

**REVIEW OF EDUCATION
IN INDIA
1947-1961**

**UNION TERRITORIES
AND
CENTRALLY ADMINISTERED AREAS**

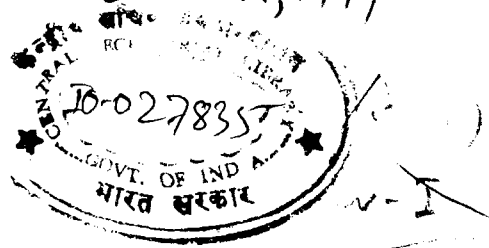


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**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
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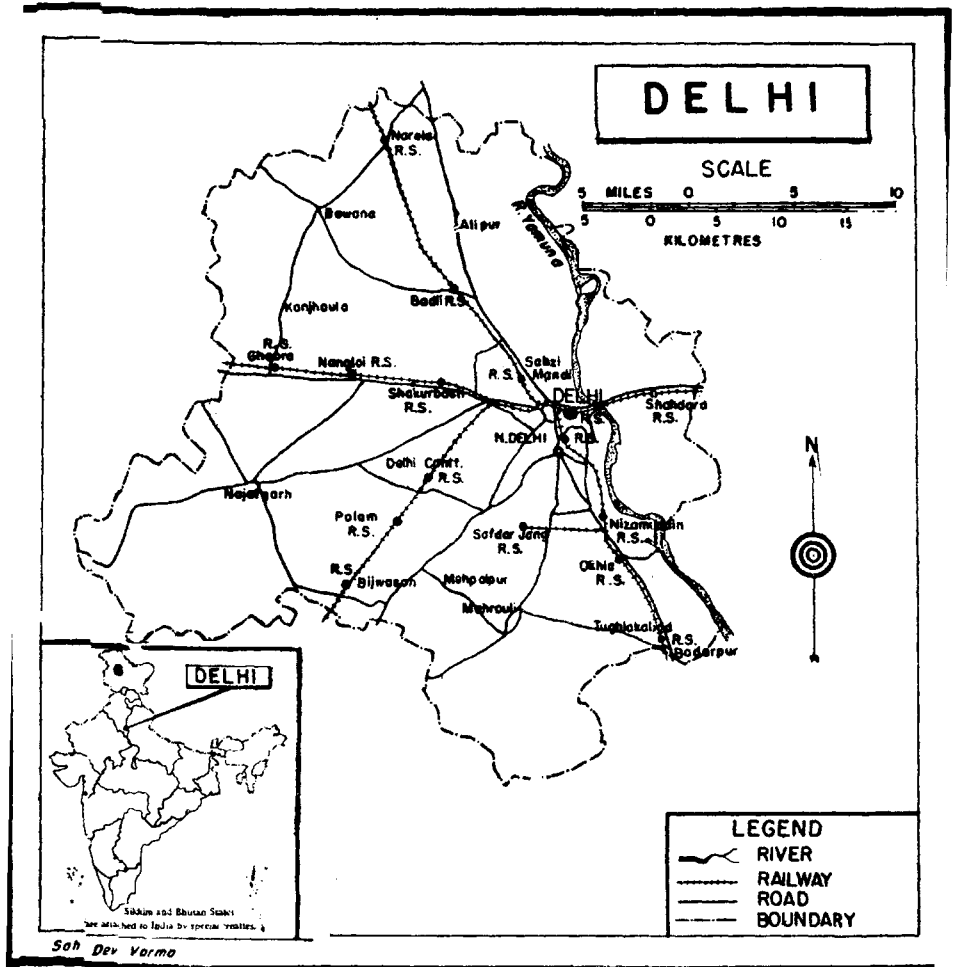
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UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

The Government of India is directly responsible for education in the six Union Territories of (1) Delhi, (2) Himachal Pradesh, (3) Manipur, (4) Tripura, (5) Andaman and Nicobar Islands and (6) Laccadive, Minicoy and Amindivi Islands, and in the Centrally administered areas of North East Frontier Agency (NEFA), Pondicherry and Naga Hills and Tuensang Area (NHTA) which is shortly to be elevated to Statehood under the name of 'Nagaland'. A review of the development of education in these areas in the post-independence period is given in the following survey.

I. DELHI

In all the Union Territories, Delhi occupies a unique position due to its significance as the capital of the Indian Union, and the complexity of its educational problems due mainly to the prevailing high cost of living, the rapid growth in its population and the varied occupational and linguistic composition of the people.

1. *General Information.* Delhi has an area of 573 sq. miles and a population of 26.44 lakhs according to the 1961 census. In 1900, the population of Delhi was only about 2 lakhs. Its significance began to increase after 1911 when it became the capital of India and especially after 1930 when New Delhi was formally opened. During the last 14 years, there has been a spectacular increase in its population. A large part of this increase has been contributed by the influx of displaced persons from West Pakistan and the rest is due to its development as a political, industrial, commercial, and educational centre of great importance. Since people from practically all parts of the country are in the federal civil service and reside in Delhi, the population of the Territory has become truly cosmopolitan. Almost every important language in the Union is spoken here and also used as medium of instruction in some of its schools. The Territory is almost exclusively urban, although the 'rural' areas include 258 villages. Because of their proximity to the capital, most of the

villages have developed a semi-urban or suburban character.

Besides being the nerve-centre of the country's political life, Delhi is also fast becoming an important industrial centre. With about 900 registered factories, its important industries include textiles, engineering, chemicals, iron and steel, sports, hosiery, leather work, rubber and sports goods, and food products. Industrial estates have been developed at Okhla, Shahdara, Najafgarh and Badli. Delhi is famous for ivory carving, gold and silver embroidery and brass, copper and pottery work. A very large number of small and cottage industries have also grown up and an industrial finance corporation has been set up to assist them. In keeping with its metropolitan character, Delhi has become one of the most important rail, road and air centres in the country.

On the eve of independence, Delhi was a Centrally administered area. On the adoption of the Constitution in January 1950, it became a Part C State and on 1st November 1956, it became a Union Territory. Its administration is presided over by a Chief Commissioner who is under the Ministry of Home Affairs. Unlike Himachal Pradesh, Manipur or Tripura, there is no Territorial Council in Delhi. Nevertheless the people enjoy a large measure of self-government through its three local bodies—the Delhi Cantonment Board, the New Delhi Municipal Committee and the Delhi Municipal Corporation. The establishment of the Corporation in 1958 to replace a large number of small and comparatively less efficient local bodies which had existed earlier was an event of great significance for the future development of this area. Primary education is now in the charge of the local bodies and it is one of their obligatory functions.

As a result of the unprecedented growth of population, vast areas of land belonging to the Government and private individuals have been occupied indiscriminately during the last twelve years with the result that a large number of slums have appeared all over Delhi. In order to cope with the problem and also to meet the existing and future needs of the city, a Master Plan has been prepared. It is hoped

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that, with its adoption, the available land will be put to a much better use than in the past. There will be a dispersal of government offices, enlargement of existing business and commercial centres, the establishment of additional shopping centres to cater to the needs of the new residential areas, development of new and planned industrial areas at suitable places, and exploration of the possibility of removing some of the existing industries from within the residential areas with a view to earmarking the land thus obtained for residential, recreational and educational purposes. It is also hoped that, with the implementation of the Master Plan, adequate building space would become available for educational institutions, existing or proposed.

2. *Historical Background.* Till 1913, education in Delhi was looked after by the divisional inspector and inspectress of schools of the Ambala Division of the Punjab Education Department. An independent office of the Superintendent of Education and a lady Assistant Superintendent was created in November 1916. The Superintendent of Education was later on placed in charge of Education in Delhi, Central Indian Agency and Ajmer Merwara. About the close of 1948, the designation of the Superintendent was changed into that of 'Director of Education, Delhi' and he was relieved of his responsibility for the Central Indian Agency and Ajmer Merwara. The Delhi University was established in 1922 and in 1926, the Board of Secondary Education was created as an autonomous body for controlling and conducting high and higher secondary school examinations. In 1945-46, Delhi had only 7 colleges, 43 higher secondary schools, 56 middle schools and 231 primary schools. The total enrolment in these institutions was 3,324 at the collegiate level, 23,250 at the secondary stage and 44,407 at the primary stage. The total educational expenditure was about Rs. 70.64 lakhs. As the following survey will reveal, there has been an unprecedented expansion of facilities at all levels during the post-independence period.

3. *Primary Education.* Before independence, the control and administration of primary education was in the hands of a multiplicity of local bodies—the District Board, the Delhi Municipal Committee, the New Delhi Municipal

Committee, the Cantonment Board and a number of notified area committees. Standards left a good deal to be desired in every respect—training of teachers, buildings and equipment.

During the last twelve years, there has been tremendous expansion of facilities at this level. The enrolment in classes I—V has risen from 58,149 in 1947-48 to about 2.91 lakhs in 1960-61. The enrolment in classes VI—VIII has increased from 14,911 in 1947-48 to about 1,02,000 in 1960-61.

The primary syllabus has been revised twice since independence; a common integrated syllabus is now followed in all primary schools. The present syllabus gives their rightful place to Social Studies and General Science and also emphasises art and manual work. Formerly the duration of the course for boys was four years and for girls five years. Now a common primary course of five years has been adopted for boys and girls alike.

The scale of pay for primary teachers has been substantially improved and is now among the best in India. The present scale for a trained matriculate is Rs. 118—225. The supply of trained teachers is adequate and the recruitment of unqualified teachers is now a thing of the past.

A scheme for the provision of free milk has been introduced in selected schools. Dry milk powder is supplied free by the Red Cross Society and the cost of fuel, sugar and utensils, etc., is met by the Delhi Municipal Corporation.

The problem of school buildings presents a serious difficulty. In spite of the massive building programmes undertaken, a large number of schools are still held in tents and the expedient of the double-shift system has stayed longer than was intended. Efforts are, however, being made to adopt a comprehensive building programme and to eliminate the tents as quickly as possible. In the third Plan, it is proposed to introduce universal education; provision has consequently been made for an additional enrolment of 1,17,000 children in the age group 6-11 and 63,000 in the age group 11-14. The Delhi Primary Education Act was passed by Parliament

in 1960 and now serves as a model for legislation on the subject.

4. *Basic Education.* The scheme of basic education was introduced in the rural areas of Delhi in 1948 when 150 junior basic schools were opened in July that year. All the remaining primary schools in rural areas were converted to the basic pattern during the next six years. By 1954-55, practically every one of the Delhi villages had either a junior or a senior basic school.

In the urban areas also, a number of junior basic schools have been started several of which have already been raised to the senior basic standard. Enrolment in the basic schools of Delhi increased from 8,680 in 1948-49 to 44,675 in 1959-60.

To supply the basic schools with properly trained teachers, two teacher training institutes were approved in 1947-48—one for boys at Ajmer and the other for girls at Delhi. The Training Institute at Ajmer was later handed over to Ajmer Administration and a separate basic training institute for boys was started in Delhi in 1957-58. This has since been merged with the Teacher Training Institute for girls. The duration of the training course has also been increased from one to two years. Nearly two thousand teachers have been trained in these institutions during the last eleven years.

5. *Secondary Education.* The number of middle schools rose from 61 in 1947-48 to 159 in 1959-60, the number of middle schools for girls rising from 16 to 59 during the same period. In 1947-48, there were 10 high and 35 higher secondary schools. Today, there are 299 higher secondary schools of which 9 are of the multipurpose type. Enrolment at the secondary stage rose from 6,325 in 1947-48 to 37,878 in 1958-59. The number of teachers increased from 893 to 12,140 in the same period.

Simultaneously with this rapid expansion of secondary education a number of concrete steps have been taken to enrich its content and to improve its standard. These include the provision of increased facilities and equipment for the teaching of science, improvement of the school libraries,

introduction of remedial teaching after school hours, improving the remuneration of teachers and the appointment of better qualified teachers, organisation of programmes for the in-service training of teachers and supervisors, increasing use of audio-visual aids, including regular radio broadcasts and even lessons on television, provision of vocational guidance in a number of schools, and the introduction of a better examination system through the assignment of credits to sessional work.

One of the most difficult problems at the secondary stage relates to the provision of adequate school buildings. With the phenomenal increase in enrolment during the last decade, the double-shift system had perforce to be adopted and several schools were housed in tents. These emergency measures have been necessary in spite of the fact that 26 school buildings were constructed during the first Plan and 95 buildings during the second. These are in addition to a number of temporary structures and prefabricated buildings put up recently.

6. *University Education.* The University of Delhi was incorporated as a unitary teaching and residential university by an Act of the Central Legislature in 1922. There were then three colleges in Delhi, *viz.*, St. Stephen's College, Hindu College and Ramjas College. These were affiliated to the university and were in course of time expected to be transformed into residential units. The original conception of a unitary teaching university had, however, to be given up gradually in favour of that of a federal university. Subject to the control and co-ordinating influence of the university, the colleges remain as autonomous teaching units, working in cooperation with one another and with the university.

In 1933, a memorable step was taken in the development of the university on these new lines. The old Viceregal Lodge, with its extensive gardens was handed over to the university, and sites were earmarked for the constituent colleges in the area known as the Old Viceregal Estate, by the Government of India on condition that each constituent college should be prepared to forego some measure of its autonomy in order to share in, and contribute to the life and

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government of the university as a whole. This envisaged the establishment of a federal university with its constituent colleges situated on the campus. That vision has been largely realised, since as many as eleven important colleges and institutions recognised by the university, are located in the university area and two more are expected to find their place in the campus soon.

The Delhi University Amendment Act of 1952 has made the university a teaching and affiliating university. As the university has lost a considerable area of its campus for reasons beyond its control, there is no room in the campus for the location of new colleges which are required to meet the growing demands for higher education. It has, therefore, been decided to modify the original ideal of campus colleges and allow new colleges to be located outside the campus, in the newly developed areas of the capital. Accordingly, the Desh-bandhu College located at Kalkaji (about 15 miles from the campus) has been affiliated to the university. The territorial jurisdiction of the university which was limited to an area of 10 miles' radius from the Convocation Hall now extends to the entire area of Delhi Administration.

The phenomenal growth of the Delhi University will be seen from the following statistics.

	1922	1947-48	1960-61
1. Colleges	3	7	28
2. Faculties	3	4	9
3. Departments	..	11	34
4. Students (total)	800	4,182	20,774
5. University Teachers	2	..	245
6. Teachers in Colleges	76	173	920
7. Girl Students	5	712	6,487

Since independence, 43 new courses have been instituted by the University of Delhi. The study of Hindi is compulsory for students whose mother tongue is not Hindi. English is, at present, the medium of instruction except in Hindi and other Modern Indian Languages. Under-graduate students have the option to answer questions in B.A. (Pass) and qualifying examinations in Hindi. Attempts are also being made by some colleges of this university to impart instruction in a few subjects through the medium of Hindi.

There were only three foreign students in the university in the academic year 1947-48. The present number of foreign students is 291. Of these, 142 are from Africa, 42 from Thailand, 17 from Nepal, 7 from Malaya, 7 from Burma and 6 from West Indies.

The three-year degree course for the under-graduate students was first planned and introduced in this country by the University of Delhi in 1943. The course is obviously the concomitant of the higher secondary school course of eleven years, of which three years are meant for the higher secondary stage. Pending the introduction of the three-year higher secondary course in all the schools of Delhi, provision was made for admitting students passing the high school examination to the preparatory class in the colleges. Owing to a variety of circumstances the transitional period for running the preparatory class which was expected to be only five years—has already run to 20 years. It has now been decided to abolish the class from 1962-63. The prevailing opinion about the three-year degree course as well as the three-year higher secondary course is that the two courses have helped raise the standard of education both in schools and colleges.

The university has provision for the award of Ph.D. in the faculties of Arts, Science, Law, Medical Science, Education, Social Sciences and Music. The number of students doing research in various departments in 1960-61 was 638 as against 80 in 1947-48.

In recent years, the number of persons seeking admission to the colleges has far exceeded their intake capacity. In the circumstances, admissions have become competitive.

Serious problems of discipline have not arisen in the university; stray cases which have occurred once in a while have been suitably dealt with.

In order to develop intellectual initiative and self-reliance among students a tutorial system was introduced in 1958 with the help of a grant from the Ford Foundation. In the first instance, it was confined to the final year students of the B.A. (Honours) course. The students meet their tutors in groups of four for an hour once a week with some definite

written work which forms the basis of discussion. The general feeling is that the tutorial work has contributed materially in raising the standards of Honours work.

7. *Social Education.* The Social Education Branch of the Delhi Directorate was started eleven years ago with the object of removing adult illiteracy from the rural areas. Its scope has since been enlarged to include extension and training for the promotion of health, culture, recreation and vocational competence. The programmes of social education are implemented largely through the organisation of social education or community centres, model community centres, school-cum-community centres, mobile educational caravans equipped with audio-visual aids, library services, the rural broadcasts and community listening services, organisation of youth clubs and *Mahila Samitis*, etc. Achievements in the field of social education have been quite significant. The literacy classes alone have so far enrolled more than one lakh of adults out of which over 56 thousand have been made literate.

8. *Girls' Education.* The education of girls has made steady progress in all directions. The number of primary schools for girls increased from 65 in 1947-48 to 238 in 1960-61 and the number of girls in primary classes from 17,605 to 1,10,256. The number of secondary schools for girls increased from 30 in 1947-48 to 153 in 1960-61 and the enrolment of girls in secondary classes from 10,061 to 25,200. The total expenditure on institutions for girls increased from Rs. 22.8 lakhs in 1947-48 to about Rs. 2.4 crores in 1960-61. At present about 78 per cent of the girls in the age group 6-11 and 41 per cent of the girls in the age group 11-14 are attending schools. There is no shortage of women teachers except in certain subjects like Mathematics, Physics, Chemistry, Biology and Domestic Science. Practical and cultural subjects like domestic science, music, painting, dancing, etc., attract a larger number of girls and have helped reduce wastage among them. A large number of educational centres for adult women have also been set up in Delhi in recent years. A State Council for Women's Education set up recently advises on programmes relating to the education of girls.

9. *Teaching of Science.* At present science is being taught in 178 higher secondary schools which have nearly 19,000 science students on rolls with 567 science teachers. Special grants have been given to schools for equipment. During the third Plan, it is proposed to provide science equipment to 70 more schools and also to set up a Science Centre (at a cost of Rs. 7 lakhs). The Centre will have a Science Museum and provide guidance and in-service training to science teachers.

