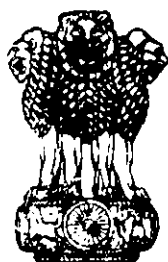


**REVIEW OF EDUCATION
IN INDIA
1947-1961**

UTTAR PRADESH



सत्यमेव जयते

**NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
MINISTRY OF EDUCATION, GOVERNMENT OF INDIA**

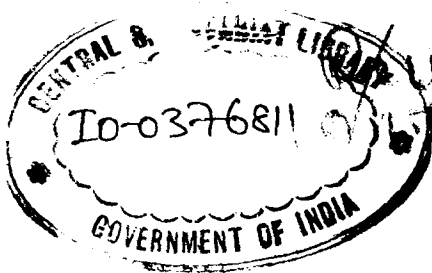
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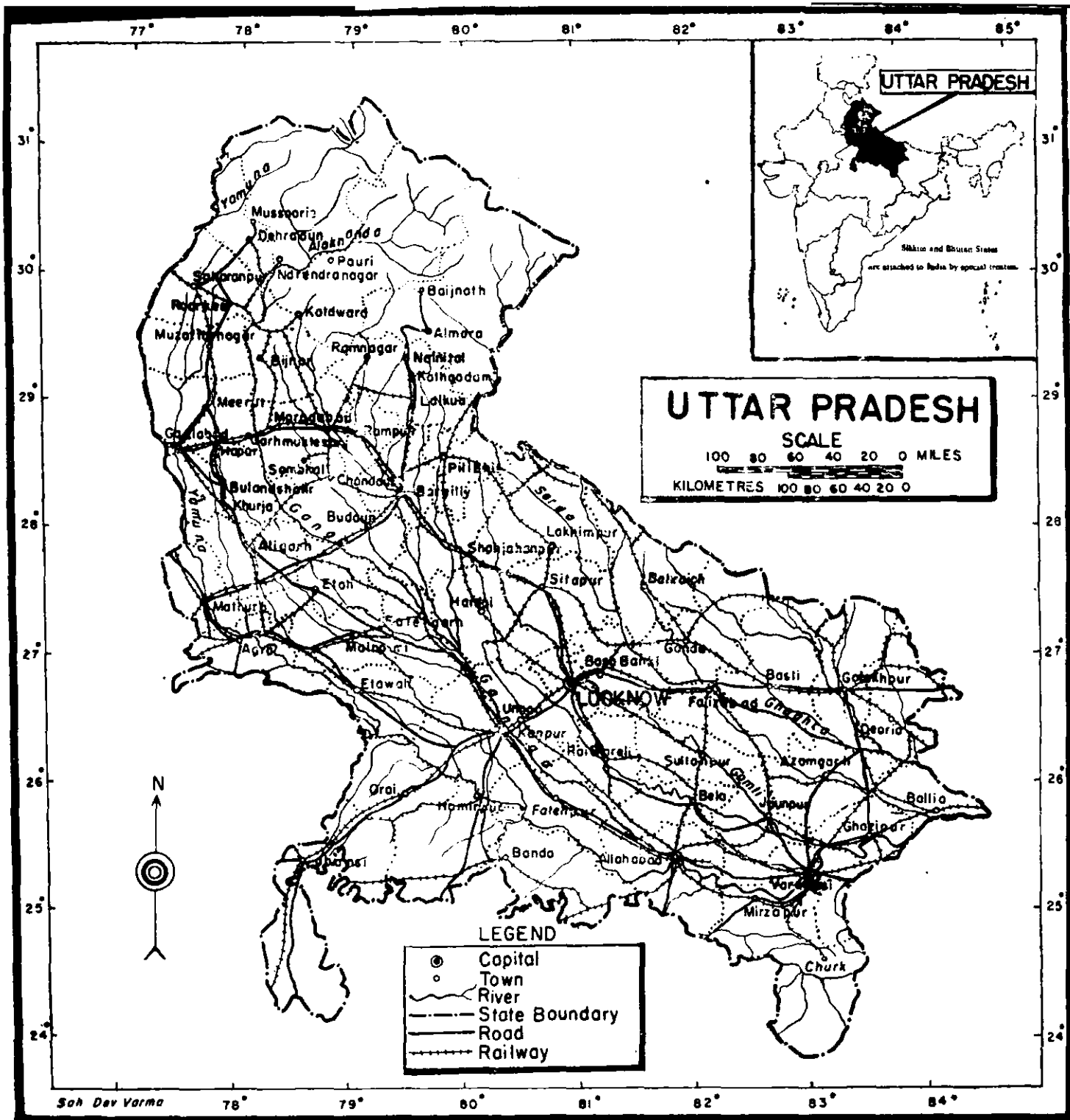
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UTTAR PRADESH

1. GENERAL INFORMATION

Uttar Pradesh, the State with the largest population in India, has an area of 1,13,454 square miles. According to the provisional census figures of 1961, the total population of the State was 7,37,52,914 of which 94,76,118 (or 12.85 per cent) lived in the urban and 6,42,76,796 (or 87.15 per cent) in the rural areas. There are 1,11,722 villages, 2,57,468 hamlets and 486 towns in the State. Sixteen towns have a population of over one lakh. The State represents 18 per cent of the total population of the country, but occupies only 9 per cent of its area. The density of population is 650 persons per square mile.

The climate of Uttar Pradesh is essentially monsoonal with a long dry season and extremes of temperature. The rainfall averages below 40 inches in the eastern plains, the mountains in the north getting more than the average. Fluctuations in the time and amount of rainfall are common and result in draughts in some years and in devastating floods in others.

The distribution of population according to religions reveals that Hindus form the majority, with Muslims, Jains, Christians and others following in that order. The Scheduled castes numbering 11,479,102 form 18.02 per cent of the total population (1951 census). They are economically and socially very backward. Untouchability has lost much of its former acuteness but its complete eradication is yet to be achieved. Child marriage and 'purdah' are fast disappearing. Prejudice against girls' education, especially against education in mixed schools, still persists, particularly in the rural areas. The rigidity of the caste system has considerably slackened in modern times although denominational institutions are still quite common.

The State has a rich cultural heritage. As the birth place of Rama and Krishna, the great heroes of the two most popular Hindu epics, and also of the Buddha, the founder of one of the greatest religions of the world, Uttar Pradesh

has many places of pilgrimage such as Ayodhya, Hardwar, Mathura, Badrinath (the seat of one of the four 'Maths' founded by Shankaracharya), Varanasi, Sarnath and Prayag which are held in reverence by millions of people. The State is also fortunate in having at Agra the peerless architectural gem, the Taj. Other famous monuments of the Moghul period include the abandoned city of Fatehpur and Akbar's forts at Allahabad and Agra. The ghats on the banks of the Ganges at Varanasi have a charm of their own. The State is well known for the exquisite embroidery and *zari* work of Lucknow and Varanasi.

