

1950  
51  
TO  
1965  
66



# EDUCATIONAL DEVELOPMENT IN MAHARASHTRA STATE

EDUCATION DEPARTMENT  
GOVT. OF MAHARASHTRA

2315, N7s  
K8  
125903





**EDUCATIONAL DEVELOPMENT**  
**IN**  
**MAHARASHTRA STATE**

**(1950-51 to 1965-66)**

**SRAVANA 24, 1890/AUGUST 15, 1968**

**EDUCATION AND SOCIAL WELFARE DEPARTMENT**  
**GOVERNMENT OF MAHARASHTRA**  
**BOMBAY**

**1968**

## CONTENTS

**Foreword :** *Shri M. D. Chaudhari, Education Minister, Maharashtra State*

CHAPTER	PAGE
<b>I General Progress :</b>	
(i) Regional Imbalances of Educational Development .. .. .	1
(ii) Measures for equalising Regional Imbalances .. .. .	1
<b>II Organization and Administration :</b>	
(i) Divisional and District Administration .. .. .	7
(ii) Administration of Primary Education .. .. .	8
(iii) Administration of Secondary Education .. .. .	8
<b>III Pre-Primary Education :</b>	
(i) Organization and Administration of Pre-Primary Education .. .. .	9
(ii) Development of Pre-Primary Education .. .. .	9
(iii) Education and Training of Pre-Primary Teachers .. .. .	10
<b>IV Primary Education :</b>	
(i) Organization and Administration of Primary Education .. .. .	11
(ii) Introduction of Compulsory Primary Education .. .. .	11
(iii) Transfer of Primary Education to Zilla Parishads .. .. .	11
(iv) Provision of Facilities .. .. .	12
(v) Pattern of Classes .. .. .	14
(vi) General Progress of Primary Education .. .. .	15
(vii) Enrolment at the Primary Stage .. .. .	16
(viii) Extent of wastage or drop-outs .. .. .	19
(ix) Extent of Stagnation in Classes I to VII .. .. .	26
(x) Syllabus for Classes I to VII .. .. .	27
(xi) Inspection of Primary Schools .. .. .	27
(xii) Central Schools and Vidya Mandirs .. .. .	28
(xiii) Provision of Buildings for Primary Schools .. .. .	28
(xiv) Integration Committee for Primary Education .. .. .	28
(xv) General Education and Training of Primary Teachers .. .. .	28
<b>V Secondary Education :</b>	
(i) Organization of Secondary Education .. .. .	33
(ii) Pattern of Classes .. .. .	33
(iii) General Progress .. .. .	33
(iv) Location of Secondary Schools .. .. .	34
(v) Transfer Rate from Primary to Secondary Education .. .. .	35
(vi) Enrolment at the Secondary Stage .. .. .	36
(vii) Wastage and Stagnation at the Secondary Stage .. .. .	37
(viii) Syllabus for Secondary Schools .. .. .	39
(ix) Administration and Inspection of Secondary Schools .. .. .	39
(x) Grant-in-aid to Secondary Schools .. .. .	40
(xi) Prescription of Text-Books in Secondary Schools .. .. .	40
(xii) Buildings for Secondary Schools .. .. .	40
(xiii) Public Examinations at the end of the Secondary Stage .. .. .	40
(xiv) Integration Committee for Secondary Education .. .. .	41
(xv) General Education and Training of Secondary Teachers .. .. .	41
(xvi) Extension Services Departments .. .. .	45

CHAPTER	PAGE
<b>VI Vocational and Special Education :</b>	
(i) Vocational Education at the Secondary Stage .. .. .	47
(ii) Adult Education .. .. .	49
(iii) Physical Education .. .. .	50
<b>VII Higher Education :</b>	
(i) General Progress of Higher Education .. .. .	51
(ii) Transfer Rate of Students from Schools to Colleges .. .. .	51
(iii) Enrolment at the University Stage .. .. .	52
(iv) Grant-in-aid to Colleges .. .. .	54
(v) Higher Education in Maharashtra <i>vis-a-vis</i> other States .. .. .	55
(vi) Some important Statistics of Universities .. .. .	56
(vii) Exchange of Students .. .. .	58
<b>VIII Finance :</b>	
(i) Expenditure by Sources .. .. .	61
(ii) Expenditure by Objectives .. .. .	61
(iii) All India Comparisons .. .. .	63
(iv) Emoluments of Teachers .. .. .	65
(v) Cost per Student .. .. .	68
(vi) Free Education to the Economically Backward Classes .. .. .	69
(vii) Expenditure on Direction and Inspection .. .. .	69
<b>IX Quest for Quality :</b>	
(i) State Institute of Education .. .. .	71
(ii) State Board of Secondary Education .. .. .	72
(iii) Bureau of Text-Book Production and Curriculum Research .. .. .	73
(iv) State Evaluation Unit .. .. .	73
(v) Science Education Unit .. .. .	73
(vi) Institute of Vocational Guidance and Selection .. .. .	74
(vii) State Board of Teacher Education .. .. .	74
(viii) State Institute of English .. .. .	74
(ix) Vidya Niketans .. .. .	74
(x) Bureau of Government Examinations .. .. .	74
<b>X Summing up :</b>	75
<b>Annexures :</b>	
A—Sources of Statistics used in this Report .. .. .	77
B—Educational Development in Maharashtra during the first three Five-Year Plans .. .. .	79
C—Regional Tables .. .. .	85
D—Rate of Retention of Boys in Classes I—XI .. .. .	99
E—Rate of Retention of Girls in Classes I—XI .. .. .	101

## STATISTICAL TABLES

	PAGE
I General Educational Progress (1950-51 to 1965-66) .. .. .	2
II Regional Progress of Education (1950-51 to 1965-66) .. .. .	2
A. Institutions .. .. .	2
B. Enrolment by stages .. .. .	4
C. Teachers in Schools for General Education .. .. .	4
D. Direct Expenditure by Categories .. .. .	4
III Comparative Educational advance in Regions (1965-66) .. .. .	6
IV Pre-Primary Education (1950-51 to 1965-66) .. .. .	9
V Rural habitations with and without Lower Primary Classes (1965) .. .. .	12
VI Rural habitations with and without Higher Primary Classes (1965) .. .. .	13
VII Statistics of Higher Primary Classes (1965-66) .. .. .	14
VIII Progress of Primary Education (1950-51 to 1965-66) .. .. .	15
IX A. Enrolment at Primary stage (1950-51 and 1965-66) .. .. .	16
B. Enrolment percentages by age-groups (1955-56 to 1965-66) .. .. .	17
X A. Enrolment in Classes I—V and its percentage to Population 6-10—By States .. .. .	17
B. Enrolment in Classes VI—VIII and its percentage to Population 11-13—By States .. .. .	18
XI Enrolment in Class I by age (1965-66) .. .. .	19
XII A. Retention Rates for boys in Primary Classes (1950-51 to 1965-66) .. .. .	20
B. Retention Rates for girls in Primary Classes (1950-51 to 1965-66) .. .. .	21
XIII Transfer Rates from Class IV to V (1950-51 to 1965-66) .. .. .	23
XIV A. Retention Rates at Lower Primary Stage—By States .. .. .	24
B. Retention Rates at Upper Primary Stage—By States .. .. .	24
XV Stagnation in Classes I-VII (1965-66) .. .. .	26
XVI Teachers in Elementary Schools by Qualifications and Training (1950-51 to 1965-66) .. .. .	29
XVII A. Teachers in Primary Schools by Qualifications—By States .. .. .	30
B. Teachers in Primary Schools by Training—By States .. .. .	30
XVIII Progress of Secondary Education (1950-51 to 1965-66) .. .. .	33
XIX Rural habitations with and without Secondary Classes (1965) .. .. .	34
XX Transfer Rates from Class VII to VIII (1950-51 to 1965-66) .. .. .	35
XXI Enrolment at Secondary Stage (1950-51 to 1965-66) .. .. .	36
XXII Enrolment at the Secondary Stage and its percentage to Population 14-16—By States .. .. .	37
XXIII Retention Rates at Secondary Stage (1950-51 to 1965-66) .. .. .	38
XXIV Stagnation at Secondary Stage (1965-66) .. .. .	39
XXV Results of S. S. C. Examinations (1959-60 to 1965-66) .. .. .	41
XXVI Teachers in Secondary Schools by Qualifications and Training (1950-51 to 1965-66) .. .. .	42
XXVII A. Teachers in Secondary Schools by Qualifications—By States .. .. .	43
B. Teachers in Secondary Schools by Training—By States .. .. .	44
XXVIII Statistics of Professional Schools (1950-51 to 1965-66) .. .. .	47
XXIX Statistics of Special Schools (1950-51 to 1965-66) .. .. .	48
XXX Adult Education in Maharashtra (1950-51 to 1965-66) .. .. .	49
XXXI Transfer Rates from Schools to Colleges (1959-60 to 1965-66) .. .. .	52
XXXII Statistics of Higher Education (1950-51 to 1965-66) .. .. .	53
XXXIII Enrolment in Higher Education—By Stages (1950-51 to 1965-66) .. .. .	54
XXXIV Statistics of Higher Education—By States .. .. .	55

STATISTICAL TABLES—*contd.*

	PAGE
XXXV Teachers in Universities and Colleges—(1964-65) .. .. .	56
XXXVI Receipts and Expenditures of Universities and Colleges (1964-65) .. .. .	57
XXXVII Foreign Students in Maharashtra (1964-65) .. .. .	58
XXXVIII Students from Maharashtra studying Abroad (1965-66) .. .. .	59
XXXIX Expenditure on Education—By sources (1950-51 to 1965-66) .. .. .	61
XL Expenditure on Education—By objects (1950-51 to 1965-66) .. .. .	62
XLI Expenditure on Education—By sources and States .. .. .	63
XLII Expenditure on Education—By objects and States .. .. .	64
XLIII Emoluments of Primary and Secondary Teachers—By States .. .. .	66
XLIV Teachers by Salary blocks in Universities and Colleges (1964-65) .. .. .	68
XLV Cost per Student (1950-51 and 1965-66) All India (1963-64) .. .. .	68
XLVI Educational Institutions by Regions (1950-51 to 1965-66) .. .. .	85
XLVII Enrolment by Institutions by Regions (1950-51 to 1965-66) .. .. .	86
XLVIII Direct Expenditure by Institutions by Regions (1950-51 to 1965-66) .. .. .	88
XLIX Direct Expenditure by sources by Regions (1950-51 to 1965-66) .. .. .	88
L Teachers by Training by Regions (1950-51 to 1965-66) .. .. .	89
LI A. Enrolment of Boys by classes by Regions (1950-51 to 1965-66) .. .. .	89
B. Enrolment of Girls by classes by Regions (1950-51 to 1965-66) .. .. .	90
LII Some Indices of Educational Development by Regions (1950-51 to 1965-66) .. .. .	91
LIII A. Population by Single year age by Regions, 1951 .. .. .	93
B. Population by Single year age by Regions, 1956 .. .. .	94
C. Population by Single year age by Regions, 1961 .. .. .	95
D. Population by Single year age by Regions, 1966 .. .. .	96
LIV Estimated Population of some age-groups by Regions (1950-51 to 1965-66) .. .. .	97

## CHARTS

	BETWEEN PAGES
1. Enrolment by Institutions (1965-66) .. .. .	06-07
2. Progress of Primary Education in Maharashtra (Institutions and Teachers) .. .. .	14-15
3. Progress of Primary Education in Maharashtra : Enrolment in Classes I to IV and V to VII .. .. .	16-17
4. Rate of Retention of Boys and Girls in Primary Schools (1956-57 to 1965-66) .. .. .	20-21
5. Wastage and Stagnation—Rate of Retention in Primary Classes for Boys .. .. .	26-27
6. Wastage and Stagnation—Rate of Retention in Primary Classes for Girls .. .. .	26-27
7. Teachers by Qualifications and Salaries (1965-66) .. .. .	28-29
8. Progress of Secondary Education (1950-51 to 1965-66) .. .. .	32-33
9. Teachers in Schools (1965-66) .. .. .	36-37
10. Rate of Retention in Secondary Education (1953-54 to 1965-66) .. .. .	38-39
11. Wastage and Stagnation—Rate of Retention in Secondary Classes for Boys .. .. .	40-41
12. Wastage and Stagnation—Rate of Retention in Secondary Classes for Girls .. .. .	40-41
13. Progress of Professional Schools : Institutions and Enrolment .. .. .	46-47
14. Progress of Higher Education (1950-51 to 1965-66) .. .. .	52-53
15. Higher Education—Enrolment (1950-51 to 1965-66) .. .. .	54-55
16. Output of Graduates (1965-66) .. .. .	54-55
17. Foreign Students in Maharashtra (1964-65) .. .. .	58-59
18. Maharashtrian Students Abroad (1965-66) .. .. .	58-59
19. Expenditure on Education (1965-66) .. .. .	62-63
20. Cost per Pupil by Categories of Institutions .. .. .	68-69
21. Educational System in Maharashtra .. .. .	82-83
22. Regional Progress of Education (1950-51 to 1965-66) Number of Institutions. .. .. .	88-89
23. Regional Progress of Education (1950-51 to 1965-66) Enrolment .. .. .	88-89
24. Regional Enrolment at Primary Stage (1950-51 to 1965-66) .. .. .	90-91
25. Regional Enrolment at Secondary Stage .. .. .	90-91
26. Population Pyramid (1965-66) .. .. .	94-95
27. State Education Budget (1967-68) .. .. .	98-99

## FOREWORD

It is for the first time in the history of the Education Department in Maharashtra that a comprehensive report, based on exhaustive statistical information, has been prepared to describe the development of education in the State, over a fifteen year span. The underlying idea in preparing this report for the fifteen year period from 1950-51 to 1965-66 has been to provide a sufficiently comprehensive base for planning future educational development. The need for a rational planning of education has never been so compelling as it is at present. The urgency for expanding as well as improving education is extremely great and yet our resources for achieving this goal are meagre. Therefore, the challenge we have to take up now is to achieve our goals through the best possible utilization of available resources. This can be done only by exercising critical judgment and creative imagination which can anticipate the needs and trends of development in the coming 15 years or so. The Government of Maharashtra has sought to outline, in the White Paper recently published by it, the broad policies which could become a good base for such future educational planning. It has invited considered public opinion on it. When this democratic process in which every interested citizen is expected to participate is completed, the task of preparing detailed schemes for the implementation of policy decisions would have to be undertaken. The first stage of implementation would be covered in the case of some programmes in the IV Five Year Plan period. Several programmes would have, however, to be spread over the future Plans as well and, therefore, a broad Perspective Plan of Educational Development will have to be worked out. When this is done, critical annual reviews of the progress of the total spectrum of educational schemes will have to be undertaken and subjected to suitable revision so that they may prove to be realistic and effective. With the publication of this report, the process of review and evaluation of educational development in the State has already begun to some extent.

2. Though the statistical part of the report would prove to be most valuable as the basis for future planning, we have thought it necessary to give a brief description of the general steps taken by Government for the rapid expansion and qualitative improvement of education. This description will also show that Government has made a special effort for the re-organisation of its educational machinery, in the interest of educational quality. In the recent past, Government has introduced into the educational system some administrative devices which are oriented more towards educational development than towards the maintenance of the traditional patterns of work. These too are mentioned.

3. If education is to serve the political, social, cultural and economic objectives cherished by the country, the pace of its qualitative and quantitative improvement needs to be quickened and, particularly, efforts in the direction of qualitative improvement have to gather a greater momentum from Plan



to Plan. Therefore, the efforts undertaken so far would have to be added to and further intensified during the Fourth and the subsequent Five Year Plans. The co-operation of leaders of thought, legislators, teachers and parents is indispensable in this complex task of educational planning and development. For education to progress democratically the task of planning, and conducting it must be shared fully by all sections of society. It is hoped that the information contained in this report will serve to clarify the educational trends and problems in Maharashtra, lead to their understanding by all concerned, and make the way for democratic action smooth and fruitful.

4. The preparation of a report of this kind can never be the task of any single individual. Several officers have worked hard to prepare it and the Statistical Section of the Directorate of Education has creditably carried out its due responsibilities. Yet, all this effort would have been insufficient to prepare this comprehensive document without active help from the Ministry of Education and particularly from Shri J. P. Naik, Adviser, Ministry of Education, for which our warm thanks are due to him and to his colleagues in the Statistical Section of the Ministry of Education.

**M. D. CHAUDHARI**  
*Minister for Education, Maharashtra State*

# EDUCATIONAL DEVELOPMENT IN MAHARASHTRA

1950-1965

## I. GENERAL PROGRESS

### (i) Regional Imbalances of Educational Development:

1.1 The present State of Maharashtra consists of three principal regions : (1) Western Maharashtra which formed part of the educationally advanced Province of Bombay ; (2) Vidarbha which formed part of the comparatively less advanced Province of C. P. and Berar ; and (3) Marathwada, a part of the Nizam's dominions, where prior to the police action of 1948, hardly any educational development worth the name had taken place. The educational development of these three regions, therefore, showed considerable imbalances ; for instance, in 1950-51, the earliest year for which separate statistics of these areas are available, there were three universities in Western Maharashtra, one in Vidarbha and none in Marathwada. The total number of institutions of higher education numbered 72 with an enrolment of 34,483 in Western Maharashtra, 23 with an enrolment of 8,298 in Vidarbha and only 3 with an enrolment of 603 in Marathwada. There were 584 secondary schools with an enrolment of 2,32,004 in Western Maharashtra, 148 with an enrolment of 62,400 in Vidarbha and only 33 with an enrolment of 15,919 in Marathwada. At the primary stage, Western Maharashtra had 15,616 schools with an enrolment of 20,39,744 ; Vidarbha had 4,152 schools with an enrolment of 3,99,777 ; and Marathwada had 2,655 schools with 1,67,800. For every 1,000 population, Western Maharashtra had a total enrolment of 131 at all stages of education, Vidarbha of 79 and Marathwada of 39. The direct expenditure on education was Rs. 12.04 crores (or Rs. 6.24 per head) in Western Maharashtra, Rs. 1.81 crores (Rs. 2.38 per head) in Vidarbha and only Rs. 61 lakhs (or Rs. 1.28 per head) in Marathwada. One of the major problems which Government faced was, therefore, to secure an all-round expansion of educational facilities in all parts of the State and to reduce, as quickly as possible, the regional imbalances of educational development between Western Maharashtra, Vidarbha and Marathwada.

### (ii) Measures for equalising the Regional Imbalances :

1.2 It is a matter of great satisfaction that this responsibility has been discharged very creditably, especially after 1960, when the separate State of Maharashtra came into existence. Table No. I given overleaf indicates the general educational progress of the State as a whole between 1950-51 and 1965-66. It will be seen, that during the period under review (1950-65), the total number of educational institutions rose from 38,309 to 2,30,765 ; enrolment from 33.22 lakhs or 10.38 per cent of the population to 81.97 lakhs or 18.24 per cent of the population ; number of teachers from 89,941 to 2,30,171 ; and total educational expenditure from Rs. 17.43 crores or Rs. 5.44 per head of population to Rs. 77.73 crores or Rs. 17.30 per head of population which is the highest in India. In spite of the handicaps created by the backlog of underdevelopment in Vidarbha and Marathwada, Maharashtra is now reckoned as one of the educationally advanced States of India.

1.3 This outstanding success was possible because special attention was paid to the expansion of educational facilities in Vidarbha and Marathwada and efforts were made to reduce the imbalances of educational development between these regions. This will be seen from Table No. II given overleaf.

TABLE No. I : GENERAL EDUCATIONAL

Year	Population (in crores)	Category	Institutions	Enrolment (in 000s) in institutions for			Teachers Men
				Boys	Girls	Total	
1	2	3	4	5	6	7	8
1950-51	.. 3.20	Total (including Social Education)	.. 38,309	29,16	4,06	33,22	72,890
1955-56	.. 3.39	Total excluding Social Education	.. 30,735	32,89	4,13	37,02	92,796
		Social Education	.. 11,176	2,09	35	2,44	1
		Total	.. 41,911	34,98	4,48	39,46	92,797
1960-61	.. 3.96	Total excluding Social Education	.. 38,909	47,83	4,83	52,66	1,24,871
		Social Education	.. 23,658	2,66	1,26	3,92	6
		Total	.. 62,567	50,49	6,09	56,58	1,24,877
1965-66	.. 4.49	Total excluding Social Education	.. 47,654	66,84	6,67	73,51	1,72,847
		Social Education	.. 1,83,063	4,30	4,16	8,46	12
		Total	.. 2,30,717	71,14	10,83	81,97	1,72,859

\*The social education classes are mostly conducted by primary school

TABLE No. II : REGIONAL PROGRESS

Category	WESTERN MAHARASHTRA			VIDARBHA		
	1950-51	1965-66	Percentage increase per annum	1950-51	1965-66	Percentage increase per annum
	2	3	4	5	6	7
Higher Education	72	199	7.0	23	89	9.4
High/Higher Secondary	584	2,374	9.8	148	782	11.7
Primary/Middle	15,616	23,294	2.7	4,152	11,074	6.8
Pre-Primary	95	293	7.8	5	136	25.0
Professional Schools	266	718	6.8	19	208	17.3
Special Schools (including Social Education).	7,325	1,66,729	23.0	7,236	8,319	0.9
Total	23,958	1,93,607	14.9	11,583	20,608	3.9

(A) INSTITU

## PROGRESS : 1950-51 TO 1965-66

Teachers Women	Total	Total expenditure (in crores).	Percentage of enrolment to population	Educational expenditure per head of population	Year	Population (in crores)	Category
9	10	11	12	13	1	2	3
				Rs.			
17,051	89,941	17.43	10.38	5.44	1950-51	3.20	Total (including Social Education).
23,797	1,16,593	24.10	10.91	7.10	1955-56	3.39	Total excluding Social Education.
.....	1	0.06	0.72	0.02			Social Education
23,797	1,16,594	24.16	11.63	7.12			Total
37,357	1,62,228	48.78	13.33	12.35	1960-61	3.96	Total excluding Social Education.
5	11	0.06	0.99	0.02			Social Education
37,362	1,62,239	48.84	14.32	12.37			Total
57,305	2,30,152	77.68	16.36	17.29	1965-66	4.49	Total excluding Social Education.
7	19*	0.05	1.88	0.01			Social Education
57,312	2,30,171	77.73	18.24	17.30			Total

teachers, students and other volunteers who are not included here.

## OF EDUCATION : 1950-51 TO 1965-66

MARATHWADA			MAHARASHTRA			Category
1950-51	1965-66	Percentage increase per annum	1950-51	1965-66	Percentage increase per annum	
8	9	10	11	12	13	1
3	32	17.1	98	320	8.2	Higher Education
33	565	21.0	765	3,721	11.1	High/Higher Secondary
2,655	7,724	7.4	22,423	42,092	4.3	Primary/Middle
.....	19	.....	100	448	10.5	Pre-Primary
10	46	10.7	295	972	8.3	Professional Schools
67	8,116	38.0	14,628	1,83,164	18.4	Special Schools (including Social Educa- tion).
2,768	16,502	12.6	38,309	2,30,717	12.7	Total

Category	WESTERN MAHARASHTRA			VIDARBHA		
	1950-51	1965-66	Percentage increase per annum	1950-51	1965-66	Percentage increase per annum
	2	3	4	5	6	7
<b>STAGES—</b>						
						<b>(B) ENROLMENT</b>
Pre-Primary .. ..	11,541	23,760	4.9	1,838	8,898	11.1
Primary (I-IV) .. ..	17,04,409	29,96,752	3.9	3,52,348	9,85,094	7.1
Middle (V-VII) .. ..	3,72,955	10,21,816	6.9	71,514	3,28,674	10.7
Lower Secondary (VIII-X) .. ..	1,57,469	5,52,748	8.7	29,501	1,73,269	12.5
Upper Secondary (XI-XII) .. ..	32,013	1,12,457	8.7	7,078	8,203	1.0
Total General School Education	22,78,387	47,07,533	5.0	4,62,279	15,04,138	8.2
Higher Education .. ..	34,483	1,50,962	10.4	8,298	35,892	10.3
Professional Schools .. ..	24,943	36,553	2.6	1,455	30,180	22.0
Special Schools (including Social Education)	1,96,076	6,78,344	8.6	1,28,120	82,588	....
Total ..	25,33,889	55,73,392	5.4	6,00,152	16,52,798	7.0
						<b>(C) TEACHERS IN SCHOOLS</b>
High/Higher Secondary—Total .. ..	9,858	34,514	8.7	2,759	13,028	10.9
Trained .. ..	5,653	26,902	11.0	1,223	8,443	13.7
Percentage Trained .. ..	57.3	77.9	....	44.3	64.8	....
Primary/Middle—Total .. ..	55,249	97,427	3.8	13,085	38,948	7.6
Trained .. ..	28,443	81,280	7.3	7,625	30,579	9.7
Percentage Trained .. ..	51.5	83.4	....	58.3	78.5	....
Pre-Primary—Total .. ..	348	880	6.4	12	276	23.0
Trained .. ..	273	613	5.6	4	213	30.0
Percentage Trained .. ..	78.4	69.7	....	33.3	77.2	....
Total (School General) .. ..						
Total Teachers .. ..	65,455	1,32,821	4.8	15,856	52,252	8.3
Trained .. ..	34,369	1,08,795	8.0	8,852	39,235	10.4
Percentage Trained .. ..	52.5	81.9	....	55.8	75.1	....
						<b>(D) DIRECT EXPENDITURE</b>
Higher Education .. ..	2,01,72	8,65,78	10.2	50,73	2,22,66	10.4
High/Higher Secondary .. ..	2,7,426	12,50,23	10.6	44,09	3,62,09	15.0
Primary/Middle .. ..	6,36,53	17,70,63	7.0	79,10	6,07,97	14.6
Pre-Primary .. ..	4,77	14,53	7.7	6	4,87	34.0
Professional Schools .. ..	65,77	2,36,49	8.9	4,35	79,70	21.0
Special Schools (including Social Education)	20,94	18,21	....	2,45	4,02	3.3
Total ..	12,03,99	41,55,87	8.6	1,80,78	12,81,31	13.9

Marathwada			Maharashtra			Category
1950-51	1965-66	Percentage increase per annum	1950-51	1965-66	Percentage increase per annum	
8	9	10	11	12	13	1
STAGES—						
<b>BY STAGES</b>						
57	1,202	22.0	13,436	33,860	6.4	Pre-Primary
1,29,322	5,69,947	10.4	21,86,079	45,51,793	5.0	Primary (I-IV)
36,359	1,89,777	11.6	4,80,828	15,40,267	8.0	Middle (V-VII)
15,385	81,018	11.7	2,02,355	8,07,035	9.7	Lower Secondary (VIII-X)
2,596	13,449	11.6	41,687	1,34,109	8.1	Upper Secondary (XI-XII)
1,83,719	8,55,393	10.8	29,24,385	70,67,064	6.1	Total General School Education
603	11,521	22.0	43,384	1,98,375	10.7	Higher Education
923	9,270	16.6	27,321	76,003	7.1	Professional Schools
2,097	93,875	29.0	3,26,293	8,54,807	6.6	Special Schools (including Social Education)
1,87,342	9,70,059	11.6	33,21,383	81,96,249	6.2	Total

**FOR GENERAL EDUCATION**

760	7,702	16.7	13,377	55,244	9.9	High/Higher Secondary—Total
350	4,014	17.7	7,226	39,359	12.0	Trained
46.1	52.1	....	54.0	71.2	....	Per cent Trained
5,827	18,420	8.0	74,161	1,54,795	5.0	Primary/Middle—Total
1,510	9,083	12.7	37,578	1,20,942	8.1	Trained
25.9	49.3	....	50.7	78.1	....	Per cent Trained
3	32	17.1	363	1,188	8.2	Pre-Primary—Total
2	27	18.9	279	853	7.7	Trained
66.7	84.4	....	76.9	71.8	....	Per cent Trained
Total (School General)						
6,590	26,154	9.6	87,901	2,11,227	6.0	Total Teachers
1,862	13,124	13.9	45,083	1,61,154	8.8	Total Trained
28.3	50.2	....	51.3	76.3	....	Total per cent Trained

(Figures in 000s)

**BY CATEGORIES (Rs.)**

2,27	58,61	24.0	2,54,72	11,47,05	10.5	Higher Education
10,95	1,63,67	19.8	3,29,30	17,75,99	11.9	High/Higher Secondary
43,38	2,96,80	13.7	7,59,01	26,75,40	8.7	Primary/Middle
....	59	....	4,83	19,99	9.9	Pre-Primary
4,17	34,08	15.0	74,29	3,50,27	10.9	Professional Schools
47	2,26	11.0	23,86	24,49	0.2	Special Schools (including Social Education).
61,24	5,56,01	15.8	14,46,01	59,93,19	9.9	Total

It will be noticed that in all sectors (except the Social Education classes under the Gram Shikshan Mohim which has had a tremendous spurt in Western Maharashtra), the average annual rates of growth are highest in Marathwada, next highest in Vidarbha and the least of all in Western Maharashtra. Marathwada has now a University of its own and 32 institutions of higher education with an enrolment of 14,132; 565 secondary schools with an enrolment of 2,09,392; and 7,724 primary schools with an enrolment of 6,44,880. The total number of school teachers has increased to 26,154 and the total direct expenditure on education to Rs. 5.56 crores. Vidarbha also has made similar progress. It has now 89 institutions of higher education with an enrolment of 46,295; 782 secondary schools with an enrolment of 3,38,022; and 11,074 primary schools with an enrolment of 11,57,962. The number of its school teachers has increased to 52,252 and its total direct expenditure on education to Rs. 12.81 crores. In Western Maharashtra the rates of growth have been slow; but since it began with a large base of expansion in 1950-51, its progress is no less spectacular. It has now 199 institutions of higher education, with an enrolment of 1,28,260; 2,374 secondary schools with an enrolment of 9,04,757; and 23,294 primary schools with an enrolment of 37,80,188. The total number of teachers has risen to 1,32,821 and the total direct expenditure on education to Rs. 41.56 crores.

1.4. This does not, however, mean that the imbalances have all been removed. There is still a good deal to be done as the following comparative statistics for 1965-66 will show :—

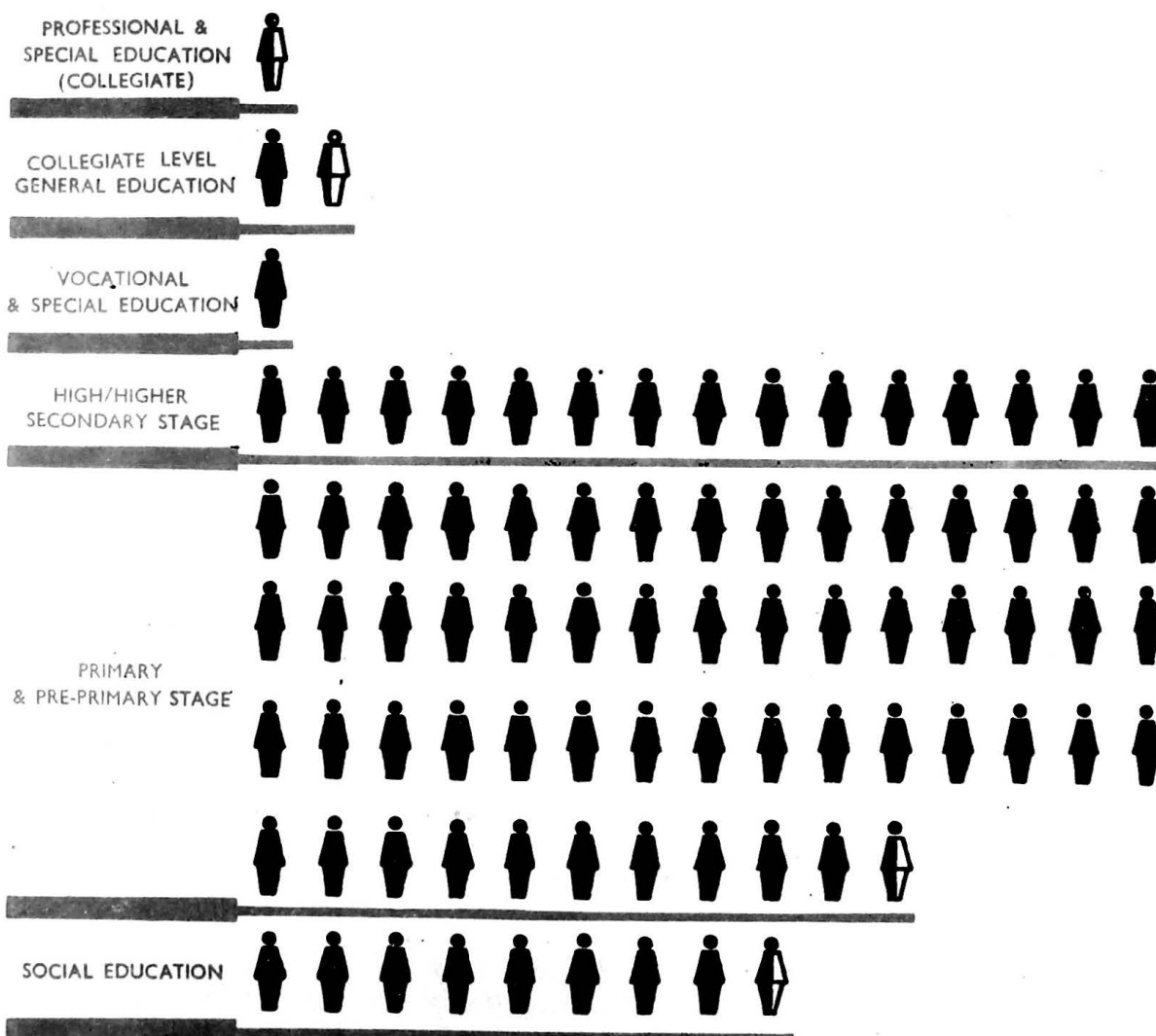
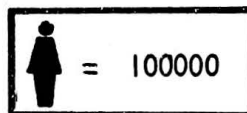
TABLE No. III

*Comparative Educational Advance in Western Maharashtra, Vidarbha and Marathwada (1965-66).*

Item	Western Maharashtra	Vidarbha	Marathwada	Maharashtra State
1 No. of persons per educational institution (excluding those for social education).	1,012	851	850	942
2 Students enrolled at all stages per 10,000 population—				
Pre-primary stage .. .. .	9	8	2	8
Primary stage .. .. .	1,472	1,253	1,062	1,356
Secondary stage .. .. .	244	173	132	209
Higher Education .. .. .	55	34	16	44
Professional Schools .. .. .	13	29	13	17
<b>TOTAL ..</b>	<b>1,793</b>	<b>1,497</b>	<b>1,225</b>	<b>1,634</b>
3 Total Number of Teachers per 1,00,000 population—				
Pre-Primary .. .. .	3	3	..	2
Primary .. .. .	357	372	258	345
Secondary .. .. .	126	124	108	123
<b>TOTAL ..</b>	<b>486</b>	<b>499</b>	<b>366</b>	<b>470</b>
4 Percentage of Trained Teachers—				
Pre-primary .. .. .	69.7	77.2	84.4	71.8
Primary .. .. .	83.4	78.5	49.3	78.1
Secondary .. .. .	77.9	64.8	52.1	71.2
5 Total Direct Expenditure per 1,000 population (Rs.)—				
Primary Education .. .. .	6,486	5,800	4,150	5,954
Secondary Education .. .. .	4,580	3,454	2,288	3,953
Higher Education .. .. .	3,172	2,124	819	2,553
Other Education .. .. .	1,017	845	517	879
<b>On all Education (Total) ..</b>	<b>15,255</b>	<b>12,223</b>	<b>7,774</b>	<b>13,337</b>

Efforts to equalise regional imbalances will, therefore, have to continue in the days ahead also. In fact, a stage has already been reached when the district (and not the region) should be adopted as the unit of planning and development and efforts should be made to reduce imbalances at the district level. It is hoped that these imbalances will be reduced to the minimum by 1975-76.

# ENROLMENT BY INSTITUTIONS 1965-66





## II. ORGANISATION AND ADMINISTRATION

2.1. Until 1951, Education including Technical and Art Education was administered by the Director of Public Instruction whose designation was changed to Director of Education in that year. As Technical Education expanded, it was considered necessary to have a separate Directorate for this important branch and Technical Education was separated in the year 1958 with a full-fledged Director of Technical Education in its charge. In respect of General Education, the Director was in charge both of school education and collegiate education. As the Universities and institutions of Higher Education had increased in number in recent years, it was found that adequate attention could not be paid to the problems of Higher Education by the Directorate of Education. In the year 1966, therefore, a separate post of Additional Director of Education with the same status as that of the Director of Education was created and Higher Education including Research and Cultural Institutions was placed in his direct charge. Similarly, a separate Directorate of Art was also created in the year 1966 to give greater impetus to Art Education.

2.2. The Maharashtra Public Libraries Act, 1967 has been enacted with a view to providing for the re-organization and development of public library service in the State of Maharashtra. According to this act, the State Library Council will be constituted for development of library service effectively. Library Committees will be established in all districts and in the city of Bombay. A separate Directorate of Libraries has also been established from 1st May 1968.

2.3. The main function of the State Directorate of Education is to advise Government on matters of policy pertaining to General Education and to execute the policies laid down by Government through the administrative machinery placed under its control.

### (i) Divisional and District Administration :

2.4. The pattern of administration at the District and Divisional levels was different in the three parts of the State. In Western Maharashtra until 1953, there was a Divisional Inspectorate, each Division comprising of four or five districts with a class I officer at the head of each Division. At the district level there were two Class II officers : The Deputy Educational Inspector, who was responsible for the inspection of primary schools, was assisted by a number of Assistant Deputy Educational Inspectors and the Administrative Officer attached to the District School Board who looked after the administration of primary education. The Deputy Educational Inspector also helped the Divisional Inspectors in the inspection of secondary schools. As Secondary and Primary education expanded, it was found that with his extensive jurisdiction, the Divisional Inspector could not pay adequate attention to the development and improvement of the quality of the institutions in his area. A District Inspectorate was, therefore, established in 1953 with a Class I officer in charge of each district.

In Vidarbha, there was a Class I officer called the Divisional Superintendent of Education in charge of two or more districts according to the number of educational institutions. There was a District Officer in class II in each district called the District Inspector of Schools who was under the control of the Divisional Superintendent and who was responsible for Primary Education in the district.

In Marathwada, there was a District Inspector of Schools in Class II for each district and a class I officer called the Deputy Director of Public Instruction was in charge of a group of districts. The District Officers were responsible for the inspection of primary schools, whereas the Deputy Director was the Inspecting Officer for secondary schools. He was assisted in his work by the District Class II officers.

There has been a separate inspectorate for women's education in all the three regions of Maharashtra. The Inspectress of Girls' Schools in Western Maharashtra and Vidarbha was a class I officer even prior to 1951. The post of Inspectress for Marathwada was upgraded to class I in the year 1958.

The aforesaid varied pattern continued in the different regions until 1960-61 when the uniform pattern of a district inspectorate with a Class I officer as its head was adopted for all the districts of Maharashtra.

2.5. At the time of the reorganization of States, the patterns of education in the in-coming areas were considerably different from that in Western Maharashtra. It was considered administratively necessary to create posts of regional Deputy Directors of Education for these new regions. There were no such regional offices in Western Maharashtra after 1953. The bilingual Bombay State comprised of 43 districts and the Directorate found it very difficult to supervise adequately the work of all the district offices from the head-quarters. It was, therefore, considered necessary to constitute regional offices even for the Western Maharashtra districts and accordingly the posts of Deputy Directors of Education for the Bombay and Poona revenue divisions were created in the year 1958 and considerable powers of the Director of Education were delegated to these regional offices. Subsequently a separate post of a Deputy Director of Education was created in 1967 to meet the growing needs of Secondary Education in Greater Bombay. The question of delegating further powers to these offices is under consideration. It has been found that this regional set-up is very necessary for efficient administration. In fact it is likely that in the near future, the size of these divisions may have to be reduced still further by creating a few more educational divisions.

**(ii) Administration of Primary Education :**

2.6. Considerable change in the relationship between the district officers and the regional Deputy Directors of Education as well as the Directorate has taken place with the formation of Zilla Parishads on 1st May 1962 when the control of primary education and the inspection and grant-in-aid to secondary schools was transferred to the Zilla Parishads. The Education Officers are now under the direct control of the Chief Executive Officers and the function of the Deputy Director of Education is now mainly to give technical guidance to the Zilla Parishads. It has been our experience that because of the very heavy administrative duties devolving on the Education Officer due to the expansion of both primary and secondary education, it is not possible for him to pay adequate attention to the supervision and guidance of secondary schools. A separate district supervisory unit is, therefore, proposed to be created mainly for looking after the qualitative improvement of secondary education.

**(iii) Administration of Secondary Education :**

2.7. In Western Maharashtra, a Board of Secondary School Certificate Examination was established in 1948 with a separate Chairman. The main functions of this Board were—

- (1) To prescribe the syllabus for the S. S. C. Examination,
- (2) To prescribe text-books for Class XI, and
- (3) To conduct the S. S. C. Examination at the end of Class XI.

In Vidarbha, there was an autonomous Statutory Board of Secondary Education, whose functions included—

- (1) Recognition of High Schools for the purpose of S. S. C. Examination,
- (2) prescription of courses for Classes V to XI, and
- (3) prescription of text-books for all the Classes for which courses were framed by the Board, and
- (4) Conduct of the S. S. C. and H. S. S. C. Examinations.

In Marathwada, prior to the reorganization of States in 1956, the H. S. C. and H. S. S. C. Examinations were conducted by the Board of Secondary Education of the former Hyderabad State. After reorganization no counter-part Board was formed for this region and the examinations were, therefore, conducted by the S. S. C. Examination Board of Western Maharashtra on an agency basis according to the syllabii that were in force in Marathwada.

2.8. On 1st January 1966, three Divisional Boards of Secondary Education as functional limbs of the Maharashtra State Board of Secondary Education were established for Western Maharashtra, Vidarbha and Marathwada. The Marathwada and Vidarbha Divisional Boards have a common Chairman. Separate examinations are held by the three Divisional Boards on the different curricula that are in force in these regions.

2.9. The State Board of Secondary Education has the power—

- (1) to prescribe syllabii for the examinations of the Board,
- (2) to prescribe text-books, and
- (3) generally to supervise the working of the Divisional Boards.

The Divisional Boards have the power—

- (1) to grant recognition to Secondary schools, and
- (2) to conduct examinations in their jurisdiction.

The main objective of establishing the State Board of Secondary Education is to evolve a common pattern of Secondary Education and a common syllabus for the whole of Maharashtra.



### III. PRE-PRIMARY EDUCATION

3.1. With this brief introductory account of the general educational progress and the pattern of educational organisation and administration in the State, we shall now turn to a more detailed description of the developments in each sector.

#### (i) Organisation and Administration of Pre-primary Education :

3.2. Though the importance of pre-Primary Education in the scheme of General Education has always been recognised, the expansion of this education had to be left to private enterprise because it has not been possible even till now, to fulfil the constitutional directive of free and compulsory primary education up to the age of 14. However, efforts were made to encourage private enterprise as far as possible. With this end in view, the former Bombay Government had appointed an informal committee in 1950 to examine the conditions under which pre-primary institutions were working and to recommend measures for their improvement. The recommendation of the Committee to pay maintenance grant at 40 per cent of admissible expenditure was also accepted, but this could not be implemented because of the financial stringency. The rate of grant, therefore, continues at 25 per cent.

3.3. Until 1958, the syllabus at the pre-primary level mostly reflected the Montessori approach. Government appointed a committee in that year to revise the syllabus and to modernize the methods of teaching at the pre-primary level. The committee which consisted of educationists from the pre-primary field of education, prepared the revised syllabus. It was a synthesis of the methods used in the Nursery, Kindergarten and Montessori schools.

#### (ii) Development of Pre-Primary Education :

3.4. The following table shows the development of pre-primary education in the State during the period under review.

TABLE NO. IV.  
*Pre-Primary Education in Maharashtra (1950-51 to 1965-66).*

Item	Western Maharashtra		Vidarbha		Marathwada		Maharashtra State	
	1950-51	1965-66	1950-51	1965-66	1950-51	1965-66	1950-51	1965-66
No. of Pre-primary schools .. ..	95	293	5	136	..	19	100	448
Enrolment at the Pre-primary stage ..	11,541	23,760	1,838	8,898	57	1,202	13,436	33,860
Total No. of Pre-primary teachers ..	348	880	12	276	3	32	363	1,188
Percentage of Trained Pre-primary teachers ..	78.4	69.7	33.3	77.2	66.7	84.4	76.9	71.8
Training Institutions for pre-primary teachers Number.	NA	7	NA	4	..	..	NA	11
Enrolment .. ..	NA	398	NA	229	..	..	NA	627
Total direct expenditure on pre-primary education (in Rs. 000s)	4,77	14,53	6	4,87	..	59	4,83	19,99
Percentage to total educational expenditure.	0.40	0.35	0.00	0.38	..	0.11	0.33	0.33

It will be seen that pre-primary education in Maharashtra is still in its infancy. Even in 1965-66 the State had only 448 pre-primary schools with an enrolment of 33,860 and spent only about one-third of one per cent of its total educational expenditure on this sector. Most of these pre-primary schools are also urban and in the private sector. The overall picture is more or less similar to that in the country as a whole, the one exception being that Maharashtra has comparatively a large number of institutions for training pre-primary teachers, some of them of quite out-standing quality.

**(iii) Education and Training of Pre-primary Teachers :**

3.5. The pre-primary training courses are of two types: one of 2 years' duration for P. S. C. candidates and the other of one year's duration for S. S. C. candidates. The syllabii for these two courses are common for the whole of Maharashtra and the examinations, at the end of these courses, are held by the Directorate of Education on a State basis. Out of the 11 training institutions for pre-primary teachers, one institution at Nagpur is run by Government.



#### IV. PRIMARY EDUCATION

##### (i) Organisation and Administration of Primary Education:

4.1. The administration and organization of primary education in the three component parts of the State of Maharashtra was different till the formation of Zilla Parishads in May, 1962.

4.2. In Western Maharashtra, the Primary Education Act, 1947 and rules framed there-under came into force from 1st April, 1949. Under this Act the Government practically assumed full responsibility for financing the scheme of compulsory primary education. The District School Boards were responsible for conducting primary education in the rural areas while the authorized Municipal School Boards were responsible for primary education in the areas under their jurisdiction. The non-authorized municipalities were required to contribute their share to the District School Boards which conducted primary education in the areas under these non-authorized Municipalities.

In Vidarbha, the administration and organization of primary education was entrusted to Janapad Sabhas. These Sabhas were not only responsible for education but like the District Local Boards in Western Maharashtra were dealing with other Departments also. Education was one of their activities. The Janapad Sabhas were responsible for primary education in rural areas while the Municipal Committees were responsible for education in the municipal limits. Government paid liberal grants to the tune of 75 per cent of the total approved expenditure to the Janapad Sabhas and at 50 percent to the Municipal Committees for the expansion and development of primary education.

In Marathwada, primary education was administered directly by Government. There were a few primary schools run by private agencies on grant-in-aid basis. The private schools were required to follow the curriculum prescribed by Government and were inspected by inspecting officers of the Education Department.

##### (ii) Introduction of Compulsory Primary Education:

4.3. In Western Maharashtra, compulsory primary education was introduced in 1947-48 in all places with a population of 1,000 and above according to the 1941-census. It was applied progressively to children in the age-groups 7—8, 7—9, 7—10 and 7—11. By the end of 1951-52, children of the age range 7-11 were brought under compulsion. From August, 1954, compulsion was extended to all places with a population of 1,000 and over according to 1951-census. The next stage in the introduction of compulsion was in respect of children in the age range 7—11 with a population of less than 1,000. Compulsion was made applicable to places with a population of less than 500 during the II Five Year Plan period.

Compulsory primary education in Vidarbha was governed by Primary Education Act of 1950 and the amended Act of 1956 of the Ex-M. P. Government. Only a few local bodies, however, introduced compulsion in their areas. Because of the integration of States, the Madhya Pradesh Education Act, 1956 could not be implemented.

In Marathwada, the Hyderabad Compulsory Primary Education Act of 1952 was enforced in 1953 in all the villages covered by the Community Development Projects and in a block of 20 contiguous villages in each district of the Hyderabad State. A peculiar feature of the scheme was that compulsion was not introduced age-wise with the result that all the children between ages 6—11, who had not attended school, were collected together in the infant class.

