centre.**

The Archaeological Department has been greatly expanded, partly as a result of the work taken over from the erstwhile princely states and partly as a result of new programmes. In 1951, a new Act for the protection of national monuments was passed by the Parliament and the Department now looks after more than 4,000 monuments. A National Museum was set up at Delhi in 1949 and it has now been provided with a building of its own. A National Gallery of Modern Art was established at Delhi in 1954 and it now has more than 3000 art objects. Government has also taken over

*. For details see Chapter I, Pp. 55-56, and the relevant sections in Chapters III-XVIII. Also see Table, No. 58 in Annexure VII.

**For details see Chapter II, Pp. 123-141.

the Salar Jung Museum and Library at Hyderabad and these are being developed as national museums for the South. The Museum is a unique institution with nearly 25,000 art objects some of which are found nowhere else in the world. The Indian Museum and the Victoria Memorial Hall at Calcutta are being developed further as national museums for the East. Three Akademis have been established to promote literature and fine arts: The Sangeet Natak Akademi tries to develop Indian dance, drama (inclusive of films) and music; the Lalit Kala Akademi encourages study and research in the fields of painting, sculpture, architecture and applied arts; and the Sahitya Akademi tries to preserve the Indian heritage in letters and to stimulate new writing. Other schemes included in this sector comprise: (1) building grants to cultural organisations; (2) assistance for the construction of open air theaters in rural areas; (3) inter-State exchange of cultural troupes; (4) financial assistance to distinguished writers and authors who are in difficulties; and (5) assistance to States and voluntary organisations for the development of modern Indian languages.

15. *International Relations.* Prior to 1947, India had no direct contacts with countries outside the Commonwealth. The attainment of independence enabled her to develop close and direct relations with most of the countries of the world. This has opened out new challenges and opportunities in the educational and cultural fields.

One direct result of this wider international contact is the development of an exchange programme of scholarships under which Indian students go abroad and foreign students come to India for higher studies.* A very large number of scholarships are now being offered by several foreign countries to enable Indian nationals to study abroad. Generally speaking, these scholarships are *ad hoc* and are available either for the study of the languages of the countries concerned or for the study of subjects in which they have special facilities. More than 30 countries of the world have offered scholarships

*See Chapter I, Pp. 36-43 for scholarships operated by the Ministry of Education. For scholarships operated by the Ministry of Scientific Research and Cultural Affairs, see Chapter II, Pp. 110-123.

for the study of languages, humanities, science and technology. India in turn has offered scholarships to students from other countries to study in India. Of special interest in this field is the General Scholarships Scheme which is directed to African countries and to those Asian countries where facilities for higher education are not fully developed. The scheme began with 70 scholarships in 1949-50; their number has since been raised to 140.

In addition to those *ad hoc* offers of scholarships, India is also getting scholarships under several regular programmes of bilateral, multilateral or international assistance and also from a number of foreign foundations, organisations and trusts. Mention must be made, in this context, of the U. S. Educational Foundation in India, the Technical Cooperation Mission of the U.S.A., the Colombo Plan, the Commonwealth Cooperation Plan, the United Nations Fellowships programme, the Unesco programme and the British Council.

Another result of this wider international contact is the need to develop cultural relations with the other countries of the world. From this point of view a programme of cultural activities was initiated in 1950-51 with three objectives: (1) to make our cultural heritage known to the other countries; (2) to develop a closer understanding in India of the culture of other countries; and (3) to promote mutual goodwill and understanding of one another's achievements in artistic, literary and allied fields. The programme includes exchange of delegations, participation in international congresses and festivals, organisation of exhibitions of Indian art in other countries, presentation of selected books, art objects, etc., to institutions and organisations in other countries, publication of Indian classics in foreign languages and similar other activities. With a view to promoting the programme on proper lines, the Indian Council for Cultural Relations was established in 1950 as an autonomous body.

The number of Indian students studying abroad has increased very greatly in the post-independence period. About 4,000 students annually go abroad at present and it is estimated that about 13,000 Indian students are now studying in about 30 countries; the largest numbers being in the U.K.

(3,500), the U.S.A. (5,500) and West Germany (2,500). To look after the welfare of the students, special educational units have been set up in the High Commission in London and in the Embassies at Washington and Bonn. A similar unit has also been set up in Nairobi to look after the scheme of African origin in East Africa. In addition to their work of student welfare, these units also function as cultural liaison organisations. In countries where the number of students is not large enough to justify the establishment of such special units, student welfare is a responsibility of the Indian Missions concerned.*

16. *Educated Unemployment.* One of the major initial objectives of the present system of education was to train persons for junior civil services under the Government. This narrow aim, however, did not create any problems so long as the educated persons could get jobs, either under the Government or in the private sector. This harmonious relationship between the output of the educational system and employment opportunities had come to an end by about 1930 when the spectre of educated unemployment appeared on the scene. It was in 1935 that the first committee to study the problem was appointed under the chairmanship of the late Sir Tej Bahadur Sapru. Since then, the problem has been examined by a number of committees, several recommendations have been made and some of them have also been acted upon. And yet, the extent of the evil is continually rising.

It must be pointed out that education does not create unemployment, as it is sometimes believed to do. The evils of unemployment and under-employment have become rampant in our society, mainly because of a rapid increase of population and a low rate of economic growth. The illiterate unemployed or under-employed is hardly noticed for he does not know how to voice his grief. But education is fast converting the rural unemployed or under-employed into the urban unemployed who are extremely vocal. If the present rate of growth of population is not checked or the rate of economic growth is not very largely expanded—and these two

* See Chapter I, Pp.42-43.

also are dependent on each other to some extent—the only choice before the country lies between educated unemployment and uneducated unemployment or under-employment.

It must be admitted that the attempt to correlate education with employment has not so far been made in India to any appreciable extent, the only exception to the statement being the efforts made during the last ten years to train technical personnel needed for the Five Year Plans. The problem is extremely urgent and special attention will have to be paid to it in the immediate future.

17. *Finance.* In proportion to the large programme of expansion and improvement that is now being developed in the country, the total educational expenditure has increased in the post-independence period, from Rs. 57.66 crores in 1946-57 to Rs. 266 crores in 1958-59 and to about Rs. 320 crores in 1960-61.

(b) *Sources of Educational Expenditure.* This expenditure was met from five sources which, in order of the magnitude of their contribution, are: government funds, fees, other sources, district board funds and municipal funds. The contribution made by each of these sources to total educational expenditure in 1946-47 and 1958-59 is given in the following table.

Table No. VII—*Expenditure on Education by Sources (in 1946-47 and 1958-59)*

Sources	1946-47		1958-59	
	Amount (Rs. in lakhs)	Percent- age to total	Amount (Rs. in lakhs)	Percent- age to total
Government Funds	2,595.89	45.19	1,77,45.01	66.71
District Board Funds	518.67	8.78	853.84	3.21
Municipal Board Funds	321.54	5.57	796.46	2.99
Fees	1,522.22	26.38	4,843.38	18.21
Other Sources	807.81	14.08	2,361.54	8.88
TOTAL	5,766.13	100.00	26,600.23	100.00

It will be seen that the contribution from government funds increased from Rs. 25·96 crores (or 45·19 per cent of the total expenditure) in 1946-47 to Rs. 177·45 crores (or 66·71 per cent) in 1958-59. It is but natural that, in the post-independence period, the State should assume a larger and increasing responsibility for the support of education. This is reflected in the contribution from government funds which has increased about seven-fold in a short period of 14 years!

Next in order of magnitude is the revenue from fees which stood at Rs. 15·22 crores in 1946-47 but has increased to Rs. 48·44 crores in 1958-59. This increase is very large and is next only to that in the contribution from government funds. In spite of this absolute increase, however, the share of fees in the total expenditure has gone down from 26·38 per cent in 1946-47 to 18·21 per cent in 1958-59.

Next comes the contribution of 'other sources' (endowments, donations, contributions etc.) which has increased from Rs. 8·08 crores in 1946-47 to Rs. 23·61 crores in 1958-59. This shows that voluntary organisations are still providing substantial support to education. As in the case of fees, however, the relative share of this source also has gone down from 14·08 per cent in 1949-50 to 8·88 per cent in 1958-59.

Local bodies also have increased their contributions in this period. The contribution of the district boards increased from Rs. 5·19 crores or 8·78 per cent of the total educational expenditure in 1946-47, to Rs. 8·54 crores or 3·21 per cent in 1958-59. The municipalities have increased their contribution from 3·22 crores or 5·57 per cent of the total expenditure in 1946-47 to Rs. 7·96 crores or 2·99 per cent in 1958-59. The contribution of the district boards shows the least overall increase due mainly, no doubt, to the inelastic character of their revenues. The municipal boards, whose wealth is rising rapidly due to urbanisation, have given a much better account of themselves.

It has to be pointed out that the above statistics do not allways include the contributions which the local communities are making to support education in their areas. Only a hundred years ago, the primary school was extremely close

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to the community and the village people generally supported their schools without any extraneous assistance. Unfortunately, this close relationship came to an end when the State took over the maintenance of primary schools. By the end of the nineteenth century, the local communities had generally stopped giving any assistance to primary schools, except occasionally for a purpose like the construction of buildings. One of the most outstanding developments of the post-independence period has been the attempt to restore the original association of the local community with its schools. This has been done very successfully in Madras where the village community has come forward to provide midday meals to school children and also to contribute equipment and buildings to local primary schools. In the third Plan, it is proposed to make intensive efforts to mobilise the interest and support of local communities for their primary schools and to enlist their participation in providing schools with land, buildings, and equipment. It is also proposed to secure community help in providing welfare services to school children such as the provision of midday meals or school uniforms.

(c) *Expenditure by Objects.*—The details of expenditure by objects for 1946-47 and 1958-59 are given in the following table.

Table No. VIII—Educational Expenditure by Objects (1946-47 to 1958-59)

(in lakhs of rupees)

Object	1946-47		1958-59	
	Expenditure in crores (Rs.)	Percentage to total	Expenditure in crores (Rs.)	Percentage to total
1	2	3	4	5
<i>Indirect</i>				
1. Direction and Inspection	182.38	3.2	568.49	2.1
2. Scholarships	22.53	0.4	1286.99	4.8
3. Buildings	284.53	4.9	2853.01	10.7

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1	2	3	4	5
4. Miscellaneous	514.05	8.9	1163.40	4.4
5. Hostels	410.04	1.6
Total (Indirect)	1,003.49	17.4	6281.93	23.6
<i>Direct</i>				
1. Universities	229.77	4.0	1164.17	4.4
2. Boards of Secondary and Intermediate Edu.	9.73	0.2	204.72	0.8
3. Research Institutions	..	..	253.13	0.9
4. Arts and Science Colleges	439.15	7.6	1568.67	5.9
5. Colleges of Professional Education	186.59	3.2	1107.56	4.2
6. Colleges of Special Education	..	..	70.05	0.2
7. Secondary Education	1,222.01	21.2	5249.87	19.7
8. Middle Schools	480.29	8.3	3192.05	12.0
9. Primary Schools	1,848.53	32.1	6361.69	23.9
10. Pre-Primary Schools	..	..	44.67	0.2
11. Vocational and Technical Schools	201.34	3.5	821.84	3.1
12. Special Schools	145.23	2.5	279.88	1.1
Total (Direct)	4762.64	82.6	20318.30	76.4
GRAND TOTAL	5769.13	100.0	26600.23	100.0

Taking the period as a whole, the indirect expenditure shows a proportionately larger increase than direct expenditure (from Rs. 10.03 crores or 17.4 per cent of the total educational expenditure in 1946-47 to Rs. 62.82 crores or 23.6 per cent in 1958-59). This is mainly due to increased expenditure on scholarships and buildings. Under direction and inspection, the total expenditure has increased from Rs. 1.82 crores in 1946-47, to Rs. 5.69 crores in 1958-59. Its share in the total educational expenditure, however, has declined from

3·2 per cent in 1946-47 to 2·1 per cent in 1958-59. With such rapid growth in total educational expenditure as has been witnessed after independence, some decline in the percentage of expenditure on direction and inspection was inevitable. There is, however, reason to believe that the existing proportion of expenditure on administration is short of what an adequate organisation of direction and inspection should require to meet the demands of the present situation.

In the field of direct expenditure, expenditure on higher education shows the largest increase—from Rs. 8·65 crores (or 15 per cent of the total educational expenditure) in 1946-47 to Rs. 43·68 crores (or 16·4 per cent) in 1958-59. The increases are particularly noticeable in the field of professional and special education. Prior to 1946-47, a common criticism against the educational system used to be that it resembled an inverted pyramid and that an unusually large proportion of the total expenditure on education went into university education. This trend—good or otherwise—has not been altered in the post-independence period. In secondary and primary education, there is actually a decrease—the proportion of the total educational expenditure devoted to secondary and primary schools has decreased from 21·2 and 32·1 per cent respectively in 1946-47 to 19·7 and 23·9 per cent respectively in 1958-59. Probably, this imbalance may be reduced, to some extent, by the much larger expenditure that is proposed to be incurred on primary education in the third Plan.

(d) *Total Educational Expenditure as a Proportion of National Income.* One of the most frequent questions discussed in educational circles relates to the adequacy or otherwise of the total educational expenditure in India. This question cannot be answered by comparing the total educational expenditure in one year with that in another year because such comparison does not take account of the increase in population and the growth in national income. A comparison of the total educational expenditure per head of population in any two years is a better approach because it eliminates the influence of the growth of population. But perhaps the best method would be to compare total educational expenditure with national income because it will elimi-

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nate the influence of the growth of population as well as of the growth of national income.*

Year	Total Educational Expenditure (in crores)	National Income per head of population.	Educational Expenditure per head of population.	Educational expenditure per head of population as a percentage of National Income.
1	2	3	4	5
	Rs.	Rs.	Rs.	
1949-50	102.24	253.9	2.89	1.14
1950-51	114.38	265.2	3.18	1.20
1951-52	124.56	274.2	3.40	1.24
1952-53	137.64	265.4	3.69	1.39
1953-54	147.74	278.1	3.89	1.40
1954-55	165.01	250.3	4.26	1.70
1955-56	189.66	255.0	4.81	1.89
1956-57	206.29	283.4	5.13	1.81
1957-58	240.65	279.6	5.86	2.10
1958-59	266.00	303.0	6.32	2.19

It will be seen that the total educational expenditure has increased from Rs. 102.24 crores in 1949-50 to Rs. 266 crores in 1958-59. This appears to be a very large increase indeed. The fourth column of this table will, however, show that the total educational expenditure per head of population increased from Rs. 2.89 in 1949-50 to Rs. 6.32 in 1958-59. This increase also is very large, although it is smaller than that in the absolute expenditure. If the increase in the proportion of national income devoted to educational expenditure is taken into consideration, it will be seen that the figure increased from 1.14 in 1949-50 to 2.19 only in 1958-59.

(e) *Effectiveness of Educational Expenditure.* Another important question to consider in this context refers to the effectiveness of educational expenditure. Reference has been made earlier in this chapter to the prevalence of large-scale wastage and stagnation at the primary stage. One of nearly 6.90 million children who were in class I in 1949-50, only 2.24

*The yearwise data for 1949-50 to 1958-59 calculated by applying these three different methods are repeated in the above table.

million reached class V in 1953-54. This showed a wastage of 67.75%. In 1956-57 the figure stood at 64.37%. In the same year the percentage of wastage at the middle stage worked out at 40.3%, at the high school stage at 51.64%, at the intermediate stage at 53.07% and at the first degree stage at 44.40%. This order of wastage in a system which is as yet a long way from realising the ideal of "equality of educational opportunity" is a matter of great concern and would cast serious doubt on the effectiveness of educational expenditure. There is an urgent need for systematic research into the causes of wastage and for devising suitable measures to combat it.

18. *Reorientation of the Educational System.* There is still another aspect to the effectiveness of an educational system. Education has aptly been described as 'investment in man' and its effectiveness will, therefore, have to be judged, like investment in any other sector, by the quality of the goods it produces. The acid test by which the educational system in India will be ultimately judged is whether, and to what extent, it really produces the type of individual the country needs.

What type of an individual does the country need? The answer is provided by the type of society that is to be created. India has decided to eliminate poverty and to create a new social order based on freedom, justice and equality. It has also deliberately chosen the democratic way of life and the socialistic pattern of society. If such a social order is to be ushered in and stabilised, citizens imbued with several important values are needed. These would include: love of the motherland combined with a deep faith in its 'unity in diversity'; a catholic and tolerant attitude towards others; respect for and understanding of the democratic way of life; love of discipline and capacity for self-restraint; interest in science and a scientific outlook; a faith in the dignity of labour and capacity to work hard and efficiently; and a basic humanism that will scorn all privileges based on caste, race, colour, sex or religion. The relevant questions in this context, therefore, are: What should be the content of education and the methods of teaching in order to build up these values? How far does the existing

system of education help to promote them? To what extent do our administrators and teachers show an awareness of these problems and what measures should be adopted to make them realise the significance of these values and to train them in the methods of building them up through school programmes? To what extent do pupils coming out of schools and colleges imbibe these values? What type of a machinery for evaluation should be built into the educational system to find out the extent to which students imbibe these values and to reform the content and techniques of education in the light of experience from time to time?

Any attempt to answer questions of this type is a little disturbing. It is true that there are quite a number of good schools and devoted teachers in all parts of the country that are making continual efforts to build up these values. Some sporadic experiments to work out these ideas have also been tried. But by and large, intensive and nation-wide efforts to reorientate the educational system on these lines have yet to be made.

Prior to 1947, even a clear vision of these things did not generally exist; and where it did, the freedom to work it out was not always given. These significant values have been realised more pointedly in the post-independence period; and schools and teachers now have the freedom and support from the Government to venture into bold experiments to realise them. What is needed is a determined and well organised effort on a nation-wide scale. The planning and implementation of such an effort is, therefore, the main task of educational reconstruction in the years ahead.

August 15, 1961.

NEW DELHI ,

J. P. NAIK,
Editor-in-Chief.

ANNEXURE I

UNIVERSITIES IN INDIA (1961)

Sl. No.	Name of the University	Year of Foundation and Re-constitution	Type	Jurisdiction	Faculties
1	2	3	4	5	6
1.	Agra University, Agra.	1927	Affiliating	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur and Lucknow Universities).	Arts, Science, Agriculture, Commerce, Engineering, Law, Medicine, Technology, Veterinary Science and Animal Husbandry.
2.	Aligarh Muslim University, Aligarh.	1921	Residential Teaching.	and Within a radius of 15 miles from the University mosque.	Arts, Science, Commerce, Engineering and Technology, Law, Medicine and Theology.

ANNEXURE I

Universities in India (1961) (Contd.)

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1	2	3	4	5	6
3.	Allahabad University, Allahabad.	1887 Re 1921	Residential and Teaching.	Within a radius of 10 miles from the Uni- versity.	Arts, Science, Com- merce and Law.
4.	Andhra University, Wal- tair.	1926	Teaching and Affi- liating.	Andhra Pradesh (ex- cluding areas of Os- mania and Sri Ven- kateswara Universi- ties).	Arts, Science, Agricul- ture, Commerce, Engineering, Fine Arts, Law, Medicine, Oriental Learning and Teaching.
5.	Annamalai University, Annamalainagar.	1929	Residential and Teaching.	Within a radius of 10 miles from the Uni- versity Convocation Hall.	Arts, Science, Educa- tion, Engineering and Technology, Fine Arts and Oriental Studies.
6.	Banaras Hindu Univer- sity, Varanasi.	1916	Do.	With a radius of 15 miles from the main temple of the Uni- versity.	Arts, Science, Law, Me- dicine and Surgery (Ayurveda), Music and Fine Arts, Ori- ental Learning, Techno- logy and Theology.

Universities in India (1961) (Contd.)

1	2	3	4	5	6
7. Baroda University, Baroda.	1949	Residential and Teaching.	and	Within a radius of 10 miles from the University Office.	Arts, Science, Commerce, Education and Psychology, Fine Arts, Home Science, Medicine, Social Work and Technology (including Engineering).
8. Bihar University, Patna.	1952 Re 1960	Teaching and Affiliating.		Tirhut Division of Bihar State.	Arts, Science, Agriculture, Commerce, Engineering, Law and Medical Sciences.
9. Bhagalpur University, Bhagalpur.	1960	Do.		Districts of Bhagalpur, Monghyr, Purnea, Saharasa, and Santal Parganas in Bihar State.	Arts, Science, Agriculture, Commerce, Engineering, Fine Arts and Crafts and Law.

Universities in India (1961) (Contd.)

1	2	3	4	5	6
10.	Bombay University, Bombay.	1857 Re 1928, 1953	Teaching and Federal.	Greater Bombay.	Arts, Science, Com- merce, Dentistry, Law, Medicine and Technology.
11.	Burdwan University, Burdwan.	1960	Teaching and Affi- liating.	District of Bankura, Birbhum, Burdwan, Hoogly and Purulia in West Bengal.	Not yet constituted.
12.	Calcutta University, Cal- cutta.	1857 Re 1951, 1954	Do.	State of West Bengal (excluding areas of Burdwan, Jadavpur, Kalyani and Visva- Bharati Universities, and Union Terri- tory of Tripura.)	Arts, Science, Agricul- ture, Commerce, Edu- cation, Engineering, Fine Arts and Music, Journalism, Law, Me- dicine, Technology and Veterinary Scie- nce.
13.	Delhi University, Delhi.	1922 Re 1952	Do.	Union Territory of Delhi.	Arts, Science, Agricul- ture and Forestry,

Universities in India (1961) (Contd.)

1	2	3	4	5	6
					Education, Law, Medical Science, Social Sciences, Technology, Music and Fine Arts.
14.	Gauhati University, Gauhati.	1948	Teaching and Affiliating.	State of Assam and Union Territory of Manipur.	Arts, Science, Agriculture, Commerce, Engineering, Law and Medicine.
15.	Gorakhpur University, Gorakhpur.	1957	Do.	Districts of Azamgarh, Bahraich, Ballia, Basti, Deoria, Ghazipur, Gonda, Gorakhpur and Jaunpur in U.P.	Arts, Science, Commerce and Law.
16.	Gujarat University, Ahmedabad.	1949	Do.	State of Gujarat (excluding areas of Baroda University and Sardar Vallabhai Vidyapeeth.)	Arts (including Education), Science, Agriculture, Ayurvedic Medicine, Commerce, Medicine and Technology (including Engineering).

Universities in India (1961) (Contd.)

1	2	3	4	5	6
17.	Indira Kala Sangeet Vish- vavidyalaya, Khairagarh.	1956	Teaching and Affi- liating.	Not defined.	Nil.
18.	Jabalpur University, Jaba- lpur.	1957	Do.	District of Jabalpur	Arts, Science, Agricultu- re, Commerce, Edu- cation, Engineering, Home Science, Law, Medicine and Vete- rinary Science.
19.	Jadavpur University, Ja- davpur.	1955	Residential and Teaching.	Within a radius of 2 miles from the Uni- versity Office.	Arts, Science, Engineer- ing and Technology.
20.	Jammu and Kashmir Uni- versity, Srinagar.	1948	Teaching and Affi- liating.	Jammu and Kashmir State.	Arts, Science, Comme- rce, Education,

Universities in India (1961) (Contd.)

1	2	3	4	5	6
					Medicine, Oriental Learning and Social Sciences.
21.	Kalyani University, Kalyani (W.B.).	1960	Teaching and Affiliating.	Not defined.	Not constituted.
22.	Kameshwar Singh Darbhanga Sanskrit University, Darbhanga.	1961	Do.	All over Bihar State for Sanskrit Colleges.	Do.
23.	Karnatak University, Dharwar.	1949	Do.	Districts of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Raichur and some colleges in South Kanara in Mysore State.	Arts, Science, Agriculture, Engineering, Law, Medicine and Social Sciences.
24.	Kerala University, Trivandrum.	1937 Re 1957	Teaching and Federal.	Kerala State.	Arts, Science, Agriculture, Ayurveda,

ANNEXURE I

Universities in India (1961) (contd.)

1	2	3	4	5	6	
					Commerce, Education, Engineering, Law, Medicine, Oriental Studies and Fine Arts and Veterinary Science.	
25.	Kurukshetra University, Kurukshetra.	1956	Residential Teaching.	and	Within a radius of 10 miles from the office of the University.	Arts and Education.
26.	Lucknow University, Lucknow.	1921	Do.		Within a radius of 10 miles from the University Convocation Hall.	Arts, Science, Ayurveda, Commerce, Law and Medicine.
27.	Madras University, Madras.	1857 Re 1904 1923 1929	Teaching and Affiliating.		State of Madras (except area of Annamalai University.)	Arts, Science, Agriculture, Commerce, Engineering, Fine Arts, Law, Medicine, Oriental Learn-

Universities in India (1961) (contd.)

1	2	3	4	5	6
					ing, Teaching, Technology and Veterinary Science.
28.	Marathwada University, Aurangpura, Aurangabad.	1958	Teaching and Affiliating.	Districts of Aurangabad, Bhir, Nanded, Osmanabad and Parbhani in Marathwada area of Maharashtra State.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law and Medicine.
29.	Mysore University, Mysore.	1916	Do.	Districts of Bangalore, Bellary, Chikmagalur, Chitradurga, Coorg, Hasan, Kolar, Mandya, Mysore, Shimoga, South Kanara and Tumkur in Mysore State.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine and Technology.
30.	Nagpur University, Nagpur.	1923	Do.	Districts of Akola, Amravati, Bhan-	Arts, Science, Agriculture, Commerce,

Universities in India (1961) (contd.)

1	2	3	4	5	6
				dara, Buldhana Chanda, Nagpur, Wardha and Yeotmal in Maharashtra State, District of Adilabad, Hyderabad, Karim Nagar.	Education, Engineering and Technology, Law and Medicine.
31.	Osmania University, Hyderabad (Deccan).	1918 Re 1947 1950 1959	Teaching and Affiliating.	Khaman, Mahbub Nagar, Medak, Nalgonda, Nizamabad and Warangal in Andhra Pradesh.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine, Technology and Veterinary Science.
32.	Punjab University, Chandigarh.	1947	Do.	State of Punjab (Excluding the area of Kurukshetra University) and Union	Arts, Science, Agriculture and Dairying, Commerce, Education, Engineering

Universities in India (1961) (contd.)

1	2	3	4	5	6
				Territory of Himachal Pradesh.	and Technology, Law, Medicine, Oriental Learning and Veterinary Science.
33.	Patna University, Patna.	1917 Re 1952, 1960	Teaching and Affiliating.	Patna Division.	Arts, Science, Commerce, Education, Engineering, Law, Medicine and Veterinary Science.
34.	Poona University, Poona.	1949	Do.	Districts of Ahmednagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana, and West Khandesh in Maharashtra State.	Arts, Science, Agriculture, Ayurvedic Medicine, Commerce, Engineering, Law, Medicine, Mental, Moral and Social Sciences.

Universities in India (1961) (contd.)

1	2	3	4	5	6	
35.	Rajasthan Jaipur.	University,	1947	Teaching and Affiliating.	Rajasthan State.	Arts, Science, Commerce, Education, Engineering, Law, Medicine and Pharmaceutics and Veterinary Science.
36.	Ranchi Ranchi.	University,	1960	Do.	Chhota Nagpur Division including districts of Dhanbad, Hazaribagh, Palaman, Ranchi and Singhbhum.	Arts, Science, Agriculture, Commerce, Engineering, Law and Mineral Technology.
37.	Roorkee Roorkee.	University,	1949	Residential Teaching.	and Not defined.	Engineering, Architecture and Science.
38.	Sardar Vidyapeeth, Vidyanagar.	Vallabhbhai Vallabh	1955	Teaching and Affiliating.	and Within a radius of 5 miles from the office of the University.	Arts, Science, Agriculture, Commerce, and Technology (including Engineering).

Universities in India (1961) (contd.)

1	2	3	4	5	6
39.	Saugar University, Sagar.	1946	Teaching and Affiliating.	District of Balaghat, Bastar, Betul, Bilaspur, Chhatarpur, Chindwara, Damoh, Datia, Durg, Hoshangabad, Mandla, Narshinghpur, Nirmar, Panna, Raigarh, Raipur, Rewa, Sagar, Sarguja, Satna, Seoni, Shahdol, Siddhi and Tikamgarh in Madhya Pradesh.	Arts, Science, Education, Engineering, and Technology.
40.	S. N. D. T. Women's University, Bombay.	1951	Do.	Not defined.	Arts.
41.	Sri Venkateswara University, Tirupati.	1954	Do.	Districts of Anantapur, Chittoor, Cuddapah, Kurnool and	Arts, Science, Agriculture, Commerce, Engineering,

Universities in India (1961) (contd.)

1	2	3	4	5	6
				Nellore in Andhra Pradesh.	Medicine, Oriental Learning, Teaching and Veterinary Science.
42.	U. P. Agricultural University, P. O. Agricultural University, (Distt. Nainital).	1960	Residential Teaching.	and Not defined.	Agriculture and Veterinary Science.
43.	Utkal University, Cuttack.	1943	Teaching Affiliating.	and Orissa State.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine and Veterinary Science and Animal Husbandry.
44.	Varanaseya Sanskrit Vishwa Vidyalaya, Varanasi.	1958	Do.	All over India and Nepal for Sanskrit.	Sanskrit.

Universities in India (1961) (contd.)