The pace of industrialisation in the State has been slow. About 74.2 per cent of the people still depend upon agriculture. Of others 8.4 per cent are engaged in production of one kind or another, 5.0 per cent in commerce, 1.4 per cent in transport and 11.0 per cent in other services. The per capita income is below the national average. The pressure of population on land is great and is almost twice the average for the country as a whole.

Educationally, the State is divided into 54 districts. The educational districts coincide with revenue districts. For better supervision, inspection and control of educational institutions for boys, the districts are grouped into eight regions. For purposes of girls' education, the State is divided into regions which are co-terminous with those for boys' except that two of the latter (Kumaon and Bareilly) together constitute one region for girls' education.

The local bodies (corporations, municipalities and *Antarim Zilla Parishads*) are charged with the responsibility of administering primary and junior high school education in the urban and rural areas. The supervisory staff in each *Antarim Zilla Parishad* is provided by the Department of Education. It consists of a deputy inspector of schools and a number of sub-deputy inspectors of schools. The corporations and municipalities have their own education superintendents. These officers are subordinate to the presidents of the local bodies. Under the existing Municipal and *Antarim Zila Parishad* Acts, the local bodies have full powers to administer, develop and encourage primary education within

their respective areas. As regards educational finance, the local bodies have to make provision out of their existing appropriations; they have no authority to levy an educational cess. They are, however, assisted by the Education Department by means of liberal grants-in-aid every year. These take the shape of contract grants towards the expenditure incurred by the local bodies on education, recurring grants for school libraries, maintenance grants for specific purposes and grants for purposes such as introduction of subjects like wood-craft, agriculture, general, science etc., and purchase of raw materials for craft subjects.

Hindi is the State language. Facilities exist for the study of regional and foreign languages. At the primary stage, instruction is given through the child's mother tongue, which in most cases is Hindi. It is also given through Urdu where the number of children whose mother tongue is Urdu is large enough for the purpose.

2. BRIEF REVIEW OF EDUCATION PRIOR TO 1947

Known variously through the ages as Antarvedi, Madhyadesha, North-Western Provinces and the United Provinces of Agra and Oudh, Uttar Pradesh has a more or less continuous tradition of teaching and learning. Varanasi, Prayag, Kanauj and Mathura have been renowned places of Sanskrit learning for centuries past. Famous centres of Persian and Arabic education like Deoband and Jaunpur flourished in the Middle Ages and have maintained their reputation to this day. Nor was elementary education neglected. The *Pathashala* and the *Maktab* served the common man and taught him the rudiments of reading, writing and arithmetic. These institutions, which flourished under the patronage of the local communities, continued well into the nineteenth century until they were gradually supplanted and their place taken up by the modern schools.

Modern education in Uttar Pradesh may be said to have begun in 1818 when the first English school was opened in Varanasi, thanks to the munificence of Raja Jag Narayan Ghoshal. Other institutions of modern education soon followed—the Agra College that became an important nucleus of the Agra University, came into existence in 1824 with the

help of a gift from Gangadhar Shastri; the Engineering College at Roorkee in 1847; and the St. John's College, Agra in 1852. All these colleges were affiliated to the Calcutta University when it started functioning in 1857. The demand for English education which had been increasing steadily gained further encouragement from the Report of the Hunter Commission (1883). Not only were new colleges started at Lucknow, Allahabad, Kanpur, Varanasi and Aligarh, a university was also established at Allahabad in 1887. In 1902, this university had 32 affiliated colleges which included three in Rajputana, two in Central India and one in the Central Provinces.

During the same period, primary education also made some headway. Uttar Pradesh was the first State to levy a cess for primary education and to establish a network of primary schools, called the *Halkabandi* schools, under the lead given by its Lieutenant Governor, Thomason. But these and other new schools that came to be established could hardly make up for the loss of indigenous schools which had virtually disappeared by the end of the nineteenth century. In the meantime and as recommended by the Hunter Commission, the control of primary education was transferred to the local bodies. This helped the progress of primary education. The Government of India Resolution of 1904 gave a further fillip by emphasising the need to expand facilities for primary education. A Primary Education Act under which education could be made compulsory in municipalities for boys and girls was passed in 1919. However, in spite of these measures, the rate at which primary education progressed continued to be rather slow till 1921.

With the introduction of diarchy in 1921, education became a transferred subject. The noted liberal leader and journalist, the late Shri C. Y. Chintamani, became the first Minister of Education. The District Board Primary Education Act permitting the introduction of compulsion in rural areas as well was passed in 1926. Between 1922 and 1937, 36 municipalities and 25 rural areas found it possible to introduce compulsory education. This period saw even more important changes in the organisation of secondary and university education. Acting upon one of the most important recom-

recommendations of the Sadler Commission, a Board of High School and Intermediate Education was set up under the relevant Act, passed in 1921. The Board was assigned the task of conducting public examinations at the end of the high school and intermediate stages. The measures relieved them of the responsibility of conducting examinations below the degree stage. Intermediate education thus came to be regarded as part of school education, at best preparatory but by no means part of university education. Meanwhile, three new universities came into existence—the Banaras Hindu University (1916), the Aligarh Muslim University (1920), and the Lucknow University (1920). To them was added, in 1927, a fourth—the Agra University. It should be stated that only the ‘provincial’ universities—Allahabad, Lucknow and Agra—were affected by the organisational changes indicated above; the other two, Aligarh and Banaras, remained unaffected as they were under Central control.

With the advent of provincial autonomy and popular ministries in 1937, education in the State experienced a new life. Under the inspired guidance of Dr. Sampurnanand, the then Education Minister, a number of new schemes were taken up and it was planned to introduce important changes in all important spheres of education. Unfortunately, the resignation of the Congress ministries in 1939 brought matters to a standstill and it was not until 1947 that educational planning could be resumed seriously on a scale commensurate with the needs of the State.

3. PRIMARY EDUCATION

Primary education in the State covers a period of five years and is administered by local bodies, both in rural and urban areas. About 12,000 new schools were opened between 1947 and 1951 in an attempt to provide primary education facilities to every child within a radius of $1\frac{1}{2}$ miles. As a result, the total enrolment of primary schools during this period increased from 15·76 lakhs to 27·27 lakhs, the percentage of children enrolled to total school-going population increasing from 22·6 to 35·7. Unfortunately this tempo of expansion could not be maintained during the first Plan (1951-56), due mainly to financial stringency.

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Efforts to expand primary education were resumed in the second Plan. An educational survey of the State was carried out and an intensive effort was made to increase enrolment. It is estimated that, by 1961, there were about 40 lakhs of children in primary classes as against 28 lakhs in 1956.

The textbooks at the primary stage have been nationalised. So far textbooks in Hindi and Arithmetic for classes I, II and III have been produced. A very close scrutiny of the syllabus for primary stage has been undertaken side by side. A revised syllabus is likely to be introduced very soon. A comprehensive handbook for teachers in two volumes has also been prepared.

