

EDUCATION IN INDIA 1959-60



VOL. I—REPORT

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PREFACE

Education in India, 1959-60 surveys the progress of education in the country during the year. Based on the material supplied by the State educational authorities, the report is mainly factual except the last chapter which presents the data for the previous quinquennium and attempts to indicate the broad trends of developments.

This publication deals with all major aspects of education and contains detailed statistics likely to be of interest and use to planners, educationists and research scholars. The consolidated all-India tables and appendices on State Educational Directorates and Inspectorates and on the scales of pay of teachers in primary, middle and high schools under various types of management are being published as Vol. II of this publication.

I should like to express my appreciation of the cooperation and help received from the Directorates of Education and other educational authorities in States and Union Territories in the collection of the data for the compilation of this report.

NEW DELHI :
November, 1962

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EXPLANATIONS

1. **ACADEMIC YEAR**—For the sake of uniformity the academic year in these tables is taken to coincide with the financial year, *i. e.*, from 1st April, 1959 to 31st March, 1960.

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

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

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

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

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

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

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

9. All statistics refer to Recognised Institutions only.

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

CHAPTER I

GENERAL SURVEY

Developments at the Centre

In the field of Elementary education, the main programme before the country was to make preparations for the introduction of universal, free and compulsory education for children up to the age of 11 years during the Third Five-Year Plan. As the successful implementation of this programme depended considerably on the adequate supply of trained teachers, the Ministry of Education, formulated a scheme to expand training facilities to the desired extent by increasing the intake capacity of the existing institutions and by opening additional institutions where necessary. Under this scheme, central assistance on 100 per cent basis was given to the States and Union Territories. Moreover, a legislation for the introduction of compulsory primary education in the Union Territory of Delhi was introduced in the Parliament.

A National Seminar on 'Orienting Primary Schools towards the Basic Pattern' was held at Allahabad from 11th to 13th May, 1959, which was attended, among others, by the Directors of Public Instruction/Education of the State Governments and Union Territories. The Seminar discussed various problems connected with the orientation programme and suggested ways and means to implement the programme by the end of the Second Five-Year Plan or the beginning of the Third Five-Year Plan. The organisation of short-term training courses for teachers was recommended in this regard.

The various Central/State schemes for the development of Basic education included in the Second Plan continued to be implemented during the year. Notwithstanding the cut in budget provision suffered by the programme for the production of literature and other material for Basic education, some useful literature like guide books for basic teachers, monograms on various aspects of basic education, set of books on general science, source books for basic school teachers, etc., was purchased. Also the National Institute of Basic Education continued its activities in the field of research, training, production of literature, etc.

Another important problem which received considerable attention of the Central and State Governments was the education of girls and women. A National Council for Women's Education was set up during the year to advise Government in this regard. On its advice, the Ministry of Education recommended that in each State, the formulation and execution of special programmes regarding the education of girls and women should be placed under the charge of a Director or a Joint Director. Further, the Council in its first meeting held on 16th October, 1959 prepared a special programme for the Third Plan and recommended for a sum of Rs. 10 crores for the remaining period of the Second Plan for expansion of girls' education at all stages.

The centrally sponsored scheme for the expansion of girls' education and training of women teachers made further progress. Under this scheme, central assistance was given at the rate of 75 per cent of the expenditure and the remaining 25 per cent was to be contributed by the State Governments. In view, however, of the difficulties expressed by certain States to find resources for this scheme, the Government of India decided to release their part of the grant without waiting for the State Governments to find out the matching grant from its own funds. During the year, a sum of Rs. 70.30 lakhs was given to the State Governments under this scheme.

On the recommendation of the Estimates Committee (58th Report), it was decided to make education in Tripura and Manipur free up to class VIII in all government and government-aided schools. It was also decided to exempt the *bona fide* students of Union Territories belonging to Scheduled Castes and Scheduled Tribes from the payment of examination fee in respect of examinations conducted by Universities and Boards in all the Union Territories for a period of five years in the first instance from the year 1959-60.

In the field of Secondary education the most important development at the centre was the constitution of the All-India Council for Secondary Education into a purely advisory body, its executive functions having been made the responsibility of the Directorate of Extension Programmes under the Ministry of Education. The first meeting of the reconstituted Council was held in July, 1959 at New Delhi. Among the problems considered, the most significant were those relating to the upgrading of high schools into higher secondary or higher secondary multipurpose schools and the large failures of students in secondary school examinations.

The conference of Secretaries of Boards of Secondary Education held in September, 1959 also considered the problem of the high incidence of failures in the Secondary school examinations and recommended ways and means of promoting examination reforms. In furtherance of the decision of the conference a Central Examination Unit was set up, which conducted a number of workshops on evaluation and collected a pool of test material. Also, over one hundred orientation workshops were organised through which nearly, 2,000 teachers were introduced to the new concept of evaluation.

With the opening of a new centre at the Teachers' Training College Banaras Hindu University, the number of extension service departments rose to 54 during the year. These departments continued to do useful work in the field of teacher training and their activities had a significant impact on the outlook of teachers and on the methods and technique of classroom teaching. The total expenditure incurred on this account, during the year, was Rs. 8,90,813.

Schemes of reconstruction of secondary education included in the Second Five-Year Plan continued to be implemented vigorously in the States. For this purpose, the Ministry of Education gave grants amounting to Rs. 4.33 crores to the State Governments.

The Science club movement made further progress during the year. With the opening of 183 new science clubs, their number rose to 313. All these clubs received financial assistance of Rs. 1,200 each from DEPSE. Three conferences of science club sponsors gave guidance to over 100 science teachers in organising and conducting the club and laying out future programme for strengthening science teaching in secondary schools.

Under the scheme of assistance to Voluntary Educational Organisation working in the field of secondary education, 20 educational institutions were sanctioned grants totalling Rs. 2,95,419. Under another scheme relating to the construction of hostels, a sum of Rs. 4.0 lakhs was sanctioned to the Government of Rajasthan in favour of Vidya Bhawan Society, Udaipur and another sum of Rs. 8.60 lakhs to 11 State Governments in respect of 39 institutions.

The scheme for the promotion of research in problems connected with secondary education was continued and grants amounting to Rs. 1,03,399

were sanctioned to 21 teacher training colleges and University Departments of Education for 24 research projects. Four research projects were approved.

In the field of University education the University Grants Commission continued its efforts for the qualitative improvements of education at this stage. By the end of the year under review, 22 Universities had introduced the three-year degree course, while almost all the rest had accepted this reform in principle.

The Ministry of Education and the University Grants Commission took steps to promote the development of "General Education" in universities through the exchange of teams of Indian and American educationists, organising of conferences and seminars of university professors, preparation of reading materials and supply of books and equipment under the India Wheat Loan Programme.

One more Rural Institute was started at Rajpura by Kasturba Sewa Mandir. This brought the number of such Institutes to eleven. The project for assistance to rural institutes under the Indo-U.S. Technical Cooperation Programme was developed further and 20 Indian teachers were deputed to U.S.A. for advanced training in Extension and Research methods. The National Council for Rural Higher Education met on 28th July, 1959 to consider how Rural Institutes could be geared more effectively to rural needs so that they may be instrumental in developing the rural community. It was decided to prepare schemes for well-planned extension work and to add more optional groups to the Diploma Course in Rural Services.

In accordance with the decision of the Central Government to press on with the development of Technical education at all levels, the Indian Institute of Technology, Madras—the third regional higher technological institute—started functioning from July, 1959. Students selected on an all-India basis were admitted to the five-year integrated courses in Civil Engineering, Mechanical Engineering, Electrical Engineering, Metallurgy and Chemical Engineering. The other two institutes namely the Indian Institute of Technology, Bombay and the Indian Institute of Technology, Kharagpur were further expanded.

The All-India Council for Technical Education approved a scheme of post-graduate courses in Chemical Engineering to be organised at eight selected centres in the country. Another scheme relating to the development of research in various fields of engineering and technology to be conducted at 11 centres was also approved. On the recommendation of the Council, the Central Government set up a committee under the Chairmanship of Professor M.S. Thacker, to examine the present state of development of post-graduate courses and research in engineering and technology, and to recommend the lines on which post-graduate education should be further developed.

Seven engineering colleges and 37 polytechnics out of the proposed eight engineering colleges and 48 polytechnics, started functioning during the year under review. The rest were in the process of being established. Under the Central-State Government scheme, sharing expenditure for the establishment of new technical institutions on 50: 50 basis, an amount of Rs. 100 lakhs was sanctioned to the States.

The scheme for the expansion of selected engineering colleges and polytechnics made a further headway, when 2,473 additional seats for degree courses and 4,033 additional seats for diploma courses were created during

the year. As a result of the various development schemes implemented so far, the total annual intake capacity rose to 11,000 in respect of degree courses and 20,670 in the case of diploma courses. The Central Government also formulated and implemented a scheme for the award of scholarships on merit-*cum-means* basis to students studying in engineering and technological institutions. In all, 1,039 scholarships, 692 for degree courses and 347 for diploma courses were awarded during the year.

In the field of Social Education nearly 3 million adults were admitted to the literacy classes. The National Fundamental Education Centre continued its activities particularly in the field of training. In the field of research, the Centre completed the second project on "Village Meeting Places" and "Community Centres in Mehrauli Block". The Research, Training and Production Centre of the Jamia Millia also continued the scheme of research into the syllabus, textbooks and supplementary material for adult schools. Evaluation and gradation of supplementary reading material for various grades of adult schools was in progress. To meet the Social Education needs of urban and industrial regions, arrangements were made to set up a pilot Evening Institute for Workers' Education.

The National Institute of Audio-Visual Education started functioning from the year under review. Its main function was to provide training facilities in the field of audio-visual education, besides producing films and film-strips. The fourth meeting of the National Board for Audio-Visual Education was held in December, 1959. In implementation of the recommendation of its third meeting, an advisory standing committee was set up.

Activities in the field of Physical education and youth welfare were vigorously continued during the year. The most notable event of the year was the launching of a National Physical Education Drive. It was intended to hold nation-wide tests through the State governments, Universities, physical education training institutions, etc. An illustrated brochure on graded list and explaining the drive was published. Other important developments in this field were the strengthening of physical education training institutions, making of grants to *Vyayamshalas* and the implementation of the scheme of scholarships for higher studies in physical education.

In pursuance of the recommendation of the Estimates Committee of the Lok Sabha and the Central Advisory Board of Physical Education and Recreation, the Government of India appointed a committee under the chairmanship of Pandit H. N. Kunzru to examine the question of coordination and integration of the various schemes in the field of Physical Education, Recreation and Youth Welfare. After discussing the *modus operandi* for its enquiry, the Committee issued a comprehensive questionnaire to the heads of the Institutions at the level of high schools and above. Another committee to consider the feasibility of recommending standard scales of pay for physical education teachers in various fields was also appointed.

During the period under review, grants were given to universities, schools and colleges for the setting up of recreational projects like gymnasias, stadia, pavilions, etc. In these projects students and teachers rendered voluntary skilled and unskilled labour. About 507 projects were sanctioned by the end of the year and Rs. 91.20 lakhs were paid towards expenditure on these projects.

A National Discipline Scheme was introduced in schools to make the youths of the country healthy in body and mind. Under this scheme, emphasis

was laid on physical training, mental training and training in administration and organisation. During the period under report, the scheme was in operation in 554 schools, covering nearly 2.75 lakh children.

Several schemes for the promotion of sports and games in the country were in operation during the period under report. Of particular importance was the scheme of financial assistance towards the acquisition of play-fields by educational institutions. A total sum of Rs. 9.33 lakhs was placed at the disposal of the State Governments and Union Territories for disbursement to educational institutions for the purpose.

Several scholarship schemes intended to democratise education were continued during the year. These schemes related to scholarships and fellowships offered by the Government of India, the State governments and private organisations and individuals for studies in the country and abroad as well as those offered by various foreign governments, foreign organisations and institutions, United Nations and Unesco and the scholarships made available under the Colombo Plan and Point Four Programme. Besides, there were programmes for exchange of scholars between India and other foreign countries. Similarly a number of scholarship schemes were in operation for foreign students to study in India. The scholarship schemes for studies in the country included the Merit Scholarships in Public Schools, Post-Matric Merit Scholarships, Research Scholarships in Humanities and Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward classes.

Efforts at ameliorating the conditions of the handicapped children were continued to be made during the year. The model school for the blind and the Training Centre for the Adult Blind and its Women's section functioned satisfactorily. Scholarships were also made available for studies and training. Special employment office for the physically handicapped was established at Bombay as part of the National Employment Service. Random sample surveys to assess the numbers and special needs of the handicapped were carried out in Delhi and Kanpur.

In the cultural field, the "Sahitya", "Sangeet Natak" and "Lalit Kala" Akademies carried on their specialised activities. The museums in the country also continued to attract public attention. A Directory of Museums in India was published. The Ancient Monuments and Archaeological Sites and Remains Act came into force on 15th October, 1959, along with the rules made thereunder. A school of Archaeology was opened in New Delhi on 15th October, 1959.

A wide range of activities in external cultural relations designed to promote goodwill and understanding between India and other countries was maintained during the year.

During the year, student/teacher delegations from Sikkim, Nepal, Ceylon and Pakistan visited this country. A delegation of six educationists from the U. S. S. R. also visited India during January, 1960. A batch of 40 science teachers from training colleges and secondary schools was deputed to U. K., U. S. A. and Canada for training.

Cultural agreements were concluded with the Republic of Czechoslovakia and the U. S. S. R. and grants were made to 18 societies engaged in closer cultural relations with foreign countries. The construction work of the first phase of Azad Bhawan, head quarters of the Indian Council for Cultural Relations, was nearing completion.

Propagation of Hindi and its development made a further headway during the year. Indexing and publication work in particular made good progress. Twenty-one expert committees worked on the preparation of technical terminology in different subjects under the Board of Scientific Terminology. By the end of 1959 about 1,91,000 terms in different subjects were evolved, of which 40,898 terms were finally approved.

The Government of India and the Indian National Commission for Cooperation with Unesco extended their full cooperation to Unesco in the implementation of its programmes in the field of Education, Science, Culture and mass communication. In pursuance of the recommendation of the tenth General Conference of Unesco, the organisation undertook a general survey of primary and compulsory education in Asian countries. Later a regional seminar was organised at Karachi to consider the various issues involved which was attended among others by a delegation of four Indian educationists.

Developments in the States and Union Territories

A brief account of the development in States and Union Territories is given below:

Andhra Pradesh

The pay scales of teachers working under all managements were revised and for the first time their pay scales were made uniform and equal to Government scales.

The process of nationalisation of textbooks was carried forward. The Education Department took effective steps to get the books of primary schools printed by Government with the result that all books of primary stage in Telugu were covered by the nationalisation scheme except reader III and subject books for I and IV classes.

To improve the standard of teaching Hindi in secondary schools, seminars were conducted at Anantapur, Guntur, Kakinada, Khammameth and Hyderabad. The Committee, constituted for the selection and gradation of vocabulary for use in textbooks of secondary schools, finalised the list of essential words.

Assam

The pay scales of teachers of non-Government secondary schools were improved and brought to the level of scales of pay of Government school teachers. The Gauhati University instituted a course of post-graduate studies in science subjects for the teachers of secondary schools. This course was conducted in summer vacations to enable teachers to undergo this training without much difficulty.

Bihar

A short training course of 1½ months' duration was started from 15th May, 1959 at each sub-divisional headquarters for untrained graduate teachers.

A model pay-scale was fixed for the teachers of non-government high and multi-purpose higher secondary schools. A sum of Rs. 50 lakhs was sanctioned during the year for the improvement of pay scales of middle and primary school teachers. A non-recurring grant of Rs. 5 lakhs was given to the recognised non-government high and higher secondary schools for the purchase of equipment and apparatus and for buildings. Government multi-purpose higher secondary schools received a grant of Rs. 4 lakhs for purchasing apparatus, equipment, books, charts and maps, etc.

Bombay

The state Government directed that education be made free for the children of all economically backward classes under the new rules by which all persons with an annual income of less than Rs. 900 were declared as persons belonging to other backward classes.

The State government accepted, during the year, some of the important recommendations of the Integration Committee for Secondary Education, viz. Revision of Pay scales of secondary school teachers in non-government secondary schools; uniform system of grant-in-aid to all non-government secondary schools, fixation of standard rates of tuition fee for the lowest and highest standards.

Jammu and Kashmir

In the field of Secondary education, the higher secondary system was introduced to conform to the all-India pattern. As a result of this policy 10 high schools were upgraded to the higher secondary standard. Moreover, diversified courses were introduced in each of these higher secondary schools.

Madhya Pradesh

The non-basic training college, Dewas was converted into basic type. The Lakshmi Bai College of Physical Education, Gwalior started the three-year degree course in Physical Education.

Madras

During the year, the revised syllabus for the integrated elementary course for standards I to VII was introduced in standard IV in all non-basic elementary schools and in class IV of secondary schools, the nomenclature of which was changed to standard IV. Pending finalisation of the syllabus for basic schools according to the re-organised scheme, the Director took steps to introduce additional subjects recommended by the Tamil Nad Basic Educational Society for study in the first five standards of Basic schools on an *ad hoc* basis.

An *ad hoc* committee was constituted to assess the attainments of the final year students of the post-basic schools and to make recommendations regarding the award of the post-basic course certificates to the successful students.

Mysore

A committee was constituted to assess the existing facilities at the pre-primary education stage in the State and suggest ways and means of improving education at this stage.

Under the scheme to relieve educated unemployment and the expansion of primary education, the Government of India allotted 880 teachers to the State for appointment in new schools and 5,000 teachers for strengthening the existing over-crowded schools and the upgraded schools. A majority of these teachers was allotted to the educationally most backward areas of the State such as Karnatak and the areas of erstwhile Hyderabad.

The new primary school syllabus, incorporating all the essential features of basic education, was introduced in the I and II standards of all schools. To improve the efficiency of inspection of High Schools, the new system of subject inspectors for English, Kannada, Mathematics, Science and Social Studies was sanctioned on an experimental basis to the two divisions of Chitradurga and Gulbarga.

Orissa

Modified syllabus with emphasis on craft and community living was introduced in all basic and non-basic schools. For improving English-teaching in these schools, pupil-teachers of basic training schools were given training in the methods of teaching this subject. To bridge the gap between basic and non-basic education at the secondary stage and to make basic education more acceptable to institutions of higher education, steps were taken by the Board of Secondary Education to unify the courses of study followed in post-basic and higher secondary multi-purpose schools.

To attract more girls towards education, the State Government initiated a scheme of awarding attendance scholarships in the shape of school dresses at the primary stage. The Government also constructed staff quarters in rural areas for its women teachers.

For the propagation of Hindi in the State, 80 more Hindi teachers were appointed in high schools in the State. This was in addition to the 130 teachers appointed in the previous three years.

Punjab

A State Advisory Board for languages was constituted to advise Government in all matters, relating to the development of languages in the State. To facilitate the introduction of Hindi/Punjabi in the administrative sphere, the language Department translated over 4,000 pages of important documents, manuals, codes, acts, etc. into Hindi/Punjabi, coined or adopted about 15,000 general and administrative terms in Hindi/Punjabi, translated into Punjabi over 25,000 terms ; finalised 7,532 entries of Hindi-Punjabi Kosh, 2,273 words of Punjabi-Hindi Kosh, 2,032 of Sanskrit-Hindi-Punjabi Kosh and 2,531 terms of Urdu, Hindi-Punjabi Dictionary. The department also conducted departmental examinations in Hindi and Punjabi.

During the year the Inspectorate of the Divisional and District level was reorganised. Norms were also fixed for schools to be inspected by each District Inspector/Inspectress, Deputy Inspectors/Inspectresses and Inspectors/Inspectresses of schools.


The Punjab University, by a special resolution, allowed students who passed the post-basic examination in 1958-59 to join II year class in any affiliated college. The Punjab Government also notified that the candidates, who passed the post-basic examinations were to be treated at par with those passing Matric/Higher secondary for purposes of employment in Government service.


Education was made free in government institutions up to the 7th class. A sum of Rs. 2.99 lakhs was spent for providing residential accommodation to women teachers. Moreover, a sum of Rs. 8.61 lakhs was paid to non-government colleges for changing over to the 3-year degree course.


Rajasthan

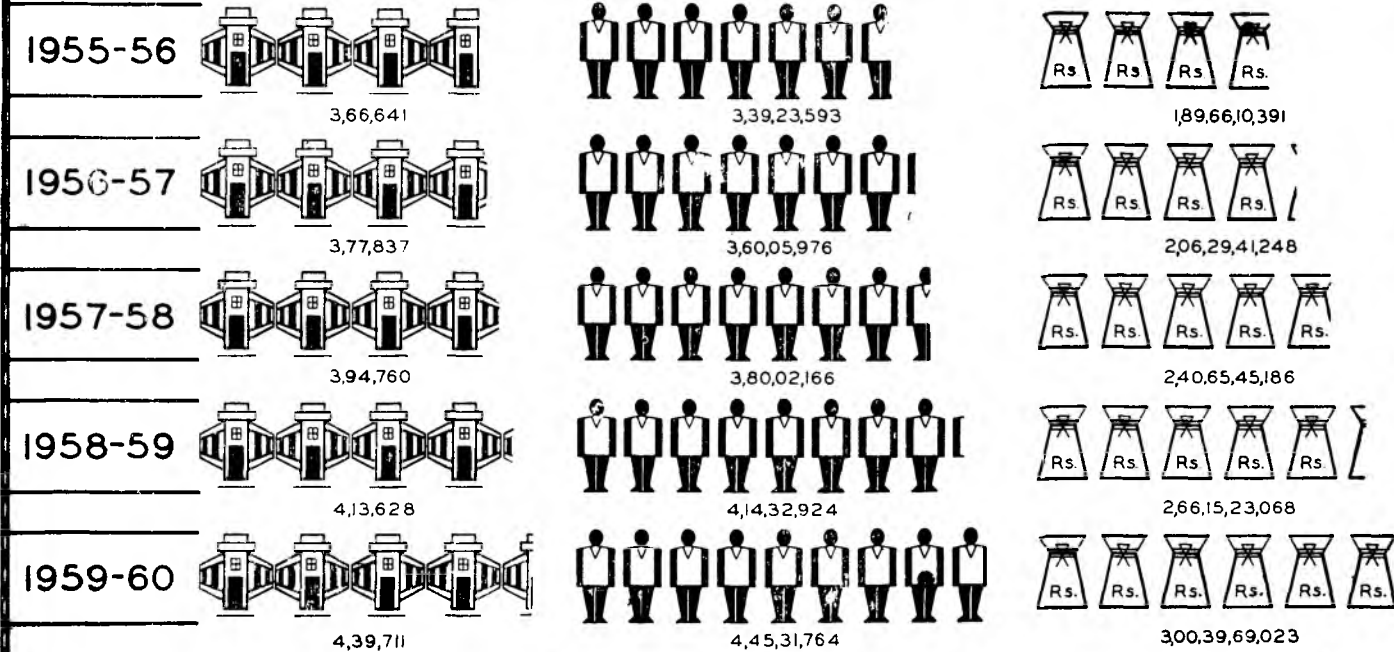
On the introduction of democratic decentralisation from 2nd October, 1959, all primary schools situated in areas with a population of less than 8,000 along with their teaching staff and supervisory incumbents were transferred to Panchayat Samitis. To improve academic standard in colleges, tutorials were introduced in the pre-university class and the first year class of the three year degree course.

PROGRESS OF EDUCATION IN INDIA

 = 1,00,000
INSTITUTIONS

 = 50,00,000
ENROLMENT

 = 50,00,00,000
EXPENDITURE



Uttar Pradesh

The most important event of the year was the enforcement of the Intermediate Education (Amendment) Act, 1958 which aimed at the improvement of Secondary education in this State. The Act aimed at checking mismanagement of private schools and *inter alia* provided safeguards in regards to appointment, promotion and punishment of teachers.

The U. P. Universities Act, 1959 was also enacted during the year. This Act was intended to reconstitute certain bodies of the Allahabad and Lucknow Universities.

West Bengal

The pay scales of teachers were revised and this benefitted 28,000 teachers of secondary schools and teachers of 92 colleges for general education and of one college for Music. The State Government also introduced contributory provident fund at the rate of 6½ per cent of pay for all approved teachers of primary schools under the District School Boards.

A. & N. Islands

One high school was upgraded into a higher secondary multi-purpose school. One senior basic school and one middle school were upgraded into higher secondary schools and 16 new primary schools and 9 junior basic schools were started. A school for girls was upgraded into a girls' higher secondary school.

Delhi

To ensure better supervision and control over the government aided and unaided private institutions, inspectorate agency was decentralised. The Union Territory was divided into three zones and all the high/higher secondary schools in each zone were placed under the charge of one Inspector/Inspectress. On an average, 50 schools were entrusted to the charge of an Inspector/Inspectress. Similarly, the Delhi Municipal Corporation divided its area into four zones each under the charge of an Assistant Education Officer who was assisted by four inspectors. Each zone was further sub-divided into four circles and each circle was looked after by an Inspector of Schools.

Himachal Pradesh

A pilot project for Universal Primary Education was started during the year in Renuka Tehsil of Sirmur District.

A seminar of Education Officers, Headmasters/Headmistresses and Inspecting Officers was organised at Solan in July, 1959 to finalise the schemes for orientation of elementary schools. Two Teachers' Training seminars for orientation programme were also conducted.

L. M. & A. Islands

One high school and 3 girls' schools were started during the year. The primary school at Agathi was converted to the basic pattern.

Manipur

Education was made free up to class VIII in government and aided schools, Students belonging to the Scheduled Tribes and Scheduled Castes were exempted from the payment of tuition fee at all stages of education.

Tripura

Education was made free up to class VIII. Tribal students were, however, exempted from the payment of tuition fee at all levels of school education.

Hindi was introduced in all government secondary schools from classes VI to VIII.

Pondicherry

Two new schemes for the opening of 20 additional classes and 30 new primary schools were under implementation and the construction of buildings for the classes and schools was in progress. The previous schemes of opening 15 additional classes, 20 new primary schools and 30 single teacher schools were implemented in full. Moreover, one middle school was upgraded into a high school, one higher class each was added to 6 incomplete high schools making one of them as complete high school.

Institutions

The total number of recognised educational institutions in the country increased during the year by 26,083 or 6.3 per cent to 4,39,711. The corresponding increase for the previous year was 4.8 per cent. Among these, the largest number was of primary schools which were 3,19,070 or 72.6 per cent of the total, followed by middle schools numbering 41,921 or 9.5 per cent and high/higher secondary schools numbering 15,703 or 3.6 per cent. The remaining institutions were distributed as follows : universities 40, boards of secondary or intermediate education 12, research institutions 42, arts and science colleges 946, colleges for professional education 725, colleges for special education 180, pre-primary schools 1,349, vocational and technical schools 3,837 and schools for special education 55,886. Further details, with comparative figures for the previous year, are given in Table I.

Taking the institutions of different types separately, all except the schools for agriculture and forestry and schools for social workers registered an increase over the corresponding figures of the previous year. The decrease in agricultural schools was reported by Bombay and that in the schools for social workers by Madras and Orissa. The number of universities, boards of secondary or intermediate education, research institutions, colleges for commerce, forestry and veterinary science and schools for marine training, physical education, music, dancing & other fine arts and reformatory remained the same as during the previous year. Among the institutions of collegiate standard, which rose by 263, teachers' training colleges alone accounted for three-fifths of this increase which was mainly due to re-classification of teachers' training schools as undergraduate teachers' training colleges in the States of Madhya Pradesh and Madras. Next in the matter of increase came arts and science colleges (68) and colleges for special education (12). Among the schools, primary schools increased by the biggest margin of 17,665, followed by middle schools which increased by 2,324 and high and higher secondary schools by 1,377. The schools for special education rose by 4,181 and those for vocational and technical education by 274.

INSTITUTIONS BY TYPE

1959-60

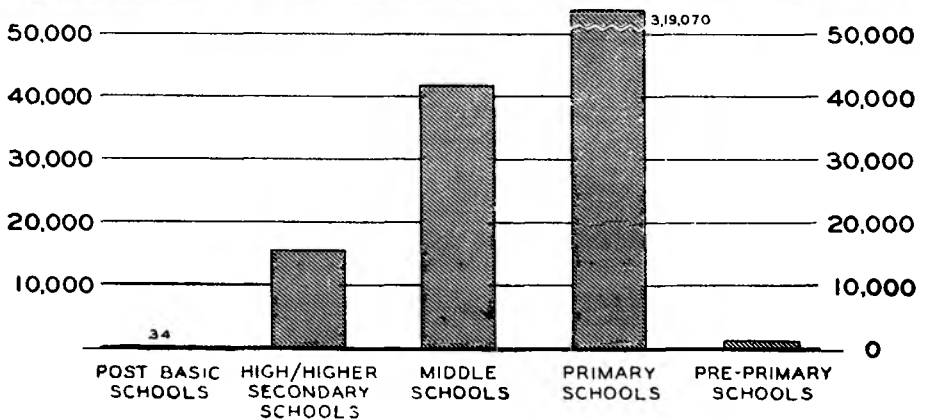
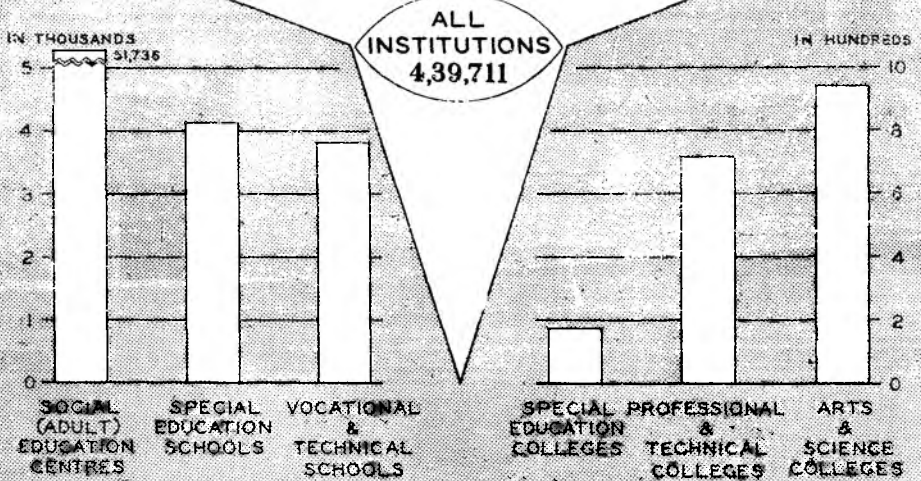
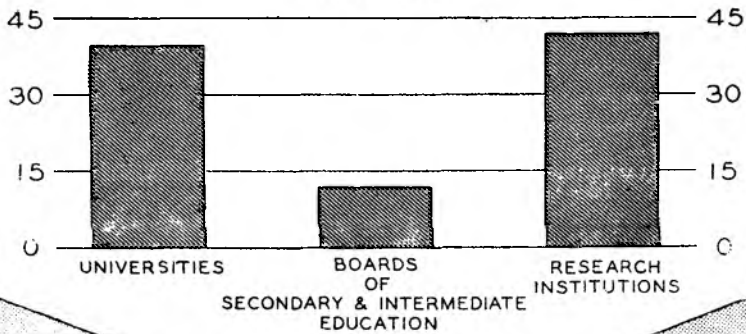


Table I—Number of Institutions by Type

Type	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	
1	2	3	4	5	6	7	8
Universities	39	39	1	1	40	40	..
Boards of Secondary and Intermediate Education	13	12	..	..	13	12	-1
Research Institutions	42	42	..	..	42	42	..
Arts & Science Colleges	744	796	134	150	878	946	+ 68
Colleges for Professional and Technical Education :							
Agriculture	29	32	..	..	29	32	+ 3
Commerce	35	35	..	..	35	35	..
Education (Teachers' Training)	194	315	40	86	234	401	+167
Engineering	54	55	..	..	54	55	+ 1
Forestry	3	3	..	..	3	3	..
Law	32	34	..	..	32	34	+ 2
Medicine	108	116	2	2	110	118	+ 8
Physical Education	14	15	1	1	15	16	+ 1
Technology	9	10	..	..	9	10	+ 1
Veterinary Science	17	17	..	..	17	17	..
Others	4*	4*	..	..	4	4	..
TOTAL	499	636	43	89	542	725	+183

*Includes 2 for Applied Arts & Architecture and 1 co-opertive and 1 Dairy Science Institution.

Table I—Number of Institutions by Type—(Contd.)

1	2	3	4	5	6	7	8
Colleges for Special Education :							
Home Science . . . . .	..	..	3	4	3	4	+ 1
Music, Dancing & Other Fine Arts	39	42	6	7	45	49	+ 4
Oriental Studies	94	99	8	9	102	108	+ 6
Sociology	7	8	..	..	7	8	+ 1
Others	11	11	..	..	11	11	..
TOTAL	151	160	17	20	168	180	+ 12
Schools for General Education :							
High/Higher Secondary	12,223	13,422	2,103	2,281	14,326	15,703	+ 1,377
Middle	35,835	37,865	3,762	4,056	39,597	41,921	+ 2,324
Primary	2,84,829	3,00,270	16,735	18,800	3,01,564	3,19,070	+17,506
Pre-primary	1,026	1,169	164	180	1,190	1,349	+ 159
TOTAL	3,33,913	3,52,726	22,764	25,317	3,56,677	3,78,043	+21,366
Schools for Vocational and Technical Education :							
Agriculture	101	99	1	1	102	100	- 2
Commerce	965	1,092	1	3	966	1,095	+ 129
Engineering	118	124	..	..	118	124	+ 6
Forestry	5	4	..	..	5	4	- 1
Marine Training	5	5	..	..	5	5	..
Medicine & Veterinary-Science	47	45	87	116	134	161	+ 27
Physical Education	37	37	1	1	38	38	..
Teachers' Training	735	805	239	229	974	1,034	+ 60
Technical, Industrial and Arts & Crafts	801	833	406	428	1,207	1,261	+ 54
Others	14	15	..	..	14	15	+ 1
TOTAL	2,828	3,059	735	778	3,563	3,837	+ 274

Schools for Special Education :

For the Handicapped	122	125	6	6	128	131	+	3
For Social Workers	45	43	6	6	51	49	-	2
Music, Dancing & other Fine Arts	152	151	57	58	209	209		..
Oriental Studies	3,350	3,372	24	24	3,374	3,396	+	22
Reformatory	35	36	9	8	44	44		..
Social (Adult) Education	41,554	44,635	6,032	7,101	47,586	51,736	+	4,150
Others	280	287	33	34	313	321	+	8
TOTAL	45,538	48,649	6,167	7,237	51,705	55,886	+	4,181
GRAND TOTAL	3,83,767	4,06,119	29,861	33,592	4,13,628	4,39,711	+	26,083

On percentage basis, the highest increase was reported by professional colleges (33·8 per cent). Next to follow in the descending order were schools for special education which increased by 8·1 per cent, arts and science colleges and schools for vocational and technical education by 7·7 per cent each, colleges for special education by 7·1 per cent and schools for general education by 6·0 per cent.

The distribution of recognised institutions according to management is given in Table II below :

Table II—Number of Recognised Institutions by Management

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	1,05,933	25·6	94,100	21·4
District Board	1,61,022	38·9	1,91,863	43·6
Municipal Board	11,220	2·7	12,140	2·8
Private Bodies:				
Aided	1,23,363	29·9	1,28,927	29·3
Unaided	12,090	2·9	12,681	2·9
TOTAL	4,13,628	100·0	4,39,711	100·0

It will be seen that about half the institutions were controlled by local boards, about one-third by voluntary organisations and the rest by Government. Further, as compared to last year's figures, local board institutions rose by 18·4 per cent and private institutions by 4·5 per cent, while government institutions declined by 11·2 per cent. This was due mainly to the democratic decentralisation of education in certain States.

The State-wise distribution of institutions during the years 1958-59 and 1959-60 is given in Table III. The increase was reported by all the States. Bihar reported the highest increase (4,451). Next in order were Rajasthan (3,908), Bombay (3,779), Madhya Pradesh (2,690), Orissa (2,087), Uttar Pradesh (1,863), West Bengal (1,558), Assam (1,541), Andhra Pradesh (1,195) and Madras (1,071). In other States and Union Territories the increase in the number of institutions ranged from 595 in Punjab to 4 in Pondicherry.

RECOGNISED INSTITUTIONS BY MANAGEMENT

1959-60

ALL INSTITUTIONS
4,39,711

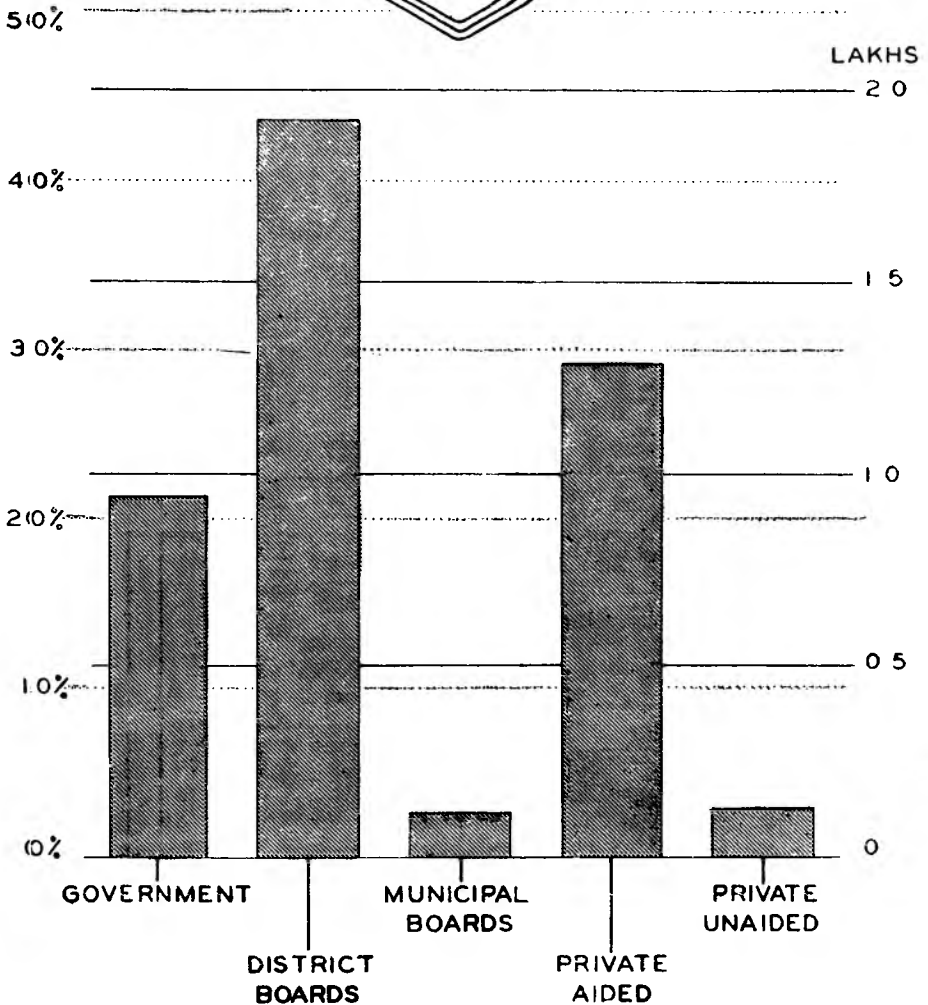


Table III—Number of Institutions by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	
1	2	3	4	5	6	7	8
Andhra Pradesh	34,564	35,718	724	765	35,288	36,483	+ 1,195
Assam	15,633	17,125	965	1,014	16,598	18,139	+ 1,541
Bihar	40,124	43,896	4,508	5,187	44,632	49,083	+ 4,451
Bombay { Maharashtra	66,703*	44,136	6,148	4,989	72,851	49,125	+ 3,779
{ Gujarat		25,038	*	2,467	*	27,505	*
Jammu & Kashmir	2,554	2,806	508	634	3,062	3,440	+ 378
Kerala	9,707	9,702	211	228	9,918	9,930	+ 12
Madhya Pradesh	28,329	30,788	2,178	2,409	30,507	33,197	+ 2,690
Madras	28,140	29,202	329	338	28,469	29,540	+ 1,071
Mysore	30,880	31,504	2,036	1,845	32,916	33,349	+ 433
Orissa	21,997	23,929	600	755	22,597	24,684	+ 2,087
Punjab	13,037	13,597	2,988	3,023	16,025	16,620	+ 595
Rajasthan	13,355	17,217	995	1,041	14,350	18,258	+ 3,908
Uttar Pradesh	39,628	40,705	4,607	5,393	44,235	46,098	+ 1,863
West Bengal	33,232	34,490	2,359	2,659	35,591	37,149	+ 1,558
A. & N. Islands	65	83	1	1	66	84	+ 18
Delhi	756	781	461	506	1,217	1,287	+ 70
Himachal Pradesh	1,229	1,419	28	44	1,257	1,463	+ 206
L. M. & A. Islands	15	21	1	5	16	26	+ 10
Manipur	1,784	1,907	102	176	1,886	2,083	+ 197
N.E.F.A.	128	138	..	..	128	138	+ 10
Tripura	1,608	1,612	62	65	1,670	1,677	+ 7
Pondicherry	299	305	50	48	349	353	+ 4
TOTAL	3,83,767	4,06,119	29,861	33,592	4,13,628	4,39,711	+ 26,083

*Figures included against Maharashtra.

The number of recognised institutions in rural areas increased by 22,202 to 3,76,923 and constituted 85·7 per cent of the total number of recognised institutions in the country. The corresponding percentage in the previous year was 85·8 per cent. Their distribution according to main types is given below :—

Type	1958-59	1959-60	Increase (+) or decrease (—)
1	2	3	4
Universities	3	3	..
Research Institutions	3	3	..
Colleges	137	215	+ 78
Secondary Schools	38,939	41,854	+ 2,915
Primary (including Pre-Primary Schools).	2,72,145	2,88,222	+ 16,077
Vocational and Technical Schools	716	803	+ 87
Social Education Centres	40,507	41,557	+ 1,050
Other Special Education Schools	2,271	4,266	+ 1,995
TOTAL	3,54,721	3,76,923	22,202

Enrolment

The total number of pupils under instruction in all types of institution increased by 30,98,840 to 4,45,31,764 (3,15,68,849 boys and 1,29,62,915 girls). This gives an increase of 7·5 per cent (6·9 per cent for boys and 9·0 per cent for girls) as against an increase of 9·0 per cent (8·1 per cent for boys and 11·4 per cent for girls) during the previous year.

The enrolment increased in all types of institutions except for some of the schools for vocational & technical education (*viz.*, schools for forestry, marine training, medicine & veterinary science and physical education) and some of the schools for special education (*viz.*, schools for social workers, music & dancing and reformatory). Numerically, the enrolment in primary schools recorded the highest increase of 15,49,506. On percentage basis, the highest increase was, however, reported by colleges for professional education (23·7 per cent), followed by pre-primary schools (15·8 per cent), schools for vocational and technical education (11·1 per cent), high and higher secondary schools (9·6 per cent), middle schools (8·8 per cent), schools for special education including social (adult) education schools (8·3 per cent), colleges for special education (6·6 per cent), primary schools (6·3 per cent) and arts and science colleges including research institutions and university teaching departments (5·4 per cent). The detailed break-up of enrolment in different types of institutions during 1958-59 and 1959-60 is given in Table IV.

Table IV--Number of Pupils by Type of Institutions

Type	Boys		Girls		Total		Increase (+) or Decrease (-)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Per-centage
1	2	3	4	5	6	7	8	9
Arts and Science Colleges : (including Research Institutions and University Departments).	5,92,601	6,22,404	1,21,714	1,30,654	7,14,315	7,53,058	+ 38,743	+ 5.4
<i>Colleges for Professional and Technical Education—</i>								
Agriculture	7,885	9,333	82	90	7,967	9,423	+ 1,456	+ 18.3
Applied Arts and Architecture	466	865	20	28	486	893	+ 407	+ 83.7
Commerce	23,674	26,382	552	630	24,226	27,012	+ 2,786	+ 11.5
Education (Teachers' Training)	14,105	28,087	7,355	15,268	21,460	43,355	+ 21,895	+ 102.0
Engineering	32,770	34,357	90	95	32,860	34,452	+ 1,592	+ 4.8
Forestry	518	563	..	..	518	563	+ 45	+ 8.7
Law	13,593	14,589	577	619	14,170	15,208	+ 1,038	+ 7.3
Medicine	24,912	27,435	5,633	6,590	30,545	34,025	+ 3,480	+ 11.3
Physical Education	920	1,030	248	285	1,168	1,315	+ 147	+ 11.2
Technology	1,192	1,395	93	71	1,285	1,466	+ 181	+ 12.3
Veterinary Science	4,845	4,967	29	33	4,874	5,000	+ 126	+ 2.6
Others	317	268	..	1	317	269	- 48	- 15.1
TOTAL	1,25,197	1,49,271	14,679	23,710	1,39,876	1,72,981	+ 33,105	+ 23.7

Table IV—Number of Pupils by Type of Institutions—(Contd.)

1	2	3	4	5	6	7	8	9
<i>Colleges for Special Education—</i>								
Home Science . . . . .	..	..	1,283	2,005	1,283	2,005	+ 722	+ 56.3
Music, Dancing and Other Fine Arts	3,426	3,428	4,659	4,959	8,085	8,387	+ 302	+ 3.7
Oriental Studies	8,255	8,347	2,017	2,078	10,272	10,425	+ 153	+ 1.5
Sociology	780	787	157	175	937	962	+ 25	+ 2.7
Others	1,484	1,733	62	79	1,546	1,812	+ 266	+ 17.2
TOTAL	13,945	14,295	8,178	9,296	22,123	23,591	+ 1,468	+ 6.6
<i>Schools for General Education—</i>								
High/Higher Secondary	47,51,766	51,58,144	14,19,773	16,04,402	61,71,539	67,62,546	+ 5,91,007	+ 9.6
Middle	56,44,638	61,00,907	25,24,866	27,84,883	81,69,504	88,85,790	+ 7,16,286	+ 8.8
Primary	1,68,77,753	1,78,68,006	74,94,428	80,53,681	2,43,72,181	2,59,21,687	+ 15,49,506	+ 6.3
Pre-Primary	44,671	50,962	37,642	44,388	82,313	95,350	+ 13,037	+ 15.8
TOTAL	2,73,18,828	2,91,78,019	1,14,76,709	1,24,87,354	3,87,95,537	4,16,65,373	+ 28,69,836	+ 7.4
<i>Schools for Vocational and Technical Education:—</i>								
Agriculture	7,358	7,564	53	75	7,411	7,639	+ 228	+ 3.1
Commerce	84,659	97,408	13,469	17,161	98,128	1,14,569	+ 16,441	+ 16.8

Engineering	31,760	37,383	113	187	31,873	37,570	+	5,697	+17·8
Forestry	237	154	..	..	237	154	-	83	-35·0
Marine Training	1,951	1,867	..	..	1,951	1,867	-	84	- 4·3
Medicine & Vet. Science	5,049	4,126	5,255	6,004	10,304	10,130	-	174	- 1·7
Physical Education	2,837	2,392	325	370	3,162	2,762	-	400	-12·7
Teachers' Training	61,904	67,191	22,295	21,785	84,199	88,976	+	4,777	+ 5·7
Technical & Industrial	61,573	69,012	25,280	27,069	86,853	96,081	+	9,228	+10·6
Others	1,503	2,025	41	17	1,544	2,042	+	498	+32·3
TOTAL	2,58,831	2,89,122	66,831	72,668	3,25,662	3,61,790	+	36,128	+11·1
<i>Schools for Special Education—</i>									
For the Handicapped	5,311	5,801	1,736	1,891	7,047	7,692	+	645	+9·2
For Social Workers	4,036	3,728	489	646	4,525	4,374	-	151	-3·3
Music and Dancing etc.,	6,820	6,702	8,407	7,793	15,227	14,495	-	732	-4·8
Oriental Studies	1,19,575	1,24,861	12,081	14,050	1,31,656	1,38,911	+	7,255	+5·5
Reformatory	7,359	7,034	1,547	1,531	8,906	8,565	-	341	-3·8
Social (Adult) Education	10,80,070	11,61,371	1,77,690	2,08,440	12,57,760	13,69,811	+	1,12,051	+8·9
Others	5,511	6,241	4,779	4,882	10,290	11,123	+	833	+8·1
TOTAL	12,28,682	13,15,738	2,06,729	2,39,233	14,35,411	15,54,971	+	1,19,560	+8·3
GRAND TOTAL	2,95,38,084	3,15,68,849	1,18,94,840	1,29,62,915	4,14,32,924	4,45,31,764	+	30,98,840	+7·5

The distribution of enrolment in institutions according to management is given in Table V below.

Table V—Number of Pupils in Institutions by Management

Management	1958-59		1959-60		Increase (+) or Decrease (—)	
	Number	Per-centage	Number	Per-centage	Number	Per-centage
1	2	3	4	5	6	7
Government .	95,78,241	23·1	90,80,015	20·4	— 4,98,226	— 5·2
District Board	1,49,02,961	36·0	1,75,15,113	39·3	+26,12,152	+ 17·5
Municipal Board	29,81,121	7·2	32,71,348	7·4	+ 2,90,227	+ 9·7
<i>Private Bodies:</i>						
Aided .	1,26,20,197	30·5	1,32,43,397	29·7	+ 6,23,200	+ 4·9
Unaided .	13,50,404	3·2	14,21,891	3·2	+ 71,487	+ 5·3
TOTAL	4,14,32,924	100·0	4,45,31,764	100·0	+30,98,840	+ 7·5

It will be seen that about half the enrolment was reported by institutions managed by local boards, about one-third by private institutions and the remaining about one-fifth by those managed by the Government. In absolute terms, the enrolment increased in institutions under all managements except government and the percentage of increase varied from 4·9 in private aided institutions to 17·5 in district board institutions.

The distribution of pupils in recognised institutions by stages of instruction during the year 1958-59 and 1959-60 is given in Table VI. The enrolment increased at all levels except in the case of research (general education). Of the total enrolment, 71·6 per cent of the students were enrolled at the primary stage and 21·3 per cent at the secondary stage. The distribution of the remaining students was as follows : Pre-primary stage 0·3 per cent, vocational and special education (school standard) 4·4 per cent, general collegiate education 1·8 per cent and professional and special collegiate education 0·6 per cent.

PUPILS RECEIVING GENERAL EDUCATION 1959-60

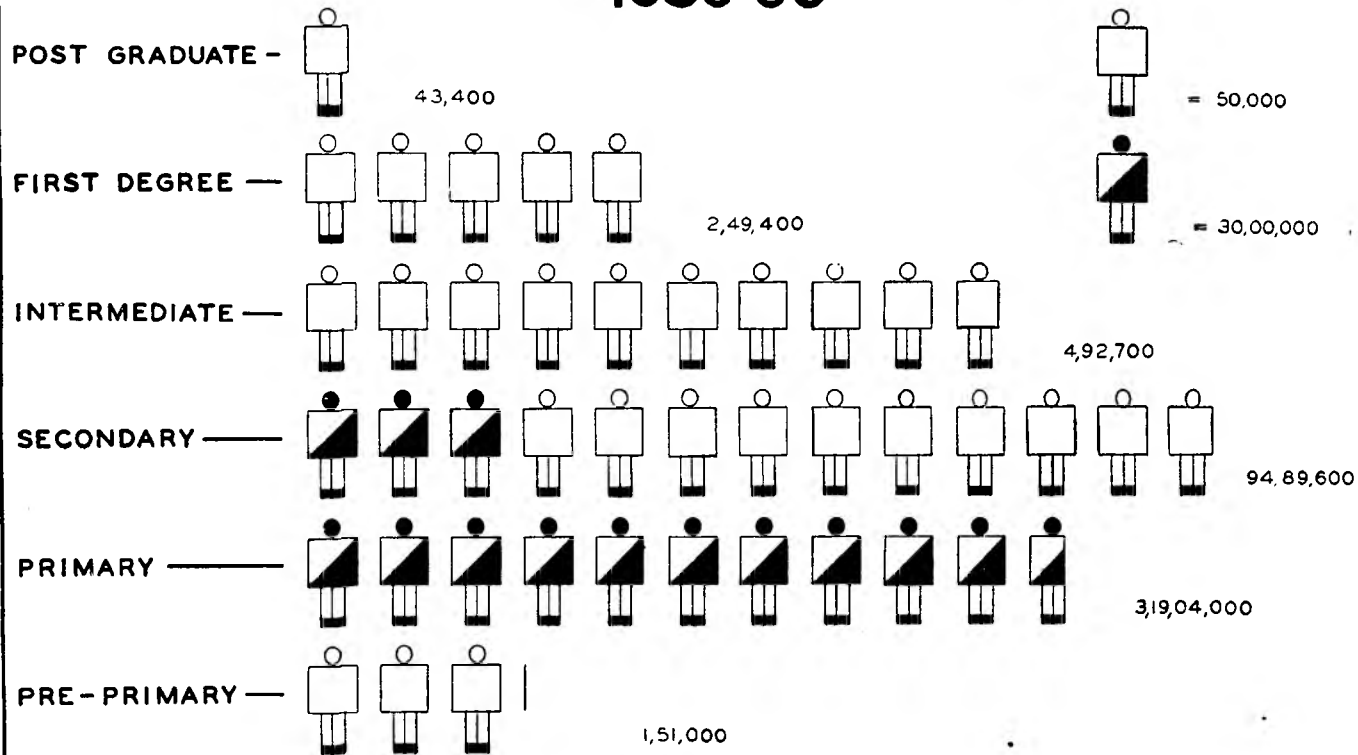


Table VI—Number of Pupils in Institutions by Stages of Instruction

State	Boys		Girls		Total		Increase(+) or Decrease(—)
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	
1	2	3	4	5	6	7	8
<i>General Education :</i>							
Pre-Primary	75,093	80,520	62,605	70,493	1,37,698	1,51,013	+ 13,315
Primary	2,04,80,488	2,16,38,115	95,60,763	1,02,65,920	3,00,41,251	3,19,04,035	+ 18,62,784
Secondary	66,69,130	73,48,891	18,46,369	21,40,719	85,15,499	94,89,610	+ 9,74,111
Intermediate	4,11,700	4,16,036	75,166	76,643	4,86,866	4,92,679	+ 5,813
B.A./B.Sc.	1,65,814	1,96,927	42,260	52,439	2,08,074	2,49,366	+ 41,292
M.A./M.Sc.	29,176	31,828	6,688	7,664	35,864	39,492	+ 3,628
Post Grdauate Diploma . . . . .	..	257	..	15	..	272	+ 272
Research	3,225	3,021	608	657	3,833	3,678	— 155
TOTAL .	2,78,34,626	2,97,15,595	1,15,94,459	1,26,14,550	3,94,29,085	4,23,30,145	+ 29,01,060
<i>Professional & Technical Education</i>							
(Collegiate)	1,85,784	2,15,740	15,905	22,343	2,01,689	2,38,083	+ 36,394
Special Education (Collegiate)	15,353	14,857	5,972	6,491	21,325	21,348	+ 23
Vocational & Technical Education (School)	2,72,331	3,05,626	70,117	78,365	3,42,448	3,83,991	+ 41,543
Social (Adult) Education	10,80,070	11,61,371	1,77,690	2,08,440	12,57,760	13,69,811	+ 1,12,051
Special Education (School)	1,49,920	1,55,660	30,697	32,726	1,80,617	1,88,386	+ 7,769
GRAND TOTAL .	2,95,38,084	3,15,68,849	1,18,94,840	1,29,62,915	4,14,32,924	4,45,31,764	+ 30,98,840

Table VII—Number of Pupils by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)		Percentage of Pupils to estimated Population
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage	
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	31,82,516	33,58,518	1,33,498	1,48,224	33,16,014	35,06,742	+1,90,728	+ 5·8	10·0
Assam	12,20,804	13,39,351	96,226	1,00,009	13,17,030	14,39,360	+1,22,330	+ 9·3	12·4
Bihar	33,24,256	37,79,042	2,67,026	3,21,944	35,91,282	41,00,986	+5,09,704	+14·2	9·0
Bombay—									
Maharashtra	64,92,958	45,57,054	8,52,933	5,95,519	73,45,891	51,52,573	+5,24,371	+ 7·1	13·3
Gujarat	*	23,66,890	*	3,50,799	*	27,17,689	*	*	13·5
Jammu & Kashmir	2,13,341	2,20,302	48,149	63,394	2,61,490	2,83,696	+ 22,206	+ 8·5	8·1
Kerala	29,63,113	30,48,057	1,16,835	1,24,559	30,79,948	31,72,616	+ 92,668	+ 3·0	19·2
Madhya Pradesh	19,64,717	21,55,863	2,28,718	2,50,422	21,93,435	24,06,285	+2,12,850	+ 9·7	7·6
Madras	38,22,567	40,31,108	1,21,490	1,30,597	39,44,057	41,61,705	+2,17,648	+ 5·5	12·6
Mysore	23,82,112	24,71,274	2,93,425	2,93,016	26,75,537	27,64,290	+ 88,753	+ 3·3	12·0
Orissa	10,89,947	12,97,428	35,633	40,075	11,25,580	13,37,503	+2,11,923	+18·8	7·8
Punjab	15,75,415	16,19,631	3,93,508	4,07,898	19,68,923	20,27,529	+ 58,606	+ 3·0	10·2
Rajasthan	10,13,612	12,69,805	1,16,890	1,27,772	11,30,502	13,97,577	+2,67,075	+23·6	7·1
Uttar Pradesh	44,65,769	47,46,024	5,38,135	5,96,660	50,03,904	53,42,684	+3,38,780	+ 6·8	7·4
West Bengal	33,43,468	34,84,135	3,41,892	3,68,605	36,85,360	38,52,740	+1,67,380	+ 4·5	11·3
A. & N. Islands	4,197	5,210	101	140	4,298	5,350	+ 1,052	+24·5	8·9
Delhi	2,57,041	2,89,537	1,36,423	1,55,862	3,93,464	4,45,399	+ 51,935	+13·2	17·2
Himachal Pradesh	86,547	94,399	5,843	6,599	92,390	1,00,998	+ 8,608	+ 9·3	7·7
L. M. & A. Islands	2,822	3,255	65	469	2,887	3,724	+ 837	+29·0	18·6
Manipur	1,25,946	1,33,272	14,602	16,698	1,40,548	1,49,970	+ 9,422	+ 6·7	19·7
N. E. F. A.	5,633	6,462	..	..	5,633	6,462	+ 829	+14·7	N.A.
Tripura	1,06,913	1,07,538	7,288	6,071	1,14,201	1,13,609	— 592	— 0·5	10·1
Pondicherry	32,032	33,471	8,518	8,806	40,550	42,277	+ 1,727	+ 4·3	N.A.
INDIA	3,76,75,726	4,04,17,626	37,57,198	41,14,138	4,14,32,924	4,45,31,764	+30,98,840	+ 7·5	10·4

* Figures included in Maharashtra,

Of the total enrolment in all recognised institutions, 3,15,85,893 came from rural areas and constituted 70·9 per cent of the total enrolment. The corresponding figures for the previous year were 2,91,87,399 and 70·4 per cent respectively. Their proportion in different types of institutions was : pre-primary schools 0·1 per cent, primary schools 65·5 per cent, secondary schools 29·0, professional and special schools 4·3 per cent and colleges and universities 1·1 per cent.

The Statewise distribution of enrolment in recognised institutions for the years 1958-59 and 1959-60 is given in Table VII. But for Tripura, where enrolment decreased by half a per cent, all the States and Union Territories reported an increase in enrolment. Numerically, of all the States, Bombay reported the highest increase in enrolment (5,24,371), closely followed by Bihar (5,09,704) and Jammu & Kashmir reported the lowest increase (22,206). Among the Union Territories, the highest and the lowest increases were reported by Delhi (51,935) and L. M. & A. Islands (837) respectively. On percentage basis, the highest increase among the States was reported by Rajasthan (23·6 per cent) and the lowest by Kerala (3·0 per cent). Some of the significant intermediary positions were occupied by Orissa (18·8 per cent), Bihar (14·2 per cent), Madhya Pradesh (9·7 per cent), Assam (9·3 per cent), and Bombay (7·1 per cent). Among the Territories, the percentage of increase ranged from 4·3 per cent in Pondicherry to 29·0 per cent in L. M. & A. Islands.

Figures in col. (10) of Table VII show the total enrolment as percentage of the total estimated population of the different States. It shows that the greatest proportion of the population was enrolled in educational institutions in Manipur (19·7 per cent), followed by Kerala (19·2 per cent), L. M. & A. Islands (18·6 per cent), Delhi (17·2 per cent), Bombay (13·4 per cent), Madras (12·6 per cent), Assam (12·4 per cent) and Mysore (12·0 per cent). In other States, it varied from 7·1 per cent in Rajasthan to 11·3 per cent in West Bengal.

Expenditure

Educational expenditure is classified into direct and indirect expenditure. Direct expenditure mainly includes salaries of staff, contingencies, recurring charges on equipment, repairs to buildings, etc., while expenditure on direction and inspection, scholarships, construction of buildings, non-recurring equipment, expenditure on hostels, etc., constitute indirect expenditure. The total expenditure—direct as well as indirect—on all recognised institutions during 1959-60 amounted to Rs. 3,00,39,69,023. This includes Rs. 72,76,62,349 as indirect expenditure. The corresponding figures of the previous year are Rs. 2,66,15,23,068 and Rs. 62,89,38,600 respectively. This gives an increase of 12·9 per cent for the total expenditure (12·0 per cent in direct expenditure and 15·7 per cent in indirect expenditure). This compares favourably with an increase of 6·3 per cent in the number of institutions and that of 7·5 per cent in the enrolment. Of the total expenditure, a sum of Rs. 30,28,78,891 (10·1 per cent) was expended on institutions for girls.

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


Table VIII—Expenditure on Education by Sources


Source	1958-59		1959-60	
	Amount	Per-centage	Amount	Per-centage
1	2	3	4	5
	Rs.		Rs.	
Government Funds	1,77,55,53,272	66·7	2,02,30,25,814	67·3
District Board Funds	8,53,84,366	3·2	10,24,71,168	3·4
Municipal Board Funds	7,96,49,278	3·0	9,46,76,892	3·2
Fees	48,42,23,062	18·2	52,69,70,102	17·5
Endowments	7,85,98,745	3·0	9,21,97,584	3·1
Other Sources	15,81,14,345	5·9	16,46,27,463	5·5
TOTAL	2,66,15,23,068	100·0	3,00,39,69,023	100·0

It will be seen that (a) there was no significant change in the pattern of expenditure met from different sources. The government shared about two-thirds of the total expenditure and fees nearly one-sixth. The remaining one-sixth came from local boards and other sources including endowments; (b) all the sources made larger contributions during the year. Government contribution increased by 13·9 per cent, local boards contribution by 19·5 per cent, that from fees by 8·8 per cent and from other sources by 8·5 per cent.

The classification of expenditure, according to heads of charge with a division between direct and indirect expenditure for the years 1958-59 and 1959-60 as shown in Table IX. The total direct expenditure increased by Rs. 24 crores to Rs. 227·63 crores. This expenditure was distributed on various types of institutions as : universities and colleges 21·0 per cent, boards of secondary and/or intermediate education 1·0 per cent, secondary schools 41·8 per cent, primary and pre-primary schools 30·8 per cent, vocational and technical schools 4·1 per cent and schools for special education 1·3 per cent. All these institutions had a share in the indirect expenditure also. It will be seen that of the total direct expenditure, the biggest slice was claimed by schools for general education and out of every four rupees, three were incurred on these schools alone. The total indirect expenditure increased by Rs. 9·87 crores to Rs. 72·77 crores. Its distribution of various items was : direction and inspection 8·9 per cent, buildings 46·5 per cent, scholarships 21·2 per cent, hostel charges 6·0 per cent and miscellaneous charges 17·4 per cent.

EXPENDITURE ON EDUCATION BY SOURCES 1959-60

 = 20 CRORES

 = 5 CRORES

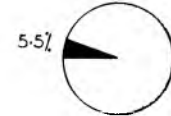
GOVERNMENT FUNDS



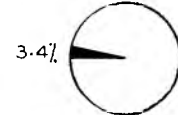
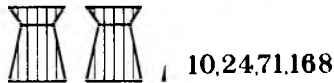
FEEs



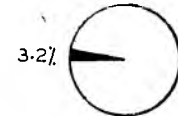
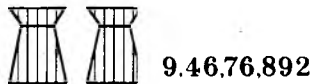
OTHER SOURCES



DISTRICT BOARD FUNDS



MUNICIPAL BOARD FUNDS



ENDOWMENTS

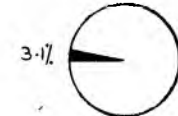


Table IX—Expenditure on Education According to Heads of Charge

Heads of Charge	1958-59	1959-60	Increase or Decrease	
			Amount	Per-centage
1	2	3	4	5
<i>Direct—</i>	Rs.	Rs.	Rs.	
Universities	11,55,84,305	12,81,08,673	+1,25,24,368	+10.8
Boards of Secondary and/ or Intermediate Edu- cation	2,04,71,614	2,37,07,799	+ 32,36,185	+15.8
Research Institutions	2,53,13,396	2,84,47,544	+ 31,34,148	+12.4
Arts & Science Colleges	15,84,05,957	18,15,50,775	+2,31,44,818	+14.6
Professional Colleges	11,19,25,693	13,11,84,212	+1,92,58,519	+17.2
Special Education Colleges	70,30,117	77,15,026	+ 6,84,909	+ 9.7
High & Higher Secondary Schools	52,51,55,365	59,90,31,253	+7,38,75,888	+14.1
Middle Schools	31,83,47,104	35,15,94,059	+3,32,46,955	+10.4
Primary Schools	63,57,07,214	69,71,42,290	+6,14,35,076	+ 9.7
Pre-Primary Schools	45,10,081	51,15,187	+ 6,05,106	+13.4
Vocational and Technical Schools	8,21,00,403	9,29,13,868	+ 1,08,13,465	+13.2
Social (Adult) Educa- tion	72,34,578	75,32,744	+ 2,98,166	+ 4.1
Special Education Schools	2,07,98,641	2,22,63,244	+ 14,64,603	+ 7.1
TOTAL (DIRECT)	2,03,25,84,468	2,27,63,06,674	+24,37,22,206	+12.0
<i>Indirect—</i>				
Direction & Inspection	5,68,48,886	6,44,08,382	+ 75,59,496	+13.3
Buildings	28,63,25,992	33,86,66,578	+5,23,40,586	+18.3
Scholarships	12,87,64,685	15,40,93,789	+2,53,29,104	+19.7
Hostel Charges	4,08,35,237	4,36,13,512	+ 27,78,275	+ 6.8
Miscellaneous	11,61,63,800	12,68,80,088	+1,07,16,288	+ 9.2
TOTAL	62,89,38,600	72,76,62,349	+9,87,23,749	+15.7
GRAND TOTAL	2,66,15,23,068	3,00,39,69,023	+34,24,45,955	+12.9

Taking various types of institutions separately, the direct expenditure, as will be seen from Table IX, increased in varying degrees in all cases. On percentage basis, Professional Colleges reported the highest increase of 17.2 per cent, followed by boards of secondary and/or intermediate education (15.8 per cent), Arts and Science Colleges (14.6 per cent), high and higher secondary schools (14.1 per cent), Pre-Primary Schools (13.4 per cent), vocational and technical schools (13.2 per cent), research institutions (12.4 per cent). In others, it was less than 11.0 per cent, the least being in the case of Social (Adult) Education Schools (4.1 per cent). Under indirect expenditure, the highest increase was in the case of scholarships (19.7 per cent), followed by buildings (18.3 per cent), Direction and Inspection (13.3 per cent), miscellaneous items (9.2 per cent) and hostel charges (6.8 per cent).

The source-wise and item-wise distribution of indirect expenditure during 1958-59 and 1959-60 is shown in Table X below :

Table X—Indirect Expenditure on Education by Sources

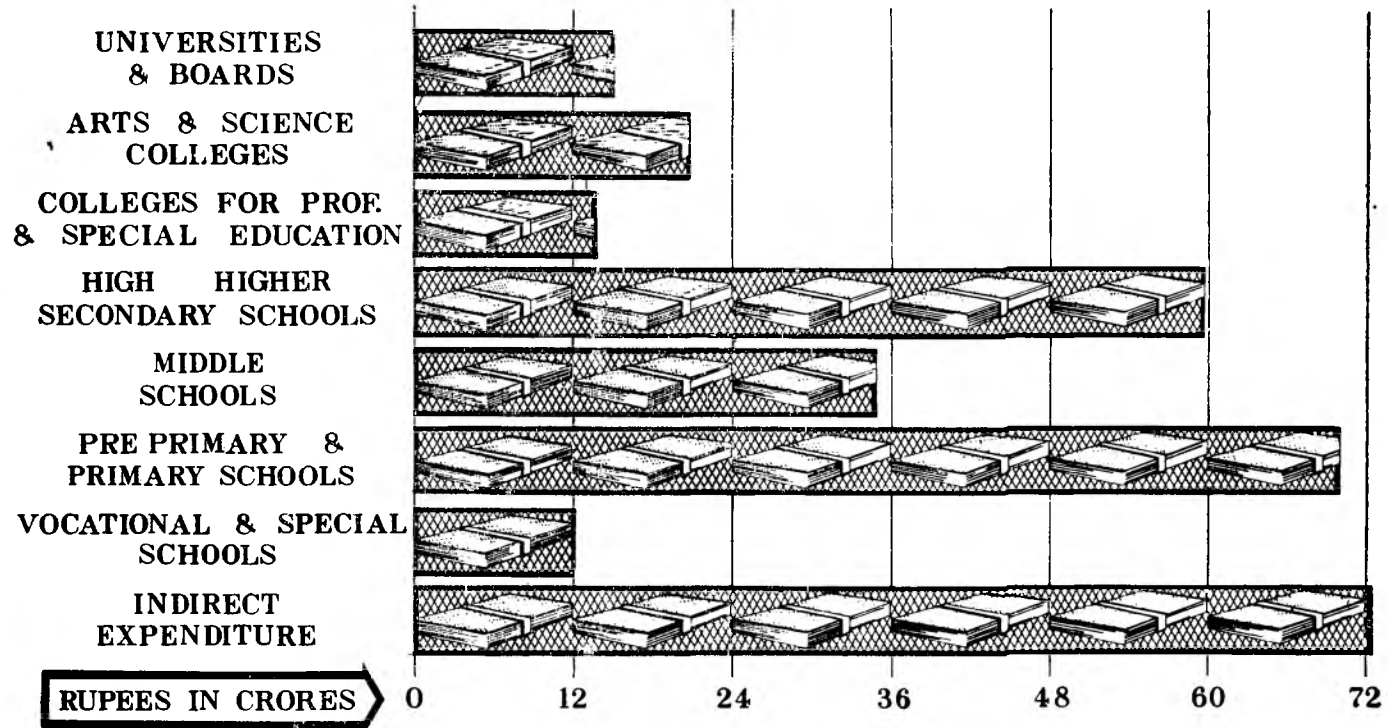
Sources	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government Funds	48,33,68,383	76.9	57,51,52,779	79.0
Local Board Funds	2,05,38,400	3.3	2,38,54,118	3.3
Fees	4,10,33,230	6.5	3,99,22,170	5.5
Endowments	2,97,45,321	4.7	3,47,63,923	4.8
Other Sources	5,42,53,266	8.6	5,39,69,359	7.4
TOTAL	62,89,38,600	100.0	72,76,62,349	100.0

Since some of the indirect expenditure cannot be apportioned to different types of institutions nor to those under different managements, the break-up of only the direct expenditure on institutions under different managements is given in Table XI for the year 1958-59 and 1959-60.

Table XI—Direct Expenditure on Institutions by Management

Management	1958-59		1959-60		Percentage increase (+) or decrease (—)
	Amount	Percentage	Amount	Percentage	
1	2	3	4	5	6
	Rs.		Rs.		
Government	60,13,31,656	29.6	64,73,73,579	28.4	7.7
District Boards	40,12,19,044	19.7	48,39,82,029	21.3	20.6
Municipal Boards	12,34,80,310	6.1	14,20,78,671	6.2	15.1
<i>Private Bodies—</i>					
Aided	82,10,32,637	40.4	91,16,62,425	40.1	11.0
Unaided	8,55,20,821	4.2	9,12,09,970	4.0	6.7
TOTAL	2,03,25,84,468	100.0	2,27,63,06,674	10.00	12.0

EXPENDITURE ON EDUCATION BY HEADS OF CHARGE



It will be seen that Government schools and colleges which formed 21.4 per cent of the total number of institutions claimed 28.4 per cent of the total direct expenditure, the institutions under local boards which formed 46.4 per cent of the total number of institutions accounted for 27.5 per cent of the total direct expenditure, while those under private managements, which were 32.2 per cent of the total number of institutions, claimed 44.1 per cent of the total direct expenditure.

As already stated, government contributed Rs. 202.30 crores to the total expenditure on recognised educational institutions. Its allocation to various types of institutions is given in Table XII. To facilitate comparison, figures for the preceding year have also been tabulated. This table shows that primary schools claimed the largest slice (27.8 per cent) of the total money spent on education by government. Next come secondary schools with a share of 27.0 per cent of the government expenditure, followed by buildings (13.0 per cent), university, boards and colleges (12.1 per cent) and scholarships (7.0 per cent). Pre-Primary schools, schools for vocational and special education direction & inspection, etc., accounted for the remaining expenditure.

The State-wise details of expenditure on education for the years 1958-59 and 1959-60 are given in Table XIII. As in the previous year, Bombay, among the States, Bombay reported the highest expenditure (Rs. 57.77 crores), followed by Uttar Pradesh (Rs. 35.87 crores), West Bengal (Rs. 32.01 crores), Madras (Rs. 28.39 crores) and Andhra Pradesh (Rs. 22.30 crores). In other States educational expenditure was less than Rs. 19 crores, the least being Rs. 6.22 crores in Orissa. Among the Union Territories, the highest and the lowest expenditure was reported by Delhi (8.97 crores) and L. M. & A. Islands (0.03 crores) respectively.

Increase in the expenditure, although uneven, was shared by all the States and Union Territories except N. E. F. A. where the decrease was due mainly to lesser expenditure having been incurred on the construction of buildings on account of lack of materials and difficulties of communication. On percentage basis, the highest increase in the expenditure among the States was reported by Andhra Pradesh (20.0 per cent), followed by Rajasthan (18.3 per cent), Jammu & Kashmir (17.4 per cent), Bombay (16.8 per cent) Punjab (15.3 per cent) and Bihar (15.1 per cent). In other States, it ranged from 7.2 per cent in Uttar Pradesh to 11.9 per cent in Mysore. Among the Union Territories, the highest increase was reported by Manipur (57.7 per cent), followed by A. & N. Islands (42.6 per cent), L. M. & A. Islands (34.4 per cent), Himachal Pradesh (26.3 per cent) and Delhi (23.9 per cent), and the lowest 14.4 per cent in Pondicherry.

Figures in cols. (10) to (14) of Table XIII show the percentage of expenditure on education met from different sources in various States and Union Territories. The contribution by Government among the States was the highest in Jammu & Kashmir (93.6 per cent) and the lowest in Uttar Pradesh (56.3 per cent). In other States, it ranged between 80 and 95 per cent in 3 States, between 70 and 80 per cent in another 3 States and between 60 and 70 per cent in 6 States. The all-India average stood at 67.3 per cent. The proportion of expenditure from local boards was nil in Jammu & Kashmir and in other States it ranged from 0.1 per cent in Kerala to 15.6 per cent in Andhra Pradesh. Fees accounted for 26.6 per cent of the expenditure, the highest in West Bengal; its lowest contribution being in Jammu & Kashmir (3.8 per cent.) The contribution of endowments and other sources varied

Table XII—Distribution of Government Expenditure on Education

Item	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage of Total Expenditure
1	2	3	4	5
	Rs.		Rs.	
Institutions for Men	1,61,83,55,174	91.1	1,84,14,69,392	91.0
Institutions for Women	15,71,98,098	8.9	18,15,56,422	9.0
TOTAL	1,77,55,53,272	100.0	2,02,30,25,814	100.0
Universities	5,68,50,811	3.2	5,68,34,812	2.8
Boards of Secondary and/ or Intermediate Educa- tion	4,00,144	0.0	2,81,561	0.0
Research Institutions	2,33,46,546	1.3	2,41,93,177	1.2
Arts & Science Colleges	5,56,71,319	3.1	6,81,48,022	3.4
Professional Colleges	7,59,51,854	4.3	9,14,96,442	4.5
Special Education Colleges	40,60,862	0.2	43,99,323	0.2
High & Higher Secondary Schools	24,12,32,444	13.6	28,79,88,797	14.2
Middle Schools	23,35,13,918	13.2	25,83,75,406	12.8
Primary Schools	51,77,74,892	29.2	56,31,20,637	27.8
Pre-Primary Schools	12,37,387	0.1	12,30,439	0.1
Vocational Schools	6,29,94,002	3.5	7,16,17,245	3.5
Special Education Schools	1,91,50,710	1.1	2,01,87,174	1.0
Direction and Inspection	5,51,17,207	3.1	6,20,06,396	3.1
Scholarships	11,74,97,802	6.6	14,09,88,913	7.0
Hostel Charges	1,25,37,385	0.7	1,33,01,977	0.7
Buildings	21,00,53,836	11.8	26,39,67,150	13.0
Miscellaneous	8,81,62,153	5.0	9,48,88,343	4.7
GRAND TOTAL	1,77,55,53,272	100.0	2,02,30,25,814	100.0

from 2.6 per cent in Jammu & Kashmir to 12.5 per cent each in Punjab and Uttar Pradesh. In the Union Territories, cent per cent expenditure was borne by Government in A. & N. Islands, L. M. & A. Islands and N. E. F. A., 94.5 per cent in Tripura, 94.3 per cent in Himachal Pradesh, 89.4 per cent in Pondicherry, 60.7 per cent in Delhi and the lowest (30.6 per cent) in Manipur. Local boards contributed only in three Union Territories, namely, Manipur (55.4 per cent) Delhi (16.7 per cent) and Himachal Pradesh (1.9 per cent) while the share of fees ranged from 2.4 per cent in Himachal Pradesh to 16.5 per cent in Delhi. Endowments and other sources played a minor part in educational expenditure in the Union Territories and their proportion ranged from 1.4 per cent in Himachal Pradesh to 6.7 per cent in Manipur.

The average annual cost per pupil increased from Rs. 64.2 to Rs. 67.5. It was the highest among the States in West Bengal (Rs. 83.1) and the lowest in Bihar (Rs. 46.3). Among the Union Territories, the highest and the lowest cost per student was reported by N. E. F. A. (Rs. 308.3) and Manipur (Rs. 48.4) respectively.

The average *per capita* expenditure on education in different States is shown in col. (17) of Table XIII. The all-India average stood at Rs. 7.0 and was exceeded in 5 States and 5 Union Territories. In States, the average *per capita* expenditure ranged from Rs. 3.6 in Orissa to Rs. 10.3 in Kerala. In the Union Territories, it was the highest in Delhi (Rs. 34.6) and the lowest in Himachal Pradesh (Rs. 6.4).

Table XIII—Expenditure on Education By States

State	On Institutions for Boys		On Institutions for Girls		Total		Increase (+) or Decrease (—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Amount	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	17,36,00,716	20,79,98,298	1,21,60,204	1,49,62,327	18,57,60,920	22,29,60,625	+ 3,71,99,765	+ 20·0
Assam	6,40,40,305	6,98,23,934	54,53,846	57,59,229	6,94,94,151	7,55,83,163	+ 60,89,012	+ 8·8
Bihar	15,32,02,451	17,67,96,306	1,15,35,679	1,28,93,325	16,47,38,130	18,96,89,631	+ 2,49,51,501	+ 15·1
Bombay—								
Maharashtra	44,19,71,846	36,18,79,297	5,26,16,795	4,65,54,733	49,45,88,641	40,84,34,030	+ 8,31,01,498	+ 16·8
Gujarat	*	15,15,64,229	*	1,76,91,8E0	*	16,92,56,109	*	*
Jammu & Kashmir	1,32,03,183	1,56,18,796	24,98,300	28,12,155	1,57,01,483	1,84,30,951	+ 27,29,468	+ 17·4
Kerala	14,96,60,635	16,07,71,512	83,92,819	99,94,439	15,80,53,454	17,07,65,951	+ 1,27,12,497	+ 8·0
Madhya Pradesh	13,80,45,271	15,26,96,939	1,77,20,530	1,79,47,655	15,57,65,801	17,06,44,594	+ 1,48,78,793	+ 9·6
Madras	23,86,70,762	25,93,56,488	2,17,43,062	2,45,22,079	26,04,13,824	28,38,78,567	+ 2,34,64,743	+ 9·0
Mysore	13,08,21,385	14,84,24,750	1,42,72,346	1,59,03,841	14,50,93,731	16,23,28,591	+ 1,72,34,860	+ 11·9
Ori sa	5,50,61,562	5,93,36,594	26,55,202	28,89,526	5,77,16,764	6,22,26,120	+ 45,09,356	+ 7·8
Punjab	12,28,06,413	14,09,81,077	2,09,56,156	2,48,16,572	14,37,62,569	16,57,97,649	+ 2,20,35,080	+ 15·3
Rajasthan	7,53,87,277	8,99,96,110	84,44,605	91,71,070	8,38,31,882	9,91,67,180	+ 1,53,35,298	+ 18·3
Uttar Pradesh	30,22,77,418	32,25,39,245	3,24,57,341	3,61,89,100	33,47,34,759	35,67,28,345	+ 2,39,93,586	+ 7·2
West Bengal	25,47,47,462	28,00,61,863	3,51,30,562	4,00,10,464	28,98,78,624	32,00,72,327	+ 3,01,94,303	+ 10·4
A. & N. Islands	5,63,010	6,57,027	24,396	1,80,855	5,87,406	8,37,882	+ 2,50,476	+ 42·6
Delhi	5,49,21,738	6,95,31,316	1,74,75,920	2,01,84,503	7,23,97,658	8,97,15,819	+ 1,73,18,161	+ 23·9
Himachal Pradesh	63,59,897	79,95,514	3,02,714	4,16,769	66,62,611	84,12,263	+ 17,49,672	+ 26·3
L.M. & A. Islands	2,50,526	3,30,357	..	6,325	2,50,526	3,36,682	+ 86,156	+ 34·4
Manipur	43,49,227	67,29,824	2,53,126	5,28,334	46,02,353	72,58,158	+ 26,55,805	+ 57·7
N. E. F. A.	22,40,923	19,92,628	..	..	22,40,923	19,92,028	— 2,48,895	— 11·1
Tripura	1,06,18,052	1,23,66,980	9,77,147	9,07,542	1,15,95,199	1,32,74,522	+ 16,79,323	+ 14·5
Pondicherry	31,62,466	36,41,648	4,89,793	5,36,168	36,52,259	41,77,816	+ 5,25,557	+ 14·4
TOTAL	2,39,59,62,525	2,70,10,90,132	26,55,60,543	30,28,78,891	2,66,15,23,068	3,00,39,69,023	+ 34,24,45,955	+ 11·4

*Included in Maharashtra.

COST PER CAPITA (OF POPULATION) ON EDUCATION

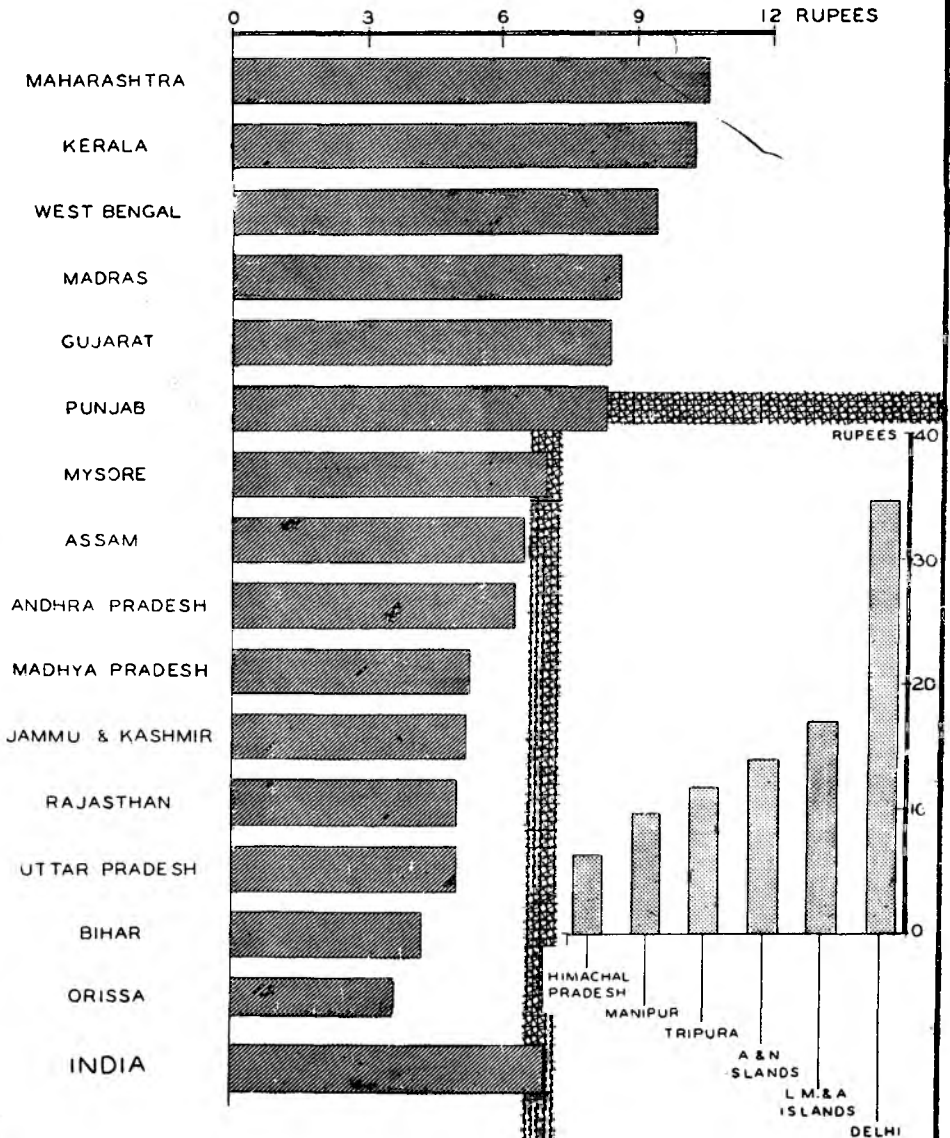


Table XIII—Expenditure on Education By States—(Contd.)

State	Percentage of Expenditure met from					Average Annual Cost per Pupil		Expenditure per Capita
	Government Funds	Local Board Funds	Fees	Endowments	Other Sources	1958-59	1959-60	
	10	11	12	13	14	15	16	17
Andhra Pradesh	65.5	15.6	11.6	4.4	2.9	56.0	63.6	6.3
Assam	75.6	0.4	18.3	4.1	1.6	52.8	52.5	6.5
Bihar	67.7	2.3	20.9	1.5	7.6	45.9	46.3	4.2
Bombay—								
Maharashtra	60.7	8.6	22.3	0.6	7.8	67.3	79.3	10.6
Gujarat	67.3	8.3	17.1	1.4	5.9	62.3	62.3	8.4
Jammu & Kashmir	93.6	..	3.8	0.5	2.1	60.0	65.0	5.3
Kerala	85.9	0.1	10.4	0.1	3.5	51.3	53.8	10.3
Madhya Pradesh	80.7	5.0	8.2	1.7	4.4	71.0	70.9	5.4
Madras	61.4	11.9	14.7	11.3	0.7	66.0	68.2	8.6
Mysore	74.5	5.2	12.9	0.6	6.8	54.2	58.7	7.0
Orissa	79.3	0.8	10.5	4.6	4.8	51.3	46.5	3.6
Punjab	67.6	0.4	19.5	8.7	3.8	73.0	81.8	8.3
Rajasthan	85.5	0.4	8.2	4.4	1.5	74.2	71.0	5.0
Uttar Pradesh	56.3	7.8	23.4	1.2	11.3	66.9	67.1	5.0
West Bengal	62.6	2.9	26.6	2.4	5.5	78.7	83.1	9.4
A. & N. Islands	100.0	..	..	..	..	136.7	156.6	14.0
Delhi	60.7	16.7	16.5	1.2	4.9	184.0	201.4	34.6
Himachal Pradesh	94.3	1.9	2.4	0.3	1.1	72.1	83.3	6.4
L. M. & A. Islands	100.0	..	..	..	..	86.8	90.4	17.0
Manipur	30.6	55.4	7.3	5.8	0.9	32.7	43.4	9.6
N. E. F. A.	100.0	..	..	..	..	397.8	308.3	N.A.
Tripura	94.5	..	3.9	0.8	0.8	101.5	116.8	11.8
Pondicherry	89.4	..	8.6	1.6	0.4	90.1	98.8	N.A.
TOTAL	67.3	6.6	17.5	3.1	5.5	64.2	67.5	7.0

59.60

CHAPTER II

EDUCATIONAL ORGANISATION AND PERSONNEL

This chapter deals with main developments which took place at the Centre and in the States and Union Territories during the year under report, in (a) Educational Organisation, (b) Educational Services and (c) Directorate and Inspectorate of Education.

Educational Organisation

In pursuance of a decision of the Government of India to implement the national discipline scheme, a Directorate of National Discipline Scheme, having the status of a subordinate office, was established in the Ministry of Education on 15th September, 1959. The National Institute of Audio-Visual Education, hitherto functioning as a unit of the Ministry of Education, was established as a separate organisation of the status of a subordinate office of the Ministry with effect from 1st December, 1959. It was also decided to set up a Hindi Directorate as a separate organisation of the status of a subordinate office, to deal with the work which was formerly done in the Hindi Division of the Ministry.

