WORK-EXPERIENCE IN SCHOOLS

THIRI ALL INDIA EDUCATIONAL SURVEY

MINISTRY OF EDUCATION AND SOCIAL WELFARE
GOVERNMENT OF INDIA, NEW DELHI
1977

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(Survey and Data processing Unit, National Council of Educational Research & Training)

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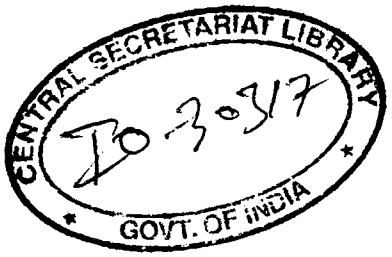

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VOCATIONAL EDUCATION

1.1 Vocational Education & Education Commissions

Education almost till the turn of this century was identified with liberal education and little attention was directed towards all those areas of education and training that equipped one with the tools of earning one's livelihood. Thanks to the wars which were fought with devices of increased destructive power and subsequent necessity to invent and improvise a variety of techniques and devices and the consequent commercial activities that occupational education came to be recognised as a type of education which the humanity required for its own existence. Grudgingly the technical and vocational concept of education gained importance and breadwinning skills for an honourable living were not considered after all uncivilized activities. Therefore, such education as would provide skills and competencies for a decent productive living got the status of vocational education. Today it is accepted on all sides that vocationalization of education is a much broader concept of education to bring the real life and education closer for meeting the national goals for a happy future.

In our country the attention of the Government was drawn to the practical education for the first time in 1854 by what came to be known as Wood's despatch. It said "our attention should be now directed to a consideration, if possible still more important and one which has hitherto, we are bound to admit too much neglected, namely, how useful the practical knowledge suited to every situation of life, may be best conveyed to the great mass of people who are utterly incapable of obtaining any education worthy of the name by their unaided efforts; and we desire to see the active measures of the Government more especially directed for the future to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure." Evidently this report did not make any noticeable impact until another commission in 1882 was again set up to examine the problems of education especially with regard to technical and vocational education. This commission was called the Hunter Commission. It recommended that at the high school stage there ought to be two distinctive streams of education; the first preparing the students for entrance examination to university courses and the second to prepare them for practical occupations soon after they passed the relevant examinations. The practical courses, it continued, should be chosen from the areas such as commerce, vocational and non-literary pursuits. In spite of such clear recommendations the Government paid scant regard and practically neglected these recommendations and thus the recommendations remained still born. Nearly 30 years later another commission, more popularly known as Calcutta University Commission, was set up to remedy the academic plethora and make recommendations. Though this commission was specially appointed to examine the conditions of Calcutta University Education, the report was so comprehensive in its study that it was considered equally applicable to the other universities of the country. In its recommendation creation of new intermediate colleges assumed the pivotal role. The Commission went on to say the Government should create a new type of institutions called the Intermediate Colleges which would provide for instruction in arts, science, medicine, engineering, teaching etc., these colleges might either be run as independent institutions or might be attached to selected high schools. "The intermediate colleges must be regarded as fulfilling a double purpose. In the first place, it must provide training such as will qualify its students for admission to the university, in different faculties or in other institutions of higher or technological training. In the second place, it must provide training suitable for students, who after completing the courses will proceed directly into various practical occupations. As the system develops we should expect to find an increasing number of students entering upon the intermediate courses solely with a view to preparing for various practical careers." We should recognise here after 50 years of this report an echo is found in 1964-66 Education Commission Report with much the same emphasis. As a consequence intermediate colleges were created in several parts of the country mostly for the first objective namely preparing students for university education and once again neglecting the vocational aspect of the recommendation. The one state which implemented the scheme in a large measure, especially in the creation of intermediate colleges, was the then United Provinces, the present Uttar Pradesh.

One more committee which is known as Hartog Committee was set up in 1929 to examine the existing position of education in the country. In 1934 the U.P. province also set up what is known as Sapru Commission. Both emphasized the vital role of vocational education in the country's economic development but the latter added that the intermediate colleges should be abolished. The UP had, as stated above, a large number of intermediate colleges quite different in character from what had been recommended by the Calcutta University Commission. While the Hartog Committee recommended diversified courses in the schools and the diversion should mean diversion of boys and girls to industrial and commercial careers at the end of middle stage, preparatory, to special instruction in technical and industrial schools, the Sapru Committee recommended 11 years of first stage education of which 5 years for primary and three years for lower secondary and 3 years for higher secondary should be allotted respectively. The latter went on to say the vocational studies should commence after the secondary stage *i.e.* after 11 years of education and that the university degree course should be extended by one year making it three years. The main purpose of the Sapru Committee was to find ways and means of solving unemployment problem through diversified

courses at the secondary stage; but it made little impact on the administration and the UP intermediate colleges continued to offer courses mostly preparatory to university education and maintained the duration of the degree courses as two years. Some provinces in the country such as Madras, Bombay and princely States such as Mysore and Hyderabad had three years Honours courses.

Again another Commission known as Wood-Abbot Commission was appointed in 1936 to examine certain problems of education specifically the vocational problem and make recommendations. The terms of reference of this commission were "(1) whether any vocational or practical training should be imparted in the primary, the secondary and the higher secondary school and if so, what should be its nature and extent ? (2) whether the technical or vocational institutions already in existence can be improved and whether new institutions for vocational or technical training would be required, and if so, to suggest the type of institutions required for the purpose; the stage at which divergence from the ordinary secondary schools to such schools should be effected; and the means to be adopted for effecting such diversion." It is as a result of this report that a network of polytechnics was created in the country. The duration of polytechnics courses were two or three years depending upon the courses offered in some institutions. These courses were offered in what were called Engineering or Technical Schools.

The Central Advisory Board of Education was set up in 1944 and was asked to submit a comprehensive report on education to fit into the post-war situation of the country. This report is more popularly known as the Sargent Report. It restated more or less what Sapru Committee had stated, that is, 6 years of secondary education to be followed by 3-year degree education and abolition of intermediate colleges. According to its recommendation the first year of the intermediate should be transferred to the high school and the second year to the University, introduction of two streams—(a) academic, (b) technical—was not done with the objectives set forth in the respect. "The objective of both should be to provide good all round education combined with some preparation in the later stages for the careers which pupils will pursue on leaving the schools" was perhaps totally neglected. The Radhakrishnan Committee appointed in 1948 felt that it was an unfortunate occurrence that neither the Government of the country nor the public realised the crucial position of the intermediate college in the educational scheme. The admission qualifications to the university must correspond to 12 years of education and it must be the duty of the State to provide well-equipped and well-staffed colleges all over the country. To direct the students to vocations at the end of class X or XII, a large number of intermediate colleges should be opened. The report went on to say "the aim of these colleges would be to meet a variety of needs of our youngmen and women by giving a vocational bias to their courses by retaining at the same time their value in a system of general education as preparation for university courses". Here again the whole education is conceived as preparation for higher studies rather than making some of them terminal. But it stressed that the intermediate stage should be of 2 years duration.

This Commission was followed by the secondary education commission also known as Mudaliar Commission in 1952. This report unfortunately reiterated the previous suggestion of three stages of education, the primary, the secondary and the higher secondary. One year of the intermediate was recommended to be added to the secondary stage and one year to first degree stage. The report further stated "we want to bear in mind the principle already noted that the Secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period the student should be in a position, if he wishes, to enter into responsibilities of life and take up some vocations." In continuing it also recommended diversification of the courses at the secondary stage. The immediate offshoot of this recommendation was the creation of multipurpose schools. "A multi-purpose school seeks to provide various types of courses for students with diverse aims, interests and ability. It endeavours to provide for each individual pupil suitable opportunities to use and develop his natural aptitude and inclination in the special course of studies chosen by him." The Commission also recommended that the rural and urban students should be provided with opportunities to pursue studies according to their aptitudes and best fitted to their needs. "With such education, there should be no place for complaint, should not be handicapped in comparison with the other academic types." The most useful method is to enrich the rural areas by creating good educational institutions in them.

Unfortunately the multi-purpose schools for various reasons some of which were lack of proper appreciation of scheme, inadequate preparation in terms of infrastructure and teaching staff and an overemphasis on preparation for university courses practically reduced them to shadows of what were intended to develop. In a sense implementation of the recommendations of this Commission brought down the standards of higher secondary education; further it created certain amount of educational deterioration. This was an unfortunate decision mostly dictated by economic compulsions rather than the logic of academic reform. The effects of implementation of the recommendations necessitated appointment of the Education Commission, better known as Kothari Commission, in 1964.

A reading of the foregoing makes it amply clear that except for the Sapru Committee and Mudaliar Commission, all other commissions and committees made precise recommendations with regard to the duration of the school education, that is, a total 12 years and also emphasized the need for introduction of diversified courses at the intermediate or higher secondary stage. But all the commissions and committees were agreed upon the primary and middle stage education of 7 or 8 years duration. It should be in two stages or in one unbroken stage. The Sapru Committee and the Mudaliar Commission felt that the

secondary education should be one integrated complete unit whereas the others felt that it should be divided into two stages namely lower secondary and higher secondary or intermediate. The most emphatic statement was made by the Radhakrishnan Commission on this issue which emphasized the pivotal role of the intermediate education. Even after the Sapru Committee and Mudaliar Commission reports certain States stuck to the 10+2+2 pattern assiduously and this created varieties of systems of education all over the country. Naturally it created undesirable effects specially when the student migrated or sought admission to schools or colleges at various levels. Even in the matter of employments, when qualifications were fixed for certain jobs, the equivalence of certificates were questioned which naturally resulted in frustration among the youth.

There are basic academic considerations which compelled the appointment of Kothari Commission to re-examine the educational system of the country to achieve the national goals and to improve the quality and standard of education to compare work with the international standards. These academic considerations deserve careful analysis :

1. The very first question that arises is the appropriate age of the students to be fit for university education. The Mudaliar Commission, by absorbing one year into the higher secondary stage, more or less ensured that a student can enter the university at about the age of 16 or 17 and graduate at 19 or 20. The student will have made a choice of the type of education he desired before he joined class IX where 7 types of courses were provided. Therefore, a major question that required to be answered was whether the student was mature enough to choose the type of education at the stage of class IX or even at XI for certain professional courses.

2. As recommended by Mudaliar Commission the secondary stage was of three-year duration following 8 years of primary and middle education. In some States the duration of primary and middle education was 7 years. The question which again arose was whether the secondary education should be in two stages namely the lower and the higher secondary. If it was to be in two stages, whether it was to be two years lower secondary education to be followed by one year higher secondary education or whether it was to be of four-year duration, the first stage terminating at the end of class X and the other at the end of class XII. In other words, whether the Radhakrishnan recommendation of two years intermediate education should be re-implemented.

3. If the three-year secondary stage was maintained generally the students would be compelled to continue until they finish the XI standard. There were a variety of vocational institutions which require pass at the VIII standard and also pass at the X standard for admission. The ITIs admitted certain categories of students for lower level jobs at the end of class VIII and for certain other categories they needed pass at the X standard. Therefore, the unbroken three-year higher secondary deprived certain percentage of students from joining the vocational institutions at the end of X standard. Whether this was desirable to continue was another major question.

4. As stated above 7 different streams were available to the students to choose form at the IX standard namely the humanities, science, technical, commercial, agriculture, fine arts and home science. The way these streams were implemented in a majority of the institutions neither provided sufficient skill competence to enter upon certain vocations immediately after finishing the higher secondary education nor did they give any special preference when the students sought admissions to higher educational institutions, especially the professional institutions. The enthusiasm with which the parents got their children admitted into these streams soon withered away when, to their disappointment, they came to be told that the professional institutions such as the engineering, medical, agricultural colleges etc. would not give any preference to these students and they preferred those who went through the normal science courses. This practically spelt the death of the diversified vocational streams. Naturally with dismay the parents had to re-educate their children to earn higher secondary certificates in the desired streams to qualify for the professional colleges and Universities admissions.

5. One of the major aims perhaps to diversify the courses recommended by Mudaliar Commission was to make the higher secondary stage terminal. For the reasons stated above they seldom became terminal. Therefore, the rush to the university education rather intensified than reduced.

6. Because of diversification of the courses at the IX standard the entire student community was divided into two distinct groups—the humanity group and the science group. Therefore, Science and Mathematics were given greater attention at some advanced level for the science group and the other group stopped learning more of Science and Mathematics after class VIII. This resulted in the total neglect of understanding of the modern requirements which so much depend upon good grounding in Science and Mathematics for all classes of students.

7. Once the student joined a particular stream in the three-year higher secondary system, doors were closed for him to change from one stream to the other thus making the system rigid. This more or less forced all the students to continue in the chosen streams or rejoin the lower class to pursue the type of education he desired after discovering his own aptitude for a particular stream. This was a considerable disadvantage to the students.

8. In the wake of the spectacular developments in the modern scientific and technological knowledge there is greater need for specialization in a variety of vocational and general education streams. There is also a greater demand for inter-disciplinary courses which will certainly enlarge the horizon of interest, capacities and requirements of the individual to match the present day needs. The old concept of liberal education in the present day context is wholly inadequate and there is greater need for practical type of

education to fit the students better into the problems of life especially in the context of National Development and Social Service.

9. It was probably the foregoing of which were responsible for setting up of the Kothari Commission 1964. The setting up of such Commission was considered very urgent and necessary by the Vice-Chancellor's Conference of 1962, the All India Council for Secondary Education in 1963, and the State Education Ministers Conference in 1964. All the above three recommended unanimously that the school education should be of 12 year duration to be followed by three year first degree education. They further emphasised that this was not only desirable to improve the quality and standard of our education in the context of prevailing international standards but for the proper economic political and social development of the country itself.

1.2 Technical Education

Probably the earliest attempt to start some sort of technical education and training became necessary when the Britishers needed lower level personnel for building and road construction and also for irrigation purposes. A school for training surveyors was started in Madras in 1794. For exploiting water resources of Ganga-Yamuna basin and irrigating the UP the famous Thomason School of Engineering was established at Roorkee in 1847. The products of both were to serve at subordinate levels under English engineers and the technical education offered was essentially diploma course in civil engineering. The establishment of this school was followed by other institutions at Sibpur in Bengal, Poona in Bombay Province and Madras. Though these were land-marks in the development of technical education no significant growth, especially at the school stage, inspite of several reports submitted by various commissions and committees, followed until the well-known Wood-Abbot Report mentioned elsewhere. By 1947 the country could boast of only 53 polytechnics or engineering schools with an admission capacity of 3700 students per year and an out turn of 1500 diploma holders.

In 1955 the Independent India set-up the All India Council of Technical Education to advise the Union Government on all aspects of technical education at the diploma as well as degree levels. It was about the same time that a net-work of Industrial Training Institutes to train the base level industrial workers was started. Yet another important step was taken in establishing what were called the Junior Technical Schools by about 1960. While the admission requirement for polytechnics was a pass in matriculation or secondary leaving certificate in some States, in some others, it was a pass in the pre-university or higher secondary examination. Whatever was the admission requirement, the duration of the courses excluding a negligible number of polytechnics was uniformly three years. The polytechnics came under the administrative control of the State Boards of Technical Education although such education truly belonged to higher secondary stage. They were supposed to train the middle level supervisory personnel mostly for industries and Public Works Department. Though the institutions were called "Polytechnics", where a variety of diverse courses were ostensibly expected to be available, more than 90 per cent of them offered the well-known civil, mechanical and electrical engineering courses. About 8% of the polytechnics offered other courses such as textiles, ceramics, automobile etc. However, by 1966 the number of polytechnics rose to 284 for boys and 22 for girls. Courses offered being the diluted forms of the degree courses of the engineering colleges there was little effort or attention paid to the acquisition of enough skills to supervise and demonstrate to the skilled workers on the shop floor and the desired degree of knowledge of the underlying scientific principle and techniques. The employing agencies such as the industries, trade and agriculture legitimately began looking upon these diploma holders as half-baked technicians, requiring further intensive on-the-job training to be useful to them. The Government of India viewed this situation with concern and set up a high powered committee in 1969 under the Chairmanship of Prof. Damodaran to advise on all matters concerning short-comings of polytechnic education and reorganisation of the courses in them keeping in view the recommendations of the Kothari Commission especially in respect of diversification of the courses. The report was submitted to the Union Government for implementation in 1971. This report has suggested a variety of subjects numbering about 140 for intensive specialisation. One interesting recommendation is the provision of multiple entry for all those who have had advanced basic education in sciences, thus incorporating flexibility of duration.

The Industrial Training Institutes were created in almost every district of the country to meet the increasing demands of the industry especially in the early days of independence when gigantic industrial enterprises took birth, for supply of the semi-skilled and skilled workers. Two types of courses were offered in about 62 trades to prepare the two categories, for the first of which the admission qualification was a pass in the VIII standard and for the second a pass in the X standard. All those who satisfied the admission qualifications and were between 14 and 25 years of age were eligible for admission. Some training courses were of one and half year duration and others 2 to 2½ years duration. The earlier batches with good motivation and need of occupations made their mark as good skilled workers and some even rose to the supervisory level. But as the industrial practices changed, the method of instruction did not change with the obvious result that the ITI products gradually became less and less acceptable to the employers. But for the Government restriction that only ITI trained graduates should be employed in the industry through employment exchanges, the employment market for these products would have suffered a great set back.

That the above is a consequence of certain obvious defects of training can be seen from the following. The training offered to a variety of students young and old, intelligent and medicore, were not graded or differenciated for instruction. The number of physical operations and time spent in finishing a job remain the

criteria to determine the level reached. Since the skill attained by a more gifted student was seldom recognised and further jobs requiring greater skill and advanced techniques were not alloted to him, an element of drudgery was introduced into the system. The instructors also exhibited little concern in recognising the superior abilities of the students as their own competence stood at the level which did not improve with time. The techniques were orthodox and often lacked imagination or improvement. The basic scientific knowledge of the instructors was poor. The exercises were not intelligently prepared so that the finished products could go as parts of a bigger device or machine. In general the ITI courses need urgent revamping with adequate basic scientific knowledge and the related social sciences if their future should not be dimmed especially in the context of modern technological developments.

It was stated earlier that multipurpose schools were started in direct response to the Mudaliar Commission recommendations. It was also stated how these courses petered out to be essentially preparatory courses for university education and ceased to be terminal in character for all those students whose desire it was to enter upon life in some vocation or the other. Either the vocational courses were offered in special schools with very little of general education or they were offered in a diluted form with greater emphasis on admission to university education without providing for necessary practical content. To remedy this a number of what called Junior Technical Schools were created. These Junior Technical Schools were not to be another type of Vocational Training Centres but were intended to be educational in both form and content. "The course offered though self-contained is not an end itself but a definite stage of comprehensive and integrated system of technical education required to meet the demands of technological and industrial advancement of the country. A boy who has completed Junior Technical School will have more than one channel open to him for advancement and if he has the necessary ability and resources he may join a fulfledged institution like a polytechnic which will train him for higher level professional work the aim of the course is to train technicians for supervisory positions of various types. The integrated course of liberal education, elementary technical education and workshop training given in a Junior Technical School will make the boy more suited for polytechnic courses than a matriculate or one who has only academic type of education. He may on the other hand may decide to join the industry either as an apprentice or an operator and improve his skill in the particular field in which he has specialised towards the end of his course in the school." Thus we see these Junior Technical schools were expected to fill the gap between general education offered in normal schools and education offered in multipurpose schools. The duration was three years after class VIII and had all the subjects of Science and Humanities given to the students of the science stream who prepared themselves for higher secondary or Pre-University examinations. Even though the courses were of three year duration, that is, till the end of 11th year, in academic standards they were equated with matriculates. Any student who wanted to qualify for admission to professional courses was required to join the XI standard of the regular science stream and pass the pre-university or higher secondary examination. Thus he was not equated with the pre-university graduate when he completed the technical course. The technical component of the curriculum included workshop practice in the area of wood work, blacksmithy, machine shop and electric shop. The student spent about 20 per cent more time for education and training more than the general stream student. But still he had the disadvantage of being equated to the 10 year student so far as the academic equipment was considered. Though the training was intensive during the last year in the workshop arts and the employing agencies considered the skill levels adequate for employment, because these students did not come under Apprenticeship Act, they could not be employed in preference to the graduates from the ITIs. Therefore, these schools suffered from the double disadvantages of not being equated either with the pre-university students for admission to professional colleges nor with the ITI products for apprenticeship. Except for those who sought self-employment opportunities the graduates of Junior Technical Schools had little opportunities in the employment market. In certain cases even the training level was considered to be inadequate. This was particularly because the States for their own reasons diluted the model programme provided by the Government of India and contributed to the unpopularity of the courses. A well conceived system of education and training which ought to have been far better than the ITI system and which should have been capable of providing technician level personnel was given a decent burial because of the half hearted implementation of the scheme by the State authorities. Though the Junior Technical Schools offered education and training in only engineering areas their conception is more closely akin to what is now proposed to be done under vocationalisation of education.