The State Government continues to be concerned about the low salary scales of primary teachers although it has tried to improve them from time to time. The present scales are as follows.

Headmaster	Rs. 51-66 p.m.
Assistant Master (Trained)	Rs. 42-56 p.m.
Assistant Teacher (Untrained)	Rs. 26 p.m. (exclusive of dearness allowance of Rs. 13.50 up to Rs. 4 and of Rs. 14.50 above Rs. 46).

The total allocation for primary education has been steadily increasing. In 1946-47, this was Rs. 121 lakhs. The figure rose to Rs. 332 lakhs in 1950-51, to Rs. 425 lakhs in 1955-56 and to Rs. 587 lakhs in 1959-60.

The number of primary teachers increased from 43,468 in 1948 to 88,556 in 1959. In spite of this the pupil-teacher ratio, which stood at 35:1 in 1955-56 has since increased to 40:1. The minimum qualification for a primary school teacher is the Junior High School Examination Certificate. A candidate desiring appointment as a primary school teacher has to undergo a two-year training course in a basic school. On an average, 3,000 teachers are trained every year in the 117 basic normal schools of the State. The number includes 48 training schools opened in 1959 under the Government of India scheme. The proportion of trained teachers in 1959 was 93 for men and 83 for women.

While there is no difficulty in regard to the availability of men teachers, the position in regard to women teachers continues to be unsatisfactory. Recruitment of women teachers is particularly difficult for schools in rural areas. The main problem is that while girls in the urban areas are very reluctant to work in the rural areas, the number of girls in schools in the rural areas is quite inadequate to meet the personnel needs of such areas. The seriousness of the situation may be judged from the fact that, of the total number of 7,000 girls in the junior high schools in 1959, not more than 1,700 were in the terminal class (VIII).

4. BASIC EDUCATION

On the recommendations of the Acharya Narendra Deva Committee, the Government of Uttar Pradesh launched a big drive for the expansion of basic education in 1938. By 1945, most of the teachers had been trained in basic education. The programme for the conversion of primary schools to basic schools was intensified after 1947 with the result that all primary schools in the State are now run as basic schools.

In 1959, there were 36,364 junior basic schools and 108 basic normal schools to train primary teachers. In rural areas, where land is no problem, agriculture is the main craft in basic schools. In urban areas where hardly any land is available, provision is made for other crafts. In girls' schools, provision is made for crafts suitable for girls.

With a view to converting the junior high schools to the basic pattern, agriculture and other crafts (such as wood-craft, tailoring, metal-craft) were introduced in such schools under a State-wide scheme of reorientation launched in 1954. Under this scheme, about 21,000 acres of land and Rs. 32 lakhs in cash were received in donation from the public. Facilities for the training of teachers of junior high schools were provided in three government basic training colleges. The scheme has progressed very well and the income from the farm produce in the year 1959-60 stood at about Rs. 9 lakhs. *Yuwak Mangal Dals* have been attached to these schools and efforts are now under way to develop them into community centres.

5. SECONDARY EDUCATION:

The Reorganisation of education carried out in 1948 laid down the organisation of pre-university education into three stages covering twelve years in all: (1) primary or junior basic stage consisting of classes I-V; (2) the senior basic or the junior high school stage consisting of classes VI-VIII; and (3) higher secondary stage consisting of classes IX-XII.

A number of reforms were introduced at the junior high school stage. The distinction between Hindustani and Anglo-Hindustani schools was done away with. All junior high schools now conform to the same pattern with English as an optional and Hindi as a compulsory subject of study. Agriculture and crafts were introduced compulsorily as basic subjects in the curricula in about 3,000 institutions. The total acreage of improved and reclaimed lands attached to these schools in 1958-59 amounted to 10,000 and 13,000 respectively. About 2,730 extension teachers and 2,558 extension guides, appointed in schools under this scheme, are piloting the project.

The higher secondary schools were to provide four types of courses: literary, scientific, constructive and aesthetic. In the second Plan, the recommendations of the second report of the Acharaya Narendra Deva Committee were implemented to a large extent and secondary schools were strengthened in respect of playgrounds, buildings, libraries, equipment etc. A Bureau of Psychology was established at Allahabad in 1948. With its gradual expansion, educational and vocational guidance to students is being provided on an ever-expanding scale.

The total number of recognised institutions at the junior high school stage rose from 1,850 (with an enrolment of 2,47,841 and 11,381 teachers) in 1946-47 to 4,073 (with an enrolment of 4,88,230 and 21,574 teachers) in 1958-59. At the higher secondary stage, the progress has been even more remarkable. The number of institutions for boys was 415 (with an enrolment of 25,663) in 1946-47. By 1958-59, there were 1,376 institutions for boys (with an enrolment of

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6,73,981) and 256 institutions for girls (with an enrolment of 1,24,311).

The programme for the conversion of secondary schools to multipurpose schools has made good progress. Out of a total number of about 1,700 recognised high schools and intermediate colleges, as many as 902 have been converted into multipurpose institutions.

In order to meet the supply of trained graduate teachers for secondary schools, the Department of Education is maintaining four government training colleges at the graduate level. Besides, there are eight aided and recognised L.T. training colleges. The universities of Allahabad, Aligarh, Varanasi, Lucknow and Gorakhpur maintain Education Departments or teacher training colleges of their own. The number of B.T. or B.Ed. colleges in 1958-59 was 18 with an enrolment of 1,636 students. In all, about 3,000 trained graduate teachers are being produced annually and the output seems to be sufficient to meet the needs of the State. The government colleges of physical education for men and women at Rampur and Allahabad respectively and the College of Home Science at Allahabad afford specialised training in their respective spheres.

Extension services departments have been started at seven selected training colleges including teacher training departments of universities. They are doing useful work and have helped to tone up teaching in secondary schools. The English Language Teaching Institute, established with the cooperation of the British Council and financial assistance of the Nuffield Foundation in 1956 and attached to the Government Central Pedagogical Institute at Allahabad is doing good work and assisting in the improvement of teaching of English.

In order to improve their service conditions, pay scales of teachers in aided schools were revised in 1959. In order to further build harmonious relations between teachers and their managements, the Intermediate Education Act, 1921, was amended making it obligatory for all recognised institutions to have the headmaster/principal and two other teachers

as *ex officio* members of the managing committee with the right to vote.

6. UNIVERSITY EDUCATION.

Before 1947, there were only five universities in the State—Allahabad, Banaras, Lucknow, Aligarh and Agra. They are all unitary, teaching and residential, except the University of Agra which was created as a purely affiliating body to relieve the University of Allahabad of the latter's affiliating functions. It has taken up teaching functions since and has started two institutions, namely, K. M. Institute of Hindi Studies and Linguistics, and the Institute of Social Sciences.