Except for the States of Andhra Pradesh, Bihar and Kerala, no major change was reported in the educational organisation in the States. In Andhra Pradesh, educational districts were reorganised and four new District Educational Officer's offices were opened with headquarter at Vijayanagaram, Tanuku-Adoni and Kanigiri. In Bihar, the posts of the Divisional Inspector of Schools were redesignated as Regional Deputy Director of Education. In Kerala, the office of the Director of Public Instruction was reorganised with effect from 1st February, 1960, with the intention of bringing about better administration. Posts of Additional Director of Public Instruction, Director of Text-Books and Examination and Deputy Director of Collegiate Education were abolished and the posts of Joint Director of Public Instruction and Deputy Director of Public Instruction (Social and General) were created. The Text-Books and Examination Branch, which was under a separate Director, was brought under the office of the Director of Public Instruction.

Educational Services

As hitherto, the Educational Services in almost all the States consisted of two broad categories, *viz.*, (i) State Educational Services, generally divided into Class I and Class II and (ii) Subordinate Educational Services divided into different classes with different scales of pay.

The total strength of the State Educational Services (including equivalent posts where no such services existed) increased during 1959-60 from 10,064 to 11,682. Of these, 1,204 posts were in class I and 10,478 posts in class II. Of the total, 1,550 posts (13.3 per cent) were meant for women, their break up in respect of class I and class II being 83 (6.9 per cent) and 1,467 (14.0 per cent).

The detailed distribution of these posts is given in table XIV below :

Table XIV—Strength of State Educational Services according to Branches

Branches	Class I		Class II		Total
	Men	Women	Men	Women	
Direction and Inspection	263	24	937	121	1,345
Collegiate	752	52	5,905	865	7,574
School	50	7	1,882	467	2,406
Others	56	..	287	14	357
TOTAL	1,121	83	9,011	1,467	11,682

Of the 1,204 class I posts, 372 were filled by direct recruitment, 660 by promotion and 95 by officiating arrangements, while 77 were vacant or held in abeyance. The corresponding distribution of class II posts was 4,436; 4,707; 818 and 517 respectively.

It will also be seen that among all the States, Madhya Pradesh had the largest Educational Service having 2,581 posts in its both classes. It was followed by Rajasthan (1,677 posts), Kerala (1,245 posts), Bombay (1,128 posts) and West Bengal (1,000 posts). Leaving Bihar and Orissa which had 681 and 515 posts respectively in their Service, the strength of the Educational Service in other States and Union Territories was less than 500 each, L.M. & A. Islands having no Service at all.

Class I of the Educational Service was also the largest in Madhya Pradesh (220 posts), Bombay (212 posts) following it closely on its heels. The total country-wide strength of class I posts was about 10 per cent of the total strength of all the Educational Services. In this regard, Assam with 35.3 per cent posts in class I topped the list, Mysore (27.0) per cent, U.P. (22.6 per cent), Himachal Pradesh (18.9 per cent), Bombay (18.8 per cent), Madras (17.5 per cent) and Punjab (15.0 per cent) coming next in order. Bihar (14.8 per cent), West Bengal (11.1 per cent) and N.E.F.A. (10.0 per cent) were the only other States which were near the national average.

Direction and Inspection

With the rapid increase in the number of educational institutions as a result of educational development under the five year plans, the strength of Directorate and Inspectorate increased in varying degrees in almost all the States. A detailed statement in regard to the strength of the staff for direction and inspection in the different States, the minimum educational qualification laid down for these posts, the scales of pay and the duties assigned to them are given in Appendix A of Vol. II of this Report.

The total expenditure on Direction and Inspection increased by Rs. 75.59 lakhs to Rs. 6.44 crores during the year under review. It constituted 2.1 per cent of the total expenditure on education, as during the previous year. Of the total expenditure on Direction and Inspection, 96.3 per cent was met from Government funds, 3.3 per cent from local board funds, 0.2 per cent from fees and 0.2 per cent from other sources.

The details of expenditure on Direction and Inspection in the various States during 1959-60 are given in Table XVI. Except Madhya Pradesh, where the expenditure declined slightly, the expenditure on this account increased in all the States. The highest increase was reported by Bihar (Rs. 18.18 lakhs) followed by Kerala (Rs. 11.44 lakhs), Andhra Pradesh (Rs. 10.92 lakhs), West Bengal (Rs. 8.12 lakhs), Uttar Pradesh (Rs. 5.86 lakhs), Madras (Rs. 4.60 lakhs), Assam (Rs. 3.45 lakhs), Punjab (Rs. 2.44 lakhs) and Mysore (Rs. 2.26 lakhs). In other States, it was less than Rs. One lakh each. Among the Union Territories, Delhi reported the highest increase of Rs. 3.66 lakhs, other significant increases being reported by Tripura (Rs. 2.01 lakhs) and Manipur (Rs. 1.69 lakhs). In absolute terms, the highest expenditure on Direction and Inspection among States, was reported, as usual, by Uttar Pradesh (Rs. 90.17 lakhs) and the lowest by Jammu and Kashmir (Rs. 7.42 lakhs). Among Union Territories, the highest and the lowest positions were occupied by Delhi (Rs. 8.52 lakhs) and L. M. & A. Islands (Rs. 0.15 lakhs) respectively.

Figures in col. (8) of Table XVI indicate the percentage of expenditure on Direction and Inspection to the total expenditure on education during 1959-60. It varied from 4.0 per cent in Bihar and Jammu & Kashmir to 1.1 per cent in West Bengal among the States and from 14.3 per cent in N.E.F.A. to 0.9 per cent in Delhi among the Union Territories.

Figures in cols. (9) to (12) of the same table show the extent of expenditure on direction and inspection met from different sources in the various States. It will be seen that except Andhra Pradesh, Assam, Bihar, Bombay, Madras, Uttar Pradesh, West Bengal, Delhi and Manipur, the entire expenditure in all the States and Union Territories was met from Government funds.

Table XV—State Educational Service—Class I & Class II

State	Total No. of posts			Number of posts held by									Number of posts vacant or held in Abeyance			
	Men	Women	All persons	Direct Recruitment			Promoted Officers			Officiating Hands			Men	Women	All persons	
				Men	Women	All persons	Men	Women	All persons	Men	Women	All persons				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Andhra Pradesh	I	25	5	30	1	..	1	23	5	28	..	..	..	1	..	1
	II	307	59	366	30	4	34	263	54	317	..	..	..	14	1	15
Assam	I	53	1	54	7	..	7	44	1	45	..	..	..	2	..	2
	II	97	2	99	78	1	79	5	1	6	1	..	1	13	..	13
Bihar	I	96	5	101	27	1	28	55	4	59	2	..	2	12	..	12
	II	514	66	580	257	30	287	144	20	164	11	1	12	102	15	117
Bombay— Maharashtra	I	169	12	181	67	5	72	57	4	61	18	3	21	27	..	27
	II	651	70	721	358	30	388	214	38	252	38	2	40	41	..	41
Gujarat	I	30	1	31	16	1	17	12	..	12	..	..	..	2	..	2
	II	176	19	195	25	5	30	133	14	147	..	..	..	18	..	18
Jammu & Kashmir	I	1	..	1	..	..	..	1	..	1	..	..	..	..	..	..
	II	396	80	476	12	..	12	384	80	464	..	..	..	..	..	..
Kerala	I	102	8	110	14	1	15	81	7	88	7	..	7	26	..	..
	II	861	274	1,135	372	133	505	427	128	555	36	1	37	..	12	38
Madhya Pradesh	I	208	12	220	53	3	56	118	6	124	22	3	25	15	..	15
	II	2,109	252	2,361	670	71	741	1,027	102	1,129	267	61	328	145	18	163

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

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Madras	I	46	4	50	7	1	8	22	1	23	15	2	17	2	2
	II	195	40	235	26	5	31	107	21	128	53	14	67	9	9
Mysore	I	123	5	128	51	3	54	51	2	53	12	..	12	9	9
	II	310	36	346	64	9	73	172	27	199	40	..	40	34	34
Orissa	I	37	2	39	2	..	2	32	2	34	2	..	2	1	1
	II	440	36	476	363	24	387	57	12	69	7	..	7	13	13
Punjab	I	42	12	54	7	1	8	33	11	44	..	..	..	2	2
	II	252	55	307	42	12	54	188	42	230	..	..	..	22	23
Rajasthan	I	2	..	2	..	..	..	2	..	2	..	..	..	..	..
	II	1,454	221	1,675	909	143	1,052	545	78	623	..	..	..	..	..
Uttar Pradesh	I	69	8	77	35	4	39	29	4	33	2	..	2	3	3
	II	225	38	263	108	9	117	63	10	73	50	18	68	4	5
West Bengal	I	104	7	..	50	5	55	48	2	50	5	..	5	1	1
	II	742	147	889	416	91	507	252	42	294	70	13	83	4	5
A. & N. Islands	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	1	..	1	..	..	..	..	..	..	..	..	1	..	1

Delhi	I	1	..	1	1	..	1	..	..	..	..	..	..	..	..	..
	II	99	62	161	20	18	38	1	2	3	78	42	120	..	..	..
Himachal Pradesh	I	7	..	7	5	..	5	..	..	2	..	2	..	..	..	..
	II	29	1	30	7	1	8	8	..	8	12	..	12	2	..	2
Manipur	I	2	..	2	2	..	2	..	..	..	..	..	..	..	..	..
	II	63	3	66	38	2	40	21	1	22	..	..	..	4	..	4
N.E.F.A.	I	1	1	2	1	..	1	..	1	1	..	..	..	..	..	..
	II	17	1	18	8	1	9	8	..	8	..	..	..	1	..	1
Tripura	I	3	..	3	1	..	1	2	..	2	..	..	..	..	..	..
	II	70	5	75	40	4	44	12	1	13	3	..	3	15	..	15
Pondicherry	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	II	3	..	3	..	..	..	3	..	3	..	..	..	..	..	..
INDIA	I	1,121	83	1,204	347	25	372	610	50	660	87	8	95	77	..	77
	II	9,011	1,467	10,478	3,843	593	4,436	4,034	673	4,707	666	152	818	468	49	517

Table XVI—Expenditure on Direction and Inspection

State	On Direction †		On Inspection		Total		Percentage of total expenditure on Education 1959-60	Percentage of Expenditure on Direction and Inspection (1959-60) met from			
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60		Govt. funds	L.B. funds	Fees	Other Sources
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.					
Andhra Pradesh	7,95,794	10,25,301	33,59,702	42,22,255	41,55,496	52,47,556	2.4	97.3	..	2.7	..
Assam	4,28,400	4,75,440	17,43,060	20,41,078	21,71,460	25,16,518	3.5	99.9	0.1	..	..
Bihar	4,82,553	8,67,331	51,99,697	66,32,974	56,82,250	75,00,305	4.0	97.1	1.3	..	1.6
Bombay	15,10,912	12,56,840	56,12,822	66,80,468	71,23,734	49,37,308	1.2	99.5	0.5	..	..
{ Maharashtra	*	4,99,816	*	17,79,265	*	22,79,081	1.3	99.6	0.4	..	..
{ Gujarat											
Jammu & Kashmir	1,96,600	2,02,950	5,33,000	5,39,400	7,29,600	7,42,350	4.0	100.0	..	..	..
Kerala	9,75,526	18,75,864	23,56,417	26,00,338	33,31,943	44,76,202	2.6	100.0	..	..	..
Madhya Pradesh	9,80,076	12,02,799	30,61,425	28,16,687	40,41,501	40,19,486	2.4	100.0	..	..	..
Madras	11,80,362	9,97,868	34,14,663	40,57,450	45,95,025	50,55,318	1.8	81.4	18.6	..	..
Mysore	7,93,234	8,48,504	28,19,304	29,90,117	36,12,538	38,38,621	2.4	100.0	..	..	..
Orissa	3,07,705	3,81,099	12,08,172	11,72,242	15,15,877	15,53,341	2.5	100.0	..	..	..
Punjab	8,38,450	17,57,126	29,23,534	22,49,676	37,61,984	40,06,802	2.4	100.0	..	..	..
Rajasthan	7,85,365	12,14,181	19,68,590	16,29,632	27,53,955	28,43,813	2.9	100.0	..	..	..
Uttar Pradesh	30,25,126	35,79,694	54,05,188	54,37,216	84,30,314	90,16,910	2.5	93.2	6.8	..	0.0
West Bengal	4,22,447	10,60,301	23,98,890	25,72,646	28,21,337	36,32,947	1.1	98.9	1.1	..	..
A. & N. Islands.	25,566	25,461	5,834	844	31,400	26,305	3.1	100.0	..	..	..
Delhi	3,64,894	4,18,278	1,20,626	4,33,543	4,85,520	8,51,821	0.9	61.5	38.5	..	..
Himachal Pradesh	17,206	37,358	3,41,615	2,05,077	3,58,821	2,42,435	2.9	100.0	..	..	..
L. M. & A. Islands	3,336	4,360	4,913	10,579	8,249	14,939	4.4	100.0	..	..	..
Manipur	2,69,230‡	4,38,306‡	..	..	2,69,230	4,38,306	6.0	81.8	18.2	..	..
N.E.F.A.	2,00,962	2,21,110	98,597	63,54	2,99,559	2,84,655	14.3	100.0	..	..	..
Tripura	2,07,687	2,72,596	3,73,496	5,09,545	5,81,183	7,82,141	5.9	100.0	..	..	..
Pondicherry	75,639	76,982	12,271	24,240	87,910	1,01,222	2.4	100.0	..	..	..
INDIA	1,38,87,070	1,87,39,565	4,29,61,816	4,56,68,817	5,68,48,886	6,44,08,382	2.1	96.3	3.3	0.2	0.2

*Figures included in Maharashtra. †Includes expenditure on Inspection of Girls Schools. ‡Includes expenditure on Inspection also.

CHAPTER III

PRIMARY EDUCATION

During the year under review, primary education made a tangible advance in both directions, *viz.*, rapid expansion of facilities and the improvement of quality. The first was sought to be achieved mainly by providing school places where they were either inadequate or non-existent and through concerted enrolment drives and the latter was attempted by improving the quality of teachers, syllabi and textbooks and by providing buildings, equipment and welfare services like mid-day meals.

Last year, the Educational Panel of the Planning Commission, after carefully considering the various difficulties involved in the realisation of the constitutional directive of introducing free and compulsory education for all children upto the age of 14 years by 1960, had, *inter alia*, recommended that the first stage of providing compulsory education should be limited to the age group 6-11 years and that it should be reached by 1965-66. This recommendation was endorsed by the Conference of State Education Ministers and the Central Advisory Board of Education and eventually approved, in principle, by the Government of India. On the basis of estimates furnished by the States and Union Territories, this programme was expected to cost about Rs. 300 crores during the third Plan period.

As a preliminary measure for the implementation of this programme, the Ministry of Education formulated a scheme for increasing the output of trained teachers during the third Plan. This envisaged increasing the intake of the existing training institutions and opening additional institutions, where necessary, and Central assistance on a hundred per cent basis was offered to the State Governments and Union Territories for the purpose. By the end of the year, administrative approval for an expenditure of about Rs. 2.74 crores was issued to the States.

A model legislation for compulsory education was prepared and placed before the All-India Council for Elementary Education for consideration. The Government of India, being responsible for the administration of the Union Territories decided to introduce a bill in Parliament for Compulsory Education in Union Territory of Delhi. A draft bill drawn up for the purpose was finalised.

In view of rapid expansion of primary education in the last few years and the enormous expansion proposed for the third Plan period, school buildings assumed special significance. In order, therefore, to explore the possibilities of having cheap but functional school buildings, a technical team, consisting of an U.S. expert, an Indian architect and an officer of the Ministry of Education, was formed about two years ago. This team, after careful study of the problem and discussions with the State Governments submitted its report during the year. The team also produced certain literature, such as flip-books, illustrating the idea of nucleus approach to the solution of the problem which it recommended. This literature was distributed all over the country with the object of stimulating interest in and emphasising the importance of careful and systematic planning in the construction of school houses. Film-strips were also prepared embodying the idea suggested in the

books and copies of these were supplied to all the State Governments and Union Territories for exhibition. In addition, nucleus libraries were set up in the States and Union Territories for consultation purposes where books and materials, having exclusive bearing on the subject, were made available as gift from abroad.

Main Developments

A brief account of the main developments in primary education in States is given below :

Andhra Pradesh

The scheme of taking over of aided elementary schools by government was completed in all the districts of Andhra area.

The State Government sanctioned a special scheme by which the powers to appoint and punish teachers in aided elementary schools was taken away from the managers and vested with the District Educational Officers. This scheme was enforced in the Rajahmundry educational district on an experimental basis.

The State Department of Education took effective steps to get the primary books printed by the Government. Consequently, all books of primary stage in Telugu (except reader III) and subject books for classes I and IV had been covered by the nationalisation scheme.

Under the scheme to relieve educated unemployment, 1,600 teachers (880 in Andhra area and 720 in Telangana area) and 30 Deputy Inspectors (15 in each area) were sanctioned. The year also witnessed the opening of 1,482 elementary schools in the State (1,018 in the Andhra area and 464 in the Telangana area).

Assam

In order to step up the conversion of elementary schools to the basic pattern, facilities for the training of teachers were extended. Efforts were also made to improve the economic condition of teachers.

Bihar

A large number of new primary schools had to be opened during the year to meet the growing demand for school places created as a result of the successful enrolment drives launched by the State.

The State Government sanctioned a sum of Rs. 50 lakhs for the improvement of the scales of pay of primary and middle school teachers.

In order to encourage local contribution for the construction of school buildings, the donation of land at the minimum rate of one acre per school was reduced by 50 per cent. Similarly, the proportion of the local cash contribution was reduced from 50 per cent to 33½ per cent of the cost (16½ per cent in the case of backward areas).

Bombay

The Government was actually considering the recommendation of the Integration Committee for Primary Education for initiating measures for the unification and integration of Primary Education in all its aspects—academic, administrative, personnel and other concomitants.

Jammu & Kashmir

Two Orientation Courses and three refresher courses were organised for the benefit of freshly recruited teachers in the primary schools.

Kerala

The scheme of noon feeding of children of lower primary classes was extended to the revenue districts of Alleppey and Kozhikode. Eighty per cent of the cost of this programme was met by Government and 20 per cent by local contribution collected through local feeding committees.

Under the centrally sponsored scheme of improving science teaching in primary classes, a Science Consultant was appointed. One hundred and twenty primary schools within a radius of five miles from Trivandrum city were brought under the scheme. A seminar-cum-refresher course for teachers of primary schools was conducted by the Consultant during the year.

Madras

To cope with the increasing demand for educational facilities at the primary stage, the State Government opened about 2,000 additional classes during the year, thus exceeding the target by more than 250 classes. These additional classes enrolled about 1.20 lakh children. The scheme for the relief of educated unemployment was continued and 2,384 teachers and 24 inspecting officers were appointed under it during the year.

The centrally sponsored scheme of improving science teaching at the elementary stage was taken up for implementation in the state. Accordingly, a Science Consultant was appointed.

Revised syllabus for the integrated elementary course, comprising standards I to VII, was introduced in standard IV of elementary and secondary schools.

The pension scheme, originally made applicable to L. T. Assistants and others from 1st April 1958, was given retrospective effect from 1st April, 1955. But pension to those teachers who retired between 1st April, 1955 and 31st March, 1958 was payable only from 1st April, 1958. The scheme was also extended to teachers who attained the age of superannuation before the crucial date *i.e.* 1st April, 1955 but who were in service on the crucial date irrespective of the fact that their service beyond the date of superannuation was continuous or not.

During the year, changes were effected in the rules for grants to the district boards for elementary education. Hitherto district boards were given various grants towards the expenditure on elementary education. But from the year 1959-60, a consolidated grant equal to the net expenditure on elementary education over and above the receipts from (i) education cess (ii) contribution from general account and (iii) Central Government grant, was to be paid to all district boards except Tanjavur district board where the excess of expenditure over receipts was to be met by additional contribution from central account of increase in the rate of education cess.

To improve the teaching of English in elementary schools, a scheme for conducting training courses was sanctioned. Under this scheme, 2 or 3 graduate teachers from each high school were to be given training in primary courses in batches of 50, after which they were required to conduct training courses for teachers of English in standard V of elementary schools.

Mysore

The seven-year integrated syllabus for primary schools was introduced in standards I and II of both basic and non-basic schools in the State. In order to discuss among other things the integrated curriculum, sanction was accorded for conducting seminars for primary school teachers at each district headquarter and each centre having 50 teachers.

In connection with the expansion of primary education in the State and with a view to relieving educated unemployment, about 1,400 additional teachers were sanctioned for opening new schools, upgrading the existing schools or strengthening the overcrowded primary schools. Further, 1,000 additional teachers were sanctioned to the district school boards for the continuance of the programme of compulsory education in the State.

Orissa

Under the scheme to relieve educated unemployment, 2,000 single-teacher primary schools were opened. Besides, 1,000 additional teachers were appointed in the existing primary schools in which the enrolment showed an appreciable increase. As a special measure for the expansion of girls' education, 400 school mothers were appointed in primary schools for boys having a substantial number of girl students on rolls.

With a view to making available sufficient number of women teachers for primary schools, provision was made to train school mothers, untrained undergraduate women teachers and adult women.

Under the scheme entitled "Expanded Nutrition Programme" undertaken by the Community Development Department, 80 primary school teachers from 16 national extension service blocks were deputed for one-month training in gardening in December, 1959.

Punjab

With a view to relieving educated unemployment and expanding facilities for primary education in the State, Government opened about 600 single-teacher primary schools and converted an equal number of single-teacher schools to two-teacher schools. All the new schools were primarily meant for girls and were opened in school-less villages.

In pursuance of the decision to raise all primary schools to five-year duration, class V was added to 600 four-year primary schools during the year.

With the expansion of educational facilities in the State, the work load on inspecting staff became considerably heavy. In order, therefore, to make supervision and inspection of primary schools more efficient, the scheme of providing one Assistant District Inspector of Schools for every 55 primary schools for boys and one Assistant District Inspector of Schools for every 40 primary schools for girls was implemented.

Rajasthan

With the introduction of democratic decentralisation of administration from 2nd October, 1959, all primary schools situated in areas with a population of less than 8,000 were transferred to *Panchayat Samitis* along with their teaching and inspecting staff.

Under the scheme to expand educational facilities in the State and to relieve educated unemployment, about 1,100 primary schools were opened in rural areas. Further, to man the increasing enrolment in the existing primary schools, about 1,000 additional teachers were appointed for additional classes.

Another important development, during the year, was the abolition of all grades for primary school teachers starting below Rs. 50. This was done in pursuance of the policy that no teacher would be appointed in less than Rs. 50—80 grade. Moreover, with the object of improving the salaries of primary school teachers, about 9,000 posts of untrained middle school teachers were converted into those of untrained matric ones.

For effective supervision of primary schools, 30 S. D. I's. were appointed.

The centrally sponsored scheme of improving science teaching in the State was taken up for implementation with the appointment of a Science Consultant at Bikaner.

Uttar Pradesh

In order to meet the growing needs of the newly opened primary schools as regards trained teachers and to prepare the State for rapid expansion of primary education during the third plan period, teacher training facilities were substantially enlarged during the year.

West Bengal

As a measure of improving the service conditions of primary school teachers, the State Government introduced Contributory Provident Fund @ 6½ per cent of the pay for all approved teachers of primary schools under the district school boards. Steps were also taken to amend the rules regarding payment of gratuities to the teachers on retirement or to their legal heirs in case of death while in service. Moreover, provision was made for free tuition of the wards of primary school teachers up to the secondary school stage.

To provide educational facilities in schoolless villages, 240 primary schools with 480 teachers were started. Further, a scheme under the head "Improved Accommodation of Primary Schools" was sanctioned for the improvement of about 3600 units of primary school buildings at a total cost of about Rs. 36 lakhs.

The State Government experienced great hardship in obtaining the services of women teachers for rural areas. As a measure of inducement, 76 units of twin quarters for women teachers in rural areas were sanctioned at an estimated cost of Rs. 4.6 lakhs under the scheme "Essential Accommodation for Women Teachers in Rural Areas", with 50 per cent contribution from the Centre. Further, under the centrally sponsored scheme of "Expansion of Girls' Education", 83 units of twin teachers quarters were sanctioned at an estimated cost of Rs. 50 lakhs, the share of the Government of India being 75 per cent.

A. & N. Islands

To provide additional primary education facilities to the scattered areas of the Islands, 16 new primary schools were opened. Besides, 63 teachers were appointed to strengthen the staff position at the primary stage.

Himachal Pradesh

A pilot project for introducing universal compulsory primary education was started in Renuka tehsil of Sirmur district on experimental basis. Forty-five primary schools were opened under the project.

L. M. & A. Islands

To increase educational facilities in the Islands, 3 primary schools for girls were started.

Manipur

With a view to bringing in educational advancement in Scheduled Castes' areas, 2 single teacher primary schools were started. Fifty school mothers were appointed during the year to look after the cleanliness of school children.

With a view to giving a decent look to the primary schools, a programme was initiated which, *inter alia*, included fencing of the compound, planting green hedge around the compound, growing vegetables, fruit plants, and shady trees and construction of relief map of India and Manipur within the school compound, etc., etc. A competition between primary schools in the valley and hills was later held under its programme when 54 schools in 9 different circles were awarded prizes worth Rs. 5,400.

Tripura

Under the educated unemployed relief scheme, 35 teachers and 2 Sub-Inspectors were appointed.

The Territorial Council undertook a study to investigate the extent of wastage and stagnation at the primary stage.

Pondicherry

To facilitate the spread of education in the interior of the Territory, 20 single-teacher schools were opened. Further, some classes were bifurcated and additional teachers appointed to remove overcrowding. Schools were provided with teaching appliances, furniture and other articles to make instruction more effective.

Scheme of School Classes

The scheme of school classes, during 1959-60, continued to be the same as in the previous year. The duration of the primary course was not uniform in all the states and sometimes, the position differed even within the same state from region to region. This was particularly true about Bombay, Mysore and Pondicherry. By and large, the primary stage in India comprised 5 classes, but in some states it consisted of 4 classes.

Table XVII gives the names of classes comprising the primary stage and the duration of the course in different States.

Table XVII—System of School Classes at Primary Stage

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

Administration and Control

Primary education continued to be administered by one or the other of the following agencies viz. (a) Government—Central or State—(b) Local Bodies—district boards in rural areas and municipal boards in urban areas, territorial councils, etc., and (c) Private Organisations—aided and unaided. Major responsibility of managing these schools, however, rested with the government and local boards in all the States and Union Territories except Bihar, Kerala and Orissa, where private enterprise predominated.

Schools

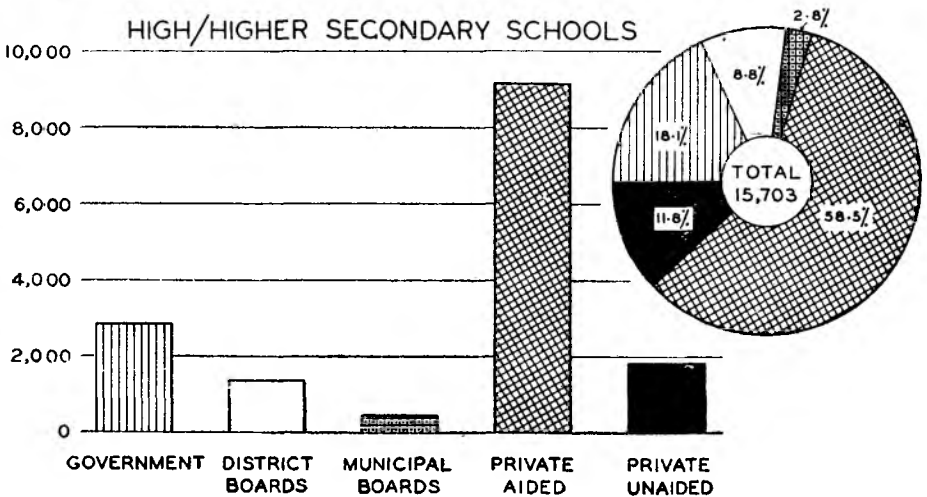
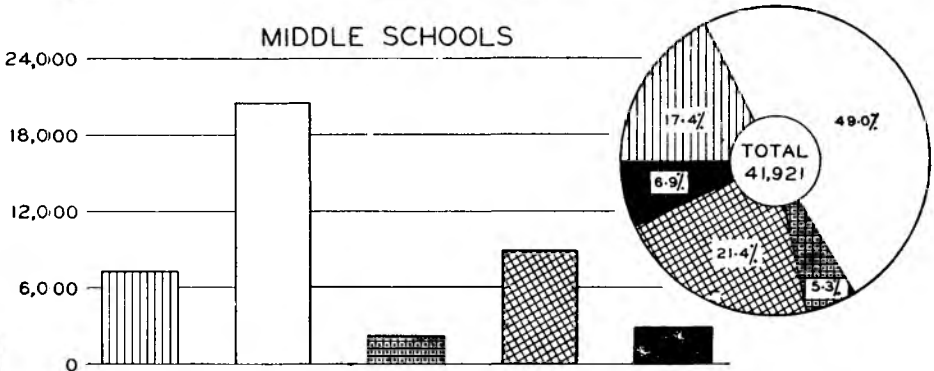
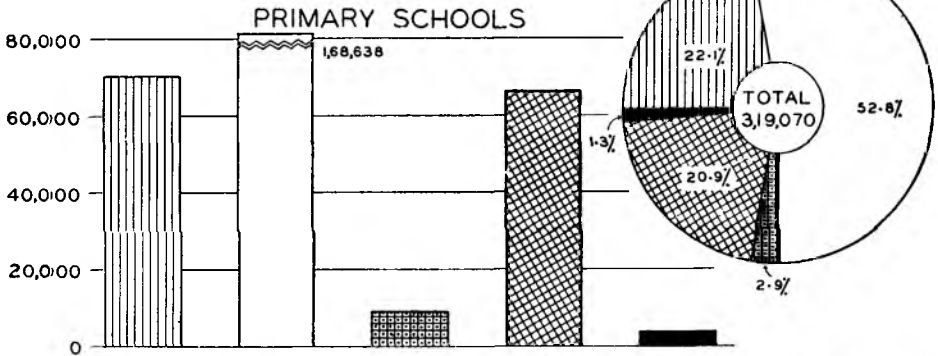
The total number of primary (including junior basic) schools rose from 3,01,564 to 3,19,070, the rate of increase being 5.8 per cent, as against 1.4 per cent during 1958-59. Of these, 3,00,270 schools were for boys (or were co-educational) and 18,800 schools were for girls.

The following table gives the distribution of primary schools under different managements:

Table XVIII—Number of Primary Schools by Management

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	81,939	27.1	70,533	22.1
District Boards	1,39,796	46.4	1,68,638	52.8
Municipal Boards	8,342	2.8	9,217	2.9
Private Bodies—				
Aided	67,779	22.5	66,657	20.9
Unaided	3,708	1.2	4,025	1.3
TOTAL	3,01,564	100.0	3,19,070	100.0

SCHOOLS BY MANAGEMENT 1959-60



GOVERNMENT DISTRICT BOARDS MUNICIPAL BOARDS PRIVATE AIDED PRIVATE UNAIDED

It will be seen that the local boards controlled more than half the number of schools, while the government and the private bodies had more or less an equal share in the management of the rest. As compared to the previous year, the number of schools under the control of district boards, municipal boards, and private unaided bodies increased, during 1959-60, by 20.6 per cent, 10.5 per cent and 8.5 per cent respectively, as against a decrease of 12.4 per cent and 1.7 per cent reported by government schools and private aided schools respectively. This decrease was due to the transfer of a large number of government schools to the control of *Zilla Parishads* and *Panchayat Samitis* in Andhra Pradesh and Rajasthan and to the Territorial Councils in Manipur.

The number of primary schools located in rural areas was 2,88,222 (2,74,587 for boys and 13,635 for girls) and constituted 90.3 per cent of the total number of primary schools. The corresponding percentage for the previous year was 90.0.

Table XIX shows the State-wise distribution of primary schools during 1958-59 and 1959-60. It shows that the number of schools increased in all the States and Union Territories. On percentage basis, the increase was the highest in Rajasthan (16.2%) and the lowest in Kerala (0.7%).

Among the Union Territories, L. M. & A. Islands led with an increase of 42.9 per cent, followed by A. & N. Islands with an increase of 30.9 per cent. The lowest increase among them was reported by Tripura (0.2 per cent).

The percentage given in columns (10) to (14) of Table XIX shows the extent of Government, local boards and private schools in the different States and Union Territories. Among the States, the Government controlled more than half the schools in Jammu & Kashmir (99.6 per cent), Punjab (97.5 per cent), Madhya Pradesh (60.1 per cent) and Mysore (56.6 per cent). In other States, its share varied from 42.0 per cent in Kerala to 0.2 per cent in Bihar. Local boards played a major role in the management of primary schools in the States of Uttar Pradesh (91.0 per cent), Rajasthan (90.1 per cent), Assam (80.1 per cent), Andhra Pradesh (76.9 per cent), Bombay (74.0 per cent) and Madras (67.0 per cent). The share of private bodies predominated only in three States, namely, Bihar (69.0 per cent), Orissa (68.7 per cent) and Kerala (57.9 per cent).

Among the Union Territories, government managed all the schools in A. & N. Islands, L. M. & A. Islands, and N.E.F.A. and 77.1 per cent in Pondicherry. Local Board schools predominated in Delhi (92.3 per cent), Himachal Pradesh (90.7 per cent), Tripura (89.2 per cent) and Manipur (69.4 per cent).

Pupils

During the year under review, the enrolment in recognised primary schools increased by 15,49,506 to 2,59,21,687. This yielded an increase of 6.4 per cent, as against that of 1.7 per cent in the previous year. Of the total enrolment,

Table XIX—Number of Primary Schools by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)		Percentage of Primary Schools (1959-60) Managed by				
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage	Government	Distt. Board	Municipal Board	Private Bodies Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	30,685	32,122	440	434	31,125	32,556	+ 1,431	+ 4.6	14.8	73.6	3.3	8.2	0.1
Assam	12,921	14,344	672	671	13,593	15,015	+ 1,422	+ 10.5	10.0	80.1	..	2.4	7.5
Bihar	28,539	31,510	3,502	4,091	32,041	35,601	+ 3,560	+ 11.1	0.2	28.0	2.8	66.9	2.1
Bombay { Maharashtra	33,332	23,141	1,269	1,099	34,601	24,240	+ 1,060	+ 3.1	22.0	61.7	5.1	10.5	0.7
{ Gujarat	*	11,144	*	277	*	11,421	*	*	3.4	86.8	2.7	4.7	2.4
Jammu & Kashmir	2,159	2,237	415	517	2,574	2,754	+ 180	+ 7.0	99.6	..	..	0.4	..
Kerala	6,771	6,813	15	19	6,786	6,832	+ 46	+ 0.7	42.0	0.1	..	57.4	0.5
Madhya Pradesh	24,639	25,678	1,733	1,801	26,372	27,479	+ 1,107	+ 4.2	60.1	35.4	1.7	2.2	0.6
Madras	22,511	23,516	..	..	22,511	23,516	+ 1,005	+ 4.5	6.3	63.3	3.7	26.5	0.2
Mysore	21,871	22,416	1,393	1,227	23,264	23,643	+ 379	+ 1.6	56.6	17.7	1.2	24.3	0.2
Orissa	17,953	20,150	223	234	18,176	20,384	+ 2,208	+ 12.1	27.9	2.9	0.5	67.9	0.8
Punjab	10,533	10,494	1,748	2,205	12,281	12,699	+ 418	+ 3.4	97.5	0.1	0.1	1.1	1.2
Rajasthan	10,666	12,476	553	565	11,219	13,041	+ 1,822	+ 16.2	7.1	89.7	0.4	1.6	1.3
Uttar Pradesh	32,872	33,772	3,492	4,277	36,364	38,049	+ 1,685	+ 4.6	2.2	84.1	6.9	5.5	1.3
West Bengal	25,351	26,242	939	967	26,290	27,209	+ 919	+ 3.5	4.6	80.4	1.8	12.7	0.5
A. & N. Islands	55	72	..	..	55	72	+ 17	+ 30.9	100.0	..	..	..	..
Delhi	373	405	234	240	607	645	+ 38	+ 6.2	0.3	..	92.3	7.4	..
Himachal Pradesh	966	1,055	13	12	979	1,067	+ 88	+ 9.0	..	90.3	0.4	9.1	0.2
L. M. & A. Islands	6	6	1	4	7	10	+ 3	+ 42.9	100.0	..	..	..	..
Manipur	1,250	1,282	77	148	1,327	1,430	+ 103	+ 7.8	0.5	66.7	2.7	12.7	17.4
N.E.F.A.	112	120	..	..	112	120	+ 8	+ 7.1	100.0	..	..	..	..
Tripura	1,967	1,069	..	..	1,967	1,069	+ 2	+ 0.2	0.2	84.6	4.6	9.1	1.5
Pondicherry	197	206	16	12	213	218	+ 5	+ 2.3	77.1	..	..	22.9	..
INDIA	2,84,329	300,270	16,735	18,800	3,01,564	3,19,070	+ 17,506	+ 5.8	22.1	52.9	2.9	20.9	1.2

*Included against Maharashtra.

1,58,68,006 were boys and 80,53,681 girls. The distribution of number of pupils in primary schools controlled by different agencies was as follows:—

Number of Pupils in Primary Schools by Management

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
1	2	3	4	5
Government	58,33,088	23.9	53,03,801	20.5
District Boards	1,09,40,272	44.9	1,29,96,139	50.1
Municipal Boards	17,41,172	7.2	19,09,709	7.4
Private Bodies—				
Aided	55,58,362	22.8	53,69,922	20.7
Unaided	2,99,287	1.2	3,42,116	1.3
TOTAL	2,43,72,181	100.0	2,59,21,687	100.0

The total number of pupils from rural areas increased from 1,93,18,103 to 1,97,00,308 and constituted 76.0 per cent of the total enrolment in primary schools.

Table XX gives Statewise distribution of the number of pupils in primary schools. All the States, excepting Kerala, reported an increase in enrolment. Among the States, Bihar reported the highest increase of 3.19 lakhs, while among the Union Territories, the highest increase was reported by Delhi (11,972). On percentage basis, the highest increase among the States was recorded by Rajasthan (27.9 per cent), followed by Orissa (21.5 per cent), Bihar (14.6 per cent) and Assam (10.1 per cent). In other States, it ranged from 9.1 per cent in Jammu & Kashmir to 1.3 per cent in Bombay. Among the Union Territories, L. M. & A. Islands reported the highest percentage of increase of 28.7, followed by N. E. F. A. (10.5), while the lowest percentage of increase was recorded in Pondicherry (0.6).

The enrolment referred to above relates only to primary schools. In order, to have a correct appraisal of the number of pupils receiving primary education it is necessary to take into account the enrolment of primary classes of secondary schools and exclude that of pre-primary classes attached to primary schools. This has been done in Table XXI. Accordingly, the total number of pupils at the Primary stage registered an increase of 18,62,784 (from 2,04,80,488 boys and 95,60,763 girls in 1958-59 to 2,16,38,115 boys and 1,02,65,920 girls in 1959-60). On percentage basis, the increase works out at 6.2 per cent during the year, as compared to 9.8 per cent during the previous year. This increase was shared by all the States. The proportion of enrolment at the primary stage to the total number of students of all stages of education in all the recognised institutions stood at the same level of about 72 per cent as during the previous year. In making inter-State comparison, variation in the duration of the primary stage should be kept in view.

Table XX—Number of Pupils in Primary Schools

State	In Schools for Boys		In Schools for Girls		Total		Increase(+) or Decrease(—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	25,07,728	26,33,551	45,338	46,603	25,53,066	26,80,154	+ 1,27,088	+ 5.0
Assam	8,42,170	9,31,239	48,279	49,011	8,90,449	9,80,250	+ 89,801	+ 10.1
Bihar	20,05,531	22,83,550	1,75,076	2,16,041	21,80,607	24,99,591	+ 3,18,984	+ 14.6
Bombay { Maharashtra	21,90,028	15,28,000	2,09,621	1,75,041	23,99,649	17,03,041	+ 31,635	+ 1.3
{ Gujarat	*	6,80,001	*	48,242	*	7,28,243	*	*
Jammu & Kashmir	1,09,452	1,10,197	20,080	31,142	1,29,532	1,41,339	+ 11,807	+ 9.1
Kerala	17,55,886	17,45,678	5,493	7,350	17,61,379	17,53,028	— 8,351	— 0.5
Madhya Pradesh	13,61,304	14,62,442	1,33,884	1,44,372	14,95,188	16,06,814	+ 1,11,626	+ 7.5
Madras	23,24,475	24,34,107	..	..	23,24,475	24,34,107	+ 1,09,632	+ 4.7
Mysore	16,44,735	16,87,923	1,84,308	1,73,603	18,29,043	18,61,526	+ 32,483	+ 1.8
Orissa	8,28,582	10,08,277	15,957	17,806	8,44,539	10,26,083	+ 1,81,544	+ 21.5
Punjab	7,66,773	7,76,448	1,74,936	1,83,862	9,41,709	9,60,310	+ 18,601	+ 2.0
Rajasthan	5,89,405	7,67,019	49,128	49,935	6,38,533	8,16,954	+ 1,78,421	+ 27.9
Uttar Pradesh	32,03,134	34,04,280	3,20,428	3,58,433	35,23,562	37,62,713	+ 2,39,151	+ 6.8
West Bengal	23,28,099	24,12,652	1,37,346	1,37,411	24,65,445	25,50,063	+ 84,618	+ 3.4
A. & N. Islands	3,324	4,299	..	..	3,324	4,299	+ 975	+ 2.9
Delhi	1,00,943	1,11,419	59,491	60,987	1,60,434	1,72,406	+ 11,972	+ 7.5
Himachal Pradesh	43,614	46,639	1,091	1,071	44,705	47,710	+ 3,005	+ 6.7
L. M. & A. Islands	1,440	1,482	65	455	1,505	1,937	+ 432	+ 28.7
Manipur	88,284	88,806	10,679	12,060	98,963	1,00,866	+ 1,903	+ 1.9
N.E.F.A.	3,805	4,203	..	..	3,805	4,203	+ 398	+ 10.5
Tripura	68,453	72,146	..	..	68,453	72,146	+ 3,693	+ 5.4
Pondicherry	12,638	13,185	1,178	719	13,816	13,904	+ 88	+ 0.6
INDIA	2,27,79,803	2,42,07,543	15,92,378	17,14,144	2,43,72,181	2,59,21,687	+15,49,506	+ 6.4

*Figures included against Maharashtra.

Table XXI—Number of Pupils at the Primary Stage

State	Boys		Girls		Total		Increase(+) or Decrease(—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	16,58,245	17,43,486	10,00,831	10,62,965	26,59,076	28,06,451	+ 1,47,375	+ 5.5
Assam	6,14,771	6,71,012	3,51,429	3,83,399	9,66,200	10,54,411	+ 88,211	+ 9.1
Bihar	19,95,472	22,52,946	5,76,983	6,84,601	25,72,455	29,37,547	+ 3,65,092	+ 14.2
Bombay { Maharashtra	31,08,527	21,27,545	17,73,243	12,54,265	48,81,770	33,81,810	+ 2,34,800	+ 4.8
{ Gujarat	*	11,16,089	*	6,18,671	*	17,34,760	*	*
Jammu & Kashmir	1,37,276	1,43,856	29,628	40,061	1,66,904	1,83,917	+ 17,013	+ 10.2
Kerala	12,22,234	12,38,410	10,51,579	10,73,508	22,73,813	23,11,918	+ 38,105	+ 1.7
Madhya Pradesh	14,11,040	14,92,967	3,65,168	4,11,770	17,76,208	19,04,737	+ 1,28,529	+ 7.2
Madras	18,62,176	19,50,199	11,19,125	11,85,977	29,81,301	31,36,176	+ 1,54,875	+ 5.2
Mysore	12,86,747	12,00,056	7,52,439	7,25,027	20,39,186	19,25,083	— 1,14,103	— 5.9
Orissa	6,67,884	7,86,732	2,29,510	3,00,344	8,97,394	10,87,076	+ 1,89,682	+ 21.1
Punjab	9,58,465	9,67,496	4,12,112	4,22,541	13,70,577	13,90,037	+ 19,460	+ 1.4
Rajasthan	6,77,817	8,31,099	1,52,928	1,92,241	8,30,745	10,23,340	+ 1,92,595	+ 23.2
Uttar Pradesh	29,22,135	30,86,779	7,09,938	7,96,757	36,32,073	38,83,536	+ 2,51,463	+ 6.9
West Bengal	16,27,307	16,63,736	8,59,349	9,07,151	24,86,656	25,70,887	+ 84,231	+ 3.4
A. & N. Islands	1,703	2,075	1,003	1,172	2,706	3,247	+ 541	+ 20.0
Delhi	1,31,436	1,58,665	94,070	1,17,423	2,25,506	2,76,088	+ 50,582	+ 22.4
Himachal Pradesh	57,491	61,080	12,854	14,375	70,345	75,455	+ 5,110	+ 7.3
L. M. & A. Islands	1,745	1,994	875	1,221	2,620	3,215	+ 595	+ 22.7
Manipur	65,185	66,326	32,844	34,540	98,029	1,00,866	+ 2,837	+ 2.9
N.E.F.A.	4,362	4,984	605	606	4,967	5,590	+ 623	+ 12.5
Tripura	51,667	53,271	23,565	25,796	75,232	79,067	+ 3,835	+ 5.1
Pondicherry	16,803	17,312	10,685	11,509	27,488	28,821	+ 1,333	+ 4.8
INDIA	2,04,80,488	2,16,38,115	95,60,763	1,02,65,920	3,00,41,251	3,19,04,035	+18,62,784	+ 6.2

*Figures included against Maharashtra.

Table XXII—Educational Facilities for the Children of age group 6-11

State	Enrolment in classes I to V			Percentage of enrolment in classes I to V to population of the age-group 6 to 11 years		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	17,43,486	10,62,965	28,06,451	79·2	49·2	64·4
Assam	6,71,012	3,83,399	10,54,411	80·8	49·8	65·9
Bihar	22,52,946	6,84,601	29,37,547	79·6	25·1	52·8
Bombay	23,74,605	13,53,602	37,28,207	93·5	56·2	75·3
{ Maharashtra	12,49,059	6,74,848	19,23,907	94·6	53·6	74·6
{ Gujarat	1,43,856	40,061	1,83,917	*	*	*
Jammu & Kashmir	12,38,410	10,73,508	23,11,918	98·8	98·8	98·8
Kerala	14,92,967	4,11,770	19,04,737	72·8	21·6	48·1
Madhya Pradesh	19,50,199	11,85,977	31,36,176	97·5	60·8	79·4
Madras	13,07,853	7,68,887	20,76,740	89·0	52·0	70·4
Mysore	7,86,732	3,00,344	10,87,076	72·8	28·9	51·3
Orissa	9,67,496	4,22,541	13,90,037	72·2	35·2	54·7
Punjab	8,31,099	1,92,241	10,23,340	62·5	15·8	40·1
Rajasthan	30,86,779	7,96,757	38,83,536	65·5	18·5	43·1
Uttar Pradesh	18,25,834	9,63,028	27,88,862	88·6	48·4	68·9
West Bengal	2,075	1,172	3,247	*	*	*
A. & N. Islands	1,58,665	1,17,423	2,76,088	99·2	83·9	92·0
Delhi	61,080	14,375	75,455	87·3	18·0	50·3
Himachal Pradesh	1,994	1,221	3,215	*	*	*
L. M. & A. Islands	74,111	37,006	1,11,117	*	*	98·8
Manipur	4,984	606	5,590	*	*	*
N.E.F.A.	53,271	25,796	79,067	66·6	36·9	52·7
Tripura	17,312	11,509	28,821	*	*	*
Pondicherry						
INDIA	2,22,95,825	1,05,23,637	3,28,19,462	81·4	40·5	61·5

*Population Figures not available.

Table XXII indicates the index of progress towards universal primary education by relating the enrolment in classes I-V to the estimated population of children in the age-group 6-11. The resulting percentages are given in cols. (8) to (10). It will be seen that facilities to the extent of 61.5 percent of the estimated population of children in the age group 6-11 were available in classes I-V of schools.

Co-education

Of the total number of 80,53,681 girls studying in Primary schools 65,43,435 or 81.2 per cent were enrolled in boys' schools, as against 80.9 per cent during the previous year. The Statewise position is given in Table XXIII. The data shows that co-education at the primary stage was widely prevalent in the country. Leaving aside Madras, A. & N. Islands, N. E. F. A. and Tripura, where there were no separate schools for girls, the percentage of girls in boys' schools was the highest in Kerala (99.1), followed by Andhra Pradesh (96.6), Orissa (94.5), Himachal Pradesh (92.8), Assam (90.0), Pondicherry (87.2), West Bengal (86.9), Mysore (76.6), Bombay (76.5), etc There were only 3 States where majority of girls were studying in girls' primary schools. These States were Jammu & Kashmir, Punjab and Delhi.

Table XXIII—Girls in Primary

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total number of Girls
1	2	3	4	5
Andhra Pradesh	9,78,380	34,741	10,13,121	96.6
Assam	3,19,959	35,546	3,55,505	90.0
Bihar	4,35,622	1,61,413	5,97,035	73.0
Bombay—				
Maharashtra	4,55,656	1,51,284	6,06,940	75.1
Gujarat	1,87,521	45,985	2,33,506	80.3
Jammu & Kashmir	1,604	31,142	32,746	6.9
Kerala	8,09,086	6,972	8,16,058	99.1
Madhya Pradesh	2,01,225	1,41,252	3,42,477	58.8
Madras	9,00,712	..	9,00,712	100.0
Mysore	5,33,298	1,62,862	6,96,160	76.6
Orissa	2,72,485	15,894	2,88,379	94.5
Punjab	1,33,648	1,51,104	2,84,752	46.9
Rajasthan	88,499	47,312	1,35,811	65.2
Uttar Pradesh	3,64,055	3,43,326	7,07,381	51.5
West Bengal	7,82,340	1,17,667	9,00,007	86.9
A. & N. Islands	1,596	..	1,596	100.0
Delhi	16,868	53,095	69,963	24.1
Himachal Pradesh	6,694	518	7,212	92.8
L. M. & A. Islands	512	455	967	52.9
Manipur	25,487	9,053	34,540	73.8
N. E. F. A.	384	..	384	100.0
Tripura	23,537	..	23,537	100.0
Pondicherry	4,267	625	4,892	87.2
INDIA	65,43,435	15,10,246	80,53,681	81.2

Wastage

Wastage and stagnation at the primary stage continued to be high. Out of every 100 pupils admitted in Class I in 1956-57, only 41 reached Class IV in 1959-60, showing the wastage to be 59 per cent, as against 60 per cent during 1958-59. Obviously, the problem is a serious one and needs to be investigated thoroughly to locate causes and find out remedies. The analysis of the problem given in the Annual Report on the Progress of Education in Orissa for 1959-60, though not very exhaustive, however, gives a fairly accurate index of the situation prevailing in most areas in the country. A brief excerpt from it is reproduced below:

“Wastage and stagnation at Primary stage were serious problems. There are many reasons for the heavy wastage at the primary stage. In a number of cases children were pre-maturely withdrawn from schools because the parents were inclined to exploit the economic potentialities in them. In primary schools, particularly in single-teacher schools, one teacher had to attend to more than one class and instruction was not sufficiently attractive to retain the interest of the children and this encouraged truancy and irregular attendance and was responsible for wastage and stagnation”. The Report proceeds on to add “The expansion of the scope of compulsory primary education on as wide a scale as possible, which would have the effect of lengthening the average duration of a child’s school life, was contemplated to be very effective to check wastage and stagnation”.

Single-Teacher Schools

During the year, there were 1,38,993 single-teacher schools in the country, as compared to 1,29,193 during the previous year. These constituted 43.6 per cent of the total number of primary schools, as against 42.8 per cent in the previous year. The total number of pupils studying in these schools was 52,68,693 that is 20.3 per cent of the total enrolment in all the primary schools. The corresponding information for the previous year was : pupils 50,56,074 and percentage 20.7.

The Statewise statistics of single-teacher schools are given in Table XXIV. It will be seen that the number of such schools increased in all the States and Union Territories except in Kerala, Madhya Pradesh, Madras, Uttar Pradesh, West Bengal, Himachal Pradesh, Manipur and Pondicherry. The decrease in these States/Territories was due to conversion of these schools into multiple-teacher schools. The proportion of these schools to the total number of primary schools was the highest in Jammu & Kashmir *i.e.* 69.4 per cent and was above 50 per cent in the States of Assam, Bihar, Bombay, Madhya Pradesh, Mysore, Orissa, Rajasthan, A. & N. Islands and Pondicherry. In other States/Union Territories, the multiple-teacher schools were more predominant.

Compulsion

During 1959-60, compulsory education was in force in selected areas in all the States except Jammu & Kashmir. Among the Union Territories, it was in force in Delhi only. The number of towns and villages under complete or partial compulsion rose from 1,199 and 56,701 respectively in 1958-59 to 1,219 and 60,478 respectively in 1959-60. The total number of school in the areas under compulsion increased from 14,173 to 15,423 in urban

Wastage at Primary Classes

1956-57 TO 1959-60

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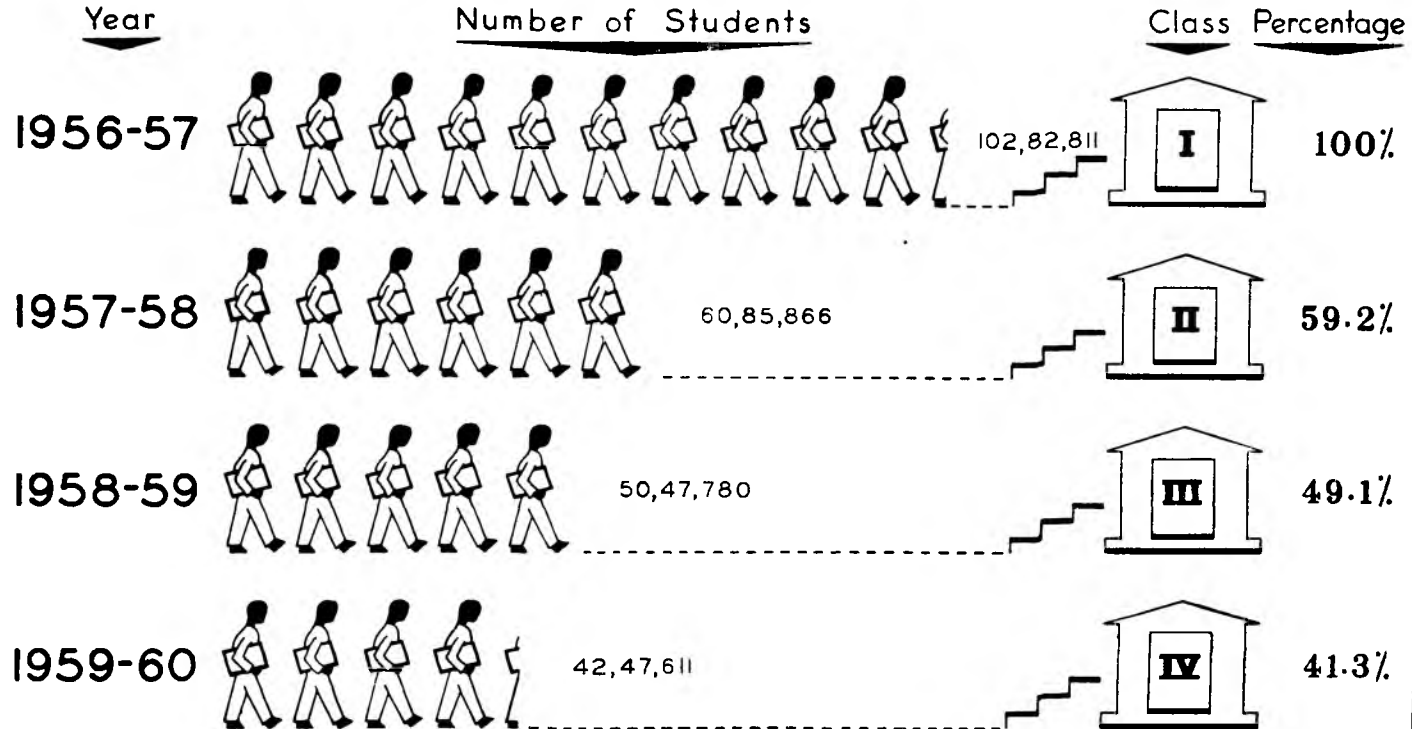


Table XXIV—Number of and Enrolment in Single-Teacher Primary Schools

State	Number of Schools		Number of Pupils		Percentage of Single Teacher Schools to the total number of Primary Schools		Percentage of Enrolment in Single-Teacher Schools to the Total Enrolment in Primary Schools	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7	8	9
Andhra Pradesh	11,309	12,597	3,97,026	4,54,609	36·3	38·7	15·6	17·0
Assam	7,602	8,565	3,22,497	3,75,104	60·7	57·0	32·8	38·3
Bihar	19,998	22,896	9,11,979	10,71,685	62·4	64·3	41·8	42·9
Bombay { Maharashtra	22,256	15,182	8,23,054	5,62,146	64·3	62·6	34·3	33·0
{ Gujarat	*	8,183	*	2,85,195	*	71·6	*	39·2
Jammu & Kashmir	1,801	1,909	83,265	89,471	70·7	69·3	64·3	63·3
Kerala	30	7	1,735	276	0·4	0·1	1·0	0·0
Madhya Pradesh	14,217	14,354	4,32,332	4,40,962	53·9	52·2	28·9	27·5
Madras	5,788	5,964	2,47,896	2,50,552	25·7	25·4	10·7	10·3
Mysore	10,546	12,007	4,88,479	4,08,974	45·3	50·8	26·7	22·0
Orissa	9,956	11,703	2,97,205	3,82,778	55·9	57·4	35·2	39·3
Punjab	4,702	4,943	1,98,852	1,84,466	38·0	38·9	21·0	19·2
Rajasthan	6,995	8,162	2,37,498	2,70,285	62·3	62·6	37·2	33·1
Uttar Pradesh	8,878	8,438	4,13,689	3,36,552	24·4	22·2	11·7	8·9
West Bengal	3,773	3,066	1,54,230	1,22,876	14·4	11·3	6·3	4·8
A. & N. Islands	34	45	1,051	1,401	61·8	62·5	31·6	32·6
Delhi . . . . .	..	2	..	99	..	0·3	..	0·1
Himachal Pradesh	202	151	7,204	4,378	20·6	14·2	16·1	9·2
L. M. & A. Islands . . . . .	..	..	..	..	..	..	..	..
Manipur	459	157	17,759	3,813	34·6	11·0	17·9	3·8
N.E.F.A.	29	29	978	1,072	25·9	24·2	25·7	25·5
Tripura	490	497	13,688	16,584	46·1	46·5	20·0	23·0
Pondicherry	128	136	5,657	5,415	60·1	62·4	40·9	38·9
INDIA	1,29,193	1,38,993	50,56,074	52,68,693	42·8	43·6	20·7	20·3

*Figures are included against Maharashtra.

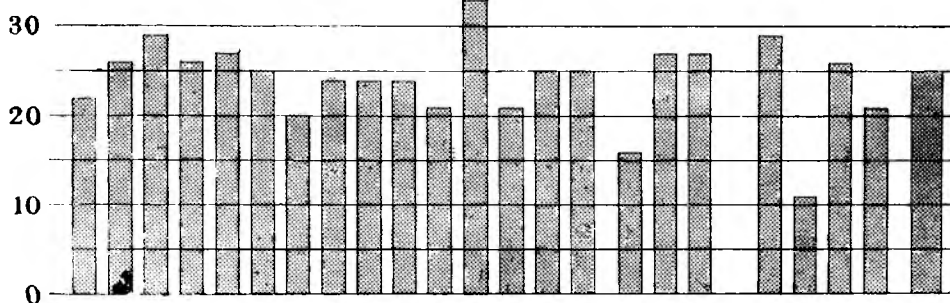
Table XXV—Statistics of Compulsory Primary Education by States

State	Compulsion Age-Group		No. of Areas under Compulsion		No. of Schools where compulsion was in force in		No. of Pupils under compulsion in			Coercive Measures taken					No. of Attendance officers
										No. of Notices issued	No. of Attendance Orders passed	Number of Prosecutions			
	Towns	Villages	Towns	Villages	Towns	Villages	Total	For non-Enrolment	For Non Attendance			Fines Realised			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	6-11	6-11	147	1,315	1,162	2,037	2,10,951	2,82,930	4,93,881	36,207	20,615	7,142	14,479	1,110	..
Assam	6-12	6-12													
Bihar	6-11	6-11	14	4,366	134	3,752	25,675	3,23,654	3,49,329	19,657	8,554	2,112	1,406	115	80
	6-10	6-10	16	2,666	706	1,280	93,642	1,33,333	2,26,975	6,742	37	..	..	..	39
	6-11	6-14													
Bombay	Maharashtra	6-11	230	15,374	2,975	15,722	7,49,409	11,55,583	19,04,992	2,10,196	28,172	2,157	1,262	851	8
		7-11													
	Gujarat	6-11	86	12,453	967	10,985	2,76,671	7,82,359	10,59,030	1,59,604	49,535	4,178	8,051	1,170	..
		7-9													
	7-10	7-11													
Kerala	5-10	5-10	18	186	221	1,055	81,598	3,20,537	4,02,135	..	..	..	..	..	..
	5-11	5-11													
	6-11	6-11													
	6-12	6-12													
	6-14	6-14													
Madhya Pradesh	6-11	6-11	238	5,796	999	3,194	1,54,605	1,55,041	3,09,646	17,436	5,116	390	1,026	1,385	129
	6-14	6-14													
Madras	5-10	5-10	229	1,719	3,060	1,949	6,71,986	3,91,694	10,63,680	2,413	80	..	..	..	..
	6-12	6-12													
Mysore	6-10	6-10	126	4,244	2,003	7,831	2,31,165	6,11,788	8,42,953	18,881	10,835	423	587	537	45
	6-11	6-11													
Orissa	6-11	6-11	2	8	19	6	1,898	835	2,733	171	166	..	50	50	1
Punjab	6-11	6-11	11	3,910	173	1,009	56,399	1,36,985	1,93,384	74	41	..	..	..	82
Rajasthan	6-11	6-11	4	706	29	547	2,570	36,108	38,678	..	..	..	..	..	13
Uttar Pradesh	6-11	6-11	95	1,687	2,612	591	4,99,520	66,688	5,66,208	1,56,263	73,949	5,810	9,869	7,714	291
West Bengal	6-10	6-11	2	5,743	68	3,100	8,219	3,41,642	3,49,861	1,505	9	..	..	..	3
Delhi	6-11	6-11	1	305	295	382	1,29,269	48,253	1,77,522	..	..	..	..	..	7
INDIA	..	..	1,219	60,478	15,423	53,440	31,93,577	47,87,430	79,81,007	6,29,149	1,97,109	22,212	36,730	12,932	698

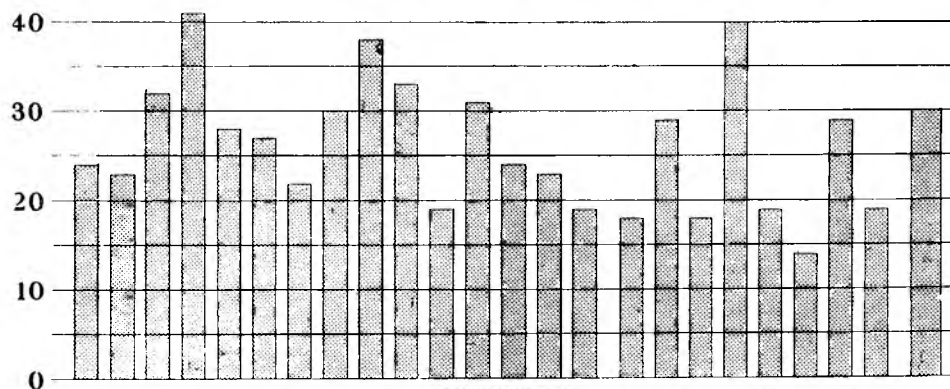
PUPIL - TEACHER RATIO

1959-60

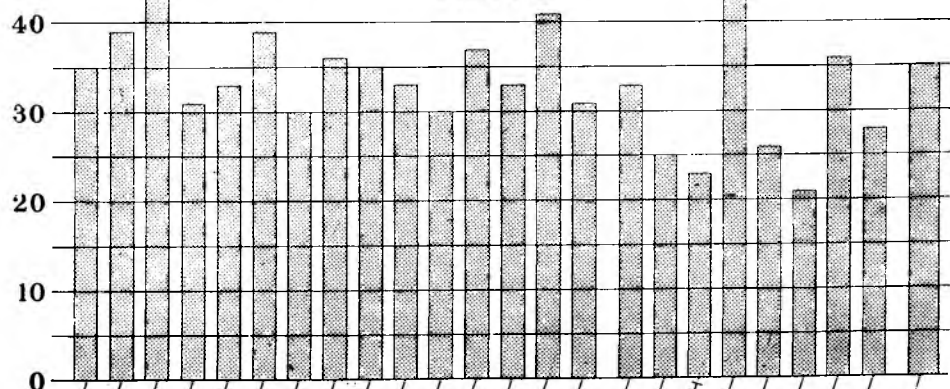
HIGH/HIGHER SECONDARY



MIDDLE



PRIMARY



ANDHRA PRADESH
 ASSAM
 BIHAR
 GUJARAT
 JAMMU & KASHMIR
 KERALA
 MADHYA PRADESH
 MADRAS
 MAHARASHTRA
 MYSORE
 ORISSA
 PUNJAB
 RAJASTHAN
 UTTAR PRADESH
 WEST BENGAL
 A. & N. ISLANDS
 DELHI
 HIMACHAL PRADESH
 L. M. & A. ISLANDS
 MANIPUR
 N. E. F. A.
 PONDICHERY
 TRIPURA
 INDIA

areas and from 51,899 to 53,440 in rural areas. The total number of children on rolls of these schools was 79,81,007 (31,93,577 in schools in urban areas and 47,87,430 in schools in rural areas). In respect of the children in compulsory areas who did not come to school, 6,29,149 attendance notices were served on the guardians, out of which attendance orders were passed in respect of 1,97,109 children. Subsequently guardians of 22,212 children were prosecuted for non-enrolment and those of 36,730 children for non-attendance. A sum of Rs. 12,932 was realised by way of fine in these prosecutions.

The number of Attendance Officers for the enforcement of compulsory education was 698. Further details of compulsory primary education are given in Table XXV.

Teachers

During the year, the total number of teachers in primary schools was 7,31,474 as compared to 6,94,784 during the previous year. The rate of increase was 5.3 per cent. Women constituted 17.1 per cent of the total staff as against 16.9 per cent in 1958-59. The proportion of trained teachers to the total number of teachers improved from 63.7 per cent in 1958-59 to 63.8 per cent in 1959-60.

The distribution of teachers in Primary schools in different States is given in Table XXVI. It will be seen that the number of teachers increased in all the States except Bombay and Pondicherry. The highest percentage of trained teachers was, as usual, reported by Delhi (99.9). Next in order were : Madras (97.9 per cent), L.M.& A. Islands (93.3 per cent), Kerala (92.8 per cent), Punjab (92.3 per cent), Andhra Pradesh (82.8 per cent), N.E.F.A. (81.0 per cent), Uttar Pradesh (76.6 per cent), Bihar (71.8 per cent), Himachal Pradesh (61.0 per cent), Pondicherry (59.1 per cent) and Jammu & Kashmir (55.5 per cent). In the remaining States and Union Territories, trained teachers were in a minority and their proportion varied from 8.5 per cent in Manipur to 46.3 per cent in Bombay. Cols. (11) & (12) of Table XXVI show that the percentage of trained teachers in primary schools improved in all the States except Kerala, Orissa, Uttar Pradesh, Himachal Pradesh, L. M. & A. Islands and N.E.F.A.

Teacher-Pupil Ratio

The average number of pupils per teacher for the country was 35 as during the previous year. A study of figures in cols. (13) & (14) of Table XXVI shows wide variation in the number of pupils per teacher in different states. Among the states, the average number of pupils per teacher was the lowest in Madhya Pradesh and Orissa (30 each) and the highest in Bihar (44) while among the Union Territories, it was the lowest in N.E.F.A. (21) and the highest in L. M. & A. Islands (43).

Pay Scale of Teachers

There was little change in the pay scales of primary school teachers except in Assam, Bihar and Punjab. In Assam, higher scales of pay were given with due consideration to the rise in the cost of living in the State. In Bihar, a total sum of Rs. 50 lakhs was sanctioned for the improvement of pay scales of middle and primary school teachers. In Punjab, higher scale of pay of

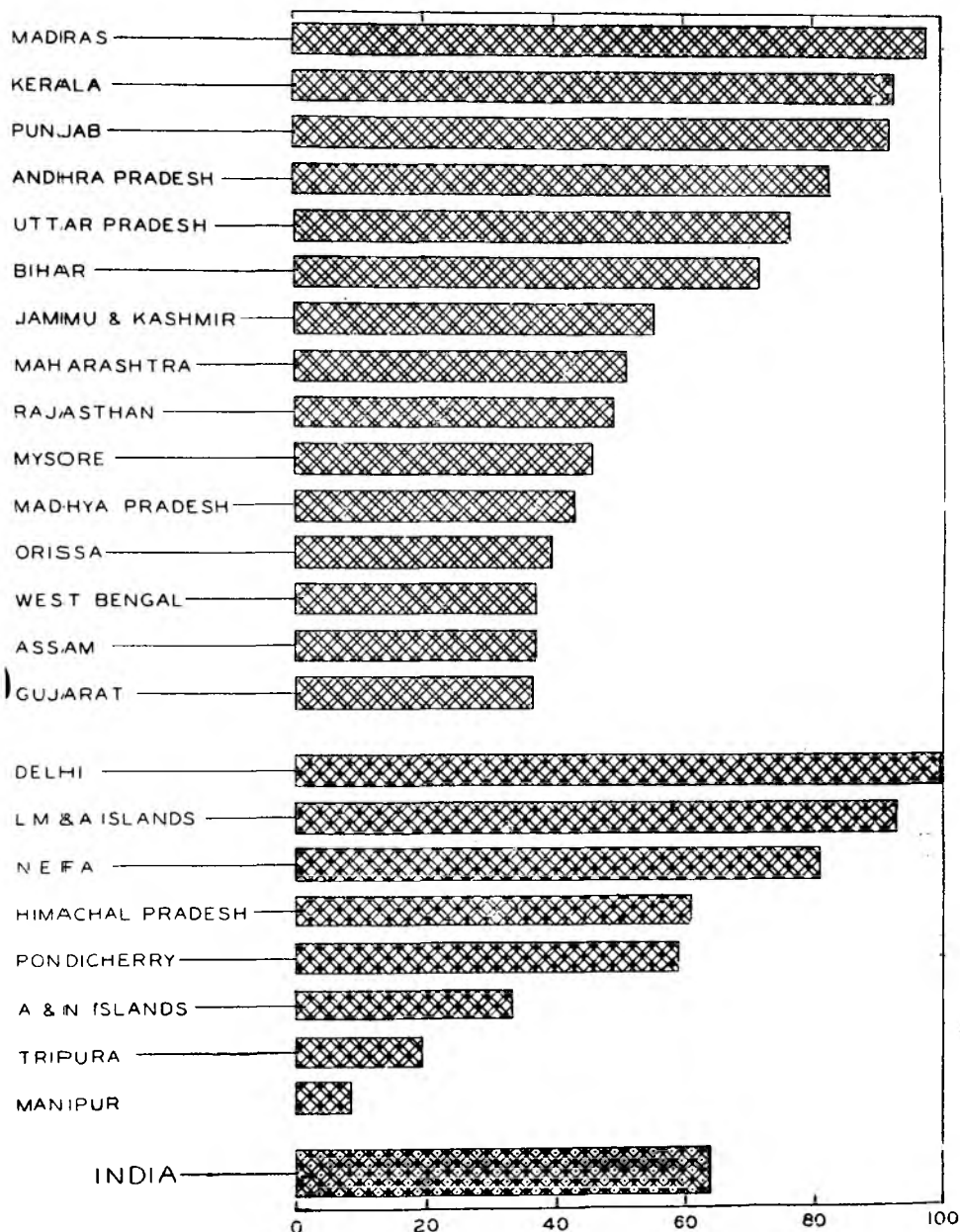
Table XXVI—Number of Teachers in Primary Schools

State	Number of Teachers							Total No. of Teachers in 1958-59	Increase (+) or Decrease (-)	Percentage of Trained Teachers		Average Number of Pupils per Teacher	
	Men		Women		All Persons					1958-59	1959-60	59	1959-60
	Trained	Un-trained	Trained	Un-trained	Trained	Un-trained	Total						
	1	2	3	4	5	6	7			8	9	10	11	12	13	14
Andhra Pradesh	51,088	12,096	12,849	1,213	63,937	13,309	77,246	75,658	+1,588	81.8	82.2	34	35
Assam	8,165	13,476	1,105	2,178	9,270	15,654	24,924	23,062	+1,862	36.7	37.2	39	39
Bihar	38,555	13,372	2,015	2,579	40,570	15,951	56,521	52,282	+4,239	73.1	71.8	42	44
Bombay { Maharashtra	17,319	20,665	7,215	2,821	24,534	23,486	48,020	73,787	-2,370	48.3	51.1	33	35
{ tra Gujarat	6,538	12,671	1,992	2,196	8,530	14,867	23,397	*	*	*	36.5	*	31
Jammu & Kashmir	1,842	1,718	517	174	2,359	1,892	4,251	3,866	+ 385	54.9	55.5	34	33
Kerala	24,382	1,394	16,888	1,829	41,270	3,223	44,493	43,344	+1,149	93.2	92.8	41	39
Madhya Pradesh	20,654	28,004	2,903	2,780	23,557	30,784	54,341	50,637	+3,704	40.6	43.4	30	30
Madras	45,045	1,313	21,799	136	66,844	1,449	68,293	65,347	+2,946	96.8	97.9	36	36
Mysore	20,295	26,107	5,388	3,994	25,683	30,101	55,784	52,704	+3,080	43.0	46.0	35	33
Orissa	12,711	19,408	334	385	13,045	19,793	32,838	30,341	+2,497	40.0	39.7	28	30
Punjab	17,893	1,532	6,053	475	23,946	2,007	25,953	24,780	+1,173	91.0	92.3	38	37
Rajasthan	11,064	11,436	1,212	1,264	12,276	12,700	24,976	20,252	+4,724	48.5	49.2	32	33
Uttar Pradesh	66,238	16,245	4,835	5,422	71,073	21,667	92,740	88,556	+4,184	78.5	76.6	40	41
West Bengal	27,503	46,376	2,828	4,747	30,331	51,123	81,454	77,102	+4,352	37.0	37.2	32	31
A. & N. Islands	34	77	10	11	44	88	132	103	+ 29	24.3	33.2	32	33
Delhi	2,685	4	4,173	5	6,858	9	6,867	4,580	+2,287	99.1	99.9	35	25
Himachal Pradesh	1,150	763	138	61	1,288	824	2,112	1,911	+ 201	54.1	61.0	23	23
L. M. & A. Islands	36	..	6	3	42	3	45	40	+ 5	97.5	93.3	38	43
Manipur	280	3,476	53	120	333	3,596	3,929	3,299	+ 630	7.7	8.5	30	26
N.E.F.A.	156	34	6	4	162	38	200	200	..	81.5	81.0	20	21
Tripura	416	1,765	85	311	501	2,076	2,577	2,510	+ 67	19.1	19.4	27	28
Pondicherry	186	123	39	33	225	156	381	423	- 42	45.2	59.1	33	36
INDIA	3,74,235	2,32,055	92,443	32,741	4,66,678	2,64,796	7,31,474	6,94,784	+36,690	63.7	63.8	35	35

*Included against Maharashtra.

PERCENTAGE OF TRAINED TEACHERS IN PRIMARY SCHOOLS

1959-60



Rs. 120—5—175 was introduced for 15 per cent of the posts of primary school teachers. The teachers eligible on the basis of seniority and with 5 years experience were allowed this benefit. The remaining 85 per cent of the posts of primary school teachers were continued in the usual pay scale of Rs. 60—4—80/5—100—5—120. The details of pay scales of teachers in primary schools, according to qualifications and managements of schools, are given in Appendix B of Vol. II of this report. This appendix shows that there were not only inter-State but even intra-State variations in this respect. Table XXVII compares the minima and maxima of the scales prescribed by the State governments for teachers in government primary schools. The States and Union Territories have been grouped together according to the starting salary offered by them.

Table XXVII—Minima and Maxima of pay scales of School Teachers in Govt. Primary Schools

State	Prescribed Minimum Educational Qualifications	Pay Scale		Number of Years required to reach the Maximum
		Minimum	Maximum	
1	2	3	4	5
1. (a) Andhra	Passed Middle and Trained	30	60	16
(b) Madras	Passed Higher Elementary and Trained	30	50	20
(c) Pondicherry		30	50	20
2. Uttar Pradesh	Passed Junior High School and Trained	35	65	15
3. (a) Kerala	Passed S. S. L. C. and Trained	40	120	17
(b) Mysore	Passed Middle and Trained	40	80	15
(c) Orissa	Passed Middle and Trained	40	50	10
4. (a) Bihar	Passed Middle and Trained	45	75	15
(b) Madhya Pradesh		45	100	11
5. (a) Assam	Passed Middle and Trained	50	65	15
(b) Gujarat	Passed Primary and Junior Trained	50	90	20
(c) Jammu and Kashmir	Passed Middle and Trained	50	120	13
(d) Maharashtra	Passed Primary and Junior Trained	50	70	12
(e) Rajasthan	Passed Middle and Trained	50	75	10
(f) A. & N. Islands		50	90	15

1	2	3	4	5
(g) L. M. & A. Islands	Passed Lower Elementary Examination and Trained	50	90	15
(h) Manipur	Passed Middle and Trained	50	65	15
6. Tripura	Passed Middle and Trained	55	130	24
7. (a) Punjab	Passed Middle and Trained	60	120	14
(b) West Bengal		60	85	10
(c) Delhi		60	130	19
(d) Himachal Pradesh		60	120	13
(e) N. E. F. A.		60	100	18

Expenditure

The total direct expenditure on primary schools, during the year, amounted to Rs. 69,71,42,290 of which a sum of Rs. 64,45,86,549 was expended on schools for boys and that of Rs. 5,25,55,741 on those for girls. The corresponding figures for the previous year were : total expenditure Rs. 63,57,07,214, expenditure on schools for boys Rs. 58,56,84,133 and expenditure on schools for girls Rs. 5,00,23,081. Thus the increase in expenditure, during the years, was of the order of 9.7 per cent. The total direct expenditure on primary schools constituted 30.6 per cent of the total expenditure on all educational institutions. The distribution of expenditure according to sources of income, is shown in the following table.

Table XXVIII—Direct Expenditure on Primary Schools by Sources

Management	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
Government	51,77,74,892	81.4	56,31,20,637	80.8
Distt. Board funds . .	4,55,84,004	7.2	5,51,76,775	7.9
Municipal Board funds .	3,80,72,769	6.0	4,40,00,667	6.3
Fees	1,57,08,013	2.5	1,66,02,733	2.4
Endowments	58,27,962	0.9	63,28,592	0.9
Other Sources	1,27,39,574	2.0	1,19,12,886	1.7
TOTAL	63,57,07,214	100.0	69,71,42,290	100.0

It will be seen that about four-fifths of the entire expenditure was met from government funds alone. Taking all the public sources together their contribution was as high as 95.0 per cent, the remaining 5 per cent came from fees and other sources. Further, as compared to the previous year, the contribution of government, local boards, fees and endowments towards the expenditure increased by 8.5 per cent, 18.6 per cent, 5.7 per cent, and 8.6 per cent, while that of other sources decreased by 6.4 per cent

The distribution of expenditure according to schools under different managements is given below :

Management	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
1	2	3	4	5
	Rs.		Rs.	
Government	17,70,13,568	27.9	17,69,62,901	25.4
Distt. Board	25,82,11,022	40.6	31,33,39,559	44.9
Municipal Boards	5,97,23,243	9.4	6,92,89,816	9.9
Private Bodies—Aided	13,24,31,635	20.8	12,79,54,760	18.4
Un-aided	83,27,746	1.3	95,95,254	1.4
TOTAL	63,57,07,214	100.0	69,71,42,290	100.00

Of the total expenditure, more than half (54.8 per cent) was incurred on institutions under local boards which constituted about 55.7 per cent of the total number of primary schools. Government managed schools, which formed only 22.1 per cent of the primary schools, accounted for 25.4 per cent of the total direct expenditure, while the remaining 19.8 per cent of the expenditure fell to the share of 22.2 per cent of schools managed by private bodies.

The Statewise statistics of expenditure on primary schools are given in Table XXIX. The table also gives a comparative study of the source-wise percentage of expenditure on primary schools in different States. The expenditure increased in all the States except Pondicherry. In Pondicherry the decrease (Rs. 13,850) was nominal.

Among the States, the highest increase in expenditure was reported by Bombay (Rs. 84 lakhs) and the lowest by Assam (Rs. 3.53 lakhs). Among the Union Territories, Delhi topped the list with an increase of Rs. 16.09 lakhs while L. M. & A. Islands stood at the other end of the scale with an increase of Rs. 585 only. On percentage basis, the highest and the lowest increase was reported by Jammu & Kashmir (16.3 per cent) and Assam (1.9 per cent) among the States and by A. & N. Islands (44.8 per cent) and L. M. & A. Islands (1.2 per cent) among the union and other territories.

Table XXIX—Direct Expenditure on Primary Schools by States

State	On Schools for Boys		On Schools for Girls		Total	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	6,63,87,660	7,11,17,459	17,81,488	18,09,909	6,81,69,148	7,29,27,368
Assam	1,73,50,992	1,77,94,483	10,54,160	9,63,859	1,84,05,152	1,87,58,342
Bihar	3,15,94,533	3,55,35,434	30,80,435	34,53,274	3,46,74,968	3,89,88,708
Bombay { Maharashtra	7,22,65,617	5,72,63,405	87,16,407	75,89,696	8,09,82,024	6,48,53,101
{ Gujarat	*	2,27,96,752	*	17,26,274	*	2,45,23,026
Jammu & Kashmir	27,08,097	31,56,991	4,43,715	5,08,494	31,51,812	36,65,485
Kerala	4,76,60,267	5,15,10,204	1,70,125	2,27,924	4,78,30,392	5,17,38,128
Madhya Pradesh	4,50,46,676	5,01,40,230	52,64,108	54,99,538	5,03,10,784	5,56,39,768
Madras	6,31,57,094	6,81,32,836	..	..	6,31,57,094	6,81,32,836
Mysore	4,72,58,450	5,63,91,034	64,47,169	53,40,094	5,37,05,619	6,17,31,128
Orissa	1,65,71,870	1,70,09,516	3,70,323	3,61,146	1,69,42,193	1,73,70,662
Punjab	2,42,57,701	2,75,50,435	57,38,178	63,64,591	2,99,95,879	3,39,15,026

Rajasthan	1,85,50,332	2,17,00,478	18,96,379	20,02,075	2,04,46,711	2,37,02,553
Uttar Pradesh	6,08,97,243	6,57,02,967	64,89,470	76,25,745	6,73,86,713	7,33,28,712
West Bengal	5,86,66,975	6,25,28,097	50,75,285	53,18,991	6,37,42,260	6,78,47,088
A. & N. Islands	1,91,106	2,76,665	..	..	1,91,106	2,76,665
Delhi	51,90,542	66,11,734	32,84,779	34,72,749	84,75,321	1,00,84,483
Himachal Pradesh	22,92,908	28,12,190	45,945	46,347	23,38,853	28,58,537
L. M. & A. Islands	49,999	44,433	..	6,151	49,999	50,584
Manipur	15,61,134	15,91,082	1,24,365	1,96,360	16,85,499	17,87,442
N.E.F.A.	4,61,025	4,73,269	..	..	4,61,025	4,73,269
Tripura	30,05,903	39,04,470	..	..	30,05,903	39,04,470
Pondicherry	5,58,009	5,42,385	40,750	42,524	5,98,759	5,84,909
INDIA	58,56,84,133	64,45,96,549	5,00,23,081	5,25,55,741	63,57,07,214	69,71,42,290

*Figures are included against Maharashtra.

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

State	Increase (+) or Decrease (—)		Percentage of Expenditure on Pry. Schools to total Direct Expenditure on Education	Percentage of Expenditure met from						Average Annual cost per Pupil		
	Amount	Percentage		Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1958-59	1959-60	
1	8	9	10	11	12	13	14	15	16	17	18	
	Rs.											
Andhra Pradesh	+47,58,220	+ 7.0	42.7	67.0	28.3	4.0	0.3	0.4	0.0	26.7	27.2	
Assam	+ 3,53,190	+ 1.9	34.3	92.5	0.6	0.2	0.0	5.8	0.9	20.7	19.1	
Bihar	+43,13,740	+12.4	29.8	89.7	4.1	1.9	0.2	0.1	4.0	15.9	15.6	
Bombay {	Maharashtra	+83,94,103	+10.4	21.2	66.1	5.7	11.8	11.3	0.5	4.6	33.7	38.1
	Gujarat	*	*	18.2	78.6	6.4	6.3	4.6	0.6	3.5	*	33.7
Jammu & Kashmir	+ 5,13,673	+16.3	24.4	99.8	..	..	0.1	..	0.1	24.3	25.9
Kerala	+39,07,736	+ 8.2	36.6	98.8	0.0	0.0	0.0	0.1	1.1	27.2	29.5	
Madhya Pradesh	+53,28,984	+10.6	39.2	89.1	4.1	4.1	0.5	1.1	1.1	33.6	34.6	
Madras	+49,75,742	+ 7.9	34.0	78.6	8.3	9.8	0.4	2.8	0.1	27.2	28.0	
Mysore	+80,25,509	+14.9	47.3	87.8	5.9	3.1	0.4	0.0	2.8	29.4	33.2	

Orissa	+ 4,28,469	+ 2.5	42.1	94.5	0.6	1.0	0.1	2.1	1.8	20.1	16.7
Punjab	+ 39,19,147	+ 13.1	27.4	96.0	0.4	0.2	0.3	1.5	1.6	31.9	35.3
Rajasthan	+ 32,55,842	+ 15.9	28.9	95.0	0.7	0.5	1.8	1.4	0.6	32.0	29.0
Uttar Pradesh	+ 59,41,999	+ 8.8	26.2	73.0	14.7	9.1	0.3	0.2	2.7	19.1	19.5
West Bengal	+ 41,04,828	+ 6.4	30.0	80.3	4.8	6.1	7.9	0.6	0.3	25.9	2.6
A. & N. Islands	+ 85,559	+ 44.8	55.8	100.0	..	..	..	..	..	57.5	64.4
Delhi	+ 16,09,162	+ 19.0	13.8	0.0	..	90.2	8.2	0.1	1.5	52.8	59.9
Himachal Pradesh	+ 5,19,684	+ 22.2	39.1	99.0	..	..	..	0.2	0.8	52.3	60.3
L. M. & A. Islands	+ 585	+ 1.2	49.3	100.0	..	..	..	..	..	33.2	26.1
Manipur	+ 1,01,943	+ 6.0	37.6	6.2	88.1	..	..	5.7	..	17.0	17.7
N. E. F. A.	+ 12,244	+ 2.7	45.2	100.0	..	..	..	..	..	121.2	112.6
Tripura	+ 8,98,567	+ 29.9	50.1	99.1	..	..	0.1	0.6	0.2	43.9	54.1
Pondicherry	— 13,850	— 2.3	20.9	97.6	..	..	1.8	0.6	..	43.3	42.1
INDIA	+ 6,14,35,076	+ 9.7	30.6	80.8	7.9	6.3	2.4	0.9	1.7	26.1	26

*Figures are included against Maharashtra.

Cols. (11) to (16) of Table XXIX give the sourcewise percentages of expenditure on primary schools. Government met the entire expenditure on these schools in A. & N. Islands, L. M. & A. Islands and N.E.F.A. and 99·8 percent in Jammu & Kashmir, 99·1 percent in Tripura, 99·0 percent in Himachal Pradesh, 98·8 percent in Kerala, 97·6 percent in Pondicherry, 96·0 percent in Punjab, 95·0 percent in Rajasthan, 94·5 percent in Orissa, 92·5 percent in Assam, 89·7 percent in Bihar, 89·1 percent in Madhya Pradesh and 87·8 percent in Mysore. In other States, it was less than the overall average of 80·8 per cent, the least being in Delhi, where it was insignificant. In Delhi and Manipur, major share of the expenditure was contributed by the local boards which was to the extent of 90·2 percent and 88·1 percent respectively. In other States and Union Territories, the share of local boards ranged from practically nil in Kerala and 0·6 per cent in Punjab to 32·3 percent in Andhra Pradesh. The expenditure met from fees was significant only in Bombay (9·5 percent), Delhi (8·2 percent) and West Bengal (7·9 percent). The share of endowments and other sources was also generally insignificant and varied from 6·7 percent in Assam to practically nil in Jammu & Kashmir.

Cols. (17) and (18) of Table XXIX give information about the average annual cost per pupil in primary schools. The overall average cost rose from Rs. 26·1 to Rs. 26·9. This average varied from Rs. 64·4 in A. & N. Islands to Rs. 15·6 in Bihar with the exception of N.E.F.A. where it was Rs. 112·6. The all-India average of Rs. 26·9 was exceeded in 15 States and Union Territories. The distribution of the all-India average over different sources of income was : government funds Rs. 21·7, local board funds Rs. 3·8, fees Rs. 0·6 and other sources (including endowments) Rs. 0·7.

CHAPTER IV

BASIC EDUCATION

The implementation of schemes on basic education under the second Five-Year Plan resulted in a good deal of expansion in the facilities for this type of education in the country. A large number of new basic schools were opened and the pace of conversion of non-basic schools to the basic pattern made headway. Teaching of craft was introduced in more elementary schools as a step towards their eventual conversion to the basic type. To meet the demand for basic trained teachers, new basic training institutions were opened and the intake capacity of some of the existing ones was enlarged. Short in-service training courses were also organised for the benefit of teachers trained in the traditional type.