10. *Scholarships.* The following types of scholarships are awarded to encourage deserving students.

- (a) *Military Scholarships.* The children and dependents of all soldiers on active service, or who have been killed or incapacitated while on active service and whose income does not exceed Rs. 2,000 per annum are granted scholarships ranging between Rs. 2 and 7 per mensem up to the eighth class.
- (b) *Charitable Scholarships.* These include (i) one scholarship up to Rs. 20 p.m. to be awarded to a deserving candidate ; (ii) one scholarship of Rs. 40 p.m. for study in the Indian Institute of Mines and Applied Geology, Dhanbad; (iii) four scholarships of Rs. 40 p.m. each for study in the College of Technology, Varanasi ; (iv) four scholarships of Rs. 50 p.m. each for a period of four years for higher studies in a college; (v) eighteen scholarships of the monthly value of Rs. 920 in aggregate for studying at the Jamia Millia Rural Institute, New Delhi; (vi) fifty industrial school scholarships awarded to students of the Industrial School, Delhi; and (vii) four scholarships of Rs. 22 p.m. each awarded to displaced orphan students.
- (c) *Open Scholarships.* There are 40 middle school scholarships of the value of Rs. 10 p.m. each awarded every year on the basis of competitive examinations at the end of primary and middle stages respectively.
- (d) *Other Scholarships.* These include (i) two scholarships of Rs. 1,000 per annum for study in any of the recognised public schools and (ii) special faci-

lities in the form of exemption from fees and payment of stipends for the education of displaced students. Besides, the dependents of political sufferers, whose income from all sources does not exceed Rs. 300 p.m. are also exempt from the payment of tuition fee and are given yearly stipends ranging between Rs. 12 and Rs. 40.

11. *Physical Education.* Physical education forms an integral part of the primary and secondary curriculum and is compulsory for every child. Every secondary school has a qualified physical training instructor on its staff. A Board of Physical Education and Recreation has been constituted to suggest ways and means to develop suitable programmes of physical education in schools. The National Discipline Scheme has been adopted in a number of schools and has made good progress.

12. *Games and Sports.* The Delhi Council for Sports and Games was constituted in 1955. In spite of the paucity of playing fields and the introduction of the double-shift system in schools, athletics, games and sports are very popular. Annual inter-school tournaments attract more than 14,000 active participants from nearly 200 schools. Every year a number of coaching camps under expert guidance are organised for training young athletes and sportsmen.

13. *Education of the Scheduled Castes, Scheduled Tribes and Other Backward Communities.* The following schemes have been introduced for the benefit of students belonging to the above classes.

- (a) *Primary Stage.* Free tuition and stipends of Rs. 30 per annum to students (whose guardians' income is less than Rs. 200 p.m.) for the purchase of books, stationery, etc.
- (b) *Secondary Stage.* Free tuition and stipends at rates between Rs. 30 and Rs. 60 p.a. (according to the class in which the student is studying).
- (c) *University Stage.* Exemption from fees if the income of the guardians is below Rs. 300 p.m. and in addition, scholarships under the Government of India scheme.

14. *Pre-Primary Education.* The Administration neither provides pre-primary schools nor gives financial assistance to such schools. But there is a large number of private pre-primary schools. These charge fairly high fees and are generally availed of by children from well-to-do homes.

15. *Education of Handicapped Children.* With the exception of one school for the blind, with about 30 children, and a school for the deaf and dumb, with an enrolment of about 40, there was no provision in Delhi for the education of the handicapped prior to 1947. Significant progress has, however, been made in the last 14 years. There are now four institutions for the blind which impart education through the Braille system and also teach a number of handicrafts, such as handloom weaving, canework, knitting and candle work. Two of these institutions also provide sheltered workshop facilities to their ex-students. No fees are charged in these schools.

The Lady Noyce School for the Deaf and Dumb has been provincialised and raised to the middle standard. Hearing aids have been introduced, the number of teachers and crafts increased, and hostel facilities provided. The enrolment has gone up to 200. Education in the school is free. A training department for teachers has also been added to the institution.

Two occupational therapy schools for the orthopaedically handicapped have been started under private management. They are well equipped and have about a hundred children on rolls. One of them has a training department also.

Facilities for the care and training of the mentally deficient are still very meagre. This year, the Directorate of Social Welfare has started a home for the mentally deficient children.

16. *Audio-Visual Education.* Radio is becoming increasingly popular and special school broadcasts are listened to regularly in about 110 schools. A film library is also being maintained in the Directorate. An experimental scheme for the introduction of television has been taken in hand with the help of the Ford Foundation. About 250 television sets will be installed in higher secondary schools in the near future.

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An Advisory Board for Audio-Visual Education has been set up and the training of teachers in audio-visual education has become a regular feature in the Teacher Training Institute. During the third Plan it is proposed to establish a full-fledged Audio-Visual Section in the Directorate and to assist the schools on a 50 per cent basis towards the purchase of audio-visual equipment.

17. *Development of Hindi.* Hindi has now been made compulsory in the higher secondary examinations. Hindi classes are run by the Delhi Administration to provide facilities for teaching Hindi to non-Hindi-speaking government employees. Hindi typewriters have been introduced in government offices. Administration gives *ad hoc* grants to voluntary organisations engaged in the work of propagating Hindi.

18. *Propagation of Sanskrit.* There are about ten Sanskrit *Pathshalas* in Delhi which impart instruction in Sanskrit and prepare students for the Sanskrit examinations of the Banaras Sanskrit University and other bodies. *Ad hoc* grants are given to organisations and individuals engaged in the propagation of Sanskrit. It is proposed to give financial assistance at the rate of Rs. 5,000 per *Pathashala* per year in the third Plan.

19. *Administration.* Education up to secondary stage is under the charge of the Delhi Administration and is supervised by the Directorate of Education. For purposes of administration the Territory has been divided into three educational zones. Each zone has an inspector of schools and an inspectress of schools assisted by deputy and assistant inspectors and inspectresses.

At the headquarters, the Director of Education is assisted by six senior Class I officers. Work relating to physical education, scouting, games and sports is supervised by a deputy inspectress for physical education. There is also a deputy inspectress for domestic science for girls' schools.

20. *Finance.* As the following table will show expenditure on education under the Delhi Administration has risen by leaps and bounds during the last twelve years.

REVIEW OF EDUCATION IN INDIA: 1947-61

Year	Total Expenditure of Delhi Administration	Total Expenditure on Education of Delhi Administration	Percentage (3) of (2)
1	2	3	4
	Rs.	Rs.	Rs.
1948-49	2,36,37,167	36,14,245	15.3
1951-52	3,10,72,466	46,36,442	14.9
1955-56	7,43,89,171	1,76,59,615	23.7
1960-61	13,58,15,000	2,71,09,400	20.0

The figures above exclude expenditure on capital works as well as expenditure incurred on education by the three local bodies.

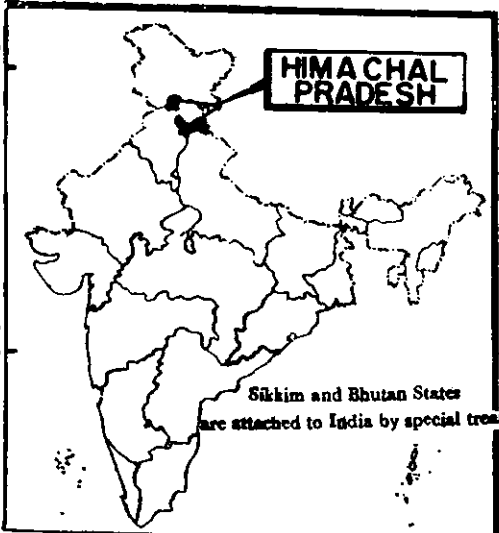
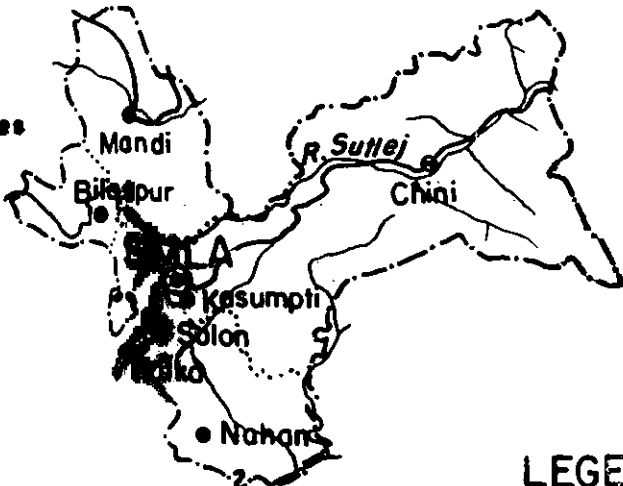
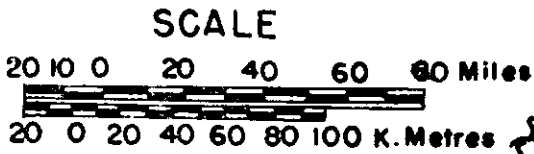
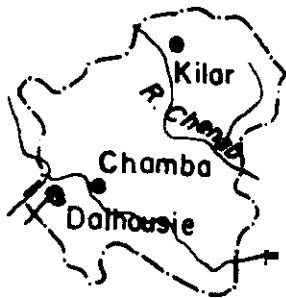
21. *Outlook for the Third Plan.* In the first Plan, the emphasis was on primary education. The second Plan provided additional educational facilities at all levels, from primary to the higher secondary and introduced measures for improving the quality of instruction and for reorganising secondary education according to the recommendations of the Mudaliar Commission. The second Plan also saw the establishment of the Municipal Corporation of Delhi which has assumed responsibility for education up to middle standard and materially supplemented the finances available for education.

The following is the break-up of funds tentatively allotted to education in the third Plan.

	Adminis- tration	N.D.M.C.	D.M.C.	Total
	(Rupees in crores)			
Elementary Education	1.60	0.51	5.49	7.60
Secondary Education	4.79	..	0.02	4.80
University Education	..	..	..	..
Other Education Schemes	0.42	..	..	0.42
Total	6.81	0.51	5.51	12.82

The third Plan differs from the first two Plans inasmuch as it lays more emphasis on the training and welfare of teachers and on improving the standard of instruction in schools. Lately the Parliament has enacted a law for providing

HIMACHAL PRADESH



LEGEND

	CAPITAL
	TOWN
	RIVER
	RAILWAY
	ROAD
	BOUNDARY

Sah Dev Varma

of village, small-scale and indigenous industries has registered marked progress during the last ten years. Production-*cum*-training centres for textiles, woodwork, sports goods, pottery, leather goods, etc., were established in the first Plan. An industrial estate is being established at Solan.

Himachal Pradesh is predominantly a Hindi-speaking area. According to the 1951 census, 11,08,283 people (or 99.9 per cent) spoke Hindi. A very small number of people spoke other languages: Pashto (502), Kashmiri (340), Tibetan (116), others (71).

2. *Brief Review of Educational Development prior to 1948.* Of the traditional educational institutions that existed in 1947, four may be mentioned: Phagu Gurukula residential institution in Sirmur district, Sanskrit Vidyalyaya at Sundernagar, Sanatan Dharam Pathashala at Chamba, and Tarni Sanskrit Pathashala at Solan. These institutions catered to a very small number of students and provided facilities—not always adequate—for higher studies in Hindi and Sanskrit. Out of these four, the two institutions at Solan and Sundernagar have been taken over by the Education Department. During 1958-59, the enrolment in these two institutions was 142.

The credit for doing pioneering educational work in the erstwhile states of the Pradesh goes to certain progressive institutions and imaginative individuals. Among institutions, the names of the Arya Samaj, Chamba, the Sanatan Dharam Sabha, Chamba, the Dayanand Vidya Pracharni Sabha and Kalishthan Mandir Trust deserve mention. Among the notable persons who have contributed significantly to the cause of education in the Pradesh are Pandit Ram Saran who opened a girls' school in Chamba; Shri Satya Nand Stoke, an American missionary, who embraced Hinduism and gave a fillip to educational work in Mahasu district; Shri Ram Dayal, a landlord of Kotgarh, who became the first headmaster of Kotgarh School; and Shri Pratap Singh Negi who established a high school and a number of middle schools in Sirmur district. Not a little of the progress of education in the present century is due to the early efforts of these pioneers.

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Himachal Pradesh was faced with many educational problems on the eve of independence. Development of education in the different constituent units (erstwhile states of the Pradesh) had been far from uniform. The disparity between the urban and rural areas in respect of education was just appalling. Facilities for education of women were almost non-existent. The teachers were few and mostly untrained, with meagre scales of pay. Schools were housed in unsatisfactory structures and were poorly equipped. There was no college in any of the integrated units and only eight of them could boast of a high school each. Facilities for technical and professional education were non-existent. Enrolment at all levels was extremely low and there was no organised machinery for the control and supervision of schools. Worst of all, the public at large was apathetic to education. The two major problems which the Administration faced at the dawn of independence were : (i) expansion and improvement of educational facilities in keeping with the needs of the people of Himachal Pradesh and (ii) the development of an integrated system of education and educational administration in the entire Territory.

3. *Primary Education.* As the following statistics will show, primary education has expanded a good deal during the last twelve years.

	1950-51	1958-59
1. No. of Primary Schools		
(a) For Boys	377	966
(b) For Girls	22	13
2. Pupils		
(a) Boys	14,912	38,254
(b) Girls	79	76,451
3. Teachers	611	1,911
4. Budgetary Allocations	Rs. 2,85,009	Rs. 11,50,210
5. Per Capita Cost	Rs. 18.2	Rs. 48
6. Pupil-Teacher Ratio	26:1	25:1
7. Teacher Training Institutions . . . . .	..	2

With a view to improving the quality of textbooks and reducing their cost, it has been proposed to nationalise textbooks at the primary stage after the textbooks now in use have run for the normal span of three years.

Midday meals were introduced in 24 selected schools on an experimental basis during 1960-61. The cost of each meal was estimated at 10 nP. and was shared between the Administration and the parents in the ratio 3:2. Resources permitting, it is proposed to extend the facility gradually to the entire Territory.

The number of women teachers has steadily increased over the last ten years but it is still far from satisfactory. The pay scales of the teachers have been improved and brought on a par with the rates of pay existing in the Punjab. Adequate compensatory allowance is given to teachers working in remote and inaccessible areas. A scheme for the introduction of group insurance of teachers is under consideration.

The programme of primary education in the third Plan includes the additional enrolment of 40,000 children, thereby raising the enrolment of children in the age group 6-11 to 75 per cent by 1965-66. It is proposed to open 476 new schools for the purpose and to organise special enrolment drives.

4. *Basic Education.* There are 464 junior basic schools with an enrolment of 20,587 pupils and 9 senior basic schools with an enrolment of 1,948 pupils in the Territory (1958-59). There is one post-graduate basic training college and three basic training schools for the training of basic teachers. One more training school is being opened shortly. The training college has an annual intake of 53 trainees and has an extension service department. It is proposed to increase the intake capacity of the college during the third Plan.

5. *Secondary Education.* The progress of secondary education from 1950-51 onwards can be seen from the following data.

	Middle Schools				High Schools			
	1950-51		1958-59		1950-51		1958-59	
	M.	W.	M.	W.	M.	W.	M.	W.
	1	2	3	4	5	6	7	8
1. Number of Institutions	80	8	131	10	20	4	56	5
2. Pupils	80,244	943	14,774	3,828	7,312	1,502	2,17,58	5,583

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	1	2	3	4	5	6	7	8
3. Teachers	359	33	903	135	310	73	806	190
4. Budgetary Position	Rs.6,66,162	Rs.9,95,406		Rs.5,55,029			Rs.17,60,157	
5. Per Capita Cost	Rs. 65.4	Rs. 53.7		Rs. 62.7			Rs. 62	

Fourteen high schools (5 for girls and 9 for boys) have been converted into higher secondary multipurpose schools, 1 with four streams, 10 with two streams each and 3 with two streams each. It is proposed to convert 15 more high schools into higher secondary multipurpose schools during the third Plan. The Punjab University, to which the high schools are affiliated, has decided to abolish the Matriculation Examination from 1965. If the university sticks to this deadline, all the high schools will have to be converted to the higher secondary pattern by the end of 1964.

The position with regard to the supply and recruitment of teachers has steadily improved, although there is an acute shortage of trained graduate teachers in science, arts and crafts, technical subjects, physical education, domestic science and music. Salary scales of secondary teachers have been improved and brought on a par with those prevalent in the Punjab.

6. *University Education.* In 1948, there was no institution of higher learning in Himachal Pradesh. At present there are six degree colleges, one government college each at Mandi, Bilaspur, Chamba, Solan and Rampur and one aided college at Nahan. The S.D.B. College, Simla is also on the grant-in-aid list as it caters to the needs of the students of this Territory.*

Enrolment in the five government colleges was 576 in 1958-59 (which includes 117 women). The staff numbered 100 and the expenditure stood at Rs. 3.95 lakhs. The three-year degree course has come into force from 1961.

* All the six colleges in the Himachal Pradesh are co-educational.

In the third Plan, provision has been made for expanding the existing colleges, awarding scholarships (including eight for girls) for different stages of university education, and for constructing college buildings at Chamba, Solan, and Rampur and a hostel building at Chamba. The construction of the college and hostel building in the Bilaspur New Township will also be completed during the third Plan.

7. *Technical and Professional Education.* There are two industrial training institutes, one at Mandi and the other at Solan. A polytechnic institute at Sundernagar was started in 1959-60 to provide education in Civil, Electrical and Mechanical Engineering up to the diploma level. It is proposed to increase its intake to 120 in the third Plan. Besides, five scholarships will be given to students studying for degree courses in engineering outside the Territory.

The existing facilities for technical education in the Territory are very inadequate. In many of the technical and vocational branches, students have to seek admission to institutions in other States. Government awards scholarships to bright and deserving students.