1	2	3	4	5	6
45.	Vikram University, Ujjain.	1957	Teaching and Affiliating.	Districts of Bhind, Dewas, Dhar, Guna, Gwalior, Indore, Jhabua, Mandsaur, Morena, East Nimar (Khargone) Raisen, Rajgarh, Ratlam, Sehore, Shajapur, Shivpuri, Ujjain and Vidisha in Madhya Pradesh.	Arts, Science, Agriculture, Commerce, Education, Engineering, Law, Medicine, Physical Education, Veterinary Science and Animal Husbandry.
46.	Visva-Bharati University, Shantiniketan.	1951	Residential and Teaching.	Area of Shantiniketan in the District of Birbhum in West Bengal.	

ANNEXURE I

ANNEXURE II

BOARDS OF SECONDARY AND/OR INTERMEDIATE EXAMINATION IN INDIA (1961).

1. BIHAR SCHOOL EXAMINATION : f 1952 : *Jurisdiction* : Bihar State; *Examinations conducted* : Secondary School, Higher Secondary School, Diploma and Certificate in Physical Education, Certificate in Social Education.

2. BOARD FOR PUBLIC EXAMINATION, TRIVANDRUM : f 1949 : *Jurisdiction* : Kerala State; *Examinations conducted* : Secondary School Leaving Certificate, Kerala Government Technical Examination, Teachers' Training Certificate, Post-Basic Scholarships Certificate, Post-Graduate Diploma in Basic Education, Needle Work and Garment Making, Music, Dance, and Arabic, Munshi, Sanskrit, Nursery Examinations, and Diplomas in Engineering, Technology and Textile Technology, Diploma and Certificate in Physical Education, Certificate of Painting of the Ravi Varma School of Painting.

3. BOARD OF HIGHER EDUCATION, DELHI : f 1926 : *Jurisdiction* : Delhi Administration; *Examinations conducted* : High School, Higher Secondary, Higher Secondary Technical, Higher Secondary Multipurpose Part I, Ratnam, Bhushan, Prabhakar, Prabodh, Pravin and Pragya.

4. BOARD OF HIGH SCHOOL AND INTERMEDIATE EDUCATION UTTAR PRADESH, ALLAHABAD : f 1922 : *Jurisdiction* : Uttar Pradesh (except areas of Aligarh and Banaras Hindu Universities) ; *Examinations conducted* : High School, Intermediate, High School Technical and Intermediate Technical ; Recognised institutions for Intermediate Examination—973.

5. BOARD OF SECONDARY EDUCATION, ANDHRA PRADESH, HYDERABAD : f 1957 : *Jurisdiction* : Andhra Pradesh; *Examination conducted* : Secondary School Leaving Certificate, Higher Secondary Certificate and Multipurpose and Higher Secondary School Leaving Certificate.

6. BOARD OF SECONDARY EDUCATION, MADHYA PRADESH, BHOPAL : f 1959 : *Jurisdiction* : Madhya Pradesh; *Examinations conducted* : High School Certificate, Higher Secondary School Certificate, Higher Secondary School Certificate (Technical), Preparatory/Pre-University School Certificate

Agricultural Course, Intermediate; Recognised institutions for Intermediate Examination—12.

7. BOARD OF SECONDARY EDUCATION, MADRAS : f 1911: *Jurisdiction* : State of Madras and some schools in Pondicherry; *Examinations conducted* : Secondary School Leaving Certificate.

8. BOARD OF SECONDARY EDUCATION, ORISSA, CUTTACK : f 1956 : *Jurisdiction* : State of Orissa; *Examinations conducted* : High School Certificate and Higher Secondary School Certificate.

9. BOARD OF SECONDARY EDUCATION, RAJASTHAN, JAIPUR : f 1957: *Jurisdiction* : Rajasthan; *Examinations conducted* : High School and Higher Secondary.

10. BOARD OF SECONDARY EDUCATION, WEST BENGAL, Calcutta : f 1951 : *Jurisdiction* : West Bengal, Tripura, Sikkim and A. and N. Islands; *Examinations conducted* : High School Certificate and Intermediate; Recognised institutions for Intermediate Examination—2.

11. CENTRAL BOARD OF SECONDARY EDUCATION, AJMER : f 1929 : *Jurisdiction* : not defined; *Examinations conducted* : High School Certificate and Intermediate; Recognised institutions for Intermediate Examination—2.

12. GUJARAT SECONDARY SCHOOL CERTIFICATE EXAMINATION BOARD, BARODA : f 1960: *Jurisdiction* : Gujarat State; *Examinations conducted* : Secondary School Certificate.

13. SECONDARY EDUCATION BOARD, MYSORE STATE, BANGALORE : f 1913 : *Jurisdiction* : Mysore State; *Examinations conducted* : Secondary School Leaving Certificate and Multi-purpose Higher Secondary Certificate.

14. SECONDARY SCHOOL CERTIFICATE EXAMINATION BOARD, MAHARASHTRA STATE, POONA : f 1960 : *Jurisdiction* : State of Maharashtra (excluding the area under the Vidarbha Board); *Examinations conducted* : Maharashtra Secondary School Certificate.

15. VIDARBHA BOARD OF SECONDARY EDUCATION, NAGPUR : f 1922 : *Jurisdiction* : Districts of Akola, Amravati, Bhandara, Buldhana, Chanda, Nagpur, Wardha and Yeotmal in Maharashtra State; *Examinations conducted* : Secondary School Certificate, Higher Secondary School Certificate (Technical), Vocational High School Certificate.

ANNEXURE III.

THE MAIN FINDINGS AND RECOMMENDATIONS OF THE EDUCATIONAL SURVEY

On March 31, 1957, the Educational Survey enumerated 2,812 cities and towns with a total population of 5.56 crores (1951 census) which works out at 17 per cent of the total population of the country. It included all States except West Bengal, and four Union Territories out of six. It did not also survey the urban areas which had an adequate provision of schools. In the countryside, it enumerated 8,40,033 rural habitations with a total population of 27.95 crores (1951 census) or 83 per cent of the total population of the country. All the urban areas were provided with fairly adequate number of primary schools and although more schools were needed in them to cope with the rapidly increasing population, this problem was neither complex nor large. It was in the rural areas that universality of school provision did not exist and the Survey, therefore, concentrated its attention on the problem of providing a school within easy walking distance from the home of every child.

PRIMARY SCHOOLS

2. The Survey adopted the following principles in suggesting the location of primary schools :

- (a) If a habitation has a population of 300 or more, it should have a school for itself, *i.e.*, it should be provided with an 'independent school'; and
- (b) if a habitation has a still smaller population, an attempt should be made to group it along with some other habitations in close proximity and a "group school" may be provided for each group with a population of 300 or over. It was also generally agreed that, barring exceptional cases, the villages to be grouped together should be within one mile of each other.

3. On this basis, the Survey found that ultimately, the country will need a total of 3,23,463 primary schools of which 1,50,215 would be "independent" schools and 1,73,248 would

be 'group' schools. Between them, these independent and group schools would serve the educational needs of 7,99,075 (or 96.70 per cent) of the total number of habitations in the country as the table would show on page 867.

4. The Survey has also pointed out that if these 3,23,463 primary schools are established, the total population served with this educational facility would be 27.75 crores or 98.69 per cent of the total population. Of this, 20.96 crores of people (or 75.01 per cent) would have the benefit of a school within the village while others would have a school in close neighbourhood as shown in the table.

5. How many additional schools will have to be established to reach this goal is the next question. The Survey enumerated a total of 2,27,135 schools as on March 31, 1957. It, therefore, follows that the total number of new primary schools required is 96,328. A large number of these schools have already been established within the second Plan itself. The Survey has shown where gaps exist in school provision and these are being filled up. But it is still estimated that about 70,000 new schools will have to be established in the third Five Year Plan if the target of universal provision of schools is to be reached.

6. It has to be pointed out that the problem of small villages is a very difficult problem in India. In spite of the care with which the Educational Survey has framed its proposals, a very large number of small habitations still remain without any educational facilities. It is true that the total population of these villages is only about 36.5 lakhs or 1.31 per cent of the total population of the country (1951 census); but it is obvious that something will have to be done even for these small habitations.

7. There are only three proposals possible—(1) peripatetic teacher schools, (2) establishment of Central schools with hostel accommodation, and (3) establishment of Central schools with transport facilities attached. Experimental pilot projects in order to provide different type of educational facilities for these villages are proposed to be conducted during the third Five Year Plan and their generalisation will be considered later on in the light of the experience gained. In the meanwhile, the Survey has tentatively assumed

Habitations that would be served by Primary Schools if the Proposals made by the Educational Survey are implemented.

ANNEXURE III

Slab	Habitations served by Independent Schools	Habitations served by Group Schools					Total	Total No. of Habitations served by Independent and Group Schools.
		In the Habitation	Within $\frac{1}{2}$ mile	Within 1 mile	Within $1\frac{1}{2}$ mile	Within 2 miles		
5000 and above .	401	146	4	1	..	..	151	552
2000 to 4999 .	7,707	3,727	106	21	..	1	3,855	11,562
1000 to 1999 .	24,406	16,078	692	203	3	1	16,976	41,382
500 to 999 .	53,417	44,938	5,010	2,051	46	2	52,047	1,05,464
400 to 499 .	19,762	19,516	7,509	2,661	147	2	29,835	49,597
300 to 399 .	25,571	25,983	15,460	6,429	398	11	48,281	73,852
200 to 299 .	11,995	29,930	32,807	33,118	2,690	229	98,774	1,10,769
100 to 199 .	5,907	24,154	69,881	71,060	7,078	599	1,72,772	1,78,679
Below 100 .	1049	8,776	1,02,984	1,01,407	11,895	1,107	2,26,169	2,27,218
TOTAL .	1,50,215	1,73,248	2,34,453	2,16,951	22,257	1,951	6,48,860	7,99,075

that the concept of peripatetic schools may be given a greater trial. On March 31, 1957, there were 1,888 peripatetic teacher schools in the country. The Educational Survey has proposed that their number may be increased to 8,848 during the third Five Year Plan if the experiment of their working proves to be successful. The total number of new schools required in the third Five Year Plan would, therefore, be 1,03,288 (96,328 ordinary primary schools and 6,960 peripatetic teacher schools).

8. The break-up of these 1,03,288 new schools required is given in the following table.

Number of New Primary Schools needed according to the Educational Survey (As on March 31, 1957).

S. No.	State	Total No. of Schools proposed by Educational Survey (including Peripatetic Schools)	Total No. of Schools in Existence on 31-3-57	Total No. of New Primary Schools needed
1	2	3	4	5
1	Andhra Pradesh	27,849	22,708	5,141
2	Assam	14,192	11,001	3,191
3	Bihar	37,261	26,351	10,910
4	Bombay	49,300	40,528	8,772
5	Jammu and Kashmir	2,825	1,884	941
6	Kerala	7,938	5,751	2,187
7	Madhya Pradesh	35,718	20,824	14,894
8	Madras	19,832	17,979	1,853
9	Mysore	21,632	17,875	3,757
10	Orissa	21,370	15,032	6,338
11	Punjab	12,708	11,229	1,479
12	Rajasthan	17,773	8,933	8,840
13	Uttar Pradesh	59,637	26,168	33,469
14	Delhi	220	190	30
15	Himachal Pradesh	1,931	1,004	927
16	Manipur	862	671	191
17	Tripura	1,262	895	367
	TOTAL	3,32,311	2,29,023	1,03,288

Habitations that would be served by Middle Schools if the Proposals made by the Educational Survey are implemented.

	Schools in		Schools Near		Total		Without Schools	
	No. of habitations served	Percentage to Total	No. of habitations served	Percentage to Total	No. of habitations served	Percentage to Total	No. of habitations served	Percentage to Total
Andhra Pradesh	3,161	6·23	39,034	76·96	42,195	83·19	8,528	16·81
Assam	1,721	6·74	17,933	70·21	19,654	76·95	15,888	23·05
Bihar	4,385	3·99	1,03,926	94·62	1,08,311	98·61	1,525	1·39
Bombay	10,250	13·46	49,406	64·88	59,656	78·34	16,495	21·66
J. and K.	530	4·89	4,380	40·41	4,910	45·30	5,928	54·70
Kerala	2,172	20·38	8,228	77·19	10,400	97·57	260	2·44
Madhya Pradesh	3,868	4·71	56,899	69·24	60,767	73·95	21,411	26·05
Madras	2,372	4·57	45,777	88·23	48,149	92·80	3,732	7·19
Mysore	4,704	11·66	34,119	84·58	38,883	90·24	1,514	3·75
Orissa	1,811	3·52	39,571	76·91	41,382	80·43	10,066	19·57
Punjab	2,166	7·77	25,322	90·84	27,488	98·61	388	1·39
Rajasthan	3,110	6·64	41,296	88·18	44,406	94·82	2,424	5·18
Uttar Pradesh	6,943	2·95	2,18,212	92·64	2,25,155	95·59	10,400	4·42
Delhi	80	27·68	209	72·32	289	100·00	..	..
Himachal Pradesh	418	3·27	11,271	88·24	11,689	91·51	1,084	8·49
Manipur	100	5·19	768	39·85	868	45·04	1,059	54·96
Tripura	201	3·87	3,755	72·36	3,956	76·23	1,233	23·76
TOTAL	47,992	5·71	7,00,106	83·34	7,48,098	89·05	91,935	10·94

MIDDLE SCHOOLS

9. In suggesting the allocation of middle schools, the Survey adopted the following principles :

(i) Habitations having a minimum population of 1,500 would be provided with a middle school.

(ii) In the case of habitations with smaller populations, those within a walking distance of three miles from an existing middle school would be regarded as served by it.

(iii) School areas for new schools to be opened have been planned in such a manner that habitations within a radius of three miles from the school and having a minimum total population of 1,500 or more are served by a middle school.

On this basis it was found that altogether 47,992 middle schools would be needed. These will serve a total of 7,48,098 habitations leaving 91,935 habitations without facilities of middle schools. In terms of percentage, 89.05% of the total habitations would be served by middle schools and 10.94% would remain without such facilities. The Statewise break-up is given in the table on page 869.

According to this survey 26,267 middle schools existed on 31st March 1957. The total number of middle schools that will need to exist on the basis indicated above is 47,992. Accordingly, 21,725 new middle schools will need to be established. The Statewise break-up of this requirement is given below.

Number of New Middle Schools Needed according to the Educational Survey (as on March 31, 1957)

Sl. No.	State	Total No of Middle Schools proposed by the Educl. Survey.	Total No. of Middle Schools in existence on 31/3/57	Total No. of New Middle schools to be opened.
1	2	3	4	5
1	Andhra Pradesh	3,161	1,116	2,045
2	Assam	1,721	1,309	412

ANNEXURE III

1	2	3	4	5
3	Bihar	4,385	3,294	1,091
4	Bombay	10,250	5,484	4,766
5	Jammu and Kashmir	530	262	268
6	Kerala	2,172	1,941	231
7	Madhya Pradesh	3,868	1,388	2,480
8	Madras	2,372	1,782	590
9	Mysore	4,704	3,526	1,178
10	Orissa	1,811	778	1,033
11	Punjab	2,166	1,303	863
12	Rajasthan	3,110	714	2,396
13	Uttar Pradesh	6,943	3,008	3,935
14	Delhi	80	59	21
15	Himachal Pradesh	418	152	266
16	Manipur	100	75	25
17	Tripura	201	76	125
	TOTAL	47,992	26,267	21,725

HIGH SCHOOLS

10. The planning of high schools has been done on the following basis :

(i) Habitations with a minimum population of 5,000 should be provided with a high school. Smaller habitations situated within a radius of five miles from an existing high school are also to be served by it.

(ii) Habitations with smaller population are to be suitably grouped for establishing new high schools. The grouping should be done in such a manner that habitations within a radius of five miles from the school to be established and having a total minimum population of 5,000 are to be served by it.

On this basis, it was found through the survey that the total requirement of high schools would be 13,487. These will serve a total of 6,98,874 habitations leaving 1,41,159 habitations without such facilities. In terms of percentage, 83.2% of the total habitations would have high schools either in the habitations themselves or near them and 16.8% would be left without such facilities. Statewise break-up is given in the following table.

ANNEXURE IV

PROBLEM OF EDUCATED UNEMPLOYMENT

Accurate statistics about the extent of unemployment in India are not available. The only data that can be used in this context is "the number of persons on the live registers of the employment exchanges". The following table gives this data in a succinct form for the post-independence period :

Year	No. of Employment Exchanges	No. of Applicants on Live Register at the end of the year
1947	75	2,36,734
1948	77	2,39,037
1949	109	2,74,335
1950	123	3,30,743
1951	126	3,28,719
1952	131	4,37,571
1953	126	5,22,360
1954	128	6,09,780
1955	136	6,91,958
1956	143	7,58,503
1957	181	9,22,079
1958	212	11,83,299
1959	244	14,20,901
1960	296	16,20,242
1961 (June)	312	17,55,491

The above statistics have to be interpreted in the light of several limitations to which they are subject. The number of unemployed people registered with the employment exchanges increases as more and more exchanges are being opened. The habit of registering themselves with the exchanges is also becoming increasingly popular with the unemployed people. The overall increase in the number of unemployed people on the live registers of the exchanges does not, therefore, indicate the increase in the total volume of unemployment. A part of the increase at least is due to the fact that the services of the employment exchanges are

now being availed of by an increasing number of persons. Secondly, almost all the employment exchanges are located in urban areas. The large majority of persons who register themselves with employment exchanges is, therefore, urban and the problem of rural unemployment or under-employment is hardly mirrored in these statistics. Thirdly, it is also to be remembered that not all unemployed persons register themselves in the employment exchanges. The statistics of unemployed persons on the live registers of the employment exchanges should, therefore, be taken to indicate only a part of the total urban unemployment in the country.

Even in this limited context, the statistics given in the above table show that the total volume of unemployment in India is fairly large and that it is gradually increasing. In 1947, for instance, the total number of persons on the live registers of the employment exchanges was only 2.4 lakhs. It has now increased to 17.6 lakhs.

The persons on the live registers of employment exchanges are classified in two categories—the educated and the uneducated. The term 'educated' is used to denote a person who has passed the Matriculation or any other equivalent or higher examination. Statistics of educated unemployment were first collected in 1953 and they are since being compiled every quarter. This data is succinctly shown in the table on page 877.

It will be seen from the table that the total number of educated unemployed has increased from 1.6 lakhs in 1953 to 5.7 lakhs in 1961. Of these unemployed people, the largest number is that of matriculates and next in order come the intermediates. Among the graduates, the largest number is that of arts, science, commerce or law graduates. A few medical and engineering graduates are also registered. The usual experience, however, is that medical and engineering graduates register themselves with the employment exchanges immediately after passing their examination and that they find a placement very soon afterwards.

Detailed studies of the educated unemployment have not been undertaken on a large scale. But one interesting study was made for the unemployed graduates by the Ministry

Educated unemployed on Live Registers of Employment Exchanges at the end of the year

Year			Graduates				Total
	Matri- culates	Inter- mediates	Engi- neering	Medical	Others	Total	
1953	1,25,289	17,344	1,087	225	19,231	20,543	1,63,176
1954	1,45,089	22,071	857	225	21,045	22,127	1,89,287
1955	1,64,061	25,872	628	179	25,417	26,224	2,16,157
1956	1,86,978	30,640	481	213	26,080	26,774	2,44,392
1957	2,36,509	38,762	511	171	31,605	32,287	3,07,558
1958	2,83,268	44,575	518	186	35,845	36,549	3,64,392
1959	3,44,329	49,141	598	143	38,900	39,641	4,33,111
1960	3,99,880	60,756	1,190	262	45,132	46,584	5,07,220
1961 (June)	4,47,137	69,740	939	226	49,505	50,670	5,67,547

ANNEXURE IV

of Labour and Employment in 1958*. The findings of the study have been reproduced below :

“This study has been undertaken to examine into the pattern of unemployment among the graduates according to the degree they possess, the subject of specialisation, the class obtained, the age distribution, their previous employment and their job preferences.

“The problem has been examined with reference to graduates who were seeking employment through employment exchanges in the country on May 15, 1957. Particulars of 26,297 graduates were thus obtained from 151 employment exchanges of which a detailed analysis has been made of 25,785 graduates.

“The following are the conclusions regarding the pattern of unemployment among graduates registered at employment exchanges :

(a) A large number of unemployed graduates were registered in West Bengal, Uttar Pradesh, Bombay and Delhi. Among the graduates registered as unemployed, the problem of women graduates was the highest in Kerala State.

(b) Among graduates registered at employment exchanges 84 per cent held a Bachelor's degree in arts, science or commerce, consisting of 48.5 per cent B.A.'s, 22.7 per cent B. Sc's and 12.8 per cent B.Com's. Considering, however, the relative incidence of unemployment among degree holders based on the out-turn of universities, it was more acute among graduates with B. Com. and B. Com. (Hons.) degrees than B.Sc. and B.A. degrees.

(c) Among the unemployed graduates in arts, a large number had specialised in Economics, History, Politics and Philosophy. In a similar way, a large number of science graduates had specialised in the group of Physics, Chemistry and Mathematics. But the relative incidence of unemployment as between various subject groups has not been examined.

(d) Among unemployed graduates 2.3 per cent had secured first class degrees, 24.8 per cent second class degrees

*Ministry of Labour and Employment—The Pattern of Graduate Unemployment, 1958.

ANNEXURE IV

and the remaining 72.9 per cent third class degrees, including those who took degrees where no class was assigned. Considering, however, the relative incidence of unemployment among first class graduates, B.Com's were placed in a better situation than B.A.'s and B.Sc's.

(e) 34.6 per cent of the unemployed graduates were aged 25 years and above as compared to 25.2 per cent of all the applicants unemployed in the same age group.

(f) 76.7 per cent of the unemployed graduates had no previous employment and were looking for work for the first time. Only 23.3 per cent had reported previous employment. A high proportion of B.S.'s and B.Com's had previous employment as compared to B.Sc's.

(g) Among the graduates, 60.4 per cent sought employment in clerical posts, 19.5 per cent in professional and technical posts, 15.7 per cent in administrative and executive posts and 4.4 per cent in other types of jobs. Nearly 95 per cent of those seeking clerical posts were graduates with Bachelor's degree in arts, science or commerce."*

* *Ibid.* pp. 13-14.

ANNEXURE V

NATIONAL CADET CORPS

In the pre-independence period the country had some voluntary youth organisations with distinct military bias. University Officers Training Corps was the most important of them all. It consisted of college students who attended parades during the academic term and an annual training camp during vacations. The UOTC, however, was limited in its coverage and consequently could not serve the object of creating national consciousness among the country's youth on a wide scale and of providing sufficient number of suitably qualified officers for the Armed Forces.

2. After the attainment of independence, the necessity was felt for establishing, on a nation-wide basis, a cadet corps organisation covering both schools and universities. It was also realised that all training for the development of leadership and discipline should be done during the impressionable years of one's life before one's character is formed. A committee under the chairmanship of Pandit H. N. Kunzru was, therefore, constituted on 15th July 1946 to study these problems. Based on the committee's recommendations, the National Cadet Corps consisting of a Senior Division, a Junior Division and a Girls' Division was formed by an Act of Parliament in 1948 and the UOTC was abolished.

3. Aims and objects of the NCC are: (i) to develop character comradeship, the ideal of service and capacity for leadership in young men and women; (ii) to provide service training to young men and women so as to stimulate their interest in the defence of the country; and (iii) to build up a reserve of potential officers to enable the Armed Forces to expand rapidly in a national emergency.

4. The Senior Division consisting of Army, Navy and Air Wings is confined to universities, colleges (post-matriculation classes) and technical institutions of collegiate status. Similarly, Junior Division troops are raised in the schools. The Girls' Division consists of both Senior and Junior Division troops. Enrolment in the NCC is voluntary and the cadets have no liabilities for service.

5. The NCC organisation made a good beginning but lack of adequate funds made it difficult to expand sufficiently. Therefore, in 1953 the Government set up an organisation within the NCC called the Auxiliary Cadet Corps, which is in fact an inexpensive complement of the Junior Division NCC. Similarly in 1960, the Government formed the NCC Rifles, in order to cover a

larger number of college students desirous of getting NCC training. The ACC and the NCC (Rifles) today have considerably outgrown in numbers their NCC counterparts.

6. The complement of officers in the NCC are from the ranks of teaching staff of the institutions where the units or sub-units are raised. Selected candidates are given three to four months' intensive pre-commission training and commissioned in the NCC if found fit. These officers are then responsible for the training and discipline of the cadets placed under their charge. They do only part-time work in the NCC for which they are given an honorarium. Regular service instructors are attached to assist them. NCC units are commanded by regular officers. Units in a State come under a Circle Headquarters. The NCC Directorate at New Delhi under the Ministry of Defence consisting of officers from all the three services controls and administers the Corps.

7. Training is carried out only during term period but outside the academic curriculum. Four hours in a week are devoted for training. Training syllabuses are expertly made with the assistance of service HQs and training is directed wholly towards the attainment of the aims laid down. The normal duration in the NCC may vary from two to three years. At the end of each year, proficiency certificates are awarded.

8. Besides training in colleges/schools, NCC officers and cadets attend two types of camps every year, *viz.*, annual training camps and combined cadre and social service camps. The cadets attend an annual training camp for 10 to 14 days during the vacation period where intensive training under operational conditions is conducted. Training camps on an all-India basis are also held which provide opportunities for cadets of one State to mix with cadets from other States, thus fostering unity.

9. The combined cadre and social service camps are held in community development blocks in cooperation with the local inhabitants. The aim is to develop team spirit, corporate life self-confidence, a spirit of social service and dignity of labour. The nature of work undertaken by boy cadets covers construction and repair of roads, building of small bridges and culverts, digging of channels for rain water, digging of trenches, improvement of wells and tanks, afforestation etc. Social service work by girl cadets includes medical aid, hygiene and sanitation, literacy drive, child welfare, sewing and knitting.

10. A Central Advisory Committee under the chairmanship of the Defence Minister advises the Central Government on all matters of policy. State Advisory Committees presided over by respective Ministers of Education advise the State Governments on all matters pertaining to their responsibilities. In addition, meetings of the State representatives consisting of Education Secretaries are held twice a year to discuss various problems concerning the NCC.

ANNEXURE V

11. Expenditure on NCC is shared by the Central and State Governments in the ratio of 60:40. The per capita cost ranges from approximately Rs. 58 initial and Rs. 61 recurring to Rs. 103 initial and Rs. 115 recurring except in cases of technical units where the cost is more. The ACC is considerably cheaper.

12. Today NCC has over 15 lakhs of cadets which covers approximately 45% of eligible college students and 35% of the school-going population. It is hoped to increase this by 1.6 lakhs each year during the current Five Year Plan. The estimated expenditure during this period is Rs. 2314 lakhs.

13. The Cadet Corps has not only maintained steady progress but has improved upon its past record. It has played its role of "making and moulding" the youth and the results have been very encouraging.

Yearwise Growth of NCC, NCC (Rifles) and ACC

Year	NCC BOYS		NCC GIRLS		NCC (Rifles)		ACC	
	Senior	Junior	Senior	Junior	Boys	Girls	Boys	Girls
31-3-49	14,275	24,630	..	..	..	..	..	..
31-3-50	21,223	37,170	270	..	..	..	..	..
31-3-51	22,628	44,070	270	..	..	..	..	..
31-3-52	22,768	41,160	270	..	..	..	..	..
31-3-53	26,168	51,546	420	..	..	..	66,339(*)	
31-3-54	28,470	44,757	660	..	..	..	85,970(*)	
31-3-55	38,217	54,858	2,670	2,760	..	..	247,376	33,462
31-3-56	48,274	64,596	3,150	4,950	..	..	592,194	66,963
31-3-57	55,766	72,441	4,620	7,230	..	..	608,992	62,112
31-3-58	66,633	78,330	5,790	9,660	..	..	719,687	75,625
31-3-59	72,710	89,691	9,045	16,965	..	..	761,006	77,301
31-3-60	93,738	114,140	9,540	18,000	52,408	3,361	893,005	88,434
31-3-61	110,821	130,185	9,990	19,440	225,515	10,926	908,287	102,064

(*) No separate figures are available for boys and girls.

ANNEXURE VI

BIBLIOGRAPHY

The books listed in this bibliography are divided into the following sections.

- I. Books dealing with education in India prior to 1947.
- II. Books dealing with education in India in the post-independence period.
 - (a) General books : This section will include publications dealing with more than one aspect or more than one stage of Indian education.
 - (b) Audio-visual education.
 - (c) Basic education.
 - (d) Cultural affairs.
 - (e) Elementary or primary education.
 - (f) Five Year Plans.
 - (g) Handicapped and maladjusted children.
 - (h) Higher education.
 - (i) Hindi and its development.
 - (j) India and Unesco.
 - (k) Physical education and allied activities.
 - (l) Rural education.
 - (m) Sanskrit.
 - (n) Scheduled castes, Scheduled tribes and other Backward communities.
 - (o) Scholarships and fellowships.
 - (p) Secondary education.
 - (q) Social education.
 - (r) Teachers.
 - (s) Technical education.
 - (t) Textbooks.
 - (u) Vocational guidance.
 - (v) Women's education.