A brief account of the activities of the Central Government in the field of Basic education during 1959-60 is given below :

Post-Basic Education

The scheme to provide grants to State Governments (@ 100 per cent) and voluntary Organisations (@ 60 per cent) for the establishment and improvement of post basic schools continued during the year. A sum of Rs. 26,654 was paid to them under this scheme.

Orientation Programme

A national seminar on the "Orientation of Primary Schools Towards the Basic Pattern" was held at Allahabad from 11th to 13th May, 1959, which was attended, among others, by the Directors of Public Instruction/Education of the State Governments and Union Territories. The seminar discussed the various problems connected with the orientation programme and suggested ways and means to implement it. The seminar, *inter alia*, recommended that the programme should be completed either by the end of the second Five-Year Plan or the earlier part of the third Five-Year Plan. The seminar felt that in order to introduce some of the prominent features of basic education, particularly the programme selected for orientation, heavy expenditure need not be incurred and that the maximum cooperation of the community should be enlisted. It also suggested that short-term orientation training courses should be organised for teachers and administrators.

Production of Literature and other Material for Basic Education

Under this programme, which suffered a fifty percent cut in its budget provision from Rs. 2.0 lakhs to Rs. 1.0 lakh for the year, a number of useful schemes were initiated. These included the selection of 6 guide books for teachers through a prize competition, the preparation of 9 monographs on different aspects of basic education, the production of a set of 25 books on General Science as supplementary reading material for children, and the preparation of source books for basic school teachers. Besides, 5 research projects on educational possibilities of various crafts were taken up under this programme

Central Basic School, New Delhi

It was proposed to establish an urban basic school of the higher secondary grade at New Delhi. The Gandhi Smarak Nidhi, Delhi Branch, was entrusted with the responsibility of starting this school.

National Institute of Basic Education

Some of the important activities of the Institute are briefly described below:—

- (i) *Research*.—Research on the following projects was completed and draft reports were prepared:—
 - (a) Developing general framework of correlated syllabus for basic schools.
 - (b) Evolving targets for craft work for the various grades of basic schools.
- (ii) *Training*.—The following training programmes, conferences, etc. were conducted during the year:—
 - (a) A 2-week workshop-cum-refresher course in the technique of correlation: It was open to Principals of under-graduate training institutions and lecturers of post-graduate basic training colleges—Forty-two delegates and observers from various parts of the country participated in it.
 - (b) One-week conference of headmasters and inspecting officers of the 11 proposed model basic schools of Delhi: This conference, which was organised at the request of the Delhi Municipal Corporation, discussed various measures to be adopted for the successful working of the proposed model basic schools.
 - (c) A *symposium on "Organising Basic Education in Urban Areas"*—It was attended by a number of M.Ps., the officials of the Ministry of Education, Planning Commission, Delhi Municipal Corporation and other institutions.
 - (d) A *national short term training course for administrators of basic education*—All the State Governments and Union Territories were represented in this course which lasted for a fortnight.
- (iii) *Production of Literature*.—The following publications were brought out:—
 - (a) *Bunyadi Talim*—a quarterly journal of Basic Education (4 numbers).
 - (b) Basic Education Abstracts (one number).
 - (c) Fibre Craft.
 - (d) Hindi translation of "Basic Activities for Non-Basic Schools.
 - (e) Report of the proceedings of the first course for basic education administrators (Mimeographed).
- (iv) *Improving Current Practices*.—The action programme taken up for rural basic school in Delhi continued and one year's work was completed. A workshop of the teachers of the School was organised again to discuss the problem of breaking the syllabus into activity units and of improving other functions of the School.

- (v) *Experiments in Arts & Crafts.*—Experimental work in utilising inexpensive and cheap material for improving standard of arts and crafts was continued. Experiments in studying the possibilities of developing claymodelling and pottery as crafts for basic schools were continued.

Guidance and Advice

One UNESCO fellow from Iran was attached to the Institute for one week for the study of the programme of Home Science in elementary schools in India. Similarly, a batch of 16 Education Officers from Combodia visited the Institute to understand the concept, technique and progress of basic education.

Main Developments

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

Andhra Pradesh

In pursuance of the policy of the Government to convert the traditional type of schools to the basic pattern, 300 non-basic schools were converted during the year. Moreover, 50 new basic schools were also opened. A seminar for teachers of basic education was organised at the Post-graduate Basic Training College, Pentapadu, in which some inspecting officers also participated.

Assam

The scheme for the gradual conversion of elementary schools to the basic type was taken up for implementation in the right earnest. In order to push up this programme, facilities for the training of teachers were extended. Moreover, to bridge the gap between the two systems, an orientation programme was taken up for a short course training to the untrained teachers.

Bihar

In order to tone up the quality of basic education, it was decided to post one trained intermediate teacher each to more than 500 basic schools in the State.

Bombay

Several improvements have been made with regard to craft teaching in basic schools. For the construction of craft sheds in basic schools, standard plans and type designs have been prepared and the Government have been giving full grants to school boards for this purpose. Upto the end of the year under review, establishment of 17 craft sheds was sanctioned.

Kerala

Basic education seminars were conducted at various places for the benefit of teachers and administrators.

Madhya Pradesh

The non-basic training college at Dewas was converted to the basic type during the year.

Madras

In view of the re-organisation of the scheme of elementary education in the State into a 7-year integrated course, the Government decided to revise and reduce the basic education course also from 8 years' duration to 7 years

duration. Accordingly, a committee was set up to spell out the syllabus. Pending finalisation of the syllabus by the Committee, the Director was asked to take steps to introduce the additional subjects recommended by the Tamil Nad Basic Educational Society for study in the first five standards of basic schools on an *ad hoc* basis.

During the year, another committee was constituted to frame a suitable syllabus for the 4-year post-basic course. An *ad hoc* committee, to assess the attainments of the final year students of the post-basic schools, was also constituted.

Retraining courses were organised at 21 centres in the State and the number of teachers retrained, during the year, was 677. A retraining course of five months' duration was also organised at the Post-Graduate Basic Training College, Orathanad, for the benefit of graduate trained teachers at which 66 graduate trained teachers were retrained.

To enable the teachers in non-basic schools to implement the revised syllabus for the integrated elementary course and to enable them to orient the non-basic schools towards basic pattern, seminars were organised to give them the necessary training. Resource persons were also trained and these persons conducted seminars at district and *taluk* levels. As against the target of 12,000 teachers, 11,384 teachers were trained.

Three seminars, for the benefit of teachers in Basic Schools, were organised at district level by the Inspecting Officers.

Two District Education Officers attended a 2-week training course in basic education meant for educational administrators and inspecting officers and 3 officers of the department participated in a 4-week workshop on correlation-both organised by the National Institute of Basic Education, New Delhi. A lecturer in Psychology and Sociology, Government Post Graduate Basic Training College, Orathanad, also attended a seminar on "Educational Psychology for Basic Training Institutions" organised by the same Institute.

Two Regional Basic Education Conferences were held during the year. One was held from 7th December to 9th December, 1959 at Velur for the Coimbatore Division and the other from 17th February to 19th February, 1960 at Nagercoil (Kanyakumari District) for the Madurai Division. One-day conferences once in two months were also organised as usual for teachers working in basic schools in compact areas.

Mysore

During the year, 400 primary schools of the basic pattern were opened. Upto the end of the year, 1,743 schools were converted to the basic type. The construction of 32 craft sheds for demonstration and practical work in basic schools was also undertaken.

Orissa

The modified primary school syllabus with basic features was introduced in junior basic schools with effect from 1st April, 1959.

The Special Officer for Crafts attached to the department was deputed to take a short-term training course in the administration of basic education organised at Delhi by the National Institute of Basic Education. The Weaving

Instructors at the Basic Training Schools, Bargarh and Nowranghur, were deputed to receive advanced training in weaving at the Central Training Institute, Koni.

The reconstituted Board of Basic Education, in its meeting held on 20th July, 1959, *inter alia*, took the following decisions : (i) short training courses be organised in basic education for Inspectors and Sub-Inspectors and in the methods of teaching English on structural pattern for English teachers of basic schools ; (ii) the teacher pupil ratio should be 1:35 in basic schools ; (iii) a stall should be established in the market to sell the crafts produced by the basic schools ; (iv) soap-making as craft may be started in some selected senior basic schools with financial help from the Village Industries Board.

Punjab

One hundred more classes were converted to the basic type.

The two post-basic schools in the State at Rajpura and Faridabad were taken over by the State Government from Hindustani Talimi Sangh in 1957-58. These schools were now being conducted more or less as higher secondary schools. The Punjab University, by a special resolution, during the year, allowed students passing out of these schools to join second year class in any affiliated college. The State Government also declared them as eligible for government employment in positions where matriculation or higher secondary certificate was the minimum qualification.

Rajasthan

Four hundred and fifty primary schools were converted to the basic pattern. Moreover, 11 new basic schools were started.

Uttar Pradesh

Equipment grant for junior basic schools and grant for the introduction of science in senior basic schools were sanctioned during the year.

A. & N. Islands

Nine junior basic schools were established. Untrained teachers were being trained in the local junior basic teachers' training school.

Himachal Pradesh

Two hundred elementary schools were converted to the basic pattern and 50 new junior basic training schools were started.

A seminar of Education Officers, Headmasters/Headmistresses and Inspecting Officers was organised at Solan in July, 1959 to finalise the schemes for the orientation of elementary schools to the basic type. Two teachers training seminars for reorientation programme were also organised.

L. M. & A. Islands

One primary school (at Agathi) was converted to the basic type. Eleven teachers were given orientation training by the Assistant Education Officer.

Manipur

One junior basic school and one basic training institute were established. Programme for orientation of elementary schools to basic pattern was carried out. Aided and private primary teachers were deputed to undergo basic training.

Tripura

Thirty-five primary schools were converted as the junior basic schools and 52 basic schools were started. Craft was introduced in 40 primary schools.

Pondicherry

One junior basic school was started and one junior basic school was upgraded to the senior basic standard.

Schools

The total number of basic schools—junior basic, senior basic and post-basic—rose from 69,838 to 75,345 during the year. This gives an increase of 7.9 per cent, as against an increase of 9.3 per cent during the previous year. Of the total, 61,757 schools (56,526 for boys and 5,231 for girls) were junior basic, 13,554 schools (12,252 for boys and 1,302 for girls) were senior basic and 34 schools (31 for boys and 3 for girls) were post-basic schools. The corresponding figures for the previous year were : Junior basic schools 57,069 (including 4,179 for girls), senior basic schools 12,739 (including 1,221 for girls) and post-basic schools 30 (including 2 for girls).

More than three-fourths of the junior basic schools (78.3 per cent) were managed by local boards, and the rest by government and private organisations almost in equal proportion (exact share being 10.6 per cent and 11.1 per cent respectively). The management pattern of senior basic schools also was more or less the same as that of junior basic schools, that is, those managed by local boards were 73.4 per cent, by government 9.7 per cent and by private bodies 16.9 per cent. Post-basic education, like its counterpart higher secondary education, was predominantly a private enterprise, the government sharing above one fifth of the responsibility. The post-basic schools were reported by the States of Andhra Pradesh, Bihar, Kerala, Madras, Orissa and Punjab only.

Table XXX shows the Statewise distribution of basic schools. Basic schools were in existence in all the States except Jammu and Kashmir.

The number of junior basic schools increased in all the States except Kerala, where they decreased by one only. The highest increase of 1,685 among the States was reported by Uttar Pradesh and those to follow were Bihar (439), Rajasthan (427), Madras (375), Andhra Pradesh (359), Mysore (358), Assam (277), West Bengal (219), Madhya Pradesh (141), Punjab (69), Bombay (45) and Orissa (1). Among the Union Territories, the maximum increase was reported by Himachal Pradesh (209), followed by Manipur and Tripura (41 each) and Delhi (3).

The number of senior basic schools increased in all the States reporting such schools except Madhya Pradesh where they decreased by 4 and in Himachal Pradesh where they decreased by 2. The decrease in Madhya Pradesh was more apparent than real, it being due to the reclassification of schools having non-basic education at the middle stage and basic education at the primary

Table XXX—Number of Basic Schools

State	Junior Basic Schools				Senior Basic Schools				Post-Basic Schools				Total		Increase (+) or Decrease (-)
	For Boys		For Girls		For Boys		For Girls		For Boys		For Girls		1958-59	1959-60	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	2,109	2,466	4	6	275	306	2	2	1	2	..	..	2,391	2,782	+ 391
Assam	2,037	2,308	74	80	144	192	13	19	..	..	..	..	2,268	2,599	+ 331
Bihar	2,152	2,385	107	313	722	759	7	9	21	21	1	..	3,010	3,487	+ 477
Bombay { Maharashtra	2,725	1,182	96	28	4,640	2,380	434	119	..	..	..	..	7,895	3,709	+ 390
{ Gujarat	*	1,587	*	69	*	2,598	*	322	..	..	..	..	..	4,576	*
Kerala	441	440	..	..	123	123	..	..	2	2	..	..	566	565	- 1
Madhya Pradesh	2,225	2,366	3	3	301	297	..	..	..	..	..	..	2,529	2,666	+ 137
Madras	2,671	3,046	..	..	471	546	..	..	2	2	1	1	3,145	3,595	+ 450
Mysore	1,547	1,890	34	49	1,121	1,189	105	108	..	..	..	..	2,807	2,236	+ 429
Orissa	360	361	..	..	23	23	..	..	2	2	..	..	385	386	+ 1
Punjab	521	566	187	211	41	50	18	23	..	2	..	2	767	854	+ 87
Rajasthan	1,285	1,699	89	102	36	51	7	11	..	..	..	..	1,417	1,863	+ 446
Uttar Pradesh	32,872	33,772	3,492	4,277	3,462	3,540	618	644	..	..	..	..	40,444	42,233	+ 1,789
West Bengal	1,057	1,276	21	21	87	112	7	21	..	..	..	..	1,172	1,430	+ 258
A. & N. Islands	9	9	..	..	..	..	..	..	..	..	..	..	9	9	..
Delhi	163	170	62	58	39	48	10	23	..	..	..	..	274	299	+ 25
Himachal Pradesh	460	670	4	3	9	7	..	..	..	..	..	..	473	680	+ 207
L. M. & A. Islands	..	..	..	..	1	1	..	..	..	..	..	..	1	1	..
Manipur	94	130	6	11	..	..	..	..	..	..	..	..	100	141	+ 41
N.E.F.A.	7	7	..	..	..	..	..	..	..	..	..	..	7	7	..
Tripura	153	194	..	..	23	29	..	1	..	..	..	..	176	224	+ 48
Pondicherry	2	2	..	..	..	1	..	..	..	..	..	..	2	3	+ 1
INDIA	52,890	56,526	4,179	5,231	11,518	12,252	1,221	1,302	28	31	2	3	69,838	75,345	+5,507

*Figures included against Maharashtra.

stage as middle schools instead of senior basic schools. In Himachal Pradesh, the upgrading of two senior basic schools as high schools resulted in the decrease in the number of such schools. Elsewhere, the increase ranged from 345 in Bombay to 14 in Punjab among the States and from 22 in Delhi to 1 in Pondicherry among union territories.

As for post-basic schools, their number decreased by one in Bihar as a result of upgrading it to higher secondary school; whereas Andhra Pradesh reported an increase of one school, Punjab has shown four such schools for the first time.

Pupils

During the year, the total number of pupils reading in basic schools was 90,08,633 as compared to 82,07,360 in the previous year. This gives an increase of 9·8 per cent, as against that of 13·2 per cent in 1958-59. The enrolment in junior basic schools increased from 54,49,764 to 60,12,956 or by 10·3 per cent, that in senior basic schools from 27,54,790 to 29,91,283 or by 8·6 per cent and in post-basic schools from 2,806 to 4,394 or by 56·6 per cent. These figures, however, do not take into account the number of pupils pursuing junior basic education in basic education classes of non-basic schools.

State-wise distribution of pupils studying in basic schools is shown in Table XXXI. The total enrolment in all the junior, senior and post-basic schools increased in all the States and Union Territories except N.E.F.A. The highest increase 2,64,870 amongst the States was reported by Uttar Pradesh followed by Bombay (1,00,479), Madras (83,599), Rajasthan (79,055), Andhra Pradesh (57,707), Mysore (57,641) and Bihar (51,229). In other States, it varied from 34,086 in Assam to 719 in Orissa. Among the Union Territories Himachal Pradesh recorded the highest increase of 8,089 while L. M. & A. Islands had the lowest, that is 43 pupils.

As regards the enrolment in junior basic schools, it increased in all the States except Bombay, Kerala, Punjab, Delhi and N.E.F.A. Similarly, the enrolment in senior basic schools also increased everywhere except in Madhya Pradesh and Himachal Pradesh. The increase in enrolment in post-basic schools was, however, reported by all the states having such type of schools except Madras.

Teachers

During the year, there were 2,55,550 teachers (1,94,303 men and 61,247 women) in basic schools as against 2,36,006 teachers (1,81,389 men and 54,617 women) during the previous year. This yields an increase of 8·3 per cent. The number of teachers in junior basic schools increased from 1,48,361 to 1,59,751, in senior basic schools from 87,437 to 95,539 and in post-basic schools from 208 to 260. The percentage of increase in these schools works out as 8·4, 9·2 and 25·0 respectively.

Table XXXII gives the State-wise distribution of teachers in different type of basic schools. The increase in the number of teachers was reported by all the States and Union Territories.

The all-India percentage of trained teachers to the total number of teachers in all types of basic schools decreased slightly from 76·9 to 76·0. The proportion of trained teachers in junior basic schools, senior basic schools and post-basic schools was 76·2 per cent, 75·8 per cent and 53·1 per cent respectively. The corresponding figures for the previous year were 77·6 per cent, 75·6 per

Table XXXI—Number of Pupils in Basic Schools

State	In Junior Basic Schools				In Senior Basic Schools				In Post-Basic Schools				Total		Increase (+) Decrease (-)
	Boys		Girls		Boys		Girls		Boys		Girls		1958-59	1959-60	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	1,42,043	1,72,410	77,295	94,543	49,295	56,918	16,812	19,227	24	68	3	13	2,85,472	3,43,179	+ 57,707
Assam	1,16,191	1,30,774	67,724	76,349	16,621	23,122	8,703	13,080	..	..	..	..	2,09,239	2,43,325	+ 34,086
Bihar	1,22,986	1,45,211	27,995	44,246	1,10,791	1,20,304	18,043	20,708	2,284	2,843	72	88	2,82,171	3,33,400	+ 51,229
Bombay	Maharashtra	1,71,767	81,112	66,550	31,202	9,95,372	5,72,697	4,40,911	..	..	..	..	16,74,600	9,12,501	+ 1,00,479
	Gujarat	*	86,958	*	37,866	*	4,95,326	*	2,42,428	..	..	..	..	8,62,578	
Kerala	50,728	53,611	48,240	42,901	26,542	30,221	18,246	20,640	121	140	15	34	1,43,892	1,47,547	+ 3,655
Madhya Pradesh	1,45,877	1,56,800	18,940	22,705	65,389	62,295	5,166	6,410	..	..	..	..	2,35,372	2,48,210	+ 12,838
Madras	2,09,647	2,42,423	1,27,172	1,50,302	92,513	1,10,341	64,401	74,272	119	119	99	93	4,93,951	5,77,550	+ 83,599
Mysore	90,637	1,12,404	40,106	54,053	2,00,146	2,13,798	83,322	91,597	..	..	..	..	4,14,211	4,71,852	+ 57,641
Orissa	16,906	17,073	6,252	6,357	3,066	3,388	726	835	69	85	..	..	27,019	27,738	+ 719
Punjab	51,372	48,140	24,557	26,277	10,662	14,887	4,186	5,428	..	155	..	756	90,777	95,643	+ 4,866
Rajasthan	94,289	1,50,978	18,684	34,966	7,767	11,876	1,765	3,740	..	..	..	..	1,22,505	2,01,560	+ 79,055
Uttar Pradesh	28,90,318	30,55,332	6,33,244	7,07,381	3,99,216	4,11,248	89,014	1,02,701	..	..	..	..	40,11,792	42,76,662	+ 2,64,870
West Bengal	78,668	93,157	36,745	43,823	6,741	7,504	1,309	2,150	..	..	..	..	1,23,463	1,46,634	+ 23,171
A. & N. Islands	888	1,033	584	708	..	..	..	..	..	..	..	..	1,472	1,741	+ 269
Delhi	17,181	17,563	7,822	7,239	10,152	13,048	1,973	6,559	..	..	..	..	37,128	44,409	+ 7,281
Himachal Pradesh	17,879	25,150	2,708	4,167	1,694	1,131	254	176	..	..	..	..	22,535	30,624	+ 8,089
L. M. & A. Islands	..	..	..	..	215	306	68	20	..	..	..	..	283	326	+ 43
Manipur	5,895	7,497	2,888	4,807	..	..	..	..	..	..	..	..	8,783	12,304	+ 3,521
N.E.F.A.	194	171	27	22	..	..	..	..	..	..	..	..	221	193	- 28
Tripura	12,257	16,024	6,323	8,944	2,593	3,783	1,116	1,522	..	..	..	..	22,289	30,273	+ 7,984
Pondicherry	146	234	39	43	..	107	..	..	..	..	..	..	185	384	+ 199
INDIA	42,35,869	46,14,055	12,13,895	13,98,901	19,98,775	21,52,300	7,56,015	8,38,983	2,617	3,410	189	984	82,07,360	90,08,633	+ 8,01,273

*Figures included against Maharashtra.

Table XXXII—Number of Teachers in Basic Schools

State	In Junior Basic Schools				In Senior Basic Schools				In Post-Basic Schools			
	Men		Women		Men		Women		Men		Women	
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained	Trained	Untrained
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	5,200	1,374	1,162	73	1,582	893	307	50	6	5	1	..
Assam	3,021	1,483	587	486	626	566	100	154	..	..	..	..
Bihar	3,762	957	61	57	4,302	442	230	17	59	94	..	..
Bombay { Maharashtra	1,964	986	137	106	13,995	3,433	2,783	1,023	..	..	..	..
{ Gujarat	1,433	1,549	427	344	8,621	5,696	3,602	2,521	..	..	..	..
Kerala	1,675	51	1,021	58	1,070	114	633	96	6	6	2	1
Madhya Pradesh	3,484	2,326	61	50	1,482	1,045	11	16	..	..	..	..
Madras	7,066	57	3,972	16	3,466	130	2,675	20	14	1	6	1
Mysore	2,920	1,877	389	220	5,766	1,189	1,082	366	..	..	..	..
Orissa	885	8	4	3	176	7	4	..	7	3	1	..
Punjab	1,344	12	612	31	459	24	170	4	13	7	23	4
Rajasthan	3,260	1,351	290	262	329	197	71	10	..	..	..	..
Uttar Pradesh	66,238	16,245	4,835	5,422	14,737	3,435	2,939	1,110	..	..	..	..
West Bengal	3,403	1,042	370	133	251	268	47	72	..	..	..	..
A. & N. Islands	9	22	9	9	..	..	..	..	..	..	..	..
Delhi	670	..	194	..	517	2	225	..	..	..	..	..
Himachal Pradesh	730	427	68	44	58	10	2	3	..	..	..	..
L.M.& A. Islands	..	..	..	..	10	..	..	..	..	..	..	..
Manipur	101	337	7	13	..	..	..	..	..	..	..	..
N.E.F.A.	9	..	2	..	..	..	..	..	..	..	..	..
Tripura	243	392	74	223	107	127	21	36	..	..	..	..
Pondicherry	5	1	..	..	5	2	..	..	..	..	..	..
INDIA	1,07,422	30,497	14,282	7,550	57,559	17,5	14,902	5,498	105	116	33	6

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

State	In All Schools			Percentage of Trained Teachers to Total Number of Teachers				Teacher—Pupil Ratio			
	Trained	Untrained	Total	In Junior Basic School	In Senior Basic Schools	In Post-Basic Schools	In All Schools	In Junior Basic Schools	In Senior Basic Schools	In Post-Basic Schools	In All Schools
1	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh	8,258	2,395	10,653	81.5	66.7	58.3	77.5	34	27	7	32
Assam	4,334	2,689	7,023	64.7	50.2	..	81.7	37	25	..	35
Bihar	8,414	1,567	9,981	79.0	90.8	38.6	84.3	39	28	19	33
Bombay { Maharashtra	18,879	5,548	24,427	65.8	79.0	..	77.3	35	38	..	37
{ Gujarat	14,083	10,110	24,193	49.6	59.8	..	58.2	33	36	..	36
Kerala	4,407	326	4,733	96.1	89.0	53.3	93.1	34	27	12	30
Madhya Pradesh	5,038	3,437	8,475	59.9	58.5	..	59.4	30	27	..	29
Madras	17,199	225	17,424	99.3	97.6	90.9	98.7	35	29	10	33
Mysore	10,157	3,652	13,809	61.2	81.5	..	73.6	31	36	..	34
Orissa	1,077	21	1,098	98.8	96.3	72.7	98.1	26	23	14	25
Punjab	2,621	82	2,703	97.8	95.7	76.6	97.0	37	31	19	35
Rajasthan	3,950	1,820	5,770	68.8	65.9	..	68.5	36	26	..	35
Uttar Pradesh	88,749	26,212	1,14,961	76.6	79.5	..	77.2	41	23	..	37
West Bengal	4,071	1,515	5,586	76.3	46.7	..	72.9	28	15	..	26
A. & N. Islands	18	31	49	36.7	..	..	36.7	36	..	..	36
Delhi	1,606	2	1,608	100.0	99.7	..	99.9	29	26	..	28
Himachal Pradesh	858	484	1,342	62.9	82.2	..	63.9	23	18	..	23
L.M. & A. Islands	10	..	10	..	100.0	..	100.0	..	38	..	33
Manipur	108	350	458	23.6	..	..	23.6	27	..	..	27
N.E.F.A.	11	..	11	100.0	..	..	100.0	18	..	..	18
Tripura	445	778	1,223	34.0	44.0	..	36.4	27	18	..	25
Pondicherry	10	3	13	83.3	71.4	..	76.9	46	15	..	30
INDIA	1,94,303	61,247	2,55,550	76.2	75.8	53.1	76.0	38	31	17	35

cent and 58.2 per cent. Among the States and Union Territories, basic schools had cent per cent trained teachers in L. M. & A. Islands and N.E.F.A., between 100 per cent and 75 per cent in 11 States and Union Territories and between 75 per cent and 50 per cent in 7 States and Union Territories. In the remaining 3 Union Territories of A. & N. Islands, Tripura and Manipur, the proportion of untrained teachers, was more than that of trained teachers, their percentage being 63.3, 63.6 and 76.4 respectively.

The teacher-pupil ratio in junior basic schools was 1 : 38, as compared to 1 : 31 in senior basic schools and 1 : 17 in post basic schools.

Expenditure

The total direct expenditure on basic schools increased from Rs. 22,81,48,337 to Rs. 25,08,35,227 or at the rate of 9.9 per cent. Of the total, Rs. 14,04,32,001 were expended on junior basic schools, Rs. 10,99,17,999 on senior basic schools and Rs. 4,85,227 post basic schools. The corresponding figures for the previous year were : junior basic schools Rs. 12,50,32,828, senior basic schools 10,27,46,224 and post basic schools Rs. 3,69,285. The basic schools accounted for 11.0 per cent of the total direct expenditure on all types of recognised institutions, as against 11.2 per cent in 1958-59.

Table XXXIII—Direct Expenditure on Basic Schools by Sources

Management	Junior Basic		Senior Basic		Post-Basic	
	Amount	Percentage	Amount	Percentage	Amount	Percentage
1	2	3	4	5	6	7
	Rs.		Rs.		Rs.	
Government Funds	11,07,62,523	78.9	8,31,15,106	75.6	3,33,699	68.8
L. B. Funds	2,62,95,502	18.7	1,34,83,001	12.3	..	..
Fees	4,39,444	0.3	88,17,475	8.0	64,734	13.3
Endowments	5,99,802	0.4	10,54,527	1.0	42,470	8.8
Other Sources	23,34,730	1.7	34,47,890	3.1	44,324	9.1
TOTAL	14,04,32,001	100	10,99,17,999	100.0	4,85,227	100.0

The source-wise distribution of the total expenditure on basic schools is given in Table XXXIII. Government met major portion of this expenditure and its share accounted for 77.4 per cent, as in the previous year. The share of the local boards increased slightly from 15.5 per cent to 15.9 per cent and that of endowments from 0.6 per cent to 0.7 per cent. The expenditure met out of the income from fees decreased from 4.1 per cent to 3.7 per cent. The contribution of other sources has decreased to 2.3 per cent.

Table XXXIV--Direct Expenditure on Basic Schools by States

State	On Junior Basic Schools		On Senior Basic Schools		On Post-Basic Schools	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7
Andhra Pradesh	59,82,896	67,04,459	24,67,838	29,92,249	12,867	23,716
Assam	42,83,672	44,45,911	7,58,560	10,77,105	..	..
Bihar	26,43,947	29,71,968	51,75,486	56,52,863	2,60,480	2,20,728
Bombay : { Maharashtra	86,90,929	38,90,912	4,49,51,141	2,40,14,530	..	..
{ Gujarat	*	48,32,124	*	2,49,03,117	..	..
Kerala	30,07,445	32,51,398	20,06,568	22,98,859	19,667	21,061
Madhya Pradesh	48,87,290	53,58,644	26,96,377	22,41,276	..	..
Madras	89,95,540	99,58,289	53,77,832	60,16,984	62,512	65,769
Mysore	42,18,561	50,77,039	1,13,87,951	95,96,079	..	..
Orissa	9,78,806	21,04,380	1,84,422	2,32,318	13,759	11,337
Punjab	22,56,999	25,44,515	7,49,764	11,06,386	..	1,42,616
Rajasthan	38,17,933	57,97,909	8,82,132	11,16,146	..	..
Uttar Pradesh	6,73,86,713	7,33,28,712	2,41,12,806	2,54,31,556	..	..
West Bengal	38,64,500	46,93,714	6,42,463	9,43,188	..	..
A. & N. Islands	68,367	94,336	..	..	..	..
Delhi	15,51,239	16,20,971	8,15,080	15,26,613	..	..
Himachal Pradesh	11,60,208	17,97,527	87,121	73,305	..	..
L. M. & A. Islands	..	..	12,920	13,850	..	..
Manipur	1,12,680	2,56,056	..	..	..	..
N.E.F.A.	43,781	49,250	..	..	..	..
Tripura	10,75,985	16,47,589	4,37,763	6,77,725	..	..
Pondicherry	5,337	6,298	..	3,850	..	..
INDIA	12,50,32,828	14,04,32,001	10,27,46,224	10,99,17,999	3,69,285	4,85,227

*Figures included against Maharashtra.

Table XXXIV—Direct Expenditure on Basic Schools by States—(Contd.)

State	Total		Increase (+) or Decrease(—)	Percentage of Exp. on Basic Schools to Direct Exp. on Education	Percentage of Expenditure met from				
	1958-59	1959-60			Government Funds	Local Boards	Fees	Endow- ments	Other Sources
1	8	9	10	11	12	13	14	15	16
Andhra Pradesh	84,63,601	97,20,424	+12,56,823	5.7	70.8	28.4	0.4	0.3	0.1
Assam	50,42,232	55,23,016	+ 4,80,784	10.1	99.3	0.1	0.1	0.5	0.0
Bihar	80,79,913	88,45,559	+ 7,65,646	6.8	94.3	0.6	2.0	0.5	2.4
Bombay : { Maharashtra	5,36,42,070	2,79,05,442	+39,98,613	9.1	85.8	10.9	1.2	0.0	2.1
{ Gujarat	*	2,97,35,241	*	22.0	87.7	10.6	0.4	0.1	1.2
Kerala	50,33,680	55,71,318	+ 5,37,638	3.9	98.6	..	0.1	0.0	1.3
Madhya Pradesh	75,83,667	75,99,920	+ 16,253	5.4	86.6	10.9	1.5	0.7	0.3
Madras	1,44,35,884	1,60,41,042	+16,05,158	8.0	78.3	15.8	0.4	5.1	0.4
Mysore	1,56,06,512	1,46,73,118	— 9,33,394	11.3	81.9	14.1	0.8	0.0	3.2
Orissa	11,76,987	23,48,035	+11,71,048	2.9	98.9	0.3	..	0.4	0.4
Punjab	30,06,763	37,93,517	+ 7,86,754	3.1	98.3	0.1	1.0	0.5	0.3
Rajasthan	47,00,065	62,14,055	+22,13,990	8.4	99.5	..	0.3	0.2	0.0
Uttar Pradesh	2,14,99,519	9,87,60,268	+72,60,749	35.3	65.7	21.3	8.0	0.6	3.9
West Bengal	45,05,963	55,36,902	+11,29,939	2.5	82.7	9.3	5.5	0.5	2.4
A. & N. Islands	68,367	94,336	+ 25,969	20.4	100.0	..	..	..	..
Delhi	23,66,319	31,47,584	+ 7,81,265	4.7	0.1	98.0	1.9	..	..
Himachal Pradesh	12,47,329	18,70,832	+ 6,23,503	25.6	100.0	..	..	..	..
L. M. & A. Islands	12,920	13,850	+ 930	13.5	100.0	..	..	..	..
Manipur	1,12,680	2,56,056	+ 1,43,376	5.4	2.4	97.6	..	..	..
N.E.F.A.	43,781	49,250	+ 5,469	4.7	100.0	..	..	..	..
Tripura	15,13,748	23,25,314	+ 8,11,566	29.8	99.6	..	..	0.1	0.3
Pondicherry	5,337	10,148	+ 4,811	0.4	71.9	..	..	28.1	..
INDIA	22,81,48,337	25,08,35,227	+2,26,86,890	11.0	77.4	15.9	3.7	0.7	2.3

*Figures included against Maharashtra.

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

Junior basic Schools	Rs. 23·4
Senior basic Schools	Rs. 36·7
Post basic Schools	Rs. 110·4

The State-wise details of the total direct expenditure on basic schools and its source-wise distribution are given in Table XXXIV. The total direct expenditure increased in all the States and Union Territories except Mysore.

The proportion of expenditure on basic schools to the total direct expenditure on education is indicated in col. (11) of Table XXXIV. The figures show wide variations due to variation in the number of classes in these schools.

The source-wise percentage of expenditure on all the basic schools are given in cols. (12) to (16) of Table XXXIV. Government met cent per cent expenditure on basic schools in A. & N. Islands, Himachal Pradesh, L. M. & A. Islands, Manipur and N. E. F. A., between cent per cent and 75 per cent in 12 States and one Union Territory, between 75 per cent and between 50 per cent in two States and one Union Territory and below 50 per cent in the two Union Territories of Delhi and Manipur. In both these the major share of expenditure, to the extent of about 98·8 per cent, came from local boards.

Teachers' Training

The number of basic teachers' training schools increased from 678 to 740. These schools, together with teachers training classes attached to other institutions, had enrolled 82,700 pupil teachers (63,671 men and 19,029 women), as against 71,499 pupil teachers (54,283 men and 17,216 women) enrolled during the previous year. Of the total, 45,533 pupil teachers (37,252 men and 8,281 women) qualified for the award of teachers training diplomas or certificates in basic education. The total direct expenditure incurred on these institutions amounted to Rs. 2,45,27,720, the corresponding figures for the previous year being Rs. 2,22,27,989. The average administrative cost of training a teacher came to Rs. 331·8 during the year.

The State-wise statistics of basic teachers training schools are given in Table XXXV. The highest number of schools among the States was reported by Bombay (159), followed by Uttar Pradesh (155), Bihar (83), Kerala (75) Andhra Pradesh (67) and Madhya Pradesh (46). In other States, it varied from 39 in Rajasthan to 9 in Jammu & Kashmir. Among the Union Territories, Himachal Pradesh and Manipur reported two schools each, while A. & N. Islands, Delhi, N. E. F. A. and Tripura reported one school each. The States of Madhya Pradesh and Madras reported a decrease in the number of training schools which was due to the reclassification of such schools as colleges.

Besides 740 teachers training schools, there were 185 post graduate and under graduate basic training colleges during the year, as against 54 only during the previous year. The huge increase was more apparent than real, it being due to the reclassification of basic teachers training schools as under graduate basic teachers training colleges in the States of Madhya Pradesh and Madras. These colleges and the training classes attached to the institutions enrolled 16,101 pupil-teachers (11,629 men and 4,472 women). The corresponding figures for the previous year were 4,536 (3,789 men and 747 women only). The total direct expenditure on these colleges increased from Rs. 35,10,798

Table XXXV—Statistics of Basic Teachers' Training Schools

State	Number of Basic T.T. Schools	Number of pupils*			Total Direct Ex-penditure	Average annual cost per pupil	Output†		
		Men	Women	Total			Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	67	6,404	1,257	7,661	22,40,072	260·2	2,735	360	3,095
Assam	20	1,206	259	1,465	4,73,570	323·3	1,006	236	1,242
Bihar	83	9,382	1,621	11,003	30,04,874	273·1	3,369	396	3,765
Bombay : { Maharashtra	113	10,356	3,491	13,847	37,37,072	269·9	5,778	1,556	7,334
{ Gujarat	46	3,981	1,591	5,572	15,45,302	277·3	2,755	837	3,592
Jammu & Kashmir	9	408	164	572	5,89,391	1,030·4	367	158	525
Kerala	75	3,102	2,337	5,439	8,40,587	161·4	961	688	1,649
Madhya Pradesh	46	5,088	494	5,582	29,06,466	520·7	6,744	873	7,617
Madras	16	4,156	2,887	7,043	193,764	134·1	2,436	1,180	3,616
Mysore	19	1,991	477	2,468	11,73,014	491·0	948	232	1,180
Punjab	22	2,178	2,355	4,533	6,70,453	378·6	695	518	1,213
Rajasthan	39	4,018	197	4,215	20,94,526	511·1	4,007	195	4,202
Uttar Pradesh	155	9,613	1,470	11,083	44,37,870	398·6	3,495	537	4,032
West Bengal	22	1,199	221	1,420	2,80,069	205·9	15,09	401	1,910
A. & N. Islands	1	8	11	19	12,205	642·4	7	9	16
Delhi	1	138	143	281	74,549	392·4	43	51	94
Himachal Pradesh	2	175	25	200	79,134	395·7	146	23	169
Manipur	2	154	5	159	51,943	326·7	143	5	148
N. E. F. A.	1	20	..	20	1,02,658	5,132·9	12	3	15
Tripura	1	94	24	118	20,201	420·9	96	23	119
INDIA	740	63,671	19,029	82,700	2,45,72,720	331·8	37,252	8,281	45,533

*Includes enrolment in attached classes. †Includes private students also.

to Rs. 81,18,887 (Rs. 32,32,199 on post graduate colleges and Rs. 48,86,688 on under-graduate colleges). The average annual cost of educating a pupil worked out to Rs. 867.7 in post-graduate colleges and Rs. 262.2 in under-graduate colleges. The corresponding figures for the previous year were Rs. 751.1 and Rs. 490.9 respectively. The output of graduates and under graduates during 1959-60 was 2848 (2,150 men and 698 women) and 5,090 (3,552 men and 1,538 women).

Detailed statistics of basic teachers' training colleges are given in Table XXXVI. The cause of the huge increase in the number of these colleges reported by the States of Madhya Pradesh and Madras has already been mentioned above.

Table XXXVI—Statistics of Basic Teachers' Training Colleges

State	No. of Basic Training Colleges		Enrolment*			Expenditure		Average Annual Cost per pupil		Output†					
	Post-graduate	Under-graduate	Men	Women	Total	Post-graduate	Under-graduate	Post-graduate	Under-graduate	Graduate			Under-graduate		
										Men	Women	All Persons	Men	Women	All Persons
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
						Rs.	Rs.	Rs.	Rs.						
Andhra Pradesh	1	..	45	11	56	42,409	..	757.3	..	48	26	74	..	..	..
Assam	1	..	17	..	17	58,798	..	3,458.7	..	..	..	..	..	..	..
Bihar	3	..	437	42	479	2,37,295	..	495.4	..	647	39	686	..	..	..
Eombay—															
Maharashtra	3	..	81	9	90	1,27,246	..	1,413.8	..	83	9	92	..	..	..
Gujarat	2	..	62	11	73	89,434	..	1,225.1	..	+	+	+	+	+	+
Madhya Pradesh†	4	31	2,731	571	3,302	7,43,479	15,19,068	1,791.5	526.2	251	43	294	3,168	1,495	4,663
Madras†	1	96	5,386	3,057	8,443	52,910	23,61,981	1,556.2	182.2	33	..	33	118	43	161
Mysore†	1	9	689	140	829	71,162	3,06,083	2,093.0	350.2	26	..	26	170	..	170
Orissa†	1	6	350	..	350	52,122	89,126	947.7	302.1	55	..	55	..	..	..
Punjab	10	..	470	456	926	8,14,273	..	520.6	..	486	472	958	..	..	..
Rajasthan	4	..	418	62	480	5,28,918	..	886.0	..	403	61	464	..	..	..
Uttar Pradesh†	1	4	590	22	612	1,12,927	4,99,157	1,685.5	915.9	44	24	68	96	..	96
West Bengal†	1	4	277	68	345	1,73,658	1,11,273	1,736.6	481.7	+	+	+	+	+	+
Delhi	..	..	18	7	25	..	..	..	..	18	8	26	..	..	..
Himachal Pradesh	1	..	38	15	53	57,873	..	1,091.9	..	36	15	51	..	..	..
Tripura	1	..	20	1	21	69,695	..	765.9	..	20	1	21	..	..	..
INDIA	35	150	11,629	4,472	16,101	32,32,199	48,86,688	867.7	262.2	2,150	698	2,848	3,552	1,538	5,090

*Includes enrolment in attached classes. †Includes private students also. ‡Figures not available.

CHAPTER V

SECONDARY EDUCATION

The programme of the reconstruction of Secondary Education continued to be implemented during the year under report. As a result of this, more high schools were converted to the higher secondary multipurpose pattern, the number of diversified courses multiplied and facilities for craft teaching were expanded. Besides, for the qualitative improvement of teaching, a number of regional and State seminars of headmasters and subject-teachers, seminars-cum-training courses, educational workshops and extension service projects were organised. For this programme, a grant of Rs. 4.33 crores was given to the various States during the year. The important activities of the Central Government in this field are given in the following paragraphs :

The former All-India Council for Secondary Education was reconstituted as an advisory body with effect from April 1, 1959. All the executive functions performed hitherto by the Council were made the responsibility of the Directorate of Extension Programmes for Secondary Education (DEPSE), under the Ministry of Education.

With the opening of a new Centre at the Teachers' College, Banaras Hindu University, the number of extension service departments rose to 54 during the year. These departments continued to do useful work in the field of teacher training and their activities had a significant impact on the outlook of teachers and on the methods and techniques of classroom teaching. The total expenditure incurred on this account during the year was Rs. 8,90,813.

The DEPSE launched a scheme under which 26 selected multipurpose schools in different States were to be strengthened with equipment and expert guidance in elective subjects. Two such schools, one at Jullundur and the other at Bombay, were selected for the purpose. Heads of the multipurpose schools met at five regional conferences and discussed problems relating to the implementation of the multipurpose pattern.

The first meeting of the reconstituted All India Council for Secondary Education was held in July, 1959 at New Delhi. Among the problems considered by the Council, the most significant were those relating to the upgrading of high schools into higher secondary schools or multipurpose schools and the causes of the failures in the secondary school examinations.

A Conference of Secretaries of Boards of Secondary Education was held in September, 1959 and considered the steps for promoting examination reform and to check the high incidence of failures in the school leaving examination. The Central Examination Unit conducted a number of workshops on evaluation and collected a pool of test material. Over one hundred orientation workshops were organised through which nearly 2,000 teachers were introduced to the new concept of evaluation. Draft brochures were prepared on evaluation in different subjects.

A Conference of State Education Ministers was held at New Delhi on 3th and 9th August, 1959. The Conference, *inter alia*, discussed the development of sports and physical activities in schools and colleges; the introduction of the National Service Scheme at the secondary stage, the conversion of

high schools into higher secondary schools and the limiting of the number of students in universities and institutions of higher education. Some of the important recommendations of the Conference in the field of Secondary Education were as follows :—

- (i) The introduction of the Scheme of National Service on a compulsory basis should be considered only after the experience of a pilot project to be operated for a few years. A committee should be appointed to formulate the details of the proposed pilot project.
- (ii) In order to complete the reorganisation of Secondary education as early as possible, at least 50 per cent of the existing high schools should be converted into higher secondary schools by the end of the Second Plan. During the Third Five Year Plan, no new high school should be opened and all secondary schools to be established anew should be of the higher secondary pattern. The rate of the central assistance for the establishment of higher secondary schools should be the same as for the conversion of high schools into higher secondary schools.

The 27th session of the Central Advisory Board of Education was held at New Delhi on the 6th and 7th February, 1960. Among other items on the agenda, the meeting considered the reports of the Sri Prakasa Committee on Religious and Moral Education and the C. D. Deshmukh Committee on National Service and Problems of Students Indiscipline. The recommendations of the Board were under examination of the Government.

On the recommendations of the Estimates Committee (58th Report) it was decided to make education in Tripura and Manipur free upto class VIII in all government and non-government aided schools. It was also decided to exempt all students belonging to Scheduled Castes and Scheduled Tribes, who were *bonafide* residents of the Union Territories, from the payment of fees in respect of examinations conducted by the University/Board in all the Union Territories for a period of five years in the first instance from 1959-60.

The science club movement, started in the previous year, gained momentum during the year, when 183 new science clubs were started in schools and given financial assistance of Rs. 1,200 each. Upto the end of the year some more central science clubs were organised by the Extension Services Departments in their training colleges.

There were in all 313 school science clubs in the country. Three conferences of science club sponsors gave guidance to over one hundred science teachers in organising and conducting the clubs. Under the scheme for the strengthening of science teaching in India formulated by the Government of India in 1956, 40 science teachers were sent abroad to U. K. U. S. A. and Canada for studying the science teaching programme in these countries. A seminar of these teachers, organised during the year provided an opportunity for reviewing their experiences and for planning future programme for strengthening science teaching in secondary schools.

Under the scheme for Assistance to Voluntary Educational Organisations, 20 educational institutions were sanctioned grants totalling to Rs. 2,95,419, for the development of secondary education. Under the scheme for loans for the construction of hostels, a sum of Rs. 4 lakhs was sanctioned to the Government of Rajasthan in favour of Vidya Bhawan Society, Udaipur and another sum of Rs. 8.60 lakhs to 11 State Governments in favour of 5 institutions for the construction of hostels.

The Scheme of National Awards for Teachers, which was started last year, continued during the year under report. During 1959-60, 71 awards were given of which 31 were for secondary school teachers. An expenditure of Rs. 47,880 was incurred in implementing this scheme.

The scheme for the promotion of research in problems connected with Secondary Education continued and grants amounting to Rs. 1,03,339 were sanctioned to 21 teachers training colleges and Departments of Education of Universities for 24 research projects. Four research projects were approved.

For promoting inter-State understanding, a rally of about 100 selected secondary school students from all over India was held in New Delhi on the occasion of the Republic Day Celebrations in January, 1960. Moreover, copies of the brochure entitled "Guide to West Bengal and Assam" and "Guide to South India" were supplied to the State Governments for distribution to high/higher secondary schools. A provision of Rs. 26,000 was made for this scheme out of which a sum of Rs. 19,000 was spent.

As in the previous years, at the invitation of the sponsors of the New York Harold Tribune Forum, Shri Bimal Prashad Jain, a student of 1st year Pre-Medical Course, Hindu College, Delhi was selected through written test conducted with the help of State Governments and Universities and final test and interview. The Forum was held from January to March, 1960. A provision of Rs. 500 was made to meet the travelling expenses of the candidates selected for the final test and interview.

Student/teacher delegations from Sikkim, Nepal, Ceylon and Pakistan were received under the scheme of "Educational Delegations to and from India". At the invitation of the Government of India, a delegation of 6 educationists from the U. S. S. R. visited this country during January, 1960.

Under an agreement with T. C. M. for providing assistance for Secondary Education, equipment worth 9.4 lakhs was received by the end of 1959-60 and was mostly distributed. Ten technicians were assigned to D. E. P. S. E. and C. I. E. The expenditure incurred on adjustment of cost of stores distributed, inland handling of charges and local cost of experts was Rs. 42.4 lakhs.

During 1959-60, a sum of Rs. 78,000 was issued as the share of Ministry of Education on account of the expenditure on N. C. C. units in Public Schools, a sum of Rs. 35,000 in favour of Banasthali Vidyapith, Jaipur, for its maintenance and Rs. 76,337 as grants-in-aid to the Anglo-Indian Institutions.

The Central Institute of English, Hyderabad continued to provide training to English teachers. A seminar on the teaching of English was held in May/June, 1959 at Ootacamund. A sum of Rs. 4,70,000 was sanctioned to the Institute.

The Central Institute of Education continued its training programme. During the year, it started a three month's intensive course in the Methodology of Art for untrained teachers of Art.

The Central Bureau of Educational and Vocational Guidance carried out the following activities during the year :

- (i) *Research*.—Psychological tests and sub-tests were standardised and administered.
- (ii) *Training*.—One session of diploma course in Educational and Vocational Guidance was held from July, 1958 to May, 1959. Nine Candidates underwent this training.

- (iii) *Field Service*.—The Bureau was assisted by a number of secondary institutions in Delhi in organising guidance activities for their students. The follow up of the students given guidance in 1955 was undertaken for the third successive year.
- (iv) *Publications*.—The Hindi version of the pamphlet “Your Child at the Crossroad” was printed and distributed to State Bureaux, Directorates of Education and Training Colleges. Three issues of “Guidance News” were prepared and distributed to State and private guidance Bureaux and other institutions.

The Central Bureau of Textbooks Research, New Delhi held a workshop for authors from 9th March to 18th April, 1959 under the guidance of a T. C. M. expert. Fifteen members from 8 States participated in this workshop. They produced two books—one for grade VI in General Science and the other for grade III in Social Studies. The Bureau completed an integrated syllabus for the Delhi Directorate of Education which was meant for both basic and non-basic schools in the Delhi area.

Main Developments

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

Andhra Pradesh

Seventeen high schools were upgraded into multipurpose or higher secondary schools. In order to improve the teaching of core subjects, furniture, equipment and books worth Rs. 2,20,000 were supplied to 22 high schools in the Telangana area.

Separate rules in force in the Andhra and Telangana areas regulating class promotions of pupils of secondary schools were integrated and substituted by a new set of common rules for both the areas. These rules gave equal importance to the pupil's class record and their performance in the annual examination for promotion to the next higher class.

Nine Headmasters and Headmistresses attended the Regional Conference of Heads of Multipurpose Schools conducted by the Directorate of Extension Programmes for Secondary Education, Ministry of Education, at Osmania University from 11th to 15th February, 1960. Thirty-nine Headmasters and Headmistresses and five Educational Officers attended the State seminar in February, 1960 held at Kurnool. Forty-five teachers were deputed by the Department to the Composite Workshop conducted by the Extension Service Department, College of Education, Osmania University for a period of 8 days from 15-10-59. Subject seminars for teachers working in higher secondary and multipurpose schools were organised at Kakinada, Cuddapah and Hyderabad.

The scheme of free education up to Form III and the N. G. G. O. educational concessions which were being granted hitherto to the children of N. G. G. O's of the State Government, Local Body Employees and teachers of aided schools in the Andhra area were extended to the Telangana area from the year under report.

Assam

A phased programme of conversion of high schools into higher secondary and multipurpose schools was continued. Various measures such as inservice training of teachers in science subjects, increased provision of scholarships for higher studies in humanities, science, fine arts, agriculture and home science and the deputation of teachers for post-graduate studies were taken to meet the shortage of trained teachers.

Under the scheme for the improvement of secondary education, a number of high and M. E. schools were given grants for strengthening school libraries and purchasing teaching aids for the introduction of craft subjects.

The pay scales of teachers of non-government secondary schools were improved by giving them the scale of pay of Government school teachers.

Bihar

A sum of Rs. 1.50 crores was sanctioned by the State Government for the improvement of the pay scales of teachers working in non-government primary and middle schools. A grant of Rs. 4 lakhs was also given as a 50 per cent contribution of the State Government towards the implementation of the scheme for the revision of pay scales of teachers and clerks of the non-government high schools. While non-government high and higher secondary schools received a non-recurring grant of Rs. 5 lakhs for the purchase of apparatus, equipment, etc. the government multipurpose schools received a sum of Rs. 4 lakhs on that account.

Four teachers of the Government Multipurpose schools were deputed to the Central Institute of English, Hyderabad, for a four months training in Phonetics, structure of English, methods of teaching English and in literary interpretation.

Bombay

The following uniform scales were sanctioned for teachers in non-Government Secondary schools since 1-11-1959. In all the regions of the state this was done on the recommendation of the Integration Committee for Secondary Education.

<i>Category of Teachers</i>	<i>Revised Scales of Pay</i>
1. Trained Graduate (B.A./B.Sc. and B.T.)	Rs.120-5-170 E.B. 8-250 E.B. 10-300
2. Trained Graduate (B.A./B.Sc. with S.T.C. and T. D. or Kandivali D.P.Ed.) and Art masters.	} Rs. 110-4-170 E.B. 6-200
3. Un-trained Graduates	
4. Trained Matriculates/Intermediates & Drawing teachers.	} Rs. 70-3-100 E.B. 4-140-5-150
5. Un-trained Matriculates/Intermediates	
6. M.A./M.Sc. (II class), B.T.	Rs. 65 (fixed) Rs. 150-7½-240 E.B. 10-350

Jammu & Kashmir

To introduce the higher secondary system, ten high schools were converted into the higher Secondary pattern. A diversified course comprising Humanities, Science and one group of studies out of "Agriculture, Commerce, technical group and Home Science" was introduced in each of the higher secondary schools.

Kerala

Refresher courses, seminars and conferences were arranged by the extension services located at Trivandrum, Trichur and Calicut.

The introduction of the Education Act during the year was a landmark in improving the conditions of service of teachers in secondary schools in the private sector.

Madras

A seminar for Headmasters, Headmistresses, and Officers was conducted in collaboration with the Directorate of Extension Programme for Secondary Education, New Delhi. A seminar for the "Subject Teachers" (Tamil) was also conducted during the year.

The revised syllabus for secondary and higher secondary courses for standards VIII to XI was introduced in Form IV and the nomenclature of the Form was changed as standard VIII. The revised syllabi in (i) Agriculture, (ii) Textile Technology and (iii) Engineering under diversified courses were approved by the Government during the year. A Committee was constituted for the preparation of Hindi vocabulary consisting of essential and fundamental words in Hindi based on the revised syllabus.

Eight schools were selected for improvement of science teaching, 54 for core subjects, 36 for the introduction of crafts and 108 for the improvement of libraries. Although regional language was ordinarily the medium of instruction in secondary schools, special permission was accorded in selected cases to have English as the medium in one or more sections of each form or for only one subject.

Mysore

Under the programme of diversification of education at the secondary stage, one high school for boys was converted into a multipurpose school. Moreover, grants were sanctioned to high schools for the purchase of equipment as a step towards their eventual conversion into multipurpose or higher secondary schools.

An Educational and Vocational Guidance Bureau was set up in the Education Department.

Orissa

Craft teaching was introduced in 35 high schools. A sum of Rs. 3,200 for the construction of craft shed and Rs. 1,000 for the purchase of craft materials was given to each of the 35 schools.

A post-basic school was opened and 26 high schools were expanded by opening new sections in them.

An Examination Research Bureau was started by the Board of Secondary Education, Orissa, to carry out research and recommend reforms in the system of examination.

Three refresher courses, one each in General Science, Social Studies and English, were conducted. Besides, 3 orientation courses in English for teachers of M. E. Schools were organised. An evaluation workshop in General Science was held in R. N. Training College.

Punjab

The target of upgrading 30 middle schools to the high school standard was achieved and 33 high schools were converted into higher secondary schools. A grant of Rs. 13,65,592 was given to high/higher secondary schools for the purchase of science equipment, furniture and other material. Government schools were strengthened with staff, equipment and furniture. Grants totalling to Rs. 3.46 lakhs were paid to schools run by voluntary organisations.

Rajasthan

One hundred and sixteen primary schools were upgraded to the middle stage and 38 middle schools, including 2 for girls, to the higher secondary standard. Four schools were given grants amounting to Rs. 3,27,707 for conversion into multipurpose schools. Agriculture was introduced in one higher secondary school, science in 3 higher secondary schools and 2 high schools. The necessary staff for these subjects was provided. Additional

staff was also provided to 7 high schools in which class X was added last year. In order to strengthen the science laboratories in five of the existing high schools a grant of Rs. 10,000 was given. Rs. 20,000 were sanctioned to 20 high schools for strengthening the school libraries.

A Director of Vocational Guidance Bureau was appointed.

Uttar Pradesh

The enforcement of the Intermediate Education (Amendment) Act, 1958 during the year was the most significant step towards the improvement of secondary education in the State. The salient feature of the Act was that it provided for the improvement of the service conditions of teachers and contained measures to check mis-management of private schools.

The Superintendents of Examination Centres of the Board of High School and Intermediate Education were given magisterial powers during the period of examination. This produced salutary effect on the discipline and peaceful conduct of the Board's examinations.

Five qualified and trained school Psychologists were appointed in 5 government multipurpose schools, raising the number of such Psychologists to 20. A research project was taken up by the Bureau of Psychology, Allahabad to spot out backward children in class VIII with a view to determine causes of their backwardness and to organise remedial teaching programme for them.

West Bengal

Forty-four class X schools were upgraded to the academic type with humanities only and 19 class X schools were sanctioned diversified courses. Twenty seven class XI schools of academic type were converted to the multipurpose type. Additional courses were sanctioned to 24 multipurpose schools already having diversified courses. The total number of courses sanctioned during the year was 137.

The State Government sanctioned a total grant of Rs. 36,09,375 for the development of 54 schools under the scheme "assistance for teaching in science" and 95 schools under the scheme "improvement of teaching in existing schools".

During the year, 28,000 teachers of secondary schools were brought under the benefit of the revised scales of pay. The total expenditure incurred on the scheme was Rs. 24 lakhs.

Forty-five Headmasters of the high schools participated in a seminar organised during the year.

A. & N. Islands

The Government high school was upgraded as a higher secondary multipurpose school and class XI was added. The senior basic school for girls was upgraded into a higher secondary school and class X was started. The middle school at Car Nicobar was upgraded into a higher secondary school.

Delhi

Sixteen new higher secondary schools were opened, 4 middle schools were raised to higher secondary standard and 33 (20 Government managed and 13 privately managed) high schools were converted into higher secondary schools. In the existing schools a large number of sections were added to meet the rush of new admissions.

Himachal Pradesh

Equipment and science apparatus were supplied to 12 high schools selected for conversion into higher secondary schools.

L. M. & A. Islands

The first high school in the Territory started functioning in the Islands from 1st June, 1960. Students from the Islands continued to study in schools on the mainland and were given tuition fee and a scholarship of Rs. 30, Rs. 35, Rs. 50 and Rs. 60 for studying in middle schools, high schools, academic and professional courses respectively. There were 44 such scholarship-holders during the year. These students were also given lump sum grants of Rs. 15 for studying in a middle school and Rs. 25 for studying in a high school, Rs. 35 for academic course and Rs. 45 for professional course from 1959-60 onwards. The total expenditure on this account came to Rs. 29,203.

Manipur

Education was made free up to class VIII in Government and aided schools.

Two girls' high schools and 61 middle schools were converted into Territorial Council schools.

Twenty high schools were given a non-recurring grant of Rs. 2 lakhs for the purchase of school furniture and equipments and for the construction of buildings. One high school and 18 middle schools were given 90% deficit grants.

Seven excursions and educational tours of secondary school students were taken outside Manipur. The number of scholarships was almost doubled during the year under report.

Tripura

Education was made free up to class VIII in schools for general education.

Seven senior basic schools and one high school for girls were started during the year. Craft was introduced in one middle school.

A sum of Rs. 84,000 was given to 12 secondary schools for the purchase of science and commerce equipment and Rs. 10,500 to 7 schools for the purchase of books for the libraries. Three higher secondary schools were given a sum of Rs. 82,979 for renovation of school buildings. Five radio sets were supplied to 5 secondary schools.

Pondicherry

The middle school opened last year at Karikal was upgraded to the high school standard and one high class was added to each of the 6 incomplete high schools opened recently. One of these became a complete high school during the year.

System of School Classes

Secondary education generally consists of two stages—middle and high/higher secondary. Middle education is provided in middle schools and middle classes of high/higher secondary schools, and high/higher education in high and higher secondary schools and high/higher secondary classes of some colleges.

Table XXXVII—System of School Classes at Secondary Stage

State/Territory	Middle Stage		High/Higher Secondary Stage		Duration of Secondary Stage
	Names of Classes	Duration in years	Names of Classes	Duration in years	
1	2	3	4	5	6
Andhra Pradesh	VI, VII and VIII	3	IX, X, XI and XII	4	7
Assam	IV, V and VI	2	VII, VIII, IX and X	4	7
Bihar	VI and VII	2	VIII, IX, X and XI	4	6
Bombay—					
(i) Erstwhile Bombay area	V, VI and VII	3	VIII, IX, X and XI	4	7
(ii) Erstwhile Madhya Pradesh	V, VI, VII and VIII	4	IX, X and XI	3	7
(iii) Erstwhile Hyderabad Area (Marathwada Region).	V, VI and VII	3	VIII, IX and X	3	6
(iv) Erstwhile Kutch Area	V, VI and VII	3	VIII, IX, X and XI	4	7
Jammu & Kashmir	VI, VII and VIII	3	IX and X	2	5
Kerala	Standards V, VI and VII	3	Standards VIII, IX, X and XI	4	7
Madhya Pradesh	VI, VII and VIII	3	IX, X and XI	3	6
Madras	Forms I, II and III of Secondary Schools/standards VI, VII and VIII of Higher Elementary Schools.	3	Forms IV, V and VI	3	6
Mysore—					
(i) Erstwhile Mysore State area					
(a) in Civil Areas and Bellary District	Forms I, II and III	3	Forms IV, V and VI	3	6

Table XXXVII—System of School Classes at Secondary Stage—(Contd.)

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

During 1959-60, the duration of the middle and high stages was not uniform in all the States. Sometimes, it differed from region to region in the same State. The names of classes comprising these stages and their duration in the different States are given in Table XXXVII. The middle stage, by and large, consisted of three classes. In some of the States it was, however, of two classes and others of four classes. The high/higher secondary stage generally consisted of four classes in majority of the States though it had five classes, in one State and two or three in a few others. The entire secondary school course was completely covered in eight years in one State, seven years in 9 States and six years in 8 States.

Administration and Control

The administration of secondary schools continued to vest in one or the other of the three agencies *viz.* (1) government—Central and State, (2) local boards including Territorial Councils and *Panchayats* and *Zilla Parishads* and (3) private bodies—aided and unaided. A great majority of high and higher secondary schools was managed by private (aided) agencies, while the middle schools were mostly managed by local boards. Even private schools were subjected to some sort of control by public agencies like the State Education Department, the Universities, the boards, etc. through the system of granting recognition, inspection, provision of grants-in-aid, and public examinations.

Pay Scales of Teachers

During the year, the revision of pay scales of secondary school teachers was reported by Assam where the pay scales of non-government secondary school teachers were improved by giving them the scale of pay of government school teachers. Besides in Bihar a sum of Rs. 50 lakhs was sanctioned for the improvement in the pay scale of middle and primary school teachers.

The details of pay scales of middle and high school teachers, according to qualifications of teachers of middle and high schools are given in Appendices C and D of volume II of this Report. Tables XXXVIII and XXXIX indicate the minimum and maximum of the scales prescribed in Government Schools for a trained teacher in various States. The States have been grouped according to the initial salary offered by them.

Public Examinations

Table XL gives information about the public examinations held in 1959-60 at the secondary stage in the different States and the names of final classes after which these examinations were held. Broadly speaking, there were three public examinations (i) Middle School Leaving Certificate Examination which was generally held after class VIII (Form III) and in some States after class VII, (ii) Secondary School Leaving Certificate Examination (or Matriculation Examination), which was held after class X (Form VI) and in some cases after class XI, and (iii) Higher Secondary School Leaving Certificate Examination which was usually held after class XI. In most areas secondary students were submitted to two examinations, (i) at the middle and (ii) at the high or higher secondary stage.

Table XXXVIII—Minima and Maxima of the Pay Scale of Trained Teachers in Government Middle Schools

State/Territory	Minimum	Maximum	Number of years required to reach the maximum
1	2	3	4
Uttar Pradesh	25	45	20
Orissa	34	44	10
Kerala	40	120	17
Mysore	40	80	15
Andhra	45	120	25
Bihar	45	75	15
Madhya Pradesh	45	80	17
Madras	45	90	20
Maharashtra	45	80	17
Pondicherry	45	90	20
A. & N. Islands	50	90	15
Rajasthan	50	75	10
Gujarat	52	130	22
Jammu & Kashmir	55	120	12
West Bengal	55	130	24
Assam	60	100	18
Himachal Pradesh	60	120	13
Manipur	60	115	13
Punjab	60	120	14
Delhi	68	170	23
L. M. & A. Islands	68	170	23
Tripura	70	130	19
N.E.F.A.	75	125	15

Table XXXIX—Minima and Maxima of the Pay Scale of Trained Teachers in Government High/Higher Secondary Schools

State/Territory	Minimum	Maximum	Number of years required to reach the maximum
1	2	3	4
Jammu & Kashmir	70	90	4
Gujarat	75	200	21
Maharashtra	75	200	21
Kerala	80	165	14
Madras	85	175	13
Mysore	85	200	16
Pondicherry	85	175	13
Andhra	90	200	20
Bihar	100	190	16
Tripura	100	225	24
West Bengal	100	225	24
Himachal Pradesh	110	250	16
Madhya Pradesh	110	200	20
Punjab	110	250	16
Rajasthan	110	225	14
A. & N. Islands	120	300	20
Delhi	120	300	20
Orissa	120	250	17
Uttar Pradesh	120	300	20
Manipur	125	275	17
N.E.F.A.	125	275	17
Tripura	125	275	17
Assam	140	275	15

Scale of Graduate trained teachers' only shown.

Table XL—Public Examinations

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

Table XL—Public Examinations—(Contd.)

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

Table XL—Public Examinations—(Contd.)

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

Teaching of Hindi

The position about the teaching of Hindi as a compulsory and as an optional subject in the various States during the year under review is given in Table XLI. It will be seen that Hindi was taught as a compulsory subject in all the States except Jammu & Kashmir and Madras. In these three States/Areas it was taught as an optional subject. Hindi was a compulsory subject in all classes in Hindi medium schools, while in others its teaching was generally started at the middle stage and carried up to the end of the secondary stage. In certain areas, however, Hindi was only an optional subject in the high/higher secondary classes.

Teaching of English

The position in regard to the teaching of English as a compulsory subject in secondary schools in the different States is indicated in Table XLII. It shows considerable variation in the different parts of the country. For instance, in full-fledged secondary schools, English was taught as a compulsory subject for 3 to 7 or 8 years. The teaching of English started mostly in the middle classes.

Table XLI—Teaching of Hindi

State/Territory	Names of classes in which Hindi is taught as	
	a Compulsory Subject	an Optional Subject
1	2	3
<i>Andhra Pradesh</i>		
Areas of Erstwhile Andhra State	VI to XI . . . . .	..
Areas of Erstwhile Hyderabad State	(i) in all classes for students whose mother tongue is Hindi (ii) Classes IV to XII for other/students	....
<i>Assam</i>	IV to X . . . . .	..
<i>Bihar</i>	(i) Classes I to XI in schools where medium of instruction is Hindi (ii) Classes IV to XI in other schools	....
<i>Gujarat</i> (as on 1-5-1960)	(i) in all classes of schools where medium of instruction is Hindi (ii) Classes V to XI in other schools	....
<i>Jammu & Kashmir</i> . . . . .	..	VI to VIII
<i>Kerala</i>	Standards VI to XI . . . . .	..
<i>Madhya Pradesh</i>	(i) Classes I to XI in schools where medium of instruction is Hindi (ii) Classes V to XI of other schools	....
<i>Madras</i> . . . . .	..	Forms I to VI
<i>Maharashtra</i>		
(i) Areas of erstwhile Bombay State	(i) All classes in schools where medium of instruction is Hindi (ii) Classes V to XI in other schools	....
(ii) Areas of erstwhile Madhya Pradesh	(i) All classes in schools where medium of instruction is Hindi (ii) Classes V to XI in other schools	....

Table XLI—Teaching of Hindi—(Contd.)

1	2	3
(iii) Areas of erstwhile Hyderabad State (Marathwada Region)	(i) Classes III to X for those students whose mother tongue is other than Hindi	..
<i>Mysore</i>	(ii) All classes for other students	..
Civil Area and Bellary District	Forms III to VI (High stage)	Forms I to II (Middle stage)
Other areas	Classes VIII to X (High stage)	Classes VI to VII (Middle Stage)
Areas of erstwhile Bombay State (Karnatak Region)	Classes V to VII for non-regional language people	VIII to XI
Areas of erstwhile Hyderabad Region (Karnatak)	Classes III to X . . . . .	..
Areas of erstwhile Coorg State	Forms I to VI (Middle & High stage)	..
<i>Orissa</i>	Class VI to IX	Classes X and XI
<i>Punjab</i>		
Hindi Region	(i) Classes I to VIII	Classes IX and X
Punjabi Region	(ii) Classes IV to VIII . . . . .	..
Erstwhile Pepsu State :		
Hindi Region	(i) Classes I to VIII	Classes IX and X
Punjabi Region	(ii) Classes III to VIII . . . . .	..
<i>Rajasthan</i>	(i) All classes for students whose mother tongue is Hindi (ii) Classes III to XI in other schools	..
<i>Uttar Pradesh</i>	(i) All classes in schools where medium of instruction is Hindi (ii) Classes VI to XII in other schools	..
<i>West Bengal</i>	Classes V to VI	Classes VII to XI
<i>A. & N. Islands</i>	In all Classes for those students whose mother-tongue is Hindi In classes III to VIII for other students	Classes IX to XI

Table XLI—Teaching of Hindi—(Contd.)

1	2	3
<i>Delhi</i>	Classes I to VIII	Classes IX to XI
<i>Himachal Pradesh</i>	All Classes . . . . .	..
<i>Laccadives, Minicoy & Amin-dive Islands</i>	Class VII . . . . .	..
<i>Manipur</i>	Classes III to VIII	Classes IX and X
<i>N.E.F.A.</i>	Classes I to VIII	Classes IX and X
<i>Tripura</i>	Classes VI to VIII	Classes IX to XI
<i>Pondicherry</i>	Classes VIII to X	Forms I to III

Table XLII—Teaching of English

Names of classes in which teaching of English is compulsory	No. of classes
	2
<i>Andhra Pradesh</i>	
Higher Secondary Schools :—	
Classes VI to XII	7
<i>Assam</i>	
Classes IV to XI	8
<i>Bihar</i>	
Higher Secondary Schools :—	
Classes VI to XI	6
Post Basic Schools :—	
Classes IX to XII	4
<i>Gujarat (1-5-1960)</i>	
Erstwhile Bombay area :—	
Classes VIII to X	3
Erstwhile Kutch Area :—	
Classes VII to X	4
<i>Jammu and Kashmir</i>	
For Boys—Classes VI to XI	6
For Girls—Classes IX to XI	3
<i>Kerala</i>	
Classes V to XI	7

Table XLII—Teaching of English—(Contd.)

	1	2
<i>Madhya Pradesh</i>		
Classes VI to XI		6
<i>Madras</i>		
Secondary Schools Forms I to VI		6
Post Basic Schools Classes IX to XI		3
<i>Maharashtra (1-5-1960)</i>		
Erstwhile Bombay—Classes VIII to X		3
Erstwhile Madhya Pradesh Area—Classes V to XI		7
Erstwhile Hyderabad Areas—Classes V to X		6
<i>Mysore</i>		
Erstwhile Mysore—Forms I to VI		6
Erstwhile Bombay—Classes V to XI		7
Erstwhile Madras—Forms I to VI (for academic course only)		6
Erstwhile Hyderabad—Classes V to X		6
Erstwhile Coorg—Forms I to VI		6
<i>Orissa</i>		
Secondary Schools :—		
Classes VI to XI		6
Higher Secondary Schools :—		
Classes VIII to XII		5
<i>Rajasthan</i>		
Classes VI to XI		6
<i>Punjab</i>		
Secondary Schools :—Classes VI to X		5
<i>Uttar Pradesh</i>		
High Schools—Classes IX to XII		4
<i>West Bengal</i>		
Classes V to XI		7
<i>A. & N. Islands</i>		
Higher Secondary Schools—Classes VI to XI		6
Basic Schools—Classes IV to V		2
<i>Delhi</i>		
Higher Secondary Schools—Classes VI to XI (except senior basic schools of rural areas)		6
<i>Himachal Pradesh</i>		
Classes VI to X		5
<i>L. M. & A. Islands</i>		
Classes VI to VII		2
<i>Manipur</i>		
Classes III to X		8

Table XLII—Teaching of English—(Contd.)

	1	2
<i>N.E.F.A.</i>		
Classes IV to X		7
<i>Tripura</i>		
Classes V to XI		7
<i>Pondicherry</i>		
English Schools—Classes I to XI		11
French Schools—Classes VI to XI		6
Tamil Schools—Standards V to X		6

Middle Schools

The total number of middle schools increased from 39,597 (35,835 for boys and 3,762 for girls) in 1958-59 to 41,921 (37,865 for boys and 4,056 for girls) in 1959-60. This gives an increase of 5.9 per cent as compared to that of 46.6 per cent during the previous year. These included 13,554 senior basic schools, of which 12,252 were for boys and 1,302 for girls. The distribution of middle schools according to various managements is given in table XLIII below :—

Table XLIII—Number of Middle Schools by Management

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
Government	7,314	18.5	7,307	17.4
District Board	18,980	47.9	20,547	49.0
Municipal Board	2,011	5.1	2,209	5.3
Private Bodies :				
Aided	8,623	21.8	8,958	21.4
Unaided	2,669	6.7	2,900	6.9
TOTAL	39,597	100.0	41,921	100.0

While Government schools decreased by 0.1 per cent, there was an increase in district board schools by 8.3 per cent, municipal board schools by 9.8 per cent, private aided schools by 3.9 per cent and private unaided schools by 8.7 per cent.

The number of middle schools in rural areas increased, during the year, from 32,182 to 34,050 and constituted about 81.2 per cent of the total number of middle schools in India, as against 81.3 per cent during the previous year.

The State-wise distribution of middle schools in the various States during the year 1958-59 and 1959-60 is given in table XLIV. It shows that the number of middle schools increased in all the States except A. & N. Islands and Tripura. The highest increase among the States was reported by Bombay (532) and those to follow were Bihar (272), Madhya Pradesh (258), Jammu & Kashmir (165), Orissa (165), West Bengal (159), Rajasthan (116), Madras (111) and Uttar Pradesh (104). In other States, the increase ranged from 87 in Mysore to 4 in Punjab. Among the Union Territories, Manipur reported the highest increase of 128, followed by Delhi (31), Himachal Pradesh (15) and Pondicherry (4). The upgrading of a middle school as higher secondary school resulted in the decrease in the number of such schools in A. & N. Islands. The decrease in Tripura was due to the closure of some unaided middle schools and upgrading of a middle school as high school. The increase in Manipur was significant and was due to reclassification of upper primary schools as middle schools.

Table XLIV shows the State-wise position in regard to the proportion of middle schools managed by different authorities. It shows that the government managed all the schools in L. M. & A. Islands and N.E.F.A. and more than fifty per cent in Jammu & Kashmir (96.5 per cent), Punjab (89.1 per cent), Rajasthan (87.0 per cent), A. & N. Islands (66.7 per cent), Madhya Pradesh (58.1 per cent) and Pondicherry (57.8 per cent). Local boards did not run any middle schools in Jammu & Kashmir, Kerala, A. & N. Islands, L. M. & Islands, N. E. F. A. and Pondicherry but managed a majority of them in Bombay (92.2 per cent), Himachal Pradesh (84.6 per cent), Delhi (73.9 per cent), Andhra Pradesh (66.2 per cent), Uttar Pradesh (63.1 per cent), Tripura (58.9 per cent), Manipur (55.4 per cent), and Mysore (50.0 per cent). Private schools predominated in Assam, Kerala, Madras, Orissa and West Bengal.

Pupils

The number of pupils studying in middle (including senior basic) schools, rose by 7,16,286 to 88,85,790 (61,00,907 boys and 27,84,883 girls), yielding an increase of 8.8 per cent, as against an increase of 61.5 per cent during the previous year. The enrolment, however increased at a higher rate than the number of middle schools which rose by 5.9 per cent. Of the total enrolment, 29,91,284 pupils (21,52,300 boys and 8,38,983 girls) were in senior basic schools, whose details are given in Chapter IV.

The distribution of pupils in middle schools managed by different agencies is given below :

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
Government	16,25,091	19.9	16,59,025	18.7
District Board	35,74,531	43.8	40,04,372	45.1
Municipal Board	9,89,563	12.1	10,89,177	12.2
Private Bodies :				
Aided	17,15,304	21.0	18,28,468	20.6
Unaided	2,65,015	3.2	3,04,748	3.4
TOTAL	81,69,504	100.0	88,85,790	100.0

Table XL—Number of Middle Schools by States

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)		Percentage of Middle Schools managed by				
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage	Government	District Board	Municipal Board	Private Bodies	
												Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	661	711	83	106	744	817	+ 73	+ 9·8	15·8	62·9	3·3	16·4	1·6
Assam	1,394	1,481	149	148	1,543	1,629	+ 86	+ 5·6	7·6	33·6	0·2	47·3	11·3
Bihar	3,675	3,922	193	218	3,868	4,140	+272	+ 7·0	13·6	35·7	2·1	31·3	17·3
Bombay—													
Maharashtra		8,148	..	634	..	8,782	..	..	3·3	79·7	12·5	3·8	0·7
Gujarat	13,139	5,474	1,225	640	14,364	6,114	+532	+ 3·7	1·5	86·0	7·2	4·0	1·3
Jammu & Kashmir	242	386	50	71	292	457	+165	+56·5	96·5	..	..	3·5	..
Kerala	1,876	1,904	22	19	1,898	1,923	+ 25	+ 1·3	28·3	..	..	71·2	0·5
Madhya Pradesh	1,688	1,940	208	214	1,896	2,154	+258	+13·6	58·1	35·0	0·6	4·9	1·4
Madras	2,722	2,832	14	15	2,736	2,847	+111	+ 4·1	3·3	37·0	6·4	53·1	0·2
Mysore	1,860	1,941	236	242	2,096	2,183	+ 87	+ 4·2	40·1	49·6	0·4	9·5	0·4
Orissa	882	1,031	64	80	946	1,111	+165	+17·4	23·1	5·0	0·8	46·9	24·2
Punjab	1,021	1,027	337	335	1,358	1,362	+ 4	+ 0·3	89·1	..	0·1	3·7	7·1
Rajasthan	971	1,064	169	192	1,140	1,256	+116	+10·2	87·0	..	0·2	10·1	2·7
Uttar Pradesh	3,462	3,540	618	644	4,080	4,184	+104	+ 2·5	4·5	58·7	4·4	7·9	24·5
West Bengal	1,744	1,830	299	372	2,043	2,202	+159	+ 7·7	4·7	1·2	0·3	81·5	12·3
A. & N. Islands	3	3	1	..	4	3	— 1	—25·0	66·7	..	..	33·3	..
Delhi	75	83	47	70	122	153	+ 31	+25·4	1·3	..	73·9	24·8	..
Himachal Pradesh	131	147	10	9	141	156	+ 15	+10·6	..	84·0	0·6	15·4	..
L. M. & A. Islands	4	4	..	..	4	4	..	..	100	..	..	..	..
Manipur	171	293	15	21	186	314	+128	+68·8	..	50·3	5·1	14·7	29·9
N.E.F.A.	12	12	..	..	12	12	..	..	100	..	..	..	..
Tripura	78	68	5	5	83	73	— 10	—12·0	6·9	45·2	13·7	34·2	..
Pondicherry	24	24	17	21	41	45	+ 4	+ 9·8	57·8	..	..	42·2	..
INDIA	35,835	37,865	3,762	4,056	39,597	41,921	+2,324	+ 5·9	17·4	49·0	5·3	21·4	6·9

The increase in enrolment was reported by schools under all managements. The enrolment in government schools rose by 2.1 per cent and that in local board and private schools by 11.6 per cent and 7.7 per cent respectively.

The number of pupils in middle schools coming from rural areas was 61,52,796 (45,07,095 boys and 16,45,701 girls), and constituted 69.2 per cent of the total enrolment in middle schools. The number of pupils coming from rural areas in 1958-59 was 54,47,241 (40,30,576 boys and 14,16,665 girls) or 66.8 per cent of the total middle school enrolment.

The State-wise distribution of pupils in middle schools during the years 1958-59 and 1959-60 is given in Table XLV. It shows that during the year, the enrolment, increased in all the States and Union Territories except in A. & N. Islands and Tripura, where the fall in enrolment was due to decrease in the number of institutions. The highest increase among the States was reported by Bombay (2,69,937) followed by Bihar (96,704) and Madras (58,656). The increase in other States was less than 50,000 pupils each. In this regard, the highest and the lowest positions among the Union Territories were occupied by Delhi and N.E.F.A. respectively. On percentage basis, however, the increase was the highest in Orissa (16.5 per cent) and the lowest in Punjab (3.9 per cent) among the States and in Delhi (48.0 per cent) and N.E.F.A. (3.6 per cent) respectively among the Union Territories.

In order to have a correct appraisal of the total number of students receiving middle education, the pupils studying in primary classes of middle schools have to be excluded and those studying in middle classes of high and higher secondary schools and Intermediate Colleges (having attached middle classes also) to be included. Figures have been given in Table XLVI accordingly. It shows that the number of pupils at the middle stage increased from 58,19,656 (44,54,437 boys and 13,65,219 girls) in 1958-59 to 64,83,019 (49,07,097 boys and 15,75,922 girls) in 1959-60 or by 11.4 per cent. In view of variation in the number of classes comprising the middle stage in the different States it will not be correct to make inter-State comparisons.

The above discussion about enrolment is mainly in absolute terms. In order to assess the effectiveness of expansion, it has to be viewed in relation to the rise in the corresponding school going population. In table XLVII, therefore, the enrolment in classes VI-VIII uniformly in all the States irrespective of the system of education has been compared to the population in the age group 11-14 years. It shows that on an all-India basis, facilities equivalent to only 20.7 per cent of the population in this age-group were available in classes VI-VIII. as in the previous year.

Co-education

Of the total number of 27,84,883 girls studying in middle schools 18,60,039 or 66.8 per cent were on the rolls of boys' schools, as against 66.7 per cent in the previous year. Table XLVIII gives the extent of co-education in middle schools in the different States. While A. & N. Islands, L. M. & A. Islands and N.E.F.A. had no separate schools for girls, more than 75 per cent of the girl students in Kerala, Madras, Himachal Pradesh, and Tripura were enrolled in co-educational institutions. The States having 50 to 75 per cent of girls studying in boys' schools were Andhra Pradesh, Assam, Bihar, Bombay, Mysore, Orissa and Manipur. Co-education was the least prevalent in Jammu & Kashmir where only 5 per cent of the girls were to be found in boys' schools.

Table XLV—Number of Pupils in Middle Schools

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,46,944	1,60,480	21,676	25,461	1,68,620	1,85,941	+ 17,321	+ 10·3
Assam	1,53,728	1,69,255	17,519	18,826	1,71,247	1,88,081	+ 16,834	+ 9·8
Bihar	5,86,046	6,75,312	38,249	45,687	6,24,295	7,20,999	+ 96,704	+ 15·5
Bombay—								
Maharashtra	29,17,240	19,94,611	4,40,012	2,51,056	33,57,252	22,45,667	+ 2,69,937	+ 8·0
Gujarat	*	11,57,485	*	2,24,037	*	13,81,522	*	*
Jammu & Kashmir	43,692	44,230	8,792	12,243	52,484	56,473	+ 3,989	+ 7·6
Kerala	6,75,387	7,18,700	11,210	9,683	6,86,597	7,28,383	+ 41,786	+ 6·1
Madhya Pradesh	3,54,577	3,99,215	45,648	48,665	4,00,225	4,47,880	+ 47,655	+ 11·9
Madras	8,77,945	9,36,351	4,552	4,802	8,82,497	9,41,153	+ 58,656	+ 6·6
Mysore	3,79,652	4,07,978	59,881	66,438	4,39,533	4,74,416	+ 34,883	+ 7·9
Orissa	77,318	89,812	4,789	5,802	82,107	95,614	+ 13,507	+ 16·5
Punjab	2,16,754	2,29,181	71,833	70,624	2,88,587	2,99,805	+ 11,218	+ 3·9
Rajasthan	2,11,631	2,38,339	42,133	50,137	2,53,764	2,88,476	+ 34,712	+ 13·7
Uttar Pradesh	4,05,641	4,24,341	82,589	89,608	4,88,230	5,13,949	+ 25,719	+ 5·3
West Bengal	1,48,659	1,59,508	26,731	32,937	1,75,390	1,92,445	+ 17,055	+ 9·7
A. & N. Islands	413	396	101	..	514	396	— 118	— 23·0
Delhi	23,898	28,977	13,889	26,941	37,787	55,918	+ 18,131	+ 48·0
Himachal Pradesh	17,126	19,574	1,476	1,217	18,602	20,791	+ 2,189	+ 11·8
L. M. & A. Islands	1,260	1,509	..	..	1,260	1,509	+ 249	+ 19·8
Manipur	16,165	20,653	1,857	2,327	18,022	22,980	+ 4,958	+ 27·5
N.E.F.A.	1,320	1,367	..	..	1,320	1,367	+ 47	+ 3·6
Tripura	9,761	9,459	672	556	10,433	10,015	— 418	— 4·0
Pondicherry	7,170	7,814	3,568	4,196	10,738	12,010	+ 1,272	+ 11·8
INDIA	72,72,327	78,94,547	8,97,177	9,91,243	81,69,504	88,85,790	+ 7,16,286	+ 8·8

*Figures included against Maharashtra.

Table XLVI—Number of Pupils at the Middle Stage

State	Boys		Girls		Total		Increase (+) Decrease (—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	2,63,828	2,82,333	71,070	80,121	3,34,898	3,62,454	+ 27,556	+ 8·2
Assam	1,38,169	1,49,517	48,244	56,501	1,86,413	2,06,018	+ 19,605	+ 10·5
Bihar	2,78,324	3,16,935	31,502	38,533	3,09,826	3,55,468	+ 45,642	+ 14·7
Bombay—								
Maharashtra	8,78,657	6,54,232	3,17,057	2,39,737	11,95,714	8,93,969	+ 1,47,093	+ 12·3
Gujarat	*	3,19,341	*	1,29,497	*	4,48,838	*	*
Jammu & Kashmir	50,798	45,601	8,186	9,557	58,984	55,158	— 3,826	— 6·5
Kerala	3,10,376	3,16,561	2,23,441	2,27,549	5,33,817	5,44,110	+ 10,293	+ 1·9
Madhya Pradesh	2,08,621	2,30,187	37,721	44,058	2,46,342	2,74,245	+ 27,903	+ 11·3
Madras	3,95,325	4,30,974	1,70,438	1,86,077	5,65,763	6,17,051	+ 51,288	+ 9·1
Mysore	2,09,796	3,37,366	89,565	1,34,601	2,99,361	4,71,967	+ 1,72,606	+ 57·7
Orissa	52,818	61,713	6,357	7,808	59,175	69,521	+ 10,346	+ 17·5
Punjab	2,94,961	3,05,285	64,492	79,393	3,59,453	3,84,678	+ 25,225	+ 7·0
Rajasthan	1,39,978	1,64,806	19,110	22,409	1,59,088	1,87,215	+ 2,8127	+ 17·7
Uttar Pradesh	6,40,361	6,76,743	95,331	1,05,710	7,35,692	7,82,453	+ 46,761	+ 6·4
West Bengal	4,85,487	5,03,748	1,36,403	1,61,290	6,21,890	6,65,038	+ 43,148	+ 6·9
A. & N. Islands	271	272	111	123	382	395	+ 13	+ 3·4
Delhi	59,013	57,531	33,491	38,351	92,504	95,882	+ 3,378	+ 3·7
Himachal Pradesh	13,180	15,757	2,494	2,615	15,674	18,372	+ 2,698	+ 17·2
L. M. & A. Islands	135	215	10	16	145	231	+ 86	+ 59·3
Manipur	20,907	24,629	5,925	7,164	26,832	31,793	+ 4,961	+ 18·5
N.E.F.A.	408	461	45	95	453	556	+ 103	+ 22·7
Tripura	8,234	7,728	2,543	2,882	10,777	10,610	— 167	— 1·5
Pondicherry	4,790	5,162	1,683	1,835	6,473	6,997	+ 524	+ 8·1
INDIA	44,54,437	49,07,097	13,65,219	15,75,922	58,19,656	64,83,019	6,63,363	+ 11·4

*Included in Maharashtra.