8. *Social Education.* Social education in the Territory is under the administrative control of the Development Department and is being organised in the C.D. and N.E.S. blocks. In 1959-60, there were 172 social education classes, 82 *Mahila Samitis* and 209 youth clubs. So far 42,674 adults have been made literate. There are 5 district libraries 1 central State library, 2 community centres and 12 Pargana libraries in Bilaspur district. It is proposed to expand the library services considerably in the third Plan.

9. *Girls' Education.* Some idea of the expansion of girls' education can be had from the statistics given in the table below.

	1950-51	1958-59
(a) Number of Institutions		
(i) Primary	22	13
(ii) Middle	8	10
(iii) High	4	5

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	1950-51	1958-59
(b) Number of Pupils		
(i) Primary	792	6,451
(ii) Middle	943	3,828
(iii) High	1,502	5,888
(c) Number of Teachers		
(i) Primary	N.A.	183
(ii) Middle	33	135
(iii) High	73	190

The number of women teachers is very inadequate. With a view to increasing the supply of women teachers, all available matriculate girls are offered employment and after a year or so, sent for training. It is also proposed to train women teachers outside Himachal Pradesh in drawing, physical education, domestic science and fine arts as no facilities for training in these subjects are available in the Territory itself.

10. *Teaching of Science.* General Science has been included as a compulsory subject in the curriculum for primary and middle classes. It is both a core and an elective subject in the higher secondary classes. Facilities for teaching Physics, Chemistry and Biology are adequate at the pre-university and degree levels. A science consultant has recently been appointed and is at present working on a pilot project for teaching science in about 100 schools in Chamba district. The main difficulty in the programme is the acute shortage of trained science teachers, particularly women teachers.

11. *Scholarships.* An attempt is being made to equalise educational opportunity by removing and lowering financial barriers. Up to the middle standard, education is free for all. After that, liberal freeships, half freeships, stipends, merit scholarships and Government of India Backward classes scholarships are given to ensure that poverty is no barrier to education. A provision of Rs. 0.68 lakhs at the university stage and Rs. 1.50 lakhs at the secondary stage for award of merit scholarships has been recommended for the third Plan. In view of the economic backwardness of the majority of people

N.A.=Not Available.

in the Territory, the policy of awarding scholarships at present needs to be liberalised further.

12. *Physical Education.* The Himachal Sports Council was formed in 1959 to advise the Administration on matters relating to sports and physical education. Physical education is a compulsory non-examination subject in schools. All colleges have qualified directors of physical education. There is, however, a great shortage of trained physical instructors in schools. Playground facilities are also lacking in many schools. It is proposed to remove these deficiencies to some extent in the third Plan.

13. *N.C.C. and A.C.C.* There are at present three senior division troops with 150 boys and 40 junior division troops with a membership of about 1,500 and 41 units of A.C.C. with a total membership of 2,800 in the Territory. N.C.C. Rifles have also been recently started in the Government College, Solan and Guru Ram Rai College, Nahan. The N.C.C. and A.C.C. have adversely affected the progress of the Scouting movement in the Territory. Its popularity seems to be on the wane.

14. *Games and Sports.* Besides the Himachal Sports Council, there is also the Himachal Schools Sports Association (formed in 1958) working in the Territory. Besides being an advisory body on matters relating to games and sports, the Association is also responsible for the conduct of athletic and sports meets at regional, district and State levels every year for both boys and girls. Provision for organising coaching camps, giving grants-in-aid to sports associations, organising student tours and constructing youth hostels has been made in the third Plan.

15. *Education of the Backward Classes.* A Harijan Welfare Advisory Board and a Tribal Advisory Committee have been constituted at the State level for the welfare of these classes.

Enrolment of backward class pupils in the pre-matric stage increased from 4,203 in 1951-52 to 12,511 in 1956-57. By the end of second Plan, it had increased much further. Provision has been made in the third Plan for expanding educational facilities for these classes by building cosmopolitan

hostels and teachers' quarters, by awarding scholarships, arranging midday meals and by providing aid towards books, stationery, etc. The Administration does not think it advisable to have schools and hostels exclusively for Scheduled castes as it encourages unhealthy segregation and social stratification.

16. *Pre-primary Education.* There were no facilities for pre-primary education in Himachal Pradesh in 1948-49. At present, there are two institutions, both maintained by the Territorial Council, one at Bilaspur and the other at Mandi, with a total enrolment of 70.

17. *Development of Hindi.* Hindi is the language of administration and courts up to the district level. It is also the medium of instruction in schools and colleges.

18. *Audio-Visual Education.* The Audio-Visual Education Section was started in July 1956 under the supervision and control of the Audio-Visual Education Officer. An Audio-Visual Board was established in 1957. A library of audio-visual aids has also been established. Besides there is a fully-equipped mobile cinema van and a jeep fitted with a trailer for the organisation of audio-visual programmes at different places.

19. *Administration.* The Education Development of the Administration is under the control of the Director of Education who is also the *ex officio* Secretary to the Himachal Pradesh Administration for education. It is directly concerned with education at the university level, grant of recognition and aid to private schools, training of teachers, scholarships, planning and development and certain special schemes such as audio-visual education, seminars for teachers, etc.

The Himachal Pradesh Territorial Council which came into being on 15th August 1957, has been entrusted with the management of education up to the higher secondary stage. It has a Principal Education Officer who is assisted by four education officers and a Registrar of Departmental Examinations at the headquarters. Two inspectors of schools, and six district inspectors of schools assist him in the field.

Total expenditure on education in 1959-60 amounted to Rs. 75,23,603. The amount spent on direction and inspection during the same year was Rs. 3,35,866 which works out at 4.8 per cent of the total expenditure.

20. *Conclusion.* The progress of education in Himachal Pradesh during the last 14 years has been phenomenal. In 1948, there were only 12 government high schools, 2 government and 1 private middle school, 3 lower middle schools and only 9 primary schools. There were no colleges, training institutes, technical schools, industrial training schools or polytechnics. As against this, at the end of the second Five Year Plan, there were 1520 elementary schools (including 73 non-government institutions) of which about 700 were junior basic schools. Besides, there were 148 middle schools (including 7 senior basic schools and 30 non-government institutions). At the secondary stage, the number of high and higher secondary schools was 62 and 24 respectively including 5 private institutions. At the university stage, there were 6 degree colleges (including 1 non-government college), 1 polytechnic, and 1 post-graduate basic training college. There were 3 teacher training schools and 1 central State library with 5 district libraries.

The schemes included in the third Plan will take the Territory one step further on the road to educational prosperity. Some of the salient schemes of the third Plan are : opening of 500 primary schools; recruitment of 1200 primary teachers ; construction of 600 primary school buildings ; upgrading of 85 primary schools to middle standard and of 18 middle and 15 high schools to higher secondary standard ; improvement of science teaching at secondary stage ; and introduction of the three-year degree course in 5 colleges. Besides, it is proposed to construct several hostels and staff quarters and to award scholarships to poor but deserving students. The total outlay for education in the third Plan is Rs. 239.45 lakhs.

III. MANIPUR

1. *General Information.* From time immemorial, Manipur had existed as an independent kingdom till 1891 when it became an Indian State under the British Government. After independence, the first general election was held in

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1948 and a popular Government was set up in that year. It then became a Part C State and in 1956 was converted into a Union Territory. The Legislative Assembly and the Government were, however, dissolved on the integration of the State with the Indian Union on 15th October 1959.

Manipur has an area of 8,628 sq. miles divided into ten sub-divisions. Nearly nine-tenths of the State consists of hills which rise up to 10,000 feet above sea level and are covered with ever-green forests. The valley which is drained by Imphal, the most important river, is 2,600 ft. above the sea level. There are many lakes, the largest being the Loktak which measures about 40 sq. miles. The alluvium in the valley forms one of the deepest and richest soils in the world and the average rainfall of Imphal is about 178 cm.

According to the census of 1951 the total population of the Territory was 5,77,635 of which 99.5 per cent lived in rural areas. The number of villages at that time was 1,601. The density of population was 67 per sq. mile and the religious distribution of the population was 3,47,325 Hindus (60.13 per cent), 37,197 Muslims (6.44 per cent), 68,394 Christians (11.84 per cent), 150 Jains, 50 Sikhs, 33 Buddhists and 1,24,486 people (21.55 per cent) of other religions (tribal). The institution of caste exists but the system is not rigid. There is no 'purdah' system and women in Manipur enjoy greater freedom than in many other parts of India. Child marriages are almost non-existent and the prejudice against girls' education is quickly dying out. The number of Scheduled caste people in the Territory was only 28,647 in 1951 and there is no serious problem of untouchability in the Territory.

The occupational distribution of the population according to the 1951 census was : 83.4 per cent in agriculture; 7.0 per cent in production other than cultivation; 4.2 in commerce; 0.5 per cent in transport; and 4.9 per cent in other services.

There are two local bodies: the Manipur Territorial Council and the Imphal Municipal Board. The former is a body of 30 elected members and 2 nominated members and is in charge of education up to the secondary stage. The

Administration gives quarterly lump sum grants to the Council. The Imphal Municipal Board consists of 12 elected members and its expenditure is met from municipal taxes and government subsidies.

Manipuri is the most important language of this Territory and is spoken by 3,77,191 persons or 65.3 per cent of the population. It is also the medium of inter-communication between different sections of people. There are at present about 64 minor dialects spoken in the Hills, the chief among them being Tangkhul (34,534), Kabui (18,386), Mao (14,495), Thadou (8,281) and Hmar (9,793).

2. *Historical Development prior to 1959.* Ancient and medieval Manipur was a land of chivalry and constant warfare. In spite of their constant occupation with military activities, the Manipur kings were patrons of learning as is evidenced by the ancient literature (in archaic Manipuri language and script) in subjects like history, astronomy, medicine, moral instruction, etc.

Modern education in Manipur began with the opening of a middle English school in 1877-78 by the then Political Agent, Sir James Johnstone. The school building was constructed by the then Maharaja, Sir Chandrakirti Singh. Further progress was slow; in 1900, there were only one middle English school and 17 primary schools with an enrolment of 1,000. The Education Department was opened in 1910 with a deputy inspector of schools and two inspecting *Pandits*.

The following table shows the progress of education in the first half of the present century.

Year	Colleges	High Schools	Middle Schools	Primary Schools	Special School
1901-02	1	17	..
1921-22	..	1	3	97	..
1936-37	..	5	6	215	..
1947-48	1	6	13	278	13

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The total enrolment in 1947-48 was 60 in colleges, 3,705 in high schools, 1,360 in middle schools and 25,400 in primary schools. The educational expenditure rose from Rs. 16,377 in 1901-02 to Rs. 3.61 lakhs in 1947-48.

During the Second World War, the people of Manipur came in contact with people from the different Allied nations and became keenly aware of their educational backwardness. There was a great awakening in the minds of the people and it manifested itself in a growing demand for more and more schools from every nook and corner of the Territory. Some of the important problems the Government had to face at the time of the integration related to the provision of schools, reconstruction of school buildings that had been destroyed during the war, provision of more buildings, furniture and equipment, and supply of teachers.

Keenly conscious of their backwardness in education the people of Manipur began to start schools at different places soon after the termination of the Second World War. The Government took over or gave grants-in-aid to deserving private schools.

3. *Primary Education.* The progress of primary education since integration with the Indian Union has been phenomenal.

The comparative statistics given below speak for themselves.

Year	No. of Primary Schools	Enrolment in Primary Schools	Teachers	Actual	Per	Pupil-Teacher Ratio	No. of Training Institutions	No. of Teachers under Training
				Expenditure	Capita Cost			
				Rs.	Rs.			
1947-48	278	25,400	507	1,84,457	7.22	50:1	..	..
1949-50	374	26,900	881	2,75,794	10.22	31:1	..	..
1958-59	1,227	90,180	2,996	15,72,819	17.43	30:1	1	80
1960-61	1,600	1,00,000	4,500	21,00,000	21.00	22:1	4	320

Schools in Manipur follow the same curriculum as in Assam. The construction of government school buildings is undertaken by the P.W.D. while in the case of the aided and private schools, the managements make their own arrangements. In some cases, the Government gives building grants in kind also. Midday meals were introduced in 1959-60 on a 50 per cent basis and about 8,000 children have benefited under the scheme so far. Reorientation of elementary schools towards the basic pattern has been carried out in more than 500 schools. Revised scales of pay have been introduced for teachers and their children are given free studentships. During the first Plan, 60 primary school teachers received *Guru* training and 50 teachers were trained in basic education. During the first four years of the second Plan, 400 teachers were trained in basic education and the number of training institutions had increased to 4 by 1960-61. All women teachers (except a few who are unwilling) have been trained. At present 320 primary school teachers receive training in basic education every year and nearly half of the present teachers will have received training by the end of the third Plan.

A scheme for the production of literature for children has been introduced recently. Book competitions are held every year in which writers of books of special interest to teachers and children are given merit awards.

4. *Basic Education.* The following comparative statement will show the progress of basic education in this Territory.

Year	No. of Junior Basic Schools	Enrolment	Number of Teachers	Expenditure
				Rs.
1947-48	..	..	..	..
1953-54	1	40	5	3,630
1958-59	100	8,783	305	1,12,680
1960-61 (Estimated)	143	12,300	405	1,65,800

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In spite of the expansion indicated above, the atmosphere and attitudes appropriate to the 'basic' idea have yet to be developed in schools and teachers. The Education Department is taking measures to improve the situation by training teachers, by supplying adequate craft equipment and other materials to schools, by holding reorientation seminars and so on. Planting of green hedge round the compound, growing of fruit plants and food crops, vegetable gardening, etc., have been introduced in many schools.

5. *Secondary Education.* The following table shows the progress of secondary education.

Year	No. of Schools	Enrolment	Teachers	Expenditure (in Rs.)
(a) Middle Schools				
1947-48	13	1,360	76	45,162
1949-50	65	6,381	259	2,16,153
1958-59	186	18,022	816	5,95,561
1960-61 (Estimated)	300	27,500	1,080	7,83,000
(b) High Schools				
1947-48	6	3,705	111	1,25,622
1949-50	8	5,059	145	1,92,422
1958-59	53	16,646	650	8,08,866
1960-61 (Estimated)	60	17,300	690	8,12,000

Until 1951-52, there was no training institute for secondary teachers. In 1952-53, one normal training institute was opened and 60 under-graduate/matriculate teachers were given training. The institute was closed at the end of 1955-56 and graduate teachers were deputed for B.T./B.Ed./B.Ed. (Basic) training outside Manipur. In 1959-60, B.T. and C.T. (Certificate in Teaching) classes were opened in the Government D. M. College and 30 graduate and 30 under-graduate teachers were given training. The pay scales of government teachers have been revised and extended to teachers of aided schools.

Attempts made in the second Plan for the conversion of high schools into higher secondary and multipurpose schools did not succeed on account of the shortage of qualified teachers and certain other obstacles.

There are two public examinations in secondary schools, one at the end of the middle school stage and the other at the end of the high school stage. The former is conducted by a Board under the Territorial Council and the latter by the Gauhati University.

6. *University Education.* The following table shows the progress of higher education in this Territory.

Year	No. of Colleges	Enrolment	Teachers	Expenditure
1947-48	1	60	7	Rs. 6,000
1958-59	2	1,824	50	1,81,466
1960-61 (Estimated)	3	2,000	60	2,18,000

Except for girls and Scheduled caste and Scheduled tribe students who are given preference, admission in the Government College is given only on the basis of performance in an admission test.

It has not been possible to introduce the three-year degree course so far. Tutorials and group discussions are a regular feature of the work in colleges. The pay scales for lecturers in Assam have been adopted in the Territory. No case of indiscipline has been reported so far.

7. *Technical Education.* There are at present two technical schools, the Adimjati Technical Institute (established in 1956-57) and the Industrial Training Institute (established in 1959-60). The former provides two courses, each of three years' duration in (i) Weaving and (ii) Civil Engineering. It was originally meant for tribal students only; but now a few non-tribal students are also admitted. The Industrial Training Institute has introduced the following six trade courses, each of three years' duration : (i) draftsman,

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(ii) surveyor, (iii) electrician, (iv) carpenter, (v) blacksmith and (vi) fitter.

The students of Adimjati Technical Institute are given free board and lodging as well as textbooks. All the tribal students of the Industrial Training Institute are given stipends at the rate of Rs. 25 p.m. A few merit scholarships at the rate of Rs. 30 p.m. are also awarded.

There is also an arts and crafts training-cum-production centre at Thoubal with an annual intake of 50 students. Its students are given stipends at the rate of Rs. 30 p.m. Steps have been taken for opening more training-cum-production centres in different parts of the Territory.

8. *Social Education.* The Social Education Unit was first set up in the Thoubal Community Development Block in 1953-54. In 1954-55 another unit in the Education Department was started under an officer known as the Director of Youth Welfare and Social Education Officer. The following data will give some idea of the progress made in social education.

Year	No. of Literacy Centres	No. of Adults (made literate)	Mahila Mandals	Youth Clubs
1953-54	160	3,106	..	61
1958-59	141	2,349	138	89
1960-61	150	2,500	150	100

There are 52 community centres and 100 village libraries in the Union Territory. So far, 34 books for neo-literates have been produced. Social education campaigns organised by the high school and college students in block and non-block areas have been very successful and the Administration proposes to organise them regularly.

9. *Girls' Education.* The following table shows the progress of girls' education.

Year	Primary				Secondary			
	No. of Schools	Scho-lars	Women Teachers	Scholar-ships	No. of Schools	Scho-lars	Women Teachers	Scholar-ships
1947-48	24	2,500	28	..	4	1,300	20	28
1958-59	77	32,974	114	100	18	7,322	77	326
1960-61 (Estimated)	130	35,000	150	100	25	8,000	100	350

In order to increase the enrolment of girls at secondary and university stages, the number of scholarships (merit and attendance) for girls has been increased. Scales of tuition fee for girls in classes IX and X have been reduced. Preference is given to girls for admission to colleges. Transport facilities for college girls have also been provided.

One deputy inspectress of schools and two assistant inspectresses of schools have been appointed to the inspecting staff of the Territorial Council to look after the education of girls.

10. *Teaching of Science.* General Science has been made compulsory up to class VIII. It is optional in classes IX and X. For the purchase of scientific equipment and materials, grants-in-aid are given to high schools. In the Government D.M. College, provision has been made to teach almost all science subjects up to the degree classes. The number of students taking up science has increased to about 400 (1960-61). Dearth of qualified teachers is the main hurdle in the expansion of facilities for the teaching of science.