##### (iii) Transfer of Primary Education to Zilla Parishads:

4.4. Since the formation of the Zilla Parishads, primary education in the State has been transferred to Zilla Parishads for management and inspection. The finances for primary education are to be provided partially by local taxation and partially by Government grant which at present amounts to nearly 90 per cent of the expenditure. The State Government is responsible for general supervision and control over primary education. This includes framing of syllabi, sanctioning of text-books and enforcement of compulsion. In 1965, compulsion was introduced in Vidarbha and Marathwada Regions for age group 7—9 under the Education Acts of those regions. The administration and organization of Primary Education now vests with the Zilla Parishads as per Item 24 of Schedule I of the Zilla Parishads and Panchayat Samitis Act, 1961.

**(iv) Provision of facilities:**

4.5. The first requirement in a programme of primary education is to provide facilities for primary education within easy walking distance from the home of every child. The data on this subject for 1950-51 is not available. The first Educational Survey of the country was carried out as on 31st March 1957; but its findings were not separately available for the different regions now included in Maharashtra State. The data on this subject has been provided for the first time by the second Educational Survey which was carried out as on 31st December, 1965. It identified 264 urban areas and 65,195 rural habitations. It was found that all the urban areas had fairly adequate facilities for primary education. But this was not always the case in rural areas. The actual extent of facilities provided in rural areas was, therefore, closely studied and its findings are shown in Table Nos. V and VI.

TABLE No. V

*Rural Habitations with and without Lower Primary Sections (Classes I—IV) (1965).*

No. of habitations in	With Primary Sections in them	With Primary Section within a distance of					Total	Sub-Total over 1 mile
		0.5 mile	0.6-1.0 mile	1.1-1.5 mile	1.6-2.0 miles	Over 2 miles		
Western Maharashtra ..	19,948 (82.7)	10,607 (9.2)	6,580 (5.1)	1,910 (1.5)	1,186 (0.9)	890 (0.6)	41,121 (100.0)	3,986 (3.0)
Vidarbha ...	9,386 (90.6)	1,757 (4.2)	1,571 (2.8)	457 (0.8)	600 (0.9)	635 (0.7)	14,406 (100.0)	1,692 (2.4)
Marathwada ...	7,351 (95.1)	850 (2.0)	809 (1.6)	272 (0.5)	277 (0.6)	109 (0.2)	9,668 (100.0)	658 (1.3)
Maharashtra ...	36,685 (87.2)	13,214 (6.5)	8,960 (3.8)	2,639 (1.1)	2,063 (0.8)	1,634 (0.6)	65,195 (100.0)	6,336 (2.5)

*N.B.*—Figures in brackets indicate the percentage of population in the corresponding habitations to the total rural population of the area.

TABLE No. VI

*Rural habitations with and without Higher Primary Sections (Classes V—VII) (1965).*

No. of habitations in	With Middle Sections in them	With Middle Sections within a distance of						Total	Sub-Total over 3 miles
		0-1 mile	1-2 miles	2-3 miles	3-4 miles	4-5 miles	Over 5 miles		
Western Maharashtra ..	7,989	14,518	8,561	3,899	1,664	785	3,705	41,121	6,154
	(56.8)	(18.2)	(12.4)	(5.7)	(2.1)	(1.1)	(3.7)	(100.0)	(6.9)
Vidarbha ..	2,163	2,977	3,714	2,142	915	530	1,965	14,406	3,410
	(43.9)	(14.7)	(20.0)	(10.5)	(3.9)	(2.1)	(4.9)	(100.0)	(10.9)
Marathwada ..	1,474	1,693	3,180	1,747	745	374	455	9,668	1,574
	(40.7)	(9.7)	(23.9)	(14.4)	(5.6)	(2.7)	(3.0)	(100.0)	(11.3)
Maharashtra ..	11,626	19,188	15,455	7,788	3,324	1,689	6,125	65,195	11,138
	(50.3)	(15.6)	(16.6)	(8.7)	(3.3)	(1.6)	(3.9)	(100.0)	(8.8)

*N.B.*—Figures in brackets indicate the percentage of population in the corresponding habitations to the total rural population of the area.

4.6. At the lower primary stage (classes I-IV), the objective should be to provide a school within the habitation itself or within one mile thereof. From this point of view, it is easy to see from Table No. V that Maharashtra has made satisfactory progress. In Western Maharashtra, only 3,986 habitations (containing only 3 per cent of the total population) have a primary school at a distance of more than one mile. In Vidarbha and Marathwada, the corresponding figures are 1,692 habitations (containing 2.4 per cent of the total rural population) and 658 habitations (containing 1.3 per cent of the total rural population) respectively. Taking the State as a whole, only 6,336 or less than 10 per cent of the total rural habitations (containing only 2.5 per cent of the total rural population) have a primary school at a distance of more than one mile. It would not be difficult to remove the handicap for these areas in the planning of educational facilities at all stages that is now being undertaken.

4.7. At the higher primary stage (classes V-VII), the position is less satisfactory. If the same criteria as are given above are to be applied to this stage also, it will be seen from Table No. VI that 75 per cent of the rural habitations in Western Maharashtra, 58.6 per cent in Vidarbha and 50.4 per cent in Marathwada (as against 65.9 per cent in the State as a whole) have a higher primary school of their own within them or within one mile from them. But these elder children may be expected to be able to walk a little longer distance and attempt will be made to provide a higher primary school within two miles from the home of every child or in difficult circumstances, within three miles. On the basis of these modified criteria, it will be seen that, 6,154 rural habitations (with 6.9 per cent of the total rural population) in Western Maharashtra, 3,410 rural habitations (with 10.9 per cent of the total rural population) in Vidarbha and 1,574 rural habitations (with 11.3 per cent of the total rural population) in Marathwada do not have a primary school within three miles of them. It is the needs of these rural habitations that will have to be met in the proposed planning of educational institutions. Wherever possible, an attempt should be made to provide a higher primary school within two miles of the home of every child.

## (v) Pattern of Classes :

4.8. In Western Maharashtra primary course was and continues to be of 7 years' duration. First four years (Classes I to IV) form a lower primary or the Junior Basic Stage and the next 3 years (Classes V to VII) form the upper primary or the Senior Basic Stage. Classes V to VII when attached to the high-schools were treated as secondary standards. In Vidarbha, primary course was and continues to be of 7 years' duration. There are two types of middle schools. The Indian Middle School has classes from V to VII while the Indian English Middle Schools have classes from V to VIII. In classes V to VII of the Indian Middle Schools, English is taught on an optional basis, while in classes V to VIII of the Indian English Middle Schools, English is compulsorily taught. In Marathwada there used to be an Infant class followed by a primary course of 4 years. Classes V to VII were considered to be secondary and English was compulsorily taught in these standards. In 1963, the pattern of classes in Marathwada was changed by naming the Infant Class as Class I and renumbering the further classes consecutively.

4.9. One important point deserves notice in relation to higher primary schools. These generally fall into two distinct categories: (1) those which form the 'higher top classes' of a primary school; and (2) those which form a part of a secondary school. In the former category, the qualifications of teachers are inferior (these are the same as for other primary teachers) and the standard of facilities provided is at a lower level. In the latter the qualifications of teachers are superior—they are trained graduates or matriculates as required for secondary schools and the standard of facilities provided is much superior. Consequently, the standard of education in the latter category of schools is better than in the former which resemble their 'poor relations'. In order to improve the situation, therefore, several States in India have adopted the following devices:—

(1) To encourage the attachment of the higher primary classes to secondary schools ;

(2) Where the higher primary school has to be a separate institution, it is given a trained graduate head-master ; a more liberal staffing pattern is adopted ; and facilities are provided at a higher level.

In short, an attempt is made to add as much of the 'flavour' of a secondary school to these institutions as possible.

4.10. One of the major weaknesses in Maharashtra is that the steps mentioned above have not so far been taken. Consequently, the cost per pupil at the higher primary stage is kept down and its expansion becomes easier to achieve. For this very reason, however, the standards of these schools generally tend to remain poor. The following table will be found interesting in this context.

TABLE No. VII

*Statistics of Higher Primary Classes (1965-66)*

Region	Total No. of Secondary Schools	No. of Secondary Schools with Classes V-VII	Per centage of Column 3 to Column 2	Enrolment in Classes V-VII in Schools shown in column 3	Total enrolment in Classes V-VII	Per centage of Column 5 to column 6
1	2	3	4	5	6	7
Western Maharashtra .. .. .	2,374	872	37	2,32,268	10,21,816	23
Vidarbha .. .. .	782	631	80	1,64,140	3,28,674	50
Marathwada .. .. .	565	505	89	80,444	1,89,777	42
Maharashtra .. .. .	3,721	2,008	54	4,76,852	15,40,267	30



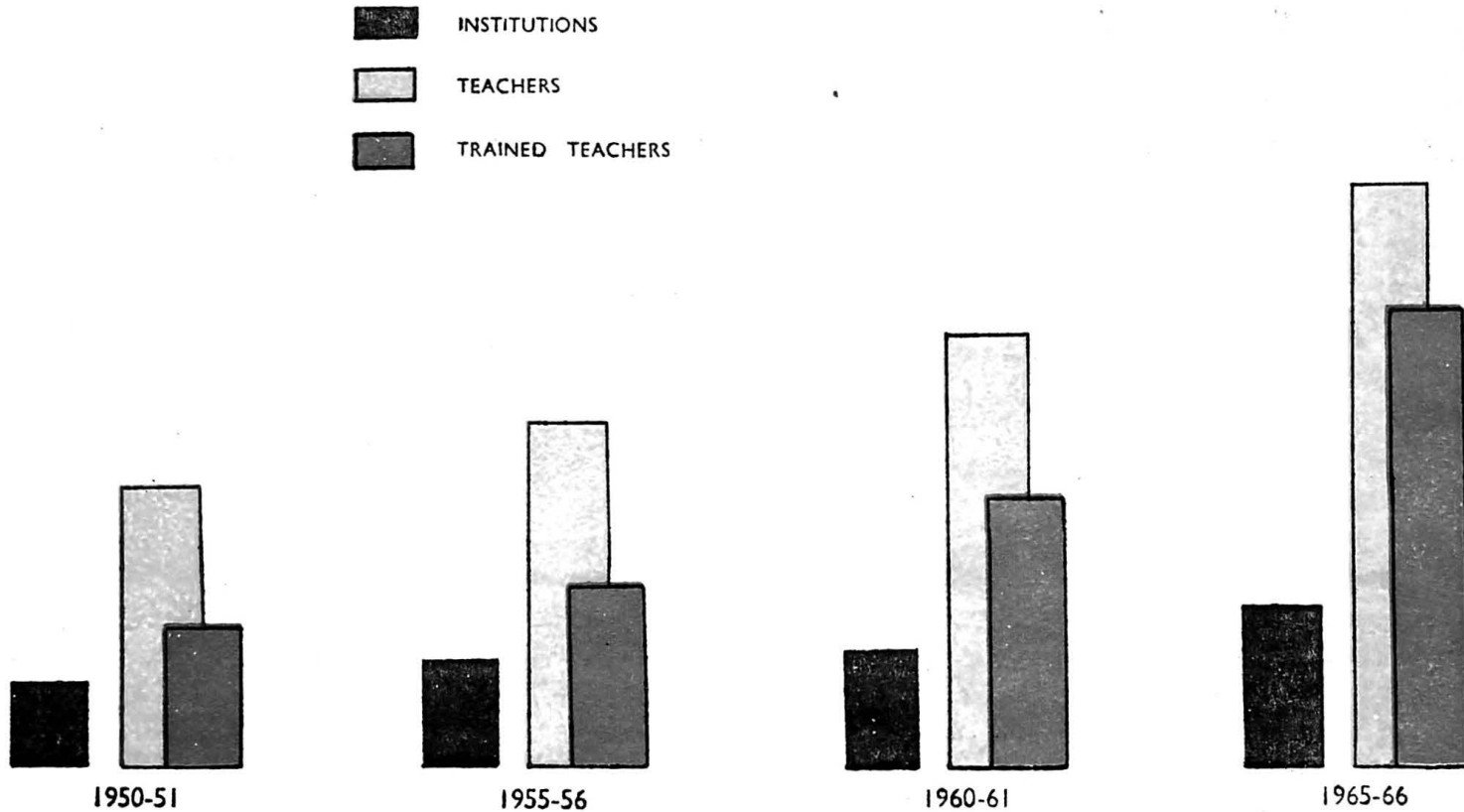
# PROGRESS OF PRIMARY EDUCATION IN MAHARASHTRA

## INSTITUTIONS & TEACHERS

THOUSANDS

200  
180  
160  
140  
120  
100  
80  
60  
40  
20  
0

INSTITUTIONS  
TEACHERS  
TRAINED TEACHERS



It will be seen that 2,008 or 54 per cent. of the secondary schools in Maharashtra have higher primary classes attached to them. This proportion is the highest in Marathwada (89 per cent.) and least in Western Maharashtra (37 per cent.) where the rural secondary schools generally have classes VIII-XI only. Similarly, only 30 per cent. of the total enrolment at the higher primary stage is in classes attached to secondary schools. It is however observed that this proportion is the highest in Vidarbha (50 per cent.) and the least in Western Maharashtra (23 per cent.). If standards at this stage have to improve, Maharashtra also will have to adopt the broad measures indicated above in paragraph 4.9 on the lines of the policies adopted in States like Punjab, Rajasthan or West Bengal.

(vi) General Progress of Primary Education :

4.11. The general progress of primary education in Maharashtra during the period under review is given in Table No. VIII.

TABLE No. VIII  
*Progress of Primary Education in Maharashtra (1950-51 to 1965-66)*

Item	1950—51	1955—56	1960—61	1965—66	Average Annual Increase (1950-65)
1. Institutions .. .. .	22,423	28,741	34,864	42,092	4.3
2. Enrolment—Classes I-IV (in 000s)	21,86	26,79	35,33	45,52	5.0
Classes V-VII .. .. .	4,81	5,88	9,73	15,40	8.0
Total .. .. .	26,67	32,67	45,06	60,92	5.6
3. Teachers— Graduate .. .. .	NA	1,091	1,330	2,477	8.5
Undergraduate .. .. .	NA	16,157	36,444	61,433	14.3
Others .. .. .	NA	73,490	76,836	90,885	2.1
Total .. .. .	74,161	90,738	1,14,610	1,54,795	5.0
Percentage Trained .. .. .	50.7	53.3	62.7	78.1	....
Teacher—Pupil Ratio .. .. .	35	35	37	36	....
4. Total Direct Expenditure (Rs.) (in crores) .. .. .	7.59	10.69	16.30	26.75	8.7
Percentage of teacher's salaries .. .. .	NA	74.6	85.9	89.6	....
Average emoluments per teacher per annum (Rs.) .. .. .	NA	879	1,223	1,549	5.8
Cost per pupil (Rs.) .. .. .	29	34	39	48	....
5. Primary Teacher—Training Institutions .. .. .	NA	78	127	140	....
Enrolment .. .. .	NA	11,218	16,547	19,831	5.9

} between 1955 and 1965.

It will be seen that the progress in primary education is almost outstanding. During the period under review, the number of primary schools has increased from 22,423 to 42,092 or at the average annual rate of 4.3 per cent. The enrolment in Classes I-IV has increased from 21.86 lakhs to 45.52 lakhs at an average annual rate of 5 per cent. and that in Classes V-VII has increased from 4.81 lakhs to 15.40 lakhs or at an average annual rate of 8 per cent. The total number of teachers has increased from 74,161 to 1,54,795 or at an average increase of 5 per cent. which is a little less than the rate of growth of enrolments and explains the small rise in the teacher-pupil ratio from 35 in 1950-51 to 36 in 1965-66. The total direct expenditure has increased from Rs. 7.59 crores to Rs. 26.75 crores or at an average rate of 8.7 per cent. per year. There is also an appreciable increase in the average emoluments per teacher and in the cost per pupil per year. The number of training institutions for primary teachers has also shown a very large increase. Some of the aspects of this development need a closer examination.

## (vii) Enrolment at Primary Stage :

4.12. Table No. IX-A given below shows the growth of enrolments at the primary stage during the period under review.

TABLE No. IX-A  
*Enrolment at Primary Stage (1950-51 and 1965-66)*

(Figures in 000's)

Region	Year	I	II	III	IV	Sub- Total (Lower Primary)	Per- centage to popula- tion (6-9)	V	VI	VII	Sub- Total (Higher Primary)	Per- centage to popula- tion (10-12)	Total (Prima- ry)	Per- centage to popula- tion (6-12)
Western Maharashtra.	1950-51	7,91	3,90	2,84	2,39	17,04	77.7	1,56	1,17	1,00	3,73	24.7	20,77	56.0
	1965-66	10,93	7,48	6,11	5,45	29,97	103.2	4,25	3,31	2,65	10,22	52.0	40,19	82.6
	Average Annual percentage Increase.	2.2	4.4	5.3	5.6	3.9	....	6.9	7.2	6.7	6.9	....	4.5	....
Vidarbha	1950-51	1,46	86	70	49	3,52	42.7	30	23	19	72	13.2	4,24	30.9
	1965-66	3,52	2,37	2,20	1,76	9,85	94.3	1,39	1,05	85	3,29	46.1	13,14	74.7
	Average Annual percentage Increase.	6.0	7.0	7.9	8.8	7.1	..	10.8	10.7	10.4	10.7	....	7.8	....
Marathwada	1950-51	50	30	27	22	1,29	22.2	17	11	8	36	9.1	1,65	16.9
	1965-66	2,55	1,24	1,02	90	5,70	70.5	78	63	49	1,90	35.6	7,60	56.6
	Average Annual percentage Increase.	11.5	9.8	9.3	9.9	10.4	....	10.6	12.4	12.7	11.6	....	10.7	....
Maharashtra	1950-51	9,87	5,07	3,81	3,10	21,86	60.7	2,03	1,50	1,27	4,81	19.6	26,67	44.1
	1965-66	17,00	11,09	9,32	8,11	45,52	95.7	6,42	4,99	3,99	15,40	47.9	60,92	76.5
	Average Annual percentage Increase.	3.7	5.4	6.2	6.6	5.0	....	8.0	8.3	7.9	8.0	....	5.6	....

N.B.—Totals may not tally because of rounding.

It will be seen that, in Maharashtra, the enrolment in Classes I-IV has increased from 60.7 per cent of the age-group 6-9 in 1950-51 to 95.7 per cent of the same age-group in 1965-66. The level reached is the highest in Western Maharashtra (103.2 per cent), the corresponding figures for Vidarbha and Marathwada being 94.3 per cent and 70.5 per cent respectively. In Classes V-VII, the enrolment in Maharashtra has increased from 19.6 per cent of the age-group 10-12 in 1950-51 to 47.9 per cent of the same age-group in 1965-66. Even here, the highest level reached is in Western Maharashtra (52 per cent), the corresponding figures for Vidarbha and Marathwada being 46.1 per cent and 35.6 per cent respectively. Taking the age-group 6-12 as a whole, the total enrolment in Classes I-VII in Maharashtra has increased from 44.1 per cent in 1950-51 to 76.5 per cent in 1965-66. This level is highest in Western Maharashtra (82.6 per cent), the corresponding figures for Vidarbha and Marathwada being 74.7 per cent and 56.6 per cent respectively.

4.13. This enrolment in Classes I-VII is usually compared, as has been done above, to the total population in the age-group 6-12. But as a matter of fact, the enrolment in Classes I-VII includes, not only enrolment of children in the age-group 6-12, but also a considerable proportion of children whose age is less than 6 or more than 12 years. The details of the enrolment of children in the age-group 6-12 are available for 1955-56 and 1965-66 and are given in Table No. IX-B.

# PROGRESS OF PRIMARY EDUCATION IN MAHARASHTRA

ENROLMENT  
IN

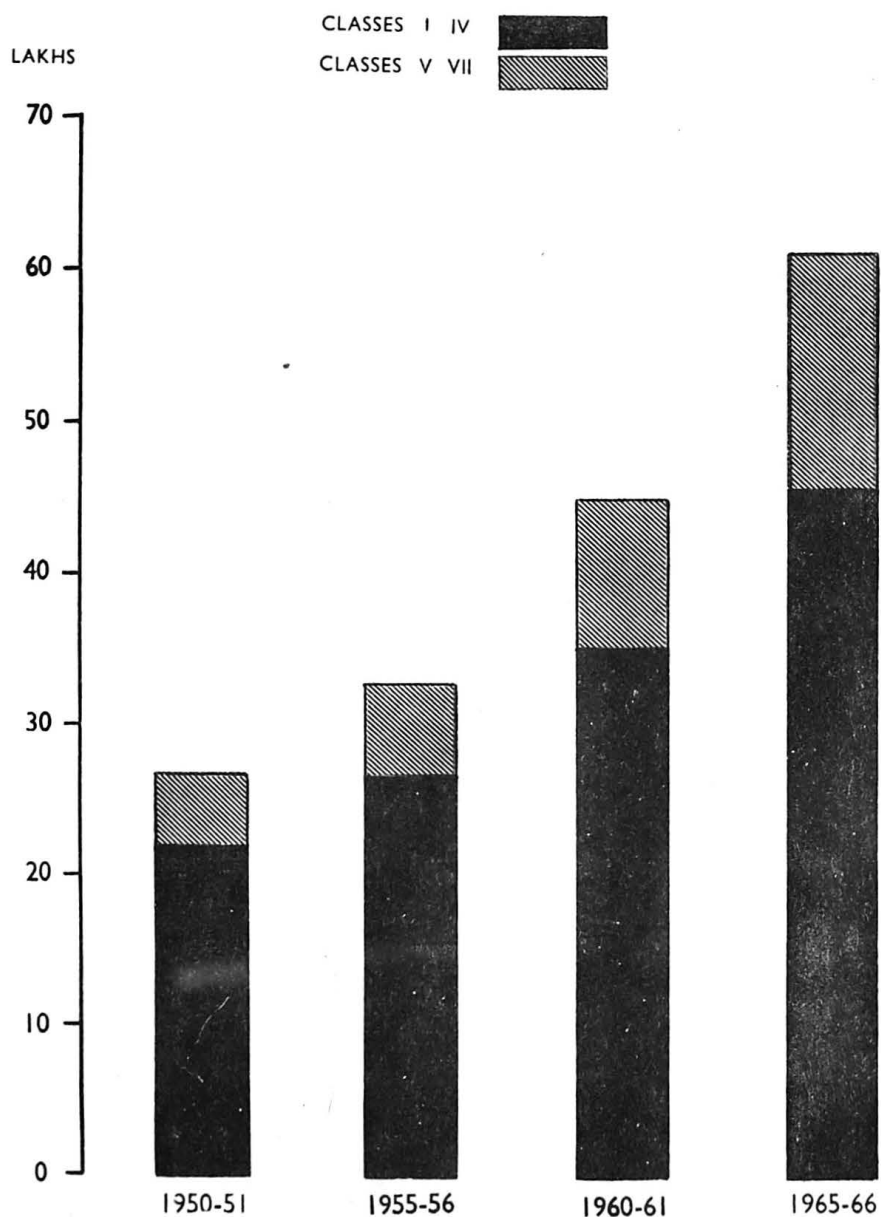


TABLE No. IX-B

*Enrolment percentages by age-groups (1955-56 and 1965-66)*

(Enrolment in thousands)

Age-group	1955-56						1965-66					
	Enrolment			Percentage to age-group			Enrolment			Percentage to age-group		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6-7 ..	1,79	1,03	2,82	37.2	22.8	30.2	2,61	1,83	4,44	41.8	29.7	35.8
7-8 ..	3,01	1,62	4,63	62.5	35.9	49.6	3,80	2,75	6,55	62.5	45.9	54.3
8-9 ..	3,10	1,82	4,92	64.5	40.1	52.7	4,06	2,85	6,91	68.7	49.1	59.0
9-10 ..	3,04	1,60	4,64	63.2	35.4	49.7	3,94	2,72	6,66	68.4	48.4	58.5
10-11 ..	2,77	1,41	4,18	65.6	35.4	50.9	4,38	2,83	7,21	78.2	52.1	65.3
11-12 ..	2,35	1,11	3,46	55.5	28.0	42.2	4,66	2,76	7,42	85.5	52.6	69.3
12-13 ..	1,98	76	2,74	47.0	19.0	33.4	4,54	2,47	7,01	85.4	48.7	67.5
Total 6-13 ..	18,05	9,36	27,41	56.5	31.1	44.2	27,99	18,21	46,20	69.3	46.3	58.0

It will be seen from the above table that, in the age-group 6-13, only 44.2 per cent of the children were enrolled in schools in 1955-56 and that the proportion increased to 58.0 per cent only in 1965-66. For boys, this proportion was much higher (56.5 per cent in 1955-56 and 69.3 per cent in 1965-66) than that for girls (31.1 per cent in 1955-56 and 46.3 per cent in 1965-66). There is still a considerable effort to be made if free and compulsory education is to be made available to all children in the age-group 6-13.

4.14. If enrolment in Classes I-V and in Classes VI-VIII, as a percentage of the total population in the age-group 6-10 and 11-13 respectively, in the different States of India is compared, it is found that Maharashtra ranks very high. This will be seen from Table Nos. X-A and X-B.

TABLE NO. X-A

*Enrolment in Classes I-V and its Percentage to population 6-10 (1963-64)*

States	Boys (in lakhs)				Girls (in lakhs)				Total (in lakhs)			
	Enrolment	Enrolment percentage	Index	Rank	Enrolment	Enrolment percentage	Index	Rank	Enrolment	Enrolment percentage	Index	Rank
Andhra Pradesh ..	21.43	91.1	89	10	14.62	62.3	98	5	36.04	76.7	92	6
Assam ..	8.57	92.3	90	8	5.31	57.1	90	7	13.88	74.7	89	7
Bihar ..	28.59	81.9	80	15	8.98	26.4	42	15	37.56	54.5	65	15
Gujarat ..	16.02	101.4	99	5	9.24	62.1	98	6	25.26	82.3	99	5
Jammu and Kashmir.	2.04	85.3	83	12	0.66	29.6	47	14	2.70	58.4	70	13
Kerala ..	14.28	118.7	115	2	12.41	106.0	167	1	26.69	112.5	135	1
Madhya Pradesh ..	20.09	84.5	82	13	6.88	29.8	47	13	26.97	57.5	69	14
Madras ..	25.17	118.8	115	1	17.41	83.5	131	2	42.58	101.3	121	2
MAHARASHTRA ..	29.09	102.9	100	4	17.36	63.5	100	4	46.45	83.5	100	4
Mysore ..	17.09	103.5	101	3	12.23	75.2	118	3	29.32	89.5	107	3
Orissa ..	11.08	94.3	92	6	5.36	44.2	70	11	16.44	68.8	82	11
Punjab ..	14.02	86.1	84	11	7.80	54.0	85	8	21.82	71.0	85	10
Rajasthan ..	11.50	73.8	72	16	2.95	20.2	32	16	14.45	47.9	57	16
Uttar Pradesh ..	43.58	83.3	81	14	16.19	33.0	52	12	59.76	59.0	71	12
West Bengal ..	22.87	91.3	89	9	13.21	52.7	83	9	36.08	72.0	86	8
India ..	2,91.21	92.6	90	7	1,54.29	50.8	80	10	4,45.50	72.0	86	8

TABLE NO. X-B

*Enrolment in Classes VI-VIII and its percentage to population 11-13 (1963-64)*

States	Boys (in lakhs)				Girls (in lakhs)				Total (in lakhs)			
	Enrolment	Enrolment	Index	Rank	Enrolment	Enrolment	Index	Rank	Enrolment	Enrolment	Index	Rank
	per centage	per centage			per centage	per centage			per centage	per centage		
Andhra Pradesh ..	4.14	32.6	67	12	1.35	10.7	54	11	5.48	21.7	62	12
Assam ..	1.96	40.8	84	8	0.84	17.9	90	7	2.80	29.5	85	8
Bihar ..	5.53	30.3	62	14	0.85	4.9	25	15	6.38	18.0	52	14
Gujarat ..	3.45	66.4	136	2	1.52	19.4	98	6	4.97	30.8	89	7
Jammu and Kashmir .	0.58	43.4	89	7	0.23	19.6	99	4	0.81	32.2	93	5
Kerala ..	4.68	73.1	150	1	3.61	56.5	285	1	8.30	64.8	186	1
Madhya Pradesh ..	3.71	31.3	64	13	0.86	7.6	38	12	4.57	19.7	57	13
Madras ..	6.48	57.0	117	3	2.88	25.5	129	2	9.36	41.2	118	2
MAHARASHTRA ..	7.41	48.8	100	5	2.83	19.8	100	3	10.24	34.8	100	3
Mysore ..	4.23	49.3	101	4	1.66	19.6	99	4	5.90	34.6	99	4
Orissa ..	1.63	25.9	53	16	0.29	4.5	23	16	1.92	15.1	43	16
Punjab ..	3.88	44.7	92	6	1.32	17.2	87	8	5.20	31.8	91	6
Rajasthan ..	2.42	29.7	61	15	0.41	5.4	27	14	2.83	18.0	52	14
Uttar Pradesh ..	9.97	36.5	75	11	1.82	7.1	36	13	11.79	22.3	64	11
West Bengal ...	5.02	38.5	79	10	2.14	16.8	85	9	7.16	27.7	80	10
India ..	66.83	40.4	83	9	23.57	14.9	75	10	90.39	27.9	80	9

In so far as enrolment of boys in Classes I-V is concerned, Maharashtra with its enrolment ratio of 102.9 stands fourth, the three States above it being Madras (118.8 per cent), Kerala (118.7 per cent) and Mysore (103.5 per cent). The enrolment ratio for girls in Classes I-V in Maharashtra is 63.5 per cent and this gives it the fourth rank, the three States above it being Kerala (106.0 per cent), Madras (83.5 per cent) and Mysore (75.2 per cent). Taking the enrolment of boys and girls in Classes I-V together, Maharashtra with its enrolment ratio of 83.5 per cent still stands fourth, the three States above it being Kerala (112.5 per cent), Madras (101.3 per cent) and Mysore (89.5 per cent).

With regard to the enrolment of boys in Classes VI-VIII, Maharashtra (with its enrolment ratio of 48.8 per cent) stands fifth, the four States above it being Kerala (73.1 per cent), Gujarat (66.4 per cent), Madras (57.0 per cent) and Mysore (49.3 per cent). The enrolment of girls in Classes VI-VIII in Maharashtra is 19.8 per cent and this gives it the third place, the two States above it being Kerala (56.5 per cent) and Madras (25.5 per cent). Taking the enrolment of boys and girls together in Classes VI-VIII, Maharashtra (with its enrolment percentage of 34.8) stands third, the States above it being Kerala (64.8 per cent) and Madras (41.2 per cent).

4.15. *Enrolment in Class I.*—Taking the enrolments in Class I, as given in Table IX-A earlier, it may be pointed out that these are on the high side. Since the age of admission to Class I is six years, the vast bulk of the children in Class I should be children who are six years old, a small proportion of places only being taken by younger children who may be admitted on a voluntary basis or by older children who have stagnated. Therefore, the enrolment in Class I should not ordinarily be more than 120 per cent of the total population in the age group 6-7.

4.16. The picture in Maharashtra, however, is very different. In 1965-66, for instance, the enrolment in Class I was 16,99,892 against a total population of only 12,39,700 in the age-group 6-7 or 137 per cent of this population. This is because no proper enrolment policies are followed while admitting children to Class I—children of all ages are indiscriminately admitted—and because there is a good deal of stagnation. This will be clearly seen from Table No. XI which gives the details of the age-wise enrolment of children in Class I.

TABLE NO. XI

*Enrolment in Class I by Age (1965-66)*

		Boys		Girls		Total	
		Number	Per centage to total enrolment	Number	Per centage to total enrolment	Number	Per centage to total enrolment
Population in the age-group 6-7		6,25,000	....	6,14,700	....	12,39,700	....
Enrolment in Class I of age	5-6	58,736	6·2	41,569	5·6	1,00,305	5·9
	6-7	2,32,281	24·3	1,64,722	22·1	3,97,003	23·3
	7-8	2,77,823	29·1	2,09,337	28·1	4,87,160	28·6
	8-9	1,98,087	20·8	1,58,447	21·3	3,56,534	21·0
	9-10	1,06,954	11·2	92,441	12·4	1,99,395	11·7
	10-11	47,728	5·0	45,373	6·1	93,101	5·5
	11-12	20,397	2·1	21,443	2·9	41,840	2·5
	12-13	8,443	0·9	8,158	1·1	16,601	1·0
	13-14	2,686	0·3	2,442	0·3	5,128	0·3
	Over 14	1,428	0·1	1,397	0·1	2,825	0·2
Total ...	9,54,563	100·0	7,45,329	100·0	16,99,892	100·0	

It will be seen that the children in the age-group 6-7, instead of being 70 to 80 per cent of the total enrolment in Class I, are even less than 25 per cent. This heterogeneous composition of Class I also makes teaching very difficult. During the next few years, therefore, a consistent programme of improving the conditions in Class I will have to be developed on two lines. (A) Every year, an attempt should be made to enrol as many children from the age-group 6-7 as possible in Class I. It is obvious that, if this policy is followed consistently for five or six years, the proportion of older children who are enrolled in Class I for the first time will drop very considerably and disappear. (B) An attempt should also be made to reduce stagnation so that children who are enrolled in the age-group 6-7 are mostly promoted to Class II at the end of the year. The effect of these policies would be to reduce the enrolment in Class I and to increase it proportionately in the higher classes. This will not involve any additional expenditure. But it will mean a far better return on the expenditure incurred on lower primary education.

**(viii) The Extent of Wastage or Drop-outs :**

4·17. It will be seen from Table No. IX-A that the enrolments at the primary stage decline from class to class as one goes up the educational ladder. This is because of the large extent of wastage or drop-outs. A redeeming feature, however, is that, between 1950-51 and 1965-66, the average annual rate of growth of enrolments in Classes II-VII is larger than that in the corresponding preceding classes.\* This shows that the extent of wastage is slowly but steadily declining. From this point of view, Table Nos. XII-A and XII-B given below which show the extent of wastage at the primary stage during the period under review, separately for boys and girls, will be found interesting.

\* The only exception to this is Class VII where the average annual rate of growth is less than that in Class VI. The explanation is not easy to give.

TABLE No. XII-A

*Rate of Retention of Boys in Primary Classes (1950-51 to 1965-66)*

Year	I	II	III	IV	V	VI	VII
1950-51	6,04,804 (100·0)	....	....	....	....	....	....
1951-52	6,27,325 (100·0)	3,60,695 (59·6)	....	....	....	....	....
1952-53	6,40,661 (100·0)	3,69,021 (58·8)	2,86,966 (47·4)	....	....	....	....
1953-54	6,78,081 (100·0)	3,91,180 (61·1)	3,04,856 (48·6)	2,57,082 (42·5)	....	....	....
1954-55	7,27,049 (100·0)	4,19,374 (61·8)	3,26,716 (57·0)	2,75,282 (43·9)	1,87,311 (31·0)	....	....
1955-56	7,34,280 (100·0)	4,24,302 (58·4)	3,31,211 (48·8)	2,78,292 (43·4)	1,89,200 (30·2)	1,41,157 (23·3)	....
1956-57	7,14,832 (100·0)	4,76,660 (64·9)	3,64,872 (50·2)	2,92,440 (43·1)	2,11,967 (33·1)	1,59,735 (25·5)	1,33,574 (22·1)
1957-58	7,24,456 (100·0)	4,67,645 (65·4)	3,82,665 (52·1)	3,12,136 (42·9)	2,21,856 (32·7)	1,72,296 (26·9)	1,40,782 (22·4)
1958-59	8,16,026 (100·0)	4,71,056 (65·0)	3,93,908 (55·1)	3,40,333 (46·3)	2,44,120 (33·6)	1,85,403 (27·3)	1,55,451 (24·3)
1959-60	8,37,291 (100·0)	5,04,176 (61·8)	4,04,000 (55·8)	3,52,847 (49·4)	2,75,756 (37·6)	2,02,477 (27·8)	1,66,527 (24·6)
1960-61	8,64,180 (100·0)	5,34,090 (63·8)	4,36,395 (53·5)	3,65,080 (50·4)	2,97,121 (41·6)	2,27,749 (31·0)	1,79,324 (24·7)
1961-62	9,21,236 (100·0)	5,50,546 (63·7)	4,64,121 (55·4)	4,01,659 (49·2)	3,16,728 (43·7)	2,53,587 (35·5)	2,00,608 (27·3)
1962-63	9,12,985 (100·0)	5,85,981 (63·6)	4,74,396 (54·9)	4,28,173 (51·1)	3,45,791 (42·4)	2,73,041 (37·7)	2,21,186 (31·0)
1963-64	8,54,655 (100·0)	6,86,513 (75·2)	5,44,805 (59·1)	4,45,274 (51·5)	3,77,762 (45·1)	3,00,519 (36·8)	2,38,105 (32·9)
1964-65	8,72,880 (100·0)	6,76,684 (79·2)	5,98,458 (65·5)	4,93,173 (53·5)	4,01,035 (46·4)	3,26,910 (39·0)	2,61,945 (32·1)
1965-66	....	6,64,539 (76·1)	5,87,022 (68·7)	5,28,766 (57·9)	4,39,055 (47·7)	3,48,030 (40·3)	2,83,481 (33·9)

Note.—Figures in brackets indicate percentage of enrolment to corresponding feeding enrolment in Class I.



# RATE OF RETENTION OF BOYS AND GIRLS IN PRIMARY CLASSES 1956-57 TO 1965-66

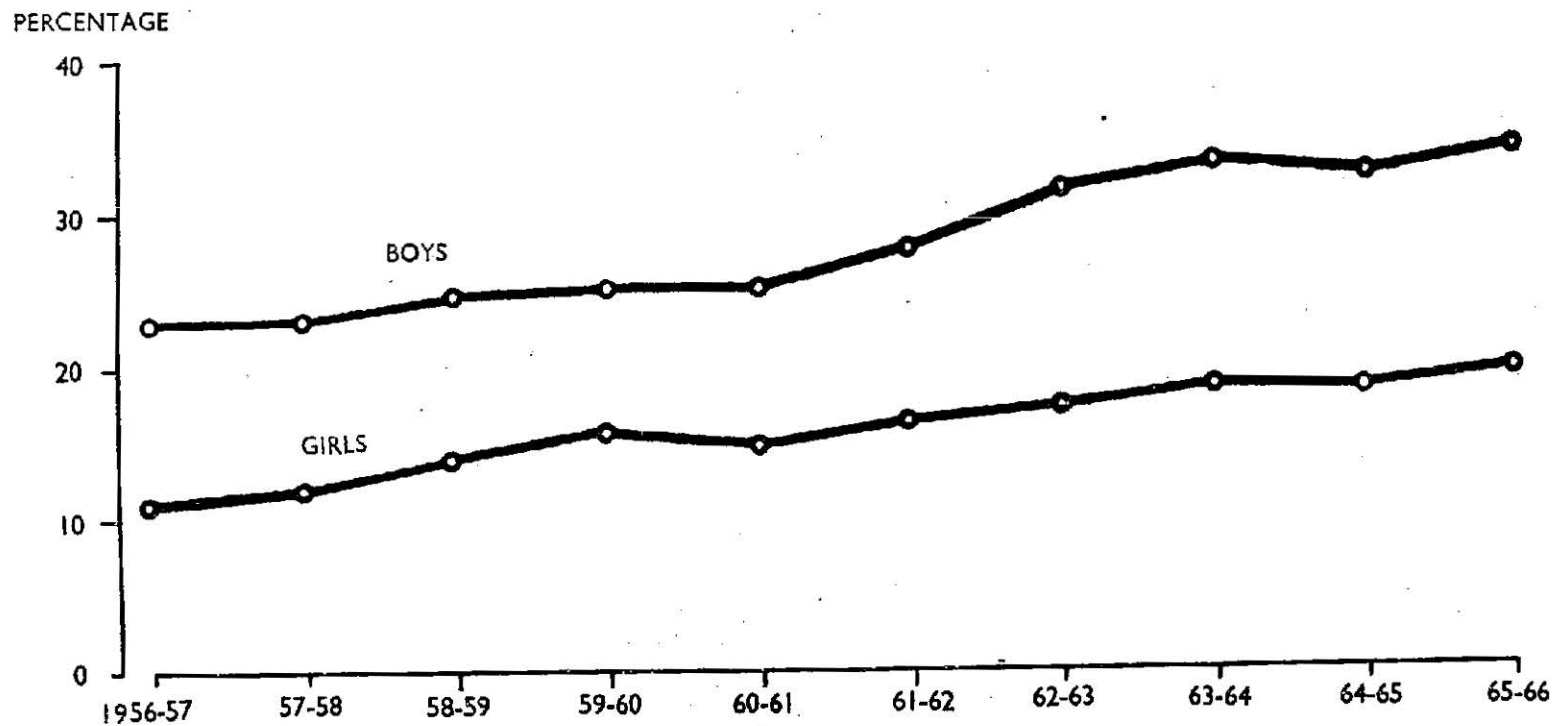


TABLE No. XII—B

*Rate of Retention of Girls in Primary Classes (1950-51 to 1965-66)*

Year	I	II	III	IV	V	VI	VII
1950-51	.. 3,82,625 (100·0)	.... ....	.... ....	.... ....	.... ....	.... ....	.... ....
1951-52	.. 3,86,719 (100·0)	1,61,926 (42·3)	.... ....	.... ....	.... ....	.... ....	.... ....
1952-53	.. 3,81,617 (100·0)	1,60,769 (41·6)	1,12,980 (29·5)	.... ....	.... ....	.... ....	.... ....
1953-54	.. 3,94,099 (100·0)	1,66,610 (43·7)	1,17,361 (30·3)	86,089 (22·5)	.... ....	.... ....	.... ....
1954-55	.. 4,33,946 (100·0)	1,83,639 (46·6)	1,29,436 (33·9)	94,851 (24·5)	55,688 (14·6)	.... ....	.... ....
1955-56	.. 4,68,465 (100·0)	1,99,217 (45·9)	1,40,854 (35·7)	1,02,701 (26·9)	60,113 (15·5)	42,666 (11·2)	.... ....
1956-57	.. 4,94,991 (100·0)	2,37,364 (50·7)	1,57,350 (36·3)	1,13,915 (28·9)	70,681 (18·5)	50,859 (13·2)	40,679 (10·6)
1957-58	.. 5,13,602 (100·0)	2,52,697 (51·1)	1,78,564 (38·1)	1,27,185 (29·3)	78,152 (19·8)	57,809 (15·1)	44,992 (11·6)
1958-59	.. 5,75,603 (100·0)	2,62,200 (51·1)	1,93,547 (39·1)	1,45,447 (31·0)	87,335 (20·1)	65,398 (16·6)	52,850 (13·8)
1959-60	.. 5,92,595 (100·0)	2,90,544 (50·5)	2,05,437 (40·0)	1,60,144 (32·4)	1,04,440 (22·3)	72,984 (16·8)	59,391 (15·5)
1960-61	.. 6,24,953 (100·0)	3,09,136 (52·2)	2,26,573 (39·4)	1,72,721 (33·6)	1,18,396 (23·9)	86,278 (18·4)	64,280 (14·8)
1961-62	.. 6,64,718 (100·0)	3,25,176 (52·0)	2,44,556 (41·3)	1,94,979 (33·9)	1,30,159 (25·3)	97,572 (19·7)	74,736 (16·0)
1962-63	.. 6,49,886 (100·0)	3,46,480 (52·1)	2,56,408 (41·0)	2,12,101 (35·8)	1,46,914 (25·5)	1,08,409 (21·1)	84,638 (17·1)
1963-64	.. 6,23,458 (100·0)	4,23,878 (65·2)	2,99,075 (45·0)	2,25,404 (36·1)	1,64,250 (27·7)	1,23,099 (21·4)	93,400 (18·2)
1964-65	.. 6,56,428 (100·0)	4,31,804 (69·3)	3,41,108 (52·5)	2,54,983 (38·4)	1,81,790 (29·1)	1,36,624 (23·1)	1,04,670 (18·2)
1965-66	.. ....	4,44,149 (67·7)	3,45,309 (55·4)	2,82,116 (43·4)	2,03,334 (30·6)	1,51,185 (24·2)	1,15,182 (19·4)

*Note.*—Figures in brackets indicate the percentage of enrolment to corresponding feeding enrolment in Class I.

4.18 *Wastage in Class I.*—The first two columns of Table No. XII-A show that, in 1951-52, there were only 59·6 boys in Class II for every 100 boys enrolled in Class I during the preceding year. This gives a drop-out percentage of 40·4 in Class I only. The situation remained more or less unchanged till 1955-56 in which year there were 58·4 boys in Class II for every 100 boys enrolled in Class I in the preceding year.

Between 1956-57 and 1962-63, there was some improvement in the situation and the proportion of boys retained in Class II for every 100 boys enrolled in Class I in the previous year varied from 61·8 in 1959-60 to 65·4 in 1957-58.

From 1963-64, there has been a sudden improvement and the proportion of boys retained in Class II has risen to 75 per cent. The principal reason for this improvement appears to be the orders of Government issued in 1962-63 to the effect that the names of pupils in Class I who have absented for three continuous months should be struck off the register.

A reference to Table XII-B will show that the drop-outs in Class I are somewhat larger in the case of girls. But the over-all trend is similar to that for boys. (1) large drop-outs between 1950-51 and 1955-56; (2) some improvement between 1956-57 and 1962-63; and (3) marked improvement since 1963-64.

Even this improvement however is not satisfactory and it should be possible to increase the retention rate in Class II to about 90 per cent of the enrolment in Class I in the preceding year. This should be a major programme of reform on which adequate emphasis will have to be placed in the years ahead.

4.19. *Wastage in Classes I-IV.*—We may now consider the wastage between Class I and Class IV which is the stage required to attain permanent literacy. It will be seen from Table No. XII-A that for every 100 boys enrolled in Class I in 1950-51, only 42·5 reached Class IV in 1953-54. This implies a drop-out of 57·5 per cent. During the last 15 years, this drop-out rate is steadily declining and it will be seen that for every 100 boys enrolled in Class I in 1962-63, 57·9 reached Class IV in 1965-66. As in the case of Class I, the position has improved to some extent between 1956-57 and 1962-63 and markedly thereafter.

The wastage rates amongst girls are higher than those for boys. But they show a similar trend. This will be seen from Table No. XII-B. For every 100 girls enrolled in Class I in 1950-51, only 22·5 per cent reached Class IV in 1953-54, which implies a wastage rate of 77·5 per cent. But for every 100 girls enrolled in Class I in 1962-63, 43·4 reached Class IV in 1965-66, which implies a wastage rate of 56·6 per cent.

4.20. *Transfer Rate from Class IV to Class V.*—The lower primary stage ends in Class IV and higher primary stage begins in Class V. Many children fail to transfer themselves from lower primary schools to higher primary schools for a variety of reasons and hence it is important to study the transfer rate from Class IV to Class V. This will be evident from the following statistics for the period under review :—

TABLE No. XIII

## Transfer Rate from Class IV to V (1950-51 to 1965-66)

(Enrolment in thousands)

Year	Enrolment in Class IV			Enrolment in Class V			Transfer Rate (%)			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1950-51	..	2,28	83	3,11	....	....	....	....	....	
1951-52	..	2,37	84	3,21	1,61	49	2,10	70.6	59.7	67.7
1952-53	..	2,42	83	3,25	1,65	49	2,14	69.5	58.4	66.4
1953-54	..	2,57	86	3,43	1,75	51	2,26	72.2	60.9	69.3
1954-55	..	2,75	95	3,70	1,87	56	2,43	72.9	64.7	70.8
1955-56	..	2,78	1,03	3,81	1,89	60	2,49	68.7	63.4	67.4
1956-57	..	2,92	1,14	4,06	2,12	71	2,83	76.2	68.8	74.2
1957-58	..	3,12	1,27	4,39	2,22	78	3,00	75.9	68.6	73.8
1958-59	..	3,40	1,46	4,86	2,44	87	3,31	78.2	68.7	75.4
1959-60	..	3,53	1,60	5,13	2,76	1,04	3,80	81.0	71.8	78.3
1960-61	..	3,65	1,73	5,38	2,97	1,18	4,15	84.2	73.9	81.0
1961-62	..	4,02	1,95	5,97	3,17	1,30	4,47	86.8	75.4	83.1
1962-63	..	4,28	2,12	6,40	3,46	1,47	4,93	86.1	75.3	82.6
1963-64	..	4,45	2,26	6,71	3,78	1,64	5,42	88.2	77.4	84.7
1964-65	..	4,93	2,55	7,48	4,01	1,82	5,83	90.1	80.7	86.9
1965-66	..	....	....	....	4,39	2,03	6,42	89.0	79.7	85.9

It will be seen that during the period under review, the transfer rate for boys has improved from 70.6 per cent in 1951-52 to 89.0 per cent in 1965-66 and that for girls has risen from 59.7 per cent to 79.7 per cent. This is a good achievement. With better planning of the higher primary schools, the rate will show a marked improvement.