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

State	Enrolment in Classes VI to VIII			Percentage of Enrolment in Classes VI to VIII to Population of Age 11 to 14		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	2,82,333	80,121	3,62,454	23·0	6·8	15·0
Assam	1,49,517	56,501	2,06,018	29·3	15·3	26·4
Bihar	4,34,134	48,185	4,82,319	28·4	3·3	16·1
Bombay—						
Maharashtra	4,96,754	1,71,390	6,68,144	35·5	13·4	24·9
Gujarat	2,49,547	93,484	3,43,031	34·1	13·9	24·5
Jammu & Kashmir	45,601	9,557	55,158	*	*	*
Kerala	3,85,225	2,73,791	6,59,016	67·6	48·0	57·8
Madhya Pradesh	2,30,187	44,058	2,74,245	20·7	4·4	13·0
Madras	4,30,974	1,86,077	6,17,051	38·1	16·9	27·7
Mysore	2,45,280	94,600	3,39,880	29·9	12·0	21·1
Orissa	79,142	9,702	88,844	13·6	1·8	7·9
Punjab	3,05,285	79,393	3,84,678	41·3	12·2	27·7
Rajasthan	1,64,806	22,409	1,87,215	22·9	3·5	13·8
Uttar Pradesh	6,76,743	1,05,710	7,82,453	26·2	46·0	16·0
West Bengal	3,41,650	1,05,413	4,47,063	28·0	7·8	18·9
A. & N. Islands	272	123	395	*	*	*
Delhi	57,531	38,351	95,882	57·5	47·9	53·3
Himachal Pradesh	15,757	2,615	18,372	39·4	6·5	23·0
L. M. & A. Islands	215	16	231	*	*	*
Manipur	16,844	4,698	21,542	56·1	2·3	43·1
N.E.F.A.	461	95	556	*	*	*
Tripura	7,728	2,882	10,610	19·3	7·2	13·3
Pondicherry	5,162	1,835	6,997	*	*	*
INDIA	46,21,148	14,31,006	60,52,154	30·5	10·2	20·7

*Not Available.

Table XLVIII—Girls in Middle Schools

State	Number of Girls in Boys' Schools	Number of Girls in Girls' Schools	Total number of Girls	Percentage of Girls in Boys' Schools to total number of Girls	
				1958-59	1959-60
1	2	3	4	5	6
Andhra Pradesh	32,381	20,514	52,895	61·6	61·2
Assam	43,159	16,605	59,764	70·4	72·2
Bihar	75,040	42,373	1,17,413	61·3	63·9
Bombay—					
Maharashtra	5,58,196	2,29,239	7,87,435	65·2	70·9
Gujarat	2,78,642	2,16,544	4,95,186	*	56·3
Jammu & Kashmir	640	12,243	12,883	4·2	5·0
Kerala	3,12,856	7,384	3,20,240	97·1	97·7
Madhya Pradesh	28,832	47,967	76,799	34·0	37·5
Madras	3,52,742	3,739	3,56,481	99·0	99·0
Mysore	77,169	64,214	1,41,383	54·9	54·6
Orissa	8,166	5,677	13,843	56·2	59·0
Punjab	24,660	65,170	89,830	19·1	27·5
Rajasthan	16,110	47,973	64,083	24·1	25·1
Uttar Pradesh	20,356	82,345	1,02,701	14·5	19·8
West Bengal	17,194	32,662	49,856	32·3	34·5
A. & N. Islands	107	..	107	57·0	100·0
Delhi	3,647	22,883	26,530	19·5	13·7
Himachal Pradesh	2,717	903	3,620	64·3	75·1
L. M. & A. Islands	270	..	270	100·0	100·0
Manipur	3,199	2,157	5,356	62·1	59·7
N.E.F.A.	235	..	235	100·0	100·0
Tripura	2,409	521	2,930	78·4	82·2
Pondicherry	1,312	3,731	5,043	25·6	26·0
INDIA	18,60,039	9,24,844	27,84,883	66·7	66·8

* Included against Maharashtra.

Teachers

The number of teachers in middle schools during the year was 2,92,132 (2,22,108 men and 70,024 women), as against 2,65,681 (2,05,774 men and 59,907 women) during the previous year. This gives an increase of ten per cent (7.9 per cent in the case of men teachers and 16.9 per cent in the case of women teachers). The increase in the number of teachers in the previous year was 43.6 per cent. Women teachers constituted 24.0 per cent of the total number of teachers, as compared to 22.5 per cent in the previous year. With the increase in the number of trained teachers from 1,74,857 to 1,93,879, their proportion to the total teaching staff in the middle schools also improved from 65.8 per cent to 65.4 per cent. Proportionally, more women teachers were professionally trained than men teachers. The percentage of trained women teachers was 73.9 in 1959-60 as against 74.8 in the previous year. The total number of teachers indicated above include 95,539 (75,139 men and 20,400 women) teachers of senior basic schools whose separate account is given in Chapter IV.

Table XLIX gives the Statewise details of teachers in middle schools during the years 1958-59 and 1959-60. The number of teachers increased in all the States except A. & N. Islands where the decrease was due to the decrease in the number of institutions.

The percentage of trained teachers improved in the States of Andhra Pradesh, Bihar, Bombay, Madhya Pradesh, Madras, Mysore, Uttar Pradesh and West Bengal, and in the Union Territories of A. & N. Islands and Delhi. All teachers in L. M. & A. Islands were trained as reported in the previous year. The highest percentage of trained teachers, was reported by Delhi (98.7). Next to follow were Madras (96.6 per cent), Punjab (88.5 per cent), Kerala (80.8 per cent), Uttar Pradesh (79.5 per cent), Himachal Pradesh (76.2 per cent), N.E.F.A. (68.0 per cent), and Mysore (66.9 per cent). In other States, this percentage was less than the national average of 66.4 per cent.

Teacher-Pupil Ratio

During the year, the average number of pupils per teacher was 30, as against 31 in the previous year. This average was exceeded in the States of Bihar, Bombay, Mysore, Punjab and L. M. & A. Islands. Cols. 13 and 14 of Table XLIX give the teacher-pupil ratio in middle schools in different States during the year 1958-59 and 1959-60.

Expenditure,

The total direct expenditure on middle (including senior basic) schools increased, during the year, from Rs. 31,83,47,104 to Rs. 35,15,94,059, that is at the rate of 10.4 per cent. Of the total expenditure, Rs. 30,84,81,159 were expended on schools for boys and Rs. 4,31,12,900 on those for girls. These figures include a sum of Rs. 10,99,17,999, incurred on senior basic schools whose separate details are given in chapter IV.

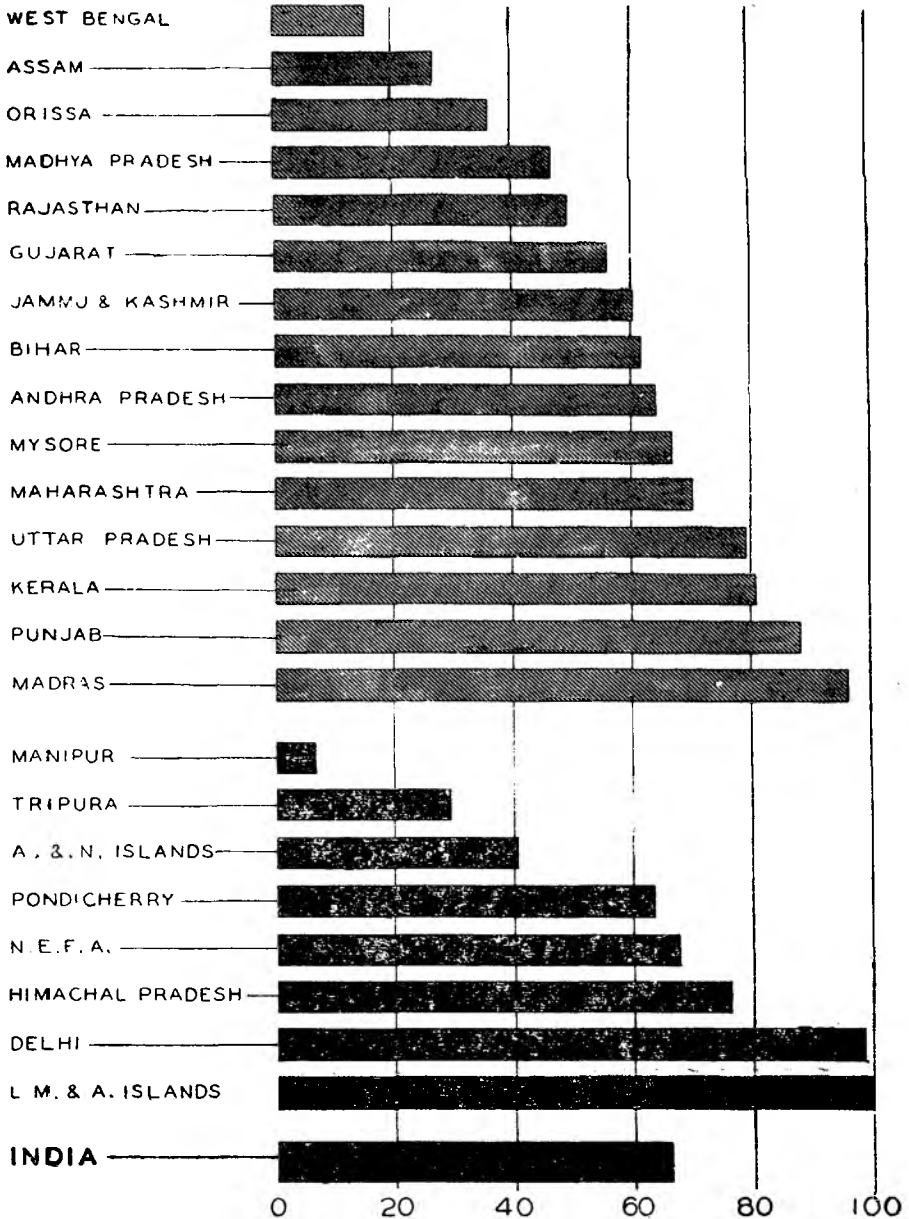
The proportion of expenditure on middle schools to the total direct expenditure on all types of institutions decreased from 15.7 per cent to 15.4 per cent.

Table XLIX—Number of Teachers in Middle Schools

State	Men		Women		Total		Increase (+) or Decrease (—)	Number of Trained Teachers		Percentage of Trained Teachers to total Number of Teachers		Average Number of Students per Teacher	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60		1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	5,621	5,997	1,464	1,740	7,085	7,737	+ 652	4,361	4,967	61·6	64·2	23	24
Assam	6,496	7,191	900	1,020	7,396	8,211	+ 815	2,078	2,223	28·1	27·1	23	23
Bihar	19,266	21,052	1,567	1,810	20,833	22,862	+2,029	12,460	14,132	59·8	61·8	29	32
Bombay—													
Maharashtra	65,101	46,071	18,134	13,691	83,235	59,762	+9,918	52,495	42,127	63·1	70·5	40	38
Gujarat	@	23,882	@	9,509	@	33,391	@	@	18,516	@	55·5	@	41
Jammu & Kashmir	1,188	1,590	367	393	1,555	1,983	+ 428	950	1,196	61·1	60·3	33	28
Kerala	14,881	15,690	10,520	11,523	25,401	27,213	+1,812	21,070	21,983	82·9	80·8	27	27
Madhya Pradesh	15,992	17,668	2,172	2,396	18,164	20,064	+1,900	8,020	9,375	44·2	46·7	22	22
Madras	18,038	18,837	11,751	12,963	29,789	31,800	+2,011	28,627	30,712	96·1	96·6	29	30
Mysore	10,357	11,484	2,590	3,041	12,947	14,525	+1,578	8,417	9,711	65·0	66·9	33	33
Orissa	4,019	4,610	256	303	4,275	4,913	+ 638	1,716	1,803	38·8	36·7	21	19
Punjab	6,853	6,987	2,436	2,636	9,289	9,623	+ 334	8,348	8,515	89·9	88·5	31	31
Rajasthan	8,830	10,251	1,687	2,021	10,517	12,272	+1,755	5,245	6,000	49·9	48·9	24	24
Uttar Pradesh	17,690	18,172	3,884	4,049	21,574	22,221	+ 647	16,934	17,676	78·5	79·5	22	23
West Bengal	8,233	8,682	1,185	1,472	9,418	10,154	+ 736	1,401	1,556	14·9	15·3	18	19
A. & N. Islands	11	12	20	10	31	22	— 9	10	9	32·3	40·9	16	18
Delhi	755	952	569	946	1,324	1,898	+ 574	1,280	1,873	96·7	98·7	28	29
Himachal Pradesh	903	1,027	135	144	1,038	1,171	+ 133	844	892	81·3	76·2	17	18
L. M. & A. Islands	29	33	7	5	36	38	+ 2	36	38	100·0	100·0	45	40
Manipur	774	1,150	42	65	816	1,215	+ 399	62	80	7·5	6·6	22	19
N.E.F.A.	87	99	1	1	88	100	+ 12	63	68	71·6	68·0	15	14
Tripura	444	442	68	96	512	538	+ 26	190	158	37·1	29·4	20	19
Pondicherry	206	229	152	190	358	419	+ 61	250	269	69·8	64·2	30	29
INDIA	2,05,774	2,22,108	59,907	70,024	2,65,681	2,92,132	+26,451	1,74,857	1,93,879	65·8	66·4	31	30

@Included in Maharashtra.

PERCENTAGE OF TRAINED TEACHERS IN MIDDLE SCHOOLS 1959-60



The distribution of direct expenditure on middle schools met from different sources is shown in table L below.

Table L—Direct Expenditure on Middle Schools by Sources

Source	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds . . .	23,35,13,918	73.3	25,83,75,406	73.5
District Board Funds . . .	1,51,28,024	4.8	1,69,15,927	4.8
Municipal Board Funds . . .	2,28,48,784	7.2	2,53,33,071	7.2
Fees	2,74,74,301	8.6	2,92,16,245	8.3
Endowments	60,82,351	1.9	71,90,777	2.0
Other Sources	1,32,99,726	4.2	1,45,62,633	4.2
TOTAL	31,83,47,104	100.0	35,15,94,059	100.0

There was hardly any change in the pattern of distribution of expenditure in the two years as nearly three-fourths of the expenditure was met from government funds, one-eighth from local boards funds, one-twelfth from fees and the rest from other sources. As compared to the last year, the expenditure met from government funds increased by 10.6 per cent, that from district and municipal boards by 11.8 per cent and 10.9 per cent and from fees, endowments and other sources by 6.3 per cent, 18.2 per cent and 9.5 per cent respectively.

The break-up of the direct expenditure on middle schools according to the authorities administering these schools is given in the following table—

Management	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government	8,05,41,480	25.3	8,52,79,892	24.2
District Boards	11,46,93,016	36.0	12,94,99,929	36.8
Municipal Boards	4,22,34,583	13.3	4,66,69,985	13.3
Private Bodies :				
Aided	7,05,90,154	22.2	7,75,63,462	22.1
Unaided	1,02,87,871	3.2	1,25,80,791	3.6
TOTAL	31,83,47,104	100.0	35,15,94,059	100.0

The expenditure incurred on middle schools increased under all managements.

Table LI—Direct Expenditure on Middle Schools by States

State	On Schools for Boys		On Schools for Girls		Total		Increase (+) or Decrease(—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Amount	Percentage
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Andhra Pradesh	70,56,753	80,56,206	13,09,795	15,45,624	83,66,548	96,01,830	+ 12,35,282	+ 14·8
Assam	66,06,598	73,67,278	7,43,374	7,88,201	73,49,972	81,55,479	+ 8,05,507	+ 11·0
Bihar	1,90,09,448	2,17,10,310	14,94,442	19,57,002	2,05,03,890	2,36,67,312	+ 31,63,422	+ 15·4
Bombay—								
Maharashtra	9,23,74,883	6,61,25,068	1,58,78,113	96,13,981	10,82,52,996	7,57,39,049	+ 1,12,52,482	+ 10·4
Gujarat	*	3,64,31,283	*	73,35,146	*	4,37,66,429	*	*
Jammu & Kashmir	15,09,380	18,25,904	3,80,861	5,03,307	18,90,241	23,29,211	+ 4,38,970	+ 23·2
Kerala	2,62,70,519	3,02,10,596	3,67,684	3,71,986	2,66,38,203	3,05,82,582	+ 39,44,379	+ 14·8
Madhya Pradesh	1,76,47,495	1,96,00,384	26,03,922	27,99,247	2,02,51,417	2,23,99,631	+ 21,48,214	+ 10·6
Madras	3,06,18,948	3,28,23,453	3,28,455	3,28,846	3,09,47,403	3,31,52,299	+ 22,04,896	+ 7·1
Mysore	1,69,60,257	1,53,23,228	24,37,064	24,22,474	1,93,97,321	1,77,45,702	— 16,51,619	— 8·5

Orissa	45,40,099	53,21,763	3,25,427	4,20,871	48,65,526	57,42,634	+ 8,77,108	+ 18·0
Punjab	1,07,84,464	1,16,64,525	28,96,400	32,99,599	1,36,80,864	1,49,64,124	+ 12,83,260	+ 9·4
Rajasthan	1,12,30,032	1,39,55,016	18,12,040	21,92,948	1,30,42,072	1,61,47,964	+ 31,05,892	+ 23·8
Uttar Pradesh	1,96,72,644	2,07,01,547	44,40,162	47,30,009	2,41,12,806	2,54,31,556	+ 13,18,750	+ 5·5
West Bengal	1,07,72,620	1,11,42,992	21,13,751	23,76,805	1,28,86,371	1,35,19,797	+ 6,33,426	+ 4·9
A. & N. Islands	49,211	31,163	16,696	..	65,907	31,163	— 34,744	— 52·7
Delhi	17,70,531	22,63,813	11,25,447	19,80,052	28,95,978	42,43,865	+ 13,47,887	+ 46·5
Himachal Pradesh	9,18,213	13,09,965	77,193	73,454	9,95,406	13,83,419	+ 3,88,013	+ 39·0
L. M. & A. Islands	50,410	50,398	..	..	50,410	50,398	— 12	— 0·0
Manipur	5,60,146	10,13,921	35,415	1,14,784	5,95,561	11,28,705	+ 5,33,144	+ 89·5
N.E.F.A.	1,98,243	2,15,628	..	..	1,98,243	2,15,628	+ 17,385	+ 8·8
Tripura	7,02,271	9,28,336	52,321	66,212	7,54,592	9,94,548	+ 2,39,956	+ 31·8
Pondicherry	4,25,968	4,08,382	1,79,409	1,92,352	6,05,377	6,00,734	— 4,643	— 0·8
INDIA	27,97,29,133	30,84,81,159	3,86,17,971	4,31,12,900	31,83,47,104	35,15,94,059	+ 3,32,46,955	+ 10·4

*Included against Maharashtra.

Table LI—Direct Expenditure on Middle Schools by States—(Contd.)

State	Percentage of expenditure on Middle schools to total Direct expenditure in 1959-60	Percentage of Expenditure (1959-60) met from						Average Annual Cost per pupil	
		Government funds	District Board funds	Municipal Board funds	Fees	Endowments	Other sources	1958-59	1959-60
1	10	11	12	13	14	15	16	17	18
Andhra Pradesh	5·6	72·0	14·2	2·4	6·2	4·9	0·3	49·6	51·6
Assam	14·9	72·0	0·1	0·4	20·4	5·8	1·3	42·9	43·4
Bihar	18·1	63·4	4·2	1·1	21·3	1·7	8·3	32·8	32·8
Bombay—									
Maharashtra	24·8	68·8	3·7	17·1	2·8	0·2	7·4	32·2	33·7
Gujarat	32·4	81·8	6·8	6·5	2·2	0·4	2·3	*	31·7
Jammu & Kashmir	15·5	96·8	..	..	0·9	0·2	2·1	36·0	41·2
Kerala	21·6	98·1	..	..	0·2	0·1	1·6	38·8	42·0
Madhya Pradesh	15·8	87·3	5·6	0·8	3·8	1·1	1·4	50·6	50·0
Madras	16·6	72·8	7·6	12·0	2·0	5·4	0·2	35·1	35·2
Mysore	13·6	85·5	3·9	2·0	2·0	1·0	5·6	44·1	37·4
Orissa	13·9	61·2	1·1	0·3	17·0	11·1	9·3	59·3	60·1

Punjab	12·1	67·7	0·4	0·1	7·1	3·0	1·7	47·4	49·9
Rajasthan	19·7	91·6	0·5	0·1	2·7	4·0	1·1	51·4	56·0
Uttar Pradesh	9·1	44·7	11·9	4·0	30·3	1·8	7·3	49·4	49·5
West Bengal	6·0	40·4	0·7	0·2	45·4	6·3	7·0	73·5	70·3
A. & N. Islands	6·3	100·0	..	..	..	..	..	128·2	78·7
Delhi	5·8	3·1	..	79·7	1·2	0·8	4·5	76·6	75·9
Himachal Pradesh	18·9	97·1	..	..	..	0·3	2·6	53·5	66·5
L.M. & A. Islands	49·1	100·0	..	..	..	..	..	40·0	33·4
Manipur	23·8	3·9	82·5	..	1·8	11·8	..	33·0	49·1
N.E.F.A.	20·6	100·0	..	..	..	..	..	150·2	157·7
Tripura	12·8	95·5	..	..	2·6	1·6	0·3	72·3	99·3
Pondicherry	21·5	88·7	..	..	7·6	3·7	0·0	56·4	50·0
INDIA	15·4	73·5	4·8	7·2	8·3	2·0	4·2	39·0	39·6

*Included against Maharashtra.

Table LI gives Statewise details of expenditure on middle schools during 1958-59 and 1959-60. The expenditure increased in all the States except in Mysore, A. & N. Islands, L. M. & A. Islands and Pondicherry. While in A. & N. Islands the decrease was insignificant, that in L. M. & A. Islands was mainly due to a large expenditure having been incurred on non-recurring items during the previous year. Among the States, the highest and the lowest increase in expenditure was reported by Bombay (Rs. 1,12,52,482) and Jammu & Kashmir (4,38,970) respectively; while among the Union Territories, the highest and the lowest increase was reported by Delhi (Rs. 13,47,887) and N.E.F.A. (Rs. 17,385) respectively. On percentage basis Rajasthan topped the list among the States with an increase of 23.8 per cent and West Bengal occupied the lowest position with 4.9 per cent increase. In the case of Union Territories, however, the highest percentage of increase was reported by Manipur (89.5) and the lowest by N.E.F.A. (8.8). The highest percentage of increase in Manipur was due to starting of new schools and payment of arrears of Pay to school teachers.

Col. (10) of Table LI gives the proportion of total direct expenditure on education devoted to middle schools in the various States. The wide variations shown by the State is due to the difference in the number of classes constituting the middle stage in the different States.

The proportion of expenditure met from different sources of income is given in cols. (11) to (16) of Table LI. Government met a great proportion of the expenditure in all the States except Uttar Pradesh, West Bengal, Delhi and Manipur. It met cent per cent expenditure in A. & N. Islands, L. M. & A. Islands and N.E.F.A., between 90 and 100 per cent in Kerala (98.1 per cent), Jammu & Kashmir (96.6 per cent), Rajasthan (91.6 per cent) and the Union Territories of Himachal Pradesh (97.1 per cent) and Tripura (95.5 per cent). In 4 States and 1 Union Territory *i.e.* Pondicherry (88.7), Punjab (87.7), Madhya Pradesh (87.3) and Mysore (85.5), Bombay (73.6), this percentage varied between 75 and 90 per cent, and in other 4 States between 50 and 75 per cent. Local Boards met more than fifty per cent of the expenditure in Manipur (82.5 per cent) and Delhi (79.7 per cent), while elsewhere their share ranged from 17.1 per cent in Bombay to 0.5 per cent in Punjab. The only State where significant expenditure (45.4 per cent) was met from the income from fees was West Bengal. Other sources (including endowments) met 20.4 per cent of the expenditure in Orissa.

The all-India average annual cost per pupil in middle schools increased from Rs. 39.0 in 1958-59 to Rs. 39.6 in 1959-60. Its distribution according to different sources of income is : government funds Rs. 29.1, district board funds Rs. 1.9, municipal board funds Rs. 2.9, fees Rs. 3.3, endowments Rs. 0.8 and other sources Rs. 1.6. Table LI shows the average annual cost per pupil in middle schools in the different States during the years 1958-59 and 1959-60.

High and Higher Secondary Schools

During 1959-60, the total number of high and higher secondary (including post-basic) schools increased by 1,377 to 15,703 (13,422 for boys and 2,281 for girls). This gives an increase of 9.6 per cent, as against an increase of 13.3 per cent during the previous year. Of the total, 3,763 (3,079 for boys and 684 for girls) were higher secondary schools and 34 (31 for boys and 3 for girls), post basic schools. The former figure also includes higher secondary schools of Uttar Pradesh which include some incomplete schools also.

The distribution of high and higher secondary schools according to managements is shown in Table LII below.

Table LII—Number of High/Higher Secondary Schools by Management

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
Government	2,794	19.5	2,846	18.1
District Boards	1,022	7.1	1,386	8.8
Municipal Boards	412	2.9	440	2.8
Private Bodies—				
Aided	8,252	57.6	9,180	58.5
Unaided	1,846	12.9	1,851	11.8
TOTAL	14,326	100.0	15,703	100.0

During 1959-60, there was practically no change in the pattern of the management-wise distribution of these schools from that of the previous year. As compared to the last years' figures, the number of government schools increased by 1.9 per cent, that of local board schools by 27.3 per cent and private aided and unaided schools by 9.8 per cent.

In rural areas the number of high and higher secondary schools was 7,804 as against 6,757 in the previous year. These constituted 49.7 per cent of the total number of high and higher secondary schools in 1959-60, as compared to 45.8 per cent in 1958-59.

Table LIII shows the Statewise distribution of high and higher secondary schools during 1958-59 and 1959-60. The number of high and higher secondary schools increased in all the States. The highest increase among the States was reported by Bombay (478), followed by Bihar (160), Madras (96), Andhra Pradesh (90), West Bengal (89), Madhya Pradesh (71), Uttar Pradesh (68), and Orissa (60). In other States, the increase ranged from 55 in Rajasthan to 25 in Assam. In the Union Territories, Delhi reported the highest increase of 19, followed by Himachal Pradesh (7) and N.E.F.A. (2), while the remaining Territories of A. & N. Islands, Manipur, Pondicherry and Tripura reported an increase of one each. L. M. & A. Islands had no high or higher secondary school.

The proportion of high and higher secondary schools under different managements in various States is given in cols. 10 to 14 of Table LIII. Government managed cent per cent schools in A. & N. Islands, and N.E.F.A. and a great majority of these schools in Jammu & Kashmir (89.1 per cent), Rajasthan (76.4 per cent), and Delhi (55.9 per cent). Local boards managed more than half the number of schools in Himachal Pradesh (95.6 per cent), Andhra Pradesh (68.6 per cent) and Tripura (50.0 per cent). In other States, private schools predominated. Private bodies managed more than 75 per cent of the schools in Assam, Bihar, Bombay, Orissa, Uttar Pradesh, West Bengal and Manipur, and between 50 and 75 per cent in Kerala, Mysore, Punjab and Tripura.

Table LIII—Number of High/Higher Secondary Schools

State	For Boys		For Girls		Total		Increase (+) or Decrease (-)		Percentage of High/Higher Secondary Schools managed by				
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage	Government	District Boards	Municipal Boards	Private Bodies Aided	Private Bodies Unaided
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	879	960	113	122	992	1,082	+ 90	+ 9.1	10.1	63.6	5.0	21.2	0.1
Assam	398	419	61	65	459	484	+ 25	+ 5.4	6.0	..	..	85.3	8.7
Bihar	1,223	1,375	66	74	1,289	1,449	+ 160	+ 12.4	4.3	..	..	59.0	36.7
Bombay—													
Maharashtra	2,267	1,823	282	226	2,549	2,049	+ 478	+ 18.8	9.0	2.9	2.6	80.8	4.7
Gujarat	*	893	*	85	*	978	*	*	12.1	0.7	4.5	79.6	3.1
Jammu & Kashmir	128	156	33	36	161	192	+ 31	+ 19.3	89.1	..	..	10.9	..
Kerala	715	738	131	134	846	872	+ 26	+ 3.1	28.0	..	..	71.4	0.6
Madhya Pradesh	466	526	97	108	563	634	+ 71	+ 12.6	46.7	5.5	6.8	37.9	3.1
Madras	827	915	185	193	1,012	1,108	+ 96	+ 9.5	5.6	39.9	5.6	47.6	1.3
Mysore	516	558	101	106	617	664	+ 47	+ 7.6	20.8	12.8	13.4	50.4	2.6
Orissa	323	376	24	31	347	407	+ 60	+ 17.3	20.4	..	1.0	49.6	29.0
Punjab	1,033	1,059	261	284	1,294	1,343	+ 49	+ 3.8	48.3	0.1	0.1	27.8	23.6
Rajasthan	356	406	47	52	403	458	+ 55	+ 13.6	76.4	..	..	21.8	1.8
Uttar Pradesh	1,377	1,430	256	271	1,633	1,701	+ 68	+ 4.2	8.6	0.2	2.6	73.4	15.2
West Bengal	1,416	1,469	342	378	1,758	1,847	+ 89	+ 5.1	2.3	..	0.3	77.4	20.0
A. & N. Islands	1	1	..	1	1	2	+ 1	+ 100.0	100.0	..	..	..	..
Delhi	146	158	82	89	228	247	+ 19	+ 8.3	55.9	..	4.5	37.2	2.4
Himachal Pradesh	56	61	5	7	61	68	+ 7	+ 11.5	..	83.8	11.8	4.4	..
Manipur	50	50	3	4	53	54	+ 1	+ 1.9	..	14.8	5.6	53.7	25.9
N.E.F.A.	2	4	..	..	2	4	+ 2	+ 100.0	..	..	50.0	50.0	..
Tripura	25	25	6	7	31	32	+ 1	+ 3.2	100.0	..	..	..	..
Pondicherry	19	20	8	8	27	28	+ 1	+ 3.7	64.3	..	..	35.7	..
INDIA	12,223	13,422	2,103	2,281	14,326	15,703	+ 1,377	+ 9.6	18.1	8.8	2.8	58.5	11.8

*Included in Maharashtra.

Pupils

The total number of pupils in high and higher secondary schools including post-basic schools increased from 61,71,539 (47,51,766 boys and 14,19,773 girls) to 67,62,546 (51,58,144 boys and 16,04,402 girls). This gives an increase of 9·6 per cent and is equal to that reported by the number of high and higher secondary schools. Of the total 20,01,053 pupils (16,03,620 boys and 3,97,433 girls) were enrolled in higher secondary schools, 4,394 pupils (3,410 boys and 984 girls) in post-basic schools and the rest in high schools.

The distribution of pupils in high and higher secondary schools under various managements is given in Table LIV below.

Table LIV—Number of Pupils in High and Higher Secondary Schools by Management

Management	1958-59		1959-60	
	Number	Percentage	Number	Percentage
Government	13,29,195	21·5	13,92,051	20·6
District Boards	3,54,053	5·7	4,79,689	7·1
Municipal Boards	2,32,374	3·8	2,55,793	3·8
Private Bodies—				
Aided	36,91,624	59·8	40,93,195	60·5
Unaided	5,64,293	9·2	5,41,818	8·0
TOTAL	61,71,539	100·0	67,62,546	100·0

The increase was shared by all the managements. It was 4·7 per cent in government schools, 35·5 per cent in district board schools, 10·1 per cent in municipal board schools and 8·9 per cent in private schools.

The number of pupils coming from rural areas and studying in high and higher secondary schools was 30,06,817 (25,82,791 boys and 4,24,026 girls) and constituted 44·5 per cent of the total enrolment in high and higher secondary schools. The corresponding figures for the previous year were 27,14,675 and 44·0 per cent respectively.

The Statewise distribution of pupils in high and higher secondary schools is given in Table LV. The increase in enrolment was reported by all the States and Union Territories. Among the States, the largest increase was reported by Bombay (1,25,364), followed by Uttar Pradesh (65,151), Kerala (59,342), Madras (49,883), Bihar (48,945), West Bengal (47,570) and Andhra Pradesh (41,914) and it was the least in Jammu & Kashmir (4,696). Among the Union Territories, Delhi topped the list with an increase of 23,969 pupils, while in other Territories the increase varied between 3,123 in Manipur and 147 in A. & N. Islands. On percentage basis, N.E.F.A. and Union Territories led all the States with an increase of 83·9 per cent. The highest and the lowest percentage increase among the States was reported by Madhya Pradesh (15·9) and Jammu & Kashmir (6·7) respectively. Among the Union Territories, the least percentage increase was reported by Pondicherry (4·6).

Table LV—Number of Pupils in High/Higher Secondary Schools

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	3,90,442	4,25,121	59,855	67,090	4,50,297	4,92,211	+ 41,914	+ 9·3
Assam	1 68,533	1,81,679	25,661	27,098	1,94,194	2,08,777	+ 14,583	+ 7·5
Bihar	4,04,576	4,51,673	25,454	27,302	4,30,030	4,78,975	+ 48,945	+ 11·4
Bombay —								
Maharashtra	8,18,044	6,39,036	1,20,866	99,582	9,38,910	7,38,618	+ 1,25,364	+ 13·4
Gujarat	*	2,87,282	*	38,374	*	3,25,656	*	*
Jammu & Kashmir	53,761	58,287	16,699	16,869	70,460	75,156	+ 4,696	+ 6·7
Kerala	4,83,020	5,35,292	93,004	1,00,074	5,76,024	6,35,366	+ 59,342	+ 10·3
Madhya Pradesh	1,53,840	1,77,336	37,746	44,803	1,91,586	2,22,139	+ 30,553	+ 15·9
Madras	4,74,910	5,17,490	1,00,117	1,07,420	5,75,027	6,24,910	+ 49,883	+ 8·7
Mysore	1,73,352	1,91,580	38,077	41,727	2,11,429	2,33,307	+ 21,878	+ 10·3
Orissa	81,381	87,296	5,894	5,885	87,275	93,181	+ 5,906	+ 6·8
Punjab	5,13,646	5,24,608	1,24,761	1,38,559	6,38,407	6,63,167	+ 24,760	+ 3·9
Rajasthan	1,36,703	1,54,256	15,210	16,370	1,51,913	1,70,626	+ 18,713	+ 12·3
Uttar Pradesh	6,76,652	7,28,586	1,21,942	1,35,159	7,98,594	8,63,745	+ 65,151	+ 8·2
West Bengal	5,03,108	5,35,332	1,26,561	1,41,907	6,29,669	6,77,239	+ 47,570	+ 7·6
A. & N. Islands	341	348		140	341	488	+ 147	+ 43·1
Delhi	1,06,777	1,24,895	53,259	59,110	1,60,036	1,84,005	+ 23,969	+ 15·0
Himachal Pradesh	24,070	25,892	3,276	3,966	27,346	29,858	+ 2,512	+ 9·2
Manipur	15,898	18,710	1,905	2,216	17,803	20,926	+ 3,123	+ 17·5
N.E.F.A.	441	811			441	811	+ 370	+ 83·9
Tripura	8,476	9,112	1,776	2,237	10,252	11,349	+ 1,097	+ 10·7
Pondicherry	8,111	8,646	3,394	3,390	11,505	12,036	+ 531	+ 4·6
INDIA	51,96,082	56,83,268	9,75,457	10,79,278	61,71,539	67,62,546	+ 5,91,007	+ 9·6

*Included in Maharashtra.

In order to have an accurate appraisal of the number of students studying at the high and higher secondary stage, it is necessary to eliminate the pupils of the primary and middle departments of high and higher secondary schools and include those in the high and higher secondary classes attached to Intermediate colleges. This has been done in Table LVI for the years 1958-59 and 1959-60. In view of the differences in the number of classes comprising the high and higher secondary stage, inter-state comparison in this table is not valid. The total number of pupils at the high and higher secondary stage increased from 26,95,843 (22,14,693 boys and 4,81,150 girls) to 30,06,591 (24,41,794 boys and 5,64,797 girls) or by 11·5 per cent, as compared to 11·7 per cent during the previous year.

Table LVII indicates the extent of educational facilities available in classes IX to X/XI uniformly in all the States in comparison to the population of the age-group 14-17. It shows that in the country as a whole, educational facilities for high and higher secondary education were available only to 9·3 per cent of the population in the age-group 14-17 years in 1959-60. The States exhibited wide variations.

Co-education

During the year, the total number of girls studying in high and higher secondary schools, was 16,04,402 of which 5,70,987 were enrolled in boys' schools. The proportion of girls reading in boys' schools to the total number of girls reading in all the high and higher secondary schools increased from 34·3 per cent to 35·6 per cent. Table LVIII shows the position about co-education in these schools in the different States. There was no separate school for girls in N.E.F.A., while Kerala reported the highest percentage of girls (66·3 per cent) under instruction in boys' schools. Next in order were : Bombay (51·0 per cent), Assam (47·4 per cent), Orissa (46·3 per cent), Manipur (43·8 per cent), Andhra Pradesh (42·4 per cent), Madras (41·9 per cent) and Himachal Pradesh (41·7 per cent). In other States, a substantial number of girls was studying in girls' schools.

Teachers

During the year, the number of teachers on the staff of high and higher secondary schools increased from 2,45,555 (1,96,278 men and 49,277 women) to 2,67,637 (2,12,325 men and 55,312 women). This gives an increase of 9·0 per cent, as compared to an increase of 10·8 per cent during the previous year. Women teachers constituted about 20·6 per cent of the total as against 20·1 per cent in the previous year. Of the total, the number of trained teachers increased from 1,55,288 in 1958-59 to 1,70,670 in 1959-60 or by 9·9 per cent. This improved the percentage of trained teachers from 63·2 to 63·8. The proportion of women trained teachers remained unchanged at 74·4 per cent as in the previous year.

The State-wise distribution of teachers in high and higher secondary schools is given in Table LIX. The number of teachers increased in all the States except Pondicherry where the decrease was insignificant. The proportion of trained teachers to the total number of teachers improved in all the States except Assam, Bihar, Bombay, Mysore, Orissa, Rajasthan, N.E.F.A. and Tripura. The decrease was significant only in N.E.F.A. where it fell from 75·0 per cent to 62·0 per cent. The decrease in Tripura from 33·3 per cent to 29·1 per cent, in Bombay from 61·5 per cent to 60·5 per cent and in Orissa from 52·3 per cent to 51·2 per cent, though not very substantial was

Table LVI--Number of Pupils in High/Higher Secondary Stage

State	Boys		Girls		Total		Increase (+) or Decrease (—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	1,49,274	1,56,536	26,443	29,087	1,75,717	1,85,623	+ 9,906	+ 5·6
Assam	79,055	88,129	18,974	23,330	98,029	1,11,459	+ 13,430	+ 13·7
Bihar	3,31,557	3,80,231	20,836	26,111	3,52,393	4,06,342	+ 53,949	+ 13·3
Bombay—								
Maharashtra	4,66,593	3,14,152	1,33,469	97,122	6,00,062	4,11,274	+ 44,573	+ 7·4
Gujarat	*	1,80,650	*	52,711	*	2,33,361	*	*
Jammu & Kashmir	14,278	15,412	2,458	3,295	16,736	18,707	+ 1,971	+ 11·8
Kerala	1,32,314	1,57,005	8,22,68	1,02,802	2,14,582	2,59,807	+ 45,225	+ 21·1
Madhya Pradesh	64,006	88,596	9,771	12,981	73,777	1,01,577	+ 27,800	+ 37·7
Madras	1,78,595	1,85,627	55,844	60,661	2,34,439	2,46,288	+ 11,849	+ 5·1
Mysore	1,12,507	1,35,582	28,951	36,371	1,41,458	1,71,953	+ 30,495	+ 21·6
Orissa	46,382	53,318	4,236	4,913	50,618	58,231	+ 7,613	+ 15·0
Punjab	1,19,442	1,24,059	18,229	23,486	1,37,671	1,47,545	+ 9,874	+ 7·2
Rajasthan	59,958	67,175	5,465	6,488	65,423	73,663	+ 8,240	+ 12·6
Uttar Pradesh	2,88,621	3,04,868	28,957	32,259	3,17,578	3,37,127	+ 19,549	+ 6·2
West Bengal	1,28,447	1,45,670	30,854	35,676	1,59,301	1,81,346	+ 22,045	+ 13·8
A. & N. Islands	88	112	20	35	108	147	+ 39	+ 36·1
Delhi	26,876	25,607	11,002	13,108	37,878	38,715	+ 837	+ 2·2
Himachal Pradesh	4,115	3,912	519	620	4,634	4,532	— 102	— 2·2
Manipur	8,400	9,981	1,527	2,132	9,927	12,113	+ 2,186	+ 22·0
N.E.F.A.	136	208	10	27	146	235	+ 89	+ 61·0
Tripura	2,372	2,947	757	886	3,129	3,833	+ 704	+ 22·5
Pondicherry	1,677	2,017	560	696	2,237	2,713	+ 476	+ 21·3
INDIA	22,14,693	24,41,794	4,81,150	5,64,797	26,95,843	30,06,591	+ 3,10,748	+ 11·5

* Included in Maharashtra.

Table LVII—Educational facilities for Children of the Age Group 14-16/17

State	Enrolment in Classes IX and onwards			Percentage of enrolment in classes IX & onwards to population age-group 14-16/17		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
Andhra Pradesh	1,56,536	29,087	1,85,623	13.5	2.6	8.2
Assam	88,129	23,330	1,11,459	24.5	7.2	16.4
Bihar	2,63,032	16,459	2,79,491	19.2	1.2	10.4
Bombay—						
Maharashtra	2,24,570	66,132	2,90,702	17.2	5.6	11.6
Gujarat	1,17,474	32,547	1,50,021	17.3	5.2	11.5
Jammu & Kashmir	15,412	3,295	18,707	*	*	*
Kerala	88,341	56,560	1,44,901	16.1	10.1	13.1
Madhya Pradesh	88,596	12,981	1,01,577	8.8	1.4	5.3
Madras	1,85,627	60,661	2,46,288	17.2	5.8	11.6
Mysore	1,19,871	32,512	1,52,383	15.4	4.4	10.0
Orissa	35,889	3,019	38,908	6.8	0.6	3.8
Punjab	1,24,059	23,486	1,47,545	18.2	3.9	11.3
Rajasthan	67,175	6,488	73,663	10.2	1.1	5.9
Uttar Pradesh	3,04,868	32,259	3,37,127	12.8	1.5	7.5
West Bengal	1,45,670	35,676	1,81,346	12.1	3.3	7.9
A. & N. Islands	112	35	147	*	*	*
Delhi	25,607	13,108	38,715	28.5	16.4	22.8
Himachal Pradesh	3,912	620	4,532	9.8	1.6	5.7
Manipur	9,981	2,132	12,113	49.9	7.1	24.2
N.E.F.A.	208	27	235	*	*	*
Tripura	2,947	886	3,833	9.8	2.2	5.5
Pondicherry	2,017	696	2,713	*	*	*
INDIA	20,70,033	4,51,996	25,22,029	14.7	3.5	9.3

* Not available,

Table LVIII—Girls in High/Higher Secondary Schools

State	Number of Girls in Boys' Schools	Number of Girls in Girls, Schools	Total Number of Girls	Percentage of Girls in Boys' Schools to Total Number of Girls	
				1958-59	1959-60
1	2	3	4	5	6
Andhra Pradesh	45,675	62,054	1,07,729	41·6	42·4
Assam	23,964	26,544	50,508	45·1	47·4
Bihar	8,052	26,865	34,917	24·4	23·1
Bombay— Maharashtra	99,757	97,064	1,96,821	50·3	50·7
Gujarat	40,250	38,223	78,473	*	51·3
Jammu & Kashmir	486	16,736	17,222	2·6	2·8
Kerala	1,77,816	90,228	2,68,044	65·5	66·3
Madhya Pradesh	7,467	42,054	49,521	15·1	15·1
Madras	73,589	1,02,247	1,75,836	39·8	41·9
Mysore	19,707	38,874	58,581	31·9	33·6
Orissa	5,024	5,838	10,862	45·6	46·3
Punjab	18,660	1,32,492	1,51,152	11·6	12·3
Rajasthan	3,744	15,677	19,421	16·8	19·3
Uttar Pradesh	10,092	1,28,812	1,38,904	6·8	7·3
West Bengal	14,722	1,40,543	1,55,265	7·2	9·5
A. & N. Islands	11	140	151	100·0	7·3
Delhi	15,125	57,915	73,040	12·0	20·7
Himachal Pradesh	2,826	3,952	6,778	41·4	41·7
Manipur	1,724	2,216	3,940	42·4	43·8
N.E.F.A.	109	..	109	100·0	100·0
Tripura	860	2,237	3,097	34·1	27·8
Pondicherry	1,327	2,704	4,031	30·5	32·9
INDIA	5,70,987	10,33,415	16,04,402	34·3	35·6

*Figures included against Maharashtra.

PERCENTAGE OF TRAINED TEACHERS IN HIGH/HIGHER SECONDARY SCHOOLS 1959-60

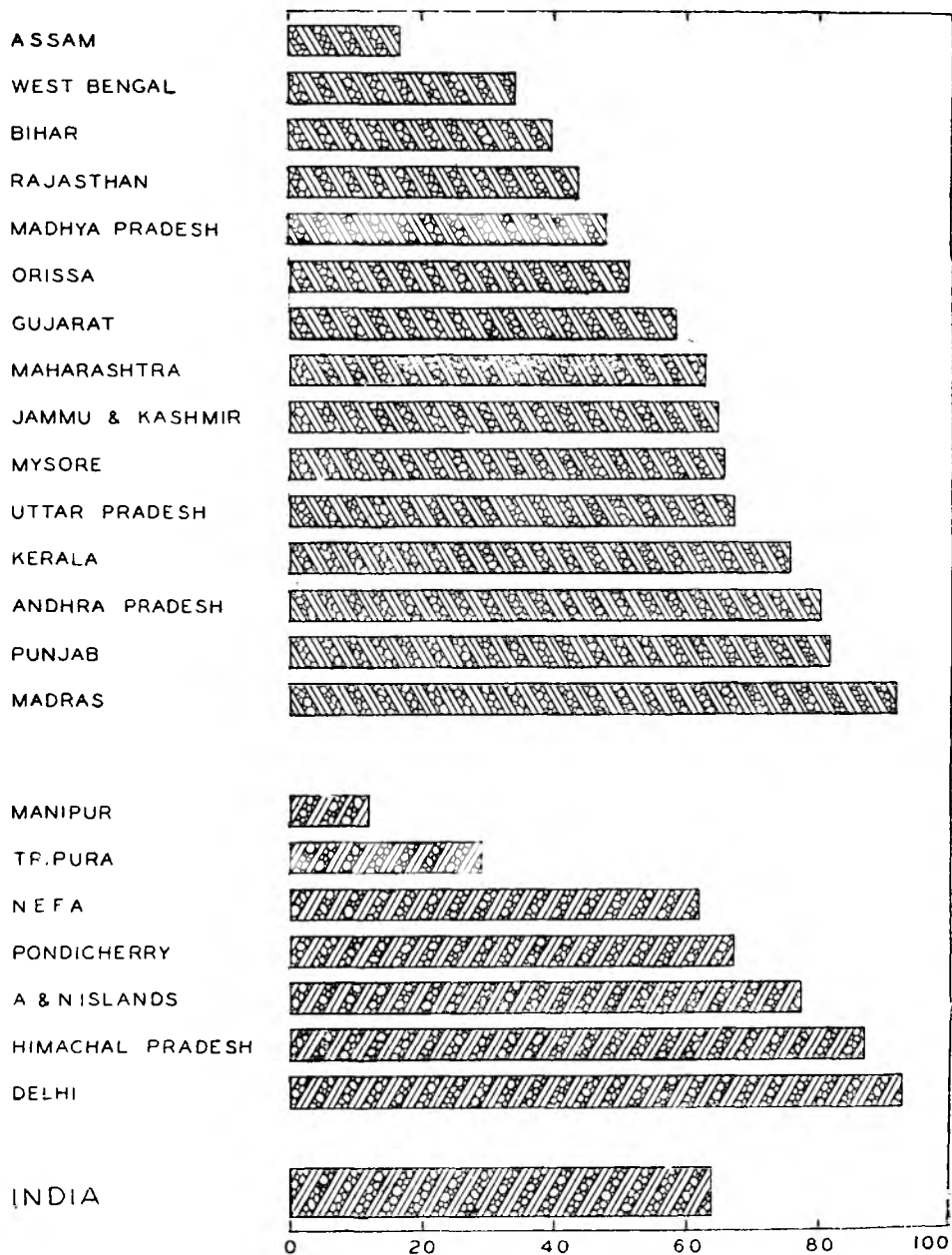


Table LIX—Number of Teachers in High Higher Secondary Schools

State	Men		Women		Total		Increase (+) or Decrease (—)	Number of Train- ed Teachers		Percentage of Trained Teachers to Total Number of Teachers		Average Number of Students per Teacher	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60		1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
	1	2	3	4	5	6		7	8	9	10	11	12	13	14
Andhra Pradesh	17,286	18,619	3,236	3,574	20,522	22,193	+1,671	16,080	17,834	78.4	80.4	22	22
Assam	6,501	7,111	1,020	1,019	7,521	8,130	+ 609	1,286	1,372	17.1	16.9	26	26
Bihar	14,053	15,547	869	961	14,922	16,508	+1,586	5,968	6,567	40.0	39.8	29	29
Bombay—													
Maharashtra	30,374	23,060	7,949	7,190	38,323	30,250	+4,487	23,552	18,996	61.5	62.8	24	24
Gujarat	*	10,668	*	1,892	*	12,560	*	*	7,337	*	58.4	*	26
Jammu & Kashmir	1,958	2,144	545	616	2,503	2,760	257	1,532	1,792	61.2	64.9	28	27
Kerala	14,150	15,371	8,672	9,770	22,822	25,141	+2 319	17,047	18,980	74.7	75.5	25	25
Madhya Pradesh	7,629	8,714	2,000	2,308	9,629	11,022	+1,393	4,482	5,303	46.5	48.1	20	20
Madras	18,648	20,089	5,552	6,199	24,200	26,288	+2,088	21,979	24,142	90.8	91.8	24	24
Mysore	6,945	7,652	1,773	2,011	8,718	9,663	+ 945	5,738	6,338	65.8	65.6	24	24
Orissa	3,727	4,040	316	333	4,043	4,373	+ 330	2,116	2,240	52.3	51.2	22	21
Punjab	15,087	15,396	3,818	4,428	18,905	19,824	+ 919	15,512	16,203	82.1	81.7	34	33
Rajasthan	6,432	7,358	772	887	7,204	8,245	+1,041	31,88	3,627	44.3	44.0	21	21
Uttar Pradesh	27,245	28,494	5,219	5,408	32,464	33,902	+1,438	21,508	22,771	66.3	67.2	25	25
West Bengal	20,451	21,742	4,752	5,385	25,203	27,127	+1,924	8,428	9,338	33.4	34.4	25	25
A. & N. Islands	17	22	3	9	20	31	+ 11	15	24	75.0	77.4	17	16
Delhi	3,635	3,942	2,283	2,751	5,918	6,693	+ 775	5,468	6,228	92.4	93.1	27	27
Himachal Pradesh	806	867	190	255	996	1,122	+ 126	837	977	84.0	87.1	27	27
Manipur	615	683	35	42	650	725	+ 75	68	86	10.5	11.9	27	29
N.E.F.A.	36	58	4	13	40	71	+ 31	30	44	75.0	62.0	11	11
Tripura	399	446	84	97	483	543	+ 60	161	158	33.3	29.1	21	21
Pondicherry	284	302	185	164	469	466	— 3	293	313	62.5	67.2	25	26
INDIA	1,96,278	2,12,325	49,277	55,312	2,45,555	2,67,637	+22,082	1,55,288	1,70,670	63.2	63.8	25	25

*Included in Maharashtra.

quite marked, while that in Assam, Bihar, Mysore and Rajasthan was negligible. The highest per cent of trained teachers was reported, as usual, by Delhi (93·1 per cent), followed by Madras (91·8 per cent), Himachal Pradesh (87·1 per cent), Punjab (81·7 per cent), Andhra Pradesh (80·4 per cent), A. & N. Islands (77·4 per cent), Kerala (75·5 per cent), Uttar Pradesh and Pondicherry (67·2 per cent each), Mysore (65·6 per cent) and Jammu & Kashmir (64·9 per cent). In other States, this percentage was less than the national average of 63·8 and varied from 62·0 per cent in N.E.F.A. to 11·9 per cent in Manipur.

Teacher-Pupil Ratio

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

Expenditure

The total direct expenditure on high and higher secondary (including post-basic) schools increased from Rs. 52,51,55,365 to Rs. 59,90,31,253 during the year under report. This gives an increase of 14·1 per cent, as compared to 13·0 per cent in the previous year. Of the total, Rs. 49,97,87,764 were expended on boys' schools and Rs. 9,92,43,489 on girls' schools. The expenditure on higher secondary schools alone amounted to Rs. 21,12,25,546 while that on post-basic schools Rs. 4,85,227. The proportion of the total direct expenditure on high and higher secondary schools to the total direct expenditure on all education increased from 25·8 per cent to 26·3 per cent.

The distribution of the total direct expenditure on high and higher secondary schools according to various sources of income is given in Table LX below.

Table LX—Direct Expenditure on High/Higher Secondary Schools by Sources

Source	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
Government Funds	24,12,32,444	45·9	28,79,88,797	48·1
District Board Funds	1,23,64,637	2·4	1,77,26,169	3·0
Municipal Board Funds	71,62,468	1·4	92,96,733	1·5
Fees	21,60,10,799	41·1	23,62,14,224	39·4
Endowments	1,71,68,658	3·3	1,86,79,768	3·1
Other Sources	3,12,16,359	5·9	2,91,25,562	4·9
TOTAL	52,51,55,365	100·0	59,90,31,253	100·0

It will be seen that about half the expenditure was met from government funds and about two-fifths from fees. During the year, there was an increase of 19·4 per cent in the expenditure met from government funds, of 43·4 per cent and 29·8 per cent in that met from district board and municipal board funds and of 9·4 per cent and 8·8 per cent in that met from fees and endowments respectively. The expenditure met from other sources decreased by 6·7 per cent.

The distribution of total direct expenditure on high and higher secondary schools according to their managements is given in Table LXI below.

Table LXI—Direct Expenditure on High and Higher Secondary Schools by Management

Management	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government	12,43,37,734	23·7	13,56,97,469	22·7
District Boards	2,71,86,186	5·2	4,01,86,485	6·7
Municipal Boards	1,88,06,088	3·6	2,19,30,281	3·7
Privated Bodies—				
Aided	31,11,15,187	59·2	35,79,07,192	59·7
Unaided	4,37,10,170	8·3	4,33,09,826	7·2
TOTAL	52,51,55,365	100·0	59,90,31,253	100·0

The above table is in harmony with Table LII. These tables show that private schools, which were 70·3 per cent in number accounted for 66·9 per cent of the total direct expenditure, government schools, which were 18·1 per cent, consumed about 22·7 per cent of the expenditure and local board school which were 11·6 per cent shared the remaining 10·4 per cent of the expenditure.

The Statewise details of the total direct expenditure on high and higher secondary schools during 1958-59 and 1959-60 are given in Table LXIII. The total direct expenditure increased in all the States. Numerically, Bombay as usual, recorded the highest increase of Rs. 1,58,34,582, followed by West Bengal (Rs. 91,43,622), Andhra Pradesh (73,35,966) Uttar Pradesh (Rs. 60,25,368), Madras (Rs. 57,88,025), Kerala (Rs. 57,79,619), Delhi (Rs. 46,32,219), and Madhya Pradesh Rs. (46,29,830). The lowest increase was in N. E. F. A. (Rs. 50,000). On percentage basis, the highest increase was reported by A. & N. Islands (59·1 per cent) and the lowest by Punjab. (2·9 per cent). In other States and Union Territories it varied from 7·4 per cent in Uttar Pradesh to 44·0 per cent in N.E.F.A.

Direct expenditure on high and higher secondary schools as percentage of the total direct expenditure on education as a whole is given in col. (10) of Table LXII. These figures show wide inter-State variations which are due mainly to the variation in the number of classes in the high and higher secondary schools in the different States.

The sourcewise distribution of expenditure is given in cols. (11) to (16) of Table LXII. Government met cent per cent expenditure in A. & N. Islands and N.E.F.A. and a large proportion of the expenditure in Jammu & Kashmir (95·4 per cent), Himachal Pradesh (94·8 per cent), Rajasthan (82·9 per cent), Tripura (82·7 per cent) and Kerala (77·5 per cent). Other States in which

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

State	For Boys		For Girls		Total		Increase (+) or Decrease (—)		Percentage of expenditure on Secondary Schools to Total Direct Expenditure on Education in 1959-60
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Amount	Percentage	
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	3,13,53,503	3,78,00,145	48,92,541	57,81,865	3,62,46,044	4,35,82,010	+73,35,966	+20.2	25.5
Assam	1,14,97,717	1,30,74,342	19,65,233	21,06,101	1,34,62,950	1,51,80,443	+17,17,493	+12.8	27.8
Bihar	2,28,13,483	2,61,09,896	20,53,949	22,13,533	2,48,67,432	2,83,23,429	+34,55,997	+13.9	21.6
Bombay--									
Maharashtra	8,62,98,325	7,03,99,001	1,45,28,911	1,29,94,011	10,08,27,236	8,33,93,012	+1,58,34,582	+15.7	27.3
Gujarat	*	2,93,20,599	*	39,48,207	*	3,32,68,806	*	*	24.6
Jammu and Kashmir	34,96,201	42,66,087	8,39,367	9,97,222	43,35,568	52,63,209	+9,27,741	+21.4	35.0
Kerala	2,81,22,024	3,34,20,845	53,11,635	57,92,433	3,34,33,659	3,92,13,278	+57,79,619	+17.3	27.7
Madhya Pradesh	1,66,64,086	2,00,08,733	37,16,581	50,01,764	2,03,80,667	2,50,10,497	+46,29,830	+22.7	17.6
Madras	3,83,49,725	4,29,65,875	83,00,915	94,72,790	4,66,50,640	5,24,38,655	+57,88,025	+12.4	26.2
Mysore	1,54,53,023	1,75,82,543	32,50,331	34,03,183	1,87,03,354	2,09,85,726	+22,82,372	+12.2	16.1
Orissa	63,17,668	71,09,669	6,48,402	6,83,613	69,66,070	77,93,282	+8,27,212	+11.9	18.9
Punjab	3,05,01,598	3,08,45,901	70,46,219	78,83,053	3,76,47,817	3,87,29,954	+10,82,137	+2.9	31.3
Rajasthan	1,50,85,715	1,78,33,692	20,17,318	22,08,049	1,71,03,033	2,00,41,741	+29,38,708	+17.2	24.5
Uttar Pradesh	6,85,74,133	7,35,01,117	1,27,45,307	1,38,43,691	8,13,19,440	8,73,44,808	+60,25,368	+7.4	31.2
West Bengal	4,64,43,598	5,35,42,432	1,23,38,980	1,43,83,768	5,87,82,578	6,79,26,200	+91,43,622	+15.6	30.1
A. & N. Islands	98,250	1,16,920		39,377	98,250	1,56,297	+58,047	+59.1	31.5
Delhi	1,39,89,853	1,70,00,161	59,33,322	75,55,233	1,99,23,175	2,45,55,394	+46,32,219	+23.3	33.6
Himachal Pradesh	14,96,703	20,19,918	1,78,686	2,96,968	16,75,389	23,16,886	+6,41,497	+38.3	31.7
Manipur	7,29,365	9,92,055		1,26,219	8,08,866	11,18,274	+3,09,408	+38.3	23.5
N. E. F. A.	1,13,721	1,63,721	79,501		1,13,721	1,63,721	+50,000	+44.0	15.6
Tripura	9,73,201	11,23,606	2,04,966	2,76,807	11,78,167	14,00,413	+2,22,246	+18.9	18.0
Pondicherry	4,07,856	5,89,506	2,23,453	2,35,602	6,31,309	8,25,108	+1,93,799	+30.7	29.5
INDIA	43,88,797,48	49,97,87,764	8,62,75,617	9,92,43,489	52,51,55,365	59,90,31,253	+7,38,75,888	+14.1	26.3

*Included against Maharashtra.

Table LXII—Direct Expenditure on High/Higher Secondary Schools by States—(Contd.)

State	Percentage of Expenditure (1959-60) met from						Average Annual cost per Pupil	
	Government Funds	District Board Funds	Municipal Board Funds	Fees	Endowments	Other Sources	1958-59	1959-60
1	11	12	13	14	15	16	17	18
Andhra Pradesh	47.8	15.9	3.4	28.9	3.7	0.3	80.5	88.5
Assam	52.4	0.0	0.1	42.6	4.3	0.6	69.3	72.7
Bihar	30.4	..	0.0	60.0	2.9	6.7	57.8	59.1
Bombay—								
Maharashtra	38.4	0.1	0.5	51.7	0.9	8.4	107.4	112.9
Gujarat	46.8	2.8	4.2	38.1	3.1	5.0	*	102.2
Jammu & Kashmir	95.4	..	..	1.4	0.2	3.0	61.5	70.0
Kerala	77.5	..	..	19.9	0.2	2.4	58.0	61.7
Madhya Pradesh	68.3	0.8	1.9	17.3	4.3	7.4	106.4	112.6
Madras	44.4	15.9	3.7	27.6	7.7	0.7	81.1	83.9
Mysore	49.5	2.4	4.5	33.0	2.2	8.4	88.5	89.9
Orissa	54.2	0.0	0.5	33.5	6.0	5.8	79.8	83.6
Punjab	50.3	0.1	0.2	35.6	8.0	5.8	59.0	58.4
Rajasthan	82.9	0.1	0.0	9.1	6.0	1.9	112.6	117.5
Uttar Pradesh	41.1	0.0	0.8	51.0	1.0	6.1	101.8	101.1
West Bengal	34.3	0.0	0.0	57.5	3.2	5.0	93.4	100.3
A. & N. Islands	100.0	..	..	..	..	..	288.13	320.3
Delhi	52.7	..	7.5	33.4	0.6	5.8	124.5	133.4
Himachal Pradesh	94.8	..	..	4.2	0.4	0.6	61.3	77.6
Manipur	11.4	57.7	..	24.2	6.7	..	45.4	53.4
N. E. F. A.	100.0	..	..	..	..	..	257.9	201.9
Tripura	82.7	..	..	15.5	0.8	1.0	114.9	123.4
Pondicherry	67.8	..	..	28.6	2.0	1.6	54.9	68.6
INDIA	48.1	3.0	1.6	39.4	3.1	4.8	85.1	88.6

*Figures included against Maharashtra.

more than 50 per cent of the expenditure was met by Government were Madhya Pradesh (68·3 per cent), Pondicherry (67·8 per cent), Orissa (54·2 per cent), Delhi (52·7 per cent), Assam (52·4 per cent) and Punjab (50·3 per cent). Government expenditure in other States varied from 11·4 per cent in Manipur to 49·5 per cent in Mysore. Local boards met a significant proportion of the expenditure only in Manipur (57·7 per cent). Fees accounted for more than 50 per cent of expenditure in Bihar (60·0 per cent), West Bengal (57·5 per cent) and Uttar Pradesh (51·0 per cent). The expenditure met from other sources (including endowments) did not exceed 13·8 per cent anywhere and only Punjab reached this limit.

The average annual cost of educating a pupil in high and higher secondary schools increased from Rs. 85·1 to Rs. 88·6. Its distribution according to sources of funds was : Government funds Rs. 42·6, district board funds Rs. 2·6, municipal board funds Rs. 1·4, fees Rs. 34·9, endowments Rs. 2·8 and other sources Rs. 4·3. The average annual cost per pupil in high and higher secondary schools in various States during 1958-59 and 1959-60 is given in cols. (17) and (18) of Table LXII. The all-India average of Rs. 88·6 was exceeded in 7 States and 4 Union Territories.

Examination Results

The total number of candidates regular as well as private, who appeared in the Matriculation and equivalent examinations held in 1960 increased from 11,75,706 (9,79,983 boys and 1,95,723 girls) to 13,49,465 (10,96,368 boys and 2,53,097 girls). Of this, the number declared successful was 5,72,369 (4,59,117 boys and 1,13,252 girls) yielding a pass percentage of 42·4 (41·9 for boys and 44·7 for girls). The corresponding figures for the previous year were: number passed 5,30,136 (4,37,318 boys and 92,818 girls) and pass percentage 45·1 per cent (44·6 for boys and 47·4 for girls). The details of examination results in different States and Union Territories are given in Table LXIII.

Scholarships and Stipends

Out of the total number of 67,62,546 pupils studying in high and higher secondary schools, 3,48,604 pupils received scholarships and stipends. The amount disbursed as scholarships and stipends, during the year, amounted to Rs. 2,37,52,643. Besides, 6,68,182 pupils received financial concessions and the money spent on this account amounted to Rs. 2,75,24,244. Further, freeships were awarded to 11,04,873 pupils and the amount foregone on this account amounted to Rs. 4,41,22,343.

Table LXIII—results of Matriculation and Equivalent Examinations

State	Number Appeared			Number Passed			Pass percentage
	Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8
Andhra Pradesh	82,129	12,600	94,729	25,793	4,022	29,815	31·5
Assam	18,866	4,527	23,393	8,169	1,930	10,099	43·2
Bihar	97,138	5,533	1,02,671	50,401	3,775	54,176	52·8
Bombay—							
Maharashtra	1,01,570	26,823	1,28,393	42,529	14,459	56,988	44·4
Gujarat	1,01,571	36,088	1,37,659	45,147	15,014	60,161	43·7
Jammu & Kashmir	8,460	2,031	10,491	3,784	836	4,620	44·0
Kerala	69,269	43,058	1,12,327	25,936	15,679	41,615	37·0
Madhya Pradesh	40,722	6,463	47,185	15,763	3,163	18,926	40·5
Madras	65,116	18,243	83,359	25,555	7,991	33,546	40·3
Mysore	54,309	11,316	65,625	26,401	6,193	32,594	49·7
Orissa	17,497	1,163	18,660	8,313	691	9,004	48·3
Punjab	82,975	26,808	1,09,783	38,776	12,038	50,814	46·3
Rajasthan	47,172	4,777	51,949	20,598	2,379	22,977	44·2
Uttar Pradesh	1,98,291	20,071	2,18,362	74,922	11,570	86,492	39·6
West Bengal	96,796	28,873	1,25,669	39,227	10,448	49,675	39·6
A. & N. Islands	63	22	85	21	8	29	34·1
Delhi	8,462	3,103	11,565	5,051	2,392	7,443	64·3
Himachal Pradesh	1,764	275	2,039	1,263	214	1,477	72·4
Manipur	1,819	298	2,117	702	89	791	37·4
N.E.F.A.	13	3	16	10	2	12	75·0
Tripura	1,513	793	2,306	457	133	590	25·6
Pondicherry	853	229	1,082	257	97	354	32·7
INDIA	10,96,368	2,53,097	13,49,465	4,59,075	1,13,123	5,72,198	42·4

CHAPTER VI

UNIVERSITY EDUCATION

This chapter provides a brief account of the main developments in the field of general, professional and special education of the post-matriculation standard imparted at universities, colleges and other institutions of higher learning. Certain types of professional education are also dealt with, in some detail, in the subsequent chapters of Teachers' Training (Chapter VII) and Professional and Technical Education (Chapter VIII).

The problems of increasing numbers at the universities and colleges continued to exercise the mind of authorities. The Central and the State governments directed their energies towards the reconstruction of education at this level through the reorganisation of courses, the expansion of library, laboratory and hostel facilities, provision of more scholarships and stipends, improvement of salaries of teachers etc.

During the year, the Central Government placed a sum of Rs. 7.50 crores at the disposal of the University Grants Commission for grants to the universities and colleges. This included a sum of Rs. 5.44 crores for plan projects and Rs. 2.06 crores for non-plan projects. Out of this and the unspent balances of the previous year, grants totalling Rs. 7.98 crores (6.01 crores for the plan projects and 1.97 crores for non-plan projects) were paid to universities and colleges. In this, the share of the central universities came to Rs. 2.94 crores—Rs. 0.97 crores for plan projects and Rs. 1.97 crores for non-plan schemes.

The Central Ministry of Education made a grant of Rs. 4.75 lakhs to the Jamia Millia Islamia during the year. It also allowed the Jamia to carry over surplus of Rs. 11,793 from the previous year.

During the year, the U.G.C. appointed a number of Visiting Committees to examine various development proposals submitted by universities. On their recommendation, the Commission approved schemes costing Rs. 90.05 lakhs in humanities and social sciences and Rs. 76.05 lakhs in science and technology.

The scheme for the introduction of the three-year degree course made further headway during the year. Two more universities, viz., S.N.D.T. Women's and Vikram, introduced it during the year raising the total number of universities which had introduced this scheme to 22. Nine other universities agreed to implement it later. Moreover, the proposal of the Government of Uttar Pradesh to introduce it in the State universities without disturbing the existing pattern of 12-year school-cum-Intermediate education in the State was accepted. The University of Bombay was also allowed to introduce a three-year Honours course after the Intermediate, while retaining the existing two-year Pass course after the Intermediate.

In accordance with the recommendations of the Three-year Degree Course Estimates Committee, the Central Ministry of Education released a sum of Rs. 31.50 lakhs to State governments for giving grants to government colleges

and another sum of Rs. 55.32 lakhs to the U.G.C. for giving grants to non-government colleges. The contribution of the U.G.C. was to be Rs. 84.45 lakhs.

In the field of post-graduate teaching and research, the U. G. C. continued to follow the policy of developing basic subjects in science and humanities. During the year, assistance was given to the universities for the establishment of 46 new post-graduate departments in humanities and social sciences and 18 in science and technology. Moreover, the Central Ministry of Education paid a sum of Rs. 65,000 to the Delhi University for the establishment and maintenance of the University Post-Graduate College and another sum of Rs. 28,521 for disbursement to the four evening colleges in Delhi.

The Central Ministry of Education continued to pay special attention to women's education at the collegiate level. Grants amounting to Rs. 10 lakhs were sanctioned to the various State governments on *pro-rata* basis for the development of women's education in colleges.

The question relating to the reorganisation of first degree courses in engineering and technology as a result of the introduction of the new system of Secondary education, was considered by a Joint Committee of the All-India Council for Technical Education and the Inter-University Board of India. The Committee recommended that the first degree course in engineering and technology should be reorganised into a five-year integrated course with higher secondary as the minimum qualification for admission, instead of the existing four-year course after Intermediate. This was accepted by the All India Council for Technical Education and the Council approved additional grants to engineering and technical colleges for this purpose.

During the year, the U. G. C., in consultation with the Ministry of Commerce & Industry and the Planning Commission, decided to establish 'Industrial Estates' attached to universities on an experimental basis. Under this scheme, the universities were to provide the site of the estate, the U. G. C. was to give rupees one lakh for putting up the necessary buildings and the Small Scale Industries Division of the Ministry of Commerce and Industry was to supply equipment, raw material and managerial staff for running the estates. To begin with, the universities of Allahabad, Baroda, Jadavpur, Osmania and Rajasthan were selected for the purpose.

Rural Institutes

The eleven Rural Higher Institutes continued to provide higher education to the rural youth in their own environment. Education in these institutes is oriented to rural conditions and needs and is designed to train and motivate rural talent for careers in government development programmes. Most of the Institutes provided instruction in the three-year diploma courses in Rural Services and Civil and Rural Engineering and the two-year certificate course in Agriculture Science. It was decided to start a one-year Sanitary Inspectors' course in two Rural Institutes from July 1960. Efforts were made to improve the standard at these institutes further and for this purpose the Directors and Deputy Directors of these Institutes met to consider ways and means to realise this objective. This meeting also recommended that rural institutes need be opened in the States in which there was none so far. The National Council for Rural Higher Education decided to prepare schemes for well-planned extension work

in the Institutes and to add more optional groups to the Diploma Course in Rural Services. To facilitate education of poor students in the Institutes, a sum of Rs. 2.66 lakhs was paid as stipends.

The University Grants Commission continued its programme of providing assistance to universities and colleges for the improvement of pay scales of teachers. Apart from the four central universities where the cost of such revision was borne wholly by the Commission, its contribution to State Universities on the basis of 80% of the increased expenditure on this account amounted to Rs. 11.02 lakhs. Also, grants amounting to Rs. 53.85 lakhs were sanctioned to affiliated colleges on the basis of 50% of the cost of men's colleges and 75% of the cost of women's colleges.

The Commission also took a keen interest in further raising the competence of teachers in teaching work. For this purpose, academic 'get-togethers' were encouraged and grants were paid for holding periodic conferences and seminars of teachers of various subjects. Summer schools, seminars and refresher courses were also organised for teachers in Mathematics, Engineering, English and Hindi. Moreover, grants were given to enable teachers to visit centres of research in their subjects. A sum of Rs. 53,653 was also sanctioned to the universities for the publication of original research work done by the teachers in the field of humanities and social sciences.

Continuing its policy of assisting the universities in the improvement of library facilities, the U. G. C. approved the proposals of five more universities for the construction of new library buildings or extensions to the existing libraries. This project was estimated to cost Rs. 54.30 lakhs.

During the year, loans amounting to Rs. 21.20 lakhs were sanctioned by the Central Ministry of Education to the universities and colleges for the construction of hostels and staff quarters. The U. G. C. also paid a sum of Rs. 47.89 lakhs as its share for the same purpose.

Students' welfare was also not lost sight of. During the year, the U. G. C. sanctioned grants to various institutions for the establishment of non-resident students' centres, student health centres, psychological counselling centre, hobby workshops and students' aid funds.

As a measure of educational reform and also to improve the quality of manpower needed for the rapid social and economic reconstruction of the country, the question of the introduction of national service by students was under consideration of the government. During the year, a committee of educationists and administrators was appointed under the Chairmanship of Dr. C. D. Deshmukh to work out a suitable programme. The report of the Committee was received.

Foreign aid also continued to be received for higher education during the year. Under Supplement I to Operational Agreement 41 of the Indo- U.S. Technical Co-operation Programme, five more American technicians arrived in India to take up assignments in the institutions selected as 'Regional Demonstration Centres' in Home Science and eight Indian Home Science teachers were selected for advanced training in the U.S.A. and left in December, 1959. Besides, books worth \$8,000 and equipment worth \$32,000 were ordered from the U.S.A.

Under the India Wheat Loan Educational Exchange programme, books worth \$1,74,882 and equipment costing \$1,75,000 were received, Four librarians, six scientists and two astronomers were awarded grants for study/training in the U.S.A. Under the Indo-U.S. agreement regarding educational exchange programme, 12 university professors and research scholars, 19 school teachers and 100 students were sent to the U.S.A. for studies research/teaching, while 31 American professors and 21 American students came to India for similar purposes.

Main Developments

A brief account of the major developments in university courses in various States of the country is given below :—

Andhra Pradesh

(i) Andhra University

The following new courses were started :—

- (i) Post-Graduate diploma in Co-operation and Rural Studies.
- (ii) Ph. D. degree in the Faculty of Science in between M. Sc. and D. Sc. degrees.
- (iii) Integrated professional courses leading to degrees in Engineering, Technology and Pharmacy.

Besides, M.Sc. by research in Physical and Natural Sciences was replaced by M.Sc. degree by examination and M.Sc. in Applied Physics, Applied Geology, Geophysics and Meteorology by M.Sc. (Tech.).

(ii) Osmania University

(a) The following new courses were started :—

- (i) Post-graduate degree course in Statistics.
- (ii) Certificate and diploma courses in Library Science.
- (iii) Diploma course in Physical Education.
- (iv) Degree course in Nursing.
- (v) Post-graduate diploma in Forensic Medicine.

(b) Astronomy was introduced as a subject of study for the B.Sc. degree.

(iii) Sri Venkateswara University

(a) A new faculty of Agriculture was constituted.

(b) Two-year post-graduate degree courses in Arts and Science were introduced.

Bihar*(i) Bihar University*

The university teaching department of Labour and Social Welfare was started.

(ii) Patna University

As a first step towards the introduction of the three-year degree course Pre-university classes in Arts and Science were started.

Bombay*(i) Baroda University*

M. Sc. in Physical Chemistry, post-graduate diplomas in Educational Administration, Applied Linguistics and Gynaecology & Obstetrics and Under-graduate diploma in Child Development and Child Psychology were instituted.

(ii) Bombay University

The university teaching department of Applied Psychology was started for post-graduate studies.

(iii) Marathwada University

Teaching for the Masters' degree in English, Economics, History, Marathi, Sanskrit, Chemistry and Zoology was started.

(iv) Nagpur University

(a) Regular LL.M. classes were started.

(b) Ancient Indian History and Culture was introduced as a subject of study at the B.A. stage.

(c) It was decided to start post-graduate diploma courses in Anaesthesiology and Plastic Surgery.

(v) Poona University

The first year classes of the integrated three-year degree course in Arts Science and Commerce were started.

(vi) S.N.D.T. Women's University

(a) Pre-university classes were started as a first step towards the introduction of the three-year degree course.

(b) Post-graduate departments in Gujarati and Marathi were established.

(vii) S. V. Vidyapeeth

(a) Certificate courses in German and French were introduced.

(b) It was decided that the medium of instruction and examination should be Hindi for all the faculties, except for B.Ed. course for which it should be Gujarati.

Kerala*Kerala University*

(a) The University teaching department of Marine Biology, Fisheries and Oceanography was started with M.Sc. courses in Marine Biology and Oceanography.

(b) The following other new courses were instituted :

(i) Post-graduate degree course in General Medicine, Obstetrics and Gynaecology.

(ii) Post-graduate degree course in General Surgery.

(iii) Post-graduate diploma courses in Clinical Pathology and Obstetrics and Gynaecology.

(iv) Degree course in Dental Surgery.

Madhya Pradesh*(i) Jabalpur University*

It was decided to introduce the three-year degree courses in Arts, Science, Commerce, Home Science and Agriculture with effect from 1960-61. Tutorial system would form an integral part of the scheme.

(ii) Saugar University

(a) Post-graduate teaching was started in the two newly started teaching departments of Indo-Iranian Studies and Philology & Linguistics.

(b) Degree course in Germinology & Forensic Science was started in another teaching department opened during the year.

(c) Yogic Science was introduced as an optional subject for the B.A. course.

(d) Other new courses instituted during the year included M.Sc. degree course in Agriculture and diploma course in Pharmacy.

(e) Faculty of Engineering & Technology was instituted.

(iii) Vikram University

Degree course in Physical Education and Post-graduate diploma course in Gynaecology and Obstetrics were started.

Madras*(i) Annamalai University*

The following new courses were instituted :

(a) Two-year post-graduate courses for M.A., M.Sc., M.Com. and M.O.L. degrees.

(b) Diploma and certificate courses in Linguistics, Telugu, Kannada and Malayalam.

(ii) Madras University

(a) Post-graduate teaching departments in Economics, Tamil and Zoology were established at Madurai Centre.

(b) It was decided to start departments in Ancient History & Archaeology and Library Science.

(c) The department of Chemistry was expanded with the introduction of the teaching of Inorganic and Analytical Chemistry.

Mysore*(i) Karnatak University*

(a) The following university teaching departments were started for post-graduate studies :

- (i) Department of Botany,
- (ii) Department of Social Anthropology,
- (iii) Department of Sanskrit,
- (iv) Department of Zoology.

(b) The study of Radio Physics and Nuclear Physics was added under the department of Physics and the study of Inorganic Chemistry and Physical Chemistry under the department of Chemistry.

(ii) Mysore University

The following courses were started :

- (i) Two-year Master's degree course in Arts and Science.
- (ii) Integrated degree courses in Agriculture (4 years' duration) and Engineering (5 years' duration).

Orissa*Utkal University*

(a) A new university teaching department in History was started.

(b) Pre-university classes were started as a preliminary to the introduction of the three-year degree course. In this scheme, it was decided to give due weightage to the tutorial work and the results of the periodic college examinations.

Punjab*Punjab University*

- (a) Post-graduate degree course in Geology was introduced.
- (b) It was decided to institute a diploma course in Library Science.
- (c) A paper in 'American Literature' was introduced in M.A. (English).
- (d) Music was included as a subject for M.A. examination.

(e) It was decided that a student who did not pass the first examination in Engineering within two years of his admission, shall not be allowed to continue his studies in Engineering.

Rajasthan

Rajasthan University

The following new courses were instituted :

- (i) M.Sc. (Medicine).
- (ii) M. Engg.
- (iii) Pre-university (Arts, Science and Commerce).
- (iv) Two-year Junior Diploma course under the Faculty of Commerce providing secretarial and business training.

Uttar Pradesh

(i) Agra University

(a) Post-graduate diploma course in Econometrics was introduced.

(b) Diploma courses in Anaesthesiology and Orthopaedic Surgery were introduced in the Faculty of Medicine.

(c) It was decided to hold compulsory *viva voce* examination for all students of M.Com.

(d) Practical work was introduced in Geography at B.A. stage also.

(ii) Aligarh University

(a) One-year Pre-medical course was introduced after Pre-university (Science).

(b) It was decided to revise syllabuses of diploma courses in Engineering with a view to lay a greater emphasis on practical work.

(c) Candidates for B.A. and B.Com. examinations were permitted the option of answering papers in English, Hindi or Urdu.

(d) General Education was deleted from the list of compulsory subjects prescribed for the pre-university examination. It was decided to teach it in the first two years of the three-year degree course.

(iii) Banaras Hindu University

(a) As a preliminary step to the introduction of the three-year degree course in Arts and Science, Pre-university courses were started.

(b) It was decided to institute M.B.B.S. course and to establish a college of Medical Sciences. One of the special features of this course was that it contained the essentials of Ayurveda in its curriculum.

(iv) *Gorakhpur University*

Post-graduate courses in Sociology, Philosophy and Geography and diploma courses in Statistics and Social Work were started.

(v) *Lucknow University*

Post-graduate degree course in Public Administration was introduced.

(vi) *Roorkee University*

(a) Architecture was separated from the Department of Civil Engineering to form an independent department.

(b) A research-cum-training centre for Rural Housing was established.

West Bengal

(i) *Calcutta University*

(a) Post-graduate diploma course in Museology was introduced.

(b) New courses in D. Dermat. and D.M.R.E. were introduced under the Faculty of Medicine and Dermatology was included in the list of subjects for D. Phil. medical degree.

(ii) *Jadavpur University*

(a) The following new courses were instituted:

(i) M.Sc. (Chemistry).

(ii) Master's degree in Civil Engineering.

(iii) Master's degree in Food Technology.

(b) Part-time degree courses in Civil, Electrical and Mechanical Engineering were also started.

(c) It was decided to start language classes in French, German and Russian outside the working hours for students of all the faculties.

Delhi

Delhi University

It was decided to discontinue admission to the preparatory (Pre-University) classes after 1961-62 sessions and to stop holding the Qualifying Examination after 1962.

INSTITUTIONS

(a) Universities

During the year, the number of universities in the country stood at 40 as in the previous year. Table LXIV gives the year of foundation/reconstitution, territorial jurisdiction and type of these universities. The same table also gives information about faculties available in these universities and the medium of instruction. Of the 40 universities, one was purely affiliating, 11 residential and teaching, 2 teaching and federal and the remaining 26 teaching and affiliating. According to their location, there were eight universities each in Bombay and U.P., four in Madhya Pradesh, three each in Andhra Pradesh and West Bengal, two each in Bihar, Madras, Mysore and Punjab and one each in Assam, J. & K., Kerala, Orissa, Rajasthan and Delhi. The remaining territories had no university of their own.

Apart from the above 40 universities, the Indian Agricultural Research Institute, New Delhi and the Indian Institute of Science, Bangalore were declared as institutions to be deemed as Universities under section 3 of the U.G.C. Act, 1956. Moreover, under acts of the Parliament, the All-India Institute of Medical Sciences, New Delhi and the Indian Institute of Technology, Kharagpur were declared as Institutions of National Importance—a new category of distinguished Institutions created during the year. This was a unique step taken to encourage research in specialised fields by these independent institutions.

(b) Boards

In addition to the universities and other institutions of higher education mentioned above, there were 4 Boards which *inter alia* conducted Intermediate examinations. Their names are given below :—

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

(c) Colleges

With the increase of 263 colleges—68 for general education, 183 for professional education and 12 for special education, the number of recognised colleges and institutions for higher education rose to 1,893 during 1959-60. Of these, 988 were colleges for general education (including research institutions providing teaching facilities), 725 colleges for professional education and 180 colleges for special* education. During the year, arts and science colleges registered an increase of 7.4 per cent, professional and technical colleges of 33.7 per cent and special education colleges of 7.1 per cent.

The number of colleges meant exclusively for women was 259. These included 150 colleges of arts and science, 89 for professional education and 20 for special education. The corresponding figures for the previous year were 194, 134, 43 and 17 respectively. During the year, the women's colleges constituted 13.7 per cent of the total number of colleges, as compared to 11.9 per cent during the previous year.

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

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

Name and Address	Year of Founda- tion/Re- constitu- tion	Territorial Jurisdiction	Type	Faculties	Medium of Instruction/ Examination
1	2	3	4	5	6
<i>Andhra—</i> Andhra University, Waltair	1926	Andhra Pradesh (excluding areas of Osmania and Sri Venkateswara Universities)	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning and Teaching	English
Osmania University, Hyderabad	1918/ 1947/ 1950/ 1959	Districts of Adilabad, Hyderabad, Karimnagar, Khammam, Mahbubnagar, Medak, Nal- gonda, Nizambad and Wa- rangal in Andhra Pradesh	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med.; Tech. and Vet. Sc.	English or Hindustani (Persian and Devnagri script)
Sri Venkateswara Uni- versity, Tirupati	1954	Districts of Anantapur, Chittoor, Cuddappah, Kurnool and Nellore in Andhra Pradesh	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Engg.; Med.; Oriental Learning; Teaching and Vet. Sc.	English
<i>Assam—</i> Gauhati University, Gauhati	1948	State of Assam and Union Territory of Manipur	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Law and Med.	English
<i>Bihar—</i> Bihar University, Patna	1952	Bihar State (Except Patna Corporation Area)	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Mining & App- plied Geology and Vet. Sc.	Hindi, Urdu, English or Bengali in Pre-Univer- sity and Degree Courses (Arts, Sc. & Commerce), English in others

Patna University, Patna	1917/ 1952	Patna Corporation Area	Residential and Teaching	Arts; Sc.; Com.; Edu.; Engg.; Law and Med.	Hindi in I.A., I.Sc., I.Com., B.A., B.Sc., B.Com., English in others
Bombay— Baroda University, Baroda	1949	Within a radius of 10 miles from the University office.	Residential and Teaching	Arts; Sc.; Com.; Edu. & Psych.; Fine Arts; Home Sc.; Med.; Social Work, and Tech. (including Engg.).	English
Bombay Bombay University,	1857/ 1928 1953	Greater Bombay	Teaching and Federal	Arts; Sc.; Com.; Dentistry; Law; Medicine & Tech.	English
Gujarat Ahmedabad University,	1949	Erstwhile States of Saurashtra, Kutch and Districts of Ahme- dabad, Amreli, Banaskantha (excluding Baroda Univer- sity area), Broach, Kaira (excluding area of Vallabh Vidyannagar in Anand Taluka and the area of Sardar Valla- bbhai Vidya peeth), Me- hsana, Panch Mahalas, Sabar- Kantha and Surat in Bom- bay State	Teaching and Affiliating	Arts (including Edu.); Sc.; Agri.; Ayurvedic Med.; Com.; Law; Med. and Tech. (inclu- ding Engg.)	Gujerati and Hindi in I.A., I.Sc., I. Com., B.A., B.Sc. (Agri.), B. Com., B.Ed., M.Ed., B. Pharm., Law Preliminary, First LL.B., T.D., B.E. and First M.B.B.S., English in others
Marathwada University, Aurangabad	1958	Districts of Aurangabad, Bhir, Nanded, Osmanabad and Parbhani in Marathwada area of Bombay State	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Law; Edu.; Engg. and Med.	English, Marathi or Hindus- tani (Devanagari Script) in Faculties of Arts, Science, Agriculture and Commerce, English in others
Nagpur Nagpur University,	1923	Districts of Akola, Amravati, Bhandara, Buldhana, Chan- da, Nagpur, Wardha and Yeotmal in Bombay State	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Law; and Med.	English, Hindi & Marathi in Pre-University in Arts and Science, B.A., B.Sc., Hindi & Marathi in I.Com. B. Com., B.T. and Dip.T., English in others

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

1	2	3	4	5	6
Poona University, Poona	1949	Districts of Ahmednagar, East Khandesh, Kolaba, Kolhapur, Nasik, North Satara, Poona, Ratnagiri, Sholapur, South Satara, Thana and West Khandesh in Bombay State	Teaching and Affiliating	Arts; Sc.; Agri.; Ayurvedic Med.; Engg.; Law; Med.; and Mental, Moral & Social Science	English and Marathi in 1st & 2nd Year of B.Sc. and B.Com., English in others
Sardar Vallabhai Vidyapeeth Vallabh Vidyarnagar	1955	Within a radius of 5 miles from the office of the the University	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; and Tech. (including Engg.)	English, Hindi and Gujarati
S.N.D.T. Women's University, Bombay	1951*	Not defined	Teaching and Affiliating	Arts	English for B.Sc. (Nursing), Modern Indian Languages (Mother tongue of the candidate) and English under special circumstances for others
<i>Jammu & Kashmir—</i> Jammu and Kashmir University, Srinagar	1948	Jammu & Kashmir State	Teaching and Affiliating	Arts; Sc.; Com.; Educ.; Oriental learning and Social Sciences	English
<i>Kerala—</i> Kerala University, Trivandrum	1937/ 1957	Kerala State	Teaching & Federal	Arts; Sc.; Agri.; Ayurveda; Com.; Edu.; Engg.; Law; Med.; and Oriental Studies	English
<i>Madhya Pradesh—</i> Indira Kala Sangeet Vishwavidyalaya, Khairagarh Raj	1956	Not defined	Teaching & Affiliating	Fine Arts	English and Hindi
Jabalpur University, Jabalpur	1957	District of Jabalpur	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Home Sc.; Law; Teaching and Vet. Sc.	English & Hindi

Saugar University, Sagar	1946	District of Balaghat, Bastar, Betul, Bilaspur, Chattarpur, Chindwara, Damoh, Datia, Durg, Hoshangabad, Mandla, Narsinghpur, Nimar, Panna, Raigarh, Raipur, Rewa, Sagar, Satna, Seoni, Sidhi, Shahdol, Sarguja and Tikamgarh in Madhya Pradesh	Teaching and Affiliating	Arts; Sc.; Edu.; Engg. & Tech. and Law	English and Hindi in B.A., B.Sc., B.Com., and M.Com., English in others
Vikram University, Ujjain	1956	Districts of Bhind, Dewas, Dhar, Guna, Gwalior, Indore, Jhabua, Mandasaur, Morena, Nimar, Raisen, Rajgarh, Ratlam, Sehore, Shajapur, Shivpuri, Ujjain & Vidisha in Madhya Pradesh	Teaching and Affiliating	Arts; Sc.; Com.; Edu.; Engg.; Law; Med.; Physical Edu., and Vet. Sc.	English & Hindi in B.A., B.Sc., B. Com., M.A., M.Sc., and M.Com., English in others
<i>Madras—</i> Annamalai University, Annamalainagar	1929	Within a radius of 10 miles from University Convocation hall	Residential & Teaching	Arts; Sc.; Edu.; Engg. & Tech.; Fine Arts and Oriental Studies.	English (except in Music where the Regional language (Tamil) or the language studied is allowed)
Madras University, Madras	1857/ 1904/ 1923/ 1929	State of Madras (excluding Annamalai University area)	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Engg.; Fine Arts; Law; Med.; Oriental Learning; Teaching; Tech. and Vet. Sc.	English
<i>Mysore—</i> Karnatak University, Dharwar	1949	Districts of Belgaum, Bidar, Bijapur, Dharwar, Gulbarga, North Kanara, Rachur and Some colleges in South Kanara in Mysore State.	Teaching and Affiliating	Arts; Sc.; Agri.; Engg.; Law; Med. and Social Sciences	English

*Was established in 1916 but started functioning as Statutory University in 1951 under an Act passed by Bombay Government in 1949.