1.3 Agricultural Polytechnics and Schools

There seems to be very little historical information about agricultural education especially below the degree level. The first indication available about the interest of the then Government of India to develop agricultural economy in this country dates back to 1890 when an agricultural chemist was appointed by the Government in response to Agricultural Conference held during that year. An Inspector General of Agiculture, A Micologist and an Entomologist also were appointed but no institution to impart agricultural education and training was created anywhere in the country except at Madras where an agriculture farm was developed. The main interest in developing this farm perhaps was to demonstrate the use of agricultural implements and their repairs and testing. The above farm was later developed into an agricultural school which was destined to become an agricultural college in due course of time. Though from 1877 onwards agricultural colleges were started in Nagpur, Poona and Kanpur, agricultural education at

the school stage remained neglected until the Royal Commission on Agriculture recommended introduction of vocational courses in agriculture in certain schools. The students who passed out of these schools were awarded diplomas. These diploma holders instead of going back to their villages to adopt scientific agriculture and settle down, majority of them sought employment in States and Government Departments. Nevertheless under the impact of Royal Commission recommendations agriculture was introduced even in certain intermediate colleges. The University Education Commission of 1948-49 suggested reorganisation of agriculture education after a thorough evaluation of the system available in the country. But different States followed different types of programmes at the school and intermediate college levels and as such a good deal of variations in the standards of the courses became inevitable. To bring about some uniformity in the agricultural education through out the country the University Commission recommended appointment of Indian Council of Agricultural Education in 1951. Its functions were to bring about a coordination among all branches of agricultural education to prepare model syllabi for various branches. Encouraged by the recommendations of the University Education Commission the Government of India started 10 rural institutes in different parts of the country. There were expected to fulfil the role of spreading agricultural education in the surrounding rural areas and gradually develop into rural universities. This pious hope gradually faded away; the rural institutes became another set of degree awarding agricultural colleges.

Meanwhile the Ministry of Food and Agriculture and Community Development, Government of India, started training centres in different parts of the country to prepare multi-purpose village level workers. The students were trained for agricultural extension programmes through refresher courses to help the rural community in modern scientific methods of agriculture for sustained production.

Some of these training centres are still functioning. The admission to these training institutions gradually fell as in the agricultural high schools, as the time passed, as employment avenues gradually diminished. No attempt was anywhere made to make agriculture a vocation. Therefore, little or no impact was made on the society by the school or agricultural polytechnics.

Some impetus was again given by the Mudaliar Commission report. Agriculture was recommended as one of the main subject of study among diverse courses offered in the multipurpose schools. Considerable financial inputs were made to add building space, agricultural equipment and teaching staff. But again because of the unenlightened half-hearted attitude to the administration and lack of foresight made the programme uninteresting the less useful to the students who opted for agriculture. Thus just as the other vocational streams the agricultural stream also met its fate of diminishing popularity and almost total neglect as the time passed.

1.4 Basic Education

The movement of basic education was launched by Mahatma Gandhi in 1937 proposing a new type of elementary education for the nation. It was a revolt against the book centred and examination oriented system of education that had developed along traditional lines during several decades of the British Rule. Gandhiji advocated that the education should centre around some form of manual and productive work and should have intimate links with life and community. The salient features of basic education were :

(i) Education should be free and compulsory up to the age of fourteen.

(ii) Mother tongue of the child should be the medium of instruction.

(iii) Craft should have a unique position in the curriculum. All education should be correlated with the craft, physical and social environment of the child.

(iv) The education should be self sufficient. The income from the sale of products of the craft should be sufficient enough to meet the expenditure on contingencies and on salary of teachers to some extent.

In the post independence periods basic education was accepted as national pattern of education by many states. Most of the existing primary schools were converted into basic schools. The teachers' training programme was oriented to basic education. In spite of patronage by the Government, basic education did not succeed and was under fire from the educationists on many accounts. The principle of 'self sufficiency' had to be dropped. Because of the impact of the basic education, craft came to stay in the curriculum for the primary schools and for middle schools.

1.5 Kothari Commission and After

Some of the important reasons and causes which led the Government of India to appoint the Education Commission in 1964 under the chairmanship of Dr. Kothari have already been discussed earlier. Nevertheless, there are a few other consideration which require some attention. The Mudaliar Commission had recognised that almost all our high schools in the country were working as single track institutions offering academic instruction in a limited number of subjects which did not meet the varying abilities, aptitudes and interests of the students. Therefore, the aims of the secondary education it said, needed to be redefined and the system restructured for meeting the industrial and economic demands on suitably educated and trained personnel. Therefore, the Mudaliar Commission felt that the secondary education had a special role to play "to provide the country with the second line of its leaders in all walks of national life—arts, science, industry, agriculture and commerce". Therefore, to provide a variety of types of courses with diverse aims, interests, inclinations and abilities the commission recommended establishment of multipurpose schools with the following clear aims, that :

(i) "it removes all invidious distinctions between students preparing for different courses of studies, breaks the sense of inferiority that is associated with vocational subjects and makes it possible to plan the educational system on truly democratic basis.

(ii) it provides greater variety of educational media and thereby facilitate proper educational guidance in the choice of studies.

(iii) it helps to solve the problem of wrongly classified pupils because transfer within the same school is easier to arrange than transfer from one school to the other."

The Number of schools grew to 2115 to 1960-61. The establishment of these schools being a new venture the organisation and implementation of the recommendations presented a challenge which proved to be extremely difficult. There was considerable lack of appreciation of the purpose and functions of the multipurpose schools and whatever little scope was there to implement the scheme petered out to a mere "Vocational bias" while certain degree of vocational efficiency was expected of them. Although vocational bias and vocational efficiency are not mutually exclusive in practice they blurred the very perspective of multipurpose schools. Lacking precise directives on organisation and implementation, the school administrations were unable to spell out the objectives when confronted by the parents. The syllabi prepared for the diversified streams reflected the confusion of objectives and purposes and contributed to the lack of direction; the result was that the students passing out of the multipurpose schools continue to seek admission to the universities. These schools did not prepared the large number of students for whom the secondary education was to be terminal for employment in skilled and semi-skilled occupations. Even the students who were bound for college courses experienced difficulties with regard to the standards of the courses offered in science and mathematics to meet the requirements of the universities. The professional institutions such as engineering and medical colleges preferred students from the science from the science streams as they thought they were better fitted for engineering and medicine. There were other problems also. Certain streams were not as popular as other and the introduction of craft subjects were considered an unnecessary burden. Added to these there were also complaints that the curricula were over burdened. Dearth of good textbooks, supporting instructional materials and lack of proper guidance services together with the most important and fundamental weakness the lack of qualified, properly trained competent teachers served as the severest bottlenecks for the success of the courses. Thus the diversification of the courses which was brought about by mere peripheral changes in the curriculum or institution of vocational courses in separate institutions did not materially alter the bookish and academic character of the secondary education. All these contributed to the following :

(1) The system of secondary education continued to be dominated by the ideal that the every school going student should prepare himself for the university education.

(2) The parents who made considerable sacrifices to educate their children did not want them to go back to the rural areas as artisans or craftsmen. The attraction of white-collared jobs were too pervasive.

(3) The pace of industrial, agricultural, commercial and technological progress was not considered to be sufficient to absorb so many in gainful occupations.

(4) The vocational institutions lacked the prestige enjoyed by the academic institutions partly because these institutions were ill-equipped, inadequately staffed and more importantly did not provide scope for further education.

(5) Even the school staff began giving step motherly treatment to the diversified courses because they attracted average or below average students in general whose fate it was to work even otherwise in some occupations of their parents.

The consequences were too obvious. It does not take much intelligence to realise that the courses were unsuccessful not because they were intrinsically unsound but because the planning and administrative machinery at the centre and in the States were unable to comprehend their full implications and to assess realistically the human material and financial outputs to make them a success. There was little or no attempt to involve the lower level real implementing class of educational administrators in the process of putting the whole scheme on surer grounds. Generally, the administrators at higher rung issued instructions and felt satisfied that their functions were over. As a result, it has to be acknowledged that the initial enthusiasm for the reconstruction of education gradually waned out and even created active resistance to continue diversified courses in many schools.

It is in this context that the Kothari Commission rightly felt that the time had come to re-examine the entire education system with all its implications and mere tinkering with the syllabi of the secondary schools or introducing new textbooks and changing the examination system would not carry us far. However valuable these may be, they did not little to improve the quality of education and make education more meaningful to check the rising tide of unemployment among educated youth who felt more and more alienated from the mooring of life. Further uncontrolled meaningless rush was an ever increasing phenomenon especially after independence and a variety of occupations available in the country which are drafting university graduates do not require the university education for the types of jobs they are performing. On the other hand at a very appropriate stage if the students are diverted to varieties of courses of practical nature which would fit them to occupations the society needs, the country's resources would be better mobilised on more useful endeavour. Therefore, the Commission recommended what many other had recommended previously during the past hundred years that a much longer proportion of students should be diverted to vocational streams and a relatively smaller number on a selective basis for university and professional education. The proper stage at which such a diversion could be attempted is not at the standard IX but at the end of standard X and by extending the higher secondary education by a year thus making the higher secondary a two year education. Selection to these diversified courses should be according to the aptitudes, inclinations, and the

abilities of the students. The courses offered should not merely be to equip the students for the vocations in terms of skill competences but also for education which is so much needed for the development of the personality of the students. Therefore, the commission felt that the vocational streams at the higher secondary stage should not be looked upon as mere repetition of old vocational training courses to similar to what are offered in the industrial training institutes or polytechnics. There should not be conflict between the vocational competence and education achievements, they can go hand in hand. To make this system successful sufficient flexibility in the duration of courses, required achievement of skills for immediate employment after leaving the school, flexibility in the choice of subjects and also change from vocational stream to academic stream and vice-versa should also be built into the entire system. To bring the children into close proximity of life situations and to prepare them for vocational choices later and make them self-reliant in the fast changing scientific and technological world every child should have some work-experience in a variety of common things with which everyday life is initimately connected. This work-experience should be treated as an integral part of general education at all stages of school education including Higher Secondary. Work-experience when properly provided would offer ample opportunities to discover the talents of students and would help them in the proper selection of vocations. One of the most important factors to be introduced into this system should be providing ample opportunities for vertical mobility even after a student completes a vocational course and enters upon a vocation. Further educational opportunities in the required specialization areas would allow many to postpone their ambitions to educate themselves for higher responsibilities and therefore, for economic gains join the vocational courses at the higher Secondary stage.

Several administrative measures to achieve these aims and make education more meaningful, at the same time to raise the standards of education at all levels have to be taken at the highest level of administration at the Centre as well as the States. The industrial, economic and agricultural development activities should also grow to absorb or provide self-employment opportunities to the future graduates from the higher secondary institutions. Therefore a high powered body at the Centre under the title of National Council of Vocational Education and at the State level State Council of Vocational Education have to be set up. The Government of India have generally accepted these recommendations among others and have taken several crucial steps for successful implementation.

II

FINDINGS OF THE SURVEY

2.1.1 Work-Experience

The Kothari Commission (1964—66) emphasised the importance of work experience to forge a link between education and productivity. It recommended that work experience should be made an integral part of the general education. Some of the states were very enthusiastic in implementing this recommendation and the State Education Departments directed the schools under them to introduce some sort of work experience in the school programme. Some schools introduced work-experience programme at their own as an educational innovation without any directive from any quarter. Some schools adjusted the programme within the school hours while others maintained it as an off the school hours activity and arranged it before or after the school hours. Some schools even arranged it during the summer vacations.

In the Third All India Educational Survey a lot of qualitative and quantitative data on school education was collected from each and every school in India. On the advice of the Advisory Committee of the Third All India Educational Survey for School Education data on the important aspects of work-experience and craft education in schools was collected. The data collected included :

(a) Number of schools having the programme of work experience and teaching of crafts.

(b) Activities arranged.

(c) Time devoted per week to each activity.

(d) Availability of teachers.

(e) Adequacy of Equipment.

(f) Availability of workshop facility and its adequacy.

(g) Reasons for not having the programme of work-experience.

2.12

TABLE 2·1

Schools Having the Programme of Work-Experience

School Type	Number of schools with work experience	% age (of Total number of Schools in that Category)
Primary	24034	5·27
Middle	8510	9·38
Secondary	8481	25·61
Higher Secondary/Intermediate Colleges	674	7·09
Total	41699	7·08

There are 41,699 recognised schools in India where the programme of work-experience is in progress. These constitute 7.08% of the total number of schools in India. Out of 41,699,33,880 (6.55%) are located in rural areas and 7,819 (10.89%) in urban areas. Besides these, 56 unrecognised schools—18 in rural areas and 38 in the urban areas, claim to have the programme of work-experience.

2.1.3 24,034 primary schools constituting 5.27% of the total number of primary schools in India, are carrying on the programme of work-experience. Out of these 24,034, 21,252 (5.13%) schools in the rural areas and 2,782 (6.69%) are in the urban areas. Schools in Assam, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Meghalaya, Nagaland, Orissa, Tamil Nadu, Tripura, West Bengal, A & N Islands, Arunachal Pradesh, Chandigarh, Dadra & Nagar Haveli and Delhi do not have the programme of work experience. In Gujarat, Kerala, Maharashtra and in Rajasthan, more than 10% of the primary schools have the work-experience programme. 31 unrecognised primary schools—3 in rural areas and 28 in the urban areas, claim to have the programme of work-experience.

2.1.4 In 8,510 (9.38%) middle schools in India programme of work-experience is in progress. Out of these 8,510, 6,986 (9.23%) are situated in the rural areas and 1,524 (10.19%) are in the urban areas. Middle schools in Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Nagaland, Orissa, Tamil Nadu, West Bengal, A & N Islands, Arunachal Pradesh, Dadra & Nagar Haveli, Delhi & Pondicherry do not have the programme of work experience. In Kerala, Maharashtra, Rajasthan and in Mizoram more than 10% of the Middle schools have the work experience programme. 7 unrecognised middle schools—2 in the rural areas and 5 in the urban areas, have the programme of work-experience.

2.1.5 Programme of work-experience is going on in 8,481 (25.61%) secondary schools in India. Out of these 8,481 schools, 5,430 (23.71%) schools are in the rural areas and 3,051 (29.86%) are in the urban areas. Secondary schools in Gujarat, Himachal Pradesh, Jammu & Kashmir, Nagaland, Orissa, Tamil Nadu, West Bengal, Dadra & Nagar Haveli, Lakshadweep and in Pondicherry do not have the programme of work-experience. In Karnataka, Kerala, Maharashtra, Rajasthan, Chandigarh, Goa, Daman & Diu and in Mizoram more than 10% of the secondary schools have the work-experience programme. 18 unrecognised secondary schools—13 in rural areas and 5 in the urban areas, have the programme of work-experience.

2.1.6 674 (7.09%) Higher Secondary Schools, Intermediate colleges and Junior Colleges in India are carrying on the programme of work-experience. Out of these 674 institutions, 212 (5.17%) are located in

the rural areas and 462 (8.54%) are in the urban areas. In Assam, Karnataka, Kerala, Maharashtra, Rajasthan, Tamil Nadu and in Chandigarh more than 10% of educational institutions of this level have the work-experience programme.

2.1.7 Schools have introduced various crafts and productive hobbies as work-experience. Under this programme we have from the most traditional crafts like spinning, weaving, agriculture, wood work etc. to the most modern activities like repairs of electrical gadgets, printing, food preservation etc.

2.1.8 Book binding, gardening, agriculture, spinning & weaving and clay work are some of the popular activities under the programme of work-experience in the primary schools in the rural areas. These activities also seem to be popular in the primary schools in the urban areas. The following table gives the activities in progress in the primary schools.

TABLE 2·2

Work-Experience Activities

Sr. No.	Activity	Number of primary schools having the activity					
		Rural		Urban		Total	
1.	Agriculture/Farming	1659	(7·81)	184	(6·55)	1843	(7·66)
2.	Book Binding/Paper work	7230	(34·02)	1055	(37·54)	8285	(34·43)
3.	Carpentary/Wood work	22	(0·10)	7	(0·25)	29	(0·12)
4.	Drawing/Painting	272	(1·28)	86	(3·06)	358	(1·49)
5.	Electrical & Mechanical Repairs	4	(0·02)	1	(0·04)	5	(0·02)
6.	Food preparation and preservation	69	(0·32)	3	(0·11)	72	(0·30)
7.	Gardening/Horticulture	2097	(9·87)	434	(15·44)	2531	(10·52)
8.	Handicraft/Doll making	78	(0·37)	7	(0·25)	85	(0·35)
9.	Cane/Bamboo work	56	(0·26)	4	(0·14)	60	(0·25)
10.	Mat making	101	(0·48)	12	(0·43)	113	(0·47)
11.	Needle work/Sewing/Knitting	716	(3·37)	161	(5·73)	877	(3·64)
12.	Pot culture/Clay work	8487	(39·93)	867	(30·85)	9354	(38·87)
13.	Coir work/Rope Making.	41	(0·19)	12	(0·43)	53	(0·22)
14.	Spinning/Weaving	3129	(14·72)	396	(14·09)	3525	(14·65)

Note : figures in brackets give the percentage of total number of primary schools having work-experience.

2.1.9 Agriculture, book binding, gardening, needle work, clay work and spinning & weaving are some of the activities which are popular in the middle schools both in the rural and urban areas. However, the level of popularity of various activities in the two areas is appreciably different. Agriculture and gardening are definitely more popular in the schools in the rural areas whereas book-binding, spinning and wood work are more popular in the schools in urban areas. The following table gives some of the available activities in the middle schools.

TABLE 2·3

Work-Experience Activities

Sr. No.	Activity	Number of middle schools having the Activity					
		Rural		Urban		Total	
1.	Agriculture/Farming	706	(10·10)	79	(5·17)	785	(9·22)
2.	Book Binding/Paper work	1731	(24·77)	670	(43·82)	2401	(28·19)
3.	Carpentary/Wood work	206	(2·95)	88	(5·76)	294	(3·45)
4.	Drawing/Painting	90	(1·29)	38	(2·49)	128	(1·50)
5.	Electrical & Mechanical Repairs	120	(1·72)	47	(3·07)	167	(1·96)
6.	Food Preparation/Preservation	12	(0·17)	2	(0·13)	14	(0·16)
7.	Gardening/Horticulture	2172	(31·08)	112	(7·33)	2284	(26·82)
8.	Handicraft/Doll making	39	(0·56)	8	(0·52)	47	(0·55)
9.	Cane/Bamboo work	57	(0·82)	10	(0·65)	67	(0·79)
10.	Mat Making	6	(0·09)		—	6	(0·07)
11.	Needle work/Sewing/Knitting	891	(12·75)	132	(8·63)	1023	(12·01)
12.	Pot Culture/Clay work	2355	(33·70)	543	(35·51)	2898	(34·03)
13.	Coir work/Rope making	64	(0·92)	5	(0·33)	69	(0·81)
14.	Spinning/Weaving	1106	(15·83)	509	(33·29)	1615	(18·96)

2.1.10 Agriculture, gardening, needle work, clay work and electrical & mechanical repairs etc. are some of the most popular activities in the secondary schools in the rural areas whereas agriculture, gardening, book binding, electrical & mechanical repairs, food preparation, needle work, claywork, coir work etc. are some of the most popular activities under the work-experience programme in the secondary schools in the urban areas. The following tables gives some of the available activities in the secondary schools.

TABLE 2·4

Work-Experience Activities

Sr. No.	Activity	Number of secondary schools having the Activity					
		Rural		Urban		Total	
1.	Agriculture/Farming	729	(13·39)	156	(5·10)	885	(10·41)
2.	Book Binding/Paper work	217	(3·99)	178	(5·82)	395	(4·65)
3.	Carpentary/Wood work	225	(4·13)	99	(3·24)	324	(3·81)
4.	Drawing/Painting	113	(2·08)	86	(2·81)	199	(2·34)
5.	Electrical & Mechanical Repairs	1592	(29·25)	813	(26·60)	2405	(28·30)
6.	Food preparation/Preservation	78	(1·43)	170	(5·56)	248	(2·92)
7.	Gardening/Horticulture	1188	(21·83)	472	(15·44)	1660	(19·53)
8.	Handicraft/Doll Making	39	(0·72)	21	(0·69)	60	(0·71)
9.	Cane/Bamboo work	74	(1·36)	15	(0·49)	89	(1·05)
10.	Lab. Apparatus Preparation	7	(0·13)	—	—	7	(0·08)
11.	Needle work/Sewing/Knitting	388	(7·13)	401	(13·12)	789	(9·28)
12.	Pot Culture/Clay work	1114	(20·47)	1117	(36·55)	2231	(26·25)
13.	Coir work/Rope making	56	(1·03)	199	(6·51)	255	(3·00)
14.	Spinning/Weaving	79	(1·45)	38	(1·24)	117	(1·38)

2.1.11 Book binding, drawing & painting, electrical and mechanical repairs, gardening, needle work, wood work, spinning & weaving etc. are some of the most popular activities in the higher secondary schools and Intermediate and Junior Colleges in the rural areas whereas book binding, wood work, drawing and painting, electrical and mechanical repairs, gardening, needle work, clay work, etc. are the most popular activities in the institutions in the urban areas. The following table gives some of the available activities in Higher Secondary Schools and Intermediate and Junior Colleges.