4.21. *Wastage in Classes I-VII.*—Taking Classes I-VII as a unit, it will be seen, from Table XI-A, that for every 100 boys enrolled in Class I in 1950-51, 22.1 boys reached Class VII in 1956-57. But for every 100 boys enrolled in Class I in 1959-60, 33.9 boys reached Class VII in 1965-66. This shows a steady but slow reduction in wastage rates.

The wastage rates for girls (*vide* Table XI-B) are higher than those for boys but they show a similar steady and slow decline. For every 100 girls enrolled in Class I in 1950-51 only 10.6 girls reached Class VII in 1956-57. But for every 100 girls enrolled in Class I in 1959-60, 19.4 girls reached Class VII in 1965-66.

4.22. It is obvious that the wastage rates for 1963-64, for Classes I-II, Classes I-IV and Classes I-VII, reduced as they are compared to earlier years, are still too high and even higher than in many other States of India. This will be seen from Tables XIV-A and XIV-B.

TABLE

*Retention rates at the*

States	Boys				Girls	
	Enrolment in Class I in 1960-61	Enrolment in Class IV in 1963-64	Retention rate	Rank	Enrolment in Class I in 1960-61	Enrolment in Class IV in 1963-64
1	2	3	4	5	6	7
Andhra Pradesh .. ..	7,35,078	2,71,408	36.9	12	4,84,986	1,57,350
Assam .. ..	3,09,228	1,10,085	35.6	13	1,99,248	60,302
Bihar .. ..	10,85,673	3,26,253	30.1	15	3,84,845	74,341
Gujarat .. ..	5,02,439	2,09,738	41.7	10	3,16,668	1,09,008
Jammu and Kashmir .. ..	52,586	29,802	56.7	4	12,703	10,342
Kerala .. ..	3,21,364	2,57,585	80.2	1	2,92,025	2,17,306
Madhya Pradesh .. ..	5,78,180	2,44,538	42.3	9	1,82,845	76,357
Madras .. ..	6,31,243	3,73,942	59.2	3	4,34,058	2,26,128
MAHARASHTRA .. ..	8,64,180	4,45,274	51.5	5	6,24,953	2,25,404
Mysore .. ..	5,01,194	2,27,264	45.3	7	3,35,170	1,24,166
Orissa .. ..	4,50,382	1,37,158	30.5	14	2,50,227	44,293
Punjab .. ..	2,84,450	1,90,381	66.9	2	1,51,060	96,553
Rajasthan .. ..	3,61,598	1,49,796	41.4	11	93,260	34,753
Uttar Pradesh .. ..	11,28,680	5,71,784	50.7	6	3,38,166	1,67,779
West Bengal .. ..	7,63,996	2,00,359	26.2	16	4,92,300	1,50,994
INDIA .. ..	87,10,438	39,27,968	45.1	8	46,80,909	18,25,491

TABLE

*Retention rates at the*

States	Boys				Girls	
	Enrolment in Class I in 1957-58	Enrolment in Class VII in 1963-64	Retention rate	Rank	Enrolment in Class I in 1957-58	Enrolment in Class VII in 1963-64
1	2	3	4	5	6	7
Andhra Pradesh .. ..	6,25,944	1,33,224	21.3	15	4,12,660	43,081
Assam .. ..	2,54,457	63,791	25.1	12	1,59,367	27,408
Bihar .. ..	6,51,186	1,79,743	27.6	10	1,85,962	29,468
Gujarat .. ..	4,62,073	1,10,291	23.9	13	2,84,753	50,348
Jammu and Kashmir .. ..	43,100	18,811	43.7	3	14,237	7,638
Kerala .. ..	3,25,521	1,53,894	47.3	1	2,74,981	1,18,104
Madhya Pradesh .. ..	5,44,115	1,16,714	21.5	16	1,45,820	27,069
Madras .. ..	5,33,543	1,83,625	34.4	5	3,40,473	84,253
MAHARASHTRA .. ..	7,24,456	2,38,105	32.9	6	5,13,602	93,400
Mysore .. ..	4,61,676	1,27,058	27.5	11	2,90,403	51,701
Orissa .. ..	1,89,288	56,307	29.7	8	77,212	9,817
Punjab .. ..	2,91,527	1,29,122	44.3	2	1,37,094	44,667
Rajasthan .. ..	2,10,044	79,065	37.6	4	50,394	13,499
Uttar Pradesh .. ..	10,79,441	3,21,150	29.8	7	2,68,225	57,490
West Bengal .. ..	7,42,670	1,62,776	21.9	14	4,59,066	67,942
INDIA .. ..	72,41,559	21,30,949	29.4	9	36,66,227	7,57,377

## No. XIV-A

## Primary Stage (1963-64)

Total						
Reten- tion rate	Rank	Enrolment in Class I in 1960-61	Enrolment in Class IV in 1963-64	Reten- tion rate	Rank	States
8	9	10	11	12	13	1
32.4	12	12,20,064	4,28,758	35.1	12	Andhra Pradesh
30.3	14	5,08,476	1,70,387	33.5	13	Assam
19.3	15	14,70,518	4,00,594	27.2	15	Bihar
34.4	11	8,19,107	3,18,746	38.9	11	Gujarat
81.4	1	65,289	40,144	61.5	3	Jammu and Kashmir
74.4	2	6,13,389	4,74,891	77.4	1	Kerala
41.8	6	7,61,025	3,20,895	42.2	8	Madhya Pradesh
52.1	4	10,65,301	6,00,070	56.3	4	Madras
36.1	10	14,89,133	6,70,678	45.0	6	MAHARASHTRA
37.0	9	8,36,364	3,51,430	42.0	9	Mysore
17.7	16	7,00,609	1,81,451	25.9	16	Orissa
63.9	3	4,35,510	2,86,934	65.9	2	Punjab
37.3	8	4,54,858	1,84,549	40.6	10	Rajasthan
49.6	5	14,66,846	7,39,563	50.4	5	Uttar Pradesh
30.7	13	12,56,296	3,51,353	28.0	14	West Bengal
39.0	7	1,33,91,347	57,53,459	43.0	7	INDIA

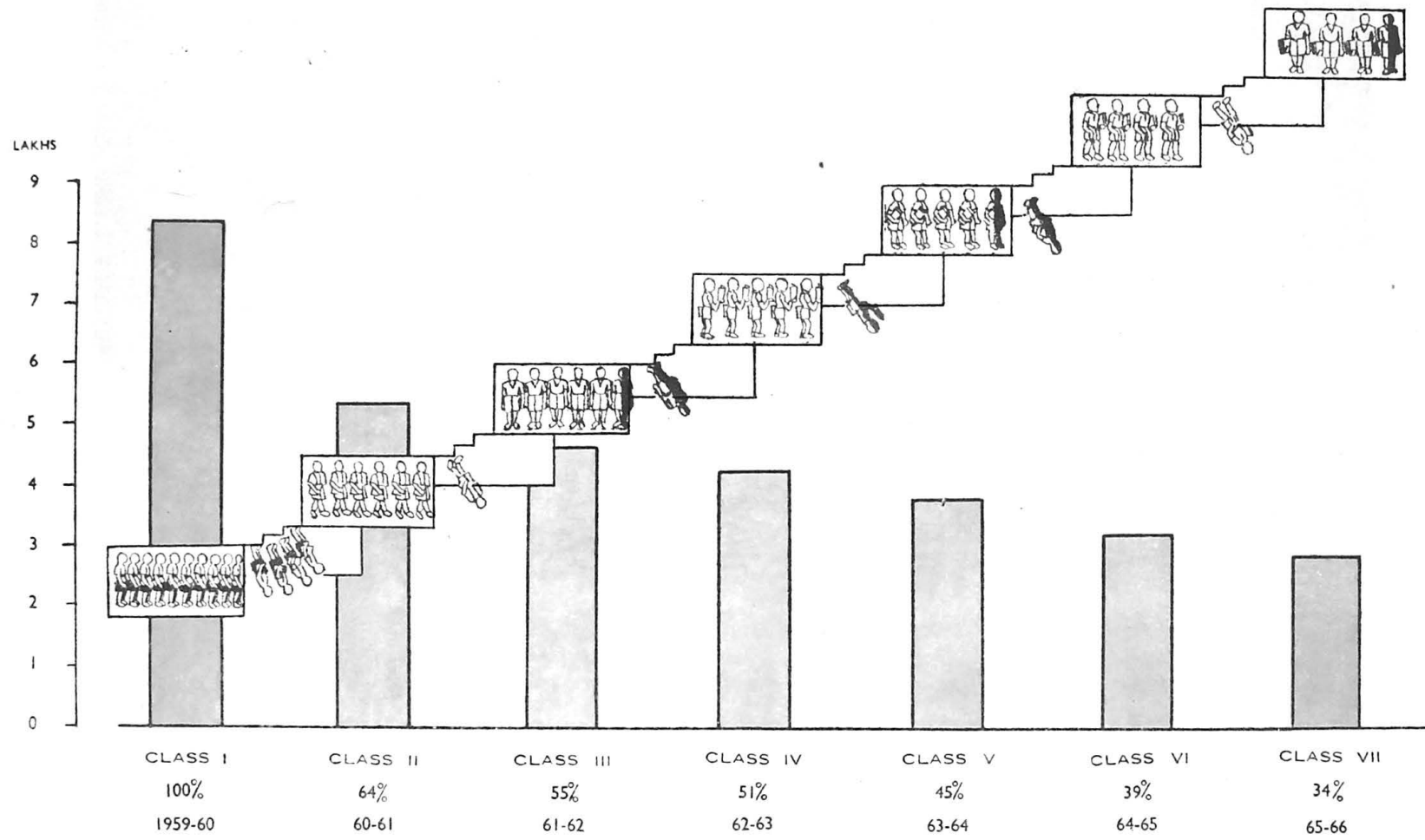
## No. XIV—B

## Primary Stage (1963-64.)

Total						
Reten- tion rate	Rank	Enrolment in Class I in 1957-58	Enrolment in Class VII in 1963-64.	Reten- tion rate	Rank	States
8	9	10	11	12	13	1
10.4	16	10,38,604	1,76,305	17.0	16	Andhra Pradesh
17.2	12	4,13,824	91,199	22.0	12	Assam
15.8	13	8,37,148	2,09,211	25.0	9	Bihar
17.7	11	7,46,826	1,60,639	21.5	13	Gujarat
53.6	1	57,337	26,449	46.1	1	Jammu and Kashmir
42.9	2	6,00,502	2,71,998	45.3	2	Kerala
18.6	8	6,89,935	1,43,783	20.8	14	Madhya Pradesh
24.7	5	8,74,016	2,67,878	30.6	5	Madras
18.2	9	12,38,058	3,31,505	26.8	7	MAHARASHTRA
17.8	10	7,52,079	1,78,759	23.8	11	Mysore
12.7	15	2,66,500	66,124	24.8	10	Orissa
32.6	3	4,28,621	1,73,789	40.5	3	Punjab
26.8	4	2,60,438	92,564	35.5	4	Rajasthan
21.4	6	13,47,666	3,78,640	28.1	6	Uttar Pradesh
14.8	14	12,01,736	2,30,718	19.2	15	West Bengal
20.7	7	1,09,07,786	28,88,326	26.5	8	INDIA

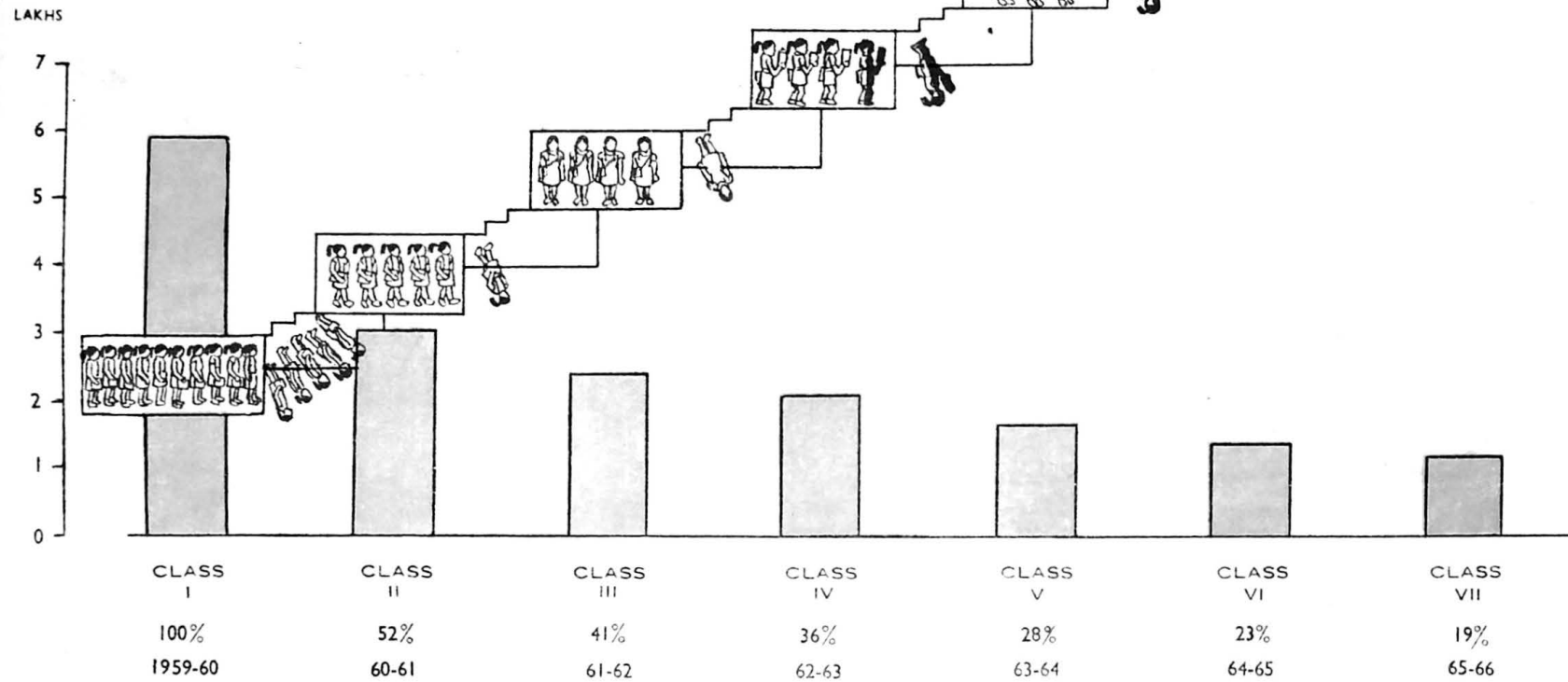


# WASTAGE & STAGNATION RATE OF RETENTION IN PRIMARY CLASSES FOR BOYS





# WASTAGE & STAGNATION RATE OF RETENTION IN PRIMARY CLASSES FOR GIRLS



It will be seen that, like wastage, stagnation also is highest in Class I, the average period of stay of a pupil in this Class being 1.4 years. This gets reduced in Class II and still further in Classes III-VII. Obviously, there is considerable room for improvement here because the average period of stay for a pupil in any Class should not be greater than 1.1 years.

**(x) Syllabus for Classes I-VII :**

4.27. In Western Maharashtra, the syllabus for Classes I-VII was and continues to be prescribed by the Directorate of Education. In Vidarbha, the syllabus for Classes I-IV was and continues to be prescribed by the Directorate of Education. But the syllabus for Classes V-VII was previously prescribed by the Vidarbha Board of Secondary Education. However, after the enforcement, from 1st January 1966, of the Maharashtra Secondary Education Boards Act, 1965, the syllabus for Classes V-VII in Vidarbha has begun to be prescribed by the Directorate of Education. In Marathwada, the syllabus for the infant class (now Class I) and Classes II-VIII (new) was and continues to be prescribed by the Directorate of Education.

Basic education was introduced in Bombay State in the year 1939. In the beginning, four compact areas were selected and schools in these areas were converted into basic schools. In 1949, the number of compact areas was increased. By 1955, a fairly large number of teachers was trained in Basic Training Colleges and made available to meet the needs of the craft schools. All the craft schools were converted into basic schools in the year 1955. It was also decided during that year that non-basic schools should be straightway converted into basic schools and there should be no intermediate stage of craft schools. Since then, year by year, conversion of schools into basic schools was being effected.

Teaching of the following crafts was introduced in basic schools:—

- (i) spinning in the lower class leading to weaving in the higher class ;
- (ii) kitchen gardening in the lower class leading to agriculture in the higher class ;
- (iii) card-board modelling in the lower class leading to wood work in the higher class.

In Vidarbha, the multiplicity of syllabi was put an end to and one common syllabus for primary schools was introduced in 1955. In Marathwada, the syllabus was prepared by the Government and was followed even in private schools.

4.28. After the formation of Maharashtra State in 1960, the Government decided to introduce a uniform syllabus for Classes I to VII for the whole State. Government, therefore, appointed a committee in 1964 to review the draft syllabus, prepared by another committee appointed earlier, in the light of the comments and remarks received from public and to finalise the syllabus. The draft of the syllabus prepared by this committee was sanctioned by Government with suitable modifications. This revised syllabus has been introduced in Class I from June 1968. The syllabus will be progressively introduced in Classes II and III from the year 1969-70, in Classes IV and V from 1970-71 and in Classes VI and VII from 1971-72.

**(xi) Inspection of Primary Schools :**

4.29. In Western Maharashtra, the District School Boards which were responsible for administration of Primary Education in each district had Class II Senior Officer who was designated as Administrative Officer. The inspection of Primary Schools was however, a responsibility of a Class II Officer designated as Deputy Educational Inspector who was assisted by an adequate number of Assistant Deputy Educational Inspectors. The primary schools were inspected by the Assistant Deputy Educational Inspectors and the inspection reports were sent to the District School Boards for taking further action as per suggestions made in the inspection reports. The grant-in-aid to private primary schools was calculated by the Deputy Educational Inspector and was paid by the Administrative Officer.

In Vidarbha, District Inspector of Schools who was a Class II Officer was put in charge of inspection of Primary Schools. He was assisted by the required number of Assistant Deputy Educational Inspectors. In Marathwada, a Class II District Officer assisted by a few A. D. E. I.s did this work. The Regional Deputy Director of Public Instruction supervised the work of these officers.

4.30. Since 1953, in Western Maharashtra a Class I Officer who was designated as Educational Inspector was appointed specially to look after Secondary Education in the district. He was also responsible for supervising the administration of primary education. The Deputy Educational Inspector assisted by the Assistant Deputy Educational Inspectors continued to be responsible for the inspection of Primary Schools, as in the past.

4.31. After the reorganization of States in 1956, Class I Officers in each district were also appointed in Vidarbha and Marathwada. Since 1st May 1962, after the establishment of Zilla Parishads, the administration and supervision of primary education has been entrusted to the Education Officers of the Zilla Parishads who are in M.E.S. Class I. A

Parishad Education Officer is assisted by two Deputy Education Officers, one for primary education and the other for secondary education. The Municipal School Boards have Administrative Officers to look after primary education in their jurisdiction. The Assistant Deputy Educational Inspectors are now designated as Extension Officers. They help the Education Officers of the Zilla Parishads in carrying out supervision and inspection etc.

**(xii) Central Schools and Vidya Mandirs :**

4.32. On the recommendations of the Bhise Committee, the then Government of Bombay decided in 1949-50 to establish Central schools with proper buildings and equipment to enable them to serve as administrative units for a compact group of schools in their neighbourhood and as Community Centres for the villages. One full-fledged primary school from each district was converted into a Central School. Provision was made for the appointment of a trained graduate as Head Master of such a Central School.

4.33. In Vidarbha, with a view to giving impetus to the expansion of primary education in rural areas without heavy burden on the State exchequer, Government decided to start primary schools in places where local people donated enough acres of land for meeting the recurrent expenditure of primary schools. There was a fair response to this scheme and a few Vidya Mandirs under this scheme were established in Vidarbha. It was later on experienced that it was difficult to get adequate income from these lands where children were to work and the produce was to be used for payment of teachers' salaries. Subsequently the lands were given for management to the Agriculture Department and Vidya Mandirs virtually became ordinary primary schools.

**(xiii) Provision of Buildings for Primary Schools :**

4.34. In Western Maharashtra, the District Building Committees used to be constituted for the work of improving housing condition of schools. Grants used to be placed at the disposal of District School Boards for utilization according to the Plan Programme. Type-plans were devised for rural school buildings. Under community projects Government paid 60 per cent and 40 per cent was to be raised by the community. In Vidarbha, grants for school buildings were given to local authorities at 50 per cent of the cost. The scheme of school buildings has now been entrusted to Zilla Parishads.

**(xiv) Integration Committee for Primary Education :**

4.35. After the re-organization of the States, the Government of Bombay appointed a committee under the Chairmanship of Shri J. P. Naik to deal with the integration problems connected with primary education in the State. The Committee was requested to survey and report to Government on the present position of primary and pre-primary education in the different regions in the State. The committee submitted its report in 1959. Government considered the committee's report and accepted some of its recommendations.

**(xv) General Education and Training of Primary Teachers :**

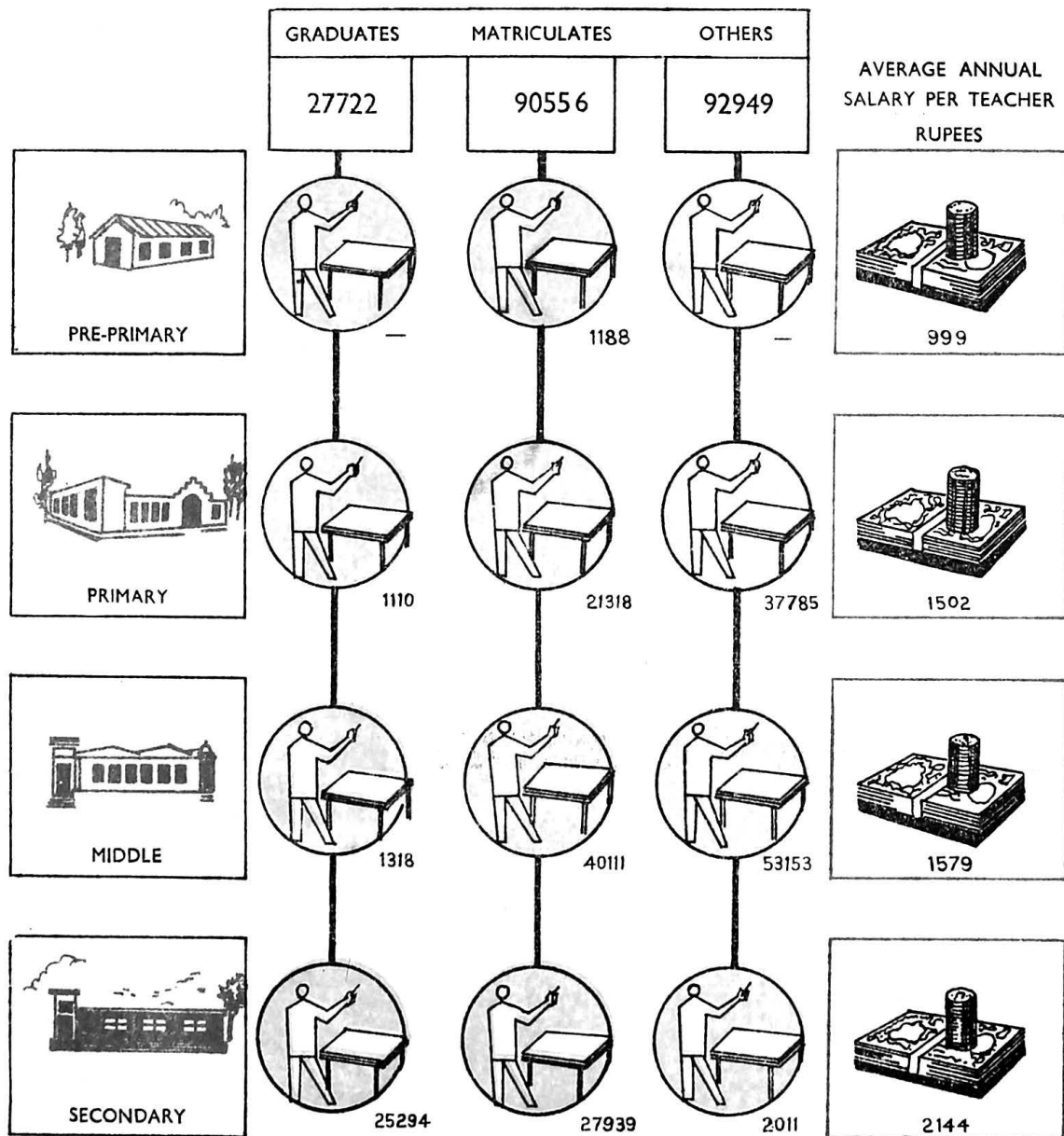
4.36. With the introduction of compulsory primary education, the problem of training of primary teachers in Western Maharashtra assumed great importance. It was necessary to step up the annual output of trained teachers and provide the necessary leaven in the teaching personnel and to counteract the effects of the large scale employment of untrained and raw hands every year.

With a view to meeting the need of trained teachers for a number of primary schools to be opened in the III Five Year Plan for the implementation of the programme of universal, free and compulsory primary education, additional number of training colleges was opened. In addition to this, a special training course of one year's duration was started for sufficiently experienced untrained teachers. This arrangement greatly helped the State Government in clearing the back-log of untrained teachers and in considerably increasing the percentage of trained teachers.

In Vidarbha the minimum qualification for a primary school teacher was the passing of Standard VII from an Indian Middle School. There was, therefore, no dearth of teachers of the above type as training was no bar to their appointment in the first instance. The training institutions were known as normal schools till they were designated as Basic Training Colleges.

Till 1959-60 admissions to these institutions were made partly on the basis of "Elimination Test" conducted by the State Education Department and partly from the un-trained teachers in the employ of the local bodies mostly the Janapad Sabhas. From 1959-60, untrained teachers having less than 10 years' service at their credit, from the Janapad Sabhas, were required to undergo training. This step reduced the number of untrained teachers to a great extent.

# TEACHERS BY QUALIFICATIONS AND SALARIES 1965-66



4.37. In view of the large number of private Primary Training Colleges, Government considered it necessary to study the condition of these training colleges and take steps to raise their standard. For this purpose, Government appointed a committee to visit these colleges and report on the measures to be taken for their improvement. The committee submitted its report in May 1955 to the Government. On the recommendation of this committee the grant-in-aid to the private primary training colleges was increased from 50 per cent for men's institutions and 60 per cent for women's institutions to 66.66 per cent of the admissible expenditure from the year 1955-56.

In Vidarbha and Marathwada, the training of teachers was entirely looked after by Government. It was after the re-organisation of States in 1956 that private enterprise was encouraged to open teacher-training institutions in these areas.

4.38. The Primary Training Colleges used to run two types of courses (i) 2-year Junior P. T. C. course for P. S. C. passed teachers and (ii) one year Junior P. T. C. course for S. S. C. passed teachers. Most of these colleges are situated in rural areas and are residential. There are separate colleges for men and women. Recently the trend is to have co-educational institutions. Steps have also been taken to increase from 1968 the duration of the training course to 2 years for S. S. C. passed candidates, who would receive a Diploma in Education instead of a Certificate.

Table No. XVI shows the qualifications of primary teachers during the period under review.

TABLE No. XVI

*Teachers in Elementary Schools by qualifications and training (1950-51 to 1965-66)*

Year	Men				Women				Total				
	Graduate	Under graduate	Others	Total	Graduate	Under graduate	Others	Total	Graduate	Under graduate	Others	Total	
1950-51	..	N.A.	N.A.	N.A.	60,482	N.A.	N.A.	N.A.	13,679	N.A.	N.A.	N.A.	74,161
1955-56	..	753	12,816	59,611	73,180	338	3,341	13,879	17,558	1,091	16,157	73,490	90,738
Percentage to total	..	1.0	17.5	81.5	100.0	1.9	19.0	79.1	100.0	1.2	17.8	81.0	100.0
1960-61	..	705	28,696	59,532	88,933	625	7,748	17,304	25,677	1,330	36,444	76,836	1,14,610
Percentage to total	..	0.8	32.2	67.0	100.0	2.4	30.2	67.4	100.0	1.2	31.8	67.0	100.0
1965-66	..	1,172	45,768	69,207	1,16,147	1,305	15,665	21,678	38,648	2,477	61,433	90,885	1,54,795
Percentage to total	..	1.0	39.4	59.6	100.0	3.4	40.5	56.1	100.0	1.6	39.7	58.7	100.0
Average annual increase	..	4.5	13.6	1.5	4.7	14.5	16.	4.6	8.2	8.5	14.3	2.1	5.0
Percentage of Trained Teachers :													
1950-51	..	N.A.	N.A.	N.A.	48.9	N.A.	N.A.	N.A.	58.7	N.A.	N.A.	N.A.	50.7
1955-56	..	51.7	44.0	51.7	50.4	63.0	63.9	66.4	65.8	55.2	48.1	54.5	53.3
1960-61	..	54.8	48.8	64.5	59.4	62.2	61.5	80.1	74.0	51.9	51.5	68.0	62.7
1965-66	..	81.5	71.8	81.5	77.7	81.5	74.3	83.0	79.4	81.5	72.4	81.9	78.1

A number of interesting conclusions arise from this data :

- The number of men teachers is increasing at an average annual rate of 4.7 per cent.
- But women are taking to this profession in greater numbers and their total strength in the cadre is increasing at an average annual rate of 8.2 per cent. This increase is taking place at all levels. For instance, women graduate teachers are increasing at 14.5 per cent per year as against an increase of 4.5 per cent per year among men graduate teachers. Under-graduate women teachers are increasing at 16.7 per cent per year as against an increase of 13.6 per cent per year amongst men under-graduate teachers. Among PSC passed teachers also, the increase among women teachers is 4.6 per cent per year as against an increase of 1.5 per cent per year among men teachers.
- Of the total number of primary teachers in 1965-66, only 1.6 per cent were graduates (mostly in the City of Bombay); 39.7 per cent were undergraduates and as many as 58.7 per cent were PSC passed. One of the most important problems to be tackled therefore is to upgrade the general education of these teachers to the S.S.C. level.
- The percentage of trained teachers is higher among women than among men teachers.
- There has been a rapid increase in the percentage of trained teachers from 50.7 per cent in 1950-51 to 78.1 per cent in 1965-66. The largest increase has taken place in the Third Five-Year Plan when the State introduced a special scheme to clear the backlog of untrained teachers.

4.39. In respect of general education of primary teachers as well as their training, Maharashtra lags behind several States of the Indian Union. This will be seen from Table Nos. XVII-A and XVII-B given below.

TABLE No. XVII—A

*Teachers in Primary Schools by qualifications (1963-64)*

States	Percentage to men teachers of				Ranks according to			Percentage to women teachers of			Rank according to			
	Men Total	Graduates	Under graduates	Others	Graduates	Under graduates	Others	Women Total	Graduates	Under graduates	Others	Graduates	Under graduates	Others
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Andhra Pradesh ..	78,208	0.2	42.5	56.3	10	11	11	19,592	1.3	24.7	74.6	11	13	14
Assam ..	37,230	0.6	24.8	74.6	12	15	15	6,436	0.8	23.5	75.7	14	15	15
Bihar ..	91,056	2.6	43.8	53.6	7	9	9	9,391	2.1	24.0	73.9	9	14	13
Gujarat ..	51,027	0.6	39.8	59.6	12	13	13	21,491	1.1	31.2	67.7	12	11	11
Jammu & Kashmir	7,305	4.5	76.4	19.1	5	2	3	1,701	5.6	54.2	40.2	4	6	5
Kerala ..	46,608	1.8	52.5	45.7	9	6	6	36,455	0.8	62.1	37.1	14	3	4
Madhya Pradesh ..	84,356	5.3	44.3	50.4	3	8	8	12,847	4.8	43.3	51.9	5	7	7
Madras ..	81,907	0.4	42.9	56.7	16	10	12	47,541	0.2	29.9	69.9	16	12	12
MAHARASHTRA	1,04,184	0.8	36.4	62.8	11	14	14	32,982	2.8	36.7	60.5	8	9	9
Mysore ..	69,343	0.5	60.8	38.7	14	5	5	16,010	1.1	58.1	40.8	12	4	6
Orissa ..	53,446	0.5	20.8	78.7	14	16	16	2,264	1.7	20.1	78.2	10	16	16
Punjab ..	34,623	6.9	75.7	17.4	2	3	2	15,123	6.5	67.2	26.3	3	1	2
Rajasthan ..	46,536	7.0	80.9	12.1	1	1	1	7,072	7.0	57.6	35.4	2	5	3
Uttar Pradesh ..	1,45,124	2.9	41.3	55.8	6	12	10	24,961	4.7	32.3	63.0	6	10	10
West Bengal ..	97,197	5.1	67.7	27.2	4	4	4	13,533	12.6	65.2	22.2	1	2	1
ALL INDIA ..	10,54,919	2.6	47.5	49.9	7	7	7	2,76,922	3.1	42.7	54.2	7	8	8

TABLE No. XVII-B

*Teachers in Primary Schools by training 1963-64*

States	Lower Primary				Upper Primary			
	Total	Percentage Trained	Index	Rank	Total	Percentage Trained	Index	Rank
1	2	3	4	5	6	7	8	9
Andhra Pradesh ..	*79,330	87.0	137	4	14,706	77.6	97	5
Assam ..	32,012	44.3	70	15	11,654	25.5	32	15
Bihar ..	68,064	75.5	119	5	32,383	72.1	90	7
Gujarat ..	24,415	46.0	72	14	48,103	61.1	76	12
Jammu and Kashmir	4,802	52.2	82	11	4,204	67.8	85	11
Kerala ..	48,563	90.5	142	2	34,500	84.0	105	3
Madhya Pradesh ..	68,654	73.4	115	6	28,549	69.4	87	9
Madras ..	74,109	97.7	154	1	55,339	96.8	121	1
MAHARASHTRA	57,437	63.6	100	8	79,729	80.2	100	4
Mysore ..	37,862	48.6	76	12	47,491	69.7	87	9
Orissa ..	46,529	48.4	76	12	8,731	29.7	37	14
Punjab ..	34,816	89.1	140	3	14,930	87.9	110	2
Rajasthan ..	35,785	62.6	98	9	17,823	58.3	73	13
Uttar Pradesh ..	1,41,767	60.8	96	10	28,318	74.6	93	6
West Bengal ..	98,118	38.6	61	16	12,469	15.7	20	16
ALL INDIA ..	8,77,255	66.4	104	7	4,50,317	72.3	90	7

\* figures for 1962-63.

It will be seen from Table No. XVII-A that in so far as the general education of men primary teachers is concerned, Maharashtra ranks very low among the States. The graduate men teachers in Maharashtra are only 0·8 percent which gives it the eleventh rank, the only States below it being Assam and Gujarat (0·6 percent) and Mysore and Orissa (0·5 percent) and Madras (0·4 percent). As pointed out earlier, the non-employment of graduate teachers in the higher primary schools is a major weakness in Maharashtra. In so far as SSC-passed men teachers are concerned, whose proportion is 36·4 percent in Maharashtra, the State is almost at the bottom, the only States below it being Assam (24·8 percent) and Orissa (20·8 percent). Consequently, the proportion of non-matriculate teachers in Maharashtra is very high (62·8 percent) ; and hence in this regard, the State again stands very low, the only States below it being Assam (74·6 percent) and Orissa (78·7) percent. The general education amongst women teachers is better. The graduate women teachers in Maharashtra are 2·8 percent and it gives eighth rank to the State. Similarly, the SSC-passed women teachers are 36·7 percent and this gives the State ninth rank in the Indian Union. This improvement is mainly due to the better scales of pay provided by the Bombay Municipal Corporation where teachers are generally better qualified and mostly women.

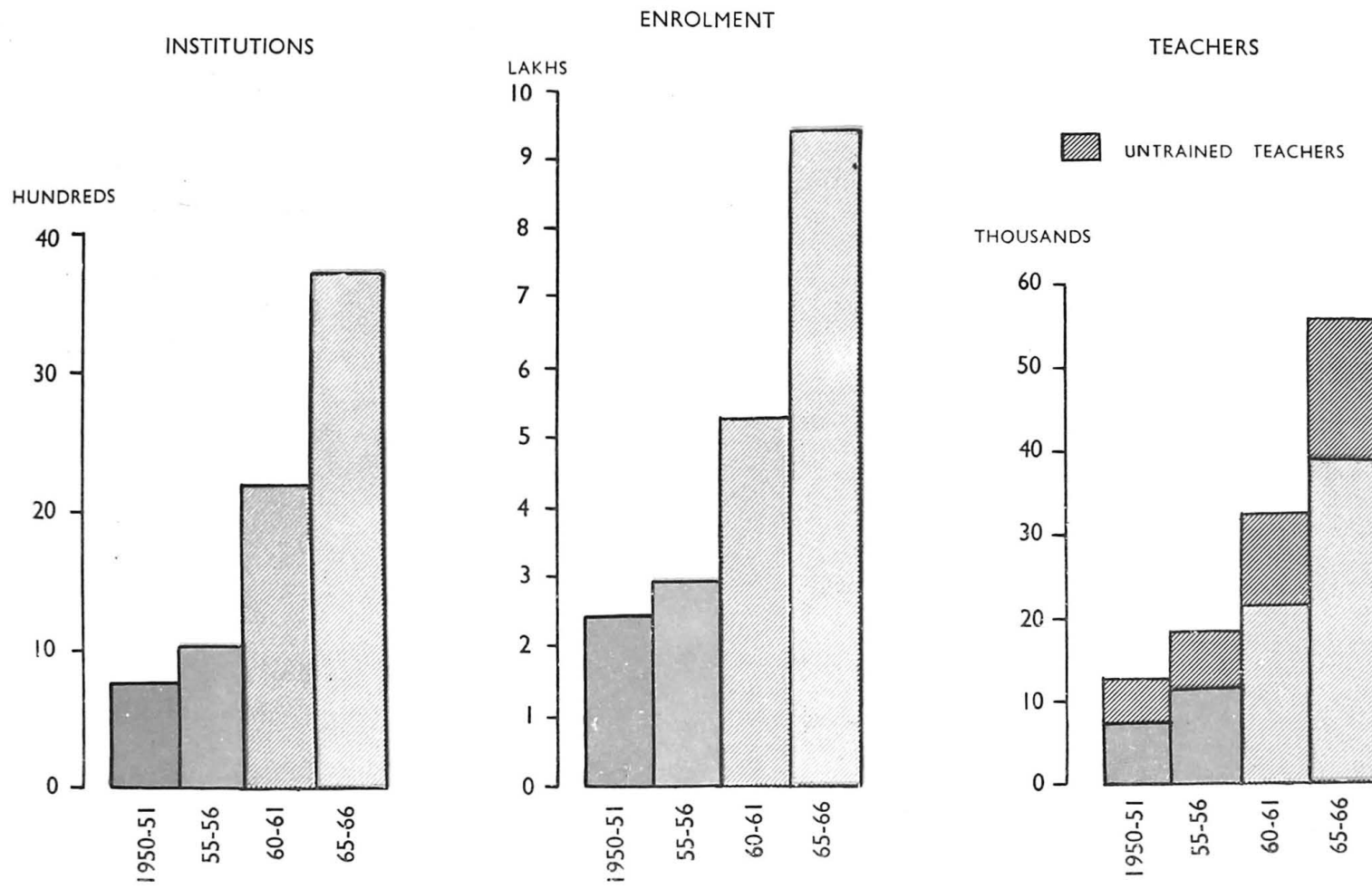
This highlights the urgent need to launch an intensive programme to improve the general education of primary teachers in the State.

Table No. XVII-B will show that, even in the training of primary teachers, Maharashtra ranked low among the States of the Indian Union. At the lower primary stage, with its percentage of trained teachers at 63·6 in 1963-64, Maharashtra stood seventh, the six States above it being Madras (97·7 per cent.), Kerala (90·5 per cent), Punjab (89·1 percent), Andhra Pradesh (87·0 percent), Bihar (75·5 percent) and Madhya Pradesh (73·4 percent). Even the All-India average (66·4 percent) was above the Maharashtra level. At the upper primary stage, the picture, was a little better because Maharashtra stood fourth, the three States above it being, Madras (96·8 percent), Punjab (87·9 percent) and Kerala (84·0 percent). It must be remembered however that, for matriculate teachers, the duration of the training course in Maharashtra is one year whereas in all these three States (and several others), it is two years.

4·40. It should be pointed out, however that the position in Maharashtra State has improved materially since 1963-64, the year to which the comparisons relate. The training facilities in Maharashtra were very considerably expanded in the third Five-Year Plan so that the percentage of trained teachers increased to 78·1 per cent in 1965-66 and is now nearly 85 per cent. What is even more important, a point has been reached where it will not be ordinarily necessary for Maharashtra to recruit untrained teachers. It is, therefore, felt that Maharashtra has made up its backlog in teacher-education and will soon be among the leading States in India in this respect also.

• • • •

# PROGRESS OF SECONDARY EDUCATION 1950-51 TO 1965-66





## V. SECONDARY EDUCATION

### (i) Organisation of Secondary Education:

5.1. Secondary Education in Maharashtra is mainly provided at the initiative of voluntary agencies subsidized by Government on grant-in-aid basis. In Western Maharashtra majority of the secondary schools are managed by the voluntary organizations. Similar is the case in Vidarbha. In Marathwada, however, majority of the schools were conducted by Government. After the establishment of Zilla Parishads on 1st May 1962, all the Government schools from all the three regions were transferred to Zilla Parishads. Thus there are at present two main agencies conducting secondary schools (i) voluntary organizations and (ii) Zilla Parishads.

### (ii) Pattern of classes:

5.2. The duration of Secondary Education varies from region to region. In Western Maharashtra, it covers five years : classes VIII-XI in High Schools followed by one year of the pre-University course which is conducted in colleges. In Vidarbha, it covers four years : classes VIII-XI in the Higher Secondary Schools or classes VIII-X in High Schools followed by one year either in class XI of a Higher Secondary School or of the pre-University course in colleges. In Marathwada, the duration of the course is four years : classes IX-XII (new) in the Higher Secondary Schools or classes-IX-XI in High Schools followed by one year of the pre-University course in colleges. In compliance with the recommendations of the Secondary Education Commission, the then Government of Bombay had introduced from 1955-56, diversified courses in multi-purpose schools which, however, did not conform to the Higher Secondary pattern. Owing to the existence of varied patterns of school classes from region to region, the integration of the pattern of Secondary Education is a major problem in Maharashtra which needs urgent attention.

### (iii) General Progress of Secondary Education :

5.3. The general progress of secondary education during the period under review has been shown in Table No. XVIII.

TABLE No. XVIII  
*Progress of Secondary Education (1950-51 to 1965-66)*

Items	1950-51	1955-56	1960-61	1965-66	Average Annual Increase
1	2	3	4	5	6
					(1951-66)
1. Institutions .. .. .	765	1,018	2,198	3,721	11·1
2. Enrolment in classes VIII-XII (in 000s) .. .. .	2,44	2,98	5,28	9,41	9·4
					(1955-65)
3. Teachers-Graduates .. .. .	NA	9,131	15,501	25,245	10·7
Under Graduates .. .. .	NA	7,477	15,463	27,939	14·1
Others .. .. .	NA	1,587	2,136	2,060	2·7
Total .. .. .	13,377	18,195	33,100	55,244	9·9
Per centage Trained .. .. .	54·0	62·8	63·1	71·2	....
Teacher-Pupil Ratio .. .. .	23	24	25	26	....
4. Total Direct Expenditure (in crores) (Rs.) .. .. .	3·29	4·85	9·63	17·76	11·9
Per centage of teachers' salaries .. .. .	NA	59·2	65·4	66·7	....
Average annual emoluments per teacher (Rs.) .. .. .	NA	1,577	1,902	2,144	3·1
Cost per pupil (Rs.) .. .. .	106·0	112·0	117·7	122·2	....
5. Secondary Teacher Training Institutions (B.Ed. only) .. .. .	6	10	16	27	....
Enrolment .. .. .	485	1,025	1,663	2,819	12·4

It will be seen that secondary education in Maharashtra has shown a very satisfactory progress in all directions during the period under review. In fact, its growth has been much faster than that of primary education.

The number of institutions has increased from 765 in 1950-51 to 3,721 in 1965-66 or at an average annual rate of 11·1 per cent. The enrolments at the secondary stage have increased, during the same period, from 2·44 lakhs to 9·41 lakhs or at an average annual increase of 9·4 per cent. This also implies a multiplication of smaller institutions which tend to be less economic and efficient. This is probably inevitable in a period of rapid expansion. But it does underline the need to emphasise programmes of consolidation in the immediate future.

The total number of teachers in secondary schools has increased from 13,377 in 1950-51 to 55,244 in 1965-66 or at an average annual rate of 9·9 per cent — at a slightly higher rate than the increase in enrolments which implies an improvement in the over-all pupil-teacher ratio.

The number of graduate teachers has increased at 10·7 per cent per year. But the increase in the under-graduate teachers is even greater at 14·1 per cent per year probably because of the expansion in the primary sections attached to secondary schools. The percentage of trained teachers has also improved considerably from 54 per cent in 1950-51 to 71·2 per cent in 1965-66, the number of training institutions for secondary graduate teachers having increased in the meanwhile from 6 with an enrolment of 485 in 1950-51 to 27 with an enrolment of 2,819 in 1965-66.

The total expenditure on secondary education increased from Rs. 3·29 crores in 1950-51 to Rs. 17·76 crores in 1965-66 or at an average annual increase of 11·9 per cent per year. There has also been a corresponding substantial rise in the emoluments of teachers in secondary schools.

#### (iv) Location of Secondary Schools:

5.4. In view of this increasing expansion, the proper planning of the location of secondary schools becomes extremely important. The existing position in this regard, on the basis of the findings of the second Education Survey (1965), has been shown in Table No. XIX.

TABLE No. XIX

*Rural habitations with and/without Secondary Classes—by regions (1965)*

No. of habitations in	With Secondary Sections in them	With Secondary Sections within a distance of						Total	Sub-Total over 3 miles
		0-1 mile	1-2 miles	2-3 miles	3-4 miles	4-5 miles	Over 5 miles		
1	2	3	4	5	6	7	8	9	10
Western Maharashtra ..	1,170 (18·4)	4,574 (10·2)	6,137 (15·6)	6,448 (15·7)	4,889 (10·3)	3,896 (7·8)	14,007 (22·0)	41,121 (100·0)	22,792 (40·1)
Vidarbha ..	339 (13·5)	870 (5·5)	1,590 (11·4)	1,883 (14·0)	1,533 (10·1)	1,261 (9·0)	6,930 (36·5)	14,406 (100·0)	9,724 (55·6)
Marathwada ..	390 (16·9)	730 (4·3)	1,833 (16·1)	1,908 (18·5)	1,380 (13·3)	1,140 (10·7)	2,278 (20·2)	9,668 (100·0)	4,798 (44·2)
Maharashtra ..	1,908 (16·9)	6,174 (7·8)	9,560 (14·6)	10,239 (15·8)	7,802 (10·8)	6,297 (8·6)	23,215 (25·5)	65,195 (100·0)	37,314 (44·9)

*N.B.*—Figures in brackets indicate the percentage of population in the corresponding habitations to the total rural population of the area.

Out of the total of 3,721 secondary schools in the State, 1,813 or 48 per cent were located in urban areas, the remaining 1,908 or 52 per cent were located in rural areas.

It will be seen that 1,908 rural habitations which contain 16·9 per cent of the total rural population have secondary schools located in them. Of these 1,170 with 18·4 per cent of its rural population are in Western Maharashtra, 339 with 13·5 per cent of its rural population in Vidarbha and 390 with 16·9 per cent of its rural population in Marathwada.