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

1	2	3	4	5	6
Mysore University, Mysore	1916	Districts of Bangalore, Bellary, Chikmagalur, Chitradurga, Coorg, Hasan, Kolar, Mandya, Mysore, Shimoga, South Kanara and Tumkur in Mysore State	Teaching and Affiliating	Arts; Sc.; Agri.; Com.; Edu.; Engg.; Tech.; Law; and Med.	English
<i>Orissa—</i> Utkal University, Cuttack	1943	Orissa State	Teaching and Affiliating	Arts.; Sc.; Agri.; Com.; Edu.; Engg.; Law; Med. and Vet. Sc.	English
<i>Punjab—</i> Punjab University, Chandigarh	1947	State of Punjab (excluding area of Kurukshetra University) and Union Territory of Himachal Pradesh	Teaching and Affiliating	Arts.; Sc.; Agri.; Dairying; Com.; Edu.; Engg.; Law; Med.; Oriental Learning and Vet. Sc.	English, Hindi, Panjabi or Urdu in I.A., B.A. and B.Com., English in others.
Kurukshetra University, Kurukshetra	1956	Within the radius of 10 miles from the University Office	Residential and Teaching	Arts and Edu.	English, Hindi or Sanskrit for M.A. (Skt.) and English for B.A./B.Sc. Education courses
<i>Rajasthan—</i> Rajasthan University, Jaipur	1947	Rajasthan State	Teaching and Affiliating	Arts.; Sc.; Com.; Edu.; Engg.; Law and Med. & Pharmaceutics & Vet. Sc.	English or Hindi in B.A., B.S. (Home Science), M.A. (except Math.), B. Com., M.Com. and B. Ed., English in others
<i>Uttar Pradesh—</i> Agra University, Agra	1927	State of Uttar Pradesh (excluding areas of Aligarh, Allahabad, Banaras, Gorakhpur and Lucknow Universities.	Affiliating	Arts; Sc.; Agr.; Com.; Engg.; Law; Med. and Vet. Sc.	English and Hindi in B.A., B.Com., B.T., M.A., and M.Com., English in others

Aligarh Muslim University, Aligarh	1921	Within a radius of 15 miles from the University Mosque	Residential and Teaching	Arts; Sc.; Engg. & Tech.; Med. and Theology	English, Hindi and Urdu in Pre-Uni., Urdu in B.U.M.S., English in others
Allahabad University, Allahabad	1887	Within a radius of 10 miles from the University office	Residential and Teaching	Arts; Sc.; Com.; and Law	English and Hindi in B.A., B.Sc. and B.Com., Eng- lish in others
Banaras Hindu University, Varanasi	1916	Within a radius of 15 miles from the main Temple of the University	Residential and Teaching	Arts; Sc.; Law; Med. & Ayurveda; Music, & Fine Arts; Oriental Learning; Tech. and Theology	English and Hindi in I.A., I.Sc., I.Com. B.A., M.A., B.Com., B.E., M.Ed., LL.B. and Ayurveda, Hindi in Music and Fine Arts, English in others
Gorakhpur University, Gorakhpur	1957	Districts of Azamgarh, Bahraich, Basti, Ballia, Deoria, Ghazipur, Gonda, Gorakhpur, Jaunpur and in U.P.	Teaching and Affiliating	Arts; Sc.; Com.; and Law	English and Hindi in undergraduate classes, English for post graduate classes
Lucknow University, Lucknow	1921	Within a radius of 10 miles from the University Convo- cation Hall	Residential & Teaching	Arts; Sc.; Ayurveda; Com.; Law and Med.	Hindi in B.A., and B.Sc., English in others
Roorkee University, Roorkee	1949	Not defined	Residential and Teaching	Engg.; Science and Archi- tecture	English
Varanaseya Sanskrit Vish- wavidyalaya, Varanasi	1958	India and Nepal	Teaching and Affiliating	Sanskrit	Sanskrit in all subjects except in languages and modern subjects like Economics & Geography, History and Politics where Hindi is the medium

Table LXIV—Universities in India—Jurisdiction, Type and Faculties—(Concl'd.)

1	2	3	4	5	6
<i>West Bengal—</i> Calcutta University, Calcutta	1857/ 1951/ 1954	State of West Bengal (excluding area of Jadavpur and Visva-Bharati Universities) and Union Territory of Tripura	Teaching and Affiliating	Arts; Sc.; Agr.; Com.; Edu.; Engg.; Fine Arts & Music; Journalism; Law; Med; Tech. and Vet. Sc.	English
Jadavpur University Jadavpur	1955	Within a radius of 2 miles from the University office	Residential & Teaching	Arts; Sc.; Engg. and Tech.	English
Visva-Bharati University Santiniketan	1951*	Area of Santiniketan in the district of Birbhum in West Bengal	Residential & Teaching	Not defined	English, Hindi and Bengali for Graduate and Post Graduate courses, Bengali or English for Prep., Bengali and Hindi for Inter.
<i>Delhi—</i> Delhi University, Delhi	1922/ 1952	Union Territory of Delhi	Teaching & Affiliating	Arts; Sc.; Agri. & Forestry; Edu.; Law; Medical Sc.; Music and Fine Arts; Social Sciences and Tech.	English

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

Table LX—Number of Colleges by Management

Management	Arts and Science Colleges		Colleges for Professional Education		Colleges for Special Education		Total			
							1958-59		1959-60	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Government	218	222	257	359	42	45	517	31·7	626	33·1
Local Boards	3	3	3	3	1	2	7	0·4	8	0·4
Private:—										
Aided	598	635	191	271	101	118	890	54·6	1,024	54·1
Unaided	101	128	91	92	24	15	216	13·3	235	12·4
TOTAL .	920	988	542	725	168	180	1,630	100·0	1,893	100·0

Table LXVI—Number of Colleges by States

State	Arts & Science Colleges†		Colleges for Professional Education		Colleges for Special Education		Total		Increase (+) or Decrease (—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	57	60	27	29	23	24	107	113	+ 6	+ 5.6
Assam	29	34	9	9	1	1	39	44	+ 5	+ 12.8
Bihar	77	96	27	27	6	7	110	130	+ 20	+ 18.2
Bombay { Maharashtra	114	80	137	125	13	9	264	214	+ 31	+ 11.7
{ Gujarat	*	43	*	32	*	6	*	81	..	..
Jammu & Kashmir	12	12	3	4	10	10	25	26	+ 1	+ 4.0
Kerala	45	45	26	26	8	8	79	79	..	..
Madhya Pradesh	77	73	34	67	25	31	136	171	+ 35	+ 25.7
Madras	58	56	35	147	21	21	114	224	+ 110	+ 96.5
Mysore	53	53	62	65	7	7	122	125	+ 3	+ 2.5
Orissa	19	23	17	19	6	6	42	48	+ 6	+ 14.3
Punjab	81	89	33	42	1	1	115	132	+ 17	+ 14.8
Rajasthan	56	56	19	20	18	19	93	95	+ 2	+ 2.2
Uttar Pradesh	95	113	52	53	11	10	158	176	+ 18	+ 11.4
West Bengal	117	121	45	45	12	12	174	178	+ 4	+ 2.3
Delhi	20	22	11	10	4	4	35	36	+ 1	+ 2.9
Himachal Pradesh	4	6	1	1	..	2	5	9	+ 4	+ 80.0
Manipur	2	2	..	..	1	1	3	3	..	..
Tripura	2	2	2	2	1	1	5	5	..	..
Pondicherry	2	2	2	2	..	..	4	4	..	..
INDIA	920	988	542	725	168	180	1,630	1,893	+ 263	16.1

† Includes research institutions providing teaching facilities.

* Figures included against Maharashtra.

Of the total number of 725 colleges for professional and technical education, 401 were teachers' training colleges, 118 medical colleges, 57 engineering colleges, 35 commerce colleges, 34 law colleges, 32 agricultural colleges, 17 colleges for veterinary science, 16 colleges for physical education, 10 technological colleges 3 colleges for forestry, and 2 colleges of cooperative training. The increase of 183 in the number of professional and technical colleges was composed of 167 teachers' training colleges, 8 medical colleges, 3 agricultural colleges, 2 law colleges and 1 college each in engineering, technology and physical education.

The break up of colleges for special subjects is as follows : 49 for music dancing and other fine arts, 108 for oriental studies, 8 for sociology, 4 for domestic science and 11 'others.'

During the year under review, 218 colleges and research institution (including 13 for women) were located in rural areas. Of these 99 (94 for men and 5 for women) were arts and science colleges and 119 (111 for men and 8 for women) colleges for professional and special education.

Table LXV gives the distribution of colleges by managements. The overall pattern in this respect remained practically the same as in the the previous year that is, a little more than half the colleges were managed by private bodies (aided) and about one-third by government. Private (unaided) bodies accounted for 12.4 per cent, while the number of colleges under local boards was negligible. Taking the various types of colleges separately, about three-fourths of the arts and science colleges and colleges for special education were managed by private bodies, while about half of the colleges for professional education were under the management of government. Madhya Pradesh, Orissa and Rajasthan were the only States where Government colleges predominated.

The State-wise break up of colleges for the year 1958-59 and 1959-60 is given in table LXVI. The number of arts and science colleges increased in all States, except Madhya Pradesh where it decreased by four, and Madras where it decreased by 2. In Jammu & Kashmir, Kerala, Mysore, and Rajasthan their number remained the same. Colleges for professional education did not decrease anywhere excepting Delhi, their number remaining unchanged in Assam, Bihar, Kerala and West Bengal. In case of special education colleges, the increase was confined to a few States only.

Pupils

The enrolment in universities, colleges and other institutions of higher education increased from 8,76,314 to 9,49,630, that is by 8.4 per cent. Girls constituted 17.2 per cent of the total enrolment, as against 16.5 per cent in the previous year. State-wise details are given in table LXVII.

It will be seen from this table that the enrolment increased in all the States except Kerala and Rajasthan where it decreased slightly. On percentage basis, the increase in enrolment was reported to be the highest in Madras (32.5 per cent). It was followed by Orissa (22.3 per cent), J. & K. (17.4 per cent) Assam (15.8 per cent) and Bihar (13.0 per cent.). In other States, the increase in enrolment ranged from 12.8 per cent in Mysore to 0.3 per cent in West Bengal. Among territories, significant increase was reported by Himachal Pradesh (25.8 per cent). The decrease of enrolment by 747 (3.4 per cent) in Delhi was due to the closure of the Camp College.

Table LXVII—Number of Pupils in Universities and Colleges

State	For Boys		In Institutions For Girls		Total		Increase (+) or Decrease(—)	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
Andhra Pradesh	47,930	53,269	2,463	3,082	50,393	56,351	+ 5,958	+11·8
Assam	21,563	25,112	1,375	1,447	22,938	26,559	+ 3,621	+15·8
Bihar	76,685	86,244	2,374	3,071	79,059	89,315	+10,256	+13·0
Bombay { Maharashtra	1,32,249	1,03,831	5,564	4,353	1,37,813	1,08,184	+15,137	+11·0
{ Gujarat	*	42,179	*	2,587	*	44,766	*	..
Jammu & Kashmir	6,134	7,137	2,506	3,004	8,640	10,141	+ 1,501	17·4
Kerala	33,499	33,432	5,222	5,267	38,721	38,699	— 22	— 0·1
Madhya Pradesh	43,579	47,847	4,339	2,844	47,918	50,691	+ 2,773	+ 5·8
Madras	48,962	60,773	6,339	12,497	55,301	73,270	+17,969	+32·5
Mysore	43,065	48,553	4,082	4,640	47,147	53,193	+ 6,046	+12·8
Orissa	10,326	12,608	338	435	10,664	13,043	+ 2,379	+22·3
Punjab	56,114	58,514	6,836	7,546	62,950	66,060	+ 3,110	+ 4·9
Rajasthan	38,715	38,490	4,708	4,635	43,423	43,125	— 298	— 0·7
Uttar Pradesh	93,712	97,970	4,437	5,334	98,149	1,03,304	+ 5,155	+ 5·3
West Bengal	1,31,825	1,31,315	14,038	15,021	1,45,863	1,46,336	+ 473	+ 0·3
Delhi	18,348	16,945	3,339	3,995	21,687	20,940	— 747	— 3·4
Himachal Pradesh	671	844	..	..	671	844	+ 173	+25·8
Manipur	1,937	1,975	..	..	1,937	1,975	+ 38	+ 2·0
Tripura	1,661	1,630	14	18	1,675	1,648	— 27	— 1·6
Pondicherry	1,365	1,186	..	..	1,365	1,186	— 179	—13·1
INDIA	8,08,340	8,69,854	67,974	79,776	8,76,314	9,49,630	+73,316	+ 8·4

*Included under Maharashtra.

Of the total number of 9,49,630 students in universities and colleges, 67,589 were studying in university teaching departments, 3,012 in research institutions, 6,82,457 in arts and science colleges, 1,72,981 in professional and technical education colleges and 23,591 in special education colleges. The distribution of enrolment in institutions managed by different agencies was government, 2,37,403 (25.0 per cent), local boards, 2,453 (0.3 per cent) and private bodies 7,09,775 (74.7 per cent).

The enrolment given above is according to type of institutions, that is, it also takes into account school classes wherever they are attached to colleges. Table LXVIII, however, gives enrolment of only post-matriculation standard. It will be seen that the enrolment at the university stage of education increased from 9,57,651 to 10,44,918. This gives an increase of 9.1 per cent, as compared to an increase of 11.1 per cent in the previous year. Of the total enrolment, 7,85,487 students (75.2 per cent) took up arts and science courses, 2,38,083 (22.8 per cent) professional and technical education courses and 21,348 (2.0 per cent) students special education courses. The enrolment at university stage of education constituted 2.3 per cent of the enrolment at all stages of education.

Among various professional and technical education courses, Commerce ranked first in the matter of enrolling the highest number of students (74,486). The next three places in order were occupied by Engineering & Technology (40,242) Teachers' Training (39,135) and Medicine (36,615). As compared to the enrolment of the previous year, however, the highest increase was reported in the case of Co-operative & others colleges (61.2%) followed by Teachers' Training (60.2 per cent), Agriculture (22.3 per cent) and Engineering & Technology (14.1 per cent). In other courses, the increase in enrolment ranged from 11.9 per cent in Commerce to 0.8 per cent in Veterinary science. Details according to standard of instruction and courses of study are given in table LXIX.

Of the total number of 1,63,660, girls studying in institutions of higher education 84,490 or 51.6 per cent were enrolled in co-educational institutions. In arts and science colleges alone 67,016 out of 1,30,654 girls, that is, 51.3 per cent were studying in co-educational colleges. Similar percentage in the case of professional and special education colleges was 52.9. Table LXX gives State-wise picture in this connection. In Himachal Pradesh, Manipur, and Pondicherry, there were no separate colleges for girls so that all girls whether in general or professional and special education were studying in co-educational institutions. As regards professional and special education, Assam was another State, where girls' colleges did not exist. In Andhra Pradesh, Assam, Bihar, Bombay, Kerala, Orissa and Rajasthan, most of the girls were studying in boys' colleges. As against this, Jammu & Kashmir, Madras and West Bengal, provided separate colleges for girls which attracted majority of these students in the State.

Teachers

During the year, the teachers in university teaching departments, colleges and other institutions for higher education numbered 55,278, including 6,812 women. This represents an overall increase of 4,005 teachers or 7.8 per cent over the previous years' figure. Of the total number of teachers, 5,275 were working in university teaching departments, 33,184 in colleges for general education, 14,516 in colleges for professional education and 2,303 in colleges for special education. Table LXXI gives State-wise details of these teachers.

Pay scales of teachers

The disparity in the pay-scales of teachers working in universities and colleges continued to persist. Their scales of pay differed from State to State

Table LXVIII—Number of Pupils receiving General, Professional and Special Education at University Stage

State	General Education						Professional Education					
	Boys		Girls		Total		Boys		Girls		Total	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	30,660	32,887	4,618	5,303	35,278	38,190	12,197	15,044	920	1,283	13,117	16,327
Assam	16,448	18,802	3,022	3,427	19,470	22,229	3,291	4,126	101	108	3,392	4,234
Bihar	60,566	69,372	4,204	5,179	64,770	74,551	13,448	13,872	321	391	13,769	14,263
Bombay { Maha- { rashtra	70,705	54,895	21,422	17,523	92,127	73,418	35,453	26,709	4,023	4,120	39,476	30,829
{ Gujarat	*	21,381	*	6,574	*	27,955	*	13,731	*	750	*	14,481
Jammu & Kashmir	5,464	6,284	1,293	1,547	6,757	7,831	270	347	79	121	349	468
Kerala	21,561	20,841	9,590	9,495	31,151	30,336	5,745	6,527	892	993	6,637	7,520
Madhya Pradesh	18,963	20,247	3,721	4,056	22,684	24,303	12,288	17,472	633	1,267	12,921	18,739
Madras	29,894	29,422	6,780	7,237	36,674	36,659	13,448	21,150	1,302	5,217	14,750	26,367
Mysore	23,612	27,023	5,495	6,443	29,107	33,466	13,755	15,425	1,386	1,459	15,141	16,884
Orissa	6,745	8,315	912	1,127	7,657	9,442	2,182	2,686	151	211	2,333	2,897
Punjab	43,072	45,545	8,271	9,119	51,343	54,664	6,549	7,016	2,010	1,859	8,559	8,875
Rajasthan	14,346	15,890	3,008	3,450	17,354	19,340	10,705	11,871	242	252	10,947	12,123
Uttar Pradesh	1,65,552	1,78,444	21,435	24,202	1,86,987	2,02,646	27,363	29,387	1,682	1,802	29,045	31,189
West Bengal	88,396	86,343	26,600	27,637	1,14,996	1,13,980	24,566	25,633	1,457	1,623	26,023	27,256
Delhi	10,675	9,201	3,776	4,433	14,451	13,634	4,025	4,105	641	791	4,666	4,896
Himachal Pradesh	496	552	129	176	625	728	34	38	12	15	46	53
Manipur	1,468	1,384	159	198	1,627	1,582	186	282	4	15	190	297
Tripura	1,176	1,141	256	269	1,432	1,410	145	144	8	6	153	150
Pondicherry	116	100	31	23	147	123	134	175	41	60	175	235
INDIA	6,09,915	6,48,069	1,24,722	1,37,418	7,34,637	7,85,487	1,85,784	2,15,740	15,905	22,343	2,01,689	2,38,083

Table LXVIII—Number of Pupils receiving General, Professional and Special Education at University Stage—(Contd.)

State	Special Education						Grand Total					
	Boys		Girls		Total		Boys		Girls		Total	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
14	15	16	17	18	19	20	21	22	23	24	25	
Andhra Pradesh	1,106	1,330	156	168	1,262	1,498	43,963	49,261	5,694	6,754	49,657	56,015
Assam	12	14	..	..	12	14	19,751	22,942	3,123	3,535	22,874	26,477
Bihar	2,549	2,706	49	65	2,598	2,771	76,563	85,950	4,574	5,635	81,137	91,585
Bombay	948	1,133	578	605	1,526	1,738	1,07,106	82,737	26,023	22,248	1,33,129	1,04,985
{ Maharashtra												
{ Gujarat	*	458	*	378	*	836	*	35,570	*	7,702	*	43,272
Jammu & Kashmir	68	81	157	156	225	237	5,802	6,712	1,529	1,824	7,331	8,536
Kerala	429	374	221	174	650	548	27,735	27,742	10,703	10,662	38,438	38,404
Madhya Pradesh	1,132	1,011	1,182	1,087	2,314	2,098	32,383	38,730	5,536	6,410	37,919	45,140
Madras	2,217	2,131	651	614	2,868	2,745	45,559	52,703	8,733	13,068	54,292	65,771
Mysore	403	343	70	62	473	405	37,770	42,791	6,951	7,964	44,721	50,755
Orissa	441	423	55	65	496	488	9,368	11,424	1,118	1,403	10,486	12,827
Punjab	126	176	30	107	156	283	49,747	52,737	10,311	11,085	60,058	63,822
Rajasthan	1,025	358	21	18	1,046	376	26,076	28,119	3,271	3,720	29,347	31,839
Uttar Pradesh	2,716	2,204	683	581	3,399	2,785	1,95,631	2,10,035	23,800	26,585	2,19,431	2,36,620
West Bengal	1,501	1,459	1,602	1,804	3,103	3,263	1,14,463	1,13,435	29,659	31,064	1,44,122	1,44,499
Delhi	674	590	501	580	1,175	1,170	15,374	13,896	4,918	5,804	20,292	19,700
Himachal Pradesh	..	54	..	9	..	63	530	644	200	141	671	844
Manipur	4	6	4	6	8	12	1,658	1,672	167	219	1,825	1,891
Tripura	2	6	12	12	14	18	1,323	1,291	276	287	1,599	1,578
Pondicherry	..	..	..	..	..	..	250	275	72	83	322	358
INDIA	15,353	14,857	5,972	6,491	21,325	21,348	8,11,052	8,78,666	1,46,599	1,66,252	9,57,651	10,44,918

Table LXIX—Distribution of Pupils at University Stage

Stage/Subject	Boys		Girls		Total		Increase (+)	Decrease (—)
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Number	Percentage
1	2	3	4	5	6	7	8	9
<i>General Education</i>								
Intermediate	4,11,700	4,16,036	75,166	76,643	4,86,866	4,92,679	+ 5,813	+ 1·2
B.A./B.Sc.	1,65,814	1,96,927	42,260	52,439	2,08,074	2,49,366	+41,292	+19·7
M.A./M.Sc.	29,176	31,828	6,688	7,664	35,864	39,492	+ 3,628	+10·1
Research	3,225	3,021	608	657	3,833	3,678	— 155	— 4·0
Post-Graduate Diplomas . . . . .	..	257	..	15	..	272	+ 272	..
<i>Total</i>	6,09,915	6,48,069	1,24,722	1,37,418	7,34,637	7,85,487	+50,850	+ 6·9
<i>Professional Education</i>								
Agriculture	10,776	13,170	95	125	10,871	13,295	+ 2,424	+22·3
Commerce	66,002	73,806	580	680	66,582	74,486	+ 7,904	+11·9
Engg. & Technology	35,112	40,066	143	176	35,255	40,242	+ 4,987	+14·1
Forestry	559	614	..	..	559	614	+ 55	+ 9·8
Law	23,458	25,277	597	648	24,055	25,925	+ 1,870	+ 7·8

Medicine	26,950	29,484	6,000	7,131	32,950	36,615	+ 3,665	+11·1
Physical Education	607	655	138	143	745	798	+ 53	+ 7·1
Teacher's Training	16,200	25,968	8,222	13,167	24,422	39,135	+14,713	+60·2
Vet. Science	5,108	5,143	29	36	5,137	5,179	+ 42	+ 0·8
Others	1,012	1,557	101	237	1,113	1,794	+ 681	+61·2
<i>Total</i>	1,85,784	2,15,740	15,905	22,343	2,01,689	2,38,083	+ 36,394	+18·0
<i>Special Education</i>								
Music, Dancing & Other Fine Arts	2,661	2,545	3,452	3,429	6,113	5,974	— 139	— 2·3
Oriental Studies	8,640	7,935	781	879	9,421	8,814	— 607	— 6·4
Other Subjects	4,052	4,377	1,739	2,183	5,791	6,560	+ 769	+13·3
<i>Total</i>	15,353	14,857	5,972	6,491	21,325	21,348	+ 23	+ 0·1
GRAND TOTAL	8,11,052	8,78,666	1,46,599	1,66,252	9,57,651	10,44,918	+ 87,267	+ 9·1

Table LXX—Number of Girls Studying for Higher Education

State	In Arts & Science Colleges*			Percentage of Girls in Boys' Colleges to Total number of Girls	In Colleges for Professional & Special Education			Percentage of Girls in Boys' Colleges to Total number of Girls
	Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls		Number of Girls in Boys' Colleges	Number of Girls in Girls' Colleges	Total Number of Girls	
1	2	3	4	5	6	7	8	9
Andhra Pradesh	2,542	2,967	5,509	46·1	1,141	115	1,256	90·8
Assam	2,016	1,447	3,463	58·2	93	..	93	100·0
Bihar	2,227	2,988	5,215	42·7	304	83	387	78·6
Bombay -- { Maharashtra	14,353	3,635	17,988	79·7	3,798	693	4,491	84·6
{ Gujarat	4,157	2,280	6,437	64·6	1,108	307	1,415	78·3
Jammu & Kashmir	169	1,379	1,548	1·1	120	1,240	1,360	8·8
Kerala	4,603	5,068	9,671	47·6	857	199	1,056	81·2
Madhya Pradesh	2,014	1,602	3,616	55·7	2,391	1,242	3,633	65·8
Madras	1,422	6,321	7,743	18·4	1,630	6,176	7,806	20·9
Mysore	2,621	3,890	6,511	40·3	1,056	750	1,806	58·5
Orissa	723	406	1,129	64·0	428	29	457	93·7
Punjab	3,727	6,769	10,496	35·5	1,579	777	2,356	67·0
Rajasthan	1,165	4,602	5,767	20·2	294	23	317	92·7
Uttar Pradesh	6,943	4,719	11,662	59·5	1,077	593	1,670	64·5
West Bengal	15,959	12,579	28,538	55·9	1,150	2,290	3,440	33·4
Delhi	1,651	2,986	4,637	35·6	281	1,003	1,284	21·9
Himachal Pradesh	176	..	176	100·0	24	..	24	100·0
Manipur	213	..	213	100·0	53	..	53	100·0
Tripura	269	..	269	100·0	30	12	42	71·4
Pondicherry	66	..	66	100·0	60	..	60	100·0
INDIA	67,016	63,638	1,30,654	51·3	17,474	15,532	33,006	52·9

*Includes enrolment in University teaching departments and Research Institutions.

Table LXXI—Number of Teachers in Universities and Colleges by States

State	In University Teaching Departments		In Colleges* for General Education		In Colleges for Professional Education		In Colleges for Special Education		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh	290	14	2,374	367	983	107	193	8	3,840	496	4,336
Assam	94	3	698	59	225	..	4	..	1,021	62	1,083
Bihar	244	9	2,384	196	751	16	76	2	3,455	223	3,678
Bombay { Maharashtra	230	17	2,615	535	1,199	98	103	26	4,147	676	4,823
{ Gujarat	23	1	1,317	165	978	36	124	33	2,442	235	2,677
Jammu & Kashmir	20	1	281	46	37	8	96	66	434	121	555
Kerala	25	3	1,554	474	405	79	54	12	2,038	568	2,606
Madhya Pradesh	167	4	1,826	122	1,096	73	248	35	3,337	234	3,571
Madras	335	11	2,172	692	1,772	515	182	18	4,461	1,236	5,697
Mysore	46	..	1,750	264	1,142	106	120	1	3,058	371	3,429
Orissa	32	3	474	54	269	10	83	..	858	67	925
Punjab	150	4	2,007	338	787	110	7	..	2,951	452	3,403
Rajasthan	29	..	1,529	272	474	8	212	3	2,244	283	2,527
Uttar Pradesh	1,881	164	2,783	305	744	105	147	3	5,555	577	6,132
West Bengal	1,126	49	3,679	622	1,653	102	306	46	6,764	819	7,583
Delhi	284	16	784	176	422	116	18	46	1,508	354	1,862
Himachal Pradesh	..	..	79	7	10	1	12	..	101	8	109
Manipur	..	..	60	4	..	..	10	2	70	6	76
Tripura	..	..	64	3	17	1	6	1	87	5	92
Pondicherry	..	..	39	14	56	5	..	..	95	19	114
INDIA	4,976	299	28,469	4,715	13,020	1,496	2,001	302	48,466	6,812	55,278

*Includes Research Institutions.

Table LXXII—Pay Scales of Teachers in University Teaching Departments

University	Lecturer	Reader	Professor
1	2	3	4
Agra*	300—20—500—EB—25—800	..	800—50—1,250.
Aligarh .	250—20—350—25—500	500—25—800	800—50—1,250.
Allahabad .	300—20—500—EB—25—800	..	800—50—1,250.
Andhra*	(i) 225—15—375 (ii) 210—15/2—300	(i) 400—40/2—600 (ii) 300—30/2—420—40/2—500	(i) 750—50/2—1,000. (ii) 500—40/2—700.
Annamalai .	(i) 180—10—300 Engg. & Tech. (ii) 150—10—300 Others	250—15—400—20—500	(i) 400—25—700—EB—40—900 Engg. & Technology. (ii) 400—20—700 Others.
Banaras*	(i) 300—20—600 Tech., Mining Met. Engg. (ii) 250—20—450—25—600 Others (iii) 200—15—210—20—450 Inter- mediate Section.	(i) 600—40—1,000 Tech; Mining, Met., Engg. (ii) 500—25—800 Others	(i) 1,000—50—1,750 Tech., Mining Met., Engg. (ii) 800—50—1,250.
Baroda*	(i) 500—30—800 (ii) 250—15—400—EB—20—500— 25—600 Medicine (iii) 250—20—350—25—500 others	500—25—800	(i) 1,300—70—1,440—60—1,500. (ii) 1,000—50—1,400 Medicine (iii) 800—50—1,250 Others.
Bihar .	†	†	†
Bombay .	300—25—600	500—25—800	800—50—1,250.
Calcutta .	250—25—500—EB—25—600	500—50/2—700	(i) 800—40—1,000—EB—50—1,250 (ii) 600—25—800.
Delhi .	250—25—500—30—560	500—25—800	800—50—1,250.

Gauhati	250—20—450—25—600	500—25—800	800—40—1,000—50—1,250.
Gorakhpur	300—20—500—EB—25—800	..	800—50—1,250.
Gujarat	250—25—500	500—25—800	800—50—1,250.
Jabalpur	250—25—500	500—30—800	800—50—1,250.
Jadavpur	250—25—500	500—25—800	(i) 1,000—100—2,000. (ii) 600—40—1,000. Engg. & Technology. (i) 1,000—50—1,500. (ii) 800—50—1,250 Others.
Jammu & Kashmir	250—25—600	500—25—600—40—800	800—50—1,250.
Karnatak	250—20—350—25—500	500—25—800	800—50—1,250.
Kerala	250—25—600	500—25—800	800—50—1,000.
Kurukshetra	(i) 300—25—650 . (ii) 250—20—450—25—650	500—30—800	..
Lucknow	(i) 350—25—600 (ii) 250—25—400—30—700 Medicine	(i) 600—30—900 . (ii) 500—30—800 Medicine	(i) 1,100—40—1,340. (ii) 900—40—1,140. (iii) 800—50—1,250 others.
Madras	200—15—350—20—450—25—500	400—25—600	750—50—1,000.
Marathwada	250—20—350—25—500	..	800—50—1,250.

†There is no classification of teachers according to designation. Teachers are appointed in class I and Class II service.

Class I—Rs. 350—25—650—EB—35—1,000.

Class II—Rs. 200—20—220—25—320—EB—25—670—EB—20—750.

Table LXXII—Pay Scales of Teachers in University Teaching Departments—(Contd.)

1	2	3	4
Mysore*	200—10—250—20—450	250—20—350—25—500	(i) 700—40—900—50—1,000. (ii) 400—25—550—30—700—40—820.
Nagpur .	(i) 250—20—350—25—500 . (ii) 225—225—250—15—400 .	(i) 500—25—800 . (ii) 400—50—600—40—800 :	(i) 800—50—1,000—50—1,250. (ii) 800—40—1,000—50—1,250.
Osmania .	250—20—450—EB—25—550	400—25—550—EB—30—700	(i) 800—50—1,000—50—1,250. (ii) 800—40—1,000—50—1,200
Panjab .	300—25—500	500—30—800	800—50—1,250.
Patna .	350—20—370—25—445—EB—25— 720—EB—40—800 Engg. 250—15—325—EB—15—400—10— 450—EB—30—750 Medicine. 200—220—25—320—EB—25—670— EB—20—750 others.	600—40—840—EB—40—1000 Engg. 350—25—650—EB—35—1,000. 350—15—380—25—480—EB— 30—750 Medicine.	850—50—1,250.
Poona .	250—20—350—25—500	500—25—800	800—50—1,250.
Rajasthan .	250—20—450—EB—25—600	500—30—800	800—50—1,250.
Roorkee .	250—25—400—EB—30—700—EB— 50—850 Engg.	500—50—1,000—EB—50—1,200 Engg.	(i) 2,000—100—2,500. (ii) 1,350—50—1,750 Engg.
Sardar Vallabhbhai Vidyapeeth	250—20—350—25—500	500—25—800	800—50—1,250 Engg.

Saugar	300—25—600—EB—30—900	500—30—800—40—1,000	900—50—1,350.
S. N. D. T. Womens'	(i) 200—15—350 (ii) 150—15—250 . . . . .	..	(i) 300—20—500. (ii) 250—20—450.
Sri Venkateswara	250—25—500	400—25—600	750—50—1,000.
Utkal	(i) 360—25—435—EB—25—610— EB—30—700. (ii) 300—20—500 Languages (iii) 260—25—435—EB—25—610— 30—700.	(i) 510—30—570—EB—30—690— 30—780—EB—40—860. (ii) 300—320—25—420—30—570— EB—30—780—EB—40—860.	(i) 800—50—1,250. (ii) 600—40—960.
Vikram*	250—15—400—25—450 . . . . .	..	(i) 700—40—900. (ii) 250—20—550.
Visva-Bharati*	(i) 200—20—400—EB—25—450 (ii) 150—15—270—EB—15—300— EB—20—400.	400—25—700	700—50—1,000—50—1,250.

*Scales relate to University colleges.

and within the same State in colleges under different managements. Table LXXII gives the details of the pay-scales of teachers in university teaching departments.

Evening Colleges

During the year, there were in all 84 evening colleges, of which 67 were affiliated to universities. The total enrolment in all these colleges was 35,521, including 2,294 girls. The total number of teachers working in these colleges was 1,489 (1,438 men and 51 women). The State-wise statistics of these colleges are given below in table LXXIII.

Table LXXIII—Statistics of Evening Colleges

Number of Colleges State	Number	Number of Pupils on Rolls			Number of Teachers			
		Boys	Girls	Total	Men	Women	Total	
Andhra Pradesh	4	1,721	29	1,750	80	7	87	
Assam	13	4,275	27	4,302	201	6	207	
Bihar	5	1,211	20	1,231	63	2	65	
Bombay {	Maharashtra	4	2,069	52	2,121	57	3	60
	Gujarat	2	465	138	603	46	4	50
Kerala	1	261	12	273	10	..	10	
Madhya Pradesh	6	1,267	96	1,363	40	1	41	
Madras	1	98	15	113	26	3	29	
Mysore	3	53	15	68	27	2	29	
Punjab	4	3,184	28	3,212	71	..	71	
Rajasthan	1	83	..	83	9	..	9	
Uttar Pradesh	17	2,144	632	2,776	113	3	116	
West Bengal	13	13,094	1,147	14,241	558	16	574	
Delhi	6	2,410	24	2,434	103	2	105	
Manipur	4	892	59	951	34	2	36	
TOTAL	84	33,227	2,294	35,521	1,438	51	1,489	

Expenditure

The universities, colleges and other institutions of higher education reported an expenditure of Rs. 47,70,06,230 during the year. This is nearly 14 per cent more than the expenditure during the previous year.

Of the total, which was 20.3 per cent of the total direct expenditure on all types of educational institutions, Rs. 2,69,38,350 were incurred on institutions exclusively meant for girls. The break up of the expenditure by different types of institutions is : Universities Rs. 12,81,08,673 (26.9 per cent), arts and science colleges Rs. 20,99,98,319 (44.0 per cent) and colleges for professional education Rs. 13,11,84,212 (27.5 per cent) and colleges for special education Rs. 77,15,026 (1.6 per cent). The percentage of increase in the expenditure on these types of institutions over the previous year's figures was 10.6, 14.3, 17.2 and 9.7 respectively.

The distribution of expenditure according to sources of income is given in table LXXIV. More than half the expenditure (51.4 per cent) was met from government funds and fees accounted for another 34.9 per cent of the expenditure. As the contribution of local boards was comparatively very small (0.6 per cent), the remaining expenditure was met almost entirely from endowments (4.0 per cent) and other sources (9.1 per cent).

Table LXXIV—Direct Expenditure on Universities and Colleges by Sources

Source	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
Government Funds .	21,58,81,392	51.6	24,50,71,776	51.4
Local Board Funds .	13,56,013	0.3	28,34,856	0.6
Fees	15,00,91,081	35.9	16,64,77,088	34.9
Endowments	1,39,70,633	3.4	1,93,15,888	4.0
Other Sources	3,69,60,349	8.8	4,33,06,622	9.1
TOTAL	41,82,59,468	100.0	47,70,06,230	100.0

Of the total expenditure, Rs. 15,80,62,820 (33.1 per cent) were spent on government institutions, Rs. 31,91,117 (0.7 per cent) on local board college, and Rs. 31,57,52,293 (66.2 per cent) on institutions managed by private bodies. In 1958-59, these percentages were 32.9, 0.4 and 66.7 respectively.

Table LXXV compares the expenditure on universities and colleges (separately for general, professional and special education) in different States for the years 1958-59 and 1959-60. Except Uttar Pradesh, the expenditure on institutions for higher education in all States reported increase over the previous year's figures. On percentage basis, the highest increase among States was reported by Madhya Pradesh (29.2 per cent), followed by Andhra Pradesh (25.7 per cent) and Kerala (25.5 per cent), while the lowest increase was reported by Punjab (5.2 per cent). Among Union Territories, the increase varied from 7.3 per cent in Tripura to 80.2 per cent in Himachal Pradesh.

Figures in col. (15) of table LXXV give the percentage of expenditure incurred on the universities and colleges to the total direct expenditure. This percentage varied from 11·5 in Kerala to 26·5 in West Bengal among states and from 6·0 in Tripura to 46·4 in Delhi among Union Territories.

The percentage of expenditure of institution for higher education met from various sources is given in cols. (16) to (20) of the table LXXV. Substantial portion of the expenditure was met from government funds in Jammu & Kashmir (73·8 per cent), Madhya Pradesh (69·8 per cent) and Rajasthan (67·1 per cent). Punjab, where only 28·8 per cent of the expenditure was met from government funds, stood on the other end of the scale. The contribution of the local boards in the total expenditure was insignificant in almost all the States. Fees met nearly fifty per cent of the expenditure in Maharashtra. Among the Union Territories, the largest portion of the expenditure met from government funds was in Pondicherry (94·7 per cent) and it was lowest in Manipur (61·8 per cent).

The average annual cost per student in arts and science colleges, professional and technical colleges and special education colleges may be seen in cols. (21) to (23) of table LXXV. These figures, as usual, show wide variations. On an average, the annual cost per pupil was Rs. 306·4 in an arts and science college, Rs. 758·4 in a college for professional education and Rs. 327·0 in that for special education.

Scholarships and stipends

Various schemes of scholarships, stipends and other financial assistance were operative during the year to provide opportunities of higher studies to poor and deserving students. A brief account of these is given below :—

- (i) Two hundred scholarships at the cost of Rs. 9·40 lakhs were offered under the Govt. of India scheme of Post-Matric Merit Scholarships.
- (ii) A sum of Rs. 2·25 lakhs was provided by the Central Ministry of Education for 64 scholarships awarded to carry out research in various branches of Humanities.
- (iii) One hundred and ten scholarships are offered by the Central Government each year to students of non-Hindi speaking States for higher education in Hindi. During the year, a sum of Rs. three lakhs was provided under this scheme.
- (iv) The Government of India scheme of granting post-Matriculation scholarships to students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes was decentralised and the work of making these awards was entrusted to State Governments. A sum of Rs. 222 lakhs available under this scheme for the year under report was distributed amongst various states and Union Territories.
- (v) To promote research in various branches of science and technology, 681 scholarships sanctioned earlier under the Research Training Scholarships Scheme were continued, while 119 new scholarships were sanctioned during the year.
- (vi) Twenty-seven fresh scholars were selected and twenty-three scholars selected during earlier years continued their work at various research centres for science and technology under the National Research Fellowship Scheme.
- (vii) The U.G.C. offered 80 post-graduate and 50 research scholarships of the value of Rs. 100 and Rs. 200 p.m. each respectively in the various branches of Humanities. During the year, a sum of Rs. 1·88 lakhs was paid to the scholars under this scheme.

THOUSANDS

60

OUTPUT OF GRADUATE

55

50

45

40

35

30

25

20

15

10

5

0

ARTS

COMMERCE

ENGINEERING
AND
TECHNOLOGY

MEDICINE

VETERINARY
SCIENCE

OTHERS

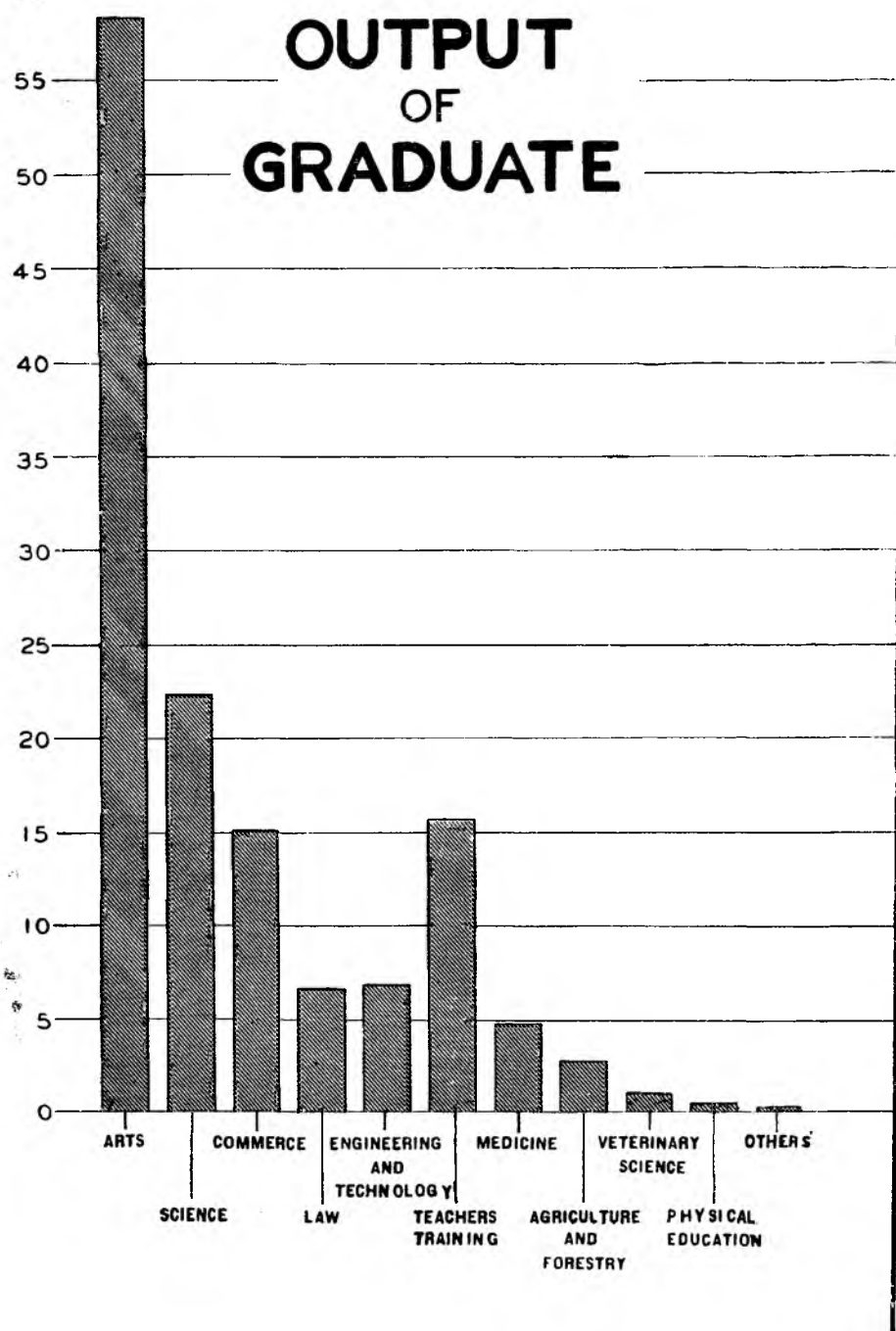
SCIENCE

LAW

TEACHERS
TRAINING

AGRICULTURE
AND
FORESTRY

PHYSICAL
EDUCATION



- (viii) In science, engineering and technology, Post-M.Sc. research scholarships of the value of Rs. 200 p.m. each were awarded by the U.G.C. to 100 students conducting research at various university centres. A grant of Rs. 1.75 lakhs was paid to the universities for these scholarships.
- (ix) The Commission selected 17 students for award of senior research fellowships in Science of the value of Rs. 500 p.m. each and 26 scholars for post-doctoral fellowships of Rs. 300 p.m. each.
- (x) The Commission instituted during the year 30 research fellowships of the value of Rs. 400 p.m. in engineering and technological subjects.
- (xi) The Commission also helped the universities and colleges to create Students' Aid Funds to assist the poor and meritorious students to meet their tuition or examination fee or purchase books etc. Under this scheme, an amount of Rs. 2.28 lakhs was sanctioned to 14 universities and 116 colleges on 50 per cent basis.

Besides, Indian students continued to receive assistance for higher studies abroad and so also foreign students for studies in India. Various other Central schemes and programmes like, the Central Overseas Scholarship Scheme, the Foreign Language Scholarship Scheme, the scheme for overseas Scholarships for Scheduled Castes etc., the Fully Paid Overseas Scholarships scheme, the Agatha Harrison Fellowship, programmes for exchange of scholars between India and China, India and the U.S.S.R., India and Rumania, etc. were also continued.

During 1959-60, the total expenditure on scholarships, stipends and other financial assistance in universities and colleges amounted to Rs. 4,84,04,696. Besides, a sum of Rs. 1,28,74,374 was foregone on account of freeships and Rs. 62,87,740 on other financial concessions granted to students in colleges.

Examination Results

The following table gives the results of intermediate, degree and post graduate examinations held during 1959 and 1960 :—

Results of Examination

Examination	Number Appeared		Number passed		Passed percent	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7
Pre-University (Arts & Science)	..	1,53,885	..	64,848	..	42.2
I.A. *	2,05,451	2,36,146	80,894	87,615	39.4	37.1
I.Sc.	90,847	96,188	39,337	41,526	43.3	43.2
B.A. (Pass & Hons.) †	1,20,770	1,35,347	54,774	58,452	45.3	43.2
B.Sc. (Pass & Hons.) ‡	40,531	50,506	20,449	22,397	51.5	44.3
M.A.	17,476	19,854	14,076	16,343	80.5	82.3
M.Sc.	430	5,010	3,558	3,971	80.2	79.3
Pre-Professional	..	13,920	..	6,145	..	44.1
Professional Subjects §	79,856	83,843	47,956	53,354	61.7	60.5

The State-wise distribution of passes in I.A. & I.Sc., B.A. & B.Sc., M.A. and M.Sc. and Professional degree courses is shown in Table I.XXVI.

*In Madras and Andhra Pradesh, I. A. includes I. Sc.

†Includes Home Arts.

‡Includes Home Science.

§Degree and equivalent examinations only.

Table LXXV—Direct Expenditure on Universities and Colleges by States

State	Universities		Arts & Science Colleges†		Colleges for Professional Education		Colleges for Special Education	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7	8	9
Andhra Pradesh	82,74,463	1,07,95,932	1,11,41,884	1,42,15,701	73,19,158	87,13,994	4,97,159	5,13,900
Assam	20,80,345	26,78,000	33,82,433	40,78,433	22,69,271	26,43,386	7,269	8,711
Bihar	48,66,036	50,29,181	1,17,41,988	1,39,15,632	64,34,303	68,78,073	2,26,384	2,54,247
Bombay { Maharashtra	1,50,38,455	1,24,76,984	2,91,04,825	2,33,50,245	2,26,41,210	1,85,56,802	15,75,275	9,64,816
{ Gujarat	*	78,50,414	*	1,01,65,324	*	72,85,362	*	6,42,255
Jammu & Kashmir	7,89,154	8,60,265	14,95,601	14,77,652	2,54,479	6,35,401	1,70,828	2,43,746
Kerala	19,68,812	32,87,167	80,07,255	90,78,737	27,52,222	36,52,847	1,66,033	1,66,358
Madhya Pradesh	32,92,238	46,60,001	96,21,901	1,19,13,641	83,98,656	1,10,96,250	8,28,954	9,41,400
Madras	81,45,724	94,04,208	1,29,64,621	1,49,51,064	1,02,50,763	1,34,09,054	5,10,284	5,62,201
Mysore	30,09,344	29,57,974	1,07,76,213	1,30,07,295	56,82,555	65,97,103	2,48,895	2,48,755
Orissa	8,86,878	10,99,692	28,81,304	33,36,280	16,73,333	18,97,492	1,72,286	1,94,742
Punjab	92,57,440	93,88,222	1,16,82,317	1,28,73,959	73,03,423	74,63,338	18,853	18,074
Rajasthan	5,104,830	17,20,277	85,77,439	90,84,033	38,65,051	44,86,083	5,19,997	6,28,729

Uttar Pradesh	4,06,21,231	3,69,79,532	2,40,98,157	2,51,41,404	77,93,882	87,42,949	6,90,762	7,23,829
West Bengal	1,15,29,410	1,43,35,504	2,30,89,658	2,61,96,216	1,57,37,702	1,81,92,405	8,05,685	8,55,626
Delhi	43,19,895	43,85,320	1,42,30,194	1,58,67,684	89,67,359	1,01,49,199	5,67,693	7,22,554
Himachal Pradesh. . . . .	..	..	2,64,523	5,16,562	54,190	57,873	..	..
Manipur . . . . .	..	..	2,30,397	3,84,845	..	..	14,081	14,517
Tripura . . . . .	..	..	3,51,215	3,84,724	81,242	79,016	9,679	10,566
Pondicherry . . . . .	..	..	77,428	58,888	3,46,894	6,47,585	..	..
INDIA	11,55,84,305	12,81,08,673	18,37,19,353	20,99,98,319	11,19,25,693	13,11,84,212	70,30,117	77,15,026

†Includes research institutions providing teaching facilities.

*Included in the figure shown against Maharashtra.

Table LXXV—Direct Expenditure on Universities and Colleges by States—(Contd.)

State	Total		Increase (+) or Decrease (—)		Percentage of Total Direct Expenditure on Education		Percentage of Expenditure met from					Average Annual Cost per Pupil			
	1958-59	1959-60	Number	Percent- age	1958- 59	1959- 60	Go- vern- ment Funds	Local Board Funds	Fees	Ex- dow- ments	Other Sour- ces	In Arts and Sci- ence Colle- ges	In Colle- ges for Pro- fession- al Edu- cation	In Colle- ges for Special Edu- cation	
	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Andhra Pradesh	2,72,32,664	3,42,39,527	+ 70,06,863	+ 25.7	18.2	15.7	51.0	0.1	27.7	7.2	14.0	337.0	862.5	534.8	
Assam	77,39,318	94,08,530	+ 16,69,242	+ 21.6	15.3	18.1	50.4	0.1	46.0	0.1	3.4	180.0	1169.6	622.2	
Bihar	2,32,68,711	2,60,77,133	+ 28,08,422	+ 12.1	20.3	19.9	49.3	0.0	42.7	1.5	6.5	188.5	662.1	566.3	
Bom- bay {	Mahara- shtra	6,83,59,765	5,53,48,847	+ 1,29,32,437	+ 18.9	17.6	18.1	35.7	2.3	50.2	0.1	11.7	318.0	623.7	551.0
		Gujarat	*	2,59,43,355	*	*	19.2	35.3	5.1	44.2	1.1	14.3	369.7	462.3	565.4
Jammu & Kashmir	27,10,062	32,17,064	+ 5,07,002	+ 18.7	21.7	14.5	73.8	..	18.9	1.9	5.4	192.8	1402.7	132.3	
Kerala	1,28,94,322	1,61,85,109	+ 32,90,787	+ 25.5	10.5	11.5	53.6	..	41.1	0.0	5.3	278.3	674.8	308.6	
Madhya Pradesh	2,21,41,749	2,86,11,292	+ 64,69,543	+ 29.2	18.1	20.2	69.8	0.2	20.3	1.3	8.4	370.9	882.5	223.4	
Madras	3,19,71,392	3,83,26,527	+ 63,55,135	+ 19.9	17.5	19.1	45.6	0.1	34.1	19.2	1.0	395.3	458.0	272.8	
Mysore	1,97,17,097	2,28,11,127	+ 30,94,120	+ 15.7	16.8	17.5	50.5	0.0	40.0	0.8	8.7	370.4	412.0	150.7	

Orissa	56,13,801	65,28,206	+ 9,14,405	+ 16.3	14.8	15.6	66.7	0.0	30.2	2.0	1.1	344.9	788.7	312.6
Punjab	2,82,62,033	2,97,43,593	+ 14,81,560	+ 5.2	24.5	20.3	28.8	0.2	41.5	16.2	3.8	228.0	843.4	200.8
Rajasthan	1,44,67,317	1,59,19,122	+ 14,51,805	+ 10.0	20.5	19.4	67.1	0.0	22.5	8.3	2.1	257.1	891.3	284.1
Uttar Pradesh	7,32,04,082	7,15,87,714	- 16,16,368	- 2.2	27.6	25.6	55.0	0.0	24.1	1.0	19.9	413.0	1067.6	380.6
West Bengal	5,11,62,455	5,97,79,751	+ 86,17,296	+ 16.8	25.3	26.5	53.5	0.0	41.1	0.9	5.5	220.9	1464.1	259.1
A. & N. Islands	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	2,80,85,141	3,11,24,757	+ 30,39,616	+ 10.8	45.6	46.4	78.6	0.0	14.9	1.8	4.7	1092.8	2749.7	1084.9
Himachal Pradesh	3,18,713	5,74,435	+ 2,55,722	+ 80.2	5.9	7.8	82.8	..	16.8	..	0.4	709.6	1091.9	..
L. M. & A. Islands	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	2,44,478	3,99,362	+ 1,54,884	+ 63.4	6.9	8.4	61.8	..	34.6	2.9	0.7	204.8	..	151.2
N.E.F.A.	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Tripura	4,42,136	4,74,306	+ 32,170	+ 7.3	7.0	6.0	62.5	..	37.3	0.2	0.0	252.4	745.4	587.0
Pondicherry	4,24,322	7,06,473	+ 2,82,151	+ 66.5	18.2	25.5	94.7	..	5.3	..	..	619.2	2755.7	..
INDIA	41,82,59,468	47,70,06,230	+5,87,46,762	+ 14.0	20.6	20.3	51.4	0.6	34.9	4.0	9.1	306.4	758.4	327.0

*Included in the figures shown against Maharashtra.

Table LXXVI—Number of Passes in Different University Examinations by States

State	Intermediate Arts & Science			B.A. & B.Sc. (Pass & Hons.)			M.A. & M.Sc			Research (Including Professional Subjects)			Professional (Degrees) & Equivalent Diploma only		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Andhra Pradesh	993	115	1,108	4,642	540	5,182	365	79	444	27	3	30	3,244	345	3,589
Assam	3,216	630	3,846	1,444	204	1,648	172	30	202	..	..	..	447	30	477
Bihar	15,078	1,341	16,419	5,279	541	5,820	1,905	122	2,027	17	1	18	3,243	148	3,391
Bombay { Maharashtra	4,352	2,918	7,270	5,232	2,809	8,041	1,244	416	1,660	38	9	47	5,379	809	6,188
{ Gujarat	4,771	1,370	6,141	3,377	934	4,311	409	68	477	9	..	9	2,425	113	2,538
Jammu & Kashmir	1,207	316	1,523	415	212	627	63	7	70	..	..	..	151	84	235
Kerala	341	63	404	3,220	1,533	4,753	226	91	317	1	1	2	1,982	485	2,467
Madhya Pradesh	4,863	838	5,701	2,846	856	3,702	1,110	284	1,394	26	5	31	2,981	213	3,194
Madras	566	55	621	5,151	1,173	6,324	749	148	897	19	3	22	3,613	528	4,141
Mysore . . . . .	..	..	..	2972	757	3,729	344	70	414	10	2	12	2,622	245	2,867
Orissa	2,598	331	2,929	1,264	123	1,387	190	18	208	7	..	7	549	35	584
Punjab	10,515	3,612	14,127	5,901	2,297	8,198	1,550	443	1,993	19	2	21	2,389	1323	3,712
Rajasthan	4,537	918	5,455	1,906	499	2,405	804	228	1,032	..	..	..	2,031	91	2,122

Uttar Pradesh	30,859	6,243	37,102	11,665	3,142	14,807	5,563	1,444	7,007	286	21	307	8,653	1001	9,654
West Bengal	19,555	6,232	25,787	5,774	2,138	7,912	1,0	545	1,613	112	13	125	6,628	545	7,173
Delhi . . . . .	..	..	..	983	757	1,740	366	193	559	28	3	31	739	154	893
Himachal Pradesh	67	23	90	16	15	31	..	..	..	..	..	..	36	15	51
Manipur	236	32	268	102	11	113	..	..	..	..	..	..	22	1	23
Tripura	275	47	322	87	11	98	..	..	..	..	..	..	54	1	55
Pondicherry	21	7	28	19	2	21	..	..	..	..	..	..	..	..	..
INDIA	1,04,050	25,091	1,29,141	62,295	18,554	80,849	16,128	4,186	20,314	599	63	662	47,188	6,166	53,354

CHAPTER VII

TRAINING OF TEACHERS

The efficiency of the educational system depends largely on the quality of its teachers and professional training goes a long way in equipping the teachers for efficient instruction. The acceptance of basic system of education at the elementary level and diversification of education at the secondary level has added to the significance of this training. The Central and State Governments, therefore, made concerted efforts to develop training facilities to cope with the growing demand for trained teachers to man the expanding educational facilities at the school stage.

The tempo of opening new teachers' training institutions, converting traditional type of training institutions to the basic pattern, and increasing the intake capacity of the existing institutions was accelerated during the year. The State Government also organised refresher training courses, conferences, etc., for teachers to exchange ideas and experiences and to discuss common problems. In this, the State Governments had the co-operation of voluntary organisations and teachers' associations.

During the year under review, there was general appreciation of the fact that one of the main requirements for the successful implementation of the programme of universal Compulsory primary education during the third Plan was an adequate supply of trained teachers. It was estimated that the total number of additional teachers required for this programme during the third Plan would be about five lakhs. Since the duration of this course was two years in some cases, it was essential that preparations for improving the supply position of trained teachers be initiated during the year 1959-60 itself. Accordingly, the Central Ministry of Education, took up a special scheme for this purpose, which envisaged increasing the intake capacity of the existing training institutions and opening new institutions, where necessary. Under this scheme, Central grant on cent per cent basis was offered to the State Governments and Union Territories for providing regular training to about half the total number of additional teachers required and short orientation courses of 8 to 10 weeks' duration to the rest. An attempt was also to be made to train as many women teachers as possible under this programme.

In order to pay special attention to the quality and content of training under the above programme, the following points were emphasised :

- (i) The training provided should be on the basic pattern only;
- (ii) the minimum qualifications for admission to the training institutions should be matriculation or its equivalent although it may be necessary for some time to make relaxation in this regard in the case of women teachers or in some specially backward areas;
- (iii) The duration of training should be two years as far as practicable.

The total amount sanctioned under this scheme amounted to Rs. 2.62 crores.

The Central Institute of Education, Delhi, continued to provide for B.Ed., M.Ed., and Ph.D. (Education) courses. Moreover, it started a three month intensive course in the Methodology of Art for the trained teachers of Art. The Institute also carried out experiments for the improvement of teaching in basic education in its attached basic school. The Community Centre in

the attached basic school also continued its activities of organising literacy classes for adults, knitting, tailoring and embroidery classes for women, besides its usual programmes of community and social education.

The Central Institute of English, set up during the previous year, organised the second regular training course in the teaching of English from 15th June to 15th October, 1959. The participants included teachers of high/higher secondary schools, professors of pre-university classes and of training colleges and inspectors of schools. The Institute continued to provide research facilities in the teaching of English and organised a seminar on the subject in May/June, 1959.

Main Developments

A brief account of the progress made in the field of training of teachers in the different States and Union Territories is given below :

Andhra Pradesh

Twenty-five new training schools for teachers were opened in the Telangana area. Of these, 15 were meant for middle passed candidates the training for which was revived during the year under report. Candidates undergoing secondary grade training in these institutions were paid a stipend of Rs. 35 per month and those undergoing elementary grade training Rs. 30 per month. The emergency secondary training in Andhra area was conducted in 7 training schools during the year.

Certificate courses for school teachers were conducted by the universities from May to July, 1959. Out of 151 teachers attending these courses; 144 were declared to have passed, while 7 were exempted from appearing for the test.

During the year under report, a new B.Ed. training college was started at Hyderabad .

Assam

The Gauhati University proposed to offer, during vacations, a course of post-graduate studies in science subjects to the teachers of secondary schools.

Bihar

During the year, the State Government decided to open 43 new training schools, of which 21 schools (15 for men and 6 for women) started functioning from 1st December, 1959. Besides, the capacity of 3 existing senior training schools was expanded to the extent of 50 seats and that of another training school by 25 seats.

In order to derive full benefit out of the training facilities available in the State, the State Government decided that all trainees should execute a bond at the time of admission to the teachers' training college to the effect that they could serve the State Government at least five years, if the Government so desired, or in default refund to Government the amount of scholarship paid to them

Bombay

The Government considered the need of re-introducing one year Junior Primary Teachers' Certificate course for S.S.C. teachers in order to improve the supply of trained teachers. This course will make them eligible for the pay scale of Rs. 50—90 and also eligible to appear privately for the Senior Primary Teachers' Certificate Examination after two years of obtaining the Junior P. T. Certificate.

Kerala

With the introduction of the teaching of craft as compulsory subject in all the schools in the State, it was found difficult to get properly qualified and trained hands to teach the subject. In the previous years, batches of teachers were being sent to institutions outside the State for training. The process of getting teachers trained by this method being very slow and costly, 1,350 craft teachers were given a short-term orientation training at 9 centres in the State during the year. Besides, 25 Hindi teachers were deputed for training at the *Akhila Bharatheeya Hindi Vidyalayam, Agra*.

Madhya Pradesh

The non-basic training college at Dewas was converted to the basic type.

Madras

During the year, 4 training schools for men and 5 for women were converted to the basic type.

Under the scheme of re-training in basic education of elementary and secondary grade teachers, re-training courses were organised at 21 centres and the number of teachers trained at these centres was 677. A retraining course of five months' duration was also organised at the Government Post-Graduate Basic Training College, Orathanad, (Tanjavur District) for the benefit of graduate trained teachers. Sixty-six graduate trained teachers were retrained in this course in two batches.

Mysore

The Post-Graduate Basic Training College, Doddaballapur, was discontinued and a part of the provision was merged with the Post-Graduate Basic Training Centre, Dharwar, so as to train 40 graduate teachers during the year. In view of the increased demand for basic trained teachers and on account of heavy cost involved in regular training of teachers in basic education methods in a two year course, it was found sufficient to give a short orientation training in basic education methods for a period of three months to already trained teachers.

With the aid from Government of India for starting 21 teacher training institutions, 2 were established under private management each with a capacity of 100 trainees for one-year course. Another Urdu training school was started at Dharwar, merging the provision of Urdu training school for Teacher Training Institute, Kumta.

Orissa

To meet the rapidly growing demand for trained teachers for primary schools, 12 more training schools were opened. The pupil-teachers under training received a monthly stipend of Rs. 22. No tuition fee was charged from them.

A secondary training school for women was started during the year by the State Government.

A refresher course on the teaching of English in higher classes was organised from the 4th June, 1959 to the 11th June, 1959 at the Radhanath Training College. Forty-one teachers of English in high schools participated in it.

Punjab

In pursuance of the decision of the Panjab University that training classes attached to Arts and science colleges should be set up as separate training colleges, B.T. Classes were closed down in three arts and science colleges. As against this, four new training colleges for B.T. teachers came into being. D. M. Training College, Moga and Government Training College, Faridkot, also came into existence and provided training of the basic type.

Rajasthan

Eleven new training schools were opened to meet the requirements of trained personnel. A condensed course for women teachers was also organised.

Uttar Pradesh

The most significant event of the year under report was the opening of 48 government training schools of which 6 were for girls. These schools were opened under the Government of India scheme of Compulsory Primary Education.

West Bengal

Nine new basic training colleges were established and sanction was accorded for the opening of 3 more junior basic training institutions with an intake capacity of 360 seats. Moreover, another junior basic training college with 60 seats was started jointly by the Departments of Education and Refugee Rehabilitation. The intake capacity of 9 junior basic training colleges was increased by 320 seats and that of 12 primary training schools by 660 seats. This raised the total number of seats in training institutions in the State from 360 in 1958-59 to 4,840 during 1959-60.

L. M. and A. Islands

In order to provide craft trained teachers to various schools in the Islands, 11 teachers were given orientation training by the Assistant Education Officer at Minicoy.

Manipur

One basic training institute was established to train primary school teachers. For training secondary school teachers, post-graduate training classes (B.T.) and under-graduate training classes (C.T.) were opened in the D.M. College.

Tripura

One more basic training college, with a total capacity of 100 seats, was started. A short training course of elementary school teachers was organised by the Tripura Territorial Council. Seminars were also organised in 17 centres in which 1,200 non-trained teachers participated.

Twenty-one untrained teachers of secondary schools were sent outside Tripura for B.T. training. Fourteen Hindi teachers were trained in Hindi Teachers' Training Institute, Agartala. Moreover, 1,200 non-trained teachers

were given short orientation training for five weeks in 17 centres in accordance with the programme of orientation of non-basic schools to the basic pattern

Pondicherry

The intake capacity of the teachers training centre was increased from 60 in 1958-59 to 74 in 1959-60.

TRAINING SCHOOLS

Institutions

The total number of training schools, basic as well as non-basic, increased during the year from 974 to 1,034, that is by 6·3 per cent, as against 8·1 per cent during the previous year. Besides, facilities for the training of primary school teachers, also existed in some of the secondary schools and training Colleges. Of the total number of training schools, 671 (64·9 per cent) were managed by government, 17 (1·6 per cent) by local boards, and 346 (33·5 per cent) by private organisations. The corresponding figures for the previous year were 591 (60·7 per cent) managed by Government, 15 (1·5 per cent) managed by local bodies and 368 (37·8 per cent) managed by private organisations. Of the 346 private schools in 1959-60, 274 were receiving grant-in-aid.

Table LXXVII compares the number of training schools in different States during 1958-59 and 1959-60. The number of training schools increased in all the States and Union Territories except Madhya Pradesh, Madras and Delhi where it decreased. The decrease in Madhya Pradesh and Madras was due to the reclassification of such schools as under-graduate training colleges. In Delhi, the closure of one school resulted in the decrease by one. In A. & N. Islands, Himachal Pradesh and N.E.F.A., the number of training schools neither increased nor decreased, while L.M. & A. Islands and Pondicherry continued to be without any arrangements of their own for the training of teachers. Among the States and Union Territories, the highest increase (48) was reported by Uttar Pradesh, followed by Bombay (33), Andhra Pradesh (23), Keraia (22), Bihar (21), Orissa (12), Rajasthan (11), West Bengal (6) and Assam, Jammu and Kashmir, Mysore, Punjab, Manipur and Tripura (1 each).

The distribution of training schools according to management is shown in cols. (9) to(12) of Table LXXVII. Government managed all the training schools in Jammu & Kashmir, A. & N. Islands, Delhi, Himachal Pradesh, Manipur, N.E.F.A. and Tripura and between 75 per cent and 100 per cent schools in the States of Bihar, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh. In the States of Andhra Pradesh, Mysore, Punjab and West Bengal, majority of training schools were under government control. Private bodies predominated in the management of training schools in Bombay, Kerala and Madras. Local boards did not possess controlling interests in this field in any State. However, Assam was the only State to have a significant number of training schools run by them.

Pupils

The total number of pupil-teachers in training schools and attached classes rose by 10,477 to 99,991 (73,478 men and 26,513 women). This gives an increase of 11·7 per cent, as against that of 6·3 per cent during the previous year. Of these, 54,448 (42,622 men and 11,826 women) completed the training course successfully. The corresponding figures for the previous year are 49,319 (37,229 men and 12,090 women).

Table LVII—Number of Teachers' Training Schools

State/Territory	For Men		For Women		Total		Increase (+) or Decrease (—)	Government	Local Boards	Private Bodies	
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60				Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh	70	86	36	43	106	129	+ 23	93	..	36	..
Assam	29	29	5	6	34	35	+ 1	16	12	4	3
Bihar	70	85	17	23	87	108	+ 21	84	..	22	2
Bombay { Maharashtra	132	119	55	42	187	161	+ 33	48	3	81	29
{ Gujarat	*	43	*	16	*	59	*	28	..	27	4
Jammu & Kashmir	6	7	2	2	8	9	+ 1	9	..	..	..
Kerala	44	59	10	17	54	76	+ 22	29	..	46	1
Madhya Pradesh	50	42	8	7	58	49	— 9	46	..	3	..
Madras	79	7	58	18	137	25	— 112	6	..	19	..
Mysore	20	21	4	4	24	25	+ 1	15	..	10	..
Orissa	55	66	3	4	58	70	+ 12	68	..	2	..
Punjab	14	15	8	8	22	23	+ 1	16	..	2	5
Rajasthan	26	37	2	2	28	39	+ 11	38	..	1	..
Uttar Pradesh	88	129	20	27	108	156	+ 48	121	1	6	28
West Bengal	45	51	10	10	55	61	+ 6	45	1	15	..
A. & N. Islands	1	1	..	..	1	1	..	1	..	..	..
Delhi	1	1	1	..	2	1	— 1	1	..	..	..
Himachal Pradesh	2	2	..	..	2	2	..	2	..	..	..
Manipur	2	3	..	..	2	3	+ 1	3	..	..	..
N.E.F.A.	1	1	..	..	1	1	..	1	..	..	..
Tripura . . . . .	..	1	..	..	..	1	+ 1	1	..	..	..
INDIA	735	805	239	229	974	1,034	+ 60	671	17	274	72

*Included against Maharashtra.

Table LXXVIII—Number of Pupils in Teachers' Training Schools*

State	Men		Women		Total		Increase (+) or Decrease (-)	Out-Put†			
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60		Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	
Andhra Pradesh	6,528	8,365	2,212	3,526	8,740	11,891	+ 3,151	4,040	1,197	5,237	
Assam	1,812	1,964	377	403	2,189	2,367	+ 178	1,267	273	1,540	
Bihar	5,978	9,773	1,069	2,113	7,047	11,886	+ 4,839	3,638	617	4,255	
Bombay {	Maharashtra	12,613	10,973	6,167	5,119	18,780	16,092	+ 3,449	6,210	2,817	9,027
	Gujarat	**	4,259	**	1,878	**	6,137	**	2,852	965	3,817
Jammu & Kashmir	260	408	99	187	359	595	+ 236	367	181	548	
Kerala	2,320	3,102	1,882	2,381	4,202	5,483	+ 1,281	961	725	1,686	
Madhya Pradesh	5,616	5,088	731	806	6,347	5,894	- 453	6,883	1,154	8,037	
Madras	10,692	4,970	7,232	4,229	17,924	9,199	- 8,725	2,840	1,653	4,493	
Mysore	2,821	2,736	670	743	3,491	3,479	- 12	1,203	259	1,462	

Table LXXVIII—Number of pupils in Teachers Training Schools—(Contd.)

1	2	3	4	5	6	7	8	9	10	11
Orissa	2,884	3,498	100	120	2,984	3,618	+ 634	1,517	52	1,569
Punjab	2,453	2,215	2,202	2,465	4,655	4,680	+ 25	918	583	1,501
Rajasthan	2,308	4,018	147	197	2,455	4,215	+ 1,760	4,007	195	4,202
Uttar Pradesh	6,499	9,613	1,060	1,539	7,559	11,152	+ 3,593	3,495	537	4,032
West Bengal	1,482	1,852	523	592	2,005	2,444	+ 439	1,952	494	2,446
A. & N. Islands	15	8	5	11	20	19	— 1	7	9	16
Delhi	108	138	259	143	367	281	— 86	43	51	94
Himachal Pradesh	150	175	46	25	196	200	+ 4	146	23	169
Manipur	85	209	5	12	90	221	+ 131	158	10	168
N.E.F.A.	25	20	3	..	28	20	— 8	12	3	15
Tripura	59	94	17	24	76	118	+ 42	106	28	134
INDIA .	64,708	73,478	24,806	26,513	89,514	99,991	+ 10,477	42,622	11,826	54,448

* Includes enrolment in attached classes.

† Includes private students.

** Included in Maharashtra.

The statewide distribution of pupils in training schools and attached classes is given in Table LXXVIII. Excepting Madhya Pradesh, Madras, Mysore, A. & N. Islands, Delhi and N.E.F.A., all States reported increase in enrolment. In Madhya Pradesh, Madras and Delhi, the decrease was due to the fall in the number of training schools as reported earlier and elsewhere it was nominal. The largest increase (4,839) was reported by Bihar, followed by Uttar Pradesh (3,593), Bombay (3,449), Andhra Pradesh (3,151), Rajasthan (1,760), and Kerala (1,281). In the remaining States and Union Territories, it ranged in the descending order from 634 in Orissa to 4 in Himachal Pradesh.

Expenditure

The total direct expenditure on training schools increased from Rs. 2,54,28,767 (Rs. 2,05,38,295 on schools for men and Rs. 48,90,472 on those for women) in 1958-59 to Rs. 2,77,25,644 (Rs. 2,27,33,010 on schools for men and Rs. 49,92,634 on those for women) in 1959-60. This gives an increase of 9.0 per cent. The distribution of expenditure on schools controlled by different agencies was : Government schools 81.3 per cent, local board schools 1.2 per cent and schools run by private bodies 17.5 per cent. The corresponding figures for the previous year are : 77.8 per cent, 20.1 per cent and 2.1 per cent. The distribution of expenditure according to sources of income is given in the Table below :

Direct Expenditure on Teachers' Training Schools by Sources

	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Government Funds	2,23,56,360	87.9	2,47,15,232	89.1
Local Board Funds	72,694	0.3	94,471	0.3
Fees	11,22,722	4.4	14,90,835	5.4
Endowments	8,41,551	3.3	4,65,760	1.7
Other Sources	10,35,440	4.1	9,59,346	3.5
TOTAL	2,54,28,767	100.0	2,77,25,644	100.0

It will be seen that about nine-tenths of the expenditure came from government funds, about half of the rest from fees and the balance from endowments and other sources. The contribution of the local boards was negligible. Further, as compared to last year's figures, the expenditure during 1959-60 increased by 10.6 per cent from Government funds, by 30.0 per cent from local board funds and by 32.8 per cent from fees. The expenditure met from endowments and other sources decreased by 24.1 per cent.

The statewide details of the direct expenditure on training schools are given in Table LXXIX. The expenditure increased in all the States and Union Territories except Assam, Madras, Delhi and N.E.F.A. The decrease in Madras and Delhi was due to the fall in the number of institutions, while that in N.E.F.A. was not significant. In Assam, the decrease was due partly to the reclassification of some expenditure as indirect expenditure and partly to actual decrease in expenditure on teaching appliances and annual repairs to buildings. The increase in the expenditure in Madhya Pradesh in spite of decrease in the number of institutions was significant.

Table LXXIX— Direct Expenditure on Teachers' Training Schools by States

State	On Schools for Men		On Schools for Women		Total		Increase (+) or Decrease (-)		Average Annual cost per pupil	Percentage of Expenditure (1959-60) met from				
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Amount	Percentage		Government Funds	Local Board Funds	Fees	Endowments	Other Sources
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.					
Andhra Pradesh	21,24,790	23,34,574	3,10,591	4,87,062	24,35,381	28,21,636	+ 3,86,255	+ 15.9	237.5	92.1	..	1.7	6.0	0.2
Assam	10,36,265	7,12,117	62,020	63,753	10,98,285	7,75,870	- 3,22,415	- 29.4	327.8	97.4	..	0.6	1.1	0.9
Bihar	20,11,976	27,52,301	3,06,454	5,45,202	23,18,430	32,97,503	+ 9,79,073	+ 42.2	277.4	96.2	..	..	..	3.8
Bombay	32,50,416	29,99,678	14,47,041	12,16,366	46,97,457	42,16,044	+ 11,58,717	+ 24.7	262.8	70.2	1.1	15.3	1.7	11.7
Maharashtra	*	11,89,470	*	4,50,660	*	16,40,130	*	*	267.3	80.8	0.0	12.0	2.2	5.0
Gujarat	*	..	*	..	*	..	*	*	..	..	..	..	..	..
Jammu & Kashmir	3,80,453	4,92,461	32,078	96,930	4,12,531	5,89,391	+ 1,76,860	+ 42.9	1030.4	99.4	..	..	..	1.6
Kerala	4,28,429	6,80,269	1,02,015	1,63,805	5,30,444	8,44,074	+ 3,13,630	+ 59.1	161.3	80.9	..	16.3	0.0	2.8
Madhya Pradesh	25,81,819	27,21,411	3,41,203	2,73,162	29,23,022	29,94,573	+ 71,551	+ 2.4	510.0	97.9	..	1.3	..	0.8
Madras	16,83,698	92,070	9,81,486	1,97,923	26,65,184	2,89,993	- 23,75,191	- 89.1	123.7	44.1	..	2.8	49.1	4.0
Mysore	11,89,788	14,22,547	1,34,676	1,52,527	13,24,464	15,75,074	+ 2,50,610	+ 18.9	551.5	93.8	..	5.4	..	0.8
Orissa	3,61,048	4,18,771	23,202	30,267	3,84,250	4,49,038	+ 64,788	+ 16.9	124.1	97.6	..	0.1	1.1	1.2
Punjab	3,67,656	4,76,281	2,71,796	2,14,112	6,39,452	6,90,393	+ 50,941	+ 8.0	385.0	83.9	0.0	9.0	2.0	5.1
Rajasthan	16,82,614	20,02,145	83,258	92,381	17,65,872	20,94,526	+ 3,28,654	+ 18.6	511.1	96.9	..	1.9	0.0	1.2
Uttar Pradesh	26,62,589	36,25,376	6,25,908	8,64,894	32,88,497	44,90,270	+ 12,01,773	+ 36.5	401.6	93.2	0.3	4.7	0.1	1.7
West Bengal	4,58,720	4,69,323	1,44,435	1,43,590	6,03,155	6,12,913	+ 9,758	+ 1.6	257.1	85.9	6.0	2.6	1.7	3.8
A. & N. Islands	9,019	12,205	..	..	9,019	12,205	+ 3,186	+ 35.3	642.4	100.0	..	..	..	..
Delhi	1,10,686	74,549	24,309	..	1,34,995	74,549	- 60,446	- 44.8	392.4	100.0	..	..	..	..
Himachal Pradesh	71,161	79,134	..	..	71,161	79,134	+ 7,973	+ 11.2	395.7	100.0	..	..	..	..
Manipur	23,747	55,469	..	..	23,747	55,469	+ 31,722	+ 133.6	251.0	94.2	..	..	1.8	4.0
N.E.F.A.	1,03421	1,02,658	..	..	1,03,421	1,02,658	- 763	- 0.7	5132.9	100.0	..	..	..	..
Tripura	..	20,201	..	..	..	20,201	+ 20,201	+ 100.0	420.9	100.0	..	..	..	..
INDIA	2,05,38,295	2,27,33,010	48,90,472	49,92,634	2,54,28,767	2,77,25,644	+ 22,96,877	+ 9.0	311.7	89.1	0.3	5.4	1.7	3.5

*Included against Maharashtra.

The extent to which the total direct expenditure was met from different sources is indicated in cols. (11) to (15) of Table LXXIX. Government met entire expenditure on training schools in the Union Territories of A. & N. Islands, Delhi, Himachal Pradesh, Tripura and N.E.F.A. In 9 States and the Union territory of Manipur it met more than 90 per cent of the expenditure, in 4 States between 80 and 90 per cent and in Bombay it was over 70 per cent. Madras was the only State where the contribution from other sources exceeded that from Government funds.

The average annual cost per pupil rose from Rs. 282.6 to Rs. 311.7 (Rs. 315.1 in schools for men and Rs. 294.5 in schools for women). Its distribution according to sources of income was : government Rs. 277.7, local boards Rs. 1.0; fees Rs. 16.8 ; endowments Rs. 5.3 ; and other sources Rs. 10.9.

TRAINING COLLEGES

Institutions

During the year, the number of training colleges—post-graduate as well as under-graduate—rose from 234 (194 for men and 40 for women) to 401 (315 for men and 86 for women). This gives an increase of 71.4 per cent, as against an increase of 15.3 per cent during the previous year. Of the total, 194 colleges (48.4 per cent) were managed by government, 164 (40.9 per cent) by private aided bodies and 43 (10.7 per cent) by private unaided bodies. Besides, facilities for the training of teachers were also provided in classes attached to some of the arts and science colleges and the teaching departments of the Universities of Aligarh, Allahabad, Annamalai, Banaras, Baroda, Gauhati, Kerala, Lucknow and Patna. Many training colleges for boys were co-educational institutions.

The statewise distribution of teachers' training colleges is given in Table LXXX. While training colleges existed in all the States, the Union Territories of A. & N. Islands, L.M. & A. Islands, Manipur and N.E.F.A. had no training college of their own. A big chunk of the total increase of 167 colleges during the year was confined to Madras (increase of 111 colleges) and Madhya Pradesh (increase of 32 colleges). As already stated, this increase was due to the reclassification of training schools as under-graduate colleges. The increases in other States were 16 in Bombay, 6 in Punjab, 2 in Mysore and one each in Andhra Pradesh and Orissa. In Assam, Bihar, Jammu and Kashmir, Kerala, Rajasthan, West Bengal, Delhi, Himachal Pradesh, Tripura and Pondicherry, the number of training colleges remained the same as last year. There was a decrease of 2 colleges in Uttar Pradesh where two women's under-graduate training colleges were closed down.

Pupils

The total number of pupils in the teachers' training colleges (excluding those studying courses of schools standard), training classes attached to arts and science colleges and the university teaching departments rose from 24,422 (16,200 men and 8,222 women) in 1958-59 to 39,135 (25,968 men and 13,167 women) during 1959-60. This gives an increase of 60.2 per cent, as against that of 10.8 per cent in the previous year. Of these, 15,758 (10,839 men and 4,919 women) successfully completed the degree and equivalent diploma courses and 11,612 (7,248 men and 4,364 women) the certificate courses. The corresponding figures for the previous year were 15,208 (10,845 men and 4,363 women) getting degrees and equivalent diplomas and 7,906 (5,486 men and 2,420 women) receiving certificates.

Table LXXX—Number of Teachers' Training Colleges*

State	For Men		For Women		Total		Increase (+) or decrease (-)	Number of Colleges (in 1959-60) Managed by		
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60		Government	Private Bodies	
									Aided	Unaided
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	6	7	1	1	7	8	+ 1	6	2	..
Assam	2	2	..	..	2	2	..	2	..	..
Bihar	4	4	1	1	5	5	..	3	2	..
Bombay	67	72	1	5	68	77	+ 16	8	39	30
	**	7	**	..	**	7	..	3	3	1
Jammu & Kashmir	2	2	..	..	2	2	..	2	..	..
Kerala	11	11	2	2	13	13	..	4	9	..
Madhya Pradesh	8	38	1	3	9	41	+ 32	40	1	..
Madras	12	83	4	44	16	127	+ 111	70	56	1
Mysore	26	28	11	11	37	39	+ 2	16	13	10
Orissa	11	11	..	1	11	12	+ 1	12	..	..
Punjab	13	18	4	5	17	23	+ 6	6	17	..
Rajasthan	4	4	..	..	4	4	..	2	2	..
Uttar Pradesh	11	11	10	8	21	19	- 2	10	8	1
West Bengal	12	12	5	5	17	17	..	5	12	..
Delhi	1	1	..	..	1	1	..	1	..	..
Himachal Pradesh	1	1	..	..	1	1	..	1	..	..
Tripura	2	2	..	..	2	2	..	2	..	..
Pondicherry	1	1	..	..	1	1	..	1	..	..
INDIA	194	315	40	86	234	401	+ 167	194	164	43

* Excludes University-teaching departments and training classes attached to arts and science colleges,

**Included against Maharashtra.

Table LXXXI—Number of Pupils in Teachers' Training Colleges†

State	Men		Women		Total		Increase (+) or De- crease (—)	Out put ‡					
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60		Degrees or equivalent Diplomas			Certificates		
								Men	Wo- men	Total	Men	Wo- men	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	707	779	207	254	914	1,033	+ 119	645	230	875	..	..	..
Assam	132	149	18	42	150	191	+ 41	83	27	110	17	2	19
Bihar	562	574	90	132	652	706	+ 54	768	114	882	..	..	..
Bombay { Maharashtra	2,329	2,361	1,887	2,173	4,216	4,534	+ 1,076	650	457	1,107	1,270	1,336	2,606
{ Gujarat	*	566	*	192	*	758	*	269	45	314	42	22	64
Jammu & Kashmir	143	148	79	103	222	251	+ 29	139	84	223	..	..	..
Kerala	1,004	1,062	465	463	1,469	1,525	+ 56	1,078	431	1,509	..	..	..
Madhya Pradesh	1,107	3,503	286	840	1,393	4,343	+ 2,950	733	164	897	147	150	297
Madras	816	7,197	355	4,186	1,171	11,383	+10,212	778	366	1,144	3,811	2,017	5,828
Mysore	2,485	2,580	1,005	1,026	3,490	3,606	+ 116	429	195	624	1,225	478	1,703
Orissa	671	723	39	65	710	788	+ 78	176	23	199	314	8	322

Punjab	1,960	1,456	1,674	1,466	3,634	2,922	—712	1,232	1,250	2,482	253	197	450
Rajasthan	363	418	74	62	437	480	+ 43	421	65	486	..	..	..
Uttar Pradesh	2,589	2,992	1,145	1,182	3,734	4,174	+440	2,380	924	3,304	102	127	229
West Bengal	1,126	1,224	700	796	1,826	2,020	+194	926	443	1,369	7	8	15
Delhi	121	70	159	128	280	198	— 82	65	85	150	..	..	..
Himachal Pradesh	34	38	12	15	46	53	+ 7	36	15	51	..	..	..
Manipur . . . . .	..	51	..	9	..	60	+ 60	11	..	11	20	6	26
Tripura	10	30	8	6	18	36	+ 18	20	1	21	..	..	..
Pondicherry	41	47	19	27	60	74	+ 14	..	..	..	40	13	53
INDIA	16,200	25,968	8,222	13,167	24,422	39,135	+14,713	10,839	4,919	15,758	7,248	4,364	11,612

† Includes enrolment in university teaching departments and training classes attached to arts & science colleges and excludes pupils in training classes (school standards) in teachers' training colleges.

‡ Includes private students also.

* Included against Maharashtra,

A comparative statement showing the enrolment in the different States during the years 1958-59 and 1959-60 is given in Table LXXXI. But for Punjab and Delhi, all States and Union Territories reported increase in enrolment. In Punjab, the duration of the J. B. T. course was extended from one year to two years and admissions were restricted due to shortage of staff. The most significant increases in enrolment were reported by Madras (10,212), and Madhya Pradesh (2,950). As already explained, it was due to the increase in the number of colleges on account of the reclassification of training schools as under-graduate training colleges. In other States and Union Territories, however, the normal trend was maintained, the highest increase being in Bombay (1,072). Next to follow were Uttar Pradesh (440), West Bengal (194), Andhra Pradesh (119), Mysore (116). In other States and Union Territories the increase was less than 100 each, the lowest being in Himachal Pradesh (7).

Expenditure

The total direct expenditure on the training colleges, excluding the expenditure on university training departments and training classes attached to arts and science colleges, increased from Rs. 1,19,11,870 (Rs. 1,01,19,426 on colleges for men and Rs. 17,92,444 on colleges for women) to Rs. 1,78,81,935 (1,49,44,387 on colleges for men and Rs. 29,37,548 on colleges for women), the rate of increase being 50.1 per cent as against 15.2 per cent in the previous year. The proportion of expenditure on training colleges managed by different agencies was : government colleges 70.0 per cent, private aided college 28.4 per cent and private unaided colleges 1.6 per cent. The distribution of expenditure from different sources during 1958-59 and 1959-60 is given in the table below:

Table LXXXII—Direct Expenditure on Teachers' Training Colleges by Sources

Source	1958-59		1959-60	
	Amount	Percentage	Amount	Percentage
	Rs.		Rs.	
Governments Funds	90,37,257	75.9	1,35,80,599	75.9
Local Board Funds . . . . .	..	..	2,623	0.0
Fees	17,64,875	14.8	22,95,248	12.8
Endowments	4,63,296	3.9	10,11,974	5.7
Other Sources	6,46,442	5.4	9,91,491	5.6
TOTAL	1,19,11,870	100.0	1,78,81,935	100.0

It will be seen that (a) nearly three-fourths of the expenditure was met by government, about one-seventh from fees and one-ninth from other sources, the contribution of local boards being insignificant. (b) In comparison to the figures for 1958-59, the expenditure in 1959-60 increased by 50.3 per cent from government funds, by 30.8 per cent from fees and by 80.5 per cent from other sources.