REVIEW OF EDUCATION IN INDIA: 1947-61

I. BOOKS DEALING WITH EDUCATION IN INDIA PRIOR TO 1947

Books—

1. *Altekar, A. S.*—Education in Ancient India, Nandkishore and Brothers, Banaras, 1951.
2. *Basu, A. N.*—Adam's Reports, Calcutta University, 1941.
3. *Keay, F. E.*—Indian Education in Ancient and Later Times, O.U.P. 1938.
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2. Quinquennial Reviews of the Progress of Education in India issued in 1886-87, 1891-92, 1896-97, 1901-02, 1906-07, 1911-12, 1916-17, 1921-22, 1926-27, 1931-32, 1936-37, 1946-47 (decennial).
- ✓ 3. Report of the Calcutta University Commission, 1917-19.
- ✓ 4. Report of the Hartog Committee, 1928.
5. Post-War Educational Development in India, 1944.

II. BOOKS DEALING WITH EDUCATION IN INDIA IN THE POST-INDEPENDENCE PERIOD

A. General Books—

The following are some of the more important publications that deal broadly with different aspects of education in India in the post-independence period.

1. *Shrimali, K. L.*—Problems of Education in India, New Delhi, the Publications Division, 1961.
2. *Kabir, Humayun.*—Education in New India, London Allen and Unwin, 1959.

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3. *Mudaliar, A. Lakshmanaswami.*—Education in India, Bombay, Asia Publishing House, 1960.

4. *Saiyidain, K. G.*—Education, Culture and the Social Order, Bombay, Asia Publishing House, 1952.

5. Constitution of India (as amended up to 1961).

6. *Official Publications of the Ministry of Education.*—The following publications of the *Ministry of Education* will be useful for getting an idea of the general educational development in the post-independence period.

1. *Annual Reports of the Ministry of Education.*—Issued every year from 1949-50 to 1960-61 (available both in English and Hindi).

2. *Education in India.*—This is published in two volumes. Volume I, which is largely descriptive, seeks to give a broad account of the progress made in different fields of education for the relevant year. Volume II is statistical and consists of all-India statistical tables.

Education in India, 1947-48 and 1948-49 (one volume only).

Education in India, 1949-50 to 1956-57 (two volumes each year).

3. *Education in the States—A Statistical Survey.*—This publication gives salient statistics about the development of education in the different States and consolidated statistics for the country as a whole. It has been issued annually from 1948-49 to 1958-59.

4. *Review of Education.*—This review is prepared for submission to the Annual Conference convened by the International Bureau of Education, Geneva. Reviews has been issued annually from 1949-50 to 1960-61.

5. *Miscellaneous Reports.*—These occasional publications include : (a) Education in Free India, 1947-48; (b) Seven Years of Freedom, 1954 and (c) Ten Years of Freedom, 1957.

6. *Central Advisory Board of Education.*—The proceedings of this premier advisory body deal with important educational problems. They are published separately every year, beginning with the sixth meeting held in Madras in 1941. The latest meeting for which proceedings are published is the twenty-eighth meeting held in New Delhi in 1961. In addition, the following publications may be consulted.

(i) Reports of the Committees appointed by the C.A.B.E., (1938-43.)

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- (ii) Reports of the Committees appointed by the C.A.B.E. (1943-46.)
- (iii) Report of the Committee on Medium of Instruction at the University Stage, 1958.
- (iv) Reports of the Committee on Ways and Means of Financing Educational Development in India (Kher Committee Report), 1950.
- (v) Report of the Committee on Religious and Moral Education, 1960.
- (vi) Silver Jubilee Souvenir of the C.A.B.E., 1960. This publication contains the addresses of Chairmen and proceedings of all meetings from the first to the twenty-seventh, both inclusive. It also contains a comprehensive bibliography of the publications of the Ministry of Education.

7. *Official Publications of the Ministry of Scientific Research and Cultural Affairs.*—Since 1958 when this Ministry was created; the *Annual Reports* of the Ministry have been issued for 1958-59, 1959-60 and 1960-61.

8. *Official Publications of the State Governments.*—Every State Government publishes an *Annual Report* on Educational Development within its area.

9. *Journals.*—The following journals may be consulted.

- (i) The Education Quarterly
- (ii) Secondary Education
- (iii) Youth
- (iv) Indian Journal of Educational Administration and Research.

All these journals are brought out by the Ministry of Education. Besides these, States also have a number of Journals which are more or less local in character. Some of these are official e.g. *Shiksha* in Uttar Pradesh.

B. Audio-Visual Education—

The following publications of the *Ministry of Education* may be referred to.

1. Proceedings of Audio-Visual Education Conference, 1953.
2. Proceedings of the All-India Teachers' Conference on Audio-Visual Education, July 1956.
3. Proceedings of the First Meeting of the National Board of Audio-Visual Education in India, 1953.

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4. Proceedings of the Second Meeting of the National Board of Audio-Visual Education in India, 1960.

The National Institute of Audio-Visual Education has issued the following publications.

1. Audio-Visual Education—a quarterly.
2. A Catalogue of Films, 1947-54. Besides, the Institute has also produced a large number of folders, charts, posters, portraits and study kits. It has also prepared 48 papers on different aspects of audio-visual education.

C. Basic Education—

The following publications of the *Ministry of Education* may be referred to.

1. An Interpretation of Basic Education Principles for Kindergarten and Junior Classes of Elementary Schools by Philis Johnson, 1959.
2. Basic and Social Education, 1948.
3. Basic Education in India—Report of the Assessment Committee on Basic Education, 1956; Hindi Edition 1957.
4. Bibliography on Basic Education, 1956.
5. Concept of Basic Education, 1956.
6. Orienting Primary Schools towards the Basic Pattern by G. Ramachandran, 1957; Hindi Edition 1957.
7. Report of the Committee for the Integration of Post-Basic and Multipurpose Schools in India, 1960.
8. Seminar on Basic Education, 1957; Hindi Edition 1958.
9. Report of the Second National Seminar on Basic Education, 1958; Hindi Edition 1959.
10. Syllabus for Basic Schools, 1950; Hindi Edition 1957.
11. Understanding Basic Education by T. S. Avinashilingam, 1954.
12. Experiments in Primary and Basic Education, 1955.

The *National Institute of Basic Education* brings out the following publications.

1. *Buniyadi Talim*.—This is a quarterly journal devoted to the discussion of problems of basic education.

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2. *Basic Education Abstracts*.—This is a half-yearly publication started in 1957; it lists all important articles appearing in educational journals etc. on the subject of basic education.

3. *Researches and Studies*.—Four studies have been brought out so far : (i) Difficulties of Basic School Teachers; (ii) Measuring Educational Potentialities of Crafts; (iii) Targets for Craft Work; and (iv) A Framework for Correlated Syllabus.

4. *Crafts for Basic Schools*.—Six brochures have been brought out in this series; (i) Fibre Craft (English Edition); (ii) Tantu Udyog (Hindi Edition of the same); (iii) Elementary Bamboo Craft; (iv) Elementary Doll-making; (v) Papier Mache; and (vi) Utilising Waste Material.

5. *Reports and Brochures*.—This includes (i) Administration of Basic Education; (ii) Exhibitions in Basic Education; (iii) Progress of Basic Education (1949-50 to 1955-56); (iv) Basic Activities for non-Basic Schools (available in English and Hindi); (v) Seminar on Educational Psychology; (vi) Principles and Problems of Correlated Teaching; (vii) Practice of Correlated Teaching; (viii) A Framework of Correlated Syllabus; (ix) Guide Book for Gardening and Agriculture; and (x) Correlated Teaching (Grades I and II)

6. *Monographs*.—The publications issued so far include (i) Utilising Festivals for Education; (2) Inspection of Basic Schools; (3) Building up a Curriculum for Basic Schools; (4) Evaluation in Basic Education; (5) Research Problems in Basic Education; (6) Buniyadi Shiksha aur Navin Samaj Vyavastha (Hindi); and (7) Buniyadi School aur Samaj Seva (Hindi).

D. Cultural Affairs—

The following publications of the *Ministry of S. R. and C. A.* may be consulted.

1. Directory of Museums in India, 1959.
2. Aspects of Theatre in India today, 1960.
3. Bharatiya Rang Manch (Hindi), 1960.
4. The Way We Live—A symposium, 1960.
5. Bharatiya Sahitya ki Moolbhoot Ekta (Hindi), 1960.
6. Sanskriti aur Jansandharan (Hindi), 1960.

7. *Journals and Periodicals*.—(a) Cultural Forum (b) Sanskriti (Hindi) (c) Indian Museums Review.

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E. Elementary of Primary Education—

The following publications of the *Ministry of Education* may be consulted.

1. Report of the First National Seminar on the Training of Primary Teachers held at New Delhi, October 1960.

2. Report of the Committee on the Relationship between the State Governments and Local Bodies in the Administration of Primary Education (Kher Committee), 1954.

3. The Single-Teacher School by J. P. Naik, 1953.

4. Planning Schools for India, 1959.

5. Report of the First meeting of the All-India Council for Elementary Education, 1958.

6. A Brochure on Educational Survey of India, 1959.

7. Report of the All-India Educational Survey, 1960.

Other publications that may be consulted include :

8. Report of the Integration Committee for Primary Education, Bombay, 1960.

9. Report of the COPP Team on Democratic Decentralisation (the Balwantrai Mehta Committee), 1958.

F. Five Year Plans—

The following publications issued by the *Planning Commission* may be consulted.

✓1. The First Five Year Plan (1951-52 to 1955-56).

✓2. The Second Five Year Plan (1956-57 to 1960-61).

✓3. The Third Five Year Plan (1961-62 to 1965-66).

✓4. Review of the First Five Year Plan (1951-52 to 1955-56).

The following publications of the *Ministry of Education* may also be consulted.

1. Five Year Plan—A Brief Review of Progress, 1955.

2. Five Year Plan—A Brief Review of Progress during 1952-53 and 1953-54.

3. Progress of Pre-Primary and Elementary (including Basic) Education in India during 1956-57 under the Second Five Year Plan, 1959.

4. Statement Showing Progress of Expenditure on Central Education Schemes under the Second Five Year Plan, 1957.

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G. *Handicapped and Maladjusted Children*—

The following publications of the *Ministry of Education* may be consulted.

1. Report of the Uniform Braille Code Committee, 1942.
2. Neglected and Delinquent Children and Juvenile Offenders in the States of the Indian Union, 1949.
3. Report on Delinquent Children and Juvenile Offenders in India, 1950.
4. Report on Delinquent Children and Juvenile Offenders in India, 1955.

H. *Higher Education*—

The Report of the *University Education Commission* (1948-49) is one of the most important documents of the period (published by the Manager of Publications, Government of India, Delhi).

The following publications of the *University Grants Commission* may be consulted.

1. Annual Reports of the University Grants Commission 1956-57, 1957-58, 1958-59 and 1959-60.
2. Report on the Problem of the Medium of Instruction in the Universities and Colleges (Kunzru Committee Report), 1959.
3. Report of the Conference on Problems of Teaching English 1959.
4. *Deshmukh, C. D.*—In the Portals of Indian Universities—Convocation and Other Addresses, 1959.
5. The Report on the Panel on University Buildings Hostels, 1960.
6. The Report on the Problem of Student Indiscipline in Indian Universities, 1960.
7. Report of the Seminar on National Integration, 1961.

The following publications of the *Ministry of Education* may be consulted.

1. Aims and Objectives of University Education in India, 1954.
2. Indian Universities by Samuel Mathai, 1956.
3. Indian University Administration, 1958.
4. Higher Education in India, 1953.

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5. Passes in Matriculation and other University Examinations in India, 1953.

6. Report of Banaras Hindu University Enquiry Committee, 1958.

7. Report of the Three-Year Degree Course Estimates Committee, 1958.

8. The Humanities in University Education by K. G. Saiyidain, 1957.

9. The Report of the Study Team on General Education, 1957.

10. Letters on Discipline by Humayun Kabir, 1956.

11. Student Indiscipline by Humayun Kabir, 1954.

12. *Directory of Institutions for Higher Education*.—This publication, which was an annual feature between 1952 and 1959, is now being published biennially. It lists all the institutions for higher education in the country, whether affiliated to the statutory universities or not. It also gives information about the courses of study offered in each institution. Directories were issued annually during 1952 to 1959 and then in 1961.

13. *Education in Universities in India*.—This publication gives a brief statistical account of the progress of university education in India. It has been issued annually from 1947-48 to 1958-59.

I. *Hindi and Its Development*—

The following publications of the *Government of India* may be consulted.

1. Report of the Official Language Commission, 1956.
2. Report of the Committee of Parliament on Official Language, 1958.

The following publications of the *Ministry of Education* may be consulted.

GENERAL

1. A Basic Grammar of Modern Hindi, 1957.
2. A Programme for the Development and Propagation of Hindi, 1957-58.
3. A Standard System of Roman Transliteration, 1959.
4. Propagation and Development of Hindi—A Review, 1956-57.

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5. Basic Hindi Vocabulary (500 words), Revised Edition, 1958.
6. Basic Hindi Vocabulary (2,000 words), Revised Edition, 1958.
7. *Hindi Words Common to Other Indian Languages*.—The publications issued so far include Hindi—Assamese, Hindi—Bengali, Hindi—Gujarati, Hindi—Kashmiri, Hindi—Kannada, Hindi—Malayalam, Hindi—Marathi, Hindi—Oriya, Hindi—Punjabi, Hindi—Tamil and Hindi—Telugu.
8. Progress of Hindi in the States, 1957.
9. Programmes for the Development and Propagation of Hindi, 1955.
10. Propagation and Development of Hindi—A Review, 1956-57.
11. Conspectus of Principles Underlying the Preparation of Scientific Terminology, 1959.
12. Directive for Authors of Hindi Primers and Readers, 1959.
13. *Lists of Technical Terms in Hindi*.—The terms prepared so far cover Advanced Accountancy and Auditing, Advanced Economic Theory and Thought, Agriculture, Botany, Chemistry, Commerce, Defence, Diplomacy, Economics, Educational Psychology, Education (General Terms), Engineering, General Administration, General Banking and Trade, General Meteorology, Hospitals, History, Pre-History, Information and Broadcasting, Labour Economics, Mathematics, Mathematics (Statistics, Calculus, Astronomy), Medicine, Meteorology, Overseas Communication Service, Philosophy, Physical Geology, Physical Geography, Physics, Posts and Telegraphs, Railways, Stenotyping, Transport, Shipping, Tourism, Zoology, Engineering (Building Materials), General Administration (Designations).
14. *Technical Terms in Hindi for Secondary Schools*.—The terms prepared so far cover Agriculture, Botany, Chemistry, Mathematics, Commerce, Social Sciences, Physics.
15. *Hindi Typewriter and Teleprinter*.—Report of the Hind Typewriter and Teleprinter Committee, Parts I and II, 1957-58.

J. *India and Unesco*—

The following publications of the *Ministry of Education* may be consulted.

1. First Conference of the Indian National Commission for Cooperation with Unesco, 1954.

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2. India and Unesco—Speech by K. G. Saiyidain, 1957.

3. Proceedings of the First, Second and Third Conference of the Indian National Commission for Cooperation with Unesco held in 1956, 1958 and 1960.

4. Unesco Projects in India, 1953.

K. *Physical Education and Allied Activities*—

The following publications of the *Ministry of Education* may be consulted.

PHYSICAL EDUCATION

1. A National Plan of Physical Education and Recreation, 1956.

2. A Plan for National Physical Efficiency Drive, 1958.

3. A Suggested Syllabus of Physical Education for Boys, 1956.

4. A Suggested Syllabus of Physical Education for Girls, 1956.

5. All-India Seminar on Physical Education for the Principals of Physical Education Institutions, 1956.

6. All-India Seminar on Physical Education for State Inspectors and University Directors, 1959.

7. Norms for Physical Efficiency Tests for Boys and Girls, 1956.

SOCIAL SERVICE

8. Report of the National Service Committee, 1960.

9. Labour and Social Service Camps, 1954-55.

SPORTS

10. Constitution of the State Sports Council, 1956.

11. Model Constitution for Sports Federations, 1956.

12. Report of the *Ad Hoc* Inquiry Committee on Games and Sports, 1959.

YOUTH WELFARE

13. A Plan for Youth Welfare by G. D. Sondhi, 1956.

14. Report on the First Inter-University Youth Festival 1955.

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15. The Second Inter-University Youth Festival, 1955.

16. Report of the Fifth Inter-University Youth Festival, 1959.

L. Rural Education (including Rural Higher Education)—

1. An Appraisal of Rural Higher Education in India by J. D Dawson, 1960.

2. Handbook of Suggestions for Teachers in Small Rural Schools, 1954.

3. Proceedings of the First Meeting of the National Council for Rural Higher Education, 1956.

4. Proceedings of the Fourth Meeting of the National Council for Rural Higher Education, 1959.

5. Research and Experiments in Rural Education by J. P. Naik, 1953.

6. Rural Higher Educational Annual, 1958.

7. Rural Institutes: A Report of the Committee on Higher Education, 1955.

8. Report of the Rural Education Committee, 1959.

9. The Rural Primary Teacher by E. A. Pires, 1955.

10. The Rural Institutes of Higher Education by D. Louis Smith, 1958.

M. Sanskrit—

In recent years, the *State Governments* have appointed committees to examine and report on different aspects of Sanskrit education and research. These are.

1. Report of the Sanskrit College Syllabus Revision Committee Government of United Provinces, 1938.

2. Report of the Sanskrit Reorganisation Committee, Bihar, 1939.

3. Report of the Sanskrit Pathasala Reorganisation Committee Government of Uttar Pradesh, November 1947 (Report published in March 1950).

4. Report of the Sanskrit Education Committee, Government of West Bengal, 1948.

5. Report of the Committee on Education, Travancore-October 1948 (Report published in 1949).

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6. Sanskrit Entrance Examination Reorganisation Committee, Madras 1949.

7. Report of the Sanskrit Pathasala Reorganisation Committee, Government of Bombay, 1950.

8. Committee for Educational Reforms, Mysore (Report submitted in February 1953).

9. Report of the Punjab State Sanskrit Committee, 1954 (Report submitted in April 1956).

10. Report of the Committee for Reorganisation of Sanskrit Institutions, Madhya Pradesh, 1955.

11. Report of the Sanskrit Samiti, Government of Rajasthan, 1955-56.

The Report of the Sanskrit Commission appointed by the Government of India (1956-57) is a comprehensive and important document on the subject (copies available from the Manager of Publications, Delhi).

N. Scheduled Castes, Scheduled Tribes and Other Backward Classes—

The following publications of the *Government of India* (copies available from the Manager of Publications, Delhi) may be consulted.

1. Report of the Backward Classes Commission, 1955.

2. Report of the Commissioner for Scheduled Castes and Scheduled Tribes (issued annually from 1951-52 to 1960-61).

3. Report of the Special Multipurpose Tribal Blocks Committee, 1959.

4. Report of the Copp. Team on Social Welfare and Welfare of the Backward Classes, 1959.

O. Scholarships and Fellowships—

The following publications of the *Ministry of Education* may be consulted.

1. Decentralisation of the Scheme of Post-Matric Scholarships for the Scheduled Castes, Scheduled Tribes and Other Backward Classes, 1959.

2. General Cultural Scholarships Scheme—Information for Students, 1951.

3. Government of India Scholarships in India, 1957.
 4. Partial Financial Assistance Schemes for students who have-already proceeded abroad, 1955.
 5. Report of the Central Selection Board, Overseas Scholarships Scheme for the Selection of Candidates for Higher Technical Education under the Modified Overseas Scholarships Scheme, 1949-50 and 1950-51, 1951.
 7. Report of the General Cultural Scholarships Scheme, 1949-50, 1951.
 8. Report of the Overseas Scholarships Committee, 1949.
 9. Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes, 1952, 1954, 1955, 1957.
 10. Scholarships for Studies Abroad : Schemes Administered by the Union Ministry of Education, 1957. Revised Edition 1960.
- The *Ministry of S.R. and C.A.* has brought out a publication : Scholarships for Study Abroad and at Home, 1960.

P. Secondary Education—

The following publications of the *Ministry of Education* may be consulted.

1. A New Deal for Secondary Education, 1953.
2. A Plan of Secondary Education, 1955.
3. Experiments in Secondary Education by E.A. Pires, 1956.
4. Headmasters on Secondary Education, 1960.
5. New Pattern of Secondary Education, 1960.
- ✓ 6. Report of the Secondary Education Commission, 1952² 1956³.
7. Report of the Committee on Secondary Education in India, 1948.
8. Self-Reform in Schools : A Report by Working Educators, 1955.

The following publications have been brought out by the *All India Council for Secondary Education* and the *Directorate of Extension Programmes for Secondary Education*.

1. A Venture of Faith : A review of the activities of the All India Council for Secondary Education during 1955-58.
2. Report of the Seminar on Examinations held at Bhopal from February 22 to 29, 1956.

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3. Examinations : Recommendations of the Bhopal Seminar on Examinations.

4. Reform of Examinations : Vigyan Bhavan Conference, April 1957.

5. A Directory of Post-Graduate Teacher Training Institutions in India, 1957.

6. Report of the Seminar on Educational Administration held at Srinagar from June 21 to 26, 1956.

7. Educational Seminars : Aims and Organisation.

8. Proceedings of the First to Eighth Meetings of the All India Council for Secondary Education, 1955-58.

9. Evaluation in General Science, 1960.

10. Evaluation in Social Studies, 1960.

11. Concept of Evaluation in Education, 1960.

12. Specimen Test Items for Secondary Schools, 1961.

13. Studies on Internal Assessment in Secondary Schools, 1961.

14. Report of the Seminar on Research in Educational Evaluation, 1960.

15. The Position of English Teaching in the States of India, 1961.

16. Position of Science Teaching in the States, 1961.

17. Progress of Examination Reform, 1961.

18. Bibliography of Educational Evaluation, 1961.

19. Teaching of Agriculture in the Multipurpose Schools, 1960.

20. Teaching Commerce in Secondary Schools, 1960.

21. Report of the Seminar-cum-Training Course for Teachers of Multipurpose Schools held at Taradevi in May 1960.

22. Proceedings of the First and Second Meetings of the reconstituted All India Council for Secondary Education, 1959-60.

23. Extension Services Project in India, 1961.

24. Extension Centres: Highlights of Programmes, 1961.

25. Draft Syllabuses for Higher Secondary Schools.

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26. The Teaching of Social Studies : Report of All India Seminar held at Saidapet, January 1957.

27. Proceedings of the First All India Seminar on the Teaching of Science in Secondary Schools held at Taradevi, June 1956.

28. Evaluation in Secondary Schools : A Summary of the Theory and Practices of Evaluation developed in a series of workshops under the direction of Dr. S. B. Bloom.

29. General Science in Higher Secondary Schools.

30. The Teaching of Mathematics in Secondary Schools : Report of the Seminar held at Ahmedabad, October 1957.

31. The Teaching of English in Secondary Schools : Report of All India Seminar held at Nagpur, December 1957.

32. Teaching Home Science in Secondary Schools : Handbook of suggestions for teachers by Dr. Rajammal P. Devadas.

Q. Social Education (including libraries)—

The following publications of the *Ministry of Education* may be consulted.

SOCIAL EDUCATION

1. All India Report of Social Education, 1947-51, 1953.
2. Basic and Social Education, 1948.
3. Social Education in India by Sohan Singh, 1956.
4. Teachers Handbook of Social Education, 1952.
5. Bibliography of Literature in Hindi for Neo-literates, 1955.
6. Writing Books for Adults—Literature for Neo-literates, 1952.

LIBRARIES

7. Libraries in India, 1952.
8. Report of the Advisory Committee for Libraries, 1959.
9. School Libraries by J. Smeaton, 1958.

The following books of the *Ministry of Community Development and Cooperation* may be consulted.

1. Manual on Social Education.
2. Manual on Youth Organizations.
3. Adult Education in Villages.

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4. School Teacher as Adult Education Worker.
5. School as Community Centre.
6. Library Services in Rural Areas.
7. Mahila Mandals.

R. Teachers—

The following publications of the *Ministry of Education* may be consulted.

1. A Draft Syllabus for Secondary Teacher Training, 1959.
2. Better Teacher Education by K. L. Shrimali, 1954.
3. Experiments in Teacher Training by Menon and Kaul, 1954.
4. In-Service Teacher Education by H. S. S. Lawrence, 1956.
5. Syllabus for Emergency Teacher Training under the Second Five Year Plan, 1955.
6. National Awards for Teachers 1959-60: Citations, 1960.
7. Attitude of Student-Teachers Towards Children's Behaviour by E. A. Pires, 1952.
8. The Teacher in India Today by S. Panandikar, 1957.
9. The Teacher and the Parent by Rabindra Menon, 1959.
10. Scales of Pay of Primary and Secondary Teachers in India, 1950-51, 1952.
11. The Teacher We Need in India : A Symposium, 1956.

S. Technical Education—

The following publications of the *Ministry of Education* may be consulted.

1. Proceedings of the Meetings of the All India Council of Technical Education from the First Meeting held in 1946 to the Tenth Meeting held in 1957.
2. Development of Higher Technical Institutions in India (Report of Sarkar's Committee), 1946.
3. Facilities for Technical Education in India, 1948.
4. Proceedings of the First and Second Meetings of the All India Board of Technical Studies in Architecture and Regional Planning held in August 1946 and July 1947 at New Delhi, 1949.

ANNEXURE VII

ALL INDA EDUCATIONAL STATISTICAL TABLES

TABLE NO. I

Growth of Population in India (1901-1961)

State	Total Population in lakhs with Decennial percentage variations						
	1901	1911	1921	1931	1941	1951	1961
I	2	3	4	5	6	7	8
Andhra Pradesh	190.66	214.46 +12.49%	214.20 -0.13%	242.03 +12.99%	272.89 +12.75%	311.14 +14.02%	359.79 +15.63%
Assam	37.13	43.34 +16.73%	51.58 +19.01%	61.66 +19.54%	74.03 +20.08%	88.31 +19.28%	118.60 +34.30%
Bihar	273.12	283.15 +3.67%	281.27 -0.66%	313.48 +11.45%	351.72 +12.20%	387.84 +10.27%	464.57 +19.78%
Gujarat	90.94	98.03 +7.79%	101.74 +3.79%	114.89 +12.92%	137.02 +19.26%	162.63 +18.69%	206.27 +26.80%
Jammu and Kashmir	N.A.	23.26 ..	24.56 +5.58%	27.07 +10.21%	29.48 +8.92%	32.66 +10.78%	35.85 +9.73%
Kerala	63.96	71.48 +11.75%	78.02 +9.16%	95.07 +21.85%	110.32 +16.04%	135.49 +22.82%	168.75 +24.55%

TABLE NO. 1—Contd.

1	2	3	4	5	6	7	8
Madhya Pradesh	168.61	194.41 +15.30%	191.72 -1.38%	213.56 +11.39%	239.91 +12.34%	260.72 +8.67%	323.95 +24.25%
Madras	192.53	209.03 +8.57%	216.29 +3.47%	234.72 +8.52%	262.68 +11.91%	301.19 +14.66%	336.51 +11.73%
Maharashtra	193.92	214.75 +10.74%	208.50 -2.91%	239.60 +14.91%	268.32 +11.99%	320.03 +19.27%	395.04 +23.44%
Mysore	130.55	135.25 +3.60%	133.78 -1.09%	146.33 +9.38%	162.55 +11.09%	194.02 +19.36%	235.47 +21.36%
Orissa	103.03	113.79 +10.44%	111.59 -1.94%	124.91 +11.94%	137.68 +10.22%	146.46 +6.38%	175.66 +19.94%
Punjab	132.66	119.45 -9.96%	124.65 +4.35%	136.67 +9.64%	161.01 +17.81%	161.35 +0.21%	202.98 +25.80%
Rajasthan	102.94	109.84 +6.70%	102.93 -6.29%	117.48 +14.14%	138.64 +18.01%	159.71 +15.20%	201.46 +26.14%
Uttar Pradesh	486.25	481.52 -0.97%	466.70 -3.08%	497.77 +6.66%	565.32 +13.57%	632.16 +11.82%	737.53 +16.67%
West Bengal	169.42	180.01 +6.25%	174.76 -2.91%	188.99 +8.14%	232.32 +22.93%	263.02 +13.22%	349.68 +32.94%

A. & N. Islands	0.25	0.26 +7.34%	0.27 +2.37%	0.29 +8.78%	0.34 +14.61%	0.31 -8.28%	0.63 +104.83%
Delhi	4.06	4.14 +1.98%	4.88 +18.03%	6.36 +30.26%	9.18 +44.27%	17.44 +90.00%	26.44 +51.60%
Himachal Pradesh	8.44	8.77 +3.82%	8.90 +1.54%	9.54 +7.22%	10.58 +10.84%	11.09 +4.89%	13.49 +21.59%
L. M. & A. Islands	0.14	0.15 +4.85%	0.14 -6.31%	0.16 +17.62%	0.18 +14.43%	0.21 +14.60%	0.24 +14.61%
Manipur	2.84	3.46 +21.71%	3.84 +10.92%	4.46 +16.04%	5.12 +14.92%	5.78 +12.80%	7.78 +34.74%
Tripura	1.73	2.30 +32.48%	3.04 +32.59%	3.82 +25.63%	5.13 +34.14	6.39 +24.56	11.41 +78.63
INDIA*	2353.18†	2510.85 5.70%	2503.36 -0.30%	2778.86 11.01%	3174.42 14.23%	3597.95 13.34%	4372.03 21.51%

*Excludes N.E.F.A., N.H.T.A. and Pondicherry.