Three universities were established after 1947: Roorkee (1949), Gorakhpur (1956), and Varanaseya Sanskrit (1956). The Roorkee University, which grew out of the Thomason Engineering College, is mainly an engineering university. The Gorakhpur University was created to relieve the University of Agra of its affiliating functions in the eastern area of the State. It combines affiliation with teaching. Varanaseya Sanskrit University too is teaching as well as affiliating and is unique in as much as it is the only university in India teaching through the medium of Sanskrit.

Established independently without a charter of the Government, the Gurukul at Hardwar has the status of a university.

The number of affiliated degree colleges was 41 in 1949-50 but 90 in 1958-59. Of these, the State Government runs three post-graduate degree colleges at Gyanpur (Varanasi) and Nainital and a degree college at Rampur. Several new departments have been added to the universities and a number of degree colleges set up in recent years.

The number of teachers in universities and degree colleges was 5,577 in 1958-59, as against 2,465 in 1949-50. The number of scholars was 87,837 in 1958-59 as against 45,364 in 1949-50. The enrolment of girls at the university stage increased from 1,545 in 1949-50 to 7,514 in 1958-59.

The problem of numbers at the university stage has become very acute. Institutions are extremely overcrowded

making any contact between the teacher and the taught virtually impossible. Unrest among students has been on the increase, leading at times to acts of indiscipline. Steps taken to meet this situation include the appointment of deans of student welfare and the institution of the tutorial system. It is felt that unless something can be done to reduce the overcrowding at the university stage, no permanent solution can be found to the problem of falling standards and student indiscipline.

In the universities of Allahabad, Agra and Lucknow, the posts of readers and lecturers have been abolished and replaced by posts of assistant professors. The step has raised the maximum of the salary of former lecturer to that of the salary of the former reader. In the newly constituted universities of Gorakhpur, Roorkee and Varanaseya Sanskrit, the new pattern of scales is being followed from the start. The salaries of teachers in degree colleges and post-graduate degree colleges have also been raised.

The question of reorganising university education by making the first degree a three-year course is now engaging the attention of the Government.

7. TECHNICAL EDUCATION

Most of the universities in Uttar Pradesh offer courses in applied sciences. By maintaining high standards, they have raised and maintained the professional status of the engineer. Apart from a full-fledged engineering university at Roorkee and the three departments of Civil, Electrical and Mechanical Engineering of the Aligarh Muslim University, the State has six colleges of engineering and technology—three affiliated to the Agra University and three to the Banaras University. These institutions offer a variety of courses in different branches of engineering and technology and have a total intake capacity of about 1,000.

Recently, the Board of High School and Intermediate Education, U.P., has introduced engineering courses in the high school (technical) and intermediate (technical) examinations. The duration of the course is four years, with General Engineering at the high school stage (classes IX and X) branching off into Mechanical Engineering or

Electrical Engineering in classes XI and XII. Successful students are first appointed as apprentices in factories or workshops; thereafter, they are expected to be absorbed as skilled foremen.

There are forty vocational institutes, polytechnic schools and training centres which offer courses in Civil, Mechanical and Electrical Engineering and in different vocations. There is a State Board of Technical Education and Training which is charged with the responsibility of maintaining uniform standards at the diploma level.

8. SOCIAL EDUCATION

Social education in Uttar Pradesh is now mainly the concern of the Planning Department.

An interesting experiment in the field has been the establishment of two squads for social education in the second Plan. Their activities include organisation of literacy classes and celebration of social and civic functions. The total expenditure on the scheme during the second Plan was estimated at about Rs. 3.5 lakhs.

A mobile library was established in 1957-58. The Department also gives grants-in-aid to private rural libraries.

Against one mobile van for educating people through film shows in 1947-48, there are five now. Every year, some 400 film shows and talks are held for the benefit of the rural people.

A scheme of publication of literature for neo-literates was taken up during the second Plan. Some 40 publications are expected to have been issued by 1960-61. Mention should also be made of a magazine in simple Hindi for the neo-literates which has been published regularly since 1950.

9. EDUCATION OF GIRLS

The number of different types of girls' schools and their enrolment for 1947-48 and 1958-59 can be seen in the table below.

	1947-48	1958-59
1. No. of Junior Basic Schools for Girls	1,899	3,492
2. Enrolment in Junior Basic Schools	2,03,348	6,33,244

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	1947-48	1958-59
3. No. of Junior High Schools for Girls	485	618
4. Enrolment in Junior High Schools	82,791	89,014
5. No. of Higher Secondary Schools for Girls	110	256

A large number of scholarships are awarded to girls at all stages of education.

By 1959 only 10 per cent of the girls in the rural areas were under instruction at the primary stage. However, the enrolment of girls in girls' primary schools in rural areas is on the whole satisfactory; it is only in mixed schools that the attendance of girls poses a problem. The main task, in so far as girls' education in rural areas is concerned, is of providing primary schools with women teachers. Unfortunately, the number of women teachers available for rural primary schools is extremely limited. While urban girls are not generally willing to go and work in rural areas, the question of recruiting rural girls as teachers does not arise since, due to insufficient attendance, not many are available for the purpose. It is the challenge set by this vicious circle that has to be faced now.

10. TEACHING OF SCIENCE

There has been a good deal of co-ordinated effort towards the expansion and improvement of facilities for the teaching of science. The teaching of General Science in the junior high schools was introduced in 220 schools at the end of the first Plan and has since been extended to 310 additional institutions in the second. It is proposed to expand the programme further during the third Plan. The teaching of science has also been strengthened in a number of higher secondary multipurpose schools.

To encourage the brighter pupils, scientific research competitions have come to be held annually. Another significant move has been the organisation of 'science clubs' throughout the State. There has been a continuous stream of

seminars, workshops and refresher courses to provide an edge to the teaching of science in schools. Guide books for teachers of science in primary and junior high schools have also been published.

The main problems of science teaching in the coming years would relate to the supply of qualified teachers and laboratory equipment necessary for the ever-increasing number of students going in for science.

11. SCHOLARSHIPS

An adequate provision of scholarships at different stages is necessary for the equalisation of educational opportunity. The following table gives the necessary data for 1947-48 and 1960-61.

	1947-48		1960-61	
	No. of Awards	Budget Provision	No. of Awards	Budget Provision
Primary Schools	1,340	51,700	368	25,700
Secondary Schools	928	6,61,500	8,104	18,12,100
Arts (Degree) Colleges	165	61,640	1,107	4,26,500
Total	2,433	7,74,840	9,579	22,64,300

The State Government also provides books and the following types of stipends to eligible pupils.

	Funds Provided (1956-57)
1. Stipends for the wards of those who participated actively in the freedom struggle.	Rs. 1,94,640
2. Middle Class Stipends	Rs. 88,500
3. Destitute Stipends	Rs. 29,000

In all the junior high and higher secondary schools of the State, 10 per cent and 15 per cent of the students respectively are awarded freeships and half freeships. No tuition fee is charged in classes I to V of the junior basic schools and in class VI of the junior high or higher secondary schools.