**(v) Transfer Rate from Primary to Secondary Education :**

5.5. The transfer rate from primary to secondary education (class VII to Class VIII) is continuously increasing in Maharashtra due to several reasons such as the opening of new secondary schools in areas formerly unprovided with facilities for secondary education, growing consciousness among the people about the benefits of education coupled with the educational concessions given by Government to economically backward classes, the decreasing employment opportunities for those who have completed primary education and the non-provision of facilities for vocational education for those who have completed primary education. In 1951-52, the transfer rate from class VII to class VIII was 70.9 per cent for boys, 64.4 per cent for girls and 69.5 per cent for boys and girls taken together. By 1965-66, this has increased to 92.4 per cent for boys, 79.1 per cent for girls and 88.5 per cent for boys and girls taken together.

This will be seen from Table No. XX given below:

TABLE No. XX

*Transfer Rates from Class VII to VIII (1950-51 to 1965-66)*

(Enrolment in 000's)

Year	Enrolment in Class VII			Enrolment in Class VIII			Transfer Rate		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
1950-51 ..	99	28	1,27	....	....	....	....	....	....
1951-52 ...	1,02	29	1,31	70	18	88	70.9	64.4	69.5
1952-53 ..	1,05	29	1,34	72	18	90	70.0	62.9	68.4
1953-54 ..	1,11	29	1,40	76	19	95	72.8	65.9	71.3
1954-55 ..	1,19	32	1,51	82	20	1,02	73.5	70.3	72.8
1955-56 ..	1,20	35	1,55	83	22	1,05	69.3	68.8	69.2
1956-57 ..	1,34	41	1,75	88	24	1,12	73.3	67.9	72.1
1957-58 ..	1,41	45	1,86	95	27	1,22	70.7	67.5	70.0
1958-59 ..	1,55	53	2,08	1,09	32	1,41	77.4	71.1	75.9
1959-60 ..	1,67	59	2,26	1,28	39	1,67	82.2	73.8	80.1
1960-61 ..	1,79	65	2,44	1,46	45	1,91	87.3	76.4	84.5
1961-62 ..	2,01	75	2,76	1,63	51	2,14	90.7	79.5	87.8
1962-63 ..	2,21	85	3,06	1,81	59	2,40	90.4	78.9	87.3
1963-64 ..	2,38	93	3,31	2,02	67	2,69	91.4	78.7	87.9
1964-65 ..	2,62	1,05	3,67	2,18	74	2,92	91.6	80.0	88.2
1965-66 ..	....	....	....	2,42	83	3,25	92.4	79.1	88.5

## (vi) Enrolment at the Secondary Stage:

5.6. Table No. XXI shows the increase in enrolments at the secondary stage in Maharashtra between 1950-51 and 1965-66.

TABLE No. XXI  
*Enrolment at Secondary Stage (1950-51 and 1965-66)*


								(Enrolment in thousands)	
Region	Year	VIII	IX	X	XI	Total	Percentage to Population 13-16 age-group		
1	2	3	4	5	6	7	8		
Western Maharashtra ..	.. 1950-51 ..	66	53	39	32	1,90	14.8		
	.. 1965-66 ..	2,20	1,80	1,53	1,12	6,65	28.4		
	Average Annual increase.	8.3	8.5	9.5	8.7	8.7	....		
Vidarbha ..	.. 1950-51 ..	12	9	8	7	36	7.5		
	.. 1965-66 ..	67	57	49	8	1,81	21.1		
	Average Annual increase.	12.0	13.0	13.0	1.0	11.4	....		
Marathwada ..	.. 1950-51 ..	7	4	4	3	18	5.9		
	.. 1965-66 ..	38	24	19	13*	94	14.8		
	Average Annual increase.	11.8	12.2	11.0	11.1	11.6	....		
Maharashtra ..	.. 1950-51 ..	85	66	51	42	2,44	11.8		
	.. 1965-66 ..	3,25	2,61	2,21	1,34	9,41	24.6		
	Average Annual increase.	9.3	9.6	10.3	8.0	9.4	....		

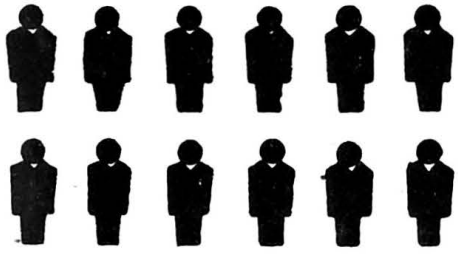
\*Includes 959 students from Class XII. Totals may not tally because of rounding.

It will be seen that, in the State as a whole, the enrolment at the secondary stage has increased from 2.44 lakhs to 9.41 lakhs (at an average annual rate of 9.4 per cent) or from 11.8 per cent of the age-group 13-16 in 1950-51 to 24.6 per cent of the same age-group in 1965-66. In Western Maharashtra, the enrolment stands at the highest level and has increased from 14.8 per cent of the corresponding age-group in 1950-51 to 28.4 per cent in 1965-66. The corresponding figures for Vidarbha are 7.5 per cent in 1950-51 and 21.1 per cent in 1965-66. Those for Marathwada are 5.9 per cent in 1950-51 and 14.8 per cent in 1965-66.

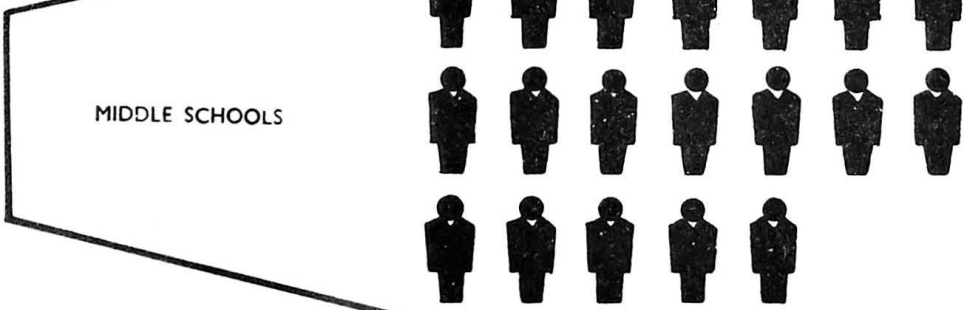
5.7 On account of this rapid expansion, Maharashtra stands very high among the States in so far as expansion at the secondary stage is concerned. This will be seen from Table No. XXII.

# TEACHERS IN SCHOOLS 1965-66

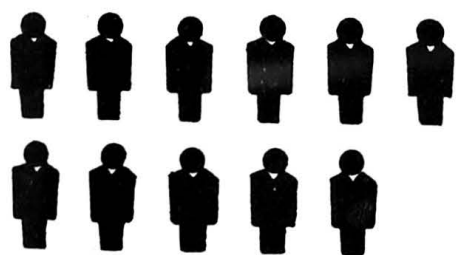
 = 5000



PRE-PRIMARY  
&  
PRIMARY SCHOOLS



MIDDLE SCHOOLS



HIGH/HIGHER  
SECONDARY SCHOOLS



TABLE NO. XXII

*Enrolment at the Secondary Stage and its percentage to population 14-16 (1963-64)*

States	Boys (in lakhs)				Girls (in lakhs)				Total (in lakhs)			
	Enrolment	Enrolment percentage	Index	Rank	Enrolment	Enrolment percentage	Index	Rank	Enrolment	Enrolment percentage	Index	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	.. 2.24	18.7	68	10	0.50	4.2	44	11	2.73	11.5	61	11
Assam	.. 1.38	31.9	116	1	0.44	10.7	113	2	1.82	21.5	114	2
Bihar	.. 3.83	23.7	86	6	0.31	2.0	21	14	4.14	13.3	70	8
Gujarat	.. 1.85	24.4	89	5	0.64	9.1	96	5	2.49	17.0	90	5
Jammu and Kashmir	.. 0.25	20.1	73	9	0.06	5.6	59	9	0.31	13.2	70	9
Kerala	.. 1.70	29.2	106	2	1.28	21.4	225	1	2.98	25.2	133	1
Madhya Pradesh	.. 1.75	16.7	61	12	0.32	3.2	34	12	2.07	10.1	53	12
Madras	.. 2.92	27.2	99	4	1.11	10.2	107	3	4.03	18.7	99	4
MAHARASHTRA	.. 3.83	27.5	100	3	1.21	9.5	100	4	5.04	18.9	100	3
Mysore	.. 1.11	13.9	51	14	0.35	4.4	46	10	1.46	9.2	49	13
Orissa	.. 0.66	11.4	41	16	0.08	1.3	14	16	0.74	6.3	33	16
Punjab	.. 1.72	21.9	80	7	0.48	6.9	73	6	2.20	14.9	79	6
Rajasthan	.. 0.99	13.4	49	15	0.12	1.7	18	15	1.11	7.8	41	15
Uttar Pradesh	.. 3.95	15.5	56	13	0.52	2.2	23	13	4.47	9.1	48	14
West Bengal	.. 2.21	18.3	67	11	0.77	6.7	71	7	2.98	12.6	67	10
INDIA	.. 31.34	20.7	75	8	8.65	6.7	71	7	39.99	13.5	71	7

It will be seen that Maharashtra with its enrolment ratio of 27.5 per cent for boys at the secondary stage stands third among the States, the only two States above it being Assam (31.9 per cent) and Kerala (29.2 per cent). With regard to the enrolment of girls at the secondary stage, Maharashtra with its enrolment ratio of 9.5 per cent stands fourth amongst the States, the three States, above it being Kerala (21.4 per cent), Assam (10.7 per cent) and Madras (10.2 per cent). For boys and girls taken together, the enrolment ratio at the secondary stage in Maharashtra is 18.7 per cent and it stands third amongst the States. The two States above it are Kerala (25.2 per cent) and Assam (21.5 per cent).

(vii) Wastage and stagnation at secondary stage :

5.8. The problem of wastage at the secondary stage also is fairly serious; and a very large proportion of students who enter the secondary schools in class VIII drop out before they reach class XI. The extent of this wastage is shown in Table No. XXIII separately for boys and girls.

TABLE NO. XXIII

*Retention rates at Secondary stage (1950-51 to 1965-66)*

Year	Boys				Girls			
	VIII	IX	X	XI	VIII	IX	X	XI
	1	2	3	4	5	6	7	8
1950-51 .. ..	67,237 (100·0)	....	....	....	18,235 (100·0)	....	....	....
1951-52 .. ..	69,989 (100·0)	53,740 (79·9)	....	....	18,428 (100·0)	14,386 (78·9)	....	....
1952-53 .. ..	71,676 (100·0)	54,875 (78·4)	42,747 (63·6)	....	18,179 (100·0)	14,130 (76·7)	10,708 (58·7)	....
1953-54 .. ..	76,174 (100·0)	58,144 (81·1)	45,425 (64·9)	37,031 (55·1)	18,769 (100·0)	14,554 (80·1)	11,050 (60·0)	9,055 (49·7)
1954-55 .. ..	81,505 (100·0)	62,254 (81·7)	48,626 (67·8)	39,698 (56·7)	20,673 (100·0)	16,025 (85·4)	12,167 (66·9)	9,973 (54·1)
1955-56 .. ..	82,346 (100·0)	62,749 (77·0)	49,180 (64·6)	40,191 (56·1)	22,297 (100·0)	17,274 (83·6)	13,144 (70·0)	10,759 (59·2)
1956-57 .. ..	87,976 (100·0)	72,018 (87·5)	58,191 (71·4)	43,674 (57·3)	23,786 (100·0)	19,910 (89·3)	15,505 (75·0)	11,390 (60·7)
1957-58 .. ..	94,487 (100·0)	75,910 (86·3)	63,521 (77·1)	49,841 (61·2)	27,478 (100·0)	21,336 (89·7)	17,594 (78·9)	13,613 (65·8)
1958-59 .. ..	1,08,932 (100·0)	84,423 (89·3)	68,610 (78·0)	44,915 (54·5)	32,000 (100·0)	24,820 (90·3)	19,649 (82·6)	13,468 (60·4)
1959-60 .. ..	1,27,750 (100·0)	99,153 (91·0)	76,444 (80·9)	48,180 (54·8)	39,015 (100·0)	29,011 (90·7)	22,442 (81·7)	14,643 (61·6)
1960-61 .. ..	1,45,451 (100·0)	1,15,198 (90·2)	90,277 (82·9)	54,641 (57·8)	45,377 (100·0)	34,326 (88·0)	25,928 (81·0)	17,064 (62·1)
1961-62 .. ..	1,62,730 (100·0)	1,32,085 (90·8)	1,04,731 (82·0)	63,149 (58·0)	51,103 (100·0)	40,295 (88·8)	30,699 (78·7)	19,588 (61·2)
1962-63 .. ..	1,81,377 (100·0)	1,47,523 (90·7)	1,19,921 (82·4)	71,126 (55·7)	58,962 (100·0)	45,514 (89·1)	36,044 (79·4)	23,201 (59·5)
1963-64 .. ..	2,02,179 (100·0)	1,64,687 (90·8)	1,34,487 (82·6)	83,163 (57·2)	66,582 (100·0)	52,244 (88·6)	41,165 (80·6)	27,560 (60·7)
1964-65 .. ..	2,18,363 (100·0)	1,82,642 (90·3)	1,49,976 (82·7)	92,428 (56·8)	73,660 (100·0)	58,670 (88·1)	47,573 (80·7)	30,703 (60·1)
1965-66 .. ..	....	1,96,419 (90·0)	1,67,558 (82·9)	99,015 (54·6)	....	64,912 (88·1)	53,438 (80·3)	34,104 (57·8)

Note :—(1) Enrolment in Cl. XII of Marathwada has been added to that of Cl. XI.

(2) Figures in brackets indicate the percentage of enrolment to feeding enrolment in Cl. VIII.

It will be seen that out of 100 boys who entered class VIII in 1950-51, only 55·1 reached class XI in 1953-54. Throughout the period under review, this proportion has remained more or less constant—the highest retention rate reached being 61·2 in 1957-58 and the lowest 54·5 in 1958-59.

Among girls, the wastage rates are similar. During the period under review, the retention rates varied from 49·7 per cent in 1953-54 to 65·8 per cent in 1957-58. On the whole, it may be said that the retention rate amongst girls is slightly better than that amongst boys. This is not surprising because girls attending secondary schools come largely from better socio-economic groups.

These wastage rates are obviously on the high side and indicate the need to emphasize programmes of qualitative improvement.

5·9. The extent of stagnation at the secondary stage is shown in Table No. XXIV.

# RATE OF RETENTION IN SECONDARY EDUCATION 1953-54 TO 1965-66

PERCENTAGE

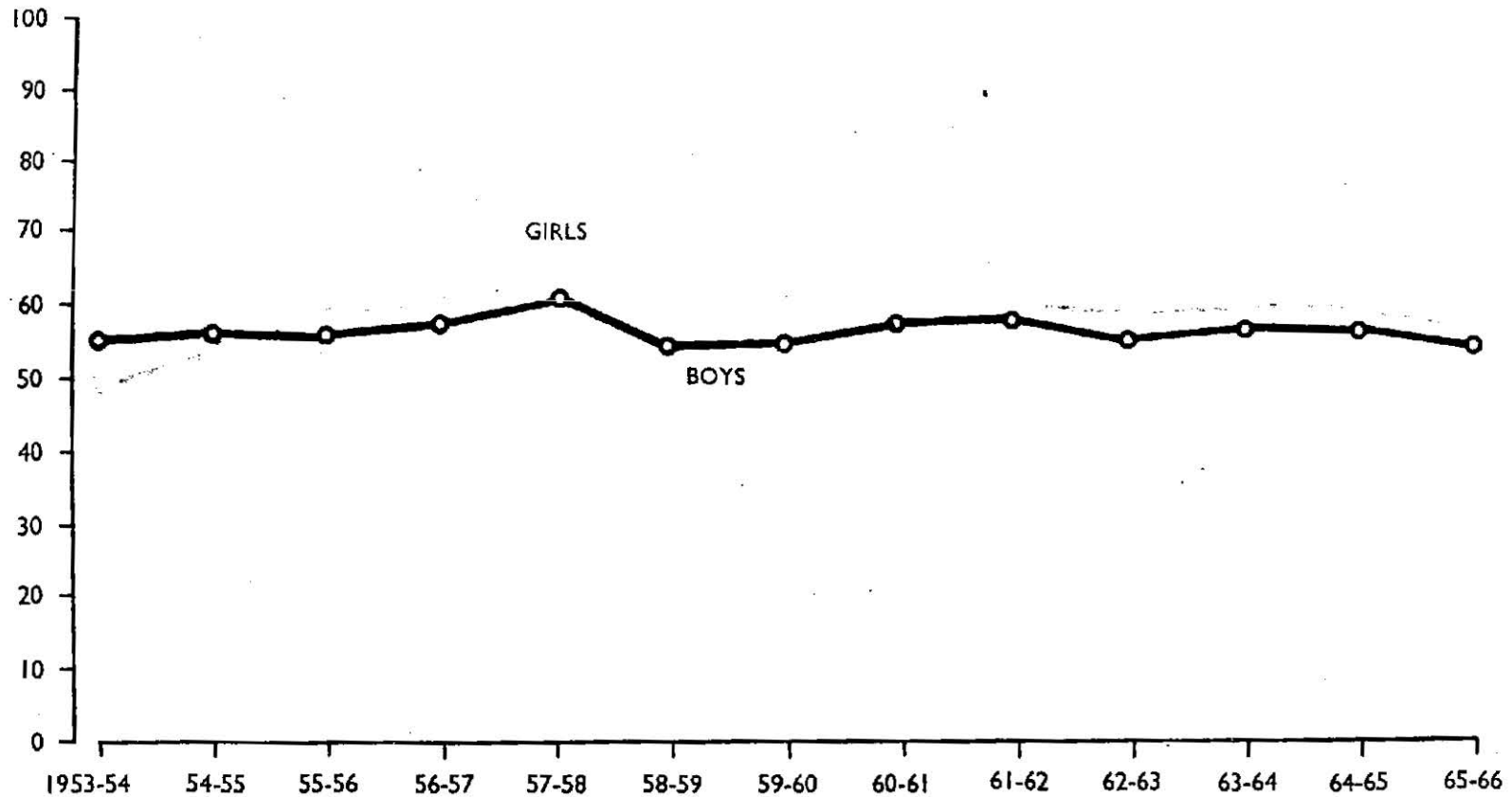




TABLE No. XXIV.

*Stagnation at Secondary Stage (1965-66)*

(Enrolment in 000s)

Item	VIII		IX		X		XI		XII		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
(A) Total enrolment ..	2,41	83	1,96	65	1,68	53	99	34	1	0	7,05	2,35
Of (A) above, the No. of pupils who are in the Class for—												
(1) 1 year or less ..	65.2	69.9	64.9	69.1	63.4	66.9	62.5	67.9	92.0	100.0	64.4	68.9
2) More than 1 year but less than 2 years.	31.9	27.6	31.9	28.1	33.0	29.3	34.8	30.4	7.6	..	32.6	28.6
(3) More than 2 years but less than 3 years.	2.7	2.3	3.0	2.6	3.4	3.4	2.7	1.6	0.4	..	2.9	2.5
(4) More than 3 years but less than 4 years.	0.2	0.2	0.2	0.2	0.2	0.3	0.0	0.1	..	..	0.1	0.0
(5) Over 4 years ..	0.0	0.0	..	0.0	..	0.1	..	0.0	..	..	0.0	0.0
Average period of stay in the class (in years).	1.4	1.3	1.4	1.3	1.4	1.4	1.4	1.3	1.1	1.0	1.4	1.3

It will be seen that stagnation rates are much higher than those at the primary stage and one of the major areas of concentration in the immediate future would be to improve the standards of education at the secondary stage to reduce the extent of stagnation. There is no reason why the average period of stay in any class should be more than 1.1 years.

**(viii) Syllabus for Secondary Schools :**

At the Secondary stage, schools were required to select books out of the list of books sanctioned by the Department.

5.10. In all secondary schools, the high school or higher secondary course includes the language group of subjects and the core subjects in addition to which the academic subjects or the electives have to be studied for appearing at the public secondary school certificate/higher secondary certificate examination.

In Western Maharashtra, where the higher secondary pattern of secondary education has not been implemented, most of the secondary schools offer only the normal academic course throughout the 4 years of high school education, Classes VIII-XI. The multi-purpose high schools also offer similar academic courses and in addition the diversified courses, Technical, Commerce, Agriculture, Home Science and Fine Arts are selected in class VIII for a period of four years. The academic courses in all secondary schools include subjects falling under Arts and Science or Humanities and Sciences.

In Vidarbha and Marathwada, the high schools terminating with Class X offer academic courses of study as in Western Maharashtra. The higher secondary schools, however, have clear cut diversified courses, Humanities, Sciences, Technical, Commerce, Agriculture, Home Sciences and Fine Arts which are elective from class IX to XI. Normal schools offering Humanities and/or Sciences are termed 'ordinary' higher secondary schools and schools offering one or more of the multi-purpose courses in addition to Humanities and/or Sciences are called higher secondary 'Multi-purpose' schools.

**(ix) Administration and Inspection of Secondary Schools :**

5.11. The pattern of administration and inspection of secondary schools was different in the three parts of the State. In Western Maharashtra until 1953, there was a Divisional Inspectorate. As secondary education expanded, it was found that the Divisional Inspector was not in a position to pay adequate attention to the development and improvement of secondary schools in his jurisdiction. A district inspectorate was, therefore, established in 1953 with a class I officer in charge of each district for the proper administration and supervision of secondary education at the district level.

In Vidarbha, a class I officer designated as the Divisional Superintendent of Education was in charge of 2 or 3 districts according to the number of educational institutions. At each district, a class II officer who was designated as the District Inspector of Schools was responsible for the supervision of secondary schools. These District Inspectors of Schools were under the direct supervision of the Divisional Superintendent of Education.

In Marathwada, a Deputy Director of Public Instruction in class I was in charge of a group of districts. He was responsible for the inspection of secondary schools. He was assisted in his work by the District class II officers.

5.12. There has been a separate inspectorate for women's education in all the three regions of Maharashtra for undertaking the inspection and supervision of secondary schools for girls.

5.13. After the establishment of Zilla Parishads in 1962, inspection of secondary schools, which was the responsibility of Government until that year, was assigned to Zilla Parishads. All the posts of the Educational Inspectors at the district level were transferred to Zilla Parishads and they were designated as Parishad Education Officers. This measure brought about uniformity in respect of district educational organization throughout the State, except Bombay.

**(x) Grant-in-Aid to Secondary Schools :**

5.14. In Western Maharashtra, the secondary schools were eligible for the following kinds of grants :

1. Maintenance grants. 2. Building grant. 3. Equipment grant. 4. Such other grants as may be sanctioned by Government from time to time. Proprietary schools were not eligible for any kind of grant from public funds. Schools charging tuition fees at the rates higher than one and half times the prescribed rates were also not eligible for grant-in-aid of any kind. Building grants were given to managements of schools for erecting, purchasing or reconstructing school buildings. The maximum building grant that could be paid was 1/4th of the total expenditure. In the case of vocational high schools this limit could be raised to one half.

The basis of grant-in-aid to secondary schools in Vidarbha which used to be 33 per cent of the approved expenditure or half income whichever was less, was revised during the year 1956, with retrospective effect from 1st April 1955 and grants were reassessed on the deficit formula basis. According to this principle Government paid a certain percentage of net deficit in the annual accounts of the school. Net deficit was defined as the difference between the annual admissible expenditure and 90 per cent of the income from fees.

In Marathwada, grants were paid irrespective of the location of the school at 2/3 of the expenditure incurred on the salaries and establishment minus fee income at Government rates.

From 1963-64, a uniform grant-in-aid code for secondary schools throughout the State was brought into force to regulate recognition, grant-in-aid and other cognate matters pertaining to Secondary Schools.

**(xi) Prescription of Text-Books in Secondary Schools :**

5.15. In Western Maharashtra, schools were to use text-books which were sanctioned by the Department. This sanction was accorded by the Director of Education on the recommendations of the various School Book Committees specially appointed for the different languages. At the secondary stage schools were required to select books out of the list of books sanctioned by the Department. In Vidarbha, text books in secondary schools were prescribed by the Vidarbha Board of Secondary Education and schools were required to select books out of the sanctioned list. In Marathwada, the Board of Secondary Education, Hyderabad used to recommend books for use in secondary schools on the advice of experts specially appointed for the purpose. At present, text-books for classes I-VII are prescribed by the Department while those for classes VIII-XI are sanctioned by the State Board of Secondary Education.

**(xii) Buildings for Secondary Schools :**

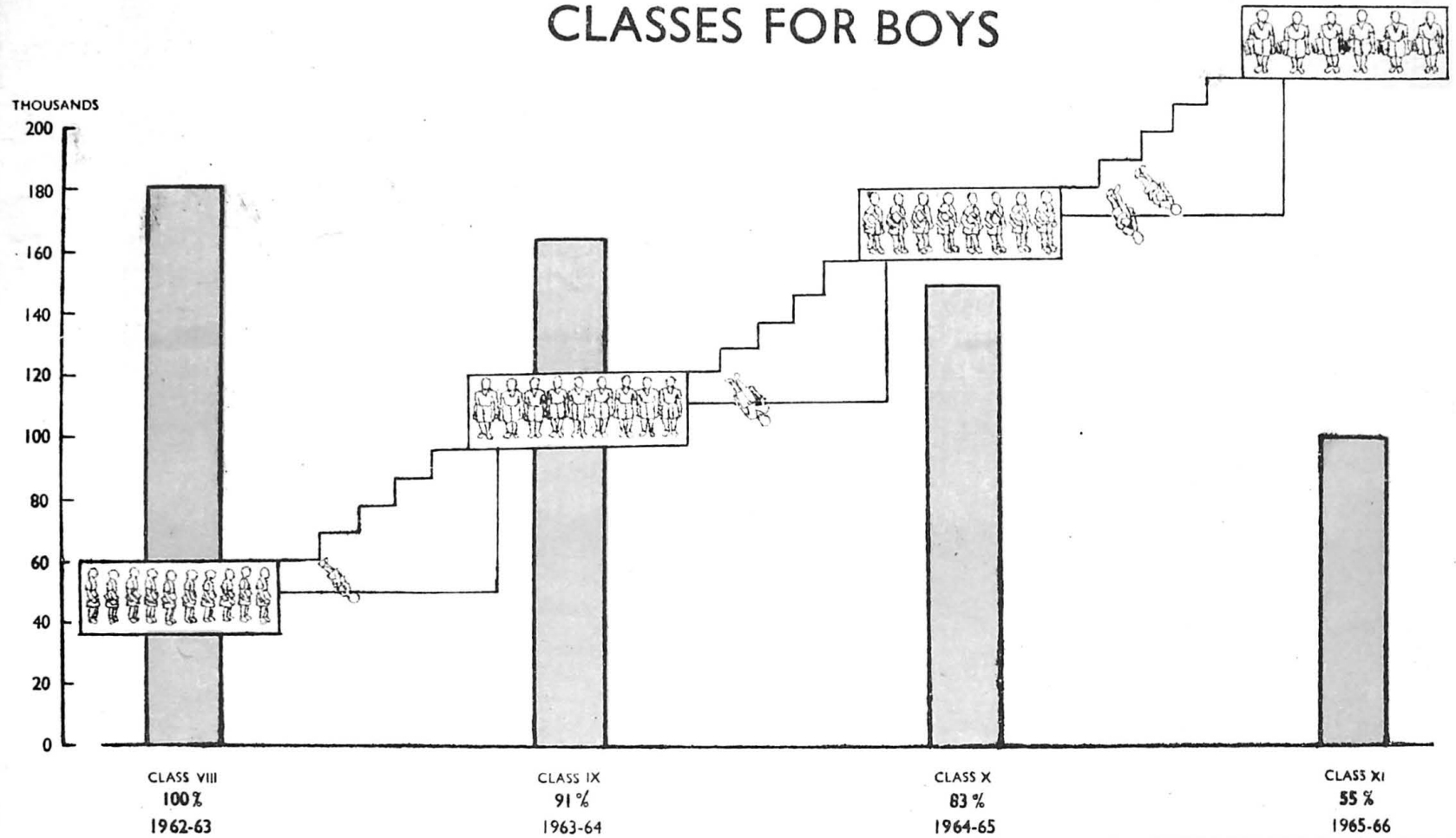
5.16. Government gives building grants, site grants and loans for school buildings. The accommodation usually available for secondary schools leaves much to be desired although the standard is somewhat better than that of primary schools. Many schools, particularly in big cities, have to adopt the shift system on account of acute shortage of accommodation. Non-availability or prohibitive cost of land has caused difficulties in construction of school buildings, particularly in urban areas.

**(xiii) Public Examinations at the end of the Secondary Stage :**

5.17. In Maharashtra, there are two public examinations at the end of the secondary stage. The first is the Secondary School Certificate examination conducted by the Poona Divisional Board. This is held at the end of Class XI and leads to the pre-university course of one year. In Vidarbha and Marathwada regions, the high school examination is held at the end of class X or XI (new) respectively. This examination is equivalent to the S. S. C. Examination of Western Maharashtra. In Vidarbha, candidates passing the high school examination are admitted either to class XI of the higher secondary schools or to a pre-university course of one year.

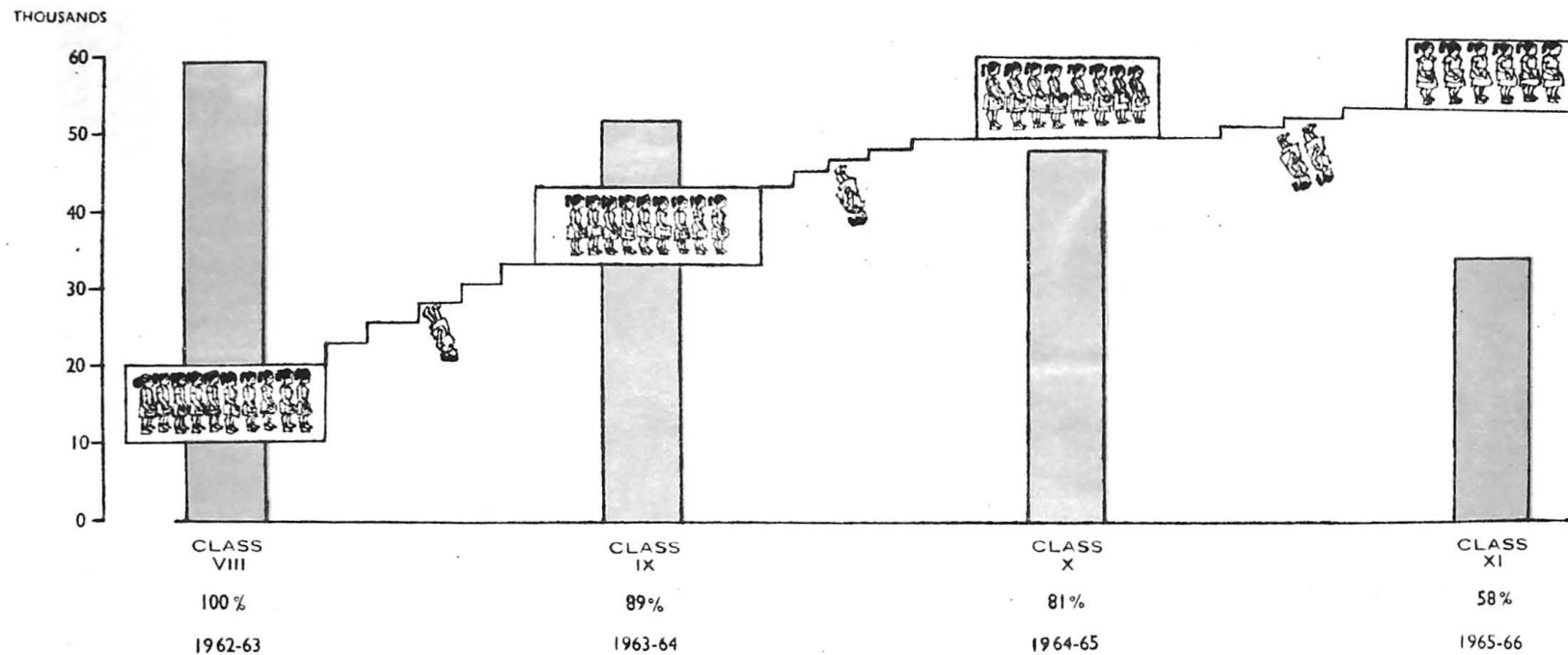
In addition, a higher secondary examination is also conducted in the Vidarbha and Marathwada regions at the end of class XI and Class XII (new) respectively and leads directly to the first year of the three-year degree course.

# WASTAGE & STAGNATION RATE OF RETENTION IN SECONDARY CLASSES FOR BOYS



# WASTAGE & STAGNATION

## RATE OF RETENTION OF GIRLS IN SECONDARY CLASSES



The number of students who passed the S. S. C. Examination in Western Maharashtra (including the High School Examination in Vidarbha and Marathwada) and the Higher Secondary Examination in Vidarbha and Marathwada are given in Table No. XXV.

TABLE No. XXV

*Results of S. S. C. Examinations (1959-60 to 1965-66) No. of passing students*

Year	S. S. C.			Higher Secondary		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1959-60	33,660	12,167	45,827	657	36	693
1960-61	37,329	13,606	50,935	2,550	499	3,049
1961-62	46,658	16,858	63,516	3,049	626	3,675
1962-63	57,837	20,223	78,060	3,293	851	4,144
1963-64	56,701	21,425	78,126	3,805	907	4,712
1964-65	56,105	22,410	78,515	3,464	1,023	4,487
1965-66	69,628	25,140	94,768	4,296	1,176	5,472
Average anual percentage increase	12.9	12.8	12.9	11.0	18.7	12.4

*Note.*—For Higher Secondary, average rates are calculated from 1960-61 to 1965-66 and the statistics for 1959-60 have not been taken into account.

It will be seen that in 1959-60, 33,660 boys and 12,167 girls passed the S. S. C. Examination and that their number increased to 69,628 boys and 25,140 girls in 1965-66. This implies an average annual increase of 12.9 per cent for boys and 12.8 per cent for girls. The total number of pupils passing the S. S. C. Examination also increased from 45,827 in 1959-60 to 94,768 in 1965-66 at an average annual rate of 12.9 per cent per year.

At the Higher Secondary Examination, the total number was very small. In 1959-60, only a total of 693 pupils passed the examination (657 boys and 36 girls). But in 1960-61, these numbers increased to 2,550 boys and 499 girls or 3,049 pupils in total. Ever since, the number of boys passing the higher secondary examination is increasing at 11.0 per cent per year and that of girls at 18.7 per cent per year (and that of the boys and girls taken together at 12.4 per cent per year) and in 1965-66, as many as 4,296 boys and 1,176 girls (or 5,472 pupils) passed this examination.

#### (xiv) Integration Committee for Secondary Education :

5.18. The Government of Bombay appointed during 1957-58 a committee under the chairmanship of Shri L. R. Desai to deal with the problem of integration of secondary education in the State. Government accepted the major recommendations of the Committee, in respect of the higher rates of grant-in-aid, enhanced salary scales for teachers in non-Government secondary schools and maximum and minimum in tuition fees chargeable in different standards of secondary schools.

#### (xv) General Education and Training of Secondary Teachers :

5.19. The training of graduate teachers is undertaken by Secondary Training Colleges (Colleges of Education) affiliated to the universities. The Colleges of Education admit graduates and follow a course of studies, theoretical and practical, as laid down by the Universities to which they are affiliated. The Colleges of Education have increased from 11 in 1960-61 to 27 in 1965-66. The number of students increased from 1,216 in 1960-61 to about 2,400 in 1965-66.

For a secondary teacher, an adequate command over the subject knowledge and appropriate methods of teaching are extremely important. It is, therefore, necessary to ensure that every teacher in a secondary school, teaches only those subjects in which he has taken a University degree and in the subject methods of teaching in which, he has

been properly trained. Pilot studies carried out on this aspect of the problem show that a very large proportion of secondary school teachers now teach subjects in which they did not take a university degree or in the subject methods in which they were not properly trained. An important programme of reform in the immediate future, therefore, is the following :—

(i) To make a rule that teachers at the secondary stage shall teach only that subject in which they have a University degree and in the subject methods of teaching in which they are properly trained and to enforce it rigorously ;

(ii) to make adequate arrangements at the University stage to provide instruction in subjects which are of special relevance to the school *e.g.*, Geography ;

(iii) to institute correspondence courses and to offer incentive to teachers to take degrees or special diplomas in subjects which they are teaching at the school stage ;

(iv) to organize intensive programmes through summer institutes to improve the subject knowledge of secondary school teachers ; and

(v) to make all efforts to increase the proportion of teachers with post-graduate qualifications. This need will become greater and more significant when the higher secondary course of two years is universally adopted.

5.20. The position relating to the general education and training of teachers in secondary schools is given in Table No. XXVI.

\*A special study has been undertaken by the Maharashtra State Board of Secondary Education regarding the general education and training of secondary school teachers and the subjects they are actually teaching in schools. The findings of this study will be available very soon. The data regarding the proportion of teachers with post-graduate qualifications which is not available now, will also be available in this study.

TABLE NO. XXVI

*Teachers in Secondary Schools by qualifications and training (1950-51 to 1965-66)*

Year	Men				Women				Total				
	Graduates	Under Graduates	Others	Total	Graduates	Under Graduates	Others	Total	Graduates	Under Graduates	Others	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	
1950-51	..	N.A.	N.A.	N.A.	10,462	N.A.	N.A.	N.A.	2,915	N.A.	N.A.	N.A.	13,377
1955-56	..	7,031	5,726	1,054	13,811	2,100	1,751	533	4,384	9,131	7,477	1,587	18,195
Percentage to total	..	50.9	41.5	7.6	100.0	47.9	39.9	12.2	100.0	50.2	41.1	8.7	100.0
1960-61	..	11,592	11,834	1,543	24,969	3,909	3,629	593	8,131	15,501	15,463	2,136	33,100
Percentage to total	..	46.4	47.4	6.2	100.0	48.1	44.6	7.3	100.0	46.8	46.7	6.5	100.0
1965-66	..	18,397	21,223	1,429	41,049	6,848	6,716	631	14,195	25,245	27,939	2,060	55,244
Percentage to total	..	44.8	51.7	3.5	100.0	48.2	47.3	4.5	100.0	45.7	50.6	3.7	100.0
Average annual increase (1956-66).		10.1	14.0	3.1	11.5	12.5	14.4	1.7	12.5	10.7	14.1	2.7	11.7
Percentage of trained teachers—													
1950-51	..	N.A.	N.A.	N.A.	52.4	N.A.	N.A.	N.A.	60.0	N.A.	N.A.	N.A.	54.0
1955-56	..	66.8	52.1	48.9	59.3	76.7	75.2	56.3	73.7	69.1	57.5	51.4	62.8
1960-61	..	64.8	54.7	53.1	59.3	76.6	75.3	58.0	74.7	67.8	59.6	54.5	63.1
1965-66	..	69.7	68.6	50.7	68.5	78.1	81.4	54.2	79.3	72.0	72.0	51.8	71.2

It must be remembered that teachers in secondary schools include a large proportion of under-graduates because primary sections are often attached to them. It is, however, a policy of Government that the teachers who teach at the secondary stage should at least be trained graduates. Owing to shortage of personnel, this is not fully implemented at present. It is proposed to adopt suitable measures for its vigorous implementation.

It will be seen from the above table that the graduate teachers in the secondary schools formed 50·2 per cent of the total in 1955-56 (50·9 per cent for men and 47·9 for women). During the last ten years, their numbers increased at an average of 10·7 per cent per year and yet their proportion to total fell to 45·7 per cent. (44·8 per cent for men and 48·2 per cent for women) in 1965-66. This is due, partly to expansion of the primary sections where under-graduate teachers are ordinarily required, but also considerably owing to the non-availability of graduate teachers. Consequently the proportion of the under-graduate teachers in secondary schools has increased from 41·1 per cent in 1955-56 to 50·6 per cent in 1965-66. This is a weakness which has to be remedied.

As at the primary stage, it is a good sign that the number of women teachers is increasing more rapidly, at an average annual rate of 12·5 per cent, than that of men teachers which is increasing at an average annual rate of 11·5 per cent.

It will also be noticed that the percentage of trained teachers has increased from 54·0 per cent in 1950-51 to 71·2 per cent in 1965-66. The percentage of trained teachers amongst women has always been better than that among men.

5·21. The position in Maharashtra, *vis-a-vis* the other States of the Indian Union, with regard to the general education and training of teachers in secondary schools is given in Table Nos. XXVII-A and XXVII-B.

TABLE NO. XXVII-A

*Teachers in Secondary Schools by qualifications (1963-64)*

States	Men total	Percentage to men teachers of			R* A N K	Women total	Percentage to women teachers of			R* A N K
		gradu-ates	under-graduates	others			gradu-ates	under-graduates	others	
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh ..	28,292	33·6	49·6	16·8	16	5,910	31·0	51·3	17·7	15
Assam .. ..	11,022	45·2	38·4	16·4	10	1,517	46·8	40·7	12·5	10
Bihar .. ..	20,403	67·5	28·0	4·5	3	1,314	65·4	29·0	5·6	2
Gujarat .. ..	16,084	56·8	39·3	3·9	7	3,230	59·5	35·0	5·5	3
Jammu and Kashmir ..	3,884	35·8	54·4	9·8	14	1,146	34·4	40·9	24·7	14
Kerala .. ..	20,995	45·2	41·3	13·5	10	12,516	38·0	50·8	11·2	12
Madhya Pradesh .. ..	15,959	61·8	35·4	2·8	4	3,748	54·3	41·2	4·5	6
Madras .. ..	30,901	33·8	50·4	15·8	15	10,713	28·5	59·6	11·9	16
MAHARASHTRA .. ..	34,249	46·3	47·3	6·4	9	11,522	49·6	44·1	6·3	8
Mysore .. ..	11,263	60·8	37·7	1·5	5	2,705	52·8	44·8	2·4	7
Orissa .. ..	6,650	44·0	45·0	11·0	12	621	44·8	46·4	8·8	11
Punjab .. ..	20,867	43·0	41·7	14·4	13	8,794	35·1	48·0	16·9	13
Rajasthan .. ..	10,964	59·7	35·6	4·7	6	1,466	58·1	34·2	7·7	4
Uttar Pradesh .. ..	37,257	70·6	25·9	3·5	2	8,190	56·8	34·4	8·8	5
West Bengal .. ..	32,391	79·5	16·8	3·7	1	9,291	79·6	17·7	2·7	1
All India .. ..	3,12,593	54·0	37·5	8·5	8	89,011	48·1	42·5	9·4	9

\* Ranks awarded according to percentages of graduate teachers only.

TABLE NO. XXVII-B

*Teachers in Secondary Schools by training (1963-64)*

State	No. of Teachers	Percentage of trained teachers	Index	Rank
1	2	3	4	5
Andhra Pradesh .. .. .	32,042	80.7	177	3
Assam .. .. .	12,539	15.1	22	16
Bihar .. .. .	21,717	39.6	57	14
Gujarat .. .. .	19,314	61.6	89	8
Jammu and Kashmir .. .. .	5,030	57.0	82	10
Kerala .. .. .	33,511	80.0	116	4
Madhya Pradesh .. .. .	19,707	57.1	83	9
Madras .. .. .	41,614	91.0	132	1
MAHARASHTRA .. .. .	45,771	69.1	100	6
Mysore .. .. .	13,968	56.2	81	11
Orissa .. .. .	7,271	47.5	69	13
Punjab .. .. .	29,661	84.9	123	2
Rajasthan .. .. .	12,430	51.2	74	12
Uttar Pradesh .. .. .	45,447	72.0	104	5
West Bengal .. .. .	41,703	35.6	52	15
All India .. .. .	3,99,465	66.1	96	7

Table No. XXVII-A does not give information about the proportion of teachers with postgraduate qualifications in different States. It also does not give any data regarding the proportion of undergraduate teachers teaching at the secondary stage. Nor does it give any information about the subjects in which the graduate teachers took their degrees and those which they are now teaching in the schools. These statistics can, therefore, be only of a very limited utility and a comparison can be made on the broad basis that, the larger the proportion of graduate teachers teaching in secondary schools, the better it is in the interests of educational standards.

On this assumption, it is found that Maharashtra with its proportion of 46.3 per cent for graduate men teachers in secondary schools stands eighth in the Indian Union, the seven States above it being West Bengal (79.5 per cent) Uttar Pradesh (70.6 per cent), Bihar (67.5 per cent), Madhya Pradesh (61.8 per cent), Mysore (60.8 per cent), Rajasthan (59.7 per cent) and Gujarat (56.8 per cent). It is also below the all-India average of 54.0 per cent. Among women graduate teachers, the proportion in Maharashtra is 49.6 per cent which is slightly above the all-India average of 48.1 per cent and here it stands eighth, the seven States above it being West Bengal (79.6 per cent), Bihar (65.4 per cent), Gujarat (59.5 per cent), Rajasthan (58.1 per cent), Uttar Pradesh (56.8 per cent), Madhya Pradesh (54.3 per cent) and Mysore (52.8 per cent).

It will be seen from Table No. XXVII-B that Maharashtra with 69.1 per cent of trained teachers in secondary schools, stands sixth among the States of the Indian Union, the five States above it being Madras (91.0 per cent), Punjab (84.9 per cent), Andhra Pradesh (80.7 per cent), Kerala (80.0 per cent), and Uttar Pradesh (72.0 per cent).

This highlights the urgent need to launch an intensive programme for improving the general education and professional training of teachers in secondary schools in the State.



**(xvi) Extension Services Departments :**

5.22. The following four colleges in the State have Extension Services Department attached to them :—

1. Secondary Training College, Bombay.
2. Tilak College of Education, Poona.
3. University Training College, Nagpur.
4. S. M. T. T. College, Kolhapur.

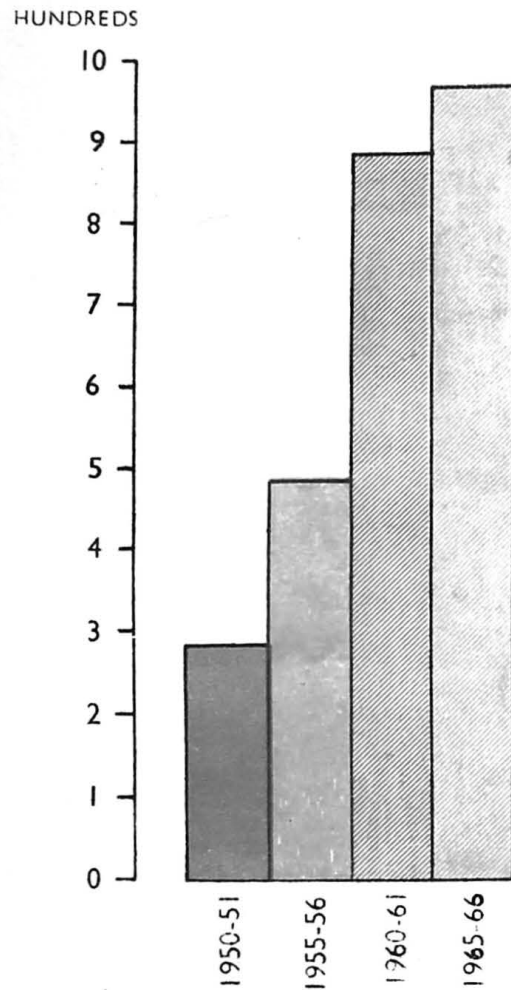
The Extension Services Departments of these colleges are intended to provide in-service training and develop other projects for improving efficiency of teachers in secondary schools. The object of this in-service training was primarily to make the teacher fully conversant with the new trends in secondary education and to develop in him initiative and responsibility for adopting dynamic and effective methods of teaching in class rooms. For this purpose, the Extension Services Departments have been supplied with special equipments in the shape of books, audio-visual aids, projectors, film strips, films, tape-recorders, duplicators as well as a jeep to be utilized for the supervision of schools and organization of mobile library service for the teachers in the service of the associated schools.