†Excludes Jammu and Kashmir.

TABLE No. 2

Area and Population (1961—Provisional figures)

State	Area in sq. miles	Population			Density per sq. mile	Popula- tion and Percentage in Urban Areas	Population and Per- centage in Rural Areas
		Male	Female	Total			
1	2	3	4	5	6	7	8
		Figures in lakhs					
Andhra Pradesh	106,052	181.75	178.03	359.78	339	62.61 (17.40%)	297.17 (82.60%)
Assam	47,098	63.18	55.42	118.60	252	8.89 (7.50%)	109.71 (92.50%)
Bihar	67,198	233.28	231.29	464.57	691	39.15 (8.43%)	425.42 (91.57%)
Gujarat	72,154	106.37	99.85	206.22	286	52.81 (25.61%)	153.41 (74.39%)
Jammu and Kashmir	N.A.	19.03	16.81	35.84	N.A.	6.02 (16.80%)	29.82 (83.20%)
Kerala	15,003	83.46	85.29	168.75	1,125	25.35 (15.03%)	143.40 (84.97%)

Madhya Pradesh . . .	171,210	165.99	157.96	323.95	189	46.30 (14.29%)	277.65 (85.71%)
Madras	50,132	169.15	167.36	336.51	671	89.91 (26.72%)	246.60 (73.28%)
Maharashtra	118,884	204.19	190.85	395.04	332	110.29 (27.92%)	284.75 (72.08%)
Mysore	74,122	120.21	115.26	235.47	318	51.87 (22.03%)	183.60 (77.97%)
Orissa	60,162	87.72	87.94	175.66	292	11.11 (6.33%)	164.55 (93.67%)
Punjab	47,084	108.67	94.31	202.98	431	40.79 (20.10%)	162.19 (79.90%)
Rajasthan	132,150	105.58	95.88	201.46	152	32.33 (16.05%)	169.13 (83.95%)
Uttar Pradesh	113,454	386.65	350.88	737.53	650	94.76 (12.85%)	642.77 (87.15%)
West Bengal	33,928	186.11	163.57	349.68	1,031	80.06 (23.15%)	268.72 (76.85%)
A. & N. Islands	3,215	0.39	0.24	0.63	20	0.14 (22.22%)	0.49 (77.78%)
Delhi	573	14.81	11.63	26.44	4,614	23.44 (88.65%)	3.00 (11.35%)

ANNEXURE VI

TABLE NO. 2—*contd.*

1	2	3	4	5	6	7	8
Himachal Pradesh . . .	10,879	7.01	6.48	13.49	124	0.64 (4.73%)	12.85 (95.27%)
L. M. & A. Islands . . .	11	0.12	0.12	0.24	2,192	..	0.24 (100.00%)
Manipur	8,628	3.86	3.92	7.78	90	0.67 (8.6%)	7.11 (91.4%)
Tripura	4,036	5.91	5.50	11.41	283	1.03 (9.01%)	10.38 (90.99%)
INDIA†	11,35,973*	2,253.44	2,118.59	4,372.03	385*	779.07 (17.82%)	3,592.96 (82.18%)

*Excludes Jammu and Kashmir.

†Excludes N.E.F.A. N.H.T.A. and Pondicherry.

TABLE No. 3

National Income (1948-49 to 1959-60)

Year	Net National Output (Rs. in 100 crores.)		Per Capita net Out- put (in Rs.)		Index number of net Output with 1948-49 as base		Index number of per Capita net Output with 1948-49 as base			
	at current Prices	at 1948-49 Prices	at current Prices	at 1948-49 Prices	at current Prices	at 1948-49 Prices	at current Prices	at 1948-49 Prices		
	1	2	3	4	5	6	7	8	9	
1948-49	.	.	86.5	86.5	246.9	246.9	100.0	100.0	100.0	100.0
1949-50	.	.	90.1	88.2	253.9	248.6	104.2	102.0	102.8	100.7
1950-51	.	.	95.3	88.5	265.2	246.3	110.2	102.3	107.5	99.8
1951-52	.	.	99.7	91.0	274.2	250.3	115.3	105.2	111.1	101.4
1952-53	.	.	98.2	94.6	265.4	255.7	113.5	109.4	107.4	103.6
1953-54	.	.	104.8	100.3	278.1	266.2	121.2	116.0	112.6	107.8
1954-55	.	.	96.1	102.8	250.3	267.8	111.1	118.8	101.4	108.5
1955-56	.	.	99.8	104.8	255.0	267.8	115.4	121.2	103.3	108.5
1956-57	.	.	113.1	110.0	283.4	275.6	130.8	127.2	114.8	111.6
1957-58	.	.	113.9	108.9	279.6	267.4	131.7	125.9	113.2	108.3
1958-59	.	.	126.0	116.5	303.0	280.2	145.7	134.7	122.7	113.5
1959-60	.	.	128.4	117.6	302.3	276.9	148.4	136.0	122.4	112.2

ANNEXURE VI

TABLE No. 4
Percentage of Literacy (1951-61).

State	1951			1961		
	Men	Women	All Persons	Men	Women	All Persons
1	2	3	4	5	6	7
Andhra Pradesh	19.7	6.5	13.1	29.7	11.8	20.8
Assam	27.4	7.9	18.3	35.5	14.6	25.8
Bihar	20.5	3.8	12.2	29.6	6.8	18.2
Gujarat	32.3	13.5	23.1	40.8	19.1	30.3
Jammu and Kashmir	N.A.	N.A.	N.A.	16.3	4.2	10.7
Kerala	50.2	31.5	40.7	54.2	38.4	46.2
Madhya Pradesh	16.2	3.2	9.8	26.7	6.6	16.9
Madras	31.7	10.0	20.8	43.0	17.3	30.2
Maharashtra	31.4	9.7	20.9	41.8	16.7	29.7

Mysore	29.1	9.2	19.3	36.0	14.2	25.3
Orissa	27.3	4.5	15.8	34.4	8.6	21.5
Punjab	21.0	8.5	15.2	32.4	13.7	23.7
Rajasthan	14.4	3.0	8.9	22.8	5.7	14.7
Uttar Pradesh	17.4	3.6	10.8	26.7	7.3	17.5
West Bengal	34.2	12.2	24.0	40.0	16.8	29.1
A. & N. Islands	34.2	12.3	25.8	42.4	19.4	33.6
Delhi	43.0	32.3	38.4	58.9	41.1	51.0
Himachal Pradesh	12.6	2.4	7.7	22.6	6.0	14.6
L. M. & A. Islands	25.6	5.3	15.2	35.9	10.9	23.3
Manipur	N.A.	N.A.	N.A.	N.A.	N.A.	26.4
Tripura	22.3	8.0	15.5	32.2	11.4	22.2
N.E.F.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Pondicherry	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
INDIA	24.9*	7.9*	16.6*	33.9	12.8	23.7

*Excludes Jammu and Kashmir.

TABLE No. 5
Growth of Education in India (1881-1947)

Year	Area covered by the Report (Sq. miles)	Population of the area covered by the Report	Total Number of Educational Institutions			Total Number of Students* Enrolled		
			For Boys	For Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9
1881-82 . . .	8,59,844	20,26,04,080	†	†	1,14,112	25,17,629	1,26,349	26,43,978
1886-87 . . .	9,71,525	20,81,97,150	1,20,482	6,638	1,27,120	30,77,257	2,66,287	33,43,544
1891-92 . . .	10,61,340	23,23,45,627	1,35,045	6,753	1,41,798	35,17,778	3,39,043	38,56,821
1896-97 . . .	10,74,268	23,24,90,022	1,44,021	8,009	1,52,030	39,54,712	4,02,158	43,56,870
1901-02 . . .	10,73,981	24,04,35,451	1,40,194	7,514	1,47,708	40,77,430	4,44,470	45,21,900
1906-07 . . .	11,18,566	24,12,64,968	1,50,093	12,440	1,62,533	47,43,604	6,45,028	53,88,632
1911-12 . . .	11,35,483	25,53,68,553	1,60,157	16,073	1,76,230	58,28,182	9,52,539	67,80,721
1916-17 . . .	10,34,716	24,40,21,100	1,71,443	21,320	1,92,763	66,21,527	12,30,419	78,51,946
1921-22 . . .	10,91,229	24,70,97,651	1,81,976	26,144	2,08,120	69,62,928	14,18,422	83,81,350
1926-27 . . .	10,91,333	24,73,33,423	2,15,175	31,089	2,46,264	93,15,144	18,42,352	1,11,57,496
1931-32 . . .	10,94,152	27,17,80,151	2,19,332	38,466	2,57,798	1,02,73,888	24,92,649	1,27,66,537
1936-37 . . .	10,95,443	27,17,97,753	2,17,453	38,262	2,55,715	1,10,07,681	31,38,357	1,41,46,038
1941-42 . . .	8,62,334	29,61,56,845	1,97,394	30,665	2,28,059	1,39,83,913	20,09,274	1,59,93,187
1946-47 . . .	8,62,334	29,61,56,845	1,89,975	28,196	2,18,171	1,39,48,999†	42,97,785	1,82,46,784

*Excludes students studying in University Teaching Departments.

† Not available.

‡Includes girls studying in unrecognised institutions also.

TABLE No. 6
Number of Educational Institutions Classified by Type (1881-1947)

Year	Primary Schools	Secondary Schools	Universities	Boards of Secondary and Intermediate education	Engineering and Technical Colleges	Other Colleges	Technical Schools	Other Schools	Total	Unrecognised institutions
1	2	3	4	5	6	7	8	9	10	11
1881-82	84,740	3,916	3	..	††	122†	‡	108	88,889	25,223
1886-87	89,187	4,517	4	..	4	110	‡	470*	94,292	32,828
1891-92	97,109	4,872	5	..	4	137	‡	554*	1,02,681	39,117
1896-97	1,03,920	5,267	5	..	4	156	86	453	1,09,891	42,139
1901-02	97,854	5,493	5	..	4	187	115	969	1,04,627	43,081
1906-07	1,12,930	5,898	5	..	4	178	165	2,161	1,21,341	41,192
1911-12	1,23,578	6,370	5	..	4	182	256	5,942	1,36,337	39,893
1916-17	1,42,203	7,693	8	..	4	191	270	4,591	1,54,960	37,803
1921-22	1,60,070	8,987	14	..	5	226	292	3,719	1,73,313	34,807
1926-27	1,89,348	11,338	14	..	7	302	460	9,579	2,11,048	35,216
1931-32	2,01,470	13,741	16	6	7	310	494	6,766	2,22,810	34,988
1936-37	1,97,227	14,414	16	6	7	340	546	6,239	2,18,795	36,920
1941-42	1,81,968	15,197	15	6	9	422	670	11,633	2,09,920	18,139
1946-47	1,72,661	18,140	17	6	16	620	665	11,754	2,03,879	14,292

*Includes Technical Schools.
 ‡Included under other schools.

††Included under other colleges.
 †Includes professional schools also.

TABLE No. 7

Number of Scholars by Stages

Year	In Colle- giate Stage	In High Stage	In Middle Stage	In Pri- mary Stage	In Profes- sional Colleges	In Special Schools	Total*	In Un- recognised institu- tions	Total (Re- cognised plus un- recognised)
1881-82	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	26,43,978
1886-87	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	29,70,859	3,72,685	33,43,544
1891-92	12,985	58,388	1,30,991	31,21,522	3,292	21,732	33,48,910	5,07,911	38,56,821
1896-97	14,420	62,706	1,50,117	35,32,157	4,363	24,619	37,88,382	5,68,488	43,56,870
1901-02	17,651	82,312	1,80,670	35,64,122	5,358	36,380	38,86,493	6,35,407	45,21,900
1906-07	18,918	1,09,625	2,05,429	43,36,154	6,250	68,104	47,44,480	6,44,152	53,88,632
1911-12	29,648	1,41,695	2,76,401	54,94,416	6,636	1,79,929	61,28,725	6,51,996	67,80,721
1916-17	46,468	2,16,160	3,85,372	64,04,200	11,504	1,43,604	72,07,308	6,44,038	78,51,946
1921-22	45,175	2,18,606	4,34,810	68,97,233	13,662	1,32,739	77,42,225	6,39,125	83,81,350
1926-27	70,428	2,77,970	7,13,939	91,20,458	17,951	3,28,604	1,05,29,350	6,28,146	1,11,57,496
1931-32	79,139	3,44,758	9,80,514	1,04,27,980	18,392	2,71,094	1,21,22,466(a)	6,44,071	1,27,66,537
1936-37	95,945	4,32,038	11,42,254	1,14,65,709	21,311	2,76,986	1,34,34,382(b)	7,11,656	1,41,46,038
1941-42	1,18,754	16,98,874	(c)	1,31,05,618	26,991	4,78,408	1,54,41,177(d)	5,52,010	1,59,93,187
1946-47	1,93,402	8,70,812	20,36,109	1,41,05,418	44,114	4,98,947	1,77,50,263(e)	4,96,521	1,82,46,784

* Excludes students studying in University Teaching Departments.

(a) Includes 589 scholars whose stagewise enrolment is not available.

(b) Includes 139 students studying classics whose stagewise distribution is not available.

(c) Included under high school stage.

(d) Includes 12,532 scholars whose stagewise enrolment is not available.

(e) Includes 1461 scholars whose stagewise enrolment is not available.

TABLE No. 8

Total Educational Expenditure by Sources (1881-1947)

Year	Govt. Funds	District Board Funds	Municipal Board Funds	Fees	Other Sources	Total
1	2	3	4	5	6	7
Figures in lakhs of rupees						
1881-82	65.57 (40.70%)	26.48 (16.44%)	4.11 (2.55%)	37.86 (23.50%)	27.08 (16.81%)	161.10
1886-87	85.61 (33.92%)	37.14 (14.71%)	12.06 (4.78%)	65.30 (25.87%)	52.31 (20.72%)	252.42
1891-92	88.13 (28.88%)	53.95 (17.68%)	14.10 (4.62%)	88.55 (29.01%)	60.47 (19.81%)	305.20
1896-97	95.23 (27.02%)	57.46 (16.30%)	14.97 (4.25%)	106.11 (30.11%)	78.68 (22.32%)	352.45
1901-02	102.79 (25.62%)	58.87 (14.67%)	15.38 (3.83%)	126.88 (31.63%)	97.29 (24.25%)	401.21
1906-07	184.98 (33.1%)	91.16 (16.3%)	20.21 (3.6%)	148.21 (26.5%)	114.48 (20.5%)	559.04

TABLE No. 8—*contd.*

1	2	3	4	5	6	7
1911-12	269·59 (34·3%)	105·80 (13·5%)	29·84 (3·8%)	219·09 (27·9%)	161·61 (20·5%)	785·93
1916-17	391·63 (34·7%)	173·79 (15·4%)	49·39 (4·4%)	318·71 (28·2%)	195·31 (17·3%)	1128·83
1921-22	902·30 (49·1%)	168·26 (9·2%)	79·05 (4·3%)	380·09 (20·7%)	307·83 (16·7%)	1837·53
1926-27	1193·33 (48·5%)	242·70 (9·9%)	123·21 (5·0%)	521·27 (21·2%)	377·97 (15·4%)	2458·48
1931-32	1246·01 (45·8%)	280·01 (10·3%)	158·17 (5·8%)	622·70 (22·9%)	411·68 (15·2%)	2718·57
1936-37	1236·35 (44·1%)	256·85 (9·2%)	177·64 (6·3%)	710·56 (25·3%)	424·29 (15·1%)	2805·69
1941-42	1351·73 (43·8%)	263·27 (8·5%)	189·85 (6·2%)	854·58 (27·7%)	426·37 (13·8%)	3085·80
1946-47	2595·89 (45·3%)	518·67 (8·7%)	321·54 (5·8%)	1522·22 (25·6%)	807·81 (14·6%)	5766·13

NOTE.—Figures in the parentheses indicate percentages.

TABLE No. 9
Total Educational Expenditure by Objects (1881-1947)
(In Lakhs of Rupees)

Year	Universities	Boards of Intermediate and Secondary Education	Arts Colleges	Professional and Special Colleges	Secondary Schools	Primary Schools	Training Schools	Other Special Schools	Direction	Inspection	Scholarships	Buildings Furniture and Apparatus	Miscellaneous	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1881-82	1.63	..	13.32	..	39.12	70.87	..	4.53	2.74	13.54	3.99	8.38	2.98	161.10
1886-87	3.69	..	16.49	6.00	80.95	81.24	5.44	8.19	3.07	16.84	6.28	18.45	5.78	252.42
1891-92	4.73	..	20.44	8.29	98.96	96.14	6.68	10.43	3.39	19.11	7.27	21.82	7.94	305.20
1896-97	6.71	..	23.70	9.01	114.52	110.89	7.49	11.78	3.80	20.57	7.98	23.70	12.30	352.45
1901-02	7.72	..	26.01	11.97	126.84	118.76	7.16	15.64	3.92	21.53	9.12	25.73	26.81	401.21
1906-07	10.38	..	30.67	16.60	150.88	155.53	11.78	23.22	5.68	30.82	10.55	67.12	45.81	559.04
1911-12	15.88	..	47.99	22.53	207.89	207.26	18.54	35.20	6.89	40.86	13.40	97.30	72.19	785.93
1916-17	25.52	..	71.04	35.99	319.29	293.13	28.64	44.77	8.92	49.65	21.66	137.09	93.13	1128.83
1921-22	73.41	..	110.42	59.78	487.27	509.08	58.64	78.37	13.99	79.36	31.76	197.61	137.84	1837.53
1926-27	100.54	..	145.85	76.36	661.95	695.22	56.31	116.61	15.55	87.47	(a)	277.25	225.37	2458.48
1931-32	132.08	3.24	166.62	81.38	813.00	812.60	55.95	130.00	17.20	96.87	(a)	181.97	227.66	2718.57
1936-37	126.03	4.36	196.19	77.92	881.47	837.78	46.61	126.66	18.63	98.49	(a)	152.84	238.71	2805.69
1941-42	154.46	5.20	241.24	90.40	927.22	949.52	51.11	140.88	17.56	98.22	..	156.58	253.41	3085.80
1946-47	229.77	9.74	439.15	186.59	1702.30	1848.53	91.01	255.56	(b)	182.38	(a)	284.53	536.57	5766.13

(a) Included under Miscellaneous as separate figures are not available,
(b) Included under Inspection.

TABLE NO. 10

Selected Averages and Percentages on Education in India(1881-82 to 1946-47)

Year	Percentage of total educational enrolment to the total population	Total educational expenditure per head of the population	Percentage of Literacy (all India)			Percentage in educational expenditure				
			Men	Women	Total	State Funds	Distt. Board Funds	Municipal Board Funds	Fees	Other Sources
1	2	3	4	5	6	7	8	9	10	11
		Rs.								
1881-82	1.3	0.08	..	..	..	40.7	16.4	2.6	23.5	16.8
1886-87	1.6	0.12	..	..	..	33.9	14.7	4.8	25.9	20.7
1891-92	1.7	0.13	..	..	..	28.9	17.7	4.6	29.0	19.8
1896-97	1.9	0.15	..	..	..	27.0	16.3	4.3	30.1	22.3
1901-02	1.9	0.17	12.9	0.9	7.0	25.6	14.7	3.8	31.6	24.3
1906-07	2.2	0.23	..	..	..	33.1	16.3	3.6	26.5	20.5
1911-12	2.7	0.31	14.0	1.3	7.8	34.3	13.5	3.8	27.9	20.5
1916-17	3.2	0.46	..	..	..	34.7	15.4	4.4	28.2	17.3
1921-22	3.4	0.74	16.1	2.3	9.4	49.1	9.1	4.3	20.7	16.8
1926-27	4.5	0.99	..	..	..	48.5	9.9	5.0	21.2	15.4
1931-32	4.7	1.00	17.4	3.1	10.5	45.8	10.3	5.8	22.9	15.2
1936-37	5.2	1.03	..	..	..	44.1	9.2	6.3	25.3	15.1
1941-42	5.4	1.04	..	..	..	43.8	8.5	6.2	27.7	13.8
1946-47	6.2	1.04	..	..	..	45.0	9.0	5.6	26.4	14.0

TABLE NO. 11
Growth of Education in India (1947-58)

Year	No. of Institutions			Total Enrolment		
	For Boys	For Girls	Total	Boys	Girls	Total
1949—50 . . .	2,55,242	24,067	2,79,309	1,79,77,289	60,11,320	2,39,88,609
1950—51 . . .	2,62,031	24,829	2,86,860	1,91,42,009	64,00,763	2,55,42,772
1951—52 . . .	2,65,746	23,608	2,89,354	1,98,68,090	67,03,485	2,65,71,575
1952—53 . . .	2,75,158	23,601	2,98,759	2,05,02,112	70,21,827	2,75,23,939
1953—54 . . .	2,90,990	22,354	3,13,344	2,15,84,123	75,54,627	2,91,38,750
1954—55 . . .	3,19,983	23,088	3,43,071	2,30,19,117	82,48,303	3,12,67,420
1955—56 . . .	3,41,768	24,873	3,66,641	2,47,34,886	91,88,707	3,39,23,593
1956—57 . . .	3,51,412	26,425	3,77,837	2,60,08,511	99,97,465	3,60,05,976
1957—58 . . .	3,67,094	27,666	3,94,760	2,73,26,844	1,06,75,322	3,80,02,166
1958—59* . . .	3,83,756	29,902	4,13,658	2,96,11,798	1,18,14,951	4,14,26,749

*Figures are provisional.

TABLE No. 12
Educational Institutions by Management (1947-58)

Year	Institutions Managed by						Total
	Govt.	District Boards	Municipal Boards	Private Bodies			
				Aided	Unaided		
1949—50 . . .	85,281	83,537	8,813	90,903	10,775	2,79,309	
1950—51 . . .	74,940	1,00,886	9,288	92,650	9,096	2,86,860	
1951—52 . . .	71,074	1,02,945	9,603	95,596	10,136	2,89,354	
1952—53 . . .	70,681	1,07,275	9,919	1,00,450	10,434	2,98,759	
1953—54 . . .	70,520	1,17,527	10,046	1,04,324	10,927	3,13,344	
1954—55 . . .	80,434	1,30,636	10,401	1,10,956	10,644	3,43,071	
1955—56 . . .	87,601	1,42,980	10,497	1,14,204	11,359	3,66,641	
1956—57 . . .	87,352	1,56,028	10,658	1,12,169	11,630	3,77,837	
1957—58 . . .	1,01,851	1,51,646	10,305	1,18,613	12,345	3,94,760	
1958—59* . . .	1,05,975	1,58,784	13,451	1,23,362	12,087	4,13,659	

*Figures are provisional.

TABLE No. 13
Educational Institutions by Type (1947-58)

Type of Institutions	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59*
Universities	26	27	29	29	30	31	32	33	38	40
Boards	6	7	9	9	10	10	11	12	14	13
Research Institutions	17	18	20	31	35	33	34	41	43	42
Arts and Science Colleges	467	498	552	581	613	657	712	773	817	878
Colleges of Engineering and Technology	28	33	35	39	44	47	47	54	57	62
Colleges for Professional Education	158	175	179	200	209	244	299	345	432	478
Colleges for Special Education	66	92	68	79	87	106	112	128	148	167
High/Higher Secondary Schools	6,682	7,288	8,063	8,719	9,515	10,200	10,838	11,805	12,639	14,325
Middle Schools	12,920	13,596	14,576	15,340	16,252	17,318	21,730	24,486	27,015	39,590
Primary Schools	2,04,826	2,09,671	2,15,036	2,22,014	2,39,382	2,63,626	2,78,135	2,87,298	2,98,247	3,01,605
Pre-Primary Schools	275	303	330	396	426	513	630	769	928	1,190
Schools for Engineering, Technical and Industrial Education	505	451	454	478	484	538	670	712	852	951
Schools for Vocational Education	1,523	1,888	2,009	2,138	2,115	2,214	2,404	2,311	2,380	2,612
Schools for Special Education	51,810	52,813	47,994	48,706	44,142	47,534	50,987	49,070	51,150	51,705

*Figures are provisional.

TABLE No. 14
Enrolment by Stages (1949-58)

State	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59
Pre-Primary	25,765	28,309	28,646	38,286	42,751	60,294	75,495	99,313	1,11,391	1,37,698
✓ Primary	1,77,53,562	1,86,77,641	1,92,98,621	1,98,01,524	2,12,06,218	2,26,22,017	2,45,11,331	2,59,64,808	2,72,87,195	3,00,11,041
✓ Middle	30,67,903	33,30,119	36,48,459	38,50,584	41,84,814	44,59,752	48,23,344	51,58,685	55,72,550	58,45,596
High/Higher Secondary	12,98,962	14,86,892	16,95,377	18,24,554	17,60,955	19,08,258	20,03,261	22,54,912	24,21,868	26,94,557
Intermediate	1,99,251	2,21,337	2,51,855	2,84,594	3,28,116	3,70,594	3,96,448	4,25,944	4,38,774	4,86,835
B.A./B. Sc.	85,060	86,668	99,471	1,08,640	1,21,573	1,33,900	1,50,902	1,68,718	1,89,469	2,03,073
M.A./M.Sc.	13,689	16,528	16,677	19,684	21,117	22,561	25,333	27,822	30,470	35,872
Research	922	1,190	1,490	2,147	2,180	2,518	2,564	2,923	3,262	3,813
Total	2,24,45,114	2,38,48,684	2,50,40,596	2,59,30,013	2,76,67,724	2,95,79,894	3,29,88,678	3,41,03,125	3,60,54,979	3,94,23,496
Prof. & Tech. Education (Collegiate)	79,101	90,263	98,804	1,10,527	1,21,105	1,34,797	1,48,994	1,61,464	1,82,126	2,01,632
Special Education (Collegiate)	5,062	7,340	6,765	7,774	8,642	10,590	11,883	13,902	17,974	21,135
Vocational & Tech. Education (School)	1,62,532	1,90,568	1,92,620	2,15,413	2,16,870	2,47,341	2,80,120	2,93,202	3,07,660	3,12,845
Social (Adult) Education	11,51,066	12,56,011	10,61,280	10,88,784	9,48,847	11,11,405	12,78,827	12,04,985	12,06,630	12,57,679
Special Education (School)	1,45,734	1,49,906	1,71,510	1,71,428	1,75,556	1,83,393	2,15,091	2,29,298	2,32,797	1,79,911
Grand Total	2,39,88,609	2,55,42,772	2,65,71,575	2,75,23,939	2,91,38,250	3,12,67,420	3,39,23,593	3,60,05,976	3,80,02,166	4,14,06,749

TABLE No. 15

Number of Teachers (1949-58)

Year	Men	Women	Total
1949—50	6,47,108	1,16,666	7,63,774
1950—51	6,82,170	1,21,351	8,03,521
1951—52	7,18,856	1,34,425	8,53,281
1952—53	7,47,887	1,48,095	8,95,982
1953—54	7,97,606	1,57,788	9,55,394
1954—55	8,61,467	1,70,568	10,32,035
1955—56	9,20,407	1,86,128	11,06,535
1956—57	9,66,623	2,03,091	11,69,714
1957—58	10,11,175	2,20,238	12,31,413
1958—59	10,66,728	2,41,370	13,08,098

ANNEXURE VII

TABLE No. 16
Expenditure on Education by Sources (1949-58)
 (In lakhs of Rs.)

Year	Government Funds	District Board Funds	Municipal Board Funds	Fees	Other Sources	Total
1949-50 . . .	57,51·97 (56·3%)	7,42·08 (7·3%)	4,52·81 (4·4%)	20,66·07 (20·2%)	12,11·02 (11·8%)	1,02,23·95
1950-51 . . .	65,26·78 (57·1%)	7,86·02 (6·9%)	4,63·85 (4·0%)	23,32·72 (20·4%)	13,28·85 (11·6%)	1,14,38·22
1951-52 . . .	70,39·13 (56·5%)	8,53·36 (6·9%)	5,38·30 (4·3%)	26,96·26 (21·6%)	13,29·14 (10·7%)	1,24,56·19
1952-53 . . .	80,22·77 (58·3%)	8,02·94 (5·8·%)	5,48·96 (4·0%)	29,71·13 (21·6%)	14,18·48 (10·3%)	1,37,64·28
1953-54 . . .	85,39·74 (57·8%)	8,66·41 (5·9%)	5,85·02 (3·9%)	32,90·55 (22·3%)	14,92·45 (10·1%)	1,47,74·17
1954-55 . . .	98,85·24 (59·9%)	9,05·25 (5·5%)	6,03·87 (3·7%)	35,33·61 (21·4%)	15,73·33 (9·5%)	1,65,01·30
1955-56 . . .	1,17,20·49 (61·8%)	9,98,98· (5·2%)	6,45·50 (3·4%)	37,90·33 (20·0%)	18,19·80 (9·6%)	1,89,66·10
1956-57 . . .	1,29,56·16 (62·8%)	10,67·35 (5·2%)	6,94·24 (3·4%)	40,10·02 (19·4%)	19,01·65 (9·2%)	2,06,29·41
1957-58 . . .	1,57,89·93 (65·6%)	9,69·83 (4·0%)	7,48·42 (3·1%)	43,63·94 (18·2%)	21,93·33 (9·1%)	2,40,65·45
1958-59 . . .	1,77,45·01 (66·7%)	8,53·84 (3·2%)	7,96·46 (3·0%)	48,43·58 (18·2%)	23,61·35 (8·9%)	2,66,00·24

TABLE NO. 17
Expenditure by Heads of Charges (1949-58)
(In crores of Rs.)