The Statewise details of the expenditure on training colleges are given in Table LXXXIII. The increase in expenditure was reported by all the States except Tripura, where the decrease was nominal. The highest increase

Table LXXXIII—Direct Expenditure on Teachers' Training Colleges by States

States	For Men		For Women		Total		Increase (+) or Decrease (—)		Average Annual Cost per pupil	Percentage of expenditure (1959-60) met from				
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	Amount	Percentage		Government Funds	Local Board Funds	Fees	Endowment	Other sources
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Andhra Pradesh	4,87,908	6,76,245	34,008	1,12,018	5,21,916	7,88,263	+ 2,66,347	+ 51 0	849.4	76.7	..	3.7	8.3	11.3
Assam	1,63,922	1,88,525	..	..	1,63,922	1,88,525	+ 24,603	+ 15 0	1,984.4	100.0	..	..	..	0.7
Bihar	2,78,375	2,92,146	41,938	40,340	3,20,313	3,32,486	+ 12,173	+ 3.8	491.8	99.3	..	..	..	21.2
Bombay	14,90,091	13,91,017	71,170	1,36,856	15,61,261	15,27,873	+ 3,64,490	+ 23.9	359.4	39.5	0.2	39.1	0.0	..
Maharashtra	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Gujarat	..	3,97,878	..	..	..	3,97,878	..	..	477.3	34.8	..	29.0	..	36.2
Jammu & Kashmir	2,14,775	2,38,371	..	..	2,14,775	2,38,371	+ 23,596	+ 11 0	1,010.0	96.3	..	3.7	..	..
Kerala	5,08,535	5,18,875	61,752	68,916	5,70,287	5,87,791	+ 17,504	+ 3.1	387.5	40.0	..	55.9	..	4.1
Madhya Pradesh	13,04,748	30,81,626	91,843	2,13,459	13,96,591	32,95,085	+ 18,98,494	+ 135.9	768.8	97.1	..	1.4	1.4	0.1
Madras	7,54,269	25,59,474	2,81,556	11,61,893	10,35,825	37,21,367	+ 26,85,542	+ 259.3	207.5	74.8	..	2.4	19.0	3.8
Mysore	12,40,855	12,60,608	2,24,840	2,28,343	14,65,695	14,88,951	+ 23,256	+ 1.6	353.4	81.3	..	9.9	..	8.8
Orissa	2,46,789	2,76,061	..	7,273	2,46,789	2,83,334	+ 36,545	+ 14.8	359.6	96.3	..	1.0	0.1	2.6
Punjab	8,41,987	11,33,969	1,96,820	2,40,022	10,38,807	13,73,991	+ 3,35,184	+ 32.3	400.2	41.0	..	47.1	8.6	3.3
Rajasthan	5,08,039	5,28,918	..	..	5,08,039	5,28,918	+ 20,87.9	+ 4.1	886.0	79.6	..	12.0	5.0	3.4
Uttar Pradesh	9,83,858	10,42,510	4,08,014	3,89,777	13,91,872	14,32,287	+ 40,415	+ 29.0	886.3	87.0	..	10.6	0.1	2.3
West Bengal	6,45,501	8,05,174	3,80,503	3,38,651	10,26,004	11,43,825	+ 1,17,821	+ 11.5	703.9	89.3	..	4.1	4.2	2.4
Delhi	2,97,092	3,86,856	..	..	2,97,092	3,86,856	+ 89,764	+ 30.2	299.9	94.3	..	5.7	..	..
Himachal Pradesh	54,190	57,873	..	..	54,190	57,873	+ 3,683	+ 6.8	1,091.9	100.0	..	..	..	..
Tripura	81,242	79,016	..	..	81,242	79,016	+ 2,226	+ 2.7	745.4	99.8	..	..	..	0.2
Pondicherry	17,250	29,245	..	..	17,250	29,245	+ 11,995	+ 69.5	395.2	100.0	..	..	..	..
TOTAL	1,01,19,426	1,49,44,387	17,92,444	29,37,548	1,19,11,870	1,78,81,935	+59,70,065	+ 50.1	412.5	75.9	0.0	12.8	5.7	5.6

*Included against Maharashtra.

(Rs. 26,85,542) was reported by Madras, followed by Madhya Pradesh (Rs. 18,98,494), Bombay (Rs. 3,64,490), Punjab (3,35,184), Andhra Pradesh (Rs. 2,66,347), West Bengal (Rs. 1,17,821), Delhi (Rs. 89,764) Uttar Pradesh (Rs. 40,415) and Orissa (Rs. 36,545). In other States and Union Territories it was less than Rs. 25,000 each, the least being in Himachal Pradesh (Rs. 3,683). The substantial increase in Madras and Madhya Pradesh was due to reclassification of training schools as under-graduate training colleges. On percentage basis too, increase in Madras was of the highest order (259.3 per cent) and the second position was occupied by Madhya Pradesh (135.9 per cent). In other States and Union Territories, the percentage of increase ranged from 69.5 in Pondicherry to 1.6 in Orissa.

The percentage of expenditure met from different sources is given in cols. (11) to (14) of Table LXXXIII. Government met more than half of the expenditure in all the States and Union Territories except Bombay, Kerala and Punjab. It met cent per cent expenditure in Assam, Himachal Pradesh and Pondicherry, more than 95 per cent in Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa and Tripura and between 95 per cent and 90 per cent in Delhi. In other States, Government's share ranged from 89.3 per cent in West Bengal to 40.0 per cent in Kerala. In Bombay and Punjab, major portion of the expenditure was met by non-government sources like fees and other sources.

The average annual cost of training a pupil in a training college decreased from Rs. 555.9 to Rs. 412.5 (Rs. 445.4 in colleges for men and Rs. 299.7 in colleges for women). Its distribution according to various sources of income was : government Rs. 313.1, fees Rs. 52.8, endowments Rs. 23.5 and other sources Rs. 23.1. The share of local boards was practically nil.

CHAPTER VIII

PROFESSIONAL AND TECHNICAL EDUCATION

This chapter surveys the progress achieved during 1959-60 in the field of Professional and Technical Education of both school and collegiate standards. The account of progress in Teachers' Training has, however, been given at some length in the preceding chapter.

During the year, the rate of development of Professional and Technical education was not only maintained but accelerated in some respects. The expansion of facilities for Professional and Technical education by opening new institutes and increasing the intake capacity of the existing ones, the strengthening of research facilities and laboratories and the provision of improved and better equipment were some of the highlights of the year.

Some of the important activities of the Central Government in this field are reported in the following paragraphs :

Technical Education

In accordance with the decision of the Central Government to press on with the development of Technical education at all levels, the Indian Institute of Technology, Madras, the third higher technological institute started functioning in July, 1959. Students selected on an all India basis were admitted to the five year integrated courses in Civil Engineering, Mechanical Engineering, Electrical Engineering, Metallurgy and Chemical Engineering. Three German professors and two German expert technicians joined the institute. A certain amount of equipment for workshops and laboratories as a part of German assistance also arrived.

The Institute is being established with the technical assistance provided by the Government of the Federal Republic of Germany. The assistance promised by the West German Government comprises scientific and technical equipment worth about Rs. 170 lakhs and the services of 20 expert professors and four technicians. Germany has also offered to train 20 Indian teachers of the institute at technical universities in Germany.

The Government of Madras have offered free of cost about 650 acres of land at Guindy for the institute. Plans and estimates for the first phase of the works comprising seven workshop units, one block of teaching, laboratory and administration accommodation, a hostel for 400 students, and an officers' hostel for 40 persons have been approved. The construction of the buildings has started.

Pending the construction of its own buildings at the Guindy site, the institute has started its activities in the A.C. College of Technology, Madras University and Central Leather Research Institute. A Board of Governors under the Chairmanship of Dr. A. L. Mudaliar, Vice-Chancellor, Madras University, has been set up for the administration and management of the affairs and finances of the institute. A provision of Rs. 102.52 lakhs has been made in the budget estimates for 1960-61.

Indian Institute of Technology, Bombay

The institute, which started functioning in June-July, 1958 in temporary accommodation provided by the Silk & Art Silk Mills' Research Association, has moved a major part of its activities to its own buildings at Powai. The second batch of 100 students drawn from all over the country was admitted to the first year degree courses in Civil, Mechanical, Electrical, Chemical, and Metallurgical Engineering. The Institute also organised in the current year eight post-graduate courses in the different branches of Chemical Engineering and Chemical Technology and Civil Engineering.

Twelve expert professors from the U.S.S.R. and other countries and two Russian translators are now serving at the institute. Scientific and technical equipment worth Rs. 58 lakhs has been received so far under the UNESCO Technical Assistance Programme.

The construction of the Institute building, hostels and staff quarters is in full progress.

A provision of Rs. 113.35 lakhs has been made in the budget estimates for 1960-61.

Indian Institute of Technology, Kharagpur

On the basis of a competitive entrance examination held at various centres, the institute admitted 374 candidates in the current year to various under-graduate courses. The institute has at present 1,736 students, of whom 243 are doing post-graduate courses and research work.

Under the provisions of the Indian Institute of Technology (Kharagpur) Act, 1956, the President in his capacity as Visitor appointed a Reviewing Committee under the Chairmanship of Sir Willis Jackson, Director of Research, Metropolitan Vickers, U.K., to review the working and further development of the Institute. The Committee started work on the 12th January, 1959 and submitted its report on the 29th January, 1959. The Report of the Committee is under the consideration of the Board of Governors. Further development of the institute will be decided on the basis of the recommendations of the Reviewing Committee as approved by the Visitor.

The Planning Commission had allocated a sum of Rs. 250 lakhs for the development of the institute during the Second Five Year plan period. The provision has since been increased to Rs. 335 lakhs. During the first three years of the plan period, an amount of Rs. 171.82 lakhs has been spent on the institute. A provision of Rs. 106.20 lakhs has been made in the budget estimates for 1960-61.

Indian Institute of Technology, Kanpur

The fourth higher technological institute to be established is the Indian Institute of Technology, Kanpur. A preliminary plan for the Institute has been formulated and the various details are being worked out. It is proposed to start the institute in July, 1960 when the first batch of students will be admitted to under-graduate courses in six branches *viz.*, Civil Engineering, Mechanical Engineering, Electrical Engineering, Metallurgy, Chemical Engineering and Textile Technology. A Board of Governors under the Chairmanship of Dr. Sampurnanand, Chief Minister of Uttar Pradesh, has been set up for the administration and management of the affairs and finances of the institute.

The State Government have agreed to give free of cost 1,045 acres of land at Kanpur for the establishment of the institute. Six hundred and ten acres required for the first phase of the institute's programme has been made available. Pending the construction of its own buildings, the institute will start functioning at the Harcourt Butler Technological Institute, Kanpur.

The possibility of securing assistance from the U.S.A. in the establishment and development of the institute is under consideration. A team of six eminent engineering educators of the U.S.A. visited India during December, 1958-January, 1959 and studied the situation in detail. The team submitted a report on the lines on which the institute should organise its activities in various fields of technology. The report will form the basis for discussions to be held between the Government of India and the U.S. Government regarding the nature and scope of assistance to be provided by the U.S.A. to the institute.

Pending a final decision on the total U.S. assistance to the institute, the Government of the U.S.A. have agreed to provide the services of five expert professors for a period of two years and equipment worth \$100,000 to the institute under the normal programme of the T.C.M. for the fiscal year 1959.

An amount of Rs. 40.00 lakhs has been provided in the budget estimate for 1960-61.

College of Engineering & Technology, Delhi

The College of Engineering & Technology, Delhi is expected to start functioning in July, 1960. A site of approximately 134 acres near Hauz Khas has been acquired and steps are being taken to acquire another 74 acres. Until its own buildings are ready, the college will function at the Delhi Polytechnic. Detailed plans and estimates are being prepared.

The U.K. has promised assistance in the establishment and development of the college. The assistance comprises equipment worth Rs. 33 lakhs and the services of ten professors and two workshop supervisors for a period of five years.

The college when fully established, will cater for about 1,250 students in the under-graduate courses in civil, mechanical, electrical and chemical engineering and textile technology and for about 250 students in the post-graduate courses. It will be a fully residential institution.

Merit-Cum-Means Scholarships

Technical education is expensive. Many deserving but poor students are unable to continue their studies or do so with extreme difficulty. State aid to such students is considered necessary. The Central Government have formulated and implemented in the current year a scheme for the award of scholarships on merit-cum-means basis to students studying in engineering and technological institutions in the country. 1039 scholarships—692 for degree course students and 347 for diploma course students, have been sanctioned in the current year. Each scholarship is tenable for 12 months in the year and is of the value of Rs. 75 p. m. for degree courses and Rs. 50 p.m. for diploma courses. The institutions at which the scholarship holders are studying, have been requested to exempt them from tuition fees. If that is not agreed to, the value of the scholarships will be increased by an amount equal to the fees payable by the scholars.

During the current year an expenditure of Rs. 7.50 lakhs will be incurred on the scholarships. In 1960-61 an equal number of scholarships is proposed

to be sanctioned for fresh students, and at the same time the scholarships awarded to the students in the current year, will be continued subject to their satisfactory progress. A sum of Rs. 19.66 lakhs has been included in the budget estimates for 1960-61.

Technical Teachers' Training Programme

There is at present a serious shortage of teachers in our technical institutions. The shortage will increase as new institutions are established and the existing ones are expanded. Urgent measures are therefore called for to improve the staff position in all technical institutions. Otherwise, there is the danger of the standards of instruction suffering. In order to meet the situation, the Central Government have formulated and implemented in the current year, a programme for the training of technical teachers. Under the programme, 146 brilliant graduates in engineering and technology have been selected and sent for training at five centres viz., Indian Institute of Technology, Kharagpur ; University of Roorkee ; College of Engineering, Poona ; College of Engineering, Guindy, Madras ; and Bengal Engineering College, Sibpur. The training extends over a period of two to three years during which the trainees work as under-studies to senior Professors at the centres and participate in the teaching work of the institutions. They will also undergo a post-graduate course in a selected branch or do research. On the completion of the training they will be appointed to regular teaching position in various technical institutions.

Each trainee is awarded a fellowship of the value of Rs. 350-25-400 during training.

The Teacher Training Programme will gradually be developed in the following years and an increasing number of persons will be selected for training. It is also proposed to train diploma holders for teaching positions in polytechnics. An amount of Rs. 13.64 lakhs has been provided in the budget estimates for 1960-61, for this scheme.

Improvement of Salary Scales of Teachers of Technical Institutions

On the recommendations of the All-India Council for Technical Education, the Central Government have approved a scheme of improvement of salary scales of teachers of technical institutions in the country that provides for the following measures:—

- (i) The salary scales of Principal and Professor in an engineering college conducting degree courses should be the same as for the Chief Engineer and Superintending Engineer respectively of the Public Work Department of the state Government concerned.
- (ii) The Salary scales of Assistant Professors and Lecturers in an engineering college conducting degree courses should be Rs. 600-40-1000-50/2-1150 and Rs. 350-350-380-380-30-590-EB-30-770-40-850.
- (iii) At the Polytechnics or institutions conducting diploma courses the salary scale should be as shown below :—

Principal—Rs. 800-40-1000-50-1250.

Head of Department (Lecturer-in-charge)—Rs. 600-40-1000.

Lecturer—Rs. 350-350-380-380-30-590-EB-30-770-40-850.

Workshop Superintendent—Rs. 350-350-380-380-30-590-EB-30-770-40-850.

Senior Instructor—Rs. 260-10-300-15-450-25/2-500.

Junior Instructor—Rs. 160-10-300.

- (iv) For Senior professorships at institutions conducting post-graduate course, the salary scale should be equated to that of Additional Chief Engineer in the State P.W.D. or alternatively, a special allowance of Rs. 250 p.m. should be given in addition to the usual scale of professorship.

The Central Government have agreed to bear the entire additional expenditure involved in the adoption of the above revised scales at all state government and non-government institutions (excluding university institutions) for a period of five years in the first instance. So far as university institutions are concerned, the matter is under the consideration of the University Grants Commission. An amount of Rs. 40.00 lakhs has been included in the budget estimates for 1960-61 for this purpose.

Post-Graduate Courses and Research

The All-India Council for Technical Education has approved a scheme of post-graduate courses in chemical engineering to be organised at eight selected centres. A scheme for research development in various fields of engineering and technology at 11 centres has also been approved by the Council.

On the recommendation of the All-India Council, the Central Government have set up a Committee under the Chairmanship of Prof. M.S. Thacker to examine the present state of development of post-graduate courses and research in engineering and technology, and to recommend the lines on which post-graduate education should be further developed.

Under the aegis of the Ford Foundation, a team of Indian Management Educationists headed by Shri Y. A. Fazalbhoy visited the U.S.A. for about three months in March-May, 1959 to study the latest developments in management studies in that country. During its stay in the U.S.A., the team visited a cross-section of educational professional and research institutions, business and industrial organisations connected with management education and training. In the light of its experience, the team formulated proposals for the development of management education and training in the country. The team's report is under consideration.

Engineering Colleges and Polytechnics in the State Plans

As a result of the annual review of the state plans, certain revisions were made regarding technical education schemes. The revised plans provide for the establishment of eight engineering colleges and 48 polytechnics by the states during the plan period. Seven engineering colleges and 37 polytechnics have started functioning. The rest are in process of establishment.

In the establishment of new technical institutions under the state plans and for the improvement and development of existing institutions, the Central Government have been assisting the State Governments by sharing the expenditure on a 50:50 basis. During the year under report, an amount of Rs. 100.00 lakhs has been allotted as Central assistance to the states. A provision of Rs. 160.00 lakhs has been suggested in the budget for 1960-61 as Central assistance to the states.

Technical Institutions in the Private Sector

The following principles have been laid down to govern the establishment of private institutions and sanction of assistance to them by the Central Government :—

- (a) The private agencies by themselves or in association with the state governments concerned should meet at least 50 per cent of the approved non-recurring expenditure. The other 50 per cent of the non-recurring expenditure will be provided by the Central Government as grant-in-aid.
- (b) The private agencies by themselves or in association with the state governments concerned should have sufficient resources to meet at least 50 per cent of the recurring expenditure during the Plan period and the entire recurring expenditure after the plan period. The Central Government's assistance is up to 50 per cent of the recurring expenditure up to the end of the plan period.
- (c) Wherever a state government agrees to assist in the establishment of a private institution, the amount of that assistance should be provided for within the Second Five-Year plan of the state concerned.

In accordance with the above principles, the Central Government have approved so far during the current plan period, the establishment of seven engineering colleges and 20 polytechnics by private agencies in different parts of the country. Six polytechnics were approved during the current year. All the institutions have started functioning. In addition, schemes for the improvement and development of nine non-government technical institutions have also been approved.

A provision of Rs. 100.00 lakhs has been suggested in the budget for 1960-61 as Central assistance to private agencies for various schemes of development of Technical Education.

Centrally-sponsored Regional Engineering Colleges & Polytechnics

In order to meet the requirements for technical personnel in the Third Five-Year Plan, the Central Government approved last year a scheme of establishment of nine regional engineering colleges and 27 polytechnics. The centres for the location of the colleges are :

Warangal and Mangalore ; Nagpur and Bhopal, Durgapur and Jamshedpur ; Allahabad, Delhi and Srinagar.

The general principles and basic details of the regional colleges have been worked out and work on the establishment of the institutions is in progress. The Warangal college started functioning this year.

All the regional colleges except the Delhi College, will be a joint enterprise of the Central Government and the state governments concerned. The Delhi College will be entirely a Central Government enterprise. All the colleges will, however, cater for the country as a whole and admit students on an all-India basis.

The Central Government have agreed to provide the entire non-recurring expenditure and 50 per cent of the recurring expenditure for a period of five years to the eight regional engineering colleges to be established in association with the state governments. The Central Government have also agreed to provide 50 per cent of the expenditure on staff quarters as grant-in-aid and the rest as interest-bearing loan.

The 27 polytechnics proposed are to be established in all the states on the basis of a certain number allotted to each. Work on the establishment of the institutions is in various stages of progress. Four polytechnics have, however, started functioning in the current year in Madras and Andhra States. The rest are expected to start functioning in the course of next year. The Central Government have agreed to bear 50 per cent of the non-recurring expenditure and 50 per cent of the recurring expenditure for a period of five years in the establishment of these institutions.

A provision of Rs. 113.00 lakhs (Rs. 83.00 lakhs grants and Rs. 30.00 lakhs loans for hostels and staff quarters) has been suggested in the budget estimates for 1960-61.

The scheme of expansion of the training capacity of selected engineering colleges and polytechnics has made satisfactory progress. Up to the end of the current year the institutions concerned increased their admission capacity by 2,473 seats for degree courses and 4,033 seats for diploma courses. In the budget estimates for 1960-61 a provision of Rs. 73 lakhs as grants and Rs. 82 lakhs as loans has been proposed for the continuation of this scheme.

As a result of the various schemes of expansion and development of Technical education that have been implemented so far during the current plan period, the annual admissions to degree courses in the current year increased to 11,500 students and to 21,370 students to diploma courses. The output in the current year was 4,480 graduates and 7,240 diploma holders. With the establishment of new institutions that have been planned for, the admissions will exceed to 13,500 students to degree courses and 25,000 to diploma courses.

Hostels for Technical Students

The provision of hostel accommodation for students is an important aspect of development of technical education in the country. In order to facilitate the construction of students' hostels the Central Government sanctions loans to approved technical institutions. Till now the loans were interest-free. Recently, it has been decided that the loans should bear interest but the interest payable by the institutions should be reimbursed to them as grant. Since 1946-47 when the scheme was initiated and up to the end of 1958-59, a total amount of Rs. 319 lakhs has been given as loan that has enabled the institutions to construct hostels for about 13,680 students. During the current year, a loan of Rs. 143.8 lakhs was paid to the institutions for the construction of about 5,000 additional seats. A provision of Rs. 225 lakhs has been made in the budget estimates for 1960-61 for the scheme.

Research Scholarships and Fellowships

A target of 800 research scholarships was proposed in the Second Five Year Plan to assist research students in Science and Technology at universities and other institutions. Up to the end of 1958-59, 681 scholarships were sanctioned. During the current year 119 additional scholarships were sanctioned bringing the total number of scholarships in force to 800. The scholarships were allotted to universities and other institutions on the basis of research facilities available at each centre.

In the current year 23 National Research Fellows continued their work at various research centres. Twenty-seven fresh scholars were selected for the award of fellowships.

Under the schemes of Practical Training Stipends, 2,150 training places were secured in the current year in various establishments. The training places were allotted to candidates who had completed degree and diploma courses from all technical institutions.

During the year under report, grants amounting to Rs. 412 lakhs and loans amounting to Rs. 143.8 lakhs were sanctioned to state governments, private agencies and other organisations for various schemes of development of technical education.

Medical Education

A provision of Rs. 6.50 crores was included in the Second Five Year Plan of the Central Ministry of Health for the establishment of new medical colleges and the expansion of the existing ones. Up to the year under review, the Ministry of Health agreed to offer financial assistance for the establishment of 10 and expansion of 20 medical colleges in the country. As the entire amount of Rs. 6.50 crores had already been allocated, a sum of about Rs. 2.15 crores was arranged for this scheme from savings in other health schemes.

With a view to give post-graduate training to selected doctors to make them fit for teaching and research work the Ministry of Health upgraded a dozen departments of medical colleges and research institutions during the last 10 years or so. Out of the total provision of Rs. 25 lakhs for the entire Second Five Year Plan period, a sum of Rs. 6.0 lakhs was available during 1959-60 for this scheme which also provided for the payment of stipends to the students admitted to the upgraded Institutes at the rate of Rs. 150 or 250 per month according to the qualifications of students and the subject of study. During the year, 137 candidates were selected for training in 17 different courses in these upgraded Departments.

During 1959-60, the Ministry of Health constituted a Post-graduate Medical Education Assessment Committee, with Dr. B. C. Roy as its Chairman to assess the existing facilities for post-graduate medical education in the country and to formulate recommendations for future plans of its development. The report of the Committee was awaited.

The Government of India sanctioned, in September, 1959, a scheme for post-graduate teaching in Medicine, Surgery, Pathology, Mid-wifery, Anatomy, Physiology, Pharmacology and Bacteriology, Bio-Chemistry, Tuberculosis Diseases, Anaesthesia and Child Health in Government hospitals in Delhi. For these courses, 55 stipends of Rs. 150 per month each were sanctioned. During the year, 33 candidates joined these courses.

The following ceilings were fixed in respect of financial assistance to be given to the State Governments under the Second Plan for the establishment of new Dental Colleges and for the expansion of the existing ones :

- (a) Non-Recurring expenditure Rs. 50,000 per admission in the case of new Dental colleges and Rs. 35,000 for each additional seat provided in the existing Dental Colleges. Central assistance was not to exceed 75 per cent of these ceilings.
- (b) Recurring expenditure Rs. 8,000 per admission/additional seat in a new/existing Dental College. Central assistance was not to exceed 50 per cent of this ceiling.

It was decided to give grants on the above pattern for the establishment of 3 and the expansion of 5 Dental colleges. It was also decided to offer financial

assistance for the institution of post-graduate courses in Dentistry to two Dental Colleges of Bombay. During the year, 37 students were admitted to these post-graduate courses for which a stipend of Rs. 150 per month was sanctioned to each of these students.

The Government of India in the Ministry of Health decided to assist the State Governments in the establishment of full-time teaching units both in clinical and non-clinical departments of medical colleges under the control of State Governments or those run by universities. The scales of pay approved for teachers of various categories were those which were recommended by the Medical Education Conference held in New Delhi in March 1958. The Central Government agreed to meet 100 per cent of the extra recurring cost involved in implementing the scheme. During the year, the Governments of Bombay and Orissa accepted the scheme.

Central assistance was also given for the training of Health Visitors, Midwives and Auxiliary Nurse-Midwives, and *dais* required for Community Development Projects. Arrangements also existed for conducting re-orientation training courses for health personnel of various categories and short-term refresher courses for Nurses. Financial assistance was also provided for the training of Laboratory Assistants, Refractionists and Opticians, Auxiliary Health Workers, etc. With a view to meet the shortage of Radiographers it was decided to establish 10 training centres in the different States during the Second Plan. The entire expenditure on these training Centres was to be borne by the Central Government.

The Scheme "Supply of equipment to Medical Colleges and Research and other Institutions" was a purely Central Scheme included in the Second Five Year Plan of the Ministry of Health. The aim of this Scheme was to give assistance and provide facilities to the Medical Colleges and Research and other Institutions in getting suitable equipment required to carry out essential research work etc., through the T.C.M. During 1959-60, 4 institutions received assistance worth Rs. 3.66 lakhs from the T.C.M.

Arrangements were continued for the admission of students belonging to Union Territories (other than Delhi), wards of Central Government servants serving in Indian Missions abroad, etc., to the medical colleges. During 1959-60, 40 seats were reserved in the regular M.B.B.S., course for such students. These were distributed as follows : Himachal Pradesh 13, Manipur 7, Tripura 3, Naga Hills Area 2, A. & N. Islands 2, Sikkim 3, Wards of Central Government Servants serving abroad 2, Malaya 1, Nepal 2 and Delhi 1. Four seats were released for want of suitable candidates.

In collaboration with the Ministries of Education and External Affairs and the State Governments, arrangements were continued during 1959-60 for the admission of students, under the Government of India's Cultural Scholarship Scheme, to various medical colleges in the country. Under the Scheme, admission of students of Indian origin domiciled abroad was also arranged. In all 58 students were admitted during the year, of whom 26 were Cultural Scholars and 32 were students of Indian origin domiciled abroad and foreign private students. The Cultural Scholars received stipends from the Ministry of Education and the private students bore their own expenses.

A number of foreign Governments and international agencies offered facilities for training abroad in Medical and allied subjects to Indian nationals under their technical aid schemes, such as (i) the programme of technical assistance of the United Nations Organisation and its specialised agencies namely

WHO., U.N.T.A.A. etc.; (ii) the Technical Assistance Scheme of the Government of U.S.A. popularly known as Point Four Programme; (iii) The technical cooperation scheme under the Colombo Plan; and (iv) the technical assistance offered in the shape of scholarships and fellowships by private international organisations i.e. Rockefeller Foundation, Nuffield Foundation, etc. During 1959, 21 fellowships were awarded to Indian students under the Colombo Plan for medical studies in Canada, U.K. and Australia, 22 fellowships were awarded by WHO for studies in U.K., Egypt, U.S.A. and U.S.S.R., 25 fellowships by T.C.M. for studies in U.S.A. and 2 fellowships by UNTAA for studies in U.S.A., U.K. and Canada.

The Indian Council of Medical Research continued its programmes of research in the medical field during the year. An essential feature of the activities of the Council in this regard was the initiation of a comprehensive programme of research in communicable diseases, particularly tuberculosis, trachoma, leprosy, cholera and virus diseases. The Council received a grant of Rs. 60 lakhs for research during the year and 205 research schemes were financed from these funds in various medical institutions.

Agricultural Education

In so far as education was concerned, the activities of the Central Ministry of Agriculture, during the year, were mostly confined to conducting agricultural research. Research in the sphere of agriculture, animal husbandry and allied fields was carried out through the agency of the Indian Council of Agricultural Research, the various Central Research Institutes and Commodity Committees. With a view to promoting the tempo of agricultural development in the country, the programmes of agricultural research and its application were being progressively strengthened and expanded.

Main Developments

A brief account of the important developments in the field of Professional and Technical education (excluding Teachers' Training) in the various States is given below:

Andhra Pradesh

Two courses of Teachers' Technical Certificate were conducted at Rajahmundry and one diploma course at Anantapur.

Bihar

The State Government sanctioned an amount of Rs. 23,200 to keep running the agricultural section attached to the Senior Training School, Nagarpara and the agriculture farm of the Hazaribagh Reformatory School.

Bombay

The 3-year course after Inter at Parbhani college was converted to a 4-year course after S.S.C. To meet the requirements in respect of Agricultural graduates, the admission capacity of various existing colleges was enhanced.

A Basic Agricultural school was established at Junagadh, having provision for one-year course of training in Agriculture and allied subjects.

Madras

Three new polytechnic schools namely the North Arcot Polytechnic, Madras, the Government Polytechnic, Nagarcoil and the Bakthavatsalam Polytechnic, Kancheepuram, were opened by the Department of Technical Education. A new Sandwich course was introduced in the Central Polytechnic, Madras.

The Government College of Integrated Medicine, Kilpauk, Madras, discontinued admission to the L.I.M. Course.

Punjab

A separate Directorate of Technical Education started functioning with effect from 5th October, 1959. During the year under review, Vaish Technical Institute, Rohtak, was granted provisional affiliation and its students were allowed to appear for the State Board Diploma Examination. The Central Polytechnic, Chandigarh—a Government institution—was started with an intake of 120 students. The intake capacity of the Government Polytechnic, Ambala, was increased from 60 to 240.

A board for the furtherance of Ayurvedic studies in the state was constituted by the Director, Research and Medical Education, Punjab. In the Medical College, Amritsar, a new degree course entitled B.Sc. (Anatomy, Physiology and Biochemistry) was started.

Uttar Pradesh

The intake capacities of the Government Technical Schools, Lucknow and Gorakhpur were increased to 210 and 200 respectively. The scheme for junior technical schools, as sponsored by the Government of India, was implemented. The existing polytechnics at Jhansi, Allahabad, Jaunpur, Ghaziabad and Daurala were upgraded to junior technical schools.

West Bengal

In addition to the 12 existing polytechnics, 2 more institutions were established at a total recurring cost of Rs. 3,82,100.

Himachal Pradesh

A polytechnic was opened at Sundarnagar (Mandi District) and classes were started from 21st December, 1959 with an initial intake of 60 students.

Manipur

An industrial training institute was established. Eight Russian machines received under the U.S.S.R. Aid Programme were given to 2 engineering institutes. Equipment worth Rs. 4,000 was purchased.

Pandicherry

A new course of Electrical Installation and Wiring was started in the School of Arts and Crafts and the necessary staff and equipment were added.

Vocational and Technical Schools

Salient statistics of vocational and technical schools are given in Table LXXXIV. The number of such schools increased, during the year, by 274 to 3,837, showing a rise of 7.7 per cent, as compared to an increase of 10.2 per cent during the previous year. Of these, 2,240 (58.4 per cent) were managed by private organisations, 1,553 (40.5 per cent) by government and 44 (1.1 per cent) by local boards. The break up of these schools according to type of education was: technical, industrial and arts and crafts schools 1,261 (32.9 per cent), commerce schools 1,095 (28.5 per cent), teacher training schools 1,034 (27.0 per cent), medical schools 150 (3.9 per cent), engineering schools 124 (3.2 per cent), agricultural schools 100 (2.6 per cent), physical education schools 38 (1.0 per cent), schools of veterinary science 11 (0.3 per cent), other schools (unspecified) 15 (0.4 per cent) marine training Schools 5 (0.1 per cent), and forestry schools 4 (0.1 per cent). Some of the technical and industrial schools provided

instruction in engineering subjects also. Besides, some of the schools for general education had attached classes on teacher-training and some vocational and technical subjects. Increase in the number was reported in respect of all types of schools except schools for marine training and physical education whose number neither increased nor decreased. The number of agricultural schools decreased by 2 and that of schools for forestry by 1.

The highest increase was reported by commerce schools (129), followed by teachers' training schools (60), technical, industrial and arts and crafts schools (54), medical schools (26), engineering schools (6), schools for veterinary science (1) and 'other' schools (1).

Enrolment

The total number of pupils under instruction in the vocational and technical schools and in vocational and technical classes attached to some high/ higher secondary schools and professional colleges rose from 3,42,448 (2,72,331 boys and 70,117 girls) to 3,83,991 (3,05,626 boys and 78,365 girls). This gives the rate of increase of 11.9 per cent, as compared to an increase of 11.6 per cent during the previous year. Their distribution according to vocations was as follows :

Vocation	1958-59		1959-60	
	Number of students	Percentage of total enrolment	Number of students	Percentage of total enrolment
Agriculture	7,411	2.2	7,639	2.0
Commerce	98,754	28.8	1,15,057	30.0
Engineering	47,216	13.8	58,018	15.1
Forestry	237	0.1	154	0.0
Marine Training	1,951	0.6	1,867	0.5
Medicine	10,688	3.1	10,471	2.7
Physical Education	3,639	1.1	3,349	0.9
Teachers' Training	89,514	26.1	99,991	26.0
Technical, Industrial & Arts & Crafts	80,401	23.5	83,617	21.8
Veterinary Science	1,093	0.3	1,065	0.3
Others	1,544	0.4	2,763	0.7
TOTAL	3,42,448	100.0	3,83,991	100.0

Increase in the number of pupils was reported by all types of vocations except forestry, marine training, medicine, physical education and veterinary science. Commerce as usual attracted the largest number of students, followed by teachers' training and technical, industrial & arts and crafts subjects. Commerce and teachers' training alone attracted more than 50 per cent of the total number of students enrolled for vocational education.

DISTRIBUTION OF PUPILS RECEIVING PROFESSIONAL EDUCATION 1959-60

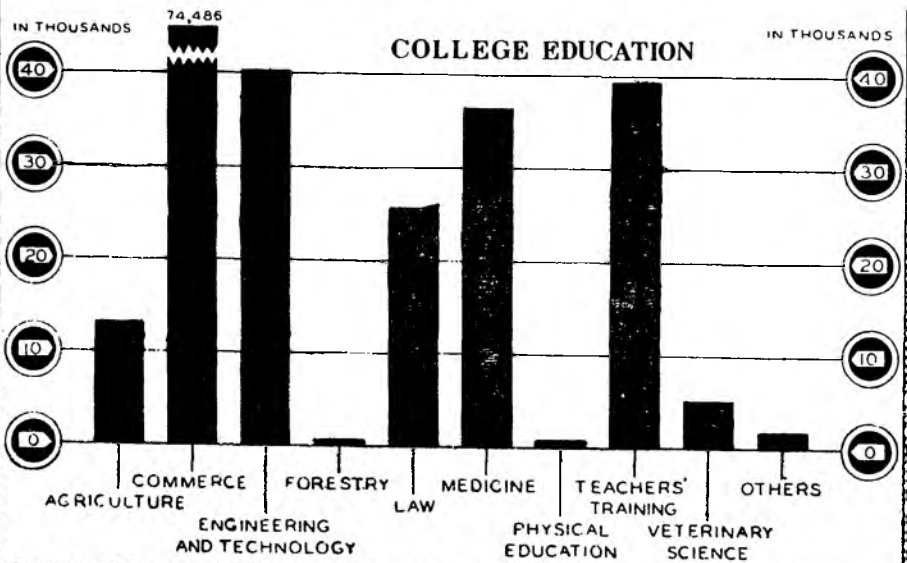
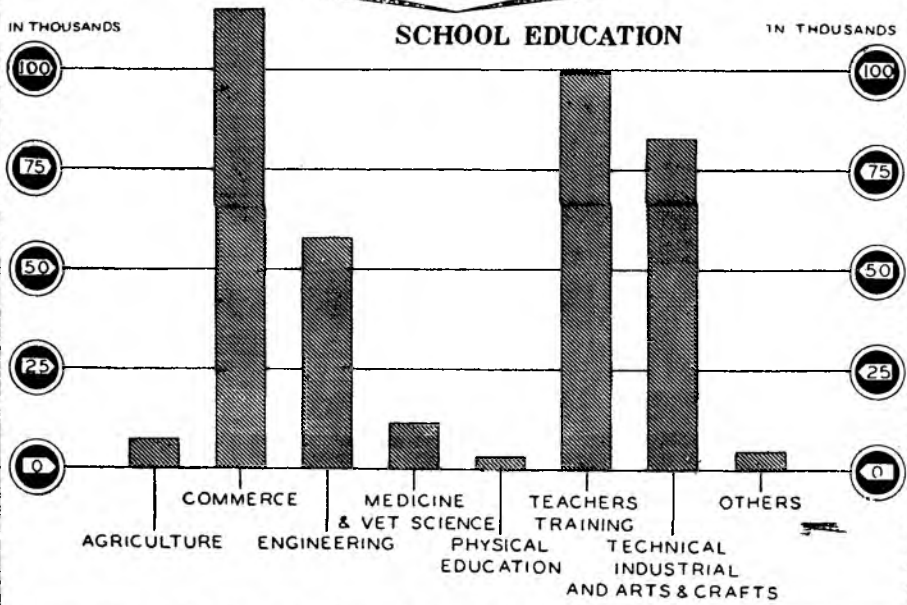


Table LXXXIV—Statistics of Vocational and Technical Schools by Type

Type	Number of* Institutions		Number of Pupils†				Expenditure		Percentage of Expenditure (1959-60) met from					Average annual cost per pupil	
	1958-59	1959-60	Boys		Girls		1958-59	1959-60	Govt. Funds	Local Boards Funds	Fees	Endowments	Other Sources	1958-59	1959-60
			1958-59	1959-60	1958-59	1959-60									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Agriculture	102	100	7,358	7,564	53	75	36,22,912	37,92,851	90.4	..	1.4	..	8.2	488.9	496.5
Commerce	966	1,095	85,266	97,880	13,488	17,177	37,86,731	42,75,677	5.2	0.0	87.2	1.7	5.9	38.6	37.3
Engineering	118	124	47,118	57,684	98	334	1,42,27,623	1,78,76,899	72.3	0.0	22.6	1.7	3.4	446.4	475.8
Forestry	5	4	237	154	..	..	1,22,046	48,494	93.9	..	..	..	6.1	515.0	314.9
Marine Training	5	5	1,951	1,867	..	..	15,07,350	14,29,800	85.2	..	5.7	8.1	1.0	674.4	765.8
Medicine	124	150	5,349	4,413	5,339	6,058	28,92,670	41,78,113	70.1	3.2	8.0	2.1	16.6	311.4	457.4
Physical Education	38	38	3,204	2,837	435	512	3,58,300	5,03,554	45.4	3.9	37.9	4.8	8.0	113.3	182.3
Teachers' Training	974	1,034	64,708	73,478	24,806	26,513	2,54,28,767	2,77,25,644	89.1	0.3	5.4	1.7	3.5	282.6	311.7
Technical, Industrial and Arts & Crafts	1,207@	1,261†	54,544	56,191	25,857	27,426	2,90,70,298	3,17,29,845	77.5	1.3	10.1	3.7	7.4	361.0	330.2
Veterinary Science	10	11	1,093	1,065	..	..	3,04,619	3,04,061	100.0	0.0	0.0	0.0	0.0	300.4	309.0
Others	14	15	1,503	2,493	41	270	7,79,087	10,48,930	97.4	..	2.6	..	..	618.3	513.7
TOTAL	3,563	3,837	2,72,331	3,05,626	70,117	78,365	8,21,00,403	9,29,13,868	77.1	0.7	14.2	2.4	5.6	252.4	256.8

*Excludes classes attached to schools for general education. @Includes 87 polytechnic Schools. ††Includes 151 polytechnic Schools.

†Includes pupils in classes attached to schools for general education and those reading in colleges for school courses.

Expenditure

The total direct expenditure on vocational and technical schools (excluding that on attached classes) increased from Rs. 8,21,00,403 to Rs. 9,29,13,868 or by 13.1 per cent, as compared to the increase of 13.8 per cent during the previous year. This constituted 4.1 per cent of the total direct expenditure on all types of institutions. The distribution of the expenditure according to different sources of income was Government funds 77.1 per cent, local board funds 0.7 per cent, fees 14.2 per cent, endowments 2.4 per cent and other surces 5.6 per cent. The corresponding percentages for the previous year were 76.7, 1.1, 13.8, 2.8 and 5.6 respectively. Of the total direct expenditure on vocational and technical schools, technical, industrial arts and craft schools accounted for 34.1 per cent, teachers' training schools 29.8 per cent and engineering school 19.2 per cent. All the remaining types of schools shared only 16.9 per cent of the expenditure which ranged from 0.1 per cent in respect of schools for forestry to 4.6 per cent in respect of commerce schools. The average annual cost of educating a pupil in these schools increased from Rs. 252.4 to Rs. 256.8. The highest average annual cost per pupil was reported by marine training schools (Rs. 765.8) and the lowest by commerce schools (Rs. 37.3).

Table LXXXV gives the combined statistics of all the vocational and technical schools in various States and Union Territories.

A brief account of each type of vocational and technical schools, except teachers' training which has already been discussed in some detail in the previous chapter, is given below :

Agricultural Schools

The number of agricultural schools decreased by 2 to 100. Bihar and Mysore reported an increase of one school each, Uttar Pradesh an increase of 3, while Bombay returned 6 schools less and Orissa one school less. Of the total number of agricultural schools, 86 (86.0 per cent) were managed by government, 8 (8 per cent) by private aided bodies and 6 (6 per cent) by private unaided bodies. The number of pupils in these schools together with those in attached classes rose from 7,411 to 7,639; that is, by 3.1 per cent. The total direct expenditure on these schools also increased from Rs. 36,22,912 to Rs. 37,92,851. Its distribution according to various sources of income was : government funds 90.4 per cent, fees 1.4 per cent, and other sources 8.2 per cent. The average annual cost of educating a pupil in these schools increased from Rs. 488.9 to Rs. 496.5.

Table LXXXVI gives statistics of these schools in various States.

Commerce Schools

The number of commerce schools increased from 966 to 1,095 or by 13.4 per cent. Among the major States, there were no commerce schools in Jammu & Kashmir, Punjab, Rajasthan and Uttar Pradesh. The increase in the number of such schools was shared by all the States except Kerala where there was a decrease of 4 schools. The highest increase was reported by Bombay (63) and the lowest by Assam (2). Of the total number of commerce schools, government managed 9 (0.8 per cent) only, while the remaining 1,086 (99.2 per cent) schools were managed by private bodies. The total number of pupils in these schools as well as in commerce classes attached to other institutions rose from 98,754 (85,266 boys and 13,488 girls) to 1,15,057 (97,880 boys and 17,177 girls) or by 16.5 per cent (14.8 per cent in boys and 27.4 in girls).

Table LXXXV—Statistics of Vocational and Technical Schools by States

State	Number of Institutions*		Number of Pupils†				Expenditure		Percentage of Expenditure (1959-60) met from				
	1958-59	1959-60	Boys		Girls		1958-59	1959-60	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources
			1958-59	1959-60	1958-59	1959-60							
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	311	364	24,456	29,676	3,486	4,937	58,90,750	72,44,131	81·6	0·3	9·3	7·8	0·1
Assam	89	97	6,724	7,170	854	1,081	31,77,868	29,14,266	90·0	0·3	8·8	0·3	0·6
Bihar	190	217	17,042	22,679	1,922	3,067	63,15,454	80,77,583	95·8	0·1	1·6	0·0	2·5
Gujarat	**	279	**	20,601	**	6,614	**	54,80,796	80·2	0·5	12·9	1·9	4·5
Maharashtra	946	799	61,433	51,988	22,854	20,881	1,91,07,097	1,69,10,615	68·9	1·1	18·0	0·8	11·2
Jammu & Kashmir	8	9	260	408	199	187	4,12,531	5,89,391	98·4	0·0	0·0	..	1·6
Kerala	144	174	7,957	9,960	4,113	4,580	20,67,801	31,40,279	73·3	0·0	22·0	0·1	4·6
Madhya Pradesh	161	155	9,941	10,062	1,313	1,472	57,22,378	64,07,478	95·6	0·0	2·4	0·3	1·7
Madras	590	515	44,278	40,642	13,132	11,177	68,81,072	51,57,344	39·0	3·0	37·3	18·6	8·1
Mysore	274	246	26,559	29,041	3,842	4,102	47,97,154	57,50,284	76·8	..	20·1	..	3·1
Orissa	110	124	6,032	6,955	418	499	21,62,912	22,90,493	86·0	0·0	11·4	1·4	1·2
Punjab	120	149	11,538	11,456	4,525	5,317	49,09,877	54,36,323	66·6	0·2	19·6	5·2	8·4
Rajasthan	36	51	3,733	6,084	164	206	24,44,098	29,77,484	94·2	0·0	4·4	0·3	1·1
Uttar Pradesh	224	276	16,433	19,523	3,391	4,212	81,13,135	90,84,217	78·2	1·6	12·6	0·2	7·4
West Bengal	311	326	32,242	34,697	8,730	8,802	85,66,506	90,35,231	66·9	1·1	23·5	1·4	7·1
A. & N. Islands	2	2	33	24	5	11	18,255	26,990	100·0	0·0	0·0	0·0	0·0
Delhi	8	10	2,403	3,108	625	512	9,76,254	15,72,475	99·2	0·0	0·0	0·0	0·8
Himachal Pradesh	2	3	150	231	46	25	71,161	1,14,446	100·0	0·0	0·0	0·0	0·0
Manipur	5	10	229	516	22	74	1,15,095	2,17,047	98·2	0·0	0·3	0·5	1·0
Tripura	25	28	493	665	338	486	2,05,719	3,30,040	75·6	0·0	1·6	..	22·8
N. E. F. A.	1	1	25	20	3	..	1,03,421	1,02,658	100·0	0·0	0·0	0·0	0·0
Pondicherry	6	2	370	120	135	123	41,865	54,297	97·8	0·0	2·2	0·0	0·0
INDIA	3,563	3,837	2,72,331	3,05,626	70,117	78,365	8,21,00,403	9,29,13,868	77·1	0·7	14·2	2·4	5·6

*Excludes classes attached to schools for general education.

†Includes enrolment in attached classes.

**Included in figures shown against Maharashtra.

Table LXXXVI—Statistics of Agricultural Schools

State	No. of Institutions	No. of Pupils*			Expenditure	Average Annual Cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Assam	1	105	..	105	79,117	753·5
Bihar	18	1,529	11	1,540	6,88,995	447·4
Gujarat	9	515	..	515	3,52,230	683·9
Maharashtra	28	2,306	2	2,308	14,64,896	634·7
Madhya Pradesh	21	743	6	749	99,702	133·1
Mysore	8	692	56	748	5,92,330	791·9
Rajasthan	1	109	..	109	35,091	321·9
Uttar Pradesh	11	1,300	..	1,300	3,78,817	291·4
West Bengal	2	160	..	160	82,027	512·7
Tripura	1	105	..	105	19,646	187·1
INDIA	100	7,564	75	7,639	37,92,851	496·5

*Includes enrolment in attached classes.

Table LXXXVII—Statistics of Commerce Schools

15—8 Edu/62

State	No. of Institutions	No. of Pupils*			Expenditure	Average Annual Cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	179	10,563	785	11,348	4,42,579	39·0
Assam	25	2,541	392	2,933	1,63,770	55·8
Bihar	23	2,511	53	2,564	1,11,394	43·4
Gujarat	55	8,276	837	9,113	2,17,778	23·9
Maharashtra	198	18,998	5,378	24,376	10,59,390	43·9
Kerala	7	374	101	475	39,600	83·3
Madhya Pradesh	1	31	..	31	2,396	77·3
Madras	397	23,468	5,489	28,957	8,61,256	29·7
Mysore	135	15,333	2,458	17,791	5,01,539	28·2
Orissa	2	34	1	35	5,765	164·7
Punjab . . . . .	..	59	..	59	..	..
Rajasthan . . . . .	..	105	..	105	..	..
West Bengal	73	15,587	1,683	17,270	8,70,210	50·5
INDIA	1,095	97,880	17,177	1,15,057	42,75,677	37·3

*Includes enrolment in attached classes.

The increase was reported by all the States except Kerala (where it declined on account of the decrease in the number of schools) and in Orissa and Punjab. The total direct expenditure on commerce schools increased from Rs. 37,86,731 to Rs. 42,75,677 or by 12.9 per cent. Its sourcewise distribution was : government funds 5.2 per cent ; fees 87.2 per cent, endowments 1.7 per cent and other sources 5.9 per cent. The contribution by local boards was negligible. The average annual cost per pupil was Rs. 37.3, as compared to Rs. 38.6 during the previous year.

Table LXXXVII gives the statistics of these schools in various States.

Engineering Schools

The number of engineering schools increased from 118 to 124 during the year. The increase in the number of schools was reported by Punjab (6), Andhra Pradesh and Kerala (4 each), West Bengal (1) and Manipur (1). In Bihar, 2 new schools were opened and 5 existing schools were closed thus resulting in an overall decrease of 3 schools. The number of engineering schools also decreased by 4 in U.P. and by 3 in Bombay. Among the major States, Jammu & Kashmir was the only State which did not report any such school. Of the total number of schools, government managed 69 (55.6 per cent), and private bodies 55 (44.4 per cent). The total number of pupils in engineering schools as well as in classes attached to engineering colleges and technical and industrial schools was 58,018 (57,684 boys and 334 girls), as against 47,216 (47,118 boys and 98 girls) enrolled for this type of education last year. This gives an increase of 22.9 per cent, which was shared by all the States except Assam, Uttar Pradesh and A. & N. Islands. The total direct expenditure on engineering schools increased from Rs. 1,42,27,623 to Rs. 1,78,76,899 or by 25.6 per cent. Its distribution according to sources of income was : government funds 72.3 per cent, fees 22.6 per cent, endowments 1.7 per cent and other sources 3.4 per cent. The average annual cost per pupil in these schools increased from Rs. 446.4 to Rs. 475.8.

State-wise statistics of these schools are given in Table LXXXVIII.

Forestry Schools

Forestry schools existed in Assam and Bombay only. The schools in Assam and Madhya Pradesh were not returned as educational institutions. The total number of forestry schools decreased from 5 to 4 during the year. The decrease of one school in Madhya Pradesh was counter-balanced by an equivalent increase in Bombay. All these schools were managed by government. These schools enrolled 154 pupils—all boys—as compared to 237 in the previous year. The total direct expenditure thereon also decreased from Rs. 1,22,046 to Rs. 48,494. The decrease in enrolment and expenditure was due to the closure of bigger school in Madhya Pradesh which could not be made up by the starting of a new school in Bombay. Of the total direct expenditure, government met 93.9 per cent and the remaining 6.1 per cent came from other sources. The average annual cost of educating a pupil in forestry schools was Rs. 314.9, as against Rs. 515.0 during the previous year.

Table LXXXVIII—Statistics of Engineering Schools

State	No. of Institutions	Number of Pupils*			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	15	7,842	3	7,845	15,40,373	377·1
Assam	3	894	..	894	6,24,781	698·9
Bihar	11	3,315	..	3,315	19,23,449	590·9
Gujarat	1	1,618	..	1,618	2,94,871	556·4
Maharashtra . . . . .	..	7,764	133	7,897	..	..
Kerala	13	4,751	142	4,893	12,80,463	360·1
Madhya Pradesh	10	1,937	..	1,937	17,53,889	998·2
Madras	2	3,444	..	3,444	2,39,507	305·9
Mysore	3	5,345	..	5,345	3,09,934	603·0
Orissa	5	1,653	..	1,653	8,27,623	500·7
Punjab	12	4,030	..	4,030	15,90,839	394·7
Rajasthan	3	694	..	694	4,15,235	675·2
Uttar Pradesh	20	4,713	56	4,769	22,29,010	650·6
West Bengal	21	7,345	..	7,345	38,76,408	356·5
Delh	2	1,975	..	1,975	7,49,554	580·6
Himachal Pradesh . . . . .	..	56	..	56	..	..
Manipur	2	201	..	201	1,47,212	732·4
Tripura	1	107	..	107	73,751	689·3
INDIA	124	57,684	334	58,018	1,78,76,899	475·8

*Includes enrolment in attached classes.

The state wise statistics of the schools are given in Table LXXXIX.

Table LXXXIX—Statistics of Forestry Schools

State	No. of Institutions	No. of pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Gujarat	2	69	..	69	34,925	506·2
Maharashtra	2	85	..	85	13,569	159·6
TOTAL	4	154	..	154	48,494	314·9

Marine Training Schools

There were 5 marine training schools in the country, two each in Andhra Pradesh and Bombay and one in West Bengal. Of these, 4 were managed by government and one by a private organisation. There were 1,867 cadets on rolls of these schools, as against 1,951 during the previous year. The total direct expenditure on these schools decreased from Rs. 15,07,350 to Rs. 14,29,800 or by 5.1 per cent. Of the total direct expenditure, 85.2 per cent was met from government funds, 5.7 per cent from fees, 8.1 per cent from endowments and 1.0 per cent from other sources. The average annual cost of educating a pupil in such schools was Rs. 765.8, as against that of Rs. 674.4 in the previous year.

The statewise statistics of these schools are given in Table XC.

Table XC—Statistics of Marine Training Schools

State	No. of Institutions	No. of pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	2	665	..	665	4,71,777	709·4
Maharashtra	1	157	..	157	4,99,881	3,184·0
Gujarat	1	518	..	518	1,29,824	250·6
West Bengal	1	527	..	527	3,28,318	623·0
TOTAL	5	1,867	..	1,867	14,298,00	765·8

Schools for Medicine

Medical schools existed in the States of Bombay, Madhya Pradesh, Mysore, Punjab, Uttar Pradesh, West Bengal and the Union Territories of Delhi, Manipur and Tripura. Besides, some of the medical colleges had also school classes attached to them. The total number of schools for medicine increased by 26 to 150 and the increase has been reported by the states of Bombay (6), Mysore (9), Punjab (10) and Manipur (1). In Punjab, though two medical schools were reclassified as colleges, the school classes attached to various hospitals were returned as medical schools, thus resulting in an overall increase of 10. Of the total number of medical schools, 89 (59.4 per cent) were managed by government, 32 (21.3 per cent) by private aided bodies, 24 (16.0 per cent) by private unaided bodies and 5 (3.3 per cent) by local bodies. The number of pupils on rolls of these schools as well as of the school classes attached to medical colleges decreased from 10,688 (5,349 boys and 5,339 girls) in 1958-59 to 10,471 (4,413 boys and 6,058 girls) in 1959-60 or by 2.0 per cent. The total direct expenditure on medical schools (excluding attached classes) increased from Rs. 28,92,670 to Rs. 41,78,113 or by 44.4 per cent. Its sourcewise distribution was : government funds 70.1 per cent, local board funds 3.2 per cent, fees 8.0 per cent, endowments 2.1 per cent and other sources 16.6 per cent. The average annual cost of educating a pupil in these schools rose from Rs. 311.4 to Rs. 457.4

The detailed statistics of these schools according to States are given in Table XCI.

Schools for Physical Education

The schools for physical education existed in the States of Andhra Pradesh, Bihar, Bombay, Madhya Pradesh, Madras, Mysore and Orissa only. Their total number was 38 during 1959-60—the same as in the previous year. Bihar returned one school less which was made up by one school more returned by Bombay. Of the total, 2 schools were managed by government, 1 by local boards, 32 by private aided bodies and 3 by private unaided bodies. The number of pupils on rolls of these schools as well as in school classes attached to colleges for physical education was 3,349 (2,837 boys and 512 girls), as compared to 3,639 (3,204 boys and 435 girls) in the previous year. This gives a decrease of 8.0 per cent. A decrease of 176 was reported by Bihar where no teacher from primary and middle schools was deputed for training in physical education. In Mysore, the closure of one bigger school resulted in the decrease which could not be counterbalanced by the starting of a new school. The decrease of enrolment in Bombay, Madhya Pradesh and Orissa was not very significant. The total direct expenditure on these schools increased from Rs. 3,58,300 to Rs. 5,03,554 and its distribution according to various sources of income was : government funds 45.4 per cent, local board funds 3.9 per cent, fees 37.9 per cent, endowments 4.8 per cent and other sources 8.0 per cent. The average annual cost per pupil in these schools increased from Rs. 113.3 to Rs. 182.3.

Table XCII gives statistics of schools for physical education in various States.

Schools for Technical, Industrial (including Polytechnics) and Arts & Crafts

The number of technical, industrial (including Polytechnics) and arts & crafts schools increased, during the year, from 1,207 to 1,261 or by 4.5 per cent. The increase was shared by all the States and Union Territories except Mysore. Himachal Pradesh reported a polytechnic which was started during the year. The decrease in Mysore was due to amalgamation of industrial and arts & crafts schools. Jammu & Kashmir and N.E.F.A. did not report

Table XCI— Statistics of Schools for Medicine

State	No. of Institutions	No. of Pupils*			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	..	229	2	231	..	..
Gujarat	20	48	985	1,033	3,65,144	353.5
Maharashtra	71	1,483	3,193	4,676	22,84,806	488.6
Kerala	..	152	28	180	..	..
Madhya Pradesh	5	48	112	160	52,762	329.8
Madras	..	198	5	203	..	..
Mysore	21	382	536	918	2,96,071	322.5
Punjab	17	351	610	961	5,86,437	668.7
Rajasthan	..	141	7	148	..	..
Uttar Pradesh	2	172	2	174	17,861	279.1
West Bengal	10	815	308	1,123	4,40,781	397.8
Delhi	1	361	130	491	1,32,594	1060.8
Manipur	2	33	45	78	Not Available	..
Tripura	1	..	95	95	1,657	17.4
INDIA	150	4,413	6,058	10,471	41,78,113	457.4

*Includes enrolment in attached classes.

Table XCI Statistics of Schools for Physical Education

States	No. of Institutions	No. of Pupils*			Expenditure	Average annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	1	118	5	123	25,061	253·1
Bihar	1	3	..	3	3,435	1,145·0
Bombay { Maharashtra	12	404	210	614	1,94,471	316·7
{ Gujarat	3	268	70	338	98,982	292·8
Madhya Pradesh	2	163	32	195	68,297	350·2
Madras	1	407	137	544	26,595	385·4
Mysore	17	1,349	58	1,407	67,020	47·6
Orissa	1	37	..	37	19,693	532·2
Rajasthan . . . . .	..	38	..	38	..	..
Uttar Pradesh . . . . .	..	50	..	50	..	..
INDIA	38	2,837	512	3,349	503,554	182·3

*Includes enrolment in attached classes.

Table XCIII—Statistics of Technical Industrial and Arts & Crafts Schools

State	No. of† Institutions	No. of Pupils*			Expenditure	Average An- nual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	36	1,445	616	2,061	18,27,153	317·9
Assam	33	1,666	286	1,952	12,70,728	679·5
Bihar	54	5,321	890	6,211	19,10,464	309·1
Bombay { Maharashtra	315	8,528	6,840	15,368	68,67,965	329·4
{ Gujarat	122	4,473	2,834	7,307	22,16,190	303·3
Kerala	78	1,581	1,928	3,509	9,76,142	201·4
Madhya Pradesh	65	1,602	507	2,109	7,89,406	344·9
Madras	90	8,155	1,317	9,472	37,39,993	333·5
Mysore	37	3,204	251	3,455	24,08,316	308·5
Orissa	46	1,733	378	2,111	9,88,374	472·7
Punjab	97	4,736	2,242	6,978	25,68,654	370·7
Rajasthan	8	979	2	981	4,32,632	441·0
Uttar Pradesh	87	3,226	2,370	5,596	19,68,259	389·0
West Bengal	158	8,388	6,219	14,607	28,24,574	267·3
A. & N. Islands	1	16	..	16	14,785	924·1
Delhi	6	634	239	873	6,15,778	487·9
Himachal Pradesh	1	..	..	..	35,312	630·6
Manipur	1	25	17	42	6,038	143·8
Tripura	24	359	367	726	2,14,785	295·8
Pondicherry	2	120	123	243	54,297	223·4
INDIA	1,261	56,191	27,426	83,617	3,17,29,845	330·2

†Includes Polytechnics also.

*Includes enrolment in attached classes.

any technical, industrial and crafts school at all. The highest increase in the number of such schools was reported by Bombay (32), followed by Punjab (14), Kerala (8), Madras (7), Assam (6), Uttar Pradesh (5), Andhra Pradesh, Bihar, Madhya Pradesh and Rajasthan (4 each), Orissa and Delhi (3 each), West Bengal and Tripura (2 each) and Himachal Pradesh (1). There was neither increase nor decrease in the number of schools in A. & N. Islands (1), Manipur (1) and Pondicherry (2). Of the total number of schools, 604 (47·9 per cent) were managed by government, 21 (1·7 per cent) by local boards, 523 (41·5 per cent) by private aided bodies and 113 (8·9 per cent) by private unaided bodies. The number of pupils studying in these schools as well as in classes attached to other institutions rose from 80,401 (54,544 boys and 25,857 girls) in 1958-59 to 83,617 (56,191 boys and 27,426 girls) in 1959-60 or by 4·0 per cent, as compared to an increase of 9·4 per cent during the previous year. The enrolment increased in all the States and Union Territories except Andhra Pradesh, Kerala, Mysore, Punjab, West Bengal, Delhi, Manipur and Pondicherry. The total direct expenditure on technical, industrial and arts & crafts schools increased from Rs. 2,90,70,298 to Rs. 3,17,29,845 or by 9·1 per cent. Its distribution according to various sources of income was: government funds 77·5 per cent, local board funds 1·3 per cent, fees 10·1 per cent, endowments 3·7 per cent and other sources 7·4 per cent. The average annual cost per pupil in these schools decreased from Rs. 361·0 to Rs. 330·2 during the year.

Table XCIII gives statistics of technical, industrial and arts & crafts schools in various States.

Schools for Veterinary Science

The schools for veterinary science existed in the States of Andhra Pradesh, Bihar, Bombay and Manipur only. In Punjab, provision for the teaching of veterinary science existed in classes attached to a college for veterinary science. The number of schools for veterinary science rose, during the year, from 10 to 11. Bombay and Manipur reported an increase of 2 and 1 school respectively, while two schools were closed down in Punjab. All the 11 schools were managed by government. The number of pupils on rolls of these schools as well as in attached classes decreased slightly from 1,093 to 1,065 or by 2·6 per cent. The decrease was reported mainly by Punjab and Rajasthan. The total direct expenditure on the schools for veterinary science also declined slightly from Rs. 3,04,619 to Rs. 3,04,061. The whole of this expenditure was met by government. The average annual cost of educating a pupil in these schools, however, increased from Rs. 300·4 to Rs. 309·0.

Table XCIV gives statistics of schools for veterinary science in various States.

Table XCIV—Statistics of Veterinary Science Schools

State	No. of Institutions	No. of Pupils			Expenditure	Average Annual cost per pupil
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	2	449	..	449	1,15,552	257·4
Bihar	1	152	..	152	96,769	636·6
Bombay { Maharashtra	4	270	..	270	75,421	278·6
{ Gujarat	3	113	..	113	16,319	144·4
Punjab . . . . .	..	65	..	65	..	..
Uttar Pradesh . . . . .	..	4	..	4	..	..
Manipur	1	12	..	12	..	N. A.
TOTAL	11	106,5	..	1,065	3,04,061	309·0

Professional and Technical Colleges

The total number of professional and technical colleges increased from 542 to 725, that is at the rate of 33·8 per cent, as against an increase of 10·2 per cent during the previous year. This number excludes the number of university teaching departments and classes for professional and technical education attached to arts and science colleges. Of the total number of colleges, 359 (49·5 per cent) were managed by government, 271 (37·4 per cent) by private aided bodies, 92 (12·7 per cent) by private unaided bodies and only 3 (0·4 per cent) by local boards. Their distribution according to type of education was : teachers' training 401 (55·3 per cent), medicine 118 (16·3 per cent), engineering 57 (7·9 per cent), Commerce 35 (4·8 per cent), law 34 (4·7 per cent), agriculture 32 (4·4 per cent), Veterinary science 17 (2·3 per cent), physical education 16 (2·2 per cent), technology 10 (1·4 per cent) and others (unspecified) 2 (0·3 per cent). No addition was reported in the number of colleges for commerce, forestry and veterinary science. There was an abnormal increase of 167 in the number of teachers' training colleges which was mostly due to the reclassification of some schools as undergraduate colleges as referred to in the previous chapter. Besides, there was an increase of 8 in medical colleges, of 4 in agriculture colleges, of 2 in law colleges and of one each in engineering colleges, colleges for physical education and technological colleges.

Pupils

The total number of pupils studying the professional and technical education courses in colleges, university teaching departments and classes attached to research institutions and arts and science colleges rose from 2,01,689 (1,85,784 boys and 15,905 girls) to 2,38,083 (2,15,740 boys and 22,343 girls). This gives an increase of 18·0 per cent (16·1 per cent in boys and 40·0 per cent in girls), as compared to an increase of 10·7 per cent in the previous year.

This enrolment constituted 22·8 per cent of the total enrolment of general and professional education at the university stage. Commerce with 74,486 pupils (31·3 per cent) continued to have the largest enrolment. Next to follow were: teachers' training 39,135 (16·4 per cent), medicine 36,615 (15·4 per cent), engineering 36,207 (15·2 per cent), law 25,925 (10·9 per cent), agriculture 13,295 (5·6 per cent), veterinary science 5,179 (2·2 per cent), technology 4,035 (1·7 per cent), physical education 798 (0·4 per cent), forestry 614 (0·2 per cent), and other subjects 1,794 (0·7 per cent).

Expenditure

The total direct expenditure on professional and technical colleges increased from Rs. 11,19,25,693 to 13,11,84,212 that is by 17·2 per cent, as against an increase of 26·7 per cent in the previous year. This constituted 28·0 per cent of the total direct expenditure on universities and colleges and 5·8 per cent of the total direct expenditure on all types of institutions. This expenditure was distributed among the various sources of income as: government funds 69·7 per cent., local board funds 1·0 per cent, fees 20·9 per cent, endowments 3·2 per cent and other sources 5·2 per cent. Medical colleges accounted for 38·5 per cent of the total expenditure, engineering colleges 25·2 per cent, teacher training colleges 13·6 per cent, agricultural colleges 8·3 per cent, colleges for veterinary science 4·6 per cent, commerce colleges 3·5 per cent, technological colleges 2·9 per cent and law colleges 1·9 per cent. Colleges for physical education, forestry, and others each shared less than 1 per cent of the expenditure.

Cols. (10 to 14) of Table XCV show the source-wise distribution of expenditure on each type of education. Government contributed about two-thirds or more of the total expenditure on professional and technical colleges in agriculture, medicine, physical education, teachers' training, technology, veterinary science and other subjects and a little more than half in engineering. The education in the remaining type of colleges *viz.* commerce, forestry and law was largely financed by fees.

The average cost per pupil in all types of professional and technical colleges increased from Rs. 800·2 to Rs. 863·5. The highest cost per pupil was in colleges for technology (Rs. 2,555·4) and the lowest in law colleges (Rs. 164·7). In other types of colleges it ranged from Rs. 172·2 in commerce to Rs. 1,483·3 in medicine.

Output

During the year, 53,304 (47,188 boys and 6,166 girls) students were awarded professional degrees and equivalent diplomas. The corresponding figure for the previous year was : 49,250 (43,734 boys and 5,516 girls). The largest number of students graduated in teachers' training (15,758), followed by commerce (15,059), (Law 6,668), engineering (5,885), medicine (4,904), agriculture (2,559), veterinary science (958), technology (946), physical education (368), and forestry (97).

The combined statistics of all the professional and technical colleges according to States are given in Table XCVI.

Table XCV—Statistics of Professional and Technical Colleges by Type

Type	Number of Institutions*		Number of Pupils†				Expenditure	
	1958-59	1959-60	Boys		Girls		1958-59	1959-60
			1958-59	1959-60	1958-59	1959-60		
1	2	3	4	5	6	7	8	9
Agriculture	29	32	10,776	13,170	95	125	96,68,781	1,06,90,277
Commerce	35	35	66,002	73,806	580	680	46,18,560	46,52,789
Engineering	56	57	31,710	36,051	110	156	3,12,59,013	3,30,89,011
Forestry	3	3	559	614	..	..	7,80,311	8,13,348
Law	32	34	23,458	25,277	597	648	22,49,992	25,04,260
Medicine	110	118	26,950	29,484	6,000	7,131	4,40,61,062	5,04,70,924
Physical Education	15	16	607	655	138	143	7,14,489	8,83,155
Teacher's Training	234	401	16,200	25,968	8,222	13,167	1,19,11,870	1,78,81,935
Technology	9	10	3,402	4,015	33	20	16,57,817	37,46,277
Veterinary Science	17	17	5,108	5,143	29	36	45,40,131	60,89,182
Others	2	2‡	1,012	1,557	101	237	4,63,667	3,63,054
TOTAL	542	725	1,85,784	2,15,740	15,905	22,343	11,19,25,693	13,11,84,212

*Excludes university-teaching departments and classes in Professional and Technical subjects attached to Arts & Science Colleges.

†Includes enrolments in University-teaching departments and Classes in Professional and Technical subjects.

‡Includes 1 Co-operative College of Bombay and 1 Dairy Science College of Punjab.

Table XCV—Statistics of Professional and Technical Colleges by Type—(Contd.)

Type	Percentage of Expenditure (1959-60) met from					Average Annual Cost per Pupil		Output (Degrees & Equivalent Diplomas) 1959-60		
	Govt. Funds	Local Board Funds	Fees	Endowments	Other Sources	1958-59	1959-60	Boys	Girls	Total
	10	11	12	13	14	15	16	17	18	19
Agriculture	75.1	..	12.3	1.2	11.4	1,213.6	1,134.5	2,542	17	2,559
Commerce	17.5	0.0	76.6	2.3	3.6	190.6	172.2	14,931	128	15,059
Engineering	63.5	..	26.2	3.7	6.6	951.3	936.2	5,884	1	5,885
Forestry	17.8	..	82.2	..	..	1,506.4	1,444.7	97	..	97
Law	4.8	..	88.2	0.0	7.0	158.8	164.7	6,491	177	6,668
Medicine	76.6	2.5	15.0	3.2	2.7	1,442.5	1,483.3	4,043	861	4,904
Physical Education	74.8	..	15.8	5.2	4.2	611.7	671.6	323	45	368
Teachers' Training	75.9	0.0	12.8	5.7	5.6	555.1	412.5	10,839	4,919	15,758
Technology	79.5	0.0	7.0	1.3	12.2	1,290.1	2,555.4	936	10	946
Veterinary Science	85.3	..	10.9	0.0	3.8	931.5	1,217.8	952	6	958
Others	98.0	..	..	..	2.0	..	1,349.6	150	2	152
TOTAL	69.7	1.0	20.9	3.2	5.2	800.2	863.5	47,188	6,166	53,354

Table XCVI—Statistics of Professional and Technical Colleges by States

State	Number of Institutions*		Number of Pupils†				Expenditure		Percentage of Expenditure (1959-60) met from				
	1958-59	1959-60	Boys		Girls		1958-59	1959-60	Government Funds	Local Board Funds	Fees	Endowments	Other Sources
			1958-59	1959-60	1958-59	1959-60							
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	27	29	12,197	15,044	920	1,283	73,19,158	87,13,994	68·5	..	17·0	3·4	11·1
Assam	9	9	3,291	4,126	101	108	22,69,271	26,43,386	87·8	..	11·5	..	0·7
Bihar	27	27	13,448	13,872	321	391	64,34,303	68,78,073	69·6	0·0	26·5	3·2	0·7
Bombay—													
Maharashtra	137	125	35,453	26,709	4,023	4,120	2,26,41,210	1,85,56,802	56·1	6·7	28·4	0·0	8·8
Gujarat	†	32	†	13,731	†	750	†	72,85,362	41·7	..	42·6	0·1	15·6
Jammu & Kashmir	3	4	270	347	79	121	2,54,479	6,35,401	91·4	..	8·6	..	..
Kerala	26	26	5,745	6,527	892	993	27,52,222	36,52,847	68·6	..	29·2	..	2·2
Madhya Pradesh	34	67	12,288	17,472	633	1,267	83,98,656	1,10,96,250	85·3	..	11·3	0·5	2·9
Madras	35	147	13,448	21,150	1,302	5,217	1,03,50,763	1,34,09,054	64·6	..	18·9	14·5	2·0
Mysore	62	65	13,755	15,425	1,386	1,459	56,82,555	65,97,103	56·8	..	39·7	..	3·5
Orissa	17	19	2,182	2,686	151	211	16,73,333	18,97,492	88·6	..	10·3	0·1	1·0
Punjab	33	42	6,549	7,016	2,010	1,859	73,03,423	74,63,338	60·0	0·0	26·0	11·8	2·2
Rajasthan	19	20	10,705	11,871	242	252	38,65,051	44,86,083	74·0	..	18·7	5·6	1·7
Uttar Pradesh	52	53	27,363	29,387	1,682	1,802	77,93,882	87,42,949	70·9	0·0	17·9	2·0	9·2
West Bengal	45	45	24,566	25,633	1,457	1,623	1,57,37,702	1,81,92,405	80·8	0·0	13·5	0·8	4·9
Delhi	11	10	4,025	4,105	641	791	89,67,359	1,01,49,199	87·6	0·0	8·6	2·0	1·8
Himachal Pradesh	1	1	34	38	12	15	54,190	57,873	100·0	..	..	..	..
Manipur . . . . .	..	..	186	282	4	15	..	..	..	..	..	..	..
Tripura	2	2	145	144	8	6	81,242	79,016	99·8	..	..	..	0·2
Pondicherry	2	2	134	175	41	60	3,46,894	6,47,585	94·3	..	5·7	..	..
INDIA	542	725	1,85,784	2,15,740	15,905	22,343	11,19,25,693	13,11,84,212	69·7	1·0	20·9	3·2	5·2

*Excludes university teaching departments and classes in professional and technical subjects attached to arts and science colleges.

†Includes enrolment in university teaching departments and classes in professional and technical subjects.

‡Included in the figures shown against Maharashtra.

A brief account of each type of professional and technical education except teachers' training, which has been discussed in chapter VII, is given below.

Agricultural Colleges

The total number of agricultural colleges increased, during the year, from 29 to 32. Besides these colleges, facilities for the teaching of agriculture also existed in the teaching departments of some Universities and in classes attached to some of the arts and science colleges. The agricultural colleges existed in all the States except Jammu and Kashmir and the Union Territories. The increase in the number of colleges was reported by Madhya Pradesh and Uttar Pradesh only. Of the total number of colleges, 24 (72.7 per cent) were managed by government, 6 (18.2 per cent) by private unaided bodies, and 3 (9.1 per cent) by private aided bodies.

The total number of pupils in these colleges as well as in classes attached to other institutions rose from 10,871 to 13,295, that is at the rate of 23.8 per cent. The enrolment increased in all the States except in Kerala where the decrease was not much and in Madras the enrolment remained almost the same as in the previous year. The total direct expenditure on agricultural colleges increased from Rs. 96,68,781 to Rs. 1,06,90,277 that is at the rate of 10.6 per cent, as compared to that of 23.2 per cent in the previous year. This was distributed among the various sources as : government funds 75.1 per cent, fees 12.3 per cent, endowments 1.2 per cent and other sources 11.4 per cent. The average annual cost of educating a pupil in these colleges was Rs. 1134.5 as compared to Rs. 1,213.6 in the previous year. As many as 2,172 candidates (2,157 boys and 15 girls) qualified for the Bachelor's degree and 387 (385 boys and 2 girls) for the Master's degree in agriculture. Statewise statistics of these colleges are given in Table XCVIII.

Commerce Colleges

The total number of commerce colleges, during the year, was 35, the same as in the previous year. Though apparently, there was no change in the number of these colleges, Bombay reported an increase of one and Andhra Pradesh an equivalent decrease. Besides, there were teaching departments of commerce in some of the universities and commerce classes attached to some of the arts and science colleges. There were no commerce colleges in Assam, Madras, Orissa and Uttar Pradesh and in the Union Territories except Delhi. Of the total number of colleges, 6 (17.1 per cent) were managed by government, 21 (60.0 per cent) by private aided bodies and 8 (22.9 per cent) by private unaided bodies. The total enrolment in these colleges including that in the university teaching departments and classes attached to other institutions rose from 66,582 (66,002 boys and 580 girls) to 74,486 (73,806 boys and 680 girls). This gives an increase of 11.9 per cent (11.8 per cent for boys and 17.2 per cent for girls). The increase was shared by all the States and Union Territories except Uttar Pradesh. The total direct expenditure on the commerce colleges increased from Rs. 46,18,560 to Rs. 46,52,789 that is by 0.7 per cent, as against an increase of 17.1 per cent in the previous year. Fees met about 76.6 per cent of this expenditure, while the share of government, endowments and other sources was 17.5 per cent, 2.3 per cent and 3.6 per cent respectively. The share of the local boards was practically nil. The ave-

Table XCVII—Statistics of Agricultural Colleges

State	Number of Institutions	Number of Pupils*			Expenditure	Average Annual Cost per Pupil	Out-put					
		Boys	Girls	Total			Graduate			Post-Graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	2	900	31	931	9,38,671	1329·6	195	7	202	30	..	30
Assam	1	270	..	270	5,05,251	1981·4	28	..	28	..	..	..
Bihar	2	602	1	603	8,51,138	1411·5	151	..	151	..	..	..
Bombay—												
Maharashtra	4	1,707	6	1,713	18,59,930	1264·4	211	..	211	43	1	44
Gujarat	1	581	3	584	4,37,254	748·7	69	..	69	14	..	14
Kerala	1	266	22	288	3,30,416	1400·1	78	4	82	..	..	..
Madhya Pradesh	5	1,168	..	1,168	10,66,007	912·7	176	..	176	46	..	46
Madras	1	846	27	873	3,54,254	590·4	140	3	143	38	1	39
Mysore	2	686	2	688	7,26,713	1081·4	157	..	157	10	..	10
Orissa	1	275	..	275	2,85,603	1038·6	35	..	35	..	..	..
Punjab	1	863	..	863	7,34,449	1845·3	111	..	111	27	..	27
Rajasthan	2	728	1	729	7,94,725	1421·7	73	..	73	..	..	..
Uttar Pradesh	8	3,741	20	3,761	14,59,641	822·3	691	..	691	149	..	149
West Bengal	1	240	1	241	3,46,225	2861·4	42	1	43	15	..	15
Delhi . . . . .	..	297	11	308	..	..	..	..	..	13	..	13
INDIA	32	13,170	125	13,295	1,06,90,277	1,134·5	2,157	15	2,172	385	2	387

*Includes enrolment in attached classes

average annual cost per pupil in these colleges was Rs. 172·2 as compared to Rs. 190·6 in the previous year. During 1960, 12,805 boys and 118 girls were awarded bachelor's degree and equivalent diplomas in commerce and 2,126 boys and 10 girls qualified themselves for the award of Master's degree in commerce.

The detailed statistics of Commerce colleges in various States are given in Table XCVIII.

Engineering Colleges

During the year, there were in all 57 engineering colleges in the country as against 56 during the previous year. This gives an overall increase of one which is the result of an increase of 2 colleges—1 each in Andhra Pradesh and Madras and a decrease of one in Bombay. These colleges include 2 for Architecture.

Besides, facilities for engineering education were also provided in the teaching departments of Aligarh, Annamalai, Banaras, Roorkee and Utkal Universities, in the Indian Institute of Science, Bangalore, and some of the technological colleges. There was no engineering college in Jammu & Kashmir State and in any of the Union Territories except Delhi. Of the total number of engineering colleges, 29 (50·9 per cent) were managed by government, 24 (42·1 per cent) by private aided bodies and 4 (7·0 per cent) by private unaided bodies. The number of pupils in all the colleges and classes attached to universities and other institutions rose from 31,820 (31,710 boys and 110 girls) to 36,207 (36,051 boys and 156 girls). This gives an increase of 11·4 per cent. The enrolment increased in all the States except Delhi. The total direct expenditure on engineering colleges alone was Rs. 3,10,89,011 as against that of Rs. 3,12,59,013 in the previous year. This gives an increase of 5·8 per cent. Its distribution according to various sources of income was : government funds 63·5 per cent, fees 26·2 per cent, endowments 3·7 per cent and other sources 6·6 per cent. The average annual cost of educating a pupil in these colleges was Rs. 936·2 as compared to Rs. 951·3 in the previous year. The out-put of graduates and post-graduates in engineering, during the year, was 5,562 (including 1 girl) and 323 (all boys) respectively.

The detailed statistics of Engineering Colleges in States are given in Table XCIX.

Forestry Colleges

There were only three colleges for forestry—2 in Uttar Pradesh and 1 in Madras—the same as in the previous year. All these were managed by government. During the year, 614 pupils (all boys) were on the rolls of these colleges as against 559 in the previous year. The total direct expenditure on these colleges increased from Rs. 7,80,311 to Rs. 8,13,348 or by 4·2 per cent. The expenditure was contributed by various sources of income as : government 17·8 per cent and fees 82·2 per cent. The average annual cost per pupil in these colleges was Rs. 1,444·7, as against Rs. 1,506·4 in the previous year. During the year, 135 boys completed the Ranger's course and 97 boys completed the Superior Forest Officer's Course. The detailed statistics of forestry colleges are given in Table C.

Table XCVIII—Statistics of Commerce Colleges

State	Number of Institutions	Number of pupils†			Expenditure	Average Annual Cost per Pupil	Output					
		Boys	Girls	All Persons			Graduate			Post Graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	1	4,290	12	4,302	38,556	103·4	809	1	810	32	..	32
Assam . . . . .	..	1,916	5	1,921	..	..	177	1	178	13	..	13
Bihar	2	6,463	5	6,468	3,75,121	133·4	887	..	887	146	..	146
Bombay—												
Maharashtra	10	10,543	422	10,965	15,38,193	169·9	1,355	71	1,426	193	8	201
Gujarat	7	6,156	62	6,218	9,79,722	170·8	740	12	752	69	..	69
Jammu & Kashmir	1	147	..	147	40,798	277·5	12	..	12	..	..	..
Kerala	1	1,864	50	1,914	24,425	89·5	405	6	411	..	..	..
Madhya Pradesh	2	6,135	8	6,143	3,33,224	243·1	895	1	896	199	..	199
Madras . . . . .	..	2,405	4	2,409	..	..	842	..	842	21	..	21
Mysore	4	4,738	49	4,787	3,80,056	113·7	623	8	631	5	..	5
Orissa . . . . .	..	491	..	491	..	..	111	..	111	..	..	..
Punjab	2	254	..	254	1,39,895	653·7	57	..	57	1	..	1
Rajasthan	2	7,304	10	7,314	2,43,433	216·2	757	..	757	208	1	209
Uttar Pradesh . . . . .	..	8,310	2	8,312	..	..	1,797	1	1,798	716	..	716
West Bengal	2	11,121	42	11,163	2,54,630	140·4	3,048	15	3,063	501	1	502
Delhi	1	1,342	3	1,345	3,04,736	407·4	245	1	246	22	..	22
Manipur . . . . .	..	213	6	219	..	..	11	1	12	..	..	..
Tripura . . . . .	..	114	..	114	..	..	34	..	34	..	..	..
INDIA	35	73,806	680	74,486	46,52,789	172·2	12,805	118	12,923	2,126	10	2,136

†Includes enrolment in attached classes.

Table A.1A—Statistics of Engineering Colleges

State	Insti- tutions	No. of Pupils†			Expenditure	Average Annual Cost per Pupil	Output					
		Boys	Girls	All Persons			Graduate			Post-Graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	5	3,134	5	3,139	15,52,729	684·6	468	..	468	..	..	..
Assam	1	430	..	430	5,68,088	1,321·1	50	..	50	..	..	..
Bihar	5	2,976	..	2,976	31,81,577	1,069·8	413	..	413	21	..	21
Bombay—												
Maharashtra	6	2,333	27	2,360	36,85,958	812·2	623	..	623	2	..	2
Gujarat	4	3,022	19	3,041	26,94,718	637·0	637	..	637	15	..	15
Kerala	3	1,562	50	1,612	8,07,506	584·3	105	..	105	..	..	..
Madhya Pradesh	4	2,465	5	2,470	18,12,849	733·9	301	..	301	5	..	5
Madras	8	4,800	3	4,803	39,14,138	897·9	638	..	638	53	..	53
Mysore	7	4,002	12	4,014	14,62,516	364·0	748	1	749	96	..	96
Orissa	1	357	..	357	3,49,092	977·8	48	..	48	..	..	..
Punjab	3	1,470	..	1,470	16,34,830	1,112·1	197	..	197	3	..	3
Rajasthan	2	1,200	..	1,200	12,89,595	1,080·1	141	..	141	4	..	4
Uttar Pradesh	2	3,154	8	3,162	7,38,089	1,137·3	506	..	506	29	..	29
West Bengal	4	4,382	20	4,402	78,71,618	2,370·2	606	..	606	95	..	95
Delhi	2	764	7	771	15,25,708	905·5	80	..	80	..	..	..
INDIA	57	36,051	156	36,207	3,30,89,011	936·2	5,561	1	5,562	323	..	323

†Includes enrolment in attached classes.

Table C—Statistics of Forestry Colleges

State	No. of Institutions	Number of Pupils			Expenditure	Average annual Cost per pupil	Out Put					
		Boys	Girls	All Persons			Rangers			Superior Forest Officers		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Madras	1	188	..	188	Rs. 3,27,876	Rs. 1,744·0	66	..	66	28	..	28
Uttar Pradesh	2	426	..	426	4,85,472	1,294·6	69	..	69	69	..	69
TOTAL	3	614	..	614	8,13,348	1,444·7	135	..	135	97	..	97

Law Colleges

The number of law colleges increased from 32 to 34 during the year. Bihar and Bombay reported an increase of one college each. There was no law college in Jammu & Kashmir and in any of the Union Territories except Delhi. Facilities for the teaching of law also existed in some university teaching departments and some of the arts and science colleges. Of the total number of colleges, 6 (17·6 per cent) were managed by government, 7 (20·6 per cent) by private aided bodies and 21 (61·8 per cent) by private unaided bodies. These colleges as well as attached classes enrolled 25,925 students (25,277 boys and 648 girls), as against 24,055 students (23,458 boys and 597 girls) in the previous year. All the States except Andhra Pradesh, Kerala, Mysore, Punjab, Rajasthan and Delhi reported increase in enrolment. The decrease in Mysore, Punjab and Delhi, was negligible being less than 3 per cent in each. The decrease in Mysore was due to the abolition of the old 3-year course in law and in Rajasthan to the change in college timings which did not suit persons in service. The total direct expenditure on law colleges increased from Rs. 22,49,992 to Rs. 25,04,260 that is by 11·3 per cent. Fees met 88·2 per cent of this expenditure, while the share of government and other sources was 4·8 per cent and 7·0 per cent respectively. The average annual cost per pupil increased from Rs. 158·8 to 164·7. During 1960, 6,602 students (6,427 boys and 175 girls) qualified for the award of Bachelor's degree and 66 (64 boys and 2 girls) for the post-graduate degree.

Table CI gives detailed statistics of law colleges according to States.

Medical Colleges

With the addition of one college each in Andhra Pradesh, Jammu & Kashmir, Bombay, Orissa and Rajasthan and 3 in Punjab (including 2 due to the reclassification of 2 medical schools as colleges), the number of medical colleges (including pharmacy) increased from 110 to 118 during the year. All the Union Territories except Delhi and Pondicherry were the areas which had no medical college of their own. Besides, a few universities had provision for medical education in some of their teaching departments. Of these colleges, 64 (54·2 per cent) were managed by government, 3 (2·5 per cent) by local boards, 43 (36·5 per cent) by private aided bodies and 18 (6·8 per cent) by private un-aided bodies. These colleges together with university teaching departments enrolled 36,615 students (including 7,131 girls), as compared to 32,950 students (including 6,000 girls) during the previous year. This gives an increase of 11·0 per cent. The enrolment increased everywhere except in Uttar Pradesh and West Bengal. The decrease in Uttar Pradesh was not very significant, while that in West Bengal was due to discontinuation of the condensed M. B., B. S. course. The total direct expenditure incurred on these colleges (excluding university teaching departments) was Rs. 5,04,70,924, which showed an increase of 14·5 per cent over the previous years' figure of Rs. 4,40,61,062. Government met 76·6 per cent of this expenditure, while local boards, fees, endowments and other sources contributed 2·5 per cent, 15·0 per cent, 3·2 per cent and 2·7 per cent respectively. The average annual cost of educating a pupil in medical colleges rose from Rs. 1,442·5 to Rs. 1,483·3. As many as 4,425 students (3,625 boys and 800 girls) graduated in medicine, while 479 students (418 boys and 61 girls) qualified for the award of post-graduate degrees.