11. *Scholarships.* Education has been made free up to class VIII for all. Special scholarships and stipends are given to Scheduled caste and Scheduled tribe students and education at all stages has been made free for them. The following table gives details of scholarships during the last ten years.

Year	Primary @Rs. 0.50	Middle and @Rs. 5.00 @Rs. 1.00	Secondary and @Rs. 7.00 @Rs. 2.00	College and @Rs. 20.00 @Rs. 25.00	Post- Graduate @Rs. 75.00	Others: varying from Rs. 3 to Rs. 75
1949-50	..	47	63	11	N.A.	N.A.
1958-59	100	329	398	293	16	171
1960-61	100	350	400	300	24	200

12. *Physical Education.* The Director of Youth Welfare is in charge of physical education which is compulsory in all the schools but is not an examination subject. It is also compulsory in the first year class of the Government D.M. College. There is no facility for training instructors in

N.A.=Not Available.

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physical education in this Territory. The provision of play-ground facilities leaves much to be desired. The Administration has given grants to 39 schools for the purchase and development of playgrounds.

13. *N.C.C. and A.C.C.* The National Cadet Corps was started in 1954-55. In 1956-57 was started the Auxiliary Cadet Corps and in 1959-60 the N.C.C. Rifles. Nearly one-twelfth of the secondary school students and one-twentieth of the students at the university stage are covered under these schemes. Schemes for raising the N.C.C. unit to a three-company battalion and for raising more troops in the junior N.C.C. division and in A.C.C. have been included in the third Plan.

14. *Games and Sports.* Up to 1954 athletic meets were organised by voluntary agencies. In 1955-56, the Education Department started organising sports meets for school students at nine different centres. These meets are now an annual feature. In 1958-59, students from Manipur participated for the first time in the Fourth National School Games held in Delhi and won three Gold Medals. The Territory secured the third position in the country. In 1959-60, the Mainpur contingent won one Gold Medal and the national championship in football.

Steps have also been taken recently for the constitution of a Sports Council.

15. *Education of the Backward Classes.* A statement of schools, enrolment, scholarships and hostels for the Scheduled tribes over the last ten years is given below.

Year	No. of Schools	Enrolment	Scholarships	Hostels
1947-48	125	7,064	..	..
1958-59	784	39,072	316	61
1960-61 (Estimated)	900	42,000	440	70

During the second Plan, 72 tribal writers were given subsidies for the production of literature in tribal dialects.

The Administration does not feel the necessity of having separate schools and hostels for children of Scheduled castes in the non-scheduled areas. This policy has resulted in a large number of Scheduled caste students freely mixing with students of other communities, thus helping in the removal of untouchability.

16. *Pre-Primary Education.* The Administration opened one Montessori school in 1957-58 as an experiment, with two trained teachers. The experiment was found to be expensive and as such no further scheme for the opening of any more such schools has been proposed in the third Plan.

17. *Development of Hindi.* Hindi has been introduced in some newly opened primary schools in the tribal areas, but no public examination is held at this stage. Hindi is a compulsory subject in all the middle and high schools from class III to class VIII. It is optional in the matriculation classes. There is one Hindi Training Institute for the training of Hindi teachers. Three voluntary Hindi organisations are given grants-in-aid for the propagation of the language. Books in Hindi are distributed free of charge to school libraries and three centres have been opened to train non-Hindi-knowing government employees.

18. *Propagation of Sanskrit.* Scholarships are provided for the study of Sanskrit in the existing Sanskrit *tols*.

19. *Audio-Visual Education.* There is an Audio-Visual Education Officer in charge of audio-visual education. Educational charts, maps, radio sets with loud speakers and gramophones have been distributed to a number of schools and tribal hostels.

20. *Administration.* The Director of Education is the head of the Department. He is assisted by one Deputy Director of Education, a Special Officer for Planning and Statistics, one inspector of schools, three deputy inspectors of schools, nine assistant inspectors of schools, one Director of Youth Welfare, and one Audio-Visual Education Officer. The Territorial Council has an Education Department under a Principal Officer (Education) who is assisted by two inspectors of schools, six deputy inspectors of schools and 31

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assistant inspectors of schools. The expenditure on administration and direction in 1958-59 was Rs. 2.69 lakhs or 5.77 per cent of the total expenditure (Rs. 46.84 lakhs) on education. The distribution of the inspecting staff between the Territorial Council and the Administration is uneven and needs revision.

21. *Finance.* A source-wise distribution of expenditure on education for the years 1949-50 and 1958-59 is given below.

Source	1949-50	1958-59
	Rs.	Rs.
Central Government	..	40,495
State Government	6,78,784	34,14,798
Municipal Board	..	1,680
Fees	2,56,463	8,42,160
Endowment	2,06,615	3,28,744
Other Sources	1,00,442	56,849
TOTAL	12,42,304	46,84,726

22. *Summing Up and Outlook in the Third Plan.* Some of the major schemes to be taken up during the third Plan period are indicated below.

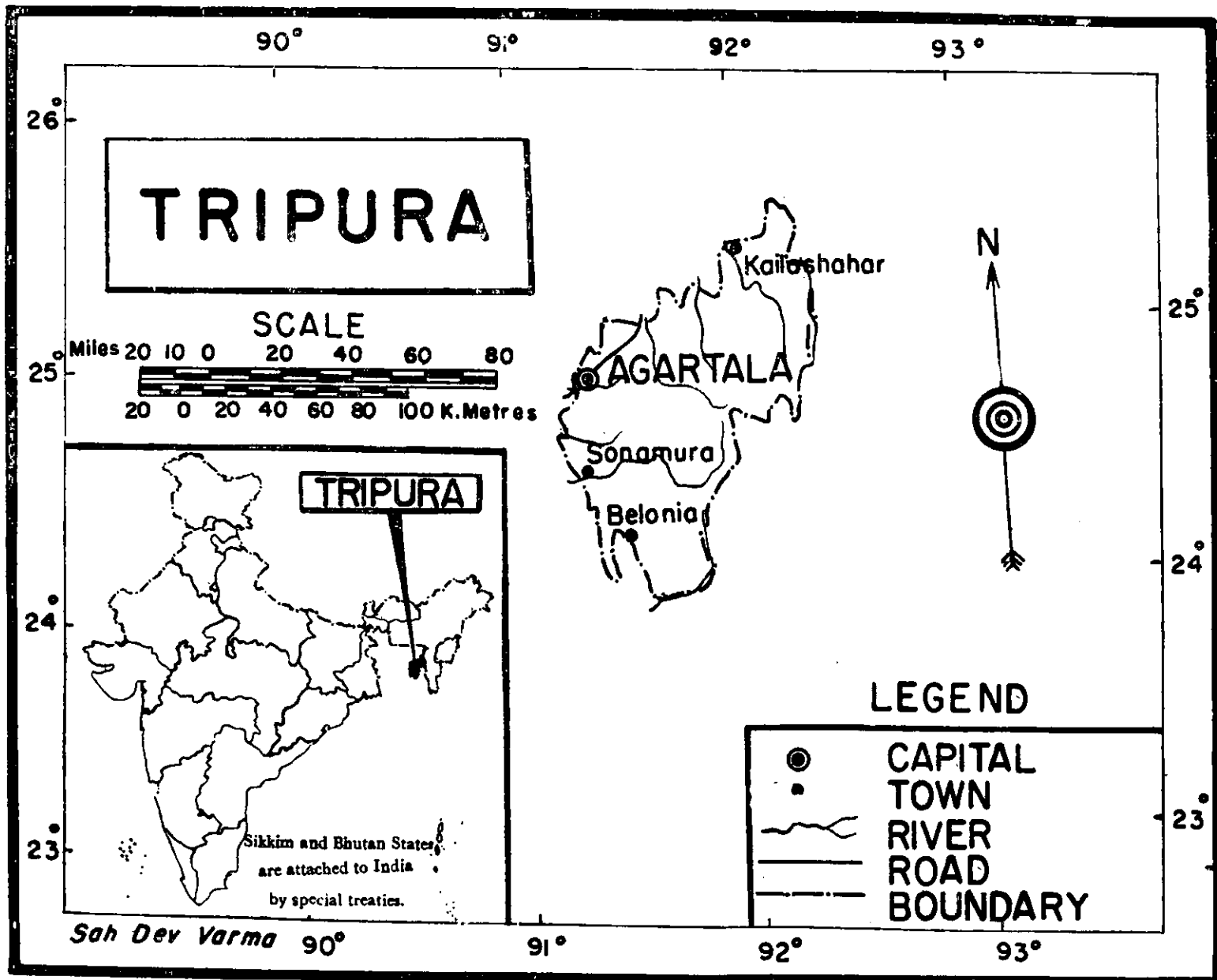
- (a) *Primary Education.* In order to extend educational facilities to 30,000 additional children in primary schools, 1,000 additional teachers are to be appointed; Rs. 40 lakhs have been allotted for this purpose. An additional allotment of Rs. 71,000 has been proposed for special programmes for girls' education at the primary stage. For opening middle/senior/basic schools, a sum of Rs. 9.31 lakhs has been allotted and another sum of Rs. 1 lakh has been earmarked for special educational programmes for girls at this stage. Other provisions include Rs. 1 lakh for orientation of elementary schools towards the basic pattern; Rs. 2.50 lakhs for training of senior basic school teachers; and Rs. 5 lakhs for the expansion of the existing training institutions.

- (b) *Secondary Education.* Fifteen (9 Government and 6 aided) high schools will be converted into higher secondary schools, and one high school will be converted into a multipurpose school at a cost of Rs. 19.30 lakhs. Other provisions include Rs. 11.70 lakhs for the introduction of elective science in secondary schools; Rs. 5.50 lakhs for purchase of library books; Rs. 50,000 for playgrounds; and Rs. 1.62 lakhs for scholarships and stipends to graduate teachers for post-graduate studies.
- (c) *University Education.* The Government D. M. College will be improved at an estimated cost of Rs. 3.25 lakhs. A provision of Rs. 1 lakh has been suggested for the expansion of girls' education at this stage.
- (d) *Other Schemes.* Provision has been made for the improvement of the District Library and the Children's Library-cum-Museum (Rs. 0.50 lakhs), for N.C.C., A.C.C., etc. (Rs. 2 lakhs), for grants-in-aid to Hindi schools and Sanskrit *Pathashalas* (Rs. 2.5 lakhs) and for strengthening administration (Rs. 1 lakh).

IV. TRIPURA

1. *General Information.* Tripura, the easternmost unit of the Indian Union, has an area of 4,036 sq. miles, divided into ten administrative sub-divisions and forty-five revenue *tehsils*. The territory is in the main hilly, more than half the surface being covered by hills and hillocks. There is a heavy summer rainfall of over eighty inches a year which makes the summer hot and moist; the winter is cool and comparatively dry. Inadequacy of communications is a major problem. During the last ten years about 500 miles of motorable roads have been constructed and in many places, telegraph and telephone lines have been laid. This has helped ease the situation somewhat.

The population of the Territory, according to the census of 1951, was 6,39,029 and that of Agartala, the capital and the only urban area, 42,595. The population has considerably increased since, due mainly to the immigration of refugees



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from Pakistan. The present population is 11,41,492 according to the census of 1961. As a result, the composition of the population (which was almost wholly tribal till the last quarter of the 19th century) has greatly changed. The distribution of population according to 1951 census was Scheduled tribes 1,92,293 (30.1 per cent) Scheduled castes 46,371 (7.3 per cent) ; backward communities 30,349 (4.7 per cent) ; and others 3,70,016 (57.9 per cent).

According to the 1951 census there were 4,80,662 Hindus, 1,36,960 Muslims, 15,403 Buddhists, 5,262 Christians and 762 others. Most of the tribals have taken to Hinduism though tribal beliefs and customs still play a dominant role in their lives. Of the tribals, the Tripuris and their sub-groups form a large majority. They are mostly Hindus, and have taken largely to cultivation. The Chakmas and the Maghs profess Buddhism, while most of the Lushais and the Kukis are Christians. The tribals speak various dialects, Tripuri being the most widely spoken dialect. Except the Lushais who have their language written in the Roman script, other tribals have no written language. Attempts are being made to develop Tripuri into a written language. Bengali has been the official language here for a long time and the contact of local people with Bengal has been close throughout history. Bengali is widely understood and is used as the medium of instruction in all schools, excepting those situated in the Lushai-speaking areas.

Agriculture is the main occupation of the people both in the plains and the hills. Non-agriculturists earning a living from industry, trade and commerce, transport and services formed about 25 per cent of the population in 1951. Tea is the only organised industry in Tripura with 53 small gardens covering an area of about 35,000 acres under crop and a labour force of about 10,000.

Though the State acceded to India on the eve of independence in August 1947, the old administrative set-up was allowed to continue till its merger in the Indian Union in October 1949. It was first constituted into a Part C State with a Chief Commissioner at the head and then made into a Union Territory in 1956. With a view to associating the

people with administration, the Tripura Territorial Council consisting of 30 elected and two nominated members was created in 1957. Supervision and control of almost all schools up to the secondary stage is now in the hands of the Territorial Council.

2. *Review of Education till 1947.* Modern education began in Tripura during the reign of Maharaja Bir Chandra Manikya (1877-1896) who initiated many progressive reforms on the pattern of the British administration. This enlightened ruler who patronised learning and art was one of the first to discern and acclaim the genius of Rabindranath Tagore when the latter was more or less unknown. He was followed by Maharaja Radhakishore Manikya (1897-1909) who continued the progressive policies of his predecessor. It was during his regime that a number of schools, including a high school, came to be established at different places. The reign of the next ruler Maharaja Bir Bikram Kishore Manikya saw further extension of the educational facilities. He passed a compulsory education law for the State in 1932 and introduced compulsion in the Agartala municipal area. During his rule, an ambitious scheme known as the *Vidyapattan* was outlined with the object of starting colleges for arts, science, medicine, agriculture and technology; but it could not be completed owing partly to limited resources and partly to his untimely death in 1947.

3. *Primary Education.* In 1946, Tripura had 32 lower primary schools (teaching up to class IV), 86 *Pathashalas* (teaching up to class II), and one reformatory (primary) school in the Central Jail. There were 5,641 students in these besides another 3,000 or so reading in the primary classes of 22 government middle English schools and 51 private schools. The enrolment in the age group 6-11 was about 12.2 per cent of the total population in that group. Most of the teachers were untrained and few of them had any schooling beyond the primary stage. Their pay scales were poor and varied from Rs. 10-20 to Rs. 30-50. The classes were large. Only about 4 per cent of the State revenues was spent on education.

During the last 13 years or so the picture has changed enormously. In March 1961, the last year of the second Plan,

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the anticipated position was as follows : total enrolment in the 6-11 group 81,000 (54,000 boys and 27,000 girls); 1,100 schools including 229 junior basic; 2,750 teachers including 610 trained teachers; total expenditure on primary education Rs. 47.27 lakhs (35 per cent of the expenditure on education) ; per capita cost of primary education Rs. 47.83 (taking direct expenditure into account only); and teacher-pupil ratio 1:35 (excluding schools in the interior). The third Plan will thus start with an enrolment of 64 per cent at the primary stage, 83 per cent for boys and 45 per cent for girls. The target for the third Plan is to enrol 15,000 additional boys which will raise their enrolment to 96 per cent and 35,000 girls which would raise their enrolment to 90 per cent. The cost of this programme is estimated at Rs. 92.4 lakhs. The number of additional schools to be opened would be well over 300 and about 4,000 additional teachers will have to be employed.

The minimum qualification for primary teachers is matriculation (the non-matriculate teachers number less than 10 per cent). The scale of pay for primary teachers compares favourably with that in the other States. The first basic training college in the Territory was started in 1954, with training facilities for 50 teachers. Two more training institutions have been added since, and accommodation in each is being increased to 130 so that from 1962, about 400 trained teachers will be trained every year. The percentage of trained teachers at the end of the third Plan will increase to about 60. It is also proposed to increase the period of training to two years.

Midday meals are proposed to be introduced in primary schools on a subsidised basis, the people contributing 50 per cent of the cost and the Government contributing the other half.

4. *Basic Education.* The junior basic schools form about 21 per cent of the total number of primary schools at present. However, the salient features of basic education are being introduced in as many schools as possible through the organisation of a systematic orientation programme. An area of about 25 sq. miles around the Basic Training College, Agartala, was developed as the intensive basic education

area during the second Plan. All the schools in this area have been converted to the basic pattern and the enrolment in the 6-11 age group has already reached 97 per cent. About 150 additional schools are proposed to be converted to the basic pattern during the third Plan. It is hoped by the end of the third Plan the basic schools will constitute 50 per cent of the total number of primary schools.

In order to meet the shortage of craft teachers a training institute has been started at Agartala. Craft has also been introduced in 200 non-basic schools. Two guide books for teachers have been brought out by the Education Directorate.

5. *Secondary Education.* In 1947, Tripura had nine high schools, all managed by the Government, including one high school for girls, and the total enrolment was about 500, girls forming a very small portion of the total. By 1960-61, the number of schools had increased to 23, of which 8 were multipurpose higher secondary schools. Six high schools and one multipurpose higher secondary school are meant exclusively for girls. The enrolment in high and higher secondary schools stood at 4,500 (3,500 boys and 1,000 girls) in 1960-61. The high and higher secondary schools in Tripura are affiliated to the Board of Secondary Education, West Bengal. The total expenditure on secondary education was Rs. 1.79 lakhs in 1949-50 and has since increased to Rs. 20.19 lakhs in 1960-61. By the end of the third Plan, there will perhaps be 38 high and higher secondary schools in this Territory, two-thirds of which are proposed to be raised to the higher secondary status. A beginning with the provision of guidance facilities has been made with the appointment of one psychologist and one statistical assistant in the Department. The service is proposed to be expanded during the third Plan.

The most acute problem in the field of secondary education is the shortage of qualified teachers in the high and the higher secondary schools. A scheme has been taken up to depute annually about 20 graduate teachers of high/higher secondary schools at government cost, for B.T./B.Ed. training outside the Territory. A number of teachers have already returned from training under the scheme. Ten post-

graduate stipends per year were provided in the second Plan. During the third Plan, the number of such stipends is proposed to be increased to 50 per year.