TABLE 2·5

Work-Experience Activities

Sr. No.	Activity	Number of Higher Secondary Schools/ Intermediate Colleges/ Jr. Colleges					
		Rural		Urban		Total	
1.	Agriculture/Farming	7	(3·30)	20	(4·33)	27	(4·01)
2.	Book Binding /Paper work	24	(11·32)	39	(8·44)	63	(9·35)
3.	Carpentary/Wood work	29	(13·68)	66	(14·29)	95	(14·09)
4.	Drawing & Painting	16	(7·55)	49	(10·61)	65	(9·64)
5.	Electrical & Mechanical Repairs	15	(7·08)	76	(16·35)	91	(13·50)
6.	Food Preparation & Preservation	1	(0·47)	11	(2·38)	12	(1·78)
7.	Gardening/Horticulture	48	(22·64)	77	(16·67)	125	(18·55)
8.	Handicraft/Doll making.	2	(0·94)	7	(1·52)	9	(1·34)
9.	Cane/Bamboo work	3	(1·42)	10	(2·16)	13	(1·93)
10.	Mat Making	1	(0·47)	5	(1·08)	6	(0·89)
11.	Needle work/Sewing/Knitting	29	(13·68)	75	(16·23)	104	(15·43)
12.	Pot Culture/Clay work	6	(2·83)	30	(6·49)	36	(5·34)
13.	Coir Work/Rope making	2	(0·94)	12	(2·60)	14	(2·08)
14.	Spinning/Weaving	15	(7·08)	13	(2·81)	28	(4·15)

2.1.12 From the foregoing paragraphs it is evident that most of the schools both in rural areas and in urban areas are having indigenous crafts under the work-experience programme. The activities lack variety. Only a small percentage of schools have attempted activities like electrical and mechanical repairs, preparation and preservation of food etc. There are certain activities which are confined to schools of one state/union territory only, e.g. Ink-making activity is available in the schools of Haryana, poultry in one school of Maharashtra, printing in Karnataka and laboratory apparatus preparation in Goa, Daman & Diu.

TABLE 2.6

2.1.13 *Time Devoted to Work Experience Activities*

Type of School	Time devoted to activities per week (in hours)					
	Upto 1 hr.	1·1—3·0	3·1—5·0	5·1—7·0	More than 7 hrs.	Total
Primary	2387	15066	4035	11384	384	33256
	7·18	45·30	12·13	34·23	1·16	100·00
Middle	1245	6128	4013	993	216	12595
	9·89	48·65	31·86	7·88	1·72	100·00
Secondary	1351	5736	2021	415	326	9849
	13·72	58·24	20·52	4·21	3·31	100·00
Higher Secondary Schools/Intermediate Colleges etc.	68	332	205	90	59	754
	9·02	44·03	27·19	11·94	7·82	100·00
Total	5051	27262	10274	12882	985	56454
	8·95	48·29	18·20	22·82	1·74	100·00

Time devoted per week to various activities varies from less than an hour to more than seven hours. On the All-India basis time devoted to activities in respect of 48.29% cases is from 1.1 to 3.0 hours and in respect of 8.95% cases, time devoted to activities is up to one hour. In the primary schools, in 45.30% cases time devoted is from 1.1 to 3.0 hours and in 24.23% cases it is from 5.1 to 7.0 hours. In middle schools, in 48.65% cases the time devoted per week is from 1.1 to 3.0 hours and in 31.86% cases it is from 3.1 to 5.0 hours. In secondary schools, in 58.24% cases time devoted varies from 1.1 to 3.0 hours and in case of higher secondary schools in 44.03% cases, time devoted is from 1.1 to 3.0 hours and in 27.19% cases it is from 3.1 to 5 hours

2.1.14 Separate teacher for each work-experience activity is available in 10,254 schools in India which constitute 24.56% of the schools having the programme of work-experience. Out of these 10,254, 6,762 (19.95%) and 3,492 (44.44%) are located in the rural areas and urban areas respectively. 3,140 (13.05%) primary schools—2,831 (13.32%) in the rural areas and 309 (11.00%) in the urban areas, claim to have a separate teacher for work-experience activities. 1,269 (14.90%) middle schools—1,059 (15.15%) in rural areas and 210 (13.73%) in the urban areas, have separate teacher for work-experience activities. 5,482 (64.50%) secondary schools—2,777 (51.02%) in the rural areas and 2,705 (88.51%) in the urban areas, are having separate teacher for work-experience activities. In respect of higher secondary schools, Intermediate/Junior Colleges etc. 363 (53.86%) institutions—95 (44.81%) in the rural areas and 268 (58.01%) in the urban areas, claim to have a separate teacher for work-experience activities.

2.1.15 9,435 schools in India—constituting 22.60% of the schools having the programme of work-experience, have adequate equipment for work-experience, activity. Out of these 9,435, 6,419 (18.94%) and 3,016 (38.39%) are located in the rural areas and in the urban areas respectively. 2,509 (10.43%) primary schools—2,111 (9.93%) in the rural areas and 398 (14.16%) in the urban areas, have adequate equipment. 1,080 (12.68%) middle schools—856 (12.25%) in the rural areas and 224 (14.65%) in the urban areas, claim to have adequate equipment, 4,508 (53.04%) secondary schools—2,369 (43.52%) in the rural areas and 2,139 (69.99%) in the urban areas state to have adequate equipment. In respect of higher secondary schools, Intermediate and Junior Colleges, 338 (50.15%)—83 (39.15%) in the rural areas and 255 (55.19%) in the urban areas, are having adequate equipment for work-experience activities.

2.1.16 The schools not having the programme of work-experience were asked to give reason(s) for not having the programme of work-experience in the schools. The reasons when ranked as per the number of schools giving a particular reason are :

1. Lack of resources.
2. No equipment/inadequate equipment.
3. Lack of teachers/trained teachers.
4. Inadequate funds.
5. Lack of approval/provision by Government/management.

6. Lack of raw material.
7. Inadequate space and accommodation.

Lack of equipment and lack of trained teachers seem to be the sound reasons for not having the programme of work-experience. Inadequate accommodation in respect of institutions in urban areas is another strong reason for not having the programme of work-experience.

2.2 Craft Education—Teaching of Crafts

TABLE 2·7

2.2.1 *Schools Having Teaching of Crafts*

Type of School	No. of schools with craft teaching	%age (of Total) No. of Schools in that category
Primary	132605	25·10
Middle	31633	34·88
Secondary	10604	32·02
Higher Secondary/ Intermediate colleges	5192	54·62
Total	180034	30·56

There are 180034 recognised schools in India where teaching of craft is available. These constitute 30.56% of the total number of schools in India. Out of these 180034 schools, 151726—constituting (29.35%), are located in the rural areas and 28308—constituting (39.23%), are in the urban areas. 482 unrecognised schools in them. In Tamil Nadu and Rajasthan in them. Out of these 482, 318 are located in the rural areas and the rest in the urban areas.

2.2.2 There is provision of teaching of craft in 132605 primary schools which constitute 29.10 per-cent of the total number of recognised primary schools in India. There is no teaching of craft in the primary schools of Assam, Manipur, Meghalaya, Punjab and Chandigarh. In Bihar, Haryana, Jammu & Kashmir, Karnataka, Nagaland, Orissa, Tripura, West Bengal and Goa, Daman & Diu, the teaching of craft is provided in less than 10 percent of the primary schools in them. In Tamil Nadu and Rajasthan in almost all the primary schools teaching of craft is done. 245 unrecognised primary schools claim to have teaching of crafts in them.

2.2.3 Teaching of crafts is available in 31633 middle schools which constitute 34.88 per cent of the total number of recognised middle schools in India. There are no middle schools in Gujarat. Middle schools in Manipur, Chandigarh and Dadra and Nagar Haveli do not have the teaching of crafts in them. In Assam, Haryana, Karnataka, Meghalaya, Nagaland, Orissa, Punjab, West Bengal and in Goa, Daman & Diu, the teaching of craft is provided in less than 10 per cent of the middle schools in them. Kerala, Rajasthan, Tamil Nadu, Uttar Pradesh, A & N Islands, Arunachal Pradesh, Lakshadweep and in Mizoram, more than 50% of the middle schools provide teaching of crafts. Various crafts are also being taught in 215 unrecognised middle schools.

2.2.4 Teaching of craft is available in 10604 (32.02%) high schools in India. In Bihar, Haryana, Manipur, Meghalaya, Nagaland and in Punjab less than 10% of the high schools have teaching of crafts where-as in more than fifty per cent of the high schools in Kerala, Rajasthan, Tamil Nadu, Uttar Pradesh, Dadra & Nagar Haveli and in Lakshadweep, crafts are being taught. Thirteen unrecognised high schools provide teaching of crafts in them.

2.2.5 5192 higher secondary schools and Intermediate colleges have crafts teaching in them. These constitute 54.62% of the higher secondary schools and Intermediate colleges in India. In Assam, Maharashtra, Punjab, and Delhi less than 15% of the Higher Secondary schools/Intermediate colleges have teaching of crafts(s) in them whereas in Himachal Pradesh, Madhya Pradesh, Rajasthan, Tamil Nadu, Uttar Pradesh, A & N Islands, Arunachal Pradesh, Chandigarh and in Lakshadweep, more than 50% of the Higher Secondary schools and Intermediate colleges have the provision of teaching of crafts in them.

2.2.6 A good number of crafts are being taught in schools. Crafts vary from school to school, region to region & state to state. Schools offer from the most traditional crafts like spinning and weaving, agriculture, clay modelling, wood work etc. to the most modern crafts like, flower making, plastic work, batik painting, metal work, repairing of electric gadgets, radio and watch repairing etc. Many a school offer more than one craft. It seems that the selection of a particular craft by a school is made keeping in view many factors namely the type of the school, age of the students, availability of teachers, availability of raw material, the financial power of students and of the school and the occupation of the community at large etc.

2.2.7 In the primary schools crafts which involve a small expenditure on the part of schools and students, are popular. Spinning & weaving, clay work and card board work are the most popular crafts in the primary schools both in the rural areas and in the urban areas. Agriculture and gardening are more popular comparatively in the rural schools. Some of the crafts taught in the primary schools are given below :

TABLE 2·8

Crafts Taught in Schools

Sr. No.	Craft	Number of Primary Schools		
		Rural	Urban	Total
1.	Spinning & weaving	47747(40·73)	13436(85·97)	61183 (46·05)
2.	Agriculture/Soil work	10874(9·28)	1375(8·80)	12249 (9·22)
3.	Gardening	14767(12·60)	822(5.26)	15589 (11·73)
4.	Wood work	475(0·41)	466(2·98)	941 (0·71)
5.	Card Board/Paper work	25949(22.11)	4276(27·36)	30225 (22·75)
6.	Book Binding	1876(1·60)	349(2.23)	2225 (1·67)
7.	Needle work/Sewing/Tailoring	2178(1·86)	1073(6·87)	3251 (2·48)
8.	Clay work	49123(41·91)	5557(35·56)	54681(41·16))
9.	Art & Craft	1012(0·86)	80(0·51)	1092(0·82)
10.	Mat Making	1033(0·88)	97(0·62)	1130(0·85)
11.	Rope Making	480(0·41)	2(0·01)	482 (0·36)
12.	Coir Craft	228(0·19)	11(0·07)	239 (0·18)
13.	Cane/Bamboo work	758(0·65)	130(0·83)	888(0·67)

Forestry, toy making, brick making, fencing, mud plastering, pot culture, flower making, plastic work, palm leaf work, candle making and chalk making are some of the other crafts taught in the primary schools. However, the number of schools offering these crafts is very small.

2.2.8 Spinning and weaving, agriculture, gardening, needle work, and clay work are some of the popular crafts with the middle schools in the rural areas whereas spinning & weaving, agriculture, card board work, book binding and needle work are the popular ones with the schools in the urban areas. Some of the crafts taught in the middle schools are given below :

TABLE 2·9

Crafts Taught in Schoo's

Sr. No.	Craft	Number of Middle Schools		
		Rural	Urban	Total
1.	Spinning & weaving	6403(24·94)	1221(19·77)	7624(23·94)
2.	Agriculture/Soil Work	5648(22·00)	751(12·16)	6399(20·09)
3.	Gardening	4135(16·11)	468(7·58)	4603(14·45)
4.	Wood work	1306(5·09)	365(5·91)	1671(5·25)
5.	Home craft	1110(4·32)	409(6·62)	1519(4·77)
6.	Card Board/Paper work	1060(4·13)	813(13·16)	1873(5·88)
7.	Book Binding	1477(5·75)	582(9·42)	2059(6·47)
8.	Needle work/Tailoring/Knitting	2827(11·10)	1800(29·14)	4627(14·53)
9.	Clay work	2487(9·69)	216(3·50)	2703(8·49)
10.	Art & Craft	1304(5·08)	215(3·48)	1519(4·77)
11.	Mat Making	186(0·72)	21(0·34)	207(0·65)
12.	Rope Making	29(0·11)	2(0·03)	31(0·10)
13.	Coir Craft	183(0·71)	30(0·49)	213(0·67)
14.	Drawing & Painting	— —	3(0·05)	3(0·09)
15.	Cane/Bamboo work	154(0·60)	27(0·44)	181(0·57)

Leather work, fibre work, chalk making, soap making, metal work, batik painting, candle making, horticulture, fencing and mud plastering are some of the other crafts being provided in the middle schools but the number of schools offering these crafts is very small.

2.2.9 Spinning and weaving, agriculture, wood work and needle work are the most common crafts in secondary schools in rural areas whereas the most popular crafts with the schools in the urban areas are spinning and weaving, gardening, wood work, card board modelling and needle work. Some of the crafts taught in the secondary schools are given in the following tables :—

TABLE 2·10

Crafts Taught in Schools

Sr. No.	Craft	Number of Secondary Schools		
		Rural	Urban	Total
1.	Spinning & Weaving	1719(26·16)	790(19·53)	2509(23·63)
2.	Agriculture/Soil work	1019(15·51)	176(4·35)	1195(11·26)
3.	Gardening	687(10·45)	410(10·14)	1097(10·33)
4.	Wood work	755(11·49)	684(16·91)	1439(13·55)
5.	Home Craft	196(2·98)	141(3·49)	337(3·17)
6.	Card Board/Paper work	266(4·05)	368(9·10)	634(5·97)
7.	Book Binding	398(6·06)	235(5·81)	633(5·96)
8.	Needle work/Tailoring/Knitting	1513(23·02)	1532(37·87)	3045(28·68)
9.	Clay work	251(3·82)	112(2·77)	363(3·42)
10.	Art and Craft	10(0·15)	1(0·02)	11(0·10)
11.	Mat Making	3(0·04)	1(0·02)	4(0·04)
12.	Coir Craft	39(0·59)	34(0·84)	73(0·69)
13.	Drawing & Painting	231(3·51)	58(1·43)	289(2·72)
14.	Cane/Bamboo work	10(0·15)	13(0·32)	23(0·22)

Metal work, leather work, shell work, model making, chalk making, horticulture, electric wiring, plastic moulding, etc. are some of the crafts also provided in the secondary schools. The number of schools offering these crafts is very small.

2.2.10 Spinning and weaving, agriculture, gardening, wood-work and needle work are the most common crafts in the Higher Secondary schools and Intermediate colleges in the rural areas whereas gardening, wood work and needle work are the most popular crafts in their counterparts in the urban areas. Some of the crafts taught in the Higher Secondary schools and Intermediate colleges are given in the following table :—

TABLE 2·11

Crafts Taught in Schools

Sr. No.	Craft	Number of Higher Secondary Schools/Intermediate colleges		
		Rural	Urban	Total
1.	Spinning & weaving	627(24·30)	223(8·51)	850(16·34)
2.	Agriculture/Soil work	686(26·59)	166(6·33)	852(16·38)
3.	Gardening	810(31·40)	325(12·40)	1135(21·82)
4.	Wood Work	308(11·94)	485(18.50)	793(15 25)
5.	Home Craft	31(1·20)	117(4·46)	148(2·85)
6.	Craft Board/Paper work	32(1·24)	44(1·68)	76(1·46)
7.	Book Binding	142(5·50)	235(8·97)	377(7·25)
8.	Needle work/Tailoring/Knitting	305(11·82)	695(26·52)	1000(19·23)
9.	Clay work	7(0·27)	76(2·90)	84(1·60)
10.	Rope Making	—	1(0 04)	1(0·02)
11.	Drawing & Painting	13(0·50)	16(0·61)	29(0·56)
12.	Art and Craft	1(0·04)	11(0·42)	12(0·23)
13.	Cane Bamboo work	9(0·35)	5(0·19)	14(0·27)

Electric gadgets, metal work, chalk making, horticulture soap making, radio & watch repairing, leather work, toy making etc., are some of the crafts also provided in schools and colleges. The number of institutions offering these crafts is a small one.

2.2.11 There are certain crafts which are taught in all types of schools namely primary, middle, secondary and higher secondary. There is a shift of popularity of some of these as we move from primary schools to higher secondary schools. *e.g.* Spinning & weaving, card board work, clay work are comparatively more popular in primary & middle schools, agriculture and gardening are more popular in secondary and higher secondary schools, wood work and home craft enjoy better acceptance in secondary and higher secondary schools. Some of the crafts like Rope making, Mat making, Bamboo work etc. have by far less acceptance in secondary and higher secondary schools as compared to their acceptance in primary and middle schools.

2.2.12 Though most of the crafts are taught in schools both in the rural and urban areas, yet there is a marked difference in the level of popularity of certain crafts in the schools located in the rural areas and schools in the urban areas. Spinning and weaving and clay work are comparatively more popular with the schools in the cities whereas agriculture and gardening have better acceptance in schools in rural schools. Wood work, home crafts, book binding, needle work etc. are almost equally popular both in the rural and urban schools. Schools in the rural areas

are contented with the traditional type of crafts whereas their counterparts in the urban areas have switched over to crafts like chalk making, radio and watch repairing, leather work, repairing of electric gadgets, metal work etc.

2.2.13 Middle, secondary and higher secondary schools for girls prefer needle work, knitting and home craft to other crafts. Some of the crafts like rope making, mat making, coir craft, shell work, forestry, horticulture etc. have been introduced in schools keeping in view the local conditions and availability of the raw material.

TABLE 2·12

2.2.14 *Time Devoted to Crafts*

Type of School	Time devoted to craft per week (in hours)					
	Upto 1 hr	1·1—3·0	3·1—5·0	5·1—7·0	More than 7 hrs.	Total
Primary	14140	79868	58049	20386	13623	186066
	7·60	42·92	31·20	10·96	7·32	100·00
Middle	2884	12866	8550	4366	6855	35521
	8·12	36·22	24·07	12·29	19·30	100·00
Secondary	1005	5090	2309	1342	2454	12200
	8·24	41·72	18·93	11·00	20·11	100·00
Higher Secondary	459	2369	1019	796	1271	5914
	7·76	40·06	17·23	13·46	21·49	100·00
Total	18488	100193	69927	26890	24203	239701
	7·71	41.80	29.17	11.22	10.10	100.10

Time devoted per week to various crafts varies from less than an hour to more than seven hours per week. In India, in 7.71% cases, the time devoted to teaching of crafts, is up to one hour, in 10.10% cases time devoted is more than seven hours and in 70.97% cases time devoted varies from 1.1 to 5.0 hours. In Primary schools, in 74.12% cases time devoted varies from 1.1 to 5.0 hours. In Middle schools, in 60.27% cases time devoted to teaching of crafts, varies from 3.1 to 5.0 hours and in 19.30% cases time devoted is more than 7 hours. In secondary schools in 60.65% cases time devoted varies from 1.1 to 5.0 hours and in 20.11% cases it is more than seven hours. In Higher Secondary schools, Intermediate/Junior Colleges, in 57.29% cases time devoted varies from 1.1 to 5.0 hours and in 21.49% cases, time devoted is more than 7 hours.

2.2.15 28622 schools in India constituting 4.86% of the schools having the teaching of crafts in them, have separate teacher for each craft. Out of 28622 schools, 19876 (3.85%) are located in the rural areas and 8746 (12.12%) are in the urban areas.

2.2.16 20586 schools in India, constituting 3.49% of the schools having the teaching of crafts in them, claim to have adequate equipment for teaching of crafts. Out of 20586 schools, 13741 schools (2.66%) are in the rural areas and 6845 (9.49%) are in the urban areas.

2.3 Workshops

2.3.1 5380 schools constituting 0.91% of total number of schools in India have workshops for teaching varies crafts and for work-experience activities. Out of these 5380 schools, 3513 (0.68%) are located in the rural areas and 1857 (2.57%) are in the urban areas. 720 (0.16%) primary schools, 3480 (3.84%) middle schools, 809 (2.44%) secondary schools and 361 (3.80%) Higher Secondary schools and Intermediate colleges have workshop facility in them. Seventeen unrecognised schools—4 in the rural areas and 13 in the urban areas, claim to have the workshop facility.

2.3.2 A very small proportion of schools having work experience programme or teaching of crafts, has workshop facility in them. Workshop facilities for agriculture, book binding, electrical and mechanical repairs, food preparation and preservation, gardening, cane and bamboo work, plastic work, needle work, clay work and spinning and weaving, etc. are available in a few schools. In respect of 3185 workshops, schools claim that workshop area is sufficient in terms of strength of students and the schools also claim that 2262 workshops are adequately equipped.