The Statewise statistics of medical colleges are given in Table CII.

Table CI—Statistics of Law Colleges

State	No. of Institutions	Number of Pupils			Expenditure	Average annual cost per Pupil	Out put					
		Boys	Girls	All Persons			Graduate			Post-Graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	1	1,718	44	1,762	2,95,967	210·1	540	17	557	18	2	20
Assam	1	471	2	473	36,144	76·4	40	..	40	..	..	..
Bihar	4	1,131	6	1,137	2,08,727	191·3	321	1	322	2	..	2
Bombay—												
Maharashtra	8	4,522	242	4,764	7,44,866	159·1	1,172	79	1,251	20	..	20
Gujarat	5	1,364	56	1,420	3,35,653	152·6	220	8	228	5	..	5
Kerala	2	280	24	304	1,29,133	424·8	72	6	78	1	..	1
Madhya Pradesh	3	1,533	12	1,545	54,299	103·6	302	5	307	..	..	..
Madras	1	1,161	25	1,186	1,72,647	145·6	476	7	483	2	..	2
Mysore	5	1,041	31	1,072	1,96,946	183·7	273	11	284	2	..	2
Orissa	1	261	3	264	32,792	124·2	101	1	102	..	..	..
Punjab	1	738	10	748	1,55,726	208·2	358	2	360	1	..	1
Rajasthan . . . . .	..	860	9	869	..	..	197	3	200	4	..	4
Uttar Pradesh	1	5,733	47	5,780	82,647	132·4	1,566	15	1,581	9	..	9
West Bengal	1	3,618	118	3,736	58,713	93·2	548	14	562	..	..	..
Delhi . . . . .	..	846	19	865	..	..	241	6	247	..	..	..
INDIA	34	25,277	648	25,925	25,04,260	164·7	6,427	175	6,602	64	2	66

Table CII—Statistics of Medical Colleges

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual cost per Pupil	Out put						
		Boys	Girls	All Persons			Graduates			Post-graduates			
							Boys	Girls	Total	Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	
					Rs.	Rs.							
Andhra Pradesh	9	3,073	916	3,989	43,66,206	1157.2	286	71	357	30	11	41	
Assam	2	610	59	669	10,01,019	1,496.3	44	2	46	..	..	..
Bihar	7	1,582	236	1,818	15,82,971	943.9	235	29	264	85	3	88	
Bombay—													
Maharashtra	14	3,721	1,186	4,907	60,63,584	1280.6	652	169	821	75	12	87	
Gujarat	7	1,900	391	2,291	24,17,717	1098.9	298	46	344	20	2	22	
Jammu & Kashmir	1	52	18	70	3,56,232	5089.0	..	..	..	..	..	..
Kerala	3	908	313	1,221	14,80,266	1224.4	103	30	133	..	..	..
Madhya Pradesh	9	1,812	390	2,202	37,77,419	1771.8	196	41	237	29	2	31	
Madras	6	3,241	945	4,186	42,05,282	1086.1	288	131	419	38	11	49	
Mysore	5	1,961	337	2,298	19,49,353	848.3	245	29	274	..	..	..
Orissa	3	403	143	546	7,02,280	1286.2	46	11	57	..	..	..
Punjab	8	1,487	367	1,854	28,16,724	1484.0	183	59	242	14	1	15	
Rajasthan	8	1,054	170	1,224	10,58,835	873.6	146	20	166	11	2	13	
Uttar Pradesh	15	3,253	453	3,706	33,74,757	1533.3	367	48	415	81	13	94	
West Bengal	14	3,747	559	4,306	67,68,040	1595.1	515	56	571	34	..	34	
Delhi	6	552	615	1,167	79,31,899	7025.6	21	58	79	1	4	5	
Pondicherry	1	128	33	161	6,18,340	3840.6	..	..	..	..	..	..
INDIA	118	29,484	7,131	36,615	5,04,70,924	1,483.3	3,625	800	4,425	418		479	

Colleges for Physical Education

During 1959-60, there were in all 16 colleges for physical education, as compared to 15 in the previous year. Colleges for physical education existed in all the States except Assam, Jammu & Kashmir and Orissa. There was no such college in any of the Union Territories. The States of Bombay and Mysore showed an increase of one college each, while Bihar reported a decrease of one college. Of the Total, 11 colleges (68·7 per cent) were managed by government and 5 (31·3 per cent) by private aided bodies. The number of students in these colleges increased from 745 (607 boys and 138 girls) to 798 (655 boys and 143 girls) or by 7·1 per cent (7·9 per cent in boys and 3·6 per cent in girls). The enrolment increased in all the States except Andhra Pradesh, Bihar, Bombay, Madras, Punjab and Uttar Pradesh. The decrease was, however, not significant in any of these States, excepting Andhra Pradesh where lesser number of students came forward to join the course. The total direct expenditure on these colleges increased from Rs. 7,14,489 to Rs. 8,83,155 or by 23·6 per cent. Its distribution according to various sources of income was: government funds 74·8 per cent, fees 15·8 per cent, endowments 5·2 per cent and other sources 4·2 per cent. The average annual cost per pupil was Rs. 671·6, as compared to Rs. 611·7 in the previous year. During 1960, 78 boys and 1 girl qualified for the award of degree or equivalent diploma in physical education.

The detailed statistics of these colleges according to States are given in Table CIII.

Colleges for Technology

The number of colleges for technology increased by 1 to 10 during the year. These colleges existed in Assam, Mysore, Punjab and Uttar Pradesh (1 each), Bombay (2) and West Bengal (4). The increase of one college was reported by Bombay. Of these 10 colleges, 6 were managed by government, 2 by private aided bodies and 2 by private unaided bodies. Besides these colleges, the teaching departments of some of the universities and the three all-India research institutes *viz.* the Indian Institute of Sugar Technology, Kanpur; Harcourt Butler Technological Institute, Kanpur; and Indian Institute of Science, Bangalore provided facilities for technological education. The number of pupils in the colleges for technology, University teaching departments and research institutes increased from 3,435 (3,402 boys and 33 girls) to 4,035 (4,015 boys and 20 girls). This gives an increase of 17·5 per cent (18·0 per cent increase in boys and 39·4 per cent decrease in girls). The enrolment increased in all States except Assam. The total direct expenditure on colleges for technology increased from Rs. 16,57,817 to Rs. 37,46,277 or by 126·0 per cent. This abnormal increase was due mainly to the huge initial expenditure incurred on the Indian Institute of Technology, Bombay. The distribution of the total expenditure according to various sources of income was: government funds 79·5 per cent, fees 7·0 per cent, endowments 1·3 per cent and other sources 12·2 per cent. The average annual cost of educating a pupil in the colleges for technology increased from Rs. 1,290·1 to Rs. 2,555·4. The output of graduates and post-graduates during the year, was 783 (773 boys and 10 girls) and 163 (all boys) respectively.

The detailed statistics of the colleges for technology according to States are given in Table CIV.

Table CII—Statistics of Physical Education Colleges

State	No. of Institutions	Number of Pupils			Expenditure	Average annual cost per pupil	Out Put		
		Boys	Girls	All Persons			Graduate		
							Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	1	15	..	15	Rs. 43,053	Rs. 1,103·9	15	..	15
Bihar	1	96	11	107	49,849	465·9	35	1	36
Bombay—									
Maharashtra	1	68	15	83	1,00,888	1,215·5	60	12	72
Gujarat	1	7	..	7	22,420	3,203·0	1	..	1
Kerala	2	103	57	160	55,168	344·8	5	4	9
Madhya Pradesh	1	65	..	65	1,29,595	1,993·8	23	..	23
Madras	2	46	5	51	1,46,682	278·9	46	7	53
Mysore	1	41	..	41	64,827	1,581·1	N.A.	N.A.	N.A.
Punjab	1	33	15	48	56,842	1,184·2	39	11	50
Rajasthan	1	20	..	20	33,444	576·6	20	..	20
Uttar Pradesh	3	129	25	154	1,40,593	1,049·2	59	..	59
West Bengal	1	32	15	47	39,794	846·7	20	10	30
INDIA	16	655	143	798	8,83,155	671·6	323	45	368

Table CIV—Statistics of Technological Colleges

State	Number of Institutions	Number of pupils			Expenditure	Average Annual Cost per Pupil	Output					
		Boys	Girls	All Persons			Graduate			Post-Graduate		
							Boys	Girls	All Persons	Boys	Girls	All Persons
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh . . . .	..	288	..	288	Rs. ..	Rs. ..	79	5	84	14	..	14
Assam	1	3	..	3	1,43,776	1691·5	..	..	..	..	..	..
Bombay— Maharashtra	2	828	6	834	21,69,058	5477·4	174	..	174	13	..	13
Gujarat . . . . .	..	101	..	101	..	..	64	..	64	..	..	..
Madras . . . . .	..	614	..	614	..	..	130	..	130	1	..	1
Mysore	1	69	..	69	1,93,175	1296·5	34	1	35	..	..	..
Punjab	1	222	..	222	1,27,360	786·2	62	..	62	..	..	..
Uttar Pradesh	1	798	1	799	2,62,266	997·2	65	..	65	22	..	22
West Bengal	4	899	13	912	8,50,642	2069·7	114	4	118	113	..	113
Delhi . . . . .	..	193	..	193	..	..	51	..	51	..	..	..
INDIA	10	4,015	20	4,035	37,46,277	2,555·4	773	10	783	163	..	163

Colleges for Veterinary Science

During 1959-60, there were 17 colleges for veterinary science, the same as in the previous year. These colleges functioned in all the States except Jammu & Kashmir. There was no college of veterinary science in any of the Union Territories. Of the 17 colleges, 16 (94.1 per cent) were managed by government and 1 (5.9 per cent) by private aided bodies. The number of students in these colleges increased from 5,137 (5,108 boys and 29 girls) to 5,179 (5,143 boys and 36 girls) that is by 0.8 per cent. The enrolment increased in all the States except in Bihar, Madhya Pradesh, Madras, Punjab, Uttar Pradesh and West Bengal. The decrease in Bihar and West Bengal was due to discontinuation of diploma courses, while that in Madhya Pradesh, Madras, Punjab and Uttar Pradesh was not very significant. Significant increase in enrolment in Mysore from 89 to 207 was due to expansion of the college which was started during the previous year. The total direct expenditure on the colleges for veterinary science increased from Rs. 45,40,131 to Rs. 60,89,182 or by 34.1 per cent. Its distribution among the various sources of income was : government funds 85.3 per cent, fees 10.9 per cent and other sources 3.8 per cent. The average annual cost per pupil in the colleges for veterinary science was Rs. 1,217.8 as compared to Rs. 931.5 in the previous year. As many as 912 candidates (906 boys and 6 girls) qualified for award of Bachelor's degree and 46 candidates (all boys) for that of Master's degree in veterinary science.

Statewise statistics of colleges for Veterinary Science are given in Table CV.

Table CV—Statistics of Veterinary Science Colleges

State	Number of Institutions	Number of Pupils			Expenditure	Average Annual Cost per Pupil	Output					
		Boys	Girls	All Persons			Graduate			Post-graduate		
							Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
					Rs.	Rs.						
Andhra Pradesh	2	727	7	734	6,90,549	1137·6	83	1	84	..	..	..
Assam	1	253	..	253	2,00,583	792·8	12	..	12	..	..	..
Bihar	1	448	..	448	2,96,204	661·2	179	..	179	..	..	..
Bombay—Maharashtra	2	331	2	333	6,77,480	2034·5	68	..	68	..	..	..
Kerala	1	375	11	386	2,38,142	717·3	74	2	76	..	..	..
Madhya Pradesh	2	554	3	557	6,27,772	1127·1	76	..	76	..	..	..
Madras	1	609	8	617	5,66,808	918·7	88	2	90	6	..	6
Mysore	1	205	2	207	1,34,566	650·1	..	..	..	..	..	..
Orissa	1	176	..	176	2,44,391	1388·6	32	..	32	..	..	..
Punjab	1	355	..	355	2,49,439	599·6	85	..	85	2	..	2
Rajasthan	1	287	..	287	5,37,133	1871·5	49	..	49	..	..	..
Uttar Pradesh	2	615	..	615	7,67,197	1389·8	109	..	109	38	..	38
West Bengal	1	208	3	211	8,58,918	3995·5	51	1	52	..	..	..
INDIA	17	5,143	36	5,179	60,89,182	1217·8	906	6	912	46	..	46

CHAPTER IX

SOCIAL EDUCATION

The year under review was a year of intensive development and consolidation in the field of Social Education. A brief account of the important activities of the Central Government in this field is given below :—

Production of Literature for Neo-Literates

1. Prize Scheme for books for neo-literates

The Popular Literature Committee decided to award 30 prizes of Rs. 500 each to authors of selected books and manuscripts in the various Indian Languages received under the Sixth Competition for Books for neo-literates. The Committee adjudged 5 books as deserving of the 5 additional prizes of Rs. 500/- each. Steps were taken to purchase 1500 copies of each of the prize winning books for distribution to N.E.S. Blocks, Social Education Centres, School Libraries and other institutions.

2. National Book Trust

The National Book Trust continued its work in connection with the preparation of manuscripts on the various topics finalised by the Board of Trustees.

3. Production of significant books in Hindi

(a) *Gyan Sarovar*.—Two of the 5 volumes of the Hindi Encyclopaedia for neo-literates known as 'Gyan Sarovar' having been published, the manuscripts of the remaining 3 volumes were nearing completion.

(b) *History of India*.—Manuscript of this title by Shri H. R. Ghosal of Bihar University was selected for the award of a prize of Rs. 5000/- and steps taken to bring out the manuscript in Hindi.

(c) *Story of Life*.—The manuscript was examined for purposes of ascertaining its suitability for publication.

4. Hindi Viswa Bharti

The publication of another Hindi encyclopaedia 'Hindi Vishwa Bharati' also made rapid progress. Volumes 3, 4 and 5 were published in editions of 10,000 copies each during the year.

5. Purchase of Social Education Literature in Hindi

Under the scheme of purchase of Social Education Literature in Hindi, popularly known as 50 : 50 Scheme, 56 books in Hindi were selected this year for purchase by the State Governments for Social Education Centres, Libraries, etc.

6. Activities under the Unesco Reading Materials Project

(a) *Unesco Prize Scheme*.—The Government of India in cooperation with Unesco announced 10 prizes of Rs. 2280/- approximately (480 \$) during the year

for being awarded to Indian authors of best books in Hindi, Tamil, Bengali and Urdu for the new reading public published in 1957-58. Six books were selected for these awards.

(b) *National Seminar for Printers and Publishers.*—A National Seminar for Printers, Publishers and Booksellers was organised at Kishanchand Chellaram College, Bombay, from 10th to 16th November, 1959. Four papers (1) Printing Trade in India, (2) Book Production Problems, (3) General Book Publishing Industry in India, and (4) Book Selling, were discussed at the Seminar. The expenditure on the Seminar was met by Unesco.

(c) *Unesco Regional Workshop on book distribution, promotion and market research.*—The Southern Languages Book Trust cooperated with the Government of India to act as host to the Unesco Regional Workshop on Book Distribution, Promotion and Market Research at Madras, for a period of 3 weeks in November-December, 1959. Delegates from Burma, Ceylon, Iran, India and Pakistan participated. A grant of Rs. 10,000 was sanctioned to the Southern Languages Book Trust, Madras, in connection with the organisation of this Workshop.

7. *Production of 8 Graded Books for Neo-literates*

The Hindustani Culture Society, Allahabad, which had been assigned the job of preparing 8 Graded books for neo-literates, submitted the manuscript of the first 4 books in the series. These manuscripts were submitted to an Expert Committee for examination before they were taken up for printing.

8. *Basic and Cultural Literature*

In cooperation with the Ministry of Community Development and Co-operation, the Ministry of Education announced the first competition for the award of prize of Rs. 1,000 each to selected authors of the best manuscripts on 10 selected topics. The literature is meant for Block Workers, Community Project Workers, etc.

9. *Production of Literature for Social Education Workers*

Under this scheme, the Ministry of Education prepared, through the agency of the Idara Talim-o-Tarraqqi, New Delhi, two handbooks—(1) Teaching Adults to Read and Write and (2) An Annotated Bibliography of Hindi and Urdu Dramas. It also got prepared through the Planning, Research and Action Institute, Lucknow, another handbook on Rural Recreation. Copies of these handbooks were distributed to State Governments, Ministry of Community Development and Cooperation and prominent persons in the field of Social Education.

10. *Research into Syllabus, Textbooks and Supplementary Reading Material for Adult Schools*

The Research, Training and Production Centre of the Jamia Millia continued the scheme of research into the syllabus, textbooks and supplementary material for adult schools. Evaluation of gradation of supplementary reading material for various grades of adult schools was in progress. The experimental adult schools, set up during the previous year, functioned satisfactorily

11. *Unesco Fellowships for Training in Denmark*

Under their Technical Assistance Programme, Unesco offered 4 fellowships in Adult Education Training Course in Denmark held during August-September, 1959. For this course, 4 Indians—2 from Mysore and one each from Bombay and West Bengal—were selected and sent for training.

12. *Evening Institute for Workers' Education*

To meet the Social Education needs of urban and industrial regions, one Institute for Workers' Education was set up as a pilot project. Earlier, an Advisory Board was constituted to run this Institute. The Board which had the Labour Commissioner for Madhya Pradesh as Chairman consisted of the representatives of the Central Ministries of Education and Labour and Employment, the departments of Labour and Education of the Government of Madhya Pradesh and representatives of employers and workers and social welfare organisations. It was proposed to appoint a small Committee and invest it with all executive powers in regard to this Institute.

13. *Institute for Training of Librarians*

The Institute started a one-year diploma course in librarianship, during the year, which commenced on 1st July, 1959. Nine trainees from different States were enrolled for it. Earlier, a 3 month training course attended by 3 representatives from States was completed.

14. *Financial Assistance to Voluntary Educational Organisations in the field of Social Education*

Grants totalling to Rs. 1,37,337 were sanctioned to 15 institutions under this scheme. Grants amounting to Rs. 40,000 were also given from the Education Minister's Discretionary Fund to 4 institutions for the development of libraries and social education.

15. *National Fundamental Education Centre*

The Centre conducted the third training course for D.S.E.Os. from 15th June to 14th November, 1959. Seventeen District Officers of Social Education from various States participated in it. The training included group work, group discussions, seminars, demonstrations and supporting field work and practicals. The fourth training course of five months' duration was also started towards the end of the year under report.

With a view to supply information to D.S.E.Os. having received training at the Centre and to other persons and organisation engaged in Social education work, 28 cyclostyled notes were prepared and distributed. A cyclostyled Bulletin was also started, during the year, and its copies were distributed to D.S.E.Os. and others interested in it. Besides, the Centre continued to be visited by Instructors of Social Education Organisers' Training Centre for studying training programmes and technique of field work. Fellowship holders from international organisations and visitors from foreign countries also came to the Centre for observation and study.

In the field of research, the Centre completed the second project on "Village Meeting Places and Community Centres in Mehrauli Block". Data on the third project on "Reading Habits and Interests of the Village People" in the village Mukhmelpur in Alipur Block was also collected which was under analysis.

16. *Audio-Visual Education*

The National Institute of Audio-Visual Education started functioning from the year under review. Its main function was to provide training facilities in the field of audio-visual education. During the year, the Institute drew up a programme of short-term and long-term training courses in the subject.

Other activities of the Institute included the production of four films namely (1) Inter-University Youth Festival, (2) Indian Games, (3) Primary Teachers, (4) Potter; production of charts, maps, posters and portraits, dubbing of films, exchange of films and the publication of Audio-Visual Journal.

The fourth meeting of the National Board for Audio-Visual Education was held in December, 1959. In implementation of the recommendation of the third meeting of the Board, an Advisory Standing Committee was set up which held its first meeting in September, 1959.

Social Education in Community Development Blocks

Social education programme continued to occupy an important place in the programme of Community Development and Village uplift. Community development Centres continued to lay increasing emphasis on the development of youth organisation as an integral part of Social Education programme.

The syllabus for the training of S.E.Os., which was revised last year, was further revised during the year so as to equip the S.E.Os. for their duties in the context of the *Panchayati Raj* Acts being passed by the States. The revised syllabus was adopted by all the training centres during the year. The S.E.Os. continued to be associated with the orientation courses for non-officials, including the *Gram Sahayaks*.

Besides the Ministry of Education and the Ministry of Community Development and Cooperation, a few other Ministries of the Government of India such as the Ministry of Labour and Employment, Ministry of Defence, etc. continued to carry out useful activities in the field of Social Education.

Main Developments in States

A brief account of the progress achieved in the field of Social Education in different States and Union Territories is given below :

Andhra Pradesh

A Deputy Director of Libraries was appointed to look after the work of libraries and Social Education in the State. A regional Film Library was established at Guntur at the cost of Rs. 40,000 and a tape library in the office of the D.P.I. for the benefit of the schools. Fourteen schools borrowed 620 films and 200 filmstrips from it.

A training Centre was established in the office of the D.P.I. for training teachers in audio-visual education methods. Eighty teachers were trained at the Centre during 1959-60.

Five camps of citizenship training for teachers were conducted in which 113 trainees participated. Five training courses were conducted for Social Education Workers in which 428 trainees drawn from schools, colleges and public departments received the training.

Assam

Social Education was conducted mainly through the community project activities in the State.

Bihar

A seminar, attended by 400 Social Education Organisers, besides some Central Government officials, was held from 20th to 22nd August, 1959 at Bodh Gaya. An Audio-Visual Education Officer attended the 2½ months' training course at the N.A.V.E.I., Delhi.

Bombay

Mass literacy campaigns of two months' duration were organised in Rajkot. In all 2,936 classes were run and 42,262 persons were made literate. Ten classes for training social education workers were conducted by the principals of Basic Training Colleges and Assistant Deputy Educational Inspectors in Gujarat in which 233 Social education workers were trained.

The peripatetic team of the special officers appointed for training of teachers to orientate them for plan work, conducted seven 30-day courses at Osmanabad, Bhir, Jalgaon, Buldhana, Amravati, Yeotmal and Akola. A number of courses *shibirs* and camps were also organised for social education workers in C. D. Projects and N. E. S. Blocks.

Jammu & Kashmir

Another audio-visual mobile unit was added to the one already existing to provide separately for the two provinces of Jammu and Srinagar.

Kerala

Refresher courses in Social Education were organised by the Extension Training Centre at Kottarakkara in which orientation training was given by the District Social Education Officers. In view of high literacy already prevalent in the State literacy programme was restricted to backward areas of N.E.S. Blocks only.

Madras

Citizenship training courses were organised for the benefit of senior students of secondary schools and of colleges. The two government training schools for adult school teachers trained 496 trainees.

Mysore

A short training course for teachers in visual education was conducted during the year. A provision of Rs. 1.85 lakhs was made for the expansion of audio-visual education in the State. Visual-education-library and film-library were established.

Orissa

More use of dramas and plays was made as media for the spread of Social Education in the State. Two records and two posters were produced and distributed to development blocks. Moreover, five books were reproduced for distribution to adult education centres.

The State Audio-Visual Education Board met to discuss various questions of Audio-Visual Education in the light of the recommendations made by the National Board for Audio-Visual Education and decided among other things that (i) research in this field should be done in the training colleges instead of training schools as recommended by the National Board and (ii) schools should observe audio-visual education week at the time of their Annual Day.

The Utkal University included the subject 'Audio-Visual Education' in the new B.Ed. syllabus.

Punjab

In order to make literacy programmes more useful, it was decided to add training in some useful craft to it. Adult literacy-cum-craft centres were therefore started which became very popular, particularly among women.

Rajasthan

The Audio-Visual Education Office organised in-service training courses in which training was provided in the method of handling, operating and carrying out minor repairs to audio-visual equipment.

Radio sets were installed in some schools.

Uttar Pradesh

During the year, books worth Rs. 80,473 were added to the stocks of the existing libraries. A special number of the 'Navjoti' on *Sahkari kheti* and seven other publications were brought out by the Education Expansion Department. The Film Section of the Education Expansion Office produced five films and the filmstrips, namely (1) *Rashtriya seminar*, (2) *Prayag*, (3) *Nennehy Sipahi*, (4) Lucknow, (5) *Vibhagiya Samachar*, (6) *Rogon ki Rok Tham*, and (7) *Kitaboon ka Sahi Prayoga*.

West Bengal

With a view to make people more library minded; a 'library week' was organised by the Bengal Library Association. During the week, a comprehensive programme including public meetings, book exhibitions, etc. was gone through.

During the year, financial assistance of the value of Rs. 4,250 was given to the Bengal Library Association and of Rs. 1,230 to the Howrah District Library Association to enable them to conduct librarianship training courses. Moreover special grants were sanctioned to four well-known voluntary organisations at the rate of Rs. 1,000 each for organising folk-recreational activities.

A ten-day mela each was organised at the People's College at Kalimpong and Banipur. At these occasions, education and entertaining programme including exhibition of village handicrafts, cattle and poultry shows, indigenous games and sports and recreational performances were organised.

Himachal Pradesh

A seminar in audio-visual education was organised at Solan in which 45 teachers participated. The Audio-Visual Education Unit established in the Directorate of Education organised film shows and distributed radio sets and audio-visual literature.

Manipur

Seminars and social service camps were organised in the Territory. One film projector, a number of films, one tape recorder and epidiascope were purchased.

Tripura

Social Education Organisers were appointed on a regular basis in the Territory. The entire social education programme was carried out at a total cost of Rs. 7,11,784 during the year.

During 1959-60, 204 trainees including 37 functioning village leaders were given training. A sum of Rs. 2,713 was distributed to these functioning leaders as stipends. Adult literature in Bengali and Tribal languages was published. The publication of the "Sakshar" a monthly magazine for neo-literates was continued.

Pondicherry

An Audio-Visual Education Unit was established in the Department and the necessary equipment was purchased for it.

Statistics

The number of social education schools, centres and classes increased by 4,150 to 51,736 during the year. Of the total number of schools etc., 21·0 per cent were run by Government, 2·5 per cent by local boards and 76·5 per cent by private bodies. The total number of adults on the rolls of these centres etc., increased from 12,57,760 to 13,69,811 (11,61,371 men and 2,08,440 women). Of these, 7,37,006 including 1,09,533 women, were made literate. The total expenditure on Social Education stood at Rs. 1,13,06,194 during the year and it showed an increase of 20·4 per cent over the previous year's figure. Government met 85·6 per cent of this expenditure, as against 5·1 per cent met by local bodies and 9·3 per cent by other sources.

Table CVI gives detailed statistics of Social Education in the different States.

Table CVI—Statistics of Social Education

State	Number of Schools/Classes/ Centers			Number of Adults on Rolls						
	1958-59	1959-60	Increase (+) or Decrease (-)	Men		Women		All Persons		Increase (+) or Decrease (-)
				1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	1,869	1,393	-476	52,000	41,969	4,527	3,564	56,527	45,533	-10,994
Assam	717	700	-17	21,945	17,076	3,026	4,885	24,971	21,961	-3,010
Bihar	6,617	7,021	+404	2,07,833	2,32,023	26,678	28,307	2,34,511	2,60,330	25,819
Bombay { Maharashtra	19,218	12,454		3,12,224	1,96,323	59,019	51,704	3,71,243	2,48,027	
{ Gujarat	*	8,263	+1,499	*	1,52,867	*	31,991	*	1,84,858	+61,642
Kerala	134	16	-118	3,578	396	354	42	3,932	438	-3,494
Madhya Pradesh	1,113	2,342	+1,229	31,137	48,366	1,231	3,159	32,368	51,525	+19,157
Madras	1,422	1,248	-174	35,131	28,906	6,442	5,706	41,573	34,612	-6,961
Mysore	6,251	6,132	-119	91,967	78,561	9,647	7,597	1,01,614	86,158	-15,456
Orissa	2,798	2,438	-360	80,303	87,726	8,790	9,644	89,093	97,370	+8,277
Punjab	837	914	+77	11,239	7,816	12,166	14,922	23,405	22,738	-667
Rajasthan	1,340	3,235	+1,895	25,317	56,528	5,428	5,870	30,745	62,398	+31,653
Uttar Pradesh	534	459	-75	11,382	11,183	2,922	1,953	14,304	13,136	-1,168
West Bengal	3,901	4,241	+340	1,70,912	1,80,190	26,081	31,018	1,96,993	2,11,208	+14,215
A. & N. Islands	4	4	..	75	112	6	8	81	120	+39
Delhi	198	172	-26	3,832	3,435	5,450	3,981	9,282	7,416	-1,866
Himachal Pradesh	64	158	+94	621	1,126	41	345	662	1,471	+809
L. M. & A. Island	5	12	+7	122	264	..	14	122	278	+156
Manipur	121	78	-43	1,717	1,452	1,053	419	2,770	1,871	-899
Tripura	403	418	+15	17,426	13,617	4,632	3,020	22,058	16,637	-5,421
Pondicherry	40	38	-2	1309	1,435	197	291	1,506	1,726	+220
INDIA	47,586	51,736	+4,150	10,80,070	11,61,371	1,77,690	2,08,440	12,57,760	13,69,811	+1,12,051

*Figures included in those shown against Maharashtra.

SOCIAL EDUCATION 1959-60

SOCIAL EDUCATION CENTRES



IN LAKHS

EXPENDITURE

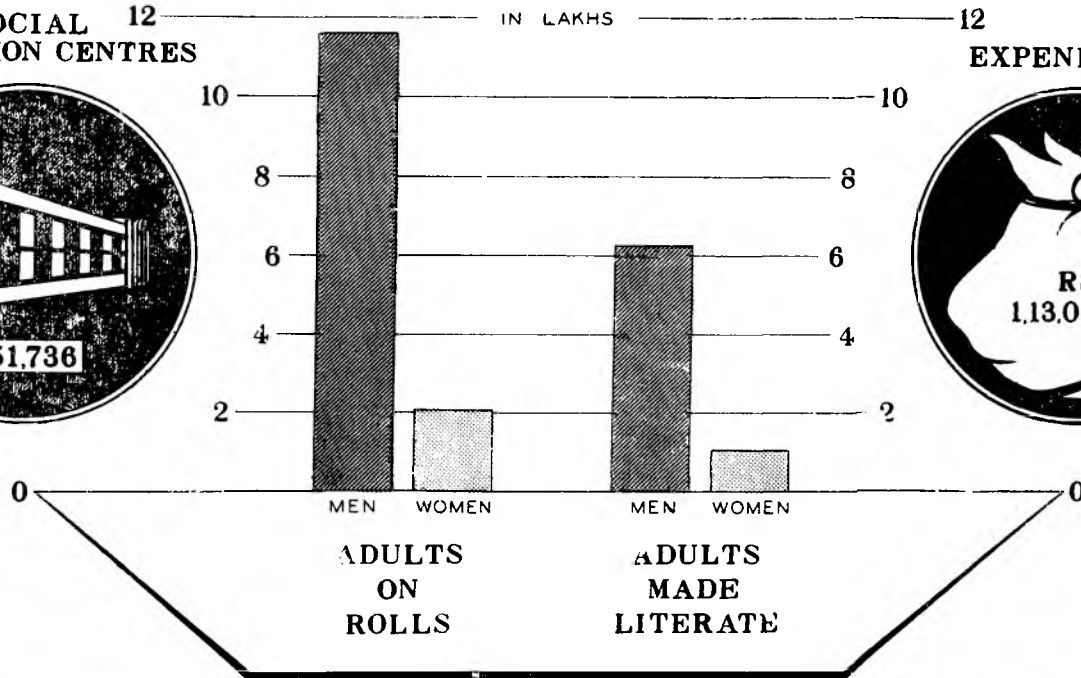


Table CVI—Statistics of Social Education—(Contd.)

State	Number of Adults made Literate			Number of Teachers	Total Expenditure on Social Education				Percentage of Exp. on Social Edu. to Total Exp. on Education	Percentage of Expenditure met from			
	Men	Women	All Persons		1958-59	1959-60	Increase(+) Decrease(-)			Govt. Funds	District Board Funds	Municipal Board Funds	Other Sources
							Amount	Percentage					
	12	13	14	15	16	17	18	19	20	21	22	23	24
Andhra Pradesh	29,145	3,156	32,301	58	3,11,766	2,13,882	-97,884	-31.4	0.1	67.2	31.5	0.9	0.4
Assam	11,210	3,491	14,701	138	1,44,922	92,825	-52,097	-35.9	0.1	99.1	..	..	0.9
Bihar	1,79,826	22,119	2,01,945	328	11,98,275	12,29,939	+31,664	+2.6	0.6	97.5	..	..	2.5
Bombay	Maharashtra	76,749	17,797	94,546	5	11,22,237	9,27,747		0.2	79.3	..	4.9	15.8
	Gujarat	66,266	14,598	80,864	6,486	*	4,84,077	+2,89,587	+25.8	0.3	61.4	26.9	2.6	19.1
Kerala	396	42	438	21	47,875	2,303	-45,572	-95.2	0.0	100.0	..	..	..
Madhya Pradesh	34,971	2,872	37,843	235	4,70,223	5,54,796	+84,573	+18.0	0.3	98.8	..	..	1.2
Madras	2,462	349	2,811	N. A.	3,99,541	3,82,966	-16,575	-4.1	0.1	97.1	..	..	2.9
Mysore	20,957	1,643	22,600	5,257	1,83,408	4,79,823	+2,96,415	+161.6	0.3	68.5	..	13.5	18.0
Orissa	57,932	5,680	63,612	1,336	3,40,709	4,56,955	+1,16,246	+34.1	0.7	94.3	..	..	5.7
Punjab	5,701	13,018	18,719	275	4,64,280	4,21,068	-43,212	-9.3	0.3	91.2	..	3.9	4.9
Rajasthan	56,528	5,870	62,398	N. A.	5,32,000	5,45,829	+13,829	+2.6	0.5	100.0	..	..	..
Uttar Pradesh	8,821	1,399	10,220	464	1,19,335	96,547	-22,788	-19.9	0.0	88.9	..	5.5	5.6
West Bengal	61,233	11,173	72,406	1,527	26,77,168	41,90,098	+15,12,930	+56.5	1.3	83.4	0.0	0.6	16.0
A & N Island	112	8	120	N. A.	2,140	15,841	+13,701	+640.2	1.9	100.0	..	..	..
Delhi	1,364	2,945	4,309	188	4,56,800	4,36,675	-20,125	-4.4	0.5	52.9	..	47.1	..
Himachal Pradesh	1,126	345	1,471	91	7,769	36,727	+28,958	+372.7	0.4	99.7	..	..	0.3
L. M. & A. Island	198	10	208	..	740	7,608	+6,868	+928.1	2.3	100.0	..	..	..
Manipur	1,129	302	1,431	N. A.	12,489	8,573	-3,916	-30.3	0.1	100.0	..	..	..
Tripura	10,469	2,482	12,951	576	8,83,399	7,11,784	-1,71,615	-19.4	5.4	100.0	..	..	..
Pondicherry	878	234	1,112	44	11,874	10,131	-1,743	-14.7	0.2	96.8	..	..	3.2
INDIA	6,27,473	1,09,533	7,37,006	17,029	93,86,950	1,13,06,194	+19,19,244	+20.4	0.4	85.6	1.8	3.3	9.3

* Figures included in those shown against Maharashtra.

CHAPTER X

MISCELLANEOUS

1. Pre-Primary Education

Pre-primary education, which covers the age-group from 3 to 5 or 6 years is imparted in pre-primary and pre-basic schools and pre-primary and nursery classes attached to some of the primary and secondary schools. The number of pre-primary schools increased, during the year, by 159 or 13·4 per cent to 1,349, as against 28·2 per cent in the previous year. This excludes the attached pre-primary classes whose number is not available. Of the total number of pre-primary schools, 1,140 or 84·5 per cent were managed by private bodies (854 by private aided bodies and 286 by private unaided bodies), 157 or 11·6 per cent by local boards and the remaining 52 or 3·9 per cent by government.

The pre-primary and pre-basic schools as well as the pre-primary classes attached to primary and secondary schools together enrolled 1,51,013 pupils (80,520 boys and 70,493 girls) during 1959-60, as against 1,37,698 (75,093 boys and 62,605 girls) during 1958-59. This gave an increase of 12·7 per cent as compared to that of 22·7 per cent in the previous year.

The total direct expenditure incurred on pre-primary and pre-basic schools alone amounted to Rs. 51,15,187 or Rs. 6,05,106 more than the expenditure in the previous year. Of this, 24·1 per cent was met from government funds, 9·7 per cent from local board funds, 39·7 per cent from fees and 26·5 per cent from endowments and other sources.

The number of teachers in these pre-primary schools increased from 2,998 (404 men and 2,594 women) in 1958-59 to 3,486 (390 men and 3,096 women) in 1959-60. This gives an increase of 16·3 per cent, as against an increase of 18·6 per cent in the previous year. As many as 2,330 or 66·8 per cent of these teachers were trained, the corresponding figures for the previous year being 2,100 or 70·1 per cent. It is clear from the above data that a large majority of these teachers, that is 88·7 per cent, were women teachers, of which 66·4 per cent were trained teachers, as against 70·3 per cent trained among the men teachers.

Detailed statistics of pre-primary schools according to States are given in Table CVII.

Facilities for the training of teachers for pre-primary schools were reported to have existed in the States of Andhra Pradesh, Bombay, Kerala, Madhya Pradesh, Madras, Punjab and Uttar Pradesh. These States returned in all 27 pre-primary training schools. Bombay had the highest number of such schools (18), followed by Madras (4), Madhya Pradesh (2), and Andhra Pradesh, Kerala and Uttar Pradesh (1 each). Punjab did not report any pre-primary teacher training school but facilities for such training existed in some of the primary and secondary teacher training schools. Of the total number of pre-primary teacher training schools, 19 (or 70·4 per cent) were managed by private aided bodies, 4 (or 14·8 per cent) by private unaided bodies and the remaining 4 schools (or 14·8 per cent) by government. The number of pupils in these schools as well as in pre-primary training classes attached to other training schools was 1,907 (185 men and 1,722 Women). The total direct expenditure on

Table CVII—Statistics of Pre-Primary Schools

State	Number of Schools		Number of Pupils**						Expenditure	
			Boys		Girls		Total			
	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60	1958-59	1959-60
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh	38	45	2,225	3,771	2,047	2,980	4,272	6,751	1,04,111	1,17,203
Assam	25	34	3,322	3,549	3,320	3,449	6,642	6,998	76,132	71,013
Bihar	10	15	496	490	349	468	845	958	52,432	63,749
Bombay { Maharashtra	685	436	37,594	15,578	27,073	13,204	64,667	28,782	22,62,587	15,85,927
{ Gujarat	*	306	*	25,265 +	*	16,745	*	42,010	*	9,83,784
Jammu & Kashmir . . . . .	..	..	3,027	5,610	7,761	10,770	10,788	16,380	..	..
Kerala	13	13	752	795	787	799	1,539	1,594	26,045	35,918
Madhya Pradesh	120	126	4,136	4,840	3,944	4,614	8,080	9,454	5,31,709	5,54,352
Madras	28	27	1,291	1,435	1,193	1,339	2,484	2,774	1,60,939	1,61,394
Mysore	139	172	5,046	6,039	4,396	6,121	9,442	12,160	2,46,575	2,92,356
Orissa . . . . .	..	..	4,435	31	2,299	19	6,734	50	..	..
Punjab	3	4	430	551	252	522	682	1,073	14,610	18,814

Tabal CVII—Statistics of Pre-Primary School—contd.

1	2	3	4	5	6	7	8	9	10	11
Rajasthan	8	15	1,136	1,151	967	983	2,103	2,134	84,691	1,43,515
Uttar Pradesh	51	58	3,610	3,924	2,519	2,974	6,129	6,898	5,31,429	6,32,307
West Bengal	41	62	3,349	3,851	3,013	3,329	6,362	7,180	3,25,005	3,51,053
A. & N. Islands . . . .	..	1	582	877	401	529	983	1,406	..	N.A.
Delhi	8	13	2,399	1,825	1,406	1,025	3,805	2,850	49,874	57,577
Himachal Pradesh	2	2	34	40	36	28	70	68	3,094	2,670
Manipur	1	1	18	3	..	7	18	10	3,720	4,284
Tripura	1	2	27	45	22	36	49	81	21,968	23,529
Pondicherry	17	17	1,184	850	820	552	2,004	1,402	15,160	15,742
INDIA	1,190	1,349	75,093	80,520	62,605	70,493	1,37,698	1,51,013	45,10,081	51,15,187

*Included in Maharashtra.

**Includes enrolment in classes attached to primary and secondary schools.

† These figures include number of students in Nursery and Infant classes in Gujarat.

these training schools, amounted to Rs. 4,58,212, of which 57·4 per cent was met from government funds, 23·5 per cent from fees, 7·8 per cent from endowments, 0·3 per cent from local board funds and 11·0 per cent from other sources. The average annual cost of educating a pupil-teacher in such schools was 267·6.

Table CVIII gives the detailed statistics of pre-primary training schools in various States.

Table CVIII—Statistics of Pre-Primary Teachers' Training Schools

State	No. of Institutions	*Number of Pupils			Total Direct Expenditure	Average Annual Cost per Scholar
		Boys	Girls	Total		
1	2	3	4	5	6	7
Andhra Pradesh	1	35	39	74	6,765	199.0
Bombay } Maharashtra	12	2	690	692	2,10,457	304.1
Bombay } Gujarat	6	146	270	416	68,939	165.7
Kerala	1	..	44	44	3,487	145.3
Madhya Pradesh	2	..	230	230	71,184	342.2
Madras	4	..	289	289	44,980	155.6
Punjab . . . . .	..	2	91	93	..	..
Uttar Pradesh	1	..	69	69	52,400	1069.4
INDIA	27	185	1,722	1,907	4,58,212	267.6

*Includes enrolment in attached classes.

2. Aesthetic Education

Aesthetic education which mainly includes the study of music, dancing, other fine arts, crafts, etc., was provided in some of the schools for girls, in schools having diversified courses and in a few colleges and universities.

The activities of the Central Government in this field, during the year are briefly given below:—

Three akademies, namely the Sahitya Akademi, the Sangeet Natak Akademi and the Lalit Kala Akademi functioned under the Central Ministry of Scientific Research and Cultural Affairs for the promotion of these arts.

The Ministry provided sums of Rs. 6 lakhs, Rs. 14 lakhs, and Rs. 4 lakhs for grant to these akademies respectively.

The foundation stone of the building to house these akademies was laid in April 1959.

A brief account of the activities of the three Akademies is given below:—

Sahitya Akademi

As part of its main programme to acquaint writers and readers in one Indian language with the literature in the other Indian languages, the Sahitya Akademi continued to edit, translate and publish classics and other material in all the Indian languages. The published works, *inter alia*, included the following :—

- (i) national bibliography of Indian literature from the beginning of the Century to the end of 1953,
- (ii) critical edition of *Kalidasa's* works namely *Meghaduta*, *Vikromorvasiya*, *Kumarasambhava* and *Shakuntla*,
- (iii) a comprehensive anthology of Sanskrit literature in various volumes,
- (iv) anthologies of Indian poetry in various languages,
- (v) representative anthologies of short stories, essays and one-act play in various Indian languages,
- (vi) English translations of representative short stories from modern Indian languages entitled "Contemporary Indian Short Stories",
- (vii) histories of literature in various languages,
- (viii) a Who's Who of about 5,500 Indian writers in all languages,
- (ix) Bibliography of Tagore's writings in Bengali and English as well as their translation in other Indian and foreign languages,
- (x) a Russian Hindi dictionary, a Tibetan Hindi dictionary, a Chinese Hindi dictionary and revision and reprinting of Bengali-Bengali dictionary namely *Bangiya Shabdakosh*,
- (xi) Six-monthly Akademi's Journals namely Indian Literature in English and "Sanskrita Pratibha" in Sanskrit.

Besides, the Sahitya Akademi also engaged itself in the translation of important Western classics into all major Indian languages. This was done with assistance of printing paper worth \$ 5,000 from UNESCO under its project on "Mutual Appreciation of Eastern and Western Cultural Values". Moreover, the Akademi collaborated with UNESCO in another project namely the translation of Eastern Classics into Western languages, as a result of which "The Sacred writings of the Sikhs (*Adi Granth*)" was published.

In connection with Poet Tagore's birth centenary to be celebrated in 1961, the akademi had plans to publish a centenary series of his select writings. This was being done in two series, one giving the original Bengali text in Hindi script and the other giving its translations in other major Indian languages.

The Sahitya Akademi gave annual awards of Rs. 5,000 each to the most outstanding book of literary interest in each of the major Indian languages. It sanctioned financial assistance to 24 publications in various Indian languages and also assisted in the publication of seven other works by purchase of copies thereof.

Lalit Kala Akademi

The Lalit Kala Akademi organised the "National Exhibition of Art" in March, 1960, in New Delhi. Moreover, during the year, it purchased for its collection, 22 exhibits by different artists, for Rs. 13,700.

During the year, the Akademi participated in a number of exhibition held in foreign countries. It contributed five works to the 1st Paris Biennl held in 1959, 34 graphic works to the 3rd International Exhibition of Graphi Art held in Yugoslavia and six paintings to the Exhibition of Handicrafts held at Berne, Switzerland. The Akademi also sent 58 exhibits to Cairo for the Contemporary Art Exhibition in U.A.R. held in December, 1959 and a consignment of 11 graphics to the International Exhibition of Drawings and Engravings to be inaugurated in April, 1960 at Lugano, Switzerland. The exhibition entitled "5,000 years of Indian Art" was organised in Zurich in November, 1959 from where it was taken to Paris. This exhibition was also to visit Vienna and Rome later.

During the year, 4 exhibitions from abroad visited the country. These included 2 from U.S.S.R., and one each from Poland and the Democratic Republic of Germany. These exhibitions were shown at various places in India.

Under the programme of Exchange of Artists between India and foreign countries, the Akademi sent two artists to U.S.S.R. in May 1959. This was reciprocated with a visit to India by two artists from that country in December, 1959. The work of copying selected frescoes at Bairath (Rajasthan) was completed. A survey work in Gujarat was started.

The Lalit Kala Akademi published three titles namely, Bundi Painting Birbhum Terracottas, and Lalit Kala No. 5. The Recognition Sub-committee of the Adademi accorded recognition to five art institutions. Seven teen organisations were granted subvention totalling to Rs. 70,000. Besides five State Akademies of Assam, Jammu & Kashmir, Madhya Pradesh, Orissa and Rajasthan were given a grant of Rs. 2,000 each.

Sangeet Natak Akademi

The Akademi planned to organise play competitions in different languages. As part of this programme the Akademi organised a play competition in Hindi—the first in the series.

During the year, the Akademi conferred on eminent artists in the field of Music, Dance, Drama and Film, two awards in Hindustani Music, two in Karnatic Music, one in creative Dance three in Drama and one in Film. The Akademi also awarded Folk Dance Trophy and prizes to various groups. The troupe from Madhya Pradesh was given the first prize for its Gaur Dance and the Sangeet Natak Akademi's Running Trophy. The Manipur troupe was awarded a special prize (cup) for its *Dhumen Pung Chalom* Dance. Besides, the troupes from Assam, Bihar, Rajasthan, Uttar Pradesh and Himachal Pradesh were given five other prizes (Plaques).

The Akademi rendered financial assistance to a number of Institutions working in the field of Music, Dance and Drama and also for organising special cultural festivals, etc. The total amount of grants sanctioned in 1959-60 was Rs. 4,15,150.

The Akademi made special recordings of eminent musicians for its library. The Akademi also made a complete recording of the (i) Ramlila Opera of Kumaon from Lok Kalakar Sangh, Almora (ii) music of Panch Tantra Ballet of the Little Ballot Troupe, Bombay (iii) music of Mumal Dance-Drama of Lok Kalakar Mandal, Udaipur and (iv) one-hour Piano recital of Mr. Ander Fold of Australia. The Akademi made colour films of Folk Dances during the Republic Day Folk Dance Festival. It also organised receptions to the visiting cultural delegations from Viet-Nam and Yugoslavia and the delegates to the Seminar on Theatre Architecture.

Main Developments in States

A brief account of the developments in the field of Aesthetic Education in the different States is given below :—

Kerala

The Kerala Kalamandalam imparted training in *Kathakali*, *Ottanthullal Mohiniva Ham* and such other stages arts as are peculiar to the State.

Maharashtra

The Department of Drawing and Painting of Sir J. J. School of Art organised two exhibitions during the year. Besides, it also participated in the Fifth State Exhibition held at Ahmedabad.

In the field of Dramatic Art, 6 Dramas in Marathi were selected for the award of prizes. Moreover, inter-district dramatic competitions were organised in secondary and primary schools. Training camps of 15 days duration in the art of dramatics were organised at Poona and Nagpur for primary teachers. At the *Sanskrit Natya Mahatsova* organised in Bombay in February, 1960, three participant institutions were awarded prizes of the total value of Rs. 1,000.

As a part of surveyprogramme, many dance poses found in temple walls of Puri and Bhubaneswar were collected and preserved for future use. A local group of dance artists were engaged for reference to some of the dance poses found in the walls of Konark temple also.

West Bengal

Three months' training in folk-art and music, etc., was imparted at Bangabani to 20 trainees. Besides, training courses on "Kothakata" were conducted a Nawadwip and Cooch Behar in which 10 pupils participated

Manipur

Music was introduced as a subject of study in some of the high schools N.E.F.A.

Music and dancing were introduced as compulsory practical subject in the schools curriculum.

Statistics

The statistics of institutions of music and dancing and other fine arts are given in Table CIX and Table CX. A brief account of institutions under each type is given below :—

Schools for Music and Dancing

The number of music and dancing schools decreased by 1 to 167 during the year. The decrease was reported by the States of Assam (1), Bombay (4), Madhya Pradesh (3) and Tripura (3). Except for the States of Biha

and Jammu & Kashmir, and all the Union Territories (excepting Delhi) which did not report any school, the remaining States reported an increase in the number of such institutions. The decrease in Assam and Tripura was due to the closure of institutions. In Bombay, the decrease was partly due to the closure of schools and partly due to the withdrawal of recognition from some schools. Merger of one school with Indira Kala Vishwavidyalaya, Khairagarh, and up-grading of another as college resulted in the decrease of such schools in Madhya Pradesh. Besides these schools, some colleges had music and dancing classes of school standard attached to them.

The total number of pupils reading in music and dancing schools and attached classes was 10,898, as against 10,646 in the previous year. Besides, some bonafide students of other institutions were also studying in some of these institutions during the year.

The total expenditure incurred on these institutions was Rs. 12,30,045 as against an expenditure of Rs. 12,91,089 in the previous year. Of the total expenditure 37.3 per cent was met from Government funds, 34.4 per cent from fees and 28.3 per cent from endowments and other sources. The average annual cost of educating a pupil in a music and dancing school was Rs. 112.8.

Schools for Other Fine Arts

The number of other fine arts schools increased from 39 to 42. The increase was reported by the States of Bombay (1) and Kerala (2). There were no schools for fine arts in Jammu and Kashmir and Punjab States and all the Union Territories excepting Delhi and Manipur. Elsewhere the number of schools was the same as in the previous year. Some of the colleges for other fine arts had also school classes attached to them. The number of students reading in the schools for other fine arts and attached classes increased from 3,256 to 3,597. Besides, bonafide students of other institutions also received instruction in fine arts in these schools.

The total direct expenditure incurred on the schools of other fine arts was Rs. 7,84,418, as against Rs. 6,98,509 in the previous year. The percentage of this expenditure met from Government funds, local boards funds, fees and endowments including other sources was 59.3, 1.1, 26.5 and 13.1 respectively. The average annual cost per pupil in these schools was Rs. 218.

Colleges for Music and Dancing

The number of music and dancing colleges increased from 36 to 41. Bihar and Manipur reported one college each for the first time, while Madhya Pradesh reported 4 additional colleges. In Uttar Pradesh, one college has been excluded as it did not supply requisite statistics. Apart from these colleges for music and dancing, the teaching departments of universities of Annamalai, Delhi, Indira Kala Vishwavidyalaya, Madras, Patna, Varanasya Sanskrit Vishwavidyalaya and Vishwa Sangeet Bhavan of Calcutta University also provided facilities for the teaching of music and dancing.

The total number of pupils on rolls of these colleges and university teaching departments of music and dancing increased during the year from 6,494 to 6,627. These figures exclude the number of students receiving instruction in courses of school standard in these institutions. Besides, bonafide students of other institutions also received instruction in these institutions.

The whole expenditure on colleges of music and dancing amounted to Rs. 12,65,866 during 1959-60 as compared to Rs. 10,75,613 in 1958-59. Of the total direct expenditure, 48.0 per cent was met from government funds, 0.4 per cent from local boards, 27.4 per cent from fees and 24.2 per cent from endowments and other sources. The average annual cost of educating a pupil in a music and dance college was Rs. 191.

Colleges for Fine Arts

The number of reported colleges for fine arts, during the year was 8, the same as in the previous year. These colleges existed in the States of Andhra Pradesh, Bombay, Madhya Pradesh and West Bengal. Besides, the teaching departments of the universities of Baroda, Gorakhpur, Madaras and Visvabharti also provided facilities for the teaching of fine arts.

The total number of pupils on rolls of these colleges and university teaching departments but excluding those receiving instruction in courses of school standard decreased from 2,018 to 1,760. The total direct expenditure incurred on the colleges for other fine arts was Rs. 7,29,994 as compared to Rs. 8,16,264 in the previous year. Of this, 69.9 per cent was met from government funds, 13.6 per cent from fees and 16.5 per cent from endowments and other sources. The average annual cost of educating a pupil was Rs. 414.7.

Table CIX—Statistics for Schools for Music, Dancing and other Fine Arts, 1959-60

State	For Music Schools				Schools for other fine Arts			
	No. of Institutions	Number of Pupils			No. of Institutions	Number of Pupils		
		Boys	Girls	Total		Boys	Girls	Total
1	2	3	4	5	6	7	8	9
Andhra Pradesh	11	260	741	1,001	1	31	1	32
Assam	12	109	194	303	1	52	6	58
Bihar . . . . .	..	..	..	..	1	71	..	71
Bombay } Maharashtra	44	868	1,304	2,172	17	1,305	231	1,536
Bombay } Gujarat	10	511	334	845	4	78	19	97
Kerala	6	150	403	553	5	116	76	192
Madhya Pradesh	2	15	37	52	..	..	..	..
Madras	1	8	72	80	3	399	12	411
Mysore	24	524	1,077	1,601	4	346	31	377
Orissa	12	241	446	687	2	75	57	132
Punjab . . . . .	..	..	..	..	1	146	1	147
Rajasthan	4	228	257	485	..	..	..	..
Uttar Pradesh	10	101	411	512	..	..	..	..
West Bengal	30	573	1,834	2,407	1	416	34	450
Delhi	1	14	186	200	1	16	28	44
Manipur . . . . .	..	..	..	..	1	49	1	50
TOTAL	167	3,602	7,296	10,898	42	3,100	497	3,597

Table CX—Statistics of Colleges for Music Dancing and other fine Arts, 1959-60

State	Colleges								
	No. of Institutions	Colleges for Music			No. of Institutions	Colleges for other fine Arts			
		No. of Pupils				No. of Pupils			
		Boys	Girls	Total		Boys	Girls	Total	
1	2	3	4	5	6	7	8	9	
Andhra Pradesh	1	217	48	265
Bihar	1	13	17	30	..	..	..	..
Bombay	Maharashtra	1	339	162	501
	Gujarat	1	212	148	360	1	143	23	166
Madhya Pradesh	18	984	1,236	2,220	4	441	110	551	
Madras	2	24	134	158	..	..	..	..
Orissa	2	104	245	349	..	..	..	..
Rajasthan	1	10	23	33	..	..	..	..
Uttar Pradesh	5	281	609	890	..	..	..	..
West Bengal	8	391	2,021	2,412	1	209	68	277	
Delhi	1	11	50	61	..	..	..	..
Manipur	1	43	53	96	..	..	..	..
Tripura	1	6	12	18	..	..	..	..
TOTAL	41	2,079	4,548	6,627	8	1,349	411	1,760	

3. Education of the Handicapped

Education of the handicapped is provided through two types of institutions, viz., (i) schools for the mentally handicapped and (ii) schools for the physically handicapped.

Schools for the Mentally Handicapped

During the year, there were 5 schools for the mentally handicapped, as against 4 in the previous year. Of these, four were located in Bombay as against 3 in the previous year and 1 in West Bengal. Besides, a separate section of the schools for the deaf at Lucknow continued to provide education to the mentally retarded children. These institutions provided special psychological and psycho-analytical treatment to the students. These schools enrolled 380 pupils (254 boys and 126 girls), as against 310 pupils in the previous year. The number of teachers in these schools increased from 34 to 58. The total expenditure on these schools, however, decreased from Rs. 2,83,627 to Rs. 2,67,070. The Government met 71·3 per cent of the total expenditure during 1959-60, as against 60·1 per cent in the previous year. Local boards, fees and other sources shared this expenditure to the extent of 1·3 per cent, 26·0 per cent and 1·4 per cent respectively.

Schools for the Physically Handicapped

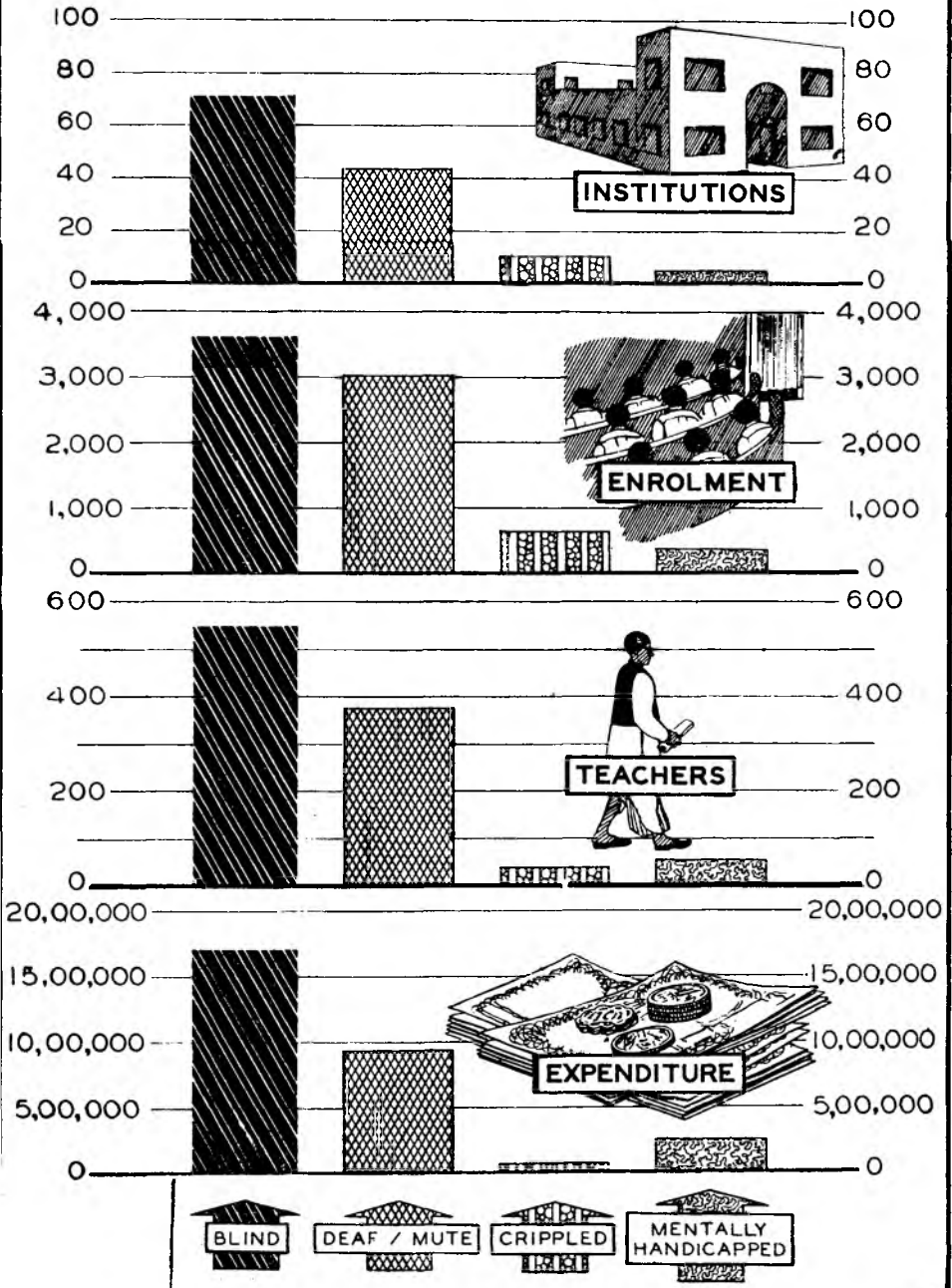
There were in all 126 schools for the physically handicapped, as against 124 in the previous year. These schools consisted of 71 for the blind, 44 for the deaf-mute and 11 for the crippled. Bihar and Uttar Pradesh reported an increase of 2 schools each, while Bombay reported a decrease of one school. The distribution of schools for the physically handicapped according to management was : government 34 (26·0 per cent), local boards 2 (1·6 per cent), private aided 85 (67·7 per cent), and private unaided 5 (4·7 per cent).

The schools for the physically handicapped enrolled 7,312 students (5,547 boys and 1,765 girls), as against 6,737 students (5,114 boys and 1,623 girls) in the previous year. These students were distributed over the different types of schools as : schools for the blind 3,604 students, schools for the deaf-mute 3,026 students and schools for the crippled 682 students, the corresponding figures for the previous year being 3,220, 2,885 and 632 respectively.

The total expenditure on the schools for the physically handicapped decreased from Rs. 34·51 lakhs to Rs. 27·49 lakhs. About two-thirds of this expenditure was met by government, about one-eighth from endowments, about one-sixth from other sources and the rest by local boards. The corresponding percentages for the previous year were : 65·0 per cent, 18·9 per cent, 11·9 per cent and 4·5 per cent respectively.

The number of teachers in the schools for the physically handicapped increased from 915 to 957, of whom 547 were working in schools for the blind, 371 in schools for the deaf-mute and 39 in schools for the crippled. The training section of the Deaf and the Dumb school at Lucknow continued to provide facilities for the training of teachers for the deaf. A teachers' training department was started at the Deaf and Dumb School, Calcutta.

EDUCATION OF THE HANDICAPPED 1959-60



Detailed statistics of schools for the handicapped in various States are given in Table CXI.

Schools for the blind generally provided free education up to the elementary standard by means of a Braille Code adapted to regional languages. In addition, training in some handicrafts such as weaving, spinning, chair-caning, door-matmaking, basket making, knitting, etc. was provided to enable students to take to these vocations to earn their living. Music, both vocal and instrumental was taught in most of the schools. In schools for the deaf, lip reading and articulation formed the main features of instruction. Instruction in 3R.'s in addition to teaching of certain useful crafts, like, drawing, sign-board painting, carpentry and tailoring was also provided in these schools.

The Training Centre for the Adult Blind (for men) which imparts training chiefly in cottage industries, continued its activities during the year. The primary object of this centre was to impart training to adult blind men and women in various trades and to develop the social competence of the trainees by imparting training in mobility, personal hygiene and self-reliance. The Centre had accommodation for 150 men between 18 and 40 years of age. For the women's section of the Centre, a new building was hired and it was proposed to provide accommodation for 35 women trainees.

The sheltered workshop for the Blind which functioned as an adjunct to the Training Centre provided remunerative employment to five blind weavers and five blind chair canners. A revised provision of Rs. 40,000 in the budget for 1959-60 was made for the administration and expansion of the workshop.

The Model School for the Blind Children which was inaugurated in January 1959 continued to function. The School, which had kindergarten and primary sections with accommodation of 50 children, was eventually to become a full-fledged secondary school for blind children. Besides, the school was to serve as a laboratory for the development of new methods and techniques of educating the blind children. As one of the units of the proposed National Institute for the Blind, it also strove to encourage, the development of similar institutions in other parts of India. The school provided free board, lodging, clothes and tuition.

Under the scheme of establishing employment organisation for the handicapped drawn up in 1958 in consultation with an I.L.O. expert, it was proposed to establish a network of special employment offices for the physically handicapped as part of National Employment Service. Their object was to promote, by persuading the employers, the placement of trained blind, deaf and orthopaedically handicapped persons in occupations which they could practice without lowering standards of efficiency. The first such special employment exchange for the physically handicapped, established in March, 1959 in Bombay made steady progress during the year. The National Advisory Council for the Education of the Handicapped suggested the establishment of three more employment exchanges by 1960-61.

The Central Braille Press, whose main function was to produce Braille literature in Indian languages, produced 4,975 volumes and brought out a quarterly journal in Hindi entitled '*alok*' containing articles of general interest selected from good Hindi magazines. The Press also publishes a calendar for the blind every year.

Table CXI—Statistics of Schools for the Handicapped

State	Number of Schools					Number of pupils					Total Expenditure	Number of Teachers
	For the Physically Handicapped			For the Mentally Handicapped	Total	For the Physically Handicapped			For the Mentally Handicapped	Total		
	Blind	Deaf-Mute	Crippled			Blind	Deaf-Mute	Crippled				
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh .	4	1	3	..	8	237	50	97	..	384	99,746	50
Assam	1	1	..	..	2	32	52	..	..	84	29,028	19
Bihar	5	2	..	..	7	285	96	..	..	381	1,43,679	40
Bombay { Maharashtra	11	10	3	3	27	691	435	156	291	1,573	7,33,785	215
{ Gujarat .	8	3	..	1	12	286	226	..	20	532	2,48,951	91
Jammu & Kashmir .	1	..	..	..	1	15	..	..	..	15	5,544	4
Kerala	4	3	..	..	7	111	224	..	..	335	1,34,583	44
Madhya Pradesh .	3	1	..	..	4	97	58	..	..	155	62,588	34
Madras	4	5	4	..	13	417	809	388	..	1,614	2,37,256	159
Mysore	3	..	..	..	3	215	..	..	..	215	93,657	30
Orissa . . . . .	..	1	..	..	1	..	27	..	..	27	6,095	2

Punjab	5	1	1	..	7	167	13	41	..	221	1,12,633	34
Rajasthan	2	..	..	..	2	98	..	..	..	98	41,652	15
Uttar Pradesh	13	10	..	..	23	519	428	..	..	947	5,27,530	128
West Bengal	3	5	..	1	9	202	378	..	69	649	3,22,517	97
A. & N. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Delhi	3	1	..	..	4	215	230	..	..	445	2,13,793	52
Himachal Pradesh . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
L.M. & A. Islands . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Manipur . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
N.E.F.A. . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Tripura . . . . .	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	1	..	..	..	1	17	..	..	..	17	3,000	1
INDIA	71	44	11	5	131	3,604	3,026	682	380	7,692	30,16,037	1,015

The workshop for the manufacture of Braille appliances continued to produce the most essential appliances needed for the education of the blind, such as, large and small braille writing frames, pocket frames, arithmetic frames, spare style, chess and draught boards.

The random sample surveys in Delhi and Kanpur to collect information about the incidence and needs of the handicapped were continued during the year. Another survey was expected to be taken up in a village near Nagpur during the year.

Under the scheme of assistance to voluntary organisations working for the handicapped, grants amounting to Rs. 1,34,750 were given during the year. These grants were made for developmental activities through the State Governments.

The scheme of post-school scholarships for the blind was continued during the year. Besides 75 blind students already taking advantage of this scheme, 101 fresh awards were made bringing the total number of scholarship holders to 181. Besides Scholarship of 102 deaf students and 109 orthopaedically handicapped students were also renewed. It was decided to award scholarships to mentally retarded children also from 1960-61.

The National Advisory Council for the Education of the Handicapped held its 4th meeting in New Delhi on 7th and 8th December, 1959. Some of its major recommendations were (a) training facilities in music may be developed for which the Government of India should give financial assistance to the institutions for the blind; (b) A brochure may be published by Ministry of Education showing the trades to be learnt by the blind and other categories of the handicapped and indicating the institutions where training facilities in these trades were available; (c) Advisory Council for the Education of the Handicapped may be constituted by the State Govts. on the lines of the National Advisory Council for the Education of the Handicapped; (d) The National Advisory Council for the Education of the Handicapped may be reconstituted to include an adequate number of representatives of the State Governments; and (e) Three committees may be appointed—one to examine the types of personnel required for manning different categories of institutions for the handicapped and the steps to be taken to arrange for this training; the second to visit existing schools for the mentally retarded children and to suggest measures for the development of facilities for them; and third, to consider development of training facilities for the adult deaf.

4. Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes

The Central and State Governments continued to pay special attention for the education of students belonging to scheduled castes, scheduled tribes and other backward classes. Apart from the award of scholarships and financial concessions, the other schemes for promoting education among them included running of institutions for them, reservation of seats in schools, colleges and hostels, exemption from or reimbursement of school, hostel or examination fees and providing free lodging, mid-day meals, clothing, books, stationery, etc. In some of the States, special staff was also appointed to look after the education and welfare of the children belonging to those classes.

The Government of India's scheme of post-matriculation scholarships for scheduled castes, scheduled tribes and other backward classes was decentralised during the year and the work was entrusted to the State Governments,

Union Administration. Certain norms for the award of scholarships under this scheme were laid down and a sum of Rs. 222 lakhs, available for 1959-60, was apportioned among the scheduled Castes, Scheduled Tribes and other Backward Classes on the basis of expenditure incurred in 1958-59.

The number of scholarships awarded under this scheme to scheduled castes, scheduled tribes and other backward class students and the expenditure incurred on each of the three classes during the year is given below :—

	Number of Scholarships awarded	Expenditure incurred
		Rs.
Scheduled Castes	38,657	1,43,40,100
Scheduled Tribes	6,112	23,88,691
Other Backward Classes	17,193	90,08,511
TOTAL	61,962	2,57,37,302

The expenditure given above includes the amount given by the Central Ministry of Education, funds provided by the Home Ministry as also the amount spent by States from their own resources. The previous year's figures for the number of scholarships awarded to the students of all these classes and the expenditure thereon were 49,962 and Rs. 223·12 respectively. These scholarships covered tuition fee and grant for books, stationery, etc.

Under the scheme for overseas scholarships for scheduled castes, scheduled tribes and other backward classes, which makes available twelve scholarships (four for each of these classes) every year, no award was made for 1959-60 due to the difficult foreign exchange position. However, out of 12 scholars of 1958-59, 3 went for studies abroad during 1959-60. The Government of India also met the cost of tourist class sea passage in respect of four other backward classes' students who received foreign scholarships but without passage cost. Five scholars of earlier years returned after completing their studies during the year.

During 1959-60, there were 8,401 institutions mainly to cater to the needs of scheduled castes, scheduled tribes and other backward class children, as against 13,819 in the previous year. There was decrease in the number of institutions in Madras which was due to closure of some of these schools. The total number of students belonging to these classes reading in all types of educational institutions increased from 1,34,17,254 (1,02,05,454 boys and 32,11,800 girls) to 1,53,68,116 (1,16,07,018 boys and 37,61,098 girls) or by 6·7 per cent 3·6 per cent for boys and 17·4 per cent for girls). The total expenditure incurred on institutions specially meant for these classes amounted to Rs. 1,96,65,737, as against Rs. 2,58,40,012 in the previous year, showing a decrease of 23·9 per cent. Of the total number of scheduled castes, scheduled tribes and other backward class students, 14,45,260 (11,09,607 boys and 3,35,653 girls) received scholarships, stipends and other financial concessions of the total value of Rs. 6,77,03,636. The corresponding figures for the previous year were 14,84,371 and Rs. 5,81,33,867 respectively. A great majority of these students also received freeships and fee concessions. The State-wise details are given in Table CXII.

Table CXII—Statistics of Education of the Scheduled Castes, Scheduled Tribes and Other Backward Classes, 1959-60

State	Number of Institutions Specially meant for Scheduled Castes etc.	Total Number of Pupils			Number of pupils getting Scholarships etc.			Total Expenditure on Scholarships, Stipends and Other Financial Concessions	Total Expenditure on Institutions Specially Meant for pupils belonging to Scheduled Castes etc.	
		Boys	Girls	Total	Boys	Girls	Total			
1	2	3	4	5	6	7	8	9	10	
Andhra Pradesh	..	11,73,752	5,70,315	17,44,067	65,409	22,101	87,510	Rs. 66,07,088	Rs. ..	
Assam	1	5,46,262	2,72,527	8,18,789	35,935	8,845	44,780	26,90,177	15,550	
Bihar	2,039	20,08,211	3,66,915	23,75,126	74,769	7,128	81,897	81,79,232	17,33,580	
Bombay	Maharashtra	..	7,87,940	2,74,908	10,62,848	1,08,617	23,172	1,31,789	90,21,355	..
	Gujarat	..	7,84,153	2,92,209	10,76,362	75,090	25,591	1,00,681	35,60,639	..
Jammu & Kashmir	..	11,392	2,273	13,665	2,366	246	2,612	99,428	..	
Kerala	..	6,16,294	4,48,955	10,65,249	1,51,783	1,18,989	2,70,772	45,98,234	..	
Madhya Pradesh	1,448	4,63,997	62,050	5,26,047	63,670	9,325	72,995	32,66,602	52,56,193	
Madras	1,854	16,66,093	8,23,648	24,89,741	59,941	18,842	78,783	75,66,379	50,05,231	
Mysore	21	1,58,521	66,355	2,24,876	5,281	503	5,784	9,84,102	36,466	

Orissa	1,254	4,94,238	1,35,100	6,29,338	2,49,056	78,381	3,27,437	41,47,313	32,76,903
Punjab	10	2,85,408	48,042	3,33,450	31,806	1,319	33,125	27,55,732	1,04,000
Rajasthan . . . . .	..	2,41,043	15,268	2,56,311	21,940	1,124	23,064	10,58,433	..
Uttar Pradesh	606	15,32,627	1,33,139	16,65,766	97,087	6,617	1,03,704	72,67,042	8,99,058
West Bengal . . . . .	..	6,67,481	1,89,117	8,56,598	32,176	5,563	37,739	40,85,502	..
A. & N. Islands	84	3,472	1,878	5,350	8	11	19	27,600	4,65,975
Delhi . . . . .	..	53,395	17,655	71,050	21,348	4,538	25,886	10,79,432	..
Himachal Pradesh . . . . .	..	15,976	2,326	18,302	2,943	422	3,365	1,79,852	..
L.M. & A. Islands	26	2,473	1,251	3,724	2,209	1,237	3,446	16,728	2,78,639
Manipur	919	29,822	12,857	42,679	414	164	578	93,887	14,99,904
N.E.F.A.	138	5,734	728	6,462	4,223	534	4,757	2,07,050	10,48,159
Tripura	1	39,286	13,485	52,771	3,517	1,001	4,518	1,99,053	46,079
Pondicherry . . . . .	..	19,448	10,097	29,545	19	..	19	12,776	..
INDIA	8,401	1,16,07,018	37,61,098	1,53,62,116	11,09,607	3,35,653	14,45,260	6,77,03,636	1,96,65,737

5. Education of Girls

The National Committee on Women's Education, which was appointed in 1958 to go into the problems of the education of girls and women, submitted its report in January, 1959. The Government of India and the Central Advisory Board of Education considered its recommendations and decided to give high priority to women's education, to adopt special measures for the purpose during the Third Five-Year Plan and to find necessary funds for the effective implementation of the approved schemes. It was also decided to create a special machinery for the efficient and speedy implementation of this programme.

In pursuance of the recommendations of the National Committee on Women's Education, the Government of India established, at the Centre, a National Council for Women's Education during the year. Some of its important functions are given below :—

- (a) to advise government on issues relating to the education of girls at school level and of adult women ;
- (b) to suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women ;
- (c) to suggest measures for utilising the best voluntary effort in this field;
- (d) to suggest suitable measures for educating public opinion in favour of the education of girls and women.

Besides the Chairman, the Council consisted of a nominee (official or non official) of each State government, the Central Advisory Board of Education, the Planning Commission, Ministry of Labour, Ministry of Health and Ministry of Community Development and Cooperation, two members of Parliament, two representatives of Ministry of Education and one representative of the centrally administered areas. An official of the Ministry of Education was to act as its Secretary.

The Ministry of Education recommended to the State Governments that there should be Councils for girls and women's education functioning at the State level also. Moreover, it was also suggested that a Deputy/Joint Director should be specially charged with the formulation and execution of the special programmes for the education of girls and women in the State. A number of States accepted these proposals.

The National Council met in October, 1959 and *inter alia* made the following recommendations regarding the targets in this field for the Third Five-Year Plan:—

- (i) introduction of universal education for girls of the age-group 6-11, like that for boys ;
- (ii) increase in the enrolment of girls of the age-group 11-14 to at least half that of boys;
- (iii) increase in the enrolment in the age-group 14-17 in the secondary stage to at least one third that of boys of the same age-group;
- (iv) expansion of the education of girls at the university stage as much as possible;

- (v) providing special facilities in the form of condensed courses to prepare adult women for passing the middle and matriculation examinations and to ensure two such courses in every block of hundred villages.

The Council further recommended that (i) the programme of Central assistance in respect of the special scheme for the education of girls and women should be flexible and each State should have full scope, subject to overall policy and funds placed at its disposal, for the purpose to select any of the approved programmes for its area, (ii) the system of matching grant should be done away with in so far as the development of education of girls and women was concerned and the entire financial responsibility should be that of the Government of India, (iii) A high power committee should be appointed by the government to examine the whole problem and to simplify the existing procedures for payment of grants-in-aid.

The schemes suggested by the National Council were considered by the Central Working Group on Education for incorporation in the Third Five Year Plan in their meeting held in November, 1959. The Group accepted the recommendations of the Council and a provision of Rs. 94·85 crores was included in the draft plan.

The centrally sponsored scheme for the expansion of girls' education and training of women teachers, initiated in 1957-58, continued during the year. Under this scheme, a provision of Rs. 70·50 lakhs for the year 1959-60 was allotted to State governments on the basis of the number of girls of age-group 6-14 years who are not in school. The various schemes of the State governments for the promotion of girls' and women's education included award of attendance scholarships as incentive towards increasing enrolment, appointment of school mothers in schools having substantial number of girl students and construction of quarters for providing housing facilities for women teachers in rural areas.

The total number of girls including those studying in boys schools increased from 118·95 lakhs in 1958-59 to 129·50 lakhs in 1959-60, that is by 8·9 per cent, the corresponding increase in the enrolment of boys being from 295·38 lakhs to 315·67 lakhs that is by 6·9 per cent. Of the total number of girl students, only 11·9 per cent were studying in institutions meant exclusively for them and the rest in co-educational institutions. About 97·3 per cent of the girl students received general education; 1·9 per cent special education and 0·8 per cent professional and technical education. The corresponding figures for boys were 94·1 per cent, 4·3 per cent and 1·6 per cent respectively. The break-up of the total enrolment (boys and girls separately), according to stages for general education and types of professional, special and technical education is given in Table CXIII.

During the year, there were 33,592 recognised institutions for girls as against 29,861 in the previous year. The distribution of these institutions was as follows : university 1 (1), arts and science colleges 150 (134), professional colleges 89 (43), special education colleges 20 (17), high and higher secondary schools 2,281 (2,103), middle schools 4,056 (3,762), primary schools 18,800 (16,735), pre-primary schools 180 (164), vocational and technical schools 778 (735), adult education centres 7,101 (6,032) and special education schools 136 (135). The total expenditure incurred on all these institutions for girls and women amounted to Rs. 30,28,78,891, which was 14·1 per cent higher than that of the previous year.

Table CXIII—Distribution of Girls and Boys in Recognised Institutions

Stage/Subject	Number of Girls on Rolls		Increase (+) or Decrease (—)	Percentage Increase (+) Decrease (—)	Number of Boys on Rolls		Increase (+) or Decrease (—)	Percentage Increase (+) Decrease (—)
	1958-59	1959-50			1958-59	1959-60		
1	2	3	4	5	6	7	8	9
<i>A. General Education :</i>								
Pre-Primary	62,605	70,493	+7,888	+12.6	75,093	80,520	+5,427	+7.2
Primary	95,60,763	1,02,65,920	+7,05,157	+7.4	2,04,80,488	2,16,38,115	+11,57,627	+5.7
Secondary	18,46,369	21,40,719	+2,94,350	+16.5	66,69,130	73,48,891	+6,79,761	+10.2
Intermediate	75,166	76,643	+1,477	+2.0	4,11,700	4,16,036	+4,336	+1.1
B.A./B.Sc.	42,260	52,439	+10,179	+24.1	1,65,814	1,96,927	+31,113	+18.8
M.A./M.Sc.	6,688	7,664	+976	+14.6	29,176	31,828	+2,652	+9.1
Research	608	657	+49	+8.1	3,225	3,021	—204	—6.3
Post-Graduate Dips. . . . .	..	15	+15	..	..	257	+257	..
TOTAL	1,15,94,459	1,26,14,550	+10,20,091	+8.8	2,78,34,626	2,97,15,595	+18,80,969	+6.8

B. Professional Education

(Collegiate) :

Agriculture & Forestry	95	125	+30	+31.6	11,335	13,784	+2,449	+21.6
Commerce	580	680	+100	+17.2	66,002	73,806	+7,804	+11.8
Engineering & Technology	143	176	+33	+23.1	35,112	40,066	+4,954	+14.1
Law	597	648	+51	+8.5	23,458	25,277	+1,819	+7.8
Medicine & Vet. Science	6,029	7,167	+1,138	+18.9	32,058	34,627	+2,569	+8.0
Physical Education	138	143	+5	+3.6	607	655	+48	+7.9
Teachers' Training	8,222	13,167	+4,945	+60.1	16,200	25,968	+9,768	+60.3
Others	101	237	+136	+134.7	1,012	1,557	+545	+53.9
TOTAL	15,905	22,343	+6,438	+40.5	1,85,784	2,15,740	+29,956	+16.1

C. Special Education

(Collegiate) :

Home Science and Needle work	1,224	1,590	+366	+29.9	..	..	..	..
Music, Dancing & Other Fine Arts	3,452	3,429	-23	-0.7	2,661	2,545	-116	-4.4
Oriental Studies	781	879	+98	+12.5	8,640	7,935	-705	-8.2
Sociology	267	304	+37	+13.9	1,071	1,132	+61	+5.1
Others	248	289	+41	+16.5	2,981	3,245	+264	+15.4
TOTAL	5,972	6,491	+519	+8.7	15,353	14,857	-496	-3.2

Tale CXII—Distribution of Girls and Boys in Recognised Institution—(Contd.)

1	2	3	4	5	6	7	8	9
<i>D. Vocational and Technical Education (School) :</i>								
Agriculture & Forestry	53	75	+22	+41.5	7,595	7,718	+123	+1.6
Commerce	13,488	17,177	+3,689	+27.4	85,266	97,880	+12,614	+14.8
Engineering, Technology, Industry and Arts & Crafts	25,955	27,760	+1,805	+6.9	1,01,662	1,13,875	+12,213	+12.0
Medicine & Vet. Science	5,339	6,058	+719	+13.5	6,442	5,478	—964	—15.0
Physical Education	435	512	+77	+17.7	3,204	2,837	—367	—11.5
Teachers' Training	24,806	26,513	+1,707	+6.9	64,708	73,478	+8,770	+13.6
Others	41	270	+229	+558.3	3,454	4,360	+906	+26.2
TOTAL	70,117	78,365	+8,248	+11.8	2,72,331	3,05,626	+33,295	12.2
<i>E. Special Education (School) :</i>								
Music, Dancing & Other Fine Arts	9,990	9,610	—380	—3.8	8,097	8,133	+36	0.0
For the Handicapped	1,575	1,658	+83	+5.3	4,765	5,250	+485	+10.2
Oriental Studies	12,146	14,323	+2,177	+17.9	1,19,593	1,25,272	+5,679	+4.7

Social Workers	489	646	+157	+32.1	4,036	3,728	-308	-7.6
Social (Adult) Education	1,77,690	2,08,440	+30,750	+17.3	10,80,070	11,61,371	+81,301	+7.5
Reformatory	1,485	1,531	+46	+3.1	6,718	6,984	+266	+4.0
Others (Home Science)	5,012	4,958	-54	-1.1	6,711	6,293	-418	-6.2
TOTAL	2,08,387	2,41,166	+32,779	+15.7	12,29,990	13,17,031	+87,041	+7.1
GRAND TOTAL	1,18,94,840	1,29,62,915	+10,68,075	+8.9	2,95,38,084	3,15,68,849	+20,30,765	+6.9

The number of girls passing the matriculation and equivalent examinations increased from 92,818 to 1,13,123. The output in intermediate, degree and post-graduate examinations also increased as shown below :—

<i>Examination</i>	1958-59	1959-60
Intermediate	22,117	25,091
B. A. and B. Sc.	16,539	18,554
M. A. & M. Sc.	3,587	4,186
Professional subjects (Degree only)	5,516	6,166

6. Physical Education and Sports

Physical education and sports continued to receive increasing attention of the Central and State governments during the year. It formed an integral part of school and college curriculum in all the States. The students took keen interest in physical training, games, sports and tournaments. Modern games like hockey, volley-ball, football, cricket, basketball, etc., were played in most of the secondary schools. By and large, all these schools had physical training instructors on their staff to promote physical education activities. Besides, various sports organisations did useful work for the promotion of physical education among young boys and girls. As usual, annual inter-school and inter-college tournaments were conducted in all the States. The progress was, however, hindered in some States due to shortage of trained instructors and paucity of playing grounds.

(a) *Physical Education and Recreation*

During the year, facilities for the training of teachers in physical education were provided by 16 colleges and 38 schools, as against 15 colleges and 38 schools (excluding gymnasia) in the previous year. The statistics of these institutions are given in chapter VIII. Besides regular course, a number of refresher courses were also organised in different States for the training of instructors and teachers.

The Lakshmbai College of Physical Education, Gwalior, set up by Government of India in 1957, to provide a 3-year degree course in physical education at the undergraduate level, continued its activities during the year. The College entered the third year of its existence with 55 teacher-trainees on its rolls. The admission to the College continued to be restricted to men students only as facilities for girl students were not available for want of buildings. Grants amounting to Rs. 5.80 lakhs were sanctioned to the College for 1959-60.

During the year, the various schemes recommended by the Central Advisory Board of Physical Education and Recreation for implementation during the Second Five Year Plan were vigorously pursued. Some of these are briefly described below :

(i) *Strengthening of Physical Education Training Institutions.*—Under this scheme, financial assistance was to be given to the physical education training institutions on the basis of an on the spot assessment of the institutions' needs for improvement and development. The assessment of institutions in Southern, Northern and Eastern Regions was completed by the Regional Committees appointed for the purpose. These Committees had recommended an expenditure of Rs. 50 lakhs but it was proposed to limit the expenditure during the Second Five Year Plan within the ceiling of Rs. 15 lakhs only.

(ii) *Seminars on Physical Education.*—Third all-India Seminar of organisers/experts in the indigenous system of physical activities was organised at Bangalore in October, 1959. The Seminar was attended by delegates from the various State Governments and non-official organisations working for the promotion of indigenous physical activities by conducting *Akharas, Vyayamshalas, Gymnasia*, etc. The reports of the first two all-India Seminars held in 1958 at Madras and Mahabaleshwar (Bombay) for the Principals of Physical Training Institutions and State Inspectors/University Directors of Physical Training respectively were published.

(iii) *National Physical Efficiency Drive.*—The implementation of the scheme of National Physical Efficiency Drive on the basis of graded physical Efficiency Tests as recommended by Central Advisory Board of Physical Education and Recreation was taken up. The object of this scheme is to popularise the cult of physical fitness throughout the country and to arouse the enthusiasm of the people for higher standards of physical efficiency and achievement. The tests under the 'Drive' were drawn up separately for men and women and for the age-groups below 18 years and 18 years and above. Each of the 4-test categories had three standards—the one-star, the two-star and the three-star—ranging from moderately easy to fairly difficult. Certificates of merit were awarded to successful competitors according to their achievement. During the year, 400 testing centres were sanctioned for the country as a whole. The drive was taken up simultaneously by all the States/Union Territories except Assam, Jammu & Kashmir, Madhya Pradesh, Himachal Pradesh and Laccadive, Minicoy and Amindive Islands. The States were given Rs. 1,20,000 (at the rate of Rs. 300 per Centre) for setting up these centres and conducting tests. An illustrated brochure giving details of the scheme as well as the test, was also brought out.

(iv) *Development of Vyayamshalas.*—The development of Vyayamshalas received further fillip during the year with the increase in the quantum of Central assistance, from 50 per cent to 75 per cent. Grants to Vyayamshalas were made for the purchase of equipment and library books.

(v) *Scholarships for Higher Studies Physical Education.*—The Research Sub-Committee of the Central Advisory Board of Physical Education and Recreation recommended the award of two scholarships for specialisation in indigenous physical activities, one each in *Yoga* and *Lathi, Lezim and Malkamb*. These awards were of the value of Rs. 200 each and were tenable for 12 months.

(vi) *Other Measures for the promotion of Physical Education and Recreation and promotion of Yoga.*—Under this scheme, grants to organisations and institutions engaged in the promotion of physical education, recreation and yoga were continued. A sum of Rs. 3.26 lakhs was sanctioned for these programmes during the year and substantial assistance was given to K.B.M.Y.M. Samity Lonavala (Poona) and the Viswayatan Yoga Asram (J. & K. State). The recommendation of the sub-committee constituted by the Central Advisory Board of Physical Education and Recreation to make detailed proposals for the preparations of popular literature on physical education, sports and recreation, were taken up for implementation and the details

of the scheme for preparation of fresh literature on the subject were being worked out. The preparation of a directory each of the physical education and yogic institutions in the country and the compilation of a bibliography of physical education and recreation literature were also taken up.