6. *University Education.* There are two arts and science colleges in Tripura teaching up to the degree standard—the Maharaja Bir Bikram College, Agartala, established by the Government in 1957, and the Shri Ram Krishna Mahavidyalaya, Kailasahar, established by a private organisation in 1960. In both the colleges provision has been made for pre-university classes and the three-year degree course. In the third Plan, Rs. 20.10 lakhs have been provided for the extension of facilities for science teaching and introduction of post-graduate classes in some arts subjects in the M.B.B. College and for scholarships and stipends to post-graduate students. The Ramkrishna Mahavidyalaya will also receive financial assistance in the third Plan.

7. *Technical Education.* Prior to 1947, there was only a small training centre (Silpasram) for turning out artisans in trades like carpentry, smithy, etc. Some industrial training centres, especially for the displaced persons, were started soon after independence. In 1958 was started a polytechnic which provides three-year courses in Electrical, Mechanical and Civil Engineering up to the licentiate standard and has an annual intake of 60 students. Another industrial training institute was started in 1959-60.

To provide facilities for technical education at the degree level to the brighter students passing out of higher secondary schools with science and technology, 18 seats in different engineering colleges and universities all over India are reserved every year for students of this Territory.

8. *Social Education.* Programmes of social education were introduced in 1953-54 when 15 centres for social education were opened and 30 social education workers appointed for the purpose. The work has greatly expanded since. There are about 400 social education centres with 600 social education workers (both men and women) today. There is a Social Education Section in the Education Directorate with two Deputy Directors (one for youth programmes and the other for women's programmes), one inspector of social edu-

cation and one chief social education organiser. A janata college has also been established for the training of social education workers.

A library service has been in existence since 1953-54 and consists of a central library at Agartala town, eight branches at sub-divisional headquarters, and mobile units to serve the rural areas.

9. *Girls' Education.* Enrolment of girls at primary, middle and secondary stages has been rising steadily. Special scholarships are awarded to girls on the basis of scholarship examinations and 30 per cent of the school stipends are earmarked for them. Education of girls is free at both the primary and secondary stages. Girls coming from poorer sections of the rural people are also given clothing in certain schools. Appointment of a number of school mothers recently is expected to step up the enrolment of girls further. Hostel facilities for girls are provided at the secondary and collegiate stages and special stipends have been instituted for them at the university stage.

Women teachers are in short supply, particularly in rural areas. A programme for imparting a condensed course of training to 60 selected women from rural areas annually has been taken up recently.

For supervision of women's programmes, there is a woman Deputy Director in the Department. There is also an inspectress of schools and an assistant inspectress of schools under the local Territorial Council for the inspection and supervision of girls schools.

10. *Scholarships.* In April 1959, education was made free for all up to the middle stage *i.e.*, up to class VIII. At the secondary stage, education is free for girls and students belonging to the backward communities. For all practical purposes, therefore, Tripura has now reached a stage when it may be said that education is free up to the school leaving stage.

Prior to 1947, the number of scholarships awarded to students at different stages of education was very small. There is now provision for 200 school stipends for poor and

meritorious students at the school stage. Of these, 55 per cent are earmarked for students from the backward communities. Boarding-house stipends for about 250 tribal students at the average rate of Rs. 30 p.m. are also granted each year.

At the post-matriculation stage, maintenance stipends are awarded to meritorious and poor students who are permanent residents of this Territory. For educational courses not provided in Tripura, students are sent to other States of the Indian Union and are generally awarded stipends of the value ranging from Rs. 60 to Rs. 90 per month.

11. *Physical Education.* There is a Board to advise the Administration on matters relating to physical education and other youth welfare activities. A post of Superintendent of Physical Education (who is assisted by an assistant inspector of physical education) has also been created. The colleges and the high and higher secondary schools have posts of physical instructors and games teachers. Physical education is a compulsory subject of study for teacher trainees. There is also a full-fledged training institute for physical education in this Territory.

Grants were given for the construction of five gymnasia during the second Plan. Clubs are given grants towards the maintenance and purchase of equipment every year. A beginning has also been made with the physical efficiency drive scheme in this Territory.

12. *Scouts and Guides, N.C.C. and A.C.C.* Scout troops have been raised in several high schools; one girl-guide unit has also been established.

The N.C.C. and A.C.C. were introduced in 1953-54. The senior division N.C.C. has now four units for boys, and two units for girls. The junior division has 15 units for boys and 7 units for girls. The A.C.C. consists of 42 units with 2,040 boys and 480 girls. Five additional junior divisions (N.C.C.) and an equal number of A.C.C. units are proposed to be raised during the third Plan.

13. *Games and Sports.* The Tripura Sports Council advises the Administration on the organisation of games and sports. Athletic meets for school students on zonal and sub-zonal basis and sports meets for village adults are organised

every year. Sports meets are also held on the Bengali New Year's Day.

14. *School Health Service.* A school health service has been in existence since 1954-55. It now has three medical officers who have been posted in three areas. In selected block development areas, children of primary schools are given free milk, thanks to the help of the UNICEF.

15. *Education of Backward Communities.* Enrolment of Scheduled caste, Scheduled tribe and other backward community children has been increasing steadily. It rose from 7,471 in 1950-51 to 16,135 in 1954-55 and to 41,001 in 1958-59.

An important activity for tribal welfare is the provision of hostels. In 1950-51, there were 220 boys in hostels, of whom 114 studied in primary schools. With the recent expansion of primary education, the need for hostels has shifted from the primary stage to the secondary. In 1958-59, there were 407 students residing in free hostels and a great majority of them were in receipt of stipends.

Steps are also being taken to foster the revival of culture of different tribes inhabiting Tripura. Grants are given to cultural organisations for the revival of folk arts. A number of cultural centres have been opened at places where tribal people live in large numbers.

Cash rewards for teachers and others for acquiring proficiency in the tribal dialects have been instituted and a Tripuri-Bengali-English dictionary has been published. Attempts are also being made to bring out suitable primers in Tripuri so that some of the tribal students at least may have primary education through their mother tongue. Teachers in the basic training colleges of Tripura have to undergo courses in the Tripuri dialect so that their work with the tribal students may be more effective.

16. *Pre-Primary Education.* A well-equipped government nursery school was established in the first Plan. During the second Plan, the Central Social Welfare Board started a number of *Balwadis* in rural areas. These have been very popular and thanks to the collaboration of the Central

Social Welfare Board, the Education Directorate and the Tribal and Labour Welfare Department, these have already covered 375 villages of this Territory. One-fifth of the population is proposed to be covered by the end of the third Plan.

17. *Audio-Visual Education.* The Social Education Section of the Education Directorate has a film library with a number of full-length pictures, about 300 documentaries, and some filmstrips. The mobile units organise audio-visual programmes, including film shows and puppet shows in all parts of the Territory.

18. *Propagation of Hindi.* Prior to 1947, the number of Hindi-knowing people in Tripura was negligible. In 1952, a number of Hindi teachers were appointed in some secondary schools for the first time. Towards the end of the first Plan, some 'Hindi Prachar' centres came into existence, and a Hindi Teachers' Training Institute was started at Agartala by the Education Directorate. Recently, the institute has been raised to the status of a training college which will provide training in both contents and methods. Hindi Prachar and teaching centres run by voluntary organisations are given grants by the Education Department. Candidates prepared by such organisations appear at the examinations conducted by the Rashtrabhasha Prachar Samiti, Wardha. Facilities have also been arranged for government employees in the Territory to learn Hindi. A mobile library service for distribution of suitable Hindi books to the Prachar and teaching centres has also been created. Hindi has been declared to be a compulsory subject of study at the middle stage and the post of a Hindi Education Officer has been created in the Directorate.

19. *Propagation of Sanskrit.* Prior to independence, the State Government ran four Sanskrit *chautuspathis* which prepared students for different Sanskrit examinations. In 1959, thanks to the initiative of the Tripura Territorial Council, the *Chautuspathis* were merged into a Sanskrit college. Provision has been made for offering stipends to students of the Sanskrit college.

After independence, about 15 Sanskrit *Pathashalas (tols)* came into existence as a result of the initiative of displaced

Sanskrit scholars from Pakistan. The Education Department gives maintenance grants to these institutions.

20. *Administration.* The Education Directorate was created in 1953. The Director of Education who is also the *ex officio* Secretary of Education Department of the Administration is in overall charge of education in Tripura. The cost of direction and inspection is about 5 per cent of the total expenditure on education.

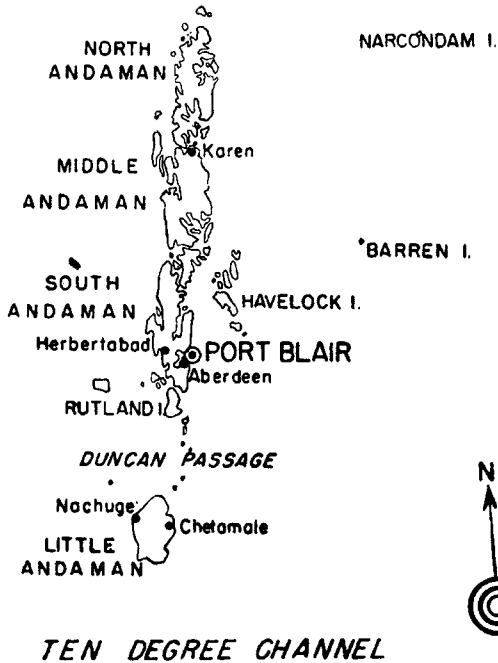
The Tripura Territorial Council has a post of a Principal Officer for Education, two posts of Deputy Principal Officers and an inspectorate consisting of sub-inspectors, assistant inspectors and inspectors of schools. Besides, there are three subject inspectors for improving the quality of teaching in secondary schools.

21. *Finance.* In 1946, the total budget provision for education in Tripura was Rs. 2 lakhs. There has been a steady increase in expenditure on education ever since. It stood at Rs. 8.5 lakhs (or 18.6 per cent) in 1950-51, at Rs. 19 lakhs (or 20.8 per cent) in 1953-54 and at Rs. 73 lakhs (or 27 per cent) in 1957-58. The second Plan provided Rs. 112 lakhs (or 12.5 per cent of the total Plan outlay) for education. The third Plan envisages a total expenditure of Rs. 240 lakhs for education out of a total estimated Plan expenditure of Rs. 1,632 lakhs for Tripura. This works out at 14.7 per cent of the total provision.

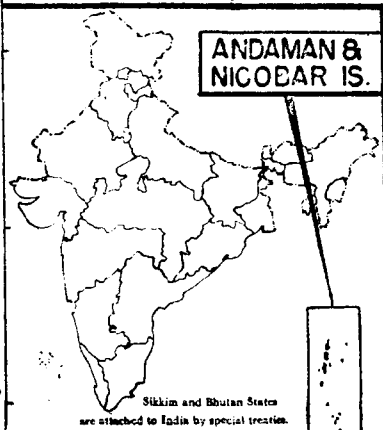
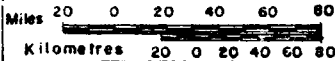
V. ANDAMAN AND NICOBAR ISLANDS

1. *General Information:* The area of Andaman and Nicobar islands is 3,215 square miles. Though these islands form one administrative unit (one district only), they consist of two separate groups of islands. The Andamans consist of a chain of islands stretching from Landfall Island in the north to the Little Andaman in the south, in an arc stretching over some 200 miles of sea. About 80 miles to the south of Little Andaman is Car Nicobar, the northernmost part of the Nicobar group of islands continuing in an arc for another 200 miles to Great Nicobar which is only some 120 miles distant from the northern tip.

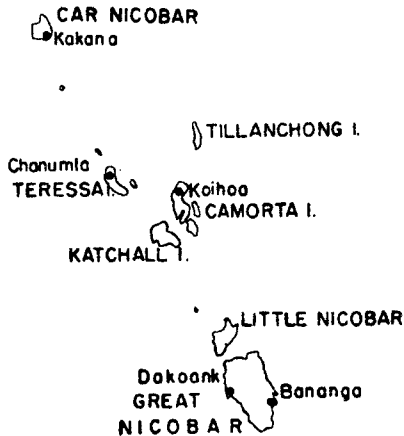
ANDAMAN AND NICOBAR ISLANDS (INDIA)



SCALE



Sikkim and Bhutan States
are attached to India by special treaties.



UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Every island is covered with thick jungles and most of them excepting Car Nicobar are hilly. Since all the islands lie between 6° and 14° of north latitude the climate is tropical. The temperature variation throughout the year is only from 85° F to 95° F. The average rainfall is 123 inches and is spread over the whole year, the only dry quarter being January to March.

The total population of the islands in 1951 was 30,971 which with constant immigration, increased to 73,438 in 1961. The rural population in 1951 was 74.1 per cent of the total population. There is only one town *viz.*, Port Blair, and it accounts for about a quarter of the total population. The density of population is 15.3 per sq. mile and the sex ratio 62 males to 38 females. The main religions are Christianity, Islam, Hinduism, Buddhism, and Sikhism. The caste system exists but is not very rigid and inter-caste or inter-communal marriages are fairly frequent. There is no 'purdah' and no untouchability. According to the 1951 census there were no Scheduled castes and Scheduled tribes in the Territory; a few castes have recently been declared as Scheduled tribes.

The population of the islands has become truly cosmopolitan and many languages and dialects are spoken at present. According to the census of 1951 the population was divided linguistically into ten major groups: Bengali (2,363); Burmese (1,584); Hindi (975); Malayalam (2,815), Nicobarese (11,097); Tamil (1,573); Telugu (1,044); Urdu (862); Hindustani (4,139); and Oraon (1,061).

The main occupations of the people are agriculture, labour, business and service. Neither industrialisation nor urbanisation have made much headway in these islands.

For administrative purposes the Territory is divided into three sub-divisions and six *tehsils*.

2. *Development of Education Prior to 1947.* The first significant attempt to colonize the islands was made in 1858 when a large number of prisoners of the so-called 'Sepoy Mutiny' were removed to the Andamans. The penal settlement thus established continued to exist till 1942. As would be easily understood, not much thought was given to the

educational development of the settlement during these years. This period of neglect was followed by the worst years of Japanese occupation—from 1942 to 1945. It was only after the attainment of independence in 1947 that the educational needs of the islands started receiving earnest attention.

The first primary school in the islands was opened in the last quarter of the 19th century at Port Blair. It followed the syllabus of the Punjab Education Department and Urdu was the medium of instruction. In the first decades of the present century, this institution was upgraded into a middle school and in the following decade, it was raised to the status of a high school with English as the medium of instruction and Urdu as a major language. In the meantime, a girls' primary school was established which was later on combined with the high school in 1933. With the passage of time, the convict population spread to the interior of the Andamans and eight primary schools were founded to cater to the needs of their children. Most of these schools also employed Urdu as the medium of instruction. Gradually the need to open schools with other media arose. The Mopla Rebellion caused the transportation of a large number of Moplas who spoke Malayalam; the Karen settlers and the Burmese convicts posed their own educational problems. Consequently schools with Malayalam, Karenin, Burmese and English as media of instruction had to be provided.

The high school at Port Blair was first affiliated to the Rangoon University; but with the separation of Burma from India, this affiliation was transferred to the Calcutta University in 1936.

During the Japanese occupation of these islands (March 1942 to October 1945), the medium of instruction was changed from Urdu to Japanese and the number of students also decreased to a very great extent. But with the re-occupation of the Andaman and Nicobar Islands in October 1945, the old system was restored.

Till 1947, there was no Education Department and the Deputy Commissioner of the islands was also the controlling officer for education in his capacity as the President of the Education Advisory Committee. He was also the President of the High School Managing Committee.

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3. *Primary Education.* The following table will give some idea of the growth of primary education during 1948-60.

	1948-49	1950-51	1955-56	1959-60
No. of Primary Schools	19	19	30	75
No. of Students	843	854	1,697	4,129
No. of Teachers	N.A.	51	60	114
Teacher Training Institutes	..	..	..	1
Expenditure on Primary Education (in rupees)	34,852	53,992	89,018	2,84,837
Per Capita Cost (in rupees)	41.34	63.22	52.45	68.98
Pupil-Teacher Ratio	..	17:1	28:1	36:1

N. A. = No: available.

On the eve of the second Plan, a committee was appointed to enquire into the condition of education in the islands. This committee (commonly known as the "Basu Committee") submitted its report in 1955. The committee, *inter alia*, recognised the importance of primary education and made several important recommendations. These were accepted and a sum of Rs. 4.59 lakhs was allocated for primary education in rural areas in the second Plan.

By the end of the second Plan the number of primary schools had increased from 37 in 1955-56 to 76 in 1959-60. The curriculum followed in these schools is the same as in West Bengal. The textbooks are procured from the mainland and are not printed here. Buildings pose a more difficult problem and so far it has been possible to provide permanent buildings to only about 30 per cent of the rural schools.

The greatest problem is the shortage of qualified teachers. So far, most of the trained teachers have come from the mainland. The teachers who come from the mainland, are often not prepared to face the rigours of life in the islands and are prone to leave jobs and return to the mainland at the earliest opportunity. It was felt, therefore, that it would be much better to recruit untrained matriculates available in

the islands and then to train them in a local teachers' training school. Accordingly, a junior basic teachers' training school was established at Port Blair in 1958-59 for training 20 primary school teachers every year.

During the third Plan the number of school-going children will increase very considerably, owing to the decision to introduce free and compulsory education for the age group 6-11 (excepting for some Scheduled tribes like Jarwas who still live in primitive conditions). This will require the opening of at least 40 new primary schools. The climatic conditions rule out the possibility of conducting classes in the open air and it is, therefore, proposed to construct permanent school buildings for all schools. It has further been proposed that all the primary schools in the islands will be converted to the basic pattern. Compulsory attendance shall be enforced in specified areas as and when facilities for such education are provided. It is hoped that the programme of universal, compulsory and free primary education will be implemented throughout the Territory before the end of the third Plan.

4. *Basic Education.* The Andamans Education Committee had recommended that primary schools in the headquarters area should be converted to the basic pattern and that basic education should be introduced in schools of the rural areas also as quickly as possible. A good deal of progress in the matter has since been made. In 1960 there were 21 basic oriented schools with 66 teachers and 2,522 students on roll.