HIGHER SECONDARY EDUCATION AND ITS VOCATIONALISATION

3.1 It has been accepted in our country that reorganisation of higher secondary education especially its vocationalisation are essential if education has to play a positive part in national development and social change. Vocationalisation is major transformation in education and cannot be achieved without important structural and functional changes in the whole set up. On the recommendations of the Education Commission (1964-66), 10+2 has been accepted as the national pattern of education. This pattern of education has been introduced in a few states and Union territories. Others have accepted the pattern in principle and are likely to introduce it in the near future.

The National Council of Educational Research and Training, has brought out two approach papers namely 'The Curriculum For The Ten-Year School' and 'Higher Secondary Education and its Vocationalisation' in order to lay down some guidelines for uniform system of education all over the country after the whole matter was debated at national level.

Under the 10+2 pattern of education, first ten years will be devoted to general education. After this there are three possible courses open to students (a) they can enter the working force, (b) they can take up vocational course and (c) they can take up higher level academic courses of study to prepare for entrance to the first degree class in the college or university. The ten-year schooling may be terminal for a large majority of students who choose to enter the working force. As such, the students should be helped to develop competence in themselves to enter life, during their ten-year schooling. They should acquire useful knowledge and skill, proper work habits, attitudes and character which contribute to productivity and national integration to a satisfactory level of development. It is necessary to pay attention to the academic subjects as well as to the knowledge and skill required for doing socially productive work. The students should have acquired by now the knowledge and skills required for entry into an area of work. They should have learnt one or two useful trades. But it is equally important to give them enough knowledge of the materials, tools, techniques and process of a job family so that they can enter life with confidence. Keeping this in view, work-experience has been kept as an essential component of general education at all stages of school education.

3.2 Work-Experience

Work-experience programme can serve the following objectives. Their main purpose should be to develop proper attitudes towards work, to inculcate dignity of labour, banish status and class distinction and to stress the principle of productivity. Wherever possible, work-experience should help to appreciate, the need for and usefulness of labour saving devices, gadgets, tools, that are so much a part of modern life and the techniques involved in their use and the underlying scientific principles. Various activities of work-experience must necessarily be related to the community needs and its services. A carefully directed work-experience programme would also help to discover the aptitudes of students for gainful vocations.

At the primary stage, work-experience should begin with simple, creative, self expressional activities performed with locally available material and simple tools. It is desirable to avoid any activity with an element of monotony in it. In the middle and secondary classes, the use of tools should be introduced in a scientific manner. In order to give the students some experience in a number of areas of work, one area of work may be offered in one semester, another area of work in another semester. There might be students who want to specialise in a particular area of work. They should be helped to do it by following this area of work successively at different levels. It would be desirable to provide some experience in class IX and X in a farm, a factory and such other establishments of work. Work-experience programme should also be compulsory for those students who take up the academic course in class XI & XII. Well organised work-experience programme may, from the middle stage, result in some earning for the student, either in cash or in kind.

The Third All-India Survey reveals that the work-experience programme as practised at present is in a bad shape. Now, when work-experience is going to be an essential component of education at all stages of school education, it is necessary that steps are taken to make the programme effective. The work-experience programme should be broad based and the work-experience activities for school should be selected keeping in view the local needs. Wherever teachers for work-experience programme are not available services of local artisans and mechanics should be utilised on part-time basis. The schools should be given grants to set up well-equipped workshops.

3.3 Higher Secondary Education and its Vocationalisation

The main feature of the last two years of schooling (called the higher secondary) under the 10+2 pattern of education is diversification. Under the diversified higher secondary education, the academic stream would cater to not more than about 50 per cent of the students at the higher secondary level. The other 50% or so would go in for vocational streams which would generally be terminal. The academic stream would also be terminal but on the other hand, it may be feeder for the tertiary level of education. As such a choice of subjects will have to be provided for in keeping

with the admission requirements of the territory level institutions.

The system itself would, however, be so designed that a student may be allowed to transfer from the academic to the vocational stream and *vice versa*, without having to start in the other stream from the very beginning. This will be possible when provision for pursuing some of the study through part-time and correspondence courses is there. The transfer from one stream to another is possible because of 'Semester and credit' type of organisation of courses and because of pattern of courses for academic and vocational streams. Parts of the two courses are common with transferable credits. Parts not studied in one stream can be covered by study through part-time and correspondence courses on transfer to the other stream.

During the Fifth Plan at least three and four schools in each district should be provided with facilities for relevant vocational education. In the sixth plan, we may strive to reach the target of vocationalising practically the whole of +2 education, covering about as many students by vocational courses as by the academic courses. Ultimately all higher secondary institutions should have both academic and vocational streams so that there is economy of effort and availability of a wide range of course programmes.

3.4 Vocational Education

Vocational Education has been defined as a comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life. As such vocationalised education makes it more likely for an individual to get a job or to be his own master by either starting a new productive activity or a service which may satisfy a felt need of the community.

The vocational education would provide middle level of manpower trained in certain specific competencies without which neither production can be increased nor services improved. If health services have to function and benefit the common man, the doctor can achieve nothing unless the drugs and instruments are manufactured, hospitals are established, and technicians are there to take the X-ray, to conduct pathological tests, to man operation theatre etc. and, physiotherapists, Orthopaedic assistants are there to help him. In the age of science and technology, we require technicians of the middle order to man the various odd jobs. We require trained men for modernised farming, food technology and for other areas of work.

Much thought has to be given to the vocations for which the facilities have to be provided and to selecting the schools where these vocational courses should be provided. For this, the pattern of the useful vocations in a district or a set of districts has, therefore, to be studied. Those vocations should be selected in which there are employment opportunities either at present or in the near future or there are chances of self-employment.

Practical work and training are very important components of vocational education since it is intended to produce people who could work with their brains as well as their hands, who could translate ideas into hardware, who would not be merely the superiors of skilled workers but could interact with them to produce new goods and services. Roughly 50% of the student's time will be spent on practical, laboratory, field work and on apprenticeship. However, the proportion of time spent on—vocational and practical work will depend on the nature of the vocation but it should certainly be enough so that the student produced may become eligible to enter the trade for which training is given. On-the-job training would be a 'must' in most of the vocations and the school timetables would have to be so designed as to meet that situation.

Academic subjects, vocational subjects, and practical work are the three main components of vocational education. There may not be any difficulty in finding suitable teachers in a few specialised fields. To meet this shortage of teachers, special training programmes in specific skills and technologies will have to be arranged. For technical staff orientation programmes in instructional techniques and evaluation will also have to be arranged. In the initial stages we may have to depend on the local talent for vocational subjects on a part-time basis till suitable staff on a full-time basis is available. For practical training instructors could be drafted who have expertise in the vocation even though they do not have formal university level degrees or teachers' training certificates.

Vocationalisation of higher secondary education has been a long awaited educational reform. '10+2' pattern of education should be given wide publicity and misgivings about it, if any, should be removed. It should be impressed upon the public in general and parents of the students in particular, that vocational education, was not at all second rate education. Vocational streams should be provided in the higher secondary schools in towns so that the students do not have to rush to cities for vocational education. The educational and vocational guidance services in the higher secondary schools need to be strengthened. These can impart guidance to the students in the proper selection of vocational streams/subjects. In order to make the vocational streams popular amongst the students the professional colleges should be asked to reserve some seats for the students who have had the vocational stream at the higher secondary.

APPENDICES

Appendix I

EXTRACTS FROM SB-4

Item

12(a) Is there any programme of work-experience ?

(i) Yes ( )

(ii) No ( )

(b) If yes, give the following information :—

Sl. No.	Name of the activity	Whether separate teacher provided	Whether adequately equipped	Classes covered		Total weekly time devoted (in clock hours)
				from	To	
1	2	3	4	5	6	7

(c) If no work-experience programme in the school, give reasons.

13(a) Is there any craft teaching in the school outside the programme of work-experience ?

(i) Yes ( )

(ii) No ( )

(b) If yes, give the following information:—

Sl. No.	Name of the craft	Whether separate teacher provided	Whether adequately equipped	Classes covered		Total weekly time devoted (in clock hours)
				From	To	
1	2	3	4	5	6	7

14. (a) Does the school have any workshops inclusive of workshop for crafts, if any ?

(i) Yes ( )

(ii) No ( )

(b) If yes, give the following details :—

Subject	Whether workshop area sufficient in terms of the present strength	Whether adequately equipped
1	2	

TABLE

SCHOOLS ACCORDING TO PROGRAMME OF WORK-EXPERIENCE

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Sl. No.	State/Union Territory	Area	Government			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	Rural	..	..	4	..	..	474
		Urban	..	..	4	..	..	15
2.	Bihar	Rural	168	24	65	..	..	..
		Urban	..	..	..	..	..	..
3.	Gujarat	Rural	1	1	65	110	140	3479
		Urban	..	..	3	75	75	138
4.	Haryana	Rural	1	2	18	..	..	..
		Urban	2	3	10	..	..	..
5.	Karnataka	Rural	153	14	455	..	..	..
		Urban	12	11	67	..	..	..
6.	Kerala	Rural	5	1	939	..	..	9
		Urban	1	1	122	..	..	1
7.	Maharashtra	Rural	...	..	11	15	96	8880
		Urban	..	..	6	24	58	407
8.	Punjab	Rural	..	..	..	..	..	1
		Urban	..	..	..	..	..	..
9.	Rajasthan	Rural	65	46	936	..	42	1426
		Urban	97	60	193	..	..	1
10.	Uttar Pradesh	Rural	579	153	62	..	19	..
		Urban	309	171	104	11	..	6
11.	Goa, Daman & Diu	Rural	..	..	20	..	..	..
		Urban	..	..	10	..	..	..
12.	Lakshadweep	Rural	1	..	..	..	..	..
		Urban	—	..	—	..	..	..
13.	Mizoram	Rural	...	..	33	..	..	..
		Urban	..	..	..	..	..	..
	Total	Rural	972	241	3379	187	278	14288
		Urban	421	246	519	110	133	568

Note :— (1) *There are also* 31 *Private Unaided (unrecognised)* (3 *in Rural Areas* 28 *in Urban Areas) having the work-experience programme.*

(2) *States/Union Territories not covered in the table don't have the programme of work-experience.*

(3) *Figures in brackets give the percentage of institutions in the State/Union Territory having the programme of work-experience.*

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ACCORDING TO MANAGEMENT AND TYPE IN EVERY STATE

mary

Private Aided			Private Unaided (Recognised)			Total			
B	G	C	B	G	C	B	G	C	TOTAL
10	11	12	13	14	15	16	17	18	19
..	..	52	..	..	2	..	..	532	532 (1·56)
..	..	15	..	..	..	..	..	34	34 (1·15)
..	..	..	..	..	..	168	24	65	257 (·54)
..	..	..	..	..	..	..	..	..	.. ..
..	..	56	..	..	1	111	141	3601	3853 (19·87)
..	1	77	..	..	14	75	76	232	383 (12·85)
..	..	..	..	..	..	1	2	18	21 (·43)
..	..	..	..	..	..	2	3	19	15 (3·97)
3	1	4	..	..	..	156	15	459	630 (3·11)
2	1	11	1	2	7	15	14	85	114 (6·54)
8	13	1605	..	..	8	13	14	2561	2588 (41·26)
5	7	169	1	1	5	7	9	297	313 (40·23)
7	5	103	..	..	7	22	101	900	9124 (33·36)
10	18	178	..	3	63	34	79	654	767 (20·49)
..	..	..	..	..	..	..	..	1	1 (0·01)
..	..	..	..	..	..	..	..	..	.. ..
4	1	1	..	1	2	69	90	2365	2524 (14·33)
..	1	9	..	..	14	67	61	217	345 (17·36)
..	..	13	..	..	9	641	153	874	1668 (2·94)
3	1	31	2	1	132	325	173	273	771 (12·00)
..	..	..	..	..	1	..	..	21	21 (2·72)
..	..	..	..	..	..	..	..	10	10 (16·13)
..	..	..	..	..	..	1	..	..	1 (5·26)
..	..	..	..	..	..	..	..	..	.. ..
..	..	..	..	..	..	..	..	33	33 (8·11)
..	..	..	..	..	..	..	..	..	.. ..
22	20	1834	..	1	30	1181	540	19531	21254(5·13)
20	29	490	4	7	235	555	415	1812	2782(6·69)

TABLE

SCHOOLS ACCORDING TO PROGRAMME OF WORK-EXPERIENCE

Mid-

Sl. No.	State/ Union Territory	Area	Government			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	Rural	..	..	..	..	..	68
		Urban	..	..	4	..	12	..
2.	Assam	Rural	1	2	7	..	..	2
		Urban	..	..	..	..	..	1
3.	Bihar	Rural	2	..	..	..	..	..
		Urban	..	..	..	..	..	..
4.	Haryana	Rural	..	1	3	..	..	..
		Urban	..	..	..	..	..	..
5.	Karnataka	Rural	73	17	403	..	..	..
		Urban	50	46	106	..	..	..
6.	Kerala	Rural	2	1	315	..	..	5
		Urban	3	2	61	..	..	1
7.	Maharashtra	Rural	..	..	1	157	196	3588
		Urban	..	..	3	73	101	242
8.	Manipur	Rural	..	..	1	..	..	..
		Urban	..	..	..	..	..	..
9.	Meghalaya	Rural	..	..	2	..	..	..
		Urban	..	..	..	..	..	..
10.	Punjab	Rural	3	..	7	..	..	..
		Urban	..	..	1	..	..	..
11.	Rajasthan	Rural	320	57	529	..	..	..
		Urban	173	29	195	..	..	1
12.	Tripura	Rural	..	..	12	..	..	..
		Urban	..	..	..	..	..	..
13.	Uttar Pradesh	Rural	65	38	95	27	..	9
		Urban	20	17	8	1	..	..
14.	Chandigarh	Rural	..	..	..	..	..	..
		Urban	..	..	..	..	..	..
15.	Goa, Daman & Diu	Rural	..	..	7	..	..	..
		Urban	..	..	1	..	..	..
16.	Lakshadweep	Rural	..	1	..	..	..	..
		Urban	..	..	..	..	..	..
17.	Mizoram	Rural	..	..	17	..	..	..
		Urban	..	..	3	..	..	..
	Total	Rural	466	117	1399	184	196	3672
		Urban	246	94	382	76	101	257

Note :— 1. *There are also 7 Private Unaided (Unrecognised) institutions (Two in Rural Areas and 5 in Urban Areas) having the programme of work-experience.*

2. *States/Union Territories not covered in the table do not have the programme of work-experience.*

3. *Figures in brackets give the percentage of institutions in the State/Union Territory having the programme of work-experience.*

1—*Contd.*

ACCORDING TO MANAGEMENT AND TYPE IN EVERY STATE

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Private Aided			Private Unaided (Recognised)			Total			
B	G	C	B	G	C	B	G	C	Total
10	11	12	13	14	15	16	17	18	19
..	..	13	..	..	..	..	..	81	81 (2·80)
..	..	8	..	..	1	2	..	25	27 (3·47)
1	5	60	..	..	..	2	7	69	78 (2·72)
..	1	3	..	..	..	..	1	4	5 (2·20)
..	..	..	..	..	..	2	..	..	2 (·02)
..	..	..	..	..	..	..	..	..	.. ..
..	..	..	..	..	..	..	1	3	4 (.55)
..	..	..	..	..	..	..	..	..	.. ..
10	1	6	..	..	..	83	18	409	510 (5·74)
1	3	30	..	..	2	51	49	138	238 (10·33)
7	10	725	..	1	2	9	12	1047	1068 (47·91)
2	2	81	1	1	1	6	5	144	155 (45·19)
2	2	51	..	..	2	159	198	3642	3999 (28·17)
1	4	80	..	..	16	74	105	341	520 (20·82)
..	..	..	..	..	..	..	..	1	1 (·25)
..	..	..	..	..	..	..	..	..	.. ..
..	..	..	..	..	..	..	..	2	2 (·69)
..	..	..	..	..	..	..	..	..	.. ..
..	..	..	..	..	..	3	..	7	10 (·89)
..	..	..	..	..	..	..	..	1	1 (·66)
..	1	1	..	..	..	320	58	530	908 (22·50)
7	4	7	1	..	8	181	33	211	425 (47·91)
..	..	..	..	..	..	..	..	12	12 (4·96)
..	..	..	..	..	..	..	..	..	.. ..
2	..	4	6	2	30	100	40	138	278 (3·20)
4	6	27	5	3	55	30	26	90	146 (9·03)
..	..	..	1	..	..	1	..	..	1 (33·33)
..	..	..	..	..	..	..	..	..	.. ..
..	..	..	..	..	..	..	..	7	7 (5·19)
..	..	1	..	..	..	..	..	2	2 (10·00)
..	..	..	..	..	..	..	1	..	1 (14·29)
..	..	..	..	..	..	..	..	..	.. ..
..	..	4	..	..	3	..	..	24	24 (13·41)
..	..	1	..	1	..	..	1	4	5 (15·63)
22	19	864	7	3	37	679	335	5972	6986 (9·23)
15	20	238	7	5	83	344	220	960	1524 (10·19)

TABLE

SCHOOLS ACCORDING TO PROGRAMME OF WORK-EXPERIENCE

Secon-

Sl. No.	State/ Union Territory	Area	Government			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	Rural	1	..	1	13	..	61
		Urban	3	2	1	2	6	1
2.	Assam	Rural	..	..	..	..	..	..
		Urban	..	..	..	..	..	..
3.	Bihar	Rural	..	..	..	..	..	..
		Urban	..	..	..	..	..	..
4.	Haryana	Rural	3	..	7	..	..	..
		Urban	3	3	..	..	..	..
5.	Karnataka	Rural	3	3	224	1	1	3
		Urban	17	41	37	8	3	9
6.	Kerala	Rural	8	10	233	..	..	7
		Urban	21	33	50	..	..	..
7.	Maharashtra	Rural	..	..	4	54	5	405
		Urban	7	3	4	30	49	122
8.	Manipur	Rural	..	..	1	..	..	..
		Urban	..	..	..	..	..	..
9.	Meghalaya	Rural	..	..	..	..	..	..
		Urban	..	..	..	..	..	..
10.	Punjab	Rural	22	..	49	..	..	..
		Urban	24	..	1	..	..	..
11.	Rajasthan	Rural	177	11	127	..	..	..
		Urban	133	55	2	..	..	..
12.	Tripura	Rural	..	..	1	..	..	..
		Urban	..	..	..	..	..	..
13.	Uttar Pradesh	Rural	3	..	2	..	..	..
		Urban	..	1	2	..	..	..
14.	Chandigarh	Rural	..	..	2	..	..	..
		Urban	1	2	7	..	..	..
15.	Goa, Daman & Diu	Rural	..	..	10	..	..	..
		Urban	..	..	1	..	..	..
16.	Mizoram	Rural	..	..	2	..	..	..
		Urban	..	..	1	..	..	..
	Total	Rural	217	24	663	68	6	476
		Urban	209	140	106	40	58	132

Note :— 1. *There are also* 18 *Private Unaided unrecognised institutions* (13 *in the Rural Areas and* 5 *in the Urban areas*) *having the programme of work-experience.*

2. *State/Union Territories not covered in the table do not have the programme of work-experience.*

3. *Figures in brackets give the percentage of institutions in the State/Union Territory having the programme of work-experience.*

1—*Contd.*

ACCORDING TO MANAGEMENT AND TYPE IN EVERY STATE

dary

Private Aided			Private Unaided (Recognised)			Total			
B	G	C	B	G	C	B	G	C	TOTAL
10	11	12	13	14	15	16	17	18	19
1	1	15	..	..	..	15	1	77	93(4·10)
2	3	9	..	1	..	7	12	11	30(3·29)
2	7	82	..	1	3	2	8	85	95(8·17)
2	3	3	..	..	..	2	3	3	8(2·78)
2	..	..	..	..	..	2	..	..	2(0·09)
1	..	..	..	..	..	1	..	..	1(0·12)
..	..	..	..	..	..	3	..	7	10(1·28)
..	1	..	..	..	..	3	4	..	7(3·07)
2	23	416	..	2	46	6	29	689	724(61·93)
41	123	158	4	6	7	70	173	211	454(57·83)
28	55	427	..	6	6	36	71	673	780(74·07)
17	48	65	3	5	6	41	86	121	248(70·66)
95	56	2548	..	..	17	149	61	2874	3084(89·70)
179	278	1230	14	14	60	230	344	1416	1990(89·28)
..	..	..	..	..	..	..	..	1	1(0·72)
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	5	2	..	..	..	..	5	2	7(12·73)
..	..	..	..	..	..	22	..	49	71(7·66)
1	..	..	..	..	..	25	..	1	26(7·29)
4	1	6	..	..	..	181	12	133	326(55·82)
7	8	4	..	..	..	140	63	6	209(74·64)
..	..	..	..	..	..	..	..	1	1(2·70)
..	..	..	..	..	..	..	..	..	..
4	..	9	..	..	6	7	..	17	24(1·72)
4	6	2	..	..	..	4	7	4	15(3·01)
..	..	..	..	..	..	..	..	2	2(100·0)
..	..	..	..	..	..	1	2	7	10(43·48)
6	10	81	..	..	4	6	10	95	111(74·50)
5	9	25	..	..	2	5	9	28	42(71·19)
..	..	3	..	..	1	..	..	7	7(8·14)
..	..	3	..	..	..	..	..	4	4(22·22)
144	153	3587	..	9	83	429	192	809	5430(23·71)
259	484	1501	21	26	75	529	708	1814	3051(29·86)