12. PHYSICAL EDUCATION:

Every student receives physical training for at least three periods a week in the junior high school classes and two periods a week in the higher secondary school classes. The Educational Code lays down that a whole-time qualified P.T. instructor will be provided in every higher secondary school. For an intermediate college the P. T. teacher should be a graduate holding a diploma in physical education. For a high school the P.T. teacher should have passed the Intermediate examination and should hold a certificate in physical education. Untrained P.T. teachers of recognised high schools are considered qualified if they have undergone three months' training at the Government College of Physical Education, Rampur.

To train physical education teachers, there are four colleges of physical education in the State. Two of these are managed by the Government (one at Rampur for men and the other at Allahabad for women), and two by private agencies—the Christian College of Physical Education, Lucknow, and the College of Physical Education, Samodhpur. Besides, Kashi Vyayamshala and Jhansi Vyayamshala are recognised by the Department for conducting short-term courses for teachers of junior high schools.

13. SCOUTS AND GUIDES, N.C.C. AND A.C.C.

Out of a total of 8 lakh students in the higher secondary schools, 82,000 are enrolled in scouting and guiding, 11,000 in N.C.C. and 80,000 in A.C.C. Besides, a number of *Yuva Mangal Dals* are functioning in the rural areas. Bharat Sevak Samaj also organises social service training camps for youths between 15 to 25 years.

The organisation of the Pradeshiya Shiksha Dal, formerly called the P.E.C., is one of the several measures taken by the State Government for the promotion of youth welfare. Although it does not attempt to provide as intensive a training as the N.C.C. its field is akin and the number of students much larger. The scheme had a modest beginning in 1948 when, in the first instance, it was confined only to 11 important towns of the State. By 1955, it had been extended to all the district headquarters towns. In 1958 was

passed a Bill, called the Pradeshiya Shiksha Dal Vidheyak. The Dal is growing from strength to strength every year and the total number of students receiving training under the programme is well over 62,000 at present.

The scheme is run by the *Nirdeshak*, Sainik Shiksha Evam Samaj Sewa, who is under the administrative control of the Director of Education. The whole State has been divided into 17 zones and each zone has been placed under the charge of an officer called the Commandant, Pradeshiya Shiksha Dal. In institutions, the training is looked after by the teachers specially trained for the job.

Two central camps are held every year, a camp for a fortnight at Faizabad for 2,000 students and another for one month in summer at some hill station for 500 students. The cadets attending these camps are given advanced training in drill, weapons and leadership.

14. GAMES AND SPORTS

There is a Council of Sports and Physical Education at the State level. Each year, the Uttar Pradesh Olympic Association conducts a State athletic meet and sends selected athletes to participate in the All-India Athletic Meet.

Youth rallies are held every year in different districts. Boys and girls from primary and secondary schools take part in them in large numbers. The selected athletes and competitors meet again in the regional meet where selections are made for the State *Yuva Samaroh*.

Every year, in the month of January, the State *Yuva Samaroh* is held at Lucknow in which 3,000 boys and girls from different regions take part. It is one of the most popular functions held in the State capital.

15. SCHOOL HEALTH SERVICE

In each of the 14 bigger cities of the State, a whole-time school health officer has been appointed for regular medical inspection of students in all the recognised institutions in these cities. In other towns, this function is performed by the municipal or district health officer.

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The State Government appointed a School Health Reorganisation Committee some time ago. The report of the committee is now under consideration.

16. EDUCATION OF THE BACKWARD CLASSES

There are no Scheduled tribes in Uttar Pradesh. The main problem relates to the social and economic uplift of the Harijans. A Directorate of Harijan Welfare was set up in 1950-51. Education from the lowest primary class to the university stage is free for Harijan students.

Non-recurring assistance and stipends are also given to them at all stages of education. There were 7,63,450 Scheduled caste students receiving free education in 1960-61 at an estimated cost of Rs. 60 lakhs. In 1960-61, a sum of Rs. 46.83 lakhs was earmarked for 50,683 pre-matric and Rs. 47.53 lakhs for 15,907 post-matric students.

Programmes of technical training for Harijan students have been greatly expanded. Harijan youths are being trained in the work of tracers and *mistries* at the headquarters of different executive engineers under the guidance of the Chief Engineer, Public Works Department. Ten per cent of the total intake in all the institutions (whether run directly or recognised by the Department) are reserved for Harijan students. The Directorate of Harijan Welfare has also been running technical training centres at Bakshā-ka-talab (Lucknow), Gorakhpur and Nainital. The distribution of students in these institutions, all of whom receive stipends, is 70 per cent Harijan, 15 per cent Backward class and 15 per cent others.

The State Government gives grants towards the maintenance of schools, hostels, libraries, and night schools for Harijans. There are more than 500 such institutions. A provision of Rs. 5.3 lakhs was made during 1960-61 for this purpose.

17. PRE-PRIMARY EDUCATION

During 1949-50, there were only two nursery schools in the State with 319 children on rolls. Today, there are 150 nursery schools. Nursery classes are also conducted in three normal schools for girls. A sum of Rs. 10,000 is provided every year in the normal budget as non-recurring assistance

to the nursery and kindergarten schools. During the second Plan, there was a provision of Rs. 5 lakhs for regular assistance to pre-primary schools. Some 25 institutions are receiving grant-in-aid under this scheme.

The government runs a nursery training college at Allahabad for the training of nursery teachers. It is proposed to strengthen the college during the third Plan. There is also a private nursery training college recognised by the Department.

18. EDUCATION OF THE HANDICAPPED CHILDREN.

There are 22 aided institutions for the deaf, dumb and blind in the State. The total value of grants given to them in 1958-59 came to about Rs. 1 lakh. There is also a provision for the award of stipends to students in these institutions. Two government institutions for the blind (one at Gorakhpur and the other at Lucknow) and two institutions for the deaf and dumb (one at Agra and another at Bareilly) are being run by the Education Department. There is also a training college for teachers of the deaf and dumb.

The Bureau of Psychology at Allahabad has set up a wing for child guidance which deals with mentally handicapped children. During the last five years, some 215 cases were referred to this unit. Children are also referred to the district psychological centres in Meerut, Kanpur, Bareilly, Varanasi and Lucknow. It has not been possible to make any special provision for schools or hostels for mentally handicapped children so far.

19. DEVELOPMENT OF HINDI

Hindi in Devnagari script was declared the State language of Uttar Pradesh in October 1947. In 1950, the Uttar Pradesh Language Act provided that all the Bills introduced in or Acts passed by the Legislature would be in Hindi. In 1951 was passed the Uttar Pradesh Official Language Act providing that all orders, rules, regulations, by-laws, etc. would be issued in Hindi. In 1952 was taken the decision that, as far as possible, all government work should be done in Hindi. A Language Division has been set up in the Secretariat for the promotion of Hindi. It was also

declared that Hindi would be the language of the civil and criminal courts.