In pursuance of the recommendations of the Estimate Committee of the Lok Sabha and the Central Advisory Board of Physical Education and Recreation, the Government of India constituted a Committee under the chairmanship of Pandit Hirday Nath Kunzru, M.P., to examine the question of coordination and integration and development of different schemes and programmes in the field of physical education, recreation and youth welfare, A.C.C. and National Discipline Scheme. The first meeting of the Committee was held at New Delhi on 20th July, 1959 and the Committee decided to issue a questionnaire to the Heads of the institutions at the level of high schools and above in order to collect factual information in respect of the working of the different schemes in the country. The State governments were also separately requested to furnish detailed information on the working of the different schemes in their States.

(b) *Sports*

The year 1959-60 was marked for new trends of development in the field of sports and games. The All-India Council of Sports, set up in the previous year, was reconstituted in 1959. The Council which previously constituted of the representatives of the National Sports Federation, now comprised 15 members nominated by the Government and selected for their eminence in sports and games.

The reconstituted All-India Council for Sports met on 29th March, 1959. On its recommendation, a committee was appointed to investigate and report on the allegations against the Board of Control for Cricket in India and another to examine the future set up of the Raj Kumari Sports Coaching Scheme and to submit proposals for an integrated coaching scheme on an all-India basis. The Council also accepted the recommendations of the *Ad hoc* Enquiry Committee regarding the reconstitution of the States' Sports Councils on the pattern of the All-India Council of Sports. The *Ad hoc* Enquiry Committee recommended the establishment of a Central Institute of Coaching and action in this regard was initiated during 1959-60.

The Rajkumari Sports Coaching Scheme continued to function as suggested by the Committee under the chairmanship of Shri N. N. Wanchoo and approved by the All-India Council of Sports. It was decided to continue this scheme till such time as the Central Institute of Coaching started producing qualified coaches. Foreign coaches for various games were invited for short periods to train Indian coaches. A sum of Rs. 5,00,000 was incurred on this scheme during the year.

The scheme of giving grants for the construction of stadia and guest houses was revised. Under the revised scheme, it was decided that only small utility stadia should be constructed with the maximum assistance of Rs. 25,000 from the Government of India and with the aid of '*Shramdan*'.

During the year, grants were given to the universities, schools and colleges to set up recreational projects like gymnasia, stadia, pavilions etc., within their campus. In these projects, students and teachers rendered skilled and

unskilled labour voluntarily as well as compulsorily. About 507 projects had been sanctioned so far during the Second Plan period and Rs. 91.20 lakhs were paid by the Government of India towards expenditure on these projects. Besides, a sum of Rs. 9.33 lakhs was placed at the disposal of the State Governments and Union Territories for disbursement to educational institutions for the acquisition of play fields.

The Government of India's programmes of giving grants to National Sports Federations/Associations and the States' Sports Councils' programme of holding of training camps, tournaments, championships, inviting foreign teams and sending Indian teams abroad for participating in International events, etc., were continued during 1959-60. Financial assistance to the extent of Rs 5,35,463 was given to the Sports Federations during the year under review.

(c) National Discipline Scheme

The National Discipline Scheme which was extended to some more institutions during the year, was implemented through a five-fold training programme of physical training, mental training, cultural training, training in organisation and training in administration. It had a coordinated and well-balanced syllabus consisting of theoretical lectures on social and cultural history, every day science, general knowledge and elements of administration and organisation and the programme of physical education comprising *inter alia* all major and minor recreational games like *Kabadi*, *kho-kho*, *malkhamb*, *lezim*, hockey, football, volleyball etc., etc. The scheme provided opportunities for a composite and integrated cultural development of the trainees with more stress on emotional integration, essentials of unity among different stratas of society, etc.

A Directorate of National Discipline Scheme was established at New Delhi with effect from 15th September, 1959 to carry out this scheme. During the year, the scheme was in operation in Bombay, Madhya Pradesh, Jammu & Kashmir, Punjab, Uttar Pradesh, West Bengal and Delhi. As against the target of 1,80,000 children to be trained in 225 institutions, 3,04,000 students were actually trained in 662 institutions at a cost of Rs. 14,65,000. As a first step towards further expansion of the scheme in Rajasthan, 150 instructors were recruited and trained at Alwar.

7. Youth Welfare

The various schemes of the Youth Welfare programme maintained a steady progress during the year. The main object of the programme was to inculcate qualities of character and leadership among the youth. A brief account of the various activities carried on during 1959-60 is given below :—

Students' Tours

The scheme of providing full travel grants of third class railway and/or bus fare to non-earning students undertaking tours to visit places of historical importance, scenic beauty, cultural interest and architectural grandeur was decentralised with effect from July, 1959. To enable a large number of students to undertake such tours, a ceiling of Rs. 60 per head representing admissible expenditure on railway and/or bus fare was fixed. Under this scheme, grants amounting to Rs. 3.14 lakh were sanctioned to 198 institutions and a sum of Rs. 80,662 was allocated to State Governments on *pro-rata* basis for disbursement to educational institutions. The grants from State Governments covered 2,360 students and teachers.

Youth Festivals

In pursuance of the recommendation of the Estimate Committee to the effect that Youth Festivals may be held out of Delhi also, the sixth Inter-University Youth Festival was held by the University of Mysore from 7th to 16th December, 1959. An approval to an expenditure of Rs. 3.48 lakhs was sanctioned to the University for the purpose against which a sanction of Rs. 3.00 lakhs was issued. In the festival, about 1,300 students from 34 Universities participated. Nine grants amounting to Rs. 28,963 were also made to Universities for conducting Inter-Collegiate Youth festivals for selecting troupe for the main function.

Youth Leadership and Dramatic Training Camp

Under their scheme, a camp was organised at Tara Devi in May, 1959 at a cost of Rs. 7,674, in which 25 teachers from 11 universities received training. The object of this scheme was to train college teachers in leadership and techniques of organising youth welfare activities in the institutions. During the year, grants amounting to Rs. 2,630 on the basis of 75 per cent of the admissible expenditure subject to a maximum of Rs. 3,000 per camp, was given to the Universities of Panjab and Agra for conducting a similar youth leadership training camp each.

Youth Hostels

With a view to provide cheap food and accommodation to the youths while on tour, the scheme of providing a network of youth hostels throughout the country in cooperation with the Youth Hostel Association and the State Governments was continued during the year. Under the scheme, 50 per cent of the expenditure, on construction, subject to a maximum of Rs. 20,000 per hostel, was met by the Central Government. During the year a grant of Rs. 15,000 was sanctioned to the Youth Hostels Association of India to meet 50% of their organisational expenditure.

Survey of Living Condition of Students

Work on the pilot project taken up by the Universities of Kerala and Lucknow in regard to surveying the living conditions of students was completed during the year. The purpose of these surveys was to assess the socio-economic conditions of students, facilities for curricular and cocurricular activities available to them and their cultural interests. The results were intended to be published in a report.

Youth Welfare Boards and Committees

During the year, the Central Ministry of Education sanctioned grants totalling to Rs. 4,720 to the Annamalai and Jadavpur Universities as its share of 50 per cent of the expenditure for setting up Youth Welfare Committees. The Government of Orissa also constituted a State Youth Welfare Board.

National Project for Child Welfare—Bal Bhavan

The setting up of a *Bal Bhavan* in Delhi was taken up as a pilot project for promoting *Bal Bhavan* movement in the country. A permanent building for it was under construction during the year. The *Bal Bhavan* was administered by a Board of management and the entire expenditure was met by the

Government of India. A sum of Rs. 3,30,000 was sanctioned to the Board viz. Rs. 2,50,000 for the construction of the building and Rs. 80,000 to meet the day-to-day expenditure.

Labour and Social Service Scheme

The Labour and Social Service scheme was implemented in two parts, viz., (i) Labour and Social Service Camps and (ii) Camps Work Projects.

During the year a sum of Rs. 53 lakhs was earmarked for this scheme, of which 75 per cent was allotted to the first part and 25 per cent to the latter. Out of funds for the former scheme, a sum of Rs. 27.47 lakhs was sanctioned to various agencies, such as the Bharat Sevak Samaj, Bharat Scouts and Guides, the N.C.C. Directorate (for A.C.C. Camps), State governments and universities for conducting camps. During the year, 1742 camps were conducted in which about 1.52 lakhs campers took part. The campers offered *Shramdan* for repair to and construction of approach and link roads, village tanks, levelling of play-grounds, repair and construction of village school buildings and panchayat ghars, digging of soap pits, manure pits and wells, etc. The girl campers rendered environmental service which included personal hygiene, home nursing, child care, care of sick, planning of kitchen, etc.

The campus-works-project scheme, which was carried on with the aid of *Shramdan* by the students and staff, provided the much needed physical and recreational amenities in educational institutions. Under this project, 5 per cent of the skilled or unskilled labour was to be contributed by staff and students. The Central Government's grant was limited to 75% of actual expenditure, subject to ceilings fixed for various types of projects. During 1959-60, a sum of Rs. 19.38 lakhs was sanctioned as instalments of grants for 176 projects under construction since 1957-58 and 36 new projects approved during the year. These projects included construction of recreation hall-cum auditorium, 25 metre swimming pool, gymnasium, small stadia, open air theatre, pavillion and 400 metres oval cinder track for events.

8. Scouting and Guiding

The Central Ministry of Education paid grants amounting to Rs. 3,38,215 to the Bharat Scouts and Guides for such activities as the holding of the 17th International Scouts Conference in New Delhi, the organisation of training camps for Scouters and Guiders, the deputation of Indian Scouts and Scouters to the 10th World Jamboree at Manila, the construction of the National Training Centre at Pachmarhi and for meeting organisational expenses of the National Headquarters, etc.

A brief account of the activities of the Bharat Scouts and Guides, which aims at developing good citizenship among boys and girls by helping them to build their character, is given below :

Training

The National Training Centre, Pachmarhi and the State Training Centres in various States continued to train Scouters and Guiders so that they might, in turn, train the boy scouts and girl guides adequately and efficiently. A large number of Wood Badge Courses, which provided the higher proficiency training, were also run for Scouts and Guides section.

Conferences

The National Council held its meeting in October, 1959 and the Conference of the All-India Guide Commissioner's Conference was organised on 22nd and 23rd October, 1959. A Conference of Deputy Chiefs (Guide Section) and the second All-India Scout Commissioner's Conference at Pachmarhi were also organised in January, 1960 and March, 1960 respectively. The most outstanding event of the year, however, was the holding of the 17th International Scout Conference in New Delhi in which 105 delegates representing 40 nations and 48 observers from 26 countries participated. The main theme of the conference was "Building Tomorrow, Today".

Sea Scouts

Sea scouting continued to attract more and more students. The permission of the Ministry of Defence, Government of India, was secured to run a sea Scoutmasters Training Course at the National Defence Academy, Khadakvasla. This was expected to add to the efficiency of service among the scouts.

Air Scouts

The West Bengal State Association of the Bharat Scouts and Guides launched a programme of intensive training in Air Scouting during the year.

Handicapped Scouts and Guides

A number of new groups joined the Handicapped Scouts and Guides branch of the Bharat Scouts and Guides, particularly in Bombay, Madras, Kerala and West Bengal. The branch provided opportunities for the physical and mental rehabilitation of the handicapped boys and girls and scope for learning different trades and vocations.

Guiding among Displaced Persons

Punjab and West Bengal made a lot of progress in this direction. A camp was organised for the displaced persons at Jullundur in which forty pupil-teachers participated. Guiding did a great amount of good to the under-developed children of Refugee Camps.

Fellowship of Former Scouts and Guides

A fellowship of former scouts and guides was formed in July 1959 under the Chairmanship of Dr. H. N. Kunzru, M.P.

International Events

India was represented at the 10th World Jamboree held at Manila, Philippines and at the 4th Regional Conference of Young Adults held in Lahore—the first in Asia. It was also represented at the Round up of Senior Girl Scouts held by U.S.A. at Calerado in July-August, 1959.

Social Service

The Scouts and Guides rendered social service on numerous occasions and provided much relief work at the time of floods in different parts of the country. The Andhra Pradesh Scouts and Guides collected a large quantity of

clothes and money to help the flood stricken people in Kashmir. The Bombay State Scouts and Guides assisted flood-stricken people in Surat District.

Publications

The "Bharat Scout and Guides", the official journal of the Association, continued to be published. Hand written magazines were produced by scouts and guides in certain schools.

9. National and Auxiliary Cadet Corps

During the year, the National Cadet Corps and the Auxiliary Cadet Corps made substantial progress both in strength and organisation. An account of these is given below :—

Strength

During the year, the strength of the corps increased from 4,974 officers and 1,88,411 cadets to 5,246 officers and 2,35,418 cadets. The strength of the Auxiliary Cadet Corps also increased from 15,807 teachers and 8,38,307 cadets to 16,922 teachers and 9,81,439 cadets.

The actual strength of a basic unit of the A.C.C. was raised from 1 teacher and 50 cadets to 1 teacher and 60 cadets. This was done to ensure benefit of A.C.C. training to a larger number of students at a lower cost to the State governments.

The Division-wise distribution of N.C.C. is given in Table CXIV below:—

Table CXIV—Statistics of National Cadet Corps

Division	Officers		Cadets	
	1958-59	1959-60	1958-59	1959-60
Senior Division	1,761	1,908	72,710	93,738
Junior Division	2,635	2,726	89,691	1,14,140
Girls' Division	578	612	26,010	27,540
INDIA	4,974	5,246	1,88,411	2,35,418

Training of N.C.C. Officers

(a) *Army Wing*.—During the year, 458 Officer Cadets of N.C.C. were imparted pre-commission training and 243 serving N.C.C. Officers received

refresher training at the N.C.C. Officers Training School, Kamptee. Pre-commission and refresher training of the Lady Officers of N.C.C. (Girls' Division), which was hitherto being conducted at Army Regimental Centres, was also started at the N.C.C. Officers Training School, Kamptee. In these training programmes, 25 Lady Officer Cadets of senior wing and 55 Lady Officer Cadets of junior wing received pre-commission training and 26 Lady Officers of senior wing and 41 Lady Officers of junior wing received refresher training at the school.

(b) *Naval Wing*.—Five N.C.C. Officer-Cadets of Senior Division (Naval Wing) and 25 N.C.C. Officer-Cadets of Junior Division (final wing) received pre-commission training at INS Venduruthy, Cochin during March-April, 1959, while 5 Senior Divisions and 17 Junior Divisions N.C.C. Officers received refresher training at the same establishment during June-August, 1959. Moreover, one N.C.C. Officer and 15 cadets of Senior Division N.C.C. Naval Units took passage in INS Delhi and participated in the Summer Cruise Exercises of the India Fleet from 27th May to 24th June, 1959.

(c) *Air Wing*.—Four Senior Division and 33 Junior Division (Air Wing) Officer-Cadet completed their pre-commission training at the Air Force Station, Hyderabad. In addition to this, 7 Officer cadets of the Technical Air Squadrons also attended pre-commission training at Hyderabad and the Air-Force Technical College, Jalahalli. Refresher training was also imparted at the Air Force Station, Hyderabad to 14 Senior Division Air Wing Officers and 71 Junior Division Air Wing Officers.

Glider Training

With the introduction of Glider training for cadets of N.C.C. Air Squadrons at Poona, Lucknow and Ranchi, the number of N.C.C. Air Squadrons imparting Glider training increased to 12. Aero-modelling and Glider training was introduced in the Senior Wing Troops of the Girls Division in N.C.C. Air Squadrons at Nagpur, Jaipur, Delhi, Hyderabad, Madras and Bangalore.

Camps

(a) *Social Service Camps*.—During the year, 488 N.C.C. Officers and 17,368 cadets participated in 18 social service camps held for the Senior Division of the N.C.C. Moreover, 101 A.C.C. camps were also organised in which 1,684 A.C.C. teachers and 41,059 cadets participated. The camps were held in Community Projects Areas and N.E.S. Blocks. Besides participating in the work of building roads, tanks, bunds, irrigation channels, etc., the cadets provided medical aid to rural areas and organised literacy drives. Eight Social service camps of the Girls Division were also held in which 51 N.C.C. Lady Officers and 1,797 girl-cadets took part. The work at these camps included hygiene and sanitation drives and organisation of literacy and knitting classes of village women.

(b) *Training Camps*.—At the 3 Annual Training Camps in respect of all the Naval Units N.C.C. held at Bombay, Cochin and Vishakhapatnam, about 40 N.C.C. officers and 2,420 cadets participated.

(c) *All India Air Wing Camp*.—Two All-India Summer Training Camps, whose main object was to give opportunity to N.C.C. cadets from various States to meet and get together, were organised at Dehra-Dun and Bangalore. At each place separate camps were established for boys and girls. The Dehra-Dun Camp was attended by 17 N.C.C. Officers and 231 boy cadets and 16 Lady Officers and 119 girl cadets and the Bangalore Camp by 18 Officers and 299 boy cadets and 16 Lady Officers and 134 girl cadets.

The seventh combined All-India Air Wing Camp of the Senior Division Air Wing was held at Bangalore in October, 1959, in which 39 N.C.C. Officers and 1,500 cadets from 17 Air Squadrons participated.

(d) *Zonal Camps*.—The Junior Division Air Wing organised 3 zonal camps for the cadets at Hyderabad, Calcutta and Delhi. 151 N.C.C. Officers and 5,054 cadets attended these camps.

Courses at Himalayan Mountaineering Institute

Twenty-four N.C.C. Senior Division cadets underwent Mountaineering courses at the Himalayan Mountaineering Institute, Darjeeling and one cadet attended an advanced course.

Advanced Leadership Courses

With a view to develop leadership, sense of cooperation, team spirit, resourcefulness, discipline and ability to make quick decision amongst N.C.C. cadets, advanced Leadership Courses were introduced and the training consisted of instruction in military subjects, hill climbing and long treks for 10 days, followed by a week of long range patrolling and outdoor exercises. At four such courses organised at Ootacamund, Darjeeling, Gulmarg and Manali (Kulu Valley) in May and June 1959, one N.C.C. Officer and 14/15 cadets underwent this training.

Republic Day Parade 1960 and National Cadet Corps Rally

Eleven N.C.C. Officers and 405 cadets from various States and Union Territories participated in the 1960 Republic Day Celebrations. The cadets who were accommodated in a camp, also indulged in such activities as drill, sports, cultural programmes etc. Later these cadets participated in the National Cadet Corps Rally. They also had an opportunity to meet foreign cadets from U.K., Ghana, Ceylon and Malaya who came to India to see Republic Day Celebration on invitation. The foreign cadets also visited Indian Military Academy, Dehra-Dun and the National Defence Academy, Khadakvasala

Entry of N.C.C. into the Services

Sixty-six cadets of Senior Army Wing Division were selected for the 11th and 12th N.C.C. courses at the Indian Military Academy, Dehra Dun. On successful completion of these courses, the cadets were to be granted Regular Commission. Two cadets each of the Naval Wing and Air Wing were also selected for the grant of Commission in the Navy and Air Force respectively.

Officer Training Units N.C.C.

The quota of vacancies offered by the Indian Military Academy for the Officer Training Units in the National Cadet Corps was raised from 10 per cent to 15 per cent, thus increasing the yearly intake of Officer Training Units to 250 and their total strength to 750. The cadets of O.T. Units would be given higher and more intensive training at the Indian Military Academy than what was imparted to Senior Division N.C.C. On completion of training, these cadets were to be commissioned in the Army and technical branches of Navy and Air Force, Territorial Army or the Regular Reserve of Officers.

Cadet Corps Rally

A cadet corps Rally was held on 27th January, 1960 in which the cadets from different parts of the country participated. These cadets took part in various programmes consisting of ceremonial parade, gymastic movement by girl cadets, lezim, mass physical training and a feature entitled 'N.C.C. Marches on', etc.

N.C.C. Rifles

The most important development during the year was the starting of N.C.C. Rifle Companies on the analogy of Rifle Regiments of the infantry, all over India with the object of giving basic Military training to college students of 16 years or above.

The boys who received training were to be eligible to sit for B & C certificate examinations in the same way as cadets in the N.C.C. and the girls were to be eligible to sit in G-I and G-II Certificate examination.

10. School Meals

The scheme of providing mid-day meals to school children was operative in varying degrees only in a few states. In view of the heavy financial implications involved, the scheme covered only a fraction of the student population. There was, however, greater realisation than ever before about its importance and increased efforts were, therefore, directed towards expanding its scope as much as resources permitted.

In Andhra Pradesh, the mid-day meal scheme was introduced in 20 Samiti Blocks as an incentive to bring more children of the age-group 6-11 years to schools. In Bihar, a sum of Rs. 4,00,000 was sanctioned for providing mid-day meals to needy and poor students of primary and middle schools. About 50 per cent of the children in schools located in the *Anchal* of each District where free and compulsory primary education for the age-group 6-11 was introduced recently were to take advantage of this scheme on payment of 6 nP. per child per day. In Kerala, mid-day meals were provided to necessitous children of lower primary classes in the Alleppey and Kozhikode Revenue Districts for 4½ months from 1-7-59 to 31-8-59 and again from 1-11-59 to 15-1-60. Government met 80 per cent of the expenditure involved and the remaining 20 per cent came from funds raised by local feeding committees. In other areas of the State where scheme had been in force, mid-day meals were provided throughout the year. In Madras, provision of mid-day meals to school children was stated to be the most important single factor responsible for increase in enrolment of elementary and basic schools. Under this scheme, 7,74,869 children of elementary schools were fed in 23,136 institutions and the total expenditure amounted to Rs. 63 lakhs. Besides, mid-day meals were

provided in 83 aided elementary schools in Madras city entirely out of donations and in 475 primary schools in Kanya Kumari District entirely out of State funds. In all, 16,127 pupils were fed in these institutions. Mid-day meals were also provided to 73,227 pupils of 4,852 schools under the Harijan Welfare Department at the rate of 15 nP. per meal. The Madras Corporation also continued to provide mid-day meals to poor children in its elementary schools at the rate of 9½ nP. per meal. During the year, 28,386 pupils of the 269 Corporation schools were covered by this scheme. In Mysore, mid-day meals were supplied to the students of the primary stage for which a sum of Rs. 3·00 lakhs was provided. In Orissa, mid-day meals and powdered milk were supplied at government cost to children of primary and secondary schools in the draught and flood-affected areas. Moreover, a few secondary schools also had arrangements to supply light refreshments during recess to students who paid for it. Some of the basic schools utilised garden products for the purpose.

In A. & N. Islands, UNICEF milk was supplied to all students and snacks were distributed free of cost. In Delhi, the milk scheme was introduced in 20 primary and 5 middle schools. On an experimental basis, in L.M. & A. Islands, mid-day meals were supplied free to children at a cost of Rs. 59,379. In Manipur, the Education Department introduced mid-day tiffin programme in 93 lower primary schools on sharing basis—50 per cent of expenditure to be met by the administration and the other 50 per cent by the public. The Development Block also introduced this programme in 17 primary schools. About 8,600 children were benefited by the scheme. In N.E.F.A., children were supplied milk from the cows maintained by some of the schools. These cows were donated by the villagers to these schools. In Pondicherry, the supply of free mid-day meals to poor children was further extended and 18,712 children in 123 schools benefited from the scheme which involved an expenditure of Rs. 3,09,451. Multi-purpose food manufactured by the Central Food Technological and Research Institute, Mysore was also supplied to enrich the nutritive value of meals served to pupils.

11. Education of Displaced Students

The scheme relating to the grant of financial assistance as direct aid to displaced students from West Punjab (Pakistan) was continued during the year. Besides, the work relating to (i) the grant of financial assistance to destitute children in Homes and Infirmaries, (ii) the grant of stipends to students belonging to indigent families displaced from West Pakistan and (iii) the recovery and remission of educational loans advanced to college students was taken over from the Ministry of Rehabilitation. Under these schemes, a sum of Rs. 15 lakhs was provided for direct aid to displaced students including financial assistance to destitute children in outside Home Infirmaries and Rs. 75,000 for financial assistance to students belonging to indigent families from West Pakistan.

Basic, post-basic and high schools at Rajpura and Faridabad, which were taken over from the Ministry of Rehabilitation, were transferred to the Punjab Government. The Central Government, however, assumed limited responsibility in regard to these institutions. This responsibility was limited to the reimbursement of only a certain percentage of the expenditure incurred by the Punjab Government on these institutions. A sum of Rs. 3·55 lakhs was provided by the Central Government during the year.

The scheme of giving financial assistance to displaced students from East Pakistan was also taken over from the Ministry of Rehabilitation in August 1959. Under this scheme, the practice was to give lump sum grants to the various States and the Tripura Administration for the purposes of awarding freships, book-grants and stipends to eligible students. These grants were being reduced by 20 per cent every year so that the liability of the Central Government might cease by 31st March, 1960. A sum of Rs. 62.78 lakhs was provided for it in 1959-60.

The difficulties over the exchange of educational certificates in accordance with the Indo-Pakistan agreement continued to persist. During the year, 296 old and 821 fresh applications of Indian nationals were pending with the Pakistan authorities and 441 applications of Pakistani nationals were pending with this country.

12. Indian Students Abroad

For the Indian students, who went to foreign countries for higher studies in various branches of education, facilities in the shape of financial assistance, scholarships, travel grants etc., were provided by the Central and State Governments, semi-public and private organisations/institutions, foreign Governments and educational foundations and international organisations. Majority of these students, however, went on their own resources.

An account of these facilities is given below :—

1. *Agatha Harrison Fellowship*

The fellowship, instituted in 1956-57 in the memory of late Miss Agatha Harrison, envisages the study of Asian problems with special reference to India at St. Anthony's College, Oxford and is of 5 years' duration. The Indian national who was sent abroad in 1956-57 under this fellowship continued his work at the College. A sum of Rs. 10,666 was spent on this fellowship during 1959-60.

2. *Central Overseas Scholarships Scheme*

This scheme, which is meant for teachers of universities, colleges and comparable institutions of higher education was being implemented with the object of raising the standard of instruction and research in the country. No fresh award was made under this scheme during the year. However, 2 scholarships out of the 8 selected during 1958-59, went abroad during 1959-60. A sum of Rs. 11,193 was spent on this scheme during 1959-60.

3. *Fully paid Overseas Scholarships Scheme*

Four scholarships for study abroad in Humanities are made available every year to young and brilliant persons in the age group 20-25 who are not employed. No fresh selection under this scheme was made during 1959-60 owing to foreign exchange restrictions. The scholar who went abroad during 1957-58 continued her studies during the year.

4. *Union Territories Overseas Scholarships*

One scholarship a year is made available to a person who, by birth or domicile, is a native of any of the Union Territories. The candidate selected under this scheme during the year, however, could not go abroad. The scholar

of 1956-57 continued her studies abroad. A sum of Rs. 9,761 was spent on this scheme during 1959-60.

5. Foreign Language Scholarships Scheme

Under this scheme, 13 scholars—two each for Arabic and Persian, three each for Russian and German and one each of Japanese, Spanish and Swahili—were awarded during 1959-60. None of the selected candidates could, however, be sent abroad. The expenditure on the students of previous batches amounted to Rs. 9,253 during the year.

6. Programme of Exchange of Scholars between India and China

Four scholars who were awarded the scholarships under the programme in 1958-59 for the study of Chinese language in China, were sent during 1959-60. Three Scholars who had gone under the programme for 1955-56 returned after completing their studies. A sum of Rs. 7,032 was spent on this account during the year.

7. Overseas Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Communities

During the year, no fresh scholarships were awarded due to foreign exchange restriction. Out of 12 scholars of 1958-59, 3 went for studies during 1959-60. Five scholars of earlier batches returned after completing their studies during the year.

8. Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Students

Passage grants for studies abroad were given to four 'Other Backward Class' students who received foreign scholarships without passage cost.

In addition to above scholarships, various State Governments and industrial concerns awarded scholarships to their employees for further education and training in foreign countries. Moreover, foreign governments and international organisations, also offered scholarships/fellowships to Indian nationals for studies abroad. The details of these scholarships for 1959-60 are given below :—

Name of the awarding Authority	Number of scholarships/Fellowships offered
1	2
1. United Nations (U. N. Social Welfare Scholarships and Fellowship programme)	Seven fellowships in Social Welfare and allied subjects
2. U.N.E.S.C.O.	Two fellowships for Regional Cultural studies
3. Government of Belgium	Two scholarships for studies in Humanities
4. Government of France	Three scholarships for studies in Humanities.
5. Government of Italy	One scholarship for study of Commerce.
6. Government of Norway	One scholarship for studies in Mathematics

1	2
7. Government of Turkey	Two scholarships for studies in Humanities
8. Government of Federal Republic of Germany	Two scholarships for studies in Economics
9. British Council, London	Fourteen scholarships for higher studies in English Language and Literature, Teaching of English as a foreign Language and Linguistics
10. Imperial Relations Trust (London University Institute of Education) London	Two fellowships for investigation into current educational problems of the country at the London University Institute of Education (the expenditure is shared equally by the Trust and the Govt. of India on a 50 : 50 basis)
11. Government of Denmark	One scholarship for post-graduate studies in Humanities—the offer could not be utilised as the selected candidate declined the offer
12. Government of German Democratic Republic	Five scholarships for studies in the German Language. No suitable candidate was available

Available statistics of students who went to various foreign countries to pursue higher studies in various branches of education are given in Table CXV.

Table CXV—Number of Students/Trainees who went abroad during 1959-60 by type of Education

Subject	Boys	Girls	Total
Arts Subjects	269	60	329
Science Subjects	482	36	518
Education	89	60	149
Engineering	1,396	5	1,401
Architecture & Design	61	2	63
Technology & Industry	1,611	5	1,616
Med. & Vet. Science	951	133	1,084
Agriculture & Forestry	161	3	164
Law	39	4	43
Commerce	467	9	476
Journalism	5	2	7
Banking & Insurance	33	..	33
Fine Arts	8	7	15
Nursing	3	42	45
Library Science	13	4	17
Other Subjects	437	69	506
TOTAL	6,025	441	6,466

It will be seen that during 1959-60 as many as 6,466 students (6,025 men and 441 women) went abroad. This includes 2,907 (2,723 men and 184 women) stipendiary students. The greatest number of students went to U.S.A. (39·1 per cent), followed by those who went to U. K. (35·0 per cent).

About three-fourths of the total number of students were pursuing studies in professional and technical subjects like Engineering, Technology and Industry, Medicine & Veterinary Science, Commerce, Agriculture and Teachers' Training. On percentage basis their distribution was : Technology & Industry 25·0 per cent, Engineering (including Architecture & Design) 22·6 per cent, Medicine & Veterinary Science 16·5 per cent, Commerce 7·4 per cent, Agriculture 2·5 per cent and Teachers' Training 2·3 per cent.

Table CXVI indicates the number of students who went to foreign countries from the various States and Union Territories of India. The largest number of students went from Bombay (1,824), followed by those from West Bengal (1,577), Delhi (628), Uttar Pradesh (460), Punjab (321), the least being from the Union Territories of Manipur and Pondicherry (2 each).

Apart from the students who went abroad during 1959-60, there were others who went earlier and were still pursuing their courses and practical training there. The total number of Indian students studying abroad, as on 1-1-1960, was 9,364, of which as many as 1,413 were receiving specialised training in various branches of technology and industry. Their statistics according to courses of study and the country where they were pursuing their studies are given in Table CXVII. The largest number of such students was in U.S.A. (4,497), followed by U.K. (2,577), West Germany (1,264), Canada (337) and France (112). In other countries the number of such students/trainees was less than 100 each. Of the total number of students, a great majority was receiving instructions and practical training in Engineering and Technology (30·1 per cent), in Medicine and Veterinary Science (13·3 per cent), Applied Science (11·5 per cent) and arts subjects (10·9 per cent).

Table CXVI—Number of Students/Trainees who went abroad during 1959-60—by States and by Countries

State	Afghanistan		Argentina		Australia		Austria		Belgium		Canada		Ceylon		China		Czechoslovakia		Denmark	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Andhra Pradesh	1	..	..	..	1	..	11	..	..	..	1	1	..	..	..	..
Assam	1	..	..	1	..	..	..	..	..	..	..	..	..
Bihar	1	..	..	..	5	..	..	..	..	..	2	..	1	..
Bombay { Maharashtra	9	1	12	..	5	..	28	1	..	..	..	..	2	..	4	1
{ Gujarat
Jammu & Kashmir	1	..	..	..	..	..	..	..	..	..
Kerala	1	1	..	..	1	..	5	1	..	..	..	..	1	..	..	..
Madhya Pradesh	10	..	..	..	..	..	..	..	..	..
Madras	1	..	..	..	10	1	..	..	..	..	14	1	..	..	..	..	..	..	..	..
Mysore	3	..	..	..	..	..	12	1	..	..	..	..	5	..	2	..
Orissa	2	..	..	..	..	..	..	..	..	..
Punjab	5	..	1	..	..	..	18	..	1	..	..	..	..	..	..	..
Rajasthan	2	1	..	..	..	..	..	..	2	..
West Bengal	24	1	..	..	1	..	13	..	..	..
Delhi	5	..	5	..	4	..	15	3	8	..	..	..	5	1	5	..
Himachal Pradesh	2	..	21	2	4	..	1	..	6	..	..	..
Manipur
Pondicherry
INDIA	1	..	1	..	62	3	26	2	13	..	169	10	13	..	3	1	34	1	14	1

Table CXVI—Number of Students/Trainees who went abroad during 1959-60—by States and by Countries—(Contd.)

State	East Germany		Finland		France		Hungary		Indonesia		Ireland		Italy		Japan		Malaya		Netherlands	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Andhra Pradesh	1	..	..	..	4	1	1	..	..	..	..	..	..	..	3	..	..	..	..	..
Assam	1	..	..	..	2	..	1	..	..	..	..	..	3	..	1	..	..	..	..	..
Bihar	1	..	..	..	19	1	..	..	..	..	..	..	20	1	19	..	1	..	..	5
Maharashtra	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Gujarat	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kashmir	..	..	..	..	4	1	..	..	..	..	..	..	4	3	2	..	1	..	..	..
Madhya Pradesh	..	..	..	..	1	..	..	..	..	..	..	..	..	..	5	..	..	..	..	..
Madras	8	..	..	..	5	1	1	..	..	..	..	..	3	..	4	..	..	..	..	2
Mysore	1	..	..	..	8	..	..	..	1	..	..	..	2	..	2	..	..	..	..	1
Orissa	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Punjab	1	..	1	..	1	..	..	..	..	..	..	..	..	1	..	..	..	..	..	1
Rajasthan	1	..	..	..	..	..	2	..	..	..	..	..	..	..	1	..	..	..	..	6
Uttar Pradesh	1	..	1	..	6	..	1	..	1	..	1	..	3	1	14	..	..	..	..	19
West Bengal	4	..	2	..	12	..	1	..	..	..	..	..	3	1	9	..	..	..	..	5
Delhi	6	..	..	..	7	..	..	..	..	..	..	..	7	1	..	..	..	..	..	1
Himachal Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	..	..	..	..	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Pondicherry	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
INDIA	31	..	4	..	70	4	6	..	2	..	1	..	48	6	65	..	2	..	43	..

1	2
7. Government of Turkey	Two scholarships for studies in Humanities
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9. British Council, London	Fourteen scholarships for higher studies in English Language and Literature, Teaching of English as a foreign Language and Linguistics
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State	Afghanistan		Argentina		Australia		Austria		Belgium		Canada		Ceylon		China		Czechoslovakia		Denmark	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Andhra Pradesh	1	..	..	..	1	..	11	..	..	..	1	1	..	..	..	..
Assam	1	..	..	1	..	..	..	..	..	..	..	..	..
Bihar	1	..	..	..	5	..	..	..	..	..	2	..	1	..
Bombay { Maharashtra	9	1	12	..	5	..	28	1	..	..	..	..	2	..	4	1
Bombay { Gujarat
Jammu & Kashmir	1	..	..	..	..	..	..	..	..	..
Kerala	1	1	..	..	1	..	5	1	..	..	..	..	1	..	..	..
Madhya Pradesh	10	..	..	..	..	..	..	..	..	..
Madras	1	..	..	..	10	1	..	..	..	..	14	1	..	..	..	..	..	..	..	..
Mysore	3	..	..	..	..	..	12	1	..	..	..	..	5	..	2	..
Orissa	1	..	..	2	..	..	..	..	..	..	..	..	..
Punjab	5	..	1	..	..	..	18	..	1	..	..	..	..	..	..	..
Rajasthan	2	..	..	..	..	..	..	..	2	..
Uttar Pradesh	1	..	4	..	1	1	..	..	24	1	..	1	..	..	13	..	..	..
West Bengal	24	..	6	..	4	..	15	3	..	..	..	..	5	1	5	..
Delhi	5	..	5	..	2	..	21	2	4	..	1	..	6	..	..	..
Himachal Pradesh
Manipur
Pondicherry
INDIA	1	..	1	..	62	3	26	2	13	..	169	10	13	..	3	1	34	1	14	1

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	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Andhra Pradesh	1	..	..	..	4	1	1	..	..	..	..	..	..	..	3	..	..	..	..	..
Assam	1	..	..	..	..	..	1	..	..	..	..	..	..	..	1	..	..	..	1	..
Bihar	1	..	..	..	2	..	1	..	..	..	..	..	3	..	1	..	..	..	2	..
Bihar	6	..	..	..	19	1	..	..	..	..	..	..	20	1	19	..	1	..	5	..
Bombay { Maharashtra	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Bombay { Gujarat	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	..	..	..	..	4	1	..	..	..	..	..	..	4	3	2	..	1	..	..	..
Madhya Pradesh	..	..	..	..	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Madras	..	..	..	..	5	1	1	..	..	..	..	..	..	3	5	..	..	..	2	..
Mysore	8	..	..	..	8	..	..	..	1	..	..	..	..	2	4	..	..	..	1	..
Orissa	1	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..
Punjab	1	..	1	..	1	..	..	..	..	..	..	..	..	1	1	..	..	..	1	..
Rajasthan	1	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Uttar Pradesh	1	..	1	..	6	..	2	..	..	..	1	..	..	1	2	..	..	..	6	..
West Bengal	4	..	2	..	12	..	1	..	1	..	..	..	3	1	14	..	..	..	19	..
Delhi	6	..	..	..	7	..	..	..	..	..	..	..	7	1	9	..	..	..	1	..
Himachal Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	..	..	..	..	1	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Pondicherry	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
INDIA	31	..	4	..	70	4	6	..	2	..	1	..	48	6	65	..	2	..	43	..

Table CXVI—Number of Students/Trainees who went abroad during 1959-60—by States and by Countries—(Contd.)

State	New Zealand		Norway		Pakistan		Philippines		Poland		Rumania		South Rhodesia		Spain		Sweden		Switzerland	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61
Andhra Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	..
Assam	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	2
Bihar	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..
Bombay { Maharashtra	1	..	3	..	..	..	1	..	..	..	1	..	..	..	..	..	8	..	40	6
Bombay { Gujarat	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Jammu & Kashmir	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
Madhya Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
Madras	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
Mysore	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3
Orissa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	2
Punjab	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rajasthan	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Uttar Pradesh	2	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	5	..	..	5
West Bengal	..	..	..	..	1	..	..	..	..	..	3	1	1	..	..	..	3	1	10	1
Delhi	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	2	..	..	3
Himachal Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Manipur	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pondicherry	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
INDIA	8	..	4	..	1	..	1	..	1	..	6	1	1	..	1	..	22	1	71	7

Table CXVI—Number of Students/Trainees who went abroad during 1959-60—by States and by Countries—(Concl.)

20—8 Edu, '62

State	Thailand		U.A.R.		U.K.		U.S.A.		U.S.S.R.		West Germany		Yugoslavia		Other Countries		Total		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	All Persons
	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
Andhra Pradesh	42	12	160	13	..	..	18	1	..	1	..	..	245	29	274
Assam	4	..	19	1	..	..	2	..	..	..	..	..	29	2	31
Bihar	81	7	74	1	2	..	38	..	2	..	..	..	221	8	229
Bombay { Maharashtra	1	..	483	55	735	80	7	..	240	3	..	..	22	3	1,672	152	1,824
Bombay { Gujarat
Jammu & Kashmir	3	4	5	..	..	..	2	..	..	..	..	..	11	4	15
Kerala	36	3	93	23	..	..	9	..	..	..	..	..	160	32	192
Madhya Pradesh	24	1	31	5	17	..	11	..	..	..	2	..	98	6	104
Madras	85	9	152	10	10	..	42	..	..	..	1	..	343	22	365
Mysore	49	6	94	14	3	..	39	..	..	..	2	..	232	21	253
Orissa	26	1	77	..	..	..	18	..	..	..	..	..	127	1	128
Punjab	71	4	188	9	..	..	12	..	..	..	1	..	308	13	321
Rajasthan	18	1	30	..	..	..	3	..	..	..	..	..	57	1	58
Uttar Pradesh	127	11	160	18	2	..	60	..	..	..	3	..	429	31	460
West Bengal	2	..	..	..	797	48	287	12	7	..	265	2	1	..	7	..	1,507	70	1,577
Delhi	230	20	208	23	1	..	54	1	..	1	2	1	579	49	628
Himachal Pradesh	1	..	1	..	..	..	..	..	..	..	..	..	3	..	3
Manipur	2	..	2
Pondicherry	2	..	2
INDIA	2	..	1	..	2,078	182	2,315	209	49	..	813	7	3	2	40	4	6,025	441	6

Table CXVII—Indian Students/Trainees Abroad, as on 1-1-60 by Country and Type of Education

Name of Country	Type of Education											
	Arts	Science	Engg. and Tech.	Medicine & Vet.	Agri. & Forestry	Commerce	Education	Law	Other subjects	Total	Trainees	Grand Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Argentina . . . . .	..	1	..	..	..	..	..	..	..	1	..	1
Australia	3	8	17	5	3	..	2	1	..	39	47	86
Austria . . . . .	..	2	8	25	..	..	1	..	2	38	5	43
Belgium . . . . .	..	1	1	4	..	..	..	..	19	25	..	25
Brazil . . . . .	..	1	..	..	..	..	..	..	..	1	..	1
Canada	18	147	20	10	2	3	3	..	4	207	130	337
China . . . . .	..	..	..	..	..	..	..	..	5	5	..	5
Czechoslovakia . . . . .	..	..	4	1	..	..	..	..	4	9	23	32
Denmark . . . . .	..	..	..	1	1	..	..	..	4	6	7	13
Finland . . . . .	..	..	..	..	1	..	..	..	..	1	5	6
France	15	16	8	15	..	..	..	1	11	66	46	112
Hungary . . . . .	..	..	1	..	..	..	..	..	..	1	8	9
Iran . . . . .	..	..	..	..	..	..	..	..	1	1	..	1
Iraq . . . . .	..	..	..	..	..	..	..	..	1	1	..	1

Ireland	13	4	1	15	..	..	9	..	7	49	..	49
Italy . . . . .	..	..	5	..	..	..	..	..	8	13	9	22
Japan . . . . .	..	..	4	..	3	..	..	..	..	7	3	10
Netherlands	2	5	9	6	4	..	..	..	3	29	16	45
New Zealand . . . . .	..	..	..	..	8	..	..	..	..	8	1	9
Norway . . . . .	..	1	..	2	..	..	..	..	1	4	..	4
Philippines	4	..	9	2	..	5	..	..	1	21	..	21
Poland	3	1	2	..	..	..	..	..	2	8	..	8
Rumania . . . . .	..	..	7	..	..	..	..	..	1	8	55	63
Sweden	2	1	..	..	2	..	..	..	..	5	5	10
Switzerland	5	3	4	1	..	..	..	..	7	20	10	30
Turkey . . . . .	..	..	..	..	..	1	..	..	..	1	..	1
U.A.R.	18	..	..	..	..	..	..	..	2	20	2	22
U.K.	328	147	1,025	845	24	103	64	9	32	2,577	..	2,577
U.S.A.	574	665	1,378	227	264	281	138	..	645	4,172	325	4,497
U.S.S.R.	6	14	19	1	2	..	..	..	4	46	10	56
West Germany/West Berlin	30	62	300	83	5	..	..	..	78	558	706	1,264
Yugoslavia . . . . .	..	..	1	..	1	..	..	..	2	4	..	4
TOTAL	1,021	1,079	2,823	1,243	320	393	217	11	844	7,951	1,413	9,364

CHAPTER XI

STATISTICAL SURVEY

This Chapter seeks to study trends as revealed by the statistics for the quinquennium ending 1959-60, in selected fields of education. This study is largely statistical and is, therefore, not expected to do justice to the qualitative aspect of educational development during the period. Moreover, the trends have been studied on an all-India basis with the result that the conclusions do not necessarily reflect Inter-State and Intra-State variations.

Elementary education

Table CXVIII below shows the progress made in the field of elementary education during the years from 1954-55 to 1959-60.

Table CXVIII—Enrolment in Classes I to VIII, 1954-60

Year	Number of pupils in classes I—VIII (In lakhs)			Per- centage of Girls to Total	Percentage increase from the previous year		
	Boys	Girls	Total		Boys	Girls	Total
1954-55 . . .	196.10	76.63	272.73	28.1	6.2	8.8	6.9
1955-56 . . .	209.54	85.07	294.61	28.9	6.9	11.0	8.0
1956-57 . . .	220.95	93.54	314.49	29.7	5.4	10.0	6.8
1957-58 . . .	232.40	98.58	330.98	29.8	5.2	5.4	5.2
1958-59 . . .	252.14	109.83	361.97	30.3	8.5	11.4	9.4
1959-60 . . .	269.17	119.55	388.72	30.8	6.8	8.9	7.4

The above table shows that the enrolment in classes I-VIII maintained its rising trend throughout the period under discussion. During this period, about 116 lakhs of additional children—a formidable number—came to be enrolled in the elementary classes. This gives an average increase of more than 23 lakhs of students per year—about 14½ lakh boys and 8½ lakh girls. Judging from the annual percentage of increase, the rate of enrolment of girls has been better than that of boys. This development notwithstanding, the gap between the enrolment of girls and boys was still very wide as the former constituted less than one-third of the total school population.

Although this expansion appears to be impressive, the country has still a long way to go to attain the objective of universal elementary education. This fact is brought out very clearly in Table CXIX where the figures of enrolment have been related to the population of the age-group 6-14 and only the percentages of enrolment in classes I—VIII to total population of the age-group 6-14 are indicated.

Table CXIX—Educational Facilities for the Age-Group 6-14, 1954-60

Year	Percentage of pupils in classes I—VIII to the total population in the age-group 6—14		
	Boys	Girls	Total
1954-55	51.4	21.3	36.8
1955-56	54.1	23.1	39.1
1956-57	55.9	24.9	40.9
1957-58	60.2	26.9	43.9
1958-59	61.1	28.3	45.2
1959-60	63.3	29.9	47.1

During this period, the educational facilities in classes I-VIII, as a percentage of the population of the children in the age-group 6-14, rose from 36.8 to 47.1. This shows an average increase of two points per year. In spite of substantial efforts put in to spread education in all parts of the country and considerable increases in school enrolment, the rate at which educational facilities are expanding *vis-a-vis* the child population is not very flattering. It is, therefore, obvious that if the target of universal education has to be achieved in the foreseeable future, it will be necessary to accelerate the tempo of educational enrolment. This is particularly true of girls, of whom two out of three still remain unenrolled.

Primary Education

Primary education is imparted in primary schools as well as in primary departments of middle and high schools. Table CXX shows the increase in the number of primary schools from 1954-55 to 1959-60. The statistics given in this table, however, do not include the number of primary departments of middle and secondary schools.

This table shows that the number of primary schools increased from 2.64 lakhs in 1954-55 to 3.19 lakhs in 1959-60. This gives an increase of more than 55,000 in five years or an average of 11,000 new schools per year. *Prima facie*, it is an impressive record of effort made both in the public as well as private sector for the establishment of a broad-based system of primary education in the country.

This table also shows the large extent of co-education at this stage and it will be noticed that hardly 6 per cent of the primary schools were meant exclusively for girls. In view of the limited material resources, the low density of population in some parts of the country, the emergence of co-education at this stage of education seems to be a development in the right direction.

Table CXX—Number of Primary Schools, 1954-60

Year	Primary Schools		Primary Schools for Girls		Single-Teacher Schools		Percentage of single teacher schools to total No. of primary Schools
	Number	Increase from the previous year	Number	Percentage of Girls schools to total No. of schools	Number	Percentage of increase from the previous year	
1954-55 .	2,63,626	24,244	14,925	5.7	1,01,342	17.8	38.4
1955-56 .	2,78,135	14,509	15,230	5.5	1,11,220	9.7	40.0
1956-57 .	2,87,298	9,163	16,065	5.6	1,16,272	4.5	40.5
1957-58 .	2,98,247	10,949	16,433	5.5	1,23,248	6.0	41.3
1958-59 .	3,01,564	3,317	16,735	5.5	1,29,193	4.8	42.8
1959-60 .	3,19,070	17,506	18,800	5.9	1,38,993	7.6	43.6

The above table also shows that the single-teacher schools have registered a sharp increase of more than 37,500 within a period of five years and that their proportion to total number of schools has risen from 38.4 per cent in 1954-55 to 43.6 per cent in 1959-60. Although one may not feel very happy over this development, it has to be recognised that, in the contemporary situation, the single-teacher schools are inescapable.

Distribution of primary schools according to management is given in Table CXXI.

Table CXXI—Number of Primary Schools by Management, 1954-60

Year	Total No. of Primary Schools	Number of Primary Schools Managed by			Percentage of Government Managed Schools	Percentage of Local Bodies Managed Schools	Percentage of Private Schools
		Govt.	Local Bodies	Private Bodies			
1954-55 .	2,63,626	59,262	1,33,020	71,344	22.5	50.4	27.1
1955-56 .	2,78,135	64,827	1,42,223	71,085	23.3	51.1	25.6
1956-57 .	2,87,298	64,098	1,52,064	71,136	22.3	52.9	24.8
1957-58 .	2,98,247	77,724	1,48,275	72,248	26.1	49.7	24.2
1958-59 .	3,01,564	81,939	1,48,301	71,324	27.2	49.1	23.7
1959-60 .	3,19,070	70,533	1,77,855	70,682	22.1	55.7	22.2

It is clear that more than half the number of schools are run by local bodies; the remaining being equally divided between Government and private agencies. Taking Government and local boards together, schools under public management constituted about three-fourths of the total number of schools.

Numerically, private schools reflect more or less a decreasing trend. On percentage basis the decline is more marked.

The enrolment in classes I-V during the five years under discussion is given in Table CXXII.

Table CXXII—Educational Facilities for the Age-Group 6-11, 1954-60

Year	Enrolment in classes I—V (in lakhs)			Percentage of enrolment of children in the age-group 6—11		
	Boys	Girls	Total	Boys	Girls	Total
1954-55	163·49	68·75	232·24	68·1	29·9	49·4
1955-56	175·28	76·39	251·67	72·0	32·8	52·8
1956-57	184·51	82·62	267·13	73·7	34·5	54·5
1957-58	194·04	87·66	281·70	76·1	36·2	56·7
1958-59	210·15	97·42	307·57	76·0	37·5	57·3
1959-60	222·96	105·24	328·19	81·4	40·5	61·5

The above data show that about 96 lakhs additional children were on the rolls of classes I-V in 1959-60 than those five years earlier. This figure includes 59·5 lakh boys and 36·5 lakh girls. The average annual increase in enrolment works out at about 12 lakh boys and 7·3 lakh girls. The gap between the enrolment of boys and girls has still remained wide.

The same table also gives the percentage of enrolment in classes I-V to the population of children in the age-group 6-11. While schools in places were available for as many as 81 out of every 100 boys in this age-group, available facilities for girls were equal to only 40 per cent of their population. This gives an overall percentage of 61·5 only. Obviously, the problem of primary education is in fact the problem of girls' education.

While studying the data given in the above table it must be remembered that not all the students of classes I-V, who have been related to the population of age-group 6-11, actually belong to this age-group. A substantial proportion of this enrolment belongs to ages outside the age-group 6-11. Table CXXIII below indicates the extent to which the enrolment of classes I-V falls outside the age-group 6-11.

Table—CXXIII Pupils Outside the Age-Group 6-11 in Classes I-V, 1954-60

Year	Enrolment in classes I—V (in lakhs)			Pupils below 6 and above 11 in classes I—V (in lakhs)			Percentage of Pupils below 6 and above 11 in classes I—V		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1954-55	163·49	68·75	232·24	40·81	15·86	56·67	25·0	23·1	24·4
1955-56	175·28	76·39	251·67	42·67	16·46	59·13	24·3	21·5	23·5
1956-57	184·51	82·62	267·13	44·27	17·79	62·06	24·0	21·5	23·2
1957-58	194·04	87·66	281·70	46·14	18·20	64·34	23·8	20·8	22·8
1958-59	210·15	97·42	307·57	48·68	19·47	68·14	23·2	20·0	22·2
1959-60	222·96	105·24	328·19	51·66	21·41	73·07	23·2	20·3	22·3

This table shows that about 22 per cent of the seats in classes I-V were occupied by children of the wrong age. This is due to the fact that not all children join the school at the age of six. Then due to failures or even otherwise they continue to be in classes I-V even when they cross the age of 11. However, it is gratifying to note that the percentage of such children in classes I-V is steadily declining.

One of the greatest drawbacks from which primary education suffers at present is wastage (including stagnation). Wastage and stagnation mean failure on the part of children either to continue education till the completion of the primary course or not to complete the primary course within a period equal to the prescribed duration of the course. Wastage and stagnation can best be measured by means of a survey. In the absence of a survey, however, a comparison between the enrolment in class IV of a particular year with the strength of the same batch of students when it entered class I three years earlier affords a rough and ready method to measure it. This method has been employed in Table CXXIV to judge the magnitude of the problem.

This table shows that, out of every 100 children who join class I, 60 drop out or fail once (or more than once) before reaching class IV. Wastage is also heavier among girls than among boys. Another sad aspect of the situation is that wastage has been steadily rising practically throughout the period under report.

Table CXXV shows the magnitude of wastage and stagnation from Class I to II, from class II to III and from class III to IV. This table has been prepared by taking the enrolment of Class I as 100 and thus calculating the indices enrolment in the subsequent classes in the subsequent years.

Table CXXIV—Wastage and Stagnation, 1954-60

Year	Enrolment in class I three years previously (In lakhs)			Enrolment in class IV during the year (In lakhs)			Numerical Wastage and Stagnation (In lakhs)			Wastage and Stagnation in percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1954-55	48.02	22.23	70.25	22.66	8.08	30.74	25.36	14.15	39.51	52.8	63.7	56.2
1955-56	50.23	23.72	73.95	23.45	8.71	32.16	26.78	15.01	41.79	53.3	63.3	56.5
1956-57	54.67	26.20	80.87	25.10	9.57	34.67	29.57	16.63	46.20	54.1	63.4	57.1
1957-58	61.89	29.23	91.12	26.57	10.29	36.86	35.32	18.94	54.26	57.1	64.8	59.5
1958-59	66.60	32.98	99.58	28.69	11.51	40.20	37.91	21.47	59.38	56.9	65.1	59.6
1959-60	67.71	35.12	102.83	30.01	12.47	42.48	37.70	22.65	60.35	55.7	64.5	58.7

Table CXXV—Wastage in different Classes

Class	1952-1956 Batch			1953-57 Batch			1954-58 Batch			1955-59 Batch			1956-60 Batch		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
II	63	58	61	62	58	61	62	58	61	61	55	59	61	56	58
III	53	45	50	51	45	49	51	45	49	50	43	48	50	44	49
IV	46	37	43	43	35	40	43	35	40	43	35	40	44	36	41

It is clear from the above table that wastage and stagnation is the highest from class I to class II.

Teacher holds a pivotal position in an educational system. Table CXXVI below shows the number of teachers working in primary schools.

Table CXXVI—Teachers in Primary Schools, 1954-60

Year	No. of teachers in Primary Schools (In thousands)			Increase or decrease from previous year (in thousands)	Percentage of Women Teachers	No. of Trained Teachers (in thousands)	Percentage of Trained Teachers
	Men	Women	Total				
1954-55	563	113	676	+53	16.8	418	61.8
1955-56	574	117	691	+15	16.9	423	61.2
1956-57	589	121	710	+19	17.1	442	63.5
1957-58	602	127	729	+19	17.4	463	63.5
1958-59	577	118	695	-34	16.9	443	63.7
1959-60	606	125	731	+36	17.1	467	63.8

During the five years from 1954-55 to 1959-60, the strength of teaching staff in primary schools rose by about 55,000 to 7.31 lakhs. This gives an average increase of 11,000 teachers per year. Women teachers constituted about one-sixth of the total staff strength. In view of the fact that majority of the girl students study in co-educational institutions, it is desirable that the number

of women teachers be increased considerably. The number of trained teachers has generally been on the increase during this period, and on a percentage basis, they improved their position from 61.8 to 63.8.

Trends in the expenditure on the primary schools are indicated in table CXXVII. In this connection, it seems necessary to clarify that the figures relate to direct expenditure only which includes salaries of teachers and expenditure on equipment and contingencies. Indirect expenditure that is the expenditure on direction and inspection, school buildings, etc., has not been taken into account. Moreover, the expenditure on the maintenance of primary section of middle and high schools is also not included:

Table CXXVII—Expenditure on Primary Schools by Sources, 1954-60

Year	Expenditure met from (In Crores of Rupees)					Percentage of expenditure met from Government and local Boards funds
	Govt. funds	Local Board funds	Fees	Other Sources	Total	
1954-55 .	36.95	10.70	1.56	1.68	50.89	93.6
1955-56 .	39.55	10.75	1.75	1.68	53.73	93.6
1956-57 .	43.56	11.50	1.80	1.62	58.48	94.2
1957-58 .	52.36	10.75	1.76	1.84	66.71	94.6
1958-59 .	51.78	8.36	1.57	1.86	63.57	94.6
1959-60 .	56.31	9.92	1.66	1.82	69.71	95.0

The above table shows that, barring 5 to 6 per cent, the entire cost is borne from public funds (that is Government and local bodies).

Of the direct expenditure, salaries of teachers claimed the lion's share as is clear from the table CXXVIII.

The percentage of expenditure on salaries of teachers to total direct expenditure increased from 84.1 in 1954-55 to 87.9 in 1959-60. It shows that the expenditure on equipment and contingencies is proportionately declining. This is not a very happy development.

The table below also throws light on the rate at which the average annual salary of a primary school teacher has been rising during the period under discussion. It improved from Rs. 633.3 per annum in 1954-55 to Rs. 838.4 per annum in 1959-60, or in other words if 1954-55 is taken as the base (100), the salary of a teacher rose to Rs. 132.4 in 1959-60. It may however, be mentioned that these indices indicate improvement in salaries of teachers in absolute terms only and do not take into account the corresponding increase in the cost of living during the same period.

Table CXXVIII—Teachers' Salaries in Primary Schools, 1954-60

Year	Total Direct Expenditure (In Crores of Rupees)	Teachers, alaries	Percentage of Teachers salaries to total Direct Expenditure	Average salary per Teacher per annum	Salary Index with 1954-55 as base
				Rs.	
1954-55 . . .	50.59	42.80	84.1	633.3	100.0
1955-56 . . .	53.73	45.04	83.8	651.5	102.9
1956-57 . . .	58.48	49.28	84.3	694.0	109.6
1957-58 . . .	66.71	56.92	85.3	780.6	123.3
1958-59 . . .	63.57	54.78	86.2	788.5	124.5
1959-60 . . .	69.71	61.29	87.9	838.4	132.4

Middle School Education

Middle school education is imparted in middle schools as well as in middle departments of high and higher secondary schools. Table CXXIX shows the increase in the number of middle schools only.

Table CXXIX—Number of Middle Schools, 1954-60.

Year	Number of Middle Schools			Percentage of increase from the previous year	Percentage of Middle Schools for Girls
	For Boys	For Girls	Total		
1954-55 . . .	15,417	1,901	17,318	6.6	11.0
1955-56 . . .	19,393	2,337	21,730	25.5	10.8
1956-57 . . .	21,871	2,615	24,486	12.7	10.7
1957-58 . . .	24,141	2,874	27,015	10.3	10.6
1958-59 . . .	35,835	3,762	39,597	46.6	9.5
1959-60 . . .	37,865	4,056	41,921	5.9	9.7

It will be seen that there has been a phenomenal increase in the number of middle schools during the quinquennium under review. The number of middle schools meant for girls, though increased numerically, has been

declining proportionally. This is indicative of co-education steadily becoming more popular at this stage of education as well.

The distribution of middle schools by management is shown in the table CXXX.

Table CXXX—Number of Middle Schools by Management, 1954-60

Year	Number of Middle Schools Managed by				Percentage of Government Schools	Percentage of local Boards Schools	Percentage of Private Schools
	Government	Local Boards	Private Bodies	Total			
1954-55 . . .	4,632	5,382	7,304	17,318	26.7	31.1	42.2
1955-56 . . .	4,961	3,988	7,781	21,730	22.8	41.4	35.8
1956-57 . . .	5,164	10,830	8,492	24,486	21.1	44.2	34.7
1957-58 . . .	6,807	10,928	9,280	27,015	25.2	40.5	34.3
1958-59 . . .	7,314	20,991	11,292	39,597	18.5	53.0	28.5
1959-60 . . .	7,307	22,756	11,858	41,921	17.4	54.3	28.3

In the beginning of the quinquennium under report middle schools run by private organisations constituted the largest single group but within a short span of five years the position has changed and now middle schools under local bodies predominate. This is mainly due to the transfer of middle schools to Panchayati Raj Institutions.

Trends in the enrolment of classes VI-VIII between 1954-55 and 1959-60 are revealed in Table CXXXI given below.

Table CXXXI—Enrolment in Classes VI-VIII, 1954-60.

Year	Pupils in Classes VI-VIII (In Lakhs)			Percentage of Girls to Total	Percentage of enrolment in classes VI-VIII to children in the age-group 11-14		
	Boys	Girls	Total		Boys	Girls	Total
	1954-55 . . .	32.61	7.87	40.48	19.4	24.5	6.4	15.8
1955-56 . . .	34.26	8.67	42.93	20.2	25.4	6.9	16.5
1956-57 . . .	36.44	9.92	46.36	21.4	26.4	7.7	17.3
1957-58 . . .	38.35	10.93	49.28	22.2	29.2	8.8	19.3
1958-59 . . .	42.00	12.41	54.41	22.8	30.9	9.7	20.7
1959-60 . . .	46.21	14.31	60.52	23.6	30.5	10.2	20.7

This table shows that, during the period under review, the total strength of classes VI-VIII increased by 20 lakhs, of which boys were about 13.6 lakhs and girls about 6.4 lakhs. The position of girls in the total enrolment in these classes improved from 19.4 per cent to 23.6 per cent.

The last three columns of the above table give the percentage of enrolment in class VI-VIII to the population of children in the age-group 11-14. In 1959-60, facilities in these classes did not exist for as many as 7 out of every 10 boys in the age-group 11-14. The position of girls was worse and out of every 10 girls in the age-group 11-14, only one was found to be on the rolls of classes VI-VIII. These figures clearly bring out the gap that has to be bridged for achieving the goal of universal education at the middle stage.

Data about teachers in middle schools is given in Table CXXXII.

Table CXXXII—Teachers in Middle Schools, 1954-60

Year	Number of Teachers			Percentage of Women teachers to Total	Trained Teachers	Percentage of Trained Teachers
	Men	Women	Total			
1954-55 .	94,671	17,078	1,11,749	15.3	59,768	53.5
1955-56 .	1,24,550	23,844	1,48,394	16.1	86,776	58.5
1956-57 .	1,35,467	31,096	1,66,563	18.7	1,00,077	60.1
1957-58 .	1,48,054	37,019	1,85,073	30.0	1,16,021	62.7
1958-59 .	2,05,774	59,907	2,65,681	22.5	1,74,857	65.8
1959-60 .	2,22,108	70,024	2,92,132	24.0	1,93,879	66.4

The number of teachers—both men and women—has been increasing. Women teachers improved their percentage from 15.3 in 1954-55 to 24.0 in 1956-60. But in order to narrow down the disparity between the education of girls and boys, it is desirable to improve the proportion of women teachers still further.

The same table gives the number and proportion of trained teachers in middle schools. It is gratifying to note that the percentage of trained teachers has also been rising continuously.

With the increase in the number of middle schools and the strength of teachers working therein, it is but natural that the cost of running these schools should also increase correspondingly. Table CXXXIII gives the data about direct expenditure on middle schools by Sources.

Table CXXXIII—Direct Expenditure on Middle Schools by Sources, 1954-60

Year	Total Direct Expenditure (Rs. in Crores)	Percentage of Expenditure met from			
		Government Funds	Local Board Funds	Fees	Other Sources
1954-55 . . .	11.46	57.1	12.7	21.3	8.9
1955-56 . . .	15.41	62.9	12.9	16.2	8.0
1956-57 . . .	17.15	60.5	11.6	14.6	13.3
1957-58 . . .	20.77	72.3	8.8	12.2	6.7
1958-59 . . .	31.83	73.3	12.0	8.6	6.1
1959-60 . . .	35.16	73.5	12.0	8.3	6.2

In absolute terms, the total direct expenditure on middle schools multiplied three-fold in the course of 5 years from 1954-55 to 1959-60. The pattern of distribution of this expenditure over the various sources from which it was met also registered a change. While the share of Government in the total expenditure increased from 57.1 per cent in 1954-55 to 73.5 per cent in 1959-60, that of fees declined from 21.3 per cent to 8.3 per cent during the same period. This may be due to the extension of free education at this stage to more and more schools. The share of local boards and other sources in this expenditure has, however, been fluctuating.

Of the total direct expenditure on middle schools, a very substantial¹ part goes towards meeting the salaries of middle school teachers. The trends in this regard are indicated in Table CXXXII.

Table CXXXIV—Expenditure on Salaries of Middle School Teachers, 1954-60

Year	Direct Expenditure on Middle Schools	Expenditure on Salaries of Middle School Teachers	Percentage of Teachers Salaries to Total Direct Expenditure	Average Annual Salary per Teacher	Salary Index with 1954-55 as base
				(Rs. in	crores)
1954-55	11.46	8.65	75.5	774	100
1955-56	15.41	12.00	77.9	809	105
1956-57	17.15	12.06	70.3	832	107
1957-58	20.77	17.01	81.9	919	119
1958-59	31.83	26.71	83.9	1,005	130
1959-60	35.16	30.30	86.2	1,037	134

It shows that teachers salaries accounted for about 86 per cent of the total expenditure on middle schools, leaving a small part for equipment and contingencies. In spite of it the average annual salary of a teacher did not go beyond Rs. 1,037 *i.e.*, Rs. 87 per month.

The last column shows the indices of salaries of teachers with 1954-55 as the base (100). The average salary index rose to Rs. 134 in 1959-60. This does not take into account the increase in the cost of living during the same period.

Basic Education

Basic education consists of an integrated course of 8 years' duration—junior basic of 5 years and senior basic of 3 years. But this pattern is not uniform in all the States. Table CXXXV below shows the increase in the number of basic schools during the period under report.

Table CXXXV—Number of Basic Schools, 1954-60

Year	Junior Basic Schools				Senior Basic Schools			
	Number	Percentage of Schools Managed by			Number	Percentage of Schools Managed by		
		Government	Local Boards	Private Bodies		Government	Local Boards	Private Bodies
1954-55	37,394	10.0	80.9	9.1	1,120	60.7	18.9	20.4
1955-56	42,971	13.4	76.2	10.4	4,842	16.6	74.5	8.9
1956-57	46,881	11.7	77.6	10.7	6,897	13.1	79.4	7.5
1957-58	52,039	13.7	74.3	12.0	7,819	15.0	75.5	9.5
1958-59	57,069	13.8	74.3	11.9	12,739	11.7	71.6	16.7
1959-60	61,757	10.6	78.3	11.1	13,554	9.7	73.4	16.9

The number of junior basic schools increased by more than 24,000 or by 65 per cent in the five years ending in 1959-60. During the same period, the number of senior basic schools increased twelve-fold.

An overwhelming majority of junior basic schools (75 to 80 per cent) are managed by local boards and the rest are almost equally distributed between Government and private managements. In so far as senior basic schools are concerned, the pattern of control has undergone a change during the period under report. In the beginning of quinquennium *i.e.*, in 1954-55, about 60 per cent of the schools were run by Government, while local boards and private organisations shared the rest almost in equal proportion. But at the end of the quinquennium *i.e.*, in 1959-60, about three-fourths of the institutions were under the control of the local bodies and the percentage of Government institutions has fallen as low as less than 10 per cent.

Table CXXXVI compares the number of junior basic schools with the total number of primary schools (basic as well as non-basic) and senior basic schools with the total number of middle schools (basic as well as non-basic).

Table CXXXVI—Proportion of Junior and Senior Basic Schools, 1954-60

Year	Junior Basic Schools	Primary Schools (Basic and Non-Basic)	Junior Basic Schools % of Primary Schools	Senior Basic Schools	Middle Schools (Basic and Non-Basic)	Senior Basic Schools as % of Middle Schools
1954-55	37,394	2,63,626	14.2	1,120	17,318	6.5
1955-56	42,971	2,78,135	15.4	4,842	12,730	22.3
1956-57	46,881	2,87,298	16.3	6,897	24,486	28.1
1957-58	52,039	2,98,247	17.4	7,819	27,015	28.9
1958-59	57,069	3,01,564	18.9	12,739	39,597	32.2
1959-60	61,757	3,19,070	19.4	13,554	41,921	32.3

The above table shows that, in spite of substantial increase in the number of junior and senior basic schools, their proportion did not go beyond one-fifth and one-third of the primary and middle schools respectively. It is, no doubt true that there are real difficulties in the way of the expansion of basic education, such as the paucity of suitably trained teachers, lack of funds for the purchase of the necessary equipment and material, etc. but if basic education has to serve as a national system of education, it is obvious that special efforts should be made for accelerating its progress.

The enrolment of junior and senior basic schools is given in Table CXXXVII below :

Table CXXXVII—Enrolment in Basic Schools, 1954-60

Year	Enrolment in Junior Basic Schools (In lakhs)			Enrolment in Senior Basic Schools (In lakhs)			Percentage of enrolment in Junior Basic Schools to that of Primary Schools	Percentage of enrolment in Senior Basic Schools to that of Middle Schools
	Total	Girls	Percentage of Girls	Total	Girls	Percentage of Girls		
1954-55	31.55	5.66	17.9	2.16	0.46	21.3	14.21	8.32
1955-56	37.30	7.69	20.6	13.30	3.54	26.6	16.27	34.88
1956-57	41.28	8.61	20.9	17.31	4.88	28.2	17.26	39.41
1957-58	48.13	10.33	21.5	19.77	5.86	29.6	19.42	39.07
1958-59	54.50	12.14	22.3	27.55	7.56	27.4	22.36	33.72
1959-60	60.13	13.99	23.3	29.91	8.39	28.1	23.19	33.66

The following points emerge from the above table :

- (i) The total enrolment in junior basic schools was nearly doubled in the course of 5 years, while that in senior basic schools multiplied fourteen-fold. This compares favourably with the increase in the number of junior and senior basic schools.
- (ii) The proportion of girls improved from 17.9 per cent in 1954-55 to 22.3 per cent in 1959-60 in so far as junior basic schools are concerned. In senior basic schools, this percentage increased from 21.3 in 1954-55 to 28.1 in 1959-60.
- (iii) Only 23.2 per cent of the pupils in primary schools were studying in junior basic schools and 33.7 per cent of the pupils in middle schools in senior basic schools.

Table CXXXVIII gives the cost of expenditure on basic schools and the extent to which it was shared by the various sources.

Table CXXXVIII—Expenditure on Basic Schools, 1954-60

Year	Total Expenditure (in crores of Rupees)	Percentage of Expenditure met from				Percentage of expenditure on Basic Schools to that on Primary/Middle Schools
		Government funds	Local Board Funds	Fees	Other Sources	
<i>Junior Basic Schools—</i>						
1954-55	6.50	71.1	22.8	4.8	1.3	12.8
1955-56	8.11	74.0	21.0	3.8	1.2	15.1
1956-57	9.11	75.7	20.1	3.1	1.9	15.6
1957-58	10.85	78.9	18.4	0.8	1.9	16.3
1958-59	12.50	79.0	18.7	0.3	2.0	19.7
1959-60	14.04	78.9	19.0	0.4	1.7	20.1
<i>Senior Basic Schools—</i>						
1954-55	0.80	86.3	7.5	1.2	5.0	7.0
1955-56	4.06	80.5	13.3	2.5	3.7	26.3
1956-57	5.09	83.5	11.4	2.1	3.0	29.7
1957-58	6.26	82.9	12.6	2.0	2.5	30.1
1958-59	10.27	75.4	11.7	8.7	4.2	32.3
1959-60	10.99	75.6	20.3	1.0	3.1	31.3

While the expenditure on junior basic schools was more than doubled between 1954-55 and 1959-60, that on senior basic schools registered a steep rise from merely Rs. 80 lakhs to about Rs. 11 crores during the same period. Although, basic schools are predominantly local body schools, a very substantial part of the expenditure is met from Government funds.

With the increase in the number of basic schools and enrolment therein it is natural that there should be a corresponding increase in the strength of teaching staff in these schools. Table CXXXIX below bears this out.

Table CXXXIX—Teachers in Basic Schools, 1954-60

Year	Teachers in Junior Basic Schools			Teachers in Senior Basic Schools		
	Total	Trained	Percentage of Trained to Total	Total	Trained	Percentage of Trained to Total
1954-55	93,378	74,525	79.8	8,803	7,734	87.9
1955-56	1,11,347	87,061	78.2	39,672	31,624	79.7
1956-57	1,19,366	93,400	78.2	52,552	38,684	73.6
1957-58	1,34,927	1,05,704	78.3	57,846	43,869	75.8
1958-59	1,48,361	1,15,181	77.6	87,437	66,087	75.6
1959-60	1,59,751	1,21,704	76.2	95,539	72,461	75.8

The tempo of training of basic teachers needs to be stepped up.

High and Higher Secondary Education

Education at this stage is provided in upper classes of High/Higher Secondary schools and in the school classes attached to some colleges. The number of colleges having school classes is not available.

Table CXL gives the number of high/higher secondary schools in country.

Table CXL—Number of High/Higher Secondary Schools, 1954-60

Year	Number of High and Higher Secondary Schools			Percentage of schools managed by		
	Total	For Girls	Percentage of Girls Schools to Total	Govt.	Local Boards	Private Bodies
1954-55	10,200	1,501	14.7	14.6	12.8	72.6
1955-56	10,888	1,583	14.6	14.9	12.9	72.2
1956-57	11,805	1,758	14.9	15.3	13.0	71.7
1957-58	12,639	1,889	15.0	19.0	10.1	70.9
1958-59	14,326	2,103	14.7	19.5	10.0	70.5
1959-60	15,703	2,281	14.5	18.1	11.6	70.3

The following points emerge from the data given above :

- (i) The number of High/Higher Secondary Schools increased by 5,500 or by about 50 per cent in 5 years between 1954-55 and 1959-60.
- (ii) Girls' schools also increased in the same proportion, but they constituted only about 15 per cent of the total number of the total institutions.
- (iii) According to management, higher secondary education is predominantly a private enterprise, covering about 70 per cent of the Schools. The remaining institutions are run by Government and local boards, Government having a larger share.

Table CXLI gives the progress of enrolment in classes IX-X/XI. The enrolment in these classes increased by more than 8 lakhs, of which more than 6 lakhs were boys and a little less than 2 lakhs, girls.

Table CXLI—Enrolment in Classes IX-X/XI, 1954-60

Year	Enrolment in classes IX-X/XI (In lakhs)			Percentage of enrolment to population in the age-group 14-16/17		
	Boys	Girls	Total	Boys	Girls	Total
1954-55	14.26	2.73	16.99	11.4	2.3	7.0
1955-56	15.39	3.18	18.57	12.2	2.7	7.4
1956-57	16.63	3.44	20.07	14.6	3.0	9.1
1957-58	17.93	3.90	21.83	14.7	3.4	9.2
1958-59	19.36	4.23	23.59	15.7	3.5	9.7
1959-60	20.70	4.52	25.22	14.7	3.5	9.3

The above table also indicates the facilities in classes IX-X/XI as percentage of population in the age-group 14-16/17. It shows that the existing facilities are not enough even to cater to 1/10th of the total population in the age-group. The position of girls' education was even worse.

Teachers in high and higher secondary schools are shown in the Table CXLII. It seems necessary to state here that the data do not relate only to those teachers who teach classes IX-X/XI, but to all teachers who are working in high/higher secondary schools whether in secondary classes, middle classes or primary classes, wherever these classes exist in the school. As such the figures of this table are not comparable to those of the previous table on enrolment.

Table CXLII—Teachers in High/Higher Secondary Schools, 1954-60

Year	Total Number of Teachers	No. of Women Teachers	Percentage of Women Teachers	Number of Trained Teachers	Percentage of Trained Teachers
1954-55 . . .	1,75,986	31,400	17.8	1,02,201	58.1
1955-56 . . .	1,89,794	35,085	18.5	1,13,338	59.1
1956-57 . . .	2,05,617	39,146	19.0	1,25,845	61.2
1957-58 . . .	2,21,695	43,203	19.5	1,39,175	62.8
1958-59 . . .	2,45,555	49,277	20.1	1,55,288	63.2
1959-60 . . .	2,67,637	55,312	20.7	1,70,670	63.8

While the total number of teachers increased by 90,000 or 52 per cent in 5 years, women teachers rose by 24,000 or 76 per cent. The percentage of women teachers to the total number of teachers improved from 17.8 in 1954-55 to 20.7 in 1959-60. During the same period, the percentage of trained teachers improved from 58.1 to 63.8.

Table CXLIII gives the cost of running high/higher secondary schools together with the distribution of this cost over the various sources from which it was met. Here also it seems necessary to state that this cost relates to high/higher secondary schools as such, that is including primary and middle departments wherever they exist as part of these schools and not only to the classes IX-X/XI.

Table CXLIII—Expenditure on High/Higher Secondary Schools by Sources, 1954-60

Year	Total Expenditure (Rs. in crores)	Percentage of Expenditure met from			
		Government funds	Local Board funds	Fees	Other sources
1954-55 . . .	34.07	37.4	3.8	49.2	9.6
1955-56 . . .	37.62	39.9	4.2	46.7	9.2
1956-57 . . .	41.59	42.0	4.1	44.1	9.8
1957-58 . . .	46.47	44.4	4.5	41.5	9.6
1958-59 . . .	52.51	45.9	3.8	41.1	9.2
1959-60 . . .	59.90	48.1	4.5	39.4	8.0

The following points emerge from the above data :

- (i) The total expenditure on High/Higher Secondary Schools has been rising rapidly.
- (ii) In the first half of the period under review, income from fees was the biggest source of meeting this expenditure and Governmental contribution took the second position, but in the latter half of this period the trend was reversed.
- (iii) "Other sources" contributed less than 10 per cent of the total cost while the share of the local boards was insignificant.

Like primary and middle schools, the bulk of the total direct expenditure on high/higher secondary schools was expended on paying salaries to teachers. This is borne out in Table CXLIV.

**Table CXLIV—Salaries of Teachers in High/Higher Secondary Schools
1954-60**

Year	Total Expenditure on High/Higher Secondary Schools	Expenditure on Teachers salaries	Percentage of Expenditure on Teachers' Salaries	Average Annual salary per Teacher
	(Rupees in Crores .)			
1954-55	34·07	24·33	71·43	1,383
1955-56	37·62	27·08	72·00	1,427
1956-57	41·59	29·01	71·44	1,411
1957-58	46·47	33·31	71·68	1,503
1958-59	52·51	37·93	72·23	1,545
1959-60	59·90	46·05	76·9	1,721

The above table shows that teachers' salaries account for about 70 to 77 per cent of the total expenditure of these schools. The rest was spent on equipment and contingencies.

The above table also gives the average annual salary of a high/higher secondary school teacher. Two facts should be borne in mind while studying these figures. (i) High/Higher Secondary School teachers include not only teachers teaching classes IX-X/XI, but also those who teach lower classes wherever such classes exist in a secondary school. (ii) The average salary does not take into account the corresponding rise in the cost of living during the same period.

The output in matriculation and equivalent examinations is given in Table CXLV below:

Table CXLV—Results of Matriculation and Equivalent Examinations, 1954-60

Year	Number Appeared	Number passed	Pass Percentage	No. of Girls included in col. (3)	Percentage of Girls among Matriculates
1	2	3	4	5	6
1954-55 .	8,30,001	4,00,014	48·2	65,481	16·4
1955-56 .	9,20,026	4,29,494	46·7	72,328	16·8
1956-57 .	10,12,309	4,66,764	46·1	83,046	17·8
1957-58 .	10,79,966	5,21,552	48·3	91,179	17·5
1958-59 .	11,75,706	5,30,136	45·1	92,818	17·5
1959-60 .	13,49,465	5,72,198	42·4	1,13,123	19·8

The number of candidates appearing in these examinations has been rising continuously so that there has been an increase of more than 50 per cent in their number in five years from 1954-55 to 1959-60. The number of passes has also been rising. However, it is a matter of great concern that more than half the candidates fail in this examination and that the pass percentage is declining. Of the candidates who pass, girls constitute only 19·8 per cent in 1959-60, as against 16·4 per cent five years earlier.

Higher Education

Table CXLVI covers both the statutory universities (and the colleges attached to them) as well as the institutions of higher education which are not affiliated to these universities.

Table CXLVI—Number of Institutions for Higher Education, 1954-60

Year	Universities	Research Institutions	Colleges and Institutions		
			For General Education	For Professional Education	For Special Education
1954-55 .	31	33	657	291	106
1955-56 .	32	34	712	346	112
1956-57 .	33	41	773	399	128
1957-58 .	38	43	817	489	148
1958-59 .	40	42	878	542	168
1959-60 .	40	42	946	725	180

In the course of 5 years between 1954-55 and 1959-60, the number of universities increased by 9, the number of research institutions having teaching functions by 9, colleges for general education by 289, colleges for professional education by 434 and colleges for special education by 74.

The enrolment at the university stage is given in the following table
Table CXLVII—Enrolment at the University Stage, 1954-60

Year	General Education		Professional and Technical Education		Special Education		All Higher Education		
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	% of Girls
	(Figures in lakhs)								
1954-55	5.29	0.72	1.35	0.09	0.11	0.03	6.75	0.84	12.4
1955-56	5.75	0.84	1.49	0.09	0.12	0.03	7.36	0.96	13.1
1956-57	6.25	0.96	1.62	0.11	0.14	0.04	8.01	1.11	13.9
1957-58	6.62	1.07	1.82	0.14	0.18	0.04	8.62	1.25	14.5
1958-59	7.35	1.25	2.02	0.16	0.21	0.06	9.58	1.47	15.3
1959-60	7.85	1.38	2.38	0.22	0.21	0.06	10.45	1.66	15.9

The following points emerge from the above table.

- (i) The total enrolment at the university stage increased by 3.69 lakh of which the largest share of 2.56 lakhs went to the general educational 1.03 lakhs to professional education and only 10,000 to special education.
- (ii) Girls constituted about 16 per cent of the enrolment for general education, 10 per cent of that of professional education and about 30 per cent of that of special education.

The following table gives the distribution of enrolment under colleges for general education by stages of education.

Table CXLVIII—Enrolment in Colleges for General Education by Stages 1954-60

Year	Total	Intermediate		Degree		Post Graduate and Research	
		Number	Per-centage	Number	Per-centage	Number	Per-centage
		(in lakhs)		(in lakhs)		(in lakhs)	
1954-55	5.29	3.71	70.0	1.34	25.3	0.25	4.7
1955-56	5.75	3.96	68.9	1.51	26.2	0.28	4.9
1956-57	6.25	4.26	68.1	1.68	26.9	0.31	5.0
1957-58	6.62	4.39	66.3	1.89	28.6	0.34	5.1
1958-59	7.35	4.87	66.3	2.08	28.3	0.40	5.4
1959-60	7.85	4.93	62.8	2.49	31.7	0.43	5.5

Of the total enrolment, 62·8 per cent students were studying at the intermediate level,, 31·7 per cent at the degree level and the remaining 5·5 per cent at the post-graduate and research level.

The subject-wise enrolment in colleges for professional education is given in table CXLIX. It seems relevant to mention here that in view of the varying duration of these courses inter-subject comparison is not valid.

Table CXLIX—Enrolment in Professional Subjects Collegiate Stage, 1954-60

Year	Agriculture	Commerce	Education	Engineering and Technology	Law	Medicine	Others	Total
1954-55 . . .	4,827	52,960	11,547	18,834	19,651	23,488	3,490	1,34,797
1955-56 . . .	5,877	58,918	14,280	19,858	20,268	25,072	4,721	1,48,994
1956-57 . . .	7,051	61,303	17,261	21,905	20,817	27,289	5,838	1,61,464
1957-58 . . .	9,304	63,206	22,051	28,391	22,598	30,317	6,286	1,82,153
1958-59 . . .	10,871	66,582	24,422	35,255	24,055	32,950	7,554	2,01,689
1959-60 . . .	13,295	74,486	39,135	40,242	25,925	36,615	8,385	2,38,083

The following points emerge from the above Table :

- (i) In all subjects increase in enrolment has been reported during the period under review.
- (ii) The largest increase is observed in teachers training, followed by commerce, engineering & technology and medicine.

The increase in the enrolment of agricultural and law courses was comparatively smaller.

Expenditure on universities and other institutions of higher education is given in Table CL below.

Table CL—Expenditure on Institutions for Higher Education, 1954-60

Year	Univer- sity	Boards of Edu- cation	Research Insti- tutions	Colleges for Gen- eral Edu- cation	Colleges for Prof. Educa- tion	Colleges for Spe- cial Edu- cation	Total
		(In Crores of Rupees)					
1954-55 . .	7.42	1.23	1.30	10.56	6.31	0.34	27.16
1955-56 . .	7.98	1.32	1.39	11.65	7.00	0.36	29.70
1956-57 . .	9.20	1.50	1.75	12.82	7.79	0.49	33.55
1957-58 . .	9.80	1.76	2.94	14.12	8.84	0.62	38.08
1958-59 . .	11.56	2.05	2.53	15.84	11.19	0.70	43.87
1959-60 . .	12.81	2.37	2.84	18.16	13.12	0.77	50.07

All types of institutions have shown rising trend in their expenditure.

The distribution of expenditure on universities and colleges by source is given in Table CLI below :

Table CLI—Expenditure on Universities and Colleges by Sources, 1954-60

Year	Total Expenditure (Rs. in crores)	Percentages of Expenditure met from			
		Government funds	Local Boards funds	Fees	Other Sources
1954-55 . .	25.93	49.4	0.2	38.6	11.8
1955-56 . .	28.38	47.6	0.3	39.4	12.7
1956-57 . .	32.05	48.7	0.3	38.4	12.6
1957-58 . .	36.32	51.0	0.3	38.1	10.6
1958-59 . .	41.82	51.6	0.3	35.9	12.2
1959-60 . .	47.70	51.4	0.6	34.9	13.1

Government contribution and income from fees are the major sources which support higher education in the country. Private sources also share the expenditure though not in a very big way. The contribution of local boards has been practically nil.

The output of graduates in arts, science and professional subjects is given in table CLII.

Table CLII—Examination Results, 1954-60

Year	B.A./ B.Sc.	Professional subjects (First Degree only)					
		Agri- culture	Com- merce	Educa- tion	Engg. & Tech.	Law	Medi- cine
1954-4-55 . .	57,149	928	7,787	8,774	3,569	5,970	3,626
1955-5-56 . .	53,989	882	8,504	10,364	4,316	5,584	3,307
1956-6-57 . .	64,517	1,176	10,316	12,592	4,484	5,666	3,570
1957-7-58 . .	73,179	1,798	11,878	14,363	4,854	5,856	4,014
1958-8-59 . .	75,662	1,900	12,751	15,208	4,860	6,458	3,666
1959-9-60 . .	80,849	2,172	12,923	15,758	6,345	6,602	4,425

Vocational and Special School Education

The number of vocational and special schools is given in Table CLIII.

Table CLIII—Number of Vocational and Special Schools, 1954-60

Year	Agri- culture	Com- merce	Engg. & Tech.	Medi- cine	Teachers' Training	Adult Schools	Others
1954-4-55 . .	44	830	144	77	860	43,223	5,108
1955-5-56 . .	77	898	158	82	930	46,091	5,825
1956-6-57 . .	94	829	179	109	916	44,058	5,908
1957-7-58 . .	105	877	226	115	901	45,961	6,197
1958-8-59 . .	102	966	951	124	974	47,586	4,560
1959-9-60 . .	100	1,095	1,385	150	1,034	51,736	4,223

Adults' schools formed the largest single group of institutions in this category. Engineering and technical schools, commerce schools and teachers training schools were the other types of schools having significant numbers.

Except engineering and medical schools, which reported steady rise in their number during the period under report, the number of other types of institutions has been fluctuating.

Table CLIV—Enrolment in Vocational and Special Schools, 1954-60

Year	Agri- culture	Comm- erce	Engin- ing and Techno- logy	Medi- cine	Teachers Training	Adult Educa- tion	Others
1954-55	3,000	72,510	28,111	5,089	76,706	11,11,405	2,32,311
1955-56	5,129	79,223	35,611	5,142	83,467	12,78,827	2,62,944
1956-57	6,116	79,889	41,938	6,569	83,218	12,04,985	2,77,318
1957-58	8,184	84,666	51,405	7,457	77,342	12,06,630	2,90,314
1958-59	7,411	98,754	1,11,921*	10,688	89,514	12,57,760	2,04,777
1959-60	7,639	1,15,057	1,41,635*	10,471	99,991	13,69,811	1,94,358

*This figure includes Industry as well.

The enrolment of Vocational and special schools is given in the Table CLIV above. Barring schools for adults and "other schools" the professions which attracted the largest number of students are engineering and technology, commerce and teachers' training.



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