Heads of Charge	1949-50	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59
1	2	3	4	5	6	7	8	9	10	11
<i>Direct</i>										
Universities	4.72	4.91	4.98	5.94	6.55	7.42	7.98	9.20	9.80	11.64
Boards of Secondary and/or Intermediate Education.	0.47	0.53	0.78	0.94	1.15	1.23	1.32	1.50	1.76	2.05
Research Institutions	0.45	0.63	0.64	0.79	1.21	1.30	1.39	1.75	2.94	2.53
Arts and Science Colleges	6.52	7.17	8.11	8.81	9.58	10.56	11.65	12.82	14.12	15.80
Professional Colleges	3.57	4.22	5.00	5.37	5.61	6.31	7.00	7.79	8.84	11.05
Special Education Colleges	0.15	0.22	0.22	0.25	0.27	0.34	0.36	0.49	0.62	0.70
High Schools	20.46	23.05	26.15	28.43	31.65	34.06	37.62	41.58	46.47	55.50
Middle Schools	6.18	7.70	8.72	9.64	10.52	11.46	15.41	17.15	20.77	31.82
Primary Schools	33.96	36.48	40.40	44.21	46.27	50.89	53.73	58.48	66.71	63.62
Pre-Primary Schools	0.11	0.12	0.15	0.16	0.17	0.20	0.25	0.29	0.33	0.45
Vocational & Tech. Schools	3.43	3.69	3.96	4.00	4.05	4.61	5.45	5.80	7.21	} 8.22
Social (Adult) Schools	0.69	0.72	0.57	0.47	0.49	0.55	0.72	0.68	0.68		} 2.80
Special Education Schools	1.44	1.61	1.99	1.87	1.79	1.78	1.93	2.11	2.24	
Total	82.15	91.05	101.67	110.88	119.31	130.71	144.81	159.64	182.49	203.18

TABLE NO. 17—*contd.*

	1	2	3	4	5	6	7	8	9	10	11
<i>Indirect</i>											
Direction		0·57	0·59	0·66	0·68	0·84	0·82	0·96	0·98	1·01	1·39
Inspection		2·01	2·15	2·42	2·46	2·49	2·72	3·04	3·14	3·76	4·30
Buildings		7·83	9·93	9·80	11·76	11·51	13·79	19·63	22·98	27·77	28·53
Scholarships	3·70	4·54	5·64	6·79	8·22	9·07	10·56	12·87
Hostel Charges	2·16	1·98	2·12	2·38	2·66	2·89	3·78	4·10
Miscellaneous		9·68	10·66	4·15	5·34	5·83	7·80	10·34	7·60	11·26	11·63
Total		20·09	23·33	22·89	26·76	28·43	34·30	44·85	46·66	58·14	62·82
Grand Total		102·24	114·38	124·56	137·64	147·74	165·01	189·66	206·29	240·65	266·00

TABLE NO. 18
Statistics of Primary School Education (1949-58)

Year	Total number of primary schools			Enrolment in classes I-V		Total direct expenditure	Percentage of expenditure on Primary schools met from				
	For Boys	For Girls	Total	Boys	Girls		Govt. funds	Local bodies	Fees	Other sources	
	(Rs.in lakhs)										
1949-50	190,854	13,972	2,04,826	1,30,60,477	51,32,607	1,81,93,084	33.95	26.2	2.4	4.5	
1950-51	195,770	13,901	2,09,671	1,37,69,855	53,84,602	1,91,54,457	36.48	25.0	2.3	4.4	
1951-52	201,068	13,968	2,15,036	1,41,82,284	56,27,464	1,98,09,748	40.39	25.0	2.5	3.8	
1952-53	207,087	14,227	2,22,014	1,44,97,165	58,51,259	2,03,48,424	44.20	21.5	2.8	3.7	
1953-54	224,671	14,711	2,39,382	1,53,56,083	63,15,782	2,16,71,865	46.26	22.1	2.8	3.4	
1954-55	248,701	14,925	2,63,626	1,63,48,670	68,75,560	2,32,24,230	50.89	21.1	3.0	3.3	
1955-56	262,905	15,230	2,78,135	1,75,27,756	76,39,257	2,51,67,013	53.72	20.0	3.3	3.1	
1956-57	271,233	16,065	2,87,298	1,84,50,435	82,62,090	2,67,12,525	58.47	19.7	3.1	2.7	
1957-58	281,814	16,433	2,98,247	1,94,04,496	87,65,583	2,81,70,079	66.71	16.1	2.6	2.8	
1958-59	284,829	16,776	3,01,605	2,10,62,626	96,63,726	3,07,26,352	63.63	13.2	3.4	2.0	

TABLE NO. 19
Statistics of Middle School Education (1949-58)

Year	Total number of middle schools			Enrolment in classes VI-VIII			Total direct expenditure on middle schools	Percentage of expenditure on middle schools met from			
	For Boys	For Girls	Total	Boys	Girls	Total		Government funds	Local bodies	Fees	Other sources
1949-50	11,332	1,588	12,920	23,75,827	4,67,961	28,43,788	(Rs. in lakhs) 6,17.65	48.6	14.5	24.3	12.6
1950-51	11,922	1,674	13,596	25,85,741	5,34,217	31,19,958	7,69.90	51.0	14.9	23.9	10.2
1951-52	12,856	1,720	14,576	27,98,582	5,88,610	33,87,192	8,71.57	50.6	14.5	24.4	10.5
1952-53	13,578	1,762	15,340	29,27,543	6,39,437	35,66,980	9,63.89	51.9	14.5	23.6	10.0
1953-54	14,361	1,891	16,252	31,02,626	7,25,966	38,28,592	10,52.45	53.5	13.6	23.3	9.6
1954-55	15,417	1,901	17,318	32,61,232	7,87,304	40,48,536	11,45.85	57.1	12.6	21.3	9.0
1955-56	19,393	2,337	21,730	32,45,851	8,67,450	41,13,301	15,40.50	62.9	13.0	16.1	8.0
1956-57	21,871	2,615	24,486	36,44,371	9,92,146	46,36,517	17,14.90	66.4	11.6	14.6	7.4
1957-58	24,141	2,874	27,015	38,15,623	10,89,758	49,05,381	20,76.72	72.3	8.8	12.2	6.7
1958-59	33,768	3,762	37,590	42,26,453	12,39,969	54,66,422	31,82.02	71.4	12.2	9.7	6.7

TABLE NO. 20
Schooling facilities for children in the age group 6-11 (1960-61 and 1965-66)

Sl No.	Name of the State	Enrolment in classes I—V (in lakhs)						Percentage of the population in the age group 6-11 (estimated)					
		1960-61			1965-66			1960-61			1965-66		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh .	28.20	17.50	10.70	44.20	25.40	18.80	60.3	74.0	46.2	84.5	96.1	72.7
2	Assam . . .	10.68	6.79	3.89	15.08	8.99	6.09	61.7	73.7	48.0	77.4	86.6	66.9
3	Bihar . . .	32.00	24.00	8.00	48.00	30.00	18.00	53.5	80.0	26.9	72.6	90.4	54.7
4	Gujarat . . .	20.00	12.30	7.70	26.63	15.62	11.01	72.0	85.9	57.3	84.2	95.8	71.9
5	Jammu and Kash- mir	1.97	1.54	0.43	3.02	2.24	0.78	45.0	66.1	21.0	62.3	87.2	34.2
✓6	Kerala . . .	23.44	12.58	10.86	26.61	14.28	12.33	108.8	118.0	99.7	108.7	117.8	99.7
7	Madhya Pradesh	20.00	16.00	4.00	30.00	20.00	10.00	47.0	73.5	19.3	64.0	83.3	43.8

ANNEXURE VII

TABLE NO. 20—*contd.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14
8	Madras . . .	33.50	21.26	12.24	47.50	25.50	22.00	78.9	99.7	58.0	100.0	106.8	93.1
9	Maharashtra . . .	39.00	24.47	14.53	54.00	32.30	21.70	73.3	89.0	56.6	90.5	104.8	75.3
10	Mysore . . .	21.44	13.64	7.80	31.44	16.08	15.36	67.4	84.0	50.1	88.2	88.4	88.1
11	Orissa . . .	10.00	7.50	2.50	16.00	10.50	5.50	47.8	71.6	23.9	64.6	85.0	44.3
12	Punjab . . .	16.86	12.26	4.60	22.86	15.00	7.86	61.8	84.0	36.3	74.6	91.4	55.2
13	Rajasthan . . .	11.51	9.51	2.00	21.00	13.90	7.10	42.0	66.2	15.3	68.2	86.2	48.4
14	Uttar Pradesh . . .	40.43	32.00	8.43	66.50	45.00	21.50	45.4	68.6	19.9	61.7	79.5	41.9
15	West Bengal . . .	28.52	18.67	9.85	35.02	21.50	13.52	65.6	80.8	48.4	73.4	84.5	60.7
16	Delhi . . .	2.91	1.68	1.23	4.08	2.21	1.87	86.6	89.3	83.1	09.5	104.2	94.4
17	Himachal Pradesh . . .	0.80	0.63	0.17	1.14	0.71	0.43	48.8	73.3	21.8	69.5	83.5	54.4
18	Pondicherry . . .	0.35	0.20	0.15	0.47	0.25	0.22	72.9	83.3	62.5	87.0	92.6	81.5
19	Other Union Territories.	1.79	1.23	0.56	2.80	1.68	1.12	62.6	84.2	40.0	78.2	91.8	64.0
	Total . . .	343.40	233.76	109.64	496.35	301.16	195.19	61.1	80.5	40.4	76.4	90.4	61.6

TABLE No. 21

Schooling facilities for children in the age group 11-14 (1960-61 and 1965-66)

Sl. No.	Name of the State	Enrolment in classes VI-VIII (in lakhs)						Percentage of the population in the age group 11-14 (estimated)					
		1960-61			1965-66			1960-61			1965-66		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh .	3.55	2.74	0.81	6.13	4.68	1.45	15.6	23.9	7.2	21.9	33.1	10.4
2	Assam . . .	2.05	1.49	0.56	3.25	2.20	1.05	27.4	37.4	16.0	35.3	44.8	24.5
3	Bihar . . .	5.50	3.40	0.60	9.25	7.40	1.85	19.4	34.3	4.2	26.7	42.6	10.7
4	Gujarat . . .	3.56	2.67	0.89	5.77	3.56	2.21	26.8	39.0	13.8	34.9	41.8	27.6
5	Jammu and Kashmir	0.60	0.51	0.09	0.88	0.72	0.16	27.8	44.0	9.0	33.5	51.4	13.0
6	Kerala . . .	5.44	3.18	2.26	6.19	3.61	2.58	50.3	59.4	41.3	45.3	43.4	37.3
7	Madhya Pradesh	3.27	2.73	0.54	4.96	4.16	0.80	16.3	26.6	5.5	20.3	33.3	6.7

ANNEXURE VII

TABLE No. 20—*contd.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14
8	Madras . . .	33.50	21.26	12.24	47.50	25.50	22.00	78.9	99.7	58.0	100.0	106.8	93.1
9	Maharashtra . . .	39.00	24.47	14.53	54.00	32.30	21.70	73.3	89.0	56.6	90.5	104.8	75.3
10	Mysore . . .	21.44	13.64	7.80	31.44	16.08	15.36	67.4	84.0	50.1	88.2	88.4	88.1
11	Orissa . . .	10.00	7.50	2.50	16.00	10.50	5.50	47.8	71.6	23.9	64.6	85.0	44.3
12	Punjab . . .	16.86	12.26	4.60	22.86	15.00	7.86	61.8	84.0	36.3	74.6	91.4	55.2
13	Rajasthan . . .	11.51	9.51	2.00	21.00	13.90	7.10	42.0	66.2	15.3	68.2	86.2	48.4
14	Uttar Pradesh . . .	40.43	32.00	8.43	66.50	45.00	21.50	45.4	68.6	19.9	61.7	79.5	41.9
15	West Bengal . . .	28.52	18.67	9.85	35.02	21.50	13.52	65.6	80.8	48.4	73.4	84.5	60.7
16	Delhi . . .	2.91	1.68	1.23	4.08	2.21	1.87	86.6	89.3	83.1	09.5	104.2	94.4
17	Himachal Pradesh . . .	0.80	0.63	0.17	1.14	0.71	0.43	48.8	73.3	21.8	69.5	83.5	54.4
18	Pondicherry . . .	0.35	0.20	0.15	0.47	0.25	0.22	72.9	83.3	62.5	87.0	92.6	81.5
19	Other Union Territories . . .	1.79	1.23	0.56	2.80	1.68	1.12	62.6	84.2	40.0	78.2	91.8	64.0
Total . . .		343.40	233.76	109.64	496.35	301.16	195.19	61.1	80.5	40.4	76.4	90.4	61.6

TABLE No. 21

Schooling facilities for children in the age group 11-14 (1960-61 and 1965-66)

Sl. No.	Name of the State	Enrolment in classes VI-VIII (in lakhs)						Percentage of the population in the age group 11-14 (estimated)					
		1960-61			1965-66			1960-61			1965-66		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh .	3.55	2.74	0.81	6.13	4.68	1.45	15.6	23.9	7.2	21.9	33.1	10.4
2	Assam . . .	2.05	1.49	0.56	3.25	2.20	1.05	27.4	37.4	16.0	35.3	44.8	24.5
3	Bihar . . .	5.50	3.40	0.60	9.25	7.40	1.85	19.4	34.3	4.2	26.7	42.6	10.7
4	Gujarat . . .	3.56	2.67	0.89	5.77	3.56	2.21	26.8	39.0	13.8	34.9	41.8	27.6
5	Jammu and Kash- mir	0.60	0.51	0.09	0.88	0.72	0.16	27.8	44.0	9.0	33.5	51.4	13.0
6	Kerala . . .	5.44	3.18	2.26	6.19	3.61	2.58	50.3	59.4	41.3	45.3	43.4	37.3
7	Madhya Pradesh	3.27	2.73	0.54	4.96	4.16	0.80	16.3	26.6	5.5	20.3	33.3	6.7

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TABLE NO. 21—*contd.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14
8	Madras . .	6.36	4.44	1.92	9.36	6.57	2.79	30.1	41.8	18.3	35.9	50.1	21.5
9	Maharashtra . .	7.25	5.35	1.90	11.47	8.22	3.25	28.5	40.7	15.5	36.2	50.2	21.2
10	Mysore . .	3.64	2.66	0.98	5.64	3.66	1.98	23.8	34.1	13.1	29.5	37.5	21.2
11	Orissa . .	0.85	0.74	0.11	1.70	1.36	0.34	7.9	13.8	2.0	13.1	21.0	5.2
12	Punjab . .	3.75	2.75	1.00	5.55	3.54	2.01	28.3	38.8	16.3	33.8	40.3	26.4
13	Rajasthan . .	1.91	1.66	0.25	3.85	3.10	0.75	14.8	24.5	4.1	23.9	36.7	9.8
14	Uttar Pradesh . .	8.60	7.50	1.10	11.60	10.00	1.60	18.6	30.9	5.0	20.5	33.7	5.9
15	West Bengal . .	4.72	3.60	1.12	9.02	5.30	3.72	21.1	30.3	10.7	33.3	36.7	29.4
16	Delhi . .	1.02	0.70	0.32	1.65	1.06	0.59	60.4	73.7	43.2	67.3	84.1	49.6
17	Himachal Pradesh	0.20	0.17	0.03	0.30	0.25	0.05	28.6	45.9	9.1	36.6	59.5	12.5
18	Pondicherry . .	0.80	0.06	0.02	0.10	0.07	0.03	33.3	50.0	16.7	35.7	51.0	21.4
19	Other Union Territories . .	0.53	0.37	0.16	0.81	0.54	0.27	38.1	52.9	23.2	43.5	58.1	29.0
	Total . .	62.88	48.22	14.66	97.48	70.00	27.48	22.8	34.3	10.8	28.6	39.9	16.5

TABLE NO. 22
Teachers in Primary Schools (1949-58)

Year	General Education of Teachers		Sex			Professional Training		Average salary per teacher per year
	Matriculation and above	Non-Matriculいたes	Men	Women	Total	Trained	Untrained	
								Rs.
1949-50 .	45,534 (8.79%)	4,72,364 (91.21%)	4,38,559 (84.68%)	79,339 (15.32%)	5,17,898	3,02,050 (58.32%)	2,15,848 (41.68%)	479.22 ✓
1950-51 .	55,708 (10.36%)	4,82,210 (89.64%)	4,55,637 (84.70%)	82,281 (15.30%)	5,37,918	3,16,124 (58.77%)	2,21,794 (41.23%)	544.52
1951-52 .	64,591 (11.46%)	4,99,087 (88.54%)	4,74,514 (84.18%)	89,164 (15.82%)	5,63,678	3,46,199 (61.42%)	2,17,479 (38.58%)	602.2
1952-53 .	82,772 (14.11%)	5,03,940 (85.89%)	4,87,602 (83.11%)	99,110 (16.89%)	5,86,712	3,64,808 (62.18%)	2,21,904 (37.82%)	634.8
1953-54 .	1,06,703 (17.12%)	5,16,552 (82.88%)	5,18,348 (83.17%)	1,04,907 (16.83%)	6,23,255	3,89,525 (62.50%)	2,33,730 (37.50%)	623.1
1954-55 .	1,44,955 (21.45%)	5,30,846 (78.55%)	5,62,589 (83.25%)	1,13,212 (16.75%)	6,75,801	4,17,816 (61.83%)	2,57,985 (38.17%)	633.3
1955-56 .	1,68,783 (24.42%)	5,22,466 (75.58%)	5,74,182 (83.06%)	1,17,067 (16.94%)	6,91,249	4,23,192 (61.22%)	2,68,057 (38.78%)	651.5
1956-57 .	1,95,232 (27.49%)	5,14,907 (72.51%)	5,88,878 (82.92%)	1,21,261 (17.08%)	7,10,139	4,42,147 (62.26%)	2,67,922 (37.74%)	694.0
1957-58 .	2,09,903 (28.78%)	5,19,336 (71.22%)	6,02,070 (82.56%)	1,27,169 (17.44%)	7,29,239	4,63,435 (63.55%)	2,65,904 (36.45%)	780.6 ✓
1958-59 .	N.A.	N.A.	5,77,467 (83.06%)	1,17,773 (16.94%)	6,95,240	4,43,063 (63.73%)	2,52,177 (36.27%)	N.A.

ANNEXURE VII

TABLE NO. 23
Teachers in Middle Schools (1949-58)

Year	General Education to Teachers		Sex			Professional Training		Average salary per teacher per year
	Matriculation and above	Non-Matriculates	Men	Women	Total	Trained	Untrained	
1949-50	35,228 (44.67%)	43,637 (55.33%)	66,787 (84.69%)	12,078 (15.31%)	78,865	41,478 (52.6%)	37,387 (47.4%)	Rs. 570
1950-51	40,397 (47.25%)	45,099 (52.75%)	72,609 (84.93%)	12,887 (15.07%)	85,496	45,531 (53.3%)	39,965 (46.7%)	682
1951-52	43,824 (48.41%)	46,708 (51.59%)	76,464 (84.46%)	14,068 (15.54%)	90,532	49,057 (54.2%)	41,475 (45.8%)	725
1952-53	48,454 (49.96%)	48,538 (50.04%)	81,989 (84.53%)	15,003 (15.47%)	96,992	53,047 (54.7%)	43,945 (45.3%)	745
1953-54	55,658 (53.36%)	48,642 (46.64%)	87,867 (84.24%)	16,433 (15.76%)	1,04,300	56,788 (54.5%)	47,512 (45.5%)	742
1954-55	63,472 (56.80%)	48,277 (43.20%)	94,671 (84.72%)	17,078 (15.28%)	1,11,749	59,768 (53.5%)	51,981 (46.5%)	774
1955-56	74,864 (50.45%)	73,530 (49.55%)	1,24,550 (83.93%)	23,844 (16.07%)	1,48,394	86,776 (58.5%)	61,618 (41.5%)	809
1956-57	86,850 (52.14%)	79,713 (47.86%)	1,35,467 (81.33%)	31,096 (18.67%)	1,66,563	1,00,077 (60.1%)	66,486 (39.9%)	832
1957-58	1,00,307 (54.20%)	84,765 (45.80%)	1,48,054 (80.00%)	37,019 (20.00%)	1,85,073	1,16,021 (62.69%)	69,052 (37.31%)	919
1958-59	N.A.	N.A.	2,05,568 (77.48%)	59,755 (22.52%)	2,65,323	1,74,607 (65.81%)	90,716 (34.19%)	N.A.

TABLE No. 24
Statistics of Compulsory Primary Education (1949-58)

Year	No. of areas under compulsion		No. of schools where compulsion was in force in		No. of pupils under compulsion in		Total	Coercive Measures Taken					
	Towns	Villages	Towns	Villages	Towns	Villages		No. of notices issued	No. of attendance orders passed	No. of Prosecutions			No. of attendance officers
										For non-enrolment	For non-attendance	Fines realised	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1949—50	385	18,437	7,583	23,686	12,60,303	27,32,384	39,92,687	6,21,841	2,38,296	33,509	85,569	45,892	1,351
1950—51	396	20,261	8,350	25,211	14,30,938	27,35,921	41,66,859	6,45,890	2,52,203	41,984	89,613	40,575	1,286
1951—52	640	32,061	9,622	26,260	17,01,403	29,33,863	46,35,266	5,91,793	2,39,474	41,834	80,536	42,110	983
1952—53	652	33,834	9,958	26,601	17,91,527	29,60,669	47,52,196	5,92,279	2,01,765	31,128	89,152	37,651	1,005
1953—54	893	35,603	10,679	26,728	20,54,549	28,13,336	48,85,885	6,18,447	2,31,874	35,483	69,526	29,259	1,019
1954—55	998	39,079	11,685	31,775	22,57,328	31,71,634	54,28,962	6,26,467	2,23,498	35,549	67,736	24,958	827
1955—56	1,081	39,276	12,664	33,554	24,65,865	36,21,547	60,87,412	6,87,421	2,40,450	39,514	57,146	23,629	981
1956—57	1,194	53,607	12,890	45,467	25,51,687	37,74,530	63,26,217	7,81,924	2,68,671	39,755	56,971	20,785	892
1957—58	1,314	55,168	13,244	50,823	27,26,573	41,07,654	68,34,227	6,68,496	2,51,871	29,883	44,269	31,880	793
1958—59	1,199	56,701	14,173	51,899	28,40,278	44,04,379	72,44,657	6,97,834	2,36,908	27,376	47,621	14,483	842

ANNEXURE VII

TABLE NO. 25
Some useful data about Primary Schools (1949-58)

Year	Percentage of total direct expenditure on items other than teachers' salaries	Direct expenditure on items other than teacher salaries per pupil enrolled	No. of average pupil per teacher	Single-teacher schools		Enrolment per school
				No. of Schools	Total Enrolment	
1949-50	26.92	Rs. 5.25	34	67,762	25,13,849	37
1950-51	19.72	3.92	34	68,841	25,73,576	37
1951-52	15.98	3.40	34	71,361	26,33,108	37
1952-53	15.75	3.57	33	75,214	26,62,097	35
1953-54	16.05	3.57	33	86,031	30,45,694	35
1954-55	15.91	3.65	33	1,01,342	35,18,332	35
1955-56	16.17	3.79	33	1,11,220	39,19,712	35
1956-57	15.73	3.85	34	1,16,272	42,21,501	36
1957-58	14.67	3.95	34	1,23,248	44,67,865	36
1958-59	N.A.	N.A.	35	1,26,238	49,39,141	39

TABLE NO. 26
Some useful data about Middle Schools (1949-58)

Year	Percentage of total di- rect expen- diture on items other than tea- chers' salaries	Direct ex- penditure on items other than teachers salaries per pupil en- rolled	Average no. of pupils per teacher
1949-50	27.69	Rs. 8.27	25
1950-51	24.22	9.00	24
1951-52	24.66	9.63	25
1952-53	25.03	9.36	24
1953-54	36.00	11.46	23
1954-55	24.51	10.82	23
1955-56	22.09	8.92	26
1956-57	19.22	7.51	26
1957-58	18.07	7.42	27
1958-59	N.A.	N.A.	31

ANNEXURE VII

TABLE No. 27
Statistics of High/Higher Secondary School Education (1949-58)

Year	Total number of high/ higher secondary schools			Enrolment in classes IX-X/XI			Total direct ex- penditure on high/ higher secondary schools	Percentage of Expenditure on High/ Higher secondary schools met from			
	For Boys	For Girls	Total	Boys	Girls	Total		Govt. funds	Local Bodies	Fees	Other sources
							Rs.				
1949-50	5,685	997	6,682	9,05,073	1,40,366	10,45,439	20,46.33	34.6	3.1	50.3	12.0
1950-51	6,224	1,064	7,288	10,19,432	1,60,717	11,80,149	23,04.50	36.4	2.9	50.4	10.3
1951-52	6,920	1,143	8,063	12,12,060	1,93,342	14,05,402	26,14.78	36.1	3.5	50.2	10.2
1952-53	7,474	1,245	8,719	12,91,452	2,26,218	15,17,670	28,43.15	35.8	3.7	50.7	9.8
1953-54	8,138	1,377	9,515	13,57,029	2,47,780	16,04,809	31,64.45	35.6	3.7	50.7	9.9
1954-55	8,699	1,501	10,200	14,25,800	2,73,520	16,99,320	34,06.13	37.4	3.8	49.3	9.5
1955-56	9,255	1,583	10,838	15,39,684	3,17,700	18,57,384	37,61.44	39.9	4.2	46.7	9.2
1956-57	10,047	1,758	11,805	16,63,453	3,43,978	20,07,431	41,58.53	42.0	4.0	44.1	9.9
1957-58	1,0750	1,889	12,639	18,41,586	3,91,232	22,32,818	46,47.02	44.4	4.5	41.5	9.6
1958-59	12,222	2,103	14,325	20,43,188	4,34,924	24,78,112	52,49.87	45.9	3.8	41.1	9.2

TABLE No. 28
Schooling facilities for children in the age group 14-17 (1960-61 and 1965-66)

Sl. No.	Name of the State	Enrolment in classes IX-XI (in lakhs)						Percentage of the population in the age group 14-17 (cstd)					
		1960-61			1965-66			1960-61			1965-66		
		Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Andhra Pradesh .	1.86	1.62	0.24	2.36	1.94	0.42	8.8	15.1	2.3	9.6	15.7	3.5
2	Assam . . .	1.10	0.87	0.23	1.71	1.31	0.40	17.5	26.0	7.8	22.9	32.9	11.5
3	Bihar . . .	3.10	2.90	0.20	5.00	4.40	0.60	12.4	23.0	1.5	17.3	30.3	4.2
4	Gujarat . . .	1.48	1.14	0.34	2.26	1.53	0.73	12.2	18.2	5.8	15.9	20.8	10.6
5	Jammu and Kash- mir	0.20	0.17	0.03	0.27	0.23	0.04	9.9	15.9	3.2	11.8	18.9	3.7
6	Kerala . . .	2.25	1.39	0.86	2.95	1.80	1.15	21.6	27.0	16.3	24.2	30.0	18.7
7	Madhya Pradesh	0.78	0.67	0.11	1.10	0.95	0.15	4.3	7.3	1.3	5.3	9.0	1.5

TABLE No. 28—(contd.)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
8	Madras . .	2.66	1.98	0.68	3.97	2.71	1.26	13.4	19.9	6.9	17.3	23.4	11.0
9	Maharashtra .	3.15	2.42	0.73	4.97	3.78	1.19	13.6	20.1	6.5	18.2	26.8	9.0
10	Mysore . .	1.47	1.16	0.31	2.05	1.44	0.61	10.4	16.6	4.5	12.3	16.9	7.5
11	Orissa . .	0.40	0.36	0.04	0.80	0.67	0.13	4.2	7.5	0.8	7.4	12.4	2.4
12	Punjab . .	1.45	1.25	0.20	2.25	1.82	0.43	12.0	19.3	3.6	16.1	24.4	6.6
13	Rajasthan . .	0.86	0.79	0.07	1.53	1.33	0.20	7.4	13.0	1.3	11.2	18.6	3.1
14	Uttar Pradesh .	5.12	4.60	0.52	7.40	6.60	0.80	12.2	20.9	2.6	15.3	26.1	3.5
15	West Bengal .	2.38	2.00	0.38	5.30	4.00	1.30	11.2	17.6	3.8	21.9	31.1	11.5
16	Delhi . .	0.54	0.40	0.14	1.19	0.90	0.29	32.5	43.0	19.2	60.1	88.2	30.2
17	Himachal Pradesh	0.06	0.05	0.01	0.08	0.06	0.02	10.2	16.1	3.6	9.8	14.3	5.0
18	Pondicherry .	0.03	0.02	0.01	0.06	0.04	0.02	13.6	18.2	9.1	23.1	30.8	15.4
19	Other Union Territories	0.19	0.12	0.07	0.31	0.20	0.11	12.8	16.0	9.6	16.4	21.1	11.7
	Total .	29.08	23.91	5.17	45.56	34.71	9.85	11.5	18.4	4.2	15.6	23.7	6.9

TABLE NO. 29
Teachers in High/Higher Secondary Schools (1949-58)

Year	General Education of teachers		Sex		Total	Professional Training		Average salary per teacher per year
	Graduate	Non-Graduate	Men	Women		Trained	Untrained	
1949-50	48,275 (41·56%)	67,882 (58·44%)	97,501 (83·94%)	18,656 (16·06%)	1,16,157	62,247 (53·59%)	53,910 (46·41%)	Rs. 1,162
1950-51	52,842 (41·77%)	73,662 (58·23%)	1,06,522 (84·20%)	19,982 (15·80%)	1,26,504	68,018 (53·77%)	58,486 (46·23%)	1,258
1951-52	60,210 (43·02%)	79,748 (56·98%)	1,15,924 (82·83%)	24,034 (17·17%)	1,39,958	76,880 (55·34%)	63,078 (44·66%)	1,342
1952-53	67,663 (44·42%)	84,678 (55·58%)	1,26,357 (82·94%)	25,984 (17·06%)	1,52,341	84,312 (55·34%)	68,029 (44·66%)	1,371
1953-54	75,822 (45·92%)	89,295 (54·08%)	1,36,817 (82·86%)	28,300 (17·14%)	1,65,117	94,361 (57·15%)	70,756 (42·85%)	1,389
1954-55	82,824 (47·06%)	93,162 (52·94%)	1,44,586 (82·16%)	31,400 (17·84%)	1,75,986	1,02,201 (58·07%)	73,785 (41·93%)	1,383
1955-56	90,575 (47·72%)	29,219 (52·28%)	1,54,709 (81·51%)	35,085 (18·49%)	1,19,794	1,13,338 (59·72%)	76,456 (40·28%)	2,260
1956-57	96,853 (47·10%)	1,08,764 (52·90%)	1,66,471 (80·96%)	39,146 (19·04%)	2,05,617	1,25,845 (63·23%)	79,772 (38·80%)	1,445
1957-58	1,05,638 (47·65%)	1,16,057 (52·35%)	1,78,492 (80·51%)	43,203 (19·49%)	2,21,695	1,39,175 (62·78%)	82,520 (37·22%)	1,503
1958-59	N.A.	N.A.	1,96,257 (79·92%)	49,273 (20·08%)	2,45,530	1,55,272 (63·19%)	90,292 (36·77%)	N.A.