Hindi is compulsory subject of study at all stages up to the intermediate classes and is also the medium of instruction and examination at the secondary stage. Textbooks in different subjects are being published in Hindi to meet the educational requirements of the situation.

There are several notable institutions and organisations working for the promotion and development of Hindi. Some of these organisations conduct Hindi examinations, with centres spread all over the country.

A Hindi Samiti has been established. A Hindi Literature Fund has been in existence since 1948. It is proposed that original works should be produced and eminent works from other languages translated into Hindi. A number of books under these categories have already been published. It has also been provided that literary or scientific works of outstanding merit should be rewarded and writers and scholars given pecuniary assistance out of this Fund.

20. PROMOTION OF SANSKRIT

Sanskrit is being taught in the oriental institutions called *Pathashalas*. The number of *Pathashalas* is 1,100. Of these 556 are aided at present as against 180 in 1947. The *Pathashalas* are affiliated to the Sanskrit University.

The inspection of Sanskrit *Pathashalas* is the responsibility of an inspector who is assisted with five assistant inspectors, one for each region.

21. AUDIO-VISUAL EDUCATION

In all institutions, from the primary to the higher secondary stage, a small audio-visual education fee is levied and the proceeds are utilised for the provision and maintenance of audio-visual aids.

A State Board of Audio-Visual Education was established in 1954. District audio-visual associations have been established in 32 districts. The extension services departments which have been started in six training colleges are equipped with modern audio-visual aids and hold seminars and training courses for the teachers of high schools.

The Audio-Visual Section of the Education Expansion Department had by March 1961 produced more than 50 films and 30 filmstrips. Many of these have won acclaim outside the State. It has also a good film library.

22. EDUCATION AND EMPLOYMENT

There are 42 employment exchanges in the State, of which one is Regional Employment Exchange situated at Kanpur, nine sub-regional employment exchanges, 27 district employment exchanges and five sub-offices. Several more district employment exchanges are expected to be started in the near future.

Employment and Training Department is opening guidance and university bureaus to help the educated unemployed. It has already opened two university bureaus, one at Aligarh and the other at Varanasi and attached five vocational guidance units to the employment exchanges. It is also proposed to set up three more university bureaus and four vocational guidance units in the near future.

23. ADMINISTRATION

The Director of Education has his headquarters at Allahabad and a camp office at Lucknow where he resides. He is assisted by the Joint Director of Education who holds charge of the headquarters office with five senior Deputy Directors of Education, one of whom is a woman. As was stated earlier, the State is divided into eight educational regions, each in the charge of a Regional Deputy Director and a Regional Inspectress of Girls' Schools. A district inspector of schools assisted by a deputy inspector of schools and a number of sub-deputy inspectors (there is one such officer for about 60 basic schools) supervises the educational activities of his district. An assistant (or deputy) inspectress of girls' schools is in charge of girls' institutions of the same level in each district. In six bigger districts, the district inspector of schools is assisted by an associate inspector of schools.

The hill areas of Uttar Pradesh have been very backward in education. In order to ensure a rapid development of these areas, three new districts of Uttar Kashi, Chamoli and

Pithoragarh have been created under a new division named Uttara Khand.

In 1950-51, the expenditure on direction and inspection was 5.2 per cent of the entire educational budget. Although the education budget for the subsequent years has been steadily rising, there has been no corresponding rise in the percentage of expenditure on direction and inspection. For the year 1960-61, the total budget provision for education was Rs. 17.22 crores out of which the expenditure provided under direction and inspection was Rs. 62.16 lakhs or about 3.6 per cent.

24. FINANCE

The State budget for education has increased from Rs. 7.37 crores (or 14.1 per cent of the total budget) in 1950-51 to Rs. 17.22 crores (or 12.9 per cent of the total budget) in 1960-61. These figures exclude provision included in the P.W.D. budget (for buildings of government institutions) and expenditure by other government department on education.

Voluntary effort in the State has made a significant contribution to education and is very marked in the field of secondary education. The number of private higher secondary schools is 1,444 as against 127 run by the Government. Of these 1,240 are given maintenance grants by the Government. In assessing the aid due, a contribution by the management equal to one-fourth of the increments in teachers' salaries is taken into account. While sanctioning non-recurring grants for buildings, furniture, library etc., the managements are required to spend from their own resources also. The initiative for the expansion of secondary education in the State has almost entirely been with private bodies.

25. A RETROSPECT AND A PROSPECT

The State has, in recent years, taken a lead in many areas of educational development, such as the adoption and development of basic education at the primary and junior high school stages; expansion of education at the primary and secondary stages at a rapid pace; diversification of secondary education; development of university and technical education

by starting new universities and institutions where needed and by consolidating the older ones. Schemes already implemented include the Prantiya Shiksha Dal which is a scheme for inculcating a spirit of military discipline and service among the youth, schemes of social education and audio-visual education, provision of guidance services for secondary school pupils (through the State Bureau of Psychology and its branches) and a scheme of establishing central and district libraries. Nevertheless, much remains to be accomplished. There are marked deficiencies in a number of areas due to historical, economic and other factors which it has not been possible to remove so far. The draft third Five Year Plan has been drawn up with the object of reducing these deficiencies to the utmost extent compatible with the resources available.

Of all problems the most urgent is that concerning the provision of universal primary education for the age group 6-11. The percentage of children in the age range 6-11 who were in school by the end of the second Plan is estimated to be about 39-60 per cent for boys and 18 per cent for girls. Much leeway has, therefore, to be made up particularly in the case of girls. The enrolment targets proposed for the third Plan are 82 per cent for boys and 43 per cent for girls. Nearly 59 per cent of the total outlay of the third Plan is earmarked for the expansion of education at the primary stage.

At the junior high school stage (11-14 years), nearly 1,100 junior high schools (including 225 for girls) will be either opened or assisted with grant-in-aid. It is expected that 11.60 lakh or 23 per cent of the children in the age group 11-14 will be in school by the end of the third Plan. Special attention is being paid to schemes for expansion of girls' education, so that women teachers for primary schools for the fourth and subsequent Plans may be available in sufficient numbers. Besides, junior high schools (now known as senior basic schools) will be further strengthened in agriculture, craft and science courses.

At the secondary stage, the number of higher secondary schools is expected to increase from 1,800 to nearly 2,100 during the third Plan. Their enrolment during the same

period is likely to go up from 5.12 to nearly 7.40 lakhs (or roughly 13 per cent of the population in the age group 14-18). All unaided recognised higher secondary schools will be placed on the regular grant-in-aid list during the next five years.

In respect of university education, it is proposed to set up new universities at Meerut, Kanpur and Nainital and to develop a suitable programme of assistance to the present universities. The third Plan will also seek to make a beginning with the three-year degree course.

Facilities for teacher training, particularly at the primary stage, will be expanded. Special training institutions such as the Nursery Training College, College of Home Science and College of Physical Education will be further developed. The English Language Teaching Institute, Allahabad, is proposed to be put on a permanent footing.