The area served by each of these Departments is so marked as to bring within its range a separate group of schools to avoid overlapping of jurisdiction. The spirit that permeates all the activities of these Departments is of co-operation. Besides seminars and refresher courses, special groups are formed which meet periodically for panel discussions and co-operative studies. Workshops are organized to work out new ideas

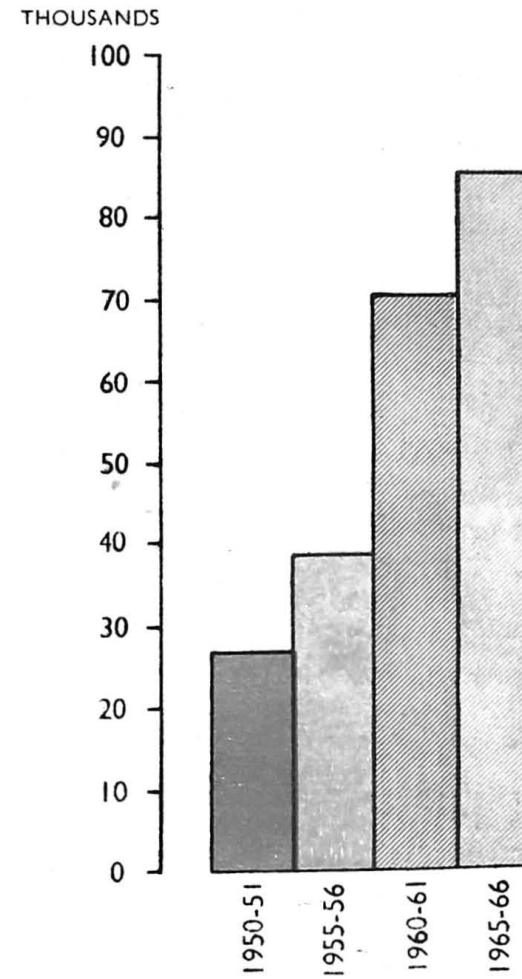


# PROGRESS OF PROFESSIONAL SCHOOLS

## INSTITUTIONS



## ENROLMENT



## VI. VOCATIONAL AND SPECIAL EDUCATION (INCLUDING ADULT EDUCATION CLASSES)

### (1) Vocational Education at the Secondary Stage :

6.1. At present, most students who complete secondary education try to enter the University. This creates pressures for admissions to Universities and Colleges and also leads to a severe form of educated unemployment and to lowering down of standards. What is needed, therefore, is a programme which will divert pupils in secondary schools into various vocations so that the pressures on Universities are reduced. This is why the development of vocational education at the secondary stage is extremely important.

Unfortunately, this programme has not been developed adequately in Maharashtra. It is true that considerable expansion has taken place in training facilities for certain vocations through the establishment of Polytechnics, Industrial Training Institutes, etc. But their growth has been largely outstripped by the tremendous expansion which has taken place in general secondary education. This imbalance now needs to be remedied.

The development of vocational education at the secondary stage in Maharashtra during the period under review is shown in Table No. XXVIII.

TABLE NO. XXVIII.  
*Statistics of Professional Schools (1950-51 to 1965-66)*  
(Direct Expenditure in 000s) (Rs.)

Year and Item	Agri- cultural	Commerce	Engineer- ing and Polytechnic	Forestry	Medicine	Training (PTC, STC and CPED etc.)	Technical (including Arts and Crafts and Industrial)	Veterinary	Other Profes- sional	Total	
1	2	3	4	5	6	7	8	9	10	11	
1950-51 :—											
Institutions	..	....	....	....	Break up not available.		....	....	....	295	
Enrolment	..	....	....	....	Break up not available.		....	....	....	27,321	
Expenditure	..	....	....	....	Break up not available.		....	....	....	74,29	
1955-56 :—											
Institutions	..	9	119	2	1	40	113	209	....	1	494
Enrolment	..	632	13,649	387	27	1,585	12,605	10,319	..	50	39,254
Expenditure	..	5,40	5,85	1,54	31	13,45	31,81	22,87	....	4,07	85,30
1960-61 :—											
Institutions	..	35	240	17	2	78	192	310	4	8	886
Enrolment	..	2,483	23,583	4,629	93	4,643	19,368	15,057	271	998	71,125
Expenditure	..	19,72	12,04	37,45	24	20,10	56,89	57,31	76	8,63	2,13,14
1965-66 :—											
Institutions	..	53	43*	44	3	87	334	316	7	85†	972
Enrolment	..	6,748	8,408	10,640	389	7,612	26,280	18,026	405	7,253	85,761
Expenditure	..	32,61	5,92	71,83	95	38,04	82,23	94,23	1,17	23,29	3,50,27
Average Annual Increase								(Over 1960-61)		(Over 1950-51)	
Institutions	..	19.4	....	36.0	11.6	8.1	11.4	4.2	11.8	....	8.3
Enrolment	..	26.5	....	39.0	30.0	17.0	7.6	5.7	8.4	....	7.9
Expenditure	..	19.7	....	46.0	11.8	10.9	10.0	15.2	9.0	....	10.8

\*Deletion of G. C. C. Classes accounts for the decrease.

†Sudden increase due to classification of Music and Dancing, Fine Arts Institutions as professional, since 1964-65.

It will be seen that the total number of vocational schools has increased from 295 in 1950-51 to 972 in 1965-66, or at an average annual rate of 8.3 per cent. Their enrolment has increased from 27,321 in 1950-51 to 85,761 in 1965-66 or at about 7.9 per cent per year. The expenditure on these institutions has also increased, during the same period, from Rs. 74.29 lakhs to Rs. 350.27 lakhs or at an average annual rate of 10.8 per cent. While this progress

is commendable it will be seen that the expansion of vocational education is slower than that of general secondary education. Consequently the enrolment in vocational schools, as a percentage of the total enrolment at the secondary stage, is showing a declining trend. This will be clear from the following statistics:—

Year	Enrolment at Secondary Stage VIII-XI/XII	Enrolment in Vocational schools	Percentage of enrolment in Vocational schools to that at secondary stage
1950-51	2,44,042	27,321	11·19
1955-56	2,97,940	39,248	13·20
1960-61	5,27,962	71,125	13·50
1965-66	9,40,154	85,761	9·10

The objective of our policy should be to expand the enrolment in vocational courses at this stage so that vast majority of students is diverted, through terminal courses, into various walks of life. The present trend is exactly in the opposite direction. This is a major weakness in the existing situation which needs to be remedied.

### Special Schools :

6.2. The statistics of special schools are given in Table XXIX.

TABLE NO. XXIX  
Statistics of Special Schools (1950-51 to 1965-66)

(Expenditure in 000 Rs.)

Year	Item	For mentally Handicapped	For physically handicapped	Reformatory	Oriental	Others	Total	
1	2	3	4	5	6	7	8	
1950-51	.. Institutions	..	..				14,628*	
	Enrolment	..	..	Break up not available			3,26,293	
	Expenditure	..	..				23,86	
1955-56	.. Institutions	..	2	18	10	28	5	63
	Enrolment	..	164	839	1,644	1,119	420	4,186
	Expenditure	..	86	2,98	5,66	73	6	10,29
1960-61	.. Institutions	..	3	28	13	40	13	97
	Enrolment	..	307	1,413	2,040	2,180	1,747	7,687
	Expenditure	..	1,19	6,19	12,64	1,79	3,73	25,54
1965-66	.. Institutions	..	3	36	19	38	5†	101
	Enrolment	..	379	1,976	1,866	3,878	993	9,092
	Expenditure	..	2,14	9,41	5,51	1,81	67	19,54
Average Annual percentage increases—								
(1955-56 to 1965-66)	.. Institutions	..	4·1	7·2	6·6	3·1	....	4·8
	Enrolment	..	8·7	8·9	1·3	13·2	9·0	8·1
	Expenditure	..	9·5	12·2	....	9·5	27·0	6·6

\*Includes adult education also.

†Decrease due to reclassification of some institutions as 'professional' since 1964-65.

The special schools form a small category among all educational institutions. In Maharashtra, their number has increased from 63 in 1955-56 to 101 in 1965-66 ; their enrolment from 4,186 to 9,092 ; and their expenditure from Rs. 10·29 lakhs to Rs. 19·54 lakhs.

The special institutions which now exist in the State include three institutions for mentally handicapped children with an enrolment of 379 and an expenditure of Rs. 2·14 lakhs ; and 36 institutions for the physically handicapped children with an enrolment of 1,976 and an expenditure of Rs. 9·41 lakhs. The number of reformatory schools which was 10 with an enrolment of 1,644 and an expenditure of Rs. 5·66 lakhs in 1955-56 has now increased to 19 with an enrolment of 1,866 and an expenditure of Rs. 5·51 lakhs. These are the important categories among the special schools.

The oriental schools which should really be regarded as a part of general education, numbered 28 with an enrolment of 1,119 and an expenditure of Rs. 73,000 in 1955-56. Their number has since increased to 38 with an enrolment of 3,878 and an expenditure of Rs. 1.81 lakhs.

(ii) **Adult Education:**

6.3. After Independence, the term "Adult Education" was replaced by a more comprehensive term "Social Education", as emphasis was placed not merely on the attainment of literacy, but on general education to enable every adult to fulfil his role as a responsible citizen. The programme of Social Education was introduced with the following objectives :—

- (a) To organize classes to eradicate illiteracy among the masses as expeditiously as possible ;
- (b) To educate them to keep their homes and surroundings clean and to make their social life useful and enjoyable ;
- (c) To teach them to live happily in peace with other neighbours and to unite against elements which tend to disintegrate social life ;
- (d) To acquaint the people with the ever-changing currents in the social, economic and political life and to instil in them a faith in themselves and in the future of the country ; and
- (e) To inspire them to take a live interest in the affairs of the State and its programme of social reconstruction.

6.4. For realizing these objectives the programme of social education in Western Maharashtra included subjects like civics, personal and community hygiene, a broad acquaintance with culture and tradition, and some knowledge of political, social and economic problems facing the country. With a view to making the Social Education drive more effective, attempts were made to provide recreation for the adults in social education classes. Short term courses of a fortnight's duration were organized during the vacation in selected Training Colleges, for the training of social education workers. All possible efforts were made by the Regional Social Education Committees and inspecting officers to increase the number of Village Reading Rooms and to make them attractive by supplying useful literature and material interesting to the neo-literates.

6.5. In Vidarbha, the Social Education scheme was launched in 1948. The adult literacy classes were started at places where there was either a village Gram Panchayat or a primary school. The class was organized, conducted and taught by the local primary school teacher or a volunteer who was qualified to be a teacher. Duration of the class was for 10 months during which period the adults were required to be prepared for the Adult Literacy Test. Emphasis was given on the concept of Social Education. Mobile library vans were provided for carrying books to different villages, for the use of neo-literates. This library system was of great help in giving impetus to Social Education scheme in Vidarbha.

6.6. The programmes for the liquidation of adult illiteracy have received a special momentum in Maharashtra in recent years owing to the introduction of the Gram Shikshan Mohim. The statistics of classes for adults, their enrolment and expenditure during the last ten years are given in Table No. XXX.

TABLE NO. XXX

*Adult Education in Maharashtra (1950-51 to 1965-66)*

Year	Institutions	Enrolment			Expenditure (Direct) (Rs.)
		Men	Women	Total	
1	2	3	4	5	6
1950-51	.. ..	Included under special schools.			
1955-56	11,176	2,08,900	35,291	2,44,191	5,60,259
1960-61	23,658	2,66,346	1,25,928	3,92,274	6,86,636
1965-66*	1,83,063	4,29,911	4,15,734	8,45,645	4,95,135
Average annual percentage increase (Over 1955-56).	32.0	7.5	28.0	13.2	....

\* Sudden increase on account of introduction of Gram Shikshan Mohim.

The Gram Shikshan Mohim made a comparatively small beginning and in 1955-56 there were only 11,176 classes with a total enrolment of 2·44 lakhs and an expenditure of Rs. 5·60 lakhs. In 1965-66, the number of classes increased to 1,83,063 with an enrolment of 8·46 lakhs with an expenditure of Rs. 4·95 lakhs only.

The object of the Gram Shikshan Mohim, which represents the first stage in the Social education campaign, is to make the adults literate with the help of voluntary workers, teachers and students. The second stage of follow-up work to make the adults functionally literate has not yet been developed on a proper scale. It is proposed to concentrate on this in the days ahead.

**(iii) Physical Education :**

6.7. The State Inspector for Physical Education is in-charge of organization, promotion and supervision of physical education in Primary, Secondary Schools and Primary Training Colleges. He supervises the C.P.Ed. course in physical education and is responsible for the conduct of examination for Certificate in Physical Education. He is also responsible for organizing scouting, A.C.C., short term courses in physical education for primary teachers and supervising the working of National Discipline Scheme sponsored by the Government of India with a view to making the younger generation mentally and physically healthy by instilling in them a sense of patriotism, self-reliance and discipline.

6.8. Physical Education is compulsory for the first two years in the Arts, Science and Commerce Colleges in the State. The Colleges provide facilities for the promotion of physical education by way of adequate qualified staff, equipment for camps and sports, gymnasium, swimming pool, etc. Most of the Universities have established Boards of Sports, Physical Education and Recreation for promoting youth welfare activities. Inter-collegiate tournaments and competitions have become regular features of college life.

6.9. The State Sports Council was constituted by Government towards the end of 1957-58 with a view to promoting all-round development of sports and games. The Council has been able to take a number of steps for the promotion of sports and games in the State.



## VII. HIGHER EDUCATION

### (i) General Progress of Higher Education :

7.1. The main problem in the field of Higher Education is the provision of qualified staff, good equipment and suitable buildings to meet the increasing demand for higher education. With the expansion of secondary education in the recent years, the colleges have also, in turn, grown bigger in size and consequently, the colleges have had to make adequate provision for good teaching for the growing number of students. With the regional Universities in the State, it is possible for these Universities to raise the standard of University Education by insisting on personal attention to students both at post-graduate and under-graduate level.

The State has now six Universities of which one, *viz.* the S. N. D. T. University, is exclusively meant for women. Two new Universities were established after reorganization of States in 1956. A separate University was established for five districts of Marathwada region in 1958 at Aurangabad. Similarly, the Shivaji University was established in 1962 at Kolhapur to cater to the needs of the southern part of Western Maharashtra comprising of the districts of Ratnagiri, Kolhapur, Satara, Sangli and Sholapur. These districts were formerly in the jurisdiction of the Poona University. The Nagpur University caters to the needs of eight districts of Vidarbha.

On the basis of the recommendations made by the University Grants Commission, Ministry of Education Government of India, recommended to the State Governments the revised scales of pay for teachers in affiliated colleges and Universities. The State Government has accepted these recommendations and has since implemented the revised pay-scales.

7.2. The State Government has recently established an Agricultural University for the development of Agricultural Education. In order to promote Science Education at the higher level Government decided to reorganize the Institute of Science, Bombay. A Committee under the Chairmanship of Dr. Naraliker was appointed to make recommendations for the reorganisation of the Institute. The Committee has accordingly submitted its recommendations and they are being examined by Government. Steps are also being taken to recruit specialised staff for imparting instruction at the post-graduate level. It is also proposed to reorganise the College of Science, Nagpur so as to raise it to the level of the Institute of Science, Bombay with a view to encouraging research in various branches of Science.

7.3. At present, there are 49 institutions working in the field of research and cultural education recognized by the Department. Maintenance grants are paid to these institutions every year. Nearly 500 students have registered for Ph. D. in various faculties and about 200 of them have already received their Doctorate through these institutions. A number of research papers were contributed by scholars working in these institutions from time to time.

### (ii) Transfer Rate of Students from Schools to Colleges :

7.4 It is necessary to determine the proportion of students, completing secondary education that goes in for higher education at the university stage. The position in this respect in the last few years, has been shown in Table XXXI.

TABLE NO. XXXI

*Transfer rates from schools to colleges*

Year.	Enrolment in				Enrolment in				Transfer Rate Col. (9) ÷ Col. (5) (of previous year).
	Class XI W. M.	Class XI M. W.	Class X Vid.	Total	Class XI Vid.	Class XII M. W.	P. U C. and its equiva- lent (Arts, Sc. and Com.)	Total	
1	2	3	4	5	6	7	8	9	10
1959-60	.. 56,100	5,786	19,795	81,681	....	....	....	....	....
1960-61	.. 61,730	6,029	23,448	91,207	3,946	1,141	32,888	37,975	46.5
1961-62	.. 70,782	7,034	28,017	1,05,833	4,954	1,006	40,034	45,994	50.4
1962-63	.. 81,859	7,291	32,675	1,21,825	5,498	986	47,006	53,490	50.5
1963-64	.. 95,401	8,800	37,910	1,42,111	6,546	1,020	54,265	61,831	50.8
1964-65	.. 1,05,546	10,370	44,004	1,59,920	7,235	1,069	55,205	63,509	44.7
1965-66	.. ....	....	....	....	8,203	959	64,688	73,850	46.2

Column 5 of this Table shows the total number of students, as on 31st March of a given year, in Class XI of Western Maharashtra, Class XI of Marathwada and Class X of Vidarbha which are the last classes of the secondary stage. Column 9 of the Table shows the enrolment, as on 31st March of the following year, in Class XI of Vidarbha, Class XII of Marathwada and Pre-University Courses and its equivalent in the State as a whole. It may be presumed that the proportion of column 5 of one year to column 9 of the subsequent year gives a rough indication of the transfer rate from schools to colleges. Of course, the following factors have been ignored in this assumption :—

(1) There might be a number of repeaters in the enrolment shown in column 5 as also that shown in column 9.

(2) All the students who join the college in a given year will not be those who complete the secondary course in that year. Some of them might have completed it in earlier years and joined college. On the other hand, some of those who complete the secondary course in a given year may join the college, not in the same year, but some time later.

It may be assumed that these factors cancel each other. On this assumption, Table XXXI shows that the transfer rate from schools to colleges is about 50 per cent. The fall in this rate in 1964-65 is probably due to a stricter result in the public examination at the end of the secondary stage. Such fluctuations are not unusual. But on the whole, subject to confirmation through special studies which are proposed to be carried out on this subject, it may be presumed that about half the students who complete the secondary stage go in for collegiate education. This is obviously too high a rate of transfer and highlights the urgency to develop vocational education at the secondary stage to divert students into various walks of life.

(iii) Enrolment at the University Stage :

7.5 The enrolment at the university stage according to faculties is given in Table No. XXXII.



# PROGRESS OF HIGHER EDUCATION 1950-51 TO 1965-66

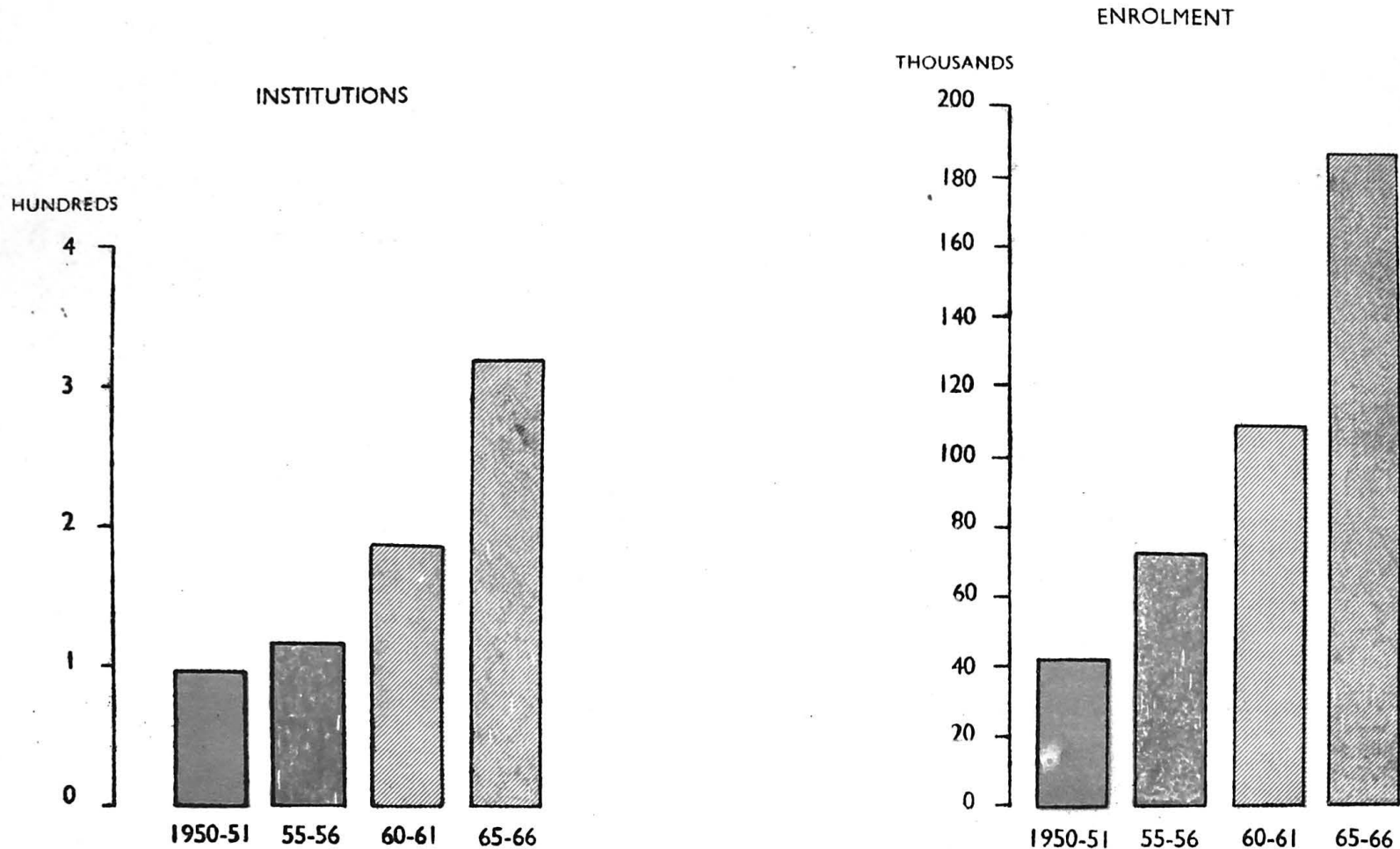


TABLE No. XXXII

## Statistics of Higher Education (1950-51 to 1965-66)

(Expenditure in 000 Rs.)

Year and Item	Universities	Research Institutions	*Arts and Science Colleges.	Agriculture	Commerce	Engineering Tech. Arch.	Fine Arts	Law	Medicine	Veterinary Science	Teacher Training (including Physical Education excl. S.T.C.)	Others†	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1950-51—													
Institutions	.. 4	10	41	2	5	6	1	4	12	1	7	3	96
Enrolment	.. 1,612	67	30,000	5,55	3,619	1,363	767	1,913	1,652	154	485	1,197	43,384
Expenditure	.. 49,90	10,75	1,08,50	4,35	7,33	12,81	3,39	3,82	8,43	99	4,10	22,47	2,36,84
1955-56—													
Institutions	.. 4	13	49	3	7	6	1	6	12	1	11	2	114
Enrolment	.. 1,708	187	49,788-	845	5,719	4,524	1,333	3,483	4,054	252	1,118	64	73,075
Expenditure	.. 63,71	19,72	1,48,86	8,49	11,97	28,03	4,30	5,09	45,41	1,81	6,70	1,05	3,45,14
1960-61—													
Institutions	.. 5	15	82	5	14	9	3	8	15	2	20	9	187
Enrolment	.. 3,058	298	75,388	1,666	10,842	5,048	1,567	4,342	4,850	332	1,739	1,529	1,10,659
Expenditure	.. 1,34,03	21,76	2,50,28	23,07	24,67	82,96	5,31	7,99	74,96	7,02	13,46	7,74	6,53,25
1965-66—													
Institutions	.. 6	14	172	7	19	13	5	9	22	3	32	17	319
Enrolment	.. 4,909	344	1,34,801	3,702	15,819	9,116	1,523	5,263	8,051	392	2,892	1,875	1,88,687
Expenditure	.. 2,16,14	22,03	4,40,27	39,83	38,22	1,29,84	12,63	9,05	1,35,10	9,92	21,13	13,03	10,87,19
Average annual % increase :—													
Institutions	.. 2.7	2.3	10.0	8.7	9.3	5.3	11.3	5.5	4.1	7.6	10.6	12.3	8.3
Enrolment	.. 7.7	11.5	10.5	13.5	10.3	13.5	4.7	7.0	11.1	6.4	12.6	3.1	10.3
Expenditure	.. 10.3	4.9	9.8	15.9	11.6	16.7	9.2	5.9	20.0	16.6	11.5	....	10.7

\* Includes Tata Institute of Social Science.

† Includes Oriental, Social Work, Other professional and special colleges.

It will be seen that the number of institutions of higher education has increased from 96 in 1950-51 to 319 in 1965-66 or at 8.3 per cent per year. During the same time, the total enrolment in higher education has increased from 43,384 to 1,88,687 or at 10.3 per cent per year and the total direct expenditure on higher education from Rs. 2.37 crores to Rs. 10.87 crores or at 10.7 per cent per year.

The increase in enrolments has been higher than average in research institutions, colleges of agriculture and engineering, in teacher education and in colleges of medicine. This trend is in keeping with the All-India pattern and is even better.

7.6 Table No. XXXIII shows the enrolments in higher education according to stages—undergraduate and postgraduate.

TABLE No. XXXIII  
Enrolment in Higher Education by Stages (1950-51 to 1965-66)

Stage	Arts	Science	Home Science	Agriculture	Commerce	Engg. Tech. Arch.	Fine Arts	Law	Medicine	Veterinary	Teacher Training (including Physical Education excluding S.T.C.)	*Others	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1950-51—													
Under graduate ..	14,665	13,563	....	617	3,698	976	625	1,847	1,468	138	508	22	38,127
Post Graduate ..	2,073	452	....	38	242	162	367	139	184	16	101	283	4,057
	(14.1)	(3.3)		(6.1)	(6.5)	(16.6)	(58.7)	(7.5)	(12.5)	(11.6)	(19.9)	....	(10.6)
1955-56—													
Under Graduate ..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Post Graduate ..	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1960-61— (Estimated)													
Under Graduate ..	38,707	29,827	N. A.	1,758	12,956	3,122	N. A.	4,289	4,414	332	1,251	N. A.	1,03,559
Post Graduate ..	3,525	1,615	N. A.	162	706	231	N. A.	145	465	....	251	N. A.	7,100
1965-66—													
Under Graduate ..	59,830	53,066	1,436	4,215	30,584	6,989	53@	5,353	7,109	343	1,992	316	1,71,286
Post Graduate ..	3,798	1,854	12	279	1,202	1,000	129	401	916	49	492	1,486	11,618
	(6.3)	(3.5)	(0.8)	(6.7)	(3.9)	(14.3)	....	(7.5)	(12.9)	(14.3)	(24.7)	....	(6.8)
Average Annual percentage increase													
Under Graduate ..	9.8	9.5	....	13.6	15.1	14.0	....	7.3	11.1	6.2	9.5	19.4	10.5
Post Graduate ..	4.1	9.8	....	14.2	11.2	12.9	....	7.3	11.3	7.6	11.1	11.7	7.2

@Decrease due to reclassification of Arch. under Engineering from 1964-65. N. A.—Not available.

\*Includes Oriental, Social Education, Other professional and special courses. Figures in brackets indicate percentage of enrolment at post graduate stage to that at under-graduate stage.

It will be seen that the total enrolment at the under-graduate stage has increased from 38,127 in 1950-51 to 1,71,286 in 1965-66 or at 10.5 per cent per year. The enrolments at the postgraduate stage, however, have increased during the same period, from 4,057 to 11,618 or at 7.2 per cent per year. From the point of view of educational needs the increase in enrolment at the postgraduate stage has to be much faster than that at the undergraduate stage. But at present, the reverse is the case.

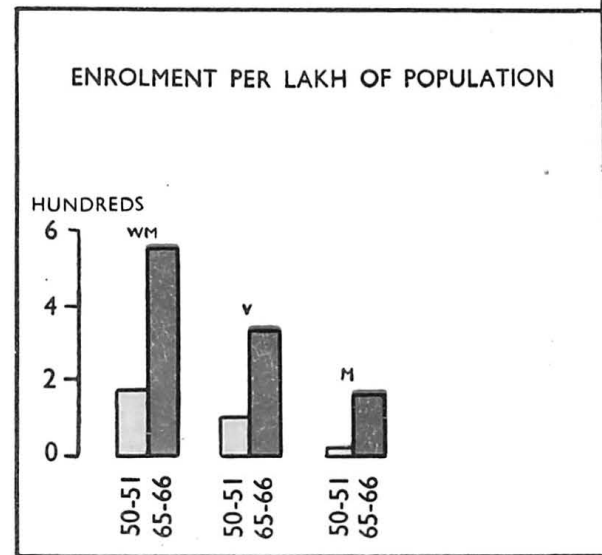
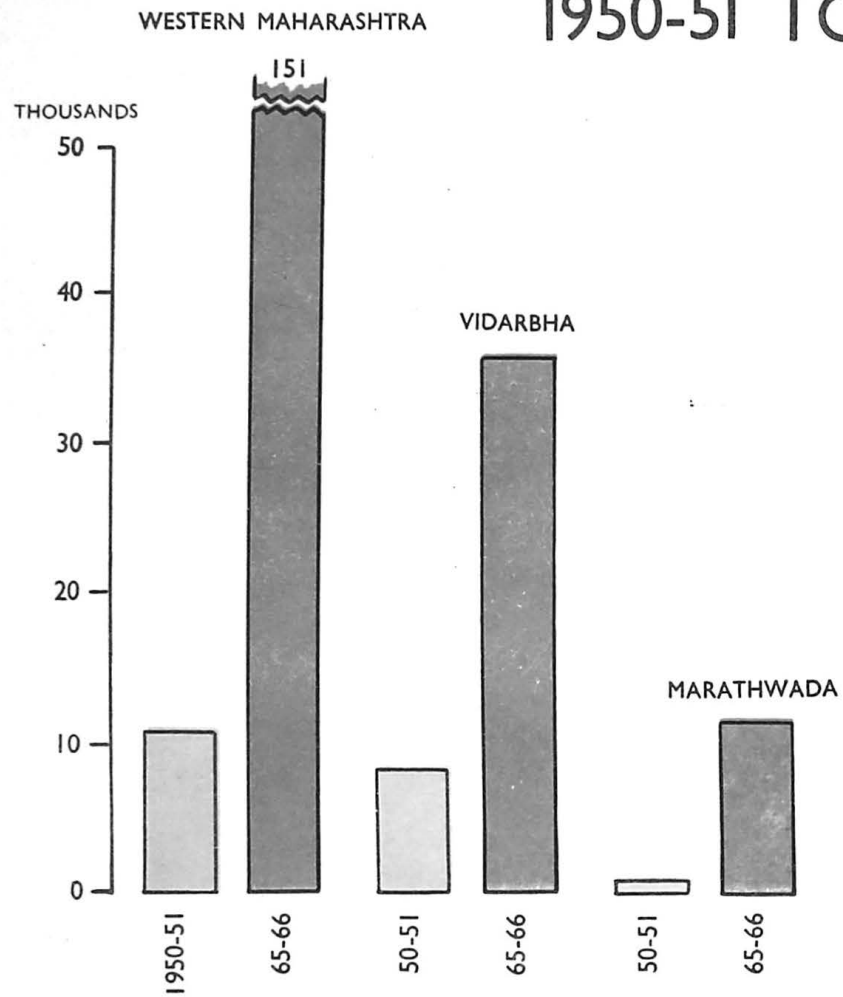
The total enrolment at the postgraduate stage (4,057) formed 10.6 per cent of the total enrolment at the under-graduate stage (38,127) in 1950-51. This proportion declined to only 6.8 per cent in 1965-66. This is a little better than the All India average of 5.6 per cent. But the Education Commission has pointed out that we have to aim at a stage when the enrolment in postgraduate education and research would be about 20 per cent of the enrolments at the undergraduate stage. From this point of view, the development of postgraduate education in Maharashtra will have to be considerably stressed.

The proportion of postgraduate enrolments to that at the undergraduate stage varies from faculty to faculty. In 1965-66, this was the highest in teacher education (24.7) per cent followed by veterinary and engineering (14.3 per cent each) medicine (12.9 per cent), law (7.5 per cent), agriculture (6.7 per cent), arts (6.3 per cent), commerce (3.9 per cent), science (3.5 per cent) and home science (0.8 per cent). There is an urgent need to increase postgraduate enrolment in arts and science.

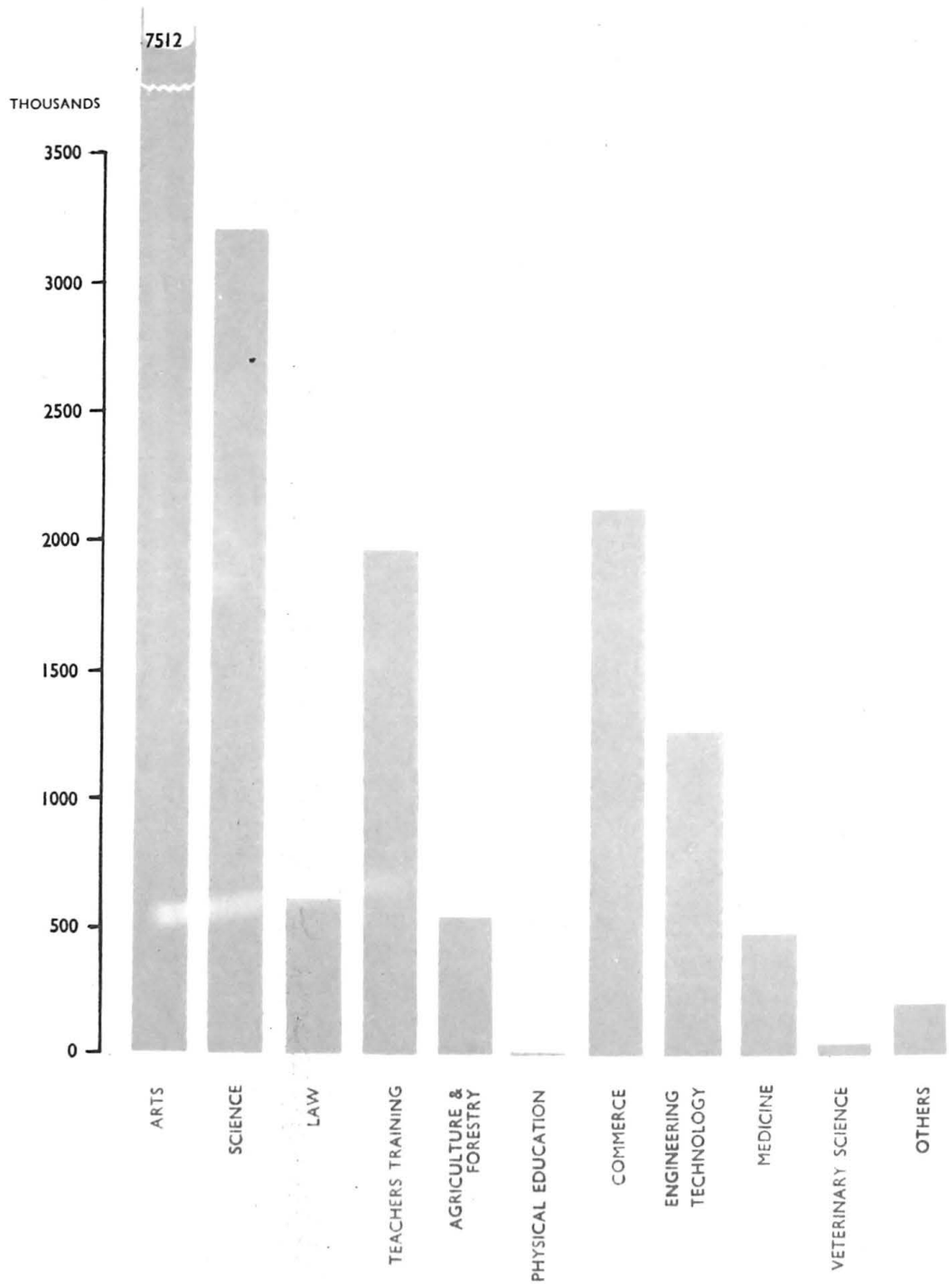
#### (iv) Grant-in-aid to Colleges :

7.7. In order to assist private enterprise in the field of higher education, the State Government has been paying maintenance grants to these non-government colleges. At present the formula takes into consideration the enrolment in these colleges while sanctioning grants. According to the present formula, half of the deficit is granted to the colleges by way of grants. Colleges with an enrolment less than 1,000 are given 10 per cent of the total admissible expenditure in addition to the half deficit while those with an enrolment of more than 1000 are given 5 per cent of the total admissible expenditure in addition to the half deficit. The quantum of maintenance grant payable is, however, restricted to a ceiling of 1/3 of the total admissible expenditure. The universities are being paid suitable matching grants, maintenance grants, depreciation grants on buildings, and replacement of plant, machinery etc. Non-recurring grants for specific items of expenditure such as publication of text books in regional and Hindi language, conducting training classes for I.A.S. are also paid to the Universities.

# HIGHER EDUCATION ENROLMENT 1950-51 TO 1965-66



# OUTPUT OF GRADUATES 1965-66



(v) Higher Education in Maharashtra *vis-a-vis* other States :7.8 The position of higher education in Maharashtra *vis-a-vis* other States is given in Table XXXIV.

TABLE No. XXXIV

*Statistics of Higher Education, 1963-64*

State	Percentage of enrolment in Arts, Science, Commerce to total in Higher Education.	Rank	Enrolment per 1,000 Population.	Rank	Direct expenditure per Capita (Rs.)	Rank	Teacher Pupil Ratio	Rank	*Percentage of Direct Expenditure on important items of Higher Education to total expenditure on Education	Rank
Andhra Pradesh ..	87.2	14	1.51	15	1.32	13	10	1	16.6	8
Assam ..	90.7	16	3.23	5	1.30	14	22	15	12.7	13
Bihar ...	84.0	11	2.36	13	0.92	15	21	14	16.6	8
Gujarat ..	77.8	8	3.18	6	2.29	3	18	12	16.2	9
Jammu and Kashmir.	75.3	4	2.73	10	1.48	10	12	3	18.0	3
Kerala ..	84.5	12	3.63	4	1.84	5	18	12	12.4	14
Madhya Pradesh ..	66.1	2	2.41	12	1.72	6	13	5	16.9	6
Madras ..	63.2	1	2.48	11	1.64	8	12	3	12.2	15
<b>MAHARASHTRA ..</b>	<b>77.4</b>	<b>6</b>	<b>3.64</b>	<b>3</b>	<b>2.38</b>	<b>2</b>	<b>16</b>	<b>8</b>	<b>14.7</b>	<b>11</b>
Mysore ..	68.9	3	2.93	8	1.47	11	14	6	14.2	12
Orissa ..	75.8	5	1.35	16	0.62	16	17	10	11.1	16
Punjab ..	79.1	9	2.76	9	2.12	4	14	6	18.7	2
Rajasthan ..	77.4	6	1.79	14	1.53	9	11	2	17.5	4
Uttar Pradesh ..	88.8	15	3.94	2	1.43	12	36	16	18.8	1
West Bengal ..	85.3	13	4.35	1	2.77	1	16	8	17.4	5
All India ..	79.9	10	3.00	7	1.72	6	17	10	15.9	10

\*Includes Universities Arts, Science and Professional Colleges only.

It will be seen that in so far as the proportion of enrolment in arts, science and commerce courses to total enrolment in higher education is concerned, Maharashtra with its percentage of 77.4 stands sixth, the five States above it being, Madras (63.2 per cent), Madhya Pradesh (66.1 per cent), Mysore (68.9 per cent), Jammu and Kashmir (75.3 per cent) and Orissa (75.8 per cent). In respect of total enrolment in higher education per one thousand population, Maharashtra stands third with an enrolment of 3.64 per thousand of population, the only two States above it being West Bengal (4.35 per thousand) and Uttar Pradesh (3.94 per thousand). The direct expenditure on higher education in Maharashtra, per head of population, is Rs. 2.38 and in this regard, Maharashtra stands second in the whole of India, the only State above it being West Bengal with an expenditure of Rs. 2.77 per head of population. The teacher-pupil ratio in higher education in Maharashtra is 1 : 16, wherein the State stands eighth, the seven States above it being Andhra Pradesh (10), Rajasthan (11), Madras (12), Jammu and Kashmir (12), Madhya Pradesh (13), Punjab (14) and Mysore (14). The percentage of direct expenditure on higher education to total educational expenditure is 14.7 per cent, in Maharashtra in which it stands 11th, the only States below it being, Mysore (14.2 per cent)-Assam (12.7 per cent), Kerala (12.4 per cent) and Madras (12.2 per cent). It may be noted that in all these States, the percentage of direct expenditure on higher education to total educational expenditure is low because their expenditure on primary education is proportionately higher.

## (vi) Some Important statistics of Universities :

7.9 In 1947, Maharashtra had only two statutory universities: Bombay (established 1857) and Nagpur (established 1923). Since then, the S.N.D.T. Indian Women's University (established 1916) was given a statutory basis in 1951 and three new universities were established—Poona (1949), Marathwada (1958) and Shivaji (1962). Some of the more important statistics relating to these universities are given below :—

(a) Table No. XXXV gives the number of teachers in universities and colleges, classified by universities faculties and sex, for 1964-65.

(b) Table No. XXVI gives the income of universities, both recurring and non-recurring, classified according to sources and also their recurring and non-recurring expenditure, classified according to objects for 1964-65.

TABLE No. XXXV

*Teachers in Universities and Colleges 1964-65*

Category		Bombay	Marathwada	Nagpur	Poona	Shivaji	SNDT	Total
General Education :								
	Men	1,371	449	945	949	698	80	4,492
	Women	590	37	219	166	73	191	1,276
Professional Education :								
Agriculture	Men	....	32	132	150	31	....	345
	Women	....	1	....	1	....	....	2
Commerce	Men	186	40	258	153	96	....	733
	Women	47	1	6	10	3	....	67
Education	Men	40	18	94	50	26	20	278
	Women	28	3	23	10	9	30	103
Engineering and Technology	Men	236	32	108	114	109	....	599
	Women	6	....	1	....	1	....	8
Law	Men	90	7	22	16	13	....	148
	Women	4	....	....	....	....	....	4
Medicine	Men	635	53	113	282	45	10	1,138
	Women	116	5	27	44	8	14	214
Veterinary Science	Men	49	....	39	....	....	....	88
	Women	....	....	....	....	....	....	....
Others	Men	19	....	11	....	....	7	37
	Women	1	....	7	....	....	4	12
<b>TOTAL : PROFESSIONAL</b>								
	Men	1,255	182	777	765	350	37	3,366
	Women	202	10	64	65	21	48	410
<b>Grand Total :</b>								
	Men	2,626	631	1,722	1,714	1,048	117	7,858
	Women	92	47	283	231	94	239	1,686
	All persons	3,418	678	2,005	1,945	1,142	356	9,544

TABLE No. XXXVI

*Receipts and Expenditure of Universities and Colleges, 1964-65*

(Figures in thousand Rs.)

	Bombay	Marathwada	Nagpur	Poona	Shivaji	SNDT	Total
<i>Receipts—</i>							
<i>Recurring</i>							
Central Government .. ..	25,29	26,18	40,02	26,65	12,53	2,21	1,32,89
State Government .. ..	1,29,69	49,84	1,18,93	95,33	51,92	4,15	4,49,86
Local Bodies .. ..	33,04	84	7	58	81	2	35,35
Fees .. ..	2,31,51	34,04	96,63	1,12,41	65,79	17,30	5,57,67
Endowments .. ..	3,51	18	1,07	2,04	48	2	7,29
Other Sources .. ..	12,86	1,13	11,01	8,98	8,08	2,87	44,93
<b>Total ..</b>	<b>4,35,90</b>	<b>1,12,20</b>	<b>3,67,71</b>	<b>2,45,98</b>	<b>1,39,62</b>	<b>26,58</b>	<b>12,27,99</b>
<i>Non-Recurring</i>							
Central Government .. ..	20,10	10,53	17,28	11,50	8,60	2,19	70,20
State Government .. ..	6,32	8,86	15,55	5,88	10,82	85	48,28
Other Sources .. ..	8,94	....	8,88	2,43	16,50	2,00	38,75
<b>Total ..</b>	<b>35,36</b>	<b>19,39</b>	<b>41,71</b>	<b>19,81</b>	<b>35,92</b>	<b>5,03</b>	<b>1,57,23</b>
<b>Grand Total ..</b>	<b>4,71,26</b>	<b>1,31,60</b>	<b>3,09,42</b>	<b>2,65,80</b>	<b>1,75,54</b>	<b>31,61</b>	<b>13,85,21</b>
<i>Expenditure—</i>							
<i>Recurring</i>							
Teaching Staff .. ..	1,48,59	26,56	90,78	1,04,26	43,84	10,53	4,24,57
Admn. and other staff .. ..	65,74	16,25	36,74	43,21	17,34	3,95	1,83,23
Apparatus etc. .. ..	27,61	4,63	10,91	12,80	8,73	59	65,27
Furniture .. ..	5,71	94	84	1,86	3,61	27	13,24
Scholarships and concessions .. ..	38,88	33,92	59,89	46,56	23,24	1,47	2,03,96
Library .. ..	16,90	4,23	8,24	8,95	5,41	1,70	45,43
Games and sports .. ..	5,00	91	85	3,01	2,52	32	12,62
Examinations .. ..	11,28	3,62	9,78	14,07	7,21	2,16	48,13
Hostels .. ..	7,37	57	3,01	4,06	85	9	15,96
Buildings .. ..	4,29	34	1,07	2,22	1,12	54	9,58
Other Items .. ..	62,42	12,12	40,30	38,50	14,29	7,50	1,75,13
<b>Total ..</b>	<b>3,93,81</b>	<b>1,04,08</b>	<b>2,62,41</b>	<b>2,79,50</b>	<b>1,28,18</b>	<b>29,14</b>	<b>11,97,11</b>
<i>Non-Recurring—</i>							
Library .. ..	6,05	2,52	5,96	2,72	3,55	38	21,19
Buildings .. ..	5,26	13,85	19,37	13,48	11,72	8,15	71,83
Equipment .. ..	24,41	5,45	17,77	7,78	7,32	2,23	64,96
Other items .. ..	16,54	69,88	93	6,92	16,30	56	1,11,13
<b>Total ..</b>	<b>52,27</b>	<b>91,71</b>	<b>44,03</b>	<b>30,89</b>	<b>38,89</b>	<b>11,32</b>	<b>2,69,11</b>
<b>Grand Total ..</b>	<b>4,46,07</b>	<b>1,95,79</b>	<b>3,06,44</b>	<b>3,10,39</b>	<b>1,67,07</b>	<b>40,45</b>	<b>14,66,22</b>

N.B.—Totals may not tally because of rounding.



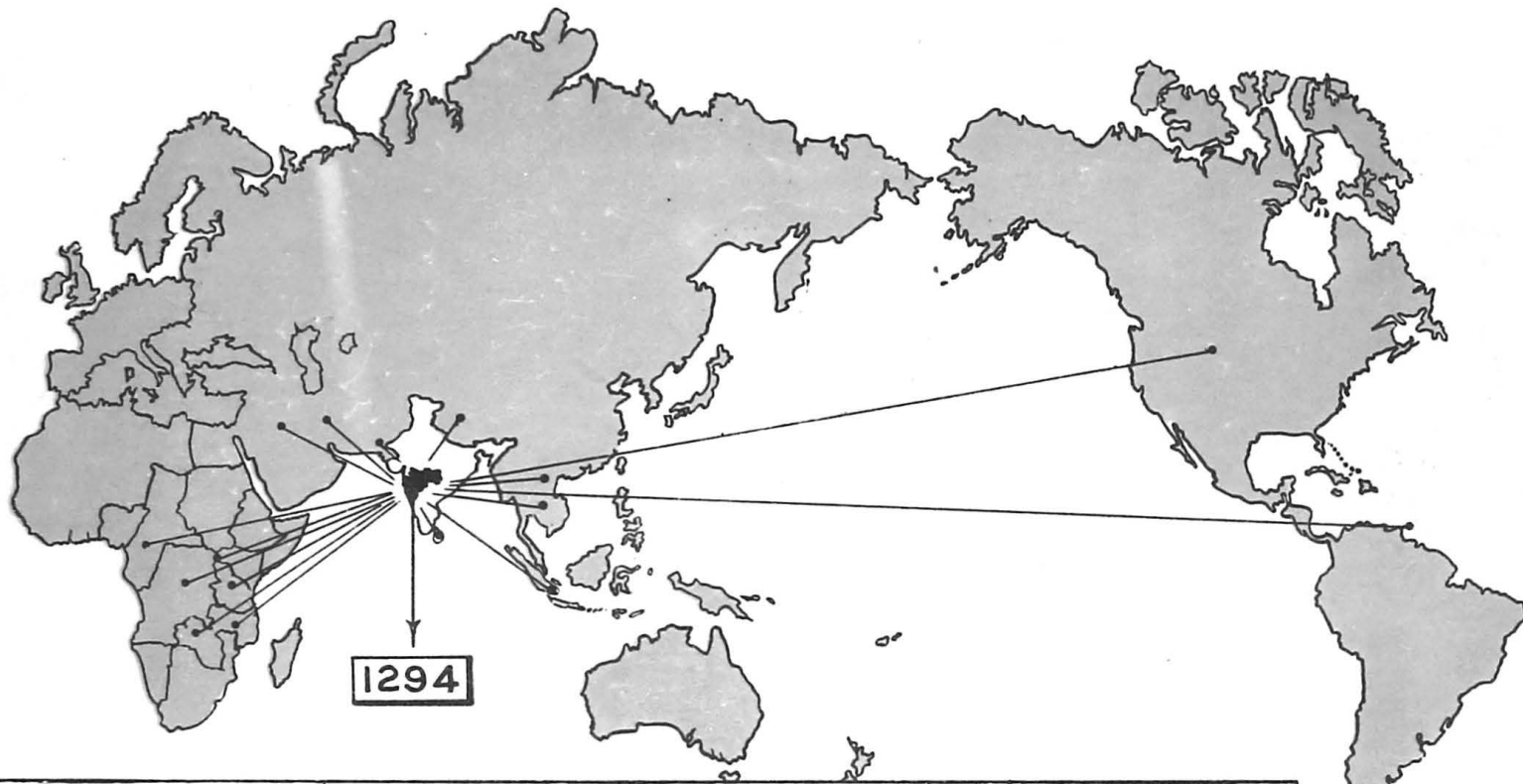
## (vii) Exchange of Students :

7-10 Students from other countries come to study in Maharashtra, particularly in the University of Bombay; and students from Maharashtra also go abroad for higher studies. The latest data available on this subject is given in Table Nos. XXXVII and XXXVIII.