TABLE

SCHOOLS ACCORDING TO PROGRAMME OF WORK EXPERIENCE

Higher

Sl. No.	State/Union Territory	Area	Government			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	Rural	..	..	3	..	..	..
		Urban	1	1	4	1	..	..
2.	Assam	Rural	..	..	..	..	..	..
		Urban	2	1	..	..	..	..
3.	Haryana	Rural	2	..	..	..	..	..
		Urban	3	2	3	..	..	..
4.	Karnataka	Rural	3	..	31	..	..	..
		Urban	6	4	43	1	..	5
5.	Kerala	Rural	..	..	..	..	..	..
		Urban	..	..	3	..	..	..
6.	Maharashtra	Rural	..	..	..	..	..	2
		Urban	2	..	2	3	2	11
7.	Punjab	Rural	2	..	6	..	..	..
		Urban	15	1	3	..	..	..
8.	Rajasthan	Rural	40	..	50	..	..	..
		Urban	51	12	53	..	..	..
9.	Tamil Nadu	Rural	..	..	1	..	..	..
		Urban	..	..	2	..	..	..
10.	Tripura	Rural	..	..	2	..	..	..
		Urban	1	2	..	..	..	..
11.	Uttar Pradesh	Rural	..	..	..	..	..	..
		Urban	7	1	8	2	..	..
12.	Chandigarh	Rural	..	..	..	..	..	..
		Urban	2	3	1	..	..	..
	Total	Rural	47	..	93	..	..	2
		Urban	90	27	122	7	2	16

Note :— 1. *States/Union Territories not covered in the Table don't have the programme of work-experience.*

2. *Figures in brackets give the percentage of institutions in the State/Union Territory having the programme of work-experience.*

A 1

ACCORDING TO MANAGEMENT AND TYPE IN EVERY STATE

Secondary

Private Aided			Private Unaided (Recognised)			Total				
B	G	C	B	G	C	B	G	C	Total	
10	11	12	13	14	15	16	17	18	19	
..	..	3	..	..	..	..	..	6	6	(8·57)
..	1	1	..	1	..	2	3	5	10	(6·10)
..	..	2	..	..	..	..	..	2	2	(11·76)
..	..	3	..	..	..	2	1	3	6	(11·32)
..	..	..	..	..	..	2	..	..	2	(6·90)
..	..	..	..	..	..	3	2	3	8	(10·53)
1	..	39	..	..	1	4	..	71	75	(90·36)
8	3	36	..	..	..	15	7	84	106	(47·11)
..	..	1	..	..	..	..	..	1	1	(4·35)
..	..	1	..	..	..	..	..	4	4	(23·53)
..	..	8	..	..	..	..	..	10	10	(16·67)
16	7	60	1	2	4	22	11	77	110	(25·82)
..	..	1	..	..	..	2	..	7	9	(15·00)
2	..	..	..	..	1	17	1	4	22	(11·96)
..	..	4	..	..	..	40	..	54	94	(44·13)
10	3	3	1	..	1	62	15	57	134	(40·73)
..	..	..	..	..	..	..	..	1	1	(25·00)
..	..	..	1	..	1	1	..	3	4	(9·09)
..	..	..	..	..	..	..	..	2	2	(4·76)
..	..	..	..	..	..	1	2	..	3	(10·71)
2	..	8	..	..	..	2	..	8	10	(0·84)
15	8	5	1	..	2	25	9	15	49	(4·44)
..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	2	3	1	6	(75·00)
3	..	66	..	..	1	50	..	162	212	
51	22	109	4	3	9	152	54	256	462	

TABLE

SCHOOLS OF DIFFERENT TYPES OFFERING

Type of Schools	Area	Government			Local Body			Private Aided		
		B	G	C	B	G	C	B	G	C
1	2	3	4	5	6	7	8	9	10	11
Primary . . .	Rural	972	241	3379	187	278	14288	22	20	1834
	Urban	421	246	519	110	133	568	20	29	490
Middle . . .	Rural	466	117	1399	184	196	3672	22	19	864
	Urban	246	94	382	76	101	257	15	20	238
Secondary High .	Rural	217	24	663	68	6	476	144	153	3587
	Urban	209	140	106	40	58	132	259	484	1501
Higher . . . Secondary Intermediate Junior College .	Rural	47	..	93	..	..	2	3	..	66
	Urban	90	27	122	7	2	16	51	22	109
Total . . .	Rural	1702	382	5534	439	480	18438	191	192	6351
	Urban	966	507	1129	233	294	973	345	555	2338

2

PROGRAMMES OF WORK EXPERIENCE

Private Unaided (Recognised)			Total				Private Unaided (Unrecognised)			Grand Total		
B	G	C	B	G	C		B	G	C	B	G	C
12	13	14	15	16	17	18	19	20	21	22	23	24
..	1	30	1181	540	19531	21252 (5·13)	3	..	..	1184	540	19531
4	7	235	555	415	1812	2782 (6·69)	2	..	26	557	415	1839
7	3	37	679	335	5972	6986 (9·23)	1	..	1	680	335	5973
7	5	83	344	220	960	1524 (10·19)	..	..	5	344	220	965
..	9	83	429	192	4809	5430 (23·71)	1	..	12	430	192	4821
21	26	75	529	708	1814	3051 (29·86)	1	1	3	530	709	1817
..	..	1	50	..	162	212 (5·17)	..	..	..	50	..	162
4	3	9	152	54	256	462 (8·54)	..	..	..	152	54	256
7	13	151	2339	1067	30474	33880 (6·55)	5	..	13	2344	1067	30487
36	41	402	1580	1397	4842	7819 (10·89)	3	1	34	1583	1398	4876

TABLE 3

ACTIVITIES UNDER WORK EXPERIENCE PROGRAMME AVAILABLE IN SCHOOLS

Primary—Rural :

Sr. No.	Name of the State/U.T.	No. of Schools having activity									
		A	B	C	D	G	H	N	O	P	S
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	..	10	1	9	354	5	2	61	240	11
2.	Bihar	..	..	..	..	6	..	..	..	..	251
3.	Gujarat	..	1011	3	..	..	..	356	1611	828	82
4.	Haryana	4	7	..	4	3	..	..	5	1	..
5.	Karnataka	146	487	..	186	590	..	174	..	..	1
6.	Kerala	1456	175	4	72	..	69	125	8	110	24
7.	Maharashtra	50	3014	6	..	989	..	15	..	4782	236
8.	Punjab	..	..	1	..	..	..	..	..	..	..
9.	Rajasthan	..	2524	..	..	145	..	..	1290	2524	2524
10.	Uttar Pradesh	..	..	4	..	..	..	..	1761	..	..
11.	Goa, Daman & Diu	3	2	..	1	5	4	1	..	1	..
12.	L.M.& A Islands	..	..	..	..	1	..	..	..	..	..
13.	Mizoram	..	..	3	..	4	..	43	..	1	..
		1669	7230	22	272	2097	78	716	4736	8467	3129

The following activities are also available in the States mentioned against each:

E	Kerala (2) & U. P. (2)	=4
F	Kerala (69)	=69
K	Kerala (24) Mizoram (32)	=56
M	Andhra Pradesh (13) & Kerala (88)	=101
Q	Kerala (41)	=41

Note : Figure in bracket gives the number of institutions having that activity.

A. Agriculture/Farming
B. Book Binding/Paper Work
C. Carpentary/Wood work
D. Drawing/Painting
E. Electrical & Mechanical Repairs
F. Food Preparation/Preservation
G. Gardening/Horticulture
H. Handicrafts/Doll Making
I. Ink Making
J. Poultry
K. Cane/Bamboo Work
L. Lab. Apparatus Preparation
M. Mat Making
N. Needle/Sewing/Kniting Work
P. Pot Culture/Clay Work
Q. Coir Work/Rope Making
R. Printing/Type Writing
S. Spinning Weaving
O. Others

Primary—Urban

Sr. No.	Name of the State/U.T.	No. of schools having activity							
		A	B	C	G	N	O	P	S
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	..	1	..	39	3	2	14	1
2.	Gujarat	..	106	2	..	34	155	74	5
3.	Haryana	..	10	..	2	..	4	1	..
4.	Karnataka	55	84	..	97	77	..	..	..
5.	Kerala	124	56	2	..	18	..	10	6
6.	Maharashtra	5	419	2	35	29	..	393	9
7.	Rajasthan	..	375	..	255	..	273	375	375
8.	Uttar Pradesh	..	..	1	4	..	896	..	..
9.	Goa, Daman & Diu	..	4	..	2	..	..	..	..
		184	1055	7	434	161	1330	867	398

The following activities are also available in the States mentioned against each :

D	Karnataka	(72) &	Kerala	(14)	=86
E	Kerala	(1)			= 1
F	Himachal Pradesh	(2) &	Kerala	(1)	= 3
H	Kerala	(3) &	Goa, Daman & Diu	(4)	= 7
K	Kerala	(4)			= 4
M	Andhra	(8) &	Kerala	(4)	=12
Q	Kerala	(12)			=12

Middle—Rural

Sr. No.	Name of the State/U.T.	No. of schools having activity										
		A	B	C	D	E	G	K	N	O	P	S
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Andhra Pradesh	4	11	..	2	3	42	..	9	..	20	18
2.	Assam	28	10	3	..	..	..	32	25	..	..	..
3.	Bihar	..	..	..	..	..	..	..	..	..	..	2
4.	Haryana	..	..	..	1	..	2	..	..	..	..	..
5.	Karnataka	35	112	48	80	60	37	..	54	..	323	3
6.	Kerala	423	86	10	5	44	..	10	129	33	68	29
7.	Maharashtra	211	604	16	..	7	1888	..	152	..	1035	146
8.	Manipur	..	..	1	..	..	..	..	..	..	..	..
9.	Meghalaya	..	..	..	..	2	..	..	..	..	..	..
10.	Punjab	..	..	10	..	4	..	..	..	..	..	..
11.	Rajasthan	..	908	101	2	..	181	..	508	289	908	908
12.	Tripura	..	..	2	..	..	8	..	..	..	..	..
13.	Uttar Pradesh	..	..	1	..	..	..	..	..	279	..	..
14.	Goa, Daman & Diu	1	..	..	..	..	3	..	..	..	1	..
15.	L.M.A. Islands	..	..	..	..	..	1	..	..	..	..	..
16.	Mizoram	2	..	14	..	..	10	15	14	..	..	..
		706	1731	206	90	120	2172	57	891	601	2355	1106

The following activities are also available in the States mentioned against each :

F	Kerala	(11) &	Maharashtra	(1)	=12
H	Kerala	(38) &	Goa, Daman & Diu	(1)	=39
J	Maharashtra	(1)			=1
M	Andhra Pradesh	(3) &	Kerala	(3)	=6
Q	Karnataka	(5) &	Kerala	(59)	=64
R	Karnataka	(1)			=1

Middle—Urban

Sr. No.	Name of the State/U.T.	No. of schools having activity										
		A	B	C	D	E	G	K	N	O	P	S
1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Andhra Pradesh	..	3	2	2	2	10	..	6	2	1	6
2.	Assam	..	3	..	..	..	..	1	3	..	..	..
3.	Karnataka	16	89	13	6	31	8	..	13	..	14	..
4.	Kerala	60	7	5	6	13	..	8	5	..	1	2
5.	Maharashtra	3	143	3	..	1	67	..	69	..	61	76
6.	Rajasthan	..	425	62	23	..	24	..	33	54	463	425
7.	Uttar Pradesh	..	..	..	1	..	..	..	..	138	..	..
8.	Goa, Daman & Diu	..	..	..	..	..	1	..	..	..	..	..
9.	Mizoram	..	..	1	..	..	2	1	3	..	3	..
10.	Chandigarh	..	..	1	..	..	..	..	..	..	..	..
11.	Punjab	..	..	1	..	..	..	..	..	..	..	..
		79	670	88	38	47	112	10	132	194	543	509

The following activities are also available in the States mentioned against each :

F	Kerala	(1) &	Maharashtra	(1)	=2
H	Karnataka	(7) &	Goa, Daman & Diu	(1)	=8
Q	Karnataka	(3) &	Kerala	(2)	=5

Secondary—Rural

Sr. No.	Name of the States/U.T.	No. of institutions having activities												
		A	B	C	D	E	F	G	H	K	N	O	P	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	Andhra Pradesh	19	8	18	4	..	..	28	..	..	7	..	4	32
2.	Assam	49	8	6	..	..	..	..	..	42	25	..	..	..
3.	Bihar		..	..	..	..	..	..	2	..	..	..	..	..
4.	Haryana	2	2	1	..	..	1	1	..	..	1	4	2	..
5.	Karnataka	39	38	34	81	..	..	359	8	..	127	..	16	5
6.	Kerala	189	46	2	20	25	5	..	30	30	97	36	3	17
7.	Maharashtra	423	..	19	..	1519	63	727	..	..	35	..	1059	4
8.	Manipur	.	..	..	..	1	1	..	..	..	..	..	..	..
9.	Punjab	..	..	71	..	21	..	..	..	..	..	..	..	..
10.	Rajasthan	..	100	67	7	..	..	17	..	..	29	85	19	21
11.	Chandigarh	..	..	1	..	2	..	..	..	..	..	..	..	..
12.	Goa, Daman & Diu	5	15	4	1	24	8	51	1	..	17	2	11	..
13.	Mizoram	3	..	2	..	..	..	3	..	2	1	..	..	..
		729	217	225	113	1592	78	1188	39	74	388	127	1114	79

The following activities are also available in the States mentioned against each :

L	Goa, Daman & Diu	(7)			=7
M	Kerala	(14)			=14
Q	Karnataka	(31)	& Kerala	(25)	=56
R	Karnataka	(1)			=1

Secondary—Urban

Sr. No.	Name of the States/U.T.	No. of institutions having facility											
		A	B	C	D	E	F	G	H	N	O	P	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Andhra Pradesh	1	16	4	6	1	..	4	4	18	..	..	4
2.	Assam	3	3	..	..	..	..	..	..	3	..	..	..
3.	Bihar	..	..	1	..	..	..	..	..	..	..	..	..
4.	Haryana	..	1	1	..	..	2	1	..	1	3	..	..
5.	Karnataka	6	23	26	69	..	..	73	..	195	..	21	..
6.	Kerala	30	46	3	6	4	4	..	16	21	16	2	5
7.	Maharashtra	114	15	18	..	774	160	368	..	129	..	1029	6
8.	Punjab	..	..	26	..	10	..	..	..	..	..	..	..
9.	Rajasthan	..	65	12	5	..	..	7	..	27	24	56	23
10.	Chandigarh	..	..	3	..	15	..	..	..	..	..	..	..
11.	Goa, Daman & Diu	2	9	2	..	9	4	15	1	7	..	6	
12.	Mizoram	..	..	3	..	..		4	..	..	..	3	..
		156	178	99	86	813	170	472	21	401	43	1117	38

The following activities are also available in the States mentioned against each :

K	Assam (1)	&	Kerala	(14)	=15
Q	Karnataka (196)	&	Kerala	(3)	=199

Higher Secondary—Rural

Sr. No.	Name of the State/U.T.	No. of schools having facility							
		C	D	E	G	B	N	P	S
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	..	2	1	1	..	1	..	3
2.	Haryana	..	..	..	..	..	..	2	..
3.	Karnataka	5	7	..	33	2	6	..	2
4.	Kerala	1	2	1	..	2	3	1	..
5.	Maharashtra	..	..	9	4	..	..	3	..
6.	Punjab	9	..	2	..	..	..	..	..
7.	Rajasthan	12	5	..	10	20	18	..	10
8.	Tamil Nadu	1	..	1	..	..	1	..	..
9.	Tripura	1	..	1	..	..	..	..	..
	Total	29	16	15	48	24	29	6	15

The following activities are also available in the States mentioned against each :

A	Karnataka	(5) &	Maharashtra	(2)	=7
F	Maharashtra	(1)			=1
K	Assam	(2) &	Kerala	(1)	=3
M	Kerala	(1)			=1
O	Kerala	(1) &	Rajasthan	(25)	=26
Q	Karnataka	(1) &	Kerala	(1)	=2
R	Karnataka	(2)			=2
H	Karnataka	(2)			=2

Higher Secondary—Urban

Sr. No.	Name of the State/U.T.	No. of Institutions having facility									
		A	B	C	D	E	G	H	N	O	P
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	1	4	1	3	2	7	1	3	..	..
2.	Assam	..	2	..	..	..	..	..	..	..	..
3.	Haryana	..	1	1	1	..	..	..	..	3	1
4.	Karnataka	4	11	10	21	3	34	4	32	..	2
5.	Kerala	..	2	5	6	6	..	2	10	4	2
6.	Maharashtra	15	1	6	..	45	26	..	7	..	25
7.	Punjab	..	..	21	..	3	..	..	..	..	..
8.	Rajasthan	..	18	15	18	..	8	..	18	29	..
9.	Tamil Nadu	..	..	4	..	4	2	..	5	..	..
10.	Tripura	..	..	1	..	..	..	..	..	..	..
11.	Uttar Pradesh	..	..	..	..	3	..	..	..	..	..
12.	Chandigarh	..	..	2	..	10	..	..	..	..	..
	Total	20	39	66	49	76	77	7	75	36	30

The following activities are also available in the States mentioned against each:

F	Maharashtra	(11)			=11
K	Assam	(5) &	Kerala	(5)	=10
M	Kerala	(5)			=5
Q	Karnataka	(7) &	Kerala	(5)	=12
S	Karnataka	(3) &	Rajasthan	(10)	=13
I	Haryana				=2

TABLE 4
WORK—EXPERIENCE ACTIVITIES IN SCHOOLS

Primary Schools

Type of Activities	Rural				Urban			
	Number of Schools				Number of Schools			
	Boys	Girls	Co-educational	Total	Boys	Girls	Co-educational	Total
1	2	3	4	5	6	7	8	9
A. Agriculture/Farming . .	893	279	487	1659	61	36	87	184
B. Book Binding/Paper Work . .	133	289	6808	7230	190	122	743	1055
C. Carpentary/Wood work . .	1	..	21	22	1	..	6	7
D. Drawing/Painting	17	70	185	272	4	4	78	86
E. Electrical & Mechanical Repairs .	2	..	2		..	1	..	1
F. Food Preparation/Preservation .	..	60	9	69	..	..	3	3
G. Gardening/Horticulture . .	248	32	1817	2097	122	61	251	434
H. Handicrafts/Doll Making . .	14	20	44	78	..	..	7	7
I. Ink Making	..	..	..	..	..	..	..	..
J. Poultry	..	..	..	..	..	..	..	..
K. Cane/Bamboo Work . . .	..	9	47	56	..	..	4	4
L. Lab Apparatus Preparation . .	..	..	..	..	..	..	..	..
M. Mat Making	9	1	91	101	..	..	12	12
N. Needle/Sewing/Kniting Work .	28	107	581	716	6	31	124	161
P. Pot Culture/Clay Work . . .	168	230	8089	8347	144	120	603	867
Q. Coir Work/Rope Making . .	11	..	30	41	2	2	8	12
R. Printing/Type Writing . . .	..	..	..	..	..	..	..	..
S. Spinning Weaving . . .	239	121	2769	3129	99	64	233	396
O. Others	736	223	3777	4736	396	233	701	1330

TABLE 4

WORK—EXPERIENCE ACTIVITIES IN SCHOOLS

Middle Schools

Type of activities	RURAL				URBAN			
	Number of Schools				Number of Schools			
	Boys	Girls	Co-educational	Total	Boys	Girls	Co-educational	Total
1	2	3	4	5	6	7	8	9
A. Agriculture/Farming	99	107	500	706	42	22	15	79
B. Book Binding/Paper Work	466	85	1180	1731	251	55	364	670
C. Carpentary/Wood Work	75	24	107	206	33	13	42	88
D. Drawing/Painting	14	7	69	90	16	8	14	38
E. Electrical & Mechanical Repairs	20	3	97	120	10	1	36	47
F. Food Preparation/Preservation	1	2	9	12	..	2	..	2
G. Gardening/Horticulture	68	4	2100	2172	28	12	72	112
H. Handi Crafts/Doll Making	..	4	35	39	..	..	8	8
I. Ink Making	..	..	..	..	..	..	..	..
J. Poultry	..	..	1	1	..	..	..	..
K. Cane/Bamboo Work	..	..	57	57	..	7	3	10
L. Lab Apparatus Preparation	..	..	..	..	..	..	..	..
M. Mat Making	1	..	5	6	..	..	..	..
N. Needle/Sewing/Knitting Work	229	154	508	891	21	60	51	132
P. Pot Culture/Clay Work	375	176	1804	2355	185	63	295	543
Q. Coir/Work/Rope Making	9	14	41	64	1	..	4	5
R Printing/Type Writing	..	..	1	1	..	..	..	..
S. Spinning Weaving	342	84	680	1106	197	53	259	509
O. Others	313	94	194	601	57	37	100	194