Of the other schemes included in the third Plan, mention may be made of the provision of nearly 4,300 scholarships at the secondary stage and a number of bursaries at the degree and post-graduate stages for meritorious but poor students. These will imply a total outlay of Rs. 81 lakhs, including Rs. 5 lakhs for girls at the secondary stage. The P.E.C., N.C.C., and A.C.C. schemes will be further developed to inculcate a spirit of military discipline, social service and manual labour in boys and girls. It is proposed to build a special girls' division of P. E. C. to be called the Rani Lakshmi Bai Division. Schemes of social education, audio-visual education and improvement of State and district libraries will also be taken up to secure a more balanced development of education in the State.

EDUCATIONAL STATISTICS OF UTTAR PRADESH
I—Number of Institutions

	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities	6	..	6	..	8	..
Boards of Education	1	..	1	..	1	..
Research Institutions . . . . .	..	..	4	..	5	..
Colleges for General Education—						
Degree Standard	40	6	65	8	90	14
Intermediate Standard . . . . .	..	..	..	..	..	..
Colleges for Professional and Technical Education—						
Agriculture and Forestry	4	..	4	..	7	..
Commerce	5	..	1	..	..	..
Engineering and Technology	1	..	2	..	3	..
Law . . . . .	..	..	..	..	1	..
Medicine	1	..	12	..	15	..
Teachers' Training—						
Basic . . . . .	..	..	5	..	5	
Non-Basic	9	5	14	8	15	9
Veterinary Science	3	..	1	..	2	..
Others . . . . .	..	..	1	..	3	1
Colleges for Special Education	4	..	7	..	11	..

Schools for General Education—

Higher Secondary Schools	987	154	1,474	221	1,632	256
High Schools . . . . .	..	..	..	..	..	..
Middle Schools—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic	2,854	468	3,640*	512*	4,073	618
Primary Schools						
Basic	31,979	2,520	31,898	2,696	36,364	3,492
Non-Basic . . . . .	..	..	..	..	..	..
Pre-Primary Schools	6	..	26	7	51	14

Schools for Vocational and Technical Education—

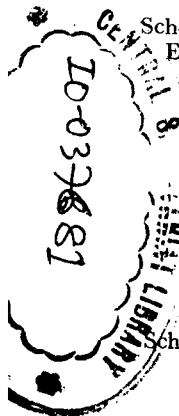
Agriculture and Forestry	1	..	3	..	8	..
Arts and Crafts . . . . .	..	..	..	..	..	..
Commerce	1	..	..	..	..	..
Engineering	11	..	12	..	24	..
Medicine . . . . .	..	..	2	..	2	..
Teachers' Training—						
Basic . . . . .	..	..	97	18	108	20
Non-Basic	134	24	..	..	..	..
Technology and Industrial	67	7	71	28	82	35
Others . . . . .	..	..	1	..	..	..

Schools for Special Education—

For the Handicapped	12	1	14	1	21	1
Social (Adult) Education	1,339	96	502	124	534	133
Others	1,401	3	1,149	10	1,161	13

Total 38,866 3,281 39,012 3,633 44,226 4,606

*All are Junior High schools.



II—Number of Students

	1950-51		1955-56		1958-59	
	Total	Girls	Total	Girls	Total	Girls
1	2	3	4	5	6	7
A. By Type of Institution—						
Universities	20,776	1,671	27,418	2,802	32,618	3,755
Research Institutions . . . . .	..	..	366	..	392	1
Arts and Science Colleges	29,798	2,504	50,599	4,874	55,219	6,855
Professional and Technical Colleges	3,515	468	4,803	692	7,655	858
Special Education Colleges	1,051	304	1,656	525	2,171	768
Higher Secondary Schools	4,17,405	57,825	6,44,129	87,599	7,98,292	1,24,311
High Schools . . . . .	..	..	..	..	..	..
Middle Schools—						
Basic . . . . .	..	..	..	..	..	..
Non-Basic	3,48,137	69,798	4,27,025	71,759	4,88,230	89,014
Primary Schools—						
Basic	27,27,404	3,35,229	27,37,827	4,84,596	35,23,562	6,33,244
Non-Basic . . . . .	..	..	..	..	..	..
Pre-Primary Schools	806	162	2,498	991	5,234	2,176
Schools for Vocational and Technical Education	19,977	1,437	14,627	2,740	17,931	3,363
Schools for Special Education	72,745	2,241	71,336	4,787	72,204	6,259

B. By Stages/Subjects

General Education (University Standard)—

Research	325	32	812	112	1,052	160
M.A. and M.Sc.	6,143	477	8,783	1,052	11,800	1,698
B.A. and B.Sc. (Pass and Hons.)	16,575	1,349	32,510	3,847	39,751	5,656
Intermediate (Arts and Science)	51,896	4,718	1,13,442	11,236	1,34,332	13,921

Professional Education (University Standard)—

Agriculture and Forestry	1,988	14	1,853	13	3,217	23
Commerce	5,483	32	9,232	2	8,639	..
Engineering and Technology	1,201	..	1,938	..	3,611	4
Law	2,815	60	4,075	34	4,973	59
Medicine	1,461	184	3,581	329	3,823	405

Teachers' Training—

Basic . . . . .	..	..	355	22	716	38
Non-Basic	1,568	510	2,483	873	2,915	1,012
Veterinary Science	254	1	648	..	665	..
Other Subjects	196	19	395	46

Special Education (University Standard)

	1,714	380	2,614	429	3,396	684
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General Education (School Standard)—

High and Higher Secondary	1,32,394	7,768	2,62,319	20,164	3,17,505	28,957
Middle	5,02,059	42,347	6,36,496	68,338	7,35,582	95,327
Primary	28,18,532	4,08,056	28,04,841	5,43,773	36,32,006	7,09,930
Pre-Primary	4,284	2,033	7,540	3,073	6,129	2,519

II—Number of Students—(contd.)