TABLE No. XXXVII  
*Foreign Students in Maharashtra (1964-65)*

Countries	Arts	Science	Agriculture	Commerce	Engineering and Tech.	Law	Medicine	Others	Total
Burma .. ..	..	1	..	5	..	..	6	..	12
Cameroon .. ..	..	..	..	1	..	..	3	..	4
Ceylon .. ..	2	1	3	..	6	..	2	..	14
Iran .. ..	7	10	..	3	3	..	2	..	25
Iraq .. ..	1	..	..	1	..	..	1	..	3
Kenya .. ..	72	205	1	47	4	1	105	5	440
Malaya .. ..	3	24	..	2	2	..	24	..	55
Nepal .. ..	1	5	..	..	4	..	6	..	16
Nigeria .. ..	2	..	..	1	..	..	4	..	7
Pakistan .. ..	..	5	..	..	..	2	..	..	7
Tanganyika .. ..	33	93	7	12	1	..	53	6	205
Thailand .. ..	12	3	1	1	..	..	..	..	17
Trinidad .. ..	2	1	1	..	..	..	..	..	4
Uganda .. ..	23	65	5	29	4	..	31	2	159
U. S. A. .. ..	1	1	..	..	..	..	..	..	2
Others .. ..	42	173	3	34	10	2	51	9	324
<b>Total .. ..</b>	<b>201</b>	<b>587</b>	<b>21</b>	<b>136</b>	<b>34</b>	<b>5</b>	<b>288</b>	<b>22</b>	<b>1,294</b>

## FOREIGN STUDENTS IN MAHARASHTRA 1964-65



BURMA	12	IRAQ	3	NIGERIA	7	TRINIDAD	4
CAMEROON	4	KENYA	440	PAKISTAN	7	UGANDA	159
CEYLON	14	MALAYA	55	TANGANYIKA	205	U. S. A.	2
IRAN	25	NEPAL	16	THAILAND	17	OTHERS	324

# MAHARASHTRIAN STUDENTS ABROAD 1965-66

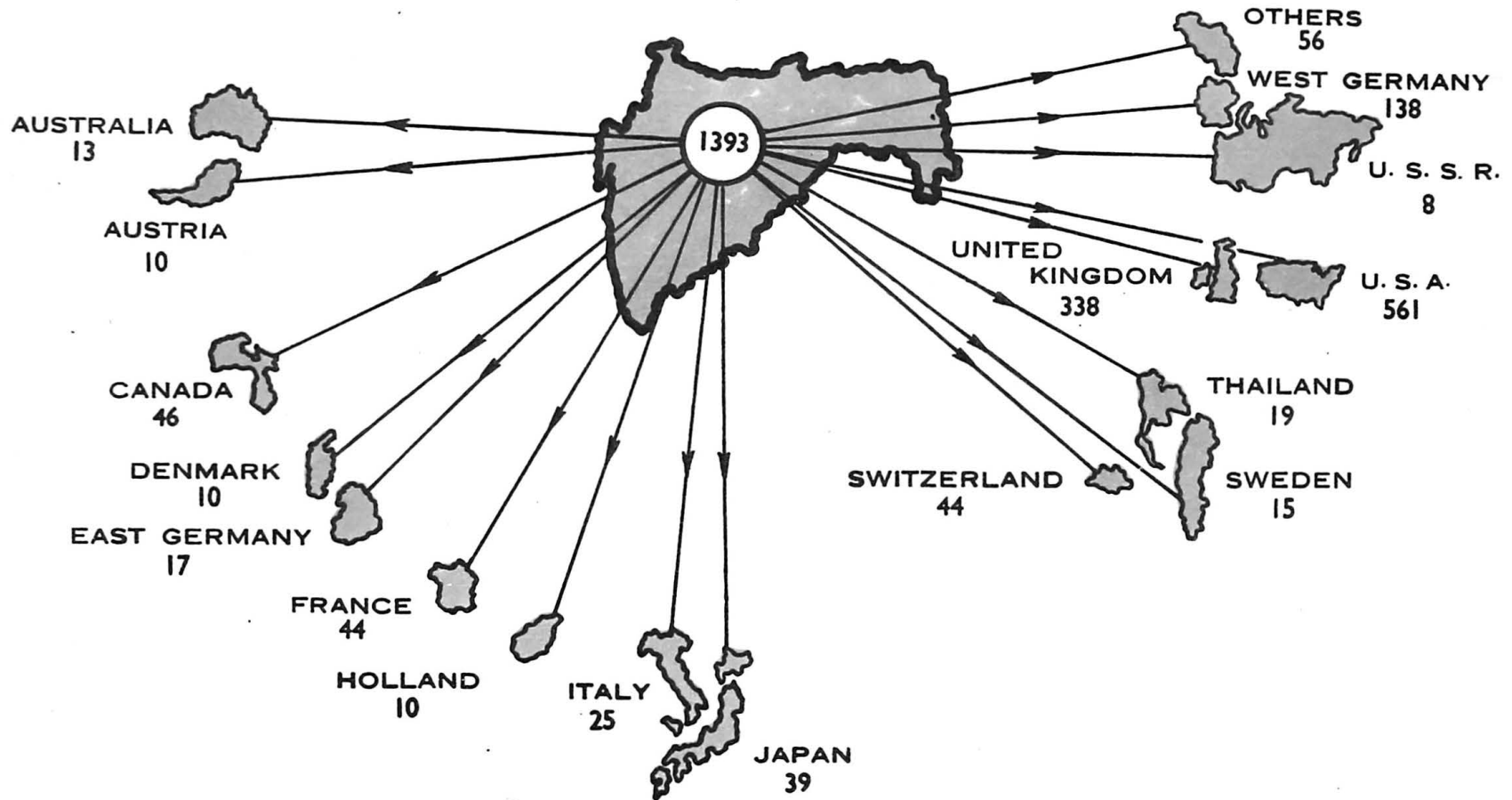


TABLE No. XXXVIII

*Students from Maharashtra studying abroad (1965-66)*

Country	Arts		Science		Edn.		Tech. Engg. Arch.		Medi & Vet. Sc.		Agri. & Forestry		Law & Banking		Com. & Banking		Fine Arts.		Others		Total			
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W		
	Austria	..	..	..	..	1	..	..	..	5	..	..	..	..	..	..	..	..	..	..	3	1	9	1
Australia	..	..	1	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	10	..	13	..	
Canada	..	..	2	..	14	1	..	..	21	..	..	1	1	..	..	..	..	..	..	6	..	44	2	
Denmark	..	..	1	..	1	..	..	..	5	..	1	2	..	..	..	..	..	..	..	..	..	8	2	
East Germany	..	..	..	..	3	..	..	..	11	..	..	..	..	..	..	..	..	..	..	3	..	17	..	
France	..	..	2	1	2	1	..	..	27	..	..	1	..	..	..	1	..	..	1	8	..	40	4	
Holland	..	..	2	..	..	..	..	..	3	..	1	..	..	..	..	..	..	..	..	4	..	10	..	
Italy	..	..	..	..	..	..	1	..	5	..	..	..	..	..	..	1	..	1	..	11	6	19	6	
Japan	..	..	2	..	3	..	..	..	23	..	..	..	1	..	..	..	..	..	..	8	2	37	2	
Switzerland	..	..	1	..	2	..	..	..	30	..	1	..	..	..	..	1	..	..	..	8	1	43	1	
Sweden	..	..	..	..	..	..	..	..	9	..	..	..	1	..	..	2	..	..	..	2	1	14	1	
Thailand	..	..	2	1	1	..	..	..	5	..	1	..	..	..	..	3	..	..	..	6	..	18	1	
United Kingdom	..	..	4	3	18	3	..	2	156	1	5	15	..	..	4	..	12	2	1	..	106	6	306	32
United States of America	..	18	20	104	8	4	3	342	4	10	3	1	..	1	..	2	1	..	..	37	3	519	42	
U. S. S. R.	..	..	1	..	2	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	3	..	8	..
West Germany	..	..	2	3	1	..	..	..	111	1	3	..	..	..	..	3	..	..	..	13	1	133	5	
Others	..	..	1	..	2	1	..	..	23	..	3	..	..	..	..	12	1	..	..	8	5	49	7	
Total	..	39	28	154	14	5	5	777	6	28	22	4	..	5	..	37	4	2	1	236	26	1,287	106	

It will be seen from table XXXVII that there were, in 1964-65, 1,294 students from foreign countries studying in Maharashtra. Most of these came from African countries such as Kenya (440), Tanganyika (205) and Uganda (159).

It will be seen from table XXVIII that, in 1965-66, as many as 1,393 students from Maharashtra were studying abroad (1287 men and 106 women). The most favourite countries were U. S. A. (561), United Kingdom (338) West Germany (138), Canada (46), France (44), Switzerland (44) and Japan (39). Among the subjects, the largest number of students went in for engineering (783), followed by science (168), arts (67), medicine and veterinary science (50), commerce and banking (41) and education (10).

## VIII. FINANCE

### (i) Expenditure by Sources :

8.1 The total educational expenditure, classified according to sources is given in Table XXXIX.

TABLE No. XXXIX

*Total Expenditure on Education by Sources (1950-51 to 1965-66)*

(Rs. in Thousands)

Source	1950-51		1955-56		1960-61		1965-66		Average Annual increase
	Amount	Percent to total	Amount	Percent to total	Amount	Percent to total	Amount	Percent to total	
Government .. ..	10,59,18	60.8	13,94,38	57.7	29,93,08	61.3	47,98,93	61.7	10.6
Local Bodies .. ..	1,73,29	9.9	2,58,99	10.7	4,34,08	8.9	6,23,88	8.0	8.9
Fees .. ..	3,50,05	20.1	5,64,10	23.4	10,32,69	21.1	17,22,22	22.5	11.2
Other Sources .. ..	1,59,99	9.2	1,98,20	8.2	4,24,65	8.7	6,27,63	8.1	9.5
Total .. ..	17,42,50	100.0	24,15,67	100.0	48,84,50	100.0	77,72,66	100.0	10.5

It will be seen that the total educational expenditure has increased from Rs. 17.43 crores in 1950-51 to Rs. 77.73 crores in 1965-66 or at an average annual rate of 10.5 per cent as against the all-India average of 11.7 per cent per year reached during the same period. Four sources contribute to this expenditure : Government, Fees, Local Body Funds and other sources. The relative contributions of these different sources have remained fairly constant during the period under review. For instance, Government funds accounted for 60.8 per cent of the total educational expenditure in 1950-51, 57.7 per cent in 1955-56, 61.3 per cent in 1960-61 and 61.7 per cent in 1965-66. The share of the local bodies has slightly declined from 9.9 per cent in 1950-51 to 8.0 per cent in 1965-66, although their contribution in absolute terms, has increased from Rs. 1.73 crores to Rs. 6.24 crores. The fees have considerably increased from Rs. 3.5 crores in 1950-51 to Rs. 17.22 crores in 1965-66, although their proportion in the total expenditure has increased only from 20.1 per cent in 1950-51 to 22.5 per cent in 1965-66. It must be pointed out, however, that a large proportion of fees is indirectly paid by Government through the concessions to the economically backward classes and that about 50 per cent of the fee income is really a State subsidy. The contribution of the other sources increased from Rs. 1.60 crores in 1950-51 to Rs. 6.28 crores in 1965-66, although their share in the total expenditure has slightly declined from 9.2 per cent to 8.1 per cent. This large contribution highlights the major role which private enterprise plays in the development of education in the State.

### (ii) Expenditure by Objects :

8.2 The total educational expenditure incurred during the period and classified according to objects is given in Table XL.

TABLE No. XL

*Expenditure on Education by objects (1950-51 to 1965-66)*

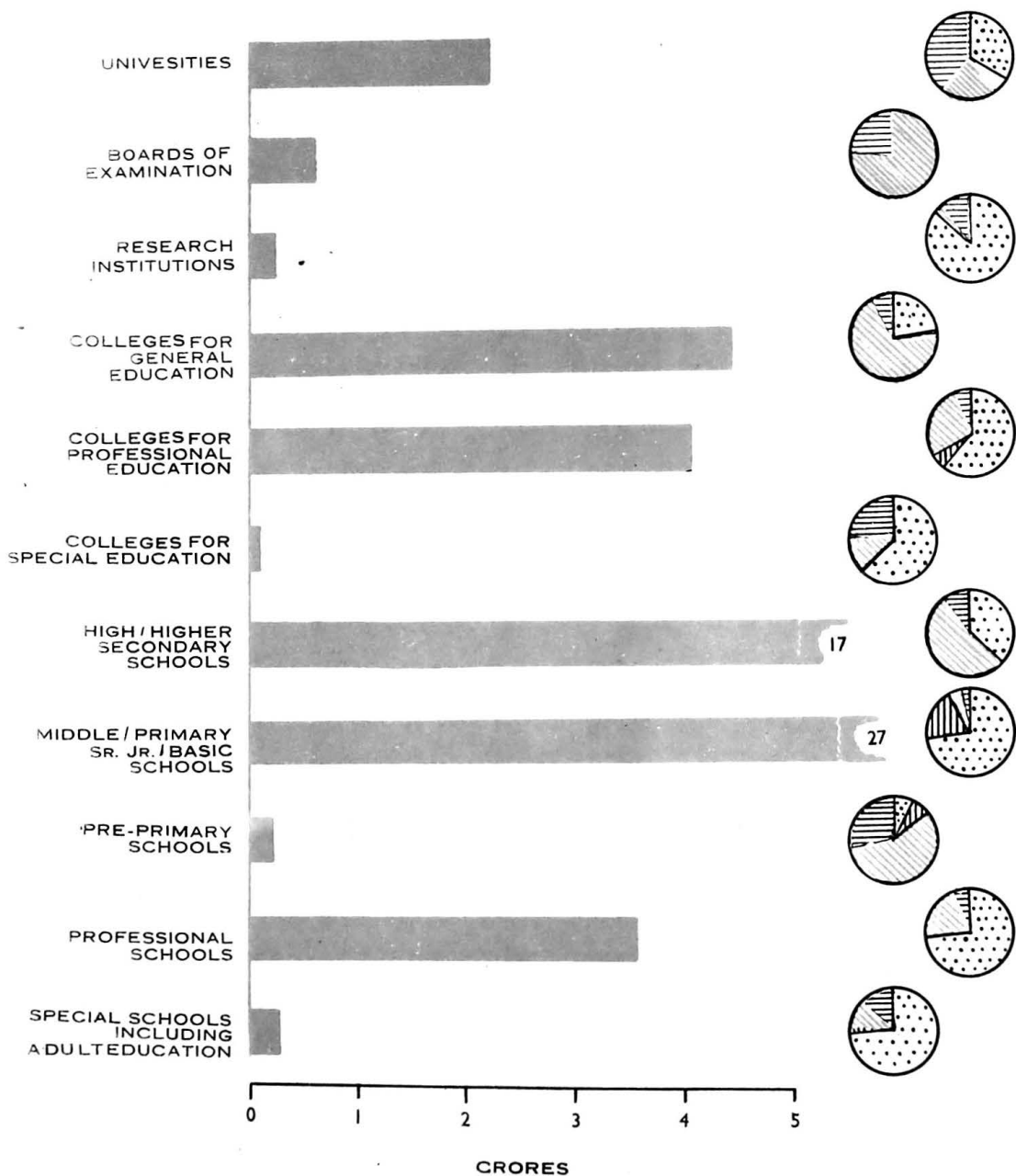
(Expenditure in 000s)

Object	1950-51	1955-56	1960-61	1965-66	Average Annual Increase
<i>Direct—</i>					
Universities and Research Institutions.	60,65	3.5 83,43	3.5 1,55,80	3.2 2,38,16	3.1 9.5
Boards of Examination ..	17,88	1.0 10,29	0.4 35,05	0.7 59,84	0.8 8.4
Arts and Science Colleges ..	1,06,62	6.1 1,46,13	6.0 2,46,44	5.1 4,40,27	5.7 9.9
Professional Colleges ..	65,88	3.8 1,14,92	4.8 2,45,64	5.0 4,01,09	5.2 12.8
Special Colleges ..	3,69	0.2 2,79	0.1 11,03	0.2 7,69	0.1 5.0
Total Higher Education ..	2,54,72	14.6 3,57,57	14.8 6,93,96	14.2 11,47,05	14.9 10.5
High/Hr. Secondary..	3,29,30	18.9 4,84,58	20.1 9,62,96	19.7 17,75,99	22.8 11.9
Primary/Middle ..	7,59,01	43.6 9,88,11	40.9 16,30,40	33.4 26,75,40	12.8 8.8
Pre-Primary ..	4,83	0.3 8,87	0.4 16,95	0.3 19,99	0.2 9.9
Total ..	10,93,14	62.8 14,81,56	61.4 26,10,31	53.4 44,71,38	57.3 9.9
Professional Schools ..	74,29	4.3 85,30	3.5 2,13,14	4.4 3,50,27	4.5 10.9
Special Schools ..	23,86	1.4 5,60	0.2 6,84	0.1 4,95	0.1 } 0.2
Social Education ..					
Others ..					
Total : Direct ..	14,46,01	83.1 19,43,99	80.5 35,56,19	72.8 59,93,19	77.0 9.9
<i>Indirect—</i>					
Direction and Inspection ..	Break-up not available	33,68	1.4 62,15	1.3 95,29	1.2 11.0*
Buildings ..		1,38,73	5.7 5,01,29	10.2 5,76,19	7.4 15.3*
Scholarships and Concessions ..		61,31	2.5 4,47,58	9.2 8,68,22	11.3 30.0*
Hostels ..		26,24	1.1 59,88	1.2 35,03	0.5 2.9*
Miscellaneous ..		2,11,72	8.8 2,57,41	5.3 2,04,74	2.6 ..
Total : Indirect ..	2,96,49	16.9 4,71,68	19.5 1,32,83	27.2 17,79,47	23.0 14.2*
Grand Total ..	17,42,50	100.0 24,15,67	100.0 48,84,50	100.0 77,72,66	100.0 10.5

\* These averages are worked out over 1955-56.

# EXPENDITURE ON EDUCATION

1965 - 66



Several important points emerge from this Table. The total educational expenditure has increased at an average annual rate of 10·5 per cent per year between 1950-51 and 1965-66. The increase in the indirect educational expenditure (14·2 per cent) is much larger than that in direct expenditure (9·9 per cent).

Among the objects of indirect expenditure, expansion has taken place in Scholarships and fee concessions. Between 1955-56 and 1965-66, this expenditure has increased, roughly at about 30 per cent per year. The scheme of E.B.C. concessions introduced by the State has played a very important role in this. Another object of indirect expenditure on which expenditure has increased substantially, is buildings and equipment. In this case, the total educational expenditure has increased from Rs. 1·39 crores in 1955-56 to Rs. 5·76 crores in 1965-66 or at 15·3 per cent.

(iii) All India Comparisons:

8·3 The educational expenditure in Maharashtra, by sources and objects, *vis-a-vis* that in other states is shown in Tables XLI and XLII.

TABLE No. XLI

*Expenditure on Education by Sources (1963-64)*

States	Total Expenditure (in 000s)	Government Funds % to Total	Rank	Local Bodies % to total	Rank	Fees % to total	Rank	Endowments % to total	Rank	Other Sources % to total	Rank
Andhra Pradesh ..	31,73,32	68·7	10	11·8	2	12·7	9	3·7	3	3·1	11
Assam ..	13,05,85	77·8	6	0·6	12	16·9	7	3·7	3	1·0	16
Bihar ..	27,26,82	67·3	11	2·1	9	19·8	5	1·8	8	9·0	3
Gujarat ..	28,06,78	63·2	13	5·5	5	21·0	4	1·4	9	8·9	4
Jammu & Kashmir ..	3,92,46	92·6	1	....	15	4·6	16	0·0	15	2·8	13
Kerala ..	27,00,68	84·7	3	....	15	11·9	10	0·0	15	3·4	10
Madhya Pradesh ..	31,63,53	83·5	4	3·0	7	9·1	14	0·7	12	3·7	9
Madras ..	44,68,40	61·5	14	19·3	1	10·4	12	7·6	1	1·2	15
MAHARASHTRA ..	62,79,05	60·8	15	8·1	3	24·6	2	0·7	12	5·8	6
Mysore ..	27,09,73	72·6	8	2·9	8	11·8	11	0·6	14	12·1	1
Orissa ..	13,26,84	78·0	5	1·4	11	8·3	15	3·9	2	8·4	5
Punjab ..	25,24,00	74·2	7	0·2	13	19·0	6	3·5	5	3·1	11
Rajasthan ..	17,45,64	85·2	2	0·1	14	9·5	13	3·3	6	1·9	14
Uttar Pradesh ..	54,81,78	60·7	16	5·5	5	21·4	3	1·2	11	11·2	2
West Bengal ..	48,30,90	65·9	12	2·1	9	25·5	1	1·4	9	5·1	8
INDIA ..	4,82,30,72	69·2	9	6·0	4	16·9	7	2·1	7	5·8	6

*Note.*—Ranks are awarded in descending order for all sources.



TABLE  
Expenditure on Education

(as percentage)

State	Universities	Arts and Science Colleges	Professional Colleges	High/Hr. Secondary Schools	Primary/Middle	Pre-Primary	Professional Schools	Direction and Inspection
Andhra Pradesh ..	4.6 (7)	7.0 (4)	5.0 (8)	23.9 (5)	35.0 (8)	0.0 (13)	3.7 (7)	2.0 (10)
Assam ..	2.9 (13)	6.3 (7)	3.5 (14)	21.9 (9)	39.5 (5)	0.1 (9)	2.5 (13)	0.6 (16)
Bihar ..	3.9 (9)	7.8 (1)	4.9 (9)	16.2 (14)	33.9 (9)	0.5 (3)	3.8 (5)	3.0 (3)
Gujarat ..	6.3 (3)	5.6 (12)	4.3 (12)	23.1 (7)	31.0 (12)	0.6 (1)	3.8 (5)	1.1 (15)
Jammu & Kashmir ..	4.5 (8)	7.7 (2)	5.8 (3)	26.2 (1)	27.7 (14)	.. (15)	5.5 (2)	3.2 (2)
Kerala ..	3.1 (12)	6.2 (8)	3.1 (15)	24.6 (4)	42.4 (1)	0.1 (9)	2.1 (14)	2.4 (5)
Madhya Pradesh ..	2.2 (16)	6.2 (8)	8.5 (1)	17.7 (13)	42.2 (2)	0.2 (6)	2.1 (14)	2.1 (9)
Madras ..	2.5 (14)	4.3 (16)	5.4 (4)	20.9 (11)	36.3 (7)	0.6 (1)	0.8 (16)	1.4 (12)
MAHARASHTRA ..	3.2 (11)	6.1 (10)	5.4 (4)	22.4 (8)	31.9 (11)	0.3 (5)	4.4 (3)	1.2 (14)
Mysore ..	3.4 (10)	4.7 (15)	6.1 (2)	14.1 (15)	37.9 (6)	0.4 (4)	3.2 (10)	2.8 (4)
Orissa ..	2.3 (15)	5.0 (13)	3.8 (13)	13.0 (16)	40.9 (4)	.. (15)	2.7 (12)	2.2 (7)
Punjab ..	7.3 (2)	7.0 (4)	4.4 (11)	24.7 (3)	27.2 (15)	0.0 (13)	6.6 (1)	1.7 (11)
Rajasthan ..	5.4 (4)	7.5 (3)	4.6 (10)	20.7 (12)	41.5 (3)	0.1 (9)	4.0 (4)	1.4 (12)
Uttar Pradesh ..	11.5 (1)	4.9 (14)	2.4 (16)	23.7 (6)	28.1 (13)	0.2 (6)	3.3 (8)	2.3 (6)
West Bengal ..	5.2 (5)	6.8 (6)	5.4 (4)	25.0 (2)	25.6 (16)	0.1 (9)	2.9 (11)	5.1 (1)
INDIA ..	4.8 (6)	6.0 (11)	5.1 (7)	21.9 (9)	33.2 (10)	0.2 (6)	3.3 (8)	2.2 (7)

Figures in brackets indicate the ranking in descending order of percentages.

It will be seen from Table XLI that the contribution of Government to total educational expenditure is the highest in Jammu and Kashmir (92.6 per cent) where other sources of educational finance have hardly been developed. The position of Maharashtra is the best in India and almost on level with that in Uttar Pradesh. In both these States, the State Governments contribute only about 61 per cent of the total educational expenditure.

In regard to the contribution of local bodies, Madras stands first, the contribution of local bodies in that State being 19.3 per cent of the total educational expenditure. Then come Andhra Pradesh, where the local bodies contribute about 11.8 per cent of the total educational expenditure and Maharashtra, where this contribution stands at 8.1 per cent. It must be remembered that the Bombay Municipal Corporation makes a very large contribution to education. If due allowance is made for this, there is no reason why Maharashtra should not lead the other States in this regard, especially when the local bodies in urban areas of Marathwada begin to contribute to educational development.

Fees make the highest contribution to education in West Bengal—25.5 per cent. Maharashtra comes next with 24.6 per cent. It must be remembered, however, that about half of this revenue is paid indirectly by Government itself through EBC and other concessions.

## No. XLII

## by Objects (1963-64)

to total expenditure)

Buildings	Scholarships/ Concessions	Other items	Total (Rs. in 000s) (100·0 %)	Population (in 000s)	Cost per capita (Rs.)	Index	Rank	State
9·6 (9)	6·3 (6)	2·9 (14)	31,73,32	3,77,42	8·40	57	12	Andhra Pradesh
9·4 (10)	7·1 (5)	6·2 (9)	13,05,85	1,29,76	10·06	69	10	Assam
10·9 (7)	7·9 (3)	7·2 (8)	27,26,82	4,98,20	5·47	37	16	Bihar
6·7 (15)	7·8 (4)	9·7 (2)	28,06,78	2,24,25	12·52	85	5	Gujarat
13·6 (5)	2·6 (16)	3·2 (13)	3,92,46	37,14	10·57	72	8	Jammu & Kashmir
8·3 (13)	3·0 (15)	1·7 (16)	27,00,68	1,82,44	14·80	101	1	Kerala
9·3 (12)	5·7 (7)	3·8 (12)	31,63,53	3,49,23	9·06	62	11	Madhya Pradesh
12·6 (4)	5·0 (10)	10·2 (1)	44,68,40	3,54,59	12·60	86	4	Madras
8·0 (14)	11·8 (1)	5·3 (10)	62,79,04	4,27,80	14·68	100	2	MAHARASHTRA
14·5 (3)	3·6 (14)	9·3 (3)	27,09,73	2,53,13	10·70	73	7	Mysore
16·4 (1)	9·0 (2)	4·7 (11)	13,26,84	1,87,72	7·07	48	14	Orissa
15·0 (2)	4·1 (12)	2·0 (15)	25,24,00	2,23,11	11·31	77	6	Punjab
3·6 (16)	3·7 (13)	7·5 (7)	17,45,64	2,20,16	7·93	54	13	Rajasthan
9·7 (8)	5·3 (9)	8·6 (4)	54,81,78	7,89,17	6·95	47	15	Uttar Pradesh
11·0 (6)	4·6 (11)	8·3 (6)	48,30,90	3,79,37	12·73	87	3	West Bengal
9·4 (10)	5·5 (8)	8·4 (5)	4,82,30,72	47,23,91	10·21	70	9	INDIA

In endowments, Madras stands first where this source contributes 7·6 per cent of the total educational expenditure. Maharashtra stands low-twelfth—with its contribution of 0·7 per cent from this source. It will also be seen from Table No. XLII that the educational expenditure per head of population in 1963-64 was highest in Kerala—Rs. 14·80. Maharashtra stands second with a total educational expenditure of Rs. 14·68 per head of population.

It is also worthy of note that Maharashtra stands first in providing scholarships and concessions to students—the expenditure on this programme being 11·8 per cent of total educational expenditure.

On buildings, Maharashtra spends very much less in a comparative sense (8·0 per cent), the only States below it being Gujarat 6·7 per cent and Rajasthan 3·6 per cent. The expenditure in Maharashtra on professional colleges is very high—it stands fourth in this respect and so also on professional schools—it stands third in this respect.

It is rather unfortunate that Maharashtra spends very little on educational administration. In 1963-64 it spent only 1·2 per cent of the total educational expenditure on direction and inspection. The only States that are below it in this regard are Gujarat (1·1 per cent) and Assam (0·6 per cent).

## (iv) Emoluments of Teachers :

8·4 The emoluments of teachers in Maharashtra at the School stage, *vis-a-vis* those in other States, are given in Table XLIII.

*Emoluments to Primary and*

State	Primary									
	No. of Teachers	Direct Expenditure (Rs. in 000s)	Teachers' Salaries (Rs. in 000s)	Average Annual Emoluments per Teacher (Rs.)	Index	Rank	Percentage of Teachers' Salaries to Expenditure	Index	Rank	
Andhra Pradesh ..	94,036	11,11,94	10,13,89	1,078	81	7	91·2	100	13	
Assam ..	43,666	5,14,46	4,57,01	1,047	79	10	88·8	98	8	
Bihar ..	1,00,447	9,22,92	8,50,90	847	64	15	92·2	101	15	
Gujarat ..	72,518	8,69,90	7,26,07	1,001	75	12	83·5	92	4	
Jammu and Kashmir ..	9,006	1,08,56	96,95	1,077	81	8	89·3	98	10	
Kerala ..	83,063	11,44,37	9,41,72	1,134	85	5	82·3	91	3	
Madhya Pradesh ..	97,203	13,36,24	11,76,41	1,210	91	3	88·0	97	6	
Madras ..	1,29,448	16,25,45	13,15,13	1,016	76	11	80·9	89	1	
MAHARASHTRA ..	1,37,166	20,05,50	18,22,65	1,329	100	1	90·9	100	12	
Mysore ..	85,353	10,25,86	9,61,40	1,126	85	6	93·7	103	16	
Orissa ..	55,260	5,43,26	4,98,15	901	68	14	91·7	101	14	
Punjab ..	49,746	6,86,88	6,17,05	1,240	93	2	89·8	99	11	
Rajasthan ..	53,408	7,25,06	6,15,15	1,152	87	4	84·8	93	5	
Uttar Pradesh ..	1,70,085	15,38,79	12,49,37	735	55	16	81·2	89	2	
West Bengal ..	1,10,587	12,37,79	11,01,24	996	75	13	89·0	98	9	
INDIA ..	13,27,572	1,60,34,16	1,41,53,09	1,066	80	9	88·3	97	7	

It will be seen from the above Table that Maharashtra stands first in respect of the average emoluments of primary teachers (Rs. 1,329 per year). But the salaries of primary teachers form as high a proportion of the total direct expenditure on primary education as 90·9 per cent in Maharashtra. In this regard, therefore, Maharashtra stands 12th, the only States below it being Andhra Pradesh (91·2 per cent), Orissa (91·7 per cent), Bihar (92·2 per cent) and Mysore (93·7 per cent.). In this respect, Madras stands first in India where salaries of teachers form 80·9 per cent. of the total expenditure on primary education. This is because the State provides mid-day meals and free books to children.

No. XLIII

*Secondary Teachers (1963-64)*

Secondary									
No. of Teachers	Direct Expenditure (Rs. in 000s)	Teachers' Salaries (Rs. in 000s)	Average Annual Emoluments per Teacher (Rs.)	Index	Rank	Percentage of Teachers' Salaries to Expenditure	Index	Rank	State
32,042	7,58,21	5,83,59	1,821	94	12	77.0	122	10	Andhra Pradesh
12,539	2,85,95	2,32,74	1,856	96	11	81.4	129	13	Assam
21,717	4,40,53	3,35,87	1,547	80	16	76.2	121	9	Bihar
19,314	6,49,73	3,98,45	2,063	70	5	61.3	97	1	Gujarat
5,030	1,02,92	87,06	1,731	89	14	84.6	134	15	Jammu & Kashmir
33,511	6,63,69	5,20,60	1,554	80	15	78.4	124	11	Kerala
19,707	5,61,13	4,14,90	2,105	109	3	73.9	117	7	Madhya Pradesh
41,614	9,31,53	8,58,98	2,064	107	4	92.2	146	16	Madras
45,771	14,07,04	8,86,68	1,937	100	8	63.0	100	2	MAHARASHTRA
13,968	3,82,01	2,87,31	2,057	106	6	75.2	119	8	Mysore
7,271	1,72,26	1,36,20	1,873	97	10	79.1	126	12	Orissa
29,661	6,23,99	5,18,01	1,746	90	13	83.0	132	14	Punjab
12,430	3,60,88	2,65,26	2,134	110	1	73.5	117	6	Rajasthan
45,447	13,01,39	9,24,84	2,035	105	7	71.1	113	3	Uttar Pradesh
41,703	12,07,54	8,88,04	2,129	110	2	73.5	117	5	West Bengal
3,99,465	1,05,54,46	76,99,32	1,927	99	9	72.9	116	4	INDIA

With regard to teachers in Secondary Schools, Maharashtra (with its average annual expenditure on salaries of Rs. 1,937) stands eighth, the seven States above it being Rajasthan (Rs. 2,134), West Bengal (Rs. 2,129), Madhya Pradesh (Rs. 2,105), Madras (Rs. 2,064), Gujarat (Rs. 2,063), Mysore (Rs. 2,057) and Uttar Pradesh (Rs. 2,035). The salaries of teachers in secondary schools in Maharashtra form 63 per cent of the total expenditure on these schools. In this regard Maharashtra stands second, the only State above it being Gujarat (61.3 per cent).

8.5 Table XLIV shows the distribution of full-time teachers by salary blocks in the universities in the State in 1964-65. It will be seen therefrom that the proportion of honorary or part-time teachers in Maharashtra is very large and that, on the whole, the remuneration of teachers in Maharashtra compares favourably with the all-India pattern.

TABLE No. XLIV

## Teachers in Universities and Colleges by Salary Blocks (1964-65)

University	Honorary or Part-time	Full-time teachers by Salary Blocks											Total
		0-100	101-200	201-300	301-400	401-500	501-600	601-700	701-800	801-900	901-1000	Above 1000	
Bombay	.. 961 (28.1)	3 (0.1)	192 (5.6)	777 (22.7)	608 (17.8)	317 (9.3)	182 (5.3)	139 (4.1)	72 (2.1)	37 (1.1)	40 (1.2)	90 (2.6)	3,418 (100)
Marathwada	.. 17 (2.5)	9 (1.3)	99 (14.6)	291 (42.9)	108 (15.9)	61 (9.0)	39 (5.8)	19 (2.8)	12 (1.8)	3 (0.4)	4 (0.6)	16 (0.4)	678 (100)
Nagpur	.. 99 (4.9)	27 (1.3)	372 (18.5)	664 (33.2)	295 (14.7)	231 (11.5)	116 (5.8)	79 (3.9)	57 (2.9)	31 (1.6)	8 (0.4)	26 (1.3)	2,005 (100)
Poona	.. 226 (11.6)	91 (4.7)	282 (14.6)	485 (24.9)	377 (19.4)	127 (6.5)	101 (5.2)	54 (2.8)	35 (1.8)	28 (1.4)	12 (0.6)	127 (6.5)	1,945 (100)
Shivaji	.. 83 (7.3)	38 (3.3)	191 (16.7)	364 (31.9)	244 (21.4)	108 (9.5)	56 (4.9)	24 (2.1)	5 (0.4)	8 (0.7)	4 (0.3)	17 (1.5)	1,142 (100)
S.N.D.T. Women's.	130 (36.5)	2 (0.6)	22 (6.2)	92 (25.9)	63 (17.7)	23 (6.5)	5 (1.4)	5 (1.4)	8 (2.2)	3 (0.8)	2 (0.5)	1 (0.3)	356 (100)
Total	.. 1,516 (15.8)	170 (1.8)	1,158 (12.1)	2,673 (28.1)	1,695 (17.8)	867 (9.1)	499 (5.2)	320 (3.3)	189 (2.0)	110 (1.2)	70 (0.7)	277 (2.9)	9,544 (100)
All INDIA	.. 5,459 (7.7)	1,263 (1.7)	11,163 (14.9)	22,464 (30.1)	14,165 (18.9)	8,598 (11.5)	3,966 (5.3)	2,491 (3.3)	1,803 (2.4)	1,098 (1.5)	654 (0.9)	1,703 (2.3)	74,827 (100)

Note.—Figures in brackets indicate percentage to total.

## (v) Cost per Student :





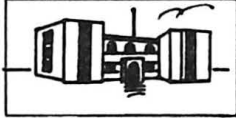







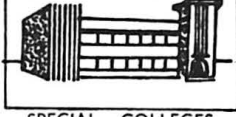











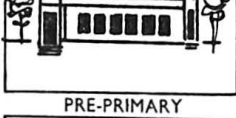







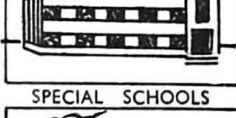







8.6 Table No. XLV shows the cost per student in different categories of educational institutions in Maharashtra State in 1950-51 and 1965-66 and the increase that has occurred in the meanwhile.

TABLE No. XLV

## Cost per Pupil by Categories (1950-51 and 1965-66)

Category	1950-51	1965-66	Percentage Increase over the Period.	1963-64 Maharashtra	1963-64 All-India
	Rs.	Rs.		Rs.	Rs.
Universities	3,096	4,403	42.2	5,350	2,370
Research Institutions	16,044	6,404	....	13,016	4,394
Arts & Science Colleges	356	327	....	364	333
Professional Colleges	603	848	40.6	750	878
Special Colleges	441	588	33.3	446	336
High/Higher Secondary	106	122	15.1	120	100
Primary/Middle	29	48	65.5	40	34
Pre-Primary	72	63	....	60	52
Professional Schools	272	408	50.0	407	333
Special Schools (Including Adult Schools)	7	3	....	4	16
All Categories	44	73	65.9	65	59

# COST PER PUPIL BY CATEGORIES

CATEGORY	MAHARASHTRA		ALL-INDIA
	1950-51 Rs.	1965-66 Rs.	1963-64 Rs.
UNIVERSITIES 	 3096	 4403	 2370
RESEARCH INSTITUTIONS 	 16044	 6404	 4394
ARTS & SCIENCE COLLEGES 	 356	 327	 333
PROFESSIONAL COLLEGES 	 603	 848	 878
SPECIAL COLLEGES 	 441	 588	 336
HIGH/HIGHER SECONDARY 	 106	 122	 100
PRIMARY/MIDDLE 	 29	 48	 34
PRE-PRIMARY 	 72	 63	 52
PROFESSIONAL SCHOOLS 	 272	 408	 333
SPECIAL SCHOOLS 	 7	 3	 16

It will be seen from the above Table that the cost per student in the Universities has increased from Rs. 3,096 in 1950-51 to Rs. 4,403 in 1965-66 or by 42·2 per cent. In professional colleges it has increased from Rs. 603 to Rs. 848 or by 40·6 per cent. In the primary stage it has increased from Rs. 29 to Rs. 48 or by 65·5 per cent and in the professional schools from Rs. 272 to Rs. 408 or by 50 per cent. In the educational system as a whole the cost per student has increased from Rs. 44 in 1950-51 to Rs. 73 in 1965-66 or by 65·9 per cent. Unfortunately it has increased less in secondary education (by 15·1 per cent only) and actually decreased in colleges of arts and science from Rs. 366 in 1950-51 to Rs. 327 in 1965-66. These are obviously areas which have received comparatively less attention.

8·7 The Table also compares the cost per student in Maharashtra in different categories of educational institutions in 1963-64 with corresponding averages for India as a whole. It will be seen therefrom that, by and large, the cost per student in Maharashtra is much higher than the average for the country as a whole.

**(vi) Free Education of the Economically Backward Classes :**

8.8. Article 46 of the Constitution requires the State Governments to promote with special care the educational and economic interest of the weaker sections of the people. In the past only scheduled castes, scheduled tribes and other backward classes were regarded as eligible for educational concessions. After the reorganization of the States, Government decided to treat all persons whose annual income from all sources did not exceed Rs. 900 as belonging to economically backward class. They became eligible for free education at all stages. The limit of income was raised from Rs. 900 to Rs. 1,200 after 1961.

8.9. In order to relieve the teacher-trainees of the financial burden Government increased the rate of stipends to the deputed primary teachers to Rs. 60 p.m. in addition to a loan of Rs. 30 p.m. In the secondary training colleges, stipends at the rate of Rs. 75 p.m. to eligible 75 per cent of the students in the college were introduced from 1966.

**(vii) Expenditure on Direction and Inspection :**

8.10. The State expenditure on direction and inspection together formed 4·9 per cent of the total State expenditure on education during 1947-48, while it was 3·2 per cent during 1950-51. In 1965-66, however, the State expenditure on direction and inspection formed 1·88 per cent of the total expenditure on education from all sources.



## IX. QUEST FOR QUALITY

9.1. The establishment of the State Institute of Education, the State Board of Secondary Education, the Bureau of Text-Book Production and Curriculum Research, the State Evaluation Unit, the Science Education Unit and the State Institute of Vocational Guidance and Selection are some of the major steps taken by the State Government for improving the quality of education in the State.

### (i) The State Institute of Education :

9.2. The project of establishing State Institutes of Education was evolved by the Union Ministry of Education in 1963 in order to provide the States with an effective agency for bringing about all sided qualitative improvement of school education. The State Institute of Education, Maharashtra, was established in 1964. Since elementary education has been a comparatively neglected area, the Institute concentrated its attention on the problems of elementary education in the initial stages of its work. But it soon brought secondary education also within its scope. It is at present working as the Academic Wing of the State Education Directorate.

9.3. The various functions now visualized for the State Institute of Education are as follows :—

(i) To provide induction training for persons who are appointed, for the first time, to work as Extension Officers or as Teacher-Educators ;

(ii) To provide inservice training to supervisors of schools or teacher-educators in accordance with the programme approved by the Education Department from time to time, in such a way that every officer would have about three months' inservice training in every five years of service ;

(iii) To organize conferences and seminars for senior officers of the Education Department and or non-official office bearers of local bodies connected with the administration of education ;

(iv) To provide extension services to training institutes for elementary teachers, and to guide the extension work of the Colleges of Education ;

(v) To organize studies and research in all matters related to school education either directly through the staff of the Institute or by collaborating with other educational institutions and agencies ;

(vi) To improve the programme of teacher-education in the State through such measures as may be approved by the State Department of Education and to implement it through the State Board of Teacher Education ;

(vii) To provide correspondence courses either for clearing the backlog of untrained teachers or for further professional improvement of trained teachers ;

(viii) To produce educational literature including journals ;

(ix) To devise effective teaching aids ;

(x) To evaluate educational programmes from time to time and to conduct studies and experiments with a view to improving curricula and teaching methods ;

(xi) To conduct a hobby-cum-recreation centre for pre-school and school children ; and

(xii) To assist the State Education Department in the preparation and implementation of educational plans.

9.4. The various functions of the Institute are carried out through the following sections :—

(i) State Board of Teacher Education,

(ii) Research Section,

(iii) Extension Section,

(iv) Training Section,

(v) Publications Section,

(vi) Survey and Planning Section,

(vii) Audio-Visual Section,

(viii) New Programmes Section (Programmes of qualitative improvement recommended by the Education Commission).



9.5. In order to co-ordinate the academic thinking on teacher-education with the actual programmes and facilities for teacher education at the pre-primary, primary and secondary levels, the Director of the Institute has been placed in administrative charge of the entire teacher-training organization in the State. Through this arrangement, various pre-service and in-service programmes for school teachers can be effectively co-ordinated and developed.

9.6. In order to coordinate its research and training activities with similar activities conducted by the Poona University, the Institute has obtained from the University of Poona affiliation and recognition as a Post-Graduate Research Institute. In this task the Institute keeps in touch with different University Departments and secures their assistance in as many of its functions as possible. The Director of the Institute is an Honorary Professor in charge of the Department of Education of the University of Poona.

9.7. The Institute's annual plan of work is broadly drawn up in consultation with the Programme Advisory Committee of which the Minister for Education is the chairman. There are informal advisory committees for the Research, Extension and Publications Sections also.

**(ii) The State Board of Secondary Education :**

9.8. The Maharashtra State Board of Secondary Education and the three Divisional Boards at Poona, Nagpur and Aurangabad came into being on 1st January, 1966. The State Board is a corporate body and the Divisional Boards serve as its functional or operative limbs. The Board has jurisdiction over the entire State of Maharashtra while the Divisional Boards have jurisdiction as shown below :

1. Poona Divisional Board .. Greater Bombay and districts of Bombay and Poona revenue divisions.
2. Nagpur Divisional Board .. Districts of Nagpur revenue division and Rajura tehsil.
3. Aurangabad Divisional Board .. Districts of Aurangabad revenue division.

9.9. The State Board is an autonomous corporate body and represents various interests such as Government, Universities, teachers and managing bodies of secondary schools, etc. Representation has also been provided for the two houses of the State Legislature, Zilla Parishads and persons having special knowledge or practical experience in matters connected with Secondary education. In the constitution of the Divisional Boards, a similar representation has been provided to the concerned interests. In order to have an organic link in the composition of the State Board and the Divisional Boards, some of the representatives of the State Board work as members on the Divisional Boards also. There are 46 members on the State Board and the members of the three Divisional Boards of Poona, Nagpur and Aurangabad are 35, 18 and 18 respectively. The chairmen, secretaries and the assistant secretaries of the State and Divisional Boards are appointed by the State Government and all other officers and the staff are employees of the State Board.

9.10. The State Board deals with policy matters pertaining to secondary education and certain supervisory powers have been given to it so as to ensure that the Divisional Boards function according to the general guide lines laid down by the State Board. The powers and duties of the State Board are mainly pertaining to academic matters such as ensuring uniformity of pattern of education, determining guiding principles for framing syllabi for secondary course etc. As the Divisional Boards are mainly examining bodies, their principal powers and duties are pertaining to the conduct of examinations and initiating certain academic matters such as text-books, syllabi etc. In order to enable the State Board and the three Divisional Boards to discharge their functions effectively, they have been empowered to appoint committees.

9.11. The following examinations are conducted by the three Divisional Boards on behalf of the State Board :

1. S.S.C. Exam.—Poona, Nagpur and Aurangabad divisions.
2. H.S.S.C. Exam.—Nagpur and Aurangabad divisions.
3. Vocational H.S.C. Exam.—Nagpur division.

9.12. The statutory committees of the State Board are (i) Executive Council, (ii) Academic Council, (iii) Finance Committee, (iv) Examination Committee and (v) Boards of Studies.

The Committees of the Divisional Boards are :—

- (i) Standing Committee, (ii) Academic Committee, (iii) Finance Committee, (iv) Examination Committee, (v) Recognition Committee, (vi) Committees of Courses. The Recognition Committee mainly deals with the recognition of Secondary Schools in accordance with the procedure laid down under the Regulations of the Board.