A senior basic school for girls has also been opened. It is proposed that in the third Plan all the primary schools should be oriented towards the basic pattern.

5. *Secondary Education.* Recently the Government High School at Port Blair has been upgraded into a higher secondary multipurpose school. It was a co-educational institution until 1959 when a separate school was established for girls. Another higher secondary school has also been started in Car Nicobar. In addition, there are two senior basic or middle schools teaching up to standard VIII only.

As was mentioned earlier, the recruitment of teachers poses a very difficult problem on account of the past asso-

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ciations of the place with the settlement of criminal and political convicts. Even the recruitment of teachers for the mainland has been most difficult. It is hoped that as conditions of life improve, there will be improvement in the supply of teachers also.

While both Hindi and Urdu are used as media in the secondary schools at present, it has been proposed that the medium of instruction at the post-primary stage in future should be Hindi alone.

It is proposed to provide hostel facilities in all secondary schools teaching beyond class V. This is necessary in view of the difficulties of communication in the islands.

An idea of the growth of secondary education in these islands can be had from the following table.

	1948-49	1950-51	1955-56	1957-58	1958-59
Number of pupils	777	898	1,108*	1,047	984
Number of teachers	..	15	42	48	20
Expenditure (in Rs.)	52,811	31,374	1,17,248	1,37,700	98,250

6. *Technical Education.* In pursuance of a recommendation made by the Andamans Education Committee a trade school was inaugurated at Port Blair on 14th November 1958. The annual intake of the school is 20 out of which 4 seats are reserved for Nicobarese students. It provides courses for (1) motor mechanics, (2) machinists (turners) and (3) wiremen. The duration of these courses is two years and the minimum qualification for admission is standard VIII. The school is headed by a Superintendent who is assisted by two instructors. Considerable expansion of the institution is contemplated in the third Plan.

In addition, the Cottage Industries Department offers vocational training at its industrial centres in blacksmithy, carpentry, cane and bamboo work, tailoring and garment-making, *Amber Charḡha*, shell craft and coir industry. The number of seats available for each trade is ten. For the coir

*Includes primary and middle sections attached to the high school.

industry, however, only five seats are available. The apprentices get stipends. The duration of the training is one year.

7. *Social Education.* The movement of social education in these islands is of very recent origin. It was only in 1958 that a social education organiser was appointed and four social education centres were set up. Some additional centres have been opened recently. The programmes at these centres are rich and varied and include running of literacy classes and libraries, recreational and cultural activities, child and youth welfare programmes, and special vocational programmes for women.

8. *Girls' Education.* There were no separate institutions for girls until 1959 when a girls' higher secondary school was established at Port Blair. Girls' education in the rural areas, especially in the new areas, presents a very difficult problem due to the social backwardness of the people. It is, however, encouraging to note that the enrolment of girls during the last decade has been increasing although a little slowly. In 1949-50, there were only 18 women teachers and 496 girls in school in the islands; by 1958-59 the number of teachers had increased to 47 and that of girls to 874.

The third Plan provides special incentives for the spread of girls' education. Prizes, stipends and help in kind will be given to girls in order to attract them to educational institutions. Girls from rural areas will also be given maintenance stipends if they care to stay in hostels attached to secondary institutions.

9. *Scholarships.* Education has been free in this Territory at all stages since 1959. As no facilities are available here for studies at the post-secondary stage, local students are given stipends for higher education—general as well as technical and professional—on the mainland. The number of scholarships sanctioned increased from 6 in 1956-57 to 45 in 1959-60. It is proposed to increase the number of scholarships during the third Plan.

10. *Physical Education.* Physical education is receiving considerable attention in the islands. It is a compulsory but non-examination subject in the higher secondary schools and is in the charge of a graduate instructor trained in physical

education. It is a compulsory subject in the primary schools also and trained peripatetic teachers have been appointed to look after it in the rural areas. An Advisory Board of Physical Education and Recreation has also been appointed recently.

The greatest difficulty in organising games and sports in the islands is the lack of playgrounds. There are only six good grounds in the islands, none of which belongs to the Education Department. There is also need for a well-equipped gymnasium.

Scouting and N.C.C. (Army and Navy) are popular. There is a scout troop attached to the higher secondary multi-purpose school under the charge of a trained scout master. In addition to this, there are three N.C.C. (Army troops)—two for boys and one for girls. Besides, there is a Naval N.C.C. troop for boys.

Every year a batch of students is taken to the mainland on an educational tour. The tribal students of Nicobar are also given opportunities to visit the mainland.

Sports meets for schools are held every year. In addition the local Central Sports Board organises annual sports meets and tournaments of various kinds. The national physical efficiency drive scheme launched recently has proved to be very popular.

11. *Education of Backward Classes.* Among Scheduled tribes, only the Nicobarese have shown some interest in education so far. There are 12 primary and one senior basic school in the Nicobar group of islands. The senior basic school has recently been upgraded to a higher secondary school. In order to encourage education amongst these classes, several facilities such as supply of books and stationery, award of merit scholarships, provision for midday meals, provision for hostels etc., are offered. Seats have been reserved for them in the trade school. Nicobarese and Hindi are the media of instruction in the schools of Nicobar. Much difficulty is experienced in getting qualified Nicobarese teachers mainly because Nicobarese is not a developed language and has no script of its own.

12. *Pre-Primary Education.* The Modern Preparatory School at Port Blair offers pre-primary education. Since its inception in 1946 it has been managed by a private body. The school receives grant-in-aid from the Government.

13. *Development of Hindi.* Ten Hindi centres prepare non-Hindi speaking government employees and private persons for examinations conducted by the Rashtrabhasha Prachar Samiti, Wardha. The Rashtrabhasha Prachar Samiti, Port Blair, is conducting *Pravesh*, *Parichay* and *Kovid* examinations at the authorised examination centres in this Territory. Incentives in the shape of prizes and awards are also given to propagate the language amongst the masses.

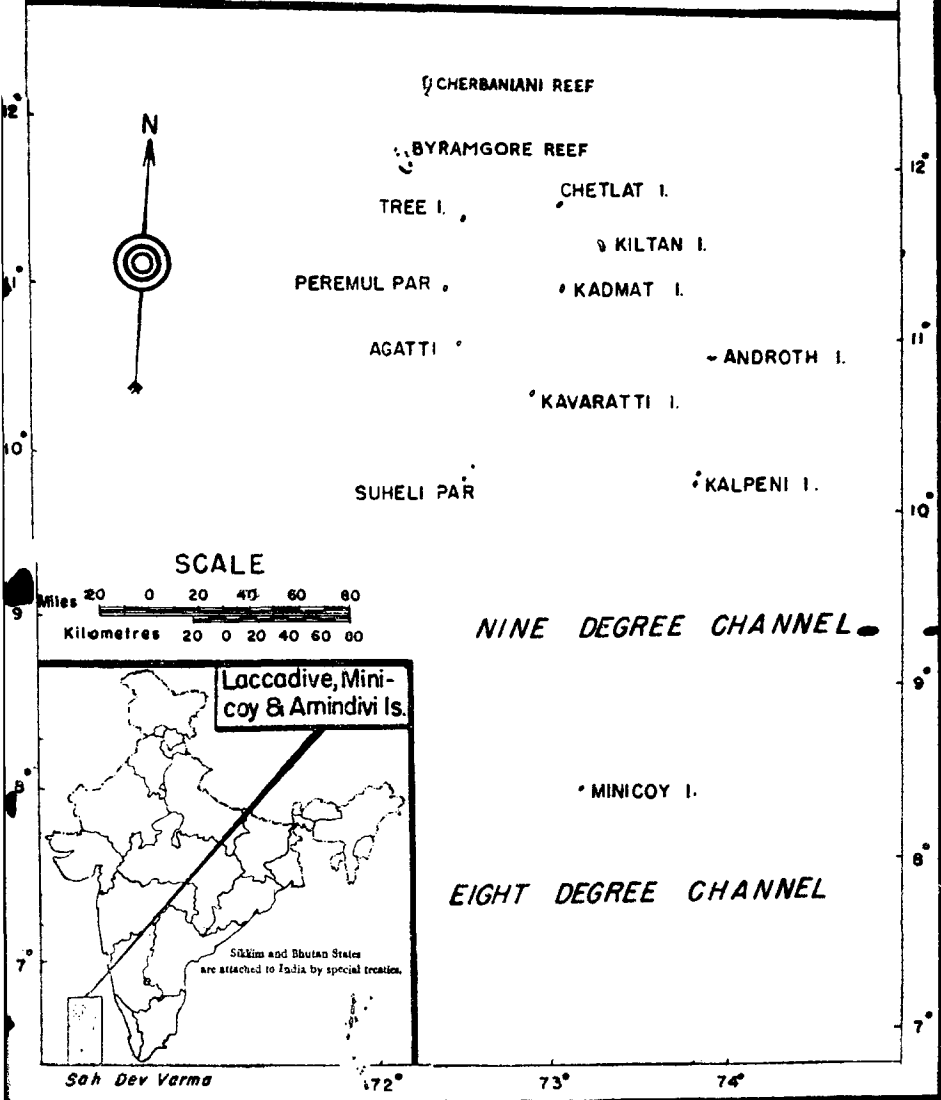
Hindi is the language of the courts. As a subject of instruction it is introduced in class III. It is also the medium of instruction in teachers' training and higher secondary schools.

14. *Third Plan.* During the second Plan, Rs. 27,40,000 were earmarked for education in these islands. It has been proposed that during the third Plan Rs. 57 lakhs should be spent for education. It is hoped that the third Plan will not only consolidate the gains of the second, but also open up new avenues of educational progress.

VI. LACCADIVE, MINICOY AND AMINDIVI ISLANDS

1. *General Information.* The Territory of the Laccadive, Minicoy and Amindivi Islands is a group of 19 small coral islands and a few sand banks lying scattered between 8 degree and 12 degree north latitude in the Arabian Sea to the west of the State of Kerala. The total area of these islands is about 10.76 square miles and the population, which is entirely rural, is 24,000 (1961 census). These islands were formerly part of the composite Madras State and were constituted into a separate Union Territory in November 1956. The islands are unapproachable between May and September because of heavy monsoons. Communications with the mainland even during the remaining months are far from satisfactory. Country crafts which mainly depend upon wind and weather are the chief means of transport. The Administration usually charters a motor vessel during these months to expe-

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dite developmental work in the islands. For inter-island travel a small motor launch is already available. A proposal to purchase a motor vessel for the Administration is now under consideration.

The inhabitants of Laccadive and Amindivi islands form one ethnic group and are akin to the people of Kerala. The people of Minicoy are more akin to those of Maldives, ethnically and culturally. The population is almost entirely Muslim although there is no 'purdah'. In the Laccadive and Amindivi islands, the people speak Malayalam with local variations. In Minicoy island the language spoken is Mahl which is said to be allied to primitive Sinhalese. For purposes of development programmes, the entire population of the islands has been declared as Scheduled tribes.

The people of Minicoy are good sailors and fishermen. Many of them seek employment as *Khalasis* and *Serangs* in the merchant navy. In the islands, many of them make a living by catching bonito (Tuna) fish and by drying, smoking and exporting it to other places. Coconut and coir are the other industries. Menfolk of the Laccadive and Amindivi islands, particularly amongst the upper classes are generally lazy so that the burden of winning bread for the family has to be borne by the womenfolk.

An Administrator is in charge of the administration of this Territory. He is assisted by a Secretary and certain other departmental officers. In the Laccadive islands and Minicoy, the administration of civil and criminal justice is in the hands of the local official called Amin. He is assisted by a body of Karanavans nominated by the Administration. Amin is selected for appointment from among the Karanavans. In Amindivis, the administration of justice is in the hands of a *Tahsildar* who is assisted by a body of elders called *Moopans* or *Muktissers*. On the whole, the people of these islands are very law-abiding and serious offences are few and far between. This may be judged from the fact that there was no police force until 1958, when the first and the only police station in the islands was opened in Minicoy.

The total revenues from the islands come to about Rs. 20,000 only. As compared to the expenditure which the Government incurs on the administration and development

of these islands, the amount is very insignificant. Under the second Five Year Plan, a sum of Rs. 75 lakhs was provided for development programmes in education, agriculture, industries, fisheries, animal husbandry, etc. This has contributed a good deal towards the economic and social development of the islands; the third Plan will develop their economy and life further.

2. *A Review of Educational Development up to 1947.* *Makhtabs* attached to mosques appear to have existed in the islands from very early times. Nevertheless, the islanders have all along been extremely backward educationally.

The first primary school was established at Kalpeni in 1884. During the next six years, four additional schools were started at Kavarithy, Agathy, Androth and Minicoy. In 1905, a trained teacher was recruited and another school started at Ameni. By 1920, however, the schools at Androth and Minicoy had been closed and the islands had only four schools.

The state of affairs on the eve of independence was not much different. The only silver lining was a few scholarships given to intelligent students from the islands to prosecute studies at the secondary and collegiate stages on the mainland.

3. *Primary Education.* Between 1947 and 1956, the Government of Madras did a good deal to expand education in these islands. But its efforts were considerably hampered by the inaccessibility of the islands and the unwillingness of people from the mainland to work in them. In 1956-57, when the Union Territory was first formed, there were 9 elementary schools with 1,521 pupils and 28 teachers. Progress during the last four years has been very rapid, enrolment having increased to 3,222 by 1959-60. The number of schools increased to 15 (which includes 4 girls' schools and 5 primary schools) and the number of teachers to 92.

The schools follow the curriculum and textbooks followed in Kerala. Provision has also been made for teaching coir twisting, brush-making, weaving chain mats, etc., by appointing a coir instructor in each school.

While Mahl, the mother tongue of the people of Maldives, spoken by the Minicoites, is taught as a subject in the

primary school at Minicoy the medium of instruction is Malayalam, mainly because of the absence of trained personnel and literature in Mahl.

All the dilapidated school buildings have been repaired. It is now proposed to build *pucca* buildings for the schools. The scheme of free midday meals for pupils has been introduced. The entire expenditure is met from State funds.

4. *Secondary Education.* The first high school ever, which is a residential institution, was established by the Government at Ameni in June 1960. One more high school is proposed to be opened during the third Plan.

Prior to the establishment of this high school, the policy of the Government was to offer scholarships to as many students as possible in order to enable them to go to the mainland for secondary and higher education. As soon as the proposed high school in the islands comes into existence, the present scheme of scholarships may be discontinued.

5. *Scholarships.* Scholarships are liberally granted to students who have no facilities for secondary and higher education in the islands. Reference has already been made to the scheme of scholarships at the secondary stage. At the university stage, the Government of Madras had exempted the students of these islands from the payment of tuition fee and, in addition, had awarded them a monthly stipend of Rs. 40 each to cover other expenses. The rate of the scholarship has since been enhanced to Rs. 60 p.m. So far, 19 students have availed themselves of these facilities and there are two graduates at present.

For the first time in the history of the islands, a student hailing from Minicoy joined an engineering college in 1958-59; two more have joined since. The first ever student to join the pre-medical course was in 1959-60. Two more joined in 1960-61. They all get a scholarship of Rs. 60 p.m. each.

6. *Social Education.* The first programme of social education was started in 1958-59 when a Social Education Unit was established in each island. A number of youth welfare and sports clubs have also been organised. There were nine adult literacy centres in 1959-60. About 400 adults have been made literate so far.

7. *Girl's Education.* The islanders were originally opposed to girls' education on religious grounds. This opposition, however, is dying out fast. To attract more girls to schools and to retain them on rolls, women are given preference for employment as teachers. There are 16 women teachers today. As an incentive a special supply of clothing has been arranged for girls attending primary schools.

8. *Physical Education.* At the primary stage no special teachers are appointed for physical education. It is the responsibility of the class teacher. There is a great lack of playground facilities. This is due largely to the excessive plantation of coconut trees. A physical education teacher holding a degree in general education and a diploma in physical education has been appointed in the recently started secondary school.

An inter-school athletic meet was arranged in 1959. To make children and the public sports-minded, sports equipment is supplied to schools and youth clubs.

9. *Teaching of Hindi.* Hindi is compulsory from standard VI onwards. It has not yet been made the medium of official communication, but steps have been taken to teach it to the non-Hindi-speaking employees in the office of the Administrator.

10. *Administration.* There is only one Assistant Educational Officer for the islands who administers and supervises all the educational institutions in the islands and advises the Administrator on educational matters. An additional post of an Education Officer is proposed to be created soon to strengthen the Department.

11. *Pay Scales of Teachers.* Teachers are given pay scales at the Central rates. An additional allowance of 40 per cent of the basic pay is offered to serve as an incentive. It is also proposed to provide residential facilities for teachers.

12. *Education in the Third Plan.* Out of a total outlay of Rs. 73.4 lakhs for the second Five Year Plan of the Territory, an amount of Rs. 12.4 lakhs was set apart for education. The provision for education in the third Plan is substantially larger. Some of the schemes proposed in the third Plan are : (1) provision for the enrolment of 2,000

additional children in primary schools ; (2) special measures for stepping up the enrolment of girls ; (3) scholarships to be awarded at the university stage and for technical and professional education ; (4) the development of the existing high school and the establishment of an additional high school at Androth ; (5) organisation of labour and social service camps and educational tours of students and teachers to the mainland ; and (6) construction of school buildings and teachers' quarters.

VII. N.E.F.A.

1. *General Information.* The North East Frontier Agency extends over a vast area comprising six divisions. It is inhabited by diverse tribal people speaking different dialects. Some tribes like the Khamptis and the Adis have already made good progress educationally while others like the Idus and the Taroans (Digarus) have been slow in appreciating the need of education. By and large a definite educational consciousness has been growing of late in the people of the Agency.

Before 1947 there was no separate educational set-up in N.E.F.A. and the Political Officers of the area were required to look after all matters relating to education. The educational facilities provided were extremely limited—two lower primary schools and one middle English school were the only educational institutions in the area.

2. *Primary Education.* There are at present 120 lower primary schools as against 2 that existed in 1947. They consist of five classes, viz., classes A, B, I, II and III. The mother tongue of the tribal pupils has been made the medium of instruction and textbooks have been prepared in various tribal languages. Assamese which is introduced in class I of the primary stage is the medium of instruction from class IV onwards.