	1	2	3	4	5	6	7
Vocational Education (School Standard)—							
Agriculture and Forestry		138	..	391	..	1,027	..
Arts and Crafts
Commerce		33	..	..	..	..	..
Engineering		1,554	..	3,749	1	5,683	44
Medicine	29	2	137	8
Teachers' Training—							
Basic	5,900	700	7,559	1,060
Non-Basic		15,805	639	..	..	..	..
Technology and Industrial		2,732	798	5,855	2,038	5,389	2,279
Other Subjects	193	..	735	227
Special Education (School Standard)—							
For the Handicapped		371	72	540	103	891	202
Social (Adult) Education		37,811	1,899	12,623	2,491	14,304	2,922
Other Subjects		34,478	270	59,286	2,714	57,276	3,423
Total		36,41,614	4,71,639	39,82,284	6,61,365	50,03,508	8,70,604

III—Expenditure on Educational Institutions

Item	1950-51		1955-56		1958-59	
	Total	On Institutions for Girls	Total	On Institutions for Girls	Total	On Institutions for Girls
I	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
A. By Sources						
Government Funds—						
Central	86,61,519	29,339	1,83,39,900	2,42,977	3,23,97,965	1,42,409
State	6,52,57,254	77,88,762	10,48,00,059	1,09,37,945	15,63,22,534	1,66,50,322
District Board Funds	1,09,74,126	7,62,061	1,33,66,593	11,14,072	1,66,31,200	13,59,820
Municipal Board Funds	75,62,443	25,88,700	77,08,233	25,34,518	91,89,006	29,71,547
Fees	3,99,80,104	34,74,754	7,24,00,440	70,16,290	7,85,24,999	76,47,993
Other Sources	3,08,42,455	18,03,165	3,70,68,823	25,40,779	4,12,13,961	36,63,794
B. By Type of Institutions						
Direct Expenditure on—						
Universities	1,93,48,221	..	2,99,80,125	..	4,06,21,281	..
Boards	21,63,269	..	56,72,700	..	61,16,031	..
Research Institutions . . . . .	..	..	40,73,539	..	86,24,498	..
Arts and Science Colleges	63,69,797	11,24,369	1,16,83,735	5,97,334	1,54,73,659	9,75,281
Colleges for Professional and Technical Education	51,62,945	2,42,140	54,77,715	3,61,802	77,98,991	4,25,959
Colleges for Special Education	2,24,416	..	3,24,590	..	6,90,762	..

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III. Expenditure on Educational Institutions—(contd.)

	1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
High and Higher Secondary Schools	4,00,25,563	60,46,726	6,48,08,910	1,05,26,079	8,11,83,559	1,27,45,307	
Middle Schools—							
Basic . . . . .	..	..	..	..	..	..
Non-Basic	1,33,49,900	28,40,536	1,84,67,633	32,77,803	2,41,12,806	44,40,162	
Primary Schools—							
Basic	3,60,67,144	34,01,848	5,34,63,945	49,14,192	6,73,86,713	64,89,470	
Non-Basic . . . . .	..	..	..	..	..	..
Pre-Primary Schools	1,09,553	..	2,47,625	60,856	5,31,429	1,96,221	
Vocational and Technical Schools	47,55,734	6,50,009	59,77,917	8,25,285	81,13,135	8,91,089	
Special Education Schools	73,27,350	1,29,511	57,29,453	1,80,711	48,92,377	1,91,843	
Total (Direct)	13,49,03,892	1,44,35,139	20,59,07,887	2,07,44,062	26,55,45,241	2,63,55,332	
Indirect Expenditure—							
Direction and Inspection	46,25,824	3,03,093	54,76,719	3,76,086	84,30,314	5,34,906	
Buildings	1,02,19,816	6,04,164	1,60,71,596	8,95,853	2,92,01,795	26,97,286	
Scholarships	48,66,142	4,37,407	1,16,31,885	9,27,121	1,08,52,845	12,15,149	
Hostels	14,03,312	83,284	33,20,775	8,96,796	42,77,495	10,27,015	
Other Miscellaneous Items	72,58,915	5,83,694	1,12,75,186	5,46,663	99,71,975	6,06,197	
Total (Indirect)	2,83,74,009	20,11,042	4,77,70,161	36,42,519	6,87,34,424	60,00,553	
Grand Total	16,32,77,901	1,64,46,781	25,36,84,048	2,43,86,581	33,42,79,665	3,24,35,885	

IV—Number of Teachers

Item	1950-51		1955-56		1958-59	
	Total	Women	Total	Women	Total	Women
1	2	3	4	5	6	7
Universities and Colleges .	3,058	205	4,481	370	5,577	489
High and Higher Secondary Schools	18,227	2,774	28,671	4,130	32,439	5,215
Middle Schools . . .	14,505	2,900	19,996	3,262	21,574	3,884
Primary Schools . . .	70,299	5,189	77,575	6,934	88,556	8,984
Pre-Primary Schools . . .	22	14	184	149	290	255
Vocational and Technical Schools . . .	1,251	182	1,702	282	1,919	327
Special Schools . . .	5,483	101	5,858	185	6,000	222

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V—Examination Results

Students Passing—

M.A. and M.Sc. . . .	3,216	268	4,476	746	17,516	3,566
B.A. and B.Sc. (Pass and Hons.) . . .	5,620	698	11,015	1,813	14,892	2,705
Professional (Degree) Matriculation and Equivalent Examinations	5,256	294	6,002	458	47,956	5,485
	58,874	4,323	78,414	8,931	88,229	10,353

VI—Number of Institutions in Rural Areas

Item	1950-51		1955-56		1958-59	
	Total	For Girls	Total	For Girls	Total	For Girls
1	2	3	4	5	6	7
Universities and Colleges . . . . .	..	..	2	..	13	..
High and Higher Secondary Schools	305	1	592	2	646	3
Middle Schools	1,984	130	2,876	195	3,157	231
Primary and Pre-Primary Schools	23,710	1,604	28,400	1,897	32,248	2,427
Vocational and Special Schools	1,698	80	1,063	119	1,134	120
Total	27,697	1,815	32,933	2,213	37,198	2,781

VII—Number of Pupils from Rural Areas

Universities and Colleges	17,770	214	33,499	566	40,854	968
High and Higher Secondary Schools	1,56,418	2,882	2,84,868	2,724	3,71,762	6,316
Middle Schools	2,34,113	9,961	3,10,726	16,799	3,45,519	19,142
Primary and Pre-Primary Schools	22,01,964	1,27,361	21,98,605	3,00,204	28,27,140	3,82,204
Vocational and Special Schools	39,802	2,466	54,979	2,842	56,492	3,120
Total	26,50,067	1,42,884	28,82,677	3,23,135	36,41,767	4,11,750

VIII—Number of Students in Selected Classes

Number of Students in Classes—						
I—V	28,18,532	4,08,056	28,04,841	5,43,773	36,32,006	7,09,930
VI—VIII	5,02,059	42,347	6,36,496	68,338	7,35,582	95,327
IX—XI	1,52,299	9,284	3,11,435	24,983	3,85,948	35,750

IX—Some Selected Averages and Percentages

Item	1950-51	1955-56	1958-59
1	2	3	4
Cost per Capita on Education (in Rs.)	2.6	3.8	4.7
Cost per Pupil (in Rs.)—			
High/Higher Secondary Schools	95.9	100.6	101.7
Middle Schools	38.3	43.2	49.4
Primary Schools	13.3	19.5	19.1
Number of Pupils per Teacher in—			
High/Higher Secondary Schools	23	22	22
Middle Schools	24	21	23
Primary Schools	39	35	40
Percentage of Trained Teachers in—			
High/Higher Secondary Schools	52.2	58.7	66.3
Middle Schools	74.0	77.6	78.5
Primary Schools	53.0	80.9	78.5

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