9.13. The State Board has set up a fullfledged Research Unit since its inception. It has undertaken many research projects in the past in connection with the analysis of S.S.C. Examination results and brought out several useful publications. Separate research units have also been recently started in the Divisional Boards. The Research Unit of the State Board brings out the Board's news-letter every quarter for disseminating useful information regarding academic and administrative activities and problems of the State and the Divisional Boards. The State Board has data processing machines for various pre as well as post examination jobs. The machines help not only in expediting the work but also ensure a far greater accuracy and neatness than what would have been possible by doing the operations manually.

**(iii) The State Bureau of Text-Book Production and Curriculum Research :**

9.14. The work of production and distribution of Government produced Text Books was previously being done by the Education Department and the Printing Department. Experience for the last 18 years showed that there are several procedural difficulties inherent in the task of producing text books in time and according to the required standard. Government, therefore, decided that there should be a separate body which should be entrusted with the preparation and production of quality text books for classes I to VII and make them available to the student community in good time and at a reasonable price. The establishment of the Bureau was accordingly sponsored by Government in January 1967. The Bureau is a registered society registered under the Societies Registration Act of 1860. The Bureau works on no profit no loss basis and as such it would be possible for the Bureau to provide books to the pupils at a reasonable cost. In the initial stages, the Bureau has been financed by the State Government by giving loans.

9.15. The revised syllabus for primary classes (classes I-VII) approved by Government is being introduced by stages from Class I onwards from the academic year 1968-69. The Bureau had, therefore, to produce Language Readers for Class I based on the new syllabus for being introduced in June 1968. Besides these text-books, text-books in Arithmetic for Classes II and III and those in General Science, History and Geography for Class III are also to be prepared by the Bureau as a top priority programme.

9.16. Though Marathi is the official language of the State and the language of the majority of the pupils in primary schools, there are six other languages i. e. Hindi, English, Sindhi, Gujarati, Urdu and Kannad which are used as media of instruction in primary schools having sizeable number of student-population. Text-Books are being produced by the Bureau in all the seven media including Marathi and made available for use by pupils.

9.17. The Bureau is also expected to carry out research in text-books and curricula. So far, the text-books produced by Government were straightway introduced in the schools without any trial. The Bureau proposes to remove this lacuna and to set up Research Units for research both in text-book-making and syllabus-making with a view to improving the quality of text-books in every possible way.

**(iv) The State Evaluation Unit :**

9.18. The State Evaluation Unit was established in the Directorate of Education in August 1963, with the following objectives :—

- (1) To help the Colleges of Education and schools to modify curricula, instructional material and methodology of teaching in keeping with the proposed reform in examination by organizing orientation courses.
- (2) To develop objective-based material in various subjects for internal and external examinations.
- (3) To produce and publish literature pertaining to examination reform in the regional languages.
- (4) To conduct studies and research for evaluating the impact of the changes in examination.

9.19. The State Evaluation Unit has conducted field programmes and constructed test items and unit tests. It has organized workshops to orientate secondary teachers and head-masters in the concept of evaluation and conducted training courses for the lecturers of the Colleges of Education. Group Seminars in evaluation techniques for all the head-masters from Yeotmal, Bhir, Dhulia, Jalgaon and Sholapur districts were also organized by the Unit. In order to help the secondary schools to have a clear idea of the techniques of evaluation, the Unit published a hand-book "Adhyapan Ani Mulyamapan."

**(v) The Science Education Unit :**

9.20. During the year 1960-61, the scheme for improvement of Science teaching in Primary Schools was undertaken at the instance of the Government of India and an officer in M.E.S. Class II designated as Science Consultant was appointed under this scheme.

9.21. In 1965, the Science Education Unit was established with a view to improving and raising of standards in the teaching of science at the secondary level. The Unit organized short term courses for Science teachers during the year 1965-66. Grants were paid to secondary schools for the purchase of science apparatus and science equipment for laboratories. The Science Education Unit also established Science Teachers' Associations to help the teachers to come together and plan the work of organizing science fairs and conducting science clubs in different institutions. The Unit also undertook the science talent search programme.

**(vi) The Institute of Vocational Guidance and Selection :**

9.22. The Vocational Guidance Bureau, the first of its kind in India, was established in April, 1950 to collect and disseminate information relating to various trades and professions, to guide persons in the selection of their occupations on the basis of psychological tests properly standardized to suit Indian conditions. In view of the increasing demand made by the public in respect of occupational information, Government decided to develop the Bureau into a full fledged Institute of Vocational Guidance. The work of the Institute can be broadly divided into the following three sections : (1) Occupation information section, (2) Psychological Section and (3) Training section.

9.23. The Institute disseminates occupational information through replies to personal and postal queries, by publishing monographs and pamphlets on courses and careers, by organizing career conferences for school and college students wherein persons specialized in different fields deliver informative lectures regarding training courses and prospects available in their field and by supplying literature to career masters working in different schools and colleges. During the III Five Year Plan period, seminars and discussions were organized at many places in the State in which the role being played by the institution was described and different psychological tests were administered.

**(vii) The State Board of Teacher Education :**

9.24. With a view to improving the competence of teachers and raising the quality of school education, it was necessary to redesign the pattern of teacher education at various levels and to evolve a rational and integrated pattern. Government, therefore, appointed a committee in 1965 to review the pattern and syllabus of teacher education programmes in the State at all levels. One of the major recommendations of the committee was in regard to the establishment of "State Board of Teacher Education" to facilitate an integrated planning and development of teacher training programmes at all levels within the State. This recommendation of the Committee was accepted by the Government and the State Board of Teacher Education was established on 1st February 1967. It has been entrusted with the work of advising Government in regard to the preparation of periodical plans for the development of teacher education and supervision of their implementation.

**(viii) The State Institute of English :**

9.25. To improve the standard of teaching of English in the State, particularly after the re-introduction of the teaching of English on an optional basis in classes V—VII, Government sanctioned the establishment of the State Institute of English for Maharashtra in the year 1965. The institute has been entrusted with the functions of training teacher-educators, inspecting officers etc. and conducting research on the teaching of English and text books in English. With the help of the teacher-educators at the primary level, trained at the Institute, 15 Government Junior Colleges of Education are at present preparing teachers for the teaching of English in primary schools.

**(ix) Vidya Niketans :**

9.26. The establishment of Government Vidya Niketans was motivated by the consideration of offering to the talented rural boys, opportunities equal to those enjoyed by urban children by virtue of their more favourable, socio-economic environments. Four Vidya Niketans have been established in the State—one for each division. These schools provide to rural boys of the proven merit, educational and residential facilities to inculcate in them academic and physical discipline and foster among them corporate life, team spirit, devotion to duty and social service. The selection of boys for admission to these schools is purely on the basis of merit.

**(x) The Bureau of Government Examinations :**

9.27. The Government had established in 1966 an Examination Unit in the Directorate of Education for centralising all Government examinations and taking over their direction and supervision. When the preliminary work was completed by the examination unit, the Government established the Bureau of Government Examinations in 1968. The Bureau has been entrusted with the task of reviewing the structure, pattern, and procedures of each of the Government Examinations and introducing improved techniques in paper-setting, in evaluation and other related examination processes having bearing on the teaching-learning experiences in educational institutions, thereby helping those institutions in raising their instructional standards.



## X. SUMMING UP

10.1. The foregoing review of educational developments in Maharashtra between 1950-51 and 1965-66 shows the tremendous progress made by the State in almost every sector of education. This has made it one of the educationally advanced States in the country.

10.2. The strength of education in Maharashtra may be found in the large expansion of educational facilities in almost every sector; in the provision of facilities for primary and secondary education on a very large scale; in providing better emoluments to teachers ; in large expansion of professional education at the university stage ; in the development of a multiple system of educational finance in which the local bodies and voluntary organisations make substantial contributions for the support of education ; in the extent and quality of private enterprise ; and in the facilities for free education at all stages provided to economically backward classes. On the other hand its principal weaknesses lie in the comparatively poor quality of education at the higher primary stage; in the generally lower qualifications of teachers, particularly at the school stage ; in the prevalence of a large extent of wastage and stagnation ; in the non-existence of a common pattern of school and college classes ; and in the absence of adequate vocationalisation at the secondary stage. Due notice of these strengths and weaknesses will have to be taken in preparing development plans for the immediate future.



## ANNEXURE " A "

### SOURCES OF STATISTICS USED IN THIS REPORT

1. When the reorganisation of States took place in 1955-56, the Ministry of Education had collected separate statistics for Vidarbha area and also for the Marathwada area for the year 1955-56 (as on 1st November 1956). In order to derive the statistics for the year 1950-51 from these, it was assumed that the rate of growth of education in the old Madhya Pradesh State between 1950-51 and 1955-56 (these data were available) and that in the Vidarbha region during the same period was the same. A similar assumption was made with regard to the Marathwada region and the old Hyderabad State (for which also, statistics were available).

2. When Maharashtra became a separate State on 1st May 1960, the State Education Department sent round *pro formas* for the compilation of Form A of Educational Statistics, for every year between 1955-56 and 1959-60, to all the districts in the State. These were got filled in on the basis of the data available at district headquarters ; and on that basis Form A was recompiled for Maharashtra State for every year between 1955-56 and 1959-60. This work was undertaken and completed by Shri G. S. Dhar, who was then the Research Officer in the Directorate of Education Maharashtra State, Poona, under the guidance of Shri J. P. Naik, Adviser, Ministry of Education, New Delhi.

3. In order to obtain the statistics for the Western Maharashtra region for the years between 1950-51 and 1955-56, it was assumed that the rate of growth of education in this region during this period, and that in Bombay State, during the same period (for which separate statistics were available) was the same.

4. The assumptions made in paragraphs 1 to 3 above for deriving the statistics for the years between 1950-51 and 1955-56 worked satisfactorily in all cases except higher education or a few other categories of educational institutions where the numbers involved were very small. In such cases, a questionnaire was addressed to all the institutions concerned and data were obtained from them for the relevant years. This was also available without difficulty and was incorporated in the statistics. This work was undertaken and completed by Shri D. G. Saigaonkar, Statistical Officer, in the Directorate of Education, under the guidance of Shri J. P. Naik.

5. On the above basis, all the educational statistics of the Maharashtra State, as it is constituted today, were compiled for every year between 1950-51 and 1959-60. These were then brought up-to-date by adding the data for the years between 1959-60 and 1965-66. This work was done jointly by Shri D. L. Sharma of the Ministry of Education and Shri D. G. Saigaonkar under the guidance of Shri J. P. Naik.

## ANNEXURE " B "

### EDUCATIONAL DEVELOPMENT IN MAHARASHTRA DURING THE FIRST THREE FIVE YEAR PLANS

The educational services organized by a welfare state are motivated by two main objectives (i) of providing a net-work of educational institutions to cater to the needs and abilities of the people and (ii) ensuring their optimum utilization by the socially and economically weaker sections of the people in particular to whom the opportunities were so far denied or were prohibitive.

The educational programmes implemented by Maharashtra State have substantially achieved these two objectives and the position reached at the end of the Third Five Year Plan gives promise of greater expansion and still greater utilization of these services by the people for their enrichment in the Fourth Five Year Plan.

#### (i) Educational Development during the First Five Year Plan (1951-56) :

The erstwhile Bombay State started its educational reconstruction programme from the year 1947-48 when the post-war schemes were taken up for implementation. Under this reconstruction programme different measures were adopted for achieving the educational development in the State. Amongst the different schemes accepted by the Government, the scheme of introduction of compulsory primary education in all the villages with a population of 1,000 and above was the most important one.

Voluntary organizations conducting primary schools were also paid grants for opening schools in the villages with a population between 400 to 700. The inspecting officers appointed during the Post-War-Reconstruction period were continued during the First Five Year Plan. The building programme of primary schools was accelerated with the formation of the district building committees during the latter half of the First Five Year Plan. The control over the provident fund of the primary teachers was taken over by Government for financing the school buildings programme.

Simultaneously schemes were also drawn up for the establishment of Government Basic Training Centres, improvement of pay-scales and service conditions of secondary school teachers, and payment of grants to non-Government secondary schools at increased rates. These activities covered by the P.W.R. schemes were continued during the First Five Year Plan Period. As sufficient preliminary work had already been carried out, it was easy to achieve the desired progress in the First Five Year Plan schemes in the subsequent years.

In addition to the extension of the schemes taken up in the P.W.R. period, other schemes such as the schemes of research projects in secondary schools, improvement in secondary education, scheme of intensive educational development in selected areas, and the scheme of conversion of ordinary schools into basic schools were included in the First Five Year Plan. Steps were also taken during this period to convert almost all the primary training colleges into Basic Training Colleges in order to make available sufficient number of basic trained teachers, which was the prime need of the day.

As a result of the merging of different princely States in the Bombay State, the new areas with different patterns and standards of educational development came together. Even then, considerable progress in general education was made by extending compulsion to these new areas along with the old Bombay State districts. During the last two years of the First Five Year Plan, the Government of India introduced the scheme for relief of educated unemployment. Because of this scheme, the expansion programme of primary education got considerable momentum and the programme of covering under compulsion villages with a population of 1,000 and above was completed as per schedule.

Introduction of vocational courses in some selected secondary schools made a history in the field of secondary education. With the introduction of this scheme, it was established that only the bookish education without vocational, practical training was of very little use to the young generation for enabling them to shoulder the increasing responsibilities of life.

By the end of the First Five Year Plan, the regional Universities which were already functioning for the past 4-5 years needed much financial help for their proper development. Government, therefore, extended adequate help to these Universities to enable them to settle down on a firm footing and to further develop into important centres of learning. This step was found to be in the right direction looking to the development they made during the future plans.

During the First Five Year Plan period, the syllabus of the primary and secondary schools was completely overhauled because of the Government decision to abolish English from Class V onwards. The new improved textbooks based on the revised syllabus were published by Government by the middle of 1955.

Under the programme of expansion of visual education, short term courses were organized for secondary teachers. The physical education programme was supervised independently by the Inspector for Physical Education with 32 A.D.E.I.s to assist him in his work. The N.C.C. programme was also introduced with necessary expansion in the first Five Year Plan Period for the first time. The library development movement in the State which was launched during the P.W.R. period was also consolidated during the first Five Year Plan period.

**(ii) Educational Development during the second Five Year Plan (1956-61) :**

Re-organization of the States took place in the year 1956 when the first Five Year Plan was over and the Second Five Year Plan had just started. In 1960 the reorganised bigger bilingual state was bifurcated and new States of Maharashtra and Gujarat were formed.

The second Five Year Plan schemes as far as primary education was concerned covered the following matters:—

- (a) Compulsory Primary Education and expansion of Primary Education;
- (b) Training of primary teachers;
- (c) Conversion of ordinary primary schools into basic schools;
- (d) Construction of buildings for primary schools.

High priority was given to the introduction of universal, free and compulsory primary education in the Western Maharashtra region. However, its growth had not been uniform in the other constituent regions of the State. In Western Maharashtra, compulsion was extended to the villages having population of 500 to 999 during the Second Five Year Plan. Accordingly 4217 posts of teachers were sanctioned and 1,81,280 additional pupils of the age group 7-11 were brought into schools. In Vidarbha and Marathwada compulsion was introduced on a small scale as an experimental measure. 238 villages in Vidarbha and 131 villages in Marathwada were brought under compulsion by the end of the Second Five Year Plan.

The nature of the primary education schemes of the different regions was not identical and it was necessary to bring about uniformity. Government, therefore, appointed an Integration Committee to examine and make recommendations for the integration of different schemes of primary education for the improvement of Primary Education. According to the recommendations of the Integration Committee for Primary Education, the pay-scales of primary teachers were brought on par in all the three regions and the minima for untrained and trained teachers were fixed at Rs. 40 and Rs. 50 respectively.

For the improvement of quality of instruction in primary schools provision of adequate facilities for training of teachers was important. In 1950-51, there were in all 64 Basic Training Colleges in the State which provided facilities for about 8,100 teachers annually. The number of training colleges and teachers under training was increased to 78 and 11,218 respectively in 1955-56 and to 127 and 16,547 teachers respectively in 1960-61. The percentage of trained teachers in primary schools increased from 46 in 1950-51 to 63 in 1960-61.

In the field of Secondary Education the main objective of the Second Plan was to make further provisions for diversified courses in consonance with the recommendations of the Mudaliar Commission. The impact of expansion of primary education was felt on secondary education and it was necessary to open new schools for providing admissions to the increased number of pupils. The pace of progress made in the field of secondary education during the course of the second Five Year Plan as compared to that in the First Plan can be seen from the fact that in 1950-51 there were 1035 secondary schools while in 1960-61 the number rose to 2468.

After the re-organization of States in 1956 it was found necessary to lay down a uniform method for imparting secondary education in the various constituent regions of the State. Government, therefore, appointed an Integration Committee in 1958 and accepted its main recommendations for implementation. According to the recommendations of the Committee the rates of grant-in-aid were uniformly revised to 45 per cent of the admissible expenditure in urban areas and to 50 per cent in rural areas. The pay-scales of the teachers were also revised raising the pay of untrained matriculate teachers to Rs. 65 (fixed) and of graduate trained teachers to Rs. 120-300. Another important step taken by Government for improving the standard of secondary education was the re-introduction of teaching of English in Classes V to VII on an optional basis from June 1960. Facilities for the training of secondary teachers were also expanded during the second plan period with the result that the proportion of trained teachers in secondary schools increased from 59.9 in 1955-56 to 61.2 per cent in 1960-61.

It was decided to organise short-term training courses of about 4 month's duration each for teachers of diversified subjects for Multi-purpose High Schools. Two such courses were organized during 1958-59, one at the S.T. College, Bombay and the other at S.M.T.T. College, Kolhapur. Four such courses were also organized during 1960-61.

Under the Government of India scheme for opening of Multi-purpose Schools, diversified courses in Agriculture, Commerce, Home Science and Fine Arts were allowed in some schools during 1955-56. There was a great demand from the managements of non-Government Secondary Schools for the conversion of schools into multi-purpose and provision of liberal grants by Government for this purpose. During the second Five Year Plan 80 ordinary schools were converted into multi-purpose schools.

Higher Education in Humanities, Basic Sciences and other professional subjects like Law and Commerce form a part of general education. Apart from opening of Government Colleges in these subjects Government assists non-Government agencies in maintaining and expanding such institutions. From 91 institutions of higher education in 1951-52 the number rose to 292 institutions in 1960-61. In order to enlarge opportunities for higher education, Government established Marathwada University in 1958 for the Marathwada Region. The Universities in the State undertook various schemes for the development of their Departments for which they received grants from the University Grants Commission. The State Government also provided matching grants to the universities.

The programme for adult literacy was intensified during the second Plan period. The work of eradication of illiteracy among the adult population was mainly done through the social education organisers in the community development block areas. Besides, voluntary agencies and social education committees were given liberal grants for conducting adult literacy classes. By the end of the first plan, over 11,100 literacy classes were functioning in the State. About 4,800 more classes were opened during the Second Plan Period.

As a part of the Social Education programme a scheme for development of libraries and establishment of reading rooms was undertaken. Under this scheme, grants were given to 2,664 libraries and 240 literacy centres were opened during the Second Plan Period.

Physical Education was made compulsory in primary and secondary schools. In order to train teachers in Physical Education, there were 22 institutes in the State which conducted one year diploma courses and short term certificate courses. During 1958-59 the State Council for Sports was set up under the chairmanship of the State Minister for Education for conducting and promoting sports and team events. With a view to inculcating among the students qualities of leadership, community work, discipline and character and creating useful leadership which can serve as a second line of defence in the event of national emergency, Sr. Division N.C.C. troops were started in colleges, providing training in Infantry, Air and Naval branches, besides the Jr. Divisions of N.C.C. ; A.C.C. had also been introduced in the secondary schools. During the second plan period, secondary schools were also encouraged to raise Scout Troops and Girl Guides.

### (iii) Educational Development during the Third Five Year Plan (1961-66)

The third Plan sought to provide the essential needs of universal and compulsory education in the primary stage, to re-orientate the pattern of secondary education and to decentralise arrangements for higher education. As in the previous decade the Third Plan witnessed a phenomenal expansion in education particularly at primary and secondary stages. This rapid expansion necessitated opening of new primary and secondary schools, and colleges. Barring a few villages, schooling facilities at the primary stage were provided practically in all villages.

The grant of fee concessions to the Economically Backward classes extended the opportunities for education to all sections of the community and stimulated the pace of expansion at the secondary stage. The impact of these concessions was also felt at the university stage. Although adequate facilities were provided to meet the ever-growing needs particularly in the rural areas, the rapid expansion outstripped the resources of trained teachers, proper school buildings and equipment.

Due to different patterns of education in the institutions in the three regions of the state viz. Vidarbha, Marathwada and Western Maharashtra, it has not been possible to force the pace of diversification at the appropriate stages at the secondary level. Apart from this, the system continues to suffer from the age-old evils of wastage and stagnation which increase the per capita cost of education and dissipate the energies of students. It is, therefore, necessary to pay special attention to reduction, if not elimination, of wastage, improvement of quality of education, diversification with a view to providing terminal points in the stream of education at suitable stages and encouragement of science education at higher stages of education.

The expenditure on primary and secondary education substantially exceeded the plan provisions mainly because of the measures taken for qualitative improvement of education by intensifying the programme of training of primary teachers deputed by Zilla Parishads and municipalities for training, improving the service conditions of primary teachers by increasing dearness allowance to primary teachers, provision of increased outlay on account of grants to secondary



schools on rationalised basis, opening of additional secondary classes in Marathwada, upgrading of the primary and middle schools in Marathwada into full-fledged high schools and establishment of a special institute for training of primary teachers in the method of teaching of English.

The original estimate of the additional burden on account of E. B. C. concessions proved to be an underestimate and had to be revised. Further additional commitments were also entered into under the E. B. C. scheme by extension of income limit from Rs. 1,200 per annum to Rs. 1,800 per annum in the case of Government Servants, primary teachers and servants of Local Bodies (other than Municipal Corporation) for free education upto S. S. C. stage.

Except for stray villages, schooling facilities have been provided in all the villages with a population of more than 200. The number of primary schools increased from 34,864 in 1960-61 to 41,348 in 1965-66. Primary education was already free throughout the State while in Western Maharashtra it was compulsory for the age group 7-11 right from 1948-49. It has been made compulsory in Marathwada and the residual areas of Vidarbha from the year 1965-66 for the age group 7-9 initially.

The rapid growth of primary education caused a heavy strain on the training capacity available in the State. Moreover a large number of untrained primary teachers were already in position and these had to be deputed for training. But for the intensification of training programme for primary teachers introduced in the early period of the Third Plan it would not have been possible to reduce the backlog of untrained teachers substantially. This has helped in increasing the percentage of trained teachers in primary schools to 79.8 (this covers teachers in all primary schools) by the end of the Third Plan. In order to remove the backlog as also to meet the requirement of fresh teachers, seven new primary training colleges were opened in 1965-66 as part of an advance action for the Fourth Plan.

For teaching English in higher primary classes teachers are being trained in primary training colleges where teacher-educators who have undergone specialised training at the State Institute of English, have been posted.

The position of school buildings continues to be difficult. About 50 per cent of the primary schools in the State are without their own buildings. In the Third Plan because of the emergency and rising cost of building materials, the school building construction programme had to be slowed down. About 4,000 class rooms were constructed in the Third Plan. Having regard to the increase in cost of building materials, the ceiling cost for a school room has since been raised from Rs. 3,910 to Rs. 6,930 limiting the grant from Government to Rs. 3,000 per class room.

The rapid expansion in the previous plans in primary education had resulted in the rush of pupils in secondary schools. The impact of the scheme of educational concessions to the E.B.C. pupils has also contributed to the growth of size of secondary schools. The enrolment in secondary schools has increased by 5.13 lakhs in classes VI-VIII and by 2.86 lakhs in classes IX-XI during the Third Plan. The percentage of enrolment in the age group 14-17 in classes IX-XI increased to 27.30 per cent by 1965-66 from 14.60 per cent as at the end of the Second Plan. About 1,524 additional secondary schools have been opened in the Third Plan against the target of 1,200 schools raising the total number of high/higher secondary schools in the State to 3,722 at the end of the plan from 2,198 at the commencement of the Third Plan.

The expansion at the secondary stage necessitated increase in training facilities for secondary teachers also. Six additional secondary training colleges were started in the Third Plan as an advance action for the Fourth Plan. The percentage of trained secondary teachers increased from 62 per cent in 1960-61 to 76 per cent in 1965-66.

Although facilities are made available for expansion of secondary education in an adequate measure, the regional disparities in the pattern of secondary education still continue. There is no uniformity of syllabus followed in the three main regions of the State viz. Western Maharashtra, Vidarbha and Marathwada, nor is there any uniformity in the duration of school education at different stages. This has resulted in imbalanced growth of education in various regions of the State and has also given rise to administrative problems. As a first step towards bringing about uniformity in the pattern of secondary education in different regions, the State Board of Secondary Education has been constituted, with three Divisional Boards operating under its supervision since 1st January 1966. It is expected that this measure will go a long way in evolving a rational and uniform pattern of secondary education for the whole State.

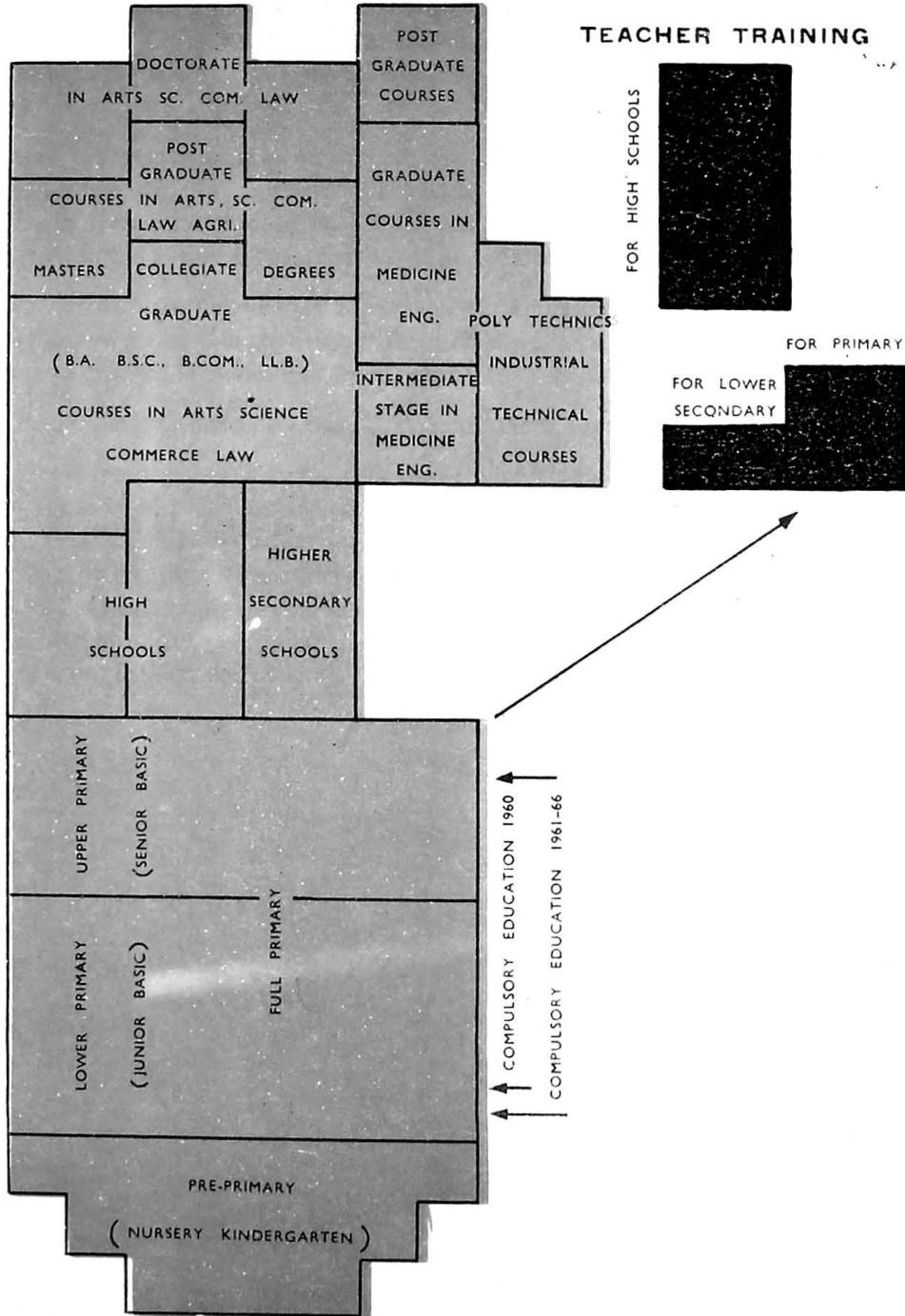
In order to provide opportunities to the students from Maharashtra State for joining military career, a Sainik School was started in the State at Satara for preparing candidates for entrance examination of the N. D. A. The State Government have provided land, buildings and equipment for the school. 75 per cent of the seats are reserved for candidates from Maharashtra State. Government has provided scholarships to all boys from Maharashtra State.

# EDUCATIONAL SYSTEM IN MAHARASHTRA 1965-66

SCHOOL YEAR  
NORMAL AGE

19	24
18	23
17	22
16	21
15	20
14	19
13	18
12	17
11	16
10	15
9	14
8	13
7	12
6	11
5	10
4	9
3	8
2	7
1	6
	5
	4
	3

LOWER SECONDARY    UPPER SECONDARY



UPTO 40 YEARS  
ADMISSION

SPECIAL SCHOOLS FOR THE HANDICAPPED (PHYSICALLY, MENTALLY)

SOCIAL EDUCATION (1 YEAR)

Special courses have also been arranged at the Shivaji Military School at Poona for preparing candidates for the N. D. A. examination.

University Education has been dispersed by opening new colleges. Colleges have been opened in rural areas also. This has been possible primarily because of new universities opened to meet the regional needs. One more university viz. Shivaji University was established in the Third Plan at Kolhapur. The Universities in the State undertook various development schemes in the Third Plan with the financial assistance from the University Grants Commission. Except the Bombay University all other universities have introduced three year degree course. Matching grants were paid to universities towards the schemes approved by the University Grants Commission.

Eighty three new colleges for Arts, Science, Commerce and Law have been opened in the Third Plan, bringing the total number of colleges for these courses to 178. The development of science colleges in this State has been linked up with the development of Arts Colleges. Independent Science Colleges are uneconomical and therefore, are very few in number. The general pattern of colleges continues to be combined colleges of Arts and Science or Arts and Commerce.

Due to emergency, it has become necessary to canalise more students to Science courses in preference to Arts, Commerce and Law. It had, therefore, been decided to encourage science education at higher stages. Accordingly from 1962-63 grants were given to Science Colleges or science wing of combined colleges only. As a result of this the proportion of enrolment in the science colleges increased considerably.

After the emergency, the N. C. C. training has been made compulsory to all able bodied students in colleges. As a result, the enrolment target included in the original Third Plan had to be revised upwards. During the Third Plan about 2 lakh cadets were enrolled in Junior and Senior Divisions of N. C. C. and in Girls' N. C. C.

Since 1961, the old Social Education Scheme transformed into Gram Shikhan Mohim.

The core of the new approach is to take the village as a unit and to make its entire population literate in one drive. The villagers are induced to execute the scheme on their own initiative and through their own efforts. With the formation of the Zilla Parishads, the scheme has been transferred to them for execution on an agency basis. The work of preparation of literature for neo-literates and its free supply to the Zilla Parishads is done by Government. During the Third F. Y. P. a beginning was made in respect of establishing Gram Vikas Shalas in villages which had achieved 100 per cent literacy. The percentage of literacy in Maharashtra State is 29.7 according to 1961 census as compared to 23.7 per cent for the entire country.



ANNEXURE "C"  
REGIONAL TABLES

TABLE No. XLVI

*Educational Institutions by Regions (1950-51 to 1965-66)*

Year	Region	Higher Education	High/Hr. Secondary	Primary/Middle	Pre-primary	Vocational Schools	Special Schools	Total
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1950—51	.. Western Maharashtra	.. 72	584	15,616	95	266	7,325	23,958
	Vidarbha ..	.. 23	148	4,152	5	19	7,236	11,583
	Marathwada ..	.. 3	33	2,655	..	10	67	2,768
	Maharashtra ..	.. 98	765	22,423	100	295	14,628	38,309
1955—56	.. Western Maharashtra	.. 106	750	18,572	163	462	10,320	30,373
	Vidarbha ..	.. 26	226	6,337	63	27	798	7,477
	Marathwada ..	.. 4	42	3,832	2	5	176	4,061
	Maharashtra ..	.. 136	1,018	28,741	228	494	11,294	41,911
1960—61	.. Western Maharashtra	.. 176	1,552	20,572	290	644	21,883	45,117
	Vidarbha ..	.. 65	417	8,556	218	184	1,387	10,827
	Marathwada ..	.. 24	229	5,736	19	58	557	6,623
	Maharashtra ..	.. 265	2,198	34,864	527	886	23,827	62,567
1965—66	.. Western Maharashtra	.. 199	2,374	23,294	293	718	1,66,729	1,93,607
	Vidarbha ..	.. 89	782	11,074	136	208	8,319	20,608
	Marathwada ..	.. 32	565	7,724	19	46	8,116	16,502
	Maharashtra ..	.. 320	3,721	42,092	448	972	1,83,164	2,30,717
Average Annual percentage increase over 1950—51.	Western Maharashtra	.. 7.0	9.8	2.7	7.8	6.8	23.0	15.0
	Vidarbha ..	.. 9.4	11.7	6.8	24.0	17.3	0.9	3.9
	Marathwada ..	.. 17.1	20.5	7.4	..	10.7	38.0	12.6
	Maharashtra ..	.. 8.2	11.1	4.3	10.5	8.3	18.3	12.7

TABLE

*Enrolment by Institutions—by*

Year	Region	Higher Education		High/Higher Secondary		Primary/Middle		Pre-
		Boys.	Girls	Boys	Girls	Boys	Girls	Boys
1	2	3	4	5	6	7	8	9
1950-51	.. W.M. ..	28,131	6,352	1,72,993	59,011	13,40,115	6,99,629	3,601
	Vid. ..	7,183	1,115	50,300	12,100	2,96,525	1,03,252	26
	M.W. ..	557	46	13,548	2,371	1,40,444	27,356	....
	M.S. ..	35,871	7,513	2,36,841	73,482	17,77,084	8,30,237	3,627
1955-56	.. W.M. ..	48,631	11,181	2,12,161	84,459	14,78,164	7,85,114	7,132
	Vid. ..	11,137	1,642	88,633	23,838	4,25,584	1,68,147	1,377
	M.W. ..	1,434	64	19,856	3,904	2,28,535	47,068	68
	M.S. ..	61,202	12,887	3,20,650	1,12,201	21,32,283	10,00,329	8,577
1960-61	.. W.M. ..	66,121	20,502	3,92,796	1,63,286	18,74,594	11,36,418	12,012
	Vid. ..	19,351	3,295	1,43,202	43,403	5,40,702	2,75,484	5,991
	M.W. ..	4,426	255	62,245	13,252	2,97,096	93,410	558
	M.S. ..	89,898	24,053	5,98,243	2,19,941	27,12,392	15,05,312	18,561
1965-66	.. W.M. ..	96,288	31,972	6,25,728	2,79,029	23,00,542	14,79,646	12,226
	Vid. ..	36,743	9,552	2,44,739	93,283	7,18,127	4,39,835	4,307
	M.W. ..	12,513	1,619	1 66,753	42,639	4,56,369	1,88,511	617
	M.S. ..	1,45,544	43,143	10,37,220	4,14,951	34,75,038	21,07,992	17,150
Average Annual percentage increase <sub>6</sub>	W.M. ..	8·5	11·4	8·9	10·9	3·7	5·1	8·5
	Vid. ..	11·5	15·4	11·1	14·6	6·1	10·1	40·5
	M.W. ..	23·0	27·0	18·2	21·0	8·2	13·7	..
	M.S. ..	9·8	12·3	10·3	12·2	4·6	6·4	10·9

No. XLVII

*Regions (1950-51 to 1965-66)*

primary	Vocational Schools		Special Schools			Total		Year	Region
	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
10	11	12	13	14	15	16	1	2	
3,038	18,049	6,894	1,62,385	33,691	17,25,274	8,08,615	1950-51	.. W.M. ..	
76	1,099	356	1,28,042	78	4,83,175	1,16,977		Vid. ..	
....	921	2	1,953	144	1,57,423	29,919		M.W. ..	
3,114	20,069	7,252	2,92,380	33,913	23,65,872	9,55,511		M.S. ..	
5,875	23,634	11,979	1,97,466	36,797	19,67,188	9,35,405	1955-56	.. W.M. ..	
1,433	2,577	761	11,708	225	5,41,016	1,96,046		Vid. ..	
25	267	30	4,746	103	2,54,906	51,194		M.W. ..	
7,333	26,478	12,770	2,13,920	37,125	27,63,110	11,82,645		M.S. ..	
9,660	37,037	16,462	2,30,666	1,30,418	26,13,226	14,76,746	1960-61	.. W.M. ..	
5,241	10,284	2,975	25,423	3,522	7,44,953	3,33,920		Vid. ..	
469	3,921	446	12,258	938	3,80,504	1,08,771		M.W. ..	
15,370	51,242	19,883	2,68,347	1,34,878	37,38,683	19,19,437		M.S. ..	
10,362	40,198	19,460	3,30,641	3,47,300	34,05,623	21,67,769	1965-66	.. W.M. ..	
3,847	14,167	5,645	44,750	37,803	10,62,833	5,89,965		Vid. ..	
504	5,405	886	60,921	33,322	7,02,578	2,67,481		M.W. ..	
14,713	59,770	25,991	4,36,312	4,18,425	51,71,034	30,25,215		M.S. ..	
8.6	5.5	7.2	4.9	16.8	4.6	6.8	Average Annual percentage increase.	W.M. ..	
11.4	18.6	20.5	..	..	5.4	11.4		Vid. ..	
..	12.5	..	25.5	43.0	10.5	15.7		M.W. ..	
10.9	7.6	8.9	2.7	18.2	5.3	8.0		M.S. ..	

TABLE NO. XLVIII

## Direct expenditure by Institutions—By Regions (1950-51 to 1965-66)

(Figures in Rs. 000s)

Year	Region	Higher Education	High/Higher Secondary	Primary/Middle	Pre-Primary	Vocational Schools	Special Schools	Total
1	2	3	4	5	6	7	8	9
1950-51	Western Maharashtra ..	2,01,71	2,74,26	6,36,53	4,77	65,77	20,94	12,03,98
	Vidarbha ..	50,74	44,09	79,10	6	4,35	2,45	1,80,79
	Marathwada ..	2,27	10,95	43,38	....	4,17	47	61,24
	Maharashtra ..	2,54,72	3,29,30	7,59,01	4,83	74,29	23,86	14,46,01
1955-56	Western Maharashtra ..	2,89,11	3,81,49	7,38,96	7,56	73,39	18,19	15,08,70
	Vidarbha ..	63,40	84,69	1,57,76	1,22	9,38	1,20	3,17,65
	Marathwada ..	5,06	18,40	91,38	9	2,53	18	1,17,64
	Maharashtra ..	3,57,57	4,84,58	9,88,10	8,87	85,30	19,57	19,43,99
1960-61	Western Maharashtra ..	5,51,36	6,73,55	11,59,17	10,96	1,48,51	30,91	25,74,46
	Vidarbha ..	1,06,81	2,20,17	3,44,85	5,54	44,21	6,16	7,27,74
	Marathwada ..	35,79	69,24	1,26,38	45	20,42	1,71	2,53,99
	Maharashtra ..	6,93,96	9,62,96	16,30,40	16,95	2,13,14	38,78	35,56,19
1965-66	Western Maharashtra ..	8,65,78	12,50,23	17,70,63	14,53	2,36,49	18,21	41,55,87
	Vidarbha ..	2,22,66	3,62,09	6,07,97	4,87	79,70	4,02	12,81,31
	Marathwada ..	58,61	1,63,67	2,96,80	59	34,08	2,26	5,56,01
	Maharashtra ..	11,47,05	17,75,99	26,75,40	19,99	3,50,27	24,49	59,93,19
Average Annual percentage Increase.	Western Maharashtra ..	10.2	10.6	7.0	7.7	8.9	....	8.6
	Vidarbha ..	10.4	15.0	14.6	34.0	21.0	3.4	13.9
	Marathwada ..	24.0	19.8	13.7	....	15.0	11.0	15.8
	Maharashtra ..	10.6	11.9	8.7	9.9	10.9	0.2	10.0

TABLE NO. XLIX

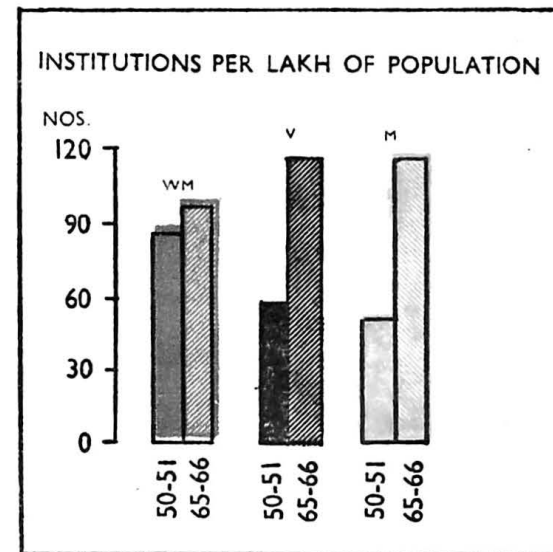
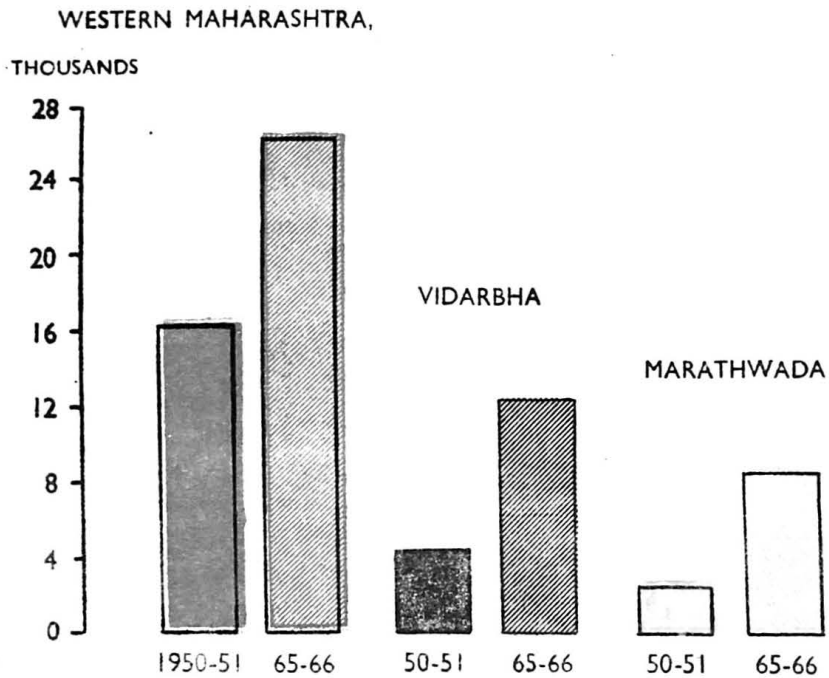
## Direct expenditure by sources—By Regions (1950-51 to 1965-66)

(Figures in Rs. 000s)

Year	Region	Central + State Government	(D.S.B.)/Z.P. + Municipalities	Fees (including reimbursement)	Endowments + Other Sources	Total
1	2	3	4	5	6	7
1950-51	Western Maharashtra ..	6,28,12	1,37,16	3,10,29	1,28,41	12,03,98
	Vidarbha ..	1,03,16	32,13	31,23	14,27	1,80,79
	Marathwada ..	58,52	....	1,49	1,23	61,24
	Maharashtra ..	7,89,80	1,69,29	3,43,01	1,43,91	14,46,01
1955-56	Western Maharashtra ..	7,14,76	1,90,57	4,77,61	1,25,76	15,08,70
	Vidarbha ..	1,90,32	44,13	63,35	19,85	3,17,65
	Marathwada ..	1,06,38	....	6,11	5,15	1,17,64
	Maharashtra ..	10,11,46	2,34,70	5,47,07	1,50,76	19,43,99
1960-61	Western Maharashtra ..	11,51,59	2,75,47	8,80,12	2,67,28	25,74,46
	Vidarbha ..	5,35,17	48,82	1,01,86	41,89	7,27,74
	Marathwada ..	2,28,96	16	16,27	8,60	2,53,99
	Maharashtra ..	19,15,72	3,24,45	9,98,25	3,17,77	35,56,19
1965-66	Western Maharashtra ..	20,32,93	4,68,67	12,92,91	3,61,36	41,55,87
	Vidarbha ..	8,55,38	54,82	3,00,21	70,90	12,81,31
	Marathwada ..	4,68,08	34	65,91	21,68	5,56,01
	Maharashtra ..	33,56,39	5,23,83	16,59,03	4,53,94	59,93,19
Average Annual percentage increase.	Western Maharashtra ..	8.1	8.5	10.0	7.2	8.6
	Vidarbha ..	15.1	3.7	16.3	11.3	13.9
	Marathwada ..	14.9	....	29.5	21.0	15.8
	Maharashtra ..	10.1	7.8	11.1	8.0	10.0

# REGIONAL PROGRESS OF EDUCATION 1950-51—1965-66 No. OF INSTITUTIONS

(EXCLUDING SPECIAL SCHOOLS)





# REGIONAL PROGRESS OF EDUCATION 1950-51—1965-66 ENROLMENT

(EXCLUDING SPECIAL SCHOOLS)

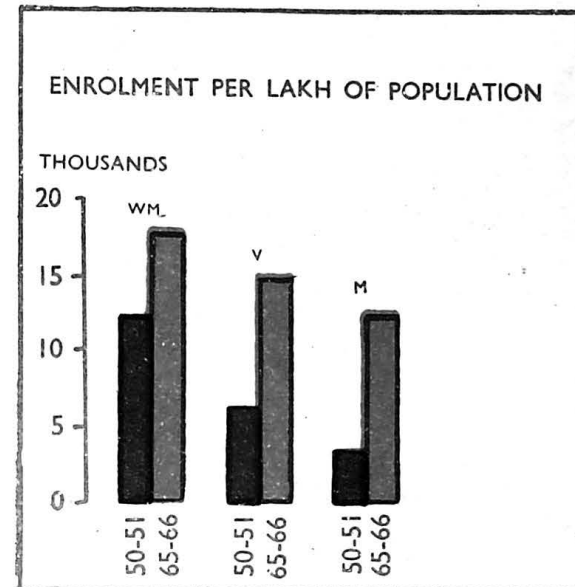
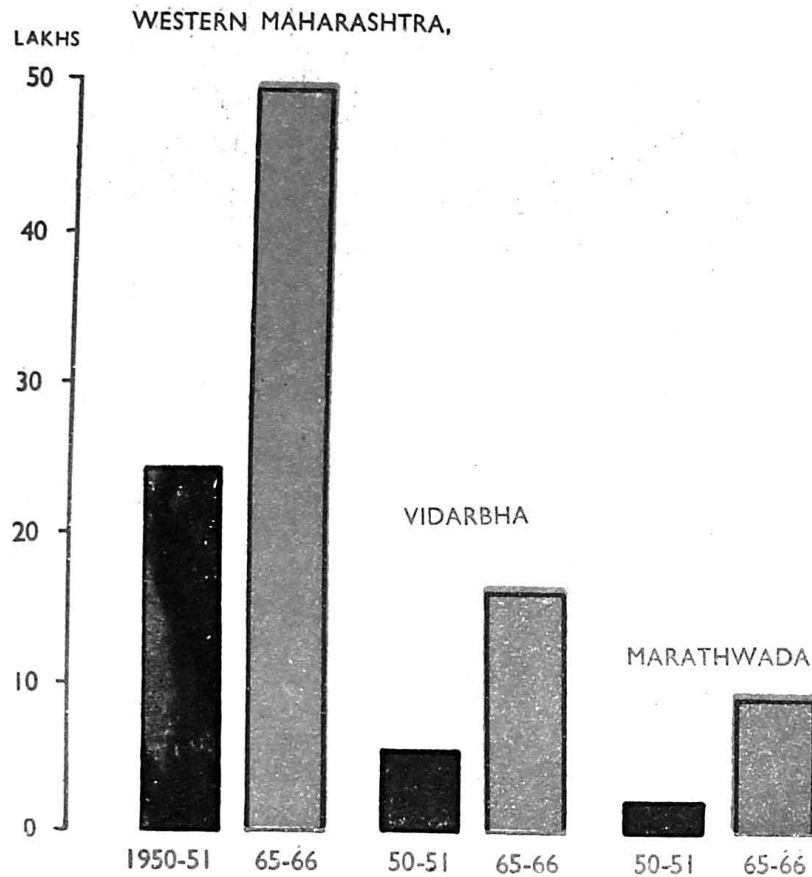