All the primary schools in a division are administered by the Education Department through the Assistant Education Officer (now designated Divisional Inspector of Schools) under the agency of the Political Officer. The Director and the Assistant Director of Education also pay occasional visits to schools.

All the existing lower primary schools are being gradually converted to the basic pattern. For this purpose, tribal students with educational qualifications up to middle (English) standard are being trained in basic education in the Basic Training Institute at Changlang in the Tirap Frontier Division. On completion of training, they are posted to primary schools in the interior so as to teach tribal children in their own mother tongue. A number of orientation courses for teachers have also been held in different divisions. These have been of great value in orienting the schools on basic lines.

3. *Secondary Education.* In 1947, there were no high schools in any of the divisions. The middle school at Pasighat in the Pasighat sub-division, however, was a flourishing school. It was decided, therefore, to raise it to the high school standard. The proposal met with good response from the people of that area belonging mainly to the Minyong, Padam and Gallong tribes. Very soon, a new building was constructed. The school was also given proper equipment and qualified staff. The school has since been affiliated to the Gauhati University.

Simultaneously, steps have been taken to establish high schools in other divisions also. At present, there are five full-fledged high schools inclusive of the one at Pasighat. The other four schools are : Government H. E. School, Bomdi La, Kemeng Frontier Division ; Government H. E. School, Tezu, Lohit Frontier Division ; Government H. E. School, Along, Siang Frontier Division ; and Government H. E. School, Doimukh, Subansiri Frontier Division.

Each high school is equipped with a science laboratory, a good library and sports equipment. Every care has been taken to appoint the best available persons as headmasters and teachers in these schools. The headmasters have been placed in Class II (gazetted) scale.

A hostel is attached to each high school with separate arrangements for boys and girls. Students staying in the hostels are given free board and lodging. Textbooks are also free for students. The standards of instruction and examination in the high schools are satisfactory.

4. *Social Service.* Social Service is a subject in the school curriculum which includes social activities such as cleaning

of the school, repair of school buildings, cleaning of jungle around the school and maintenance of the school field. On Saturday, which is observed as a social service day, all students and teachers assemble together and a social service programme is carried out. Besides, annual social service camps are organised in every division, in which a number of schools participate. The main purpose of the camps is to inculcate a sense of discipline and a spirit of service in students, to introduce the villagers to clean and hygienic ways of living, to enable them to appreciate the value of community work and to foster self-reliance in them.

5. *Girls' Education.* There are no separate girls' institutions in NEFA. However, as stated already, separate hostels for girls have been attached to high schools and each placed under a woman Assistant Superintendent. In the beginning there was very little interest in the tribal people to educate their girls. Today the position is much better; a number of girls are coming forward to study in primary, middle and high schools. Looking at the increasing enrolment of girls in schools every year and the fact that some are even continuing their studies at the higher stages, the educational future of the people of NEFA looks bright.

6. *Teaching of Science.* Science is a compulsory subject in all high schools. As stated earlier, every high school has been equipped with an up-to-date science laboratory under the supervision of a trained science teacher. There is provision for the teaching of General Science at the middle stage. At the primary stage Nature Study is a compulsory subject.

7. *Scholarships.* Poor and deserving students used to be granted scholarships in primary and secondary schools before 1956-57. However, with the provision of free education, free hostel facilities, free clothing, free books and slates, etc., the practice of awarding scholarships has since been discontinued. There is provision, however, for 25 primary scholarships of Rs. 5 p.m. each and 10 middle English scholarships of Rs. 7 p.m. each.

8. *Extra-Curricular Activities.* Divisional school tournaments are held every year at divisional headquarters. The

annual inter-divisional tournament is held at one of the divisional headquarters. The main object of these tournaments is to encourage brotherly feeling amongst students of different tribes and to inculcate in them a spirit of true sportsmanship. Great stress is laid on indigenous games. A book called the "Games of NEFA" has also been brought out.

9. *Medical Care.* Medical officers of the respective divisions visit their schools regularly. Medical examination of students is held every six months. Wherever possible, special medical treatment is also given to them.

10. *Development of Hindi.* Steps have been taken for the development of Hindi among the tribal people. Hindi is taught in all classes beginning from class III upwards. Text-books in different dialects of NEFA for use in the lower primary schools are published in the Devanagri script*. Regular classes in Hindi for the non-Hindi-knowing government employees are held at the divisional headquarters.

11. *Administration.* The Director of Education, NEFA, is in charge of education in the NEFA. There is a divisional inspector of schools in each division to assist him. Since the introduction of 'single line administration' in the Agency, the divisional inspectors of schools have been placed under Political Officers who are the heads of their respective divisions. The Political Officers keep the Director of Education informed about the progress and development of education in their divisions. To assist the Director of Education, there is one Assistant Director of Education and one inspector of schools at the headquarters. The Textbook Production Branch controls the production of textbooks in tribal languages.

Educational administration in NEFA has its own special problems. As most of the schools are at a distance of three to ten days' march from the respective divisional headquarters and are spread out over a vast area, the divisional inspectors of schools are not able to visit and inspect more than a few schools every year. As a result the school problems, technical or otherwise, have to be handled mostly by the local administrative officers. This arrangement can hardly

*Khampti textbooks will be in traditional Tai script.

be regarded as satisfactory. It is necessary to strengthen the inspecting staff considerably.

12. *Conclusion.* Despite the stress on quality, education in NEFA has undergone considerable expansion. At present there are 129 primary schools, 14 middle schools, and 5 high schools. In the third Plan, a provision of Rs. 80 lakhs has been recommended for further educational development. The main proposals include the establishment of 6 per-primary schools at the divisional headquarters, the opening of 58 junior basic schools, the conversion of 22 existing primary schools to the basic pattern, training of teachers, establishment of 8 M. E. schools, production of textbooks in the tribal languages, and the establishment of one high school at the proposed headquarters of the Commissioner, NEFA.

VIII. PONDICHERRY

1. *General Information.* The State of Pondicherry, comprising the erstwhile French settlements of Pondicherry, Karaikal, Mahe and Yanam and covering an area of about 186 square miles with a total population of 3·17 lakhs, merged *de facto* with the Indian Union on November 1, 1954. The *de jure* transfer has yet to take place.

The settlement of Pondicherry is situated on the Coromandel coast and Pondicherry town, the capital of the State, is 105 miles south of Madras. The area of the settlement is 112 sq. miles with a population of 2·23 lakhs. There are about 97 villages and 117 hamlets in the settlement and the density of population is 1,987 per sq. mile. The most important industry is textiles. Pondicherry is a really cosmopolitan town, her people speaking French, English, Tamil, Hindi, Bengali, Urdu, Marathi and several other languages. The average rainfall is about 48 inches and the soil is suitable for the cultivation of a number of crops.

A hundred miles down further south from Pondichery on the east coast lies the settlement of Karaikal with a comparatively more compact area of 62 sq. miles and a total population of about 71,000, giving a density of 1,138 persons per sq. mile. It is mainly a rural area with about 64 villages and 29 hamlets. The normal rainfall is 45 inches and the soil is suitable mainly for the cultivation of rice.

The territory of Mahe is situated on the Malabar Coast at a distance of about 400 miles from Pondicherry. This settlement comprises six villages and has an area of 4 sq. miles with a population of about 18,000, giving a density of 4,573 persons per sq. mile. The normal rainfall is 153 inches. The soil is fertile and very good for horticulture.

The territory of Yanam, situated in the State of Andhra at a distance of about 600 miles north-east of Pondicherry is a narrow stretch of land covering about 8 sq. miles. It consists of four villages and has a population of about 6,000. The normal rainfall is 49 inches and the main occupation of the people is agriculture.

The State is divided into 16 communes—eight in Pondicherry, six in Karaikal, one in Mahe and one in Yanam. Each commune is administered by a Municipal Council which consists of a Mayor, one or more assistants and municipal councillors. The members of the Council are elected by universal suffrage every six years.

Although French is the official language of the State, English is gaining ground steadily. The territories of Pondicherry and Karaikal are situated in the Tamil-speaking area while Mahe and Yanam are situated in the Malayalam and Telugu-speaking areas respectively.

2. *Brief Review of Education up to 'de facto' Transfer.* Before the advent of the French in Pondicherry the system of education here was the same as in the surrounding areas. French education was first introduced in the beginning of the eighteenth century. For various reasons, it did not make much progress up to 1870, the year in which the Third Republic was established in France. Under the new regime, an eminent educationist, Mr. Granbanlan, was deputed to Pondicherry to conduct an on-the-spot study of the local conditions and to prepare a scheme for the development and spread of the French language there. As a result, the French Brevet and Baccalaureat examinations were instituted. These were meant to enable the Pondicherrians to qualify for employment under the French Government. The Department of Education, which had so far been a section of the Secretariat, was separated as an independent unit in 1898 and Mr. Perdjou was appointed the first Director of Education. Another

celebrated educationist who is responsible for the progress of French education is Mr. Valmary who was the Director of Education for more than two decades at the beginning of this century. The fathers of the foreign missions (Catholics) have also contributed a great deal to the development of education in this area.

It is important to remember that English education has been developing alongside of the French from the beginning. Since independence, the study of the English language has gained momentum and is attracting a much larger number of students than before. Education in the vernacular was imparted only up to the elementary stage during the early days of the French rule. But it was taught up to the secondary stage in later years. The medium of education was French and its change-over to the Indian languages and English presented a difficult and challenging problem at the time of the *de facto* merger in 1954.

3. *Primary Education.* There are 314 primary schools in the State at present as against 157 schools on November 1, 1954. The strength of pupils has increased from 15,900 to 29,000 and that of teachers from 554 to 900 since the *de facto* transfer. There is one teachers' training centre although another is proposed to be started in Karaikal next year. The budget allotment for primary education in 1954 was Rs. 6,90,000. By 1958-59 it had increased to Rs. 11,07,510. The teacher-pupil ratio also increased from 29:1 at the time of the merger to 31:1 in 1958-59 and to 32:1 in 1959-60.

The curriculum and type designs for school buildings followed are more or less the same as in the Madras State.

With a view to attracting pupils to primary schools and to minimising wastage, a number of school canteens have been opened. Out of the total strength of 23,750 in public primary schools, 20,663 pupils are fed in these canteens.

The Centre Pedagogique (Pedagogic Centre), started after the *de facto* transfer, trains teachers for primary schools. The intake of the Centre has been doubled and it is proposed to increase it further in the third Plan. There is no shortage of trained teachers.

The concept of basic education is relatively new and was first introduced in the State only two years ago.

4. *Secondary Education.* Secondary education is imparted in French schools (with French medium) coaching for the French Brevet examination (1st cycle), English schools (with English medium) preparing for the Matriculation Examination of the University of Madras and in high schools (with Tamil medium) leading to the S.S.L.C. Examination of the Madras State. Some of the Tamil-medium schools have been converted into higher secondary schools and multipurpose schools.

The budget allotment for secondary education in 1954 was Rs. 2.88 lakhs; it was Rs. 3.90 lakhs in 1958-59.

5. *University Education.* Secondary education in French (2nd cycle)—(Collegiate education) is imparted in the College Francais (French College) which is run by the French Government and in the College Moderne (Modern College) which is managed by the State Government. The former prepares for the Baccalaureat Examination (I and II Parts) and the latter for Part I of this Examination only. It is proposed to open a first grade college with English as the medium of instruction during the third Plan.

The number of colleges in 1954 was 2 with 40 teachers and 1,110 students. It is now 3 with 1,420 students and 60 teachers.

There is an Institute of Indology at Pondicherry managed by the French Government which is also engaged in research in the natural sciences.

6. *Technical Education.* There is a school of arts and crafts which offers a three-year course in eight subjects. Students are given certificates on the completion of their courses. The strength of the school on November 1, 1954, was only 31; at present, it is 114. It is proposed to open a polytechnic in the third Plan.

7. *Social Education.* There is one important library in each of the settlements of Pondicherry, Karaikal and Mahe which is open to the public. Besides, there are two rural libraries—one in Mahe and the other in Yanam. There were no adult schools in existence at the time of the merger; but

in 1958-59, there were 40 such schools with an enrolment of 1,506. In 1959-60 the number of adult schools stood at 50. About 3,050 unlettered adults have been made literate since 1954. It is proposed to open a number of social education centres, branch libraries and libraries for women and children in the third Plan.

8. *Girls' Education.* There are 41 institutions for girls at present with an enrolment of 13,500, as against 38 on November 1, 1954, with a strength of 5,700. Education is free to all girls up to the secondary stage and scholarships are awarded liberally to girls for post-matriculation studies. To encourage the education of girls, a State Council for Women's Education has been formed recently.

9. *Scholarships.* Education in French is free at all levels. It is free for girls also in all types of schools. Boys studying in schools preparing for the Matriculation or the S.S.L.C. and children of non-gazetted staff of the State drawing a pay not exceeding Rs. 300 p.m. are also exempted from the payment of school fees up to III Form and VI Form respectively.

Stipends ranging from Rs. 5 to Rs. 30 p.m. are granted to students studying in French secondary schools provided they come out successful in the competitive examination held for the purpose. Scholarships are also awarded to students belonging to the Backward classes for pre-matric as well as post-matric studies. During 1960-61 scholarships were renewed for 65 students and fresh ones awarded to 172 students. Of the candidates benefiting from this scheme, 107 are pursuing professional and technical studies.

10. *Physical Education.* Physical education is given due attention and occupies its rightful place in the curriculum. Trained instructors have been put in charge of physical education in schools. A scheme of inter-school tournaments and athletic competitions has also been initiated.

11. *School Health.* A scheme for the compulsory medical inspection of school children once a year has been introduced recently. A scheme for providing midday meals to poor pupils in public schools is already in operation. It is proposed to extend it to private schools in the third Plan. It

is also proposed to improve the quality of meals in respect of vitamins and proteins. A scheme for the introduction of health education covering health supervision, health inspection, health guidance and recreation in the educational curriculum and to correlate it with physical education is under way.

12. *Pre-Primary Education.* There were no pre-primary schools in existence before 1954. At present there are 27 such schools which receive aid from the Government. For each new school an equipment grant of Rs. 400 (non-recurring) and a monetary grant of Rs. 600 (recurring) are given. In the third Plan it is proposed to open 10 more pre-primary schools—5 in the public sector attached to existing primary schools and 5 in the private sector.

13. *Education of the Handicapped.* There are no government schools in the State at present imparting education to the handicapped children. It is, however, proposed to open two schools in the third Plan—one for the blind and the other for the deaf and the dumb. It is also proposed to award scholarships to handicapped children to study in the neighbouring States. The Blind Relief Association in the State receives grants from both the State and Central Governments.

14. *Development of Hindi.* The Dakshina Bharat Hindi Prachar Sabha which receives substantial grants from the Government is conducting Hindi classes for students as well as adults in different centres in the State. Hindi has already been introduced as a second language in one of the Matriculation high schools and will gradually be introduced in all S. S. L. C. schools also. Evening classes in Hindi are held for students and government employees desirous of appearing for the *Prabodh* Examination.

15. *Administration.* The Director of Public Instruction is the executive head of the Department of Education. He is assisted by two Deputy Directors—one in charge of development schemes and the other in charge of administration. In the outlying settlements of Karaikal, Mahe and Yanam, he is represented by a delegate to whom some of his powers have been delegated. In Pondicherry, there are two senior

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

inspectors—one called the Permanent Delegate who is in charge of French and Tamil schools and the other called the Inspector of Schools who is in charge of schools coaching for the S.S.L.C and Matriculation examinations and their feeder schools. Besides, there are two more inspectors—one for physical education and the other for canteens. With the introduction of free and compulsory education shortly, the inspectorate will be further strengthened by the appointment of a district educational officer and five deputy inspectors. A woman officer of the status of District Education Officer will shortly be put in charge of the education of girls.

A comparative yearwise statement of expenditure on education in the State is given below.

Year	Expenditure (Rs. in lakhs)
1954-55	12.58
1957-58	23.28
1958-59	24.48
1959-60	28.00
1960-61	40.22

A sum of Rs. 58.95 lakhs has been provided for education in the budget estimates for 1961-62. The entire expenditure on education is met by the Government. A provision of Rs. 167.5 lakhs has been suggested for education in the third Plan.

IX. N.H.T.A. OR NAGALAND

Nagaland, the future sixteenth State of the Indian Union covers an area of approximately 6,331 sq. miles and has a population of 3,69,000. This area has been passing through abnormal times for the last several years and consequently, the schemes launched in education during the first Five Year Plan and the earlier part of the second Plan did not make much impression. It was only at the end of 1957, when the new Administrative Unit was formed that a "Three-Year Plan" was drawn up and submitted to the Planning Commission. Thus, the third Five Year Plan for Nagaland has to make up for the short fall of the two Plans.

The Nagas are very keen on having education for their children. Usually, they construct primary school buildings themselves, make their own furniture, and even contribute the pay of teachers and then approach the Government to take over the school. This example of people's cooperation and contribution has a magnificent lesson for a country which is faced with the gigantic problem of introducing universal compulsory primary education. The universal demand in Nagaland is that each of its 718 villages should have a primary school, that the primary schools in bigger villages should be upgraded into middle English schools, and that each tribe should have at least one high school of its own.

Brief Historical Review of Education up to 1957. Education in Nagaland goes back to the year 1882 when the present Clark Memorial High School at Impur was established. Till 1948, this school remained the oldest and the largest middle English school in Nagaland, and in 1949 it was further upgraded to the high school standard. One of the most beneficial results of the earlier educational activities was the preparation of textbooks in Roman script in the various tribal dialects, of which two main dialects, AO and Angami, have been recognised as vernaculars by the Gauhati University for the Matriculation Examination from 1963.

By December 1957, when the new Administrative Unit for the present Nagaland was formed, only the following educational institutions had survived the disturbed times.

Category of Schools	Classes Taught	Total No. of Schools
1. Primary	A,B, I and II	302
2. Upper Primary	A,B, I to IV	10
3. Middle English	A,B, I to VI	21
4. High English	A,B, I to X	3
Total		336

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The Three Year Plan has been effective to a great extent and the statistics of schools and enrolment at the close of the second Five Year Plan, 1961, are as follows.