NOTE.—Figures in the parentheses indicate percentages.

TABLE No. 30
Some useful data about High/Higher Secondary Schools (1949-58)

Year	Percentage of total direct expenditure on items other than teachers' salaries	Direct expenditure on items other than teacher's salaries per pupil enrolled	Average no. of pupil per teacher
1949-50	34.05	Rs. 25.00	24
1950-51	30.93	22.56	25
1951-52	28.16	21.36	25
1952-53	26.52	20.38	24
1953-54	27.53	21.89	24
1954-55	28.57	22.64	24
1955-56	28.00	22.36	25
1956-57	28.56	22.89	25
1957-58	28.31	23.66	25
1958-59	N.A.	N.A.	25

TABLE NO. 31-A
Number of University Teaching Departments and Colleges †(University-wise), 1961

University	University Teaching Departments	Constituent Colleges	Affiliated Colleges/Associated Colleges	Recognised Post-Graduate Institutions
1	2	3	4	5
Agra	..	2	101	5
Aligarh	26	1	..	..
Allahabad	22	..	4	..
Andhra	..	5	46*	..
Annamalai	21	..	..	..
Banaras	..	14	7	..
Baroda	..	14	..	..
Bhagalpur	6	1	32	..
Bihar	13	1	35	2
Bombay	7	39	..	14
Burdwan	..	1	32	..
Calcutta	..	13	116	6
Delhi	19	28	..	..
Gauhati	20	1	33	..
Gorakhpur	22	1	15	..
Gujarat	4	..	59	5
I. K. S. V.V.	1	..	7	..
Jabalpur	6	..	19	..
Jadavpur	..	2	..	..
Jammu and Kashmir	6	..	26	..
Karnatak	18	2	28	..

ANNEXURE VII

	1	2	3	4	5
Kerala	6	..	81	..	..
K.S. Darbhanga V.V.	..	4	12	..	..
Kurukshetra	1	1	..	..	..
Lucknow	43	3	13	1	..
Madras	30	22	85	..	..
Marathwada	4	..	16	..	..
Mysore	..	4	44	..	..
Nagpur	8	3	32	..	..
Osmania	..	13	22	2	..
Punjab	22	2	140	41	..
Patna	37	10	30	..	..
Poona	13	11	24	7	..
Rajasthan	12	..	65	..	..
Ranchi	11	1	17	..	..
Roorkee	9	..	..	..	..
S.V. Vidyapeeth	13	6	..	..	..
Saugar	26	..	45	..	..
S.N.D.T. Women's	..	3	7	..	..
Sri Venkateswara	..	2	20*	..	..
U.P. Agricultural	2	2	..	..	..
Utkal	13	..	26	..	..
Varanaseya S.V.	21	..	57	..	..
Vikram	..	14	32	..	..
Visva-Bharati	..	6	..	..	..
Total	462	232	1,328	83	

† Information about Kalyani University is not available.

* Includes recognised Oriental Colleges.

TABLE NO. 31-B
Institutions of Higher Education not affiliated to Universities, 1961

Subject	No. of Institutions
Agriculture and Dairying	14
Banking, Commerce and Co operation	11
Domestic Science	9
Engineering, Technology and Industry	255
Forestry	3
General	6
Marine Training	1
Medicine and Public Health	83
Music and Fine Arts	36
Needle Work	1
Oriental Learning and Theology	45
Physical Education	16
Rural Institutes	13
Social Science	5
Statistics	2
Teachers' Training	78
Veterinary Science	3
Total	581

ANNEXURE VII

	1	2	3	4	5
Kerala		6	..	81	..
K.S. Darbhanga V.V.	4	12	..
Kurukshetra		1	1	..	..
Lucknow		43	3	13	1
Madras		30	22	85	..
Marathwada		4	..	16	..
Mysore	4	44	..
Nagpur		8	3	32	..
Osmania	13	22	2
Punjab		22	2	140	41
Patna		37	10	30	..
Poona		13	11	24	7
Rajasthan		12	..	65	..
Ranchi		11	1	17	..
Roorkee		9	..	..	..
S.V. Vidyapeeth		13	6	..	..
Saugar		26	..	45	..
S.N.D.T. Women's	3	7	..
Sri Venkateswara	2	20*	..
U.P. Agricultural		2	2	..	..
Utkal		13	..	26	..
Varanaseya S.V.		21	..	57	..
Vikram	14	32	..
Visva-Bharati	6
Total		462	232	1,328	83

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Music and Fine Arts	36
Needle Work	1
Oriental Learning and Theology	45
Physical Education	16
Rural Institutes	13
Social Science	5
Statistics	2
Teachers' Training	78
Veterinary Science	3
Total	581

ANNEXURE VII

TABLE 32
Statistics of Research Institutions (1949-58)

Year	Number of Re- search Insti- tutions	Number of Teachers			Total Direct Expenditure on Research Institutions	Percentage of Expenditure met from			
		Men	Women	Total		Gov- ern- ment Funds	Local Boards Funds	Fees	Other sources
1949-50	17	173	4	177	Rs. 44,65,877	87.5	..	0.7	11.8
1950-51	18	250	1	251	62,56,008	90.6	..	0.9	8.5
1951-52	20	259	6	265	64,22,223	90.4	..	1.0	8.6
1952-53	31	426	7	433	79,00,193	90.0	..	1.2	8.8
1953-54	35	457	13	470	1,21,44,513	90.0	..	1.5	8.5
1954-55	33	492	8	500	1,30,28,113	92.6	..	1.1	6.3
1955-56	34	560	14	574	1,39,04,324	93.4	..	1.3	5.3
1956-57	41	677	28	705	1,75,15,723	92.8	..	1.2	6.0
1957-58	43	703	22	725	2,94,47,738	91.4	4.9	0.9	2.8
1958-59*	42	N.A.	N.A.	N.A.	2,53,13,391	N.A.	N.A.	N.A.	N.A.

*Figures for 1958-59 are provisional.

TABLE 33
Statistics of Colleges for General Education (1949-58)

Year	Colleges	Number of pupils*			Teachers in Arts and Science Colleges			Total Direct Expenditure on Arts and Science Colleges Rs.	Percentage of Expenditure met from			
		Boys	Girls	Total	Men	Women	Total		Govt. funds	Local funds	Fees	Other sources
1949-50	467	2,62,882	36,040	2,98,922	12,652	1,344	13,996	6,52,39,904	38·1	0·3	49·9	11·7
1950-51	498	2,85,405	40,318	3,25,723	13,689	1,623	15,312	7,17,14,236	38·3	0·2	51·1	10·4
1951-52	552	3,24,231	45,262	3,69,493	15,646	1,862	17,508	8,11,44,911	36·3	0·1	53·6	10·0
1952-53	581	3,61,351	53,714	4,15,065	16,171	2,114	18,285	8,80,82,370	36·6	..	54·3	9·1
1953-54	613	4,11,590	61,396	4,72,986	17,534	2,311	19,845	9,58,22,090	37·0	0·1	53·4	9·5
1954-55	657	4,57,464	72,109	5,29,573	19,555	2,532	22,087	10,56,46,983	36·9	..	54·6	8·5
1955-56	712	4,91,155	84,092	5,75,247	20,883	2,929	23,812	11,64,74,022	34·3	0·1	54·5	11·1
1956-57	773	5,29,590	95,817	6,25,407	22,983	3,356	26,339	12,82,45,536	35·5	0·2	53·3	11·0
1957-58	817	5,53,314	1,06,681	6,59,995	23,662	3,645	27,307	14,11,57,784	34·9	0·1	53·0	12·0
1958-59†	878	6,09,937	1,24,667	7,34,604	N.A.	N.A.	N.A.	15,80,41,307	N.A.	N.A.	N.A.	N.A.

† Figures are provisional.

TABLE NO. 34
Number of Passes in Selected Examinations (1949-58)

Year	Matriculation or Equivalent		Intermediate		B.A./B.Sc. (Pass and Hons.)		M.A./M.Sc.		Research		Professional Degrees and Equivalent Diplomas only	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
1949-50	1,89,184	25,721	59,283	8,252	28,745	4,694	5,603	744	123	11	16,919	1,232
1950-51	2,41,143	30,148	72,685	9,517	32,238	4,881	7,138	876	146	10	19,445	1,553
1951-52	2,61,059	36,295	77,836	11,105	36,136	5,592	7,743	1,165	164	21	22,684	1,781
1952-53	3,34,760	45,509	89,021	11,429	40,017	6,299	7,863	1,308	123	8	26,269	2,239
1953-54	3,97,005	59,888	1,04,851	15,533	50,178	8,371	9,821	1,583	303	24	30,162	2,319
1954-55	4,00,014	65,481	1,26,476	19,488	57,149	9,394	11,103	1,851	330	24	33,181	3,567
1955-56	4,29,494	72,328	1,31,739	19,921	53,989	9,948	11,769	2,166	350	29	35,772	3,821
1956-57	4,66,764	83,046	1,36,810	23,634	64,517	12,166	12,902	2,375	396	38	41,048	4,636
1957-58	5,21,404	91,165	1,24,837	20,575	73,753	15,797	14,571	2,882	409	34	44,955	5,406
1958-59*	5,17,436	88,042	1,20,215	22,101	75,151	16,119	17,516	3,566	475	52	47,956	5,485

*Figures are provisional.

TABLE NO. 35
Statistics of Colleges for Professional Education (1949-58)

Year	Number of Colleges	Number of pupils			No. of Teachers			Total Direct Expenditure Rs.	Percentage of Expenditure met from				
		Boys	Girls	Total	Men	Women	Total		Govt. Funds	Distt. Board Funds	Municipal Board Funds	Fees	Other Sources
1949-50	186	75,046	4,055	79,101	3,898	355	4,253	3,56,98,482	70.8	0.7	21.0	7.5	
1950-51	208	85,595	4,668	90,263	4,567	334	4,901	4,21,93,383	71.3	0.6	20.8	7.3	
1951-52	214	93,423	5,381	98,804	4,878	367	5,245	5,00,00,822	70.8	0.5	21.7	7.0	
1952-53	239	1,04,223	6,304	1,10,527	5,652	414	6,066	5,36,83,440	69.1	0.5	22.1	8.3	
1953-54	253	1,14,150	6,955	1,21,105	5,842	455	6,297	5,60,89,599	67.7	0.9	23.3	8.1	
1954-55	291	1,26,289	8,508	1,34,797	6,909	567	7,476	6,31,04,380	68.9	0.7	23.1	7.3	
1955-56	346	1,39,776	9,218	1,48,994	8,017	666	8,683	7,00,08,191	67.3	0.9	23.3	8.5	
1956-57	399	1,50,271	11,193	1,61,464	8,863	812	9,675	7,78,93,594	67.1	0.9	23.2	8.8	
1957-58	489	1,67,666	13,898	1,81,564	10,088	960	11,048	8,84,86,589	66.4	0.9	24.8	7.9	
1958-59*	540	1,85,757	15,875	2,01,632	N.A.	N.A.	N.A.	11,05,17,289	67.5	0.8	22.6	3.5	5.6

*Figures are provisional.

TABLE NO. 36
Statistics of Agricultural Colleges (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average Annual Cost per Pupil Rs.	Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Board Funds	Fees	Other Sources		Boys	Girls	Total
1949-50	15	4,525	13	4,538	33,89,007	68.8	..	12.2	19.0	1,099.6	1,143	1	1,144
1950-51	16	4,609	24	4,633	36,85,985	77.4	..	12.2	10.4	1,247.0	1,216	1	1,217
1951-52	16	4,457	17	4,474	42,47,348	80.5	..	9.6	9.9	1,338.6	1,159	1	1,160
1952-53	17	4,208	27	4,235	42,69,127	80.5	..	10.0	9.5	1,436.4	1,073	..	1,073
1953-54	17	4,463	33	4,496	45,10,612	80.5	1.7	10.8	7.0	1,393.5	1,139	2	1,141
1954-55	18	4,786	41	4,827	51,69,400	82.1	..	8.7	9.2	1,488.5	1,117	4	1,121
1955-56	24	5,840	37	5,877	59,12,154	78.0	..	9.6	12.4	1,376.8	1,061	8	1,069
1956-57	25	7,013	38	7,051	67,98,212	76.5	..	10.7	12.8	1,283.9	1,444	8	1,452
1957-58	25	9,211	62	9,273	76,63,156	75.6	..	11.4	13.0	1,198.1	1,538	4	1,542
1958-59*	29	10,776	95	1,0871	95,38,888	76.5	..	11.3	12.2	1,203.8	1,885	8	1,893

*Figures are provisional.

TABLE NO. 37
Statistics of Colleges of Commerce (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average Annual Cost Per pupil Rs.	Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Boards	Fees	Other Sources		Boys	Girls	Total
1949-50	21	31,997	111	32,108	18,28,410	18.6	..	70.0	11.4	223.3	5,334	15	5,349
1950-51	26	36,180	167	36,347	21,46,265	20.3	..	70.8	8.9	215.6	6,224	20	6,244
1951-52	22	38,406	150	38,556	19,57,903	19.4	..	69.5	11.1	217.2	6,767	18	6,785
1952-53	22	44,633	226	44,859	21,47,192	19.7	..	67.8	12.5	215.8	7,733	26	7,759
1953-54	22	47,531	282	47,813	21,43,558	20.4	..	70.9	8.7	205.0	8,422	30	8,452
1954-55	24	52,621	339	52,960	26,60,139	18.4	..	71.6	10.0	203.5	8,717	56	8,773
1955-56	26	58,496	422	58,918	29,63,471	17.8	..	75.2	7.0	194.4	9,540	57	9,597
1956-57	28	60,861	442	61,303	31,84,311	15.3	..	77.3	7.4	179.0	11,273	76	11,349
1957-58	33	62,712	494	63,206	39,43,338	15.7	0.0	77.7	6.6	189.2	11,492	90	11,582
1958-59*	35	66,033	580	66,613	46,18,560	16.2	0.0	75.5	8.3	192.3	12,612	133	12,745

*Figures are provisional.

TABLE NO. 38
Statistics of Colleges of Engineering (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Boards Funds	Fees	Other Sources	Boys	Girls	Total
1949-50	23	10,898	8	10,906	75,69,626	72.0	..	20.6	7.4	1,658	..	1,658
1950-51	27	11,925	22	11,947	91,34,962	68.5	..	22.5	9.0	1,800	2	1,802
1951-52	31	12,293	11	12,304	1,27,79,614	67.4	0.2	22.9	9.5	2,205	..	2,205
1952-53	35	13,189	12	13,201	1,66,43,984	69.8	0.1	19.9	10.2	2,633	4	2,637
1953-54	37	14,559	13	14,572	1,75,78,020	69.7	0.1	20.9	9.3	3,047	2	3,049
1954-55	40	15,976	13	15,989	1,97,54,069	72.2	0.1	20.9	6.8	3,131	3	3,134
1955-56	40	16,959	12	16,971	1,94,69,016	70.4	..	22.3	7.3	3,580	1	3,581
1956-57	47	19,103	28	19,131	2,28,30,819	70.1	..	22.2	7.7	4,005	2	4,007
1957-58	50	24,970	53	25,023	2,36,91,771	66.0	..	27.3	6.7	4,206	1	4,207
1958-59*	53	30,599	150	30,749	2,99,25,497	64.7	..	26.5	8.8	N.A.	N.A.	N.A.

TABLE No. 39

Statistics of Forestry Colleges (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average Annual Cost Per Pupil Rs.	Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Board Funds	Fees	Other Sources		Boys	Girls	Total
1949-50	4	389	..	389	8,11,823	100.0	..	..	..	2,086.9	195	..	195
1950-51	4	313	..	313	8,43,328	98.4	..	..	1.6	2,694.3	52	..	52
1951-52	4	263	..	263	7,93,195	34.5	..	64.9	0.6	2,673.7	34	..	34
1952-53	4	315	..	315	6,54,590	21.6	..	76.8	1.6	2,078.1	31	..	31
1953-54	3	302	..	302	5,63,130	14.0	..	84.7	1.3	1,864.7	39	..	39
1954-55	3	303	..	303	5,80,828	14.1	..	84.5	1.4	1,916.9	30	..	30
1955-56	3	320	..	320	6,55,278	22.9	..	76.3	0.8	2,047.7	40	..	40
1956-57	3	427	..	427	6,83,704	13.6	..	85.9	0.5	1,739.7	86	..	86
1957-58	3	512	..	512	7,85,481	20.9	..	79.1	..	1,636.4	204	..	204
1958-59*	3	599	..	599	7,80,311	18.3	..	81.7	..	1,506.4	N.A.	..	N.A.

*Figures are provisional.

TABLE No. 40
Statistics of Law Colleges (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure Met from				Average Annual Cost Per Pupil Rs.	Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Board Funds	Fees	Other Sources		Boys	Girls	Total
1949-50	20	10,407	226	10,633	10,21,937	8.0	..	84.3	7.7	153.0	2,988	51	3,039
1950-51	19	13,143	291	13,434	11,81,976	7.8	..	84.3	7.9	156.7	3,317	85	3,402
1951-52	22	16,283	329	16,612	13,31,273	6.6	..	86.7	6.7	136.2	4,424	114	4,538
1952-53	22	17,484	324	17,808	14,32,245	0.9	..	95.5	3.6	135.1	5,444	118	5,562
1953-54	21	19,112	405	19,517	14,97,617	1.2	..	93.5	5.3	131.4	6,484	118	6,602
1954-55	23	19,266	385	19,651	14,09,027	1.5	..	97.3	1.2	129.4	5,870	126	5,996
1955-56	25	19,921	347	20,268	16,95,657	6.7	..	89.9	3.4	151.0	5,505	123	5,628
1956-57	29	20,392	425	20,817	17,80,980	5.1	..	90.1	4.8	150.4	5,555	152	5,707
1957-58	31	22,084	481	22,565	20,41,205	5.1	..	92.1	2.8	153.4	5,711	155	5,866
1958-59*	32	23,458	597	24,055	22,61,408	5.0	..	91.4	3.6	159.6	6,100	185	6,285

*Figures are provisional.

TABLE No. 41
Statistics of Medical Colleges (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Boards Funds	Fees	Other Sources	Boys	Girls	Total
1949-50	35	10,819	2,016	12,835	1,29,89,922	69.5	2.0	22.5	6.0	1,498	252	1,750
1950-51	39	12,620	2,341	14,961	1,49,06,977	71.8	1.7	20.0	6.5	1,381	294	1,675
1951-52	42	14,087	2,552	16,639	1,63,04,220	70.1	1.4	22.4	6.1	1,724	362	2,086
1952-53	56	15,513	2,839	18,352	1,80,01,537	71.0	1.5	21.5	6.0	1,846	414	2,260
1953-54	66	17,695	3,198	20,893	2,12,09,880	70.2	1.9	20.9	7.0	2,832	402	3,234
1954-55	78	19,887	3,601	23,488	2,33,79,819	70.5	1.8	21.0	6.7	3,236	547	3,783
1955-56	88	21,085	3,987	25,072	2,71,78,316	70.5	2.3	19.4	7.8	2,915	591	3,506
1956-57	99	22,712	4,577	27,289	2,83,93,554	69.7	2.4	19.0	8.9	3,196	665	3,861
1957-58	106	24,993	5,242	30,235	3,32,71,580	71.0	2.4	19.0	7.6	3,154	708	3,862
1958-59*	109	26,375	5,867	32,242	4,39,52,187	73.1	1.9	16.0	9.0	N. A.	N. A.	N. A.

*Figures are provisional

TABLE No. 42
Statistics of Colleges of Physical Education (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average Annual cost Per Pupil Rs.	Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Boards Funds	Fees	Other Sources		Boys	Girls	Total
1949-50	5	155	37	192	2,58,196	98.2	..	1.5	0.3	1344.8	146	37	183
1950-51	7	280	53	333	3,08,761	69.4	..	12.6	18.0	515.5	84	15	99
1951-52	7	277	55	332	3,79,829	70.8	..	15.1	14.1	615.6	107	25	132
1952-53	7	331	43	374	3,22,851	74.1	..	19.3	6.6	547.2	234	42	276
1953-54	7	351	45	396	3,42,765	70.6	..	21.3	8.1	560.1	209	33	242
1954-55	8	414	57	471	3,70,777	71.2	0.1	22.0	6.7	558.4	325	24	349
1955-56	8	442	48	490	4,28,944	66.7	..	20.7	12.6	622.6	304	46	350
1956-57	10	412	66	478	4,71,500	77.9	..	16.4	5.7	563.3	309	58	367
1957-58	14	535	116	651	6,63,086	72.9	..	16.7	10.4	609.5	249	56	305
1958-59*	15	607	138	745	7,14,489	75.1	..	16.2	8.7	691.7	N.A.	N.A.	N.A.

*Figures are provisional.

TABLE No. 43

Statistics of Teachers' Training Colleges (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average Annual Cost per pupil Rs.	Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Boards Funds	Fees	Other Sources		Boys	Girls	Total
1949-50	48	3,141	1,620	4,761	33,55,159	82.9	..	8.9	8.2	887.4	2,456	907	3,363
1950-51	53	3,839	1,746	5,585	35,47,471	81.9	..	8.8	9.3	899.5	3,123	1,134	4,257
1951-52	55	4,314	2,242	6,556	37,99,934	79.6	..	11.1	9.3	836.8	3,861	1,258	5,119
1952-53	58	5,229	2,805	8,034	43,17,852	80.9	..	10.3	8.8	790.8	4,247	1,631	5,878
1953-54	61	5,904	2,944	8,848	43,58,452	78.8	..	12.0	9.2	670.1	4,710	1,727	6,437
1954-55	77	7,697	3,850	11,547	52,36,656	78.1	..	13.1	8.8	612.4	6,274	2,802	9,076
1955-56	107	9,962	4,318	14,280	65,65,918	72.7	..	15.8	11.5	583.0	7,692	2,986	10,678
1956-57	133	11,677	5,584	17,261	80,47,598	74.4	..	16.0	9.6	575.7	9,305	3,670	12,975
1957-58	203	14,644	7,407	22,051	1,03,39,025	73.6	0.1	16.5	9.8	541.4	9,937	4,057	13,994
1958-59*	233	16,258	8,170	24,428	1,19,34,441	76.0	..	14.7	9.3	558.6	10,557	4,245	14,802

*Figures are provisional.

TABLE NO. 44
Statistics of Colleges of Technology (1949-58)

Year	Number of Colleges	Number of pupils			Total Direct Expenditure Rs. .	Percentage of Expenditure				Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Boards Funds	Fees	Other Sources	Boys	Girls	Total
1949-50	5	1,234	19	1,253	16,35,577	88.7	—	7.1	4.2	314	2	316
1950-51	6	1,303	18	1,321	20,17,774	77.1	0.1	11.0	11.8	453	2	455
1951-52	4	1,570	11	1,581	39,67,481	91.7	—	4.5	3.8	385	2	387
1952-53	4	1,654	14	1,668	6,89,360	29.9	—	5.6	64.5	478	2	480
1953-54	7	2,204	25	2,229	10,07,536	54.5	0.0	10.4	35.1	586	3	589
1954-55	7	2,635	210	2,845	10,32,475	57.1	0.1	11.6	31.2	543	3	546
1955-56	7	2,861	26	2,887	11,88,899	54.6	—	12.0	33.4	857	6	863
1956-57	7	2,767	7	2,774	11,17,355	55.6	0.0	11.9	32.5	606	—	606
1957-58	7	2,949	9	2,958	11,69,465	59.4	—	11.8	28.8	630	3	633
1958-59*	9	4,441	16	4,457	16,57,817	62.8	0.0	11.5	25.7	N.A.	N.A.	N.A.

*Figures are provisional.

TABLE No. 45

Statistics of Veterinary Science Colleges (1949-58)

Year	Number of Colleges	Number of Pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Output (Degrees and Equivalent Diplomas)		
		Boys	Girls	Total		Govt. Funds	Local Bords	Fees	Other Sources	Boys	Girls	Total
1949-50	10	1,481	5	1,486	28,38,825	96.8	—	1.6	1.6	193	—	193
1950-51	10	1,340	6	1,346	43,73,492	95.8	—	4.2	—	242	—	242
1951-52	10	1,438	9	1,447	44,83,899	94.6	—	5.3	5.4	237	1	238
1952-53	11	1,602	9	1,611	48,00,011	93.6	—	5.7	0.7	251	1	252
1953-54	9	1,917	10	1,927	23,75,426	88.5	—	10.3	1.2	305	2	307
1954-55	10	2,519	10	2,529	30,14,186	89.3	—	9.3	1.4	305	1	306
1955-56	15	3,636	13	3,649	34,02,814	84.1	—	12.1	3.8	380	2	382
1956-57	14	4,644	15	4,659	39,50,685	81.7	—	12.8	5.5	533	3	536
1957-58	14	4,860	32	4,892	41,13,198	81.8	—	14.2	4.0	581	3	584
1958-59*	17	5,569	166	5,735	45,40,131	83.0	—	12.8	4.2	N.A.	N.A.	N.A.

*Figures are provisional.

TABLE No. 46
Statistics of Colleges for Special Education (1949-58)

Year	Number of Colleges	Number of pupils			Number of Teachers			Total Direct Expenditure	Percentage of Expenditure met from			
		Boys	Girls	Total	Men	Women	Total		Govt. Funds	Local Funds	Bo- Fees	Other Sources
1947-48	..	..	..	..	..	..	..	..	..	..	..	..
1948-49	..	..	..	..	..	..	..	..	..	..	..	..
1949-50	66	4,291	771	5,062	606	24	630	15,17,537	59.0	2.1	32.7	26.2
1950-51	92	5,573	1,767	7,340	831	73	904	22,24,192	48.9	1.3	11.9	37.9
1951-52	68	5,137	1,628	6,765	868	58	926	22,27,633	54.7	—	11.4	33.9
1952-53	79	5,943	1,831	7,774	901	75	976	25,29,199	56.7	0.2	11.9	31.2
1953-54	87	6,618	2,024	8,642	924	84	1,008	27,07,896	55.2	0.7	15.2	28.9
1954-55	106	7,456	3,134	10,590	1,064	126	1,190	33,96,831	51.1	0.3	13.4	35.2
1955-56	112	8,589	3,294	11,883	1,143	156	1,299	36,34,551	50.0	0.5	15.0	34.5
1956-57	128	10,097	3,805	13,902	1,426	204	1,630	48,63,447	58.9	0.4	13.3	27.4
1957-58	148	12,672	4,151	16,823	1,664	216	1,880	61,55,717	62.2	0.4	12.1	25.3
1958-59*	167	15,212	5,973	21,185	N.A.	N.A.	N.A.	70,05,022	N.A.	N.A.	N.A.	N.A.

*Figures are provisional.