TABLE No. L

## Teachers by training—By Regions (1950-51 to 1965-66)

Year	Region	High/Hr. Sec.				Primary/Middle				Pre-Primary			
		Total		Trained		Total		Trained		Total		Trained	
		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
1950-51	.. W. M.	.. 7,513	2,345	4,213	1,440	43,978	11,268	21,727	6,714	61	290	56	219
	Vid.	.. 2,324	435	973	250	11,418	1,667	6,458	1,167	1	11	1	3
	M. W.	.. 625	135	291	59	5,086	744	1,365	147	....	....	....	....
	M. S.	.. 10,462	2,915	5,477	1,749	60,482	13,679	29,550	8,028	62	301	57	222
1955-56	.. W. M.	.. 9,075	3,465	6,472	2,680	50,320	14,414	28,212	9,743	95	482	65	289
	Vid.	.. 3,868	779	1,347	484	17,795	2,457	8,076	1,736	4	153	2	102
	M. W.	.. 868	140	376	65	8,373	1,018	2,091	327	2	5	1	4
	M. S.	.. 13,811	4,384	8,195	3,229	76,488	17,889	38,379	11,806	101	640	68	395
1960-61	.. W. M.	.. 15,239	6,444	10,670	4,976	54,108	20,747	37,261	15,694	51	858	37	581
	Vid.	.. 6,811	1,283	2,899	897	24,605	3,808	13,520	2,947	10	392	8	334
	M. W.	.. 2,919	404	1,247	197	10,220	1,122	2,018	375	7	33	3	12
	M. S.	.. 24,969	8,131	14,816	6,070	88,933	25,677	52,799	19,016	68	1,283	48	927
1965-66	.. W. M.	.. 23,789	10,725	17,989	8,913	67,083	30,344	56,656	24,624	49	831	41	572
	Vid.	.. 10,566	2,462	6,599	1,844	32,533	6,415	25,265	5,314	5	271	1	212
	M. W.	.. 6,694	1,008	3,511	503	16,531	1,889	8,332	751	....	32	....	27
	M. S.	.. 41,049	14,195	28,099	12,260	1,16,147	38,648	90,253	30,689	54	1,134	42	811
Average Annual percentage Increase.	W. M.	.. 8.0	10.6	10.2	12.9	2.9	6.8	6.6	9.0	....	7.3	....	6.6
	Vid.	.. 10.6	12.3	13.6	14.3	7.2	9.4	9.5	10.6	11.3	24.0	....	33.0
	M. W.	.. 17.1	14.3	18.1	15.2	8.2	6.4	12.9	11.5	....	....	....	....
	M. S.	.. 9.5	11.1	11.5	13.2	4.4	7.2	7.7	9.3	....	9.2	....	9.0

TABLE No. LI—A—BOYS

## Enrolment by Classes :—By Regions (1950-51 to 1965-66)

(Figures in 000s)

Year	Region	Pre-Primary	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
			3	4	5	6	7	8	9	10	11	12	13	14	15
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1950-51	.. W.M.	.. 6	4.63	2.59	1.95	1.72	116	87	75	50	40	29	25	..	15,17
	Vid.	.. 1	1.04	63	51	38	24	19	16	10	8	7	6	..	3,47
	M.W.	.. 0	38	25	23	18	15	10	8	7	4	4	2	..	1,54
	M.S.	.. 7	6.05	3.47	2.69	2.28	1.55	1.16	99	67	52	40	33	..	20,18
1955-56	.. W.M.	.. 8	5.17	2.91	2.19	1.91	1.29	97	85	55	45	33	27	..	16,97
	Vid.	.. 1	1.55	94	76	57	36	28	23	16	11	10	9	..	5,16
	M.W.	.. 0	62	40	36	30	24	16	12	11	7	6	4	..	2,48
	M.S.	.. 9	7.34	4.25	3.31	2.78	1.89	1.41	1.20	82	63	49	40	..	24,61

TABLE No. LI—A—BOYS—*contd.**Enrolment by Classes :—By Regions (1950-51 to 1965-66)*

(Figures in 000s)

Year	Region	Pre-Primary	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1960-61	..	W.M. ..	12	5,82	3,60	2,91	2,53	2,07	1,58	1,23	1,02	82	63	46	..	2,279
		Vid. ..	6	1,56	1,13	1,03	80	60	51	42	31	25	20	3	..	6,90
		M.W. ..	1	1,26	61	42	32	30	19	14	13	8	7	6	1	3,60
		M.S. ..	19	8,64	5,34	4,36	3,65	2,97	2,28	1,79	1,46	1,15	90	55	1	33,29
1965-66	..	W.M. ..	13	5,98	4,40	3,78	3,47	2,81	2,23	1,80	1,58	1,29	1,11	81	..	2,939
		Vid. ..	5	2,01	1,41	1,35	1,13	96	73	61	50	45	40	7	..	9,67
		M.W. ..	1	1,56	84	74	69	62	52	42	33	22	17	11	1	624
		M.S. ..	19	9,55	6,65	5,87	5,29	4,39	3,48	2,83	2,41	1,96	1,68	99	1	45,30
Average Annual percentage increase.	W.M. ..	5.3	1.8	3.6	4.5	4.8	6.0	6.4	6.0	8.0	8.1	9.4	8.1	..	4.5	
	Vid. ..	11.3	4.5	5.5	6.7	7.5	9.7	9.4	9.3	11.3	12.2	12.3	1.1	..	7.1	
	M.W. ..	..	9.9	8.4	8.1	9.4	9.9	11.6	11.7	10.9	12.0	10.1	12.0	..	9.8	
	M.S. ..	6.9	3.0	4.4	5.3	5.8	7.2	7.6	7.2	8.9	9.2	10.0	7.6	..	5.5	

TABLE No. LI—B—GIRLS

*Enrolment by Classes :—By Regions (1950-51 to 1965-66)*

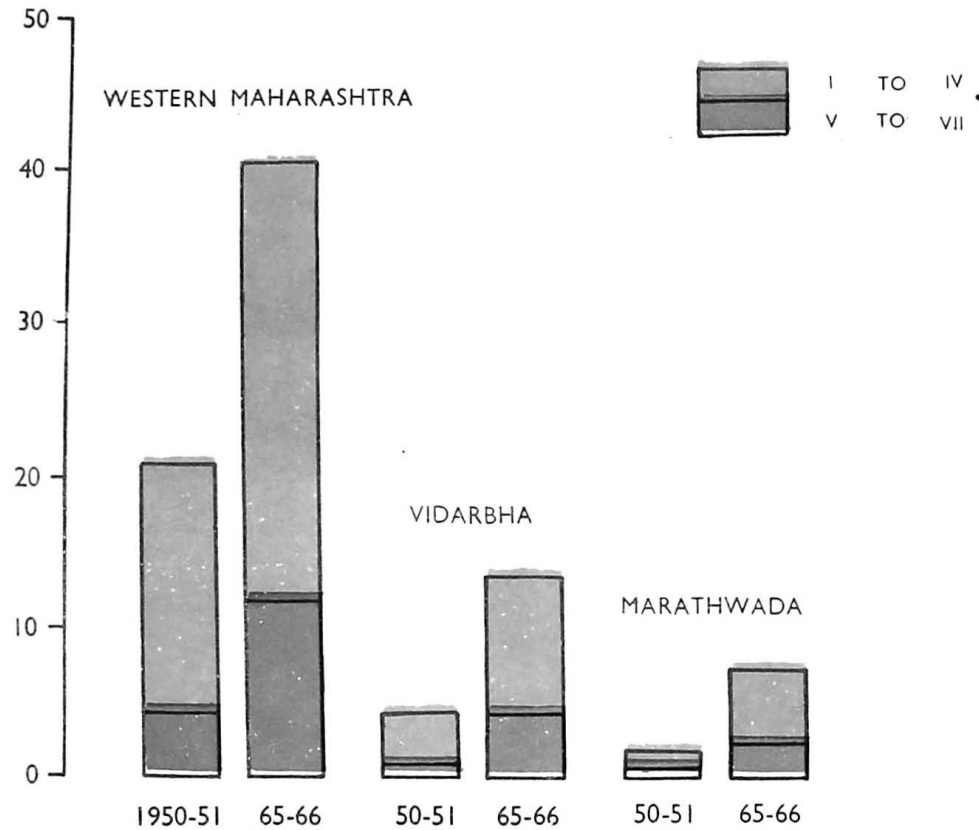
(Figures in 000s)

Year	Region	Pre-Primary	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1950-51	..	W.M. ..	5	3,28	1,30	89	68	41	30	25	15	13	10	8	..	7,62
		Vid. ..	1	42	24	19	11	6	4	3	2	1	1	1	..	115
		M.W. ..	0	12	6	4	3	2	1	1	1	0	0	0	..	30
		M.S. ..	6	3,82	1,60	1,12	82	49	35	29	18	14	11	9	..	9,07
1955-56	..	W.M. ..	6	3,79	1,50	1,02	78	46	34	28	18	15	11	9	..	8,76
		Vid. ..	1	70	39	32	19	10	7	6	3	2	2	2	..	1,93
		M.W. ..	0	20	10	7	6	4	2	1	1	0	0	0	..	51
		M.S. ..	7	4,69	1,99	1,41	1,03	60	43	35	22	17	13	11	..	11,20
1960-61	..	W.M. ..	11	4,77	2,25	1,61	1,28	92	66	50	36	28	21	15	..	13,10
		Vid. ..	5	96	64	54	37	21	17	12	8	5	4	1	..	3,24
		M.W. ..	0	52	20	12	8	6	3	2	1	1	1	1	0	1,07
		M.S. ..	16	6,25	3,09	2,27	1,73	1,19	86	64	45	34	26	17	0	17,41
1965-66	..	W.M. ..	10	4,96	3,08	2,35	1,98	1,44	1,09	85	61	50	42	31	..	17,69
		Vid. ..	4	151	96	84	63	43	32	23	17	12	10	2	..	537
		M.W. ..	1	99	40	27	21	16	10	7	5	3	2	1	0	232
		M.S. ..	15	7,46	4,44	3,46	2,82	2,03	1,51	1,15	83	65	54	34	0	25,38
Average Annual percentage increase.	W.M. ..	4.7	2.8	5.9	6.7	7.4	8.7	9.0	8.5	9.7	9.4	10.0	9.4	..	5.8	
	Vid. ..	9.7	8.9	9.7	10.4	12.3	14.0	14.9	14.5	15.3	18.0	16.6	4.7	..	10.8	
	M.W. ..	..	15.1	13.5	13.5	13.8	14.9	16.6	13.8	11.3	..	..	..	..	14.6	
	M.S. ..	6.3	4.6	7.0	7.8	8.6	9.9	10.2	9.7	10.7	10.8	11.2	9.2	..	7.1	

# REGIONAL ENROLMENT AT PRIMARY STAGE

## 1950-51 TO 1965-66

LAKHS



PRIMARY ENROLMENT PER LAKH OF POPULATION

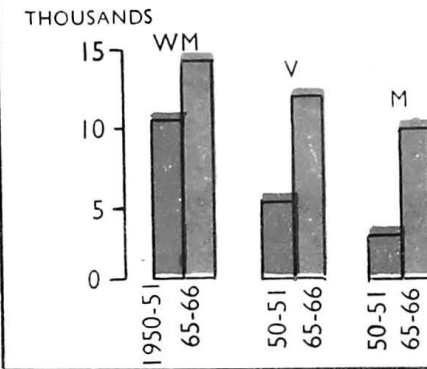


TABLE No. LII  
Some indices of educational Development—By Regions.

Item	1950-51				1965-66			
	Western Maharashtra. (2)	Vidarbha (3)	Marathwada (4)	Maharashtra (5)	Western Maharashtra (6)	Vidarbha (7)	Marathwada (8)	Maharashtra (9)
1. Population served by one—								
College ..	2,67,986	3,30,739	15,24,667	3,23,224	1,37,141	1,17,831	2,23,531	1,40,409
Secondary School ..	33,039	51,399	1,38,606	41,407	11,496	13,410	12,660	12,075
Primary School ..	1,236	1,832	1,723	1,413	1,172	947	926	1,067
2. Enrolment per 1,000 Population—								
Hr. Education ..	1.79	1.09	0.13	1.37	4.70	4.41	1.98	4.20
Secondary ..	12.02	8.20	3.33	9.80	33.15	32.23	29.27	32.32
Primary ..	105.71	52.55	35.15	82.31	138.51	110.42	90.16	124.26
Others ..	11.80	17.05	0.63	11.38	27.85	10.54	14.21	21.64
Total ..	131.32	78.89	39.24	104.86	204.21	157.60	135.62	182.42
3. Direct Expenditure per head of Population— (Rs.) ..	6.24	2.38	1.28	4.57	15.23	12.22	7.77	13.34
4. Enrolment Percentages—								
A. Classes (I-IV) to Population 6—9 :								
Boys ..	98.5	63.1	36.1	80.5	119.8	113.0	94.3	114.0
Girls ..	56.5	23.0	8.6	40.9	86.4	75.5	46.5	77.2
B. Classes (V-VII) to Population 10—12 :								
Boys ..	35.1	21.2	15.9	29.0	68.1	64.1	56.9	65.4
Girls ..	13.4	4.9	2.1	9.6	35.2	27.5	12.7	29.7
C. Classes (VIII-X) to Population 13—15 :								
Boys ..	22.1	12.6	11.9	18.4	43.2	40.1	28.8	40.1
Girls ..	8.4	2.4	1.5	5.9	17.8	12.4	4.3	14.3
5. Teacher—Pupil ratio—								
Secondary ..	24	23	21	23	26	26	27	26
Primary ..	37	31	29	35	39	30	35	36
Pre-Primary ..	19	9	....	18	25	30	35	27
6. Percentage of trained teachers to total No. of teachers—								
Secondary : Men ..	56.1	41.9	46.6	52.4	75.6	62.5	52.4	68.5
Women ..	61.4	57.5	43.7	60.0	83.1	74.9	49.9	79.3
Primary : Men ..	49.4	56.6	26.8	48.9	84.5	77.7	50.4	77.7
Women ..	59.6	70.0	19.8	58.7	81.1	82.8	39.8	79.4
Pre-Primary : Men ..	91.8	100.0	....	91.9	83.7	20.0	....	77.8
Women ..	75.5	27.2	....	73.8	68.8	78.2	84.4	71.5
7. Enrolment per institution :—								
Higher Education ..	479	361	201	443	645	520	442	590
Secondary ..	397	422	482	406	381	432	371	390
Primary ..	131	96	63	116	162	105	83	133
8. Cost per pupil (Rs.) (Direct Expenditure)								
Higher Education ..	585	611	376	587	675	481	415	608
Secondary ..	118	71	69	106	138	107	78	122
Primary ..	31	20	26	29	47	52	46	48
Pre-Primary ..	72	59	....	72	64	60	53	63
Vocational ..	264	299	452	272	396	402	542	408
Special ..	11	2	22	7	3	5	2	3
Total ..	48	30	33	44	75	78	57	73
9. Direct Expenditure by objects as percentage to total								
Higher Education ..	16.8	28.1	3.7	17.6	20.8	17.4	10.5	19.1
Secondary ..	22.8	24.4	17.9	22.8	30.0	28.3	29.4	29.6
Primary ..	52.9	43.8	70.8	52.5	42.8	47.4	53.4	44.8
Pre-Primary ..	0.4	0.0	....	0.3	0.3	0.4	0.1	0.3
Vocational ..	5.5	2.4	6.8	5.2	5.7	6.2	6.1	5.8
Special ..	1.6	1.3	0.8	1.6	0.4	0.3	0.5	0.4
10. Direct Expenditure by Sources as percentage to total								
Government ..	52.2	57.0	95.5	54.6	48.9	66.7	84.3	56.0
Local Bodies ..	11.4	17.8	....	11.7	11.3	4.3	0.0	8.7
Fees ..	25.8	17.3	2.4	23.7	31.1	23.4	11.9	27.7
Others ..	10.6	7.9	2.1	10.0	8.7	5.6	3.8	7.6

TABLE No. LII—*contd.*

Item	1950—51				1965—66				
	Westrn Maharash- tra	Vidarbha	Marathwada	Maharash- tra	Western Maharash- tra	Vidarbha	Marathwada	Maharash- tra	
	1	2	3	4	5	6	7	8	9
11. No. of Teachers per 1,00,000 population—									
Pre-Primary ..	2	0	....	1	3	3	....	2	
Primary ..	286	172	122	234	357	372	258	345	
Secondary ..	51	36	16	42	126	124	108	123	
12. No. of girls enrolled per 100 boys in classes—									
Pre-Pri. ..	81	90	36	82	81	86	82	83	
I ..	71	40	30	63	83	76	63	78	
II ..	50	37	22	46	70	68	47	67	
III ..	45	37	19	42	62	62	37	59	
IV ..	40	29	19	36	57	56	31	53	
V ..	35	24	15	31	51	45	25	46	
VI ..	34	22	12	30	49	43	20	43	
VII ..	33	22	8	29	47	38	17	41	
VIII ..	31	19	8	27	39	33	14	34	
IX ..	31	19	5	27	39	26	12	33	
X ..	31	19	5	27	38	24	11	32	
XI ..	32	16	5	27	39	23	11	34	
XII ..	....	....	....	....	....	....	7	7	
Total School Education ..	50	33	19	45	60	56	37	56	
Higher Education ..	23	16	8	21	33	26	13	30	
Vocational ..	38	32	0	36	48	40	16	43	
Special ..	21	1	7	12	105	84	55	96	
Total Education ..	47	24	19	40	64	56	38	59	

TABLE No. LII—*concl'd.*

Item	1950—51 (Base Year)*				@1965—66 (End Year)			
	Western Maharash- tra	Vidarbha†	Marathwada	Maharash- tra	Western Maharash- tra	Vidarbha †	Marathwada	Maharash- tra
	1	2	3	4	5	6	7	8
13. Retention Percentage at—								
A. Primary Stage— Boys (Class I—IV)	39.6	44.9	71.4	42.5	56.9	63.3	55.2	57.9
Girls ..	20.3	33.5	45.6	22.5	40.9	54.8	41.9	43.4
B. Middle Stage— (Class I—VII)	19.5	27.4	38.6	22.1	32.0	41.0	33.5	33.9
Boys ..	19.5	27.4	38.6	22.1	32.0	41.0	33.5	33.9
Girls ..	9.7	15.8	19.2	10.6	18.7	25.8	14.8	19.4
C. Secondary Stage (Class I—XI)	9.9	15.7	14.3	9.0	15.7	28.3	18.2	13.5
Boys ..	9.9	15.7	14.3	9.0	15.7	28.3	18.2	13.5
Girls ..	4.8	8.1	4.5	4.5	8.3	13.7	6.0	7.3

Note.—\*For calculating wastage and stagnation for Primary, Middle and Secondary Stages, enrolments in the years 1953-54 (Class IV), 1956-57 (Class VII), 1960-61 (Class XI) are respectively compared with enrolment in Class I in 1950-51.

@Enrolments in Class IV, VII and XI in 1965-66 are compared with those in Class I in the years 1962-63, 1959-60, and 1955-56 respectively.

†In case of Vidarbha, Enrolment in Class X is considered in respective year, since it forms the final year of school stage.

TABLE LIII—A  
*Population of Maharashtra State—by Regions*  
 .. 1951

(Figures in 000's)

Age in completed years	Western Maharashtra		Vidarbha		Marathwada		Maharashtra	
	Male	Female	Male	Female	Male	Female	Male	Female
0—2 .. ..	8,50	8,22	3,56	3,55	2,20	2,22	14,26	13,99
3 .. ..	2,90	2,94	1,13	1,17	69	74	4,72	4,85
4 .. ..	3,01	2,90	1,13	1,12	76	77	4,90	4,79
5 .. ..	3,11	2,92	1,15	1,13	80	78	5,06	4,83
6 .. ..	3,00	2,92	1,11	1,11	82	82	4,93	4,85
7 .. ..	2,92	2,94	1,15	1,20	77	77	4,84	4,91
8 .. ..	2,70	2,58	92	94	68	69	4,30	4,21
9 .. ..	2,44	2,45	88	93	61	64	3,93	4,02
10 .. ..	2,96	2,82	98	1,00	75	74	4,69	4,56
11 .. ..	1,97	1,93	73	76	43	46	3,13	3,15
12 .. ..	2,98	2,44	1,07	92	89	70	4,94	4,06
13 .. ..	1,70	1,41	63	56	37	30	2,70	2,27
14 .. ..	1,91	1,64	75	65	46	39	3 12	2.68
15 .. ..	1,78	1,46	60	49	43	35	2,81	2,30
16 .. ..	1,83	1,68	71	66	52	50	3,06	2,84
17 .. ..	1,23	1,11	46	42	22	24	1,91	1,77
18 .. ..	2,34	2,16	83	84	48	54	3,65	3,54
19 .. ..	1,29	1,16	47	44	22	24	1,98	1,84
20 .. ..	2,46	2,80	71	97	56	79	3,73	4,56
21 .. ..	1,31	1,16	59	67	34	39	2,24	2,22
22 .. ..	2,38	2,27	83	94	52	57	3,73	3,78
23 .. ..	1,21	98	46	45	21	21	1,88	1,64
24 .. ..	1,36	1,26	51	55	27	29	2,14	2,10
25 and above .. ..	43,17	38,28	17,09	16,11	10,21	9,37	70,47	63,76
Not stated .. ..	3	3	2	2	1	1	6	6
Total .. ..	1,00,49	92,46	38,47	37,60	24,22	23,52	1,63,18	1,53,58

TABLE No. LIII—B

*Population of Maharashtra State—by Regions*  
1956

(Figures in 000's)

Age in completed years	Western Maharashtra		Vidarbha		Marathwada		Maharashtra	
	Male	Female	Male	Female	Male	Female	Male	Female
0—2 .. ..	9,54	9,18	4,00	3,96	2,47	2,48	16,01	15,62
3 .. ..	3,26	3,28	1,27	1,31	77	83	5,30	5,42
4 .. ..	3,38	3,24	1,27	1,25	85	86	5,50	5,35
5 .. ..	3,49	3,26	1,29	1,26	90	87	5,68	5,39
6 .. ..	3,37	3,26	1,25	1,24	92	92	5,54	5,42
7 .. ..	3,28	3,28	1,29	1,34	86	86	5,43	5,48
8 .. ..	3,03	2,88	1,03	1,05	76	77	4,82	4,70
9 .. ..	2,74	2,74	99	1,04	68	71	4,41	4,49
10 .. ..	3,32	3,15	1,10	1,12	84	83	5,26	5,10
11 .. ..	2,21	2,16	82	85	48	51	3,51	3,52
12 .. ..	3,35	2,72	1,20	1,03	1,00	78	5,55	4,53
13 .. ..	1,91	1,57	71	63	42	34	3,04	2,54
34 .. ..	2,14	1,83	84	73	52	44	3,50	3,00
15 .. ..	2,00	1,63	67	55	48	39	3,15	2,57
16 .. ..	2,05	1,88	80	74	58	56	3,43	3,18
17 .. ..	1,38	1,24	52	47	25	27	2,15	1,98
18 .. ..	2,63	2,41	93	94	54	60	4,10	3,95
19 .. ..	1,45	1,30	53	49	25	27	2,23	2,06
20 .. ..	2,76	3,13	80	1,08	63	88	4,19	5,09
21 .. ..	1,47	1,30	66	75	38	44	2,51	2,49
22 .. ..	2,67	2,53	93	1,05	58	64	4,18	4,22
23 .. ..	1,36	1,09	52	50	24	23	2,12	1,82
24 .. ..	1,53	1,41	57	61	30	32	2,40	2,34
25 and above ..	48,47	42,75	19,18	17,98	11,48	10,45	79,13	71,18
Not stated .. ..	3	3	2	2	1	1	6	6
Total .. ..	1,12,82	1,03,25	43,19	41,99	27,19	26,26	1,83,20	1,71,50



# POPULATION PYRAMID

## 1965-66

(IN LAKHS)

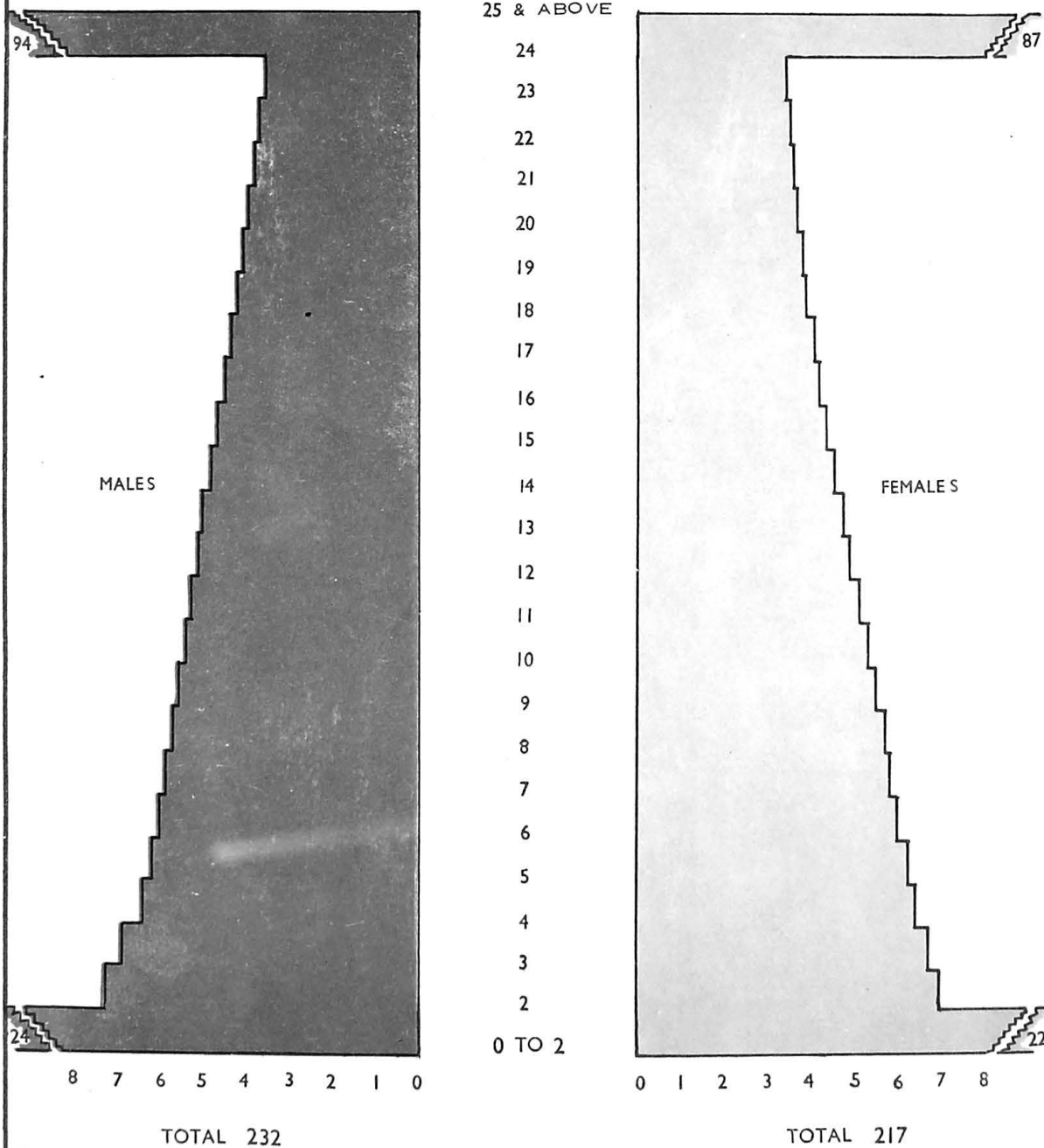


TABLE LIII—C  
*Population of Maharashtra State—by Regions*  
 1961

(Figures in 000's)

Age in completed Years	Western Maharashtra		Vidarbha		Marat. wada		Maharashtra	
	Male	Female	Male	Female	Male	Female	Male	Female
0— 2 .. ..	10,58	10,24	4,37	4,26	2,92	2,92	17,87	17,42
3 .. ..	3,61	3,66	1,39	1,41	91	97	5,91	6,04
4 .. ..	3,75	3,61	1,39	1,35	1,01	1,02	6,15	5,98
5 .. ..	3,87	3,64	1,41	1,35	1,06	1,02	6,34	6,01
6 .. ..	3,73	3,64	1,36	1,33	1,08	1,08	6,17	6,05
7 .. ..	3,64	3,67	1,40	1,44	1,02	1,01	6,06	6,12
8 .. ..	3,36	3,21	1,13	1,13	90	91	5,39	5,25
9 .. ..	3,03	3,05	1,08	1,12	80	84	4,91	5,01
10 .. ..	3,69	3,51	1,21	1,20	99	97	5,89	5,68
11 .. ..	2,45	2,40	89	92	56	61	3,90	3,93
12 .. ..	3,71	3,04	1,31	1,11	1,18	92	6,20	5,07
13 .. ..	2,11	1,76	77	67	49	39	3,37	2,82
14 .. ..	2,38	2,05	92	78	61	51	3,91	3,34
15 .. ..	2,21	1,81	74	59	57	47	3,52	2,87
16 .. ..	2,27	2,09	87	79	68	66	3,82	3,54
17 .. ..	1,54	1,38	57	51	29	31	2,40	2,20
18 .. ..	2,91	2,70	1,02	1,01	64	70	4,57	4,41
19 .. ..	1,61	1,45	57	53	29	32	2,47	2,30
20 .. ..	3,06	3,49	87	1,17	73	1,03	4,66	5,69
21 .. ..	1,63	1,44	73	80	45	52	2,81	2,76
22 .. ..	2,97	2,83	1,01	1,13	69	74	4,67	4,70
23 .. ..	1,51	1,22	56	54	28	27	2,35	2,03
24 .. ..	1,69	1,58	63	66	36	38	2,68	2,62
25 and above ..	53,70	47,67	20,93	19,35	13,55	12,30	88,18	79,32
Not stated ..	4	4	3	3	2	2	9	9
Total ..	1,25,05	1,15,18	47,16	45,18	32,08	30,89	2,04,29	1,91,25

TABLE No. LIII—D

*Population of Maharashtra State—by regions*  
1966

(Figures in 000's)

Age in completed Years	Western Maharashtra		Vidarbha		Marathwada		Maharashtra	
	Male	Female	Male	Female	Male	Female	Male	Female
0— 2 .. ..	14,44	13,36	5,75	5,36	3,89	3,75	24,08	22,47
3 .. ..	4,34	4,12	1,73	1,65	1,17	1,15	7,24	6,92
4 .. ..	4,14	3,96	1,65	1,59	1,12	1,11	6,91	6,66
5 .. ..	3,93	3,82	1,43	1,42	1,08	1,07	6,44	6,31
6 .. ..	3,83	3,74	1,36	1,36	1,06	1,05	6,25	6,15
7 .. ..	3,73	3,63	1,32	1,32	1,03	1,02	6,08	5,97
8 .. ..	3,63	3,53	1,29	1,29	1,00	99	5,92	5,81
9 .. ..	3,53	3,42	1,25	1,25	97	96	5,75	5,63
10 .. ..	3,44	3,31	1,22	1,21	95	93	5,61	5,45
11 .. ..	3,35	3,21	1,20	1,20	91	85	5,46	5,26
12 .. ..	3,26	3,09	1,17	1,15	88	82	5,31	5,06
13 .. ..	3,17	2,98	1,14	1,10	86	79	5,17	4,87
14 .. ..	3,07	2,87	1,13	1,04	83	79	5,03	4,70
15 .. ..	2,98	2,76	1,10	1,01	81	76	4,89	4,53
16 .. ..	2,90	2,66	1,07	97	79	73	4,76	4,36
17 .. ..	2,94	2,52	1,04	1,00	65	67	4,63	4,19
18 .. ..	2,85	2,43	1,01	97	63	65	4,49	4,05
19 .. ..	2,76	2,36	97	94	61	63	4,34	3,93
20 .. ..	2,67	2,29	94	91	59	61	4,20	3,81
21 .. ..	2,58	2,22	91	88	57	59	4,06	3,69
22 .. ..	2,50	2,16	88	86	55	58	3,93	3,60
23 .. ..	2,43	2,12	86	84	54	57	3,83	3,53
24 .. ..	2,36	2,10	83	83	52	56	3,71	3,49
25 and above ..	57,42	52,00	22,37	21,10	14,45	13,44	94,24	86,54
Total	1,42,25	1,30,66	53,62	51,25	36,46	35,07	2,32,33	2,16,98

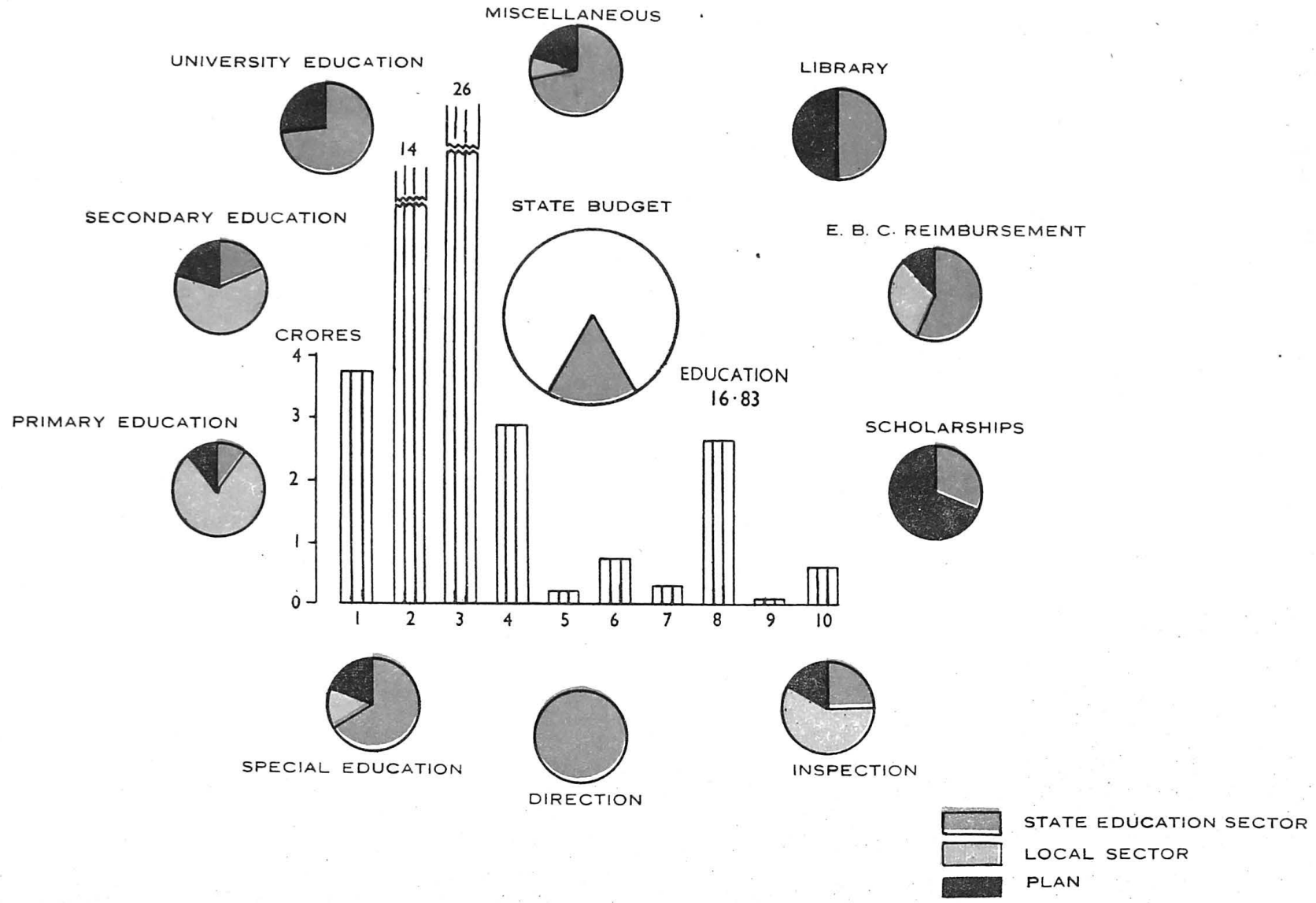
TABLE No. LIV

*Estimated Population—By Regions (1950-51 to 1965-66)*

(Figures in 000's)

Year	Region	Age groups (in completed years)												All ages	
		6—9		10—12		13—15		16—17		18—20		21—22		Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
1950-51	.. W. M. ..	11,06	10,89	7,91	7,19	5,39	4,51	3,06	2,79	6,09	6,12	3,69	3,43	1,00,49	92,46
	Vid. ..	4,06	4,18	2,78	2,68	1,98	1,70	1,17	1,08	2,01	2,25	1,42	1,61	38,47	37,60
	M. W. ..	2,88	2,92	2,07	1,90	1,26	1,04	74	74	1,26	1,57	86	96	24,22	23,52
	M. S. ..	18,00	17,99	12,76	11,77	8,63	7,25	4,97	4,61	9,36	9,94	5,97	6,00	1,63,18	1,53,58
1955-56	.. W. M. ..	12,42	12,16	8,88	8,03	6,05	5,03	3,43	3,12	6,84	6,84	4,14	3,83	1,12,82	1,03,25
	Vid. ..	4,56	4,67	3,12	3,00	2,22	1,91	1,32	1,21	2,26	2,51	1,59	1,80	43,19	41,99
	M. W. ..	3,22	3,26	2,32	2,12	1,42	1,17	83	83	1,42	1,75	96	1,08	27,19	26,26
	M. S. ..	20,20	20,09	14,32	13,15	9,69	8,11	5,58	5,16	10,52	11,10	6,69	6,71	1,83,20	1,71,50
1960-61	.. W. M. ..	13,76	13,57	9,85	8,95	6,70	5,62	3,81	3,47	7,58	7,64	4,60	4,27	1,25,05	1,15,18
	Vid. ..	4,97	5,02	3,41	3,23	2,43	2,04	1,44	1,30	2,46	2,71	1,74	1,93	47,16	45,18
	M. W. ..	3,80	3,84	2,73	2,50	1,67	1,37	97	97	1,66	2,05	1,14	1,26	32,08	30,89
	M. S. ..	22,53	22,43	15,99	14,68	10,80	9,03	6,22	5,74	11,70	12,40	7,48	7,46	2,04,29	1,91,25
1965-66	.. W. M. ..	14,72	14,32	10,05	9,61	9,22	8,61	5,84	5,18	8,28	7,08	5,08	4,38	1,42,25	1,30,66
	Vid. ..	5,22	5,22	3,59	3,56	3,37	3,15	2,11	1,97	2,92	2,82	1,79	1,74	53,62	51,25
	M. W. ..	4,06	4,02	2,74	2,60	2,50	2,34	1,44	1,40	1,83	1,89	1,12	1,17	36,46	35,07
	M. S. ..	24,00	23,56	16,38	15,77	15,09	14,10	9,39	8,55	13,03	11,79	7,99	7,29	2,32,33	2,16,98
Average Annual percentage increase.	W. M. ..	1.9	1.8	1.6	1.9	3.6	4.4	4.4	4.2	2.1	1.0	2.1	1.6	2.3	2.3
	Vid. ..	1.7	1.5	1.7	1.9	3.6	4.2	4.0	4.1	2.5	1.5	1.6	0.5	2.3	2.1
	M. W. ..	2.3	2.2	1.9	2.1	4.6	5.5	4.5	4.3	2.5	1.2	1.8	1.3	2.7	2.7
	M. S. ..	1.9	1.8	1.7	2.0	3.8	4.5	4.3	4.2	2.3	1.2	2.0	1.3	2.4	2.3

# STATE EDUCATION BUDGET 1967-68



## ANNEXURE "D"

*Rate of Retention of Boys in Primary Classes (1950-51 to 1965-66)*

Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1950-51 ..	6,04,804 (100·0)	..	..	..	..	..	..	..	..	..	..
1951-52 ..	6,27,325 (100·0)	3,60,695 (59·6)	..	..	..	..	..	..	..	..	..
1952-53 ..	6,40,661 (100·0)	3,69,021 (58·8)	2,86,966 (47·4)	..	..	..	..	..	..	..	..
1953-54 ..	6,78,081 (100·0)	3,91,180 (61·1)	3,04,856 (48·6)	2,57,082 (42·5)	..	..	..	..	..	..	..
1954-55 ..	7,27,049 (100·0)	4,19,374 (61·8)	3,26,716 (57·0)	2,75,282 (43·9)	1,87,311 (31·0)	..	..	..	..	..	..
1955-56 ..	7,34,280 (100·0)	4,24,302 (58·4)	3,31,211 (48·8)	2,73,292 (43·4)	1,89,200 (30·4)	1,41,157 (23·3)	..	..	..	..	..
1956-57 ..	7,14,832 (100·0)	4,76,660 (64·9)	3,64,872 (50·2)	2,92,440 (43·1)	2,11,967 (33·1)	1,59,735 (25·5)	1,33,574 (22·1)	..	..	..	..
1957-58 ..	7,24,456 (100·0)	4,67,645 (65·4)	3,82,665 (52·1)	3,12,136 (42·9)	2,21,856 (32·7)	1,72,296 (26·9)	1,40,782 (22·4)	94,487 (15·6)	..	..	..
1958-59 ..	8,16,026 (100·0)	4,71,056 (65·0)	3,93,908 (55·1)	3,40,333 (46·3)	2,44,120 (33·6)	1,85,403 (27·3)	1,55,451 (24·3)	1,08,932 (17·4)	84,423 (14·0)	..	..
1959-60 ..	8,37,291 (100·0)	5,04,176 (61·8)	4,04,000 (55·8)	3,52,847 (49·4)	2,75,756 (37·6)	2,02,477 (27·8)	1,66,527 (24·6)	1,27,750 (19·9)	99,153 (15·8)	76,444 (12·6)	..
1960-61 ..	8,64,180 (100·0)	5,34,090 (63·8)	4,36,395 (53·5)	3,65,080 (50·4)	2,97,121 (41·6)	2,27,749 (31·0)	1,79,324 (24·7)	1,45,451 (21·5)	1,15,198 (18·0)	90,277 (14·4)	54,641 (9·0)
1961-62 ..	9,21,236 (100·0)	5,50,546 (63·7)	4,64,121 (55·4)	4,01,659 (49·2)	3,16,728 (43·7)	2,53,587 (35·5)	2,00,608 (27·3)	1,62,730 (22·4)	1,32,085 (19·5)	1,04,731 (16·3)	63,149 (10·1)
1962-63 ..	9,12,285 (100·0)	5,85,981 (63·6)	4,74,396 (54·9)	4,28,173 (51·1)	3,45,791 (42·4)	2,73,041 (37·7)	2,21,186 (31·0)	1,81,377 (24·7)	1,47,523 (20·3)	1,19,921 (17·7)	71,126 (11·1)
1963-64 ..	8,54,655 (100·0)	6,86,513 (75·2)	5,44,805 (59·1)	4,45,274 (51·5)	3,77,762 (45·1)	3,00,519 (36·8)	2,38,105 (32·9)	2,02,179 (28·3)	1,64,687 (22·4)	1,34,487 (18·5)	83,163 (12·3)
1964-65 ..	8,72,880 (100·0)	6,76,684 (92·2)	5,98,458 (65·5)	4,93,173 (53·5)	4,01,035 (46·4)	3,26,910 (39·0)	2,61,945 (32·1)	2,18,363 (30·1)	1,82,642 (25·6)	1,49,976 (20·4)	92,428 (12·7)
1965-66 ..	..	6,64,539 (76·1)	5,87,022 (68·7)	5,28,766 (57·9)	4,39,055 (47·7)	3,48,030 (40·3)	2,83,481 (33·7)	2,41,480 (29·6)	1,96,419 (27·1)	1,67,558 (23·4)	99,015 (13·5)

*Note.*—Figures in brackets indicate the percentage enrolment to corresponding feeding enrolment in Column I.

## ANNEXURE " E "

*Rate of Retention of Girls in Primary Classes (1950-51 to 1965-66)*

Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1950-51 ..	3,82,625 (100·0)	..	..	..	..	..	..	..	..	..	..
1951-52 ..	3,86,719 (100·0)	1,61,926 (42·3)	..	..	..	..	..	..	..	..	..
1952-53 ..	3,81,617 (100·0)	1,60,769 (41·6)	1,12,980 (29·5)	..	..	..	..	..	..	..	..
1953-54 ..	3,94,099 (100·0)	1,66,610 (43·7)	1,17,361 (30·3)	86,089 (22·5)	..	..	..	..	..	..	..
1954-55 ..	4,33,946 (100·0)	1,83,639 (46·6)	1,29,436 (33·9)	94,851 (24·5)	55,688 (14·6)	..	..	..	..	..	..
1955-56 ..	4,68,465 (100·0)	1,99,217 (45·9)	1,40,854 (35·7)	1,02,701 (26·9)	60,113 (15·5)	42,666 (11·2)	..	..	..	..	..
1956-57 ..	4,94,991 (100·0)	2,37,364 (50·7)	1,57,350 (36·3)	1,13,915 (28·9)	70,681 (18·5)	50,859 (13·2)	40,679 (10·6)	..	..	..	..
1957-58 ..	5,13,602 (100·0)	2,52,697 (51·1)	1,78,564 (38·1)	1,27,185 (29·3)	78,152 (19·8)	57,809 (15·1)	44,992 (11·6)	27,478 (7·2)	..	..	..
1958-59 ..	5,75,603 (100·0)	2,62,200 (51·1)	1,93,547 (39·1)	1,45,447 (31·0)	87,330 (20·1)	65,398 (16·6)	52,850 (13·8)	32,000 (8·3)	24,820 (6·5)	..	..
1959-60 ..	5,92,595 (100·0)	2,90,544 (50·5)	2,05,437 (40·0)	1,60,144 (32·4)	1,04,447 (22·3)	72,984 (16·8)	59,391 (15·5)	39,015 (10·2)	29,011 (7·5)	22,442 (5·9)	..
1960-61 ..	6,24,953 (100·0)	3,09,136 (52·2)	2,26,573 (39·4)	1,72,721 (33·6)	1,18,396 (23·9)	86,278 (18·4)	64,280 (14·8)	45,377 (11·5)	34,326 (9·0)	25,928 (6·7)	17,064 (4·5)
1961-62 ..	6,64,718 (100·0)	3,25,176 (52·0)	2,44,556 (41·3)	1,94,979 (33·9)	1,30,159 (25·3)	97,572 (19·7)	74,736 (16·0)	51,103 (11·8)	40,295 (10·2)	30,699 (8·0)	19,588 (5·1)
1962-63 ..	6,49,886 (100·0)	3,46,480 (52·1)	2,56,408 (41·0)	2,12,101 (35·8)	1,46,114 (25·5)	1,08,409 (21·1)	84,638 (17·1)	58,962 (12·6)	45,514 (10·5)	36,044 (9·1)	23,201 (6·1)
1963-64 ..	6,23,458 (100·0)	4,23,878 (65·2)	2,99,075 (45·0)	2,25,404 (36·1)	1,64,150 (27·7)	1,23,099 (21·4)	93,400 (18·2)	66,582 (13·5)	52,244 (11·2)	41,165 (9·5)	27,560 (7·0)
1964-65 ..	6,56,428 (100·0)	4,31,804 (69·3)	3,41,108 (52·5)	2,54,983 (38·4)	1,81,790 (28·1)	1,36,624 (23·1)	1,04,670 (18·2)	73,660 (14·3)	58,670 (11·9)	47,573 (10·2)	30,703 (7·1)
1965-66 ..	....	4,44,149 (67·7)	3,45,309 (55·4)	2,82,116 (43·4)	2,03,334 (30·0)	1,51,185 (24·2)	1,15,188 (19·4)	83,228 (14·5)	64,912 (12·6)	53,438 (10·8)	34,104 (7·3)

Note.—Figures in brackets indicate the percentage of enrolment to corresponding feeding enrolment in Column I.