Category of Schools	Classes	Total No.	Total Enrolment
1. Primary	A,B, I, II	428	17,991
2. Upper Primary	A,B, I to IV	19	2,522
3. Middle English	A,B, I to VI	56	10,100
4. High English	A,B, I to X	7	4,072
5. Intermediate Arts College (aided)	1st year Arts, 2nd year Arts	1	44
Total		511	34,729

Existing Position. A few brief comments on the existing educational position will not be out of place. At the primary stage, there are no basic schools as such. But an attempt is being made to impart a basic bias to all schools, by introducing agriculture, cane and bamboo craft, community life, recreational activities including local songs and dances, and compulsory social service. At the secondary stage also, an attempt is being made to introduce, wherever possible, agriculture and carpentry as vocational activities. There is adequate provision for the teaching of science in all the high schools of Nagaland. There is a junior technical institute at Kohima where training in different occupations and trades is imparted. Some night schools are run in the block areas for propagation of adult education under the supervision of the block development officers. All the schools in Nagaland are co-educational. The enrolment of girls in educationally advanced AO and Angami areas is quite encouraging; but in the other areas, the girls have not yet been enrolled in large numbers. There is a fair provision for award of scholarships at all stages of education. Hindi is a compulsory subject in all middle and high schools from class IV onwards.

Administration. Till the close of the second Five Year Plan, the administration of education was vested in the three district inspectors of schools with headquarters at Kohima, Mokokchung and Tuensang, who were assisted in their work by sub-inspectors and assistant sub-inspectors of schools. There was no central authority to co-ordinate and supervise the work of the district inspectors of schools. An inspector of schools for Nagaland has since been appointed and he has joined his duties towards the end of March 1961. The creation of a Directorate of Education for Nagaland is now under the consideration of the Government of India.

Third Five Year Plan. The third Five Year Plan for Nagaland has provided Rs. 100 lakhs for education. The principal schemes included in the Plan are : (1) taking over of 177 private lower primary schools ; (2) upgrading of 58 government lower primary schools into upper primary schools ; (3) taking over of 35 private middle schools ; (4) upgrading of 13 government middle schools into high schools ; (5) upgrading of existing 7 high schools into higher secondary schools ; (6) taking over of private colleges ; (7) opening of 2 training centres for primary teachers ; (8) institution of a large number of stipends and scholarships at all levels ; (9) deputation of secondary teachers for training outside the Territory ; and (10) printing and publication of books in all the tribal languages.

EDUCATIONAL STATISTICS OF DELHI

I—Number of Institutions

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	1	..	1	..	1	..
Boards of Education	1	..	1	..	1	..
Arts and Science Colleges	13	2	17	2	20	3
Colleges for Professional Education	7	3	8	2	11	2
Colleges for Special Education	1	..	2	1	3	1
Secondary Schools	139	46	275	93	350	129
Primary Schools	476	143	538	181	607	234
Pre-Primary Schools . . . . .	..	..	5	..	8	..
Schools for Vocational Education	6	3	10	5	8	3
Schools for Special Education	144	6	199	78	207	89
Total	788	203	1,056	362	1,216	461

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

II—Number of Students

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
Collegiate Education—						
Research	53	1	398	66	689	128
M.A./M.Sc.	1,404	119	2,405	345	2,485	487
B.A. and B.Sc. (Pass. and Hons.)	3,353	731	6,756	1,707	7,532	2,276
Intermediate Arts and Science.	220	7	1,138	..	3,847	885
Agriculture and Forestry.	298	1	279	2	289	4
Commerce	503	..	942	1	1,219	3
Engineering and Technology	553	1	748	4	1,054	6
Law	553	10	934	24	872	28
Medicine and Veterinary	369	265	646	340	963	450
Teachers' Training:						
Basic	85	..	64	..	75	14
Non-Basic . . . . .	..	38	181	119	205	145
Others (Professional) . . . . .	..	..	..	..	55	1
Special Education (University Standard)	415	318	811	408	1,082	489
School Education—						
Secondary Stage	46,095	8,394	92,757	31,915	1,30,382	44,493
Primary Stage	1,01,439	39,913	1,85,875	76,327	2,25,506	94,057
Pre-Primary Stage	1,184	780	3,191	1,191	3,805	1,406
Vocational Education	599	191	2,057	603	3,018	615
Special Education	2,297	386	11,644	4,541	10,451	6,018
Total	1,59,420	51,155	3,13,826	1,17,593	3,93,529	1,51,505

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59		
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls	
	1	2	3	4	5	6	7
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds		1,07,29,967	24,63,546	3,22,02,585	76,71,650	4,34,07,649	88,18,761
District Board Funds		2,58,380	..	1,46,857	2,400	..	..
Municipal Board Funds		26,04,480	12,44,046	60,54,851	26,38,777	1,07,57,670	43,20,321
Fees		42,22,913	9,44,675	91,18,999	17,06,881	1,16,82,924	21,64,182
Endowments		5,26,627	1,90,779	9,84,280	2,63,965	7,34,231	3,63,699
Others		18,96,644	6,43,996	36,91,988	8,04,599	57,53,953	17,92,957
Total		2,02,39,011	54,87,042	5,21,99,560	1,30,88,272	7,23,36,427	1,74,59,920

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	2,416	796	5,626	2,245	7,242	2,852
Primary and Pre-Primary Schools	1,751	659	2,925	1,249	4,601	2,020
Total	4,167	1,455	8,451	3,594	11,843	4,872

V—Examination Results

	Total	Girls	Total	Girls	Total	Girls
M.A. and M.Sc.	280	32	366	105	558	178
B.A. and B.Sc. (Pass. and Hons.)	482	89	1,001	291	1,683	599
Professional (degree)	370	60	830	133	1,072	141
Matriculation and Equivalent Examination	1,581	219	4,578	1,374	5,959	1,740

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

EDUCATIONAL STATISTICS OF HIMACHAL PRADESH

I—Number of Institutions

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges	1	..	3	..	4	..
Colleges for Professional Education . . . . .	..	..	1	..	1	..
Colleges for Special Education . . . . .	..	..	..	..	..	..
Secondary Schools	105	10	167	14	202	15
Primary Schools	386	25	808	16	979	13
Pre-Primary schools . . . . .	..	..	..	..	2	..
Schools for Vocational Education	1	..	3	..	2	..
Schools for Special Education . . . . .	..	..	155	1	67	..
Total	493	35	1,138	31	1,257	28

II—Number of Students

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
	2	3	4	5	6	7
Collegiate Education—						
Research . . . . .	..	..	..	..	..	..
M.A./M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	31	..	76	10	142	41
Intermediate Arts and Science	126	2	288	41	483	88
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	..	..	..	..
Engineering and Technology . . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine and Veterinary . . . . .	..	..	..	..	..	..
Teachers' Training—						
Basic . . . . .	..	..	24	..	46	12
Non-Basic . . . . .	..	..	..	..	..	..
Others (Professional) . . . . .	..	..	..	..	..	..
Special Education (University Standard) . . . . .	..	..	..	..	..	..
School Education—						
Secondary Stage	8,042	693	145,00	1,644	20,308	3,013
Primary Stage	24,712	2,782	59,732	8,898	70,345	12,854
Pre-Primary Stage . . . . .	..	..	24	8	70	36
Vocational Education	28	..	352	40	196	46
Special Education . . . . .	..	..	3,612	456	800	77
Total	32,939	3,477	78,608	11,097	92,390	16,167

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls	Total	On Institu- tions for Girls
I	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	12,72,506	77,554	5,100,695	310,889	6,386,735	299,458
District Board Funds	30,738	3,556	..	..	..	..
Municipal Board Funds	8,184	..	35,529	20,352	..	..
Fees	70,324	1,326	2,78,193	5,698	176,076	3,256
Endowments . . . . .	..	..	75,565	8,660	12,050	..
Others	9,837	..	7,326	1,058	87,030	..
Total	13,91,589	82,436	54,97,308	3,46,657	66,61,891	3,02,714
IV—Number of Teachers						
Secondary Schools	627	91	1,628	222	2,034	325
Primary and Pre-Primary Schools	501	31	1,631	108	1,913	185
Total	1,128	122	3,259	330	3,947	510
V—Examination Results						
M.A. and M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	19	3	34	11
Professional (degree) . . . . .	..	..	..	..	..	..
Matriculation and Equivalent Examinations	282	17	851	98	1,304	152

EDUCATIONAL STATISTICS OF MANIPUR

I—Number of Institutions

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges	1	..	2	..	2	..
Colleges for Professional Education . . . . .	..	..	..	..	..	..
Colleges for Special Education . . . . .	..	..	1	..	1	..
Secondary Schools	53	4	110	6	239	18
Primary Schools	407	20	878	38	1,327	77
Pre-Primary Schools . . . . .	..	..	..	..	1	..
Schools for Vocational Education . . . . .	..	..	4	..	5	..
Schools for Special Education	24	..	100	..	311	7
Total	485	24	1,095	44	1,886	102

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

II—Number of Students

1	1949-50		1955-56		1958-59	
	2	3	4	5	6	7
Collegiate Education—						
Research . . . . .	..	..	..	..	..	..
M.A./M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	93	2	191	8	455	30
Intermediate Arts and Science	168	3	935	66	1,172	129
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	68	1	190	4
Engineering and Technology . . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine and Veterinary . . . . .	..	..	..	..	..	..
Teachers' Training—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic . . . . .	..	..	..	..	..	..
Others (Professional) . . . . .	..	..	..	..	..	..
Special Education (University Standard) . . . . .	..	..	147	41	8	4
School Education—						
Secondary Stage	4,494	363	18,090	2,744	36,759	7,452
Primary Stage	42,536	2,037	67,712	17,791	98,029	32,844
Pre-Primary Stage . . . . .	..	..	..	..	18	..
Vocational Education . . . . .	..	..	264	51	251	22
Special Education	2,031	..	6,440	865	3,666	1,155
Total	49,322	2,405	93,847	21,567	1,40,548	41,640

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	3,43,747	66,942	15,59,998	1,00,578	33,72,920	1,85,197
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	1,320	360	1,680	480
Fees	1,29,795	7,838	5,69,994	24,460	8,42,160	51,041
Endowments	6,600	..	1,56,767	2,056	3,28,744	14,166
Others	21,264	2,970	18,014	..	56,849	2,242
Total	5,01,406	77,750	23,06,093	1,27,454	46,02,353	2,53,126

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	295	11	748	29	1,466	77
Primary and Pre-Primary Schools	762	49	1,972	50	3,301	114
Total	1,057	60	2,720	79	4,767	191

V—Examination Results

M.A. and M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	27	1	112	8
Professional (degree) . . . . .	..	..	1	..	9	..
Matriculation and Equivalent Examinations	131	2	560	38	743	106

EDUCATIONAL STATISTICS OF TRIPURA

I—Number of Institutions

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities . . . . .	..	..	..	..	..	..
Boards of Education . . . . .	..	..	..	..	..	..
Arts and Science Colleges	1	..	2	..	2	..
Colleges for Professional Education . . . . .	..	..	1	..	2	..
Colleges for Special Education . . . . .	..	..	..	..	1	1
Secondary Schools	61	14	117	11	114	11
Primary Schools	399	7	1,001	7	1,067	..
Pre-Primary Schools . . . . .	..	..	1	..	1	..
Schools for Vocational Education	1	..	4	2	25	2
Schools for Special Education	6	..	35 ^o	20	45 ⁸	48
Total	468	21	1,476	40	1,670	62

II—Number of Students

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
<i>Collegiate Education</i>						
Research . . . . .	..	..	..	..	..	..
M.A./M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	79	11	201	20	301	49
Intermediate Arts and Science	702	30	921	75	1,131	207
Agriculture and Forestry . . . . .	..	..	..	..	..	..
Commerce . . . . .	..	..	76	..	135	..
Engineering and Technology . . . . .	..	..	..	..	..	..
Law . . . . .	..	..	..	..	..	..
Medicine and Veterinary . . . . .	..	..	..	..	..	..
Teachers' Training :						
Basic . . . . .	..	..	16	2	4	1
Non-Basic . . . . .	..	..	..	..	14	7
Others (Professional) . . . . .	..	..	..	..	..	..
Special Education (University Standard). . . . .	..	..	..	..	14	12
<i>School Education—</i>						
Secondary Stage	6,464	1,069	17,148	3,550	13,906	3,300
Primary Stage	22,291	3,813	56,182	13,369	75,232	23,565
Pre-Primary Stage . . . . .	..	..	45	14	49	22
Vocational Education	3	..	340	220	831	338
Special Education	55	12	12,692	1,347	22,584	4,760
Total	29,594	4,935	87,621	18,597	1,14,201	32,261

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government Funds	5,52,627	45,916	63,01,640	4,03,847	1,05,78,097	9,39,190
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..	..	..
Fees	1,47,039	7,950	4,15,097	13,608	6,33,237	24,316
Endowments	39,448	..	1,443	..	2,63,421	9,812
Others	29,391	6,000	3,22,882	10,870	1,20,444	3,829
Total	7,68,505	59,866	70,41,062	4,28,325	11,59,5199	9,77,147

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	438	45	783	102	995	152
Primary and Pre-Primary Schools	609	33	2,290	232	2,515	384
Total	1,047	78	3,073	334	3,510	536

V—Examination Results

M. A. and M. Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.)	21	3	58	4	98	13
Professional (degree) . . . . .	..	..	24	..	24	1
Matriculation and Equivalent Examinations	185	12	546	69	702	137

EDUCATIONAL STATISTICS OF A. & N. ISLANDS

I—Number of Institutions

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Item	1949-50		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	..	..	..	..	..	..
Boards of Education	..	..	..	..	..	..
Arts and Science Colleges	..	..	..	..	..	..
Colleges for Professional Education	..	..	..	..	..	..
Colleges for Special Education	..	..	..	..	..	..
Secondary Schools	1	..	3	..	5	1
Primary Schools	20	..	37	..	55	..
Pre-Primary Schools	..	..	..	..	..	..
Schools for Vocational Education	..	..	..	..	2	..
Schools for Special Education	..	..	..	..	4	..
Total	21	..	40	..	66	1

II—Number of Students

Item	1949-50		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
<i>Collegiate Education—</i>						
Research
M.A./M.Sc.
B.A. and B.Sc. (Pass and Hons.)
Intermediate Arts and Science
Agriculture and Forestry
Commerce
Engineering and Technology
Law
Medicine and Veterinary
Teachers' Training :						
Basic
Non-Basic
Others (Professional)
Special Education (University Standard)
<i>School Education—</i>						
Secondary Stage	461	116	447	93	490	131
Primary Stage	1,231	380	1,855	595	2,706	1,003
Pre-Primary Stage	832	353	983	401
Vocational Education	38	5
Special Education
Total	1,692	496	3,134	1,041	4,217	1,540

III—Expenditure on Educational Institutions

Source	1949-50		1955-56		1958-59	
	Total	On Institutions For Girls	Total	On Institutions For Girls	Total	On Institutions For Girls
	1	2	3	4	5	6	7
Government Funds	1,19,380	..	2,52,465	..	5,36,809	22,472
District Board Funds . . . . .	..	..	..	..	..	..
Municipal Board Funds . . . . .	..	..	..	..	..	..
Fees	2,372	..	22,087	..	1,859	224
Endowments . . . . .	..	..	5,458	..	..	..
Others . . . . .	..	..	316	..	310	..
Total	1,21,752	..	2,80,326	..	5,38,978	22,696

IV—Number of Teachers

	Total	Women	Total	Women	Total	Women
Secondary Schools	33	13	55	18	51	23
Primary and Pre-Primary Schools	28	5	60	19	103	24
Total	61	18	115	37	154	47

V—Examination Results

M.A. and M.Sc. . . . .	..	..	..	..	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..	..	..	..	..
Professional (degree) . . . . .	..	..	..	..	..	..
Matriculation and Equivalent Examinations	61	..	27	8	19	..

EDUCATIONAL STATISTICS OF L. M. & A. ISLANDS

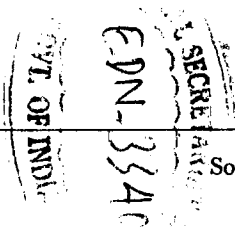
I—Number of Institutions

Item	1958-59	
	Total	Girls
I	2	3
Universities . . . . .	..	..
Boards of Education . . . . .	..	..
Arts and Science Colleges . . . . .	..	..
Colleges for Professional Education . . . . .	..	..
Colleges for Special Education . . . . .	..	..
Secondary Schools	4	..
Primary Schools	7	1
Pre-Primary Schools . . . . .	..	..
Schools for Vocational Education . . . . .	..	..
Schools for Special Education	5	..
Total	16	1

II—Number of Students

UNION TERRITORIES AND CENTRALLY ADMINISTERED AREAS

Item	1958-59	
	Total	Girls
I	2	3
<i>Collegiate Education—</i>		
Research . . . . .	..	..
M.A./M.Sc. . . . .	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..
Intermediate Arts and Science . . . . .	..	..
Agriculture and Forestry . . . . .	..	..
Commerce . . . . .	..	..
Engineering and Technology . . . . .	..	..
Law . . . . .	..	..
Medicine and Veterinary . . . . .	..	..
<i>Teachers' Training—</i>		
Basic . . . . .	..	..
Non-Basic . . . . .	..	..
Others (Professional) . . . . .	..	..
Special Education (University Standard) . . . . .	..	..
<i>School Education—</i>		
Secondary Stage	145	10
Primary Stage	2,620	875
Pre-Primary Stage . . . . .	..	..
Vocational Education . . . . .	..	..
Special Education	122	..
Total	2,887	885



III—Expenditure on Educational Institutions

Source	1958-59	
	Total	On Institutions For Girls
I	2	3
Government Funds	3,01,358*	..
District Board Funds . . . . .	..	..
Municipal Board Funds . . . . .	..	..
Fees . . . . .	..	..
Endowments . . . . .	..	..
Others . . . . .	..	..
Total	301,358*	..

IV—Number of Teachers

	Total	Women
Secondary Schools	36	7
Primary and Pre-Primary Schools	40	5
Total	76	12

V—Examination Results

M. A. and M. Sc. . . . .	..	..
B.A. and B.Sc. (Pass and Hons.) . . . . .	..	..
Professional (degree) . . . . .	..	..
Matriculation and Equivalent Examinations . . . . .	..	..

*Includes expenditure of one primary school for girls also.