Table No. 47

Statistics of Vocational and Technical Schools (1949-58)

Year	Number of Schools	Number of Pupils			Number of Teachers			Total Direct Expenditure	Percentage of Direct Expenditure from			
		Boys	Girls	Total	Men	Women	Total		Govt. Funds	Local Board Funds	Fees	Other sources
1949-50	2,028	1,26,772	35,760	1,62,532	8,313	2,928	11,241	3,43,02,205	77.1	1.9	9.9	11.1
1950-51	2,339	1,49,445	41,123	1,90,568	9,467	2,131	11,598	3,69,43,140	75.3	2.4	11.7	10.6
1951-52	2,463	1,48,768	43,852	1,92,620	9,908	2,271	12,179	3,96,05,964	75.5	1.4	12.3	10.8
1952-53	2,616	1,61,815	53,598	2,15,413	10,684	2,311	12,995	4,00,33,888	73.7	1.1	13.0	12.2
1953-54	2,599	1,61,469	55,967	2,17,436	10,460	2,540	13,000	4,04,91,343	71.8	0.7	14.2	15.3
1954-55	2,752	1,85,498	61,843	2,47,341	11,859	2,706	14,565	4,60,63,824	72.6	0.9	14.7	11.8
1955-56	3,074	2,14,079	66,041	2,80,120	13,631	2,966	16,597	5,45,08,146	73.8	1.1	14.6	10.5
1956-57	3,023	2,31,415	61,787	2,93,202	14,442	3,055	17,497	5,80,00,117	74.0	1.1	14.5	10.4
1957-58	3,232	2,43,404	63,325	3,06,729	16,027	3,159	19,186	7,21,30,481	75.1	1.0	14.2	9.7
1958-59*	3,563	2,72,732	69,943	3,42,675	17,855	3,485	21,340	8,21,84,140	76.7	1.1	13.8	8.4

*Figures are provisional.

TABLE No. 48
Statistics of Agricultural Schools(1949-58)

Year	Number of Schools	Number of Pupils			Total Direct Expenditure Rs.	Percentage of expenditure met from				Average annual cost per Pupil
		Boys	Girls	Total		Govt. funds	Local Board funds	Fees	Other sources	
1949-50	39	1,867	15	1,882	10,89,462	93.8	0.1	1.0	5.1	578.9
1950-51	35	1,845	9	1,854	13,15,115	95.4	1.6	0.4	2.6	709.3
1951-52	37	2,055	24	2,079	14,07,442	94.0	0.7	0.4	4.9	709.4
1952-53	37	2,032	22	2,054	16,89,000	70.9	..	0.4	28.7	853.9
1953-54	38	2,254	30	2,284	15,28,663	59.9	..	0.8	39.3	693.3
1954-55	44	3,059	29	3,088	18,27,641	72.2	..	0.9	26.9	609.2
1955-56	77	5,216	14	5,230	25,97,050	81.2	..	0.6	18.2	506.3
1956-57	94	6,212	32	6,244	31,57,651	83.6	..	0.9	15.5	516.3
1957-58	105	8,154	30	8,184	33,87,351	82.3	..	1.4	16.3	413.9
1958-59*	102	7,358	53	7,411	36,22,912	84.0	0.0	1.0	15.0	488.9

*Figures are provisional.

TABLE No. 49
Statistics of Arts and Crafts Schools (1949-58)

Year	Number of Schools	Number of Pupils			Total Direct Expenditure	Percentage of Expenditure met from			
		Boys	Girls	Total		Govt. funds	Local Boards funds	Fees	Other Sources
1949-50	137	3,534	6,353	9,887	8,90,006	53.0	6.2	22.4	18.4
1950-51	299	6,059	8,747	14,806	14,86,208	45.3	4.6	20.7	29.4
1951-52	352	5,594	11,013	16,607	12,81,104	41.1	5.3	18.5	35.1
1952-53	382	7,429	11,581	19,010	15,02,668	44.8	5.2	15.5	34.5
1953-54	404	4,966	12,611	17,577	19,54,382	49.8	0.4	16.6	26.7
1954-55	382	4,693	13,651	18,344	17,35,284	40.1	0.9	20.9	29.0
1955-56	391	4,780	14,995	19,775	17,95,264	40.6	0.8	21.1	37.5
1956-57	304	2,733	12,012	14,745	17,23,297	45.7	0.6	24.8	28.9
1957-58	312	2,271	10,574	12,845	15,41,580	45.3	1.1	26.7	26.9
1958-59*	374	3,685	12,011	15,696	17,82,764	47.3	1.5	22.9	28.3

*Figures are provisional.

TABLE NO. 50
Statistics of Commerce Schools (1949-58)

Year	Number of Schools	Number of pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average annual cost per pupil Rs.
		Boys	Girls	Total		Govt. funds	Local funds	Boards Fees	Other Sources	
1949-50	412	25,697	1,985	27,682	10,50,147	8.6	..	75.2	16.2	38.0
1950-51	549	34,206	3,280	37,486	14,59,188	6.8	..	84.9	8.3	38.3
1951-52	583	40,415	4,282	44,697	19,15,565	4.9	..	87.8	7.3	43.0
1952-53	691	47,855	6,557	54,412	22,24,478	5.3	..	85.6	9.1	41.0
1953-54	765	54,760	7,623	62,383	24,80,559	5.7	..	84.1	10.2	39.9
1954-55	830	64,764	8,653	73,417	28,55,484	4.5	..	87.5	8.0	39.4
1955-56	898	69,241	10,326	79,567	32,11,673	4.6	..	87.5	7.9	40.5
1956-57	829	71,442	9,149	80,591	31,74,377	4.9	..	86.3	8.8	39.7
1957-58	877	73,997	11,172	85,169	32,69,150	4.2	..	90.0	5.8	38.6
1958-59*	966	85,276	13,478	98,754	37,86,731	5.5	..	86.8	7.7	38.6

*Figures are provisional.

TABLE No. 51
Statistics of Engineering Schools (1949-58)

Year	Number of Schools	Number of pupils			Total Direct Expenditure Rs.	Percentage Expenditure met from			
		Boys	Girls	Total		Govt. funds	Local Boards funds	Fees	Other sources
1949-50	19	3,864	6	3,870	20,83,657	80.0	1.0	13.7	5.3
1950-51	31	6,670	1	6,671	29,45,512	71.0	0.7	21.3	7.0
1951-52	27	8,094	3	8,097	22,65,339	73.4	0.9	23.3	2.4
1952-53	28	9,133	3	9,136	23,46,414	70.9	0.4	24.2	4.5
1953-54	37	16,642	5	16,647	34,67,081	65.0	0.4	26.6	2.4
1954-55	42	20,376	12	20,388	47,21,396	71.4	0.3	23.8	4.5
1955-56	61	27,492	20	27,512	70,62,188	72.5	0.2	23.1	4.2
1956-57	68	29,370	32	29,402	79,31,335	72.9	0.2	22.2	4.7
1957-58	100	39,719	84	39,803	1,17,34,237	70.6	0.1	24.5	4.8
1958-59*	118	47,862	115	47,977	1,42,27,623	72.0	0.5	24.0	3.5

*Figures are provisional.

TABLE NO. 52
Statistics of Forestry Schools (1949-58)

Year	Number of Schools	Number of Pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from			
		Boys	Girls	Total		Govt. funds	Local Boards funds	Fees	Other sources
1949-50	2	53	..	53	21,724	100.0	..	..	..
1950-51	1	27	..	27	39,868	100.0	..	..	..
1951-52	1	27	..	27	32,950	100.0	..	..	..
1952-53	3	71	..	71	99,288	100.0	..	..	..
1953-54	5	95	..	95	1,01,278	100.0	..	..	..
1954-55	3	80	..	80	1,04,905	92.9	..	7.1	..
1955-56	3	116	..	116	1,16,156	87.3	..	12.7	..
1956-57	4	134	..	134	1,26,796	100.0	..	..	..
1957-58	5	201	..	201	1,52,637	100.0	..	..	..
1958-59*	5	237	..	237	1,22,046	100.0	..	..	..

*Figures are provisional.

TABLE NO. 53
Statistics of Technical and Industrial Schools (1949-58)

Year	Number of Schools	Number of Pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from			
		Boys	Girls	Total		Govt. funds	Local Boards funds	Fees	Other Sources
1949-50	486	6,549	7,777	34,326	1,09,43,919	70.3	4.0	8.9	16.8
1950-51	420	26,267	5,745	32,012	1,18,19,582	76.3	3.4	8.8	11.5
1951-52	427	25,635	5,596	31,231	1,16,20,678	74.2	1.8	9.0	15.0
1952-53	450	27,294	10,179	37,473	1,22,44,614	74.9	1.5	9.3	14.3
1953-54	447	22,971	9,855	32,826	1,10,30,641	74.0	1.7	9.9	14.4
1954-55	496	29,332	11,965	41,297	1,42,53,404	77.2	1.7	8.6	12.5
1955-56	609	34,462	11,868	46,330	1,62,35,959	77.4	1.6	9.2	11.8
1956-57	644	42,073	11,807	53,880	1,68,97,814	77.2	1.6	10.5	10.7
1957-58	752	47,438	13,206	60,644	2,38,73,349	77.8	1.4	9.3	11.5
1958-59*	833	50,735	13,823	64,558	2,72,21,686	80.0	1.7	8.7	9.6

*Figures are provisional.

TABLE No. 54
Statistics of Teachers' Training Schools (1949-58)

Year	Number of Schools	Number of Pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average annual cost per pupil Rs.
		Boys	Girls	Total		Govt. funds	Local Boards funds	Fees	Other Sources	
1949-50	720	50,066	16,980	67,046	1,60,63,672	88.7	0.3	4.4	6.6	240.3
1950-51	782	52,069	17,994	70,063	1,52,29,430	84.5	1.7	4.7	9.1	219.4
1951-52	802	46,817	19,701	66,518	1,66,81,788	85.3	0.9	5.1	8.7	255.7
1952-53	811	50,647	22,134	72,781	1,63,60,577	85.7	0.4	5.2	8.7	230.3
1953-54	808	53,603	23,030	76,633	1,68,37,721	84.2	0.4	5.9	9.5	229.3
1954-55	860	56,288	24,758	81,046	1,71,48,748	83.3	0.3	6.8	9.6	223.6
1955-56	930	65,033	25,881	90,914	1,97,57,007	84.7	0.5	6.2	8.6	236.7
1956-57	916	68,488	24,891	93,379	2,01,82,281	84.5	0.4	5.8	9.3	242.5
1957-58	901	60,422	23,770	84,192	2,26,59,925	86.5	0.3	4.9	8.3	293.0
1958-59*	974	64,708	24,671	89,379	2,55,78,352	87.6	0.3	4.7	7.4	303.8

*Figures are provisional

TABLE No. 55
Statistics of Schools for Physical Education (1949-58)

Year	Number of Institutions	Number of Pupils			Total Direct Expenditure Rs.	Percentage of Expenditure met from				Average annual cost per pupil Rs.
		Boys	Girls	Total		Govt. funds	Local Board funds	Fees	Other sources	
1949-50	174	12,704	1,292	13,996	4,25,142	30.3	6.0	8.1	55.6	30.4
1950-51	182	18,965	3,895	22,860	3,70,859	33.7	3.6	12.0	50.7	16.4
1951-52	188	15,641	1,587	17,228	4,09,621	35.0	2.7	12.5	49.8	24.2
1952-53	170	13,089	1,339	14,428	3,94,405	17.5	4.1	20.6	57.8	27.9
1953-54	17	2,123	329	2,452	2,09,464	46.7	1.9	18.9	32.5	96.6
1954-55	14	1,638	324	1,962	2,62,335	47.7	0.6	30.8	20.9	155.9
1955-56	17	1,871	372	2,243	2,62,568	42.6	2.9	33.9	20.6	136.0
1956-57	36	3,210	295	3,505	3,88,590	36.4	2.3	33.6	27.7	125.3
1957-58	39	2,736	364	3,100	3,67,101	25.9	2.0	38.2	33.9	140.6
1958-59*	38	3,204	435	73,639	3,58,300	35.0	2.1	34.7	28.2	113.3

*Figures are provisional.

TABLE No. 56
Statistics of Schools for the Handicapped (1949-58)

Year	Number of Schools for the physically handicapped				Total	Number of pupils in schools for the physically handicapped				Total	Total Expenditure Rs.	No. of Teachers
	Blind	Deaf-Mute	Crippled	For the mentally handicapped		Blind	Deaf-mute	Crippled	For the mentally handicapped			
1949-50	36	30	6	1	73	1,333	1,354	336	40	3,063	8,99,114	475
1950-51	40	32	9	2	83	1,437	1,605	504	69	3,615	14,07,331	463
1951-52	42	32	8	2	84	1,588	1,741	437	129	3,895	15,34,047	504
1952-53	43	33	7	2	85	1,690	1,852	374	135	4,051	17,01,488	526
1953-54	43	32	7	3	85	1,784	1,973	394	169	4,320	18,28,263	587
1954-55	47	35	8	3	93	2,042	2,121	491	214	4,868	22,55,178	603
1955-56	49	34	8	3	94	2,245	2,290	552	227	5,314	23,96,418	675
1956-57	53	34	8	3	98	2,578	2,236	536	253	5,603	29,40,019	726
1957-58	64	41	10	3	118	2,942	2,610	477	278	6,307	34,19,398	857
1958-59*	71	42	11	4	128	3,283	2,822	632	310	7,047	37,14,123	965

*Figures are provisional.

TABLE NO. 57
Statistics of Social Education (1949-58)

Year	Number of Schools/ classes/ centres	Number of adults on Rolls		No. of adults made literate		Number of teachers	Total Ex- penditure on Social Educa- tion Rs.	% of the expendi- ture on social edn. to the total expendi- ture on Edn.	Percentage of Ex- penditure met from		
		Men	Women	Men	Women				Local Govt. Funds	Board Funds	Other sources
1949-50	47,464	9,84,588	1,66,478	5,45,211	1,12,268	39,267	85,65,887	0.8	94.2	2.4	2.4
1950-51	48,556	10,55,983	2,00,028	5,24,803	75,772	40,587	84,67,868	0.7	94.9	2.5	2.6
1951-52	43,463	9,02,660	1,58,620	4,20,149	68,986	41,234	71,82,663	0.6	92.0	4.3	3.7
1952-53	44,595	9,40,581	1,48,203	4,42,700	65,266	52,603	73,77,554	0.5	92.1	4.6	3.3
1953-54	39,965	8,56,219	92,628	3,62,972	39,468	47,042	62,05,883	0.4	90.0	4.9	5.1
1954-55	43,223	9,95,763	1,15,642	4,23,423	45,678	55,236	77,46,994	0.5	93.9	3.9	2.2
1955-56	46,091	11,42,926	1,35,901	4,91,234	53,987	44,159	96,86,562	0.7	92.2	3.0	4.8
1956-57	44,058	10,59,792	1,45,193	4,94,906	60,503	44,663	85,44,572	0.4	90.6	3.8	5.6
1957-58	45,961	10,58,912	1,47,718	4,64,030	55,187	44,555	90,51,535	0.4	90.6	3.7	5.7
1958-59*	47,963	10,80,056	1,77,584	5,19,646	84,347	43,926	93,08,891	0.3	88.8	3.5	7.7

*Figures are provisional.

TABLE No. 58
Statistics of Pre-Primary Education (1949-58)

Year	No. of pre-primary schools	Number of pupils*			Total Direct Expenditure Rs.	Number of Teachers		
		Boys	Girls	Total		Men	Women	Total
1949-50	275	13,459	12,306	25,765	10,95,574	167	538	705
1950-51	303	15,002	13,307	28,309	11,98,319	170	696	866
1951-52	330	15,302	13,344	28,646	14,88,306	216	836	1,052
1952-53	396	22,180	16,106	38,286	16,20,207	222	997	1,219
1953-54	426	22,919	19,832	42,751	16,89,300	282	1,065	1,347
1954-55	513	35,460	24,834	60,294	19,88,512	226	1,310	1,536
1955-56	630	44,864	30,631	75,495	24,99,241	289	1,591	1,880
1956-57	769	57,772	41,541	99,313	28,86,710	346	1,785	2,131
1957-58	928	61,898	49,493	1,11,391	32,99,544	374	2,078	2,452
1958-59†	1,190	75,093	62,605	1,37,698	45,13,518	404	2,594	2,998

†Figures are provisional.

*Includes enrolment in classes attached to primary and secondary schools.

TABLE No. 59

Education of the Scheduled Castes, Scheduled Tribes and Other Backward Communities (1949-58)

Year	No. of institutions specially meant for S.C. etc.	Number of Pupils			No. of students getting scholarships and stipends			Total Expenditure on scholarships, stipends and other financial concessions	Total Expenditure on institutions specially meant for pupils belonging to S.C. etc.
		Boys	Girls	Total	Boys	Girls	Total	Rs.	Rs.
1949-50	13,936	..	..	44,95,102*	..	..	4,77,118*	67,68,905	1,53,86,732
1950-51	16,266	45,51,197	11,29,051	56,80,248	5,41,260	92,329	6,33,589	1,32,79,127	2,14,34,551
1951-52	16,724	52,44,693	13,95,350	66,40,043	6,36,666	1,25,585	7,62,251	1,73,31,452	2,40,88,924
1952-53	16,248	55,00,705	15,27,806	70,28,511	5,88,519	1,50,825	7,39,344	2,22,82,220	2,42,68,113
1953-54	13,006	61,64,050	16,31,381	77,95,431	7,59,066	1,46,857	9,05,923	2,83,80,389	2,26,99,602
1954-55	13,731	71,09,803	19,92,119	91,01,922	9,03,797	2,38,362	11,42,159	3,75,82,580	2,51,47,661
1955-56	15,682	79,94,471	22,39,970	102,34,441	9,74,920	2,19,363	11,94,283	4,10,02,531	3,10,41,169
1956-57	16,567	82,77,643	23,27,516	106,05,159	9,04,999	1,82,719	10,87,718	4,26,06,930	2,76,81,424
1957-58	15,369	89,70,716	26,99,419	116,70,135	10,60,002	2,71,615	13,31,617	4,92,11,986	2,79,84,361
1958-59†	13,784	11,203,233	32,01,209	144,04,442	11,66,764	3,27,045	14,93,809	5,52,58,078	2,57,62,299

*Break-up between boys and girls is not available.

†Figures are provisional.

TABLE No. 60
Educational Direction and Inspection (1949-58)

Year	Number of Posts				Total		Total Expenditure on Direction and Inspection Rs.	Percentage of Total Expenditure on Direction and Inspection to total Educational Expenditure
	Class I		Class II		Men	Women		
	Men	Women	Men	Women	Men	Women		
1949-50	540	36	2,806	425	3,346	461	2,57,96,114	2.5
1950-51	824	50	3,391	476	4,215	526	2,73,64,460	2.4
1951-52	606	39	3,288	477	3,894	516	3,08,17,511	2.5
1952-53	610	47	3,633	475	4,243	522	3,14,03,801	2.3
1953-54	630	50	4,048	557	4,678	607	3,32,82,175	2.3
1954-55	649	55	4,422	720	5,071	775	3,54,13,507	2.1
1955-56	776	66	5,295	824	6,071	890	4,00,05,705	2.1
1956-57	772	72	5,291	804	6,063	876	4,12,16,084	2.0
1957-58	863	65	7,129	1,003	7,992	1,068	4,77,31,146	2.0
1958-59*	1,029	65	7,874	1,122	8,903	1,187	5,68,48,886	2.1

*Figures are provisional.

ANNEXURE VIII

EDUCATIONAL STATISTICS OF STATES WHICH HAVE CEASED TO EXIST FOLLOWING
REORGANISATION

EDUCATIONAL STATISTICS OF AJMER

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For Girls	Total	For Girls
I	2	3	4	5
Universities . . . . .	..	..	..	..
Boards of Education	1	..	1	..
Arts and Science Colleges	5	2	10	3
Colleges for Professional Education	1	..	..	..
Colleges for Special Education . . . . .	..	..	1	1
Secondary Schools	66	14	74	15
Primary Schools	348	81	619	77
Pre-Primary Schools . . . . .	..	..	..	..
Schools for Vocational Education	4	1	2	..
Schools for Special Education	6	..	1,080	160
Total	431	98	1,787	256

II—Number of Students

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
I	2	3	4	5
Collegiate Education:—				
Research	2	..	10	1
M.A./M.Sc.	95	5	186	21
B.A. and B. Sc. (Pass and Hons.)	257	10	589	118
Intermediate Arts and Science	607	90	1,352	299
Agriculture and Forestry . . . . .	..	..	37	..
Commerce	36	2	437	..
Engineering and Technology . . . . .	..	..	..	..
Law . . . . .	..	..	117	..
Medicine and Veterinary . . . . .	..	..	..	..
Teachers' Training :—				
Basic	} 62	7	..	..
Non-Basic . . . . .			..	..
Others (Professional) . . . . .	..	..	..	..
Special Education (University Standard) . . . . .	..	..	24	18
School Education :—				
Secondary Stage	} 46,330	11,790	16,208	3,029
Primary Stage			54,438	15,585
Pre-Primary Stage			296	72
Vocational Education	502	49	291	20
Special Education	225	..	13,416	1,745
Total	48,116	11,953	87,401	20,908

III—Expenditure on Educational Institutions .

Source	1949-50		1955-56	
	Total Rs.	For Girls Rs.	Total Rs.	For Girls Rs.
1	2	3	4	5
Government Funds	30,66,606	5,66,389	77,87,664	9,84,704
District Board Funds	55,329	..	6,508	288
Municipal Board Funds	1,21,251	34,097	..	..
Fees	10,29,390	1,05,881	16,92,508	1,88,147
Endowments	7,218	509	5,86,067	2,22,666
Others	5,85,385	1,36,752	1,75,153	25,015
Total	48,65,179	8,43,628	1,02,47,900	14,20,820
<i>IV—Number of Teachers</i>				
	Total	Women	Total	Women
Secondary Schools	675	110	761	118
Primary and Pre-Primary Schools	1,030	238	1,951	491
Total	1,705	348	2,712	609
<i>V—Examination Results</i>				
M. A. and M. Sc.	20	..	68	9
B. A. and B. Sc. (Pass and Hons.)	94	..	149	28
Professional (Degree)	60	7	70	..
Matriculation and Equivalent Examinations	996	72	1,920	336

ANNEXURE VIII

EDUCATIONAL STATISTICS OF BHOPAL

I—Number of Institutions

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
1	2	3	4	5
Universities . . . . .	..	..	..	..
Boards of Education . . . . .	..	..	..	..
Arts and Science Colleges	1	..	2	..
Colleges for Professional Education . . . . .	..	..	3	..
Colleges for Special Education	2	..	1	..
Secondary Schools	20	3	108	15
Primary Schools	209	26	1,367	39
Pre-Primary Schools . . . . .	..	..	..	..
Schools for Vocational Education	2	..	15	4
Schools for Special Education	15	2	48	5
Total	249	31	1,544	63

II—Number of Students

Collegiate Education—

Research . . . . .	..	..	..	..
M.A./M.Sc. . . . .	..	..	139	18
B.A. and B.Sc. (Pass and Hons.).	79	22	278	32
Intermediate Arts and Science	218	36	478	76
Agriculture and Forestry . . . . .	..	..	61	..

Commerce . . . . .	..	..	129	..
Engg. and Technology . . . . .	..	..	..	..
Law . . . . .	..	..	88	5
Medicine and Veterinary . . . . .	..	..	50	10
Teachers' Training :				
Basic . . . . .	..	..	64	15
Non-Basic . . . . .	..	..	..	..
Others (Professional) . . . . .	..	..	..	..
Special Education (<i>University Standard</i>)	136	..	2	1

<i>School Education—</i>				
Secondary Stage	3,032	456	6,379	876
Primary Stage	10,745	1,537	53,996	7,808
Pre-Primary Stage	74	15	20	15
Vocational Education	162	..	954	124
Special Education	1,186	396	1,218	239
Total	15,632	2,462	63,856	9,219

III—Expenditure on Educational Institutions (By Sources)

	Rs.	Rs.	Rs.	Rs.
Government Funds	7,36,862	85,091	95,98,054	11,03,342
District Board Funds . . . . .	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..
Fees	28,390	..	1,23,041	31,126
Endowments	17,926	5,891	33,699	8,736
Others	29,163	385	57,607	33,290
Total	8,12,341	91,367	98,12,401	11,76,494

IV—Number of Teachers

	Total	Women	Total	Women
Secondary Schools	331	54	1,521	197
Primary and Pre-Primary Schools	310	45	2,423	157
Total	641	99	3,944	354

V—Examination Results

M.A. and M.Sc. . . . .	..	..	16	..
B.A. and B.Sc. (Pass and Hons.)	15	5	44	8
Professional (Degree)	18	..	75	12
Matriculation and Equivalent Examinations.	111	19	281	45

EDUCATIONAL STATISTICS OF BOMBAY

I—Number of Institutions

Item	1955-56		1958-59	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities	6	1	8	1
Boards of Education	2	..	2	..
Research Institutions	16	..	22	..
Colleges for General Education—				
Degree Standard	} 7 ¹	} 8	84	11
Intermediate Standard			6	1
Colleges for Professional and Technical Education—				
Agriculture and Forestry	4	..	5	..
Commerce	12	..	16	..
Engineering and Technology	9	..	10	..
Law	9	..	12	..
Medicine	18	..	20	..
Teachers' Training—				
Basic	4	..	5	..
Non-Basic	13	1	63	1
Veterinary Science	N.A.	N.A.	2	..
Others	4	..	2	..
Colleges for Special Education	7	1	13	1

ANNEXURE VIII

I—Number of Institutions—(contd.)

	1	2	3	4	5
Schools for General Education—					
Higher Secondary Schools
High Schools
Middle Schools—					
Basic
Non-Basic
Primary Schools—					
Basic
Non-Basic
Pre-Primary Schools
Schools for Vocational and Technical Education—					
Agriculture and Forestry
Art and Crafts
Commerce
Engineering
Medicine
Teachers' Training
Basic
Non-Basic
Technology and Industrial
Others
Schools for Special Education—					
For the Handicapped
Social (Adult) Education
Others
Total

II—Number of Students

Item.	1955-56		1958-59	
	Total	Girls	Total	Girls
1	2	3	4	5
<i>A. By Type of Institution—</i>				
Universities	1,708	273	2,671	396
Research Institutions	258	61	447	98
Arts and Science Colleges	66,151	13,613	91,178	21,207
Professional and Technical Colleges	31,011	2,317	41,051	3,884
Special Education Colleges	909	384	2,210	699
Higher Secondary Schools . . . . .	..	..	..	..
High Schools	6,36,689	1,53,946	9,38,910	2,37,661
Middle Schools—				
Basic	8,91,908	2,55,688	14,36,283	4,40,911
Non-Basic	1,93,320	39,937	19,20,969	7,44,878
Primary Schools—				
Basic	2,48,098	75,714	2,38,317	66,550
Non-Basic	34,96,679	11,70,432	21,61,332	7,39,939
Pre-Primary Schools	26,279	11,345	46,402	20,903
Schools for Vocational and Technical Education				
Education	58,215	20,241	80,392	22,836
Schools for Special Education	4,66,612	66,459	3,85,473	63,760

ANNEXURE VIII

II—Number of Students—(contd.)