TABLE 4
WORK—EXPERIENCE ACTIVITIES IN SCHOOLS

Secondary Schools

Type of Activities	RURAL				URBAN			
	Number of schools				Number of schools			
	Boys	Girls	Co-educational	Total	Boys	Girls	Co-educational	Total
1	2	3	4	5	6	7	8	9
A. Agriculture/Farming . . .	149	78	502	729	50	9	97	156
B. Book Binding/Paper Work . .	84	9	124	217	81	32	65	178
C. Carpentary/Wood Work . .	69	1	155	225	44	5	50	99
D. Drawing/Painting	6	36	71	113	21	33	32	86
E. Electrical & Mechanical Repairs .	82	16	1494	1592	118	70	625	813
F. Food Preparation/Preservation .	26	11	41	78	25	56	89	170
G. Gardening/Horticulture . .	29	43	1116	1188	74	88	310	472
H. Handi-Crafts/Doll Making . .	1	15	23	39	3	10	8	21
I. Ink Making	..	..	..	..	..	..	..	..
J. Poultry	..	..	..	..	..	..	..	..
K. Cane/Bamboo Work . . .	1	11	62	74	..	3	12	15
L. Lab. Apparatus Preparation . .	..	1	6	7	..	..	..	..
M. Mat Making	..	..	14	14	..	..	..	..
N. Needle/Sewing/Knitting Work .	36	115	237	388	39	212	150	401
P. Pot Culture/Clay Work . . .	50	45	1019	1114	167	174	776	1117
Q. Coir Work/Rope Making . .	5	18	33	56	26	100	73	199
R. Printing/Type Writing . . .	..	..	1	1	..	..	..	..
S. Spinning	18	8	53	79	10	15	13	38
O. Others	62	19	46	127	12	25	6	43

TABLE 4

WORK—EXPERIENCE ACTIVITIES IN SCHOOLS

Higher Secondary Schools

Type of activities	RURAL				URBAN			
	Number of schools				Number of schools			
	Boys	Girls	Co-educational	Total	Boys	Girls	Co-educational	Total
1	2	3	4	5	6	7	8	9
A. Agriculture/Farming	..	..	7	7	1	1	18	20
B. Book Binding/Paper Work	11	..	13	24	11	4	24	39
C. Carpentary/Wood Work	8	..	21	29	35	..	31	66
D. Drawing/Painting	4	..	12	16	5	5	39	49
E. Electrical & Mechanical Repairs	2	..	13	15	17	..	59	76
F. Food Preparation/Preservation	..	..	1	1	2	2	7	11
G. Gardening/Horticulture	3	..	45	48	10	7	60	77
H. Handi-Crafts/Doll Making	..	..	2	2	..	2	5	7
I. Ink Making	..	..	..	..	..	..	2	2
J. Poultry	..	..	..	..	..	..	..	..
K. Cane/Bamboo Work	..	..	3	3	2	..	8	10
L. Lab. Apparatus Preparation	..	..	..	..	..	..	..	..
M. Mat Making	..	..	1	1	..	..	5	5
N. Needle/Sewing/Knitting Work	5	4	20	29	9	39	27	75
P. Pot Culture/Clay Work	2	..	4	6	7	2	21	30
Q. Coir Work/Rope Making	..	..	2	2	2	..	10	12
R. Printing/Type Writing	..	..	2	2	..	..	..	..
S. Spinning Weaving	2	..	13	15	3	3	7	13
O. Others	12	..	14	26	20	2	14	36

TABLE 5

TIME DEVOTED TO WORK-EXPERIENCE ACTIVITIES

Sl. No.	Activity	RURAL						URBAN					
		Time devoted per week (in hrs.)						Time devoted per week in (hrs.)					
		Upto 1·0 hr.	1·1— 3.0	3·1— 3·5	5·1— 7·0	More than 7	Total	Upto 1·0 hr.	1·1— 3·0	3·1— 5·0	5·1 7·0	More than 7	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Agriculture/farming	129	858	496	96	80	1659	65	78	31	10	..	184
2.	Book Binding, Paper Work, Card Board work	126	4076	360	2574	94	7230	39	528	59	407	22	1055
3.	Carpentary	3	3	11	5	..	22	4	..	2	1	..	7
4.	Drawing/Painting	124	65	63	20	..	272	34	20	20	12	..	8
5.	Electrical/Mechanical/Technical Repairs	2	2	..	..	..	4	..	1	..	..	..	
6.	Food Preparation/Preservation	25	25	19	..	..	69	2	..	1	..	..	3
7.	Gardening/Horticulture	81	1603	216	185	12	2097	6	92	70	266	..	434
8.	Handicraft/Doll Making	13	24	30	10	1	78	2	5	..	..	..	7
9.	Cane/Bamboo work	6	43	5	2	..	56	4	..	..	..	..	4
10.	Making of Mats	41	32	11	16	1	101	6	2	3	1	..	12
11.	Needle Work/Sewing/Tailoring/ Embroidery Work	46	520	118	19	13	716	11	122	24	4	..	161
12.	Pot Culture/Clay Work	706	4783	449	2459	..	8487	204	267	19	376	1	867
13.	Coir/Rope Making	10	15	5	6	5	41	10	2	..	..	..	12
14.	Spinning & weaving	67	109	184	2625	144	3129	13	7	..	375	1	396
15.	Others	387	1356	1493	1498	2	4736	221	428	346	327	8	1330

TABLE 5

TIME DEVOTED TO WORK EXPERIENCE ACTIVITIES

Middle Schools

Sl. No.	Activity	RURAL						URBAN					
		Time devoted per week (in hrs.)					Total	Time devoted per week (in hrs.)					Total
		Upto 1·0 hr.	1·1— 3·0	3·1— 5·0	5·1— 7·0	More than 7		Upto 1·0 hr.	1·1— 3·0	3·1— 5·0	5·1— 7·0	More than 7	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Agriculture/Farming	140	258	188	81	39	706	30	26	14	2	7	79
2.	Book Binding/Paper work/Card Board work	283	818	562	66	2	1731	33	318	187	130	2	670
3.	Carpentary	15	67	92	15	17	206	12	47	22	5	2	88
4.	Drawing/Painting	5	18	57	10	..	90	2	9	27	..	..	
5.	Electrical/Mechanical/Technical Repairs	12	46	47	15	..	120	2	16	22	7	..	47
6.	Pood prepration/Preservation	5	7	..	..	..	12	..	2	..	..	..	2
7.	Gardening/Horticulture	14	1720	381	50	7	2172	11	89	6	4	2	112
8.	Handicraft/Doll Making	15	13	11	..	..	39	..	1	7		..	8
9.	Poultry	..	1	..	..	..	1	..	..	..	..	..	10
10.	Cane/Bamboo work	18	26	13	..	..	57	6	4	..	..	..	..
11.	Making of Mats	3	2	..	1	..	6	..	..	..	..		
12.	Needle work/Sewing/Tailoring/ Embroidery work	89	459	229	99	15	891	4	88	22	14	4	132 543
13.	Pot Culture/Clay work	304	995	874	80	102	2355	15	194	184	150	..	5
14.	Coir/Rope Making	12	19	26	7	..	64	..	5	..	..	..	..
15.	Printing/Type writing	..	1	..	..	..	1	..	..	..	..	..	509
16.	Spinning & Weaving	75	361	571	85	14	1106	14	158				
17.	Others	86	259	225	31	..	601	40	101	47	6	..	

TABLE 5

TIME DEVOTED TO WORK-EXPERIENCE ACTIVITIES

Sl. No.	Activity	RURAL Time devoted (in hours.)						URBAN Time Devoted (in hours.)					
		Upto 1·0 hr.	1·1—3·0	3·1—5·0	5·1—7·0	More than 7	Total	Upto 1·0 hr.	1·1—3·0	3·1—5·0	5·1—7·0	More than 7	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Agriculture/Farming	191	415	70	36	17	729	14	92	44	5	1	156
2.	Book Binding/Paper work/Card Board work	61	126	23	4	3	217	16	109	47	3	3	178
3.	Carpentary	9	140	61	8	7	225	7	56	24	6	6	99
4.	Drawing & Painting	24	40	18	7	24	113	8	39	11	8	20	86
5.	Electrical/Mechanical/Technical Repairs	141	1016	352	37	46	1592	67	423	300	15	8	813
6.	Food Preparation/Preservation	10	35	22	9	2	78	21	108	41	..	..	170
7.	Gardening/Horticulture	62	624	240	151	111	1188	27	305	99	27	14	472
8.	Handicraft/Doll Making	10	18	9	2	..	39	3	7	5	6	..	21
9.	Cane/Bamboo work	32	39	3	..	..	74	1	13	1	..	..	15
10.	Lab. Apparatus	..	7	..	..	..	7	..	..	..	..	..	..
11.	Making of Mats	8	6	..	..	..	14	..	..	..	..	..	..
12.	Needle work/Sewing/Tailoring/ Embroidery work	61	215	49	21	42	388	30	295	75	..	1	401
13.	Pot culture/Clay work	227	616	251	20	..	1114	243	725	108	28	13	1117
14.	Coir/Rope Making	14	21	17	2	2	56	2	102	90	5	..	199
15.	Printing/Type writing	1	..	..	..	..	1	..	..	..	..	..	..
16.	Spinning & Weaving	22	23	14	14	6	79	4	29	5	..	..	38
17.	Others	27	66	34	..	..	127	8	26	8	1	..	43

TABLE 5

TIME DEVOTED TO WORK EXPERIENCE ACTIVITIES

Higher Secondary Schools

Sl. No.	Activity	RURAL						URBAN					
		Time devoted (in hours)						Time Devoted (in hours)					
		Upto 1·0 hr.	1·1— 3·0	3·1— 5·0	5·1— 7·0	More than 7	Total	Upto 1·0 hr.	1·1— 3·0	3·1— 5·0	5·1— 7·0	More than 7	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Agriculture/Farming	..	..	3	2	2	7	..	3	12	4	1	20
2.	Book Binding/Paper work/Card Board work	4	15	5	..	..	24	4	26	8	..	1	39
3.	Carpentary	4	11	12	2	..	29	4	30	23	7	2	66
4	Drawing & Painting	4	4	7	1	..	16	2	22	18	3	4	49
5.	Electrical/Mechanical/Technical Repairs	5	5	4	..	1	15	5	29	19	10	13	76
6.	Food Preparation/Preservation	..	..	1	..	..	1	..	8	3	..	..	11
7.	Gardening/Horticulture	3	16	12	7	10	48	5	25	19	18	10	77
8.	Handicraft/Doll Making	..	2	..	..	..	2	1	6	..	..		
9.	Ink Making	..	..	..	..	..	..	..	..	1	1	..	2
10.	Cane/Bamboo work	1	2	..	..	..	3	3	3	3	1	..	10
11.	Making of Mats	..	1	..	..	..	1	1	4	..	..	..	
12.	Needle work/Sewing/Tailoring/ Embroidery work	3	14	9	1	2	29	1	42	12	10	10	75
13.	Pot culture/Clay work	1	3	1	1	..	6	1	11	6	12	..	30
14.	Coir/Rope making	1	1	..	..	..	2	1	7	3	..	1	12
15.	Printing/Type writing	..	1	1	..	..	2	..	..	..	..	..	..
16.	Spinning & Weaving	3	6	6	..	..	15	4	2	4	1	2	13
17.	Others	3	16	3	4	..	26	4	17	10	5	..	36

TABLE 6

SCHOOLS HAVING SEPARATE TEACHER FOR EACH WORK-EXPERIENCE ACTIVITY

School	Type Management	Number of schools having separate teacher for work-experience activity							
		RURAL				URBAN			
		Boys schools	Girls schools	Co-educational schools	Total	Boys schools	Girls schools	Co-educational schools	Total
Primary	Government	2	1	50	53	2	2	21	25
	L. B.	9	23	2624	2656	13	26	91	130
	P.A.	1	1	114	116	15	12	106	133
	P. Unaided (R)	..	..	4	4	..	1	18	19
	P. Unaided (U.R.)	..	..	2	2	..	..	2	2
	Total	12	25	2794	2831	30	41	238	309
Middle	Government	64	12	130	206	22	10	44	76
	L.B.	23	16	730	769	26	17	39	82
	P.A.	3	2	73	78	10	11	16	37
	P. Unaided (R)	1	..	3	4	1	1	12	14
	P. Unaided (U.R.)	1	..	1	2	..	..	1	1
	Total	92	30	937	1059	59	39	112	210
Secondary	Government	53	33	140	226	57	46	655	758
	L. B.	109	14	626	749	77	79	144	300
	P.A.	119	35	1576	1730	203	284	1000	1487
	P. Unaided (R)	..	6	55	61	18	30	110	158
	P. Unaided (U. R.)	1	..	10	11	..	1	1	2
	Total	282	88	2407	2777	355	440	1910	2705
Higher Secondary	Government	17	2	41	60	48	21	50	119
	L.B.	1	..	1	2	2	2	24	28
	P.A.	4	1	26	31	19	22	62	103
	P. Unaided (R)	..	..	2	2	8	3	7	18
	P. Unaided (U.R.)	..	..	..	..	..	..	..	..
	Total	22	3	70	95	77	48	143	268

TABLE 7

SCHOOLS HAVING ADEQUATE EQUIPMENT FOR WORK-EXPERIENCE ACTIVITIES

School Type	Management	Number of Schools Having Adequate Equipment							
		RURAL				URBAN			
		Boys schools	Girls schools	Co-educational schools	Total	Boys schools	Girls schools	Co-educational schools	Total
1	2	3	4	5	6	7	8	9	10
Primary	Government	222	37	268	527	39	15	34	88
	L. B.	43	18	1012	1073	17	12	77	106
	Private Aided	3	6	498	507	12	10	114	136
	Private Unaided (R)	..	..	4	4	..	8	57	65
	Private Unaided (UR)	..	..	..	..	..	..	3	3
	Total	268	61	1782	2111	68	45	285	398
Middle	Government	145	32	156	333	13	12	43	68
	L. B.	28	28	203	259	8	23	50	81
	P. Aided	8	7	233	248	7	10	29	46
	Private Unaided (R)	2	1	11	14	4	3	20	27
	Private Unaided (U.R)	..	..	2	2	..	..	2	2
	Total	183	68	605	856	32	48	144	224
Secondary	Government	59	16	162	237	73	47	45	165
	L. B.	6	16	364	436	51	36	125	242
	P.A.	99	73	1456	1628	225	341	998	1564
	Private Unaided (R)	1	7	50	58	24	55	114	193
	Private Unaided (UR)	..	..	10	10	2	1	2	5
	Total	215	112	2042	2369	375	480	1284	2139
Higher Secondary	Government	13	2	31	46	42	15	46	103
	L. B.	1	..	1	2	2	2	29	33
	P.A.	5	..	30	35	18	19	63	100
	Private Unaided (R)	..	..	..	..	8	4	7	19
	Private Unaided (UR)	..	..	..	..	..	..	..	..
	Total	19	2	62	83	70	40	145	255

TABLE 8

SCHOOLS REPORTNG REASONS FOR NOT HAVING PROGRAMME OF WOK-EXPERIENCE

Reasons for not having programme of experience	Rural Number of Institutions						Urban Number of institutions					
	Govt.	Local body	Private aided	Private unaided (Recog.	Private unaided (Unrecog.)	Total	Govt.	Local body	Private aided	Private unaided (Recog.)	Private unaided (Unrecog.)	Total
1.	2	3	4	5	6	7	8	9	10	11	12	13
1. Lack of resources . . .	54074	2560	2152	2509	221	61516	10037	362	1354	618	108	12479
2. No equipment/ inadequate equipment	4759											
3. Lack of teachers/Trained teachers	13938	17204	743	49	12	22767	1541	129	867	446	23	3006
4. Inadequate finance . . .	11723	5210	1060	611	1084	21894	844	502	753	108	67	2274
5. Lack of approval/provision by Govt.		1939	907	443	1079	16091	21	210	222	..	27	580
Management	2000	112	568	369	36	3085	191	118	92	567	31	999
6. Lack of raw material . . .	2006	25	300	211	..	2542	138	22	118	85	9	372
7. Inadequate space/ accommodation	869	468	613	9	1	1960	265	200	204	25	9	703

Table

CRAFTS PROVIDED IN VARIOUS TYPE OF SCHOOLS UNDER DIFFERENT

Sr. No.	State/ Union Territory	Area	Govt.			Private aided		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	R	..	..	40	1	2	3672
		U	1	2	21	..	1	493
2.	Assam	R						
		U						
3.	Bihar	R	577	274	2215	..	..	..
		U	34	22	430	..	..	..
4.	Gujarat	R	6	6	33	234	217	6408
		U		3	10	219	255	348
5.	Haryana	R	..	..	1	..	..	..
		U	.	2	..	..	..	..
6.	Himachal Pradesh	R	..	..	1632	..	..	..
		U	1	1	32	..	..	..
7.	Jammu & Kashmir	R	323	190	..	..	..	..
		U	19	21	..	..	..	..
8.	Karnataka	R	150	2	52	..	..	..
		U	8	10	17	..	2	..
9.	Kerala	R	3	2	385	..	..	4
		U	..	2	52	..	..	..
10.	Madhya Pradesh	R	4272	849	10092	394	71	939
		U	234	149	287	28	38	75
11.	Maharashtra	R	..	..	2	99	136	4945
		U	2	..	5	61	147	704
12.	Manipur	R	..	..		..	..	..
		U						
13.	Meghalaya	R						
		U						
14.	Nagaland	R	..	..	63	..	..	..
		U	..	..	..	..	..	..
15.	Orissa	R	1	..	17	6	..	1
		U	..	..	1	..	..	..
16.	Punjab	R	..	..	..	..		..
		U	..	..	..	..	..	..
17.	Rajasthan	R	259	9	294	..	468	16306
		U	124	107	1071	..	..	6
18.	Tamil Nadu	R	4	12	1043	15	29	17961
		U	9	17	323	17	30	2210
19.	Tripura	R	..	..	81	..	..	..
		U	..	..	1	..	..	..
20.	U. P.	R	3966	3078	23960	631	207	2882
		U	593	532	1400	103	81	138
21.	West Bengal	R	..	..	..	2	11	1043
		U	4	4	25	..	..	388
22.	A & N Islands	R	..	..	47	..	..	..
		U	..	..	2	..	..	..
23.	Arunachal Pradesh	R	..	..	321	..	..	..
		U	..	..	6	..	..	..
24.	Chandigarh	R	..	..	..	..	..	..
		U						

No. 9

MANAGEMENTS IN EVERY STATE

Primary

Private Aided			Pvt. Unaided (recoinised)			Pvt. Unaided (Unrecog.)			Total		
B	G	C	B	G	C	B	G	C	B	G	C
10	11	12	13	14	15	16	17	18	19	20	21
..	..	201	..	..	1	1	..	1	2	2	3915
..	..	86	..	..	12	..	..	17	1	3	629
N I L											
..	2	21	..	..	1	..	..	..	577	276	2237
..	..	7	..	..	..	..	..	..	34	22	437
..	..	36	..	..	5	..	..	..	240	223	6482
8	7	48	4	8	186	..	..	..	235	273	592
..	..	..	..	..	..	..	..	..	..	..	1
..	..	..	..	..	..	..	..	..	..	2	..
..	..	1	..	..	..	..	..	12	..	..	1645
..	..	2	..	..	..	..	2	2	1	3	36
..	..	1	..	..	..	..	..	1	323	190	2
..	..	..	..	..	..	..	..	1	19	21	1
1	..	4	..	2	..	..	..	..	151	4	56
5	2	5	3	..	7	..	..	..	16	14	29
2	11	986	..	..	2	..	..	..	5	13	1377
1	3	138	..	..	1	..	..	1	1	5	192
11	9	56	10	1	70	1	..	26	4688	930	11183
14	11	14	55	5	84	..	1	15	341	194	475
2	..	23	..	..	2	..	..	1	101	136	4973
17	24	296	25	21	203	..	..	5	105	192	1213
..	..	..	..	..	..	..	..	..	..	..	..
Nil											
Nil											
..	..	2	..	..	..	..	..	..	..	..	65
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	7	..	18
..	..	..	..	..	..	..	..	..	..	..	1
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	1	..	..	1
..	1	16	..	3	26	..	..	..	259	481	16642
..	45	298	..	15	252	..	..	..	214	167	1627
12	16	3533	..	..	1	..	..	..	31	57	22538
15	11	1562	..	..	..	..	..	..	41	58	4095
..	..	..	..	..	..	..	..	..	..	..	81
..	..	..	..	..	..	..	..	..	..	..	1
28	2	437	164	11	1145	10	1	58	4799	3299	27482
57	6	128	91	28	424	4	2	79	848	649	2169
..	..	..	..	..	..	..	..	..	2	11	1043
7	8	1	..	..	1	..	..	..	11	12	415
..	..	..	..	..	1	..	..	..	..	..	48
..	..	1	..	..	..	..	..	..	..	..	3
..	..	..	..	..	..	..	..		..	..	312
..	..	..	..	..	..	..	..	..	..	..	6
	..	..	..	..	..	..	..	..	..	..	..
Nil											