	1	2	3	4	5
<i>B. By Stages/Subjects</i>					
General Education (University Standard)—					
Research		511	96	715	125
M.A. and M.Sc.		3,540	770	5,183	1,101
B.A. and B.Sc. (Pass and Hons.)		18,730	3,992	25,010	6,758
Intermediate (Arts and Science)		44,008	8,907	61,162	13,395
Professional Education (University Standard)—					
Agriculture and Forestry		1,082	5	1,690	7
Commerce		9,611	296	14,183	397
Engineering and Technology		3,761	19	5,835	45
Law		4,617	144	6,093	279
Medicine		5,370	953	6,535	1,379
Teachers' Training—					
Basic		115	19	157	24
Non-Basic		1,693	656	4,116	1,906
Veterinary Science		N.A.	N.A.	326	1
Other Subjects		534	18	417	16

Special Education (University Standard)	305	264	1,594	590
General Education (School Standard)—				
High and Higher Secondary	4,00,176	84,292	6,00,062	1,33,469
Middle	9,03,546	2,13,762	11,95,714	3,17,057
Primary	41,62,988	13,97,599	48,81,770	17,73,243
Pre-Primary	26,421	11,409	64,667	27,073
Vocational Education (School Standard)—				
Agriculture and Forestry	1,031	..	3,608	3
Arts and Crafts	10,871	9,661	8,600	7,583
Commerce	17,629	2,511	24,212	4,071
Engineering	15,799	2	7,842	5
Medicine	2,195	1,809	5,903	4,026
Teachers' Training—				
Basic	15,127	4,615	16,308	4,439
Non-Basic	2,359	1,379	2,472	1,728
Technology and Industrial	6,755	353	12,192	773
Other Subjects	738	86	3,007	213
Special Education (School Standard)—				
For the Handicapped			1,865	391
Social (Adult) Education	4,68,125	66,793	3,71,243	59,019
Other Subjects			13,154	4,606
Total	61,17,837	18,10,410	73,45,635	23,63,722

III—Expenditure on Educational Institutions

Item	1955-56		1958-59	
	Total Rs.	On Institu- tions for Girls Rs.	Total Rs.	On Institu- tions for Girls Rs.
I	2	3	4	5
A. By Sources				
Government Funds				
Central	2,12,63,337	6,95,637	2,86,80,108	15,07,613
State	20,71,52,410	1,90,52,157	27,04,08,949	2,56,07,788
District Board Funds	77,53,889	3,54,876	1,09,13,833	6,07,099
Municipal Board Funds	2,42,14,577	60,26,096	3,04,97,504	73,03,486
Fees	7,72,05,179	96,46,165	11,17,82,343	1,25,35,178
Other Sources	3,07,93,799	42,53,809	4,09,05,300	51,52,995
B. By Type of Institutions				
Direct Expenditure on—				
Universities	97,19,911	3,36,266	1,50,38,455	3,90,615
Boards	26,87,806	..	37,61,707	..
Research Institutions	22,68,584	..	24,41,053	..
Arts and Science Colleges	1,89,65,391	6,91,274	2,66,63,772	13,26,941
Colleges for Profes- sional and Techni- cal Education	1,63,94,352	51,364	2,12,90,085	71,170
Colleges for Special Education	7,90,244	1,25,898	15,75,275	1,52,195

High and Higher Secondary Schools	6,95,00,628	1,15,67,516	10,08,27,236	1,45,28,911
Middle Schools—				
Basic	2,51,74,628	24,26,027	4,49,51,141	55,00,449
Non-Basic	99,86,437	9,75,183	6,33,01,855	1,03,77,664
Primary Schools—				
Basic	67,24,008	10,99,396	86,90,929	4,79,646
Non-Basic	10,59,70,474	1,44,39,015	7,21,82,630	82,31,281
Pre-Primary Schools	12,70,371	3,03,285	22,62,587	..
Vocational and Technical Schools	1,23,09,213	29,18,467	1,91,66,093	33,95,124
Special Education Schools	29,16,907	4,76,747	42,04,031	6,68,338
<i>Total (Direct)</i>	28,46,78,954	3,54,10,438	38,63,56,849	4,51,22,334
Indirect Expenditure—				
Direction and Inspection	56,91,972	42,296	71,23,734	1,40,599
Buildings	2,53,12,480	17,35,717	3,20,60,845	25,71,098
Scholarships	88,17,550	14,05,588	2,39,09,309	27,44,188
Hostels	40,53,642	7,60,995	58,38,097	11,44,679
Other Miscellaneous Items	3,98,28,593	6,73,706	3,78,99,213	9,91,261
<i>Total (Indirect)</i>	8,37,04,237	46,18,302	10,68,31,198	75,91,825
Grand Total	36,83,93,191	4,00,28,740	49,31,88,047	5,27,14,159

IV—Number of Teachers

Item	1955-56		1958-59	
	Total	Women	Total	Women
I	2	3	4	5
Universities and Colleges	N.A.	N.A.	7,671	873
High and Higher Secondary Schools			38,323	7,949
Middle Schools	58,270	10,662	83,235	18,134
Primary Schools	1,05,518	21,851	73,787	16,274
Pre-Primary Schools	934	744	1,553	1,291
Vocational and Technical Schools	N.A.	N.A.	5,626	1,242
Special Schools	N.A.	N.A.	1,061	225
<i>V—Examination Results</i>				
Students Passing—				
M.A. and M.Sc.	N.A.	N.A.	1,967	431
B.A. and B.Sc. (Pass and Hons.)	N.A.	N.A.	11,580	3,475
Professional (Degree)	N.A.	N.A.	6,764	745
Matriculation and Equivalent Examinations			88,628	19,799
<i>VI—Number of Institutions in Rural Areas</i>				
	Total	For Girls	Total	For Girls
Universities and Colleges	7	..	12	..
High and Higher Secondary Schools	222	..	770	5
Middle Schools	2,915	119	11,797	514
Pre-Primary Schools	35,674	779	31,096	504
Vocational and Special Schools	14,900	1,116	15,177	2,022
Total	53,697	2,014	58,854	3,045

VII—Number of Pupils from Rural Areas

Item	1955-56		1958-59	
	Total	Girls	Total	Girls
1	2	3	4	5
Universities and Colleges	23,170	1,518	33,133	2,400
High and Higher Secondary Schools	1,20,660	11,822	2,45,030	26,157
Middle Schools	7,69,268	1,80,969	21,67,663	6,91,607
Pre-Primary Schools	24,79,431	6,13,522	16,73,632	5,12,991
Vocational and Special Schools	3,27,059	30,516	2,77,983	39,278
Total	37,19,588	8,38,347	43,97,441	12,72,433

ANNEXURE VIII

VIII—Number of Students in Selected Classes

Number of Students in Classes—

I-V	N.A.	N.A.	53,84,824	19,09,064
VI-VIII	N.A.	N.A.	9,03,974	2,29,575
IX-XI	N.A.	N.A.	3,88,748	85,130

IX—Some Selected Averages and Percentages

	1955-56	1958-59
I	2	3
Cost per Capita on Education (in Rupees)	6.9	8.6
Cost per Pupil-- (in Rupees)		
High/Higher Secondary Schools	109.2	107.4
Middle Schools	32.4	32.2
Primary Schools.	30.1	33.7
Number of Pupils per Teacher in—		
High/Higher Secondary Schools	30	24
Middle Schools		40
Primary Schools.	35	33
Percentage of Trained Teachers in—		
High/Higher Secondary Schools	64.4	62.6
Middle Schools		63.1
Primary Schools.	44.1	48.3

EDUCATIONAL STATISTICS OF COORG

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities	..	..	..	..
Boards of Education	..	..	..	..
Arts and Science Colleges	1	..	1	..
Colleges for Professional Education	..	..	..	..
Colleges for Special Education	..	..	..	..
Secondary Schools	36	2	60	2
Primary Schools	88	1	172	2
Pre-Primary Schools	3	..	9	..
Schools for Vocational Education	..	..	4	..
Schools for Special Education	3	..	74	6
Total	131	3	320	10

II—Number of Students

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
1	2	3	4	5
Collegiate Education—				
Research	..	..	..	..
M.A./M.Sc.	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	..	..	75	15
Intermediate Arts and Science	110	14	245	42
Agriculture and Forestry	..	..	..	..
Commerce	..	..	..	..
Engineering and Technology	..	..	..	..
Law	..	..	..	..
Medicine and Veterinary	..	..	..	..
Teachers' Training :				
Basic	..	..	..	..
Non-Basic	..	..	..	..
Others (Professional)	..	..	..	..
Special Education (University Standard)	..	..	..	..
School Education:—				
Secondary Stage	6,273	2,106	9,331	3,116
Primary Stage	15,330	5,780	26,599	11,524
Pre-Primary Stage	177	84	521	247
Vocational Education	70	14	183	30
Special Education	106	18	1,559	161
Total	22,066	8,016	38,513	15,135

III—Expenditure on Educational Institutions

Source	1949-50		1955-56	
	Total Rs.	For Girls Rs.	Total Rs.	For Girls Rs.
1	2	3	4	5
Government Funds	10,20,012	9,440	25,55,844	57,225
District Board Funds	70,958	..	..	..
Municipal Board Funds	29,857	3,600	25,547	3,863
Fees	1,84,909	17,308	1,59,366	9,910
Endowments . . . . .	..	..	1,034	..
Others	61,441	36,928	2,11,310	43,171
Total	13,66,277	67,276	29,53,101	1,14,169

IV—Number of Teachers

Item	Total	Women	Total	Women
Secondary Schools	418	86	714	176
Primary and Pre-Primary Schools	254	44	362	57
Total	672	130	1,076	233

V—Examination Results

M.A. and M.Sc. . . . .	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	7	..
Professional (Degree) . . . . .	..	..	..	..
Matriculation and Equivalent Examinations	135	45	208	52

EDUCATIONAL STATISTICS OF HYDERABAD

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities	1	..	1	..
Boards of Education	..	..	1	..
Arts and Science Colleges	11	1	21	2
Colleges for Professional Education	5	..	12	..
Colleges for Special Education	..	..	..	..
Secondary Schools	312	68	451	91
Primary Schools	8,272	1,039	13,302	831
Pre-Primary Schools	..	..	13	7
Schools for Vocational Education	12	3	41	2
Schools for Special Education	431	26	1,436	38
Total	9,044	1,137	15,278	971

II—Number of Students

	Total	Girls	Total	Girls
I	2	3	4	5
Collegiate Education—				
Research	13	4	75	15
M.A./M.Sc.	255	58	361	111
B.A. and B.Sc. (Pass and Hons.)	1,455	176	3,060	477
Intermediate Arts and Science	4,381	451	7,563	1,026
Agriculture and Forestry	125	..	97	3
Commerce	127	..	1,341	3
Engineering and Technology	255	..	455	..
Law	234	1	1,047	12
Medicine and Veterinary	464	73	1,107	212
Teachers' Training:				
Basic				
Non-Basic	79	22	288	62
Special Education (University Standard)	54	..	9	..
School Education—				
Secondary Stage	81,792	9,770	2,17,193	28,407
Primary Stage	5,38,586	1,10,579	9,03,472	2,14,882
Pre-Primary Stage	78	28	2,782	1,087
Vocational Education	1,184	226	4,335	255
Special Education	20,733	2,091	64,987	2,934
Total	6,49,815	1,23,479	12,08,172	2,49,486

ANNEXURE VIII

III—Expenditure on Educational Institutions

Sources	Total on Institutions Rs.	for Girls Rs.	Total on Institutions Rs.	for Girls Rs.
1	2	3	4	5
Government Funds	3,09,88,553	54,66,417	4,97,92,911	60,44,912
District Board Funds	5,37,204	840	1,89,397	406
Municipal Board Funds	1,522	..	2,858	..
Fees	14,98,118	4,41,602	50,13,547	8,77,703
Endowments	1,47,601	25,980	7,58,244	1,75,601
Others	42,32,017	7,44,091	81,88,266	10,73,002
Total	4,37,22,075	66,78,930	6,39,45,223	81,71,624
<i>IV—Number of Teachers</i>				
	Total	Women	Total	Women
Secondary Schools	6,186	1,381	9,382	2,255
Primary and Pre-Primary Schools	16,179	2,725	30,548	3,461
Total	22,365	4,106	39,930	5,716
<i>V—Examination Results</i>				
M.A. and M.Sc.	73	14	173	55
B.A. and B.Sc. (Pass and Hons.)	626	66	1,313	216
Professional (Degree)	407	29	1,170	132
Matriculation and Equivalent Examinations	4,486	455	11,826	1,302

EDUCATIONAL STATISTICS OF KUTCH

I—Number of Institutions

	1949-50		1955-56	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities . . . . .	..	..	..	..
Boards of Education . . . . .	..	..	..	..
Arts and Science Colleges . . . . .	..	..	1	..
Colleges for Professional Education . . . . .	..	..	..	..
Colleges for Special Education . . . . .	..	..	..	..
Secondary Schools	17	1	27	2
Primary Schools	253	37	415	51
Pre-Primary Schools	1	..	9	..
Schools for Vocational Education	2	..	3	..
Schools for Special Education	36	..	85	12
Total	309	38	540	65

ANNEXURE VIII

II—Number of Students

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
1	2	3	4	5
Collegiate Education—				
Research	..	..	..	..
M. A./M.Sc.	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	..	..	56	8
Intermediate Arts and Science	..	..	150	18
Agriculture and Forestry	..	..	..	..
Commerce	..	..	..	..
Engg. and Technology	..	..	..	..
Law	..	..	..	..
Medicine and Veterinary	..	..	..	..
Teachers' Training:				
Basic	..	..	..	..
Non-Basic	..	..	..	..
Others (Professional)	..	..	..	..
Special Education (University Standard)	..	..	..	..
School Education—				
Secondary Stage	4,921	694	8,740	1,855
Primary Stage	15,735	3,036	33,736	9,672
Pre-Primary Stage	17	6	545	267
Vocational Education	44	17	149	10
Special Education	637	..	1,253	222
Total	21,354	3,753	44,639	12,052

III—Expenditure on Educational Institutions

Source	1949-50		1955-56	
	Total Rs.	For Girls Rs.	Total Rs.	For Girls Rs.
1	2	3	4	5
Government Funds	5,95,259	76,749	16,21,285	1,88,208
District Board Funds . . . . .	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..
Fees	67,778	951	1,83,722	9,855
Endowments . . . . .	..	..	47,828	12,855
Other Sources	2,89,815	10,029	2,89,965	36,105
Total	8,62,852	87,729	21,42,800	2,47,023

IV—Number of Teachers

Item	Total	Women	Total	Women
Secondary Schools	117	4	238	36
Primary and Pre-Primary Schools	552	83	913	199
Total	669	87	1,151	235

V—Examination Results

M.A. and M.Sc. . . . .	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	4	1
Professional (degree) . . . . .	..	..	..	..
Matriculation and Equivalent Examinations	34	15	256	39

EDUCATIONAL STATISTICS OF MADHYA BHARAT

I—Number of Institutions

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
1	2	3	4	5
Universities . . . . .	..	..	..	..
Boards of Education . . . . .	..	..	1	..
Arts and Science Colleges	12	1	30	4
Colleges for Professional Education	4	..	8	..
Colleges for Special Education	3	..	6	..
Secondary Schools	353	64	542	83
Primary Schools	4,004	302	7,722	845
Pre-Primary Schools	22	5	34	12
Schools for Vocational Education	4	1	70	9
Schools for Special Education	260	..	656	..
Total	4,562	373	9,069	953

II—Number of Students

Collegiate Education . . . . .	..	..	..	..
Research . . . . .	..	..	..	..
M.A./M.Sc.	300	29	492	54
B.A. and B.Sc. (Pass and Hons.)	1,949	185	1,760	338
Intermediate Arts and Science	2,673	203	4,086	849
Agriculture and Forestry . . . . .	..	..	199	1

Commerce	536	..	2,654	22
Engg. and Technology . . . . .	..	..	248	..
Law	360	1	565	10
Medicine and Veterinary	304	27	894	112
Teachers' Training :				
Basic	107	3	63	9
Non-Basic				
Others (Professional) . . . . .	..	..	..	..
Special Education (<i>University Standard</i>)	808	164	465	121
<i>School Education</i> —				
Secondary Stage	1,00,656	18,020	82,376	10,978
Primary Stage	1,74,689	20,705	4,59,834	89,699
Pre-Primary Stage	870	484	2,783	1,271
Vocational Education	188	64	2,828	449
Special Education	5,695	5	16,094	1,518
Total	2,89,135	39,892	5,74,741	1,05,430

III—Expenditure on Educational Institutions (By Sources)

	Rs.	Rs.	Rs.	Rs.
Government Funds				
Central	1,21,81,500	16,31,135	2,74,66,433	33,77,010
State				
District Board Funds . . . . .	..	..	465	465
Municipal Board Funds . . . . .	..	..	64,448	41,758
Fees . . . . .	..	..	30,17,575	2,82,037
Endowments . . . . .	..	..	5,69,183	13,730
Others . . . . .	..	..	9,36,361	87,638
Total	1,21,81,500	16,31,135	3,20,54,465	38,02,638

IV—Number of Teachers

	1	2	3	4	5
Secondary Schools		4,315	662	7,310	1,271
Primary and Pre-Primary Schools		6,129	599	14,454	1,856
Total		10,444	1,261	21,764	3,127

V—Examination Results

M.A. and M.Sc.	42	1	158	12
B.A. and B.Sc. (Pass and Hons.)	324	36	492	89
Professional (degree)	261	3	510	20
Matriculation and Equivalent Examinations	1,346	84	5,513	924

EDUCATIONAL STATISTICS OF SAURASHTRA

I—Number of Institutions

Item	1949-50		1955-56	
	Total	For Girls	Total	For Girls
1	2	3	4	5
Universities . . . . .	..	..	..	..
Boards of Education . . . . .	..	..	..	..
Arts and Science Colleges	3	..	5	1
Colleges for Professional Education	1	..	6	..
Colleges for Special Education . . . . .	..	..	..	..
Secondary Schools	132	17	144	20
Primary Schools	2,328	223	4,086	223
Pre-Primary Schools	16	..	34	..
Schools for Vocational Education	13	1	20	3
Schools for Special Education	112	4	1,398	120
Total	2,605	245	5,693	367

ANNEXURE VIII

II—Number of Students

	1949-50		1955-56	
	Total	Girls	Total	Girls
I	2	3	4	5
Collegiate Education—				
Research	3	..	..	..
M.A./M.Sc.	60	13	191	26
B.A. and B.Sc. (Pass and Hons.)	378	34	811	98
Intermediate Arts and Science	991	109	2,031	277
Agriculture and Forestry . . . . .	..	..	..	..
Commerce	103	..	559	8
Engineering and Technology . . . . .	..	..	266	..
Law . . . . .	..	..	238	6
Medicine and Veterinary . . . . .	..	..	20	2
Teachers' Training :				
Basic . . . . .	..	..	9	2
Non-Basic . . . . .	..	..	46	5
Others (Professional) . . . . .	..	..	..	..
Special Education (University Standard) . . . . .	..	..	..	..
School Education —				
Secondary Stage	72,870	11,778	1,02,251	22,797
Primary Stage	1,71,505	45,672	3,08,295	84,106
Pre-Primary Stage	3,832	1,414	3,290	1,019
Vocational Education	1,152	210	2,576	532
Special Education	3,238	157	33,062	4,085
Total	2,54,132	59,387	4,53,645	1,12,963

III—Expenditure on Educational Institutions

Source	1949-50		1955-56	
	Total Rs.	For Girls Rs.	Total Rs.	For Girls Rs.
I	2	3	4	5
Government Funds	93,92,478	14,18,182	225,50,559	23,14,388
District Board Funds . . . . .	..	..	..	..
Municipal Board Funds . . . . .	..	..	5,015	..
Fees	7,55,027	22,861	17,87,210	2,58,963
Endowments	44,398	6,340	4,30,488	89,847
Other Sources	5,68,111	72,573	17,85,222	2,06,510
Total	1,07,60,014	15,19,956	2,65,58,494	28,69,708

IV—Number of Teachers

Item	Total	Women	Total	Women
Secondary Schools	1,877	177	2,332	322
Primary and Pre-Primary Schools	6,580	1,317	12,383	2,900
Total	8,457	1,494	14,715	3,222

V—Examination Results

M.A. and M.Sc.	16	2	24	1
B.A. and B.Sc. (Pass and Hons.)	246	25	287	43
Professional (degree) . . . . .	..	..	131	8
Matriculation and Equivalent Examinations	1,855	116	4,558	808

EDUCATIONAL STATISTICS OF VINDHYA PRADESH

I—Number of Institutions

Item	1949-50		1955-56	
	Total	Girls	Total	Girls
1	2	3	4	5
Universities . . . . .	..	..	..	..
Boards of Education . . . . .	..	..	..	..
Arts and Science Colleges	1	..	6	..
Colleges for Professional Education . . . . .	..	..	..	..
Colleges for Special Education . . . . .	..	..	..	..
Secondary Schools	189	20	288	31
Primary Schools	1411	69	3,651	150
Pre-Primary Schools . . . . .	..	..	1	..
Schools for Vocational Education	3	..	8	..
Schools for Special Education	21	..	495	..
Total	1,625	89	4,449	181

II—Number of Students

Collegiate Education —

Research . . . . .	..	..	..	..
M.A./M.Sc. . . . .	..	..	49	3
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	323	11
Intermediate Arts and Science	18	11	819	59

Agriculture and Forestry . . . . .	..	..	88	..
Commerce . . . . .	..	..	37	..
Engg. and Technology . . . . .	..	..	..	..
Law . . . . .	..	..	55	..
Medicine and Veterinary . . . . .	..	..	..	..
Teachers' Training :				
Basic . . . . .	..	..	..	..
Non-Basic . . . . .	..	..	40	8
Others (Professional) . . . . .	..	..	..	..
Special Education (<i>University Standard</i>) . . . . .	..	..	..	..
<i>School Education —</i>				
Secondary Stage	8,889	308	29,247	1,137
Primary Stage	83,860	5,659	2,28,392	24,869
Pre-Primary Stage	36	15	285	94
Vocational Education	147	..	585	15
Special Education	615	76	16,289	109
[Total]	93,565	6,058	2,76,209	26,305

III—Expenditure on Educational Institutions (By sources)

	Rs.	Rs.	Rs.	Rs.
Government Funds	32,08,182	2,18,346	1,28,02,371	9,96,839
District Board Funds . . . . .	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..
Fees	4,846	38	1,62,196	1,568
Endowments	660	..	61,591	815
Others	3,628	109	25,842	42
Total	32,17,216	2,18,493	1,30,52,000	9,99,264

IV—Number of Teachers

Secondary Schools	1,455	117	3,442	309
Primary and Pre-Primary Schools	2,185	112	5,970	334
Total	3,640	229	9,412	643

V—Examination Results

M.A. and M.Sc. . . . .	..	..	19	3
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	61	2
Professional (degree) . . . . .	..	..	43	6
Matriculation and Equivalent Examinations.	297	9	722	30

GLOSSARY

For the convenience of the reader some of the important terms particularly those of Sanskrit or local origin are explained below.

Abbreviations

- (1) A. C. C. = Auxiliary Cadet Corps.
- (2) A. I. C. T. E. = All India Council for Technical Education.
- (3) N. A. (In a Statistical Table) = Not available.
- (4) N. C. C. = National Cadet Corps.
- (5) U. G. C. = University Grants Commission.

Akṣhara : A ring or arena for wrestling and other gymnastic activities (Hindi).

Amber Charṅka : A multiple spindle hand-operated spinning wheel.

Antarim Zilla Parishad : A statutory local body at the district level in Uttar Pradesh.

3alwadi : An institution for care and education of infants and young children.

3hajan Mandal : A group of singers of religious songs.

3hudan : The movement for redistributing the ownership of land initiated by Vinoba Bhave.

3hushan : A Hindi examination of the intermediate standard.

3igha : A unit of area (varies in size from one part of India to another but is always less than an acre).

Block (or Community Development Block) : A unit of 100 villages under the programmes of community development. The programmes generally

relate to the improvement of agriculture, animal husbandry, health and sanitation, education, improvement of roads, etc.

Brahmanic professions : Professions worthy of the Brahmins—mainly teaching and priest-craft.

Buddha's Pariniravana : The attainment of *nirvana* (complete cessation of the cycle of births and rebirths) by Buddha.

Direct Expenditure : Includes expenditure on salaries, allowances, recurring contingencies and maintenance of equipment and buildings.

Expenditure : In calculating the expenditure from government, district board or municipal board funds all payments or contributions from fees and other sources, which are credited to such funds, are deducted.

Gram Panchayat : A statutory local body set up at the village level. Its constitution, powers and functions are analogous to those of a municipality in an urban area. The administration of justice to a limited extent is also one of its functions.

Gram Sabha : General body comprising every adult in the village.

Gram Sevak : An extension officer functioning in the national extension service at the circle level. He is normally in charge of about 10 contiguous villages.

Gurukula : A residential institution (literally the house of a *guru*).

Gurumukhi : Punjabi as written in the script employed in the Holy Book of the Sikhs (the script is derived from Devanagari).

Guru Training : Training by headmasters of selected middle schools of the *gurus* (teachers) of the neighbouring primary schools in the subjects of the upper primary examination and elementary knowledge of methods of teaching.

Higher Secondary School : Covers secondary school and generally consists of 10 classes—I to X—covering the age group 6-16 or 5 classes only—VI to X covering the age group 11-16.

Higher Secondary School : Covers the age range 6-17 (classes I to XI) or 11-17 (classes VI to XI) as the case may be.

Indirect Expenditure : Represents the amount incurred on direction, inspection, buildings, furniture, scholarships, hostels and other miscellaneous items. Its nature is such that it cannot be apportioned among different types of institutions.

Intermediate College : College imparting instruction at the intermediate stage—the stage following the high school stage and preceding the first degree course. Its duration is two years and the stage broadly covers the age range 16-18. As a result of the reorganisation of secondary and university education initiated in 1954, it has been decided to abolish the intermediate stage,

to add one year to the secondary stage making it an eleven year course instead of a 10-year one as at present and add another to the first degree making it a three-year course.

Janapad Sabha : Local authority for each *tehsil* in the old Madhya Pradesh State. *Janapad Sabhas* now exist in the Vidarbha area of Maharashtra and Mahakoshal area of the present Madhya Pradesh State.

Janata College : An institution of adult education seeking to prepare leaders for the rural areas.

Jyotisha : Astronomy (Sanskrit).

Kabadi : An Indian game in which two teams play against each other. The game depends exclusively on physical strength, agility and skill and does not require any apparatus.

Karamakanda : Priest-craft as a subject of study.

Kathak : A professional narrator of religious stories.

Kavya : Poetry (strictly a poetical composition with a coherent plot by a single author).

Kirtaniya : A professional singer of devotional songs.

Kovid : A Hindi examination of the intermediate standard.

Local Board : The term as used in expenditure statements in the Year Book includes district, municipal and cantonment boards, as well as, town area committees and *Janapad Sabhas*.

Lower Primary : Refers to the first two years of the primary stage (6-8).

Madhyama : A Sanskrit examination of the intermediate standard.

GLOSSARY

Madrasah : A college or institution of higher learning (Arabic).

Mahila Mandal : A women's organisation for the promotion of education and culture among women.

Maktab : An elementary school (Arabic).

Middle English : The term refers to schools for the education of children in the age range 6-14. A middle English school has 8 classes. The curriculum in the top three classes includes the study of English as a compulsory subject.

Middle Vernacular : Refers to elementary schools for the age range 6-13 with no provision for the teaching of English.

Mistry : A mechanic (Hindustani).

Mofussil : Rural localities as opposed to chief station.

Mukhya Sevika : A woman extension officer at the block level in charge of the programmes relating to women and children.

Multipurpose School : A high or higher secondary school with provision for a variety of courses from which students can choose according to their psychological and vocational needs.

Natya : Dramatic art (Sanskrit).

Nirdeshak : A director (Sanskrit).

Niwar Weaving : Weaving of *niwar*—material of cotton used for weaving cots.

Panchayat Samiti : Local authority set up at the block level as part of the programme of democratic decentralisation. A *Panchayat Samiti* is in charge

of all developmental work, including primary education, at the block level.

Parichay : A Hindi examination of the matriculation standard.

Pathashala : A school (Sanskrit).

Phulkari : A handicraft based on embroidery.

Prabhakar : A Hindi examination of the first degree level.

Prajna : An examination for proficiency in Sanskrit (lower than *Visharad*).

Prathama : A Sanskrit examination equivalent in standard to the matriculation.

Pravesh : A Hindi examination of elementary standard.

Primary : The primary stage refers to the first 4 or 5 years of schooling and generally covers the age range 6-11.

Purana : Name of a class of sacred works supposed to have been compiled by the poet Vyasa. The chief Puranas are 18 in number.

Ratna : A Hindi examination of the matriculation standard.

Recognised Institutions : Are those in which the course of study followed is that prescribed or recognised by the Government or by a university or by a Board of Secondary and Intermediate Education constituted by law and which satisfy one or more of these authorities, as the case may be, that they attain to a reasonable standard of efficiency.

Rishi : A patriarchal sage (Sanskrit). According to orthodox Hindu ideas, *Rishis* are the inspired personages to whom were revealed the *Vedic* hymns.

- Safai* : Cleanliness (Hindustani).
Sahitya : Literature (Sanskrit).
Sahitya Rachanalaya : A literary workshop for the training of writers and authors.
Sangharama : A Buddhist monastery (*Vihara*).
Sankhya : One of the six chief systems of Indian philosophy. The system is the work of a great sage, Kapila by name.
Seva Mandal : A squad of social workers.
Siromani : A Sanskrit examination at two levels—preliminary (equivalent in standard to a degree) and final (equivalent in standard to a post-graduate course).
Shastri : An examination of the Honours standard in Sanskrit.
Shramdan : Voluntary labour (Sanskrit).
Smriti : The whole body of sacred tradition or what is remembered by *human* teachers (in contradistinction to *sruti* or what is directly heard or revealed to *Rishis*). Generally refers to the whole body of codes of law as handed down memoriter or by tradition etc.
Taluk : A *tehsil* sub-division.
Tehsil : A sub-division of the district.
Tehsildar : Revenue officer in charge of a *tehsil*.
Tol : Ancient elementary Sanskrit school.
Upanishad : A class of philosophical writings (more than a hundred in number), their aim being the exposition of the secret meaning of the *Vedas*.
 Upper Primary : The last two or three years of the primary stage.
- Uthama* : A Sanskrit examination—equivalent in standard to a post-graduate course.
Vaidya : A medical practitioner (Sanskrit).
Vastradan : Voluntary gift of clothes for the under-clothed.
Veda : Name of four celebrated works (the Rig-Veda, the Yajur-Veda, the Sama-Veda and the Atharva-Veda) which constitute the basis of the first period of the Hindu religion.
Vidwat : A Sanskrit examination at two levels—*Madhyama* (equivalent in standard to a degree course) and *Uthama* (equivalent in standard to a post-graduate course).
Vihara : A monastery or temple (originally a hall where the monks met or walked about; afterwards these halls were used as temples).
Vijnan Mandir : An institution for the development of science in the community—literally a temple of science.
Visharad : A higher proficiency examination in Sanskrit (lower than *Shastri* but higher than *Prajna*) or a Hindi examination of the intermediate standard.
Vyakarna : Grammar (Sanskrit).
Vyayamashala : Gymnasium (Sanskrit).
Yuvaḥ Mangal Dals : Youth squads for social work in the rural areas.
Yuvaḥ Samaroh : Youth Festival.
Zilla Parishad : Local authority constituted at the district level as part of the programme of democratic de-centralisation mainly to co-ordinate and supervise the work of the *Panchayat Samitis*.