1	2	3	4	5	6	7	8	9
25.	Dadra & Nagar Haveli . . .	R	..	..	18	..	..	..
		U	..	..	..	..	..	..
26.	Delhi . . .	R	..	..	..	..	..	..
		U	..	..	..	27	90	35
27.	Goa Daman & Diu	R	..	..	20	..	..	..
		U	..	..	3	..	..	..
28.	L. M. A. & Islands [(Lashadweep) .	R	1	1	3	..	..	..
		U	..	..	..	..	..	..
29.	Mizoram . .	R	..	..	213	..	..	..
		U	..	..	48	..	..	..
30.	Pondicherry . .	R	3	..	19	..	..	..
		U	4	1	4	..	..	..
		R	9565	4423	40551	1382	1141	53161
		U	1127	873	3738	465	634	4397

10	11	12	13	14	15	16	17	18	19	20	21
..	..	2	..	..	1	..	..	..	..	..	21
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	2	..	..	..	..	..	..	..	27	92	35
..	..	1	..	..	..	..	..	..	..	..	21
..	..	1	..	..	..	..	..	..	..	..	4
..	..	..	..	..	..	..	..	..	1	1	3
..	..	..	..	..	..	..	..	..	..	..	..
..	..	8	..	..	12	..	..	3	..	....	236
..	..	4	..	..	6	..	..	..	..	..	58
..	..	..	..	..	..	..	..	..	3	..	19
..	..	..	..	..	..	..	..	..	4	1	4
56	41	5328	174	17	1267	12	1	102	11189	5623	100409
124	119	2519	178	77	1176	4	5	121	1898	1708	12023

TABLE

CRAFTS PROVIDED IN VARIOUS TYPE OF SCHOOLS UNDER

Sr. No.	State/ Union Territory	Area	Govt.			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	R	..	..	10	..	5	434
		U	2	1	18	2	4	105
2.	Assam	R	..	..	..	..	..	3
		U	..	..	..	..	..	..
3.	Bihar	R	135	64	2032	..	..	..
		U	27	41	141	..	..	..
4.	Gujarat	R				Ni.		
		U						
5.	Haryana	R	..	3	1	..	..	..
		U	..	7	..	..	..	..
6.	Himachal Pradesh	R	7	3	355	..	..	..
		U	..	1	11	..	..	..
7.	J & K	R	187	79	..	..	..	..
		U	23	10	..	..	..	..
8.	Karanataka	R	17	2	111	4	..	..
		U	49	43	96	..	3	..
9.	Kerla	R	1	..	254	..	..	3
		U	1	3	66	..	..	..
10.	Madhya Pradesh	R	668	158	124	11	..	38
		U	87	82	71	1	1	
11.	Maharashtra	R	1	..	12	307	117	3327
		U	1	2	5	111	115	530
12.	Manipur	R				Nil		
		U						
13.	Meghalaya	R	..	..	..	..	..	..
		U	..	..	2	..	..	..
14.	Nagaland	R	..	..	8	..	..	..
		U	..	..	..	2	..	..
15.	Orissa	R	12	9	59	..	..	..
		U	3	7	8	..	5	3
16.	Punjab	R	..	..	3	..		..
		U	..	..	1	..	..	..
17.	Rajasthan	R	320	336	3289	..	..	..
		U	158	148	274	..	..	..
18.	Tamil Nadu	R	2	2	181	5	9	2921
		U	1	4	84	11	20	565
19.	Tripura	R	..	2	28	..	..	..
		U	..	..	2	..	..	..
20.	Uttar Pradesh	R	913	1442	2175	105	70	87
		U	225	294	188	1	16	1
21.	West Bengal	R	..	..	..	..	1	2
		U	..	1	..	..	..	..
22.	A & N Islands	R	..	..	13	..	..	..
		U	..	..	2	..	..	..
23.	Arunachal Pradesh	R	..	..	46	..	..	..
		U	..	..	..	..	..	..
24.	Chandigarh	R	..	..	..	..	..	..
		U	..	..	..	..	..	..

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DIFFERENT MANAGEMENT IN EVERY STATE

Pvt. Aided			Pvt. Unaided (Recog.)			Pvt. Unaided (Unrecog.)			Total		
B	G	C	B	G	C	B	G	C	B	G	V
10	11	12	13	14	15	16	17	18	19	20	21
..	..	56	..	..	1	1	..	..	1	5	501
..	2	64	..	..	18	..	..	..	4	7	205
5	1	30	..	..	..	..	..	..	5	1	33
..	..	..	..	..	..	..	..	..	..	..	..
..	2	4	..	..	..	..	..	..	135	66	2036
7	..	9	..	..	..	..	..	..	34	41	150
..	..	..	..	..	..	..	..	..	..	3	1
..	1	..	..	..	..	..	..	..	..	8	..
..	..	..	..	..	5	..	..	4	7	3	364
..	..	..	..	..	2	..	..	..	..	1	13
..	..	..	..	..	1	..	..	..	187	79	1
1	1	2	..	..	..	..	..	1	24	11	3
..	..	15	..	..	..	..	..	..	21	3	126
9	16	26	3	2	4	..	..	..	61	64	126
3	8	818	..	1	4	..	..	..	4	9	1179
2	4	106	..	..	2	..	..	..	3	7	174
16	9	13	6	3	15	..	..	..	701	170	190
6	7	22	2	2	44	..	..	1	96	92	138
11	..	142	..	..	7	1	..	3	320	117	3491
29	17	133	4	..	36	..	..	5	145	134	709
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	2
..	..	3	..	..	..	..	..	..	..	..	11
..	..	..	..	..	..	..	..	..	..	..	2
8	1	27	..	..	..	..	..	..	20	10	86
5	2	20	..	..	..	..	..	..	8	14	31
..	..	..	..	..	..	..	..	..	..	..	3
..	..	..	..	..	..	..	..	1	..	..	2
..	4	14	..	1	4	..	..	..	320	341	3307
100	32	37	17	2	38	..	..	..	275	182	349
3	7	1059	..	..	..	..	..	..	10	18	4161
15	23	878	..	..	..	..	..	..	27	47	1527
..	..	1	..	..	..	..	..	..	..	2	29
..	..	..	..	..	..	..	..	..	..	..	2
120	42	377	286	39	1480	50	4	126	1474	1597	4245
77	78	84	35	42	241	3	1	12	351	431	526
6	30	54	..	..	..	..	..	..	6	31	56
9	55	4	..	...	..	..	..	...	9	56	4
..	..	..	..	..	..	..	..	..	..	..	13
..	..	..	..	..	..	..	..	..	..	..	2
..	..	..	..	..	..	..	..	..	..	..	46
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	1	..	1	1	..	1

1	2	3	4	5	6	7	8	9
25.	Dadra Nagar & Haveli . . .	R						
		U				Nil		
26.	Delhi . . .	R	..	..	..	..	..	..
		U	22	12	7	..	..	..
27.	Goa Daman & Diu	R	..	..	8	..	..	..
		U	..	..	5	..	..	..
28.	L.M.A. Islands (Lakashdweep) . .	R	..	2	2	..	..	..
		U	..	..	..	..	..	..
29.	Mizoram . .	R	..	..	51	..	..	..
		U	..	..	2	..	..	..
30.	Pondicherry . .	R	1	..	13	..	..	..
		U	1	2	..	..	..	..
	Total . . .	R	2264	2103	8775	432	202	6815
		U	600	658	985	136	164	1204

10	11	12	13	14	15	16	17	18	19	20	21
..	..	..	..	..	..	..	..	..	..	..	..
1	..	3	..	..	4	..	..	..	23	12	14
..	..	..	..	..	..	..	..	..	..	..	8
..	..	..	..	..	..	..	..	..	..	..	5
..	..	..	..	..	..	..	..	..	..	2	2
..	..	..	..	..	..	..	..	..	..	..	..
..	..	43	..	..	6	..	..	..	..	..	100
..	..	18	..	1	..	..	..	..	..	1	20
..	..	..	..	..	..	..	..	..	1	..	13
..	..	..	..	..	..	..	..	..	1	2	..
172	104	2756	292	44	1523	52	4	133	3212	2457	20002
261	238	1406	61	49	389	4	1	21	1062	1110	4005

Table

CRAFT S PROVIDED IN VARIOUS TYPE OF SCHOOLS UNDER

Sl. No.	State/ Union Territory	Area	Govt.			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
	Andhra Pradesh .	R	..	..	27	22	25	821
		U	23	25	40	16	31	81
2.	Assam . . .	R	..	..	..	..	..	
		U	5	5	2	..	..	..
3.	Bihar . . .	R	5	1	4	..	..	..
		U	2	1	1	..	..	..
4.	Gujarat. . .	R	1	..	2	1	..	2
		U	2	3	1	2	2	..
5.	Haryana . .	R	4	26	21	..	..	..
		U	..	6	..	..	..	..
6.	Himachal Pradesh	R	1	2	126	..	..	..
		U	1	3	5	..	..	..
7.	Jammu & Kashmir	R	76	12	..	..	..	..
		U	3	12	..	..	..	..
8.	Karnataka . .	R	4	..	74	3	..	1
		U	15	23	27	2	2	5
9.	Kerla . .	R	6	7	148	..	..	1
		U	17	26	42	..	..	..
10.	Madhya Pradesh .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
11.	Maharashtra . .	R	..	..	..	16	1	121
		U	1	..	2	16	3	63
12.	Manipur . .	R	..	..	1	..	..	..
		U	..	..	1	..	..	..
13.	Meghalaya . .	R	..	..	10	..	..	..
		U	..	..	1	..	..	..
14.	Nagaland . .	R	..	..	10	..	..	..
		U	..	..	1	..	..	..
15.	Orissa . . .	R	25	11	64	..	..	..
		U	25	30	18	1	3	..
16.	Punjab . . .	R	..	2	..	..	..	..
		U	1	3	..	..	..	..
17.	Rajasthan . .	R	218	16	318	..	..	..
		U	27	89	22	..	..	..
18.	Tamil Nadu . .	R	25	28	1206	..	..	..
		U	79	108	307	38	42	54
19.	Tripura. . .	R	..	3	4	..	..	..
		U	..	..	..	..	..	..
20.	Uttar Pradesh .	R	8	19	43	5	2	21
		U	11	26	8	4	9	2
21.	West Bengal .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
22.	A & N Islands .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
23.	Arunachal Pradesh.	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
24.	Chandigarh . .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..

9 Secondary

DIFFERENT MANAGEMENT IN EVERY STATE

Pvt. aided			Pvg. unaided Recognised			Pvt. unaided (Unrecog.)			Total		
B	G	C	B	G	C	B	G	C	B	G	C
10	11	12	13	14	15	16	17	18	19	20	21
4	4	68	..	1	46	..	1	..	26	32	962
41	28	131	3	6	15	..	..	1	83	91	268
6	8	108	..	..	..	..	..	..	6	8	108
1	7	9	..	..	..	..	..	..	6	12	11
9	1	89	..	..	..	..	..	..	14	2	93
..	3	5	..	..	..	..	..	..	2	4	6
9	23	161	..	..	..	..	..	..	11	23	165
14	25	71	..	..	1	..	..	..	18	30	73
..	1	..	..	..	..	..	..	..	4	27	21
..	16	1	..	..	..	..	..	..	..	22	1
..	..	8	1	1	..	..	..	..	2	3	134
..	..	1	..	..	..	..	..	..	1	3	6
1	..	..	..	..	..	..	..	..	77	12	..
..	8	2	..	1	..	..	..	..	3	21	2
10	7	105	..	1	18	..	..	..	17	8	198
20	58	58	2	..	1	..	..	..	39	83	91
17	47	372	..	1	4	..	..	..	23	55	25
23	36	53	1	4	..	..	..	..	41	66	95
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	....	..	..	..
33	6	306	..	6	12	..	..	..	49	13	439
79	121	385	7	9	49	..	..	..	103	143	499
..	..	..	..	..	..	..	..	..	..	..	1
..	..	..	..	..	..	..	..	..	..	..	1
..	..	1	..	..	..	..	..	..	..	..	11
..	..	..	..	..	..	..	..	..	..	..	1
..	..	1	..	..	..	..	..	..	..	..	11
..	..	..	..	..	..	..	..	..	..	..	1
7	4	37	..	..	..	..	1	..	32	16	101
3	5	2	..	..	1	..	..	..	29	38	21
..	..	..	..	..	..	..	..	..	..	2	..
..	1	2	..	..	..	..	..	..	1	4	2
10	1	4	2	..	..	..	..	..	230	17	322
53	32	..	3	2	..	..	..	..	83	123	22
10	25	211	—	—	—	—	—	—	35	53	1417
151	211	301	..	..	..	..	..	..	268	361	662
..	1	1	..	..	..	..	..	..	..	4	5
..	..	..	..	..	..	..	..	..	..	..	..
173	20	408	69	6	193	1	..	7	261	47	672
114	89	68	18	13	34	1	..	..	148	137	112
17	68	118	1	4	4	..	..	..	18	72	122
22	137	15	..	4	..	..	..	..	22	141	15
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
.	..	..	..	..	..	..	..	1	..	..	1

Secondary

1.	2	3	4	5	6	7	8	9
25.	Dadra Nagar Haveli	R	..	..	3	..	..	..
		U	..	..	..	..	..	..
26.	Delhi . . .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
27.	Goa, Daman Diu	R	..	..	..	..	..	..
		U	..	..	1	..	..	..
28.	L. M. A. Islands (Lakshdweep .	R	..	..	6	..	..	..
		U	..	..	..	..	..	..
29.	Mizoram . .	R	..	..	2	..	..	..
		U	..	..	4	..	..	..
30.	Pondicherry . .	R	..	2	13	..	..	..
		U	4	2	1	..	..	..
	Total . . .	R	373	129	2072	47	29	967
		U	261	363	484	79	102	205

1	2	3	4	5	6	7	8	9
..	..	..	..	..	..	..	..	3
..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..
3	6	35	..	..	..	3	6	35
1	3	8	..	..	..	1	3	9
..	..	..	..	..	..	..	..	6
..	..	..	..	..	..	..	..	..
..	..	7	..	..	..	..	..	9
..	..	..	..	..	..	..	..	4
..	..	..	..	..	..	..	2	13
1	2	..	..	1	1	..	..	..	5	5	2
314	222	2039	73	20	277	1	2	7	808	402	5360
523	782	1112	34	40	102	1	..	2	853	1287	1905

Table

CRAFTS PROVIDED IN VARIOUS TYPE OF SCHOOLS

No.	State/ Union Territory	Area	Govt.			Local Body		
			B	G	C	B	G	C
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	R	..	..	16	5	..	2
		U	6	2	41	1	..	3
2.	Assam	R	..	..	..	..	..	..
		U	..	1	..	..	..	..
3.	Bihar	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
4.	Gujarat	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
5.	Haryana	R	7	..	4	..	..	..
		U	12	9	4	..	..	1
6.	Himachal Pradesh	R	3	2	36	..	..	..
		U	7	9	7	..	..	1
7.	Jammu & Kashmir	R	3	..	..	..	..	..
		U	10	1	..	..	..	..
8.	Karnataka	R	5	..	6	..	..	..
		U	12	3	20	1	1	1
9.	Kerala	R	..	..	..	..	..	..
		U	..	..	2	..	..	..
10.	Madhya Pradesh	R	151	31	466	10	1	39
		U	154	135	65	14	6	2
11.	Maharashtra	R	..	..	..	..	..	..
		U	..	..	1	2	2	8
12.	Manipur	R	..	..	..	4	..	..
		U	2	2	1	..	..	..
13.	Meghalaya	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
14.	Nagaland	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
15.	Orissa	R	..	..	..	..	..	..
		U	..	..	2	..	..	..
16.	Punjab	R	..	..	..	..	..	..
		U	1	1	..	..		..
17.	Rajasthan	R	53	..	132	..	..	..
		U	67	32	78	..	..	..
18.	Tamil Nadu	R	..	..	4	..	..	..
		U	4	3	18	..	..	..
19.	Tripura	R	3	1	6	..	..	..
		U	4	5	1	..	..	..
20.	Uttar Pradesh	R	20	33	92	1	..	3
		U	56	49	27	13	16	6
21.	West Bengal	R	..	..	..	..	..	..
		U	21	15	2	4	..	..
22.	A & N Islands	R	..	..	8	..	..	..
		U	1	1	4	..	..	..
23.	Arunachal Pradesh	R	..	..	8	..	..	..
		U	..	..	4	..	..	..
24.	Chandigarh	R	..	..	..	..	..	..
		U	6	..	..	..	..	..

9 (Higher Secondary)

UNDER DIFFERENT MANAGEMENT IN EVERY STATE

Pvt. Aided			Pvt. Unaided (Recog.)			Pvt. Unaided(Unrecognised)			Total		
B	G	C	B	G	C	B	G	C	B	G	C
10	11	12	13	14	15	16	17	18	19	20	21
..	1	1	..	..	1	..	..	..	5	1	20
3	5	3	..	..	2	..	..	..	10	7	49
..	..	4	..	..	..	..	..	..	...	..	4
3	..	1	..	..	..	..	..	..	3	1	1
..	..	..	..	..	..	..	..	..	...	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	...	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	7	..	4
5	..	..	..	1	..	..	..	..	17	10	5
..	..	..	..	..	..	..	..	..	3	2	36
1	..	..	..	2	..	..	..	1	8	11	9
..	..	..	..	..	..	..	..	..	3	..	..
..	2	1	1	..	..	..	..	..	11	3	1
..	..	7	..	..	..	..	..	..	5	..	13
1	10	4	2	1	..	..	..	..	16	15	25
..	....	..	..	..	2	..	..	..	..	..	2
..	..	..	..	..	2	..	..	..	..	1	4
24	4	46	7	2	34	3	1	..	195	39	585
52	29	49	7	6	16	1	..	1	228	176	133
..	..	..	..	..	..	..	..	..	..	..	..
4	11	31	3	5	5	..	..	..	9	18	45
..	..	2	..	..	..	..	..	..	..	..	6
..	..	..	..	..	..	..	..	..	2	2	1
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	1	..	..	..	..	..	..	..	..	1
..	..	..	..	..	..	..	..	..	..	..	2
..	..	..	..	..	..	..	..	..	..	..	..
1	1	..	..	..	..	..	..	..	2	2	..
..	3	15	3	2	..	..	..	..	53	5	14
78	22	..	..	1	4	..	..	..	145	56	8
..	..	..	..	..	..	..	..	..	..	..	4
..	4	15	..	..	..	..	..	..	4	7	33
..	..	4	..	..	..	..	..	..	3	1	10
2	..	2	..	..	..	..	..	..	6	5	3
243	12	504	4	3	75	..	..	..	268	48	674
292	166	152	16	9	10	..	..	..	377	240	195
67	75	278	..	..	..	..	..	..	67	75	278
171	242	79	..	14	..	..	..	..	196	271	81
..	..	..	..	..	..	..	..	..	..	..	8
..	..	..	..	..	..	..	..	..	1	1	4
..	..	..	..	..	..	..	..	..	..	..	8
..	..	..	..	..	..	..	..	..	..	..	4
..	..	..	..	..	..	..	..	..	..	..	..
1	..	1	..	..	..	..	2	..	7	2	1

1	2	3	4	5	6	7	8	9
25.	Dadra Nagar Haveli	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
26.	Delhi . .	R	..	..	..	..	..	..
		U	19	18	2	..	..	..
27.	Goa, Daman & Diu	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
28.	L. M. A. Islands (Lakshadweep) .	R	..	..	1	..	..	..
		U	..	..	..	..	..	..
29.	Mizoram . .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
30.	Pondicherry . .	R	..	..	..	..	..	..
		U	..	..	..	..	..	..
	Total . . .	R	245	67	784	16	1	44
		U	382	286	279	35	25	22

10	11	12	13	14	15	16	17	18	19	20	21
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
5	5	10	1	4	9	..	..	..	25	27	21
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	1
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..	..	..
334	94	862	11	7	112	3	1	..	609	170	1801
619	497	348	30	45	48	1	2	2	1067	855	699

Table 10
SCHOOLS HAVING TEACHING OF CRAFTS

Sr. No.	Name of the State/ Union Territory	Number of Schools having Teaching of Crafts							
		Primary Schools		Middle Schools		Secondary Schools		Hr. Secondary Schools	
		No.	Percentage*	No.	Percentage*	No.	Percentage*	No.	Percentage*
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh	4533	12·26	722	19·66	1460	45·93	92	39·32
2.	Assam	..	..	39	1·26	151	10·41	9	12·86
3.	Bihar	3583	7·11	2462	25·86	121	4·21	..	..
4.	Gujarat	8045	35·96	..	..	320	12·71	..	..
5.	Haryana	3	0·66	12	1·57	75	7·43	43	40·95
6.	Himachal Pradesh	1669	42·55	384	42·24	149	34·73	68	58·12
7.	Jammu & Kashmir	554	9·94	304	17·01	115	18·25	18	31·03
8.	Karnataka	270	1·23	401	3·58	436	21·31	74	24·02
9.	Kerala	1592	22·58	1376	53·46	805	57·34	7	17·50
10.	Madhya Pradesh	17768	36·29	1386	16·33	..	..	1350	68·70
11.	Maharashtra	6714	21·59	4907	29·39	1246	21·99	72	14·81
12.	Manipur	..	..	..	..	2	1·08	11	40·74
13.	Meghalaya	..	..	2	0·63	1	0·75	..	..
14.	Nagaland	65	6·64	13	4·76	12	14·46	..	..
15.	Orissa	25	0·08	169	3·64	236	11·96	3	21·43
16.	Punjab	..	..	4	0·31	9	0·70	4	1·64
17.	Rajasthan	19390	98·81	4774	96·97	797	91·19	487	89·85
18.	Tamil Nadu	26820	100·00	5790	100·00	2796	100·00	48	100·00
19.	Tripura	82	5·51	33	12·89	9	23·68	28	40·00
20.	Uttar Pradesh	39092	62·03	8428	81·89	1368	72·29	1802	78·42
21.	West Bengal	1494	3·82	162	5·77	390	16·71	968	46·52
22.	A. & N. Islands	51	35·42	15	60·00	..	..	14	93·33
23.	Arunachal Pradesh	327	67·70	46	77·97	..	..	12	66·67
24.	Chandigarh	..	..	..	..	..	..	8	100·00
25.	Dadra & Nagar Haveli	21	15·56	..	..	3	75·00	..	..
26.	Delhi	154	10·48	49	12·69	..	..	73	13·57
27.	Goa, Daman and Diu	25	3·00	13	8·38	57	27·40	..	..

Table 10—*Cond.*

1	2	3	4	5	6	7	8	9	10
28.	Lakshadweep .	5	26·32	4	57·14	6	100·00	1	100·00
29.	Mizoram . .	291	61·13	121	57·34	13	12·50	..	..
30.	Pondicherry . .	31	10·84	17	22·97	27	45·76	..	..
	Total . . .	132605	29·10	31633	34·88	10604	32·02	5192	54·62

*Percentage of total number of schools in that category.

Table

TEACHING OF CRAFTS IN VARIOUS TYPES

Schools	Area	Govt.			Local Body		
		B	G	C	B	G	C
1	2	3	4	5	6	7	8
Primary	Rural	9566	4423	40551	1382	1141	53161
	Urban	1127	873	3738	465	634	4397
Middle	Rural	2264	2103	8775	432	202	6815
	Urban	600	658	985	136	164	1204
Secondary/High	Rural	373	129	2072	47	29	967
	Urban	216	363	484	79	102	205
Higher Secondary/Intermediate .	Rural	245	67	783	16	1	44
Junion College . . .	Urban	382	286	279	35	25	22
Total	Rural	12447	6722	52181	1877	1373	60987
	Urban	2325	2180	5486	715	925	5828
	Total	14772	8902	57667	2592	2298	66815

B—Boys G—Girls C—Co-educational

11
OF SCHOOLS ACCORDING TO MANAGEMENTS

Private aided			Pvt. aided (recognised)			Private unaided (unrecognised)			Total		
B	G	C	B	G	C	B	G	C	B	G	C
9	10	11	12	13	14	15	16	17	18	19	20
56	41	5328	174	17	1267	12	1	102	11189	5623	100409
124	119	2591	178	77	1176	4	5	121	1898	1708	12023
172	104	2756	292	44	1523	52	4	133	3212	2457	20002
261	238	1406	61	49	389	4	1	21	1062	1110	4005
314	222	2039	73	20	277	1	2	7	808	402	5362
523	782	1112	34	40	102	1	..	2	853	1287	1905
334	94	862	11	7	112	3	1	..	609	170	1801
619	497	348	30	45	48	1	2	2	1067	855	699
876	461	10985	550	88	3179	68	8	242	15818	8652	127574
1527	1636	5457	303	211	1715	10	8	146	4880	4960	18632
2403	2097	16442	853	299	4894	78	16	388	20698	13612	146206

Table 12

TIME DEVOTED TO EACH CRAFT

Primary Schools

Sl. No.	Craft	RURAL						URBAN					
		Time devoted per week (in hrs.)						Time devoted per week (in hours)					
		Upto 1 hour	1·1-3·0	3·1-5·0	5·1-7·0	More than 7	Total	Upto 1 hour	1·1-3·0	3.1-5·0	5.1-7·0	More than 7	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Spinning & Weaving	1796	17242	13546	10917	4246	47747	197	3685	4795	1156	3603	13436
2.	Agriculture/Soil work	505	3030	5189	1790	360	10874	46	672	547	39	71	137
3.	Gardening	2523	7031	3053	1618	542	14767	115	406	171	101	29	822
4.	Wood work	13	100	192	169	1	475	39	17	333	67	10	466
5.	Home Craft	..	..	..	..	..	..	..	..	..	..	..	..
6.	Card Board/Paper work	2870	9984	10916	819	1360	25949	662	2380	828	178	228	4276
7.	Book Binding	14	1040	421	202	199	1876	13	111	110	44	71	349
8.	Needle work/Knitting/Tailoring	131	922	498	89	538	2178	195	409	244	102	123	1073
9.	Clay work	3698	27811	14805	1238	1572	49124	567	3379	1171	226	214	5557
10.	Art & Craft	103	184	385	81	259	1012	5	9	22	5	40	80
11.	Mat making	364	313	191	119	46	1033	26	18	27	16	10	97
12.	Rope Making	2	211	145	87	35	480	..	..	2	..	..	2
13.	Coir Craft	21	101	50	29	27	228	2	5	3	..	1	11
14.	Drawing & Painting	..	..	..	..	..	..	..	..	..	..	..	..
15.	Cane bamboo work	163	446	97	52	..	758	45	29	21	16	19	130
16.	Others	13	207	249	1212	12	1693	13	126	38	14	7	198
					Middle Schools								
1.	Spinning & Weaving	152	2564	2485	422	780	6403	35	423	389	127	247	1221
2.	Agriculture/Soil work	492	1272	659	1377	1848	5648	81	152	251	176	91	751
3.	Gardening	260	1831	1283	356	405	4135	14	318	91	36	9	468
4.	Wood work	50	720	182	187	167	1306	16	197	51	53	48	365
5.	Home craft	5	41	155	428	481	1110	32	55	113	61	148	409
6.	Card Board/Paper work	318	501	124	34	83	1060	133	346	229	47	58	813
7.	Book Binding	9	139	404	308	617	1477	8	65	47	167	295	582
8.	Needle work/Knitting/Tailoring	526	920	489	174	718	2827	159	618	486	114	423	1800
9.	Clay work	137	1683	380	24	263	2487	54	136	10	9	7	216
10.	Art & Craft	235	413	481	135	40	1304	48	73	72	15	7	215
11.	Mat Making	2	83	43	41	17	186	8	7	5	..	1	21
12.	Rope Making	2	25	..	..	2	29	1	..	1	..	..	2
13.	Coir Craft	2	52	44	35	50	183	..	10	4	3	13	30
14.	Drawing & Painting	..	..	..	..	..	..	..	1	..	1	1	3
15.	Cane & Bamboo work	39	110	1	3	1	154	13	12	1	1	..	27
16.	Others	22	79	57	16	22	196	31	20	13	16	13	93

Secondary Schools

1. Spinning & weaving	159	916	234	147	263	1719	46	327	231	101	85	790
2. Agriculture/Soil work	4	164	184	290	377	1019	21	46	55	18	36	176
3. Gardening	23	469	112	22	61	687	17	240	17	76	60	410
4. Wood work	142	241	115	76	181	755	49	258	236	50	91	684
5. Home craft	4	22	119	21	30	196	10	37	35	12	47	141
6. Card Board/Paper work	22	160	20	17	47	266	74	151	81	19	43	368
7. Book binding	11	71	64	71	181	398	4	58	21	42	110	235
8. Needle work/Knitting/Tailoring	146	672	260	98	337	1513	145	595	287	153	352	1532
9. Clay work	55	180	14	2	..	251	7	31	61	5	8	112
10. Art and Craft	4	4	2	..	..	10	..	..	1	..	..	1
11. Mat Making	..	2	..	..	1	3	..	1	..	..	..	1
12. Rope Making	..	..	..	..	..	..	..	..	..	..	..	..
13. Coir Craft	2	6	7	10	14	39	3	27	..	2	2	34
14. Drawing & Painting	11	171	18	21	10	231	7	28	11	5	7	58
15. Cane & bamboo work	2	7	1	..	..	10	7	2	4	..	..	13
16. Others	16	98	77	51	69	311	14	106	42	33	42	237

Table 12

TIME DEVOTED TO EACH CRAFT

Higher Secondary Schools

Sl. No.	Craft	RURAL						URBAN					
		Time devoted per week (in hrs.)						Time devoted per week (in hrs.)					
		Upto 1 hour	1·1-3·0	3·1-5·0	5·1-7·0	More than 7	Total	Upto 1 hour	1·1-3·0	3·1-5·0	5·1-7·0	More than 7	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Spinning & Weaving	35	511	46	11	24	627	5	130	32	22	34	223
2.	Agriculture/Soil work	8	40	137	104	397	686	9	28	10	25	94	166
3.	Gardening	43	402	254	73	38	810	16	156	89	31	33	325
4.	Wood work	41	83	52	72	60	308	17	172	64	89	143	485
5.	Home Craft	..	..	8	8	15	31	..	5	13	28	71	117
6.	Card Board/Paper work	..	6	9	7	10	32	7	19	6	11	1	44
7.	Book Binding	1	6	21	38	76	142	2	11	40	92	90	235
8.	Needle work/Knitting/ Tailoring	58	115	34	41	57	305	78	303	134	88	92	695
9.	Clay work	1	3	1	2	..	7	7	22	6	32	9	76
10.	Art & Craft	..	1	..	..	..	1	4	3	2	..	2	11
11.	Mat Making	..	..	..	..	..	..	..	..	..	..	..	..
12.	Rope Making	..	..	..	..	..	..	..	1	..	..	..	1
13.	Coir Craft	..	..	..	..	..	..	..	..	..	..	..	..
14.	Drawing & Painting	..	11	1	1	..	13	3	2	5	3	3	16
15.	Cane & Bamboo Work	4	4	..	1	..	9	3	2	..	..	..	5
16.	Others	40	185	8	6	4	243	77	148	47	11	18	301

Table 13

SCHOOLS HAVING SEPARATE TEACHER FOR EACH CRAFT

Management	Schools Having Separate Teacher for Each Craft							
	RURAL				URBAN			
	Boys Schools	Girls Schools	Co-Edu. Schools	Total	Boys Schools	Girls Schools	Co-Edu. Schools	Total
Govt.	805	282	3445	4532	802	597	824	2223
Local Body	201	223	9096	9520	196	274	1541	2011
Private Aided	506	294	4600	5400	840	641	2401	3882
Private Unaided (Recognised)	72	15	315	404	69	200	318	587
Private Unaided (Unrecognised)	5	4	11	20	5	20	18	43
Total	1589	818	17469	19876	1912	1732	5102	8746

Table 14

SCHOOLS HAVING ADEQUATE EQUIPMENT

Management	Schools Having Adequate Equipment							
	RURAL				URBAN			
	Boys Schools	Girls Schools	Co-Educational Schools	Total	Boys Schools	Girls Schools	Co-Educational Schools	Total
Gov . . .	1478	461	2210	4149	524	421	414	1359
Local Body . .	146	115	5263	5524	161	205	1030	1396
Private Aided . .	232	187	3342	3761	626	810	2089	3525
Private Unaided (Recognised) . .	65	14	215	294	109	87	337	533
Private Unaided (Unrecognised) .	4	1	8	13	3	4	25	32
Total . . .	1925	778	11038	13741	1423	1527	3895	6845

Table 15

SCHOOLS HAVING WORKSHOPS UNDER VARIOUS MANAGEMENTS

Primary Schools

Sl. No.	State/Union Territory	Number of Schools Having Workshops								
		RURAL				URBAN				
		Govt.	L.B.	Private	Total	Govt.	L.B.	Private	Total	Grand Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh . . .	..	..	..	..	1	..	..	1	1
2.	Gujarat	11	342	17	370	1	88	28	117	487
3.	Karnataka . . .	..	..	..	..	..	..	1	1	1
4.	Maharashtra . . .	..	5	..	5	..	5	4	9	14
5.	Rajasthan	1	1	1	3	..	..	..	..	3
6.	Uttar Pradesh . . .	160	9	5	174	28	2	7	37	211
7.	Delhi	..	..	..	..	..	2	..	2	2
8.	Goa, Daman & Diu . .	..	..	..	..	..	..	1	1	1
9.	Pondicherry . . .	1	..	..	1	..	..	..	..	1
	Total	173	357	23	553	30	97	41	168	721

Middle Schools

1.	Andhra Pradesh . . .	..	..	1	1	..	..	1	1	2
2.	Karnataka . . .	2	..	..	2	11	..	3	14	16
3.	Kerala	20	..	33	53	15	..	1	15	68
4.	Madhya Pradesh . .	..	..	..	..	3	..	..	3	3
5.	Maharashtra . . .	1	48	..	49	1	9	..	10	59
6.	Orissa	24	..	7	31	3	..	1	4	35

1	2	3	4	5	6	7	8	9	10	11
7.	Punjab	10	..	..	10	1	..	..	1	11
8.	Rajasthan	1	..	..	1	2	..	3	5	6
9.	Tamil Nadu	405	941	853	2199	11	223	682	916	3115
10.	Tripura	1	..	..	1	..	..	..	..	1
11.	Uttar Pradesh	60	..	10	70	31	..	13	44	114
12.	Delhi	..	..	..	..	16	..	1	17	17
13.	Lakshadweep	1	..	..	1	..	..	..	..	1
14.	Mizoram	33	..	..	33	2	..	..	2	35
	Total	558	989	904	2451	95	232	705	1032	3483

Table 15

SCHOOLS HAVING WORKSHOPS UNDER VARIOUS MANAGEMENTS

Secondary Schools

Sl. No.	State/Union Territory	RURAL				URBAN				
		Govt.	L.B.	Private	Total	Govt.	L.B.	Private	Total	Grand Total
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra Pradesh	..	3	..	3	2	..	1	3	6
2.	Bihar	9	..	2	11	1	..	1	2	13
3.	Gujarat	2	..	28	30	4	..	20	24	54
4.	Karnataka	23	..	17	40	19	3	28	50	90
5.	Kerala	11	..	17	28	11	..	4	15	43
6.	Maharashtra	..	11	108	119	6	15	164	185	304
7.	Orissa	32	..	8	40	24	4	2	30	70
8.	Punjab	71	..	..	71	25	..	1	26	97
9.	Rajasthan	6	..	1	7	5	..	1	6	13
10.	Tamil Nadu	29	3	6	38	16	11	19	46	84
11.	Uttar Pradesh	3	..	12	15	6	1	10	17	32
12.	West Bengal	..	..	6	6	..	..	2	2	8
13.	Dadra & Nagar Haveli	1	..	..	1	..	..	..	..	1
14.	Goa, Daman & Diu	..	..	..	..	1	1	..	2	2
15.	Lakshdweep	2	..	..	2	..	..	..	..	2
16.	Mizoram	1	..	..	1	..	..	..	..	1
17.	Pondicherry	1	..	..	1	1	..	..	1	2
	Total	191	17	205	413	121	35	253	409	822

								Higher Secondary Schools		
1. Andhra Pradesh	2	..	1	3	3	..	1	4	7
2. Haryana	3	..	..	3	9	..	..	9	12
3. Karnataka	..	..	1	1	5	..	6	11	12
4. Kerala	..	..	1	1	2	..	1	3	4
5. Madhya Pradesh	10	..	..	10	11	..	2	13	23
6. Maharashtra	..	..	4	4	1	8	16	25	29
7. Manipur	3	..	2	5	3	..	..	3	8
8. Meghalaya	1	..	..	1	..	..	..	..	1
9. Punjab	8	..	1	9	19	..	3	22	31
10. Rajasthan	7	..	3	10	25	..	15	40	50
11. Tamil Nadu	..	..	4	4	..	..	..	..	4
12. Tripura	5	..	2	7	4	..	2	6	13
13. Uttar Pradesh	4	1	18	23	21	..	26	47	70
14. West Bengal	2	..	13	15	12	1	30	43	58
15. Chandigarh	3	..	..	3	..	..	..	..	2
16. Delhi	..	..	..	..	18	..	17	35	35
17. Lakshdweep	1	..	..	1	..	..	..	..	1
Total	49	1	50	100	133	9	119	261	361

Table
SCHOOLS HAVING WORKSHOPS

Schools	Area	Government			Local Body		
		B	G	C	B	G	C
1	2	3	4	5	6	7	8
Primary	Rural	140	20	13	64	29	264
	Urban	21	8	1	32	21	44
Middle	Rural	40	8	510	4	3	982
	Urban	38	11	46	3	..	229
Secondary/High	Rural	33	5	153	8	..	9
	Urban	57	18	46	13	6	16
Higher Secondary/ Intermediate/ Junior College	Rural	18	2	29	..	1	..
	Urban	92	11	30	3		
Total	Rural	231	35	705	76	33	1255
	Urban	208	48	123	51	28	294
TOTAL		439	83	828	127	17	1549

16
UNDER VARIOUS MANAGEMENTS

Private Aided			Private Unaided (Recognised)			Private Unaided (Unrecognised			Total		
B	G	C	B	G	C	B	G	C	B	G	C
9	10	11	12	13	14	15	16	17	18	19	20
9	3	11	..	..	..	..	..	..	213	52	288
4	1	7	..	3	25	1	..	..	58	33	77
3	..	893	4	1	2	..	..	1	51	12	2388
9	..	690	2	..	2	..	..	2	52	11	969
18	11	172	1	..	..	3	..	..	63	16	334
55	41	143	3	1	..	9	1	..	137	67	205
7	4	34	..	1	4	..	..	..	25	8	67
61	9	27	3	1	18	..	..	..	159	22	80
37	18	1110	5	2	6	3	..	1	352	88	3077
129	51	867	8	5	45	10	1	2	406	133	1331
166	69	1977	13	7	51	13	1	3	758	231	4408

Table 17

SCHOOLS ACCORDING TO MANAGEMENTS HAVING SUFFICIENT WORKSHOP AREA AND ADEQUATE EQUIPMENT

	Subject	Area	Government		Local Body		Private (Aided)		Unaided (Recognised)		Unaided (Unrecognised)		Total	
			Workshop area Sufficient in terms of present strength	Workshop Adequately equipped	Workshop sufficient in terms of present strength	Workshop Adequately equipped	Workshop sufficient in terms of present strength	Workshop Adequately equipped	Workshop area Sufficient in terms of present strength	Workshop Adequately equipped	Workshop sufficient in terms of present strength	Workshop Adequately equipped	Workshop sufficient in terms of present strength	Workshop Adequately equipped
A	Agriculture . .	Rural	77	51	94	71	98	69	1	1	..	..	270	192
		Urban	7	5	23	24	92	47	1	3	..	..	123	79
B	Book Binding paper cutting Paper Board Work	Rural	118	151	43	31	55	27	..	..	..	..	216	209
		Urban	12	9	12	4	68	37	5	5	..	..	97	55
C	Carpentary/Wood Work	Rural	75	59	43	28	58	43	2	1	..	..	178	131
		Urban	66	62	25	17	77	72	22	20	1	1	191	172
E	Electrical/Mechanical/ Metal Work . .	Rural	9	6	7	19	51	36	1	1	..	..	68	62
		Urban	55	49	7	2	66	40	33	23	1	..	162	114
F	Food Preparation/ Preservation/Training .	Rural	..	..	..	..	9	7	..	..	..	..	9	7
		Urban	..	..	..	..	13	11	..	..	..	..	13	11
G	Gardening/Horticulture	Rural	..	..	..	..	1	1	..	..	..	..	1	1
		Urban	3	9	..	..	..	..	..	..	..	..	3	9
K	Cane & Bamboo work	Rural	18	1	..	..	..	..	..	..	..	..	18	1
		Urban	1	..	2	2	..	..	..	..	..	..	3	2
M	Plastic work . .	Rural	..	..	..	..	1	1	..	..	..	..	1	1
		Urban	..	2	..	..	..	..	..	..	..	..	..	..
N	Needle/Sewing/Tailoring Stitching . . .	Rural	66	20	45	27	54	28	..	..	1	..	166	75
		Urban	43	47	29	16	81	51	6	3	1	..	160	117
P	Pot Culture Clay work	Rural	144	139	..	..	..	..	..	..	..	..	140	139
		Urban	7	6	..	..	7	7	1	1	..	..	15	14
S	Spinning/Weaving .	Rural	245	235	346	192	315	156	3	5	..	..	909	588
		Urban	75	1	85	50	180	96	5	4	..	..	345	168
	Others (AVM, CHALK)	Rural	61	63	..	1	5	7	..	..	..	..	66	71
		Urban	28	38	..	..	3	3	..	..	..	..	31	41

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